

# Kirklees Learning Summit

12 June 2017



Working together  
to achieve our  
vision for Kirklees

Summary Report

## Learning Summit overview

The first Kirklees Annual Learning Summit took place on 12 June 2017. It was very well attended with 158 people representing 64 schools and further education settings, local Councillors as well as public sector partners from health, police and the Council.

At the summit there were opportunities to hear from:

- Cllr Masood Ahmed and Cllr Erin Hill on the Cabinet's view of working with schools
- Jacqui Gedman, Chief Executive, Kirklees Council on the vision for the role of schools in a community and how we work in partnership to achieve better outcomes for children and young people
- Eleanor Brazil, Commissioner for Children's Social Care, shared her thoughts on how we build on the strong schools and community networks to develop a locally tiered integrated offer for children and families

- Anne Coyle, Service Director, Child Protection and Family Support used case studies to help develop our thinking on a local early help offer
- Jo- Anne Sanders, Service Director, Learning and Early Support updated delegates on the work of the Partnership Reference Group and sought feedback on potential ways forward
- Duggs Carre, Comoodle Programme Leader, came to introduce delegates to the work of Comoodle and how schools and their local community are benefitting from getting involved in sharing 'stuff, space and skills'

Thank you to our speakers and to all those who attended and contributed to our Learning Summit.

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vision for Kirklees*

Cllr Masood Ahmed opened the event by welcoming everyone to our first Annual Learning Summit. He shared his passion for working with schools and how much he had enjoyed his recent visits to schools.



## What we have been doing

- Collating data and intelligence
- Organic growth of Schools as community hubs
- Focus on improving Children's Services
- Strategic relationship needed with Schools

## Our children, our families, our area

- Different geographic boundaries are the norm for partners in Kirklees
- Partner footprints are not co-terminus
- Building one shared picture
- Intelligence Hub



Jacqui talked about the importance of developing a shared picture of Kirklees. Partners work to different geographic boundaries and our organisational footprints are not co-terminus. This can create complications for partnership working. It is therefore important that all partners work from the same data and intelligence picture of Kirklees.

Kirklees level data and intelligence was shared at two partnership events in December 2016 and January 2017. Local data has also been shared with the community hubs based on their local footprint.

The Council's Intelligence Team are currently working on local ward level data. This work aims to build up a rich picture of Kirklees that can be cut at different levels and be useful to all partners.

## Our Children, our families, our area

**Jacqui Gedman**  
Chief Executive

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### Reflections

- Passionate about best outcomes for children and young people
- Education is core but Rounded Resilient and Ready
- External factors
- Schools as community hubs - strategy light
- True partnership

Jacqui shared her commitment to making a difference to improve the lives of children and young people. Like Cllr Ahmed, she shared how much she had enjoyed her recent visits to a number of schools and valued the experience of meeting children and their teachers.

Jacqui appreciated the partnership work schools have been doing and recognised that we now need to take a more strategic approach.



Everyone got involved and contributed what they knew about their local area

## Schools were asked for their reflections on working with the Council and other partners.

### Summary of the things that are working well:

- Communication with strategic partners (e.g. police, council) has improved and there is increased emphasis on early intervention
- Community hub meetings are working well in those hubs that are well established
- There is a willingness to work together to achieve the best outcomes for children and young people
- We have a shared vision
- Relationships with schools in our pyramid
- Willingness and support for re-designation for Woodley/Longley to open post 16 and autism specialism

### Summary of the asks of the Council and other partners:

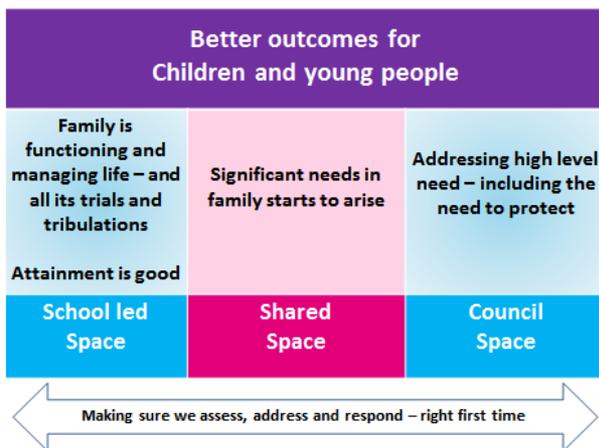
- Lack of a strategic vision is hampering progress
- How will the Council support community hubs?
- How can we work collaboratively with the Council?
- Support schools to set up hubs where they don't exist
- Put funding into the hubs – money and people
- Stop assuming schools have lots of money
- Devolve the money or give the support
- How are you going to improve the quality of children's services without community hubs doing all the work?
- Talented head teachers are leaving due to stress
- More co-ordination with other local authorities where children are in other areas
- Better co-ordination, communication and simpler procedures

- Take into account the impact of housing development in our area (positives and negatives) – schools, roads, traffic, community resources
- Transition work with schools and other partners between phases
- Stronger links to businesses and council's economic resilience agenda – help children and families see what's out there
- More focus on mental health of children and families
- Special provision – SEN, SEMH, CAMHS
- Understand gangs
- Ensure there are links between hubs where families have children in two or more hubs
- Children understanding what makes an authority work
- The negative data shared can create the wrong impression of an area. What are the Council doing to support the community and celebrate the positive things about a local area?
- Data can show as very average but we feel there are two extremes in our area. A more detailed breakdown would be helpful
- Better sharing of data and intelligence on safeguarding across the partners – we risk children falling between the gaps
- Sharing information – health, housing, social services, police
- Knowledge of the expertise in the areas to support the community resources available

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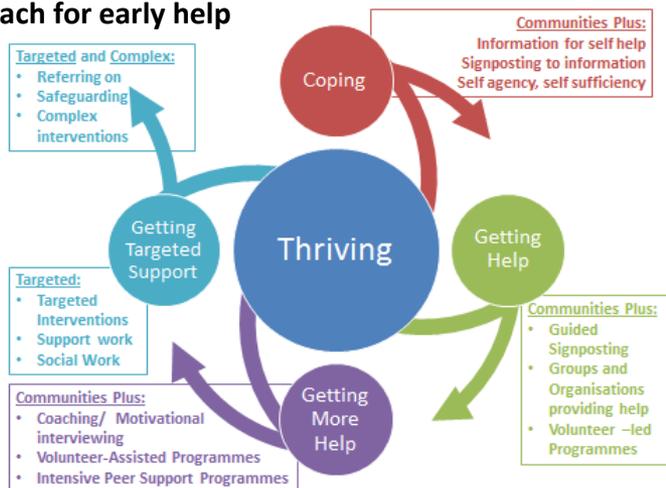
# Vision for the role of schools in a community

## Jacqui Gedman, Chief Executive



**Moving away from taking about ‘thresholds’ to conversations between professional about needs.**

### Approach for early help



# Working with schools – a Kirklees Cabinet perspective – Cllr Erin Hill



Cllr Erin Hill set out Kirklees Cabinet’s vision for Children and their families and acknowledged firmly that the current landscape meant that we are experiencing unprecedented change and challenge, while need has never been higher.

There are many different models of governance in Kirklees, be they MATs, Trusts, federations, or collaborations. But what is most important to Cabinet is that regardless of the type of school, there is a commitment to work together to avoid fragmentation. We all want the same thing for our children and if we don’t work together to achieve this, it is the children who lose out.

She explained that Cabinet were clear about their vision that the system must protect the most vulnerable, be innovative and creative and continually remind ourselves that children are part of a family – child poverty equates to a family in poverty. Clearly, this means that this is linked to our wider economic strategy and how we shift deprivation is integral to securing future resilience.

Cllr Hill recognised the work of schools, and that children have been succeeding, despite the current position of children’s social care. She confirmed that the Council and schools are ‘on the same side’ and believes together that we are incredibly ambitious for children. Cabinet acknowledged that schools have sometimes had to deal with problems in social care, but it has been fantastic to see the system start to work together in partnership as we make much needed improvements.

# Eleanor Brazil, Commissioner for Children's Social Care

## Background



- Kirklees subject to government intervention
- We are failing some children
- Commissioner appointed
- Need to improve poor social care practice
- Need to do the right things to get the right outcomes for children and young people
- We need your help, we are all part of the solution



## Key part of the Improvement Agenda

- Social care can only thrive as part of an effective whole system approach
- Early help and intervention is key
- Solid basis to work from in Kirklees
- Strong schools community networks – we need to build on that
- Recognise that one size does not fit all



## Learn from the experience of others

- Analyse specific need
- Identify priorities for action
- Work together to identify the most vulnerable and troubled families
- Ensure the delivery of informed, coordinated interventions that will change outcomes
- Review the current menu of service delivery and build capacity
- Explore opportunities for greater flexibility and responsiveness
- Develop closer integration
- Learn from evidence based best practice
- Provide a "collaborative local identity"



## What a local offer could look like

- Joined up, early identification of children and families requiring support
- Locally tiered offer of integrated support
- Integrated arrangements to identify and track the most vulnerable families
- Enhanced support
- Reduced/no duplication in services
- Targeted services
- Broad range of local access points to support all families
- "Cluster" delivery through shared local facilities



## Kirklees Outcomes for Children and Young People



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Eleanor shared her how we are shaping the improvement journey for Kirklees. Some key points from her presentation:

- Social care can only thrive as part of an effective whole system approach
- Early help and intervention are key to preventing problems escalating
- There is a solid basis already in Kirklees to build on
- Joined up early identification of children and families requiring additional support
- A locally tiered offer of integrated support to children and families based upon agreed criteria of need: to include nursery and school based provision, parenting and family support, information, advice and guidance; and practical support.
- Integrated arrangements to identify and track the most vulnerable families.
- Enhanced support for the most vulnerable families.
- Reduced duplication in services, and better targeted services, to improve efficiency.
- A broader range of local access points for parents to information, advice, guidance, and early intervention.
- Family Support Service "Hub" delivery through best shared use of local facilities: children centre, nursery, health, school, or other appropriate local access points.
- Supporting the remodelled children's centres and ensuring local provision is in place to support all families.

## Anne Coyle, Service Director, Child Protection and Family Support

### Effective outcomes for children in partnership

Anne shared some working case studies to help stimulate our thinking on early help and working effectively in partnership.

The four case studies covered:

- A 13 year old child with challenging and aggressive behaviour at home, school attendance problems, potential special educational needs and a mum feeling unable to put boundaries or sanctions in place
- A sixteen year old with a history of solvent abuse who is now using cannabis and tobacco.
- A seventeen year old who feels suicidal and has attempted suicide using a plant which she researched and found out was toxic.
- Two children with a dad who uses heroin. The family had been doing well but had started to decline. One child appears unable or refuses to speak and the other very tearful and who talks about mum and dad arguing. Mum had told one child's teacher that she needs help. She can't manage the children and her husbands drug use.

Key points from the feedback on the case studies

- How we support families in between referrals and meetings
- Recognise that there isn't a consistent offer from the community hubs
- Emphasised the importance of intelligence gathering and sharing in all situations

- We need to work together to co-design our offer and approach
- We need to work towards the hubs becoming completely multi-agency
- The local authority needs to develop a framework to support the development of the hubs
- Strong community hubs will maximise our limited resources
- All hubs need to become strong hubs so we have a consistent approach
- Hubs should be 24/7 and easy to access

## Jo-Anne, Service Director, Learning and Early Support

### Educational Partnerships – financial resilience

Jo-Anne shared an options paper developed from the work of the Partnership Reference Group. We know financial resources in the public sector are reducing whilst at the same time operating costs are increasing. The Partnership Reference Group have been looking at models operating or being considered in other areas. They have used this to develop options for a way forward in Kirklees.

'Shrink apart or shrink together'

- Together there are greater opportunities to find creative ways of partnership working of various kinds to share the workload, reduce costs and gain inspiration
- The Partnership Reference Group - representatives from Heads, Governors, MAT leaders was established in December 2016 to explore challenges and opportunities.

What else is out there?

- Many other Local Authorities and their schools and learning settings are working together and have formed or are forming more formal partnerships or companies.



## Educational Partnerships – financial resilience

The Partnership Reference Group proposed three options for consideration:-

- A) Do nothing – LA provides “slimmed down” support, and, financially viable services to schools and settings within the reduced funding formula
- B) LA forms a partnership with schools to create and manage a self-contained “Kirklees Education Service” within the LA , accountable to a board with representative Headteachers, Governors, MAT leaders and the Council.
- C) Establish a formal “schools led” external company

Delegates shared their initial thoughts on the options. There was agreement that A, doing nothing, is not an option. B was the option with the most support however there was some appetite for option C.

The feedback about the preferred model would be further explored with Heads and Governors so that all have an opportunity to feedback. This would then be discussed in further detail at the Partnership Reference Group, with a view to progressing arrangements for the next academic year, subject to agreement from all parties.

## Q and A session with the speakers: Cllr Erin Hill, Cllr Masood Ahmed, Jacqui Gedman, Eleanor Brazil, Anne Coyle, Jo Anne Sanders

### **Question to Eleanor Brazil - From your experience of other authorities what is the highest need in Kirklees?**

A - What Kirklees has got should not be taken for granted. There is a real willingness to work together. However, we are too nice. There is not enough willingness to be a bit more controversial or challenging and acknowledging and acting upon making changes when things are not good enough.

### **Q – There are inconsistencies in the different types of schools. How will we make sure that all children get the same great level of education?**

A – Jacqui Gedman said that she shared this concern. Now more than ever, there is a need for strong political leadership. It is the role of the Council to lead. The challenge is to ensure that no children fall through the gap. How we work together as partners needs to be more challenging so we ensure our children get a great education and are rounded, resilient and ready.

A – Cllr Erin Hill said that she also shared this concern and had done since different types of schools were introduced. It is never acceptable to let children down. Our communities in Kirklees are diverse and have different needs. A one size fits all approach won't work. We need to get out there and talk to partners about what they need so we work with them to ensure our services are appropriate.

## Panel Q and A

**Comment – We should drop the word ‘school’ from schools as community hubs and just call them Community Hubs so we recognise the wider partnership working and that any partner could be the lead for a community hub.**

**Q – We acknowledge there isn’t enough resource to go around for every hub to have specialist staff dedicated to them. But, we need enough resource so we can identify and resolve problems early so they don’t escalate and become more resource intensive.**

A – Cllr Hill and Eleanor Brazil responded to concur with the comment. We need to look across the whole system and take time to identify where the problems and failures are in the system. We need to look at solving the problem at the first contact rather than handing the problem on to someone else. All partners will need to think differently but together.

**Comment – we’ve not mentioned community assets yet. There is a wealth of assets out there in communities which must be respected and worked with, not done to.**

Response – the panel agreed with the comment and that this should be embedded in how we develop the hubs.

**Q –A Head Teacher cited a case she was currently trying to deal with. She had hit barriers because the case didn’t fit neatly into our process and the family didn’t tick the necessary boxes to access support.**

A - Anne Coyle apologised that the family were being prevented from getting the support they needed. It is not OK for process and

## Panel Q and A

forms to get in the way of early help. Anne acknowledged that her service was are not responding consistently. The improvement journey needs to move as quickly as possible so these case are dealt with effectively. Anne offered her support and she, and the Head Teacher agreed to follow this case up when the session closed.

**Q – Cutting services will force things to be done by the hubs. How will Heads be consulted on budget reductions?**

A- Jacqui Gedman said that the Council are spending more money on Children’s Services this year. This isn’t sustainable but the budget can’t be reduced at the expense of children. Jacqui genuinely believes we can spend more appropriately, which will mean we can reduce budgets.

Eleanor Brazil explained that delivering poor social care is a very costly service. It makes it harder to recruit good staff and so we are more reliant on agency staff. Taking children into care is more costly than supporting families in their home. She doesn’t see any reason why Kirklees can’t be as good a Leeds within 18 months.

Cllr Hill added that this council is not trying to pass the problem onto schools and other partners. Changing the way we work as partners is essential to how things should be done anyway.

## Active citizens – Young people’s involvement In the Democracy Commission



Delegates enjoyed a film of Youth Councillors sharing their experience of being involved in the Democracy Commission. They have a vision for schools actively supporting young people to engage in politics, democracy and decision affecting their lives.



**comoodle**  
We believe in sharing...Do you?

Duggs Carre, Comoodle Programme Manager came to the Learning Summit to introduce delegates to the work of Comoodle.

Educational outcomes are co-dependent on the strength of communities and schools are at the heart of every community. Collaboration, aligning resources and doing more with less is key. Comoodle believe in sharing stuff, skills and space. Some schools and community hubs are already seeing the positive impact of working with Comoodle. Duggs came along to the summit to encourage more to get involved.

To find out more about Comoodle, visit their website:

<https://www.comoodle.com/>

# Thank You

**Jacqui Gedman** closed by reflecting on how much we had achieved at this first Learning Summit. She acknowledged that we are in the most challenging position than we’ve ever been in. She committed to the services improving as quickly and effectively as possible. She believes that we can spend less money but be more effective. We are in the middle of working through the practical realisation of the early help offer, and it needs to build on the good practice in hubs, the Healthy Child Programme and effective good practice. Jacqui asked that all those who are interested in working with us on this to contact Anne Coyle.

**Cllr Masood Ahmed** closed the Summit by saying how much he had enjoyed meeting delegates and getting involved in the group discussions. He committed to visiting more schools and was very happy to accept further invites.

**Save the  
dates**

### Next Annual Learning Summit

- Thursday 7 June 2018

### And...in response to your feedback for mid year multi agency events

- North Kirklees – Thursday 16 November 2017
- South Kirklees – Thursday 7 December 2017