

NOTICE OF MEETING

**Children, Young People & Learning Overview & Scrutiny Panel
Wednesday 11 September 2013, 7.30 pm
Council Chamber, Easthampstead House, Town Square, Bracknell,
RG12 1AQ**

**To: CHILDREN, YOUNG PEOPLE & LEARNING OVERVIEW &
SCRUTINY PANEL**

Councillor Mrs Birch (Chairman), Councillor Mrs Hamilton (Vice-Chairman), Councillors
Brossard, Gbadebo, Ms Hayes, Heydon, Kensall, Mrs McCracken and Mrs Temperton

Church Representatives (Voting in respect of Education matters only)

Reverend Canon N Parish and One Vacancy

Parent Governor Representatives (Voting in respect of Education matters only)

Mr R Briscoe and One Vacancy

Teachers' Representatives (Non-Voting)

Miss V Richardson

cc: Substitute Members of the Panel

Councillors Allen, Ms Brown, Dudley, Thompson and Virgo

Children's Social Care Representative (Non-Voting)

Mrs C Mitchell

ALISON SANDERS
Director of Corporate Services

EMERGENCY EVACUATION INSTRUCTIONS

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Published: 3 September 2013



**Children, Young People & Learning Overview & Scrutiny Panel
Wednesday 11 September 2013, 7.30 pm
Council Chamber, Easthampstead House, Town Square,
Bracknell, RG12 1AQ**

AGENDA

Panel members are invited to attend a pre-meeting at 7pm in the Function Room.

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1. APOLOGIES FOR ABSENCE/SUBSTITUTE MEMBERS

To receive apologies for absence and to note the attendance of any substitute members.

2. MINUTES AND MATTERS ARISING

To approve as a correct record the minutes of the meeting of the Children, Young People and Learning Overview and Scrutiny Panel held on 3 July 2013. Information sought by the Panel at its last meeting has been circulated electronically.

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3. DECLARATIONS OF INTEREST AND PARTY WHIP

Members are requested to declare any disclosable pecuniary or affected interest, including the existence and nature of the Party Whip, in respect of any matter to be considered at this meeting.

Any Member with a Disclosable Pecuniary Interest or an affected interest in a matter should withdraw from the meeting when the matter is under consideration and should notify the Democratic Services Officer in attendance that they are withdrawing as they have such an interest. If the Disclosable Pecuniary Interest is not entered on the register of Members interests the Monitoring Officer must be notified of the interest within 28 days.

4. URGENT ITEMS OF BUSINESS

Any other items, which pursuant to Section 100B(4)(b) of the Local Government Act 1972, the Chairman decides are urgent.

5. PUBLIC PARTICIPATION

To receive submissions from members of the public which have been submitted in advance in accordance with the Council's Public Participation Scheme for Overview and Scrutiny.

BUDGET MONITORING

6. DEPARTMENTAL BUDGETARY POSITION

To discuss the evolving budgetary position, in preparation for scrutiny of the 2014/15 budget proposals.

PERFORMANCE MONITORING

7. QUARTERLY SERVICE REPORT

To consider the latest trends, priorities and pressures in terms of departmental performance as reported in the Performance Monitoring Report for the first quarter of 2013/14 (April to June 2013) relating to Children, Young People and Learning. 9 - 48

Please bring the previously circulated Performance monitoring Report to the meeting. Copies are available on request and attached to this agenda if viewed online.

Panel Members are asked to give advance notice to the Overview and Scrutiny Team of any questions relating to the Quarterly Service Report where possible.

8. CHILDREN'S SOCIAL CARE COMPLIMENTS AND COMPLAINTS ANNUAL REPORT 2012-2013

The above Annual Report is attached for the Panel's consideration. 49 - 70

OVERVIEW AND POLICY DEVELOPMENT

9. LIFE CHANCES TEAM - UPDATE

To receive a verbal update in respect of the work of the Life Chances Team.

10. ANNUAL REPORT ON THE WORK OF THE VIRTUAL SCHOOL

The Annual Report on the work of the Virtual School is attached for consideration. 71 - 84

11. RESIDENTS' SURVEY 2012 RESULTS

To review the results of the recent residents' survey relevant to the Panel's area. 85 - 156

12. A POSITIVE APPROACH TO THE ENGAGEMENT OF YOUNG PEOPLE

A report which shapes the direction of youth engagement across the services, including engagement with parents and carers, is attached for information and discussion. 157 - 174

13. EXECUTIVE RESPONSE TO THE SCHOOL GOVERNANCE OVERVIEW AND SCRUTINY REPORT

To consider the Executive response to the above report. 175 - 182

HOLDING THE EXECUTIVE TO ACCOUNT

14. **EXECUTIVE KEY AND NON-KEY DECISIONS**

To consider scheduled Executive Key and Non-key Decisions relating to Children, Young People and Learning.

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DATE OF NEXT MEETING

The next scheduled meeting of the Children, Young People and Learning Overview and Scrutiny Panel will be held on 15 January 2014.

**CHILDREN, YOUNG PEOPLE & LEARNING
OVERVIEW & SCRUTINY PANEL
3 JULY 2013
7.30 - 9.45 PM**



Present:

Councillors Mrs Birch (Chairman), Mrs Hamilton (Vice-Chairman), Brossard, Ms Brown, Gbadebo, Ms Hayes, Heydon, Kensall, Mrs McCracken and Dr Barnard

Reverend Canon Parish, Church of England Representative
Mr R Briscoe, Parent Governor Representative
Miss V Richardson, Teachers' Representative

Apologies for absence were received from:

Councillor Mrs Temperton

Executive Members:

Councillor Dr Barnard

Also Present:

Katharine Simpson, Democratic Services Officer
Andrea Carr, Policy Officer (Overview and Scrutiny)
Lorna Hunt, Chief Officer: Children's Social Care
Dr Janette Karklins, Director of Children, Young People & Learning
Bob Welch, Chief Adviser: Learning & Achievement
Lesley Adams, Senior Admissions Officer
Sandra Davies, Head of Performance Management and Governance
Debbie Greatrex, CAF Co-ordinator, CYPL
Gregory Makarachuk, Youth Parliament
Max Ranger, Youth Parliament
Johane Pitney, Bracknell Forest Youth Council Co-ordinator

1. Election of Chairman

RESOLVED that Councillor Mrs Birch be elected Chairman of the Children, Young People and Learning Overview and Scrutiny Panel for the 2013/14 Municipal Year.

COUNCILLOR MRS BIRCH IN THE CHAIR

2. Appointment of Vice-Chairman

RESOLVED that Councillor Mrs Hamilton be appointed Vice-Chairman of the Children, Young People and Learning Overview and Scrutiny Panel for the 2013/14 Municipal Year.

3. Apologies for Absence/Substitute Members

The Panel noted the presence of the following substitute member:

Councillor Ms Brown for Councillor Mrs Temperton.

4. **Minutes and Matters Arising**

RESOLVED that the minutes of the meeting of the Panel held on 17 April 2013 be approved as a correct record, and signed by the Chairman.

The Panel received and noted the previously circulated information pertaining to the Family Focus initiative.

Matters Arising

- It was clarified that under the Council's Education Transport Policy a child would receive assistance with transport to school if they were under eight years old and lived in excess of two miles from their allocated school or if they were over eight years old and lived in excess of three miles from their allocated school
- The Working Group to review the provision of school places would consist of Councillors Mrs Birch, Gbadebo, Kensall, Mrs McCracken and Mrs Temperton and Mr R Briscoe. Work on this review would commence shortly.

5. **Declarations of Interest and Party Whip**

There were no declarations of interest nor any indications that Members would be participating whilst under the party whip.

6. **Urgent Items of Business**

There were no urgent items of business.

7. **Public Participation**

No submissions had been made by members of the public under the Council's Public Participation Scheme for Overview and Scrutiny.

8. **Bracknell Forest Youth Council**

Max Ranger and Gregory Makarchuk, Youth Parliament members for Bracknell Forest, gave a presentation in respect of the work that the Youth Council were doing in the Borough.

The Youth Council had 23 elected members ranging from 11 to 19 years with representatives from Ranelagh, Garth Hill, Easthampstead Park and The Brakenhale Schools and Bracknell and Wokingham College and Farnborough Sixth Form College. Young people were able to stand for election to the Youth Council from Year 7 and once elected they could remain a member until they reached 18. The Council met on a weekly basis to share ideas and carry out project work with their current focus being: the Youth Elections, Young Persons' Social Media and Youth Review.

To ensure the Youth Council was representative all young people in Bracknell Forest, work was taking place to develop and build relationships with Sandhurst, Kennel Lane and College Hall Schools and it was hoped that representatives from these schools would stand for election in the autumn term. It was hoped that this work would help develop the Youth Council's succession planning process so that young members had the confidence to take over as older members left.

The Youth Council wanted the Xpressionz website to be a place that young people could use to obtain advice and following a consultation exercise with young people from across the Borough work was taking place to update the site's content. It was

also hoped that the Youth Council's Facebook and Twitter web pages would be incorporated into the website so that the Youth Council could promote its work and events more widely.

Youth Review was the Youth Council's name for scrutiny with review subjects identified through consultation sessions with young people. The Youth Council's current focus was the Youth Provision in the Borough with an emphasis on the provision at the Wayz. As a result of this work it had been found that whilst the range of indoor and outdoor provision at the Wayz was particularly good many young people had expressed dissatisfaction with the approach that was taken towards team bonding sessions and work would take place with young people to look at how this might be developed and improved.

The Panel thanked Max Ranger and Gregory Makarchuk for their informative presentation and invited them to come back to a future meeting of the Panel.

9. Youth Provision

The Director of Children, Young People and Learning gave a presentation providing an update on the modernisation of the Council's Youth Services provision.

Work to modernise the youth service provision was currently in the third year of a three year programme. Since the update given to the Panel in April 2013, work had continued on the modernisation of the Youth Service and the development of a Youth Hub in Bracknell Town Centre in addition other key areas of work included:

- The development of a draft strategy for the engagement of young people which would be approved by the appropriate Executive Portfolio Holder shortly
- Targeted youth work had taken place focusing on: sexual health and relationships, promotion of good health, NEET Support and engagement, promotion of the arts, promotion and engagement with vulnerable groups for example Looked after Children and those with special educational needs and promotion and development of adventure education and the Duke of Edinburgh's Award Scheme
- The development of a Youth Service Management Board, including representation from young people, to steer the development of the service in the future

It was reported that there had been an increase in the number of young people accessing youth service events and activities with month on month attendance figures increasing. The number of young carers accessing the service had remained stable but work would take place to link the specialised provision for this group to the mainstream youth provision.

The provision of a Town Centre Youth Hub was a particularly ambitious project which would provide a large multi-use space suitable for a wide range of activities including sports and performances at Coopers Hill. Visits had been made to a number of youth hubs around the country and it was hoped that young people would get involved in the development of the facility. It was agreed that the Youth Council would be provided with regular updates as the project developed.

It was noted that a full programme of events had been planned at Coopers Hill during the summer holidays including an activity day on 21 August and an art exhibition was running at South Hill Park until 21 July.

It was agreed that the presentation would be circulated to the Panel.

10. **Quarterly Service Report**

Lesley Adams, Senior Admissions Officer, gave a presentation in respect of school places provision for the 2013/14 academic year. The Panel was informed that at the current time there were 227 places available in the Borough's Secondary Schools with places at The Brakenhale, Easthampstead Park and Sandhurst Schools. Following the allocation process for Reception year places at the Borough's primary schools there were 72 spare places. Of those asking for a primary school place 96% of children were allocated a place at one of their three preference schools and 87% of children were offered a place at their first preference school.

The School Admissions Team had carried out a significant amount of work to raise awareness of the allocation process amongst parents and the need for parents to have realistic expectations when naming their preferences with regard to school options at both primary entry and secondary transfer stages and this allied to the work that had taken place to increase capacity at primary schools across the Borough had contributed to this positive performance.

Whilst it was acknowledged that the Jennets Park development was nearing completion there were no plans to increase the number of classrooms at Jennets Park Primary School for September 2013 and only 6 designated area children were currently on the waiting list for a Reception place at the School.

It was agreed that the presentation would be circulated to the Panel.

The Chief Advisor: Learning and Achievement gave an update in respect of Ofsted inspections that had taken place in the Borough since January 2013. It was reported that the new more rigorous inspection regime and the school's inability to evidence 'significant progress over a period of many years' had been a significant factor in the outcomes of Crown Wood Primary School's recent inspection. Both The Pines and St Michael's Primary Schools had been under going inspections during the week commencing 1 July and updates would be given at future meetings.

Arising from Members' questions and comments the following points were noted:

- L140 it was clarified that this indicator related to those children placed in foster care or who had been placed for adoption but were not yet adopted
- N1062 related to children in care who made three or more moves in one year
- N1063 this indicator related to those children who had been in care for longer than two and a half years but who had remained in a single placement for at least two years. Bracknell Forest's performance in this area compared well to national data
- L141 included repeat visits to youth centres. The recently introduced new recording systems for youth service data would give more detailed information in the future
- L141 It was agreed that the number of young people visiting youth centres would be included in future reports
- Efforts were made to resolve complaints at an early stage whenever possible
- It was clarified that complaints were often deferred when a child was subject to legal proceedings
- The Annual Complaints Report would be brought to the Panel's next meeting
- Under Medium Term Objective 10 it was confirmed that the reference made to the European Social Fund Project was the project taking place with the Nepali community to improve their English skills and general health

Officers noted the Panel's concerns that a number of the trend arrows did not match the performance data. The Panel were informed that this was an anomaly of the performance management system used by the Council and was subject to debate at officer level in an effort to identify an appropriate way forward, particularly for a number of Children's Social care indicators which were needs based and could not be performance measured.

The Panel noted the report.

11. Service Plan 2013/14 - Revised Key Actions and Indicators

The Panel received a report containing the Children, Young People and Learning Service Plan for 2013/14 and its associated key actions. The Service Plan formed a key part of the Council's overall planning framework and provided an aide to monitoring the Department's performance.

The Family Focus project was operating on a payment by results basis with targets being set on a case by case basis and monitored through individual action plans. As progress was demonstrated then more families could be brought into the project with the original cohort being expanded from 35 to 100 families as the project progressed.

The Panel noted the report.

12. Adoption Service Annual Report

The Panel received the Adoption Service Annual Report for the period 2012-2013.

The Panel was informed that at 31 March 2013 there were 17 children with plans for adoption in Bracknell Forest, a significant increase in the number since 2010 when there had been three. The number of adoption orders granted in 2012-13 stood at eight, this compared favourably to the previous year when no orders had been made. Two children had been adopted before their first birthdays, a figure that was considered exceptional in view of the fact that nationally only 77 children had been adopted before their first birthdays.

The Panel noted that the majority of children subject to adoption plans were those that it had been necessary to remove from their families.

The Panel commended the work of the adoption service.

13. Foster Care Service Annual Report 2013

The Panel received the Annual Report of the Fostering Service for 2012-2013. The total number of Looked After Children as at March 2013 showed a sustained increase over previous years. A Bracknell Forest Fostering Panel had been established in 2012.

It was noted that approximately 50% of Looked After Children were in long term foster care with the remaining 50% moving back to their families as necessary.

The Panel commended the work of the Fostering Team and the Borough's Foster Carers.

14. Common Assessment Framework

The Panel received a briefing on the work of the Early Intervention Hub and the implementation of the Common Assessment Framework over the past twelve months.

It was reported that work to increase the capacity of the service had been undertaken and an early intervention social worker had been appointed to support families that had been identified as needing additional support and to develop links with the Family Focus project. The processes surrounding the Early Intervention Hub had been streamlined with a single referral process replacing the three integrated pathways previously in place and the redesigning of referral forms to make them more user friendly. A Family Common Assessment Framework had also been rolled out and was being used successfully. Over the past year the Adult Social Care, and Housing Sections and Health Visitors had been active participants in the Early Intervention Hub's work and it was hoped that more sectors would engage with the service in the future.

Work was also taking place to improve engagement with young people and a leaflet that had been developed to use in schools to explain the assessment process would be circulated to the Panel.

During the past twelve months 84 assessments had been carried out on primary school pupils, 51 assessments had been carried out on children in the Early Years settings and 41 assessments had been carried out on secondary school students and agencies were working to develop focused tailored support packages for families. Of those children assessed there was an element of domestic abuse identified in 23% of cases and work was taking place to look at this aspect in more detail.

It was reported that the introduction of the Early Intervention Hub and the Common Assessment Framework was making the transition process between adults and children's social services an easier one.

It was agreed that the Service's Annual Report would be brought to a future meeting of the Panel.

15. Children and Young People's Plan

The Panel received a report containing a review of the progress made against the Joint Strategic Plan for Children and Young People in Bracknell Forest 2011-2014. The Panel was informed that following the progress review a number of the secondary priorities underpinning the four overarching Outcome priorities would be revised to ensure they remained current and relevant.

The Panel commended the layout of the report.

16. School Governance Overview and Scrutiny Report

The Panel considered the draft report resulting from the review of school governance undertaken by a working group of the Panel.

The Panel noted the comprehensive nature of the review and the high levels of engagement with governors that had taken place. School governors were commended for the hard work that they undertook in this voluntary role. Officers in the Overview and Scrutiny and Governor Services Teams were thanked for

supporting the review which would assist with developing the service. It was agreed that the names of those who had been part of the working group would be added to the front of the report. Copies of the report would be sent to all governing bodies and head teachers.

The Panel agreed and adopted the report of its Working Group for sending formally to the relative Executive Member for a response.

17. Overview and Scrutiny Progress Report

The Panel received and noted a report providing an update on activity in overview and scrutiny during the period September 2012 to April 2013.

18. Executive Key and Non-Key Decisions

The Panel noted the scheduled Executive Key and Non-key Decisions relating to Children, Young People and Learning.

CHAIRMAN

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Quarterly Service Reports - Children, Young People & Learning
Quarter Ending: Sunday 30 June 2013

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Quarter 1, 2013/14 | 1 - 38 |
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QUARTERLY SERVICE REPORT

CHILDREN, YOUNG PEOPLE AND LEARNING

Q1 2013-14
April - June 2013

Portfolio holder:
Councillor Gareth Barnard

Director:
Janette Karklins

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Section 1: Director's Commentary

Introduction

This is the first quarter of performance data for 2013-14. We have much to feel proud of as we look back over the past three months.

Children and Young People's Plan - The Children and Young People's Partnership Forum enabled a number of practitioners to come together to hear about the progress made with the Children and Young People's Plan and to contribute ideas to the action plan for 2013/14. There was also an opportunity to hear more about the changes in health, including the Clinical Commissioning Group, Health and Wellbeing Board and the Health and Wellbeing Strategy.

The review of the Children and Young People's Plan has been completed and will be published on the Council's website in July. The review identifies many positive achievements against the priorities in the plan, and identifies some key actions in this final year of the current plan.

Local Safeguarding Children Board - The LSCB Conference took place on 20 June at the Coppid Beech Hotel in Bracknell. The event which was focused on the issue of neglect was attended by over 200 professionals from across Bracknell Forest and neighbouring authorities. The Right Honourable Frank Field gave a key note speech and talked passionately about his work on child poverty. A range of workshops enabled participants to explore some of the issues of neglect and how we might work locally to reduce neglect and the effects of neglect on our children and young people. One of the day's highlights was a presentation by a drama group called Chelsea's Choice on the subject of Child Sexual Exploitation. The drama was very powerful and demonstrated how a young person may become a victim of Child Sexual Exploitation, this drama has been shown to a large number of young people in Secondary Schools across the borough.

Data returns - The annual process of returns has been completed, with all data successfully checked and submitted to the Department for Education (DfE). Only one return remains which is due to be submitted at the end of July.

End of Key Stage tests - The Early Years and Foundation Stage Profile and End of Key Stage 1 assessments in reading, writing and mathematics were moderated by the LA through visits made to schools and Early Years settings. The phonics test was also administered by schools and moderated by LA officers.

A sample of schools (6) was visited to audit test arrangements in Key Stage 2. A further 8 schools had their assessments of pupils' writing moderated. One school received an external monitoring visit from the standards testing agency. No irregularities in the assessment arrangements or procedures were identified. All schools administered the end of Key Stage 2 tests and the teacher assessments in writing. The work of the LA was inspected by the Standards and Testing Agency and positive feedback was received about the LA process.

GCSE in languages - A number of EAL pupils sat GCSE exams in their first language in addition to their main subjects. These included GCSE exams in Arabic, Dutch, Mandarin, Panjabi, Polish, Turkish and Urdu. A group of pupils also sat the IGCSE exam in English as an Additional Language and other pupils attempted the ESOL exam across the borough's secondary schools. Schools have also celebrated different cultures across the world by way of holding diversity days and enrichment

sessions. This provided young people with an opportunity to share and learn about life from different parts of the world and helped promote an inclusive ethos.

School Ofsted Inspections - Two schools had full Ofsted Section 5 inspections during the period. Garth Hill College and St. Michael's, Easthampstead CE Primary school were both graded as good.

New headteachers - New headteachers were appointed for Sandhurst secondary school and St. Michael's, Easthampstead, Harmans Water and Sandy Lane primary schools.

Education Welfare Service - 23 Fixed Penalty Notices have been issued in respect of pupils' non-attendance at school. Several cases have also led to prosecution in the Magistrates Court; two parents have been given a fine and no cases are due to be heard in court.

Governor Services – The Governor Services Team was pleased to contribute to the Review of School Governance undertaken by the Overview & Scrutiny Working Group. The final report will be available early in July.

Targeted Services - A meeting arranged for designated child protection leads in schools was well attended by senior staff from maintained and independent schools across Bracknell Forest. This allowed for the latest information and experiences to be shared, and highlighted the need to ensure good links with other agencies.

Adult and Community Learning - The Lifelong Learning service received confirmation of a continuity of grant funding for the new academic year. During the year further work will be undertaken in relation to creating a Community Learning Trust with partner organisations.

Looked After Children (LAC) - The annual Fostering Fortnight was held in May. Events to highlight the benefits of fostering for your local community were arranged across the Borough. There was an increase in the number of enquiries made and currently there are nine families who are in the early stages of exploring the option of fostering for Bracknell Forest.

Legislation requiring agencies to implement new processes for assessing adopters and foster carers came into force on July 1st. Existing in-house processes and practices in recruiting adopters and family finding have been reviewed and updated to meet the new requirements.

The first meeting of a newly created forum for Designated Teachers for Children Looked After took place and allowed for a good exchange of information and strategies for supporting children in our schools.

During the Easter holidays a 'Train the Trainer' four day course was held for eight looked after young people and care leavers. The aim is to skill the young people to deliver training and presentations on topics relating to their experience of being looked after. During half term a pilot training session was held with the Participation Advocates which was very well received.

The Youth Service has appointed a part time worker to work with Looked After Children and those on the edge of care. The interviews were arranged in two parts, initially the candidates met with four looked after young people and moved on to a formal panel which included one looked after young person. The two groups

compared their notes and reached consensus about who to appoint. The process was constructive for both young people and the adults involved (even the candidates!) and are to be used as a case study to demonstrate good practice.

SiLSiP (the Children in Care Council) have developed an 'Ideal Social Worker' description which is now being used in job adverts for social workers in Children's Social Care.

'Moving On' (the name of the newly developed Senior Children in Care Council) volunteered to work with the Parks Department to clear a pond in one of the local Parks. Members are keen to 'give back' something to the Council and community for the support they have received.

A Junior SiLSiP met in June for the first time, eleven looked after children under the age of 11 years met and have shown enthusiasm for regularly meeting and representing the views of the younger age group.

Safeguarding - The number of children with child protection plans is currently 113 (end of June 2013). This can be broken down to 2 children from 8 families (16 children), 3 children from 8 families (24 children), 4 children from 11 families (44 children) and 6 children from 1 family (6 children).

The categories of abuse are Emotional: 32 (28%), Neglect: 73, 65%, Physical: 3, (3%) Sexual: 5 (4%). In line with the national picture Neglect is now the highest category by a significant amount.

Duration of the plans <3 months - 34; 3-6 months – 26; 6-12 months – 35; 12-18 months – 5; 18-24 months – 8; 24-36 months – 4; and 36+ months – 1. All the children with plans for longer than 18- 24 months are also in care proceedings, or in the pre-proceedings process.

On 21st March 2013 the revised Working Together and the new Assessment Framework Guidance Documents were published as one document and came into effect 15th April 2013. The new Working Together is 97 pages long as opposed to 390 for the 2010 version.

Children's social care are now working to the new guidance and have developed a version of the new Single Assessment which meets the needs of the service users. Local timescales of 35 days for the completion of the assessment have been agreed, only in very exceptional circumstances will the assessment take 45 days, the majority of assessments are expected to take 10 days (a target of 60% has been set).

Specialist Support Services - A Development Practitioner has joined the Specialist Support Service. This role combines quality assurance with practice development across the whole of Children's Social Care. It will assist with the increase in the number of children in Bracknell Forest who are in need of protection through Court Care Proceedings, and the significant reduction in time to achieve this as a result of the Family Justice Review (FJR).

Increasing Family Group Conferences (FGC), particularly in relation to pre proceedings continues to be a priority action area; assertive follow up with Social Workers at an earlier stage is proving to be successful in identifying suitable cases to progress to FGC.

Vulnerable groups - A review of current arrangements is in progress, especially in relation to missing children and those at risk of being sexually exploited.

Aiming High – Child/parent consultation is now complete and action areas identified.

The Disabled Childrens Team - Development of a resource allocation system (RAS) is underway to assist with the personalisation of budgets being introduced in 2014.

Special Educational Needs (SEN) - The data set for the issuing of statements this quarter has dipped below the target of 26 weeks. This is because of a number of complex cases, where additional information and specialist assessments are required. It is expected that the trend will improve over the course of the year.

Youth Offending Service (YOS) - Further aspects of the Legal Aid Sentencing and Punishment of Offenders Act have been introduced with effect from 1st April 2013. These relate to 'Out of Court' disposals for young people who have offended. The YOS have worked jointly with Thames Valley Police to set up and implement new systems for managing these disposals. Early indications are that these are working well. The return to joint decision making is welcomed.

YOS commissioned an external evaluation of the YOS Prevention Service and have prepared an action plan based upon the findings.

YOS are working in partnership with College Hall (PRU) delivering a group work programme for girls who are at risk of being sexually exploited.















Schools Capital Programme – We await the outcome of the bids to the DfE for additional capital. These are due in July.

The final phases of expansion of Crown Wood and Meadow Vale primary schools are now on site and scheduled for completion early in the 2014 Spring term. Further school capacity projects are being planned at Cranbourne Primary, The Pines Primary, Owlsmoor Primary, and for a new SEN facility in Bracknell town.

The Managing Partner contract has been re-tendered and Atkins Ltd will provide this service to the Council going forward. The transition between the two organisations is underway and the team from Atkins Ltd are now based in the Council's offices for 3 days a week. The scope of new Managing Partner contract has been expanded with the re-tender to include provision of technical services across all Council departments and not just CYPL.

School Places – The vast majority of families (96%) were allocated one of their primary school places preferences with 87% getting their first choice. The annual admissions arrangements for September 2013 are now reaching the closing stage with appeals being heard for both primary and secondary schools. A total of 1,486 primary places and 1,056 secondary places are currently being taken up from September 2013, leaving 65 (4%) surplus primary and 229 (18%) surplus secondary places across the Borough in the intake years.

Section 2: Department Indicator Performance

Ind. Ref	Short Description	Previous Figure Q4 2012/13	Current Figure Q1 2013/14	Current Target	Current Status	Comparison with same period in previous year
Children's Social Care – Quarterly						
NI043	Young people within the Youth Justice System receiving a conviction in court who are sentenced to custody (Quarterly)	0.00 (Q3)	0.00 (Q4)	Baseline=9		N/A
CSP6.01	Reduce the reoffending rate of the Bracknell Forest local cohort of all young offenders (Quarterly)	0.48 (Frequency) 22.4% (Binary rate) (Dec 12)	0.16 (Frequency) 8.8% (Binary rate) (Mar 13)	N/A	N/A	N/A
L092	Number of children on protection plans (Quarterly)	112	113	N/A	N/A	N/A
L140	Percentage of children looked after in family placement or adoption (Quarterly)	64%	64%	64%		
L161	Number of looked after children (Quarterly)	103	106	N/A	N/A	N/A
Learning and Achievement – Quarterly						
NI086	Secondary schools judged as having good or outstanding standards of behaviour (Quarterly)	66.6%	66.6%	80.0%		
NI103.1	Special Educational Needs - statements issued within 26 weeks - excluding exception cases (Quarterly)	100.0%	100.0%	100.0%		
NI103.2	Special Educational Needs - statements issued within 26 weeks - all cases (Quarterly)	94.4%	72.5%	90.0%		
L139	Schools judged good or better by Ofsted (Quarterly)	72%	72%	75%		
Strategy, Resources & Early Interventions - Quarterly						
NI067	Percentage of child protection cases which were reviewed within required timescales (Quarterly)	95.0%	100.0%	98.0%		
L141	Number of youth centre attendances (Quarterly)	2,318	9,482	Baseline year	N/A	

Note: Key indicators are identified by shading

Traffic Lights

Compares current performance to target



On, above or within 5% of target



Between 5% and 10% of target



More than 10% from target

Comparison with same period in previous year

Identifies direction of travel compared to same point in previous year



Performance has improved
(more than 5% above compared to same point in previous year)



Performance sustained (+/- 5% compared to same point in previous year)



Performance has declined
(more than 5% below compared to same point in previous year)

The following are annual indicators that are not being reported this quarter:

Ind Ref	Short Description
NI061	Timeliness of placements of looked after children for adoption following an agency decision that the child should be placed for adoption (Annually)
NI062	Stability of placements of looked after children - number of placements (Annually)
NI063	Stability of placements of looked after children - length of placement (Annually)
NI064	Child Protection Plans lasting 2 years or more (Annually)
NI065	Percentage of children becoming the subject of a Child Protection Plan for a second or subsequent time (Annually)
NI066	Looked after children cases which were reviewed within required timescales (Annually)
NI147	Care leavers in suitable accommodation (Annually)
NI148	Care leavers in suitable education, employment or training (Annually)
NI058	Emotional and behavioural health of looked after children (Annually)
NI112	Under 18 conception rate (Annually)
NI117	16 to 18 year olds who are not in education, training or employment (NEET) (Annually)
NI103.1	SEN - statements issued within 26 weeks - Percentage of final statements of special educational needs issued within 26 weeks excluding exception cases (Annually)
NI103.2	SEN - statements issued within 26 weeks - Percentage of final statements of special educational need issued within 26 weeks (Annually)
NI079	Achievement of a Level 2 qualification by the age of 19 (Annually)
NI080	Achievement of a Level 3 qualification by the age of 19 (Annually)
NI081	Inequality gap in the achievement of a Level 3 qualification by the age of 19 (Annually)
NI082	Inequality gap in the achievement of a Level 2 qualification by the age of 19 (Annually)
NI091	Participation of 17 year-olds in education or training (Annually)
NI067	Percentage of child protection cases which were reviewed within required timescales (Annually)
L153	Percentage of looked after children reaching level 4 in English at Key Stage 2 (Annually)
L154	Percentage of children looked after (as at 31st March) reaching level 4 in Maths at Key Stage 2 (Annually)
L155	Percentage of children looked after achieving 5 A(star)-C GCSEs (or equivalent) at Key Stage 4 (including English and Maths) (Annually)
NI019	Rate of proven re-offending by young offenders (Annually)
NI111	First time entrants to the Youth Justice System aged 10-17 (Annually)
NI072	Achievement of at least 78 points across the EYF Stage with at least 6 in each of the scales in Personal Social and Emotional Development and CLL (Annually)
NI073	Achievement at level 4 or above in both English and Maths at Key Stage 2 (Annually)
NI075	Achievement of 5 or more A(star)-C grades at GCSE or equivalent including English and Maths (Annually)
NI086	Secondary schools judged as having good or outstanding standards of behaviour (Annually)
NI092	Narrowing the gap between the lowest achieving 20 percent in the Early Years Foundation Stage Profile and the rest (Annually)
NI093	Progression by 2 levels in English between Key Stage 1 and Key Stage 2 (Annually)
NI094	Progression by 2 levels in Maths between Key Stage 1 and Key Stage 2 (Annually)
NI102.1	Achievement gap between pupils eligible for free school meals and their peers - Key Stage 2 (Annually)
NI102.2	Achievement gap between pupils eligible for free school meals and their peers - Key Stage 4 (Annually)
NI104	The Special Educational Needs (SEN)_non-SEN gap - achieving Key Stage 2 English and Maths threshold (Annually)
NI105	The Special Educational Needs (SEN)_non SEN gap -- achieving 5 A(star)-C GCSEs including English and Maths (Annually)

NI107	Key Stage 2 attainment for Black and minority ethnic groups (Annually)
NI108	Key Stage 4 attainment for Black and minority ethnic groups (Annually)
L158	Reduction in number of schools where fewer than 60% of pupils achieve Level 4 in both english and maths at KS2 (Annually)
NI052.1	Take up of school lunches - Primary schools (Annually)
NI052.2	Take up of school lunches - Secondary schools (Annually)
NI114	Rate of permanent exclusions from school (Annually)
NI087	Secondary school persistent absence rate (Annually)
L191	Progression by 2 levels in Writing between Key Stage 1 and Key Stage 2 (Annually)

Section 3: Complaints

Corporate Complaints received (CYPL Social Care)

The number of complaints received in this quarter – 0

Stage	New complaints activity in quarter 1	Complaints activity year to date	Outcome of total complaints activity year to date
New Stage 2	0	•	
New Stage 3	0	•	
New Stage 4	0	•	
Local Government Ombudsman	0	•	

Statutory Complaints (CYPL Social Care)

The number of complaints received in this quarter – 8

Stage	New complaints activity in quarter 1	Complaints activity year to date	Outcome of total complaints activity year to date
Statutory Procedure Stage 1	6	<ul style="list-style-type: none"> 3 complaints were received regarding assessment/ investigations complaint regarding communications 2 complaints received concerning staff decisions / approach 	1 - Partially upheld 1 - Upheld 1 - Ongoing Partially upheld 1 – Not upheld 1 - Ongoing
Statutory Procedure Stage 2	1	<ul style="list-style-type: none"> Complaint received regarding standard of service 	Not upheld
Statutory Procedure Stage 3	0	•	
LSCB Complaint Procedure	1	<ul style="list-style-type: none"> Panel hearing 	Ongoing
Local Government Ombudsman	0	•	

Compliments received for Children’s Services - Compliments provide valuable information about the quality of our services and help identify the areas in which we are working well. Across the Children Young People & Learning, 43 compliments were recorded for Quarter One.

Section 4: People

Staffing Levels

	Establishment Posts	Staffing Full Time	Staffing Part Time	Total Posts FTE	Vacant Posts	Vacancy Rate
Director	2	2	0	2	0	0
Learning & Achievement (incl Education Library Service)	120	45	75	82.8	1	0.8%
Children's Social Care	136	89	47	117.87	6	4.2%
Strategy, Resources & Early Intervention	170	75	95	114.68	5	2.9%
Department Totals	428	211	217	317.35	12	2.7%

Staff Turnover

For the quarter ending	30 Jun 2013	0.76%
For the last four quarters	1 Jul 2012 – 30 Jun 2013	8.98%

Total voluntary turnover for BFC, 2012/13: 12.48%

Average UK voluntary turnover 2011: 9.3%

Average Public Sector voluntary turnover 2011: 6.7%

(Source: XPerHR Staff Turnover Rates and Cost Survey 2012)

Comments:

The Pupil Referral Unit now has its own dedicated budget; therefore L&A employee numbers have been changed from 1/4/2013 to exclude this group of 25 employees.

Staff Sickness

Section	Total staff	Number of days sickness	Quarter 1 average per employee	2013/14 annual average per employee
Director	2	1	0.50	2.00
Learning & Achievement (incl Education Library Service)	120	67.5	0.56	2.25
Children's Social Care	136	232.5	1.71	6.84
Strategy, Resources & Early Intervention	170	258	1.52	6.07
Department Totals (Q1)	428	559	1.31	
Totals (13/14)	428	2236		5.22

Comparator data	All employees, average days sickness absence per employee
Bracknell Forest Council 12/13	5.56 days
All local government employers 2011	8.1 days
All South East Employers 2011	6.4 days

(Source: Chartered Institute of Personnel and Development Absence Management survey 2012)




Comments:

Absence levels are greatly affected by a small number of Long term sick cases. 50% of the 559 days absences are accounted for by 8 LTS cases, 4 of which started in Q4. The number of LTS cases has dropped from 16 last quarter. These cases are being managed under the Absence Management procedures.

N.B. 20 working days or more is classed as Long Term Sick.

Section 5: Progress against Medium Term Objectives and Key Actions

Progress has been monitored against the sub-actions, supporting the Key Actions contained in the Children, Young People & Learning Service Plan for 2013 – 2014. This contains 49 actions to be completed in support of 5 Medium Term Objectives. Annex A provides detailed information on progress against each of these actions:

Overall no actions were completed at the end of Quarter 1 () , while 49 actions are on schedule () and none were causing concern () .

Section 6: Money

Revenue Budget

The original cash budget for the department was £14.942m. Net transfers in of £0.155m have been made bringing the current approved cash budget to £15.097m. In addition to this amount, there is a budget for Dedicated Schools Grant and other income of £83.028m to fund the Schools Budget which is outside the control of the Council. Within the Schools Budget, £15.441m is managed by the Council on behalf of schools. A breakdown of the budget is available in Annex B1, with Annex B2 showing the budget changes processed this quarter.

The forecast outturn for the department is £15.727m (£0.630m over spend on the current approved cash budget). For the Schools Budget, at this stage no variances are being reported and this mainly reflects the funding reforms and their impact in particular on SEN arrangements where outcomes are still being established with providers before a robust evaluation can be made.

A detailed analysis of the variances this quarter is available in Annex B3.

The department has identified the following as a budget that can pose a risk to the Council's overall financial position, principally because it is vulnerable to significant changes in demand for a service. The current position is as follows:

Service Area	Budget £000	Forecast Outturn £000	Comments
Looked After Children – accommodation, care costs and allowance payments	3,963	4,493	The budget assumed 101 high cost placements at circa £40k each. There are now (30 June) 107, with 3 additional high cost residential placements now included.

Capital Budget

The total approved capital budget for the department is £15.369m, of which £10.650m is expected to be spent on work completed in the current year, with £4.719m slipping forward into 2014/15 to finalise schemes that cross both years. However, as the DfE has changed the way that it funds LAs for basic needs (pupil places), and rather than allocating all funds directly to LAs, a significant amount of funds - nearly £1bn – has been held back for LAs to bid for, it has not be possible to finalise the programme of works.

The council has submitted applications totalling £5.146m and decisions from the DfE are expected in July / August, at which time the schemes to be taken forward can be finalised.

A detailed list of provisional schemes together with their budget and forecast spend is available in Annex B4.

The following schemes are forecast to over/under spend by at least £20k:

Scheme	Over/Under Spend £000	Comments
None	n/a	n/a.

Section 7: Forward Look

Strategy, Resources and Early Intervention

ICT - The Family Focus team are using the new Sharepoint IT system to share the work they are doing with Troubled Families. The team are now actively promoting its use with partner organisations across Berkshire.

Preparatory work is on target for this summer's ICT programme in schools. Meadow Vale and Crown Wood are two schools where we will see significant improvements in the provision of ICT in the classrooms and for staff.

We are also supporting a number of schools in implementing Apple devices and expect to see some key changes in ICT provision in the autumn term.

Finance - Ensure relevant managers are making preparations to implement the budget savings agreed for 2013-14. Start to develop budget proposals for 2014-15 that meet the financial targets.

Support the consultation with schools on proposals for implementing new school funding arrangements that will be effective from April 2014. Views need to be sought from schools on a range of areas within the funding framework to see if changes are required.

Policy and Commissioning – The Partnership-wide Commissioning Working Group are due to meet for the first time. Priorities are sexual health/teenage pregnancy, child sexual exploitation and maintaining a focus on prevention and early intervention.

Further development is planned of SLAOnline services to schools in terms of the system and processes.

The production of the 2013-based pupil forecasts will be an important area of work next quarter.

Performance Management & Governance - The Children and Young People's Partnership will begin the process for developing a new Children and Young People's Plan for 2014. The process will include a range of engagement and consultation activities and events with partners and stakeholders, including children and young people over the autumn.

Work will begin to undertake an evaluation of the **Early Intervention Hub** to determine the impact this is having on early intervention. A range of methods will be used in this review which will include interviews with parent/carers, young people and practitioners. The scope and project plan will be completed by the end of August, with the evaluation starting in September.

HR - Continue with the arrangements for the 2013/14 newly qualified teacher pool. Support will be provided for schools in undertaking staffing reviews and reductions. A review of the Children's Workforce Strategy is planned. A draft model pay policy for schools to include new flexibilities and a model performance capability for schools will be produced. A review of the arrangements for DBS checks across schools will be carried out. A review of teacher recruitment issues is planned and work with secondary schools to establish School Direct provision, and liaison with the Borough's Teaching School to support School's Direct for primary recruitment.

Early Years and Childcare – We plan to use ELKLAN 0-3 and 0-5 - an accredited professional training course for speech and language teaching to further up-skill the workforce.

We continue to use Department of Work and Pensions (DWP) data and benefits; housing information to identify eligible families and map where two year olds are and where additional

capacity may be needed. This enables us to make sure we are supporting the most vulnerable two year olds.

We continue to track a cohort of two year olds to measure progress. Early signs demonstrate improvements in speech and language and reduced risk of developmental delay.

180 children have already been referred for summer holiday provision via a broad range of agencies and professionals including Family Support Advisors, health visitors, head teachers, Family Intervention Project workers.

We will increase the number of places at Meadow Vale Afterschool Club (childcare) for the autumn term and commission new provision at Jennett's Park School from September.

We will progress work with Aiming High to explore how access to childcare at Kennel Lane School can be further developed.

Family Focus Initiative – We will start to roll out the Family Focus way of working across other areas in the authority and other agencies building capacity in the virtual team to engage with more families. An important aspect of the development of the Family Focus work is developing robust case studies to evidence impact, value for money, potential social return on investment.

We are pleased that we will have a Credit Union in Bracknell Forest which will roll out during the autumn. This is a good initiative being led by Bracknell Forest Homes and will offer families 'jam jar' accounts which should greatly aid their budget planning.

Youth Service Modernisation Programme – The project is in Phase Three of developing a Commissioning Strategy for Open Access provision. There are two pilots starting over the next two months at The Zone with additional provision commissioned from Berkshire Youth, and at The Spot with provision from South Hill Park. This will enable us to test and evaluate the model for Bracknell Forest.

The work on the Town Centre Youth Hub continues. Young people are members of the Programme Board and continue to contribute to decision making with regards to the Hub and the type of services they would like to see delivered.

Youth Work Targeted Delivery - The work is continuing with secondary schools, and CYPL services to ensure that those young people most in need of targeted services can receive them; this includes sexual health services, drug misuse and those who are NEET. The delivery plans to support this work have been approved and planning for the rest of the year is well advanced.

Children's Social Care

Looked After Children (LAC) - SiLSiP are to meet the Executive Member, Director of CYP&L and other senior officers in July to discuss their views on the services provided to Looked After Children and care leavers. A programme for summer activities for LAC has been developed once again by the Participation Officer. This includes Go Karting, Ready Steady Cook; a bake sale and other popular activities for all ages of looked after children and care leavers.

In September the annual Achievement Ceremony will be held at Easthampstead Park Conference Centre for LAC.

Recruitment for Foster Carers, particularly for long term placements, is a key priority for the next quarter. There will be a range of programmes for recruitment and preparation of Foster Carers.

Safeguarding Children Social Care have been preparing for the implementation of the Family Justice Review, in operation from 1 July 2013. A maximum time limit of 26 weeks will establish the timetable for completing care and supervision proceedings. The legislative reforms will make explicit that case management decisions should consider the impact on the welfare of the child and on the timetable for the case

The expectation in Berkshire, including Bracknell Forest is that the current average for concluding a Care Proceedings case will reduce from 42 weeks to 26 weeks (for case cases commencing after 1 July 2013). The consequences of not achieving this will be cost penalties imposed by the Court on the LA. There is provision within the new legislation for local authorities to be fined for the persistent late service of evidence. The legislation has been drafted in this way as within the new framework, every day matters and there is no room for drift

One of the key messages of the new reforms is the welcome elevation of the Social Worker's evidence and the Social Workers being treated as experts. It is anticipated that there will be fewer expert assessments; however, the challenge for every authority is being able to produce sufficiently robust, child focused, social work evidence that will withstand scrutiny and enable the court to achieve outcomes for children without the assistance of additional generic instructed experts. All CSC social workers and managers have been trained in this new approach, however it is an entirely new way of working and will be piloted in Berkshire for 6 months with any flaws and difficulties ironed out during this period in time for April 2014 when this approach will be compulsory across the country.

Specialist Support Services - Continue to increase the use of Family Group Conferencing at the pre court stage for families.

A review of Missing Children will be completed and an action plan developed

The feedback from the Aiming High Consultation was very positive. Areas highlighted for development include more opportunities for after school activities for children with more complex needs and physical disabilities and gaps in provision for those children with high functioning autism and challenging behaviour.

A Resource Allocation System is being piloted in a small number of cases, looking at the assessment process for eligible families to find what level of care support they will receive. It is important that services for children with disabilities and their families are allocated fairly and efficiently, and in a way that people can clearly understand. This is an essential foundation for personalised budgets.

Youth Offending Service - Positive activities for young people at risk of offending are being organised during the school summer holidays. Further group work programmes for girls known to Children's Social Care and YOS who are at risk of being sexually exploited are being planned to commence in September.

YOS will deliver another programme of 'Stepping Up' focussed on educating young people about domestic abuse and promoting the development of positive dating relationships.

Learning and Achievement

The revised LA vision for education statement will be circulated to all schools and other relevant agencies.

Work will continue to develop new service offers to schools for behaviour support services and school improvement.

School Governance - Following the Executive Members' response to the Report of the Overview & Scrutiny Working Group on School Governance, the Governor Services Team

will compile an action plan to ensure its recommendations are incorporated into the future operations of the service.





End of Key Stage Assessments - Initial analysis of end of Early Years and Key Stage 1 assessments, Key Stage 2 test results and provisional Key Stage 4 and Post-16 examination results will be undertaken, with more detailed analysis taking place as more data becomes available in the autumn term.






Special Educational Needs - Work will continue to prepare for major changes in the LA's statutory functions related to children and young people with special educational needs. This will include further work to develop personal budgets and contribute to a local offer. The Green Paper, Support and Aspiration: A new approach to special educational needs and disability and the Next Steps document signal the Government's intention to require local authorities to set out a local offer. The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them.






Ofsted - Further work will be undertaken in response to the newly published Ofsted framework for the inspection of school improvement services.




A family health and learning project - to encourage families to take more exercise and engage in sporting activities with their children will start, funded by a Public Health grant.







Annex A: Progress on Service Plan Actions







MTO 1: Re-generate Bracknell Town Centre				
Sub-Action	Due Date	Owner	Status	Comments
1.9 Implement an Accommodation Strategy to rationalise the number of buildings used by the Council.				
1.9.9 Move CYPL to final locations in Time Square.	31/03/2014	CYPL		The timing of CYPL moves is determined by the overall refurbishment programme for Time Square. Planning has been underway for an interim move of Children's Social Care from the third to fourth floors, due to take place at the last weekend in August. Work styles, seating, ICT and storage are all being addressed. By end of May 2014, Children's Social Care is due to move to the second floor, to be joined by the rest of CYPL currently in Ocean House.
1.9.14 Implement flexible and mobile working across all town centre offices.	31/03/2014	CYPL		The introduction of new work styles and the refresh of ICT equipment in CYPL were largely completed in the last financial year. This quarter has seen the completion of the ICT refresh in offices away from Ocean House and Time Square and the final distribution of updated mobile telephones.
MTO 4: Support our younger residents to maximise their potential				
4.1 Provide accessible, safe and practical early intervention and support services for vulnerable children and young people in the Borough.				
4.1.1 Embed and monitor the impact of the Early Intervention Hub.	31/03/2014	CYPL		The CAF / Early Intervention Hub Annual Report for 2012/13 have been completed, and will be reported to the Children and Young People's Partnership Board and the LSCB in July. Since the launch of the Hub in November 2012 to 31 March 2013, 176 children have been discussed at the Hub. A range of outcomes have been achieved including for example, support from the Behaviour Support Team, Multi-professional assessment at Margaret Wells Furby, early years support, parenting support, access to play, Family Focus. Now that the Hub is operational, work will begin to develop a scope for the evaluation of the Hub which will take place in the autumn and will include direct consultation with children, and parents to determine impact of early intervention on them.
4.1.2 Implement the Troubled Families Initiative and work with families who meet the criteria for Family Focus.	31/03/2015	CYPL		Attachment fees were fully received for 46 families for 13/14. Results payments are being claimed for 10 families who have progressed and returned to work, children/young peoples attendance have improved and anti social behaviour has

				improved meeting agreed criteria. The remaining families are amber and working hard to improve their life chances. Those families that have some red areas are reducing and targeted work continues to move them. A further 46 families are being engaged onto the programme. The virtual team is developing well and continues to include additional frontline workers
4.1.3 Provide targeted support to young carers via commissioned service Kidz.	31/03/2014	CYPL		The contract for KIDS to provide services to young carers is now in its final year of a two and a half year contract. KIDS have been set five development areas for the final year to: liaise with more young carers, support them better in accessing mainstream youth provision, improve their monitoring of outcomes, enhance links with adult social care and support the development of a Young Carers Management Committee. Advice and support has been provided. Progress in achieving these is due to be checked early in Q2.
4.2 Increase the number and continue to support foster carers.				
4.2.1 Recruit at least 8 adoptive families in 2013/14 to meet the needs of children requiring adoption'.	31/03/2014	CYPL		This is on target
4.2.2 Recruit at least 10 foster carer households in 2013/14.	31/03/2014	CYPL		The recruitment drive used Fostering Fortnight in May to promote fostering for Bracknell Forest. A number of enquiries were made which have been followed up and applications awaited.
4.3 Increase opportunities for young people in our youth clubs and community based schemes.				
4.3.1 Increase number of youth work sessions offered by the Youth Service.	31/03/2014	CYPL		Session provision at youth centres continues to develop. Easter activities were held by the Youth Engagement and NRG teams and Substance Misuse sessions started in schools. April saw the start of the Duke of Edinburgh expedition season. Open and targeted sessions continued at NRG and The Wayz youth centres. Attendances increased 7% for Apr - May 2013 compared with Apr - May 2012 (on a like for like basis). Planning has been underway for a full programme of exciting activities to be available for young people throughout the summer.
4.3.2 Contribute to an increase in the number of youth club style sessions in the borough provided by others.	31/03/2014	CYPL		The Youth Service continues to work with other providers such as South Hill Park, Berkshire Youth, KIDS and other voluntary sector providers. Plans have been made to increase the number of arts sessions provided by SHP, and to pilot over the summer with Berkshire Youth the provision of 'open access'





				youth provision at The Zone in Great Hollands. The Ark and Warfield Parish Council are expected to provide youth activities from North Ascot and Whitegrove settings respectively.
4.3.3 Develop on-line access to information regarding positive activities for young people.	31/03/2014	CYPL		The proposal for reviewing and developing the Xpresionz web site is progressing. Young people are engaged in this work. The key purposes of the site have been agreed, a template developed to test the functionality and content is now being sought. Links will be made with the service's information directory and Facebook page.
4.3.4 Implement phase three of the Modernisation of the Youth Service Programme, including the development of options for the Town Centre Youth Hub.	31/03/2014	CYPL		Young people are members of the Programme Board and continue to contribute to decision making with regards to the Hub and the type of services they would like to see delivered. A variety of activity and support services can be expected. Discussions are continuing with a housing provider to co-locate housing and the youth hub on the Coopers Hill site, which will provide an important link with the new Town Centre.
4.4 Provide targeted support for families in need through our network of Children's Centres to support early intervention and prevention.				
4.4.1 Provide targeted Family Outreach support from Children's Centres.	31/03/2014	CYPL		The Family Outreach Service supported 38 adults and 49 children on an individual basis in their own homes during April - June 2013. All the families were identified as vulnerable and were referred by a range of agencies including Health Visitors, Children's Social Care and voluntary partners as well as self-referral. Support was offered for the following issues: housing; domestic abuse; debt; substance misuse; mental health and behaviour management.
4.4.2 Provide targeted early intervention parenting programmes from Children's Centres.	31/03/2014	CYPL		Parenting programmes delivered during April - June 2013 included Freedom (for women who have experienced domestic abuse) - 14 adults; Solihull course - 8 adults; Behaviour workshops - 15 adults; Time Out for Parents - 6 adults; Parenting course for CP/CIN families - 8 adults.
4.5 Encourage and facilitate enough high quality, affordable, inclusive childcare places for those working parents that require one.				
4.5.1 Encourage and facilitate enough high quality, affordable, inclusive childcare places for those working parents that require one, through Childcare Sufficiency Strategy and monitoring.	31/03/2014	CYPL		The development of the hub continues to increase the number of referrals to the Access to Play Scheme that targets our most vulnerable children and young people. 140 children were offered a total of 560 sessions (half days) over the Easter school holidays. 180 children already been referred for summer holidays childcare via a broad




				range of agencies and professionals including FSA's health visitors, head teachers, FIP workers.
4.6 Support a wide range of flexible respite services for the carers of children and young people in need.				
4.6.1 Continue to implement the support and services within the Aiming High initiative and seek ongoing opportunities to further develop support and services available.	31/03/2014	CYPL		The summary and action plan from the Parents and Child Aiming High Annual Consultation to determine short break provision for Disabled children and young people, for the next 2 years is now complete and ready for action. Monitoring of the contracts with Kids and Konnections, who provide targeted support out of school hours, indicates these services are of a high quality and well received. Services for targeted activities for the over 11's age range exceeds current availability and we are working to address this. Inclusion in mainstream activities for young people at John Nike and Oakwood has benefited from the additional training provided to these settings, in 12/13. The Sibling support group hosted by the Kerith is another valued area of work. The reach of Aiming High information and opportunities is very good, with the amount of registered parent / carers being in-line with the education statements within the area.
4.7 Prioritise the safety, health and well being of all young residents in all of our plans for them.				
4.7.1 Ensure the priorities are communicated across partnerships via meetings, presentations and reports.	31/03/2014	CYPL		LSCB Business Plan has been agreed by the LSCB Executive, and has been shared with the Health and Wellbeing Board, and is scheduled for the Children and Young People's Partnership. A date has been set to share the LSCB priorities with the Bracknell Forest Partnership also. The Children and Young People's Plan priorities remain in place for 2013, and these are shared appropriately across a range of meetings and in partnership reports.
4.7.2 Ensure performance reporting highlights relevant issues of safety and health and wellbeing through monitoring, inspection and quarterly reporting mechanisms.	31/03/2014	CYPL		Regular performance monitoring takes place across the Department; this includes Children's Social Care monitoring of a wide range of performance information. DMT have put in place a quarterly Performance Board which monitors performance information from across the Department. The LSCB undertakes regular performance monitoring, and within targeted work areas issues such as domestic abuse and substance misuse are regularly monitored through established groups. An Inspection Preparation Group takes a lead in ensuring that we are prepared


				for Inspection, and meets on a bi-monthly basis.
4.8 Ensure all children and young people feel safe, are protected from harm and abuse, have their views respected and gain confidence as a member of the local community.				
4.8.1 Children's views are listened to and form part of the plan for work with the family.	31/03/2014	CYPL		The child's views are collected by the social worker or the family worker when assessments are completed using child appropriate tools and are reported at the child in need meeting or child protection conference forming part of the plan for the child and family.
4.8.2 Workforce Strategy in place to support recruitment of skilled and experienced staff across the Department.	31/03/2014	CYPL		Children's Workforce Strategy reviewed and key actions for the recruitment and retention of key workers i.e. teachers and social workers identified and on course. This includes supporting secondary school's for the School's Direct Scheme.
4.8.3 Safer Workforce Training in place and regularly reviewed.	31/03/2014	CYPL		Safer workforce training in place and operating throughout the workforce. Training updated to account for the requirements of the Disclosure and Barring Scheme (DBS).
4.9 Continue to improve outcomes for looked after children in education, health and employment.				
4.9.1 Continued focus on the development of support for Care Leavers to improve education/employment and training opportunities.	31/03/2014	CYPL		The Care Leavers Charter has been adopted by the Council. This sets out the support the Council offers to Care Leavers. The monthly Care Leavers multi-agency meeting is now well established; it co-ordinates resources aimed at supporting Care Leavers to maintain their engagement with employment, education and training.
MTO 5: Work with schools and partners to educate and develop our children, young people and adults as lifelong learners				
5.1 Continue to work with early years providers to close the attainment gap.				
5.1.1 Implement the Every Child a Talker Programme to further improve and develop speech and language skills of children in early years	31/03/2014	CYPL		Data trends continue to show a decrease in children at risk of speech and language delay. This terms data is being received at present and will be evaluated during the Summer to determine whether the trends are continuing.
5.1.2 Implement the disadvantaged funding for two year olds in 2013.	31/03/2014	CYPL		106 children accessed the funding during the summer term. We have received the first data download from DWP and have contacted potentially eligible families. Posters, flyers etc. have been printed and are being circulated. We have worked with 6 existing providers and created 28 new places for 2 year olds. This includes 1 brand new provision which once established will have the capacity to increase places if required. Work is on-going to create another new provision in Jennetts Park which will

				cater for at least 8 two year olds. 13 providers attended Infant and Toddler Environmental Rating scales (ITERS) training. This proved extremely popular and positive changes have already been implemented to ensure that the environment in early years provision will meet the needs of two year olds. Family Outreach worker has been engaging with families, supporting them to access provision and other services such as Children's Centres, housing and benefits to ensure they are receiving appropriate support. An additional FOW has been recruited on a 1 year fixed term contract.
5.1.3 Track progress of two year olds to monitor impact of additional funding/resources.	31/03/2014	CYPL		30 Families have signed up/agreed to take part in project Baseline data and progress currently being collated Small project with one setting and one HV - meeting on a termly basis to discuss children and link 2 year old health check and two year old summary. Both HV and setting are finding this invaluable and feel it is benefitting the families they are involved with.
5.2 Increase the number of schools in the Borough rated 'good' or 'outstanding' by Ofsted by raising levels of attainment and progress across all phases of learning for all pupils.				
5.2.1 Provide training and support for headteachers and governors in relation to the judgments made by Ofsted and seek to ensure teaching is of the highest quality.	31/03/2014	CYPL		A programme of training is available including regular meetings for school leaders and governors. A course on securing a 'good' Ofsted judgement was well attended by Bracknell Forest schools.
5.2.2 Undertake supported school reviews to ensure that school self-evaluation is accurate and that school's have identified the correct priorities for improvement.	31/03/2014	CYPL		A programme of supported self reviews, led by experienced school advisers and involving senior staff in schools, has continued.
5.2.3 Monitor the outcome of inspections of schools and adult learning provision and provide support as appropriate.	31/03/2014	CYPL		All inspection reports and letters following monitoring visits by Ofsted are scrutinised and support provided to schools in line with recommendations.
5.3 Support school leaders and governors when considering alternative forms of governance, including forming federations or Academy trusts.				
5.3.1 Provide information and support to governors and interface with Government agencies and DfE when schools are considering a change of status.	31/03/2014	CYPL		No schools are consulting on conversion to Academy status.
5.4 Increase the number of young people achieving five or more good GCSE passes including English and mathematics and improve the performance of all underperforming groups of children and young people				
5.4.1 Analysis of primary schools performance data and track pupil progress in order to plan and implement appropriate	31/03/2014	CYPL		This analysis is undertaken annually and interventions are discussed with schools on an on-going basis.

interventions.				
5.4.2 Analysis of secondary schools performance data and track pupil progress in order to plan and implement appropriate interventions.	31/03/2014	CYPL		School interventions have taken place. Provisional results will be available in Q2 and will inform future actions
5.5 Increase the average point score of students taking 'A' level examinations				
5.5.1 Analyse post 16 results and option choices and discuss progress with headteachers.	31/03/2014	CYPL		Provisional post-16 results will be available in Q2.
5.6 Support children and young people with special needs, where possible at appropriate provision within the Borough.				
5.6.1 Progress plans to develop a new SEN resource to meet the increase in demographic changes.	30/04/2014	CYPL		Analysis of data has been undertaken. Patterns and trends have been analysed. Applications to the DfE have been submitted for capital funds.
5.6.2 Continue to support schools to meet the needs of children with Special Educational Needs.	31/03/2014	CYPL		Audit of the progress of vulnerable pupils has been completed with each school Achievement data is now analysed in three year periods, for each pupil, including the current year. The SMT and teachers discuss the progress of each pupil evaluating the rate of progress. Where pupil progress has not met expectations the underachievement of the pupil is discussed and matched with the audit of teacher planning, book scrutinies and outcomes from SMT teaching observations.
5.6.3 Implement the changes required by the emerging draft legislation on Reform of provision for children and young people with Special Educational Needs and the DfE reform of school funding for SEN pupils.	30/09/2014	CYPL		Agreed outcomes from the consultation with schools on the DfE Funding Reforms began April 1st 2013. Impact of funding reforms to be evaluated within the year by DfE. The revised SEN Threshold document is now operational. Continued support is being given to schools during the transition period. The legal architecture of the Children and Families legislation is emerging and will continue to be shaped as the Bill passes through Parliament. A Pathfinder Champion from the SE7 group has been appointed to support our planning and implementation of the changes in culture and practice required by the revised legislation.
5.8 Encourage and support residents to become school governors.				
5.8.1 Continue with campaign to recruit school governors through publicising the work of governing bodies and providing support and training.	31/03/2014	CYPL		Recruitment strategies are ongoing and will be evaluated and reviewed in the light of any recommendations included in the report of the Overview & Scrutiny Working Group, to be published in July 2013
5.9 Increase the participation of school leavers in employment, education or training.				
5.9.1 Continue to work with schools to identify young people at risk on disengaging in	31/03/2014	CYPL		The work continues to support young people at risk of becoming NEET. This is achieved through the risk of neet


education, employment or training and ensuring appropriate interventions are put in place.				indicators (RONI) that we use and through discussions with school regarding any young people they feel we should be working with. Our transition co-ordinator works with individual young people to support their progression ensuring their continued engagement. This has resulted in 89% of the risk young people being supported, continuing in education, employment and training. Other bespoke support is brokered in through the work of the participation group or direct commissioning of provision.
5.10 Encourage all residents to continue as learners, both in relation to future employment and recreation				
5.10.1 Promotion of Lifelong Learning activities available in Bracknell Forest.	31/03/2014	CYPL		Q1 falls within the final term of the academic year for Lifelong Learning. The service continues to promote the current year activities whilst also working with the Community and 3rd sector to begin promotion of the new academic year. Work undertaken this quarter has included the tendering process for 2013/2014. Joint activities have taken place with The Ark and BFVA to gather feedback on this year and to continue to identify appropriate learning activities for the year ahead.
5.10.2 Work with strategic partners to ensure a wide and varied offer for residents.	31/03/2014	CYPL		The current EIF project has come to a close during this quarter. The project has been hugely successful with over 200 Nepali residents undertaking English language classes with progression to improve their integration into the Community. Work is underway to identify sufficient match funding to enable a further round of bidding in 2014. Work has begun on the tender process for 2013/2014 to ensure a wide variety of residents can take part in adult learning activities.
5.10.3 Source alternative funding to support the provision of Lifelong Learning.	30/04/2014	CYPL		Ghurkha Resettlement funding agreed during this quarter to support people from the Nepali community to become Community Learning Champions and work towards facilitating English conversation classes within the community. Community Learning funding secured for 2013/2014. the Formal First Steps grant will be replaced with formula funding that can only be drawn down for learners undertaking and completing qualifications.
5.10.5 Examine potential for joint City Deal bid based upon Skills & Learning in Reading, Wokingham and West Berkshire.	31/03/2014	CYPL		Further work has been undertaken with other Councils on developing the City Deal proposal
5.11 Ensure systems in place for effective pupil and school place planning.				

5.11.1 Robust planning for school places, to accurately forecast future requirements.	31/03/2014	CYPL		This quarter has seen preparatory work for the 2013-based forecasts completed. Data on schools' numbers on roll and 0 - 5 year olds has been collated, and school capacities checked. CYPL liaises with the Planning department to co-ordinate data on housing completion and future phasings. A Council-commissioned survey of new housing has determined revised pupil yield factors. An updated version of the system has been received from the consultants and checked. Improvements in medium and long term forecasts can be expected. Draft forecasts are expected to be presented to the Pupil Place Planning Board on 11 July.
5.11.2 Provision of Sufficient Pupil Places, through the Education Capital Programme to meet Basic Need.	31/03/2014	CYPL		Works to provide the accommodation for the additional pupils places required from September 2013 were completed during the 2012/13 financial year. There has been procurement during this quarter of the furniture and equipment for the additional classrooms. There are sufficient pupil places for September 2013. Works for September 2014 are currently being planned.
5.12 Co-ordinate services to schools.				
5.12.1 Prepare and promote a range of services for schools to buy for a three year period from 1 April 2013.	31/03/2014	CYPL		Bracknell Forest schools purchase a variety of services from the Council such as Finance, Insurance, HR, Governor Services, and Education Welfare. Currently over 30 council services are available to schools to buy, some via a Service Level Agreement and some under long term contracts which are tendered and managed by the Council (eg School Meals). The income generated by these services each year is in the region of £2 million. The renewal process for 2013/14 took place during April and May. The take up has been high and most schools continue to buy most services. This year saw the successful transition from a paper-based renewal process to a more commercial online purchasing system ('SLAonline'), enabling schools to see a customised view of all the services available to their school, download a marketing brochure, review the full text of each Service Level Agreement and see the associated price for their school. 'SLAonline' provides an attractive, co-ordinated and effective way of presenting and promoting LA services to schools, using a familiar 'shopping basket' approach. Schools were trained to use the system earlier this year and feedback from School

				Bursars has been overwhelmingly positive. Service teams across the Council are able to monitor which schools have bought their service and download a variety of reports to help manage their service.
5.12.2 Monitor take up of Services to Schools.	31/03/2014	CYPL		31 services were offered to schools to buy for the three year period starting April 2013. As in previous years, most schools continue to buy most services. Some services have seen increased take up and some reduced take up. The reasons for lower take up are being explored with service managers. Income in 2013/14 is £1.9M, with a small increase on 2012/13.


MTO 6: Support Opportunities for Health and Wellbeing

6.2 Support the Health and Well Being Board to bring together all those involved in delivering health and social care in the Borough.




6.2.4 Work collaboratively with colleagues in health to develop joint working and delivery of services for children and young people.	31/03/2014	CYPL		Work continues with colleagues from across health services through the HWBB, the LSCB and the CYPSP. The legislative changes in SEN will also require more joint delivery.
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MTO 11: Work with our communities and partners to be efficient, open, transparent and easy to access and to deliver value for money

11.8 implement a programme of economies to reduce expenditure

11.8.5 Develop proposals to help the Council produce a balanced budget in 2014/15.	31/03/2014	CYPL		The budget planning for 2014-15 has started but is at an early stage of formulation and further savings will be required.
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11.10 Children and Young People's Partnership provides the opportunity to develop and agree joint priorities for improvement.

11.10.1 Review the progress made against the priorities in the Children and Young People's Plan during 2012.	30/06/2013	CYPL		This task has been completed. The Children and Young People's Partnership Board is due to sign the report off on 16 July, it will then be circulated electronically, and will be put on the Public Website.
11.10.2 Identify new actions for the final year of the Children and Young People's Plan.	31/01/2014	CYPL		Following the review and completion of the Children and Young People's Plan, further actions have been agreed for the remaining year of the plan. These have been collated into an action plan which will be monitored by the Children and Young People's Partnership Board and by DMT on a regular basis throughout the year.
11.10.3 Develop a three year Children and Young People's Plan (2014-2017).	30/04/2014	CYPL		The first task this year was the completion of the CYPP Review which has now been achieved. A proposal will be considered by the Children and Young People's Partnership Board in July regarding the development of the new plan. Once this has been agreed a more detailed plan will be developed, and various activities planned to ensure engagement of partners and stakeholders in the process.

Status Legend	
Where the action has not yet started but should have been, or where the action has started but is behind schedule	
Where the action has not yet started or where the action has been started but there is a possibility that it may fall behind schedule	
Where the action has started, is not yet completed, but is on schedule	
Where the action has been completed (regardless of whether this was on time or not)	
Where the action is no longer applicable for whatever reason	

Summary Revenue Budget Breakdown

CHILDREN, YOUNG PEOPLE AND LEARNING DEPARTMENT - MAY 2013								
	Original Cash Budget	Virements & Budget C/Fwds	NOTE	Current Approved Budget	Spend to Date %	Variance Over/(Under) Spend	Variance This Quarter	NOTE
	£000	£000		£000	%	£000	£000	
CHILDREN, YOUNG PEOPLE AND LEARNING DEPARTMENT								
Director								
Departmental Management Team	621	-3	a, c	618	17%	0	0	
	621	-3		618	17%	0	0	
CO - Learning and Achievement								
School Improvement, Music and Governor Services	744	-5	a, c	739	-26%	0	0	
Advice for 13-19 year olds	565	0		565	6%	0	0	
Adult Education	16	-1	a	15	240%	0	0	
Education Psychology and SEN Team	293	244	a, c	537	14%	0	0	
Education Welfare and Support	437	12	a, c	449	9%	0	0	
	2,055	250		2,305	0%	0	0	
CO - Children & Families: Social Care								
Children's Services & Commissioning	1,763	12	a, c	1,775	18%	0	0	
Children Looked After	4,878	2	c	4,880	16%	582	582	1
Family Support Services	1,288	2	c	1,290	23%	0	0	
Youth Justice	308	1	c	309	31%	0	0	
Other children's and family services	1,156	-248	a, c	908	10%	0	0	
Management and Support Services	45	66	d	111	0%	0	0	
	9,438	-165		9,273	17%	582	582	
CO - Strategy, Resources and Early Intervention								
Early Years, Childcare and Play	1,677	64	a, b, c	1,741	14%	0	0	
Youth Service	695	-3	a, c	692	17%	0	0	
Performance and Governance	747	-1	a, c	746	14%	0	0	
Finance Team	411	5	a, c	416	10%	0	0	
Human Resources Team	181	-10	a, c	171	-135%	0	0	
Property and Admissions	285	-5	a, c	280	2%	0	0	
Information Technology Team	284	0	a, c	284	-13%	0	0	
Extended services and support to families	272	10	a, c	282	1%	0	0	
School related expenditure	264	0		264	-137%	0	0	
Seymour House Office Services	124	13	a	137	-5%	0	0	
	4,940	73		5,013	-2%	0	0	
Education Grants	-2,112	0		-2,112	0%	48	48	2
TOTAL CYP&L DEPARTMENT CASH BUDGET	14,942	155		15,097	10%	630	630	
TOTAL RECHARGES & ACCOUNTING ADJUSTMENTS	9,290	-66	e	9,224	-8%	0	0	
GRAND TOTAL CYP&L DEPARTMENT	24,232	89		24,321	3%	630	630	
Memorandum items:								
Devolved Staffing Budget				11,080		0	0	

CHILDREN, YOUNG PEOPLE AND LEARNING DEPARTMENT - MAY 2013

	Original Cash Budget	Virements & Budget C/Fwds	NOTE	Current Approved Budget	Spend to Date %	Variance Over/(Under) Spend	Variance This Quarter	NOTE
	£000	£000		£000	%	£000	£000	
<u>Schools Budget - 100% grant funded</u>								
<u>Delegated and devolved funding</u>								
Delegated School Budgets	67,726	-139	f	67,587	20%	0	0	
School Grants - Income	-4,420	257	f	-4,163	17%	0	0	
	63,306	118		63,424	20%	0	0	
<u>LEA managed items</u>								
SEN provisions and support services	6,098	1,432	f	7,530	7%	0	0	
Education out of school	1,071	0	f	1,071	17%	0	0	
Pupil behaviour	527	-43	f	484	14%	0	0	
School staff absence and other items	1,341	156	f	1,497	4%	0	0	
Combined Service Budgets	691	-1	f	690	8%	0	0	
Early Years provisions and support services	2,992	894	f	3,886	16%	0	0	
Support to schools in financial difficulty	304	-21	f	283	0%	0	0	
Standards Fund LA Managed	0	0		0	0%	0	0	
	13,024	2,417		15,441	10%	0	0	
<u>Growth to be allocated</u>	2,535	-2,535	f	0	0%	0	0	
<u>Dedicated Schools Grant</u>	-78,865	0		-78,865	19%	0	0	
TOTAL - Schools Budget	0	0		0	0%	0	0	
<u>Memorandum item: Unallocated Schools Budget Reservebalances</u>								
Unallocated balance on general Schools Budget reserve at 1 April 2013						517		

Children, Young People and Learning Virements and Budget Carry Forwards

Note	Total	Explanation
	£'000	
		<u>DEPARTMENTAL CASH BUDGET</u>
a		<u>House keeping virements</u>
	0	A number of net nil effect virements are proposed. These include resetting devolved staffing budgets and making adjustments in the light of new grant notifications that require adjustments to expenditure and income profiles, most notably in respect of the Adoption Grant (£0.304m), Trouble Families Programme (£0.248m), Children's Improvement Board (£0.115m), Legal Aid Sentencing and Punishment Order Act (£0.025m) and the Moderation and monitoring grant (£0.008m). Other budgets have been amended to reflect new year spending plans with income from school trading also updated to reflect the outcomes of the 2012 price review. There has also been a change in management responsibility for the SEN Team which has moved from Children's Social Care to Learning and Achievement.
b		<u>Budget carry forwards</u>
		The following carry forwards have been agreed.
	38	Funding to develop sufficient places for 2 year olds, in line with new statutory duty
	11	Funding for additional places for the most vulnerable 2 year olds
	4	To complete building works at the Rowans Children's Centre
	3	To complete borough wide training for childminders
c		<u>Inter Department Adjustments</u>
	33	Adjustments to fund the local government pension fund deficit have been allocated to Departments.
d		<u>Transfer to / from Departmental non-cash</u>
	66	Funding for the share of costs associated with the Emergency Duty Team that is managed by ASCHH has been moved from non-cash recharge budget to a cash budget. There is a compensating adjustment in the non-cash budget with no overall effect across the Department or Council.
	155	Total

Note	Total	Explanation
	£'000	
		<u>DEPARTMENTAL NON-CASH BUDGET</u>
e	-66	Funding for the share of costs associated with the Emergency Duty Team that is managed by ASCHH has been moved from non-cash recharge budget to a cash budget. There is a compensating adjustment in the cash budget with no overall effect across the Department or Council.
	-66	Total
		<u>SCHOOLS BUDGET</u>
		<u>Virements</u>
f	0	The Council's Budget setting process agreed that the allocation of budgets to individual lines of the Schools Budget could be agreed by the Executive Member, up to the level of anticipated grant income. The original budget approved by the Council was on a provisional basis and adjustments are now reported to reflect the changes agreed by the Executive Member, all of which were supported by the Schools Forum or relate to resetting grant income to confirmed amounts where estimates were used in the original budget.
	0	Total

Budget Variances

Note	Reported variance £'000	Explanation
1	582	<p><u>DEPARTMENTAL BUDGET</u></p> <p>Supporting Looked After Children (LAC)</p> <p>The original budget for care and accommodation costs was set based on known commitments at January 2013. This calculation included all expected leavers, for example those turning 18, but did not allow for any new cases that would ordinarily occur. The budget strategy recognises that there is a small, volatile cohort of high cost vulnerable children, and assumes that steps will continue to be taken to make expenditure reductions through cost effective place planning, but if there is a net cost increase, that this would be subject to funding from the Corporate Contingency.</p> <p>The latest position on the number of LAC shows that these have increased between January and June by 6 and now stand at 107. The strategy of developing more in-house foster carers, thereby reducing reliance on Independent Fostering Agencies (IFAs) continues to be successful with 5 less placements in IFAs and 10 more in BF Fostering. This has resulted in a net cost reduction of £90k. The on-going increase in LAC numbers means that there is now a limited number on BF Foster carers, with the expectation that numbers in IFAs will increase in the near future. The development programme to increase the number of BF Foster carers continues, and new carers are expected to be available within the next 6-8 months.</p> <p>By far the most significant area of child protection needs, and impact on costs relates to the requirement to place 3 new children in residential homes at a total cost of £596k. These were young people aged 15-16 years who were being sexually exploited and in need of urgent protection. They were placed out of the Bracknell Forest area.</p> <p>There have been reductions of 1 fte in both semi-independent settings and support to disabled children, which together with changes in support packages have resulted in an increase in care costs of £24k.</p> <p>The overall increase in LAC numbers has not only had an impact on the number of social workers needed to manage case loads, there are also addition court proceedings and associated legal costs, which the latest estimate provided by Reading Borough Council which provides a Childcare Solicitors services to Berkshire authorities shows a potential over spending of £52k.</p>

Note	Reported variance	Explanation
	£'000	
2	48	<p><u>Education Grants</u></p> <p>There are some variances expected against the LACSEG (Academies) Grant and the Education Services Grant. A refund of LACSEG was due in 2012-13 to correct the initial deduction DCLG had taken directly from Formula Grant. The final refund was confirmed in June, after 2012-13 accounts had been closed on a provisional amount, and was £0.053m less than accrued. The variance arose as a result of different pupil counts and a revision to the amount of initial deduction from Formula Grant by DCLG. There will be an additional £0.005m of income from the Education Services Grant following recalculations by the DfE.</p>
	630	Grand Total Departmental Budget
	0	<p><u>DEPARTMENTAL NON-CASH BUDGET</u></p> <p>Amount reported last month.</p>
	0	Grand Total Departmental Non-Cash Budget
	0	<p><u>SCHOOLS BUDGET</u></p> <p>The Schools Budget is a ring fenced account, fully funded by external grants, the most significant of which is the Dedicated Schools Grant (DSG). Any under or overspending remaining at the end of the financial year must be carried forward to the next year's Schools Budget and as such has no impact on the Council's overall level of balances.</p> <p>There are no variances to report.</p>
	0	Grand Total Schools Budget

Summary Capital Budget Breakdown

CAPITAL MONITORING 2013/14

Dept: Children, Young People and Learning

As at: 31st May 2013

Cost Centre Description	Approved Budget £000's	Cash Budget 2013/14 £000's	Expenditure to Date £000's	Carry Forward 2014/15 £000's	(Under) / Over Spend £000's	Target for Completion	Current status of the project / notes
SCHOOL PROJECTS							
Cranbourne Primary	-6.8	3.8	3.8	-10.6	0.0	On site at Mar 2014	Project in design
Crown Wood Primary	3,381.5	3,306.5	7.0	75.0	0.0	Final phase complete by Mar 2014	On site
Fox Hill Primary	-7.7	3.7	3.7	-11.4	0.0	Pre app complete Aug 2013	Project in design
Great Hollands Primary	-5.3	4.2	4.2	-9.5	0.0	Pre app complete Aug 2013	Project in design
Holly Spring Infant & Junior	216.6	221.8	-93.2	-5.2	0.0	Complete August 2013	Retentions & final account to resolve
Jennett's Park CE Primary	25.0	8.5	0.6	16.5	0.0	Sep-15	FFE & ICT fit-out to various classrooms
Meadow Vale Primary	1,515.2	1,475.2	-28.2	40.0	0.0	Complete at March 2014	Phase 2 on site
Owsmoor Primary	327.1	305.9	-42.3	21.2	0.0	In design at Mar 2014	Phase 3 in design
Pines (The) Primary	292.7	292.4	1.8	0.3	0.0	On site at Mar 2014	Project in design
Sandy Lane Primary	46.9	46.9	-24.6	0.0	0.0	Complete at March 2014	Retentions & final account to resolve
Wildmoor Heath Primary	40.7	40.7	1.3	0.0	0.0	Masterplan complete at March 2014	Project in design
Wooden Hill Primary	2.5	2.5	0.0	-0.0	0.0	On hold	Project on hold
Educ Capital Programme - Primary	5,828.5	5,712.1	-165.9	116.4	0.0		
Brakenhale Capacity Works	921.9	921.9	-3.8	-0.0	0.0	Phase 4 in procurement at Mar 2014	Phase 4 in design
Edgbarrow Retentions	4.4	4.4	-2.4	-0.0	0.0	Jun-13	Retention outstanding.
Garth Hill College Rebuild	0.0	0.0	-14.9	0.0	0.0		Complete
Garth Hill Expansion	1,175.5	1,174.8	0.7	0.7	0.0	In design at Mar 2014	Project in design
SEN Buildings	29.4	30.4	1.0	-1.0	0.0	In design at Mar 2014	Project in design
Project Management Overheads	163.5	128.8	0.0	34.7	0.0	Mar-14	To be allocated to projects
Educ Capital Programme - Secondary	2,294.7	2,260.3	-19.4	34.4	0.0		
Kennel Lane Rebuild	-89.6	0.0	-79.8	-89.6	0.0	Aug-13	Build complete. Retentions outstanding
Educ Capital Programme - Special	-89.6	0.0	-79.8	-89.6	0.0		
Retentions - Schools	0.0	0.0	0.0	0.0	0.0		
Basic Need Grant 2013/14 - for allocation	2,936.4	0.0	0.0	2,936.4	0.0	various	Revised programme to be submitted for Executive approval
Basic Need Grant	2,936.4	0.0	0.0	2,936.4	0.0		
Devolved Capital	758.6	550.0	25.2	208.6	0.0	On-going	In progress
Section 106 Developer Contributions	250.0	0.0	0.0	250.0	0.0	Mar-14	
Section 106 Developer Contributions	250.0	0.0	0.0	250.0	0.0		
SCHOOL PROJECTS	11,978.6	8,522.4	-239.9	3,456.2	0.0		

Percentages

-2.8%

0.0%

Cost Centre Description	Approved Budget £000's	Cash Budget 2013/14 £000's	Expenditure to Date £000's	Carry Forward 2014/15 £000's	(Under) / Over Spend £000's	Target for Completion	Current status of the project / notes
CAPITAL MAINTENANCE / CONDITION							
Planned Maintenance (Schools)	2,500.8	1,657.6	114.0	843.2	0.0	Sep-14	In progress
Fire Risk Management (Schools)	347.0	200.0	-0.2	147.0	0.0		
Fire Risk Management	347.0	200.0	-0.2	147.0	0.0	Sep-14	In progress
Asbestos Management (Schools)	4.3	4.3	0.0	-0.0	0.0		
Asbestos Management (Schools)	4.3	4.3	0.0	-0.0	0.0	Sep-14	In progress
Legionella Management	5.0	0.0	0.0	5.0	0.0		
Legionella Management	5.0	0.0	0.0	5.0	0.0	Sep-14	In progress
Disabled Access (Schools) Management	73.0	39.0	16.2	34.0	0.0		
Disabled Access Management	73.0	39.0	16.2	34.0	0.0	Sep-14	In progress
ROLLING PROGRAMME	2,930.0	1,900.9	130.0	1,029.1	0.0		

Percentages

6.8%

0.0%

OTHER PROJECTS							
Capita One (EMS) Upgrade	107.9	15.0	1.3	92.9	0.0	Mar-15	Continuing with revised implementation of modules
Education ICT	14.7	0.0	0.0	14.7	0.0	Mar-14	Under review
ICT projects	122.5	15.0	1.3	107.5	0.0		
Youth Facilities	91.6	0.0	0.0	91.6	0.0	Mar-14	Under review in the context of the planned Youth Hub.
Youth Service Website Development	29.8	0.0	0.0	29.8	0.0	Mar-14	Under review
Youth Facilities	121.4	0.0	0.0	121.4	0.0		
Retentions - Non Schools	0.0	0.0	0.0	0.0	0.0		
Aiming High for Disabled Children	49.1	49.1	0.0	-0.0	0.0	Aug-13	Projects underway for completion by Aug 2013
Asbestos Management (Non-Schools)	5.0	0.0	0.0	5.0	0.0	Mar-14	Under review
Larchwood Outdoor Play Surface	9.2	9.2	7.8	0.0	0.0	May-13	Construction in progress for completion end of May
Places for 2 year olds	153.1	153.1	12.0	-0.0	0.0	Mar-14	In progress
Other	216.4	211.4	19.8	5.0	0.0		
OTHER PROJECTS	460.3	226.4	21.1	233.9	0.0		

Percentages

9.3%

0.0%

TOTAL CAPITAL PROGRAMME	15,368.9	10,649.7	-88.9	4,719.2	0.0		
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**TO: CHILDREN, YOUNG PEOPLE AND LEARNING OVERVIEW & SCRUTINY PANEL
11 SEPTEMBER 2013**

**CHILDREN'S SOCIAL CARE COMPLIMENTS AND COMPLAINTS
ANNUAL REPORT 2012 - 2013
Director of Children, Young People and Learning**

1 PURPOSE OF REPORT

- 1.1 This report presents the attached 2012-2013 Annual Report in respect of Children's Social Care Statutory Complaints and also compliments.

2 RECOMMENDATION

- 2.1 **That the Panel considers the attached 2012-2013 Annual Report regarding Children's Social Care Statutory Complaints.**

3 REASONS FOR RECOMMENDATION

- 3.1 To invite the Panel to consider the 2012-2013 Annual Report of Children's Social Care Statutory Complaints.

4 ALTERNATIVE OPTIONS CONSIDERED

- 4.1 None.

**5 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS / EQUALITIES
IMPACT ASSESSMENT / STRATEGIC RISK MANAGEMENT ISSUES /
CONSULTATION**

- 5.1 Not applicable.

Background Papers

None.

Contact for further information

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TO: EXECUTIVE MEMBER CHILDREN, YOUNG PEOPLE AND LEARNING
DATE: 28 May 2013

ANNUAL REPORT – CHILDREN’S SOCIAL CARE STATUTORY COMPLAINTS
(Chief Officer: Strategy, Resources and Early Intervention)

1 PURPOSE OF DECISION

- 1.1 The purpose of this report is to present the annual report of the Statutory Complaints function for Children’s Social Care – attached as Annex 1, for approval by the Executive Member for Children Young People and Learning. The report will then be submitted to the Overview and Scrutiny Panel for Children and Young People.

2 RECOMMENDATION

- 2.1 That the Executive Member approves the report.**

3 REASON FOR RECOMMENDATION

- 3.1 The Representations Procedure Regulations 2006 state that Complaints Services should produce an annual report for consideration.
- 3.2 The Complaints Service performs an important role in assuring the quality of response to children and young people or parents and carers who make complaints. The annual report supports the continuing development and review of the service and learning from complaints.
- 3.3 The Annual Report will be submitted to the Overview and Scrutiny Panel following the approval of the Executive Member.

4 ALTERNATIVE OPTIONS CONSIDERED

- 4.1 None considered

5 SUPPORTING INFORMATION

- 5.1 The report provides an overview of the work of the Complaints Manager and identifies some of the key issues arising in terms of complaints. It also considers further developments to continually improve the way in which the Department responds to complaints in a positive manner. In addition to complaints the report identifies compliments that have been received by Children’s Social Care.
- 5.2 The Complaints Manager works closely with Children’s Social Care to ensure any complaints are resolved in a timely and satisfactory manner. In order to ensure positive outcomes, the Complaints Manager has regular meetings with senior managers in Children’s Social Care, and provides training for new Social Workers on the complaints process. Findings from complaints are considered in the development of policies and procedures and in the ongoing learning culture within Children’s Social Care.

- 5.3 The Complaints Manager also attends and works within a regional complaints network so that good practice can be shared and there is a continuing focus on raising standards for complaints management practice across the region.
- 5.4 Whilst there are a higher number of complaints this year, this has increased in proportion with the number of open cases which is 781 in 2012/13 (compared to 683 in 2011/12). Overall, there were 37 complaints investigated (compared to 24 in 2011/12). Two of which progressed to stage 2, which gives us a figure of 35 individual complainants having approached Children's Social Care during the period of 1 April 2012 to 31 March 2013 (18 for 2011/12).
- 5.5 Twenty one of these were addressed using the Statutory Complaints Procedure, of these nineteen were concluded at Stage 1 of the Statutory Procedure, and two progressed to Stage 2. Sixteen complaints were addressed using the Local Authority Complaints Procedure and were all concluded at Stage 1. This reflects good practice within Children's Social Care, where complaints are taken seriously and Managers are diligent in securing an early resolution wherever possible.
- 5.6 The nature of the complaints included the following:
- Assessments / investigations
 - Communication
 - Staff decisions / conduct
 - Standard of service
 - Eligibility criteria
- 5.7 In addition to complaints there are 138 compliments recorded in the period and section 6.1 provides a breakdown and some examples of those received. Some of these compliments relate to the way in which the Social Worker has managed the case, and some comment on the way in which parents have felt able to improve their parenting skills. It is pleasing to note the compliments that come from partners who work with Children's Social Care, for example, Solicitors, Court Judge, Independent Reviewing Officer and Child Protection Conference Chair.
- 5.8 This year has also seen a small number of Stage 2 Statutory Investigations which are carried out by an independent person; these are more complex complaints which require a significant amount of Complaint Manager and Officer time to resolve them. It should be noted that the use of an experienced manager, who is independent of Children's Social Care has reduced the costs of employing an external independent investigator, however there is still a cost to the Council in relation to the time and resources of an experienced manager who may be undertaking the investigation on top of their normal job role.

6 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS

Borough Solicitor

- 6.1 The Guidance is issued under Section 7 of the Local Authority Social Services Act 1970 which requires local authorities in their social services functions to act under the general guidance of the Secretary of State. As such the Guidance does not have statutory force but the authority should comply with it unless local circumstances indicate exceptional reasons which justify a variation.

Borough Treasurer

- 6.2 The Borough Treasurer is satisfied that there are no significant financial implications arising from this report.

Equalities Impact Assessment

- 6.3 The Complaints Procedure is available to all those who meet the specified criteria for making a complaint using either the Statutory or the Local Authority Procedure.

Strategic Risk Management Issues

- 6.4 None identified in connection with the annual report. It should be noted that complex complaints are carefully managed with support from the Borough Solicitor where relevant to address and minimise risks with individual cases.

Other Officers

- 6.5 None identified

7 CONSULTATION

Principal Groups Consulted

- 7.1 None

Method of Consultation

- 7.2 Not applicable

Representations Received

- 7.3 Not applicable

Background Papers

The Statutory Complaint Procedure for Children's Social Care: 30 October 2007.

Contacts for further information

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Children's Social Care Compliments and Complaints

**Annual Report
2012 - 2013**

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1. INTRODUCTION

This annual report covers the period of 1st April 2012 through to 31st March 2013 and reports on complaints made by, or on behalf of children and young people who receive support / services from Children's Social Care in Bracknell Forest. It is a statutory requirement to produce an annual report which will be published on the Council's website.

The Complaints Manager has the key responsibility for managing the statutory process for complaints from children and young people (or their representatives) about the quality of that service. The purpose of this report is to provide an overview and analysis of all complaints and compliments received and to summarise the issues that have arisen, providing a mechanism by which the Department can monitor the quality and effectiveness of services and of its complaints procedure.

The report will be approved by the Executive Member for Children, Young People and Learning, and will also be presented to the Children and Young People and Learning Overview and Scrutiny Panel.

Complaints about school provision are dealt with under a separate procedure.

2. CONTEXT

2.1 Legislation

The arrangements for the statutory procedure and management of complaints from children and young people (or their representatives) are set out in *The Children's Act 1989 Representation Procedure (England) Regulations 2006*.

The legislation requires local authorities to appoint a Complaints Manager with the responsibility for:

- † Managing, developing and administering the complaints procedure
- † Providing assistance and advice to those who wish to complain
- † Overseeing the investigation of complaints that cannot be managed at source
- † Supporting and training existing and new members of staff
- † Monitoring and reporting on complaints activity/data

Legislation is supported by detailed guidance from the Department for Education, which has been taken into account in the Complaint Procedures published by the Local Authority.

2.2 Who May Complain?

All children and young people who receive or are entitled to a service have a right to access the statutory complaint procedure.

This includes all those who are in an adoptive placement or foster placement, who are the subject of a care order (under section 31 of the Children Act 1989), or who are voluntarily accommodated (under Section 20 of the Children Act 1989). It also covers disabled children who have services from Children's Social Care.

A parent / carer can also bring a complaint on behalf of that child or young person. The view of the child or young person will be sought wherever possible.

3. COMPLAINTS PROCEDURES

3.1 Statutory Complaints Procedure in Bracknell Forest

Responsibility for the service rests with the Director for Children, Young People and Learning. In order to provide independence from the line management of cases and the allocation of resources, this post is located in the Strategy, Resources and Early Intervention branch of the Department and reports to the Head of Performance Management and Governance.

The purpose of the statutory procedure is to enable the complainant to have access to independent consideration of matters raised.

Complaints Process using the Statutory Procedure:

Stage One: Local Resolution

This initial stage allows Children's Social Care Services the opportunity to try and resolve issues of dissatisfaction at local level with managers and staff who have responsibility for the case.

Stage Two: Independent Investigation

This is the next stage, when a complaint has not been resolved to the satisfaction of the complainant at the conclusion of Stage 1 and involves a full and formal investigation by an independent investigator. The independent investigator produces a report, which is submitted to the Chief Officer for their consideration.

The final decision rests with the Chief Officer regarding the outcome of the complaint. The Chief Officer will write to the complainant including a copy of the investigation report and the conclusions made.

Stage Three: Review Panel

A review panel is convened when the complainant is either dissatisfied with a Stage 2 investigation or the response from the Chief Officer.

The Panel will be made up of three people, all of whom must be independent of the Council.

Final Stage: The Local Government Ombudsman

Although complainants can refer complaints onto the Local Government Ombudsman (LGO) at any stage, the LGO will not normally look at the

complaint until the local authority has had a chance to complete all relevant stages.

3.2 The Local Authority Complaints Procedure.

Complaints not covered by the statutory procedure may be dealt with under the Local Authority procedure. These are often complaints made by parents, carers or other adults regarding the impact of a service on them personally. Liaison remains through the Complaints Manager.

Complaints Process using The Local Authority Procedure:

Stage One

Informal complaint to a member of staff at the first point of contact

Stage Two

Formal complaint to the appropriate manager or Chief Officer, who will initiate an independent investigation into the complaints made.

Stage Three

Formal complaint to the Director of the service area concerned; any complaint based on discrimination, victimisation or harassment goes straight to this stage.

Stage Four

Chief Executive to consider whether the complaint has been dealt with appropriately and if not may set up a review panel at the Chief Executive's discretion.

4. OVERVIEW OF WORK

The Complaints Manager maintains a list of on-going complaints that are currently under investigation. A report is sent to the Chief Officer Children's Social Care on a monthly basis and liaison meetings are held on more complex cases.

4.1 Number of Complaint Investigations

At the end of March 2013 there were 781 open cases within Children's Social Care for children and young people. All of these were potentially eligible to complain to Bracknell Forest Council.

Out of these there were a total of 37 complaints received during this period, 11 of which were deferred (see point 4.3 for further explanation) and 26 were investigated. This is higher than the figures from 2011 – 2012 where 24 complaints were received, as shown in the table below. Whilst there is a higher number of complaints this year (37) this has increased in proportion with the increase in the number of open cases (781).

Contacts and Referrals to Children's Social Care:

Period	Open Cases	No of Complaints
2011-12	683	24 (3.5%)
2012-13	781	37 (4.74%)

The following table shows the numbers of complaints in the past year, which have been dealt with using either the Statutory, or the Local Authority complaints procedure.

Comparative figures for 2011 – 2012 are shown in brackets.

Stage / Procedure Used	Number of Complaints
Stage 1 – Statutory Procedure	19 (11)
Stage 2 – Statutory Procedure	2 (3)
Stage 1 – Local Authority Procedure	16 (5)
Stage 2 – Local Authority Procedure	0 (3)
Stage 3 – Local Authority Procedure	0 (2)

Managers within Children's Social Care will always try to resolve problems or concerns before they escalate into a complaint and this ensures that wherever possible, complaints are resolved within stage one of the procedure. It is notable that there has been an increase in dealing successfully with complaints at this stage. Out of the 19 complaints received and investigated at stage one of the statutory procedures, only two progressed onto stage two.

All of the complaints using the Local Authority procedure were successfully dealt with at stage one this year. This reflects the good practice and swift responses of the managers involved.

Local Government Ombudsman	1 – Investigation Discontinued
-----------------------------------	---------------------------------------

One complainant approached the Local Government Ombudsman during 2012 – 13.

This was an early referral, as we had not had an opportunity to complete all of the stages of the investigation. The Ombudsman has deferred their involvement at this time; the complaint is currently at stage 2 of the statutory complaints procedure.

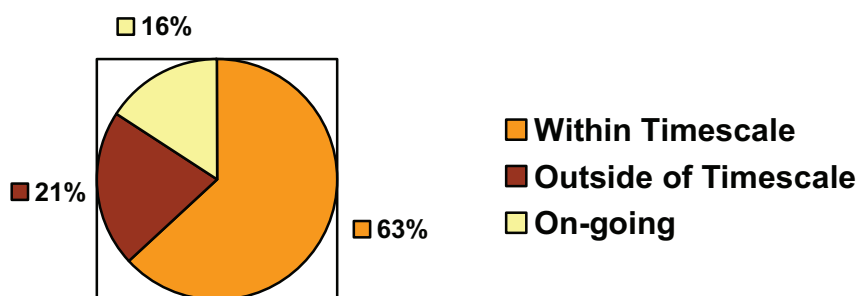
Concerns Received	20
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There are also occasions where the Complaints Manager is contacted by members of the public with the intention of making a complaint, or wanting to discuss a concern they may have, or to make a general comment regarding Children’s Social Care. If such matters do not warrant progression onto stage one of either the statutory or corporate procedures, then these are logged as a ‘concern’.

4.2 Timescales

We always aim to resolve complaints within timescales, but there are times when it is necessary to re-negotiate the time required to investigate and respond. When this happens the Complaints Manager will contact the complainant and seek their agreement. Nevertheless there have been some challenges this year with keeping within deadlines for those cases within the Stage two investigation of the statutory procedure.

The following chart shows the breakdown of the complaints made throughout the period of April 2012 to March 2013 and whether timescales were met. It shows that 63% have been met, 21% outside of timescales, with 16% still within the investigation stage during the 4th quarter at the time of recording.



4.3 Findings from Complaints

The following findings were made in respect of the 37 complaints raised that have been finalised (at the time of reporting 2 had yet to be completed and were still under investigation at stage 2 of the Statutory Procedure).

At Stage 1 of the Statutory Procedures	6 Complaints were Not Upheld 4 Complaints were Partially Upheld 1 Complaint was Upheld
At Stage 2 of the Statutory Procedures	2 Complaints remain within investigation stage
At Stage 1 of the Local Authority Procedures	5 Complaints were Not Upheld 2 Complaints were Partially Upheld 2 Complaints were Upheld
Complaints Resolved Complaints Deferred	4 Complaints were resolved 11 Complaints were deferred

At times, we are able to resolve matters to the satisfaction of the complainant within the investigation stage and effectively shorten the complaints process. As shown in the table above, we had 4 such cases this year.

Similarly it may be necessary to defer a complaint. In these situations we will write to the complainant, explaining why their complaint has not been accepted, whilst informing them that they may have an opportunity to re-submit their complaint for consideration at a later date.

Some examples for this:

- † The department may be in the process of applying for a court order.
- † The complainant wants to make an appeal against a court order (they should approach the court for this).

Dissatisfaction about a Local Authority's management or handling of a child's case, even where related to a court order may be appropriately considered, for example; conduct of social work staff involved in court procedures. It is for the Complaints Manager to identify whether these may be considered.

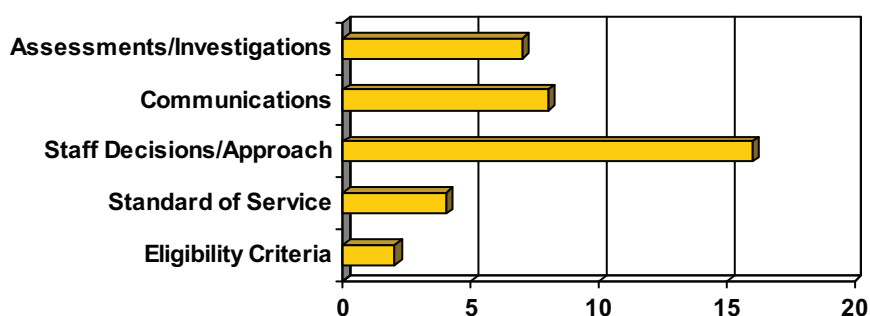
4.4 Complaints by Areas of Service Provision

The following table shows the service areas where complaints have been made. The area with the highest number of complaints is in safeguarding, which is to be expected given the nature of the work undertaken, as it often involves working with families who are unhappy to be receiving such services, nevertheless are required to do so to ensure effective child protection.

Service Area	Number
Learning Difficulties & Disability	2
Looked After Children	10
Safeguarding	25

4.5 Nature of Complaints Received

Complaints received are often complex and can cover a variety of issues. For the purpose of this report the primary issue has been identified in relation to each complaint, these are shown below:



4.6 Commentary on Complaints Received

The following are some examples of complaints received regarding some of the primary issues identified – as shown in the table above:

Regarding assessments / investigations

- a) Complainant is concerned with the inaccuracies within the assessment carried out.
- b) Does not agree with the content shown in the report.

Comments

The relationship between the family and the allocated social worker had become difficult. Although it is not always appropriate to change a worker when situations become challenging, on this occasion it was felt that a different style of intervention would be appropriate, therefore another social worker was allocated. Amendments to the assessment were also agreed / carried out where required. This complaint was partially upheld.

Regarding communications

- a) Complainant was concerned with the general lack of communication regarding the contact arrangements to see their children.

Comments

The complaint was quickly resolved to the satisfaction of the complainant. This was due to the swift intervention of the Team Manager, who carried out a face to face meeting with the family, allowing them to 'air' their grievances and openly discuss their concerns.

Regarding staff decisions / approach

- a) Complainant was unhappy with the way that they were spoken to at a meeting.

Comments

The complaint was not upheld. The Investigating Officer considered that the 'chair' was correct in conducting the meeting in a way which encouraged open and honest dialogue.

Regarding standard of service

- a) This complaint covered various issues within the department and the general standard of service received from Children's Social Care.

Comments

The complaint was partially upheld. This was a complex case and was ultimately responded to by the Head of Service; ongoing work continues with the family.

4.7 Involvement of Young People in the Complaint Process

Children and young people are informed on how to make a complaint when they first become 'looked after' and receive a child friendly leaflet which explains clearly what to do if they are unhappy. Information is also provided on how to contact the Complaints Manager within the 'Children's and Young Person's Consultation Booklet', which they receive before every LAC review. In addition, they may bring complaints to the attention of the Independent Reviewing Officer.

Laminated 'text' cards were first introduced during the period of 2011-12, developed with the support of the Child Participation Officer. They provide simple instructions on how to 'text' a complaint through to the Complaints Manager. This is currently being monitored as to whether this is a viable use of resources.

In some circumstances children and young people may require additional support to make a complaint. Help may be best provided by a relative or friend or by the provision of an advocate from an Advocacy Service who will be independent of the department. If this is required the Complaints Manager can approach the Child Participation Development Officer who will be able to provide advice about this and help secure a service where requested.

The majority of complaints are made by the parent / carer on behalf of the young person, but young people are encouraged to make their own complaints as well, and this has happened on a number of occasions. When a young person does choose to complain they are offered the support of an advocate as described above.

4.8 Learning from Complaints in 2013

At Bracknell Forest Council we recognise that the formal complaint investigation process is not to 'find fault' but to look at the practices followed in relation to the complaint issues at hand. This also provides a valuable source of information and we will use these experiences to:

- † Identify service problems and make improvements
- † Improve / adapt staff learning and enhance professional development.

To this aim, a 'learning from complaints' form has been devised – this is forwarded to the appropriate Manager or Head of Service for completion following the investigation and closure of a complaint. Within this document, the investigator can record any recommendations made.

The Manager / Head of Service agree an action plan and nominate who will undertake the action and the outcome achieved will be logged. It is not signed off until the action has been implemented.

Where a complaint has been difficult or complex, a learning from complaints meeting is held with Managers in Children's Social Care to ensure we are able to reflect and learn from the situation and put in place measures to reduce the risk of issues arising in the future.

Key Learning points and services improvements implemented during 2012 – 2013 include:

If parents have a learning disability, staff should be mindful of this when writing reports etc. Provide 'easy read' documents / correspondence wherever possible.

Ensure that written reports are forwarded to the parents in a timely manner.

That key family member's home address are regularly checked and updated on the system. Particularly when sensitive information is being posted.

It has been identified that we need clear guidance for parents and professionals that there is a separate policy in relation to 'what can be complained about' within the Child Protection Conference processes, as

determined in the Pan Berkshire Child Protection Procedures. The Complaints Policy has now been updated to take account of this.

5.0 COST OF COMPLAINT INVESTIGATIONS FOR 2012 – 13

When a complaint proceeds to stage 2 under the statutory procedures, it is the practice in Bracknell Forest that an independent investigator is appointed. The cost of this varies depending on the length and complexity of the investigation and whether an external investigator is contracted. In this year it should be noted that there have been two statutory stage 2 investigations, one of which was very complex.

The overall cost of investigations in 2012-13 was £2,500.

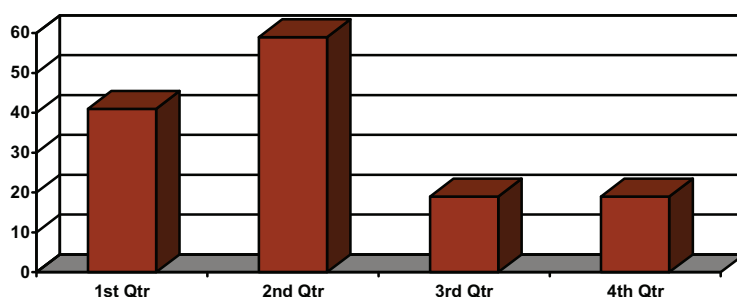
We have been able to keep the cost down compared to last year (which was £8,200) by delegating the services of an experienced investigator within senior management at Bracknell Forest Council; independent of Children's Social Care. Whilst this reduces the costs of an independent investigator, there are costs to the Council in terms of the time and resource of an experienced investigator who may be undertaking this work on top of their normal job role.

6.0 COMPLIMENTS

Compliments provide valuable information about the quality of our services and help identify where they are working well. For the period of 2012 – 13 we received 138 compliments. This demonstrates the high value that people receiving support place on the services they receive. A large majority of the compliments are made by parents or users of the services, but they are also made by a range of professional colleagues who work with Children's Social Care.

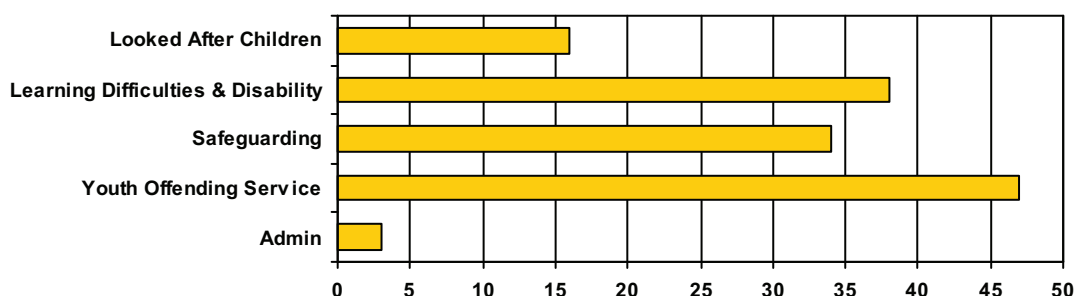
6.1 Breakdown of compliments

You will find the distribution of compliments recorded together with detailed breakdowns in the following tables.



Some examples of compliments received	138 in Total
<p>“We were very happy with the way the situation was handled and was dealt with by courteous, respectable, friendly professionals” – Parent</p> <p>“It was great to feel like a mother again; I didn’t realise how much of an impact I had on my child” – Parent</p> <p>“Well done you! I shall be using this for my training as a model final statement” – Solicitor</p> <p>“I want to thank you for the extra inch, extra mile you have gone. You have my true respect and gratitude” – Parent</p> <p>“Thank you for the outstanding support given to myself and my son. SW is truly an exceptional employee as well as an exceptional human being” – Parent</p> <p>“My parenting skills have improved – overall very satisfied” – Parent</p> <p>“Outstanding work – excellent report and presentation” – Chair of Adoption Panel</p> <p>“SW’s evidence given in court was superb – the Judge was impressed” – Counsel</p> <p>“The SW was commended for providing such an excellent provision within the care plan in a timely manner” - Solicitor</p> <p>“Commented on the professional experience and knowledge of the SW regarding the family finding process / adoption process and the impact on the child and potential adopters” – Court professionals</p> <p>“Family have made a point of thanking SW for all the support given and acknowledged the role played in helping the family build a more positive relationship” – Independent Reviewing Officer</p> <p>“Complimenting the SW on presenting difficult information at the conference so confidently, sensitively and eloquently as well as having the ability to engage with families” – Child Protection Chair.</p> <p>“A big thank you for getting us to this point in the Adoption process. We appreciate the long hours spent and all of the running you have had to do” – Potential adopters</p> <p>“Thank you everyone for looking after me and making my Larchwood stay fun” – Young person</p> <p>“My child’s behaviour and self esteem has improved since the YOS health worker has been working with them” – Parent</p> <p>“We were quickly contacted, thank goodness. We needed your help - I now don’t feel so lost.” – Parent</p> <p>“At a time of stress and upset for our family, we were greeted with extreme kindness and gentleness. We feel moved and blessed by our contact with everyone at social care. Thank you so much!” – Parent</p> <p>“The social worker put us at ease right away and was fully respectful – not sure how services could be improved!” – Parent</p> <p>“The service helped us to be a loving family and better parents.” – Parent</p> <p>“Admin were very helpful, efficient and professional.” - Parent</p>	

Distribution of Compliments Across the Services



7. DEVELOPMENT OF POLICIES AND PROCEDURES

7.1 Staff Training in Managing Complaints

Training is provided by the Complaints Manager on a quarterly basis and is available to all staff in Children's Social Care. This will continue to be provided, in particular targeting new staff as they begin their employment.

Bracknell Forest Council's Statutory Complaints Procedure for Children's Social Care has been revised and updated this year, intentionally aiming for a 'jargon free' revision for use by the public. There is also a version specifically designed for staff use, which incorporates letter templates for stage one, two and three responses to complaints investigated under this procedure. This will play an important role within the training process.

7.2 Networking and Sharing Policy and Practice

It is important to continue to network, share practice and contribute to regional policy and practice. The Complaints Manager attends the Southern Regional Complaints Managers Group three times a year. The network aims to raise standards for complaints management across the South East to promote consistency of practice and excels in providing a source of mutual support.

8. MEMBERS OF PARLIAMENT ENQUIRIES

MPs cannot make a complaint using the statutory complaints procedure on behalf of their constituent - they are able to make a generic enquiry on their behalf. However, if the enquiry is established as being a formal complaint, we will advise the MP to go back to their constituent and encourage them to forward the complaint direct to the Council themselves.

In view of this, enquiries from Members of Parliament are logged separately from statutory complaints. There were 29 enquiries made during the period of reporting.

9. AREAS FOR FUTURE DEVELOPMENT

Complaints provide an opportunity to consider practice and identify ways to improve on areas identified. In the coming year the Complaints Service will focus on the following areas for development:

- † Continue to deliver training to Social Workers and Managers to ensure the process is managed and understood.
- † Contribute to the ongoing development of the Quality Assurance Strategy which maintains an overview of the quality of services delivered and supports ongoing improvement and development.
- † Further develop the systems in place to secure Independent Investigators, and consider how to reduce the costs of investigations.
- † Distribute the revised Statutory Complaints Procedure to all relevant staff.
- † Provide a quarterly report to Children's Social Care Management Team highlighting issues of good practice, and areas for development.

10. CONCLUSION

The complaints function for Children's Social Care has met the requirements of the relevant guidance and regulations. Overall management of complaints is robust, managed well and undertaken with sensitivity.

Children's Social Care do not receive a high number of complaints, however the nature of those complaints that are received are often complex, and reflect the fact that families may be very distressed at the time of intervention.

Whilst a complaint may be distressing to the individuals affected, (which includes the staff involved) they are a valuable mechanism for ensuring the ongoing quality of our work. This ensures policies and procedures are followed appropriately and children, young people and families are receiving the best possible services in difficult and challenging circumstances.

The next report will cover the period from 1st April 2013 to 31st March 2014.

Sue Horton
Complaints Manager for Adult & Children's Social Care.

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**TO: CHILDREN, YOUNG PEOPLE AND LEARNING OVERVIEW & SCRUTINY PANEL
11 SEPTEMBER 2013**

**ANNUAL REPORT OF THE WORK OF THE VIRTUAL SCHOOL
Director of Children, Young People and Learning**

1 PURPOSE OF REPORT

- 1.1 This report introduces the attached 2012-2013 Annual Report of the Work of the Virtual School.

2 RECOMMENDATION

- 2.1 **That the Panel considers the attached 2012-2013 Annual Report of the Work of the Virtual School.**

3 REASONS FOR RECOMMENDATION

- 3.1 To invite the Panel to consider the 2012-2013 Annual Report of the Work of the Virtual School.

4 ALTERNATIVE OPTIONS CONSIDERED

- 4.1 None.

**5 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS / EQUALITIES
IMPACT ASSESSMENT / STRATEGIC RISK MANAGEMENT ISSUES /
CONSULTATION**

- 5.1 Not applicable.

Background Papers

None.

Contact for further information

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Unrestricted

TO: EXECUTIVE MEMBER FOR CHILDREN, YOUNG PEOPLE AND LEARNING
DATE: 1 AUGUST 2013

**ANNUAL REPORT ON THE WORK OF THE VIRTUAL SCHOOL
 2012-2013
 Director of Children, Young People & Learning**

1 PURPOSE OF REPORT

1.1 To note the Annual Report of the Virtual School.

2 RECOMMENDATION

2.1 To **NOTE** and **APPROVE** the Annual Report on the work of the Virtual School

3 REASONS FOR RECOMMENDATION

3.1 To review the progress made by the Virtual School from April 2012 to March 2013.

4 ALTERNATIVE OPTIONS CONSIDERED

4.1 None considered.

5 SUPPORTING INFORMATION

5.1 The LA has established a Virtual School with a remit to ensure that looked after children receive appropriate education and achieve well. The attached report covers the period for the financial year 2012 – 13 and includes a description of the work undertaken by members of the Looked After Children Education Service (LACES) team under the leadership of the Assistant Virtual School head. The Assistant Virtual School head reports to the Chief Adviser, who is the nominated Virtual School Head for the LA.

5.2 The report has been written to describe the work of the Virtual School and the impact of the service on looked after children.

Supporting information

Annex 1 Annual Report on the Work of the Virtual School (April 2012 – March 2013)

6 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS

Borough Solicitor

6.1 Not Required

Borough Treasurer

6.2 Not Required

Equalities Impact Assessment

6.3 Not Required

Strategic Risk Management Issues

6.4 None identified.

Other Officers

6.5 None identified.

7 CONSULTATION

Principal Groups Consulted

7.1 None.

Method of Consultation

7.2 Not applicable.

Representations Received

7.3 Not applicable.

Background Papers

7.4 None

Contact for further information

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Looked After Children

Annual Report of the work of the Virtual School

April 2012 – March 2013

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1. **Vision and Values**

1.1 The vision for the Virtual School for looked after children in Bracknell Forest is that of an educationally inclusive school in which the teaching and learning, achievements, attitudes and well-being of every young person matter. We strive to ensure this shows not only in their performance, but also in their ethos and willingness to realise their potential despite having experienced difficulties. This does not mean treating all pupils in the same way. Rather it involves taking account of pupils' varied life experiences and needs.

1.2 The work of the Virtual School can be encapsulated in our mission statement:

'MAKING EVERY DAY COUNT FOR LOOKED AFTER CHILDREN'

In terms of educational achievements we strive to ensure:

- Good progress is made by all looked after children based on their starting point
- Needs are identified in order to match resources to those needs and are tailored in a personalised way to help looked after children meet and potentially exceed their personal targets
- We have the most up-to-date data on each looked after child's progress and attainment, including National Curriculum levels where appropriate
- That schools and we have good tracking systems in place
- A culture exists where looked after children participate in positive activities
- Attendance rates are high and given priority by schools
- Looked after children have good access to further and higher education, training and employment.
- All those working with and supporting looked after children have high aspirations for their success

Our aspirations are to:

- Improve the education attainment of all looked after children in Bracknell Forest to become closer to that of all children in Bracknell Forest.
- Provide opportunities for looked after children to participate in LAC reviews, PEP meetings and other processes which enable them to give their views.
- Promote a positive culture which encourages looked after children to have high expectations of themselves and to achieve their full potential.

1.3 These are achieved through close working with schools, both within Bracknell Forest and beyond involving the designated teachers in schools, members of the LACES team, the Assistant Virtual School head and the Chief Adviser.

2. Role of the Virtual School Head

- 2.1 The role of the Virtual School head is set out in the LA's Policy and Procedures for the Education of Looked After Children (2011). The Coalition Government has indicated that they plan to introduce legislation as soon as Parliamentary time allows to make the Virtual School Head a statutory post with responsibility for discharging the existing duty on local authorities to promote the educational achievement of their looked after children, wherever they are placed.
- 2.2 The core purpose of the role is to be relentless in driving up improvements in the educational progress and attainment of all children looked after by their authority, including those that have been placed in schools in other authorities. They also have an important role in working in partnership with virtual school heads in other local authorities to support the educational progress of children who are looked after by other authorities but attending a school within the Borough. As looked after children are being educated across a large number of schools, the virtual school head has a significant responsibility to track their progress as if they were in a single school.

3. Roles and Responsibilities

In Bracknell Forest this role is allocated to the Chief Adviser for Children, Young People and Learning who has delegated a range of responsibilities to the Assistant Virtual School Head. The Looked After Children Education Support (LACES) team are aligned within the virtual school to deliver key aspects of the service in schools both in the borough and those in other local authorities. The three key areas of responsibility of a virtual school head for which they should be accountable are:

- To champion the educational needs of looked after children across the authority and those placed out-of-authority.
- To make sure that there is a system to track and monitor the attainment and progress of looked after children.
- To ensure that all looked after children have a robust and effective personal education plan (PEP) and access one-to-one support, including personal tuition where appropriate.

4. Work and Impact of support (educational) for Looked After Children from the Bracknell Forest Virtual School

We are aware that looked after children constitute a group in the sense that they may share common experiences as a result of having been taken into Public Care, but that they are also individuals and members of other groups. We will take this into account when planning to meet their needs and avoid any action that may lead to stigmatisation. The Assistant Virtual School Head works closely with the LACES team to:

- Ensure high aspirations are maintained by teachers when working with looked after children which are reflected through their planning, pupil level target setting and assessing progress. This stems from collaborating with schools to ensure that they know which children are looked after and make sure that there is a personal educational plan (PEP) for all looked after children and one-to-one support where appropriate. PEPs are arranged and completed within 20 days of a young person coming into care and formal PEP meetings

are held twice a year. The views of the young person and their respective foster carers are recorded as part of the PEP process and used to inform future planning.

- Ensure looked after children are consulted during the PEP process about the information recorded about their personal circumstances and are made clear that this is in order to help them. The nature of this conversation depends upon the age and level of understanding of the young person.
- Seek opportunities to enable looked after children participate in positive activities. The Virtual School works with relevant professionals to ensure PEPs are accurate and are subject to a rigorous audit and evaluation process for compliance and quality with impacts and outcomes that are followed up. In conjunction with School Advisers, we challenge schools and others when appropriate to improve the quality of the PEP and promote faster progress on actions agreed. These are done through meetings and discussions with clear expectations of the quality of educational provision for looked after children. In addition to this schools are supported to include raising attainment for looked after children in their school improvement plan.
- Ensure the LACES work closely with social workers to address communication issues and relevant conversations take place in a timely manner. The development of this professional relationship is also evident through representation on the Life Chances Team. Co-chaired by the Assistant Virtual School Head, the multi-disciplinary Life Chances Team has been an effective facilitator in addressing education concerns with other teams and take appropriate steps. Looked after children causing concern are “red/amber/green” (RAG) rated identifying areas of concern that the virtual school follows up with teachers, social workers or other professionals (as appropriate).
- Ensure that the Virtual School is also represented on the Edge of Care Panel and multi-agency Care Leavers Team meeting. This allows for other agencies to have a clearer understanding of educational needs and that these are clearly represented during placement planning and discussing particular cases.
- Ensure that the LA maintains an accurate record of the location, educational progress and attendance of looked after children in our authority, including those whom we look after but are placed in another authority. Schools are robustly challenged where concerns arise. Social workers are supported to consider the educational needs of looked after children when a young person comes into care or when taking decisions about moving placements. Where moving placements is absolutely essential, a new placement is found which enables continuity of schooling.
- Promote inclusive schooling and ensure that carers are able to communicate with Designated Teachers should they want to discuss any relevant matter – even if the young person is placed there temporarily. They are updated on the range of study support and out-of-school opportunities such as homework clubs, sports clubs, careers guidance, etc.
- Implement measures that enable looked after children to make good progress based on their starting point such as by ensuring that they are able to access

one-to-one tuition where appropriate. Currently (February 2013), 20 looked after children (which constitutes 26% of school aged looked after children) receive one-to-one tuition (national curriculum subjects up to year 13 – 17 up to Year 11 and 3 at Year 12 and 13) and 5 are receiving additional music lessons to develop their skills in using particular instruments. In addition to this, extra teaching assistant time has been arranged to address attachment concerns of a primary school aged looked after child. This has enabled the pupil to feel more confident in their schooling experience, forge healthy and positive relationships with their peer and teachers and has begun to show progress in their reading and writing skills where he is now able to read independently and has developed a secure pencil grip.

- Assist Bracknell Forest looked after children to acquire a range of qualifications which is a reflection of our efforts to prepare them for life beyond their school age.
- Identify needs in order to match resources to those needs and are tailored in a personalised way to help looked after children meet and even exceed their personal targets. A range of extra-curricular opportunities are identified and arranged (occasionally out of school hours) which are aimed at building the young persons self-esteem and encourage them to realise their potential in relevant areas. This could take on the form of drama/music classes, sporting activities, cooking lessons etc. In turn, a number of these young people are now looking to pursue further education courses to consolidate their knowledge in their chosen field and explore a professional career in the future.
- Monitor school attendance rates on a monthly basis and work in partnership with relevant education welfare officers, social workers and carers to address any emerging concerns in a timely manner. Bracknell Forest looked after children have a positive history on school attendance and this is closely monitored for any young person causing concern.
- Ensure that, when a looked after child is assessed to be falling behind, suitable opportunities such as one-to-one tuition, additional class based support, after school homework clubs and intensive exam preparation opportunities are made available.
- Ensure that, where a looked after child is not able to attend school (even temporarily) alternative packages are discussed and put in place as a matter of urgency to address their educational needs. This entails a learning component (relevant to pupil needs) and a teaching venue. A range of sites are easily accessed through close links with colleagues across the borough and arranged for this purpose which are conducive for learning.
- Residential placements for looked after children are determined following a review of their educational provision. The Virtual School considers such proposals following a feasibility analysis of the needs of the young person and educational opportunities available to them to enjoy, progress and achieve in line with their abilities.
- Support for looked after children going through to be adopted has been a particular area of development. The LACES team look to ensure there is a smooth transition between the phases and plans are in place to address any

possible issues. This takes on the form of ascertaining the needs of the young person, reviewing current arrangements and determining future support and allocation of resources. The PEP is a vital tool in recording these events. This is currently being developed to ensure no area is left unconsidered and is easily accessible by relevant agencies as a vital source of information.

5. Specialist support for schools

- Transition meetings are held as an expectation to review and discuss arrangements for educational provision. These occur at transition from Key Stage 1 to Key Stage 2, Key Stage 2 to Key Stage 3, Key Stage 3 to Key Stage 4 (i.e. to discuss options at Key Stage 4) and then during Year 11 to consider Post – 16 options. Schools are supported to discuss any alternative curriculum options with relevant colleagues and agencies to ensure informed decisions are made and the young person and his/her carer are part of the planning process.
- Twelve transition meetings were held between January 2012 and February 2013 to determine next steps. Two of these were part of on-going discussions with relevant secondary schools for Year 6 pupils progressing to year 7. Eight were again part of a series of conversations with looked after children, Designated Teachers, teachers, social workers, foster carers, 6th form teachers/college tutors, Adviza worker (where required) to ascertain Post – 16 options and to ensure the best possible path for FE was determined.
- Continuous support is made available to young people to access further and higher education to ensure appropriate courses are selected and any concerns are addressed. They are actively encouraged and supported to access taster activities for further and higher education. Three looked after children have been supported in their visit to Bracknell and Wokingham College to discuss their options for FE commencing from September 2013. Similarly, young people are also supported in their plans for higher education where three pupils have been actively supported in visiting University taster days and completing UCAS applications for courses starting September 2013. Another pupil currently in college has decided not to pursue with HE and is being supported to seek a form of employment at the end of their college course in July 2013.

6. Professional development opportunities for colleagues working with looked after children

- We recognise that psychological trauma and lack of continuity in the lives of looked after children may lead to challenging behaviour in school. As a result, it is especially important to employ positive behaviour strategies in these circumstances. Schools are supported to make suitable training opportunities available for their staff in meeting these challenges and such expectations are discussed with Head Teachers to ensure their staff are considerate towards a child's sensitive needs. Currently, 3 primary schools and a secondary school are discussing training options for their staff with the LACES team and further opportunities are scheduled to be discussed at the Designated Teachers Forum (June 2013).
- Central training for School Governors is held where particular guidance is given to governing bodies on the statutory responsibilities towards meeting

the needs of children in care. Particular emphasis is placed upon the importance for a governor to have outlined responsibility in ensuring their school meets the needs for looked after children and are supported in meeting this through the provision of information and making support available for them.

- Designated Teachers in schools are supported in their role to attend training sessions organised by the LA and then to cascade this to school staff. Working with looked after children is also part of the formal induction process for newly qualified and appointed members of staff where they are provided with practical strategies aimed at raising an awareness of the common challenges faced.
- Designated Teachers have access to a Bracknell Forest publication, *“Supporting Looked After Children – A Guide for Schools”* and regularly refer to it.
- Designated Teachers Forum is to be held once a term to provide them with opportunities to network with other colleagues in a similar position as theirs and discuss relevant matters. Commencing from summer term 2013 and facilitated by the LACES team, Designated Teachers will have another avenue to channel their school development plans and identify relevant training needs. There will also be opportunities for other professionals such as Educational Psychologists, Adviza, youth offending workers, educational welfare etc to attend and share the nature of their work. Network meetings are expected to be a valuable way of building links and establishing consistency of practice.

7. Raising the profile and celebrating achievements of looked after children

- Annual updates on the attainment of looked after children are presented to the Corporate Parenting Advisory Panel. This raises the profile of the work of the Virtual School and the importance of meeting the varying needs of looked after children. Elected Members provide robust challenge on the attainment of young people and enable the Virtual School to influence and inform other service areas.
- The LACES team work in conjunction with multi agencies within the Life Chances Team to arrange an annual awards ceremony for looked after children to acknowledge and reward good progress made by them during the year. They are recognised across a range of categories including educational achievement, being involved, making positive changes, thinking of others, personal achievement and recreation. We recognise this as a time to celebrate that, despite their own difficult circumstances, these children and young people work hard, think of others, get involved and achieve great things. The awards ceremony is our opportunity to thank them for their hard work and to celebrate their achievements. This is attended by all professionals (from BFC) that would come into contact with them including the Mayor, Elected Members, Chief Officers and senior managers.

8. Outcomes for LAC and Care Leavers (Academic Year 2011 – 12)

- During 2011/12, 78% of looked after children gained at least 1 or more GCSE A* - G grade with 7 out of 10 in the Year 11 cohort securing a qualification

which enabled them to access further education, and 2 moving onto apprenticeships. These results are on par with those from other Berkshire LA's for the same period.

- There were 5 pupils in the Key Stage 2 cohort of which 3 were not entered for their SATs exams due to being statemented and working below level 3 across assessed areas. The remaining 2 pupils secured level 3 in reading, writing and mathematics. There was a history of a range of issues that led to these young people becoming looked after which was a major contributing factor to their summer results. Since then, both pupils have continued to receive targeted support where one is now placed at a specialist unit. Both have focused IEP's and the LACES team work closely with their settings to ensure agreed targets are met.
- As a result of the collaborative work of the LACES team with other members of the Life Chances Team, there has been a 50% reduction in the number of education related issues for looked after children (source Life Chances Team annual report [2012 – 2013], 12 cases in January compared to 6 in December).
- Work with Bracknell and Wokingham College has resulted in a much closer working relationship and provision of courses accessible to looked after children in the last year of their compulsory education and beyond. In July 2012 one Care Leaver successfully completed a Degree in Sports Science. As at December 2012 Two Care Leavers are in the second year of Degree courses and a further 2 are considering HE options during their second year at college.

9. Predicted outcomes for LAC (Academic Year 2012 – 13)

- The 2012/13 cohort consists of 4 looked after children. 100% of the young people are expected to gain at least 1 GCSE A* - G grade. However, this is an estimate and final grades will be confirmed when issued.

10. Future Strategy and Challenges

At the beginning of March 2013 there were 104 children in the care of Bracknell Forest. Of these, 51 are educated in Bracknell Forest schools. In addition 61 looked after children from other local authorities are educated in our schools. When schools are analysing (and being held to account for) the progress of looked after children, all such children are included in the data.

Our priorities are to:

- Continue to closely monitor the educational progress of individual children as soon as they become looked after, so that the impact of care upon educational outcomes is more accurately measured and understood. This is however reliant on relevant schools responding to requests for data and updating the Virtual School on corresponding matters. Another aspect of this focus is to work alongside other professionals in accurately identifying learning needs – e.g. whether the special educational needs of a looked after child are overlooked or whether frequent moves are responsible for learning difficulties where assessments or support have been delayed.

Unrestricted

- Support schools in addressing the variable approach to the expenditure of the pupil premium. This is to be done by ensuring schools and associated professionals are aware on what the pupil premium can be used for to explore creative opportunities to enhance pupil attainment in line with their educational progress and that this is tracked accurately to measure the impact of the premium on educational progress and attainment.
- Implement robust protocols for the educational support of looked after children placed outside of our own local authority and monitor these arrangements closely, so that senior managers and corporate parents can be assured that the progress of these children is not compromised.
- In addition to the systems in place when considering placement needs for looked after children placed out of the local authority, current provision and accountability processes are being reviewed to provide young people with similar opportunities to enjoy, progress and achieve as those placed within the borough.
- Continue to review the effectiveness of PEP's and the accuracy of their content. This audit is to be shared at Designated Teacher's Forum to reinforce expectations around expected levels of progress and actions agreed to overcome any barriers to attainment.
- Continue to raise the profile of the needs of looked after children across the authority and spread effective practice, particularly in relation to improving behaviour and attendance, promoting stability of placement and school through admissions and school policies.
- Develop clear structures within the LACES team to encompass the educational aspect of the transition of a child being looked after to being adopted in partnership with other agencies across the LA.
- Work with others in local authorities and schools to ensure that measures are taken across the authority to promote positive behaviour, good attendance, and reduce exclusions, which in turn will lead to good progress and improved attainment.
- Working with schools to ensure they have a governor nominated for looked after children, including a remit to promote their educational excellence.
- Continuing to ensure that consideration for education is given when determining placements by colleagues.
- Stability within the LACES team is paramount in delivering core functions. This is to be reviewed in conjunction with services that are contracted externally to have an accurate view of their financial effectiveness and determine the best possible way forward to meet an increase in the number of children becoming looked after.

Kashif Nawaz
Assistant Virtual School Head
Bracknell Forest Council

March 2013

**TO: CHILDREN, YOUNG PEOPLE AND LEARNING OVERVIEW & SCRUTINY PANEL
11 SEPTEMBER 2013**

**RESIDENTS' SURVEY 2012 – CHILDREN, YOUNG PEOPLE AND LEARNING
Director of Children, Young People and Learning**

1 PURPOSE OF REPORT

- 1.1 To brief the Overview and Scrutiny Panel on the results of the Residents' Survey 2012 relating to services provided by Children, Young People and Learning.

2 RECOMMENDATION

- 2.1 That the Panel notes the results of the Residents' Survey 2012 as they relate to Children, Young People and Learning.

3 REASONS FOR RECOMMENDATION

- 3.1 To provide the Overview and Scrutiny Panel with the results of the Residents' Survey 2012 as they relate to Children, Young People and Learning.

4 ALTERNATIVE OPTIONS CONSIDERED

- 4.1 None.

5 SUPPORTING INFORMATION

Overall headlines

- 5.1 The 2012 Residents' Survey was conducted by QA Research, the Council's provider of independent consultation and engagement services. The aim of the survey was to gather the views of a representative number of Bracknell Forest residents on a variety of issues relating to the Council as well as attitudes towards Bracknell Forest as a place to live and work. A full copy of the QA Research Results Report is attached as Annex 1 and includes a copy of the survey used.
- 5.2 The survey was delivered to all households in the borough. Residents also had the option of completing the survey online. In total, 4,816 postal and 212 online surveys were returned, giving a total response of 5,109. This equates to a response rate of 11% which compares favourably with the national average response rate for this type of household survey of between 3% and 5%.
- 5.3 Overall, the results from the 2012 survey indicated higher levels of satisfaction than the results of previous surveys in 2008 and 2009. 30% of respondents believed they can influence decisions in their locality and 85% were satisfied with the local area as a place to live (with just 7% indicating dissatisfaction). 60% of respondents were satisfied with the way the Council runs things and 64% felt that the Council kept them very or fairly well informed, an increase of 25 percentage points on 2008/2009. The

single most important area on which residents wanted the Council to focus was the regeneration of the town centre (20%).

- 5.4 Respondents were asked to indicate the three things they liked best about living in the Borough. The two most popular answers related to access to green space and the countryside – parks and open spaces 58% and access to nature 50% - and these were consistently rated as being the best things about the borough by all respondents regardless of their age.

Overall satisfaction and suggestions for improvement

- 5.5 Satisfaction with the Council overall was significantly linked to satisfaction with each of the specific services. As the number of individual services with which respondents expressed dissatisfaction increased, so did the likelihood that they expressed dissatisfaction with the Council overall. There was a particularly sharp rise in dissatisfaction levels between those dissatisfied with two services and three services (14.8% to 28.4%) and those dissatisfied with four services and five services (35.1% to 55.8%).
- 5.6 The final part of the survey looked at respondents' suggestions on things the Council could do differently to have a positive impact within Bracknell Forest. Relevant to the services provided by Children, Young People and Learning were the following suggestions:
- § More support for specific groups (e.g. elderly, youth, disabled etc.) – 5%
 - § Improve / change education provision – 2%

6 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS / EQUALITIES IMPACT ASSESSMENT / STRATEGIC RISK MANAGEMENT ISSUES / CONSULTATION

- 6.1 Not applicable.

Background Papers

None.

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Bracknell Forest Residents Survey 2012

Bracknell Forest Council

08/05/2013



RESEARCH

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Project number:	STAKE08-6390		
Title:	Bracknell Council Residents Survey		
Location:	S:\ProjectFiles\B\Bracknell_Forest_Council\STAKE08-6390_2012_Residents_Survey_Ascot_Boost\Reports\Residents_Survey_Report_v8F.doc	This research has been carried out in compliance with the International standard ISO 20252	
Date:	08/05/2013		
Report status:	Final		
Approved by:	Robin Hulme		
Authors:	Nancy Rhodes & Chris Lawrenson		
Comments:	Robin.hulme@qaresearch.co.uk		

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1. Introduction

The following report is an updated version of the report detailing the findings of the Bracknell Forest Council residents' survey undertaken between October and December, 2012. When the original results were analysed, a delivery error in Ascot meant this ward was underrepresented and a booster survey was subsequently undertaken. This report includes the Ascot booster and the original results.

The report details the aims and objectives of the research, the methodology utilised to collect the data, and the key findings arising from the survey.

Bracknell Forest Council regularly undertakes consultation with residents to understand views on specific local services and priorities for the local area. However, large scale surveys with a focus on overarching views on issues affecting local residents are necessarily undertaken less regularly. The previous iteration of the Bracknell Forest Residents survey took place in late 2009, where possible the results from that survey have been included in this report for comparative purposes.

2. Aims and objectives

This survey was designed to gather the views of a representative number of Bracknell Forest residents on a variety of issues relating to the Council as well as attitudes towards Bracknell Forest as a place to live and work. The survey focused on the following areas:

- Understanding residents satisfaction with their local area as a place to live, focusing on elements such as influencing local decisions, harmony among different resident groups, and the most positive aspects of the borough;
- Exploring residents usage of a variety of Council provided/ supported services;
- Identifying residents satisfaction with these services;
- Measuring overall satisfaction levels among residents towards the Council, and perceptions of the value for money that the Council provides;
- Determining the mechanisms through which residents communicate with the Council and their preference for communication;
- Determining volunteering levels within the borough.

Additional objectives involved exploring the differences in responses between residents from different demographic groups (such as by age group, ethnicity and gender), and understanding the changes in residents perceptions over time (where relevant).

3. Methodology

Qa Research was commissioned to undertake the resident survey. The survey was the fourth of its kind with neighbourhood surveys being undertaken in 2007, 2008 and 2009. Those surveys were conducted in partnership with Thames Valley Police to inform the work of the neighbourhood action groups.

Similar to other Councils across the country, Bracknell Forest Council has also undertaken resident surveys such as the Best Value Performance Indicator (BVPI) survey in 2006/07 and the place survey in 2008. Where relevant, responses to the 2012 survey have been compared to responses in the previously undertaken Place Surveys.

A 6-sided survey was delivered to all 47,000 + households across Bracknell Forest. The survey included a total of 24 questions. The survey was in a 'self seal' format with gummed edges. The return address printed was on the survey for ease of return, rather than enclosing an envelope with it. A copy of the survey can be found in the appendix (section 6). Please refer to this document throughout the report.

Residents were also given the option of filling in the survey online and were given a contact telephone number in case they had any queries. A link to the online survey was provided within the paper survey as well as being made available via the consultation page on the Council's website. The postal and online versions of the survey were identical.

As an incentive to provide their views, residents were given the option to be entered into a free prize draw, with the chance to win £250 of Waitrose vouchers.

All completed postal surveys were directly returned by post to Qa's offices in York. They were then inputted and quality checked. Responses to the postal survey were combined with those completed online.

The majority of questions within the survey were of a closed format; however there were a number of open questions. Verbatim responses to the open questions were 'coded' into various themes and groups of a similar nature, and subsequently reported upon in an aggregated format. Where this has occurred in the following report it has been highlighted.

There were no routed questions within the survey; therefore all bases within the survey reflect the total respondent population. However, the postal survey contained a number of questions where individuals have chosen not to respond, which has led to a variance in the total base sizes associated with each question. Where any blank postal responses were returned, these were excluded from the later analysis. Where respondents chose not to answer a particular question these 'missing' responses have been excluded from later analysis, in line with the approach followed in previous surveys.

Originally, a total of 4,816 postal and 293 online surveys were completed, giving a total response of 5,109. Given the survey was sent out to 47,000 households this represented a response rate of 11%.

However, when the responses were analysed, it was clear that a delivery error in the Ascot ward had left this ward underrepresented. A booster survey was therefore sent out to all 2,327 households in Ascot, with 333 returning the postal survey and another 4 completing it online. This resulted in 337 completions in the Ascot booster, and a response rate of 14%.

In total, including the original survey and the Ascot booster, there were 5,149 postal responses, 297 online completions, leaving a total response of 5,446. This equates to an overall response rate of 11%.

The Ascot booster survey was sent out one month later than the original survey, however, we do not believe this will have affected the results in Ascot.

Returns by ward were identified by the postcode which respondents provided. Some respondents did not provide a postcode and therefore their ward could not be identified. With the Ascot booster, given that the survey was only sent to residents in Ascot, all returns from this ward could be identified.

In the last residents survey undertaken by the Council in 2009 (where a similar methodology was utilised), a response rate of 14% was achieved. The current survey therefore represents a decline in the response rate by 3 percentage points. However, this response rate compares favourably with the response rates seen on surveys with a similar methodology, where we would usually expect a response of around 3-5%.

The data provided in these responses were analysed as overall (frequency) results and a series of cross tabulations created to explore any relationship between responses and age, gender, employment status, location and other factors.

Using statistical rules, we can be 95% confident that our research findings have a potential variance of no more than plus or minus 1% from the figure shown. These standards specifically apply to 'confidence levels'. An explanation is provided below:

Confidence levels:

This indicates how representative findings are of the resident body as a whole. In this instance we have used 95% confidence levels – or put more simply– this requires that the chances of the sample group reflecting the wider resident population will be 95 out of 100. The confidence level is essentially a fixed value which must be looked at in conjunction with standard error.

Standard error:

'Standard error' demonstrates how answers provided by sampled residents potentially vary from the responses that would be obtained if all residents had responded. In the research industry, commonly accepted levels of error are +/- 5% and +/- 3%. In this work, +/- 1% was achieved. This means, for example, that if the observed statistic for any question is 50%, then if the research was repeated, this percentage will be no less than 49% and no more than 51%. The standard error is calculated on the basis of the total number of possible respondents and the number that have responded to the survey.

We have reported throughout where any significant statistical differences appear from our analysis of the data by various cross-tabulations. The key findings presented are statistically significant unless indicated otherwise.

The results are highlighted using a combination of charts and tables. In some instances responses to ordinal questions (such as satisfaction scales) have been combined to aid interpretation. Where this has occurred it has been highlighted within the report. Similarly, on some occasions responses have been converted into average (mean) scores.

4. Key findings

In this section the results of the survey are highlighted. Results are discussed within various sub-sections, grouped according to topic. Therefore, the report does not follow the order of the survey in all aspects. The various sub-sections are as follows:

- Demographic profile of respondents – looking at the age, gender, ethnicity, etc of respondents to the survey.
- Involvement and influence over local decisions – looking at volunteering levels and attitudes towards influencing local decisions.
- Residents' attitudes towards their local area – exploring the overall positives/negatives of living in the borough and residents satisfaction with their local area.
- Usage and satisfaction with specific Council services.
- Overall perceptions of the Council.
- Communication with the Council – current mechanisms for communicating with the Council and Parish/Town Councils and preferences for communication.

Where relevant and appropriate, comparisons are made between the responses to this survey and the responses seen in 2009. It should be noted that, due to differences in question ordering and overall questionnaire content, comparisons between surveys should be taken as indicative only.

As has been mentioned, comparisons are also made between respondents from differing demographic groups. Again, these findings are discussed under a separate heading within each subsection.

4.1 Demographic profile of respondents

The following table breaks down the profile of respondents by age, gender, ethnicity and ward. The profile is compared to the most recent Census data alongside the demographic profile of respondents to the 2009 residents' survey and to the 2012 residents' survey without the Ascot booster.

Figure 1). Profile of respondents by age, gender, ethnicity and ward (Q17, 18, 22)

	Census profile 2011		Respondent profile 2012		Respondent profile 2012 - with Ascot booster -		Respondent profile 2009	
	Count	%	Count	%	Count	%	Count	%
Under 16	23,462	21%	-	-	-	-	16	0%
16-24	11,972	11%	38	1%	41	1%	102	2%
25-44	34,352	30%	1,109	22%	1,162	21%	1,773	27%
45-54	17,092	15%	885	17%	943	17%	1,163	18%
55-64	12,180	11%	1,004	20%	1,060	19%	1,103	17%
65+	14,147	12%	1,814	36%	1,950	36%	1,592	24%
Missing	-	-	259	5%	290	5%	879	13%
Male	56,107	50%	2,179	43%	2,292	42%	2,694	41%
Female	57,098	50%	2,789	55%	3,001	55%	3,589	54%
Missing	-	-	141	3%	153	3%	345	5%
White	102,554	91%	4,310	84%	4,590	84%	6,086	92%
Black and minority ethnic	10,651	9%	169	3%	183	3%	212	3%
Missing	-	-	630	12%	673	12%	330	5%
Ascot	5,753	5%	7	0%	344	6%	280	4%
Binfield with Warfield	8,689	8%	352	7%	352	6%	398	6%
Bullbrook	5,929	5%	225	4%	225	4%	270	4%
Central Sandhurst	5,017	4%	188	4%	188	3%	260	4%
College Town	6,300	6%	157	3%	157	3%	217	3%
Crown Wood	7,736	7%	318	6%	318	6%	344	5%
Crowthorne	5,253	5%	200	4%	200	4%	268	4%
Great Hollands North	5,721	5%	213	4%	213	4%	212	3%
Great Hollands South	5,073	4%	250	5%	250	5%	247	4%
Hanworth	8,059	7%	382	7%	382	7%	450	7%
Harmans Water	7,962	7%	314	6%	314	6%	343	5%
Little Sandhurst & Wellington	5,857	5%	204	4%	204	4%	280	4%
Old Bracknell	5,611	5%	204	4%	204	4%	275	4%
Owlsmoor	5,116	5%	170	3%	170	3%	226	3%
Priestwood & Garth	7,603	7%	247	5%	247	5%	292	4%
Warfield Harvest Ride	8,123	7%	301	6%	301	6%	365	6%
Wildridings & Central	4,611	4%	176	3%	176	3%	217	3%
Winkfield & Cranbourne	4,792	4%	151	3%	151	3%	220	3%

Missing	-	-	1,050	21%	1,050	19%	1,453	22%
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Similar to the profiles displayed in previous resident surveys, the respondent profile is skewed toward older and female respondents. This should be considered when interpreting overall responses.

Although not shown on the table above, the 2001 and 2011 census results demonstrate how the proportion of black and minority ethnic (BME) residents in Bracknell Forest has increased by 98% from 2001 to 2011 (5,423 individuals to 10,651, an overall proportion of 9%). Despite this, the response level among BME respondents between the 2009 and 2012 survey has remained reasonably static at around 3%. Clearly then the survey is also under-representing BME residents, and this should be considered when interpreting overall results. In addition, the 'missing' ethnicity figures have also increased between 2009 and 2012 – again, this should be considered when interpreting the results.

The following table demonstrates the profile of respondents by religious beliefs.

Figure 2). Respondent profile by religion (Q23)

	Census profile 2011		Respondent profile 2012		Respondent profile 2012 - with Ascot booster -		Respondent profile 2009	
	Count	%	Count	%	Count	%	Count	%
None	32184	28%	800	16%	857	16%	1727	26%
Grouped any religion	73570	65%	2684	53%	2892	53%	4399	66%
Christian (all Christian denominations)	68524	61%	2536	50%	2732	50%	4149	63%
Buddhist	825	1%	22	0%	22	0%	34	1%
Hindu	1824	2%	22	0%	26	0%	29	0%
Muslim	1276	1%	12	0%	12	0%	21	0%
Sikh	455	0%	7	0%	8	0%	10	0%
Jewish	176	0%	10	0%	10	0%	9	0%
Other (Specify)	490	0%	75	1%	82	2%	147	2%
Missing/ no response	7451	7%	1625	32%	1697	31%	502	8%

The following table demonstrates the profile of respondents by sexual preference.

Figure 3). Respondent profile by sexuality (Q24)

	Census profile 2011		Respondent profile 2012		Respondent profile 2012 - with Ascot booster -		Respondent profile 2009	
	Count	%	Count	%	Count	%	Count	%
Heterosexual/ straight	-	-	3281	64%	3530	65%	5535	84%
Gay man	-	-	18	0%	19	0%	46	1%
Lesbian/ gay women	-	-	10	0%	10	0%	10	0%
Bisexual	-	-	10	0%	10	0%	8	0%
Prefer not to say	-	-	193	4%	205	4%	368	6%
Missing/ no response	-	-	1597	31%	1672	31%	661	10%

There were a high number of missing responses to both the sexuality and religious beliefs section.

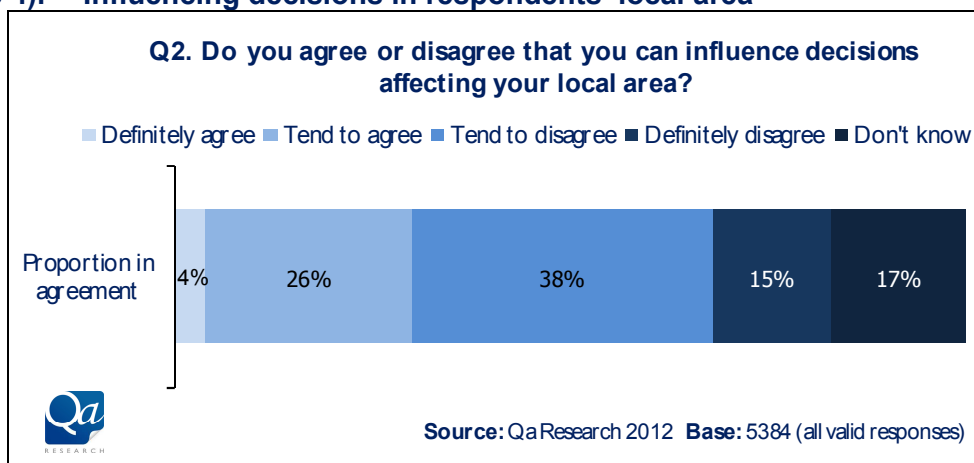
4.2 Involvement and influence over local decisions

In this section, residents' attitudes towards their ability to influence decisions made in their local area is explored. The section also looks at residents' involvement with voluntary activities.

4.2.1 Ability to influence decisions affecting the local area

Residents were asked to provide an indication of their agreement with a statement designed to measure the extent to which residents feel they can influence decisions affecting their local area. The following chart demonstrates the results.

Figure 4). Influencing decisions in respondents' local area



Over half of all residents (53%) disagreed to some extent that they could influence decisions in their local area, with 15% definitely disagreeing with this statement. Around a third (30%), agreed that they could influence local decisions.

The proportion of residents agreeing they can influence decisions has marginally increased over the past 4 years. In the 2008/09 Place Survey, 28% of residents agreed they could influence decisions in their local area.

Demographic differences

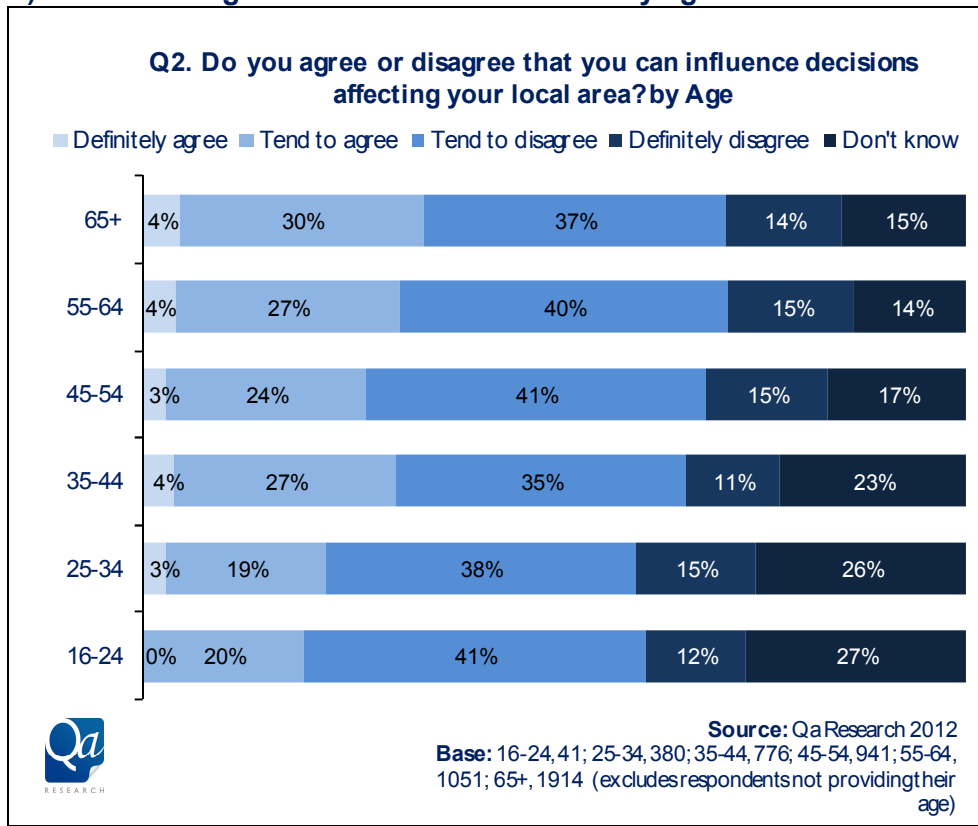
Males were more likely than females to disagree that they can influence decisions affecting their local area (56% of males disagreed compared to 50% of females)

White respondents were more likely to disagree they could influence decisions in their local area (54%) compared to BME respondents (30%). However BME respondents were also more likely to respond 'don't know' (27%) than white respondents (17%), suggesting a lack of awareness among this group about how they can influence local decisions.

In general, those respondents who indicated they belonged to a particular religious group were more likely to agree they can influence decisions in their local area (32%) compared to those expressing no belonging to any religious group (24%). One potential explanation for this difference could be that religious groups act as a mechanism through which individuals can express their views on their local area and influence local decisions which are made, however further research would need to be undertaken to confirm this viewpoint. Another explanation could be that those individuals expressing belonging to a religious group are more actively involved in their communities.

There were some differences in the responses between respondents from different age groups, as the following chart demonstrates.

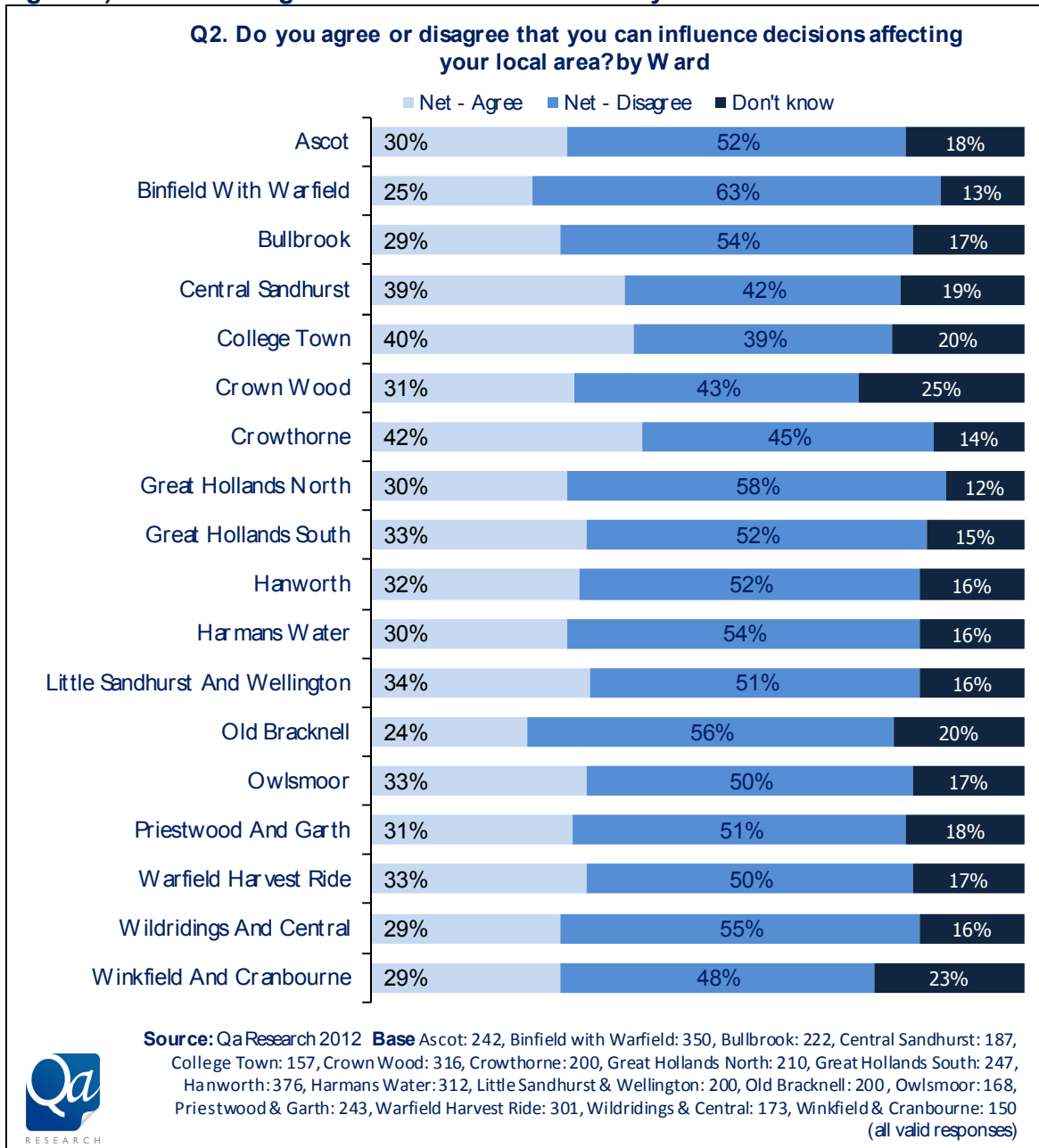
Figure 5). Influencing decisions in the local area by age



In general, the older the respondents the more likely they were to agree that they could influence decisions in their area. Younger respondents were significantly more likely than older respondents to indicate they 'don't know' whether they can influence decisions (27% among 16-24 years and 26% among 24-34 years). Similar to the difference between white and BME respondents, this could be suggesting that these groups of residents are unsure of how to get involved in decision making in their local area.

Differences in opinion by ward are shown in the chart below.

Figure 6). Influencing decisions in the local area by ward

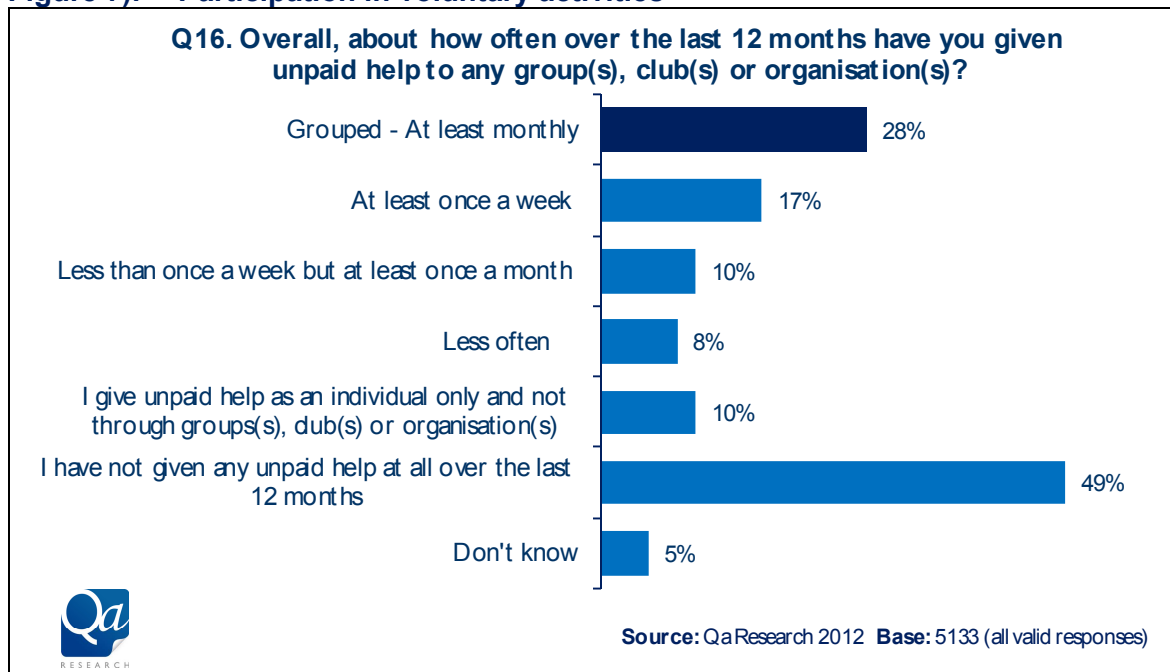


Respondents' agreement that decisions in their local area could be influenced was highest in Crowthorne (42%), College Town (40%) and Central Sandhurst (39%), and was lowest in Binfield with Warfield (25%) and Old Bracknell (24%).

4.2.2 Involvement in volunteering activities

Residents were asked to indicate whether or not they were regularly participating in 'formal' volunteering activities, where they were giving unpaid help to any groups, clubs or organisations. The following chart demonstrates the results.

Figure 7). Participation in voluntary activities



Just under half (49%) of all respondents indicated that they had not given any unpaid help over the past 12 months. Just over a quarter (28%) indicated they give unpaid help at least once a month. A tenth (10%) of respondents indicated they do provide unpaid help, however the help is provided as an individual rather than as part of any club, group or organisation.

These results were comparable to those seen nationally. Data from the citizenship survey 2009-10 indicates that around 28% of adults undertake formal volunteering activities at least once a month¹.

In the 2008 Place Survey 21% of residents in Bracknell indicated they were volunteering at least once a month, with 59% of residents indicating they had not given any help at all in the past 12 months. Whilst this indicates there has been an increase in the levels of volunteering over the past 4-5 years, care needs to be taken when interpreting these results. As the following information demonstrates, older individuals are more likely to be volunteering, and the high proportion of older respondents to the most recent survey may be influencing responses.

Demographic differences

¹webarchive.nationalarchives.gov.uk/20120919132719/http://www.communities.gov.uk/documents/statistics/pdf/1547056.pdf

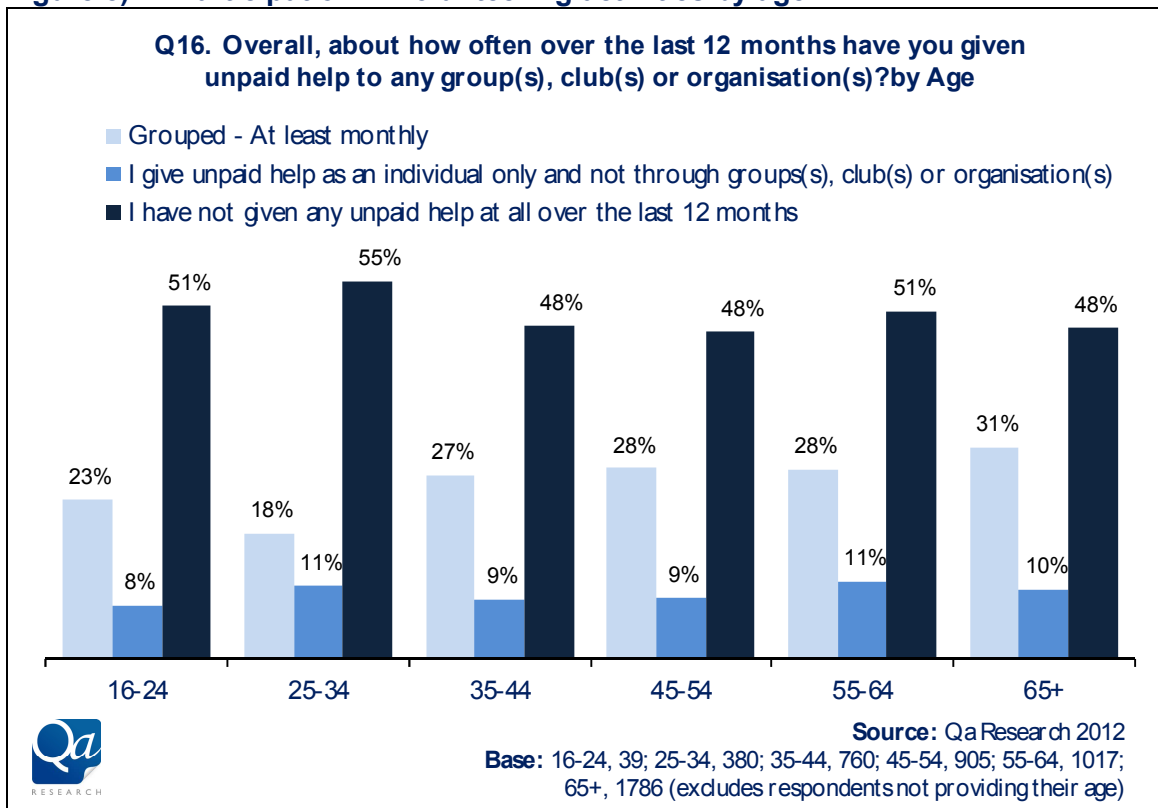
There was little difference in volunteering levels between males and females. Nationally, females are more likely to be volunteering than males; however the difference is generally small.

White respondents were significantly more likely to be regularly (at least monthly) participating in formal volunteering activities compared to BME respondents (28% to 19%). This trend is also prevalent when looking at volunteering levels nationally, however further research on nationally available data has demonstrated that this difference between white and BME respondents reduces once socio-economic factors are taken into account. This survey lacked the socio-economic data to perform a similar analysis to see if this was the case at the Bracknell Forest level, however it is worth exercising caution when interpreting this result.

Perhaps unsurprisingly, those individuals who were not religious were more likely to have not undertaken any type of voluntary activity in the past 12 months (53%) compared to religious individuals (48%). This is likely to be as a result of religious individuals participating in voluntary activities through their church.

The age of respondents appeared to be significantly associated with volunteering levels. The following chart demonstrates the proportions of respondents undertaking formal volunteering at least once a month, informal volunteering and the proportion who have undertaken no voluntary activity in the past 12 months by age group.

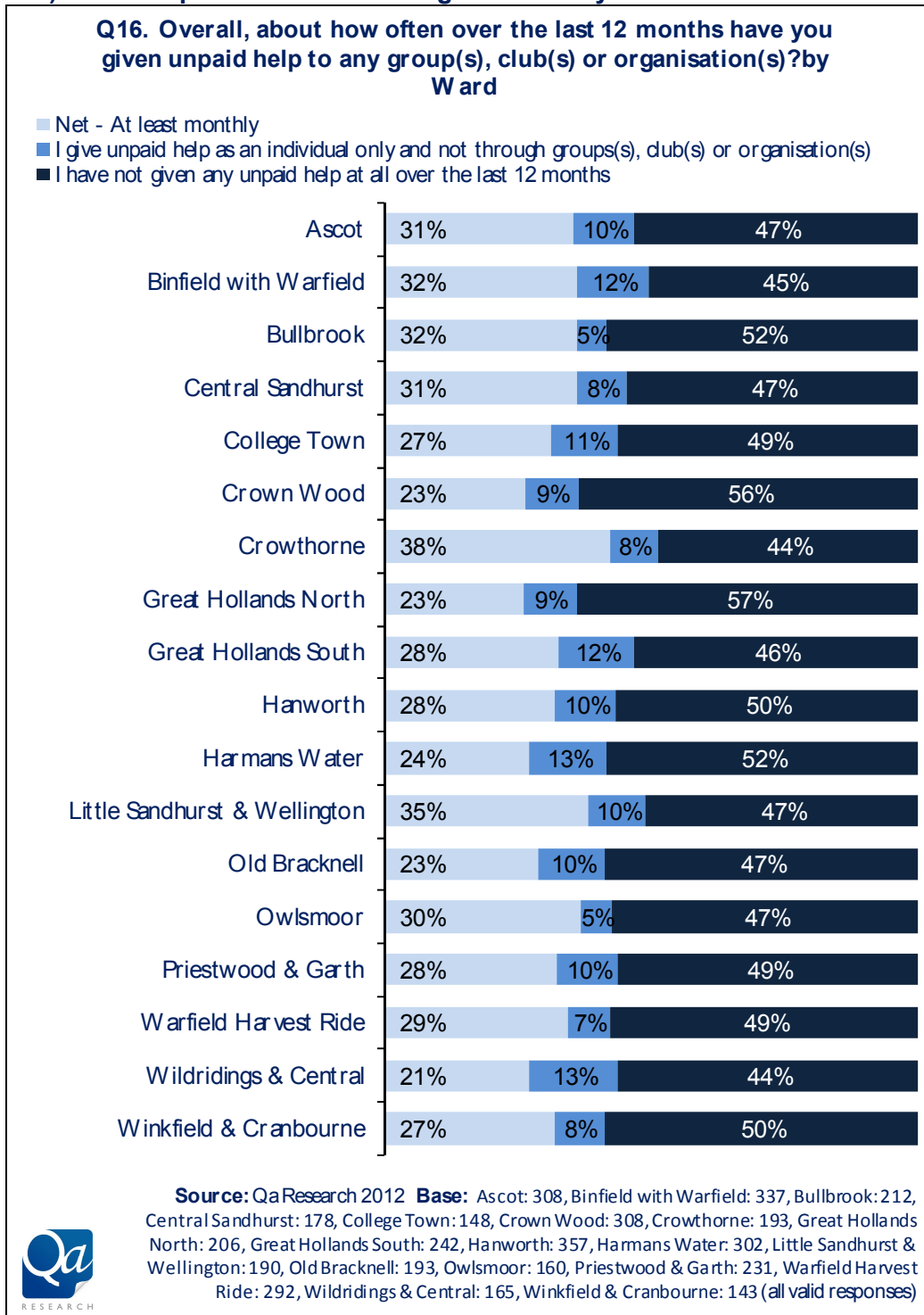
Figure 8). Participation in volunteering activities by age



Regular, formal volunteering levels were lowest among respondents aged 25-34 (18%); this group was also most likely to not have undertaken any voluntary activity at all in the past 12 months (55%). The oldest respondents (those aged 65+) were most likely to be participating in regular voluntary activities (31%).

The following chart demonstrates the proportions of respondents undertaking formal volunteering at least once a month, informal volunteering and the proportion who have undertaken no voluntary activity in the past 12 months by ward.

Figure 9). Participation in volunteering activities by ward



Regular, formal volunteering levels were highest among respondents in Crowthorne (38%) and Little Sandhurst & Wellington (35%).

They were lowest in Wildridings & Central (21%), Crown Wood, Great Hollands North and Old Bracknell (all 23%).

4.3 Residents' attitudes towards their local area

The survey captured a variety of information on respondent satisfaction with services in their local area and their local area itself. In addition, respondents were asked to indicate their use of the various services provided by the Council.

4.3.1 Satisfaction with local area

The first part of this sub-section explores respondent satisfaction with their local area as a place to live. The perception of respondents with regards to people getting on well together in their local area is discussed along with perceptions of the best things about living in the Borough.

Respondents were asked to indicate their level of satisfaction with their local area as a place to live. The following chart highlights the results.

Figure 10). Satisfaction with the local area as a place to live



The majority of all residents indicated they were satisfied with their local area as a place to live (85%), with just 7% indicating they were dissatisfied.

The satisfaction level seen in the most recent survey has increased slightly from that seen in 2009, where 83% of residents indicated they were satisfied with their local area as a place to live. However it is worth bearing in mind that the most recent survey had a higher proportion of older respondents, and these respondents are more likely to indicate higher levels of satisfaction (as demonstrated on the following page) and this may be driving the difference between the surveys.

There was a large level of association between those who were satisfied with their local area as a place to live and those who felt they can influence decisions in their local area. Among respondents who agreed they could influence decisions in their area, 96% were also at least satisfied with their area as a place to live. This compared to satisfaction levels of 78% among those who disagreed they can influence decisions in their area.

Demographic differences

Females were significantly more likely to be satisfied with their local area than males, although the difference was slight (87% satisfied compared to 84%).

There was little difference in satisfaction levels between respondents from different ethnic groups.

There was a small, yet significant, difference between religious and non-religious residents in terms of satisfaction with the local area, with individuals describing

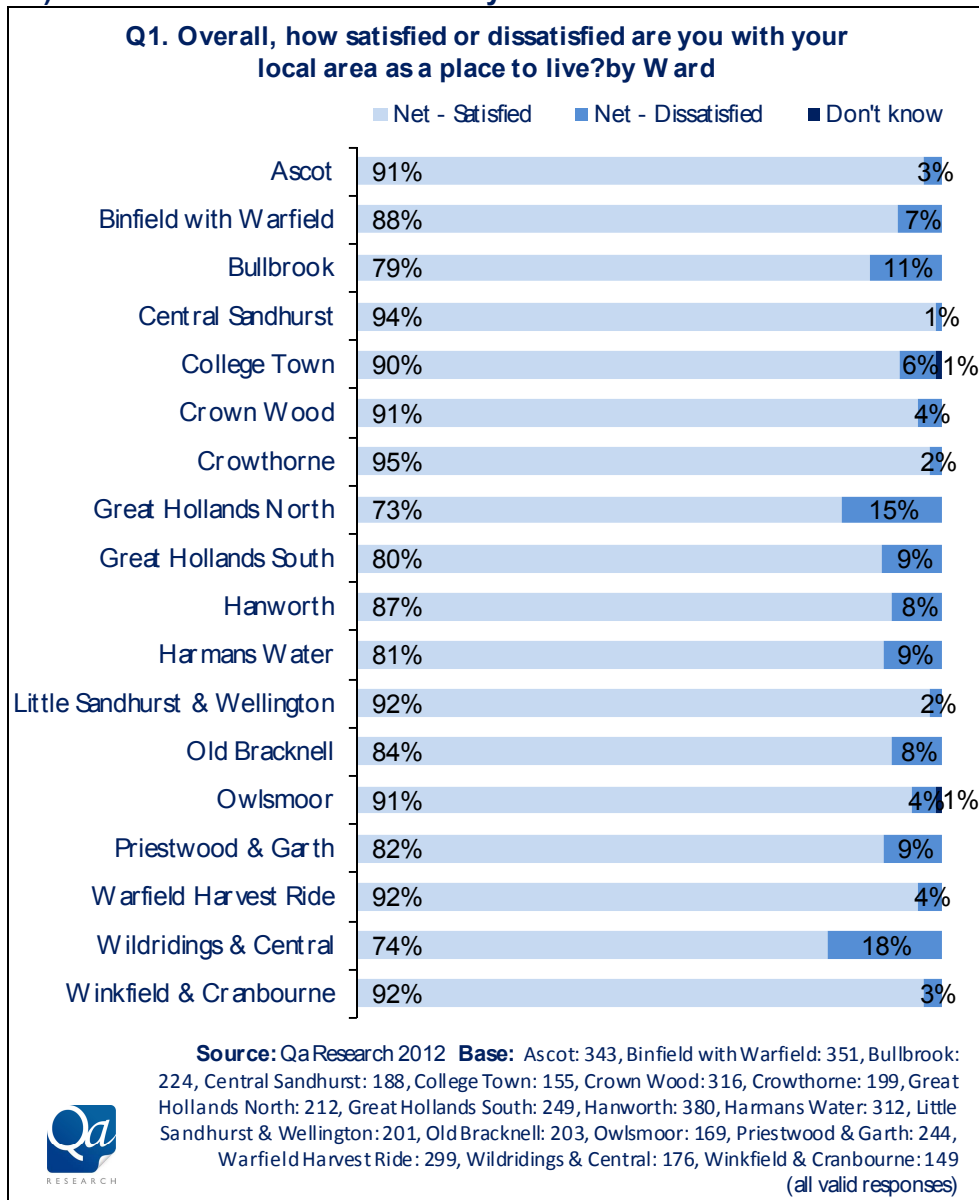
themselves as having no religion more likely to be dissatisfied (9%) than those who indicated they belonged to a particular religious group (7%).

There were some minor differences in satisfaction levels between individuals of different age groups. Younger respondents (those under 35) and those approaching retirement age (55-64) were generally those most likely to demonstrate the highest levels of dissatisfaction (11% and 8% dissatisfaction respectively).

As shown in the chart below, satisfaction with the local area as a place to live was highest among respondents in Crowthorne (95%) and Central Sandhurst (94%).

Satisfaction was lowest in Great Hollands North (73%), Wildridings & Central (74%), and Bullbrook (79%).

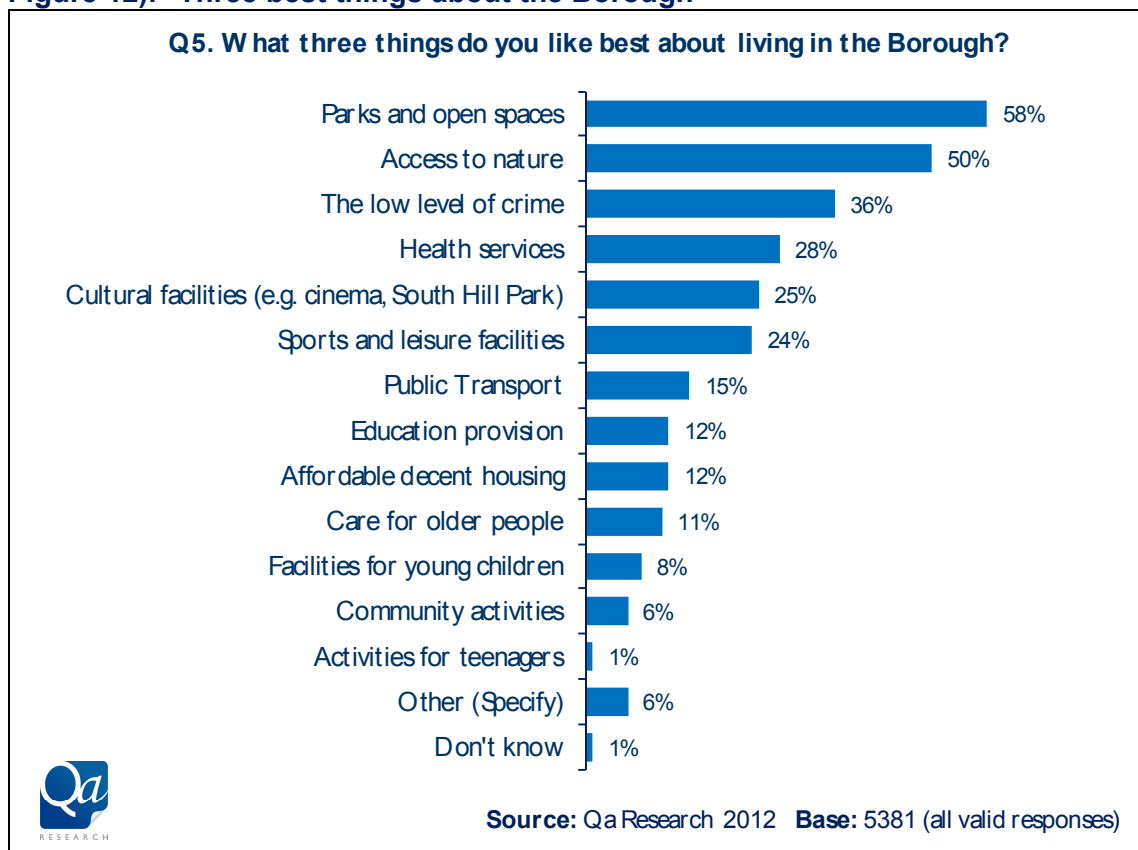
Figure 11). Satisfaction with local area by ward



4.3.2 Perception of the best things about the Borough

Respondents were asked to indicate the three things they liked best about living in the Borough. A list was provided from which residents could select responses. The following chart displays the results.

Figure 12). Three best things about the Borough



The most popular answers related to access to green space and the countryside ('parks and open spaces' 58%, 'access to nature' 50%). Respondents were least likely to rate activities and facilities to entertain younger residents as the best aspect of living in the borough ('Activities for teenagers' 1%, 'community activities' 6% and 'facilities for young children' 8%).

These responses were generally very similar to those seen in the 2009 survey, where 'parks and open spaces' and 'access to nature' were also ranked most highly (61% and 63% respectively).

The biggest change since 2009 seems to concern 'the low level of crime' in the borough. In 2009, 19% rated this element as being one of the best things (an overall ranking of 6), whereas in 2012 this had risen to 36% and a ranking of 3.

Demographic differences

There were some significant differences between the genders. Females were more likely than males to consider 'access to nature' (53% to 48%); 'community activities' (7% to 4%); 'cultural facilities' (27% to 21%); 'facilities for young children' (10% to 6%); and 'parks and open spaces' (60% to 56%) as being the best things about the borough, whereas males were more likely to mention 'the low level of crime' (41% to 32%).

There was not a huge level of difference between white and BME residents. White residents were slightly more likely to see the 'cultural facilities' (25% to 20%) and 'parks

and open spaces' (59% to 49%) as the best things about the Borough than BME residents, whereas BME residents were more likely to mention 'education provision' (21% to 12%) and 'public transport' (22% to 15%).

There were also numerous differences between religious and non-religious residents in terms of opinions regarding the best things about the Borough. Residents describing themselves as having no religion were more likely to indicate that 'access to nature' (55% to 49%); 'cultural facilities' (29% to 23%); 'facilities for young children' (10% to 8%); 'parks and open spaces' (62% to 57%); and 'sports and leisure facilities' (27% to 23%) were the best things about the Borough than those who indicated they belonged to a religious group. Religious residents were more likely to indicate 'care for older people' (11% to 6%); 'health services' (30% to 18%); and 'public transport' (16% to 11%) were the best things about the borough.

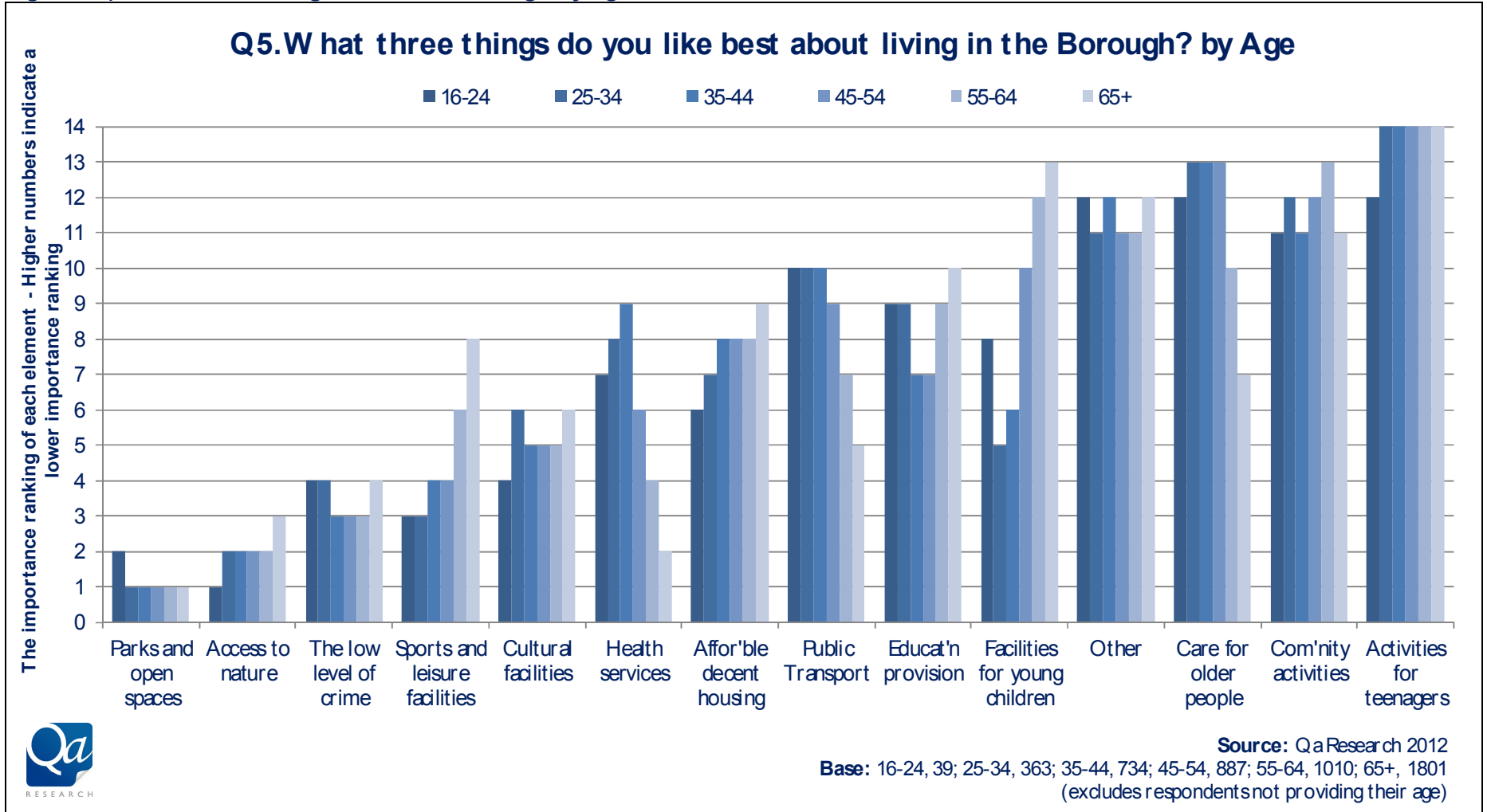
Those residents aged 55+ were significantly more likely to indicate they belonged to a religious group than resident aged under 55 (83% compared to 74%), and it is likely that this may have been influencing the difference between religious and non-religious residents. There were a number of significant differences between respondents of different age groups. In order to highlight these differences, the chart on the following page displays the ranking of the various elements of the Borough and shows how these rankings differ across residents from different age groups.

As the chart demonstrates, younger respondents (the darker lines) tended to rate elements concerned with younger children and teenagers as being more important, for instance for those respondents aged 25-34 'facilities for young children' was the 5th best thing about living in the borough, whereas for respondents aged 65+ it was the 13th best thing. Most likely this is being driven by respondents with younger children.

Older respondents tended to feel that elements such as 'health services' and 'care for older people' were the best things about the Borough. For instance, for respondents aged 65+ 'health services' were seen as the 2nd best thing about the Borough.

Generally, respondents were more likely to rate aspects of the Borough as being the better if they were important to them. Despite this, 'parks and open spaces' and 'access to nature' were consistently rated as being the best things about the Borough by all respondents regardless of their age.

Figure 13). Three best things about the Borough by age



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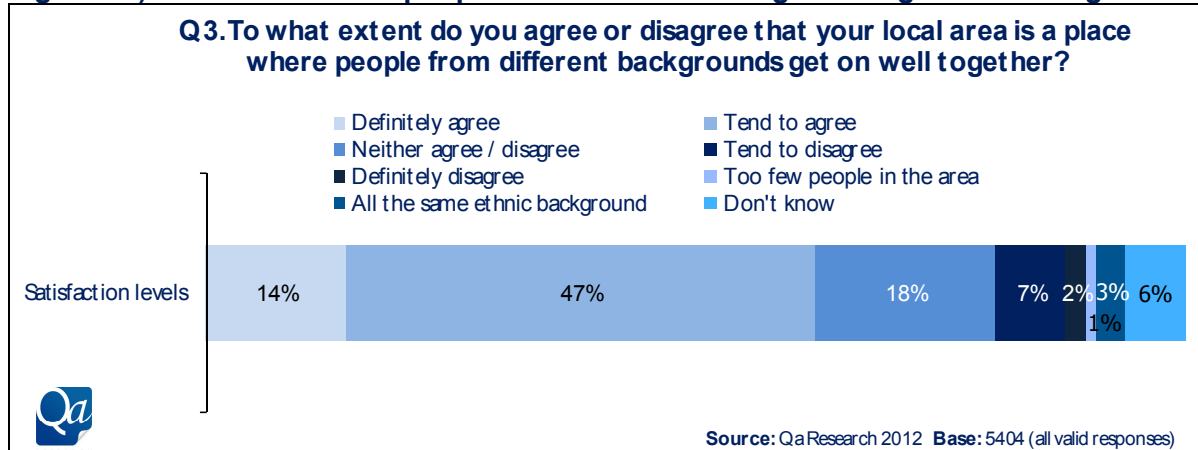


4.3.3 Community cohesion in residents' local area

Respondents were asked to indicate the extent to which people from different backgrounds get on together, and the extent to which people in their local area treat each other with respect and consideration.

The first chart explores residents' agreement with the statement that their local area is a place where people from different backgrounds get on well together.

Figure 14). Extent to which people from different backgrounds get on well together



While over half (62%) of all respondents agreed that people from different backgrounds in their local area got on well together, there were around a tenth (9%) of residents who disagreed that this was the case.

Unsurprisingly, those residents who were satisfied with their local area as a place to live were much more likely to agree that people from different backgrounds in their local area got on well together (67%) than residents dissatisfied with their local area (26%).

In the 2008 Place Survey and the 2006/7 BVPI Survey, 82% of respondents indicated that people from different backgrounds get on well together in their local area, with 18% disagreeing that people from different backgrounds get on well together. However recalculating responses to the most recent survey to enable comparisons shows that 87% of residents agreed that individuals in their local area treated each other with respect and consideration, with 13% disagreeing. This is a significant improvement.

It is worth bearing in mind that the 2008 survey results were calculated with the exclusion of a number of response fields (i.e. 'all the same ethnic background', 'too few people in the area' or 'neither agree/ disagree' were removed from the question calculation to meet national specifications), therefore responses are not directly comparable.

Demographic differences

Males were slightly more likely than females to disagree that people from different backgrounds get on well together in their local area (11% compared to 8%).

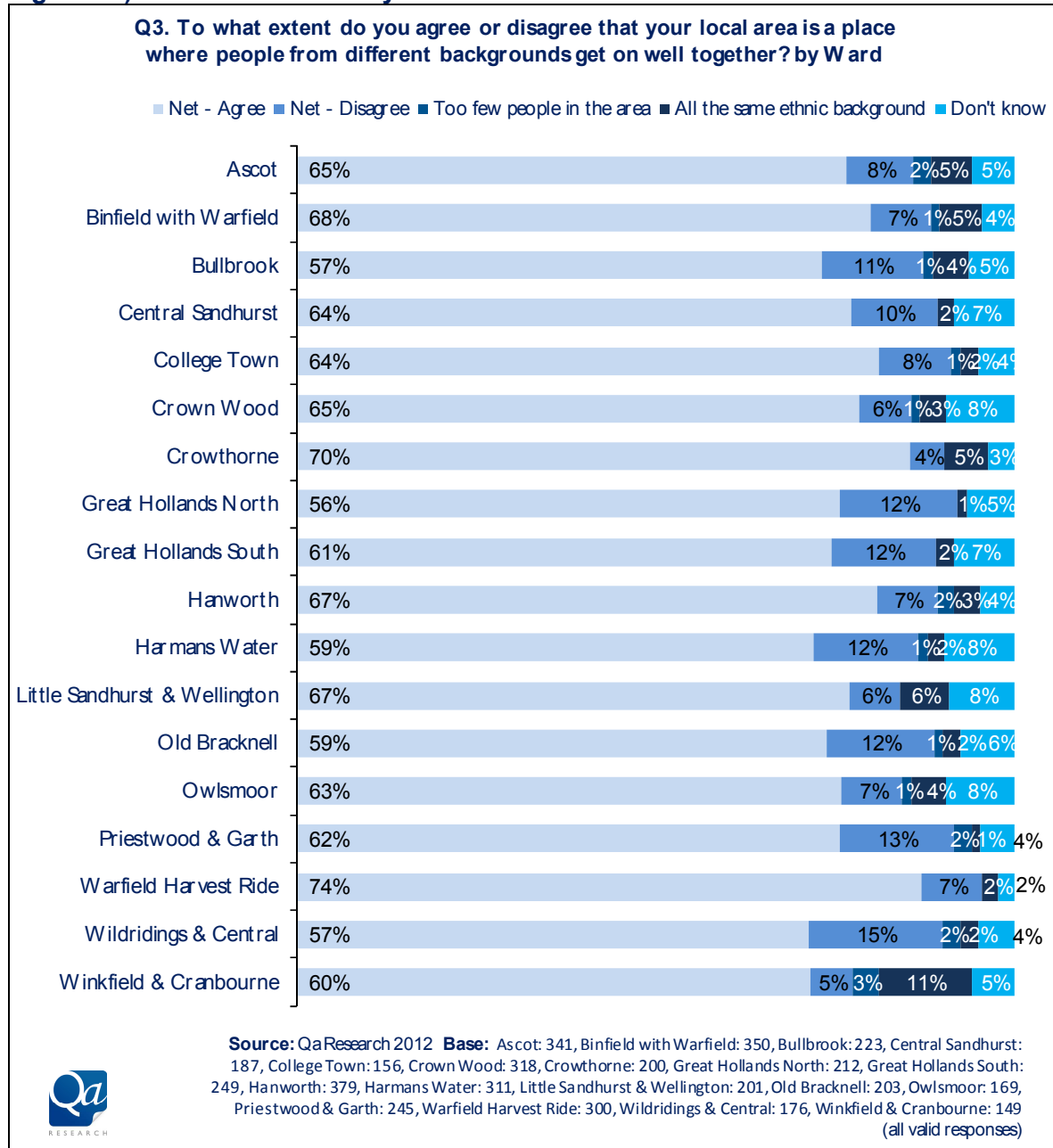
Interestingly, BME respondents were more likely than white respondents to agree that their local area is a place where people from different backgrounds get on well with one another (69% to 62%).

Residents who indicated they were religious were also more likely to agree with this statement than non-religious residents (63% to 58%). This was particularly true among Hindu (77%) and Muslim (83%) respondents.

There were minimal differences between respondents of different ages.

The chart below shows how well people from different backgrounds get on together by ward.

Figure 15). Social cohesion by ward

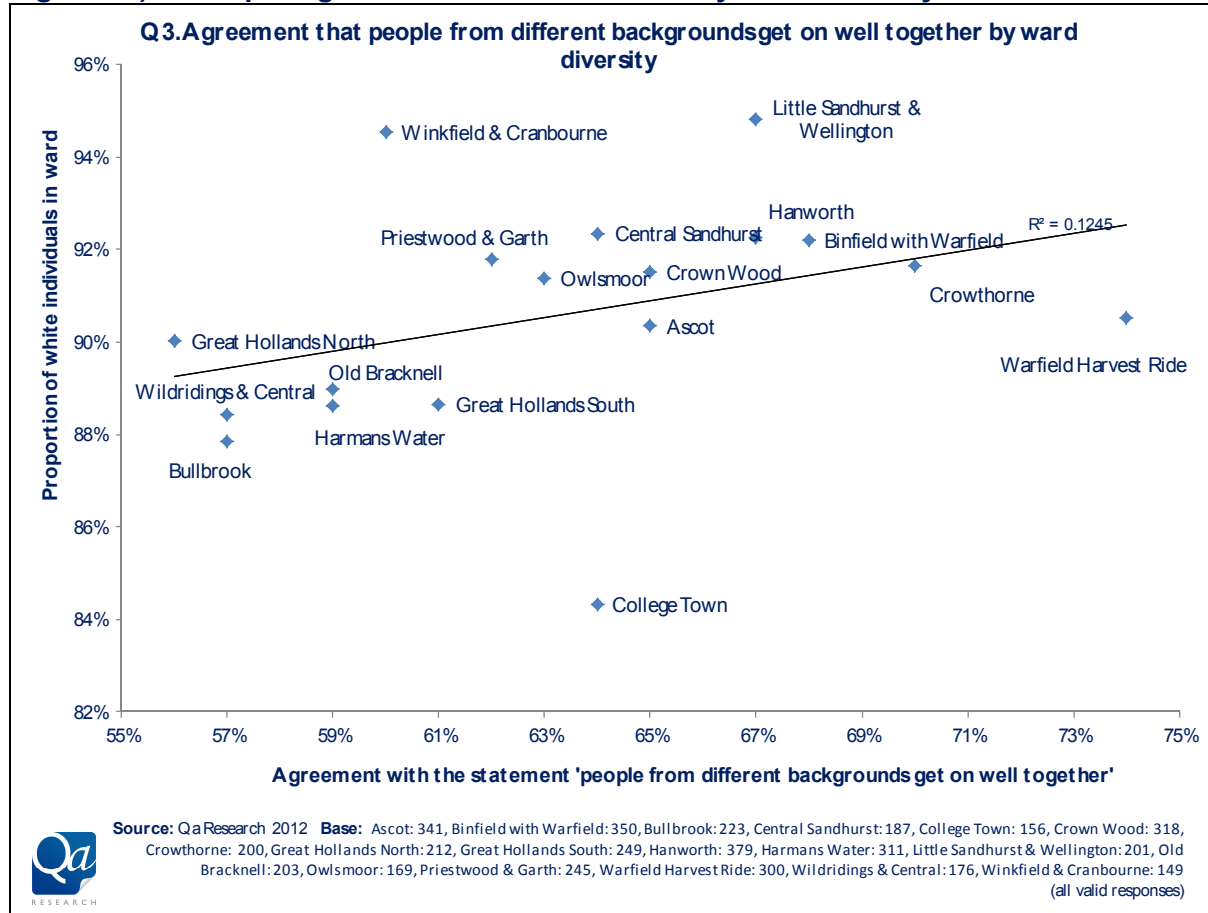


Agreement that people get on well was highest in Warfield Harvest Ride (74%), Crowthorne (70%), and Binfield with Warfield (68%).

Agreement was lowest in Great Hollands North (56%), Wildridings & Central (57%), Bullbrook (57%), Old Bracknell and Harmans Water (both 59%).

The proportion of respondents from BME/ non BME groups in each ward may have a bearing on these findings; respondents in Harmans Water were more likely to belong to a BME group (4%) than those in Winkfield & Cranbourne (1%). To explore this further, the following chart compares the proportion of people who agree that people in their local area treat each other with respect and consideration within each ward, by the proportion of white respondents living within the ward.

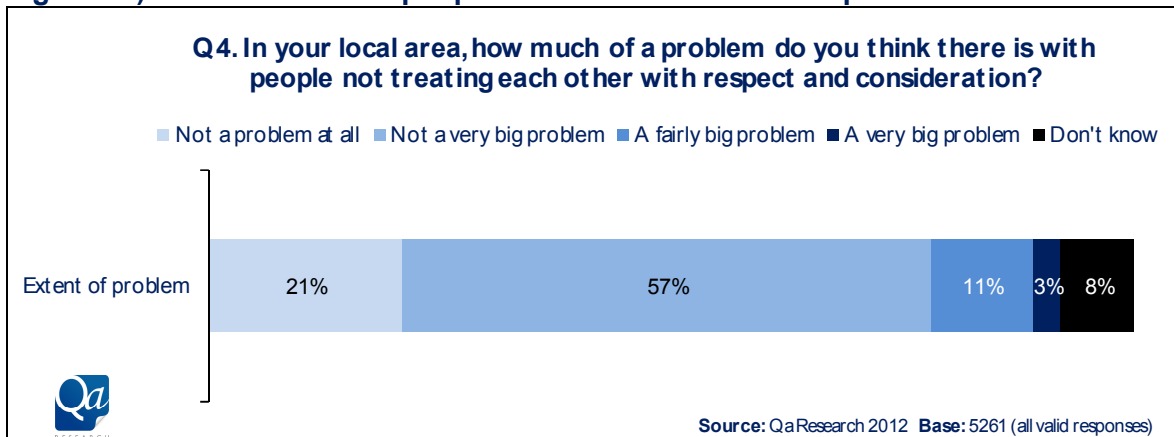
Figure 16). Comparing social cohesion in wards by ward diversity



As the chart demonstrates there is a slight, positive trend between levels of agreement that people from different backgrounds get on well together and the proportion of white respondents within the ward. Wards where there were higher proportions of BME respondents were more likely to exhibit lower levels of agreement with the statement regarding how all people from different backgrounds get on well together. However the trend was not particularly strong ($R^2=0.106$), and for wards such as College Town, where the high proportion of Nepalese residents meant high diversity levels (11.8% of College Town residents defined themselves as 'Asian' on the most recent census), agreement levels were around average (64%).

The following demonstrates the extent to which respondents felt that people in their local area treated each other with respect and consideration.

Figure 17). Extent to which people treat each other with respect and consideration



The majority of residents (78%) felt that there was little problem with people not treating each other with respect within their local area; a minority of residents (14%) considered this to be a problem. This was a significant improvement over the 30% who found this to be a problem in the 2008/9 Place Survey, and the 48% who found it to be a problem in the 2006/7 BVPI Survey. However, as the following results demonstrate, older respondents were less likely to indicate that people not treating each other with respect and consideration was a problem. The higher proportion of older respondents in the most recent survey may be influencing results.

There was a strong degree of association between those residents who felt that people from different backgrounds get on well together and those who felt there was no problem with people not treating each other with respect and consideration. Around nine tenths (88%) of those who agreed that people got on well together also felt there was little problem with people not treating each other with respect, this compared to 7% who felt there was a problem.

Additionally, individuals satisfied with their local area as a place to live, were significantly less likely to feel that people not treating each other with respect and consideration was a problem in their local area. Around a tenth (10%) of people satisfied with their local area considered this to be a problem compared to half (50%) of those dissatisfied with their local area.

Demographic differences

Males were more likely to consider that people not treating each other with respect and consideration was a problem than females (15% to 13%). This was perhaps unsurprising given that males were more likely than females to disagree that people from different backgrounds got on well together.

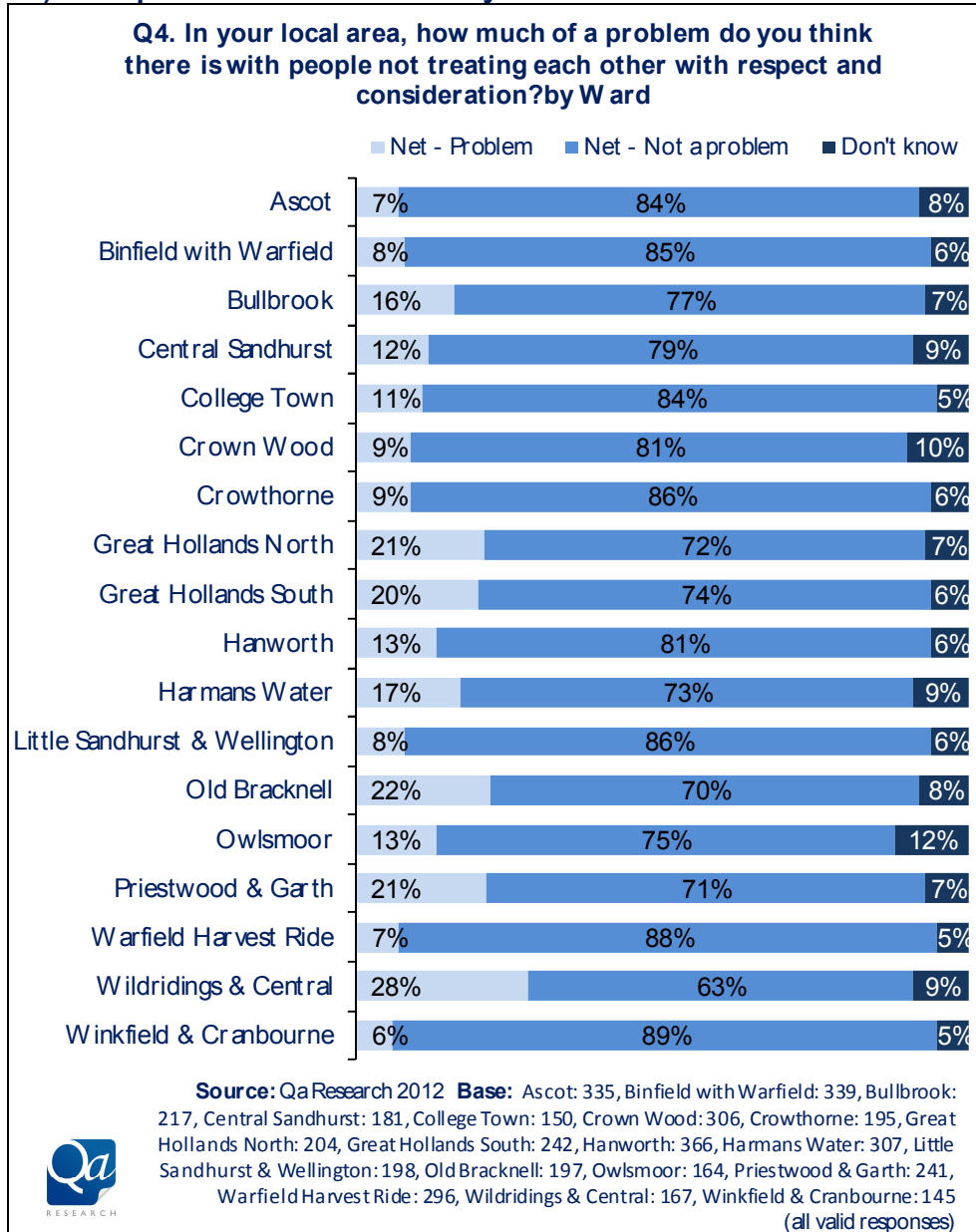
There was little difference in the responses to this question between the various ethnic groups and religious groups.

There were some differences by age groups. Generally, the younger the respondent the more likely they were to consider that people not treating each other with respect and consideration was a problem in their local area. Among respondents under the age of 35,

22% considered this a problem. This compared to 15% among respondents aged 35-64 and 12% in respondents aged 65+.

The following chart demonstrates the proportion of respondents agreeing that residents treated each other with respect and consideration by ward.

Figure 18). Respect and consideration by ward



Thinking that people not treating one another with respect and consideration was 'not a problem' was highest in Winkfield & Cranbourne (89%), Warfield Harvest Ride (88%), Little Sandhurst & Wellington (86%), Crowthorne (86%), and Binfield with Warfield (85%).

Respondents from these wards, apart from those from Warfield Harvest Ride, were more likely than respondents from other wards to be 'English/Welsh/Scottish/Northern Irish/British'; this may have a bearing on their views on this measure.

Thinking that people not treating one another with respect and consideration was 'a problem' was highest in Wildridings & Central (28%), Old Bracknell (22%), Priestwood & Garth (21%), and Great Hollands North (21%).

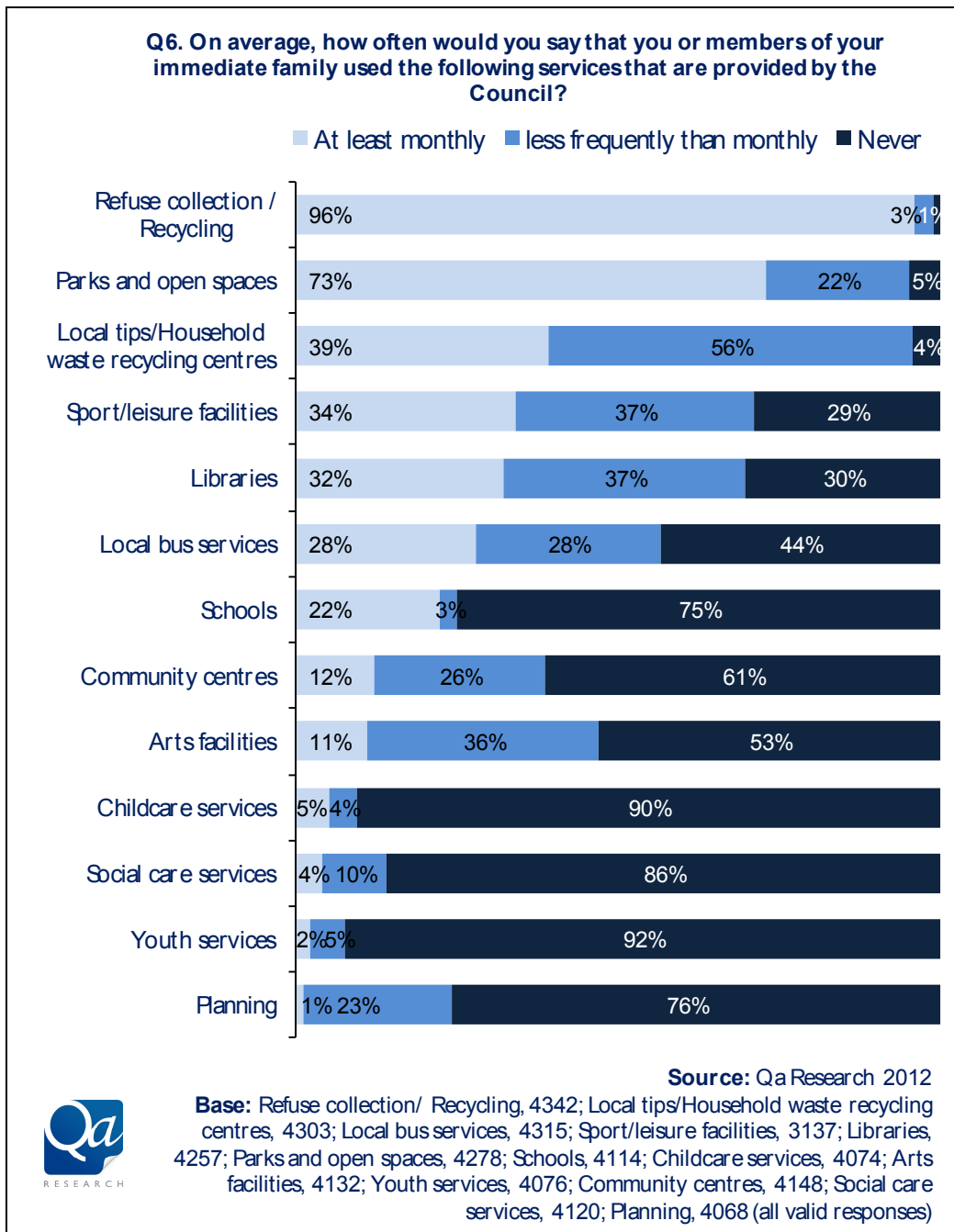
4.4 Use of and satisfaction with specific Council services

Respondents provided details of the Council services they used and the frequency with which they were using these services. Following on from this, respondents provided details on their satisfaction with these services.

4.4.1 Use of specific Council services

The following chart demonstrates the frequency with which individuals are using a variety of Council-provided services.

Figure 19). Frequency of using Council-provided services



On average respondents were using just under 3.5 of these services on at least a monthly basis.

The most frequently used services were refuse collection/recycling, where 96% of residents were using these services at least once a month, 82% of respondents using the services once a week and 9% of residents using them every day.

Although just less than three quarters (73%) of residents were using parks and open spaces at least once a month, 19% of residents were using these spaces at least once a day. This was the second highest daily usage rate among any of the services highlighted, second only to schools, where the daily usage rate was 21%.

The least frequently used services were youth services, where 92% of residents indicated they had never used these services, childcare services (91%) and social care services (86%). However, it is important to bear in mind that the survey over-represented older residents, and this may be driving the lower usage rates seen for these services in the survey. As the following analysis by demographic groups demonstrates, there are some significant differences between different respondent types.

Demographic differences

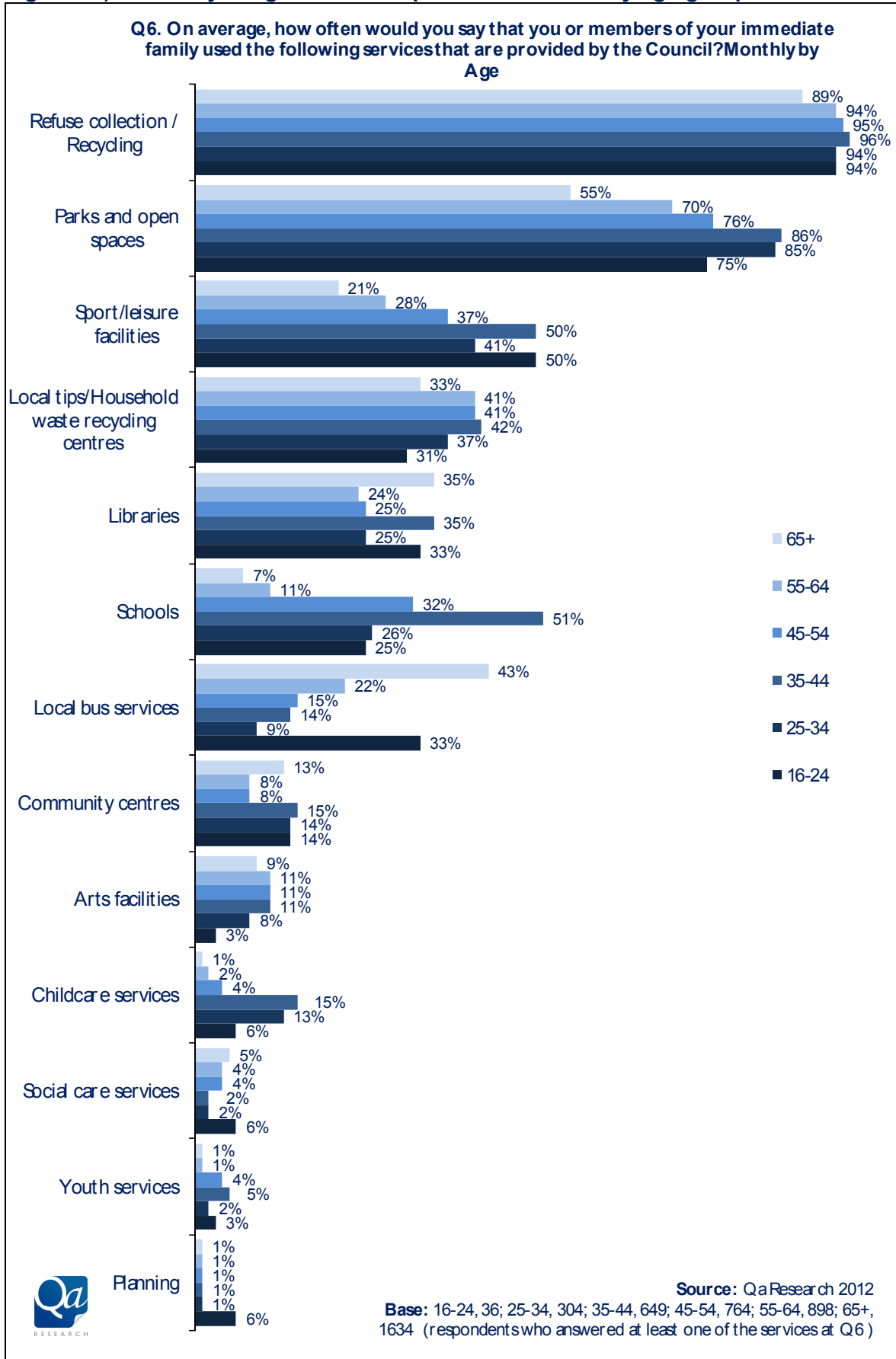
There were a number of differences by gender. Males were more likely than females to be using local tips/ household waste recycling centres on at least a monthly basis (42% to 37%), and planning services (2% to 1%). Females were more likely than males to be using the following services on at least a monthly basis: libraries (34% to 29%); parks and open spaces (75% to 70%); schools (26% to 18%); childcare services (6% to 4%) and community centres (14% to 10%). This possibly reflects general lifestyle differences between males and females, although as this survey did not capture details on economic activity, this is speculation only.

On average females were making use of more of these services than males on a monthly basis (3.48 to 3.32).

BME respondents were more likely than white respondents to be using schools (36% to 22%) and childcare services (11% to 5%) on at least a monthly basis, whereas white respondents were more likely to be using arts facilities (11% to 8%). BME respondents were generally younger than white respondents and this may be influencing this result (55% of BME respondents were under 45 compared to 22% of white respondents).

Clearly then age and (linked to this) life stage are important determiners of the services in use. The following chart explores the percentage of respondents from each age group that are using each of these services on at least a monthly basis.

Figure 20). Monthly usage of Council provided services by age group



Respondents aged 35-44 were those most likely to be using schools (51%) on at least a monthly basis, presumably because of their greater likelihood to have children at home. Similarly, childcare services were in greater use among respondents aged 25-34 (13%) and 35-44 (15%).

Younger respondents (aged 16-24) were particularly reliant on the local bus service, with 33% of this age group using the bus services on at least a monthly basis. The other age group using the bus service particularly regularly were those aged over 65 (43%), most likely as a result of these residents using their free bus pass.

The highest use of social care services was also demonstrated by the youngest (16-24; 6%) and oldest respondents (65+; 5%).

There were some differences in how frequently respondents in different wards reported using council services. The top three services used at least monthly are shown on the following table by ward. The most frequently used service in all wards was 'refuse collection/recycling', however there was some variation by ward in the second and third most frequently used services.

Figure 21). Use of Council-provided services by ward

Ward	Services appearing in the top three most frequently used (activities done at least monthly)											
	Refuse collection/ Recycling		Parks and open spaces		Local tips/ Household waste recycling centres		Sport/ leisure facilities		Libraries		Local bus services	
	Pos 1-3	%	Pos 1-3	%	Pos 1-3	%	Pos 1-3	%	Pos 1-3	%	Pos 1-3	%
Ascot	1	90%	2	57%	3	35%						
Binfield with Warfield	1	94%	2	66%	3	45%						
Bullbrook	1	93%	2	68%	3	41%						
Central Sandhurst	1	94%	2	77%					3	37%		
College Town	1	95%	3	74%	2	32%						
Crown Wood	1	93%	2	70%			3	34%				
Crowthorne	1	94%	2	68%					3	47%		
Great Hollands North	1	91%	2	72%							3	41%
Great Hollands South	1	95%			2	42%					3	35%
Hanworth	1	93%	2	72%							3	39%
Harmans Water	1	91%	2	71%	3	38%						
Little Sandhurst & Wellington	1	92%	2	67%	3	35%						
Old Bracknell	1	95%	2	78%	3	43%						
Owlsmoor	1	96%	2	72%	3	31%	3	31%				

Priestwood & Garth	1	92 %	2	62 %	3	43 %						
Warfield Harvest Ride	1	96 %	2	81 %	3	45 %	3	45 %				
Wildridings & Central	1	90 %	2	64 %	3	37 %						
Winkfield & Cranbourne	1	91 %	2	62 %	3	36 %						

'Parks and open spaces' was the second most frequently used service in all wards but College Town (where it was the third most used).

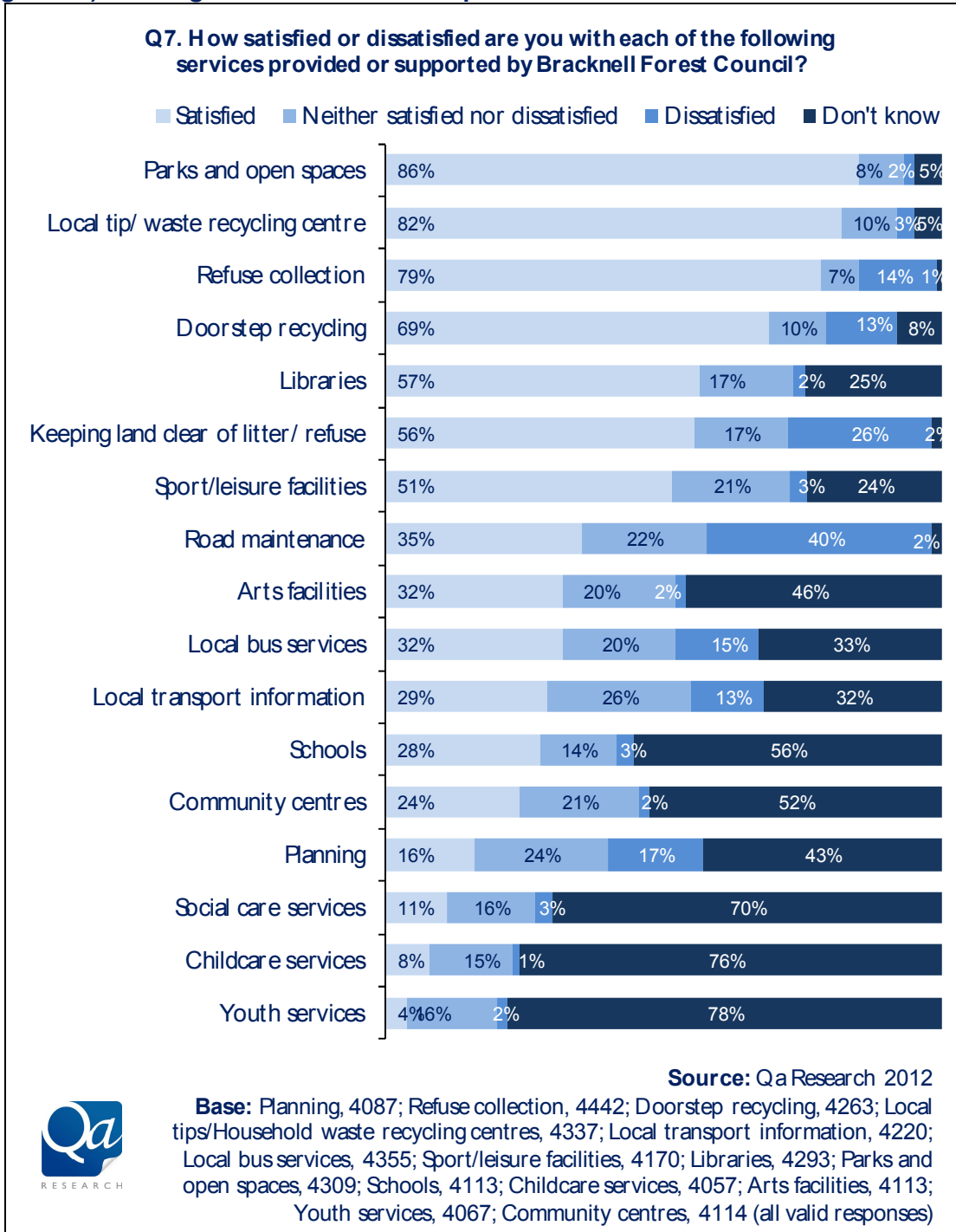
'Local tips/household waste recycling centres' also appears in the top three most frequently used services for all wards apart from:

- Central Sandhurst: Libraries (3rd)
- Crown Wood: Sport/ leisure facilities (3rd)
- Great Hollands North: Local bus services (3rd)
- Crowthorne: Libraries (3rd)
- Hanworth: Local bus services (3rd)

4.4.2 Satisfaction with specific Council services

Respondents were asked to provide an indication of their satisfaction with the services provided by the Council. Respondents indicated their satisfaction on a five point scale ranging from Very satisfied to Very dissatisfied. However on the following chart the 'Very satisfied' and 'Satisfied' ratings have been merged together, along with the 'Very dissatisfied' and 'Dissatisfied' ratings for the purposes of clarity.

Figure 22). Rating of satisfaction with specific Council services

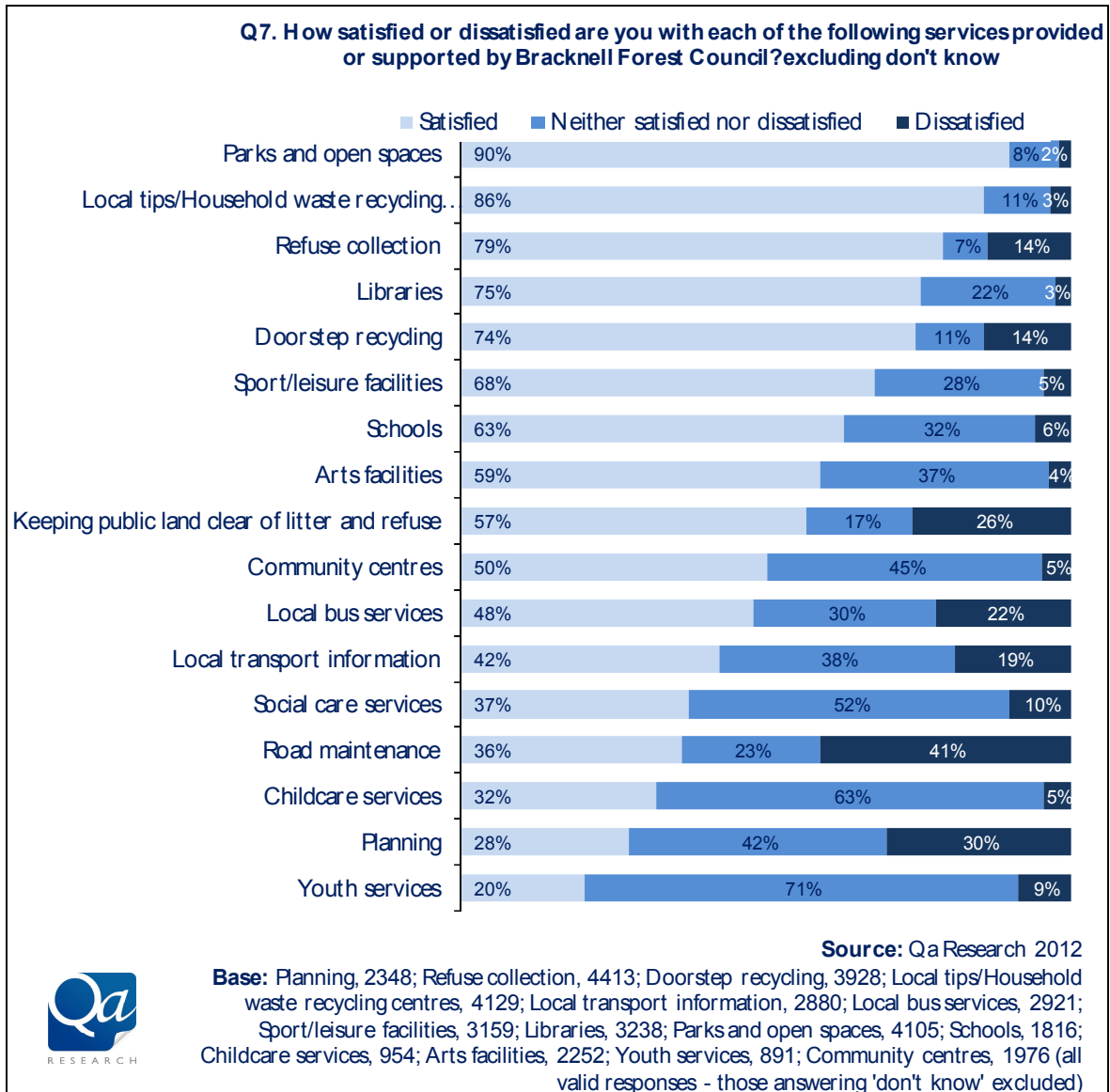


Satisfaction levels were highest for 'parks and open spaces' (86% satisfied) and local tips (82%).

However, there were a high number of 'don't knows' for a number of these services. Unsurprisingly those service areas where the proportion of 'don't knows' is the highest,

such as 'youth services' (78%) and 'childcare services' (76%), corresponds to those areas where usage was low (92% had never used 'youth services' and 90% had never used 'childcare services'). The main exception to this was the 'planning service', where 43% of respondents didn't know how satisfied they were with this service but 76% indicated they had never used this service. This is likely to be because despite individuals not using this service it still has the potential to impact on them, and therefore respondents felt able to rate this service. By excluding those respondents who responded 'don't know' we can gather a more informative understanding of respondent ratings of these services.

Figure 23). Rating of satisfaction with specific Council services excluding 'don't know'



Looking at this revised chart, the highest rated services remained relatively similar. Services such as 'planning' and 'road maintenance' appeared lower down the chart: indeed 41% of respondents expressing a rating of the 'road maintenance' service indicated they were 'dissatisfied' with the service; with 30% 'dissatisfied' with the 'planning' service. Similar proportions (26%) were 'dissatisfied' with the Council's efforts at undertaking to 'keep public land clear of litter and refuse'.

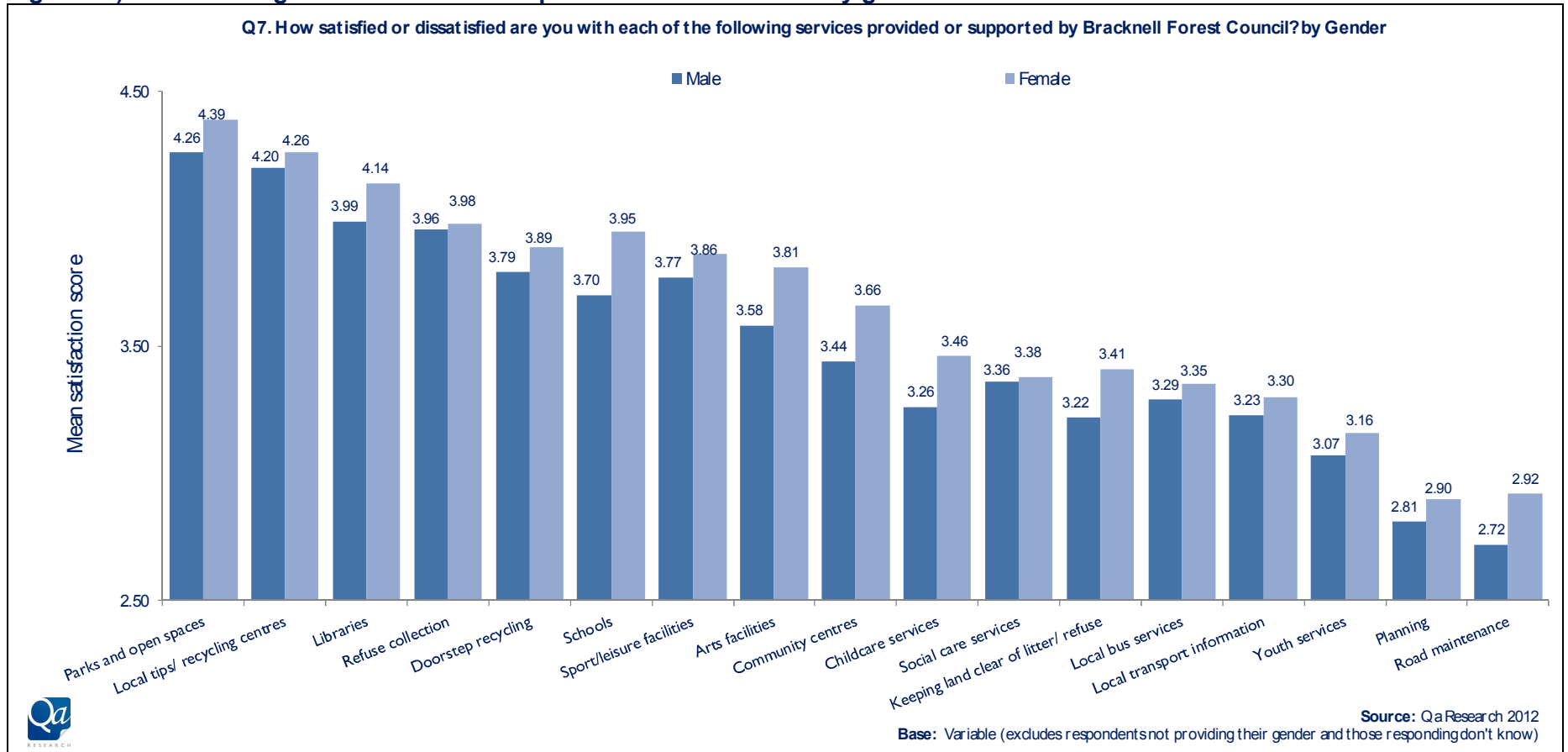
Demographic differences

Given the high number of services that respondents were asked to rate, the various demographic differences between respondents are shown on a variety of graphs, rather than described. The following charts use the mean satisfaction scores to demonstrate the differences between the various demographic groups. A higher mean score indicates a higher level of overall satisfaction for that group.

The chart on the following page demonstrates the differences by gender.

In general female respondents indicated higher levels of satisfaction with the various services than males. This was particularly true in areas such as schools (3.95 to 3.70), arts facilities (3.81 to 3.58) and road maintenance (2.92 to 2.72). There was also a trend for females to be more satisfied than males with those services they were likely to use more often, so childcare services (3.46 to 3.26) and community centres (3.66 to 3.44) were also significantly more likely to be rated more highly by females.

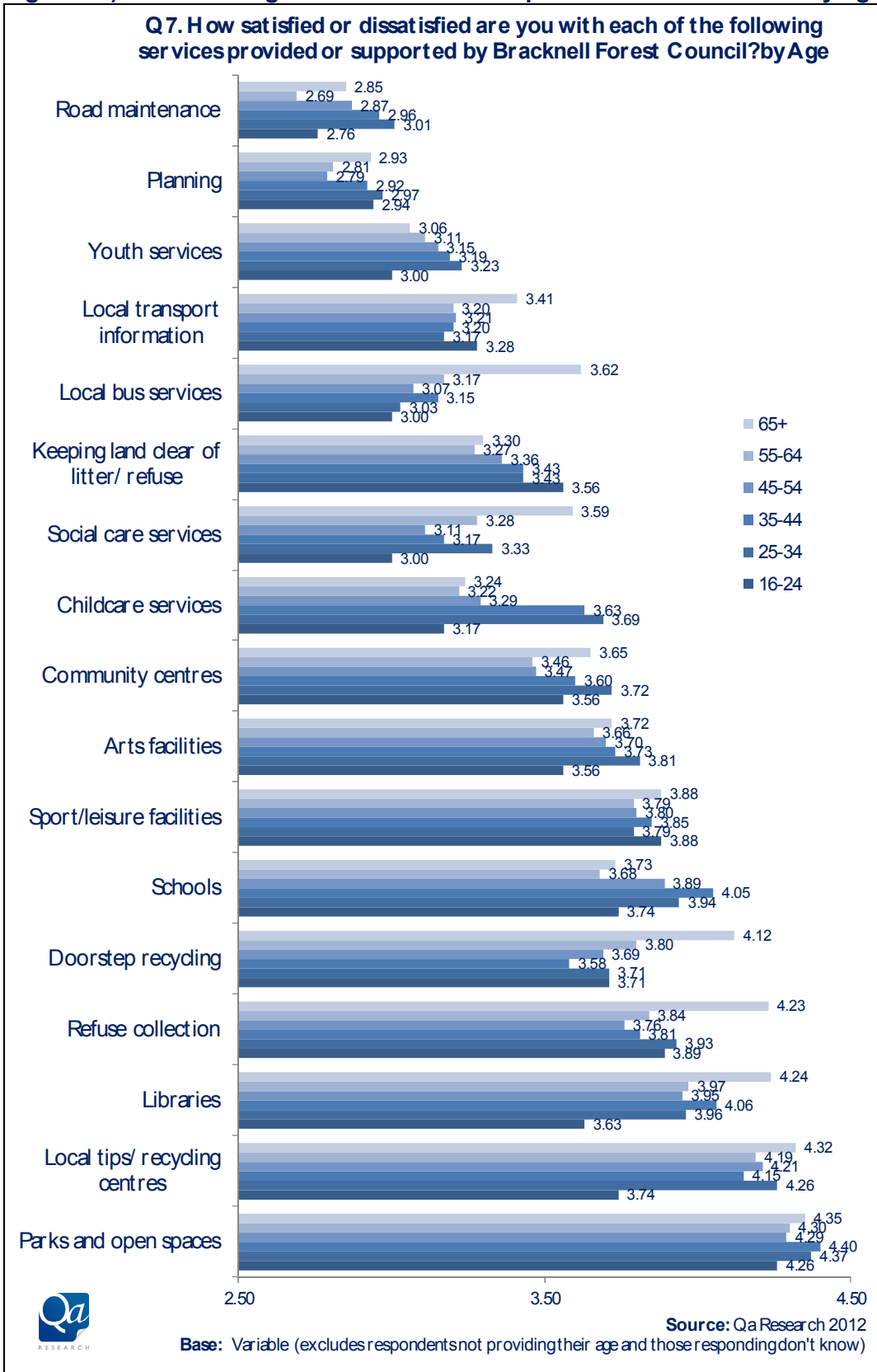
Figure 24). Mean rating of satisfaction with specific Council services by gender



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The following chart demonstrates similar information. Here, satisfaction ratings are broken down by age groups.

Figure 25). Mean rating of satisfaction with specific Council services by age



Those services where there was the biggest variance between age groups were local bus services, schools, childcare services, libraries and doorstep recycling. Individuals over the age of 65 were particularly satisfied with local bus service (3.62) compared to respondents in other age groups, most likely as a result of the free bus pass. Young people, who were also large users of the bus service, were one of those age groups giving the bus service the lowest satisfaction rating (3.00).

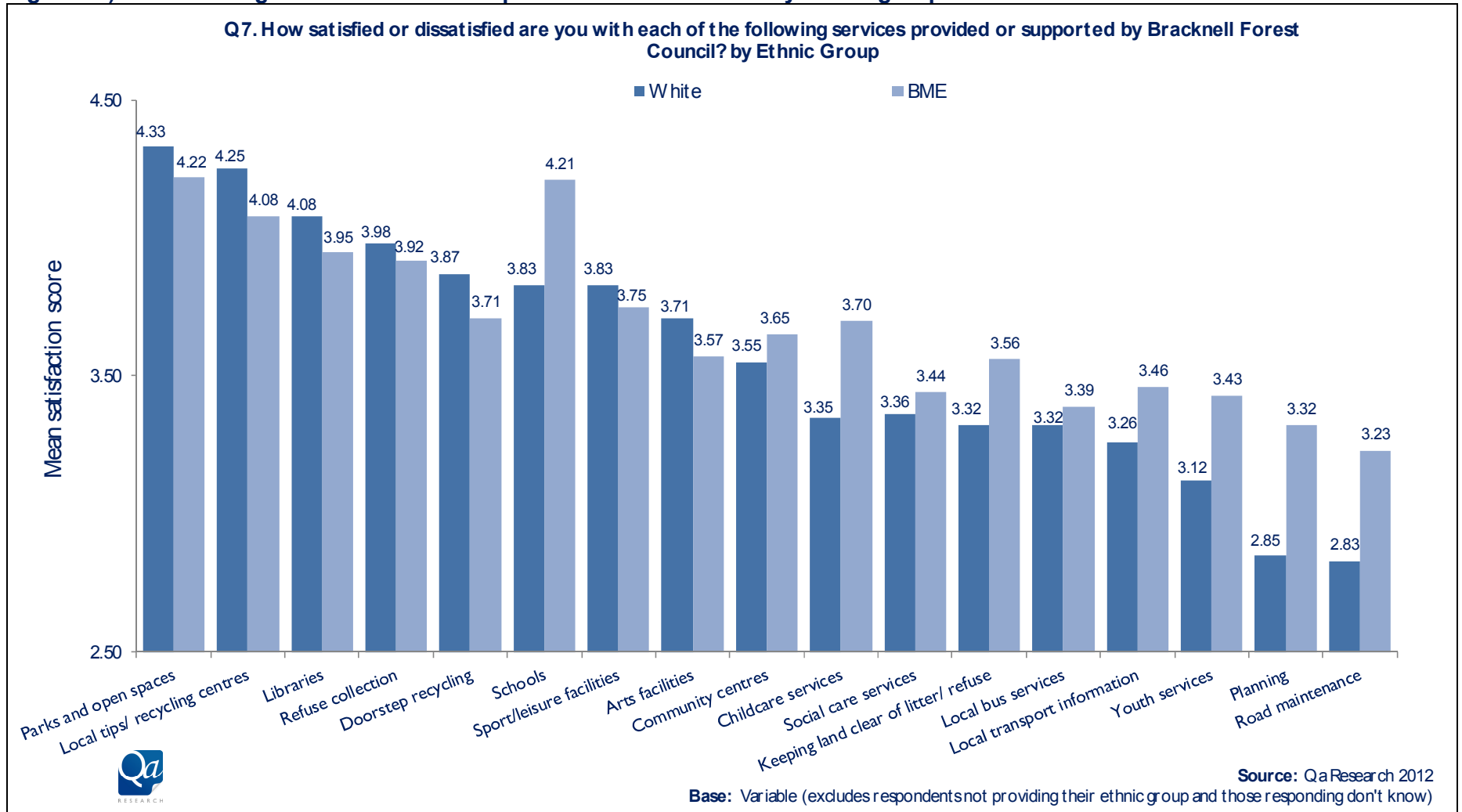
There were a number of other areas where the oldest respondents demonstrated the highest levels of satisfaction, particularly refuse collection (4.23), libraries (4.24), doorstep recycling (4.12) and social care services (3.59).

The chart on the following page demonstrates the differences in satisfaction levels between white and BME respondents.

There were some significant differences. BME respondents were significantly more satisfied than white respondents with the following services planning (3.32 to 2.85); road maintenance (3.23 to 2.83), youth services (3.43 to 3.12), childcare services (3.70 to 3.35) schools (4.21 to 3.83). White respondents were significantly more satisfied in the area of doorstep recycling (3.87 to 3.71), local tips/ recycling centres (4.25 to 4.08) and arts facilities (3.71 to 3.57).

The differences between those respondents indicating they belong to a religious group and those that indicated they were non-religious were less pronounced, and mainly seemed to be related to the older age of respondents who indicated they were religious. For instance, respondents belonging to a religious group were more likely to indicate higher levels of satisfaction with local bus services than non-religious respondents (3.36 to 3.10). They were also more likely to be satisfied with refuse collection (4.00 to 3.88).

Figure 26). Mean rating of satisfaction with specific Council services by ethnic group



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Respondents' satisfaction with services was largely in line with overall findings, however there were some differences by ward, for example in the top three rated services, and the lowest rated service.

'Parks and open spaces' had the highest mean score in all wards (e.g. Central Sandhurst [4.51] and Wildridings & Central [4.19]), apart from the wards listed below (along with the highest scoring service in these wards):

- Binfield with Warfield: 'Local tips/ household waste recycling centres' (4.36)
- Crowthorne: 'Libraries' (4.39)
- Old Bracknell: 'Local tips/ household waste recycling centres' (4.29)

There was slightly more variation in the lowest scoring service. Road maintenance received the lowest score (e.g. College Town (2.60) and Priestwood & Garth (2.94)) with the following exceptions:

- Planning: Binfield with Warfield (2.44), Crown Wood (3.02), Harmans Water (2.81), Old Bracknell (2.76), Warfield Harvest Ride (2.74)
- Local bus services: Crowthorne (2.66)
- Youth services: Winkfield and Cranbourne (2.76)

The top three scoring services in each ward are listed below:

Ascot

Parks and open spaces (4.26)
Local tips/ household waste recycling centres (4.24)
Libraries (4.15)

Binfield with Warfield

Local tips/ household waste recycling centres (4.36)
Parks and open spaces (4.2)
Libraries (4.12)

Bullbrook

Parks and open spaces (4.46)
Local tips/ household waste recycling centres (4.26)
Libraries (4.15)

Central Sandhurst

Parks and open spaces (4.51)
Libraries (4.20)
Local tips/ household waste recycling centres (4.18)

College Town

Parks and open spaces (4.38)
Refuse collection (3.95)
Libraries (3.93)

Crown Wood

Local tips/ household waste recycling centres (4.26)
Parks and open spaces (4.30)
Refuse collection (4.06)

Crowthorne

Libraries (4.39)
'Parks and open spaces' and 'Local tips/ household waste recycling centres' (4.32)
Refuse collection (4.12)

Great Hollands North

Parks and open spaces (4.24)
Local tips/ household waste recycling centres (4.23)
Refuse collection (3.96)

Great Hollands South

Parks and open spaces (4.44)
Local tips/ household waste recycling centres (4.23)
Sport/leisure facilities (4.01)

Hanworth

Parks and open spaces (4.43)
Local tips/ household waste recycling centres (4.29)
Refuse collection (4.05)

Harmans Water

Parks and open spaces (4.33)
Local tips/ household waste recycling centres (4.24)
Libraries (4.08)

Little Sandhurst & Wellington

Parks and open spaces (4.44)
Local tips/ household waste recycling centres (4.20)
Libraries (4.18)

Old Bracknell

Local tips/ household waste recycling centres (4.29)
Parks and open spaces (4.26)
Refuse collection (3.99)

Owlsmoor

Parks and open spaces (4.37)
Libraries (4.20)
Schools (4.03)

Priestwood & Garth

Parks and open spaces (4.34)
Local tips/ household waste recycling centres (4.25)
Refuse collection (4.11)

Warfield Harvest Ride

Parks and open spaces (4.42)
Local tips/ household waste recycling centres (4.34)
Libraries (4.07)

Wildridings & Central

Parks and open spaces (4.19)
Local tips/ household waste recycling centres (4.12)
Libraries (4.04)

Winkfield & Cranbourne

Parks and open spaces (4.36)
Refuse collection (4.11)
Local tips/ household waste recycling centres (4.25)

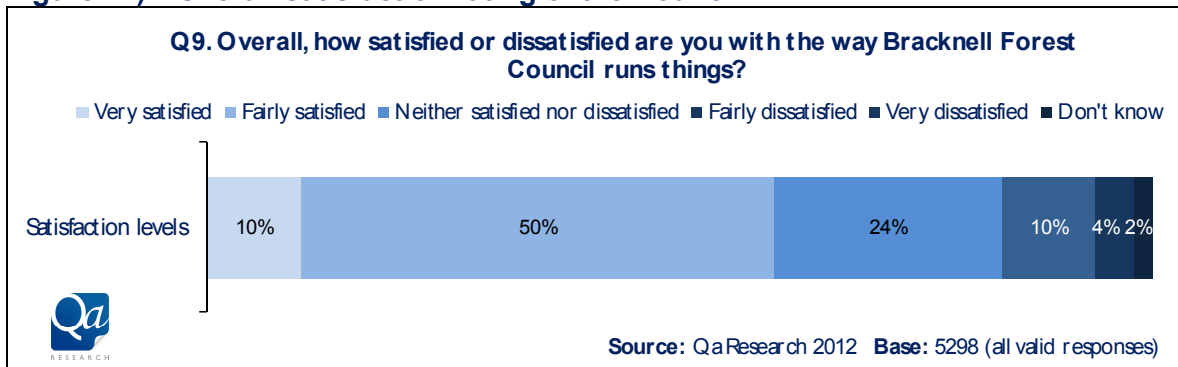
4.5 Perceptions of the Council overall

The satisfaction of residents with the Council was assessed using a number of questions, including: measuring overall satisfaction with the Council, perceptions of value for money offered by the Council and improvements the Council could make to the services it provides.

4.5.1 Satisfaction with the Council overall

The following chart demonstrates individuals' overall satisfaction with the way that the Council runs things.

Figure 27). Overall satisfaction rating of the Council

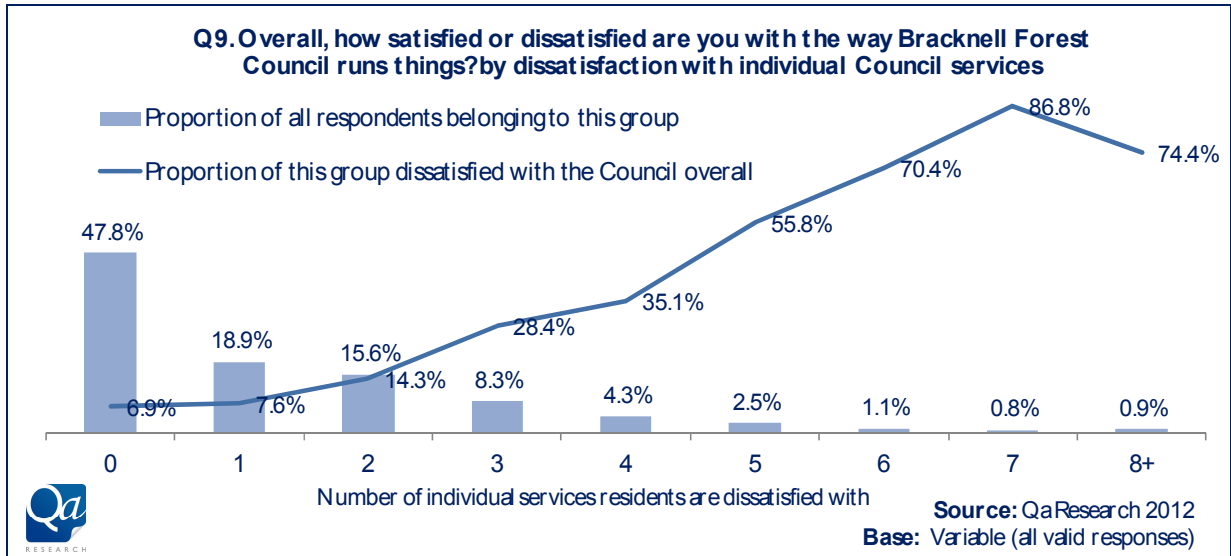


Three out of every five respondents (60%) are satisfied with the way in which the Council is running things, with a tenth (10%) indicating they were 'very satisfied'. Those that were dissatisfied with the Council were in the minority (14%), although there were just under a quarter (24%) of respondents who were 'neither satisfied nor dissatisfied' with the Council.

In the 2008/09 Place Survey, half (50%) of respondents indicated that they were at least 'satisfied' with the way that the Council runs things, which means there has been a significant improvement in residents' perceptions over the past 4 years. However some caution needs to be taken when comparing these findings to the results of the Place Survey, given the different methodological considerations between the survey types. The place survey results excluded 'don't know' responses when calculating overall satisfaction, performing a similar transformation in the most recent data indicates that comparable satisfaction levels in the most recent survey were at 61%.

Unsurprisingly, overall satisfaction was significantly associated with satisfaction with each of the specific Council services. The following graph demonstrates this relationship by indicating the proportion of respondents dissatisfied with the Council overall by the number of services which individuals were dissatisfied with.

Figure 28). Overall dissatisfaction with the Council by dissatisfaction with individual services



Just under half (47.8%) of all respondents indicated that they were not dissatisfied with any of the services described at Q7. Among this group overall dissatisfaction with the Council was very low, with just 6.9% of this group indicating dissatisfaction with the Council. Contrast this with respondents who were dissatisfied with 5 specific Council services (2.5% of all respondents); where over half (55.8%) indicated they were dissatisfied with the Council overall.

As the chart demonstrates, as the number of individual services with which respondents express dissatisfaction with increases, so does the likelihood that respondents within that group will express dissatisfaction with the Council overall. There is a particularly sharp rise in dissatisfaction levels between those dissatisfied with 2 services and 3 services (14.3% to 28.4%) and those dissatisfied with 4 services and 5 services (35.1% to 55.8%).

Demographic differences

There were a number of differences in overall satisfaction levels between respondents from differing demographic groups. Female respondents were more likely to be satisfied with the Council than male respondents (62% were at least 'satisfied', compared to 59% of males).

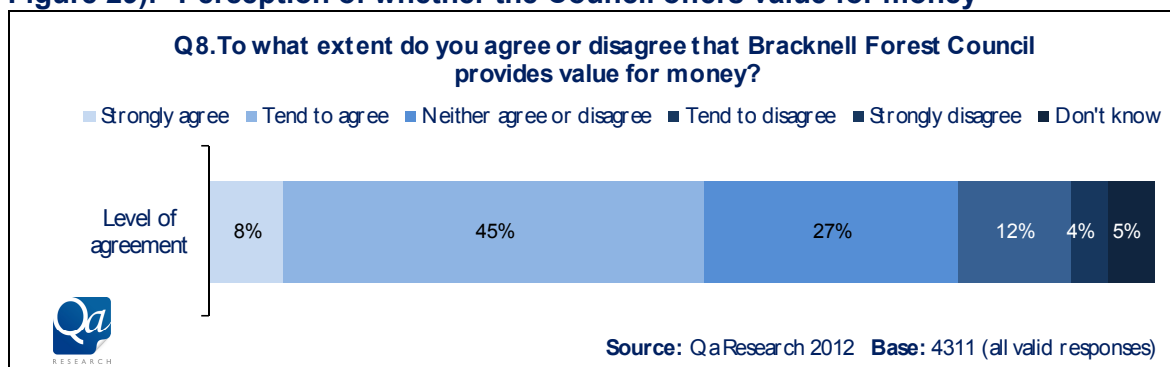
The oldest respondents were generally the most satisfied with the Council overall. Two-thirds (66%) of all respondents aged 65+ indicated they were satisfied with the Council compared to 58% of all respondents under the age of 65.

Those respondents who indicated that they belonged to a religious group were more likely to be satisfied with the Council than non-religious respondents (63% to 54%); in part this was likely down to the association between overall levels of satisfaction and age.

4.5.2 Perceptions on the value for money offered by the Council

In addition to exploring levels of overall satisfaction with the Council, individuals were also asked to indicate the extent to which they agreed that the Council offers value for money. The following chart highlights the results.

Figure 29). Perception of whether the Council offers value for money



Just over half (52%) of all respondents agreed that the council offers value for money. Around a quarter (27%) of respondents neither agreed nor disagreed, with around a sixth (16%) actively disagreeing that the Council offers value for money.

In the 2008/09 Place Survey around a third of residents (35%) agreed that the Council provided value for money, indicating there has been a significant increase in the number of residents who feel the Council is providing value for money over the past 4 years. However, the place survey results excluded 'don't know' responses when calculating overall agreement that the Council provided value for money. Performing a similar transformation in the most recent data indicates that comparable perceptions of value for money levels in the most recent survey were at 55%, indicating an even greater increase over the past 4 years.

Unsurprisingly, individuals satisfied with the way that the Council is running things were significantly more likely to agree that the Council is providing value for money. Among satisfied respondents, 79% felt that the Council offers value for money, compared to 7% of those dissatisfied with the Council.

In addition, those who felt they could influence decisions within their local area were also significantly more likely to feel that the Council provides value for money than those disagreeing that they could influence decisions (74% compared to 39%).

Demographic differences

There were a number of differences between respondents from different demographic groups.

Males were more likely than females to disagree that the Council provides value for money (19% to 14%).

Age was also associated with agreement levels, the oldest respondents (65+) were significantly more likely to agree that the Council provides value for money than all younger respondents (60% to 49%). In part, this may explain part of the increase in agreement levels seen over the past 4 years, as the survey undertaken in 2008/09

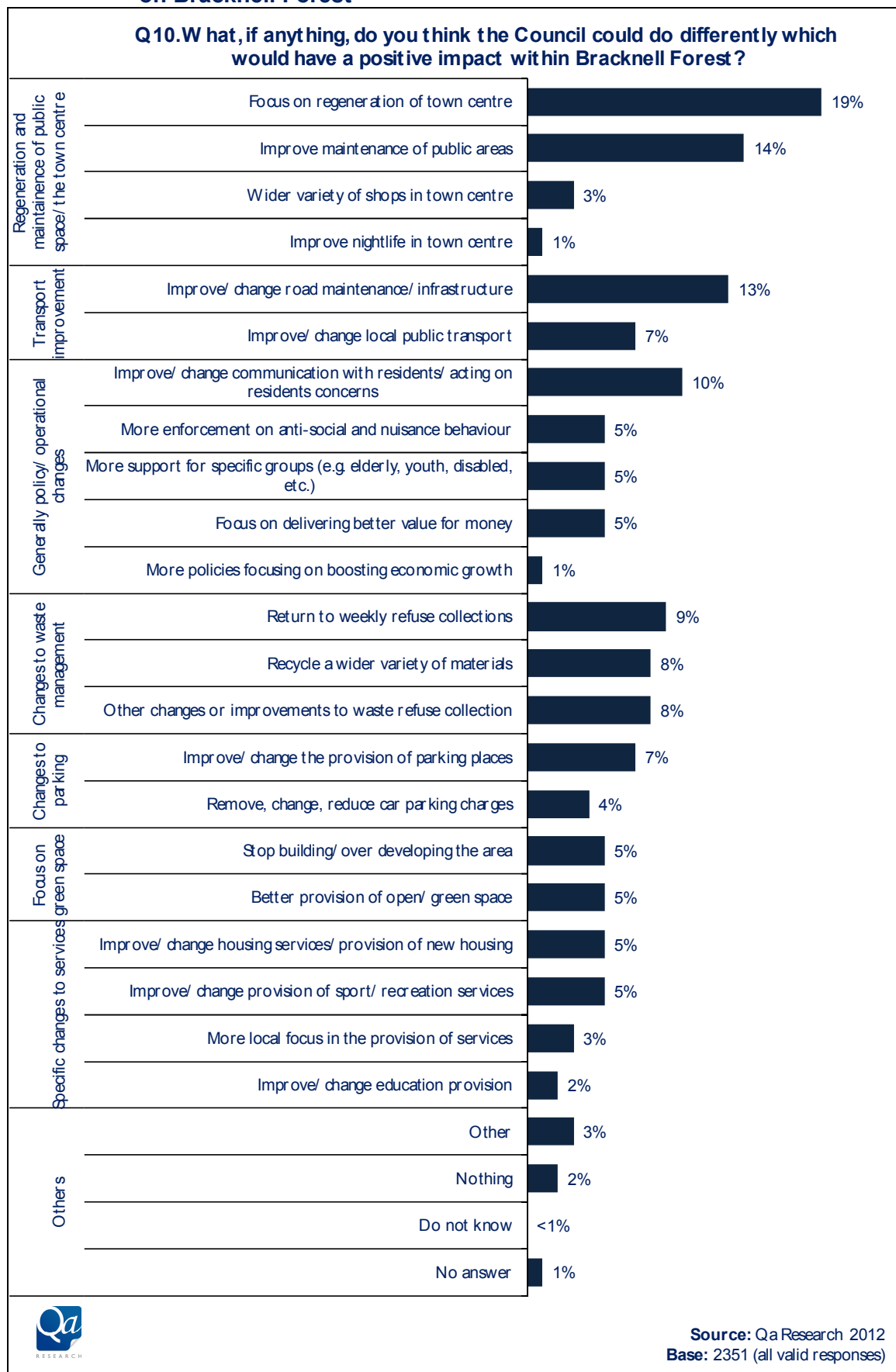
included a greater number of responses from younger respondents. However, the difference between older and younger respondents is not enough to account for the size of this increase, suggesting the trend is still significantly positive over the previous 4 years.

Given the difference by ages and the association between age and religion, it is perhaps unsurprising to note that religious respondents were more likely to agree the Council is providing value for money than non-religious respondents (56% to 47%).

4.5.3 Suggestions for improving the Council

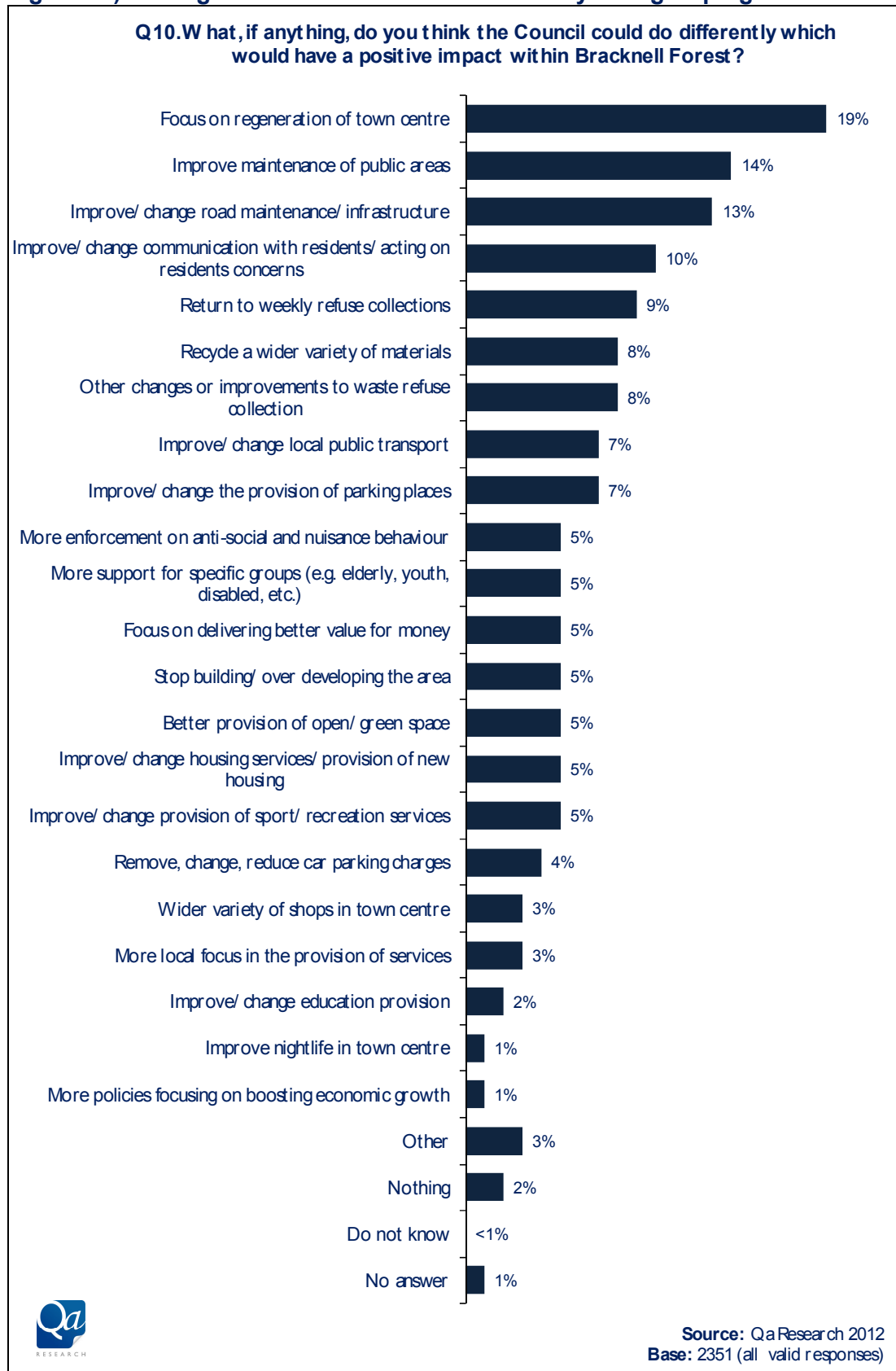
The final part of this sub-section looks at respondents suggestions on things the Council can do differently to have a positive impact within Bracknell Forest. The question was open, with responses later being coded into similar categories. The following chart highlights the results. Similar categories have been grouped together to aid interpretation.

Figure 30). Things the Council could do differently which would positively impact on Bracknell Forest



The following chart displays similar information, however the grouping of similar improvements areas has been removed:

Figure 31). Things the Council could do differently with groupings removed



Just under half (43%) of all those taking part in the survey responded to this question. The single issue mentioned most frequently by respondents was the need to focus on the regeneration of the town centre, mentioned by around a fifth (19%) of the individuals responding to this question. Many respondents indicated how they had been waiting for a long time to see the town centre improved, and were disappointed that it still appears 'run-down':

'Get on with the Town Centre redevelopment. Take all steps possible, financial as well as presentational; to attract companies to fill the many empty office blocks.'

'Redevelop & invest in the town centre. It's run down & the choice of shops is terrible. I would rather drive to Wokingham, Camberley or Reading, even if I only had a few things to get. Bracknell has the worst town centre in a very wide area & it's about time the council did something about it.'

Related to this, 14% of respondents indicated they would like to see more general improvements to the maintenance of public areas. Many of these suggestions related to specific areas within the Borough:

'Trim the grass, hedgerows, and trees around the estates and roads. Generally tidy the footpaths and walkways of rubbish graffiti etc.'

'Clean up the litter in Crowthorne. There are cans, bottles and food cartons etc all along pathways and nothing is done about it.'

Changes to waste management were also frequently mentioned, with around a quarter (25%) of the responses to this question relating to improving the frequency (9%), variety (8%) or other general improvements (8%) to the waste and recycling service.

'Return the bin collections to weekly and stop trying to charge us for the brown bins that we have already paid for and that you said we would not have to pay for again.'

'More help for pensioners to recycle larger items who do not have own transport.'

'More recycling, eg. Glass collection, FREE green waste.'

Comments relating to transport were mentioned by a fifth (20%) of respondents, with 13% of respondents mentioning the need to focus on road maintenance, and 7% mentioning improvements to the public transport provision within the Borough.

'Gritting of roads (or lack of) is an issue! Better planning and coordination of road works (what a nightmare summer we've had - and it's only been a couple of months since a lane was closed on Berkshire way s/b at the Twin Bridges roundabout - and now they're already back again.'

'Consider fining utilities companies wanting to perform road works on newly [surfaced] roads - better co-ordination needed.'

'Carefully plan works that need [the] digging [of] main roads. It is not uncommon to have such works carried out in a month or two after a complete street resurfacing.'

'More cycle paths/lanes please.'

'[Need] Integrated Public Transport, to reduce a 2 hours trip to the City of London to arrive in office before 07:30 without travelling the night before.'

'Provide better public transport - our nearest bus stop is approx 20-30min walk from our home. It's more convenient just to use the car.'

'Make it possible to use the usual bus tickets on all Bracknell bus services rather than having to pay extra for certain routes because they are run by different bus company.'

'Better co-ordinated bus services. Unless you want to go into Bracknell town centre it's hopeless.'

Related to issues with transport, but also relating to improving the local economy and improvement with the town centre, a number of respondents mentioned the need to improve parking in the Borough (11%). More specifically, 7% mentioned improving the availability and provision of parking spaces, and preventing people parking where they shouldn't, with 4% mentioning the need to reduce the cost of parking. Removing the car parking charges at the 'Lookout' was mentioned by many respondents.

'No parking fees for look out.'

'Support local residents more in planning and annoyances like commuter parking, "White Van" parking in residential streets.'

'Regulate roadside parking, particularly close to junctions.'

'Keep grass areas free of parking vehicles - these result in eye sore of mud instead of grassed areas.'

'Improve parking - create more spaces as not enough parking for residents let alone other people i.e. football days, making parking impossible and driving dangerous. Also obstruction to garages where people use garage block to park due to lack of spaces.'

The need to improve mechanisms for communicating with residents, provide residents with information and act on their concerns was mentioned by 10% of respondents, and a number of specific suggestions were made on how the Council could go about doing this:

'When you write or email Bracknell Forest Council, it would be nice to have a response from them. Currently Bracknell Forest has not answered any letters (sent recorded delivery and signed for as delivered) nor any of my emails.'

'Provide more regular updates on initiatives etc. that have the potential to impact residents, both in positive and negative ways. We only seem to get updates from our own town council.'

'When wanting to do things like street repairs or new building work, I think they should have resident meetings to discuss the proposed work, so that residents can also have their say about whether it'll affect their well-being and the local communities in that area.'

Other suggestions mainly concerned developments to specific Council-provided services and concerns about over-development in the Borough.

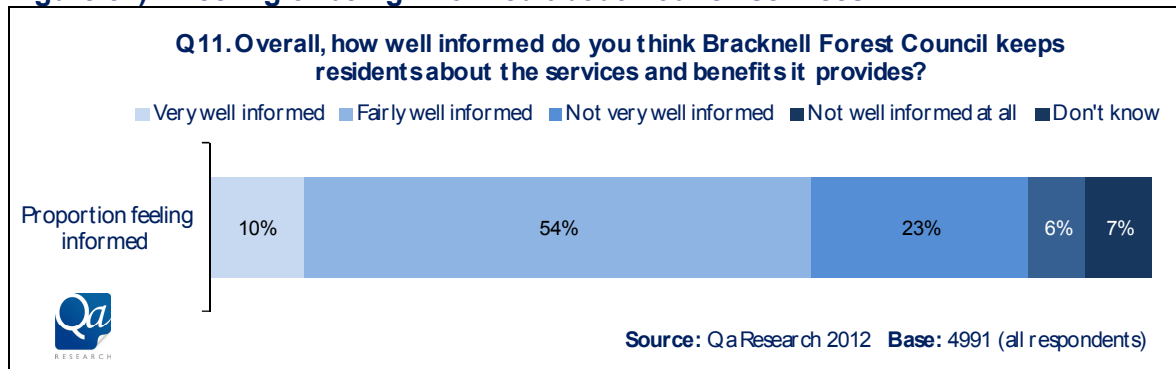
4.6 Communication with the Council

In the final section the mechanisms which residents use to communicate with the Council are explored, alongside individual preferences for communication with the Council. Individuals also indicate the extent to which they are communicating with their local Parish or Town Council.

4.6.1 Feelings of being informed about Council services

Residents were asked to indicate the extent to which they felt informed about the Council and the services and benefits it provides. The following chart demonstrates the results.

Figure 32). Feeling of being informed about Council services



Just under two-thirds (64%) of respondents felt at least 'fairly well informed' by the Council with regards to the services and benefits being provided, with under a third (29%) indicating they felt 'not very well informed' (23%) or 'not well informed at all' (6%).

In the 2008/09 Place Survey 39% of respondents felt at least 'fairly well informed' about local public services. Although the wording to the question has changed, alongside the question ordering, clearly there has been improvement in this area. Indeed, excluding 'don't know' responses from the most recent survey, indicates that 69% of respondents felt at least 'fairly well informed' about the services and benefits provided by Bracknell Forest Council.

Respondents who felt they were well informed about Council services were significantly more likely to agree that they could influence decisions in their local area (39% of those who felt informed agreed that they could influence decisions compared to 14% among those who did not feel well informed).

Informed respondents were also more likely than non-informed respondents to be satisfied with the way the Council is running things (74% to 34%) and that the Council provides value for money (66% to 28%).

Demographic differences

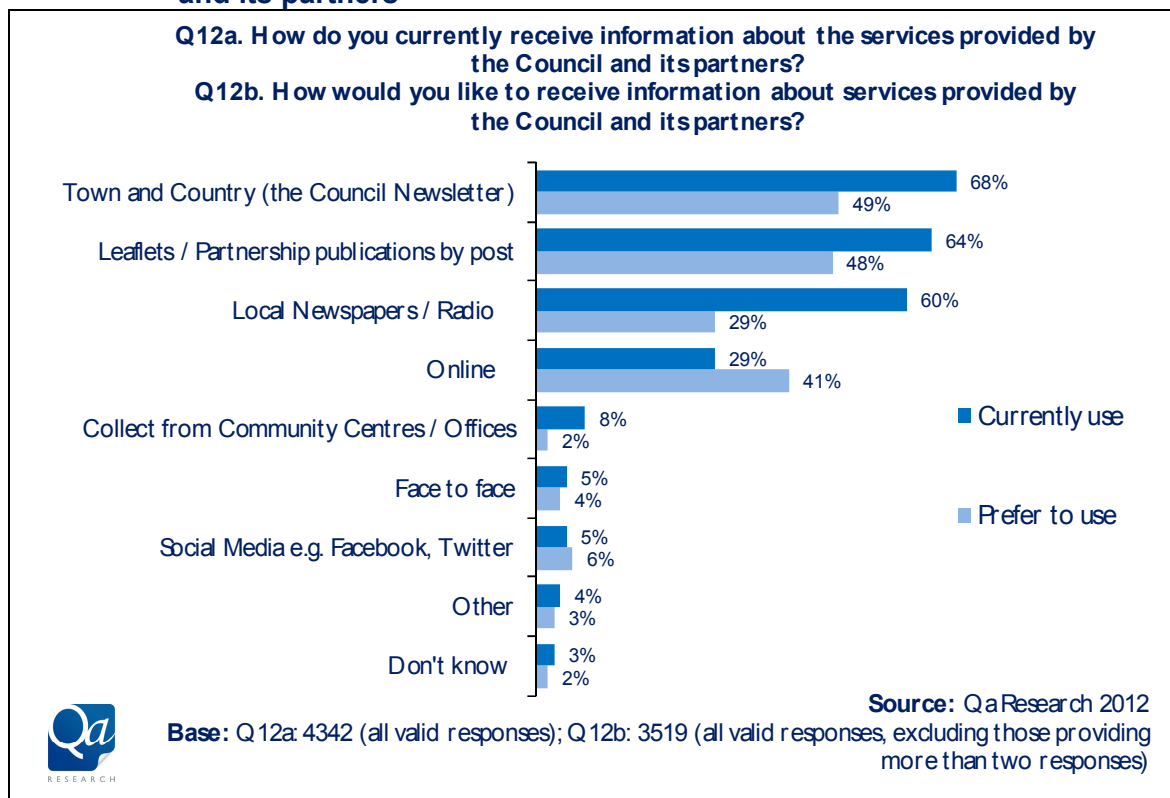
Younger respondents (those under the age of 35) were significantly more likely to feel 'not very well informed' or 'not at all informed' than respondents aged 35+ (37% to 27%).

There was little other difference by demographic groupings.

4.6.2 Methods for receiving information and preference for receiving information

The following chart indicates those communication mechanisms that residents use to find out information about the Council and its partners. Residents also indicated their preferences regarding these information sources. Residents were asked to select all the communication sources they used, and select their top two preferred ways of accessing information.

Figure 33). Methods used and preferred for accessing information on the Council and its partners



The most commonly used mechanisms for accessing information on the Council and its partners were the Town and County newsletter (68%), leaflets and partnership publications through the post (64%) and local newspapers and radio (60%).

While online was the fourth most common mechanism for accessing information, mentioned by around a third of respondents (29%), it was the third most preferred method of accessing information (mentioned by 41%), and while not as popular as the Council newsletter and leaflets and publications through the post, the method was preferred over local media such as newspapers and radio.

Demographic differences

Females had a tendency to be using a greater number of communication channels than males (an average of 2.52 to 2.48). While this difference was small, it was significant.

Females were more likely than males to be using social media (6% to 4%), local newspapers and radio (63% to 56%) and information from community centres and offices (9% to 7%). Males were more likely to be using online information sources (31% to 28%). The difference in preferences between the two sexes were similar, with online preferred

by males (44% to 40%) and social media (7% to 5%) and local newspapers and radio (35% to 28%) preferred by females.

White residents were more likely than BME residents to rely on local newspapers and radio (60% to 58%), and Town and Country (70% to 49%). BME residents were more likely to rely on social media (10% to 5%), this is likely down to the fact that BME respondents were more likely to belong to lower age groups than white respondents.

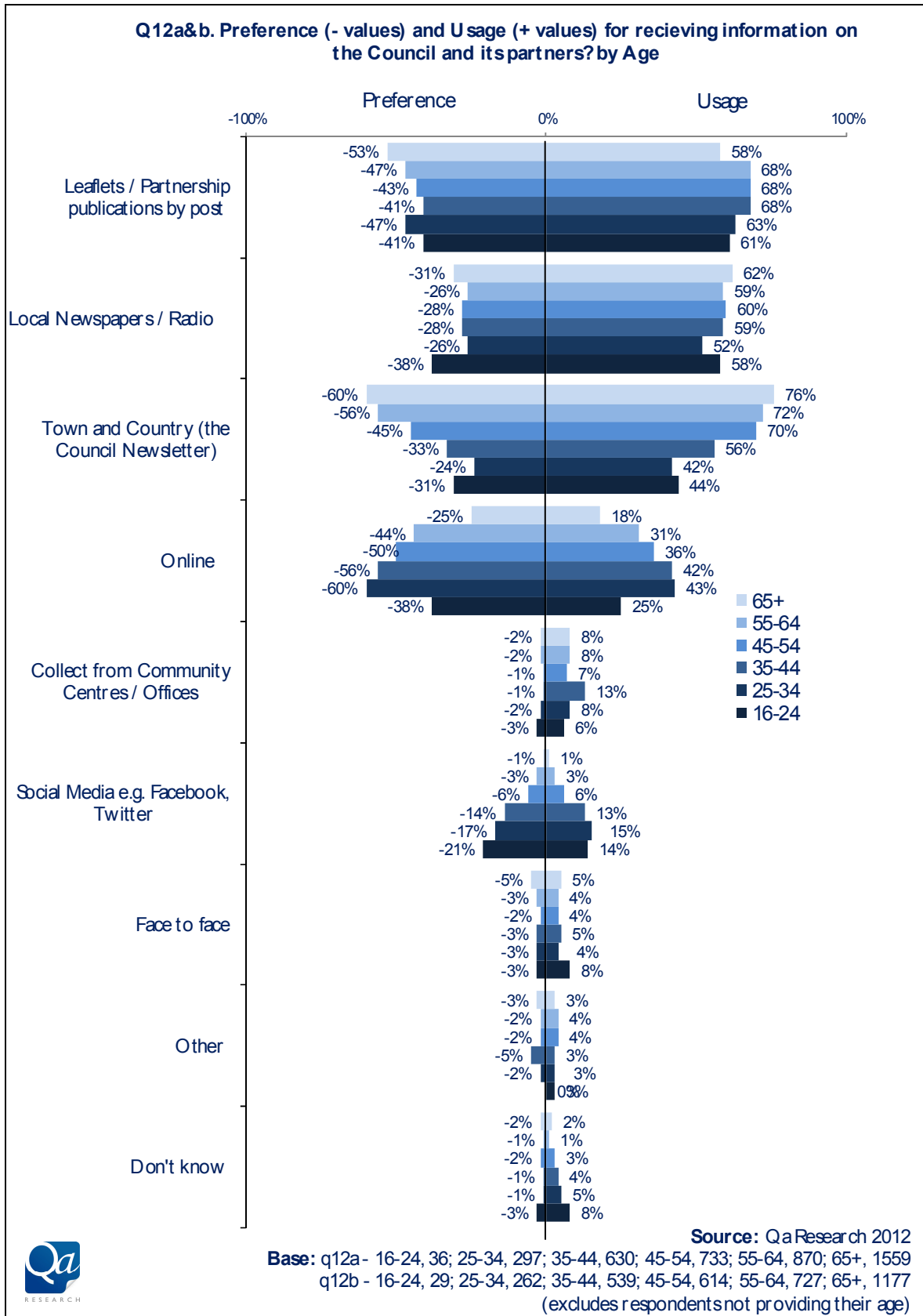
As the chart on the following page demonstrates, there were some significant differences in use of information sources and preference for information sources by age. The negative values represent each age group's preference for the given information source, with the positive values representing the current use of these information sources by age group.

The biggest difference between the age groups had a tendency to relate to new media. As respondents' age decreases so does their preference for accessing information online and via social media. For instance, around a fifth (17%) of those aged 25-34 indicated a preference for using social media, compared to just 1 % of respondents aged 65+. Around two thirds (61%) of those aged 25-34 indicated they would prefer to use online information sources compared to a quarter (25%) of respondents aged 65+.

Among older respondents there was a greater reliance on Town and Country. Among respondents aged 65+, three quarters (75%) relied upon the newsletter as a source of information. This compared to 42% of those aged under 35.

The differences by age groups also appear to be having an influence on the differences between religious and non-religious respondents, with religious respondents significantly less likely than non-religious respondents to be reliant upon online (27% to 39%) and social media (5% to 7%) as a source of information on the Council and its partners.

Figure 34). Preference and use for receiving information about the Council and its partners by age

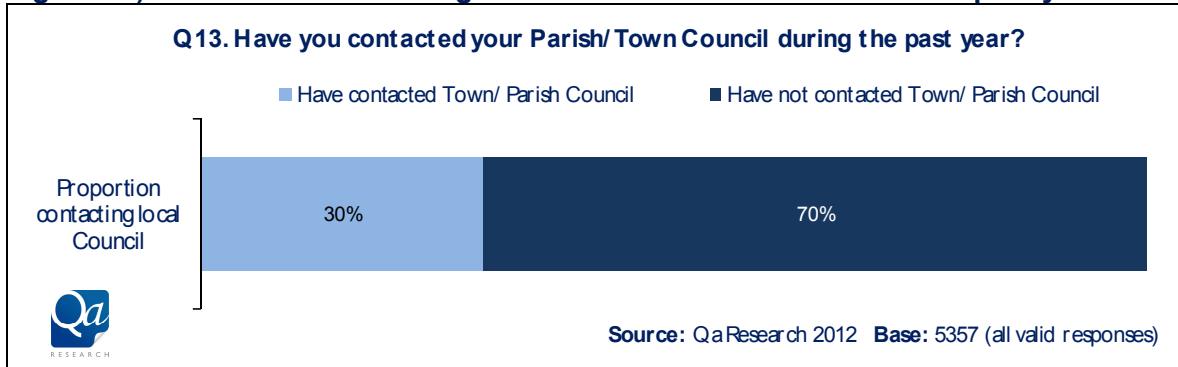


4.6.3 Contact with and awareness of the services provided by Town and Parish Councils

The final subsection concerns respondents contact with their Town and Parish Council along with their awareness of the services they provide locally.

The following chart demonstrates the proportion of respondents who have contacted their Town or Parish Council in the past 12 months.

Figure 35). Residents contacting their Parish/Town Council over the past year



A minority (30%) of respondents had contacted their Parish or Town Council in the past 12 months. However, this was an increase on the 2009 residents' survey where just under a quarter (23%) of respondents indicated they had done so.

Demographic differences

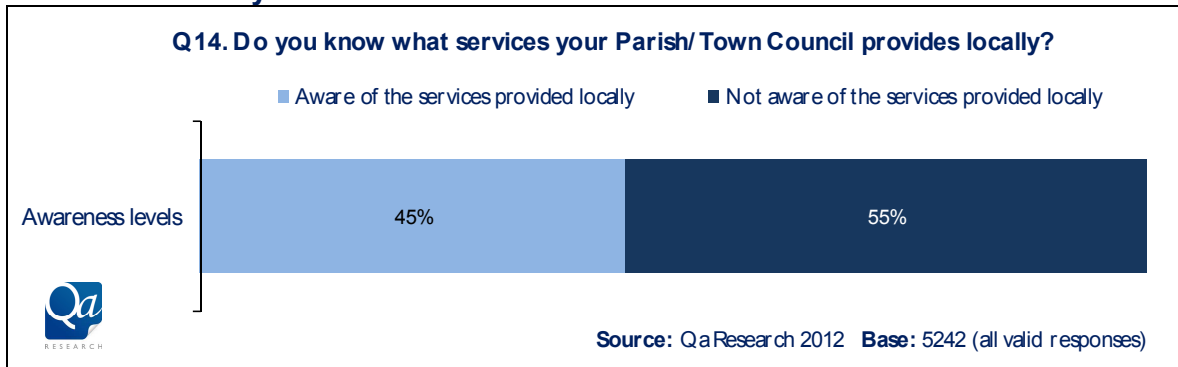
There were no differences in likelihood of contacting the Town or Parish Councils by gender or religious group.

Respondents age 65+ and 35-44 were those most likely to have contacted their local Parish/ Town Council over the past year (32% respectively), with respondents aged 16-24 those least likely to contact the Town/ Parish Council (24%).

BME respondents were more likely to have contacted their Parish/ Town Council over the past year than white respondents (39% to 30%).

Respondents were also asked to indicate whether they were aware of the services being provided by their Town or Parish Council locally. The following chart highlights the results.

Figure 36). Understanding of the services provided by Parish/Town Councils locally



Just under half (45%) of all respondents were aware of the services provided by their Town or Parish Council locally.

Respondents dissatisfied with the way that the Borough Council runs things were more likely to have contacted their local Parish/Town Council than satisfied respondents (41% to 29%), suggesting that these respondents have possibly attempted to contact the Town/Parish Council regarding an issue that has been troubling them. Although further research would be required to verify this, if this is the case then it may be indicating the possibility of a negative experience with the Parish/Town Council leading to a negative perception of the Borough Council overall. Indeed, those dissatisfied with the Borough Council were also less likely to know the services that their Parish/Town Council provides locally (41% to 50%), suggesting that these respondents are less well aware of the differentiation between the two administrative levels in their area.

Demographic differences

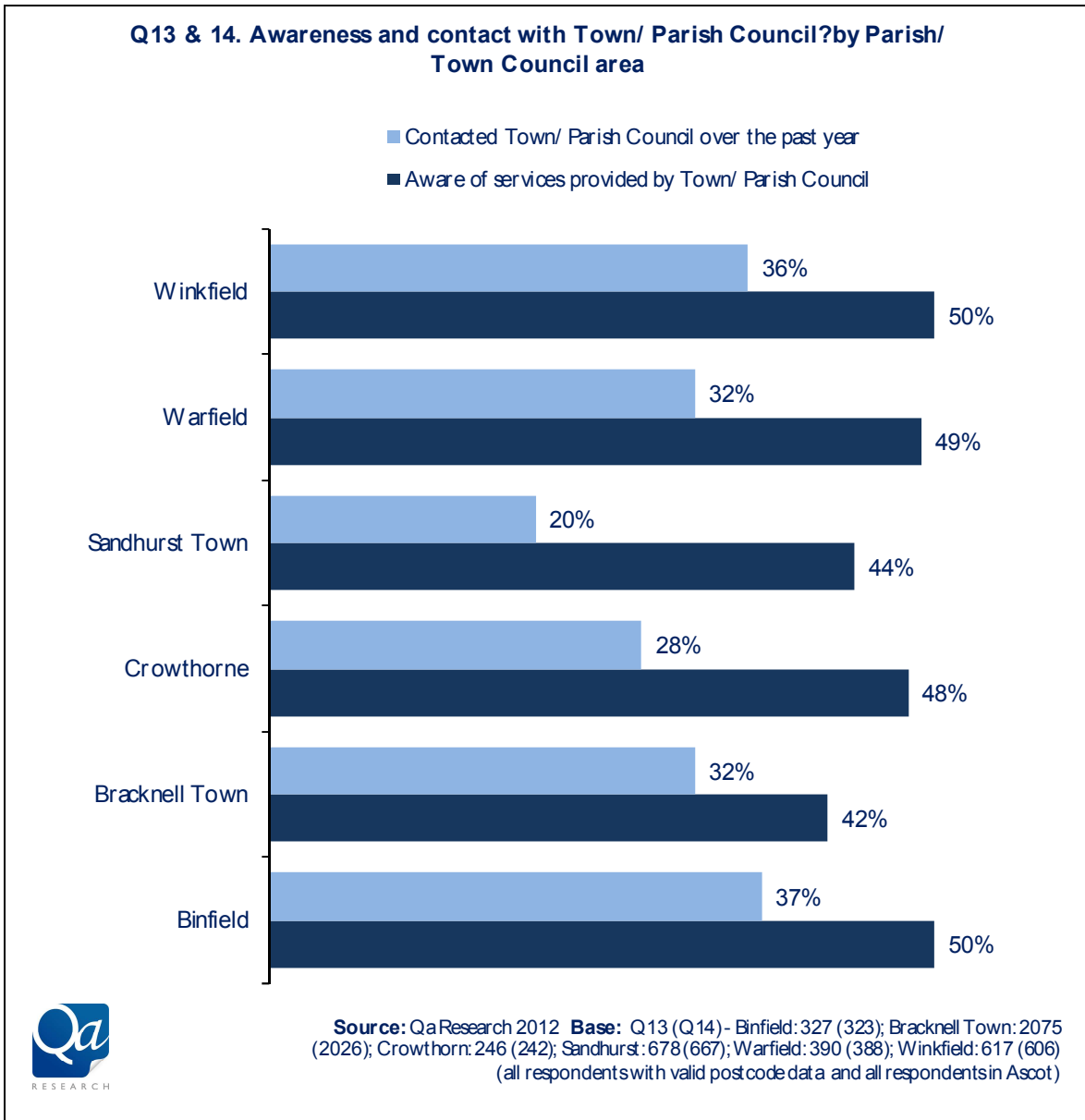
There were a number of demographic differences in response to this question. Males were more likely than females to indicate that they were aware of the services provided locally by their Parish/Town Council (47% to 43%).

The oldest respondents (aged 65+) were also significantly more likely to be aware of the services provided locally than respondents aged under 65 (52% to 41%).

There was a difference between religious (41% aware of services provided by Parish/Town Council) and non-religious respondents (47% aware).

The following chart demonstrates the proportion of respondents aware of the services provided by their Parish/Town Council by Parish/Town Council areas, in addition to the proportion who have contacted their Parish/Town Council over the past year.

Figure 37). Awareness and contact with Town/Parish Councils by Parish/Town Council area



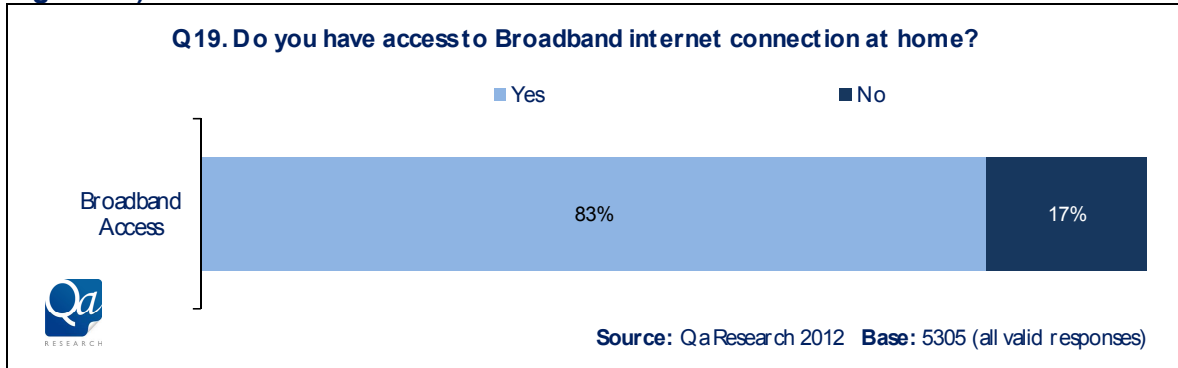
Residents of the Sandhurst Town Council area were significantly less likely to have contacted their Parish/Town Council over the past year compared to residents from all other Parish/Town Council areas (20%). Residents of the Binfield area were those most likely to have contacted their Parish/Town Council in the past 12 months (37%).

Residents of the Bracknell Town Council area were significantly less likely than residents of the Binfield, Warfield and Winkfield Parish/Town Council areas to be aware of the services provided by their Parish/Town Council (42% compared to 50%, 49% and 50% respectively).

4.6.4 Residents' access to home broadband

Toward the end of the questionnaire residents were asked to indicate whether they had access to a broadband internet connection at their home. The following chart demonstrates the overall results:

Figure 38). Access to home broadband internet connection



The majority of residents indicated they had a broadband internet connection at home (83%), just under a fifth (17%) of residents indicated they had no home broadband internet connection.

Demographic differences

There was little difference between genders in terms of broadband access. Given that this questions related to household broadband access, this was perhaps unsurprising.

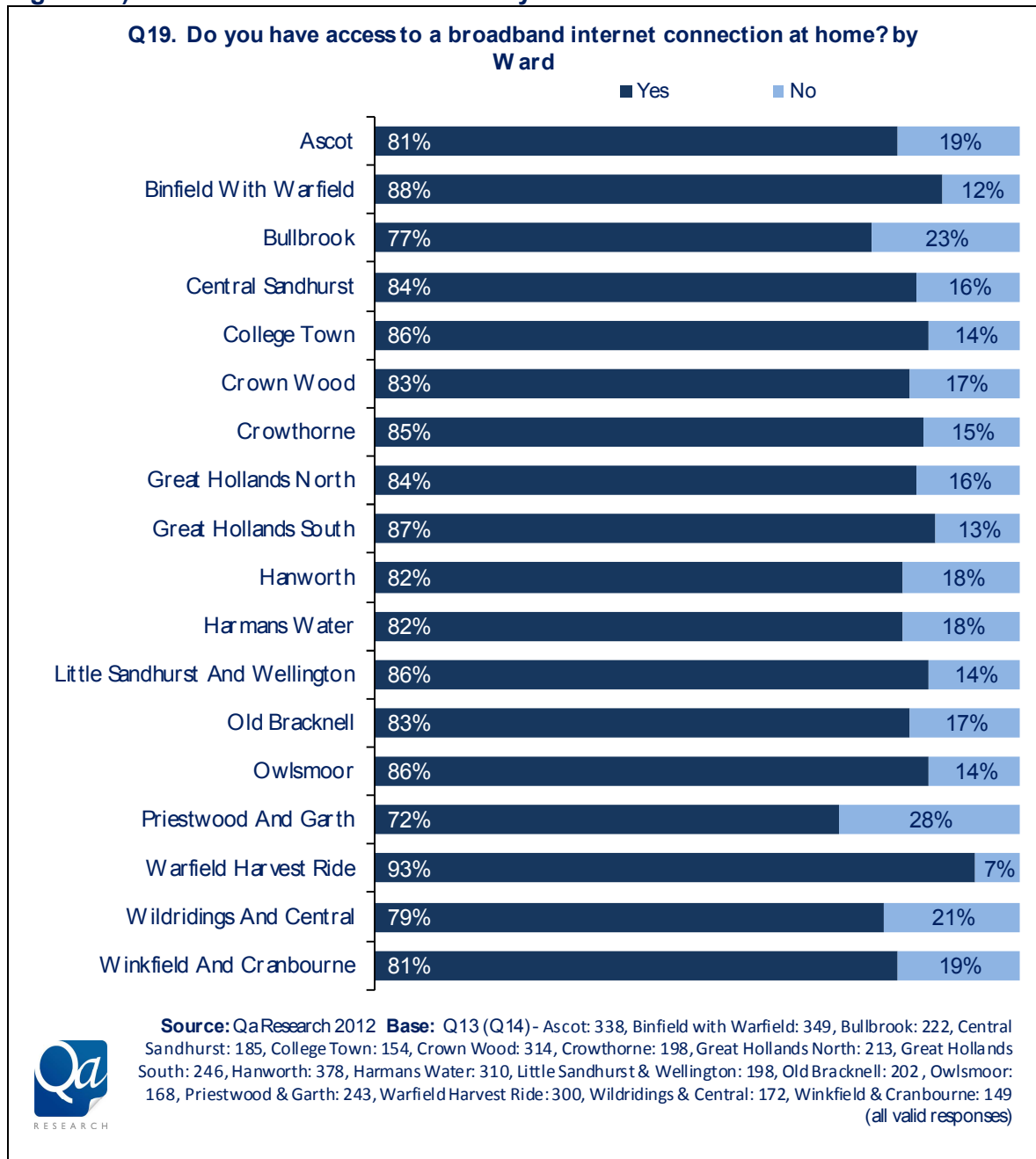
However, the age of the respondent did appear to be significantly related to the likelihood of whether a home had home broadband connection. Among the oldest residents (aged 65+) over a third were without an broadband connection (35%), this compared to just 6% among those residents aged under 65.

Residents from black and minority ethnic groups were more likely than white residents to have a home broadband connection (91% to 83%), however this result was most likely due to the higher proportion of elderly white residents participating in the survey.

Similarly, residents who indicated they belonged to a religious group were less likely to have a home broadband connection than those who were not religious (81% to 89%). Again, this was likely due to the differing age profiles between religious and non-religious respondents.

The following chart demonstrates the difference in home broadband access between the various wards in Bracknell Forest.

Figure 39). Access to home broadband by ward



Broadband access was reasonably well spread between the various wards. Residents of Bullbrook, and Priestwood and Garth were those significantly less likely to have home broadband internet access (23% and 28% respectively were without home access), whereas residents in Warfield Harvest Ride were those most likely to have home broadband access (93% had access).

5. Conclusions

Conclusion 1: Positive changes in residents' perceptions of the Council over the past few years

Although care needs to be taken when interpreting changes in residents' perceptions of the Council over the past 4/5 years, due to differences in the survey order and methodologies used, it nevertheless appears there have been positive changes among residents in their perception of the Council. In areas such as overall satisfaction with the Council, perceptions of the value for money offered by the Council, feelings of being informed of Council services and being able to influence decisions in the local area there were significant, positive, increases.

Conclusion 2: Some positive changes in perceptions of respondents' local area

There was a slight increase in the number of residents satisfied with their local area compared to 4 years ago; however this is likely to be attributable to the higher proportion of older respondents participating in the most recent iteration of the resident survey, as older residents generally demonstrated higher satisfaction ratings than younger residents. Regardless of this, it is still the case that the vast majority of respondents are satisfied with their local area as a place to live. Factors such as parks and open spaces, access to nature and the low level of crime were particularly important in contributing to the feeling that Bracknell is a positive place to live. Life stage and individual need has a significant effect on what residents consider to be the best features of the borough. For example, older residents view health services and public transport as the best aspects, two areas that older residents typically require. This can be taken to indicate that the needs of these residents are being met, and is subsequently a positive finding.

Conclusion 3: Positive increases in community cohesion in the local area

The majority of respondents agreed that people in the area from different backgrounds get on well together. While changes in the phrasing of this question have made it difficult to make longitudinal comparisons in responses to this question, the proportions who feel that people get on well together appears to have remained relatively static. Considering there has been a large increase in the numbers of individuals from black and minority ethnic groups within the Borough over the past 10 years, this is a positive finding. There was certainly a positive decrease in the proportion of respondents who felt that people not treating each other with respect and consideration in their area was a problem.

Conclusion 4: Strong feelings among respondents on the areas in need of improvement

Despite these positive changes in residents' perceptions over the past few years, there were still a number of areas that respondents felt the Council needed to focus on. The regeneration of the town centre was seen as a priority for many residents, and it is considered that this is something the Council has needed to focus on for a number of years. Many of the suggestions of things that can be improved related to services that had recently been changed, such as the introduction of parking charges at the Lookout and the move away from weekly recycling collections. When changing the way services are delivered it is important to explain to respondents the reasons for making changes and any benefits that changes will have for residents.

Conclusion 5: Well informed residents, able to influence local decision are more likely to hold positive views of the Council

Related to the previous conclusion, the importance of effective community engagement, ensuring that residents feel able to influence decisions in their local area, and that residents feel informed of the services provided by the Council and its partners, was highlighted by the association between feelings of being informed and satisfaction with the Council overall. While feelings of being informed have increased over the past few years, there is still room for improvement. Suggestions for improving communication with residents included ensuring that emails and letters from residents are responded to and letting residents know where they can access regular updates on initiatives and service changes that have the potential to impact residents.

Conclusion 6: Potential to promote online sources of information on Council services and partner services

Positively the information sources being used by residents tended to match residents preferences for the information sources on offer. However, it did appear that there is scope to increase or encourage greater use of online sources of information, particularly among younger respondents. Online information provision was the one area where preference for usage tended to outstrip the proportion of respondents utilising the information source.

Conclusion 7: Dissatisfaction with individual services is associated with overall dissatisfaction with the Council

Unsurprisingly, respondents dissatisfied with a greater number of individual Council services were more likely to be dissatisfied with the Council overall. However, further analysis demonstrated how dissatisfaction with the Council overall tended to spike if residents were dissatisfied with more than 2 specific services. Keeping dissatisfaction with individual services down to a minimum should improve satisfaction levels with the Council overall.

Conclusion 8: Future consultation needs to explore mechanisms for encouraging participation by BME residents

As demonstrated by the most recent census, the proportion of BME respondents has approximately doubled within Bracknell over the past 10 years; however the proportion of respondents participating in the resident survey has remained relatively static over the past 3 resident surveys. Future consultation may wish to explore mechanisms for promoting the survey more widely to BME residents. Community groups and organisations may provide one route through which future surveys can be promoted to this demographic.

Conclusion 9: Awareness of the services provided by Town/ Parish Councils could be improved

Over half of all respondents were unaware of the services provided by their local Town or Parish Council. Increasing awareness could have a positive effect on overall satisfaction levels. Findings imply that the residents aware of the services provided by their Town or Parish Council were more likely to be satisfied with the Borough Council overall. There was also an association between overall dissatisfaction with the Borough Council and increased contact with the Town or Parish Council. It may be that residents are more likely to contact the Town/ Parish Council regarding an issue that has been troubling them. If this is the case it would indicate that residents attribute negative experiences with their Town or Parish Council with Bracknell Forest Council, or that dissatisfaction with the

Borough Council overall has led respondents to contact their Town or Parish Council to voice their opinion or seek a solution. Residents unaware of the services provided by Town/ Parish Councils may be more likely to attribute service failings in these areas to Bracknell Forest Council or vice versa. However, further research would be required to verify this assumption.

6. Appendix

The Ascot booster version contained identical questions to those shown below, excepting the omission of the eligibility for Waitrose Vouchers.

Annex One - Bracknell Forest Residents Survey 2012

This questionnaire is designed to help Bracknell Forest Council and its partners understand the attitudes of local residents towards their local area and residents' priorities for public services. It is important that as many households as possible take part in the survey to help us towards an overall informed view. By returning the survey and giving your contact details and postcode, you will automatically be entered into a **free prize draw** to win £250 of Waitrose vouchers. Please tick this box if you **do not** wish to be entered into the draw . The closing date for entries will be **7th December 2012**. Please see www.bracknell-forest.gov.uk/consultations or call 01344 352000 for the terms and conditions. Once you have completed the questionnaire please post it to the freepost address overleaf. **To fill in this questionnaire online please go to: www.bracknell-forest.gov.uk/consultations**

Section 1: Your Local Area

This section asks for your views on what it's like in your local area. Please consider your 'local area' to be the area within 15-20 minutes walking distance from your home.

1. Overall, how satisfied or dissatisfied are you with your local area as a place to live?

(Please one only)

Very satisfied	Fairly satisfied	Neither satisfied nor dissatisfied	Fairly dissatisfied	Very dissatisfied	Don't know
Q 1	Q 2	Q 3	Q 4	Q 5	Q 6

2. Do you agree or disagree that you can influence decisions affecting your local area?

(Please one only)

Definitely agree	Tend to agree	Tend to disagree	Definitely disagree	Don't know
Q 1	Q 2	Q 3	Q 4	Q 5

3. To what extent do you agree or disagree that your local area is a place where people from different backgrounds get on well together? By getting on well together, we mean living alongside each other with respect. (Please one only)

Definitely agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Definitely disagree	Too few people in the area	All the same ethnic background	Don't know
Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8

4. In your local area, how much of a problem do you think there is with people not treating each other with respect and consideration? (Please one only)

A very big problem	A fairly big problem	Not a very big problem	Not a problem at all	Don't know
Q 1	Q 2	Q 3	Q 4	Q 5

Section 2: Your Council

5. What three things do you like best about living in the Borough? (Please up to three boxes)

Access to nature	Q 1	Facilities for young children	Q 8
Activities for teenagers	Q 2	Health services	Q 9
Affordable decent housing	Q 3	The low level of crime	Q 10
Community activities	Q 4	Parks and open spaces	Q 11
Cultural facilities (e.g. cinema, South Hill Park)	Q 5	Public Transport	Q 12
Education provision	Q 6	Sports and leisure facilities	Q 13
Care for older people	Q 7		
Other (and write in below)			Q 14
.....			
Don't know			Q 15

Your local area receives services from Bracknell Forest Council who are responsible for a range of functions and activities such as refuse collection, street cleaning, planning, schools, social care services and road maintenance.

6. On average, how often would you say that you or members of your immediate family used the following services that are provided by the Council? (Please one only for each row)

	Daily	Weekly	Monthly	Once every few months	About once a year	Less frequently	Never
a) Refuse collection / Recycling	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7
b) Local tips/Household waste recycling centres	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7
c) Local bus services	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7
d) Sport/leisure facilities	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7
e) Libraries	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7
f) Parks and open spaces	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7
g) Schools	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7
h) Childcare services	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7
i) Arts facilities	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7
j) Youth services	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7
k) Community centres	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7
l) Social care services	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7
m) Planning	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7

7. How satisfied or dissatisfied are you with each of the following services provided or supported by Bracknell Forest Council? (Please one only for each row)

	Very satisfied	Fairly satisfied	Neither satisfied nor dissatisfied	Fairly dissatisfied	Very dissatisfied	Don't know
a) Planning	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6
b) Refuse collection	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6
c) Doorstep recycling	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6
d) Local tips/Household waste recycling centres	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6
e) Local transport information	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6
f) Local bus services	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6
g) Sport/leisure facilities	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6
h) Libraries	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6
i) Parks and open spaces	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6
j) Schools	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6
k) Childcare services	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6
l) Arts facilities	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6
m) Youth services	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6
n) Community centres	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6
o) Social care services	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6
p) Road maintenance	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6
q) Keeping public land clear of litter and refuse	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6

8. In considering the next question, please think about the range of services Bracknell Forest Council provides to the community as a whole, as well as the services your household uses. It does not matter if you do not know all of the services Bracknell Forest Council provides to the community. We would like your general opinion.

To what extent do you agree or disagree that Bracknell Forest Council provides value for money? (Please one only)

Strongly agree	Tend to agree	Neither agree or disagree	Tend to disagree	Strongly disagree	Don't know
Q 1	Q 2	Q 3	Q 4	Q 5	Q 6

9. Overall, how satisfied or dissatisfied are you with the way Bracknell Forest Council runs things?
(Please one only)

Very satisfied	Fairly satisfied	Neither satisfied nor dissatisfied	Fairly dissatisfied	Very dissatisfied	Don't know
Q 1	Q 2	Q 3	Q 4	Q 5	Q 6

10. What, if anything, do you think the Council could do differently which would have a positive impact within Bracknell Forest? (Please write your comments in the space provided)

Section 3: Receiving information and being kept informed

11. Overall, how well informed do you think Bracknell Forest Council keeps residents about the services and benefits it provides? By benefits, we mean any positive impacts it has on the local area.
(Please one only)

Very well informed	Fairly well informed	Not very well informed	Not well informed at all	Don't know
Q 1	Q 2	Q 3	Q 4	Q 5

12. A) How do you currently receive information about the services provided by the Council and its partners? (Please all that apply); **and B) how would you like to receive information about services provided by the Council and its partners?** (Please your top two preferred methods)

	A) Ways of currently receiving information (all that apply)	B) Preferred method for receiving information (two only)
Online	Q 1	Q 1
Social Media e.g. Facebook, Twitter	Q 2	Q 2
Leaflets / Partnership publications by post	Q 3	Q 3
Local Newspapers / Radio	Q 4	Q 4
Collect from Community Centres / Offices	Q 5	Q 5
Face to face	Q 6	Q 6
Town and Country (the Council Newsletter)	Q 7	Q 7
Other (and write in below)	Q 8	Q 8
.....		
Don't know	Q 9	Q 9

13. Have you contacted your Parish/ Town Council during the past year?
(Please one only)

Yes	No
Q 1	Q 2

14. Do you know what services your Parish/ Town Council provides locally?
(Please one only)

Yes	No
Q 1	Q 2

15. Are there any other comments you would like to make relating to the issues covered in this survey, or about the Council and/ or local services more generally? (Please write your comments in the space provided)

Section 4: Helping Out

We are interested to know about the unpaid help people give.

16. Overall, about how often over the last 12 months have you given unpaid help to any group(s), club(s) or organisation(s)?

Please exclude giving money and anything that was a requirement of your job.
Please only include work that is unpaid and not for your family. (Please one only) (one only)

At least once a week	Q 1
Less than once a week but at least once a month	Q 2
Less often	Q 3
I give unpaid help as an individual only and not through groups(s), club(s) or organisation(s)	Q 4
I have not given any unpaid help at all over the last 12 months	Q 5
Don't know	Q 6

Section 5: About You

Finally, please complete these questions which will help us to see if there are any differences between the views of different residents and help us to tailor and improve our service accordingly. Please be assured that all information will be kept completely confidential. Please note - completing this information is optional. If there are any of the following questions which you would rather not respond to, please leave them blank.

17. Are you?	18. What is your age?	19. Do you have access to Broadband internet connection at home?	20. What is your postcode?
Male Q 1 Female Q 2 years	Yes Q 1 No Q 2

21. If you wish to be entered into the prize draw to win £250 of Waitrose vouchers, please provide your contact details in the space provided

Email addresses
.....
.....

Contact telephone number
.....

22. To which of these groups do you consider you belong? (Please one only)

White		Mixed		Asian or Asian British	
English/Welsh/	Q 1	White & Black	Q 6	Indian	Q 10
Scottish/Northern Irish/British		Caribbean		Pakistani	Q 11
Irish	Q 2	White & Black African	Q 7	Nepali	Q 12
Gypsy/Irish Traveller	Q 3	White & Asian	Q 8	Bangladeshi	Q 13
Showpeople/Circus	Q 4	Any other mixed background	Q 9	Filipino	Q 14
Any other White background (and write in)	Q 5			(and write in)	Chinese
.....	Any other Asian background (and write in)	Q 16
.....
Black or Black British		Arab/Other Ethnic Group			
African	Q 17	Arab	Q 20		
Caribbean		Q 18	Other ethnic group (and write in) Q 21		
Any other Black background (and write in)	Q 19				
.....		

23. How would you describe your religion/ belief (Please one only)

None	Q 1	Muslim	Q 5
Christian (all Christian denominations)	Q 2	Sikh	Q 6
Buddhist	Q 3	Jewish	Q 7
Hindu	Q 4	Other (and write)	Q 8
		

24. How would you describe your sexual orientation (Please one only)

Heterosexual/ straight	Q 1	Bisexual	Q 4
Gay man	Q 2	Prefer not to say	Q 5
Lesbian/ gay women	Q 3		

**Thank you for completing this questionnaire.
Please fold as indicated, seal and post to the freepost address on the front by 7th
December**

**TO: CHILDREN, YOUNG PEOPLE AND LEARNING OVERVIEW & SCRUTINY PANEL
11 SEPTEMBER 2013**

**A POSITIVE APPROACH TO THE ENGAGEMENT OF YOUNG PEOPLE
Director of Children, Young People and Learning**

1 PURPOSE OF REPORT

- 1.1 This report presents A Positive Approach to the Engagement of Young People which is attached.

2 RECOMMENDATION

- 2.1 **That the Panel considers A Positive Approach to the Engagement of Young People.**

3 REASONS FOR RECOMMENDATION

- 3.1 To invite the Panel to consider A Positive Approach to the Engagement of Young People.

4 ALTERNATIVE OPTIONS CONSIDERED

- 4.1 None.

**5 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS / EQUALITIES
IMPACT ASSESSMENT / STRATEGIC RISK MANAGEMENT ISSUES /
CONSULTATION**

- 5.1 Not applicable.

Background Papers

None.

Contact for further information

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TO: EXECUTIVE MEMBER FOR CHILDREN, YOUNG PEOPLE AND LEARNING
DATE: 3 SEPTEMBER 2013

A POSITIVE APPROACH TO THE ENGAGEMENT OF YOUNG PEOPLE
Director of Children, Young People and Learning

1 PURPOSE OF REPORT

- 1.1 To create a more focussed approach to youth engagement across Children, Young People and Learning (CYP&L), and to recommend that this approach is promoted to and adopted across the Council and its partners, supported through CYP&L and the Community Engagement and Equalities Team.

2 RECOMMENDATION

- 2.1 **That the Executive Member agrees the approach to youth engagement in Children Young People and Learning.**
- 2.2 **That the approach is recommended for adoption Council-wide to achieve good quality young people's engagement across all areas of its work.**

3 REASONS FOR RECOMMENDATION

- 3.1 Youth engagement across the Council has been fragmented and happens in an ad-hoc way. There have been some successes in developing joined up approaches across CYP&L that help to highlight the importance of taking account of the voice of children and young people.

4 ALTERNATIVE OPTIONS CONSIDERED

- 4.1 Do nothing. If existing practice were continued there will be some engagement with children and young people, but their voice needs to be heard more clearly to help shape policy development and service provision.

5 SUPPORTING INFORMATION

Background

- 5.1 In 2013 the Bracknell Forest Partnership approved its third Community Engagement Strategy covering the period 2013 -16, bringing together community engagement activities into one overarching strategy for the Borough. The Partnership want to increase the effectiveness and efficiency of community engagement work, through improved communication and increased collaboration to ensure local communities are informed, involved, consulted and enabled to take action within their own communities. The Partnership also wants to make it easier for people to see that their views have made a difference and what has changed as a result.
- 5.2 The strategy and its action plan outline how partners will work together to ensure local communities can take action and participate in whatever way they wish to

influence service delivery, decision making and policy development. Guided by this blueprint, and by working together, we can share resources, expertise, contacts and local community knowledge. The 'Approach' to engaging young people has been developed to compliment and further define the Council's and its partner's approach to engaging with young people. The Approach has adopted the objectives laid out in the Partnership's Community Engagement Strategy.

Developing the 'Approach'

- 5.3 In 2012 the CYP&L Departmental Management Team tasked the Senior Youth Worker (Young People's Engagement) under the Special Projects Programme to carry out an initial review of how and where CYPL services currently receive input on provision from children and young people. The project then explored how current engagement with young people can be improved drawing on best practice nationally and locally. This has led to the development of 'A positive approach to the engagement of young people' (attached as Annex 1).
- 5.4 The aim of this Approach is to increase the effectiveness and efficiency of engagement activity to enable children and young people to influence decision making and empower them to take action to tackle issues that affect them. This will support the Council and its partners to make even better decisions, policies and services, meeting the needs of individuals and communities. The objectives of the work are to:
- Ensure children and young people have an equal opportunity to have their voices heard by increasing the accessibility of consultation and engagement activity.
 - Measure the impact of consultation on service development, commissioning and provision to ensure that it has a genuine influence.
 - Ensure that good quality timely feedback is provided to all those who take part so that they know their views have made a difference.
 - Improve communication between, and increase collaboration by, partners on engagement activity to make best use of limited resources.
 - Increase community engagement skills among the Council and partner's workforces to improve the quality of consultation and engagement activity.
- 5.5 Once this Approach is agreed the project lead will work to implement and improve co-ordination of young people's engagement across CYPL, Council-wide and with our partners. The importance of engagement will be promoted. Relevant staff will be identified and invited to attend training, to be facilitated by young people. Training will address awareness, skills and appropriate methods. Engagement processes, such as online opportunities, linked to the redesign of the Xpresionz website, will be developed where necessary, subject to the availability of sufficient resources and staff skills. An implication will be services needing to plan and implement more substantial engagement with young people. A detailed action plan will be developed to ensure delivery of the Approach.
- 5.6 The Approach was informed by best practice nationally and the views of local children, young people and parents.

6 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS

Borough Solicitor

- 6.1 The contents of this report are noted and no immediate legal issues arise.

Borough Treasurer

- 6.2 The Borough Treasurer is satisfied that no significant financial implications arise at this stage. The development of the detailed action plan will need to take account of the level of available resources.

Head of Community Engagement and Equalities

- 6.3 The Approach and its action plan have great potential to improve engagement with young people in the borough and is a very positive development. The Approach delivers on objective one of the BFP Community Engagement Strategy 2013-16 to ensure all people have an equal opportunity to have their voices heard by increasing the accessibility of consultation and engagement activity, as well as contributing to the achievement of the strategies other objectives. It will be important to ensure that the delivery of the action plan is joined up with the other activity that is going on Council wide to improve our consultation and engagement work.

Equalities Impact Assessment

- 6.4 The Approach aims to achieve the best outcome for any child or young person, taking into account factors of ethnicity, religion, language, culture and disability.
- 6.5 Engagement processes will take account of language, cultural and disability needs.

Strategic Risk Management Issues

- 6.6 i) failing to deliver on and monitor the action plan
ii) failing to join up this activity with other consultation and engagement activity.

This is a document to be implemented Council wide with shared accountability.

7 CONSULTATION

Principal Groups Consulted

- 7.1 This work has been developed with the support of the Bracknell Forest Youth Council, SilSip – Children in Care Council, Early Years and Community Engagement and Equalities Team.

Method of Consultation

- 7.2 Small focus groups of parents, children and young people. Meetings.

Representations Received

- 7.3 The views of consultees have been incorporated in the approach.

Background Papers

British Youth Council, Positive Stories

Department for Education and Skills, Building a Culture of Participation

National Youth Agency, Hear By Right

BFP Community Engagement Strategy 2013-16

Contact for further information

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A positive approach to the engagement of young people

FOREWORD

In 2013 the Bracknell Forest Partnership approved its third Community Engagement Strategy covering the period 2013 -16, bringing together community engagement activities into one overarching strategy for the Borough. The Partnership want to increase the effectiveness and efficiency of community engagement work, through improved communication and increased collaboration to ensure local communities are informed, involved, consulted and enabled to take action within their own communities. The Partnership also wants to make it easier for people to see that their views have made a difference and what has changed as a result.

Engaging with children and young people sits at the heart of the work we deliver in Children, Young People and Learning. Their views and opinions on the services we provide are taken into account to help ensure that young people in Bracknell Forest have the best possible opportunities and can take advantage of good quality services.

The voice of young people in Bracknell Forest already has a good base. This approach will support us all to develop and better coordinate our work to engage young people.

The opportunity for us to work alongside young people, undertake training and learn together will further improve services. In addition we can help young people to thrive, gain new skills and feel part of the community.

We already have a range of ways in which we engage with young people and their families. This approach draws these together to promote and further improve our engagement.

Dr. Gareth Barnard
Executive Member, Children, Young People & Learning

Dr. Janette Karklins
Director, Children, Young People and Learning

INTRODUCTION

Welcome to the Bracknell Forest approach to support our work on the active engagement of young people.

This approach is vitally important to ensure that young people are able to help shape and develop services and delivery in the organisations that adopt it.

I believe youth engagement is a great way to not only communicate but to get valued input into what young people really think, want and need. In order to work together successfully, organisations must understand the importance of youth engagement. By working together there is mutual respect and understanding for all.

This work has been developed with the support of young people. Their views and ideas have helped with the development of the approach and the action plan that sets out objectives and actions to ensure that young people are able to work as partners to shape and improve services locally.

The participation and engagement of young people is important to us and we want to make our engagement meaningful and to build engagement into the core of our work.

We already have some great work going on in Bracknell Forest, but having an approach to active participation and engagement will allow us to move this work from good to great.

My experience of youth engagement has so far been through the Youth Council, and has given me and fellow members the opportunity to communicate and therefore work effectively with the organisations making decisions around services and projects on our behalf. Through this approach I believe more young people will be able to get involved in work in various ways.

So, what are we waiting for, let's get started.

Max Ranger
Member of Youth Parliament
Bracknell Forest Council

AIM AND OBJECTIVES

The approach to engaging young people has been developed to compliment and further define the Council's and its partners' approach to engaging with people, expressed in the Bracknell Forest Partnership's Community Engagement Strategy covering the period 2013 -16. This strategy outlines how partners will work together to ensure local communities can take action and participate in whatever way they wish to influence service delivery, decision making and policy development. Guided by this blueprint, and by working together, we can share resources, expertise, contacts and local community knowledge.

The aim of this approach to engagement is to increase the effectiveness and efficiency of engagement activity and to enable young people to influence decision making and empower them to take action to tackle issues that affect them. This approach will support the Council and its partners to make better decisions and get policy and services to even better meet the needs of individuals and communities.

The approach has adopted the objectives laid out in the Community Engagement Strategy. The objectives identify how we are going to ensure that engagement activity is flexible, targeted and appropriate for the diverse needs of the communities in Bracknell Forest.

We will:

- Ensure young people have an equal opportunity to have their voices heard by increasing the accessibility of consultation and active engagement activity.
- Measure the impact of consultation on service development, commissioning and provision to ensure that it has a genuine influence.
- Ensure that good quality timely feedback is provided to those we consult so that they know how their views have made a difference.
- Improve communication between, and increase collaboration by, partners on engagement activity to make best use of limited resources.
- Increase community engagement skills among the Bracknell Forest Partnership's workforce to improve the quality of consultation and engagement activity with young people.

The work will link with the Bracknell Forest Partnership Community Engagement Protocol and toolkit.

The detailed action plan is available as a separate document.

WHAT DO WE MEAN BY ENGAGEMENT WITH YOUNG PEOPLE?

Not all engagement needs to be the same. Sometimes it could take the shape of giving information or consultation, at other times young people and their families will need involvement on a greater scale.

It is essential to get a consistent definition and a shared understanding of participation by all involved in the implementation of this approach.

What is Participation?

Young people's involvement in individual decisions about their own lives, as well as collective involvement in matters that affect them.

A culture of listening that enables young people to influence decisions about services they receive as individuals on a day to day basis, as well as how those services are developed and delivered for all young people who access them.

It is not an isolated activity, but a process by which young people are enabled to influence change within an organisation.

It is not a hierarchy where the "aim" is to reach the top of the ladder. (See Hart's Ladder Of Participation on the last page.)

Levels of Engagement

Consultation

This can be used when there is a decision to be made where there are a number of choices. Feedback should always be given to participants as part of the process.

Deciding together

When people are involved in deciding the options to choose, but it is the organisation that will act on the decisions.

Acting together

This is when decisions are made in partnership between young people, families, agencies and/or the council. The implementation will normally involve young people.

Supporting independent initiative

When independent groups get help to develop their own ideas.

Feedback is vital at all levels and is often forgotten. To complete the whole process we should make sure we let young people know what happened as a result.

(See Hart's Ladder Of Participation on the last page.)

BENEFITS OF EFFECTIVE ENGAGEMENT

There are a number of reasons for developing good practice and process for engaging young people, ranging from practical considerations in service design to fulfilling statutory duties.

The benefits of involving young people in decision making are highlighted in this section, from the perspectives of the council and partners, communities and young people.

For the Council and partners

Broadens the representation of decision making

Children and young people make up a significant proportion of the community. They can bring unique perspectives and experiences to the table. They also bring innovative ideas and dynamic perspectives about the future. This can help the organisation make better decisions. A wider range of views, opinions and experiences will energise the decision making process.

Helps to improve services for children and young people

Better services can be created if organisations have better understanding of the needs of children and young people and their aspirations.

Improves image

Creating a vibrant child and young people friendly organisation inspires the confidence of young users and enhances the credibility of the organisation for the future.

Help attract young people as volunteers

Involving young people as decision makers shows that the organisations take young people seriously, treat them respectfully and encourages young people to assume a variety of roles.

For communities

Breaks down negative stereotypes about young people and helps to create new respect

In particular young people are able to demonstrate skills and commitment to the local community helping adults to understand that young people are part of the community and have lots to contribute.

Strengthens community bonds and local democracy

Including young people in decision making builds community cohesion. Young people's involvement helps to create stronger communities.

Youth engagement can also help community groups to develop and grow.

Young people are a part of the community, not an add on. Including them more will help them feel a sense of ownership.

For young people

Builds self esteem and confidence

Taking on responsibility, taking lead roles and being treated equally is an important step in a young person's development.

Develops skills

Leadership, problem solving, networking and consensus building are all skills that can grow out of being involved in the decision making process.

Provides experiences relevant to life long learning and employment

Supporting young people with experience to supplement their school lives, build for a career, support CVs and help with university applications are all results from including young people in the decision making process.

Give young people a chance to be creative and use energy in a productive way

Giving young people a place at the table will give them responsibility and help break down stereotypes held by many. We can create an environment where they feel appreciated.

Brings young people together creating friendships

Bringing young people together from different backgrounds can help to break down barriers; it can support new friendships and understanding of other groups in local communities.

FOUNDATIONS

In order to create the best climate for the success of young people's participation and engagement we will need to take a close look at our own organisations.

We may need to change our current practices, this section of the approach helps to identify what groundwork needs to be considered before the process of engaging young people and their families can truly begin.

Points to consider prior to engagement

Review any existing policy and practice

Does the current decision making guidance recognise that young people and, if appropriate, their parents/carers are an important population group to consider?

Be certain that members of your organisation are willing and able to collectively support young people participating in the processes that affect that organisation

The involvement of young people and families will not work unless it has the full support of everyone, particularly those who hold a leadership role.

Build an understanding about the value of listening to the voice of young people away from adult decision makers.

Lay the groundwork carefully to help all parts of your organisation understand the value of giving young people a role as decision makers.

Be prepared to treat young people and their families as equal partners in the decision making process

It is very easy for young people and families to lose interest, become frustrated and disaffected when they feel that the engagement is patronising or tokenistic.

PLANNING

It is vital that the engagement of young people is planned. It should form part of our core work, we should aim to engage these groups as early as possible as meaningful partners.

Plan your approach

Establish a framework for active engagement. Determine what sort of engagement best suits your service i.e. board membership, policy development, programme planning and evaluation. Plan an approach that suits the skills of the people involved.

Training will be an important part of this, for young people and adults alike.

Be clear about the expectations, responsibilities, scope and authority of active engagement and the role that you are inviting young people and, if appropriate, their parents/carers to take on

Organisations need to be very clear on their own needs as well as those of young people; an appropriate level of engagement should be chosen to create the best possibility of success.

Plan so people don't feel isolated

Invite more than one person to participate, they will at least feel more supported that way; remember that young people particularly may need the support of a worker too.

All young people should have an option to be involved

Don't use the same people. It may be easier because some are trained and meet your needs. A wide range of voices need to be heard to ensure that feedback is representative and robust.

When young people are elected or appointed as representatives, ensure that reporting and accountability systems are clear

To get full value from active engagement of young people, organisations must ensure they have clear channels of communication for all involved.

Identify partners who will support your organisation to ensure young people can participate in the active engagement process

There are services whose business is to work with young people - they can be there to help and support your work.

DELIVERY

We need to find a mixture of ways to engage with the many different groups who live in our borough, there is no 'one size fits all' approach.

Working with partners across the council will ensure skills and knowledge can be shared.

Create an environment that is welcoming in both physical and social terms

Ensure the space you are planning to use is not intimidating, that all staff know young people will be involved and that they feel welcomed.

Be clear about expectations

Discussing expectations will ensure that everyone is prepared and well informed about the active engagement process. If needed, provide an overview of the organisation, including some history and the reasons behind active engagement.

Arrange meetings that allow young people to be involved

Daytime meetings can cause barriers for active engagement for many people. Good engagement should not rely on getting young people released from school or parents/carers from their responsibilities.

Location, Location, Location

Meetings don't always have to be around a table at the council's offices - try mixing things up. People are likely to be more happy for you to meet at places where they feel more at home.

Transport

Think about how people will get there. You may need to supply transport.

Refreshments and snacks

Cold drinks and snacks go a long way to ensure active engagement. This is especially the case if meetings are held straight after school hours.

Provide staff support

Most people like to see a friendly face, someone they can run things past and check out their feelings – remember this when planning meetings or other forms of engagement.

SUPPORT

To create a process where young people can feel supported to engage we will need to ensure that we are able to support proper engagement. Some people will require extra support, but their views are vital to our services.

Match young people involved up with mentors

A mentor can be available to provide information and answer questions about the process. They can also support around other issues.

Provide ongoing training and support to young people to develop skills they need to engage in an adult environment

Recognise that there is likely to be a turnover of young people during your process, more so maybe than your adult counterparts.

To ensure that young people have the best opportunity to fully engage, offer training and development courses.

Conduct meetings sensitively

Help overcome possible power imbalances or feelings of intimidation by providing open and respectful leadership in meetings. People must feel part of what is going on and that their active engagement is respected and not merely a token gesture.

Allow for the needs of all participants

Everyone at the meeting will have particular needs, but some need special attention. These include when participants have disabilities, language or cultural needs.

Manage agendas so that they are not too long or unnecessarily complex

Young people like to feel that things are moving forward. They can get frustrated at the time it can take to reach decisions. Streamline the decision making process where possible.

Recognise young people's experience

Young people bring fresh new ideas and new perspectives to the table. They also need time to develop an understanding of the organisation and its constraints.

Evaluate your success in terms of the organisation, the young people, families and the community

Know what is changing as a result of active engagement, get feedback and ensure this is shared and celebrated. Where possible share your success stories locally and, if possible, nationally.

ROGER HART'S LADDER OF PARTICIPATION



RUNG 8 - Youth initiated shared decisions with adults: Youth-led activities, in which decision making is shared between youth and adults working as equal partners.

RUNG 7 - Youth initiated and directed: Youth-led activities with little input from adults.

RUNG 6 - Adult initiated shared decisions with youth: Adult-led activities, in which decision making is shared with youth.

RUNG 5 - Consulted and informed: Adult-led activities, in which youth are consulted and informed about how their input will be used and the outcomes of adult decisions.

RUNG 4 - Assigned, but informed: Adult-led activities, in which youth understand purpose, decision-making process, and have a role.

RUNG 3 - Tokenism: Adult-led activities, in which youth may be consulted with minimal opportunities for feedback.

RUNG 2 - Decoration: Adult-led activities, in which youth understand purpose, but have no input in how they are planned.

RUNG 1 - Manipulation: Adult-led activities, in which youth do as directed without understanding of the purpose for the activities.

Adapted from Hart, R. (1992). Children's Participation from Tokenism to Citizenship. Florence: UNICEF Innocenti Research Centre, as cited in www.freechild.org/ladder.htm

Copies of this document may be obtained in large print, easy read, Braille, on audio tape or in other languages. To obtain a copy in an alternative format, please telephone 01344 352000.

**TO: CHILDREN, YOUNG PEOPLE AND LEARNING OVERVIEW & SCRUTINY PANEL
11 SEPTEMBER 2013**

EXECUTIVE RESPONSE TO THE SCHOOL GOVERNANCE OVERVIEW AND SCRUTINY REPORT

1 PURPOSE OF REPORT

- 1.1 This report introduces the Executive response to the Overview and Scrutiny report of the review of School Governance undertaken by a working group of this Panel.

2 RECOMMENDATION

- 2.1 **That the Panel considers the response of the Executive to the review of School Governance undertaken by one of its working groups.**

3 REASONS FOR RECOMMENDATION

- 3.1 To enable the Panel to consider the attached Executive response to the report of the review of School Governance undertaken by one of its working groups.

4 ALTERNATIVE OPTIONS CONSIDERED

- 4.1 None.

5 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS / EQUALITIES IMPACT ASSESSMENT / STRATEGIC RISK MANAGEMENT ISSUES / CONSULTATION

- 5.1 Not applicable.

Background Papers

Report of the Overview and Scrutiny Review of School Governance, 3 July 2013.

Contact for further information

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Cllr Mrs Gill Birch
Children, Young People and Learning Overview & Scrutiny Panel
Bracknell Forest Council
Easthampstead House
Town Square
Bracknell
RG12 1AQ

Date: 02/09/13

Dear Gill

Response to a report by a Working Group of the Children, Young People and Learning Overview and Scrutiny Panel: School Governance

I am writing with my response to this report and to your letter of 5 July 2013.

The recommendations within the report have been considered carefully by the Children, Young People and Learning Management Team and by me. A response to each recommendation in the report will be considered by the Executive at their meeting on 15 October 2013.

I recognise the hard work that has gone into the production of the report and welcome the report and its findings. I think that the most direct way to respond is by reference to each of the recommendations in the report.

The underlined sections are quotations from the report and use its numbering.

- 6.1 It is recommended to all that every opportunity continues to be taken to recognise and promote the valuable role of school governors, with the aim of ensuring that all schools are good schools and have a full complement of governors committed to the success and wellbeing of the school and its pupils as a means to achieving this status.

Accepted. The Executive Member for Children, Young People and Learning shares the group's view of the valuable role of school governors and fully endorses this recommendation. The Departmental Management Team will explore ways in which all members of the department can contribute to achieving this objective.

PTO

CHILDREN, YOUNG PEOPLE AND LEARNING

Bracknell Forest Council, Time Square, Market Street, Bracknell, Berkshire RG12 1JD
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It is recommended to the Executive Member for Children, Young People and Learning that the following recommendations be made to governing bodies:

- 6.2 Governors be regularly encouraged to concentrate on ensuring safeguarding practices are sound, and challenging the performance achieved by their schools. This should include holding the school to account for any issues preventing an excellent Ofsted rating.

Accepted. The Children, Young People and Learning team will continue to provide opportunities for governors to attend training on safeguarding, e-safety and safer recruitment. Governing bodies are encouraged to nominate a safeguarding/child protection governor with responsibility for ensuring the governing body is aware of current issue, that staff are suitably trained and that any safeguarding issues are appropriately dealt with.

- 6.3 All governing bodies be encouraged to implement succession planning. Related to this, the Council explore with governors the introduction of a school policy on the maximum tenure of chairs of governors. This should recognise the value of continuity and knowledge retention, balanced by the need to introduce fresh thinking and approaches periodically.

Accepted. Whilst the department is supportive of the principle of succession planning, it should be noted that the Council is not in a legal position to impose a maximum tenure for chairs of governors. An annual election is recommended as good practice by Bracknell Forest. Training has been offered on succession planning and will continue to advocate a managed approach to this important issue.

- 6.4 Building on good practice already in place, the induction of new governors be improved by more widespread: use of 'buddies' or mentors; individual school induction handbooks; attendance of a meeting of all committees to enable the governor to identify which he/she is best suited to serve; use of web information advising on the basics of the role of governors; acronym sheets and receiving chairs of governors' explanation of unfamiliar matters at governing body meetings as means of integrating and inducting new governors and facilitating their early involvement and contribution.

Accepted. This recommendation reflects a substantial degree of good practice. Whilst much of this may be evident in many Governing Bodies, it represents an opportunity to enhance the quality of governance across the borough.

- 6.5 All governing bodies be requested to adopt a code of conduct.

Accepted. Again, this is recommended as good practice by Bracknell Forest and a Code of Conduct is included in the induction pack issued to all new governors.

- 6.6 All governing bodies be reminded of the importance that the membership of governing bodies ideally needs to reflect the communities served by the school. Governing bodies should be mindful of this when recruiting new governors.

Accepted. It should be noted that there is also considerable emphasis on recruiting governors with the right skills and on occasion it may be that these are not available from within the local community.

- 6.7 All governing bodies be asked to carry out 'exit interviews' of governors at the point they stand down, as a valuable learning resource. The knowledge gained should be shared, in non-personalised form, among all governing bodies.

Accepted. The Governor Services Team would be pleased to receive any information obtained through such interviews and will disseminate and key messages to all governing bodies.

- 6.8 Information stalls be introduced, run by experienced governors, at appropriate events such as school fêtes and Borough events, to assist with raising the profile of the role of governor and recruiting suitable candidates to fill vacancies. Governors note that the Governor Services Team has a bank of promotional material and banners that can be borrowed for use at school events for this purpose.

Accepted.

The Executive Member for Children, Young People and Learning agrees that recommendations 6.2 to 6.8 reflect a substantial degree of good practice.

Existing meetings and briefings will be used to emphasise the need to develop good practice in these areas and to promote discussion and the sharing of ideas on how best this can be developed in individual Governing Bodies.

The Governors Services Team is available to assist in many of these areas, for example, in the provision of a model code of conduct and as a source of information and publicity materials.

It is recommended to the Executive Member for Children, Young People and Learning that the relevant officers implement the following recommendations:

- 6.9 A general programme of pre-Ofsted visits be made to schools by advisers who ask challenging questions similar to those asked by Ofsted, to assist schools to prepare for inspections. The programme should prioritise schools in most need of improvement, and sessions should vary to reflect the type and size of school. This should include a tick list of actions to evidence effective governance to Ofsted inspectors, and feature a workshop with governors to raise their awareness of their role and inspection requirements, provide learning points and act as a self-evaluation tool. Although such support is not included in the Service Level Agreement with the Council, it should be available as a bought in service or offered cost free to schools at risk.

Accepted. In view of the enhanced focus on governance in the 2013 Ofsted inspection framework, the Executive Member for Children, Young People and Learning agrees that all possible support should be made available to assist governing bodies in preparing for inspection. The Learning & Achievement branch will consider how best to implement this recommendation within the capacity of the service.

Considerable support has been made available to help governing bodies prepare for inspection, including an on-site training session entitled 'Preparing For Inspection'. It should also be noted that a great deal of support has already been given to governing bodies in providing evidence of effective governance through the self-evaluation portfolio. The Governor Services Team will continue to explore strategies for supporting governors in making effective and flexible use of this tool and will develop indicators to help identify which governing bodies require priority support.

- 6.10 Consideration be given to the concept of a central pool of governors with specialisms who can be called upon by all governing bodies to advise and remedy issues as required. The Council be responsible for maintaining a list of such pool governors, who could meet informally on occasions during the year to include networking sessions where all other governors are welcome to attend to discuss issues and obtain advice.

Accepted in part. The Executive Member for Children, Young People and Learning assumes this to mean a group of governors who continue to serve on their respective governing bodies. The Governor Services Team is prepared to ask governing bodies to nominate governors whom they feel possess particular skills and who would be prepared to share these with another governing body. An initial vehicle for sharing the expertise of these governors could be the forum for parent governors proposed in recommendation 6.13.

Should this recommendation mean the creation of a pool of 'unattached' specialists, available to support a governing body on request, the Executive Member for Children, Young People and Learning feels that this would be unworkable.

It should also be noted that the National Leaders in Governance programme is also available to support governing bodies in this respect.

- 6.11 With a view to making the Bracknell Forest skills audit form more easily understandable, focusing on the skills required of governors by asking governors to set out their skills in place of the current tick box approach, the Link Governors Forum be invited to identify the skills required of governors as part of a review of the form. The re-designed form must take account of confidentiality and be circulated to all governing bodies in the Borough to assist them with undertaking skills audits.

Accepted. The Executive Member for Children, Young People and Learning will ask the Governor Appointments Committee to redesign the skills section of the application form used by prospective governors. The Committee will be pleased to take suggestions from the Link Governor Forum and this item will be included on the autumn term agenda.

- 6.12 It be explained more clearly to governors that the self-evaluation toolkit does not have to be followed strictly and it can be adapted to meet individual schools and governing bodies. New governors be encouraged to look at the toolkit and bring a fresh view as to whether it has been followed. The Governor Services Team re-visit the implementation of self-evaluation and consider the next stages.

Accepted in part. It is clear from the introduction to the self-evaluation portfolio that this is an optional tool which governing bodies may wish to adopt to support their work. The Executive Member for Children, Young People and Learning is advised that governing bodies have already responded to this in a range of flexible ways. The Governor Services Team hopes to involve schools in showcasing alternative approaches to the implementation of the toolkit as part of the ongoing review of its effectiveness.

- 6.13 A forum meeting every six months be established for parent governors where they can network with other parent governors and share experiences and remedies to issues.

Accepted. The Executive Member for Children, Young People and Learning recognises the value placed by the Working Group on the feedback received from parent governors and has asked that the Governor Services Team seek to establish an initial meeting of the recommended forum during the current academic year. Link Governors will be consulted in the autumn term with regard to the proposed format and content of this initial meeting. It would be helpful to consider making this meeting available to all 'parents who are governors', rather than just to those who serve as parent governors.

- 6.14 The Chairs' Briefing, which is in the form of briefings and operates at a strategic level, be extended to provide chairs with opportunities for increased interaction and for discussion and networking at the conclusion of sessions.

Accepted in part. The Executive Member for Children, Young People and Learning accepts that all groups consulted by the Working Group attested to the value of such interaction, discussion and networking. It should be noted that the agenda for the Chairs' Briefing is invariably very full, although the Director of Children, Young People and Learning has indicated that there may be an opportunity to review the format of these sessions to increase the level of interaction. Chairs will be consulted at the next meeting with regard to their views about increasing the length of the briefings to facilitate this recommendation.

- 6.15 The quality of advertising material for recruiting governors be reviewed. This could usefully include a leaflet to explain the role of governors and their responsibilities. With regard to the time commitment required of a governor, the information disseminated should not refer specifically to a timeframe in case it discourages applications but not understate that either, as the role requires a considerable commitment.

Accepted in part. The Executive Member for Children, Young People and Learning will ask the Governor Services Team to review the leaflet which is currently available. However, there is a danger that this may misrepresent the role of the governor if this did not include reference to the four year period of office.

- 6.16 The governor related content of the Bracknell Forest website be evaluated, specifically to: explore the possibility of introducing an on-line feedback forum where comments concerning training and valuable learning points can be posted; producing a summary sheet of training sessions.

Accepted in part. The Executive Member for Children, Young People and Learning will ask the Governor Services Team to explore the introduction of a summary/points for action sheet as part of its training sessions. It is agreed that an on-line discussion forum would be a potentially useful innovation but it may be difficult to manage and moderate such a development within existing capacity. Again, The Executive Member for Children, Young People and Learning will ask the department to undertake a feasibility study.

- 6.17 The good practice identified by this review be collated and circulated to all governing bodies and they be encouraged to discuss and consider it for adoption.

Accepted. The full report of the Overview and Scrutiny Working Group will be circulated to all governing bodies and Headteachers. As noted above, the report reflects the substantial degree of good practice already in place in Bracknell Forest.

Existing meetings and briefings will be used to emphasise the need to reflect on and enhance good practice and promote discussion and the sharing of ideas on how best this can be developed in individual Governing Bodies.

Yours sincerely

Cllr Dr Gareth Barnard
Executive Member
Children, Young People & Learning

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**TO: CHILDREN, YOUNG PEOPLE AND LEARNING OVERVIEW & SCRUTINY PANEL
11 SEPTEMBER 2013**

**EXECUTIVE KEY AND NON-KEY DECISIONS RELATING TO
CHILDREN, YOUNG PEOPLE AND LEARNING
Assistant Chief Executive**

1 PURPOSE OF REPORT

- 1.1 This report presents scheduled Executive Key and Non-Key Decisions relating to Children, Young People and Learning for the Panel's consideration.

2 RECOMMENDATION

- 2.1 **That the Children, Young People and Learning Overview and Scrutiny Panel considers the scheduled Executive Key and Non-Key Decisions relating to Children, Young People and Learning appended to this report.**

3 REASONS FOR RECOMMENDATION

- 3.1 To invite the Panel to consider scheduled Executive Key and Non-Key Decisions.

4 ALTERNATIVE OPTIONS CONSIDERED

- 4.1 None.

5 SUPPORTING INFORMATION

- 5.1 Consideration of Executive Key and Non-Key Decisions alerts the Panel to forthcoming Executive decisions and facilitates pre-decision scrutiny.
- 5.2 To achieve accountability and transparency of the decision making process, effective Overview and Scrutiny is essential. Overview and Scrutiny bodies are a key element of Executive arrangements and their roles include both developing and reviewing policy; and holding the Executive to account.
- 5.3 The power to hold the Executive to account is granted under Section 21 of the Local Government Act 2000 which states that Executive arrangements of a local authority must ensure that its Overview and Scrutiny bodies have power to review or scrutinise decisions made, or other action taken, in connection with the discharge of any functions which are the responsibility of the Executive. This includes the 'call in' power to review or scrutinise a decision made but not implemented and to recommend that the decision be reconsidered by the body / person that made it. This power does not relate solely to scrutiny of decisions and should therefore also be utilised to undertake pre-decision scrutiny.

6 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS

No advice was sought from the Borough Solicitor, the Borough Treasurer or Other Officers or sought in terms of Equalities Impact Assessment or Strategic Risk Management Issues. Such advice will be sought in respect of each Executive Forward Plan item prior to its consideration by the Executive.

7 CONSULTATION

None.

Background Papers

Local Government Act 2000

Contact for further information

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CHILDREN, YOUNG PEOPLE & LEARNING OVERVIEW & SCRUTINY PANEL

EXECUTIVE WORK PROGRAMME

REFERENCE	I042417
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TITLE: Children, Young People & Learning Overview and Scrutiny Panel Report: School Governance

PURPOSE OF DECISION: To determine the Executive's response to the recommendations in the report by the Children, Young People & Learning Overview and Scrutiny Panel's Working Group on School Governance

FINANCIAL IMPACT: None

WHO WILL TAKE DECISION: Executive

PRINCIPAL GROUPS TO BE CONSULTED: Not applicable.

METHOD OF CONSULTATION: Not applicable.

DATE OF DECISION: Tuesday, 15 Oct 2013

REFERENCE	I042916
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TITLE: Annual Review of the Children and Young People's Plan 2012/13

PURPOSE OF DECISION: To receive the annual review report of the Children and Young People's Partnership (CYPP) and to note progress made against key outcome priorities.

FINANCIAL IMPACT: No financial implications

WHO WILL TAKE DECISION: Executive

PRINCIPAL GROUPS TO BE CONSULTED: Members of the Children and Young People Board and wider forum of partners and stakeholders.

METHOD OF CONSULTATION: Meetings with interested parties

DATE OF DECISION: Tuesday, 15 Oct 2013

REFERENCE	I042918
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TITLE: Local Safeguarding Children Board (LSCB) Annual Report

PURPOSE OF DECISION: To receive the annual report of the LSCB and to note the key messages / recommendations made.

FINANCIAL IMPACT: No financial implications.

WHO WILL TAKE DECISION: Executive

PRINCIPAL GROUPS TO BE CONSULTED: Members of the LSCB and wider forum of partners and stakeholders.

METHOD OF CONSULTATION: Meetings with interested parties

DATE OF DECISION: Tuesday, 15 Oct 2013

REFERENCE	I041215
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TITLE: Child Poverty Strategy - Review and Next Steps

PURPOSE OF DECISION: To provide a progress report to the Executive on the implementation and impact of the Child Poverty strategy to date and to consider the next steps in the Council's approach to Child Poverty.

FINANCIAL IMPACT: Not known

WHO WILL TAKE DECISION: Executive

PRINCIPAL GROUPS TO BE CONSULTED: Not applicable.

METHOD OF CONSULTATION: None

DATE OF DECISION: Tuesday, 12 Nov 2013

REFERENCE	I042888
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TITLE: Youth Justice Plan 2013 - 2016

PURPOSE OF DECISION: To seek approval to the Youth Justice Plan 2013-16. The plan provides the strategic framework for the borough and its partners' delivery of effective youth justice interventions in Bracknell Forest and is a statutory requirement.

FINANCIAL IMPACT: Within existing resources.

WHO WILL TAKE DECISION: Executive

PRINCIPAL GROUPS TO BE CONSULTED: YOS staff and Community Safety Partnership members, CYP&L DMT

METHOD OF CONSULTATION: YOS Management Board and relevant partners on the Community Safety Partnership.

DATE OF DECISION: Tuesday, 12 Nov 2013

REFERENCE	I041127
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TITLE: Children, Young People and Learning Asset Management Plan 2013-16

PURPOSE OF DECISION: To approve the Children, Young People & Learning Asset Management Plan for 2013-16.

FINANCIAL IMPACT: Within existing budget.

WHO WILL TAKE DECISION: Executive Member for Children, Young People & Learning

PRINCIPAL GROUPS TO BE CONSULTED: Schools, Governing Bodies, Diocesan Authorities

METHOD OF CONSULTATION: Meetings with interested parties

DATE OF DECISION: Tuesday, 12 Nov 2013

REFERENCE	I037634
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TITLE: Construction Framework Procurement Plan

PURPOSE OF DECISION: To approve the procurement plan for the Construction Framework.

FINANCIAL IMPACT: Within existing budget.

WHO WILL TAKE DECISION: Executive Member for Children, Young People & Learning, Director of Children, Young People & Learning, Director of Corporate Services, Executive Member for Transformation & Finance

PRINCIPAL GROUPS TO BE CONSULTED: Head of Procurement
Category Manager
Assistant Borough Solicitor
Education Capital Programme Board

METHOD OF CONSULTATION: Meetings with interested parties

DATE OF DECISION: Not before Friday, 14 Feb 2014