

People and Families Scrutiny Committee

10:30	Thursday, 09 March 2017	Committee Room 1, County Hall, Chelmsford, Essex
--------------	------------------------------------	---

Quorum: 4

Membership

Councillor I Grundy
Councillor S Barker
Councillor J Chandler
Councillor M Danvers
Councillor A Erskine
Councillor K Gibbs
Councillor A Goggin
Councillor C Guglielmi
Councillor T Higgins
Councillor P Honeywood
Councillor R Howard
Councillor M McEwen
Councillor C Sargeant
Councillor A Wood

Chairman

Non-elected Members

Richard Carson
Marian Uzzell

For information about the meeting please ask for:

Robert Fox, Scrutiny Officer
Jennifer Reid, Committee Officer

Telephone: 033301 31332

Email: jennifer.reid@essex.gov.uk

www.essex.gov.uk/scrutiny



Essex County Council

Essex County Council and Committees Information

All Council and Committee Meetings are held in public unless the business is exempt in accordance with the requirements of the Local Government Act 1972.

Most meetings are held at County Hall, Chelmsford, CM1 1LX. A map and directions to County Hall can be found at the following address on the Council's website:
<http://www.essex.gov.uk/Your-Council/Local-Government-Essex/Pages/Visit-County-Hall.aspx>

There is ramped access to the building for wheelchair users and people with mobility disabilities.

The Council Chamber and Committee Rooms are accessible by lift and are located on the first and second floors of County Hall.

If you have a need for documents in the following formats, large print, Braille, on disk or in alternative languages and easy read please contact the Committee Officer before the meeting takes place. If you have specific access requirements such as access to induction loops, a signer, level access or information in Braille please inform the Committee Officer before the meeting takes place. For any further information contact the Committee Officer.

Induction loop facilities are available in most Meeting Rooms. Specialist head sets are available from Duke Street and E Block Receptions.

The agenda is also available on the Essex County Council website, www.essex.gov.uk. From the Home Page, click on 'Your Council', then on 'Meetings and Agendas'. Finally, select the relevant committee from the calendar of meetings.

Please note that an audio recording may be made of the meeting – at the start of the meeting the Chairman will confirm if all or part of the meeting is being recorded.

Part 1

(During consideration of these items the meeting is likely to be open to the press and public)

		Pages
1	Apologies and Substitution Notices The Committee Officer to report receipt (if any).	
2	Declarations of Interest To note any declarations of interest to be made by Members in accordance with the Members' Code of Conduct	
3	Minutes of the meeting held on 8 December 2016 To approve the minutes of the meeting held on 8 December 2016.	7 - 14
4	Minutes of meeting held on 12 January 2017 To approve the minutes of the meeting held on 12 January 2017.	15 - 24
5	Questions from the Public A period of up to 15 minutes will be allowed for members of the public to ask questions or make representations on any item on the agenda for this meeting. On arrival, and before the start of the meeting, please register with the Committee Officer.	
6	Educational Attainment Annual Report 2015-16 To receive the Annual Report on Educational Attainment for 2015-16. Councillor Ray Gooding, Cabinet Member for Education and Lifelong Learning, and Clare Kershaw, Director for Commissioning; Education and Lifelong Learning, will be in attendance. Report PAF/04/17 attached.	25 - 94
7	Carers Services from 2018 To receive a report regarding the redesign of the carers support service presented by Phil Brown, Acting Head of Commissioning, Vulnerable People. Councillor Anne Brown, Cabinet Member for Communities and Corporate, will be in attendance. Report PAF/05/17 attached.	95 - 98

- | | | |
|-----------|--|------------------|
| 8 | Young Carers Task and Finish Group
To receive a report from the Young Carers Task and Finish Group Scrutiny in a Day workshop held on 19 January 2017. Councillor Anne Brown, Cabinet Member for Communities and Corporate, and Phil Brown, Acting Head of Commissioning, Vulnerable People, will be in attendance. Report PAF/06/17 attached. | 99 - 108 |
| 9 | Questions raised by members of the public at the meeting of the People and Families Scrutiny Committee on 8 December 2016
To receive a report providing a response to questions raised by members of the public at the meeting of the People and Families Scrutiny Committee on 8 December 2016 relating to Pre-birth-19 contracts. Report PAF/07/17 attached. | 109 - 112 |
| 10 | Future Meeting Dates
To receive a report regrading future meeting dates. Report PAF/08/17 attached. | 113 - 114 |
| 11 | Date of Next Meeting
To note that the next committee activity day is scheduled for Thursday 8 June at 10.30am. | |
| 12 | Urgent Business
To consider any matter which in the opinion of the Chairman should be considered in public by reason of special circumstances (to be specified) as a matter of urgency. | |

Exempt Items

(During consideration of these items the meeting is not likely to be open to the press and public)

To consider whether the press and public should be excluded from the meeting during consideration of an agenda item on the grounds that it involves the likely disclosure of exempt information as specified in Part I of Schedule 12A of the Local Government Act 1972 or it being confidential for the purposes of Section 100A(2) of that Act.

In each case, Members are asked to decide whether, in all the circumstances, the public interest in maintaining the exemption (and discussing the matter in private) outweighs the public interest in disclosing the information.

13

Urgent Exempt Business

To consider in private any other matter which in the opinion of the Chairman should be considered by reason of special circumstances (to be specified) as a matter of urgency.

Minutes of the meeting of the People and Families Scrutiny Committee, held in Committee Room 1 County Hall, Chelmsford, Essex on Thursday, 08 December 2016

Present:

County Councillors:

I Grundy (Chairman)

S Barker

J Chandler

M Danvers

A Erskine

C Guglielmi

P Honeywood

R Howard

M McEwen

A Wood

County Councillors in attendance:

Cllr K Bobbin

Cllr J Whitehouse

Cllr J Young

The following officers were present in support throughout the meeting:

Robert Fox, Scrutiny Officer

Matthew Waldie, Committee Officer

1 Apologies and Substitution Notices

Apologies were received from Richard Carson.

2 Declarations of Interest

There were no declarations of interest.

3 Questions from the Public

Three members of the public addressed questions to the meeting:

1. Zoe Lagden (Family Action) asked whether, given that Virgin Care and their company Healthcare Holdings had registered a deficit last year, they had provided a guarantor.
Andrew Spice, Commercial Director, replied that the initial stage of the procurement process involves extensive consideration of each bidder's finances, including the involvement of external providers to confirm the overall position. In this case, all four bidders were considered satisfactory, with the leading one rated as a low financial risk. Essex always reserve its right to seek further information or carry out further investigations at any stage in the process, and they have not seen the need so to do in this case. He added that, on average, the County Council carries out one procurement exercise of this scale every week, so it has much experience in this process.
2. Anna Tomlins (Homestart) referred to the challenge of both the voluntary

and statutory sectors working together and pointed out that everyone on both sides had worked very hard over a long period of time to develop the new delivery model to meet the needs of families in each locality. In view of the limited communication from Virgin so far, how can the Commissioners be reasonably satisfied with Virgin's commitment to working with long-standing organisations such as Homestart in each quadrant.

The Cabinet member replied that this was a key point - Essex would make sure it held Virgin to the bid on this.

3. Graham Blowes (North-East London Foundation Trust) asked why only the summary scores for each criteria had been given, rather than the sub-criteria scores? Although they were not obliged to do so, it was common practice both locally and nationally to provide the detailed scores to each losing bidder.

Andrew Spice replied that Essex took a dynamic view of all procurement exercises, and wished to give all parties comprehensive feedback that would be of use to them in future bids. Essex had been as transparent as it could and had exceeded what it was legally required to do. The award had not yet been made and more information would be likely to emerge in due course.

The Cabinet member confirmed that a detailed answer would also be sent to each questioner after the meeting.

4 Call-in on Decision on Final Award of Contract for Integrated Pre-birth to 19 Health Wellbeing and Family Support services.

Members received PAF/25/16, setting out the notification of the call in and the Paper relating to Final Award of Contract for Integrated Pre-birth to 19 Health Wellbeing and Family Support services, which had been published on Tuesday, 15 November 2016.

The Chairman asked Councillor Danvers, as Member calling in the decision, to speak.

A. Member making a Call-in

Councillor Michael Danvers addressed the meeting. He raised a number of concerns:

- Virgin as a company has a very poor track record where they have gone into fields in which they have no experience, eg having to pull out of running the Urgent Care Centre in Croydon. Similarly, Serco had to give up the health contract in Suffolk after three years and very poor reports
- No consideration had been given to trying in-house pilot projects. Much had originally been made of localism, but this seems to have been lost
- The appropriate Equality Impact Assessments referred to in the Equality Impact Statement have still not been made
- There seems to be a discrepancy between the awards in the four quadrants: Virgin was only rated second best in two of the quadrants; so

why has it been awarded the contract for the whole of the County, when there was this emphasis on localism?

- In the June documentation a number of areas raise concerns over the need to retain localism and their local centres but none of these seem to have been taken into account
- The whole process should be revisited; as a scrutiny committee we should be ensuring that Essex County Council is acting properly and that all bidders are given equal opportunities.

Tim Roberts, representing Unison, made several points:

- Unison is the largest trades union within the NHS, with over 400,000 members, covering a wide range of occupations. Its members are very concerned about the awarding of this contract to Virgin, an organisation with no track record, taking it away from existing providers, who have a good track record of delivering patient care, as verified by the CQC
- To award this contract to an organisation without experience of operating on this scale is a serious gamble
- Regarding Information systems, the system used all across Essex, including Southend and Thurrock, is called *System One* and it is the preferred system across the East of England as well. Virgin do not intend to use it and it does not 'talk' to other systems. This will cause real barriers in communication between parties. The current integrated system is in effect being removed, with the potential for a significant impact on patient care
- Serco, with its lack of experience, failed in its attempts to run Suffolk health services and there is a real worry that history may repeat itself
- Virgin Care has made an annual loss of £9-10 million for the last 5 years and Unison wonders why such an organisation is deemed fit to take on this responsibility. Members may have concerns about their own situations, in respect of conditions and even jobs, but they are more concerned over the potential impact on those under their care.

Councillor Ivan Henderson referred to certain issues:

- Virgin can produce no examples of their taking responsibility for child care and family health. For example, North Essex is facing a 33% reduction in budget, which will have a significant impact on services; but Virgin has produced no impact assessment on this. We should see how Virgin assess this before the final decision is made. The experience of the mental health services for young people has not been good - moving this out from the Council has led to lengthened waiting times before young people are assessed
- The Joseph Rowntree Foundation have expressed their concern over both the immediate and the long-term impact of the need to make savings on these services
- Essex cannot afford to get this wrong. In effect it serves as a test case both for Virgin and for Essex County Council and we cannot take such a risk on the provision of these services.

Councillor Julie Young made some final points:

- The consultation showed that 71% parents said they had seen a decline in services and they wanted greater provision
- The penultimate bullet on page 11 of the agenda pack demonstrated how Virgin will accommodate the necessary savings: by stopping the delivery of services by fully qualified staff and giving them to undertrained staff
- In two years' time, Essex will have to revisit the issue, as the service provided by Virgin will not be adequate
- Is there any social value in this contract? The present providers fund certain extra facilities; will Virgin do likewise?
- Virgin Care have one health visitor contract, in Wiltshire, which is 9 months old; their other contracts are very recent and so they have no quality assessments available. Essex is throwing out tried and tested providers and bringing in an unknown organisation
- This is not about politics but about local communities. Vulnerable people will be affected by this.

B. Response of Cabinet Member

Councillor Dick Madden, Cabinet Member for People and Families, addressed the meeting.

Councillor Madden pointed out that the crucial intention is to provide the best possible service to those in need in the County. This process has been ongoing over the past three years and several decisions have been made en route (eg reducing the number of children's centres). Scrutiny has been involved during this period.

Procurement has been undertaken out in full compliance with EU and UK law; it has been a rigorous 3-stage process, with detailed dialogue with all bidders, underpinned by principles of fairness and transparency of process, equality of treatment of process and non-description between bidders. And this has been evaluated using the published criteria - as required by law.

He addressed the reasons given for the call-in, starting by considering the three paragraphs of the decision referred to therein.

- Regarding 3:6, consultation with families formed part of the evidence base for the model which has developed
- Regarding 3:19, the family hub model allows the workforce to direct resources to where they are needed - ie to take an outreach approach; this has allowed staff to be more flexible and responsive. The system will be built on the existing capabilities of families, neighbourhoods and communities. Mandatory services will continue to be provided, although the mode of delivery will be different.
- Regarding 3:21, the adopted model is based on proven results, so will continue to be used. Essex now reaches 22% more families than in 2013 and 50% more vulnerable families in priority groups (such as single-parent families).

The first claim is that the size of Virgin Care (with contracts valued at over £1

billion) makes it harder for ECC to meet the goals outlined in paragraphs 3.6, 3.19 and 3.21 of the decision, severing the link between communities and those providing services. Response:

- The tender specification asked bidders to demonstrate how they would meet local needs and the County Council will hold providers to account to ensure they continue to provide what is required in the specification. In this contract, Cllr Madden insisted that it be based on 50% quality and 50% finance.

The second assertion is there are already several providers working in Essex who deliver services according to the different needs around the county. And the emphasis on local focus seems to have been forgotten. Response:

- The procurement process was lawful and carried out in two stages. One, pre-qualification questionnaire. Four bidders responded, all meeting requirements and progressing to stage two. Two, invitation to tender, including dialogue with bidders, with bidders being independently scored on their responses on technical and commercial issues. Virgin scored the highest for Essex overall. Evaluation involved both West Essex CCG and Southend CCG and these results were also ratified by the West Essex CCG.
- Virgin are committed to providing services based on the family-focused, without-walls model. They will be partnered by Barnardo's who will deliver a third of services in three quadrants, with a little less in the West.

The third assertion related to isolation felt by individuals - that tendering services to such a large organisation further isolates them from the support they need. Response:

- Essex County Council shares the concern and recognises the challenge. Providers will be required to meet the needs of families and children, but the County council is not prescriptive in how this should be done, giving flexibility to the service providers.

With regard to issues raised on behalf of the Member making the call-in, Andrew Spice, Chris Martin, Director for Commissioning, Chris Martin, Director for Commissioning - Children & Families, and Angela Hutchings, Interim Director, Essex Legal Services, responded :

- Members were reminded that the contract had not yet actually been awarded, so some answers might be more circumspect
- Quality Impact Assessment. A comprehensive QIA has been carried out; a copy of it is attached to the Cabinet Member's Decision
- Scoring of Quadrants. An agreed model is used, against which all bidders are assessed, in relation to both economic and technical elements. Then the bidders are scored, according to pre-published criteria.
- Due diligence. At the early stage, all bidders were assessed for their relevant experience against a number of criteria, including some similar to what they will be required to do. It should be noted that this is a new model

so none of the bidders could produce an exact match to what will be required

- Choice of a non-NHS body/Social Value. Once the procurement process starts, Essex can only judge the bidders by the criteria it has set out - and different elements will benefit some bodies more than others. A Social Value Add element was included and the winning bidder did include some of this - which is referred to in the Cabinet Member's report
- Information Systems/System One. Certain technical requirements were included; Essex worked with the NHS on this and was satisfied that these were met. From a safeguarding point of view, the CCGs have given a lead on these. One result is that 16 contracts have been reduced to just one, which means there will be less likelihood of people falling between the cracks. The form of the contract used was the NHS contract, which includes a lot of clinically led material
- Serco's position is not relevant to this call-in, apart from as evidence, and so requires no response
- Workforce concerns. The contract has not yet been awarded - consultation with the workforce will follow this
- No examples of Virgin doing this work elsewhere. This is a groundbreaking approach; other authorities are looking at what Essex is doing. All the way through this there has been involvement with all parties, including scrutiny. There is evidence of Virgin being involved in children's services around the country for several years
- CAMHS. This is progressing well - there has been a vacancy factor, which is being developed. More children are being seen now than under the previous contract
- Upskilling. In the wake of feedback from practitioners, Essex is working better to match the considerable skills of staff to the differing needs of individuals and families
- Two-year break clause. This is a standard part of the NHS contract, which allows either party to terminate the agreement after at least two years, giving a further year's notice.

In conclusion, due process has been followed by Essex County Council and the Cabinet Member feels confident in being able to approve the recommendations of officers.

C. Members' Questions and Comments

Questions received responses to their questions to the Cabinet Member:

- Regulations under TUPE will apply to any existing staff who have to transfer across to a new employer
- Relating to the lack of opportunities for smaller local organisations to bid, some did choose to come together and bid as consortiums. Spending is very carefully monitored, and small local companies are encouraged to engage with Essex. Current figures indicate that of the £1.2 bn spent annually, over half of current spending is within Essex, over a third with local businesses, and 12.7% at the last quarter was with the voluntary sector

- Engagement of the successful bidder with contractors and sub-contractors is a key factor in getting the smoothest mobilisation possible and Essex will encourage and facilitate this process
- The provision of services will be monitored very carefully and will include performance matrices
- There are requirements written into the contract to ensure performance and Essex reserve all their rights to ensure that suppliers do deliver as they expected to. There is a rigorous system of KPIs in place and a number of contract managers to manage the situation. Only main suppliers are named within the contract, as nailing down a contract too tightly can be counter-productive. As an ongoing principle, Essex will be in constant dialogue with the contractors with regard to their sub-contractors
- Essex has been using apprentices for some years. The use of volunteers is an approach that has emerged from the dialogue. It was certainly good as an example of localism in practice and the contractor will still be obliged to provide the full number of appropriately qualified staff where required
- Virgin had not scored best in two of the quadrants, but according to the Council's published criteria, this still represented the best overall result
- There are already processes in place to deal with safeguarding issues and these will continue
- Regarding the interoperability of information services, this has been reviewed by Essex, working with CCG colleagues, and judged to be sufficient; and this will be subject to ongoing review, to ensure individuals are not being disadvantaged
- The contractor is also subject to strict payment terms.

Members made a number of observations:

- The Committee has been kept informed of the progress of the changes being made over the past few years but not all Members have necessarily agreed with all of these
- Some doubts were expressed about the effectiveness of TUPE and the negative impact it can have on staff
- As many of the smaller, local operators will not be used, much experience will be lost, which may become significant when the contract is renewed or if it is terminated for any reason.

D. Members' Decision

Members noted that, based on what they had heard today, the Committee could take one of the following courses of action:

- refer the decision back to the person who made it
- refer the matter to the full County Council to decide whether to refer the decision back to the person who made it
- accept the decision be implemented.

Councillor Guglielmi moved the following resolution, which was seconded by Councillor Wood. Upon being put to the meeting the motion was carried by eight

votes to two, with one abstention:

RESOLVED:

That the Committee accept the decision to make a final award of the contract for Integrated Pre-birth to 19 Health, Wellbeing and Family Support services (FP/657/11/16).

5 Date of Next Meeting

The next committee meeting was confirmed for Thursday 12 January 2017, but beginning at 11.00am. There will be a pre-meeting for Committee members at 9.30am, for a special presentation.

There being no further business, the meeting closed at 12.22pm

Chairman

Minutes of the meeting of the People and Families Scrutiny Committee, held in Committee Room 1 County Hall, Chelmsford, Essex on Thursday, 12 January 2017

Present:

County Councillors:

I Grundy (Chairman)

S Barker

J Chandler

M Danvers

A Goggin

T Higgins

R Howard

M McEwen

C Sargeant

County Councillors in attendance:

Cllr K Bobbin

The following officers were present in support for all or part of the meeting:

Robert Fox, Scrutiny Officer

Alex Polak, Scrutiny Manager

Jennifer Reid, Committee Officer

1 Apologies and Substitution Notices

Apologies were received from the following Councillors:

A Wood

C Guglielmi

A Erskine

2 Minutes of meeting held on 10 November 2016

The minutes of the meeting held on 10 November 2016 were agreed as a correct record subject to amendments to item 6 and were signed by the Chairman.

Action

1. To review recording and officer notes regarding Item 6 Essex Youth Service Scrutiny Report 2016 to ensure comments regarding the Prince's Trust included in minutes. Jennifer Reid/Robert Fox

Note of Secretary

* minutes of the meeting held on 10 November 2016 have been amended to

reflect comments regarding the Princes Trust and Plan B programme.

3 Questions from the Public

There were no questions from members of the public.

4 Essex Safeguarding Children Board Annual Report 2015–2016

Members received PAF/01/17, the annual report of the Essex Safeguarding Children Board 2015-16 presented by Paul Secker, Director for Safeguarding. The Chairman welcomed Phil Picton, Independent Chair of the Essex Safeguarding Children and Safeguarding Adults Boards, to the meeting.

Mr Picton confirmed he had formally been appointed as Independent Chair of both the Essex Safeguarding Children and Safeguarding Adults Boards in September 2016 following a handover period commencing in July.

In introducing the report the Director for Safeguarding provided information regarding the background of the board and how it had worked with partners and other local authorities since it was set in 2006. The initial concept of child protection had been expanded and the Board looked at promotion of welfare of children as well as protection from abuse. This should mean children are not just safe but feel safe. A handout was provided for Members detailing key functions and structure of the board. The importance was stressed of collaborative working for effective safeguarding.

The Director for Safeguarding highlighted some of the key achievements over 2015-16 from the annual report:

- The Chair of the Board at the time of the report was confident that agencies continued to prioritise safeguarding in the difficult financial climate.
- Governance review and review of sub-committees
- Increased focus on children at risk of Child Sexual Exploitation (CSE) and children who go missing
- Good outcomes from the Schools Safeguarding audit with good participation from children and young people.
- A range of new processes and practices were put in place to ensure an effective and functioning board including the undertaking of a section 11 audit, completion of the SET procedures and a revision of the serious case review toolkit.

The Director for Safeguarding felt that 2016 had been a transitional year with the restructure of the board, appointment of the new Chair and the publication of the Wood Report. There were still some issues with a number of sub-committees

being disproportionately chaired by ECC officers rather than from other agencies, however generally processes felt improved.

Key areas where progress had been made were:

- Child Sexual Exploitation (CSE) has been a key national priority. Systems and processes for working with other agencies for example the police and third sector were much improved. There had been recent trials in Southend and Chelmsford of adults involved in CSE. However, while progress was good it was recognised that there were still further improvements which could be made.
- 1000 children a month are affected by domestic abuse. The Working Together arrangements managed by the Strategic Domestic Abuse Board are stronger and focus is on recognising children who are most at risk and where intervention is required.
- An estimated 10% of children have a diagnosable mental health issue which translates to approximately 25-30,000 children across Essex. A new Emotional Wellbeing and Mental Health service (EWMHS) has been set up that while having some positives, there are also some concerns about long waiting times.
- Work has been completed around the Prevent Agenda and processes to deal with radicalisation.
- There have been three serious case reviews in the preceding 2 years regarding children less than 13 week of age which have raised questions regarding pre-birth practice. All the children suffered serious or life changing injuries. All three children have now been adopted and are doing well and lessons have been learned. Pre-birth practice is now much stronger and better integrated.
- There is an excellent specialist response team for unexplained child deaths based in Epping but covering the whole county. Suicide prevention work has been done and is continuing.
- The involvement team has worked with children and young people around a range of issues and their views are reflected in the work of the Board.
- There have been two specific safety campaigns around the risk of injuries to children of falling furniture and swimming pools in gardens.
- Procedures for young people entering psychiatric units have been revised.
- Development of evaluation of processes and services through children and young people.
-

The Director for Safeguarding recognised that continuous improvement would always be required in these areas along with consolidation of some of the changes made. He highlighted some key areas for further development:

- Gangs, youth violence and youth crime following an increase in activity moving from London and northern counties particularly around drug trafficking.
- Further reduction in waiting times for EWMHS.
- Online bullying and exploitation

- Self harming

The Director commented that he felt the quality of service was currently good, although due to the nature of the service there was a need for constant evaluation and identification of gaps. It was important to gain evidence of success and continue with wide community engagement. In working with partners there was a need to improve agency understanding of thresholds, increase challenge in an acceptable way and to support partners rather than criticise.

The Director referred to the Wood report and the government response to it which had been published in 2016. The conclusion drawn by the report was that safeguarding children boards and multi-agency safeguarding arrangements were not working well enough and that there was a wide range of boards and committees with an overlap of responsibilities which also impacted resources. There was a lack of clarity of roles and responsibilities of safeguarding boards and that very often the effectiveness of boards depended on the skills of the Chair. The recommendation of the report was to recast the legislation and reform the model of safeguarding boards and serious case reviews. Responsibility and authority should go to chief officers within health, police and local authorities to ensure collaboration on new safeguarding arrangements. Government response to the response has not yet been clarified and it is not known what will go into the Children and Social Work Bill, however it is felt that the response will not be very prescriptive and is likely to allow local flexibility. Therefore it will be business as usual for the Board over the next 12 months. Time will be spent looking at what multi-agency safeguarding arrangements should look like over the next five years and looking at what makes a difference to the children in Essex.

The Chair of ECSB supported the Director's comments and, having chaired three other children's safeguarding boards across the country, he agreed with the conclusions of the Wood report and the recommendation of a less prescriptive approach.

Members commented on the length of the report and lack of data included. The Director of Safeguarding confirmed that the content of the report was proscribed by OFSTED and that it was hoped that this would change with new arrangements proposed by the Wood report.

In response to Members' questions, the Director of Safeguarding and Chair of the Board provided the following information:

- The previous Chair of the ECSB and the Cabinet Member for Adults and Childrens had visited the Cookham Wood Young Offenders institute in Kent following concerns raised regarding the safety of young people from Essex who had been placed there. The centre does not come under the scope of ECSB but concerns were raised to the local children's safeguarding board.
- Procedures are generally reviewed every three years. The SET

(Southend, Essex and Thurrock) procedures were reviewed in 2015 and therefore would be reviewed again in 2018.

- PREVENT training had been provided to Councillors in districts but Members felt that County Councillors should also have this opportunity. Cllr Teresa Higgins agreed to take this to the Member Development Steering Group.
- Independent foster care associations are regulated and required to have their own safeguarding training programs. Checks are made that this is in place as part of the commissioning process.
- Schools play an important part in safeguarding children and there have been massive improvements in Essex schools. Education is well represented on the ECSB however it should be noted the lessening of influence of the local authority now more schools are becoming academies.
- Although the Director for Safeguarding sits on the Diocese of Chelmsford Board Child Protection Group, there is a lack of representation of diverse religions.
- Areas for safety campaigns focussed on areas where there were high concern and had been child deaths. Concerns raised by Members regarding injuries caused by home trampolines would be taken back to the Child Death Review Board.
- Bullying and in particular cyber bullying continued to be an issue however there was an improvement in schools talking about the issue and work in schools is supported by Education departments. It was recognised that the increase in cyber bullying had led to more covert and less physical bullying as well as occurring outside of school through technology. Members commented on the role of parents in monitoring social media accounts and preventing younger children having accounts. The involvement team work directly with young people to help form strategies.
- There are now approximately 110-120 Unaccompanied Asylum Seeking Children (UASC) in Essex and this number is expected to increase to around 200 as a result of the government National Transfer Scheme. There is a specialist team based in West Essex. Particular issues with this group include difficulties finding placements due to vulnerability of the young people and young people going missing. There are significant resources invested as part of the care system.
- Essex has a low rate of child suicide compared to nationally and in particular Thurrock where there has been a high rate, although this has risen in the last 18 months. Multi-agency response groups are set up within 2 weeks of an occurrence. Suicide prevention work is being undertaken and has shown that typically there are low indicators of risk. More work is being done around the link between suicides and self-harm. Public Health are leading on a suicide prevention strategy to include children and young people. The importance of multi-agency response to avoid the impact of copycat behaviour was recognised.
- Flexibility in new arrangements is key as different authorities require different approaches for a number of reasons including size.
- Incidence of genital mutilation (GM) is low. The percentage of people from an ethnic minority, particularly in communities where GM is prevalent, is low in Essex but this is increasing and there are also other specific issues

such as radicalisation and forced marriages. Stay Safe groups look at these issues and engage with faith groups and communities.

Further discussion was held around Essex County Council's role as the lead in the ESCB partnership and the largest contributor of resource through funding and specialist posts. The ESCB sets its own budget and is currently equivalent to £1.30 per child across Essex. The budget is likely to be reviewed next year. In response to speculation regarding the availability of extra funding from central government, the Chair of ESCB and Director of Safeguarding commented on key priorities this could be used for which included mental health both for children and for adults due to the likelihood of harm to children coming from adults with mental health and substance abuse issues and focus on issues relating to gangs and gang activity. The importance of social workers as the best way of monitoring and improving what was happening in families was recognised and funds could be used to lower caseloads for social workers to support this.

The Chairman thanked the Director of Safeguarding and the Chair of ESCB and commented on the value of including future sessions around the Wood report and other issues in the Scrutiny Committee work programme.

Actions

1. Safeguarding/PREVENT training for County Councillors to be requested through Member Development Steering Board **Councillor Theresa Higgins**
2. Contact details for Diocese of Chelmsford Child Protection Group to be provided to the Scrutiny Officer in relation to vacancy on Committee. **Paul Secker**
3. Future scrutiny work with regard to the Wood Review and key safeguarding challenges to be considered. **Councillor Ian Grundy/Robert Fox**

5 Essex Safeguarding Adults Board Annual Report 2015-16

Members received PAF/02/17, the annual report of the Essex Safeguarding Adults Board (ESAB) 2015-16 presented by Heather Williams, Head of Adult Safeguarding.

In introducing the report, the Head of Adult Safeguarding provided a brief overview of the service and a handout was provided for Members detailing key functions, duties and structure of the board including required partners. She explained that within adult safeguarding, a balance was required between the duty to protect from harm or abuse, and empowerment and an individual's right to choice and control. For the first time in 2015-16 ESAB is statutorily required to publish its annual report following the Care Act 2014.

The Head of Adult Safeguarding gave her view on the challenges that Essex faces. The size of the authority and complexity of arrangements can result in a lack of communication. Safeguarding Adult Reviews have shown that often there has not been enough information sharing. The ESAB is in a good place to address this by promoting communication across partner agencies. There is an issue with recruitment and retention of effective and experienced staff across adult social care, care homes and hospitals which can affect the effective implementation of policies and procedures. There are budget pressures however high quality work can be achieved by focussing on the core business and what we can do effectively.

The Head of Adult Safeguarding summarised the key messages from the report:

- A Local government Peer review at the end of 2015, found the board was care act compliant, had good strategies and was working towards having the right arrangements in place.
- There is an improvement plan in place for the Board which encompasses recommendations for adult safeguarding across Essex working towards a cultural change to an outcome based approach.
- Focus on performance and audit through the development of data to identify key safeguarding issues and to hold the board and partners to account.
- A designated officer for Safeguarding Adult Reviews has been appointed to ensure a higher focus and sharing of learning from the reviews.
- Partnership engagement was improved through a number of different actions: A forum for care providers to share concerns and issues to be fed through to the Board; The creation of the Safeguarding Adults Leads Network with safeguarding leads from across Essex, Southend and Thurrock and a wide range of agencies including private care; The City, District and Borough Council group which has allowed housing concerns to be put to the Board.
- The annual conference focussed on Hidden Harm and feedback showed that attendees felt their awareness of a number of issues had been raised.
- There has been a review of existing policies to ensure they are all effective and compliant with the Care Act 2014. New policies have also been written including the Hoarding protocol which was led by Essex Fire Service.
- The website has been updated and now includes pages covering Mental Capacity and Deprivation of Liberty (DOLS)
- Updated and reviewed the Southend, Essex and Thurrock training program.
- PREVENT sits under adults with Essex required to chair the PREVENT multi-agency groups and panels. There is also a sub-group for children. Both report to Safer Essex and work to engage local communities.

At this point Robert Fox, Scrutiny Officer left the meeting and Alex Polak, Scrutiny Manager joined the meeting.

The Head of Adult Safeguarding gave more detail about the areas for

development identified within the report.

- Development days have taken place to support the review of the strategic priorities.
- Continuing with Making Safeguarding Personal (MSP) and increasing engagement with customers, communities and service users. Healthwatch have been commissioned to work on this area and a proposal is likely to go to the next Board.
- The review of the self-assessment process developed a performance dashboard and work is continuing to ensure consistent and quality data across organisations to enable future comparison to identify themes and patterns.
- Increasing scrutiny and challenge of partners. This is already taking place and includes challenging ECC on quality of care in residential homes and challenge and support to Essex Police resulting in a pilot of social workers forming part of a multi-agency triage team to share knowledge and lead to better working relationships and reduce inappropriate referrals. There has been challenge to the NHS regarding Avoidable Death Investigations and the robustness of inquiries.
- The peer review recommendations included increased engagement with staff which lead to the Professionals Forum being created, initially for social workers but this has now been expanded to include other agencies.

The Chair of ESAB clarified that the Board has no powers under the Care Act and is not operational. The purpose of the Board is to co-ordinate and scrutinise partners and powers to intervene lie with individual partners.

In response to Members' questions, officers clarified the following points from the report:

- Under Deprivation of Liberty, all three criteria must be met to be considered as such.
- Braintree District Council have been involved with the City, District and Borough Councils Group and any omission from tables in the report was in error. The Chair of the ESAB commented on the good level of commitment from this tier of local government in Essex and the importance of this group.
- Comments regarding the clarity of graphs would be taken into account for future reports.
- A Governance relationship protocol is being produced which will clarify role of the ESAB and ESCB.

Safeguarding boards have no responsibility for NEET (not in Education, Employment or Training) the inclusion of this in the report was for the purpose of context.

Further discussion was held around the transitional age group of 18-25 yr olds particularly those at risk of Child Sexual Exploitation (CSE) and Care-leavers.

Responsibility to provide support for care-leavers has been extended to age 21 and in some cases 25, but there is an acknowledgement that for young people where support has not been in a care setting there is a gap. Under the Care Act 2014, adult safeguarding covers those over 18 who have care and support needs so there may be vulnerable young people who have had involvement from Children's services but do not meet those criteria. Where there are concerns referrals can be made by Children's Services for assessment or later referral from GP or Police. More work could be done to work closer together and there are adult safeguarding officers on the CSE sub-committee to aid links. There have been advantages to having a joint Independent Chair of both the ESAB and ESCB in improving transitions.

In response to concerns raised by Members regarding scams and online shopping relating to hoarding, the Head of Adult safeguarding acknowledged these issues and agreed that these should be considered for inclusion in training or guidance notes for practitioners but commented that addressing these issues can prove challenging where a person has mental capacity unless there are serious risks to the individual or others.

The Chairman thanked the head of Adult safeguarding and the Chair of the ESAB and ESCB for their contribution.

Actions

-

1. _To consider information regarding cold calling, scams, and the relationship between online shopping and hoarding for inclusion in guidance notes for practitioners. **Heather Williams**

6 Scrutiny recommendations tracker and work programme

Members received PAF/03/17 providing an outline of the work programme.

The Scrutiny Manager confirmed that the next meeting of the Committee in March would be the final meeting of the Committee before the elections and the agenda items for discussion would be Educational Attainment, Social Impact Bonds and the report of the Young Carers Task and Finish Group following a final session on 19 January 2016.

The Scrutiny Manager reminded Members of the session following this meeting to review the work of the Committee over the last four years. The Chair of the ESAB and ESCB expressed an interest in discussing scrutiny practice with officers to share his experience

Councillor Maddox, Deputy Cabinet Member for Adults and Children, has been

working on a process for visits for residential care homes which will be introduced later this year but requested volunteers for visits to be completed before May 2017. Members that were willing to volunteer should liaise directly with Cllr Maddox for further information.

Actions

1. _To liaise outside of the Committee meeting to discuss scrutiny practice to inform the current scrutiny review. **Phil Picton/Alex Polak**

7 Date of Next Meeting

The next committee meeting was confirmed for Thursday 9 March 2017 at 10.30am.

Chairman

		AGENDA ITEM 6
		PAF/04/17
Committee:	People and Families Scrutiny Committee	
Date:	Thursday 9 March 2017	
Enquiries to:	<p>Name: Clare Kershaw</p> <p>Designation: Director for Commissioning Education and Lifelong Learning</p> <p>Contact details: clare.kersahaw@essex.gov.uk</p>	

Educational Attainment Annual Report 2015-16

Summary:

To receive the annual report on Educational Attainment for 2015-16.

An Overview of 2016 Educational Achievement in Essex

1. Purpose of the report: Scrutiny of attainment and progress in the 2015-16 academic year

This scrutiny report presents educational outcomes for children and young people in Essex primary, secondary and special schools for the academic year ending summer 2016, covering Early Years Foundation Stage, Key Stages 1, 2, 4 and 5. It includes an update on absence levels and those young people Not in Education, Employment and Training (NEETs), as well as an overview of specific cohorts of pupils. It also covers Ofsted inspection outcomes, as at the end of academic year 2015/16 and updated as of December 2016.

Annex 1 appended to this report sets out the detailed data overview across Key Stages and pupil groups. **Annex 2** presents additional tables and charts with full breakdowns by districts and pupil groups.

2. Background

Essex's Lifelong Learning strategy launched in 2013 set out the authority's vision and key measures for the next five years:

- Every school in Essex to be at least a good school;
- To ensure outcomes for children and young people are in the top quartile nationally;
- To reduce the gap in achievement between children and young people from deprived backgrounds and their peers, in line with the highest performing 25% of local authorities nationally.

These priorities formed the basis for the Council's Outcome 3 Commissioning strategy: People have aspirations and achieve their long term ambitions through education, training and lifelong learning, adopted by the Council in February 2014. The strategy sets out the ambition that these priorities outlined above will be achieved by 2018.

In order to achieve the authority's vision, we are committed to deliver a School Led Improvement System (SLIS) across all schools in Essex. 27 partnerships have received funding to provide capacity and each partnership has signed a memorandum of understanding with a commitment to collaborative working.

This report summarises the progress in improving educational attainment and progress, supported by a detailed analysis set out in the Educational Scrutiny Report and in progressing towards the targets as set out in the Commissioning Strategy.

3. Summary of progress against targets

At the end of the academic year 2015/2016, there was a very good improvement on the percentage of pupils attending good and outstanding schools in Essex (9% points in primary and 14% points in secondary).

Essex finalised examination results for 2015/2016 show the gap is reducing to top quartile authorities, with Essex maintaining or improving at all key stages. This year's scrutiny report includes quartile positions comparing Essex to all other authorities (see page 37 of the Annex):

- Essex's performance for almost all indicators at Early Years and Key Stage 1 places it in the top or second quartile. With over half of Essex schools having attainment that placed them in the top quartile, Essex is now in the top quartile for EYFS outcomes.
- In line with national performance, there was a further increase in the percentage of Year 1 pupils (aged 6) meeting the expected standard in phonics. Essex is in the third quartile with an improved ranking of 58th from 64th in 2015
- At Key Stage 2, Essex is now in the second quartile for all indicators except Reading, this represents continued improvement made in the ranking position for the key threshold measure of reading, writing and maths combined which is now 50th from 63rd last year and sees Essex within 2% points of top quartile.
- At Key Stage 4, Essex is now in the second quartile for all performance indicators.
- At Key Stage 5, Essex schools feature in the top quartile for 2 of the 9 national attainment measures including the percentage of students gaining 3+ A grades and the percentage of A level students achieving grades AAB or better at A level, of which at least two are in facilitating subjects. They are in the second quartile for all other measures.

For vulnerable groups, the gaps between their achievement and that of all other pupils is broadly similar to the gap seen nationally, but for some it remains wide, particularly when looking at the progress between key stages and for children with special educational needs (excluding statemented children).

4. Overview of results and measures to address school improvement

Ofsted performance

- At the end of December 2016, 92% of primary, 95% of secondary, and 100% of special schools in Essex were judged to be good or outstanding (compared to 65%, 58% and 79% respectively in 2011/12). (At the end of the academic year we were in line with national at 89% in Essex Primary schools).
- Essex is outperforming the England average for the number of good and outstanding secondary schools.

[see pages 35 to 36 of Annex 1 - Education Scrutiny report]

Essex schools, both maintained and academies, are responsible for their own improvement. The expectation is that all schools will monitor and evaluate the quality of education they provide and the standards they achieve for all children. ECC works in partnership with all Essex schools, both maintained and academies, in the essential task of raising standards and narrowing the achievement gap between different groups and individuals. In working with academies, ECC works closely with the DfE and Regional Schools Commissioner to ensure that standards are closely monitored and performance issues addressed.

There have been marked successes over the past three years, particularly in respect of schools previously graded requires improvement and inadequate. Essex continues to buck the trend with secondary performance, in comparison with national performance. Primary performance is also improving, but continues to require a focus on those schools who have received a second judgement of 'requires improvement' and those who have not been able to maintain their 'good' judgement. The Standards and Excellence Service and its commissioners (SECs) have clear processes and protocols to assess all schools, enabling a clear prioritisation of intervention and support to be established for under-performing schools and appropriate commissioning for support undertaken. Support is prioritised for schools requiring improvement and in a category; however these are supplemented by visits to good and outstanding schools to enable more collaborative working and sharing of good practice to support school led improvement partnerships. The service works closely with the DfE and Regional Schools Commissioner to share intelligence about the performance and progress of academy trusts in Essex, and to support the East of England region ambition to ensure that no academy or free school will be judged less than good.

An indication of progress being made is seen in the reduction of the number of schools who do not meet the required national floor standard during the 2015/16 academic year, now at 3% for primary schools (11) and 6.8% for secondary schools (5).

The focus on three locality areas (Tendring, Harlow and Basildon) and collaborative local partnerships have continued to see sustained improvements across these 3 areas. The Basildon Excellence Panel (BEP) has set challenging targets for 2017, and results continued to improve in all key measures across the primary phase with 96% of primary schools eligible for inspection judged at least a good school by Ofsted. There are 5 schools which recently became sponsored academies, these schools were previously judged a good school prior to their closure. Only one school in BEP requires improvement and is sitting on two RI judgements.

As of December 2016, for Harlow District, the percentage of good and outstanding primary schools (those open and inspected) is 86% (up from 62% in August 2014); with all secondaries being good and outstanding. Similarly for Tendring District, which

has seen an increase where 95% of primaries (up from 56% in August 2014) and 100% of secondaries (up from 43% in August 2014) being judged good or outstanding (See page 68 of Annex 2 - Additional tables)

5. Overview of results and measures to address pupil outcomes

5.1 Early Years

- With over half of schools in the top quartile, Essex is now in the Top quartile overall, reaching our 2018 ambition a year earlier
- The inequalities gap between average GLD performance and the lowest 20% continues to decrease.
- There have been good improvements in every learning goal over the last three years. The gender gap has reduced in 13 out of the 17 Early Learning Goals over this period.

[see pages 38 to 40 of Annex 1 – Education Scrutiny report]

Essex EYFSP continues to show an improving trajectory with 11 out of the 12 districts attaining a GLD above national. A range of strategies have been implemented to support this steady increase with interventions in both schools and early years settings taking place across the year.

School readiness projects in Essex within targeted districts and localities continue to be a focus in supporting effective transitions and to increase the Good Level of Development (GLD) outcomes for all children.

There has been significant input into the Braintree District, which had the lowest GLD outcomes in 2015, including pre-moderation visits to targeted schools, training on using social media to better engage with partners, training on the home learning environment and building relationships with parents, resource bags provided to schools and settings in target areas to support parental engagement and facilitation of transition events such as the 'transition speed dating' session that took place in Halstead involving settings and schools.

Tackling the attainment of disadvantaged children remains a high priority and work has been undertaken to increase the number of 2 year olds accessing Free Early Education Entitlement, in conjunction with Children's Centres, settings and schools. This has been supplemented by early intervention work through the development of the Integrated Review for 2 year olds bringing together the EYFS progress check and the Healthy Child review completed by health visitors. The Quality Improvement team have established a Best Practice Room in Basildon enabling practitioners in schools and settings to visit and consider how their own EYFS environment impacts on children's learning and development.

The take up of Early Years Pupil Premium for 3 and 4 year olds has increased and support and guidance provided to early years providers in both the maintained and non-maintained sector to enable them to make effective use of the additional

funding for disadvantaged children and to ensure that evidence of impact is monitored in line with Ofsted requirements

The 2016 moderation process resulted in the engagement of all schools across Essex and supplementary support for those with low GLD from 2015. The Standards and Testing Agency validated the process employed in Essex as being a strategic and robust model.

Transition also continues to be a focus with learning communities encouraging schools and settings to link more effectively. Further work to support this as the School-led Improvement System gains momentum will continue to be a priority.

5.2 Year 1 Phonics

- 4 years of consecutive improvements in Phonics sees Essex with an improved ranking to 58th from 63rd nationally
- 81% of pupils are working at the required level in 2016, which places Essex in line with national. There was an increase of 4 % points since 2015.

[see page 41 of Annex 1 – Education Scrutiny report]

Reviews of phonics provision are commissioned for individual schools from EES and from higher performing schools which have supported the sustained improvement seen across schools and improved outcomes.

Improving phonics remains a key priority for the Council and many school led improvement partnerships have this a local priority, particularly for disadvantaged pupils, pooling together effective strategies and using the Pupil Premium Grant to fund effective teaching interventions.

5.3 Key Stage 1

- Essex exceeds the England average for pupils working at or above the expected standard in Reading, Writing and in Maths and for pupils achieving at the higher standard in each subject.
- Nationally Essex is ranked in the 2nd quartile in most measures for those who achieved 'at least expected' but has achieved top quartile performance in the higher standard of Reading.

[see pages 42 to 43 of Annex 1 - Education Scrutiny report]

Support for a range of English and Mathematics programmes and CPD courses for schools continues to be commissioned through a range of credible providers including EES for Schools, Teaching School Alliances and school to school support partnerships.

Work is ongoing across infant and junior schools to ensure assessments at Key Stage 1 are externally and internally moderated and provide a secure platform for making at least expected progress at Key Stage 2.

5.4 Key Stage 2

- Combined attainment in Reading, Writing and Maths at end of Key Stage 2 is outperforming all comparators. Essex is 3% points above National at 56%.
- Progress between KS1 and KS2 is slightly higher than national in Writing and Maths.
- The number of schools classed as below the National Floor Standard has reduced to 11 in 2016.
- For the key threshold measure of attaining at least the expected standard in Reading, Writing and Maths combined, Essex is just 2 % points below the top quartile threshold – which equates to about 304 pupils. (see page 37 of Scrutiny report for all measures and pupil numbers)

[see pages 44-46 of Annex 1 – Education Scrutiny report]

All Primary schools are supported by the Standards and Excellence Primary Commissioners (SECs) and additional support is targeted to those schools at risk of not achieving a good Ofsted judgement and/or not performing in line with age related expectations for pupils for Reading, Writing and Maths aligned to the agreed RAG criteria set out in Excellence in Essex Primary Schools. The SECs have actively utilised the strengths of particular schools to provide additional capacity, support and examples of outstanding practice that all should aspire to in order to meet Essex's goals. To improve the quality of teaching and learning and leadership and management, SECs are targeting schools requiring improvement, and those identified as needing more support to secure a good Ofsted judgement.

In addition:

- 74 commissioned Local Authority reviews of individual schools were undertaken;
- 25 Governance Reviews were commissioned from EES to ensure robust governance arrangements are in place
- Statutory moderation across KS1 and KS2 took place in 25% of schools for each key stage in the summer term 2016.
- During 2016, we co-run a targeted programme: Getting to Good, Maintaining Good to 20 schools with HMI.

The work of the Standards and Excellence Service, aligned to the School Led Improvement Partnership strategy and a range of commissioned school to school support from the Teaching School Alliances, has supported the increases in good and outstanding Essex schools seen over the last year across both the primary and secondary sector.

5.5 Key Stage 4

- The proportion of students attaining A*-C grades in English and Maths has increased moving Essex into the second quartile (64.3% in Essex above the national average of 63.3%).
- Essex Attainment 8 was 50.4, which is above the national average and our Statistical Neighbours placing Essex in the second quartile.
- For Progress 8, Essex again was in the second quartile.
- The proportion of pupils entered for EBACC has increased to 38%.
- There was a lower proportion of Essex schools below the floor compared with national (5 Essex schools, two fewer than in 2015).

[see pages 47 to 51 of Annex 1 – Education Scrutiny report]

All Secondary schools are supported by a Secondary Standards and Excellence Commissioner (SECs). They ensure additional support is targeted to those schools where there is a concern or are considered to be under performing. The SECs have actively utilised the strengths of particular schools to provide additional capacity, support and examples of outstanding practice that all should aspire to in order to meet Essex's goals. To improve the quality of teaching and learning and leadership and management, SECs are targeting schools requiring improvement, and those identified as needing more support. This includes school to school collaborations, and work supported by the Teaching School Alliances (TSAs). The SECs role has been key to the improvements in Key Stage 4 and 5 and the improved Ofsted outcomes.

The TSAs are now running and delivering local Subject Excellence across the county which allows staff in all subject disciplines to see, to hear about and discuss best practice in their areas of expertise. In addition the TSAs have been commissioned to develop specialised Centres of Excellence to enable schools to access the latest best practice and so support school improvement across Essex in all phases.

The joint LA /HMI Ofsted Triad project which first started in the Spring term 2015 has supported focused school improvement. This programme was so well received this has now culminated in a joint approach with ASHE and the Secondary SECs to roll out the triad review programme across all Secondary schools. Currently over 52 secondary schools are involved in the peer review process.

5.6 Key Stage 5 and Post 16

- Sustained position in top quartile for many KS5 measures.
- Essex schools have achieved above national in almost every reported measure of Post 16 performance. When looking at quartile performance across all measures Essex is in the top quartile for 2 out of 9 measures and in 2nd quartile for the remainder.
- Essex in Top quartile for 3+ A*-A grades
- The % of Essex students gaining AAB grades or better above national average (21.0%, 1.1% above national).
- Increase in numbers of people starting an apprenticeship but Essex below national average for apprenticeship achievement rates
- 4.4% NEET/Unknown means the 5.5% target for 2016/17 has been achieved. This is a 2.9% decrease since 2013/14.

[see pages 52 to 60 of Annex 1 – Education Scrutiny report]

Collaborative networks across sixth forms and the college sector supported by Secondary commissioners are enabling closer working and sharing of good practice during this time of significant change to the curriculum, accountability and funding. These networks are also linking to Universities (for example through the Essex Collaborative Outreach Network) to help raise aspirations and help students progress to their next stage of education. The level of engagement of schools and colleges at these networks is very high.

There has been a continued emphasis on creating training and sustainable employment opportunities in Essex, with particular attention on the skills needs of key growth sectors, as identified in the Skills Evidence Base commissioned by the Essex Employment and Skills Board (ESB). Examples of activities include:

- Extension of the ESB Education and Industry STEM Programme, working with schools to drive improvements in the quality of information, advice and guidance (IAG) delivered, take up of STEM subjects, awareness of apprenticeships and other qualifications required by growth sectors as well as the development of employability skills;
- Employer engagement through the ESB leading to projects such as Tutor CPD, with employers opening their doors to college tutors to gain insight into industry needs for application into their teaching. Development of materials such as posters, factsheets and videos are also underway for schools and colleges.

Colleges have also been able to utilise ECC grants to lever capital funding from the Local Enterprise Partnership, which will see the development of state-of-the-art training facilities in the county.

The continued reduction of the reported NEET cohort has been primarily achieved by robust tracking, complemented by data sharing protocols, allowing supportive strategic interventions towards engagement in education, employment or training (EET).

5.7 Pupil groups

- The performance of disadvantaged pupils (and other pupils) is higher than the national average for Early Years, Reading at KS1 and Progress 8 measures. For all other KS1, KS2 and KS4 measures, Essex is slightly below or in line with the national averages.
- There remains significant differences between disadvantaged pupils and national 'other' pupils across all key stages.
- Pupils with statements continue to perform in line or above national averages; however pupils with SEN support tend to perform below national averages (for KS1, KS2 and KS4).
- Provisional data for Children in Care (CiC) shows an improvement at most key stages.

[under each Key Stage of Annex 1, CiC section available on pages 64 to 65]

There remains an urgent priority to improve outcomes for all vulnerable groups. The particular focus on improving the attainment of **disadvantaged** pupils in Essex schools is high profile in our work with school led improvement partnerships, individual schools and challenging governance on the impact of the Pupil Premium Grant. Whilst improvements have been made in the last 2 years, particularly across the primary sector, more is needed to diminish the differences and improve outcomes at the pace required.

The National Education Trust (NET) has been commissioned to undertake a review of the Pupil Premium Grant across Essex schools and a toolkit of evidence based practice to develop sustainable improvements was developed and launched in April 2016 which was attended by over 400 delegates and where a range of strategies and approaches were used to support schools in raising achievement for disadvantaged. Further promotion of Essex Toolkit has been carried out in each area quadrant with presentations to representatives of School Led Improvement Partnerships. The targeted work has involved the development of self-evaluation materials to support identification of strengths and next steps for these schools. This work has been supplemented by research undertaken by a small number of Teaching School Alliances who are looking at best practice in parental engagement for those parents of disadvantaged pupils and supporting Children in Care to maximise their learning potential.

Plans are being made to hold a Summer conference in 2017 entitled 'Learning to Learn' aimed to support schools in developing metacognitive strategies for promoting positive learning attitudes for disadvantaged pupils.

Data analysis has been used to identify those schools with largest gaps in outcomes in order to target additional SEC visits, as well as providing support for disadvantaged pupils across a school led partnership to achieve and sustain good outcomes for all.

All Special Schools, PRUs and mainstream schools with an enhanced provision are supported by an **SEND** Standards and Excellence Commissioner (SEC). They ensure that schools are challenged to provide high quality provision which leads to positive outcomes for their children and young people. The SEND SECs work as part of the wider SEND workforce, which includes specialist teachers and educational psychologists, to identify and target support to schools where pupils with SEND are underperforming. The SECs have actively utilised the strengths of particular schools to provide additional capacity, support and examples of outstanding practice that all should aspire to in order to meet Essex's goals.

We have begun to move towards establishing consistent practice and performance around SEND across the LA which is school led rather than LA led strategy. To develop this new way of working, projects have been established across the county which aim to explore how schools can best use scarce resources through collaborative working and how to best ensure early intervention and accurate assessment in order to meet needs without escalating to statutory assessments. All SEND SECS are working with groups of schools from small groups based on previous SEN Innovation Projects, Local Delivery Groups, to a Teaching School Alliance which is focussing on SEND. All are researching and developing approaches which will inform development and our approach to school led SEND in the future.

The SEND SECs work in partnership with ESSET (Essex Special Schools Education Trust) to support the development of a range of offers around school improvement and leadership development. These include the development of a Special School Leadership Programme and the sharing of Autism expertise through the development of Autism Hubs where staff are offering outreach to mainstream schools and are supporting the development of the new Autism Support Centres based in eight schools across the county.

The Essex Virtual School for **Children in Care** (CiC) provides a range of support to the CIC cohort, to ensure they are appropriately supported in school so outcomes are improved, including attendance and exclusions, and support to school leadership to enhance a shared objective of improving life opportunities through education. New initiatives put in place in 2015/16 included additional school improvement capacity for the secondary sector, an 'attachment aware schools' programme and additional support for the learning outcomes of CiC in the Early Years sector.

5.8 Absence and Exclusions

- An increase in primary attendance, now in the 2nd quartile at 3.7% for absence.
- Secondary absence rates continue to fall, at 4.8%.
- Decline in permanent exclusions in secondary maintained schools placing Essex in the top quartile.
- Continuing low proportions of primary permanent exclusions, however, there has been a slight increase in the proportion of permanent and fixed-term exclusions at primary schools. Essex is ranked 101st nationally for fixed-term exclusions, placing it in the third quartile.

[see pages 61 to 63 of Annex 1 – Education Scrutiny report]

Missing Education and Child Employment Service (MECES) (formally Education Welfare Service) continue to support schools to address school absence and improve attendance. If school interventions have not improved a child or young person's school attendance, then MECES use their statutory powers by issuing penalty notices, formally cautioning and interviewing parents and prosecuting or applying for an Education Supervision Order where necessary. Quadrant attendance workshops have continued to be facilitated for schools where good practice and data analysis on improving school attendance has been shared. The Alternative Education Commissioning Service (AECS) continue to hold the statutory duty to provide education for pupils permanently excluded from school or who are unable to attend school for medical reasons. There has been a significant rise in demand from schools for the services provided by the Essex Alternative Provision Schools, which has placed them close to capacity. In order to address this issue a full review of Alternative Education across Essex is underway.

6. Conclusions and Priorities for 2016/17

This report, and detailed annex, set out the progress achieved by Essex schools this year, across all three priority areas. The gaps in outcomes that remain include:

- Getting every school to be at least a good school and more to be judged outstanding, continuing the improvements seen across the primary sector, which at December 2016 was 1% above the England average. A further 3% or 12 new schools are required to be judged good for Essex to be in the top quartile;
- Achieving top quartile positions – there are no threshold indicators in the fourth quartile. Continued focus is on phonics, KS2 and English Baccalaureate measures which are in the third quartile;
- Continuing to diminish the differences between disadvantaged and other pupils, particularly across secondary schools; achieving better outcomes for SEND pupils, especially those with SEN (but without a statement); and continuing to achieve improved outcomes for Children in Care.
- Raising attainment and progress and increasing the percentage of good and outstanding schools will always remain as core priorities.

Key areas of focus for school improvement for 2016/17 also include:

- Develop a workforce which will have the training and skills to work with families to ensure the early identification of SEN and disabilities, to carry out effective and thorough assessments in order to plan and deliver support that enables children and young people to achieve the best possible educational and other outcomes;
- Develop a school led SEND system across all schools where collaborative groups will be supported and empowered to make decisions based on accurate assessment of need and from there have access to provision to enable them to support that need and improve outcomes.
- Delivering the invest to save programme to increase the number of special school places including residential provision and enhanced provision based in mainstream schools for children and young people with ASC and SEMH.
- Raising the attainment of disadvantaged children, building on the work of NET and the Essex Toolkit to develop more impactful and sustained improvements across all schools;
- Supporting the developing maturity of the school led improvement system – building on the work of the strategy to date in order to further develop the school led improvement partnerships across Essex. We are working with the Education Development Trust to strengthen effective peer review for both schools and governors. This will include the introduction of a Partnership Evaluation and Development Tool. There is a clear focus to develop the role of the Project Board in order to secure a self-sustaining, self-improving school led Improvement Strategy across the County.
- Teacher recruitment and retention, co-producing with schools, Teaching School Alliances and the district and borough councils, a sustainable strategy to look at short term and long term recruitment and retention.

We will also continue to work very closely with the DfE and Regional Schools Commissioner in line with the DfE Schools Causing Concern Guidance of March 2016.

We continue to provide support to schools to enable them to implement the required curriculum and exam/assessment reforms. We will review the impact of these on schools, working with the headteacher associations - EPHA (primary), ASHE (secondary) and ESSET (special).

Annex 1

Education Scrutiny Report 2017

Attainment and progress in the
2015-16 academic year

March 2017

Version 1.0

This page is intentionally blank

Contents

1.	Aim of report and sources of data	30
1.1.	A note on previous trends.....	30
1.2.	Statistical Significance	31
2.	Executive summary	32
3.	Summary of Essex Pupils in Context	34
4.	Summary of school performance.....	35
4.1.	Ofsted ratings.....	35
4.2.	Summary of attainment across each Key Stage in 2016: How Does Essex Compare?	37
5.	Early Years Foundation Stage Profile (EYFSP) Reception year pupils.....	38
6.	Phonics checks (Year 1)	41
7.	Key Stage 1 (Year 2).....	42
7.1	Performance across pupil groups – KS1	43
8.	Key Stage 2 (Year 6).....	44
	Headlines	44
8.1	Performance across pupil groups – KS2	46
9.	Key Stage 4 (Year 11).....	47
	Headlines	47
9.1	Performance across pupil groups – KS4	50
10.	Post-16 qualifications and other FE college outcomes.....	52
10.1.	KS5 - Level 3 points per exam entry.....	53
10.2.	KS5 - 3+ A*-A grades: school and college students vs state-funded school students	54
10.3.	Apprenticeship participation 2013 to 2015	55
10.4.	Apprenticeship achievement rates 2012 to 2015.....	56
10.5.	Education & training headline achievement rates (all institutions) 2015 to 2015	56
10.6.	Learner and Employer Satisfaction scores 2015	57
10.7.	Level 2 (incl. English and Maths) and Level 3 Qualifications: at age 19, 2015.....	58
11.	Young people not in education, employment or training (NEETs)	59
	Headlines	59
12.	Attendance and Exclusions	61
	Headlines	61
13.	Children in Care (CiC)	64
	Headlines	64

1. Aim of report and sources of data

This report provides a high-level overview of educational outcomes at each of the key stages at school and post 16.

The information shown here comes from a variety of sources, specifically:

Report section	Source
Pupil Context	January 2016 School Census
Ofsted	Ofsted Monthly Management Information
EYFS	Collected from schools each May - July and processed in NEXUS
Year 1 Phonics	Collected from schools each May - July and processed in NEXUS
Key Stage 1	Collected from schools each May - July and processed in NEXUS
Key Stage 2	Performance Tables download from Key to Success on 15th December 2016
Key Stage 4	Performance Tables download from Key to Success on 19th January 2017
Key Stage 5	Performance Tables download from Key to Success on 19th January 2017
Apprenticeship participation	Further Education Data Library Apprenticeships November 2016
Apprenticeship achievement rates	SFA National Achievement Rates tables 2014 to 2015: published May 2016 (local). SFA Further education and skills: statistical first release, June 2016: last updated 20 Sep 2016 (national).
Employer and learner satisfaction	FE Choices learner satisfaction survey 2014 to 2015: Nov 2016 (local and national). SFA FE Choices: performance indicators: Oct 2016 (local), FE Choices learner satisfaction survey 2014 to 2015: Nov 2016 (national).
Level 2 and 3 by age 19	LAIT Dec 2016
NEET	November 2016 - January 2017 three month average from Capita One
Attendance and Exclusions	DfE Statistical first release published July 2016 and School Census

1.1. A note on previous trends

A number of key measures have changed meaning it is not possible to present trend data for the majority of measures*, with exception to Early Years Good Level of Development (GLD), Year 1 Phonics, Post 16 Apprenticeships and overall absence rates. All other findings relate to the 2015/16 academic year only.

There has also been a change in the way differences between disadvantaged pupils performance is assessed, with pupils now compared to 'national other' (non-disadvantaged) pupils rather than national disadvantaged pupils or other pupils in Essex.

* Key stage	* Change
Key Stage 1	Assessments at the end of Key Stage 1 are made by teachers. From 2016, KS1 National Curriculum outcomes were no longer reported using levels. <u>Scaled scores</u> in Reading and in Maths are now used to inform the overall Teacher Assessment. For Writing and Science, children are assessed against the criteria set out in the Interim Teacher Assessment Frameworks. In order to measure pupil attainment and progress by the end of Key Stage 1 pupils are assessed to determine whether they have reached at least the expected standard in Reading, Writing and Maths compared with their end of Early Years outcomes in the Early Learning Goals.

Key Stage 2	The previous system of pupils being assigned a level (the expectation being that pupils should achieve Level 4+ by age 11), now sees pupils assigned a scaled score in Reading and in Maths, which is aligned to a series of standards set out in the Interim Teacher Assessment Frameworks. For Writing and Science, children are assessed against the criteria set out in the Interim Teacher Assessment Framework as there are no tests for these subjects. The expectation is that pupils achieve at least the expected standard for their age. Progress is measured from each pupil's end of KS1 outcome for each of Reading, Writing and Maths. Due to the changes to the assessment framework in 2016, this means that it is no longer possible to use trend data for Key Stage 2.
Key Stage 4	2016 saw a shift away from headline measures previously reports (5+ A*-C including English and Maths). The focus is now on pupils/schools achieving both good performance and progress across a range of subjects. The measures used are Attainment 8 and Progress 8, supplemented by English Baccalaureate measures.

1.2. Statistical Significance

Essex performance has been tested for statistical significance (in line with the RAISEonline approach) against the England average for the given pupil group. The test determines whether or not, given the size of the Essex cohort, the result is statistically significant and not as a result of chance. A 95% confidence interval has been applied.

Wherever the word '**significance**' appears in body of this report, this relates to statistical significance.

2. Executive summary

Background

This report provides a high-level overview of educational outcomes at each of the key stages at school and post 16.

The information shown here comes from a variety of sources including statistics published by the DFE, The Termly School Census, Ofsted, The Skills Funding Agency (SFA), The Local Authority Interactive tool (LAIT) and Local Authority recording systems such as Capita One.

Key headlines and areas of focus

Trends in quality

- ✓ Essex is now above the England average for the number of good and outstanding Primary schools, and overall improvement is now greater than England.
- ✓ Essex is outperforming the England average for the number of good and outstanding Secondary schools.
- ✗ Essex has some Outstanding Post 16 provision but learner and employer satisfaction is below national averages.

Early years

- ↑ Further increases in children achieving a Good Level of Development (GLD).
- ↓ The inequalities gap between average GLD performance and the lowest 20% continues to decrease.
- ✓ With over half of schools in the top quartile, Essex is now in the top quartile overall, reaching our 2018 ambition a year earlier.

KS1

- ✓ Essex is significantly above England in Reading, Writing and Maths achieving at least age related standards.
- ✓ Although not directly comparable, Reading continues to be the best subject and Writing the lower of the three.

KS2

- ✓ Combined attainment in Reading, Writing and Maths at end of the Key Stage is outperforming Eastern Region, Statistical Neighbours and the national average.
- ✓ Progress between KS1 and KS2 is in line or slightly above the national average.
- ✓ Proportions of schools below Floor Standards lower than national average. Those deemed to be coasting, similar to national average.

KS4

- ✓ Proportion of young people attaining A* to C grades in English and Maths above national average
- ✓ Essex pupils' attainment is higher than national average in the best 8 subjects measure (referred to as 'Attainment 8').
- ✓ Pupil progress (measured by 'Progress 8') similar to national average.
- ↑ Rise in proportion of pupils achieving the English Baccalaureate.

Post 16

- ✓ Essex schools above national in most measures and in the Top quartile for 2
- ✓ Points per entry above the national average for schools, but below for schools and colleges combined.
- ✓ Essex state-funded schools perform better than colleges
- ✓ Essex in Top quartile for 3+ A*-A grades
- ✓ Only 3.9% of Essex state-funded schools and colleges below minimum standard
- ✓ The % of Essex students gaining AAB grades well above national average
- ± Increase in the percentage of 19 year olds with a level 2 or level 3 qualification in 2015 but below the national average.
- ± Increase in numbers of people starting an apprenticeship but Essex below national average for apprenticeship achievement rates.

Young people not in Education, Employment or Training

- ✓ NEET target achieved for 2016/17
- ✓ Target for unknowns also achieved for 2016/17
- ✓ Target for combined NEET/unknowns for 2016/17 achieved.
- ✓ Increase in Participation rates over the last 4 years

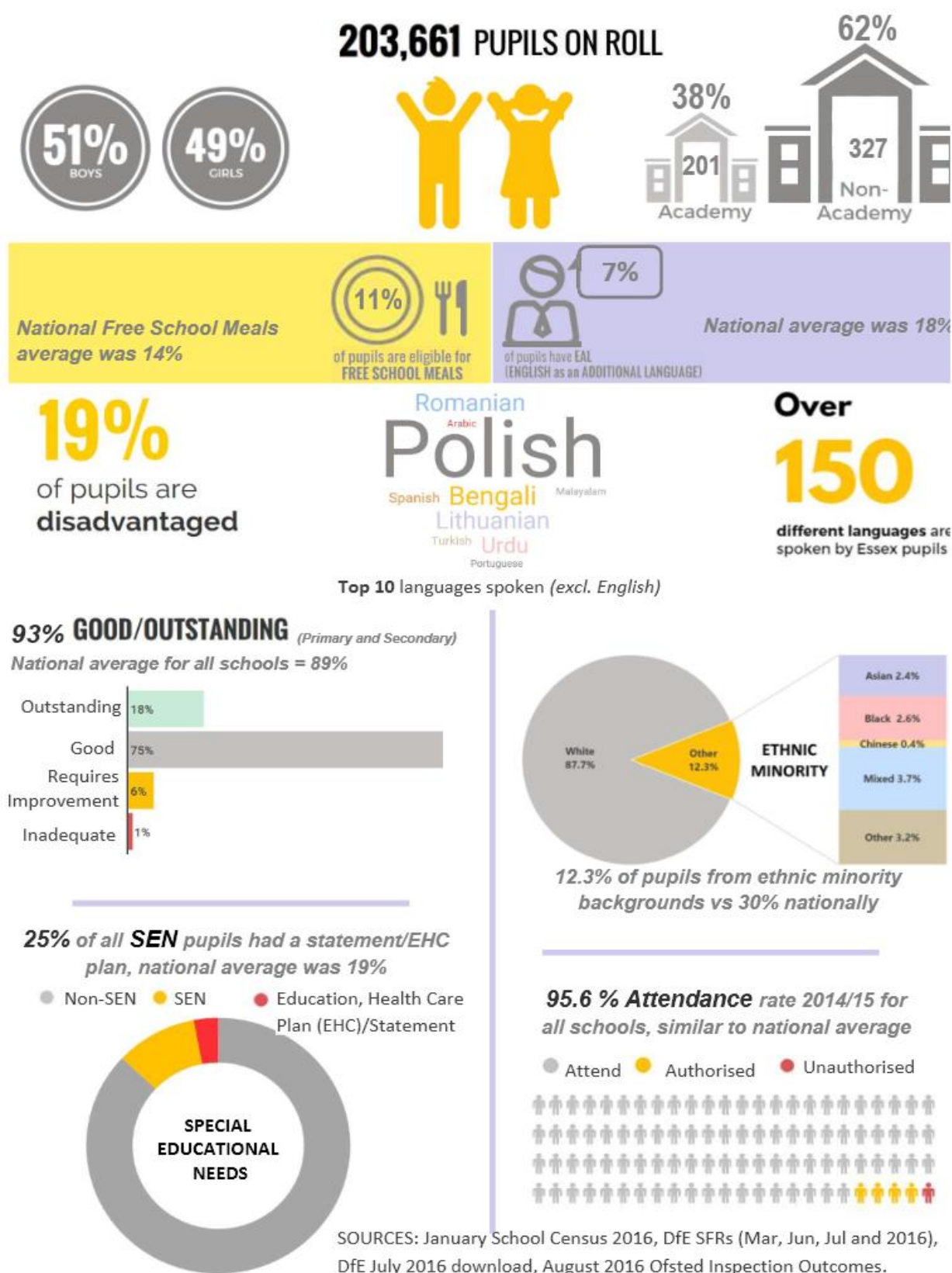
Across Key stages and pupil groups

- ✗ Pupils at SEN school support generally performing below peers at Key Stage 2 and Key Stage 4 but outperform national peers in the Early Years.
- ✗ There are significant differences between disadvantaged pupils and national pupils across all key stages.
- ✓ Pupils from Ethnic minorities and pupils with English as an additional language in Essex generally do well and in most cases outperform their national peers.
- ↓ Reduction in absence rates at Essex schools.
- ± The Children in Care cohort do not achieve as well as other pupils but there is reduced absence amongst this cohort.
- ↓ Secondary School permanent exclusions have been reducing over time in line with national.
- ✓ Secondary fixed term exclusions below national average.
- ✗ Primary permanent exclusions are on the rise, but from a low base.
- ✗ Fixed-term exclusions in Primary phase increasing in line with national trend.

Key to symbols

- ↑ Increase Improving
- ↓ Decrease Improving
- ✓ Positive news
- ± Positive and negative aspects
- ✗ Areas of focus

3. Summary of Essex Pupils in Context



4. Summary of school performance

4.1. Ofsted ratings

Background

Ofsted inspections are summarised based on the proportion of schools within the County or nationally graded as 'Good' or 'Outstanding' overall. All data used within this report has been sourced from Ofsted Monthly Management Information published on 31st December 2016. This provides inspections for the whole of the previous academic year and includes information going back to March 2013. Inspections shown are for open schools only. Any schools previously inspected but now closed are not included unless the 'new' academy has been inspected since opening (newly converted academies inspected for the first time or schools closing will change our denominator) and of course, as nationally things change, so will the top quartile threshold.

2016 Essex Ofsted Comparisons

2016 Essex Ofsted Comparisons

Ofsted grade by type of school		2016 Performance (% of schools)				Ranks			Quartiles							
		Essex	ER	SN	England	ER	SN	England	Min		Top of 4th		Top of 3rd		Top of 2nd	Max
Primary	Goor or Out.	92	91	90	91	5	4	68	70		88	●	92		94	100
	Outstanding	16	16	17	19	5	6	97	0		14	●	18		25	100
	Good	76	74	74	72	6	3	32	0		66		72		75	86
Secondary	Goor or Out.	95	86	80	79	1	1	21	0		67		81		90	100
	Outstanding	23	21	22	23	5	7	66	0		14		22	●	33	80
	Good	71	65	58	56	3	1	19	0		44		54		65	100
Special	Goor or Out.	100	97	94	94	1	1	1	50		91		100		100	100
	Outstanding	35	37	26	39	6	3	79	0		21	●	37		53	100
	Good	65	60	69	55	4	8	57	0		33		55	●	73	100
All Schools (inc. PRU)	Goor or Out.	93	90	89	89	3	1	33	0		86		90		92	100
	Outstanding	18	18	18	21	7	7	99	0		16	●	21		27	100
	Good	75	72	71	68	4	3	20	0		62		67		71	80

- The blue dot in the above table denotes the Essex County position within the national quartile range (ER = Eastern Region, SN = Statistical Neighbour)

Headlines



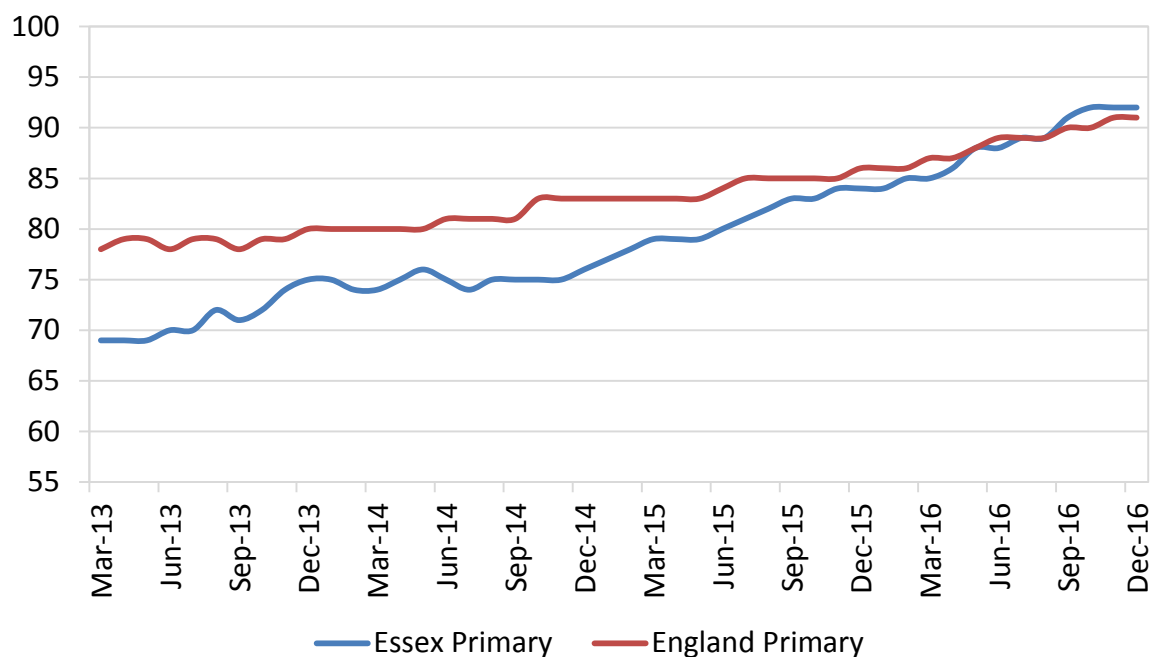
Essex primary average now 1% point higher than England

92% of Essex primary schools graded good or outstanding at the end of December 2016 (at the end of 2015/2016 academic year we were in line with national at 89%).



Primary performance improving but still more to do to increase % of outstanding schools

The trend chart shows the rate on improvement over recent years in Essex primaries. As of December 2016, we have 377 of 409 inspected schools as good/outstanding (92%). To achieve top quartile we need to hit 95%. This would mean 389 schools so therefore we are currently 12 short. Essex has fewer outstanding schools than the national average and when compared to our Statistical Neighbours.

% primary schools graded good or outstanding

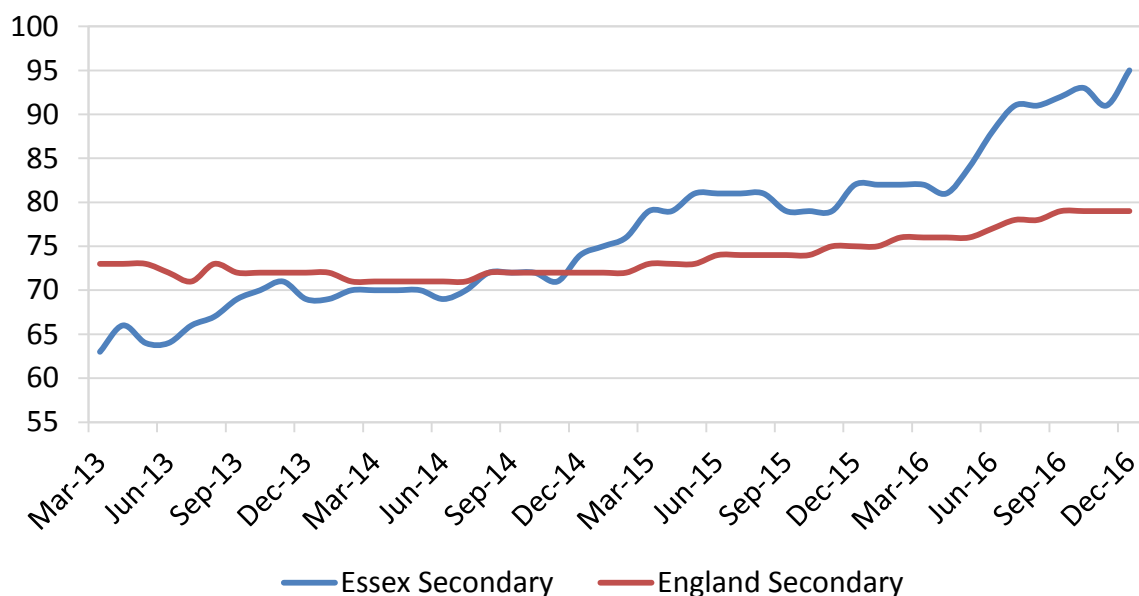
Higher percentage of secondary schools graded good or outstanding

This is higher than all comparators. With 95% of Essex schools achieving at least a good grade, this is 16 % points above the national average.































Essex higher than England since December 2014

Rapid improvements have seen Essex come from a position of being below national performance as recently as November 2014 to being higher ever since – to the point where Essex is now 16 % points higher than England.

% secondary schools graded good or outstanding

4.2. Summary of attainment across each Key Stage in 2016: How Does Essex Compare?

The table below shows the Essex, Eastern Region (ER), Statistical Neighbours (SN) and England performance for each key stage attainment measures.

Key Stage	Measure		Performance				Quartile	Gap to top quartile	
			Essex	ER	SN	England		Actual	Pupils
EYFS	% GLD		71.9	69.7	71.9	69.3	 Top		
Yr 1 Phonics	% required level		81	80	81	81	 3rd	2	335
Key Stage 1	% at least expected standard	Reading	77	75	75	74	 2nd	1	165
		Writing	68	67	66	65	 2nd	2	329
		Maths	74	74	74	73	 2nd	3	494
	% higher standard	Reading	28	27	26	24	 Top		
		Writing	16	15	14	13	 2nd	1	165
		Maths	21	20	18	18	 2nd	1	165
Key Stage 2	% at least expected standard	Reading	67	66	67	66	 3rd	4	609
		Writing	76	75	73	74	 2nd	3	456
		Maths	71	68	68	70	 2nd	4	609
		RWM	56	53	53	53	 2nd	2	304
	% higher standard	Reading	19	19	20	19	 3rd	4	609
		Writing	18	16	12	15	 2nd	1	152
		Maths	17	16	15	17	 2nd	3	456
		RWM	7	6	5	5	 2nd	1	152
	KS1-2 Progress Score	Reading	-0.1	-0.4	-0.3	0.0	 3rd	0.8	
		Writing	0.5	0.0	-0.9	0.0	 2nd	0.5	
		Maths	0.1	-0.7	-0.9	0.0	 2nd	1.0	
Key Stage 4	% A*-C in English & Maths		64.3	64.0	63.6	63.3	 2nd	2	278
	Attainment 8		50.4	50.4	49.9	50.1	 2nd	1	
	Progress 8		0.0	0.0	0.0	0.0	 2nd	0.2	
	English Baccalaureate	% entered	38.0	38.5	36.8	39.8	 3rd	7	1008
		% achieving	23.4	24.4	22.8	24.8	 3rd	6	847
Key Stage 5 (state funded schools)	Points per entry		32.4	32.3	31.2	32.3	 2nd	0.5	
	% 3+ A*-A grades or better		12.7	11.1	10.0	11.5	 Top		
	% Grades AAB or better		21.0	19.7	17.8	19.9	 2nd	0.3	16
	% Grades AAB or better (of which at least two are in facilitating subjects)		16.6	15.1	13.4	15.6	 2nd	0.3	16

GLD = Good Level of Development, RWM = Reading, Writing & Maths

5. Early Years Foundation Stage Profile (EYFSP) Reception year pupils

Background

Outcomes for pupils aged 5, at the end of the Early Years Foundation Stage (Reception class) are assessed using the Early Years Foundation Stage Profile (EYFSP). The assessments are carried out by the children's teacher; schools and settings are moderated by the Local Authority.

The two measures reported here were introduced in 2013 as part of a wider review of the EYFSP assessment system. This means that EYFSP data from earlier years cannot be compared with the current measures:

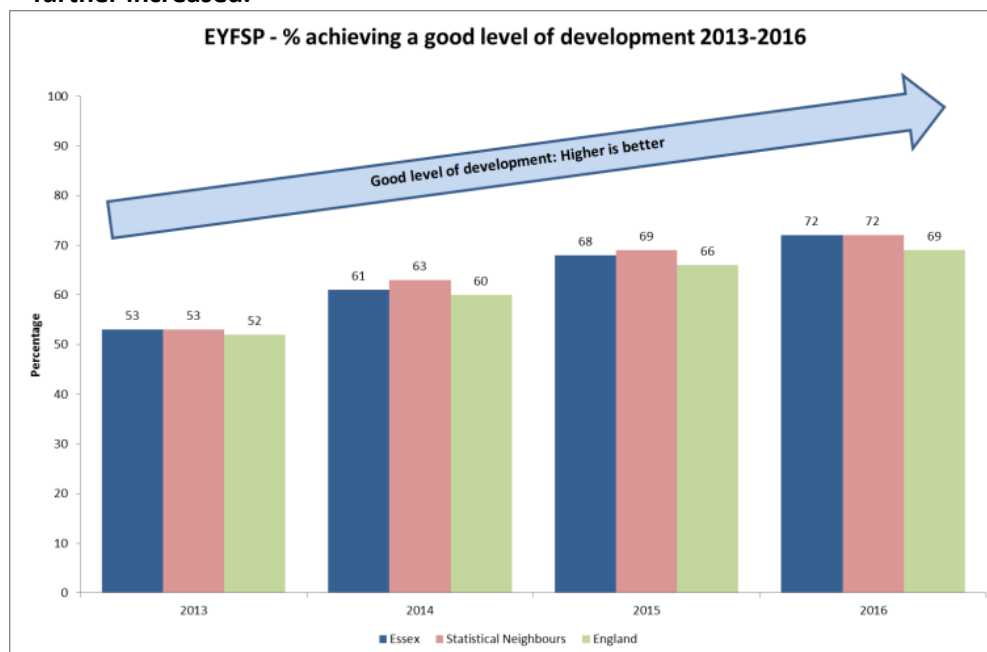
1. *Attainment*: the percentage of pupils who achieve a 'Good Level of Development' (GLD). Pupils are assessed as either 'emerging' (1 point), 'expected' (2 points) or 'exceeding' (3 points) against seventeen Early Learning Goals. A 'Good Level of Development' requires pupils to be at least at the expected level in the three 'prime areas of learning', namely communication and language, physical development and personal, social and emotional development and the early learning goals within the literacy and maths areas of learning.
2. *Inequality*: the gap between the lowest attaining 20% of children and the mean average of all children.

Headlines



The percentage achieving a good level of development has further increased.

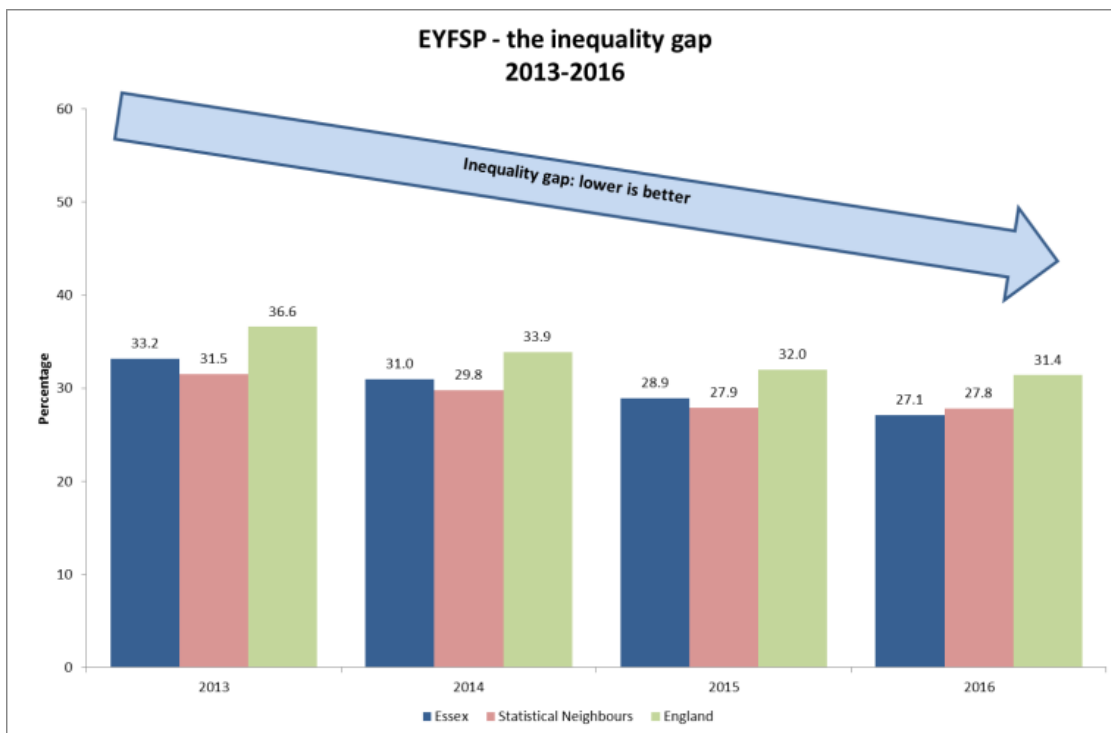
72% of children in Essex achieved a Good Level of Development, an increase of 4 % points since 2015, and ahead of the national increase. Nationally, Essex's rank position has moved up from 52nd to 35th out of 151 local authorities in 2016. This is from an original position of 135th in 2011.





The inequalities gap continues to decrease

The inequalities gap (the difference in achievement between the lowest 20% of children and the mean average) was 27.1%, down from 33.2% in 2014. Nationally, Essex's rank has improved from 52 in 2014 up to 31 out of 151 local authorities.



All bar one Learning Goal has higher performance than in 2015 and all above England Average.

Other than Self-Confidence & Self-Awareness (no change), every goal sees more pupils who are expected or exceeding than in 2015. We are also above England on these measures.

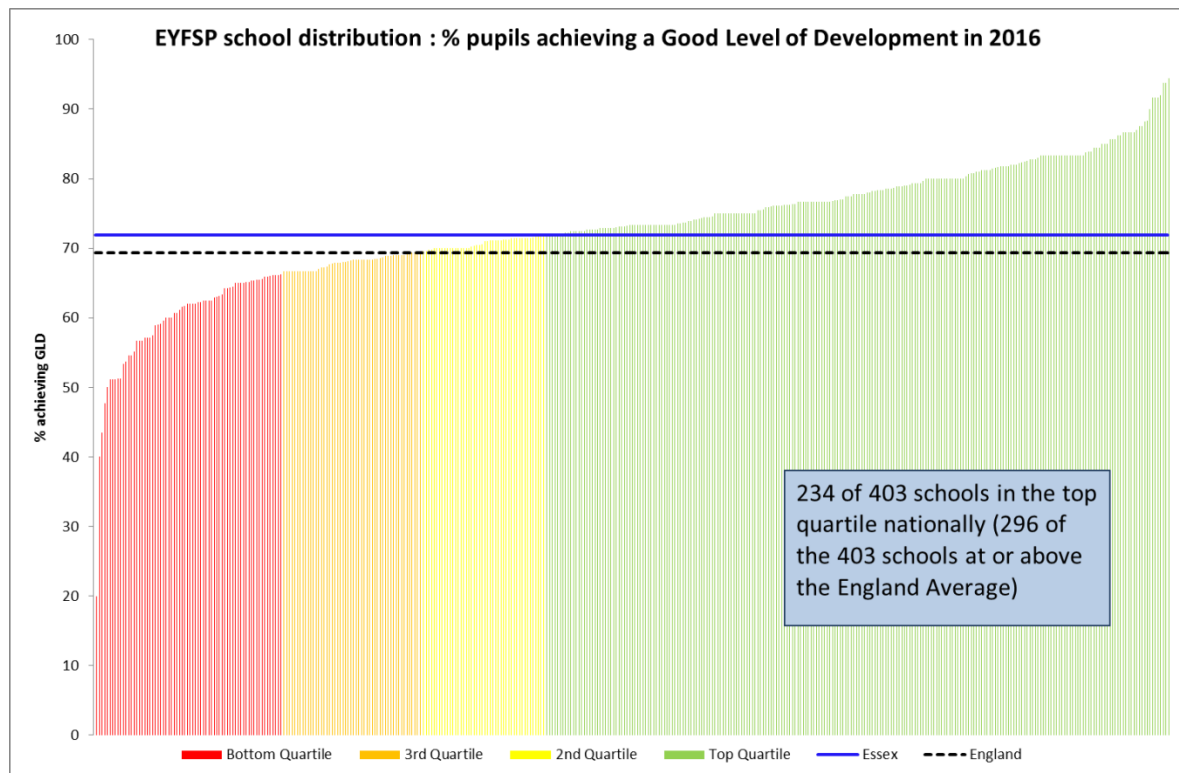


With over half of Essex schools having attainment that placed them in the top quartile, Essex is in now in the top quartile.

234 of 403 schools had a performance level which put them into the top quartile of national performance (46 in 2nd quartile, 52 in 3rd and 71 in bottom quartile). Overall, this means Essex has reached the top quartile for the first time. 296 of 403 schools were at or above the England Average.

2016 Early Years Foundation Stage Results																	
Measure	Year	Essex	ER	SN	England	Ranks			Quartiles								
						ER	SN	England	Min		Top of 4th		Top of 3rd		Top of 2nd		Max
Good Level of Development	2013	52.5	51.8	53.3	51.7	3	5	57	27.7		46.0		50.7		55.4		69.0
	2014	61.4	60.9	63.2	60.4	3	6	56	41.2		56.7		60.0		63.7		75.3
	2015	67.7	66.6	69.0	66.3	3	6	52	50.7		63.4		66.1		68.6		77.5
	2016	71.9	69.7	71.9	69.3	2	6	35	59.8		66.2		69.5		71.7		78.7
Lowest 20% Gap	2013	33.2	34.7	31.5	36.6	4	5	47	44.6		38.2		35.5		32.0		23.0
	2014	31.0	32.2	29.8	33.9	5	6	52	45.2		37.4		33.2		29.7		21.9
	2015	28.9	30.6	27.9	32.1	5	5	40	45.2		35.3		31.7		28.8		22.7
	2016	27.1	29.9	27.8	31.4	3	5	31	45.2		34.8		31.4		28.2		18.6

● The blue dot in the above table denotes the Essex County position within the national quartile range (ER = Eastern Region, SN = Statistical Neighbour)



Differences between girls' and boys' attainment similar to national.

79% of girls attained GLD compared to 65% of boys, a difference of 14 % points. This was the same as the national gap. Reductions in gaps were also seen in 13 of the 17 Early Learning Goals over this period.



Attainment of pupils eligible for Free School Meals increasing.

55% of children eligible attained GLD, similar to the national average and above SN average. An increase of 4 % points compared to 2014 and 20 % points since 2013.



All children with Special Educational Needs performing above national comparators.

8% of children with a Statement or Education Health Care Plan attained GLD (higher than the national average) and 30% of SEN Support pupils now achieve a GLD compared to 15% in 2013. This means 330 pupils achieved compared to 149 three years before. For the first time Essex SEN Support pupils outperform national peers. 76% of Children with no SEN attained GLD.



There was a 12 % point variation between districts (an increase of 4 % points).

Uttlesford and Brentwood had the highest proportion of children attaining a GLD (78.9% and 76.0%) compared to Colchester and Tendring (70.5% and 67%).

All districts increased their GLD percentage in 2016. 11 out of the 12 districts attained GLD above national in 2016. This is unprecedented.

6. Phonics checks (Year 1)

Background

The phonics screening check indicates whether children have achieved a basic proficiency in identifying essential word structures; it was introduced in 2012 as a statutory assessment for all children in Year 1 (typically aged 6). Those pupils who do not meet the standard in Year 1 or who were not tested are re-checked at the end of Year 2 (typically aged 7). Pupils meet the required standard of phonic decoding if they score 32 or more out of a possible 40 in the test.

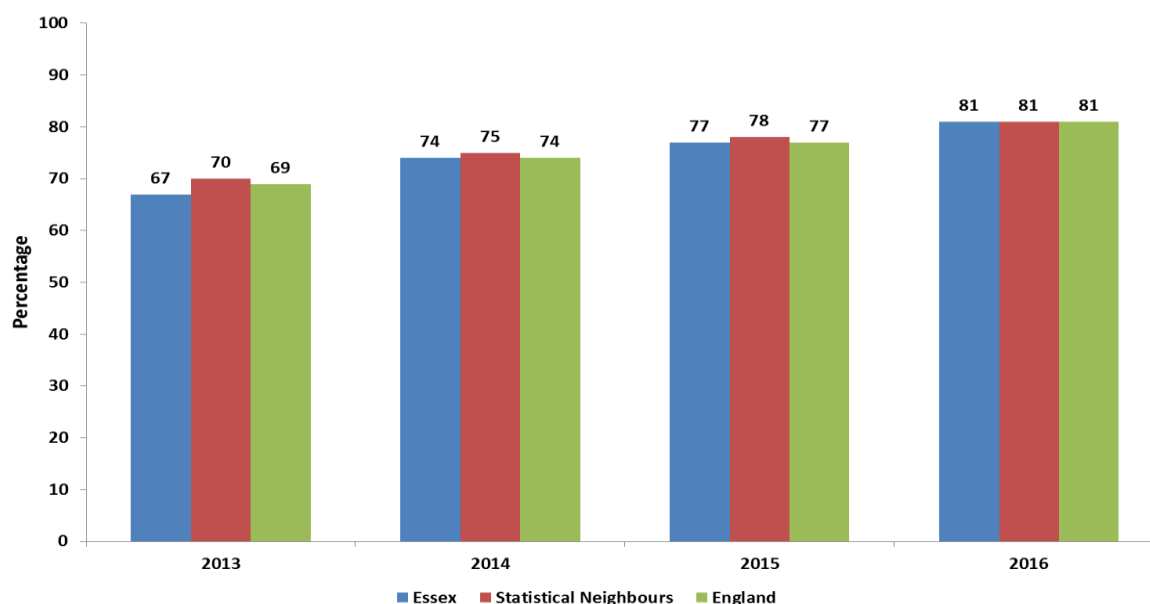
Headlines



In line with national performance, there was a further increase in the percentage of year 1 pupils (aged 6) meeting the expected standard in phonics.

81% of Year 1 pupils achieved the expected standard of phonic decoding, up 4 % points over 2015 and in line with the national increase. This is the 4th consecutive year of improvement. Nationally Essex's rank position improved slightly, from 63rd in 2015 to 58th out of 151 local authorities. This means over 5200 more pupils are now working at the required level.

**Phonics - percentage of children achieving the expected level
2013-2016**



SEN Support pupils performing significantly lower than SEN Support pupils nationally.

43 % of SEN support pupils were working at the expected/required level, 3 % points below the England Average for SEN support pupils.



Some differences seen between districts, best performance in Brentwood.

Brentwood had the highest proportion of pupils working at the expected standard in phonics (84%), whilst Basildon had the lowest proportion (79%), a difference of 5 % points.

7. Key Stage 1 (Year 2)

Background

Assessments at the end of Key Stage 1 are made by teachers. From 2016, KS1 National Curriculum outcomes were no longer reported using levels. Scaled scores in Reading and in Maths are now used to inform the overall Teacher Assessment. For Writing and Science, children are assessed against the criteria set out in the Interim Teacher Assessment Frameworks. In order to measure pupil attainment and progress by the end of Key Stage 1 pupils are assessed to determine whether they have reached at least the expected standard in Reading, Writing and Maths compared with their end of Early Years outcomes in the Early Learning Goals. Data is taken from DFE performance tables and RAISE online.

Headlines



RWM

Essex is significantly above England in Reading, Writing and Maths.

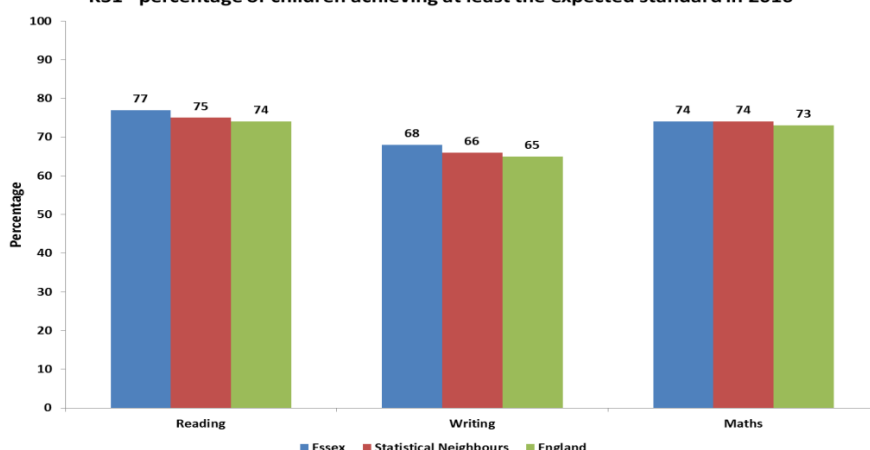
A higher percentage of Essex pupils achieved at least the expected standard in all three subjects (Reading, Writing and Maths) and Essex is above for all national comparators in these subjects.



Reading continues to be the best subject and writing the lowest.

Although not directly comparable, the best performance was seen in Reading (77%) and the lowest in Writing (68%). Reading has historically seen the best performance.

KS1 - percentage of children achieving at least the expected standard in 2016








Nationally, Essex was ranked in the 2nd quartile in most measures for those who achieved 'at least expected'.

The actual rank positions for Essex pupils achieving 'at least the expected standard' out of 152 local authorities were: Reading 29th, Writing 43rd and Maths 55th, placing Essex in the 2nd quartile overall.

2016 Key Stage 1 Results																			
Measure	Subject	Pupils	Essex	ER	SN	England	Ranks			Quartiles								From top quartile:	
							ER	SN	England	Min		Top of 4th		Top of 3rd		Top of 2nd		Max	% points Pupils
At least expected	Reading	16466	77	75	75	74	2	3	29	64		72		75		77		81	1 165
	Writing		68	67	66	65	5	4	43	53		63		66		69		78	2 329
	Maths		74	74	74	73	4	7	55	62		71		73		76		82	3 494
Higher standard	Reading	16466	28	27	26	24	4	3	23	10		21		24		27		36	0 0
	Writing		16	15	14	13	3	1	29	5		11		14		16		24	1 165
	Maths		21	20	18	18	4	2	31	8		15		18		21		32	1 165

● The blue dot in the above table denotes the Essex County position within the national quartile range (ER = Eastern Region, SN = Statistical Neighbour)

7.1 Performance across pupil groups – KS1

	Girls outperform boys	<p>Girls outperform boys in each subject (Reading, Writing, Maths). Most evident in Writing - boys 60% v girls 76% achieving at least expected standard. Gender gaps are higher than the national average in each subject (not in line with previous trends).</p>
	Differences between Disadvantaged pupils and national peers are expected to diminish, greatest differences seen in Writing.	<p>The performance of Essex Disadvantaged pupils is now compared to that of other pupils nationally. Local Authorities are expected to see any difference diminish. 2016 results show the difference between disadvantaged and national outcomes is higher in Writing (by 19 % points), followed by Maths (17 % points) and Reading (15 % points).</p>
	Pupils with SEN Support perform lower than pupils with a Statement/EHC plan.	<p>Pupils with a Special Educational Need (SEN) who have a Statement/EHC plan are at least 7 % points higher than other pupils with a Statement/EHC plan nationally in each subject. However, SEN Support pupils perform much lower. This contributes to the much higher SEN/no SEN gaps in Essex.</p>
	Ethnic groups compare favourably with national peers.	<p>All ethnic groups compare favourably with England, Eastern Region and Statistical Neighbours averages – particularly so for Asian pupils.</p>
	EAL pupils outperforming national peers and non EAL pupils in Essex in some subjects.	<p>Pupils with English as an Additional Language (EAL) performed at least 4 % points higher than nationally in each subject. EAL/non EAL gaps are much lower with EAL pupils in Essex outperforming non EAL pupils in Writing and Maths.</p>
	A high proportion of CiC without a Special Educational Need (SEN) achieved the expected standards at KS1.	<p>Children in Care (CiC) in KS1 tend to be a very small cohort and performance will therefore tend to fluctuate more across years compared to larger groups. In 2016, provisional data indicates that 39% of children achieved the expected standard in RWM. Of those children without SEN 70% achieved the expected standard in all three subjects.</p>
	Greatest differences between districts for Writing and combined RWM measure.	<p>There was a 10 percentage point difference between the highest and lowest performing districts for Reading, 11% point difference for Maths, 13% point difference for Writing and for the combined Reading, Writing and Maths (RWM) measure there was a 15% point difference (Tendring 57%, Brentwood 72%). Tendring was the lowest performing district in all cases. Brentwood had the highest performance for all measures, except Maths, which was in Rochford (82%).</p>

8. Key Stage 2 (Year 6)

Background

All pupils in state-funded schools must be assessed against the standards of the national curriculum at the end of Key Stage 2 (age 11).

The previous system of pupils being assigned a level (the expectation being that pupils should achieve Level 4+ by age 11), now sees pupils assigned a scaled score in Reading and in Maths, which is aligned to a series of standards set out in the Interim Teacher Assessment Frameworks. For Writing and Science, children are assessed against the criteria set out in the Interim Teacher Assessment Framework as there are no tests for these subjects. The expectation is that pupils achieve at least the expected standard for their age. Progress is measured from each pupil's end of KS1 outcome for each of Reading, Writing and Maths. Due to the changes to the assessment framework in 2016, this means that it is no longer possible to use trend data for Key Stage 2.

The source for the information shown here are DfE Statistical First Releases and Performance Tables.

Headlines

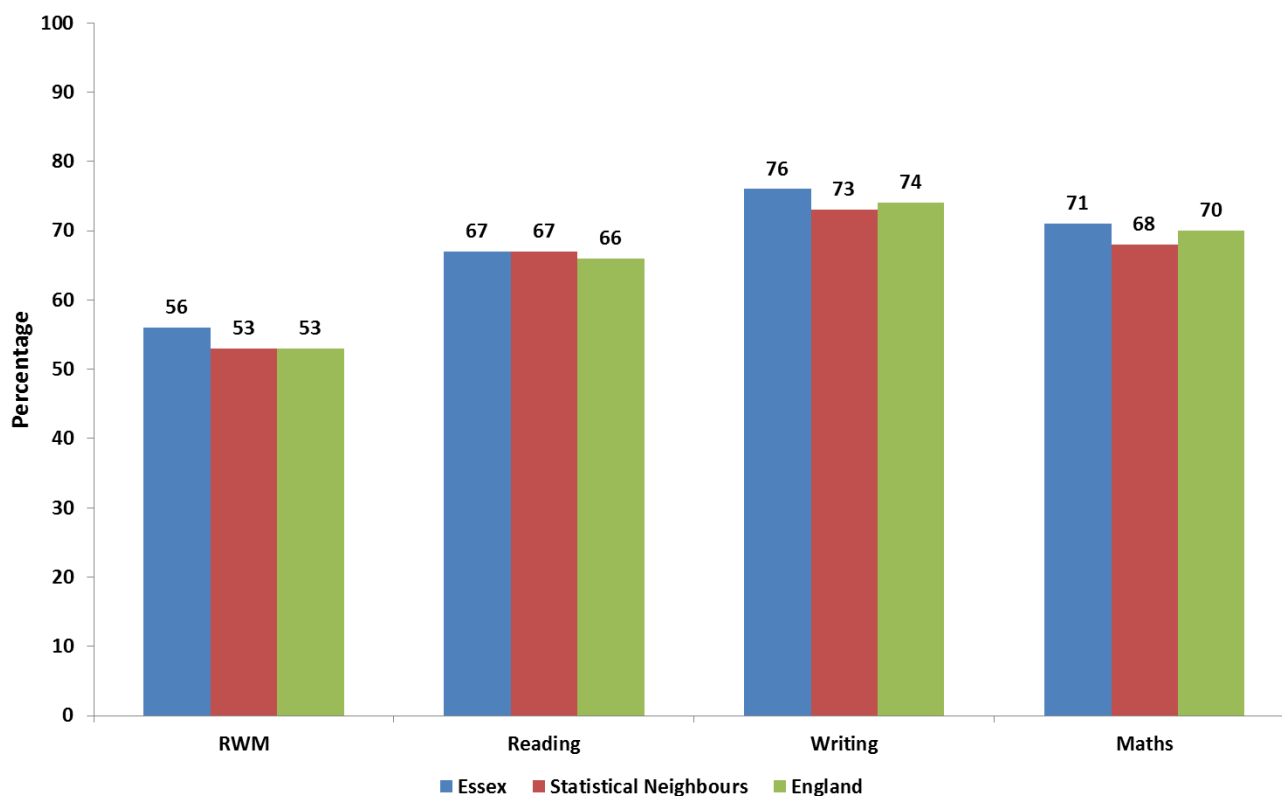


RWM

Best combined performance in Reading, Writing and Mathematics

For all pupils, Essex is at or above the England averages against all measures. Performance is significantly higher than nationally in RWM and Writing. Performance against all measures is either in the 2nd quartile or higher end of the 3rd quartile.

KS2 - percentage of children achieving at least the expected standard in 2016



The chart below compares both our performance and the performance of our Statistical Neighbours to national pupils who achieved similar performance at Key Stage 1. Progress of Essex pupils was +0.5 in Writing and +0.1 in Maths compared to national averages of 0.0. Performance for Reading was -0.5 below.

Task	Essex	Statistical Neighbours	England
Reading	-0.10	-0.33	0.00
Writing	0.50	-0.92	0.00
Maths	0.10	-0.87	0.00



185 out of 389 schools were in the top quartile nationally for the combined Reading Writing and Maths measure, placing Essex in the 2nd quartile nationally overall.



11 schools (<3% of Essex schools) are below floor standards, this is below national average. The proportion of schools deemed to be coasting schools (10 schools or 3%) is similar to national average.

The chart displays the percentage of pupils achieving expected or higher in KS2 RWM for primary schools in Essex, categorized by quartiles. The Y-axis represents the percentage of pupils, ranging from 0% to 100%. The X-axis represents the primary schools in Essex, ordered by their performance. The chart is divided into four quartiles: Bottom quartile (red), 3rd quartile (orange), 2nd quartile (yellow), and Top quartile (green). Two horizontal lines indicate the regional benchmarks: a dashed black line for England (approximately 53%) and a solid blue line for Essex (approximately 55%). A text box indicates that 185 of 389 schools (47.6%) are in the top quartile nationally.

Quartile	Color	Approximate Range of Schools (X-axis)	Approximate Range of % Pupils (Y-axis)
Bottom quartile	Red	1 to 185	0% to 50%
3rd quartile	Orange	185 to 270	50% to 55%
2nd quartile	Yellow	270 to 389	55% to 60%
Top quartile	Green	389 to 500	60% to 90%

185 of 389 schools (47.6%) in the top quartile nationally

Primary schools in Essex

Bottom quartile 3rd quartile 2nd quartile Top quartile - - england essex

8.1 Performance across pupil groups – KS2

	Both boys and girls exceeding their national peers in all measures.	Gender gaps are in line with national average for most measures. For both genders the performance of Essex pupils achieving the expected standard or higher, exceeds that of their national peers in all subjects. Boys significantly so in Writing (Essex 70%, England 68%) and Maths (Essex 72%, England 70%). Girls significantly so in Writing (Essex 83%, England 81%) and GPS (Essex 79%, England 78%).
	Disadvantaged pupils differ from other pupils nationally by 23%.	Disadvantaged pupils perform below their national peers, although not significantly so. Against all expected standard or higher measures, Essex Disadvantaged pupils performed 1% point lower. In terms of diminishing differences, 38% of Essex Disadvantaged pupils achieved at least the expected standard in the RWM combined measure compared to 61% of Other pupils nationally – a difference of 23 % points.
	EAL pupils performing better than other pupils in Essex.	Nationally the tendency is for English speaking pupils to outperform those who have English as an Additional language (EAL). However the reverse is the case in Essex where EAL pupils perform higher in most subjects. This is most evident in Writing and Maths where EAL pupils performed 6 % points higher than English speaking pupils.
	Pupils from ethnic minorities achieve at or above England averages.	All ethnic groups in Essex performed at or above England averages in each subject (based on pupils achieving at least the expected standard). Asian pupils performed significantly higher in each subject. For the RWM combined measure 71% of Essex Asian pupils achieved at least the expected standard compared to 56% nationally.
	Pupils with a Statement/EHC plans out-perform peers but SEN support pupils perform lower.	Essex pupils with a Statement/EHC Plan outperformed their national peers in each subject. However, SEN Support pupils performed lower, specifically 3 % points lower in RWM (combined), 3% in Maths and 4 % points in Reading.
	A quarter of CiC attain at least the expected standard in combined Reading, Writing and Maths (RWM) measure.	Children in Care (CiC) tend to be a small cohort and performance will therefore tend to fluctuate more across years compared to larger groups. Provisional data indicates that 22% achieved the expected standard in the combined RWM measure. In total 47% of the cohort has an identified Special Educational Need, 30% having a Statement/EHC and 15% attending a specialist educational/care provision.
	Greatest differences between districts were in Reading and in the combined RWM measure.	Uttlesford had the highest performance against the majority of KS2 measures, including progress in Reading. Tendering and Epping Forest had the lowest performance for most measures; conversely, Tendring saw the greatest progress for Writing. The greatest differences in attainment between districts were in Reading (15 % points) and in the combined Reading, Writing and Maths (RWM) measure (12 % points).

9. Key Stage 4 (Year 11)

Background

Pupils are assessed the end of Key Stage 4 (aged 16) through external GCSE exams and vocational courses. Since 2014 there have been several major reforms implemented and in 2016 new measures were introduced which affect the calculation of Key Stage 4 (KS4) performance measures. They were:

1. Professor Alison Wolf's Review of Vocational Education recommendations which:

- restricts the qualifications counted
- prevent any qualifications from counting as larger than one GCSE
- cap the number of non-GCSEs included in performance measures at two per pupil

2. An early entry policy that only counts a pupil's first attempt at a qualification.

3. As part of changes to secondary accountability system, Attainment 8 and Progress 8 are the new key measures of secondary school performance from 2016 onwards. **It is not possible to make direct comparisons to results prior to 2016 across these measures. Other headline measures are: Percentage of pupils achieving A* to C Grades in English and Maths, percentage of pupils entered for the English Baccalaureate (EBACC) and the percentage achieving the EBACC.**

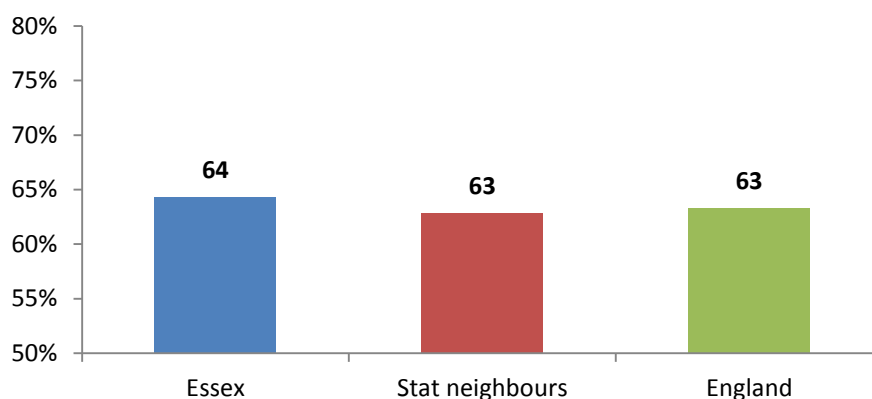
Headlines



Proportion of young people attaining A* to C grades in English and Maths above national average

64.3% students attained A* to C grades in English and Maths, putting Essex in the 2nd quartile nationally. Performance was 1 % point above the national average of 63.3%, slightly higher than the Eastern Region average and well above performance for Statistical Neighbours.

% A*-C in English & Maths





Essex performance is higher than national average in Attainment 8

The Essex score for average student performance across their highest best subjects (the new Attainment 8 measure) was 50.4, above the national average and statistical neighbours and similar to attainment across the Eastern Region. Essex was in the 2nd quartile nationally for this measure.



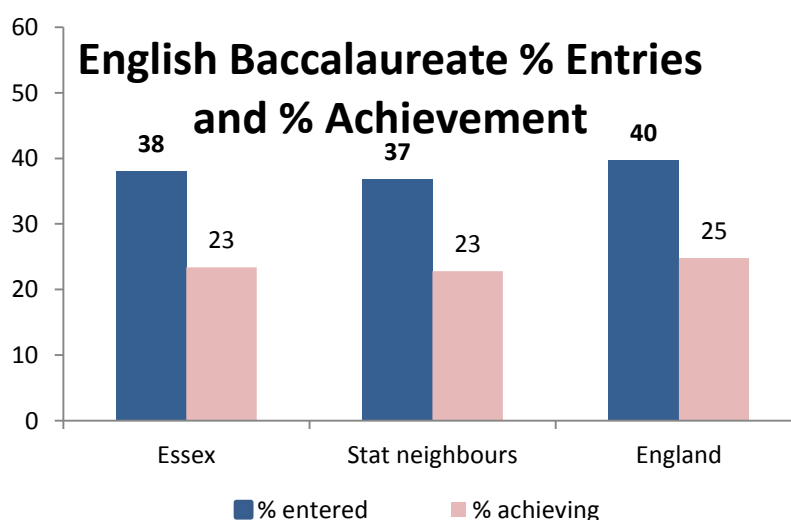
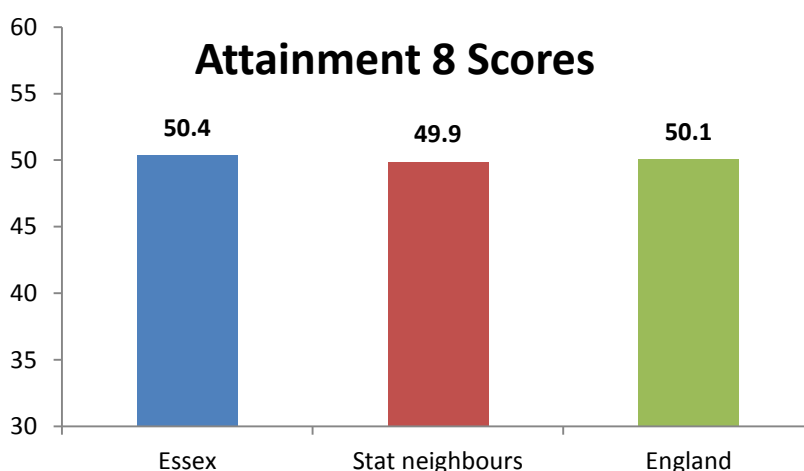
Progress 8 – similar to national average

Essex was again in the 2nd quartile nationally. Students made progress across their secondary education in line with the national average.



Rise in proportion of pupils achieving the English Baccalaureate

The proportion of pupils entered for the EBACC has increased from 31% in 2013 to 35% 2015 and now 38% in 2016. The percentage of young people who have achieved the award has also increased year on year, and now 23.4% of young people attain the EBACC, 1 % point higher compared to last year.





Half of Essex schools had overall attainment at GCSE that put them in the top quartile nationally

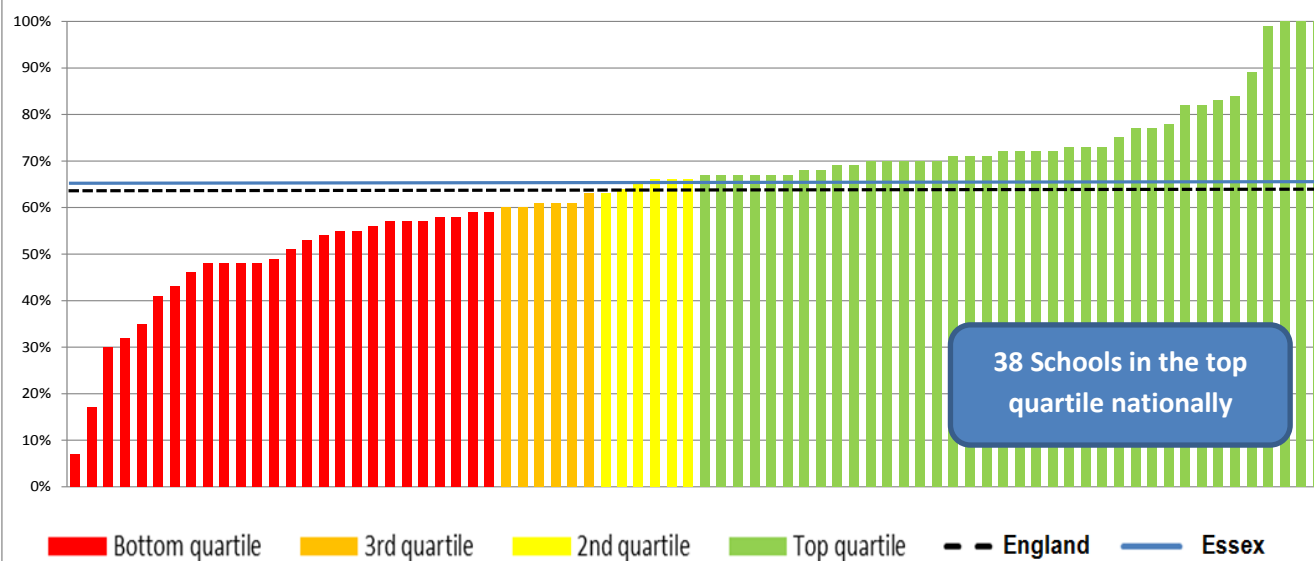
38 out of 76 schools had a level of attainment of A* to C Grades in English and mathematics to place them in the top quartile nationally.



Lower proportions of schools below Floor Standards and deemed coasting

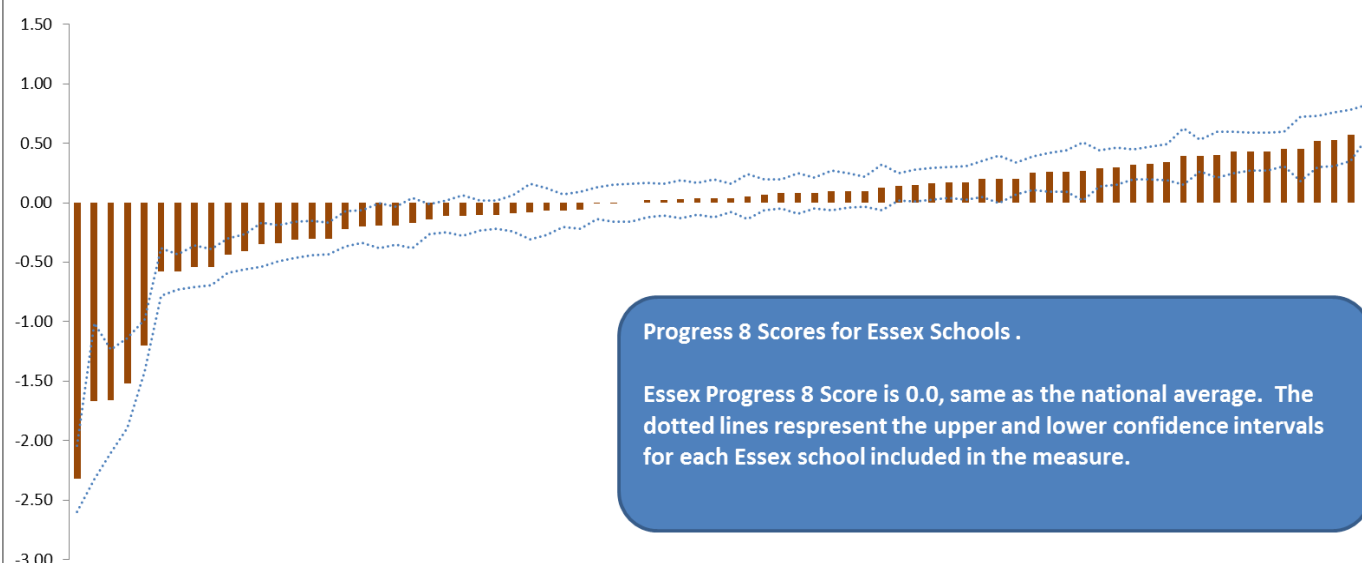
5 of 74 (6.8%) schools are below floor compared to 9.3% nationally. 4 of 71 (5.6%) schools are deemed to be coasting compared to 11.3% nationally. (NB. Two schools appear in both lists). Essex is in the 2nd quartile nationally for these measures.

Essex Schools - % Achieving A* to C Grades in English and Maths



Source: final performance tables data. School status as shown in Performance tables published dataset.

Essex Schools - Progress 8 Scores



9.1 Performance across pupil groups – KS4

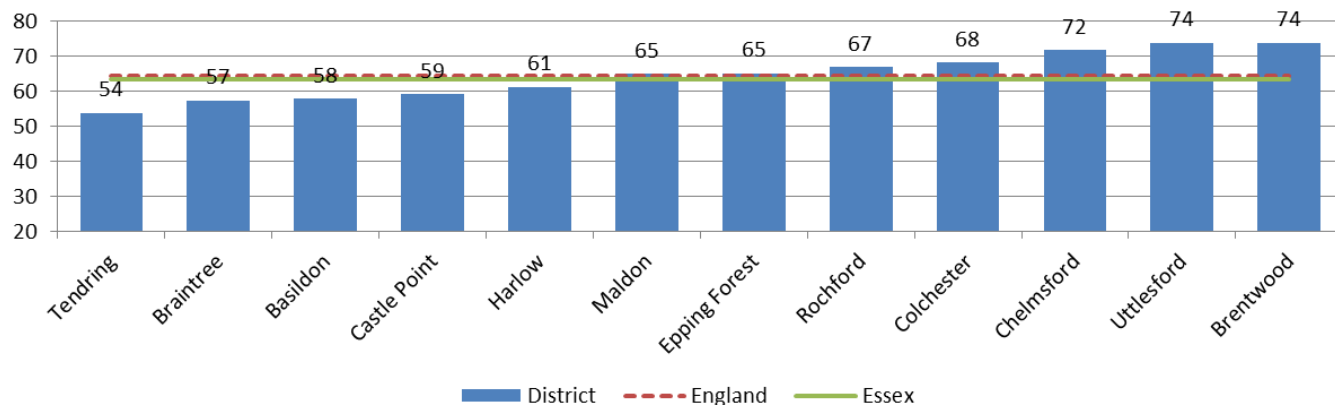
	<p>Girls continue to outperform boys but both genders do better than their peers nationally</p>	<p>Girls' performance in the Progress 8 measure (0.12) was significantly higher, compared to their peers, nationally. Boys (-0.12) were significantly lower than girls, but higher than their peers nationally. Both groups were above national average for % achieving A* to C in English and Maths however both groups are significantly below their national peers in both English Baccalaureate measures (% entered and % achieving).</p>
	<p>Disadvantaged pupils' progress higher than national average</p>	<p>Essex Disadvantaged pupils performed slightly higher than their national Disadvantaged peers in Progress 8 compared to non-Disadvantaged learners. However, the difference between Essex Disadvantaged pupils and national other pupils is 28.2 % points for pupils achieving A*-C in English and Maths. Fewer Disadvantaged learners in Essex entered the full English Baccalaureate and therefore fewer achieve them than seen nationally.</p>
	<p>Higher performance for pupils with English as an Additional Language</p>	<p>EAL pupils performed significantly higher than EAL pupils nationally in all measures featured. 55.2% of EAL pupils in Essex were entered for the English Baccalaureate compared to 37.1% of English speaking pupils.</p>
	<p>Significantly high performance amongst some ethnic minority groups</p>	<p>Asian and Black pupils performed significantly higher than their national peers in virtually all measures. 58.2% of Asian pupils achieved the English Baccalaureate compared to 21.7% of White pupils. Chinese pupils performed lower in all measures although as the Essex cohort is just 51 pupils, this was only significantly lower in the Progress 8 measure.</p>
	<p>Progress of pupils with a Statement/EHC Plan above national peers.</p>	<p>Pupils with a Statement/EHC Plan performed broadly in line with national averages for their peers and outperformed them in Progress 8.</p> <p>SEN Support pupils were below all pupils nationally in every measure, except Progress 8, where performance was broadly in line with national average.</p>
	<p>Attainment of CiC based on small numbers.</p>	<p>Children in Care (CiC) tend to be a very small cohort and performance will therefore tend to fluctuate more across years compared to larger groups. Overall in the cohort the provisional data indicates that 12.7% of the cohort achieved five A* to C GCSEs including English and Maths.</p>



20% point difference between districts of pupils achieving A* to C. Less variation for Attainment 8.

Highest performance was in Chelmsford and Uttlesford with 74% of students gaining A* to C grades in English and Maths and Attainment 8 scores of 54.3 and 54.0 respectively. Tendring had the lowest performance with just over half of students gaining A* to C Grades and Attainment 8 score of 45.4

% of Pupils Achieving A* to C in English and Maths



Attainment and Progress 8 by District –

District averages shown below are based on location of schools not pupil residence

	Attainment 8 score	Pupil progress 8 score
Basildon	48.0	0.0
Braintree	48.0	-0.2
Brentwood	53.6	0.0
Castle Point	48.3	-0.1
Chelmsford	54.6	0.1
Colchester	52.9	0.1
Epping Forest	50.6	0.1
Harlow	48.0	-0.1
Maldon	52.2	0.2
Rochford	50.3	-0.1
Tendring	45.5	-0.1
Uttlesford	54.1	0.0
Essex	50.4	0.0
National	50.1	0.0

10. Post-16 qualifications and other FE college outcomes

Background

This section covers Key Stage 5, Apprenticeships and qualifications by age 19 at level 2 and 3

Key Stage 5 (KS5): The KS5 results presented in this section come from DFE national performance tables. There are 9 measures covering KS5. Key findings from a selection of these are presented in more detail: 3+ A*-A grades or better, Average points per entry (APS), % AAB or better and % AAB or better (including at least 2 facilitating subjects). For Average points per exam entry (APS) and 3+ A*-A grades we present results by state-funded maintained schools only and by state-funded maintained schools, FE colleges, academies, free school and maintained special schools combined. Due to changes in methodology, it is not possible to provide trend data for the measures presented.

Apprenticeships: In 2012, the Richard Report called on the government to improve the quality of apprenticeships and make them more focused on the needs of employers. The Government has set a target that by 2020 3 million people will have completed an apprenticeship. This demands a significant increase in apprenticeship delivery.

Apprenticeships start at level 2 (intermediate) through to level 7 (degree); and can take between one and four years to complete (depending on the level of apprenticeship and industry area). The statistical data below provides information on apprenticeships starts and achievement rates, education and training achievement rates (formerly referred to as success rates) covering further education learning delivered mainly in a classroom, workshop or through distance or e-learning methods, retention rates and employer and learner satisfaction scores.

Qualifications by age 19 level 2 and 3: The data presented in this section comes from the DFE Local Authority Interactive Tool. These indicators are a percentage of young people who have attained a full level 2 or level 3 qualification by the end of the academic year in which they turn 19. A full level 3 equates to 2 or more A levels or an equivalent qualification. Attainment at level 3 is a minimum requirement for entry into higher education and has demonstrable returns in the labour market. Disadvantaged young people are less likely to achieve Level 3 qualifications. Due to changes in methodology, it is not possible to provide trend data.

Headlines



Essex schools above national in most measures and in the Top quartile for 2

Essex schools have achieved above national in almost every reported measure of Post 16 performance. When looking at quartile performance across all measures Essex is in the top quartile for 2 out of 9 measures and in 2nd quartile for the remainder.



Essex has some Outstanding Post 16 provision

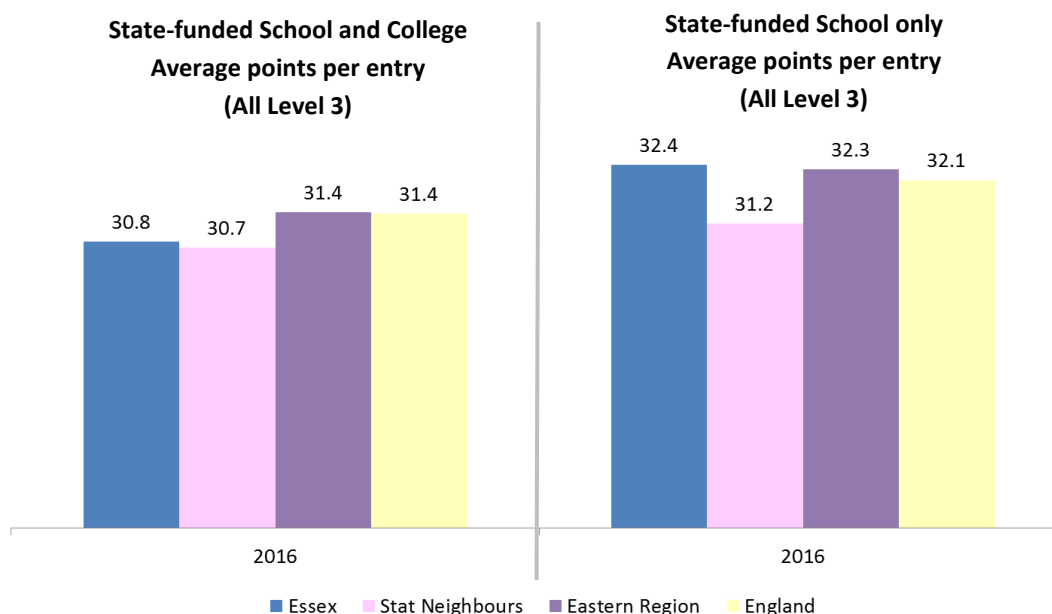
3 schools are in the top 4% of all providers nationally for A level and academic progress and 3 schools are in the top 4% of all providers nationally for applied general progress.

10.1. KS5 - Level 3 points per exam entry



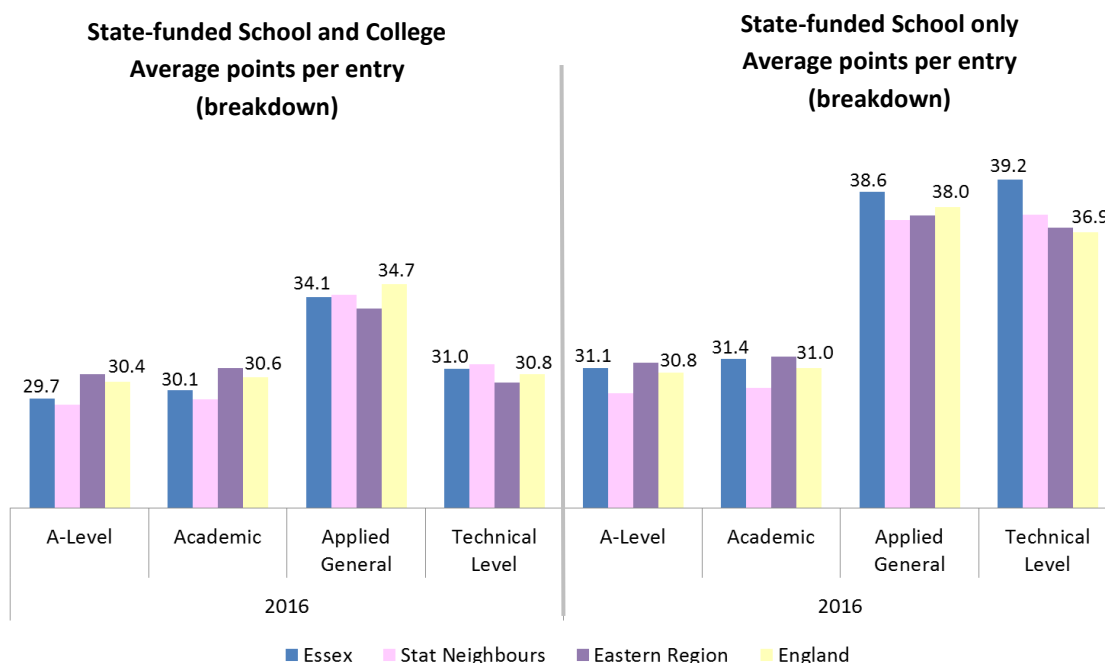
Points per entry above the national average for schools, but below for schools and colleges combined.

The average number of points per entry for students in state-funded schools was 32.42, slightly above national average. Essex has been above national average for the last three years.



Essex state-funded schools perform better than colleges

Level 3 qualification breakdowns show state-funded schools achieving higher average points per exam entry across all qualification types than that of state-funded schools and colleges combined for 2016, the highest being in Technical qualifications (8.2 average points difference). Similar patterns are seen across SN's, Eastern Region and national averages.

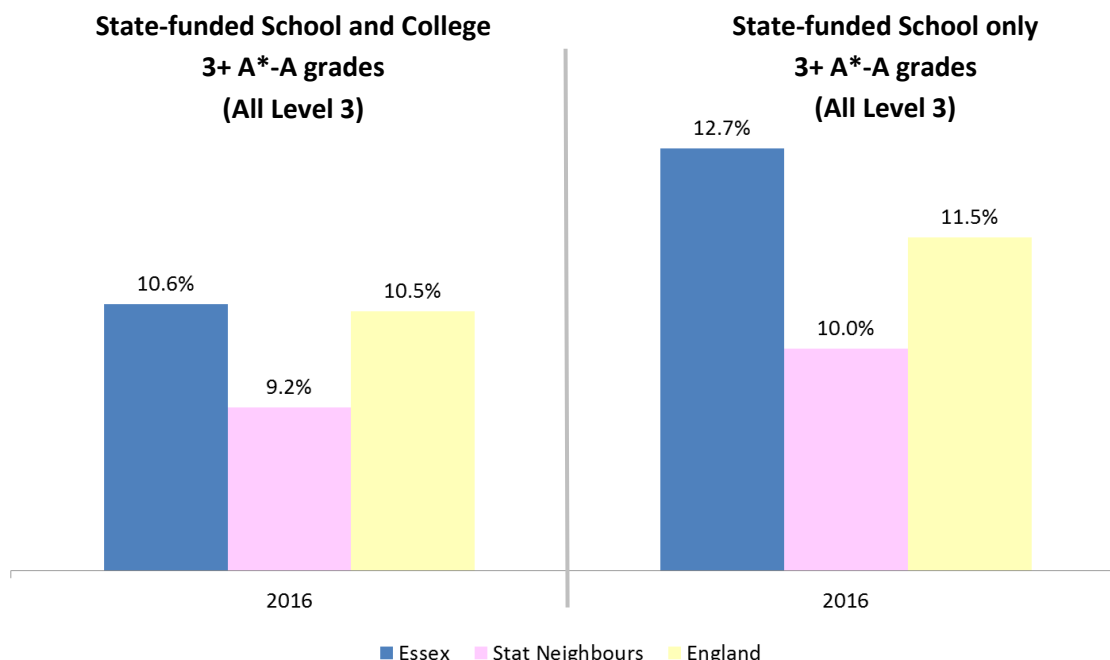


10.2. KS5 - 3+ A*-A grades: school and college students vs state-funded school students



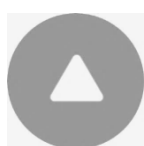
Essex in Top quartile for 3+ A*-A grades

1.2% more students in Essex schools achieved at least three A grades at A level in comparison to national schools (+0.1% for schools and colleges). Essex is in the top quartile for this school performance measure.



Only 3.9% of Essex state-funded schools and colleges below minimum standard

Only 2 out of 51 (3.9%) of Essex state-funded schools and colleges assessed are below the minimum standard for 2015, which is in line with national.



The % of Essex students gaining AAB grades well above national average

The percentage of students in schools achieving grades AAB or better at A level is 21.0% (1.1% above national). The proportion of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects is 16.6%, compared to a national percentage of 15.6%. Essex is on the top quartile of Local authorities for both of these measures for school performance.



3 out of 6 FE colleges inspected in Essex have been rated by Ofsted as 'requiring improvement'

3 out of 6 FE colleges inspected in Essex have been rated by Ofsted as 'requiring improvement'. The other three colleges out of these six are rated 'Good'.

10.3. Apprenticeship participation 2013 to 2015



Increase in numbers of people starting an apprenticeship

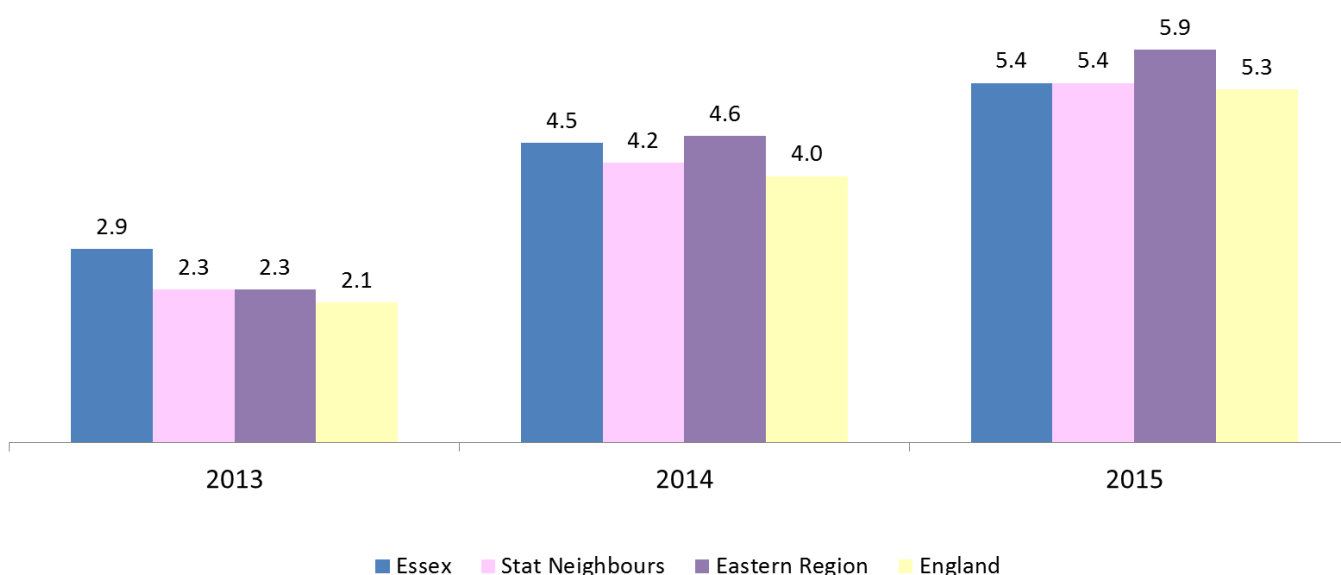
The number of people starting an apprenticeship is increasing (by 13.1% from 10,390 in 2013, to 11,750 in 2015).



The take up of Higher or Degree Level apprenticeships in Essex continues to increase, albeit at a slower rate than nationally

The number of Essex residents starting a Higher or Degree Level Apprenticeship increased from 300 in 2013/14 to 630 in 2015/16. Starts on Higher or Degree Level Apprenticeship now account for just over 5% of all apprenticeship starts by Essex residents, a similar percentage to the England average.

**Higher & Degree Level Apprenticeship:
Proportion of All Apprenticeship (%)**



Source: FE Data Library Apprenticeships: Nov 2016.

10.4. Apprenticeship achievement rates 2012 to 2015



Essex below national average for apprenticeship achievement rates

Average achievement rates for Essex residents enrolled on an Apprenticeship have increased by 2.4 % points over the last three years and stand at 70.3% in 2014/15 (1.4% below the national average at 71.7%).

Nationally, achievement rates have decreased by 0.6 % points (from 72.3% in 2012/13, to 71.7% in 2014/15).

Hybrid End Year		Overall Achievement Rate %
2012/13	Essex weighted average	67.9
2013/14	Essex weighted average	66.6
2014/15	Essex weighted average	70.3
2012/13	National	72.3
2013/14	National	68.9
2014/15	National	71.7

10.5. Education & training headline achievement rates (all institutions) 2015 to 2015



Education and Training retention rates same as national average

Overall achievement rates for Essex residents enrolled on education and training courses were slightly below the national average in 2014/15, though retention rates were the same as the national average. *Due to changes in methodology, it is not possible to make comparisons with year 2012/13.*

Expected End Year		Starters (Excluding Transfers)	Achievement Rate %	Retention Rate %	Pass Rate % *
2012/13	Essex weighted average	80,690	84.2	91.0	92.6
2013/14	Essex weighted average	95,010	83.3	92.3	90.3
2014/15	Essex weighted average	84,370	82.7	91.7	90.2
2012/13	National	3,934,220	86.0	91.7	93.8
2013/14	National	4,439,000	84.7	92.3	91.7
2014/15	National	3,946,620	83.4	91.7	90.9

** The overall pass-rate percentage is based on the calculation: number of learning aims that have been achieved, divided by the number of learning aims that have been successfully completed.*

10.6. Learner and Employer Satisfaction scores 2015



Learner satisfaction at further education colleges in Essex are lower than the National Average

72.6% of learners attending FE colleges in Essex surveyed for 2015/16 would recommend their college/training organisation to their friends or family, as opposed to 80.4% nationally (a 7.9 % points difference)..



Employer Satisfaction at further education colleges in Essex lower than the National Average

62.7% of employers (of learners attending FE colleges in Essex) surveyed for 2015/16 would recommend their employees' college/training organisation to another employer, as opposed to 74.9% nationally (a 12.2 % points difference).

Year		Learner Satisfaction Score	Employer Satisfaction Score
2015/16	Essex median	72.6	62.7
2015/16	National median	80.4	74.9

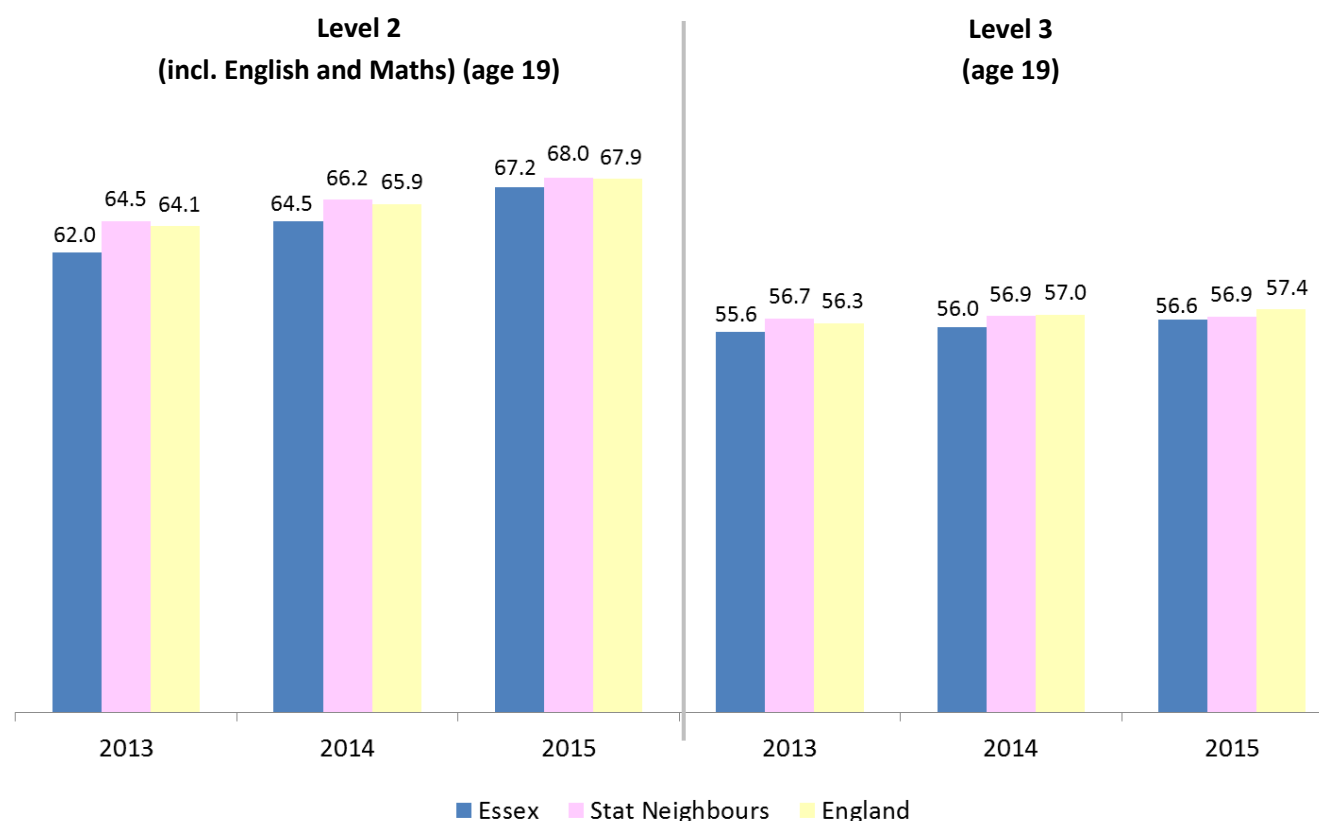
10.7. Level 2 (incl. English and Maths) and Level 3 Qualifications: at age 19, 2015



By age 19, 67.2% of young people attained a level 2 qualification (incl. English and Maths) and 56.6% attained level 3.

The latest published figures are for 2015 and show that there was a 2.7 percentage point increase in the percentage of 19 year olds with a level 2 qualification including English and Maths compared to 2014 in Essex. Essex is 0.7 % points below the national average and in the third quartile nationally.

There was also a slight improvement in Essex for Level 3 but overall Essex is in the third quartile nationally and 0.8 % points below the national average.



Decrease in inequality gap in Level 2 qualifications by the age of 19

The inequality gap reported is based on the difference in performance of young people who were eligible and not eligible for free school meals (FSM). Compared to 2014, there was a decrease of 2.9 % points in the attainment gap at Level 2 for young people reaching age 19. The Essex gap is lower than for SN and ER but 1.4 % points above the national average. Essex is now in the second quartile nationally for this measure.



2.8% change in the FSM gap for 19 year olds who attained Level 3 qualifications

In 2015 the inequality gap (FSM) has reduced by 2.8% to 26.1%, nationally it is 24.6% but there has been little change over the last 7 years. The Essex gap is lower than ER and the SN average (28.1 and 31.4%).

11. Young people not in education, employment or training (NEETs)

Background

From September 2016, The Department for Education (DfE) have reduced the amount of information that local authorities must collect, record and submit by reducing the cohorts that local authorities have to report on from Year 12, 13 and 14 to Year 12 and 13. This will provide a much more accurate measure of tracking. There is also a new combined NEET/Unknown measure.

The DfE monitors the performance of local authorities during November, December and January to establish the number and proportion of young people who are not in employment, education or training (NEETs) and those whose current activity is unknown. This period is when it is anticipated that the number of 'unknowns' will decrease from the peak in September. The DfE do

Headlines



2.6% NEET means the 2.7% NEET target has been achieved for 2016/17

There has been a reduction in NEET during the target period (November, December January) from 3.4% in 2013/14 to 2.6% in 2016/17. A 2.6% figure for January is the lowest NEET percentage achieved in January for the last four years.



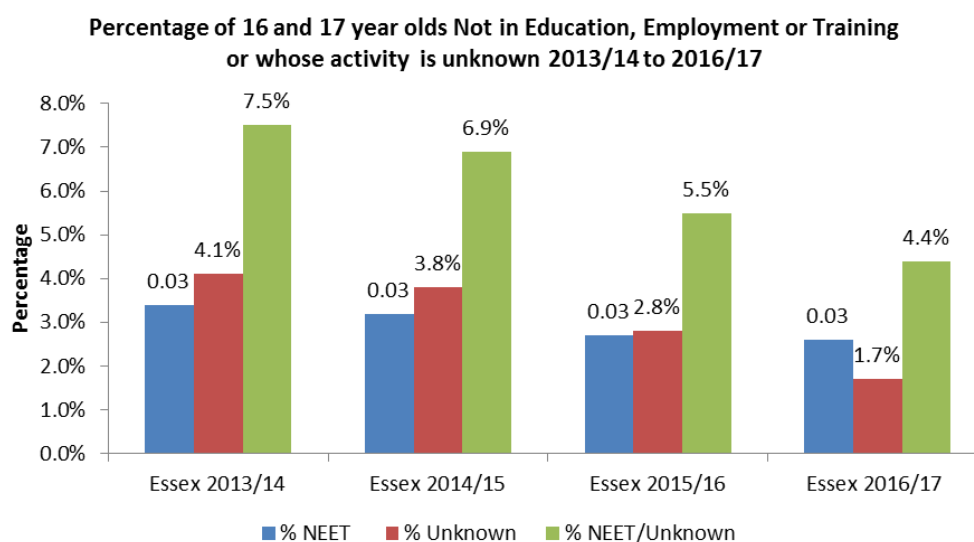
1.7% Unknowns means the 2.8% target has been achieved for 2016/17

The proportion of 'Unknowns' are well below the DfE 10% threshold Just 1.7% in January which makes data more robust and NEET figures more reliable.



4.4% NEET/Unknown means the 5.5% target for 2016/17 has been achieved.

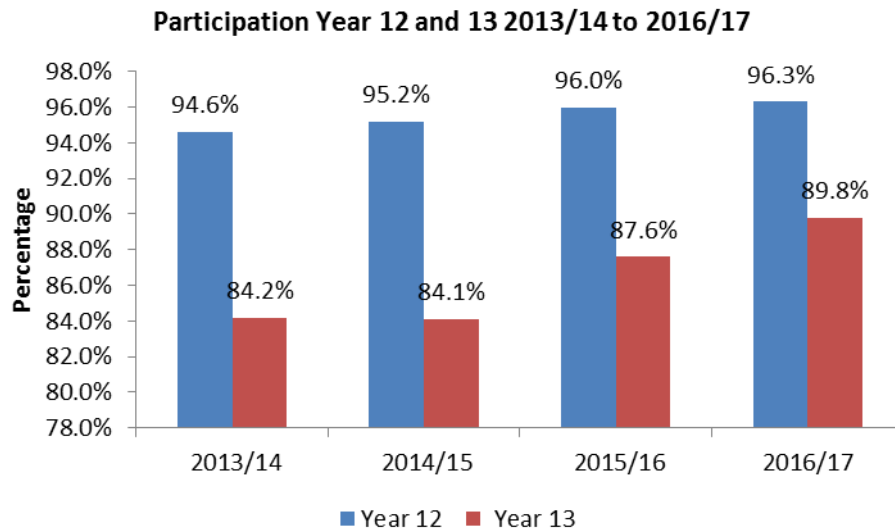
Currently at 4.4%, Essex is also under the 5.5% target for the combined NEET and unknown measure. This is a 2.9% decrease since 2013/14.





**Increase in
Participation rates
over the last 4 years**

Robust tracking and intervention to support young people back into meaningful employment or training has increased participation rates for Year 12 and 13 have over the last 4 years.



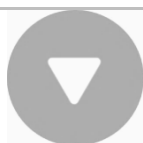
12. Attendance and Exclusions

Background

To the end of the Spring term 2015/6, absence in Essex was 4.2% across state-funded schools and academies (primary and secondary schools combined) compared to 5.4% in 2012/3. This means that on an average day, over 7,200 children were not at school - the approximate equivalent of 22 schools closing each day (down from over 9000 children and 30 schools 'closed' in 2013/4).

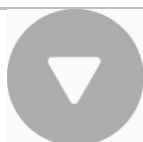
Just under 1 in 10 children (9.3% - averaged across primary and secondary schools) were 'persistent absentees' (defined as those pupils who missed at least 10% of possible sessions during the year to date for both authorised and unauthorised reasons).

Headlines



Reduction in absence rates at Essex schools.

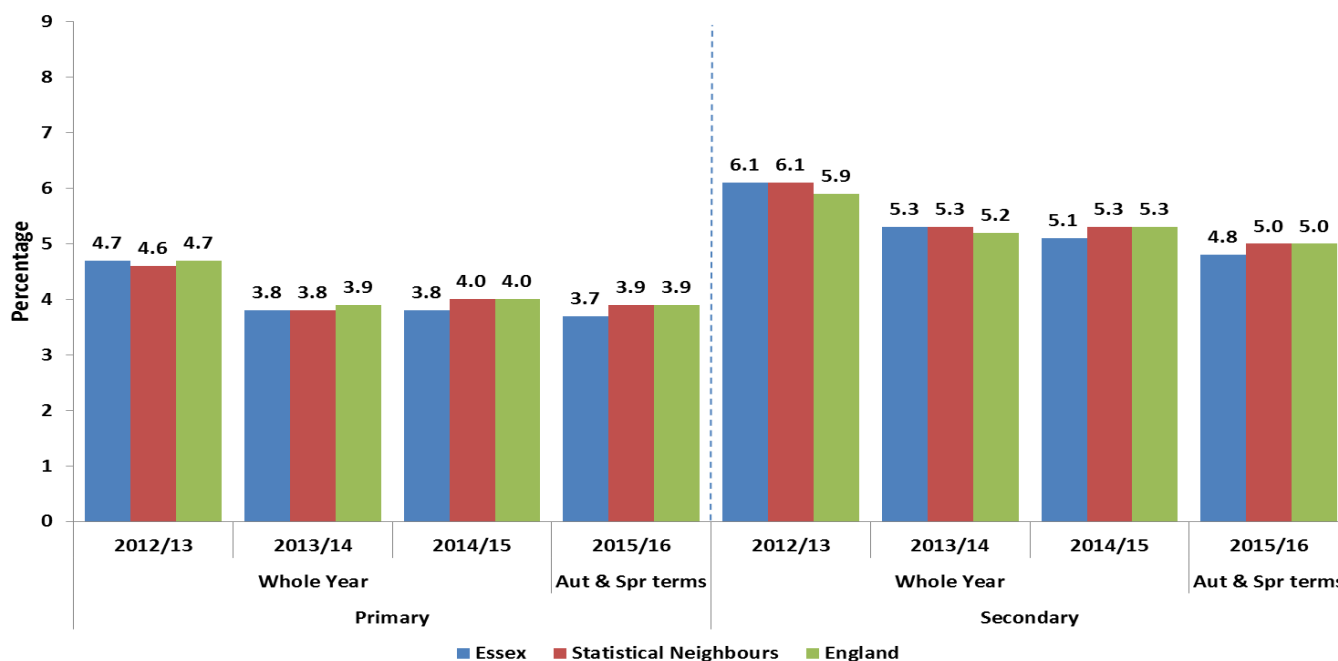
Essex rose to the Top quartile nationally for overall primary absence and rates maintained at nearly 1 percentage point lower than 2013/14 AY. Essex ranks 29th among LAs, up from of 33rd the previous year and 61st in 2013/4. Similar success is evident in Secondary schools. Absence has fallen by 1.3 % points compared with 2012/3 and Essex ranking improved from 103rd in 2013/4 to 54th in the last 2 years.



Reduced absence among CiC.

National absence rates for Children in Care (CiC) have been between 4.0% and 4.4% over the last three years. There has been a steady reduction in CiC absence in Essex from 4.3% in 2013 to 3.7% in 2015 (latest published figures) this is 0.3% better than national average.

Overall Absence: Primary & Secondary schools
2012/13 - 2015/16 (Autumn & Spring terms)





Persistent Absence lower than national.

In 2015/16 the measure of persistent absence was changed to 10% or more. Provisional Autumn and Spring term data indicates that Essex is below national comparators in both Primary (Essex 7.7%, England, 8.8%) and Secondary phases (Essex 11.3%, England 12.3%).

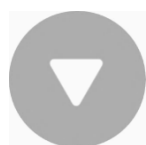
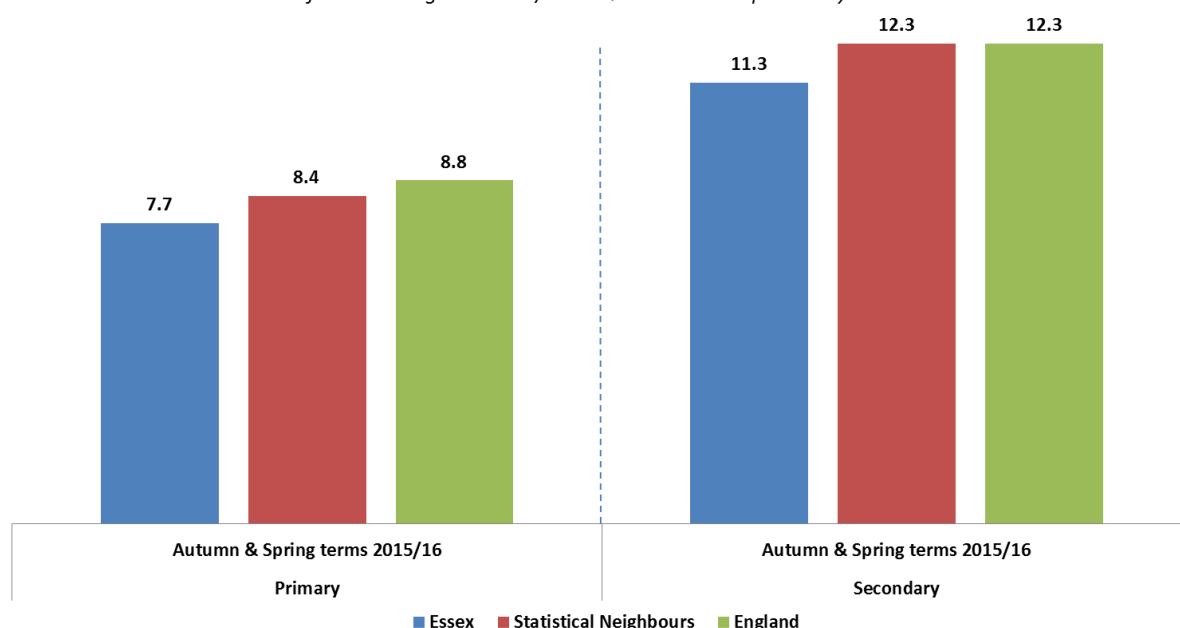


CiC persistent absence lower than other pupils in Essex.

Provisional data indicates that for Children in Care (CiC), Essex has maintained a low level of persistent absence at 5.9%, which is lower than pupils that are not in Care.

**Persistent Absence (PA) : Primary and Secondary Schools
2015/16 (Autumn & Spring terms)**

NB: 'PA' definition changed in 2015/6 to 10% threshold so previous years not shown



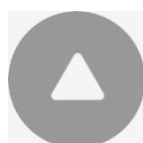
Secondary School permanent exclusions reducing

Secondary exclusions have decreased from 0.23% to 0.05% of the secondary school population since 2006/07. Although there was a slight increase on previous year (0.04%) they remain well below national average which increased to 0.15% in 2015.



Secondary fixed term exclusions below national average

Essex is in the second quartile nationally (54th) and exclusions have declined from 12.9% in 2006/07 to 6.03% in 2014/15.



Prior low proportions of Primary permanent exclusions appear to be on the rise

Primary permanent exclusions remain very low at 0.01% of the school population in 2014/15 and is in line with SN (0.03%), ER (0.02%) and national average (0.02%). However, 2015/6 has witnessed a significant increase in reported cases. Data published in July will reveal whether this is part of a national trend.



**Fixed-Term
exclusions in
Primary phase
increasing in line
with national trend**

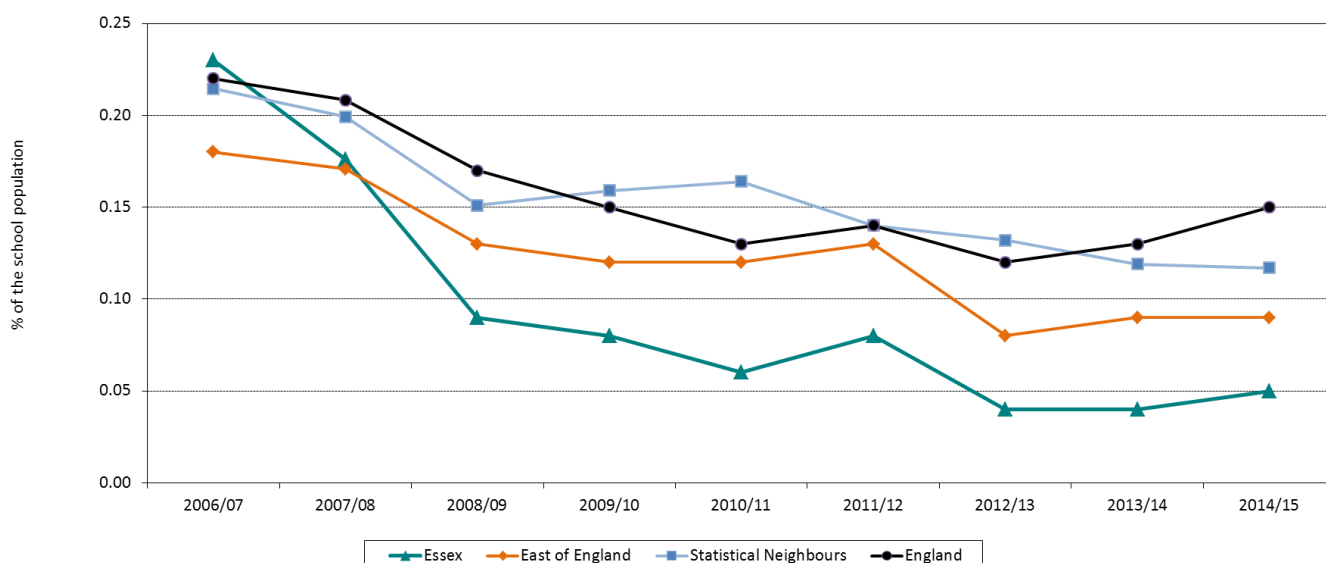
There has been a slight increase in the proportion of fixed-term exclusions at primary schools. Essex is ranked 101st nationally, placing it in the third quartile. The proportion of fixed term exclusions increased from 1.02% to 1.18% over the year.



**Disruptive
behaviour was the
most common
reasons for
exclusion**

'Persistent disruptive behaviour' (22%) was the most commonly recorded reason for fixed-term and permanent exclusions across primary and secondary schools followed by 'Verbal abuse/threatening behaviour against an adult' (20%) and 'Physical assault against a pupil' (19%).

Secondary Permanent Exclusions from school as a % of the school population



13. Children in Care (CiC)

Background

The information presented in this report on Children in Care is based on provisional data for 2015-16. Whilst we know the results for individual children, there are a number of factors that make calculating this cohort problematic, particularly in KS4, due to the variety of educational establishments, children educated out of their chronological age, some children leave care after 31st March but can still count in the cohort. All these factors contribute to making it difficult to predict which young people are reported by the DfE in the qualifying cohort.

Role of the Virtual School

The role of the Virtual School is to promote the educational achievement of Children in Care, whether educated in Essex or placed out of authority, through having high aspirations and working to close the attainment gap between them and their peers. There is a requirement to maintain an up to date roll and have robust procedures in place to monitor the attendance and educational progress. In Essex attendance and exclusion is monitored through a commissioned service 'Welfare Call'. Progress is monitoring through PEPs completed by schools on CLA Tracker. There is a requirement to inform head teachers that they have a child on roll that is under the Care of the Local Authority. In addition, the Virtual School should ensure that each child has an up to date, effective and high quality PEP that focuses on education outcomes. The Virtual School Head has primary responsibility for ensuring that there is a suitable education in place for all Children in Care, this includes oversight of admissions, managed moves and education moves brought about through care placement moves.

Headlines



Increase in numbers of CiC attending good or outstanding schools.

There has been an increase of Children in Care (CiC) attending good or outstanding schools from 77% in 2015 to 87.3% in 2016.



CiC not achieving GLD standards due to PSE development learning goals.

There were 13 children in this cohort, 31% (4) achieved a Good Level of Development (the expected standard). Those children that did not achieve their expected levels were mainly due to not achieving the standard in the Personal Social and Emotional (PSE) Development aspects.

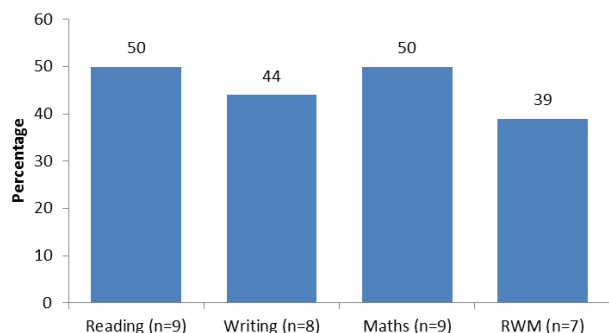


KS1

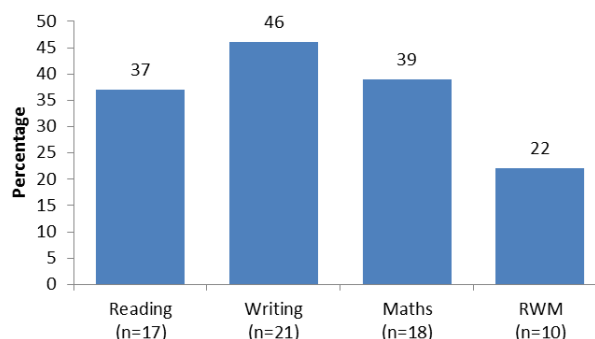
Overall improvement at KS1

There was an average improvement of 11% across all three curriculum subjects at KS1 in 2016. It was a small cohort of 18 children. Of the 10 children that did not have an identified level of SEN, 70% (7) attained expected standards in RWM. 44.4% (8) of the cohort has an identified level of SEN of which a small number had an EHC/statement.

Key Stage 1 - Performance of CiC



Key Stage 2 - Performance of CiC



CiC with SEN KS2

% of CiC achieving RWM higher for those without SEN

There are 46 children in the cohort. Provisional data indicates that 22% achieved the expected standard in the combined RWM measure. Of those children without an identified SEN 47% (22) achieved the expected standard in RWM. 47% (22) of the cohort have an identified level of SEN, with 30% (14) of those already having a Statement/EHC and 15% (7) attending specialist care/education provision.



KS4

12.7% achieved 5 A*-C GCSEs including English and Maths

Overall in the cohort the provisional data indicates that 12.7% of the cohort achieved five A* to C GCSEs including English and Maths.

In excess of 65% of pupils in the provisional qualifying cohort left with a range of GCSEs or other appropriate qualifications.

Other points to note about the **included cohort** (provisional 70 children):

- 40% (28) identified as having SEN (38.5% Statement/EHC, 24.2% attended special schools and 7% were educated at PRUs).
- 11 young people were unaccompanied asylum seeking children and one young person had English as a second language.

Points to note regarding those **not included**:

- 15 young people not included were in specialist independent care/education.



Many CiC going onto FE

On leaving statutory education, the majority of CiC moved on to study at a Further Education (FE) College (62.3%).

Moved on to study at FE college	Remained in a school setting	Became parents	Left care since 31/3/2016	Are engaged in employment /training	Were NEET on leaving statutory education
62.30%	27.50%	8%	2.80%	1.40%	2.80%



Reduced absence for CiC

Provisional data indicates low levels of permanent exclusions for Children in Care (CiC) (5.9%) and static numbers of fixed term exclusions at 10.1%.

You can contact us in the following ways:

By email:

Visit our Council website: www.essex.gov.uk

Visit our Partnership intelligence sharing website: www.essexinsight.org.uk

By telephone:

03330138370

By post:

Organisational Intelligence

EUG Zone1, County Hall, Chelmsford, Essex CM1 1QH

Read our online magazine at www.essex.gov.uk/ew

Follow us on Twitter



Essex_CC

Find us on



facebook.com/essexcountycouncil

Annex 2

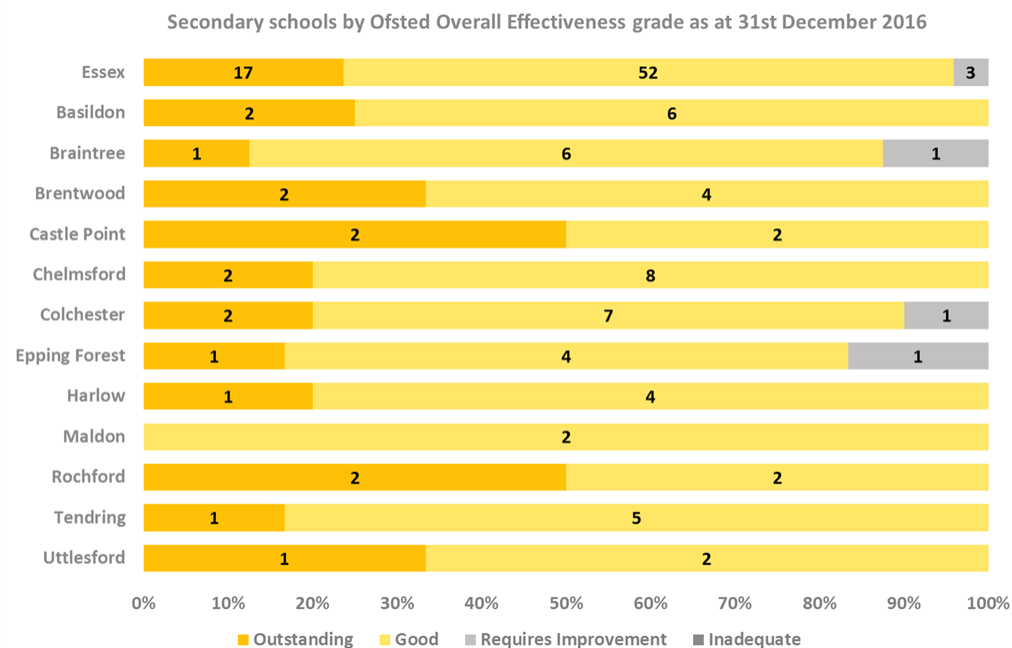
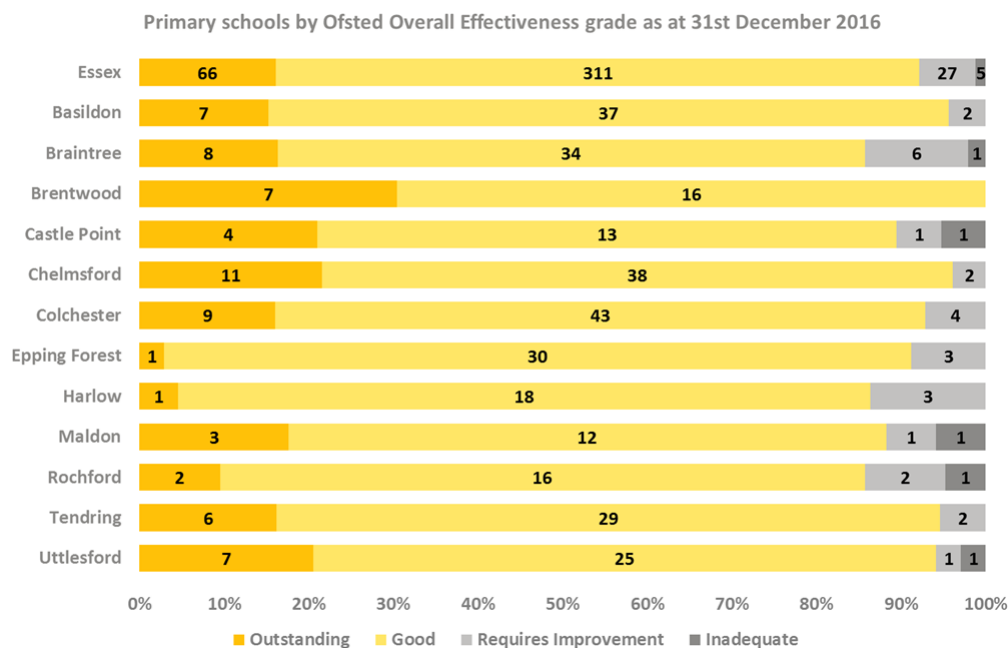
2016 Education Scrutiny Report – Additional tables

February 2017

Scrutiny date – 9th of March 2017














Ofsted Ratings

Ofsted Ratings by District



Early Years Foundation Stage

EYFSP attainment, District summary 2013 to 2016

District	% pupils achieving a Good Level of Development						
	2013	2014	2015	2016*			
Basildon	52%	61%	67%	71%		2%	
Braintree	52%	57%	65%	72%		3%	
Brentwood	52%	63%	70%	76%		7%	
Castle Point	52%	59%	65%	72%		3%	
Chelmsford	55%	65%	69%	73%		4%	
Colchester	56%	61%	66%	71%		2%	
Epping Forest	54%	62%	68%	71%		2%	
Harlow	38%	59%	66%	71%		2%	
Maldon	54%	67%	73%	73%		4%	
Rochford	56%	62%	72%	75%		6%	
Tendring	50%	58%	66%	67%		-2%	
Uttlesford	57%	65%	73%	79%		10%	
Essex	53%	61%	68%	72%		3%	
England	52%	60%	66%	69%			

* Bars show variation from England average

EYFSP attainment, Essex pupil groups vs national pupil group attainment, 2014-2016

Pupil Groups		Percentage of pupils achieving a Good Level of Development											Essex Cohort 2016
		2014			2015			2016					
		England	Essex	Difference	England	Essex	Difference	England	Essex	Difference			
All Pupils		60%	61%	<div><div></div></div> 1%	66%	68%	<div><div></div></div> 2%	69%	72%	<div><div></div></div> 3%	17,058		
Gender	Boys	52%	53%	<div><div></div></div> 1%	59%	60%	<div><div></div></div> 1%	62%	65%	<div><div></div></div> 3%	8,795		
	Girls	69%	70%	<div><div></div></div> 1%	74%	76%	<div><div></div></div> 2%	77%	79%	<div><div></div></div> 2%	8,263		
Ethnic Heritage	White	62%	62%	<div><div></div></div> 0%	68%	67%	<div><div></div></div> -1%	70%	73%	<div><div></div></div> 3%	14,412		
	Mixed	62%	62%	<div><div></div></div> 0%	68%	69%	<div><div></div></div> 1%	71%	72%	<div><div></div></div> 1%	857		
	Asian	57%	63%	<div><div></div></div> 6%	64%	71%	<div><div></div></div> 7%	68%	71%	<div><div></div></div> 3%	406		
	Black	59%	58%	<div><div></div></div> -1%	65%	66%	<div><div></div></div> 1%	68%	73%	<div><div></div></div> 5%	362		
	Chinese	58%	59%	<div><div></div></div> 1%	67%	63%	<div><div></div></div> -4%	69%	62%	<div><div></div></div> -7%	53		
First Language	English	63%	62%	<div><div></div></div> -1%	68%	69%	<div><div></div></div> 1%	71%	73%	<div><div></div></div> 2%	13,848		
	Not English	53%	51%	<div><div></div></div> -2%	60%	61%	<div><div></div></div> 1%	63%	64%	<div><div></div></div> 1%	1,240		
Free School Meals	FSM	45%	43%	<div><div></div></div> -2%	51%	51%	<div><div></div></div> 0%	54%	55%	<div><div></div></div> 1%	1,976		
	Non FSM	64%	64%	<div><div></div></div> 0%	69%	70%	<div><div></div></div> 1%	72%	74%	<div><div></div></div> 2%	15,082		
Special Educational Needs	No SEN	66%	66%	<div><div></div></div> 0%	71%	72%	<div><div></div></div> 1%	75%	76%	<div><div></div></div> 1%	15,365		
	SEN Support	21%	18%	<div><div></div></div> -3%	24%	22%	<div><div></div></div> -2%	26%	30%	<div><div></div></div> 4%	1,100		
	Statement/EHCP	3%	6%	<div><div></div></div> 3%	4%	5%	<div><div></div></div> 1%	4%	8%	<div><div></div></div> 4%	244		

Source : DfE SFR November 2016. Difference refers to that between Essex and England

Phonics

District Summary 2013 to 2016

District	% pupils working at the required standard				
	2013	2014	2015	2016*	
Basildon	63%	72%	76%	79%	-2%
Braintree	64%	72%	75%	80%	-1%
Brentwood	75%	78%	81%	84%	3%
Castle Point	66%	73%	72%	83%	2%
Chelmsford	70%	74%	80%	82%	1%
Colchester	68%	76%	76%	81%	0%
Epping Forest	67%	74%	78%	82%	1%
Harlow	66%	68%	76%	83%	2%
Maldon	72%	77%	79%	79%	-2%
Rochford	70%	78%	77%	84%	3%
Tendring	61%	70%	76%	79%	-2%
Uttlesford	74%	81%	80%	83%	2%
Essex	67%	74%	78%	81%	0%
England	69%	74%	77%	81%	0%

* Bars show variation from England average

Key Stage 1

Key Stage 1 District Summary – Pupils at expected standard or higher, 2016 only

District	% pupils expected standard or higher*									
	Reading		Writing		Maths		RWM			
Basildon	75%		1%	66%		1%	73%		62%	
Braintree	74%		0%	67%		2%	73%		61%	
Brentwood	84%		10%	76%		11%	80%		72%	
Castle Point	77%		3%	67%		2%	72%		61%	
Chelmsford	77%		3%	69%		4%	75%		65%	
Colchester	76%		2%	67%		2%	73%		61%	
Epping Forest	75%		1%	65%		0%	72%		59%	
Harlow	77%		3%	68%		3%	73%		61%	
Maldon	79%		5%	68%		3%	76%		63%	
Rochford	81%		7%	75%		10%	82%		69%	
Tendring	74%		0%	63%		-2%	71%		57%	
Uttlesford	82%		8%	74%		9%	79%		69%	
Essex	77%		3%	68%		3%	74%		63%	
England	74%			65%			73%		60%	

* Bars show variation from England average

Key Stage 1 District Summary – Pupils working at a greater depth, 2016 only

District	% pupils working at a greater depth*									
	Reading		Writing		Maths		RWM			
Basildon	28%		4%	15%		2%	20%		10%	
Braintree	27%		3%	14%		1%	19%		9%	
Brentwood	40%		16%	25%		12%	29%		17%	
Castle Point	25%		1%	16%		3%	17%		10%	
Chelmsford	29%		5%	18%		5%	22%		12%	
Colchester	29%		5%	17%		4%	21%		12%	
Epping Forest	28%		4%	15%		2%	22%		11%	
Harlow	25%		1%	14%		1%	15%		7%	
Maldon	27%		3%	16%		3%	21%		12%	
Rochford	29%		5%	20%		7%	26%		15%	
Tendring	22%		-2%	12%		-1%	18%		8%	
Uttlesford	34%		10%	21%		8%	24%		13%	
Essex	28%		4%	16%		3%	21%		11%	
England	24%			13%			18%		Not available	

* Bars show variation from England average

Key Stage 1 attainment: Essex pupil groups vs national pupil group attainment, 2016 only.

Pupil Groups		Percentage of pupils achieving the expected standard or higher												Essex Cohort 2016
		Reading				Writing				Maths				
		England	Essex	Difference		England	Essex	Difference		England	Essex	Difference		
All Pupils		74%	77%	<div><div></div></div>	3%	65%	68%	<div><div></div></div>	3%	73%	74%	<div><div></div></div>	1%	16,466
Gender	Boys	70%	72%	<div><div></div></div>	2%	59%	60%	<div><div></div></div>	1%	72%	73%	<div><div></div></div>	1%	8,465
	Girls	78%	82%	<div><div></div></div>	4%	73%	76%	<div><div></div></div>	3%	74%	76%	<div><div></div></div>	2%	8,001
Ethnic Heritage	White	74%	77%	<div><div></div></div>	3%	65%	68%	<div><div></div></div>	3%	73%	74%	<div><div></div></div>	1%	14,495
	Mixed	76%	78%	<div><div></div></div>	2%	68%	70%	<div><div></div></div>	2%	74%	75%	<div><div></div></div>	1%	786
	Asian	76%	84%	<div><div></div></div>	8%	69%	78%	<div><div></div></div>	9%	75%	82%	<div><div></div></div>	7%	367
	Black	76%	80%	<div><div></div></div>	4%	69%	73%	<div><div></div></div>	4%	71%	74%	<div><div></div></div>	3%	410
	Chinese	80%	84%	<div><div></div></div>	4%	77%	82%	<div><div></div></div>	5%	88%	92%	<div><div></div></div>	4%	49
First Language	English	75%	77%	<div><div></div></div>	2%	66%	68%	<div><div></div></div>	2%	73%	74%	<div><div></div></div>	1%	15,089
	Not English	70%	74%	<div><div></div></div>	4%	64%	69%	<div><div></div></div>	5%	72%	77%	<div><div></div></div>	5%	1,298
Disadvantaged	Disadvantaged	62%	63%	<div><div></div></div>	1%	53%	51%	<div><div></div></div>	-2%	60%	60%	<div><div></div></div>	0%	3,345
	Other	78%	80%	<div><div></div></div>	2%	70%	72%	<div><div></div></div>	2%	77%	78%	<div><div></div></div>	1%	13,121
Special Educational Needs	No SEN	82%	85%	<div><div></div></div>	3%	74%	76%	<div><div></div></div>	2%	80%	82%	<div><div></div></div>	2%	14,118
	SEN Support	32%	30%	<div><div></div></div>	-2%	22%	18%	<div><div></div></div>	-4%	33%	31%	<div><div></div></div>	-2%	1,857
	Statement/EHCP	14%	21%	<div><div></div></div>	7%	9%	16%	<div><div></div></div>	7%	14%	22%	<div><div></div></div>	8%	444

Source : DfE SFR October 2016. Disadvantaged data not published at LA level so Essex figures calculated by ECC. Difference refers to that between Essex and England.

Key Stage 2

Key Stage 2 District Summary, 2016 only

District	% pupils expected standard or higher*											
	Reading			Writing			Maths			RWM		
Basildon	65%		-1%	79%		5%	71%		1%	54%		1%
Braintree	69%		3%	77%		3%	72%		2%	57%		4%
Brentwood	72%		6%	78%		4%	75%		5%	61%		8%
Castle Point	64%		-2%	78%		4%	70%		0%	55%		2%
Chelmsford	71%		5%	76%		2%	74%		4%	60%		7%
Colchester	69%		3%	76%		2%	72%		2%	58%		5%
Epping Forest	65%		-1%	69%		-5%	70%		0%	51%		-2%
Harlow	64%		-2%	78%		4%	70%		0%	54%		1%
Maldon	67%		1%	74%		0%	68%		-2%	54%		1%
Rochford	71%		5%	78%		4%	75%		5%	59%		6%
Tendring	60%		-6%	76%		2%	65%		-5%	50%		-3%
Uttlesford	75%		9%	79%		5%	76%		6%	62%		9%
Essex	67%		1%	76%		2%	71%		1%	56%		3%
England	66%			74%			70%			53%		

* Bars show variation from England average

Key Stage 2 attainment, Essex pupil groups vs national pupil group attainment, 2016 only.

Pupil Groups		Percentage of pupils achieving the expected standard or higher														Essex Cohort 2016
		Reading			Writing			Maths			RWM					
		England	Essex	Difference	England	Essex	Difference	England	Essex	Difference	England	Essex	Difference			
All Pupils		66%	67%	<div></div> 1%	74%	76%	<div></div> 2%	70%	71%	<div></div> 1%	53%	56%	<div></div> 3%	15,218		
Gender	Boys	62%	63%	<div></div> 1%	68%	70%	<div></div> 2%	70%	72%	<div></div> 2%	50%	52%	<div></div> 2%	7,724		
	Girls	70%	71%	<div></div> 1%	81%	83%	<div></div> 2%	70%	71%	<div></div> 1%	57%	60%	<div></div> 3%	7,494		
Ethnic Heritage	White	67%	67%	<div></div> 0%	74%	76%	<div></div> 2%	69%	71%	<div></div> 2%	54%	55%	<div></div> 1%	13,451		
	Mixed	69%	69%	<div></div> 0%	76%	78%	<div></div> 2%	71%	74%	<div></div> 3%	56%	59%	<div></div> 3%	711		
	Asian	64%	76%	<div></div> 12%	78%	86%	<div></div> 8%	75%	83%	<div></div> 8%	56%	71%	<div></div> 15%	322		
	Black	63%	66%	<div></div> 3%	76%	82%	<div></div> 6%	69%	73%	<div></div> 4%	51%	57%	<div></div> 6%	412		
	Chinese	76%	78%	<div></div> 2%	85%	91%	<div></div> 6%	92%	94%	<div></div> 2%	72%	76%	<div></div> 4%	54		
First Language	English	68%	67%	<div></div> -1%	74%	76%	<div></div> 2%	69%	71%	<div></div> 2%	54%	56%	<div></div> 2%	14,213		
	Not English	61%	67%	<div></div> 6%	75%	82%	<div></div> 7%	74%	77%	<div></div> 3%	52%	60%	<div></div> 8%	967		
Disadvantaged	Disadvantaged	53%	52%	<div></div> -1%	64%	63%	<div></div> -1%	58%	57%	<div></div> -1%	39%	38%	<div></div> -1%	3,908		
	Other	73%	72%	<div></div> -1%	79%	81%	<div></div> 2%	76%	76%	<div></div> 0%	61%	62%	<div></div> 1%	11,310		
Special Educational Needs	No SEN	74%	75%	<div></div> 1%	84%	85%	<div></div> 1%	78%	79%	<div></div> 1%	62%	64%	<div></div> 2%	12,897		
	SEN Support	32%	28%	<div></div> -4%	32%	31%	<div></div> -1%	36%	33%	<div></div> -3%	16%	13%	<div></div> -3%	1,788		
	Statement/EHCP	14%	16%	<div></div> 2%	13%	18%	<div></div> 5%	15%	18%	<div></div> 3%	7%	9%	<div></div> 2%	517		

Source : DfE SFR December 2016. Difference refers to that between Essex and England. Cohorts differ very slightly between subjects - figure shown relates to Reading.

Key Stage 1 to Key Stage 2 progress

Key stage 1 to 2 by District, 2016 only

District	KS1-2 Average Progress Scores					
	Reading		Writing		Maths	
Basildon	-0.77		1.00		-0.10	
Braintree	0.25		0.60		0.11	
Brentwood	-0.07		-0.15		0.45	
Castle Point	-0.87		-0.30		-0.07	
Chelmsford	0.31		0.08		0.46	
Colchester	0.23		0.77		0.13	
Epping Forest	-1.14		-1.13		-0.34	
Harlow	0.15		1.36		0.97	
Maldon	-0.08		0.32		-0.26	
Rochford	0.20		0.72		0.58	
Tendring	-0.56		1.51		-0.35	
Uttlesford	0.66		-0.04		-0.11	
Essex	-0.15		0.47		0.12	
England	0.00		0.00		0.00	

* Bars show variation from England average








































Key Stage 1 to 2 progress in Essex by pupil groups, 2016 only.

Pupil Groups		Average Progress Scores											
		Reading				Writing				Maths			
		Cohort	Essex			Cohort	Essex			Cohort	Essex		
All Pupils		14,592	-0.22		-0.22	14,668	0.41		0.41	14,659	0.04		0.04
Gender	Boys	7,373	-0.63		-0.63	7,436	-0.49		-0.49	7,424	0.65		0.65
	Girls	7,219	0.19		0.19	7,232	1.32		1.32	7,235	-0.59		-0.59
Ethnic Heritage	White	12,993	-0.27		-0.27	13,069	0.30		0.30	13,056	-0.10		-0.10
	Mixed	675	-0.11		-0.11	677	0.52		0.52	677	0.26		0.26
	Asian	293	1.22		1.22	294	2.58		2.58	293	3.10		3.10
	Black	353	-0.06		-0.06	353	1.68		1.68	356	0.85		0.85
	Chinese	50	2.75		2.75	49	3.33		3.33	50	6.86		6.86
First Language	English	13,766	-0.31		-0.31	13,840	0.27		0.27	13,831	-0.12		-0.12
	Not English	794	1.33		1.33	796	2.91		2.91	797	2.75		2.75
Disadvantaged	Disadvantaged	3,712	-1.33		-1.33	3,762	-0.29		-0.29	3,745	-0.85		-0.85
	Other	10,880	0.15		0.15	10,906	0.65		0.65	10,914	0.34		0.34
Special Educational Needs	No SEN	12,507	0.18		0.18	12,471	0.94		0.94	12,510	0.33		0.33
	SEN Support	1,676	-2.14		-2.14	1,741	-2.23		-2.23	1,719	-1.10		-1.10
	Statement/EHCP	409	-4.66		-4.66	456	-4.21		-4.21	430	-4.15		-4.15



























Source : LA Populated RAISEonline.

Key Stage 4

Key Stage 4 District Summary, 2016 only

District	% A*-C in English & Maths		English Baccalureate			
			% entered		% achieving	
Basildon	58.2%		38.1%		21.1%	
Braintree	57.4%		37.4%		17.2%	
Brentwood	73.9%		46.9%		30.2%	
Castle Point	59.2%		38.0%		21.9%	
Chelmsford	72.2%		42.8%		32.7%	
Colchester	67.9%		36.2%		25.9%	
Epping Forest	65.2%		44.2%		26.5%	
Harlow	61.3%		40.2%		17.6%	
Maldon	65.1%		45.3%		26.8%	
Rochford	67.0%		30.9%		18.3%	
Tendring	53.9%		15.5%		9.0%	
Uttlesford	73.9%		58.7%		39.8%	
Essex	64.3%		38.0%		23.4%	
England	63.3%		39.8%		24.8%	

* Bars show variation from England average

District	Average Scores			
	Attainment 8		Progress 8	
Basildon	48.0		0.00	
Braintree	48.0		-0.17	
Brentwood	53.6		-0.01	
Castle Point	48.3		-0.09	
Chelmsford	54.6		0.11	
Colchester	52.9		0.12	
Epping Forest	50.6		0.07	
Harlow	48.0		-0.06	
Maldon	52.2		0.19	
Rochford	50.3		-0.06	
Tendring	45.5		-0.08	
Uttlesford	54.1		0.02	
Essex	50.4		0.00	
England	50.1		-0.03	

* Bars show variation from England average

Key Stage 4 attainment, Essex pupil group vs national pupil group attainment, 2016 only.

Pupil Groups		%achieving A*-C in English & Maths			English Baccalaureate							Essex Cohort 2016
					%entered			%achieving				
		England	Essex	Difference	England	Essex	Difference	England	Essex	Difference		
All Pupils		63%	64%	<div><div></div></div> 1%	40%	38%	<div><div></div></div> -2%	25%	23%	<div><div></div></div> -1%	14,052	
Gender	Boys	59%	61%	<div><div></div></div> 1%	35%	33%	<div><div></div></div> -2%	20%	18%	<div><div></div></div> -1%	7,474	
	Girls	67%	68%	<div><div></div></div> 1%	45%	43%	<div><div></div></div> -2%	30%	29%	<div><div></div></div> -2%	7,133	
Ethnic Heritage	White	63%	64%	<div><div></div></div> 1%	38%	36%	<div><div></div></div> -2%	24%	22%	<div><div></div></div> -2%	13,142	
	Mixed	63%	66%	<div><div></div></div> 4%	42%	47%	<div><div></div></div> 5%	27%	30%	<div><div></div></div> 3%	541	
	Asian	68%	83%	<div><div></div></div> 14%	48%	71%	<div><div></div></div> 23%	32%	58%	<div><div></div></div> 27%	337	
	Black	60%	71%	<div><div></div></div> 11%	43%	55%	<div><div></div></div> 11%	23%	39%	<div><div></div></div> 16%	333	
	Chinese	84%	80%	<div><div></div></div> -4%	64%	63%	<div><div></div></div> -1%	53%	51%	<div><div></div></div> -2%	51	
First Language	English	64%	64%	<div><div></div></div> 1%	39%	37%	<div><div></div></div> -2%	24%	23%	<div><div></div></div> -2%	13,887	
	Not English	63%	68%	<div><div></div></div> 5%	47%	55%	<div><div></div></div> 9%	29%	39%	<div><div></div></div> 10%	706	
Disadvantaged	Disadvantaged	43%	43%	<div><div></div></div> 0%	25%	21%	<div><div></div></div> -4%	12%	10%	<div><div></div></div> -2%	3,218	
	Other	71%	70%	<div><div></div></div> -1%	46%	43%	<div><div></div></div> -3%	30%	27%	<div><div></div></div> -3%	11,389	
Special Educational Needs	No SEN	70%	71%	<div><div></div></div> 1%	45%	43%	<div><div></div></div> -2%	28%	26%	<div><div></div></div> -2%	12,744	
	SEN Support	29%	25%	<div><div></div></div> -4%	15%	9%	<div><div></div></div> -6%	6%	3%	<div><div></div></div> -3%	1,260	
	Statement/EHCP	11%	10%	<div><div></div></div> 0%	4%	3%	<div><div></div></div> -1%	2%	2%	<div><div></div></div> 0%	603	

Source : DfE SFR January 2017. Difference refers to that between Essex and England

Key Stage 4 Progress and Attainment 8

Key Stage 4 attainment, Essex pupil groups vs national pupil group attainment

Pupil Groups		Average scores									
		Progress 8					Attainment 8				
		England	Essex		Difference	England	Essex		Difference		
			Cohort	Performance			Cohort	Performance			
All Pupils		-0.03	14,052	0.00		0.03	50.1	14,052	50.4		0.3
Gender	Boys	-0.17	7,203	-0.12		0.05	47.8	7,474	48.2		0.4
	Girls	0.11	6,849	0.12		0.01	52.4	7,133	52.8		0.4
Ethnic Heritage	White	-0.09	12,763	-0.02		0.07	49.8	13,142	50.0		0.2
	Mixed	-0.04	511	0.05		0.09	50.6	541	51.6		1.0
	Asian	0.31	287	0.49		0.18	52.9	337	62.2		9.3
	Black	0.17	278	0.40		0.23	48.9	333	53.8		4.9
	Chinese	0.68	45	0.57		-0.11	63.0	51	59.4		-3.6
First Language	English	-0.09	13,515	-0.02		0.07	50.0	13,887	50.2		0.2
	Not English	0.39	524	0.58		0.19	50.8	706	54.7		3.9
Disadvantaged	Disadvantaged	-0.38	3,120	-0.35		0.03	41.2	3,218	41.1		-0.1
	Other	0.10	10,932	0.10		0.00	53.5	11,389	53.0		-0.5
Special Educational Needs	No SEN	0.06	12,244	0.07		0.01	53.3	12,744	53.5		0.2
	SEN Support	-0.38	1,234	-0.31		0.07	36.2	1,260	35.2		-1.0
	Statement/EHCP	-1.03	574	-0.76		0.27	17.0	603	18.1		1.1

Source : DfE SFR January 2017. Difference refers to that between Essex and England

Post 16 Key Stage 5

District Summary, 2016 only

District	A Levels							
	Students	APS per entry		% AAB in at least two facilitating subjects		% 3+ A*-A or better		
Basildon	496	28.1	<div><div></div></div> -2.3	8.7%	<div><div></div></div> -5.2%	6.6%	<div><div></div></div> -3.9%	
Braintree	268	24.8	<div><div></div></div> -5.7	5.1%	<div><div></div></div> -8.8%	1.3%	<div><div></div></div> -9.2%	
Brentwood	660	29.9	<div><div></div></div> -0.5	8.4%	<div><div></div></div> -5.5%	5.2%	<div><div></div></div> -5.3%	
Castle Point	626	27.4	<div><div></div></div> -3.1	3.6%	<div><div></div></div> -10.3%	1.7%	<div><div></div></div> -8.8%	
Chelmsford	1124	34.3	<div><div></div></div> 3.9	24.1%	<div><div></div></div> 10.2%	19.2%	<div><div></div></div> 8.7%	
Colchester	2019	29.9	<div><div></div></div> -0.5	15.0%	<div><div></div></div> 1.1%	14.0%	<div><div></div></div> 3.5%	
Epping Forest	371	31.0	<div><div></div></div> 0.6	14.0%	<div><div></div></div> 0.1%	10.2%	<div><div></div></div> 0.3%	
Harlow	227	26.1	<div><div></div></div> -4.3	2.8%	<div><div></div></div> -11.1%	3.4%	<div><div></div></div> -7.1%	
Maldon	216	26.2	<div><div></div></div> -4.2	8.1%	<div><div></div></div> -5.8%	2.4%	<div><div></div></div> -8.1%	
Rochford	309	23.9	<div><div></div></div> -6.5	1.5%	<div><div></div></div> -12.4%	1.5%	<div><div></div></div> -9.0%	
Tendring	404	24.9	<div><div></div></div> -5.5	6.2%	<div><div></div></div> -7.7%	2.3%	<div><div></div></div> -8.2%	
Uttlesford	412	32.0	<div><div></div></div> 1.6	17.1%	<div><div></div></div> 3.2%	15.4%	<div><div></div></div> 4.9%	
Essex	7132	29.7	<div><div></div></div> -0.7	13.0%	<div><div></div></div> -0.9%	10.6%	<div><div></div></div> 0.1%	
England		30.4		13.9%		10.5%		

* Bars show variation from England average

District	Level 3 Value Added Scores in 2016					
	A Level		Academic		Applied	
	All	LA only	All	LA only	All	LA only
Basildon	-0.30	-0.30	-0.30	-0.30	0.02	0.11
Braintree	-0.19	-0.19	-0.20	-0.20	0.31	0.31
Brentwood	0.01	0.01	0.02	0.02	0.69	0.69
Castle Point	-0.12	-0.18	-0.12	-0.19	0.44	0.63
Chelmsford	-0.01	0.00	-0.01	-0.01	-0.03	0.00
Colchester	-0.14	-0.06	-0.14	-0.06	0.29	0.72
Epping Forest	-0.19	-0.09	-0.19	-0.09	-0.33	-0.32
Harlow	0.02	-0.09	0.01	-0.09	-0.25	-0.48
Maldon	-0.19	-0.19	-0.18	-0.18	0.89	0.89
Rochford	-0.27	-0.27	-0.27	-0.27	0.32	0.32
Tendring	-0.30	-0.30	-0.30	-0.30	0.25	0.25
Uttlesford	-0.04	-0.04	-0.03	-0.03	0.03	0.03
Essex	-0.13	-0.13	-0.13	-0.13	0.17	0.24

* All includes colleges, LA only includes LA schools. Independent schools not included at all.

Report title: Carers Services from 2018 – For information to People and Families Scrutiny.

Report author: Phil Brown, Acting Head of Commissioning, Vulnerable People

Date: 9th March 2017

For: Information

Enquiries to: Victoria Wiens, Senior Commissioning Delivery Officer
Victoria.wiens@essex.gov.

1. Purpose of Report

The purpose of this report is to inform the members of the People and Families Scrutiny Committee about the redesign of the carers support service. The grant agreements for the current carers support services are due to end in March 2018. The report describes the co-production activity that has taken place with carers and organisations representing carers, and seeks the Committee's views as part of this engagement process.

2. Recommendations

2.1 For the Committee to note the content of the report and the progress in co-producing the new service with carers and organisations representing carers.

2.2 For the Committee to be part of the engagement process and contribute their views for the design of the new service.

3. Summary of the Issue

3.1 The 2011 Census indicates that an estimated 146,211 adults in Essex provide informal care. Of these, approximately 32,000 people (22 per cent) provide care and support for more than 50 hours per week. In total, one-in-ten people provide unpaid care in Essex.

3.2 With an aging population in Essex we can expect a rise in the number of people providing un-paid care.

3.3 Since 2015 we have grant funded the following organisations to deliver support to carers across Essex:

Action for Family Carers (Supporting Carers in Essex)
Hamelin Trust
Support 4 Sight
Snap (Special Needs and Parents)

The total value of these grants is £1,031,413 a year and the current grant agreements are due to end in March 2018.

3.4 Carers have been fully involved in the design of the service that will be implemented when the existing grant agreements come to an end. There has been a programme of engagement with carers, carer ambassadors and organisations representing carers to co-produce this new service. We have also undertaken online surveys to engage with a wider group of carers. This engagement will continue through to the final stage of the development of the specification for the new service which is due to be completed by May 2017. There will be opportunities for stakeholders including the People and Families Scrutiny Committee to contribute their views during this period.

3.5 The key decision to tender for the new service is planned for June. If the recommendation to tender for the new service is agreed, and following a successful procurement, we would hope to award the contract to the successful provider in November so they can implement the new service from 1st April 2018.

3.6 Our recommendation would be to contract the future service for 3 years with the opportunity for a further 2 year extension. This would give the successful service provider the security to invest and develop the service over the longer term which is difficult through the current short term grant agreements.

3.6 Through the delivery of the new service

- Carers will be able to access networks of support from within their communities;
- Carers will feel supported to sustain their caring role for as long as they are able to;
- This provision will help ECC deliver our requirements from the Care Act 2014
- This provision will also help manage demand on social care services.

4. Proposals for the new service

4.1 Based on the co-production work we have undertaken so far carers have told us that the new service should include the following components;

Information Advice and Guidance - A single point of contact that is flexible to meet the needs of all carers including working carers. It should provide a mix of telephone and face to face support and access to the service should be equitable across Essex. The service should provide expert advice on the health and social care system and how to navigate it, and be well connected to organisations offering condition specific support. The service should also be able to provide emotional

support and provide training opportunities for carers so that carers are able to look after themselves.

An infrastructure of peer support networks - The service should help develop peer support networks for carers. These groups should be led by carers and be supported to establish themselves and to link in with other carer groups.

Improved identification and support in health settings including GP Practices and Hospitals - The service should work with GP Practices to identify and signpost carers to the right support and by doing so increase the number of carers on GP registers and carers receiving health checks. The service should also work with Hospitals, at both outpatients and at the point of hospital discharge, to ensure carers receive timely information, advice and support.

Effective planning for the future and for emergencies - Carers have told us that they know that they need to have plans in place, both for emergencies and for the future, in case they are no longer be able to continue their caring role. However this planning can be difficult for them to do. The new service should support carers to think about their future and help them put plans in place.

Access to Breaks - Carers have told us that having a break is one of the most important things they want. They have told us that they need breaks to be flexible to respond to their needs. The new service should be able to advise on what types of breaks are available and help carers to find the best solution to meet their needs.

4.2 It is proposed that the new service is for carers aged 18 and over. Services for young carers are currently being developed through a separate process. For the purposes of the service a carer is described as a person who is unpaid and looks after or supports someone else who needs help with their day to day life because of:

- A long term illness
- A disability
- Mental Health problems
- Substance misuse

This also includes carers of people at the end of life. The service should also continue to provide support to carers following bereavement if this is needed.

Carers can be family members or friends or neighbours, and they may not identify themselves as a carer.

		AGENDA ITEM 8	
		PAF/06/17	
Committee:	People and Families Scrutiny Committee		
Date:	Thursday 9 March 2017		
Enquiries to:	Name: Robert Fox Designation: Scrutiny Officer Contact details: robert.fox@essex.gov.uk		

Young Carers Task and Finish Group Report

Summary:

To receive an update on the one-day Task and Finish Group held on 19 January 2017 (copy attached).

YOUNG CARERS TASK AND FINISH GROUP REPORT

“It could be argued that there is a fine line between being a young carer and a child labourer”: Young Carers service provider

EXECUTIVE SUMMARY

This is a report of a one-day Task and Finish Group, held on 19 January 2017. The People and Families Scrutiny Committee was already committed to undertake a piece of work on young carers when they received a similar request from the Cabinet Member for Communities and Corporate: the committee was asked to help inform a paper to be presented to the Health and Wellbeing Board on the future offer for young carers. The committee's Young Carers Task and Finish Group agreed to host a 'scrutiny in a day' event for this purpose.

Young carers provider organisations and to young adult carers were invited to attend alongside commissioners and commissioning support officers, as well as Members of the People and Families Scrutiny Committee. There were, in total, 19 attendees (listed below) and following contributions, investigation, and validation of evidence, the following were agreed as **recommendations**:

1. *All providers have signed-up to the agreed action plan and the People and Families Scrutiny Committee also fully endorses the plan; the People and Families Scrutiny Committee should receive a bi-annual update on progress with the action plan;*
2. *IT is a real issue for some providers, as well as being expensive. Support for young carers, understandably, takes priority over IT. Providers also do not always have the capacity to undertake IT tasks such as updating their websites and associated tasks. As a statutory service is being provided ECC should provide dedicated IT support to providers delivering the service on behalf of the statutory authority;*
3. *With regard to the lack of GP referrals the ECC Public Health team, through social prescription, currently pick up adult carer referrals and this should be extended to young carers;*
4. *Housing authorities have a key role to play with young carers in terms of their housing provision, both for the here and now, and when young carers move into their own accommodation. It is recommended a seminar is held with the Essex local housing authorities, as well as social housing providers and the County Council to raise awareness of housing issues specifically related to young carers;*
5. *It is recognised the key role schools play, and in particular primary schools. One of the recurring comments from the young adult carers was the stigma attached to being a young carer and the lack of recognition and understanding at their schools – and with particular reference to bullying.*

- Therefore, connections with primary schools should be continued by providers and be an explicit part of future funding grant contracts;*
6. *The new Pre-birth to 19 service contract with Virgin Care provides opportunity to embed a young carers' offer. Virgin Care is renowned for doing good work with young carers and, therefore, negotiation to include young carers' specific targets in the specifications of the contract should be undertaken with Virgin Care to include this as part of the contract. This would place Essex in an almost unique position to offer young carers ongoing support.*

CONTEXT

In 2015 the People and Families Scrutiny Committee, through a Task and Finish Group, made recommendations to inform the development of a new Essex Carers Strategy to cover 2015-2020. One of the recommendations was that the Committee were provided with progress reports on the Strategy. In May 2016 a progress report was provided and from that the Committee agreed that further scrutiny work should be undertaken, specifically looking at young carers, in the autumn/winter 2016/17. This decision was informed by a passionate presentation to the committee by Michael O'Brien, Head of Commissioning Education and Lifelong Learning; Mousumi Basu, Head of Commissioning Vulnerable People; Tim Frances, Youth Work Commissioner; and Helen Gilbert, Senior Commissioning Delivery Officer.

In advance of the scrutiny-in-a-day session, the Task and Finish Group received the Children's Commissioner report: *The Support Provided to Young Carers in England*, published in December 2016, which identified seven critical areas:

- Four out of five young carers may not be receiving support from their local authority
- Just over a quarter of young carers have additional care needs of their own
- There are young carers under the age of 5 years
- Not all local authorities are taking steps to identify children who may be providing care in their area
- 94% of children referred to the local authority as a potential young carer, who were deemed not to require support, had not received an assessment at all
- The emphasis on identification and assessment in legislation may lead to support for young carers being overlooked
- Young carers want to enjoy their childhood and for services to listen to them and respect their views

There is general agreement that the above is not specifically true for Essex, and in particular since April 2015, and even more so since the development of the agreed Young Carers Action Plan, around 12 months ago. Providers made a significant contribution to the creation and development of the action plan, alongside young

carers themselves and this was presented to the full People and Families Scrutiny Committee in October 2016.

RECOMMENDATION 1

All providers have signed-up to the agreed action plan and the People and Families Scrutiny Committee also fully endorses the plan; the People and Families Scrutiny Committee should receive a bi-annual update on progress with the action plan.

Owner: Chairman of the People and Families Scrutiny Committee

Implementation Review Date: July 2017

Impact Review Date: January 2018

The report received by the full Committee in October 2016 provided further context related to Essex specifically. This outlined that support for young carers is conducted via a multi-layered approach, for example support may be provided through Saturday respite, home visits, day trips, specialist skills training and emergency/crisis plans. Additionally the adoption of new media, such as telephone helplines and online support are key to reaching as many vulnerable young carers as possible. All this allows young carers to build networks and gain peer support.

The October 2016 report stated that young carers do not wish to be considered 'different' in any way; issues that affect young people generally also affect young carers. It is considered, due to the nature of and the dedication to their responsibilities, that young carers grow up too quickly and, often, miss out on a large variety of education and leisure activities due to the time and financial restrictions resulting from parents who are often unable to work. Social isolation is still a real issue for many young carers often with very little support. The Essex SHEU Survey shows that 48% of young carers are afraid to go to school in the county due to bullying.

Members heard that research indicates the average age of the onset of care for young carers is 12 years – however, this is likely to be the average age of their awareness of care. Further research undertaken estimates that for every £1 invested in a young carer around £1.68-£1.73 is given back, showing support for young carers to be a real invest to save issue.

Members heard that, in general, adult carers get better support than young carers, and this leads to concerns that real issues can be overlooked. Therefore, it should be recognised that there is, at times, familial fear of assessments and often concern that an assessment of need is undertaken in the home with young carers being reticent to 'tell all' in proximity to the person cared for. There is full agreement in Essex that there should be positive awareness of young carers and to raise their status - this is related to the lack of awareness by society in general.

FINDINGS OF THE TASK AND FINISH GROUP

The Task and Finish Group heard there are no referrals for under-5's in Essex and, in any case, no services for such are available in the county. This does, of course, not mean that there are no young carers of 5 years or younger. There have, however, been referrals for 6 and 7 year olds. 50% of young carers are under the age of 11 and there has been a significant increase in the number of referrals. Census data would indicate that there are at least 300, and up to 500 young carers aged 8 years and under.

The full Committee heard in May 2016 that there are issues around the management of the transition from young carer into adult carer and also when there has been a break in caring. It is accepted that there should be awareness raising of such issues and training to manage the transition better and ensure nobody is missed.

Providers argue there is insufficient funding for young carers and consider this short-termism and whether support is sustainable given this. They argue there should be support for them beyond specific activity. Provision of statutory care should be covered by statutory funding, they state. However, statutory authorities are decreasing funding and, therefore, it is becoming increasingly difficult to achieve and maintain funding for young carers. Some providers struggle with IT in terms of updating their websites and other administrative tasks and this can impact upon the work they are able to undertake.

RECOMMENDATION 2

IT is a real issue for some providers, as well as being expensive. Support for young carers, understandably, takes priority over IT. Providers' also do not always have the capacity to undertake IT tasks such as updating their websites and associated tasks. As a statutory service is being provided ECC should provide dedicated IT support to providers delivering the service on behalf of the statutory authority.

Owner: Cabinet Member for Communities and Corporate and Cabinet Member for Digital Innovation, IT and Customer Services

Implementation Review Date: July 2017

Impact Review Date: January 2018

Providers emphasised their view that work with young carers in Essex has not been well funded and, historically, they have been given a contribution to the delivery of services of £20,000, and then this was reduced to £15,000 when services were commissioned, and as a result fundraising applications are made to grant giving charities to sustain services, and these grants often specify that the money should not be used to provide any service that local authorities have a statutory duty to provide. This could lead to a very serious situation if grant funding charities decided to rescind funding because of the fine line providers are walking to deliver services. The concern of providers was that the progress on the action plan may suffer if

appropriate levels of funding are not provided. Longer-term funding, rather than annual funding, would be the preferred model for providers with three-year contracts with the added option of extensions would provide commitment and continuity and longitudinal support. An example of practices in other parts of England was provided relating to Surrey County Council who grant fund Action for Carers (Surrey) in the region of £850,000 whereas the total pot of funding that is currently available in Essex is around £250,000, providers wished this disparity to be recognised in this report.

The Task and Finish Group heard of considerable concern expressed by both providers and young adult carers over the lack of GP referrals of young carers – most come through self-referral, schools and the family solutions referrals team at ECC. Action for Family Carers representatives stated they had only received one GP referral in the last year. The young adult carers communicated real concerns about GPs and stated they do not get listened to and are sent away. It was even reported that, on at least one occasion, GPs have been dismissive of suicidal thoughts. The young adult carers also queried whether GPs actually know how to make young carers referrals.

RECOMMENDATION 3

With regard to the lack of GP referrals the ECC Public Health team, through social prescription, currently pick up adult carer referrals and this should be extended to young carers.

Owner: Cabinet Member for Communities and Corporate

Implementation Review Date: July 2017

Impact Review Date: January 2018

There is anecdotal evidence that young carers are less transient and, thus, more likely to stay within their locality. There is a real benefit in this that they are empathetic and are more likely to give back to the community once their responsibilities cease.

Young carers state that mental health support is not provided quickly enough – key workers can offer advice but are not qualified to offer mental health advice. Mental Health services need to be fit for purpose for young carers and an out-of-hours Mental Health service would mean young carers could access services as school/college/work/caring roles prevent them from being able so to do.

The question should be raised what is available for young carers who suffer bereavement? It was noted that social housing providers have a requirement for bereaved young carers to vacate properties within very short timescales. Specific guidance could be developed by housing authorities for young carers upon reaching maturity, and in the event of bereavement; however such guidance would be out of

the control of Essex County Council. Young carers have other crisis points and, therefore, coping strategies need to be developed in future.

RECOMMENDATION 4

Housing authorities have a key role to play with young carers in terms of their housing provision, both for the here and now, and when young carers move into their own accommodation. It is recommended that a seminar is held with the Essex local housing authorities as well as social housing providers, and the County Council to raise awareness of housing issues specifically related to young carers.

Owner: Cabinet Member for Communities and Corporate

Implementation Review Date: July 2017

Impact Review Date: January 2018

Through investigation the Task and Finish Group heard that with regard to education Ofsted does have guidelines which consider actions a school undertakes related to the referral and support of young carers. However, the question should be asked whether schools recognise the implications, as it is known certain schools do not. Also school nurse training has not been well attended in the past. Further Education Colleges, presently, do not have facility on their application forms to indicate whether a student is a young carer. However, for Higher Education entry UCAS does have such a tick-box. Action for Family Carers has a good relationship with Anglia Ruskin University.

RECOMMENDATION 5

It is recognised the key role schools play, and in particular primary schools. One of the recurring comments from the young adult carers was the stigma attached to being a young carer and the lack of recognition and understanding at their schools – and with particular reference to bullying. Therefore, connections with primary school should be continued by providers and be an explicit part of future funding grant contracts.

Owner: Cabinet Member for Education and Lifelong Learning

Implementation Review Date: July 2017

Impact Review Date: January 2018

Young adult carers reported they need support later in the day when they need it more, for example school and college work cannot be started until late in the evening due to caring responsibilities. Peer support is important to young carers so they can talk about 'normal' rather than just talking about their caring responsibilities.. This is particularly important when they have had a bad day or week. When residential opportunities were provided to young carers these proved to be a success, the Task and Finish Group heard, as young carers were able to make new friends and enhance their peer support group.

RECOMMENDATION 6

The new Pre-birth to 19 service contract with Virgin Care provides opportunity to embed a young carers' offer. Virgin Care is renowned for doing good work with young carers and, therefore, negotiation to include young carers' specific targets in the specifications of the contract should be undertaken with Virgin Care to include this as part of the contract. This would place Essex in an almost unique position to offer young carers ongoing support.

Owner: Cabinet Member for Communities and Corporate; and Cabinet Member for Adults and Children

Implementation Review Date: July 2017

Impact Review Date: January 2018

It was agreed that a best-case scenario is for a young carer to get to reach 20 years and be at the same stage, educationally, emotionally and socially as someone of the same age that has not had caring responsibilities. Investigations have found the individuality of a young carer can suffer significantly, and it should be acknowledged that caring is an aspect of the young person's personality it does not, and should not, define them.

Cultural differences and traditions do not mean support should not be given to young carers within BME groups.

There are locality specific issues, therefore, for purpose of continuity, key workers should have sound local knowledge. Some locations in Essex do have sufficient numbers of support workers the young adult carers group reported.

I commend this report to the Cabinet Members named above within the recommendations.

A handwritten signature in blue ink on a yellow background. The signature appears to be 'I Grundy' with a horizontal line underneath.

Councillor Ian Grundy
Chairman of the People and Families Scrutiny Committee

Attendees:

Essex County Council: Councillor Ian Grundy, Councillor Keith Bobbin, Councillor Jenny Chandler, Councillor Colin Sargeant and Councillor Anne Brown. Tim Frances, Neil Songer, Michael Cleary, and Robert Fox.

Providers: Paul Ramsden, Carers Choices; Andy Trewern, Supporting Carers and Families Together; Heather Hunt and Yvonne Playle, Action for Family Carers; and Andy Drake, YMCA Essex.

Young Adult Carers: Five young adult carers attended (names withheld for the purpose of this report)

		AGENDA ITEM 9	
		PAF/07/17	
Committee:	People and Families Scrutiny Committee		
Date:	Thursday 9 March 2017		
Enquiries to:	Name: Robert Fox Designation: Scrutiny Officer Contact details: robert.fox@essex.gov.uk		

Questions raised by members of the public at the meeting of the People and Families Scrutiny Committee on 8 December 2016

Summary:

To receive an update on Questions raised by members of the public at the meeting of the People and Families Scrutiny Committee on 8 December 2016 (copy attached).

Questions raised by members of the public at the meeting of the People and Families Scrutiny Committee on 8 December 2016

1. Zoe Lagden (Family Action) Zoe.lagden@family-action.org.uk

Virgin Care and their company Healthcare Holdings have registered a deficit last year and therefore have they provided a guarantor?

RESPONSE:

Essex County Council has determined that a guarantor is not necessary for Virgin Care Services Ltd.

The Council reserves the right to request a guarantee where necessary (this may be a parent company guarantee, a bank bond, or performance bond). This would be required when a company receives a high or very high risk rating or other instances where the Council believes a guarantee may be required.

2. Anna Tomlins (Homestart)

Johnandanna.tomlins@btopenworld.com

Everyone from both the statutory and voluntary sectors has worked hard over a long time to develop the new model responding to the needs of families in each locality. In view of the limited communication Virgin has had with Homestart, how can the Commissioners be reasonably satisfied with Virgin's commitment to local long-standing local organisations such as Homestart?

RESPONSE:

Virgin Care, in partnership with Barnardo's, will be delivering an integrated Pre-Birth to 19 service throughout Essex, with the aim of providing care and support for children, young people and families through the use of practitioner support, digital platforms, building community resilience and engaging with local community organisations.

Virgin Care has been limited in their communication due to the commissioning process, and now given the conclusion of the award process, Virgin will be able to engage in much more depth with all local organisations.

3. Graham Blowes (North East London Foundation Trust)

Graham.blowes@nelft.nhs.uk

Can you explain why only the summary scores for each criteria have been given, rather than the sub-criteria scores? Although they are not obliged to do so, it is common practice both locally and nationally to provide the detailed scores to each losing bidder.

RESPONSE:

I am confident that the process the Council has adopted and followed is sufficient and robust. The Council has provided scoring in terms of technical and commercial evaluation. The Council has effectively engaged with providers to explain the evaluation and provide feedback.

		AGENDA ITEM 10
		PAF/08/17
Committee:	People and Families Scrutiny Committee	
Date:	9 March 2017	
Enquiries to:	Name: Jennifer Reid Designation: Committee Officer, Corporate Scrutiny Committee Contact details: 03330 131332 jennifer.reid@essex.gov.uk	

Future Meeting Dates:

Action: The Committee is invited to consider and agree the following committee meetings and or activity days for the period June 2017 – May 2018.

Proposed Dates:

Thursday 8 June 2017
 Thursday 13 July 2017
 Thursday 14 September 2017
 Thursday 12 October 2017
 Thursday 9 November 2017
 Thursday 14 December 2017
 Thursday 11 January 2018
 Thursday 8 February 2018
 Thursday 8 March 2018
 Thursday 12 April 2018
 Thursday 10 May 2018

