



Haringey Council

Children and Young People's Scrutiny Panel

MONDAY, 21ST JANUARY, 2013 at 17:00 HRS - CIVIC CENTRE, HIGH ROAD, WOOD GREEN, LONDON N22 8LE.

MEMBERS: Councillors Allison, Brabazon, Christophides, Newton (Chair) and Stewart

Co-Optees: Ms Y. Denny (Church of England representative),¹ Catholic Diocese vacancy, Mr E. Reid (Parent Governor) and Mrs M. Ezeji (Parent Governor).

AGENDA

1. WELCOME AND APOLOGIES FOR ABSENCE

2. URGENT BUSINESS

The Chair will consider the admission of any late items of urgent business (late items will be considered under the agenda item where they appear. New items will be dealt with at item 14 below).

3. DECLARATIONS OF INTEREST

A Member with a disclosable pecuniary interest or a prejudicial interest in a matter who attends a meeting of the authority at which the matter is considered:

(i) must disclose the interest at the start of the meeting or when the interest becomes apparent, and

(ii) may not participate in any discussion or vote on the matter and must withdraw from the meeting room.

A member who discloses at a meeting a disclosable pecuniary interest which is not registered in the Members' Register of Interests or the subject of a pending notification must notify the Monitoring Officer of the interest within 28 days of the disclosure.

Disclosable pecuniary interests, personal interests and prejudicial interest are defined at Paragraphs 5-7 and Appendix A of the Members' Code of Conduct.

4. DEPUTATIONS/PETITIONS/PRESENTATIONS/QUESTIONS

To consider any requests received in accordance with Part 4, Section B, paragraph 29 of the Council's constitution.

5. MINUTES (PAGES 1 - 6)

To approve the minutes of the meeting of 11 December 2012 (attached).

6. CABINET MEMBERS QUESTIONS - CABINET MEMBER FOR CHILDREN

An opportunity for the Committee to question the Cabinet Member for Children, Councillor Ann Waters, on her portfolio.

7. BUDGET UPDATE 2012-13 (PAGES 7 - 10)

To update the Panel on the current budgetary position for Children and Young People's Services.

8. SCHOOL STANDARDS (PAGES 11 - 36)

To consider schools standards across the borough, including recent exam results.

9. SCHOOL IMPROVEMENT (PAGES 37 - 44)

To report on work by the Council to support school improvement.

10. SOCIAL WORK LEARNING AND DEVELOPMENT (PAGES 45 - 52)

To report on the Council's approach to developing the professional skills and knowledge of its children's social work practitioners.

11. PROGRESS REPORT ON THE IMPLEMENTATION OF THE MUNRO REPORT (PAGES 53 - 68)

To consider and comment upon progress with the implementation of the Munro Report.

12. WORK PLAN (PAGES 69 - 70)

To consider the work plan for the Panel (attached).

13. NEW ITEMS OF URGENT BUSINESS

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Tuesday, 15 January 2013

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**MINUTES OF THE CHILDREN AND YOUNG PEOPLE'S SCRUTINY PANEL
TUESDAY, 11 DECEMBER 2012**

Councillors: Allison, Brabazon, Christophides and Newton (Chair)

Co-opted Member: Mr. E. Reid (Parent Governor)

LC14. WELCOME AND APOLOGIES FOR ABSENCE

The Chair welcomed attendees to the meeting of the Panel.

LC15. URGENT BUSINESS

None.

LC16. DECLARATIONS OF INTEREST

None.

LC17. DEPUTATIONS/PETITIONS/PRESENTATIONS/QUESTIONS

None.

LC18. MINUTES

Our Chair reported that there were still several actions arising from the previous meeting that had not yet been addressed. The Director of Children and Young People's Services apologised for this and agreed to ensure that any outstanding matters were dealt with.

In respect of John Loughborough School, it was noted that children were still being admitted to the school. This was because it was necessary to place children in schools where there were vacancies. The school would need to continue to operate normally until such time that a decision was made to close. The position of the school had been fully communicated to parents. Other schools were also aware of the position although it was not clear whether any specific allowances were being made by them in respect of in year admissions.

There was shortly to be a Cabinet Member signing in respect of future options for the school and whether or not to go ahead with proposals to close the school. Time had been allowed for people to respond and for the school to seek an external sponsor. Although the school had identified a potential sponsor, they had been rejected by the Department for Education. If a final decision was made to close the school, this would happen at the end of the summer term. Alternative school places would be found for children at the school. It was possible though that the school would be kept open for those young people taking their GCSEs in order to minimise any disruption that might impact on their performance. A significant number of children at the school came from outside of the borough so it was not necessarily the case that the schools closure would increase pressure on nearby schools.

The Chair raised the issue of whether any measures had been undertaken to protect the Council's investment in the school. Information had been requested in respect of this by the last meeting of the Panel. The Cabinet Member for Children agreed to follow up on this issue.

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It was noted that information had also been requested about the restructuring of the Children and Young People's service. Work on this was still ongoing and the Cabinet Member for Children agreed to let the Panel have further details when the work had been completed.

In response to a question, the Cabinet Member for Children reported that an application to set up a free school in Tottenham had recently been turned down by the Department for Education. The next round of applications would be for 2014 onwards.

AGREED:

That the minutes of the meeting of 27 September 2012 be approved.

LC19. DRAFT MEDIUM TERM FINANCIAL PLAN 2013-16

The Panel expressed concern at the changes to early intervention grant that had led to a £3 million loss in funding for the Children's Service. Funding from this had been top sliced by the government to fund expansion of the programme for two year olds. An element had been passported back into in the Dedicated Schools Budget (DSG) but this had left a significant shortfall on previous overall levels. The issue was not unique to Haringey and had affected most local authorities.

The Panel requested assurances that no school would be worse off as a result of changes to the Dedicated Schools Grant (DSG). The Cabinet Member for Children reported that the Schools Forum had already agreed the funding formula but the final allocation of funds for schools had not yet been completed fully. The only schools likely to lose any funding were those that were not completely full. This was due to changes by the government to the relevant funding formula and would apply to Heartlands and Thomas More. Other schools would get additional funding from other sources in due course.

Details of the split between schools and early years in proposed capital expenditure were requested. It was noted that the amount was earmarked largely for schools. The amounts for years after 2013/14 were less as announcements on funding from the government were still awaited. All of the £20 million in the budget for 2013/14 was from the government. It was noted that some work was being done on developing plans for early years. There was likely to be between £600 – 700k available for early years in 2013/14 with more significant amounts in future years. The Panel requested further details of this in due course.

The Cabinet Member for Finance and Carbon Reduction reported that when work on the MTFP had begun, the Children and Young People's Service had still been in special measures and therefore a more risk averse approach had been adopted. The proposed savings were based on the further reduction in the numbers of looked after children (LAC). Significant reductions in these had already been achieved. The service was now focussed on developing a modernised approach. The Council's strategy in respect of funding cuts was to prioritise the front line. 41% of cuts so far had been to back office functions whilst other areas had suffered cuts of 27%. The figure for the Children and Young People's Service was 16%, which included universal services such as Connexions and the Youth Service. The figure for Adult Services was 11%.

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The Panel stated that they were pleased at the reduction in the number of LAC that had taken place. The Director of Children Services stated that not only was the number of LAC coming down but the time that it took for children to be adopted had also reduced through quicker processes. The ultimate aim was to reduce the rate of LAC to a level more consistent with similar authorities by 2015. The reduction in LAC meant that there was also a reduced need for social work and legal support. The whole system of support had been looked at in depth. Comparisons had been made with areas that had a good record for safety. She was confident that if changes were undertaken systematically they would be safe.

The Panel felt that projected reductions in to 400 in the number of LAC (line C1 of the budget proposals) were reasonable, particularly as unit costs per child could range from £50k to much higher. It was felt that early intervention had the potential to yield greater reductions in due course and that at least some of the savings should therefore be reinvested in prevention. The Cabinet Member for Resources and Carbon Reduction acknowledged that this made sense but that the Council was striving dealing with a large fiscal gap which could eventually amount to a 51% reduction.

As part of the work that had been undertaken, the proportion of budget spent on LAC and safeguarding had been compared with other boroughs. Haringey currently spent 80% of its budget on these areas. In other authorities, this figure was between 50 and 60%. The aim was to re-balance the budget along similar lines. In terms of the threshold pyramid, the Director stated that this was not always being applied and some cases were going through the Multi Agency Safeguarding Hub (MASH) which would not be subject to the same assessment processes elsewhere. Such processes were very expensive if families did not require them.

It was noted that a number of reviews of early years services (C2) needed to be completed and this included children's centres. Extensive consultation was taking place, particularly with families. The feedback from this would be used to help re-design services. The Cabinet Member for Resources and Carbon Reduction stated that there was still a budget gap that needed to be filled. As part of future planning, reviews of a whole range of services would take place and there would be opportunities for scrutiny Members to look at these in detail.

In respect of the reduction in SEN travel costs (C8), the Director of the Children and Young People's Service was of the view that most parents would choose to send their children locally to the Brook and Riverside schools and other SEN provision within the borough and stated that the savings were based on what was currently happening within the budget.

Panel Members questioned whether the projected reductions in LAC (C1) might be over optimistic. The Director of the Children and Young People's Service stated that the rate of reduction had been steady and was carefully monitored. It was therefore considered to be achievable. The Panel noted achievement of the reduction in LAC was critical to the success of the budget proposals.

Panel Members asked about careers and further education advice provided to young people and whether this was aspirational and gave young people the best chances and how this was monitored. The Cabinet Member of Resources and Carbon

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Reduction reported the challenge that the Council faced in providing careers advice was how to ensure quality without providing the service itself. In terms of Bruce Grove Youth Centre, he stated that its level of openness would vary. It had been open for 5 days per week during the summer when £200k had been obtained for the summer programme. There had been good feedback on this. The number of days that it was open had since reduced to 4 and then 3 days per week. The 12 for 12 pledge had never been a formal decision by the Council. He acknowledged that the service had not been good at advertising and this had now been rectified.

The key issue that needed to be addressed was what was best for the Youth Service as a whole. He felt that it needed to adopt a targeted approach to its work. The sphere of influence of its work also needed to be considered. In addition, the post code issues needed to be taken into account. The Youth Strategy had been developed and this provided for an extension of the age range of young people that the Youth Service catered for to include 8 to 13 year olds. Its focus was now on prevention and, as part of this, it was aiming to engage with siblings of young people who were involved with gangs. The service was also empowering young people to decide upon the services that they wanted through involving them as commissioners of services. Although it might be possible for Bruce Grove Youth Centre to open 5 days per week, this would not necessarily constitute the best use of resources.

The Youth Strategy, with its focus on outreach and peripatetic work, represented a significant change of emphasis for the service. It now had an annual budget of £1.3 million and 33 staff. One of the key questions that needed to be looked at was which cohorts of young people used facilities. It was possible that the cohort that used Bruce Grove was quite small.

In answer to a question, the Director of Children and Young Peoples Services reported that take up levels for Children's Centres were being looked at. This had not yet been undertaken for the Youth Service.

The Panel requested further details of the work that was undertaken by the Youth Service and how it was evaluated. In addition, it was felt that reducing the age range could represent a significant challenge that required different skills. Further information about how this would be accomplished was requested. Details of which wards Youth Service activity was taking place within was also requested.

The Cabinet Member for Resources and Carbon Reduction reported that there was not enough activity across Tottenham and there was a challenge in making the area more fun to live in for young people. Measures needed to be developed to evaluate services effectively. There was plenty of activity taking place and details would be shared with Panel Members.

The Panel thanked the Cabinet Members and officers for their attendance,

AGREED:

1. That the Panel notes that the success of the budget proposals is very much dependent on the continued reduction in the numbers of LAC and, although the projected reductions are very welcome, concern be expressed at the potential of these not being achieved and the implications that this might have.

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2. That the Panel requests clarification of why savings in legal costs (C4) are not being re-invested within the budget for Children and Young People's Services.
3. That the Panel recommend that, as far as is possible, no school should lose out as a result of changes to School Funding and noted the assurances provided that only two schools – Heartlands and St Thomas More's are likely to be adversely affected.
4. That more detail be provided to the Panel on services for early years including take up levels, where places were being commissioned and plans for two-year-olds and that these be included within the report on Children's Centres that is planned for the January meeting of the Panel.
5. That an early years provider from both the east and the west of the borough be invited to come along to the Panel meeting in January to give their perspective on developments.
6. That it be noted that that £4 million had been invested in John Loughborough School as part of the Building Schools for the Future project and recommend that, if the school were to close, that measures should be taken to protect the public money invested in the site.
7. That advice given to young people on careers and further education should be aspirational to give them the best chances and that this should be monitored to improve outcomes for young people. The Council should take a lead role together with local businesses and schools to ensure the best outcomes for young people.
8. That, in respect of Youth Services, the Panel request details of work commissioned and of the planning that had been made for extending the service to younger children and that these be submitted to the March meeting of the Panel, which is already scheduled to have a youth focus.
9. That in future years, the effective scrutiny of budget proposals be assisted by Members being provided with details of variance from previous years budgets.
10. That an update on the budget be requested for the Panel meeting in January.

LC20. WORK PLAN

AGREED:

That the Cabinet Member for Children to invited to attend the Panel meeting on 21 January for Cabinet Member Question Time.

LC21. NEW ITEMS OF URGENT BUSINESS

None.

**Cllr Martin Newton
Chair**

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Report for:	CYPS Scrutiny Panel 21.1.2013	Item Number:	
Title:	Budget Update 2012-13 – up to and including Period 7		
Report Authorised by:	Libby Blake, Director of Children and Young People’s Service		
Lead Officer:	Wendy Sagar, Interim Head of CYPS Finance		
Ward(s) affected: All	Report for Key/Non Key Decisions:		

1. Describe the issue under consideration

- 1.1 To update Scrutiny Committee on the forecast financial revenue and capital outturns for 2012-13 based on actual performance up to the end of October 2012 (Period 7).

2. Cabinet Member introduction

- 2.1 The budget for 2012-13 requires the delivery of a significant level of savings on top of those already successfully delivered in 2011-12. The Government’s front loaded austerity programme continues to unjustly penalise the Borough and its residents, and in that context the delivery of a balanced projection as set out in this report is to be commended.
- 2.2 Members should be aware of the financial pressures and risks contained within the medium term financial plan. The budget pressures in Children’s Social Care have so far been contained, although the budget is volatile and will be monitored closely during the remainder of the year.

3. Recommendations

- 3.1 Scrutiny is recommended to note the report and the projected outturn position against the approved 2012-13 revenue and capital budget.



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4. Other options considered

- 4.1 A corporate risk based approach to budget monitoring has been developed in order to manage the finances in a time of economic and financial uncertainty. Quarterly reports to cabinet on the Council's overall financial position are an important element of the overall Medium Term Financial Planning process.

5. Revenue Budget Projection

- 5.1 As at the end of the period 7 there is a projected balanced position for the year-end compared to the approved budget £83.8m. Spending on Looked after Children (LAC) continues to be contained within budget, with the numbers of children in the system continuing to be less than in the previous financial year.
- 5.2 There continues to be budget pressures with legal costs and the budget for clients with 'No Recourse to Public Funds'.

6. Capital Programme

- 6.1 The capital programme revised budget for the Children and Young People's Service is £17.6m. As at the end of period 7, the programme is projecting a £1.2m underspend by the year-end. The budget was reviewed by Cabinet on 16th October 2012, and a range of capital virements were agreed to realign budgets to reflect the amended capital programme which included Rhodes Avenue.
- 6.2 The Rhodes Avenue project commenced in 2008 with an original budget of £8.9m. The project comprised three phases of work, and was originally intended to complete in 2012.
- 6.3 Delays have occurred on Phases 1 and 2 which have now pushed the completion date for phase 2 back to February 2013, at a projected cost of £10.9m. In order to mitigate the Council's exposure to further delays and cost increases a decision has been made to separate these phases from the final Phase 3, which is going to be re-procured as a design and build contract. The pre-tender estimate for the total project costs of this final phase is £3.3m, and the planned completion date of Phase 3 is December 2013.
- 6.4 The school are fully apprised of the situation and have programmed the further cohort intake and continued delivery of education from September 2013 based on the revised completion date.
- 6.5 The report to cabinet in October also referenced the work being done to prepare a claim against the relevant parties undertaking the contract with the aim of recovering the majority of additional costs suffered on this project.
- 6.6 The following table sets out the virements over £100k approved by Cabinet.



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Capital Virements			
Original Capital Budget	Virement current year	Revised Capital Budget	Project
£'000	£'000	£'000	
5,736	- (2,075)	3,661	Secondary School Capital Programme
14,357	- (3,728)	10,629	Primary Capital Programme
1,872	- (451)	1,421	School Planned condition works
800	- (209)	591	Devolved School capital
2,300	- (1,000)	1,300	CYPS Programme Delivery

7. Comments of the Chief Finance Officer and financial implications

7.1 As the report is primarily financial in its nature, comments of the Chief Financial Officer are contained throughout the report.

8. Head of Legal Services and legal implications

8.1 There are no specific legal implications in this report.

9. Equalities and Community Cohesion Comments

9.1 Equalities issues are a core part of the Council's financial and business planning process.

10. Head of Procurement Comments

10.1 Not applicable.

11. Policy Implication

There are no specific policy implications in this report.

12. Use of Appendices

13. Local Government (Access to Information) Act 1985

The following background papers were used in the preparation of this report|:

- Budget management papers
- Business plans

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Haringey Council

Report for:	CYPS Scrutiny Panel 21.1.2013	Item Number:	
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Title:	School Standards
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Report Authorised by:	Libby Blake, Director CYPS
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Lead Officer:	Avi Becker
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Ward(s) affected: All	Report for Key/Non Key Decisions:
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Early Years Foundation Stage

Ranking out of 152 Local Authorities

The two main measures used for the Early Years Foundation Stage are:

- (i) The percentage of children who achieve 6 or more points in each of personal, social and emotional development (PSE) and communication language and literacy (CLL) and an overall total of at least 78 points. Children achieving this level are said to have reached a **good level of development**.
- (ii) The gap between the lowest achieving 20% of children in Haringey with all children in Haringey assessed.

The percentage of children achieving a good level of development in the early years foundation stage has continued to improve but not as fast as results in England. The gap with the national has therefore increased from 5% in 2011 to 8% in 2012. The rank on this measure has dropped from 122nd to 138th (out of 152 LAs).

The gap between the lowest achieving 20% of children in Haringey with all other children in the authority has increased slightly from 32.1% to 32.5%. Haringey's ranking on this measure has dropped from 103rd to 132nd.

% of children achieving a good level of development

	2008	2009	2010	2011	2012
Haringey	43	43	42	54	56
LONDON	46	50	55	60	64
ENGLAND	49	52	56	59	64
Haringey rank	107 th	140 th	152 nd	122 nd	138 th

EYFSP narrowing the gap trend (Narrowing the gap between the lowest achieving 20% and the rest of the local authority)

	2008	2009	2010	2011	2012
Haringey	38.1	35.1	36.2	32.1	32.5
LONDON	36.8	35.1	33.6	32.0	30.8
ENGLAND	35.6	33.9	32.7	31.4	30.1
Haringey rank	124 th	104 th	143 rd	103 rd	132 nd

The number of schools that are below the national average in the EYFSP for the percentage of children achieving a good level of development has been 34, 32, 41, 35, and 35 in the years 2008 - 2012

Year 1 phonics

The Year 1 phonics screening check introduced in 2012 is a new statutory assessment for all children in Year 1 (typically aged 6).

In 2012, pupils were deemed to have met the required standard of phonic decoding if they scored 32 or more out of a possible 40 in the test. Fifty six per cent of Year 1 pupils in Haringey achieved the expected level in phonics in 2012. The average for England is 58%. Haringey's ranking on this measure in 2012 was 92nd.

% of children meeting the required standard of phonic decoding

	2012
Haringey	56
London	60
England	58
Haringey ranking	92nd

Key Stage 1

The main measures used in Key Stage 1 are the percentage of pupils achieving different levels in reading, writing and maths. The national average level that pupils are expected to reach at the end of KS1 is level 2B.

Reading 2B+ results have improved from 69% to 72% (national result 74% to 76%). Writing 2B+ results have improved significantly from 54% to 59% (national 61% to 64%). Maths results have improved from 68% to 71% (national 74% to 76%). **Haringey's ranking on these measures in 2012 is 128th, 128th and 133rd respectively.**

The percentage of pupils achieving level 3 (above average) in reading has improved from 21% to 22% (national 26% to 27%). Writing improved from 10% to 11% (national 13% to 14%). Maths improved from 17% to 19% (national 20% to 21%). **Haringey's ranking on these measures in 2012 was 114th, 103rd and 89th respectively.**

Ranking out of 150 Local Authorities

Reading 2B+

	2008	2009	2010	2011	2012 provisional
Haringey	69	67	67	69	72
London	69	70	71	73	76
England	71	72	72	74	76
Haringey ranking	86th	123rd	124th	126th	128th

Writing 2B+

	2008	2009	2010	2011	2012 provisional
Haringey	53	52	53	54	59
London	56	58	59	61	64
England	58	60	60	61	64
Haringey ranking	115th	141st	132nd	130th	128th

Maths 2B+

	2008	2009	2010	2011	2012 provisional
Haringey	69	67	68	68	71
London	71	71	71	73	76
England	74	74	73	74	76
Haringey ranking	111th	138th	120th	132nd	133rd

Reading 3+

	2008	2009	2010	2011	2012 provisional
Haringey	20	21	22	21	22
London	22	23	23	24	26
England	25	26	26	26	27
Haringey ranking	113th	110th	96th	113th	114th

Writing 3+

	2008	2009	2010	2011	2012 provisional
Haringey	10	10	9	10	11
London	11	11	11	12	13
England	12	12	12	13	14
Haringey ranking	84th	93rd	103rd	101st	103rd

Maths 3+

	2008	2009	2010	2011	2012 provisional
Haringey	18	17	17	17	19
London	19	19	19	20	22
England	21	21	20	20	21
Haringey ranking	95th	107th	94th	103rd	89th

The number of schools below the national average for;

Reading 2B+ has been fairly stable and is 30 in 2012

Writing 2B+ has decreased from 32 in 2011 to 22 in 2012

Maths 2B+ has decreased from 35 in 2011 to 28 in 2012

Reading 3+ has been fairly stable and is 37 in 2012

Writing 3+ has decreased from 39 in 2011 to 33 in 2012

Maths 3+ has been fairly stable and is 32 in 2012

Key Stage 2

The main measures used in Key Stage 2 are:

- (i) The percentage of pupils achieving level 4 or better in both English and maths
- (ii) The percentage of pupils making at least 2 levels of progress from KS1 English to KS2 English
- (iii) The percentage of pupils making at least 2 levels of progress from KS1 maths to KS2 maths

NOTE: There were significant changes to the Key Stage 2 assessment arrangements in 2012 that affect the results. In 2012, schools were no longer required to administer a writing test and submit these for external marking. As a result, measures based on teacher assessments for writing have been introduced for the first time. **Therefore, this year's figures for English cannot be compared to the figures for English that were published in earlier years, which were based solely on tests.** The headline measure of English in 2012 is based upon a combination of reading test and writing teacher assessment outcomes for pupils.

National level 6 tests were introduced in reading and maths this year. Nationally approximately 900 pupils were awarded a level 6 in reading (but this rounds to 0%). 3% of pupils nationally were awarded a level 6 in maths. In Haringey 11 pupils (out of 2596) achieved a level 6 in the reading test and 119 pupils achieved a level 6 in maths (4.5% in Haringey).

The percentage of pupils attaining level 4 or above in combined English and maths has improved from 72% to 78%, national results have improved from 74% to 79%.

The percentage attaining level 5 or above improved from 20% to 27% (national from 21% to 27%).

The percentage of pupils making at least 2 levels of progress in English improved from 87% to 93% (national from 84% to 89%).

The percentage of pupils making at least 2 levels of progress in maths improved from 82% to 88% (national from 83% to 87%).

Haringey's ranking in combined English and maths 4+ improved from 109th to 99th position, in combined English and maths level 5+ from 82nd to 58th. Ranking in 2 levels of progress for English improved from 29th to 12th, in 2 levels of progress for maths it improved from 82nd to 56th.

The number of schools below the floor target of just 60% of pupils achieving level 4+ in combined English and maths has reduced from 14 to 2.

Overall floor standard that consists of 3 components

The number of schools below the floor standard (**less than 60% in combined English and maths and below the national median for percentage of pupils making expected progress in English and below the national median for percentage of pupils making expected progress in maths**) is now 1 (2% of our schools).

The rank for this indicator places Haringey in 50th place. There are 43 LAs with no schools (0%), there are 6 LAs with 1% of schools, 21 LAs (including Haringey) with 2% of schools, 24 LAs with 3% etc. In London there are 20 authorities with 0% of schools, 5 with 1 school (2% in all authorities), 6 with 3% of schools, 1 with 5% of schools and 1 with 6% of schools. **Please note**, however, that in all these London authorities the maximum number of schools is 2 (the percentage just varies because of the number of schools in the authority). This means that this indicator can be very volatile.

Ranking out of 152 Local Authorities

Combined English and maths 4+

	2008	2009	2010 (Boycott year)	2011	2012
Haringey	66	68	75	72	78
London	73	73	76	77	82
England	73	72	73	74	79
Haringey ranking	143 rd	127 th	51 st	109 th	99 th

Combined English and Maths level 5

	2008	2009	2010 (Boycott year)	2011	2012
Haringey	18	18	25	20	27
London	-	21	25	23	29
England	20	20	23	21	27
Haringey ranking	NA	97 th	26 th	82 nd	58 th

2 levels of progress English

	2008	2009	2010 (Boycott year)	2011	2012 provisional
Haringey	85	82	89	87	93
London	85	86	87	88	92
England	82	81	83	84	89
Haringey ranking	21 st	63 rd	4 th	29 th	12 th

2 levels of progress Maths

	2008	2009	2010 (Boycott year)	2011	2012 provisional
Haringey	75	80	82	82	88
London	80	84	85	86	90
England	78	80	82	83	87
Haringey ranking	121 st	93 rd	82 nd	82 nd	56 th

GCSE

The table below shows the provisional GCSE results for 2012. 57.9% of Haringey pupils attained 5+ A* - C (including English & Maths) compared to 58.6% in England.

Haringey is now ranked in 78th place out of 151 local authorities.

The percentage of pupils making expected progress from KS2 English to GCSE English is 74.7% (England 68.9%). Haringey is ranked 22nd on this measure. The percentage of pupils making expected progress from KS2 Maths to GCSE Maths is 77.6% (England 69.6%). Haringey is ranked 19th on this measure.

The results are provisional and expected to go up when they are validated in Dec/Jan. The estimate calculated in August based on early information the schools provided was 60%. This is because the schools remove 'recent arrivals' from their data. The DFE is now checking through this information and this will impact on individual school results and the Haringey total.

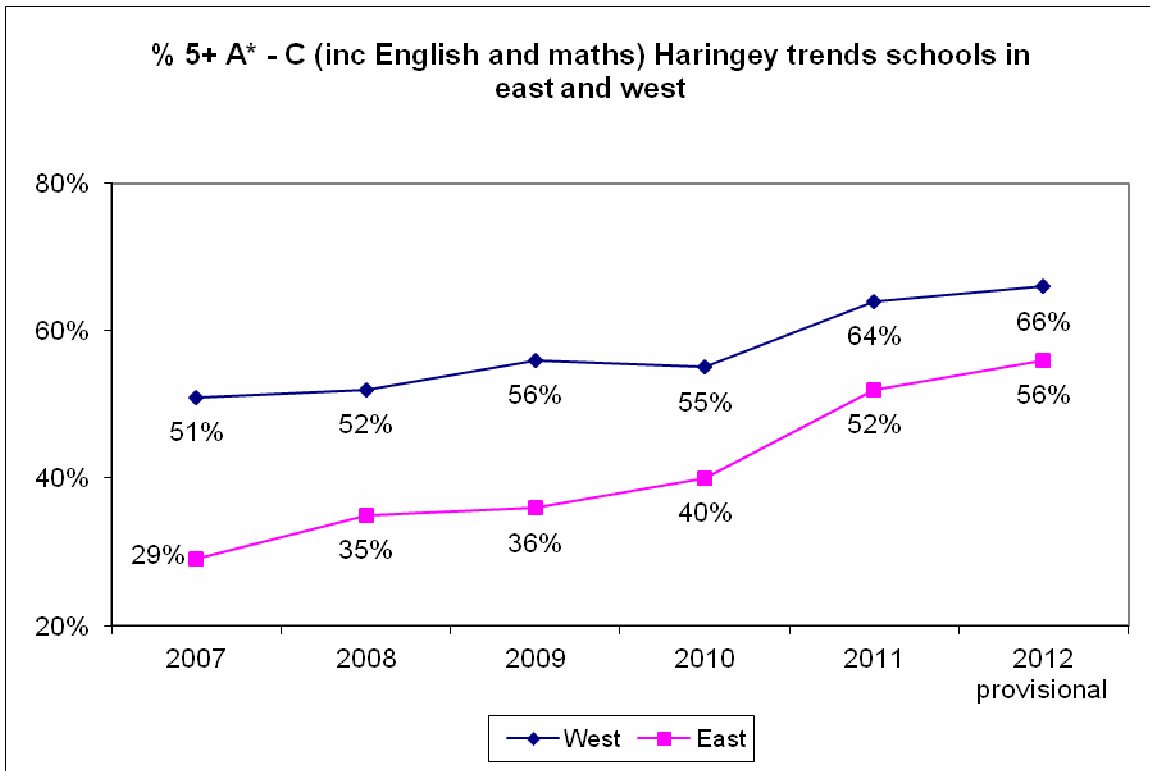
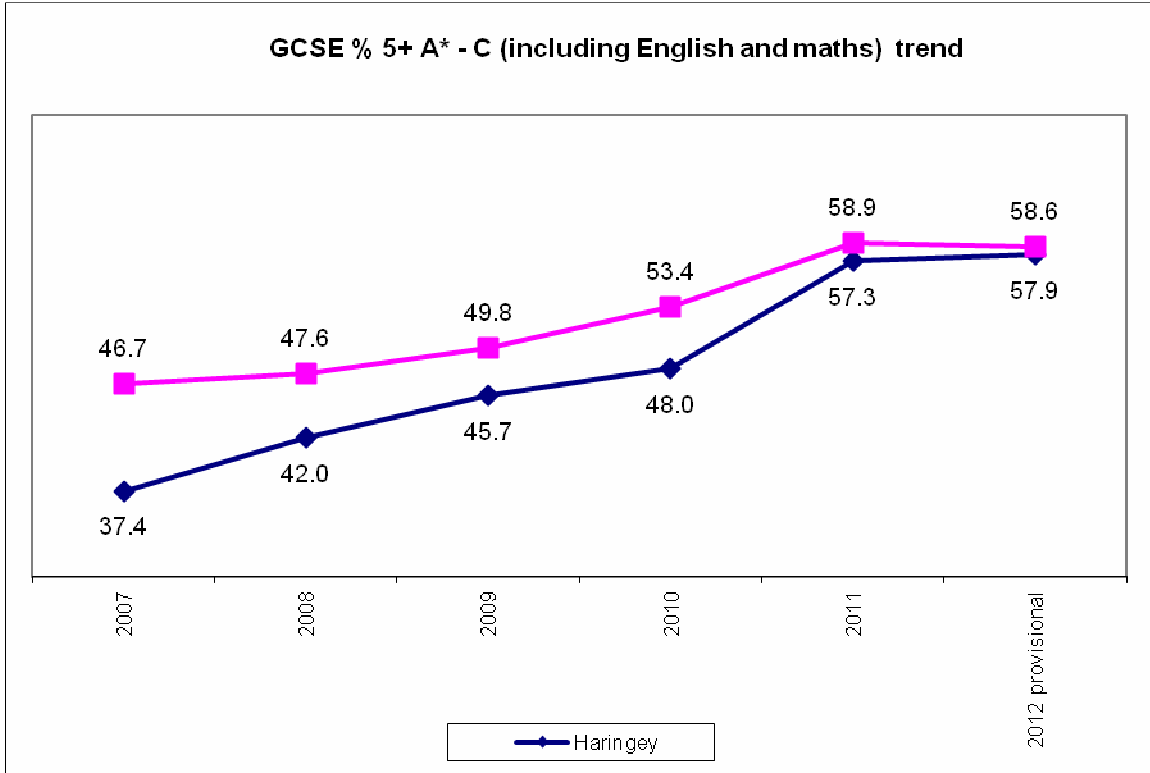
% 5+ A* - C (including English and maths)

	2007	2008	2009	2010	2011	2012 provisional
Haringey	37.4	42.1	45.7	48.0	57.3	57.9
London	48.0	50.7	54.0	58.0	61.9	61.3
England	46.7	47.6	49.8	53.4	58.9	58.6
Haringey rank (out of 151 LAs)	129	115	117	136	85	78

English Baccalaureate 19.2% of the Haringey GCSE cohort was entered for the full English Bacc group of subjects. This ranked Haringey in 101st place. 14.7% of the Haringey GCSE cohort achieved the English Bacc. This ranked Haringey in 77th place.

East – West The gap in the percentage of pupils attaining 5 or more A* - C grades (including English and maths) between schools in the east of the borough (Gladesmore, John Loughborough, Northumberland Park, Park View, St Thomas More, Woodside High) and the west (Alexandra Park, Fortismere, Grieg City Academy, Highgate Wood, Hornsey) continues to close.

Schools below 40% 5+ A* - C (including English and maths) One school (John Loughborough) is now below this floor target. Two schools (Northumberland Park and Greig City Academy) are between 40 – 45%, all other schools are above 56%.



% making expected progress from KS2 English to GCSE English

	2009	2010	2011	2012
Region Local Authority	% making expected progress	% making expected progress	% making expected progress	% making expected progress
Haringey	68.3	70.4	78.7	74.7
London	71.8	75.8	78.4	74.3
England	66.4	71.0	73.1	68.9
Haringey rank	57 th	86 th	22 nd	22 nd

% making expected progress from KS2 Maths to GCSE Maths

	2009	2010	2011	2012
Region Local Authority	% making expected progress	% making expected progress	% making expected progress	% making expected progress
Haringey	67.2	67.6	73.6	77.6
London	67.0	70.3	73.7	76.4
England	59.3	63.4	65.9	69.6
Haringey rank	26 th	43 rd	23 rd	19 th

Provisional results for Post 16 level 3

The tables below show the provisional Post 16 results. The total average point score is now 681.7 (England 776.8). Haringey is ranked 128th (out of 147 local authorities in 2012).

The average point score per exam entry is now 210.1 (England 211.8). Haringey is ranked 69th on this measure.

NOTE: QCA points are assigned to general (GCE) and vocational (VCE) advanced level grades on the following basis. Grade A* = 300, A = 270, B = 240, C = 210, D = 180, E = 150 points. This means that the total average point score for Haringey in 2012 of 681.7 roughly translates to an average of 2Bs and 1C. The average point score per exam entry of 210 means that the average grade attained at each exam is a C grade.

Trend in total average point score

	2008	2009	2010	2011	2012 provisional
Haringey	589.2	631.8	633.2	661.4	681.7
England Average	740.0	739.1	744.9	745.9	717.7
London	681.7	691.3	6698.8	712.8	752.9
Haringey rank	139 th	139 th	141 st	128 th	128 th

Trend in average point score per exam entry

	2008	2009	2010	2011	2012 provisional
Haringey	199.3	206.1	212.5	216.0	210.1
England Average	209.4	211.7	213.8	216.2	211.8
London	206.5	209.8	212.6	214.5	214.4
Haringey rank	115 th	90 th	54 th	38 th	69 th

Applications from 19 year old pupils to Higher Education (Data from UCAS)

School name	Number of applications from 19 year olds received in 2011
Alexandra Park School	532
Fortismere School	988
Greig City Academy	312
Haringey Sixth Form Centre	905
Highgate Wood School	334
Hornsey School For Girls	283
St Thomas More Catholic School	115

Children Looked After

The tables below show the results for Children Looked After by Local Authorities (**The DFE suppresses results where the number is less than or equal to 5 or percentage where the numerator is less than or equal to 5 or the denominator is less than or equal to 10**)

Results at KS1 (15 children) are significantly above the national results in 2012. At KS2 (20 children) results have declined slightly and are below the national, but this is not significant. GCSE results (35 children) are above the national.

Key Stage 1

% of pupils achieving Level 2+	2009	2010	2011	2012
Number of pupils in Haringey	10	10	15	15
England KS1 Reading	58%	58%	59%	67%
Haringey KS1 Reading	91%	50%	47%	94%
England KS1 Writing	52%	51%	52%	57%
Haringey KS1 Writing	91%	38%	<>	88%
England KS1 Maths	65%	62%	63%	71%
Haringey KS1 Maths	91%	38%	47%	81%

Key Stage 2

	2009	2010	2011	2012
% of pupils achieving Level 4+				
Number of pupils in Haringey	20	<>	20	20
England KS2 English	48%	50%	54%	60%
Haringey KS2 English	56%	<>	57%	53%
England KS2 Maths	48%	49%	52%	56%
Haringey KS2 Maths	50%	<>	57%	47%
England KS2 both English and maths	37%	40%	43%	50%
Haringey KS2 both English and maths	44%	<>	48%	42%

GCSE

	2009	2010	2011	2012
Number of children Haringey	30	50	45	35
England % 5+ A* - C	24%	29%	33%	37%
Haringey % 5+ A* - C	31%	33%	23%	46%
England % 5+ A* - C (inc E&M)	11%	12%	14%	15%
Haringey % 5+ A* - C (inc E&M)	<>	19%	14%	19%

Trend in Early Years Foundation Stage with schools

	Number of Pupils	EYFSP Good level of development 2008	EYFSP Good level of development 2009	EYFSP Good level of development 2010	EYFSP Good level of development 2011	EYFSP Good level of development 2012
Alexandra	57	45%	59%	50%	44%	51%
Belmont Infant	59	28%	37%	32%	47%	53%
Bounds Green Infant	59	46%	52%	24%	44%	34%
Bruce Grove	60	58%	25%	27%	36%	47%
Campsbourne Infant	58	47%	45%	47%	42%	38%
Chestnuts	57	23%	56%	36%	48%	53%
Coldfall	89	44%	52%	73%	71%	69%
Coleraine Park	45	25%	40%	22%	56%	38%
Coleridge	119	47%	60%	56%	55%	62%
Crowland	57	17%	52%	40%	29%	61%
Devonshire Hill	59	33%	23%	45%	82%	76%
Downhills	55	33%	6%	34%	71%	65%
Earlham	57	44%	33%	19%	39%	54%
Earlsmead	58	27%	30%	28%	54%	86%
Ferry Lane	24	30%	38%	7%	36%	33%
Highgate	53	59%	58%	57%	47%	51%
Lancasterian	83	29%	29%	19%	57%	30%
Lea Valley	59	16%	31%	20%	27%	27%
Lordship Lane	88	43%	59%	26%	29%	58%
Mulberry	87	43%	19%	39%	33%	25%
Muswell Hill	59	65%	63%	54%	69%	53%
Nightingale	50	78%	31%	13%	30%	43%
Noel Park	77	12%	11%	25%	46%	68%
North Harringay	57	49%	53%	46%	49%	70%
Our Lady of Muswell RC	59	56%	59%	51%	69%	63%
Rhodes Avenue	89	43%	63%	78%	80%	71%
Risley Avenue	86	36%	37%	51%	60%	48%
Rokesly Infant	91	53%	58%	63%	63%	74%
Seven Sisters	74	49%	55%	17%	22%	24%

	Number of Pupils 2012	EYFSP Good level of development 2008	EYFSP Good level of development 2009	EYFSP Good level of development 2010	EYFSP Good level of development 2011	EYFSP Good level of development 2012
South Harringay Infant	80	41%	32%	22%	52%	55%
St Aidan's VC	31	50%	63%	41%	45%	50%
St Ann's CofE	28	48%	57%	69%	69%	57%
St Francis de Sales RC Infant	89	19%	30%	46%	44%	48%
St Ignatius RC	57	23%	33%	36%	37%	42%
St James' CofE	29	43%	93%	54%	86%	83%
St John Vianney RC	29	89%	60%	48%	36%	28%
St Martin of Porres RC	29	60%	73%	72%	45%	62%
St Mary's CofE Infant	59	52%	25%	25%	75%	47%
St Mary's Priory RC Infant	58	59%	40%	58%	79%	78%
St Michael's CofE	27	32%	30%	72%	81%	81%
St Michael's CofE VA	60	77%	80%	66%	85%	87%
St Paul's and All Hallows CofE	58	40%	18%	7%	38%	67%
St Paul's RC	27	50%	48%	55%	59%	56%
St Peter-in-Chains RC Infant	59	77%	75%	74%	88%	86%
Stamford Hill	28	27%	52%	32%	57%	64%
Stroud Green	57	50%	23%	38%	29%	61%
Tetherdown	59	68%	77%	73%	71%	81%
The Green CofE	28	10%	35%	29%	58%	61%
The Willow	58	26%	37%	36%	54%	52%
Tiverton	52	45%	31%	29%	52%	67%
Welbourne	90	46%	33%	37%	59%	49%
West Green	33	40%	47%	33%	34%	45%
Weston Park	29	70%	53%	55%	83%	86%
Haringey	3079	43%	43%	42%	54%	56%
National		49%	52%	56%	59%	64%

Year 1 Phonics results for 2012

School	Number	Percentage of pupils meeting the required standard of phonic decoding
Alexandra	30	63%
Belmont Infant	59	54%
Bounds Green Infant	59	47%
Bruce Grove Primary	59	73%
Campsbourne Infant	56	34%
Chestnuts	60	80%
Coldfall	90	66%
Coleraine Park	56	43%
Coleridge	119	76%
Crowland	53	81%
Devonshire Hill	60	63%
Downhills Primary	59	36%
Earlham	59	56%
Earlsmead	59	88%
Ferry Lane	27	41%
Highgate	56	63%
Lancasterian Primary	57	49%
Lea Valley	60	37%
Lordship Lane Primary	89	28%
Mulberry	94	38%
Muswell Hill Primary	60	53%
Nightingale	57	32%
Noel Park Primary	80	54%
North Harringay Primary	58	64%
Our Lady of Muswell RC	59	53%
Rhodes Avenue	60	88%

School	Number	Percentage of pupils meeting the required standard of phonic decoding
Risley Primary	89	64%
Rokesly Infant	88	49%
Seven Sisters Primary	54	31%
South Harringay Infant	58	47%
St. Aidan's Primary	30	80%
St. Ann's CE	30	43%
St. Francis de Sales RC Infant	86	31%
St. Ignatius RC	51	65%
St. James CE	30	60%
St. John Vianney RC	29	38%
St. Martin of Porres RC	29	76%
St. Mary's CE Infant	58	71%
St. Mary's RC Infant	59	85%
St. Michael's CE N22	29	72%
St. Michael's CE N6	60	57%
St. Paul's and All Hallows CE Infant	59	78%
St. Paul's RC	29	72%
St. Peter-in-Chains RC Infant	60	47%
Stamford Hill	29	7%
Stroud Green	47	60%
Tetherdown	60	65%
The Green	30	53%
The Willow	60	45%
Tiverton	55	60%
Welbourne	60	80%
West Green	31	52%
Weston Park	30	70%

Trend in Key Stage 1 Level 2B+ with schools

	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
	Reading					Writing					Maths				
	Level 2B+					Level 2B+					Level 2B+				
Alexandra	62	61	70	82	66	33	48	57	50	52	57	65	83	75	83
Belmont Infant	74	80	59	78	76	49	69	52	66	62	64	70	68	71	75
Bounds Green	77	44	69	73	73	55	30	45	50	69	65	48	60	70	73
Bruce Grove	39	47	53	64	61	34	30	41	41	42	56	54	50	58	73
Campsbourne	65	73	66	57	63	49	56	56	31	43	84	73	76	53	65
Chestnuts	62	56	66	66	79	64	44	64	64	76	70	60	71	71	79
Coldfall	83	67	80	82	92	58	56	56	60	69	85	71	74	80	89
Coleraine Park	60	53	31	52	68	40	40	17	35	64	62	47	31	52	71
Coleridge	80	77	75	87	91	72	72	55	68	79	82	89	80	80	91
Crowland	54	54	40	42	62	28	39	33	18	29	54	63	54	55	60
Devonshire Hill	69	52	53	66	66	50	43	47	55	58	63	65	60	64	68
Downhills	54	44	41	51	61	37	35	33	44	50	50	44	43	59	61
Earlham	52	60	56	56	47	40	45	42	40	37	60	62	53	53	54
Earlsmead	44	63	58	45	82	51	54	66	55	67	76	85	71	64	92
Ferry Lane	56	43	50	48	41	56	43	50	41	28	60	48	54	63	45
Highgate	80	85	68	91	85	67	74	61	79	87	85	85	86	90	89
Lancasterian	61	75	72	52	71	35	53	52	34	54	65	74	67	57	64
Lea Valley	61	64	62	56	55	53	51	40	59	35	46	59	65	58	43
Lordship Lane	47	63	57	68	59	28	37	46	48	43	43	48	60	61	48
Mulberry	46	40	40	46	39	26	15	23	34	19	45	33	35	36	28
Muswell Hill	92	87	88	78	88	83	75	75	69	81	88	83	85	85	88
Nightingale	60	53	63	55	57	35	23	30	43	38	74	56	68	53	55
Noel Park	50	57	42	54	66	39	57	41	53	56	62	59	45	61	77
North Harringay	48	56	63	70	73	35	35	52	62	64	53	65	68	65	71
Our Lady of Muswell RC	84	73	76	78	79	74	62	73	71	76	86	81	75	85	76
Rhodes Avenue	82	87	95	90	89	72	65	70	72	74	85	98	97	97	89
Risley	71	72	59	63	69	51	44	43	53	64	68	62	56	66	68
Rokesly Infant	78	75	76	78	87	61	66	63	61	73	77	74	79	70	87

	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
	Reading					Writing					Maths				
	Level 2B+					Level 2B+					Level 2B+				
Seven Sisters	71	67	42	67	47	55	37	28	18	31	59	74	52	71	51
South Harringay Infant	44	53	53	49	55	38	29	45	30	39	54	63	67	70	64
St. Aidan's	70	77	86	100	90	63	73	86	83	73	67	83	93	97	83
St. Ann's CE	79	73	47	72	60	62	53	37	59	50	62	63	60	62	73
St. Francis de Sales RC	88	77	74	66	78	63	60	62	54	66	79	69	77	62	77
St. Ignatius RC	67	75	63	54	71	57	71	55	44	48	63	71	57	44	69
St. James CE	97	89	90	100	93	68	86	66	83	80	87	93	83	97	87
St. John Vianney RC	89	83	87	87	85	63	62	73	67	70	67	79	90	70	63
St. Martin of Porres RC	97	87	87	77	83	90	80	87	73	79	97	83	87	87	79
St. Mary's CE Infant	84	76	88	75	73	74	73	74	69	68	72	88	78	78	76
St. Mary's RC Infant	74	65	68	68	68	47	45	65	54	62	70	82	85	74	68
St. Michael's CE N22	71	69	83	70	78	48	35	45	50	63	52	50	59	63	70
St. Michael's CE N6	90	86	90	92	90	72	66	73	80	73	88	75	92	93	85
St. Paul's and All Hallows	88	76	75	77	82	72	61	58	63	72	77	70	49	72	75
St. Paul's RC	48	72	87	86	97	21	59	80	69	63	52	48	90	90	97
St. Peter-in-Chains RC Infant	88	90	87	95	93	83	80	79	82	90	90	88	77	93	84
Stamford Hill	68	42	54	66	50	68	38	21	34	18	73	38	50	59	43
Stroud Green	84	74	71	58	67	72	58	53	35	54	82	74	71	56	65
Tetherdown	90	93	85	92	92	80	85	65	70	77	97	90	88	92	90
The Green	56	43	70	67	68	52	33	17	60	65	56	37	60	67	65
The Willow	58	63	58	65	67	33	43	47	57	58	75	74	53	67	72
Tiverton	69	77	71	72	85	58	66	59	67	73	83	77	78	82	81
Welbourne	67	45	86	81	73	38	36	67	49	63	63	29	72	69	75
West Green	69	57	71	47	53	45	46	45	44	53	55	46	68	50	53
Weston Park	72	83	87	87	90	59	57	63	73	77	79	70	87	80	90
Haringey	69	67	67	69	72	53	52	53	54	59	69	67	68	68	71
National	71	72	72	74	76	58	60	60	61	64	74	74	73	74	76

Trend in Key Stage 1 Level 3 with schools

(<> = Figures not shown in order to protect confidentiality, where value less than 5%)

	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
	Reading					Writing					Maths				
	Level 3+					Level 3+					Level 3+				
Alexandra	10	17	23	7	17	5	9	7	<>	7	10	<>	13	25	10
Belmont Infant	28	48	21	29	27	11	11	11	12	13	19	15	23	28	24
Bounds Green	22	18	24	30	20	7	8	15	10	<>	15	10	16	18	15
Bruce Grove	<>	<>	16	8	7	<>	<>	<>	<>	5	<>	5	9	8	10
Campsbourne	28	22	26	17	20	23	9	6	5	7	30	16	18	12	15
Chestnuts	26	9	24	19	21	17	7	14	16	12	23	9	25	10	19
Coldfall	35	23	42	31	28	13	11	8	6	12	22	13	22	20	21
Coleraine Park	<>	13	<>	10	5	<>	<>	<>	<>	<>	18	13	<>	5	7
Coleridge	20	33	31	39	47	20	16	18	23	24	21	28	22	34	36
Crowland	<>	12	10	<>	6	<>	<>	<>	<>	<>	<>	15	10	5	6
Devonshire Hill	7	13	17	19	20	6	<>	8	12	14	11	11	12	21	17
Downhills	<>	11	14	8	14	<>	7	<>	7	9	7	7	9	12	13
Earlham	10	8	7	12	10	<>	<>	5	5	14	8	<>	5	<>	14
Earlsmead	16	19	10	<>	18	11	20	7	<>	18	18	17	14	10	20
Ferry Lane	12	5	<>	<>	<>	<>	<>	<>	<>	<>	16	10	<>	<>	<>
Highgate	33	34	21	50	42	17	36	13	26	22	26	32	21	45	27
Lancasterian	10	21	19	13	22	<>	6	7	5	5	14	19	9	11	17
Lea Valley	10	10	12	7	8	12	<>	<>	<>	<>	12	8	12	<>	10
Lordship Lane	8	9	8	7	5	<>	<>	<>	<>	<>	<>	8	6	8	5
Mulberry	<>	<>	<>	<>	<>	<>	<>	<>	<>	<>	<>	<>	<>	<>	<>
Muswell Hill	50	42	51	46	42	27	22	20	25	24	47	33	34	39	39
Nightingale	9	9	9	9	21	5	<>	<>	7	<>	5	5	16	16	14
Noel Park	6	10	14	10	23	6	8	11	18	15	17	21	22	13	15
North Harringay	11	6	18	22	24	5	<>	11	8	7	12	10	18	15	22
Our Lady of Muswell RC	31	35	41	32	29	24	10	27	24	19	26	23	24	29	34
Rhodes Avenue	47	42	57	52	39	15	25	21	23	23	42	48	48	38	34
Risley	9	12	11	11	20	7	7	<>	<>	20	9	11	12	9	17
Rokesly Infant	34	28	30	28	52	17	16	11	8	12	22	21	23	20	42
Seven Sisters	<>	20	6	9	<>	<>	<>	<>	<>	<>	6	11	22	7	<>

	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
	Reading					Writing					Maths				
	Level 3+					Level 3+					Level 3+				
South Harringay Infant	13	17	17	9	18	8	7	<>	<>	5	21	25	17	11	21
St. Aidan's	27	30	41	47	43	10	10	14	10	23	10	23	17	30	33
St. Ann's CE	24	27	13	14	13	7	17	7	<>	<>	10	20	10	10	10
St. Francis de Sales RC	15	21	15	12	20	6	16	8	<>	8	11	21	14	11	18
St. Ignatius RC	24	29	20	8	9	11	15	5	<>	<>	20	17	16	10	12
St. James CE	29	39	69	63	53	19	25	21	30	37	48	29	38	47	40
St. John Vianney RC	52	41	23	27	33	22	21	10	13	19	19	41	20	20	30
St. Martin of Porres RC	66	37	23	43	21	34	20	17	33	10	31	17	17	23	14
St. Mary's CE Infant	22	41	38	27	39	16	24	19	14	15	28	33	36	29	37
St. Mary's RC Infant	23	13	22	25	13	11	7	13	11	12	16	18	17	26	13
St. Michael's CE N22	6	<>	17	13	19	<>	<>	14	<>	15	<>	12	17	13	22
St. Michael's CE N6	33	47	48	47	42	25	10	15	20	18	28	27	38	37	35
St. Paul's and All Hallows	22	24	5	18	21	8	15	<>	10	9	23	15	<>	10	7
St. Paul's RC	21	21	40	28	20	<>	7	13	10	7	17	14	20	14	27
St. Peter-in-Chains RC Infant	52	42	47	54	50	28	27	25	21	34	36	37	42	37	47
Stamford Hill	27	8	8	7	<>	23	8	<>	<>	<>	36	15	<>	<>	<>
Stroud Green	28	29	22	8	8	16	13	<>	<>	<>	16	21	20	<>	8
Tetherdown	50	53	25	38	35	17	23	7	10	18	60	55	23	25	37
The Green	8	10	10	20	<>	<>	<>	7	10	10	8	7	7	10	<>
The Willow	10	9	10	18	13	<>	7	5	<>	<>	13	13	12	8	8
Tiverton	17	11	8	13	25	<>	9	6	8	8	17	15	12	13	19
Welbourne	15	<>	9	10	12	<>	<>	7	5	<>	15	<>	16	5	17
West Green	14	14	26	9	20	14	9	6	6	10	<>	6	6	6	7
Weston Park	38	23	57	50	43	24	7	27	30	20	34	17	40	33	33
Haringey	20	21	22	21	22	10	10	9	10	11	18	17	17	17	19
National	25	26	26	26	27	12	12	12	13	14	21	21	20	20	21

Trend in Key Stage 2 with schools (35 schools boycotted the tests in 2010)

School	Combined English and maths level 4+					% of pupils making 2 levels of progress from Key Stage 1 to Key Stage 2 (Data not published in 2008)							
	Eng & maths 4+ 2008	Eng & maths 4+ 2009	Eng & maths 4+ 2010	Eng & maths 4+ 2011	Eng & maths 4+ 2012	% 2LP English 2009	% 2LP maths 2009	% 2LP English 2010	% 2LP maths 2010	% 2LP English 2011	% 2LP maths 2011	% 2LP English 2012	% 2LP maths 2012
Alexandra	40%	68%	<>	75%	76%	100%	85%	<>	<>	92%	96%	93%	93%
Belmont Junior	63%	49%	80%	79%	79%	85%	67%	84%	87%	98%	88%	83%	93%
Bounds Green	64%	65%	<>	83%	83%	81%	67%	<>	<>	93%	84%	94%	85%
Bruce Grove	51%	62%	65%	55%	77%	98%	84%	92%	88%	85%	89%	96%	96%
Campsbourne	56%	61%	<>	36%	80%	90%	72%	<>	<>	67%	51%	91%	87%
Chestnuts	50%	65%	<>	55%	90%	82%	90%	<>	<>	90%	69%	89%	87%
Coldfall	77%	90%	<>	97%	97%	95%	98%	<>	<>	97%	100%	98%	100%
Coleraine Park	49%	52%	49%	50%	60%	85%	70%	78%	55%	82%	72%	97%	82%
Coleridge	82%	92%	<>	97%	91%	88%	94%	<>	<>	89%	93%	95%	95%
Crowland	50%	49%	<>	55%	75%	82%	57%	<>	<>	77%	68%	95%	80%
Devonshire Hill	46%	53%	<>	72%	80%	87%	78%	<>	<>	92%	100%	98%	92%
Downhills	53%	40%	<>	61%	67%	62%	60%	<>	<>	70%	75%	91%	86%
Earlham	69%	78%	<>	56%	58%	93%	95%	<>	<>	89%	79%	98%	67%
Earlsmead	68%	93%	88%	81%	95%	95%	88%	90%	98%	86%	96%	100%	97%
Ferry Lane	70%	56%	<>	81%	74%	83%	80%	<>	<>	88%	92%	100%	86%
Highgate	84%	83%	<>	65%	81%	95%	95%	<>	<>	83%	69%	84%	84%
Lancasterian	71%	71%	<>	77%	78%	80%	88%	<>	<>	90%	85%	90%	82%
Lea Valley	78%	67%	70%	74%	65%	89%	81%	96%	87%	87%	85%	89%	81%
Lordship Lane	39%	64%	<>	66%	76%	94%	78%	<>	<>	97%	86%	100%	93%
Mulberry	48%	48%	<>	53%	67%	83%	79%	<>	<>	88%	81%	99%	85%
Muswell Hill	93%	88%	<>	93%	95%	95%	92%	<>	<>	93%	92%	98%	94%
Nightingale	65%	76%	<>	62%	62%	90%	84%	<>	<>	76%	74%	94%	83%

School	Combined English and maths level 4+					% of pupils making 2 levels of progress from Key Stage 1 to Key Stage 2 (Data not published in 2008)							
	Eng & maths 4+ 2008	Eng & maths 4+ 2009	Eng & maths 4+ 2010	Eng & maths 4+ 2011	Eng & maths 4+ 2012	% 2LP English 2009	% 2LP maths 2009	% 2LP English 2010	% 2LP maths 2010	% 2LP English 2011	% 2LP maths 2011	% 2LP English 2012	% 2LP maths 2012
Noel Park	51%	40%	61%	56%	66%	73%	52%	80%	64%	82%	57%	96%	87%
North Harringay	49%	63%	<>	74%	73%	49%	66%	<>	<>	89%	87%	90%	83%
Our Lady of Muswell RC	95%	93%	90%	81%	88%	80%	95%	98%	91%	88%	86%	94%	94%
Rhodes Avenue	98%	90%	100%	88%	93%	88%	92%	100%	98%	96%	93%	98%	93%
Risley Avenue	52%	49%	53%	76%	80%	75%	70%	89%	80%	93%	86%	92%	98%
Rokesly Junior	63%	88%	<>	78%	84%	86%	92%	<>	<>	90%	88%	95%	93%
Seven Sisters	60%	47%	<>	57%	46%	84%	71%	<>	<>	85%	79%	73%	56%
South Harringay Junior	55%	70%	<>	52%	63%	94%	76%	<>	<>	76%	65%	90%	71%
St Aidan's	77%	80%	87%	90%	79%	93%	90%	90%	90%	93%	96%	93%	86%
St Ann's CofE	76%	67%	<>	48%	82%	83%	90%	<>	<>	83%	63%	89%	89%
St Francis de Sales RC	78%	78%	<>	69%	74%	56%	81%	<>	<>	80%	67%	92%	87%
St Gildas' RC Junior	82%	81%	80%	85%	87%	90%	86%	94%	85%	98%	90%	91%	85%
St Ignatius RC	82%	73%	<>	74%	80%	92%	88%	<>	<>	85%	73%	91%	93%
St James' CofE	93%	87%	93%	100%	93%	93%	90%	93%	86%	100%	97%	100%	89%
St John Vianney RC	81%	68%	86%	86%	81%	82%	68%	93%	93%	97%	90%	73%	92%
St Martin of Porres RC	83%	74%	89%	96%	95%	88%	77%	92%	96%	96%	92%	95%	95%
St Mary's CE Jun	66%	75%	<>	62%	90%	64%	79%	<>	<>	75%	65%	94%	92%
St Mary's RC Jun	78%	80%	81%	88%	83%	90%	80%	96%	75%	87%	88%	98%	98%
St Michael's N22	63%	48%	<>	68%	89%	96%	50%	<>	<>	88%	81%	96%	93%
St Michael's N6	95%	93%	<>	85%	88%	85%	95%	<>	<>	98%	85%	94%	89%
St Paul's and All Hallows CofE	64%	50%	77%	78%	83%	52%	54%	67%	83%	81%	74%	89%	88%

School	Combined English and maths level 4+					% of pupils making 2 levels of progress from Key Stage 1 to Key Stage 2 (Data not published in 2008)							
	Eng & maths 4+ 2008	Eng & maths 4+ 2009	Eng & maths 4+ 2010	Eng & maths 4+ 2011	Eng & maths 4+ 2012	% 2LP English 2009	% 2LP maths 2009	% 2LP English 2010	% 2LP maths 2010	% 2LP English 2011	% 2LP maths 2011	% 2LP English 2012	% 2LP maths 2012
St Paul's RC	69%	70%	76%	79%	85%	93%	79%	95%	90%	96%	96%	96%	100%
Stamford Hill	57%	57%	<>	50%	74%	81%	52%	<>	<>	83%	56%	77%	86%
Stroud Green	78%	70%	64%	59%	84%	94%	89%	94%	62%	87%	80%	97%	94%
Tetherdown	97%	100%	<>	97%	93%	94%	97%	<>	<>	93%	97%	93%	83%
The Green CofE	75%	57%	<>	56%	74%	85%	73%	<>	<>	86%	86%	90%	100%
The Willow	63%	73%	<>	64%	78%	81%	87%	<>	<>	94%	78%	98%	83%
Tiverton	57%	66%	<>	69%	79%	90%	87%	<>	<>	89%	83%	91%	85%
Welbourne	55%	66%	<>	67%	75%	78%	92%	<>	<>	87%	78%	98%	98%
West Green	54%	85%	<>	67%	65%	88%	92%	<>	<>	72%	84%	91%	96%
Weston Park	89%	97%	<>	100%	87%	83%	97%	<>	<>	100%	100%	96%	96%
Haringey	66%	68%	75%	72%	78%	82%	80%	89%	82%	87%	82%	93%	88%
NATIONAL	73%	72%	73%	74%	79%	81%	80%	83%	82%	84%	83%	89%	87%

GCSE trend

% 5+ A* - C (including English and maths)

	2008	2009	2010	2011	2012 provisional	2011 English Bacc
Alexandra Park	60	62	66	69	72	23
Fortismere	70	73	73	79	75	48
Gladesmore	42	46	41	54	60	3
Greig City Academy	30	40	30	37	44	6
Highgate Wood	46	51	46	68	72	24
Hornsey	42	51	53	58	60	12
John Loughborough	39	34	31	29	35	0
Northumberland Park	38	35	40	39	42	2
Park View	30	31	45	53	57	6
St Thomas More	36	30	31	54	78	4
Woodside High	28	38	47	58	58	1
Haringey	42	45.7	48.0	57.3	57.9	13.9
England	47.6	49.7	53.4	58.9	58.6	17.6

Post 16 Level 3

Trend in total average point score per student

	Number at end of A/AS or equivalent study 2011	Total Average point score per student 2008	Total Average point score per student 2009	Total Average point score per student 2010	Total average point score per student 2011	Total average point score per student 2012 - provisional
Alexandra Park	107	665	701	674	744	NA
Fortismere	182	776	801	814	848	NA
Greig City Academy	65	397	450	533	598	NA
Haringey Sixth Form Centre	225	459	604	583	617	NA
Highgate Wood	74	584	623	642	668	NA
Hornsey for Girls	63	665	649	617	630	NA
St Thomas More	38	359	544	527	453	NA
Haringey	754	589	632	633	661	681.7
England		740	739	745	746	718

Post 16 Level 3

Trend in average point score per exam entry

	Number at end of A/AS or equivalent study 2011	Average point score per exam entry 2008	Average point score per exam entry 2009	Average point score per exam entry 2010	Average point score per exam entry 2011	Average point score per exam entry 2012 provisional
Alexandra Park	107	193	213	221	225	NA
Fortismere	182	223	228	229	235	NA
Greig City Academy	65	174	190	211	205	NA
Haringey Sixth Form Centre	225	194	198	201	209	NA
Highgate Wood Secondary	74	197	199	198	205	NA
Hornsey for Girls	63	193	196	197	195	NA
St Thomas More	38	160	190	198	184	NA
Haringey	754	199	206	213	216	210.1
England		209	212	214	216	211.8

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Report for:	CYPS Scrutiny Panel 21.1.2013	Item Number:	
Title:	School Improvement		
Report Authorised by:	Libby Blake, Director of Children and Young People's Service		
Lead Officer:	Jan Doust, Deputy Director, Prevention and Early Intervention		
Ward(s) affected: All	Report for Key/Non Key Decisions:		

1. Background

- 1.1 A report was presented to Cabinet in October 2012 setting out the current statutory responsibilities of the Local Authority for school improvement, and proposals for the development of the future relationship with schools.
- 1.2 The national context is one of increasing autonomy of schools and responsibility for their own improvement, separation from the Local Authority and changes to the way that schools are established, leading to a greater number of academies and free schools.
- 1.3 The LA has a clear role as the 'champion of children and families' and retains specific responsibilities for strategic planning, vulnerable children and the identification of schools that are underperforming.
- 1.4 The Schools White Paper (2010) set out expectations about the future role of the Local Authority (LA) and its relationship with schools, with particular reference to school improvement:
 - ending the requirement for every school to have a LA School Improvement Partner (SIP);



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- clarifying that the responsibility for school improvement is located with schools – governors, headteachers and teachers;
 - confirming that schools are key sources of support for each other; and
 - enabling LAs to develop their own arrangements for supporting schools.
- 1.5 The Education Act 2011 and the Academies Act 2010 have increased the direct powers of the Secretary of State, allowing for more direct intervention in individual schools and the system overall.
- 1.6 Councils must comply with a range of statutory duties and guidance. The full list of 207 duties is available on the DfE website and the main duties in relation to schools can be summarised as:
- working with headteachers, school governors and academy sponsors and principals, local authorities should promote educational excellence for all children and young people and be ambitious in tackling underperformance;
 - taking rapid and decisive action in relation to poorly performing schools, including using their intervention powers with regards to maintained schools and considering alternative structural and operational solutions;
 - developing robust school improvement strategies, including choosing whether to offer such services in a competitive and open school improvement market, working beyond local authority boundaries;
 - promoting high standards in education by supporting effective school to school collaboration and providing local leadership for tackling issues needing attention which cut across more than one school, such as poor performance in a particular subject area across a cluster of schools;
 - supporting maintained schools in delivering an appropriate National Curriculum and early years providers in meeting the requirements of the Early Years Foundation Stage (as outlined in the EYFS Statutory Framework);
 - establishing a schools forum for their area, maintain a scheme for financing maintained schools and provide financial information; and
 - undertaking specified responsibilities in relation to staffing and governance of maintained schools.
- 1.7 Beyond these statutory obligations, LAs have to determine for themselves what they want their relationship with schools to be. The residual role retained by the LA directly for school improvement is minimal – quality assurance, commissioning and intervention in failing schools.



1.8 Statutorily, LAs have retained the fundamental role as the champion of children and families with a responsibility to ensure that the school system works for every family and to use their democratic mandate to challenge every school to do their best for the population (The Importance of Teaching, DFE November 2010). The key roles within this are to:

- Support families through promoting a good supply of strong schools, including the development of academies and free schools that reflect the local community;
- Ensure fair access to all schools for every child;
- Support vulnerable children including looked after children, children with special and additional needs and those outside the mainstream school system;
- Support maintained schools that are performing below the national floor standards or have had poor Ofsted reports to improve quickly or to become a sponsored academy and encourage stronger schools to collaborate with them to improve educational performance;
- Develop local school improvement strategies that enable the LA to discharge its statutory responsibility to tackle under performance and secure high standards.

1.9 The expectation is that schools are autonomous and self-improving, but that they will work in collaboration with other parts of the system.

2. Supporting School Improvement

2.1 An effective LA has the intelligence to know its schools well, to intervene in the right way at the right time and to offer staff of sufficient calibre who can both challenge and support schools to improve further.

2.2 The Local Authority retains statutory powers to intervene in schools causing concern. However these will only effectively secure school improvement when they are used promptly and wisely and based on a sound assessment of where the school is and what needs to happen to bring about effective change.

2.3 The LA retains a direct improvement responsibility only with schools causing concern and may deliver or commission support for them. The credibility of the staff delivering LA school improvement services is critical to the effective discharge of these responsibilities.

2.4 In Haringey, the current central School Standards Service is being restructured so that it accurately matches the demands of the new relationship with schools. This means ensuring that there is strong leadership of a team of credible professionals who can challenge and support on behalf of the local authority and ensure that our statutory duties are properly discharged. In September 2012, the Haringey School to School Support (S2SS) model was launched and will promote collaboration across our family of schools with the strong supporting the weaker. The model



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builds much greater resilience into the system as a whole, through an exchange of staff, knowledge, skills and expertise. Schools are engaged and a steering group of some of our good and outstanding headteachers, supported by officers is driving this forward.

- 2.5 In the early stages, S2SS will be dependent on the knowledge of the strengths and weaknesses of individual schools centrally and the LA will have a brokerage role in identifying the school to school support arrangements as well as quality assuring arrangements so that they are measured against impact.
- 2.6 We recognise that strong leadership, including governance is at the heart of good school performance and will ensure that these are high priorities, nurturing school leadership and build capacity for the future. Every school should have outstanding governance that is able to challenge, support and champion the school.
- 2.7 We are reviewing our support services to governors so that they are offered high quality opportunities that reflects their development needs at different stages from induction to more individualised support. We will work with schools to make sure that they recruit the governors that they need and the governors that they have are well supported and developed. This includes seeking strategic partnerships with business and other partners who can strengthen the quality and supply of governors.
- 2.8 Some Local Authorities have continued to offer other services to schools on a traded basis such as human resources, finance, payroll and catering. The challenge for the Local Authority is to offer these services not only at a competitive rate but also to maintain a quality of service that supports schools in their journey to excellence. We intend to work with schools to develop criteria for measuring quality and only services that meet these criteria will be offered. We propose that the LA broker other arrangements through a framework of quality assured providers that schools can use if they wish to directly purchase support that meets their own identified needs.

3. The new School Improvement Team in Haringey

- 3.1 Members will already be aware of the overall context of funding to the Council and the continued requirement to manage with reduced resources and to achieve greater efficiencies.
- 3.2 The School Improvement Service is currently being restructured in order to refocus on the core statutory duties of the LA. This will reduce expenditure on this part of the structure by c£238k. The new cost of the team will be approximately £690k. In the revised structure there will be 7 posts – senior professionals with the expertise and credibility to hold schools to account and to challenge for improved performance. This is a reduction in number from the existing establishment as the



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responsibility for improvement now rests directly with schools and existing posts held centrally are no longer required.

3.3 The new agenda that the LA must address comprises:

- Sharply focused and data driven intervention at the earliest juncture in schools that show signs of provision dipping below acceptable standards
- Fielding a team of experienced professionals, who have the experience, credibility and skills to work alongside headteachers and other school leaders, for example, ensuring that school-school support is optimised to make up for the services no longer provided by the LA itself.

3.4 It is clear that headteachers and Chairs of Governors welcome informed and credible challenge. The personnel to provide schools the needed support and challenge will likely to be senior school leaders; in the Primary phase at headship level. Additional relevant experience such as being an OfSTED inspector, a School Improvement Partner (SIP) or senior LA adviser will also strengthen the credibility of personnel in the team. At times it may be appropriate to make use of associate school improvement professionals who are serving or recently retired headteachers, school improvement professionals from other LAs or senior leaders in schools. This model has been used by OfSTED and other Local Authorities with success, ensuring that inspection teams draw on the experience of people who are currently are or recently have been “doing the job”.

3.5 The team’s work will focus on schools where data suggests that the school is not enabling children to achieve well or there are particular issues with leadership, management or governance in the school. When necessary, “School to School” support will be brokered to rapidly improve outcomes for children. From September 2012, OfSTED has introduced a new inspection framework and has revised the overall judgement categories of schools following inspection, so that there will be no satisfactory grade. This will be replaced with the judgement ‘requires improvement’. Work with these schools to rapidly improve their work will also need to be a central part of the team’s work. Additionally, if the team is credible and seen to be effective, then it is possible that schools, which are not maintained by the LA (Academies and Free Schools), may be interested in buying support from the school improvement service, so enabling the LA to keep in contact with all schools in its area.



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3.6 The new team will be led by an Assistant Director (started on 7th January 2013) who is a member of CYPS SLT and who will we ensure that resources are clearly targeted and focused on the highest areas of risk and priority. . This means schools that are:

- at significant risk of not being able to evidence that they are at least a good schools as judged by OfSTED;
- not able to demonstrate that results achieved by children are on an upward trajectory and are not above the floor standard as set by government: and
- likely to benefit from working together with another school to support each other to make any needed improvements.

3.7 The new Service will ensure that resources are configured in a way to achieve these aims.

4. The Use of a Warning Notice - Schools Causing Concern

4.1 Since September 2012, 4 schools have been issued with Formal Warning Notices in accordance with our statutory responsibilities towards schools causing concern.

4.2 Section 72 of the 2006 Education and Standards Act places a statutory duty on all Local Authorities in England, in exercising their functions in respect to schools causing concern.

4.3 Performance standards and safety notices should be used as an early form of intervention, particularly where standards are unacceptably low and other tools and strategies have not secured improvement.

4.4 When used effectively, many LAs have found that giving warning notices has had a positive impact on schools causing concern, often providing a catalyst for more focused and appropriate action from both the leadership team and the governing body. It is expected that local authorities will use these powers on a more frequent basis prior to more formal intervention being required.

4.5 A school will be “eligible for intervention” under the 2006 Act if it has not complied with a warning notice and the local authority have also given the school written notice of their intention to exercise their intervention powers under Part 4 of the 2006 Act or where it has been judged by Ofsted to require significant improvement (a “serious weaknesses” judgment under the September 2012 Ofsted framework or “special measures”).



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- 4.6 Where schools are eligible for intervention, local authorities may exercise their powers to: require the governing body to enter into specified arrangements with a view to improving the performance of the school; appoint additional governors; suspend the delegated budget of the school; appoint an Interim Executive Board.
- 4.7 Where schools are eligible for intervention the Secretary of State has the power to appoint additional governors; appoint an Interim Executive Board, or direct the local authority to close a school. The Secretary of State also has the power under the Academies Act 2010 to make an academy order, subject in certain cases to consultation.
- 4.8 “Schools causing concern” are not just those schools “eligible for intervention” within the meaning of Part 4 of the 2006 Act (see definition above), but are also those about which the local authority and/or the Secretary of State have other serious concerns which need tackling, such as those consistently below the floor standards, those where there has been a serious drop in performance or where the performance is not meeting the expected standards of comparable schools. These are the types of situations where the local authority may want to consider giving those schools a warning notice, and then a further notice that they propose to use their intervention powers under the 2006 Act, making the school eligible for intervention and subject to the intervention powers of the local authority and/or the Secretary of State.

For further detail ref:

<http://www.education.gov.uk/ABOUTDFE/STATUTORY/g00192418/scc>

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Report for:	Children and Young People's Scrutiny Panel	Item Number:	
Title:	Social Work Learning and Development		
Report Authorised by:	Marion Wheeler, Assistant Director, Children and Families		
Lead Officer:	Philippa Morris, Corporate Head of Organisational Development (OD)		
Ward(s) affected:	All	Report:	for information

1 DESCRIBE THE ISSUES UNDER CONSIDERATION

This report:

- Outlines the council's approach to developing the professional skills and knowledge of its children's social work practitioners including a short summary of our major learning and development programmes and progress against each. The report also outlines proposals to undertake a skills audit against the key requirements of the newly introduced Professional Capabilities Framework for Social Workers.
- The information provided in this report relates to professional social work learning and development undertaken during the last eighteen months.

2 RECOMMENDATIONS:

Members are asked to note:

- 1 progress in the delivery of the 2012/13 social work professional learning and development programmes
- 2 the positive levels of attendance and evaluations for Children's Learning and Development (L&D) activity (outlined at Appendix A)
- 3 The range of learning and development currently on offer to children's social work practitioners at all stages of their career
- 4 Proposals to build on the success of the Assessed and Supported Year in Employment programme for newly qualified social workers and use the new Professional Capabilities framework to support a skills audit and inform future priorities for the 2013/14 professional learning and development programmes.

3 BACKGROUND

The OD and change service works closely with social work managers and practitioners to

understand, assess and meet the learning and development needs of the social work practitioners.

3.1 Our Approach to Learning and Development

In 2012/13 we offered training and development opportunities to entry level, newly qualified and post qualified levels of social work providing structured development opportunities to staff at all stages of their career. All social work staff are entitled to up to 12 days of learning and development per year. This includes participating in training courses, shadowing colleagues, reflective supervision and time to read about best practice.

3.2 Short Course Training programme

We ran a variety of training courses in 2012/13, including professional and more general programmes to help social workers and their managers develop their skills in a range of areas. The training programme was designed to address a wide range of professional development needs and national guidance in relation to social work reform; the development of the Professional Capabilities Framework (PCF); and areas for development as identified by our learning needs review. As a result of this review eight areas of learning and development were identified:

Area 1	Ensuring that the concepts of authoritative practice, evidence-informed practice, critical analysis and reflective practice underpin social work intervention
Area 2	Develop an approach to supervision that supports the above and reflects the Employer Standards
Area 3	Provide a structured programme to support the ASYE year
Area 4	Ensure quality of assessments, care-plans and recording match best practice.
Area 5	Ensure that the needs of disabled children are explicitly addressed within the learning and development programme
Area 6	Develop the expertise of practitioners in relation to specialist areas, e.g. parental mental health, drugs and alcohol misuse, domestic abuse, direct work with children
Area 7	Ensure that the learning and development programme is aligned with the PCF and the emerging requirements for Continuing Professional Development (CPD)
Area 8	Briefing and support for managers in relation to social work reform and the implications for practice

The council's Children's OD and Learning officer commissioned over 40 course titles and other developmental activities (ie Action learning Sets; e-learning; workshops and briefing sessions) to make up the Children's Social Work L&D programme for 2011/12. All planned development and learning activities were mapped against the new Professional Capabilities framework for Social Workers, and targeted to relevant groups of staff. Some of this training was multi – agency and delivered in partnership with the LSCB. The majority of the courses were commissioned from a number of external specialist training providers following a competitive tendering process.

The following courses were identified as priority development areas for social workers and their managers:

- **Assessment Skills and Care Planning**
 - Four x two days courses on 'Putting Analysis into Assessments'. This was attended by some 35 staff.
 - Three x two day courses on 'Assessing Emotional Abuse'. This was attended by 30 staff.
 - Four x two day courses on 'Assessment and Review' for those working with Looked After Children'. This was attended by 26 staff.
- **Recording:**
 - Two one day courses on Record keeping for Social Workers attended by 34 staff

- Plus two courses on Effective recording Practice and How to write an effective Chronology.
- **Reflective Supervision training** (in partnership with the Children's Workforce Development Council): more than 40 managers attended a one or two day course in support of the 4x4x4 integrated supervision model for social work. This has a strong focus on reflective practice.
- **Authoritative practice** – including critical thinking skills, reflective skills and skills of inquisitive enquiry
- **Managing Risk** and the risk assessment model

In partnership with Waltham Forest council we also jointly commissioned and delivered a **number of specialist courses** for more experienced practitioners: we wouldn't have had sufficient numbers of staff to run these courses on our own.

3.4 Assessed and Support Year in Employment Programme

Haringey takes its responsibility for developing newly qualified social workers (NQSWs) seriously. We recognise that NQSWs come with enthusiasm and potential: senior managers have endorsed and supported the development of the programme of Assessed and Supported Year in Employment (ASYE) to ensure that our NQSWs are well supported during their first year of practice.

. We currently have 15 NQSWs who have started or are due to shortly start the ASYE programme. A second ASYE cohort will commence in February 2013 and will consist of 8 NQSWs. Our ASYE programme offers each student with a clear learning agreement and an individual Personal Development Plan (PDP) plus:

- Supervision – weekly for the first six weeks; fortnightly from week seven to the six-monthly review; monthly thereafter
- Reduced caseload
- A dedicated (two days per week) coordinator who understands practice issues and practice standards
- Development time and a range of courses some of which are delivered in partnership with other boroughs
- Six weekly action learning sets
- Review of progress at three-monthly intervals

Our NQSWs are required to produce a critical incident analysis for their 3, 6, and 9 month reviews; attend all mandatory courses and action learning sets; and maintain an action learning log. Our ASYE programme is both interesting and robust and we have had good feedback from both practitioners and their managers about the programme

3.5 Social Work Practice Placements

We are working in partnership with the University of Middlesex and have offered a number of social work practice placements to students over the last 18 months. The council's Practice Learning Lead has supported placements in order to maximise their success including

- Producing a guidance document, which sets out the roles and responsibilities for all parties
- Working closely with the Practice Learning Coordinator at the university in matching students to placements
- Training practice educators on the 4x4x4 model of supervision
- Facilitating support groups for practice educators and for students

A total of sixteen placements have been provided in this academic year:

- Adoption 2 Children in Care 7
- Children with Disabilities 1 First Response 4
- Youth Offending 1

Students who come to the service on practice placements are a good source of future social worker recruits.

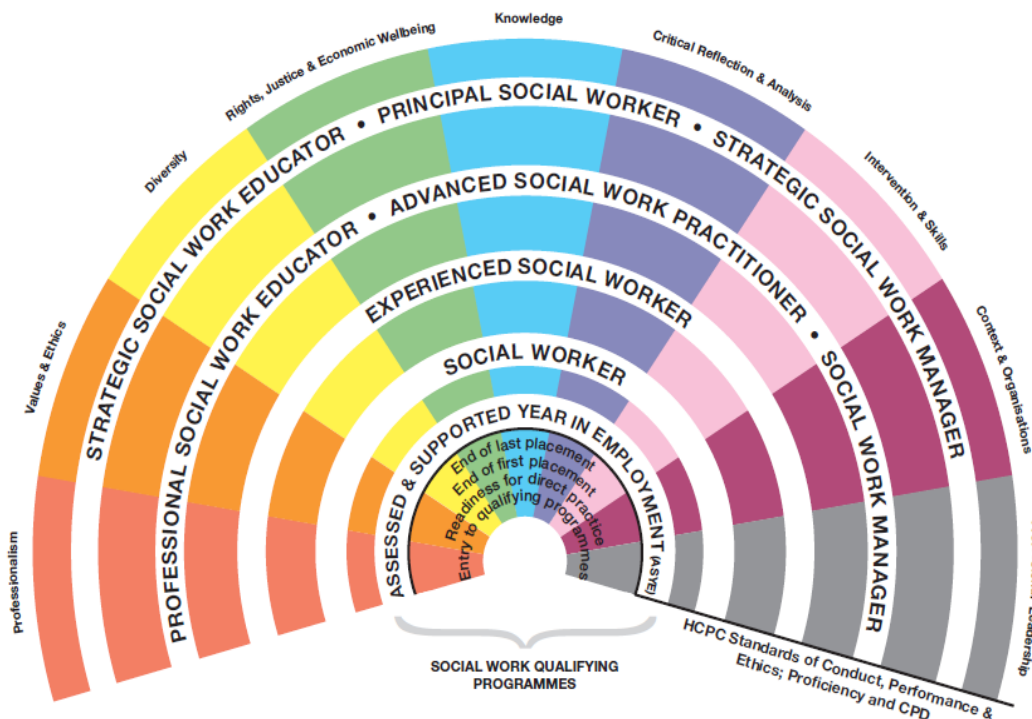
3.6 Post Qualifying Training and Research Seminars

As well as short course and e-learning, social workers also participated in a wide range of targeted development programmes from professional and academic institutions. In 2011/12 we supported over 30 social work practitioners to study for Post Qualifying Awards in subjects such as SW Policy and Practice, Young People and Mental health; Advanced Social Work Management; and Practice Teaching. Through our links with Making Research Count, over 150 social work staff attended seminars covering developments in social work practice: subjects included the latest research into subjects such as Domestic Violence, Child Protection, Critical Analysis in Practice, and Gangs.

4. Skills Audit against the new Professional Capabilities Framework

In November 2012 the service agreed to proposals to undertake a Skills Audit against the capabilities described in the Professional Capabilities Framework for Social Workers. Following discussion with Skills for Care who are developing a 360 degree feedback tool to support the process, we intend to undertake a skills audit of both our social work/experienced social work practitioners. We will use the skills audit and inform future priorities for the 2013/14 professional learning and development programmes and to support activity to drive up the quality of practice.

Professional Capabilities Framework for Social Workers



In addition to the above social work staff also attended a number of programmes and courses on the council's Learning and development programmes. These courses are open to anyone who works for the council who can demonstrate that they have a learning need and will benefit.

Appendix A of this report details the numbers of C&F staff attending the courses on the Children's Short Course programme

Appendix A: Summary Information:

Social Worker Short Courses	
April 2011 to December 2012	
Total number of course attendees:	996
Total number of course titles:	46
<i>Across the Children's Social Work Programme, participants rated the courses as Good or Excellent as follows:</i>	
Rated the value of the Course/Event to Your Work as Good or Excellent	91%
Rated the Effectiveness of the Trainer as Good or Excellent	87%
Rated the Degree to which Learning Objectives Met as Good or Excellent	91%
Rated the Pace of the Course/Event as Good or Excellent	91%
Rated the Length of the Course/Event as Good or Excellent	87%

Children's Social Worker Short Course titles

3-Day Intro-Behaviour Support-Restraint	Parental Social History taking
ABE refresher	Planning For and Supporting-WFC
Agency in Adolescence	Practice Educator Support Group
Analy.& Critical Thinking in Complex Assess	Preparing For Court
Assessing Emotional Abuse	Preparing for Court Using the PLO
Assessment & Review Looked After Children	Professional Capabilities Framework
ASYE Action Learning Set	Putting Analysis into Assessment level 1
ASYE Briefing for Managers	Putting Analysis into Assessment Level 2
ASYE Briefing for NQSWs	Record Keeping for Social Workers
Bespoke training for Screening Team	Report Writing for Social Workers
Birth Fathers-WFC	Research in Practice Re Launch
Child Protection Awareness for Managers	Safeguarding BME Children & Families
Child Sexual Abuse	Special Guardianship-WFC
Court Skills	Supervising Complex Risk
CWDC Supervisor Training	The Challenges of Case Reviews(WFC)
Dev. Comm. for Mums & Kids after DV(WFC)	The Changing Face of Law & Practice(WFC)
Developing Authoritative Relationship	Thresholds, Risk Assem & Decison Making
Developing Reflection & Analysis in Sup	Total Respect
Diffusing Aggression	Understanding the Legal Framework
Direct Work with Disabled Children	Using The Law to Promote Ethics(WFC)
Domestic Violence-WFC	Work.with child. Who have been trafficked
Effective Recording Practice	Working with Children & YP Gangs (W
Enhanced Competency Training	
Essential Best Practice in Court	
Follow up Supervision Group 1	
Follow up Supervision Group 2	
Getting most from Supervision	
How to write an effective chronology	
Life Story with Traumatized Children	
Manag.Emot.Abuse&Negl.AbusFamilies	
Managing Self Workshop	
Multiple Exclusion Homelessness(WFC)	
No Recourse to Public Fund	

Adults Short Courses attended by Children's SW

April 2011 to December 2012

Total number of course attendees: **77**

Total number of course titles: **19**

Adults Social Care Programme titles

AHMP Refresher

Autism Spell

Challenging Behaviour - Mental Health

Challenging Behaviour-COHORT

Communication Awareness - L.D.

End Of Life Care

Fire Safety Awareness

First Aid (3 day course) (x 6 courses)

First Aid- Emergency aid at work (x 5 courses)

First Aid Mental Health

First Aid-Re-Qualification

Food Safety in Catering

Health & Safety in the Workplace

Infection Control

Makaton-Supp. People With Learning Diff

Medication Awareness

Risk Assessment and Management - Level 2

Safe Moving and Handling - Refresher

Substance Misuse

Generic Training attended by Children's SW and Supporting Staff

April 2011 to December 2012

Total number of course attendees: **38**

Total number of course titles: **388**

20:5 Programme

MS Excel 2003 (Advanced)

MS Excel 2003 (Basic)

MS Excel 2003 (Intermediate)

MS Excel 2007 (Intermediate)

MS PowerPoint (Basic)

MS Project 2003 (Basic)

MS Project 2003 (Intermediate)

MS Word 2003 (Basic)

Web Content Management

Achieving Equalities & Valuing Diversity

Coaching for Results

Corporate Induction (7x half days)

CV & Interview Skills

Effective comms and presentation skills

Effective Report Writing

Effective Writing Skills

Financial Management For Budget Holders

Getting the Most from Meetings

Intro to Effective Project Mgmt

Introduction to Mentoring For Mentees

Introduction To Mentoring For Mentors

Introduction to Project Management

Investigating Complaints

Leadership Exchange

Maintaining Resilience

Managing People & Performance

Managing the Stress of Others

Managing Your Career

Managing your time Effectively

Manual Handling

Pathway to Management

Planning for Retirement

Pre-Retirement Follow Up (One-to-Ones)

Responding to Complaints

Solving Problems & Making Decisions

Whole Systems Thinking

Work. Successfully at the Political Interface

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Haringey Council

Report for:	Children and Young People's Scrutiny Panel 21 January 2013	Item Number:	
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Title:	Progress report on the implementation of the Munro Report
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Report Authorised by:	Marion Wheeler – Assistant Director Children and Families
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Lead Officer:	Rachel Oakley - Head of Safeguarding, Quality Assurance and Practice Development Patricia Walker - Principal Policy Officer
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Ward(s) affected: All	Report: for information
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1. Describe the issue under consideration

The final Munro Report published in 2011 had 15 recommendations which apply to the range of partner agencies working with children. The Council accepted all of the recommendations related to Council services. This report gives details of recent progress on implementation nationally and in Haringey.

2. Background information

In June 2010, the Secretary of State for Education, commissioned Eileen Munro to undertake an independent review of child protection in England. The aim of which was to move child protection work from what was perceived as an over-bureaucratized system concerned with compliance to one that focuses on children, ensuring they are being effectively helped. This shift will require the development of a learning culture allowing those working in child protection to be given more scope to exercise professional judgment. Equally it will require good front line management to support the development of professional confidence.

3. Progress of Implementation

The attached table in appendix one gives in detail the Government response and the Haringey response to each of the Munro recommendations.



Haringey Council

4. Next Steps

At the time of writing we are still awaiting the publication of the new statutory Working Together to Safeguard. The indications from the government consultation are that these documents will be very different to the existing guidance which is extensive and directive. This is in response to the Munro recommendations that the system had become over prescriptive and the current government philosophy on reducing bureaucracy in public services.

The London Safeguarding Children Board is currently working to revise the London Child Protection Procedures, which cannot be finalised until the publication of the new government guidance. However, it has been agreed that consistency across the capital is a core requirement to support cross borough working, interdisciplinary working and best practice. This is particularly important in London given the large numbers of staff and agencies working across borough boundaries. Even if the new Working Together removes statutory timescales, London intends to retain minimum standards / timescales / review points for the following key child protection activities for: convening a strategy meeting; seeing a child in the context of an enquiry; holding a child protection conference; holding a core group and reviewing a child protection plan. Delay and drift are always possible in the context of competing demands and in this context a notional upper time limit for initial visits to see the child and for the completion of single assessments is welcomed by professionals.

5. Use of Appendices

Appendix 1 – Munro recommendations – progress on implementation

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MUNRO & Task Force Recommendations	GOVERNMENT RESPONSE	HARINGEY RESPONSE	TIMELINE
<p>Munro Recommendation 1: Initial and core assessments should be scrapped and replaced with a single, ongoing assessment listing decisions to be made.</p>	<p>Accepted</p> <p>1)The government will make full revision of Working Together to Safeguard Children and The Framework for the Assessment of Children in Need and their Families.</p> <p>The government consulted on draft revisions of these documents during summer 2012 and it was expected to publish revised guidance late in 2012.</p> <p>2) The government will implement an interim amendment to Working Together to Safeguard Children to remove assessment deadlines and the distinction between initial and core assessments.</p> <p>This proposal was included in the consultation on The Framework for the Assessment of Children in Need and their Families.</p> <p>Between March and September</p>	<p>Haringey conducted a series of consultation meetings with SW staff and responded to the government. Overall it was felt that although the aims of the draft guidance were welcomed, the consultation draft documents had been over simplified and lacked the beneficial contextual explanation.</p> <p>Haringey will use the information emerging from eight local authorities plus feedback from service users in Haringey from the evaluation of the Child Protection conference pilot to develop a single assessment process that integrates with the conference process.</p> <p>First Response are working on the development of a single assessment form, which will be analysed to further inform the changes, once central government have issued the final guidance.</p>	<p>By Dec2012</p> <p>To be decided in response to publication of guidance.</p>



MUNRO & Task Force Recommendations	GOVERNMENT RESPONSE	HARINGEY RESPONSE	TIMELINE
	<p>2011 the Secretary of State for Education issued formal directions to eight local authorities (Westminster, Knowsley, Cumbria, Hackney, Kensington and Chelsea, Hammersmith and Fulham, Wandsworth and Islington) to test more flexible assessment practices.</p>		
<p>Munro Recommendation 2: Unannounced inspections should examine the safeguarding performance of other agencies as well as children's services.</p>	<p>Accepted Ofsted intends to have a new local authority inspection framework in place, following a consultation in July 2011. The new Ofsted framework for the inspection of child protection of children was launched in July 2012.</p>	<p>In order to prepare for it, workshops have been held with Head of Service and Team Managers on the new framework. In addition 6 weekly multi-agency meetings have been set up to ensure that the partnership is prepared for the inspection as well as 6 weekly meeting between the Director, Assistant Director and Project Manager for inspection preparations. The performance team have carried out a rehearsal run to test capacity to pull together the required information in a short space of time. Evidence for Annex A (documentation required by OFSTED</p>	<p>July – December 2012</p>



MUNRO & Task Force Recommendations	GOVERNMENT RESPONSE	HARINGEY RESPONSE	TIMELINE
		<p>at the outset of an Inspection) has been gathered and we have commissioned some additional capacity to assist with review of the quality of the Annex A material which was felt inadequate in parts. Next steps are to re work this evidence and draft together a position statement. In addition progress against previous inspection areas for improvement is being reviewed. Haringey has just taken part in an LGA/ Children Improvement Board Peer Review Challenge and is currently responding to the feedback.</p>	
<p>Munroe Recommendation 3: Inspections should also look at outcomes and how children's wishes and experiences shape services provided.</p>	<p>Accepted Ofsted intends to have a new local authority inspection framework in place, following a consultation in July 2011.</p> <p>New framework was published in April 2012.</p>	<p>The framework for the inspection of child protection of children is clear that LAs should ensure that the voice of the child is heard and that their feedback is used to systematically improve services. Ofsted inspections will also focus on the child's journey. We agree with this recommendation and work is under development.</p> <p>In order to evidence clearly the child's</p>	<p>By May 2012</p>



MUNRO & Task Force Recommendations	GOVERNMENT RESPONSE	HARINGEY RESPONSE	TIMELINE
		<p>journey, it is important that case chronologies are kept up to date and are up to a high standard. A best practice example of a chronology has been identified and is to be shared with staff as the benchmark. Social Workers will be supported in supervision to achieve the standard expected for chronologies and additional training provided where needed.</p> <p>Haringey 54,000 has completed a programme of consultation on early help with young people through existing groups and parents via our children's centres.</p> <p>We are developing our currently limited use of VIEWPOINT – an interactive web based consultation system – with children in our care.</p>	
<p>Munroe Recommendation 4: A combination of nationally collected and locally published performance data should be used.</p>	<p>Accepted 1) The government will confirm what will be on the list of locally published performance information.</p>	<p>The information to be captured locally is far reaching and complex to collect, work is underway to establish how to systematically and routinely gather</p>	<p>1 April 2013</p>



MUNRO & Task Force Recommendations	GOVERNMENT RESPONSE	HARINGEY RESPONSE	TIMELINE
	<p>2) The government is aiming for publication of the suite of new nationally collected performance information. Government consulted on proposals early in 2012. Subsequently Government published the Children's Safeguarding Performance Information Framework in October 2012. The framework describes the key nationally collected data and the questions that should be asked at a local level to understand the impact and effectiveness of safeguarding children.</p>	<p>this information.</p> <p>A number of local indicators are already being trialled prior to the full implementation of the data set.</p> <p>The staffing data has been collated for a full year.</p> <p>Viewpoint which consists of interactive electronic questionnaires is in place for Looked After Children and will be adapted to assist in this exercise.</p> <p>Viewpoint provides young people with an engaging and independent means of expressing their views. It provides a practical, effective method of consultation and can report on information collected.</p>	
<p>Munroe Recommendation 5: Each Local Safeguarding Children Board (LSCB) should submit an annual report to the Chief Executive and Leader of the Council, and (subject to legislation) to the local Police and Crime Commissioner and the Chair of the health and wellbeing board.</p>	<p>Accepted The government will identify the appropriate legislative vehicle.</p>	<p>Haringey LSCB will submit the 2012/13 annual report to the respective personnel and strategic boards from June 2013.</p>	



MUNRO & Task Force Recommendations	GOVERNMENT RESPONSE	HARINGEY RESPONSE	TIMELINE
<p>Munroe Recommendation 6: Local safeguarding children boards should assess local outcomes, including the effectiveness and value for money of early intervention services and multi-agency training.</p>	<p>Accepted in principle The government will publish an amendment to Working Together to Safeguard Children regarding the role of local safeguarding children boards in monitoring effectiveness of early help and protective services.</p> <p>The government consulted on draft revisions of Working Together during summer 2012. Consultation closed 4/9/12 and government said it expected to publish revised guidance later in 2012.</p>	<p>In terms of assessing the effectiveness and value for money of multi-agency training, Haringey LSCB ran a trial of different methods of evaluation of its multi-agency courses to explore how best to evidence impact of training on practice, and has written a report to document findings.</p> <p>Haringey LSCB has joined a Working Group of the London Safeguarding Children Board's Training Subgroup whose purpose is to evaluate and analyse the impact of training on practice and outcomes for children.</p> <p>The purpose of this Working Group is to develop a London-wide method of training evaluation that takes place before training, after training and several weeks after training (both delegates and managers).</p> <p>The value of a Pan-London approach to training evaluation is to share best practice and to enable comparisons between similar courses across Boroughs.</p>	



MUNRO & Task Force Recommendations	GOVERNMENT RESPONSE	HARINGEY RESPONSE	TIMELINE
<p>Munroe Recommendation 7: The role of the director of children's services and the lead member for children's services should be protected from departmental mergers.</p>	<p>Accepted in principle The government will consult formally on revised statutory guidance on the director of children's services (DCS) role and the lead member.</p> <p>Following consultation revised statutory guidance on the DCS and the Lead Member's roles was published in April 2012. It reaffirms the legal duty on local authorities (LA) under the 2004 Children Act 2004 to appoint a DCS and designate a Lead Member for Children's Services. The guidance states that though it is legally permissible for the DCS and LMCS roles to be combined with other operational and political functions of the LA, given the breadth and importance of children's services functions covered by the DCS and LMCS, LAs should give due consideration</p>	<p>Haringey continues to have dedicated DCS and Lead Member.</p>	<p>On going</p>



MUNRO & Task Force Recommendations	GOVERNMENT RESPONSE	HARINGEY RESPONSE	TIMELINE
	to protecting their discrete roles and responsibilities before allocating any additional functions to individuals performing these roles.		
<p>Munroe Recommendation 8: Research is needed on the impact of health reforms on partnership working in child protection.</p>	<p>Accepted in principle The Department of Health and the Department for Education will work with NHS bodies, local authorities, professional bodies and practitioners to publish a joint programme of work.</p> <p>Clinical Commissioning Groups (CCG) will take on most of the PCTs commissioning responsibilities from 1 April 2013. The NHS commissioning Board (NHS CB) will take responsibility for remainder of health service provision such as Primary Care, Dental Care and specialised services. Awaiting an accountability framework from the DoH – expected alongside the new Working Together Guidance. London Safeguarding Children</p>	<p>Haringey CCG (HCCG) is in process of being authorised to take full responsibility from 1 April 2013. The authorisation site visit from the NHS CB was November 2012, notification of final decision of NHS CB due February 2013.</p> <p>Two specific aspects of Safeguarding included in the authorisation process.</p> <p>HCCG Chief Officer (Sarah Price) is the CCG Governing Body Lead for Safeguarding and the CCG has retained all the Safeguarding Children team (i.e. Named Nurse for Primary Care, Named GP, Designated Dr and Designated Nurse for Child Protection) in its new structure.</p> <p>The Governing Body includes LA partners (Director of Adult Services and Director of Public Health). It is</p>	<p>April 2013</p>



MUNRO & Task Force Recommendations	GOVERNMENT RESPONSE	HARINGEY RESPONSE	TIMELINE
	Board are currently reviewing their child protection guidance and this is expected to retain more detail.	committed to continuing to work in partnership via the LSCB and the Health and Well Being Board. The safeguarding partnership work with health providers remains unchanged.	
<p>Munroe Recommendation 9: LSCBs should use a systems approach to serious case reviews (SCRs) and Ofsted’s evaluation of SCRs should end.</p>	<p>Further consideration needed. The government will consider evidence and opportunities for using systems review methodologies for SCRs and options for developing the national resources recommended. The new version of Working Together will decide on how future SCR will be conducted</p>	<p>Haringey has along with other London LSCBs piloted the SCIE systems approach and the findings of this review were made public on its website.</p> <p>Currently the LSCB are undertaking 2 SCRs and following the process outlined in the current Working Together chapter, pending the changes being made to Working Together.</p>	
<p>Munroe Recommendation 10: Councils should have a legal duty to provide enough early intervention services.</p>	<p>Accepted in principle The government will decide whether there should be a statutory duty for local authorities in relation to early intervention and, if so, what form it will take.</p>	<p>Haringey is committed to delivering a multi-agency early help offer and consultation on the developing Early Help Policy is well under way. Early help consultation events have been carried out with parents, young people and front line practitioners to</p>	



MUNRO & Task Force Recommendations	GOVERNMENT RESPONSE	HARINGEY RESPONSE	TIMELINE
	<p>The Government subsequently rejected Munro's recommendation that there should be a statutory duty for local authorities in relation to early help.</p>	<p>gain their views on what works, what is missing and what there should be more of.</p> <p>Through the Haringey 54,000 Programme we will ensure families can access the right services from the right settings at the right time, as well as a new approach to working with families with complex needs.</p> <p>It will focus on the strengths of our families and promote this perspective in working with families in difficulty whilst safeguarding children when they need it.</p> <p>Practice will include a focus on successful, rather than problematic behaviours as a powerful lever for promoting change, enabling families to find solutions and work with agencies to agree on strategies and solutions to improve the life chances of their children</p> <p>The Programme will work with services to create referral pathway arrangements that make sense and avoid duplication and delay.</p>	



MUNRO & Task Force Recommendations	GOVERNMENT RESPONSE	HARINGEY RESPONSE	TIMELINE
<p>Munroe Recommendation 11: The Social Work Reform Board's professional capabilities framework should specify those qualities needed for child and family social work.</p>	<p>Accepted The professional capabilities framework and CPD framework is now in place and hosted by the College of Social Work.</p>	<p>Entry level capabilities have been in place for some time and were used in selection for entry into Social Work in 2012. Assessed and Supported Year in Employment is in now in place with 7 NQSWs on the scheme and a further 8 starting in January.</p> <p>We have undertaken management and staff briefings on the framework, this will be followed by team discussions on the implications for professional development</p> <p>A skills audit against the PCF has been designed for all levels of social workers. It will comprise of a self-audit; manager feedback; service user feedback and direct observation.</p> <p>The audit will allow staff to identify strengths and areas for development and will link it to their continuing professional development and the training opportunities offered by the authority. It will be launched on the</p>	<p>on – going</p>



MUNRO & Task Force Recommendations	GOVERNMENT RESPONSE	HARINGEY RESPONSE	TIMELINE
		<p>31st of January 2013.</p> <p>The 2011/12 training and development programme was mapped against the draft PCF and future commissioning of LD activities will be measured against the full framework.</p>	
<p>Munroe Recommendation 12: Employers and higher education institutions should work together on student placements.</p>	<p>Accepted</p> <p>1) The government expects the College of Social Work to develop plans for designated approved practice settings and teaching organisation status and to consider the merits of student units</p> <p>2) The government will build partnership arrangements with employers and higher education institutions.</p>	<p>Haringey has a partnership with Middlesex University. A Memorandum of Cooperation is in place. Partnership with university, other local authorities and voluntary sectors continues to be developed</p> <p>CYPS has a commitment to providing student placements as part of the commitment to social work education and this is promoted in the recruitment strategy. Further work is under way to embed our approach to student placements</p>	<p>On going</p>
<p>Munroe Recommendation 13: Local authorities should review and</p>	<p>Accepted Local leaders will undertake</p>	<p>Haringey 54,000 is the Children and</p>	<p>At a locally</p>



MUNRO & Task Force Recommendations	GOVERNMENT RESPONSE	HARINGEY RESPONSE	TIMELINE
<p>redesign the ways in which child and family social work is delivered, drawing on evidence of effective interventions and helping social workers use evidence based practice.</p>	<p>self-assessment, considering whether child and family social work services are appropriately configured so that they meet the needs of children and families</p> <p>The National picture - the impact of more flexible assessment practices in response to the Munro Review of Child Protection</p> <p>The Munro Review of Child Protection (Cm 8062, 2011) recommended reducing statutory guidance on safeguarding and promoting the welfare of children in order to promote local autonomy and increase the scope for practitioners to exercise their professional judgement.</p>	<p>Young People's Services transformational change programme, looking at how the council and our partners can move towards a less costly way of working with children, young people and their families that is more focused on helping families earlier, so that they can bring up their children confidently and without resorting to care while still continuing to safeguard those children who need our protection. We will re-design parts of the service to improve access to support for families.</p> <p>The DfE has been trialling different models of social work delivery through five "social work practice" pilots. We will consider any lesson that can be learnt, however the national evaluation has proved inconclusive.</p>	<p>determined pace</p>
<p>Munroe Recommendation 14: Local authorities should designate a principal child and family social worker.</p>	<p>Accepted</p> <p>1) The government expects most local authorities to have chosen to designate a principal child and family social worker.</p>	<p>We are currently undertaking an interim appointment to this role. This will enable us to make progress on the key areas whilst developing the</p>	<p>January 2013</p>



MUNRO & Task Force Recommendations	GOVERNMENT RESPONSE	HARINGEY RESPONSE	TIMELINE
	2) The government expects that all local authorities "will have chosen" to designate a principal child and family social worker.	model for the permanent role that will best meet the needs of Haringey.	
Munroe Recommendation 15: A chief social worker should be created in government.	Accepted in principle The government plans for a chief social worker to oversee children's and adults' services to be implemented. DfE Business Plan 2012-2015 (published May 2012) includes an action to appoint a Chief Social Worker by December 2012.		By late 2012

Children and Young People's Scrutiny Panel**Draft Work Plan**14th March

1. Cabinet Question Time – Youth portfolio
2. Youth Service development including details of work commissioned and of the planning that had been made for extending the service to younger children
3. Youth Offending
4. Children's Centres
5. Looked after Children and Safeguarding
6. Move of Children's Safeguarding Policy and Practice Advisory Committee and the Corporate Parenting Advisory Committee to the CYP Scrutiny Panel
7. The future structure of schooling – Education commission report response
8. Work Plan

Ongoing Theme/Project

School places

Future Meetings

Adoption Improvement Plan – Progress

Early Intervention – Progress with Haringey 54,000

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