

ROYAL BOROUGH OF KENSINGTON AND CHELSEA

SCRUTINY COMMITTEE ON FAMILY AND CHILDREN'S SERVICES

10 SEPTEMBER 2012

REPORT BY THE CABINET MEMBER FOR FAMILY AND CHILDREN'S SERVICES AND 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 (FCS) developments.

2. PROVISIONAL 2012 KEY STAGE RESULTS

- 2.1 **Key Stage 1:** Compared with 2011, there was an increase in the percentage of pupils achieving at Level 2 and above in 2012 for Year 2 pupils in *reading* (from 87% to 89%) and in *speaking* (from 88% to 89%). The percentage was the same in *writing* (85%), in *mathematics* (92%) and in *science* (90%). Performance in Kensington and Chelsea was above the 2011 national average at Level 2 and above by four percentage points in *reading* and *writing*, by two percentage points in *mathematics* and *speaking*, and one percentage point in *science*.
- 2.2 **Key Stage 2:** Compared to 2011, the percentage of pupils who attained Level 4 and above in the tests in Year 6 rose in *English* (from 88% to 89%), in *mathematics* (from 87% to 90%), in *English* and *mathematics* (from 83% to 86%) and in *science* teacher assessment (from 90% to 91%). In 2012, the percentage of Borough pupils attaining Level 4 and above was above the 2011 national average in *English* by eight percentage points, above the national average in *mathematics* by ten points, above the national average in *English* and *mathematics* by twelve points, and above in *science* by six points.
- 2.3 The percentage of pupils attaining Level 5+, which represents achievement beyond expected, were exceptionally high and also increased in *English* (from 38% to 45%) and *mathematics* (from 45% to 52%). The percentage of pupils attaining Level 5+ in Royal Borough of Kensington and Chelsea in

2012 was above the 2011 national average in *English* (by 16 percentage points) and in *mathematics* (by 17 points).

- 2.4 **Key Stage 3:** including Chelsea Academy for the first time in 2012, and excluding Sion Manning, the provisional percentage at Level 5 and above increased in teacher assessments in *mathematics* (from 87% to 91%), but fell in *science* (from 93% to 88%). *English* remained at 95% in 2011 and in 2012. The borough was above the 2011 national averages for *English*, *mathematics* and *science* (82%, 81% and 83% respectively).
- 2.5 Standards at Level 6 and above, which represent achievement beyond expected, were exceptionally high in *English*, at 69%, and well above the 2011 national average of 47%. The Royal Borough also performed above nationally for *mathematics* (73%, compared with 59% nationally) and *science* (65%, compared with 51% nationally).
- 2.6 For **GCSE**, the borough percentage of students achieving 5 or more GCSEs at Grades A*-C, at 95% in 2012, was considerably above the national average for maintained schools for 2011 (80%). The percentage of students achieving 5 or more GCSEs at Grades A*-C including *English* and *mathematics* was 80% in 2012, up from 73% in 2011, and also considerably above the 2011 national average for maintained schools (58%).
- At Holland Park, there has provisionally been a 13% increase in the percentage of students achieving 5+ GCSEs A*-C including English and mathematics, from 77% to 90%, the best result the school has ever achieved and continues the strong trajectory of improvement (up from 54% in 2008).
 - At St Thomas More, the percentage of students achieving 5+ GCSEs A*-C including English and mathematics remained at 70% in 2011 and 2012.
 - At Sion-Manning, 67% of students provisionally achieved 5+ GCSEs A*-C including English and mathematics, which was up from 55% in 2011.
 - At Cardinal Vaughan, 89% of students achieved 5+ GCSEs A*-C including English and mathematics, as in 2011, and at 31 per cent above the 2011 national average this is an outstanding achievement.
- 2.7 For **A Levels**, also provisional, at Cardinal Vaughan, the percentage of papers awarded a Grade A*-C was provisionally 97% in 2012, up from 94% in 2011 (which was considerably above the 2012 national average of 76%), and those achieving the highest grade (Grade A*) was 16% (double the national average of 8%). At Holland Park, 85% of papers were awarded a Grade A*-C (down from 88% in 2010), and 6% a Grade A*. Additionally, impressive AS Level results were achieved by students at Holland Park in 2012; 71% of papers were passes at Grades A-C (up from 56% in 2011), with 22% at Grade A (up from 18%, and compared to a national average of 20%). At Chelsea Academy, 54% of papers were passed at Grades A-C, with 12% at Grade A.

- 2.8 The achievement by schools in the Royal Borough needs also to be set in the context of the challenging social, linguistic and economic profile of the pupils in Kensington and Chelsea schools: in 2012 in primary schools the percentage of pupils entitled to a free meal (33%) was considerably above the national average (19%) and pupils speaking English as an additional language (57%) was over three times the national average of 17%. 78% were ethnic minority (28% nationally), and pupil turnover was 17% in 2011/12. In secondary schools the percentage of students entitled to a free meal (23%) was considerably more than the national average (16%), and students speaking English as an additional language (49%) was nearly four times the national average of 13%. 74% were ethnic minority (24% nationally), and student turnover was 8% in 2011/12.

3. REMODELLING SCHOOL MEALS

- 3.1 The school meal service has been identified as an area where a taking a tri-borough approach could result in better value for money for schools. Remodelling the school meal service across the Tri Borough offers the opportunity to make more efficient use of resources and reduced contract management costs. The expectation is that a single contract would allow economies of scale for a service across three boroughs within a small geographical area while driving up the standard of school meals. It is also an opportunity for schools to review spend in this area at a time when the funding formula for schools is changing.
- 3.2 A project team has been set up, lead by the Head of Business Development and Policy supported by senior finance officers who are working closely with schools to develop their future funding formula, this includes funding for school meals. The project team will be working with headteachers over the autumn term to develop its proposals for the future of the school meals contract and service.

4. PASSENGER TRANSPORT

- 4.1 The Children's Commissioning Directorate are working with Adult Social Care commissioners to remodel passenger transport services for children with special educational needs, Looked After Children and adults services clients on a tri-borough basis.
- 4.2 A tri-borough passenger transport relet strategy is being developed that will include critical information on the supply and demand of transport, financial modelling, and proposed service specification and future operating model. The relet strategy will set out the business case for the tri-borough approach for Cabinet approval by all three boroughs.

5. EARLY HELP SERVICE UPDATE

- 5.1 Since the last Cabinet Members Update the Early Help Service is now in operation. The Early Help Service was created from joining together the

Royal Borough's Family Information Service and four other age based early intervention services: the Early Years Outreach Team, the Early Intervention in Schools Project, the Positive Engagement Program, and Targeted Children's Support. Pulling these teams together has allowed the creation of a multi skilled all age service. The change provides additional economies of scale, opportunities for working with families with different age children, and creates the core of a multi agency Early Help Service.

- 5.2 Managers and the team leads have all been appointed and everyone in post has now been slotted into their new teams. There are a few vacancies in the new service to be filled which will be recruited to after the summer holidays. All the staff have now moved to their new offices to be with their new managers.
- 5.3 Next steps for the teams will be to identify named link workers with schools, locality social work teams and children's centres. Working relationships with former Early Intervention in schools CAMHS workers will need to be clarified and links with other agencies and services, including Health Visiting and substance misuse, will be developed.

6. INVOLVED BY RIGHT

- 6.1 During the summer, three young people joined the Involved by Right (IbR) team to gain project and budget management experience. For two of the IbR support officers, the focus is the International Youth Residential which will be held in England on 21-23 September. Their work includes collaboration with young people and staff in Italy and Sweden to develop the programme and ensure that all the arrangements are in place and communicated to the group.
- 6.2 The international youth workshop will involve 14 young people and youth workers from the three countries:
 - To build a Youth Advisory Board (YAB) network of young people to exchange statutory care experiences within different national contexts
 - To explore topics of shared interest to produce a best practice toolkit for professionals and an international guidance document to ensure children's effective participation. The documents will be disseminated within the network of EU Member states.
- 6.3 The outcome of the youth workshop will be presented by young people from RBKC in the transnational IbR project meeting, hosted by Kensington and Chelsea on 29-31 October. The draft findings of the evaluation of the child advocacy pilot study will be shared with local practitioners and Tri-borough LSCB partners in conjunction with this meeting.

7. ADOLESCENTS' SERVICE FAMILY DAY AT CREMORNE

- 7.1 The Adolescents' Service ran a family day at Cremorne Riverside Activity Centre funded by Westway Sports Development Trust. A total of 24

individuals took part, include families from current and past family programmes, and from parenting groups.

- 7.2 As part of the family day, the group paddled from Cremorne to Battersea Park where they cycled around the park on recumbent bicycles before returning to Cremorne for lunch. After lunch, in teams, the families built cardboard canoes which they then raced on the River Thames. The families were also involved in an art installation where they recorded their stories around loss; the installation will be part of the future Thames Festival.
- 7.3 The partnership work between the Adolescents' Service, Cremorne, the Youth Support and Development Service, and Westway Sports Development Trust provide families with a chance to engage in positive new shared experiences to allow for changes in relationships, communication and dynamics.

8. REMODELLING THE YOUTH SUPPORT AND DEVELOPMENT SERVICE

- 8.1 The Youth Support and Development Service (YSDS) has secured a £90,000 grant from the Cabinet Office Mutuals Support Fund to aid its transition to an independent social enterprise. The grant will fund the legal costs of establishing the staff side of the new entity. In addition, a portion of the grant will be used to secure training for key YSDS staff in business and commercial skills – vital skills if the new entity is to thrive as expected.

9. YOUTH SUPPORT AND DEVELOPMENT SERVICE AND THE PARALYMPICS

- 9.1 A volunteer and a service user from the Cremorne Kayaking Centre have the honour of being chosen to carry the Paralympic Torch in the Whitehall stage of the relay. Cremorne volunteer Harry Parker lost both legs while serving in Afghanistan. Cremorne service user Felix Daghish will be accompanied by his father Simon who co-founded the charity Walking With the Wounded. The charity assists wounded servicemen and women to retrain for long term employment after leaving the armed services. The Cremorne Kayaking Centre is building links with disabled servicemen associations in order that the Centre can be used to aid post-combat rehabilitation. Harry Parker is one such person. In return, disabled servicemen like Captain Parker provide inspirational role models for local young people.

10. EARLY YEARS FOUNDATION STAGE RESULTS

- 10.1 For the fourth consecutive year the Early Years Service has helped increase the achievements of children at the end of the reception year in schools in the maintained and in the private, voluntary and independent sector. In 2012, 69 percent of children achieved six or more in all personal, social and emotional development and communication, language

and literacy. This is a continued increase from previous years, with 63 percent of children achieving this level in 2011 and 59 percent in 2010. The gap between the highest and lowest 20% of children achieving has also narrowed year on year.

11. TRI-BOROUGH LIBRARY SERVICE

- 11.1 The tri-borough library service is now in a 'business as usual' state following completion of the staff restructuring and the integration and co-location of specialist teams. The Senior Management Team and Tri-borough stock team are all now based at Kensington Central Library and all remaining staff are operating in their new roles as from 1 September. Alongside delivering the key actions set out in the Mandate, attention is turning to service improvement and development.
- 11.2 In the first 3 months of tri-borough operations there has been a small increase in issues and visits in the borough, but Brompton library is not performing as well as we would like with declining issues but with increasing visits numbers. Increasing visit numbers is due to the well used public computer and internet access and better performing WiFi. We are planning a recovery strategy for the issues. This will include promoting school class visits more tailored to school needs, including independent schools, encouraging users of the meeting room to borrow items, and generally looking at stock quality, usage and presentation.
- 11.3 Residents can now join and use any of the libraries across Tri-borough, including all the specialist resources available in each borough. More publicity is to be given to this development as it does represent a significant benefit, especially in relation to particular subject interests. At present, items borrowed have to be returned to the borough from which they were loaned, but plans to enable even greater flexibility are being developed and will be announced in due course, once the various technical and policy issues have been resolved (three different computer systems; different policies on customer entitlements; and logistics and transport issues).

12. RBKC LIBRARIES 'BLOG'

- 12.1 Kensington and Chelsea has added a regular RBKC Libraries blog (<http://rbkclibraries.wordpress.com/>) to the repertoire of social media activity, with the first post going live on 24 July. In less than a month, it has gathered 1,081 followers, and focused on stock, events, building improvements, and services. Special collections and rare material are promoted by highlighting particular topics and titles. It joins RBKC Libraries Facebook and Twitter sites to raise our profile in this social media space.

13. CENTRAL LIBRARY REFURBISHMENT

- 13.1 Refurbishment works at Central Library are running to schedule. The Reference and Local Studies section on the first floor re-opened completely on 2 July. Improvements include new furniture and equipment in Local Studies including the creation of a scanning station and enquiry point. In Reference the stock is presented in a new layout, and all the listed study tables brought together and new study chairs provided. A false floor was built in Reference to allow for cabling to create a dedicated area for computers. The reference library now has 35 public computers including 5 dedicated computers to access online resources, and 19 laptop spaces. The work has been well received by the public with many positive comments received. Some examples:

"Wow! You've done a very good job - lovely space and lots of computers! Most importantly, the library does not look too new and you've kept the lovely traditional old look. Well done K&C!"

"More space, looks much better, very nice. Many more PC's available, no more queues for PC's anymore."

- 13.2 Refurbishment of the adult Lending Library is in progress with the main body of lending redecorated and open. The major works to the entrance area including the installation of self service equipment is progressing and Adult lending will be completed at the beginning of October. Refurbishment of the Children's Library will start in October and the service will re-open on 30 November. During the works a restricted children's offer will be available in the adult library.

14. SUMMER READING CHALLENGE

- 14.1 This year's Summer Reading Challenge, "Story Lab", is reaching the half way mark and based on the figures submitted so far by the libraries it looks as if the 2% increase on participation as per the Libraries Business plan 2012-13 will be surpassed in RBKC. Brompton, Central and North Kensington Libraries have already surpassed the enrolment figures for last year and Chelsea Library is not far from joining them. The Summer Reading Challenge Party is currently being organised for the 1 September and will be held in Kensington Central Library, with Councillor Rutherford attending.

15. ONLINE READING GROUP

- 15.1 As reported in the June Cabinet Members' Report, the Library Service is developing an Online reading Group. This will shortly be launched as "Text Tribe", in partnership with publishers Little Brown and Hodder. Mark Billingham, the number one Sunday Times bestselling author will attend a launch event at Kensington Central Library in early November to promote the group and to publicise his crime novel *Sleepyhead* and to give away some free signed copies. *Sleepyhead* is the first novel in Billingham's successful Thorne series, set in London. The reading group is aimed at adults and all residents of the three boroughs are welcome to join the

group. "Text Tribe" is designed to promote reading and literature but in a way that fits in with modern lifestyles and using technology to bring people together, and also encouraging them to make use of other aspects of their library service.

16. INCREASING THE USE OF VOLUNTEERS

- 16.1 Through Tri-borough and participation in the Mayor's Team London volunteering initiative, the Library Service has been recruiting more volunteers to support and extend the library programmes delivered. Working with the local volunteer centre, over 50 volunteers have been recruited for libraries in RBKC. Enthusiastic volunteers have been in all libraries supporting the Summer Reading Challenge scheme and a varied programme of activity sessions – making owl masks and decorated fish have been very popular.
- 16.2 The Folklore and Costume collection project is nearing completion due to the commitment of a core group of volunteers who are busily cleaning, re-jacketing and renumbering stock. They are working on items which have been in the sub-basement of the Central Library for many years and will soon be fit for display on open access in the Reference Library.

17. ADULT LEARNING SERVICE INSPECTION

- 17.1 The Adult Learning Service was subject to an announced inspection over 5 days from 25th June. Two HMI Inspectors and three subject specialist Associate inspectors undertook the inspection, covering the subject areas of Arts, Media and Publishing; English as a Second Language (ESOL) and Family Learning.
- 17.2 The Overall Effectiveness of the service was judged to be satisfactory. Overall outcomes for learners are satisfactory and teaching and learning are good. Safeguarding is managed satisfactorily as is the promotion of equality and diversity. Since 2008, when the previous inspection was undertaken, the service has made good progress towards rectifying the identified weaknesses but current areas for improvement will need to be addressed.
- 17.3 ESOL provision was graded as *good*. There are good outcomes for learners and they gain in confidence and self esteem. Learning and teaching are good and well matched to learners needs although some teachers do not carry out regular reviews.
- 17.4 Family Learning provision was graded as satisfactory. There are satisfactory outcomes for learners who greatly increase their understanding of how their children play and learn. Inspectors recommended that learners become more involved in measuring their own progress.

- 17.5 Visual and Performing Arts and Media was graded as good. There are good outcomes for learners and high achievement. Work in some classes is to a professional standard and some learners produce ambitious pieces. It was recommended that retention across all classes should be improved and that lesson planning should be reviewed to guide the activities of mixed level groups.
- 17.6 The areas identified for improvement by the inspectors are:
- Improve outcomes for learners by making sure they are fully involved in setting and monitoring their learning targets and evaluating their progress
 - Analyse learners' outcomes more comprehensively to ensure that no gap in achievement is evident for any specific group of learners and instigate support measures to eradicate any gaps that may exist
 - Develop the family learning provision to focus more closely on the language, literacy and numeracy needs of learners and improve teaching and learning
 - Improve monitoring procedures and ensure senior council officers have greater oversight of the performance of the service by establishing more formal and regular systems for monitoring key performance indicators
 - Ensure staff and community partners are more self critical and accurate in their self assessment judgements and that procedures for evaluating the quality of teaching and learning are more realistic, accurate and consistent across the provision

18. KENSINGTON ALDRIDGE ACADEMY.

- 18.1 In May 2011 Cabinet approved the sum of £1.5millions to develop a scheme to renew the Leisure Centre and to facilitate a new Academy to tackle the shortage of secondary school places in the area. A design team was appointed and in December Cabinet agreed a proposed scheme and the funding of it.
- 18.2 Since then, Royal Borough officers have worked closely with the Aldridge Academy, the principal sponsors. Inputs to the development of the scheme have been provided variously by an Education Working Group, a Design User Group, a Project Steering Group and a Programme Board. Subgroups have separately considered issues such as furnishings, fittings and equipment (FF&E), ICT and public art. Specialist advice has been sought in a number of areas and the Education Advisory Partners, which include the London Academy of Music and Dramatic Arts, the Royal Academy of Dance Charterhouse and Godolphin and Latymer schools have all offered support.
- 18.3 Following a Gateway sign-off in September, and the pricing of the project to 80 percent cost certainty, a Cabinet report will be drafted for November, seeking approval to enter into contract for the construction of the school building.
- 18.4 The detailed designs meet the expectations of both the Aldridge Foundation and RBKC's Children's Services. The project is anticipated to be

completed on time and to budget; however, if currently unknown factors result in an increase in cost, then a process of value engineering will be entered into to meet the budget requirements.

- 18.5 A planning application has now been submitted for consideration by the Planning Committee on 26 September. Responses to early comments have been drafted. A significant number of discussions have been held with local residents and a programme of student engagement with local primary school pupils will commence in September.

19. HOLLAND PARK SCHOOL

- 19.1 The design team was appointed by the Council in 2005 and a scheme developed which would make available a part of the existing site for residential development and rebuild the existing school, with the benefit of a capital receipt, on the remainder of the site.
- 19.2 The new school building is progressing well and to budget, excluding any potential claims by the contractor and consultants. It is due for occupation by the school in November of this year. The third stage of development - demolition of the last of the former, surplus buildings and creation of the new, landscaped recreation areas - will then commence. This work is due for completion by November of the next academic year.
- 19.3 Recreation space will be restricted for much of the coming academic year. It is believed that the necessary arrangements are workable, and these are currently under discussion with the school, as are the dates of implementation of community use of the facilities.

20. MIDDLE ROW SCHOOL

- 20.1 In November 2011, Cabinet approved a scheme which involved the ultimate demolition of the current Middle Row School buildings, the provision of a new school building and redevelopment of a part of the site for residential use.
- 20.2 A RIBA Stage D report was produced in June of this year, and immediately after the end of term support was given to the school to enable all of the teaching to take place in the main building from September 2012. The main, design and build contractor BAM has been appointed for pre-construction services. A separate demolition application was then approved by the Planning Department and enabling works then began, involving the demolition of the former infant building, that known as the Boathouse.
- 20.3 Those enabling works are proceeding to time and budget, meaning that much of this early work will be completed before the pupils return in the first week of September. Full Planning permission will be sought at the Planning Committee meeting on 20th November 2012, and, subject to that

agreement, it is anticipated that work will start on site in February 2012 for completion in the summer of 2014.

21. MARLBOROUGH SCHOOL- REFURBISHMENT

- 21.1 In March 2011, the Cabinet Member for Education and Libraries took the decision to change the planned admission number of the school from 30 to 60, recognising the need for additional primary places in the area. In November of that year the Cabinet Members for Housing and Property and for Education and Libraries directed officers to enter into a pre-construction agreement with a specified contractor in respect of works to provide the necessary additional accommodation for 3 further years.
- 21.2 Under agreed delegated authority the Cabinet Member for Housing and Property then determined the appointment of the main contractor for the works in June 2012, and development began on site to convert rooms previously used by Kensington and Chelsea College for use by the school.
- 21.3 Good progress is being made; it is anticipated that the accommodation will be available for use in September of this year. Further consideration may need to be given in the future as to whether the current buildings will be sufficient to sustain two forms of entry in perpetuity.

22. SPECIAL EDUCATIONAL NEEDS (SEN) AND MAINSTREAM PROVISION

- 22.1 Marlborough will have provision for children with Autistic Spectrum Condition (ASC) (formerly known as Autistic Spectrum Disorder) designed into new, not the interim, provision. This is very much in line with the Royal Borough's policy of appropriately supporting and including pupils with SEN within mainstream schools where possible.
- 22.2 At the new Middle Row School, provision will be made for children with speech and language difficulties. In each of the provisions high quality facilities have been specified in order to ensure appropriate specialist support. At Middle Row, for example, a specialist soundfield system will be installed and the specialist rooms acoustically treated and mechanically ventilated.

23. REVISED STATUTORY GUIDANCE ON SAFEGUARDING

- 23.1 Following Professor Eileen Munro's review of the children protection system, the government has published for consultation its long-awaited revised statutory guidance on safeguarding. The consultation seeks views on three statutory guidance documents:

- a) Working Together to Safeguard Children: This guidance sets out what is expected of organisations, individually and jointly, to safeguard and promote the welfare of children. It makes clear the legislative requirements, provides the essentials that will encourage good cross-agency working and describes a strong role for Local Safeguarding Children Boards to monitor, challenge and hold local agencies to account.
- b) Managing Individual Cases: The Framework for the Assessment of Children in Need and their Families. This provides social workers with guidance on undertaking assessments of children in need. Unlike previous guidance, it is not linked to specific forms, recording processes and performance indicators and proposes replacing nationally prescribed timescales with local frameworks.
- c) Statutory Guidance on Learning and Improvement. This guidance aims to support the move to a child protection system in which organisations and individuals are improving the way they protect children by requiring LSCBs to put in place a local learning and improvement framework that is shared across organisations working with families.

23.2 Together, these three guidance documents will replace the guidance currently set out in: Working Together to Safeguard Children (revised 2010); The Framework for the Assessment of Children in Need and their Families (2000); Assessing Children in Need and their Families: Practice guidance (2000); and Statutory Guidance on Making Arrangements to Safeguard and Promote the Welfare of Children under Section 11 of the Children Act 2004 (2007).

23.3 Consultation on the document ends 4 September 2012.

24. CONSULTATION ON NEW INSPECTION FRAMEWORK OF LOOKED AFTER CHILDREN SERVICES

24.1 Ofsted has launched consultation to seek views on a new framework for the inspection of services for children in care and care leavers to be carried out jointly by Ofsted and the Care Quality Commission (CQC) from April 2013.

24.2 The involvement of CQC reflects concern at the high level of health and mental health problems among looked after children and that they tend to have poorer health outcomes than their peers.

24.3 The dedicated programme will replace the current separate inspections for looked after children's services, local authority adoption agencies and local authority fostering services. Unannounced inspections will be carried out over a two-week period and will take place on a four-year cycle. Inspections will focus on the effectiveness of local authorities as corporate parents, the provision of health services for looked after children, the quality of professional practice, the impact of care on children and young

people and the effectiveness of shared professional responsibility for outcomes.

- 24.4 Inspectors will look closely at a sample of cases, assessing each child's experience from entering care through to leaving, either to a permanent placement or as an adult care leaver. Inspections will also pay particular attention to evaluating outcomes for children in out-of-area placements.
- 24.5 Consultation on the new proposals for inspection ends on 18 September. Ofsted intends to publish final arrangements for the new inspections in January 2013.

25. CONSULTATION ON NEW INSPECTION FRAMEWORK OF SAFEGUARDING

- 25.1 Ofsted are currently seeking views on proposed arrangements for the introduction, from June 2013, of joint inspections of multiagency arrangements for the protection of children. Inspections will look at the effectiveness of local authority and partners' services for children who may be at risk of harm, including the effectiveness of early identification and early help.
- 25.2 Under the proposals, each local authority will have an unannounced two-week joint inspection on a three-year cycle. The main focus will be the experiences of children from the time they first need help, the effectiveness of help and protection provided (including early help) and the quality of practice and management at the front line. Inspection evidence will be drawn from case tracking, practice observations and discussions about casework with practitioners. This will include 'detailed scrutiny and discussion of a significant sample of cases reflecting all stages of the child's journey'. Inspections will be followed by a single report identifying the strengths and areas for improvement of the multiagency response, as well as the strengths and weaknesses of individual agencies.
- 25.3 Consultation on the new proposals ends on 2 October 2012.

26. KEY DECISIONS

26.1 Troubled Families - Implementing a Tri-borough Approach 03822/12/K/A

This key decision will seek Cabinet approval proposals for a 'wrap around' service provision supporting the Troubled Families cohort and give the Triborough Executive Director for Children's Services delegated authority to establish this provision.

FOR INFORMATION

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