



Haverling

LONDON BOROUGH

CHILDREN & LEARNING OVERVIEW & SCRUTINY SUB-COMMITTEE AGENDA

7.00 pm

Thursday
14 January 2016

Committee Room 1-
Town Hall - Town Hall

Members 9: Quorum 4

COUNCILLORS:

Gillian Ford (Chairman)
Carol Smith (Vice-Chair)
Jason Frost

Nic Dodin
John Glanville
Joshua Chapman

Philippa Crowder
John Wood
Keith Roberts

CO-OPTED MEMBERS:

**Statutory Members
representing the Churches**

Jack How, Roman Catholic
Church
Vacancy, Church of England

**Statutory Members
representing parent
governors**

Julie Lamb, Special Schools
Emma Adams, Primary
Lynda Rice, Secondary

Non-voting members representing local teacher unions and professional associations:
Vacancy (NAHT) Keith Passingham (NASUWT) and Ian Rusha (NUT)

For information about the meeting please contact:

**Wendy Gough 01708 432441
wendy.gough@onesource.co.uk.**

Protocol for members of the public wishing to report on meetings of the London Borough of Havering

Members of the public are entitled to report on meetings of Council, Committees and Cabinet, except in circumstances where the public have been excluded as permitted by law.

Reporting means:-

- filming, photographing or making an audio recording of the proceedings of the meeting;
- using any other means for enabling persons not present to see or hear proceedings at a meeting as it takes place or later; or
- reporting or providing commentary on proceedings at a meeting, orally or in writing, so that the report or commentary is available as the meeting takes place or later if the person is not present.

Anyone present at a meeting as it takes place is not permitted to carry out an oral commentary or report. This is to prevent the business of the meeting being disrupted.

Anyone attending a meeting is asked to advise Democratic Services staff on 01708 433076 that they wish to report on the meeting and how they wish to do so. This is to enable employees to guide anyone choosing to report on proceedings to an appropriate place from which to be able to report effectively.

Members of the public are asked to remain seated throughout the meeting as standing up and walking around could distract from the business in hand.

What is Overview & Scrutiny?

Each local authority is required by law to establish an overview and scrutiny function to support and scrutinise the Council's executive arrangements. Each overview and scrutiny sub-committee has its own remit as set out in the terms of reference but they each meet to consider issues of local importance.

The sub-committees have a number of key roles:

1. Providing a critical friend challenge to policy and decision makers.
2. Driving improvement in public services.
3. Holding key local partners to account.
4. Enabling the voice and concerns to the public.

The sub-committees consider issues by receiving information from, and questioning, Cabinet Members, officers and external partners to develop an understanding of proposals, policy and practices. They can then develop recommendations that they believe will improve performance, or as a response to public consultations. These are considered by the Overview and Scrutiny Board and if approved, submitted for a response to Council, Cabinet and other relevant bodies.

Sub-Committees will often establish Topic Groups to examine specific areas in much greater detail. These groups consist of a number of Members and the review period can last for anything from a few weeks to a year or more to allow the Members to comprehensively examine an issue through interviewing expert witnesses, conducting research or undertaking site visits. Once the topic group has finished its work it will send a report to the Sub-Committee that created it and will often suggest recommendations for the Overview and Scrutiny Board to pass to the Council's Executive.

Terms of Reference

The areas scrutinised by the Committee are:

- Pupil and Student Services (including the Youth Service)
- Children's Social Services
- Safeguarding
- Adult Education
- Councillor Calls for Action
- Social Inclusion

AGENDA ITEMS

1 **APOLOGIES FOR ABSENCE AND ANNOUNCEMENT OF SUBSTITUTE MEMBERS**

(if any) - receive.

2 **DISCLOSURE OF INTERESTS**

Members are invited to disclose any Pecuniary or Personal interests in any of the items on the agenda at this point of the meeting. Members may still declare an interest in an item at any time prior to the consideration of the matter.

3 **CHAIRMAN'S ANNOUNCEMENTS**

The Chairman will announce details of the arrangements in case of fire or other events that might require the meeting room or building's evacuation.

4 **MINUTES** (Pages 1 - 4)

To approve as a correct record the Minutes of the meetings of the Committee held on 9th September 2015 and authorise the Chairman to sign them.

5 **SCHOOLS STANDARDS REPORT** (Pages 5 - 26)

The Sub-Committee will consider a report summarising the 2015 performance of Havering primary and secondary school pupils in key stage assessments, tests and examinations, and the performance of schools in their most recent Ofsted inspections.

6 **SELF-EVALUATION FORM (SEF) FOR HACTON PRIMARY SCHOOL** (Pages 27 - 40)

The Sub-Committee will receive a self-evaluation form for Hacton Primary School for consideration.

7 **BUDGET CHALLENGES**

The Sub-Committee will receive a presentation informing it of the financial challenges faced by Learning and Achievement and Children's Services.

8 **CORPORATE PERFORMANCE INDICATORS FOR CHILDREN AND LEARNING OVERVIEW AND SCRUTINY SUB-COMMITTEE** (Pages 41 - 52)

The Sub-Committee will consider the performance indicators within its remit for Quarters 1 and 2 of 2015.

9 HAVERING SAFEGUARDING CHILDREN'S BOARD ANNUAL REPORT (Pages 53 - 86)

The Sub-Committee are asked to consider the Havering Safeguarding Children's Board Annual Report 2014-2015.

10 UPDATED SCHOOL'S WHISTLEBLOWING POLICY

The Sub-Committee will receive a verbal review of the updated school's whistleblowing policy

11 SOCIAL WORKERS UPDATE

The Sub-Committee will receive an update on the current statistics and strategy in regards to social worker vacancies and recruitment. (report to follow)

12 CHAIRMAN'S FEEDBACK

The chairman will provide feedback on the open forum meeting.

13 FUTURE AGENDAS

Committee Members are invited to indicate to the Chairman, items within this Committee's terms of reference they would like to see discussed at a future meeting. Note: it is not considered appropriate for issues relating to individuals to be discussed under this provision.

14 URGENT BUSINESS

To consider any other item in respect of which the Chairman is of the opinion, by reason of special circumstances which shall be specified in the minutes, that the item should be considered at the meeting as a matter of urgency.

**Andrew Beesley
Committee Administration &
Interim Member Support Manager**

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MINUTES OF A MEETING OF THE CHILDREN & LEARNING OVERVIEW & SCRUTINY SUB-COMMITTEE

Committee Room 1, Town Hall
9 September 2015 (7.00 - 8.40 pm)

Councillors Present: Gillian Ford (Chairman), Philippa Crowder, Nic Dodin, Jason Frost, John Glanville, Carol Smith, Joshua Chapman, Keith Roberts and John Wood

Co-opted Members: Jack How (Roman Catholic Church)
Lynda Rice (Secondary Schools)

Non-voting Members: Ian Rusha (NUT)

Apologies Received: Councillor Jason Frost, Emma Adams (Primary Schools), Keith Passingham (NASUWT) and Healthwatch Havering

The Chairman announced details of the arrangements in case of fire or other events that might require the meeting room or building's evacuation. The Chairman also reminded all attendees to put their mobile phones and all portable devices to 'silent'.

91. DISCLOSURE OF PECUNIARY INTERESTS

There were no disclosures of pecuniary interests.

92. MINUTES

The minutes of the meeting of the Sub-Committee held on 1 July 2015 were agreed as a correct record and signed by the Chairman.

93. MATTERS ARISING

Mark Butler had provided an update regarding the 2 outstanding issues:

- The vehicle with faulty air conditioning had been repaired the following day.
- Asset Management are not party to data on missed registrations. Have asked our software supplier to generate a standard report on number of routes where the bus arrives late at the final (school) destination. Just to briefly outline, one potential complication on this arises where we have several routes running to the same school

(e.g. Ravensbourne) whilst the final bus has arrived on time at its destination, the children may not exit the bus immediately due to arrangements with the school for disembarking children and the time taken to clear the buses ahead. We have accordingly asked the report to adopt the time that the bus arrives at the school rather than the time the children are finally disembarked.

The work plan of future agenda items will be circulated to members.

There were no other matter arising.

94. UPDATED STAFF STRUCTURE CHART

Final stages of updating will be circulated to Sub-Committee shortly.

95. CHILDREN, ADULTS & HOUSING: LEARNING & ACHIEVEMENT

The Committee discussed the Annual Complaints Report 2014/15 as concerns were raised about the inability of the software to record outcomes. The Committee agreed that outcomes need to be included and recorded as there is a cost implication which needs to be addressed. Although it appears that the number of complaints has increased, once an explained has been provided the complaint was easily resolved. The Sub-Committee was informed that the response timeframes have increased from ten to fifteen days.

ACTION: Recording of outcomes to be referred to Adjudications Review.

96. CHILDREN, ADULTS & HOUSING: CHILDREN AND YOUNG PEOPLE'S SERVICES

The Sub-Committee discussed the Annual Complaints Report 2014/15 and agreed that benchmarking on feeding back on communication or the lack of communication would be useful and requested an update (Item 3.2/page 5 of the report). The Sub-Committee also discussed the need to encourage staff and officers to report compliments as these need to be recorded centrally as they can often increase confidence in the service.

The Sub-Committee was informed that the new Special Guardianship leaflet was now available, which explained the 2 year agreement with a family member, assessment requirements and the financial package.

Section 20 - this can often be a complex process as the legislation can be distressing for parents. The best way forward would be to provide links and explanations when/where ever possible. Officers will look at individual cases and add to the audit plan.

Section 47 – a leaflet explaining the process is currently being updated and will be available shortly.

Social Workers – a number of concerns around using agency Social Workers. Suggestions were discussed as the need to target, retain and train good Social Workers is paramount.

ACTIONS: Section 20, Section 47 and Special Guardianship leaflets to be circulated. Update on outcomes and retaining Social Workers to be provided.

97. ANY OTHER BUSINESS

MP informed the Committee that Abbs Cross Academy had gone into special measure last summer due to safeguarding issues. The Chair of the Governors met with LA officers in July to discuss safeguarding and the OFSTED report which confirmed that no child/children were at risk. Further meetings have since taken place between the Chair of Governors, the new Head Teacher and senior officers to resolve any outstanding issues.

Senior officers will have discussions with other Academies in the future regarding any safeguarding concerns before they become an issue. The Committee was informed that the LA can ask to visit Academies, but the Academies can decline these requests, only the Regional School Commissioner can visit Academies at will, but this role covers a large geographical area, potentially restricting the RS Commissioner's relationship with each Academy.

ACTION: MP to provide the revised Whistle Blowing Policy which will be an agenda item at the next meeting.

98. DATES OF FUTURE MEETINGS

8 October 2015 – joint meeting with Health OSSC
14 January 2016
15 March 2015
27 April 2016

Chairman

Date

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CHILDREN & LEARNING OVERVIEW & SCRUTINY COMMITTEE

Subject Heading:	School Standards Report, 2015
CMT Lead:	Isobel Cattermole
Report Author and contact details:	Susan Sutton Quality Assurance Manager 01708 434142 Susan.sutton@havering.gov.uk
Policy context:	Education

SUMMARY

This report summarises the 2015 performance of Havering primary and secondary school pupils in key stage assessments, tests and examinations, and the performance of schools in their most recent Ofsted inspections.

The 2014 / 2015 school year was a positive year for Havering schools. In the primary phase attainment for the majority of indicators improved, with some remaining unchanged. Havering enjoyed its best ever attainment at foundation stage, key stage one and key stage two. At key stage 4 a period of transition has been implemented, new DfE (Department for Education) performance table calculations were introduced in 2014 - suppressing the exam equivalents of multiple GCSEs and in 2015 Schools could opt-in early to the new indicator of Attainment 8, which becomes statutory in 2016, along with Progress 8- meaning that the 5 A*-C grades (including English and Maths) pass rate fell in 2014 and has continued to do so for a second year.

There is one Havering academy below the DfE floor standard, in the primary sector (at least 65 per cent of pupils achieving Level 4+ in Reading, Writing and Mathematics or the national median of expected progress from key stage 1 to 2 in all three subjects). Similarly, one academy was below floor standard in the secondary sector (at least 45 per cent of pupil achieving 5+ GCSE's A*-C including English and Mathematics or the national median of expected progress in the two subjects between key stage 2 and key stage 4).

Overall attainment at key stages one, two and provisionally four remains above the national average for each of the main attainment measures and is higher than the average performance of our statistical neighbours.

RECOMMENDATIONS

That the committee also notes some of the challenges faced in Havering (see section nine of this report), while commending the achievements of its pupils and students in their achievements, and the successful contribution that is made to this by head teachers, teachers, support staff in schools and governors.

REPORT DETAIL

The national curriculum is organised into blocks of years called ‘key stages’ (KS). At the end of key stages, Early Years (EYFS), 1, 2, and 4, children’s performance is formally assessed (with Key Stage 3 now optional).

Year	Age	Key stage	Assessment
Nursery	3 to 4	Early Years	
Reception	4 to 5	Early Years	Foundation Stage Profile
Year 1	5 to 6	KS1	Phonics screening check
Year 2	6 to 7	KS1	Teacher assessment in reading ; writing ; speaking and listening; mathematics and science. Informed by externally-set, internally-marked test scores (apart from speaking and listening and science where there is no test).
Year 3	7 to 8	KS2	
Year 4	8 to 9	KS2	
Year 5	9 to 10	KS2	
Year 6	10 to 11	KS2	Externally set tests in reading ; grammar, punctuation and spelling ; and, mathematics . Sample test for science. Teacher assessment in science, mathematics and reading and writing .
Year 7	11 to 12	KS3	
Year 8	12 to 13	KS3	
Year 9	13 to 14	KS3	Teacher assessment in English, mathematics and science.
Year 10	14 to 15	KS4	Some children take GCSEs

Year 11	15 to 16	KS4	Most children take GCSEs or other national qualifications
Year 12	16 to 17	KS4	
Year 13	17 to 18	KS4	Most children take A-levels or other national qualifications

Statistical Neighbours

Statistical neighbours (SNs) provide one method for benchmarking performance. For each LA, other LAs are deemed to have similar characteristics. These designated LAs are known as statistical neighbours. Any LA may compare its performance (as measured by the various indicators) against its statistical neighbours to provide an initial guide as to whether their performance is above or below the level that might be expected given contextual circumstances. In October 2014 the DfE produced a new set of statistical neighbours based on updated census information. The comparators for inner and outer London boroughs and all London are also included for information. It is noted that Havering compares less well against London. London is a high performing area nationally and it should be noted that Havering's Statistical neighbours include only one London borough, Bexley, which similarly performs poorly compared with other London boroughs.

Havering's Statistical Neighbours (SN):

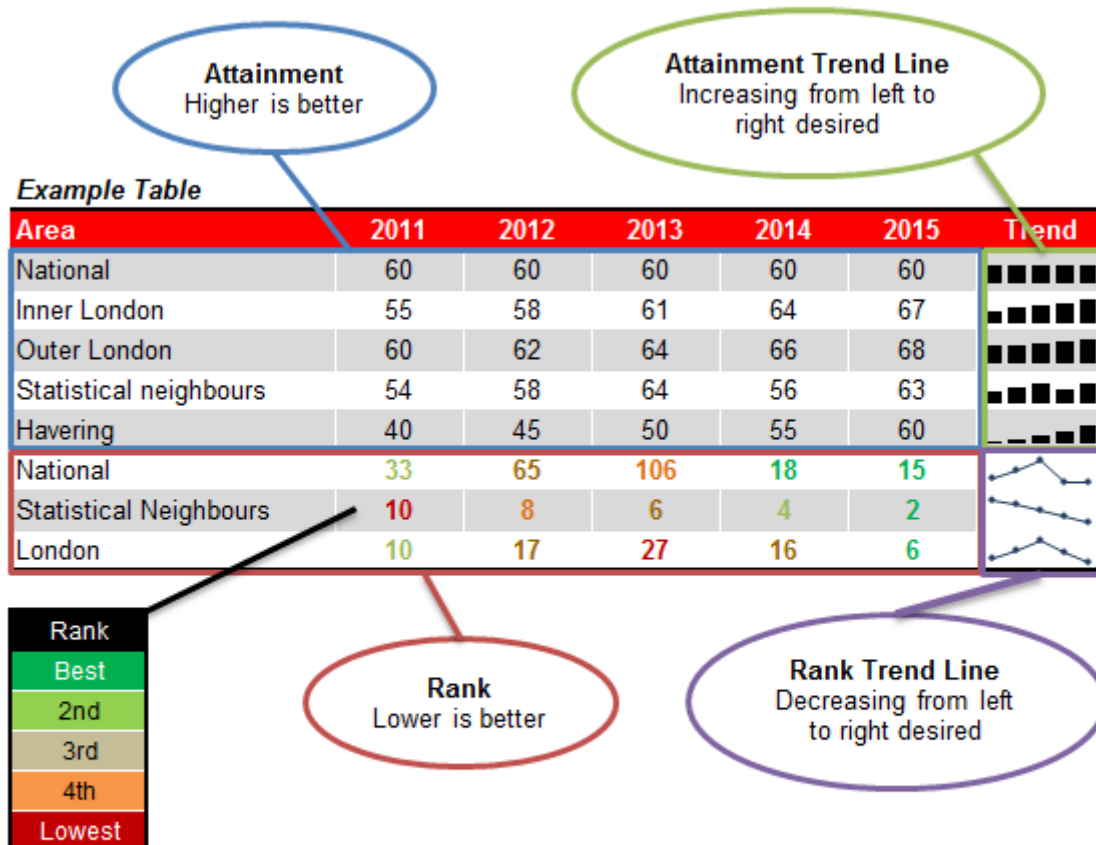
Bexley	Lancashire
Medway	Swindon
Essex	Thurrock
Bury	Dudley
Kent	Nottinghamshire

The Statistical neighbour average is the simple average for the ten authorities listed above (excluding Havering). This provides a simple comparator of the performance indicators without placing too much emphasis on any one Local Authority.

Havering context in London

Havering is compared to all London and outer London boroughs, however only one London borough is actually a statistical neighbour. Within London Havering is the only London Borough where the level of deprivation in schools has increased (as measured by the IDACI index). Many other London boroughs have significantly increased in wealth, for example Newham has nearly halved its deprivation measure in this period. Havering is also the largest net importer of pupils within London at this time.

Explanation of tables



Rank has been divided into quintiles representing a fifth of all Local Authorities in the group (National 152, Statistical Neighbours 11, London 33). The rank number colour indicates the quintile as per the key above

National average - state-funded schools (including Academies and CTCs)

Where results do not have London and Statistical results and / or rank, the information is not yet available.

1 Early Years Foundation Stage (EYFS)

1.1 The main measure is the proportion of children achieving a 'good level of development' (GLD), that is they are assessed as performing at the 'expected' or 'exceeding' level in all the Primary Learning Goals, and in Literacy and Mathematics.

Table 1: Early Years: % attaining a 'Good Level of Development' (GLD)

Area	2013	2014	2015	Trend
National	52	60	66	
Inner London	53	62	68	
Outer London	53	62	68	
Statistical neighbours	56	63	68	
Havering	59	66	69	
National	18	15	40	
Statistical Neighbours	3	3	3	
London	9	6	14	

SFR: 13 October 2015 9:30am - Early years foundation stage profile results: 2014 to 2015

1.2 Table 1 shows that pupils in Year R in Havering schools have improved on the previous 2 years and is still well above national. However due to a 6 percentage point increase in national attainment the national rank fell slightly.

2 Key Stage One

2.1 In the first year of Key Stage One children are required to take a Phonics test testing their ability to spell 40 words (the expected standard is to achieve 32 or above)

Table 2: Year 1 Phonics: % pupils attaining required standard of phonic decoding

Area	2013	2014	2015	Trend
National	69	74	77	
Inner London	73	78	81	
Outer London	72	77	79	
Statistical neighbours	68	74	76	
Havering	69	76	78	
National	72	38	42	
Statistical Neighbours	4	2	2	
London	26	20	20	

SFR: 10 December 2015 9:30am - Phonics screening check and KS1 assessments: England 2015

2.2 In 2015 Havering pupils once again improved their performance by 2%pts on the statutory phonics test, with a difference of 1%pt between Havering and the National average this has resulting in a minimal drop in rank against national and but no change against our statistical neighbours.

2.3 At key stage one attainment is measured by the percentage of pupils attaining level 2b or above in reading, writing and mathematics separately.

Table 2a: Key Stage One: % Level 2B+ Reading

Area	2013	2014	2015	Trend
National	79	81	82	
Inner London	78	81	83	
Outer London	80	82	84	
Statistical neighbours	79	81	82	
Havering	81	82	85	
National	26	43	12	
Statistical Neighbours	2	3	2	
London	7	14	5	

Table 2b: Key Stage One: % Level 2B+ Writing

Area	2013	2014	2015	Trend
National	67	70	72	
Inner London	67	71	74	
Outer London	69	72	75	
Statistical neighbours	67	69	72	
Havering	72	72	77	
National	12	33	5	
Statistical Neighbours	2	2	1	
London	3	15	3	

Table 2c: Key Stage One: % Level 2B+ Mathematics

Area	2013	2014	2015	Trend
National	78	80	82	
Inner London	77	80	83	
Outer London	79	81	83	
Statistical neighbours	79	80	82	
Havering	81	81	84	
National	18	44	19	
Statistical Neighbours	1	4	2	
London	4	14	10	

SFR: 10 December 2015 9:30am - Phonics screening check and KS1 assessments: England 2015

2.4 Results at key stage one (pupils in year two, aged seven) were the best ever achieved in Havering and are above the National average as well as in the top 20 Local Authorities in all three subjects..

Table 3a: Key Stage One: % Level 3+ Reading

Area	2013	2014	2015	Trend
National	29	31	32	
Inner London	25	28	30	
Outer London	30	32	34	
Statistical neighbours	30	31	32	
Havering	32	32	34	
National	27	45	36	
Statistical Neighbours	2	3	3	
London	7	12	11	

Table 3b: Key Stage One: % Level 3+ Writing

Area	2013	2014	2015	Trend
National	15	16	18	
Inner London	14	16	18	
Outer London	16	18	20	
Statistical neighbours	15	16	18	
Havering	16	17	20	
National	41	40	25	
Statistical Neighbours	3	4	2	
London	13	13	14	

Table 3c: Key Stage One: % Level 3+ Mathematics

Area	2013	2014	2015	Trend
National	23	24	26	
Inner London	21	23	26	
Outer London	25	27	29	
Statistical neighbours	23	24	27	
Havering	24	23	28	
National	45	78	36	
Statistical Neighbours	4	7	2	
London	14	22	16	

SFR: 10 December 2015 9:30am - Phonics screening check and KS1 assessments: England 2015

2.5 The proportion of pupils achieving level three (the highest level) rose both locally and nationally in all three subjects, a clear improvement in Maths results improving by 5%pts to join Reading and Writing teaching assessments at 2%pts above national.

3 Key Stage Two

3.1 There are two key measures at key stage two – progress and attainment. With regard to **progress**, the progress made by pupils from their starting points at the end of key stage 1 is measured in three areas – reading, writing and mathematics. The percentage of pupils making expected progress (2 levels of progress) is compared with the national median for this measure. Comparisons for reading and writing are only available from 2012. **Attainment** at level 4 and above is measured in all three subjects combined. In 2014 the DfE also introduced comparisons for percentages of pupil attaining level 4b (a higher standard – “secondary ready”). Schools are also measured for the percentage of pupils attaining higher attaining at the top end, level 5 and above in all three areas.

Attainment

Table 4a: Key Stage Two: % Level 4+ Reading, Writing and Mathematics

Area	2013	2014	2015	Trend
National	76	79	80	
Inner London	79	82	83	
Outer London	78	82	82	
Statistical neighbours	75	79	80	
Havering	79	83	85	
National	25	15	7	
Statistical Neighbours	2	1	1	
London	12	11	5	

3.2 The attainment of year 6 pupils this year is exceptionally good – much better than national and was ranked 7th of 152 local authorities. All comparators were significantly above national. There was improvement in all three individual subject areas and on the combined measure. Compared with statistical neighbours Havering was ranked 1st for RWM combined.

Table 4b: Key Stage Two: % Level 4B+ Reading, Writing and Mathematics

Area	2013	2014	2015	Trend
National	63	67	69	
Inner London	67	70	73	
Outer London	67	71	72	
Statistical neighbours	63	67	68	
Havering	67	73	74	
National	35	18	11	
Statistical Neighbours	2	1	1	
London	17	13	8	

Table 4c: Key Stage Two: % Level 5+ Reading, Writing and Mathematics

Area	2013	2014	2015	Trend
National	21	24	24	
Inner London	23	25	26	
Outer London	24	27	27	
Statistical neighbours	21	23	23	
Havering	22	26	27	
National	47	30	24	
Statistical Neighbours	2	2	2	
London	22	18	15	

3.3 At the higher levels, 4b+ and level 5+, all subjects also improved and were well above national achievement. Compared with statistical neighbours Havering ranked 1st for L4b+ RWM, and 2nd for Level 5.

Table 5: Key Stage Two: % Level 4+ Grammar Punctuation and Spelling (GPS)

Area	2013	2014	2015	Trend
National	74	77	80	
Inner London	79	81	84	
Outer London	79	81	84	
Statistical neighbours	73	76	79	
Havering	78	81	85	
National	30	19	10	
Statistical Neighbours	2	1	1	
London	22	17	8	

3.4 In 2015 Havering once more improved on the ‘Grammar, punctuation and spelling’ indicator, attainment being rank 10th Nationally and 1st among our statistical neighbours.

Progress

Table 6: Key Stage Two: % 2 levels progress Reading

Area	2013	2014	2015	Trend
National	88	91	91	
Inner London	92	93	93	
Outer London	90	93	93	
Statistical neighbours	88	91	91	
Havering	89	92	93	
National	62	39	17	
Statistical Neighbours	2	1	1	
London	27	26	12	

Table 7: Key Stage Two: % 2 levels progress Writing

Area	2013	2014	2015	Trend
National	92	93	94	
Inner London	95	96	96	
Outer London	93	95	95	
Statistical neighbours	92	94	94	
Havering	94	95	96	
National	17	20	5	
Statistical Neighbours	2	1	1	
London	13	17	4	

Table 8: Key Stage Two: % 2 levels progress Mathematics

Area	2013	2014	2015	Trend
National	88	90	90	
Inner London	93	93	93	
Outer London	91	92	92	
Statistical neighbours	88	89	90	
Havering	91	92	92	
National	28	32	24	
Statistical Neighbours	1	1	1	
London	18	23	17	

3.5 In 2015 Havering’s pupil’s progression from Key Stage 1 to Key Stage 2 improved in all three subjects. Havering is now ranked in the top 20% of Local

Authorities for all three subjects with writing being 5th of 152 Local Authorities and 1st amongst statistical neighbours.

4 Key Stage Four

4.1 As with Key stage 2, achievement is measured by both attainment and progress. The two key performance indicators at Key stage 4 are the attainment of pupils measured by the percentage of pupils attaining five good GCSEs (A*-C grades) including English and mathematics and the percentage of pupils making expected progress (3 national curriculum levels) between key stage 2 and key stage 4 in both English and mathematics.

Attainment

Table 9: Key Stage Four: % 5+ A*-C inc Eng & maths GCSE

Area	2013	2014	2015	Trend
National	60.8	56.8	56.3	
Inner London	63.1	59.5	57.7	
Outer London	66.0	62.4	60.3	
Statistical neighbours	61.3	57.0	54.9	
Havering	63.7	60.2	57.1	
National	39	35	61	
Statistical Neighbours	2	2	4	
London	18	16	19	

* DfE Warning: 2013/14 & 2014/15 figures are not comparable to previous years

4.2 In 2014 the DfE changed and substantially reduced the list of eligible examinations for inclusion within the national school performance tables as a result of this the national average declined by four percentage points and this decline was mirrored by Havering. In 2015 it again fell by 3.1%pts but remains in the top 40% of LA's and above the national average.

Progress

Table 10: Key Stage Four: % 3 Levels Progress English

Area	2013	2014	2015	Trend
National	70.4	71.6	70.0	
Inner London	76.9	77.4	74.7	
Outer London	77.0	78.6	74.6	
Statistical neighbours	69.8	71.9	68.9	
Havering	71.9	73.8	67.8	
National	62	54	99	
Statistical Neighbours	3	3	7	
London	29	29	30	

SFR: 15 October 2015 9:30am - GCSE and equivalent results: England - 2014 to 2015 (provisional)

4.3 Expected progress in English has fallen below last year's national average and is placed 7th of 11 statistical neighbours.

Table 11: Key Stage Four: % 3 Levels Progress Mathematics

Area	2013	2014	2015	Trend
National	70.7	65.5	66.6	
Inner London	77.0	71.4	70.4	
Outer London	77.6	72.2	71.7	
Statistical neighbours	70.8	65.8	65.5	
Havering	73.7	68.1	65.2	
National	43	50	92	
Statistical Neighbours	3	3	8	
London	27	28	29	

SFR: 15 October 2015 9:30am - GCSE and equivalent results: England - 2014 to 2015 (provisional)

4.4 Expected progress in mathematics has fell 2.9%pts and is now marginally below national average

4.5 One academy only in Havering opted-in early to the new measures which will be introduced in 2016. Attainment 8 will measure the average grade of a pupil across 8 subjects including mathematics (double weighted) and English (double weighted), 3 further qualifications that count in the English Baccalaureate (EBacc) measure and 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.

Progress 8 score will be calculated for each pupil by comparing their average grade (their Attainment 8 score) with the average grade of all pupils nationally who had a similar starting point, or 'prior attainment'. A school will be below the floor standard if their Progress 8 score is below -0.5 (on average half a grade lower than a peer with the same prior attainment).

5 Narrowing the gaps: pupils entitled to free school meals and pupil premium

5.1 In 2013/14 and 2014/15, narrowing the attainment gap between pupils entitled to free school meals (FSM) and all other pupils (non-FSM) and for pupil premium pupils at key stages 2 and 4 was a key priority, since the gap in Havering was significantly wider than national. We have successfully halved the gap in these two years.

Table 12a: Key Stage Two: FSM GAP: % Level 4+ Reading, Writing and Mathematics

Area	2013	2014	2015	Trend
National	-19	-18	-11	
Inner London	-10	-9	-6	
Outer London	-17	-15	-7	
Statistical neighbours	-21	-20	-13	
Havering	-23	-18	-11	
National	100	53	59	
Statistical Neighbours	7	1	5	
London	30	25	30	

SFR: December 2015 (provisional) - National curriculum assessments at key stage 2: 2015 (revised)

5.2 Attainment at Key stage 2 has improved in Havering for both FSM and Non-FSM pupils, however due to focused work the FSM pupils' attainment has improved at a faster rate thereby reducing the gap from -23%pts in 2013 to -11%pts in 2015. The Gap is in line with the National Average and our statistical neighbours. This will continue to be a focus, given the rising proportions of this group. The narrower gap in London boroughs, where groups have long been a focus may hold the key to improving our performance compared with London boroughs.

Table 12b: Key Stage Two: Disadvantaged GAP: % Level 4+ Reading, Writing and Mathematics

Area	2013	2014	2015	Trend
National	-18	-17	-15	
Inner London	-10	-9	-8	
Outer London	-15	-13	-12	
Statistical neighbours	-20	-17	-17	
Havering	-20	-16	-13	
National	83	47	30	
Statistical Neighbours	3	2	1	
London	28	28	22	

SFR: December 2015 (provisional) - National curriculum assessments at key stage 2: 2015 (revised)

5.3 Pupil premium (PP) was introduced in 2012. The 'cohort' for pupil premium is not the same as pupils currently entitled to free school meals, however, it includes all pupils in the cohort who have been entitled to a FSM at any time in the last six years;

children 'looked after' by the state; pupils who have been adopted and pupils with a parent who is, or has been within a prescribed period, in military service and often referred to as 'disadvantaged pupils' due to a historic national trend of poor attainment.

5.4 Attainment at Key stage 2 has improved for both PP and Non-PP pupils however due to focused work the PP have improved at a faster rate thereby reducing the gap from -20%pts in 2013 to -13% pts in 2015. The Gap is now 2%pts below National and 4%pts below that of the statistical neighbour average.

5.5 In both these measures Havering has improved both nationally and against statistical neighbours. Havering has improved in terms of attainment for all the characteristics FSM, Non-FSM, PP and Non-PP and still lowered the gap meaning disadvantaged pupils are making accelerated progress through successful planning and focus.

Table 13a: Key Stage Four: FSM GAP: % 5+ A*-C inc Eng & maths GCSE

Area	2013	2014	2015	Trend
National	-26.7	-27.0	-27.0	
Inner London	-14.1	-13.7		
Outer London	-22.3	-23.4		
Statistical neighbours	-30.2	-30.0		
Havering	-30.2	-23.8	-23.7	
National	90	41		
Statistical Neighbours	6	2		
London	30	22		

SFR: December 2015 (provisional) - National curriculum assessments at key stage 4: 2015 (provisional)

5.6 Table 13a shows the performance 'gap' between of FSM entitled pupils at key stage four (5+ A*-C GCSE's Inc. E/M) and all non FSM pupils nationally. Both Havering's Gap and Nationally remains unchanged compared to last year.

Table 13b: Key Stage Four: Disadvantaged GAP: % 5+ A*-C inc Eng & maths GCSE

Area	2013	2014	2015	Trend
National	-27.0	-27.5	-27.0	
Inner London	-16.7	-17.0		
Outer London	-22.5	-23.8		
Statistical neighbours	-30.0	-29.0		
Havering	-24.4	-24.6	-23.7	
National	37	38		
Statistical Neighbours	1	2		
London	23	22		

SFR: December 2015 (provisional) - National curriculum assessments at key stage 4: 2015 (provisional)

5.7 Havering's Gap narrowed in 2015 at a faster rate than national. Rank expected to be similar

6 Key Stage Five – post-16 results

6.1 The tables in this section set out the performance of the FE and sixth-form colleges, and our secondary schools with sixth forms. The movement of post-16 students in London is considerable, and therefore these tables should not be relied upon to give an accurate measure of the performance of Havering students.

Each examination grade is allocated a certain number of points. Average Points Score (APS) is the total number of points achieved by students in all subjects.

Table 14: Key Stage Five: Average Points Score (APS) of students at A level (excl. FE Colleges)

Area	2013	2014	2015	Trend
National	779.6	775.3	766.6	
Inner London	719.1	730.7	732.3	
Outer London	768.9	764.8	756.7	
Statistical neighbours	767.2	751.7	738.2	
Havering	815.2	807.0	792.1	
National	29	28	33	
Statistical Neighbours	3	3	4	
London	4	3	5	

SFR: 13 October 2015 9:30am - A level and other level 3 results: 2014 to 2015 (provisional)

6.2 Table 14 shows that the APS in Havering has fell marginally due to pupils taking fewer entries however remains higher than national.

Table 15: Key Stage Five: % of students achieving at least two level 3s (excl. FE Colleges)

Area	2013	2014	2015	Trend
National	97.9	98.0	98.0	
Inner London	97.6	97.3	97.3	
Outer London	98.4	98.6	98.4	
Statistical neighbours	96.1	95.6	95.6	
Havering	99.8	99.4	98.6	
National	9	17	47	
Statistical Neighbours	1	2	3	
London	3	3	13	

SFR: 13 October 2015 9:30am - A level and other level 3 results: 2014 to 2015 (provisional)

6.3 A level three qualification is an advanced (A) level or equivalent. The key measure is the percentage of students achieving three or more level 3 qualifications.

Table 15 shows that the percentage of students obtaining three level 3 qualifications declined marginally from 2013.

6.4 It is important to note Havering’s school sixth forms tend to perform more highly than the colleges. This is largely due to the colleges accepting a lower tariff on entry and offering a higher proportion of non-A-level subjects. The lower levels of attainment on entry mean that generally students from the colleges attain lower levels at the end of their sixth form courses although they may well have made very good progress.

7 The outcome of Ofsted inspections of settings and schools

7.1 The focus is to have all settings and providers providing good or better education. This is represented as grade 2- Good or grade 1-Outstanding.

Table 16a: Ofsted: % of Good or Better Early Years providers

Area	2013	2014	2015	Trend
National	77%	80%	85%	
Inner London	71%	72%	81%	
Outer London	77%	78%	86%	
Statistical neighbours	75%	77%	79%	
Havering	72%	77%	86%	
National	109	94	66	
Statistical Neighbours	6	6	6	
London	20	10	10	

7.2 In 2015 Havering’s Early Years Providers continue to improve, it’s target of 80% of PVI’s being good or outstanding was reached, with Havering being above national for the first time in 3 years.

Table 16b: Ofsted: % of Good or Better Schools

Area	2013	2014	2015	Trend
National	78%	81%	84%	
Inner London	89%	90%	90%	
Outer London	81%	83%	87%	
Statistical neighbours	74%	77%	81%	
Havering	78%	77%	72%	
National	80	106	147	
Statistical Neighbours	4	4	11	
London	28	30	33	

7.3 The table 16b shows that the percentage of schools rated good or better in Havering has fell once more in 2015 and is now in the bottom 20% of LAs.

Table 17a: Ofsted: % of Good or Better Primary Schools

Area	2013	2014	2015	Trend
National	78%	82%	85%	
Inner London	87%	89%	89%	
Outer London	80%	83%	88%	
Statistical neighbours	73%	77%	82%	
Havering	79%	82%	80%	
National	75	79	118	
Statistical Neighbours	5	3	9	
London	24	26	31	

7.4 The proportion of primary schools judged good or better has been unable to keep pace with the rapidly improving national average and is now below national, outer London and statistical neighbours. In 2015 there were 11 primary inspections of which only 1 has been previously judged as 'requiring improvement'. This school was upgraded to good. Three schools previously good or better were downgraded to requires improvement. Others judged good had not been previous inspected meaning that there was little possibility of dramatic improvement this year.

Table 18a: Ofsted: % of Good or Better Secondary Schools

Area	2013	2014	2015	Trend
National	71%	71%	74%	
Inner London	91%	88%	89%	
Outer London	83%	78%	83%	
Statistical neighbours	75%	74%	75%	
Havering	72%	67%	56%	
National	77	97	132	
Statistical Neighbours	8	9	10	
London	28	30	32	

7.5 Our secondary schools (14 out of 18 are academies) fell for a second year; this was due to two academies moving from Good to Requires Improvement (RI) or below, representing 11% of all schools and three RI academies unable to improve their grade. Havering's percentage of good and above secondary schools is now in the bottom 20% Nationally, Statistical Neighbours as well as London authorities.

7.6 We need to improve the number of good schools from four out of five to more like nine out of ten, and to help to move more good primary schools to 'outstanding', it is in secondary where improvement is most urgent.

7.7 Local authorities are also judged on the proportions of pupils being educated in Good or Outstanding schools. Currently, 80% of pupils are educated in good or better primary schools. However, roughly a half of secondary-age pupils attend a school that is not yet good or better. This is below the national average. Local Authority quality assurance staff are working closely with a number of schools, and in academies where possible, and in cooperation with the Regional schools Commissioner, on improvements in this key area. It should be noted that the Local Authority does not receive any funding to support its role of quality assurance in academies. Academies are not obliged to cooperate with Local Authority scrutiny nor to draw on the Local Authority for support.

8 Schools causing concern and priority schools

8.1 Havering has suffered from a special school, the PRS and a secondary academy going into the Ofsted category

8.2 The Havering School Improvement Services (Hsis) has developed a comprehensive quality assurance framework. Following an assessment, including a comprehensive analysis of detailed performance data, every school – including academy schools – are placed in one of four categories (generally their most recent , or legacy in case of converting academies), Ofsted judgement followed by a direction of trend (up, equal, down) based on our estimate of Ofsted’s next judgement. Intensive support and tracking and challenge is now applied to all priority schools and where possible academies judged 2 down or 3. The table below shows the distribution of LA grades at July 2015.

Phase	1+	1=	1-	2+	2=	2-	3+	3=	3-	4+	4=	Total	Priority	SCC	Priority or SCC			
Primary	2	5	1	2	29	6	3	8	1	1	1	59	14	24%	3	5%	17	29%
PRU											1	1	0	0%	1	100%	1	100%
Secondary		2		1	4	3		7		1		18	10	56%	1	6%	11	61%
Special				1			1			1		3	0	0%	1	33%	1	33%
Grand Total	2	7	1	4	33	9	4	15	1	3	2	81	24	30%	6	7%	30	37%

9 Key challenges

9.1 Our main challenge in the short and medium term is to improve our ranking, particularly when compared with London by improving the:

- Percentage of schools judged at least ‘good’ by Ofsted, particularly in secondary;

- Progress pupils make between key stages two and four;
- Quality of provision in our special schools and PRS
- Attainment of pupils pupil groups LAC and low attaining pupils (previously called SEN without a statement) in key stage 4 ;
- Attainment of pupils at key stage four in secondary's in some subjects, particularly, mathematics, humanities and science
- The gap In attainment between disadvantaged pupils and non- disadvantaged peers must always remain a priority;

IMPLICATIONS AND RISKS

Financial implications and risks:

There are no financial implications arising from the report. All work undertaken will be within budget allocations, or paid for by schools where services are traded.

Legal implications and risks:

The local authority has legal duties and powers in respect of all schools in its area by virtue of the Education Act, 1996, the School Standards and Framework Act, 1998 and (in respect of all maintained, trust and aided schools) the Education and Inspections Act, 2006.

Human resources implications and risks:

In cases where the local authority withdraws delegated powers from schools, council officers assume the direct management of the head teacher concerned, and therefore assume responsibility for recruitment and the performance management of senior school staff.

Equalities implications and risks:

There remains, as nationally, equalities and social inclusion implications highlighted in this report, with pupils from disadvantaged backgrounds, e.g. whose parents are on low incomes, pupils on free school meals entitlement, children who are looked

after, making less progress and achieve at lower levels when compared with all other pupils. Tackling the 'gap' in attainment between the above groups and all other pupils is of major concern and therefore a priority for the Quality Assurance team will continue with the successful work in this area identifying target schools and academies where the gaps are largest.

The key challenges identified are listed on page 20 above.

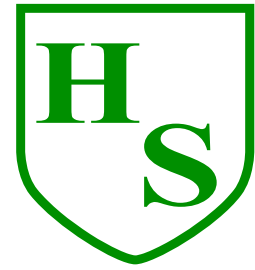
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BACKGROUND PAPERS

1. Havering RAISEOnline 2015
2. Quality Assurance Team – Narrowing the Gap Action Plan
3. The School Quality Assurance Framework
4. Performance indicators for all key stages against comparator LAs

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HACTON
PRIMARY SCHOOL



Self-Evaluation Form

Reviewed: November 2015

Context and Characteristics of the School

The school's context and, particularly, any significant changes in its circumstances since the last inspection (300 - 500 words max)

- Hacton Primary School is a larger-than-average primary school with 16 classes including the two part-time Nursery sessions.
- In addition to our mainstream provision, we have a hearing-impaired unit where 20 pupils are currently registered. We were graded as outstanding for this provision at our last inspection and we are particularly proud of our record of inclusion with these children, which was recognised in the report. Practice and outcomes for this provision has continued to maintain these high standards since the last inspection.
- As we are inclusive by nature and ethos, all of the data which we produce in the first instance and which this SEF is based on is inclusive of these children. This has an impact on our attainment data with between 4 - 12% (2013/14 Y6 cohort 12%, 2013/14 Y2 cohort 8%, 2014/2015 Y6 cohort 8%, 2014/2015 Y2 cohort 10%) of children in each cohort being profoundly deaf and also having a wider range of needs of which hearing impairment is only a part on top of the usual needs found in any primary school. We would therefore expect any outside validation of our practice to take this into account when making their judgements.
- Most children begin in our Nursery but our Nursery serves a wide area and not all the Nursery children transfer to the Reception class in the following September.
- Other new entrants join the Reception class at this stage and these amounts to typically about 25% of children (2014-2015 29%, 2015-2016 27%).
- The proportion of pupils known to be eligible for free school meals is broadly average and our deprivation indicator is in the middle quintile suggesting that we serve a broadly average socio economic community.
- The percentage of pupils with special educational needs and/or disabilities is in line with that seen in most schools, even allowing for those pupils with a hearing impairment. Most of the other pupils with special educational needs and/or disabilities have general learning difficulties.
- The proportions of pupils from minority ethnic groups and those who speak English as an additional language are much lower than the national averages.

Overall Effectiveness

Overall Grade				
	Grade 1	Grade 2	Grade 3	Grade 4
	✓			
Reasons for Grade				
<ul style="list-style-type: none"> • The effectiveness of leadership and management = 1 • The quality of teaching, learning and assessment = 1 • Personal Development, behaviour and welfare = 1 • Outcomes for pupils = 1 				

The Effectiveness of Leadership and Management

Grade	Grade 1	Grade 2	Grade 3	Grade 4
	✓			

Leadership

- Leadership and management of the school is outstanding because it has provided the foundations, through its actions, for outstanding teaching and learning, behaviour, personal development and welfare to embed which has enabled outcomes of our children to become outstanding.
- Our current HT has been in place for 12 years and was a HT for a substantial period of time in a school preceding appointment to Hacton.
- The DHT is now in the third year of being in post and has a 50% teaching commitment as well as being lead in assessment and curriculum development and a lead in coaching and mentoring.
- SLT comprises of the HT, DHT and four phase / year group leaders. However, as we move towards three form entry we are creating capacity to ensure that we have the people with the skills in place to lead year groups.
- We have a clear vision for our children which is understood by all in the school and embedded in our **ethos, vision and values**. It is:

Personal Excellence. Through our broad, balanced and relevant curriculum, we prepare pupils to learn and thrive living as citizens in the modern world. Education is about more than just exam results, it is about every child reaching their full potential, socially and academically. Good manners and respect for one another are highly valued.

- The **effectiveness of leadership and management** in our school is that we are amongst the top 300 performing schools in England in terms of the progress all pupils and **disadvantaged pupils** (Pupil Premium) make between Key Stage 1 and the end of Key Stage 2.

Curriculum

- Our carefully considered, balanced curriculum helps to develop the skills and attitudes necessary for life as a responsible citizen in the 21st Century. Our curriculum provides opportunities for all pupils to learn and to achieve, irrespective of social background, culture, race, gender, differences in ability and needs. Pupils are encouraged to think creatively and critically and to respect others and the environments in which they live. We place an emphasis on spiritual, moral, social and cultural development across our curriculum and support children in developing principles for distinguishing between right and wrong.
- We believe that the curriculum should stimulate enjoyment and commitment to learning as a means to encourage the best possible progress and the highest attainment for all pupils; preparing them effectively for the next steps in their education.
- We communicate curriculum expectations to pupils and parents through Hacton Pupil Passports and Boarding cards. The Pupil Passport is our latest initiative to help communicate curriculum expectations to pupils and parents. All pupils receive a printed Passport to which they can refer as they make progress on their journey through the year. We hope parents will also read the Passports so they can support their children more effectively. Alongside these passports, children receive a boarding card which outlines the learning experiences and trips they will receive throughout the year as well as challenging children to read selected age appropriate, high quality texts.
- Everything we do is designed to create a school where pupils will flourish: personally, socially and academically. Our curriculum goes beyond the content of the national offer to enrich learning, widen experiences and strengthen character.
- Information on our website expands on the Pupil Passport curriculum content, outlining the meaningful opportunities and enriching experiences that we offer to engage and inspire every pupil.

Governors

- Governors have an acute understanding of their responsibilities.
- Through frequent formal and informal visits, they have become increasingly aware of the quality of teaching and how it relates to pupils' progress.
- They attend training to ensure that they have the knowledge to understand data and the skills to fully hold the Headteacher and leaders to account for the school's performance.
- Governors keep a close eye on the allocation and impact of any spending, including the Pupil Premium and PE funding.
- Governors ensure that reviews of teachers' work are linked closely to the progress and attainment of their pupils, to the standards expected of teachers and to the pay scales that teachers are on.
- They ensure that statutory requirements are met and safeguarding has a high priority.
- Governors have a clear and accurate knowledge of the strengths and weaknesses of the school and understand the challenges it faces. They are aware of the need to not just be supportive but also to challenge the Headteacher and play the role of critical friend effectively.
- Following a recent reconstitution, the Governing Body is now well structured to ensure a balanced focus on resources and budgeting and on the quality of provision and pupil care.
- School visits are now undertaken by a range of governors and are monitoring a range of aspects of our school effectiveness. They report back to the full governing body on their findings and we have ample evidence to support their effectiveness in being a visible presence in the school.
- Two Governors have undertaken safer recruitment training. They are involved in the appointment of teachers and all other senior members of staff.
- The School Improvement Plan is monitored regularly through governing body meetings and reviewed through a process of governor involvement with staff.
- They have developed a good understanding of the use of data and are confident in addressing areas where performance could be improved.
- The governors receive the results of surveys designed to gather the views of users and stakeholders by the leadership team.

Homework

- www.hacton.havering.sch.uk/index.php?page=curriculum

Extra-Curricular Activities

- www.hacton.havering.sch.uk/documents/Hacton_Curriculum_Overview.pdf

Pupil Premium and PE Funding

- Details of PP spending: www.hacton.havering.sch.uk/?page=pupil-premium
- Details of our Primary PE Sports grant: www.hacton.havering.sch.uk/?page=sports-grant

Safeguarding

- See Appendix 1 and: www.hacton.havering.sch.uk/policies/Child_Protection_Policy_2015.pdf

Parental Engagement

- See Appendix 2

SMSC

- See appendix 3.

The Quality of Teaching, Learning and Assessment

Grade	Grade 1	Grade 2	Grade 3	Grade 4
	✓			

Reasons for Grade

Teaching and Provision Over Time:	Quality of T&L by Class 2013 - 2014 =
Outstanding	25 %
Good or better	87 %
Requires Improvement	13 % (exit strategy agreed for both teachers summer 2014)
Inadequate	0%
Classes whereby T&L graded Good or better	87%
Lessons graded:	Quality of T&L by Class July 2015
Outstanding	30 %
Good or better	100 %
Requires Improvement	0%
Inadequate	0%
Classes whereby T&L graded Good or better	100%

- Teaching and learning across the school is now consistently good with much that is outstanding. This is now impacting to the extent that the outcomes of our children is outstanding and so we judge teaching and learning overall to be outstanding.
- In order to arrive at our judgement we take into account a wide range of monitoring information including pupil progress, teacher performance and consistency, engagement of children in their learning, learning environments, work scrutinies and child interviews.

Improvements / Changes since the Last Inspection

- We have had a complete change of staffing since the last inspection with only the HT remaining.
- There are a number of reasons for this but by far the most common reason for teachers moving on is for promotion. Since the last inspection we have provided other schools with two Headteachers, one deputy and at least half a dozen other senior leaders.
- We are very proud of this and that we are directly impacting on the education of children beyond our own school gates. We have also supported two other schools who were vulnerable and who have moved from RI to Good. Our teaching staff have played a key role in this through coaching and mentoring. The fact that we have been able to achieve this whilst maintaining our own high standards, we believe, is impressive.
- There are a few teachers who have moved for personal reasons and we have agreed exit strategies with four teachers since the last inspection who haven't taken advantage of the coaching and support we have given them and have not been able to maintain the standards we expect for our children. We are resolute in this and although we give high levels of support, coaching and development to our staff, we cannot allow our children to be subject to less than good teaching on a prolonged basis. Therefore, we are not afraid to make difficult decisions when it is in the best interests of our children.
- Where changes of staffing have been enforced in this way, we have managed to use these opportunities to continue to strengthen teaching and learning across the school and this is evidenced by rising attainment in EYFS and KS1 and accelerating and outstanding levels of progress in KS2.

Key Strengths Evident in Our Overall Teaching Include

- Observations confirm that children are engaged, and lessons are relevant and teach to and meet the needs of the children.
- Regular moderation ensures that staff have very good expertise in levelling and assessment for learning. Data provided to staff enables them to have accurate knowledge of starting points and targets and then day to day assessment means that learning objectives are challenging and extension is focussed on next steps in learning.
- The use of computing to support the curriculum.
- Plans adjusted in light of AfL.

- Very good planning from excellent subject knowledge and assessment leads to appropriate challenge which is leading to high expectations and good engagement with pupils.
- Differentiation for specific groups of learners within lessons complements the wide range of teaching styles our teachers use to enthuse and motivate their pupils, thus ensuring consistently at least good and often outstanding outcomes from lessons and embedding resilience and independence in our learners.
- Pupil interviews within an observation show that children are able to make the distinction about what they are learning and what they are doing. Children are able to talk about their prior and current learning and they are also able to talk about their targets and areas they are specifically working on.
- Our high quality, focussed marking throughout the school impacts significantly on pupils' progress. It gives clear feedback to children and ensures that they sustain at least good progress and are aware of their areas of success and next steps for progression in learning and achievement. Over time this develops into a learning conversation between teacher and pupils which underpins progress, self-esteem and resilience.
- A range of intervention groups take place which are monitored and evaluated regularly and always time limited when children have achieved their target. High quality work is achieved with children who have specific learning and physical needs.
- Teaching assistants and other adults are used highly effectively across the school to ensure that all groups of learners, including SEND children, are supported in making the best progress possible.
- Homework activities are set regularly and reinforce and extend learning from lessons. This work is regularly assessed in order to ensure that it is relevant and motivational to our children's learning.

Views of Pupils and Parents

- The very large majority of parents and pupils think that the teaching and learning they receive helps them to make progress and that they feel safe in class.

Monitoring and Evidence of External Validation

- We have had considerable external validation of our efforts to improve teaching and learning through the LA. This consistently triangulates the school's judgements on teaching and learning and ensures that we are robust in ensuring that we present an accurate picture of our core purpose.
- Our most recent LA Quality Assurance inspection (October 2015) confirms our own self-evaluation of an outstanding judgement (see Headteacher for report).
- The core subjects are monitored regularly by subject leaders through learning walks and other monitoring activities.
- Because of the strength of teaching in our school the LA have approached us to we have work with a number of vulnerable schools locally in order to raise the quality of teaching and learning for children outside our own school.

How Performance Management is Used to Improve Performance

- We give each teacher three targets which cover whole quality of teaching, pupil progress and middle leadership responsibility. Teachers on UPS have clear responsibilities relevant to their pay scale and all progression on pay scales is and will be expected to show teaching strengths which are also in line with their seniority.

Personal Development, Behaviour and Welfare

	Grade 1	Grade 2	Grade 3	Grade 4
Behaviour	✓			
Personal Development and Welfare	✓			
Overall Grade	✓			

Behaviour

- Evidence from classroom observations show that children’s learning behaviour and attitude to their learning is outstanding and highly conducive to learning. Children are almost always on task, engaged and motivated and virtually no learning is lost to disruption. Our children’s behaviour, attitudes towards others and respect for young people and adults is exemplary. Children are proud of their work and their school.
- Pupils learn appropriate behaviour towards others and learn strategies to handle conflict through a consistent PSHE and behaviour policy which is reinforced in school assemblies and classroom circle time and are seen to use them in their interpersonal relationships.
- The large majority of parents tell us that behaviour is excellent in the school and this is a commonly held view in our community.
- Children tell us that they feel safe in lessons because teachers are consistent and fair.
- Through consistent positive behaviour management and a well-developed reward system, children are supported in establishing polite, courteous, respectful behaviour to each other and to adults.
- Pupils are very tolerant of each other regardless of background or culture.
- Pupils are very welcoming to visitors and enjoy taking the role of school ambassador.
- Despite the fact that, as in every school, we have a number of children with complex social and emotional needs, we have had only one temporary and no permanent exclusions since our last inspection. We consider that this is powerful evidence of our commitment to inclusion and the consistency of expectation we have of children’s behaviour.
- In circumstances of greater need, we have had support from the Educational Psychologist, Behaviour Support Workers, the school nurse, CAMHs and our locality Home / School worker.
- We have high expectations on lunchtime behaviour and have training for our older children in leading play (our Boredom Busters!).

Personal Development and Welfare

- Our children are very much able to protect themselves from bullying, racism and other discriminatory incidents. We take the view in our school community that in order to become good citizens and make a highly positive contribution to society, our children have to have a very good knowledge of what constitutes bullying and discrimination and be highly proactive in ensuring that they never tolerate it either against themselves or others. They have the right to be protected against all forms of discrimination but also the responsibility to never practise it against others or knowingly allow it to happen to others.
- Through our PSHE curriculum, and anti-bullying work pupils show that they know what constitutes bullying, racism and other discriminatory incidents and they know to report it if they witness or experience it. All staff, having been trained on anti-bullying procedures and child protection are well-equipped to support children in staying safe.
- However, we recognise that to be outstanding children need to know how to keep themselves safe at all times from these incidents and they do so by knowing that they are never to stand for it happening to them and that they have a responsibility to not allow it to happen to others. Our children cooperate and look after each other to a degree that ensures this is the case.
- We have very low levels of bullying and racial incidents but the fact that they are reported means that children have the confidence and knowledge to report incidents immediately.
- As a result of positive relationships between staff and pupils and a warm, supportive environment, almost all of pupils tell us that they feel confident and secure in sharing fears and concerns with staff in school and know that issues raised will be dealt with effectively. This is a view shared by almost all of our parents and children who tell us that they feel safe in our school.
- As we take E-Safety very seriously, the E-safety Policy is available for parents to view online. E-Safety is an integral part of our curriculum and is constantly reinforced. Our ICT technician and coordinator act as an E-safety coordinator who works closely with parents to ensure that they understand how to keep their children safe on line. We encapsulate this into an E-safety agreement and consider that we follow a very high standard of practice in this area. We have CEOPS training and have put parent and child training opportunities on to our website.
- To further enhance the safety of pupils the school has regular fire evacuation drills and has developed an emergency evacuation plan.
- In order to ensure our children feel secure, prior to school visits, pupils are informed of the rules and expected behaviour. The venue is discussed and the possible risks. In the case of residential trips parents are also invited into school for an information meeting.

- We have numerous visits from safety organisations such as the fire brigade and police to help ensure our children have wider input on how to keep themselves safe beyond the school gate.
- Our children tell us that they know which adult at school they can turn to if they feel scared or in trouble and they know they will be listened to.
- As part of the curriculum we undertake a variety of trips where again the aspects of health and safety are discussed and our children have to consider aspects of their own well-being and that of others. It is vital for our children to be able to use public transport safely and we give them the opportunity to learn how to use it and keep safe.
- We take our Y6 children to Sealyham centre where they stay for six days and where they engage in outdoor and adventurous activities. This enables them to put into practice all they have learned about keeping themselves and others safe and they learn a great deal about themselves in the process.

Attendance and Punctuality

Attendance is improving year on year has been above national averages in the last three years and the rate of persistent absence has been well below national averages. Absence is rare and it is rarer still that children are absent for reasons that are unavoidable. Our community is well aware of the need to attend fully and the impact this has on the quality of learning of their children. Therefore punctuality is excellent and learning starts promptly at the beginning of the day with children well prepared and eager to get started.

	2012/13	2013/14	2014/15
Attendance	95.9	96.4	96.5
Persistent Absence	2.3	2.2	1.6

Outcomes for Pupils

Grade	Grade 1	Grade 2	Grade 3	Grade 4
	✓			

Reasons for Grade

Overall, our children start their schooling with Age Related Development levels that in most children is broadly typical.

Most of our children attend our own nursery provision and therefore have a good experience of nursery education. However, a number of children leave our nursery for other schools and a number come in from other settings. The quality of provision and the development of these children is varied but altogether is lower than we find for the children who have been with us. The quality of data varies significantly and much of it lacks rigour. Therefore a straight measure of progress and attainment from the beginning of nursery to end of Reception would be inaccurate in our school and so each needs to be measured separately.

The quality of teaching and learning in EYFS 1 is good and this is leading to good progress and outcomes for our children. Almost all children make at least expected progress and the majority exceed this. This means that most children who are with us going into EYFS 2 are at least meeting age-related expectations in most areas and an increasing proportion of children exceed.

End EYFS

Year	% GLD or above		C+L		PD		PSE		Reading		Writing		Number		Shape	
	S	NA	S	NA	S	NA	S	NA	S	NA	S	NA	S	NA	S	NA
2014	62	61	85	82	96	89	90	86	85	74	77	67	88	75	94	79
2015	72	60	87	82	91	89	83	86	89	74	89	67	87	75	91	79

Year	Boys GLD		Girls GLD		Dis	
	S	NA	S	NA	S	NA
2014	52	52	74	69	25	45
2015	58	53	89	53	80	45

- During EYFS 2, our children continue to make better than expected progress and reach consistently improving levels of GLD that are well above the national average.
- On entry, skills levels of those who have not been in our own nursery are most often below or in line with those found nationally in all areas and almost all of these children make at least the expected progress. The proportions exceeding this are at least in line with national averages leading to these children making more than a full age band of progress in all areas.
- The children who were with us in EYFS 1 continue to build on their strong foundations and by the end of EYFS; the large majority of these children have reached at least a good level of development.
- In 2014, 62% of children achieved a good level of development (GLD) which was just above the national average. We continued to improve provision and the quality of teaching and learning in EYFS throughout the last academic year and the impact of this is a further significant rise in GLD this year to 72%.
- Almost 9 out of ten of our children are in line with age related expectations in key individual measures of reading, writing and number which is much higher than national averages and ensures that our children are at least well prepared for KS1.
- The total average points score in 2014 of 33.6 out of a possible 51, with boys at 33.2 and girls 34.0. rose to 34.9 in 2015 which is again well above the national average.
- 74% of Girls and 52% of boys achieved a good level of development in 2014 and in 2015 this was 58% for boys and 89% for girls. We recognise that the gap is wider than that seen nationally and will be continuing our work on closing the gap between gender groups.
- FSM children make more than a full band of progress on average suggesting that they also make good progress. 80% of Disadvantaged children (FSM) achieve a GLD, which is much higher than non-disadvantaged children nationally and suggests outstanding outcomes for this group.
- This evidence would suggest that from broadly average starting points, the large majority of our children have attained age related expectations in most areas and have therefore made at least good progress. We therefore judge achievement in EYFS to be good and the quality of practice is improving rapidly. There is a clear upward momentum in EYFS which we are confident will result in consistently outstanding outcomes and practice by the end of the 2015/16 academic year.

KS1 Outcomes Overview

- By the end of KS1, our children attain Average Point Scores (APS) which are on three year rising trends in all subjects, reading and maths and these measures are now at least well above average. Writing was on a three year upward trend to 2014 when it was sig+ and in 2015, we have consolidated this with our APS score again above

average. All Subjects APS is sig+ in both of the last two years and maths is so currently also. All of our data below includes children who are in the school to attend our Provision for Hearing Impaired Children (PHIC). We are a highly inclusive school and in our self-evaluation we do not seek to present alternative data in order to make a comparison with similar mainstream schools. We would however expect external validation to understand that our attainment data would be even higher than similar mainstream schools and take this into account if considering a borderline decision. We can provide data without PHIC children included on request.

- The levels that all of our children reach would suggest that all of our children make at least good progress and for many it is outstanding.
- Level 2+ attainment is at least in line with national averages in all measures over three years and maths and reading are currently well above. Maths is on a three year rising trend and has been above national averages in both of the last two years. Writing is at least in line over time but rose above in 2014.
- Level 2b+ attainment has been above average in writing and maths over the last two years with reading at least in line over time, and above the national average in 2014 also.
- The proportion of children reaching the required standard in phonics is on a three year rising trend and is consistently well above the national average in the last three years.
- Level 3+ attainment is on a three year rising trend in all measures and is now above average in reading and well above in writing and maths.
- Therefore, our children are making at least good progress in all subjects to reach levels that ensure they are very well prepared with the skills they need across the curriculum to be successful in KS2. In writing and in maths, our children now reach significantly above average levels which ensure they are exceptionally well prepared for KS2. When our PHIC pupils are excluded from our reading results, these too would show above average levels. We therefore judge all of our children make good and more often outstanding progress to reach levels that ensure they are exceptionally well prepared academically for KS2 and so outcomes is outstanding.

KS2 Outcomes Overview

- By the end of KS2, our children attain Average Point Scores (APS) which over the last four years have in all measures been above the national average in reading, writing and maths; with the majority of measures being sig+. All measures in 2015 are sig+ (including writing when PHIC pupils are excluded) and the All Subjects combined measure and maths are on three year upward trends.
- All statements we give on attainment below includes PHIC children because these children are fully integrated into the life of our school. When looking at progress, clearly, there is no issue in interpretation when comparing us to similar schools who don't have this specialist provision. However, it does have an impact in terms of attainment and when looking at APS scores for example, this group of pupils have an impact of around a point for all pupils and as much as two points for disadvantaged. This means that all APS scores this year would be over 30 points with maths being around 34 which is exceptionally high. We can provide data, if required, to show our data without our PHIC provision included.
- Our APS gains from KS1 to KS2 are consistently well above expected over time, suggesting that our children make consistently at least good and more often outstanding progress in KS2.
- All level 4+ measures over the last three years have been at least in line with national averages and the very large majority have been above or well above. Maths is sig+ in both 2014 and 2015 as almost all of our children made at least this progress, and current EGPS is also sig+. In the Combined Measure, a three year rising trend is evident and is consistently above the national average in each of the last three years.
- Level 4b+ measures in all subjects over the last three years have been at least in line with national averages with the large majority being well above or sig+ and so it is clear that our children are very well prepared with the academic skills necessary to be successful at KS3. All measures are sig+ in 2015.
- Level 5+ attainment is at least well above average in all measures over three years and maths is also on a three year rising trend. All measures in 2015 are sig+ with around half of our children attaining at least this level across the curriculum. This would suggest our children are exceptionally well prepared for their next stage in education.
- Level 6+ attainment is consistently well above national averages in maths in each of the last three years, EGPS is rising and we have also had Level 6+ attainment in writing this year.
- Progress measures over time reflect this picture of success. Almost all groups' VA progress scores over the last two years are sig+.
- All measures of expected progress have been at least in line with national expectations in the three years to 2015, with the large majority being higher.
- At exceeded levels, all measures over three years have been higher than national expectations. This would suggest that we have sustained outstanding progress over this time. This is further evidenced by all subject measure VA scores in 2013 being sig+. However, VA measures in reading and writing in 2014 were not as strong as progress variation data would suggest, being around 100 rather than well above which suggests good rather than outstanding progress (as a result of 6 PHIC pupils (12%)). As we have further improved all expected and exceeded progress measure in 2015 and they are higher than 2013, all VA scores are currently sig+ again.
- We therefore judge that because we have improved teaching and learning significantly, our children now make consistently at least good and more often outstanding progress in KS2 to reach levels across the curriculum which ensure they are exceptionally well prepared for their next stage in education and so their outcomes by the end of KS2 is outstanding.

Outcomes of Groups

Gender

- In 2014, there was no significant gender difference between boys and girls in any attainment of progress measures. In 2015, there are differences in attainment with girls overall attaining higher levels than boys. These differences appear most marked in reading and writing, as reading in boys is above the national average for all children and girls sig+; writing is broadly average for boys whereas girls are again sig+. However, when PHIC children (8%) are taken into consideration, mainstream boys are sig+ in maths, reading and EGPS and well above in writing. Therefore, although we recognise that we have more to do to raise boys' writing further, overall attainment remains significantly above average for both boys and girls and there is no significant gender difference.

Disadvantaged

- Over the last three years our Disadvantaged children have made outstanding progress in reading, writing and maths. This is evidenced by the school being awarded DfE Pupil Premium Awards for the last 2 years. Furthermore, all expected and exceeded progress measures are significantly higher than national expectations and all VA scores are well over 100. Attainment in 2013 was at least in line with all non-Disadvantaged children nationally and was well above similar children nationally. This rose again in 2014 to be well above all children in every measure and in line with our non-Disadvantaged children. Attainment this year for all Disadvantaged is above the national average for all individual subjects for non-Disadvantaged children except in writing. However, when children from our PHIC are discounted, attainment in our mainstream Disadvantaged children is significantly above average for all children in reading and maths and above in writing. It is also much higher than non-Disadvantaged children nationally. There is no significant difference between our Disadvantaged and Non Disadvantaged children. We therefore judge the outcomes of our Disadvantaged children to be outstanding.

PHIC

- At our last inspection the outcomes of our PHIC children was judged to be outstanding and this remains the case. Most of these children are profoundly deaf and in many there are other complications which mean that most are unlikely to reach age related expectations for attainment. Nevertheless, this always remains our primary goal for these children and the exceptional support we give them individually means that they make exceptional progress in ways in which data cannot capture accurately. We therefore expect that these children will be judged on an individual basis, relative to their needs. What we can say for all of them is that we take great pride in the way all children are included in the full life of the school.

SEND

- The progress of SEND children who are not part of our PHIC provision is also outstanding. VA data for 2013 shows that all children made at least expected progress and the proportions exceeding this were also high giving us sig+ VA scores in the large majority of measures and all measures of 100 or over. More than 1/3rd of our 2013 cohort were supported with SEND and attainment, including that of PHIC children was above the national average for similar groups of children. 2014 data shows that progress continued to be strong with all non stated children making at least expected progress and VA scores well above 100 or sig+. Attainment continues to be at least in line with age related expectations and so we contend that outcomes was again outstanding.
- In 2015, attainment in this group was lower and more variable across subjects. Although attainment in maths remained high, our SEND children attained a level 4c on average in reading and EGPS which means they had made substantial progress in catching up. The impact of the attainment of 4 PHIC pupils in the cohort meant that our writing attainment measure was less strong this year and this is an area where we are focussing going forward. Progress measures, in terms of expected progress, were the reason for the lower attainment as a small number of children did not make expected progress as a result of their hearing impairment, although exceeded progress measures were higher than national expectations.

Higher Ability

- Over the last three years, our higher ability children have made at least good progress as all have made at least expected progress and VA scores suggest that the proportions exceeding this have also been in line with national expectations. 2014 show that this group were moving towards outstanding progress as VA scores were all well in excess of 100 and all but writing were sig+. In 2015, progress measures are all at least good with maths being sig+. Attainment is higher than similar children nationally in all measures and so we judge the outcomes of this group to be at least good and potentially outstanding in all subjects.

Overall therefore, we judge the outcomes of groups across the school to be at least good for all groups and outstanding for an increasing number.

Appendix 1: Safeguarding

- Almost all of our children tell us that they feel safe and well cared for in school. We question them regularly and ensure that they have a clear line of communication in reporting any concerns that they have to an adult in the school.
- Training for staff and governors in child protection and safer recruitment has been thorough and is up to date. All staff and governors attend regular update training but no member of staff or Governor goes more than two years without safeguarding update training.
- Training for staff in the school means that they are clear of their role in the child protection process, who to go to with concerns and what to do if their concerns are not appropriately dealt with in the school environment.
- Therefore, staff are fully aware of procedures for referrals for safeguarding – and use these appropriately as and when required. All staff in the school are acutely aware of who the designated Child Protection Officers are, and are absolutely confident that any concerns will be taken seriously and appropriate action will be taken.
- Governors monitor safeguarding rigorously and both they and senior leaders evaluate the impact of procedures on regular basis.
- Current statutory guidance, “Keeping Children Safe in Education” underpins our practice and overarching strategy and monitoring of safeguarding and ensures we have an ingrained culture of safeguarding.
- Where referrals have been made or we have children with children protection issues, our written records give clear evidence of our determination to ensure that all concerns are robustly followed up and we have been dogged in ensuring that all agencies involved in our children’s protection have been held to account and are undertaking their responsibilities appropriately.
- We are particularly aware of increased risk factors for groups of children e.g. disabled children, children of parents who have patterns of substance abuse, learning disabled parents etc. who are at greater risk of a range of types of abuse.
- We have a fully up to date single central record for DBS and list 99 checks. This is checked regularly and accurately maintained.
- We have checked all teaching appointees since April 2014 against the National Prohibition from Teaching List.
- All staff have been checked as to whether they are living with anyone who is deemed unsuitable because of prior convictions. We have found no staff in this position.
- No member of staff since the last inspection has been investigated or has had a suspicion of inappropriate behaviour with children levelled against them. Therefore, no referrals have been made to the LA LADO.
- Our PSHE curriculum is well structured throughout the school and ensures that children understand the risks posed to them through prejudice, extremism and discrimination. Children are well prepared for life in modern, democratic Britain and have the knowledge they need to be tolerant and effective members of society.
- We undertake significant amounts of work across the school to help children stay safe using technologies and cyber safety is a central tenet of our ICT and PSE teaching.
- Security of the site is appropriate and access for visitors is well controlled. There is no access to classrooms to adults without appropriate checks.
- H&S checks are routinely carried out (in and around the school) and any issues are acted upon immediately.
- Risk assessments are included for activities in and out of school as appropriate.
- Communication about specific needs and risks is very good and all staff are made aware of, for example, allergy risks for pupils – this also extends to supply and temporary staff.
- Vulnerable pupils are identified to all relevant staff who are aware of the particular needs of that child within the confines of confidentiality.
- Fire and evacuation procedures are up to date and first aid provision (including paediatric first aid) is secure.
- We also work closely with other agencies and governors to ensure safeguarding

Appendix 2: Parental Engagement

The things we do which bring parents into school, thus providing a role model to the children for how important continual learning is and how vital it is to be shown to be supporting their own children include:

- Stay and play sessions in our EYFS
- Home visits
- Coffee mornings
- Stay and read sessions
- School website
- School Facebook page
- School blog
- Parents’ evenings
- School open days
- ‘Supporting your child in...’ sessions
- Parent helpers
- Reading partners

Communication

The things we do with parents that directly impact on their ability to affect their children's outcomes includes (This ranges from anything which involves the parents in any type of learning to coffee mornings to curriculum evenings etc.):

- Home school books
- Nursery and Reception intake meetings
- Reading journals
- An open door policy for parents
- Postcards sent home acknowledging progress and achievement
- Supporting your child in...' sessions
- Hacton Pupil Passports
- Hacton Boarding Cards
- SEND Coffee mornings
- Parents' evenings
- School open days
- 'Supporting your child in...' sessions

Appendix 3: SMSC

Grade	Grade 1	Grade 2	Grade 3	Grade 4
	✓			

At Hacton, we evidence our ongoing SMSC work through an online gridmaker tool. Evidence can be provided on request.

Spiritual Development

As a result of our diverse and topical RE curriculum along with carefully planned assemblies, Hacton pupils can talk confidently about both their own and other people's beliefs, feelings and values. The ethos of our school encourages children to be proud of who they are and what they believe whilst showing respect to those who hold different values than that of their own. Throughout the school, children enjoy finding out about and the world around them and about different world and religious festivals. These are celebrated ensuring that children have an appreciation of life in modern Britain. Our approach to behaviour management encourages children to make the right choices and to reflect on decisions that they make. Our weekly philosophy club and questions of the week challenge children's creativity and celebrate children who have thought deeply about their responses to different situations and ideas. Children regularly share their interests and experiences in our 'Let's talk about...' assemblies and have the opportunity to respond to new ideas through reflective assembly tasks. Within the classroom, children are encouraged to be creative in their learning and to reflect on their own and other's life experiences when tackling problems.

Moral Development

At Hacton, we have clear expectations of behaviour throughout the school. As a result of high expectations the displays around school, all children are aware of our school rules and the consequences for making wrong choices. Children are clear about the difference between right and wrong and children are encouraged to talk through difficult decisions and to discuss alternative solutions when problems have arisen. All children are valued and achievements are celebrated by all in classes, assemblies and on our school website. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service and local magistrates help reinforce this message. Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it be through their choice of behaviour, or their choice of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make meaningful choices. We celebrate Anti Bullying Week where the Schools Council presents an assembly on the expectations for our school. In classes each pupil then signs the Hacton Anti Bullying Contract. Bullying is regularly discussed in assemblies and there is a clear zero tolerance to bullying throughout the school. Children learn that their behaviours have an effect on their own rights and those of others.

Social Development

Our pupil's behaviour, attitude and willingness to work with other children is exemplary. At Hacton we believe in our pupils having many opportunities for their voices to be heard. Democracy is celebrated throughout the school and children enjoy participating in both house captain and school council elections. The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, when dealing with behaviour as well as through school assemblies. All members of the school community treat each other with respect. Children regularly participate in deaf awareness lessons and are giving the opportunity to attend numerous language clubs. Children volunteer in a number of ways at Hacton and do great things for their school community. Whether it's cleaning up the environment or volunteering at lunchtime as a boredom buster, the community spirit and enthusiasm of our pupils really makes a difference.

Cultural Development

Children at Hacton are proud to be members of our school community and are aware of the part they have to play in making our school a happy and safe place. Planned visits to different local places of worship along with discussion both in class and in assemblies about global and local news ensure that children appreciate the vast and ever changing cultures in modern Britain. Through our extensive extra-curricular programme, children have the opportunity to participate in sporting, artistic, musical and cultural clubs which extend the work they are doing in the classroom.

CHILDREN AND LEARNING OVERVIEW AND SCRUTINY COMMITTEE

Subject Heading:	Corporate Performance Report: Quarters 1 & 2 (2015/16)
CMT Lead:	Isobel Cattermole, Deputy Chief Executive (Children, Adults and Housing)
Report Author and contact details:	Craig Benning, Policy and Performance Business Partner (Children, Adults and Housing)
Policy context:	The report sets out Quarter 1 and Quarter 2 performance for indicators relevant to the Children and Learning Overview and Scrutiny sub-committee

SUMMARY

The Corporate Performance Report provides an overview of the Council's performance for each of the strategic goals (Clean, Safe and Proud). All of the indicators relevant to this committee contribute to the achievement of the strategic goals that the people of the borough will be safe, in their homes and in the community, and will be proud to live in Havering.

The report identifies where the Council is performing well (**Green**) and not so well (**Amber** and **Red**). The RAG ratings for 2015/16 are as follows:

- **Red** = more than the '**target tolerance**' off the quarter target and where performance has *not improved*.
- **Amber** = more than the '**target tolerance**' off the quarter target and where performance has *improved or been maintained*
- **Green** = on or within the '**target tolerance**' of the quarter target

Where performance is more than the '**target tolerance**' off the quarter target and the RAG rating is '**Red**', '**Corrective Action**' is included in the report. This highlights what action the Council will take to address poor performance.

Also included in the report are Direction of Travel (DOT) columns, which compare:

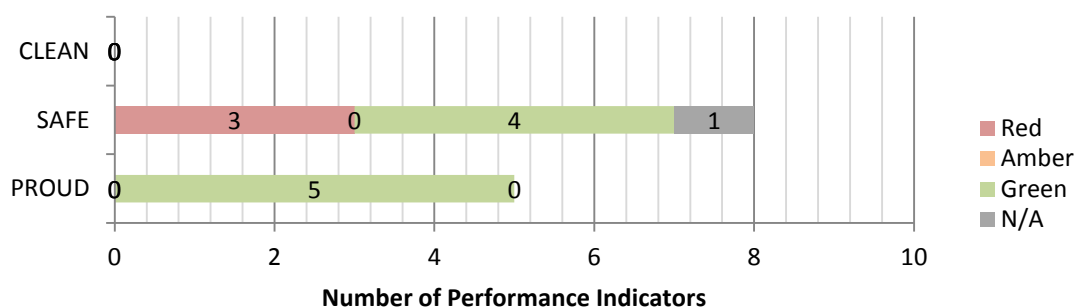
- Short-term performance – with the previous quarter
- Long-term performance – with the same quarter the previous year

A green arrow (↑) means performance is better and a red arrow (↓) means performance is worse. An amber arrow (→) means that performance is the same.

OVERVIEW OF CHILDREN AND LEARNING INDICATORS

13 Corporate Performance Indicators fall under the remit of the Children and Learning Overview & Scrutiny sub-committee. These relate to Children's Services and the Learning and Achievement service.

Q2 2015/16 RAG Summary for Children and Learning



Of the 13 indicators, 12 have been given a RAG status for Quarter 2. **9 (75%)** are **Green** and **3 (25%)** are **Red**.

The current levels of performance need to be interpreted in the context of increasing demands on services across the Council. Also attached to the report (as **Appendix 3**) is a Demand Pressure Dashboard that illustrates the growing demands on Children's Services and Learning and Achievement, and the context that the performance levels set out in this report have been achieved within.

The feasibility of being able to achieve the targets associated with the following indicators (performance against which is RAG rated as "Red" for Quarter 2) is currently being reviewed in the context of the increasing levels of demand:

- Percentage of children who wait less than 14 months between entering care and moving in with their adopting family
- Percentage of looked after children (LAC) placed in LBH foster care

The outcomes of this review will be considered as part of the Council's budget strategy, as well as the corporate and service planning processes for next financial year, as additional budget and / or other resources would need to be allocated to these in order to improve their performance. The Council's draft budget already recognises the demographic pressures illustrated at **Appendix 3** however both the budget and / or the targets will be revised as necessary in light of the review of the level of additional resources required to achieve the targets as they are currently set.

Future performance reporting arrangements

In discussion with the Overview and Scrutiny Board and some of the Overview and Scrutiny Sub-Committees, consideration has recently been given to the current performance reporting arrangements and how they might be improved going forward.

Under the current arrangements, the quarterly and annual corporate performance reports are considered by the Cabinet first, then the Overview and Scrutiny Board and finally the various Overview and Scrutiny Sub-Committees. Depending on the meetings schedule in any given quarter, the whole cycle of reporting takes between four and seven months to complete. For Quarter 1 of this year, there is a seven-month time lag between the end of the quarter and the point at which most of the overview and scrutiny sub-committees have had the opportunity to scrutinise the data (so performance during the April to June period is being scrutinised in January).

Going forward, from the new financial year onwards, Cabinet has agreed that the quarterly and annual Corporate Performance Reports will be considered first by the individual overview and scrutiny sub-committees, then the Overview and Scrutiny Board and finally the Cabinet. This will allow the Cabinet reports to reflect any actions or comments the overview and scrutiny committees may be making to improve performance in highlighted areas as well as shortening the overall performance reporting cycle.

RECOMMENDATIONS

Members are asked to review performance set out in **Appendices 1 and 2** and the corrective action that is being taken; and note the content of the Demand Pressures Dashboard attached as **Appendix 3**.

REPORT DETAIL

PEOPLE WILL BE SAFE, IN THEIR HOMES AND IN THE COMMUNITY.

Currently there are eight indicators relative to Children and Learning under the SAFE goal, of which four are currently shown as having a green RAG status:

- Percentage of looked after children (LAC) placements lasting at least 2 years;
- Percentage of Child Protection (CP) Plans lasting more than 24 months;
- Percentage of Referrals to Children's Social Care progressing to assessment, and
- Percentage of children becoming the subject of a Child Protection Plan for a second or subsequent time within 2 years.

Three indicators are currently shown as having a red RAG status:

- Percentage of children who wait less than 14 months between entering care and moving in with their adoptive family;
- Percentage of young people leaving care who are in education, employment or training at the age 19 and at age 21, and

- Percentage of looked after children (LAC) placed in LBH foster care.

One indicator does not currently have a RAG status as this is a new measure that will not start to be collected until December 2015.

Highlights:

- Percentage of looked after children (LAC) placements lasting at least 2 years – Looked after children’s placement stability continues to be very strong for quarters one and two and has exceeded our target.
- Percentage of Child Protection (CP) Plans lasting more than 24 months – By the end of September, 127 children had come off a CP Plan, none of whom had remained on their Plan for more than 24 months. At this point last year there had been 3 cases ongoing for over 24 months. When considering the increase in children protection cases we have seen this year compared with last year, this is particularly good news.

Improvements required:

- Percentage of children who wait less than 14 months between entering care and moving in with their adopting family – The Council is currently performing below target against this indicator. However it is important to note that this measure deals with a very small cohort (of 9 children) and so even very small fluctuations can greatly affect the percentage outturns. Similarly, this measure (in terms of the number of months), has been reducing year on year and was 16 months for 2014/15. So, whilst the Council’s performance is moving in the right direction, the target is becoming increasingly difficult to achieve. Some delays within the measure are attributable to factors beyond the Council’s control, most notably the courts. Children’s Services endeavour to ensure that Family Group Conferences are arranged at an early stage in order to hasten timescales. A review of permanency tracking processes is also underway.
- Percentage of young people leaving care who are in education, employment or training at age 19 and at age 21 – Whilst this measure has not met our target of 80%, Havering’s performance still exceeds both the national and statistical neighbour averages. It is also important to note that, of the 36 care leavers who are not in education, employment or training, two have illnesses or disabilities and nine are currently pregnant or parenting. In addition, for the purposes of reporting against this indicator, if the local authority is not in touch with a care leaver, they are presumed not to be in education, employment or training. This accounts for a further seven of the 36 cases.
- Percentage of looked after children (LAC) placed in LBH foster care – Although this measure has not met the target, it is linked to a performance measure within the PROUD goal (Number of new in-house foster carers) which is performing well. It is anticipated that the increase in the number of in-house foster carers will improve performance in this area as the year

progresses. A new panel process has also been put in place to review the cases of young people who are currently placed in residential settings, with a view to transferring them to in-house carers where appropriate.

OUR RESIDENTS WILL BE PROUD TO LIVE IN HAVERING.

Currently there are five indicators relative to Children and Learning under the PROUD goal, of which all are currently shown as having a green RAG status:

- Number of apprentices (aged 16-18) recruited in the borough;
- Percentage of Early Years providers judged Good or Outstanding by Ofsted;
- Percentage of 16 to 19 year olds (school years 12-14) who are not in education, employment or training (NEET);
- Percentage of schools judged to be Good or Outstanding, and
- Number of new in-house foster carers.

Highlights:

- Number of apprentices (aged 16-18) recruited in the borough – Continued good performance against this measure means that Havering's quarter 2 figure (560) is just 100 away from the 2015/16 target.
- Percentage of 16 to 19 year olds (school years 12-14) who are not in education, employment or training (NEET) – Havering's quarter 2 performance was 20% better than that of the East London comparator group (0.4 percentage points).
- Number of new in-house foster carers – Current performance for this measure (which exceeded the Quarter 2 target) means that Havering's annual target should be well within reach.

IMPLICATIONS AND RISKS

Financial implications and risks:

Adverse performance against some Corporate Performance Indicators may have financial implications for the Council. Whilst it is expected that targets will be delivered within existing resources, officers regularly review the level and prioritisation of resources required to achieve the targets agreed by Cabinet at the start of the year.

Human Resources implications and risks:

There are no direct HR implications or risks, for the Council or its workforce, that can be identified from the recommendations made in this report.

Legal implications and risks:

Whilst reporting on performance is not a statutory requirement, it is considered best practice to review the Council's progress against the Corporate Plan and Service Plans on a regular basis.

Equalities implications and risks:

The following Corporate Performance Indicators rated as 'Red' or 'Amber' could potentially have equality and social inclusion implications for a number of different social groups if performance does not improve:

- Percentage of looked after children (LAC) placed in LBH foster care
- Percentage of children who wait less than 14 months between entering care and moving in with their adopting family
- Percentage of young people leaving care who are in education, employment or training at age 19 and at age 21.

The commentary for each indicator provides further detail on steps that will be taken to improve performance and mitigate these potential inequalities.

BACKGROUND PAPERS

The Corporate Plan 2015/16 is available on the website at <http://www.havering.gov.uk/Documents/Council-democracy-elections/Corporate-Plan-on-a-page-2015-16.pdf>

Appendix 1: Quarter 1 2015/16 Corporate Performance Report

RAG Rating		Direction of Travel (DOT)	Description
Green	On or within the 'target tolerance' of the quarter target	↑	<p>Short Term: Performance is better than the previous quarter</p> <p>Long Term: Performance is better than last year</p>
Amber	More than the 'target tolerance' off the quarter target and where performance has improved or been maintained.	→	<p>Short Term: Performance is the same as the previous quarter</p> <p>Long Term: Performance is the same as last year</p>
Red	More than the 'target tolerance' off the quarter target and where performance has not improved	↓	<p>Short Term: Performance is worse than the previous quarter</p> <p>Long Term: Performance is worse than last year</p>

SAFE: Supporting our community												
Ref.	Indicator	Value	2015/16 Annual Target	2015/16 Quarter 1 Target	Variable Tolerance	2015/16 Quarter 1 Performance	Short Term DOT against 2014/15 (Q4/Annual)		Long Term DOT against 2014/15 (Q1)		Comments	Service
13 Page 47	Percentage of children who wait less than 14 months between entering care and moving in with their adopting family	Bigger is Better	70%	70%	±10%	29% (RED)	↓	35% (6 of 17)	↓	56%	Of the four children who had adoption orders granted and the three placed with adoptive families awaiting orders, two (29%) waited less than 14 months between starting to be looked after and moving in with their adoptive families. This is significantly below target (70%) and less than the same period last year (56%). A sibling group of three children is included within the count as a delay, where it was agreed to provide additional support prior to the adoption order in the interest of ensuring better outcomes for the children. CORRECTIVE ACTION: The service will ensure that Family Group Conferences are arranged at an early stage and tracking processes are effective to speed up timescales. This indicator is also impacted by a external factors, most particularly the courts.	Children's Services Reported to Department for Education (DfE)
CH1	Percentage of young people leaving care who are in education, employment or training at age 19 and at age 21	Bigger is Better	80%	80%	±10%	53% (AMBER)	↑	47%	-	NEW	Young people (aged 19-21) leaving care in education, employment or training (53%) is significantly below target (80%) but higher than the previous quarter (47%). It is important to note that, for the purposes of reporting against this indicator, if the local authority is not in touch with a care leaver, they are presumed not to be in education, employment or training. Remaining in touch with care leavers is therefore critical to strong performance against this indicator. This is a new corporate indicator for 2015/16, so a long-term DOT cannot be provided. CORRECTIVE ACTION: Improvements in keeping in touch with young people after they leave care are making an impact on performance and it is anticipated that this will continue to improve.	Children's Services Reported to Department for Education (DfE)
CH21	Percentage of looked after children (LAC) placed in LBH foster care	Bigger is Better	40%	40%	±5%	32% (AMBER)	-	NEW	-	NEW	The percentage of looked after children (LAC) in LBH foster care (32%) is below target (40%). However, the balance between Independent Fostering Agencies and in-house provision has improved, with Independent Fostering Agencies exceeding in-house provision by one case only. This is a new corporate indicator for 2015/16, so a DOT cannot be provided. CORRECTIVE ACTION: This indicator is linked to the number of new in-house foster carers, which is on track to meet target. This in turn will assist with performance for LAC placed in LBH foster care.	Children's Services Local performance indicator
CY2 (S)	Percentage of looked after children (LAC) placements lasting at least 2 years	Bigger is Better	70%	70%	±10%	75.5% (40 of 53) (GREEN)	↓	83.0% (44 of 53)	↓	77.6%	Looked after children placements lasting at least 2 years (75.5%) is within target tolerance (80%) but slightly worse than the same period last year (77.6%).	Children's Services Reported to Department for Education (DfE)

CY13 (C)	Percentage of Child Protection (CP) Plans lasting more than 24 months	Smaller is Better	5%	5%	±10%	0% (0 of 54) (GREEN)	↑	4% (7 of 173)	↑	4%	Child protection plans lasting more than 24 months (0%) is significantly better than target (4%) and the same period last year (4%).	Children's Services Reported to Department for Education (DfE)
CH2	Percentage of children and families reporting that Early Help services made a positive and quantifiable difference to assessed needs	Bigger is Better	80%	80%	±5%	Q1 2015/16 NOT AVAILABLE	-	NEW	-	NEW	Data is not currently available for this indicator. Work is being undertaken with the Early Help team to rectify this.	Children's Services Local performance indicator

SAFE: Using our influence

CH22	Percentage of referrals to Children's Social Care progressing to assessment	Bigger is Better	90%	90%	±10%	89% (GREEN)	↓	95%	↓	94%	Referrals progressing to assessment (89%) are within target tolerance (90%) but lower than the same period last year (94%). In June, the percentage dropped to 77%, the lowest since April 2013 (72%). This has been linked to an increase of referrals to the Early Help service. However, the number of contacts progressing to referral continues to rise significantly.	Children's Service Local performance indicator
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SAFE: Leading by example

N18 (C)	Percentage of children becoming the subject of a Child Protection Plan for a second or subsequent time within 2 years	Smaller is Better	5%	5%	±10%	5.6% (7 of 124) (RED)	↓	1.6% (4 of 251)	↓	0% (0 of 55)	The percentage of children becoming subject to a child protection (CP) plan for a second or subsequent time (5.6%) is slightly higher than target (5%) and significantly higher than the same period last year (0%). 124 children were the subject of a CP plan, including seven for the second time within two years (of which six children relate to two sibling groups). The rise in children on CP plans is impacting on this indicator. Threshold audits have been undertaken in Q2 to ensure that cases are not being progressed into child protection unnecessarily. CORRECTIVE ACTION: An audit will be undertaken to ensure that cases are being recorded correctly.	Children's Services Local performance indicator
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PROUD: Using our influence

LA1 (C)	Number of apprentices (aged 16-18) recruited in the borough	Bigger is Better	660 AY 2014/15	376 (Aug 2014 – Jan 2015)	±10%	450 (Aug 2014 – Jan 2015) (GREEN)	↑	180 (Aug 2014 – Oct 2015)	↑	420 (Aug 2013 – Jan 2014)	Apprentices (aged 16-18) recruited (450) are better than target (376) and the same period last year (420). Apprenticeships remain an attractive post-16 option amongst young people who want to secure employment rather than continue on with A Levels or university.	Learning & Achievement Local performance indicator
LA6 (S)	Percentage of Early Years providers judged Good or Outstanding by Ofsted	Bigger is Better	80%	80%	±10%	81% (GREEN)	↑	80% (231 of 287)	↑	75%	The percentage of early years providers judged good or outstanding (81%) is better than target (80%) and the same period last year (75%). This is due to the continuation of efficient processes, which ably support child-minders and PVI (private, voluntary and independent) settings to achieve an Ofsted grading of good or above.	Learning & Achievement Reported to Department for Education (DfE)
(ex) NI117 (S)	Percentage of 16 to 19 year olds (school years 12-14) who are not in education, employment or training (NEET)	Smaller is Better	4%	4%	±10%	3.6% (GREEN)	↓	3%	↑	4.3%	NEET (3.6%) is lower than target (4%) and the same period last year (4.3%). This has been achieved by continuing to track young learners using the targeting toolkit to identify potential people who are NEET and ensure early intervention.	Learning & Achievement Reported to Department for Education (DfE)
LA26	Percentage of schools judged to be Good or Outstanding	Bigger is Better	76%	76%	±10%	73% (GREEN)	-	NEW	-	NEW	Schools judged good or outstanding (73%) is within target tolerance (76%). This is a new corporate indicator for 2015/16, so a DOT cannot be provided.	Learning & Achievement

PROUD: Leading by example

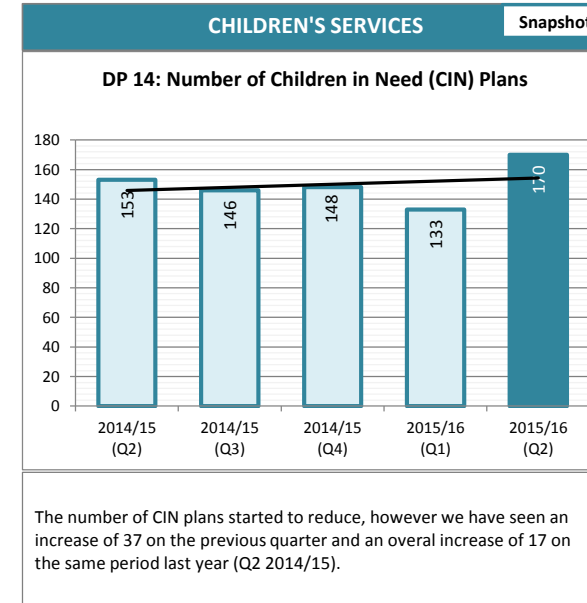
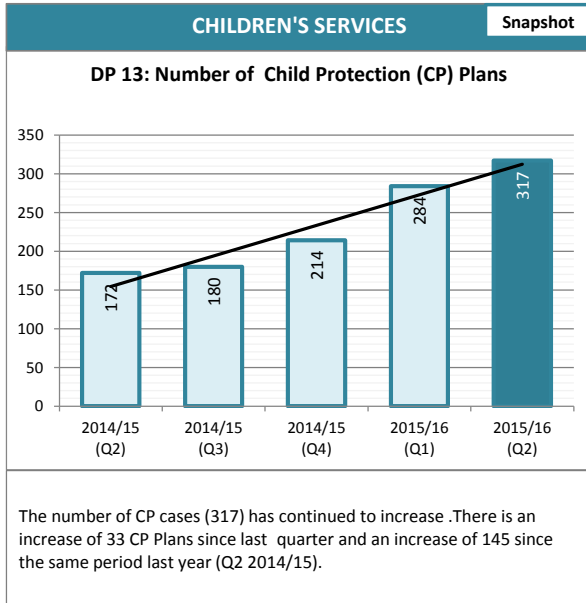
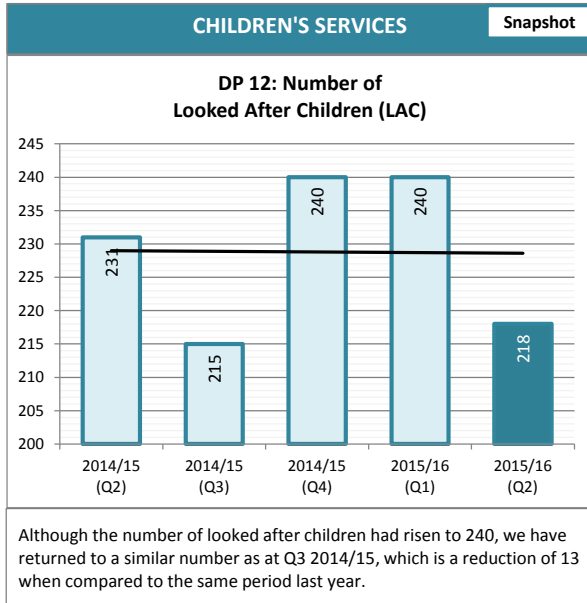
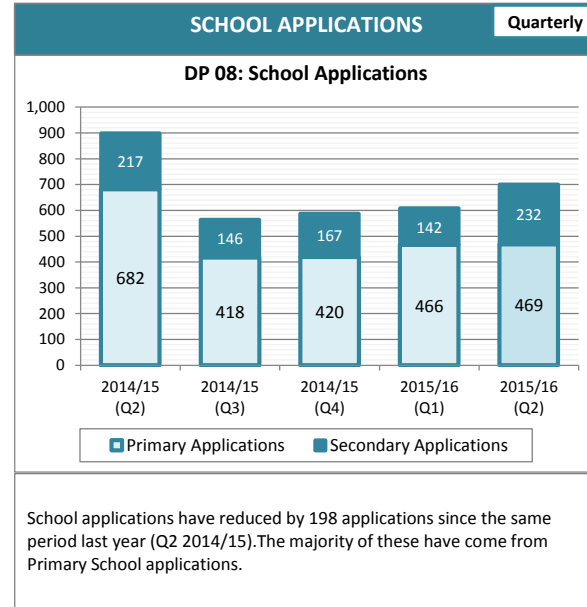
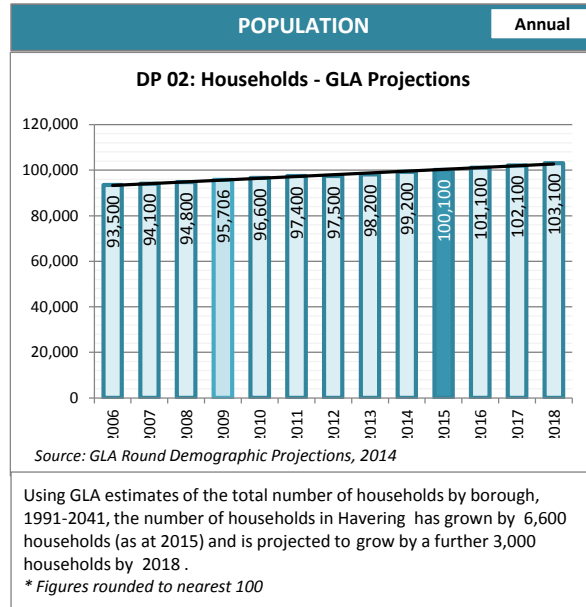
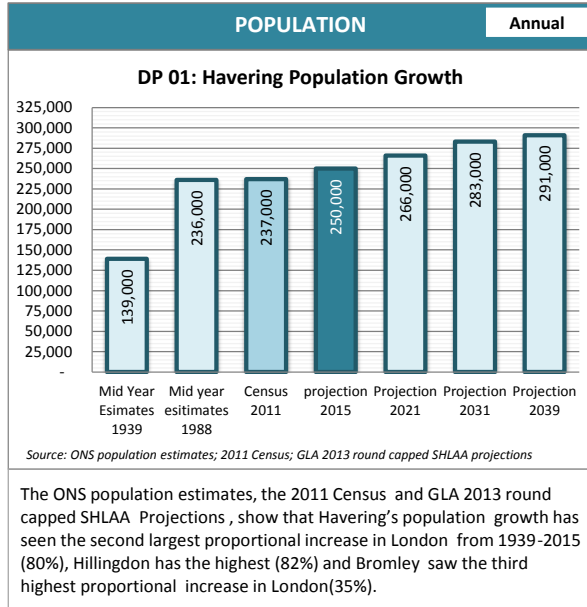
CY15 (C)	Number of new in-house foster carers	Bigger is Better	15	4	±10%	5 (GREEN)	-	12	↑	1	The number of new in-house foster carers (5) is better than target (4) and the same period last year (1).	Children's Services Local performance indicator
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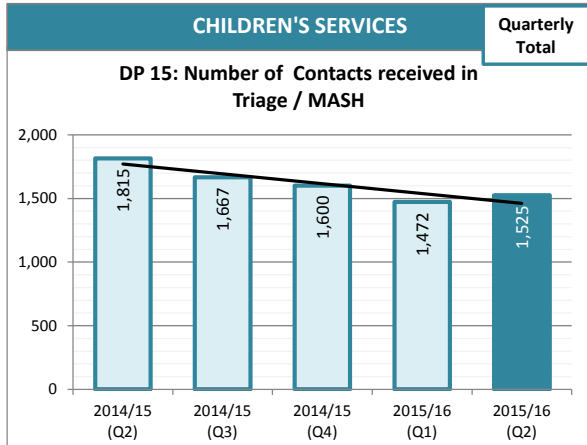
RAG Rating	Direction of Travel (DOT)	Description
Green	↑	<p>On or within the 'target tolerance' of the quarter target</p> <p>Short Term: Performance is better than the previous quarter Long Term: Performance is better than at the same point last year</p>
Amber	→	<p>More than the 'target tolerance' off the quarter target but where performance has improved or been maintained.</p> <p>Short Term: Performance is the same as the previous quarter Long Term: Performance is the same as at the same point last year</p>
Red	↓	<p>More than the 'target tolerance' off the quarter target and where performance is worsening</p> <p>Short Term: Performance is worse than the previous quarter Long Term: Performance is worse than at the same point last year</p>

Ref.	Indicator	Value	2015/16 Annual Target	2015/16 Quarter 2 Target	Variable Tolerance	2015/16 Quarter 2 Performance	Short Term DOT against 2015/16 (Q1)	Long Term DOT against 2014/15 (Q2)	Comments	Service	O&S Sub-Committee		
SAFE: Supporting our community													
Page 49	Percentage of children who wait less than 14 months between entering care and moving in with their adopting family	Bigger is Better	70%	70%	±10%	22% (2 of 9) RED	↓	29%	↓	50%	<p>Of the 6 children that have had their adoption orders granted this period and the 3 currently placed with their adoptive families awaiting orders, 2 (22%) waited less than 14 months between starting to be looked after and moving in with their adoptive families. This is significantly below both our target and last years figure, although it is worthy of noting that last year this measure referred to 16 months rather than 14.</p> <p>Corrective Action: The service continues to ensure that Family Group Conferences are arranged at an early stage in order to speed up timescales. This indicator is also impacted by a external factors, most particularly the courts. A review of permanency tracking processes is underway.</p>	Children's Services Reported to Department for Education (DfE)	Children & Learning
	Percentage of young people leaving care who are in education, employment or training at age 19 and at age 21	Bigger is Better	80%	80%	±10%	47.8% (33 of 69) RED	↓	53%	↑	40.4%	<p>The proportion of young people (19-21) leaving care in education, employment or training (47.8%) is significantly below target (80%) and lower than the previous quarter (53%). Of the 36 care leavers not in education employment or training (NEET), 2 are due to illness of disability and 9 are due to pregnancy or parenting. It is important to note that, for the purposes of reporting against this indicator, if the local authority is not in touch with a care leaver, they are presumed not to be in education, employment or training; 7 of the 69 care leavers fall into this category. This is a new corporate indicator for 2015/16.</p> <p>Corrective Action: Remaining in touch with care leavers is critical to strong performance against this indicator. Regular reporting has recently been put into place to assist the service with performance around this measure and improvements have been seen in the last month. We will work with children in care to raise aspirations and encourage more young people to access higher education.</p>	Children's Services Reported to Department for Education (DfE)	Children & Learning
	Percentage of looked after children (LAC) placed in LBH foster care	Bigger is Better	40%	40%	±5%	31% RED	↓	32%	-	NEW	<p>The proportion of looked after children (LAC) in LBH foster care (31%) is below target (40%). However, the balance between Independent Fostering Agencies (29%) and in-house provision has improved. This is a new corporate indicator for 2015/16, so a Direction of Travel (DoT) cannot be provided for 2014/15.</p> <p>Corrective Action: This indicator is linked to the number of new in-house foster carers, which is on track to meet target. This in turn will assist with performance for LAC placed in LBH foster care. There is a new panel in place to review young people placed in residential settings, with a view to transfer young people to in-house carers where appropriate.</p>	Children's Services Local performance indicator	Children & Learning
	Percentage of looked after children (LAC) placements lasting at least 2 years	Bigger is Better	70%	70%	±10%	72.3% (34 of 47) GREEN	↓	75.5% (40 of 53)	↓	80.8% (42 of 52)	<p>At the 30th September 2015, 72.3% of our eligible LAC aged under 16 years had been in the same placement for at least 2 years. Although this is below our quarter 1 outturn and quarter 2 of 2014/15 we are exceeding our 2015/16 target of 70%. We should also still be performing in line with, if not exceeding the England average and our statistical neighbours' performance in relation to this indicator.</p>	Children's Services Reported to Department for Education (DfE)	Children & Learning
	Percentage of Child Protection (CP) Plans lasting more than 24 months	Smaller is Better	5%	5%	±10%	0% (0 of 127) GREEN	→	0% (0 of 54)	↑	4.1%	<p>Child protection plans lasting more than 24 months continues to perform better than our 2015/16 target and the performance of Q2 2014/15.</p>	Children's Services Reported to Department for Education (DfE)	Children & Learning

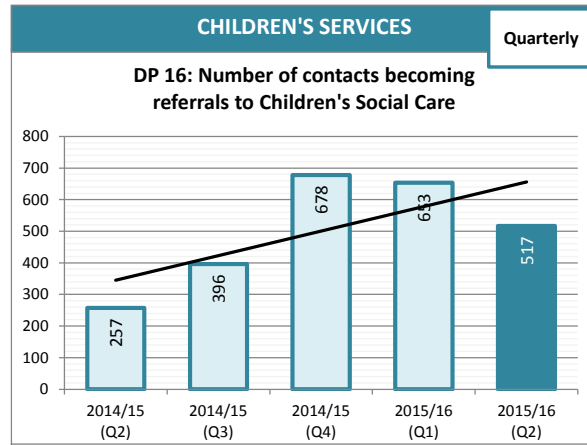
	Percentage of children and families reporting that Early Help services made a positive and quantifiable difference to assessed needs	Bigger is Better	80%	80%	±5%	Q2 2015/16 NOT AVAILABLE	-	Q1 2015/16 NOT AVAILABLE	-	NEW	Data is not currently available for this indicator. A pilot is due to start within the Early Help Service to monitor this information through a View Point survey with figures expected for quarter 3. As part of a review of business processes, we will introduce a tool to measure impact.	Children's Services <i>Local performance indicator</i>	Children & Learning
SAFE: Using our influence													
	Percentage of referrals to Children's Social Care progressing to assessment	Bigger is Better	90%	90%	±10%	83% GREEN	↓	89%	↓	90%	The proportion of referrals progressing to assessment (83%) is within target tolerance but lower than the same period last year (90%). In September, the percentage dropped to 69%, its lowest level since January 2014. Between April 2014 and June 2015 levels had remained consistently above 92% but over the past 4 months numbers have dropped. Corrective Action: This is linked to regular meetings taking place between the MASH and Assessment Team ensuring that thresholds are being considered. This has resulted in the Early Help service experiencing increased activity. A review of 'front-door' processes will take place in Q3 to ensure the threshold for referral is appropriate.	Children's Service <i>Local performance indicator</i>	Children & Learning
SAFE: Leading by example													
(C)	Percentage of children becoming the subject of a Child Protection Plan for a second or subsequent time within 2 years	Smaller is Better	5%	5%	±10%	5.1% (12 of 235) GREEN	↑	5.6% (7 of 124)	↓	0.0%	By the end of quarter 2, 235 children had become the subject of a new Child Protection (CP) Plan, 12 of these children for the second time within two years. This has pushed us just slightly over target although marginally better than our performance at quarter 1. At this point last year there were no children in this position with 110 new CP Plans having been started. The current position still compares favourably with the most recently available national data for this performance indicator (2013/14) with our statistical neighbours at 13% and England at 15.8%. Corrective Action: With the increases that have been seen in our child protection plan figures (235 commencements in the first half of 2015/16 vs 110 during the first half of 2014/15), the likelihood of this measure worsening increases. Any cases that fall within this measure are audited by the senior management team to ensure both that the decision to cease the original CP Plan was correct and that the commencement of the subsequent plan is appropriate. Further work is taking place looking at the increase in CP plans generally, including further scrutiny of cases sent for Initial Child Protection Conference (ICPC).	Children's Services <i>Local performance indicator</i>	Children & Learning
PROUD: Using our influence													
(C)	Number of apprentices (aged 16-18) recruited in the borough	Bigger is Better	660 AY 2014/15	514	±10%	560 (Aug14 - Apr15) GREEN	↑	450 (Aug14 - Jan15)	↑	530 (Aug13 - Apr14)	Apprenticeships remain on the increase as a post-16 option amongst learners. A recent Raising the Participation event saw an increase in demand for information about the local Apprenticeship offer and the offer of higher level apprenticeships.	Learning & Achievement <i>Local performance indicator</i>	Children & Learning
(S)	Percentage of Early Years providers judged Good or Outstanding by Ofsted	Bigger is Better	80%	80%	±10%	80% GREEN	↓	81%	↑	73%	The percentage of Early Years providers judged Good or Outstanding by Ofsted is on target, higher than the same period last year but slightly below our performance last quarter	Learning & Achievement <i>Reported to Department for Education (DfE)</i>	Children & Learning
(S)	Percentage of 16 to 19 year olds (school years 12-14) who are not in education, employment or training (NEET)	Smaller is Better	4%	4%	±10%	2% GREEN	↑	4%	↑	2.7%	The percentage of 16-19 year olds who are NEET is better than target, our performance for last quarter and the same period last year. Havering is performing better than that East London average of 4.0%. This has been achieved by continuing to track young learners using the targeting toolkit to identify potential people who are NEET and ensure early intervention.	Learning & Achievement <i>Reported to Department for Education (DfE)</i>	Children & Learning
	Percentage of schools judged to be Good or Outstanding	Bigger is Better	76%	76%	±10%	71% GREEN	↓	73%	-	NEW	Although the performance is worse than last quarter (73%) and worse than the target (76%) it is within tolerance of the quarter target.	Learning & Achievement	Children & Learning
PROUD: Leading by example													
(C)	Number of new in-house foster carers	Bigger is Better	15	8	±10%	10 GREEN	↑	5	↑	1	So far this year there have been 10 new households registered. We continue to be on target for 15 new carers by the end of the year. This is also an improvement on this point last year when there had been only 1 new carer approved.	Children's Services <i>Local performance indicator</i>	Children & Learning

Appendix 3: Quarter 2 2015/16 Demand Pressure Dashboard

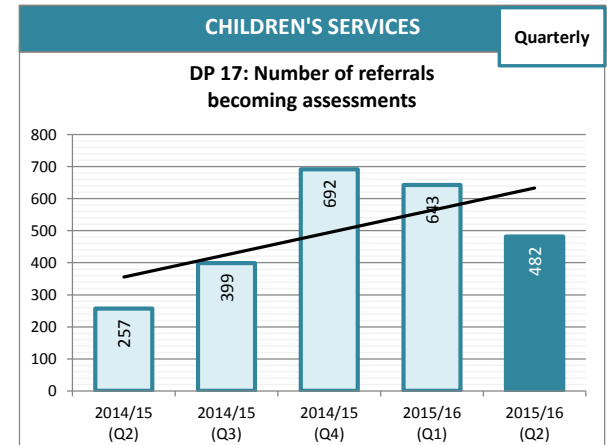




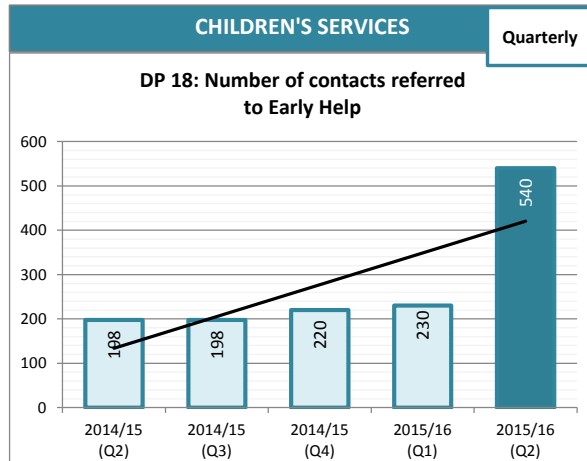
There were 1,525 contacts received in Triage / MASH in Q2 2015/16; an increase of 53 on the previous quarter. This is an overall decrease of 290 on the same period last year (Q2 2014/15).



There were 517 contacts becoming referrals to Children's Social Care in Q2 2015/16; a decrease of 136 on the previous quarter. However, this is an overall increase of 260 on the same period last year (Q2 2014/15).



There were 482 referrals becoming assessments in Q2 2015/16; a decrease of 161 on the previous quarter. However, this is an overall increase of 225 on the same period last year (Q2 2014/15).



There were 540 contacts referred to Early Help in Q2 2015/16; 310 more than the previous quarter and 342 more than the same period last year. The projection of EH Contacts for this year is more than double that of last year (2,236 vs 964) indicating that the Multi-Agent Safeguarding Hub (MASH) is referring more cases to the service.

Havering Local
Safeguarding Children
Board Annual Report 2014-
2015

Havering Safeguarding Children Board Chair Forward

This is my second annual report as Chair of Havering's Local Safeguarding Children Board (HSCB).

The HSCB continues to be well supported by both statutory and non-statutory partners and I would like to thank all members for their support and commitment.

The multi-agency partnership in Havering must ensure that partnership working is effective in order to ensure that quality services are delivered in the most cost effective manner.

The introduction of the integrated adult and children Multi Agency Sharing Hub (MASH) has increased agency engagement and improved decision making when determining the level of service required to respond to identified needs.

The Havering MASH is now a leading example of an adult and child integrated service for other London Boroughs.

The introduction of the Early Help and Troubled Families Service, which has integrated all the early help support including the previously names youth offending service now provides a holistic response to early help.

Over the year there has been significant activity in respect of the multi-agency service response to child sexual exploitation (CSE) and missing. This has resulted in a co-ordinated multi-agency response to CSE and missing, which will lead to a consistent understanding of CSE and missing when safeguarding concerns are identified. .

The HSCB has improved the multi-agency understanding of prevalence and identification gang activity and violence against women and girls, which includes female genital mutilation (FGM). This is leading to greater insight into the activity in Havering and better approaches to dealing with victims.

The board continues to work closely with partners. The agency section 11 statutory requirement reviews reflect the work being undertaken and the willingness of agencies to continue to identify and address risks and challenges.

There are many new and varied challenges facing the board. The priorities for the next financial year will be CSE, FGM, gangs and the prevent agenda. This will require the Board to actively seek the voice of Havering's children and listen to their views so that services respond to their needs during this of significant change.

The impact of austerity and budgetary restraints is a challenge that must be a focus of the board during this next financial year.

I am pleased to be in a position to support the development of a strong and effective multi agency safeguarding offer to children and young people during the upcoming year.

Brian Boxall

HSCB Independent Chair

Introduction

The purpose of this report is to fulfil the statutory requirement set out in Working Together to Safeguard Children 2015, which states that all Local Safeguarding Children Boards must publish an annual report on the effectiveness of safeguarding in their local area.

Working Together 2015 asserts that LSCBs do not commission or deliver direct frontline services though they may provide training. While LSCBs do not have the power to direct other organisations they do have a role in making clear where improvement is needed. Each Board partner retains their own existing line of accountability for safeguarding.

Our Vision

The safety of children is Havering Safeguarding Children Board's (HSCB's) overarching priority. All agencies are committed to raising safeguarding standards and improving outcomes for all the children of Havering.

In discharging our duty we will:

- ✚ Act to protect children from harm.
- ✚ Make Havering a safer place to live.
- ✚ Identify and act upon priority areas for improvement so that every child is given the opportunity to achieve potential.
- ✚ Involve children and young people in decisions made about them.

This report will provide an overview of a number of areas. These are

1. 2014/15 Board Priorities
2. Learning and Improving Framework
3. Board Sub Groups

Agencies statutory responsibilities

Boards Governance and structure and finance

Board Priorities 2014-2015

In May 2014 the HSCB identified the five key priorities for the Board:

Priority 1: Ensure that the partnership provides an effective child protection service to all children ensuring that all statutory functions are completed to the highest standards.

Priority 2: Monitor the development and implementation of a multi-agency early offer of help to children and families living in Havering.

Priority 3: Monitor the alignment and effectiveness of the partnership when working across the child's journey between universal, targeted and specialist safeguarding.

Priority 4: Coordinate an approach to domestic violence, mental health and drug and alcohol abuse across the children and adults' partnership to ensure that families affected receive the right support at the right time.

Priority 5: Ensure that Havering Safeguarding Children Board communicates effectively with partners, children, young people and their families, communities and residents.

In addition to the above priorities HSCB was to ensure:

- ✚ That all statutory requirements set out within Working Together 2013 are fully implemented.
- ✚ The HSCB would work with the Adult Safeguarding Board (ASB) to streamline services and processes that were relevant to both boards.

Section 1

2014/15 Board Priorities

Priority 1: Ensure that the partnership provides an effective child protection service to all children ensuring that all statutory functions are completed to the highest standards

The Front Door

The front door to child protection services in Havering is the Havering Multi Agency Safeguarding Hub (MASH). This is an essential multi agency team function that ensures that the information, contacts and referrals received are reviewed and analysed to so that they receive the most appropriate and timely intervention.

Since its inception in September 2012 the Havering MASH has continued to develop and improve. In 2014 the MASH integrated with adult safeguarding. This is the first joint adult and children MASH in London and one of only a few fully integrated MASH's in the country. This change was closely monitored by the HSCB to ensure that the integration was not to the detriment of children's safeguarding.

The integration has strengthened multi agency engagement and also resulted in Mental Health practitioners and housing officer's joining the MASH. This has enabled improved information sharing and has increased the focus on the whole family approach: problems encountered by adults in a family can now been considered within the MASH to include the impact of adult issues on caring capacity, which in turn leads to better outcomes for the child.

Impact

Is the MASH making a difference?

MASH audits undertaken in 2014 to 2015 identified some good practice and found that MASH processes were having an impact on improved outcomes for children.

The audit identified areas for further development and these are being implemented and monitored through the MASH steering group. Audits of MASH will continue throughout 2014 to 2015 and

findings will be presented to the HSCB Operational group

MASH processes include a RAG rating system, which is linked to a timescale in which agencies are required to submit information to support decision making. There has been a 75 per cent increase in the proportion of children's cases referred where the RAG rating was increased following completion of the MASH information sharing. This indicates that a higher level of need than initial thought is being identified earlier, leading to the correct level of intervention being provided to the children and their families.

MASH Referrals and Assessments		
Years	2013-14	2014-15
Contacts received.	7410	6984
Contacts progressed to referral	1106 (15%)	1774(25%)
Referral progressed to Assessment.	1066 (91%)	1783 (95%)
Contacts progressed to Early Help.	889 (12%)	964 (13%)
Contacts progressed to Early Help Assessment	126 (2%)	391 (5%)

The improved quality of decision making is also reflected in the proportion of referrals from MASH progressing to a full assessment.

2012/13: 41 per cent

2013/14: 91 per cent

2014/15: 95 per cent

The past year has seen a slight decrease in the number of contacts within the MASH, but the percentage of contacts being progressed to referral has significantly increased. This suggests that the quality of contacts in to MASH is improving. The number of contacts progressed to Early Help has remained steady but the number then progresses to Early Help Assessment has increased significantly.

Contact Sources.

The source of the contacts/referrals has remained consistent to previous years with the Police being the main referral source at 65 per cent. Schools have dropped slightly from 9 per cent to 7 per cent but it is of note that there was a significant increase in school contacts for the last quarter of the year.

Health partners, comprising of acute and community settings, midwives, GPs and the London Ambulance Service, account for 3%. This is a significant drop from the 9% 2013/14. This is an area of concern that needs to be further examined to better understand why this is taking place. A question to consider is whether children are being missed by health professionals or whether the children are being referred by other agencies.

Board Challenge

To be provided with data from multi-agency partners that will assure the Board that those children requiring support are identified at the earliest opportunity to reduce the risk of unnecessary escalation of concerns.

MASH decision making processes are required to be continually tested to ensure that they remain robust and consistent especially during this time of austerity. MASH audits to be undertaken throughout the year and reported to the HSCB quality and effectiveness group for consideration and challenge.

Child Protection

Whilst the MASH acts as the front door and provides the initial direction, it is the effectiveness of the multi-agency response to referrals that impacts on the life of the child.

Does the intervention improve the child's life?

In respect of child protection the increased referrals from the MASH during 2014/15 has directly impacted upon the number of section 47 investigations and the number of children who have subsequently become subject to a Child Protection Plans (CPP)

Category	2013-14	2014-15
Emotional abuse	40%	24%
Neglect	45%	55%
Physical abuse	12%	16%
Sexual abuse	3%	6%

The average number of children being made subject to a new CPPs per month has increased from fourteen last year to twenty-one this year.

In addition Havering has seen an increase in the number of children living within Havering being subject to a CPP from another borough.

One of the HSCB board challenges last year was to improve the identification and response to children that may be suffering from neglect

The breakdown of categories of new child protection plans has changed during 2014/15 with a higher proportion of children being made subject to a plan due to neglect.

This increase may indicate an increased awareness and better identification of neglect.

Fourteen children were made subject to a plan under the category of sexual abuse during 2014 – 2015: this is double that of 2013/14 but is still low. This evidences a low detection rate of sexual abuse, which is reflective of the national picture.

Timeliness.

Category	2013-14	2014-15
Number of children on CP plan at the end of March.	124	214
Number of Children in CIN plan	182	148
Number of other LA children on CP plan	17	41
Number of new section 47 investigations	469	841

The number of Initial Case Conferences increased by 71 per cent in 2014/15. This increased number has impacted on the number of case conferences being held within the required fifteen day timeline set out within Working Together 2015. The number held within timescale dropped from 72 per cent in 2013-14 to 52 per cent during 2014/15.

It is important that the CP plans impact on improving the lives of the children in a reasonable time.

93 per cent of active CPPs during 2014 – 2015 had been in place for twelve months or less. This is an increase from last year of 83 per cent. Only 4 per cent [seven children] had remained on a plan for more than 2 years.

For the year 2013/14 19 per cent [twenty-seven] of CP cases ended within 3 months. The question from the Board was for agencies to consider whether children were being made subject to a plan unnecessarily. An audit was undertaken in March 2015 to review all CPPs that ceased within three months. The audit identified a number of issues, which will be a focus for the Children Services Improvement Board during the next financial year.

One measure of the effectiveness of a CP processes is the number of children who are removed from a CP plan and then placed back on a CP plan within two years. For 2013/14 the number of children placed back on a plan within

two years was 5.8 per cent. In the year 2014/15 this percentage reduced to just 1.6 per cent.

The continued use and development of the Family Group Conferences in the more complex and high need cases has proven to be an effective mechanism to facilitate better family engagement. This includes the identification of risks and the actions required to reduce them. This is helping to achieve positive outcomes for children and young people with improved family engagement.

Audit and Review.

Havering Children Services set up a Children Services Improvement Board (CSIB) in April 2014. The CSIB is comprised of representatives from Havering Council and includes Children Services, Learning and Achievement, Business and Performance and Public health. The CSIB was implemented to better understand the effectiveness of the services being provided to children and young people in Havering across the continuum of need. The CSIB process has significantly improved the services approach to auditing, reviewing and monitoring its service offer.

CSIB processes have led to improved data quality and regular auditing of the Children Service functions. The HSCB has worked closely with CSIB and is aware of outcomes in order to be able to act when multi agency responses are identified as a possible area of concern.

The CSIB board has identified some risks and challenges that will be monitored over the next year. One is in relation to timely completion of assessments:

- ✚ Delays in completion of assessments – During 2014-15 45 per cent were completed within 45 days
- ✚ Improve quality of planning processes.

Staffing

One of the biggest impacts on effective responses to child protection is agency staffing levels and workloads. This was identified as an area of concern in 2013/14 especially in light of significant funding restraints and major organisational changes.

The HSCB has during 2014/15 monitored the work force across the agencies. Agency staffing levels now forms part of the HSCB data collection.

Social work staffing continues to be the most challenging. The introduction of a new workforce strategy and recruitment and retention policy for 2014 to 2015 has started to impact on the situation. The vacancy rate for the end of year 2013/14 was 29 per cent this has now dropped to 23 per cent. The Social worker turnover rate was also dropped from 19 per cent 2013/14 to 12 per cent 2014/15 this has positively impacted on the use of agency staff, which has reduced from 28 per cent 2013/14 to 23 per cent for this year.

Within health, Midwife posts have increased by 8 per cent to 275; however, there is still a vacancy rate of 10 per cent. The number of paediatric nurse posts has also remained steady with a vacancy rate of 10 per cent.

During 2013 to 2014 the board chair challenged the Metropolitan Police Commissioner regarding the staffing levels of the local Child Abuse Investigation Team (CAIT). In their 2015 section 11 response they highlighted the following

'The main issue facing CAIT in the past year has been a lack of trained police staff to cope with the rise in reported incidents. This has impacted on performance and particularly child protection case conference attendance'

In the short term Havering CAIT has catered for this by utilising police officers who were working on attachment to the team. The long term goal is to increase trained staff and CAIT is in the process of recruiting more police officers to fill vacancies. This will continue to be monitored as crime & staff workloads increase.

The HSCB is working with the CAIT in order to support them during transition and find new way of working e.g. video conferencing.

Board Challenge

- ✚ For the board to continue to seek information regarding workforce stability and assurance that staffing levels does not have an impact on the provision of services and to challenge when necessary.

Looked-after-Children (LAC)

Looked after Children are vulnerable and the HSCB needs to be continually satisfied that they are in receipt of timely support in a stable environment. This continues to be a challenge for Havering.

The end of year statistics March 2015 showed that there were 240 LAC, which was an increase of 26 per cent from the previous year. There has also been some changes in the ethnicity of LAC in Havering with an increase of 4 per cent of Black African LAC and a decrease of 7 per cent of White British LAC. There has also been a slight increase in White Eastern European LAC.

The high levels of children starting to be looked after on Police Protection has continued with an end of year figure of 84 compared to 63 the previous year. This is an area that is being reviewed regularly within the Havering Quality and Effectiveness (Q&E) working group.

Placement Stability

Placement Stability meetings, which commenced in February 2014, brings professionals from relevant agencies together to agree the most appropriate support package and placement for each LAC. The meeting predominantly focusses attention on children and people that are in long-term care

All children require stability and continuity if they are to be given every opportunity to reach their potential. LAC have not experienced stability or continuity of care and it is crucial to provide this to them to help them to heal and to provide them with the best opportunity to achieve their potential. Significant effort has been put into placement stability and the improvement identified in 2013 -14 has been maintained and slightly improved. Year-end data evidenced that 10 per cent of LAC experienced three or more placement moves within the year. Although this is an improving picture, this remains an area of concern for the HSCB.

LAC generally achieve more poorly within education than their peers. In response to this Havering council has established a LAC Education Panel to oversee the drive to improve educational amongst this group: HSCB will

monitor the stability of education placements for LAC matched to their educational achievements during 2015 -2016. This will support the HSCB to identify whether an increase in educational placements impacts negatively on attainment.

LAC placement lasting two years or more has also increased from 79 per cent in 2013/14 to 83 per cent for 2014/15. This is a good achievement and it will be important to understand why this has improved to allow good practice to be built upon.

The number of LAC who are placed outside the local authority area and more than 20 miles away from where they used to live has increased slightly to 11.6 per cent (25). The local authorities target was 10 per cent. 59 per cent of LAC placed out of borough are placed in neighbouring boroughs.

It is important that LAC, in most cases, remain close to family and support.

Havering children services has worked hard to reduce the use of residential placements for LAC within the last year so that children are placed near to their usual area of residence.

The Board will continue to monitor the LAC Improvement plan, which focuses on placement stability, improving outcomes and increasing the numbers of LAC placed in family placements within the borough.

Health

All LAC should be offered a LAC health assessment. These must occur shortly after placement and then annually. The Havering CCG identified this as an area of risk, which was responded to through the introduction of a LAC administrator in place to work across Children Social Care Services and NELFT to assist with administrative functions.

Board Challenge

- ✚ To review the use of Police Protection to ensure that its use is consistently applied and appropriate
- ✚ To ensure LAC out of borough placements are appropriate and that the children are receiving good quality support

- ✚ To monitor and challenge the difficulties completing LAC health assessments as identified by the CCG.

Private fostering

If a child under the age of sixteen or eighteen if the child has a disability, is being cared for by an adult who is not the parent or 'close relative' for a period of twenty-eight days or more the arrangement is known to be a private fostering arrangement. The child is not looked-after by the local authority. The arrangement is solely between the parent or guardian and the adult caring for the child (known as the private foster carer). Any person caring for a child under these circumstances has a statutory duty to report the arrangement to Children Social Care.

Private Fostering is still a major challenge. The number of registered privately fostered children remains low despite extensive publicity and training. Action is being taken to address this situation and is led by Children Social Care. This remains a priority for the HCSB.

Private Fostering Board Challenge

The board partners will continue to promote and raise awareness of Private Fostering in order to ensure that such arrangements are identified and registered.

Board Challenge

For the board to ensure that partners continue to promote and raise awareness of Private Fostering in order to ensure that such arrangements are identified and registered.

Priority 2: Monitor the development and implementation of a multi-agency early offer of help to children and families living in Havering.

Early Help

Early help is the bedrock to improving outcomes for children and young people. Effective early

help will improve outcomes and help reduce the need for more serious child protection processes.

Early help is crucial in the ‘step down’ from child protection to child in need and child in need to early assessment processes. Thresholds for services must be fully understood and embedded if step down or step up transitions are to be smooth and supportive to families.

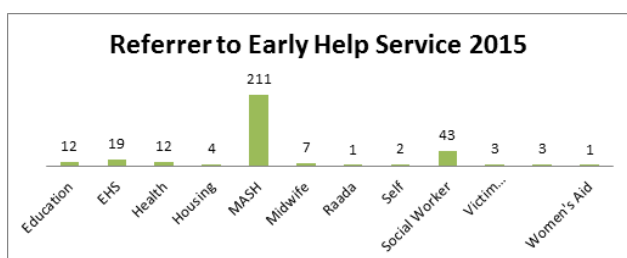
‘Early help is better for children: it minimises the period of adverse experience and improves outcomes for children’

Eileen Munro March 2011

It was highlighted in last year’s annual report that Havering council had commenced a significant restructuring of the local early help provision. The new structure was fully implemented during 2014 / 15 and included joining Havering Youth Offending services to the early help structure.

The Early Help Service now offers some of Havering’s most vulnerable families support in the following areas:

- ✚ Family intervention and support – under 12s and over 12s
- ✚ Children’s centres
- ✚ Targeted Youth Support
- ✚ Employment Advice
- ✚ Adult mental health assessments
- ✚ Opportunities to volunteer with the LA
- ✚ Housing support and advice
- ✚ Support for victims of Domestic Abuse
- ✚ Family Group Conferencing
- ✚ Parenting Support – surgeries and programmes
- ✚ The Youth Engagement Service



There is evidence that MASH and schools are referring cases to early help. This good practice needs to be better embedded across all HSCB partners to ensure children and families are being given the opportunity to access support and help services at the earliest point of need.

The HSCB will require all partnership agencies to provide data evidencing the uptake of early help processes by staff working within their organisation.

The consistent use of early help assessment processes by all partners is crucial to the success of this priority area.

Early Help Board Challenge

The expectation for 2015 – 2016 will be an increased uptake of early assessment processes that will offer consistent response to early need:

The board will to continue to monitor and challenge the speed of implementation and engagement of all agencies.

MASH feedback to provide clear information to partners regarding decisions and identified next steps.

The development of an early help dataset to assist the Board partners to understand the impact of the early help processes on improved outcomes for children and their families.

Priority 3: Monitor the alignment and effectiveness of the partnership when working across the child’s journey between universal, targeted and specialist safeguarding

Priority 4: Coordinate an approach to domestic violence, mental health and drug and alcohol abuse across the children and adults' partnership to ensure that families affected receive the right support at the right time.




Havering MASH is in place to ensure children and young people are provided with the correct service response at point of need. MASH considers children across the continuum of need and determines the level of response required. The integration of MASH with safeguarding adults has improved the ability of MASH to think holistically when determining the type of service that is required to address the identified needs.

The newly agreed threshold document will assist agencies to determine the type of service that is being requested when making referrals to MASH. This will assist the MASH to understand the level of concerns when considering the information being referred. As previously stated, MASH is being audited regularly to ensure that processes do provide the correct response consistently to all children.

The HSCB and SAB have a joint independent chair. This structure has enabled better information sharing across both boards. This has increased awareness of priority areas that are important to both boards and includes the impact of parental issues such as mental health, domestic violence and drug and alcohol abuse on parenting / carer capacity.

A critical area for children is when they are experiencing transitions. HSCB and SAB implemented a transition group in 2014 to review transition processes. This has included the transition of children with special needs and autism into adult services.

It is important to continue to develop responses to domestic violence. The majority of this is addressed within the Community Safety Service annual report submission. The HCSB works closely with the service to continually examine all aspects of

-  Domestic violence
-  Mental Health & Substance abuse
-  Violence against Women and Children

Community Safety Service

This team is responsible for the development and implementation of work to reduce crime and disorder, as well as the fear of crime, within the borough. It achieves this through both direct work and by co-ordinating strategic partnership working with the wide range of public, private and voluntary sector partners represented on the Havering Community Safety Partnership (HCSP) and the Safer Neighbourhoods Board.

Domestic Abuse Service Responses

Domestic Abuse multi agency risk assessment conference (MARAC)

The MARAC continues to meet monthly and is chaired by Havering Police. High Risk Cases are presented to the Domestic Violence MARAC with them.

The MARAC's partner agencies include, representatives from the council, police, probation and the voluntary sector. Children's Services, Early Help, Schools and School Nurses are all involved in the MARAC, and this ensures that child protection is a high priority in the cases discussed at MARAC. The support and guidance given by the MARACs partner agencies utilises the knowledge and close working relationship of the service users to ensure the best possible outcome.

During 2014-15 the number of referrals to MARAC has continued to increase, with 241 for the 12-months to February 2015 (compared to 180 for the corresponding period of February 2014). The proportion of repeat cases during the same period increased from 15.6 per cent to 21.6 per cent.

The majority of referrals continue to be made via IDVA's (90 referrals), followed by the Police (includes outside forces, 74 referrals). Referrals made by police (up from 34 to 74) and Children Social Care (up from 20 to 41) have seen the largest numerical increases in the past 12-months. Other MARAC data showed a rise in BME victims being referred (21 up to 31), an increase in male victims (6 up to 13), and an increase in victims with a disability (3 up to 9). There has been 1 referral each for LGBT victim aged 16-17 cases.

Long and short term risks and priorities

The total number of reported and recorded Violence against Women & Girls incidents and offences has increased by 1,008 offences in the current financial year to date (to February 2015), representing a rise of 19.6 per cent. This has been driven by a notable rise in the volume of both Domestic Offences and Domestic Incidents.

The increase in DV Offences is at present currently above the regional average, showing a 25 per cent increase compared to a 20.7 per cent increase across London. Where DV Violence

with Injury is concerned, Havering has the 3rd highest percentage increase.

Havering will receive an additional 3.5 Independent Domestic Violence Advocates (IDVA) provided by the MOPAC Pan London IDVA service. An IDVA will be based in the MASH and Maternity Services/ A&E

Violence Against Women And Girls

The partnership VAWG strategy has recently been signed off by the HCSP a comprehensive action plan focusses on the prevention, protection, safeguarding and provision of services to support victims of domestic violence, FGM , Forced Marriage and Honour based Crimes , CSE and Girls and Gangs.

The VAWG strategic partnership is well established within the borough and continues to meet on a quarterly basis. Representatives from the council, police, probation, Health and the voluntary sector attend this meeting ensuring that on a strategic level the partnership is supporting children and adults in the most effective way.

VAWG Board Challenge

To fully understand the extent in Havering of VAWG especially in respect of children and young people of:

- ✚ Female genital Mutilation
- ✚ Forced Marriage
- ✚ Honour based violence.
- ✚ Child Sexual Exploitation and Trafficking.

Parental Substance Misuse.

One of the most common factors that increases risk to children is parental substance misuse. Community Safety has recently recruited a specialist substance misuse worker who works closely with the London Borough of Havering Public Health Team, who are responsible for promoting health and well-being and commissioning drug and alcohol treatment services. At present North East London Foundation Trust (NEFLT) and Crime reduction Initiatives (CRI) deliver drug and alcohol treatment within the borough and our substance misuse officer offers us a unique opportunity to ensure that the procedures around safeguarding

are embedded in the delivery of the boroughs drug and alcohol services.

Any safeguarding concerns identified by NEFLT and CRI that are linked to parental substance misuse trigger an enhanced risk assessment. If this reveals a medium to high risk to child/ren, a referral is made to MASH and/or police. This supersedes local service provider interventions and these referrals are tracked and managed using a partnership approach.

There are many changes occurring in the borough of Havering and the first is the re-tendering of drug and alcohol services. This process will aim to have one integrated provider. This new provider will be operational by October 2015.

Serious Group Violence (SGV)

Serious Group Violence is an emerging issue in Havering. The Home Office conducted a five day peer review in November 2014 in the Borough. The Home Office identified a number of areas of good practise which included

- ✚ Strong vision and leadership in Havering with a clear focus on preventing problems escalating
- ✚ Good understanding of interrelated issues of child sexual exploitation, serious youth violence and missing children through analysis of partnership information via the Multi-Agency Safeguarding Hub (MASH) Missing Person's Protocol and accompanying form.
- ✚ Partnership working in Havering is a real strength
- ✚ Relationships with local schools and colleges are good: there is a firm foundation for further work to spot risk factors early on and work to build resilience
- ✚ The Troubled Families programme in the borough is very strong
- ✚ Assessment and referral through the MASH works very well, including sharing individual A&E data
- ✚ A number of promising interventions to address youth violence are in place

- ✚ The Serious Youth Violence Panel provides opportunities for knowledge transfer and practice development
- ✚ Commitment to community/family-based values

Young People, schools and community youth groups were consulted as part of the review.

A Serious Group Violence (SGV) panel meets monthly to discuss work with key gang nominals. Safeguarding is embedded in these meeting and consideration is given to the risks caused by an individual and the risk that is posed to the individual.

The HCSP developed a Serious Group Violence Strategy for the Borough with a comprehensive action plan which is refreshed annually.

Gangs' awareness training has been provided to front line practitioners. Early intervention is key to preventing the escalation of youth violence and the other gang associated issues such as child sexual exploitation.

Havering has commissioned a specialist service (Spark2Life) to provide:

- A) One-two-one prevention work with identified gang nominals.
- B) Preventative work within schools. Targeting young people at risk through Assemblies, Classwork and one-two-one sessions.

Community Safety is raising parent awareness of SGV through working with schools through a programme of targeted parent awareness evenings.

The SGV panel works closely with the gangs researcher within the MASH.

Increasing numbers of complex and vulnerable families moving into the Borough from Inner London Boroughs has increased the risk of gangs associated violence in Havering.

Board Challenge

To fully understand the extent in Havering of VAWG especially in respect of children and young people of:

- ✚ Female genital Mutilation

- ✚ Forced Marriage
- ✚ Honour based violence.
- ✚ Child Sexual Exploitation and Trafficking.

To continue to increase awareness and understanding of the level of make-up of the gang structure in Havering.

Priority 5: Ensure that Havering Safeguarding Children Board communicates effectively with partners, children, young people and their families, communities and residents.

HSCB has developed a communication strategy, which was presented and ratified by HSCB partnership agencies during 2013 -2014.

Communication Board Challenge

To ensure that each partner agency fully embeds the communication strategy and reports back information making the HSCB leads conduits for information in and out of the HSCB.

HSCB has produced termly newsletters, which have been distributed to in excess of one thousand HSCB contacts.

Views of Children & Young People

There are number of process across agencies that captures the views of the children, young people and families.

LAC are accessed via view point the views of children subject to CP plan are also captured via view point.

The Viewpoint findings 2014/15 were reported to the HSCB. The challenge is to ensure that each agency utilises the feedback so that services are improved to better meet the needs and requirements of children and young people.

The annual Children and Young peoples survey is carried out with aged 10 to 17 years olds in the Borough of Havering.

There were 1440 respondents

- 14% eligible for free school meals
- 25% carer for relative
- 80% feel happy
- Large number stated they felt unsafe on public transport
- 28% stated they had been bullied over past 12 months

- 61% two stated they had been bullied admitted to bullying others

The feedback from the children has helped to inform the Children Service section 11 action plan.

These responses are fed back to the HSCB: the HSCB needs to be more proactive in involving children and young people.

The proposed action to progress this during 2015/16 includes the following:

In March 2015 the London Assembly Police and Crime Committee published a report entitled "Confronting Child Sexual Exploitation in London". The report contained a number of recommendations including recommendation 5 which states *"Every LSCB in London should have a forum in place to engage with children and young people affected by CSE, including those that have in the past gone missing and looked after children, to increase understanding, provide appropriate care and support to young victims and those at risk of CSE, and encourage confidence in reporting"*

The HSCB has worked with the Children's Society, which has agreed to pilot the establishment of such a forum in Havering.

The re-launch of the Children in Care Council provides an opportunity during 2015/16 to engage LAC young people in the work of the board. The HSCB chair will meet with this group to explore how they can help the board.

The Havering Youth Parliament will also be consulted and asked to present finding from their activity to the board.

The Children Society CSE forum pilot, commissioned by the HSCB, will help provided good feedback from CSE victims.

Board Challenge

To improve the use of feedback to better inform board future board strategy.

Section 2

Learning and Improving Framework

Case Reviews

Local Safeguarding Children Boards (LSCBs) should maintain a local learning and improvement framework which is shared across local organisations that work with children and families. This framework should enable organisations to be clear about their responsibilities, to learn from experience and improve services as a result

Summary of Work Group Purpose

The purpose of the HSCB Case Review Working Group is to ensure that the statutory requirements contained in Chapters 3 and 4 of Working Together to Safeguard Children 2015 are embraced and delivered. The main statutory requirement is for the group to implement a learning and improvement framework where partner agencies are clear about:

- ✚ Their responsibility for contributing to the learning and improvement processes.
- ✚ Effective dissemination of learning.
- ✚ Making sustainable changes to services.

The local framework should cover the full range of reviews and audits including:

- ✚ Serious Case Reviews.
- ✚ Child Death Reviews.
- ✚ Management review of a child protection incident which falls below the threshold of a SCR to provide useful insights about the way organisations work together to safeguard and promote the welfare of children.
- ✚ Review or audit of practice in one or more agencies.
- ✚ Identify and drive improvements to safeguard and promote the welfare of children.
- ✚ Translate the findings from reviews into programmes of action to bring about sustainable improvement and prevention of future deaths/harm.

Activity 2014/2015

Serious Case Reviews.

One serious case review has been undertaken during 2014/15 it involved a review of a child

protection case where a decision was made to prematurely cease as a child protection case. This over a period of a number of years led to children failing to thrive and suffering long-term effects. Whilst Havering commissioned and led the serious case review the history of the case involved 2 other London Boroughs. All agreed to support the serious case review and learn from the case findings. The case is near to its conclusion and will be published in early 2015/16.

A second serious case review has recently been commissioned and will commence in 2015/2016. It concerns the response to allegations of physical abuse and the subsequent information sharing process.

Learning Reviews

2014/15 saw the completion of three learning reviews. All three cases are subject to a multi-agency action plan which has pulled the learning together from the three reviews. It will be monitored during 2015/16 to ensure learning has been embedded in practice.

The following is a summary of the recommendations for the HSCB to ensure learning.

Case one

A young person involved with CAMHS services and being at risk of committing serious sexual offences.

Case Two

Case concerns where a young person committed a serious crime and caused serious harm to a member of the community.

Case Three

The use of Section 20 (CA1989) to place a child with an extended family when mother went missing. This raised the issue of who had parental responsibility for a vulnerable child.

The three learning reviews were considered by the case review working group and an amalgamated action plan developed. The action will be reviewed and implementation monitored through the case review working group. The action plan forms **appendix 1**

Conclusion

The working group continues to monitor cases and make recommendations in respect of learning /serious case reviews. The board will monitor the agreed action plan to ensure that learning from these cases are embedded in the organisation culture.

The risk is the on-going costs of reviews and the ability of agencies to be able to allow staff time to support the review process. This will lead to delay. The board will continue to consider the best alternatives in order to obtain the best learning process in a cost effective way and reasonable time scales.

Board Challenge.

- ✚ To incorporate national and local learning into briefings and to ensure that this is disseminated widely and understood by practitioners.
- ✚ To continue to ensure multi agency learning impacts on service delivery through focused audit and feedback

Child Deaths: The Child Death Overview Panel (CDOP) and Serious Case Reviews

Working Together 2015 states:

The LSCB is responsible for ensuring that a review of each death of a child normally resident in the HSCB's area is undertaken by a CDOP. The CDOP will have a fixed core membership drawn from organisations represented on the LSCB with flexibility

The Havering CDOP is responsible for reviewing the circumstances of all child deaths within the borough.

Gender & Expectation			
	Female	Male	Total
Expected	4	2	6
Unexpected	1	2	3
Total	5	4	9

During 2014-15, CDOP were notified of nine deaths in total. Six were categorised as

'expected'. The three remaining cases were classified as having modifiable factors relating to co-sleeping, poor lifestyle choices from mum and poor obstetric care resulting in an internal investigation at the hospital.

Havering has seen a decline in the rate of child deaths since 2012-13 across all ages and categories. Neonatal deaths remains the most common cause of expected death for infants within Havering, this is reflective of the national picture. There have been no identified trends this year which indicates that previous common causes such as co-sleeping and blind cord safety deaths are currently reducing within Havering.

There continues to be two Designated Doctors sharing the role, both of which have been very responsive to supporting the service. In addition to this all statutory and voluntary agencies have continued to be supportive in attending the Rapid Response meetings. There is also a good working relationship with the London Ambulance Service and Police who continue to attend or provide information to the Rapid Response meetings when necessary. This means that Havering's CDOP has been compliant with the requirements set out in Working Together as well as working jointly on the key issues arising from childhood deaths to learn lessons and minimise deaths arising from specific areas.

Safeguarding in Employment

Working Together 2015 Chapter 2

Local authorities should put in place arrangements to provide advice and guidance on how to deal with allegations against people who work with children to employers and voluntary organisations. Local authorities should also ensure that there are appropriate arrangements in place to effectively liaise with the police and other agencies to monitor the progress of cases and ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process.

Local Authority Designated Officer (LADO) Role

The role of LADO was under the management of the Havering Council Children Services

Year	Number of cases	Percentage increase/decrease year on year
2005/06	12	
2006/07	6	(50%)
2007/08	23	283%
2008/09	47	104%
2009/10	44	(6%)
2010/11	51	16%
2011/12	62	22%
2012/13	106	71%
2013/14	160	51%
2014/15	121	(24%)

Safeguarding Service Standards Unit. LADO activity until November 2014 was shared across the team with appropriate professionals undertaking the functions. This included duty team managers, the group manager and independent reviewing officers. There is no statutory training for the post.

In early 2014 it was identified that a number of issues had arisen due to an increase in the volume of LADO referrals and because there was no one person responsible for the post. These included:

- ✚ Lack of continuity and ownership
- ✚ No single point of contact for both in-house and external partners
- ✚ The volume of LADO work increased but those carrying out the role had their own 'full-time' role to address
- ✚ No specific administrative support
- ✚ Occasional oversights in record-keeping.

The role is now carried out by dedicated one member of staff supported by a business support colleague. This has improved communication between key partner agencies including Ofsted, Youth Groups and nursery settings for example.

As a result of this new dedicated position it was felt that the HSCB safeguarding in Employment Group could be disbanded. The new LADO is a member of the Operational board and will report regularly to the board on the progression of the LADO action plan.

Activity

When looking at the data recorded and taking no account of the first two quarters of 2014 -2015, the expectation is a continued rise in referrals. This is reflected in the last two quarters of last year and the first quarter of this counting period.

The reason for this is:

- ✚ Improved awareness of process;
- ✚ Single point of contact for LADO within the Local Authority;
- ✚ Internal and external training sessions.

Furthermore when attending the National LADO meeting in March 2015, it was a point of discussion that nationally there has been an increase in referrals.

Working with Partners

Since November 2014 new relationships have been developed with various groups in Havering by the LADO officer.

Board Challenge

- ✚ To monitor the LADO action plan and ensure that it receives multi agency support.
- ✚ To continue to highlight and challenge areas of concern.

Training & Development

HSCB has offered a range of training courses for the borough's multi-agency partners. This training is available to all agencies and individuals in the borough who work to protect children and young people.

Training and Events 2014-15

- ✚ 49 scheduled courses delivered
- ✚ 4 cancelled

- ✚ 5 additional training events delivered
- ✚ Havering LSCB Annual Conference

HSCB training was delivered to nine hundred and ninety-eight delegates during 2014-15

HSCB implemented an on-line training application system during 2015-15. Whilst overall the on line system worked well, complications were experienced because ICT systems were not always compatible. This is being addressed by Havering Council during 2015/16.

Introduction of Impact Analysis Process

During this year we introduced the process to evaluate the impact of training. Delegates were asked to complete post course evaluations 4 – 6 weeks after attending training. A full analysis and review has been carried out and the report is attached as an appendix to this training report.

The impact of training is expected to lead to increased knowledge and skills thereby improving performance. We encountered difficulties when assessing the feedback as delegates attended training for a variety of reasons:

- ✚ New to position so part of their general development
- ✚ As a refresher
- ✚ Safeguarding leads need to have knowledge of a variety of areas so attend a number of courses
- ✚ Staff attend training but may never experience related issues so may never put learning into practice
- ✚ Delegates found it difficult to articulate how the training could be applied to their day to day role, often citing confidence as the key
- ✚ Delegates found it difficult to articulate how the training could be applied to their team with the most common response being 'sharing information'
- ✚ Delegates found it very difficult, almost impossible to articulate how the training impacted on children and families.

LSCB Newsletter

The LSCB newsletter is expected to be produced and distributed termly. The newsletter is developed through board partner input and during the year only one has been produced. This will be improved during 2015/16

SECTION 3

Board Sub groups Groups

Child Sexual Exploitation and Missing (CSE) Working Group

Child Sexual Exploitation continues to be a priority for the board. The main objective and activity for the year 2013/14 was to raise the awareness of CSE for all professionals. This was achieved and the introduction of the assessment tool and a significant level of training helped to support understanding.

2014/15 has seen a greater focus on the identification and responding to young people who have been or may be vulnerable to CSE, which includes those children that go missing. This section will consider both CSE and missing.

CSE Prevalence

During 2014/15 there was an increase in recording of CSE incidents within Havering. There were 55 recorded crimes (Havering borough ranked 18th out of the 32 boroughs) and a further 25 CSE incidents recorded as non-crime.

There were 133 additional cases brought to the attention of the Local Authority for CSE/exploitation who were not victims recorded within the police system.

There is a question over some of the recording processes and much is at the discretion of the individual reporting understanding that they may be dealing with a victim or potential victim of CSE.

This would indicate that there is still a level of under reporting/recording of CSE incidents.

Challenge

There is a need to improve consistency of recording.

What this improved level of data has enabled the first attempts to profile what CSE looks like in Havering.

- ✚ The victims are predominantly female 96 per cent of recorded CSE
- ✚ The most common age of victims was 13 to 16 90 per cent of recorded victims.
- ✚ The ethnic profile found that 72 per cent of clients were White British, 12 per cent white other, 75 mixed, 5 per cent Asian and 4 per cent black
- ✚ Just 7 per cent were children with child protection plans.
- ✚ 33 per cent were Looked after Children
- ✚ Categories most frequently recorded alongside CSE clients were 'family dysfunctional', 'missing from home', 'abuse of neglect', 'sexual abuse and 'domestic violence'.
- ✚ 16 to 18 may be identified as victims of domestic violence rather than CSE

Contact points.

The CSE Exploitation and Missing group review identified a number of issues that will hamper the process.

There is a need for more sophisticated training in order to ensure that all professionals are fully conversant. Training has been undertaken but is patchy

The CSE risk assessment Tool Kit is in place but following the Rotherham report by Professor Alexis Jay in November 2014 there is a need to review the tool.

There is a need for a highly developed local profile. This has commenced but needs to be supported by consistent data set and accurate recording.

The LA and the board have also started to work with the Children Society in respect of working with children and young persons identified as being at risk of CSE and also to undertake missing person interviews.

The Children Society was commissioned by LBH to provide an independent advocacy service for Havering Children and young people under the age of eighteen living in care or leaving care or a child in need.

Below is an example of the work and outcomes for the young person.

Case Study

B= Young person engaging in the Missing out Service

PW= Missing out Service Project Worker.

B is a White British young person from Havering, who is 14 and looked after by Havering Children services. B is assessed as a high risk young person who frequently goes missing and is a risk of child sexual exploitation.

PW attended strategy meeting with other professionals involved to discuss the level of risk B was facing, her needs and what services need to be put in place to best support B.

Her needs included:

-Practical support attending meetings and appointments with regards to specific issues.-

Practical support to advise keyworkers on addressing sensitive issues with B.

-Emotional support to address missing episodes, physical health, mental and emotional health and drug misuse

B has had three formal sessions with three more remaining.

Missing episodes have decreased with no further missing episodes since B has been accessing support and settled into new placement

B has had sessions on the following topics

- Risks when going missing: Push & pull factors, safe choices when going out

- Physical health (attending a GUM clinic)

- Understanding emotions and feelings in friendships & relationships.

B has reported that being in a new placement has enabled her to concentrate on herself and to not worry about what people are saying about her. She has reported to be missing her friends and having access to her mobile phone however, she understands that this is something that will help to reduce taking risks.

B has engaged well with the Missing Out service and has reported that she is enjoying the sessions because PW listens and encourages better communication between B and other professionals.

B is starting to have a better understanding of what it means to go missing and why it is important for responsible adults to report her as missing if they do not know where she is. B still needs support with emotional and mental health issues as well as physical health which is on-going between B and her keyworker.

B will need further support when she is placed back with her parents to apply these life tools to real life situations if/when they occur.

The Board is now working to support the Children Society to undertake work obtaining feedback from the young people they support.

In March 2015 the London Assembly Police and Crime Committee published a report entitled "Confronting Child Sexual Exploitation in London". The report contained a number of recommendations including recommendation 5 which states "Every LSCB in London should have a forum in place to engage with children and young people affected by CSE, including those that have in the past gone missing and looked after children, to increase understanding, provide appropriate care and support to young victims and those at risk of CSE, and encourage confidence in reporting."

The Children's Society has agreed to pilot the establishment of such a forum in Havering

In December 2014 Havering took part in a peer review with LB Hillingdon. This identified a number weakness in front line practice and in particular processes around the MASH. These findings were supported by a further case audit undertaken by children social care.

Further audit and review of CSE referrals through the MASH continue to indicate cases at level 1 & 2 are not always receiving a timely responses.

As a result of these identified concerns a 'Virtual Assessment and Intervention Team' is being piloted. This is being managed within the 12 Plus Service.

The aims and objectives of the team will be to ensure that all CSE referrals are responded to effectively and appropriately.

The HSCB will receive regular updates and is overseeing the pilot through a CSE steering group.

Quality and Effectiveness Working Group

1. Summary of Work Group Purpose

Working Together (2015) sets out the requirement for each LSCB to have in place processes to monitor and challenge the effectiveness of the safeguarding offer to children across the spectrum of need:

In order to fulfil its statutory function under regulation 5 a LSCB should use data and, as a minimum, should:

- ✚ assess the effectiveness of the help being provided to children and families, including early help;
- ✚ assess whether LSCB partners are fulfilling their statutory obligations set out in chapter 2 of this guidance;
- ✚ quality assure practice, including through joint audits of case files involving practitioners and identifying lessons to be learned; and
- ✚ monitor and evaluate the effectiveness of training, including multi-agency training, to safeguard and promote the welfare of children.

Working Together 2015

The Quality and Effectiveness group is in place to oversee the effectiveness of the multi-agency safeguarding and child protection service offer to children, young people and their families in Havering. The group receives and reviews performance data from the partnership, challenges information and identifies actions required to improve the service offer when required.

Audits are undertaken to assure the group of the effectiveness of the partnership when working throughout the child's journey across the continuum of need.

2. Key Areas of Progress and Achievement

The multi-agency performance dataset has been embedded during this financial year and reported on biannually to the Quality and Effectiveness group and to the HSCB. The performance framework has been amended as required to ensure that the board receives the best possible data to assist it to understand the effectiveness of the partnership when responding to safeguarding needs.

The group undertook a number of multi-agency and single agency audits over the year in order to understand the effectiveness of multi-agency response to children identified to require services. This process provided assurances to the Board regarding the service offer and also identified areas that required further scrutiny. Areas requiring additional scrutiny have been included within the Quality and Effectiveness audit plan for the forthcoming year.

The HSCB requested partnership agencies to undertake a self-assessment audit of S11 compliance in November 2014 with a request for submissions by March 2015.

The S11 audit findings will be used to inform future s 11 audits with a focus on the effectiveness of agencies response to Child Sexual Exploitation (CSE).

There has been a significant amount of progress to understand the partnerships response to adolescents and vulnerability, which includes CSE, LAC, Missing, Gangs and youth offending. The partnership is developing processes to strengthen and support a co-ordinated response to all of these important areas so that there is collaboration and meaningful communication pathways across all areas of work to reduce duplication and streamline work streams.

3. Current Activities

The Group will continue to monitor the impact of the multi-agency service offer on improved outcomes for children and will further develop the performance framework to understand the effectiveness of services across the spectrum of need.

An audit programme will be developed to assist the Group to better understand the story beneath the data and to identify where services can be improved for children.

Multi-agency partnership working has been identified nationally and locally to present challenges to practitioners. The Q&E group has identified the need to better support staff in their understanding of each agencies role and function to better support them when working across organisations.

This will be addressed through the provision of multi-agency briefing offered to front line practitioners to focus on

- ✚ Threshold for services
- ✚ Agency professional's roles and responsibilities
- ✚ Lessons learned from learning reviews, case reviews, audit activity and national learning

The briefings will be facilitated by Q&E group members and will provide time for reflection and learning in a safe place. The briefings will allow for networking opportunities to develop and strengthen working relationships further.

4. Long and short term risks and priorities

The current dataset does not report on the effectiveness of early help services. There has been significant work undertaken to strengthen the early help response within Havering. Understanding the impact of the changes will be a priority for 2015 – 2016. The Group will develop an audit programme to assist in its understanding:

- ✚ Effectiveness of MASH and how this relates to practice across the partnership
- ✚ How systems support staff to work effectively
- ✚ Effectiveness of the Child Protection Response
- ✚ Effectiveness of Early Help
- ✚ Effectiveness of multi-agency response to adolescent vulnerability.

The LSCB priorities for 2015-16 will be child protection, early help, child sexual exploitation and neglect: The Group will embed a process to understand the effectiveness of the partnership in relation to the LSCB priorities.

Transition Sub Group

The Transitions Group is a sub group of both the Local Safeguarding Children's Board (LSCB) and

the Local Safeguarding Adult Board (LSAB). It was set up in 2014 and held the first meeting on the 8th May 2014. The aims of the group are as follows:

- ✚ To review current children to adults services transitions policies and procedures in health and local authority services in Havering.
- ✚ To audit compliance with existing policies and procedures.
- ✚ To highlight and share good practice initiatives
- ✚ To disseminate learning from policy and practice reviews.
- ✚ To provide assurance to the LSAB and LSCB of policy compliance with regard to transitions.
- ✚ Liaising, coordinating and responding appropriately to actions agreed by Local Safeguarding Children's Board (LSCB) Local Safeguarding Adults Board (LSAB)

Membership includes representatives from health and social care, including children and adult services across a range of functions such as physical disability, learning disability and mental health, community safety, police, youth offending, education and commissioning. Attendance and engagement at each meeting has been good.

The work plan for the group identified a range of service pathways with a review programme in line with the aims as above.

The first identified area for the group to look at was child to adult transitions across mental health services. A sub group was formed which fed back to the main group. The findings were as follows and recommendations were agreed by the group

1. NELFT does not have an up to date Transitions policy at the moment although this is currently being developed and this group will liaise with the author to ensure learning is shared.

Recommendation: The NELFT draft policy will be agreed by all partner agencies in Havering and will be informed by the learning from the sub group.

2. Havering Transition Protocol is currently under review and the group will link in with the author to ensure learning is shared.

Recommendation: The Havering Transition

Protocol will reference and be referenced by the NELFT Transitions Policy and will be informed by the learning from the sub group.

3. Where children and young people have a clear diagnosis or treatment plan transitions into adult mental health services are robust.

Recommendation: That this continues and the good practice identified in these processes are shared to inform practice in other pathways.

4. Autism services for children are identified, however, provision for adults is not consistent across the borough

Recommendation: Transition arrangements must take account of differences in service provision and criteria between children and adults services.

5. Where children and young people do not have identified diagnosis, but on going social and emotional problems, once they leave the structure of education, and are not in receipt of adult health services, there is little in place from statutory services. The group identified that hand over back to GPs in these cases is not always robust.

Recommendation: That discharge planning take account of loss of structured services and that information handed back to GPs is more robust. That an assessment take place at point of discharge outlining ongoing issues and vulnerabilities to GP.

6. There are concerns that young people are being discharged from CAMHS then coming back into mental health services through Improving Access to Psychological Therapies (IAPT) teams, where they don't engage despite having identified needs.

Recommendation: scoping to identify the scale of this, whether it is clinically indicated or as a result of poor transition practice. Once identified, actions to be agreed as necessary.

7. There is recognition that transition may be a time of stress for a young person. Where they are not moving onto identified statutory services and they have a history of mental health and/or emotional problems then the stress may be greater. National guidance identifies suicide as a risk during transition.

Recommendation: That a Suicide Prevention Strategy for Havering is developed with all statutory and third sector providers, led by

Public Health.

We propose that examining the experience of people who have gone through transition will be helpful in informing future work and discussions are underway as to how this could happen.

The group has identified that there are a number of groups in Havering also looking at transition pathways: we are currently scoping these in order to link up and ensure that work is not replicated and that information is shared to enable learning to inform future practice.

Section 4

Agencies statutory responsibilities

Section 11 statutory requirements

Section 11 of the Children Act 2004 places duties on a range of organisations and individuals to ensure their functions, and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children.

Working Together 2015

Havering Safeguarding Children Board (HSCB) during 2014/15 undertook an audit of section 11 compliance.

Each agency completed a section compliance report covering each statutory requirement. These were supported by comprehensive single agency action plans that will be subject to regular monitoring by the board.

The following are the overarching conclusions and actions.

Standard 1: Senior Management have commitment to the importance of safeguarding and promoting children's welfare

This standard was fully understood by all partners with each response evidencing that there was a clear line of accountability within the organisation that was held within job descriptions and understood throughout the organisations.

As within the previous S11 self-assessment audit, agencies referenced internal audit processes as evidence of compliance with S11

standards. This audit activity has not been consistently submitted to the HSCB Quality and Effectiveness working group for challenge and scrutiny.

Action from Standard 1: all SCB partners to submit reports and actions regarding single agency activity to the HSCB quality and effectiveness group once the reports have been formally signed off by agency quality assurance business processes. Each agency to submit their safeguarding audit programme to the quality and effectiveness group annually so that there is a thorough understanding of each agency's quality assurance processes.

Standard 2: There is a clear statement of the agency's responsibility towards children and this is available to all staff

Each submission evidenced that processes were in place to ensure that all staff at all levels of each organisation were aware of their safeguarding responsibilities.

The returns provided evidence of the growing importance of working together to strengthen the multi-agency response to safeguarding. This included MASH processes, multi-agency audit processes and multi-agency meetings. The submission from Havering Council noted that better processes had allowed agencies to identify more accurately the families in need of services, which has allowed a better targeting of services. This was identified to have led to a reduced in the number of families being subjected to agency scrutiny unnecessarily.

All s11 returns noted that S11 requirements were embedded within contracts if commissioning was undertaken by the agency.

The 2013 S11 returns identified a need to continue to strengthen the work being progressed in relation to capturing and responding to the views of services. This area continues to be a focus of organisation business so that the views of services users are utilised to support the development of services.

Standard 3: There is a clear line of accountability within the organisation for work on safeguarding and promoting welfare

All s11 returns identified that this standard was met despite an increase in the workload of all agencies in relation to safeguarding. Each agency has clear lines of accountability within their organisational structures and these are freely available to staff.

As previously stated, agencies provided assurance that staff were aware of their responsibility to act if a safeguarding concern was identified regardless of their role or core responsibility.

Supervision processes have been embedded across all organisations and additional supervision capacity is being added to meet the increasing demands of staff.

Standard 4: Service development takes into account the need to safeguard and promote welfare and is informed, where appropriate, by the views of children and families

There was evidence of considerable activity across partnerships in improving the multi-agency service response to this standard. All s11 returns provided assurance that the views of service users were sought and taken in to account when developing and delivering services.

The change to probation service process has allowed more autonomy when developing a service response: this has led to a more 'think family' approach to service delivery.

The returns from both NELFT and Havering Council discussed a number of new and emerging activities that had been developed to provide processes to assist in capturing the views and opinions of children, young people and their families.

The CCG noted that both NELFT and BHRUT provided the CCG with evidence that this standards was understood and implemented.

Standard 5: There is effective training on safeguarding & promoting the welfare of children for all staff working with or, depending on the agency's primary functions, in contact with children & families

All agencies reported that an induction programme was in place for staff joining the organisation. Each s11 response referenced a single agency training programme that was in place to ensure that staff were provided with the correct level of training to support them in their role within the organisation.

All audit returns provided assurance that each organisation understood the importance of training to equip staff to identify and respond to possible signs and symptoms of harm.

Evidence of the impact of training on improved

outcomes was the identified increase in reporting of concerns notably in relation to CSE, FGM and domestic violence.

Standard 6: Safer recruitment procedures include vetting procedures and those for managing allegations are in place.

- a. Organisation has safer recruitment & selection procedures in place in line with statutory guidance.

All agency returns provided assurance of compliance with this element of the standard.

- b. Organisation can demonstrate that agencies commissioned to provide services have safer recruitment in place

Havering Council provided assurances that commissioning processes included a requirement for service to provide evidence of compliance with all s11 standards. Compliance with contract requirements is monitored by Havering Council within usual business processes.

The CCG response provided a level of assurance that services commissioned directly by the CCG were required to comply with the standard and to provide evidence of this. The CCG does not have oversight of management use of recruitment agencies: there is an expectation that the recruitment agencies used by BHRUT and NELFT are part of the NHS Buying Solutions Framework with an expectation that they comply with s11 standards. Although not explicitly noted within S11 returns, both NELFT and BHRUT confirmed that they comply with CCG expectations when using recruitment agencies.

- c. Safer recruitment training is in place for managers involved in recruitment

All returns provided assurance that training was available to all relevant staff to ensure compliance with this element of the standard.

- d. Organisation has managing allegations procedures in place

All returns provided assurance that processes were in place to respond correctly when a safeguarding allegation was made against a professional.

- e. A senior manager has been identified for the managing allegations process & knows who the LADO is and when to contact them

All s11 submissions provided assurance that a designated professional was in place to manage allegations and to support staff through this

process: This was not explicitly stated within the LCRC return; however written confirmation of compliance with this standard was submitted separately.

- f. Support is available for staff who are subject to allegation

All s11 submissions confirmed that there were appropriate services in place within the organisation to support staff when an allegation is made against them.

- g. Audit processes are in place to monitor safer recruitment & managing allegations

All returns provided assurance that processes are in place to monitor processes at an organisational level.

Standard 7 the response to this standard evidenced a commitment to ensure effective multi agency working across the continuum of need. The evidence supports a commitment to multi agency safeguarding hub processes, information sharing and embedding early assessment processes.

The number of early help assessments completed in year 2014-15 was 396, which is an increase on previous years but still suggests a low take up when considering the high level of tier 4 CSC assessments completed that result in no further action.

Uptake and completion of early help assessment processes will be required to be reported quarterly to the HSCB Quality and Effectiveness working group for scrutiny and challenge. The newly implemented early help service will help to improve take up of early help assessments and will provide support to those initiating early help processes.

Standard 8 returns from all agencies and service areas evidenced a good understanding of information sharing processes and protocols. Single and multi agency training was identified as a key to embedding good practice.

Conclusion

There is evidence of a strong commitment across HSCB partners to ensure section 11 standards are complied with. The s11 has provided assurance to the HSCB that all agencies required to comply with S11 understand their duty and are committed to ensuring compliance with processes.

The returns indicated that there was a comprehensive audit programme embedded

across all services reporting with the exception of the Metropolitan Police: Metropolitan Police quality assurance processes are progressed through daily 'Grip and Pace' where senior managers review cases and determine timelines as appropriate. KPIs are scrutinised during regular performance meetings. Risks are escalated through agreed internal escalation pathways and, when necessary, escalated to the HSCB.

The quality assurance work undertaken at single agency level is not routinely reported into HSCB quality and effectiveness group. Audit reports including actions to address emerging issues should be reported quarterly to the HSCB Quality and Effectiveness working group for challenge and scrutiny.

The impact of training on improved outcomes has not always been easy to determine. The impact of learning on improving knowledge and understanding is evidenced within post course analysis: an increase in referrals regarding CSE and FGM may also be indicative of improved understanding of this area of work.

The s11 self-assessment audit provided the HSCB with assurance that S11 requirements have been priorities across statutory partners during structural and transformational organisational changes. Partners have identified gaps within standards and identified action to ensure that each element within the standards are embedded.

The section 11 audit tool requires agencies to report on compliance biennially. The HSCB will need to determine whether an annual self-assessment audit of compliance should be completed to allow the HSCB to fully understand agency commitment to these standards during this time of austerity and shrinking resources.

Recommendations:

1. Each agency to implement their agreed action plan and report to the quality and effectiveness group quarterly and by exception.
2. Single agency audit activity to be reported to the HSCB Quality and Effectiveness group at quarterly intervals.

HSCB to consider whether to initiate a further section 11 audit in 2016

Single agency successes and areas for further improvement

In preparation of this annual report each agency represented on the board except Havering Council Children and Young People Services, which is intrinsically incorporated throughout the body of this report, were requested to submit a report setting out their individual successes and areas for future improvement.

This section will set out the agencies identified risks and challenges and their actions and priorities for the year 2014 to 2015

Havering Public Health Service

Background

The Public Health Service helps the London Borough of Havering (LBH) protect and promote the health of the population by providing expert health related advice to elected members, the Health and Wellbeing Board, council services, partner agencies and the public. The service has a range of mandated and non-mandated functions.

As well as providing system leadership, multi-disciplinary perspectives and a commitment to evidence based practice the Public Health Service is responsible for commissioning a number of services. The most pertinent to children and young people's safeguarding include:

- ✚ School Nursing
- ✚ Substance Mis-use
- ✚ Sexual Health
- ✚ Health Visiting (to be transferred in October 2015)

Safeguarding remains an important aspect of Public Health work.

Review of Safeguarding Activity 2014 – 2015

School Nursing

The Public Health team has been working with health and social care partners to understand the role of health professionals in safeguarding of children and young people. A pilot audit was undertaken with partners from children services and school nurses, to review school nurse involvement in safeguarding. The preliminary findings suggest that in some instances other health professionals may have had more to contribute to safeguarding efforts than school nurses, who are often seen as the default health representative. This work is on-going and reports will be submitted to the LSCB Quality and Effectiveness group in the upcoming weeks.

Looked After Children (LAC)

The Public Health team has worked with partners in the CCG and Community Trust (NELFT) in order to understand how initial health reviews and subsequent health reviews are undertaken for LAC. Clarity over commissioning arrangements are currently being explored to ensure this group receive a high quality and responsive health care service that's has the capacity and skills set to meet the needs of LAC in Havering.

Sexual Health & Substance Misuse Services

Through contract monitoring, on-going safeguarding issues are raised and discussed with the provider to ensure any action necessary to safeguard service users is taken. Ensuring that providers actively contribute to local efforts to tackle FGM, CSE and gangs has been a priority in 2014/15.

Housing

The last year has seen a number of major changes in the Council's Housing service:

- ✚ The new Housing Service structure designed to improve service quality and control risks to residents came into effect.
- ✚ An audit of the Housing Service by the Chartered Institute of Housing (CIH) resulted in the service developing a comprehensive action plan including elements relating to safeguarding

- ✚ Housing policies designed to support and protect service users were revised and updated.
- ✚ A review of the Council's Supported Housing was undertaken as a result of the changes to the changes to the Supporting People funding.

Priorities of the service

Housing Services manages and maintains the Council's stock of some 9,900 tenanted and 2,200 leasehold homes. It also provides services for people in housing need and co-ordinates housing strategy across the Borough.

The priorities of the service for the forthcoming year include:

- ✚ Delivering on all aspects of the CIH action plan in relation to the safeguarding agenda – in particular training and awareness building
- ✚ Continuing with our programme of home improvement and modernisation to bring all our homes up to an agreed decency standard
- ✚ Building new social housing homes in Havering and adapting existing homes to new uses where possible.
- ✚ Working with our partners to tackle anti-social behaviour across the Council's social and commercially managed housing stock.
- ✚ Responding to the changes in the welfare system to give advice to residents and to minimise the impact on them, and to reduce poverty and Financial Exclusion
- ✚ Reviewing and updating the way we deliver our services to make it easier and more convenient for residents to use them.

Working in partnership with Children's Services

The Housing Service recruited a Housing professional to a new post, Housing Link Officer, in the Multi Agency Safeguarding Hub (MASH) to act as the link between MASH and housing.

The Housing Service funded a Housing professional to a housing advisory post in the Early Help team to act as the link between the teams.

Welfare reforms

This has been a key issue for Housing Services and for residents on low incomes. Many local families have seen Housing Benefit reduced or are subject to a cap in the total amount they can receive in benefits. Through a team of officers the Housing Service advises residents on how to mitigate the impact and to sustain their tenancies in both the social and private housing sectors.

Anti-Social Behaviour

The Anti-social Behaviour, Crime and Policing Act 2014 comes into effect on April 2015. Housing has made preparations for the new legislation by:

- ✚ Reorganising services internally so that tackling anti-social behaviour is carried out in the same team as tenancy management
- ✚ Retaining our Neighbourhood wardens and CCTV services
- ✚ Revising our anti-social behaviour policy and procedures to reflect the emphasis on supporting residents responsible for anti-social behaviour who are often themselves victims in need of support.

Schools

School safeguarding and whistleblowing policies have been revised, and as of July 2015 every school in Havering – maintained, academy and independent – has implemented policies which clearly reference 'Working Together' and 'Keeping Children safe in Education'.

Required 3 year training for all school staff is also up to date, with every school having run this essential training, or have it booked to deliver between September and December 2015. Many schools run this training twice and attendees are from across the whole school workforce, including teachers, teaching assistants, support staff, midday assistants, cleaners and bus escort staff.

Schools use a section 175 audit document; this covers the statutory elements of Section 175 Education Act 2002, Section 11 Children Acts 2004 and Keeping Children Safe in Education, March 2015. 27 schools have completed a detailed, supported audit, all schools audited are compliant, many have very well developed in school processes which support high quality recording of child protection issues, enabling timely and detailed referrals and on-going support for the child. A further 36 schools have completed the S175 self-review as part of a self-evaluation of safeguarding processes.

A range of additional training has been run specifically for schools, in addition to the training run by the LSCB. This additional training has included training for designated leads and also specific topics such as FGM, Radicalisation and Extremism.

Early Years Settings

Since May 2015 five training sessions have been facilitated for Early Years staff in PVI (private, voluntary and independent) settings or schools across Havering. To date 90 practitioners have participated in either an Introduction to Child Protection course or Safeguarding for the Designated person training. A further 50 practitioners will be trained in autumn 2015.

Early Years Quality Assurance support to PVI settings has been revised and as of May 2015 all settings visited have participated in a Safeguarding Audit. The audit, written by the Quality Assurance Team, requires settings to audit their own policies and procedures and draw up an action plan. The trialling of this has been successful and it is envisaged that the audit will be made available to all settings to consider prior to their Safeguarding Audit.

Police: Local Havering Command

Havering police have responsibility for the initial response to calls from the public and then the ongoing investigation thereafter. This relates to Emergency response team as initial responders and initial investigators. In addition CID units based at Romford Police station then support further with secondary investigations and links into partner agencies while giving ongoing support to victims and their families. CID units most likely to be involved in safeguarding matters will be Community Safety Unit led by a Detective Inspector and supported by 3 Detective sergeants and 15 Constables.

3. How has the organisation contributed to the Havering LSCB strategic priorities?

- a) Havering Police attend LSCB and sub groups. Data is reviewed and fed back to the senior leadership team to ensure we are providing an effective response to child issues in collaboration with our partner agencies.
- b) Havering Police are an integral part of the safe guarding partnership, through the Multi Agency Safeguarding Hub (MASH) having been one of the first Borough in London to launch the MASH unit . We have 1 Detective sergeant and 3 constables and 3 analysts embedded within the hub. We continue to evolved and develop the MASH responding to local needs.
- c) Havering Community Safety Unit is very much part of the Safeguarding Portfolio which consists of management of Sexual offenders (Jigsaw), Multi Agency Public Protection Arrangements (MAPPA) , Multi Agency Risk Assessment Conference (MARAC) Youth offending services (YOS) . Child Sexual Exploitation (CSE). Through these portfolios Havering Police seek to best co-ordinate the right support for families

4. Long and short term risk and priorities

Havering Police have formed a Child Sexual Exploitation unit, this links in very much with central Sexual offences abuse command. Cases are identified and graded according to risk. Short term we are seeking to increase staffing levels by 50% over the summer 2015. Longer term aims are to increase staff knowledge of CSE issues as they change and develop.

5. Actions to be taken to address the risk and expect impact on the outcomes

Staff have been identified to increase staff numbers within the CSE unit.

As intelligence comes to light the CSE will circulate and cascaded MPS wide and Havering CSE officers will act as subject experts to offer advice and support for first responders and secondary investigators

6. Example of Effective/Emerging Practice

Child Sexual Exploitation is a relatively new and emerging way of Policing, learning on local and national best practises.

CSE is very much imbedded in local safeguarding Havering Police seek to build on this success with a view of securing an intelligence picture of exploitation within our Borough and beyond. With this intelligence in place then putting plans in place to disrupt and bring offenders before the courts

Police: Child Abuse Investigation Team (CAIT)

Long and short term risk and priorities

In support of Havering CID the Metropolitan police have a unit of specialised investigators dedicated to child abuse - CAIT, this team has responsibility for Barking & Dagenham and Havering Boroughs and are based at barking side Police station. Their remit covers;

- ✚ Intra- familial abuse.
- ✚ Professional abuse.
- ✚ Other carers such as carers, babysitters, voluntary groups.
- ✚ Allegations outlined in the Child Abduction Act 1984 Section.

- ✦ Intelligence led investigations in relation internet crimes
- ✦ To investigate sudden and unexpected death in infancy of children under 2 years with the family.

Havering CAIT has a strong working relationship with other safeguarding partnership agencies (Child Social Care, Education, Health etc). They also have a dedicated team of police staff deployed to represent the MPS at case conferences and to produce reports for them.

There has been improved input and understanding of the Child Risk Assessment Matrix (CRAM). This is the research conducted into every CAIT allegation to ensure any direct or potential risk to children can be managed and strategies implemented.

CAIT's are subjected to inspection by the Continuance Improvement Team (CIT) on an annual basis.

CAIT's are further held to account by the Metropolitan Police Authority.

- ✦ Initial Case conferences 44% attended / target 100%
- ✦ Review Case conferences 6% attended / target 50%
- ✦ Strategy discussions 654 - 545 with 24 hrs (83.3%)
- ✦ There has been a 21% annual increase in reported offences.

a. What the agency has learnt from its performance information

CAIT has struggled to attend conferences through the financial year due to staff vacancies. However as staffing levels have increased so has performance (ie:- initial case conference attendance in February was 89% compliant).

b. How this learning has informed decision making

The senior leadership team within SOECAC continue to review processes to establish if video / phone conferencing can be implemented to increase conference compliance.

2. Main achievements and areas of strength

The MPS constantly reviews its commitment and development of policies to safeguard children. Since the 'Baby P' inquiry, the MPS has implemented a detailed risk assessment matrix (CRAM) to ensure that all factors are considered when decisions are made with regards to child protection investigations.

The MPS have developed new requirements on the Crime Reporting Investigation System (CRIS) to ask questions of reporting and investigating officers relating to risk factors to consider when making safeguarding decisions. It also ensures managers can make informed and focused decisions whether to commence single or joint agency investigations.

It has been a longstanding practise that children's evidence is obtained via video recorded interviews (ABE's) and that if a child is under 5 or has special needs then consideration should be made to use intermediaries. This enables the most vulnerable children to be heard and improve their outcomes in the criminal justice system.

The partnership team actively seek the views of partner agencies regarding local CAIT teams and reviews the effectiveness of partnership working as stipulated in "Working Together to Safeguard Children 2015".

3. Main areas of concern and issues for development in relation to safeguarding

The main issue facing CAIT in the past year has been a lack of trained police staff to cope with the rise in reported incidents. This has impacted on performance and particularly child protection case conference attendance.

In the short term Havering CAIT has catered for this by utilising police officers who were working on attachment to the team. The long term goal is to increase trained staff and CAIT is in the process of recruiting more police officers to fill vacancies. This will continue to be monitored as crime & staff workloads increase.

6. Key areas for development and action plan

A key area for CAIT is to develop case conferencing by video / phone links to improve CAIT input within conferences. CAIT and partnership agencies have seen a marked increase in demand of their services. CAIT continue to try and meet the challenge of case conference attendance by finding an effective way to improve CAIT input and engagement.

7. Key messages / recommendations for LSCB Priorities

CAIT reported incidents have continued to rise over the last 3 years. CAIT senior managers continue to address staff vacancies to meet that demand.

CAIT's recommendation to the board is to review working practices regarding case conferences to consider video / phone conferencing.

Health: Clinical Commissioning Group

Long and short term risks

Clinical Commissioning Groups (CCGs) are statutory NHS bodies with a range of statutory duties, including, safeguarding children and young people. Havering CCG is a major commissioner of local health services for residents living in Havering and need to assure itself that all the CCG commissioned services for children and young people across the health economy in Havering have effective safeguarding arrangements in place and is in accordance with their statutory duty under section 11 of the Children Act 2004.

The CCG safeguarding structure is established for Havering CCG where the Nurse Director has executive responsibility for safeguarding within the Governing Body. The safeguarding accountabilities are discharged through the delegation of responsibilities through the Nurse Director and is supported by the Deputy Nurse Director and the designated professionals. The Chief Operating Officer (COO) within the CCG is the operational lead for ensuring implementation of safeguarding functions supported by the CCG designated professionals for safeguarding.

Havering CCG has developed a Safeguarding Children & Adults Framework which detailed how the CCG will discharge and fulfil all the statutory safeguarding children and adult functions both strategically and operationally.

The CCG has appointed the following professionals in 2014/15

Named GP for Havering

Designated Doctor for Looked After Children across BHR CCGs (interim)

Designated Doctor for Safeguarding Children

Designated Nurse for Safeguarding Children

Risks and Challenges

There is an ongoing risk with the initial and review health assessments for looked after children which are not completed within the statutory requirement and there is concern raised regarding the quality of the assessments. It is a priority for the CCG to ensure there is a robust system in place to improve the timeliness and quality of health assessments for looked after children

It is also a priority for the CCG to ensure there are robust contractual service specifications for safeguarding and reviewing processes for services commissioned for children and young people

Actions to be taken to address the risks and the expected impact on outcomes

To address the risk for looked after children, the appointed Designated Doctor and Designated Nurse for looked after children have been charged with the strategic task of reviewing the health assessment service and identify gaps in service. Following this review, they will make recommendations to the CCG for an improved and sustainable service.

Example of Effective/Emerging Practice

The Designated Nurse lead for child protection information sharing project is in a unique position of being a CP-IS board member and had personally championed the implementation of the first LIVE integrated CP-IS project at Homerton Hospital. The designated nurse is the CCG CP-IS lead and will use her knowledge and experience to help support and drive implementation of CP-IS

North East London Foundation Trust (NELFT)

Long and short term risks

North East London NHS Foundation Trust (NELFT) provides mental health and community services for people living in the London Boroughs of Waltham Forest, Redbridge, Barking & Dagenham and Havering and also manages community health services in south west Essex. NELFT is committed to ensuring that all patients receive care in a safe, secure and caring environment supported by a number of Safeguarding Children arrangements. There is senior management commitment to the importance of safeguarding within the Trust; the Chief Nurse undertakes this Executive lead role.

NELFT has Named Doctors and Named Nurses who provide advice, guidance and support to staff across the Trust on safeguarding children issues. Roles and responsibilities for these roles are clearly outlined in the job descriptions.

Integral to NELFTs Governance arrangements, the Strategic Safeguarding Group for NELFT meets on a quarterly basis. Its function is to ensure that the Trust executes its statutory safeguarding responsibilities and to ensure that national policy and guidance are interpreted and applied at a local level.

A safeguarding report is presented to both the Trust Board of Directors annually and to the Quality & Safety Committee (QSC) on a bi-annual basis; this report covers all areas of safeguarding children including changes in national and local policy, audit results, key developments and staff training.

Long and short term risks and priorities

With the changing demographics and increase in safeguarding activity in Havering, NELFT needs to ensure that staff have the appropriate skills and competencies and are appropriately supported in their safeguarding role.

Collaborative working with the Strategic Lead for Domestic Abuse and Harmful practices will continue to progress the actions identified in the

Rotherham enquiry around Child Sexual Exploitation.

Integrated working across the adult and children safeguarding teams to be further embedded to support an increase in the numbers of referrals to MARAC.

Improvement in access to and quality of advice and support in relation to safeguarding adults and children for NELFT staff and multi-agency colleagues

Actions to be taken to address the risks and the expected impact on outcomes

- ✚ NELFT to continue to review and challenge its arrangements to support safe and consistent practice to ensure that children and young people are appropriately safeguarded.
- ✚ For there to be an improvement in access to and quality of advice and support in relation to safeguarding adults and children for NELFT staff via the provision of a single point of contact for advice and support.
- ✚ Completion of the development of Safeguarding Operating Procedures to support the Safeguarding Children Policy

Example of Effective/Emerging Practice

- ✚ NELFT recognises the importance of high quality safeguarding children supervision to support staff in practice to improve outcomes for children. To strengthen the delivery of safeguarding children supervision NELFT has developed a formal induction programme for safeguarding children supervisors to support practitioners in this key role.

Barking, Havering & Redbridge University Hospitals NHS Trust

Barking Havering & Redbridge University Hospitals NHS Trust (BHRUT) continues to ensure that it is doing everything it can to ensure that as an Local Safeguarding Children's Board (LSCB) partner agency member it is fulfilling its commitment as required under Section 11 Working Together 2015.

BHRUT has established robust systems and processes to ensure there is a timely and proportional response when safeguarding concerns are raised when a child/children are considered to be at risk or likely to be at risk of "Significant Harm".

This has been achieved as follows:

Safeguarding Team

The Safeguarding Children's Team is fully established and comprises of:

- ✚ Full time Named Nurse
- ✚ Full time Named Midwife
- ✚ Full time Named Doctor for Safeguarding Children
- ✚ Full time Paediatric Liaison Nurse/Child Death Co-ordinator
- ✚ Full time Team Secretary

The Deputy Chief Nurse line manages the Named Nurse Safeguarding Children and Named Midwife on behalf of the Chief Nurse, who has Executive responsibility for safeguarding.

Long & Short Term Risks, PRIORITIES & Actions Taken

- ✚ To develop practice in responding to Domestic Violence/Sexual Violence and Abuse in line with the Publication of the NICE Guidelines March 2014

Actions:

The Trust's Named Midwife has been nominated as the Trust's Domestic Abuse Champion and is a member of the B&D Domestic Violence/Sexual Violence Group.

The Trust is reviewing its approach to managing Domestic Abuse, which includes developing a Trust wide Domestic Abuse Policy.

- ✚ At least 85% of eligible staff to attend Level 3 safeguarding children's training.

Actions:

Regular monitoring by the Deputy Chief Nurse/Head of Safeguarding and compliance reported at the Trust's Safeguarding Children's

Operational and Safeguarding Strategic & Assurance Group meetings.
Compliance monitored at the Trust's monthly Divisional Performance meetings.

- ✚ To develop staff awareness of harmful practice i.e. Child Sexual Exploitation (CSE) Trafficking and Female Genital Mutilation (FGM)

Actions:

To establish FGM/CSE leads in all relevant clinical areas.

Quarterly FGM/CSE meetings to be established and chaired by the Trust's Deputy Chief Nurse/Head of Safeguarding.

Effective /Emerging Practice

In April 2014 the Trust introduced mandatory safeguarding screening tool within the Emergency Care Department to encourage a "think family approach" and recognition to the "invisible child/ren.

Since implementation, Emergency Care staff (Adults and Paediatrics) recognition of vulnerabilities and risk to children has increased.

An audit of the effectiveness of this tool is due for completion in early Q 1 2015.

Conclusion The Safeguarding Team continue to make significant progress in ensuring that the Trust executes its duties and safeguarding responsibilities and maintains focus on the welfare of children. This is evidence based by interagency working and improved inter-hospital and external working relationships with Havering LSCB Board members and related subgroup members

Children and Families Court

Advisory and Support Services (Cafcass)

Cafcass (the Children and Family Court Advisory and Support Service) is a non-departmental public body sponsored by the Ministry of Justice. The role of Cafcass within the family courts is: to safeguard and promote the welfare of children;

provide advice to the court; make provision for children to be represented; and provide information and support to children and their families.

Cafcass' statutory function, as set out in the Criminal Justice and Court Services Act 2000, is to "safeguard and promote the welfare of children". Safeguarding is therefore a priority in all of the work we undertake within the family courts and the training and guidance we provide to staff reflects this.

Review of Safeguarding Activity 2013-2014

A key focus during 2014/15 was continued improvement following our "good" Ofsted judgement in April 2014. Ofsted summarised that Cafcass consistently worked well with families to ensure children are safe and that the court makes decisions that are in the children's best interests. The report also highlighted areas where Cafcass should make improvements, and these areas formed a dedicated action plan which we implemented throughout the remainder of the year. An audit in November 2014 assessed that all of the following actions had been met:

- ✚ To improve the minority of safeguarding letters which are not yet fit for purpose: this has been met;
- ✚ Improve effectiveness of efforts to contact parties. Where sufficient efforts have been made these should be better recorded: this has been met;
- ✚ Ensure that in all private law work casework begins as early as possible once a Family Court Adviser (FCA) has been allocated: this has been met;
- ✚ Improve the percentage of "good" work in private law work after first hearing (WAFH) in London: this has been met;
- ✚ Improve further the analysis in the report to the court and ensure that all relevant information is pulled through in to the report based on research: this has been met.

A national audit of practice was undertaken in November 2014 with the objective of providing a snapshot assessment of the standard of casework. The audit measured the progress of work since the audit in September 2013 and the Ofsted inspection of April 2014. The conclusions

were positive, reporting the percentage of work graded as "good" at 65%. This represents a significant improvement of 16% from the previous year's audit.

We will undertake three thematic audits in 2015/16, focusing on further improvements required. These will look at the extent of the improvement in the joint working between the Independent Reviewing Officer (IRO) and the Guardian; the Guardian's involvement and agreement to any position statement filed in proceedings; and evidence in WAFH of the improvement in analysis of assessment and increased use of research and tools.

Further scrutiny is given to our safeguarding practice and processes by the Family Justice Young People's Board (FJYPB) comprising young people with direct experience of the family court. The FJYPB contribute to our publications, review our resources for direct work with children, and are involved in the recruitment of frontline staff. Board members also review the complaints we receive from children and young people.

Long and short term risks and priorities

We continue to respond to, and facilitate, developments within the family justice system and in particular the move, in private law towards supporting parents, where possible, to make safe decisions outside court proceedings. We are currently piloting a programme announced by the MoJ, to provide advice and to encourage out of court pathways for separating parents, where it is safe to do so. The supporting separating parents in dispute (SSPID) helpline was launched in November 2014. Callers are put through to a Cafcass practitioner who can talk through the difficulties of separation, offering support, guidance, and information. We also ran a six month pilot of a safeguarding advisory support service for mediators, aimed at providing support in cases featuring child protection concerns.

Cafcass is also working on the Parents in Dispute pilot, in partnership with the Tavistock Centre for Couple Counselling. The chief aim of the project is to support separating parents involved in high conflict disputes in the family courts. FCAs in London have been able to recommend that separating parents attend the course in order to help parents to reconsider their

behaviour in order to better focus on their children and create positive outcomes for them.

A significant emerging issue in recent years has been child sexual exploitation (CSE), We are implementing a CSE strategy which involves consolidating systems to capture data on CSE in cases known to us; providing mandatory training on CSE to our staff, running workshops to increase awareness; reviewing policy guidance to staff; creating dedicated management time to support the delivery of the strategy at a national level; and creating CSE ambassadors within each service area.

Section 5

Board Governance and structure and finance

LSCB Financial Contributions

HSCB is funded under arrangements arising from Section 15 of Children Act 2004. The contribution made by each member organisation is agreed locally. The member organisations' shared responsibilities for the discharge of the HSCB's functions include determining how the resources are provided to support it.

During the financial year 2014-2015 the largest proportion of the budget was spent on:

Staffing £108,519

Havering's independent chair £17,835.

Multi-agency training programme £25,000, which included classroom based learning and a conference.

The budget agreed for 2014/15 was comprised of contributions from the key partner agencies represented on the Board and in all cases except Havering Council, which increased its contribution, is the same as the previous three years.

Name of Agency	Contribution 14/15
Havering Council	£121,640.00
Police	£5,000.00

CCG	£28,706.49
BHRUT	£4,778.33
NELFT	£4,778.33
National Probation Service	£1,000.00
The London Community Rehabilitation Company LTD	£1000.00
CAFCASS	£562.15
Totals	£167,465.30

The projected contributions from partner agencies total £167,465.30. This budget excludes the additional contribution required to finance CDOP statutory requirements: CDOP was jointly funded by Children's Social Care and Havering Health services as previously agreed by Havering LSCB.

The Child Death Overview Panel is funded by contributions from Health and Children Social Care and covers all CDOP processes. CDOP costs for the year were £44,465

The HSCB had a carry forward from the previous year of £17,000

Governance

Due to changes in agency structures and funding the HSCB chair agreed to review the current board structure including membership, board meetings and sub group structures. During 2015/16, the board will introduce an executive group, which has a smaller membership consisting of agency, leads. This will be the strategic board., which will be supported by an operational group, that has a bigger membership reviewing operational issues including the work of the sub groups. This operational group will work closely with the SAB operational group including having a shared meeting.

During 2014/15 the board recruited a Lay member, unfortunately a second was recruited but was unable to take up the post.

Board Challenge.

- ✦ To keep the structure under review to ensure that it enables the board to operate at the level required.
- ✦ To recruit a second lay member
- ✦ To have open and honest communication to understand the impact of austerity and budget cuts on services and how this will impact on safeguarding.
- ✦ To continue to challenge all partnership agencies to ensure that safeguarding remains a core priority during times of budget cuts.

Staffing and support

Board staffing has remained stable over the year. A business manager, training and development officer and an administrator are in place to assist the board in achieving agreed priorities. The Board is chaired by an independent person.

Moving forward: Priorities

2015 – 2016

In the forthcoming year, the Board's focus will be:

- ✦ child protection,
- ✦ early help,
- ✦ child sexual exploitation and missing
- ✦ neglect:

The Board Priorities will remain the same

Priority 1: Ensure that the partnership provides an effective child protection service to all children ensuring that all statutory functions are completed to the highest standards.

Priority 2: Monitor the development and implementation of a multi-agency early offer of help to children and families living in Havering.

Priority 3: Monitor the alignment and effectiveness of the partnership when working across the child's journey between universal, targeted and specialist safeguarding

Priority 4: Coordinate an approach to domestic violence, mental health and drug and alcohol abuse across the children and adults' partnership to ensure that families affected receive the right support at the right time.

Priority 5: Ensure that Havering Safeguarding Children Board communicates effectively with partners, children, young people and their families, communities and residents