

People and Families Scrutiny Committee

10:00	Thursday, 12 March 2015	Committee Room 1, County Hall, Chelmsford, Essex
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Quorum: 4**Membership**

Councillor I Grundy
Councillor D Blackwell
Councillor R Boyce
Councillor J Chandler
Councillor M Danvers
Councillor K Gibbs
Councillor A Goggin
Councillor C Guglielmi
Councillor T Higgins
Councillor P Honeywood
Councillor R Howard
Councillor A Jackson
Councillor M McEwen
Councillor C Seagers

Chairman

Non-elected Members

Richard Carson
Marian Uzzell

For information about the meeting please ask for:

Robert Fox, Scrutiny Officer

Matthew Waldie, Committee Officer

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www.essex.gov.uk/scrutiny



Essex County Council

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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 previous meeting To approve the minutes of the meeting held on 15 January 2015.	7 - 14
4	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.	
5	The Care Act To receive a report on the Care Act Programme. Cllr Dick Madden, Cabinet Member for Adults and Children, Cllr Anne Brown, Cabinet Member for Communities and Healthy Living, and James Bullion, Director for Adult Operations, will be in attendance. Report PAF/05/15 attached.	15 - 38
6	Educational Attainment Data for Essex To receive a report. Cllr Ray Gooding, Cabinet Member for Education and Lifelong Learning, Chris Kiernan, Interim Director of Commissioning: Education and Lifelong Learning, and Pippa Shukla, Lead Strategic Commissioner - Pupil and School Intelligence, will be in attendance. Report PAF/06/15 attached with a detailed analysis annexed.	39 - 106
7	Carers Strategy Task & Finish Group To receive an interim report from the Carers Strategy Task & Finish Group. Report PAF/07/15 attached. Report PAF/08/15, the Essex Carers Strategy, also attached.	
7a	Interim Report PAF/07/15	107 - 134

7b	Report PAF0815, Essex Carers Strategy	135 - 164
8	Updates from Task & Finish Groups To receive oral updates from the chairmen of active Task & Finish Groups, as appropriate.	
9	Scrutiny tracker and work programme To note developments and work outstanding in the Committee's work programme. Old and new format Tracker documents attached as PAF/09/15 and PAF/10/15.	
9a	Old format Tracker and Work Programme, PAF/09/15	165 - 200
9b	New Format Tracker, PAF/10/15	201 - 216
10	Date of Next Meeting To note that the next meeting of the Board will take place on Thursday 21 May 2015.	
11	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.

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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 A MEETING OF THE PEOPLE AND FAMILIES SCRUTINY
COMMITTEE HELD AT COUNTY HALL, CHELMSFORD, ON THURSDAY 15
JANUARY 2015**

County Councillors:

* I Grundy (Chairman)	* C Guglielmi
D Blackwell	* T Higgins
R Boyce	* P Honeywood
* J Chandler	* R Howard
* M Danvers	* A Jackson
* K Gibbs	* M McEwen
* A Goggin	* C Seagers

Non-Elected Voting Members:

* Mr R Carson	Ms M Uzzell
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*present

The following Members were also present:

Councillor K Bobbin
Councillor M Maddocks
Councillor A Naylor
Councillor J Pike

The following officers were present in support throughout the meeting:

Robert Fox	Scrutiny Officer
Matthew Waldie	Committee Officer

The meeting opened at 10.00 am.

1. Apologies and Substitutions

The Chairman reported the receipt of the following apologies:

Apologies	Substitutes
Cllr D Blackwell	
Cllr R Boyce	

2. Declarations of Interest

Cllr Higgins declared a personal interest as a committee member of Stepping Stones Nursery, which is a service provider.

3. Minutes of previous meeting

The minutes of the People and Families Scrutiny Committee meeting of 13 November 2014, subject to some typographical errors, were approved and signed by the Chairman.

With regard to Matters Arising, Members were informed that Essex Cares was ensuring that its annual accounts would be available on its website. It was also noted that these were already available on the Companies House website.

At the November meeting, the Committee had sought confirmation on the position regarding £1 million set aside for youth work. It was noted that a response to this was expected shortly from the Cabinet Member.

[After the meeting, the Cabinet Member was able to confirm that £1 million capital has been set aside and is in the process of being spent in the manner described in the following, amended minute under Item 7, second paragraph after the numbered bullets:

“In response to the suggestion that £800,000 had been taken out of the budget at the most recent Cabinet meeting, Mr O’Brien pointed out that £1 million has been set aside to fund Capital Youth Projects, as follows:

- £200 k to improve the IT infrastructure in youth centres
- £300 k to improve Essex County Council youth centres
- £500 k to support capitals projects within the premises of voluntary sector youth centres.

Mr O’Brien was unaware of any of this money being taken out of this pot. The Cabinet Member agreed to confirm the precise position.”

This wording was circulated to Members.]

4. Questions from the Public

There were no questions registered from Members of the Public.

5. Re-procurement of community provision for children with a disability

Members received Report PAF/02/15, which had been considered by the Cabinet on 16 December 2014. The Chairman welcomed Dick Madden, Cabinet Member for Children and Families, and Philippa Bull, Head of Commissioning Vulnerable People.

Cllr Madden made several points:

- This initiative concerns the procurement of facilities that will benefit families
- Disabled children have the same aspirations to other children
- There will be no reduction in services, as there will be economies of scale
- Currently most children can access most of these without a social care assessment
- The requirements stemming from the Children & Families Act 2014 will be phased in over the next three years
- At present there are five different types of service, with multiple points of entry. The new model (Option 4) will create a single Lead Provider, which

will act as a focal point and source other, smaller providers to deliver the services locally

- The existing contract arrangements will need to be extended to end September 2015, to permit the changeover, preventing any gap in the current service.

Ms Bull explained that the intention was to have greater flexibility and coordination and more support for the smaller providers (which currently sometimes struggle). The key to its success will be the engagement of families in the design and development of the services.

Cllr Madden and Ms Bull then responded to Members' questions and points. Consideration had been given to achieving this process in house. However, a reduction in management was sought, and this should provide better cover in the localities. There is also the perception of the families involved. The Council does still manage the process.

Families will benefit by ensuring that the providers work very closely with them. Providers will be encouraged to think about personalisation and there will be a system of KPIs in place to monitor this. The Lead Provider will deal with the smaller providers and feedback this information; the County Council's role will be to challenge them and ensure that they deliver. It is similar to the present role, but at present there are a number of providers to deal with.

Ms Bull currently has one other member of staff allocated to this role of managing the community short breaks programme. Managing numbers of staff and volunteers locally will form a key element of the Provider's contract.

One Member pointed out that at paragraph 3.1.1 the paper should simply read that disabled children have the same aspirations as non-disabled children – ie it is wrong to qualify or lessen these.

It was noted that it is not the role of the County Council to ensure that suitable facilities are in place, but that of the Lead Provider, who will liaise with local providers as required. However the Council will monitor the effectiveness of the Lead Provider through the contract monitoring process.

Parents will be able to make their own judgment about which clubs/activities to access, and apply as they see fit. The intention is for them to find out through various channels, eg GPs, school and word of mouth about what is on offer. The County Council has been working with GPs and health workers over the past year to raise awareness.

The Cabinet Member asked any Members with issues in their divisions to bring these to him.

The Chairman thanked Cllr Madden and Ms Bull and suggested that the Committee should revisit this in 2016, to monitor progress.

6. Children in Care

Members received Report PAF/01/15, which had been considered by the Corporate Parenting Panel on 16 December 2014, plus the Report of the Ofsted inspection of Children's Services in January-February 2014. The Chairman welcomed Dick Madden, Cabinet Member for Children and Families, and Nicky O'Shaughnessy, Director for Local Delivery Children, Young People & Families Mid, and invited them to address the meeting.

Cllr Madden introduced the item.

The Committee intended to consider the issues covered here in 2014, but this was delayed by the Ofsted Inspection, which took place in January and February 2014. The inspection went well, with services for children attaining a "Good" rating in each category. This should be seen as a real success for the authority, as three to four years ago the service was rated "inadequate" and was made subject to Government intervention. There has clearly been a significant change since that time and Essex is even engaging with other authorities who are currently experiencing what Essex did these few years ago.

The Cabinet Member drew Members' attention to several areas:

Numbers. The number of children in care in Essex is reducing, in contrast to the national trend, which is for rising numbers. In 2011 it was 1,600; now it is 1,070. The authority has set itself a nominal target figure of 1,000, although the figure does seem to have reached a plateau at roughly this figure.

Preventative Support. Early intervention is crucial in dealing with problems as they develop. When children near to the edge of being taken into care, a lot of support is provided at this point, aimed at keeping the child within the family if possible, and this includes extended family if necessary and practicable. Various schemes are in place to this end: DBITS (which has a very good record at keeping families together), Multi-Systemic Therapy and Family Solutions. It may not be possible to achieve a figure much lower than 1,000, as children's safety is always paramount

Finance. Although the financial impact is secondary to the wellbeing of the children involved, in purely financial terms this represents a dramatic reduction in costs. Were the numbers of children in care in Essex to rise in line with the national trend, this would make a difference of over £50 million per annum.

Education. It is a historic fact that children who have been in care do not leave school as well qualified as those from conventional domestic backgrounds, and there has also been a high level of absenteeism. These are areas targeted by Essex. Recent results now place Essex children in care in line with those nationally; this is much improved from the situation four years ago. And the attainment gap between children in care and those not is also narrowing. Regarding absenteeism, Essex makes daily checks with schools and the rate has dropped to 4.6%, which is better than the overall figure for Essex main schools.

Corporate Parenting. The Cabinet Member reminded Members of their role as corporate parents. There is a Corporate Parenting Panel, the role of which is to challenge what is happening. The Cabinet Member enjoys excellent cross-party support from his fellow panel members. He suggested that any Member with a particular issue should approach him direct.

Ms O'Shaughnessy made several points:

- Family Operations is delighted with the Ofsted result, and there is a very positive feeling with the staff. However, there is no complacency, as the intention is to achieve an outstanding Ofsted rating – not for the sake of having it, but as a result of the belief in good quality social work
- The system has been stripped down to achieve better results. There has been a re-assessment of the families being worked with; and now the service is much better at targeting the right people and families.
- There are fewer agency workers and individuals' caseloads have decreased significantly: formerly, some social workers had 40 cases; now the average is around fifteen
- There have been improvements in the IT provision and in its use
- Taking a child into care needs the approval of the relevant Quadrant director – an important requirement
- Essex has been reaching out to other authorities, to help them (eg Wolverhampton, Birmingham and Slough); and Essex is seeking funding from the DfE to develop this
- Not only was the service recommended by its own staff as having one of the best management teams in the country, but one member of staff, Zahraa Adam, won two national awards: Newly-qualified social worker of the year and Overall social worker of the year.

Cllr Madden and Ms O'Shaughnessy then responded to Members' questions and points.

The Corporate Parenting Panel is looking at the period 18-25 years old. Legally, youngsters at this age must have access to someone with whom they have a meaningful relationship. In practice, each one has a worker, although usually an "adviser" rather than a social worker. So visits continue, as before, and staff make particular efforts to assist in the areas of education and employment. But there is only one further statutory review post 18. Although it is preferable for 18-year olds to remain within their families at this age, some do leave, for whatever reason, and need accommodation. This can result in negotiations with the districts and Cllr Madden asked Members to assist in this process where they are able.

The emphasis is on communication and building relationships, not just with those in care but with all other parties. For example, the attitude of many schools has been quite negative in the past, but the authority has worked hard particularly to develop relationships with head teachers, who will on occasion contact Ms O'Shaughnessy directly. Schools have a unique opportunity for spotting certain behaviour patterns and can alert the authority to potential problems before they meet the necessary criteria for remedial action; this may enable social workers to intervene at an early stage and avert future difficulties.

All the various ECC vehicles in place, such as Family Solutions, will be under one director, Ms O'Shaughnessy; this should encourage better communication.

The aim of reducing the number of children in care to below 1,000 is not really a 'target' as such, but an indication of the authority's belief that keeping children within their own families is the best approach. Clearly, the actual number in care will depend on the actual situation of every individual child.

Regarding "children in need" these are defined by law and there are clear guidelines. Much effort has been put in to developing this area; team managers have contributed greatly here.

Essex has very high standards in selecting those suitable for adopting children. Initial workshops are held before any decisions are made, as it sometimes emerges, for example, that the fact that an individual cannot have children remains an unresolved issue. Much support and training, as required, is provided by the authority.

When a child is taken into care, any plan for his/her future will depend on circumstances. Usually the initial intention is for the child to return to its family, ie reunification is Plan A and fostering the contingency plan. The aim is to have every child adopted, irrespective of age. To this end there is a family-finding team that specifically seeks matches with suitable families. Adoption break-downs are very rare. In 2013, 99 children were adopted. In response to a question on the proportion of foster children aged one year or less, the Cabinet Member agreed to respond to this outside the meeting.

It was confirmed that children in care have regular healthcare assessments, which achieve 90% coverage – usually there are a number of 15-16 year olds who forgo these. These would expect to pick up any long-term/developing conditions, such as problems with hearing or eyesight.

Concerning opportunities for Members to visit, because of statutory requirements (namely those under 'Section 33'), Members are selected from the Corporate Parenting Panel to carry out any visiting and undergo special training; so there is no opportunity for other Members. This contrasts with the Adults situation, with a large number of residential homes and different regulatory requirements. However, Cllr Madden is looking into possible ways of getting a wider involvement for Members, possibly through the Children's Council.

Members were reminded that there are several adoption & fostering panels, on which there are opportunities to serve. Anyone interested was asked to contact Cllr Pike in the first instance.

The statutory age to which the authority has a duty of care is 21. If the individual is still in education, the authority will continue to provide support; and if the person decides to do a degree, contact will be re-established and maintained until he/she had finished their studies. However, if the individual goes into employment, contact will be lost after 21.

A review has taken place of the Children with Disabilities and Adult Transitions Teams. In response, services have been reconfigured and will now be provided within two age groups: 0-15 and 16-25, all managed under Family Operations. It

is hoped that a more joined up approach will be achieved, resulting in better outcomes for children and young adults.

Poverty levels are measured by a combination of median wage levels and those living in temporary accommodation. The overall level of children living in poverty in Essex, at 16%, is well below the national average, although in certain areas (viz Tendring, Harlow and Basildon) the rate is at the national level.

The authority received 13 good key findings, with 10 areas for improvement. There is already an action plan in place to deal with these – not for the benefit of Ofsted, but because the concern is to get everything right.

The Ofsted Report also made reference to asylum-seeking children. Most come from Eritrea and Syria. There is a specialist team who deal with these, who are well trained in judging ages – which is often an issue in these cases.

The Chairman thanked Cllr Madden and Ms O'Shaughnessy for their visit. He suggested that members should consider visiting the Quadrants based in their own divisions and could also get involved in Children in Care Council events.

7. Updates from Task & Finish Groups

Members received a brief oral report on the status of Task & Finish Groups:

Carers. Cllr Higgins has taken over the chair. The Group will receive a report from James Bullion, Director for Integrated Commissioning & Vulnerable People (Mid), who is responsible for implementing the Care Act within the ECC. A visit either to the Carers Centre in Tendring or the *Essex Cares* carers' facility in Harlow is also intended.

Educational Attainment. In January and February, Members will be hearing evidence from the Cabinet Member, school governors and staff, and Members of the Education department of Anglia Ruskin University, and will be making a site visit to two schools rated good or outstanding by Ofsted. A full report is expected at the March Committee meeting.

Commissioning Services for Vulnerable People. The initial terms of reference were very wide ranging. The Group has pared these down to considering:

- Needs of local communities
- Transition services (viz, young to adult)
- Vulnerability and housing services.

Next meeting date to be confirmed.

8. Scrutiny tracker and work programme

The Committee noted the tracker and work programme.

The Chairman pointed out that the Care Act will take effect in April 2016, so there will be a briefing on this.

9. Committee meeting dates 2015-16

The Committee noted the full committee meeting dates to 12 May 2016.

10. Date of next meeting

The Committee noted the date of the next meeting:
Thursday 12 March 2015, 10.00 am, in Committee Room 1.

The meeting closed at 12:23 pm.

Chairman

The Care Act Programme

People & Families Scrutiny Committee

James Bullion

12 March 2015

Care Act Headlines & Required End States



What does the Care Act do?

*The Act is **built around people**, it:*

- ensures that people's well-being, and the outcomes which matter to them, will be at the heart of every decision that is made
- puts carers on the same footing as those they care for
- creates a new focus on preventing and delaying needs for care and support, rather than only intervening at crisis point, and building on the strengths in the community
- embeds rights to choice, through care plans and personal budgets, and ensuring a range of high quality services are available locally

What does the Care Act do?

*The Act makes care and support **clearer and fairer**, it:*

- extends financial support to those who need it most, and protects everyone from catastrophic care costs through a **cap on the care costs** that people will incur.
- will ensure that people do not have to sell their homes in their lifetime to pay for residential care, by providing for a new **deferred payments** scheme;
- provides for a **single national threshold for eligibility** to care and support;
- supports people with **information, advice and advocacy** to understand their rights and responsibilities, access care when they need it, and plan for their future needs;
- gives new guarantees to ensure **continuity of care** when people move between areas, to remove the fear that people will be left without the care they need;
- includes new protections to ensure that **no one goes without care if their provider fails**, regardless of who pays for their care.

Care Act – Wellbeing

The wellbeing principle underpins the entire legal framework, and influences the way all functions are carried out in relation to individuals.

- Personal dignity (including treatment of the individual with respect);
- Physical and mental health and emotional well-being;
- Protection from abuse and neglect;
- Control by the individual over day-to-day life
- Participation in work, education, training or recreation;
- Social and economic well-being;
- Domestic, family and personal relationships;
- Suitability of living accommodation;
- The individual's contribution to society

Key Policy Messages

Operational and strategic policies in place to support delivery of the Care Act and ensure compliance

Comply With The Legislative Requirements Of The Care Act

**Deliver Increasing Numbers Of Direct Payments For Those Who Are Eligible
Enable Top Ups**

Embed National Eligibility Criteria For Adults And Carers

Embed Wellbeing Principle, Prevention And The Asset-based Model Of Assessment As The Basis Of Delivering The Support Model

Provide A Robust Policy Basis For The Discharge Of New Duties Towards Prisoners



**Must
Haves!**

Care Act timeline

Key requirements	Timing
Duties on prevention and wellbeing	From April 2015
Duties on information and advice (including advice on paying for care)	
Duty on market shaping	
National minimum threshold for eligibility	
Assessments (including carers' assessments)	
Personal budgets and care and support plans	
New charging framework	
Safeguarding	
Universal deferred payment agreements	
Extended means test	From April 2016
Capped charging system	
Care accounts	

Key Deliverables in Place for April 2015



A Trained and Engaged Workforce in the Care Act

Policy & Guidance Including Charging And Safeguarding

Information, Advice, Guidance & Advocacy Portal – Living Well Essex

Revised Deferred Payment Agreement

New Joint Health And Social Care Carers Strategy; Improved VCS Information And Support, Information Strategy And Prevention Strategy

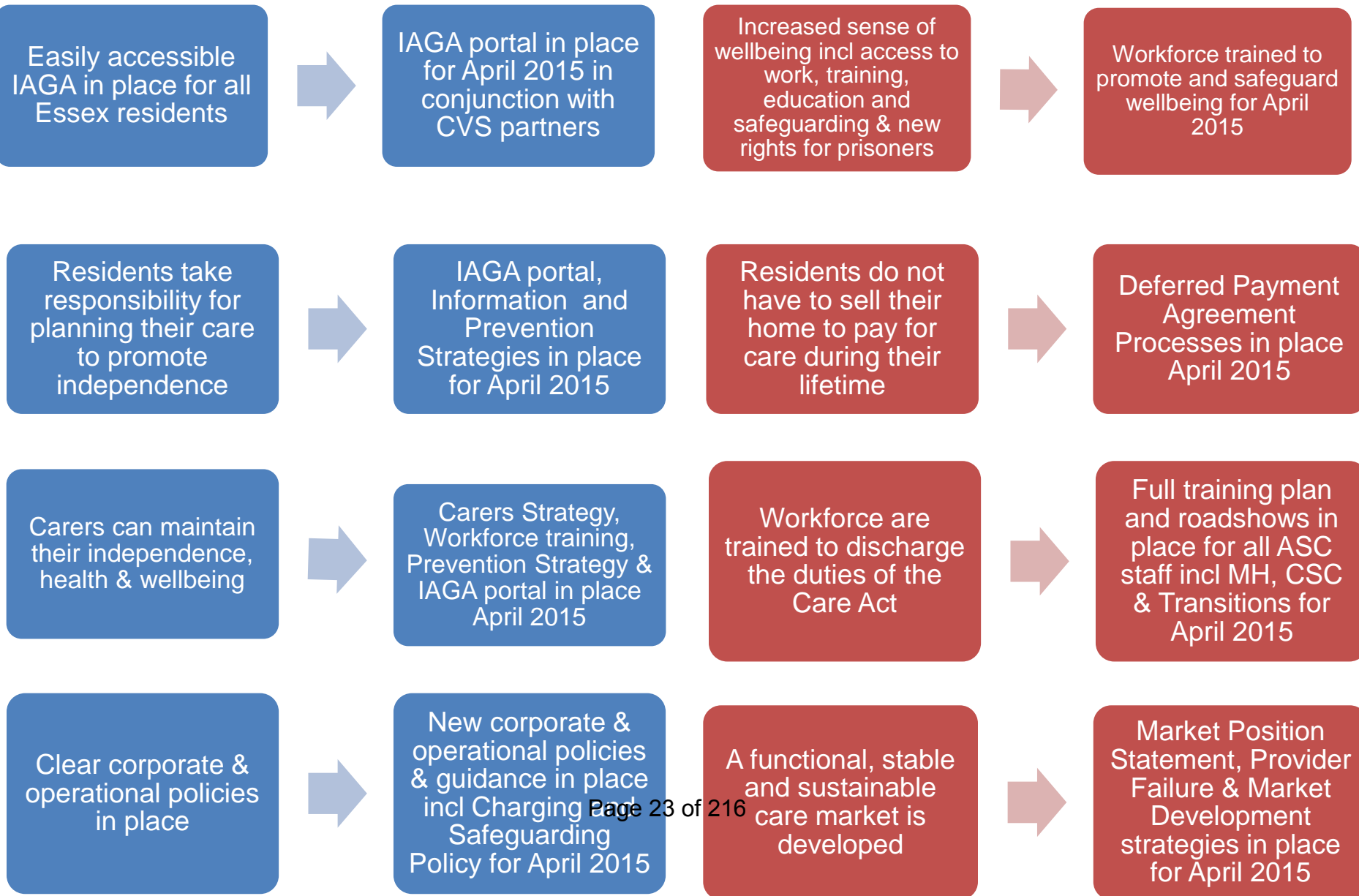
Market Position Statement

Provide Failure Policy

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Collaborative Working with Health & CVS Partners

Care Act - Required End States and ECC Response



Assurance Themes



Theme 1. Workforce & Practice

The 'Workforce' we need to pay attention to is not just our workforce but the whole workforce of Essex

The 'Workforce' stretches past us, and the formal care industry and into all the community and neighbourhood systems and structures that support people in their own homes

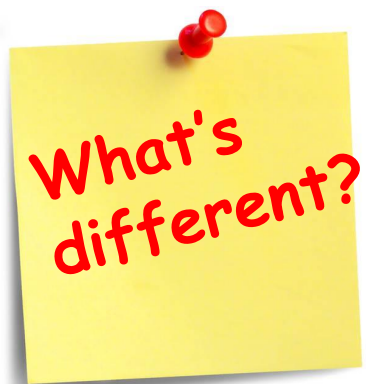
There are significant cultural challenges for the whole workforce – we want to develop a relationship with people and families that is not 'doing to them' but enabling them to live their lives

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What's different?

Theme: 1. Workforce & Practice (continued)



ECC Workforce – new structure - a streamlined and professionally qualified function, with a strengthened management structure, aligned with NHS CCG localities and clusters to help drive health and social care integration

Carers – we need a workforce attuned to how to support carers to live their own lives, be healthy and well, to continue caring where that is appropriate and to achieve their education, employment and life aspirations

Community and Neighbourhood Awareness - in order to shift from an emphasis on assessment and services – to one of self reliance and independent living our workforce needs to develop a detailed knowledge of community support structures.

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Theme: 2. Culture Change & Integration



The Care Act requires a significant change in the nature of the relationship between social care and people and families in Essex

We are not the experts – the people who make decisions on behalf of people who need support to get on with their lives. We are the enablers – offering our expertise to help people make their own decisions and get on with their lives

There are significant cultural challenges for the whole workforce – we want to develop a relationship with people and families that is not 'doing to them' but enabling them to live their lives

Theme: 2. Culture Change and Integration (contd)



Integration is not just about health and social care

Its about creating joined up community based networks of organisations working together to create resilience at an individual and community level

We need a shift in emphasis away from 'eligibility and assessment for services' and towards self-reliance, independence and prevention – in this whole system

Theme: 3. Market

Empowered, effective customers who have control, choice and sufficiency. Based on outcomes based assessments, commissioning, market shaping and information



What's different?

Different relationships from all perspectives. **Providers** as SMEs in their local communities, **The Market** as partners to find solutions, Understanding **Service User** needs and how they can procure them, releasing the social capital of **Communities** which will foster local business

Different Approaches from a different starting point for: **Procurement** – fewer or no frameworks and contracts that are outcomes based, not unit based; **Quality Management and Market Oversight** – throughout the system and integrated with health; **Sufficiency** through specific procurement for bespoke services

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Themes: 3. Market (continued)

Market Shaping

Demand – demographic data via the Market Position Statement and needs through commissioning

Local mapping, pricing strategies, micro-commissioning infrastructure and provider change support



What's
different?

Theme: 4. Demand Avoidance



Current emphasis on 'diversion' – reducing the number of people who have a right to be part of 'demand'. Then focussing on eligibility and assessment

Under Care Act everybody is our customer. Our interest is in maximising peoples self reliance so that they don't need long term funded support

We need to increase peoples and families resilience – in their own homes, neighbourhoods and communities

Theme: 4. Demand Avoidance (continued)



Can we build layers of resilience in our interactions with people and families who might need support to reduce, delay, prevent them becoming long term consumers of formal care services?

Can we build alliances with our partners so that everyone is doing this – not just looking after their own bit of the system (e.g. hospital discharge)

People and families are often the experts in what will help them maintain an independent community based life

Theme: 5. Expectations of People and Families in Essex

Austerity means that people will need to lower their expectations of the availability of resources in some areas

This doesn't have to mean that overall their experience of the council can't improve. Its just different

Helping people help themselves – key message running through internal and external communications



What's different?

Theme: 5. Expectations of People and Families in Essex (continued)



Promotion of personal responsibility needs to be integral part of ECC narrative and joined up across organisations

Stronger links made between investment of resources and quantifiable outcomes communicated

National care and support campaign phase 2 to focus on care planning behaviour change, similar to the introduction of workplace pensions

Theme: 6. Sustainability

We need to live the asset model in the Care Act

We need strong and effective leadership to make this happen

We need a return on our investment in prevention and better outcomes from the NHS



What's different?

Theme: 6. Sustainability (continued)



We need to work effectively with housing, leisure, business

We need the right technology in place across the whole system

We need to have a detailed financial forecast of the impact of implementing the Care Act from 2016/17

Key Next Steps



Key Next Steps & Close



What's
Next?

Review draft (funding reforms) published regs
Assess Impact of regs
Respond to Consultation

Scope Care Act Phase 2 programme of works
Agree how this will be delivered
Mobilise Team

Go Live - Checkpoint review
Phase 1 Lessons Learnt

		AGENDA ITEM 6
		PAF/06/15
Committee:	People and Families Scrutiny Committee	
Date:	12 March 2015	
<u>An Overview of 2014 Educational Achievement in Essex</u>		
Enquiries to:	Pippa Shukla Lead Strategic Commissioner – Intelligence Education and Life Learning - People Commissioning 03330136605 pippa.shukla@essex.gov.uk	

1. Purpose of the report: Scrutiny of educational performance

This report presents educational outcomes for children and young people in Essex primary, secondary and special schools for the academic year ending summer 2014, 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 2013/14, and an overview of trends in 2014/15 to date.

The Annex appended to this report sets out the detailed data overview across key stages 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.

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

3. Introduction

In the academic year 2013/14, Essex finalised examination results show the gap is reducing to top quartile authorities, with Essex maintaining or improving at most key stages. Performance for the key attainment indicators matches or is above national averages at Early Years Foundation stage and key stage 1; matches national average at key stage 2, apart from progress from KS1 – 2 in writing and maths (being just 1% point below); and almost matching the national average for the key GCSE threshold measure of 5+ A*-C including English and maths (just .3% below at 56.5%).

For vulnerable groups, the gaps between their achievement and that of all children is closing, but for some it remains wide, particularly for children with special educational needs (excluding statemented children) and children in care (CiC). The gaps for disadvantaged children (ie on free schools meals for last six years and CiC) reduced at both key stage 2 and 4 this year.

At the end of the academic year 2013/14, there was a 3 percentage point improvement on per cent of children attending good and outstanding schools (4% in primary and 2% in secondary). Of those schools inspected, over two thirds sustained or improved their grade, with under a third falling by a grade. Over half of those schools (56%) inspected received a grade of good or outstanding, below the national average of 63%.

This year's report includes quartile positions comparing Essex to all other authorities:

- Essex's performance for most indicators at Early Years and key stage 1 places it in the second quartile;
- at key stage 2 in the third quartile for almost all indicators, although this masks the significant improvement made in ranking position for the key threshold measure of Reading, writing and maths level 4+ which is now 69, from 90 last year;
- at key stage 4, rankings in the second quartile for GCSE 5+ A*-G including English and maths and for expected progress in English KS2-4, with the other indicators being in the third quartile, apart from the English Baccalaureate indicator which is in the 4th quartile;
- at key stage 5, Essex features in the top quartile for 3+ A grades and for average point score.

4. Overview of results and measures to address school improvement

Ofsted performance scores

- 74% maintained schools and academies in Essex were deemed good or outstanding at the end of 2013/14 (62% in 2011/12). Nationally, 81% of schools were good or outstanding at the end of 2013/14 (70% in 2011/12).
- 74% of pupils in Essex attended a good or outstanding primary school at the end of 2013/14 (62% in 2011/12).
- 74% of pupils in Essex attended a good or outstanding secondary school at the end of 2013/14 (60% in 2011/12).
- At the end of the 2013/14, 74% of primary, 70% of secondary, and 89% of special schools in Essex were judged to be good or outstanding (compared to 62%, 55% and 89% respectively in 2011/12). Nationally 81% of primary, 70% of secondary, and 90% of specials were judged to be good or outstanding at the end of the 2013/14.
- Of the 33 primary schools inspected during the autumn 2014 term, 82% were rated good or outstanding. 6 secondaries were inspected, with 67% being good or outstanding.

Essex schools 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 aims to work in partnership with all Essex schools in the essential task of raising standards and narrowing the achievement gap between different groups and individuals.

There have been marked successes over the past two years, particularly in respect of schools graded requires improvement and inadequate. Essex was cited in the recent Chief Inspector's 2013/14 Annual report for bucking the trend, in comparison with stalling national secondary performance. However significant challenges remain for 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 have clear processes and protocols to RAG rate 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.

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 the East of England region have recently agreed an ambition to ensure that no academy or free school will be judged less than good by July 2016.

In addition, a number of warning notices (25) were issued to schools performing under the floor standards or linked to a breakdown in leadership during the 2013/14

academic year, which has enabled a quicker prioritisation of actions to strengthen those schools over the year.

The focus on three locality areas (Tendring, Harlow and Basildon) and collaborative District partnerships have continued in the last year and led to sustained improvements across these 3 areas. The Basildon Excellence Panel has set challenging targets for 2017, and results improved in all key measures across the primary phase; with Basildon now being one of four districts with no primary schools deemed by Ofsted to be inadequate. Similarly for Harlow, the number of good and outstanding schools is 57%, up from 41% in 2012. The Chief Inspectors report highlighted Burnt Mill Academy as an example of an outstanding secondary school serving one of the most deprived areas in the East of England. For Tendring, 73% of pupils achieved level 4+ for KS2 RWM (an increase of 8% points from 2013).

5. Overview of results and measures to address pupil outcomes

5.1 Early Years

- Essex Early Years Foundation Stage Profile (EYFSP) attainment for a Good Level of Development was 61% in 2014, above the national average of 60%. This was an eight percentage point rise on 2013 performance.
- Essex ranking has improved from 107th in 2012 to 57th in 2014 under the new framework, and has sustained performance in the second quartile group.
- Writing remains the learning goal needing improvement; however levels in Essex are 1% point above national averages.

Improvements in the EYFSP data have been seen this year across schools in all districts of Essex, further to clear prioritisation and targeting of interventions by the Early Year's Quality Improvement service. This work has involved an increased focus on locality data sets, including EYFSP and GLD, being shared with schools, pre-schools and Children's centres, promoting local ownership and shared responsibilities for children's attainment at the end of EYFS. The impact of earlier interventions is beginning to emerge, including early language and communication programmes, such as Talk, Listen, Cuddle (TLC), the focus on school readiness projects in hotspots around the county, which are helping children to be ready to learn and acquire new knowledge and understanding, as well as strengthening the links between the private, voluntary and independent (PVI) and maintained sector.

Ongoing work is in place to focus on specific early learning goals with under achievement compared to national and Essex data, which require additional support, such as writing, particularly in relation to the gender gap in attainment. This has been further supported by a collection of on entry data and planned work with children centres and the PVI sector.

The EYFS Profile moderation process continues to be robust and confirmed in the letter of approval to the LA by the Standards Testing Agency (STA), and includes

additional support sessions for the early learning goals linked to Literacy and Mathematics.

Work is also underway to prepare for the changes in the assessment framework, with the commencement of Baseline Assessment from September 2015.

Priorities and ambitions for the early year's sector are set out in Outcome 1 of the ECC Commissioning strategy – The Best Start in Life. A commissioning review of early years services is taking place, reviewing priorities and targeting of resources to support early years providers in PVI and the maintained sector for families with children aged 0 – 5 years. The early year's pupil premium for disadvantaged 3 and 4 year olds is also being rolled out across early year's settings from April 2015, in addition integrated 2 year old checks being introduced from September 2015 which will enable early identification and support packages to be put in place to enhance a child's health, wellbeing and educational attainment.

5.2 Year 1 Phonics

- 74% of pupils are working at the required level in 2014, an increase of 20 percentage points from 2012 (54%).
- Essex ranking has improved to 74th (from 99), and now matches the national average, with a move into the third quartile.

Reviews of phonics provision are commissioned for individual schools which has supported the sustained improvement seen across schools and improved outcomes.

5.3 Key Stage 1

- Since 2011, Essex has seen 6% point improvements in Reading and Writing, with 3% point improvement in Maths for pupils achieving level 2+.
- Higher rankings were achieved this year (Reading 26th, Writing 66th) and a dip in rankings for Maths to 34rd. Essex has sustained its position above the national average for all three subjects, and was at the top of the second quartile for Reading and Maths, and the third quartile for Writing.
- Essex exceeds or matches the England average in all subjects, bar writing, for pupils working securely (level 2B+), although remains slightly below statistical neighbour averages.

Support for a range of reading and writing programmes for schools has been provided by Essex Education services. Specific programmes included:

- Every Child a Reader (ECaR): with the deployment of 2 expert teacher leaders to provide support for individual schools on a termly basis.
- Universal access training for early reading and phonics including training Teaching Assistants to deliver specific intervention programmes
- Support quality first teaching in the classroom has also been provided.

Work is ongoing across infant and junior schools to ensure assessments at key stage 1 provide a secure platform for making at least expected progress at key stage 2.

5.4 Key Stage 2

- Essex matches the national and statistical neighbour averages for the key threshold measure Reading, Writing, Maths (RWM) combined measure at 79% (ranking of 69th – over 20 places above last year's ranking of 90th). This improvement means that over 900 more pupils achieved a level 4+ in reading, writing and maths in 2014 compared to 2013.
- Essex is in the 3rd quartile (with rankings of 64th to 95th), for all KS2 attainment indicators and bar one progress indicator. Expected progress in writing is the only measure in the bottom quartile now with a ranking of 115.
- 83 Essex schools had 90% or more pupils achieving level 4+ in RWM, 13 of whom had 100% of all pupils achieving this level.
- The number of schools classed as 'below floor target' has reduced to 19 in 2014 (from 44 in 2011, 31 in 2012 and 30 in 2013).

Primary schools are supported by the Standards and Excellence Primary Commissioners (SECs) and Essex Education services (EES) to ensure additional support is targeted to those schools not performing in line with age related expectations for pupils for reading, writing and maths.

The Chief Inspector's Annual report this year highlighted the positive performance in Essex at key stage 2. For the key threshold measure of Level 4+ for reading, writing and maths combined – Essex is just 3% points below the top quartile threshold – which equates to about 450 pupils.

One school improvement strategy undertaken last year which had good impact on overall outcomes was a programme to target additional funding to the schools with the largest cohorts and where performance was not in top quartile.

Each school worked with 8 to 12 pupils who had the potential to achieve L4+ in reading, writing and mathematics but required additional teaching and personalised tuition in one or more of the subjects. 33 schools participated in the programme, and an impressive 163 children out of the 272 targeted children (representing 60% of the targeted pupil group) achieved a Level 4+ in combined RWM. The net effect of 163 more children achieving a L4+ in RWM was an uplift of 1% on the overall Essex result.

The programme will be re-run this year, but the focus will be on targeting funding to schools to close the achievement gap for disadvantaged pupil groups.

Commissioned support, including that provided by EES, is being targeted at raising standards in English (writing) and maths as appropriate and those key areas identified by the commissioned review of issues raised in recent Essex Ofsted

reports: most significantly, featuring subject leadership, marking and feedback, and middle leadership. The following are examples of support programmes to schools undertaken in 2013/14:

- Raising achievement in writing – a 3 day central programme supported by in school visits;
- Moving on with maths: programme and school visits;
- Developing subject leadership: programme and school visits
- Marking and feedback : tailored support for individual schools to build capacity for assessment leaders;
- An extensive programme of Local Authority reviews (30 per term) continues and has been re-commissioned for this year;
- Pupil premium reviews are also commissioned for individual schools as identified by SECs.

The above, and other developmental support for governors to ensure robust governance arrangements are in place, have 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

- In 2014, a new framework was introduced, with changes to equivalent qualifications that could be included and a change to recording the 'first' result, rather than the 'best' result. A number of Essex schools were particularly affected by the iGCSE changes.
- Results from 2013 are not comparable, Essex at 56.5% is just slightly below the national average of 56.8%, with a slight fall in ranking to 85th (from 81st), remaining in the third quartile.
- Essex is in the second quartile for 5+ A* to G inc English and maths, and for expected progress from KS2 – 4 in English, ranking 63rd and 67th respectively.
- 8 Essex schools were below the key stage 4 floor standard. Each of these schools are regularly visited and closely monitored by the Secondary SECs. Most of these schools are academies so there are joint approaches with the sponsor, DfE and Regional Schools Commissioner to challenge and address underperformance.

Secondary schools are supported by the Secondary SECs who ensure additional support is targeted to those schools considered to be under performing. They have actively utilised the strengths of particular schools to provide additional capacity, support and examples of great practice that all should aspire to in order to meet Essex's goals. SECs work closely with the DfE and Regional Schools Commissioner where academies are under performing.

The Six Schools Programmes being rolled out this year to improve the quality of teaching and learning and leadership and management, are targeting schools

requiring improvement, and those identified as needing more support. This includes school on school collaborations, and work supported by the Teaching School Alliances. The percentage of secondary schools judged by Ofsted to be good or better has risen to 76%.

Subject Excellence networks have been set up across the county which are allowing staff in all subject disciplines to see, to hear about and discuss best practice in their areas of expertise. The Teaching School Alliances have been commissioned to lead this initiative. Best practice visits have been commissioned by the SECs to raise aspirations. Getting staff at all levels to believe they can achieve more remains a key challenge. Almost all of our Secondary Ofsted graded RI schools have accepted the opportunity to join the HMI Ofsted Triad project beginning spring term 2015.

The Family of Similar Schools approach undertaken over the last 2 years is being supplemented with a regional approach, which will enable Essex schools to be part of a family with Cambridgeshire, Suffolk and Norfolk schools.

5.6 Key Stage 5 and Post 16

- Essex maintained schools and academies are above national averages (for schools) for all KS5 headline performance measures including top quartile performances for several measures. This is despite Essex having slightly below average prior attainment on entry to KS5.
- Essex has four of the top 31 schools in the Country for A level results (including two in the top ten) with Colchester Royal Grammar school the very top school.
- Despite a national trend for A level average points per candidate (for schools and colleges) reducing over the last several years, Essex's relative position remained very good at 728.4 points – well ahead of the national average of 714.0. Essex was ranked 31st nationally on this measure (in the top quartile) and top of our statistical neighbour group.
- Essex also performs well for higher-achieving students – the % of students in schools obtaining three or more A level grades at A*/A was 12.0% 1.7% above the national average placing Essex 28th (in top quartile).
- For the second year in a row, the attainment of Essex students in vocational qualifications was above the school and college national average, both in terms of the average point score per entry (+3.6 points above national average) and the average point score per vocational student (+2.7 points)
- There have been significant reductions in NEETs and unknown averages compared to last year (NEETs 4.6% compared to 5.7% in 2012/13; and 5.0% for unknowns compared to 7.9% last year, and 18.4% in the previous year).

Collaborative networks across sixth forms and the college sector supported by Secondary SECs are enabling closer working and sharing of good practice. These networks are also linking to Universities 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.

Use of 'Alps' data and other intelligence has enabled suitable challenge of underperformance and has resulted in the majority of students in Essex being set aspirational targets equating to the top 25% (or higher) of value added performance. The Essex monitoring project is helping providers to target students in the post 16 sector who need additional support. 'Alps' national comparisons show that Essex has been performing at the level of the top 25% of providers for A level 'value added' for the past four years.

In September 2014 Ofsted introduced a separate judgement for school sixth forms. In inspections that have occurred in Secondary schools so far this academic year all sixth forms have been judged as 'good'.

A focus on creating training and sustainable employment opportunities, has included incentivised apprenticeships, work experience schemes, as well as stimulating interest in key growth sectors, for example STEM based careers. A skills evidence report commissioned by the employment skills board has supported the drive towards apprenticeships for specific skills.

The Chief inspector's Annual report for 2013/14 cited ECC's data sharing protocol with schools, colleges and learning providers which enables information on the cohort of potential learners, levels of attainment and aspirations to be shared with providers. Providers are then able to respond to learner needs more effectively and to further reduce the proportion of NEETs or unknowns.

5.7 Pupil groups

- The gap in performance between FSM (Free school meals) and non FSM pupils is seen across all key stages (21% difference at EYFSP, 19% at key stage 2, and 25.6% at key stage 4).
- Disadvantaged pupils at key stage 2 achieved in line with national averages (66% achieving level 4+ in RWM compared to 67% nationally), below the 82% achieved by non-disadvantaged pupils; and at key stage 4 (35.4% achieving 5+ A* - C including English and Maths compared to 36.7% nationally), again below the 62.3% achieved by non-disadvantaged pupils.
- In line with national averages, girls outperform boys at all key stages, with the largest gap at EYFS at 17%, same as the national gap.
- Pupils with SEN in Essex tend to perform below national averages across all key stages, although pupils with statements do perform better in some subjects, including maths at both KS1 and KS2. The gap between Essex pupils with SEN not statemented and their national counterparts at key stage 1 and 2 ranges up to 4% points.
- White British pupils had improved levels of attainment in 2014, performing above the national average for White British pupils for the EYFSP, and at key stage 1 reading and maths. At key stage 2 however, their performance was the lowest of the other ethnic groups for reading and writing. At key stage 4,

56% of white British pupils achieve 5+ A*-C including English and maths, with only Black pupils having a lower average (53.7%).

- Essex Children in Care (CiC) exceed national averages for CiC at key stage 1 in Reading (7%), Writing (13%) and Maths (2%), however were below CiC national averages for key stage 2 (by 8% in RWM combined). 8.5% of Essex CiC pupils achieved 5+A* - C GCSEs including English and Maths, below the national CiC average of 12.1%.

A range of conferences and support packages have been rolled out by EES to showcase evidence based practice around the use of Pupil Premium, and to support Pupil Premium reviews.

Pupil premium reviews are available at no cost where commissioned for Grade 4 and RI schools by SES and also as a universal traded service. Take up is increasing. A 'best practice' case study publication has been commissioned and will be launched at an Essex wide conference on 24 March 2015.

A range of good practice Pupil Premium toolkit, templates and resources are being developed for sharing across the Schools Intranet.

Data analysis is being used to identify those schools with largest FSM gap in outcomes achieved in order to target support, as well as those who support their FSM cohort to achieve good outcomes to share good practice.

The five year Special Educational Needs (SEN) strategy launched in January 2014, included a range of measures to ensure improved teaching and learning for pupils with SEN. SEN Commissioners work with range of Educational Psychologists, Specialist Teachers etc to target those schools where pupils with SEN underperform. New programmes have been initiated by the SECs to enable innovative and excellent practice to be shared, including:

- School led innovation initiatives across clusters; featuring the SEND Innovation Project and the Maximising the Impact of TAs (MITA) Programme
- A range of school leadership initiatives such as the Super-SENCo pilot project and the Special School Leaders of the Future programme;
- School Offer development - supporting schools to improve the range and effectiveness of their provision in collaboration with parents and pupils, in line with the Local Offer

The development of best practice is working in conjunction with the expansion of specialist SEN provision across Essex in line with increasing need.

The Achievement service for Children in Care (CiC) provides a range of support to the CIC cohort, to ensure they are appropriately supported in school. The intervention strategy has had more impact in primary schools where progress data is good and higher proportions are attending good or outstanding schools. Attendance

remains high and there continue to be no permanent exclusions, with a reduction in fixed term exclusions.

5.8 Absence

- School absence in Essex was 5.4% for 2012/13 across all state funded schools and academies. 4.7% of children were 'Persistent absentees', missing 15% or more of possible session during the year.
- Provisional primary school overall absence rates for 2013/14 suggest absence rates have fallen to 3.8% (from 4.7% in 2012/13).
- Provisional secondary school overall absence rates for 2013/14 suggest absence rates have fallen to 5.2% (from 6.1% in 2012/13)
- Rates for persistent absence are in line with national averages (primary 3% and secondary 6.4% for 2012/13).

The Education Welfare service has been working with health partners to develop communication materials to encourage good attendance and reduce absence for illness. Good practice conferences for schools have also been run to share practice across schools and enable schools to understand their data trends compared to Essex averages.

6. Priorities for 2014/15

Progress was achieved in all three priority areas in the ECC Commissioning Strategy Outcome 3:

- Every school in Essex to be at least a good school;
- Outcomes for children and young people are in the top quartile nationally; and
- 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.

There was a 12 percentage point increase in the proportion of pupils going to a good or outstanding school in 2013/14. However Essex remains below national averages at primary, so this remains a priority for 2014/15.

The top quartile positions for A levels have been sustained; measures for early years and key stage 1 are well embedded in the second quartile. The ranking positions for key stage 2 significantly improved although Essex remains in the third quartile; and there were two second quartile measures for key stage 4, with the remainder being almost all within the third quartile. Achieving top quartile performance remains a key priority.

The gap between disadvantaged pupils and other pupils is closing at key stage 2; however Essex remains above the national average. Whilst Essex gaps still tend to be higher than nationally, the 2014 KS4 reforms appear to have contributed towards

reducing the difference between Essex and England. This remains a priority for 2014/15, along with improving outcomes for pupils with SEN and CiC.

Key areas of focus for school improvement for 2014/15 include:

- Working with schools and school organisations to develop a co-constructed strategy to develop cluster working and effective locality partnerships to achieve greater geographical consistency and improved outcomes across the county, as outlined in the ECC Commissioning strategy for educational achievement;
- Working with the DfE Regional Schools Commissioner to support underperforming academies;
- Working with EES to pilot the School Effectiveness Plus system for up to 100 primary schools;
- Working with schools to launch the Raising the Achievement of Disadvantaged pupil's strategy and good practice materials; and
- Supporting schools through inspection to secure good Ofsted outcomes.

An Overview of 2014 Educational Achievement in Essex

March 2015

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Executive summary

There were nearly 200,000 children in over 550 schools in Essex 2014

Although there are regional variations, overall, Essex pupils had lower than national rates of free school meals, children from ethnic minorities, and pupils not speaking English as a first language. Although Essex also has lower overall rates of SEN pupils, the proportion of statements is comparatively high (see page 7).

There were slightly lower than national rates of good or outstanding schools

Many schools in Essex are rated good or outstanding by OfSTED, but overall the proportions of such schools were lower than national averages in 2014. The ratings of more recently inspected schools are encouraging (see pages 9 and 10).

Early years attainment is slightly above the national average

The increase in percentage of children with a good level of development tracked the national changes so that Essex's rank position remained in the 2nd quartile overall (see pages 11 and 12).

Attainment in phonics improved to national average levels

The proportion of pupils meeting the expected phonics standard reached the national average for the first time in 2014 (see pages 13 and 14).

Attainment at key stage 1 remains close to the national average

Small improvements in overall attainment mean that Essex is ranked in the second or third quartile nationally, depending on subject (see pages 15 and 16).

Attainment at key stage 2 rose faster than national rates

Improvements in attainment in all subjects meant that Essex had the highest rank position compared to other local authorities in the last three years, although remaining in the 3rd quartile (see pages 17 to 20).

Essex remains in the third quartile at key stage 4

Changes in counting methodology make 2014 results impossible to compare to previous years. However, Essex maintained its national rank position in the 3rd quartile (see pages 21 to 24).

Key stage 5 attainment remains in top quartile

On several core measures Essex has been in the top quartile at Key stage 5 for the last three years (see pages 25 and 26).

The percentage of NEETS continues to fall

The percentage of young people not in employment, education or training is at its lowest level for the last three years, as is the percentage whose destination is unknown (see page 27).

Absence rates remained similar to

Absence rates in Essex place the county in the third quartile (primary schools) or fourth quartile (secondary schools) nationally, although there

previous years

is some recent evidence that absence rates are decreasing (see pages 28 and 29).

Guide to this report

The chapters on attainment and progression have three sections: background, Essex headlines and results:

Background

Provides a short description of the types of assessments at each Key stage (tests and/or teacher assessments and which subjects are assessed).

Essex headlines

Main headline describing a key aspect of attainment, progress or context

A few paragraphs of more detailed information to support the main headline.

Results

A more detailed breakdown of attainment, progress or context data, comparing Essex with other local authorities and national results. The performance of specific pupil groups is also presented, where appropriate.

Key comparator groups

Essex's national rank position (out of 152 local authorities)

EYFSP measure:	% GLD		% Inequality gap	
	2013	2014	2013	2014
Essex (national rank)	53% (51)	61% (57)	33.2% (104)	31.0% (53)
Statistical neighbours	53%	63%	31.5%	29.8%
Eastern region	52%	61%	34.7%	32.2%
England	52%	60%	36.6%	33.9%


Actual performance outcomes

Interpreting the pupil attainment tables

The tables on pupil group attainment (starting on page 34) have some cells highlighted pink or green. The shading has been added when the difference in attainment (or progress) between a particular pupil group and the equivalent national figure for that group are unlikely to have arisen by 'chance' – specifically when there is a less than 1 in 20 likelihood that the difference is due to chance (i.e. the difference is *statistically significant*):

Difference is noticeably higher

Difference is not unusual

 Difference is noticeably lower

EXAMPLE: The attainment of Asian pupils in reading, writing and maths at Key stage 2 in Essex (88%) was 'noticeably' higher than the attainment of Asian pupils in reading nationally (80%), and so the cell is shaded green. On the other hand, pupils who do not speak English as a first language performed noticeably less well than similar pupils nationally (81% compared to 84%) and so that cell is shaded red.

Pupil groups & Level 4+		R, W & M		Reading		Writing		Maths		Essex cohort 2014
		England	Essex	England	Essex	England	Essex	England	Essex	
Ethnic heritage	Mixed	80%	83%	90%	92%	87%	90%	86%	86%	527
	Asian	80%	88%	89%	93%	87%	90%	87%	91%	280
	Black	77%	79%	88%	89%	85%	87%	84%	84%	303
First language	English	79%	79%	89%	90%	86%	86%	86%	87%	13,823
	Not English	77%	75%	86%	84%	84%	81%	86%	85%	788
Disadvantaged	Disad	67%	66%	82%	82%	77%	74%	78%	77%	1,813

Green shading: Asian pupils in Essex schools perform well compared to Asian pupils nationally

No shading: The difference in attainment is not unusual given the number of pupils

Red shading: Pupils who do not speak English as a first language perform noticeably less well than similar pupils nationally

How to interpret this? Firstly, note that the column on the far right of the table shows the cohort size for the Asian pupil group in Essex is 280. Now imagine repeatedly selecting 280 pupils at random from the entire national cohort of Asian pupils and, each time, calculating the percentage of your selection that obtained a level 2+ in reading, writing and maths. Most of the groups chosen would have average levels of attainment close to the national average of 80%, but some would have higher or lower values.

If the average score for a selected group of 280 pupils occurs less than 1 in 20 times in this process of repeated sampling then it is classed as 'statistically significantly' different from the national average, and is shaded either green or pink depending on whether it is above or below the national average for that group.

Attainment and progress data is presented for the key pupil groups of gender, ethnic heritage, first language spoken, entitlement to free school meals (or, at Key stages 2 and 4, disadvantaged pupils) and special educational needs.

A more detailed description of these pupil groups is provided on page 33.

Essex context

There were almost 200,000 pupils in Essex in 2014, attending 552 schools

By school type, the numbers were:

- 110,955 children in 457 primary schools
- 84,705 children in 78 secondary schools, and
- 2,197 children in 17 special schools.

There were lower than national levels of children entitled to free school meals...

14% of Essex primary school pupils were entitled to free school meals compared to 18% nationally. For secondary school pupils the figures were 10% for Essex and 15% nationally and for special schools 29% Essex and 37% nationally. These figures are slightly lower than in 2013.

...lower proportions of pupils from ethnic minorities...

The proportion of children from ethnic minority groups was less than half the national rate both in primary and secondary schools. Although the proportion of ethnic minority pupils increased between 2013 and 2014, the increase was less than that seen national.

...and of pupils who speak English as an additional language

There was a slight increase in the proportion of children who speak English as an additional language, but the overall rates are still only around one third of national levels.

The proportion of children with special educational needs fell

There was also a decrease in SEN pupils nationally, but the fall in Essex was larger both in primary and secondary schools. Essex schools also have lower than national average levels of pupils with SEN in both primary and secondary phases. However the proportion of pupils with statements is noticeably high (3.3%) compared to national rates (2.8%).































































Table 1: The percentage of pupils in key pupil groups by school type, Essex vs. England, January 2014 and 2013.

Percentage of pupils in key pupil groups January 2014 (2013 in brackets)					
Pupil group	Phase	England		Essex	
		2013	2014	2013	2014
Entitled to free school meals	Primary	18.1%	17.0%	13.6%	12.8%
	Secondary	15.1%	14.6%	10.1%	10.0%
	Special	36.7%	37.2%	29.2%	29.3%
Ethnic minority (i.e. non-White British)	Primary	28.5%	29.5%	13.3%	14.0%
	Secondary	24.2%	25.3%	11.6%	12.4%
	Special	23.9%	24.7%	13.6%	13.8%
Speak English as an additional language	Primary	18.2%	18.7%	5.9%	6.1%
	Secondary	13.9%	14.3%	4.3%	4.4%
	Special	12.9%	13.2%	3.8%	3.7%
Having Special educational	Primary	17.4%	16.6%	16.2%	15.4%

needs	Secondary	19.0%	17.8%	16.1%	14.6%
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Comparative summary of attainment

Table 2: Overview of the relative performance of Essex against average performance of statistical neighbours, Eastern region and England state-funded schools

2014 results – how does Essex compare					
	Measure	Essex	Essex compared with:		
			Statistical neighbours	Eastern region	England
EYFS	Good level of development	61%			
Phonics	Working at required level	74%			
Key Stage 1	Level 2+ - Reading	91%			
	Level 2+ - Writing	86%			
	Level 2+ - Maths	93%			
Key Stage 2	Level 4+ - Reading	89%			
	Level 4+ - Writing	85%			
	Level 4+ - Maths	87%			
	Level 4+ R,W and M	79%			
	Expected progress KS1-2 - Reading	91%			
	Expected progress KS1-2 - Writing	92%			
	Expected progress KS1-2 - Maths	89%			
Key Stage 4	5+ A*-C incl. English and Maths	56.5%			
	5+A*-C	64.7%			
	5A*-G incl. English and Maths	91.7%			
	English Baccalaureate	19.9%			
	Expected progress KS2-4 - English	72.8%			
	Expected progress KS2-4 - Maths	65.5%			
Key Stage 5 (state-funded schools)	Points per student	821.7			
	Points per entry	216.2			
	3+ A grades	12.0%			
	AAB grades or better	18.6%			



Essex performance is lower

Essex performance is the same



Essex performance is higher

Summary of OfSTED inspections

Background

New frameworks introduced in September 2012 brought a focus on four key areas for school inspections: pupil achievement, teaching quality, the effectiveness of leadership and management; and the standards of behaviour and safety. The differences between the pre and post 2012 inspection frameworks are shown in table 3:

Table 3: Rating comparisons between the pre and post 2012 inspection framework

Pre September 2012	Post September 2012
1 Outstanding	1 Outstanding
2 Good	2 Good (minimum acceptable standard)
3 Satisfactory	3 Requires improvement
4 Inadequate	4 Inadequate with two categories of concern: <ul style="list-style-type: none"> • Special measures: one of more key areas is inadequate, but where leadership and management is graded at level 3 or better • Serious weaknesses: a school is failing to give its pupils an acceptable standard of education, and the leaders/managers/governors do not demonstrate the capacity for improvement.

All local and national statistics in the commentary below and in the subsequent chart describe the situation on the 31st August 2014 (i.e. the final day in the 2013/14 school year). There are two sets of figures – the proportion of Essex schools with a specific OfSTED rating and the proportion of children attending schools with a specific OfSTED rating.

Essex headlines

Overall, Essex had a slightly lower proportion of schools rated good or outstanding compared to national levels

74% of maintained schools and academies in Essex were rated good or outstanding at the end of 2013/14, an increase of 3 percentage points compared to the previous year. Nationally, 81% of schools were good or outstanding (compared to 78% in the previous year).

Three out of every four Essex pupils attended a good or outstanding maintained primary or academy school...

74% of pupils in Essex maintained primary schools and academies attended a good or outstanding school at the end of 2013/14. Nationally the equivalent figure was 81%, giving Essex a rank position of 120th out of 152 local authorities.

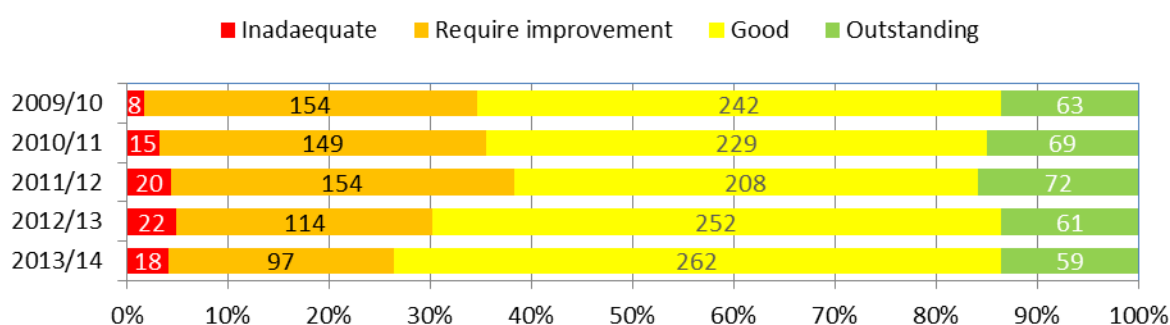
...and similarly for pupils

74% of pupils in Essex maintained secondary schools and academies

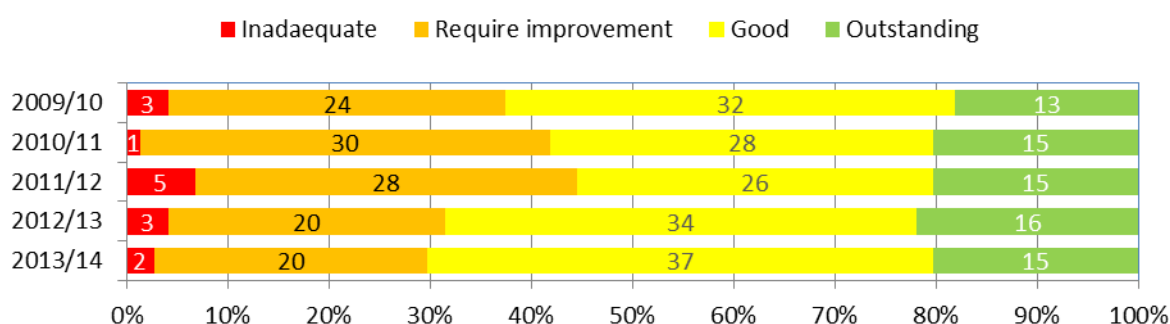
in Essex maintained secondary schools and academies	attended a good or outstanding school at the end of 2013/14. Nationally the equivalent figure was also 74%, giving Essex a rank position of 81 st out of 152 local authorities.
Essex has a slightly lower than national proportion of schools rated good or outstanding at all phases	74% of primary schools, 70% of secondary schools, and 89% of special schools in Essex were judged to be good or outstanding. Nationally 81% of primary schools, 70% of secondary schools and 90% of special schools were judged to be good or outstanding.
There was a decrease in the number of schools judged inadequate	21 maintained schools and academies were judged to be inadequate (18 primary (4%), 2 secondary (3%) and 1 special school (6%)). At the same point in 2013, 25 schools were rated inadequate. Nationally 2% of primary schools, 6% of secondary schools and 2% of special schools were judged to be inadequate in 2014.
The results of inspections during the autumn term 2014 are encouraging	Of the 33 primary schools inspected during this period, 81.2% were rated good or outstanding. Only 6 secondary schools were inspected, but 4 (67%) were rated good or outstanding.

Summary of OfSTED grades for Essex schools

Numbers of Essex Primary Schools by OfSTED Grade (Overall Effectiveness)



Numbers of Essex Secondary Schools by OfSTED Grade (Overall Effectiveness)



Early Years Foundation Stage

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:

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.

Essex headlines

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

61% of children achieved a good level of development. This is an increase of 8 percentage points compared with the 2013 figure of 53% and is in line with the national increase.

70% of girls achieved a good level of development, a rise of 8 percentage points from 62% in 2013.

The proportion of boys achieving a good level of development also increased in 2014 to 53%, up 9 percentage points from 44% in 2013.

...and the inequalities gap is narrowing

In 2014, the inequalities gap (the achievement gap between the lowest attaining 20% of children and the mean average) was 31.0%. The achievement gap has narrowed by 2.2 percentage points from 33.2% in 2013. This improvement resulted in a large jump in national ranking for Essex, from 194 to 53.

There was a small reduction in the gender attainment gap

The gap between the percentage of girls and boys achieving a good level of development reduced by 1 percentage point, having been 18% in 2013 (girls 62% v boys 44%), and 17% in 2014 (girls 70% v boys 53%).

Increase in FSM pupils' attainment, but widening of the gap

The proportion of FSM pupils achieving a GLD has increased from 35% in 2013 to 43% in 2014. However, the gap in attainment between FSM and non-FSP pupils increased slightly from 20 to 21 percentage points between 2013 and 2014.

The SEN attainment gap widened slightly. Pupils with SEN but no statement performed poorly

The gap between children with a special educational need (SEN) and those with no identified SEN has increased from 41 to 48 percentage points in 2014. A noticeably low proportion (18%) of SEN pupils achieved a GLD (21% nationally) compared with 66% of those pupils with no identified SEN, a gap of 48 percentage points. Nationally this gap was 45 percentage points.

Essex was ranked 57th out of 152 local authorities nationally

Maintaining higher than England performance in 2014 sees Essex ranked 57th and in the 2nd quartile. An additional 497 pupils would have been required to achieve a GLD to reach the top quartile threshold of 64%.

There was an 11 percentage point variation between districts

Maldon was the highest performing district with 68% of pupils achieving a GLD. Braintree was the lowest with 57%.

Results

Table 4: EYFSP attainment and inequality gap measures, Essex compared with geographical and statistical comparators, 2013 and 2014

EYFSP measure:	% GLD		% Inequality gap	
	2013	2014	2013	2014
Essex (national rank)	53% (51)	61% (57)	33.2% (104)	31.0% (53)
Statistical neighbours	53%	63%	31.5%	29.8%
Eastern region	52%	61%	34.7%	32.2%
England	52%	60%	36.6%	33.9%

Phonics Checks (Years 1 and 2)

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.

Essex headlines

There was a further increase in the percentage of year 1 pupils (age 6) who met the expected standard in phonics

74% of year 1 pupils met the expected standard of phonic decoding in 2014, compared with 67% in 2013 and 54% in 2012.

This brings Essex in line with the national average for the first time.

Essex's rank position roughly in the middle of all local authorities

In 2014 Essex was ranked 74th out of 152 Local Authorities, an improvement from the 2013 rank of 97th. In order for us to have been in the top quartile, an additional 326 pupils would have needed to have been working at the required level.

There was a 13 percentage point difference between the highest and lowest attaining districts

Uttlesford becomes the first district with over 80% of pupils working at the required level since the introduction of the Phonics checks in 2012. At 81% Uttlesford is the highest performing district with Harlow the lowest on 68%.

Increase in the percentage of pupils who met the expected standard by the end of year 2 (age 7)

88% of pupils met the expected standard of phonic decoding by the end of year 2, an increase of 5 percentage points from 85% in 2013.

This includes the proportion reaching the expected standard in year 1 in 2013 and those retaking or taking the test for the first time in 2014.

Results

Table 5: The percentage of pupils working at the required level, Essex vs. statistical, geographical and national comparators. Note that there were no year 2 re-takes in 2012 because the assessments were introduced that year.

% working at the required level	Year 1 phonics			Year 2 phonics (re-takes)	
	2012	2013	2014	2013	2014
Essex (national rank)	54% (117)	67% (97)	74% (74)	83%	88%
Statistical neighbours	58%	70%	75%	87%	88%
Eastern region	55%	67%	73%	84%	88%
England	58%	69%	74%	85%	88%

Key Stage 1

Background

Assessments at the end of key stage 1 are made by teachers in order to measure pupil attainment against the levels set by the national curriculum. The national curriculum standards have been designed so that by the end of key stage 1 pupils are expected to reach level 2 or above.

Level 2b (sometimes referred to as a 'good level 2') refers to an assessment that a child has securely met the level 2 criteria.

Essex Headlines

Attainment at the end of key stage 1 has risen in reading and writing at level 2 or above ...

The percentage of pupils achieving level 2 or above in each of reading and writing increased by 1 percentage point in 2014 to 91% and 86% respectively. This means that roughly 150 more pupils reached the expected standard. Attainment in maths remained unchanged at 93%.

Attainment in all three subjects remained at or above the England average for the third consecutive year.

... and also at level 3 or above

The percentage of pupils achieving level 3 or above in reading increased by 1 percentage point in reading, writing and maths, so that Essex was 2 percentage points above the England average in all three subjects.

Nationally, Essex was ranked in the second quartile for reading and maths and the third quartile for writing

The rank position for level 2 or above in reading, writing and maths was 26, 66 and 34 respectively.

In reading and maths Essex was positioned at the very top of second quartile performance. Writing was 2 percentage points below the top quartile threshold, and an additional 317 pupils would have needed to achieve level 2 for Essex to reach the top quartile.

Girls continue to outperform boys at level 2 or above in all subjects

The largest gender difference is in writing, where the gap is 9 percentage points (no change from 2013) – the same as national.

Gender gaps for the other subjects are also unchanged from 2013 – 7 percentage points in reading and 2 percentage points in maths.

Brentwood district had the highest levels of attainment in all subjects

Brentwood is the highest performing district in reading, writing and maths (87%, 77% and 87% respectively at level 2b or above).

Tendring and Harlow are the lowest performing districts (76% and 70% respectively in reading, 64% and 65% in writing and both achieving 76% for maths – all measured at level 2b or above).

Asian pupils performed well in writing and white pupils in reading and maths	<p>92% of Asian pupils achieved the expected level in writing, 4 percentage points ahead of Asian pupils nationally.</p> <p>White pupils performed above the equivalent national average by 1 percentage point in reading and maths (91% and 93% respectively).</p>
Reading and writing had the largest first language attainment gap	The largest attainment gap between children who do not speak English as a first language and their peers was in reading and writing (4 percentage points). Both the attainment gap and the level of attainment were identical with the equivalent national percentages.
The attainment gaps for FSM pupils are similar to those seen nationally	The largest gap was in writing (14 percentage points) and the smallest in maths (8 percentage points). Attainment gaps in all three subjects in Essex were very similar to the gaps nationally.
SEN attainment gaps are widest in writing and reading	<p>The SEN attainment gap is widest in writing with 50% of pupils with SEN achieving the expected level compared with 95% of pupils with no identified SEN, an attainment gap of 45 percentage points. The national attainment gap is 40 percentage points.</p> <p>In reading the gap is 34 percentage points with 63% of pupils with SEN achieving the expected level compared with 97% of pupils with no identified SEN.</p> <p>The attainment gap in maths was much smaller at 24 percentage points and is similar to the gap nationally.</p>

Results

Table 6: Level 2b+

% Level 2b+	Reading			Writing			Maths		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Essex (national rank)	77% (46)	80% (45)	81% (56)	64% (63)	68% (55)	69% (79)	77% (53)	80% (37)	81% (44)
Statistical neighbours	78%	81%	83%	67%	70%	72%	78%	81%	82%
Eastern region	77%	80%	81%	66%	69%	71%	77%	79%	81%
England	76%	79%	81%	64%	67%	70%	76%	78%	80%

Key Stage 2

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).

In 2014 there were statutory externally marked national tests in reading, maths and grammar, punctuation and spelling. In addition to the standard tests for national curriculum levels 3 to 5, externally marked level 6 tests were available for more able pupils.

Schools must also provide teacher assessments for English, reading, writing, maths and science.

Pupils at the end of key stage 2 are expected to achieve level 4 and to have made at least two levels of progress between key stages 1 and 2.

In 2014, schools were deemed to be underperforming if their performance is below the 'floor standard'. A school is below the minimum expected level if:

- Fewer than 65% of pupils are achieving level 4 or above in all of reading, writing and maths (this threshold was 60% in 2013); and
- The proportion of children making two levels of progress in reading, writing and maths are all below the median level for all state-funded mainstream schools (the median values in 2014 were: reading 94%, writing 96% and maths 93% - all higher than in 2013).

Essex headlines

Attainment rose in all subject areas...

Reading and maths had the largest increases, both up 3 percentage points over 2013 results, to 89% and 87% respectively. The improvement in writing was slightly smaller at 2 percentage points.

The improvement of 3 percentage points in maths was particularly noticeable as nationally attainment only improved by 1 percentage point to 86%.

...which led to an improvement in the attainment in reading, writing and maths combined...

79% of pupils achieved a level 4 or above in all of reading, writing and maths, compared to 75% in 2013.

This improvement means that over 900 more pupils achieved a level 4+ in reading, writing and maths in 2014 compared to 2013.

...giving Essex the best rank position compared with other local authorities in the last three years

The rank position for reading, writing and maths was 64, 81 and 53 respectively. In the combined reading, writing and maths measure Essex was ranked 69th.

In order to reach the top quartile, around 400 more pupils would need to have achieved a level 4+ in reading, writing and maths.

Attainment in reading and writing was at national levels whilst maths was slightly higher

The percentage of children achieving the expected level in reading and writing was 89 and 85% respectively – the same as national levels.

Attainment in maths was 87% - 1 percentage point above the national average. This equates to an additional 150 or so pupils in Essex reaching the expected level of attainment.

There was a 15 percentage point variation in attainment between districts on the overall reading, writing and maths measure

The highest attaining district for the percentage of children achieving a level 4 or above in reading, writing and maths was Uttlesford (88%), and the lowest was Tendring (73%).

There was an increase in the proportion of pupils making expected progress

The percentage of pupils making expected progress has increased by 5 percentage points to 91% in reading, by 3 percentage points to 89% in maths, and by 2 percentage points in writing to 92%.

This equates to roughly 700 additional pupils making expected progress in reading, for example, compared with 2013.

19 schools are below the primary school floor standard

This represents 5% of state-funded mainstream schools in Essex.

This is below the 2013 figure of 30 schools (9%); however the figures are not comparable as the attainment threshold increased from 60% in 2013 to 65% in 2014. 9 schools (3%) would have been below the floor if the threshold had not changed.

Attainment in LA maintained schools and sponsored academies was close to national equivalents, but converter academies performed better

This pattern can be seen across attainment *and* progress measures. For example, converter academies were 4 percentage points higher for the proportion of children achieving level 4 or above in reading, writing and maths compared to converters nationally (87% compared to 83%).

Progress in maths in sponsored academies was 4 percentage points lower than national equivalent levels (82% vs. 85%).

Girls continue to perform better than boys in reading and writing. There is no gender gap in maths

82% of girls achieved level 4 or above in reading, writing and maths, compared to 76% of boys – the same as the gender gap nationally.

The largest gap between boys and girls is in writing. At 9 percentage points, this is equivalent to the gap nationally (boys 81% and girls 90%, locally and nationally).

Boys in Essex schools performed well compared to their counterparts nationally in reading and maths.

Disadvantaged pupils had lower attainment and made less progress than similar pupils nationally

The attainment of disadvantaged pupils in Essex was lower than similar pupils nationally, especially in maths, where only 74% attainment level 4 compared to 77% nationally. However, the gap of 17 percentage points between disadvantaged pupils and their peers was the same as the gap nationally.

Asian pupils had noticeably high levels of attainment in all subjects

Although the number of Asian pupils is relatively small (the cohort in 2014 was 280 pupils), their attainment was noticeably higher than Asian pupils nationally, especially in the combined reading, writing and maths measure (8 percentage points higher).

The gap between pupils who do not speak English as a first language and their peers is larger in Essex than nationally across all subjects

The attainment gap is largest in reading (6 percentage points) and writing (5 percentage points) and smallest in maths (2 percentage points). The overall effect is a 4 percentage point gap in the combined reading, writing and maths measure of 4 percentage points – double the national gap.

The attainment of pupils who do not speak English as a first language is noticeably lower than similar pupils nationally in writing – 81% in Essex vs. 84% nationally.

Pupils with SEN but no statement perform noticeably less well in several measures than similar pupils nationally

There was noticeably lower comparative performance in reading and writing, resulting in a 4 percentage point gap in the combined reading, writing and maths measure (42% nationally for pupils with SEN but no statements compared to 38% in Essex).

These pupils also made noticeably less progress between key stages 1 and 2 than the same group nationally in all of reading, writing and maths.

Progress between key stages 1 and 2 was generally in line with national rates except for writing, where it was low

Overall, the percentage of pupils making expected levels of progress in reading and maths was equal to national rates (91% and 89% respectively) but was lower in writing (92% in Essex and 93% nationally).

Performance at several Essex schools was good enough for them to receive ministerial letters of congratulation for attainment or progress

-
- Radwinter CofE VA Primary school was congratulated because 100% of the pupils achieved a Level 4b or above and make the expected progress (or better) between Key stages 1 and 2;
 - Holy Cross Catholic Primary school in Harlow and Roach Vale Primary school showed the 'most sustained improvement' (awarded for the most year on year improvement in each year between 2012 and 2014 in the level 4 or above attainment in reading, writing and maths measure');
 - Elm Hall school was congratulated for the very high value-added (progress) of pupils

Results

Table 7: The percentage of pupils attaining Level 4+ at key stage 2

% Level 4+	Reading			Writing (TA)			Maths			R,W,M		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Essex (national rank)	87% (65)	86% (73)	89% (64)	81% (80)	83% (87)	85% (81)	84% (75)	84% (94)	87% (53)	74% (82)	75% (90)	79% (69)
Statistical neighbours	87%	86%	89%	81%	83%	86%	84%	83%	86%	74%	74%	79%
Eastern region	86%	85%	88%	81%	83%	85%	83%	83%	85%	73%	74%	77%
England	87%	86%	89%	81%	83%	85%	84%	85%	86%	75%	76%	79%

Table 8: The percentage of pupils making expected progress between key stages 1 and 2

% expected progress	Reading			Writing			Maths		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Essex (national rank)	88% (110)	86% (124)	91% (78)	89% (110)	90% (116)	92% (115)	86% (97)	86% (119)	89% (95)
Statistical neighbours	88%	87%	90%	88%	90%	92%	85%	85%	88%
Eastern region	88%	86%	90%	88%	90%	92%	85%	85%	87%
England	90%	88%	91%	90%	92%	93%	87%	88%	90%

Table 9: Key stage 2 attainment by LA maintained and academy schools

	R,W & M Level 4+		R,W & M Level 5+		Reading progress		Writing progress		Maths progress	
	England	Essex	England	Essex	England	Essex	England	Essex	England	Essex
LA maintained	79%	78%	24%	23%	92%	90%	94%	92%	90%	89%
Sponsored academies	68%	69%	13%	11%	87%	86%	91%	91%	86%	82%
Converter academies	83%	87%	26%	30%	93%	93%	95%	95%	91%	92%

Key Stage 4

Background

Pupils are assessed the end of key stage 4 (aged 16) through external GCSE exams and vocational courses. Before 2014, measures allowed for 'GCSEs or equivalences' but in 2014 there were several changes to the counting methodology which are summarised below.

Two major reforms have been implemented which affect the calculation of key stage 4 (KS4) performance measures in 2014:

1. Professor Alison Wolf's Review of Vocational Education recommendations which:
 - restrict the qualifications counted
 - prevent any qualification 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 to only count a pupil's first attempt at a qualification.

These changes mean that it is not possible to make direct comparisons between 2013/14 and earlier years.

Essex Headlines

Attainment on core GCSE measures remains close to national average

Despite changes to GCSE assessment in 2014 (see box above) the proportion of children achieving 5 or more good GCSEs (including English and maths) in Essex schools was 0.3 percentage points below national average - the same as in 2013.

The changes to counting methodology pulled results down locally and nationally

The net result of the changes was the same in England and Essex, with the percentage of children achieving 5 or more A* to C grades (including English and maths) falling 4 percentage points to 56.8% and 56.5% respectively (state-funded schools only).

However, there was little change in Essex's national rank position

Essex's rank position for 5+ A*-C grades (including English and maths) was 85, only slightly down from 81 in 2013.

An additional 560 pupils would need to attain this measure for Essex to be in the top quartile (the threshold is 59.9%).

Attainment in the English Baccalaureate remained low

The English Baccalaureate is achieved if pupils gain grades A*-C in five core subjects - maths, English, two science qualifications, a foreign language and either history or geography.

However, it should be noted that the English Baccalaureate is an

There was a 16.9 percentage point difference in attainment between districts for pupils achieving 5 good GCSEs

Several Essex schools achieved outstanding results

Girls again perform better than boys in Essex, as they do nationally

Asian pupils had noticeably high levels of attainment when compared to Asian pupils nationally

Pupils who do not speak English as a first language performed at least as well as, and often better than, pupils who do

Disadvantaged gap is generally similar to the gap nationally, but disadvantaged pupils in Essex schools perform less well than similar pupils elsewhere

Pupils with SEN but no statement perform noticeably less well than similar pupils nationally

optional measure, and will be replaced by the 'Best 8' measure from 2016.

The Essex district ranges for 5+ A*-C grades (including English and maths), are between 47.6% (Braintree) and 64.5% (Brentwood). Half of the Essex Districts performed above the national (State funded school) average of 56.6%.

Three Essex state funded secondary schools achieved 100% of pupils achieving 5+ GCSE's (including English and maths); Colchester Royal Grammar, Colchester County High School for girls and Chelmsford County High School for girls

Girls performed better than boys, with 61.6% of girls achieving 5+ A*-C (including English and maths) compared to 51.6% of boys. This difference is in line with national averages.

However, boys and girls in Essex made noticeably better progress than their peers nationally.

Asian pupils in Essex performed well compared to Asian pupils nationally (and made more progress in English than any other ethnic group in Essex). On the 5+ GCSE's A*-C (including English and maths), Asian pupils in Essex performed 14 percentage points higher (75.3% and 61.5% respectively) than Asian pupils nationally).

Pupils whose first language is not English performed above the national average for 5+A*-C (including English and maths) - 59.0% locally and 56.5% nationally. They also performed better than other pupils in Essex, especially in the English Baccalaureate, which was achieved by 29.6% of pupils not speaking English as a first language compared to 19.5% of those who do.

The gap between disadvantaged pupils and other pupils in Essex was similar to the gap nationally across most measures. For example for the 5+A*-C (incl. English and maths) measure the gap was 26.9 percentage points in Essex and 27.5 nationally.

Generally, however, disadvantaged pupils in Essex schools had noticeably lower levels of attainment than disadvantaged pupils elsewhere.

Pupils with special educational needs but no statement in Essex have noticeably lower attainment levels than those nationally. For example, only 19.3% achieved 5+A*-C grades compared to 23.5% of similar pupils nationally.

However, attainment for pupils with a statement of special educational need was more in line with equivalent national averages. For example on the 5+ A*-C (including English and maths) measure,

Progress between Key stages 2 and 4 in English was noticeably high, whereas progress in maths was similar at the national average, with SEN pupils making less than expected progress

7.5% of Essex statemented pupils were successful compared with 8.0% nationally.

Overall, progress in English was high, with 72% of pupils in Essex schools achieving the expected rate compared to 70% nationally. The progress of several pupil groups also was noticeably higher than their counterparts nationally, including White pupils, disadvantaged, pupils who do not speak English as a first language and SEN pupils with a statement.

Although progress in maths was, overall, similar to national rates, and white pupils progressed well, SEN pupils with no statement performed noticeably less well than similar pupils nationally (37% in Essex and 41% nationally).

LA maintained and sponsored academies in Essex performed similarly to their national equivalents

Performance at the 5+A*-C grades (incl. English and maths) measure and the proportion of children achieving the English baccalaureate in Essex schools was very close to the national average performance of these school types. However, only 44.5% of pupils in sponsored academies achieved 5+A*-C grades (including English and maths) – fewer than 1 in 2 pupils.

The progress of pupils in sponsored academies is also lower than in other school types. For example, 58.9% of pupils in sponsored academies made the expected progress in maths compared to 64.0% in LA maintained schools and ten percentage points below converter academies.

Results

Table 10: The attainment of pupils in national indicators at key stage 4

Pupil attainment at:	5+A*-C (incl. Eng and maths)			5+ A*-G (Incl. Eng and maths)			English Bacc.			Capped average points		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Essex (national rank)	59.0% (68)	60.5% (81)	56.5% (85)	94.7% (71)	99.2% (100)	91.7% (63)	13.4% (96)	19.5% (101)	19.9% (114)	341.4 (87)	337.7 (106)	307.6 (91)
Statistical neighbours	58.9%	60.3%	56.8%	94.7%	94.6%	91.4%	15.9%	20.3%	22.5%	342.0	341.6	312.2
Eastern region	58.2%	59.8%	57.2%	94.5%	94.3%	92.0%	16.9%	22.9%	24.1%	341.2	338.5	311.6
England	59.1%	60.8%	56.8%	92.4%	90.5%	85.1%	18.3%	23.0%	22.8%	341.0	339.8	302.9

Table 11: The percentage of pupils making expected progress between key stages 2 and 4

% making expected progress	English			Maths		
	2012	2013	2014	2012	2013	2014
Essex (national rank)	66.5% (101)	69.2% (94)	72.8% (67)	71.0% (53)	71.7% (62)	65.5% (77)
Statistical neighbours	68.1%	70.4%	70.8%	68.0%	65.7%	65.7%
Eastern region	66.5%	68.9%	72.6%	68.8%	71.5%	66.9%
England	68.0%	70.4%	71.6%	68.7%	70.7%	65.5%

Table 12: Key stage 4 attainment by LA maintained and academy schools

	5+A*-C grades (incl. E&M)		English Baccalaureate		English progress		Maths progress	
	England	Essex	England	Essex	England	Essex	England	Essex
LA maintained	55.7%	55.7%	22.6%	20.0%	N/A	71.0%	N/A	64.0%
Sponsored academies	45.4%	44.5%	12.8%	10.5%	N/A	67.5%	N/A	58.9%
Converter academies	63.8%	61.1%	30.5%	22.9%	N/A	76.1%	N/A	68.9%

Key Stage 5

Background

There are two sets of results reported below: table 13 covers all state-funded mainstream schools, academies, free schools, maintained special schools and FE colleges, whilst table 14 refers to results for pupils attending state-funded schools only.

The average point score per entry is one of the main headline measures for the 16-18 performance tables and will become the only key attainment measure by 2016. This measure gives an indication of the average result achieved per qualification taken which enables us to compare achievement over time regardless of the volume of qualifications taken.

Headlines

The average number of points per candidate remains high...

Despite a national trend for average points per candidate reducing over the last several years, Essex's relative position remained very good. Including college results performance was 728.4 points – well ahead of the national average of 714.0. Essex was ranked 31st nationally on this measure (comfortably within the top quartile) and top of our statistical neighbour group.

For those pupils attending state-funded schools, relative performance was even better with Essex being ranked 19th nationally.

...and the percentage of pupils achieving 3 or more top grades was also good

Looking at results which include pupils attending college, 10.6% of Essex pupils achieved 3 or more top grades, up by 0.6 percentage points from 2013 but still below the national average of 12.0%. The gap between Essex and national average has reduced from 2.5 percentage points in 2013 to 1.4 in 2014. Despite being below the national average, our national rank for this measure as a local authority is 35, once again placing us in the top quartile.

For those pupils attending state-funded schools, comparative performance was slightly better. With 12.0% of pupils achieving this measure of high-performance, Essex was ranked 28th nationally.

Several Essex schools achieved outstanding results

Essex has four of the top 31 schools in the Country for A level results (including two in the top ten) with Colchester Royal Grammar school the very top school (this list includes independent schools as well as state funded schools).

Results

Table 13: The attainment of school and college pupils in national indicators at key stage 5

Pupil attainment measures:	Points per candidate			Points per entry			3+ A grades			AAB or better grades		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Essex (national rank)	756.2 (20)	743.4 (28)	728.4 (31)	209.4 (57)	209.6 (74)	210.7 (72)	11.2% (35)	10.0% (38)	10.6% (35)	18.2% (37)	17.3% (44)	16.8% (46)
Statistical neighbours	697.3	687.5	671.7	206.8	208.4	208.8	8.4%	8.0%	7.7%	14.5%	14.2%	13.7%
Eastern region	722.7	711.4	703.8	209.9	210.2	211.6	11.0%	10.3%	10.6%	17.9%	17.9%	17.6%
England	733.0	724.3	714.0	212.8	213.7	214.6	12.8%	12.5%	12.0%	20.5%	20.3%	19.5%

Table 14: The attainment of pupils at state-funded schools only in national indicators at key stage 5

Pupil attainment measures:	Points per candidate			Points per entry			3+ A grades			AAB or better grades		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Essex (national rank)	833.5 (25)	826.0 (23)	821.7 (19)	213.9 (3)	215.2 (3)	216.2 (3)	13.9% (22)	12.4% (31)	12.0% (28)	21.2% (25)	20.2% (32)	18.6% (35)
Statistical neighbours	766	758.1	756.6	209.1	210.6	211	9.6%	8.8%	8.9%	15.9%	15.6%	15.5%
Eastern region	795.6	793.7	792.4	213.2	214.5	215.3	11.5%	10.8%	11.2%	18.7%	18.6%	18.2%
England	780.5	779.6	775.3	211.9	213.7	214.8	10.9%	10.7%	10.3%	17.9%	17.9%	17.4%

Young People not in Employment, Education or Training (NEETs)

Background

The Department for Education (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 aims to bring the figure below 10% in every local authority.

Essex headlines

The average percentage of NEETs continues to decline in Essex

The figure has fallen from 5.7% in 2012/13 to 4.6% in 2014/15, so that there are fewer than 1 in 20 young people not in education, employment or training. This performance meant that Essex almost achieved its demanding target of 4.5%

The percentage of young people whose activity is unknown also continues to fall

The percentage of unknowns for the target period is 7.2%, compared to 7.9% last year. This improvement means that Essex is performing better than the DfE requirement to have unknowns below 10%. This achievement is especially impressive considering that the cohort size of young people in Essex is just under 50,000. It also meant that Essex exceeded its target of 7.9%. Over the last three years the Essex's national rank position has improved from 134 to 79 on this measure.

Results

Table 15: Proportion of NEET pupils in DfE monitoring period

Percentage of 16-19 year olds who are NEET						
Financial year	November 2014	December 2014	January 2015	Average of monitoring period:		
				Essex	Eastern	England
2014-15	4.7%	4.7%	4.4%	4.6%	4.5%	4.7%
2013-14	5.2%	4.9%	4.7%	4.9%	5.1%	5.3%
2012-13	6.0%	5.5%	5.5%	5.7%	5.6%	5.8%

Table 16: Proportion of pupils whose destination is unknown in DfE monitoring period

Percentage of 16-19 year olds whose current destination is unknown						
Financial year	November 2014	December 2014	January 2015	Average of monitoring period		
				Essex	Eastern	England
2014-15	9.3%	7.4%	5.0%	7.2%	6.6%	9.0%
2013-14	9.7%	7.8%	6.1%	7.9%	7.0%	9.2%
2012-13	27.8%	17.6%	9.7%	18.4%	10.6%	10.8%

Attendance

Background

In 2012/13 school absence in Essex was 5.4% across state-funded schools and academies (primary and secondary schools combined). This means that on an average day, for whatever reason, over 9,000 children were not at school - the approximate equivalent of 30 schools closing each day.

Just under 1 in every 20 children (4.7% - averaged across primary and secondary schools) were 'persistent absentees' (defined as those pupils who missed 15% or more possible sessions during the year).

Headlines

Absence rates at primary schools increased slightly in the 2012/13AY...

Historically Essex attendance rates have improved year on year since 2007 (in line with national trends) but this was reversed in 2012/13, when absence rates at primary schools rose 0.3 percentage points to 4.7%. This had a small change on our national rank position, from 71 to 77.

Early data for 2013/14 suggests that absence rates have fallen to 3.8% in the autumn & spring period. Nationally this would place Essex just outside the top 1/3rd of local authorities, with a national ranking of 55.

...but declined slightly in secondary schools

There was a very slight reduction in absence rates at secondary schools, down 0.1 percentage points in 2012/13 to 6.1%. Nationally Essex was ranked 107th out of all local authorities.

Early data for 2013/4 suggests that lower absence (5.2%) has been typical of the rest of the country, so that our national ranking remains in the bottom 1/3rd.

Persistent absentees in primary schools fell very slightly in 2012/13, in line with national changes

In the last full year for which data is available (2012/13) 3% of children were persistent absentees. Although in line with the national average it placed Essex below the mid-point in the national rankings and 10th out of 11 in our statistical neighbour group.

Persistent absentees in secondary schools followed a similar pattern, with the reduction in Essex tracking the change nationally

In 2012/13, 6.4% of secondary pupils in Essex were 'persistent absentees', an improvement from the 2011/12 figure of 7.7%. As with primary pupils this was in line with the national average and placed Essex below the 'mid-point' in the rankings and the lowest placed among our statistical neighbours.

There were improved rates of attendance during the first two terms of 2013/14

After the first 2 terms of 2013/14 there has been progress at **Primary** level with overall absence of 3.8% and PA at 2.6%. In both measures Essex are in the top half of the table of LAs and in the middle of our statistical neighbours.

Secondary absence overall was 5.2% which still leaves us in the bottom 1/3rd but 7th among our statistical neighbours. Persistent absence of 6.4% is higher than the national average but 4th among our statistical neighbours.

Results

NOTE: In the following tables the 2013/14 data refers to the autumn and spring terms only. Data covering the whole academic year (usually deemed to be the first five half terms) is not due for release until 18th March 2015.

Table 17: Overall and persistent absence rates, Essex primary schools and comparators

Primary	Overall absence			Persistent absentees		
	Whole year		Aut/Spr terms	Whole year		Aut/Spr terms
	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14
Essex (national rank)	4.4% (71)	4.7% (77)	3.8%	3.1% (75)	3.0% (81)	2.6%
Statistical neighbours	4.3%	4.6%	3.8%	2.9%	2.8%	2.7%
Eastern region	4.5%	4.7%	4.0%	3.3%	3.0%	2.7%
England	4.4%	4.7%	3.9%	3.1%	3.0%	2.8%

Table 18: Overall and persistent absence rates, Essex secondary schools and comparators

Secondary	Overall absence			Persistent absentees		
	Whole year		Aut/Spr terms	Whole year		Aut/Spr terms
	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14
Essex (national rank)	6.2% (110)	6.1% (107)	5.2%	7.7% (96)	6.4% (80)	6.4%
Statistical neighbours	6.0%	6.0%	5.2%	7.5%	6.9%	6.1%
Eastern region	6.0%	5.9%	5.1%	7.4%	6.2%	5.6%
England	5.9%	5.8%	5.1%	7.4%	6.4%	5.8%

Performance of particular pupil groups

Background

The attainment and progress of particular pupil groups has been addressed in the headlines throughout this report. This section summarises these headlines for each pupil group for easier reference.

Gender

In line with the national picture, girls perform better than boys at all key stages in Essex. The gap is largest (17%) in the early years foundation stage where 70% of girls and 53% of boys achieved a good level of development (the national gap is also 17%). The gap is lower in subsequent key stages, notably so in maths where it is just 2% at KS1 and equality at KS2. However, in writing the gap remains high – 9% at KS1 and KS2. At key stage 4, 10.0% more girls achieve the required standard of 5+ A*-C including English and maths (51.6% v 61.6%) – a similar gap to 2013 and also to national differences.

Ethnic heritage

Asian pupils in Essex performed particularly well, being consistently higher than national averages – typically between 2% - 9% higher key stages 1 and 2, and the early years foundation stage. Their performance in writing at Key Stage 2 stands out as being noticeably higher than Asian pupils nationally and the overall England average. At key stage 4 their performance was also exceptional, with 75.3% achieving 5+ A*-C including English and maths compared to 61.5% of Asian pupils nationally.

Chinese pupils, although a relatively small cohort, showed an improvement in attainment compared to 2013. They performed below the England average for Chinese pupils most noticeably at key stage 2, where they were 3 percentage points lower in reading and maths.

White British pupils form the largest ethnic group in Essex schools at all key stages. Their levels of attainment in 2014 show an improvement over 2013, when they were the lowest attaining ethnic group at all key stages except the EYFSP. In 2014 they performed above the average for White British pupils nationally and the England average for the EYFSP, and at key stage 1 reading and maths. At key stage 2 their performance was the lowest of the ethnic groups in Essex for reading and writing. For the high-profile measure of level 4+ in reading, writing and maths their performance was joint lowest (with Black pupils) at 79%. At KS4, 56.0% of White British pupils achieved 5+ A*-C grades (including English and maths), with only Black pupils having a lower average (53.7%). The performance of Black pupils on this measure was noticeably lower than Black pupils nationally (60.3%).

First language

The performance of Essex pupils with English as an Additional Language mirrors England averages very closely (typically +/- 1%) across all key stages and measures. The only notable exception to this

is at key stage 2 where 81% of Essex EAL pupils achieved level 4+ in writing compared to 84% nationally – a pattern repeated from 2013.

Free school meals/Disadvantaged

NOTE: The attainment of pupils entitled to free school meals is monitored in the early years foundation stage and key stage 1. For key stages 2 and 4 the attainment of disadvantaged pupils is monitored instead, in line with DfE measures.

Free School Meals: 43% of FSM pupils in Essex achieved a good level of development in the early years foundation stage compared to 51% of pupils with no FSM; nationally, 45% of FSM pupils reached the same level. At Key Stage 1 the gap between FSM/non-FSM pupils is largest in writing (14 percentage points) although this mirrors the situation nationally. Differences in reading and maths are smaller, at 11 and 8 percentage points respectively, again similar to the gaps nationally.

Disadvantaged: Key stage 2 is a particular area of concern for disadvantaged pupils, with 66% achieving level 4+ in reading, writing and maths compared to 83% for non-disadvantaged pupils. These results are very similar to the picture nationally (67% and 84% respectively). Disadvantaged pupils also make less overall progress between key stages 1 and 2 than other pupils, with the gap largest in maths, where 84% of disadvantaged pupils make the expected level of progress compared to 91% for non-disadvantaged pupils. Nationally that gap is 2 percentage points smaller.

The disadvantaged/non-disadvantaged gap increases further at key stage 4 to nearly 27 percentage points (35.4% v 62.3%) for pupils achieving 5+ A*-C (including English and maths). Disadvantaged pupils across England perform 1.3% higher than in Essex with 36.7% achieving the standard.

Special Educational Needs

Pupils with SEN in Essex tend to perform lower than their national counterparts across all key stages. In the early years foundation stage the gap between pupils with SEN but no statement in Essex schools and the same group nationally increased from 1 percentage point in 2013 to 3 in 2014. At key stage 1 the gap was largest in writing at 4 percentage points, whilst at key stage 2 there was low comparative performance in reading and writing, leading to a 4 percentage point gap in the combined reading, writing and maths measure (42% nationally for pupils with SEN but no statements compared to 38% in Essex). These pupils also made noticeably less progress between Key Stages 1 and 2 than the same group nationally (91% in Essex compared to 83% nationally).

At key stage 4 there was lower performance for SEN pupils with no statement in Essex across all indicators. For example, fewer than 1 in 5 pupils with SEN but no statement achieved the 5+A*-C (incl. English and maths) in Essex, a noticeably lower rate than nationally (19.3% compared to 23.5%). Progress between Key Stages 2 and 4 was lower than similar pupils nationally, especially in maths (37% in Essex making expected progress compared to 41% nationally).

Children in Care (CiC)

The figures below relate to those Children in Care for whom Essex is responsible, irrespective of which Local Authority provides their education. Any Children in Care who are the responsibility of other Local Authorities but are schooled in Essex are not included.

Key stage 1: The percentage of Children in Care achieving expected attainment levels in reading, writing and maths increased from 2013. For reading, the figure was 78% (+5 percentage points from 2013), writing 74% (+4) and maths 74% (+1). The improved figures put Essex in a good position when ranked against other LAs. In reading we were placed 17th (out of 65 LAs with published results), in writing 8th (out of 60) and in maths 30th (out of 65). Over the last three years the gap in attainment between Children in Care and their peers has reduced (especially in writing). There were also a fair proportion of high-achieving children, with 11% gaining a level 3 in reading and maths.

Progress between key stages 1 and 2: There was a sharp improvement in the percentage of children in care making two or more levels of progress between KS1 and 2 in reading, writing and maths – the best result in the last three years. In reading 84% of children made the expected rate of progress (+5 from 2013), in writing 89% (+17) and in maths 74% (+10). These results are collated internally, and although the DfE does not produce equivalent progression statistics for Children in Care nationally for each Key Stage 2 subject, they do state that progress for Children in Care was ‘around 75%’. The progression figures for **all** children in Essex were: 91% in reading, 92% in writing and 89% in maths – the equivalent figures for Children in Care compare well to these.

Key stage 2: Performance improved in reading (+2 from 2013) and writing (+6), but there was a fall (-4) in maths. Overall these results meant that the combined attainment in reading, writing and maths fell 4 percentage points to 40%, leaving Essex ranked 65th out of 81 local authorities. There were very high levels of SEN for this cohort – 55%.

Key stage 4: Only 8.5% of Children in care achieved five or more good grades including English and maths, the lowest result in the last five years. The drop can partly be attributed to several changes in GCSE counting methodology (see the box on page 22); nevertheless, the result left Essex ranked 31st (out of 45 LAs).

Progress between key stages 2 and 4: Progress in 2014 was slightly down on 2013, with only 38% of children in care making the expected rate of progress in English (-4 from 2013) and 35% in maths (-1). For comparison, 72% of **all** children in Essex made expected progress in English, and 65% in maths.

Table 19: The attainment of CiC at key stages 1 to 4, Essex vs. comparators.

Percentage of CiC reaching expected levels:	Key Stage 1 (level 2+)			Key Stage 2 (level 4+)	Key Stage 4
	Reading	Writing	Maths	R, W & M	5+A*-C (incl. E/M)
Essex (national rank)	78%	74%	74%	40% (65/81)	8.5% (31/45)
Statistical neighbours	Not published	Not published	Not published	45%	11.8%
Eastern region	Not published	Not published	Not published	44%	10.3%
England	71%	61%	72%	48%	12.0%

Description of pupil groups used in this report

Pupil group definitions

Gender: The gender of the pupil is recorded as male or female on the school census.

Free School Meals (FSM): states whether a pupil's family have claimed eligibility for free school meals in the academic year reported at the time of the annual spring school census for EYFSP, Phonics, KS1 and KS2. Parents are able to claim free school meals if they receive a qualifying benefit. For KS4, performance tables' data is used which means that the FSM variable outcome recorded for some pupils in the Spring census may change after the school checking exercise. Please note: The FSM variable does *not* relate to pupils who actually received free school meals but those who are eligible to receive free school meals.

Disadvantaged: defined as pupils known to be eligible to free school meals in the previous six years as indicated in any termly or annual school census, pupil referral unit or alternative provision census *or* are children looked after by the local authority for more than 6 months.

Ethnic heritage: Ethnicity is recorded for all pupils aged 5 and over in the January 2014 school census as at the previous 31 August. Those pupils who are classified according to their ethnic group and are other than white British are defined as minority ethnic pupils.

First language: "First Language" is the language to which a child was initially exposed during early development and continues to be exposed to this language in the home or in the community.

Special Educational Needs (SEN): The SEN variable indicates whether a pupil has learning difficulties or disabilities that make it harder for them to learn than most children of the same age. Pupils with special educational needs comprise those at School Action, School Action Plus or with statements of SEN:

- School Action – where extra or different help is given, from that provided as part of the school's usual curriculum.
- School Action Plus – where the class teacher and the SENCO receive advice or support from outside specialists (the specialist teacher, an educational psychologist, a speech and language therapist or other health professionals).
- Statement – a pupil has a statement of SEN when a formal assessment has been made. A document setting out the child's needs and the extra help they should receive is in place.

Additional data annex

Early Years Foundation Stage

Table 20: EYFSP attainment, Essex pupil groups vs national pupil group attainment, 2013 and 2014

Pupil groups		Percentage of children achieving a good level of development				Essex cohort 2014
		2013		2014		
		England	Essex	England	Essex	
All pupils		52%	53%	60%	61%	16,444
Gender	Boys	44%	44%	52%	53%	8,468
	Girls	60%	62%	69%	70%	7,976
Ethnic heritage	White	53%	53%	62%	62%	14,052
	Mixed	53%	53%	62%	62%	716
	Asian	47%	48%	57%	63%	330
	Black	51%	52%	59%	58%	328
	Chinese	49%	50%	58%	59%	46
First language	English	54%	53%	63%	62%	14,006
	Not English	44%	43%	53%	51%	1,052
Free school meals	FSM	36%	35%	45%	43%	2,235
	Non-FSM	55%	55%	64%	64%	14,209
Special Educational Needs	No SEN	56%	56%	66%	66%	14,699
	SEN no statement	16%	15%	21%	18%	1,050
	SEN Statement	2%	3%	3%	6%	290

Key Stage 1

Table 21: Key Stage 1 Level 2+ attainment, Essex vs geographical and statistical comparators, 2012 to 2014

% Level 2+	Reading			Writing			Maths		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Essex (national rank)	88% (33)	90% (28)	91% (26)	83% (62)	85% (67)	86% (66)	92% (26)	93% (19)	93% (34)
Statistical neighbours	88%	90%	91%	85%	87%	87%	92%	93%	93%
Eastern region	88%	89%	90%	84%	86%	87%	91%	92%	93%

England	87%	89%	90%	83%	85%	86%	91%	91%	92%
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Table 22: Key Stage 1 Level 3 attainment, Essex vs geographical and statistical comparators, 2012 to 2014

% Level 3	Reading			Writing			Maths		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Essex (national rank)	29% (38)	32% (27)	33% (35)	14% (47)	17% (24)	18% (25)	23% (40)	25% (34)	26% (36)
Statistical neighbours	29%	31%	33%	15%	16%	17%	23%	24%	25%
Eastern region	30%	31%	33%	16%	17%	19%	24%	25%	26%
England	27%	29%	31%	14%	15%	16%	22%	23%	24%

Table 23: Key Stage 1 level 2+ attainment, Essex pupil groups vs national pupil group attainment, 2014

Pupil groups		% Level 2+						Essex cohort 2014
		Reading		Writing		Mathematics		
		England	Essex	England	Essex	England	Essex	
All pupils		90%	91%	86%	86%	92%	93%	15,854
Gender	Boys	87%	88%	82%	82%	91%	92%	8,116
	Girls	93%	93%	91%	91%	93%	94%	7,748
Ethnic heritage	White	90%	91%	86%	86%	92%	93%	14,005
	Mixed	91%	90%	87%	88%	92%	92%	696
	Asian	91%	93%	88%	92%	92%	93%	375
	Black	90%	92%	87%	87%	91%	91%	385
	Chinese	92%	94%	89%	91%	96%	96%	67
First language	English	91%	91%	87%	87%	93%	93%	14,711
	Not English	87%	87%	83%	83%	90%	91%	1,076
Free school meals	FSM	80%	81%	75%	74%	85%	86%	2,121
	Non-FSM	92%	92%	89%	88%	94%	94%	13,743
Special Educational Needs	No SEN	97%	97%	94%	95%	98%	98%	13,086
	SEN no statement	64%	63%	54%	50%	73%	74%	2,293
	SEN Statement	25%	31%	19%	21%	28%	33%	421

Key Stage 2

Table 24: Key Stage 2 Level 5+ attainment, Essex vs geographical and statistical comparators, 2012 to 2014

% Level 5+	R, W & M			Reading			Writing (TA)			Maths		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Essex (national rank)	20% (63)	21% (66)	24% (58)	49% (60)	45% (76)	50% (60)	28% (68)	31% (56)	33% (66)	40% (54)	40% (79)	42% (66)
Statistical neighbours	20%	20%	23%	49%	45%	51%	28%	30%	33%	39%	39%	42%
Eastern region	20%	21%	23%	48%	45%	49%	28%	30%	33%	39%	39%	74%
England	20%	21%	24%	48%	45%	50%	28%	30%	33%	39%	41%	76%

Table 25: Key Stage 2 Level 4+ attainment, Essex pupil group vs national pupil group attainment, 2014

Pupil groups & Level 4+		R, W & M		Reading		Writing		Maths		Essex cohort 2014
		England	Essex	England	Essex	England	Essex	England	Essex	
All pupils		79%	79%	89%	89%	85%	85%	86%	87%	14,640
Gender	Boys	76%	76%	87%	88%	81%	81%	86%	87%	7,424
	Girls	82%	82%	91%	91%	90%	90%	86%	87%	7,217
Ethnic heritage	White	79%	79%	89%	89%	85%	85%	86%	87%	13,246
	Mixed	80%	83%	90%	92%	87%	90%	86%	86%	527
	Asian	80%	88%	89%	93%	87%	92%	87%	91%	280
	Black	77%	79%	88%	89%	85%	87%	84%	84%	303
	Chinese	89%	88%	93%	90%	91%	90%	95%	92%	59
First language	English	79%	79%	89%	90%	86%	86%	86%	87%	13,823
	Not English	77%	75%	86%	84%	84%	81%	86%	85%	788
Disadvantaged	Disad	67%	66%	82%	82%	77%	74%	78%	77%	1,813
	Non-Disad	84%	83%	92%	92%	90%	89%	90%	90%	12,827
Special Educational Needs	No SEN	90%	90%	96%	96%	95%	95%	94%	94%	11,885
	SEN no statement	42%	38%	69%	67%	55%	51%	63%	61%	2,182
	SEN Statement	15%	16%	29%	31%	19%	20%	25%	29%	547

Table 26: Key Stage 1 to Key Stage 2 progress measure, Essex pupil group vs national pupil group attainment, 2014

Pupil groups		% Progress in Reading		% Progress in Writing		% Progress in Mathematics		Essex cohort 2014
		England	Essex	England	Essex	England	Essex	
All pupils		91%	91%	93%	92%	89%	89%	14,255
Gender	Boys	90%	90%	91%	91%	90%	89%	7,227
	Girls	91%	91%	94%	94%	89%	89%	7,028
Ethnic heritage	White	91%	90%	93%	92%	89%	89%	12,980
	Mixed	92%	95%	94%	95%	90%	90%	499
	Asian	92%	95%	94%	94%	93%	94%	255
	Black	91%	90%	93%	93%	90%	89%	262
	Chinese	95%	93%	95%	96%	97%	93%	56
First language	English	91%	91%	93%	92%	89%	89%	13,594
	Not English	91%	90%	93%	92%	92%	93%	630
Disadvantaged	Disad	88%	86%	90%	89%	86%	84%	3,434
	Non-Disad	92%	92%	94%	93%	91%	91%	10,821
Special Educational Needs	No SEN	94%	94%	96%	95%	94%	93%	11,585
	SEN no statement	83%	81%	86%	84%	79%	76%	2,135
	SEN Statement	49%	52%	51%	54%	48%	55%	533

Key Stage 4

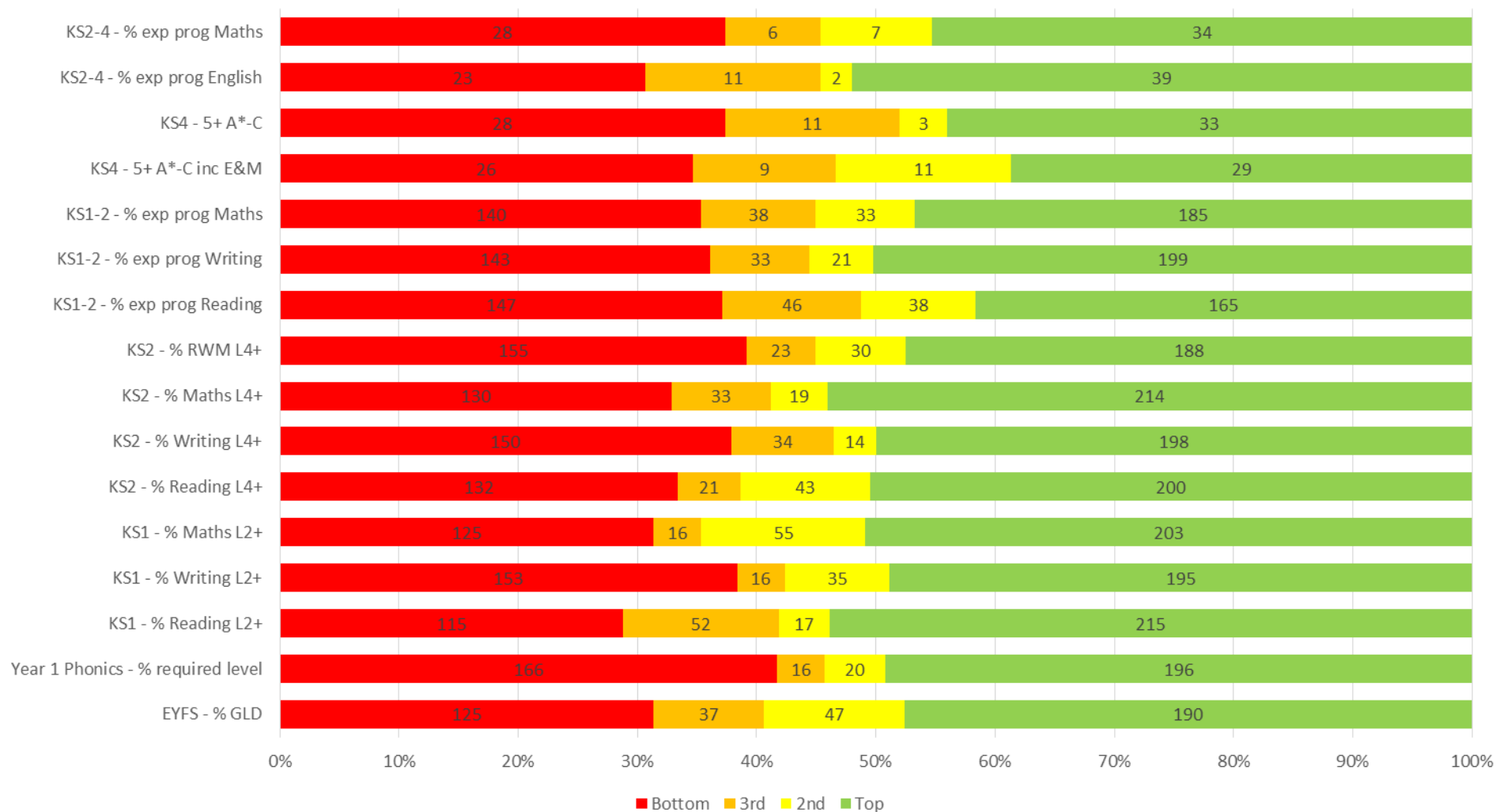
Table 27: Key Stage 4 attainment, Essex pupil group vs national pupil group attainment, 2014

Pupil groups		% 5+A*-C (incl. E&M)		5+A*-C		English Bacc.		Essex cohort 2014
		England	Essex	England	Essex	England	Essex	
All pupils		56.8%	56.5%	65.8%	64.7%	24.3%	19.9%	16,470
Gender	Boys	51.9%	51.6%	60.1%	58.8%	19.5%	15.3%	8,417
	Girls	62.0%	61.6%	71.7%	70.9%	29.2%	24.7%	8,053
Ethnic heritage	White	56.3%	56.0%	65.1%	64.3%	23.6%	19.6%	14,061
	Mixed	57.9%	60.1%	67.4%	69.6%	26.5%	23.2%	496
	Asian	61.5%	75.3%	70.9%	80.1%	29.6%	30.3%	271
	Black	60.3%	53.7%	64.7%	71.2%	21.4%	21.9%	302
	Chinese	76.3%	77.6%	87.1%	81.6%	50.8%	44.9%	49
First language	English	56.9%	56.3%	56.9%	56.3%	23.9%	19.5%	14,794
	Not English	56.5%	59.0%	56.5%	59.0%	26.6%	29.6%	632
Disadvantaged	Disad	36.7%	35.4%	45.1%	42.1%	11.0%	8.2%	3,346
	Non-Disad	64.2%	62.3%	73.4%	71.0%	29.2%	23.2%	12,090
Special Educational Needs	No SEN	65.7%	63.8%	75.0%	72.3%	29.0%	23.1%	13,034
	SEN but no statement	23.5%	19.3%	32.0%	27.5%	5.7%	3.0%	1,784
	SEN Statement	8.0%	7.5%	11.3%	11.0%	2.0%	1.3%	616

Table 28: Key Stage 2 to Key Stage 4 progress measure, Essex pupil group vs national pupil group attainment, 2014

Pupil groups		% Progress in English		% Progress in mathematics		Essex cohort 2014
		England	Essex	England	Essex	
All pupils		70%	72%	65%	65%	15,195
Gender	Boys	64%	66%	62%	63%	7,781
	Girls	76%	78%	67%	68%	7,414
Ethnic heritage	White	69%	71%	64%	65%	13,866
	Mixed	73%	73%	66%	67%	483
	Asian	80%	84%	78%	80%	265
	Black	75%	79%	68%	71%	275
	Chinese	86%	83%	92%	90%	48
First language	English	70%	72%	64%	65%	14,635
	Not English	76%	80%	72%	77%	534
Disadvantaged	Disadvantaged	58%	60%	48%	47%	3,293
	Non-disadvantaged	75%	75%	71%	70%	11,902
Special Educational Needs	No SEN	75%	76%	72%	71%	12,825
	SEN no statement	53%	52%	41%	37%	1,753
	SEN Statement	27%	31%	19%	21%	617

Number of Essex schools in national quartile bandings in 2014



Essex rank position summary

Measure	Essex National Ranking (out of 153 LAs)			Latest quartile group	Essex Statistical Neighbours Ranking (out of 11 LAs)			Essex Eastern Region Ranking (out of 11 LAs)		
	2012	2013	2014		2012	2013	2014	2012	2013	2014
EYFSP - Good Level of Development	107	51	57	B	10	5	6	7	2	4
EYFSP - Working at Required Level	117	99	74	C	8	9	6	6	7	3
KS1 - L2+ Reading	33	28	26	B	6	5	4	3	4	4
KS1 - L2+ Writing	62	67	66	C	8	7	9	7	5	4
KS1 - L2+ Maths	26	19	34	B	2	2	4	3	3	5
KS2 - L4+ Reading	65	74	64	C	4	4	4	2	2	3
KS2 - L4+ Writing	80	87	81	C	6	5	8	3	3	4
KS2 - L4+ Maths	75	94	53	C	3	4	2	2	2	2
KS2 - L4+ Reading, Writing & Maths	82	90	69	C	6	4	4	3	2	3
KS1-2 - Expected Progress Reading	110	124	78	C	4	7	3	4	4	2
KS1-2 - Expected Progress Writing	110	116	115	D	2	6	6	3	4	5
KS1-2 - Expected Progress Maths	97	119	95	C	2	4	4	2	4	3
KS4 - 5+ A*-C	96	116	92	C	5	8	7	6	7	5
KS4 - 5+ A*-C incl. English & Maths	68	81	85	C	4	4	7	4	4	4
KS4 - English Baccalaureate	96	101	114	D	8	7	10	6	6	9
KS4 - 5+ A*-G incl. English & Maths	71	100	63	B	6	9	6	4	7	4
KS4 - Average Points Score	83	91	98	C	5	7	9	6	8	10
KS2-4 - Expected Progress English	101	94	67	B	8	8	4	7	6	5
KS2-4 - Expected Progress Maths	53	62	77	C	2	3	7	4	6	6
KS5 - % AAB or better	37	44	46	B	3	3	3	4	4	4
KS5 - Average Points Score	20	28	31	A	2	2	1	2	1	2
KS5 - Average Points Score per Entry	57	74	72	B	3	4	3	4	4	4
Level 2 achievement	84	89	TBA	C	10	11	TBA	8	8	TBA
Level 3 achievement	77	83	TBA	C	9	9	TBA	8	7	TBA
FSM/non FSM gap level 3 attainment	77	84	TBA	C	3	4	TBA	7	4	TBA
FSM/non FSM gap level 2 attainment	62	68	TBA	C	2	4	TBA	3	6	TBA

Source : National - DfE Local Authority Data Matrix issued 4th January 2015, SN & ER - Local Authority Interactive Toolkit (LAIT)

Basildon District Summary

Measure		Basildon Performance		2014 comparisons		
		2013	2014	Basildon District Rank (1 = Best Performance)	Highest District	Lowest District
OFSTED	Primary - Good or Outstanding (Overall grade) 31 st August	64%	74%	6	96%	56%
	Secondary - Good or Outstanding (Overall grade) 31 st August	63%	44%	11	100%	43%
EYFSP	EYFS Good Level of Development	52%	61%	7	68%	57%
Phonics	Year 1 Phonics (required level)	63%	72%	9	81%	68%
Key stage 1	KS1 L2B+ Reading	76%	80%	9	87%	76%
	KS1 L2B+ Writing	65%	68%	8	77%	64%
	KS1 L2B+ Maths	78%	80%	8	87%	76%
Key stage 2 - attainment	KS2 L4+ Reading, Writing & Maths	72%	76%	11	88%	73%
	KS2 L4+ Reading	83%	88%	11	95%	86%
	KS2 L4+ Writing	81%	84%	9	91%	82%
	KS2 L4+ Maths	83%	86%	7	94%	82%
	KS2 K4+ Grammar, Punctuation & Spelling	72%	77%	7	83%	72%
Key stage 2 - progress	KS1-2 Expected progress in Reading	83%	89%	10	94%	88%
	KS1-2 More than expected progress in Reading	25%	28%	10	38%	28%
	KS1-2 Expected progress in Writing	90%	93%	4	95%	90%
	KS1-2 More than expected progress in Writing	25%	33%	5	35%	26%
	KS1-2 Expected progress in Maths	84%	88%	8	93%	85%
	KS1-2 More than expected progress in Maths	25%	30%	11	40%	26%
Key stage 4 – attainment	KS4 5+ GCSE's A*-C (Incl. E & M)	56.6%	53.8%	9	64.5%	47.6%
	KS4 5+ GCSE's A*-C	79.8%	60.4%	10	73.0%	58.8%
Key stage 4 - progress	KS2-4 Expected progress in English	65.9%	71.4%	11	79.9%	65.1%
	KS2-4 Expected progress in Maths	68.0%	64.3%	9	74.6%	58.0%
Absence	Overall Absence Primary (Autumn and Spring Terms)	5.32%	4.04%	12	3.27%	4.48%
	Overall Absence Secondary (Autumn and Spring Terms)	6.87%	5.66%	12	4.53%	5.66%

Braintree District Summary

Measure		Braintree Performance		2014 comparisons		
		2013	2014	Braintree District Rank (1 = Best Performance)	Highest District	Lowest District
OFSTED	Primary - Good or Outstanding (Overall grade) 31 st August	77%	75%	5	96%	56%
	Secondary - Good or Outstanding (Overall grade) 31 st August	57%	50%	9	100%	43%
EYFSP	EYFS Good Level of Development	52%	57%	12	68%	57%
Phonics	Year 1 Phonics (required level)	64%	72%	9	81%	68%
Key stage 1	KS1 L2B+ Reading	79%	79%	10	87%	76%
	KS1 L2B+ Writing	68%	68%	8	77%	64%
	KS1 L2B+ Maths	79%	79%	9	87%	76%
Key stage 2 - attainment	KS2 L4+ Reading, Writing & Maths	75%	79%	6	88%	73%
	KS2 L4+ Reading	87%	89%	6	95%	86%
	KS2 L4+ Writing	86%	84%	9	91%	82%
	KS2 L4+ Maths	84%	86%	7	94%	82%
	KS2 K4+ Grammar, Punctuation & Spelling	72%	75%	9	83%	72%
Key stage 2 - progress	KS1-2 Expected progress in Reading	88%	91%	6	94%	88%
	KS1-2 More than expected progress in Reading	27%	32%	6	38%	28%
	KS1-2 Expected progress in Writing	91%	91%	11	95%	90%
	KS1-2 More than expected progress in Writing	29%	32%	6	35%	26%
	KS1-2 Expected progress in Maths	86%	89%	7	93%	85%
	KS1-2 More than expected progress in Maths	27%	32%	7	40%	26%
Key stage 4 – attainment	KS4 5+ GCSE's A*-C (Incl. E & M)	53.0%	47.6%	12	64.5%	47.6%
	KS4 5+ GCSE's A*-C	73.5%	58.8%	12	73.0%	58.8%
Key stage 4 - progress	KS2-4 Expected progress in English	65.1%	65.1%	12	79.9%	65.1%
	KS2-4 Expected progress in Maths	65.0%	58.0%	12	74.6%	58.0%
Absence	Overall Absence Primary (Autumn and Spring Terms)	4.86%	3.91%	8	3.27%	4.48%
	Overall Absence Secondary (Autumn and Spring Terms)	6.40%	5.29%	10	4.53%	5.66%

Brentwood District Summary

Measure		Brentwood Performance		2014 comparisons		
		2013	2014	Brentwood District Rank (1 = Best Performance)	Highest District	Lowest District
OFSTED	Primary - Good or Outstanding (Overall grade) 31 st August	92%	96%	1	96%	56%
	Secondary - Good or Outstanding (Overall grade) 31 st August	60%	80%	5	100%	43%
EYFSP	EYFS Good Level of Development	52%	63%	4	68%	57%
Phonics	Year 1 Phonics (required level)	75%	78%	2	81%	68%
Key stage 1	KS1 L2B+ Reading	86%	87%	1	87%	76%
	KS1 L2B+ Writing	79%	77%	1	77%	64%
	KS1 L2B+ Maths	85%	87%	1	87%	76%
Key stage 2 - attainment	KS2 L4+ Reading, Writing & Maths	84%	86%	2	88%	73%
	KS2 L4+ Reading	92%	93%	2	95%	86%
	KS2 L4+ Writing	89%	91%	1	91%	82%
	KS2 L4+ Maths	91%	91%	2	94%	82%
	KS2 K4+ Grammar, Punctuation & Spelling	84%	82%	2	83%	72%
Key stage 2 - progress	KS1-2 Expected progress in Reading	89%	93%	2	94%	88%
	KS1-2 More than expected progress in Reading	25%	28%	10	38%	28%
	KS1-2 Expected progress in Writing	91%	94%	3	95%	90%
	KS1-2 More than expected progress in Writing	27%	31%	7	35%	26%
	KS1-2 Expected progress in Maths	90%	92%	2	93%	85%
	KS1-2 More than expected progress in Maths	34%	35%	3	40%	26%
Key stage 4 – attainment	KS4 5+ GCSE's A*-C (Incl. E & M)	70.9%	64.5%	1	64.5%	47.6%
	KS4 5+ GCSE's A*-C	82.2%	73.0%	1	73.0%	58.8%
Key stage 4 - progress	KS2-4 Expected progress in English	79.0%	72.4%	7	79.9%	65.1%
	KS2-4 Expected progress in Maths	76.9%	74.6%	1	74.6%	58.0%
Absence	Overall Absence Primary (Autumn and Spring Terms)	4.37%	3.27%	1	3.27%	4.48%
	Overall Absence Secondary (Autumn and Spring Terms)	5.98%	5.04%	6	4.53%	5.66%

Castle Point District Summary

Measure		Castle Point Performance		2014 comparisons		
		2013	2014	Castle Point District Rank (1 = Best Performance)	Highest District	Lowest District
OFSTED	Primary - Good or Outstanding (Overall grade) 31 st August	87%	74%	7	96%	56%
	Secondary - Good or Outstanding (Overall grade) 31 st August	100%	100%	1	100%	43%
EYFSP	EYFS Good Level of Development	52%	59%	9	68%	57%
Phonics	Year 1 Phonics (required level)	66%	73%	8	81%	68%
Key stage 1	KS1 L2B+ Reading	80%	82%	6	87%	76%
	KS1 L2B+ Writing	67%	70%	5	77%	64%
	KS1 L2B+ Maths	79%	79%	9	87%	76%
Key stage 2 - attainment	KS2 L4+ Reading, Writing & Maths	80%	82%	3	88%	73%
	KS2 L4+ Reading	89%	90%	4	95%	86%
	KS2 L4+ Writing	88%	87%	3	91%	82%
	KS2 L4+ Maths	87%	89%	4	94%	82%
	KS2 K4+ Grammar, Punctuation & Spelling	75%	79%	3	83%	72%
Key stage 2 - progress	KS1-2 Expected progress in Reading	88%	91%	6	94%	88%
	KS1-2 More than expected progress in Reading	28%	30%	9	38%	28%
	KS1-2 Expected progress in Writing	94%	92%	7	95%	90%
	KS1-2 More than expected progress in Writing	30%	34%	3	35%	26%
	KS1-2 Expected progress in Maths	89%	90%	6	93%	85%
	KS1-2 More than expected progress in Maths	36%	37%	2	40%	26%
Key stage 4 – attainment	KS4 5+ GCSE's A*-C (Incl. E & M)	61.1%	54.1%	8	64.5%	47.6%
	KS4 5+ GCSE's A*-C	90.2%	61.0%	9	73.0%	58.8%
Key stage 4 - progress	KS2-4 Expected progress in English	69.6%	74.8%	5	79.9%	65.1%
	KS2-4 Expected progress in Maths	72.4%	65.2%	7	74.6%	58.0%
Absence	Overall Absence Primary (Autumn and Spring Terms)	5.39%	4.24%	11	3.27%	4.48%
	Overall Absence Secondary (Autumn and Spring Terms)	6.50%	5.17%	7	4.53%	5.66%

Chelmsford District Summary

Measure		Chelmsford Performance		2014 comparisons		
		2013	2014	Chelmsford District Rank (1 = Best Performance)	Highest District	Lowest District
OFSTED	Primary - Good or Outstanding (Overall grade) 31 st August	75%	85%	2	96%	56%
	Secondary - Good or Outstanding (Overall grade) 31 st August	90%	90%	4	100%	43%
EYFSP	EYFS Good Level of Development	55%	65%	2	68%	57%
Phonics	Year 1 Phonics (required level)	70%	74%	6	81%	68%
Key stage 1	KS1 L2B+ Reading	84%	84%	3	87%	76%
	KS1 L2B+ Writing	71%	73%	2	77%	64%
	KS1 L2B+ Maths	82%	83%	2	87%	76%
Key stage 2 - attainment	KS2 L4+ Reading, Writing & Maths	79%	80%	5	88%	73%
	KS2 L4+ Reading	90%	90%	4	95%	86%
	KS2 L4+ Writing	84%	86%	4	91%	82%
	KS2 L4+ Maths	88%	86%	7	94%	82%
	KS2 K4+ Grammar, Punctuation & Spelling	80%	79%	3	83%	72%
Key stage 2 - progress	KS1-2 Expected progress in Reading	88%	91%	6	94%	88%
	KS1-2 More than expected progress in Reading	25%	31%	8	38%	28%
	KS1-2 Expected progress in Writing	90%	90%	12	95%	90%
	KS1-2 More than expected progress in Writing	23%	28%	9	35%	26%
	KS1-2 Expected progress in Maths	89%	88%	8	93%	85%
	KS1-2 More than expected progress in Maths	31%	32%	6	40%	26%
Key stage 4 – attainment	KS4 5+ GCSE's A*-C (Incl. E & M)	62.4%	61.7%	1	64.5%	47.6%
	KS4 5+ GCSE's A*-C	79.6%	71.0%	3	73.0%	58.8%
Key stage 4 - progress	KS2-4 Expected progress in English	68.4%	74.6%	6	79.9%	65.1%
	KS2-4 Expected progress in Maths	73.1%	70.6%	3	74.6%	58.0%
Absence	Overall Absence Primary (Autumn and Spring Terms)	4.44%	3.56%	4	3.27%	4.48%
	Overall Absence Secondary (Autumn and Spring Terms)	6.19%	4.96%	2	4.53%	5.66%

Colchester District Summary

Measure		Colchester Performance		2014 comparisons		
		2013	2014	Colchester District Rank (1 = Best Performance)	Highest District	Lowest District
OFSTED	Primary - Good or Outstanding (Overall grade) 31 st August	67%	74%	4	96%	56%
	Secondary - Good or Outstanding (Overall grade) 31 st August	45%	55%	8	100%	43%
EYFSP	EYFS Good Level of Development	56%	61%	7	68%	57%
Phonics	Year 1 Phonics (required level)	68%	76%	5	81%	68%
Key stage 1	KS1 L2B+ Reading	80%	82%	6	87%	76%
	KS1 L2B+ Writing	68%	70%	5	77%	64%
	KS1 L2B+ Maths	78%	81%	6	87%	76%
Key stage 2 - attainment	KS2 L4+ Reading, Writing & Maths	75%	79%	6	88%	73%
	KS2 L4+ Reading	87%	89%	6	95%	86%
	KS2 L4+ Writing	83%	85%	7	91%	82%
	KS2 L4+ Maths	85%	88%	5	94%	82%
	KS2 K4+ Grammar, Punctuation & Spelling	74%	78%	5	83%	72%
Key stage 2 - progress	KS1-2 Expected progress in Reading	89%	92%	3	94%	88%
	KS1-2 More than expected progress in Reading	30%	34%	2	38%	28%
	KS1-2 Expected progress in Writing	92%	93%	4	95%	90%
	KS1-2 More than expected progress in Writing	33%	34%	3	35%	26%
	KS1-2 Expected progress in Maths	88%	91%	4	93%	85%
	KS1-2 More than expected progress in Maths	31%	34%	4	40%	26%
Key stage 4 – attainment	KS4 5+ GCSE's A*-C (Incl. E & M)	66.2%	56.3%	7	64.5%	47.6%
	KS4 5+ GCSE's A*-C	80.0%	65.7%	6	73.0%	58.8%
Key stage 4 - progress	KS2-4 Expected progress in English	74.1%	72.1%	8	79.9%	65.1%
	KS2-4 Expected progress in Maths	73.1%	64.5%	8	74.6%	58.0%
Absence	Overall Absence Primary (Autumn and Spring Terms)	4.70%	3.82%	5	3.27%	4.48%
	Overall Absence Secondary (Autumn and Spring Terms)	5.60%	4.98%	4	4.53%	5.66%

Epping Forest District Summary

Measure		Epping Forest Performance		2014 comparisons		
		2013	2014	Epping Forest District Rank (1 = Best Performance)	Highest District	Lowest District
OFSTED	Primary - Good or Outstanding (Overall grade) 31 st August	66%	70%	8	96%	56%
	Secondary - Good or Outstanding (Overall grade) 31 st August	67%	83%	5	100%	43%
EYFSP	EYFS Good Level of Development	54%	62%	5	68%	57%
Phonics	Year 1 Phonics (required level)	67%	74%	6	81%	68%
Key stage 1	KS1 L2B+ Reading	82%	84%	3	87%	76%
	KS1 L2B+ Writing	68%	70%	5	77%	64%
	KS1 L2B+ Maths	81%	83%	2	87%	76%
Key stage 2 - attainment	KS2 L4+ Reading, Writing & Maths	74%	78%	8	88%	73%
	KS2 L4+ Reading	85%	89%	6	95%	86%
	KS2 L4+ Writing	84%	86%	4	91%	82%
	KS2 L4+ Maths	83%	85%	10	94%	82%
	KS2 K4+ Grammar, Punctuation & Spelling	72%	75%	9	83%	72%
Key stage 2 - progress	KS1-2 Expected progress in Reading	83%	89%	10	94%	88%
	KS1-2 More than expected progress in Reading	24%	28%	10	38%	28%
	KS1-2 Expected progress in Writing	91%	92%	7	95%	90%
	KS1-2 More than expected progress in Writing	28%	28%	9	35%	26%
	KS1-2 Expected progress in Maths	85%	87%	10	93%	85%
	KS1-2 More than expected progress in Maths	25%	31%	10	40%	26%
Key stage 4 – attainment	KS4 5+ GCSE's A*-C (Incl. E & M)	68.7%	61.4%	5	64.5%	47.6%
	KS4 5+ GCSE's A*-C	86.0%	68.7%	5	73.0%	58.8%
Key stage 4 - progress	KS2-4 Expected progress in English	77.3%	76.3%	4	79.9%	65.1%
	KS2-4 Expected progress in Maths	76.8%	68.1%	6	74.6%	58.0%
Absence	Overall Absence Primary (Autumn and Spring Terms)	4.76%	3.91%	9	3.27%	4.48%
	Overall Absence Secondary (Autumn and Spring Terms)	5.54%	5.17%	8	4.53%	5.66%

Harlow District Summary

Measure		Harlow Performance		2014 comparisons		
		2013	2014	Harlow District Rank (1 = Best Performance)	Highest District	Lowest District
OFSTED	Primary - Good or Outstanding (Overall grade) 31 st August	48%	64%	11	96%	56%
	Secondary - Good or Outstanding (Overall grade) 31 st August	80%	100%	1	100%	43%
EYFSP	EYFS Good Level of Development	38%	59%	9	68%	57%
Phonics	Year 1 Phonics (required level)	66%	68%	12	81%	68%
Key stage 1	KS1 L2B+ Reading	76%	79%	11	87%	76%
	KS1 L2B+ Writing	61%	65%	11	77%	64%
	KS1 L2B+ Maths	72%	76%	11	87%	76%
Key stage 2 - attainment	KS2 L4+ Reading, Writing & Maths	69%	78%	8	88%	73%
	KS2 L4+ Reading	82%	89%	6	95%	86%
	KS2 L4+ Writing	77%	85%	7	91%	82%
	KS2 L4+ Maths	83%	87%	6	94%	82%
	KS2 K4+ Grammar, Punctuation & Spelling	69%	76%	8	83%	72%
Key stage 2 - progress	KS1-2 Expected progress in Reading	86%	92%	3	94%	88%
	KS1-2 More than expected progress in Reading	27%	38%	1	38%	28%
	KS1-2 Expected progress in Writing	88%	95%	1	95%	90%
	KS1-2 More than expected progress in Writing	29%	35%	1	35%	26%
	KS1-2 Expected progress in Maths	86%	91%	4	93%	85%
	KS1-2 More than expected progress in Maths	26%	32%	7	40%	26%
Key stage 4 – attainment	KS4 5+ GCSE's A*-C (Incl. E & M)	52.7%	59.2%	6	64.5%	47.6%
	KS4 5+ GCSE's A*-C	79.6%	65.6%	7	73.0%	58.8%
Key stage 4 - progress	KS2-4 Expected progress in English	63.7%	78.3%	2	79.9%	65.1%
	KS2-4 Expected progress in Maths	67.5%	68.5%	5	74.6%	58.0%
Absence	Overall Absence Primary (Autumn and Spring Terms)	4.84%	3.83%	6	3.27%	4.48%
	Overall Absence Secondary (Autumn and Spring Terms)	5.25%	4.53%	1	4.53%	5.66%

Maldon District Summary

Measure		Maldon Performance		2014 comparisons		
		2013	2014	Maldon District Rank (1 = Best Performance)	Highest District	Lowest District
OFSTED	Primary - Good or Outstanding (Overall grade) 31 st August	65%	69%	9	96%	56%
	Secondary - Good or Outstanding (Overall grade) 31 st August	100%	100%	1	100%	43%
EYFSP	EYFS Good Level of Development	54%	67%	1	68%	57%
Phonics	Year 1 Phonics (required level)	72%	77%	4	81%	68%
Key stage 1	KS1 L2B+ Reading	81%	84%	3	87%	76%
	KS1 L2B+ Writing	69%	73%	2	77%	64%
	KS1 L2B+ Maths	83%	83%	2	87%	76%
Key stage 2 - attainment	KS2 L4+ Reading, Writing & Maths	74%	77%	10	88%	73%
	KS2 L4+ Reading	87%	89%	6	95%	86%
	KS2 L4+ Writing	83%	83%	11	91%	82%
	KS2 L4+ Maths	83%	85%	10	94%	82%
	KS2 K4+ Grammar, Punctuation & Spelling	74%	75%	9	83%	72%
Key stage 2 - progress	KS1-2 Expected progress in Reading	89%	91%	6	94%	88%
	KS1-2 More than expected progress in Reading	31%	34%	2	38%	28%
	KS1-2 Expected progress in Writing	92%	92%	7	95%	90%
	KS1-2 More than expected progress in Writing	27%	26%	12	35%	26%
	KS1-2 Expected progress in Maths	86%	87%	10	93%	85%
	KS1-2 More than expected progress in Maths	27%	32%	7	40%	26%
Key stage 4 – attainment	KS4 5+ GCSE's A*-C (Incl. E & M)	54.5%	51.9%	11	64.5%	47.6%
	KS4 5+ GCSE's A*-C	79.3%	59.7%	11	73.0%	58.8%
Key stage 4 - progress	KS2-4 Expected progress in English	68.2%	71.6%	10	79.9%	65.1%
	KS2-4 Expected progress in Maths	69.2%	61.1%	11	74.6%	58.0%
Absence	Overall Absence Primary (Autumn and Spring Terms)	4.78%	3.84%	7	3.27%	4.48%
	Overall Absence Secondary (Autumn and Spring Terms)	7.00%	5.25%	9	4.53%	5.66%

Rochford District Summary

Measure		Rochford Performance		2014 comparisons		
		2013	2014	Rochford District Rank (1 = Best Performance)	Highest District	Lowest District
OFSTED	Primary - Good or Outstanding (Overall grade) 31 st August	61%	52%	10	96%	56%
	Secondary - Good or Outstanding (Overall grade) 31 st August	75%	75%	1	100%	43%
EYFSP	EYFS Good Level of Development	56%	62%	5	68%	57%
Phonics	Year 1 Phonics (required level)	70%	78%	2	81%	68%
Key stage 1	KS1 L2B+ Reading	83%	81%	8	87%	76%
	KS1 L2B+ Writing	70%	68%	8	77%	64%
	KS1 L2B+ Maths	82%	81%	6	87%	76%
Key stage 2 - attainment	KS2 L4+ Reading, Writing & Maths	73%	81%	4	88%	73%
	KS2 L4+ Reading	87%	93%	2	95%	86%
	KS2 L4+ Writing	81%	86%	4	91%	82%
	KS2 L4+ Maths	85%	91%	2	94%	82%
	KS2 K4+ Grammar, Punctuation & Spelling	75%	78%	5	83%	72%
Key stage 2 - progress	KS1-2 Expected progress in Reading	85%	92%	3	94%	88%
	KS1-2 More than expected progress in Reading	22%	33%	5	38%	28%
	KS1-2 Expected progress in Writing	87%	93%	4	95%	90%
	KS1-2 More than expected progress in Writing	22%	27%	11	35%	26%
	KS1-2 Expected progress in Maths	84%	92%	2	93%	85%
	KS1-2 More than expected progress in Maths	23%	34%	4	40%	26%
Key stage 4 – attainment	KS4 5+ GCSE's A*-C (Incl. E & M)	60.6%	63.5%	3	64.5%	47.6%
	KS4 5+ GCSE's A*-C	80.0%	69.8%	4	73.0%	58.8%
Key stage 4 - progress	KS2-4 Expected progress in English	64.0%	77.7%	3	79.9%	65.1%
	KS2-4 Expected progress in Maths	77.6%	71.4%	2	74.6%	58.0%
Absence	Overall Absence Primary (Autumn and Spring Terms)	4.40%	3.35%	2	3.27%	4.48%
	Overall Absence Secondary (Autumn and Spring Terms)	5.92%	5.04%	5	4.53%	5.66%

Tendring District Summary

Measure		Tendring Performance		2014 comparisons		
		2013	2014	Tendring District Rank (1 = Best Performance)	Highest District	Lowest District
OFSTED	Primary - Good or Outstanding (Overall grade) 31 st August	49%	56%	12	96%	56%
	Secondary - Good or Outstanding (Overall grade) 31 st August	50%	43%	12	100%	43%
EYFSP	EYFS Good Level of Development	50%	58%	11	68%	57%
Phonics	Year 1 Phonics (required level)	61%	70%	11	81%	68%
Key stage 1	KS1 L2B+ Reading	77%	76%	11	87%	76%
	KS1 L2B+ Writing	61%	64%	12	77%	64%
	KS1 L2B+ Maths	76%	76%	11	87%	76%
Key stage 2 - attainment	KS2 L4+ Reading, Writing & Maths	65%	73%	12	88%	73%
	KS2 L4+ Reading	78%	86%	12	95%	86%
	KS2 L4+ Writing	76%	82%	12	91%	82%
	KS2 L4+ Maths	78%	82%	12	94%	82%
	KS2 K4+ Grammar, Punctuation & Spelling	64%	72%	12	83%	72%
Key stage 2 - progress	KS1-2 Expected progress in Reading	81%	88%	12	94%	88%
	KS1-2 More than expected progress in Reading	24%	32%	6	38%	28%
	KS1-2 Expected progress in Writing	85%	92%	7	95%	90%
	KS1-2 More than expected progress in Writing	24%	29%	8	35%	26%
	KS1-2 Expected progress in Maths	79%	85%	12	93%	85%
	KS1-2 More than expected progress in Maths	20%	26%	12	40%	26%
Key stage 4 – attainment	KS4 5+ GCSE's A*-C (Incl. E & M)	61.0%	52.4%	10	64.5%	47.6%
	KS4 5+ GCSE's A*-C	86.5%	62.4%	8	73.0%	58.8%
Key stage 4 - progress	KS2-4 Expected progress in English	75.4%	79.9%	1	79.9%	65.1%
	KS2-4 Expected progress in Maths	70.3%	61.2%	10	74.6%	58.0%
Absence	Overall Absence Primary (Autumn and Spring Terms)	5.49%	4.48%	12	3.27%	4.48%
	Overall Absence Secondary (Autumn and Spring Terms)	6.43%	5.60%	11	4.53%	5.66%

Uttlesford District Summary

Measure		Uttlesford Performance		2014 comparisons		
		2013	2014	Uttlesford District Rank (1 = Best Performance)	Highest District	Lowest District
OFSTED	Primary - Good or Outstanding (Overall grade) 31 st August	89%	80%	3	96%	56%
	Secondary - Good or Outstanding (Overall grade) 31 st August	75%	75%	9	100%	43%
EYFSP	EYFS Good Level of Development	54%	65%	2	68%	57%
Phonics	Year 1 Phonics (required level)	74%	81%	1	81%	68%
Key stage 1	KS1 L2B+ Reading	87%	85%	2	87%	76%
	KS1 L2B+ Writing	75%	72%	4	77%	64%
	KS1 L2B+ Maths	86%	83%	2	87%	76%
Key stage 2 - attainment	KS2 L4+ Reading, Writing & Maths	81%	88%	1	88%	73%
	KS2 L4+ Reading	90%	95%	1	95%	86%
	KS2 L4+ Writing	88%	91%	1	91%	82%
	KS2 L4+ Maths	89%	94%	1	94%	82%
	KS2 K4+ Grammar, Punctuation & Spelling	77%	83%	1	83%	72%
Key stage 2 - progress	KS1-2 Expected progress in Reading	89%	94%	1	94%	88%
	KS1-2 More than expected progress in Reading	29%	34%	2	38%	28%
	KS1-2 Expected progress in Writing	94%	95%	1	95%	90%
	KS1-2 More than expected progress in Writing	33%	35%	1	35%	26%
	KS1-2 Expected progress in Maths	91%	93%	1	93%	85%
	KS1-2 More than expected progress in Maths	32%	40%	1	40%	26%
Key stage 4 – attainment	KS4 5+ GCSE's A*-C (Incl. E & M)	64.3%	63.7%	2	64.5%	47.6%
	KS4 5+ GCSE's A*-C	78.0%	71.3%	2	73.0%	58.8%
Key stage 4 - progress	KS2-4 Expected progress in English	68.1%	71.6%	9	79.9%	65.1%
	KS2-4 Expected progress in Maths	75.9%	70.0%	4	74.6%	58.0%
Absence	Overall Absence Primary (Autumn and Spring Terms)	4.38%	3.38%	3	3.27%	4.48%
	Overall Absence Secondary (Autumn and Spring Terms)	6.13%	4.97%	3	4.53%	5.66%

This report was written by

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		AGENDA ITEM 7a
		PAF/07/15
Committee:	People and Families Scrutiny Committee	
Date:	12 March 2015	
<u>Carers Strategy Task & Finish Group – Interim Report</u>		
Enquiries to:	Robert Fox Scrutiny Officer Corporate Law & Assurance 033301 34585 robert.fox@essex.gov.uk	



CARERS STRATEGY

The Interim Report of a Review by a Task and Finish Group
of the People & Families Scrutiny Committee

March 2015



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By the Chairman of the Corporate Scrutiny Committee, Councillor Theresa Higgins	
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FOREWORD

To be completed when the Task and Finish Group reports to
The May meeting of the Committee



I would wish to thank my fellow Task and Finish Group Members for their diligent approach and professionalism during the course of this review.

I commend this report to you.

COUNCILLOR THERESA HIGGINS

Chairman of the Carers Strategy Task and Finish Group

Background

Background to the Scrutiny

The predecessor to the People and Families Scrutiny Committee, the Community and Older People's Policy and Scrutiny Committee established a Task and Finish Group to review the Carers Strategy in January 2012. However, the legislative process related to the Care Act to be implemented from 1 April 2015 delayed the county strategy and as a result the Task and Finish Group was put in hiatus until the autumn of 2014 by which time the implications of the forthcoming Care Act became known and the Essex County Council Carers Strategy started taking shape once again.

The People and Families Scrutiny Committee agreed to convene a Task and Finish Group on 25 June 2013. The Membership of the Task and Finish Group was established following this meeting.

Membership

The Membership of the Task and Finish Group was agreed as:

Councillor Theresa Higgins (Chairman), Parsons Heath and East Gates
Councillor Jenny Chandler, Great Baddow
Councillor Terry Cutmore, Rochford North
Councillor Michael Danvers, Harlow North
Councillor Ray Howard, Canvey Island West

It should be noted that Task and Finish Group was, initially, under the Chairmanship of Councillor Terry Cutmore from 1 October 2014. However, it was agreed at the 8 January 2015 meeting of the Task and Finish Group that Councillor Higgins assume the Chairmanship as Councillor Cutmore became Chairman of the Essex County Council Audit Committee.

Evidence base of the Scrutiny

Five formal oral evidence sessions have been held, to date, where a range of witnesses have been able to provide evidence to the Task and Finish Group. To date these have been:

- Sharon Longworth, Head of Commissioning Vulnerable People, Essex County Council
- Helen Gilbert, Commissioning Support Manager, Essex County Council
- Adam Boey, Senior Policy and Strategy Advisor (People), Essex County Council
- Councillor Anne Brown, Cabinet Member for Communities and Healthy Living
- Councillor Ricki Gadsby, Cabinet Member Deputy for Communities and Healthy Living
- Shona Pearce, Senior Project Manager, Essex County Council
- James Clarke, Chief Executive Officer, Action for Family Carers
- Christopher Wetton, Chief Executive, Essex Carers Support
- Rhona Gilder, Community Engagement Officer, Essex County Council
- Maxine Derrick, Quality Assurance Manager, *Essex Cares Ltd.*

Written representations have been requested from Michael O'Brien, Head of Commissioning Education and Lifelong Learning, Essex County Council and each of the twelve Housing Authorities in Essex. These written contributions will be included in the full report to be received at the May meeting of the Committee. The full People and Families Scrutiny Committee will be presented with the impact on carers of the Care Act at a Committee meeting on 12 March 2015. Additionally, Members of the Task and Finish

Group will be undertaking visits to carers and carers groups in their own localities during April 2015 to supplement the contributions received.

The Task and Finish Group is content that it has received, to date, a range of views and collected evidence from a number of key witnesses to fully review the Carers Strategy.

Issues, Evidence and Recommendations

Key Evidence

The first meeting of the Task and Finish Group established the scope of the review and it was agreed the following should be tested as part of the review:

- The role of carers in Essex and the specific pressures and challenges faced by them
- The identification and recognition of carers in Essex
- The current support provided by a range of organisations to carers, and if and how, this can be enhanced further
- The implication of the Care Act on carers
- How services and support relate to local and national strategies
- How, in the light of financial pressures, carers can continue to receive a good level of support
- Whether Essex County Council is reaching all carers who require support
- The arrangements between the County Council and other service providers, for example third-sector providers
- How the advice on benefits provided to carers can be improved
- How signposting for carers can be improved

In order to test these areas the Task and Finish Group agreed it would need to:

- Review the draft refreshed Essex County Council Carers Strategy, as well as other key national strategies
- Hear the views of both adult and young carers
- Hear the views of third-sector, as well as advocacy and support groups
- Invite relevant senior officers from Essex County Council People Commissioning and Family Operations, as well as health organisations to provide an overview of current services, policies and provision
- What is the role of education in identifying young carers?
- How the refreshed Carers Strategy will be monitored?
- Increase the focus on uptake. Are there areas of poor coverage in support across the county?
- Investigate whether attendance allowance and other benefits are actually claimed?
- Ascertain the views of Borough/City/District Housing Authorities
- Ascertain the services provided by other Local Authorities to carers

The Task and Finish Group has not achieved each of these aims, as its primary focus has been on the establishment of the Essex Carers Strategy. Therefore, the Task and Finish Group would strongly recommend that its life continues beyond the publication of the Essex Carers Strategy to enable it to

monitor the strategy and its outcomes as well as, in the shorter term, continue a wider review of carers so that it may, potentially, formulate recommendations for the responsible Cabinet Member to consider.

RECOMMENDATION

The Task and Finish Group continues its work to cover the full remit agreed at its establishment so that it may monitor the agreed Essex Carers Strategy, in its first year; and consider any further recommendations for the Cabinet Member to consider.

Owner: Chairman of the People & Families Scrutiny Committee

Implementation Review Date: March 2015

Impact Review Date: March 2016

By theme, the key evidence received at the Task and Finish Group sessions are outlined below (THIS SECTION TO BE COMPLETED IN MAY 2015 FOLLOWING FUTURE MEETINGS, RECEIPT OF WRITTEN EVIDENCE AND VISITS TO CARERS/CARERS GROUPS:

The level of caring in Essex

Preparing to be a carer/Identifying oneself to be a carer

The Voluntary and Community Sector

Commissioning of Services

Young Carers

Other Public Services

Recommendations

The Task and Finish Group has agreed its recommendations to the Cabinet Member for Communities and Healthy Living for the Carers Strategy and seeks the formal approval of the People and Families Scrutiny Committee to file these recommendations to the Cabinet Member. The recommendations are outlined below (the first and last recommendation are for the Chairman of the People and Families Scrutiny Committee) and are also highlighted within the Summary of the Evidence Sessions section within this report (from page 11). In the event that the Cabinet Member does not accept any of the recommendations below, the Committee should be advised, in each case, the reasons for rejection in writing. It is likely there will be further recommendations to the Cabinet Member when the full report is published in May 2015.

1. The Task and Finish Group continues its work to cover the full remit agreed at its establishment so that it may monitor the agreed Essex Carers Strategy, in its first year; and consider any further recommendations for the Cabinet Member to consider.

2. The Carers Strategy should explicitly include reference to bereavement.
3. The Carers Strategy should include hyperlinks to documents and papers, such as *A Road Less Rocky*. The links are particularly pertinent to the sections of the strategy which refer to people not preparing to be carers.
4. The Carers Strategy should be clear about the changes in retirement age and should also explicitly state that there are carers who are under the age of 11.
5. The Carers Strategy should consider the implications of the effect caring responsibilities have on the education of young carers, and highlight this.
6. The Carers Strategy should be published in plain English and available in a variety of formats.
7. The Carers Survey and the wider Adult Social Care Survey results should be presented to the People and Families Scrutiny Committee when available.

Summary of the Evidence Sessions

Wednesday, 1 October 2014

The membership and Chairmanship of the Task and Finish Group were established. The Group were informed about carers in the national context and the potential implications for carers of the Care Act, which explicitly places informal carers on an equal footing with paid carers. In the past Essex County Council has had the duty to undertake an assessment if carers had a significant caring role, now carers can request an assessment and ECC will have to carry this out and provide or facilitate access to support in response to identified eligible needs.

It is not necessarily known how many carers there are in Essex. In the 2011 National Census 146,211 people in the county declared they were carers. There are also estimated to be around 10,000 young carers in Essex between the ages of 11-18 – these are not always sole carers. However, it is notoriously difficult to get the full picture of who is and who is not a carer as many people do not label themselves in this way. Only 11,000 of those who declared they were a carer in the Census were assessed in 2012/13.

In Essex there are three main routes for carer support:

1. Social care assessment and support
2. Voluntary and Community Sector support – funded by ECC or the NHS (all ECC external funding for carers is delivered through the VCSOs)
3. Engagement with health and social care professionals

The value of care provided by carers in Essex has been estimated by the University of Leeds in their *Valuing Carers: calculating the value of unpaid care* research as £1,760m in terms of the cost of replacement care. This is independently verified research.

The feedback received from carers on the level of support received in Essex is not very good, with results from the biennial Adult Social Care survey not comparing well with other parts of the country, for example, carers are less likely to:

- use support services to take a break
- feel encouraged and supported in the caring role
- feel they have been fully involved in discussions about support services
- have received training

Add to that one-third of survey respondents were not aware of any support services available from local voluntary organisations.

The focus of the new joint (ECC and the five Clinical Commissioning Groups (CCGs)) Carers Strategy would be on supporting the carer to maintain their own independence, by focussing on their health, wellbeing and life choices; and improving outcomes and increase independence for service users. A Carers Partnership Group has been established which would set out a vision for carers and have a delivery plan as part of its strategy.

A four-level model for carers' services is being developed with a view to being in place by 2017. The model, created in the light of the Care Act, is aimed at improving the experience of carers through:

1. Community-based and community-led activities
2. A locality level 'first-stop' model
3. Social care assessment and support
4. Professional awareness and engagement

Friday, 28 November 2014

The Group discussed the Care Act and Carers Conference which had taken place on the morning of the Task and Finish Group meeting and received an update on the developing Carers Strategy. The Care Act and Carers Conference enabled the work of the Task and Finish Group to be advertised and a request to contact the Group from interested parties was extended.

A Grants Pack invitation to the voluntary sector to provide services for carers had been developed with six themes:

- Choice and control
- Respect and recognition
- Access to networks of support
- Achieving full potential
- Good health and wellbeing
- Independence

The Group were informed that three engagement events have taken place, including one for young carers which focussed upon what young carers needed, and the problems and issues they encounter. Young people are represented as part of the Essex Carers Network. Young carers are included within each of the six themes but mostly achieving full potential. The theme will be expanded as the strategy develops.

In terms of the Care Act implementation ECC will need to provide:

- a universal service providing information and advice
- specific targeted information on finances or respite care
- intensive service based upon emergency or crisis management

Thursday, 8 January 2015

Councillor Anne Brown, Cabinet Member and Councillor Ricki Gadsby, Deputy Cabinet Member for Community and Healthy Living were in attendance to contribute to the review.

Councillor Brown stated that Essex has been slow in getting provision for carers up-and-running; and it is critical that services are put in place in readiness for the implementation of the Care Act. However, it is unlikely that full services will be established in readiness for 1 April 2015.

Councillor Brown referred to the guidance published by the Department of Health to enable carers to care for longer, which can be found at:

<https://www.gov.uk/government/publications/care-and-support-whats-changing>

Shona Pearce, Senior Project Manager was in attendance to contribute to the review on behalf of the Essex Carers Partnership Group which was established in May 2013 and has representation from the County Council, the CCGs and Carers Groups. To date its focus has been on developing a new strategy for Carers. The vision, outcomes and principles for the strategy was informed through engagement with carers groups as well as the two carers who sit on the Partnership Group.

The Group questioned which outside organisations may challenge the strategy once established. Councillor Brown suggested any challenge might come from those who scrutinise the CCGs.

Tuesday, 3 February 2015

The Task and Finish Group considered the draft Carers Strategy at the meeting and James Clarke, Chief Executive, Action for Family Carers (AFFC) and Christopher Wetton, Chief Executive, Essex Carers Support was in attendance to contribute to the review. Essex Carers Support has facilitated a range of engagement and consultation exercises at ECC's request although rarely with any feedback. Essex Carers Support along with other voluntary and community organisations were involved in the development of previous versions of Carer Strategy documents and as an organisation representing a large number of carers living in Essex would hope to be included in further work on this.

AFFC has not been involved directly in formulating the new strategy though it may be that Carers who take up AFFC services may have been consulted as the organisation has worked with ECC to facilitate some consultations recently. AFFC have been involved in consultations over previous Carers Strategy documents in Essex and are keen to contribute to developments such as this and the work on The Care Act.

Councillor Higgins stated there is not anything within it that considers the carer when the person cared for dies or what is done as follow-up actions following bereavement. The day somebody is bereaved they are no longer a carer but, as a charity, AFFC continues to support them, AFFC has established informal groups of former carers who still meet together. The charity believes supporting bereaved former carers

is critical. Essex Carers Support signposts people to bereavement groups. There is a real value in experienced former carers who can continue to contribute to carer groups. There is an issue of how people are supported throughout the bereavement process. AFFC work with carers to plan their future and other critical transitions and being able to recognise when things might change in care responsibilities allows carers to make decisions and take control of situations prior to crisis points emerging.

RECOMMENDATION

The Carers Strategy should explicitly include reference to bereavement

Owner: Cabinet Member for Communities and Healthy Living

Implementation Review Date: March 2015

Impact Review Date: March 2016

The Carers Trust report *A Road Less Rocky* was highlighted:

http://www.carers.org/sites/default/files/dementia_executive_summary_english_only_final_use_this_one.pdf

The Group heard that actually identifying oneself as a carer can often be difficult; much of this is around the use of language. The issue of identification is crucial as many people provide many hours of care but fail to recognise themselves, formally, as carers. A lot of the support carers need is not financial but it is actual recognition and acknowledgment of the caring role. People do not prepare to be carers; therefore, raising awareness to the wider public of the role should be undertaken as the role often creeps up on individuals. For most people it is a huge learning curve with elements to the role that people are totally unprepared for. Peer support groups are really helpful as they provide access to others who have been through similar situations.

RECOMMENDATION

The Carers Strategy should include hyperlinks to documents and papers, such as *A Road Less Rocky*. The links are particularly pertinent to the sections of the strategy which refer to people not preparing to be carers

Owner: Cabinet Member for Communities and Healthy Living

Implementation Review Date: March 2015

Impact Review Date: March 2016

There needs to be a wider discussion on the resources available for the caring role. For example, the financial and economic contribution carers make which was highlighted in the first meeting of the Task and Finish Group. There are no longitudinal studies which demonstrate to Local Authorities and the NHS how caring contributes to savings on the need for residential care and hospital admissions. Hospital discharge planning is a big area for carers. Making GP appointments when somebody is reliant on you is difficult as the person being cared for will, potentially, be unsupported. GP surgeries need to recognise the needs of carers, and they should show a degree of flexibility in terms of appointment times to carers. Carers groups have been trying to work with GPs for many years. It should be as easy as possible for GP practices to know where to go to with a single point of contact. AFFC has agreed to work with Community Agents to ensure this single point of contact and to avoid unnecessary duplication and this should be done through the lines of Community Agents not through those of GPs.

The Task and Finish Group queried whether Essex County Council were taking into account the differing retirement ages depending upon current age, as the age of 65 is quoted in the draft strategy? The largest group of carers is actually those of working age, the number of carers Essex County Council directly engages with is proportionally quite small with in excess of 180,000 providing care in the wider geographical county. It was suggested there should be some clarification in the strategy around retirement ages. There was also some concern regarding the identification of the ages of young carers.

RECOMMENDATION

The Carers Strategy should be clear about the changes in retirement age and should also explicitly state that there are carers who are under the age of 11

Owner: Cabinet Member for Communities and Healthy Living

Implementation Review Date: March 2015

Impact Review Date: March 2016

Councillor Chandler highlighted a concern whether there is sufficient engagement with primary and secondary schools concerning young carers? The written response requested from the Head of Commissioning Education and Lifelong Learning will include reference to the implications the effect caring responsibilities on the education of young carers.

RECOMMENDATION

The Carers Strategy should consider the implications of the effect caring responsibilities have on the education of young carers, and highlight this

Owner: Cabinet Member for Communities and Healthy Living

Implementation Review Date: March 2015

Impact Review Date: March 2016

The Task and Finish Group discussed the availability of the strategy in different formats.

RECOMMENDATION

The Carers Strategy should be published in plain English and available in a variety of formats

Owner: Cabinet Member for Communities and Healthy Living

Implementation Review Date: March 2015

Impact Review Date: March 2016

With regard to assessments and provision of needs under national eligibility criteria in the Care Act it was stated that many carers are unaware whether they have actually undergone an assessment.

In summary it was stated the strategy is an aspirational document. It was recognised that working age adults are the single biggest group of carers, and the hardest to reach; and are not often in contact with Adult Social Care. If working age adults find their caring role impinges on their work there are wider

implications, for example if they have to withdraw from work they will no longer be making tax contributions etc.

Rhona Gilder, Community Engagement Officer was in attendance to present the results of the Carers Survey. The survey is undertaken as a statutory requirement and developed by the Health and Social Care Information Centre and is distributed every two years. Carers, known to Essex County Council, are selected at random from the ECC SWIFT database to take part in the survey.

Most of the survey is quantitative data; however, there are a number of questions which require free text. It was these questions Rhona fed back to the Task and Finish Group. The question: **In the last 12 months, have you found it easy or difficult to find information and advice about support, services or benefits?** elicited the following responses, from the 500 people who answered this question:

32% that have not tried to find information;
40% who found it fairly or very easy;
28% who found it fairly or very difficult.

The verbatim feedback suggests a level of confusion and not knowing where or who to ask for information and advice. Some suggestions of assistance taking a long time and many telephone calls have to be made in order to get any support. One case stated that it became “difficult and frustrating”, months of waiting for an assessment for respite care, with the GP advising they can self-refer and social workers says they need a GP referral.

Listed below are issues people found difficult to find/get information on:

- Not knowing what equipment to buy or request
- Financial aspect on home help/carer from Social services
- CAB limited open hours
- Finding alternative activities for cared for person to attend
- Benefits and allowances
- Inconsistent information at doctors, clinics, less in local councils or libraries
- Workers not knowing what is available in local areas
- Social services phone lines are difficult as you tend to get option numbers to press or promises that someone will contact and never do.
- No time to look about support
- Never knowing who to phone as departments keep changing

For those who have not tried to get information and support the reason noted in this survey was it is a waste of time or they do not feel there is any point to it, also not knowing who to contact in the first place.

Quotes from the feedback includes:

“I leave messages and no one rings back”;
“I have not tried to find information in the last 12 months, it’s too frustrating”;
“The various agencies do not talk to each other”;
“Looking at websites, you go in circles and not achieve any new information”.

The question: **In the last 12 months, how helpful has the information and advice you have received been?** elicited the following responses from the 495 people who answered the question:

34% that have not received information or advice;
57 % who found the information and advice very or quite helpful;

9 % who found the information and advice very or quite unhelpful.

Therefore, over half of those answering appear to find information and advice received to be helpful. However the verbatim feedback appears to be of unsatisfactory experiences; with agencies such as Age Concern, Alzheimer's Society; and advocates appearing to be of beneficial help. The theme that came out of this feedback was around the length of time people are waiting to receive support of any sort, including house adaptations, carers assessments, and respite. There appears to be a common suggestion that any type of advice and/or support takes a considerable time and sometimes actions appear not to be followed up.

Quotes from the feedback includes:

- "Advocate fine. Social services poor. Care home very good";
- "Different people different info";
- "All information that I have received has been by me chasing it";
- "I was told by Social Worker I could apply for a personal budget, that was six months ago and not heard from her at all. Disgusted";
- "Nobody telephones or follows up their visits, they tick their boxes and go home";
- "Nothing fits in with my mother's needs";
- "Very difficult to get calls returned from social care. No continuity in their service".

The question: **How do you find out about support available for carers from voluntary organisations in your local area?** elicited the following responses from the 502 people who answered the question:

- 38% stated they were not aware of any support available
- 13% from the internet
- 26% via social services referral
- 15% via NHS referral
- 20% Word of mouth
- 7% Advertising
- 8% Other

Quotes from the feedback include:

- "Haven't tried to find out in latter years- experience has taught me not to";
- "Internet from other relative who has computer or people";
- "I asked a friend to google info for me";
- "We organise things ourselves";
- "The only person who could help me at any time was the receptionist at my mother's GP"
- "Our excellent GP said I needed breaks form 24 hour care";
- "Agents for Social Services called early this year but been of no help".

The question: **Which voluntary sector organisations have you approached for support in the last 2 years?** elicited the following responses from the 502 people who answered the question:

- 66% responded that it was not applicable as they had not approached the voluntary sector for any support or services in the last 2 years
- 7% Crossroads
- 3% Action for Family Carers
- 62% Essex Carers Support

1% Supporting Carers and Families Together

6% Alzheimer's Society

13% Other

- Action for Carers
- Age UK
- Alzheimer's Society
- Doctor at hospital
- *Essex Cares*
- Homecare
- Home instead Senior Care Agency
- Leaflets and posters in GP surgery
- Library
- Local day centre
- MENCAP/magazine
- Family
- Advocacy

The Task and Finish Group suggested the data could be reported to the wider People & Families Scrutiny Committee. It was highlighted that there is a caveat in the survey results in that working age adults are not picked-up in the results. The Group suggested that when the outcomes are presented it should be made clear that the survey is a representative sample of those who have received a service, as carers, from ECC as their experiences are often different from other carers outside the ECC systems. It was agreed that the results of the survey, together with the wider Adult Social Care survey being undertaken currently, be taken to the wider People and Families Scrutiny Committee when the data from both surveys is complete, as concern was raised about where the results go to within ECC once known.

RECOMMENDATION

The Carers Survey and the wider Adult Social Care Survey results should be presented to the People and Families Scrutiny Committee when available

Owner: Chairman of the People and Families Scrutiny Committee

Implementation Review Date: Not applicable

Impact Review Date: Not applicable

The Task and Finish Group were informed that some Hospital Trusts in the country have recognised the contribution carers can bring and have offered carers free car parking within the hospital and a free drink in the hospital refectory, in the form of a social contract.

Monday, 16 February 2015

Maxine Derrick, Quality Assurance Manager, Essex Cares Ltd, was in attendance. Essex Cares provides a number of day services, mostly based in 40 centres across the county. These include wellbeing and activity centres, aimed at the elderly and those with learning difficulties. These centres are moving to being multipurpose, so they can provide a range of services to clients, under the same roof. Such services as physiotherapy, occupational therapy and providing a hot meal can be beneficial, but there is also the

social element, which can be very important. Work based skills services are provided, primarily aimed at adults with learning difficulties. These target areas such as catering, horticulture and conferencing. There is also a reablement service, which is free and is provided for a six-week period to those who have been discharged from hospital. It is normally for the elderly, who may find it hard to readjust to returning home, or who may have lost self-confidence. If, at the end of this period, the individual is still not able to cope, Essex Cares then refers the case to Social Services. Essex Cares is also involved in working with employers to assist individuals into employment, and to continue with them. Essex Cares does not provide domiciliary care.

There are three ways in which individuals can access services:

- Those with a personal budget
- Those with an assessment
- Those wishing to pay for a particular service.

With regard to carers, Essex Cares works with them to assess their needs, although actual reviews for carers are carried out by others. When customers are being assessed, carers are invited as well. There are certain services that can be provided specifically to carers, such as providing sessions where they can swap experiences with other carers, or receive talks from GPs. Equipment can also be provided.

Councillor Higgins suggested Essex Cares Ltd could consider what it could explicitly provide to carers and it could also consider assessing both carers and those cared for together, as a couple, rather than separately.

Written Evidence

TO BE INSERTED

Cabinet Member Remarks

TO BE INCLUDED FOR THE MAY 2015 REPORT

Acknowledgements

The Task and Finish Group would wish to thank the following for providing oral and written evidence across six meetings, as well as those who had expressed a willingness to attend sessions but were unable to do so due to other commitments:

THE LIST OF ACKNOWLEDGEMENTS TO BE COMPLETED FOR THE MAY FINAL REPORT

<p style="text-align: center;">Essex County Council Overview and Scrutiny Committee Review Scoping Document</p>
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This form is a tool that should be compiled at the start of each inquiry to set out clearly the aims and objectives of the committee's involvement in a particular matter, and will be completed at the end of the inquiry to confirm what has been achieved. The form also provides an audit trail for a review.

Review Topic (Name of review)	CARERS STRATEGY
Committee	People and Families Scrutiny Committee
Terms of Reference	<ul style="list-style-type: none"> • To understand the type and role of carers in Essex and the specific pressures and challenges faced by them • To look at issues around the identification and recognition of carers in Essex • To investigate the current support provided by a range of organisations to carers and if and how this can be enhanced further • To assess the implications of the Care Act on carers • To consider how services and support relate to local and national strategies • To consider how, in the light of financial pressures, carers can continue to receive a good level of support • To consider whether Essex County Council is reaching all carers who require support • To consider the arrangements between the County Council and other service providers • To consider how the advice on benefits provided to carers can be improved • To consider how signposting for carers can be improved
Lead Member, and membership of Task and Finish Group	<p>Cllr Jenny Chandler</p> <p>Cllr Mike Danvers</p> <p>Cllr Theresa Higgins</p> <p>Cllr Ray Howard</p> <p>Cllr Terry Cutmore (Chairman)</p>

Key Officers / Departments	Sharon Longworth, Head of Commissioning Vulnerable People
Lead Scrutiny Officer	Robert Fox
Relevant Portfolio Holder(s)	Cllr Anne Brown and Cllr Dick Madden
Relevant Corporate Links	The Commissioning Strategies <i>People in Essex can live independently and exercise control over their lives, and Children in Essex get the best start in life</i>
Type of Review	Task and Finish Group
Timescales	September 2014 – March 2015 (provisional)
Rationale for the Review	<p>The review of the Carers Strategy commenced in 2012 but was placed in hiatus due to the Care Bill. A Task and Finish Group was established, however, only one Member of that Task and Finish Group was re-elected to the Council.</p> <p>The Cabinet Member for Adults Social Care has suggested a Task and Finish Group is re-established to look at the revised Essex County Council Carers Strategy, and this has been agreed by the Chairman of the Committee.</p>
Scope of the Topic	<p>Specify what is to be included/excluded from the review</p> <p><u>Include</u></p> <p>The following is included in the scope of the review:</p> <ul style="list-style-type: none"> • Unpaid carers <p><u>Excluded</u></p> <p>The following falls outside the scope of the review:</p> <ul style="list-style-type: none"> • Professional and domiciliary carers (however, there are implications for paid carers in relation to their professional development)

Key Lines of Enquiry	<ul style="list-style-type: none"> • Review the draft refreshed Essex County Council Carers Strategy, as well as other key national strategies • Hear the views of both adult and young carers • Hear the views of third-sector, as well as advocacy and support groups • Invite relevant senior officers from Essex County Council People Commissioning and Family Operations, as well as health organisations to provide an overview of current services, policies and provision • What is the role of education in identifying young carers? • How will the refreshed Carers Strategy be monitored? • Increase the focus on uptake. Are there areas of poor coverage in support across the county? • Investigate whether attendance allowance and other benefits are actually claimed?
Other Work Being Undertaken	The Essex County Council Carers Strategy is being refreshed concurrently with this review.
What primary / new evidence is needed for the scrutiny?	The views of carers, both adult and young, are key in taking this review forward; as are the views of third-sector organisations who work closely with carers.
What secondary / existing information will be needed?	<ul style="list-style-type: none"> • Reports from Carers UK, i.e. <i>In Poor Health; Out of Pocket; Valuing Carers, Carers Missing Millions</i> • Past ECC Carers Strategy documentation • Carer specific websites and other related websites, i.e. www.alzheimers.org.uk • The notes from the initial Task and Finish Group meetings in 2012 • The Care Act, 2014 • The Royal College of General Practitioners has also conducted a recent study
What briefings and site visits will be relevant to the review?	The first Task and Finish Group set-up meetings between the individual Members of the Group and a carer within their division as a fact-finding exercise. This could be replicated.

<p>Who are the witnesses who should be invited to provide evidence for the review?</p>	<p>Charitable organisations (both national and local), i.e. Carers Trust; Carers Choices (based in Benfleet); Action for Family Carers (based in Maldon) and other voluntary and third-sector groups identified by the Task and Finish Group, including the YMCA</p> <p>Carers and Young Carers</p> <p>Cabinet Members for Adults Social Care and Families and Children</p> <p>Officers of the County Council</p> <p>Health Organisations</p> <p>Young Essex Assembly</p> <p>ECC Planning Groups</p> <p>Citizens Advice Bureau</p> <p>Anglia Ruskin University</p> <p>The above is not an exhaustive list.</p>
<p>Implications</p>	<p>In terms of topic, have the following matters been taken into consideration in the planning of this review:</p> <p>Legal implicationsYes/ no</p> <p>Financial implicationsYes/ no</p> <p>Equality and diversity issues..... Yes/ no</p> <p>Other critical implications.....</p>
<p>What resources are required for this review?</p>	<p>There will potentially be some expense in terms of payments for travel for carers who contribute to the review.</p>
<p>Indicators of Success</p>	<p>The Committee is performing a critical friend role in this review as it will make recommendations for inclusion in the refreshed Carers Strategy.</p>

Notes	
Provisional Timetable	To be determined by the Task and Finish Group at its first meeting.

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Agenda Item 7b PAF/08/15



Carers Count in Essex

Essex Carers Strategy 2015-2020

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As Chair of the Essex Health and Wellbeing Board, I am delighted to introduce this strategy for 2015 to 2020, which sets out the shared aspirations of Essex County Council and our five Clinical Commissioning Groups and our commitment to improving outcomes for carers in Essex.

While, in one sense, caring is a very normal part of life, with one in three of us likely to take on a caring role at some point, it is not something that people necessarily plan for, or choose to do. Caring doesn't always come easily and alongside the complexity of navigating health and social care systems, comes the practical and emotional impact of being a carer which means it may be very hard to do well in school or to stay in work; friends may drop away; finances can suffer; and your own health may start to deteriorate.

Yet despite these very real difficulties, we see every day the vital role that carers play in supporting people across Essex to live independently within their own homes and communities. We know this because of the work already done with carers, for example in the engagement activity undertaken by the Essex Carers Network and Mencap Essex, which informed the recent report 'The System Is Not Working With Us: Learning From Family Carers In Essex', which has helped to shape our approach. We know, quite simply, that without the ongoing commitment and efforts of thousands of carers, the health and social care system could not continue to function.

The Care Act has set us a challenge, creating a fundamental shift in the way carers are viewed and supported, focusing on their health and wellbeing and giving them parity of esteem with service users and patients. We are pleased to respond to that challenge, knowing that it will bring improved outcomes for carers and the people they care for. This strategy sets out our plans to transform our approach, creating a new relationship with carers and a new model of support, which together will really make Carers Count in Essex:

- Supporting carers of all ages to maintain their own quality of life, by focusing on their health, wellbeing and life opportunities;
- Recognising, respecting and involving carers as expert partners in care.

We have a long way to go and we don't have all the answers yet, but over the next five years we will work with our with carers, and our partners across the public, private, voluntary and community sectors to develop the right solutions. If you are a carer we hope that this strategy will help you to be heard and supported.



Why carers are important

In Essex an estimated 145,000 people provide care and support for someone else who needs help with their day-to-day life. These unpaid carers play a vital role in supporting people who are frail, ill, disabled, or who have mental health or substance problems. But carers have needs too. Many are particularly vulnerable to stress and breakdown: about 32,000 are estimated to for more than 50 hours per week.

Caring is not just something that is done by adults. An estimated 10,000 carers across Essex are aged between 11 and 18, role of supporting and caring for someone with enjoying their childhood and completing their school work. Over a quarter of all of secondary school-age experience problems of some kind, while 40% of children caring for someone who misuses drugs or educational difficulties. Supporting young carers is crucial if they are to get the best start in life and have opportunities for the

Changing expectations

We have supported carers in Essex for many years, but the Care Act 2014 signals a real change, making care and support and putting people's wellbeing at the centre. The Act places carers on an equal footing with those for whom they care, giving rights to assessment and support for eligible needs. It also means that information for carers should be easier to access and they better involved in the care and support of the person they care for. Additionally, the Children and Families Act 2014 makes sure carers, and parent carers, get the support they need.

What it means if we don't get it right

Caring can be stressful and carers have needs and rights too. Their health and wellbeing can suffer if they are not supported and this is not only bad for them but also has wider costs. The value of care provided by unpaid carers in Essex is estimated to be £2.5 billion a year, based on the cost of alternative home care provision. Unpaid carers are therefore an asset to their communities as much as they are to the person they are supporting.

What needs to change

We need to embrace a prevention agenda. For carers, this means reducing the impacts of caring on their lives, enabling them their aspirations and cope with crises in their caring roles. This requires a fundamental shift from reactive services that address ill

The Essex Carers Strategy . . .

This strategy presents what we know about caring in Essex and describes the changes we'd like to see over the next five years. With growing recognition of the value that carers bring to our health and care systems, and an increased focus on the wellbeing and life chances of carers of all ages, this strategy sets the framework for an outcomes-based approach to recognising, respecting, working with and supporting carers. It includes a high-level action plan and describes a set of principles which will shape how we work together in partnership to achieve improved outcomes for carers – making Essex a place where Carers Count.

Our Vision: Carers Count in Essex

Carers of any age are identified, recognised, and valued as essential to our communities, helping to support and care for people in need. Carers will be able to feel in control of their lives and able to balance a life outside of caring, maintain good health and wellbeing. Young carers will have the same life opportunities as their peers.

The strategy sets the high-level direction for all agencies working with carers, and describes a set of outcomes for carers, based around the following themes:-

- 1. Choice and Control** - Carers know what their options are now and for the future and are supported to stages of their caring role.
- 2. Respect and Recognition** - Carers are recognised, respected, valued and included as expert and partners by professionals.
- 3. Access to networks of support** - Carers are connected to local community support networks.
- 4. Achieving full potential** - Carers are able to access education, employment and life opportunities.
- 5. Good Health and Wellbeing** - Carers are able to maintain their health and wellbeing, both physically emotionally, whilst managing their caring role.
- 6. Independence** - Carers are resilient and able to sustain a life of their own alongside their caring role.

To ensure progress towards achieving outcomes for carers, the strategy includes a high-level action plan which shows how we will implement our new model of support.



Background –
Carers – a definition
National policy and legislation
Local benefits and impacts

What do we mean when we say 'carer'?

While many of those who regularly offer care and support would not recognise or label themselves as carers, for the purpose of this strategy we define a carer 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.

Carers may be family members, including children and young people who live with the person they care for, or family, friends or neighbours who live elsewhere.

The term 'young carer' applies to anyone under the age of 18 whose life is in some way restricted because of the need to take responsibility for the care of a person on a regular basis. They may be the main carer, or provide partial care for an adult or sibling. The majority of young carers

provide support for parents or siblings, with a smaller number caring for grandparents or other family members. In some cases the young carer is looking after more than one person.

The term 'carer' does not include any carer who gets payment either in cash or in another way for the care they provide; or who works as a volunteer on behalf of a voluntary organisation.

A carer may help with tasks such as washing, dressing, using the toilet, getting someone up or helping them to bed, shopping, cleaning, laundry and making meals. The caring role can also include providing emotional support, and childcare responsibilities. The care may mean keeping an eye on people who are confused or at risk if not supervised, or encouraging them to do everyday things for themselves.

The UK Government continues to champion carers - publishing the first National Strategy for Carers in 1999, which has subsequently been revised (2008) and updated (2010 and 2014). The needs of carers have also been recognised and strengthened in related employment and health policy, while advocating closer working between Health and Social Care.

In 2014, the Government continued its recognition of the importance of carers by releasing the 'Carers Strategy: Second National Action Plan 2014-16'. This plan prioritises issues for action:

Priority Area 1: Identification and Recognition

- Supporting people with caring responsibilities to identify themselves as carers so they can access the information, advice and support that is available
- Carers feeling their knowledge and experience are valued by health and social care professionals
- Involving carers in planning individual care packages and in developing local strategies

Priority Area 2: Realising and releasing potential

- Support for young carers and young adult carers
- Support for carers of working age

Priority Area 3: A life alongside caring

- Personalising support for carers and the people they support
- Availability of good quality information, advice and support

Priority area 4: Supporting carers to stay healthy

- Impact of caring on health and well-being
- Prevention and early intervention for carers within local communities
- Supporting carers to look after their own health and well-being

In 2014, NHS England published a 'Commitment to Carers' in eight priorities:

1. Raising the profile of carers
2. Education, training and information
3. Service development
4. Person-centred, well-coordinated care
5. Primary care
6. Commissioning support
7. Partnership links
8. NHS England as an employer

Foreword by Rt. Hon. Norman Lamb Minister of State for Care and Support:

'Supporting carers to care effectively and safely; look after their own health and well-being; fulfil their education and employment potential; and have a life of their own alongside caring responsibilities are priorities across this Government.'

Locally, Essex County Council has identified action to improve outcomes for carers within the following Commissioning Strategies:

- Children in Essex get the best start in life
- People in Essex enjoy good health and wellbeing
- People have aspirations and achieve their ambitions through education, training and lifelong learning
- People in Essex can live independently and exercise choice and control over their own lives

The Care Act 2014 means important changes for carers from 1 April 2015:

- Carers have the same legal rights as those for whom they care;
- Local authorities have a duty to assess carers who appear to have eligible needs
- Local authorities must consider a carer's overall wellbeing, which includes physical, mental and emotional well-being, participation in

What Carers UK said:

'The Care Act gives landmark new rights to carers, for the first time giving them the same entitlements to assessment and support as those they care for.'

'We welcome this recognition of the contribution of carers and the need to support them to live their own lives at the same time as caring for a loved one.'

Why carers need support – the impact of caring

Health and Wellbeing

- Forty-three percent of people caring for an older person are themselves aged over 65.
- Nearly half of older carers reported high blood pressure or hypertension, cholesterol and arthritis. Around 20% of older carers experienced self-care difficulties themselves, for example, as many as 13% reported difficulty dressing. (Independent Age *'The Bigger Picture: Understanding disability and care in England's Older Population'* Dec. 2014).
- 58% of carers said that their mental health had been adversely affected by being a carer (Carers Trust survey).
- 27% said that caring had a negative impact on their physical and mental health.
- Substantial numbers of young carers report stress, anxiety, low self-esteem and depression.

Social Challenges

Carers Trust research suggests that:

- One of the most difficult challenges carers have to cope with is the impact on their relationships, with two thirds (66%) saying their relationships had suffered as a result of their caring responsibilities.
- The same percentage said they felt a loss of identity as a direct result of their caring role.
- Three-quarters had not had a regular break from caring in the past 12 months and 38% had not had a single day off.
- Many young carers report feeling isolated from their peers. They also feel that they lack the time and opportunity to socialise and can also be reluctant to do so.

Financial difficulties

- 59% of carers said that being a carer had a negative impact on their working life; with 17% having to stop work; 15% having to reduce their paid working hours; 15% having to use holidays for caring duties (Carers Trust survey).
- A survey of 3,000 carers found that 44 per cent had been in debt as a result of caring (Carers UK 2013).
- More than two thirds (67%) reported they were financially worse off as a result of caring (Carers Trust survey).

Educational Attainment

- 27% of all young carers of secondary school-age experience some educational problems, while 40% of children caring for someone who misuses drugs or alcohol have educational difficulties. Many miss school and fail to attain any educational qualifications. This, combined with ongoing caring responsibilities, serves to exclude some young carers from the labour market.

Hidden Impacts

- Identifying young people with caring responsibilities for a relative is difficult – they may not have the language, confidence or self-awareness to relay the physical and/or emotional impact of living with a relative who requires care. Many experience traumatic life changes such as bereavement, family break-up, losing income and housing, or seeing the effects of an illness or addiction on their loved one.

University of York research found that:

- Emotional and mental health problems are more often associated with care giving than physical health problems.
- Carers are more likely than non-carers to report high levels of psychological distress, which can include anxiety, depression, and loss of confidence and self-esteem.
- Carers report that emotional health problems interfere with their everyday activities and work. Restrictions on personal, family and social life also take their toll on carers' health.
- Maintaining carers' health, and ensuring their access to health services, are important in their own right. Promoting carers' health may also bring health and other benefits to the person they care for.

Why supporting carers makes sense

Health and wellbeing

Research shows that increasing support for carers:

- **improves** health and wellbeing outcomes for patients and recipients of care;
- **improves** health and wellbeing outcomes for carers, who suffer disproportionately high levels of ill-health;
- **reduces unwanted admissions**, readmissions and delayed discharges in hospital settings;
- **reduces unwanted residential care** admissions and length of stays.

(Supporting Carers, the Case for Change, Princess Royal Trust and Crossroads Care)

Financial value of caring

Nationally, the support provided by carers has been estimated to save the state a staggering £119 billion a year (Carers year (Carers Trust)

Locally, the value of care provided by unpaid carers in Essex is estimated to be £2.463 billion a year, based on the cost of the cost of alternative home care provision (University of Leeds).

In Essex there are 32,000 people providing unpaid care for **more than 50 hours a week** – these are the ‘high-end’ carers end’ carers for whom carer breakdown is a real possibility and the potential financial impact of this is significant:



What do we know about carers in Essex?

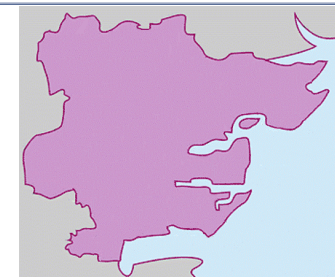
- **Carer statistics**
- **Current support for carers**
- **Carers' views and experiences**

What do we know?

A picture of caring:

- 146,211 adults in Essex provide informal care to relatives, relatives, friends or neighbours according to the 2011 Census - a 13% increase in the number of carers from the the previous Census.
- A large number of carers (31,882) provide more than 50 50 hours of care per week.
- An estimated 10,000 young carers aged between 11 and and 18 years old provide daily care to someone, with with almost 6,000 of these providing more than one hour hour of care a day.
- For adults with physical disability, carers are likely to be be spouses in their mid/late years. 43% of people caring caring for an older person are themselves aged over 65. 65.
- The number of older carers (65 years and over) providing providing care is also significant at 35,512.
- 10,500 adults in Essex receive a carer's allowance because they regularly spend at least 35 hours a week week caring for person who gets a qualifying disability disability benefit, and have limited earnings of their own.

Carers in CCG areas:



Mid Essex (Braintree, Chelmsford and Maldon)

There are currently an estimated 38,741 carers in the Mid-Essex region, making up around 10% of the population of the area. Of those 38,741 carers, 7,651 provide more than 50 hours of care per week. This represents 20% of the overall caring population.

North Essex (Colchester and Tendring)

There are currently an estimated 33,920 carers in North Essex, making up around 11% of the population of the area. Of the total 33,920 carers, more than 8,300 provide care for more than 50 hours per week, representing 24% of the overall caring population of the area.

South East Essex (Castle Point and Rochford)

There are currently an estimated 19,318 unpaid carers in South East Essex, making up 11% of the population of the area. Of the total 19,318 carers, 23% (4,389) provide more than 50 hours of care per week.

South West Essex (Basildon and Brentwood)

There are currently an estimated 25,429 unpaid carers in South West Essex, making up 10% of the population of the area. Of the total 25,429 carers, 23% (5,893) provide more than 50 hours of care per week.

West Essex (Epping Forest, Harlow, Uttlesford)

There are currently an estimate 28,803 unpaid carers in West Essex, making up 10% of the population of the area. Of this number, 5,702 (20%) provide more than 50 hours care per week.

Support for carers is currently provided via four main routes:

1. Social care assessment and support - resulting in information and advice, signposting to support services, or Carers Direct Payments:
 - 10,208 carers were assessed or reviewed by ECC in 2013/14
 - 28% of those assessed received a Carer's Direct Payment (2,898 people)
2. For young carers - support to young carers from 8 to 18 is currently via Essex Youth Service, with funding to local voluntary providers as well as some direct delivery.

This provision facilitates group sessions in each district, which provide a respite from caring responsibilities as well as social and developmental opportunities, including accredited learning programmes and peer support. Young carers are assessed and needs identified, as well as emergency support plans put in place – about 1100 young carers each year are supported by these sessions across Essex.
3. Voluntary and community sector services across Essex, funded by both ECC and NHS, which include information, advice and support services, sitting services and support groups. Support is provided by specialist carer organisations and also as part of condition-specific approaches, for example to carers of people with dementia.
4. Engagement with health and social care professionals in primary, secondary and social care settings, for example in relation to support for young carers and their families:
 - Families will be empowered to identify their own problems, needs and solutions. In most cases, outcomes for children will only be improved by supporting and assisting parents/carers to make changes.
 - Practitioners offer support and services to help families find their own sustainable solutions. The aim is always to build resilience in children and families and the capacity to overcome their own difficulties for the remainder of their lives.
 - Work to a conceptual model and windscreen which illustrates how we will respond to the requirements of children and families across four levels of need (Universal, Additional, Intensive and Specialist).

<http://www.escb.co.uk/Professionals/EffectiveSupportforChildrenFamiliesinEssex.aspx>

We need GPs and social workers to understand that we know things about caring and the person we're caring for - they need to involve us!

I don't know where to go for the right information and advice.
What are my entitlements?
How do health and social care systems work - which agency does what?

Looking back on my caring experiences, I can now see that I needed different things at different times.
What I needed early on is different to what I need now...

We need to be reaching out to connect with patients and carers
We need to identify all carers - who are they? Where are they?
Are they OK?

More service support for carers will lead to better lives for the cared for

Essential:
keep carers healthy!

We need individuals, and community groups to feel able to ask for support and advice in the same way as they would in any other part of life

Young carers in Essex feel that schools should be better at supporting them and being flexible while GPs need to improve their services, including listening to them more and understanding that they have additional responsibilities and needs. They also want to be consulted as carers and listened to by other professionals, including housing, health professionals and social workers - both for them and their cared for.

INFORMATION

1. WHERE CAN I GET INFORMATION ON CARING?
2. HOW CAN I LEARN TO CARE WELL?
3. HOW CAN I MEET SOMEONE WHO KNOWS WHAT ITS LIKE?
4. WHERE DO I START? WHAT ARE MY OPTIONS?

FINANCES

- CAN I GET HELP?
- WHAT AM I ENTITLED TO?
- WHERE CAN I GET GOOD ADVICE?
- HOW CAN I PLAN FOR THE FUTURE?

EDUCATION

- ☐ DOES MY CARING RESPONSIBILITY AFFECT SCHOOL?
- ☐ HOW CAN I MANAGE?
- ☐ HOW CAN I HELP SCHOOL UNDERSTAND?
- ☐ DOES SCHOOL REALLY MATTER?

Time:

Do I have time for me?

Do I have time for my friends?

Health

Am I coping OK? Am I doing too much?
Who can help? Talking to someone
Do I feel well?
Have I had a health check?
Taking a break
Making plans for when different things might happen

respect:

- ✓ I'm the best source of knowledge
- ✓ Am I included in decisions made?
- ✓ Can I influence how things happen? What services are available?

EMPLOYMENT

HOW CAN I MANAGE?
DOES WORK KNOW ABOUT MY CARING ROLE?
MANAGING HOW WORK/CARING JUGGLE
WHAT DO I NEED TO BE HAPPIER AT WORK?

independence

Where do I go for support?
What do I want for me?
What do I want for others?



Transforming our offer to carers

- **Vision and outcomes**
- **A new model of support**

Our Vision: Carers Count in Essex

Carers of any age are identified, recognised, and valued as essential to our communities, helping to support and care for people in need. Carers will be able to feel in control of their lives and able to balance a life outside of caring, maintain good health and wellbeing. Young carers will have the same life opportunities as their peers.

This strategy is very much focused on achieving outcomes for carers. By outcomes we mean the change brought about by an action, intervention or service. Outcomes might relate to changes in skills, attitudes, behaviours, status, or life condition.

The outcomes for this strategy have been discussed and agreed with a range of carers, commissioners and providers to ensure they reflect the changes that carers themselves consider important.

We've grouped these outcomes around the following themes:

1. **Choice and Control** - Carers know what their options are now and for the future and are supported to stages of their caring role.
2. **Respect and Recognition** - Carers are recognised, respected, valued and included as expert and partners by professionals.
3. **Access to networks of support** - Carers are connected to local community support networks.
4. **Achieving full potential** - Carers are able to access education, employment and life opportunities.
5. **Good Health and Wellbeing** - Carers are able to maintain their health and wellbeing, both physically and emotionally, whilst managing their caring role.
6. **Independence** - Carers are resilient and able to sustain a life of their own alongside their caring role.

Choice and control

Carers know where to go for information, advice and support

Information is available at a time and format to suit carers, support is flexible around the caring role and enables carers to achieve their goals

Carers know what their options are now and for the future, and are supported to plan for all stages of their caring role, including emergency and crisis management, so they can have confidence and peace of mind in what happens next

Carers have the skills, information and support that allows them to be the best carers possible for as long as they wish

Carers influence the development of care and support services in their community

Respect and recognition

Carers are regarded as a valuable source of information regarding the needs of the cared for person

Carers are recognised, respected, valued and included as expert partners

Carers are included in all aspects of care planning and management, including service re-design

Access to support networks

Carers can access a local carer-led support group

Carers have access to a peer mentoring or buddy system

Achieving full potential

Young carers achieve their full educational potential – attendance and attainment to be as good as peers

Employment and life opportunities for all carers are as good as their peers without caring responsibilities

Good health and wellbeing

Carers maintain or improve their, health, wellbeing and quality of life

Inappropriate caring tasks and responsibilities are reduced, particularly for young carers

Carers are able to take a meaningful break from their caring role

Independence

Carers balance their own life alongside their caring role

Carers are able to maintain relationships with family and friends

Carers are able to manage financially

A new model of support...

Our model starts with the belief that most people, most of the time, are perfectly able, with the support of their families and communities, to manage their lives and respond effectively to any events or crises that occur. However, sometimes the difficulties brought about by failing health or different life events mean that people need some help to achieve this.

This could just be information or advice to help them find a solution; or they might need the practical and emotional support of their friends, families and communities. Our new model encourages and supports individuals and communities to find the solutions that work so that people will retain choice and control over their health, well-being and quality of life.

Early and effective support for Children; Every child should have the opportunity to reach their full potential and children are best supported to grow and achieve within their own families. Partners are working hard to develop flexible services which are responsive to children's and families' needs and provide the right level of intervention at the right time, context and need

professional staff at the Family Operations Hub

Community based and led activities

- Reaching out to, identifying and supporting a wider range of carers, focusing on wellbeing and avoiding crisis escalation through early intervention
- Strengthening individual and community resilience, through self-sustaining peer support networks
- Working with community groups

A locality level 'first stop' service

- Voluntary and community-sector lead supporting carers in Essex plan to offer:
 - Delivering a co-ordinated, personalised response to carers
 - Supporting improved access to information advice and advocacy
 - Creating an ethos of 'planning to care', enabling carers to plan for and manage changes in their caring role, reducing the impact of crises
 - Ensuring a consistent county-wide offer of support is delivered in line with local

Social care assessment and support

- Putting carers on equal footing with those they care for
- Promoting wellbeing including personal dignity, physical and mental health, protection from abuse or neglect, control over day to day life, participation in work, education or training
- Ensuring appropriate transition from children's to adults' services
- Access to advice and guidance on service availability and appropriate referral pathways is provided by dedicated

Professional awareness and engagement

- Integrating care and support where this promotes, or contributes to the prevention or delay of development of needs, or improves the quality of care and support to carers
- Achieving wider awareness and identification of carers across education, employment, health and social care
- Working with carers as expert partners in care

How the new model will work for carers

Community based & community-led activities which support those people who take on a caring role, whether or not they define themselves as carers, helping them to find solutions to issues and support from within their communities and natural networks

Social care assessment and support

Improved social care assessment and support in line with the spirit and expectations of the Care Act, enabling carers to maintain their health and wellbeing, continue in their caring role and achieve their potential



Locality level 'first stop' services

co-ordinating support for carers in each CCG area, a service to identify and respond to carers, providing, co-ordinating or facilitating access to a range of information, advice, and support.

Professional awareness and engagement

recognising and involving carers as partners in care; factoring their contribution and support needs into mainstream service commissioning, identifying and supporting young carers in education, employment and



How we'll work together to deliver the strategy

- **Principles**
- **Achieving outcomes**
- **Performance**
- **Action Plan**

In developing this strategy we have agreed a set of shared principles with carers and stakeholders which will shape how we work - with carers and the people they care for, with our communities, with commissioners, practitioners and partners:

Working with and for Carers across Essex; we will:

- Focus on carers' outcomes and experiences – supporting what works for carers and measuring success in the difference it makes to carers' lives
- Involve carers and stakeholders directly, learning from their experience and expertise to understand problems, design, test and implement solutions
- Communicate honestly about opportunities and constraints, including financial, sharing our plans clearly and transparently

Working with Commissioners and Service Providers we will:

- Collaborate - respecting each other's work and promoting joint working where it makes sense to do so
- Work together across the whole system – using the Better Care Fund as a mechanism for investing in carers to sustain and save, aligning our resources to best effect
- Ensure that our commissioning plans are based on evidence of what is needed and what works, and that we are willing to stop things that aren't working
- Monitor the effectiveness of our commissioning plans and service delivery in improving outcomes for carers, and share the results
- Use processes that are clear and transparent

Working with our Communities we will:

- Look to build the resilience of individuals, families and communities to support themselves and each other

In developing a new model of support we will:

- Prioritise carers' health and wellbeing, supporting carers to remain mentally and physically well, ensuring that they do not miss out on their life opportunities
- Support independence choice and control wherever possible and appropriate
- Recognise that carers are not all the same and need different solutions that are right for them
- Ensure carers and young carers are identified early focusing on preventing problems before they occur

The outcomes-based approach in this strategy sets our future direction for carers. In order to determine the progress towards reaching these outcomes, we will develop a set of **performance measures** and **indicators**.

Our approach to performance measurement will answer three basic questions of actions, interventions or services:

1. What actions were undertaken, for how many people? (type and quantity)
2. How well was it done? (experience, satisfaction and quality)
3. What difference did it make? (impact or outcomes achieved)

Initially, reporting will be based on performance information already collected via surveys and from social care services – relating to both national and local indicators. As new service models are implemented we will work with carers and providers to expand this set of indicators and measures to provide a broader picture of outcomes achieved

National ASCOF indicators, information collected via surveys:

- 1D. Carer-reported quality of life
- 1I. Proportion of people who use services and their carers, who reported that they had as much social contact as they would like
- 3B. Overall satisfaction with social services of carers
- 3C. The proportion of carers who report that they have been included or consulted in discussions about the person they care for
- 3D. The proportion of people who use services and carers who find it easy to find information about support

Local performance information, collected via existing social care measures:

- Numbers of carer assessments and reviews
- Number of missed opportunities to assess or review an involved carer
- Proportion of carers assessed who receive a service from ECC as a result
- Number of carer direct payments

Next steps – our Action Plan (1 of 5):

This action plan describes our intention to deliver within identified budgets, and in line with our principles, we will communicate honestly about opportunities and constraints, including financial, sharing our plans clearly and transparently. In keeping with our principles, wherever possible and appropriate, we will engage with carers.

	What we're planning to do	Delivery mechanism	Timescales
1	Improving access to information advice and guidance in line with expectations of the Care Act	ECC 'Essex Living Well' online information portal.	By April 1 st ; then regular updating
2	Building on the roll out of social prescription, time banking and community mobilisation, to increase community-based support for carers. Exploring the learning from West Essex GP pilot activity and Mid Essex Living Safe and Well programme, and focusing on the Carer specific elements Working with carers to identify and develop sustainable peer support mechanisms	Carer support networks	From October 2015 From April 2015 From October 2015
4	Identifying and supporting carers within their communities	Community agents	In place; Annual report due October 2015
5	Addressing social isolation for carers	Re-commissioning of countywide befriending service	Commissioning activity underway – to be completed by Sept 2015
6	Targeted support – age or condition related in each CCG locality	Voluntary sector grant-funded provision	New funding agreed and services to be implemented by April 2015

	What we're planning to do	Delivery mechanism	Timescales
7	Countywide partnership scheme, providing consistent and appropriate information, advice and support for carers of all ages; via a single telephone number, web presence, building-based support, outreach activity and respite provision	Essex Carers – Voluntary Sector Partnership First stop early intervention model	New service model to be implemented from 1 st April 2015; grant-funded to 2017
8	Design, procurement and implementation of long-term model, co-produced with carers and providers, incorporating learning from implementation of Essex Carers Voluntary Sector Partnership; In North East, working with carers and stakeholders, shape and design a 'hub' model for carers to be delivered as part of the Care Closer to Home contract.	First stop early intervention model – long term approach	Design work from April 2015 Procurement completed by December 2016 Implementation April 2017
9	Young carers groups offering educational support, life skills, respite opportunities, information, advice and guidance and peer to peer engagement in localities across Essex.	Young carer groups	From April 2015
10	School link workers; building on existing activity within Mid Essex; targeting additional schools across the county	School liaison - delivered via the Essex Carers Voluntary Sector partnership	In place in Mid Essex Additional activity from April 2015

	What we're planning to do	Delivery mechanism	Timescales
11	<p>Pilot to support families caring for people with disabilities who live at home to plan for the future</p> <p>Developing a training and development programme to support older carers of working age adults with disabilities</p>	Pilot of planning tool developed by the Foundation for People with Learning Disabilities	Pilot from April 2015 with a view to extending if successful.
12	Identifying and supporting carers within hospitals and at point of discharge. Building on successful approaches in Mid and West Essex, extending to other Essex hospitals	Hospital discharge support - delivered by the Essex Carers Voluntary Sector partnership	In place in Mid and West; further roll-out from April 2015
13	<p>Countywide end of life support service; building on existing approach in Mid Essex;</p> <p>Mobilise successful bid within Castlepoint and Rochford to secure funding to run dedicated survey of bereaved carers, linked to improving the end of life care across the CCG</p>	<p>End of life and bereavement support - delivered by the Essex Carers Voluntary Sector partnership, with MacMillan</p> <p>Friends and Family pilot</p>	In place in mid-Essex; further rollout from April 2015
14	Financial inclusion - Review issues impacting on financial health and wellbeing for carers and potential for preventative, early intervention support	Approach to be defined and developed	From April 2016

	What we're planning to do	Delivery mechanism	Timescales
15	<p>Revised practice guidance; training and development programme to deliver expectations of the Care Act for adult carers</p> <p>New Adult Operations Commissioning Framework</p> <p>Review experience of the assessment process with carers to improve ongoing practice</p>	Assessment and support – Adult Social Care	<p>Guidance and training in place from Feb 2015</p> <p>In place from April 2015</p> <p>From July 2015</p>
16	Revised approach to assessment for young carers	Assessment and support – Targeted Youth Advisors	From April 2015
17	Review of pathways for young carers becoming adult and transition support	Assessment and support – Family Operations / Adult Social Care	From Feb 2015
18	<p>Improvements to current service delivery</p> <p>Development of new approach to planning and crisis response – to be co-produced with carers as part of long-term development of the offer for carers</p>	Carers Emergency Planning service	<p>In place by March 2015</p> <p>Design work from October 2015</p>
19	<p>Carer health checks</p> <p>Practices to include carers on practice registers to ensure appropriate health checks undertaken</p> <p>Further county-wide roll-out to be considered following evaluation of pilot</p>	Pilot activity in Castle Point and Rochford to be undertaken by GP practices within the federation.	<p>Initial pilot complete by April 2015</p> <p>March 2016</p>

	What we're planning to do	Delivery mechanism	Timescales
20	Developing a care-co-ordination approach to support engagement of carers and recognise their expertise and contribution within the health and social care provision for the cared-for - built around Personal Care Plans, developed by a Care Coordinator in partnership with the individual concerned and their carer/s.	Initial activity led by Basildon and Brentwood CCG	From April 2015
21	GP practice level support for carers - – working with GP practices to develop 'centres of excellence' for carers	Activity to be delivered by Essex Carers Voluntary Sector partnership	From April 2015
	Improving awareness and recognition of carers by GPs through a series of meetings in GP forums	Castle Point and Rochford CCG	From October 2015
	In West, carers are embedded in the transformation work streams, with key priorities including identification of carers, care planning and support in order to promote wellbeing, choice and control.	West Essex CCG	From October 2015
	In Mid, developing integrated pathways with statutory and voluntary sector partners for better information and support for carers in areas such as Dementia.	Mid Essex CCG	From October 2015
22	Employer awareness and engagement - awareness raising activity to be delivered on carer-friendly employment approaches. - initially within ECC and health organisations	Activity to be delivered by Essex Carers Voluntary Sector partnership	From October 2015
	Develop plan for broader long-term roll-out of awareness campaign for employers on the issues that face carers.		October 2015

2014/15 SCRUTINY RECOMMENDATIONS TRACKER AND WORK PROGRAMME

COMMITTEE: PEOPLE				
PRE-MEETING				
COMMITTEE	SCRUTINY ITEM & REF.	APPROACH	LEAD OFFICER	COMMITTEE DATE(S)
People & Families	Sensory Services Recommendation to the Cabinet Member (COP/25/12)	T & F Group (Chairman: former Cllr Mike Garnett)	Anna Saunders	13-Sep-12 05-Dec-13 10-Jul-14
People & Families	Occupational Therapy (COP/02/13)	Full Committee	Mike Boyle	10-Jul-14

People & Families	All Age Disability Framework (COP/11/13)	Task and Finish Group	Barbara Herts	14-Mar-13
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People & Families	Ageing Well (COP/16/13)	Task and Finish Group (Chairman: former Cllr Janet Whitehouse)		11-Apr-13
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People & Families	Children's Partnership Review (CYP 7 Feb 13, minute 4)	Full Committee (Briefing)	Roger Bullen	07-Feb-13
People & Families	Families with Complex Needs (CYP/01/13)	Full Committee (Briefing)	Philippa Bull	07-Jan-13
People & Families	Special Educational Needs and Disability (CYP/03/13), (PAF/04/13) and (PAF/15/13)	Task and Finish Group (Chairman: Cllr Theresa Higgins)	Karen Jones	05-Dec-13
People & Families	Carers Strategy (COP/08/12)	Task and Finish Group	Sharon Longworth	12-Sep-13

People & Families	The Deanes School (PAF/03/13)	Task and Finish Group and Full Committee (for ratification of Report and call-in)	Tim Coulson	14-Nov-13
People & Families	The Deanes School (PAF/12/13) CALL-IN	Full Committee	Dave Hill/ Tim Coulson	14-Nov-13

People & Families	Children in Care	Task and Finish Group (Chairman: Cllr Norman Hume)	Helen Lincoln	12-Sep-13
People & Families	Proposal for partnership working between the Committee and the YEA (PAF/08/13)	Full Committee	Clare Ratcliffe/ Sheila Woodward/ Lee McDermid	12-Sep-13
People & Families	Home to School Transport (PAF/13/13)	Full Committee	Tim Coulson	05-Dec-13
People & Families	Home to School Transport (PAF/04/14) CALL-IN	Full Committee	Tim Coulson	04-Feb-14

People & Families	ECC Youth Services Strategy (PAF/14/13)	Full Committee (Briefing)	Tim Coulson	05-Dec-13
People & Families	New Operating Model for the Youth Service (PAF/07/14) CALL-IN	Full Committee	Tim Coulson/ Michael O'Brien	12-Mar-14
People & Families	Safeguarding Adults Annual Report (PAF/01/14)	Full Committee (Briefing)	Stephen Bunford	16-Jan-14
People & Families	Children's Centres (PAF/05/14) CALL-IN	Full Committee		04-Feb-14

People & Families	Increasing Independence for Working Age Adults (WAA) (PAF/06/14) and (PAF/09/14)	Full Committee (Briefing)	Nick Presmeg	04-Feb-14
People & Families	Educational Attainment In Essex (PAF/08/14)	Full Committee (for Briefing) Task and Finish Group	Tim Coulson/ Clare Kershaw	13-Mar-14
People & Families	<i>EssexCares</i>	Full Committee	Peter Martin (Chairman, Essex Cares) Liz Chidgey (Managing Director, <i>Essex Cares</i>)	13-Nov-14
People & Families	Social Impact Bonds	Full Committee (Briefing)	Clare Burrell/ Tanya Gillett	04-Sep-14

People & Families	Commissioning of Services for Vulnerable People	Task and Finish Group		08-May-14
People & Families	Commissioning Strategy: People in Essex can live independently and exercise choice and control over their lives	Full Committee	Sheila Norris	10-Jul-14

People & Families	Commissioning Strategy: People have aspirations and achieve their ambitions through education, training and lifelong learning	Full Committee	Chris Kiernan	10-Jul-14
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People & Families	Commissioning Strategy: Children in Essex get the best start in life	Full Committee	Chris Martin	10-Jul-14
People & Families	Member Visits to Care Homes	Full Committee		04-Sep-14
People & Families	Community Agents	Full Committee		12-Mar-15

People & Families	Domestic Violence	Full Committee	Sheila Norris	21-May-15
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& FAMILIES SCRUTINY COMMITTEE - 12 March 2015 Agenda Item 9a

POST-MEETING		
OUTCOMES, ACTIONS ARISING & UPDATES	RESPONSIBLE MEMBER/ OFFICER	REVIEW DATE
RECOMMENDATION: ECC should commission a new integrated service on the open market via the councils regulated procurement process.	Cllr Anne Brown	Mar-15
RESOLVED: Officers to produce a report for the February 2013 meeting, which provides full details of the problems, including numbers of delays by area, and relevant budget/spending.	Cllr Anne Brown	Jul-14

<p>RECOMMENDATION: The cost benefits of a computer system to be implemented that allows Children's, Adults and Health Services to 'talk to each other' which allow for a universal care record. This should be a financial priority. A small Members focus group be established to follow the project through to implementation</p>		<p>Sep-13</p>
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<p>RESOLVED: The Scrutiny Board would consider the Report (and the 15 recommendations therein) at its first meeting following the County Council elections in May 2013. A decision in terms of attributing the recommendations across Portfolios and Committees will be made at that meeting. RECOMMENDATIONS: 1. Data regarding falls and their severity should be recorded, while recognising that many are not reported, to ensure better maintenance of footways; 2. There should be data gathered on pedestrian foot journeys to map priority pedestrian routes throughout the county. This could be undertaken by local community groups; 3. In its role as public health promoter the County Council should consider providing a self-referral programme for older drivers regarding their fitness to drive; 4. An information leaflet on how to use Public Transport should be delivered when people are sent concessionary bus passes. There should also be more advertising of the concessionary bus pass; 5. All bus stops in the county should enable buses to get to kerbs, as a matter of course, as well as having bus boxes/cages as considered appropriate. The default position should be that all but the lightest use bus stops should be protected by no-stopping restrictions; 6. Amendments to the Blue Badge Scheme that exclude social car schemes from having Blue Badges should be reviewed by the Cabinet Member; 7. The Task and Finish Group heard of innovative schemes in the county related to community and passenger transport and would recommend active, and ongoing support and promotion of these; and other innovative schemes should be encouraged; 8. The Campaign to End Loneliness work being undertaken at the Authority should be brought to the attention of the Health and Wellbeing Board and measures should be taken to address the effects of social isolation on health; 9. The Community and Older People Policy & Scrutiny Committee should support, and recommend the Authority supports the 'Gold' Campaign to reduce loneliness; 10. The possibility of re-establishing the Older People's Forum, along similar lines to the Young Essex Assembly, should be explored. This should include initial exploratory work to establish the effectiveness of the Fora in operation in Suffolk and Thurrock; 11. Equality Impact Assessments should differentiate 'old' older people separately on the Age section of the EIA form rather than just have a section on the consideration of age in general; 12. A mapping exercise should be conducted to ascertain all Voluntary and Community Service organisations in Essex which provide services to older people. This would enable the County to highlight the gaps in provision and be of benefit to the Health and Wellbeing Board; 13. The Library Service should be more heavily promoted by Essex County Council in terms of health, wellbeing and social benefits to older people; and the opportunities for volunteering; 14. Any future Essex County Council Lifelong Learning Strategy should go beyond the age of 65 and capture the learning needs of older people.</p>	<p>Chairman of the Scrutiny Board/Cabinet Members</p>	<p>Jan-15</p>
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RESOLVED: A chart and explanation of the future structure of children's partnership arrangements was requested alongside regular progress reports	Cllr Dick Madden	Mar-14
RESOLVED: A progress report for spring 2014 has been requested	Cllr Dick Madden	Mar-15
RESOLVED: An interim progress report was received in July 2013	Cllr Theresa Higgins	Sep-13
Interim Report received March 2015	Cllr Theresa Higgins	May-15

<p>RECOMMENDATION: There is insufficient evidence to close The Deanes School on the basis of current evidence, and a repositioned school could be a success and offer an alternative to other schools in the area. Before reaching any decisions on the future of the School the Cabinet Member is requested to review carefully his proposal to consult on its closure taking into account the following points that are drawn from the main body of the scrutiny report: Governance Arrangements, Housing Demand and Pupil Forecasting Data, Other Local Schools, School's Business Case, Glenwood School and Community Role.</p>	Cllr Graham Butland	Sep-13
<p>Cabinet decision called-in by six Members of the Committee. Call-ins heard on 14 November. Committee voted 9:6 to refer decision back to the decision-taker (The Cabinet). There was unanimity amongst the Committee that the decision be referred to the Cabinet or Full Council.</p>	Cllr Ray Gooding	N/A

The Committee agreed to establish a Task and Finish Group, to be Chaired by Cllr Norman Hume.	Cllr Norman Hume	Jan-15
The Committee agreed that a small group of Members of the Committee attend a YEA Cabinet meeting.	Clare Ratcliffe	May-14
The Committee made suggestions of revisions to the Cabinet Member.	Cllr Ray Gooding	
The Call-in was heard by the Committee. The Committee voted 12:3 to ratify the Cabinet decision.	Cllr Ray Gooding	

The Committee received a briefing on the Youth Service Strategy consultation. A decision is expected in the winter/spring of 2014.	Cllr Ray Gooding	
The Call-in was heard by the Committee. The Committee voted 11:1 to ratify the Cabinet decision. RESOLVED: It was noted that the Cabinet Member for Education and Lifelong Learning should return to the Committee in October 2014 to give a six-month report on the implementation of the new delivery model. The Chairman pointed out that the Committee would invite the Cabinet Member to attend, as the majority of Committee Members have concerns and doubts about certain aspects of the decision.	Cllr Ray Gooding	May-15
The Annual Report was presented to the Committee.	Cllr Anne Brown	N/A
The Call-in was heard by the Committee. The Committee voted 9:3 to ratify the Cabinet decision.	Cllr Dick Madden	N/A

RESOLVED: A briefing on the increasing Independence for WAA project was received at the Committee meeting of 12 March 2014. Cabinet report received (25 March Cabinet). The Full Business Case was made available for Members to view.	Cllr John Aldridge	Mar-14
Scoping document agreed by the Committee on 12 March. An initial briefing was provided by officers with attainment data presented. Scoping document shared with the relevant Cabinet Member.	Cllr Ray Gooding	May-15
To receive the Annual Report of <i>EssexCares</i> .	Cllr Anne Brown	May-15
A briefing will be provided at the next meeting of the Committee.	Cllr Dick Madden	Sep-15

<p>Scoping document agreed by the Committee on 12 March. Scoping document shared with the relevant Cabinet Members.</p>	<p>Cllr Dick Madden, Cllr Ray Gooding and Cllr Ann Naylor</p>	<p>Jul-14</p>
<p>Draft strategy received and considered by the Committee on 10 July 2014. Letter sent from Committee Chairman to the Cabinet Member highlighting issues to be addressed as part of the consultation phase. It was RECOMMENDED i) it is not completely clear in parts of the strategy whether total populations or specific targeted populations are being referred to; ii) there should be an overt acknowledgement in the strategy that 'one size doesn't fit all'; iii) tackling loneliness and isolation through community involvement; iv) voluntary sector engagement and the recruitment of potential volunteers acknowledging that this should be through engagement and not imposition; v) palliative care choices need to involve the relatives as well as the patient; vi) there is a void in hospice care for people who are neither young or elderly. There is an opportunity to work with the hospice movement to meet this gap in the market; vii) commended continuing consultation</p>	<p>Cllr Anne Brown</p>	<p>Sep-14</p>

<p>Draft strategy received and considered by the Committee on 10 July 2014. Letter sent from Committee Chairman to the Cabinet Member highlighting issues to be addressed as part of the consultation phase. It was RECOMMENDED i) consideration should be given to how we engage adults with literacy and numeracy problems to go to courses and ensure they can access services; ii) the strategy should contain a section on engaging with employers so that they might assist with adult literacy and numeracy; iii) no reference is made in the strategy to gypsy/traveller education; or those home-educated; iv) engaging with the NEETs to encourage volunteering amongst this population (who might be termed NEVETs) should be considered, as should the issue of volunteering per se within the inter-weaving sections of the strategy; v) commended continuing consultation</p>	Cllr Ray Gooding	Sep-14
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<p>Draft strategy received and considered by the Committee on 10 July 2014. Letter sent from Committee Chairman to the Cabinet Member highlighting issues to be addressed as part of the consultation phase. It was RECOMMENDED i) early intervention is laudable but solutions for locating those hard-to-reach people that do not actively seek out services should be sought; ii) with regard to hard-to-reach people there is no mention in the strategy of gypsy/traveller groups; or those who are home-educated; iii) there should be consideration to referencing other partners who have engaged in compiling the strategy; iv) commended continuing consultation</p>	Cllr Dick Madden	Sep-14
<p>RESOLVED: Members would be circulated with details of the homes they would be expected to visit. Members would be given appropriate support when making visits.</p>	Cllr Malcolm Maddocks	N/A
<p>The Cabinet member suggested the Committee receives an update in the spring of 2015</p>	Cllr Anne Brown	May-15

The Committee shall receive a status report in May 2015.	Cllr Dick Madden	May-15
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PAF/09/15

**AGREED ACTION &
IMPLEMENTATION**

**IMPLEMENTATION REVIEW
DATE AND OUTCOME**

UPDATE: A revised recommendation to be submitted for Committee approval, prior to receipt by Cabinet Member. An update was delivered to the Committee in December 2013 and agreed to receive a further update on the two potential provider options in 2014. A further update was received in July 2014.

UPDATE: The Committee received an update in September 2014. **There are now zero delays as a result of the improvements made to the service. NO FURTHER ACTION**

UPDATE: The All Age Disability Strategic Framework will be incorporated into People Commissioning as part of the new approach to commissioning services for disabled children, young people and adults and those with special educational needs. It will act as a set of guiding principles for commissioners across the Council. Health partners are supportive of the approach and will adopt the framework as colleagues work together to develop fully integrated commissioning strategies in areas such as LD and emotional health and wellbeing services for children and young people. The Committee is asked to note the progress and maintain a watching brief. Therefore, the Task and Finish Group is placed in hiatus.

UPDATE: The Scrutiny Board referred the recommendations within the report to the relevant Cabinet Members in June 2013. Therefore, the impact review date is **December 2013**. Cabinet Members have been requested to respond to the November meeting of the Committee prior to the impact review date. The Cabinet Member responses were received in **January 2014**. The responses which were accepted (including partially) were: Recommendation 2 which can be investigated; Recommendation 6 which was agreed; Recommendation 7 which was agreed; Recommendation 8 which was agreed; Recommendation 11 which will be investigated once a permanent Diversity & Equality Manager is appointed; Recommendation 12 which was agreed; Recommendation 13 which was agreed; and Recommendation 14 which was agreed.

UPDATE: The Children's Partnership Board has been re-established with revised Terms of Reference. The Board met for the first time (Chaired by Cllr Madden) in May 2013. A revised Children, Young People and Families Plan has been developed drawing together the national priorities for improving outcomes for Children and Young People in Essex. The Plan is due for endorsement by Cabinet and the HWB in September 2013. The Committee is asked to note progress and maintain a watching brief.

UPDATE: Task and Finish Group re-established. Membership (Cllr's Higgins, Gadsby, Honeywood and Rev. Richard Jordan). Meets on 30 September 2013. A report on the strategy to be received on **5 December 2013**. The Committee approved the Strategy.

UPDATE: Task and Finish Group to be re-established. Membership (Cllr's Higgins, Chandler, Cutmore, Danvers and Howard). The Task and Finish Group has met on 14 Oct 14; 28 Nov 14; 8 Jan 15, 2 and 16 Feb 15.

UPDATE: Task and Finish Group established on 4 July 2013. Five evidence sessions and final report published with recommendation to Cabinet Member on 30 August. Report was ratified on 12 September meeting of the Committee. Cabinet decision called-in by six Members of the Committee.

UPDATE: Following of referral back to the decision-taker a special meeting of Cabinet was convened on 28 November to reconsider the decision. The original decision was unanimously ratified. **NO FURTHER ACTION.**

UPDATE: Task and Finish Group established. Membership (Cllr's Hume, Blackwell, Gadsby, McEwen, McGeorge, Maddocks and Rev. Richard Jordan). Task and Finish Group has met three times 9 October (witnesses Councillor Madden and Helen Lincoln), 27 November 2013 (scrutiny review scoped) and 13 January 2014. An Ofsted Inspection of ECC Children's Services was announced on 14 January 2014 so it was agreed by the Committee to suspend the work of the T&F Group until the Report of the Inspection is published. A status report will be received at the January 2015 meeting of the

UPDATE: Cllr's Butland, Blackwell, Deakin and McGeorge attended YEA Cabinet on 11 October 2013 to discuss potential future work. Potential areas for joint-working were established and will be taken forward.

UPDATE: CABINET MEMBER DECISION CALLED-IN (SEE LINE BELOW).

NO FURTHER ACTION.

NO FURTHER ACTION.

An update on the new operating model was received by the Committee in November 2014. The Committee requested a further update in May 2015

NO FURTHER ACTION.

NO FURTHER ACTION.

NO FURTHER ACTION.

UPDATE: The Committee agreed on T&F Group membership (Cllr's McEwen, Barker, Bobbin, and Richard Carson). The T&F Group has met three times on 10 and 13 October 2014; and 19 December 2014.

A report was received from the Chairman of *Essex Cares*, Mr Peter Martin; and the Executive Director Ms Liz Chidgey. The Committee agreed that a further report on activity should be received in May 2015.

UPDATE: A report was received in September 2014 and the Committee requested an update twelve months hence.

UPDATE: The Committee agreed on T&F Group membership for the review (Cllr's Blackwell, Cutmore,). The T&F Group has met once on 24 November 2014; future meeting are being established with a view to report back to the Committee in May 2015.

NO FURTHER ACTION.

NO FURTHER ACTION.

NO FURTHER ACTION.

NO FURTHER ACTION



**PEOPLE AND FAMILIES SCRUTINY COMMITTEE WORK
PROGRAMME**
Agenda Item 9b

		May-14	Jun-14	Jul-14	Aug-14
MONTH AT A GLANCE (with links to papers)		Cttee Meeting:	Cttee Meeting:	Cttee Meeting:	Cttee Meeting:
		8th	none	10th	none
		Papers deadline	Papers deadline	Papers deadline	Papers deadline
		28-Apr	none	2nd	none
		Other activity	Other activity	Other activity dates	Other activity dates
		none	none	Special Reablement T&F Group	none
		SORT by May-14	SORT by Jun-14	SORT by Jul-14	SORT by Aug-14
Care Act Bullion, Paul Bedwell					
Educational Attainment in Essex Cllr Ray Gooding, Chris Kiernan		The YEA responded to the draft scoping document for the review.		Scoping document agreed.	
Carers Strategy Cllr Anne Brown, Sharon Longworth					
New Operating Model for the Youth Service Cllr Ray Gooding, Michael O'Brien					
Essex Cares Cllr Anne Brown, James Bullion, Liz Chidgey (Essex Cares)					
Domestic Violence Cllr Dick Madden, Sheila Norris					
Training and Jobs for Young People	Cllr	Report received and noted.			
Public Health and Young People	Cllr Anne Brown	Report received and noted.			
Partnership working with the Young Essex Assembly Cllr		Meeting started at 5.30 p.m. to enable young people to attend a Scrutiny meeting at ECC as part of the agreement with the YEA.			
Commissioning of Services for Vulnerable People Cllr's Dick Madden/Anne Brown				Scoping document agreed.	
Sensory Services Recommendation to the Cabinet Member Cllr Anne Brown, Anna Saunders		Page 201 of 216		Report noted with a further update requested In the spring of 2015.	

**PEOPLE AND FAMILIES SCRUTINY COMMITTEE WORK
PROGRAMME**
PAF/10/15

	Sep-14	Oct-14	Nov-14	Dec-14
MONTH AT A GLANCE (with links to papers)	Cttee Meeting:	Cttee Meeting:	Cttee Meeting:	Cttee Meeting:
	4th	none	13th	none
	Papers deadline	Papers deadline	Papers deadline	Papers deadline
	26-Aug	none	11th	none
	Other activity dates	Other activity dates	Other activity dates	Other activity dates
	none	none	none	none
	SORT by Sep-14	SORT by Oct-14	SORT by Nov-14	SORT by Dec-14
Care Act Bullion, Paul Bedwell				
Educational Attainment in Essex Cllr Ray Gooding, Chris Kiernan	An updated scoping document agreed.	T&F 1 & 2		T&F 3
Carers Strategy Cllr Anne Brown, Sharon Longworth		T&F 1	T&F 2	
New Operating Model for the Youth Service Cllr Ray Gooding, Michael O'Brien			An update on the Youth Service new operating model received. An action arising was requested for the January 2015 meeting with a further update requested for May 2015.	
Essex Cares Cllr Anne Brown, James Bullion, Liz Chidgey (Essex Cares)			A report was received and noted with an update report requested for May 2015. The Committee requested the Essex Cares website included the Annual Accounts.	
Domestic Violence Cllr Dick Madden, Sheila Norris				
Training and Jobs for Young People Cllr				
Public Health and Young People Cllr Anne Brown				
Partnership working with the Young Essex Assembly Cllr				
Commissioning of Services for Vulnerable People Cllr's Dick Madden/Anne Brown	An updated scoping document agreed.		T&F 1	
Sensory Services Recommendation to the Cabinet Member Cllr Anne Brown, Anna Saunders				
	Page 202 of 216			

**PEOPLE AND FAMILIES SCRUTINY COMMITTEE WORK
PROGRAMME**

MONTH AT A GLANCE (with links to papers)	Jan-15	Feb-15	Mar-15	Apr-15
	Cttee Meeting:	Cttee Meeting:	Cttee Meeting:	Cttee Meeting:
	15th	none	12th	
	Papers deadline	Papers deadline	Papers deadline	Papers deadline
	6th	none	3rd	
	Other activity dates	Other activity dates	Other activity dates	Other activity dates
	none	TBC	TBC	TBC
	SORT by Jan-15	SORT by Feb-15	SORT by Mar-15	SORT by Apr-15
Care Act Bullion, Paul Bedwell			Report to be received.	
Educational Attainment in Essex Cllr Ray Gooding, Chris Kiernan	T&F 4	T&F 5	Data to be received plus T&F 6&7	
Carers Strategy Cllr Anne Brown, Sharon Longworth	T&F 3	T&F 4	The Task and Finish Group to present an interim report.	
New Operating Model for the Youth Service Cllr Ray Gooding, Michael O'Brien	Matter arising note provided by the Cabinet Member.			
Essex Cares Cllr Anne Brown, James Bullion, Liz Chidgey (Essex Cares)	Annual Accounts on website from January 2015 as requested by the Committee.			
Domestic Violence Cllr Dick Madden, Sheila Norris				
Training and Jobs for Young People Cllr				
Public Health and Young People Cllr Anne Brown				
Partnership working with the Young Essex Assembly Cllr				
Commissioning of Services for Vulnerable People Cllr's Dick Madden/Anne Brown				
Sensory Services Recommendation to the Cabinet Member Cllr Anne Brown, Anna Saunders	Page 203 of 216			

**PEOPLE AND FAMILIES SCRUTINY COMMITTEE WORK
PROGRAMME**
**MONTH AT A GLANCE
(with links to papers)**

	May-15	Jun-15	Jul-15	Aug-15
	Cttee Meeting:	Cttee Meeting:	Cttee Meeting:	Cttee Meeting:
	Papers deadline	Papers deadline	Papers deadline	Papers deadline
	Other activity dates	Other activity dates	Other activity dates	Other activity dates
	TBC	TBC	TBC	TBC
	SORT by May-15	SORT by Jun-15	SORT by Jul-15	SORT by Aug-15
Care Act Bullion, Paul Bedwell	Cllr Dick Madden, James	Report to be received.		
Educational Attainment in Essex Cllr Ray Gooding, Chris Kiernan				
Carers Strategy Cllr Anne Brown, Sharon Longworth				
New Operating Model for the Youth Service Cllr Ray Gooding, Michael O'Brien	Update requested.			
Essex Cares Cllr Anne Brown, James Bullion, Liz Chidgey (Essex Cares)	Update report to be received.			
Domestic Violence Cllr Dick Madden, Sheila Norris	Report to be received.			
Training and Jobs for Young People Cllr				
Public Health and Young People Cllr Anne Brown				
Partnership working with the Young Essex Assembly Cllr				
Commissioning of Services for Vulnerable People Cllr's Dick Madden/Anne Brown				
Sensory Services Recommendation to the Cabinet Member Cllr Anne Brown, Anna Saunders				

**PEOPLE AND FAMILIES SCRUTINY COMMITTEE WORK
PROGRAMME**
**MONTH AT A GLANCE
(with links to papers)**

	Sep-15	Oct-15	Nov-15	Dec-15
	Cttee Meeting:	Cttee Meeting:	Cttee Meeting:	Cttee Meeting:
	Papers deadline	Papers deadline	Papers deadline	Papers deadline
	Other activity dates	Other activity dates	Other activity dates	Other activity dates
	TBC	TBC	TBC	TBC
	SORT by Sep-15	SORT by Oct-15	SORT by Nov-15	SORT by Dec-15
Care Act Bullion, Paul Bedwell Cllr Dick Madden, James				
Educational Attainment in Essex Cllr Ray Gooding, Chris Kiernan				
Carers Strategy Cllr Anne Brown, Sharon Longworth				
New Operating Model for the Youth Service Cllr Ray Gooding, Michael O'Brien				
Essex Cares Cllr Anne Brown, James Bullion, Liz Chidgey (Essex Cares)				
Domestic Violence Cllr Dick Madden, Sheila Norris				
Training and Jobs for Young People Cllr				
Public Health and Young People Cllr Anne Brown				
Partnership working with the Young Essex Assembly Cllr				
Commissioning of Services for Vulnerable People Cllr's Dick Madden/Anne Brown				
Sensory Services Recommendation to the Cabinet Member Cllr Anne Brown, Anna Saunders	Page 205 of 216			

**PEOPLE AND FAMILIES SCRUTINY COMMITTEE WORK
PROGRAMME**

MONTH AT A GLANCE (with links to papers)	Jan-16	Feb-16	Mar-16	Apr-16
	Cttee Meeting:	Cttee Meeting:	Cttee Meeting:	Cttee Meeting:
	Papers deadline	Papers deadline	Papers deadline	Papers deadline
	Other activity dates TBC	Other activity dates TBC	Other activity dates TBC	Other activity dates TBC
	SORT by Jan-16	SORT by Feb-16	SORT by Mar-16	SORT by Apr-16
Care Act Bullion, Paul Bedwell Cllr Dick Madden, James				
Educational Attainment in Essex Cllr Ray Gooding, Chris Kiernan				
Carers Strategy Cllr Anne Brown, Sharon Longworth				
New Operating Model for the Youth Service Cllr Ray Gooding, Michael O'Brien				
Essex Cares Cllr Anne Brown, James Bullion, Liz Chidgey (Essex Cares)				
Domestic Violence Cllr Dick Madden, Sheila Norris				
Training and Jobs for Young People Cllr				
Public Health and Young People Cllr Anne Brown				
Partnership working with the Young Essex Assembly Cllr				
Commissioning of Services for Vulnerable People Cllr's Dick Madden/Anne Brown				
Sensory Services Recommendation to the Cabinet Member Cllr Anne Brown, Anna Saunders	Page 206 of 216			

**PEOPLE AND FAMILIES SCRUTINY COMMITTEE WORK
PROGRAMME**

**MONTH AT A GLANCE
(with links to papers)**

May-16

Cttee Meeting:

Papers deadline

Other activity dates

TBC

SORT by May-16

Care Act Cllr Dick Madden, James

Bullion, Paul Bedwell

Educational Attainment in Essex

Cllr Ray Gooding, Chris Kiernan

Carers Strategy

Cllr Anne Brown, Sharon Longworth

New Operating Model for the Youth Service

Cllr Ray Gooding, Michael O'Brien

Essex Cares

Cllr Anne Brown, James Bullion, Liz Chidgey (Essex Cares)

Domestic Violence

Cllr Dick Madden, Sheila Norris

Training and Jobs for Young People

Cllr

Public Health and Young People

Cllr Anne Brown

Partnership working with the Young Essex Assembly

Cllr

Commissioning of Services for Vulnerable People

Cllr's Dick Madden/Anne Brown

Sensory Services Recommendation to the Cabinet Member

Cllr Anne Brown, Anna Saunders

**PEOPLE AND FAMILIES SCRUTINY COMMITTEE WORK
PROGRAMME**

Agenda Item 9b

	May-14	Jun-14	Jul-14	Aug-14
MONTH AT A GLANCE (with links to papers)	Cttee Meeting:	Cttee Meeting:	Cttee Meeting:	Cttee Meeting:
	8th	none	10th	none
	Papers deadline	Papers deadline	Papers deadline	Papers deadline
	28-Apr	none	2nd	none
	Other activity	Other activity	Other activity dates	Other activity dates
	none	none	Special Reablement T&F Group	none
Commissioning Strategies Cllr's Anne Brown/Ray Gooding/Dick Madden,			Commissioning Strategies across the terms of reference of the Committee received and noted.	
Occupational Therapy Cllr Dick Madden, Mike Boyle				
Social Impact Bonds Cllr Dick Madden, Clare Burrell/Tanya Gillett				
Member Visits to Care Homes Cllr Malcolm Maddocks				
Safeguarding Adults Annual Report Cllr Dick Madden, Paul Bedwell				
Children in Care Cllr Dick Madden, Helen Lincoln				
Reprocurement of Community Provision for Children with a Disability Cllr Dick Madden, Philippa Bull				
Reablement Cllr Anne Brown			T&F 1: T&F Group established to comment on Reablement decision being taken to Cabinet	
All Age Disability Framework Cllr Dick Madden, Barbara Herts				
Families with Complex Needs Cllr Dick Madden, Philippa Bull				
Community Agents Cllr Anne Brown				

PEOPLE AND FAMILIES SCRUTINY COMMITTEE WORK PROGRAMME

PAF/10/15

	Sep-14	Oct-14	Nov-14	Dec-14
MONTH AT A GLANCE (with links to papers)	Cttee Meeting:	Cttee Meeting:	Cttee Meeting:	Cttee Meeting:
	4th	none	13th	none
	Papers deadline	Papers deadline	Papers deadline	Papers deadline
	26-Aug	none	11th	none
	Other activity dates	Other activity dates	Other activity dates	Other activity dates
	none	none	none	none
Commissioning Strategies Cllr's Anne Brown/Ray Gooding/Dick Madden,				
Occupational Therapy Cllr Dick Madden, Mike Boyle	Update report received, noted and commended.			
Social Impact Bonds Cllr Dick Madden, Clare Burrell/Tanya Gillett	A report was received and noted with an update report requested in 12 months.			
Member Visits to Care Homes Cllr Malcolm Maddocks	An update on Member Visits to Residential Care Homes received from Cllr Terry Cutmore.			
Safeguarding Adults Annual Report Cllr Dick Madden, Paul Bedwell			A report was received and noted.	
Children in Care Cllr Dick Madden, Helen Lincoln				
Reprocurement of Community Provision for Children with a Disability Cllr Dick Madden, Philippa Bull				
Reablement Cllr Anne Brown				
All Age Disability Framework Cllr Dick Madden, Barbara Herts				
Families with Complex Needs Cllr Dick Madden, Philippa Bull				
Community Agents Cllr Anne Brown				

**PEOPLE AND FAMILIES SCRUTINY COMMITTEE WORK
PROGRAMME**

	Jan-15	Feb-15	Mar-15	Apr-15
MONTH AT A GLANCE (with links to papers)	Cttee Meeting:	Cttee Meeting:	Cttee Meeting:	Cttee Meeting:
	15th	none	12th	
	Papers deadline	Papers deadline	Papers deadline	Papers deadline
	6th	none	3rd	
	Other activity dates	Other activity dates	Other activity dates	Other activity dates
	none	TBC	TBC	TBC
Commissioning Strategies Cllr's Anne Brown/Ray Gooding/Dick Madden,				
Occupational Therapy Cllr Dick Madden, Mike Boyle				
Social Impact Bonds Cllr Dick Madden, Clare Burrell/Tanya Gillett				
Member Visits to Care Homes Cllr Malcolm Maddocks				
Safeguarding Adults Annual Report Cllr Dick Madden, Paul Bedwell				
Children in Care Cllr Dick Madden, Helen Lincoln	A report was received, noted and commended.			
Reprocurement of Community Provision for Children with a Disability Cllr Dick Madden, Philippa Bull	The Committee was consulted on the Reprocurement of the service.			
Reablement Cllr Anne Brown				
All Age Disability Framework Cllr Dick Madden, Barbara Herts				
Families with Complex Needs Cllr Dick Madden, Philippa Bull				
Community Agents Cllr Anne Brown				

**PEOPLE AND FAMILIES SCRUTINY COMMITTEE WORK
PROGRAMME**

	May-15	Jun-15	Jul-15	Aug-15
MONTH AT A GLANCE (with links to papers)	Cttee Meeting:	Cttee Meeting:	Cttee Meeting:	Cttee Meeting:
	Papers deadline	Papers deadline	Papers deadline	Papers deadline
	Other activity dates	Other activity dates	Other activity dates	Other activity dates
	TBC	TBC	TBC	TBC
Commissioning Strategies Cllr's Anne Brown/Ray Gooding/Dick Madden,				
Occupational Therapy Cllr Dick Madden, Mike Boyle				
Social Impact Bonds Cllr Dick Madden, Clare Burrell/Tanya Gillett				
Member Visits to Care Homes Cllr Malcolm Maddocks				
Safeguarding Adults Annual Report Cllr Dick Madden, Paul Bedwell				
Children in Care Cllr Dick Madden, Helen Lincoln				
Reprocurement of Community Provision for Children with a Disability Cllr Dick Madden, Philippa Bull				
Reablement Cllr Anne Brown				
All Age Disability Framework Cllr Dick Madden, Barbara Herts				
Families with Complex Needs Cllr Dick Madden, Philippa Bull				
Community Agents Cllr Anne Brown				

**PEOPLE AND FAMILIES SCRUTINY COMMITTEE WORK
PROGRAMME**

	Sep-15	Oct-15	Nov-15	Dec-15
MONTH AT A GLANCE (with links to papers)	Cttee Meeting:	Cttee Meeting:	Cttee Meeting:	Cttee Meeting:
	Papers deadline	Papers deadline	Papers deadline	Papers deadline
	Other activity dates	Other activity dates	Other activity dates	Other activity dates
	TBC	TBC	TBC	TBC
Commissioning Strategies Cllr's Anne Brown/Ray Gooding/Dick Madden,				
Occupational Therapy Cllr Dick Madden, Mike Boyle				
Social Impact Bonds Cllr Dick Madden, Clare Burrell/Tanya Gillett				
Member Visits to Care Homes Cllr Malcolm Maddocks				
Safeguarding Adults Annual Report Cllr Dick Madden, Paul Bedwell				
Children in Care Cllr Dick Madden, Helen Lincoln				
Reprocurement of Community Provision for Children with a Disability Cllr Dick Madden, Philippa Bull				
Reablement Cllr Anne Brown				
All Age Disability Framework Cllr Dick Madden, Barbara Herts				
Families with Complex Needs Cllr Dick Madden, Philippa Bull				
Community Agents Cllr Anne Brown				

**PEOPLE AND FAMILIES SCRUTINY COMMITTEE WORK
PROGRAMME**

	Jan-16	Feb-16	Mar-16	Apr-16
MONTH AT A GLANCE (with links to papers)	Cttee Meeting:	Cttee Meeting:	Cttee Meeting:	Cttee Meeting:
	Papers deadline	Papers deadline	Papers deadline	Papers deadline
	Other activity dates	Other activity dates	Other activity dates	Other activity dates
	TBC	TBC	TBC	TBC
Commissioning Strategies Cllr's Anne Brown/Ray Gooding/Dick Madden,				
Occupational Therapy Cllr Dick Madden, Mike Boyle				
Social Impact Bonds Cllr Dick Madden, Clare Burrell/Tanya Gillett				
Member Visits to Care Homes Cllr Malcolm Maddocks				
Safeguarding Adults Annual Report Cllr Dick Madden, Paul Bedwell				
Children in Care Cllr Dick Madden, Helen Lincoln				
Reprocurement of Community Provision for Children with a Disability Cllr Dick Madden, Philippa Bull				
Reablement Cllr Anne Brown				
All Age Disability Framework Cllr Dick Madden, Barbara Herts				
Families with Complex Needs Cllr Dick Madden, Philippa Bull				
Community Agents Cllr Anne Brown				

**PEOPLE AND FAMILIES SCRUTINY COMMITTEE WORK
PROGRAMME**

MONTH AT A GLANCE (with links to papers)	May-16
	Cttee Meeting:
	Papers deadline
	Other activity dates
	TBC
Commissioning Strategies Cllr's Anne Brown/Ray Gooding/Dick Madden,	
Occupational Therapy Cllr Dick Madden, Mike Boyle	
Social Impact Bonds Cllr Dick Madden, Clare Burrell/Tanya Gillett	
Member Visits to Care Homes Cllr Malcolm Maddocks	
Safeguarding Adults Annual Report Cllr Dick Madden, Paul Bedwell	
Children in Care Cllr Dick Madden, Helen Lincoln	
Reprocurement of Community Provision for Children with a Disability Cllr Dick Madden, Philippa Bull	
Reablement Cllr Anne Brown	
All Age Disability Framework Cllr Dick Madden, Barbara Herts	
Families with Complex Needs Cllr Dick Madden, Philippa Bull	
Community Agents Cllr Anne Brown	

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cells will remain grey despite containing text if they begin with the exact letters: T&F

cells will remain grey despite containing text if they begin with the exact letters: Private

To make text appear on more than one line in a box (eg in the 'item' column) I deleted the

extra spaces and instead used Alt+Return to create line breaks.