

ROYAL BOROUGH OF KENSINGTON AND CHELSEA**SCRUTINY COMMITTEE ON FAMILY AND CHILDREN'S SERVICES****8 SEPTEMBER 2010****JOINT REPORT BY THE CABINET MEMBER FOR FAMILY AND
CHILDREN'S SERVICES AND THE CABINET MEMBER FOR
EDUCATION AND LIBRARIES****REPORT ON CURRENT ISSUES**

The purpose of this report is to inform Members of recent policy and practice developments which are likely to impact on the future work of the Business Group and to update Members on progress of important current projects.

FOR INFORMATION**1. BACKGROUND**

- 1.1 Scrutiny Committee Members have requested regular updates on important projects and local or national Family and Children's Service developments.

2. OUTSTANDING LOCAL AUTHORITY CHILDREN'S SERVICES

- 2.1 In August 2010 Ofsted published a report titled '*Outstanding Local Authority Children's Services 2009*'. As one of only 10 local authorities nationally to be judged by Ofsted as performing excellently, the highest of four ratings, Kensington and Chelsea was highlighted in the report as an example of best practice.
- 2.2 In particular, the report singled out Kensington and Chelsea for 'high aspirations: small gaps' for the performance of children and young people whose circumstances may make them vulnerable compared to others of the same age being consistently smaller than in similar areas and nationally. Ofsted found that this is due to a range of actions locally which have led to sustained improvement in outcomes for children, young people and families.
- 2.3 Ofsted also highlighted the main characteristics of the best performing authorities to be: consistency in practice that is driving real improvement of local services; a clear focus on the children and young people who need support most and on their progress and development; and a deep understanding of local children, families and communities.

- 2.4 A copy of the full report can be found at the Ofsted website: www.ofsted.gov.uk

3. KEY STAGE RESULTS

- 3.1 **Foundation Stage Profile:** In 2010, the percentage of children achieving six or above had improved compared to 2009 in 12 of the 13 areas of learning, and stayed the same in one area. Kensington and Chelsea was above or the same as the 2009 national average in all 13 areas. The percentage of children achieving 78 points overall and at least six in all PSED and CLL scales (i.e. deemed a good level of development within the early learning goals by the DfE) was 59%, which had risen from 54% in 2009, and was above the target (51%) and the 2009 national average (52%). The median had risen from 91 to 92 and the average score of the lowest achieving 20% had risen from 61 to 64; both were higher than nationally in 2009 and met the borough's targets. The equality 'gap' between the lowest achieving and the median had fallen (i.e. improved) from 32.6% in 2009 to 30.4% in 2010, narrowly missing the target (28.9%) but below (better than) the 2009 national average (33.9%).
- 3.2 **Key Stage 1:** Compared with 2009, there was an increase in the percentage of pupils achieving at Level 2 and above in 2010 in speaking (from 87% to 88%), in writing (from 81% to 82%) and in mathematics (from 88% to 91%); in reading the percentage remained at 85% in both years, and in science the percentage remained at 89%. Performance in Kensington and Chelsea was above the 2010 national average in mathematics (by two percentage points) and in speaking and writing (by one percentage point), and the same as the 2010 national average in reading and science.
- 3.3 **Key Stage 2:** 10 of the 26 schools administered the Statutory Assessment Tests (SATs) in 2010 and the provisional percentage at Level 4 and above in English was 86% in 2010, the same as in 2009. The percentage also rose in mathematics (from 86% to 89%) and the borough was considerably above the 2010 national averages for both subjects (81% and 80% respectively). Although the DfE did not publish the Royal Borough's test results due to low participation, the figure for mathematics would have been the highest nationally (note, there were no science tests in 2010). For teacher assessments, achievement at Level 4 and above in English, mathematics and science (84%, 86% and 90% respectively) was also considerably above nationally (81%, 81% and 85% respectively). Using tests for those schools which sat them, and teacher assessments for those who didn't, the borough overall performance for 2010 was 85% for English and 87% for mathematics, with 81% for both English and mathematics.
- 3.4 In the tests standards at Level 5 and above, which represent achievement beyond expected, were exceptionally high in English, at 43% which is well above the 2010 national average of 33%. The Royal Borough also performed above nationally for mathematics (43%,

compared with 35%). For teacher assessments, achievement at Level 5 in English, mathematics and science (43%, 45% and 45% respectively) was also considerably above nationally (32%, 35% and 36% respectively). Using tests for those schools which sat them and teacher assessments for those who didn't the borough's overall performance for 2010 was 44% for English and 44% for mathematics, with 34% for both English and mathematics. Using this methodology, progress from Key Stage 1 was 93% in English (well above the 2009 national figure of 82%) and 92% in mathematics (also well above the 2009 national average of 81%).

- 3.5 **Key Stage 3:** (teacher assessments only since 2009), the provisional percentage at Level 5 and above increased in English (from 89% in 2009 to 91% in 2010), in mathematics (from 81% to 83%), in science (from 87% to 93%) and in ICT (from 83% to 84%). The borough was above the 2010 national averages for English, mathematics and science (79%, 80% and 80% respectively) and above the 2008 national figure for ICT (78%), and provisionally top nationally in 2010 for English and science.
- 3.6 Standards at Level 6 and above, which represent achievement beyond expected, were exceptionally high in English, at 71%, and well above the 2010 national average of 43%. The Royal Borough also performed above nationally for mathematics (67%, compared with 58% nationally), science (64%, compared with 48% nationally) and ICT (40%, compared with 33% nationally in 2008).
- 3.7 For **GCSE**, at the time of writing, the results are highly provisional; however, all of the schools have maintained an upward trajectory in the key performance measures which has impacted very significantly on the overall outcomes for the borough. The percentage of students achieving 5 or more GCSEs at Grades A*-C provisionally rose to 92% in 2010 (from 85% in 2009); in particular St Thomas More and Sion-Manning improved by 22% and 11% respectively in this indicator when compared to 2009. The borough's overall percentage was considerably above the national average for maintained schools for 2009 (69%). The percentage of students achieving 5 or more GCSEs at Grades A*-C including English and mathematics was provisionally 72% in 2010, up from 66% in 2009, and also considerably above the 2009 national average for maintained schools (50%), and above the target (70%).
- 3.8 At Holland Park, there has provisionally been 7% increase in the percentage of students achieving 5+ GCSEs A*-C including English and mathematics, from 63% to 70%, the best result the school has ever achieved and continues the strong trajectory of improvement (up from 54% in 2008).
- 3.9 At St Thomas More, there has provisionally been a 12% increase in the percentage of students achieving 5+ GCSEs A*-C including English and mathematics, from 53% to 65%, the best result the school has ever achieved.

- 3.10 At Sion-Manning, 62% of students provisionally achieved 5+ GCSEs A*-C including English and mathematics, the same as in 2009 and represents a 8% improvement since 2008 (54%).
- 3.11 At Cardinal Vaughan, 91% of students achieved 5+ GCSEs A*-C including English and mathematics, the same as in 2009 and at 41 per cent above the 2009 national average this is an outstanding achievement.
- 3.12 For **A Levels**, also highly provisional, at Cardinal Vaughan, the percentage of papers awarded a Grade A*-C was provisionally 93% in 2010 (considerably above the 2010 national average of 75%) and those achieving the highest grade (Grade A*, awarded for the first time in 2010) was 17% (also considerably above the national average of 8%). At Holland Park, 85% of papers were awarded a Grade A*-C (up from 80% in 2009), and 9% a Grade A*; both percentages were also above national benchmarks. At both schools, all pupils passed (Grades A*-E); nationally the percentage passing was 98%. Additionally, impressive AS Level results were achieved by students at Holland Park in 2010; 68% of papers were passes at Grades A-C, with 21% at Grade A, which was more than double the percentage in 2009.

4. SUMMER IN THE BOROUGH UPDATE

- 4.1 Ten intrepid 10-13 year olds, including six PAYP children, attended the five day **Survival School** project. The youngsters, who will all receive a national accreditation (Youth Challenge) for their effort, expressed that their highlights included foraging, night time team games and building their own shelters, well as the challenge butchering and cooking pigeons to eat with their trangea-cooked pasta.
- 4.2 The over over-subscribed five day **Summer Skate School** at Bay 66 in early August was a resounding success with 25 participants learning how to skateboard safely. One PAYP child has subsequently been offered free lesson in return for volunteering at the centre. Another over-subscribed activity has been the summer-long **Karting Academy** which has had 38 young participants aged 10-18. By the end of the summer, **Wild World Summer Oceans** sessions will have been attended by approximately 100 children and young people. One session was held at the Natural History Museum for PAYP under 13s clients on 9th August. The children learnt about deep-sea creatures and then conducted their own investigations using the museum specimens.
- 4.3 On the **Duke of Edinburgh's Open Award Bronze Fast-track** expedition in early August, three groups of seven young people aged 14 to 19 were assessed on their skills, ability and team work to complete and achieve the bronze DofE walking expedition. The challenge included working within a team to trek across the beautiful Sussex countryside, learning camp-craft, cooking, map reading, emergency first aid and navigation. A presentation and reflection evening was held at Freston Road on Friday 20 August 2010.

- 4.4 Between ten and 15 young people have participated in the **Air Cadets Experience** throughout the summer. Participants from RBKC included PAYP Under 13's and St Thomas More Language College pupils. Activities have included adventure training skills, preparations for camp in Scotland, drills, expedition and camping skills, leadership and team work skills, flying, radio communications, canoeing, mountain walking, obstacle and confidence courses, target rifle shooting and emergency First aid.
- 4.5 Over 500 people attended the KCcentral and Chelsea Youth Festival, held at the prestigious Opera Holland Park on 17th August. More than 60 children and young people were actively involved in organising and staging the event.
- 4.6 Highlights of the Summer Uni programme have included **Passion 4 Fashion** attended by 13 young people. At this week long course participants designed and dressed a real shop front window display. At the end of the week students participated in a styling competition in which three girls won a yearlong subscription to a top fashion magazine. The one week **Holistic Health Course**, attended by 14 young people, gave participants the opportunity to learn about how to take care of the body 'naturally'. Features of the programme included massage techniques, aromatherapy, nutrition and first aid. At the end of the week the students ran an open massage clinic at which members of the public, family and friends were invited to choose from a menu of massage options.

5. CABINET OFFICE EMPLOYEE LED MUTUALS PATHFINDER

- 5.1 The Royal Borough has been selected as a pathfinder to examine the potential for different models of employee led youth support services. The purpose of our project, which is still being scoped, is to examine the various models for employee led mutuals, their advantages and disadvantages, and to assess the readiness of all or parts of our current youth services for such models.
- 5.2 The pathfinders will be supported by expert mentors from some of the country's most successful businesses and leaders in employee ownership models, including John Lewis, Greenwich Leisure, KPMG and PWC. All the mentors have offered their support for free and will work with staff in the Pathfinder projects to help them develop a range of sustainable, efficient and pioneering employee-led services.

6. FUTURE LIBRARIES PROGRAMME JOINT PILOT PROJECT

- 6.1 In partnership with the London Borough of Hammersmith and Fulham, the Royal Borough has also been selected as one of ten pilots nationally to receive support to examine alternative delivery models for library

services. The ten successful applicants were announced by the Minister for Culture in August.

- 6.2 We aim to explore the feasibility of sharing services, including alternative models that could be delivered or commissioned jointly across borough boundaries. This will include an options appraisal of the various models, their advantages and disadvantages, implications, and applicability. It will also include an assessment of the readiness of services in both boroughs.
- 6.3 A package of support will be available from the Museums Libraries and Archives Council (MLA) and the Local Government Association Group (LGA Group).

7. LEVEL 6 GUIDED READING PROJECT

- 7.1 An exciting and innovative reading project brought together Year 6 teachers from five primary schools in the borough; Bousfield, Fox, Oratory, Our Lady of Victories and St Mary Abbots with two English teachers from St Thomas More Language College. The project was designed by the School Improvement Team to meet the needs of the increasing number of pupils who achieve Level 5 in reading at the end of Key Stage 2.
- 7.2 A training day in November launched the project, where primary and secondary teachers welcomed the opportunity to learn from each other. The two consultants were joined by secondary teachers and together they observed guided group reading sessions for the most able children in each primary school. Primary teachers welcomed feedback and the examples of more demanding texts, tasks and questions they could use to challenge these identified pupils. At the end of June, moderation visits were organised to assess pupils' attainment in an active teaching session and by analysis of their reading records.
- 7.3 In all schools the pupils showed elements of reading attainment at Level 6 and there has been a higher percentage of pupils attaining Level 5. Headteachers in other primary schools have requested support to implement this reading programme. The schools in the pilot project will assist in this next phase for identified schools after confirmation of the 2010 reading results.

8. EMPLOYABILITY PROGRAMMES

- 8.1 The Enjoy and Achieve training programme for parents is organised by the Early Years Service and administered by the Employment Projects team in Community Learning. The training courses are generally delivered by organisations in the voluntary and private sector as well as by local colleges. The project forms part of the core offer for children's centres that aims to improve social and economic outcomes for families in the borough.

- 8.2 Ten thousand prospectuses are distributed annually to all childcare settings, schools, libraries, social care teams, the Town Hall and community venues. In addition the Regeneration Team have been instrumental in distributing these among their partners and in particular to the borough's Tenant Management Office (TMO) who is responsible for a large number of social housing units in the borough.
- 8.3 Five hundred adults have attended the courses and they have all been sent evaluations forms to identify how they feel they have benefited from the training. We received feedback from a total of eighty two candidates of whom thirty two per cent have been successful in getting jobs.
- 8.4 The Football Association Level 1 coaching course was put on for the first time this academic year. Fifty percent of those contacted that had completed the course are now in paid employment because of the qualification gained by attending the course. One person has enrolled onto the next level course and another was able to secure their university place on a sports science degree due to the qualification gained on this programme.
- 8.5 The Enjoy and Achieve training programme for parents also ran a Security Guard Training course. The course was aimed specifically at adults who wished to return to work and needed the knowledge, the certification and the licence to enter the job market. Of the thirteen adults on the course, nine adults had got a job due to the fact that they had learned the skills required on the course.

9. INSPECTIONS

9.1 Unannounced contact, referral and assessment inspections

Kensington and Chelsea received their unannounced inspection of contact, referral and assessment procedures on the 17 and 18 August 2010. Ofsted inspectors were on site for two days during which they visited Chelsea Old Town Hall and Portobello North locality social work teams and the Children with Complex Needs and Disabilities Team.

Formal verbal feedback was given to the Executive Director for Family and Children's Services on 18 August. The Inspectors found many areas of significant strength. Further information will be available for verbal update at the FCS Scrutiny Committee with a final letter to be published by Ofsted on 16 September 2010.

9.2 Sion-Manning Ofsted Inspection

Sion-Manning Secondary School was inspected by Ofsted in June; it was judged to be a good school overall. Ofsted recognised the school as 'resolutely improving' outcomes for the students. The report identifies the developments that have been made since the last inspection

particularly with the positive impact the senior leadership team have made upon behaviour, attitudes, improved attainment particularly in Key Stage 4 and for students with special education needs. The inspectors acknowledged an appropriate curriculum which was seen as "responsive and flexible" with a clear focus to raise the performance of underachieving students.

The religious ethos was cited as strong, and of significant importance, in underpinning higher aspirations for the girls. The support they provide for one another in their learning and social opportunities was seen as an important factor to promote very positive community cohesion.

9.3 Oratory RC Primary School Inspection

The Oratory RC Primary School was inspected at the beginning of July. Ofsted inspectors found the school to provide outstanding education. Ofsted found the outstanding achievement and the excellent range of personal skills of the pupils ensure that their preparation for secondary school is outstanding; teaching is consistently good and is mostly outstanding as a result of teachers' skills and subject knowledge. This is enhanced by their enthusiasm for teaching and desire to help pupils to learn.

Ofsted inspectors recommended that the school provide more opportunities for pupils to experience direct contact with those from other communities and faiths in the UK and ensure governors are involved in monitoring the impact of these links.

10. EVENTS AND VISITS

10.1 Teenagers to Work Scheme

This year's Teenagers to Work Scheme was the largest yet, with 31 young people participating in 26 placements across the Royal Borough. For two weeks, teenagers in our care, and care leavers, experienced the world of work in various Business Groups across the council. New placements this year included horticulture in Holland Park, film making at Leighton House, neighbourhood management, internet development with ISD, and Opera at Holland Park, to name but a few. There were placements at the Town Hall, Pembroke Road, Brompton Libraries and play and youth centres across the borough.

Feedback from employers has been extremely positive with most young people being highly motivated and interested in the work place, conscientious, helpful and polite. Time keeping seems to have been the most common sticking point, but young people have balanced this with their enthusiasm and hard work once there! Young people have enjoyed new experiences, being part of a team and being more responsible, as well as meeting new people and learning new skills.

10.2 Newly Qualified Teachers (NQTs) celebration

In July 2010, newly qualified teachers in Kensington and Chelsea attended the Mayor's Parlour to celebrate passing their Induction year and to hear the high value the local authority places on them. Kensington and Chelsea has a reputation as an outstanding local authority to begin a teaching career in a local authority that recognises the seamless link between high quality professional development and sustained school improvement. Teachers know, before they arrive, that they will get the support and challenge to grow as professionals and over 300 NQTs applied to the borough's NQT Talent Pool. The NQT Induction programme brings NQTs together to develop their knowledge, understanding and skills in the classroom – covering curriculum, deploying support staff, engaging parents and overcoming barriers to learning.

10.3 Play Service Holiday Programme

An average of 760 children a day have attended summer play centres at Middle Row, Colville, Bousfield, Marlborough, Flashpoint Centre Play, and Oxford Gardens. This represents approximately 98% of maximum registered numbers. Over 40 children with disabilities have received extra support to allow them to attend play centres this summer.

Over a thousand children have attended the adventure playgrounds at the Venture Centre, Hornimans, Little Wormwood Scrubs, and Wiltshire Close, over the summer. Fifty children from the adventure playgrounds have had the chance to go a 5-day residential activity week at Mill-On-The Brue, Somerset. The Play Rangers have kept hundreds more children occupied with play in our parks and playgrounds across the borough, including many of the new Play Pathfinder sites.

10.4 Play Day and Dance Attack

The annual Play Day event saw over 2,000 children and their families converge on Emslie Hornimans Memorial Park for a vast array of fun activities. Fun fair rides, climbing walls, bike safety, face painting, sports, pond dipping and just a few of the many exciting things to do. The Deputy Mayor spent several hours playing with the children and meeting the staff.

All of the summer play projects came together for the Dance Attack event in the Town Hall in August. With their own performances of musicals it was clear to see that we have some very talented stars who have worked very hard. Once again, the Great Hall was filled with fun and laughter and packed with proud parents. The Deputy Mayor presented certificates to the Helping Hands volunteers who have worked in play centres during the summer.

11. CAPITAL PROJECTS AND NEW BUILDINGS UPDATE

11.1 Chelsea Academy

The new school building has been handed over by the construction company Shepherds. The school will open on the site in September. Site visits have been organised for Members on the 6 and 7 September. The Rt Hon Michael Gove MP is due to officially open the Academy on 22 November 2010. Other VIP guests to attend the opening are being finalised.

11.2 Holland Park

The temporary accommodation for the school is being completed over the school summer holidays. The school is due to move in shortly and for part of the existing school, together with the temporary accommodation, will form the school's site for the next two years. The remaining part of the current school will be demolished so that the new school's construction can start.

11.3 Middle Row and St Mary's Primary Schools

Middle Row and St Mary's primary schools were identified as the highest priority schools for capital investment through the Primary Capital Programme. A feasibility study has been prepared for the design options on the site. Among many options, the proposal to demolish the entire site and completely rebuild is currently seen as the best solution for the whole site as it provides significant benefits while releasing the largest capital receipt to fund the majority of the scheme. An update on progress will be provided in the next Cabinet Members' Report.

11.4 Building Schools for the Future (BSF) (existing schools)

On 5 July 2010 the Secretary of State for Education announced in the House of Commons that the Building Schools for the Future (BSF) programme would be stopped for all local authorities who have yet to reach Financial Close. Kensington and Chelsea have not yet reached Financial Close. This means that projects in seven establishments within Kensington and Chelsea will not proceed under BSF.

The following table lists the schools affected by the announcement and provides an estimate of the funding previously allocated to each school by this announcement:

School	DfE Status	Allocated grant funding for ICT	Allocated grant funding for design and build
Cardinal Vaughan Memorial School	Stopped	1,431,150	16,564,591
Holland Park School*	Stopped	2,604,625	N/a
Sion Manning RC Girls School	Stopped	870,000	20,080,930
St Thomas More Language College	Stopped	870,000	13,370,598
Parkwood Hall (SEN residential)	Stopped	116,000	13,029,558
Latimer Education Centre (Pupil Referral Unit)	Stopped	94,250	2,034,422
Kensington Academy	For discussion	1,667,500	29,595,453
Totals		7,653,525	94,675,552
Overall total (Design & Build and ICT)			102,329,077

* Holland Park School was to receive ICT investment only

Work has been ongoing on the RBKC BSF project for three years. During this time significant time and effort has been expended by many officers, school staff, governors and the Diocese of Westminster to contribute to its successful delivering.

The BSF programme was very time consuming and resource intensive because of its many stages which required substantial detailed work internally followed by detailed review and sign off by many officers from Partnerships for Schools and the DCSF.

The cost incurred to develop the Strategy for Change Part 1 and 2 for the Local Authority, Strategies for Change for each of the schools, the Outline Business Case, and preparation for procurement stage is £883k (over three years) which includes costs for education consultants, legal advice, technical surveys, design fees, and ICT development costs, project management and internal delivery costs:

The BSF team will ensure each of the plans developed for each school will be properly archived and a CD sent to each school containing their relevant information so that should future capital funding become available schools and/or the LA will be in a strong position to bid for any future capital funding.

The Secretary of State announced that a review will be undertaken on how capital investment in schools, early years and colleges should be made in the future suggesting that BSF was too bureaucratic and did not provide value for money. This review is to be led by Sebastian James, group operations director of DSG International, this review is expected to be available in draft by September 2010 and finalised by December 2010. The review will develop the key principles on which capital investment will be made in the future, rather than reviewing individual projects.

11.5 Kensington Academy

The Department for Education (DfE) was provided with a detailed response to their questionnaire supporting the proposed academy project following the decision to amend BSF funding. This project was

recognised as a strong case for continuation by the Secretary of State in a letter to the lead sponsor.

Following the letter from the Secretary of State discussions have taken place between Rod Aldridge and the Leader, Sir Merrick Cockell, via the Executive Director for Family and Children's Services. As a result of these discussions a face to face meeting to examine the way forward and the future funding options has been requested by Rod Aldridge and Sir Merrick Cockell with the Secretary of State. This request has been acknowledged and arrangements are being finalised.

To further support the case and in line with Government plans to reduce costs and bureaucracy the lead sponsor and officers have suggested changes to the procurement system.

Educational Partners are due to meet DfE consultant in September; a workshop will follow to complete the expression of Interest. The Expression of Interest is due to be signed off by the RBKC cabinet in the week commencing 18th October. Due to change in the BSF programme the earliest opening of the academy would now be September 2014

12. NATIONAL POLICY DEVELOPMENTS

- 12.1 The **Decentralisation and Localism Bill**, devolving greater powers, freedoms and flexibilities to councils, is expected to take forward many of the proposals outlined in Building the Big Society. The Bill will be proposed after the summer recess and is expected to be passed by November. The Bill will encourage communities to increasingly operate and own traditionally state run services. Some measures in the Bill are already in place, including the abolition of the Comprehensive Area Assessment, but the major impact of the simplification and deregulation of the funding system for local authorities is likely to be felt in 2011/12.
- 12.2 A fundamental change in the relationship between the Council and its schools, and in turn changes to the FCS budget, could become a reality as a result of the **Academies Act**. The Government expects a significant number of schools to become academies and in doing so, take funding that has until now been used by the Council to spend upon their behalf. Academies are independent from Council control, and are free to commission support services from a range of competing providers. At this stage, no maintained schools in the Royal Borough have registered an interest in applying for academy status for September 2010 or beyond.
- 12.3 As a companion piece of legislation, the **Education and Children's Bill** will, amongst other things, seek to reform Ofsted and other accountability frameworks; introduce changes to the curriculum; and introduce the 'pupil premium' for poorer children.
- 12.4 A White Paper will be published in October and is expected to clarify how local authorities will be expected to work alongside free schools and

academies. It is also expected the Bill will remove of the duty on schools to cooperate in children's trusts, and do away with the legal requirement for councils to have directors of children's services and lead members for children and young people.

- 12.5 A second **Education Bill** is expected in November 2010 – this leaves little time for effective consultation on the controversial aspects of the White Paper. The Pupil Premium is to be introduced in September 2011 and is likely to have an impact on next year's budget.
- 12.6 The **Munro Review** of child protection, developing work already undertaken by the Social Work Task Force, will aim to bring reform to frontline social work practice. Addressing areas including early intervention, bureaucracy and targets, transparency and accountability, this independent review is likely to propose a new inspection framework and build upon the social work workforce recommendations. Kensington and Chelsea have contributed to the Munro Review's call for evidence by providing two good practice examples. An interim report is expected in January 2011 in advance of the final report in April 2011.
- 12.7 The **Early Intervention review** (expected January 2011), led by the Cabinet Office, will consider models of best practice around early intervention and how such models could best be disseminated and supported. New and innovative funding mechanisms will be reviewed, including non government funding which will ensure the long term stability and funding of early intervention programmes.
- 12.8 Commissioned by the Ministry of Justice, the Department for Education, and the Welsh Assembly Government, the **Family Justice Review** will examine the effectiveness of the family justice system and the outcomes it delivers, and make recommendations for reform in 2011. In reviewing all aspects of the management and organisation of the family justice system it is possible that cost-cutting measures may mean reduced costs for local authorities in public law proceedings.
- 12.9 The **Welfare Reform Bill** will focus on simplifying the benefits system and removing barriers to moving from benefits to work. It is likely to incorporate findings from the independent **Child Poverty Review** which examines the case for reform to poverty measures, explores the effect a child's home environment can have and recommends potential action by government and other institutions to reduce poverty and enhance life changes for the least advantaged.
- 12.10 The coalition's policy document spells out the government's support for free nursery care for pre-school children but will need to await outcome of autumn spending review to see if this will be delivered.
- 12.11 In addition, there will be changes to the tax credit and child benefit system and measures to encourage more women with young children to be engaged in work. This could lead to a greater demand in child care places and after school schemes among vulnerable and low income families. It is unclear what will replace the specialist support offered to

unemployed young people through the soon-to-be-scraped Future Jobs Fund. Finally the right to flexible working will be extended and employers will need to be more flexible to families' needs.

- 12.12 The recent health white paper, **Equity and Excellent: Liberating the NHS** aims to promote joint working between local health, education and social services to meet the needs of children and families. Significant implications will be felt through the transfer of commissioning NHS services from Primary Care Trusts (PCTs) to consortia of General Practitioners (GPs) and the transfer of the lead responsibility for public health to the local authority. Previous experience in the NHS has shown that while some GPs are likely to be enthusiastic about this opportunity, many will not be which raises questions about the role the local authority will play.
- 12.13 The **Ministry of Justice Green Paper** (due to be published at the end of October 2010) will set out the new approach to reducing reoffending and improving rehabilitation. The **Young Offenders (Parental Responsibility) Bill** 2010/11 will make provision for holding individuals to account for any criminal sanction imposed on young people for whom those individuals hold parental responsibility. Considered in the context of potential reductions in grant allocations, we should anticipate funding pressures on the delivery of statutory and preventative services by our Youth Offending Team (YOT) and Youth, Support and Development Services.
- 12.14 A consultation paper has been issued by the Department for Business Innovation and Skills (BIS) which proposes amongst other things, simplifying the skills system, reducing public but increasing private investment in skills, improving the Apprenticeship programme, providing flexible and cost-effective needs-led offers for people who are out of work or at risk of becoming unemployed, promoting enterprise in the education and training system and evolving the Qualifications and Credit Framework. We anticipate that the **Skills for Sustainable Growth Strategy**, due to be published following the CSR in October, will include strong measures to support young people to develop skills for the employment market and focus on building productive partnerships with third sector and private organisations to find new ways to re-engage young people, including those who have been looking after children full-time, ex-offenders or disabled people, to build stronger communities.
- 12.15 The Department for Education (DfE) is consulting on changes to **School Funding** from 2011-12, the main focus being the introduction of a Pupil Premium. The consultation seeks views on the overall funding methodology as well as putting forward options for how elements of the Pupil Premium should operate. The document also states the Government's intention to retain the current spend-plus methodology for 2011/12 and to mainstream various grants into the Dedicated Schools Grant (DSG).

- 12.16 The coalition government has announced the promotion and expansion of new **14-19 qualifications** is to be scrapped. New diplomas in science, humanities and languages will now not be introduced, saving the government £1.77m. This will not have an immediate impact on students in the borough as we have not been involved in the development of these lines of learning. The Extended Diploma, planned for introduce in September 2011, has also been stopped; again, the borough was not involved so there is no immediate impact.
- 12.17 The legal entitlement that all students should be able to study for a Diploma from 2013 will not now be introduced. The 14-19 co-ordinator had been involved in cross-borough discussions to ensure that this entitlement could be achieved and although it is no longer statutory, through the 14-19 Partnership collaborations within and beyond the borough, will still be sought to ensure that all students are able to follow the most appropriate courses to ensure their academic success and well-being.
- 12.18 The changes to 14-19 curricular provision will also have an impact on future funding that the LA receives to support provision in Key Stage 4. Michael Gove has suggested that AS levels and modular A-levels could be scrapped. A review is underway and the outcomes of which will be announced at a later date. The government has also announced that although local authorities will still commission for post 16 learners the responsibility for allocating funding to colleges will be taken away from councils and given it to the Young People's Learning Agency.

13. KEY DECISIONS

13.1 Transfer of responsibilities from the Catholic Children's Society (Westminster) Adoption Agency

The Council will acquire a responsibility for approximately 6,000 adoption case files of the society and the duties that flow from holding those files due to the planned closure of the Adoption Agency in the next financial year. Responsibility for transfer in such cases is set out in The Adoption Agency Regulations 2005 Section 43 (2)

FOR INFORMATION

**COUNCILLOR SHIREEN RITCHIE
CABINET MEMBER FOR FAMILY AND CHILDREN'S SERVICES**

**COUNCILLOR ELIZABETH CAMPBELL
CABINET MEMBER FOR EDUCATION AND LIBRARIES**

Contact officer: Victoria Hunt, Policy and Improvement Officer
Tel: 020 7361 3851 **E-mail:** victoria.hunt@rbkc.gov.uk