

Agenda for a meeting of the Governance and Audit Committee to be held on Friday 26 February 2016 at 1100 in Committee Room 1, City Hall, Bradford

Members of the Committee – Councillors

CONSERVATIVE	LABOUR	THE INDEPENDENTS
Eaton	L Smith (Ch)	Naylor
	Thornton (DCh)	
	Swallow	

Alternates:

<i>Conservative</i>	<i>Labour</i>	<i>The Independents</i>
Ellis	Farley	Hawkesworth
	K Hussain	

Notes:

- This agenda can be made available in Braille, large print or audio format on request by contacting the Agenda contact shown below.
 - The taking of photographs, filming and sound recording of the meeting is allowed except if Councillors vote to exclude the public to discuss confidential matters covered by Schedule 12A of the Local Government Act 1972. Recording activity should be respectful to the conduct of the meeting and behaviour that disrupts the meeting (such as oral commentary) will not be permitted. Anyone attending the meeting who wishes to record or film the meeting's proceedings is advised to liaise with the Agenda Contact who will provide guidance and ensure that any necessary arrangements are in place. Those present who are invited to make spoken contributions to the meeting should be aware that they may be filmed or sound recorded.
 - If any further information is required about any item on this agenda, please contact the officer named at the foot of that agenda item.
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From:

Dermot Pearson
Interim City Solicitor
Agenda Contact: Fatima Butt
Phone: 01274 432227
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To:



A. PROCEDURAL ITEMS

1. ALTERNATE MEMBERS (Standing Order 34)

The City Solicitor will report the names of alternate Members who are attending the meeting in place of appointed Members.

2. DISCLOSURES OF INTEREST

(Members Code of Conduct - Part 4A of the Constitution)

To receive disclosures of interests from members and co-opted members on matters to be considered at the meeting. The disclosure must include the nature of the interest.

An interest must also be disclosed in the meeting when it becomes apparent to the member during the meeting.

Notes:

- (1) Members may remain in the meeting and take part fully in discussion and voting unless the interest is a disclosable pecuniary interest or an interest which the Member feels would call into question their compliance with the wider principles set out in the Code of Conduct. Disclosable pecuniary interests relate to the Member concerned or their spouse/partner.
- (2) Members in arrears of Council Tax by more than two months must not vote in decisions on, or which might affect, budget calculations, and must disclose at the meeting that this restriction applies to them. A failure to comply with these requirements is a criminal offence under section 106 of the Local Government Finance Act 1992.
- (3) Members are also welcome to disclose interests which are not disclosable pecuniary interests but which they consider should be made in the interest of clarity.
- (4) Officers must disclose interests in accordance with Council Standing Order 44.

3. INSPECTION OF REPORTS AND BACKGROUND PAPERS

(Access to Information Procedure Rules – Part 3B of the Constitution)

Reports and background papers for agenda items may be inspected by contacting the person shown after each agenda item. Certain reports and background papers may be restricted.

Any request to remove the restriction on a report or background paper should be made to the relevant Director or Assistant Director whose name is shown on the front page of the report.

If that request is refused, there is a right of appeal to this meeting.

Please contact the officer shown below in advance of the meeting if you wish to appeal.
(Fatima Butt - 01274 432227)



B. BUSINESS ITEMS

4. DISTRICT PLAN DEVELOPMENT

The Assistant Director, Policy, Programmes and Change will submit **Document “AK”** which provides a summary of the approach taken in the development of the District Plan and seeks member input at the drafting stage. The District Plan will identify how partner organisations across the district will contribute to the delivery of the shared outcomes.

That Members, as part of the District Plan consultation, provide their views on the questions listed in Section 3.3 of Document “AK”, and any other considerations they would like to share.

(Kathryn Jones – 01274 433664)

5. LOCAL GOVERNMENT OMBUDSMAN – REVIEW OF LOCAL GOVERNMENT COMPLAINTS 2014/15

The Interim Assistant Director of Policy, Programmes and Change will submit **Document “AL”** which reports on the Annual Review Letter from the Local Government Ombudsman, it summarises the number of complaints and investigations undertaken by the Ombudsman for the year ended 31 March 2015 and compares Bradford’s performance against that of other local authorities.

Recommended-

That the Governance and Audit Committee takes assurance from the result of the Local Government Ombudsman’s Annual Review of Local Government Complaints 2014/15, that the Authorities complaints process is overall satisfactory.

(Irina Arcas – 01274 435269)

6. CHILDREN’S SERVICES GOVERNANCE AND AUDIT

Previous Reference: Minute 58 (2014/15)

Members are reminded that this Committee at its meeting held on 23 January 2015 considered a report on the Annual Governance Statement, Members resolved amongst other things:

“That in relation to the governance challenge on Management of Ofsted Outcomes (detailed in Appendix 1 to Document “AD”) the Committee requests a comprehensive report outlining the governance structures supporting Children’s Services to better understand the governance framework and how different groups and elements relate to each other”.

In accordance with the above the Strategic Director Children’s Services will submit **Document “AM”** which informs the Committee about the Children’s Services performance framework, its governance and external inspection framework.



Recommended-

That the report be received for information.

(Linda Mason – 01274 439255)



Report of the Assistant Director, Policy, Programmes and Change to the meeting of Governance and Audit Committee to be held on Friday 26 February 2016.

Subject:

AK

District Plan Development

Summary statement:

This report provides a summary of the approach taken in the development of the District Plan and seeks member input at the drafting stage. The District Plan will identify how partner organisations across the district will contribute to the delivery of our shared outcomes.

Sam Plum
Assistant Director of Policy
Programmes and Change

Report Contact: Kathryn Jones
Phone: (01274) 433664
E-mail: k.jones@bradford.gov.uk

Portfolio:

Leader

Overview & Scrutiny Area:

Corporate

1. SUMMARY

This report provides a summary of the approach taken in the development of the District Plan and seeks member input at the drafting stage. The District Plan will identify how partner organisations across the district will contribute to the delivery of our shared outcomes.

2. BACKGROUND

- 2.1 The District Plan will outline partners' commitment to delivery, how things will be done differently, working together towards shared aims. It will not be a plan which simply captures 'business as usual' activity, and instead will focus on new ways of doing things through co-production and joined-up working, resulting in better use of resources. This will enable both the Council and other public sector partners to meet the challenges of reducing budgets and increasing costs and demand.
- 2.2 Learning taken from the development of previous district strategies has informed this approach. Instead of using the plan to capture a large number of deliverables, the District Plan will outline the key activity which will make a real difference using district-wide resources.
- 2.3 A district Community Strategy ran from 2011-2014. Work was started in 2013 to review that strategy but was put on hold awaiting the development of New Deal priorities. There is currently no district-wide plan in place to join partners in common goals.
- 2.4 Since 2014 there has been a fragmented approach across the work of Strategic Delivery Partnerships, with a more joined-up approach to district-wide delivery needed. This is especially important in the context of significant public sector budget reductions which have taken place in recent years and are expected to continue for the foreseeable future.
- 2.5 A New Deal for the district has been developed which will change the way the Council and other public services work together with people, communities, businesses and the voluntary sector. Effective partnership working, towards common goals, is critical to the successful delivery of the agreed New Deal outcomes.
- 2.6 The Bradford District Partnership (BDP) Board agreed at its meeting on 23 October 2015 that a new District Plan for 2016-2020 should be developed that supports a shared direction, co-ordinates effort and provides accountability to support the delivery of the New Deal outcomes.
- 2.7 Revised governance arrangements for Bradford District Partnership were also approved by the BDP Board on 23 October 2015, and partnerships have now taken ownership of New Deal outcomes as follows:
 - Good schools and a great start for all our children – Children's Trust
 - Better skills, more good jobs and a growing economy – Producer City Board
 - Better health, better lives – Health and Wellbeing Board

- Safe, clean and active communities – Safer and Stronger Communities Partnership
- Decent homes that people can afford to live in – Producer City Board/Place Board

Governance and Audit Committee received a report on 30 October 2015 outlining these new arrangements.

<http://democracy.bradford.gov.uk/documents/s6511/DOCUMENT%20U.pdf>

- 2.8 The District Plan will clearly state how the Strategic Delivery Partnerships will commit to delivery of the New Deal outcomes by outlining detailed activity with specific success measures to support the monitoring and reporting of progress.

3. OTHER CONSIDERATIONS

- 3.1 The duration of the District Plan will be four years, from 2016-20, with a review of delivery progress made annually.

Draft Plan

- 3.2 The latest draft of the District Plan is available at Appendix 1. This reflects the feedback from the first stage of consultation on the Plan's development, including input from the BDP Board at their meeting on 22 January 2016. Highlights of their comments include:
- The Plan needs to encourage cross thematic/outcome working so that delivery against each outcome isn't undertaken in isolation.
 - Sustainability, culture, fairness/inclusion (including narrowing the gap) need to be reflected as cross cutting themes.
 - Citizens and communities need to be part of the solution and have a clearly identified role in delivering the Plan – this needs to be supported by a communications plan, and neighbourhood support structures to enable this (e.g. through Ward Officer meetings).
 - Measures and milestones need to be set against which progress can be reported on 12 / 24 / 36 month basis.
- 3.3 The draft District Plan continues to be open for comment and amendment, and the views of Members are sought, particularly in relation to:
- Is there enough of a focus on **delivery** and if not what else should be included?
 - Are the **success measures** included the right ones and if not what should they be?
 - Is there enough of a sense of **doing things differently** and if not what else is needed?

It is worth noting that the format and design of the Plan is being developed in parallel with examples available for sharing later in February.

Format / content of the Plan

- 3.4 The District Plan will provide an introduction which summarises the district's great assets and strengths, and also highlights the challenges. There will be a statistical snapshot of the district today in relation to such factors as demographics,

employment and economy.

- 3.5 Each outcome takes up a two page spread, with an introduction to the outcome, a summary which sets the scene of where we are today in relation to that goal supported by a statistical evidence base.
- 3.6 In keeping with the principles of New Deal the Plan will outline who will undertake key activity that will really make a difference, along with when and how success will be measured. The Plan will not only commit the Council and partners to activity, but will also outline what is expected of individuals, communities and businesses. This will reinforce the need for change in terms of what people can expect from local services, their rights and responsibilities and how they and other people can help by doing things differently.
- 3.7 Each outcome two page spread will also contain case study examples of positive outcomes, with an emphasis on collaborative working and co-production.

Consultation

- 3.8 In developing the Plan on-going consultation is underway with BDP Strategic Partnerships, partners, Council officers and with elected Members, alongside public engagement.
- 3.9 The consultation has an emphasis on capturing commitments to new ideas, different ways of working and activity that will really make a difference. The Plan will be populated with specific actions which will support a district-wide commitment to the New Deal outcomes.
- 3.10 Feedback from the New Deal public engagement activities and events will be taken into consideration when developing the Plan. Most recently public engagement has included district-wide discussions in places such as bus stations, children's centres and advice offices to capture the issues that matter to residents and their families. This captured the views of people from all over the district. Further 'vox pop' type engagement is also planned with the public in the next couple of months, asking more detailed questions and recording or videoing responses. This will be one part of a longer term communications plan to ensure communities and citizens are able to play their part in the delivery of the Plan.

Accountability

- 3.11 The partnership performance management framework will oversee the monitoring and reporting of delivery progress and ensure that regular reports are submitted to key stakeholders including Overview and Scrutiny Committees, Strategic Delivery Partnership Boards and the BDP Board.
- 3.12 The measurement of success against the stated aims will be achieved by using dashboard measures – designed to assess if the Council and partners are collectively achieving their ambitions and outcomes. This approach is critical to ensure that commitments are monitored and measured to provide accountability to the delivery of activity.

Dependencies

- 3.13 There are a number of other areas of work and strategies which the District Plan depends on. These include the developing digital strategy, work around devolution and partner strategies. The Council's contribution to the District Plan will be reflected in the Council Plan which is being developed in parallel. The Council Plan will reflect the District Plan in highlighting the activities that will make the biggest difference to the district, with the detail sitting in service plans and individual employees' appraisals. The direction established by the ward planning process will also be reflected in the District Plan to ensure a geographic perspective is given and that the Plan is built from the bottom up.

Next Steps

- 3.14 As part of the consultation on the draft, conversations and detailed dialogue will continue with the Strategic Delivery Partnerships and individual organisations (including the Voluntary and Community Sector), along with officer and political input.
- 3.17 The final District Plan will be considered by the BDP Board for their agreement at their meeting on 22 April 2016, with a view to the Council's Executive approval and full Council's adoption in June 2016.

4. FINANCIAL & RESOURCE APPRAISAL

The District Plan will bring about a greater degree of collaboration and co-production resulting in a more efficient and sustainable use of resources. The District Plan outlines commitments to delivery but is not about formal resource allocation.

5. RISK MANAGEMENT AND GOVERNANCE ISSUES

The content of the District Plan will comprise activity which is owned by the Strategic Delivery Partnerships, with clear success measures governed through the Bradford District Partnership Board.

6. LEGAL APPRAISAL

The publication of the District Plan is not a statutory requirement. However its absence would restrict the Council and partners' ability to deliver New Deal objectives, jeopardising budget savings and limiting opportunity to transform the district.

7. OTHER IMPLICATIONS

7.1 EQUALITY & DIVERSITY

Discussions have taken place and feedback gathered from different locations across the district in order to ensure no group of people has been disproportionately disadvantaged from taking part in engagement activity. Supplemented by written and online consultation, this has ensured feedback has been received from a broad cross-section of the district. The Plan itself covers the whole district so will not disproportionately affect one group of people over another. However as options,

ideas and projects are identified, implemented and tested, each proposal will be equality assessed at each stage of its development with documentation produced and made available publicly for transparency purposes.

7.2 SUSTAINABILITY IMPLICATIONS

The District Plan will be forward looking and fit for the future across Council, partners, communities and businesses. As outlined earlier in the report, sustainability has been recognised as a cross cutting issue which the Plan needs to reflect.

7.3 GREENHOUSE GAS EMISSIONS IMPACTS

There are no greenhouse gas emission impacts from the development of the District Plan.

7.4 COMMUNITY SAFETY IMPLICATIONS

One of the outcomes highlighted in the District Plan is “Safe, Clean and Active Communities”. Issues of community safety will therefore be outlined as part of the Plan along with delivery activities and commitments.

7.5 HUMAN RIGHTS ACT

There are no human rights implications from the development of the District Plan.

7.6 TRADE UNION

There are no direct Trade Union implications from the development of the District Plan. However Trade Unions will be kept informed of progress with the developing Plan and the delivery of the five outcomes.

7.7 WARD IMPLICATIONS

One of the primary dependencies of the District Plan will be geographical implications as captured through the ward planning process. The ward assessments will be analysed alongside a district wide evidence base to inform the final Plan.

8. NOT FOR PUBLICATION DOCUMENTS

None

9. OPTIONS

None

10. RECOMMENDATIONS

- 10.1 That Members, as part of the District Plan consultation, provide their views on the questions listed in section 3.3, and any other considerations they would like to

share.

11. APPENDICES

- Appendix 1 – Draft District Plan

12. BACKGROUND DOCUMENTS

Governance & Audit Committee Report: Bradford District Partnership Governance
<http://democracy.bradford.gov.uk/documents/s6511/DOCUMENT%20U.pdf>

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Bradford District

A Great Place

Bradford District Plan: 2016 - 2020

Consultation Draft

February 2016

This is the second draft of the new Bradford District Plan has been created following consultation with residents, community groups, business and public sector organisations on an initial draft circulated in December 2015.

The plan for Bradford District - a place where all our children have a great start in life, businesses are supported to create more and better jobs, workers have the skills to succeed, people live longer and healthier lives and all our neighbourhoods are good places to live with decent homes for everyone.



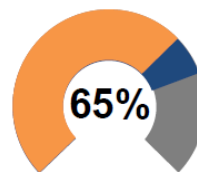
Average Happiness

7.47*

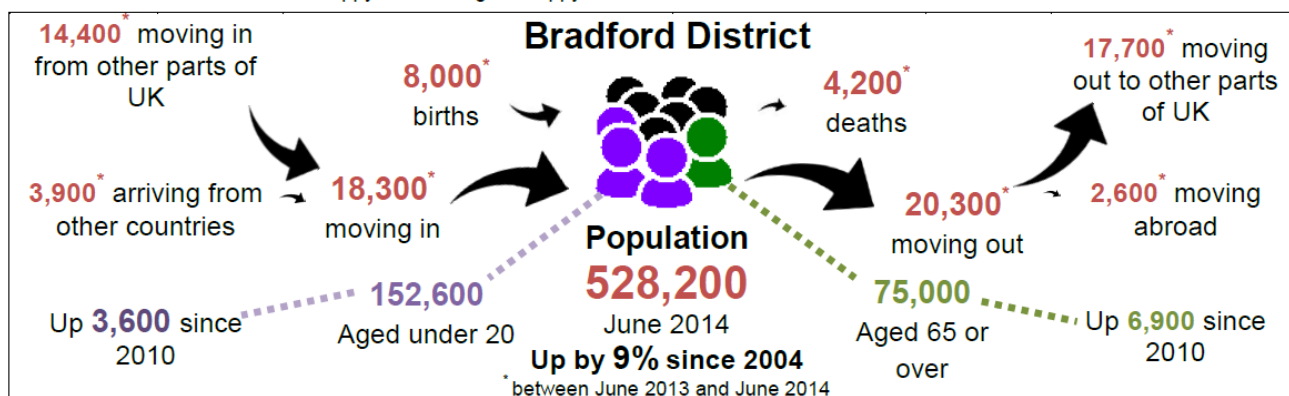
Happier than Leeds, Manchester, Sheffield, Birmingham, Liverpool, Newcastle, Bristol and York!

*On a scale of 0-10, 10 being completely happy and 0 being not happy at all.

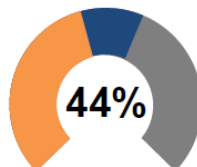
3rd youngest Local Authority in England



65%
Employment rate



36% of 10-11 year olds overweight or obese



Pupils gaining 5 A*-C GCSE

An affordable place to own your home

£96,980

Average House Price
Cheaper than Liverpool, Manchester, Newcastle, Birmingham, Sheffield & Leeds, and less than half the price of York or Bristol!

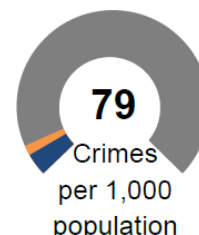
Inequalities

Rich

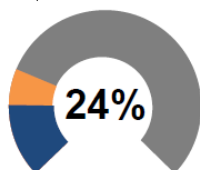
A boy* born today in the most deprived parts of the district is expected to live **10 years less** than a boy born in the most affluent parts of the district.
* **8 years less** for girls

Poor

4th largest metropolitan district in England



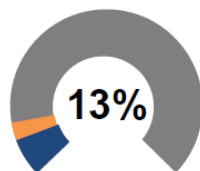
79
Crimes per 1,000 population



Children in poverty



1 World Heritage Site



Claiming out of work benefits

Poverty

34% of the district's population live in areas classed as in the 10% most deprived in England



0.67 jobs for every working age person

1.89% of homes empty for longer than 6 months

14% of households live in fuel poverty

1 National Museum



212,512 homes, up by **1,134** from last year

BRADFORD DISTRICT - A GREAT PLACE

Bradford is a great northern city and district with a rich history and a bright future.

Over half a million people live here and they have roots all over the world. We are a big economy with globally successful businesses, a young and enterprising population and a distinctive identity that reflects our diverse population and international outlook.

Bradford has great places to live with attractive urban and rural environments, great architecture, rich and varied communities, iconic cultural attractions and increasing momentum provided by the regeneration of our city and town centres.

The district also faces big challenges. Some of our schools are not as good as our children need them to be, too many people do not work, not everyone has the home they want and not all our neighbourhoods are places aspiring people would choose to live in.

Through this plan the Bradford District Partnership is determined to achieve:

- A great start and good schools for all our children
- Better skills, more good jobs in a growing economy
- Better health, better lives
- Safe, clean and active communities
- Decent homes that everyone can afford to live in

It will take the energy, effort and resources of us all – public services, local people, businesses, community and voluntary organisations – to deliver these outcomes.

In doing so we recognise that the world is changing and the way key services are delivered is being transformed in response to economic, social and technological change, and reduced public sector resources.

Demand for services like health and social care is increasing as our population grows and gets older. Environmental change is providing new challenges and requires new ways of doing things to ensure the sustainability of our economy and our communities.

None of us has all the answers, there are choices to be made and actions we need to take. By working together we will achieve far more than working alone. We can all contribute something to make Bradford District a great place of which we are rightly proud.

Bradford has a bright future and together we can make it happen.

BDP BOARD SIGN OFF

A great start and good schools for all our children

Bradford Today

Bradford is the youngest city in the UK. We are a diverse population and our children come from a range of economic, cultural and ethnic backgrounds. Some of our schools are amongst the highest performing in the country but we also have a high proportion of schools that are underperforming. Attainment levels have improved in recent years but are still below national averages.

Key statistics - infographic

- 124,650 children aged 0-15, 23% of population
- 140 languages are spoken by children in our schools
- xxx primary schools
- xx secondary schools
- 60% of schools rate good or better by Ofsted
- School Readiness: 55% of children reach a good level of development at the end of reception.
- 88% of 16 & 17 year olds participate in education and work based learning
- 44% of year 11 pupils achieve 5 GCSEs A-C
- 1 in 4 children are in poverty
- 21.6% of 4-5 year olds are overweight rising to 36.4% for 10-11 years olds.

Ambition

Securing a successful future for the district depends on securing a successful future for our children. We need to ensure all our children and young people achieve their potential to help make Bradford District a more prosperous and better place to live in.

Our priority is to ensure that every child, regardless of where they live, cultural background or financial circumstances can reach their full potential by ensuring they are able to access good schooling and skills development that meets their needs.

While we have seen improvement in many of our schools, it hasn't gone far enough or fast enough. Things have to change. Sustained action is needed to drive up educational results. We want all our schools to be good by 2020.

We also need to reduce the deprivation and inequality that affect too many of our children and young people.

Good Things Happen Here

Work Inspiration Week is about employers helping young people make the transition between school and work, and to make important choices about their future.

Barclays Bank took part last year and found it to be a rewarding experience for everyone involved. "It's a great way of spotting new talent, getting fresh ideas for your business, making a positive contribution to the local economy and helping to inspire young people."

The District's Plan

What people say:

- "we want more education about doing things for each other"
- "parents need to get involved with their children's education"
- "schools could do more to prepare young people for the world of work by helping them write CVs, providing them with interview support, and access to jobs"

What people are doing:

Children's Centre Allotment

Volunteers from Morrison's supermarket have worked with a Children's Centre in Bradford Moor to bring a disused allotment back into use. Allotments at Derby Road BD3 were at the time not fully let but those that were available were significantly overgrown.

The Streetlife Project, Prism, the Allotments Association for the site, Participate Projects and volunteers from Morrison's supermarket workforce along with donations of materials from the Area Committee and Morrison's all came together through the involvement of the Ward Officer. At the end of all the development work the allotment was unrecognisable and a credit to all who had been involved. The Children's Centre is now able to make good use of their allotment in working with families and reconnecting people to real food they have had a hand in growing.

Making it Happen

Bradford Children's Trust is a partnership of organisations responsible for the delivery of services to children, young people and families. The Children and Young People's Plan describes how we will work together with partners to make a difference to the lives of children and young people across the district. The plan's priorities for action that focus on a great start and good schools are:

- Ensuring that our children start school ready to learn
- Accelerating educational attainment and achievement
- Ensuring our young people are ready for life and work
- Ensuring there is education, employment and skills for all
- Safeguarding vulnerable children and young people
- Reducing health and social inequalities – including tackling child poverty, reducing childhood obesity and improving children's oral health

The Education Covenant that sets out what we can all do (parents, schools, businesses, local and national agencies) to give our young people the best start in life.

Over the next four years we will:

- Increase the number of childcare and early education places.
- Focus on improving schools.
- Invest in attracting, developing and keeping the best school leaders, teachers and classroom assistants.
- Provide real opportunities for skills development and jobs when young people leave school.

Better Together

Parents can:

- Ensure your child attends nursery.
- Read, count and play every day with your young children.
- Make sure your child attends school, is there on time and isn't absent without the school's agreement.
- Get involved in your children's education, encouraging and celebrating their learning.

Young people can:

- Make the most of opportunities for learning at home and outside school.
- Take responsibility for your education, ask questions, build your skills, discover your talents – it's your life, your future, and your choice.

Schools can:

- Work in partnership, recognising that all types of school are part of a wider education system and need to work together to raise attainment.
- Share resources and expertise to improve performance.
- Support students to make the right choices for their future careers.

Community and Voluntary sector can:

- Work with schools to provide work placements and volunteering opportunities.
- Organise after school, weekend and holiday activities.

Businesses and others can:

- Provide work placements, apprenticeships and be active in giving young people careers advice.
- Encourage employees to volunteer in schools and offer mentoring for young people.
- Get involved with Industrial Centres of Excellence, Colleges and Universities.

District Measures of Success

- **Every School a good school – as classed good by OFSTED (60%)**
- School Readiness: Good level of Development at the end of reception.
- Key Stage 2 – Reading, Writing and Maths (BD 73% / Eng 79%)
- Key Stage 4 – 5 A*-C grades including English and Maths (BD 44% / Eng 53.4%)
- Participation in education and work based learning - 16 & 17 year olds (BD 82% / Eng 88%)

Talking Head

Head teacher: “Our children and young people are our greatest asset. They have high ambitions – and we have high ambitions for them.”

Further Information

Children and Young People's plan (Children's Trust)
The Bradford Covenant
Bradford Safeguarding Children's Board: Action Plan
Journey to Excellence Transformation Plan
Integrated Early Years Strategy
Every Baby Matters

Get Involved

Contact/Weblinks

Better skills, more good jobs and a growing economy

Bradford Today

Bradford is a £9.2 billion economy that is the 11th largest in the UK and the 8th largest in England. The district has the third largest concentration of manufacturing employment in the UK. We are home to a number of major UK businesses operating globally and a powerful culture of enterprise demonstrated by high levels of self employment and business start ups.

The Bradford District economy has improved steadily since 2011 as the recovery from recession has continued. The district has experienced a big improvement that has seen business numbers exceed pre-recession levels. The employment rate fell to its lowest level in June 2011 and has been recovering since then although it has still not reached pre recession levels.

Workforce growth requires an additional 3,700 jobs by 2020 just to maintain current employment rates. But we need an additional 27,000 jobs by 2020 to match the Leeds City Region employment rate.

Key statistics - infographic

- 17,300 businesses employing 195,000 people in Bradford District.
- A powerful culture of entrepreneurship. 32,000 people in the district are self-employed.
- Bradford has a working age population of 328,500. The employment rate for Bradford in June 2015 was 64.9%.
- Median weekly full-time earnings for Bradford residents are £447.10, below the regional average of £479.00 and the UK average of 518.00.
- 84,300 people of working age in Bradford are qualified to degree level which is 25.7% of the work age population compared to a UK figure of 35.8%.
- 44,400 working age people with no qualifications.
- 46,000 people commuting between Bradford and Leeds each day, the largest flow between any two cities in the UK.

Ambition

Successful businesses and a strong economy will generate wealth to enable people to enjoy higher living standards and make Bradford District a vibrant and attractive place.

More people working and more people in well paid high skill jobs makes for successful places. People who are working live longer healthier lives and are less dependent on the state for support.

Despite a challenging global economic climate, Bradford has delivered a steady stream of wealth creating developments and there is real potential for growth on the back of major investment in the city, most notably the new Broadway Centre.

The district has great assets to draw upon. We are a centre for advanced manufacturing with strengths in financial services, digital and creative industries and a growing environmental technologies sector. We are home to a number of key digital innovation initiatives including Digital Catapult Centre Yorkshire, the Bradford University led Digital Health Enterprise Zone and the Advanced Digital Institute. Cultural industries are another key sector for a district that is home to the National Media Museum, Saltaire World Heritage site and is a UNESCO City of Film.

Connectivity is a key economic priority going forward - If Bradford District is to realise its economic potential within the Leeds City region and nationally it is crucial that transport infrastructure is improved.

Good Things Happen Here

Keighley Business Improvement District

Businesses in Keighley Town Centre have voted to create a Business Improvement District which will put them in the driving seat to improve the town centre. Businesses will pay a 0.5% top-up on their business rates to create a £1.5 million fund that will be spent on a range of projects to attract more shoppers and visitors to Keighley over the next five years

Bradford Council is collecting the money, but spending decisions will be made by the Keighleybid company which was set up by Keighley Town Centre Association. In the BID ballot last autumn, each business got one vote, and almost 80 per cent voted in favour. The council had provided £50,000 to cover preparation work for the BID.

The District's Plan

What people say:

- "The Broadway centre has given us a boost.'
- 'Shopping is improving in Bradford but Keighley has a wide range of shops too.'
- "City Park brings everyone together and there's always so much going on."

What people are doing:

Apprenticeships

Three young apprentices from **Carnaud Metal Box Engineering** in Shipley won the right to represent the UK as part of the Manufacturing Team Challenge in the Worldskills finals in Brazil, the world's largest professional education competition.

The competition for young apprentices takes place every two years and attracts entrants from all over the world. The trio came 5th in their group and all won Medallions of Excellence demonstrating world class standards in their chosen skill. Andrew Truelove, General Manager at CMB Engineering, said of their young team: "They have done the company and the city of Bradford proud."

"We have always had a strong belief in reinvesting in the future of our industry and it is moments like this that act as a fantastic reminder that by taking time to nurture young talent, we can reap the rewards and continue to set the benchmark, while pushing innovation well into the future."

Making it Happen

Bradford's Producer Board, chaired by Lord Patel of Bradford, is leading on an economic growth strategy that is built on our economic identity as a Producer City. The strategy has three key elements:

- Creating the conditions for business – to make Bradford the best place to set up, grow and run a business.
- Making innovation and skills central to our economy – putting innovation, knowledge creation and higher skills at the centre of creating a strong economy.
- Trading on our culture of enterprise – building on our strengths and assets to compete in the global economy.

Over the next four years we will:

- Create an employer led education and skills system to match local people to jobs.
- Bring forward strategic employment sites to attract new and growing businesses.
- Increase provision and access to super/ultra fast broadband.

- Support the regeneration of our City and Town Centres.
- Work with city region and national partners to increase investment in our transport infrastructure.
- Promote Bradford District to investors, businesses and skilled workers to unlock our growth potential.

Better Together

People can:

- Skill yourself up – go on a course at work or in your spare time to keep your skills up to speed
- Shop local and realise the power of the pound in your pocket
- Big up Bradford and be a local tourist

Businesses can:

- Offer work placements to young people
- Offer apprenticeships
- Procure goods and services locally where possible
- Take advantage of City Region growth scheme funding

District Measures of Success

- **Employment rate**
- Work age population qualified to NVQ level 3
- Number of jobs in high value, high knowledge industries
- Number of Bradford Employers offering apprenticeships
- Number of Businesses

Talking Head

Brian Cantor, University of Bradford: *“With a tremendous history and culture of enterprise and innovation, manufacturing excellence and economic success, we all share a responsibility to start making great things happen in this part of the world. We have an exciting future. Let’s get going.”*

Further Information

Invest in Bradford
Leeds City Region LEP
Local Plan
City Plan
Airedale Masterplan
Get Bradford Working

Get Involved

Contact/Weblinks
Apprenticeship Training Agency
Industrial Centres of Excellence

Better health, better lives

Bradford Today

There are a lot more of us living in Bradford District these days. By 2020 there will be another 20,000, including 4,000 more children and young people under 16.

The biggest and fastest increase will be among people aged over 65 – by 2020 there will be another 9,000.

Key statistics - infographic

- One in ten people provide some degree of unpaid care and 12,400 older people need assistance in maintained daily living.
- 42,000 children living in poverty
- 12.9% of work age people claiming out of work benefits
- Healthy life expectancy at birth – female 59 years, male 62 years
-

By 2020:

- The numbers of people over 65 who have dementia will increase by 750 or 14%
- The numbers of people aged over 85 will increase by 2,000 or nearly 20%
- The numbers of adults with a disability or mental health issue will increase:
 - nearly 3,000 more people with a physical disability
 - a rise of 3% in the number of adults with a learning disability
 - over 3,000 more people with mental health problems
- The numbers of people with severe disabilities are also predicted to rise

Aspiration

In general people in Bradford district are leading healthier lives and living longer. Our challenge is to ensure everyone is able to enjoy good health and a good quality of life whatever age they are and wherever in the district they live.

We want a district where people are supported to make healthy life choices and can access the health and social care services they need.

People will be supported by different organisations, their families, neighbours or their communities to retain their independence.

Good Things Happen Here

The **Bradford Volunteer Doula Project** offers peer support to vulnerable pregnant women during pregnancy and childbirth. Volunteer doulas receive intensive accredited training and then offer women up to 6 weeks of Antenatal support including attending appointments, being a birth partner followed by 6 weeks of postnatal support with help to initiate Breastfeeding and continue for more than 6-8 weeks, and linking women into local support networks.

Women supported by Bradford Doulas are more likely to breastfeed and are less likely to have a Caesarean Delivery than other women. Both these things lead to better outcomes for babies as they develop.

The success is the result of doulas being able to invest more time and provide continuity of care which NHS staff are not able to. The volunteer, as opposed to professional, nature of Bradford Doulas also appears to have a positive impact on outcomes.

The District's Plan

What people say:

- “Bradford is brilliant. Multicultural, passionate, loving people who take pride in our city”
- “We need more activities for the elderly”
- “We need to keep an eye out for each other”

What people are doing:

Bradford Park Run: Every Saturday morning at 9am over 400 runners and volunteers of all ages and abilities get together to take part in an organised 5K run around Lister Park alongside hundreds of parks across the UK. It's led by volunteers and so is completely free. All you have to do is sign up online, print off your barcode and turn up ready to run.

www.parkrun.org.uk/bradford

Making it Happen

With a focus on tackling health inequalities partner organisations on the Health & Wellbeing Board have agreed priorities for action. The Board's priorities for action are:

- Improving the mental health of people in the district
- Improving the health and wellbeing for people with physical disabilities, learning disabilities, sensory needs and long term conditions
- Improve diagnosis, care and support for people with dementia
- Promoting the independence and wellbeing of older people
- Reducing harm from preventable diseases caused by tobacco, obesity, alcohol and substance abuse
- Reducing mortality from cardiovascular disease, respiratory disease, diabetes and cancer
- Supporting independence and preventing homelessness

The Children and Young People's Plan also has priorities that will focus on securing better health and better lives for young people:

- Safeguarding vulnerable children and young people
- Reducing health and social inequalities – including tackling child poverty, reducing childhood obesity and improving children's oral health

Over the next four years we will:

- Ensure health and care services work much more closely together as part of the same system, supporting people to remain independent and avoid hospital and nursing care.
- Target resources where they make the most difference and at people with the most complex needs.

Better Together

People can:

- Make positive lifestyle choices and changes.
- Stay fit by taking advantage of the wide range of sport and leisure activities in the district.
- Ensure our workplaces are safe and support employees' health and wellbeing.

Businesses can:

- Ensure workplaces are safe and healthy.
- Support employees to make healthy lifestyles choices.

District Measures of Success

- **Healthy Life expectancy at Birth**
- Difference in life expectancy between the most and least deprived parts of the district
- Infant mortality rate
- Obesity – excess weight in adults
- Smoking rates
- Breastfeeding rates

Talking Head:

Professor John Wright, Director, Born in Bradford programme: “Born in Bradford has the potential to promote real change at a local level and also make major contributions to global knowledge: our children may be born in Bradford, but they will change the world.”

Further Information

Health & Wellbeing Strategy
Joint Strategic Needs Assessment
Health Inequalities Action Plan
Food Safety Plan
Air Quality Plan
Sports Hall Access Strategy
Emergency Management Plans
Housing & Homelessness Strategy

Get Involved

Contact/Weblinks

Safe, clean and active communities

Bradford Today

Right across the Bradford District people are working with pride and passion to make it a safer and cleaner place where everyone can play an active role. Over 100,000 people are active in their communities, contributing their time, energy and skills to help make them better places to live.

Crime has fallen significantly in recent years but residents are still concerned about safety and security, particularly for our elderly and vulnerable residents. Littering is a problem on many streets and recycling rates need to increase to overcome the increasing costs associated with household waste.

Key statistics - infographic

- Over 100,000 active citizens in the Bradford District (around 20% of the total population)
- X,xxx VCS organisations
- % of local people who are happy with where they live
- Recycling rates
- Air Pollution
- Road safety

Ambition

Looking after the environment, helping to keep the places we live and work in clean and safe, reducing waste and getting involved in the community are the right things to do. It will make Bradford a better place to live, create a positive image and make it more attractive to new businesses, developers, investors and aspiring people.

We need to foster safe, self-reliant and resilient communities in neighbourhoods that people are proud of and are happy to live in.

Good Things Happen Here

'Fats to fuel' recycling project: A 'fats to fuel' recycling project in Bradford involves asking local residents to collect their waste cooking oil in tubs, known as 'fat vats', rather than pouring greasy oils such as ghee down the kitchen sink. Thanks to the scheme, there has been an almost total elimination of sewer blockages in the Bradford Moor area.

Yorkshire Water invested £2.3m on the sewer system in Bradford Moor, but through this initiative they hope to reduce this spend to help keep customers bills as low as possible.

The District's Plan

What people say:

- "We got together to get bollards put in place to stop quad bikes driving up and down"
- "I love where I live, good public transport, good location, good neighbours, no problem."
- "community buildings should offer a range of services including health provision, libraries, youth activities, training opportunities – a creative approach is needed."

What people are doing:

In parts of the district like Addingham, Wrose, Allerton, Denholme and Idle local people are running their **community libraries**.

Right across the district ***Friends of Parks*** groups are helping to manage and improve parks, bring communities together, reduce anti-social behaviour and access funding for improvements and events.

Making it Happen

The Bradford District Community Safety Partnership and The Stronger Communities Partnership coming together to make Bradford district a safer and cleaner place to live. We want no one in the district to be disadvantaged by where they live or who they are.

We are working to build strong and cohesive communities where people get on well, where people value each other and where everyone has the opportunity to get involved in community life in a variety of ways.

Working alongside residents, businesses and our partner organisations our priorities are:

- Minimising waste –through increasing recycling and reducing the costs of waste disposal.
- Improving community safety – tackling domestic violence, human trafficking and exploitation, anti-social behaviour and burglary.
- Promoting stronger, active communities and better community relations.
- Promoting a thriving cultural offer.

Over the next four years we will:

- Promote a year long ‘People Can Make a Difference’ campaign in 2016 to highlight build on the many community activities already taking place across the District.
- Work closely with partner agencies to reduce crime and make our communities safer.
- Support the work of the police both at a neighbourhood level and in specialist departments.
- Reduce waste and increase levels of recycling

Better Together

People can:

- Help out as a Neighbourhood Watch Co-ordinator.
- Become a Special Constable.
- Sign up to be a Street Angel helping people to stay safe on nights out in the city centre.
- Keep your city, town and local shopping centres clean and free from litter.
- Get involved in organised activity in your area such as litter picks or helping people with dementia or disabilities.
- Take up a formal volunteering role.
- Raise funds to support local activities.

Businesses can:

- Keep areas around your premises clean because it’s good for business too.
- Support local community groups by encouraging staff to volunteer in the local community.

Voluntary and Community sector can:

- Support skills development by offering placements to people needing work experience.
- Provide volunteering opportunities to develop the skills of the wider workforce.

District Measures of Success

- Crime rates per 1,000 population
- Level of street and environmental cleanliness
- People killed or seriously injured on the roads
- Living harmoniously together

Talking Head

Further Information

Air Quality Plan

Sports Hall Access Strategy

Emergency Management Plans

Cultural Strategy

Get Involved

Contact/Weblinks

Decent homes that people can afford to live in

Bradford Today

Our population is growing rapidly, increasing the need for homes. Current forecasts predict that the district's population will grow by 8.5% over the next ten years. This means around 2,200 new additional homes are needed each year to meet the projected growth in households.

Compared to neighbouring areas, housing is relatively cheap in many parts of Bradford and this presents an opportunity for many people to buy their own homes. Low average incomes means affordability can still be a problem and this has a knock on effect on the quality of some housing.

Symptoms of insufficient housing supply are evident across the district: overcrowding has increased to nearly 10% of households, and homelessness is also increasing.

Key statistics - infographic

- Bradford has around 210,000 homes across the district.
- Just under 70% of households are owner-occupiers.
- Bradford has a low proportion of social housing – around 15%.
- Over the last ten years the number of households renting from a private landlord has increased significantly, to 18%.
- Average house prices £96,980

Aspiration

Everyone in Bradford District should have a place to call home which is right for their needs and is a place in which they can thrive. We want to support the development of high quality new homes in neighbourhoods where people want to live.

In order to both retain and attract residents and investment into the district, we need to provide a range of housing including affordable homes as well as higher value housing to attract and retain higher skilled workers.

Increasing the rate of house building will stimulate both the construction sector and its supply chain across the district, and have a positive impact on many other sectors and services as people move into and furnish new homes.

Most housing growth delivery needs to come from private sector development. A big contribution to meeting housing demand can come from making best use of existing stock. We therefore need to tackle both under-occupation and empty homes.

Good Things Happen Here

The District's Plan

What people say:

What people are doing:

Making it Happen

While all the outcomes in the District Plan have clear interconnections, this outcome is particularly cross cutting in nature. The Producer City Place Board alongside the Bradford Housing Partnership are responsible for the district's housing strategy. Working alongside

residents, private landlords, housing developers and partner organisations, our priorities are for:

- More homes
- Safe and healthy home
- Affordable homes

Over the next four years we will:

- Support the development of more homes of the right type in the right location.
- Deliver housing growth in the following priority areas:
 - Canal Road Corridor – A joint venture company has been established, with the responsibility of delivering a long-term programme of investment, including up to 1,200 of the potential new homes.
 - Holme Wood and Tong – a neighbourhood development plan has been agreed with the potential to deliver up to 2,700 new homes over the long term.
 - Bradford City Centre – The new City Plan outlines the potential to deliver around 3,500 new homes.
- Make best use of existing stock.
- Support access to and development of high quality private rented sector.
- Tackle obsolete and low demand housing and neighbourhoods.
- Help to make homes in Bradford more energy efficient.

Better Together

District Measures of Success

- An increase in net additional homes provided
- A reduction in the number of long-term empty homes
- Increase in the number of new affordable homes delivered
- Homelessness prevention and relief rates
- Fuel Poverty

Talking Head

Further Information

Housing & Homelessness Strategy

Tackling Empty Homes in the Bradford District: Delivery Plan 2011-2014

“Great Places to Grow Old” is Bradford’s housing strategy for the over 50s 2011-2010

Local Development Plan

Bradford Local Investment Plan 2011-2020

Get Involved

Contact/Weblinks

This is Bradford District

People/Places/Quotes

Initial suggestions

Primary school children
Local teacher

Business – Yeme architects
Apprentices – Carnuad metalbox

Nurse – Airedale hospital
Bradford City Girls Football Team

Si Cunningham “It’s a big, silly melting pot of people”
Street Angels

Homelessness worker
Housebuilder

Whose Strategy and Why?

The Bradford District Plan sets out the priorities for action needed to make Bradford a better place for everyone.

Bradford District Partnership is where public sector, business and community partners work together to address opportunities and challenges that cannot be delivered by a single agency alone. But to achieve our shared outcomes it will take more than just the actions of BDP partners. So throughout this plan we have identified how residents, communities, businesses, public and voluntary organisation can contribute.

Graphic showing five outcomes around the central aim – Bradford District – A Great Place. Will demonstrate cross cutting nature of the plan and how the priorities are interlinked to avoid silo working.

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Report of the Interim Assistant Director of Policy, Programmes and Change to the meeting of Governance and Audit Committee to be held on 26 February 2016.

AL

Subject:

Local Government Ombudsman - Review of Local Government Complaints 2014/15

Summary statement:

Following receipt of the Annual Review Letter from the Local Government Ombudsman, this report summarises the number of complaints and investigations undertaken by the Ombudsman for the year ended 31 March 2015 and compares Bradford's performance against that of other local authorities.

Samantha Plum
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Overview & Scrutiny Area:
Governance and Audit



1. SUMMARY

Following receipt of the Annual Review Letter from the Local Government Ombudsman (LGO), this report summarises the number of complaints and investigations undertaken by the Ombudsman for the year ended 31 March 2015 and compares Bradford's performance against that of other local authorities.

2. BACKGROUND

The LGO was established under the Local Government Act 1974 which defines the main statutory functions for the Ombudsman as

- to investigate complaints against councils and some other authorities
- to investigate complaints about adult social care providers from people who arrange or fund their adult social care (Health Act 2009)
- to provide advice and guidance on good administrative practice

Its main activity under the Act is the investigation of complaints, which it states is limited to complaints from members of the public alleging they have suffered injustice as a result of maladministration and/or service failure. Under Part IIIA the Ombudsman investigates complaints from people who allege they have suffered injustice as a result of action by adult social care providers.

The Ombudsman's jurisdiction covers all local authorities (excluding town and parish councils); police and crime bodies; school admission appeal panels and a range of other bodies providing local services. The vast majority of the complaints the Ombudsmen receive concern the actions of local authorities and adult social care providers are within the LGO's jurisdiction.

The Regulatory Reform (Collaboration etc between Ombudsmen) Order 2007 amended the 1974 Act and clarified the powers of the LGO and the Parliamentary and Health Service Ombudsman (PHSO) to work together. With the consent of the complainant the Ombudsman can share information, carry out joint investigations and produce joint reports where complaints fall within the remit of both Ombudsman schemes. In practice, the Ombudsmen consider and agree proposals to conduct joint investigations where the matters complained about are so closely linked that a joint investigation leading to the production of a joint conclusion and proposed remedy in one report is judged to be the most effective means of reaching a decision on maladministration and injustice.

3. OTHER CONSIDERATIONS

- 3.1 Each year the Local Government Ombudsman provides its Annual Review Letter to each Authority detailing the annual summary of statistics on the complaints made to its office. The data provided shows the complaints and enquiries it has recorded, along with the decisions it has made and whilst the number of complaints will not, by itself, give a clear picture of how well those complaints are being responded to they do allow for comparisons to be made with authorities of a similar size.



- 3.2 The Review of Local Government Complaints 2014/15 (attached as Appendix 1) identifies that the LGO received a total of 122 new complaints and enquiries about Bradford between 1 April 2014 and 31 March 2015 compared to 145 in the previous year. A breakdown across Services is detailed below:

Service Area	2014/15	2013/14
Adult Social Care	19	15
Benefits and Council Tax	19	25
Corporate and other Services	12	16
Education and Children's Services	21	34
Environmental Services and Public Protection	12	19
Highways and Transport	18	7
Housing	2	5
Planning and Development	19	24
Total	122	145

Upon receipt of a complaint the LGO will initially approach the Local Authority to ascertain the status of the complaint. The LGO will normally only accept complaints if the complainant has exhausted the Councils own internal complaint process. In 2014/15 the LGO made 121 decisions in relation to complaints about Bradford compared to 150 the previous year. Of the 121 decisions made in 2014/15, 50 (41.3%) were referred back to the Council for local resolution and 22 (18.8%) were closed by the LGO after its initial enquiries. 7 (5.8%) complaints were considered incomplete, invalid or other advice was provided.

- 3.3 During the period in question 42 complaints (36 in 2013/14) were subject to a detailed investigation carried out by the LGO. 32 of those complaints were not upheld with 10 being upheld i.e. 8.2% of the total complaints received by the LGO were upheld. A breakdown across service area of those subject to a formal investigation is below;

Service Area	Upheld	Not Upheld
Adult Social Care	5	3
Benefits and Council Tax	1	2
Corporate and other Services	-	3
Education and Children's Services	-	11
Environmental Services and Public Protection	1	6
Highways and Transport	1	3
Housing	-	-
Planning and Development	2	4
Total	10	32



Across the Country the LGO registered in excess of 18,000 complaints and enquiries and upheld 46% of complaints where it carried out a detailed investigation. In 2014/15 the 23.6% of the 42 Bradford complaints which were upheld following a detailed investigation by the LGO compares favourably with the 46% national comparator as well as the regional comparator of 31.65%.

It also compares favourably with the 38.9% of the 36 Bradford complaints which were upheld following a detailed investigation by the LGO in 2013/14.

- 3.4 Of the ten complaints detailed above which were upheld by the LGO, five resulted in a small amount of compensation being paid to the complainants. Across those five complaints £1,450 was paid in compensation and £250 was paid to one complainant for the time and trouble they took in pursuing the complaint. In two other cases a summons charge and a planning fee were repaid to complainants who had cases upheld.
- 3.5 Learning from complaints - Complaints provide senior managers with useful information in respect of the way that services are delivered. Under the Complaints Procedure and where necessary the delivery of recommendations or corrective actions are monitored through Action Plans agreed with the service manager affected, particularly in relation to complaint findings from LGO investigations.
- 3.6 Guidance from the LGO in relation to Council complaints processes suggests that as part the final response provided by the authority in question to a complainant, the complainant should be directed to the LGO as the body which can carry out an independent review of their complaint if they remain dissatisfied by the Councils response. The LGO review found that nationally 43% of people were not even told that they could approach the LGO for an independent opinion whereas in Bradford a standard paragraph is included in all final responses to complainants which contains all the necessary contact details for the LGO.

4. FINANCIAL & RESOURCE APPRAISAL

The cost of investigating and supporting complaints and enquiries from the LGO is included in the Councils base budget and does not incur any additional costs to the Council.

In five of the ten cases where the LGO undertook a formal investigation and upheld the complaint, the LGO recommended compensation and other payments to complainants totalling £1,700, the cost of which is borne by Service Departments from with the base budget.



5. RISK MANAGEMENT AND GOVERNANCE ISSUES

The LGO's review suggests that overall the numbers of complaints is increasing and Councils have less resource available to manage them. However, the overall number of complaints considered by the LGO for Bradford has reduced compared to last year and of those where the LGO carried out a detailed investigation, the number which result in a complaint being upheld has also reduced.

6. LEGAL APPRAISAL

There are no specific legal issues arising within this report.

7. OTHER IMPLICATIONS

7.1 EQUALITY & DIVERSITY

There are no direct equal rights implications. All decisions on complaint investigations are made on the individual facts of the case taking into account the Council's Code of Practice for dealing with Complaints, the Children's Social Care and the Health and Adult Social Care complaints procedures.

7.2 SUSTAINABILITY IMPLICATIONS

There are no sustainability implications.

7.3 GREENHOUSE GAS EMISSIONS IMPACTS

There are no impacts on Gas Emissions.

7.4 COMMUNITY SAFETY IMPLICATIONS

There are no impacts on Community Safety.

7.5 HUMAN RIGHTS ACT

There are no impacts in relation to the Human Rights Act.

7.6 TRADE UNION

There are no Trade Union implications.

7.7 WARD IMPLICATIONS

There are no impacts on Gas Emissions.



**7.8 AREA COMMITTEE ACTION PLAN IMPLICATIONS
(for reports to Area Committees only)**

There are no impacts on Gas Emissions.

8. NOT FOR PUBLICATION DOCUMENTS

None

9. OPTIONS

There are no options to consider

10. RECOMMENDATIONS

That the Governance and Audit Committee takes assurance from the result of the Local Government Ombudsman's Annual Review of Local Government Complaints 2014/15, that the Authorities complaints process is overall satisfactory.

11. APPENDICES

Appendix 1 - Local Government Ombudsman Review of Local Government Complaints 2014/15

12. BACKGROUND DOCUMENTS

None



Review of Local Government Complaints 2014-15



Contents



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Local Government Ombudsman

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Twitter: [@LGOmbudsman](https://twitter.com/LGOmbudsman)



We are pleased to present our second Annual Review of Local Government Complaints, which publishes our complaints statistics for all English local authorities for the financial year 2014/15.

We write to each local authority annually to feed back on their performance. This includes a summary of the complaint statistics we have recorded against them for the year including the amount of complaints we uphold. The combination of statistics from these letters forms the overall data we are publishing in this report.

The headlines from this year's data show that:

- > we experienced a 10% increase in social care complaints
- > we upheld 46% of all complaints where we carried out a detailed investigation
- > we received a 11% decrease in complaints about benefits and tax
- > as a proportion of our total work, education and children's services remains our most complained about area
- > despite these changes, the overall number of local authority complaints and enquiries we received remained largely static to the previous year.

As the Ombudsman we only see the complaints that have not been resolved at a local level. To provide an insight into the complaints process at the local authority level, we surveyed councils about their experiences over the last three years.

The results, combined with concerns raised in last year's annual review, point to a local complaints system that is under increasing pressure.

We argue that:

- > councils are increasingly stretched when it comes to handling complaints - more than half are having to do 'more with less', due to a combination of increased volumes of complaints and reduced resources in complaint handling teams
- > people are waiting too long to have their issues sorted - the average time people spent trying to resolve their complaint before coming to us was nine months
- > the redress system is not accessible enough - 43% of people were not advised they could refer their complaint to the Local Government Ombudsman.

In addition, this year we saw a small, yet unprecedented, increase in the number of councils that sought to challenge our decisions and chose not to implement our recommendations to remedy a fault. While these cases are still rare, they raise an important question of how a council's actions can be held to account if it does not follow the recommendations of its ombudsman.

A responsive and outcome-focussed local complaints system is not only what the public should expect, it is an excellent driver for improving public services.

The intelligence from complaints can be used to learn lessons, spot early warning signs and understand public sentiment. Particularly in this current financial climate, further investment in good local complaint handling, both in terms of resources and developing an open culture, could help councils to achieve better outcomes for people at a lower long term cost.

By sharing our knowledge from complaints, the LGO can support this process. Releasing the data in this report is just one example where we can help hold a mirror up to councils so they can compare, contrast and reflect on their own approach to handling complaints. In doing so, we help to encourage local accountability by supporting the scrutiny of local services.

We stress that a higher volume of complaints does not necessarily mean poorer standards of service, it may indicate a council's open approach to listening to feedback and using complaints as early indicator of potential issues.

The final section of this report focuses on local scrutiny. The annexe of data tables allows anybody to view our complaint statistics by local authority or subject. It should be of particular use for elected members as a part of their scrutiny tool-kit. We provide a set of questions that councillors may wish to consider asking in order to build a clearer picture of how their authority responds to, and learns from, complaints.

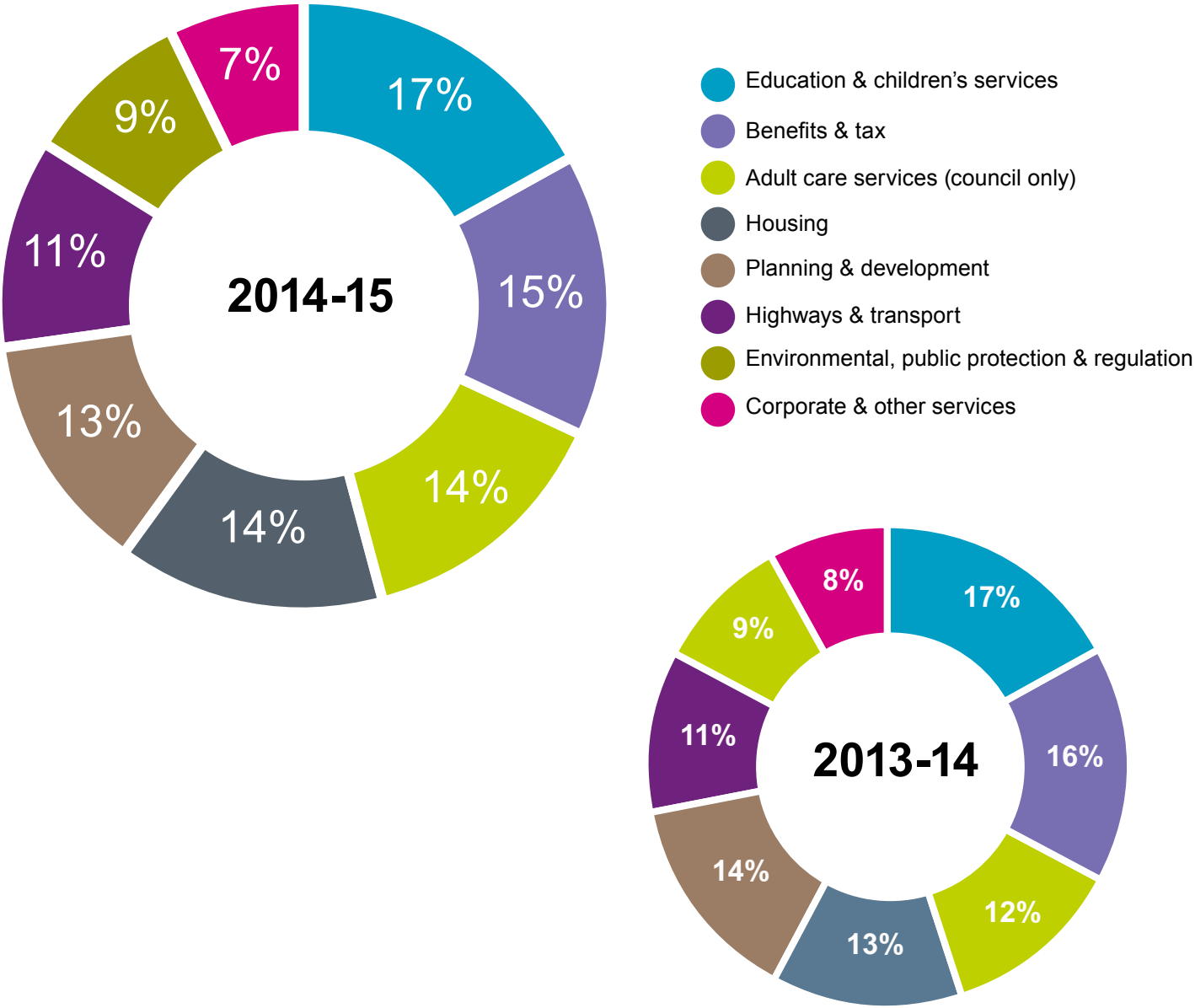
Complaint numbers and common issues



In 2014/2015 we registered **18,211 complaints and enquiries about local authorities**.

In comparison to the previous year the number remains broadly static – we recorded 18,436 complaints and enquiries in 2013/14.

While this report concentrates on local government, our remit also includes private adult care providers and some other organisations¹, and so our total amount of registered complaints and enquiries across all jurisdictions is **20,286**.



¹ In this report we consider only local government complaints, defined as those registered against local and national park authorities. Our jurisdiction also extends to private care providers and some other organisations including school admission appeal panels, drainage boards, fire and rescue authorities and some government arms length bodies.

Complaint numbers and common issues

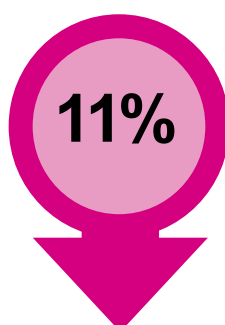


18,211

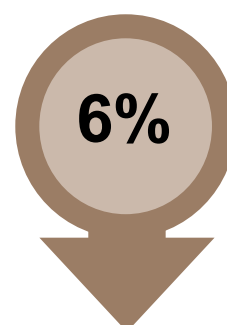
registered local authority complaints & enquiries



Adult care services



Benefits and tax



Planning & development

In terms of the number of complaints, this year we saw a **10% increase in complaints about adult care services** (where the local authority was the responsible body) and an **11% reduction in complaints about benefits and tax**.

The number of planning and development complaints were also down slightly (6%) on 2013/14.

Upheld complaints

This year we upheld 46% of all complaints where we carried out a detailed investigation.

This does not include complaints where the person has approached us before giving the council opportunity to resolve the problem, or where we are not able to look at the complaint because it is outside of our jurisdiction.

We record a complaint as upheld when we find some fault in the way a council acted, even if it has agreed to put things right during the course of our investigation or had accepted it needed to remedy the situation before the complainant approached us.



Subject focus: Education and children's services

As a proportion of our total caseload, education and children's services remains the subject about which we received the most complaints and enquiries.

Some of the common areas in which we receive complaints are child protection issues, fostering, school admission appeals and special educational needs.

This year we also contributed to the ongoing debate about the children's social care complaints system, asking whether it is creaking under the strain. Our [report](#) highlighted some of the common issues we see and questioned whether the current statutory procedure is the best way to ensure effective outcomes for children and young people who wish to complain.

Our work on school admission appeals remains important in giving parents recourse to an independent review if they feel their admission appeal has not been carried out fairly. However, the number of complaints we receive continues to decline, which coincides with the increase in the number of academies and free schools being created – over which we have no jurisdiction. We released a [report](#) which showed that the number of complaints to us has fallen by 50% in last four years, and detailed some typical faults we uncover.

Complaint numbers and common issues



Case study: reactive response put child at further risk

Mr and Mrs Roberts have two adopted daughters, Evie and Sally. They adopted Sally when she was five. Sally had suffered abuse and neglect in her early years and had spent time with foster carers before she was adopted.

Sally, who is now 16 years old, exhibited challenging behaviour, which became more severe after she was sexually assaulted.

Mr and Mrs Roberts complained about the lack of support from the council and its failure to protect their daughter from risk of sexual exploitation. Our investigation found the council took almost eight months for it to assess Sally's needs and put a support package in place, and failed to review this package for over three years.

The council's response was fragmented, reactive and not considered with the urgency the situation required. While we cannot say the council could have prevented Sally's risky behaviour, its poor response compounded the family's distress. The council had identified that Sally was at risk of serious harm, but then:

- > failed on four occasions to conduct a section 47 investigation (a section 47 enquiry is required under the Children Act where there is reasonable evidence that a child is suffering, or likely to suffer harm)
- > delayed in arranging a multi-agency meeting, exposing Sally to further risk which resulted in her being detained in police protection
- > delayed in involving the Child Sexual Exploitation service
- > failed to use the risk assessment matrix or case management template created by the Local Safeguarding Children Board specifically for children at risk of sexual exploitation

As a result of our investigation the council agreed to:

- > make sure that all staff who deal with vulnerable children are aware of the robust procedures and follow them where a child appears to be at risk of sexual exploitation
- > apologise for the distress caused by the lack of urgent response and for not following the correct procedures when assessing the risk of harm to Sally
- > pay £2,500 to the family for the lack of effective support which placed a strain on the whole family
- > review its handling of the separate allegations it mismanaged that Mr and Mrs Roberts harmed their children, with a view to repairing the damage done to its relationship with Mr and Mrs Roberts.



Subject focus: Adult social care

Complaints and enquiries about local authority **adult social care increased by 10%** against the previous year, and so remains our fastest growing area of work.

In this report we consider only the adult social care complaints where the local authority is the responsible body. As the Social Care Ombudsman, our jurisdiction extends to complaints about any adult care service, including privately funded care. We are publishing a separate annual review of social care complaints, which includes data on private providers, later this year.

Common areas of complaint include care assessments, charging for care, safeguarding and residential care.

Ensuring the safety of adults at risk, who are unable to protect themselves from abuse or exploitation, is a critical role that councils with adult social care responsibilities undertake. We receive a range of complaints about safeguarding, including when a council decides a safeguarding alert does not meet the threshold for investigation, delays in the process, disagreements about the outcome of an investigation, and not involving the families of the adult at risk.

If having received a complaint we have concerns somebody may be at risk, we adopt a 'good citizen' approach and raise an alert with the relevant local authority. In addition, we work closely with the care regulator, Care Quality Commission (CQC), to share information if we receive an individual complaint that we think could have implications for the overall quality of care at an organisation.

Care assessments form a vital role in ensuring people receive the care they need and for which they are eligible. Often we find a failure to regularly review care plans, not place the individual's needs central to the process and not take all relevant factors into account when carrying out an assessment.

Typical complaints around charging for care include issues such as poor information given about costs, a lack of clarity over whether someone is a temporary user or not, calculation of private contributions or 'top-up fees', and inadequate notice of fee or service changes.

Complaint numbers and common issues



Case study: inadequate safeguarding investigation remedied

Archie's father, George, had lived in a care home for a number of years when his health began to deteriorate following a stroke.

He had concerns that his father was at increased risk of falls. George fell out of bed and sustained a head injury; he was admitted to hospital but sadly passed away a few days later.

Archie made a safeguarding alert to the council, who asked the manager at the care home to investigate the complaint. The manager's report found his father's fall from bed could not have been foreseen and was therefore not preventable.

Archie was not satisfied and brought his complaint to us. As part of our investigation we requested all the daily care records. These showed that on 11 occasions carers had reported finding George hanging from his bed in the three weeks prior to the fall. His bed had also been raised higher than usual.

Further investigation revealed the care home manager had not referred to the daily care records during his investigation. George's clear risk of falling from his bed that had not been identified, assessed or mitigated.

The council had accepted the findings from the care home manager without question. Had it checked the care records as we had done, it would have been clear that the safeguarding outcome report was inaccurate.

Following our investigation the council acknowledged its failings and took robust action to improve its safeguarding procedures.

It issued new detailed guidance to its staff, which directed them to check the validity of information provided by care providers and cross reference records where any abuse, neglect or injury is suspected.

The council also agreed to our recommendations to provide Archie with a written apology for failing to conduct the safeguarding investigation properly, and make a £750 payment to recognise the distress and time and trouble caused.

The local complaints system

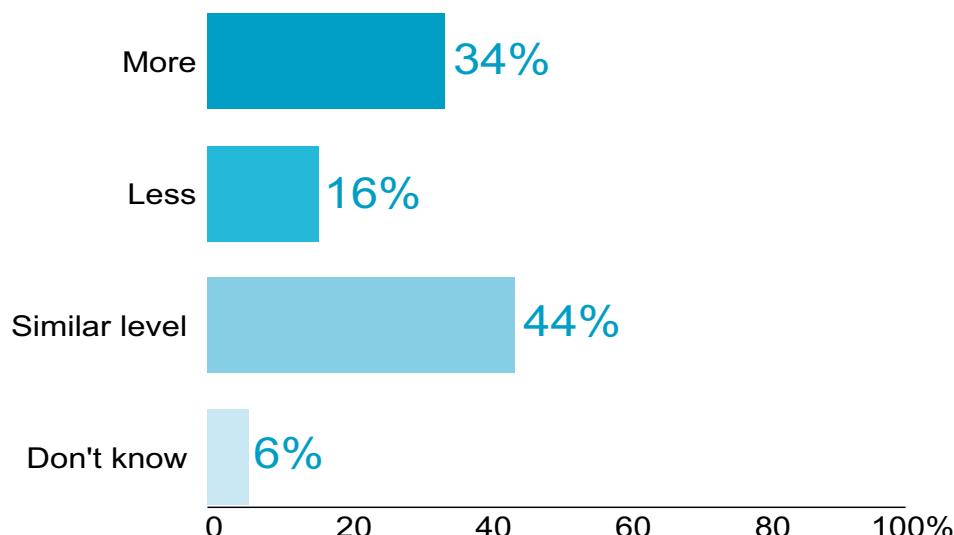


What councils told us

As the independent body for reviewing complaints, we only see those cases that cannot be resolved locally between the council and the person complaining. To present a picture of the local complaints system, we invited all councils to take part in a survey² which looked at the volume, resources available and approach to managing complaints. This builds on customer research we published last year that looked at the accessibility and timeliness of the local complaints system.

Volume of local complaints

Have you received more or less complaints last year than the previous year?



The survey showed that for the majority of councils, the number of complaints they received remained at a similar level or increased on the previous year. Only 16% of councils said that their number of complaints had decreased. While the results do not account for the size and composition of the councils responding, this data indicates that many councils on average are having to handle increasing numbers of complaints. It is important to note that a higher volume of complaints does not necessarily mean poorer standards of service, it may indicate a council's open approach to listening to feedback and using complaints as early indicator of potential issues.

The local complaints system



Resources to manage complaints

Volume of complaints/ resources to manage complaints

	More capacity to deal with complaints	Similar capacity to deal with complaints	Less capacity to deal with complaints	Don't know
More complaints	3%	17%	13%	>1%
Similar level of complaints	3%	16%	25%	>1%
Fewer complaints	>1%	5%	9%	1%
Don't know	>1%	2%	3%	0%

At the same time that local complaints are increasing, the survey also shows councils have less capacity available to manage them.

The chart above combines the results for volume of complaints and resources to manage complaints. It shows that some councils whose resources had remained at a similar level had also reported an increase in complaints, and in total, **55% of councils' complaint handling teams are having to 'do more with less'**.

Of those that gave a reason for these changes to capacity, the majority mentioned either a reduction in staff levels within complaint handling teams, or the effects of staffing reductions across the council leaving those handling complaints to do so on top of an increasingly busy day job.

On a more positive note, the results suggest councils may be taking a more proactive approach to ensuring complaints are dealt with efficiently locally. We asked council complaint handlers if it had become easier or harder to secure the cooperation of colleagues in other parts of the business when dealing with complaints. Despite staffing reductions that all councils have experienced over the last three years, more councils said it had become easier (29%) to secure cooperation handling complaints than those that said it had become more difficult (19%). Nearly half (48%) said it remained unchanged.

The local complaints system



Accessibility and timeliness Providing remedy

In last year's annual review we highlighted our concerns that not enough people may be aware of their right to an independent review by the Ombudsman. Independent customer research³ showed that **43% of complainants were not advised that they could refer their complaint to the LGO.**

Our customer research also showed that 62% of people had been trying to resolve their problem locally for at least six months, including more than a third (36%) who had been trying for over a year. The average time that people spent trying to resolve their complaint before approaching us was nine months.

With councils now just as likely to be commissioning services as delivering them directly, the traditional lines of accountability and routes to complaining when things have gone wrong are more complex. We welcome the good practice that some councils are undertaking by ensuring that an effective and accessible complaints service forms part of the contract with commissioned service partners.

We asked councils whether their approach to providing remedies had changed over the last three years, for example due to financial restrictions, policy changes or commissioning arrangements.

70% of councils said they had not changed their approach to providing remedies. It is encouraging that a good number of authorities are continuing to learn from complaints and take a proactive approach to putting things right.

Of the just under a quarter of councils that had changed their approach to remedies, it is interesting to look at the reasons behind these.

Most of the responses quoted financial considerations as being at least part of the reason for changes to their approach. While some councils are generally looking to restrict financial recompense across the board, a number are more amenable to offering financial payments at an earlier stage or trying to resolve issues at the first point of contact, in an effort to reduce the costs associated with longer investigations.

Here is one typical example:

"On the one hand, and from a cultural perspective, officers are more amenable to providing remedies, particularly of a financial nature where things have gone wrong. On the other hand officers are working with less and less resource and more and more consideration of public funds so in some areas this can be more difficult."

A number of responses mention that councils are taking more time to discuss the desired outcomes from a complaint with the person involved, and assessing the level of injustice further, to try to come to a satisfactory outcome at the earliest opportunity. We fully support a complaints system which enables people to feel confident in speaking up, listened to and understood and assured that their complaint makes a difference.

³ Research was carried out between January and May 2014. An independent research company carried out more than 800 telephone interviews with a random selection of people who had an ongoing case with us. The full research report is available on our website.

The role of the Ombudsman



Remedying injustice

Any member of the public can come to Local Government Ombudsman for an independent review of their complaint if they are dissatisfied with what the local authority has done to put things right. If we find an individual has suffered as a result of the actions of the council, we usually recommend action to be taken by the authority to repair the situation, as well as avoid the same thing happening to others.

The courts have made clear that the findings of our independent investigations are binding – our decisions are final and can only be challenged through the high court. However, councils have a democratic mandate to make decisions about local public services and so have the right to decide how to implement our recommendations, with their actions being ultimately accountable to the local electorate.



Case study: Selby District Council – refusal to refund planning fees

We found the Selby District Council failed to deal properly with relevant and material planning considerations when deciding a planning application for an extension to a cottage close to the complainants' converted barn. We issued a public interest report.

The council questioned our conclusions, and was wrong to challenge these in the media. It also questioned our recommended remedy. It did offer to apologise to the complainants and pay £250 to reflect their time and trouble in pursuing their complaint. However it refused to accept our recommendation to reimburse the planning consultant fees of £1,896 incurred by the complainants. The council made this offer on the basis of us closing the complaint without issuing a report.

We issued a further report calling on the council to reconsider its position. It did apologise and pay £250 for time and trouble, but refused to reimburse the fees. Since the remedy offered did not put right all the injustice suffered, we issued a further report highlighting our unresolved concerns.

A statement of non-compliance was published after the council refused to accept all of the recommendations in the further report. We regret the council has failed to fully remedy the complaint and remain dissatisfied with its actions on this matter.

Complying with recommendations

Each year more than 99.9% of councils comply with our recommendations, however this year we saw a small but unprecedented increase in the number of councils refusing to implement our recommendations. A number of these sought to publicly challenge the validity of our decisions through the media.

These councils are reminded of the formal process for accepting ombudsman recommendations as detailed below, and that the only formal way to challenge our findings would be through the courts.

If a council does not comply with our recommendations, we will always choose to publish a report of the investigation in the public's interest. This also requires the council to make a public announcement and make the report available to its residents.

After thorough consideration of our report, which we insist is at a full council meeting, if a council still refuses to implement our recommendations; our legislation allows us to issue a further public interest report updating our position on the case.

Ultimately our legislation does not allow us to force a council to implement a recommendation. So if after full consideration of our further report a council still decides not to comply, we will respect their democratic right. However we will require the council to notify the public by publishing a statement of non-compliance explaining the reasons for its decision. We will also publish this on our website.



Case study: Tameside MBC – refusal to refund care charges

We issued a public interest report where we found fault in the way Tameside Metropolitan Borough Council had acted when it changed the way it commissioned care and left existing care users disadvantaged.

When the council reviewed the way it commissioned placements, the home in which a man's mother lived was excluded from a new quality framework, despite meeting the set criteria. As a result, the council reduced the amount paid to 'off framework' homes and there was a shortfall in the amount paid to the care home, which the mother's family had to make up. The man's only options were to pay significantly more for his mother's care or move her to a different home – at a significant risk to her health.

Our investigation also highlighted that potentially a further 160 older people and their families across the area could be similarly affected.

The council was incorrect in its public assertion that we acted outside our powers in investigating this complaint, and was wrong to dispute our findings in the media. As it refused to implement all of our recommendations we issued a further report calling on the council to provide a remedy to the man by apologising, refunding the mother's estate the top-up fees incurred and a time and trouble payment for pursuing the issue. The council is currently considering our further report.



Case study: Isle of Wight – refusal to remedy housing complaint

We issued a report that found Isle of Wight Council at fault for offering a man and his family a property which was too small for their needs. The man and his four children were moved from accommodation which, although temporary, met their needs, into a property which was significantly less suitable and too small for them.

We recommended the council provide guidance to its housing officers, elevate the man's housing priority and pay £1,000 to recognise the distress suffered in living in unsuitable accommodation for more than two years longer than necessary.

The council accepted our recommendation to provide guidance to housing officers, and we accepted how it mitigated the effect of classifying the family's accommodation as temporary. However, we did not accept the council's justification for offering to make a payment of only £250 to recognise the distress caused.

We issued a further report that called on the council to make a payment of £1,000. After considering the further report, the council still rejected this recommendation. A statement of non-compliance was issued, which stated that we found the council's actions unacceptable in its failure to recompense the family for its severe and prolonged distress.



Improving Public Services

As well as putting things right for individuals, we always look to make recommendations that will help others who have been affected by a similar issue or will avoid similar problems happening in the future.



Case study: Bin collections resolved for many

Dozens of keen gardeners were aggrieved when their green waste collection, which they paid the council £45 for, was significantly reduced without prior notice.

After the council failed to respond to Tony's complaint properly he approached us to investigate. We found that at the time the council sent out Tony's renewal notice, it had already decided to increase the winter collection break from the usual 6 weeks to 17 weeks – but had charged the same amount as the previous year. They did not inform him until 4 months later.

We found no evidence that the letter Tony received included a disclaimer about the level of service being 'under review', which the council claimed had been sent. We also decided the wording of the disclaimer was not open and transparent because the council should have shared information at the time, that the service would be suspended for 17 weeks.

The council also received nearly 100 other complaints about the extended winter suspension period, which increased our concern that others did not receive the disclaimer.

As a result of our investigation the council apologised to and partially refunded Tony. It also agreed to partially refund all other customers affected via a discount off the next year's bill.

The role of the Ombudsman



We regularly publish thematic reports which highlight systemic issues we find through our casework, or where we need to raise awareness of particular themes. These feed back our experiences from complaints so others can take on board the lessons learned and consider how these could help improve services.

Supporting learning from planning complaints

In December 2014 we published the Focus report [*Not in my back yard: Local people and the planning process*](#), which shared the lessons from our complaints about planning and development.

The report explains the role of the ombudsman in the planning process, encourages greater transparency in the way councils make decisions, and helps the public understand more about the impact they can have on the planning process.

Some organisations have told us how they have used the report in constructive ways to encourage learning and support better practices.

Allerdale Borough Council now hosts a copy of the report on the planning pages of its website, offering it as a resource for local people when commenting on applications. It used social media to promote this to people. The Chair of the council's Development Panel also wrote an editorial in the local press drawing on the report and offering advice to the public on how to submit their views on local planning applications.

Dartmoor National Park Authority used the report as the basis for a workshop for its planning officers and managers. They found it beneficial to debate their approach to each scenario set out in the case studies, with the outcome being clarification of roles on some issues and some changes to protocol – for example, making changes to how neighbourhood consultation is recorded. The report was also shared with members of the Development Management Committee.

The Royal Town Planning Institute (RTPI) has recommended the report and its case studies to its members and planning practitioners in its June edition of The Planner magazine, and intends to use it for future guidance publications.

Our Focus report can be downloaded [here](#).





By publishing our complaints data for all local authorities in one report we are providing an open resource to help people compare statistics with other local authorities and inform scrutiny at the local level. Data tables can be found as an annexe to this report.

These figures should only be used as a starting point for a discussion about the council's complaint handling, as numbers alone don't tell the full story. A high number of complaints maybe as likely to show that the authority is open and engaged with its residents, as it is to suggest there is a problem.

As part of our local authority survey, we asked some questions about how complaints data is shared locally both with the public and elected members.






More than 50% of councils publish data about their complaints for public consumption above the statutory requirement to report to cabinet annually. However, there were still **41% of councils that did not**, and we would encourage more open access to information on how complaints are being managed so the public can make better informed decisions about public services.

As local representatives of the community, councillors have a democratic mandate to scrutinise local service delivery for the benefit of all. We encourage councillors to use this report, and its data, to support scrutiny – we provide some questions they can consider asking below.

We have worked in partnership with the Local Government Association to produce a workbook and e-learning package, and we have also established a Councillors Forum. This group aims to help us to better understand the needs of councillors and to help them to become champions for learning from complaints. These are some of the examples of the recent work we have been doing with councillors to support them as community representatives in helping people complain locally, and to scrutinise local services.

Questions for councillors

Does your council:

-  actively welcome feedback from service users about how it manages complaints?
-  report the outcomes and lessons learned from complaints to all members?
-  provide similar information that is easily accessible for the public?
-  consider how commissioned partners implement an effective complaints handling service?
-  clearly signpost its complaints procedure, including people's right to come to the LGO, within all access points?

Data annex: complaints and enquiries received by category

	Adult care services	Benefits & tax	Corporate & other services	Education & children's services	Environmental services, public protection & regulation	Highways & transport	Housing	Planning & development	Total
Adur	0	6	0	0	0	0	2	1	9
Allerdale	0	2	5	0	0	35	1	12	55
Amber Valley	1	1	0	0	4	1	1	14	22
Arun	0	2	2	1	3	1	9	5	23
Ashfield	0	4	4	0	6	1	2	6	23
Ashford	0	4	1	0	3	0	8	3	19
Aylesbury Vale	0	7	2	0	3	0	2	7	21
Barnet	0	2	1	0	2	0	2	16	23
Barking & Dagenham	12	17	10	22	9	32	21	1	124
Barnsley	12	52	9	17	17	48	25	20	200
Barnsley	4	6	4	11	12	5	5	8	55
Barrow	0	3	2	1	3	0	0	0	9
Basildon	2	9	7	0	6	0	17	5	46
Basingstoke & Deane	0	8	0	0	5	0	2	9	24
Bassetlaw	0	2	1	0	0	0	1	10	14
Bath & NE Somerset	7	6	3	5	3	8	2	11	45
Bedford	3	11	2	7	3	3	4	4	37
Bexley	13	16	7	13	1	10	15	5	80
Birmingham	67	174	30	69	62	46	105	25	578
Blaby	0	6	2	1	1	0	1	17	28
Blackburn w/Darwen	5	6	3	8	0	5	1	5	33
Blackpool	17	6	2	9	3	2	5	6	50
Bolsover	0	3	2	0	3	1	2	2	13
Bolton	9	8	3	9	17	4	8	10	68
Boston	0	3	0	0	4	2	4	2	15
Bournemouth	21	12	7	13	6	6	6	5	76

Data annex: complaints and enquiries received by category

	Adult care services	Benefits & tax	Corporate & other services	Education & children's services	Environmental services, public protection & regulation	Highways & transport	Housing	Planning & development	Total
Bracknell Forest	3	1	2	4	2	3	2	1	18
Braintree	0	2	0	0	3	0	2	1	8
Breckland	0	2	1	0	2	0	0	6	11
Brent	31	27	8	18	8	14	57	6	169
Brentwood	0	2	2	0	2	0	3	3	12
Brighton & Hove	27	13	15	14	19	13	25	12	138
Bristol	11	34	11	8	10	13	23	21	131
Broadland	0	5	1	0	2	0	6	11	25
Broads Authority	0	0	1	0	0	1	0	0	2
Bromley	28	49	6	16	12	10	30	16	167
Bromsgrove	0	2	0	0	2	0	1	8	13
Broxbourne	0	4	1	1	5	1	3	4	19
Broxtowe	0	3	4	0	3	0	4	2	16
Buckinghamshire	16	1	6	27	2	54	0	2	108
Burnley	0	6	3	0	2	0	2	0	13
Bury	5	6	1	4	7	12	6	8	49
Calderdale	4	15	9	19	8	7	2	5	69
Cambridge	0	2	0	0	3	1	6	4	16
Cambridgeshire	20	0	2	31	0	6	0	1	60
Camden	21	10	9	9	8	25	46	14	142
Cannock Chase	0	3	0	0	1	0	2	3	9
Canterbury	1	4	5	0	6	3	9	10	38
Carlisle	0	0	1	0	0	1	0	4	6
Castle Point	0	3	0	0	2	0	5	4	14
Central Bedfordshire	5	4	8	12	5	10	5	9	58
Charnwood	0	12	2	0	1	1	3	8	27

Data annex: complaints and enquiries received by category

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Chelmsford	0	2	6	0	3	0	3	3	17
Cheltenham	0	2	4	0	3	2	1	3	15
Cherwell	0	3	0	0	0	5	1	7	16
Cheshire East	14	15	12	29	16	18	3	28	135
Cheshire W & Chester	13	13	9	17	5	18	3	24	102
Chesterfield	0	3	2	0	6	0	9	3	23
Chichester	0	4	2	0	5	2	4	1	18
Chilton	0	1	0	0	2	0	0	2	5
Chorley	0	2	1	0	1	1	1	6	12
Christchurch	0	2	2	0	2	1	0	5	12
City of Bradford	19	19	12	21	12	18	2	19	122
City of London	1	0	2	0	1	4	4	0	12
Colchester	0	7	2	0	3	3	4	11	30
Copeland	0	3	6	0	1	1	1	2	14
Corby	0	1	3	0	3	0	3	1	11
Cornwall	24	22	17	32	13	12	11	69	200
Cotswold	0	2	1	0	0	1	1	3	8
County Durham	19	25	22	26	43	10	13	29	187
Coventry	13	15	14	22	22	13	5	6	110
Craven	0	2	0	0	2	0	0	7	11
Crawley	0	4	2	0	2	1	6	1	16
Croydon	28	46	13	21	22	18	74	12	234
Cumbria	14	0	3	22	1	8	0	1	49
Dacorum	0	7	1	0	4	3	4	2	21
Darlington	7	3	6	10	10	3	2	4	45
Dartford	0	5	1	0	4	3	10	3	26

Data annex: complaints and enquiries received by category

	Adult care services	Benefits & tax	Corporate & other services	Education & children's services	Environmental services, public protection & regulation	Highways & transport	Housing	Planning & development	Total
Dartmoor National Park Authority	0	0	0	0	0	0	0	2	2
Daventry	0	1	3	0	1	0	3	4	12
Derby	10	9	2	20	7	7	3	8	66
Derbyshire	30	0	5	20	1	12	0	0	68
Derbyshire Dales	0	2	1	0	2	2	0	2	9
Devon	38	0	10	41	3	26	0	3	121
Doncaster	20	5	7	20	9	2	5	14	82
Dorset	18	1	3	12	4	4	0	5	47
Dover	3	4	2	0	7	1	3	6	26
Dudley	12	9	6	19	13	6	12	5	82
Ealing	18	35	11	15	22	36	42	11	190
East Cambs	1	3	0	0	0	0	1	5	10
East Devon	0	4	2	0	4	1	6	24	41
East Dorset	0	2	0	0	2	0	1	4	9
East Hampshire	0	2	2	0	1	0	1	7	13
East Herts	0	3	1	0	2	2	3	7	18
East Lindsey	1	5	6	0	5	2	7	5	31
East Northants	0	3	2	0	4	0	0	10	19
East Riding of Yorks	11	5	5	10	7	12	8	16	74
East Staffs	0	5	2	0	0	0	1	4	12
East Sussex	65	0	6	32	6	16	0	2	127
Eastbourne	0	6	1	1	2	1	2	6	19
Eastleigh	0	1	1	0	4	3	6	4	19
Eden	0	0	0	0	4	1	3	4	12
Elmbridge	0	3	2	0	1	2	2	7	17
Enfield	16	26	14	17	18	17	35	11	154

Data annex: complaints and enquiries received by category

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Epping Forest	0	4	0	0	1	0	16	4	25
Epsom & Ewell	1	5	2	0	1	0	4	4	17
Erewash	0	2	1	0	0	0	0	2	5
Essex	38	0	14	57	2	36	0	4	151
Exeter	0	1	0	0	1	2	2	4	10
Exmoor National Park Authority	0	0	0	0	0	0	0	1	1
Fareham	0	0	0	0	0	2	2	4	8
Ferndown	0	2	1	0	1	1	2	15	22
Forest Heath	1	1	0	0	0	0	4	2	8
Forest of Dean	0	1	3	0	1	0	2	8	15
Fylde	1	3	0	0	1	0	0	6	11
Gateshead	4	4	2	13	4	3	9	9	48
Gedling	1	7	0	0	8	1	1	4	22
Gloucester	0	3	0	0	4	0	1	2	10
Gloucestershire	35	1	5	24	1	7	0	2	75
Gosport	1	2	6	0	1	1	4	1	16
Gravesham	0	9	2	0	0	4	11	4	30
Great Yarmouth	0	4	2	0	2	0	1	1	10
Greenwich	14	17	6	28	6	4	45	12	132
Guildford	0	1	2	0	4	2	3	9	21
Hackney	9	20	8	19	6	19	70	10	161
Halton	6	6	2	10	7	1	1	1	34
Hambleton	0	3	4	0	3	0	1	6	17
Hammersmith & Fulham	2	23	7	12	8	26	35	6	119
Hampshire	40	0	5	46	2	11	0	3	107
Harborough	0	5	2	0	2	0	0	5	14

Data annex: complaints and enquiries received by category

	Adult care services	Benefits & tax	Corporate & other services	Education & children's services	Environmental services, public protection & regulation	Highways & transport	Housing	Planning & development	Total
Haringey	13	45	8	16	22	38	56	10	208
Harlow	0	5	1	0	3	1	10	1	21
Harrogate	0	3	2	1	1	2	2	14	25
Harrow	15	39	5	11	7	36	17	15	145
Hart	0	1	1	0	1	3	3	6	15
Hartlepool	2	3	4	3	2	0	1	1	16
Hastings	0	6	1	2	2	0	1	5	17
Havant	0	4	0	2	4	1	0	5	16
Haverling	9	13	3	13	9	17	19	14	97
Herefordshire	7	6	6	13	14	14	3	8	71
Hertfordshire	37	0	5	64	3	13	0	4	126
Hertsmere	0	3	2	0	1	3	4	3	16
High Peak	0	1	2	0	2	0	1	6	12
Hillingdon	12	13	8	14	5	16	22	14	104
Hinckley & Bosworth	0	1	0	0	2	1	1	4	9
Horsham	0	3	2	0	1	0	2	12	20
Hounslow	12	23	6	11	7	34	38	13	144
Huntingdonshire	0	3	3	0	3	0	0	7	16
Hyndburn	0	5	0	0	0	0	1	6	12
Ipswich	0	4	2	0	4	0	4	0	14
Isle of Wight	19	3	5	8	11	9	3	12	70
Isles of Scilly	0	0	1	0	0	0	0	0	1
Islington	19	14	6	11	10	11	31	9	111
Kensington & Chelsea	8	7	7	9	7	11	20	6	75
Kent	60	0	8	96	14	25	1	1	205
Kettering	0	8	1	0	4	1	5	4	23

Data annex: complaints and enquiries received by category

	Adult care services	Benefits & tax	Corporate & other services	Education & children's services	Environmental services, public protection & regulation	Highways & transport	Housing	Planning & development	Total
Kings Lynn & West Norfolk	0	6	2	0	2	1	0	6	17
Kingston upon Hull	3	15	7	21	12	6	7	3	74
Kingston upon Thames	4	6	5	9	6	25	8	7	70
Kirkless	16	9	10	26	10	8	7	9	95
Knowsley	8	14	3	9	1	3	5	2	45
Lake District National Park Authority	0	0	0	0	1	0	0	2	3
Lambeth	24	57	23	29	20	32	93	7	285
Lancashire	54	0	8	65	4	27	0	0	158
Lancaster	0	4	2	0	5	2	3	6	22
Leeds	28	25	24	58	19	13	23	22	212
Leicester	17	16	9	18	6	8	20	9	103
Leicestershire	16	0	7	15	4	16	2	1	61
Lewes	0	5	0	0	1	1	4	4	15
Lewisham	19	31	5	31	14	15	45	5	165
Lichfield	0	5	2	0	1	0	1	6	15
Lincoln	1	7	2	0	4	2	6	5	27
Lincolnshire	23	0	5	38	6	5	0	4	81
Liverpool	26	49	10	30	25	10	7	12	169
Luton	8	12	3	18	2	3	14	4	64
Maidstone	0	5	1	0	4	2	5	11	28
Maldon	0	3	0	0	2	0	2	2	9
Malvern Hills	0	2	2	0	2	1	1	8	16
Manchester	16	37	9	46	11	17	11	9	156
Mansfield	1	6	1	0	3	0	4	3	18
Medway	15	22	18	32	9	12	17	12	137
Melton	0	0	1	0	2	0	0	3	6

Data annex: complaints and enquiries received by category

	Adult care services	Benefits & tax	Corporate & other services	Education & children's services	Environmental services, public protection & regulation	Highways & transport	Housing	Planning & development	Total
Mendip	0	1	3	0	3	0	3	21	31
Merton	10	16	4	12	2	29	9	16	98
Mid Devon	0	1	2	0	10	0	3	4	20
Mid Suffolk	0	3	2	0	0	0	1	5	11
Mid Sussex	0	6	1	0	1	0	1	10	19
Middlesborough	6	8	2	11	3	2	3	2	37
Milton Keynes	15	7	7	18	8	3	17	4	79
Mole Valley	1	3	1	0	3	0	1	6	15
NE Derbyshire	1	4	2	0	1	0	1	5	14
New Forest	0	0	2	0	2	0	1	7	12
New Forest National Park Authority	0	0	3	0	1	0	0	7	11
Newark & Sherwood	0	6	1	0	3	0	2	15	27
Newcastle	11	8	3	10	9	9	4	3	57
Newcastle-under-Lyme	0	9	4	0	2	1	1	2	19
Newham	15	31	9	39	13	82	99	10	298
Norfolk	20	0	2	21	2	6	0	2	53
North Devon	0	3	3	0	1	4	1	9	21
North Dorset	1	2	1	0	1	0	0	6	11
North East Lincs	4	8	6	13	5	5	2	2	45
North Herts	0	6	3	0	2	2	6	2	21
North Kesteven	1	5	0	0	2	0	2	3	13
North Lincolnshire	4	4	5	3	1	5	2	9	33
North Norfolk	0	3	1	0	3	0	0	2	9
North Somerset	9	28	1	4	6	3	1	15	67
North Tyneside	9	9	4	5	5	7	12	4	55
North Warwick	0	1	0	0	0	0	2	1	4

Data annex: complaints and enquiries received by category

	Adult care services	Benefits & tax	Corporate & other services	Education & children's services	Environmental services, public protection & regulation	Highways & transport	Housing	Planning & development	Total
North York Moors National Park Authority	0	0	0	0	0	0	0	2	2
North Yorks	35	0	5	41	4	14	0	4	103
Northampton	2	4	4	2	3	1	17	7	40
Northants	24	0	8	52	0	5	1	0	90
Northumberland	10	8	10	22	10	2	4	21	87
Northumberland National Park Authority	0	0	0	0	0	0	0	1	1
Norwich	0	7	6	1	4	4	15	8	45
Nottingham	15	28	5	23	8	13	12	6	110
Notts	23	0	3	48	3	14	1	2	94
Nuneaton & Bedworth	0	6	0	1	2	1	4	2	16
NW Leics	1	2	1	0	3	0	4	9	20
Oadby & Wigston	0	4	1	0	4	0	3	1	13
Oldham	17	7	6	17	11	7	3	4	72
Oxford	0	10	0	0	5	2	7	8	32
Oxfordshire	16	0	4	24	0	7	0	2	53
Peak District National Park Authority	0	0	0	0	0	0	0	3	3
Pendle	0	7	1	0	5	1	1	4	19
Peterborough	10	6	3	16	3	1	1	5	45
Plymouth	16	5	6	20	9	15	4	15	90
Poole	8	0	4	6	2	3	2	10	35
Portsmouth	10	3	4	11	3	9	4	1	45
Preston	0	8	7	0	5	0	2	3	25
Purbeck	0	1	0	0	0	0	2	7	10
Reading	3	3	2	11	3	18	17	5	62
Redbridge	28	28	5	28	22	27	29	22	189
Redcar & Cleveland	7	14	3	6	2	4	0	3	39

Data annex: complaints and enquiries received by category

	Adult care services	Benefits & tax	Corporate & other services	Education & children's services	Environmental services, public protection & regulation	Highways & transport	Housing	Planning & development	Total
Redditch	0	1	0	0	4	0	4	5	14
Reigate & Banstead	1	5	2	0	0	1	6	5	20
Ribble Valley	0	0	1	0	0	0	0	3	4
Richmond upon Thames	9	4	7	9	1	9	9	12	60
Richmondshire	0	2	2	0	0	0	0	2	6
Rochdale	12	21	5	14	7	2	2	9	72
Rochford	0	3	2	0	1	0	1	2	9
Rossendale	1	4	2	0	7	1	1	9	25
Rother	0	8	2	0	4	0	1	4	19
Rotherham	8	3	5	25	10	7	4	3	65
Rugby	0	1	1	0	0	1	3	8	14
Runnymede	0	0	1	0	0	1	2	0	4
Rushcliffe	0	0	0	1	1	1	2	2	7
Rushmoor	0	3	1	0	1	1	1	2	9
Rutland	5	0	2	4	0	0	0	3	14
Ryedale	0	3	0	0	1	0	4	6	14
Salford	16	15	4	17	12	3	5	8	80
Sandwell	15	33	6	24	9	4	21	5	117
Scarborough	0	5	5	2	5	2	2	9	30
Sedgemoor	0	3	2	0	3	0	4	9	21
Sefton	11	14	7	16	5	6	5	8	72
Selby	0	2	1	0	0	2	1	17	23
Sevonoaks	0	4	2	0	1	0	1	10	18
Sheffield	38	24	8	33	18	34	22	11	188
Shepway	0	5	4	0	1	3	1	4	18
Shropshire	14	7	10	18	6	9	3	22	89

Data annex: complaints and enquiries received by category

	Adult care services	Benefits & tax	Corporate & other services	Education & children's services	Environmental services, public protection & regulation	Highways & transport	Housing	Planning & development	Total
Slough	3	8	0	9	2	5	18	3	48
Solihull	15	0	7	19	5	2	8	5	61
Somerset	27	1	4	35	3	11	0	1	82
South Bucks	0	2	0	0	2	0	0	2	6
South Cambs	0	4	1	1	3	1	4	10	24
South Derbyshire	0	1	2	1	0	0	1	2	7
South Downs National Park Authority	0	0	0	0	0	0	0	3	3
South Gloucestershire	14	7	5	10	10	5	1	11	63
South Hants	1	1	9	0	0	2	1	13	27
South Holland	0	2	2	0	1	0	2	10	17
South Kesteven	0	1	0	0	4	0	3	14	22
South Lakeland	0	2	6	0	2	1	1	7	19
South Norfolk	0	1	3	0	2	0	0	6	12
South Northants	0	0	2	0	1	0	0	7	10
South Oxfordshire	1	2	1	0	3	0	9	7	23
South Ribble	0	1	3	0	2	0	2	6	14
South Somerset	1	2	1	0	1	0	4	9	18
South Staffs	1	1	2	0	0	0	1	13	18
South Tyneside	5	2	4	11	8	6	9	2	47
Southampton	9	11	6	11	7	4	10	11	69
Southend-on-Sea	6	10	3	9	9	4	11	6	58
Southwark	13	34	14	15	14	16	82	10	198
Spelthorne	2	4	1	0	1	0	4	2	14
St Albans	0	4	1	0	6	4	4	8	27
St Edmundsbury	0	3	1	0	0	2	1	2	9
St Helens	8	9	2	10	6	3	1	2	41

Data annex: complaints and enquiries received by category

	Adult care services	Benefits & tax	Corporate & other services	Education & children's services	Environmental services, public protection & regulation	Highways & transport	Housing	Planning & development	Total
Stafford	0	3	0	0	2	0	0	7	12
Staffordshire	40	0	4	40	3	19	0	2	108
Staffs Moorlands	0	0	1	0	0	0	0	9	10
Stevenage	1	1	0	1	1	0	3	5	12
Stockport	9	20	10	17	7	5	4	10	82
Stockton-on-Tees	12	5	5	17	6	1	4	4	54
Stoke-on-Trent	10	17	8	13	14	5	5	5	77
Stratford-on-Avon	0	1	0	0	2	0	3	6	12
Stroud	0	4	2	0	1	0	2	9	18
Suffolk	19	0	3	37	1	10	0	5	75
Suffolk Coastal	0	2	1	0	1	2	3	13	22
Sunderland	6	8	7	7	4	6	2	11	51
Surrey	66	0	9	64	10	21	1	3	174
Surrey Heath	0	1	0	0	1	0	1	3	6
Sutton	6	9	4	12	2	3	5	5	46
Swale	0	4	3	0	1	0	6	7	21
Swindon	5	17	1	6	7	4	6	4	50
Tameside	13	9	4	20	16	4	2	6	74
Tamworth	0	0	2	1	3	0	3	2	11
Tandridge	0	0	0	0	3	1	5	2	11
Taunton Deane	0	1	1	0	3	0	9	6	20
Teignbridge	0	3	2	0	2	0	0	5	12
Telford & Wrekin	11	5	2	11	1	4	4	12	50
Tendring	1	2	1	1	3	0	1	4	13
Test Valley	0	4	2	0	3	0	3	4	16
Tewkesbury	0	1	1	0	3	0	2	4	11

Data annex: complaints and enquiries received by category

	Adult care services	Benefits & tax	Corporate & other services	Education & children's services	Environmental services, public protection & regulation	Highways & transport	Housing	Planning & development	Total
Thanet	2	2	7	0	12	1	10	8	42
Three Rivers	0	6	3	0	3	0	1	4	17
Thurrock	4	21	3	14	6	6	17	11	82
Tonbridge & Malling	0	1	1	0	2	0	3	3	10
Torbay	9	9	1	6	9	7	2	4	47
Torridge	0	2	0	0	3	0	1	14	20
Tower Hamlets	12	15	7	13	8	29	37	7	128
Trafford	14	21	0	16	13	4	5	8	81
Tunbridge Wells	0	5	0	0	1	1	3	4	14
Uttlesford	0	1	1	0	3	1	4	11	21
Vale of White Horse	1	6	1	0	1	0	1	6	16
Wakefield	10	11	7	20	15	6	7	8	84
Walsall	11	7	3	20	5	5	2	7	60
Waltham Forest	22	23	11	19	21	29	46	10	181
Wandsworth	13	17	7	9	4	12	22	24	108
Warrington	12	7	0	7	4	4	1	9	44
Warwick	0	4	2	0	2	1	7	4	20
Warwickshire	41	0	2	40	1	5	0	0	89
Watford	0	6	2	1	0	1	3	4	17
Waveney	0	5	1	0	1	0	0	6	13
Waverley	0	2	1	0	2	1	2	12	20
Wealden	0	3	0	1	1	1	0	7	13
Wellingborough	0	4	2	1	1	0	1	4	13
Welwyn Hatfield	1	5	1	0	2	1	4	9	23
West Berkshire	5	3	3	8	6	4	2	9	40
West Devon	0	2	1	0	1	0	0	8	12

Data annex: complaints and enquiries received by category

	Adult care services	Benefits & tax	Corporate & other services	Education & children's services	Environmental services, public protection & regulation	Highways & transport	Housing	Planning & development	Total
West Dorset	0	4	0	1	0	0	0	10	15
West Lancs	0	7	1	0	3	0	5	5	21
West Lindsey	0	4	1	0	1	0	1	4	11
West Oxfordshire	0	1	1	0	3	0	0	6	11
West Somerset	0	1	2	0	0	0	1	2	6
West Sussex	34	0	5	39	4	23	0	1	106
Westminster	12	47	10	10	12	28	48	5	172
Weymouth & Portland	0	2	0	0	1	1	1	0	5
Wigan	17	21	4	9	9	3	10	11	84
Wiltshire	14	6	6	24	8	10	5	23	96
Winchester	0	0	2	0	4	2	5	9	22
Windsor & Maidenhead	6	5	2	5	2	3	3	5	31
Wirral	39	11	7	31	9	9	4	13	123
Woking	0	3	2	0	1	1	2	7	16
Wokingham	5	5	1	12	3	4	0	9	39
Wolverhampton	12	6	9	26	11	2	12	2	80
Worcester	1	2	1	0	1	1	3	3	12
Worcestershire	24	0	5	21	10	5	0	2	67
Worthing	0	5	2	0	2	4	6	4	23
Wychavon	0	3	0	0	2	1	1	8	15
Wycombe	0	1	1	0	4	1	3	8	18
Wyre	0	6	1	0	5	0	1	10	23
Wyre Forest	0	0	1	0	0	0	1	1	3
York	11	11	6	9	11	17	5	21	91
Yorkshire Dales National Park Authority	0	0	0	0	0	0	0	1	1

Data annex: complaints and enquiries received by category

Notes

The statistics include all the complaints and enquiries received in 2014/15.

Number of complaints and enquiries received: a number of cases will have been received and decided in different business years, this means the number of complaints and enquiries received will not always match the number of decisions made.

For further information on interpreting the statistics click [here](#).

Data annex: decisions made (by local authority)

	Advice given	Closed after initial enquiries	Incomplete/invalid	Referred back for local resolution	Detailed investigations		% upheld	Total
					Upheld	Not upheld		
Adur	1	0	1	4	2	3	40%	11
Allerdale	0	8	0	42	1	3	25%	54
Amber Valley	1	4	0	5	3	5	37.5%	18
Arun	1	8	2	8	4	6	40.0%	29
Ashfield	0	9	0	7	1	4	20.0%	21
Ashford	1	4	1	10	1	5	16.7%	22
Aylesbury Vale	0	12	0	8	1	2	33.3%	23
Babergh	0	7	0	4	4	7	36.4%	22
Barking & Dagenham	11	32	1	54	9	10	47.4%	117
Barnet	2	49	9	107	17	19	47.2%	203
Barnsley	3	14	1	19	6	7	46.2%	50
Barrow	0	4	2	3	0	1	0.0%	10
Basildon	4	7	4	26	1	3	25.0%	45
Basingstoke & Deane	0	9	2	10	3	1	75.0%	25
Bassetlaw	0	4	0	6	1	3	25.0%	14
Bath & NE Somerset	0	8	1	20	7	7	50.0%	43
Bedford	0	9	0	15	6	6	50.0%	36
Bexley	0	24	1	37	8	6	57.1%	76
Birmingham	40	120	10	305	53	34	60.9%	562
Blaby	0	5	1	15	0	4	0.0%	25
Blackburn w/Darwen	0	8	4	14	3	5	37.5%	34
Blackpool	2	12	1	20	9	6	60.0%	50
Bolsover	2	5	0	2	2	1	66.7%	12
Bolton	3	17	4	30	6	6	50.0%	66
Boston	1	6	0	6	1	1	50.0%	15
Bournemouth	1	18	4	26	6	9	40.0%	64

Data annex: decisions made (by local authority)

	Advice given	Closed after initial enquiries	Incomplete/invalid	Referred back for local resolution	Detailed investigations		% upheld	Total
					Upheld	Not upheld		
Bracknell Forest	0	3	1	8	1	5	16.7%	18
Braintree	0	4	1	2	4	0	100.0%	11
Breckland	0	4	0	4	1	0	100.0%	9
Brent	8	39	6	77	23	16	59.0%	169
Brentwood	1	2	1	6	2	0	100.0%	12
Brighton & Hove	3	39	7	43	17	16	51.5%	125
Bristol	5	35	5	54	19	15	55.9%	133
Broadland	0	10	2	2	0	10	0.0%	24
Broads Authority	0	1	0	0	0	1	0.0%	2
Bromley	5	39	4	67	29	20	59.2%	164
Bromsgrove	0	4	0	6	1	0	100.0%	11
Broxbourne	0	4	2	9	1	1	50.0%	17
Broxtowe	0	5	3	3	1	2	33.3%	14
Buckinghamshire	1	60	7	21	5	7	41.7%	101
Burnley	1	6	2	3	0	3	0.0%	15
Bury	3	10	3	17	8	4	66.7%	45
Calderdale	1	24	4	19	8	9	47.1%	65
Cambridge	1	4	1	6	4	3	57.1%	19
Cambridgeshire	1	8	2	22	10	12	45.5%	55
Camden	12	40	5	51	11	14	44.0%	133
Cannock Chase	0	0	0	8	0	0	0.0%	8
Canterbury	1	10	3	17	1	2	33.3%	34
Carlisle	0	2	0	2	0	2	0.0%	6
Castle Point	0	3	0	7	0	4	0.0%	14
Central Bedfordshire	5	16	1	21	6	5	54.5%	54
Charnwood	1	10	0	13	0	1	0.0%	25

Data annex: decisions made (by local authority)

	Advice given	Closed after initial enquiries	Incomplete/invalid	Referred back for local resolution	Detailed investigations		% upheld	Total
					Upheld	Not upheld		
Chelmsford	1	6	1	6	1	3	25.0%	18
Cheltenham	2	4	1	4	1	3	25.0%	15
Cherwell	0	7	1	3	0	3	0.0%	14
Cheshire East	4	27	1	50	21	30	41.2%	133
Cheshire W & Chester	0	45	2	30	11	19	36.7%	107
Chesterfield	3	2	2	13	0	4	0.0%	24
Chichester	0	4	1	8	1	5	16.7%	19
Chilton	0	2	0	2	0	1	0.0%	5
Chorley	0	4	0	5	0	0	0.0%	9
Christchurch	0	4	0	3	2	2	50.0%	11
City of Bradford	1	22	6	50	10	32	23.8%	121
City of London	2	8	0	3	0	0	0.0%	13
Colchester	4	6	0	19	1	0	100.0%	30
Copeland	0	5	0	7	2	0	100.0%	14
Corby	1	3	0	4	1	1	50.0%	10
Cornwall	3	37	8	89	37	31	54.4%	205
Cotswold	0	2	1	2	1	3	25.0%	9
County Durham	4	59	11	54	13	29	31.0%	170
Coventry	2	25	6	47	9	18	33.3%	107
Craven	0	5	0	4	1	3	25.0%	13
Crawley	2	3	0	9	1	0	100.0%	15
Croydon	8	48	11	117	24	28	46.2%	236
Cumbria	1	12	2	18	5	5	50.0%	43
Dacorum	2	5	0	8	1	1	50.0%	17
Darlington	2	17	2	12	3	2	60.0%	38
Dartford	3	6	1	15	1	0	100.0%	26

Data annex: decisions made (by local authority)

	Advice given	Closed after initial enquiries	Incomplete/invalid	Referred back for local resolution	Detailed investigations		% upheld	Total
					Upheld	Not upheld		
Dartmoor National Park Authority	0	2	0	0	0	0	0.0%	2
Daventry	1	4	1	2	2	2	50.0%	12
Derby	0	14	5	27	10	9	52.6%	65
Derbyshire	0	15	2	33	9	9	50.0%	68
Derbyshire Dales	1	3	0	4	1	2	33.3%	11
Devon	1	39	6	38	21	20	51.2%	125
Doncaster	2	24	6	26	12	7	63.2%	77
Dorset	0	11	3	16	3	13	18.8%	46
Dover	1	7	0	11	5	6	45.5%	30
Dudley	5	24	6	38	3	7	30.0%	83
Ealing	9	50	8	101	10	6	62.5%	184
East Cambs	0	2	0	2	3	3	50.0%	10
East Devon	1	7	1	13	3	9	25.0%	34
East Dorset	1	2	0	6	0	0	0.0%	9
East Hampshire	0	5	0	7	1	1	50.0%	14
East Herts	0	4	0	10	2	3	40.0%	19
East Lindsey	1	16	1	13	1	7	12.5%	39
East Northants	0	6	0	7	4	2	66.7%	19
East Riding of Yorks	0	22	2	29	8	10	44.4%	71
East Staffs	0	3	1	5	1	2	33.3%	12
East Sussex	0	27	4	30	20	28	41.7%	109
Eastbourne	0	4	0	11	1	0	100.0%	16
Eastleigh	0	5	0	11	2	2	50.0%	20
Eden	0	7	0	4	1	0	100.0%	12
Elmbridge	0	3	2	7	0	4	0.0%	16
Enfield	9	29	16	78	12	9	57.1%	153

Data annex: decisions made (by local authority)

	Advice given	Closed after initial enquiries	Incomplete/invalid	Referred back for local resolution	Detailed investigations		% upheld	Total
					Upheld	Not upheld		
Epping Forest	0	9	0	8	2	3	40.0%	22
Epsom & Ewell	0	3	1	11	0	1	0.0%	16
Erewash	0	2	1	1	0	0	0.0%	4
Essex	2	48	2	52	19	24	44.2%	147
Exeter	0	2	1	6	1	0	100.0%	10
Exmoor National Park Authority	0	0	0	1	0	0	0.0%	1
Fareham	1	2	0	2	1	2	33.3%	8
Fenland	1	5	3	7	1	4	20.0%	21
Forest Heath	0	1	0	4	2	0	100.0%	7
Forest of Dean	1	3	0	7	1	3	25.0%	15
Fylde	0	0	0	6	2	3	40.0%	11
Gateshead	4	15	0	27	3	4	42.9%	53
Gedling	0	7	1	6	2	6	25.0%	22
Gloucester	1	3	0	2	4	1	80.0%	11
Gloucestershire	3	16	4	25	11	21	34.4%	80
Gosport	0	9	0	4	2	1	66.7%	16
Gravesham	4	8	0	18	0	0	0.0%	30
Great Yarmouth	0	2	1	5	0	4	0.0%	12
Greenwich	18	27	10	53	14	9	60.9%	131
Guildford	2	7	1	9	0	0	0.0%	19
Hackney	21	31	14	68	12	10	54.5%	156
Halton	0	13	1	11	3	7	30.0%	35
Hambleton	0	7	0	6	1	3	25.0%	17
Hammersmith & Fulham	6	31	4	53	13	14	48.1%	121
Hampshire	1	18	8	53	15	13	53.6%	108
Harborough	1	4	0	5	3	3	50.0%	16

Data annex: decisions made (by local authority)

	Advice given	Closed after initial enquiries	Incomplete/invalid	Referred back for local resolution	Detailed investigations		% upheld	Total
					Upheld	Not upheld		
Haringey	16	58	12	68	35	20	63.6%	209
Harlow	5	1	1	8	0	5	0.0%	20
Harrogate	1	7	1	8	2	6	25.0%	25
Harrow	3	37	8	64	19	12	61.3%	143
Hart	0	4	0	10	1	0	100.0%	15
Hartlepool	1	4	1	7	1	3	25.0%	17
Hastings	0	3	0	11	0	2	0.0%	16
Havant	0	6	1	6	1	1	50.0%	15
Havering	5	16	1	48	7	11	38.9%	88
Herefordshire	0	17	3	15	11	10	52.4%	56
Hertfordshire	0	29	4	57	7	18	28.0%	115
Hertsmere	0	6	0	8	1	2	33.3%	17
High Peak	0	3	1	2	1	7	12.5%	14
Hillingdon	8	27	7	38	12	17	41.4%	109
Hinckley & Bosworth	0	1	1	5	1	2	33.3%	10
Horsham	0	7	0	10	2	2	50.0%	21
Hounslow	3	27	3	74	13	12	52.0%	132
Huntingdonshire	1	7	0	5	0	3	0.0%	16
Hyndburn	0	1	0	7	4	1	80.0%	13
Ipswich	2	3	1	5	3	0	100.0%	14
Isle of Wight	1	15	2	34	6	7	46.2%	65
Isles of Scilly	0	1	0	0	0	0	0.0%	1
Islington	19	24	3	49	7	9	43.8%	111
Kensington & Chelsea	3	23	3	28	4	11	26.7%	72
Kent	3	55	6	75	32	34	48.5%	205
Kettering	2	5	1	11	2	1	66.7%	22

Data annex: decisions made (by local authority)

	Advice given	Closed after initial enquiries	Incomplete/invalid	Referred back for local resolution	Detailed investigations		% upheld	Total
					Upheld	Not upheld		
Kings Lynn & West Norfolk	0	7	1	7	1	2	33.3%	18
Kingston upon Hull	6	17	3	35	7	2	77.8%	70
Kingston upon Thames	3	22	4	31	9	2	81.8%	71
Kirkless	4	22	4	35	4	23	14.8%	92
Knowsley	1	10	3	17	7	4	63.6%	42
Lake District National Park Authority	0	1	0	0	0	2	0.0%	3
Lambeth	37	65	7	118	42	24	63.6%	293
Lancashire	2	30	6	68	26	29	47.3%	161
Lancaster	2	7	0	10	1	1	50.0%	21
Leeds	13	51	15	75	24	41	36.9%	219
Leicester	6	21	2	47	9	12	42.9%	97
Leicestershire	2	13	4	26	7	10	41.2%	62
Lewes	0	1	3	7	2	2	50.0%	15
Lewisham	7	26	8	80	15	17	46.9%	153
Lichfield	0	5	1	5	2	1	66.7%	14
Lincoln	4	6	0	11	4	0	100.0%	25
Lincolnshire	0	15	2	37	10	15	40.0%	79
Liverpool	2	29	13	90	20	16	55.6%	170
Luton	2	15	1	31	3	13	18.8%	65
Maidstone	0	8	0	8	3	3	50.0%	22
Maldon	0	3	0	6	0	1	0.0%	10
Malvern Hills	0	6	0	4	3	4	42.9%	17
Manchester	4	34	9	60	18	27	40.0%	152
Mansfield	1	2	1	5	1	6	14.3%	16
Medway	0	39	6	47	19	14	57.6%	125
Melton	0	1	0	2	2	2	50.0%	7

Data annex: decisions made (by local authority)

	Advice given	Closed after initial enquiries	Incomplete/invalid	Referred back for local resolution	Detailed investigations		% upheld	Total
					Upheld	Not upheld		
Mendip	0	2	4	7	2	5	28.6%	20
Merton	1	30	5	33	7	10	41.2%	86
Mid Devon	1	7	0	7	1	2	33.3%	18
Mid Suffolk	0	5	1	5	0	1	0.0%	12
Mid Sussex	0	5	3	2	3	2	60.0%	15
Middlesborough	0	8	0	18	7	9	43.8%	42
Milton Keynes	6	22	2	34	12	5	70.6%	81
Mole Valley	0	8	1	4	0	3	0.0%	16
NE Derbyshire	0	2	1	9	1	0	100.0%	13
New Forest	0	4	1	3	0	1	0.0%	9
New Forest National Park Authority	0	5	1	5	0	2	0.0%	13
Newark & Sherwood	3	8	0	9	1	4	20.0%	25
Newcastle	3	15	3	21	4	11	26.7%	57
Newcastle-under-Lyme	2	5	0	8	2	4	33.3%	21
Newham	19	74	8	136	44	30	59.5%	311
Norfolk	0	18	2	9	15	12	55.6%	56
North Devon	0	6	1	7	2	5	28.6%	21
North Dorset	0	3	1	3	0	4	0.0%	11
North East Lincs	1	13	2	13	8	9	47.1%	46
North Herts	0	4	2	7	2	6	25.0%	21
North Kesteven	2	4	1	6	0	0	0.0%	13
North Lincolnshire	1	11	2	13	0	4	0.0%	31
North Norfolk	0	2	1	5	1	2	33.3%	11
North Somerset	0	15	5	23	14	8	63.6%	65
North Tyneside	1	18	2	24	3	4	42.9%	52
North Warwick	1	1	0	1	0	0	0.0%	3

Data annex: decisions made (by local authority)

	Advice given	Closed after initial enquiries	Incomplete/invalid	Referred back for local resolution	Detailed investigations		% upheld	Total
					Upheld	Not upheld		
North York Moors National Park Authority	0	0	0	2	0	0	0.0%	2
North Yorks	2	21	6	28	12	26	31.6%	95
Northampton	4	13	0	10	4	4	50.0%	35
Northants	0	18	3	45	9	8	52.9%	83
Northumberland	2	22	3	35	10	12	45.5%	84
Northumberland National Park Authority	0	0	0	0	1	0	100.0%	1
Norwich	6	8	1	18	7	6	53.8%	46
Nottingham	4	21	4	54	6	20	23.1%	109
Nottingham City Council	1	30	6	24	12	28	30.0%	101
Nuneaton & Bedworth	3	4	0	8	1	0	100.0%	16
NW Leics	3	4	2	5	2	3	40.0%	19
Oadby & Wigston	0	4	0	7	1	0	100.0%	12
Oldham	2	12	1	34	5	9	35.7%	63
Oxford	4	6	2	11	3	5	37.5%	31
Oxfordshire	0	6	4	21	9	7	56.3%	47
Peak District National Park Authority	0	1	0	1	0	1	0.0%	3
Pendle	1	6	0	7	1	1	50.0%	16
Peterborough	1	11	0	21	11	6	64.7%	50
Plymouth	1	13	4	37	10	15	40.0%	80
Poole	0	10	1	12	4	11	26.7%	38
Portsmouth	1	7	3	23	9	6	60.0%	49
Preston	1	13	2	7	0	2	0.0%	25
Purbeck	0	1	0	5	0	2	0.0%	8
Reading	1	14	1	33	6	5	54.5%	60
Redbridge	6	39	10	80	26	20	56.5%	181
Redcar & Cleveland	0	11	0	21	3	3	50.0%	38

Data annex: decisions made (by local authority)

	Advice given	Closed after initial enquiries	Incomplete/invalid	Referred back for local resolution	Detailed investigations		% upheld	Total
					Upheld	Not upheld		
Redditch	1	5	0	5	1	2	33.3%	14
Reigate & Banstead	1	5	0	8	1	3	25.0%	18
Ribble Valley	0	1	0	1	0	2	0.0%	4
Richmond upon Thames	3	15	4	10	10	4	71.4%	46
Richmondshire	0	3	0	1	0	1	0.0%	5
Rochdale	0	13	5	33	9	6	60.0%	66
Rochford	0	2	0	5	0	0	0.0%	7
Rosendale	0	5	1	13	0	2	0.0%	21
Rother	0	8	1	5	1	0	100.0%	15
Rotherham	4	19	1	23	4	7	36.4%	58
Rugby	1	4	0	8	1	1	50.0%	15
Runnymede	0	1	0	2	0	0	0.0%	3
Rushcliffe	1	2	0	4	0	0	0.0%	7
Rushmoor	1	2	0	4	2	1	66.7%	10
Rutland	1	2	1	7	1	1	50.0%	13
Ryedale	0	3	1	7	2	1	66.7%	14
Salford	3	13	6	33	15	10	60.0%	80
Sandwell	9	18	6	59	19	7	73.1%	118
Scarborough	0	5	1	12	6	5	54.5%	29
Sedgemoor	2	8	1	3	1	3	25.0%	18
Sefton	0	13	4	33	8	14	36.4%	72
Selby	1	8	0	7	1	4	20.0%	21
Sevonoaks	0	2	2	6	1	4	20.0%	15
Sheffield	14	56	6	69	19	22	46.3%	186
Shepway	0	6	0	9	1	4	20.0%	20
Shropshire	0	22	3	39	22	12	64.7%	98

Data annex: decisions made (by local authority)

	Advice given	Closed after initial enquiries	Incomplete/invalid	Referred back for local resolution	Detailed investigations		% upheld	Total
					Upheld	Not upheld		
Slough	2	9	2	22	5	3	62.5%	43
Solihull	4	12	3	18	6	6	50.0%	49
Somerset	1	15	7	31	17	8	68.0%	79
South Bucks	0	1	0	3	1	0	100.0%	5
South Cambs	0	4	0	12	0	1	0.0%	17
South Derbyshire	0	3	1	2	1	0	100.0%	7
South Downs National Park Authority	0	1	0	1	0	0	0.0%	2
South Gos	0	13	1	28	7	8	46.7%	57
South Hants	0	4	0	9	3	3	50.0%	19
South Holland	0	7	1	4	1	1	50.0%	14
South Kesteven	0	3	0	17	0	2	0.0%	22
South Lakeland	1	6	2	4	1	3	25.0%	17
South Norfolk	1	1	1	5	4	1	80.0%	13
South Northants	0	5	0	3	1	1	50.0%	10
South Oxfordshire	1	2	2	11	0	2	0.0%	18
South Ribble	0	2	0	10	1	1	50.0%	14
South Somerset	0	7	0	9	0	1	0.0%	17
South Staffs	0	4	1	5	4	1	80.0%	15
South Tyneside	4	14	1	10	4	8	33.3%	41
Southampton	2	17	6	30	7	8	46.7%	70
Southend-on-Sea	1	9	0	31	5	7	41.7%	53
Southwark	27	43	10	68	22	17	56.4%	187
Spelthorne	0	4	1	6	1	1	50.0%	13
St Albans	2	11	2	10	3	0	100.0%	28
St Edmundsbury	1	2	0	4	1	0	100.0%	8
St Helens	0	6	0	19	5	9	35.7%	39

Data annex: decisions made (by local authority)

	Advice given	Closed after initial enquiries	Incomplete/invalid	Referred back for local resolution	Detailed investigations		% upheld	Total
					Upheld	Not upheld		
Stafford	0	4	0	4	0	2	0.0%	10
Staffordshire	0	31	4	39	19	13	59.4%	106
Staffs Moorlands	1	7	0	1	1	2	33.3%	12
Stevenage	1	2	0	5	1	2	33.3%	11
Stockport	3	20	4	33	5	15	25.0%	80
Stockton-on-Tees	0	12	1	21	4	9	30.8%	47
Stoke-on-Trent	1	20	3	28	9	11	45.0%	72
Stratford-on-Avon	0	1	0	8	1	1	50.0%	11
Stroud	0	5	3	6	1	0	100.0%	15
Suffolk	2	18	6	29	11	9	55.0%	75
Suffolk Coastal	0	5	0	7	1	8	11.1%	21
Sunderland	0	18	3	20	2	4	33.3%	47
Surrey	0	40	3	87	21	24	46.7%	175
Surrey Heath	0	1	0	3	1	1	50.0%	6
Sutton	1	14	1	20	6	4	60.0%	46
Swale	0	8	0	8	2	4	33.3%	22
Swindon	0	12	1	28	4	2	66.7%	47
Tameside	2	15	2	39	11	13	45.8%	82
Tamworth	0	2	0	4	0	2	0.0%	8
Tandridge	1	4	0	2	0	1	0.0%	8
Taunton Deane	3	4	1	9	1	2	33.3%	20
Teignbridge	0	5	0	5	0	2	0.0%	12
Telford & Wrekin	0	8	4	21	9	6	60.0%	48
Tendring	0	1	2	6	1	3	25.0%	13
Test Valley	1	4	1	3	2	2	50.0%	13
Tewkesbury	0	3	0	5	0	0	0.0%	8

Data annex: decisions made (by local authority)

	Advice given	Closed after initial enquiries	Incomplete/invalid	Referred back for local resolution	Detailed investigations		% upheld	Total
					Upheld	Not upheld		
Thanet	1	7	0	22	4	5	44.4%	39
Three Rivers	1	8	1	7	1	1	50.0%	19
Thurrock	6	16	9	39	5	6	45.5%	81
Tonbridge & Malling	0	2	0	6	0	0	0.0%	8
Torbay	0	16	1	12	6	7	46.2%	42
Torridge	0	4	0	5	4	6	40.0%	19
Tower Hamlets	4	34	4	57	11	12	47.8%	122
Trafford	2	21	1	32	6	13	31.6%	75
Tunbridge Wells	1	2	0	7	2	1	66.7%	13
Uttlesford	2	4	0	10	2	4	33.3%	22
Vale of White Horse	1	3	0	7	2	1	66.7%	14
Wakefield	3	30	2	29	5	13	27.8%	82
Walsall	0	12	0	28	5	13	27.8%	58
Waltham Forest	10	41	14	71	27	19	58.7%	182
Wandsworth	6	20	4	46	10	4	71.4%	90
Warrington	2	6	1	18	10	6	62.5%	43
Warwick	0	6	0	10	4	1	80.0%	21
Warwickshire	0	19	1	36	18	24	42.9%	98
Watford	0	6	0	6	3	2	60.0%	17
Waveney	0	4	0	6	0	3	0.0%	13
Waverley	1	10	0	5	0	5	0.0%	21
Wealden	1	3	1	4	3	5	37.5%	17
Wellingborough	0	7	0	4	0	1	0.0%	12
Welwyn Hatfield	0	7	0	7	4	4	50.0%	22
West Berkshire	0	17	0	10	1	8	11.1%	36
West Devon	0	2	1	5	4	1	80.0%	13

Data annex: decisions made (by local authority)

	Advice given	Closed after initial enquiries	Incomplete/invalid	Referred back for local resolution	Detailed investigations		% upheld	Total
					Upheld	Not upheld		
West Dorset	0	5	0	7	1	0	100.0%	13
West Lancs	2	4	1	13	1	1	50.0%	22
West Lindsey	1	5	0	2	2	4	33.3%	14
West Oxfordshire	0	1	1	5	2	2	50.0%	11
West Somerset	0	1	1	2	1	4	20.0%	9
West Sussex	1	43	6	23	20	18	52.6%	111
Westminster	9	45	4	71	17	19	47.2%	165
Weymouth & Portland	0	1	0	2	2	1	66.7%	6
Wigan	1	18	4	37	12	12	50.0%	84
Wiltshire	3	25	5	30	19	19	50.0%	101
Winchester	2	8	2	6	2	2	50.0%	22
Windsor & Maidenhead	0	7	1	13	3	5	37.5%	29
Wirral	0	14	9	57	22	17	56.4%	119
Woking	1	1	2	7	1	0	100.0%	12
Wokingham	0	13	1	15	2	3	40.0%	34
Wolverhampton	5	14	5	29	8	9	47.1%	70
Worcester	2	2	0	5	0	1	0.0%	10
Worcestershire	0	21	5	23	10	11	47.6%	70
Worthing	0	5	0	11	2	4	33.3%	22
Wychavon	0	4	1	8	0	5	0.0%	18
Wycombe	0	3	2	7	2	2	50.0%	16
Wyre	1	8	0	9	1	3	25.0%	22
Wyre Forest	0	1	0	1	1	0	100.0%	3
York	2	30	4	35	10	15	40.0%	96
Yorkshire Dales National Park Authority	0	0	0	0	0	0	0.0%	0

Data annex: decisions made (by local authority)

Notes

The statistics include all the complaints and enquiries received in 2014/15.

Number of complaints and enquiries received: a number of cases will have been received and decided in different business years, this means the number of complaints and enquiries received will not always match the number of decisions made.

For further information on interpreting the statistics click [here](#).

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Report of the Strategic Director of Children's Services to the meeting of Governance and Audit Committee to be held on 26th February 2016.

AM

Subject:

Children's Services Governance and Audit

Summary statement:

This report informs the Governance and Audit Committee about the Children's Services performance framework, its governance and external inspection framework.

Michael Jameson
Strategic Director – Children's
Services
Report Contact: Linda Mason
Phone: (01274) 439255
E-mail: linda.mason@bradford.gov.uk

Portfolio: Education, Skills and Culture

**Overview & Scrutiny Area:
Children's Services**



1. SUMMARY

This report informs the Governance and Audit Committee about the Children's Services performance framework, its governance and external inspection framework.

2. BACKGROUND

- 2.1 The Strategic Director of Children's Services (SDCS) has a professional responsibility for the leadership, strategy and effectiveness of local authority (LA) children's services and is responsible for securing the provision of services that address the needs of all children and young people including the most disadvantaged and vulnerable and their families and carers. The DCS works closely with other local partners to improve outcomes and well-being of children and young people. The DCS is responsible for the performance of local authority functions relating to education and social care of children and young people. It is essential that the authority fulfils its statutory duties effectively.
- 2.2 The Lead Member for Children's Services (LMCS) has political responsibility for the leadership, strategy and effectiveness of local authority children's services. The LMCS is also democratically accountable to local communities and has a key role in defining the local vision and setting political priorities for children's services within the broader political context of the Council.
- 2.3 The LMCS is responsible for ensuring that the needs of all children and young people, including the most disadvantaged and vulnerable, and their families and carers, are addressed. The LMCS will work closely with other local partners to improve the outcomes and well-being of children and young people. The LMCS should have regard to the United Nations Convention on the Rights of the Child (UNCRC) and ensure that children and young people are involved in the development and delivery of local services. LMCSs should not be responsible for detailed day-to-day operational management of education and children's services. They should provide strong, strategic leadership and support and challenge to the SDCS and relevant members of their senior team as appropriate.
- 2.4 Bradford has a Lead Member for Education, Skills and Culture and a Lead Member for Health and Social Care, both hold key responsibilities for children.
- 2.5 The LA has well established robust performance frameworks and associated improvement action plans which are monitored on a regular basis through key strategic partnerships. The local authority is also involved in a regional DCS group where a full self-evaluation of LA key performance indicators (KPIs) occurs annually. Regional LAs meet to consider the strengths and areas for development across the region and enter into peer challenge and reviews to assist with improvement.
- 2.6 Externally the LAs performance is also scrutinised by a variety of Inspection regimes.



3 External Scrutiny

Children's Services are inspected across key areas of their work these include social care, safeguarding, school improvement, youth justice and new this year children with disabilities and special educational needs.

3.1 **Children's Social Care** is subject to an OFSTED Single Inspection Framework (SIF) inspection of services for children in need of help and protection, children looked after and care leavers. There is also a review of the Local Safeguarding Board. **Bradford's inspection took place In February and March with a report in May 2014 (see appendix 1)**

3.1.1 These inspections are conducted under section 136 of the Education and Inspections Act 2006. They focus on the effectiveness of local authority services and arrangements to help and protect children, the experiences and progress of children looked after, including adoption, fostering, the use of residential care, and children who return home. The framework also focuses on the arrangements for permanence for children who are looked after and the experiences and progress of care leavers. The leadership, management and governance judgement addresses the effectiveness of leaders and managers and the impact they have on the lives of children and young people and the quality of professional practice locally.

3.1.2 Children's Services are inspected under this framework over a three-year period. A report is published within 35 working days of the end of the on-site inspection. Where a review of the Local Safeguarding Children Board (LSCB) has been undertaken at the same time, this review will be part of the final report. The local authority is required to prepare and publish a written statement of the action it intends to take in response to the report and send a copy of this statement to Ofsted within 70 working days of receiving the final report.

3.2 A new type of inspection is planned from January 2016, **Joint Targeted Area Inspections (JTAs)** these will be carried out under section 20 of the Children Act 2004. **Bradford is expected to be inspected imminently.** These will be undertaken by OFSTED, CQC, HM Inspectorate of Probation and HM Inspectorate of Constabulary. **(see Appendix 2)** They will inspect the multi-agency arrangements for:

- the response to all forms of child abuse, neglect and exploitation at the point of identification;
- the quality and impact of assessment, planning and decision making in response to notifications and referrals;
- protecting children and young people at risk of a specific type (or types) of harm, or the support and care of children looked after and/or care leavers (evaluated through a deep dive investigation into the experiences of these children);



- the leadership and management of this work;
 - and, the effectiveness of the LSCB in relation to this work.
- 3.2.1 Up to 6 inspections will take place (including the pilot) between February and the end of August 2016. The Inspection will include a ‘deep dive’ of “child sexual exploitation and children missing from home, care or education”. This does **not** replace the existing programme of OFSTED Single Inspection Framework (SIF) referred to in 3.1 above.
- 3.2.2 The inspection will be a 40 day inspection from the initial notification to findings. One area of focus will be a multi-agency evaluation of up to 7 cases related to the deep dive area. The outcome will not be graded but will result in a “letter of findings” and this will highlight:
- areas for priority action;
 - and, areas for development.

It is likely that there will be a requirement for a written statement of proposed action.

- 3.3 **School Improvement.** Another framework for inspection focuses on the local authority arrangements for supporting improvement in schools and in the education of children and young people. **Bradford’s inspection took place in June 2015. (See appendix 3)**
- 3.3.1 The aim of these inspections is to assist local authorities in their duty to promote high standards and fulfilment of potential so that all children and young people benefit from at least a good education.
- 3.3.2 This inspection framework is implemented using Her Majesty’s Chief Inspector’s (HMCI’s) powers to carry out an inspection of the performance of a particular local authority function as set out in section 136(1)(b) of the Education and Inspections Act 2006. Specifically, HMCI can use this power to inspect how well the local authority is fulfilling its general duty to promote high standards and fulfilment by every child of their educational potential as set out in section 13A of the Education Act 1996.
- 3.3.4 Reports of the findings of an Ofsted inspection under section 136 may be of assistance to the Secretary of State in the use of powers under Part 4 of the Education and Inspections Act 2006, which enables the Secretary of State to effect swift improvement in the local authority’s exercise of its functions and to the improvement of educational performance in the area.
- 3.3.5 Ofsted does not inspect all local authorities to a specific cycle or regular interval. Where inspections of schools or other providers, under either section 5 or section 8 of the Education Act 2005, raise concerns about the effectiveness of a local authority’s education functions or where Ofsted becomes aware of other concerns, an inspection may be carried out.



3.3.6 In practice, this means that some local authorities may not be inspected at all, while others may be inspected more than once over a particular period. HMCI may cause a local authority to be inspected, in relation to its arrangements to support school improvement, including where one or more of the following apply:

- where the proportion of children who attend a good or outstanding school, pupil referral unit and/or alternative provision is lower than that found nationally
- where there is a higher than average number of schools in an Ofsted formal category of concern and/or there are indicators that these schools are not improving rapidly enough
- where there is a higher than average proportion of schools that have not been judged to be good or outstanding by Ofsted
- where attainment levels across the local authority are lower than the national average, where the trend of improvement is weak, or where there is a decline
- where rates of progress, relative to starting points, are lower than the national average, where the trend of improvement is weak, or where there is a decline
- where pupils eligible for the pupil premium achieve less well than pupils not eligible for the pupil premium nationally
- where qualifying complaints to Ofsted about schools in a local authority are a matter of concern
- where the Secretary of State requires an inspection of local authority school improvement functions.

3.3.7 During the two week inspection Ofsted carry out a number of section 5 (full) and, where appropriate, section 8 (monitoring) inspections of maintained schools in the local authority. They also undertake a telephone survey of a sample of headteachers of schools or academies that are not being inspected to gather evidence on the quality and impact of the local authority's relationships, support and challenge. Finally, evidence from both these activities inform the inspection of the local authority's school improvement arrangements.

3.3.8 Ofsted will publish the inspection findings in letter form, setting out briefly the context of the inspection, the evidence gathered, any strengths and weaknesses and areas recommended for improvement. Letters constitute an inspection report under section 137 of the Education and Inspections Act 2006.

3.3.9 Local authorities are required to respond with a written statement setting out what action it proposes to take in light of the report of inspectors' findings and setting out a timetable for those actions. The local authority must publish the letter report and action plan.

3.4 **Youth Offending Inspection** is carried out by Her Majesty's Inspectorate of Probation. There are two types of inspection: Short Quality Screenings (SQS) and Full Joint Inspections (FJI). The SQS Inspection is targeted at approximately 20% of YOTs each year across the whole range of published performance, the focus of this inspection is work at the start of the sentence, along with pre sentence reports (PSRs). The FJI is targeted at a small number of YOTs each year where



performance gives particular cause for concern, together with at least one where published performance is strong and worth sharing. **Bradford's most recent inspection was a SQS inspection held in January 2016 (see appendix 4)**

3.4.1 Short Quality Screenings

The Short Quality Screening (SQS) is a three day inspection running from Monday lunchtime to Wednesday afternoon they take place at short notice. They are announced to the YOT manager on the Friday two weeks before fieldwork commences. The notice period gives enough time for inspection arrangements to be made, while also ensuring that the YOT is inspected 'as is' without the opportunity for undue preparation.

It is designed to provide a robust inspection of case management practice, while also being relatively low profile to maximize the opportunity for engagement with staff and managers on any required improvement.

Inspectors assess the quality of practice at the start of the sentence in a representative sample of statutory cases that have been running typically for six weeks to three months. Each case assessment is undertaken with the allocated case manager present, to support increased YOT learning from the cases.

3.4.2 Full Joint Inspection

The Full Joint Inspection (FJI) is a two week fieldwork inspection, with a week in between – each week running from Monday lunchtime to Friday lunchtime.

It is undertaken at short notice, being announced, wherever possible to the YOT manager, on the Friday two weeks before fieldwork begins. The notice period gives enough time for inspection arrangements to be made, while ensuring that the YOT is inspected 'as is' without the opportunity for undue preparation.

HMI Probation leads the FJI programme. Partner inspectorates covering health, children's social care, education and training, and police are full members of the inspection team and contribute to inspection judgements.

During the first week a team of inspectors from HMI Probation assesses the quality of practice in a representative sample of statutory cases that have been running typically for six to nine months. For the second week the inspection is joined by inspectors from partner inspectorates, to explore and further understand the findings from the first week and to assess the quality of partnership work. During this week one or more members of the inspection team will devote their time to meeting service users to assess their experience of working with the YOT.

3.5 **OFSTED and CQC proposed Inspection of local areas' effectiveness in identifying and meeting the needs of disabled children and young people and those with special educational needs.**

This inspection proposal has been fully consulted on and pilot inspections have taken place nationally. We await the framework for inspection. It is expected that the inspections nationally will begin on



1 May 2016. There may be changes to the information in the following paragraphs in the final published framework. (**see draft framework in appendix 5**)

- 3.5.1 New duties regarding disability and special educational needs are contained in the Children and Families Act 2014. These are explained in The Code of Practice, which is statutory guidance published by the Department for Education (DfE) and the Department of Health, on the duties, policies and procedures relating to part 3 of the Children and Families Act 2014. These duties came into force in September 2014 and place responsibility on the local area, which includes the local authority and health commissioners and providers, together with all of the area's early years settings, schools and post-16 further education sector, to identify and meet the needs of disabled children and young people and those who have special educational needs aged 0 to 25.
- 3.5.2 All local areas will be inspected over a five-year period. The first inspections will commence in May 2016. There will be a risk assessment element to the selection where Ofsted or CQC have significant concerns about an area's ability to fulfil its responsibilities, for example weaknesses found in the area's education inspections. The inspection will last five days.
- 3.5.3 This inspection will evaluate how effectively the local area meets its responsibilities for disabled children and young people and those who have special educational needs. This includes children and young people both with and without education, health and care plans. While the local authority has the key leadership role within its area, the inspection will not simply evaluate the effectiveness of the local authority. The local authority cannot on its own implement successfully the reforms. Success requires full involvement of the local area. The inspection will, therefore, evaluate the effectiveness of the local area as a whole, which includes the local authority, clinical commissioning groups (CCGs) and NHS England (for specialist services), early years settings, schools and the further education sector, in working together to identify children and young people early and appropriately, and in meeting these needs and improving outcomes.
- 3.5.4 Inspectors will look at a wide range of groups of children and young people, including those with different disabilities and special educational needs, those of different ages and those attending different settings, for example those in youth justice provision and those not attending school.
- 3.5.5 The evaluation of social care and health responsibilities will focus on how these services have contributed to meeting the needs of children and young people who are being assessed for, or are subject to, education, health and care plans. This evaluation does not extend to a broad inspection of these services' responsibilities for all children and young people who have disabilities and special educational needs.
- 3.5.6 The inspection will last five days. The Director of Children's Services, or equivalent, of the local authority and the Chief Executive for the clinical commissioning groups (CCG) will be notified two working days before the start of the inspection.



- 3.5.7 Ofsted and CQC will publish an inspection report in the form of an outcome letter that will be sent to the local authority in its lead role for the local area. A request will be made for the report to be circulated to early years, schools and further education settings, and to other services involved in meeting the needs of the area's disabled children and young people, and those who have special educational needs. A copy of the report will be sent to the Chief Executive of the CCG, with a request that it be circulated to healthcare services and settings, as appropriate.
- 3.5.8 The report will outline what inspectors looked at, the summary of their findings including key strengths and areas requiring further development. Given the breadth and complexity of the aspects of the area's accountability there will not be an overall graded judgement. The report will include recommendations, including any priority areas for action.
- 3.5.9 Regulation 4 of the Children Act 2004 (Joint Area Reviews) Regulations 20055 currently requires the local authority to draft a statement of action following the inspection report. DfE has recently consulted⁶ on changes to these Regulations which will mean that Ofsted will determine whether it would be appropriate for a written statement of proposed action to be made and, if so, the person or body who should make that statement. If it is decided that a written statement of proposed action is appropriate, Ofsted and CQC will pay particular attention to how the local area, and not just the local authority, intends to respond to the inspection's findings.

4 Children's Services Performance Management and Governance

4.1 Performance Framework

The LA is measured against KPIs (**see appendix 6**). Each of these KPIs are linked to key functions of the Department ie Social Care and Education. Each of these key functional areas has supporting strategic partnerships with associated strategies and improvement action plans. The LA and key partners across health, police and the voluntary and community sector contribute to improving these KPIs.

5 Children's Service Governance

5.1 Children's Trust

The term "Children's Trust" applies to the whole system of children's services, covering the work of partner agencies at every level, from the development of the overall strategy to the delivery of front-line services.

- 5.1.1 The Children's Trust Board brings together partner organisations with a shared commitment to improve outcomes for children and young people by working together more effectively. The priorities agreed by the Children's Trust Board are set out in the Children's and Young People Plan.
- 5.1.2 The legal framework underpinning Bradford and Districts Children's Trust arrangements is the 'duty to cooperate' set out in S10 of the Children's Act 2004, to help shape them to ensure that co-operation results in improvements in all areas of service delivery and in associated outcomes for children and young people.



5.1.3 The Children and Young Peoples Plan priorities are:

- Ensuring that children start school ready to learn
- Accelerating educational attainment and achievement
- Ensuring young people are ready for life and work
- Ensuring that there is education, employment and skills for all
- Safeguarding vulnerable children and young people
- Reducing health and social inequalities

The first four of these priorities are accounted for through the Education Improvement Board, the fifth area is accounted for through the Safeguarding Board and at a strategic and operational level through the Social Care Performance Management group.

5.2 Bradford Safeguarding Children's Board (BSCB)

5.2.1 Local Safeguarding Children Boards (LSCBs) are the key statutory mechanism for agreeing how the relevant organisations in each local area cooperate to safeguard and promote the welfare of children, with the purpose of holding each other to account and ensuring that safeguarding children remains high on the agenda across the partnership area.

5.2.2 LSCBs have an important role in monitoring the effectiveness of partner agencies and recognise that they are key to improving multi-agency working, to support and enable partner organisations to adapt their practice and become more effective in safeguarding children.

5.2.3 The core objectives of LSCBs are to:

- co-ordinate, monitor and support what is done by each person or body represented on the LSCB for the purposes of safeguarding and promoting the welfare of children in the area of the authority
- ensure the effectiveness of what is done by each such person or body for that purpose.

5.2.4 Safeguarding and promoting the welfare of children are defined as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- enabling children to have optimum life chances and enter adulthood successfully.

5.2.5 LSCB functions, as set out in Working together to safeguard children, include:

- developing policies and procedures for safeguarding and promoting welfare
- communicating and raising awareness
- monitoring and evaluation
- participating in planning and commissioning services
- collecting and analysing information in relation to child deaths
- conducting serious case reviews.



5.3 Corporate Parenting Panel

5.3.1 Everyone who is elected to serve on, or is employed by, a council shares a collective responsibility towards the children the council looks after. This responsibility does not end when children leave care to live independently: the council must continue to provide support to care-leavers. The first step in fulfilling these responsibilities is to understand more about looked after children. All councillors receive training about their role.

5.3.2 The Corporate Parenting Panel has a specific role to ensure they:

- understand why children need to be looked after, and the legal and policy framework that governs this
- know about the profile of the children looked after by the council – and the outcomes they are achieving compared with other local children
- are providing the best care possible for our looked after children and care leavers and whether it be good enough for their child
- are aware of any local Care Pledge to looked after children
- have a corporate parenting strategy
- take responsibility for promoting the welfare of looked after children and care-leavers
- know what the most important issues are for our looked after children and care-leavers
- have the right structures and systems in place in order for my council to be an effective corporate parent, and the right partners are involved
- are up to date on current (and proposed) government expectations regarding the service to looked after children and care-leavers
- have access to both qualitative and quantitative information on the LAC service, and enough knowledge to understand and evaluate this information
- know how well the council is doing in comparison with other councils and our own past performance
- have sound mechanisms for hearing and responding to the views of looked after children and care-leavers and those of their parents/carers
- have a good picture of which needs we are meeting well and which we are failing to meet
- have an action plan across the council and involving partner agencies to improve the LAC service and to ensure it responds to changing needs
- know what our looked after children and care-leavers think about the LAC service we are providing

5.3.3 The Panel meets quarterly and has cross party membership as well as representatives from West Yorkshire Police, Health and Education.



5.4 Other Strategic Partnerships (see appendix 7)

The Children's Trust is supported in delivering improved outcomes for children and young people through a number of key strategic partnerships/boards, these include:

- Social Care Performance Management Group
- Education Improvement Board
- Early Help Board
- SEND Strategic Partnership
- Behaviour Strategy Strategic Partnership
- Integrated Early Years Partnerships
- YOT Partnership Board
- Schools Forum

5.4.1 The Chairs and lead officers of these partnerships are responsible for monitoring the KPIs and local performance indicators for each of their key areas. The performance against the strategies and improvement action plans are regularly reported on and areas of concern are reported to the Children's Trust by exception.

5.5 Other Key Relationships

5.5.1 The Children's Trust will report on progress to two other key district wide partnerships:

- Bradford District Partnership
- Health and Wellbeing Board

5.5.2 Schools Forum

Representatives from schools and academies make up the schools forum. There is also some representation from non-school organisations, such as nursery and 16-19 education providers.

The forum acts as a consultative body on some issues and a decision making body on others.

The forum acts in a consultative role for:

- changes to the local funding formula (the local authority makes the final decision)
- proposed changes to the operation of the minimum funding guarantee
- changes to or new contracts affecting schools (eg school meals)



- arrangements for pupils with special educational needs, in pupil referral units and in early years provision

The forum decides:

- how much funding may be retained by the local authority within the dedicated schools grant (eg for providing an admissions service or providing additional funding for growing schools)
- any proposed carry forward of deficits on central spend from one year to the next
- proposals to de-delegate funding from maintained primary and secondary schools (eg for staff supply cover, insurance, behaviour support)
- changes to the scheme of financial management

The membership is outlined in the background paper 14.6

Responsibilities of schools and their representatives

Schools can expect to have their views canvassed and to receive feedback from their representatives

Schools forum members have a responsibility to represent the interests of their peer group rather than the interests of their own individual school.

Schools staff and governors should make sure that the representatives they choose are competent to act as their advocates.

They should also ensure that they are aware of schools forum business and make their views known about decisions affecting schools' finance.

Responsibilities of local authorities

Local authorities must publish all schools forum papers well in advance of each meeting.

Any recommendations should be clear and local authority responsible officers should attend meetings to provide further information and advice. Local authority officers should not dominate the meeting.

All schools forum meetings must be open to the public. Observers do not have an automatic right to speak at meetings, but the chair may allow contributions where appropriate.

5.6 Overview and Scrutiny Committee - Children's Services

Scrutiny Committees are the Council's 'watchdogs', examining its decisions and recommendations as well as monitoring the performance of local services. They are also 'think tanks' openly exploring issues and examining services or policies.



They provide a check and balance to the work of the Council, by taking steps to ensure that the Executive Councillors who make decisions about these services are held to account for their actions and that the decision making processes are robust and transparent.

Each Committee sets an annual work programme in June / July, and this is regularly reviewed throughout the year. The meetings are open to the press and public.

The Children's Services Committee meets every fortnight, 26 potential meetings per year, and often each agenda can cover up to three key items. The SDCS and Senior and Lead Officers present reports on national and local developments, performance and progress for key areas of their work.

6. OTHER CONSIDERATIONS

Most partnerships have senior officer representation from health, police and the voluntary and community sector. It is important to note that each of the key partners will also have their own governance structures not covered in this report.

7. FINANCIAL & RESOURCE APPRAISAL

The work of all partnerships is being done in the context of reducing budgets and central government grants. A new Fairer Schools Funding consultation is due to begin which may have an impact on schools and central services. Recent Education Services grant reductions are being considered to determine impact.

8. RISK MANAGEMENT AND GOVERNANCE ISSUES

Risk Registers and Issues logs are maintained across key areas of development.

9. LEGAL APPRAISAL

The legal framework is the statutory functions of the LA, Children's Services and those associated with the inspections.

10. EQUALITY & DIVERSITY

Under the Equality Act 2010 there is a public sector equality duty which requires local authorities, in the exercise of their functions, including when making decisions, to have due regard to the need to;

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

The "protected characteristics" are age, disability, gender reassignment, pregnancy and maternity, marital or civil partnership status, race, religion or belief, sex, and sexual orientation.



All partnerships and improvement plans consider equality and diversity issues.

10.1 SUSTAINABILITY IMPLICATIONS

The governance of Children's Services will remain to support improvement across the KPIs for children, young people and their families. However it will remain responsive to change in local needs, government policy, inspection and funding constraints.

10.2 GREENHOUSE GAS EMISSIONS IMPACTS **N/A**

10.3 COMMUNITY SAFETY IMPLICATIONS

Community Safety is an integral part of Children's Services work.

10.4 HUMAN RIGHTS ACT

The United Nations Convention on the Rights of the Child is central to the work of Children's Services.

10.5 TRADE UNION **N/A**

10.6 WARD IMPLICATIONS **N/A**

10.7 AREA COMMITTEE ACTION PLAN IMPLICATIONS **(for reports to Area Committees only)** **N/A**

11 NOT FOR PUBLICATION DOCUMENTS **None**

12 RECOMMENDATIONS

It is recommended that the Governance and Audit Committee receive this report for information.

13 APPENDICES

Appendix 1 OFSTED Inspection of services for children in need of help and protection, children looked after, care leavers and a review of the effectiveness of the Local Safeguarding Children's Board

Appendix 2 Joint Targeted Area Inspection Guidance

Appendix 3 OFSTED Inspection of the Local Authority arrangements for support



for school improvements

Appendix 4 HMI Probation Inspection of Youth Offending Work

Appendix 5 CQC OFSTED proposals for Inspection of local areas effectiveness in identifying and meeting the needs of disabled children and young people and those who have special educational needs

Appendix 6 Key Performance Indicators for Children's Services

Appendix 7 Children's Services Governance Chart

Appendix 8 Schools Forum Good Practice

Appendix 9 Membership of Strategic Partnerships

14 BACKGROUND DOCUMENT

- 14.1 Framework and evaluation schedule for the inspection of services for children in need of help and protection, children looked after, care leavers and a review of the LSCB
- 14.2 YOT Inspection Schedule
- 14.3 Framework for the inspection of the local authorities arrangements for supporting school improvement.
- 14.4 DFE, DCS and Lead Member- Statutory Roles and Responsibilities.
- 14.5 Schools Forum Structures



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City of Bradford Metropolitan District Council

Inspection of services for children in need of help and protection, children looked after and care leavers

and

Review of the effectiveness of the local safeguarding children board¹

Inspection date: 18 Feb 2014 – 12 March 2014

The overall judgement is **requires improvement**

There are no widespread or serious failures that create or leave children being harmed or at risk of harm. The welfare of looked after children is safeguarded and promoted. However, the authority is not yet delivering good protection and help for children, young people and families.

It is Ofsted's expectation that, as a minimum, all children and young people receive good help, care and protection.

1. Children who need help and protection		Requires Improvement
2. Children looked after and achieving permanence		Good
	2.1 Adoption performance	Good
	2.2 Experiences and progress of care leavers	Good
3. Leadership, management and governance		Good

The effectiveness of the Local Safeguarding Children Board (LSCB) is **good**

¹ Ofsted produces this report under its power to combine reports in accordance with section 152 of the Education and Inspections Act 2006. This report includes the report of the inspection of local authority functions carried out under section 136 of the Education and Inspection Act 2006 and the report of the review of the Local Safeguarding Children Board carried out under the Local Safeguarding Children Boards (Review) Regulations 2013.

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Section 1: the local authority

Summary of key findings

This local authority requires improvement and is not yet good because

1. Social workers and their managers do not regularly hold strategy discussions with the police before starting to carry out a child protection investigation. This means that any relevant information the police may have is not shared right at the beginning of an investigation, which could lead to some risks not being fully taken into account. Senior managers have known about this for some time, and during the inspection remedied the situation by locating a police officer authorised to hold strategy discussions in the integrated assessment team (IAT).
2. Initial child protection case conferences to decide whether a child remains at risk of harm do not happen quickly enough. This means that children may not be protected in the best way possible as quickly as they should be. Senior managers have known about this for some time and, although they recruited more staff, the situation has yet to improve. During the inspection they committed to immediately employing staff and adding capacity to the administration of the conference system so that delays will be reduced.
3. Where conferences have been delayed, managers decided that children should be visited by their social worker every week to help protect them. This has not happened in every case, so social workers and managers could not be completely sure in every case exactly how safe children were.
4. In the very small number of cases where children have been neglected for a long time social workers and their managers must decide to take stronger action more quickly in every case to ensure that these children get better standards of care.
5. When allegations are made that professionals may have harmed children, cases are not progressed quickly enough on all occasions. Additional staff and management capacity are required to ensure that the service is always robust.
6. Private Foster Carers need to have their ability to care for a child and the place where they live thoroughly assessed by social workers.

The local authority has the following strengths

7. Stable, consistent leadership has resulted in good outcomes for children and high standards of practice in the vast majority of service areas.
8. Children are at the centre of social work and early help practice. Children's voices and opinions are clearly evident and taken account of. Direct work

with children is of good quality and routinely undertaken by social workers who know the children they work with very well.

9. A good range of appropriately targeted early help services, including Families First, are having a positive impact for children, helping to address concerns and support families well. Partners are fully engaged and contribute to improving outcomes for children.
10. The Integrated Assessment Team (IAT) is an effective front door to children's social care and ensures shared understanding and implementation of thresholds. Referrals are dealt with in a timely way and good account is taken of family history. Decision making is good and there is effective screening of domestic violence notifications.
11. The quality of assessments overall is good and demonstrates sustained improvement since the last Ofsted inspection in 2012.
12. The co-location of police, social care and Barnardo's within the CSE hub is a particular strength. It promotes effective and early information sharing across agencies where children and young people are at risk of or are suffering sexual exploitation. Timely and robust multi-agency involvement ensures that risks of CSE are identified and plans put in place to reduce these risks.
13. When children need to be looked after, they benefit from good quality services and care planning. Decisions and work to secure permanency avoid delay, and children live with their prospective adopters in a timely way.
14. Children looked after do well at school, have good attendance and are supported to engage with education at all ages.
15. Care leavers feel well supported, live in appropriate accommodation and are provided with the skills they need to become independent at a pace they can manage.
16. Social workers have well managed workloads, so they have time to see children often and build meaningful relationships that are long lasting.
17. The workforce is stable and well qualified, with over half of social workers at an advanced level of professional development.
18. Attention and sensitivity to the individual needs of children and their families is good. In a city of complex ethnic and cultural diversity, managers have integrated high standards of awareness and access to services.

What does the local authority need to improve?

Areas for improvement

19. Ensure that all strategy discussions include the police as a minimum standard. The outcome of the discussion and agreed actions must be clearly recorded in a child's case file.
20. Take actions to increase and sustain sufficient capacity in the child protection conference service to meet service demands. Ensure that initial child protection conferences are held in a timely way that minimises risks to children and meets statutory guidance.
21. Until improved performance in holding timely initial child protection conferences is demonstrated, ensure that all children have a robust plan, monitored by managers to minimise risk, and that they are seen at least weekly by their social worker.
22. Ensure sufficient capacity within the LADO service, so that allegations against professionals progress in a timely way and there is management oversight of all cases.
23. Ensure all children identified as requiring statutory assessment are visited swiftly following receipt of the referral which identifies the concern.
24. Where plans to reduce the impact of chronic neglect are not progressing sufficiently swiftly, ensure that assertive action is taken to escalate all such cases to a higher level of intervention.
25. Ensure that social workers and workers across all teams, particularly referral and assessment teams, receive regular supervision to support the complex work they are undertaking.

Information about this inspection

Inspectors have looked closely at the experiences of children and young people who have needed or still need help and/or protection. This also includes children and young people who are looked after and young people who are leaving care and starting their lives as young adults.

Inspectors considered the quality of work and the difference adults make to the lives of children, young people and families. They read case files, watched how professional staff work with families and each other and discussed the effectiveness of help and care given to children and young people. Wherever possible, they talked to children, young people and their families. In addition the inspectors have tried to understand what the local authority knows about how well it is performing, how well it is doing and what difference it is making for the people who it is trying to help, protect and look after.

The inspection of the local authority was carried out under section 136 of the Education and Inspections Act 2006.

The review of the Local Safeguarding Children Board was carried out under section 15A of the Children Act 2004.

Ofsted produces this report of the inspection of local authority functions and the review of the local safeguarding children board under its power to combine reports in accordance with section 152 of the Education and Inspections Act 2006.

The inspection team consisted of six of Her Majesty's Inspectors (HMI) from Ofsted and one additional inspector.

The inspection team

Lead inspector: Lynn Radley

Team inspectors: Fiona Parker, Jansy Kelly, Ali Mekki, Graham Tilby, Margaret Farrow and Ros Walker (AI)

Information about this local authority area²

Children living in this area

- Approximately 137,000 children and young people under the age of 18 years live in Bradford District. This is 26% of the total population in the area.
- Approximately 25.8% of the local authority's children are living in poverty (taken from National Child Poverty Statistics 2011).
- The proportion of children entitled to free school meals:
 - in primary schools is 20.5% (the national average is 18.1%)
 - in secondary schools is 22.6% (the national average is 15.1%)
- Children and young people from minority ethnic groups account for 47.3% of all children living in the area, compared with 21.5% in the country as a whole.
- The largest minority ethnic groups of children and young people in the area are Pakistani and Bangladeshi; there are high numbers of dual heritage families.
- The proportion of children and young people with English as an additional language:
 - in primary schools is 43.7% (the national average is 18.1%).
 - in secondary schools is 34.4% (the national average is 13.6%).
- The district is the fourth largest population area in England, and Bradford is the youngest city in England outside London.

Child protection in this area

- At 28th February 2014, 3,341 children had been identified through assessment as being formally in need of a specialist children's service. This is an increase from 3,009 at 31st March 2013.
- At 28th February 2014, 551 children and young people were the subject of a child protection plan. This is an increase from 374 at 31st March 2013.
- At 18th February 2014, 8 children lived in a privately arranged fostering placement. This is an increase from 5 at 31st March 2013.

Children looked after in this area

² The local authority was given the opportunity to review this section of the report and has updated it with local unvalidated data where this was available.

- At 28th February 2014, 893 children are being looked after by the LA (a rate of 65.0 per 10,000 children). This is an increase from 877 (64.0 per 10,000 children) at 31st March 2013. Of this number:
 - 188 (or 21.1%) live outside the local authority area
 - 102 live in residential children's homes, of whom 19.6% live out of the authority area
 - 10 live in residential special schools, of whom 100% live out of the authority area
 - 617 live with foster families, of whom 17.3% live out of the authority area
 - 7 live with parents,
 - 5 children are unaccompanied asylum-seeking children.
- In the last 12 months:
 - There have been 49 adoptions
 - 39 children became subject of special guardianship orders
 - 308 children have ceased to be looked after, of whom 8.4% subsequently returned to be looked after
 - 64 children and young people have ceased to be looked after and moved on to independent living
 - No children and young people who have ceased to be looked after are now living in houses of multiple occupation.

Other Ofsted inspections

- The local authority operates thirteen children's homes. Twelve were judged to be good or outstanding in their most recent Ofsted inspection.
- The previous inspection of Bradford's safeguarding and looked after children services was in May 2012. The local authority was judged to be good.
- LA Fostering 10 Nov 2011 Good
- LA Adoption 4 Dec 2010 Good
- Private Fostering 20 Mar 2009 Satisfactory

Other information about this area

- The Director of Children's Services has been in post since April 2007.
- The chair of the LSCB has been in post since January 2010.

Inspection judgements about the local authority

The experiences and progress of children who need help and protection require improvement

26. When children and their families need help before a crisis occurs, good work by a range of services makes a positive difference in their lives. Impact can be seen clearly in improved attendance and behaviour at school. Fixed term exclusions from school have reduced by an impressive 49% in the last year. Effective team around the child work is supported by timely information sharing by partners.
27. Partners such as school staff and health visitors speak powerfully about how the Common Assessment Framework (CAF) is having a positive impact for children by helping to address concerns and provide valued support. CAF and family support action plans are completed without delay and clearly identify the range of actions needed to support children and improve their outcomes. High quality advice and guidance provided by parental support engagement officers helps to secure the support of agencies that can help individual families in times of need.
28. The Early Help Strategy is well planned and targeted to meet local needs. The local authority has wisely used their 'local discretion' within the troubled families initiative (Families First) to include children subject to a CAF, children of concern to schools or families and children where there are domestic violence concerns. This means that they can work with families before they reach crisis point, and act as a good bridge between family support, children's centre services and statutory services. Staff working in early help report that information sharing is effective and timely. This supports good team around the child plans or stepping up arrangements into social care.
29. Good, easily accessible advice and information is provided to partners by the Integrated Assessment Team (IAT). This ensures a shared understanding and implementation of thresholds. All referrals are dealt with in a timely way and Duty Social Work reviews undertaken on referrals take good account of family history. Risks and protective factors are well considered and support robust decision making. Communication between the out of hours service and the IAT is timely and robust. Domestic violence notifications are screened and assessed well, and a police officer located within IAT ensures a joint agency perspective.
30. Very good partnership work enhances assessment, planning and intervention with children and their families. This includes timely information sharing to identify need and risk, and to contribute to effective assessment of children's needs.

31. Where an immediate response is needed to investigate risks to children, social workers and managers promptly identify what actions need to be taken to protect children and reduce the risks they face. Actions taken are appropriate to the levels of identified risk, and statutory intervention is only taken when it is appropriate.
32. When strategy discussions are held they do not routinely involve the police. In over half of 27 cases seen, decisions to undertake a child protection enquiry were made by social workers and their team managers alone. Senior managers report that this practice developed over time in response to historical difficulties in accessing appropriately trained police officers. In addition, where the police are not involved, the recording of the discussion is not sufficiently detailed. No evidence identified children suffering as a result, but information the police may have is not being included at this important point. Avoidable potential for risk is present and this is an area for improvement. Senior managers took immediate and assertive action to remedy the situation during the inspection. A police officer with the relevant authorisation to participate in strategy discussions now sits within IAT, but it will take time to embed new and improved practice.
33. In complex, high risk cases there is evidence of effective strategy meetings that involve a good range of professionals, including the police. Where this is the case, recording of the meeting effectively details what actions are to be taken to protect a child.
34. Child protection enquiries are effective and services are provided immediately to support a family or reduce risks to a child. Social workers liaise appropriately with, and take account of information from, a wide range of professionals including the police. The recording of enquires is good and analysis takes account of family history as well as current events. Management decisions are clearly recorded and if immediate action is needed to protect children it is taken. In over two thirds of cases, lack of capacity within the child protection conferencing service has led to unacceptable delays of up to six weeks in holding initial child protection conferences. Difficulties in recruiting additional conference chairs and a negative impact of changes to administrative arrangements have combined to result in falling performance. Also, the number of children subject to child protection plans has increased.
35. Senior managers are aware of this issue and, to minimise and manage potential risks, they have directed that children are seen on a weekly basis by social workers while waiting for the conference to be held. For the large majority of children this is effective and ensures that risks are managed. However, in twelve cases reviewed four visits were less frequent than weekly, and in one case children were left at potential risk of emotional and physical harm from parental domestic violence for a period of six weeks.

36. Delays in holding initial child protection conferences mean that vulnerable children are not benefitting from prompt multi-agency decision making on whether they are at risk of significant harm. Where services are needed to support children prior to the conference being held, these are provided. Whilst senior managers have recruited additional staff, the envisaged additional capacity has not yet had the expected impact. During the inspection, managers took immediate action to remedy the situation and additional administrative and operational capacity has been resourced.
37. Children's voices and opinions are clearly evident in case records and their needs and feelings are at the heart of all social work activity. Social workers ensure that their assessments and interventions are informed by the child's wishes and feelings. Good evidence demonstrates that social workers engage in thoughtful, regular conversations and direct work with children. This results in children benefitting from meaningful relationships with their social workers.
38. The quality of assessments in the vast majority of cases is good. Children and their parents are effectively engaged to seek their views of their situation. In a very small number of cases social workers did not see children promptly enough. Children's views are fully considered and inform the eventual analysis of need. Family history and information from other agencies routinely inform assessments. Appropriate services are identified at the earliest point in many cases, with children and families benefitting from intervention while assessments are underway. Assessments lead to well considered offers of help, targeted to meet assessed need and reduce risk.
39. Plans for the full rollout of the Bradford Single Child Assessment (BSCA) in May 2014 are well under way and are underpinned by training for all relevant staff. Assessments completed during the pilot demonstrate a strong focus on all aspects of a child's development, with child-centred analysis. The template guides social workers to an in-depth child-focussed evaluation of family history and assessment of risks.
40. The majority of child protection (CP) and child in need (CiN) plans are of good quality. Children's needs are identified and well planned interventions reduce risks. Children's plans do not demonstrate any adverse impact from delayed child protection conferences. A small minority of plans are too long to enable parents to focus clearly on what needs to change to reduce risks for their children. A positive impact of learning from the HK serious case review is that more older young people are now subject to child protection plans, as well as cases of chronic neglect being appropriately escalated from child in need status.
41. In cases where the risk of harm remains the same or intensifies, robust action is taken to address this through escalation to either child protection processes or through legal proceedings. However, a very small number of

cases demonstrate delays in escalating cases for children who are experiencing chronic neglect and emotional abuse. Partner agencies routinely attend and make good contributions to a range of multi-agency meetings. Child protection conferences are chaired well and conference chairs demonstrate high levels of skill at managing complex, emotionally charged situations. Multi-agency meetings such as core groups and child protection conferences ensure that decisions are fully informed by comprehensive information and that well co-ordinated direct work with individual children and their families is delivered.

42. Social workers and early help teams are well trained and have a good understanding of the impact on children of parental domestic abuse, substance misuse and mental health issues. Well considered assessment, planning and direct work reduce impact and risk associated with these issues. In households where domestic violence is a significant risk to children, the fortnightly MARAC (multi agency risk assessment conference) meeting provides an effective forum to share information. Risk-based decision making and good planning help to ensure that risks to children and their families are identified and reduced.
43. For children and young people involved in or at risk of child sexual exploitation (CSE) services in Bradford are good. Strategic planning and operational activity are well considered, informed by research and have visible impact. The co-location of police, social care and Barnardo's within the CSE hub is a particular strength. It promotes effective and early information sharing across agencies. Children are receiving timely and robust multi-agency consideration from dedicated and skilled professionals to ensure that risks of CSE are identified and plans put in place to reduce these risks. Intelligence is effectively shared across the multi-agency group to build local understanding of high risk areas and 'hot spots' in the district. Professionals know the children at risk well, and have a good record of disrupting perpetrator activities and using prosecution successfully. Social workers demonstrate an acute awareness of potential risks relating to CSE, and appropriately plan their work to both consider and reduce this risk for individual children and young people.
44. Good, effective systems ensure that missing and trafficked children are identified and that risks become promptly understood and minimised. 60 children have been missing from home in 64 missing episodes for 2013 to 2014. Children missing from home are routinely discussed at the CSE hub and their situations assessed to identify their vulnerability to exploitation while they are missing.
45. Procedures for children missing education are good. A wide range of work, including with parents who choose to educate their children at home and children in families who 'disappear', ensures that the whereabouts and welfare of children are known. Work with social care agencies in Eastern Europe has successfully located children who suddenly disappeared from

Bradford. Partnership working between behaviour support services and schools is reducing well the number of young people excluded either permanently or for short periods. In line with learning from the most recently published serious case review, improvements have been made to the recording, tracking and then visiting of families where there are missed appointments or where workers such as education social workers have been unable to gain access.

46. Work to support young people aged 16-17 presenting as potentially homeless is good and managed well within the leaving care service. To meet the needs of this group of young people, elected members secured additional funding to increase the service's capacity to include a dedicated team of workers who address housing needs.
47. Very few children are identified as being privately fostered. Much awareness raising work has been done, but managers acknowledge that ongoing work is required if the profile of private fostering is to be raised and maintained. Children receive a brief assessment and benefit from regular visits from their social worker, during which their wishes and feelings are actively sought. Carer assessments currently lack detailed consideration of the ability of the carers to meet the needs of the children in placement, and they do not consider the suitability of living accommodation.
48. Children's ethnicity, diversity, faith and cultural identity are routinely and sensitively considered. Children and their families consistently benefit from interpreting and translation services to ensure that they feel comfortable to participate fully in meetings and decisions that affect their lives. Social workers are highly motivated to continue learning about cultural norms and sensitivities to ensure that their work is respectful, whilst keeping the child's needs at the centre of what they do. The much valued Family Information Service provides links to support services such as helplines for Urdu, Punjabi, Czech and Polish speakers. The delivery of equality and diversity training to professionals by young disabled people is well received and has led to improving accessibility to some services.
49. Children and young people's views inform practice and are taken into account in the determination of priorities for services. For example, young disabled people conduct audits of community resources to determine the degree to which they are accessible for disabled people, and findings are followed through to ensure that improvements are made.
50. The planning and investigation of allegations against professionals is appropriate and includes relevant partner agencies such as the police. A lack of capacity combined with an increase in referrals has led to delays in progress and management oversight in some cases. The delays in progressing allegations could lead to unsuitable people working with

children for longer than is necessary, although no evidence was found of children being at risk of harm as a result.

The experiences and progress of children looked after and achieving permanence are good

51. The Group Service Manager for Social Work makes appropriate and proportionate decisions about children becoming looked after. No cases were seen where children needed to be looked after and this had not happened. Good performance has resulted in a 2.1% decrease in the number of looked after children over the last year, compared to the 2% increase nationally in 2012–13. The local authority has realistic and resourced plans to further reduce numbers by strengthening the early help offer, increasing use of special guardianship and further improving adoption performance. Thorough consideration of children on the edge of care at the weekly family support panel reviews their support needs, provides services and prevents care.
52. Where children may need protection through the courts, good use is made of the Public Law Outline. This means that children and families are clear about what needs to happen and the timescales involved. Legal proceedings are concluded in a timely way, with current performance down to 30 weeks, which is very close to the forthcoming national target of 26 weeks. The local judiciary and CAFCASS report that work is of a good standard, accepted by courts, and the use of expert witnesses is minimised.
53. In Special Guardianship cases, good and detailed support plans help the court make swift decisions so that children benefit from early permanency decisions. The valued appointment of a specialist case manager to oversee cases in proceedings has supported improvement in standards.
54. Good quality care plans are consistently clear about the importance of achieving permanence as soon as possible for those children who are not able to return to their birth families. Arrangements for finding permanence placements are strong, with good co-ordinated work by the family finding team and the placement co-ordination service. Where the plan is for children to return to their parents' care, comprehensive assessments balance the child's needs and the parents' ability to meet them safely and consistently. Social workers provide the support that families and children need to ensure that children can stay safely at home and the risks of a return to care are minimised.
55. The authority recruits carers and commissions placements to ensure that brothers and sisters stay together wherever possible. Children benefit from stable, good quality in-house foster homes and residential care. The vast majority of children do not move in an unplanned way and most are placed in their local district. When a child's placement ends suddenly, a meeting to learn lessons is held and effective sharing of the learning is taken forward through the regular placement stability meeting.

56. Where a child has specific needs, or no placement in Bradford is available, a multi-agency group oversees decision making and funding arrangements. Purchased out-of-authority placements are reviewed at regular intervals and a range of managers progress plans to return children to Bradford if this is in a child's best interest.
57. Good arrangements for meeting children's health and educational needs are in place if they are placed outside the district. Social workers visit children regularly, and contact with their families is supported and facilitated. Management oversight of the care of these vulnerable children is good. A recent audit confirmed that they are visited by their social workers more frequently than the minimum requirement and that they have clear plans for their future care. The local authority has good systems for identifying and responding to any emerging concerns about quality standards and use only providers who are rated as good or better. Arrangements to safeguard children where a provider's standard drops are robust, and the child's welfare is at the centre of quality assurance and monitoring visits. The authority works collaboratively alongside neighbouring authorities within the White Rose Framework to ensure consistent standards and contracting arrangements with private providers. Young people visited in the inspection are making good progress, see their families regularly and understand why they are placed in specialist provision.
58. The local authority and a range of partner agencies take thoughtful and appropriate action to deal with children who are missing from care. Comprehensive risk assessments for individual young people are routinely completed. Residential home records set out in detail the actions staff must take when a young person is missing. Valued work by organisations such as BLAST, which supports boys and young men at risk of exploitation, helps reduce risk-taking behaviours. Return interviews, conducted by a commissioned service, Voiceability, are available to all young people and those completed are effective and conducted sensitively. Young people have responded well to the opportunity to discuss their concerns and their behaviour with people who are independent of the authority.
59. Fostering service managers have well-informed plans to provide sufficient numbers and types of foster carers for children looked after. An identified shortage of long-term carers has resulted in appropriately targeted publicity and recruitment activity. Currently, 96 children are waiting for a range of permanence placements, but 60% are either formally linked to a potential carer or a plan is in progress. Senior managers meet monthly to track progress in finding placements for these children and to ensure that all work is efficiently coordinated to avoid delay or drift. The authority is forecast to achieve its target of 30 new carers for the year 2013–2014, and plans to recruit at least this number in the following year are realistic. Good use is already made of Special Guardianship, with 20 new arrangements last year, and additional resources are in place to increase this in the next

year. Elected members have effectively underpinned these plans with the necessary financial support.

60. Children and their foster carers benefit from the local authority establishing a protocol for delegated authority. This means that a great deal of children's social and leisure activities are not limited by the need to seek approval from managers before they can be agreed. Placement plans and contact arrangements take good account of children's interests and commitments. Foster carers encourage children to develop their interests and talents through organised activities in school and in the community.
61. Good work with the police has led to a very low rate of offending for children looked after, which is 2.8% compared to a national average of 6.9%. A recent joint-funded police officer with specific responsibility for children looked after will further strengthen work on offending and for those who go missing from care.
62. The team of six dedicated nurses for children looked after provide good support to the young people in their care. Health assessments take place where young people feel most comfortable and this works well in conjunction with regular drop-in sessions. Performance in this area is good, with 90% having an up-to-date health assessment compared to 87% nationally. Good partnership work with child and adolescent mental health services (CAMHS) enables prompt access to therapeutic services at times of acute need. Waiting times of 14 weeks for less urgent cases are too long. To mitigate this, the Looked After Nursing team carry out their own therapeutic work or signpost young people to services such as Off the Record, an advocacy service, or to independent counselling.
63. Children looked after make good progress from their individual starting points at age seven to the time they leave primary school at the age of eleven. In 2013 the percentage making expected progress in reading, writing and mathematics was above that of similar pupils nationally. This was especially the case for reading and writing, where there was a 10% and 8% point difference respectively. The virtual school team are targeting extra support for individual pupils and are supporting schools to ensure that writing is as good as other subjects for this group.
64. Good progress is evident for children from entering secondary school in Year 7 to Year 11, and has moved from below that of similar young people nationally in 2011 to above in 2013. Although there was a dip in the number of students gaining five good GCSEs including English and mathematics in 2013, good performance is projected for 2014. The proportion projected to gain these qualifications at 29%, will be well above the current national average of 20% for looked after children.
65. Routine and effective monitoring of pupils' attendance in school quickly identifies those at risk of not attending. Individual action plans are rapidly

put in place to ensure that young people do not miss out on their schooling. Absence rates continue to fall, and are below the average for all Bradford children. At 4.5%, they are also below that for similar pupils nationally. The service ensures that children attending Academies or schools out of Bradford are also tracked through a service procured specifically for looked after children, so that action can be quickly taken when concerns about pupils' progress and attendance are identified.

66. Care is taken to ensure that young people with very complex special educational needs or a disability are placed in the best provision for them. Most attend schools within the district but a small number, seventeen, attend specialist provision out of the area. All schools that these pupils attend have been judged good or better following their Ofsted inspection. Regular visits alongside statutory review visits ensure that young people are safe, their needs are well met and changes are triggered if things are not good enough.
67. Virtually all looked after children are in school, and none are permanently excluded. Only three are not in mainstream full-time education, and all three are receiving carefully planned bespoke provision that meets their complex needs. Fixed period exclusion rates are below average for similar groups nationally. They are falling year on year, and are also below those for all young people in Bradford.
68. A higher proportion of looked after children than their peers attend good or better schools in Bradford. The needs and wishes of the young person are carefully balanced alongside the continuity of school placement when home circumstances are either at risk or actually break down. As a result of such work, over 75% have either only attended one school or moved only at planned transition times such as from primary to secondary school.
69. Independent reviewing officers are skilled and experienced, which results in children's reviews being chaired effectively. 95% of children's reviews take place on time and IROs challenge workers, managers and the local authority appropriately. They ensure that children's views and assessed needs are central to the care planning process.
70. The requirements of the IRO Handbook are given a high priority and are met to a good standard overall. Due to capacity issues, IROs are not able to consult fully with all children before every review. However, children's views are sought and taken account of in all reviews where children are old enough to express them. Children are encouraged to use the Viewpoint electronic system to record their views but, although numbers are increasing, only a minority have used it so far. Young people are aware of their right to complain, and advice about how to do this is available in children's homes and in children's reviews. Additional management capacity is required to ensure that the IRO service can comprehensively fulfil its role.

Despite determined efforts, senior managers have not yet been able to recruit an additional manager.

71. The quality of case records seen is at least good. Children's voices are clearly present and taken account of in social work practice and recording. This is a real strength, and well-managed caseloads mean that social workers have time to get to know children really well.
72. This approach to valuing and including children and young people's opinions is also evident in service development and review. Both the corporate parenting panel and the children in care council are high profile groups. The confident and well-supported children in care council meets elected members and senior managers regularly and attends scrutiny committee. Examples of how the contribution of young people has been harnessed include the monitoring of the CAMH service and the design of a new residential home.
73. The fostering service attracts more applicants than other similar local authorities. 76% of Bradford's looked after children are placed with the local authority's own carers, which is better than neighbouring authorities and the national average. Foster carers are well supported and benefit from a generous payment for skills scheme. Carers are successfully recruited from all local ethnic communities, and of 225 households 70 are BME or from mixed ethnic backgrounds. This means that children have a good chance of being placed with a family from their own community.
74. Foster carers have regular reviews undertaken by their supervising social worker. This arrangement offers no independent view of carers' suitability and competence and this practice requires improvement. Good levels of engagement with professional development has resulted in 90% of mainstream foster carers having completed formal training. The rate for family and friends carers is much lower at 40%. Whilst this group are harder to engage, managers are reviewing the format of the training in an attempt to improve take-up.
75. Fostering panels are effective, challenging standards of practice appropriately. An effective quality assurance system measures all items against performance indicators and local authority targets. The panel chair, ADM (agency decision maker) and service manager work well together and have regular meetings. Appropriate arrangements are in place for appraisal of the chair and panel members. The chair is well informed and panel members have a good range of expertise and experience.
76. Good and wide ranging evidence demonstrates the authority's commitment to equality and diversity. A shared set of values are integrated into the practice and management of social work teams. Staff at all levels are articulate and knowledgeable about their community and about the importance of race, religion and culture to the population of children they

serve. In addition, young people are able to articulate the service's commitment to keeping them safe and to tackling discrimination and bullying, including cyber bullying.

The graded judgment for adoption performance is good

77. Adoption performance in Bradford is good. Performance on the adoption scorecard is broadly in line with or better than the national average. Children live with their adopters quickly. The percentage of children who wait less than 20 months between entering care and moving in with their adoptive family is 64% in Bradford, which is better than the England rate of 55%.
78. Adoption is considered for all children who need a permanent alternative home. Effective care planning provides thorough consideration of adoption early in the child's journey through care. For unborn children where there is a high likelihood of adoption, good work ensures early and proactive links with the family finding team. In line with the national picture, Bradford has a group of children for whom it is hard to find adopters. These children have foetal alcohol syndrome, uncertain health prognosis or high risks of hereditary mental ill health. Sustained efforts are made to profile the children nationally, but finding prospective adopters remains challenging.
79. Brothers and sisters are placed together wherever possible and where it is in their best interest. Decisions to split them are made by the child's social worker in close liaison with the family finding team. Specialist assessments by psychologists are used where issues are complex or a child's emotional welfare is causing concern.
80. Adoption work is characterised by an urgent yet considered approach to planning. Children benefit from parallel plans being progressed and reviewed regularly. Adoption workers routinely use the Adoption Register, and foster to adopt is currently being used in one case. Investment in a regional consortium will progress development of a region-wide foster to adopt recruitment scheme. At present there are no plans to develop concurrent planning locally.
81. Recruitment, preparation and assessment of prospective adopters is good. In line with national guidance, Stage 1 and 2 processes are established and are being used well. In the last six months, 29 adopters have commenced Stage 1, and only one of these completed the stage late due to agency delay. Good work is also being done at Stage 2, where six out of seven are on track to complete within the four month timescale.
82. The Agency Decision Maker (ADM) makes appropriate and well-considered decisions which ensure the right matches are agreed between prospective adopters and children. Children are quickly matched to their adoptive families, with 86% being matched within three months. Adopter-led

matching is successful, with 17 placement matches agreed at the same panel where prospective adopters are approved. The service has an open and creative approach to finding families, and an adoption activity day has already taken place. Where local adopters cannot be identified, Adoption Exchange days in London have been positive, particularly for children with complex cultural backgrounds.

83. The adoption panel is effective and has easy access to good quality legal and medical advice. Members are fully trained and reflect the cultural diversity of the district. Routine reports by the panel chair highlight any learning needed to maintain quality standards. A comprehensive annual review of the adoption service is provided for senior managers and elected members. Timely decision making by the ADM results in prompt progression of work for children where adoption is the plan.
84. Adoption support is good and easily accessible to all parties in adoption, including birth relatives. The service responds swiftly and practically to requests for help. Good quality assessments and plans effectively support children and families. A well-managed letterbox service is available to facilitate contact. The valued annual Adoption Celebration provides opportunity for brothers and sisters placed separately to meet up. Therapeutic work to support adopted children and their families is quickly accessible and provided by a specialist worker in the service.
85. From May 2014 adoption support needs will be assessed using the BSCA template, so findings can effectively contribute to court processes alongside all other assessments.

The graded judgment for the experiences and progress of care leavers is good

86. Care leavers speak positively about good support to help them understand how to keep safe, including risks from sexual exploitation, drugs and alcohol. They also speak highly of the support of the designated leaving care nurse, who conducts their health assessments, makes sure they understand their health histories and provides confidential advice through regular drop-ins or outreach in their homes.
87. A small proportion of care leavers, under 3%, are in custody. Evidence demonstrates that these young people receive a good individual package of support, including regular visits. The leaving care service and a range of partner agencies work effectively to enable these young people to return to their local communities successfully.
88. Pregnant care leavers and young parents receive a good range of support from the leaving care service, a dedicated nurse and services with which they work closely. For example, pregnant mums receive intensive support from Bradford's award-winning family nurse partnership that continues until

the child is two years old. One recent mum spoke eloquently of the great support she has received from the dedicated nurse, her worker and the family nurse partnership team.

89. The leaving care duty arrangements and good partnerships between the designated nurse, child and adolescent mental health services (CAMHS) and counselling services ensures that care leavers who need support in times of crises get help quickly.
90. Pathway plans evidence some consistent strengths. They are virtually all reviewed regularly, or updated earlier than the required six months when circumstances change. There is evidence of some good direct work, advice and support to young people in a range of different contexts. Young people know they have a plan but not all see it as an important document. Managers are aware that the actual proforma is not helpful and are working with services regionally and nationally to develop a process that is more succinct and useful to both staff and young people. The best plans seen clearly record the strengths and needs of the young person. Detailed, timely actions and targets are set out for both the young person and social worker.
91. Young people regard the LEAP service (Learning, Employment, Advice, Preparation) highly. When describing the LEAP team, words like 'amazing' and 'awesome' tripped off their tongues. The service was at risk because of funding cuts in the local authority. Young people canvassed corporate parents to save this service and as a result they continue to benefit from the support.
92. Care leavers speak of excellent relationships between themselves, the LEAP team manager and the rest of the team. This is encouraging positive attitudes to developing qualifications, accreditations, work experience, training and employment. Young people say they are engaging in qualifications and training because the team 'believe in you and you feel like you want to come'; 'it's not like school and you can have a second chance'. Care leavers also say they receive high quality advice and guidance from the dedicated university worker.
93. Collective work is impacting well on the number of young people in education, employment or training and in the number moving on to university. Currently 30 care leavers are at university and 10 more are planned to go in September. This compares very favourably to the national average and the number has increased well over the past three years. A good package of support is available to university students. This includes additional funding to the minimum required, regular contact with staff and continuity of living arrangements in vacations if wanted.
94. The local authority's own tracking data shows a significant increase in the proportion of 19–21 year old care leavers in education, training or

employment. At 87.6% this is higher than the previous year's figure of 76.2%, and of that found nationally. Virtually all post-16 year-olds have moved into education, training or employment.

95. The leaving care grant of £1,200 is below the level expected within the government's published 'entitlements for looked after children and care leavers'. However, a wide range of additional funds are provided to young people as they leave care, including £10 weekly top-up and lap tops for those in further education. This means that the combined funding provided is higher than the minimum required.
96. Young people consider that they are well prepared for their move into independence and say they get good support to help them manage budgets and develop additional skills if needed. They are particularly appreciative of the opportunities, through LEAP, to visit the Ministry of Food and develop their healthy eating skills there. Young people say they are safe where they live and are supported into the accommodation of their choice.
97. 'Staying put arrangements' are good and have increased year-on-year. Current information indicates that they are above average. 32 young people are currently living with former foster carers. Two young people in the armed forces return to their former foster carers when home on leave.
98. Good preparatory work and work with housing partners such as Stonham and Incommunities help to guide and support young people into independent accommodation when ready. Local data show good improvement in the proportion in suitable accommodation, with the rate currently at 94.5% and above that found nationally. No young people are in bed and breakfast accommodation, use of which has been minimal over the last 12 months.
99. Care leavers with learning difficulties are well supported by a dedicated worker when they enter the leaving care service. Close liaison with the learning difficulties adult team, colleges and work-based providers smooth transitions and provide support into adulthood. These young people are enabled to continue to live with their carers through the Shared Lives scheme. Seven of the eleven youngsters currently supported by the dedicated worker have taken advantage of these arrangements.
100. Young people are not informed well enough about the national government's published 'Entitlements for looked after children and care leavers'. Not all young people who spoke to inspectors were clear about this information. Although they say they receive updated guidance and information, guidance does not spell out specifically what the entitlements mean for them, so they cannot check if their service meets or exceeds minimum expectations.

Leadership, management and governance is good

101. The chief executive, DCS and elected members discharge their statutory duties effectively, and governance arrangements are well-established within clear lines of accountability and reporting structures. A clear and shared vision for children and young people across the partnership includes an active voluntary sector, to meet the diverse and changing needs of children and young people in the community. The working relationship between the local authority and Bradford Safeguarding Board is well-defined and effective in driving improvement in most areas.
102. Good leadership skills and stability at senior management level both in children's social care and in the local partnership are key strengths. They have a track record of providing effective services for children in the vast majority of areas. Consistency in maintaining positive working relationships with elected members and partners means strategies and plans have steadily progressed. Overall, work with children and their families is child centred and has a positive impact on outcomes, reduces risks and is underpinned by good assessments. Senior managers know their service well and respond to issues as they arise but, in a very few areas, ongoing work must continue to embed improvements and ensure that all aspects of performance are good.
103. Accountabilities between the Health and Wellbeing Board, the BSCB and the Children's Trust are clearly set out in a governance structure. Key senior leaders are members across the boards, to promote children and young people's interests in all key priorities and influence strategic planning and delivery. The Children's Trust is well embedded, supported and influential in driving the agreed priorities across the partnership, in particular driving educational attainment and improving the number of children participating in education and training. Almost all looked after children have an allocated educational placement and none are permanently excluded.
104. Corporate parenting is a high priority, elected members are fully committed to their corporate parenting responsibility and the panel discharges its functions effectively. Creative solutions are found to minimise the impact of budgetary cuts. For example, suitable placements and accommodation are available in-house, with only 9% of looked after children placed out of the area. Cross-party scrutiny is effective, involves children and young people and holds partners to account. For example, requesting more detail than the league tables offer to effectively scrutinise educational attainment.
105. Responsive and assertive action taken by senior managers during the inspection resulted in a suitably authorised police officer being located in IAT and available for strategy discussions. Managers were already aware of the issue but historical difficulties in accessing suitably authorised police officers had led to the practice of decisions to undertake a child protection enquiry being taken solely by social work managers. No children were

found to be at risk of harm as a result of this. Once the child protection enquiry is underway, all relevant partner agencies, including the police, are consulted and managers effectively oversee the process.

106. Managers have also been aware for some time of the inappropriate delays in holding child protection conferences. Despite support from BSCB and the appointment of an additional conference chair, the expected improvement has not immediately followed. Corporate changes led to administrative support for conferences being provided by a centralised rather than a specialist team. The Chief Executive and senior managers acknowledge that this needs to change, and during the inspection took immediate steps to resolve the matter. Management action to mitigate the situation for children and families waiting for their conference to be held has been effective, although this has not been consistently applied in all cases.
107. Performance management and quality assurance is a priority and is effectively embedded. The good quality on-line performance management system 'Covalent' collates information at team, area and district levels. This means that each manager is fully aware of their team's targets, their rating against priorities and how they compare to national bench-marking data. Senior managers hold routine Performance Clinics and use the 'live data' to explore and challenge under-performing areas.
108. A published, appropriate annual audit programme clearly details wide-ranging planned audits for the year. Routine, themed audits across service provision, such as children placed out of district, demonstrate good levels of management scrutiny and understanding of practice. A range of audit methods are used, including group case file audits and joint agency audits. Audit activity and findings are reported to the monthly 'improvement board' chaired by the Assistant Director.
109. Managers acknowledge the challenges in consistently raising the profile of private fostering. In line with the national picture, the number of assessed and identified carers is very small. However, more needs to be done by managers to ensure that assessments fully take account of the carers' abilities and that resources are matched to the needs of individual children.
110. The local authority learns from inspections and serious case reviews. Work to address key actions and recommendations from the Safeguarding and Looked After inspection in May 2012 are complete and as a result the quality of assessments has improved and is good.
111. Progress against the Learning and Improvement Action Plan of the HK Serious Case Review is good overall, and a key action to pilot the single assessment has demonstrated positive outcomes to improve 'inquisitive and challenging' practice. In line with the positive outcomes of the pilot, training for all staff is already planned and implementation set for May 2014. The local authority has strong links with universities and works collaboratively

on using research evidence to support a range of approaches to service delivery and practice. For example, the supervision framework and the early help strategy.

112. Good senior management planning and development has resulted in the multi-agency initial assessment team located in Bradford. Similar arrangements have not been achieved in Keighley due to a lack of partner agency capacity. Whilst no evidence was seen of children being adversely affected it does mean that there is variation in practice standards.
113. Senior managers are successful in improving outcomes for vulnerable children in a number of key areas, demonstrated by some positive increases in placement stability, securing permanency options and timely adoptions. Overall, care leavers feel well supported and prepared for adulthood.
114. Senior managers engage positively with voluntary partners to pool resources and 'thinking' to work creatively across the community and within the resources available. A well thought through commissioning strategy in partnership with the voluntary sector is re-shaping and focussing resources on what can make the most difference, for example in re-designing domestic abuse services. The ethos is strong, focussing on 'what can be done differently' to help and protect children, young people and families. The well- applied local discretion through the 'Troubled Families' agenda meets needs early in families and is successfully making a difference.
115. The local authority strongly values engaging and consulting with children and young people. This is evident in the widespread ways children and young people are influential across children's services. Examples include influencing the design of children's homes and presenting their views on CSE to Bradford Safeguarding Children Board. Children and young people report favourably on their role on 'take over days', which increases their insight and ability to contribute to planning and delivery. Commissioning activity benefits from engagement with children and young people, for example in tendering panels, key interviews and visiting provisions to assess and comment on how friendly and accessible they are for them.
116. A key strength is the authority's effective workforce strategy and action plan, which ensures that there are sufficient frontline workers to meet the needs of the service, informed by an analysis of needs. The frontline workforce is stable and largely experienced, with over 60% of social workers having achieved an advanced level of professional development. Managers have successfully achieved and sustained manageable caseloads for staff, which allows time spent with children to be at the heart of social work activity. Social workers consistently report that they are motivated and very proud to work for the local authority. Generally social work recruitment is successful and retention rates are very good. However, the recruitment of skilled case conference chairs has remained stubbornly

challenging. In 2010 senior managers implemented a robust set of professional standards to ensure high levels of competence and behaviour. Evidence demonstrates good use of the standards to manage and remedy issues in a structured and assertive way.

117. Newly qualified social workers are well supported through increased supervision, reduced caseloads and co-working on complex cases with experienced colleagues. Following a drive to implement an improved framework for supervision, the vast majority of workers report good supervisory arrangements. However, some staff in assessment teams report supervision is not always regular. The overall quality of supervision records need to better reflect challenge and to evidence reflective discussions.

What the inspection judgements mean: the local authority

An **outstanding** local authority leads highly effective services that contribute to significantly improved outcomes for children and young people who need help and protection and care. Their progress exceeds expectations and is sustained over time.

A **good** local authority leads effective services that help, protect and care for children and young people and those who are looked after and care leavers have their welfare safeguarded and promoted.

In a local authority that **requires improvement**, there are no widespread or serious failures that create or leave children being harmed or at risk of harm. The welfare of looked after children is safeguarded and promoted. Minimum requirements are in place, however, the authority is not yet delivering good protection, help and care for children, young people and families.

A local authority that is **inadequate** is providing services where there are widespread or serious failures that create or leave children being harmed or at risk of harm or result in children looked after or care leavers not having their welfare safeguarded and promoted.

Section 2: The effectiveness of the local safeguarding children board

The effectiveness of the LSCB is good

Areas for improvement

- 118. Implement routine oversight of arrangements for safeguarding and promoting the welfare of privately fostered children, including work aimed at raising professional and public awareness of children who may be privately fostered.
- 119. The BSCB should accelerate development of a multi-agency data set and clearly record any challenge to areas of poor performance and the impact of this challenge.
- 120. The BSCB should review the engagement of schools and FE colleges to ensure that they are fully represented on the Board.
- 121. The BSCB should complete the implementation of a comprehensive local learning and improvement framework.
- 122. The BSCB should evaluate the impact of safeguarding training on the quality of frontline practice and outcomes for children as part of a comprehensive training needs analysis.

Key strengths and weaknesses of the LSCB

- 123. BSCB has benefitted from consistent, good leadership by an independent chair supported by an effective Business Manager. The Chair demonstrates a strong leadership role in regional developments such as child sexual exploitation. Membership is at the appropriate seniority to enable BSCB to drive forward its key priorities and the wider safeguarding agenda. The engagement of the lay member perspective and the voluntary and community sector is good.
- 124. Governance and accountability arrangements are well managed with clear lines of communication between the Independent Chair, Director of Children's Services and the Chief Executive of the authority. There is evidence of the influence of BSCB in effectively challenging partner agencies. For example, effective challenge to partners over inter-agency responses to children at risk of sexual exploitation has led to the development of a CSE Hub that is functioning well and has improved information sharing and responses to young people at risk. The Board is responsive and has used its resources to add capacity in key operational teams. A good example of this is the Board providing resources for the recruitment of an additional case conference chair. Relationships with

strategic partnerships such as the Health & Wellbeing Board are well defined and lead to a shared understanding of priorities.

125. Strong commitment and shared responsibility characterise partnership working in Bradford, both operationally and strategically. This is exemplified by the ownership of chairing BSCB sub-groups alongside good attendance at a range of BSCB meetings. The annual Safeguarding Week, with over 70 events and 2,000 participants, provides an effective opportunity to raise awareness of a range of safeguarding issues across Bradford.
126. Where schools are involved in the work of the Board, this has led to strong partnership approaches to the engagement of young people, for example in piloting the use of Viewpoint and activity in respect of domestic violence. However, the absence of Head Teacher and FE College representation on the Board means that schools and colleges do not have sufficient opportunity to contribute to and influence the partnership at this level.
127. The sub-structure of BSCB is clear and regular business meetings promote effective planning and co-ordination of business. Challenge between partners is good but more work is required to fully evidence this in written records. As a consequence, it is not always easy to evidence the impact of challenge when issues of poor performance are addressed.
128. Improvement made as a result of effective monitoring and evaluation of frontline practice is clearly demonstrated. A programme of single agency audits is supported by thematic multi-agency Challenge Panels. Good quality, innovative practice is evident in the individual consideration given to how a particular Challenge Panel operates. For example, in October 2013 a panel looked in depth at inter-agency practice with four disabled children, involving their parents and carers, and identifying appropriate improvements to raise practice standards.
129. Quality assurance by BSCB in respect of the early help strategy is in its infancy. Plans to undertake a thematic audit of early help and the impact of work in relation to neglect in 2014 will link to an evaluation of the new Bradford Single Child Assessment (BSCA). This directly links to the recently published Serious Case Review.
130. The Serious Case Review in respect of HK has had a significant and positive impact on BSCB's work to improve frontline practice, particularly in terms of early recognition of, and responses to, neglect. The action plan provides a clear assessment of good progress against actions. Social workers and other staff are clear about how learning from the review has changed the way they work. Procedures and practice have improved in respect of home visits and staff now routinely see where all children in a household live and sleep. Good new guidance is in place on families who are not engaging with services or are failing to attend appointments. Further improvements include an effective protocol between health trusts and education services

over children who do not have a school place, and improved screening of domestic abuse.

131. The use of performance data to monitor and hold agencies to account for poor performance is variable. Data has successfully been used to improve agency attendance at, and reporting to, child protection conferences. Good progress has been made on understanding data on unintentional injuries to children. However, not all data and performance are monitored systematically and routinely. This means that BSCB is not always able to respond as quickly as it otherwise could. The development of a multi-agency data set is on-going.
132. Good use of shared information has led BSCB to drive improvements to practice such as the development of the Integrated Assessment Team. The local learning and improvement framework is under-developed, and ongoing work will strengthen capacity to improve the co-ordination of this work. Plans to complete revised Section 11 audits are in place, to provide greater assurance to the effectiveness of partners in safeguarding and promoting the welfare of children.
133. The Child Death Overview Panel (CDOP) Report 2012–13 provides a good analysis of some of the causational and modifiable factors in respect of child deaths and the actions taken as a result of learning. The Board has made improvements to the timeliness of reviews in respect of child deaths. The prevalence of consanguinity (marriages of close familial relatives) within Bradford often results in complex genetic, chromosomal and congenital conditions, so reviews can be lengthy.
134. Safeguarding procedures are comprehensive and up-to-date and evidence demonstrates good understanding of thresholds amongst partners. The toolkit for safeguarding children who attend madrassahs is very good, and its use has been well supported through good engagement by leaders from the Muslim community.
135. BSCB delivers a comprehensive multi-agency safeguarding training programme and take-up and evaluation of these learning opportunities are good. Briefing sessions and additional training have been provided on working with highly resistant, hostile families following the HK serious case review. BSCB has completed work with a local university and has adopted a research-based approach to the evaluation of the impact of safeguarding training on the quality of frontline practice and outcomes for children, young people and their families.
136. BSCB has a good understanding of children missing from home or care, and services to support such children are in place. The Board has been instrumental in improving inter-agency responses to child sexual exploitation. The development of the effective CSE Hub involving co-location of police, social care and a voluntary organisation has improved

information-sharing and identification of young people at risk of sexual exploitation. This has enabled the Board to build a local understanding of high risk areas and the characteristics of local challenges. The local authority has committed additional resources to strengthen preventative work and therapeutic support to young people. The BSCB Chair has taken a strong leadership role in contributing to the development of a regional strategy in collaboration with the police.

137. BSCB is successful in increasing the participation of children and young people. For example, the Board has established it's own 'Youth Fusion' sub-group, in partnership with the voluntary sector. Young people have undertaken work to improve information about services and 'how to keep safe', and took part in Safeguarding Week.
138. The BSCB annual report is satisfactory, comprehensive and provides analysis of the effectiveness of safeguarding children arrangements in Bradford. The Independent Chair acknowledges that the impact of the HK serious case review has delayed progress in some aspects of the BSCB work plan for 2013–14. For example, there has been no formal oversight of private fostering arrangements or of children living out-of-area during this period. Plans to address capacity issues are well advanced.

What the inspection judgments mean: the LSCB

An **outstanding** LSCB is highly influential in improving the care and protection of children. Their evaluation of performance is exceptional and helps the local authority and its partners to understand the difference that services make and where they need to improve. The LSCB creates and fosters an effective learning culture.

An LSCB that is **good** coordinates the activity of statutory partners and monitors the effectiveness of local arrangements. Multi-agency training in the protection and care of children is effective and evaluated regularly for impact. The LSCB provides robust and rigorous evaluation and analysis of local performance that identifies areas for improvement and influences the planning and delivery of high-quality services.

An LSCB **requires improvement** if it does not yet demonstrate the characteristics of good.

An LSCB that is **inadequate** does not demonstrate that it has effective arrangements in place and the required skills to discharge its statutory functions. It does not understand the experiences of children and young people locally and fails to identify where improvements can be made.

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Joint Targeted Area Inspections

Inspection framework and guidance



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Introduction

1. This guidance is for inspectors conducting Joint Targeted Area Inspections (JTAI) of arrangements and services for children in need of help and protection in local authority areas in England. These inspections are undertaken by Ofsted, the Care Quality Commission (CQC), Her Majesty's Inspectorate of Constabulary (HMIC) and Her Majesty's Inspectorate of Probation (HMI Probation).
2. Local Safeguarding Children Boards (LSCBs) and member agencies can use this guidance to understand how inspections are conducted.¹ They may also find it useful when carrying out self-evaluations or improvement planning.
3. This guidance is designed to support consistency between inspections while allowing the flexibility to respond to the individual circumstances of each local area. As such, it is a guide on the processes that usually govern the inspection.
4. This guidance is generic and applies to all JTAs. Each JTA includes a 'deep dive' theme. The inspectorates publish separate guidance on each deep dive theme that should be read alongside this framework (see Annex A for further information on deep dive themes).

Section 1. Scope of the inspection

5. JTAs are carried out under section 20 of the Children Act 2004. They are an inspection of multi-agency arrangements for:
 - the response to all forms of child abuse, neglect and exploitation at the point of identification
 - the quality and impact of assessment, planning and decision making in response to notifications and referrals
 - protecting children and young people at risk of a specific type (or types) of harm, or the support and care of children looked after and/or care leavers (evaluated through a deep dive investigation into the experiences of these children)
 - the leadership and management of this work
 - the effectiveness of the LSCB in relation to this work.

¹ Member agencies are specified in chapter 3 of *Working together to safeguard children 2015* www.gov.uk/government/publications/working-together-to-safeguard-children--2 – the local authority, police, National Probation Service and Community Rehabilitation Companies, youth offending team, NHS England and clinical commissioning groups, NHS Trusts and NHS Foundation Trusts (all or most of whose hospitals, establishments and facilities are situated in the local authority area)

Evaluation criteria

6. Inspectors will evaluate children's experiences against the full range of the criteria, looking for strengths, areas for development and examples of innovative and effective practice. The evaluation criteria are subject to periodic review.

The multi-agency 'front door'²

7. This aspect of the inspection is about the effectiveness of practice and arrangements for identifying and managing the range of risks of harm to children and young people. Inspectors will evaluate against statutory requirements and associated guidance, and whether services are supporting the best possible outcomes for children and young people. Inspectors will evaluate:
 - whether thresholds to access assessments and services are clear and consistent, and whether their application improves outcomes for children (ESN 01)³
 - how well the individual needs of children are taken into consideration, including the extent to which there is respect for diversity and sensitivity to age, race, culture, religion, gender, sexual orientation and disability (ESN 02)
 - the quality and timeliness of referrals (ESN 03)
 - whether referrals are responded to in a timely and appropriate manner (ESN 04)
 - the quality and timeliness of assessments (ESN 05)
 - the impact of decisions and plans on outcomes for children and their families (ESN 06)
 - whether local agencies work together effectively, including appropriate and timely sharing of information (ESN 07)
 - the quality of analysis of risk and the factors within the child's family and community that can help keep them safe (ESN 08)
 - whether signs of specific risks to individual children are recognised and appropriately responded to (ESN 09)
 - whether children and their families are involved in decisions about their lives (ESN 10)
 - the quality of recording in case files (ESN 11)
 - the effectiveness of out-of-hours provision at managing risk of harm through effective information sharing, referral and assessment (including the

² This will be the Multi-Agency Safeguarding Hub (MASH) or the local equivalent.

³ The evaluation schedule numbers (ESN) are a referencing system to support inspectors when they record their findings in evidence records.

provision of emergency accommodation for children that go missing) (ESN 12)

- the impact of strategy discussions and any subsequent section 47 enquiries on actions taken to protect children and young people (ESN 13)
- the quality of management oversight, including:
 - effectiveness of senior management audits of how well workers manage risk of harm through effective referral and assessment (ESN 14)
 - risk assessment and prioritisation of referrals (ESN 15)
 - case allocation and workload management (ESN 16)
 - the quality and effectiveness of direct supervision, support and challenge (ESN 17)
 - the effectiveness of the arrangements for informing and involving senior managers in decision-making (ESN 18)
 - the effectiveness of escalation arrangements (ESN 19)
- how well leaders and managers know and understand what is happening at the 'front door' for their services (ESN 20)
- how effectively leaders and managers use their knowledge to challenge and support practitioners and promote continuous improvement (ESN 21)
- whether the LSCB actively monitors, promotes, coordinates and evaluates the work of the statutory partners that help, protect and care for children in the local area. (ESN 22)

The response to specific children and young people, evaluated through a deep dive investigation

- The criteria for each deep dive are different. For a list of the deep dive themes and links to their criteria, see Annex A.

Section 2. Inspection process

The inspection team

8. The inspection team will usually comprise three inspectors from each of Ofsted, HMIC and the CQC, and two from HMI Probation. An Ofsted social care HMI will lead the inspection.

Overview of the inspection

Week one	Week two	Week three	Weeks four – eight
Notifications and set-up discussion off site. (Tuesday)	Inspection team off site. Local area evaluates children's experiences.	Inspection team on site Monday to Friday	Writing the letter of findings and quality assurance processes

9. The timeline for the inspection – including preparation, on-site work and writing the letter of inspection findings – is set out below. Annex A includes an outline of specific milestones for the information requested to support the inspection.

Usual day of week	Working day	Activity overview
Before notification	–1	Preparation (off site). The lead inspector and an inspector from each of CQC, HMIC and HMI Probation review the joint pre-inspection briefing.
Week one Tuesday	0	<p>By 9.30 am – the lead inspector notifies the Director of Children's Services (DCS) of the inspection by 9.30am, followed by calls from each inspectorate to the other agencies senior leaders.</p> <p>Each inspectorate will request information from the relevant agencies to support the inspection.</p> <p>The lead inspector will offer a more detailed set-up discussion later that day to allow the DCS time to convene senior leaders from the other local agencies.</p> <p>By the end of the day – DCS sends the lead inspector the list of children from the deep dive theme.</p>
Wednesday	1	By midday – the lead inspector selects 20 children from the deep dive theme and requests further information on these 20.
Thursday	2	<p>By mid-afternoon – the local authority provides additional information on the 20 children selected by the lead inspector from the deep dive theme</p> <p>By 5pm – the lead inspector identifies between five and seven children from the list of 20 and asks the local partnership to jointly evaluate their experiences by the end of the day 7.</p> <p>The local authority provides details of multi-agency meetings and the remaining lists of children and young people.</p>

Usual day of week	Working day	Activity overview
Friday	3	The lead inspector produces briefing note for the team.
Week two Monday	4	Preparation (off site) – consideration of pre-inspection briefing and Annex A information. The lead inspector commences timetable development for the onsite week in consultation with the local area and other inspectorates. The agreed timetable should be finalised by day 8.
Tuesday	5	Local agencies provide any information from Annex A that they have not yet submitted, including key documents relating to the children whose experiences they have been asked to evaluate.
Wednesday	6	The lead inspector review case file documents and allocates Annex A documents to inspectors to evaluate.
Thursday	7	By the end of the day – the local area agencies provide their joint evaluations of children’s experiences.
Friday	8	Inspection team considers the local partnership’s joint evaluation of children’s experiences. Local agencies confirm, in writing, that children and young people and their parents/carers have given consent to speak with inspectors. The lead inspector agrees the onsite programme with the senior leaders (through the designated link person).
Week three Monday to Thursday	9–12	Onsite inspection days. Day 9 – team arrives and meet with senior leaders Day 9–12 – onsite activity (evidence collection ceases at 3.00pm on day 12) Day 12 – team meets in the afternoon to agree provisional findings An Ofsted senior analytical officer will usually be onsite for days 9–10.
Friday	13	Inspectors meet to identify key strengths, areas for development and areas for priority action (completed by lunchtime). This should include an opportunity for individual inspectorates to identify any specific messages for individual agencies, including matters the individual inspectorate may take forward. The lead inspector and representatives from each inspectorate meet with senior leaders of inspected agencies and services for the feedback meeting (concluded by mid-afternoon) By the end of the day , all inspectors submit their written-up key findings to the lead inspector and ensure that their evidence records are fully up to date.

Usual day of week	Working day	Activity overview
Week four Monday to Wednesday	14–16	The lead inspector consolidates findings from all inspectors into a single joint letter. By lunchtime on day 16 – the lead inspector and the Ofsted quality assurance (QA) manager agree a draft findings letter.
Weeks four Wednesday to Week five Tuesday	16–20	Days 16–19 HMIC, HMI Probation and the CQC consider and sign off the draft letter by lunchtime on day 19 . Days 19–20 – relevant Ofsted Regional Director signs-off the draft letter.
Wednesday	21	By the end of the day – Ofsted sends the draft letter to the DCS for them to coordinate a single factual accuracy check that takes account of comments from all local agencies.
Week five Thursday to Week seven Wednesday	22–31	The DCS has 10 working days to respond on behalf of the partnership (by the end of day 31, usually Wednesday)
Week seven Thursday to Week eight Thursday	32–37	By the end of day 32 – the lead inspector and Ofsted QA manager consider factual accuracy comments received from the local partnership and send proposed revisions to CQC, HMIC and HMI Probation. By end of day 35 – Inspectorates agree letter. Day 36 – Ofsted Regional Director signs off final letter. Day 37 – final proof-reading of the letter.
Friday	38	Ofsted sends pre-publication findings letter to the DCS (copied to all senior leaders and the chair of the LSCB).
Week nine Tuesday	40	The letter of inspection findings is published with the relevant deep dive guidance (see Annex A).
Post inspection		Where required, the local agencies submit a statement of proposed action to ProtectionOfChildren@ofsted.gov.uk (within 70 working days of the letter being published)

Pre-inspection activity

10. The Ofsted senior analytical officer will coordinate the initial analysis of performance data and provide a pre-inspection briefing for the inspection team. This will summarise:
 - findings from all relevant inspections and regulatory activity
 - relevant nationally collected data
 - relevant reports from the local government ombudsman
 - the Joint Strategic Needs Analysis
 - serious incident notifications
 - the findings from any published serious case reviews
 - evidence from whistleblowing or complaints to any of the inspectorates
 - regional intelligence including events of public concern, such as high-profile court cases or media issues
 - other related published documentation, as identified in Annex A.
11. The lead inspector and a representative from each of CQC, HMIC and HMI Probation will review the pre-inspection briefing before they notify the local partners of the inspection. All inspectors have a minimum of one day to prepare for the inspection. All inspectors will review the pre-inspection briefing and other relevant material before arriving on site and will discuss how they will jointly gather and analyse evidence against the evaluation criteria.

Week one: notification, set-up and information request

Notification

12. The lead inspector will notify the DCS of the inspection by telephone by 9.30am nine working days before fieldwork begins. As part of this telephone call, the lead inspector will request information to support this inspection (Annex A). They will offer a further more detailed 'set-up' discussion with the DCS and senior leaders from all the relevant local agencies later the same day.⁴
13. Immediately after speaking to the DCS, the lead inspector will confirm the start of the inspection and the request for information in writing. The lead inspector will contact the other inspectorates to confirm that they have notified the DCS. The other inspectorates will then notify senior leaders in the other relevant local agencies and request information. The inspectorates will notify:

⁴ Ofsted can provide details for accessing a conference call that will enable senior leaders to dial in from multiple locations

- **CQC:** the Clinical Commissioning Group (CCG) Chief Executive and executive lead for safeguarding children
 - **HMIC:** the Chief Constable and the Force Liaison Officer
 - **HMI Probation:** manager of the youth offending service, Director of the National Probation Service (NPS), the head of the NPS local delivery unit, the Chief Executive of the community rehabilitation company.
14. The inspectorates recognise that the Chair of the LSCB may not be immediately available to be notified of the inspection. Therefore, the lead inspector will ask the DCS to notify the Chair of the LSCB and the LSCB business manager as soon as possible and to provide them with the lead inspector's direct contact details.

Set-up discussion with senior leaders

15. At the initial set-up discussion, the lead inspector will:
- answer questions about:
 - the scope of the inspection
 - the format and methodology of the inspection
 - the data and information requested to support the inspection (Annex A)
 - quality assurance arrangements for the inspection
 - outline how inspectors will jointly gather evidence against the evaluation criteria
 - agree arrangements for:
 - devising the timetable for the inspection
 - regular meetings with identified representatives, including the scope and timing of these meetings
 - the feedback meeting at the end of fieldwork
 - practical issues, such as work space at each of the agencies inspectors will visit and arrangements for them to access records, information technology systems and staff support
 - a link person in the local area to support the inspection and make arrangements for interviewing staff (the link person should have access to the senior leaders in the agencies and sufficient authority to respond to lead inspector's requests)
 - how the experiences of children, young people and families will be directly considered as an integral part of the inspection.
 - provide contacts details for the inspection team and the QA manager
 - provide information about the inspection for affected/relevant staff

- ask whether there are any serious incidents that are awaiting notification. This should include significant and current investigations, publication of serious case reviews or local issues of high media interest.

Information request

16. Annex A outlines the milestones for the local agencies to provide information to support the inspection. The information should be provided as soon as is practical and by the milestones in Annex A.
17. Inspectors will not request any documents in addition to those outlined in Annex A, unless there are exceptional circumstances. They may agree to look at any additional documents provided by the local partnership. For any additional information the partnership/inspector must demonstrate that the documents/s:
 - are necessary for an accurate understanding of children's experiences and the effectiveness of local services
 - have not already been made available through those requested in Annex A, which should be the partnerships' best and most recent examples of the information requested.
18. The local agencies should provide any information requested using secure processes. Inspectors will provide details for accessing a secure online site that local agencies can choose to use for this purpose. This site has been risk assessed by Ofsted against the Government's Cloud Security Principles to handle sensitive personal data.⁵
19. The lead inspector will ask for information required to select the children and young people whose experiences and progress inspectors will track and sample during the inspection. Unique identification numbers, rather than full names, should be used on the lists provided. The first list required will relate to the deep dive aspect of the inspection. The DCS should provide this list by the end of the day that the local area was notified of the inspection.
20. If there are particular contextual issues faced by the local area in relation to the deep dive theme, the DCS can advise the lead inspector of this when they provide the list of children within the deep dive theme or at the initial set-up discussion. The lead inspector will take this into account when selecting the children whose experiences the team will track and sample for this inspection.
21. The lead inspector will select 20 children from the deep dive list and ask the local authority to provide additional data on these 20. By the end of Thursday in Week one, the lead inspector will select five to seven children from these 20

⁵ *Summary of Cloud Security Principles*; www.gov.uk/government/publications/cloud-service-security-principles

and ask the DCS to coordinate a joint evaluation by the local agencies of these children's experiences.

Week two: local evaluation of children's experiences

22. From Friday of Week one to Thursday of Week two, the DCS will be asked to work with the local partnership to evaluate the experiences of five to seven children selected by the lead inspector. The local partnership should evaluate the children's experiences using its own mechanisms while taking account of the scope of the inspection.
23. The evaluations should assess the overall strengths of the practice and identify areas for development. If the local partnership has undertaken a joint evaluation of any of these in the three months prior to the inspection, they may choose to submit this as their evaluation for the purposes of this inspection. Inspectors' assessment of the joint evaluations will be based on their quality and not the number that the partnership is able to undertake in the time available.
24. The local partnership should provide key case file documents about the children whose experiences they evaluate by Tuesday of Week two. The DCS should provide the joint evaluation of each child's experiences by the end of the day on Thursday of Week two. If the partnership chooses, they may provide a summary of themes and any learning from across their evaluations.

Week three: onsite

25. When planning the inspection, the lead inspector should ensure that:
 - support is available to facilitate communication with children, young people, carers and parents who require additional support (for example, by a social worker, advocate or family member)
 - the timetable includes sufficient time for inspectors to reflect on meetings and interviews and to analyse evidence individually and together
 - the timetable allows sufficient travel time between appointments
 - the plan allows flexibility to respond to emerging findings
 - names and job roles of those being interviewed are specified in advance
 - practitioners are interviewed separately from their managers
 - they consider whether it is appropriate or the best use of inspectors' time to undertake any activity by phone or in person.
26. The lead inspector should appropriately modify the plan for the inspection, throughout the time onsite, based on the issues emerging from tracking and sampling children's experiences. This includes re-deploying inspectors where sufficient information has been gathered against the evaluation criteria. Where this happens, the lead inspector will work with the designated link person in the

local area and ensure that the local partnership is kept informed at the regular keep-in-touch meetings.

Team briefing at the start of the inspection

27. The inspection team will meet on site on Monday of Week three. The purpose of this is to:
- review key issues arising from their pre-inspection preparation
 - allocate any remaining tasks and responsibilities
 - confirm arrangements for keeping in touch, team and findings meetings
 - review any health and safety risks for individual inspectors.

Initial onsite meeting with senior leaders

28. The lead inspector and a representative from each inspectorate will meet with senior leaders from the local agencies on the first day onsite. At this meeting, attendees will review the matters discussed at the set-up discussion. Inspectors will answer any remaining questions and ask local leaders to confirm that the practical arrangements inspectors requested are in place.
29. The local agencies may also use this as an opportunity to explain their local context and help inspectors understand how the local services are structured. This can include any key strengths or challenges faced by the partnership, as well as any known issues of concern or public interest during the course of the inspection.

Team working onsite

30. Team working will be essential to capture, evaluate and coordinate findings from across the area as a whole, as well as for the separate sectors within the area. All inspectors will evaluate across the breadth of the framework, but two multi-disciplinary teams within the overall inspection team will coordinate the findings of an aspect of the inspection:
- the effectiveness of the 'front door' arrangements (both joint and individual)
 - the safety and experiences of children and young people at risk of a specific type (or types) of harm, or the support and care of children looked after and/or care leavers (the deep dive theme).
31. All inspectors will consider the impact of the workforce, managerial oversight and leadership in the area.
32. In addition to the joint evaluation of services, each inspectorate will consider findings in relation to their particular aspect of the partnership in the area (for example, HMIC will consider specific findings in relation to the Police Force).

Inspection team meetings

33. Team meetings will usually take place in the morning. Their purpose is to:
- triangulate findings and evidence (including evidence from the children's experiences inspectors will track)
 - ensure that a holistic view of children and young people's experiences is being achieved
 - consider the impact of leadership, management and the LSCB
 - agree where inspectors have gathered sufficient evidence against the evaluation criteria
 - agree how best to gather further evidence in the time remaining
 - enable the lead to coordinate the inspection effectively and keep the local agencies aware of key developments
 - provide a brief period to reflect as a team.
34. All team meetings should be attended by the lead inspector, at least one person from each inspectorate and at least one person from each of the 'mini-teams' outlined in paragraph 30 (those inspectors attending may fill more than one of these roles).

Engaging senior leaders: keep-in-touch meetings

35. The lead inspector will inform senior leaders of emerging findings throughout the onsite week through keep-in-touch (KIT) meetings. A representative from each inspectorate will usually attend. These are likely to happen on Wednesday and Thursday morning of Week three. Where possible they will be face-to-face but attendance can be by conference call if this is the most efficient way for individuals to attend. Whether or not individuals are able to attend will not influence inspection findings. A representative from each inspectorate will usually attend the KIT meetings.
36. The KIT meetings are an opportunity for senior leaders to hear live feedback from the inspection, understand emerging findings and, where appropriate, challenge these findings so the lead inspector can consider whether further evidence may be required.
37. KIT meetings will be short, sharp, focused and explore the key issues arising. The meetings will be informed by the headlines from the inspectors' team meeting. Where there are concerns about individual children, inspectors will share these at the earliest opportunity and request written feedback from the relevant agency (or agencies) on the action they have taken (Annex C). Inspectors may also provide feedback about what specific children and young people have told them. This is so the local agencies can take steps, where required, to assure the safety and care of these children. Inspectors will always

consider the confidentiality of what children have told them before sharing this information.

38. The DCS will identify with the other agency senior leaders who will attend each of these KIT meetings. No more than one person representing each key agency should attend unless it is agreed that the emerging findings require other specific individuals to attend.

Finalising evidence and feedback

Finalising evidence

39. The inspection team will meet on Thursday afternoon in the fieldwork week to finalise their evidence and agree provisional findings. Inspectors will review the evidence against the evaluation criteria and use their professional judgement to determine the weight and significance of their findings. They will identify areas of good practice, development and priority action about the partnership as a whole and in relation to specific agencies where appropriate.

The feedback meeting

40. On the final on-site day, all senior agency leaders and the Chair of the LSCB will be invited to meet with the inspection team to hear the provisional findings and the supporting evidence. The meeting will encourage dialogue between the inspection team and those attending. There will be 'no surprises' as inspectors will have shared main strengths and areas for development throughout the inspection at KIT meetings. The lead inspector and at least one inspector from each inspectorate will attend. The local area will be asked to keep attendance to a minimum to enable manageable and effective dialogue.
41. The individuals from the specific agencies are invited to engage in this final discussion about the evidence supporting the findings. The purpose of the meeting is to help local agencies:
 - understand the key evidence on which the findings are based
 - understand the strengths and areas for development likely to appear in the letter of findings
 - disseminate the findings throughout the partnership accurately to help them build on their strengths and inform discussions about improvement.
42. The lead inspector will outline the overall findings. Then the inspection team will outline the key evidence supporting these. Inspectors should share an analysed, prioritised and themed summary of the evidence that demonstrates the strengths and areas for development found across the scope of the inspection.
43. The presentation of findings should not be scripted. Inspectors will invite discussion about what the findings mean. The inspection team should be clear

about what will make the most difference in the area and for the children the local agencies help, protect and care for.

44. Where there are particular issues for an individual agency where an inspectorate might consider taking further action independently, it will offer a separate meeting with that agency.
45. Inspection findings are subject to quality assurance processes after the fieldwork has finished. In the vast majority of inspections, the provisional findings discussed at the feedback meeting will not change.

Section 3. Gathering and evaluating evidence

46. Most inspection evidence will be gathered by tracking and sampling individual children's experiences and through interviews. Inspections will focus on direct practice by:
 - meeting with children, parents and carers
 - scrutinising and discussing children's experiences alongside practitioners working with the child
 - observing practice in multi-agency agency meetings
 - examining key documents and interviewing staff to understand the support provided by senior officers and the impact of quality assurance
 - evaluating the effectiveness of arrangements for safeguarding and protecting children at risk of harm.

Hearing the views of children, young people and their families

47. There are various ways for inspectors to hear the views of children, young people and their families. These include:
 - talking to children and their families directly
 - reading views in case records and meeting minutes
 - views expressed by practitioners on behalf of children or based on their work with the child and their family
 - the use of specific consultation tools, including those used by the local partnership.
48. Inspectors will talk directly to as many children as possible. It is accepted that this will not always be face to face. Inspectors will discuss any risks or ethical issues in meeting children and their family with the practitioners to determine whether it is in the person's (child or adult) best interests.
49. Inspectors must make sure that local agencies are aware of which children they have spoken with. Where appropriate, they will provide feedback on these conversations if this will help local agencies to keep children safe and provide

appropriate care for them – this will usually be provided through the KIT meetings with senior leaders. Inspectors will consider the confidentiality of what children have told them before sharing this information.

Seeking consent to speak with children and their families

50. The lead inspector will ask the local agencies to arrange opportunities for inspectors to talk directly with the children whose experiences they will track. The local agency should record consent from children and parents or carers. Where consent is not given or a discussion is not possible, the local agency seeking that consent should inform the lead inspector of the reasons. Arrangements to talk with these children, parents or carers, or the reasons why these discussions cannot take place, should be confirmed by local agencies in writing as soon as possible and by the end of Week two.
51. In all activities involving children and their families, inspectors will ask the appropriate practitioner/s in the local area to get consent before the inspector speaks to the child/family or observes any work directly with them. Before proceeding with any discussions or observations, inspectors should always check with the child and family that they have given informed consent.

Tracking and sampling individual children's experiences

52. Inspectors will evaluate the application of thresholds for children and young people at the point of referral and assessment and as relevant to the deep dive aspect of the framework, including:
 - children and young people who are at risk of harm (but who have not yet reached the 'significant harm' threshold)
 - children and young people referred to the local authority, including those for whom urgent action has to be taken to protect them; those subject to further assessment; those subject to child protection enquiries and those where no further action is taken
 - children who become the subject of a multi-agency child protection plan
 - children and young people who are receiving services as children in need, but these have not reached the significant harm threshold
 - children looked after by the local authority and those placed in the local authority area by other local authorities.
53. There are three routes to evaluating the experiences of children and young people: through the evaluations undertaken by local services; and through the tracking and sampling of children's experiences by inspectors.

54. The group of children and young people whose experiences inspectors will track and sample will be adjusted to ensure a balance of:
- age, gender, disability and ethnicity
 - children and young people at different stages of involvement with public services
 - (for tracking) at least one child or young person where the National Probation Service or Community Rehabilitation Company has been involved (where possible)
 - any contextual issues specific to the local area in relation to the deep dive theme.

Tracking children's experiences

55. Tracking will focus on the experiences of the children within the deep dive theme of the inspection. Inspectors will track the individual experiences of the five to seven children whose experiences the local area was asked to evaluate in Week two of the inspection.
56. Tracking is an 'end to end' look at specific children's experiences. Inspectors will take an in-depth look at the quality of the help, care and protection children have experienced (including the implementation of early help, children in need plans or child protection plans, where applicable). Tracking will focus on children within the deep dive theme of the inspection.
57. Reviewing case files is only one aspect of tracking the child's experiences. Inspectors will discuss children's experiences with the child or young person, their parents and/or carers, their social worker, health and education professionals and other practitioners involved. Where relevant, inspectors may contact providers of commissioned services (for example, managers of children's homes or CAMHS) or other services that may be relevant to understanding the child's experience (for example, where adult mental health services are provided to the child's parents and carers).
58. Inspectors will discuss case records with the allocated workers, using their knowledge of the child, file structure and recording systems. They will also consider case supervision notes. Where case records are wholly or partly electronic, the service should arrange for identified inspector(s) to have individual access to the electronic system.
59. Inspectors will examine, discuss and evaluate children's experiences against the criteria set out in this guidance and the separate deep dive guidance relevant to the specific inspection (see Annex A). Findings will be based on contemporary practice and generally be based on practice that has an impact on the child's or young person's current situation. However, inspectors will read some historical information to understand the child's journey. Inspectors will bring together

individual findings to evaluate the overall and individual impact of the agencies that are the focus of the inspection.

Sampling children's experiences

60. Sampling is a more targeted look at the experiences of a greater number of children, focusing on particular points in children's journeys.
61. Inspectors will use sampling to evaluate the response to all forms of child abuse, neglect and exploitation at the point of identification, notification and referral (the 'front door') and to triangulate evidence across the inspection, including evidence for the deep dive theme. They will use sampling to investigate areas of both strong and weak practice identified through tracking, earlier sampling and from the general records of any relevant service.
62. The lead inspector, in discussion with colleagues from all inspectorates, will make a proportionate decision about the number of children whose experiences the inspection team should sample in order to secure sufficient evidence to support representative findings. Inspectors will undertake both multi-agency and single-agency sampling.

Observations of practice

63. Inspectors may gather evidence by observing meetings, such as:
 - an initial and a review child protection conference
 - a strategy discussion/meeting
 - a multi-agency panel and a risk management meeting
 - a looked after children review, including a meeting when the child has been missing from care
 - a child in need or other planning or review meeting relating to the deep dive theme.
64. The inspector will have a brief discussion with the practitioner (and manager if present) following the observation.

Interviews with practitioners, managers, leaders and stakeholders

65. Inspectors will triangulate evidence by talking to practitioners and/or managers, either by telephone or in person. Inspectors are likely to ask about:
 - how they are helped to minimise risk
 - workloads and workload management
 - the availability, quality and impact of training and development.

66. The core activities of the inspection methodology are tracking and sampling children and young people's experiences. Where meetings do occur, the inspector leading the group will usually identify the key professionals and agencies that should be represented.
67. Inspectors will meet with:
- The local authority Chief Executive
 - the Director of Children's Services
 - the lead elected member of children's services
 - head of social care
 - the Chair of the LSCB and LSCB Business Manager
 - police superintendent responsible for child protection and safeguarding (including those matters in scope of the specific deep dive theme)
 - supervisor of investigative/multi-agency team relating to the specific deep dive theme of the inspection
 - MASH/CRU police lead
 - the MAPPA chair
 - Youth Offending Team Manager
 - senior representative of the Clinical Commissioning Group(s) in the area
 - safeguarding lead for the Community Rehabilitation Company
 - safeguarding lead for the National Probation Service
 - anyone with direct management responsibility for the group of children or the practice areas within the deep dive theme
 - the lead LSCB member with responsibility for the group of children or the practice areas within the deep dive theme.
68. Where individuals are not available, inspectors may talk to those who deputise for them. Where alternative service models are in place, inspectors will talk with the appropriate local equivalent to those identified above.
69. The Ofsted senior analytical officer will support the onsite activity by meeting: the local performance team to understand how they manage and monitor performance; any data specialist within the scope of the deep dive theme of the inspection; and the manager of the 'front door' service. These meetings will usually include a member of the inspection team.

Documentation

70. The inspection team will review the documentation requested in advance of their arrival onsite. Inspectors will not request any documents in addition to those outlined in Annex A, unless there are exceptional circumstances. They may agree to look at any additional documents provided by the local

partnership. For any additional information the partnership/inspector must demonstrate that the documents/s:

- are necessary for an accurate understanding of children's experiences and the effectiveness of local services
- have not already been made available through those requested in Annex A, which should be the partnerships' best and most recent examples of the information requested.

Roles and responsibilities of the inspection team

71. All inspectors are responsible for the quality of the inspection and their contribution to it.
72. The lead inspector will:
 - coordinate the inspection between the team and local leaders
 - ensure that all areas of the inspection scope are evaluated
 - determine, alongside the team, where inspectors have gathered sufficient information against the evaluation criteria
 - prioritise inspection activity in response to emerging findings
 - oversee the quality of the work of the inspection team
 - ensure that evidence is sufficiently robust to support the findings
 - consider any health and safety risks for individual inspectors
 - ensure that cases of concern are fed back to the relevant senior officer and that the related agency provides a documented and timely response
 - give clear expectations to inspectors about what they need to prepare for any meetings and the deadline for any written submissions
 - work with local leaders to resolve any concerns or issues that they may have in relation to the conduct of the inspection
 - take overall responsibility for the accuracy and quality of the letter of inspection findings.
73. Team inspectors will:
 - provide constructive challenge and scrutiny to the work of other inspectors throughout the inspection
 - present a succinct analysis of key findings at team meetings
 - advise the lead inspector where additional evidence (quantity and content) is required
 - contribute to the content of the letter of inspection findings.

Section 4. Supplementary guidance

Issues of concern

74. Where serious issues of concern are identified – for example, a failure to follow child protection procedures and/or where a child is discovered to be at immediate risk of significant harm – inspectors will notify a senior officer as soon as possible. They will ask the senior officer to provide a written response to the inspector's concerns using the form at Annex C. The notifying inspector will inform the lead inspector who will ensure that the response is received centrally through the keep-in-touch meetings. The inspector who raised the concern and the lead inspector will evaluate the response and share their evaluation with the senior officer. The lead inspector and senior officer will sign the form to confirm that both have seen the final version and that the process of review is completed.

Recording evidence

75. Inspectors should ensure that their records of evidence are clear, evaluative, focused on outcomes and linked to the scope of the inspection. They should record the source of the evidence, and the date or time they reviewed the evidence or that a meeting took place. They should make clear whether the evidence recorded represents effective practice or an area for development.
76. Each inspector will maintain their own contemporaneous records of the evidence obtained from all aspects of the inspection. They should record summaries of their evaluations in the summary of evidence and analysis (SEA).
77. The SEA is the shared record of inspectors' evaluations and is a key tool in supporting inspectors to review their findings and arrive at overall conclusions about the experiences of children and young people. To this end, SEA entries should be evaluative and clearly express the inspector's view about the quality and effectiveness of practice, rather than simply describing the practice.
78. Two or more inspectors may coordinate their findings and agree for one inspector to record an evaluative summary in the SEA. Inspectors should complete SEA entries within two days of collecting the evidence. All SEA entries must be made before the team meeting on Thursday afternoon where provisional findings are agreed, though inspectors may review and update the SEA to reflect discussions at this meeting and the feedback meeting on Friday morning. All SEA entries should be completed by the end of the day on Friday of Week three as an accurate record is needed to support report writing and QA processes that start in week four.
79. All inspectors should individually and collectively review the SEA regularly to identify gaps in the evidence and confirm where the team has gathered sufficient evidence. The lead inspector will have oversight of the quality of

recording and whether the evidence collated in the SEA covers the full scope of the inspection.

80. Inspectors should not use the names of individual children, young people, family members or staff in their records. They should record only the information that is necessary to help them accurately connect related evidence from across the local agencies; for example, case reference numbers, a person's initials and/or dates of birth. For individual staff and practitioners, inspectors should use their job titles/roles.
81. Each inspectorate will retain its inspectors' contemporaneous records in accordance with their retention policies. Ofsted will retain the SEA on behalf of the inspectorates in accordance with its retention policies.

Writing the letter of findings

82. Inspectors will write up their findings in a letter addressed to the senior leaders in the local partnership. Team inspectors are accountable for the quality of their contributions. The lead inspector is responsible for collating all contributions to the letter and is accountable for the letter's overall quality and accuracy.
83. The letter should be:
 - written in clear, straightforward language and free of jargon
 - concise and evaluative
 - a fair and accurate reflection of the strengths and areas for development in the local area
 - aligned to the inspection requirements as set out in this guidance and the relevant deep-dive theme guidance
 - balanced between being accessible to a wider audience and being of value to the local partnership
 - based on the evidence gathered on the inspection.

Strengths and areas for development

84. Inspectors are not required to report against all of the evaluation criteria. The letter should focus on the key strengths and weaknesses.
85. Inspectors should include strengths where the partnership has delivered services that have had a demonstrable positive impact on the experiences of children and young people. In particular, they should identify where multi-agency working has been effective. When identifying strengths in the letter, inspectors should consider both innovative practice that has led to improvement and established practice that has delivered good outcomes.

86. Areas for development will be unequivocal. They will make clear where statutory guidance is not followed or where practice is weak and, as a result, good outcomes for children are not supported.

Areas for priority action

87. Inspectors will include an area for priority action where a serious weakness is placing children at risk of inadequate protection or significant harm. Priority actions may result from particular or localised failings to protect children as well as systematic failures or deficits. Examples of situations that could result in a priority action are:
- weakness in processes, decision-making and practice that result in a failure to respond to and investigate child protection referrals
 - unrecognised or unallocated child protection cases and/or significant delays in addressing child protection concerns
 - failure to manage the timeliness or quality of assessment and planning for children and young people in need of protection
 - failure to address practice deficits in multi-agency referral and assessment arrangements that were identified as areas of learning from serious case reviews or as actions from previous inspection findings
 - a significant shortfall in capacity (including front-line staffing numbers and/or qualifications and expertise) or lack of effective management oversight and supervision that impacts adversely on the protection of children
 - significant delays in allocating or assessing children in need cases, which exposes those children to potential and unquantified risk of harm
 - ineffective partnership working and/or poor information sharing which impacts on the arrangements to protect children from significant harm.
88. This is not an exhaustive list. Any practice that leads to children being at immediate or potential risk of significant harm could lead to a priority action.
89. The letter of findings is an overview of the strengths and areas for development. Not everything discussed at the feedback meeting will be in the letter. If there are matters where an inspectorate decides to provide further detail to a particular agency to help them understand and act on the findings, that inspectorate may write to that agency directly after the inspection. This will occur by exception.
90. The letter will usually be sent or copied (as required) to the following people or their local equivalents:
- **Local authority:** Director of Children's Services, Chief Executive
 - **Health:** the Clinical Commissioning Group (CCG) Chief Executive and executive lead for safeguarding children

- **Police Force:** the Chief Constable, Police and Crime Commissioner and Force Liaison Officer
- **Probation:** manager of the youth offending service, Director of the National Probation Service (NPS), the head of the NPS local delivery unit, the Chief Executive of the community rehabilitation company.
- The Chair of the LSCB

Quality assurance

91. A quality assurance (QA) manager will be assigned to the inspection to ensure:
 - consistent and correct application of the inspection guidance, methodology and criteria
 - that emerging concerns or gaps in the inspection evidence are quickly addressed
 - that senior officers are confident that the inspection is being properly conducted in line with the guidance
 - any concerns raised by the local agencies about the inspection are resolved
 - that the findings in the final letter link clearly to the evidence from the inspection and align with the feedback provided to the local agencies at the end of the inspection.
92. The QA manager will be a Senior HMI from Ofsted. They will usually be onsite on Thursday and Friday of the fieldwork on behalf of all the inspectorates. QA managers from the CQC, HMIC and HMI Probation may also be onsite, but this will be by exception where particular issues on the inspection require their attendance.
93. The lead inspector will ask the DCS to coordinate a response from the partnership to a short evaluation questionnaire. The inspectorates will use the feedback to improve future inspection. The lead inspector will provide the evaluation form at the start of the inspection. The evaluation will ask for the partnership's views on the inspection letter so responses should not be submitted until after the final letter has been published.
94. Quality assurance will continue after the inspection as part of the report (letter) writing process. Senior managers in all inspectorates will review and agree the findings presented in the letter. The DCS will be provided an opportunity to coordinate a shared review of the factual accuracy of the letter and provide a single joint response on behalf of the local partnership.

Action plan after the inspection

95. Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) may decide that a written statement of proposed action should be made in response to the findings. Ofsted will decide this in consultation with the CQC, HMIC and HMI Probation. They will also decide which agency should lead and which agencies should cooperate in making the statement.⁶ This decision will be included in the letter of findings from the inspection.
96. It is anticipated that this will usually be a multi-agency plan setting out how the partnership or relevant individual agencies will respond to the findings of the inspection. The local partnership may choose to involve other partners in addition to those identified in the letter.
97. Where the letter identifies that a statement of action should be made, the identified agency must make that statement within 70 working days of receiving the final inspection findings letter.⁷

Complaints

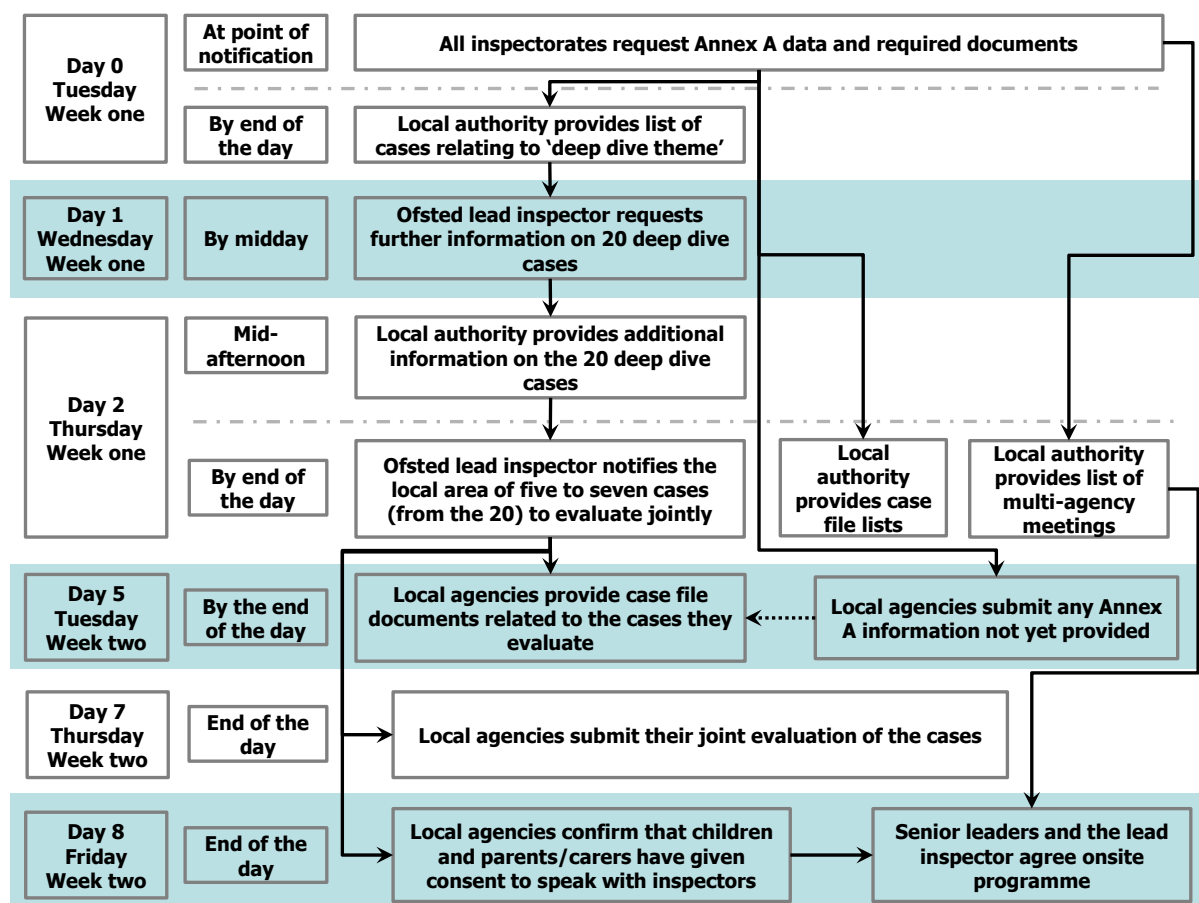
98. The great majority of each of the inspectorate's work is carried out smoothly and without incident. If concerns arise during an inspection, these should be raised with the lead inspector or QA manager as soon as possible during the inspection visit to help resolve the matter before the inspection is completed. Any concerns about the factual accuracy of the findings in the letter can be raised after the inspection and will be considered as part of the QA process.
99. If it has not been possible to resolve concerns through these means, a formal complaint can be raised through published complaints procedures. Where a complaint relates to a specific inspectorate, it should be raised with that inspectorate. Where a complaint relates to the joint inspection arrangements, Ofsted will process and coordinate the investigation of the complaint on behalf of all the inspectorates.

⁶ Regulation 3 of *The Children Act 2004 (Joint Area Reviews) Regulations 2015*; www.legislation.gov.uk/uksi/2015/1792/regulation/3/made

⁷ Regulation 4 of *The Children Act 2004 (Joint Area Reviews) Regulations 2015*; www.legislation.gov.uk/uksi/2015/1792/regulation/4/made

Annex A. information to support the inspection

The evaluation criteria and the information requested for the inspection depend on the focus of the deep dive investigation. A list of the deep dive themes and the information requested for each is in the relevant deep dive guidance document (see links below). The flow diagram below outlines the milestones by when the local agencies should provide the information requested.



List of deep dive investigation themes

- the response to child sexual exploitation and those missing from home, care or education: <http://www.gov.uk/government/publications/joint-inspections-of-child-sexual-exploitation-and-missing-children-february-to-august-2016>

Annex B. inspection notification email

Email to notify the local agency senior leaders of the start of the inspection

Dear [insert name of agency senior leader]

Joint Targeted Area Inspection of services for children [insert name of area]

Earlier today I spoke with [insert name and title or 'you'] to inform **him/her/you** that on [insert date] inspectors from Ofsted, CQC, HMIC and HMI Probation will arrive on site in [insert name of area] to begin fieldwork for a Joint Targeted Area Inspection of services for children.

The particular deep dive theme for your inspection will be [insert theme].

The guidance outlining how the inspection will be conducted is available at the links below:

Framework and guidance – www.gov.uk/government/publications/joint-inspection-of-arrangements-and-services-for-children-in-need-of-help-and-protection.

Guidance on the deep dive theme – [insert link].

The inspectorates have asked local agencies to provide information to support the inspection. We have arranged access to a secure online portal to receive the information requested from each service/agency by the relevant inspectorate. Details for accessing and uploading information to this portal are in a guidance note appended to this letter.

The names and contact details of the inspection team are appended to this letter.

All inspections are assigned a Quality Assurance Manager. If there are any issues the inspection team cannot resolve, you can discuss these with the Quality Assurance Manager for this inspection: [insert name, number and email].

Yours sincerely

Annex C. referring concerns to the local agencies

Case details (include details of other children in the family/household if relevant)	Reasons for referral back (select one category)	
Case number(s):	Category 1 <input type="checkbox"/> Serious issue of concern (for example, failure to follow child protection procedures and/or child at immediate risk of significant harm)	Category 2 <input type="checkbox"/> concern that the service offer or risk assessment may not be appropriate for the child's needs
Inspector referring:	What are the issues that led to the case being referred? 	
Date of referral:		
Service:		
Response and explanation required by:		
Inspector's evaluation of the information provided by the agency		
Sign off		
Chief officer: Date:	Lead inspector: Date:	

22 June 2015

Mr Michael Jameson
Strategic Director Children's Services
Room 202
City Hall
Bradford
D1 1HY

Dear Mr Jameson

Inspection of Bradford local authority arrangements for supporting school improvement

Following the visit by Her Majesty's Inspectors (HMI) Margaret Farrow, Jane Austin, Bernard Campbell and Helen Lane to Bradford local authority between 15 and 19 June 2015, I am writing on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

Thank you for your cooperation and that of all the staff whom we met during our visit. We particularly appreciate the time and care taken to prepare the programme for us. Please pass on our thanks to your staff, the lead and elected members, partners, headteachers and governors who kindly gave up their time to meet us.

The inspection of local authority arrangements for supporting school improvement in England is conducted under section 136(1) (b) of the Education and Inspections Act 2006.

Evidence

The findings of this inspection are based on discussions with:

- elected members, senior officers from the council's school achievement service and representatives from other council services that support school improvement
- headteacher and governing body representatives from maintained schools and academies representing all phases of educational provision
- partners involved in school improvement and school-to-school support such as the Bradford primary, secondary and Catholic partnerships, teaching school alliances and partners representing the Early Years Foundation Stage and post-16 phases of education.

The outcomes from focused inspections of eight schools and a telephone survey of a sample of 14 leaders from maintained schools and academies were also considered as part of the inspection evidence. These were undertaken in the week beginning 8 June 2015. Inspectors reviewed a wide range of documentation, including the local authority's evaluation of its own effectiveness, recent improvement strategies, reports to elected members and school performance data provided to schools.

Summary findings

The local authority has been too slow in driving improvement in the attainment, progress and attendance of pupils and in narrowing the gaps between disadvantaged and other pupils across the district.

Although rising, not enough children achieve a good level of development in the Early Years Foundation Stage. Too few pupils make good progress from their very low starting points on entry to Key Stage 1 to the end of their primary education. This is particularly true of disadvantaged pupils, disabled pupils or those with special education needs.

The proportion of students gaining at least five good GCSEs at grades A* to C, including English and mathematics, by the end of Key Stage 4 fell significantly in 2014 to well below that found nationally. Attendance rates are below average and unauthorised absence rates are well above average. The majority of outcomes for pupils at Key Stages 2 and 4 place Bradford in the lowest 10% of local authorities nationally.

Despite being the 24th most improved authority for level 3 qualifications in 2014, not enough students achieve academic qualifications at levels 2 or 3 by the age of 19. The achievements of boys lag well behind those of their peers nationally, particularly at the higher A* to A grades for A-level qualifications. Success rates are, however, above average in vocational qualifications. In 2014, the proportion of disadvantaged students gaining level 3 qualifications was similar to that found nationally. The proportion of young people aged 16 to 19 not in education, training and employment has fallen to the lowest level seen in Bradford. However, the proportion remains above that found nationally.

Previous strategies and partnerships have been ineffective in improving the quality of school provision or preventing schools from deteriorating, particularly in the secondary sector. Consequently, too many pupils in Bradford attend schools that are not good; around a third of primary-aged pupils and well over half of secondary-aged pupils. Although the number of primary schools judged inadequate at the time of their Ofsted inspection is low, the proportion that requires improvement is twice the national average. Ten per cent of secondary schools are inadequate, which is well above the national average.

Around half of schools with sixth forms have a judgement of requires improvement for their sixth form provision and one is judged inadequate. Local authority roles and responsibilities for supporting and challenging academic achievement in maintained

sixth forms are unclear. The 14–19 team has had limited communication with school achievement officers about the performance, support and challenge for sixth forms. There has been a lack of coherence in the use of post-16 data and information between the two groups to identify those at risk of underperforming or in highlighting good practice to share across the partnership of schools.

The local authority's support and challenge for leadership has not been effective. There has not been enough good or outstanding leadership to build capacity across the school sector. School-to-school partnerships are well established in Bradford. Schools have traditionally worked together to support each other through the Bradford Catholic, primary and secondary partnerships. Until recently, the local authority provided little strategic leadership to, or quality assurance of, these partnerships. This meant that ineffective or complacent partnership arrangements were not sufficiently checked or challenged, and good practice was not extensively identified or shared. Quality assurance arrangements for evaluating the impact of local authority achievement officers have also been insufficiently robust to ensure timely intervention in schools at risk or to hold staff to account fully for the impact of their work. Mechanisms to identify schools at risk of declining performance have consequently been inconsistent and the school achievement services and partnerships have been reactive rather than proactive. This has contributed to the lack of sustained improvement across schools and academies in Bradford.

Governors who talked to inspectors speak highly of the support from governors' services. Local leaders of governance work in the same way as national leaders of governance in supporting governing bodies in difficulties and on interim executive boards. However, their expertise is stretched. The governing body support service does not contribute effectively to the risk assessments of school leadership and governance.

There is a new direction in the local authority and a cause for optimism. Headteachers, governors and partners speak convincingly about a 'step-change' in the authority's approach and a new rigour and challenge to schools and partnerships. This follows the appointment of the strategic director for children's services just over a year ago and, more recently, the appointment of the Interim Assistant Director of Education and School Improvement and the secondment of two senior officers into the Bradford primary and secondary partnerships.

On his appointment, the strategic director quickly commissioned an external review of school improvement arrangements. Based on this, with partners, he has developed a strategy for rapid improvement – the 'Bradford School Improvement Strategy 2015' – to tackle the significant weaknesses identified by the review. He has successfully harnessed the commitment of all political leaders, elected members, senior local authority staff, school, academy and free school leaders to a new school-led model of improvement. The strategy identifies a leaner strategic role for the authority in brokering and facilitating school-to-school support and a more rigorous approach to monitoring and evaluating the impact of services and partners' work to drive improvement in schools. The strategy is aligned closely to the council's overarching strategy, the New Deal for Bradford, and the council's children and young people's

plan. It has a small set of very appropriate priorities with ambitious targets for improvement. It is too early in its development to have had time to tackle the history of underachievement across the community of primary and secondary schools and the lack of sustained school improvement.

A strength identified in discussions throughout the inspection is the sense of urgency, purpose and commitment to driving improvement across all providers. Academy and free school leaders report that the local authority makes no distinction between academies and maintained schools and 'all children are in the authority's line of sight', no matter what type of school they attend. The director has written formally to 11 academies since the autumn, challenging their declining performance and work is ongoing with these academies to improve their performance. The local authority raises concerns about academies with the Regional Schools Commissioner appropriately and formally. The strategic director is keen to work closely with regional and national government to identify suitable sponsors and structural solutions to accelerate school improvement in secondary schools causing particular concern.

School leaders speak positively about the work of the Schools Forum¹. The forum carries out its duties highly effectively and is well informed and supported by local authority officers. Leaders report positively on the work of human resources and finance officers in securing robust arrangements for financial management and staffing issues. They value the training for child protection procedures and they particularly value the training on child sexual exploitation and risks from extremism or radicalisation through the work of the Prevent team.

Areas for improvement

- Accelerate the work begun to raise pupils' achievement and attendance at all levels, by:
 - implementing the agreed school improvement strategy as a matter of urgency
 - increasing the level of challenge to schools and commissioning more effective support to bring about more rapid and sustained improvement
 - further improving processes for assessing risks to schools so that timely actions can be taken to prevent decline and increase the number of good or outstanding schools
 - improving the strategic use of school performance and management information to ensure timely challenge to all sectors and providers where weaknesses are identified; this includes better utilisation of information from services working with schools such as governor support services in identifying schools that may be at risk of decline
 - using more successful and experienced headteachers more extensively beyond their own schools to enable other schools to accelerate their improvement

¹ Bradford's Schools Forum is a representative group of headteachers, governors and non-school members established by statutory instruments issued by the Government. Forums were established nationally in 2002 primarily as bodies for local authorities to consult on school budget related issues, such as formula funding, contracts funded from the schools budget, and provision for the education of pupils with special educational needs.

- ensuring that local authority staff and leaders commissioned to work with schools are held rigorously to account for the impact of their work
- reviewing the value for money of the current pattern of post-16 provision and then acting on outcomes with partners to raise achievement and increase the proportion of young people moving successfully into education, training and employment
- continuing to work with regional and national agencies to identify expert partners to help solve deep-seated and intractable issues in schools facing the most challenging circumstances, particularly in the secondary sector.

Corporate leadership and strategic planning

- The leader of the council, portfolio holder for children's services and elected members across the political spectrum share the strategic director's vision, sense of urgency and determination to ensure that every pupil attends a good school and reaches national expectations in their tests and assessments by 2018.
- Members expressed frustration about the lack of impact of previous strategies in driving improvement and are determined the same cannot happen again. They quickly embraced recommendations from the external review of school improvement arrangements across the district. Members fully endorse the development of the recent school improvement strategy with its clear, measurable and challenging targets for improvement.
- The New Deal for Bradford places good schools and a great start for all children at the heart of the vision for success in Bradford. This informs Bradford's school improvement plan's priorities of:
 - children starting school ready to learn
 - accelerating the rate of achievement and attainment of students
 - young people leaving school ready for the world of work and life.
- School leaders were consulted with effectively during the strategy's development and agree fully with it. They report positively about the early steps of its implementation. For example, they applaud the additional council funding to strengthen recruitment and retention of school staff. They also value the deployment of two local authority senior officers to the Bradford primary and secondary partnerships, to provide challenge, expertise and to hold the partnerships to account more effectively for the impact of their work.
- School leaders and governors express confidence in the changes in leadership in children's services and the recent senior appointments. They welcome as a 'breath of fresh air' the 'game-changing' approach and the added pace, vigour and promptness of early actions. Members, senior local authority staff and school leaders know it is too early to see the impact of these changes.
- The local authority and its partners also have a clear vision for improving the quality of vocational provision and for young people to access suitable education, employment and training opportunities. The local authority and post-16 partners have successfully ensured an above-average level of participation rates for 16- and

17-year-olds. They have reduced the proportion not in education, employment or training to the best level yet. However, they know more needs to be done to ensure all provision is at least good and to drive improvement in outcomes for post-16 students, particularly in academic qualifications.

Monitoring, challenge, intervention and support

- In the past, the local authority has not used the wide range of data and information it holds about schools' performance effectively enough at a strategic level. It has failed to identify schools at risk and intervene quickly enough to halt decline and drive improvement. School leaders report that recently there has been a much more tenacious and regular review of the accuracy of school's assessment information. It is too soon to see the impact of the changes initiated.
- The local authority provides very detailed performance data for schools to access online. School leaders report positively about its usefulness and value the openness in relationships that allows schools to compare each other's data. The authority has recognised that the analysis and use of data to challenge schools about their performance has not always been timely or effective enough. It has taken recent action to improve this, for example by moving to analysis of performance in national assessments, tests and examinations before the start of the new academic year.
- System leaders (senior school staff and teaching schools alliance staff who are commissioned to work with schools) and local authority achievement officers accept that, until recently, school-to-school support has not been effective enough. Interventions in schools causing concern and work with schools at risk of underachieving have not been prompt enough to halt or anticipate decline. This has been evident in the lack of sustained improvement in standards, progress and attendance rates in the district. It is also evident in the increasing number of secondary schools judged inadequate.
- Plans for school-to-school support have lacked rigorous success criteria to hold staff fully to account for the impact of their work. This includes quality assurance arrangements for evaluating the impact of achievement officers and system leaders. For example, achievement officers' notes of visits to targeted schools are of variable quality. Some are very detailed and identify the level of challenge brought to bear and next steps needed to drive improvement. Others merely provide a commentary on what has been done.
- Elected members receive half-termly tracking information on numbers of schools causing concern to the local authority. There is little commentary or explanation of what the information means, or what difference actions have made to the reducing numbers of schools identified as high priority. Such weaknesses are being tackled through the development of a commissioning strategy with precise measures for improvement.
- School leaders and partners report that the process of working with schools causing concern to the local authority has become more rigorous. This is due not least to the recent strengthening of procedures employed by achievement officers in reviewing a school's effectiveness. There is now a much more evidence-based

approach in checking what is actually happening in schools. Monitoring letters from HMI of schools that require improvement, in the main, recognise the positive impact of interventions undertaken by school improvement staff. Nonetheless, this work has not yet resulted in an increase in the number of good schools.

- Within Bradford, the comparatively low numbers of good or outstanding school leaders has restricted the capacity for school-to-school support to help drive improvement. There are examples of successful deployment of executive heads leading to rapid improvement. However, the authority recognises that limited use has been made of this pool of talent to bring about improvement in less successful schools. There are plans to increase the number of executive headteachers deployed from September this year.
- The local authority has improved identification of good practice through the partnerships and teaching school alliances and, while recognising that more needs to be done, is beginning to share this more widely.
- The local authority has used its powers of intervention modestly. Where it has used its powers to replace governing bodies with interim executive boards, these have largely been effective. For example, the very timely replacement of the governing body at Carlton Bolling School has contributed to improvements in leadership there. Concern was expressed during the inspection that the scope of an interim executive board is not always a broad enough solution to the deep-seated problems identified in some of the most challenging secondary schools.
- Until recently, the local authority has made limited use of its right to issue formal warning notices to schools causing great concern. It has depended too much on informal, pre-warning notices. Senior officers are aware that this needs to change and have recently issued a warning notice without recourse to informal pre-warning procedures.

Support and challenge for leadership and management (including governance)

- School leaders speak convincingly about the local authority's improved and more tenacious relationships with Bradford Catholic, primary and secondary partnerships, teaching school alliances and other system leaders. They report the start of a more strategic approach in the brokering and deployment of school-to-school support for schools in need of improvement and an increased ability to identify and then intervene more quickly to tackle risks of decline.
- Headteachers and governors of schools at most risk report positively on the impact of recent interventions. They consider that the support and challenge has been coordinated and timely and can cite examples of where improvement has occurred. However, in the past, early identification of need has not been timely or sharp enough to increase the proportion of good or outstanding schools in the primary or secondary sectors.
- Until very recently, the local authority's risk assessments of schools were not accurate enough. For example, the September risk register identified some schools as low risk, despite a decline in performance over time. Some notes of visits by achievement officers reported positively on outcomes at the end of Key

Stage 2 but did not express concerns to leaders about a year-on-year decline or lack of improvement at Key Stage 1.

- The recently appointed interim assistant director for education has quickly developed a more robust risk assessment system. This is now used to inform the deployment and coordination of support from the partnerships, teaching school alliances and achievement officers. Not enough use has been made of the information held by other services who work with schools, such as finance, human resources, attendance and inclusion teams and governor support services, in contributing to early warning signs of potential decline or concern or in identifying and disseminating good practice.
- Governors speak highly of the governing body support service's clerking arrangements and training. There have been some profitable drives with businesses and the local community to recruit new governors. As a result, the percentage of vacancies has fallen well in the last year and is below that found nationally. However, systems developed by the service to evaluate the quality of governance are weak, including the analysis of the impact of training or identification of needs. Risk assessments are not robust and there is little evidence of the impact of the service's work to improve governance over time.

Use of resources

- The local authority and the Schools Forum recognise that the use of resources does not represent good value for money currently, given pupils' below average achievements and the lower-than-average proportions of good or outstanding schools. Nevertheless, school leaders report that the Schools Forum carries out its duties rigorously.
- The forum is well informed and supported by local authority officers. Financial modelling for the forum and schools is strong: local authority finance officers know their schools well. School leaders speak of a collegiate responsibility for every child in Bradford: members of the forum are not parochial when making spending decisions. The forum has a thorough, thoughtful understanding of the needs of vulnerable students and has given detailed consideration to the allocation of resources to support them.
- The local authority judiciously adjusts funding to meet changing school needs and school leaders report an openness and transparency within the Schools Forum. They are aware that, in line with the commitment to streamline school improvement services in the council, the amount of per-pupil funding delegated to schools is increasing and is now above average.
- Local authority officers are working closely with school leaders and the forum to tackle the history of underachievement in schools as a matter of urgency. The forum, with the approval of the Secretary of State, has agreed £1.26 million joint investment funding from designated schools' grant reserves to improve systems for commissioning school-to-school support. The forum is currently developing an accountability framework to ensure that robust mechanisms are in place to measure the impact of the use of these significant additional resources.

- As an expression of the council's commitment to drive improvement in the quality of leadership and teaching in schools, it has provided an additional £660,000 over three years for improving recruitment and retention of teachers and leaders in schools; this is in the context of reducing budgets across the public sector. This initiative has got off to a prompt start, with innovative approaches to sharing information about prospective teachers and to promoting the district to teachers new to the profession.
- The local authority has taken effective action to increase the number of places in existing schools to provide for the rapidly rising numbers of pupils in Bradford. It continues to monitor the expanding numbers and the pressure on places carefully. The council has recently provided £770,000 to match-fund the Department for Education's contribution to meet the increased demand for school places.

I am copying this letter to the Secretary of State. This letter will be published on the Ofsted website.

Yours sincerely

Margaret Farrow
Her Majesty's Inspector

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<i>To:</i>	Gani Martins, Chair of Bradford YOT Management Group and Assistant Director Children's Specialist Services
<i>Copy to:</i>	See copy list at end
<i>From:</i>	Alan MacDonald, Assistant Chief Inspector (Youth Justice)
<i>Publication date:</i>	27 January 2016

Report of Short Quality Screening (SQS) of youth offending work in Bradford

The inspection was conducted from 04 - 06 January 2016 as part of our programme of inspection of youth offending work. This report is published on the HMI Probation website. A copy will be provided to partner inspectorates to inform their inspections, and to the Youth Justice Board (YJB).

Context

The aim of the youth justice system is to prevent offending by children and young people. Good quality assessment and planning at the start of a sentence is critical to increasing the likelihood of positive outcomes. We examined 33 cases of children and young people who had recently offended and were supervised by Bradford Youth Offending Team (YOT). Wherever possible, this was undertaken in conjunction with the allocated case manager, thereby offering a learning opportunity for staff.

Summary

The published reoffending rate¹ for Bradford was 34.0%. This was slightly better than the previous year and considerably better than the England and Wales average of 37.9%. Although most work was delivered from a central location, some services were delivered in satellite offices to increase accessibility to children and young people and their parents/carers.

Overall, we found that Bradford was a well performing YOT with experienced staff and managers who were enthusiastic and committed to delivering high quality services. Nearly all children and young people had a good quality assessment at the start of their contact with the YOT which led to appropriate plans to manage the likelihood of reoffending, safeguarding and vulnerability, and any issues relating to harm that they may cause to others. Where circumstances had changed, these changes were usually reflected in updated assessments and revised plans.

The YOT worked with a diverse range of voluntary and statutory service providers to meet the needs of local children and young people. Communication between these organisations and the YOT was good with joint plans developed and acted upon to meet shared objectives. Where it was required, levels of contact with both the YOT and statutory partners could be delivered at an intensive level. Work with those sentenced to custody was consistently good, with significant efforts made to reintegrate children and young people on release.

¹ Published October 2015 based on binary reoffending rates after 12 months for the January 2013 – December 2013 cohort. Source: Ministry of Justice

Commentary on the inspection Bradford:

1. Reducing reoffending

- 1.1. Case managers worked effectively to ensure that they had a good understanding of the child or young person they were responsible for by considering all the available evidence. It was clear that they used the information from the children and young people's self-assessments to tailor interventions that were more likely to be effective. In nearly all cases a tool had been used to determine the child or young person's preferred learning style, with interventions delivered to match that style. There was also good engagement with parents/carers where appropriate.
- 1.2. Case managers were clear about the factors linked to children and young people's offending and had a good awareness of what could be done to reduce the likelihood of future offending.
- 1.3. Pre-sentence reports (PSRs) are written to assist sentencers in coming to an appropriate decision based on the nature of the offence and the circumstances of the child or young person. We saw 11 PSRs on cases in our sample and judged that they were all of good quality, providing the court with an accurate analysis of the offending behaviour. Management oversight of PSRs was effective. Reports written for referral order panels were not consistently of a high quality, often lacking sufficient analysis and a clear conclusion.
- 1.4. In 28 of the 33 cases inspected there was a good quality plan in place to manage the likelihood of the child or young person reoffending in the community. Nine of our sample involved children and young people who had received custodial sentences. We judged that the planning to prepare these children and young people for release was of a high quality in all but one case.
- 1.5. We expect to see a review of the assessment of the reasons for the child or young person's offending behaviour if there are significant changes in their circumstances. We judged that at the time of the inspection there were 19 cases that should have been subject to a review; in all of these there had been a review of good quality.
- 1.6. In many cases, case managers were able to call on services offered by partnership and voluntary agencies and incorporate these in the plan to reduce reoffending. We saw particularly strong links with education providers. Where educational provision had been disrupted, these links were used to ensure that children and young people were able to access services and re-engage with learning opportunities. We saw examples of good work to ensure that progress on educational targets started during custodial sentences were followed through on release.
- 1.7. Where patterns of offending were entrenched, the YOT was able identify intensive interventions, including daily contact with the child or young person to both challenge their behaviour and constructively occupy their time. The YOT also offered additional help after statutory contact had ended where there were outstanding issues to be resolved.

2. Protecting the public

- 2.1. Each of the 11 PSRs we inspected had an accurate analysis of the risk of harm to others posed by the child or young person. In all cases in the sample, appropriate plans were put in place to manage any risk of harm posed; however, we did find that there were inconsistencies in the level of risk of harm recorded. We judged that the level of risk of harm had been overstated in several cases, but understated in others.

- 2.2. There was evidence that there were good working relationships with the police. In one case the YOT consistently updated the police with intelligence relating to a child or young person who had failed to surrender to bail and who presented a high risk of serious harm.
- 2.3. We determined that the risk of harm presented by the child or young person should have been reviewed in 18 cases. In all of these there had been a good quality review. Plans to manage the risk of harm nearly always incorporated the findings of the reviewed assessment.
- 2.4. There was a good quality plan in place to manage the risk of harm presented by the child or young person from the beginning of the contact with the YOT in 28 of the 31 cases where it was necessary. Nearly all of these plans were clear about the factors that would increase the level of risk of harm and identified contingencies that could be enacted in the event of changed circumstances.
- 2.5. In nearly all cases where there was an identifiable victim, there was evidence that sufficient work had been undertaken to effectively manage the risk of harm posed by the child or young person.

3. Protecting the child or young person

- 3.1. In each of the 11 PSRs there was a clear explanation of the child or young person's vulnerability and any relevant safeguarding factors.
- 3.2. We found that in 27 of the 32 relevant cases, case managers had made a sufficient effort to assess and understand the safeguarding and vulnerability needs of the child or young person.
- 3.3. Where a review of safeguarding and vulnerability needs was required, this had been undertaken in every case.
- 3.4. In 25 of the 29 cases in the sample where we assessed that it was necessary to put in place a plan to manage safeguarding and vulnerability issues, such a plan had been developed. Work on safeguarding and vulnerability for those in custodial settings was always commenced promptly and of a good quality. Nearly all cases were reviewed appropriately.

4. Ensuring that the sentence is served

- 4.1. Ensuring the sentence is served as imposed by the court requires the YOT to engage with the child or young person to understand what barriers there may be to compliance, and to consider any diversity factors relevant to the individual child or young person. A speech and language therapist was available to help with assessments where this was necessary.
- 4.2. Careful consideration was also given to the most appropriate form of intervention and the method of delivery. Where reparation was part of the sentence, the YOT was mindful of the type of work that the child or young person would be asked to undertake in order to ensure that the sentence was delivered, and that the child or young person had the maximum opportunity to complete the sentence successfully.
- 4.3. It was clear that case managers took account of the views of children and young people and their parents/carers where appropriate. Parents/carers were involved in the preparation of the PSR in every case that we inspected.
- 4.4. We assessed that in 15 cases there had been some issue in ensuring that the order of the court was adhered to. In each of these cases the response of the YOT was sufficient, with practical actions taken swiftly to underline the importance of the order. Six children and

young people were warned about their behaviour, leading to a positive response. Of the remaining cases, six had been enforced appropriately through the court.

- 4.5. Where children and young people had outstanding matters in court or were charged with new offences, the response of the YOT was appropriate in each case.

Operational management

We found that the YOT was generally well managed with an experienced staff group. Managers regularly undertook quality assurance work, making detailed comments on case records to help staff improve their practice.

Nearly all staff reported that their managers had the skills and knowledge to assist them in their work and actively help them to improve. Most staff viewed their managers and the YOT overall as supportive and concerned to help them learn and develop. There was a level of frustration among some staff that the certificate of effective practice that they had studied for had not helped them to advance in their careers within the YOT.

We assessed that nearly all staff were able to articulate a good understanding of the principles of effective practice and understood the policies and procedures of the YOT with regard to safeguarding, public protection and enforcement.

Key strengths

- The YOT provided high quality assessments of the needs of children and young people. The YOT arranged for the delivery of a wide range of interventions in partnership with the statutory and voluntary sector to meet the identified needs of children and young people.
- Case managers carefully considered the methods and interventions that would ensure that the services they offered met the diverse needs of the children and young people to effectively challenge and change their behaviour.
- Pre-sentence reports were of a high quality, providing sentencers with accurate assessments and clear and appropriate proposals.
- Where intensive interventions were required, they were delivered at an appropriate level.
- Required actions to protect the child or young person and others from harm were clearly identified in risk and vulnerability management plans.
- Where children and young people initially failed to comply with their sentences appropriate enforcement action was taken, often leading to a positive response. Where necessary, cases were returned to court.

Areas requiring improvement

- The quality of reports for referral order panels was often insufficient.
- The assessed level of risk of harm presented by children and young people across the YOT lacked consistency despite the fact that cases had often been quality assured by managers.

We are grateful for the support that we received from staff in the YOT to facilitate and engage with this inspection. Please pass on our thanks, and ensure that they are made fully aware of these inspection findings.

If you have any further questions about the inspection please contact the lead inspector, who was Mark Boother. He can be contacted at mark.boother@hmiprobation.gsi.gov.uk or on 07771 527326.

Copy to:

YOT Manager	<i>Charlie Jones</i>
Local Authority Chief Executive	<i>Kersten England</i>
Director of Children's Services	<i>Michael Jameson</i>
Lead Elected Member for Children's Services	<i>Ralph Berry</i>
Lead Elected Member for Crime	<i>Arshad Hussain</i>
Police and Crime Commissioner	<i>Mark Burns-Williamson</i>
Chair of Local Safeguarding Children Board	<i>David Niven</i>
Chair of Youth Court Bench	<i>Martin Nolan</i>
YJB Business Area Manager	<i>Gary Oscroft</i>
Ofsted – Further Education and Skills	<i>Sheila Willis</i>
Ofsted – Social Care	<i>Mary Candlin, Carolyn Adcock</i>
Ofsted – Links	<i>Lynn Radley, Caroline Prandas</i>
Care Quality Commission	<i>Fergus Currie</i>
YJB link staff	<i>Lisa Harvey-Messina, Paula Williams, Linda Paris, Julie Fox, Rowena Finnegan</i>
YJB Communications	<i>Ali Lewis, Rachel Brown, Summer Nisar, Adrian Stretch</i>

Note 1: As an independent inspectorate, HMI Probation provides assurance to Ministers and the public on the effectiveness of work with those who have offended or are likely to offend, promotes continuous improvement by the organisations that we inspect and contributes to the effectiveness of the criminal justice system.

Note 2: We gather evidence against the SQS criteria, which are available on the HMI Probation website - <http://www.justiceinspectorates.gov.uk/hmiprobation>.

Note 3: To request a paper copy of this report, please contact HMI Probation Communications at communications@hmiprobation.gsi.gov.uk or on 0161 240 5336.

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Local area SEND consultation:

The inspection of local areas' effectiveness in identifying and meeting the needs of disabled children and young people and those who have special educational needs

Consultation document

This is a consultation on Ofsted and the Care Quality Commission's proposals for inspecting, under section 20 of the Children Act 2004, how effectively local areas fulfil their responsibilities towards disabled children and young people and those who have special educational needs. It sets out the principles under which the two inspectorates propose to undertake these joint inspections. We are seeking the widest possible range of views from those who have an interest in, or expertise relating to, disability and special educational needs. We particularly want to hear from disabled young people and those who have special educational needs and their parents and carers. A further version of this consultation that is suitable for completion by young people is available through the following link:
www.surveymonkey.com/r/YPViews.

The closing date for the consultation is 4 January 2016.

If you would like a version of this document in a different format, such as large print or Braille, please telephone 0300 123 1231 or email enquiries@ofsted.gov.uk.

Published: October 2015

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The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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About Ofsted and the CQC

1. The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages.
2. The Care Quality Commission (CQC) is the independent regulator of health and adult social care in England.

Purpose and background to the consultation

Purpose

3. The purpose of this consultation is to gather views on how Ofsted and the CQC can inspect and evaluate how effectively local areas meet their responsibilities towards disabled children and young people and those who have special educational needs.
4. The consultation is of particular relevance to disabled children and young people and those who have special educational needs, their parents and carers, early years settings, schools, the further education sector, and other educational, social care and health services who provide services to these children and young people.
5. This document sets out our proposals for the key evaluations inspectors will make when inspecting local areas and how we will ensure that the views of disabled children and young people and those who have special educational needs, and their parents and carers are taken into account.
6. A young person's version of this consultation is also available. However, they can choose to complete this version instead, if they want. Responses will inform what inspectors will evaluate and how they will inspect the local areas. Your contribution will help us to refine and develop the framework for inspection.
7. The consultation closes on 4 January 2016 and we expect to publish the results in early 2016.

Background

8. New duties regarding disability and special educational needs are contained in the Children and Families Act 2014. These are explained in The Code of Practice¹, which is statutory guidance published by the Department for Education (DfE) and the Department of Health, on the duties, policies and

¹ 'Special educational needs and disability code of practice: 0 to 25 years: a statutory guidance for organisations that work with and support children and young people who have special educational needs or disabilities'; Department for Education and Department for Health, May 2015; www.gov.uk/government/publications/send-code-of-practice-0-to-25.

procedures relating to part 3 of the Children and Families Act 2014. These duties came into force in September 2014 and place responsibility on the local area, which includes the local authority and health commissioners and providers, together with all of the area's early years settings, schools and post-16 further education sector, to identify and meet the needs of disabled children and young people and those who have special educational needs aged 0 to 25.

9. The Department for Education (DfE) has requested that Ofsted and the CQC inspect local areas on their effectiveness in fulfilling their new duties. The inspections will be resourced by additional funding provided specifically for the purpose and will be part of the DfE's broader national accountability framework.²
10. This will be a new form of inspection under section 20 of the Children Act 2004.³ There are no inspections taking place at this time that evaluate these local area responsibilities.
11. Over the last few months Ofsted and CQC have held discussions with young people, their parents and carers, disability and special educational need support groups, local authorities and health groups about the most important responsibilities that should be inspected. These discussions have been instrumental in shaping our proposals.
12. The common themes to emerge from all groups were that inspection should evaluate whether disabled children and young people and those who have special educational needs are identified properly and whether their needs are met and their outcomes improve. We now wish to consult more widely on these proposed areas for inspection.

Proposed inspection arrangements

Introduction

13. We will inspect all local areas over a five-year period. The first inspections will commence in May 2016. When selecting local areas for inspection in a given year, we will ensure that there is a spread across the country and will, wherever possible, take account of the timing of any other Ofsted or CQC inspection activity. There will be a risk assessment element to the selection where Ofsted or CQC have significant concerns about an area's ability to fulfil

² 'Special educational needs and disability: supporting local and national accountability', Department for Education, March 2015; www.gov.uk/government/publications/send-supporting-local-and-national-accountability

³ The purpose of a review under section 20 is to evaluate the extent to which, taken together, the children's services being reviewed improve the well-being of children and relevant young persons and, in particular, to evaluate how those services work together to improve their well-being; www.legislation.gov.uk/ukpga/2004/31/section/20

its responsibilities, for example weaknesses found in the area's education inspections.

14. The inspection teams will usually consist of one of Her Majesty's Inspectors (HMI) from Ofsted, a Children's Services Inspector from CQC, and a trained inspector from a local authority (not from the local area being inspected). The local authority inspector will have specialist knowledge of disability and special educational needs and have a health, social care or education background.
15. Inspectors will start the inspection expecting that the local area has a good understanding of how effective it is, including of any aspects of its responsibilities that require further development. We do not expect that the local area will have to make additional efforts to prepare specifically for inspection. Inspectors will test out the evidence that the local area uses in its self-evaluation of how effectively it meets its responsibilities. Inspectors will report where evidence collected during the inspection supports the area's own evaluation, and where this is not the case. They will also report on where the local area does not have a good enough understanding of its effectiveness in identifying needs, and in meeting these needs and improving outcomes.
16. This inspection will evaluate how effectively the local area meets its responsibilities for disabled children and young people and those who have special educational needs. This includes children and young people both with and without education, health and care plans. While the local authority has the key leadership role within its area, the inspection will not simply evaluate the effectiveness of the local authority. The local authority cannot on its own implement successfully the reforms. Success requires full involvement of the local area. The inspection will, therefore, evaluate the effectiveness of the local area as a whole, which includes the local authority, clinical commissioning groups (CCGs) and NHS England (for specialist services), early years settings, schools and the further education sector, in working together to identify children and young people early and appropriately, and in meeting these needs and improving outcomes.
17. Inspectors will look at a wide range of groups of children and young people, including those with different disabilities and special educational needs, those of different ages and those attending different settings, for example those in youth justice provision and those not attending school.
18. The evaluation of social care and health responsibilities will focus on how these services have contributed to meeting the needs of children and young people who are being assessed for, or are subject to, education, health and care plans. This evaluation does not extend to a broad inspection of these services' responsibilities for all children and young people who have disabilities and special educational needs.
19. The inspection will last five days. The Director of Children's Services, or equivalent, of the local authority and the Chief Executive for the clinical

commissioning groups (CCG) will be notified two working days before the start of the inspection.

20. The inspection team will:

- meet key managers and leaders from the area's education, health and social care services.
- visit a number of early years settings, schools and further education providers.⁴ When visiting these providers inspectors will discuss with senior leaders and governors how the local area fulfils its responsibilities and how they contribute to these. They will look at a sample of students' files and information about their progress to contribute to their evaluation of the area's effectiveness. Inspectors will not undertake observation of teaching and learning activity since this is a focus of institutional inspections of these individual providers.
- visit health settings, where inspectors will discuss with managers and practitioners how the local area fulfils its responsibilities and how they contribute to this. They will review health files and information about how health practitioners contribute to assessments and education, health and care plans.
- meet children and young people, and parents and carers to get their views of how effectively the area fulfils its responsibilities.

21. Inspectors will take into account recent inspection outcomes for the local area carried out by Ofsted and CQC. Inspectors will also take account of other available information including, but not exhaustively:

- the outcomes for children and young people in national assessments and their destinations after leaving school;
- performance towards meeting expected timescales for statutory assessment;
- any information about the use of disagreement resolution services, mediation and appeals to the First-tier Tribunal (Special Educational Needs and Disability);
- data about the delivery of the healthy child programme and other commissioned health services, such as national screening programmes;
- complaints made to Ofsted or CQC relating to special educational needs and/or disability.

⁴ It is important to note that these settings will not be under inspection and, therefore, inspectors will not judge the effectiveness of these settings; the purpose of the visits is for inspectors to gain a thorough understanding of how all those providers, taken together, work collaboratively, including with the local authority and health services, to meet the needs of children and young people.

22. Ofsted and CQC will publish an inspection report in the form of an outcome letter that will be sent to the local authority in its lead role for the local area. A request will be made for the report to be circulated to early years, schools and further education settings, and to other services involved in meeting the needs of the area's disabled children and young people, and those who have special educational needs. A copy of the report will be sent to the Chief Executive of the CCG, with a request that it be circulated to healthcare services and settings, as appropriate.
23. The report will outline what inspectors looked at, the summary of their findings including key strengths and areas requiring further development. Given the breadth and complexity of the aspects of the area's accountability there will not be an overall graded judgement. The report will include recommendations, including any priority areas for action.
24. Regulation 4 of the Children Act 2004 (Joint Area Reviews) Regulations 2005⁵ currently requires the local authority to draft a statement of action following the inspection report. DfE has recently consulted⁶ on changes to these Regulations which will mean that Ofsted will determine whether it would be appropriate for a written statement of proposed action to be made and, if so, the person or body who should make that statement. If it is decided that a written statement of proposed action is appropriate, Ofsted and CQC will pay particular attention to how the local area, and not just the local authority, intends to respond to the inspection's findings. Any further action by Ofsted and CQC will be determined by the findings of the inspection and the statement of proposed action. Such further action may range from Ofsted and CQC requesting more detailed information from the local area on the steps that are to be taken to address the inspection findings, to arranging further meetings or discussions with local area representatives and or further inspection.
25. The inspection aims to establish how effectively the local area is working together to meet its responsibilities and improve the well-being of disabled children and young people or those who have special educational needs. Our proposals for this are:
- Inspectors will evaluate how effectively the local area identifies disabled children and young people, and those who have special educational needs.
 - Inspectors will evaluate how effectively the local area meets the needs and improves the outcomes of disabled children and young people, and those who have special educational needs.

⁵ The Children Act 2004 (Joint Area Reviews) Regulations 2005;
www.legislation.gov.uk/uksi/2005/1973/contents/made.

⁶ Child protection services: joint agency reviews; www.gov.uk/government/consultations/child-protection-services-joint-agency-reviews.

- A wide range of information will be used to evaluate the effectiveness of local area arrangements to identify disabled children and young people or those who have special educational needs; and to meet their needs and improve their outcomes.
- A wide range of ways will be used during the inspection to obtain the views of disabled children and young people, and those who have special educational needs, and their parents and carers.

Key dates towards the start of inspection

Consultation ends: 4 January 2016

Consultation outcomes published: early 2016

Dissemination workshops for local areas by Ofsted and CQC: autumn 2015 – spring 2016

Launch of inspection programme: May 2016

Proposal 1

Inspectors will evaluate how effectively the local area identifies disabled children and young people and those who have special educational needs.

26. This evaluation will consider how children and young people's needs are identified and assessed. It will also consider how well the needs of the whole area, upon which the provision described in the area's published local offer is based, are identified.
27. We propose to take account of the following aspects for children and young people who may require additional support and those who may require an education, health and care plan.
 - How timely was the identification and assessment from when concerns were raised about a child or young person's development and progress?
 - How useful was the information provided from the assessment in helping to understand the child or young person's needs, identify targets for their progress and plan the help and support they required?
 - How well was the child or young person involved in their assessment?
 - How well were parents and carers involved in the assessment?
 - Did the child or young person's nursery, school or college and other professionals work well together during their assessments?
 - How effectively do arrangements that are in place provide evidence of how children and young people's needs have been identified?

Proposal 2

Inspectors will evaluate how effectively the local area meets the needs and improves the outcomes of disabled children and young people and those who have special educational needs.

28. This evaluation includes children and young people's progress towards their next stage of education or employment, independent living, participating in society and being as healthy as possible. The Code of Practice identifies that, with high aspirations and the right support, the vast majority of children and young people can go on to achieve successful long-term outcomes in adult life. If children and young people's needs are being met then their outcomes will improve. In making this evaluation inspectors will look at children and young people's individual needs and their different starting points.
29. The evaluation will take into account how effectively individual children and young people's needs are met and their outcomes improved and how satisfied they and their parents and carers are. It will also consider how effectively the needs of the area as a whole are met and outcomes improved.
30. We propose to take account of the following aspects for children and young people who may require additional support and those who may require an education, health and care plan.
 - How satisfied is the child or young person that their needs are being met and in the progress they have made?
 - How satisfied are the parents and carers that their son/daughter's needs are being met and in the progress that has been made?
 - How well have children and young people's needs been met and their outcomes improved?
 - How effectively do the arrangements that are in place provide evidence that children and young people's needs have been met and that their outcomes have improved?
31. The range of ways by which the area is meeting children and young people's needs will be considered, including the effectiveness of early intervention, personal budgets, short break care, the use of specialist support, therapeutic and health professionals and the published local offer.

Proposal 3

A wide range of information will be used to evaluate the effectiveness of local area arrangements to identify disabled children and young people and those who have special educational needs; and to meet their needs and improve their outcomes.

32. Inspectors will:

- gather the views of children and young people, and parents and carers and visit a number of early years settings, schools and further education providers. How inspectors will gather this information is covered in a separate proposal;
- meet with key managers and leaders from the area's education, health and social care service;
- visit a sample of early years settings, schools and further education providers to discuss the contribution of these providers to meeting the local area's responsibilities. These visits will include looking at students' files and information about their progress. These visits will not include the observations of teaching and learning activity since this is a focus of institutional inspections of these providers;
- visit health settings, where inspectors will discuss with managers and practitioners about how the local area fulfils its responsibilities and how they contribute to this. They will review health files and information about how health practitioners contribute to assessments and education, health and care plans;
- take into account the findings of recent inspections carried out by Ofsted and CQC, including of early years providers, schools and the further education colleges sector; and any complaints made to Ofsted or CQC relating to special educational needs and disability;
- take account of other available information, including the outcomes for children and young people in national assessments and their destinations after leaving school; local and national data and evaluation; the published local offer; performance of the area towards meeting expected timescales including for statutory assessment (including transition reviews and annual reviews); information about appeals to the First-tier Tribunal (Special Educational Needs and Disability); and the local area's self-evaluation of its effectiveness.

Proposal 4

A wide range of ways will be used during the inspection to obtain the views of disabled children and young people and those who have special educational needs, and their parents and carers.

33. Ofsted and CQC want to make sure that their evaluations are informed effectively by the views of disabled children and young people and those who have special educational needs, and their parents and carers.
34. We propose to use a wide range of means to establish these views, including:
- meeting with children and young people and their parents and carers during visits to nurseries, schools and colleges at the time of the inspection;
 - meeting with established groups of children and young people and their parents and carers in the area;
 - online questionnaires and social media during the inspection;
 - looking at information already gathered by the local area, such as through local consultations and surveys.

The consultation process and submitting your views

35. We welcome your responses to this consultation paper. The information you provide will inform what inspectors will evaluate and how they will carry out their inspections of local areas.
36. The consultation opens on 12 October and closes on 4 January 2016.
37. We expect to publish a response to the consultation in early 2016.

Sending back your response

38. There are three ways of completing and submitting your response.

Online electronic questionnaire

39. Main questionnaire: visit www.surveymonkey.com/r/OfstedSEND to complete and submit an electronic version of the response form.
40. Young person's questionnaire: young people can visit www.surveymonkey.com/r/YPViews to complete and submit their responses. Hard copies of the young person's version are available for download from www.gov.uk/government/consultations/local-area-send-consultation or on request from Schools.PolicyTeam@ofsted.gov.uk.
41. Visit www.gov.uk/government/consultations/local-area-send-consultation to download a Word version of this document and complete the questions on your computer. When you have completed the form, please email it to Schools.PolicyTeam@ofsted.gov.uk with the consultation name in the subject line (Local area SEND consultation).

Print and post

42. Visit www.gov.uk/government/consultations/local-area-send-consultation to print a Word or PDF version of the response form that can be filled in by hand. When you have completed it please post it to:

Schools Policy Team
Ofsted
Aviation House
125 Kingsway
London WC2B 6SE

Questionnaire for the inspection of local areas' effectiveness in identifying and meeting the needs of disabled children and young people and those who have special educational needs

Confidentiality

The information you provide will be held by us. It will only be used for the purposes of consultation and to help us plan and develop our statistical outputs.

We will treat your identity in confidence, if you disclose it to us.

Are you responding on behalf of an organisation?

Yes ☐ please complete Section 1 and the following questions
No ☐ please complete Section 2 and the following questions

Section 1

If you would like us to consider publishing the views of your organisation, please indicate this below.

Which organisation are you responding on behalf of? _____

Are you happy for us to consider publishing the views of your organisation?

Yes ☐
No ☐

Section 2

Which of the below best describes you? Please tick one option.

I am:

A child or young person who has disabilities and/or special educational needs	<input type="checkbox"/>	A parent or carer of a child or young person who has disabilities and/or special educational needs	<input type="checkbox"/>
A local authority officer	<input type="checkbox"/>	A local health service officer	<input type="checkbox"/>
An early years leader or manager	<input type="checkbox"/>	An early years governor	<input type="checkbox"/>
A school leader or manager	<input type="checkbox"/>	A further education leader or manager	<input type="checkbox"/>
A school governor	<input type="checkbox"/>	A further education governor	<input type="checkbox"/>
A teacher	<input type="checkbox"/>	A specialist therapist	<input type="checkbox"/>
A special educational needs coordinator (SENCo)	<input type="checkbox"/>	None of these	<input type="checkbox"/>

Prefer not to say	<input type="checkbox"/>		
Other (please tell us)			

Please help us make the right decisions for how we inspect local areas' responsibilities towards disabled children and young people and those who have special educational needs.

Proposal 1

Inspectors will evaluate how effectively the local area identifies disabled children and young people and those who have special educational needs (please refer to paragraphs 26 to 27).

Q1. Do you agree with this?

Yes	No	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you have any comments on this?

Proposal 2

Inspectors will evaluate how effectively the local area meets the needs and improves the outcomes of disabled children and young people and those who have special educational needs (please refer to paragraphs 28 to 31).

Q2. Do you agree with this?

Yes	No	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you have any comments on this?

Proposal 3

A wide range of information will be used to evaluate how effectively the local area fulfils their responsibilities to identify disabled children and young people and those who have special educational needs; and to meet their needs and improve their outcomes (please refer to paragraph 32).

Q3. Do you agree with this?

Yes	No	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Are there any further sources of information that inspectors should take into account?

Proposal 4

A wide range of ways will be used during the inspection to obtain the views of disabled children and young people and those who have special educational needs, and their parents and carers (please refer to paragraph 33 to 34).

Q4. Do you agree with this?

Yes	No	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Are there any other ways by which we could ensure that the views of children and young people, parents and carers are taken into account during these inspections?

Q5. Please tell us about anything in particular that you think is important for Ofsted and CQC to consider in their inspections of local areas that has not been included in the above proposals.

Q6. Do you have anything else you would like to add to this consultation?

What did you think of this consultation?

One of the commitments in our strategic plan is to monitor whether our consultations are accessible to those wishing to take part.

Please tell us what you thought of this consultation by answering the questions below.

How did you hear about this consultation?

- ☐ Ofsted website
- ☐ *Ofsted News*, Ofsted's monthly newsletter
- ☐ Ofstedconference
- ☐ CQC website
- ☐ CQC conference
- ☐ Twitter (@ofstednews)
- ☐ Another organisation (please specify, if known)
- ☐ Other (please specify) _____

	Agree	Neither agree nor disagree	Disagree	Don't know
I found the consultation information clear and easy to understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I found the consultation easy to find on the Ofsted website.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had enough information about the consultation topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would take part in a future Ofsted consultation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Is there anything you would like us to improve or do differently for future consultations? If so, please tell us below.



Additional questions about you

Your answers to the following questions will help us to evaluate how successfully we are communicating messages from inspection to all sections of society. We would like to assure you that completion of this section is optional; you do not have to answer any of the questions. All responses are confidential.

Please tick the appropriate box.

1. Gender

Female <input type="checkbox"/>	Male <input type="checkbox"/>
---------------------------------	-------------------------------

2. Age

Under 14 <input type="checkbox"/>	14–18 <input type="checkbox"/>	19–24 <input type="checkbox"/>	25–34 <input type="checkbox"/>	35–44 <input type="checkbox"/>	45–54 <input type="checkbox"/>	55–64 <input type="checkbox"/>	65+ <input type="checkbox"/>
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3. Ethnic origin

(a) How would you describe your national group?

- ☐ British or mixed British
- ☐ English
- ☐ Irish
- ☐ Northern Irish
- ☐ Scottish
- ☐ Welsh
- ☐ Other (specify if you wish)

(b) How would you describe your ethnic group?

Asian		Mixed ethnic origin	
Bangladeshi	<input type="checkbox"/>	Asian and White	<input type="checkbox"/>
Indian	<input type="checkbox"/>	Black African and White	<input type="checkbox"/>
Pakistani	<input type="checkbox"/>	Black Caribbean and White	<input type="checkbox"/>
Any other Asian background (specify if you wish)	<input type="checkbox"/>	Any other mixed ethnic background (specify if you wish)	<input type="checkbox"/>
Black		White	
African	<input type="checkbox"/>	Any White background (specify if you wish)	<input type="checkbox"/>
Caribbean	<input type="checkbox"/>	Any other ethnic background	
Any other Black background (specify if you wish)	<input type="checkbox"/>	Any other background (specify if you wish)	<input type="checkbox"/>
Chinese			
Any Chinese background (specify if you wish)	<input type="checkbox"/>		

4. Sexual orientation

Heterosexual <input type="checkbox"/>	Lesbian <input type="checkbox"/>	Gay <input type="checkbox"/>	Bisexual <input type="checkbox"/>
--	-------------------------------------	---------------------------------	--------------------------------------

5. Religion/belief

Buddhist	<input type="checkbox"/>	Muslim	<input type="checkbox"/>
Christian	<input type="checkbox"/>	Sikh	<input type="checkbox"/>
Hindu	<input type="checkbox"/>	Any other, please state:	<input type="checkbox"/>
Jewish	<input type="checkbox"/>	None	<input type="checkbox"/>

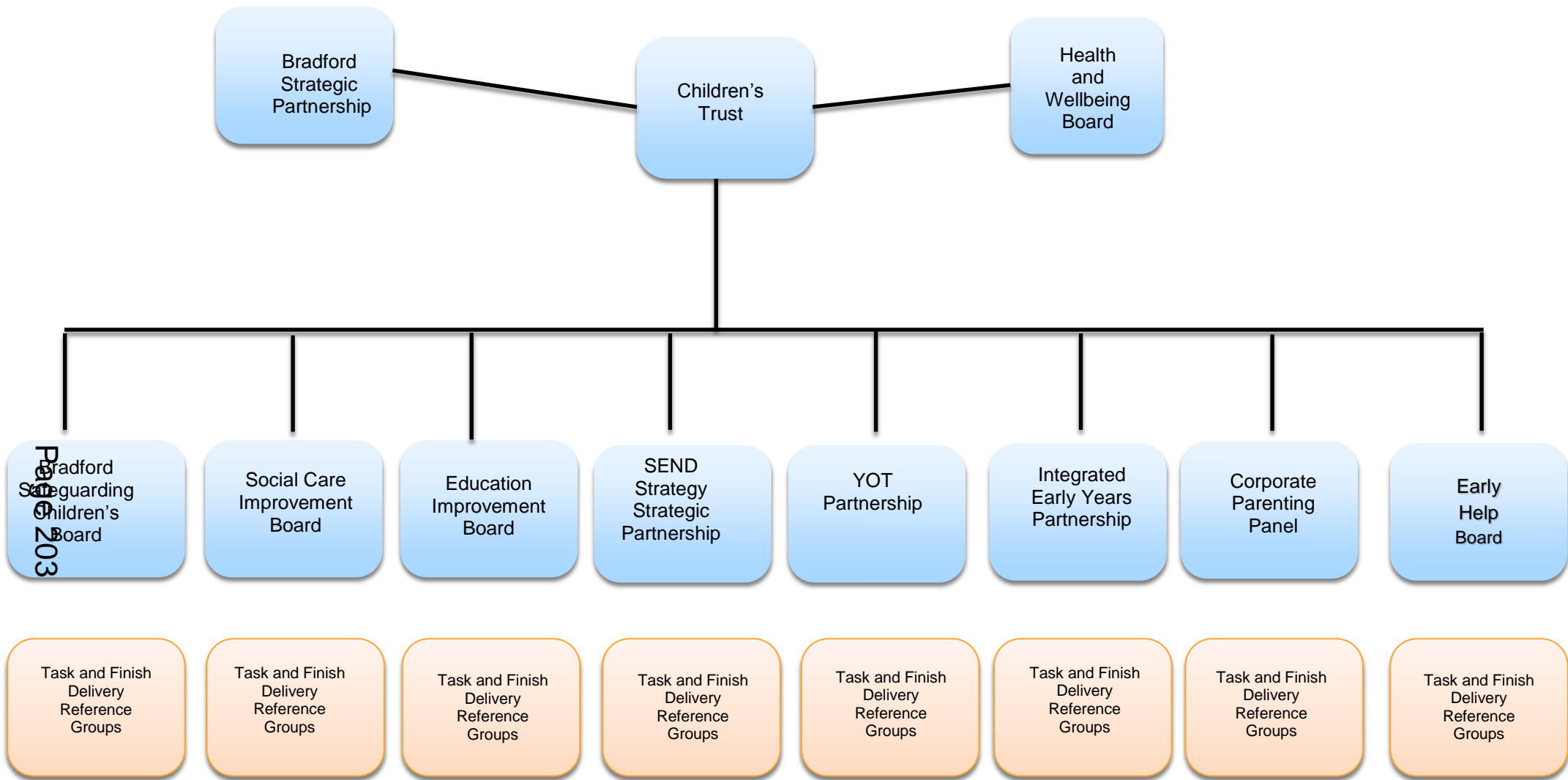
6. Disability

Do you consider yourself to have a disability?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Thank you for taking part in our consultation.

Indicator
Context
Proportion of children living in poverty (Under 16)
Primary- EAL
Secondary- EAL
Primary FSM
Secondary FSM
Total % of pupils with statements of SEN or EHC plans
Percentage of pupils eligible for the pupil premium
Deprivation: rank of average score (1 being most deprived)
Early years
Prevalence of breastfeeding at 6-8 weeks
Percentage take up of 2 year olds benefitting from early education [placeholder]
Percentage take up of 3 and 4 years olds benefitting from early education
Percentage excess weight in reception class
FSP (NEW) - % achieving a good level of development
The standard score and percentage inequality gap in achievement across all the Early Learning Goals
Percentage of children's centres judged good or better
% of childcare and early years settings rated good or outstanding by Ofsted
Early help
Children in Need rate per 10,000
Rates per 10,000 of referrals to Children's Services
Percentage of referrals, within 12 months of a previous referral
Single assessments completed rate per 10,000
Single assessments completed by children's social care services within 45 working days
Rate of children who were the subject of a child protection plan at 31 March per 10,000 children
Section 47 enquiries rate per 10,000 children
Children Looked after rate per 10,000
CAFs completed rate per 10,000 children
STATE-FUNDED PRIMARY Percentage of Persistent Absentees - 6 terms from 2013
State Funded Secondary school persistent absence rates (New Definition) - 6 terms from 2013
Secondary Fixed Period Exclusions
Secondary Permanent Exclusions
First Time entrants to the Youth Justice System aged 10-17 (rate)
Rate of proven re-offending by young offenders (%)
Under 18 conception rates/1000 girls
Percentage of target troubled families turned around
Adoption
Percentage of LAC adopted during the year ending 31st March
Percentage of children ceasing to be looked after because of SGOs
Percentage of children ceasing to be looked after because of ROs
Average time between a child entering care and moving in with its adoptive family, for children who have been adopted (3 year averages)
Average time between a local authority receiving court authority to place a child and the local authority deciding on a match to an adoptive family (3 year averages)
% of children who wait less than 20 months between entering care and moving in with their adoptive family (2011-14 less than 18mths)
Looked after children
Percentage of children at 31 March with three or more placements in the year PAF CF/A1- NI62

Percentage of children in the same placement for at least 2 years or placed for adoption- NI63
Children in Care reaching level 4 in RWM at Key Stage 2
Children in Care reaching level 4 in Reading at Key Stage 2
Children in Care reaching level 4 in Writing at Key Stage 2
Children in Care reaching level 4 in Maths at Key Stage 2
Percentage of LAC achieving 5+ A* to C GCSE inc Eng and Maths
Percentage of Looked After Pupils achieving 5+ GCSE A*-C
Absence from school of children who have been looked after continuously for at least 12 months
Proportion of young people aged 19 who were looked after aged 16 who were not in employment, education or training (age 19-21 from 2014)
Care Leavers at 19- Suitable accommodation (age 19-21 from 2014)
Care Leavers at 19- Education, Employment or Training (age 19-21 from 2014)
% LAC after 16 in higher education
Proportion of children leaving care over the age of 16 who remained looked after until their 18th birthday
Offending by children looked after continuously for at least 12 months
Munro and safeguarding
Hospital admissions caused by unintentional and deliberate injuries in children (aged 0-14 years)
Rate of initial stage Child Protection conferences
Percentage of child protection conferences held within 15 days
Child Protection Plans lasting 2 years or more (CP ceased during year)
% of children subject of a Child Protection Plan for two years or more (still on CP)
Percentage of children registered on the Child Protection Register, previously registered
Rate of children who ceased to be the subject of a child protection plan per 10,000 children
Young people's education and employment
Key Stage 2 - Reading, Writing, Maths combined
Key Stage 2 - Reading Progress
Key Stage 2 - Writing Progress
Progression by 2 levels in Maths between KS1 and KS2
Reduction in the number of schools where fewer than 65% of pupils achieve level 4 or above in Reading, Writing and Maths at KS2
GCSE 5+ A* to C (End of Key Stage 4)
5 or more A*-C grades at GCSE including English and Maths (End of Key Stage 4)
Percentage of pupils achieving the English Baccalaureate
Progression between Key Stage 2 to 4 in English
Progression between Key Stage 2 to 4 in Maths
KS4 GCSE 5 A*-C inc EM for disadvantaged pupils
KS4 GCSE 5 A*-C inc EM for non disadvantaged pupils
Attainment Gap disadvantaged/non-disadvantaged 5+ A*-C GCSEs (including English and maths)
Reduction in the number of schools where fewer than 40% of pupils achieve 5 or more A*- C grades at GCSE and equivalent including GCSEs in English and Maths
Percentage of primary schools judged good or better
Percentage of secondary schools judged good or better
Achievement of a Level 2 qualification by the age of 19
Achievement of a Level 3 qualification by the age of 19
Gap in the attainment of a Level 2 qualification by the age of 19 - FSM / Non FSM
Inequality gap in the achievement of a Level 3 qualification by the age of 19
Attainment of level 2 in English and Maths at age 19 for those who had not achieved this level at 16
Percentage of 16 & 17 year olds participating in education, employment or training
Young people aged 16-18 who are NEET
Young people aged 16-18 whose current activity is not known



CHILDREN'S SERVICES GOVERNANCE

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Education
Funding
Agency

Schools forum

Operational and good practice guide

March 2015

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Introduction

1. This guide is designed to provide local authority officers and school forum elected members with advice and information on good practice in relation to the operation of schools forums.
2. It is organised in two sections:
 - Section 1 provides information on the constitutional and organisational requirements for schools forums; and
 - Section 2 covers a number of key aspects of the operation of schools forums at local level, drawing on good practice from a number of schools forums.
3. The guide draws on the experience and knowledge of schools forum members, local authority members and officers and the Department and its partners. Other than where it is describing requirements set out in the Schools Forum Regulations 2012 it is not designed to be prescriptive – what is good practice in one schools forum may not be appropriate in another, given the diverse circumstances of local areas. However, it is hoped the guide will stimulate some debate within schools forums and contribute to their ongoing development.
4. The Department hopes that schools forums and local authorities find this guide useful. It has been the subject of consultation with a wide variety of external partners. In particular, members of the Department's Schools and Academies Funding Group, made up of representatives from central and local government, teaching associations, unions representing support staff as well as organisations representing academies and governors, have provided valuable input and advice on the content of the guide. The Department is grateful for their assistance.
5. The Department's website contains details of all the announcements, documents and other information relating to school funding and schools forums. This website also has a range of useful links to other sites that may be of relevance to schools forum members.
6. A short [guide to the schools forum for schools and academies](#), which may be helpful to stakeholders and the wider school family, is available on GOV.UK.
7. If you have any queries about the operation of schools forums please contact [schools forum team](#) at the Education Funding Agency

The postal address is:

Education Funding Agency
Sanctuary Buildings
Great Smith Street
Westminster
London
SW1P 3BT

Section 1 – schools forum regulations: constitution and procedural issues

Regulations

8. [National regulations](#)¹ govern the composition, constitution and procedures of schools forums. Local authorities can provide schools forum members with a copy of these regulations or alternatively they can be accessed at:
9. A short [guide to the schools forum for schools and academies](#) is also available to provide a wider understanding of the work of schools forums.

Schools forum powers

10. Schools forums generally have a consultative role. However, there are situations in which they have decision-making powers. The respective roles of schools forums, local authorities and the DfE are summarised in [schools forum powers and responsibilities](#). The overarching areas on which schools forums make decisions on local authority proposals are:

- De-delegation from mainstream schools budgets (separate approval will be required by the primary and secondary phase members of schools forum), for prescribed services to be provided centrally.
- To create a fund for significant pupil growth in order to support the local authority's duty for place planning (basic need), including pre-opening and diseconomy of scale costs, and agree the criteria for maintained schools and academies to access this fund.
- To create a fund for falling rolls for good or outstanding schools if the schools' surplus capacity is likely to be needed within the next three years to meet rising pupil numbers and agree the criteria for maintained schools and academies to access this fund.
- Continued funding at existing levels for prescribed historic commitments where the effect of delegating this funding would be destabilising.
- Funding for the local authority in order to meet prescribed statutory duties placed upon it. Approval is required to confirm the amounts for each duty and no new commitments or increases in expenditure from 2013/14 are permitted unless agreed by the Secretary of State.
- Funding for central early years expenditure, which may include funding for checking eligibility of pupils for an early years place, the early years pupil premium and/or free school meals.

¹ Schools Forums (England) Regulations 2012 (S.I. 2012/2261) (as amended)

- Authorising a reduction in the schools budget in order to fund a deficit arising in central expenditure that is to be carried forward from a previous funding period.
- In each of these cases, the local authority can appeal to the Secretary of State if the schools forum rejects its proposal.

11. Local Authorities should be aware that the provisions of the [Local Government Act 2000](#) restrict the delegation of local authority decisions to Cabinet, a member of Cabinet, a Committee of Cabinet or an officer of the Council, which would not include schools forums. As a result the local authority cannot delegate its decision making powers to schools forum, e.g. decisions on the funding formula.

12. Regulations state that the local authority must consult the schools forum annually in connection with various schools budget functions, namely:

- amendments to the school funding formula, for which the voting is restricted by the exclusion of non-schools members except for PVI representatives
- arrangements for the education of pupils with special educational needs in particular the places to be commissioned by the LA and schools and the arrangements for paying top-up funding
- arrangements for the use of pupil referral units and the education of children otherwise than at school, in particular the places to be commissioned by the LA and schools and the arrangements for paying top-up funding
- arrangements for early years provision
- administrative arrangements for the allocation of central government grants paid to schools via the local authority

There is no specific definition of these consultation requirements over and above the wording in the regulations. It is a matter for the local authority to decide on the appropriate level of detail it needs to generate a sufficiently informed response from schools forum.

13. Consultation must also take place when a local authority is proposing a contract for supplies and services which is to be funded from the Schools Budget and is in excess of the EU procurement thresholds. The consultation must cover the terms of the contract at least one month prior to the issue of invitations to tender.

14. The schools forum has the responsibility of informing the governing bodies of all schools maintained by the local authority of the results of any consultations carried out by the local authority relating to the issues in paragraphs 12 and 13 above.

15. Local authorities will need to discuss with the schools forum any proposals that they intend to put to the Secretary of State to:

- vary the MFG,
- use exceptional factors
- vary pupil numbers
- allow additional categories of, or spending on, central budgets

- amend the sparsity factor
- vary the lump sum for amalgamating schools
- vary the protection for special schools and special academies

Proposals will then need to be approved by the Secretary of State.

Membership

16. The Schools Forums Regulations provide a framework for the appointment of members, but allow a considerable degree of discretion in order to accommodate local priorities and practice. A quick guide to the [structure of the schools forums](#) is available.

17. There is no maximum or minimum size of a schools forum. Authorities will wish to take various issues into account in deciding the actual size, including the need to have full representation for various types of school, and the local authority's policy on representation of non-schools members. However, care should be taken to keep the schools forum to a reasonable size to ensure that it does not become too unwieldy.

18. Types of member: schools forums must have 'schools members', 'academies member(s)' if there is at least one academy in the local authority's area and 'non-schools members'. Schools and academies members together must number at least two-thirds of the total membership of the schools forum and the balance between maintained primary, maintained secondary and academies members must be broadly proportionate to the pupil numbers in each category, so the structure of Forum should be regularly reviewed, e.g. annually. Academies members must represent mainstream academies and, if there are any in the LA area, special academies and alternative provision academies. There is no requirement for academies members to represent specific primary and secondary phases, but it may be encouraged to ensure representation remains broadly proportionate to pupil numbers. Academy members must be separately elected and designated from maintained school representatives.

19. Schools forum members will need the skills and competencies to manage Forum business (as detailed in [school forum powers and responsibilities](#)) and to take a strategic view across the whole education estate whilst acting as representative of the group that has elected them. Furthermore, they should be easily contactable and pro-active in raising the profile of issues and communicate decisions, and the reasons behind them, effectively.

Term of office

20. The term of office for each schools member and academies member should be stipulated by the local authority at the time of appointment. Such stipulation should follow published rules and be applied in a consistent manner between members. They need not have identical terms – there may be a case for varied terms so that there is continuity of experience rather than there being a complete change in the membership at a single

point. The term of office should not be of a length that would hinder the requirement for the structure of the schools forum to mirror the type of provision in light of the pace of academy conversions. Examples of how this may work include:

- Holding vacancies until the schools forum structure is reviewed providing that this does not mean holding vacancies for an unreasonable length of time
- Increasing the size of the schools forum temporarily to appoint additional academy members, then delete schools member posts at the end of a term of office or when a vacancy arises
- Consider continuity of service – where an academy conversion affects the school of a current schools member, would academies consider appointing that person as an academies member?

21. The length of term of office for non-schools members is at the discretion of the local authority. Schools and academies must be informed, within a month of the appointment of any non-schools member, of the name of the member and the name of the body that that member represents.

22. As well as the term of office coming to an end, a member ceases to be a member of the Schools Forum if he or she resigns from the schools forum or no longer occupies the office by which he or she became eligible for election, selection or appointment to the schools forum. For example, a secondary schools member must stand down if their school converts to an academy. A schools member representing community primary school governors who is no longer a governor of a community primary school in the relevant local authority must cease to hold office on the schools forum even if they remain a governor of a school represented by another group or sub-group. Other situations in which membership of the schools forum ends are if a member gives notice in writing to the local authority and, in the case of a non-schools member, the member is replaced by the local authority, for example at the request of the body which the member represents.

Schools members

23. Schools members represent specified phases or types of maintained schools within the local authority. As a minimum, schools forums must contain representatives of two groups of schools: primary and secondary schools, unless there are no primary or secondary schools maintained by the LA. Middle schools and all through schools are treated according to their deemed status.

24. Where a local authority maintains one or more special schools the schools forum must have at least one schools member from that sector. The same applies to nursery schools and pupil referral units (PRUs).

25. The local authority then has discretion to divide the groups referred to in paragraph 16 and 17 into one or more of the following sub-groups:

- headteachers or headteachers' representatives in each group;
- governors in each group;
- headteachers or headteachers representatives and governors in each group;
- representatives of a particular school category, e.g. voluntary aided.

26. Headteachers can be represented by other senior members of staff within their school. Governors can include interim executive members of an interim executive board. The sub-groups do not have to be of equal size – for example, there may be more representatives of headteachers of primary schools than governors of such schools, or vice versa. The membership structure of the schools forum should ensure there is sufficient representation of each type of schools member in each group to ensure that debate within the schools forum is balanced and representative. As a minimum, there must be at least one representative of headteachers and one representative of governors among the schools members.

27. Whatever the membership structure of schools members on a schools forum, the important issue is that it should reflect most effectively the profile of education provision across the local authority to ensure that there is not an in-built bias towards any one phase or group.

Election and nomination of schools members

28. The relevant group or sub-group is probably best placed to determine how their schools members should be elected.

29. It is good practice for those who draw up the scheme to ensure that a vacancy amongst a represented group would be filled by a nominee elected according to a process that has been determined by all those represented in that group, e.g. community primary school headteachers, or secondary school governors, ensuring that everyone represented has had the opportunity to stand for election and/or vote in such an election. The process must be restricted to the group in question – a headteachers phase group could only vote as a whole for headteacher members if the voting excluded academies, as academies members form a separate group.

30. It is not appropriate for a single person to be elected to represent more than one group or sub-group concurrently, i.e. if they were a governor at a primary and secondary school. They can stand for election from either group but can be appointed to represent only one of those groups.

31. The purpose of ensuring that each group or sub-group is responsible for their election process is to guarantee that there is a transparent and representative process by which members of schools forums are nominated to represent their constituents.

32. Appropriate support to each group or sub-group to manage their election processes should be offered by the clerk of a schools forum, or the committee/democratic services of a local authority. This may just include the provision of

advice but may also consist of providing administrative support in actually running the elections themselves.

33. As a minimum, we would recommend that the clerk of a schools forum make a record of the process by which the relevant schools within each group and sub-group elect their nominees to the schools forum and be able to advise the Chair of the schools forum and local authority on action that needs to be taken, where necessary, to seek new nominees.

34. In determining the process by which elections should be operated it is perfectly legitimate for a local authority to devise, in consultation with their schools forum, a model scheme for the relevant schools within a group or sub-group to consider and be invited to adopt. However, such a model scheme cannot be imposed on that body of schools: adaptations and/or alternative schemes may be adopted. A single scheme need not be adopted universally.

35. Care should be taken to ensure that every eligible member of a group or sub-group has an opportunity to be involved in the determination of their group's election process, is given the opportunity to stand for election if they choose to do so, and is involved in the election of their representative(s).

36. It would not be compliant with the regulations for the steering committee or Chair of a 'parent' group simply to make a nomination to represent their group or sub-group on a schools forum. Schools members must be elected, subject to paragraph 39 below.

37. The local authority may set a date by which the election should take place and must appoint the schools member if the election has not taken place by that date. The person appointed should be a member of the relevant group.

38. We would recommend that any scheme takes into account a number of factors:

- the process for collecting names of those wishing to stand for election;
- the timescale for notifying all constituents of the election and those standing;
- the arrangements for dispatching and receiving ballots;
- the arrangements for counting and publicising the results;
- any arrangements for unusual circumstances such as only one candidate standing in an election; and
- whether existing members can stand for re-election.

39. In the event of a tie between two or more candidates, then the local authority must appoint the schools member instead. The local authority may decide to appoint someone else rather than one of the candidates and might wish to take into account the experience or expertise of the individuals, and the balance between the different types of school represented on the schools forum.

Election and nomination of academies members

40. Academies members must be elected by the proprietor bodies of the academies in the local authority's area, and they are probably best placed to determine the process. Academies members are there to represent the proprietor bodies of academies and are, therefore, not necessarily restricted to principals, senior staff or governors. The same factors should be taken into account as for the election of schools members, set out in paragraphs 28 to 39. For the avoidance of doubt, Free Schools, University Technical Colleges and Studio Schools are classed as academies for this purpose. There is no distinction between sponsored, non-recoupment and converter academies.

41. There are three sub-groups for academy members: mainstream academies, special academies and alternative provision academies and it is for the proprietors of academies within each of these sub-groups to elect their representatives. It is not appropriate, therefore, for headteacher phase groups to determine representation unless the academy proprietors have agreed and even then the voting would need to exclude maintained school representatives. There is no requirement for academies members to be split into primary and secondary sub-groups. However, local authorities may wish to encourage academies to consider the pupil proportions across all academies when electing their representatives.

42. Where there is only one academy in a sub-group in the local authority's area, then their proprietor body must select the person who will represent them.

43. It is possible that a single person be appointed as an academies member to more than one schools forum, for example if an academy chain is located across multiple local authorities, providing they are elected on each occasion in accordance with the agreed election process for each separate schools forum.

44. As with schools members, the local authority may set a date by which the election should take place and must appoint an academies member if the election does not take place by that date, or if an election results in a tie between two or more candidates.

Non-schools members

45. Non-schools members may number no more than a third of a schools forum's total membership (excluding observers – see paragraph 58). A representative of providers of 16-19 education must be elected from those providers. This includes those in the FE sector (FE and sixth form colleges) and other post-school institutions that specialise in special education needs (SPIs), where 20% or more of their students reside in the local authority's area. As with academies the providers are probably best placed to determine the election process.

46. The local authority must appoint at least one person to represent early years providers from the private, voluntary and independent (PVI) sector. Early years PVI settings need to be represented because funding for the free entitlement for three and

four year olds and eligible two year olds comes from the Dedicated Schools Grant, and all settings are funded through the Early Years Single Funding Formula (EYSFF).

47. Before appointing additional non-schools members to the schools forum, the local authority must consider whether the Church of England and Roman Catholic dioceses situated in the local authority's area; and, where there are schools or academies in the area with a different religious character, the appropriate faith group, should be represented on the schools forum. If diocesan authorities nominate members for appointment as non-schools members they may wish to consider what type of representative would be most appropriate – schools-based such as a headteacher or governor, or someone linked more generally with the diocese, e.g. a member of the education board.

48. It is also good practice for local authorities to ensure that the needs and interests of all the pupils in the local authority are adequately represented by the members of a schools forum. The interests of pupils in maintained schools can be represented by schools members. Some pupils in a local authority, however, are not in maintained schools but instead are educated in hospitals, independent special schools and non-maintained special schools. Certain types of non-schools members can play an important role in representing the interests of these groups of pupils. They can also play a role in representing the interests and views of the services that support those groups of vulnerable and at-risk pupils who nevertheless are on the roll of maintained schools, such as looked after children and children with special educational needs.

49. The purpose of non-schools members is also to bring greater breadth of discussion to schools forum meetings and ensure that stakeholders and partners other than schools are represented. Organisations which typically provide non-schools members are trades unions, professional associations and representatives of youth groups. Parent groups could also be considered. However, as there are clearly limited numbers of non-schools members able to be on a schools forum, care should be taken to ensure that an appropriate representation from wider stakeholders is achieved.

Other membership issues

50. There are three restrictions placed on who can be a non-schools member of a schools forum. The local authority cannot appoint:

- an elected member of the local authority who is appointed to the executive of that local authority (a lead member/portfolio holder) 'executive members',
- the Director of Children's Services or any officer employed or engaged to work under the management of the Director of Children's Services, and who does not directly provide education to children (or manage those who do) ('relevant officer' (a) and (b)),
- other officers with a specific role in management of and/or who advise on funding for schools ('relevant officer' part (c)).

51. Schools forums have the power to approve a limited range of proposals from their local authority: the restrictions ensure that there is no conflict of interest between the proposing body (the local authority) and the approving body (the schools forum).

52. However, non-executive elected members and those officers who are employed in their capacity as headteachers or teachers and those who directly manage a service which provides education to individual children and/or advice to schools on, for example, learning and behavioural matters are eligible to be members of schools forums.

53. In the case of non-executive elected members, they may be a schools member (by virtue of them being a school governor), an academies member or a non-schools member. As a non-schools member they may be well placed to fulfil the broader overview and scrutiny role they have within the local authority in general.

54. However, the inclusion of non-executive elected members and certain officers is not a requirement. Many schools forums do not have such members on them and it is for each local authority and schools forum to consider how best to ensure the right balance of school and non-school representation on the schools forum, taking into account their local circumstances and preferences.

The role of executive elected members

55. A schools forum needs to ensure that there are systems in place for executive members of the Council to be aware of its views on specific issues and, in particular, any decisions it takes in relation to the Schools Budget and individual budget shares.

56. Executive members with responsibility for education/children's services or resources of the local authority are able to participate in schools forum meetings. By doing so such elected members are able to contribute to the discussion and receive first-hand the views of the schools forum: it is clearly good practice for this to be the case and the regulations provide the right for executive members to attend and speak at schools forum meetings. However, there is no requirement for this to happen so at the very least there should be clear channels of communication between the schools forum and executive members. Communication may also be assisted if schools forum members attended relevant Cabinet meetings as members of the public, e.g. when the funding formula is decided.

Recording the composition of schools forums

57. Each local authority must make a written record of the composition of its schools forum detailing the numbers of schools members and by which group or sub-group they were elected, the number of academies members and the number of non-schools members, their terms of office, how they were chosen and whom they represent. This record should also indicate the term of office for schools and academies members. It

would be helpful if this were published on the schools forum website so schools and wider stakeholders can easily find who their representatives are.

Observers

58. The Regulations provide that the Secretary of State can appoint an observer to attend and speak at schools forum meetings, e.g. a representative from the Education Funding Agency (EFA). This allows a conduit for national policy to be discussed at a local level and provide access for schools forum to an additional support mechanism, e.g. where there are highly complex issues to resolve.

Participation of local authority officers at meetings

59. Only specific officers can speak at meetings of the schools forum. These officers are:

- Director of Children's Services or their representative
- Chief Financial Officer or their representative
- Any person invited by the schools forum to provide financial or technical advice
- Any person presenting a paper to the schools forum but their ability to speak is limited to the paper that they are presenting.

60. In the majority of cases schools forums are supported by a specific officer. In the course of their work, however, schools forums will be required to consider a whole range of issues and they may consider it appropriate that other officers attend for specific items of business. Where this is the case, the local authority should meet the schools forum's requests as far as possible.

Procedures

61. Many procedural matters are not prescribed in the regulations and are at the discretion either of the local authority or the schools forum itself. However, there are requirements in the regulations relating to:

- **Quorum:** A meeting is only quorate if 40% of the total membership is present (this excludes any observers, and it is 40% of the current membership excluding vacancies). If a meeting is inquorate it can proceed but it cannot legally take decisions (e.g. election of a Chair, or a decision relating to funding conferred by the funding regulations). An inquorate meeting can respond to local authority consultation, and give views to the local authority. It would normally be good practice for the local authority to take account of such 'unofficial' views, but it is not legally obliged to do so. In practice, the arrangements for meetings should be made to reduce the chance of a problem with the quorum. The quorum stipulation is in the regulations to help ensure the legitimacy of decisions;

- **Election of a Chair:** Under the Regulations, if the position of Chair falls vacant the schools forum must decide how long the term of office of the next Chair will be. This can be for any period, but the schools forum should consider carefully whether a period exceeding two years is sensible. A long period will also cause problems if the member elected as Chair has a term of office as a member which comes to an end before their term of office as Chair ends. The schools forum must elect a Chair from amongst its own members, so it is not possible to elect an independent Chair. In addition any elected member of the local authority or officer of the local authority who is a member of a schools forum may not hold the office of Chair. Schools forums can also appoint to a position of vice Chair to provide cover if the Chair is absent or the post vacant;
- **Voting procedures:** The Regulations provide that a schools forum may determine its own voting procedures save that voting on:
 - the funding formula is limited to schools members, academies members and PVI representatives
 - de-delegation will be limited to the specific primary and secondary phase of maintained schools members.
- **The powers which schools forums** have to take decisions on a range of funding matters increase the importance of clear procedures, e.g. decisions are made on a simple majority or the threshold to be met if higher. These procedures should take account of any use of working groups by the schools forum – for example a decision might be taken by voting to accept and adopt a report by a working group (see paragraph 65). As part of any voting procedure there should be clarity in the procedures for recording the outcome of a vote, and any resolutions a schools forum makes in relation to any vote taken;
- **Substitutes:** The local authority must make arrangements to enable substitutes to attend and vote (where appropriate) at schools forum meetings. This applies to schools members, academies members and non-schools members. The arrangements must be decided in consultation with schools forum members.
- **Defects and vacancies:** The Regulations provide that proceedings of the schools forum are not invalidated by defects in the election or appointment of any member, or the appointment of the Chair. Nor does the existence of any vacancy on the schools forum invalidate proceedings (see paragraph 61 on quorum).
- **Timing:** schools forums must meet at least four times a year

62. Where the regulations make no provision on a procedural matter, local discretion should be exercised. It is for the local authority to decide how far it wishes to establish rules for the schools forum to follow, in the form of standing orders. While it is entitled to do so, it is of course good practice to allow the schools forum to set its own rules so far as possible.

Public access

63. Schools forums are more than just consultative bodies. They also have an important role to play in approving certain proposals from their local authority and are therefore involved in the decision making process surrounding the use of public money at local level. As a result schools forums are required to be open to the public. Furthermore papers, agendas and minutes must be publicly available well in advance of each meeting. It is good practice that notification that the schools forum is a public meeting is included on the website and papers are published at least a week in advance. Local authorities should ensure that the websites are accessible and easy to find.

64. Some schools forums already operate very much along the lines of a local authority committee. This is perfectly legitimate and will provide a consistent framework for the running of meetings that are open to the public, and the publishing of papers and agendas well in advance of the meeting and minutes published promptly as required under Regulation 8(13) of the Schools Forum Regulations 2012.

Working groups

65. It is open to a schools forum to set up working groups of members to discuss specific issues, and to produce draft advice and decisions for the schools forum itself to consider. The groups can also include wider representation - for example, an early years reference group can represent all the different types of provider to consider the detail of the early years single funding formula. The reference group would then be able to give its considered view on the local authority's proposals to the schools forum. The schools forum should not delegate actual decisions or the finalisation of advice to a working group, as this may have the effect of excluding legitimate points of view.

Urgent business

66. It is good practice for the local authority to agree with its schools forum an urgency procedure to be followed when there is a genuine business need for a decision or formal view to be expressed by the schools forum, before the next scheduled meeting. The local authority may of course call an unscheduled meeting; but it may also wish to put in place alternative arrangements such as clearance by email correspondence or some other means. Such instances should be avoided so far as possible but are legitimate provided all members of the schools forum have an opportunity to participate, the logistics provide a reasonable opportunity for consideration and the local authority policy on data security is not compromised.

67. It is not legal for the Chair to take a decision on behalf of the schools forum, no matter how urgent the matter in question; but a schools forum may wish to put in place a procedure for the Chair to give the local authority a view on an urgent issue.

Resources of the schools forum

68. The costs of a schools forum fall in the centrally retained budget portion of the Schools Block of local authorities.

69. It is legitimate to charge the running costs of schools forums to this budget including any agreed and reasonable expenses for members attending meetings, the costs of producing and distributing papers and costs room hire and refreshments and for clerking of meetings. Beyond these costs some schools forums have a budget of their own to use for activities such as commissioning research or other reports. The [2014 School and Early Years Finance Regulations](#) provide that the level of resource devoted to running schools forums in 2015-16 is limited to 2014-15 levels unless the Secretary of State agrees an increase.

Section 2 – effective schools forums

Introduction

70. As the previous section outlined, local authorities have responsibility for establishing schools forums. They also have an ongoing responsibility to provide them with appropriate support, information and guidance in carrying out their functions and responsibilities.

71. The following outlines some aspects of what local authorities and schools forums should consider in ensuring that their schools forums are as effective as possible. The pace of academy conversions in particular means that this significant sector must be properly represented and feel that it is able to play a meaningful part in the discussions of the schools forum.

72. Central to the effectiveness or otherwise of a schools forum will be the relationship between it and its local authority. The local authority will have a significant influence on this: the support it provides; the resources it devotes and the weight it gives to the views of schools forums all contribute to the nature of the relationship. There are therefore a number of characteristics of this relationship that are particularly important:

- Partnership: Having a shared understanding of the priorities, issues and concerns of schools, academies and the local authority.
- Effective Support: The business of the schools forum is supported by the local authority in an efficient and professional manner.
- Openness: It is important that a schools forum feels it is receiving open, honest and objective advice from its local authority.
- Responsiveness: Local authorities should as far as possible be responsive to requests from their schools forums and their members. Schools forums themselves should also be aware of the resource implications of their requests.
- Strategic view: Members of schools forum should consider the needs of the whole of the educational community, rather than using their position on a schools forum to advance their own sectional or specific interests.
- Challenge and Scrutiny: schools forums may be asked to agree to proposals from their local authority that will have an effect on all schools and academies in the local area. The extent to which schools forums can scrutinise and challenge such proposals is an important aspect of their effectiveness.

73. The characteristics identified above are just some of the aspects that will contribute to an effective schools forum. The following provides more detail on some of the specific issues that local authorities and schools forums may wish to consider in thinking about their own arrangements.

Induction of new members

74. When new members join the schools forum appropriate induction materials should be provided. These might include material relating to the operation of the schools forum together with background information about the local and national school funding arrangements. Typically they might comprise:

- the constitution of the schools forum
- a list of members including contact details and their terms of office
- any locally agreed terms of reference explaining the relationship between the schools forum and the local authority
- copies of minutes of previous meetings
- the programme of schools forum meetings for the year
- the local schools forum web address

75. This Operational and Good Practice Guide, suitably supplemented by local material, should also be provided to new members on their appointment.

76. Where there is sufficient turnover of schools forum members in any particular year the local authority may wish to organise a one-off induction event to brief new members. Such an event would usefully include an outline of the role of the schools forum and the national funding arrangements for schools and local authorities. It might also include an explanation of the local funding formula and any proposals for review. The opportunity could also be taken to explain the main reporting requirements for school and local authority expenditure.

Training

77. Ideally schools forum members should be able to use some of the budget set aside for schools forum running costs for accessing relevant training activities. Some training will be provided by officers of the local authority but members may wish to attend national or regional events, the costs of which, where necessary, can be supported from the schools forum budget. Local and national bodies have a key role to play in developing the competencies of forum members.

78. Training will need to be provided in response to any changes in the role of the schools forum and national developments in respect of school funding.

Agenda setting

79. The process by which the agenda for a meeting or cycle of meetings is set is in many respects one of the key determinants of the effectiveness or otherwise of a schools forum.

80. The frequency and timing of meetings of the schools forum should be agreed in advance of each financial or academic year. In drawing up this cycle of meetings, in

consultation with the schools forum, the local authority should provide a clear overview of the key consultative and decision-making points in the school funding cycle. These will be drawn from a combination of national and local information and should inform the basic agenda items that each meeting needs to cover. For instance meetings will need to be scheduled at appropriate points to enable the schools forum to consider the outcomes of local consultations and national announcements.

81. Although the business of schools forums must be open and transparent, it is recognised that from time to time items of a confidential nature will need to be discussed. It is recommended that authorities apply the same principles that they apply to Council/Cabinet meetings when judging an item to be confidential and adopt similar practices for dealing with those reports in the meeting, e.g. placing them together at the end of the agenda.

Preparation for a schools forum meeting

82. It is vital that the schools forum is transparent, open and has clear communication lines to all of the members that are represented. This ensures the wider school family are aware of the business discussed, the impact on their setting and the reasons for the decisions.

83. The vast majority of a schools forum's business will be transacted on the basis of prepared papers. It is therefore important that these are concise, informative and produced in a timely and consistent manner. Recommendations should be clearly set out at the beginning of each report. It is also helpful if the front of the report confirms whether the report is for information or decision and who is eligible to vote where relevant.

84. It is good practice for the schools forum and local authority to agree a standard for papers. It is usual for papers to be dispatched at least one week prior to the meeting at which they will be discussed to allow members to consider them and if necessary canvass views from the group they are representing. Papers should be published on the local authority's website at this time to enable representations to be made to schools forum members.

85. Consistency in the presentation of papers also contributes to the effectiveness of meetings: it helps set the tone of meetings, facilitate the engagement of all members and signal the importance the local authority attaches to the work of the schools forum. Ideally such a standard should be agreed between the schools forum and local authority. The publishing of papers as a single pdf file is helpful as it saves time and avoids accessing multiple documents both in advance of, and during, the meeting. An Executive Summary of the reports can provide schools forum members and members of the public with an overview of the agenda and the decisions required.

86. The publishing of papers on a publicly available website well in advance of the meeting ensures that all interested parties are able to access papers. Some schools forums ensure that each represented group meets in the days immediately prior to the

schools forum meeting to ensure the agenda is discussed and schools forum members are properly briefed by the group they represent. Although on occasions it is inevitable that schools forums will receive late, or tabled reports it does create some difficulty for members as they will not have been able to seek the views of those they represent.

87. Schools forums can consider adopting a flexible arrangement for time immediately prior to the meeting. For example it could be used for training of new members, or as a drop-in session for members to ask items of clarification, or for members to meet without officers to discuss the agenda.

Chairing the schools forum

88. The Chair of a schools forum plays a key role in setting the tone, pace and overall dynamic of the schools forum. They should provide an environment within which all members are able to contribute fully to discussions and guide the schools forum to making well informed decisions.

89. The relationship between the Chair and the local authority is therefore vital. The Chair should be very clear on the substance of the agenda items, understand the issues involved and the decisions and/or actions that need to be taken in respect of School Forum business. It is good practice for there to be a pre-meeting between the senior officer of the local authority supporting the schools forum and the Chair of the schools forum to ensure that all the issues are clearly understood.

90. Equally, the Chair has the responsibility of representing the views of the schools forum back to the local authority: for instance, they should, where appropriate, take the initiative to make suggestions for improvements to the way the business is conducted, and, in exceptional cases and with support of the members of the schools forum take the view that they do not have sufficient information on which to base a decision and ask that an item is deferred until further information is available. However, in doing so, the Chair and schools forum should be fully aware of the consequences of deferral.

91. The independence of the schools forum is paramount. Enhancing the role of Chair to a paid position, rather than the reimbursement of reasonable expenses, could blur the lines of independence. Similarly, if the Chair undertakes significant work for the LA in another capacity, e.g. as an external consultant, they could be viewed as equivalent to an officer of the local authority.

92. Local authorities could consider if sharing contact details of the schools forum Chair with neighbouring authorities would be helpful for peer support and improving networking opportunities.

Clerking the schools forum

93. Clerking of a schools forum should be seen as more than just writing a note of the meeting. A good clerk provides an invaluable link between the members of the schools

forum, the Chair and the local authority. It is a role often undertaken by an employee of the local authority though we would recommend consideration is given to the use of an independent clerk.

94. Clerks should manage the logistics of the meeting in terms of ensuring dispatch of papers and producing a note from the meeting. In considering the style of meeting notes consideration should be given to making them intelligible enough for non-attendees to get a sense of the discussion as well as clearly indicating the conclusion and action agreed in relation to each agenda item. Verbatim reports of a schools forum's discussion, however, are unlikely to be very useful. Schools forums may consider whether a simple action log should be maintained by the clerk to ensure all action points agreed are followed up.

95. Beyond this a good clerk can:

- provide the route by which schools forum members can access further information and co-ordinate communication to schools forum members outside of the formal meeting cycle;
- respond to any queries about the business of the schools forum from headteachers, governors and others who are not on the schools forum themselves;
- be responsible for ensuring contact details of all members are up to date;
- maintain the list of members on the schools forum and advise on membership issues in general;
- assist with the co-ordination of nomination/election processes run by the constituent groups;
- keep the schools forum website up to date: e.g. by posting latest minutes and papers etc;
- monitor, on a regular basis, the schools forum and general Schools Funding section of the Department for Education (DfE) website or the gov.uk website; and arrange for the distribution of any relevant DfE information to schools forum members;
- if appropriate, provide technical advice in relation to the schools forum regulations and in relation to the operation of a schools forum's local constitution; and
- organise, operate and record any voting activity of the schools forum in line with the provisions of its local constitution.

96. Not all of these tasks may be able to be undertaken by the schools forum clerk. However, each one is important and there should be arrangements in place to ensure they are discharged adequately.

Good practice for schools forum meetings

97. Schools forums should ensure there is a clear debate of all agenda items. Whilst sub-group meetings are valuable in working through detailed issues, schools forums

should consider that the level of debate held at the schools forum meeting and recorded in the minutes will be the official reflection of the level of challenge and discussion on each issue.

98. The use of nameplates for schools forum members also showing which group they are representing can be helpful to members of the public and presenters of papers. In addition the use of coloured cards or coloured nameplates can be helpful when specific members of a schools forum are eligible to vote on specific items, e.g. de-delegation or changes to the funding formula.

99. Consultations with the schools forum are a key responsibility of a local authority, ranging from the funding formula to the letting of contracts. Each consultation will be different and depend on the subject being consulted on, but local authorities should consider the following factors as good practice for effective consultation:

- Plan and consult early
- Allow reasonable timescales for response (as Forum members may need to consult the groups they represent)
- An open and honest approach
- Fully inclusive
- Allow for ongoing dialogue
- Provide feedback
- Clear communications.

Meeting notes and recording of decisions

100. A vital part of the effective operation of a schools forum is to ensure that an accurate record of the meeting is taken. This must include the clear recording of votes where there are contrary views. Recommendations to, and decisions of, schools forums must be clearly set out.

101. Notes or minutes of each schools forum meeting should be produced and put on the website as soon after the meeting as possible to enable members and others to see the outcome of any discussions and decisions/votes. It is good practice to formally agree the accuracy of the note/minutes at a subsequent meeting but the publication of the draft minutes should not be delayed as a result.

102. In order to provide clarity about representation at each meeting, it is good practice for the minutes to record the group and/or subgroup that each member represents against their name.

Communication

103. Communication to the wider educational community of the discussions and debates of, and decisions made by, the schools forum is fundamental to their effective operation. The more schools and other stakeholders know about the proceedings of the

schools forum, the more their work will be an important and central part of the context of local educational funding. This is particularly important given the decision making role that the schools forum has. Local authorities should consider the operational differences between the types of stakeholders and plan their communications accordingly. For example ensuring effective communications across the PVI sector may be more difficult than with schools, who are more likely to have existing channels of communication e.g. headteacher meetings.

104. Each schools forum should therefore be clear what its channels of communication are. It is fundamental that each member of schools forum represents the views of the group or sub-group that they represent and that all those with an interest in funding work together to ensure that their views are taken into account. Therefore communications directly between members and those they represent is essential; professional associations and phase groups could be suitable channels. This will ensure that schools forum members have an ongoing dialogue with the constituents of their group or sub-group and are therefore well able to represent their views at schools forum meetings. However, the schools forum should also consider additional communication processes. These could include:

- drawing schools' attention to the fact that all its agenda, minutes and papers are publicly available on the local authority's website (this should include the publication of formula consultation documents);
- an annual report on the proceedings of the schools forum;
- attendance by the Chair, or other schools forum member, at other relevant consultative or management groups such as any capital working group; or senior management meetings of the Children's Services Department; or
- a brief email to all schools, early years providers and other stakeholders after each schools forum meeting informing them of the discussions and decisions with a link to the full papers and minutes for further information
- a schools forum newsletter can be a less formal and more interesting way of communicating forum business and raising the profile of the schools forum and its members.

News updates

105. Most, but not all, members of the schools forum will already be in receipt of regular information on school funding matters from the local authority and DfE. Other schools forum members should be copied into such information flows so that they can be kept abreast of developments between meetings.

106. Many local authorities have already established dedicated schools forum websites on which they post key information for schools forum members and other interested parties.



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Children's Trust

Name	Role/Representation
Bernard Lanigan	Adults & Community Services, BMDC
Catherine Monaghan	Dept Work & Pensions
Cathy Woffenden	Deputy Director of Nursing, Bradford District Care Trust
Cllr Ralph Berry	Chair Lead Member
David Preston	Policy, Programmes & Change, BMDC
Dawnn Gordon	Policy, Programmes & Change, BMDC
Elizabeth Evans	School Governors
Heather Wilson	Deputising for Terry Davis, Deputy Director, Children's Services
Jane Lees	Communityworks Manager
Janet Jewitt	Young Lives
Jayne McBride	Policy, Programmes & Change, BMDC
Jonathan Hayes	Neighbourhoods, BMDC
Judith Kirk	AD, Education School Improvement
Julie Jenkins	AD, Children's Specialist Services
Linda Mason	AD, Access & Inclusion
Maggie Smallridge	Head of Bradford Probation
Nadira Mirza	University of Bradford
Nancy O'Neill	Clinical Commissioning Group
Peter Horner	Young Lives Bradford
Shirley Brierley	Consultant in Public Health NHS, AB & L

Social Care Performance Management Group

Name	Job Title
Abu Siddique	Service Manager
Cath Dew	Service Manager (Prevention/Edge of Care Services)
Charlie Jones	YOT Manager
Dave Preston	Policy, Programmes & Change
David Byrom	Group Service Manager (Prevention/Resources)
David Stephens	Care Proceedings Case Manager
Di Watherston	Group Service Manager (Social Work)
Farah Husain	Service Manager
Frank Hand	Service Manager
Gani Martins	Interim Assistant Director (Children's Specialist Services)
Iain Dallas	Service Manager
Imran Cheema	IRO Manager
Kate Leahy	Service Manager
Liz Perry	Residential Service Manager
Lorraine Hawksworth-Quill	Residential Service Manager
Mark Anslow	Group Service Manager

Mary Brudenell	Service Manager, Adoption
Nick Simpson	Policy, Programmes & Change
Oliver Wiggins	Policy, Programmes & Change
Patsy Burrows	Service Manager, Fostering
Paul O'Hara	Families First Manager
Paul O'Hara	Families First Manager
Rachel Curtis	Service Manager, LAC Team
Sue Tinnion	Service Manager
Vaughan Chapman	Service Manager

Education Improvement Board

Name	Role/Representation
Anne-Marie Merifield Bev George	Headteacher representative of Consortium of Nursery Schools
Catherine Markham	Chair of Bradford and Keighley Catholic Partnership
Christian Bunting	A representative of Birth to 19 Teaching School Alliance
Clare Skelding	A representative of Northern Lights Teaching Alliance
David Horn	Chair of Bradford Partnership
Duncan Jacques Jayne Clarke	Co-chairs of Bradford Primary Improvement Partnership
Gani Martins	Assistant Director: Specialist Services
Judith Kirk	Assistant Director: Education School Improvement
Linda Mason	Assistant Director: Access and Inclusion
Lynn Donohue	Senior Early Years Partnership Strategic Manager
Michael Jameson	Strategic Director: Department of Children's Services : Chair
Dave Howard (Bradford College) Nav Chohan (Principal Shipley College), Nicki Flynn	A Principal representative of Bradford's FE colleges
Phil Weston	Bradford Partnership Representative
Sara Morrissey	Head of Bradford Achievement Service
Sara Rawnsley	Senior Secondary Partnership Strategic Manager
Sara Rawnsley	Recruitment and Retention Strategy Lead
Terry Davis	Deputy Director: Department of Children's Services
Trish Pearson	Chair of District Achievement Partnership
Yasmin Umarji	Senior Primary Partnership Strategic Manager

Early Help Board

Name	Role/Representation
Aileen Sharp	Bradford Teaching Hospitals
Angela Dobson	Governor Representative
Altaf Khan	Incommunities
Anna Shepherd	CVS Representative
Ashraf Seedat	Education Psychology
Cath Dew	Specialist Services
Dave Benn	Barnardos
Debra Burgess	Airedale Hospitals
Denise Simpson	Parent Representative
Denise Stewart	Bradford Hospitals
Di Watherston	Specialist Services
Dionne Norman	Bradford CVS
Esther Hobbs	West Yorkshire Police
Eve Remington	Parenting Service
Glynis Pedder	Sure Start Bradford
Graham Hutton	Health and Wellbeing
Graham Mynott	Key House Project
Jenny Cryer	Prospects
Joanne Newman	Airedale Hospitals
Jonathan Pickles	West Yorkshire Police
Lisa Brett	Specialist Services
Mark Anslow	Specialist Services
Nancy O'Neill	CCG
Neil Christie	Early Years
Neil Hellewell	Education Social Work Service
Paul O'Hara	Families First
Phillip Briggs	Youth Offending Team
Phillipa Hubbard	BDCT
Ruth Dennis	Education Psychology
Sally Joy	Special School Representative
Shirley Brierley	Public Health
Tina Lafferty	Workforce Development
Tracy Wood	Workforce Development

SEND Strategic Partnership

Name	Role/Representation
Alison Rohatynskyj	Airedale Children's Therapy, NHS
Angela Hutton	Strategic Support Performance / Improvement
Annette Jackson	Community Paediatrician, Bradford, NHS
Bridget Thompson	Airedale Children's Therapy, NHS
Cath Gregson	Airedale Children's Therapy, NHS
Cheryl Paul	Barnardos
Darryl Smith	Strategy and Engagement Office
Fred Bascombe	Service Manager (Disabilities), Adults Services
Gani Martins	Interim Assistant Director, Children's Specialist Services
Jenni Leary	SEN Planning & Project Manager/Interim SEN Strategy Manager

Julie Bruce	Parents' Forum
Karen Baguley	Speech and Language Therapy
Linda Mason	Director of Access and Inclusion, Children's Services
Louise Connors	Parent Rep
Lucie Ridehalgh	Parent Rep
Lyn Sowry	Assistant Director, Operational Services
Mark Anslow	Service Manager – CCHDT, Children's Services
Nancy O'Neill	NHS
Peter Horner	Bradford CVS
Rachel Curtis	Acting Service Manager – CCHDT, Children's Services
Ronnie Hartley	Interim SEN Strategy Manager/Head of SEN Early Intervention Team
Ruksana Sardar-Akram	Senior Public Health Manager
Ruth Dennis	Principal Educational Psychologist, Children's Services
Sharon Bowring	Paediatrician, Airedale, NHS
Shirley Brierley	Consultant Public Health
Stuart Hill	SENCO, Primary
Sue Haddock	Strategy and Engagement Office
Trish Pearson	Special School Headteacher – representing the DAP
Wendy Utley	Parent Rep

Behaviour Strategy Strategic Partnership

Name	Role/Representation
Linda Mason	Assistant Director Access and Inclusion
Jennie Sadowskyj	Head of Behaviour Service
Linda Chavasse	Principal Educational Psychologist
Jenni Leary	SEN Statutory Services
Simon Ramsden	SEN Manager
Ronnie Hartley	SEN Teaching Services
Neil Hellewell	Education Social Work Service
Charlie Jones	YOT Manager
Cath Dew	Edge of Care Manager
Paul O'Hara	Early Help Lead
Peter Gibbons	Head Teacher Virtual School
Philippa Hubbard	CAMHS
Inspector Jonathan Pickles	West Yorkshire Police
Ian Morrell	Secondary Head Teacher
Angela Vinnicombe	Primary Head Teachers
Dianne Rowbotham	Primary Head Teacher & Schools Forum
Lyndsey Brown	Special Head Teacher
Andrew Redding	Business Advisor
Rachel Phillips	Admissions
Alison Smith	SEBD
Kirsty Ratcliffe	Primary PRU

YOT Partnership Board

Name	Role/Representation
Gani Martins	AD Children's Specialist Services
Charlie Jones	YOT Manager
Paul Robinson	Independent person
Rahat Khan	Director, Himmat
Jonathan Pickles	WY Police
Amanda Lavery	Health District Care Trust
Karen Tate	National Probation Service
Saheed Khan	Safeguarding Board performance officer
Julie Whiting	Brathay (rep for voluntary sector);
Jennie Sadowskyj	Education
Kelly Barker	CAMHS

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