



CHILDREN & LEARNING OVERVIEW & SCRUTINY SUB-COMMITTEE AGENDA

7.00 pm	Thursday 12 January 2017	Town Hall
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Members 9: Quorum 4

COUNCILLORS:

Gillian Ford (Chairman)
Meg Davis (Vice-Chair)
Nic Dodin

John Glanville
Robby Misir
Viddy Persaud

Keith Roberts
Carol Smith
John Wood

CO-OPTED MEMBERS:

**Statutory Members
representing the Churches**

Lynne Bennett, Church of
England
Jack How, Roman Catholic
Church

**Statutory Members
representing parent
governors**

Julie Lamb, Special Schools
Suzanne Summers, Parent
governors (secondary)
Steven McCarthy, Primary
school governors

Non-voting members representing local teacher unions and professional associations:
Keith Passingham (NASUWT), Ian Rusha (NUT) and Linda Beck (National Association of
Headteachers)

**For information about the meeting please contact:
Debra Marlow, Principal Democratic Services Officer 01708 433091
debra.marlow@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 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 - 8)

To approve as a correct record the Minutes of the meetings of the Committee held on 8 November 2016 and authorise the Chairman to sign them.

5 SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) TRANSPORT UPDATE (Pages 9 - 34)

The Sub Committee will receive a report detailing progress to date in addressing issues in the Havering Special Educational Needs and Disabilities Transport Offer and future intended actions. Members will be asked to note the content of the report.

6 QUARTERLY CORPORATE PERFORMANCE REPORT

To receive a presentation from the Head of Business & Performance. At the time of publication this is not available but will be published as soon as possible.

7 RECENT REPORT ON SCHOOL PERFORMANCE AND SCHOOL PERFORMANCE DATA (Pages 35 - 212)

The Sub Committee will receive a report detailing the contents of the latest report by Her Majesty's Chief Inspector of Schools (HMCI) in respect of Havering schools' performance; and the Council's response to the findings in the report.

8 HAVERING SAFEGUARDING CHILDREN BOARD - ANNUAL REPORT 2015-16 (Pages 213 - 274)

The Sub Committee will receive and consider the Havering Safeguarding Children Board Annual Report 2015-16.

9 REPORT FROM OFSTED INSPECTION AND ACTION PLAN (Pages 275 - 320)

10 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.

11 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.

12 EXCLUSION OF THE PUBLIC

To consider whether the public should now be excluded from the remainder of the meeting on the grounds that it is likely that, in view of the nature of the business to be transacted or the nature of the proceedings, if members of the public were present during those items there would be disclosure to them of exempt information within the meaning of paragraph 1 of Schedule 12A to the Local Government Act 1972; and, if it is decided to exclude the public on those grounds, the Committee to resolve accordingly on the motion of the Chairman.

13 SUB COMMITTEE'S RECENT VISIT TO CHILDREN'S SERVICES (Pages 321 - 328)

The Sub Committee will discuss and feedback on their recent visit to Children's Services.

Andrew Beesley
Head of Democratic Services

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**MINUTES OF A MEETING OF THE
CHILDREN & LEARNING OVERVIEW & SCRUTINY SUB-COMMITTEE
Town Hall
8 November 2016 (7.00 - 9.15 pm)**

Present: Councillors Gillian Ford (Chairman), Meg Davis (Vice-Chair), Nic Dodin, Viddy Persaud, Carol Smith, Keith Roberts, Roger Westwood and John Wood

Co-opted Members: Julie Lamb and Suzanne Summers

Church Representatives:
Lynne Bennett and Jack How
Non-voting Member: Ian Rusha

The Chairman advised those present of action to be taken in the event of an emergency evacuation of the building becoming necessary

Apologies for absence were received from Councillor John Glanville, co-opted member Steven McCarthy and Linda Beck

1 MINUTES

The minutes of the meeting of the Sub-Committee held on 6 September 2016 were amended to take account that Lynne Bennett was present, then agreed and signed by the Chairman.

2 HEALTHWATCH ANNUAL REPORT 2015/16

Bev Markham from Healthwatch Havering presented the Healthwatch Annual Report. She explained that she was responsible for recruiting volunteers and had shadowed the Head of Learning Disabilities to understand the issues faced. They had attended Ravensbourne School to meet with parents to understand the challenges they faced. The main area was that there was no contact with NELFT.

Work in this area had been centred on parents and carers in the community. Healthwatch continued to chair the quarterly meetings that bring together NELFT, the CCG, BHRUT, CAMHS, the local authority and Positive Parents, a representative group of parents of children who had learning disabilities.

These meetings have been very successful and meet on the three-monthly basis. An action plan has been produced of what was expected from the group. There were 60 action points that were agreed at the start in 2014,

and only 20 of these had been cleared as this was a very involved and complex subject.

It was noted that there was also a Learning Disability work group with Queens Hospital which included a Learning Disability Paediatric Nurse. This group had worked hard in getting children with learning disabilities accommodated in each specialist area, and there was a specialist Phlebotomy Nurse.

Members asked if there were other therapists that delivered services to children and adults with disabilities and whether this information was also provided to the Health Overview and Scrutiny Sub-Committee. Members were advised that there was a shortage of therapists in this area and this was a concern. The Chair advised this would be fed back to the Health and Wellbeing Board.

Members asked how the action plan was prioritised; officers explained that this was simply a list of actions which informed the meeting. It was felt that it needed to be kept informal for parents, however if an action was on an agenda for more than two meetings then this was made the priority. The Chair suggested RAG rating the list would make it easier to deal with the priority areas.

The Sub-Committee were advised around how children fed into the governance of the report, and where children were segmented by age for analysis. The promotion of “green prescription” for children with mental health conditions should be considered as there was evidence that physical activity and outside time was essential for the wellbeing of all.

The Sub-Committee thanked the officer for the report.

3 CHILDREN AND YOUNG PEOPLE SERVICES COMPLAINT AND COMPLIMENTS ANNUAL REPORT

The Sub-Committee considered the Children and Young People’s Services Annual Complaints Report 2015/16. It was noted that there had been an increase in complaints of 6% in 2015/16 from 70 in 2014/15 to 74. Ombudsman enquiries had increased in 2015/16 from 5 compared to 3 in 2014/15. Of the total number of complaints received, 10 (14%) were made by children directly or via an advocate.

The Service were taking steps towards retention of staff through their “Face to Face” vision and an app for children to express their wishes/ views and concerns called MOMO (Mind of My Own) which will be monitored through 2016/17 in relation to concerns/ complaints raised by children.

Members agreed that MOMO was welcomed by the Children in Care Council as they had spoken highly of the app. Other improvements needed

included more links on the “landing pages” to Children in Care. It was noted that developments of an app for care leavers was in its early stages.

Complaints were now more complex which impacted upon response times, this was being monitored closely. It was noted that the increase in compliments could be attributed to a recent Family Interventions Survey which had included lots of compliments about the services received.

The Sub-Committee noted the report.

4 LEARNING AND ACHIEVEMENT COMPLAINT AND COMPLIMENTS ANNUAL REPORT

The Sub-Committee received the Learning and Achievement Complaint and Compliments Annual Report. It was noted that the increase in complaints had doubled, with the majority resulting from school expansions and the new Children and Families Act.

Enquiries, which were complaints about school related matters that were referred to the school/academy or college dropped by 27%. For enquiries that were referred back to either the school/ academy or college the main reason for complaint was “level of service” relating to bullying and how this had been dealt with. Some of the complaints were also linked to safeguarding however it was stated that this was perceived risk to either an individual child or children’s safety within the school/ academy or college rather than actual risk.

Response times were still at a high rate within Learning and Achievement with 97% corporate complaints being responded to within timescales. Responses to Members enquiries was 93% within timescales.

Members commented that the school expansion plans communications had been mismanaged. Schools were not being fully briefed and therefore once the information was reaching parents it was incorrect. Officers explained that the Lead Member was keen that communication was extended to local residents too. Members wished that information about any changes or why the expansions were necessary was also communicated.

The Sub-Committee noted the report.

5 SPECIAL EDUCATIONAL NEED TRANSPORT

The Sub-Committee received a report with an update on the SEND Transport provision within the borough. The demand was still increasing as was the budget for this provision. The service was exploring alternative ways to help deliver the SEND Transport provision, to children that needed it. It was agreed that the policy was not being used robustly and different

options were being discussed to encourage independent travel of high functioning children.

The demand on the service for 2016/17 was 389 young people needing travel assistance with, 319 on buses and 70 in taxis. The Passenger Travel Service operates 34 buses on a daily basis which was the same number as the previous year. There was an overall decrease of 3% on the number of young people being transported compared to 2015/16. However there had been an increase to the number of taxis being provided compared to September 2015, and a 31% increase in cost. The increase in budget was due to the slight increase in demand for taxi's additional escorts as well as an increase in the number of young people accessing provision out of borough. The creation of new provision in Havering (Avelon Centre) and a change in the timetables for some young people at Havering College could help in reducing overall costs.

It was noted that the total budget for 2016/17 was £2,248,610 for Home to School Transport, this included Post 16. It was forecast that there would be an overspend against the allocated budget of £303,976, equating to 13.5% over budget. The bulk of the overspend was in the post 16 transport provision

Other areas that had seen an improvement were the cluster points where young people were collected from. It was noted that there were 12 pick-up points across the borough with 78 young people using them, 51 of which were under 16 years old. This had reduced journey times and demonstrated a more proactive approach to alternative options. The feedback from parents had been positive and had acknowledged the change, however, there were some that had concerns and were unable to commit to the change.

The service agreed that there could not be a "one size fits all" provision as every young person was different, and some had complex needs that needed one to one support. Engagement with TfL was being developed to acquire Oyster cards that could make a difference to independent travel.

The Sub-Committee noted that a contract for travel training had been awarded to DABD for training across Havering, Barking and Dagenham and Redbridge. This would promote more independent travel for young people. Officers informed the Sub-Committee that there had been 98 young people identified as able to do travel training, of which 58 had agreed to work with DABD.

Officers stated that meetings had taken place with the three Heads of the Special Schools, and the Deputy Principal of the College regarding the implementation of the transport policy. They were broadly supportive and had actively been identifying students that they believed could both travel independently and would benefit from this approach. They had also supported the move to an on-line application form and had supported families to complete and return the form within the stated deadlines.

The special school representative suggested families did not fully support the online system, and felt that there had been no choice but to complete the form, the majority of families at Ravensbourne were not computer literate.

A member tabled details of the arrival times of the school bus at Corbets Tey School. This showed that the bus was consistently late arriving at the school which disrupted the first hour of the day. It was noted that young people needed assistance to alight from the bus and time was needed to settle into school, this could take up to an hour, which was exacerbated if the young person was on the transport in excess of an hour.

It was agreed that officers would look into this issue and feedback the findings to the Sub-Committee prior to the next meeting. It was also suggested that Officers review arrival times at the other special schools in the borough.

The Sub-Committee suggested that young people were encouraged to celebrate their successes once they become independent travellers as this was also welcomed by the families and the young person. Other areas to be discussed would be the success rates and trends of secondary pupils at pick up points, as well as peer work in independent travel as the encouragement of others may increase the likelihood of others becoming independent.

The Sub-Committee noted the report.

6 PUPIL REFERRAL UNIT AND RECONFIGURATION

The Sub-Committee received a report outlining the reconfiguration of the former Pupil Referral Service. It was noted that all local authorities had a statutory duty to provide alternative education for pupils who have been permanently excluded from school, or who could not attend school due to long term medical illness. Until 1 September 2016, the provision for such pupils within the London Borough of Havering was via the Manor Green College, Havering Pupil Referral Services (PRS). The College was composed of four elements, which dealt with 134 young people:

- Primary provision (James Oglethorpe campus)
- Green Vale Medical Needs Provision (based at the previous Birnam Wood site in Hornchurch)
- Birnam Wood key stage 3 site (based at the previous Birnam Wood site in Hornchurch)
- Manor Campus key stage 4 site (based at Albert Road, Romford)

In February 2015 Havering PRS was inspected and placed into Special Measures. The OFSTED judgement meant that the PRS needed to either

close or be converted to an Alternative Provision (AP) Academy. The local authority had initiated discussions with the Department of Education (DfE) about potential academisation but subsequent to this inspection judgement, only one sponsor was identified by DfE, Olive Academies Trust.

Following complex negotiations and attempts to identify suitable premises for a new AP Academy provision, the Olive AP Academy Havering officially launched on 1 September 2016, based at the former Birnam Wood site in Hornchurch. There were still challenges as the staff had remained but progress was already being seen.

It was agreed that the Primary PRU was closed as it was not felt relevant for young children be institutionalised and that this could be effectively dealt with within the mainstream school. The greatest number of exclusions was from Secondary schools, with persistent disruptive behaviour being the main reason.

It was noted that the Robert Beard PRU would be for Key Stage 4 (14-16 year olds) and Albert Road would be for Key Stage 3. The Albert Road building would have an annex to assist with vulnerable young people. Schools were supportive of the new PRU, and incentives were given to try to keep young people in mainstream education rather than to the PRU as this had a cost implication and a better outcome for the child. It was noted that to educate a child in mainstream school would be £4,500 whereas through the PRS it would cost £19,000.

The Sub-Committee noted that there had been 39 permanent exclusions in the last year, and the service was looking to reduce this figure.

The Chairman informed the Sub-Committee that she had signed off the waiver over the summer so that the PRS could open in September, and that plans were in the pipeline for the developments. Officers stated that it was anticipated that the new building would be open by September 2018, and tenders for the new buildings would be commencing soon.

Members asked why the PRU had been academised and why this could not be delivered internally. Officers stated that the only alternative to academisation would be to seek to commission places from outside the Borough. This would require all staff to be redeployed or offered redundancy and would lead to significantly increased costs, as costs of commissioning out of Borough placements, including transport, would be in excess of existing costs and would not necessarily be in the best interests of the young people. In addition, the closure of a failing PRS would mean significant reputational damage to the Borough.

7 CORPORATE PERFORMANCE REPORT (QUARTER 2)

The Sub-Committee considered the Corporate Performance report for Quarter 2.

The report identified where the Council was performing well (Green rating) and not so well (Amber and Red rating). It was noted that where RAG rating was Red, "Corrective Action" was included in the report, highlighting the actions the Council would take to address poor performance.

There were 16 Corporate Indicators that fell under the remit of the Children and Learning Overview and Scrutiny Sub-Committee. 10 indicators related to the Safe goal and 6 related to the Proud goal. Information was available for 14 of these 16 indicators

It was noted that there were 50% rated as Red/Amber and 50% were rated Green. The improvements required under the Safe goal were:

- number of in-house foster carers being below target and fewer than the last quarter
- the percentage of care proceedings concluding within 26 weeks was below target tolerance.

Officers explained that they were taking steps to engage with foster carers, as recruitment was difficult for young people aged 11-15 years old. A more targeted approach was being taken to deal with the change in cohorts and demographics. Investing in enhanced existing foster carers training would reduce costs in other areas.

Members asked that the recruitment campaign for new foster carers due to be launched, be circulated to members of the Sub-Committee.

There were 39 (66%) care proceedings cases that had been less than 26 weeks, the longest case had been 49 weeks. There was a new manager in the service who would be addressing this issue and a tracking meeting with the manager and head of service would take place weekly. Staffing was also stabilising.

The highlights under the Proud goal were:

- The percentage of young people leaving care who were in education, employment or training at ages 18 to 21 was at 64%, against a target of 60%.
- The percentage of Early Years providers judged to be Good or Outstanding by Ofsted was above target and had been steadily improving for the past 2 years.
- The number of free early years education offers extended to disadvantaged 2 year olds was significantly above target and better than at the same point last year.

It was noted that of the 71 inspections of Early Year providers carried out, 20 had increased from good to outstanding, 16 had improved to good and 4 had improved from inadequate to satisfactory.

The Sub-Committee noted the Demand pressure dashboard.

The Sub-Committee NOTED the presentation.

8 FUTURE AGENDAS

The work programme would be revised to take account of the recent Ofsted inspection together with other items that needed to be scrutinised. Once agreed this would be circulated to all members of the Sub-Committee.

9 URGENT BUSINESS

A brief update was given on the recent Ofsted inspection. It was noted that this had involved 12 inspectors over a 4 week period, where they have looked at over 200 cases and met with staff and external partners and parents to gain a complete overview of the service.

The overall rating was “requiring improvement” which was what the service had expected. An action plan was being produced to deal with the areas that needed improvements.

It was felt by the inspectors that the vision for the future was good, but improvements needed to be made on the day to day work. Safeguarding was also considered to be strength, as was CSE/ Missing Service, Early Help and Female Genital Mutilation.

The Chairman informed the Sub-Committee that due to the recent restructure of Committee Administration, the current Committee Officer would be moving into an alternative position within the Council. The Sub-Committee thanked the officer for her dedication and support, wishing her well for the future.

Chairman

CHILDREN AND LEARNING OVERVIEW AND SCRUTINY COMMITTEE

Subject Heading:	SEND Transport Update
CMT Lead:	Tim Aldridge
Report Author and contact details:	Priti Gaberria, Commissioning, Procurement and Quality Assurance Manager 01708 431257
Policy context:	The Education Act 1996 and LB Havering SEND Transport Policy.

SUMMARY

This report summarises the key issues regarding journey times for the provision of transport for children and young people with Special Educational Needs and Disabilities. The report addresses issues raised with the time young people are spending on board transport and provide detail on the current levels of spend, increasing pressures and actions that are underway to vary the offer and meet demand.

RECOMMENDATIONS

The purpose of this report is to inform Members of the progress to date in addressing issues in the Havering SEND Transport Offer and future intended actions. Members are asked to note the content of the report.

REPORT DETAIL

1 Background and Demand

Currently in 2016/17 389 young people are provided travel assistance, of which 319 are on buses and 70 are in taxis. The Passenger Travel Service operates 34 buses on a daily basis which is the same number as last year. In 2015/16 402 young people were provided travel assistance in the form of a bus. Whilst there

has been a slight reduction in the numbers travelling by bus the budget remains under considerable pressure.

The total budget for 2016/17 is £2,248,610 for Home to School Transport, this includes Post 16. At this stage we are forecasting that there will be an overspend against allocated budgets of £264,995, which equates to 11.8% over budget. The overspend is in post 16 transport. Despite the budget being increased each financial year the demand for travel assistance continues to increase, in particular the request for specialist bespoke transport has also seen an increase. In addition to the impact on the budget, the demand for transport support is also affecting the time young people are spending on board transport.

It is envisaged that the continued implementation of the revised policy, which includes the reintroduction of travel training and pick up points will help to reduce time on board as well as the pressures on the budget. We are continuing to transport approximately the same number of young people, and the focus on local provision and the introduction on pick up points has helped in managing the demand within budget. We have successfully introduced 58 pick-up points for young people aged below 16.

The Council's School and Post 16 Travel Assistance Policy was refreshed in line with Statutory Guidance. There has been no significant change in policy; however we are now adhering to the policy more robustly. A Equalities Impact Assessment was undertaken in March 2016 and is available below at Annex 3.

One of the key changes which was implemented in 2016/17 is the re-introduction of pick up points. Previously only 12 young people were being collected from a pick up point, this year we have increased this to 79 pickup points. The re-introduction of pick up points has impacted on journey times, and on some routes has brought these closer to the max recommended time of 75 minutes. An example of the impact of introducing pick up is detailed below (example 1), the overall journey time has been reduced by 15 minutes,

We are currently undertaking further analysis of the impact with PTS and will be in a position to provide further information by Easter. By continuing to introduce further pick up points where appropriate it is hoped that both journey times and costs will be reduced.

Example 1 - CORBETS TEY CONTRACT 1 - BUS 4 – 2 YEAR COMPARISON

	Pickup area	Earliest Pickup Time	Last Pick-up Time	School Open Time	Time on Bus	How Many pick-up Points
2015-16	Gidea Park	07:15	08:40	08:45	01:30	3
2016-17	Gidea Park	07:30	08:35	08:45	01:15	5

The key drivers in managing demand are the rising costs and increased journey times on some routes. In 2015/16 it was highlighted that journey times on routes to Dycorts School were exceeding the recommended 75 minute journey time. An additional bus and an additional taxi was added to the Dycorts School route in order to alleviate some of the pressures on the routes which were impacting on journey times. The budget constraints do not permit us to add additional buses across routes where journey are significantly over the guidelines of 75 minutes, our intention is to continue to work with all parents in order to develop transport options that will help to mitigate current issues.

The commissioning team are continuing to work with our Passenger Transport Services (PTS) to review routes in order to reduce journey times, however appropriate solutions must be achieved with consideration given to the already overspending transport budget. Teams are working to develop a range of options to support families with transport – such options include mileage allowance, oyster cards and travel training. We are continuing to carry out further analysis of routes in order to better understand the underlying issues; however it should be noted however that there are occasions when circumstances i.e. traffic, roadworks are out of our control and impact on the journey time. The teams are in the process of implementing the changes previously mentioned, thorough the refreshed transport policy and it is envisaged over time this will have a greater impact on average journey times.

2 Current pressures

On occasion the board times for some young people on routes to Corbets Tey School exceed the Department for Education guidelines of 75 minutes. In addition to the time spent on board, there have been occasions when young people have arrived at the school late meaning that they miss part of their school day. (Annex 1 – Corbets Tey – arrival times).

Annex 2 outlines current pick up times and the longest time spent on board. It is acknowledged that some routes exceed the recommended travel time.

As outlined previously, further analysis of routes is required to fully understand the issues impacting on journey times in order to determine an appropriate solution. PTS do not hold data in the format needed for the analysis, interrogation of vehicle trackers for each route to show actual journey times would be required and this would take a considerable amount of time.

3 Comparator information

We continue to consult with neighbouring boroughs to discuss the demand, costs and sharing of transport. In the main, most boroughs are facing the same issues and are keen to share routes in order to achieve value for money and to manage journey times. We are sharing information on the options that are being

implemented and will continue to work as a cluster in order to share best practise and to learn from each other's initiatives.

4 Further actions

We acknowledge that there are issues with journey times for some routes and will continue to work with PTS to understand the issues and to take appropriate action. We are also working with families to develop the range of options for transport support and where appropriate offer mileage allowance to families who are able to provide their own transport.

We will also explore options of changing current school start and finish times in order to balance the need to get to school on time as well as the time that young people are spending traveling to school.

We will continue to work with key partners and will be in a position to provide a further update by Easter.

IMPLICATIONS AND RISKS

Financial implications and risks:

None- 03/01/17 - Falil Onikoy

Legal implications and risks:

None - 30/12/16 - Stephen Doye

Human Resources implications and risks:

None- 3/1/17 - Geraldine Minchin

Equalities implications and risks:

The report highlights progress on the current SEND transport update. The provision of transport where required, helps to remove potential barriers enabling pupils to attend school on a regular basis. As such it is helping the Council to meet the three aims of the Public Sector Equality duty as set out in the Equality Act which state that those subject to the general equality duty must have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

The Act explains that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.

Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low

30/12/16 – Savi Bhamra

BACKGROUND PAPERS

None

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Annex 1: Corbets Tey - arrival times

Date	CT 1	CT 2	CT 3	CT 4	CT 5
	BMF9477	BMM0112	BMG4815	BMG4715	BMF0110
05-Sep	INSET DAY				
06-Sep	INSET DAY				
07-Sep	08:55	N/A	09:20	08:55	08:57
08-Sep	08:59	N/A	09:15	08:45	08:44
09-Sep	08:59	N/A	09:01	08:48	08:44
12-Sep	09:01	N/A	09:04	08:49	09:02
13-Sep	08:53	N/A	08:48	08:49	08:58
14-Sep	08:59	N/A	08:57	08:44	08:45
15-Sep	08:55	N/A	08:57	N/A	09:11
16-Sep	09:04	N/A	09:00	N/A	08:59
19-Sep	08:53	N/A	09:06	N/A	08:55
20-Sep	08:47	08:45	08:59	N/A	08:53
21-Sep	N/A	08:46	08:59	08:53	08:44
22-Sep	N/A	08:47	09:16	08:49	08:54
23-Sep	N/A	08:44	09:06	08:45	08:52
26-Sep	08:43	N/A	N/A	08:49	08:58
27-Sep	09:00	N/A	08:57	08:56	08:55
28-Sep	08:49	N/A	08:59	N/A	08:48
29-Sep	08:45	08:46	09:02	N/A	08:47
30-Sep	08:48	N/A	08:57	08:48	08:47
03-Oct	08:53	N/A	08:57	08:49	08:57
04-Oct	08:53	N/A	08:54	08:45	08:46
05-Oct	08:54	N/A	N/A	08:48	08:45
06-Oct	08:55	08:47	08:55	08:44	08:47
07-Oct	08:51	N/A	08:55	08:47	08:49
10-Oct	N/A	N/A	08:57	08:55	08:50

11-Oct	08:58	N/A	09:00	08:46	08:49
12-Oct	08:44	N/A	08:57	08:53	08:47
13-Oct	08:58	08:44	09:03	08:53	08:50
14-Oct	08:42	N/A	08:55	08:54	08:44
17-Oct	08:41	08:45	08:56	08:44	08:51
18-Oct	08:52	08:45	09:00	08:54	08:51
19-Oct	08:45	08:45	08:57	08:44	08:42
20-Oct	09:15	08:43	09:01	08:46	08:44
21-Oct	08:45	08:48	09:01	08:46	08:47

Average	08:53	08:45	09:00	08:56	08:50
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Usual Bus	BMF9477	BMM0112	BMG4815	BMG4715	BMF0110
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*Please note: a hire vehicle without a tracking device was used on bus 2 for most of this term

Current Pick-up Times	First Pick-up		Last Pick-up	School Open	Longest TOB
	Area	Time			
BEACON HILL	Rush Green	08:00	08:20	09:00	01:00
CORBETS TEY CONTRACT 1 - BUS	Collier Row	07:10	08:25	08:45	01:35
CORBETS TEY CONTRACT 1 - BUS	Hornchurch	07:05	08:40	08:45	01:40
CORBETS TEY CONTRACT 1 - BUS	Hornchurch	07:15	08:40	08:45	01:30
CORBETS TEY CONTRACT 1 - BUS	Gidea Park	07:30	08:35	08:45	01:15
CORBETS TEY CONTRACT 1 - BUS	Romford	07:10	08:20	08:45	01:35
DYCORTS CONTRACT 2 - BUS 1	Rainham	07:35	08:15	08:45	01:10
DYCORTS CONTRACT 2 - BUS 2	Harold Hill	07:15	08:40	08:45	01:30
DYCORTS CONTRACT 2 - BUS 3	Romford	07:15	08:35	08:45	01:30
DYCORTS CONTRACT 2 - BUS 4	Elm Park	07:25	08:30	08:45	01:20
HACTON 1	Collier Row	07:30	08:15	08:40	01:10
HACTON 2	Romford	07:40	08:20	08:40	01:00
HOPEWELL	Harold Hill	08:35	09:30	10:00	01:25
MEAD LANGUAGE UNIT - 1	Harold Wood	07:55	08:15	08:40	00:45
MEAD LANGUAGE UNIT - 2	Rainham	07:50	08:25	08:40	00:50
NASH (IN ON MONDAY)	Hornchurch	07:50	07:50	09:00	01:10
RAVENSBOURNE BUS 1	Harold Hill	07:45	08:40	08:50	01:05
RAVENSBOURNE BUS 2	Romford	07:35	08:30	08:50	01:15
RAVENSBOURNE BUS 3	Romford	07:35	08:30	08:50	01:15
RAVENSBOURNE BUS 4	Collier Row	07:45	08:40	08:50	01:05
RAVENSBOURNE BUS 5	Upminster	07:30	08:20	08:50	01:20
RAVENSBOURNE BUS 6	Elm Park	07:45	08:30	08:50	01:05
RAVENSBOURNE BUS 7	Harold Wood	07:30	08:40	08:50	01:20
RAVENSBOURNE BUS 8	Hornchurch	07:10	08:00	08:50	01:40
RJ MITCHELL SCHOOL & NURSERY	Rainham	07:15	08:35	09:00	01:45
ST JOHNS 1	Hornchurch	07:00	08:10	08:45	01:45
TREEHOUSE SCHOOL, MUSWELL H	Harold Hill	07:30	07:30	09:00	01:30
TREETOPS	Romford	07:15	08:30	08:50	01:35
TRELOARS (IN ON MONDAY)	Romford	06:30	06:45	09:00	02:30
TRINITY SCHOOL BUS 1	Harold Hill	06:45	08:20	08:40	01:55
WOODCROFT	Rainham	07:30	08:15	08:50	01:20

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Equality Impact Assessment (EIA)

Document control

Title of activity:	School and Post 16 Travel Assistance Policy
Type of activity:	Implementation of School-Post 16 Travel Assistance Policy
Lead officer:	Susan Shepherd, Commissioning Development Officer, Children and Adults with Disabilities, Learning and Achievement
Approved by:	Please include your name, job title, service and directorate
Date completed:	15/02/2016
Scheduled date for review:	N/A

The Corporate Policy & Diversity team requires **5 working days** to provide advice on EIAs.

Did you seek advice from the Corporate Policy & Diversity team?	Yes / No
Does the EIA contain any confidential or exempt information that would prevent you publishing it on the Council's website?	Yes / No

1. Equality Impact Assessment Checklist

The Equality Impact Assessment (EIA) is a tool to ensure that your activity meets the needs of individuals and groups that use your service. It also helps the Council to meet its legal obligation under the [Equality Act 2010 and the Public Sector Equality Duty](#).

Please complete the following checklist to determine whether or not you will need to complete an EIA. Please ensure you keep this section for your audit trail. If you have any questions, please contact the Corporate Policy and Diversity Team at diversity@haverling.gov.uk

About your activity

1	Title of activity	<i>School and Post 16 Travel Assistance Policy</i>
2	Type of activity	Implementation of the School and Post 16 Travel Assistance Policy
3	Scope of activity	Implementation of the School and Post 16 Travel Assistance Policy, current arrangements to be revised and areas of the policy to be implemented.
4a	Is the activity new or changing?	Yes
4b	Is the activity likely to have an impact on individuals or groups?	
5	If you answered yes:	<i>Please complete the EIA on the next page.</i>
6	If you answered no:	N/A

Completed by:	Susan Shepherd, Commissioning Development Officer, Children and Adults with Disabilities, Learning and Achievement
Date:	15/02/2016

2. Equality Impact Assessment

The Equality Impact Assessment (EIA) is a tool to ensure that your activity meets the needs of individuals and groups that use your service. It also helps the Council to meet its legal obligation under the [Equality Act 2010 and the Public Sector Equality Duty](#).

For more details on the Council's 'Fair to All' approach to equality and diversity, please visit our [Equality and Diversity Intranet pages](#). For any additional advice, please contact diversity@havering.gov.uk

Please note the Corporate Policy & Diversity Team require **5 working days** to provide advice on Equality Impact Assessments.

Please note that EIAs are public documents and must be made available on the Council's [EIA webpage](#).

Understanding the different needs of individuals and groups who use or deliver your service

In this section you will need to assess the impact (positive, neutral or negative) of your activity on individuals and groups with **protected characteristics** (this includes staff delivering your activity).

Currently there are **nine** protected characteristics (previously known as 'equality groups' or 'equality strands'): age, disability, sex/gender, ethnicity/race, religion/faith, sexual orientation, gender reassignment, marriage/civil partnership, and pregnancy/maternity/paternity.

In addition to this, you should also consider **socio-economic status** as a protected characteristic, and the impact of your activity on individuals and groups that might be disadvantaged in this regard (e.g. carers, low income households, looked after children and other vulnerable children, families and adults).

When assessing the impact, please consider and note how your activity contributes to the Council's **Public Sector Equality Duty** and its three aims to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity, and
- foster good relations between people with different protected characteristics.

Guidance on how to undertake an EIA for a protected characteristic can be found on the next page.

Guidance on undertaking an EIA

Example: Background/context							
Example: Protected characteristic							
<p>Please tick (✓) the relevant box:</p> <table border="1"> <tr> <td>Positive</td> <td></td> </tr> <tr> <td>Neutral</td> <td></td> </tr> <tr> <td>Negative</td> <td></td> </tr> </table>		Positive		Neutral		Negative	
Positive							
Neutral							
Negative							
<p>Overall impact: In this section you will need to consider and note what impact your activity will have on individuals and groups (including staff) with protected characteristics based on the data and information you have. You should note whether this is a positive, neutral or negative impact.</p> <p>It is essential that you note all negative impacts. This will demonstrate that you have paid 'due regard' to the Public Sector Equality Duty if your activity is challenged under the Equality Act.</p> <p style="text-align: right;"><i>*Expand box as required</i></p>							
<p>Evidence: In this section you will need to document the evidence that you have used to assess the impact of your activity.</p> <p>When assessing the impact, please consider and note how your activity contributes to the three aims of the Public Sector Equality Duty (PSED) as stated in the section above.</p> <p>It is essential that you note the full impact of your activity, so you can demonstrate that you have fully considered the equality implications and have paid 'due regard' to the PSED should the Council be challenged.</p> <ul style="list-style-type: none"> - If you have identified a positive impact, please note this. - If you think there is a neutral impact or the impact is not known, please provide a full reason why this is the case. - If you have identified a negative impact, please note what steps you will take to mitigate this impact. If you are unable to take any mitigating steps, please provide a full reason why. All negative impacts that have mitigating actions must be recorded in the Action Plan. <p style="text-align: right;"><i>*Expand box as required</i></p>							
<p>Sources used: In this section you should list all sources of the evidence you used to assess the impact of your activity. This can include:</p> <ul style="list-style-type: none"> - Service specific data - Population, demographic and socio-economic data <p>Suggested sources include:</p> <ul style="list-style-type: none"> - Service user monitoring data that your service collects - Havering Data Intelligence Hub - London Datastore - Office for National Statistics (ONS) <p>If you do not have any relevant data, please provide the reason why.</p> <p style="text-align: right;"><i>*Expand box as required</i></p>							

The EIA

Background/context:

The School and Post 16 Travel assistance Policy is reviewed on an annual basis. The policy is underpinned by the following general principles

This policy is underpinned by the following general principles:

- That it is the parents' responsibility to ensure that their child attends school regularly but the Council will provide assistance in getting to school for those eligible for help under this policy. .
- That Students who are able to travel independently or use public transport will always be encouraged to do so in the first instance, and supported to achieve this if necessary.
- That Students who have specific travel needs will be offered the most independent and personally enabling solution for their situation.
- That the Council will ensure that transport for eligible children is arranged when needed, after other potential options have been explored. Care will be taken to ensure that assistance is provided in the least restrictive way possible.
- That the travel needs of individuals will be reviewed regularly and at least on a yearly basis to ensure that the arrangements are still appropriate for their assessed needs.
- That where additional transport is provided by the Council, the most cost-effective mode of transport that meets the individual's needs must always be used.
- That the use of existing provision such as free travel on public buses in London will be encouraged wherever possible.

Havering seeks to meet the needs of pupils with special needs in their local mainstream schools Therefore reducing the need for Transport. Havering seeks to meet the needs of pupils with special needs in their local mainstream schools. For children whose needs cannot be met in their local school there are eight schools who are specially resourced to meet particular needs, described below.

- Hacton School Hearing impairment
- Mead school Language difficulties
- Hilldene School Behaviour emotional and social difficulties
- R J Mitchell school Autistic spectrum disorder
- Crownfield Junior school Visual impairment
- Sanders Draper school Hearing impairment
- Hall Mead Academy Autistic Spectrum disorder
- Redden Court Academy Language difficulties.

For children with more profound needs, Havering has three special schools.

- Severe learning difficulties Ravensbourne 71 places
- Moderate learning difficulties Corbets Tey 110 places
- Moderate learning difficulties Dycorts 80 places

Ravensbourne has an additional 23 places for post-16 students and at the other end of the age spectrum, accepts pupils from age two upwards. In addition, Bridge Nursery offers up to sixteen places (mornings or afternoons) for children in the year prior to Reception who with social communication difficulties.

The number of children in Havering with learning difficulties and disabilities (LDD) is increasing, most significantly among primary school age children. Current projections suggest an overall increase of 7.5% across all categories of LDD by 2017. The most common categories of LDD are Moderate Learning Disability (30%), Behaviour, Emotional and Social Difficulties (19%) Speech, Language and Communication Needs (17%).

School Census (January 2012) identified that there were 1,966 pupils in Havering receiving some sort of Special Educational Needs (SEN) provision. The most common presentations were speech, language and communication needs (546 cases), moderate learning difficulty (458 cases) and behaviour, emotional and social difficulties (401 cases).

Currently 378 young people are provided with travel assistance for 2015/16 academic year. The Passenger Travel Service operates 34 buses on a daily basis.

ADD TRANSPORT BUDGET INFO

Overall the demand for school transport is expected to increase which will lead to longer journey times and additional vehicles needed to cope with the demand.

Department for Education, Section 34 states; As a general guide, transport arrangements should not require a child to make several changes on public transport resulting in an unreasonably long journey time. Best practice suggests that the maximum each way length of journey for a child of primary school age to be 45 minutes and for secondary school age 75 minutes, but these should be regarded as the maximum. For children with SEN and/or disabilities, journeys may be more complex and a shorter journey time, although desirable, may not always be possible.

Currently many journey times exceed the recommended guidance and it is hoped that the implementation of the revised policy will assist in reduction of journey times.

**Expand box as required*

Age: Consider the full range of age groups		
Please tick (✓) the relevant box:		Overall impact: This area of the policy has not been altered. <i>*Expand box as required</i>
Positive		
Neutral	✓	
Negative		
Evidence: The school and post 16 Travel assistance policy does not specify Age as criteria for receiving Travel assistance. All pupils up to the age of 16 (or 18 if they remain in full-time education) are currently entitled to free transport on buses within London. Havering Council considers this sufficient to meet the transport needs of the majority of children and young people under the age of 18. The Education Act 1996 (as amended) requires Local Authorities to make such suitable and free travel arrangements for 'eligible children' as they consider necessary to facilitate attendance at school. This policy sets out the arrangements the Council will make in order to meet its statutory duty and, in addition, covers students from the ages of 16-25 with special educational needs who may also be entitled to assistance. <i>*Expand box as required</i>		
Sources used: The Education Act 1996 School – Post 16 Travel Assistance Policy Feb 16 <i>*Expand box as required</i>		

Disability: Consider the full range of disabilities; including physical mental, sensory and progressive conditions

Please tick (✓) the relevant box:		Overall impact: Generally, the Council expects the majority of children either to walk to school or travel independently on free public transport. However, the Council acknowledges that young people with disabilities who have Statements of Special Educational Needs or Education, Health and Care Plan (EHCP) may require alternative or additional travel assistance. Where transport needs are identified in a child's Statement of SEN or EHCP and travel assistance is given, this will be provided for the current academic year. The needs and circumstances of the child will be reviewed annually in the Annual Review of the Statement of SEN or EHCP and on receipt of application for travel assistance for the following academic year. Changes identified in a child's needs or circumstances may lead to changes to the type of assistance provided. Each request for travel assistance will be considered on its own merits, and decisions in a small minority of cases may depart from the criteria if there are exceptional circumstances that apply. Reasons for decisions will be recorded and reviewed as appropriate by the commissioning panel. The implementation of the designated meeting points as cited in the policy may have a negative impact for young people with a learning disability as they may be expected to assemble at the designated meeting point. Young people with a physical disability will not be affected by the implementation of this section of the policy.
Positive		
Neutral		
Negative	✓	

**Expand box as required*

Evidence:

**Expand box as required*

Sources used:

School-Post 16 Travel Assistance Policy Feb 2016

**Expand box as required*

Sex/gender: Consider both men and women

Please tick (✓) the relevant box:	Overall impact:
-----------------------------------	------------------------

Positive		Home school transport is provided regardless of Gender; therefore the implementation of the policy will not have an impact on this area.
Neutral	✓	
Negative		
<i>*Expand box as required</i>		
Evidence: Travel assistance is currently provided to 107 Females and 271 Males.		
<i>*Expand box as required</i>		
Sources used: School-Post 16 Transport Spreadsheet		
<i>*Expand box as required</i>		

Ethnicity/race: Consider the impact on different ethnic groups and nationalities		
<i>Please tick (✓) the relevant box:</i>		Overall impact: Home school transport is provided regardless of Ethnicity/race; therefore the implementation of the policy will not have an impact on this area
Positive		
Neutral	✓	
Negative		
<i>*Expand box as required</i>		
Evidence: N/A		
<i>*Expand box as required</i>		

Sources used: N/A

**Expand box as required*

Religion/faith: Consider people from different religions or beliefs including those with no religion or belief							
Please tick (✓) the relevant box:	Overall impact: Home school transport is provided regardless of Religion/faith; therefore the implementation of the policy will not have an impact on this area						
<table border="1"> <tr> <td>Positive</td> <td></td> </tr> <tr> <td>Neutral</td> <td>✓</td> </tr> <tr> <td>Negative</td> <td></td> </tr> </table>	Positive		Neutral	✓	Negative		
Positive							
Neutral	✓						
Negative							
Evidence: N/A							
Sources used: N/A							

**Expand box as required*

Sexual orientation: Consider people who are heterosexual, lesbian, gay or bisexual							
Please tick (✓) the relevant box:	Overall impact: Home school transport is provided regardless of Sexual orientation; therefore the implementation of the policy will not have an impact on this area						
<table border="1"> <tr> <td>Positive</td> <td></td> </tr> <tr> <td>Neutral</td> <td>✓</td> </tr> <tr> <td>Negative</td> <td></td> </tr> </table>	Positive		Neutral	✓	Negative		
Positive							
Neutral	✓						
Negative							

**Expand box as required*

Neutral	✓	therefore the implementation of the policy will not have an impact on this area
Negative		
<i>*Expand box as required</i>		
Evidence: N/A <i>*Expand box as required</i>		
Sources used: N/A <i>*Expand box as required</i>		

Pregnancy, maternity and paternity: Consider those who are pregnant and those who are undertaking maternity or paternity leave		
Please tick (✓) the relevant box:		Overall impact: Home school transport is provided regardless of pregnancy/maternity/paternity status; therefore the implementation of the policy will not have an impact on this area <i>*Expand box as required</i>
Positive		
Neutral	✓	
Negative		
Evidence: N/A <i>*Expand box as required</i>		
Sources used: N/A <i>*Expand box as required</i>		

Action Plan

In this section you should list the specific actions that set out how you will address any negative equality impacts you have identified in this assessment.

Protected characteristic	Identified negative impact	Action taken to mitigate impact*	Outcomes and monitoring**	Timescale	Lead officer
Disability	Implementation of the school-post 16 transport policy Feb 16 (assessed meeting point)	Revised assessment/care plan form and corporate health and safety to inspected proposed meeting points	Safe meeting points are established for all accessing transport assistance. Monthly meeting will take place to monitor any identified risks	Phase 1: April 2016 Phase 2: Sept 2016	Priti Gaberria

* You should include details of any future consultations you will undertake to mitigate negative impacts

**** Monitoring:** You should state how the negative impact will be monitored; how regularly it will be monitored; and who will be monitoring it (if this is different from the lead officer).

Review

In this section you should identify how frequently the EIA will be reviewed; the date for next review; and who will be reviewing it.

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CHILDREN & LEARNING OVERVIEW AND SCRUTINY COMMITTEE

Subject Heading:	HMCI Annual Report on Education and Skills 2015-16
CMT Lead:	Tim Aldridge, Director of Children's Services
Report Author and contact details:	Sue Imbriano, Interim Head of Education Services, Learning and Achievement
Policy context:	Standards in Education

SUMMARY

The purpose of this report is to inform the Overview and Scrutiny Committee of the contents of the latest report by Her Majesty's Chief Inspector of Schools (HMCI) in respect of Havering schools' performance; and the council's response to the findings in the report.

RECOMMENDATIONS

It is recommended that the Overview and Scrutiny Committee monitors progress against the agreed action plan which will be available at the end of January, following meetings with school leaders, governors and partners, including the Regional Schools Commissioner. This will be predominantly by means of reports to the Committee, but could also include invitations to relevant individuals/groups to attend meetings.

REPORT DETAIL

1. HMCI published his annual report on education, early years and skills for 2015/16 on 1st December. The report highlights the outcomes of a range of Ofsted performance measures in primary and secondary schools across the country. The full report is available at:
<https://www.gov.uk/government/publications/ofsted-annual-report-201516-education-early-years-and-skills>
 As in previous years, alongside the main report, each Ofsted Regional Director publishes a report covering performance in their geographical

patch. For the purposes of this report we are concentrating on the information provided in the London regional information pack. It is not intended in this report to go into great detail on all measures, but to highlight those areas where there is significant under-performance in Havering in comparison to the rest of London and/or England. It is also important to note that this HMCI report does not cover all outcome measures for young people and in a number of these Havering performs very well. The Committee will receive the full report on standards in education in Havering at a future meeting.

2. Outcomes in secondary education

2.1 The Ofsted report refers, inter alia, to three specific measures in the secondary sector:

- i) Progress 8 (a new measure);
- ii) Attainment 8 (a new measure); and
- iii) Percentage of pupils in good or outstanding schools.

2.2 More information on how these measures work will be provided at the meeting.

2.3 The extracts below from the London regional information pack set out Havering's position on these measures.

- In both the new Progress 8 and Attainment 8 measures, London was the strongest region nationally in 2016. London's overall Progress 8 score was 0.16 (national -0.03) and the Attainment 8 score was 51.7 (national 49.9). Only three local authorities in London achieved Progress 8 scores below the national average: Bexley, Havering and Lewisham.
- Progress 8 scores in Havering and Lewisham were the lowest of all London boroughs and well below the national figure, both at -0.14. The proportion of pupils achieving five GCSEs at grades A* to C, including English and mathematics, also fell in these two boroughs, compared with the provisional 2015 figures. On 31 August 2016, only 54% of secondary pupils in Lewisham were in a school graded good or outstanding; in Havering, only 57% of secondary pupils attended schools judged good or better.

Rank	LA	% of pupils in good or outstanding schools 2016	Change from 2015 (% points)	Change from 2012 (% points)	% of pupils in academies 2016
139	Havering	57	1	-9	84

(See Regional Information Pack: London for full list of rankings).

2.4 The Ofsted Regional Director for London made the following comment:

“There remain local authority areas where pupils are not enjoying the successes of London’s education systems and in some areas, standards are below those found nationally. It is completely unacceptable that over 6,900 secondary school pupils in both Lewisham and Havering are not receiving a good education. We know that, hidden by London’s good overall performance, some specific groups of pupils have consistently underachieved for the past five years. I am certain that parents of these pupils will want to ask questions about the education of their children in these schools.”

2.5 The Committee will note from the table in paragraph 2.3 that the measure of percentage of pupils in good or outstanding schools is given a rank ordering across the country. In the secondary sector, Havering’s position in this ranking is 139 out of 152 authorities, with 57% of pupils in good or outstanding schools compared with 81% nationally and 90% in London. (See Regional Information Pack: London for full list of rankings).

2.6 In addition, a table from the report on the proportion of the most able pupils achieving A/A* in GCSE English and mathematics shows Havering to be one of the lowest performing local authority areas in 2015:



- 2.7 The low proportion of A/A* in this context reflects the low progress of pupils with high prior attainment on entry to secondary education..

3. Outcomes in primary education

- 3.1 In the commentary on the primary sector in London, there is no direct reference to outcomes in Havering. When the standards report is presented to the Committee, this will show some excellent outcomes for pupils in our primary schools. That said, however, there are challenges in some parts of the primary sector, including progress and attainment of specific groups of pupils.
- 3.2 With reference to the Ofsted regional information pack, the table ranking the percentage of pupils in good or outstanding schools shows Havering as 132 out of 152 authorities (the lowest performer in London). We need a relentless focus on bringing about the necessary changes to improve performance in this measure.

4. Our response to the issues of under-performance

- 4.1 Prior to the publication of HMCI's report, officers of the authority had requested a discussion with the Regional Schools Commissioner (RSC) for the area about the development of a joint improvement strategy for tackling under-performance in the secondary sector. As a result of that discussion it was agreed that an independently-chaired Improvement Board would be established to oversee the agreed improvement strategy. A meeting has been set for 20th January for all Headteachers and Chairs of Governors of all secondary schools in Havering to meet with the Director of Children's Services and the Regional Schools Commissioner to agree priorities for the strategy and the work of the Board. Following this, an implementation plan will be activated
- 4.2 It is also important to note that officers of the authority have spoken to the RSC about the need to bid to appropriate funding sources, such as the recently announced national funds for school improvement, to support activities in the implementation plan.
- 4.3 Updates on progress against the implementation plan will be provided to this Committee.
- 4.4 With reference to the primary sector, our approach to securing the necessary improvements will be finalised following discussion with Headteacher colleagues at the Education Strategic Partnership meeting on 6th January. This will be reported to the next meeting of this Committee.
- 4.5 In addition to the specific references above, the authority continues to monitor the performance of all schools on a regular basis with a refreshed approach to bringing about necessary improvements. This includes forensic evaluation of progress through monthly Performance Review Meetings in those schools identified as being under-performing and a greater use of the

powers available to the authority where schools are a cause for concern. As a result of this the authority has recently issued three warning notices and three letters of concern to schools where improvements have not been rapid enough and/or there is concern about specific aspects of the school's work.

IMPLICATIONS AND RISKS

Financial implications and risks:

None arising directly as a result of this report. (Falil Onikoyi)

Legal implications and risks:

"It is recommended that the Overview and Scrutiny Committee notes the content of the Report and notes that further reports will be presented updating on progress against the agreed action plan (which is due to be available at the end of January)."

(Stephen Doye)

Human Resources implications and risks:

None arising directly as a result of this report. (Cheryl Graham)

Equalities implications and risks:

As a public authority the Council is required to comply with the general duty as set out in the Equality Act. This states that those subject to the general equality duty must have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

The Act explains that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low

It is important that the issues relating to under-performance of specific groups of pupils are addressed urgently to remove potential barriers that could prevent specific protected characteristics from achieving their full potential.

(Savinder Bhamra)

BACKGROUND PAPERS

None

The Annual Report of Her Majesty's Chief Inspector of
Education, Children's Services and Skills 2015/16



Education and Skills

The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2015/16

Presented to Parliament pursuant to section 121
of the Education and Inspections Act 2006.

Ordered by the House of Commons to be printed
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1 December 2016



Rt Hon. Justine Greening MP
Secretary of State for Education
Sanctuary Buildings
Great Smith Street
London
SW1P 3BT

Dear Secretary of State

The Annual Report of Her Majesty's Chief Inspector 2015/16

I have pleasure in presenting my Annual Report to Parliament as Chief Inspector, as required by the Education and Inspections Act 2006. The report is underpinned by the findings of almost 25,000 inspections of schools, colleges and providers of early years and further education and skills. These inspections provide a unique evidence base for the conclusions we draw.

This report describes an education and skills system that has improved considerably over the past five years. In particular, it is children under the age of 11 who have benefited most. The extent to which high-quality education for younger children is more fairly distributed than in the past is a significant achievement.

My report also emphasises some of the challenges that remain. Secondary schools have improved but the gap between the North and Midlands and the rest of the country has not narrowed, in fact, it has widened slightly. The quality of technical and vocational education and training needs to improve if we are to meet the skills challenges of the future. Improvements in both these respects will contribute positively to the ongoing role that education plays in encouraging shared values across different communities.

My Annual Report both comments and reports on our evidence and findings on early years, schools and the further education and skills inspections this year. Copies will be placed in the Libraries of both Houses. I have also published a report on social care during the past year

As Chief Inspector, I have been absolutely committed to supporting improvement and raising standards for children and learners at the different stages of their education, and I hope this report reflects that commitment. I trust that this report will provide useful evidence to inform future policies aimed at securing the very best education for our children and learners.

Yours sincerely

Sir Michael Wilshaw

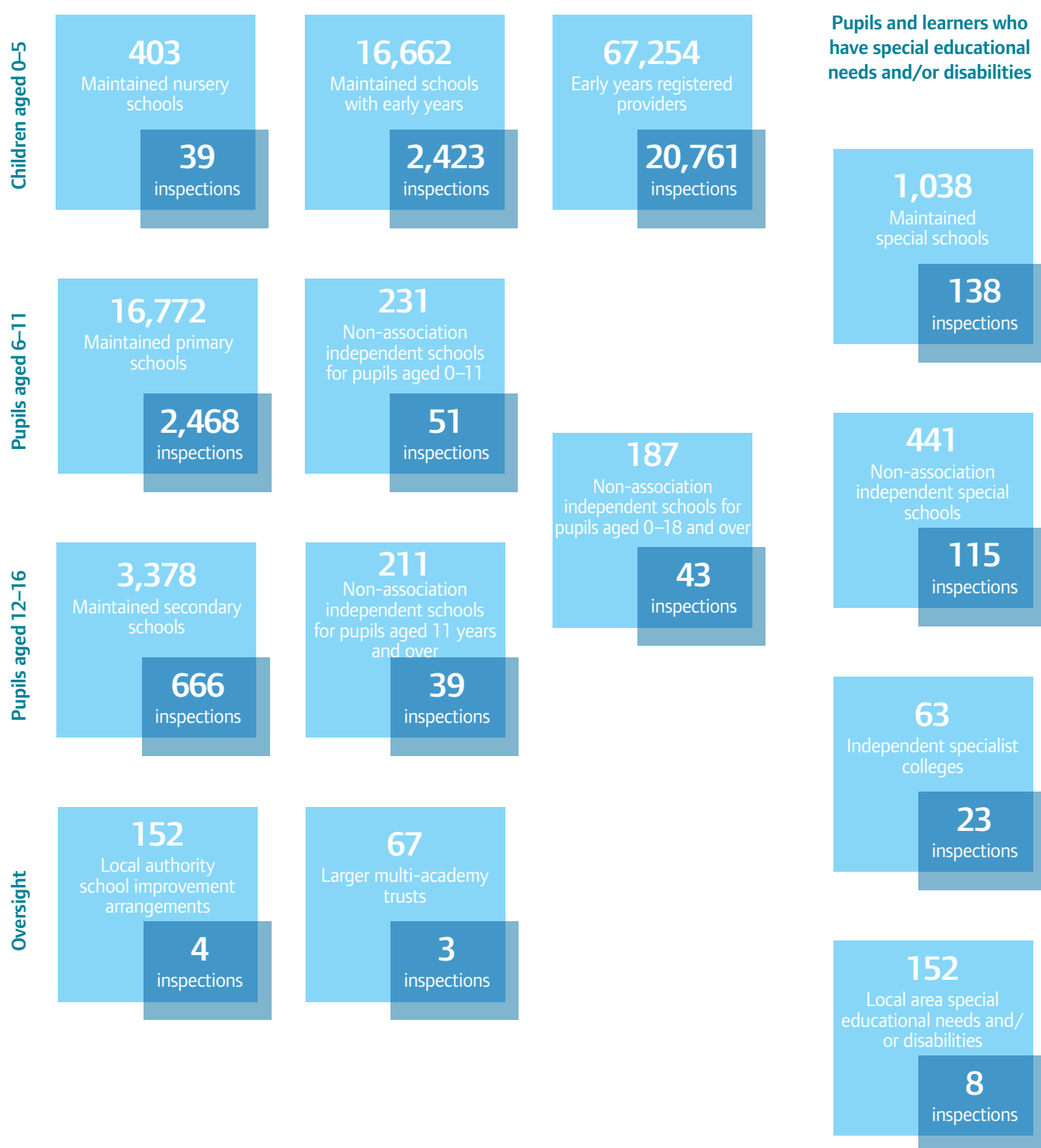




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Figure 1: Number of education and skills providers, and inspections carried out in 2015/16



1. The number of early years registered providers as at 31 August 2016. Includes inspections published by 30 September 2016.
2. The number of schools open as at 31 August 2016. Includes inspections published by 30 September 2016. The inspections covered in the 'Pupils aged 6-11' and 'Pupils aged 12-16' include full inspections and short inspections that did not convert to a full inspection. Inspections of sixth forms in schools and maintained schools with early years include full inspections only.
3. The total number of initial teacher education (ITE) age phase partnerships are based on partnerships rather than providers, and some providers may cover more than one age phase partnership. Includes partnerships open as at 30 June 2016. Partnerships with no trainees in 2015/16 are excluded.
4. The number of larger multi-academy trusts is based on trusts with more than eight schools as at 31 August 2016.



5. The number of colleges, 16-19 academies, independent learning providers, higher education institutions and community learning and skills providers that were open and funded as at 31 August 2016. For these providers, inspections include full inspections and short inspections that did not convert to a full inspection.

6. The number of inspections given for prisons and young offender institutions are for inspections published between 1 September 2015 and 31 August 2016.

7. General further education colleges include specialist further education colleges.

8. Independent learning providers include employer providers.

9. Ofsted has not inspected any National Careers Service contractors in 2015/16.

10. The number of inspections for 2015/16 includes inspections of providers that were either no longer active, ceased to be funded or were closed as at 31 August 2016.

Source: Ofsted, Department for Education, National College for Teaching and Leadership and Her Majesty's Inspectorate of Prisons



HMCI's commentary

Introduction

This is my fifth and final Annual Report as Her Majesty's Chief Inspector.

It has always been my belief that the most important question that any chief inspector must answer in an Annual Report on education and skills is whether things are getting better or worse. In my first commentary in 2011/12, I described performance as 'not good enough; must do better'.¹

It is therefore with great pleasure that, five years later, I can report that our education system has done better. Parents are now much more likely to have access for their children to a good local nursery or school than when I first took up my post. There are 1.8 million more pupils attending good or outstanding maintained schools than in August 2010.²

During the same period, the government has introduced a more academic curriculum, more rigorous assessments and higher expected standards. Those working in the education system have, on the whole, responded well to these higher expectations, and education in this country is much nearer to being truly world class than it was.

Our education system has always served some very well, but access to an excellent education has long been a dividing line in this country. In some parts of our education and skills system, this is now changing. For the youngest children, we are now closer than we have ever been to an education system where your family background or where you live does not necessarily determine the quality of teaching you receive or the outcomes you achieve.

Education can make people and communities more resilient, and it can bring people together. However, there is also a risk that, when the quality of provision is uneven, education exacerbates divisions. Where opportunities and values are not shared, those who are excluded or isolated can become alienated and resentful.

I am confident that our education system can help the country become more successful, cohesive and prosperous. However, for this to succeed, we need:

- high standards in education in every part of the country
- technical and vocational education that equips young people to be competitive in the workforce
- shared values that transcend community differences.

In each of these areas, there has been progress. However, all the progress that has been made is at risk if the job is left incomplete.

1. 'The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2011/12', Ofsted, 2012; www.gov.uk/government/publications/the-annual-report-of-her-majestys-chief-inspector-of-education-childrens-services-and-skills-201112.

2. The term 'maintained schools' is used throughout this report to refer to state-funded schools, which are either maintained by the local authority or are academies and free schools. Where text refers to local authority maintained schools only this is always specified in the text.

A high standard of education

Good early years education, particularly for children from low-income backgrounds, is crucial to longer-term academic success. In 2010/11, in some deprived areas of the country, less than half the early education provision available was good or outstanding.

The last five years have seen considerable change for the better:

- Across the country, 91% of early years providers are now good or outstanding: a 22 percentage point increase since 2010.
- The proportion of good and outstanding nurseries and pre-schools is now almost identical in the least and most deprived areas.
- This year, in every local authority area in the country, at least eight out of 10 childcare places are in registered providers of early education judged good or outstanding.
- In 2016, over two thirds of young children reached the government's 'good level of development' compared with just over a half in 2013.³

I previously reported that the gap between the most disadvantaged five-year-olds and their peers had narrowed far too slowly over the past seven years. Between 2014 and 2015, it suddenly narrowed and the gap is now 3.5 percentage points smaller than in 2007.

I have also seen dramatic improvements to the quality of primary schools during my time as Chief Inspector.

At their most recent inspection, 90% of primary schools were found to be good or outstanding. In my first Annual Report, that figure was 69%. This is a dramatic improvement and one that has particularly benefited young children in the most deprived areas of the country.

When I took up my post, there was a 24 percentage point gap in the proportion of good and outstanding primary schools with the most and least deprived pupils.⁴ This year, that gap is nine percentage points.

These improvements can be seen in many of the local authority areas whose primary school performance I criticised in my first Annual Report. For example, in 2012, I highlighted the poor performance of Coventry's primary schools. Since then, as a result of the hard work and focus of Coventry's political and school leaders, the proportion of pupils attending a good or outstanding primary school in the city has more than doubled, from 42% of pupils to 93%.

3. 'Early years foundation stage profile results: 2012 to 2013', Department for Education, 2013; www.gov.uk/government/collections/statistics-early-years-foundation-stage-profile.

4. HMCI took up post in January 2012. The inspection outcomes for each deprivation band were first published in Ofsted's Data View web tool in November 2012 and were based on inspections conducted by 31 August 2012. This initial dataset showed a gap of 24 percentage points. See chart in the 'Early years' chapter for further details. Deprivation bands are based on the home postcodes of the pupils, which are then used to create a score for the school.

The improvements to primary education in the most deprived parts of the country are reflected in the improved performance of children eligible for free school meals aged 11 and under in national tests.

- At age seven, key stage 1 tests have seen pupils eligible for free school meals gain ground against their peers in every subject. The greatest gains have been in reading, with a reduction in the difference between the two groups of six percentage points in five years.⁵
- At age 11, the benchmark of at least level 4 in reading, writing and mathematics was achieved by 66% of pupils eligible for free school meals in 2015, a rise from 59% in 2012.⁶ This was a faster rise than their peers.

The gains for children under the age of 11 over the last five years are remarkable. Not only are well over a million more children benefiting from being in a good or outstanding primary school than in 2010, but quite consistently it has been the children and areas that are disadvantaged that have seen the most benefit.

What this demonstrates is that an education system that offers high standards to all is achievable. There is now a generation of children who have known nothing but high standards of education throughout nursery and primary. My concern is that they will encounter a weaker quality of education at secondary and be disillusioned by the loss of their early promise.

Last year, I highlighted the disproportionate number of secondary schools that are less than good in the North and Midlands, compared with the South and East of England. This year, the gap has widened slightly. More than a quarter of secondaries in the North and Midlands are still not good enough. This year, there are 13 local authority areas where every secondary school inspected is either good or outstanding, and all in London or the South East. However, there are 10 local authorities with 40% or more of pupils who are in secondary schools that are less than good, and where attainment and progress is below the national level on the key accountability measures, and all but three are in the North and Midlands.⁷

It is no coincidence that these regions also account for the largest proportion of schools with leadership problems. Nearly three quarters of secondary schools judged inadequate for leadership were in the North and Midlands.

There are some who hoped that a change in accountability measures would demonstrate that progress and attainment at secondary level in the North and Midlands were stronger than previously thought. That is not borne out by the results. Every region in the North and Midlands is below the national level on every major measure: Progress 8, Attainment 8 and achievement of the English Baccalaureate.⁸

5. 'Statistics: key stage 1', Department for Education, 2016; www.gov.uk/government/collections/statistics-key-stage-1.

6. 'Statistics: key stage 2', Department for Education, 2016; www.gov.uk/government/collections/statistics-key-stage-2.

7. In 2016 the 10 local authority areas are Blackpool, Bradford, Doncaster, Isle of Wight, Knowsley, Liverpool, Northumberland, South Gloucestershire, Stoke-on-Trent and Swindon. Last year 16 areas met the same criteria, and 13 of these were in the North and Midlands. The 16 areas were Barnsley, Blackpool, Bradford, Derbyshire, Doncaster, Hartlepool, Isle of Wight, Knowsley, Liverpool, Middlesbrough, Oldham, Salford, South Gloucestershire, Stoke-on-Trent, Swindon, and St Helens. Analysis is based on the government's accountability measures which applied used in the relevant year.

8. 'School performance: key stage 4 provisional results (2016)', Department for Education, October 2016; www.gov.uk/government/publications/school-performance-key-stage-4-provisional-results-2016.



The North West should be of particular concern: five years ago, it was among the stronger regions but improvement has stagnated.⁹ The proportion of secondary schools that are good or outstanding has only increased by three percentage points in the North West since 2011.¹⁰ In contrast, the increase nationally was 13 percentage points over the same period. Manchester and Liverpool continue to illustrate the problem. Three in 10 secondary schools in Manchester and five in 10 in Liverpool are less than good compared with one in 10 in inner London.

I have also previously raised concerns about the quality of education in those areas of the country that are geographically and economically isolated, many of which are coastal areas. In 2016, there were 77 constituency areas where less than 15% of pupils achieved the English Baccalaureate. Twenty-two of these areas were coastal constituencies.

9. Data View; www.gov.uk/government/publications/exploring-ofsted-inspection-data-with-data-view.

10. Data View; www.gov.uk/government/publications/exploring-ofsted-inspection-data-with-data-view.

The geographic divides within the country are more acute for some pupils than others. Last year I reported that the north/south divide affected pupils eligible for free school meals more than their peers. This year, it is clear that this is also true of the most able pupils, who are less likely to reach A/A* grades in their GCSEs in the North and Midlands. Furthermore, almost one in three pupils in the North and Midlands who have special educational needs and/or disabilities and who receive special educational needs support attend secondary schools that are less than good. This proportion is much higher than in the rest of the country.

Standards can only truly be considered high if they are high in every part of the country and for all pupils regardless of background or ability. For children under the age of 11, truly high standards have almost been achieved. Over the age of 11, there is still much to be done.

Capacity to deliver higher standards

Successive governments have introduced structural changes intended to raise standards. However, structural change is only successful if there are enough good people in the system and we can get them to work where they will make most difference.

The recruitment of primary trainees in recent years has been effective. However, there are signs that pressures in secondary recruitment are getting worse:

- Although 94% of all trainee places were filled this year, this high proportion is due to exceeding recruitment for primary teachers and masks the fact that only 82% of secondary training places were filled.
- In 2015/16, 15 out of 18 secondary subjects had unfilled places. In 2011/12, no subjects had unfilled places.
- The proportion of teachers leaving the sector in 2015 was at its highest for some years. This was partly offset by the increasing numbers returning to the profession. However, the overall effect was 2,500 fewer full-time equivalent secondary teachers in 2015 compared with 2014.

As a result, the recorded rate of vacancies and temporarily filled positions in schools has doubled since 2011. The National Audit Office has also reported that recruitment pressures have reduced the qualification levels of serving secondary teachers.¹¹ The latest data shows that 19 of the 30 secondary subjects had fewer teachers with relevant qualifications in 2015 than 2014.

There is now considerable evidence that it is those schools in isolated and deprived areas where educational standards are low that are losing out in the recruitment stakes.¹² Furthermore, the secondary pupil population – which has been in decline for the past few years – is set to grow.

Ofsted's regional directors have spoken to headteachers about the impact this is having in their areas. Headteachers in the North West, for example, have reported that there is an 'auction' for teachers, particularly around Greater Manchester, for hard to recruit subjects. In the South East, recruitment is proving difficult in secondary shortage subjects, particularly in non-selective schools in selective areas and those in isolated or relatively deprived parts of the region.

11. 'Training new teachers', National Audit Office, 2016; www.nao.org.uk/training-new-teachers.

12. 'Social inequalities in access to teachers'. Social Market Foundation, 2016; www.smf.co.uk/publications/social-inequalities-in-access-to-teachers.

Worryingly, schools are also reporting that they are finding it difficult to recruit headteachers. Two fifths of governors say they find it hard to recruit to senior staff posts. Some multi-academy trusts (MATs) have shown that they can successfully grow their own leaders. The growth of strong MATs, however, is progressing too slowly to get better leaders in the deprived and isolated communities where they are most needed. As we have seen when we have looked at trusts that were underperforming, it is the quality of leadership that determines the performance of the trust. More good people to lead trusts are needed as much as more good leaders of schools.

The government has taken some action to address these concerns, including:

- the acknowledgement that recruitment must be reviewed geographically
- the proposal to set up a panel of schools that can be surveyed each year on their staffing issues
- the pilots of a National Teaching Service¹³
- a revised allocations methodology for 2017/18¹⁴
- targeted initiatives to boost leadership capacity in challenging areas and create career pathways for good leaders to work where they are most needed.

These are all at an early stage. Higher standards will depend on the success of this strategy. My advice to government now is to worry less about structures and to worry more about capacity. No structure will be effective if the leadership is poor or there are not enough good people in the classroom.

A competitive workforce

There is a consensus that the workforce of tomorrow will need to be more highly skilled to compete in the 'global skills race'.¹⁵ One of the great achievements of the education and skills system has been the rise in the proportion of students going on to higher education. The proportion of the population with a degree in 2003 was 27%, rising to 38% in 2013. This is projected to rise to 47% by 2020.¹⁶

In 2015, 31% of 18-year-olds in England were accepted into a university place compared with 25% in 2006. Over the past 10 years, London, the North West and Yorkshire and Humber have each seen increases in the proportions of 18-year-olds going on to higher education of around 30%. Over the same period, 18-year-olds from the most disadvantaged areas in England have gained ground against those from the most advantaged areas in both the proportions going to higher education and the proportions going to those universities with the most demanding entry requirements.¹⁷ Astonishingly, disadvantaged students in Inner London who completed a level 3 qualification at key stage 5 in 2014 were more likely to go on to university than their peers.¹⁸

13. 'National Teaching Service pilot gets underway', announcement by Department for Education and National College for Teaching and Leadership, January 2016; www.gov.uk/government/news/national-teaching-service-pilot-gets-underway.

14. 'ITT allocations methodology 2017 to 2018', National College for Teaching and Leadership, 2016; www.gov.uk/government/publications/itt-requesting-places-and-allocations-methodology-2017-to-2018.

15. 'UK Skills levels and international competitiveness', UK Commission for Employment and Skills, 2015; www.gov.uk/government/publications/uk-skills-levels-and-international-competitiveness-2014.

16. 'UK Skills levels and international competitiveness', UK Commission for Employment and Skills, 2015; www.gov.uk/government/publications/uk-skills-levels-and-international-competitiveness-2014.

17. 'UCAS undergraduate end of cycle report', UCAS, 2015; www.ucas.com/corporate/data-and-analysis/ucas-undergraduate-releases/ucas-undergraduate-analysis-reports/ucas.

18. 'Key stage 5: national and local authority tables (including characteristics): SFR47/2016', LA (Disadv). Department for Education, 2016; www.gov.uk/government/statistics/destinations-of-ks4-and-ks5-pupils-2015-provisional.

These achievements, however, only benefit a minority of the population. More will need to be done to ensure that all young people are equipped with the skills they will need to compete in the local workforce, let alone the global one. The country is facing serious knowledge and skills gaps that threaten the competitiveness of our economy. The UK Commission for Employment and Skills (UKCES) surveyed employers in 2015 and reported that almost a quarter of vacancies in the country are now in areas of skills shortages, representing over 200,000 jobs.¹⁹

These skill shortages will not be met by reliance on the country's universities. UKCES reports that 'the highest density of skill-shortage vacancies was recorded in respect of skilled trades posts'.²⁰ The pay for skilled trades can be good: in 2016, the top 10% of full-time jobs in skilled metal, electrical, electronic trades in the UK paid over £45,000 a year. The average²¹ pay for these trades was around £30,000 a year, an increase of 3.2% on the previous year. This was higher than the average pay in culture, media and sports, which are industries that are often accorded greater esteem.²²

Machine operatives are increasingly in short supply for skills reasons, as are skilled trade roles such as chefs, metal working production, maintenance fitters, vehicle technicians, mechanics and electricians. The top four sectors with the highest proportion of vacancies affected by skill shortages were: electricity, gas and water; construction; transport and communications; and manufacturing.²³

The difference in the quality of academic and technical pathways can be seen in the varying quality of study programmes for students aged 16 to 19:

- Students who go on to do A levels are most likely to experience good teaching and be given more demanding work that improves their capacity to understand complex ideas and concepts. Once accepted on an A-level course, less than 10% do not successfully achieve their qualifications.²⁴
- Students who go on to study technical or vocational level 3 courses, normally in general further education (FE) colleges,²⁵ are much more likely to experience teaching that is not good enough and be given undemanding work. The relevance of their study for future career paths is sometimes not clear, with large proportions of students on courses that are not linked directly to local or national skills shortages. Fifteen per cent of all level 3 qualifications taken in general FE colleges are not successfully achieved.²⁶

19. 'UKCES Employer Skills Survey 2015: UK report', UK Commission for Employment and Skills, 2016; www.gov.uk/government/publications/ukces-employer-skills-survey-2015-uk-report.

20. 'UKCES Employer Skills Survey 2015: UK report', UK Commission for Employment and Skills, 2016; www.gov.uk/government/publications/ukces-employer-skills-survey-2015-uk-report.

21. This reflects the median.

22. 'Data set: Occupation (2 digit SOC) – ASHE: Table 2', Office for National Statistics, 2016; www.ons.gov.uk/employmentandlabourmarket/peopleinwork/earningsandworkinghours/datasets/occupation2digitsocashetable2.

23. 'UKCES Employer Skills Survey 2015: UK report', UK Commission for Employment and Skills, 2016; www.gov.uk/government/publications/ukces-employer-skills-survey-2015-uk-report.

24. 'National statistics: SFA: national achievement rates tables 2014 to 2015: open data CSV files', Skills Funding Agency, 2016; www.gov.uk/government/statistics/sfa-national-achievement-rates-tables-2014-to-2015-open-data-csv-files.

25. 'National statistics: Participation in education, training and employment: 2015', Department for Education, 2016; www.gov.uk/government/statistics/participation-in-education-training-and-employment-2015.

26. 'National statistics: SFA: national achievement rates tables 2014 to 2015: open data CSV files', Skills Funding Agency, 2016; www.gov.uk/government/statistics/sfa-national-achievement-rates-tables-2014-to-2015-open-data-csv-files.

- Students who did not secure a full level 2 qualification (GCSE or equivalent) at secondary school are likely to go on to study programmes at levels 1 and 2. These students are almost all in general FE colleges, where they make up 42% of learners on study programmes.²⁷ These students are likely to experience education that is simply not good enough. Although it should be a priority, work experience features too little. Many will be required to study English and mathematics, and very few go on to secure a higher grade. Around one in four qualifications taken at level 1 or 2 within a general FE college are not achieved.²⁸

Indeed, the overall performance of general FE colleges continues to decline. There are good and outstanding colleges, but for the second year in a row, the proportion has fallen, from 77% in 2015 to 71% in 2016. General FE colleges continue to struggle to meet all of the requirements of the study programmes for 16 to 19 year olds. What's more, half the colleges inspected this year had leadership and management that was less than good, which raises questions about whether they are equipped to manage improvement, within inevitable financial constraints, on the scale that is required. Area reviews, reforms to apprenticeships and the 'Post-16 skills plan', following Lord Sainsbury's review, are all very significant projects that will see a fundamental changes made to the further education and skills system. With both performance concerns and ongoing large-scale changes to the system, again this year many general FE colleges face a period of continuing turmoil.

University technical colleges have the potential to bridge the divide in quality between academic and technical study. Unfortunately, this potential has yet to be fully realised. Only a small number have been inspected, but outcomes are uneven. Out of the 15 inspected to date, one was judged outstanding, seven were good, five required improvement and two were inadequate. Some are also struggling to recruit pupils at age 14 and are finding it difficult to appoint teachers with the relevant industry experience. Two have already closed,²⁹ unable to overcome these barriers.

The government's response to these challenges in recent years has been to seek to increase both the quality and number of apprenticeships. There have been some improvements this year. The proportion of apprenticeship programmes judged good or outstanding was 12 percentage points higher than last year. However, inspectors have continued to find that too few apprenticeships deliver professional, up-to-date knowledge and skills in the sectors that need them most and too many are of poor quality. Though proportions have risen, 37% of the apprenticeship programmes we inspected this year were found to be less than good, affecting around 90,000 apprentices.³⁰

The government is taking steps to address these concerns, not least by engaging employers in the design and delivery of apprenticeships. The future 'passporting' of funding to employers should also make a difference, as long as the right support mechanisms are in place for small businesses. The proposed measures set out earlier this year to transform post-16 technical education in response to the Sainsbury review recommendations are also very welcome.³¹

27. 'National statistics: Participation in education, training and employment: 2015', Department for Education, 2016; www.gov.uk/government/statistics/participation-in-education-training-and-employment-2015.

28. 'National statistics: SFA: national achievement rates tables 2014 to 2015: open data CSV files', Skills Funding Agency, 2016; www.gov.uk/government/statistics/sfa-national-achievement-rates-tables-2014-to-2015-open-data-csv-files.

29. Based on schools open as at 31 August 2016, in line with Ofsted's official statistics.

30. Learner numbers from 'Statistical data set: FE data library: local authority tables', Skills Funding Agency, 2016; www.gov.uk/government/statistical-data-sets/fe-data-library-local-authority-tables. Providers matched by UK provider reference number to the Ofsted further education and skills provider types.

31. 'Post-16 skills plan and independent report on technical education', Department for Education and Department for Business, Innovation and Skills, 2016; www.gov.uk/government/publications/post-16-skills-plan-and-independent-report-on-technical-education.

It remains to be seen, though, whether this will prove another false dawn. The great barrier to meeting the country's technical knowledge and skills shortages is the poor esteem and status given to technical and vocational education. While our international competitors such as Germany, Norway and Switzerland have greater parity between technical and academic routes, we continue to struggle to guide young people into high quality alternatives to higher education.

There is a vicious cycle here: poor esteem means it is harder to attract the best people to deliver, develop and challenge the system. Without the best people, the quality of education is lower and esteem suffers further. It is the responsibility of both schools and employers to communicate clearly that technical and specialist skills are valuable, and that technical expertise can secure good pay, good progression and status in society.

As a nation, we are at a crossroads. We can intervene to inject the system with the vision, skills and energy it needs, or we can be content with the status quo and the consequences of that failure. It is a significant step forward now full responsibility for further and higher education and skills has been brought together in the Department for Education. It remains to be seen whether this can be the turning point that finally places the technical needs of the country on a par with academic achievement. With the prospect of an imminent departure from the European Union, and a potentially seismic shift in how skills are drawn into the workforce, this cannot come too soon.

A common set of values

There is another successful aspect to our school system that has largely gone unnoticed. Many are concerned – rightly – about the underperformance of White British pupils eligible for free school meals. In 2015, this group again had the lowest attainment compared with pupils eligible for free school meals from any other ethnicity. By contrast, children of immigrants have in recent years done remarkably well.

This trend is now so ingrained that it is assumed that children of immigrants always outperform other pupils, but in most of Europe, that is not the case. In many countries, they do worse than children of non-immigrants do.

In fact, the UK is unusual among many other countries for the high performance of its immigrant pupils. In the Organisation for Economic Co-operation and Development's (OECD) international reading test, our non-immigrant pupils performed close to the average, at a similar level to the USA, Austria, Italy and Sweden. But in most other countries, first generation immigrants performed less well. In Sweden, immigrant pupils scored almost 100 points lower than their non-immigrant peers. In the UK, there was virtually no gap.

Schools are great forces for social cohesion. Whatever cultural tensions exist outside of school, race and religion are not barriers within them. In the main, schools aim for all children to be taught equally and for all children to benefit equally.

We forget to notice what an incredible achievement this is: that schools are the places where different communities integrate.

However, we cannot take this for granted. It must always be clear that what we require from schools are both high academic standards and a commitment to uphold the values that bind society together. That is why we have placed an increasing emphasis over the last few years on whether schools are promoting British values.

I am pleased to report that in the vast majority of inspections we have carried out, we have found that schools – both faith and non-faith – are preparing their pupils well for life in modern, multi-cultural Britain, promoting the values of tolerance, respect and open-mindedness towards others.

There have, however, been some notable exceptions. Over the last couple of years, there has been a focus on a number of state-funded schools in Birmingham at the centre of the so-called ‘Trojan horse’ episode. In 2014, Ofsted found that there had been a concerted campaign by some people to impose a narrow faith-based ideology on these schools and to alter their character and ethos. Since then,³² the schools in question have undergone changes of leadership and governance and are now generally improving.

The challenges remain, however. When I met a group of headteachers in the city earlier this year, they told me that there continues to be a minority of people in the community who want to destabilise these schools. It is vital that local political and educational leaders fully support these headteachers in resisting any attempt to sow suspicion, insularity and division. We also need to be concerned about those children who are being deliberately kept out of mainstream schools altogether. These children are being hidden away from local authorities and other agencies in unregistered schools. Many of these institutions operate on the cusp of the law, exploiting the freedom parents have to home-educate their children.

In the worst cases, inspectors have found children in the kind of squalid conditions you would have thought no longer existed in 21st century Britain. Many of these unregistered schools are associated with particular faith groups. Children are taught a restricted faith-based curriculum and are often left woefully unprepared for modern life. Some are also left at greater risk of exposure to indoctrination, radicalisation and extremism. Local authorities, the police, Ofsted and the Department for Education need to continue to work closely together to identify such institutions and ensure that they comply with the law or are closed down.

What cases like these have taught us is that local leaders cannot ignore what is happening within their communities. We cannot predict where problems arising from a breakdown in community relations might occur in the future. However, we ought to be able to rely on those in positions of authority to spot where schools are at risk and to take appropriate action quickly.

We know there are towns and cities across the country where community cohesion has been fragile in the past. I have spoken to political and community leaders in some of these places, a number of which are also struggling with low educational standards. I have sometimes been shocked by the level of complacency I have encountered. We need them to be vigilant and to intervene swiftly when risks to cohesion – either in schools or in the wider community – arise.

Achieving a strong and cohesive society takes more than a commitment to shared values, important as these are. It is also dependent on people feeling that they have an equal stake in society and an equal opportunity to make the best of their talents and get on in life. The best way – indeed the only way – we can do this is by ensuring that we have an education system that works for everyone, regardless of their background, their ethnic and cultural origin, their postcode and whether their abilities lead them on an academic or technical pathway to future achievement and employment.

32. Advice note provided on academies and maintained schools in Birmingham to the Secretary of State for Education, Rt Hon Michael Gove MP – 9 June 2014; Ofsted, July 2014; www.gov.uk/government/publications/first-monitoring-visits-to-academies-and-maintained-schools-subject-to-special-measures-in-birmingham.

Conclusion

Our education system is not yet world class, but some aspects are much closer than they have ever been. It would be wrong to look at this picture and conclude we need a radical rethink. The solutions are within our grasp, but we need to learn from the remarkable improvements of the past few years, and address the challenges to capacity.

I have been proud to serve as the head of an institution that has been such an influential contributor to the essential task of raising educational standards. I look forward to watching my successor work with ministers and the government to uphold this organisation's strong track record of using accountability to improve the education and skills – and therefore the life chances – of the next generation.





Executive summary

- Education for children below the age of 11 is stronger than ever. The fact that there are more good and outstanding primary schools, nurseries, pre-schools and childminders is creating a more level playing field for children from disadvantaged backgrounds.
 - Education for children above the age of 11 has improved, but not everywhere. The North and Midlands are dropping further behind the rest of the country. The progress of the most able children and provision for those who have special educational needs and/or disabilities are both particularly affected by this divide.
 - Education from age 11 to 19 is strongest for pupils studying an academic curriculum aimed at university entrance. For pupils not destined for university, particularly those who don't achieve well by age 16, there are fewer high-quality options available that lead to good qualifications and destinations.
-
- For the sixth year in a row, **the proportion of good and outstanding nurseries, pre-schools and childminders has risen and is now at 91%**. These improvements have benefited the deprived areas of the country most of all. The proportion of good and outstanding nurseries is now almost the same in the most deprived areas of the country compared to the least deprived.
 - **The gap has started to narrow between children eligible for free school meals and their peers reaching a good level of development by the age of five.** The largest reduction has occurred in the past year. Take-up of funded early education for disadvantaged two-year-olds has increased. Two-year-olds who require funded places need the highest quality provision and yet there are still 6,000 disadvantaged children aged two in inadequate nurseries.
 - The proportion of **good and outstanding primary schools has risen from 69% to 90% in five years**. The focus on reading and systematic synthetic phonics has been a particular strength. The successful emphasis on reading, writing, spelling and grammar, however, is sometimes resulting in a narrower curriculum.
 - **Improvements in primary school quality have disproportionately benefited the most deprived pupils in the country**, and the local authority areas with the lowest proportions of pupils in good and outstanding schools. The reading ability of pupils eligible for free school meals at age seven in 2015 was six percentage points closer to the level of their peers than five years ago.
 - Transition from primary to secondary school continues to be a point where some pupils begin to fall behind. **There can be mistrust between primary and secondary schools around transition.** This contributes to a failure to share information about assessment and the curriculum, or to fully understand it when it is shared.
 - Secondary schools have improved and 78% are now good or outstanding. However, **secondary schools in the North and Midlands are still behind the rest of the country**. The proportion of pupils who achieved highly by the end of primary school who went on to achieve A/A* in their GCSEs in the North and Midlands was six percentage points lower than in the rest of the country. Almost a third of secondary pupils in receipt of special educational needs support in the North and Midlands are in schools that are less than good.

- **Pressures on the supply of secondary teachers have not abated.** Fifteen of the 18 curriculum subjects had unfilled training places this year. There are 2,500 fewer secondary school teachers than last year and the secondary pupil population is set to rise in coming years. Schools that have improved this year did so by focusing on the professional development of teachers and middle leaders. They drew heavily on external sources of support, including high-performing local schools, which are now in greater supply in some parts of the country than others.
- **Schools have successfully increased the proportions of pupils going on to complete the academic qualifications needed to be accepted into university.** However, for those pupils going directly into the workforce, it is only a minority of schools that are prioritising giving them a solid preparation for the world of work. University technical colleges should be a clear route for pupils focused on a technical or vocational pathway, but barriers to teacher and pupil recruitment mean that the performance of these schools to date has been variable.
- **Academic level 3 study programmes were working well regardless of where they were provided,** particularly where there were large numbers of A-level students. In small school sixth forms where the number of A-level students was too low to enable the school to offer specialist teaching across a broad curriculum, provision was less successful. Technical and vocational level 3 study programmes and those below level 3 were not working as well.
- **The proportion of good or outstanding general FE colleges has declined from 77% in 2015 to 71% this year.** Full-time students are required to retake English and/or mathematics where they did not secure a C grade at age 16. For general FE colleges, this has resulted in an increase of 156% in the number of students studying GCSE English over the last three years. Many colleges have struggled to recruit enough teachers in English or mathematics.
- **The supply does not meet demand for high quality apprenticeships at level 3, with available data showing around nine applicants for every vacancy.** There are some signs of improvement in the quality of apprenticeships and schools are doing more to raise awareness of apprenticeships as an option.
- **In some parts of the country, fewer than 40% of pupils in receipt of special educational needs support are progressing well.** Local areas are tracking the progress of these pupils less systematically, compared to pupils with statements or education, health and care plans. However, local areas are becoming more accurate in their identification of children and young people who have special educational needs and/or disabilities. As a result, the proportion of pupils identified as needing special educational needs support is at the lowest point in almost a decade.
- **Sixty-five per cent of prisons and young offender institutions have learning and skills and work activities that are not good enough.** This is the least successful aspect of our education and skills system, by a wide margin. Many prisoners have primary school-level reading ability. Successful completion of English and mathematics qualifications are nine percentage points lower this year compared with four years ago.
- Most providers are safe places for children and young people of all ages. However, **on occasion leaders and managers did not regard the safety of children as a high enough priority, other than to satisfy external scrutiny.** In other cases where safeguarding was found inadequate this year, it was because leaders and managers were ignorant of what was required. This was sometimes because they had extended the reach of what they were delivering without finding out what the implications would be for the pupils or learners involved.

- **In the independent schools that we inspect, 12% of those serving primary aged pupils and 15% of those serving secondary aged pupils are inadequate.** The proportion of good and outstanding schools has declined in both phases two years in a row. In schools that declined, leaders and managers had not kept on top of the quality of teaching or up to date about how to keep children safe.
- **The scale of unsafe practice being uncovered in providers suspected of operating illegally is a serious concern.** However, local authorities have become more alert to the need to identify potentially illegal or unsafe practice. In cases where problems have been identified, local authorities have intervened quickly to make sure children in their areas were kept safe.

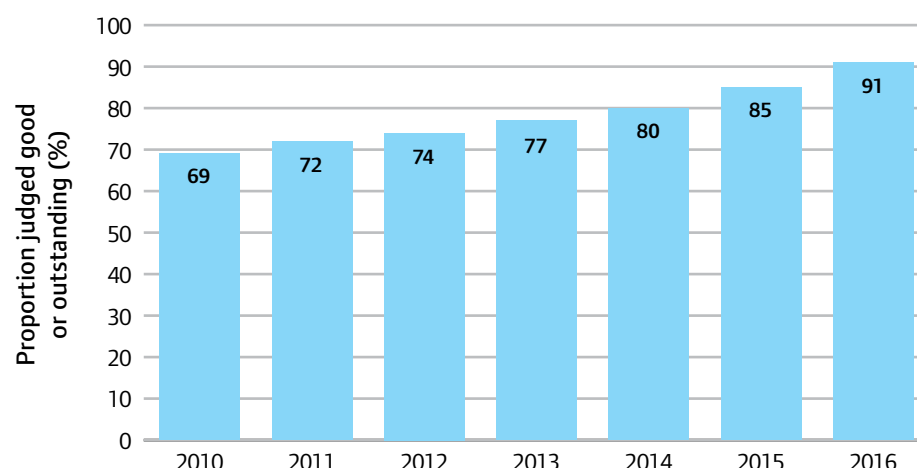




Early years

1. The quality of early years provision continues to rise. Between 2012 and 2016, Ofsted completed over 80,000 inspections of early years registered providers. Ninety-one per cent of all active early years providers are now good or outstanding, an increase of 22 percentage points since 2010.

Figure 2: Proportion of early years registered providers judged good or outstanding for overall effectiveness, at their most recent inspection, 2010 to 2016



1. Data refers to the judgement of 'How well does the setting meet the needs of children in the early years foundation stage?' from the EYFS framework that began in September 2008 and the subsequent 'overall effectiveness' judgement.
2. Data refers to the providers' most recent inspection judgement as at 31 August each year for providers active on the Early Years Register as at 31 August each year.

Source: Ofsted

2. Inspection outcomes are high in all types of early years provision. The proportion of providers judged good or outstanding is higher in private and voluntary nurseries or pre-schools³³ (95%) than it is for childminders (89%). The quality of early years provision in maintained schools is similarly high. Not all maintained schools with early years provision have a current early years judgement.³⁴ However, based on those that have been inspected to date and previous overall effectiveness judgements, we estimate the proportion of schools with good or outstanding early years provision to be around 94%. Maintained nursery schools continue to have the highest proportions judged good or outstanding. All but one of the 403 maintained nursery schools were judged good or outstanding at their most recent inspection, with a high proportion of outstanding providers. However, maintained nursery schools make up a very small proportion of the sector, providing for only around 44,000 pupils nationally compared with 959,000 in primary schools or 1,282,000 places in the childminding, private and voluntary nursery and pre-school sectors.

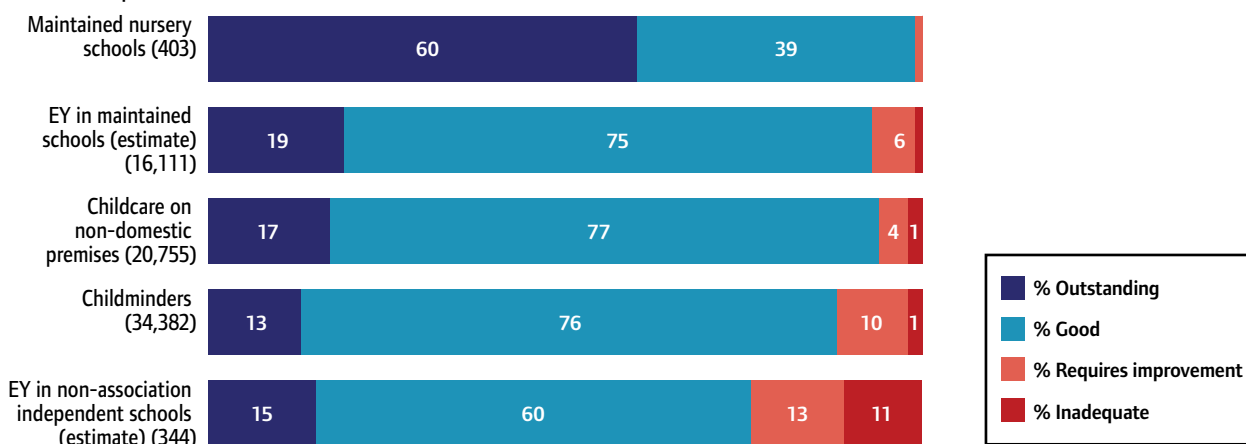
33. Private and voluntary nurseries and pre-schools are registered as non-domestic providers.

34. The current framework for school inspection now includes a separate judgement on the quality of early years provision. Between January 2012 and August 2014, this was not the case and therefore schools inspected during that period do not hold a current judgement for early years.

3. Non-association independent schools³⁵ have the highest proportion of early years provision that is judged less than good. Based on those that have been inspected to date and previous overall effectiveness judgements, we estimate that in 25% of independent schools with early years provision, this provision is less than good. This year, almost one in five of these schools were judged inadequate for their early years provision. The weaknesses in these schools usually relate to the whole school and are not specific to the early years. Leaders in these independent schools often showed a lack of rigour in monitoring provision generally and in carrying out required checks on staff or the premises, including in early years.

Figure 3: Inspection outcomes of early years provision at their most recent inspection, as at 31 August 2016

Number of providers in brackets



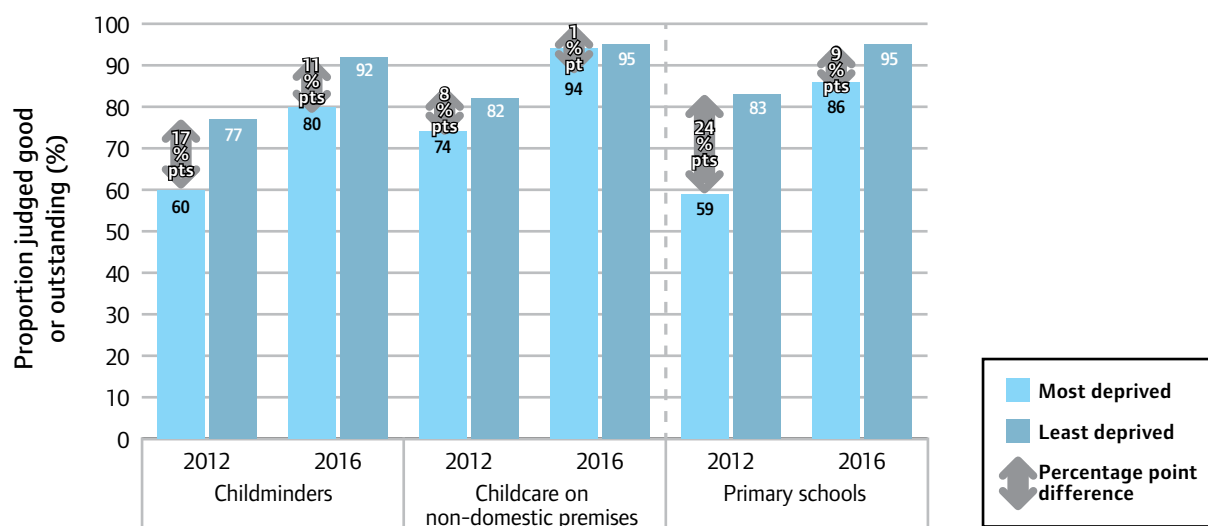
1. For maintained nursery schools data refers to the most recent overall effectiveness inspection judgement as at 31 August 2016, published by 30 September 2016.
2. Early years judgements in maintained schools and in non-association independent schools were not made in inspections between January 2012 and August 2014. For schools inspected in this period the estimate therefore uses the overall effectiveness grade for the school as a proxy for an EY judgement. If the most recent inspection of the school was a short inspection in 2015/16 that confirmed that the school was still good/outstanding overall, then it is assumed that the EY provision is also good/outstanding. This good/outstanding grade is therefore used for the estimate.
3. For childcare on non-domestic premises and childminders, data refers to the judgement of 'How well does the setting meet the needs of children in the early years foundation stage?' from the EYFS framework that began in September 2008 and the subsequent 'overall effectiveness' judgement, as at 31 August 2016, published by 30 September 2016.
4. Childminders and providers of childcare on non-domestic premises that are not on the Early Years Register are not included.
5. Percentages are rounded and may not add to 100.

Source: Ofsted

35. We inspect schools within the independent sector that are not part of one of the associations linked to the Independent Schools Inspectorate or the Schools Inspection Service. These non-association schools vary widely in their character and include a high proportion of faith schools and special schools.

4. This improvement in early years quality has been widely distributed across the country. In every local authority in England this year, at least four out of five childcare places will be in early years registered provision that is judged good or outstanding. The proportion of good and outstanding nurseries and pre-schools is now almost identical in the least deprived areas compared with the most deprived, the difference having decreased by seven percentage points in four years. This is a major step forward from past years where we repeatedly raised concerns about serious variations in quality between less and more deprived areas. The difference between the proportions of good and outstanding providers in the least deprived areas compared with the most deprived has decreased by five percentage points in four years for childminders and by 15 percentage points in four years for primary schools.

Figure 4: Proportion of providers judged good or outstanding for overall effectiveness at their most recent inspection, by deprivation, 2012 and 2016



1. Data includes all maintained primary schools, not only those with early years provision.
 2. Most deprived and least deprived areas are based on the Income Deprivation Affecting Children Index (IDACI) quintile of the provider or the area in which the pupils live.
 3. Data refers to the providers' most recent overall effectiveness inspection judgement as at 31 August 2016 or 31 August 2012.
 4. Percentage point differences may not sum due to rounding.
- Source: Ofsted

The best early education

5. Fifteen per cent of early years registered providers were found to be outstanding at their most recent inspection. Outstanding providers³⁶ are meticulous in monitoring children's learning and development and identifying next steps. They inspire children's curiosity and enthusiasm to learn, so that even children whose special educational needs might have made them wary of new experiences become 'have a go' learners. These providers are very focused on preparing children for transition to school in terms of knowledge, skills and understanding, and attitudes to learning. They work extremely well with parents and other agencies and schools to secure children's well-being, their readiness for school and respect for others.

36. This is based on a review of 134 reports of early years registered providers and maintained nursery schools judged outstanding during 2015/16.

At **Fairytales Day Nursery** in Hertfordshire, teaching is inspirational. For example, staff in the nursery room create exceptional activities that build on children's engagement with stories, such as making 'potions' to retell a story about a witch. Staff plan meticulously and ensure that science experiments also maximise the opportunities for mathematical development. Staff carefully map younger children's interests to build a daily plan for each child.

Children enjoy stimulating activities each day. For example, babies compare wet and dry cornflour while pre-school children create and 'trap' clouds that they make inside jars. Children create extensive displays to reflect their favourite storybooks. Pre-school children show advanced confidence and competence and write captions for their displays. Pre-school children demonstrate a sophisticated knowledge of space and planets. Having investigated a solar eclipse, they further this by learning about and investigating gravity and space. Staff use imaginative methods to help children to become socially aware. Popular storybooks are used to illustrate positive ways to behave. Children give their favourite characters positive attitudes, such as trying hard or being kind.

6. Detailed understanding of young children's development and careful recording of their learning are also identified as features of a number of outstanding childminders. Highly effective partnerships with parents mean that the parents are clear about their child's strengths, next steps and progress towards being ready for school.

This **outstanding childminder in Hampshire** checks on children's progress thoroughly to help identify opportunities to challenge and extend children's individual learning needs. She has a comprehensive knowledge of children's stages of development, gained through observation of their play. She pays extremely close attention to checking their learning, so she can address any gaps in their learning and development. All information about children's achievement is shared with parents to keep them fully informed and involved with their children's learning. The childminder provides children with an extensive variety of activities, which keeps them highly stimulated and engaged.

Outcomes for children in early years

7. In 2016, the proportion of children achieving a good level of development was 69.3%, an increase of three percentage points since 2015. This rate of improvement is not as rapid as in the previous two years. However, overall, the proportion of children achieving a good level of development has risen by 17.6 percentage points since 2013.
8. In each of the last three years, each region in England has seen an increase in the percentage of children achieving a good level of development. The North East has shown the largest improvement. The difference between the best-performing and the worst-performing region has reduced from 10.4 percentage points in 2013 to 6.3 percentage points in 2016. All but four local authorities in England have seen improvements in the percentage of children achieving a good level of development in the past year.

Table 1: Proportion of children achieving a good level of development by gender, 2014 to 2016

	All pupils	Boys	Girls	Boy/Girl difference
2016	69.3%	62.1%	76.8%	14.7 percentage points
2015	66.3%	58.6%	74.3%	15.6 percentage points
2014	60.4%	52.4%	68.7%	16.3 percentage points

1. Children are defined as having reached a “good level of development” (GLD) at the end of the EYFS if they achieve at least the expected level in the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and in the specific areas of mathematics and literacy.

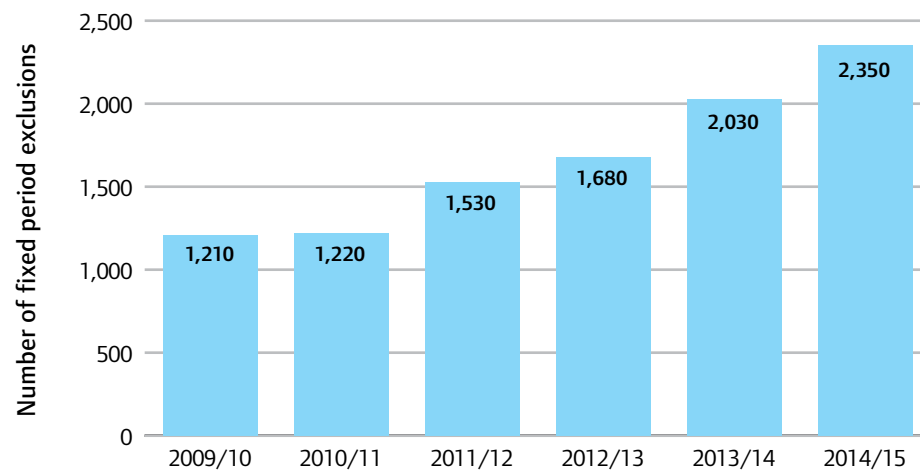
Source: Department for Education

9. Girls continue to outpace boys at this age, though the gap between the sexes is narrowing. Over twice as many boys as girls are identified as requiring special educational needs support in early years. The proportion of pupils with a statement of special educational needs (or an education, health and care plan) who attained a good level of development increased by one percentage point last year. However, this was still only 4% of these children.
10. Many children enter early years provision with development that is weaker than their peers. The most common areas identified where children’s development lags behind are:
 - communication, language and listening skills
 - personal development
 - behaviour.
11. Attainment on entry for these areas is weakest in our most deprived communities.³⁷ The strongest settings, wherever they are located, have particular strengths in helping children accelerate their communication, language and personal and social development. As a result, in these settings, children’s confidence in communicating their ideas and attitudes to learning and to others is strengthened considerably and their readiness for school is significantly enhanced. Individual settings know that particular groups of children are vulnerable to underachievement. However, not all have proactive strategies and plans in place to ensure that these gaps do not become wider.
12. For children of this age, the ability to communicate is linked closely with their behaviour. Children whose communication, language and listening skills are underdeveloped often have restricted ways of communicating their needs and wants, which may reveal themselves in behaviour that is perceived as negative or immature.
13. In the great majority of early years settings, behaviour is very good. Staff who manage difficult behaviour well often also have skilful ways to interact with young children and develop their language and social skills. However, where behaviour is reported as requiring improvement, this is often linked to a lack of stimulating activities or low levels of challenge in the activities available. In addition, staff are sometimes said to manage behaviour inconsistently or not to have high enough standards and expectations.

37. ‘Teaching and play in the early years: a balancing act’, Ofsted, 2015; www.gov.uk/government/publications/teaching-and-play-in-the-early-years-a-balancing-act.

14. Every year, a small number of young children are permanently excluded from schools for serious misbehaviour. Last year, 30 were excluded from their schools in this way. The number of younger children who were given fixed period exclusions each year has been increasing steadily. While proportions of children remain very small – less than 1% – this is an increase of over 1,000 exclusions a year compared with five years ago.

Figure 5: Fixed period exclusions for children aged four and under, 2009/10 to 2014/15



1. Age is as at the start of the academic year, which is calculated from the pupil's date of birth, supplied via the school census.

2. Permanent exclusions are not included and individual children may receive more than one fixed period exclusion.

Source: Department for Education

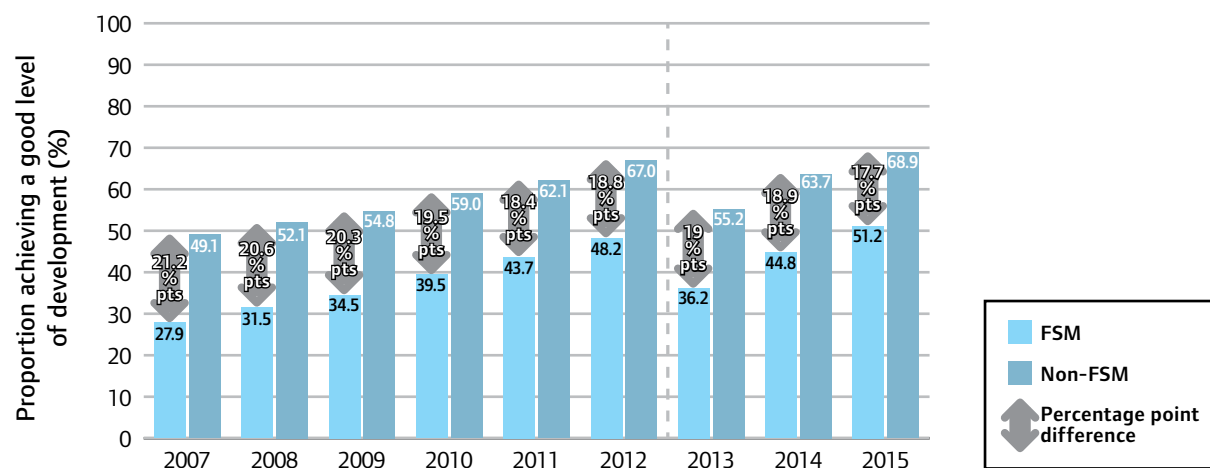
15. A small number of local authorities have alternative provision³⁸ that can serve this younger age group, with the intention that such early intervention will support the child's engagement, cooperation and progress and enable them to return to mainstream provision as soon as possible.
16. In the coming year, we will be asking our inspectors to collect more evidence about behaviour, including around listening skills, preparedness for learning and relationships in early years and about some of these alternative provisions. The aim will be to understand better how the early years contribute to a good foundation for behaviour and attitudes to learning in later school life. This includes what successful schools and settings do that helps stabilise children's behaviour and attitudes, should they enter the provision with problems.

38. Alternative provision includes pupil referral units, free schools and other arrangements; where there is no state-funded alternative provision school to provide an education for these children, other suitable alternative education must still be put in place.

Disadvantage

17. Last year's Annual Report raised concerns about the gap between the proportion of children eligible for free school meals and their peers achieving a good level of development. Though proportions achieving a good level of development were rising for both groups of children, the gap showed very little reduction over many years.
18. As of this year, the difference between children eligible for free school meals and their peers is clearly diminishing. It is now 3.5 percentage points narrower than in 2007. The largest reduction has occurred in the past year. There was a change of methodology in how outcomes were reported in 2012 that made the good level of a development a tougher test. The overall trend of improvement is still apparent.

Figure 6: Proportion of children achieving a good level of development, by eligibility for free school meals, 2007 to 2015



1. The line between 2012 and 2013 represents a change in the early years foundation stage profile (EYFSP) methodology. New methodology applies for the assessments carried out since 2013.
2. Children are defined as having reached a "good level of development" (GLD) at the end of the EYFS if they achieve at least the expected level in the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and in the specific areas of mathematics and literacy.

Source: Department for Education

19. There are variations at local authority level in the gap between the proportion of children eligible for free school meals who achieve a good level of development and their peers. **Hammersmith and Fulham** and **Southend on Sea** have seen large decreases in the gap alongside improvements for all children. In Hammersmith and Fulham, the gap has virtually closed, having decreased from 18 percentage points in 2013 to one percentage point in 2015. The local authority with the largest increase in the gap is **Blackburn with Darwen**, having widened by 10 percentage points. The gap in attainment between children who are eligible for free school meals and their peers has increased in 44 local authorities.

20. A coordinated approach is needed to close the gap in development between children from low-income families and their peers. This must ensure that children most in need of high-quality early education are able to access it. In 2016, we published a report on how local authorities and early years providers support disadvantaged families.³⁹ The survey found that:
 - the range of local children's services was not integrated
 - there was not enough definition of or understanding about disadvantage
 - specific targets to improve outcomes for the most disadvantaged were lacking.
21. The report concluded that many local authorities and health professionals were not clear about who is accountable for improving the rate of development of children in deprived areas in order to close the gap between them and their more affluent peers. Not all local authorities had shared plans for improving the health and education outcomes for this group of children. Local authorities and health trusts often emphasise joint working and express their determination to improve education and health outcomes. However, there is not enough shared strategic planning. There is also too little accountability to check that information-sharing and interventions are effective in reducing the impact of disadvantage early enough.
22. The government has put measures in place to try to address the impact of disadvantage. One of these is funded provision for certain groups of two-year-olds.⁴⁰ Until recently, the take-up of such provision has been slow. However, between January 2015 and January 2016 the percentage of eligible two-year-olds in funded childcare increased by 10 percentage points to 68%. This meant that almost 10,000 more disadvantaged two-year-olds were benefiting from funded early learning.
23. Inspection evidence shows that outstanding providers are consistently mindful of supporting disadvantaged children. They know that they must ensure that these children have the resources and experiences to make at least similar, and if possible even better, progress than their peers.

Tunstall Nursery School in Croydon has improved from requires improvement to outstanding. Staff assess children's progress comprehensively and record their findings accurately so that the children's progress can be plotted clearly. At the end of each session, staff plan highly effectively for the next day's activities. They take the children's interest in the activities as their starting points and then plan how to extend their learning. Disadvantaged children are known to staff and are given high-quality support. This enables them not just to hold their own with other children, but, more often than not, to make stronger progress. Children make extremely rapid progress in gaining knowledge and learning social, language and number skills. This is because activities are challenging and cover a wide range of knowledge and skills.

39. 'Unknown children – destined for disadvantage?', Ofsted, 2016; www.gov.uk/government/publications/helping-disadvantaged-young-children-ofsted-thematic-report.

40. 'Free childcare and education for 2 to 4-year-olds'; www.gov.uk/help-with-childcare-costs/free-childcare-and-education-for-2-to-4-year-olds.

24. Two-year-olds are more likely to be in a funded childcare place in inadequate provision than three- and four-year-olds (4% compared with 2%). There were over 6,000 funded two-year-olds in inadequate provision last year. Inspection evidence shows clearly why attending inadequate provision is likely to further disadvantage children who are already behind. In one setting in the West Midlands, for example, our inspectors reported:

Leaders do not make effective use of meetings with staff, quality assurance observations or training, to drive up the quality of care, learning and development that children receive. Staff do not know how best to support children's learning. They do not plan challenging and interesting activities to support children's learning and development across all areas. Staff's observations and assessments of children's learning are poor. Children make limited progress and gaps in their learning remain. Staff recruitment arrangements are not rigorous enough. Leaders have made staff appointments accepting poor written references. Communication with parents is not well supported by the key person system. Not all staff have a secure knowledge and understanding of the child protection procedures. Children's records contain inaccurate information about individual children's medication and dietary requirements. Risk assessments are not used effectively to identify obvious hazards seen both indoors and out.

As a result of these weaknesses, the setting received an overall effectiveness judgement of inadequate.

Early years funding

25. In April 2015, the early years pupil premium was introduced to provide funding for three- and four-year-old children from disadvantaged backgrounds. Around 76,000 three-year-olds and around 31,000 four-year-olds in early education were eligible for the funding as at January 2016. Inspection reports this year identified some strong practice, in particular providers' use of the premium.

The manager uses the early years pupil premium funding to provide one-to-one support for those children who are not reaching the range of development typical for their age. This helps them to make more rapid progress and catch up quickly in readiness for later learning in school.

Additional government funding is used very well to ensure that disadvantaged pupils are given an equal chance to thrive and take part in all the school has to offer. The money has been spent employing a 'project worker' whose role is to support these children academically and break down any barriers to learning. Children entitled to early years pupil premium funding perform just as well as their peers. Well-focused support using this funding has ensured that there are no significant gaps in attainment between this group of children and others in the nursery.

All children make good progress. The nursery has developed effective partnerships with local schools. They work together to identify gaps in children's learning on entry to Reception class. For example, schools identified that children needed further support to listen and pay attention. In response, the nursery has used the early years pupil premium funding to provide activities targeted at supporting these skills. Children now make faster progress in this area and are better prepared for the next stage of their learning.

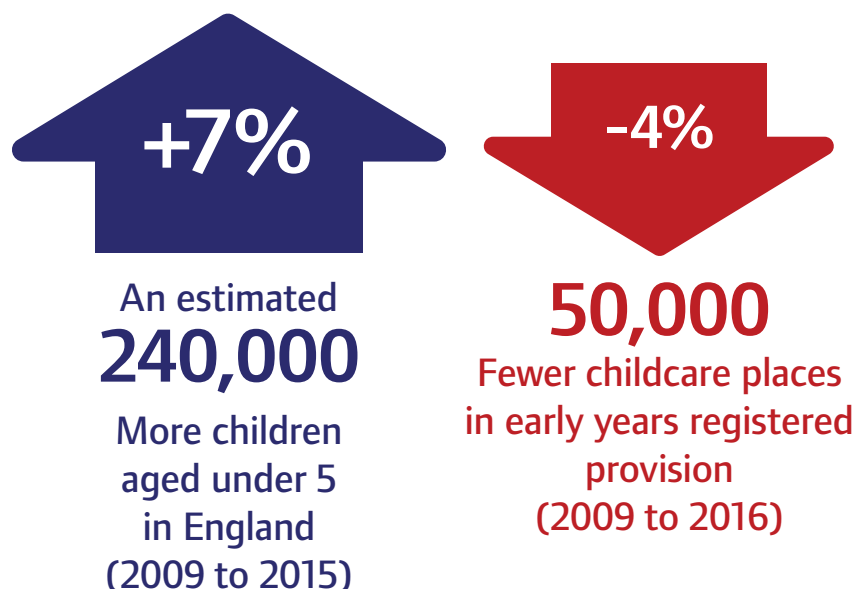
26. Our thematic report 'Unknown children – destined for disadvantage?'⁴¹ highlighted that some providers find the application system for the early years pupil premium too complex. Some are unclear about what evidence they might provide to show successful use of the funding. The current consultation on changes to early years funding⁴² includes proposals to combat some of the complexity of funding arrangements. We will continue during early years inspections to focus on the impact of the pupil premium funding over the coming year.
27. From September 2017, all three- and four-year-olds whose parents or guardians each work 16 hours or more per week and earn under £100,000 per year will be entitled to 30 hours per week of free childcare and education in England. This is double the current entitlement of 15 hours. Pilots in several local authority areas are now underway to test this before it is fully put into practice.
28. However, professionals in the early years sector have expressed concerns about whether there will be sufficient high-quality places to meet the numbers of funded children. The National Day Nurseries Association reports that 89% of private, voluntary and independent nurseries are currently making a loss when providing funded places for 15 hours per week. Given the impact of the introduction of the national living wage, many providers are concerned that funded 30-hour places would not be viable for them and therefore they may not offer them.
29. This concern is being expressed in the context of a growing child population relative to the numbers of places available. The number of early years places in the sector has not increased in line with the growth in the child population in recent years. There are now almost 240,000 more children aged four years or under in England than in 2009. In the registered sector, the number of places available has declined by over 50,000 places since 2009. Although there are now over 100,000 more children under five in early years provision within maintained schools, these places are not available to the youngest children and only to a very small proportion of two-year-olds.⁴³

41. 'Unknown children – destined for disadvantage?', Ofsted, 2016; www.gov.uk/government/publications/helping-disadvantaged-young-children-ofsted-thematic-report.

42. 'Early years funding: changes to funding for 3- and 4-year-olds', Department for Education, 2016; www.gov.uk/government/consultations/early-years-funding-changes-to-funding-for-3-and-4-year-olds.

43. Statistics: school and pupil numbers, Department for Education, 2016; www.gov.uk/government/collections/statistics-school-and-pupil-numbers.

Figure 7: Changes in the population of under-fives and in early years places over time



1. Population estimates are as at 30 June each year and for 2009 are rounded to the nearest 100.

2. Places in early years registered provision at 30 September 2009 and 31 August 2016. Data shows places available for children under eight, not just the early years age range.

Sources: Office for National Statistics, Department for Education and Ofsted

30. The concerns around funding and capacity being expressed by the sector are acknowledged in the recently published government consultation response to the 30 hours free childcare entitlement. This indicates that:

‘many respondents raised issues about the level of funding for the extended entitlement and concerns about the impact on provider sustainability. We have already announced increased annual investment of £1bn for the early years entitlements within the ring-fenced Dedicated Schools Grant by 2019–20. This includes £300m per year from 2017–18 to uplift the average funding rate paid to providers. We are also committed to introducing an early years national funding formula so that funding is distributed more fairly across the country, and have made clear our intention to maximise the amount of funding which reaches frontline early years providers.’⁴⁴

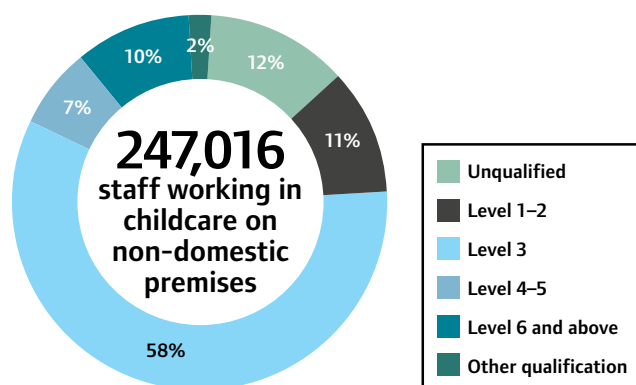
31. The government, local authorities and providers must plan further to ensure that enough funded places are available. They need to make sure the children of parents who cannot afford to supplement the funding do not miss out. This extended provision has the potential to further narrow the gap for disadvantaged children, providing there is capacity in the system to deliver it.

44. ‘30-hour free childcare entitlement’, Department for Education, 2016; www.gov.uk/government/consultations/30-hour-free-childcare-entitlement.

Early education workforce

32. In our 2015 thematic report 'Teaching and play in the early years – a balancing act',⁴⁵ we highlighted how disadvantaged children need to spend more time interacting with adults than their better-off peers if they are to make good progress in their development. In some settings visited, disadvantaged two-year-olds spend up to 100% of their time with adults, who work alongside them, teaching them how to play and engage with the people and world around them. A report by the Nuffield Foundation in 2014 identified that the strength of a more qualified workforce lies in them being better equipped to cater successfully for children at 'greater risk of language and behavioural problems'.⁴⁶
33. There is some evidence that the qualification level of the early years workforce has improved. In 2010, the Nutbrown report found that around 75% of the workforce had a level 3 qualification or above, although not necessarily one relevant to early years. Our inspection evidence shows that around 75% of staff in nurseries and pre-schools now have relevant qualifications at level 3 or above.⁴⁷ In addition, the proportion of private and voluntary providers employing at least one member of staff with early years practitioner or qualified teacher status has risen from 35% in 2011 to 48% in 2016.
34. More than a tenth of early years staff working in nurseries and pre-schools had no relevant early years qualifications at any level. Compared with many other developed countries,⁴⁸ England's workforce has a low proportion of graduates, outside of the maintained sector.

Figure 8: Highest relevant qualification level of each member of staff working in childcare on non-domestic premises, as at 31 August 2016



1. Data includes providers of childcare on non-domestic premises that were active as at 31 August 2016 and where staff qualification information is recorded.
2. Staff qualification information has only been included where it was recorded against the following criteria: staff with Early Years Professional/ Early Years Teacher (EYP/EYT) status, staff with Qualified Teacher Status (QTS), staff with a qualification level 8 through to level 1. A levels are an example of a level 3 qualification.
3. Each staff member is counted once for their highest relevant qualification. Qualifications information is administrative data from Ofsted's inspection and regulation processes, data is only updated at inspection, but errors and omissions in recording and entering the data manually may affect the quality of the source data.

Source: Ofsted

45. 'Teaching and play in the early years: a balancing act?', Ofsted, 2015; www.gov.uk/government/publications/teaching-and-play-in-the-early-years-a-balancing-act.

46. 'Quality and inequality: do three- and four-year-olds in deprived areas experience lower quality early years provision?', Nuffield Foundation, 2014; www.nuffieldfoundation.org/news/disadvantaged-three-and-four-year-olds-losing-out-good-quality-nursery-provision.

47. Qualification data collected at inspection and represents data collected on over 247,000 individual members of staff.

48. 'More great childcare: raising quality and giving parents more choice', Department for Education, 2013; www.gov.uk/government/publications/more-great-childcare-raising-quality-and-giving-parents-more-choice.

35. Higher qualifications mean better quality of provision for all children, but our data suggests that its effects are most marked in areas of highest deprivation. In these areas, settings led by a member of staff qualified to at least early years professional (EYP) level and with a high proportion of staff qualified to at least level 3 are more likely to be good or outstanding. A recent report from Save the Children similarly emphasises the importance of highly qualified early years staff, particularly for certain groups of children whose development is at risk.⁴⁹
36. There is also evidence that early years workers in outstanding or good provision are likely to be paid more than those in provision that requires improvement or is inadequate.⁵⁰ This happens in all of England's regions and is most pronounced in London, the West Midlands, the East Midlands and the South East. The dominance of young workers and apprentices contributes to the overall low pay in the early years and childcare workforce. This is because statutory minimum wage rates are lower for the under 21s and apprentices.
37. Steps to increase the levels of qualifications available in early years resulted in the introduction of early years teacher status (EYTS) in 2013. Government funding is available to support providers and trainees. The government is developing an early years workforce strategy that will set out how they will help employers to attract, retain and develop staff. The purpose of the strategy is to support staff to reach their potential and to make sure that children benefit from the knowledge, skills and experience of a well-qualified workforce.
38. From April 2015, Ofsted's initial teacher education (ITE) inspections have included inspections of EYTS programmes. Ten early years ITE providers have been inspected so far, of which eight are currently good and two require improvement.⁵¹
39. Strengths and weaknesses vary across these ITE providers. In three provisions judged good but with outstanding leadership and management this year, common strengths can be seen. The passion, commitment and hard work of leaders and managers in developing the courses were commended and also the ways in which they worked with providers to improve the quality of early years provision locally and regionally. The combined efforts of all leaders and managers resulted in greater consistency and accountability. Trainees and schools were clear as to what was expected of them. Trainees' progress was tracked clearly and rigorously.
40. In provision that was not yet good, there were common areas for development, such as the need to develop quality assurance procedures to ensure trainees' entitlement and reduce inconsistencies, for example in the quality of trainees' assessment. The quality of mentoring and target setting that trainees receive needed to be enhanced to support their professional development.

49. 'Untapped potential: how England's nursery lottery is failing too many children', Save the Children, 2016; www.savethechildren.org.uk/2016-11/new-report-highlights-acute-shortage-nursery-teachers-across-england.

50. 'In for a pound: the relationship between staff wages and Ofsted grades in group-based childcare provision', Family and Childcare Trust, 2016; www.familyandchildcaretrust.org/%C2%A31-hour-wage-increase-makes-good-nurseries-outstanding-new-research-finds.

51. Two of these eight good providers were judged to require improvement in autumn 2015 but improved to good at a subsequent inspection, later in the year. The two providers that currently require improvement were judged to require improvement at both of their inspections in 2015/16.

41. Responses to our trainee questionnaire show that trainees are generally positive about their training experience and particularly about the expertise of university tutors and the support and guidance they provide. However, some trainees raised concerns about:
 - their employment prospects
 - placements and the quality of training and mentoring they receive, particularly in phonics and special educational needs and/or disabilities.
42. Within the sector, there are wider concerns. Providers report that they are finding it difficult to recruit and retain trainees because of a lack of understanding about EYTS and how it is perceived in relation to qualified teacher status by potential applicants, trainees and employers.⁵² As a consequence, early years ITE programmes are not always viable. Development of the early years workforce is a key government priority and a new early years workforce strategy is due to be introduced in 2017.

Transition to primary

43. In April 2014, we published our early years survey report 'Are you ready? Good practice in school readiness'.⁵³ This looked at how the most successful early years providers ensure that disadvantaged children are ready for school. There is no formally agreed definition of 'school readiness'. However, where schools and feeder settings had developed partnerships to support transition, they were more likely to have developed a mutual understanding of what was expected in children's readiness. They helped both parents and children in identifying the right schools. They supported them through transition, with keyworkers often accompanying families to school visits.
44. Some of the providers visited for the 2014 review have been re-inspected this year and all have retained a good or outstanding rating. Readiness for school and support for transition remain a strong feature of these provisions. Receiving schools acknowledge this support as enabling children to both settle quickly and to move forward smoothly in their learning and development.
45. This year, inspectors from Ofsted's East Midlands regional team visited a range of education providers to look at their transition arrangements. Much of the transition support across all phases focused on helping children adjust to the new environment. In early years, adjusting socially and supporting families to find the right school for each child also featured strongly. Less emphasis was placed on curriculum continuity and on sharing information about children's current levels of understanding and knowledge. However, in some clusters, receiving schools and transferring settings did work closely together. They offered a range of parental and mutual support. This focused on providing information, forming positive relationships and helping families to make choices and to understand the routines, culture and ethos of the schools. Some schools and settings offered training to parents on school readiness and managing children's behaviour.

52. 'Speech: we are in a golden age of childcare', Department for Education and Sam Gyimah MP, 2015; www.gov.uk/government/speeches/sam-gyimah-we-are-in-a-golden-age-of-childcare.

53. 'Are you ready? Good practice in school readiness', Ofsted, 2014; www.gov.uk/government/publications/are-you-ready-good-practice-in-school-readiness.

Chuter Ede School was judged outstanding in 2013. It is part of the Newark partnership of schools and works with six pre-school providers. Outcomes for vulnerable groups are historically strong in terms of progress and attainment. Senior leaders acknowledged that even more can be done to raise outcomes at the end of the early years foundation stage and key stage 1.

Inspectors found that the school had a clear vision of what transition should look like. Parents were encouraged to make several visits with their children before the start of term. A booklet called 'My new school' is shared with all children. Early years staff visit each home and encourage parents to fill in a 'hopes and aspirations' booklet about their child. A formal meeting is arranged with parents to help them to support school readiness. This has resulted in 'Ready, steady, go', a document now adopted by the Newark partnership. Key workers visit children in their pre-school setting. They meet with the pre-school staff to gather detailed information about children's interests, learning and personal development. Baseline information is also gathered in the first weeks of term to help inform groups and identify any immediate interventions needed. This information is moderated with other schools and settings in the cluster. Pre-school providers are invited to visit in the term following transition to see their alumni. They discuss how things have gone and any modifications that might support groups or individuals even more in future transitions.

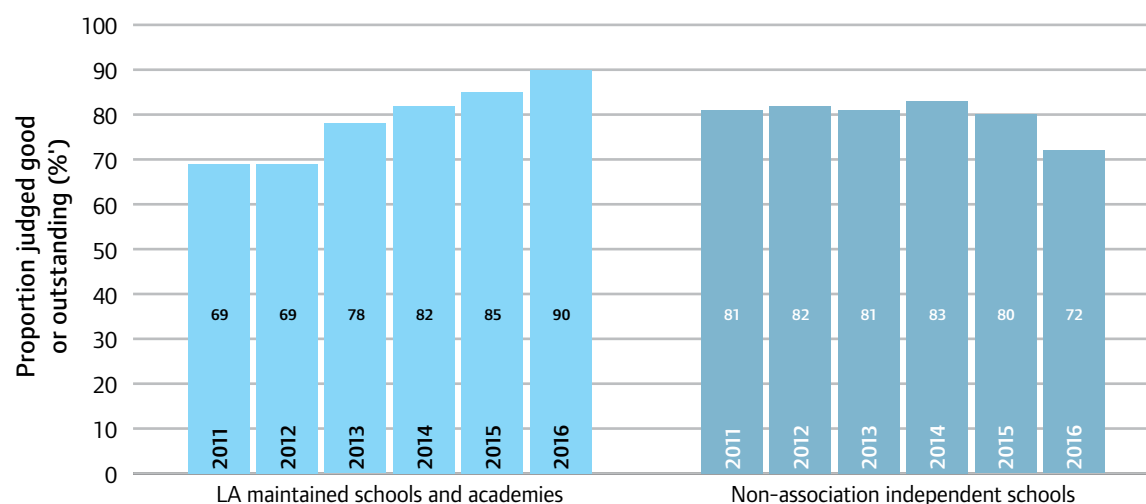




Primary education

46. Over the past six years, the landscape of primary provision has changed dramatically. At the end of August 2016, 90% of primary schools held a judgement of either good or outstanding, representing better chances of a high-quality, state-funded education for 1.3 million more pupils.

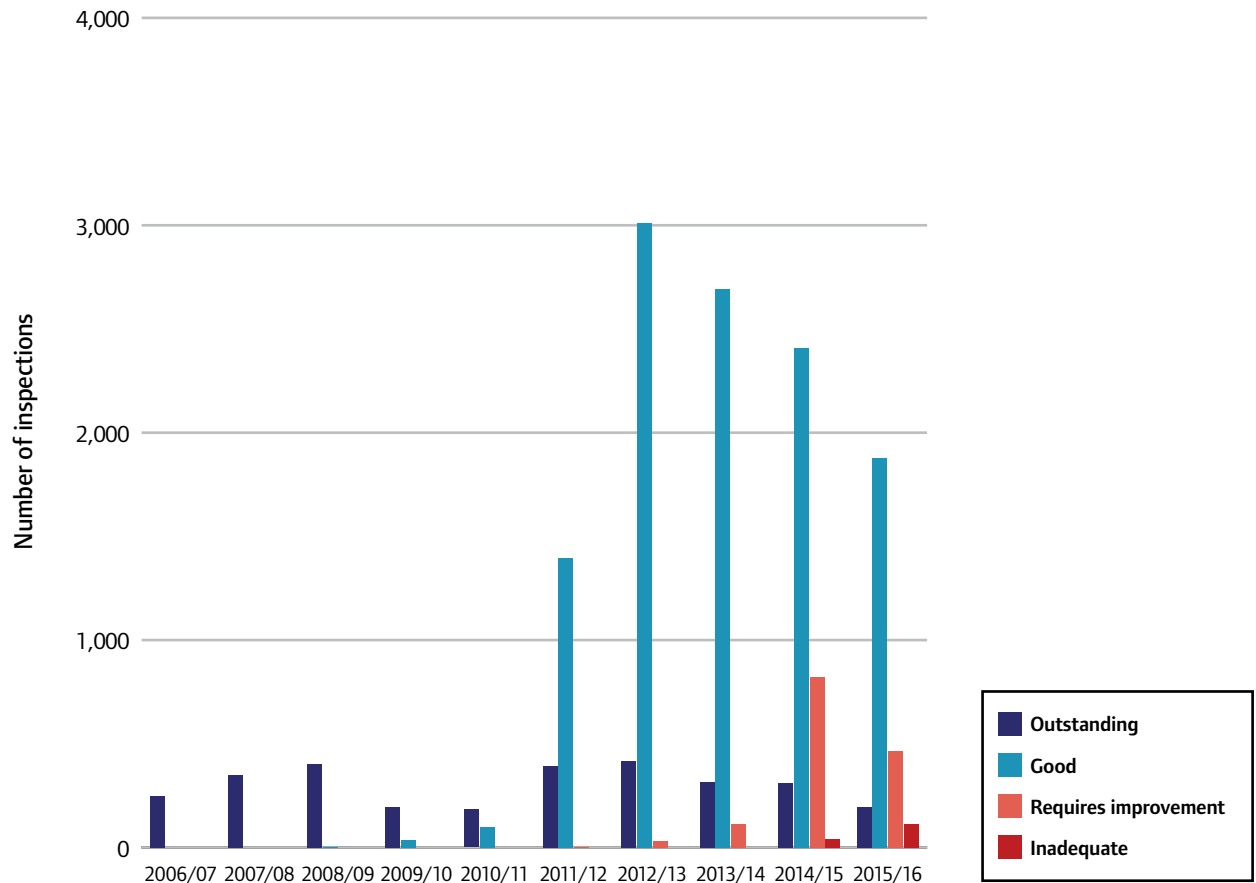
Figure 9: Proportion of primary schools judged good or outstanding for overall effectiveness at their most recent inspection, 2011 to 2016



1. Based on inspections conducted by 31 August 2016 where the report was published by 30 September 2016.
 2. Non-association independent schools are considered to cater for pupils of primary school age if the statutory high age which the school is registered for is 11 or under. Data excludes special schools. All through schools which cater for both the primary and secondary school age groups are excluded here but are included in the secondary school chart.
 Source: Ofsted

47. The overwhelming majority of schools serving primary aged children that we inspect are maintained schools. As at 31 August 2016, there were 16,772 maintained primary schools. We also inspect the 231 independent schools for primary aged pupils that are not part of an association. Half of these independent schools have a faith ethos. The long-established independent schools with international reputations are generally members of an association and therefore not inspected by us.
48. It is our practice to report on the 'most recent' inspection of all schools, to give a picture of standards nationally. However, not all schools have been inspected in recent years. It is government policy and the law that once a primary or secondary local authority maintained school or academy is judged to be an outstanding school it becomes exempt from routine inspection. There are therefore a growing number of schools where the most recent inspection judgement for that school was given up to nine years ago.

Figure 10: The most recent inspection outcomes for all primary schools, grouped by the year in which the school's most recent inspection took place



1. Schools that have had a short inspection more recently than their last full inspection are shown under the year of their short inspection.
 2. There are 39 good schools whose last inspection was in 2009 or 2010, because the school has had a change of status. Their next inspection will take place within three years of the change of status.
 Source: Ofsted

49. The ongoing improvement in the quality of primary schools has had the most benefit in areas of the country that needed it most. In August 2012, only 59% of primary schools with the highest proportion of pupils from deprived areas⁵⁴ were judged good or better. This was 24 percentage points lower than the schools with pupils from the most affluent areas. Now, in August 2016, there is still an imbalance, but the gap is much smaller. Eighty-six per cent of primary schools with the highest proportions of disadvantaged pupils are now good or outstanding, an increase of 27 percentage points. The gap is now 9 percentage points, so it has more than halved in only four years.
50. This effect is concentrated in those areas that were least well served by the provision of primary schools. In 2011/12, we published the proportions of good and outstanding primary schools in every local authority in England. There were 23 local authorities where fewer than 60% of pupils attended a good or outstanding primary school. Of these 23 areas, all have seen increases, and

54. This is based on the 20% of schools with the highest IDACI scores (which reflect the deprivation of the area where each pupil lives).

only two have seen increases below the level seen nationally.⁵⁵ In some areas the change has been dramatic: for example, the proportion of pupils attending a good or outstanding primary school in Coventry has more than doubled.

Table 2: Improvement in the proportion of pupils in good or outstanding schools by local authority area, 2012 to 2016

Local authority	% of pupils in good or outstanding primary schools 2016	% of pupils in good or outstanding primary schools 2012	Change from 2012 (%pts)
Coventry	93	42	▲ 51
Telford and Wrekin	95	53	▲ 42
Hackney	96	56	▲ 41
Thurrock	89	49	▲ 40
Waltham Forest	96	56	▲ 40
Tameside	93	57	▲ 37
Haringey	95	58	▲ 36
Bristol	93	58	▲ 36
Derby	78	43	▲ 35
Wakefield	87	52	▲ 34
Reading	87	53	▲ 34
Shropshire	93	59	▲ 34
Kent	88	55	▲ 33
Sandwell	90	57	▲ 33
Portsmouth	86	53	▲ 32
Medway	84	54	▲ 30
East Riding of Yorkshire	84	55	▲ 28
Norfolk	86	59	▲ 27
Wolverhampton	78	53	▲ 25
Oxfordshire	84	59	▲ 25
Northamptonshire	82	59	▲ 23
North East Lincolnshire	71	56	▲ 15
Walsall	73	59	▲ 14

	Improvement above the national level
	Improvement below the national level

1. Based on inspections conducted by 31 August 2016 where the report was published by 30 September 2016.
Source: Ofsted

55. During this period, weaker schools have been inspected more frequently than higher performing ones. The weakest areas of the country have therefore had more opportunities to demonstrate improvement. However, this would have had no effect unless improvement was taking place. Data is also affected by local authority schools closing and the sponsor-led academies that replace them not being included in the data until their first inspection as an academy. This affects different local authority areas to different levels, and at different points in time.

Outcomes at the end of primary school

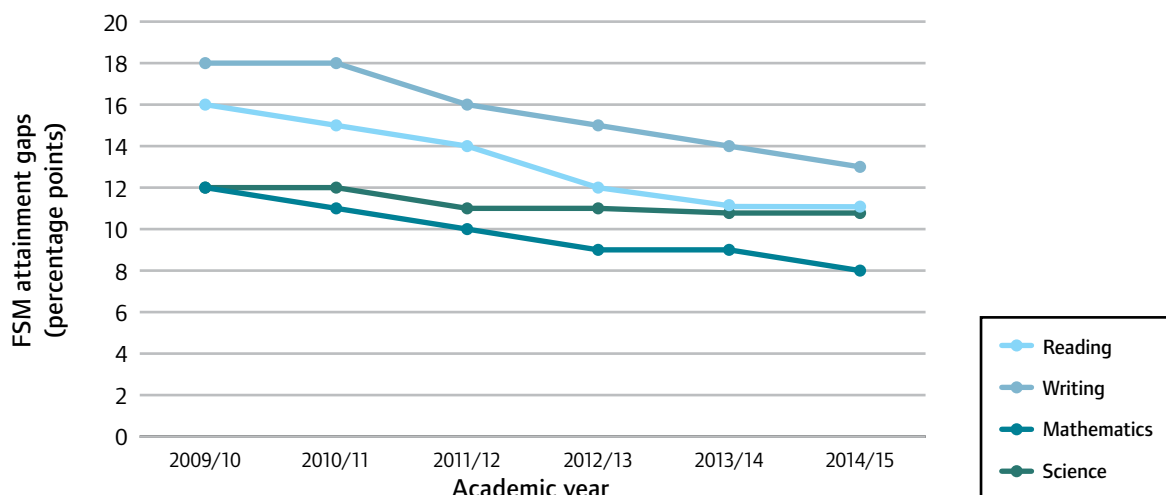
51. As part of changes to the national curriculum, assessment and testing in primary school, the expectations for pupils at the end of key stage 2 have been raised. A new more challenging national curriculum was introduced in 2014. In 2016, pupils were assessed using new externally marked tests and interim frameworks for teacher assessment. Results are no longer reported as levels: each pupil receives their test results as a scaled score and teacher assessments based on the standards in the interim framework. The expected standard in the tests is a scaled score of 100 or above. The results for primary schools in 2016 appear lower than in 2015, but data is not comparable across the two years. This is because the tests are different and reflect the extent to which expectations for what pupils should achieve by the end of primary school are considerably higher than the year before.
52. In 2015, the proportion of pupils achieving Level 4 or above in reading, writing and mathematics ranged from 78% in Yorkshire and the Humber, to 84% in London. In 2016, 52% of pupils nationally reached the new and more challenging expected standard in reading, writing and mathematics, and 5% reached a high standard. The highest performing region was again London with 57%, and the lowest performing regions were Yorkshire and the Humber and the West Midlands, at 49%. The spread between the lowest performing regions and the highest was wider than in 2015.
53. Attainment at the new expected standard is highest in spelling, punctuation and grammar, at 72%, while 70% of pupils reached the expected standard in mathematics, and 66% in reading. In writing, 73% of pupils were assessed by teachers as working at the expected standard: a little higher than in any of the tested subjects.
54. As in previous years, girls did better than boys in reading, writing and mathematics combined. Fifty-six per cent of girls achieve the expected standard in all of reading, writing and mathematics compared to 49% of boys. The gap between girls and boys is larger than that seen in previous years.

Disadvantage

55. One of the strengths of primary provision has been the impact of better teaching on the learning of pupils who are eligible for free school meals. The trend over the past seven years has been for a slow but progressive narrowing of the gap in attainment between these pupils and their peers. At key stage 1, the attainment gap between pupils eligible for free school meals and their peers narrowed in all subjects from 2010 to 2015, with the greatest improvement between the two groups of pupils in reading. In reading, the gap has narrowed by six percentage points over the same period.
56. In 2014, the key stage 1 curriculum underwent a number of changes. In 2016, the first cohort of pupils taught under the new system reached Year 2, with a new set of tests being administered, which again raised the expected standard of achievement. As in key stage 2, the data for 2016 is therefore not comparable with previous years. By 2015, the attainment gaps between pupils eligible for free school meals and their peers had reduced to 10, 13, eight and 10 percentage points for reading, writing, mathematics and science respectively. In 2016, the percentage point gaps in the new framework for these subjects were 17, 18, 18 and 15.

57. Similar improvements have been observed at key stage 2 where the gap has also narrowed. At age 11, the benchmark of at least Level 4 in reading, writing and mathematics was achieved by 66% of pupils eligible for free school meals, a rise of seven percentage points between 2012 and 2015. This was a faster rise than their peers, at five percentage points.⁵⁶

Figure 11: Difference in the key stage 1 attainment of pupils eligible for free school meals and other pupils, 2010 to 2015



Attainment is defined as achieving Level 2 and above at key stage 1.

Source: Department for Education

58. A feature of this improvement for pupils eligible for free school meals has been the focus on reading and literacy across the curriculum, including the use of phonics. While a systematic approach to teaching early reading through phonics has been in use in schools for many years, the widespread teaching of systematic, synthetic phonics as a body of knowledge, as expected by the national curriculum, is more recent. To assess its success, the national phonics screening check was introduced in 2012. Between 2013 and 2016, the proportion of pupils reaching the expected standard at the end of Year 1 rose by 12 percentage points, and the difference between disadvantaged pupils and their peers reduced by three percentage points.
59. Evidence from inspection indicates that where a school ensures that they are following a systematic, synthetic approach to learning to read, pupils become confident and fluent readers quickly. Inspectors have found that the hallmarks of effective phonics teaching include:⁵⁷
- a commitment, from leadership down to teaching staff, that phonics is the prime approach to recognising words and the quickest route to learning to read and enjoying books
 - a systematic approach to learning sounds and their written representations that builds progressively from the simple to the complex
 - consistent application and practise of word recognition through the regular reading of appropriately challenging books, especially for disadvantaged pupils

56. 'Statistics: key stage 2, Department for Education', 2016; www.gov.uk/government/collections/statistics-key-stage-2.

57. This is based on iterative findings from inspection reports and multiple thematic reports ('Reading by six' (2010), 'Ready to read' (2014), 'Teaching and play: a balancing act' (2015)) and reflects the training given to inspectors on effective practice.

- an approach to assessment that allows leaders and teachers to know where a pupil is at in their journey towards learning to read, and what still needs to be covered to ensure that they are ready to read
- frequent opportunity to link reading and spelling, including the development of pupils' handwriting through an early focus on correct letter formation.

Curriculum

60. A new national curriculum for primary pupils was introduced in 2014, with pupils aged 11 taking new standardised tests for the first time in 2016. These tests, covering reading, grammar and spelling, writing and mathematics, were designed to be significantly more challenging than previous tests. The new national curriculum introduced many concepts to pupils years earlier than the curriculum it replaced.

At **Lady Seaward's Church of England Primary School**, inspectors found that pupils of all ages are offered a broad and well-considered curriculum that balances academic rigour and wider curriculum experiences. The school places a strong emphasis on academic study to high standards in English, mathematics and science, but also a wide array of sporting and musical clubs, supplemented by the cleverly thought-out enrichment programme. Parents, pupils and staff are overwhelmingly impressed by pupils' gains in confidence and aptitude developed through, for example, the technical theatre workshop programme producing the nativity play and working at the Northcott Theatre in Exeter. Funding to increase pupils' participation in physical activity and improve their performance in physical education and sport is used well. A large proportion of pupils take part in competitive sports. The range of activities and clubs, including badminton and archery, is very broad.

The curriculum provides an excellent foundation for pupils' appreciation of British values with a blend of national experiences, such as trips to Parliament, and local culture. Visits to places of worship and hearing visitors from Brazil explaining cultural art techniques contribute significantly to pupils' cultural understanding.

61. The underlying importance of literacy means that reading, writing, spelling and grammar remain of the utmost importance in the primary curriculum. However, this clear emphasis, which has been embraced successfully by the vast majority of primary schools, can create a risk that the curriculum becomes narrowed.
62. This year, evidence from inspections and feedback from teachers, parents and pupils highlighted a number of concerns about the science and foreign languages curricula in primary schools.⁵⁸ The pupils spoken to told inspectors that they enjoyed studying science and typically had the opportunity to learn a foreign language. However, both subjects sometimes suffered because not enough time was available for in-depth study. None of the schools visited spent more than

58. For science, this is based on evidence from risk-assessed inspections of 234 primary schools. For foreign languages, this is based on evidence from inspections of 106 primary schools, and views from 215 parents, 316 practitioners and 6,000 pupils. All during 2015/16.

two hours a week on language study and the majority (over two-thirds) spent less than an hour on it. Around four in 10 practitioners identified pressures on time as one of the biggest barriers to effective teaching of the subject in primary schools. More time was given to science, with the majority of schools spending between one and two hours on this subject. Around a fifth of schools, however, spent less than an hour on this core subject.

63. For foreign languages in particular, there was a view from some practitioners and from more than half of parents that foreign languages were given a relatively low priority. Where schools were highly effective in their teaching of foreign languages, there was a clear importance placed on the subject within the school. This importance manifested itself in a number of ways. Some schools invested in specialist teachers and these schools started teaching the foreign language earlier than was required. Inspectors also noted an emphasis on supporting staff to develop their knowledge and skills. These schools were well connected with what was happening in other schools in language teaching. However, in the other schools inspected, primary school teachers' lack of confidence in delivering a foreign language was a clear barrier to better teaching. In over half the schools, subject knowledge was seen as a challenge. A lack of recruitment of specialist teachers was a factor in this.
64. In around a quarter of schools in this study, inspectors felt that pupils were not well prepared for further study of a foreign language. A similar proportion of parents of secondary aged pupils who fed back to us echoed this concern. There were some similar concerns for science. In just under a fifth of these schools, inspectors considered pupils not to be well prepared for key stage 3 science.
65. Around half of schools that were visited in this study were not coordinating well with secondary schools to make the transition effective in terms of their modern foreign language learning. For example, a parent described how their child had to change language between primary and secondary, even though the primary school was local to the secondary school.
66. Pupils told inspectors that they like science because they do experiments and they love investigating. A lack of separate science lessons was associated with pupils not being given the opportunity to undertake practical investigations or explain scientific ideas in writing, based on the knowledge they had acquired. When schools use scientific writing well, it helps pupils to understand and explain ideas effectively. Pupils develop scientific vocabulary and show an understanding of fair testing. In schools where scientific writing was weak, all pupils had written the same thing, or the writing involved worksheets or tick boxes. Writing in science was used to develop literacy, but sometimes the literacy was the prime focus, rather than the scientific knowledge and understanding.
67. In another study carried out by inspectors this year, the impact of limited time in the curriculum, a lack of separate lessons and limited opportunity to develop learning at greater depth were also identified as issues for the study of design and technology in primary schools.

Design and technology in primary schools

Inspectors gathered evidence about design and technology (D&T) provision from 26 primary schools in 2016. The proportion of time pupils spend on the iterative design process, working creatively to solve relevant design problems, was typically very limited. Often the D&T projects were linked to a whole-school theme or topic. This resulted in a prevalence of projects that asked pupils to 'design' a model of a historical item such as a Tudor house, Mayan headdress, Roman shields or pottery. Leaders and teachers described these as design projects when they were actually 'craft model making' activities, neither improving the pupils' historical knowledge nor their D&T expertise. Some projects linked to themes such as space and transport required pupils to design a space rocket, or a moon buggy. Such projects can inspire creativity and imagination. However, because the pupils were designing something they could not test the functionality of, they did not learn to refine and develop their first ideas into something that worked. Very little evidence was found of pupils having opportunities to apply knowledge of computing to program, monitor or control their designs.

Where school leaders had a better grasp of subject requirements, projects were focused on a useful, testable, age-appropriate context. Designing a vehicle became 'design a vehicle for teddy'. Designing a rocket involved designing a rocket that could propel something into the air and for which the success of the design could be tested. Several schools provided a range of examples of pupils designing for a purpose. These included designing vehicles to transport an egg safely and designing and constructing shelters.

When planning to meet the 2014 D&T national curriculum requirements, leaders typically focused on the end of key stage expectations to define what pupils should be taught, instead of just using these expectations as indicators of where children broadly might be in terms of their knowledge, understanding and skills. In other words, these schools worried about teaching to the end-point assessment before mapping out the curriculum coherently. As a result, the overall aims and purpose of the subject were overlooked or not considered rigorously.

Assessment was another area of significant weakness. In most cases, schools had not yet developed an approach to assessing pupils' achievement in D&T in line with the new national curriculum because of the priority given to English and mathematics. Leaders had not defined the precise skills and knowledge they expected pupils to acquire in the subject at the end of each project or over time. Therefore, teachers were not well placed to judge how well pupils had achieved or what their next steps should be. The need for pupils to have opportunities to practise and develop expertise was a clear gap.

Assessment in primary schools

68. In 2014, the government abolished the previous system of national curriculum levels, leaving schools free to develop and use their own systems of assessment. On inspection this year,⁵⁹ inspectors noted that only around one in four schools were at a good stage of developing an assessment system in the absence of levels. Around one in three schools were at an early stage of developing their systems. Almost exclusively, reading, writing and mathematics were the areas focused on for this assessment development work.



59. Evidence was collected during 2015/16 from 259 routine inspections of primary schools and secondary schools.

69. Inspectors found that a small number of secondary schools were working closely with their primary 'feeder schools' to come to a common understanding and approach to 'life without levels'. This increased outward focus was also shown in the use of external moderation across groups of schools (around one in three schools). In some schools, inspectors recorded improvement in staff understanding and confidence in shaping the curriculum for their pupils, in turn leading to improved quality of teaching, learning and assessment. This is positive, because it signals growing knowledge about curriculum development among the profession, something that has been missing for some time.
70. Not everybody is content about the move away from national curriculum levels. Where a small proportion of governors reacted positively to the change, responses from our call for evidence on governance⁶⁰ showed that these were in the minority. Governors were clearly confused about the reason for the change and made the point that challenge was difficult when the yardsticks are internal rather than linked to a national system. The most common views given were either that the loss of levels was a step backwards, or that it had not been properly explained to them. The common perception was that the change made it difficult to understand school systems, how progress was measured and whether progress was good enough.
71. The change has not had the desired impact in a significant minority of schools. Around one in five were still using at least some aspects of the old system. Inspectors noted the continuing use of 'levels' and 'sub-levels' without taking into account the underlying changes to the national curriculum, its contents and the increased expectations.

Transition from primary

72. An effective transition from primary to secondary school is very important. The best transition ensures that pupils get off to a flying start in their academic studies at secondary school. It involves effective collaboration and communication between primary and secondary partner schools, focused on the curriculum and underpinned by a shared understanding of the ways learning is assessed and the language of assessment. This is more crucial than ever, following the recent changes to the curriculum and national assessments.
73. Evidence gathered from primary schools this year was consistent in its key concern.⁶¹ Primary leaders thought that secondary schools were confused by and/or unaware of the new way that pupils' attainment in national key stage 2 tests is reported, now that national curriculum levels have been abolished. Primary school leaders suggested that, as a result of these changes, there was no longer a shared language of assessment between primary schools and their secondary partners.

60. There were 2,632 responses to the call for evidence from chairs and vice-chairs of the governing body, other governors and clerks, business managers, school staff including headteachers, advisers and chief executive officers.

61. Based on evidence collected on inspection from 35 primary schools. The views of 18 secondaries identified by the primary schools as one of their main transition partners, were surveyed through follow-up phone calls. 30 members of Ofsted's parent panel who are parents of new Year 7 pupils, completed a survey about their child's transition in English and mathematics.



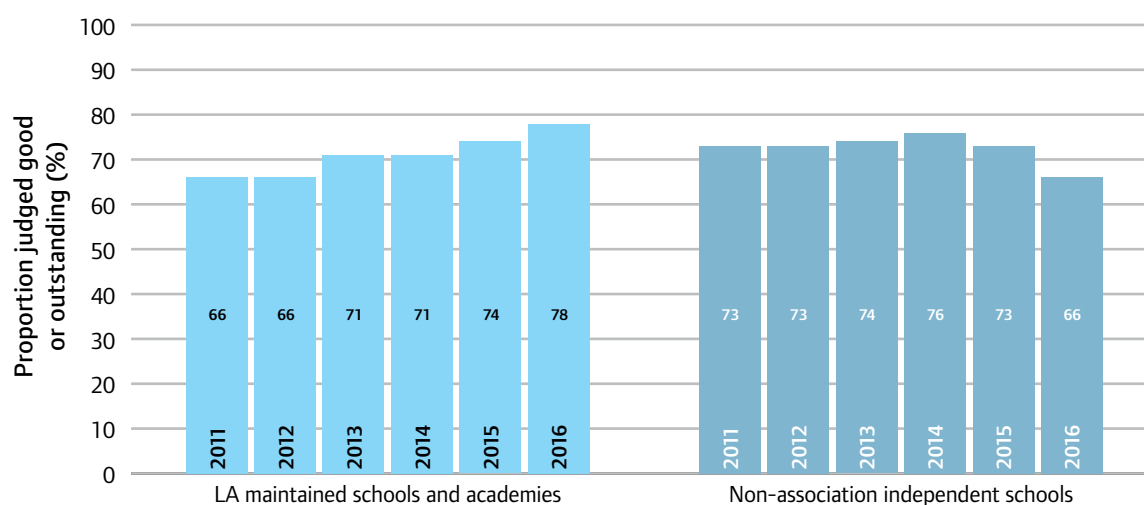
74. A key issue, from the primary perspective, was that the secondary schools were unwilling to take on board the wealth of information that the primaries had about pupils' academic strengths and weaknesses. A number of secondary schools had not altered their approach to transition this year, despite the far-reaching nature of the changes to assessment nationally. This was shown when some secondary schools asked their primary school colleagues for attainment information displayed in terms of national curriculum levels. Some primary leaders commented that they had made a determined effort to share detailed information, such as how well pupils can solve problems in mathematics and interpret complex vocabulary in English, with colleagues in secondaries. However, a perceived sense of mistrust between primary and secondary colleagues, coupled with confusion about how learning is assessed, meant that in most cases, this rich stream of information had not been shared.
75. As part of our work looking at transition arrangements, we spoke to some parents of new Year 7 pupils. Some of these parents were very disappointed that their youngsters were repeating learning at secondary school that had already been mastered in the lower years of primary school. Parents were particularly concerned by comments made by teachers in pupils' first lessons at secondary school, such as: 'I'm going to assume you know nothing about this and start right at the beginning'.



Secondary education

76. The proportion of good and outstanding maintained secondary schools has increased again this year, with more than 420,000 more pupils in good and outstanding secondary schools than in 2010. While the overall performance of secondary schools still lags behind primary schools, and there is more to be done to bring schools in the North and Midlands up to the level of the rest of the country, the overall trend has been for better teaching in secondary schools and more schools providing a good or outstanding education.

Figure 12: Proportion of secondary schools judged good or outstanding for overall effectiveness at their most recent inspection, 2011 to 2016



1. Based on inspections conducted by 31 August 2016 where the report was published by 30 September 2016.
 2. Excludes other independent special schools. Secondary includes 'all-through' schools where pupils cover all key stages.
 3. Secondary non-association independent schools include those schools where the statutory high age is 12 or older (secondary), or where the statutory age range covers all key stages (all through).
- Source: Ofsted

77. While the overall picture in maintained secondary schools is an improving one, with an increase of 12 percentage points since 2011, there has been a considerable fall in the quality of non-association independent schools serving secondary aged pupils since 2014. In 2014, the independent school standards were amended and strengthened. Since 2015, these independent schools have been inspected against the common inspection framework, which holds them to account in similar ways to maintained schools for the quality of their work. In 2015/16, 28 independent schools for secondary aged pupils declined from good or outstanding to less than good. Sixteen of these were faith schools. Common features in declining schools⁶² were poor leadership, management and governance. Because of poor monitoring of safeguarding practices and the quality of teaching, weaknesses were able to develop without intervention being taken. A failure to stay up to date with current requirements was frequently an issue. For many of the faith schools that declined, there were also concerns about the narrowness of the curriculum.

62. This is based on a review of 28 reports of non-association independent schools inspected this year that declined to less than good.

78. The overall rate of improvement in maintained secondary schools has not been replicated in every region. The two regions that have seen the strongest improvements in the proportion of secondary schools judged good or outstanding between 2011 and 2016 are East of England (21 percentage point increase) and Yorkshire and the Humber (15 percentage point increase). However, the position in Yorkshire and the Humber was so low in 2011 – only 55% of secondary schools were good or outstanding – that the region is still slightly behind where London was five years ago.
79. In some parts of the North and Midlands, improvement over the last five years has stagnated. In 2011, the North West was one of the stronger regions, but the proportion of pupils in good and outstanding schools is now just over three percentage points higher than five years ago. This means there are only just over 3,000 more pupils in good and outstanding secondary schools in the region compared to an increase of over 90,000 pupils in London in the same period.⁶³
80. Last year we reported that there was an 11 percentage point difference in the proportion of good and outstanding secondary schools in the regions of the North and Midlands compared with the rest of the country. This remains an issue; in fact, the gap has widened further this year to 12 percentage points. There are more than twice as many secondary schools judged inadequate: 98 schools in the North and Midlands (6%) compared with 44 in the South and East (3%).

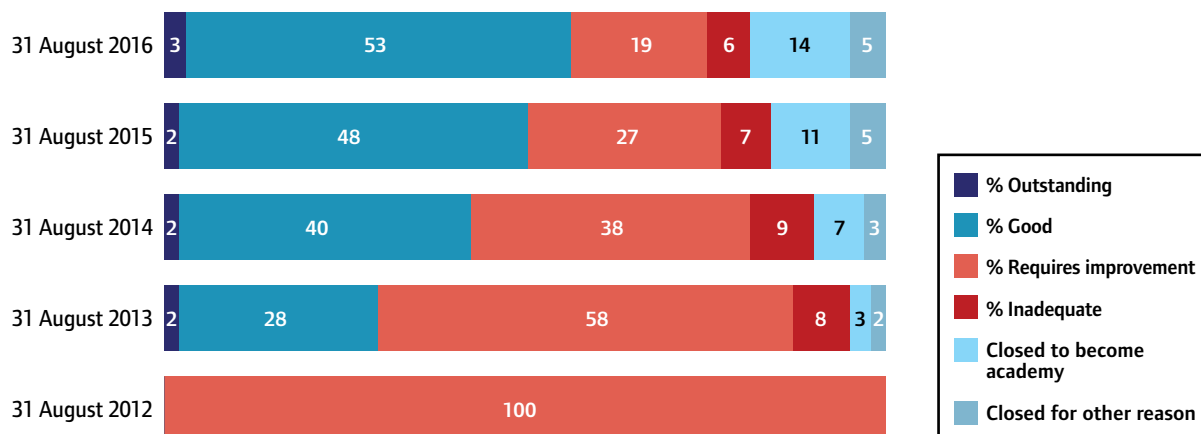
Improvement in secondary schools

81. One factor that leads to higher proportions of good and outstanding secondary schools over time is the improvement of schools that were previously judged satisfactory. In 2012, Ofsted removed the judgement 'satisfactory' and replaced it with 'requires improvement'. When that change was made, there were 933 schools that were satisfactory. In 2016, the majority of those schools (56%) are now good or outstanding schools. A smaller proportion of these schools (19%) have closed. Of the 234 schools that are still open and less than good, more than a quarter are proposed to close in the future.⁶⁴

63. While a declining pupil population in the North West has contributed to some of the difference between the two regions, it does not account for it entirely.

64. Data based on schools open as at 31 August 16. In September 2016, Department for Education data suggests that a further 65 schools were due to close at some stage.

Figure 13: Improvement in the overall effectiveness of secondary schools that were satisfactory in August 2012 (percentages)



1. On 31 August 2012, 933 secondary schools had been judged to be satisfactory at their most recent inspection.
 2. Reason for closure taken from Edubase on 2 September 2016.
 3. Where a school has become a converter academy, the school retained the inspection outcome of their predecessor school and the inspection outcome is shown in the chart. However, where a school closed to become a sponsor-led academy, the school is shown as 'Closed to become an academy'.
 4. Percentages are rounded and may not add to 100.
- Source: Ofsted and Department for Education

82. This year, in secondary schools that improved to good or outstanding from requires improvement, it was the strong capacity of leaders and managers to secure improvement that made the difference.⁶⁵ In the eight secondary schools that went from requires improvement to outstanding this year, leaders responded quickly and incisively to the challenges and areas for improvement from previous inspections. Leaders at all levels were united in their purpose and understanding of their roles and responsibilities. Communication and collaboration were strong and the headteachers set an ambitious direction to improve learning, which leaders throughout the school were consistent in following. Staff felt actively involved in the development of the schools.
83. The leaders who created this successful improvement had clear oversight of standards within the school. Their strong evaluative skills enabled them to analyse the performance of the school and target improvement activity appropriately. Their management was solid and consistent and focused on the right things. Their decision-making developed sustainable improvement as well as tackling immediate short-term issues.

65. This is based on a review of the reports of 114 secondary schools that improved from requires improvement to good or outstanding this year.

84. A common feature in improving schools was a more purposeful and accountable role for middle leaders. This was an integral part of developing a sharper focus in their work on improving teachers' expertise. Successful schools both developed the confidence of middle leaders to take a greater role in improving teaching and ensured that they had the confidence and skills to hold teachers to account for weak practice. Successful middle leaders in these rapidly improving schools were continuously checking and challenging staff about the progress of different groups of pupils. Middle leaders were made accountable for good continual development of teachers that supported improvement in poorer performance and rewarded good performance. Schools made good use of mentors and shared good practice across the organisation.

The principal of **Oldham Academy North** has been instrumental in driving rapid improvement across the school. He and his able senior leaders are highly driven in their quest to provide good teaching and learning for all pupils in their care. Recent appointments of senior and middle leaders have strengthened the school's capacity for further, sustained and embedded improvement. New leaders have become very effective in a short period. Middle leaders now take responsibility for the achievement and personal development of their pupils and hold other staff strongly to account for the quality of their work. They have a good understanding of the needs of pupils and clear plans are in place to raise the quality of teaching and learning even further. They use the dedicated weekly subject meetings to drive up standards in their departments. They work tirelessly to improve pupils' learning. Consequently, standards are rising quickly and pupils are making good progress across the school.

Senior leaders in **Felpham Community College** monitor the quality of teaching very effectively and they know teachers' individual strengths and areas for further development well. They use this information to provide focused training and support for teachers. This has led to improved outcomes in most subject areas.

Middle leaders trust and respect the headteacher and his senior team. They appreciate the challenge leaders bring to their work. Working together has ensured that teaching is now securely good in English, mathematics, science and across nearly all other subject areas.

Subject leaders work as an enthusiastic and committed team and they have been effective in driving improvements within their own subject areas. A culture of collaborative learning, professional dialogue and coaching has raised standards of teaching and learning. Staff surveys and feedback to inspectors indicate that this approach is valued by teachers and staff morale is high.

85. In the schools that were found to have improved, there was a very clear pattern of improved teaching because leaders had focused on continuous bespoke professional development. Investment in highly personalised training, feedback and assessment of the quality of teaching was beneficial. Senior leaders understood clearly what staff needed to improve their teaching. Around one in six inspection reports specifically mentioned the positive impact of external sources of support, including multi-academy trusts, teaching school alliances, local authorities and informal partnerships with local schools.

86. Good partnerships in improving schools took a number of forms. Partnerships provided support to improve teaching, learning and assessment. Some acted as a critical friend for assessing the evaluation skills and results of self-evaluation. Some schools benefited from expertise and support for vulnerable learners.

The **Uttoxeter pyramid of schools**, which comprises one high school, three middle schools and 13 first schools, is becoming an increasingly important and helpful network. For example, schools in the pyramid have developed a common assessment system that they all use. They have also jointly planned their curriculum to support pupils' transition from one school to another. Coordinated training for staff in their second year of teaching is proving effective in developing these teachers' skills.

87. In some areas of the country, coordinated efforts at a local authority level have resulted in higher inspection outcomes and improved pupils' attainment where these have been low in the past. In **Walsall**, for example, school improvement partners were reorganised and streamlined. As a result, officers were engaged with school leaders, so that assessment information about pupils' progress and performance was shared with the local authority's school improvement team more systemically. While not necessarily attributable to these actions, Walsall saw an improvement in its GCSE performance in 2015. The proportion of good or better schools in Walsall is now close to the national level.

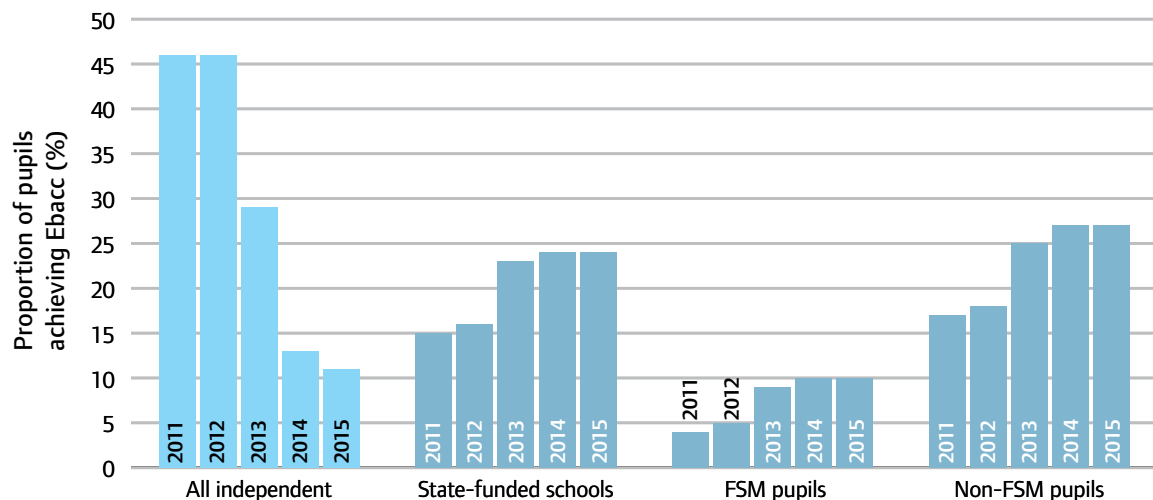
Outcomes at the end of secondary school

88. As part of the government's reform of standards, the accountability measures for pupil outcomes at the end of secondary school were revised. This year, the Progress 8 and Attainment 8 measures have been published for all state-funded secondary schools for the first time. These measures of school performance focus on progress and attainment across eight GCSE subjects, which may include three high-quality technical or vocational subjects. Whereas the previous benchmark focused on the proportion of pupils securing the relatively high grade of A* to C in only five subjects, the new measures reflect the wider curriculum and all grades count towards the measure, not just those above a C. The proportions of pupils entering and achieving the English Baccalaureate (EBacc) are also a published accountability measure.
89. Last year we reported that there was a substantial gap across all performance measures between the regions in the North and Midlands and the rest of the country. This year it continues to be the case that all the regions of the North and Midlands remain below the national average on all measures. This is true of both the new headline measures⁶⁶ and the previous measure of five GCSEs grades A* to C including English and mathematics.

66. In 2016, the Department for Education implemented a new school accountability system. The headline accountability measures are: Attainment 8 and Progress 8, attainment in English and mathematics (A* to C), and English Baccalaureate (EBacc) entry and achievement.

90. The measure that shows the most dramatic educational divides is in the achievement of the EBacc. At a national level, the proportion of all pupils in state schools achieving the EBacc has not changed since 2014 and remains 24%. The proportion of pupils eligible for free school meals in state schools attaining the EBacc has also not changed from last year; it remains at 10%. The gap in achievement between pupils eligible for free school meals and their more affluent peers has grown over time against this measure. In 2010/11, the difference was 13 percentage points, and in 2014/15 it was 17 percentage points.

Figure 14: Percentage of pupils achieving the English Baccalaureate, 2011 to 2015



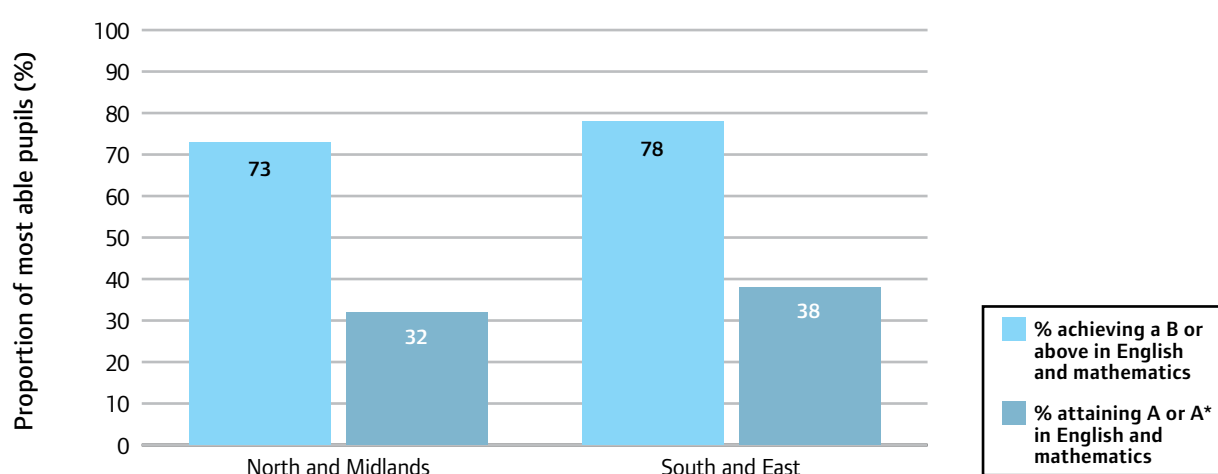
1. 'All independent' includes non-maintained special schools, independent special schools and other independent schools. Data includes both association and non-association independent schools.
 2. 'State-funded' includes academies, free schools, city technology colleges, further education colleges with provision for 14- to 16-year-olds and state-funded special schools. They exclude independent schools, independent special schools, non-maintained special schools, hospital schools, pupil referral units and alternative provision. Alternative provision includes academy and free school alternative provision.
 3. Pupils eligible for free school meals and those not eligible represent state-funded schools only (including academies and CTCs).
- Source: Department for Education

91. Looking at a constituency level, there are wide disparities in EBacc achievement. In Bournemouth West or Leeds Central, for example, only 4% of pupils achieved the EBacc, which was the lowest in the country. By contrast, in Richmond Park, the proportion was the highest in the country at 52%. This means a child in Richmond Park was 13 times more likely to achieve this award than a child in Bournemouth West. Differences can be seen even in small geographic areas. The proportion in Bournemouth East was 36% – nine times higher than in the other half of the town.
92. As well as reporting concerns about the divide in the quality of secondary education between the north and south of the country, we have previously reported concerns about achievement in some of the more isolated parts of the country, particularly coastal areas. Of the 77 areas⁶⁷ where fewer than 15% of pupils achieved the EBacc, 22 were on the coast.

67. Analysis is based on constituency areas.

93. One of the widest gaps in outcomes between the North and Midlands and the rest of the country is the achievement of the most able pupils.⁶⁸ The difference in the achievement of A* to C in English and mathematics between the two halves of the country in 2016 was four percentage points for all pupils. However, for the most able pupils going on to secure an A or A* in English and mathematics, the gap was six percentage points. The differences were even greater between some regions. The gap between London and the North West for the most able pupils reaching A or A* in English and mathematics was eight percentage points.

Figure 15: Performance of the most able pupils at GCSE in the North and Midlands compared to the South and East, 2015



1. Data is based on pupils who achieved Level 5 or above at key stage 2 in English and mathematics in 2010, and took their GCSEs in 2015.
 2. Data is based on test results and does not include results of teacher assessments. In 2010 some schools boycotted the key stage 2 tests so are not included in the data.

Source: Department for Education

94. Being located in the North and Midlands is not a necessarily a barrier to high achievement for the most able. One of the stronger local areas for most-able pupils achieving B or above in both English and mathematics was **Leeds**, with 78% reaching that level. **Knowsley**, however, was one of the weakest at only 59%.
95. One of the common features of secondary schools that improved in their overall effectiveness grade this year⁶⁹ was that senior leaders recognised that there had been too little stretch for their most able pupils. While these schools had taken steps to remedy this, in many cases at the time of inspection it was still early days. Some of the most able pupils said they would like more challenge in their work to push them even further. Some schools provided more challenge through the curriculum by encouraging study of three sciences and two languages. New extra-curricular activities were targeted at the most able and schools began visits to Russell Group and other universities. Some schools set aside funding to provide additional resources for activities for the brightest pupils.

68. 'Most able' pupils are those who have achieved Level 5 and above at the end of key stage 2.

69. This is based on a review of the reports of 114 secondary schools that improved from requires improvement to good or outstanding this year.

At **Bedford Free School**, the most-able pupils make good progress overall and especially in English, humanities and languages. Opportunities in the school's 'enhanced curriculum' develop important knowledge, skills and qualities in leadership, resilience and problem-solving, as well as raising their aspirations for higher education through a significant range of opportunities such as 'operation Oxbridge' and STEM (science, technology, engineering and mathematics) programmes.

The most able pupils make good progress in most subjects at **Highcrest Academy**. They are identified as soon as they join the school and their progress tracked closely by academic mentors. Pupils log the further challenges for themselves in all of their subjects. Teachers are aware of the need to ensure that these pupils are given appropriately demanding work in lessons. In 2015, over one third of GCSEs were graded A*, A or B, which reflected well on an intake of which only 17% were higher attainers at the end of Key Stage 2. The high proportion of A* and A grades in English literature last year also indicates good achievement by the most able pupils.

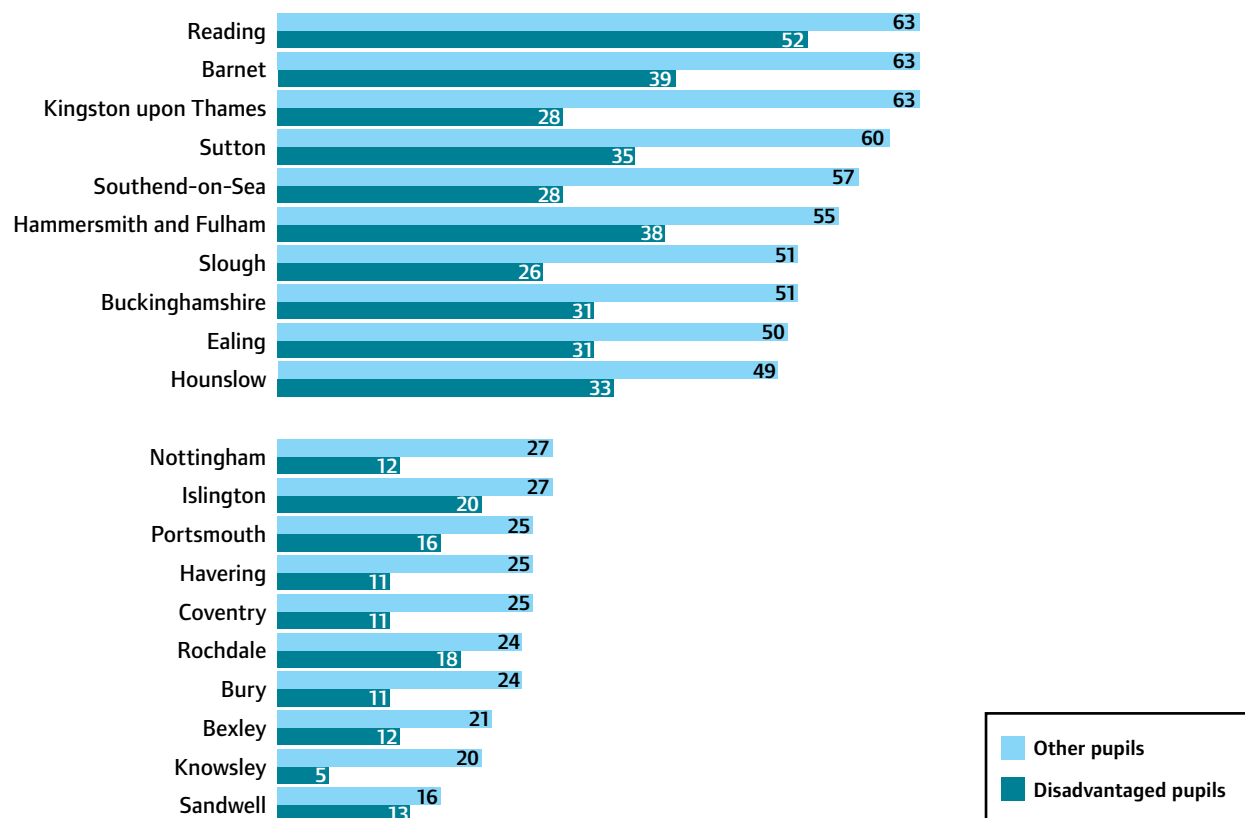
Disadvantage

96. For pupils who are both most able and from a disadvantaged background, the quality of teaching and the determination of a school to stretch and challenge these pupils is essential if they are to realise their potential. The proportion of pupils from more affluent backgrounds who achieved highly at the end of primary school who are not then entered for the EBacc in non-selective schools is surprisingly high, at 27%. However, it is worse still for disadvantaged most-able pupils, 40% of whom were not even entered for this foundation set of enabling subjects.
97. Any most-able pupil, whether disadvantaged or not, is more likely to make good progress if they are in a school where they are not in a tiny minority. In those non-selective schools with the smallest proportions of the most-able disadvantaged pupils, only 48% of these pupils made expected progress.⁷⁰ By contrast, in non-selective schools where the proportions of most-able disadvantaged pupils were highest, 69% made expected progress.
98. Areas with selective schools represent some of the areas with the highest proportions of most-able pupils reaching top grades at the end of secondary school.⁷¹ However, some of these areas have very substantial differences in achievement when family background is taken into account. While the expectation for most-able pupils is to achieve at least a grade B at GCSE, achievement of an A or A* is an important target if more pupils from disadvantaged backgrounds are to secure places in the most competitive universities and, from there, access to the professions.

70. Based on pupils reaching Level 5 or above in English and mathematics at the end of key stage 2 going on to achieve B or above in English and mathematics at the end of key stage 4.

71. There are 10 local authority areas defined in legislation as selective: Bexley, Buckinghamshire, Kent, Lincolnshire, Medway, Slough, Southend-on-Sea, Torbay, Trafford and Sutton.

Figure 16: Proportion of the most able pupils achieving A/A* in GCSE English and mathematics, by highest and lowest performing local authority areas in 2015



1. Data is based on pupils that achieved Level 5 or above at key stage 2 in English and mathematics in 2010, and took their GCSEs in 2015.
 2. Data is based on test results and does not include results of teacher assessments. In 2010 some schools boycotted the key stage 2 tests so are not included in the data.
 3. The impact of the key stage 2 boycott varied between different local authorities. Local authorities where at least half of schools boycotted the key stage 2 tests are not included in the chart.
 4. Local authorities with fewer than 100 most-able pupils in the GCSE data are not included in the chart.
- Source: Department for Education

99. Inspectors from the South West region interviewed headteachers from 172 secondary schools in the region to better understand the practice that has been successful in those areas that have raised the attainment of disadvantaged pupils. One of the principles identified was the importance of not treating pupils eligible for the pupil premium as a homogeneous group. Another principle they talked about was that disadvantaged pupils do better when they have a high profile within a school. Successful schools often appoint a senior leader to raise the profile and champion the learning of disadvantaged pupils.

100. Governing bodies play an important role in challenging senior leaders on the achievement of disadvantaged pupils. In our report on governance, 'Improving governance',⁷² we reported that over half of the 2,600 responses to our call-for-evidence identified a commitment and knowledge of the local community as an essential aspect of good governance. For those schools in deprived areas, improving governance involved working hard to understand the particular issues in the community and finding innovative ways in which to address disadvantage.
101. Actions taken by some of the survey schools to improve their understanding of and engagement with the community included:
- an audit of skills that included a 'knowing the local community' measure
 - the recruitment of people who work in the local community who could relate information from school to families and vice versa
 - the recruitment of governors from small local firms and local religious organisations
 - encouraging parent governors to share information both from the community and to the community, and to contribute to higher aspirations.

Children looked after and children in need

102. Children looked after are not a homogenous group, but they are very likely overall to experience lower progress and attainment than their peers who are not in care. In Ofsted's 2016 social care annual report,⁷³ we reported the positive effect that being 'looked after' can have for children who have experienced disruption or trauma before they entered care. However, the wider group of vulnerable children, those 'in need', are of equal, if not greater, concern in terms of their academic progress.
103. There are 394,400 children in need nationally, out of which 70,440 are children looked after.⁷⁴ Both groups of pupils will have had experiences in their home lives that have identified them as needing the support of children's social care services. Unlike children looked after, children in need are not looked after by the local authority in residential or foster care. The vast majority of children in need will have remained with their families. Recent analysis showed that children looked after are more likely to make expected progress in English and mathematics than the wider group of children in need.

72. 'Improving governance: governance arrangements in complex and challenging circumstances', Ofsted, 2016; available on www.gov.uk/ofsted from mid December 2016.

73. Social care annual report: 2016, Ofsted, June 2016; www.gov.uk/government/publications/ofsted-social-care-annual-report-2016.

74. Characteristics of children in need: 2015 to 2016', Department for Education, November 2016; www.gov.uk/government/statistics/characteristics-of-children-in-need-2015-to-2016. 'Children looked after in England including adoption: 2015 to 2016', Department for Education, September 2016; www.gov.uk/government/statistics/children-looked-after-in-england-including-adoption-2015-to-2016.

104. The accountability for oversight of the achievement of children looked after is very clear. These children are highly visible in both school and national level data. By contrast, children in need are harder to track as a group. This is because their status can change quickly and their 'in need' status may only last for a brief period. The overall trajectory for the educational progress of children looked after is one of improvement. For children in need, however, there is a lack of visibility and accountability. The poor progress of this much larger group of children reflects this.
105. What all vulnerable children need to help them achieve at school is scrutiny of their progress and robust challenge to schools where that progress is poor. In the majority of local authorities inspected, virtual school headteachers have taken an effective lead role in ensuring that the necessary oversight and challenge is provided for children looked after.

Transition into secondary

106. In our survey report on provision for the most able,⁷⁵ ineffective transition arrangements with feeder primary schools were identified as a key factor that led to poor progress for these pupils. Poorly managed arrangements left many academically gifted pupils treading water in the first few years of secondary school rather than building on the gains made at key stage 2. In our report 'Key stage 3: the wasted years?',⁷⁶ inspectors interviewed senior leaders who recognised such poor transition as a key weakness in their schools, accepting that some pupils would repeat unnecessarily some of what they had learnt in key stage 2. Evidence from pupils indicated that this problem was particularly acute in English and mathematics, the subjects in which standards and expectations have been raised most in primary schools.
107. Evidence gathered from the leaders of secondary schools this year about transition in English and mathematics⁷⁷ supported many of the concerns expressed by primary leaders and by some parents. The picture in secondary schools was more variable than in primary schools. All leaders interviewed could see how their school's transition arrangements might improve, with some remarking how their work in this area had stalled this year.
108. Secondary leaders agreed that changes to the curriculum and assessment in key stage 2 presented significant challenges for transition in English and mathematics this year. While secondary schools have responded to these challenges in different ways, a common feature was the re-testing of Year 7 pupils to check their levels on entry. These tests often took place after the long summer holidays, when pupils had had a significant break from school life. Secondary schools often used the results from these tests to place pupils in ability groups, potentially entrenching lower expectations, particularly for some disadvantaged pupils.

75. 'The most able students: an update on progress since June 2013', Ofsted, March 2015; www.gov.uk/government/publications/the-most-able-students-an-update-on-progress-since-june-2013.

76. 'Key stage 3: the wasted years?', Ofsted, September 2015; www.gov.uk/government/publications/key-stage-3-the-wasted-years.

77. Based on evidence collected on inspection from 35 primary schools. The views of 18 secondaries identified by the primary schools as one of their main transition partners were surveyed through follow-up phone calls.

109. In those schools that made an effort to ensure that their own assessments were fully triangulated with primary assessments, it was still the case that insufficient focus was placed on analysing the performance of different groups. Fewer secondary English subject leaders were aware of the question level analysis tool (QLA), available through the NCA toolkit and on RAISEonline, than their counterparts in mathematics. Some secondary leaders and teachers have used the QLA to review and refine planned learning in Year 7. It has enabled them to check easily whether topics are sufficiently challenging and closely enough attuned to pupils' needs.
110. Transition to secondary school was more successful where schools were able to build rapidly on information about pupils' achievements. This meant effective knowledge transfer from primary to secondary schools about the rise in the level of expectation at the end of primary school, and clear communication about how to share assessment information in the absence of levels.

The **Cotswold Edge Teaching Alliance (CETA)** is cross-phase and includes five primary and five secondary schools. Their work on transition began with an audit about practices that both primary and secondary colleagues felt could be improved. Primary and secondary leaders collaborated to create some agreed non-negotiables that all primary pupils would have mastered ready for secondary and that would be reinforced as part of transition. They agreed that there would be no baseline testing and, instead, alongside using end of key stage test information:

- each pupil assesses their own knowledge, skills and understanding in a specially designed survey
- each primary school class teacher also completes the same survey, using the primary school's day-to-day assessment criteria, which has been agreed across the alliance
- Year 6 pupils across the alliance are also given a 'gift box' containing three tasks – one for English, one for mathematics and one for science – which are completed before the holidays, to ensure that pupils achieve as well as possible.

111. For some pupils there is a heightened risk of underachievement because of multiple factors such as being from a low-income background, having special educational needs and/or disabilities and being from an ethnic group that has lower attainment. This year, inspectors looked at four local authority areas (Knowsley, Wolverhampton, Haringey and Manchester) where groups of pupils with multiple characteristics had achieved well in primary school but had substantially underachieved in secondary school. Secondary schools in these areas, with very few exceptions, were unable to replicate the quality of the support, guidance and care that was offered by primary schools. Secondary schools were seen by parents, headteachers and officers as too big and too impersonal. In two of the local authorities, schools were developing a Year 7/8 model more closely aligned to the primary provision to facilitate good transition for its most vulnerable pupils.

112. If effective transition is an ongoing challenge in many secondary schools, all-through schools that offer primary and secondary education under the same roof should be an opportunity to improve practice. In the maintained sector, all-through schools represent a very small, but growing, proportion of schools. Over the last two years, there has been a steady growth of all-through schools, with 47 opening within this period.

The curriculum at **Oakfield Academy** is a strength of the school. The headteacher's vision of an all-through curriculum from Year 5 to Year 8 has been realised and there are no artificial barriers between a 'primary' curriculum in years 5 and 6 and a 'secondary' one in years 7 and 8. Pupils' journeys through the school are thus seamless and this continuity helps them to make good progress. Leaders keep the curriculum under constant review and, as a result, it is well tuned to the needs of pupils.

113. The structure of all-through schools may mean that they have an inbuilt advantage in offering pupils a smooth and managed transition from primary to secondary. However, evidence from inspection this year suggests that all-through schools are not always capitalising on this advantage, and that the divide between Years 6 and 7 can be as wide in these schools as any other.⁷⁸ Overall, maintained all-through schools have lower proportions of good and outstanding schools (74%) than either maintained primary (90%) or secondary (78%).

Curriculum and preparing for the world of work

114. Developing and leading a broad and balanced curriculum, well matched to the needs of all pupils, was one of the features of many improving schools.⁷⁹ In these schools, leaders:
- designed, led and evaluated a curriculum that catered well for the needs of different learners and offered choices at 16 that met pupils needs well
 - improved the preparation for the next stage of learners' studies or employment
 - achieved more consistently good teaching right across the curriculum
 - increased the focus on modern foreign languages
 - made sure support was readily available where pupils fell behind
 - developed teachers' subject knowledge through effective professional development in order to deliver a better curriculum
 - extended cultural and other enrichment activities with clubs, trips and opportunities for further learning after school.

78. Based on a review of all-through schools inspected this year.

79. This is based on a review of the reports of 114 secondary schools that improved from requires improvement to good or outstanding this year.

115. In just under a half of improving schools, specific improvements to the curriculum had been made. These included:
- increasing the focus on developing literacy and numeracy knowledge and skills across the curriculum
 - encouraging in pupils a mature reflection and deeper knowledge of the subject
 - prompt intervention strategies to prevent underachievement. These schools had a strong focus on raising pupils' confidence as learners.
116. While we have seen schools improving their preparation for the next steps in pupils' education, there are still too many viewing preparation for the world of work as a 'luxury we cannot afford'. This year, we published our report 'Getting ready for work'⁸⁰ which identified that key aspects in preparing young people for work were weak in the majority of the secondary schools visited. For pupils to be well prepared for future employment, the curriculum must give them access to education that includes business-related learning such as financial education, activities to develop attitude and character, and good careers information, advice and guidance.
117. Following the withdrawal of the requirement for key stage 4 pupils to undertake work experience, it is now the case that fewer than half⁸¹ of secondary schools visited for the survey gave all of their pupils the opportunity to gain such experience. This is despite local employers and their national representatives suggesting that a lack of work experience is a major barrier to young people gaining employment. Leaders who made provision for well-managed work experience in key stage 4 reported that it had a positive impact on pupils' attitudes to school on their return and was therefore well worth the investment in curriculum time.
118. Work experience and business partnership involvement in schools relied heavily in some areas on the personal networks of teachers and pupils, potentially leaving disadvantaged pupils behind. Teachers and employers had little time to create partnerships and, where they did exist, they were vulnerable to staff changes. Where schools offered work experience, the responsibility for finding placements was often left to the pupil and there was a distinct lack of quality checks and support when placements were secured. While inspectors saw some very impressive examples of work experience placements, many arose solely because the pupils' parents were well connected to a range of professions and could secure a placement for their child.
119. The government is increasingly looking to apprenticeships to provide a trusted and reliable route into work. Inspectors saw divergent practice in the schools visited in relation to the promotion of apprenticeships, with some encouraging all pupils to consider vocational and technical courses, and others only steering lower ability or lower attaining pupils towards these routes. This misguided approach limits opportunities for all pupils to access high-quality technical and vocational training for a range of career options.

80. 'Getting ready for work', Ofsted, 2016; available on www.gov.uk/ofsted.

81. Fifteen out of the 41 schools visited.

120. In some of the schools visited for the survey, the apprentice route for 18-year-olds was promoted well. It appeared that an increasing minority of learners were making a calculation about the financial costs of either taking a traditional university degree or choosing an apprenticeship. These tended to be especially popular with learners seeking a career in engineering or finance. However, there was a continuing perception among both pupils and parents that apprenticeships were for less-able pupils and that, regardless of career path, the safer option was to obtain a university degree. In many of the schools with sixth forms, learners told inspectors that university applications were prioritised by their school and then direct entry to work or apprenticeship was supported later in the year.
121. It is important that schools develop effective links with local and national businesses that can provide invaluable advice and support to pupils through a range of activities such as talks and careers fairs, in order to help them develop the knowledge and skills needed for employment. However, both schools and businesses reported that there were barriers to doing this effectively. Partnerships worked well where schools had a clear strategy for work-related learning and the key requirements from and outcomes of their relationships with businesses were understood clearly by all partners. Some schools reported that they had difficulty in achieving this without an external body to offer a degree of quality control. For other schools, location was a key issue. In schools that were geographically isolated with a relatively narrow local employment base, delivering such provision was generally a challenge.

University technical colleges and studio schools

122. Given the weaknesses in how many secondary schools are securing good foundations for pupils' future employment, university technical colleges (UTCs) and studio schools should offer a positive alternative for pupils seeking an aspirational technical route. However, inspection outcomes to date have not been strong and the potential of these institutions has not yet been realised.
123. Studio schools are a type of academy that provides education for 14 to 19-year-olds. There are currently 37 studio schools in England, with the first opening in 2011. They offer a range of academic, technical and vocational qualifications, teaching through enterprise projects as well as paid work placements with local employers. Studio schools are spread across all Ofsted regions nationally, with just under a quarter being in the South West region. Of the 19 studio schools that have been inspected to date, two were judged to be outstanding, eight good, six to require improvement and three inadequate at their most recent inspection.⁸²
124. The number of UTCs opening across the country, and within each region, has risen steadily over the last three years. An additional 11 UTCs are planned to open in the 2016/17 academic year, substantially increasing the number of institutions available for young people whose talents and ambition better match a technical/vocational route into the world of work. Fifteen of the 39 UTCs that are currently in operation have been inspected and eight were judged good or outstanding.⁸³

82. Number of studio schools open, and their inspection outcomes, is as at 31 August 2016.

83. Number of UTCs open, and their inspection outcomes, is as at 31 August 2016.

125. Strong leadership, particularly of teaching, the curriculum and partnership working, can lead to effective provision for those wishing to pursue a technical or vocational pathway. Those UTCs judged to be good or outstanding share similar strengths and characteristics, including:
- a business-like ethos and culture of high aspirations and expectations for both staff and students
 - carefully designed and specialised curriculum, with a strong focus on equipping students with the technical knowledge to meet local skills shortages
 - robust tracking and assessment systems
 - impressive destination data showing that students have achieved the relevant qualifications to enable them to progress to the next stage of their education or into a job
 - excellent links forged with local and national employers that offer students real world experience through well-planned work placements
 - exemplary careers guidance
 - well-equipped laboratories and workshops
 - strong literacy and numeracy development that underpins good progress in the technical aspects of the curriculum
 - regular, informative feedback from business partners on the progress of students.

In **Aston University Technical College**, inspectors saw a team of six Year 12 boys make a presentation to business executives. The aim of the project was to improve the safety of workers on the railway. The team of learners had developed their schematic at the sponsoring university using a 3D printer. It was a very confident professional presentation with a clear explanation. Learners talked around the presentation without a script, showing good confidence in their proposal. They were presenting to the UK's largest provider of on-track warning systems and had developed from scratch a system that was very similar to that which the company uses. The feedback was that it could be developed into the next generation of safety equipment. The team was offered opportunity to test the product on the business's own test track. The UTC's vice principal followed up the presentation with enquiries about what professional qualification in rail engineering it would be possible (given their age) for learners to do.

126. Not all UTCs are doing well. In those judged to date to be less than good, the curriculum lacked the distinctiveness that should have characterised the college and overall was poorly thought-through. Expectations of what pupils could achieve were low and the quality of teaching was not good enough, with literacy and numeracy skills taught inconsistently. Though there were links with local employers, best use was not made of these and careers guidance did not meet expectations.

127. These weaknesses in providing the very best quality of education should be seen in the context of some systemic barriers to greater success, not least the common view that many technical or vocational pathways are inferior to pursuing an academic route into employment. Another challenge for UTCs is the starting age of 14. Many parents are not aware that there are options at the end of key stage 3 and transition at this age is not well aligned with local offers or national accountability.
128. Recruitment of pupils is also an ongoing factor across the sector. Of all the UTCs currently in operation, only three are above 75% capacity, and much lower levels are common. Most UTCs have been open for less than three years so some do not yet have pupils in all year groups. UTCs have reported a lack of interest from leading industries and businesses to work in partnership with them, and their specialist curriculum has meant they have sometimes found it difficult to recruit teachers with the requisite relevant and current technical expertise. Additionally, in some areas, other local schools view UTCs as opportunities to pass on low-attaining or poorly behaved pupils.
129. Two UTCs have already closed,⁸⁴ and the rationale given by one of these makes clear the challenges: ‘a recent disappointing inspection, a thorough assessment of actual and projected student numbers, financial challenges, staffing capacity and the impact these will have on standards of teaching and learning.’



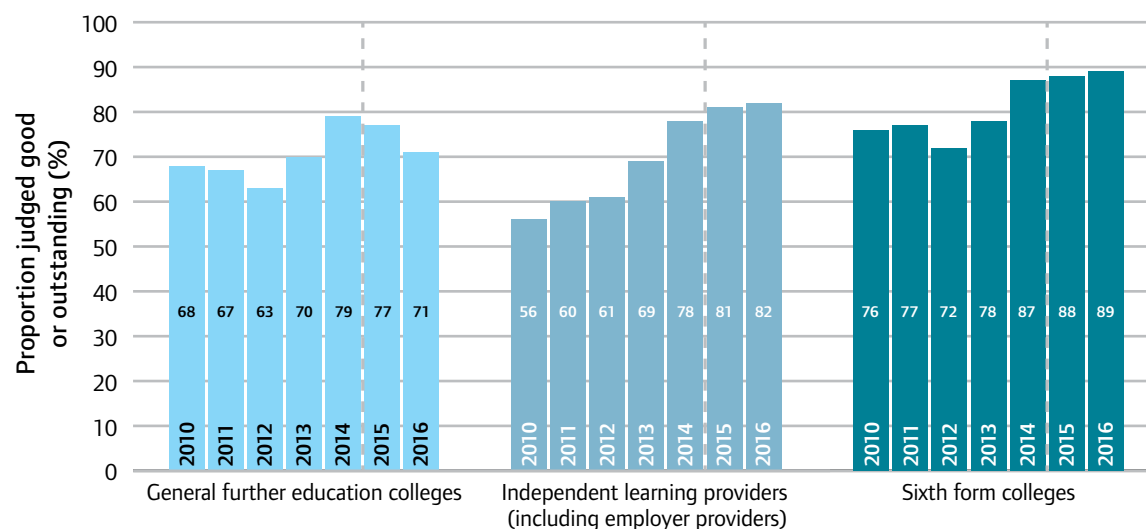
84. Based on schools open as at 31 August 2016, in line with Ofsted's official statistics.



Post-16 education and training

130. There has been a six percentage point decline in the proportion of good or outstanding general further education (FE) colleges. The performance of these colleges contrasts with the continued improvement of sixth form colleges and independent learning providers (including employer providers). Eighty-nine per cent of sixth form colleges are now good or outstanding.

Figure 17: Proportion of post-16 education and skills providers judged good or outstanding for overall effectiveness at their most recent inspection



1. The main providers of 16–19 education are included on the above chart, with the exception of school sixth forms.
 2. Figures for 2015 onwards are not comparable to previous years. A different methodology has been used to calculate the percentage of providers judged good or outstanding, with providers that ceased to be funded or closed during the year no longer included.
- Source: Ofsted

131. We inspected 82 general FE colleges in 2015/16. Most of the colleges that were previously good remained good following short inspection, but a large majority of those that previously required improvement or were inadequate did not become good. All of the colleges judged inadequate this year were characterised by systemic weaknesses in leadership and/or governance. Strengthening leadership capacity within the sector remains a priority.

Study programmes

132. Seventy-one per cent of 16- to 18-year-olds continue with full-time education.⁸⁵ The government has made it a requirement to provide these students with an individualised study programme that takes into account their prior attainment and their future education and career aspirations. As well as study towards qualifications relevant to the student's next steps, study programmes require any student not already holding GCSEs at grades A* to C in English and mathematics to work towards the achievement of these qualifications.⁸⁶ Those full-time students who hold a grade D must retake their GCSE. Students should also receive careers guidance and participate in work-related activity and activities to develop their character and confidence.

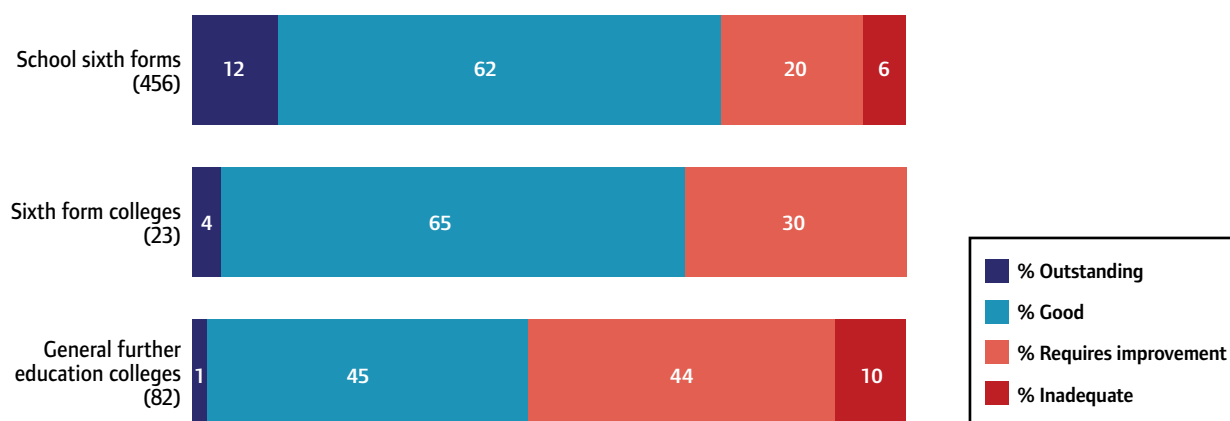
85. 'National statistics: Participation in education, training and employment: 2015', Department for Education, 2016; www.gov.uk/government/statistics/participation-in-education-training-and-employment-2015.

86. Or approved stepping-stone qualifications.

133. The main providers of study programmes are general FE colleges (484,000 students), school sixth forms (433,000 students) and sixth form colleges (157,000 students).⁸⁷ Our common inspection framework is designed so that we make consistent, comparable judgements about the quality of study programmes wherever they are offered. We have previously reported that school leavers do not always make choices about their next steps on the basis of effective information, advice and guidance.⁸⁸ Student choices are constrained further by the geographic distribution of different types of provider. In many parts of the country, there are limited options. For example, while there are many sixth form colleges in Hampshire and Surrey, there are none in Cornwall, Devon or Dorset.

Figure 18: 16 to 19 study programme provision inspected between 1 September 2015 and 31 August 2016, by provider type

Number of providers in brackets



1. Inspection outcomes include the 16 to 19 study programme judgement made on full inspections this year and the previous overall effectiveness for those providers that had a short inspection, which did not convert to a full inspection.

2. Percentages are rounded and may not add to 100. Where the number of inspections is small, percentages should be treated with caution.

Source: Ofsted

134. Outcomes from inspections this year show that in more than half of general FE colleges inspected, study programmes were less than good. We found a number of common weaknesses in the provision of study programmes, which are not confined to general FE colleges but are disproportionately evident there. In providers that required improvement or were inadequate, inspectors found:

- a failure to equip many students, particularly those studying vocational subjects at level 3 and those studying below level 3, with the necessary knowledge, skills and attributes to achieve and progress to their full potential
- in almost all, teaching that was not demanding enough, resulting in slower progress and lower standards
- too few students achieved passes at a higher grade when retaking GCSE English or mathematics
- variable quality of information, advice and guidance was provided to meet the full range of students' needs, such as those who were not intending to make applications for higher education

87. 'National statistics: Participation in education, training and employment: 2015', Department for Education, 2016; www.gov.uk/government/statistics/participation-in-education-training-and-employment-2015.

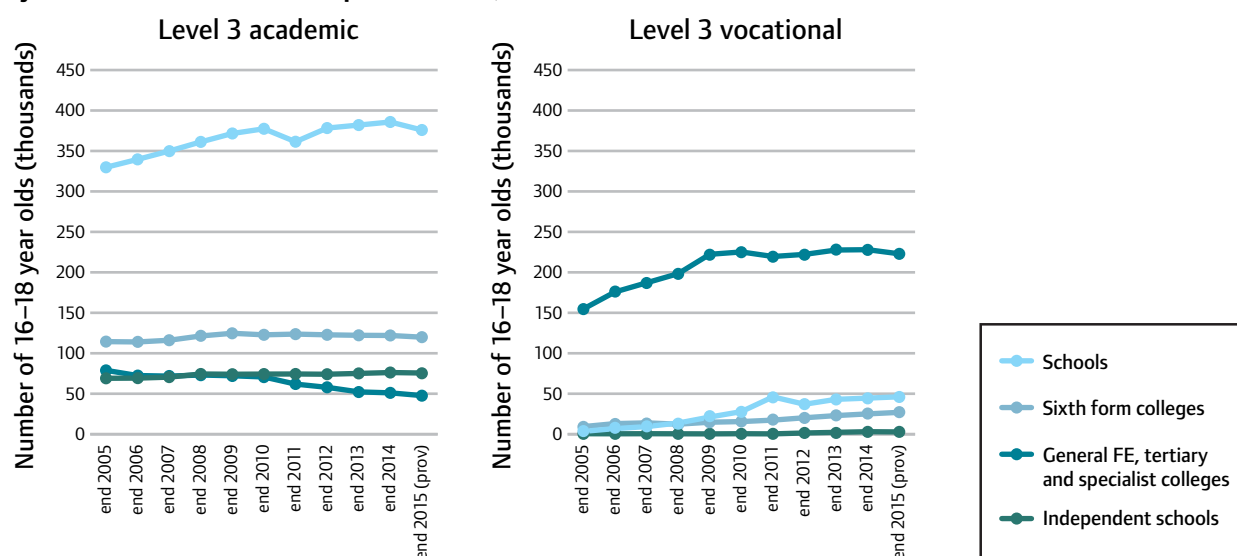
88. 'Careers guidance in schools: going in the right direction?', Ofsted, 2013; www.gov.uk/government/publications/careers-guidance-in-schools-going-in-the-right-direction.

- too few students undertook challenging and well-planned work-related and extra-curricular activities; this was particularly the case for students studying below level 3
- attendance at lessons was low, or an ongoing issue, on most of the study programmes at these providers.

Study programmes at level 3

135. In 2014/15, 920,400 16- to 18-year-olds studied for a level 3 qualification full-time. Around two thirds of the students studied for academic qualifications and a third studied for vocational qualifications,⁸⁹ with around one in 10 taking a mixture of academic and vocational qualifications at level 3 in 2014/15.⁹⁰ The majority of those studying academic qualifications attend school sixth forms, with a very small minority attending sixth form colleges, while the large majority of those studying vocational qualifications attend general FE colleges.⁹¹ The number of students taking an academic qualification has only risen by 5% over the last 10 years. However, the number of young people taking a vocational qualification as part of their study programme has grown substantially by 71%.⁹²

Figure 19: Number of 16- to 18-year-olds participating in full-time education at level 3, by academic and vocational qualifications, 2005 to 2015



Source: Department for Education

89. 'National statistics: Participation in education, training and employment: 2015', Department for Education, 2016; www.gov.uk/government/statistics/participation-in-education-training-and-employment-2015. Academic qualifications include 'GCE/VCE A/AS levels' and vocational qualifications include 'NVQ 3 and equivalents'.

90. 2014/15 data generated from the 'compare school and college performance' tables on 20 September 2016; www.compare-school-performance.service.gov.uk.

91. 'National statistics: Participation in education, training and employment: 2015', Department for Education, 2016; www.gov.uk/government/statistics/participation-in-education-training-and-employment-2015.

92. 'National statistics: Participation in education, training and employment: 2015', Department for Education, 2016; www.gov.uk/government/statistics/participation-in-education-training-and-employment-2015.

136. Across provider types, level 3 academic study programmes are working well. Over 90% of students who progress to the second year of A-level study successfully achieved their qualification.⁹³ Record proportions of 18- and 19-year-olds are now going to university in England, including from disadvantaged areas.⁹⁴ In 2015, 31% of 18-year-olds in England were accepted into a university place, compared with 25% in 2006. Over the past 10 years, London, the North West and Yorkshire and Humber have each seen increases in the proportions of 18-year-olds going on to higher education, of around 30%. Over the same period, 18-year-olds from the most disadvantaged areas in England have gained ground against those from the most advantaged areas, in both the proportions going to higher education and the proportions going to those providers with the most demanding entry requirements.⁹⁵
137. Inspection evidence shows that students on level 3 academic study programmes typically undertake challenging and well-planned extra-curricular activities. These support their personal development and future employment goals. Students also benefit from focused and relevant work experience. The learning from these experiences supports their university applications to study a degree, such as vocational degrees in medicine and dentistry. Inspectors found that information, advice and guidance provided are best when there is a defined progression route leading to a realistic destination following completion of their study programme.

Students at **King Edward VI College** in Stourbridge benefit from effective support in making their applications for higher education. Prospective Year 11 students attend a series of open-day events, where they meet with subject tutors and sample a range of academic lessons related to their specific areas of academic interest. They are able to discuss with the careers team how subject pathways relate to their university entrance requirements. Students say this preparatory work is very useful in helping them make informed careers choices. Students in Years 12 and 13 benefit from a planned series of specific university-led presentations offered on a three-weekly basis covering individual university entrance requirements and the importance of well-constructed and informative personal statements. They also attend the annual 'UCAS HE Convention'. The college's 'higher education parents' forum' and a bespoke 'Oxbridge parents' forum' support parents and carers helping their son/daughter make an informed higher education choice. At the college's 'next step forum', Year 13 students gain information and advice through discussion with former students who are currently attending a wide range of universities. Students say they greatly value and appreciate this extensive and wide-ranging support. As a result, they have a well-developed understanding of how to progress to their next steps in learning. Almost all students gain places at their preferred university.

138. Inspection findings show that the best providers of study programmes are those with the largest numbers of A-level students. This is regardless of whether the provider is a school sixth form, general FE college, or sixth form college. For example, of the 20 general FE colleges with the largest number of A-level students, eight are currently outstanding and eight good. There is a clear link between the number of A-level students in a school sixth form and the school's overall effectiveness grade. Schools with larger sixth forms are more likely to be good or outstanding than schools with smaller sixth forms.

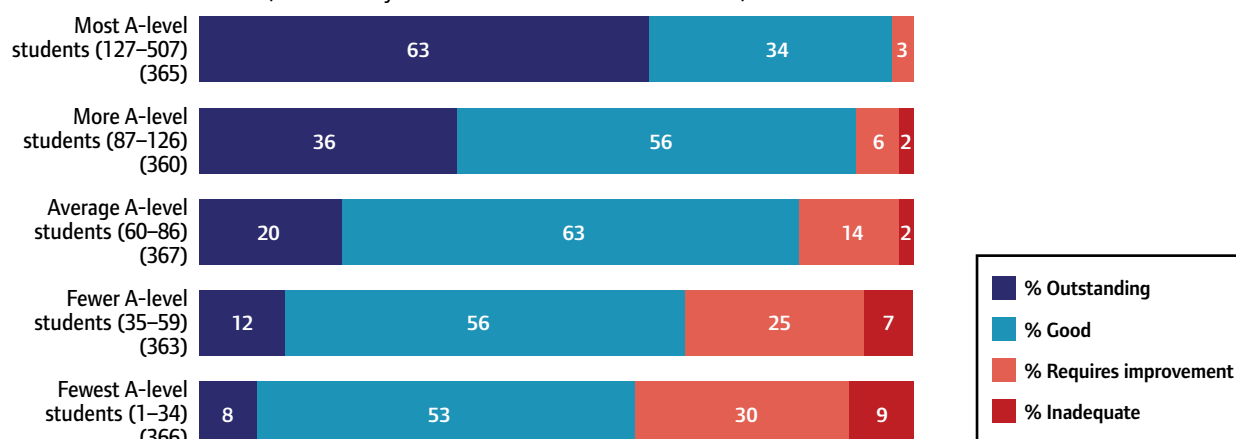
93. 'National statistics: SFA: national achievement rates tables 2014 to 2015: open data CSV files', Skills Funding Agency, 2016; www.gov.uk/government/statistics/sfa-national-achievement-rates-tables-2014-to-2015-open-data-csv-files.

94. 'UCAS Undergraduate End of Cycle Report', UCAS, 2015; www.ucas.com/corporate/data-and-analysis/ucas-undergraduate-releases/ucas-undergraduate-analysis-reports/ucas.

95. 'UCAS Undergraduate End of Cycle Report', UCAS, 2015; www.ucas.com/corporate/data-and-analysis/ucas-undergraduate-releases/ucas-undergraduate-analysis-reports/ucas.

Figure 20: Most recent overall effectiveness of schools with sixth forms as at 31 August 2016, by the number of A-level students in 2014/15

Number of A-level students, followed by number of schools with sixth forms, in brackets



1. The number of A-level students at the end of key stage 5 study.

Source: Ofsted and 2014/15 data generated from the 'compare school and college performance' tables taken on 20 September 2016

139. In providers with large academic provision, the breadth of subjects on offer is an advantage to young people when they make choices. Students are more likely to benefit from a wide range of extra-curricular and work-related activities that are relevant to them. Specialist teachers can concentrate on A-level provision, rather than having to teach at several key stages. Government has recognised some of these concerns in recent guidance to academies, which stipulates that any new sixth form should have at least 200 students (alone or in partnership) and offer a minimum of 15 A-level subjects.⁹⁶

140. In contrast with academic level 3 courses, inspection evidence showed that too many technical and vocational courses inspected last year were simply not demanding enough. In general FE college inspection reports in 2015/16, a key weakness for nearly all colleges graded as requires improvement or inadequate was that teaching did not challenge students enough. Students were making slow progress in their learning, expectations of them were too low and their standards of work were not high enough. Too much work consisted of task-based activities, often conducted through basic computer research, which inspectors often judged to be more suited to level 2 work, rather than level 3. The problem of insufficiently stretching work was acute for the most able students on technical and vocational courses.

141. Schools and colleges show continued weakness in providing a technical and vocational curriculum appropriate to meet the needs of the economy. They also do not provide enough expert advice and guidance to show students the full range of courses. The overall cohort due to complete their BTEC qualifications in 2014/15 showed that 69% were on study programmes in arts, media and publishing, business administration, and leisure, travel and tourism. By contrast, science and mathematics accounted for 13%, and engineering and manufacturing a mere 1%.⁹⁷ Too few providers liaise sufficiently with employers or with local enterprise partnerships to design a curriculum that provides the knowledge acquisition and high-level skills that Britain needs.

96. 'Making significant changes to an existing academy', Department for Education, 2016; www.gov.uk/government/publications/making-significant-changes-to-an-existing-academy.

97. 'National statistics: SFA: national achievement rates tables 2014 to 2015: open data CSV files', Skills Funding Agency, 2016; www.gov.uk/government/statistics/sfa-national-achievement-rates-tables-2014-to-2015-open-data-csv-files.

Staff at **Derby College** have formed partnerships with employers to create employment and skills and employer academies. Employment and skills academies are made up of a group of employers from a specific sector. Employer academies are individual employers that have a dedicated cohort of learners within their academy. Both models are designed to give apprentices and learners extra-curricular activities related to employment, such as projects, work placements, workplace visits, talks from specialist speakers, masterclasses and entrepreneurial and enterprise activities.

Every learner/apprentice, whether attached to a specific employer or an employment and skills academy, participates in these activities throughout the duration of their learning, specific to the sector in which they have chosen to study.

The college has 15 employment and skills academies across as many sectors with 300 active board members who assist with curriculum design and delivery. They work in partnership to ensure that the curriculum delivered through apprenticeships and study programmes assists the learners to develop employability and enterprise skills as well as delivering the extra-curricular employer engagement activities. In total, 1,730 employers have assisted in delivering activities such as work placements, specialist speakers, masterclasses, visits and projects.

In addition to the employment and skills academies, the college has specific employer academies (of which there are now 20). Each employer interviews learners who apply to work in their academy and pledges to give a formal interview with the chance of gaining employment or an apprenticeship after their full-time studies. The purpose of the employer academies is to work closely with the employer to give the students specific knowledge and skills aligned to the needs of the employer, preparing the learners to make a smooth transition from education into work.

Managers evaluate the effectiveness of every activity undertaken for the impact the activities have on the apprentice's/learner's development of knowledge and skills for the subject area in which they are studying or working.

In addition to the extra-curricular activities, learners/apprentices also undertake entrepreneurial and enterprise activities with a dedicated board of employers and 'entrepreneurs'. Cross-college and specific projects are run in accordance with sector needs. Over 1,000 students have taken part in enterprise and entrepreneurial projects to date. All students have embedded enterprise activities within their studies supported by the enterprise board.

The college is in the second year of running the employer academies and employment and skills boards. The college also has its own agency, 'Roundhouse Recruitment', which enables students to work in the hospitality industry with employers across the city. The students gain training in either bar sales, hospitality, or stewarding security and events planning, and then gain paid part-time employment.

Study programmes at level 2 and below

142. In 2014/15, a sixth of all 16- to 18-year-old students in full-time education were studying at level 2 or level 1, with around nine out of 10 of these students going to general FE colleges.⁹⁸ Study programmes below level 3 are less successful than those at level 3, with the core principles of the programmes not always met. The proportion of students who achieve their qualification is substantially lower than at level 3, and declined in 2014/15. Qualifications taken at level 3 within general FE colleges have an achievement rate of 85%. For level 1 and 2 qualifications, they are around 75%.⁹⁹
143. Long-term outcomes for students who do not reach level 2 are poor. In 2014, the employment rate for 19- to 64-year-olds with a highest qualification below level 2 was less than 60%, compared with around 80% for those qualified to level 2 or above.¹⁰⁰ Therefore, it is essential that these students have personalised programmes of study, where the focus is to prepare them for work or an apprenticeship. Too often, students do not benefit from a well-thought-out programme to prepare them for their next steps. Far too many students with lower levels of prior academic attainment progress on to courses that do not have clear value, and work experience or work-related learning are too rarely at the heart of study programmes at levels 1 and 2.

At **Derwen College**, governors, the chief executive and senior managers have established a culture of very high expectations for all students. Staff reinforce very high standards across the college, at work and in the residences. Students at this independent specialist, residential college for young people who have learning difficulties and/or disabilities greatly enjoy their learning, their work experience and the social aspects of college life. Almost all make excellent progress in the development of their personal and vocational skills, and are very well prepared for life in modern Britain.

Managers have developed very close links with employers, particularly in retail and hospitality. 'Industry champions' work closely with college staff to enhance college vocational programmes. They ensure that staff and students are fully aware of the standards and skills required in the workplace and provide students with meaningful work experience opportunities. The range of provision is excellent. Leaders and managers monitor carefully the progression of students and use this information well to improve and inform changes to curriculum design. Managers have made significant changes to vocational programmes, which enable students to develop the relevant skills required for all sectors, increasing their opportunities to progress to employment when leaving college.

98. 'National statistics: Participation in education, training and employment: 2015', Department for Education, 2016; www.gov.uk/government/statistics/participation-in-education-training-and-employment-2015.

99. 'National statistics: SFA: national achievement rates tables 2014 to 2015: open data CSV files', Skills Funding Agency, 2016; www.gov.uk/government/statistics/sfa-national-achievement-rates-tables-2014-to-2015-open-data-csv-files.

100. 'Statistical data set: Qualifications in the population based on the labour force survey', Skills Funding Agency, 2014; www.gov.uk/government/statistical-data-sets/fe-data-library-qualifications-in-the-population-based-on-the-labour-force-survey.

144. Students on study programmes at level 2 or below also receive weaker advice and guidance. Discussions with students indicated that they often needed long-term and frequent guidance to help them identify career goals and develop ideas for their future. At this level, career paths can be less well defined and require advisers to have a good information base to support effective guidance. Too often, this is dependent on subject teacher/tutor knowledge and experiences. This does not guarantee that students are well enough informed, advised and motivated to consider all available education, training and employment options.
145. In 2013, the government introduced traineeships to enable young people to progress to a sustainable job or apprenticeship. Just over 20,000 young people under 19 have completed traineeships since their inception. Around 15,000 of these young people have progressed to a job, apprenticeship, further full-time education or other training. These numbers are encouraging, but they represent a very small proportion of the 226,000 students studying at level 2 or level 1.¹⁰¹

Improving students' English and mathematics

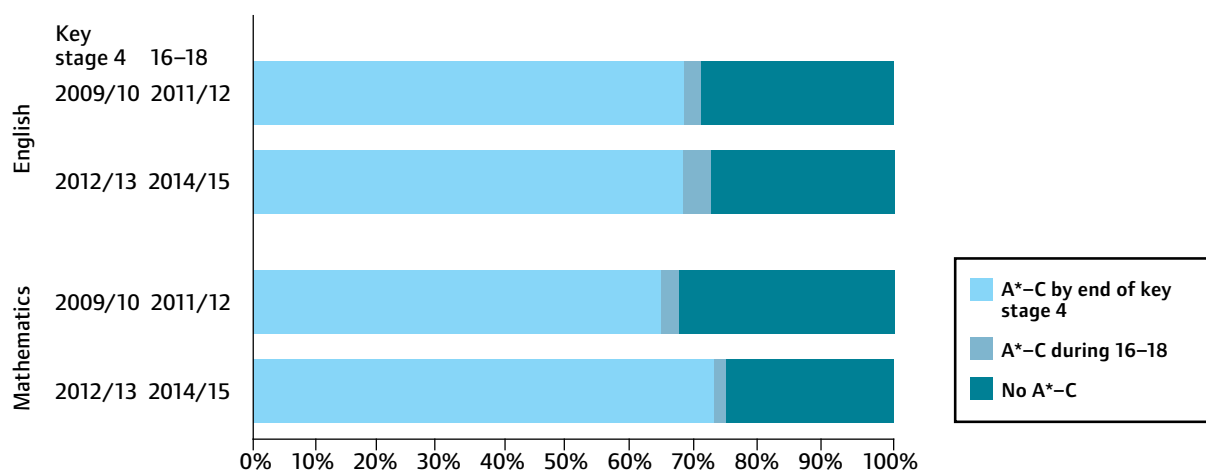
146. The government is rightly concerned that too many young people leave school without achieving at least a grade C in GCSE English and mathematics, and that only a very small minority of those who have not achieved this benchmark by age 16 achieve it by age 19. In 2014, the government introduced a new condition of funding for young people on 16 to 19 study programmes, requiring all those who do not already hold a GCSE at grades A* to C in English or mathematics to work towards the achievement of these qualifications. In 2015, the funding condition was strengthened for those full-time students with a grade D. The condition of funding required them to enrol on to a GCSE with the intention of achieving at least a grade C within two years.¹⁰² While the policy's intention to improve literacy and numeracy levels is well intentioned, the implementation of the policy is not having the desired impact in practice.



101. 'National Statistics: Further education and skills: statistical first release October 2016', Skills Funding Agency and Department for Education, 2016; www.gov.uk/government/statistics/further-education-and-skills-statistical-first-release-october-2016.

102. 'Guidance: 16 to 19 funding: maths and English condition of funding', Education Funding Agency, 2016; www.gov.uk/guidance/16-to-19-funding-maths-and-english-condition-of-funding.

Figure 21: Percentage of students achieving A* to C in English and mathematics GCSE by the end of key stage 4 and between the ages of 16 to 18



Source: Department for Education

147. The policy change has been a significant challenge for providers, but particularly so for general FE colleges, where the majority of students without a GCSE grade C in English or mathematics study and where there have been the biggest increases in numbers studying for qualifications in English and mathematics at level 2. In addition, more students attend general FE colleges with much lower prior attainment in English or mathematics than sixth form colleges or state funded mainstream schools. For example, in 2014/15 around half of the students at general FE colleges who failed to achieve a GCSE at grades A* to C in English at key stage 4 started their study programme with below a grade D. This compared with less than a third studying at sixth form colleges and maintained schools who had below a D grade. There has been an increase of 156% in the number of students studying GCSE English in general FE colleges over the last three years, and a 58% increase for mathematics.¹⁰³ This has led to many general FE colleges struggling to recruit and retain enough skilled and experienced GCSE teachers in these subjects. The numbers studying English and mathematics will have increased further again in 2015/16.

148. Just over a quarter of students by age 19 are not achieving a grade C or higher in GCSE mathematics and more still in English.¹⁰⁴ There are also clear difficulties for general FE colleges in putting policy into practice. It remains unclear whether the GCSE qualification is the best way of ensuring that students have the English and mathematical skills needed for their intended career. Inspection evidence shows that, for some students, having to retake their GCSE can be demotivating and that attendance at these lessons is lower. For many students, an alternative level 2 qualification may be a more appropriate means of improving their English and mathematics and ensuring that they are ready for work.

103. 'Official Statistics: Level 1 and 2 English and maths: 16 to 18 students, 2014 to 2015', Department for Education, 2016; www.gov.uk/government/statistics/level-1-and-2-english-and-maths-16-to-18-students-2014-to-2015.

104. 'Official Statistics: Level 1 and 2 English and maths: 16 to 18 students, 2014 to 2015', Department for Education, 2016; www.gov.uk/government/statistics/level-1-and-2-english-and-maths-16-to-18-students-2014-to-2015.

Apprenticeships

149. Since 2010, almost three million apprentices have started training to prepare them for careers in their chosen occupations.¹⁰⁵ In 2014/15, there were 194,000 young people aged under 19 on an apprenticeship. Of these, general FE colleges provided 37%, and 48% were provided by independent learning providers (including employer providers).¹⁰⁶ Apprenticeships offer an opportunity for young people to gain the skills and knowledge they need to succeed, while meeting the needs of employers.
150. This year, 63% of apprenticeships inspected were found to be good or outstanding, an increase of 12 percentage points compared with last year. The quality of apprenticeships is improving, but too many apprenticeship programmes are not yet good. Of the 181 apprenticeship programmes inspected this year, 49 required improvement and 18 were inadequate, affecting around 90,000 apprentices.¹⁰⁷
151. In providers that required improvement or were inadequate, inspectors found a range of weaker characteristics in the development of apprentices' skills for employment. Almost all these providers were failing to improve apprentices' English or mathematics skills, or helping them to achieve these qualifications. Apprentices in most of these providers did not understand what they had to improve following work reviews with their assessors. Assessors were not good at setting apprentices' targets. They did not ensure that apprentices understood and developed a wider range of personal skills, necessary to be effective in the workplace, beyond those needed to complete an assessment. Apprentices were not adept at organising themselves to make the best use of time and meet deadlines. In around half of these providers, there were issues where apprentices did not attend well, or turn up on time, or who dropped out during their apprenticeship programme. Employers also reported skills gaps that were related to personal skills.¹⁰⁸

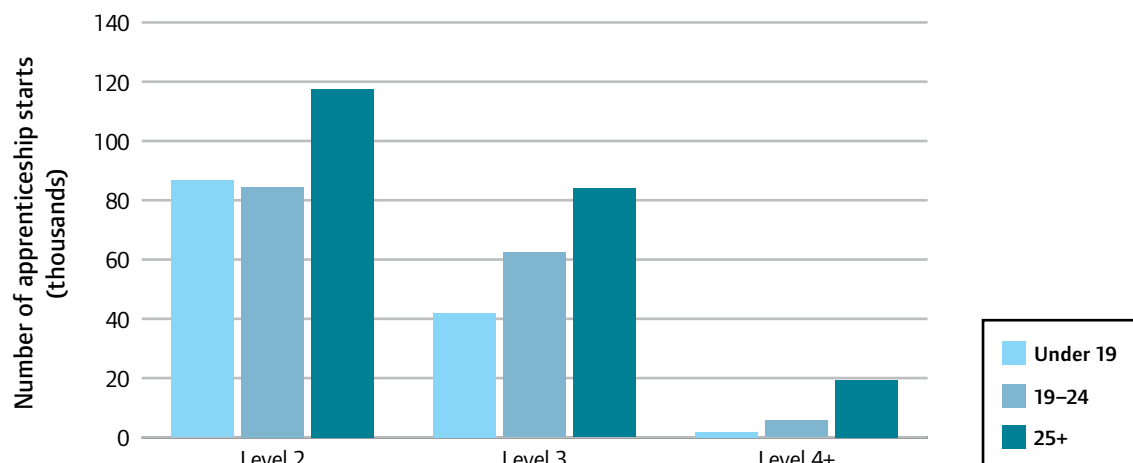
105. 'National statistics: Further education and skills: statistical first release October 2016', Skills Funding Agency and Department for Education, 2016; www.gov.uk/government/statistics/further-education-and-skills-statistical-first-release-october-2016.

106. Learner numbers from 'Statistical data set: FE data library: local authority tables', Skills Funding Agency, 2016; www.gov.uk/government/statistical-data-sets/fe-data-library-local-authority-tables. Providers matched by UKPRN to the Ofsted further education and skills provider types.

107. Learner numbers from 'Statistical data set: FE data library: local authority tables', Skills Funding Agency, 2016; www.gov.uk/government/statistical-data-sets/fe-data-library-local-authority-tables. Providers matched by UKPRN to the Ofsted further education and skills provider types.

108. 'UKCES Employer Skills Survey 2015: UK report', UK Commission for Employment and Skills, 2016; www.gov.uk/government/publications/ukces-employer-skills-survey-2015-uk-report.

Figure 22: Apprenticeship starts by level and age, 2015/16 (provisional)



Source: Skills Funding Agency and Department for Education

152. Apprentices aged 16 to 18 are in the minority. They make up around a quarter of all the apprentices who start and complete an apprenticeship. There are a number of reasons why the take-up of apprenticeships in this age group is low, particularly those at an advanced level.¹⁰⁹
153. We have raised concerns in the past about the extent to which schools have promoted apprenticeships. While some schools are still not doing enough in this regard, the majority of schools we visited this year for our report ‘Getting ready for work’¹¹⁰ were promoting apprenticeships and presenting them as a route that had parity with other options.
154. Our ‘Getting ready for work’ survey¹¹¹ found that there were a number of financial, social, geographical and cultural barriers that limited the take-up of apprenticeships. ‘Fear of missing out’ on traditional routes such as sixth forms and universities is a major barrier. The quality of apprenticeships is also a factor: both students and parents were clear-sighted about the quality of apprenticeships. There was good awareness that the apprenticeships of some major national businesses, such as Rolls-Royce, were excellent destinations. Apprenticeships at post-18 were gaining wider acceptance and credibility among students at school sixth forms, particularly for career paths such as engineering or accountancy. However, the more widely available apprenticeships were perceived to be of variable quality, and both parents and students were concerned about the consequences of taking up a placement that was primarily about ‘cheap labour’ or where low quality might restrict rather than widen future options.

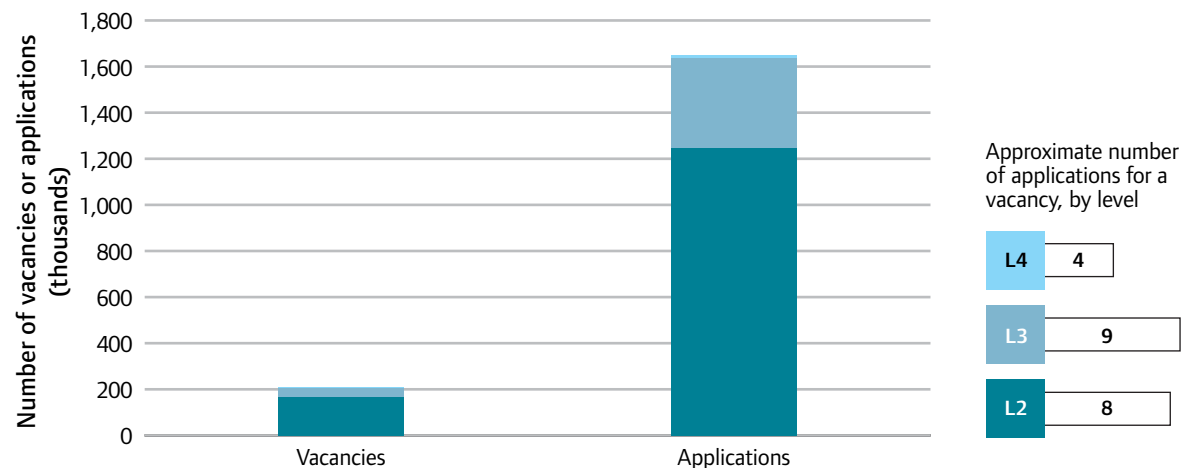
109. ‘National statistics: Further education and skills: statistical first release October 2016’, Skills Funding Agency, 2016; www.gov.uk/government/statistical-data-sets/fe-data-library-further-education-and-skills.

110. ‘Getting ready for work’, Ofsted, 2016; www.gov.uk/government/collections/ofsted-further-education-and-skills-survey-reports.

111. ‘Getting ready for work’, Ofsted, 2016; www.gov.uk/government/collections/ofsted-further-education-and-skills-survey-reports.

155. The insufficient availability of apprenticeships risks undermining the increased awareness-raising and interest-generating activity. There is evidence also to suggest that the low take-up of apprenticeships in the 16 to 18 age group and the lack of supply of apprenticeship vacancies from businesses limits the overall number of apprentices. Among employers, there is a perception that 16-year-olds lack the necessary maturity for the workplace and that there are too many hurdles to making apprenticeships worthwhile. The number of applications on the 'Find an apprentice' website is far greater than the number of vacancies. Consequently, it is becoming harder for students to get an apprenticeship. In 2015/16, there were eight applications submitted via the website for every level 2 apprenticeship vacancy and nine applications for every level 3 vacancy.¹¹²

Figure 23: Number of apprenticeship applications and vacancies submitted on 'Find An Apprentice', by level, 2015/16



Source: Skills Funding Agency and Department for Business, Innovation & Skills

156. The increase in apprenticeships has not focused sufficiently on the sectors with skills shortages. Businesses and local enterprise partnerships (LEPs) have identified digital, manufacturing or technical skills shortages and set local and regional priorities for skills development. However, more than two thirds of the apprenticeships started last year were in 'business, administration and law', 'health, public services and care' and 'retail and commercial enterprises'. The former Department for Business, Innovation and Skills and the National Audit Office have recently commented on the oversight and planning for skills shortages. They reported that government departments¹¹³ and LEPs¹¹⁴ were not communicating effectively to ensure that all apprenticeship providers in their regions could access the relevant information needed to plan apprenticeships that met local, regional and national priorities on economic growth, skill shortages or youth employment rates.

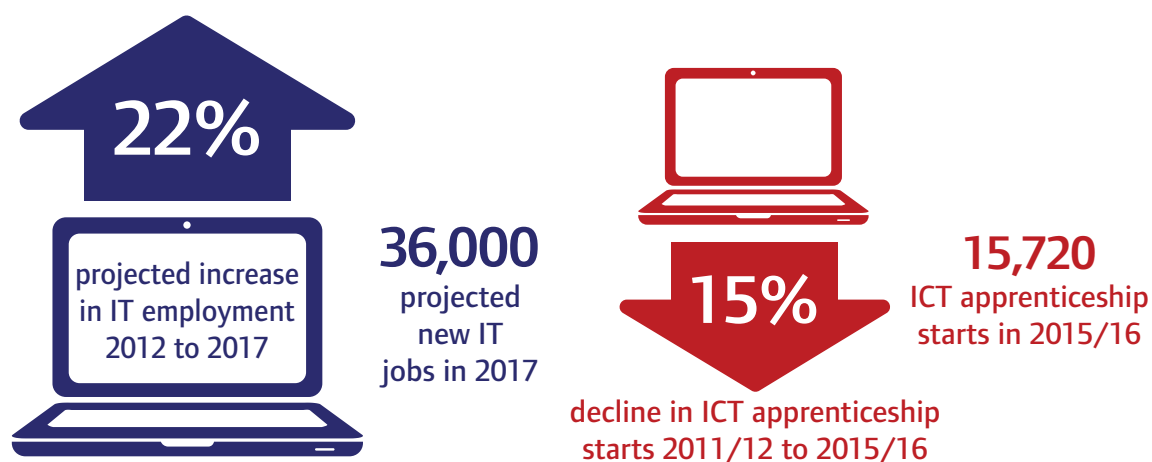
112. 'Statistical data set: FE data library: apprenticeship vacancies', Skills Funding Agency and Department for Business, Innovation & Skills, 2016; www.gov.uk/government/statistical-data-sets/fe-data-library-apprenticeship-vacancies.

113. '2010 to 2015 government policy: industrial strategy', Department for Business, Innovation & Skills, 2015; www.gov.uk/government/publications/2010-to-2015-government-policy-industrial-strategy/2010-to-2015-government-policy-industrial-strategy.

114. 'Delivering value through the apprenticeships programme', The National Audit Office, 2016; www.nao.org.uk/report/delivery-value-through-the-apprenticeships-programme.

157. In 2015, a report from the UKCES stated that the digital and creative sector, employing 2.1 million people in 2012, was worth around £134 billion gross value added in 2014. The report emphasised the importance of digital skills to the economy and recognised that, although digital technology was pervasive across all aspects of life, there was a significant digital skills shortage. It expressed deep concern about the capacity of the education system to supply the quantity and quality of workers needed for digital roles.¹¹⁵ Since 2014, the proportion of apprentices in information and communication technology has grown slightly, but remains very low, at just over 3% of the total number of apprenticeships started.¹¹⁶

Figure 24: Projected new information technology (IT) jobs, compared with apprenticeship starts in information communication technology (ICT)



1. Projected number of new IT jobs in 2017 is based on the UK Commission for Employment and Skills' five year projected increase between 2012 and 2017.

Source: UK Commission for Employment and Skills and Skills Funding Agency and Department for Business, Innovation & Skills

158. Achievement rates for apprentices vary widely between the highest and lowest performing sectors. Last year, around one third of retail and commercial enterprise apprentices, regardless of their age or their apprenticeship level, were not successful. However, achievement in information and communication technology was higher, with around four in five apprentices meeting the required industry standards.¹¹⁷

159. Apprenticeships work best when leaders and managers work well with employers to ensure that the structure and delivery of apprenticeship programmes enable apprentices to meet exacting standards and contribute to the growth of the businesses in which they work.

115. 'UKCES sector insights reports 2015', UK Commission for Employment and Skills, 2015; www.gov.uk/government/collections/ukces-sector-insights-reports-2015.

116. 'Statistical data set: FE data library: apprenticeships', Skills Funding Agency and Department for Business, Innovation & Skills, 2016; www.gov.uk/government/statistical-data-sets/fe-data-library-apprenticeships.

117. 'National statistics: SFA: national achievement rates tables 2014 to 2015: open data CSV files', Skills Funding Agency, 2016; www.gov.uk/government/statistics/sfa-national-achievement-rates-tables-2014-to-2015-open-data-csv-files.

160. The best employers ensure that their apprentices are successful by providing strong support and effective training both at and away from work. In most of the employer providers inspected last year, inspectors continued to find that employers do not know enough about the requirements of an apprenticeship, and do not provide enough off-the-job training to ensure that apprentices develop the skills they need.

B C Arch is a specialist independent learning provider delivering digital and IT apprenticeship frameworks to large corporate employers, local authorities, and small- and medium-sized enterprises. They work with employers to recruit and select young people for apprenticeships in a variety of workplaces and job roles where they can develop high levels of digital and IT skills. The vast majority of apprentices are aged 16 to 18. Leaders and managers have an incredibly strong focus on the design and development of qualifications and learning programmes that meet the rapidly changing skills needed by the digital and IT workforce. They have been instrumental in developing appropriate and relevant frameworks and, more recently, trailblazer standards. Managers and staff carefully plan and constantly improve the training programmes to address employers' skill gaps and to develop young people's skills ready for a future career.

Reform of vocational routes

161. Reforms to apprenticeships are welcome, including the move from qualification frameworks to industry-defined standards and greater ownership of apprenticeships by employers. They have the potential to make a substantial difference to the quality of apprenticeships available. However, their impact may be limited by several factors.
162. First, employer providers must ensure that their apprenticeship provision is good. This year, three new employer providers were inspected for the first time and all three were found to require improvement.
163. The transition from current apprenticeships based on frameworks to a new apprenticeship approach based on standards is too slow. Last year, there were around half a million apprenticeship starts. Less than 0.1% were on apprenticeships working towards the new standards. In 2015/16, the number of apprentices working towards new standards had increased but represented less than 1% of the cohort.¹¹⁸ Currently, while less than 5% of apprenticeships are studied at a higher level, over a third of the apprenticeship standards approved to date are at a higher level.¹¹⁹ Many of the intermediate and advanced level standards have not yet had this focus.
164. The development of apprentices' English and mathematical skills may be limited by the requirement for intermediate-level apprentices to take, but not necessarily pass, examinations in English and mathematics at level 2 before completing their apprenticeship. Likewise, current proposals link funding to an end-point assessment (EPA) through which an assessment organisation, independent from the provider, will assess the competencies and skills that apprentices have gained by the end of their apprenticeship. The processes for ensuring that apprentices are ready to take this EPA

118. 'National statistics: Further education and skills: statistical first release October 2016', Skills Funding Agency and Department for Education, 2016; www.gov.uk/government/statistics/further-education-and-skills-statistical-first-release-october-2016.

119. 'Further education and skills - guidance: Apprenticeship standards approved for delivery', Skills Funding Agency, 2016; www.gov.uk/government/publications/apprenticeship-standards-ready-for-delivery.

are unclear. This means that an employer or provider could receive funding for the duration of the apprenticeship without knowing until the end that apprentices have acquired the necessary competencies and skills. In addition, there is a lack of clarity on what happens to apprentices who do not pass the EPA.

165. Finally, the delays in establishing the Institute for Apprenticeships have led, in part, to wide variability in the quality and structure of apprenticeship standards. Too many do not provide enough detail about the skills and behaviours that apprentices need to demonstrate, and arrangements to ensure the quality, rigour and consistency of the EPA are unclear.

The challenges for post-16 education

166. There is still a divide in the quality of provision for those on academic and vocational courses. This is evident in the weaknesses in study programmes, affecting students on vocational courses, particularly those studying at a lower level, and the weaknesses in apprenticeship provision. From 1990 to 2012, the ratio of youth to adult unemployment doubled. Young people are now four times more likely to face unemployment than workers aged over 24.¹²⁰ This is partly because the curriculum is not geared to train young people for the specific, often high-level, skills that are in short supply in key sectors of the economy. There are, however, some grounds for cautious optimism in the planned reforms to vocational and technical qualifications, following Lord Sainsbury's review of technical education.¹²¹
167. General FE colleges have the potential to have the greatest impact in bridging this divide. Yet there are concerns that there is not enough leadership capacity within the FE sector to enable the improvement. This year, the effectiveness of leadership and management was judged to be good or outstanding in only 52% of general FE colleges. Of the 82 general FE colleges inspected in 2015/16, 28 (34%) were judged to require improvement and a further 12 (15%) were judged inadequate for overall effectiveness.¹²² Almost half of these colleges have performed poorly for many years. All of the inadequate colleges were characterised by systemic weaknesses in leadership or governance.
168. The current programme of area reviews instigated by government, and conducted by the FE commissioner and his team, presents an opportunity to rationalise provision. They can ensure that good and outstanding colleges, and their leaders, work in partnership with those that are struggling educationally or financially. However, the reviews do not include the full range of post-16 providers and exclude school sixth forms. This limits the effectiveness of the reviews in providing a strategic perspective on the provision within an area. Area reviews also provide an opportunity to ensure that the curriculum offer is more closely aligned to local, regional and national employment priorities. In practice, however, the outcomes of area reviews have focused primarily on proposed mergers to support financial sustainability, or tackle inadequate provision. So far they have not focused on an objective rationalisation or re-alignment of curriculum provision.

120. 'What do recruiters think about today's young people? Insights from four focus groups', Anthony Mann and Prue Huddleston, 2015; www.educationandemployers.org/research/what-do-recruiters-think-about-todays-young-people-insights-from-four-focus-groups. Youth unemployment relates to those aged 15 to 24 years old and adult employment relates to those aged 25 to 64 years old.

121. 'Post-16 skills plan and independent report on technical education', Department for Education and Department for Business, Innovation & Skills, 2016; www.gov.uk/government/publications/post-16-skills-plan-and-independent-report-on-technical-education.

122. Includes full inspections and short inspections that did not convert to a full inspection, where the provider remained good.

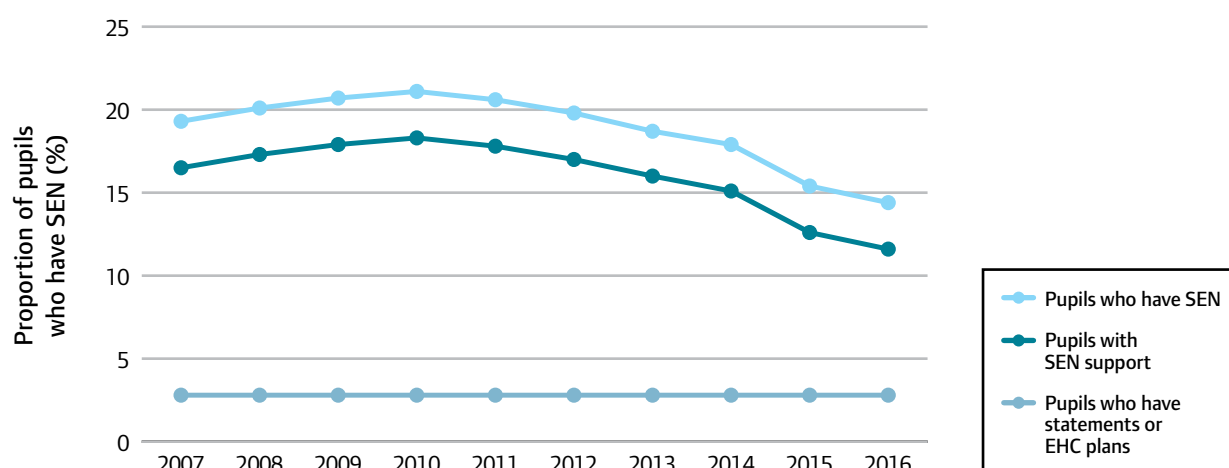


Special educational needs and disabilities

169. In September 2014, the law changed relating to children and young people aged from birth to 25 who have special educational needs and/or disabilities. Associated duties and guidance for providing for their needs came into force. The SEND code of practice was also updated in 2014.¹²³ This makes clear to schools and local areas their responsibilities for the accurate identification and assessment of special educational needs and of pupils' primary area of need. Pupils identified by schools and other providers, including health providers, as having special educational needs and/or disabilities will either have a statement of special educational needs or an education, health and care plan (EHC plan) or be in receipt of special educational needs support (SEN support).

Identification and prevalence of special educational needs and disabilities

Figure 25: The proportion of pupils who have special educational needs, 2007 to 2016



1. From the school census on pupils with special educational needs (SEN), and SEN provision in schools as at January each year 2007–2016
Source: Department for Education

170. The proportion of pupils who have special educational needs and/or disabilities is now at 14.4%.¹²⁴ This is its lowest level since 2007. This decline is due to a fall in the proportion of pupils identified as having special educational needs without a statement or EHC plan (those in receipt of SEN support). In 2016, this group declined to 11.6% of all pupils. This is the lowest on record and down 6.7 percentage points from its peak in 2010. Almost half of the reduction in the proportions of pupils identified as requiring special educational needs support has occurred since 2014, a 3.5 percentage point fall, when the revised code of practice and Children and Families Act came into force. The proportion of the total pupil population with a statement or EHC plan has remained constant, at 2.8%, since 2007.¹²⁵

123. 'Special educational needs and disability code of practice: 0 to 25 years', Department for Education and Department of Health, 2014; www.gov.uk/government/publications/send-code-of-practice-0-to-25.

124. All data on numbers of pupils with special educational needs and disabilities and the schools that they attend throughout this section: 'Special educational needs in England: January 2016', Department for Education, 2016; www.gov.uk/government/statistics/special-educational-needs-in-england-january-2016.

125. Source: School census 2007–2016 (as at January each year).

171. In primary schools, including in their early years provision, boys are much more likely to be identified as having special educational needs and/or disabilities than girls, including having an EHC plan or statement. In January 2016, almost 18% of boys in primary schools and 9% of girls were identified as having special educational needs and/or disabilities. The proportion is highest in Years 5 and 6 for both boys and girls. It then reduces during secondary school. By the beginning of key stage 4, the proportion receiving SEN support is very similar to that in Year 1, at around 11%, although the proportion who have an EHC plan or statement is higher, at 2%.
172. Some groups are much more likely to be identified as having special educational needs and/or disabilities than others. In primary and secondary schools, pupils who speak English as a first language are more likely than pupils who speak English as an additional language to be identified as having special educational needs and/or disabilities. Twenty seven per cent of all pupils who have special educational needs and/or disabilities are eligible for free schools meals, compared with just over 12% of pupils who have no special educational needs or disabilities. An even higher proportion of pupils who have statements or EHC plans are eligible for free school meals: almost a third. Pupils who have social, emotional and mental health needs as their primary type of need are the most likely to also be eligible for free school meals.
173. The proportion of boys (4%) who have an EHC plan or statement is more than twice that of girls (1.5%). Thirty per cent of boys who have a statement or EHC plan have autistic spectrum disorder identified as their primary need, compared with just under 15% of girls with an EHC plan or a statement.

Local areas' implementation of the reforms: a new form of inspection

174. Working with the Care Quality Commission inspectorate, we have introduced a new type of local area inspection this year to check how effectively education, health and social care are working together with others and parent/carers to implement these reforms. Eight of these inspections were carried out in the summer of 2016.
175. We found local areas to be at different stages in how they had put the new reforms into place. This was usually linked to whether they had previously been involved in earlier 'pathfinder' arrangements.¹²⁶ In these first inspections, each local area was meeting its statutory obligations. Joint commissioning arrangements were established between health, education and social care to provide services. The different ways of involving parents strategically in decision-making (known as co-production) were generally working well, although there was some variation across the areas inspected.

126. In October 2011, the Department for Education set up 20 trials with 31 local authorities to test the proposals in the special educational needs and disabilities green paper. See: www.gov.uk/government/publications/support-and-aspiration-a-new-approach-to-special-educational-needs-and-disability-consultation.

176. Services for children, pupils and learners who have special educational needs and/or disabilities, from birth to 19 years, were mostly well established, including the drawing up of EHC plans with families. Most parents said they had been able to influence their own child's EHC plan, although some felt that their views were not taken into account sufficiently. Almost all of the inspected authorities had more to do to secure provision and a continuous pathway of services for young people up to the age of 25. Many parents remained anxious about the continuity of provision, care and resources from health, education and social care once their children left the school system.
177. Arrangements for identifying, assessing and meeting the needs of children and young people who had EHC plans (or a statement of special educational needs) were also usually well developed. Most local areas and schools had reviewed their practice on identification and assessment of need, and were continuing to do so as they put into place the requirements of the Children and Families Act 2014.¹²⁷ In some areas, inspectors found that additional training has been provided to special educational needs coordinators (SENCOs) in schools by local authorities to ensure that they understood their responsibilities and the 'local offer'. As a result, individual schools had adjusted their criteria for including a pupil on their register of special educational need.¹²⁸
178. Not all local areas we inspected had established systems for checking on how well all pupils who have special educational needs and/or disabilities were doing, wherever they went to school or college. Most kept careful oversight of those in maintained schools with statements or EHC plans, but were less informed about these pupils' progress or indeed their safety in independent schools or when they are placed out of area.
179. Few local areas routinely gathered and analysed information about how effective provision is for pupils in receipt of SEN support in mainstream schools, colleges and other provision and, in particular, how well they progress compared with others. Our analysis of data about the progress of these pupils shows that it frequently lags behind that of their peers and there is considerable variation nationally as to how well these pupils do. Only 54% make expected progress in English between key stages 2 and 4, for example, compared with 69% of all pupils nationally. The proportion of pupils in receipt of SEN support who make the expected level of progress varies between 37% and 74% across local authority areas.¹²⁹

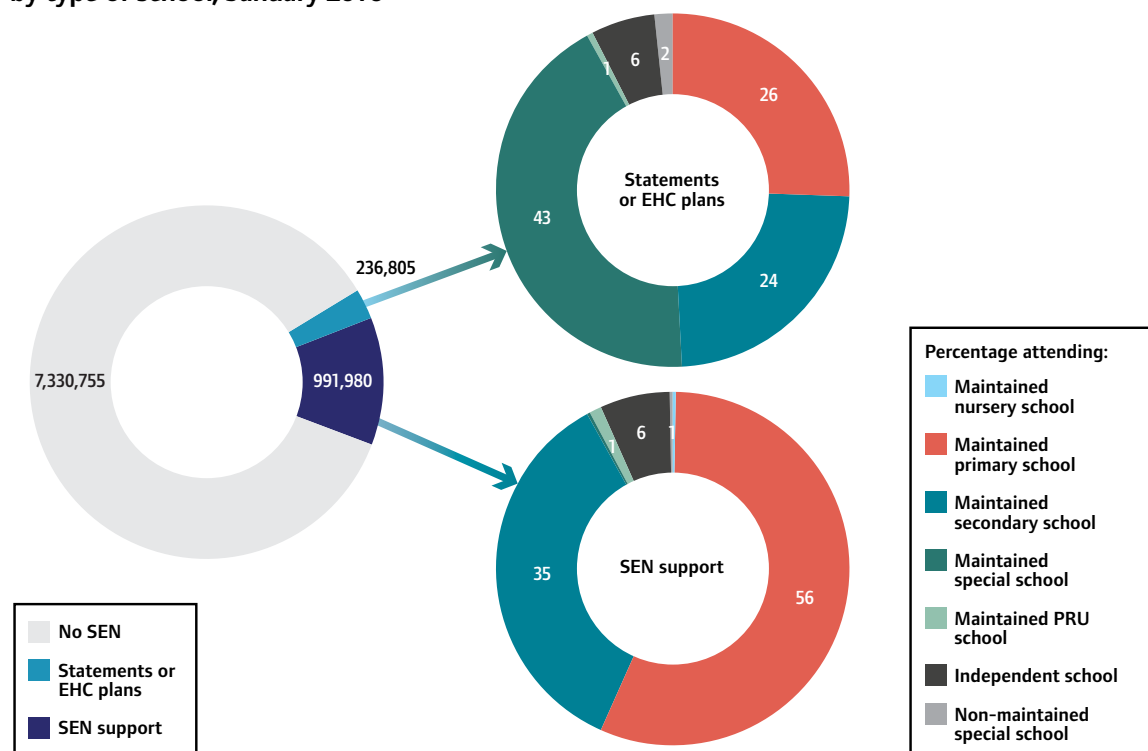
127. Children and Families Act, 2014; www.legislation.gov.uk/ukpga/2014/6/contents/enacted.

128. Review of evidence bases and report letters of all local area SEND inspections.

129. Analysis of Ofsted's RAISEonline database, based on data provided by the Department for Education. Includes pupils in maintained secondary schools and special schools, but excludes pupil referral units and independent schools.

Placements

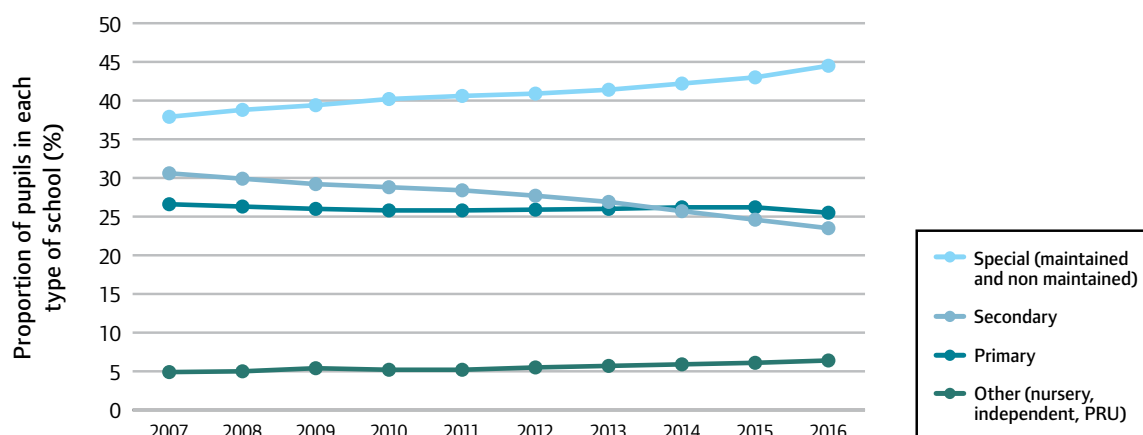
Figure 26: The proportion of pupils with a statement or education, health and care plan by type of school, January 2016



Source: Department for Education

180. Greater proportions of pupils with EHC plans or statements, 43%, are now educated within maintained special schools than at any point since 2007. The proportion of these pupils placed in independent schools has increased from just under 4% in 2009 to over 6% in 2016. The proportion of pupils with a statement or EHC plan placed within mainstream primary and secondary schools is now at its lowest level since 2007. The decrease is much greater for secondary aged pupils than for primary aged pupils.

Figure 27: The proportion of pupils with a statement or education health and care plan within each provider type, 2007 to 2016

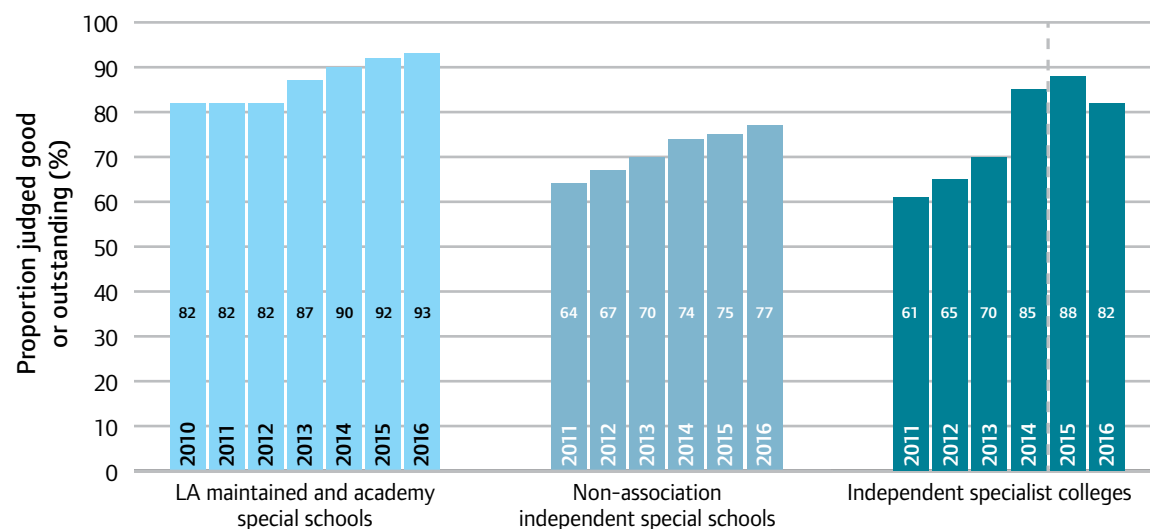


1. From the school census on pupils with special educational needs (SEN), and SEN provision in schools as at January each year 2007–2016
Source: Department for Education

181. Evidence from local area inspections suggests that the increase in the proportion of special school placements may relate to concerns that parents have reported about perceived or real inconsistencies in awareness in some mainstream schools. Parents have also raised concerns about the ability of mainstream schools to deliver specialist support, such as therapy, which is readily available in special schools. Some parents do not feel that aspirations are high enough or that the curriculum in mainstream schools is broad enough to cater for their child's current strengths and future needs. They also fear that where a local school requires improvement or is inadequate, it may not have the time and resources to prioritise the learning of their child.
182. There is no evidence from our school or local area inspections that mainstream schools, whether primary or secondary, are not welcoming pupils who have special educational needs and/or disabilities onto their rolls. Children and young people spoken with during school and local area inspections are generally positive about their experiences and the help they receive, whether in mainstream or special schools.
183. In the small number of local area inspections completed to date, it would appear that parental confidence in their child's placement and the progress they are making is linked to how much they feel their views and concerns are taken into account. In the strongest areas, parents and parent groups are directly involved in reviewing and planning services, not just for their own child but in relation to the provision and overall outcomes for pupils who have special educational needs and/or disabilities. In these circumstances, parents have confidence that provision is being tailored as much as possible to their child's needs and targets, wherever they are placed, and that school and local areas are committed to further improving provision and outcomes. Other parents lack confidence in local areas or schools when they feel that:
- their child's provision and EHC plan are determined by what currently exists as provision, rather than provision being tailored and adapted to meet their child's needs
 - they have been asked for their views but the suggested provision or EHC plan does not appear to reflect these
 - the provision that is meant to be made for their child does not always happen and the local area, school or college do not explain fully to them how the proposed provision or adjustments to provision will meet their child's needs effectively and how this will be evaluated.

Quality of provision

Figure 28: Proportion of specialist providers judged good or outstanding for overall effectiveness at their most recent inspection, from 2010 to 2016



1. Outcomes for maintained school inspections are shown for inspections to 31 August 2016 where the report was published by 30 September 2016.
2. Maintained and non-association school details are taken from Edubase and show the position at 31 August 2016.
3. For independent specialist colleges, figures for 2015 onwards are not comparable to previous years. A different methodology has been used to calculate the percentage of providers judged good or outstanding, with providers that ceased to be funded or closed during the year no longer included.

Source: Ofsted

184. There are 1,038 maintained special schools. Of these, 81% (836) are under local authority control. In addition, there are 150 special academy convertors, 33 sponsor-led special academies and 19 special free schools.
185. The proportion of maintained special schools, including free schools and academies, judged to be good or outstanding at their most recent inspection continues to be higher than either primary or secondary mainstream schools.
186. Overall, only 7% of maintained special schools are less than good. Less than good provision is much more widespread in independent special schools (23%) and independent specialist colleges (18%). There are 5,975 pupils with statements or EHC plans in local authority special schools, or in special academies and special free schools that are not good or outstanding schools. In non-association independent schools that are not good or outstanding, there are a further 1,485 of these pupils.
187. In all state-funded schools, there are over 159,000 pupils who have special educational needs and/or disabilities in schools judged as requiring improvement or inadequate. This includes 16,100 pupils with EHC plans or statements who are in maintained primary or secondary schools or pupil referral units that are not yet good. Nationally, 20% of pupils with an EHC plan or statement who attend maintained secondary schools are in schools that are less than good.

188. The proportion is even higher for secondary aged pupils who are in receipt of SEN support. Nationally, 23% of these pupils are in secondary schools judged as requiring improvement or inadequate. There is a marked difference when considering the position of pupils in receipt of SEN support in the North and Midlands, compared with the South. There are lower proportions of good or outstanding secondary schools in the North and Midlands and the effect of this on pupils who have special educational needs and/or disabilities is more marked than for other pupils. While 17% of secondary aged pupils in receipt of SEN support are in schools that are less than good in the South of the country, this rises to 30% in the North and Midlands.
189. Where inspectors found provision for these pupils to be less than good, common weaknesses can be identified. This is the case whether pupils are in mainstream or special schools, specialist colleges or a school with enhanced special educational needs and disabilities provision or resource base. Often, arrangements for checking on progress were not robust enough and aspirations for these pupils too low. Leaders and managers did not do enough to check which aspects of support were proving effective. Some leaders did not have enough knowledge or understanding as to how to do this. Teachers and other staff had received too little training in how to use specialist resources and approaches, and how to measure pupils' small steps of progress. This meant that resources available were not used effectively and that work was not well matched to pupils' needs and next steps. As a result, pupils who have special educational needs and/or disabilities in these provisions did not make as much progress as they should.¹³⁰

Special schools

190. It is not surprising that the characteristics of highly effective special schools, whether independent or maintained, do not differ much from those for mainstream schools. Behind this are the aspiration, vision and quality of leadership and management at all levels, including governance. Outstanding special schools have leaders who are tenacious in their aim for high standards in teaching and learning. They are rigorous in how they check on the impact of the schools' work on the progress and well-being of every pupil.¹³¹
191. In the most effective special schools, we see leaders who are clear about their duties and responsibilities in meeting their pupils' identified special educational needs. They also deliver a broad, rich and relevant curriculum that helps each pupil be ready for their next steps in education and life. These schools work extremely well with other specialist providers of support and therapies, with parents and with young people to review pupils' progress rigorously. They have accurate, comprehensive information about what a pupil knows and can do and what they need to learn to do next. They are highly focused on providing the pupils with learning opportunities that enable transfer of skills from the classroom into everyday life. Consequently, pupils at these schools make outstanding progress in the subjects they study but also in important aspects of their personal development. They acquire skills that set them up extremely well for later life and learning.

130. Based on a review of all maintained and inadequate schools and a sample of further education and skills provision judged inadequate this year.

131. Based on a review of the inspection reports of 75 maintained and independent special schools.

192. These schools know themselves and assess their pupils' current knowledge and skills very well indeed. They are supported by local areas that keep careful watch on every pupil's progress and outcomes. Their vision is of an 'enabling' curriculum, rather than a disabling one, that not only supports pupils' understandings but also their resilience. They check rigorously on progress in subjects, including technical and vocational knowledge and skills. They also monitor progress in specialist areas such as mobility, independence, communication or how pupils manage their behaviour or learning. They inspire pupils to have a love of learning, to be confident in their own abilities and to also know when they might need help.

Perseid School is a happy and inspirational place. Pupils are keen to get off the buses when they arrive because they enjoy coming to school. External partners and other professionals recognise that leaders and governors are committed to ensuring that the school remains a centre of excellence that others can learn from. This has led to the school becoming the hub of a teaching school alliance and a valued training provider within the local area.

Leaders and governors are continually looking for ways to make further improvements. They constantly evaluate how their actions are making a difference and draw on the advice of other professionals to confirm their findings. They will not compromise on the high standards of care and education provided throughout the school. For example, governors insisted that the local authority conduct a full review of health and care services to ensure that the diverse needs of the growing number of pupils attending the school could continue to be met. Consequently, all pupils continue to receive high-quality support to allow them to make outstanding progress. Parents say that they appreciate the support and the wrap-around care that is provided by all staff at the school. They miss it during the holidays because the school plays such a significant role in the lives of their children.

193. In good and outstanding special schools inspected this year, governors provided robust challenge and support. They held leaders to account rigorously for pupils' progress and well-being. They were clearly focused on the responsibilities of the school to secure the highest outcomes for each young person in both their academic and personal development. Often, their governors included parents and experts from within education, social care and health who thoroughly understood the potential barriers that a disability or need might present to learning. They asked highly pertinent questions as to how well the school is doing, querying how specific interventions are working. For example, in a school specialising in providing for pupils with social and emotional challenges, they checked on how effective the schools' behaviour management approach was and whether incidents had reduced over time. Where pupils' primary needs were linked to communication and language difficulties, they checked carefully on pupils' progress in these areas. They ensured that pupils had any additional technological aids and other resources they needed swiftly and staff had the training to use them.

A letter to **Meadowgate School**:

‘You have made significant improvements to the already outstanding quality of education provided in the school since the last inspection. This is because you are determined that each pupil shall achieve the greatest possible academic and personal success, and benefit from the highest standard of care and support. This commitment is shared by other leaders, including governors, and all staff. You and many of your colleagues have completed high-level research into techniques that best enable pupils to learn and make rapid progress.’

194. This rigour in monitoring all aspects of the school’s work and pupils’ outcomes can be seen in both the maintained and independent sector. It is a common feature of reporting about outstanding or much-improved independent special schools, such as Overley Hall School in Shropshire, in which the curriculum and assessment and pupils’ preparation for their working lives and for leisure were judged particular strengths.
195. In special schools found to be less than good, assessment and monitoring of progress was often a weakness, with schools not checking carefully or rigorously on areas known to be challenging for learners who have particular needs. Sometimes, such limitations were ‘taken as read’, rather than staff looking for new and innovative ways of enabling access. Slow progress and poor attendance or behaviour were accepted rather than challenged. Pupils’ interests, needs and next steps were not taken into account enough when planning the curriculum and lessons. There was often a lack of urgency, because lessons started slowly and time for learning was lost.¹³²
196. In addition, in a number of inadequate schools, particularly independent special schools, safeguarding was found to be ineffective. This is discussed further in the safeguarding section below.



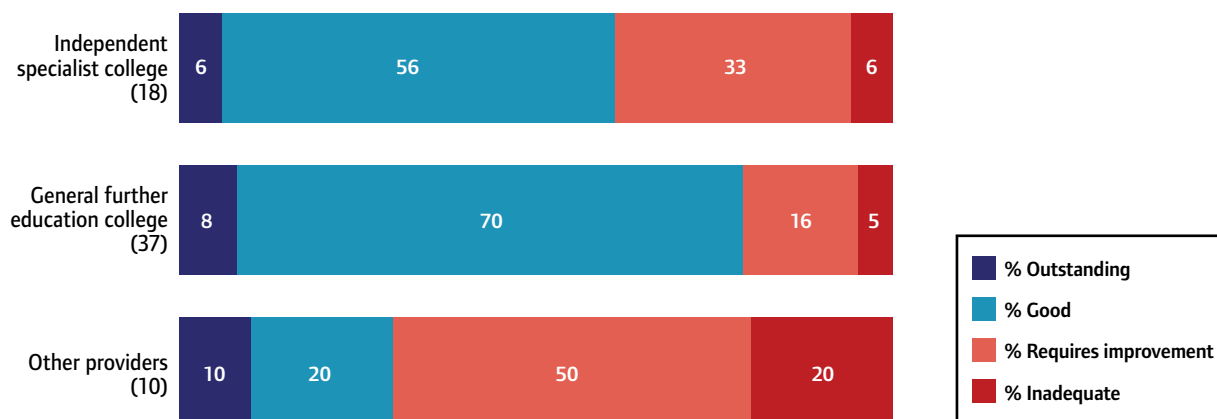
132. Based on a review of all maintained and independent schools judged inadequate this year.

Learners with high needs in further education

197. The large majority of learners with high needs aged between 16 and 24 in further education (excluding school sixth forms) are studying in general further education (FE) colleges. A very small proportion of learners attend sixth form colleges (7%) and independent specialist colleges (14%).

Figure 29: Provision for learners with high needs inspected between 1 September 2015 and 31 August 2016, by provider type

Number of providers in brackets



1. 'Other providers' include 16–19 academy converters, independent learning providers, local authority providers, not for profit organisations, sixth form colleges and specialist further education colleges.

2. Percentages are rounded and may not add to 100. Where the number of inspections is small, percentages should be treated with caution.

Source: Ofsted

198. A separate judgement as to the quality of provision for learners with high needs is made in further education and skills provision, where appropriate. Overall, the proportion of general FE colleges judged good or outstanding for their provision for learners with high needs this year (78%) was much higher when compared with the colleges' overall effectiveness judgement (51%). The proportion of independent specialist colleges (ISCs) judged good or outstanding at their most recent inspection has dropped by seven percentage points, to 82%, between 31 August 2015 and 31 August 2016. This is almost entirely linked to the inspection of new providers, with four out of seven being judged less than good. In these weaker colleges, inspectors found too little focus on employability, independence and behaviour, including opportunities for meaningful work experience and too little use of supported internships.

199. This year, the number of young people with statements or EHC plans who are undertaking traineeships, apprenticeships and supported internships was collected on a voluntary basis for the first time. Out of 117 local authorities that provided this information, there were only 125 young people with either a statement or an EHC plan who were undertaking apprenticeships, 125 undertaking traineeships and 65 undertaking supported internships. In some areas, there were none. Of the young people who were issued with a statement or an EHC plan for the first time during 2015, 10 were undertaking an apprenticeship, five were undertaking traineeships and 10 were undertaking supported internships.¹³³

133. 'National statistics: Statements of SEN and EHC plans: England, 2016', Department for Education, 2016; www.gov.uk/government/statistics/statements-of-sen-and-ehc-plans-england-2016.

200. In March 2016, we published our thematic report 'Moving forward: how well the further education and skills sector is preparing young people with high needs for adult life'.¹³⁴ This report concluded that young people with high needs were not well served. Of the local authorities and further education providers surveyed, the implementation of the Children and Families Act 2014 had not been fully effective. As a result, the support that learners with high needs received varied considerably. The sharing of information between schools and providers was not good. The learners were not getting enough specialist careers advice. Health, social care and education providers were not working closely enough together to ensure that these young people were prepared well for adult life. Too many learners with high needs were on programmes that did not lead to further learning, employment or supported or independent living.
201. In almost all local area SEND inspections, provision and planning for young people who have special educational needs and/or disabilities aged 19 to 25 was also identified as weaker than for provision for younger pupils. Local authority, health and other services in these areas recognised that this aspect of their joint working, whether at strategic level or in implementation of plans, was less developed than for early years and school-age services. Most local areas inspected are now trying to collate information more systematically about their provision and outcomes for young people aged 19 to 25, so it can be used to review and drive forward services and outcomes for this age group. This includes gathering and analysing information about the progress of learners with high needs, the qualifications they achieve and what is known about the quality of these young people's lives after leaving school and children's services.

134. 'Moving forward? How well the further education and skills sector is preparing young people with high needs for adult life', Ofsted, 2016; www.gov.uk/government/publications/preparing-learners-with-high-needs-for-adult-life.

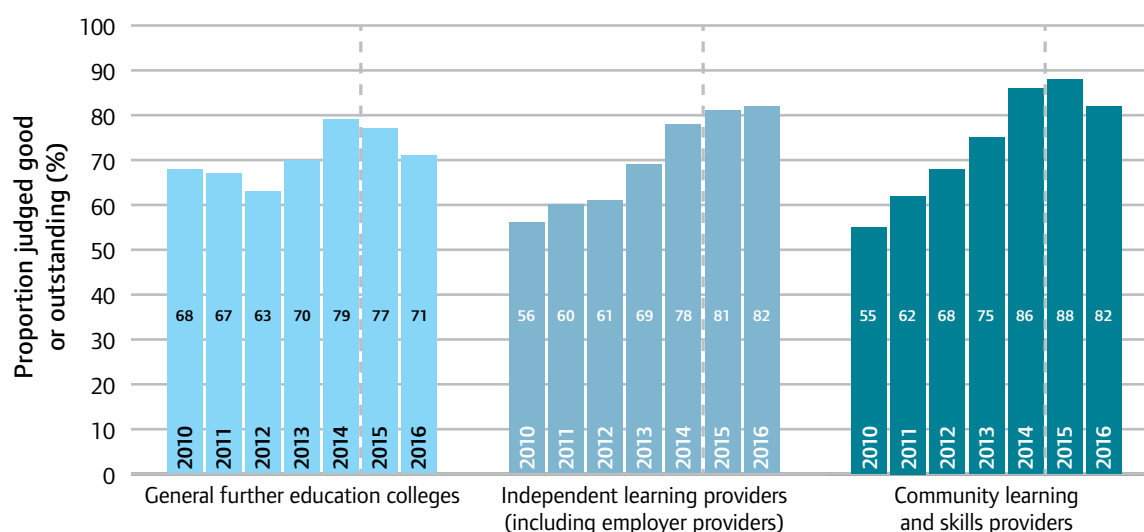


Adult learning

202. In an increasingly specialised economy, employees need to develop their knowledge and higher level skills, and to improve their English and mathematics. More than six million working-age adults have no level 2 qualifications at all.¹³⁵

203. In 2014/15, there were 2.6 million funded learners aged 19 and over taking part in further education. This has fallen from a peak of 3.3 million adult learners in 2012/13. Thirty per cent are on courses at community learning and skills providers, 24% at independent learning providers (including employer providers), and 44% at general further education (FE) colleges.¹³⁶

Figure 30: Proportion of adult education and skills providers judged good or outstanding for overall effectiveness at their most recent inspection



1. The main providers of adult education are included on the above chart.

2. Figures for 2015 onwards are not comparable to previous years. A different methodology has been used to calculate the percentage of providers judged good or outstanding, with providers that ceased to be funded or closed during the year no longer included.

Source: Ofsted

204. This year, adult learning programmes were given an overall judgement for the first time on full inspections.¹³⁷ Inspectors found that the lower overall effectiveness of general FE colleges extended to low performance in adult learning. Of the 66 full inspections of general FE colleges this year, 64 received a grade for adult learning. Fifty-eight per cent of these colleges were judged to be good or outstanding for their adult learning programmes. Performance was not markedly higher in other sectors: only 60% of community learning and skills providers and 55% of independent learning providers (including employer providers) were good or outstanding for their adult learning programme provision.

135. 'National statistics: Further education and skills: statistical first release June 2016', Skills Funding Agency and Department for Business, Innovation and Skills, 2016; www.gov.uk/government/statistics/further-education-and-skills-statistical-first-release-june-2016.

136. Learner numbers from 'Statistical data set: FE data library: local authority tables', Skills Funding Agency, 2016; www.gov.uk/government/statistical-data-sets/fe-data-library-local-authority-tables. Providers matched by UKPRN to the Ofsted further education and skills provider types.

137. 'Further education and skills inspection handbook', Ofsted, 2016; www.gov.uk/government/publications/further-education-and-skills-inspection-handbook.

205. Where provision was good, learners developed the skills and confidence they needed to prepare for work because leaders worked well with employers and community groups to develop relevant courses. In weaker provision, the majority of teaching did not challenge or enable adult learners to achieve well.
206. Adult learners followed more than one million education and training qualifications in general FE colleges in 2014/15. Just over half of the qualifications were basic skills courses in English, mathematics and information and communication technology (level 1).¹³⁸ It is not clear that these courses in basic skills are sufficiently stretching and helping learners to make progress.

Community learning and skills provider performance

207. Community learning is designed to help people of all ages and backgrounds to get a new skill, to reconnect with learning, follow an interest, to prepare to study formal courses and get qualifications or learn how to support their children better. Where it is done well, it supports wider government policies on localism, social justice, stronger families, digital inclusion and social mobility. Learning often takes place in community settings, such as primary schools, church halls, libraries and community centres.
208. The downward trend in the number of funded non-accredited courses identified last year has continued.¹³⁹ This decline has again been offset by an increased focus on longer courses in literacy, numeracy and preparation for life and work that lead to recognised qualifications such as functional skills or a GCSE. However, fewer adults have participated in funded community learning, shown most starkly by the substantial fall in the number of learners in 'personal and community development learning', which dropped by around 40,000 in the past year.¹⁴⁰
209. The fall in the number of learners is greater for those aged over 35 and is marked by a steep decline in the participation of learners aged over 60.¹⁴¹ With progressive increases in the state pension age, many more people over 60 will find themselves seeking employment, sometimes as a result of redundancy. Often, the key to a rapid return to work is access to education and training to get the qualifications and skills necessary for a change in employment. In the majority of inspections carried out this year, even in good or outstanding providers, managers do not know if their employability and skills offer is making a difference and helping people get back to work.

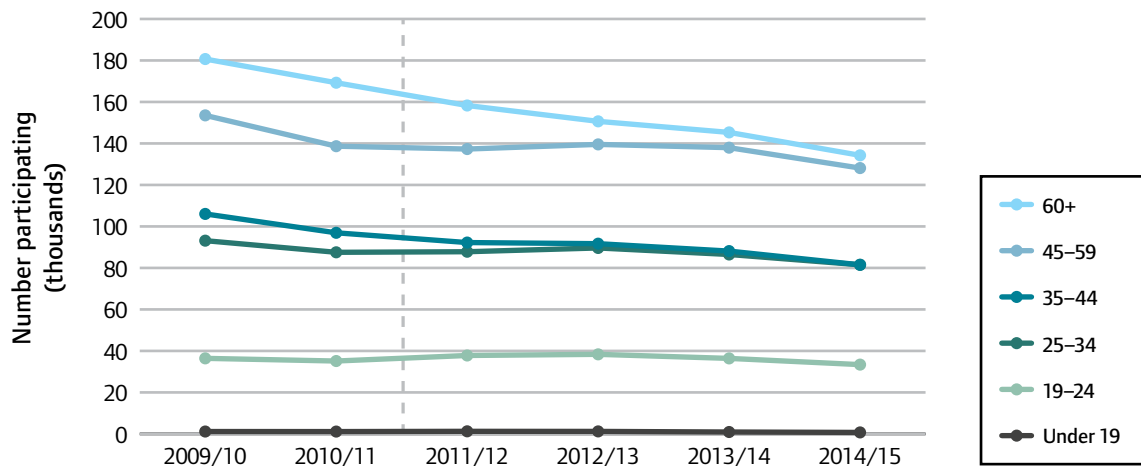
138. 'National statistics: SFA: national achievement rates tables 2014 to 2015: open data CSV files', Skills Funding Agency, 2016; www.gov.uk/government/statistics/sfa-national-achievement-rates-tables-2014-to-2015-open-data-csv-files.

139. 'Statistical data set: FE data library: community learning', Skills Funding Agency, 2016; www.gov.uk/government/statistical-data-sets/fe-data-library-community-learning.

140. 'Statistical data set: FE data library: community learning', Skills Funding Agency, 2016; www.gov.uk/government/statistical-data-sets/fe-data-library-community-learning.

141. 'Statistical data set: FE data library: community learning', Skills Funding Agency, 2016; www.gov.uk/government/statistical-data-sets/fe-data-library-community-learning.

Figure 31: Number of funded learners participating in personal and community development learning by age, 2009/10 to 2014/15



1. Figures for 2011/12 onwards are not directly comparable to previous years.

Source: Skills Funding Agency

210. In providers judged good or outstanding, the shift in funding emphasis has led to vibrant and innovative approaches to community learning for those aged 60 and above. However, the falling participation rates for this age group highlight the need for local authorities, as community learning and skills providers, to develop partnerships that will stimulate community activity in areas where social networks are poorly developed because of deprivation or rural geography.

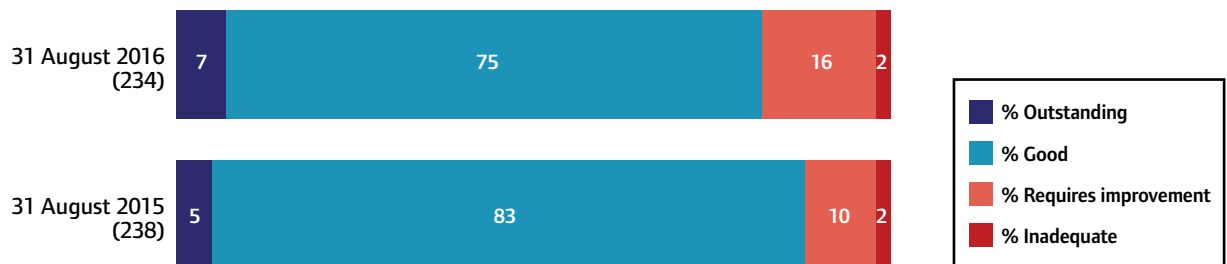


211. Inspectors found that good and outstanding community learning and skills providers were particularly effective in their communities at responding to the social, economic and health pressures caused by unemployment, poverty and low levels of literacy, numeracy and digital skills. These providers share services, and work in partnership with other education providers, charities and the public and voluntary sector so that they can reach all sections of their locality. Inspections this year show that work with disadvantaged communities leads to social and educational benefits, such as:¹⁴²

- funding short courses that enable local people to set up self-financing clubs and community ventures that promote healthy living and better mental health and counter loneliness, for example through lunch clubs and park running groups
- working with partners best placed to deliver a wide range of courses to support adults from disadvantaged communities
- increasing enrolments from specific under-represented groups and communities, such as socially isolated men and residents from the most economically deprived wards.

Figure 32: Inspection outcomes of community learning and skills providers at their most recent inspection, as at 31 August

Number of providers in brackets



Source: Ofsted

212. Eighty-two per cent of the 234 currently open and funded community learning and skills providers are judged to be good or outstanding. This is a six percentage point decline from the previous year. This year, 18 previously good providers were judged to require improvement at their most recent inspection. This shift in performance is characterised by courses that did not challenge or inspire learners enough to raise their aspirations, and by leaders and managers who did not know enough about the impact of their work. For example, leaders didn't know whether the courses and training they provided led to long-term work for unemployed residents or to improvements in health and well-being in disadvantaged communities.

¹⁴². We reviewed 78 reports from inspections of community learning and skills providers, including both local authority and non-local authority providers.

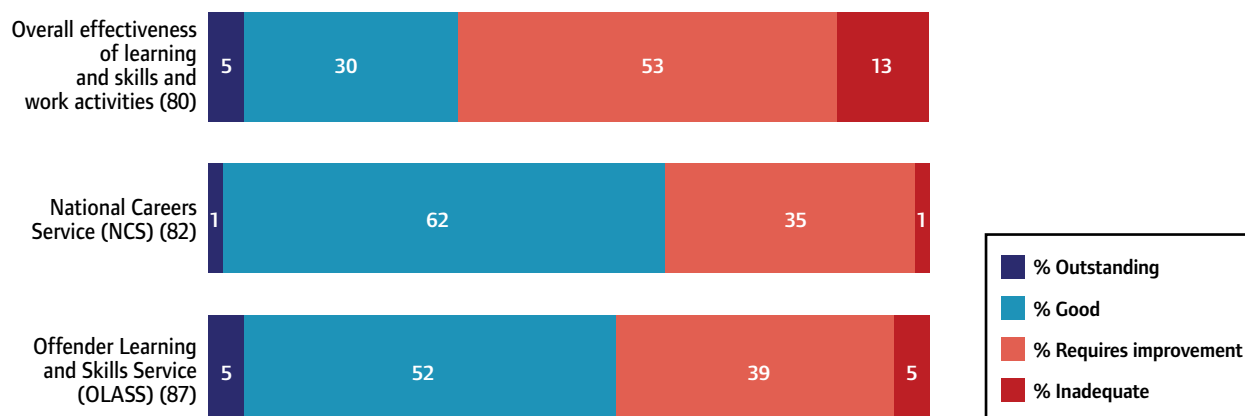
Learning and skills in prisons and young offender institutions

213. For too long, education and training in prisons and young offender institutions have not been effective enough in giving prisoners the opportunity to gain the knowledge and skills they need to remain out of prison after release. Around 60% of prisoners leave prison without going on to employment, education or training.¹⁴³ More than four in 10 adult offenders commit further offences within a year of release. Almost six in 10 prisoners who serve sentences of less than 12 months commit further crimes and receive a caution or court conviction.¹⁴⁴ We are supportive of the Coates review recommendation to ‘place education at the heart of the prison regime’ to enable prisoners to gain the knowledge and develop the skills and attributes necessary to lead law-abiding, useful lives on release.¹⁴⁵

214. Governors are still not doing enough to ensure that education, training or work reduce re-offending and rehabilitates prisoners. In 13 out of 20 prisons, inspectors found governors did not provide enough activity places to ensure that all prisoners had good access to education, work or vocational training throughout the week. Prisoners waited too long before activities were available to them.

Figure 33: Inspection outcomes of prisons and young offender institutions at their most recent inspection, as at 31 August 2016

Number of prisons and young offender institutions in brackets



1. The overall effectiveness of learning and skills and work activities was introduced in March 2014; as at 31 August 2016, 34 prisons and young offender institutions had yet to receive this judgement and therefore are not included.

2. Inspections published by 31 August 2016.

3. Percentages are rounded and may not add to 100.

Source: Her Majesty's Inspectorate of Prisons and Ofsted

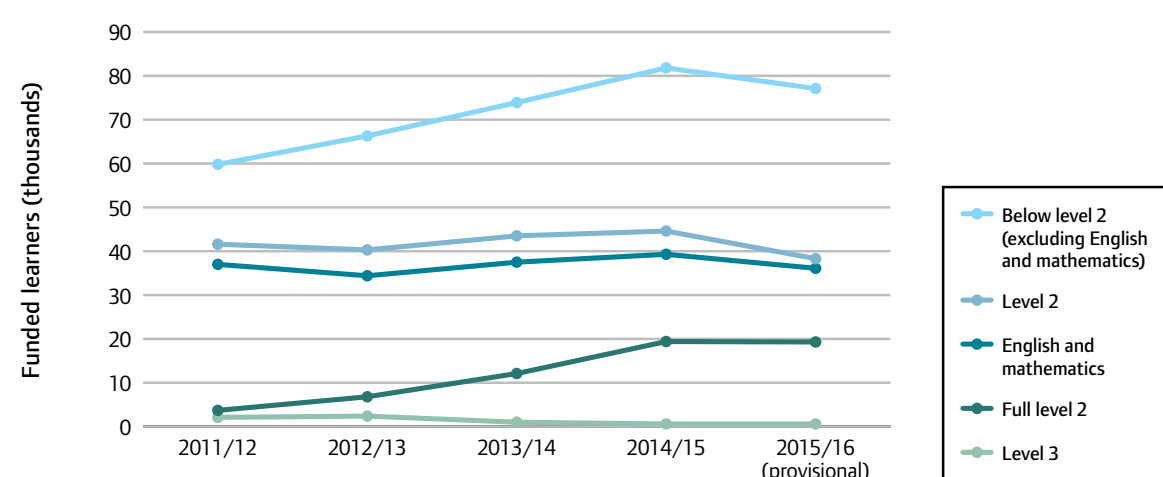
143. 'Unlocking potential: a review of education in prison', Ministry of Justice, 2016; www.gov.uk/government/publications/unlocking-potential-a-review-of-education-in-prison.

144. 'National statistics: Proven reoffending statistics: Ministry of Justice, October 2013 to September 2014', Ministry of Justice, 2016; www.gov.uk/government/statistics/proven-reoffending-statistics-october-2013-to-september-2014.

145. 'Unlocking potential: a review of education in prison', Ministry of Justice, 2016; www.gov.uk/government/publications/unlocking-potential-a-review-of-education-in-prison.

215. The overall effectiveness of learning and skills and work activities in prisons and youth offending institutions is poor in comparison with the rest of the education and skills sector. The inspection outcomes this year are higher than last year, but improvement is slow. Of the 42 prisons and young offender institutions with inspection reports published this year, leadership and management remained weak, with a majority (60%) judged as requires improvement or inadequate.
216. This is the first year that we have reported on the personal development and behaviour of prisoners in offender learning. Inspectors report on how well education, training and work activities help prisoners to develop the skills relevant to their courses, their everyday lives and their plans for employment on release. Only 36% of prisons inspected enabled prisoners to develop and maintain the behaviour and attitudes to prepare them for life after prison effectively. Consequently, the majority of prison regimes failed to promote a good work ethic with prisoners. Although prisoners were largely polite, attentive and respectful when they attended classes or work activities, absences and punctuality of prisoners were often poor and went unchallenged by prison staff. When prisoners attended, work activities often failed to challenge and inspire them. In many cases, there was not enough work to keep prisoners busy for the whole of the working day.
217. The best leadership and management of prisons set clear priorities for learning, skills and work that matched the curriculum and training offer to the skills needed for employment. Partnerships with local, regional and national employers were also effective in extending realistic work activities.
218. The quality of education and training provided by the Offenders' Learning and Skills Service has improved in the last year. Vocational training and preparation continued to be mainly good. The proportion of qualifications achieved that were below level 2 (excluding English and mathematics) has increased for the third consecutive year.¹⁴⁶ These qualifications may do much to raise self-esteem and give prisoners a sense of achievement, but it is not clear that they help offenders get back into work once they leave prison.

Figure 34: Offender learning participation (aged 18+) by level and over time, 2011/12 to 2015/16



1. A full level 2 qualification is equivalent to five or more GCSEs at grade A* to C.
Source: Skills Funding Agency and Department for Business, Innovation & Skills

146. 'Statistical data set: FE data library: further education and skills', Skills Funding Agency, 2016; www.gov.uk/government/statistical-data-sets/fe-data-library-further-education-and-skills.

219. The majority of prisoners enter prison with literacy and numeracy skills equivalent to expected primary school levels of attainment.¹⁴⁷ The development of English and mathematics skills remains poor and too many prisoners fail to make the progress they should. Having fallen sharply in 2012/13, the proportion who achieved their qualifications in English and mathematics has increased, but at 54% is still almost 10 percentage points lower than in 2011/12.¹⁴⁸
220. Of the 33 prison and young offender institution inspections of the National Careers Service provision, around two thirds provided good support for prisoners to understand their education, training and employment options on release. However, many prisons, governors and Offenders' Learning and Skills Service managers did not work closely enough with the National Careers Service and local employers to ensure that learning and work activities linked closely enough to resettlement plans on release. There were too few opportunities for prisoners nearing the end of their sentence to gain direct work experience in the community.



147. 'Unlocking potential: a review of education in prison', Ministry of Justice, 2016; www.gov.uk/government/publications/unlocking-potential-a-review-of-education-in-prison.

148. 'Statistical data set: FE data library: further education and skills', Skills Funding Agency, 2016; www.gov.uk/government/statistical-data-sets/fe-data-library-further-education-and-skills.



Safeguarding

221. Children and young people can only thrive and learn when they feel safe. Everyone who works with children and young people has a responsibility to promote their welfare and protect them from the risk of harm. Since September 2015, on all inspections in early years, schools and further education (FE) and skills, inspectors judge whether the safeguarding of children is effective. We will not judge a school or setting as anything better than inadequate if its safeguarding arrangements are ineffective. When considering whether safeguarding is effective or not, our inspectors consider many factors, including how well providers:

- identify and respond to indicators of child abuse and neglect
- are tackling issues such as child sexual exploitation and female genital mutilation
- protect their pupils from extremism and radicalisation.

222. The vast majority of early years providers, schools and FE and skills providers take their safeguarding responsibilities very seriously and take action to keep pupils safe and well. However, there are exceptions. This year, 2% of maintained schools and 3% of providers in FE and skills were found to have safeguarding arrangements that were not effective. The proportion of independent schools where safeguarding arrangements were not effective was much higher, at 15%. Whether in the state-funded or independent sector, these weaknesses were the result of poor governance, leadership and management. Leaders failed to check whether their staff were actually complying with instructions and applying guidance as to how to keep children safe.

Safeguarding children in the early years

223. The high proportion of early years providers judged good and outstanding is testament to the emphasis these providers place on children's welfare, health and safety. This includes a determination not only to keep up to date with the latest requirements and guidance but also to ensure that the ways that they keep children safe are rigorous and effective. For example:

Staff at **Crazy Crackers Ltd @ St.Bartholomew's** had an excellent knowledge of what to do should they have a concern about a child in their care. Staff were extremely knowledgeable about the signs and symptoms of abuse and of the action to take to protect children from harm. The environment is risk-assessed and staff include children in assessing their own role in keeping themselves safe.

An **outstanding childminder in Cambridgeshire** had an exceptional understanding of how to minimise potential risks to children. She constantly updated her safeguarding and child protection training to ensure that her understanding and practice remained sharply focused on the protection of children. The childminder monitored all that she did exceptionally well. This enabled her to remain accurately accountable for children's attendance, ongoing accidents, individual care plans and their ongoing learning and development.

224. In contrast:

In a **private day nursery in Calderdale**, staff were unsure of the correct procedure to follow or where to find the relevant information if they had a concern about a colleague or if an allegation was made against a member of staff. Daily registers were not always completed accurately. The manager did not always ensure that staffing ratios for children aged two met the legal requirements. There were also not clear policies and practices in place to minimise potential risks to children when staff used electronic devices that can connect to the internet.

225. In the small proportion of early years settings inspected where safeguarding was not effective,¹⁴⁹ this was because of policies and guidance not being put into practice. For example, in a number of provisions we found a lack of adequate supervision in outdoor learning areas. A few settings had premises that were in a poor state of repair or were dirty and left children at risk of harm. In other cases, the required vetting or recruitment checks had not all been carried out on individual members of staff.
226. In independent schools with early years provision where safeguarding was judged ineffective, similar weaknesses in premises, outdoor learning areas and the vetting of staff were also found. There was not a rigorous culture in place that kept pupils safe throughout the school. Staff often had a weak understanding of young children's care needs, so they did not always have effective risk assessments for activities in place, for example in outside learning areas or in the level of supervision and help provided. This meant that the safety of children in their care was not secure and their learning and development was not as good as it should be.¹⁵⁰
227. Where early years providers have been found to have unsafe practices or not to have everything in place that they should, we have been swift to act. Between 2014 and 2016, approximately 2,000 providers received a welfare requirements notice. A welfare requirements notice sets out the actions that a provider must take by a certain date to meet the statutory framework for the early years foundation stage for childminders and childcare providers. A provider commits an offence if they do not take the action(s) set out in a welfare requirements notice within the specified time. We can prosecute providers who do not take the action required in a legal notice.

149. This is based on a review of 182 early years registered providers inspected during 2015/16.

150. This is based on a review of inspection findings of all independent schools, with early years provision, where safeguarding was found to be not effective.

Safeguarding children and young people in schools and FE and skills providers

228. In 2015/16, a statement on the effectiveness of safeguarding was included in all reports for the first time. Only 2% of maintained schools were reported as not having effective safeguarding arrangements in place. Out of over 3,300 full and short inspections, 64 schools were identified where the arrangements for safeguarding were not effective. Out of these, 34 were primary schools, 19 were secondary schools, eight were special schools and three were pupil referral units.
229. In 2015/16, in 11 of the 410 full and short inspections of FE and skills providers, safeguarding arrangements were found to be ineffective: six independent learning providers (including employer providers), two general FE colleges, two community learning and skills providers and one independent specialist college.
230. In non-association independent schools, safeguarding is weaker and of concern. Fifteen per cent of these schools did not have effective safeguarding arrangements in place: 37 out of 248 inspections this year.
231. Schools and FE and skills providers that are getting safeguarding right have leaders who instil a safeguarding culture throughout the organisation.¹⁵¹ Staff are supported to develop a good understanding of the signs that a child or young person may be suffering or may be at risk of abuse or neglect. They know what to do to support that child or young person and work effectively with colleagues and outside agencies to do so.
232. In these provisions, safeguarding is embedded in the curriculum, so that children and young people learn to recognise threats and how to protect themselves and their friends from harm. Schools and colleges that are proactive about engaging in local multi-agency challenges, for example to combat child sexual exploitation or the threat of radicalisation and extremism, can make a real difference in reducing the risks to children and in supporting victims of abuse.
233. Weaknesses in any aspect of safeguarding bring with them serious concerns about the effectiveness of leaders, managers, governors or proprietors. The common thread in all provision where safeguarding was ineffective was a lack of rigorous oversight. This included leaders not regularly checking that they are fulfilling all of their responsibilities. Having policies is not enough. They must be put into practice, reviewed and evaluated. Some independent schools, for example, do not do enough. Once they have met the standard for registration, some do not put effective arrangements in place for checking regularly that they are still meeting standards on welfare, health and safety, premises and the suitability of staff and that their practices are helping their pupils to keep themselves safe.¹⁵² Eight of the independent schools that were registered in the last five years were found not to meet multiple independent school standards at their inspection this year.

151. This is based on a review of 182 early years reports and 227 primary, special and secondary reports and 10 FE providers judged outstanding.

152. Based on a review of the inspection reports of all non-association independent schools where safeguarding was found not to be effective.

234. This year, in both maintained and non-association independent schools found ineffective for safeguarding, the behaviour or anti-bullying policies and teachers' behaviour management skills were also often ineffective. This meant that pupils' safety was not secured or they were not protected from bullying. As a result, pupils did not feel safe.
235. Poor record-keeping and recording of incidents, including safeguarding incidents, were also a weakness in these schools. For example, incidents of physical restraint were not recorded appropriately and analysed. Leaders were not checking that guidance was consistently followed, that the use of physical restraint was appropriate and what had been learned that might help staff and pupils in the future.
236. Sometimes, too little was being done to check on pupils who were vulnerable to being influenced by extremists. In some faith schools in particular, there was a notable lack of rigour in their approach to keeping pupils safe, whether in their checks on staff or the ways in which they used the curriculum to help their pupils to understand how to keep themselves safe. A few had a curriculum that was too narrow and did not support pupils' understanding of the dangers of radicalisation, extremism and of grooming online. Twenty-five out of the 37 independent schools with ineffective safeguarding arrangements were schools with a religious character or ethos.¹⁵³
237. In many of the independent schools where safeguarding was not effective, staff, leaders, governors and proprietors were not adequately trained in safeguarding or leaders were not checking that staff understood and were following up in practice the training they had received. Occasionally, individual members of staff had not received any training at all. Training alone is not enough. It cannot be assumed that it will automatically lead to a change in staff behaviour and practice.
238. In some cases, staff had been trained but this training did not guide their practice. Concerns about children and young people were not raised quickly enough or followed through robustly and in line with the school's policies and Local Safeguarding Children Board guidance. In some independent schools, the culture within the school was a barrier because there were few mechanisms for pupils' voices and views to be heard. This meant that staff were not alert to pupils' concerns and pupils with concerns did not feel able to share them.
239. This year, inspectors carried out 37 visits to FE and skills providers to evaluate how well providers were implementing the 'Prevent' duty, which came into effect from 18 September 2015. Inspectors found that while 22 of the 37 providers were implementing the requirements well, others had been slow in putting their plans into practice. General FE and sixth form colleges were furthest forward in their implementation of the 'Prevent' duty, having formed strong partnerships with external agencies and stakeholders. They had good quality risk assessments and action plans in place.

153. Based on a review of all maintained schools and non-association independent schools where safeguarding was found not to be effective.

240. Around a third of the providers did not train staff effectively. Not enough practical action was taken to reduce potential risks to learners. In nearly half the providers, not enough had been done to ensure that learners were protected from the risk of radicalisation and extremism when using information technology (IT). Over a third of providers were not working in partnership with the Joint Information Systems Committee (JISC) to assess and minimise IT risks. Local authorities had often not worked with providers to build partnerships or share information effectively.
241. The weakest providers, predominantly independent learning providers, had not implemented any aspect of the 'Prevent' duty and six providers had no arrangements in place to check the suitability of people coming to the provider to make presentations to learners. Learners were easily able to access inappropriate websites and were at risk of being exposed to or accessing dangerous extremist materials. Other poor practice included remote and unmonitored multi-faith rooms.
242. Ofsted made a series of recommendations designed to strengthen providers' implementation of the 'Prevent' duty. These included a commitment to ensure that inspections from September 2016 focus more strongly on the impact of providers' work on learners' and apprentices' understanding of potential risks.

Safeguarding off site

243. Our 2011 survey¹⁵⁴ and the subsequent Taylor review¹⁵⁵ of alternative provision raised concerns about schools' oversight of their pupils' progress and safety while at alternative provision. Both highlighted that many schools and local authorities did not check on pupils' learning and safety enough while at this provision. The Taylor review concluded that:
- 'At the moment, there is no system for sanctioning and closing down an inadequate provider if it is too small to be covered by the DfE [Department for Education] registration requirement and thus Ofsted's inspection remit. This means that children can be placed in inadequate and dangerous provision without there being any external monitoring.'
244. Private providers of alternative provision offering part-time education, or full-time education to a very small number of pupils, do not have to be registered, except in particular circumstances. However, it is the school's responsibility to ensure the quality of the placements they use, including pupils' safety.
245. In February 2016, we reported the findings from our three-year survey of alternative provision.¹⁵⁶ Inspectors visited 165 maintained schools and academies and 448 of the alternative providers they used. The survey found that most schools and providers were paying proper attention to their pupils. They were taking responsibility for pupils' safety and making sure they were doing well.

154. 'Alternative provision', Ofsted, 2011; www.gov.uk/government/publications/alternative-provision-education-outside-school.

155. 'Improving alternative provision', Department for Education, 2012; www.gov.uk/government/publications/improving-alternative-provision.

156. 'Alternative provision: the findings from Ofsted's three-year survey of school's use of off-site alternative provision', Ofsted, 2016; www.gov.uk/government/publications/alternative-school-provision-findings-of-a-three-year-survey.

246. Some schools, however, still did not visit alternative provisions regularly enough to have a clear view of their quality and safety. Alternative providers were often not well enough informed about their child protection responsibilities or how to promote use of social media, social networking and e-safety. Most had received no written guidance from the school about child protection. This meant that these already vulnerable pupils were not being adequately safeguarded and they were not being supported to keep themselves safe.
247. In the best arrangements, schools and providers took joint responsibility for ensuring good-quality risk assessments were carried out and shared. However, in a small number, no risk assessments were available and no conversations about risk had taken place with schools. Risk assessment is absolutely crucial in securing the safety of the pupils themselves, of staff and of others who attend the provision. For example, pupils may need to be separated from other pupils in a provision because of gang association or known risks of peer-on-peer grooming and abuse. It is essential to consider how to manage the risks of particular groups of pupils coming together in a provision and how pupils will be enabled to better manage risk for themselves.
248. In our survey, we found that all schools had appropriate procedures in place for checking on attendance and punctuality. In a small number of cases, pupils who were meant to attend full time were not receiving a full-time education. In these circumstances, neither schools nor providers can be sure whether pupils are safe when they are not in school.
249. During the survey, we found 14 providers that were breaching the regulations about registration. They were operating a school that fulfils the definition of an independent school but not registering the school with the Department for Education as required by law. This is a criminal offence and the penalty for the proprietor if found guilty is a fine and/or imprisonment. We referred all these providers to the DfE and they have since reduced their provision, closed or undergone the appropriate registration procedures.¹⁵⁷
250. Inspectors this year¹⁵⁸ found that not all schools and FE providers had robust safeguarding arrangements in place when students were off site. This included effective risk assessments for when students were learning off site, on visits or doing work experience. In FE and skills, independent learning providers in particular may have engaged subcontractors to help them deliver their programmes, but had not always checked the suitability of contractors, their staff or sites. They did not appear to appreciate that in delegating course delivery, they could not give up responsibility for students' well-being and safety, as well as their progress and learning.

157. An independent school is defined as one in which full-time education is provided for five or more pupils of compulsory school age (or one such pupil with an education, health and care plan or statement of special educational needs or who is looked after by the local authority).

158. This is based on a review of all FE and skills providers and schools judged inadequate this year where safeguarding arrangements were not effective.

Unregistered schools

251. Even where schools have weaknesses in safeguarding, these schools are at least properly registered and held to account for the quality of their education and their safeguarding arrangements. In 2015, Her Majesty's Chief Inspector raised concerns with the Secretary of State for Education that an unknown number of children were hidden away from local authorities and other agencies because they were attending unregistered schools. He warned that the number of such children could be much higher than previously estimated.¹⁵⁹ As a result, and with the support of the Secretary of State, this year, we established an unregistered schools task force of specialist inspectors who investigate and inspect unregistered schools.
252. We are currently working on 152 cases of suspected unregistered schools. Since January 2016, 38 schools have been inspected. Inspectors have issued 19 warning notices telling the proprietor to cease operating illegally. Fourteen providers have ceased operating illegally since those inspections. This means they have either taken steps to comply with the requirements for registration as a school or have ceased operating altogether.
253. We are alerted to possible unregistered schools through our inspectors' local intelligence as well as a range of other sources, including the Department for Education (DfE), local authorities, other schools or individual members of the public or Ofsted inspectors. For example, our inspections of early years, maintained schools, academies or further education and skills provision may reveal possible unregistered schools nearby.
254. Adults running these schools are often unaware of the standards that must be met when running a school. This applies across a range of areas, such as quality of teaching, breadth of curriculum, premises and safety. As a result, pupils in unregistered schools are not only unsafe, but also subject to narrow curriculum, poor resources and poor-quality teaching and assessment.
255. About a third of these unregistered schools were associated with particular faith groups and were found to deliberately teach a restricted, faith-based curriculum. This can leave pupils unprepared for life in modern Britain. It can also place them at greater risk of exposure to indoctrination, radicalisation and extremism.
256. In many of these cases, inspectors have been very concerned about the risk to children by what they have found in unregistered schools. For example, they found dirty, unsafe premises, with exposed wiring and locked fire doors. Sometimes, pupils were working in premises to which members of the public or much older learners had access. Proprietors had not ensured that adults working with children are properly checked and vetted. They were often not aware of the requirements to do so.

159. 'Advice letter from Sir Michael Wilshaw, Her Majesty's Chief Inspector, on the latest position with schools in Birmingham and Tower Hamlets', Ofsted, 2016; www.gov.uk/government/publications/ofsted-advice-note-on-schools-in-birmingham-and-tower-hamlets.

257. Since our task force was set up, a number of local authorities have increased their response to concerns within their area. Local authorities welcome the invitation for an officer to join the inspection. Most are robust in how they follow up actions after inspection. For example, local authority officers have returned to check that a school has ceased operating and have been active in ensuring that pupils are swiftly placed in registered schools. However, inspectors have also found that, sometimes, local authorities themselves have inappropriately placed pupils in unregistered provision. In several instances, this has been within alternative providers where there are high proportions of pupils who have special educational needs and/or disabilities and are therefore among the most vulnerable.
258. Sometimes proprietors and indeed local authorities do not understand that they cannot admit pupils until their registration as a school has been approved.

For example, inspectors, accompanied by local authority representatives, visited an alternative provision that admitted pupils who have special educational needs and/or disabilities and others who had been excluded from school. All had social, emotional and mental health needs. The proprietor had submitted an application to be registered as a school but this had not yet been approved. However, some pupils attended full time. HMI told the proprietor that they must cease to operate illegally, with immediate effect, and issued a warning notice. The local authorities concerned acted swiftly and have reviewed their quality assurance practices as a result of these findings.

259. In May 2016, HMCI wrote to the Secretary of State expressing particular concerns around the link between home education for some pupils and attendance at unregistered schools. He said that these provisions operate at 'the cusp of the law'. Proprietors of unregistered schools have been found to exploit the freedom that parents have to home-educate their children. Some charge parents thousands of pounds to do so. In these cases, proprietors claim they are providing a service to support and supplement home education. However, inspectors have found that they are providing full-time education away from the pupils' homes. HMCI has urged the Secretary of State to consider how this problem can be addressed.¹⁶⁰

160. 'Advice letter from Sir Michael Wilshaw, Her Majesty's Chief Inspector, to the Secretary of State for Education on unregistered schools: 16 May 2016', Ofsted, 2016; www.gov.uk/government/publications/unregistered-schools-ofsted-advice-note.

Promoting British values and protecting pupils from the risk of extremism

260. This year, no independent or state-funded schools were found to be inadequate solely because of a failure to promote British values and protect pupils from the risk of extremism. However, about a third of maintained schools and over a quarter of independent schools found to be inadequate because of ineffective safeguarding were asked to improve the ways in which they supported pupils' understanding of these issues.^{161, 162}
261. In both the state-funded and the independent sector, the large majority of schools now show good awareness of these requirements and appear to be making good efforts to teach pupils about these matters, even if they have weaknesses elsewhere.

At one faith school, not all the independent school standards were met. However, the lead inspector praised the determination with which leaders were addressing the promotion of British values. Pupils were very confident in managing the various aspects of their identity and expressed a high degree of tolerance for others. Pupils learned about fundamental British values and compared these with the values of their Islamic faith. They learnt about respect, tolerance and discrimination in the context of what it means to be a British Muslim. Pupils understood the meaning of democracy and could contrast this with dictatorship. They took part in annual elections for the school council and a local politician is one of a number of visitors invited into the school as part of a planned programme to support the promotion of fundamental British values.

262. After a period of intense focus on Birmingham from Ofsted and other agencies in relation to extremism, there have been some improvements. Two of the schools that were at the heart of the Trojan horse concerns (Nansen Primary School and Rockwood Academy, previously Park View Academy) are no longer in special measures and were judged good. We found strengths in leadership and management, including governance. Inspectors continue to consider carefully how effectively leaders and managers promote fundamental British values and keep pupils safe from the risks of extremism and radicalisation when inspecting all types of schools, including independent schools.
263. About 40% of independent schools and over a third of maintained schools that were ineffective for safeguarding also did not prepare pupils well enough for life in modern Britain. Limitations in the ways in which schools prepared pupils were often linked to narrowness in the curriculum. In particular, the curriculum did not allow for anything other than superficial teaching about other faiths and culture.¹⁶³

161. Based on a review of the inspection reports of all maintained and non-association schools where safeguarding was found to be not effective.

162. Based on a review of inspection reports of all maintained and independent school reports where overall effectiveness was judged inadequate.

163. Based on a review of the inspection reports of all maintained and non-association independent schools where safeguarding was found not to be effective.

School A

Pupils are not prepared well for life in modern Britain. The school does not actively promote values such as democracy and the rule of law. There is no evidence that pupils learn about other religions and cultures. There are very few opportunities for pupils to develop their spiritual, moral, social and cultural understanding.

School B

School leaders have organised a curriculum that provides too few opportunities for pupils to experience life outside the school. Consequently, pupils do not learn how to live in modern Britain safely or how to contribute positively in a wider society. This has limited their social, moral, spiritual and cultural development.

School C

Pupils do not experience a balance of differing views on certain matters including the 'protected characteristics' (for example, relating to: age, disability, gender, marriage and civil partnerships, religion or belief, sexual orientation) of the Equality Act 2010. This means that they are insufficiently prepared for life in modern Britain. It also means that leaders have not effectively promoted all forms of equality and have not taken sufficient note of the guidance issued by the Secretary of State. Therefore, the school is not fulfilling its legal requirements.

264. In addition, in a small number of schools, although British values such as respect and tolerance were being taught, pupils were not acting in accordance with these in their school and community life, for example in their behaviour towards each other in playgrounds or towards their teachers.

Child sexual exploitation and children missing from education

265. This year, we worked with three other inspectorates¹⁶⁴ on a series of joint inspections. We looked in depth at the multi-agency response to child sexual exploitation and to missing children. Our joint report, 'Time to listen – a joined up response to child sexual exploitation and missing children',¹⁶⁵ concluded that there is evidence of improvement in the multi-agency response to tackling child sexual exploitation over the past two years. However, more can be done to ensure that all children receive consistently good support from all agencies.

164. The inspectorates are: Care Quality Commission, HM Inspectorate of Constabulary and HM Inspectorate of Probation.

165. 'Time to listen – a joined up response to child sexual exploitation and missing children', Ofsted, Care Quality Commission, HM Inspectorate of Constabulary and HM Inspectorate of Probation, 2016; www.gov.uk/government/publications/joint-inspections-of-child-sexual-exploitation-and-missing-children-february-to-august-2016.

266. Schools have a critical role to play in raising awareness of such issues, as do parents and carers, public services such as transport and recreation, and the local business community.
267. When children go missing from education or have poor attendance, this can be an indicator that they are at risk of abuse or neglect. This is why it is so important for schools to keep accurate attendance records and take action when children go missing.
268. Over half of the independent schools where safeguarding was ineffective did not meet the independent school standard on the keeping of admissions and attendance registers. In our Annual Report last year, we made particular reference to the issue of children missing from education and the potential dangers many of them faced. When attendance and admissions records are not rigorously kept, patterns and trends go unnoticed and potential indicators of pupils being at risk are neglected. Many of these independent schools were not following guidance as to how to check that pupils were safe if they were not attending regularly or were arriving late to school. If parents had taken children out of school, managers did not always know whether individual pupils were now on the roll of other schools or were in fact 'missing from education'.
269. We will continue to check rigorously on how well schools are meeting their responsibilities. This means considering how well schools follow through their concerns and, when pupils experience bullying, abuse or neglect, what schools do and how they play their part in making things better.





Capacity in the school system

270. England's schools system continues to grow in diversity. Regardless of whether a school is an academy, an independent school or maintained by the local authority, the quality of the school depends on attracting and retaining the best teachers and leaders. The ability of a school to maintain its performance or to improve depends on the effectiveness of the oversight and challenge the school receives. This means that highly skilled governors, high-performing multi-academy trusts and active sponsors are more important than ever.

Recognition of exceptional leadership

271. We formally recognise those leaders who bring about significant improvement in their own school, while also providing support, challenge and expertise to other institutions. Inspectors have nominated the following leaders in 2015/16 who they have seen showing great determination to raise standards and improve the life chances of youngsters in previously underperforming schools beyond their own.

Bradley Taylor, headteacher at Chiltern Gate School (special school) in Buckinghamshire, also took on the role of interim headteacher at nearby Maplewood School. Under Bradley's leadership, Maplewood moved from inadequate in 2014 to be judged good in November 2015. Inspectors reported that 'the headteacher's exceptional leadership has led to rapid improvements in all aspects of the school's work. He has set clear, high standards for all staff and he has ensured that they meet them. His unswerving determination to achieve the very best had transformed the school's effectiveness.'

Dr Tom Canning OBE, executive headteacher at Tollgate Primary School in the London Borough of Newham, East London, also took on the role of executive headteacher at the nearby Cleves Primary School. Under Tom's leadership, Cleves moved from requires improvement in September 2013 to achieve outstanding in November 2015. The inspection report identifies that 'since the previous inspection, the executive headteacher and the headteacher have transformed this school. The headteachers share a vision of excellence for the school. They have demonstrated the drive to turn this vision into reality.'

Kerrie Lewis, headteacher at Conover Church of England Primary School in Shropshire, also took on the role of acting headteacher at nearby Shrewsbury Cathedral Catholic School. Under Kerrie's leadership, Shrewsbury moved from inadequate in July 2014 to be judged good in November 2015. Inspectors said: 'The acting headteacher provides strong and effective leadership. Since joining in February 2015, she has transformed the school. Staff morale is high. The soft federation between the acting headteacher's own primary school and close links with other good or outstanding schools are improving teaching and developing still further the leadership skills of staff who manage subjects, aspects and phases of the school.'

Fiona Todd, headteacher at St Oswald's Worleston in Cheshire, also took on the role of executive headteacher at nearby Bunbury Aldesley Church of England Primary School. Under Fiona's leadership, the school was removed from special measures in under 12 months and was judged good. The inspectors stated: 'The headteacher is scrupulous in her approach to others. She has united staff behind her vision to further improve the school'. Also reported was that she 'gives generously of her time to support colleagues and pupils alike... In her relatively short time in post and ably supported by her senior team, she has brought significant improvements in pupils' welfare and safety.'

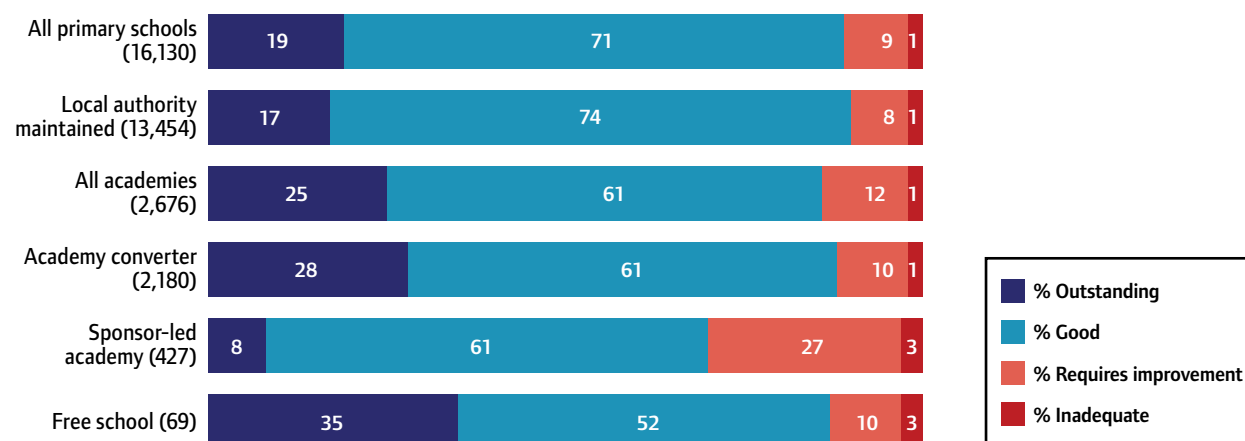
Janet Collins, the headteacher at Springfield House Community Special School, supported Lindsworth School, a similar type of special school that was placed in special measures in March 2014. As executive headteacher, she dealt effectively with a number of complex and difficult issues. As a result, the school was judged good in January 2016. Inspectors identified that the school's journey had been very well led by the headteacher, 'who has set a clear direction for change and taken some difficult decisions in order to allow the school to become more effective'.

School structures

272. There are now 5,800 academies in England, with over 1,600 new academies created since August 2014. This number will continue to rise in the coming years.
273. While 66% of secondary schools are now academies, this figure is only 20% for primary schools. Inspection evidence, research and analysis continues to find that, while becoming an academy can be beneficial for some schools, there is not a clear or substantial difference between the performance of academies and schools maintained by local authorities.
274. While there remain differences in the proportion of schools that are good or outstanding across the types of school in each phase, these differences are largely because of the history of the academy programme. Most academy converters were previously good and outstanding local authority schools; most sponsor-led academies were previously requires improvement and inadequate schools.

Figure 35: Most recent overall effectiveness of primary schools as at 31 August 2016, by type of school

Number of schools in brackets



1. Based on inspections conducted by 31 August 2016 where the report was published by 30 September 2016.

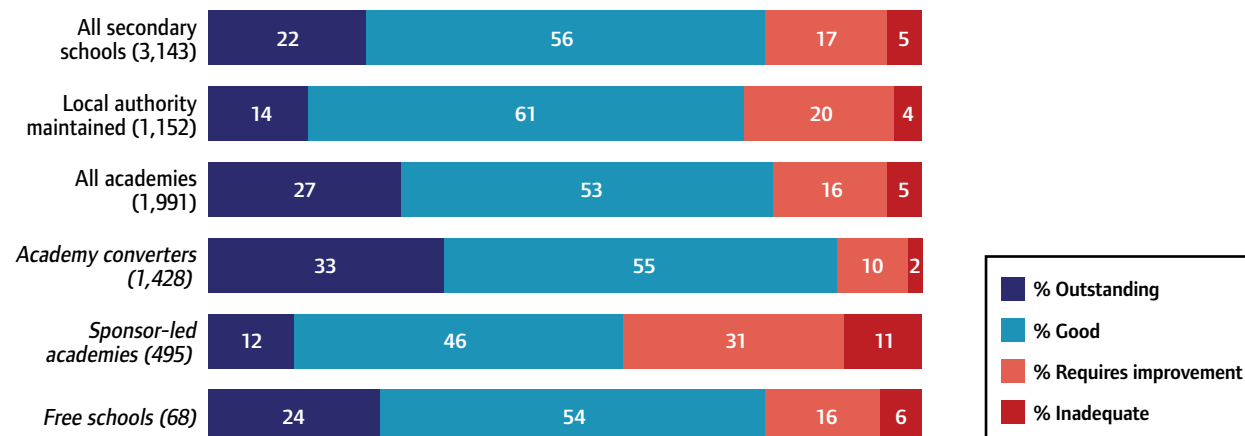
2. School type based on Edubase as at 31 August 2016.

3. Percentages are rounded and may not add to 100.

Source: Ofsted

Figure 36: Most recent overall effectiveness of secondary schools as at 31 August 2016, by type of school

Number of schools in brackets



1. Based on inspections conducted by 31 August 2016 where the report was published by 30 September 2016.

2. School type based on Edubase as at 31 August 2016.

3. University technical colleges and studio schools are included as sponsor-led academies.

4. Percentages are rounded and may not add to 100.

Source: Ofsted

275. There are 376 sponsor-led academies that were less than good when they became academies that are now good or better. However based on their latest inspection 237 academies have failed to improve from requires improvement or inadequate since they became an academy, and almost half of these have been inspected more than once.
276. A recent piece of research found no evidence that was statistically significant of increased attainment in primary sponsor-led or converter academies that have been open for between two and three years. They found a small increase in the key stage 2 performance of pupils in these schools compared with pupils in similar local authority maintained primary schools. However, once other factors such as socio-economic background were taken into account, this increase was not statistically significant.¹⁶⁶
277. There is a small difference in school GCSE performance between secondary sponsored and converter academies that have been open for between two and five years and groups of similar local authority maintained schools. Secondary sponsored academies are often below the national average for both progress and attainment. However, the proportion of pupils achieving five or more GCSEs at grade A* to C, including English and mathematics, is 2.7 percentage points higher than in similar maintained schools. Secondary converter academies generally have a record of performance above national levels, with pupils making on average one third of a grade more progress and attaining one third of a grade higher than similar maintained schools.¹⁶⁷

Teacher supply

278. Good teaching depends on good teachers. In recent years, the gaps in teacher supply have affected the ability of schools to recruit the teachers needed for pupils to reach their potential. These weaknesses have been acutely felt by schools in more challenging circumstances. These schools find it even harder to recruit quality teachers, because of their location, performance or context.
279. The recruitment of high-quality entrants to the profession is a key factor in improving teacher supply. This year, the target for new entrants to primary school initial teacher training courses was exceeded, with 13,034 postgraduate entrants against a target of 11,245.¹⁶⁸ However, the target for secondary school entrants continues to be missed. This year, 3,427 fewer postgraduate entrants were recruited than the Department for Education's teacher supply model target.

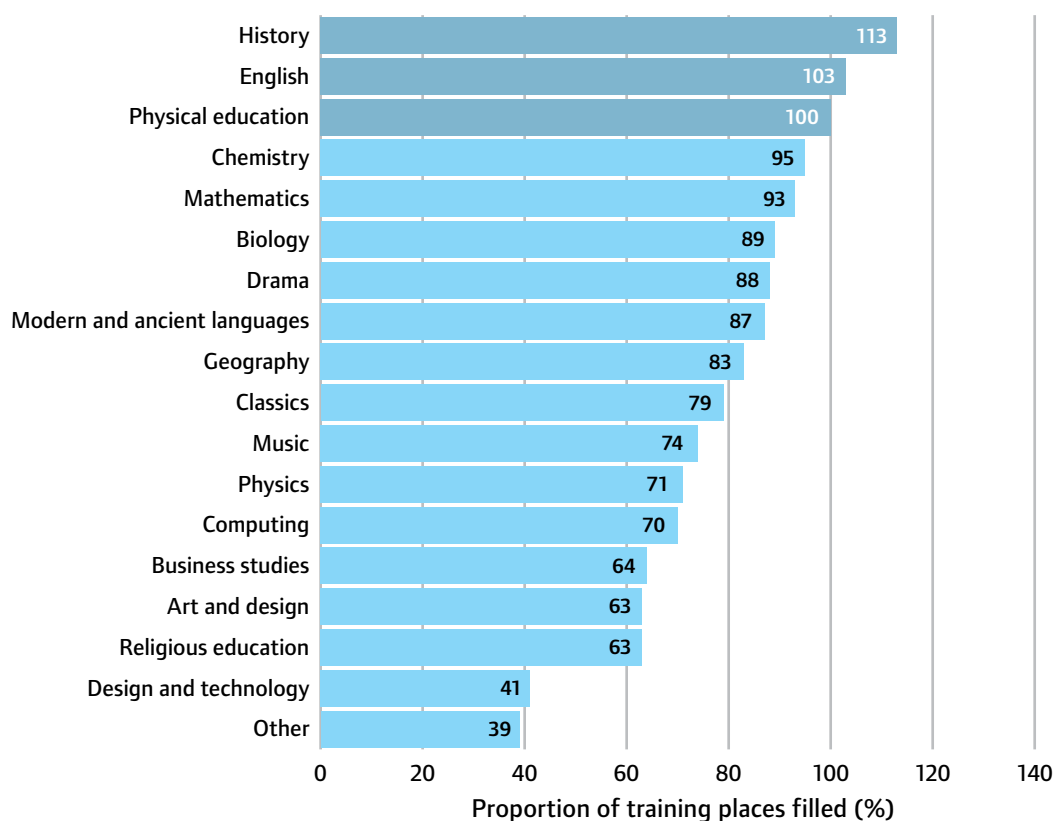
166. 'Analysis of academy school performance in 2015', National Foundation for Educational Research, 2016; www.nfer.ac.uk/publications/LGGG01/LGGG01_home.cfm.

167. 'Analysis of academy school performance in 2015', National Foundation for Educational Research, 2016; www.nfer.ac.uk/publications/LGGG01/LGGG01_home.cfm.

168. 'Official statistics: Initial teacher training: trainee number census: 2015 to 2016', Department for Education and National College for Teaching and Leadership, 2016; www.gov.uk/government/statistics/initial-teacher-training-trainee-number-census-2015-to-2016.

280. Failure to recruit to a range of subjects is a significant issue for secondary schools. This is disproportionately spread across subjects. In 2011/12, no secondary subjects had unfilled places. This year, 15 out of the 18 secondary subjects had unfilled training places. Physics, for example, had less than three quarters of places filled and, in design and technology, less than half of places were filled. This also has implications for the quality of entrants, with a recent National Audit Office report finding that providers are more likely to accept trainees with lower degree classifications in subjects with hard-to-fill places.¹⁶⁹

Figure 37: Proportion of secondary training places filled against targets by subject, 2015 to 2016

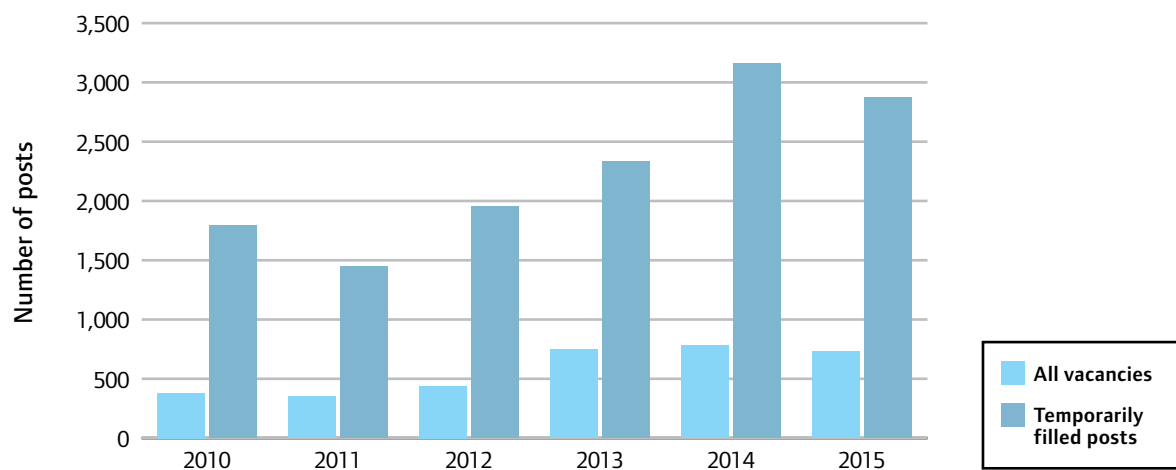


1. 'Other' includes dance, social studies, psychology and economics
Source: National College for Teaching and Leadership

169. 'Training new teachers', National Audit Office, 2016; www.nao.org.uk/training-new-teachers.

281. Difficulties in retaining teachers makes ensuring an effective supply more challenging. Between 2011 and 2015, the percentage of teachers leaving the profession increased by 14%, with the proportion of those choosing to leave the profession for reasons other than retirement increasing from 64% to 80%. To some extent, this is offset by the 14,000 returners to the profession over the same period. Nevertheless, in the 12 months to November 2015, just over 43,000 qualified teachers in England left the state sector. This equates to one in 10 teachers leaving the profession: the highest proportion for 10 years. Of greatest concern, one quarter of teachers are no longer in post three years after qualifying and entering service and more than 100,000 potential teachers have never taught in the state sector, despite finishing their training and gaining qualified teacher status.¹⁷⁰
282. The demand and supply of teachers is part of an increasingly globalised market.¹⁷¹ The significant growth in British schools overseas will add another dimension to existing teacher supply issues.¹⁷² This rapidly growing sector also needs to recruit large numbers of new and existing teachers.

Figure 38: Number of vacancies and temporarily filled posts in the state-funded sector, 2010 to 2015



1. Historical figures have been revised since the 2014/15 Ofsted Annual Report.

2. Data have been rounded to the nearest 10.

Source: Department for Education

283. This year, Education Datalab has carried out analysis to test whether there is systematic evidence that schools serving more disadvantaged communities have greater recruitment difficulties.¹⁷³ It found that:
- teachers are almost twice as likely to leave a secondary school with a high proportion of disadvantaged pupils than a nearby school with low proportions
 - the percentage of unqualified teachers in schools with a high proportion of disadvantaged pupils is close to double that of schools with low proportions of these pupils

170. School workforce in England, Department for Education, June 2016; www.gov.uk/government/statistics/school-workforce-in-england-november-2015. All figures based on full-time equivalents.

171. 'HMC's monthly commentary: February 2016', Ofsted, 2016; www.gov.uk/government/speeches/hmcis-monthly-commentary-february-2016.

172. The number of British schools overseas registered with the Department for Education has increased from 18 in September 2014 to 140 in September 2016.

173. Various analyses from Education Datalab, see www.educationdatalab.org.uk for details. Differences may not be statistically significant.

- primary schools with low proportions of disadvantaged pupils have 12% of teachers with more than 10 years of experience, while those with the highest proportions have just 7%; among secondary schools, the figures are 12% and 8% respectively
- pupils in schools serving areas of higher deprivation are much more likely to have teachers without an academic degree in a relevant subject
- inequalities were more pronounced in areas with selective schooling.¹⁷⁴ Grammar schools have a more stable staffing structure, with a lower proportion of teachers leaving to join other schools. By contrast, secondary moderns can be disadvantaged in the competition for teachers. Grammar schools have much larger numbers of very experienced teachers and very few unqualified teachers.

284. A lack of government data, both on recruitment and retention, hinders the national response to this issue. It is difficult to understand accurately the extent to which shortages exist at a local level, or the number of teachers moving abroad or between the independent and state sectors.¹⁷⁵ The Department for Education's teacher supply model is used to identify where new school-centred initial teacher training providers, or allocation of places to providers, may be needed. Currently, this model does not take important regional and local area considerations into account. As a result, there have been no significant changes in the geographical location of initial teacher education (ITE) providers.

285. In September 2016, the government began piloting a 'national teaching service' scheme in the North. It aims to enlist up to 100 teachers to work in primary and secondary schools that are struggling to attract and retain teachers. If successful, and rolled out on a large enough scale, this may have some impact on teacher supply.

The performance of ITE providers

286. Key to securing high-quality teaching is ensuring that trainee teachers are equipped with the knowledge and skills they need to teach well and teach well quickly when they join the profession. We inspect:

- all providers of programmes leading to qualified teacher status (QTS), including higher education institutions (HEIs), school-centred initial teacher training (SCITT) partnerships and employment-based initial teacher training (EBITT)
- programmes of further education (FE) teacher training validated by higher education institutions
- all providers of programmes leading to early years teacher status (EYTS).

174. 'Inequalities in access to teachers in selective schooling areas', Education Datalab, 2016; www.educationdatalab.org.uk/2016/06/inequalities-in-access-to-teachers-in-selective-schooling-areas.

175. 'Training new teachers', National Audit Office, 2016; www.nao.org.uk/training-new-teachers.

287. Overall, inspection evidence indicates that the quality of ITE partnerships across all age phases is improving. The vast majority of QTS ITE partnerships inspected were judged to be good or outstanding. Improvements were seen in leadership and management and the ability of partnerships to equip teachers with the practical skills and professional attributes required. Trainees' subject knowledge, their research and theory-informed practice were strengths. Inspectors noted that trainees were able to reflect critically on their teaching. They set high expectations for the progress of their pupils and learners. They also engage and enthuse pupils and learners through relationship-building and behaviour management.
288. Some common areas for improvement were also identified. Concerns were raised about the accuracy of assessments of trainees' practical competence, and the lack of emphasis paid to the impact of teaching on pupils' learning. Trainees were not as strong at teaching the most able and other groups of pupils who have specific needs. They did not consistently check on pupils' progress to ensure that work was set at the right level. They also sometimes lacked the skills and confidence to adapt their teaching away from their plan during lessons to maximise learning. Inspectors found that some primary trainees were not prepared to teach the breadth of the curriculum. For secondary trainees, concerns were raised about the specialist subject support available, particularly where there were small numbers of subject specialists within an ITE partnership.
289. At the end of June 2016, four FE partnerships were judged at their most recent inspection to be outstanding, 31 were good and one required improvement. Our inspections of ITE in FE partnerships revealed that some need to do more to provide trainees with practical experience of the diverse nature of the FE and skills sector and all elements of the wider teacher roles and responsibilities. Some trainees do not reach their potential by the end of their training. This is because not enough attention is paid to tracking trainees' progress and setting appropriate targets. As with QTS, trainees would benefit from more support to develop their skills in meeting the needs of all learners, including those who speak English as an additional language. The ability of trainees to support learners in the development of their English and mathematical skills was an area for improvement.

Leadership capacity

290. The future success of England's schools system depends in part on the recruitment and retention of good leaders. The need for more high-quality headteachers and chief executive officers looks set to grow in the coming years. In 2015, the Future Leaders Trust and Times Educational Supplement surveyed 286 headteachers. Twenty-eight per cent of respondents said they were planning to leave headship within five years.¹⁷⁶ More than half said they did not expect to be a headteacher in 10 years. The increasing numbers of executive headteacher roles in multi-academy trusts (MATs) will also increase demand. Despite this clear need, there is evidence to suggest that not enough is being done to encourage and support the recruitment of school leaders, particularly in areas and schools where they are needed most.

176. 'Heads up: Meeting the challenges of headteacher recruitment', Future Leaders Trust, 2016; www.future-leaders.org.uk/insights-blog/heads-up-challenges-headteacher-recruitment.

291. A recent survey of over 5,000 governors by the National Governors Association and the Times Educational Supplement found that over a third of respondents had reported difficulties when recruiting a headteacher. There was little difference in the views of governors of primary schools and secondary schools about the difficulties of headteacher recruitment. Over two fifths of governors said that they had found it difficult to recruit to senior staff posts.¹⁷⁷
292. It is not clear that the school system, which is responsible for growing its own leaders, is making the necessary inroads to meet this demand. The lack of national information about teacher supply also extends to projections for the future supply of headteachers. Positive initiatives, such as the 'Future Leaders' programme, are welcome, but the programme has been limited to supporting 159 leaders to headships in challenging schools.¹⁷⁸ The programme on its own is unable to produce enough great leaders to satisfy demand or tackle regional variation in school performance.
293. In June 2016, inspectors visited seven strong-performing MATs to gather evidence about the characteristics of effective trust leadership and governance. Each of the seven MAT chief executives spoken to during these visits said they had clear strategies for identifying and growing leaders within their constituent schools. They identified potential leaders early on in their careers and were quick to provide opportunities for them to develop their leadership skills. Structured coaching and mentoring from experienced headteachers was often the norm. Some MATs provided their potential leaders with regular opportunities to shadow senior staff. They also encouraged leaders to take up secondments at other academies within the chain, when the time was right, to allow emerging skills to be applied in context and the confidence of new leaders to grow.
294. Some of the MATs visited had established their own leadership courses, designed to address important aspects of headship that senior executives felt were not covered in the National Professional Qualification for Headship. This was delivered alongside a commitment to mentoring new principals in their first few years by more experienced colleagues.
295. All seven of the multi-academy trusts visited were embracing the 'grow your own' model and delivering bespoke leadership development programmes. Crucially, they were making sure that aspiring leaders had plenty of opportunity to work alongside and learn from outstanding and inspirational headteachers before taking up their own post.
296. However, the strengths in succession planning shown in these MATs are not commonplace. As the number of small MATs and stand-alone academies grows in the coming years, the need for new, effective headteachers will become an increasing challenge.

177. 'The 2015 NGA/TES survey of governors and trustees', National Governors' Association (NGA) and Times Educational Supplement (TES), 2016; www.nga.org.uk/Guidance/Research/NGA-TES-survey-2015.aspx.

178. 'Heads up: Meeting the challenges of headteacher recruitment', Future Leaders Trust, 2016; www.future-leaders.org.uk/insights-blog/heads-up-challenges-headteacher-recruitment.

Governance

297. Governors play an important role in improving schools. As changes within the education system place more power in the hands of governing boards, their importance will continue to grow.¹⁷⁹ Governing bodies are responsible for:

- setting the school's vision, ethos and strategic direction
- holding the headteacher to account for the performance of the pupils, teachers and school
- ensuring financial integrity.

298. At the root of much school failure is weak governance. In the 2015/16 academic year, inspectors recommended an external review of governance in 295 schools, which is a third of all the schools judged to require improvement or to be inadequate this year.

299. This year, we carried out a survey report to look at the effectiveness of governance.¹⁸⁰ Inspectors visited 24 recently improved schools in some of the poorest areas of the country. Neither the types of school, nor the structure of governance, were the reasons for the original weaknesses in governance. In order to improve, they needed to become more self-aware. Two thirds of the survey schools had not engaged in any self-evaluation of governance prior to being found to be less than good.

300. All of the boards needed to develop the professional knowledge, understanding and insight within the Board. However, over 1,600 responses to our call-for-evidence from governors told us that it is difficult to access high quality professional support and training. National Leaders of Governance and Professional Clerks are in particularly short supply. Boards also told us that they are finding it difficult to appoint people who possess the required expertise for the role and who are willing to take on the responsibility and be accountable. Around three quarters of respondents to the call for evidence reported that recruitment and retention were significant challenges for the sector.

301. In independent schools, there is no requirement for there to be a governing body. There is still a need for them to demonstrate sound governance, as for maintained schools. For some schools, this means that they have established a group of directors or advisers or a small group of named governors who are charged to oversee the leadership of the school and hold it accountable. In other schools, it is the proprietor or the proprietorial body that fulfils this role.

179. 'HMC's monthly commentary: November 2015', Ofsted, 2015; www.gov.uk/government/speeches/hmcis-monthly-commentary-november-2015.

180. 'Improving governance: governance arrangements in complex and challenging circumstances', available on www.gov.uk/ofsted from mid December 2016.

302. In all independent schools inspected this year where the school was inadequate, and in many of the schools that were judged requires improvement, governance was weak. Systems for holding leaders to account were underdeveloped. Those responsible for governance had had little training. They did not fully understand their responsibilities for holding school leaders to account, including ensuring that they continue to meet the independent school regulations.

Multi-academy trusts

303. As the number of academies grows, the importance of multi-academy trusts (MATs) within the education landscape grows. MATs are able to provide important oversight and challenge for schools. Some are doing this well, ensuring consistent improvement and progress for all pupils.

304. There are now nearly 800 MATs and nearly 90% of new academies now join a MAT from the outset.¹⁸¹ The proportion of academies in MATs has increased from 50% in August 2014, to 65% in August 2016. This pattern varies across the country.

305. Although the best-known MATs may be large in size and have schools right across the country, the average size of a MAT is only five schools. Almost three quarters of MATs operate within a single local authority area. We estimate that if all schools were to become academies in the longer term and most new academies are to be in MATs, then there may need to be over 900 new MATs of an average size of 10 schools per MAT.¹⁸² Such a substantial change would present a significant challenge for the sector.

306. The performance of MATs is variable. There are 33 MATs in which less than half of their schools are good or better, including five of the largest MATs. Recent research has identified that the difference between the highest and the lowest performing groups of schools can be as much as five grades at GCSE.¹⁸³ Table 3 shows that the MATs with the largest number of secondary schools vary in their value added scores.¹⁸⁴ More than half of all MATs are significantly below average on this measure, although some of their schools will have been historically underperforming schools.

181. Data refers to MATs with two or more schools. A further 53 MATs have been established but currently only have one school or no schools: www.data.parliament.uk/writtenevidence/committeeevidence.svc/evidencedocument/education-committee/multiacademy-trusts/written/32262.html.

182. In April 2016, the Department for Education submitted a response to the Education Select Committee's call for evidence on MATs. This suggested that MATs can begin to fully deliver their intended benefits when they have around 10 to 15 academies in the MAT, and that they expect there to be many more MATs of this size over time. See: www.data.parliament.uk/writtenevidence/committeeevidence.svc/evidencedocument/education-committee/multiacademy-trusts/written/32262.html.

183. 'School performance in multi-academy trusts and local authorities – 2015', Education Policy Institute, 2016; www.epi.org.uk/report/school-performance-multi-academy-trusts-local-authorities. Groups of schools includes both local authorities and MATs.

184. 'Official statistics: Multi-academy trust performance measures: 2014 to 2015', Department for Education, 2016; www.gov.uk/government/statistics/multi-academy-trust-performance-measures-2014-to-2015. Based on the 10 MATs with the most schools included in the dataset.

Table 3: Key stage 4 value added scores for multi-academy trusts (MATs) with the largest number of secondary schools, 2015

MAT name	Number of academies included in key stage 4 VA measure	Value added score – 2015	Improvement in value added score	Improvement measure description
Academies Enterprise Trust (AET)	33	987	-3.6	Significantly below average
Ormiston Academies Trust	26	987.9	-5.3	Significantly below average
United Learning	26	998.9	1.8	Close to national average
Harris Federation	16	1026.1	9.2	Significantly above average
Oasis Community Learning	15	985.8	-2.5	Close to national average
The Kemnal Academy Trust (TKAT)	14	997.2	4.4	Close to national average
School Partnership Trust Academies (SPTA)	14	974.9	-10.8	Significantly below average
ARK Schools	13	1017.6	10.2	Significantly above average
E-ACT	13	991.2	-7.4	Significantly below average
Academy Transformation Trust (ATT)	9	990	1.2	Close to national average
Outwood Grange Academies Trust	9	1022.8	15.8	Significantly above average

1. Value added (VA) scores include GCSEs and equivalent qualifications.

2. Improvement in VA captures the relative improvement in an academy's VA over time between a baseline year and the current year in comparison to schools with similar VA in the baseline year. The baseline year is taken as the last year as the predecessor school (if applicable) or five years ago whichever is more recent. This is then aggregated to MAT level to get a measure of the overall level of improvement of schools within the MAT. In calculating this aggregation, a weighting is applied for both school size and length of time in the MAT.

3. Data are based on the schools in a MAT as at 11 September 2014.

Source: Department for Education

307. In March 2016, HMCI wrote to the Secretary of State for Education¹⁸⁵ to report the findings from the focused inspections of academies in multi-academy trusts. The inspections were of academies within seven of the largest MATs that gave us the most concern. Despite having operated for several years, many of these trusts showed the same weaknesses as the worst performing local authorities.

308. Pupils in these MATs made poor progress. This was particularly the case at key stage 4 and for disadvantaged pupils. Leaders had inflated views of the quality of teaching. There was not enough scrutiny of pupils' progress. There was a lack of strategic oversight by the trusts and a lack of urgency to tackle weak leadership in the academies. There was also some confusion over the roles and responsibilities of the trusts and the local governing boards of the constituent academies.

309. This year, inspectors also visited seven of the strongest performing MATs to better understand what is working well.¹⁸⁶ These visits showed the difference that effective MATs can make to the lives of pupils. Inspectors found executive leadership, with a proven track record of turning around failing schools. Leaders had a clarity of vision and the urgency to reach higher standards, particularly for disadvantaged pupils. There were clear, delegated frameworks of governance and intelligent use of assessment information so potential problems could be anticipated.

185. 'HMCI advice note on multi-academy inspections', Ofsted, 2016; www.gov.uk/government/publications/focused-inspections-of-academies-in-multi-academy-trusts.

186. 'HMCI's monthly commentary: October 2016', Ofsted, 2016; www.gov.uk/government/speeches/hmcis-monthly-commentary-october-2016.

310. These trusts showed an ambition to support the educational landscape for children from the age of two to 19. This included ITE and the development of the next generation of leaders. Staff development was an important priority. This has helped to improve staff recruitment and retention. The Ark Schools Trust, for example, reported that 86% of its NQTs were still teaching within Ark academies five years after qualifying. Many had secured leadership positions early in their career. The trusts ensured a slower, more assured growth model. This emphasised the quality and consistency of a few academies, before larger scale sponsorships were considered.
311. One encouraging development is the transfer of academies from one MAT to another. Over 70 academies have been transferred to a different MAT so far.¹⁸⁷ There are 16 MATs that have transferred at least two schools to other MATs. In addition, there are nearly 100 schools that were originally standalone academies but have been transferred into a MAT. It is too soon to say whether this will lead to improvement in the schools, but there are some encouraging signs. So far, 62 of these academies have been inspected both before and after being transferred to a different MAT. Of these, 48 improved their grade, 11 stayed at the same grade, and three declined. We will continue to monitor their performance closely.



187. Data provided by the Department for Education, and covers movements in to and between MATs, where a change of sponsor was involved. Data covers all such movements up to July 2016. Inspection outcomes based on inspections conducted by 31 August 2016 and published by 30 September 2016.



Annex 1: Key statistics

Table 4: Overall effectiveness of open maintained schools and academies at their most recent inspection as at 31 August 2016, by phase and type

		Total number inspected	Percentage of providers			
			Outstanding	Good	Requires improvement	Inadequate
Nursery schools	(total)	403	60	39	0	0
Primary schools	(total)	16,130	19	71	9	1
Of which	Local authority maintained	13,454	17	74	8	1
	Academy converters	2,180	28	61	10	1
	Sponsor-led academies	427	8	61	27	3
	Free schools	69	35	52	10	3
Secondary schools	(total)	3,143	22	56	17	5
Of which	Local authority maintained	1,149	14	61	21	4
	City and technology colleges	3	67	33	0	0
	Academy converters	1,428	33	55	10	2
	Sponsor-led academies	461	12	47	31	10
	Free schools	68	24	54	16	6
	University technical colleges	15	7	47	33	13
	Studio schools	19	11	42	32	16
Special schools	(total)	999	38	55	5	2
Of which	Local authority maintained	771	37	58	4	2
	Academy converters	147	51	43	5	1
	Sponsor-led academies	7	0	100	0	0
	Non-maintained special	65	35	51	11	3
	Free schools	9	22	56	11	11
Pupil referral unit	(total)	322	18	68	10	4
Of which	Local authority maintained	263	17	68	11	4
	Academy converters	41	24	68	7	0
	Free schools	18	17	61	11	11
All provision		20,997	21	68	10	2

1. Based on inspections conducted by 31 August 2016 and published by 30 September 2016.

2. Includes section 5 and section 8 deemed section 5 inspections.

3. Percentages are rounded and may not add to 100.

Source: Ofsted

Table 5: Overall effectiveness of maintained schools and academies inspected between 1 September 2015 and 31 August 2016, by phase and type

		Total number inspected	Percentage of providers			
			Outstanding	Good	Requires improvement	Inadequate
Nursery schools	(total)	39	62	38	0	0
Primary schools	(total)	2,468	6	71	18	5
Of which	Local authority maintained	2,138	6	72	18	4
	Academy converters	226	12	71	11	5
	Sponsor-led academies	96	6	51	34	8
	Free schools	8	38	38	13	13
Secondary schools	(total)	666	5	52	32	12
Of which	Local authority maintained	277	4	48	37	11
	Academy converters	243	7	65	22	6
	Sponsor-led academies	131	4	37	38	21
	Free schools	7	0	43	43	14
	University technical colleges	6	0	33	50	17
	Studio schools	2	0	0	0	100
Special schools	(total)	138	39	38	16	7
Of which	Local authority maintained	108	34	43	17	6
	Academy converters	20	70	15	10	5
	Non-maintained special	8	38	38	25	0
	Free schools	2	0	50	0	50
Pupil referral unit	(total)	48	8	56	25	10
Of which	Local authority maintained	42	10	57	24	10
	Academy converters	4	0	50	50	0
	Free schools	2	0	50	0	50
All provision		3,359	8	65	20	6

1. Based on inspections conducted between 1 September 2015 and 31 August 2016 where a report was published by 30 September 2016.

2. Includes section 5 and section 8 deemed section 5 inspections.

3. Includes short inspections which did not convert to a full inspection. For these schools the overall effectiveness outcome is based on the previous full inspection.

4. Percentages are rounded and may not add to 100.

Source: Ofsted

Table 6: Overall effectiveness of open initial teacher education providers at their most recent inspection as at 30 June 2016, by phase and type

		Total number inspected	Percentage of providers			
			Outstanding	Good	Requires improvement	Inadequate
Early years ITT (EYTS)	(total)	10	0	80	20	0
Of which	Higher education institutes	9	0	78	22	0
	School centred initial teacher training	1	0	100	0	0
Primary QTS	(total)	94	45	55	0	0
Of which	Higher education institutes	59	37	63	0	0
	School centred initial teacher training	32	56	44	0	0
	TeachFirst	3	67	33	0	0
Secondary QTS	(total)	105	33	67	0	0
Of which	Higher education institutes	67	34	66	0	0
	School centred initial teacher training	35	26	74	0	0
	TeachFirst	3	100	0	0	0
Primary and secondary QTS	(total)	17	53	47	0	0
Of which	Higher education institutes	1	0	100	0	0
	School centred initial teacher training	9	44	56	0	0
	TeachFirst	6	83	17	0	0
	For profit provider	1	0	100	0	0
Initial teacher education in further education	(total)	36	11	86	3	0
Of which	Higher education institutes	28	14	86	0	0
	Initial teacher education in further education	8	0	88	13	0
All provisions		262	34	65	1	0

1. Based on inspections conducted and published by 30 June 2016.

2. In ITE partnerships where there are a small number of trainees across both primary and secondary phases, the report will provide one set of judgements covering both the primary and secondary age phases. In general, the number of providers inspected is not the same as the total number of partnerships inspected.

3. Percentages are rounded and may not add to 100.

Source: Ofsted

Table 7: Overall effectiveness of initial teacher education providers inspected between 1 September 2015 and 31 August 2016, by phase and type

		Total number inspected	Percentage of providers			
			Outstanding	Good	Requires improvement	Inadequate
Early years ITT (EYTS)	(total)	14	0	57	43	0
Of which	Higher education institutes	13	0	54	46	0
	School centred initial teacher training	1	0	100	0	0
Primary QTS	(total)	27	44	52	4	0
Of which	Higher education institutes	16	38	56	6	0
	School centred initial teacher training	8	50	50	0	0
	TeachFirst	3	67	33	0	0
Secondary QTS	(total)	24	46	54	0	0
Of which	Higher education institutes	15	33	67	0	0
	School centred initial teacher training	6	50	50	0	0
	TeachFirst	3	100	0	0	0
Primary and secondary QTS	(total)	14	64	36	0	0
Of which	School centred initial teacher training	8	50	50	0	0
	TeachFirst	6	83	17	0	0
Initial teacher education in further education	(total)	9	11	78	11	0
Of which	Higher education institutes	7	14	71	14	0
	Initial teacher education in further education	2	0	100	0	0
All provisions		88	38	53	9	0

1. Based on inspections conducted by and published by 30 June 2016.

2. In ITE partnerships where there are a small number of trainees across both primary and secondary phases, the report will provide one set of judgements covering both the primary and secondary age phases. In general, the number of providers inspected is not the same as the total number of partnerships inspected.

3. Percentages are rounded and may not add to 100.

Source: Ofsted

Table 8: Overall effectiveness of open non-association independent schools at their most recent inspection as at 31 August 2016, by phase and type

		Total number inspected	Percentage of providers			
			Outstanding	Good	Requires improvement	Inadequate
Independent schools	(total)	578	13	56	18	13
Of which	Primary aged	222	15	57	16	12
	All-through	177	11	58	16	16
	Secondary aged	179	11	53	22	13
	Secondary aged (including all-through)	356	11	55	19	15
Independent special schools	(total)	420	16	61	16	7

1. Based on inspections conducted by 31 August 2016 and published by 30 September 2016.

2. Non-association independent schools are considered to cater for pupils of primary school age if the statutory high age which the school is registered for is 11 or under. Secondary non-association independent schools include those schools where the statutory high age is 12 or older. All through schools which cater for both the primary and secondary school age groups.

3. Percentages are rounded and may not add to 100.

Source: Ofsted

Table 9: Overall effectiveness of non-association independent schools inspected between 1 September 2015 and 31 August 2016, by phase and type

		Total number inspected	Percentage of providers			
			Outstanding	Good	Requires improvement	Inadequate
Independent schools	(total)	133	8	43	21	29
Of which	Primary aged	51	8	45	18	29
	All-through	43	9	40	23	28
	Secondary aged	39	5	44	23	28
	Secondary aged (including all-through)	82	7	41	23	28
Independent special schools	(total)	115	20	54	15	11

1. Based on inspections conducted between 1 September 2015 and 31 August 2016 where a report was published by 30 September 2016.

2. Non-association independent schools are considered to cater for pupils of primary school age if the statutory high age which the school is registered for is 11 or under. Secondary non-association independent schools include those schools where the statutory high age is 12 or older. All through schools which cater for both the primary and secondary school age groups.

3. Percentages are rounded and may not add to 100.

Source: Ofsted

Table 10: Overall effectiveness of further education and skills providers at their most recent inspection, as at 31 August 2016

		Total number inspected	Percentage of providers			
			Outstanding	Good	Requires improvement/satisfactory	Inadequate
Colleges	(total)	311	20	57	19	4
of which	General further education colleges	207	14	57	23	6
	Sixth form colleges	89	36	53	11	0
	Specialist further education colleges	15	13	73	13	0
Independent specialist colleges	(total)	55	9	73	16	2
Community learning and skills providers	(total)	234	7	75	16	2
of which	Specialist designated institutions	11	36	55	9	0
	Not for profit organisations	84	10	70	18	2
	Local authority providers	139	3	80	16	1
Independent learning providers	(total)	411	12	71	15	3
of which	Independent learning providers	352	9	74	15	2
	Employer providers	59	27	53	12	8
16–19 academies	(total)	10	10	30	50	10
of which	16–19 academy converters	2	0	50	50	0
	16–19 free schools	7	14	29	43	14
	16–19 sponsor led academies	1	0	0	100	0
Further education in higher education institutions	(total)	25	32	68	0	0
Dance and drama colleges	(total)	18	78	17	6	0
All providers	(total)	1,064	15	66	16	3
Prisons and young offender institutions	(total)	80	5	30	53	13

1. The overall effectiveness of learning and skills and work activities in prisons and young offender institutions was introduced in March 2014; as at 31 August 2016, 34 prisons and young offender institutions had yet to receive this judgement and therefore are not included.

2. Judgements on further education in higher education institutions (HEIs) relate just to the FE provision being delivered within the HEI.

3. Percentages are rounded and may not add to 100. Where the number of inspections is small, percentages should be treated with caution.

Source: Ofsted

Table 11: Overall effectiveness of further education and skills providers inspected between 1 September 2015 and 31 August 2016

		Total number of inspections	Percentage of inspections			
			Outstanding	Good	Requires improvement	Inadequate
Colleges	(total)	108	2	53	34	11
of which	General further education colleges	82	1	50	34	15
	Sixth form colleges	23	4	65	30	0
	Specialist further education colleges	3	0	33	67	0
Independent specialist colleges	(total)	23	4	65	26	4
Community learning and skills providers	(total)	93	3	67	25	5
of which	Specialist designated institutions	2	0	50	50	0
	Not for profit organisations	28	7	61	21	11
	Local authority providers	63	2	70	25	3
Independent learning providers	(total)	161	2	70	18	9
of which	Independent learning providers	140	2	72	17	9
	Employer providers	21	5	57	24	14
16–19 academies	(total)	4	0	25	50	25
of which	16–19 academy converters	2	0	50	50	0
	16–19 free schools	2	0	0	50	50
	16–19 sponsor led academies	-	-	-	-	-
Further education in higher education institutions	(total)	3	0	100	0	0
Dance and drama colleges	(total)	18	78	17	6	0
All providers	(total)	410	6	62	24	8
Prisons and young offender institutions	(total)	42	5	36	48	12

1. Includes full inspections and short inspections that did not convert to a full inspection, where the provider remained good.

2. The number of inspections given for prisons and young offender institutions are for inspections published between 1 September 2015 and 31 August 2016.

3. Judgements on further education in higher education institutions (HEIs) relate just to the FE provision being delivered within the HEI.

4. Percentages are rounded and may not add to 100. Where the number of inspections is small, percentages should be treated with caution.

Source: Ofsted

Table 12: Overall effectiveness of early years registered providers at their most recent full inspection, as at 31 August 2016

	Total number inspected	Percentage of providers			
		Outstanding	Good	Requires improvement	Inadequate
Early Years Register providers					
Childminder	34,382	13	76	10	1
Childcare on non-domestic premises	20,755	17	77	4	1
Childcare on domestic premises	151	26	62	12	1
All provision	55,290	15	76	8	1

1. Data refers to the judgement of 'How well does the setting meet the needs of children in the early years foundation stage?' from the EYFS framework that began in September 2008 and the subsequent 'overall effectiveness' judgement, as at 31 August 2016, published by 30 September 2016.

2. A small number of home childcarers are included in the all provision total which are not included as an individual provision type.

3. Percentages are rounded and may not add to 100.

Source: Ofsted

Table 13: Overall effectiveness of early years registered providers inspected between 1 September 2015 and 31 August 2016

	Total number inspected	Percentage of providers			
		Outstanding	Good	Requires improvement	Inadequate
Early Years Register providers					
Childminder	13,017	18	69	9	3
Childcare on non-domestic premises	7,679	18	63	11	8
Childcare on domestic premises	60	13	57	15	15
All provision	20,761	18	67	10	5

1. Includes all full Early Years Register inspections in this period, including re-inspections and inspections of providers who have since closed. Other inspection types such as no children on roll inspections and childcare inspections are not included.

2. Data includes inspections published by 30 September 2016.

3. A small number of home childcarers are included in the all provision total which are not included as an individual provision type.

4. Percentages are rounded and may not add to 100. Where the number of inspections is small, percentages should be treated with caution.

Source: Ofsted

Annex 2: Primary performance by area

Primary schools					
Local authority	Region	% of pupils in good or outstanding schools 2016	Change from 2015 (%pts)	Change from 2012 (%pts)	% of pupils in academies 2016
Kingston upon Thames	London	100	▲ 3	▲ 16	15
Lewisham	London	100	▲ 5	▲ 21	3
Southend-on-Sea	East of England	100	▲ 15	▲ 34	15
Enfield	London	99	▲ 12	▲ 38	6
Richmond upon Thames	London	99	▲ 6	▲ 8	5
North Tyneside	North East, Yorkshire and the Humber	99	▼ -1	▲ 27	1
Greenwich	London	98	▲ 6	▲ 31	0
Camden	London	98	▲ 2	▲ 6	2
Redbridge	London	98	▲ 5	▲ 26	4
Warrington	North West	98	▲ 9	▲ 26	2
Bedford	East of England	97	▲ 3	▲ 12	23
Sutton	London	97	▲ 5	▲ 10	22
Newcastle upon Tyne	North East, Yorkshire and the Humber	97	▬ 0	▲ 29	8
Westminster	London	97	▲ 2	▲ 32	20
Trafford	North West	97	▲ 2	▲ 7	10
Poole	South West	97	▲ 10	▲ 27	60
Cheshire East	North West	96	▲ 2	▲ 15	36
Hackney	London	96	▲ 6	▲ 41	7
Bexley	London	96	▲ 6	▲ 32	47
Hammersmith and Fulham	London	96	▲ 11	▲ 17	16
Waltham Forest	London	96	▲ 9	▲ 40	36
Bolton	North West	96	▲ 9	▲ 28	19
Gloucestershire	South West	96	▲ 3	▲ 23	20
Lancashire	North West	95	▲ 7	▲ 29	2
Barnet	London	95	▲ 2	▲ 4	11
Redcar and Cleveland	North East, Yorkshire and the Humber	95	▲ 11	▲ 27	27
St Helens	North West	95	▲ 5	▲ 22	4
Leeds	North East, Yorkshire and the Humber	95	▲ 5	▲ 27	11
Telford and Wrekin	West Midlands	95	▲ 7	▲ 42	6
Harrow	London	95	▲ 2	▲ 6	9
Halton	North West	95	▲ 4	▲ 20	5
Wigan	North West	95	▲ 2	▲ 15	12
Haringey	London	95	▲ 7	▲ 36	14
Swindon	South West	94	▲ 7	▲ 20	44
South Gloucestershire	South West	94	▲ 6	▲ 16	9

Primary schools					
Local authority	Region	% of pupils in good or outstanding schools 2016	Change from 2015 (%pts)	Change from 2012 (%pts)	% of pupils in academies 2016
Bury	North West	94	▲ 7	▲ 29	11
Durham	North East, Yorkshire and the Humber	94	▲ 3	▲ 24	7
Torbay	South West	94	▬ 0	▲ 24	75
South Tyneside	North East, Yorkshire and the Humber	94	▲ 2	▲ 33	10
Bournemouth	South West	94	▲ 1	▲ 33	84
Brent	London	94	▲ 3	▲ 28	16
Cheshire West and Chester	North West	94	▲ 4	▲ 20	7
Bristol	South West	93	▲ 6	▲ 36	39
Lambeth	London	93	▲ 3	▲ 9	3
Stockport	North West	93	▲ 3	▲ 9	5
Tameside	North West	93	▲ 13	▲ 37	18
Shropshire	West Midlands	93	▲ 8	▲ 34	9
Wandsworth	London	93	▲ 1	▲ 8	10
Solihull	West Midlands	93	▲ 5	▲ 17	17
Ealing	London	93	▲ 1	▲ 26	4
Lincolnshire	East Midlands	93	▲ 7	▲ 27	36
Cumbria	North West	93	▲ 5	▲ 19	13
Gateshead	North East, Yorkshire and the Humber	93	▲ 2	▲ 18	4
Coventry	West Midlands	93	▲ 8	▲ 51	17
Somerset	South West	93	▲ 5	▲ 27	26
Surrey	South East	93	▲ 8	▲ 25	22
Manchester	North West	93	▲ 2	▲ 22	25
Sunderland	North East, Yorkshire and the Humber	93	▲ 4	▲ 32	25
Devon	South West	92	▲ 6	▲ 20	24
Hounslow	London	92	▲ 6	▲ 21	8
Buckinghamshire	South East	92	▲ 3	▲ 15	11
Brighton and Hove	South East	92	▲ 3	▲ 20	3
Cornwall	South West	92	▲ 3	▲ 19	57
Tower Hamlets	London	92	▲ 2	▲ 18	9
Wiltshire	South West	92	▲ 4	▲ 19	27
Herefordshire	West Midlands	92	▲ 4	▲ 22	25
Oldham	North West	92	▲ 6	▲ 20	18
Stockton-on-Tees	North East, Yorkshire and the Humber	92	▬ 0	▲ 21	25

Primary schools					
Local authority	Region	% of pupils in good or outstanding schools 2016	Change from 2015 (%pts)	Change from 2012 (%pts)	% of pupils in academies 2016
Rochdale	North West	92	▲ 8	▲ 17	5
North Yorkshire	North East, Yorkshire and the Humber	92	▲ 8	▲ 24	9
Knowsley	North West	92	▲ 0	▲ 3	4
Central Bedfordshire	East of England	91	▲ 3	▲ 8	30
Wirral	North West	91	▲ 4	▲ 9	3
York	North East, Yorkshire and the Humber	91	▲ 4	▲ 28	23
Sefton	North West	91	▲ 7	▲ 1	0
Salford	North West	91	▲ 9	▲ 19	7
Peterborough	East of England	91	▲ 6	▲ 31	22
Worcestershire	West Midlands	91	▲ 4	▲ 29	18
Barking and Dagenham	London	91	▲ 15	▲ 28	8
Bath and North East Somerset	South West	91	▲ 1	▲ 15	25
Hampshire	South East	91	▲ 7	▲ 16	3
Darlington	North East, Yorkshire and the Humber	91	▲ 2	▲ 11	69
Hertfordshire	East of England	91	▲ 6	▲ 18	9
Essex	East of England	91	▲ 9	▲ 29	28
Liverpool	North West	91	▲ 7	▲ 14	2
Southwark	London	91	▲ 3	▲ 17	13
Windsor and Maidenhead	South East	91	▲ 14	▲ 6	23
Nottinghamshire	East Midlands	90	▲ 7	▲ 19	19
Islington	London	90	▲ 5	▲ 1	6
Sandwell	West Midlands	90	▲ 7	▲ 33	17
Newham	London	90	▲ 8	▲ 15	10
Calderdale	North East, Yorkshire and the Humber	90	▲ 4	▲ 21	28
North Lincolnshire	North East, Yorkshire and the Humber	90	▲ 12	▲ 25	25
Slough	South East	90	▲ 14	▲ 27	57
North Somerset	South West	89	▲ 3	▲ 27	14
Thurrock	East of England	89	▲ 17	▲ 40	72
Dudley	West Midlands	89	▲ 2	▲ 30	7
Leicestershire	East Midlands	89	▲ 4	▲ 21	50
Kirklees	North East, Yorkshire and the Humber	89	▲ 5	▲ 18	11
Hartlepool	North East, Yorkshire and the Humber	89	▲ 1	▲ 10	24
Kent	South East	88	▲ 7	▲ 33	29

Primary schools					
Local authority	Region	% of pupils in good or outstanding schools 2016	Change from 2015 (%pts)	Change from 2012 (%pts)	% of pupils in academies 2016
Merton	London	88	▲ 7	▲ 7	5
Kensington and Chelsea	London	88	▼ -3	▲ 15	4
East Sussex	South East	88	▲ 15	▲ 18	21
Kingston upon Hull	North East, Yorkshire and the Humber	88	▲ 4	▲ 22	66
Reading	South East	87	▲ 15	▲ 34	19
Warwickshire	West Midlands	87	▲ 4	▲ 21	20
Hillingdon	London	87	▲ 8	▲ 12	29
Wakefield	North East, Yorkshire and the Humber	87	▲ 4	▲ 34	45
Stoke-on-Trent	West Midlands	87	▲ 8	▲ 25	37
Milton Keynes	South East	87	▲ 5	▲ 20	20
Dorset	South West	87	▲ 9	▲ 3	23
Staffordshire	West Midlands	87	▲ 7	▲ 26	23
Middlesbrough	North East, Yorkshire and the Humber	87	▲ 5	▲ 5	47
Blackpool	North West	86	▲ 8	▲ 9	54
Blackburn with Darwen	North West	86	▲ 2	▲ 15	11
Wokingham	South East	86	▲ 6	▲ 17	2
Southampton	South East	86	▲ 3	▲ 23	32
Leicester	East Midlands	86	▲ 14	▲ 23	12
Derbyshire	East Midlands	86	▲ 8	▲ 24	6
Norfolk	East of England	86	▲ 7	▲ 27	23
Barnsley	North East, Yorkshire and the Humber	86	▲ 5	▲ 24	41
Portsmouth	South East	86	▲ 3	▲ 32	26
Northumberland	North East, Yorkshire and the Humber	85	▼ -3	▲ 3	10
Suffolk	East of England	84	▲ 9	▲ 23	28
Medway	South East	84	▲ 23	▲ 30	35
Oxfordshire	South East	84	▼ -1	▲ 25	31
Bromley	London	84	▲ 7	▲ 14	84
East Riding of Yorkshire	North East, Yorkshire and the Humber	84	▲ 7	▲ 28	7
Plymouth	South West	83	▲ 7	▲ 15	23
Croydon	London	83	▼ -3	▲ 19	44
Havering	London	83	▲ 6	▲ 4	12
Rotherham	North East, Yorkshire and the Humber	82	▲ 7	▲ 19	41

Primary schools					
Local authority	Region	% of pupils in good or outstanding schools 2016	Change from 2015 (%pts)	Change from 2012 (%pts)	% of pupils in academies 2016
Cambridgeshire	East of England	82	▲ 4	▲ 16	21
West Berkshire	South East	82	▲ 13	▲ 3	4
Northamptonshire	East Midlands	82	▲ 8	▲ 23	47
Birmingham	West Midlands	82	▲ 4	▲ 14	31
Luton	East of England	82	▲ 3	▲ 19	15
Nottingham	East Midlands	80	▲ 5	▲ 9	48
Sheffield	North East, Yorkshire and the Humber	80	▲ 8	▲ 15	31
West Sussex	South East	79	▲ 3	▲ 9	23
Derby	East Midlands	78	▲ 6	▲ 35	11
Wolverhampton	West Midlands	78	▲ 4	▲ 25	25
Doncaster	North East, Yorkshire and the Humber	77	▲ 13	▲ 17	22
Rutland	East Midlands	76	▼ -12	— 0	71
Bradford	North East, Yorkshire and the Humber	76	▲ 9	▲ 11	16
Walsall	West Midlands	73	▲ 2	▲ 14	18
Bracknell Forest	South East	72	▲ 8	▼ -3	2
North East Lincolnshire	North East, Yorkshire and the Humber	71	▲ 4	▲ 15	81
Isle of Wight	South East	69	▲ 5	▲ 4	7

1. Based on inspections conducted by 31 August 2016 where the report was published by 30 September 2016.

2. The Isles of Scilly and the City of London are excluded.

Source: Ofsted and Department for Education



Annex 3: Secondary performance by area

Secondary schools					
Local authority	Region	% of pupils in good or outstanding schools 2016	Change from 2015 (%pts)	Change from 2012 (%pts)	% of pupils in academies 2016
Bracknell Forest	South East	100	▲ 26	▲ 45	17
Ealing	London	100	■ 0	▲ 15	36
Hackney	London	100	▲ 1	▲ 36	56
Haringey	London	100	■ 0	▲ 34	44
Islington	London	100	■ 0	▲ 18	22
Kensington and Chelsea	London	100	■ 0	■ 0	78
Kingston upon Thames	London	100	▲ 11	▲ 16	95
Lambeth	London	100	■ 0	▲ 28	52
Merton	London	100	▲ 12	▲ 55	30
Redbridge	London	100	▲ 10	▲ 6	40
Sutton	London	100	▲ 13	■ 0	81
Waltham Forest	London	100	▲ 27	▲ 24	35
Wandsworth	London	100	■ 0	▲ 7	86
Southwark	London	99	▼ -1	▲ 12	86
Wiltshire	South West	99	▲ 6	▲ 21	88
Bath and North East Somerset	South West	98	▲ 3	▲ 9	82
Dorset	South West	97	▲ 5	▲ 17	56
Newcastle upon Tyne	North East, Yorkshire and the Humber	97	▲ 11	▲ 26	60
Bristol	South West	96	▲ 4	▲ 35	82
Cheshire East	North West	96	▲ 6	▲ 10	74
Harrow	London	96	▲ 1	▼ -4	82
Surrey	South East	95	▲ 1	▲ 27	65
Southend-on-Sea	East of England	95	▲ 9	▲ 19	96
Bromley	London	95	▼ -5	▲ 1	95
Devon	South West	95	▲ 10	▲ 22	64
Somerset	South West	95	▲ 14	▲ 32	74
Essex	East of England	95	▲ 9	▲ 35	92
York	North East, Yorkshire and the Humber	95	▲ 1	▲ 18	32
Tower Hamlets	London	95	▲ 11	▲ 16	9
Worcestershire	West Midlands	94	▲ 6	▲ 24	79
Barnet	London	93	▲ 5	▲ 2	73
Barking and Dagenham	London	93	▲ 10	▲ 24	28
South Tyneside	North East, Yorkshire and the Humber	93	▲ 1	▲ 31	41
Trafford	North West	92	▲ 1	▼ -8	75

Secondary schools					
Local authority	Region	% of pupils in good or outstanding schools 2016	Change from 2015 (%pts)	Change from 2012 (%pts)	% of pupils in academies 2016
Slough	South East	92	▲ 7	▲ 19	70
North Lincolnshire	North East, Yorkshire and the Humber	92	▲ 7	▲ 49	71
Luton	East of England	92	▬ 0	▲ 6	57
Enfield	London	92	▼ -1	▲ 4	42
Peterborough	East of England	92	▲ 8	▲ 9	76
Cheshire West and Chester	North West	91	▲ 7	▲ 5	47
Rotherham	North East, Yorkshire and the Humber	91	▬ 0	▲ 24	77
North Tyneside	North East, Yorkshire and the Humber	91	▲ 4	▲ 26	22
Gloucestershire	South West	91	▲ 5	▲ 18	88
Blackburn with Darwen	North West	90	▲ 14	▲ 33	73
Medway	South East	90	▲ 1	▲ 13	96
Hammersmith and Fulham	London	90	▲ 2	▼ -10	81
Camden	London	90	▲ 8	▲ 16	9
West Berkshire	South East	90	▲ 17	▲ 22	63
Thurrock	East of England	89	▬ 0	▲ 7	94
Newham	London	89	▼ -2	▲ 23	35
Wokingham	South East	89	▼ -9	▲ 12	70
Hertfordshire	East of England	89	▲ 4	▲ 21	78
Solihull	West Midlands	88	▲ 7	▲ 27	86
North Somerset	South West	88	▼ -6	▲ 8	88
North Yorkshire	North East, Yorkshire and the Humber	88	▲ 8	▲ 19	32
Hounslow	London	87	▼ -8	▼ -13	82
Warwickshire	West Midlands	87	▲ 1	▲ 25	76
Bedford	East of England	87	▲ 7	▲ 17	88
Bournemouth	South West	87	▼ -13	▲ 15	100
Westminster	London	87	▬ 0	▲ 5	91
Kirklees	North East, Yorkshire and the Humber	87	▲ 15	▲ 14	58
Croydon	London	86	▲ 11	▲ 14	74
Kent	South East	86	▲ 2	▲ 17	74
Plymouth	South West	86	▲ 4	▲ 7	91
Wirral	North West	86	▲ 14	▲ 14	73
North East Lincolnshire	North East, Yorkshire and the Humber	86	▲ 9	▲ 44	100
Oxfordshire	South East	85	▼ -3	▲ 11	89

Secondary schools					
Local authority	Region	% of pupils in good or outstanding schools 2016	Change from 2015 (%pts)	Change from 2012 (%pts)	% of pupils in academies 2016
Leicestershire	East Midlands	85	▲ 3	▲ 8	97
West Sussex	South East	84	▲ 5	▲ 18	41
Hartlepool	North East, Yorkshire and the Humber	84	▲ 37	▲ 39	70
Nottingham	East Midlands	84	▲ 1	▲ 18	92
Lancashire	North West	84	■ 0	▲ 20	28
Central Bedfordshire	East of England	83	▲ 7	▲ 27	83
Lincolnshire	East Midlands	83	▲ 7	▲ 3	92
Cornwall	South West	83	▲ 2	■ 0	62
Hampshire	South East	83	▲ 1	▲ 5	48
Cumbria	North West	83	▲ 6	▲ 26	66
Richmond upon Thames	London	83	▲ 3	▲ 3	86
Brent	London	83	▲ 15	■ 0	86
Hillingdon	London	82	▲ 1	▲ 3	92
Nottinghamshire	East Midlands	81	▲ 1	▲ 18	92
Bolton	North West	81	▲ 5	▲ 11	31
Leeds	North East, Yorkshire and the Humber	81	▲ 2	▲ 16	53
Greenwich	London	80	▼ -9	▲ 10	53
Wolverhampton	West Midlands	80	▲ 3	▲ 10	75
Buckinghamshire	South East	80	▲ 6	▲ 2	80
Herefordshire	West Midlands	80	▼ -7	▼ -10	65
East Sussex	South East	80	▼ -2	▲ 1	57
Milton Keynes	South East	79	▲ 4	▲ 11	65
Sheffield	North East, Yorkshire and the Humber	79	■ 0	▲ 16	79
Redcar and Cleveland	North East, Yorkshire and the Humber	79	▲ 1	▲ 11	68
Dudley	West Midlands	78	▲ 15	▲ 12	57
Shropshire	West Midlands	78	▲ 5	▲ 9	60
Durham	North East, Yorkshire and the Humber	77	▼ -1	▼ -1	50
Norfolk	East of England	77	▲ 10	▲ 32	75
Birmingham	West Midlands	76	▲ 2	▲ 8	61
Bexley	London	76	▼ -9	▼ -1	100
Bury	North West	76	▲ 2	▼ -11	0
Walsall	West Midlands	76	▲ 9	▲ 16	84
Staffordshire	West Midlands	76	▲ 6	▲ 10	54

Secondary schools					
Local authority	Region	% of pupils in good or outstanding schools 2016	Change from 2015 (%pts)	Change from 2012 (%pts)	% of pupils in academies 2016
Stockport	North West	75	▲ 1	▲ 19	41
Calderdale	North East, Yorkshire and the Humber	75	▼ -2	▲ 20	80
Manchester	North West	75	▲ 1	▲ 34	62
Sefton	North West	74	▲ 2	▼ -1	57
Southampton	South East	74	▼ -8	▲ 6	31
Salford	North West	73	▲ 14	▲ 9	34
Middlesbrough	North East, Yorkshire and the Humber	73	▲ 18	▲ 39	82
Torbay	South West	72	▲ 14	▼ -28	78
Leicester	East Midlands	72	▼ -8	▼ -4	12
Halton	North West	71	▲ 1	▲ 11	56
Wakefield	North East, Yorkshire and the Humber	71	▬ 0	▲ 8	92
Suffolk	East of England	71	▲ 1	▼ -2	75
Telford and Wrekin	West Midlands	71	▲ 6	▲ 4	51
Darlington	North East, Yorkshire and the Humber	70	▲ 1	▼ -3	100
Wigan	North West	69	▼ -5	▼ -26	28
Stockton-on-Tees	North East, Yorkshire and the Humber	69	▲ 17	▲ 11	82
St Helens	North West	68	▲ 12	▲ 16	23
Gateshead	North East, Yorkshire and the Humber	68	▼ -16	▼ -6	74
Coventry	West Midlands	68	▲ 11	▼ -12	80
Northamptonshire	East Midlands	68	▲ 7	▲ 21	95
Windsor and Maidenhead	South East	67	▲ 6	▼ -10	87
Derby	East Midlands	67	▼ -6	▲ 25	59
Oldham	North West	66	▲ 30	▼ -19	56
Barnsley	North East, Yorkshire and the Humber	66	▲ 7	▲ 48	27
Rutland	East Midlands	66	▲ 2	▼ -34	100
Sunderland	North East, Yorkshire and the Humber	64	▼ -6	▲ 21	78
East Riding of Yorkshire	North East, Yorkshire and the Humber	64	▼ -4	▲ 23	37
Cambridgeshire	East of England	63	▲ 17	▼ -7	100
Brighton and Hove	South East	63	▼ -18	▲ 4	13
Sandwell	West Midlands	62	▲ 5	▲ 7	70
Derbyshire	East Midlands	62	▲ 10	▲ 4	45

Secondary schools					
Local authority	Region	% of pupils in good or outstanding schools 2016	Change from 2015 (%pts)	Change from 2012 (%pts)	% of pupils in academies 2016
Rochdale	North West	62	▼ -15	— 0	26
Kingston upon Hull	North East, Yorkshire and the Humber	61	▼ -4	▲ 17	63
Warrington	North West	60	▼ -1	▼ -6	73
Portsmouth	South East	60	▼ -11	▲ 28	56
Reading	South East	59	▼ -9	▼ -14	79
Poole	South West	58	▼ -10	▼ -21	66
Northumberland	North East, Yorkshire and the Humber	58	▲ 3	▼ -1	48
Havering	London	57	▲ 1	▼ -9	84
Lewisham	London	54	▼ -11	▼ -13	29
Stoke-on-Trent	West Midlands	53	▲ 2	▲ 11	83
Tameside	North West	53	▲ 3	▲ 19	50
Doncaster	North East, Yorkshire and the Humber	52	▲ 15	▲ 9	100
South Gloucestershire	South West	51	▼ -3	▼ -2	89
Liverpool	North West	48	▼ -9	▼ -29	47
Swindon	South West	47	▼ -5	▼ -5	91
Bradford	North East, Yorkshire and the Humber	44	▲ 2	▲ 16	53
Blackpool	North West	42	▲ 7	▼ -4	100
Isle of Wight	South East	26	▲ 3	▼ -74	49
Knowsley	North West	0	— 0	▼ -46	63

1. Based on inspections conducted by 31 August 2016 where the report was published by 30 September 2016.

2. The Isles of Scilly and the City of London are excluded.

Source: Ofsted and Department for Education



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Education and Skills Annual Report regional information pack: London

Ofsted today launches its Annual Report for 2015/16, which gives a state of the nation picture of the performance of early years, schools, colleges and further education and skills providers in England.

This year's Annual Report has found that:

- England's education system is not yet world class but there have been significant improvements.
- For the sixth year in a row, the proportion of good and outstanding nurseries, pre-schools and childminders has risen and is now at 91%. The proportion of good and outstanding nurseries is now almost the same in the most deprived areas of the country as in the least deprived.
- The proportion of good and outstanding primary schools has risen from 69% to 90% in five years. The reading ability of pupils eligible for free school meals at age seven in 2015 was six percentage points closer to the level of their peers than five years ago.
- Secondary schools have improved and 78% are now good or outstanding. However, secondary schools in the North and Midlands are still behind the rest of the country. The proportion of pupils who achieved highly by the end of primary school who then went on to achieve A/A* in their GCSEs in the North and Midlands was six percentage points lower than in the rest of the country.
- The proportion of good or outstanding general further education colleges has declined from 77% in 2015 to 71% this year.
- There are some signs of improvement in the quality of apprenticeships. However, the supply of high-quality apprenticeships at level 3 is not yet meeting demand.

Ofsted's Regional Director, London is available for interview to talk about the education performance in the region from 10am. Please contact the press office on 03000 130415 or 03000 131134 to arrange an interview.

The key findings and headline facts for education performance in the region are below, along with:

1. a quote from Mike Sheridan, Regional Director, London
2. breakdown of primary and secondary school performance for the region
3. case studies of providers in the region that can be contacted
4. a list of outstanding providers in the region.

The Education and Skills Annual Report 2015/16 and press notice and a link to a video where Mike Sheridan talks about the key issues for the region can be found [here](#).

Key findings and headline facts for London

Early years

- **The proportion of registered early years providers judged good or outstanding improved to 88%, though this still remains below the national level (91%).** However, in 2016 71.2% of children achieved a 'good level of development': nearly two percentage points above the national (69.3%). **Greenwich** is the highest achieving authority in the country with 78.7% of children reaching this benchmark.
- For children eligible for free school meals, London is the highest performing region with 59% achieving this level in 2015. In addition, at 11 percentage points, London had the narrowest gap between children eligible for free school meals and other children.
- In London, not enough eligible two-year-olds take up their entitlement to funded nursery education. In 2016, 57% of eligible two-year-olds benefited from a funded place. This is an increase of 11 percentage points from 2015, but remains significantly below the national average, which also rose by 10 percentage points to 68% in 2016. Of those two-year-olds who take up funded nursery education in London, 80% are in good or outstanding providers. This also is lower than the national figure of 84%.

Schools

- The proportion of London pupils in good or outstanding schools increased from 77% in August 2012 to 92% in August 2016. Although this is slightly below the rate of improvement nationally, London remains the region where pupils up to the age of 16 are most likely to attend a good or outstanding school.
- London schools judged to require improvement are improving at a faster rate than nationally. Since the requires improvement (RI) grade was introduced in

September 2012, 78% of RI schools in London have improved to be judged good or outstanding on re-inspection. This compares very well with the national figure of 69%.

Primary

- **London, along with the North West, has more good or outstanding primary schools than other regions,** but since 2015, the rate of improvement is slightly slower than seen nationally. The proportion of London's pupils going to good or outstanding primary schools is the highest it has been since August 2012. On 31 August 2016, 93% of pupils were in good or outstanding schools compared with 88% last year.
- In 2016, 83% of pupils achieved the expected standard in phonics at key stage 1, above the national of 81%. This made London the strongest performing of all regions. At 75%, the proportion of pupils eligible for free school meals who met the expected standard in phonics was also higher than any other region and six percentage points above the national figure.
- In 2016, the proportions of pupils achieving the expected standard in reading (77%), writing (70%) and mathematics (77%) were the highest of all regions nationally.
- The proportion of pupils eligible for free school meals who, in 2016, achieved the expected standard in key stage 1 reading was eight percentage points above the national level at 68%. In this measure, London was again the highest performing region.
- At key stage 2 in 2016 (provisional), London was the strongest performing region, with 57% of pupils reaching the expected standard in reading, writing and mathematics. This was five percentage points above the national figure of 52%. In the region, 27 of 32 local authorities¹ performed above the national benchmark. **Kensington and Chelsea** and **Richmond upon Thames** were the strongest performing local authorities nationally, with 67% of pupils reaching the expected standard.
- In 2015, London was nine percentage points above the national figure of 66% for pupils eligible for free school meals achieving level 4 or above in reading, writing and mathematics.

Secondary

- **London still has the strongest secondary sector in the country, with 90% of pupils in good or outstanding secondary schools.** This is nine percentage points above the national level (81%). There are 12 local authorities in London in which every secondary school that has been inspected was judged either good or outstanding.
- In 2016, provisional results show that London had the best GCSE outcomes in England in terms of pupils achieving A* to C grades in English and mathematics.

¹ City of London not included.

In the region, 65.9% of pupils reached this standard compared with the national level of 62.8%.

- In both the new Progress 8 and Attainment 8 measures, London was the strongest region nationally in 2016. London's overall Progress 8 score was 0.16 (national -0.03) and the Attainment 8 score was 51.7 (national 49.9). Only three local authorities in London achieved Progress 8 scores below the national average: **Bexley, Havering** and **Lewisham**.
- Progress 8 scores in **Havering** and **Lewisham** were the lowest of all London boroughs and well below the national figure, both at -0.14. The proportion of pupils achieving five GCSEs at grades A* to C, including English and mathematics, also fell in these two boroughs, compared with the provisional 2015 figures. On 31 August 2016, only 54% of secondary pupils in **Lewisham** were in a school graded good or outstanding; in **Havering**, only 57% of secondary pupils attended schools judged good or better.

Post-16

- **London is the best performing region for levels 2 and 3 qualifications for 16- to 18-year-olds.**
- In 2015, the proportion of students achieving a level 2 qualification, including English and mathematics, by the age of 19 improved to 70.3% in London. As a result, it continued to be the top performing region, more than two percentage points above the national level of 67.9%. At 83.0%, the proportion of learners in **Kensington and Chelsea** achieving this benchmark is the highest of all English local authorities.²
- Similarly, at level 3 London is the best performing region, with 64.9% of 19-year-olds achieving this qualification: nearly eight percentage points above the national figure (57.4%). Learners in the borough of **Harrow** achieve the highest in the country, at 76.1%.²
- However, these high achievement rates mask the varying levels of achievement within different post-16 settings. In terms of Ofsted judgements, post-16 providers in London are not performing as well as secondary schools generally. As at 31 August 2016, 65% of general further education colleges and 75% of sixth form colleges in London were graded good or outstanding, both below the national levels of 71% and 89% respectively. However, 77% of London school sixth forms inspected by Ofsted from September 2014 to August 2016 were judged good or outstanding, above the national figure of 69%.
- As of 2015, at 3.1%, the proportion of young people known to be not in employment, education or training (NEET) is the lowest in England, but it is concerning that the region has the second highest proportion of 16- to 18-year-old students (10.4%) whose destination after post-16 education is unknown.

² Isles of Scilly excluded.

Quote from Mike Sheridan, Regional Director, London

Commenting on the region's education performance, Ofsted's Regional Director, London, **Mike Sheridan** said:

'I am proud that, once again, the hard work of leaders, teachers and pupils in London is reflected in this report. Standards in London schools remain the highest in England and there are more good and outstanding schools in London than in any other region. I am equally pleased that more requires improvement schools are becoming good than is the case nationally.

London has many outstanding headteachers and benefits from strong, supportive improvement networks between schools and across boroughs and the capital as a whole. It's encouraging to see improvements in individual local authority areas. In **Hackney**, for example, 98% of pupils in maintained schools now receive a good or outstanding education compared with just 59% in August 2012. In **Barking and Dagenham**, substantially fewer pupils are in secondary schools that are less than good and standards in primary schools have risen, too. This is a major improvement on the picture five years ago.

But we cannot be complacent. There remain local authority areas in London where pupils are not enjoying the successes of London's education systems and in some areas, standards are below those found nationally. It is completely unacceptable that over 6,900 secondary school pupils in both **Lewisham** and **Havering** are not receiving a good education. We know that, hidden by London's good overall performance, some specific groups of pupils have consistently underachieved for the past five years. I am certain that parents of these pupils will want to ask questions about the education of their children in these schools.

Although it is good to see improvements in different key stages, it is clear that at the beginning and end of young people's education journey – in the early years, and in education for 16- to 19-year-olds – there is work to do in London. Just think how standards could be raised even further in our primary and secondary schools if more of London's two-year-olds started their education in good or outstanding settings. And while it is encouraging to note that London is the best performing region for levels 2 and 3 qualifications for 16- to 18-year-olds, London's post-16 providers clearly have much more to do if they are to ensure that they provide a consistently high quality of education within different settings.

Finally, Her Majesty's Chief Inspector has highlighted important concerns about unregistered schools and about safeguarding in some independent schools. We are fully aware that London has more than its share of these establishments. We also know that the potential for risk to children and young people is as great in London as it is anywhere in the country. Rest assured that we will continue to work with local authority officers and partner organisations to ensure that children and young people are kept safe and taught appropriately, wherever they educated.'

Case studies of providers in the region that can be contacted

Lewisham Opportunity Preschool (for children with and without additional needs), London Borough of Lewisham (402825)

Inspected April 2016: outstanding, previously outstanding.

We once again judged this early years provider to be outstanding, as it had been in 2007 and 2011. The 2016 inspection report made very clear that this setting prepares children very well for when they move to their primary schools. The inspector noted that children were already able to sound out letters in their names and other words. Socially, the children were confident, active learners who played well with their friends, further preparing them well for the transfer to primary school.

Key to the success of Lewisham Opportunity Preschool is the rigorous manner in which all aspects of the provision are monitored, and the high expectations that staff have for children's learning and development. Partnerships with parents are important, too: staff know the children very well and have built exceptionally positive relationships with parents to enhance children's learning at the preschool and in the home.

Trinity Primary Academy, London Borough of Haringey (138589)

Inspected June 2016: outstanding, previously requires improvement.

When Trinity was inspected in June 2014, executive headteacher David Worrall had been in post for just under a year. He and the senior team had already begun to make some significant changes to the culture and organisation of school, and this was recognised by the judgement that leadership and management was good. Nevertheless, weaknesses remained from the predecessor school, which had been given a notice to improve. These included inconsistencies in teaching and in outcomes for pupils. In the 2013 tests, Year 6 pupils who were eligible for the pupil premium were a year behind their classmates in reading, writing and mathematics.

Two years later, the school was judged outstanding in every respect. Outstanding leadership and management had focused on using different staff strengths to the benefit of all groups of pupils. Disadvantaged pupils were now doing as well as, and often better than, other pupils both in the school and nationally. The 2016 test results confirmed this remarkable change in fortunes: there were no weaknesses whatsoever in the school's overall academic performance and disadvantaged pupils made significantly above average progress across the curriculum.

Forest Gate Community School, London Borough of Newham (102775)

Inspected February 2016: outstanding, previously requires improvement.

Forest Gate is a large secondary school, serving a diverse community where the proportion of pupils from a minority ethnic community is well above average and the number who speak English as an additional language is high. A high proportion are eligible for the pupil premium and attainment on entry is well below average.

Simon Elliott, the headteacher, was appointed in January 2011. Although the school was at that time judged to be good, the 2013 inspection identified inconsistencies with teaching and in the performance of different groups. After establishing a culture of high expectations for all pupils' achievement, the headteacher and restructured senior leadership team have transformed the school. Fundamental to this transformation was the delegation of greater power to middle leaders. As lead professionals, they provided support and challenge to their teams, including through regular 'surgeries', strong performance management and intensive personal support programmes.

The 2016 provisional GCSE results recorded that 69% of Year 11 students at Forest Gate gained five or more GCSEs at grades A* to C, including English and mathematics, which is well above average. The Progress 8 score was an impressive 0.68, indicating that, on average, students at Forest Gate achieved two thirds of a grade above expected in every one of their best eight subjects.

Leyton Sixth Form College, London Borough of Waltham Forest (130457)

Inspected February 2016: good, previously good.

The vocational and academic curriculum at Leyton has around 40 subjects, with the largest areas being humanities, English, modern foreign languages, mathematics and business. Around 80% of learners are on level 3 study programmes, and of these about half on AS- and A-level courses. The remaining learners are on vocational programmes at or below level 2. Over the past three years, the proportion of Leyton students gaining A-level qualifications has risen and is now very high. Additionally, a high proportion of learners on vocational courses successfully complete their qualifications, in particular in sport, travel and tourism, and health and social care. Overall, students on A-level and vocational programmes at Leyton make very good progress and the majority achieve or exceed the grades expected of them.

Inspectors identified that excellent leadership by the principal, Kevin Watson, was a key factor in Leyton's success. Part of this strong leadership was an accurate understanding of the remaining issues that were preventing the college from being judged outstanding. These included ensuring that learners on level 3 programmes not applying for university are adequately prepared for gaining employment. Nevertheless, inspectors were certain that Leyton Sixth Form College has the management culture and capacity – as demonstrated by its continued good performance – to address these remaining issues and provide

increasingly strong education and training for 16- to 19-year-olds in Waltham Forest and neighbouring authorities.

Breakdown of primary and secondary school performance for the region

Primary schools ¹					
Rank ²	Local authority	% of pupils in good or outstanding schools 2016	Change from 2015 (%pts)	Change from 2012 (%pts)	% of pupils in academies 2016
1	Kingston upon Thames	100	3	16	15
1	Lewisham	100	5	21	3
4	Enfield	99	12	38	6
5	Richmond upon Thames	99	6	8	5
7	Greenwich	98	6	31	0
8	Camden	98	2	6	2
9	Redbridge	98	5	26	4
12	Sutton	97	5	10	22
14	Westminster	97	2	32	20
18	Hackney	96	6	41	7
19	Bexley	96	6	32	47
20	Hammersmith and Fulham	96	11	17	16
21	Waltham Forest	96	9	40	36
25	Barnet	95	2	4	11
30	Harrow	95	2	6	9
33	Haringey	95	7	36	14
41	Brent	94	3	28	16
44	Lambeth	93	3	9	3
48	Wandsworth	93	1	8	10
50	Ealing	93	1	26	4
60	Hounslow	92	6	21	8
64	Tower Hamlets	92	2	18	9
79	Barking and Dagenham	91	15	28	8
86	Southwark	91	3	17	13
89	Islington	90	5	1	6
91	Newham	90	8	15	10

102	Merton	88	7	7	5
103	Kensington and Chelsea	88	-3	15	4
108	Hillingdon	87	8	12	29
128	Bromley	84	7	14	84
131	Croydon	83	-3	19	44
132	Havering	83	6	4	12

Source: Ofsted and Department for Education

1. Inspections conducted by 31 August 2016 where the inspection report was published by 30 September 2016
2. Isles of Scilly and City of London excluded from analysis due to small numbers

Secondary schools¹

Rank ²	Local authority	% of pupils in good or outstanding schools 2016	Change from 2015 (%pts)	Change from 2012 (%pts)	% of pupils in academies 2016
1	Ealing	100	0	15	36
1	Hackney	100	1	36	56
1	Haringey	100	0	34	44
1	Islington	100	0	18	22
1	Kensington and Chelsea	100	0	0	78
1	Kingston upon Thames	100	11	16	95
1	Lambeth	100	0	28	52
1	Merton	100	12	55	30
1	Redbridge	100	10	6	40
1	Sutton	100	13	0	81
1	Waltham Forest	100	27	24	35
1	Wandsworth	100	0	7	86
14	Southwark	99	-1	12	86
21	Harrow	96	1	-4	82
24	Bromley	95	-5	1	95
29	Tower Hamlets	95	11	16	9
31	Barnet	93	5	2	73
32	Barking and Dagenham	93	10	24	28
38	Enfield	92	-1	4	42
46	Hammersmith and Fulham	90	2	-10	81
47	Camden	90	8	16	9
50	Newham	89	-2	23	35
56	Hounslow	87	-8	-13	82
60	Westminster	87	0	5	91
62	Croydon	86	11	14	74
78	Richmond upon Thames	83	3	3	86
79	Brent	83	15	0	86
80	Hillingdon	82	1	3	92

84	Greenwich	80	-9	10	53
97	Bexley	76	-9	-1	100
139	Havering	57	1	-9	84
140	Lewisham	54	-11	-13	29

Source: Ofsted and Department for Education

1. Inspections conducted by 31 August 2016 where the inspection report was published by 30 September 2016
2. Isles of Scilly and City of London excluded from analysis due to small numbers

List of education and skills providers judged outstanding in 2015/16

Report	URN	Name	Provider type	Provision type	Local authority
Report	50701	Doreen Bird College of Performing Arts Ltd.	Dance and drama college	Dance and drama colleges	Bexley
Report	101455	St Stephen's Catholic Primary School	Voluntary Aided School	Primary	Bexley
Report	137769	Townley Grammar School	Academy Converter	Secondary	Bexley
Report	101524	Mitchell Brook Primary School	Community School	Primary	Brent
Report	101503	Kingsbury Green Primary School	Community School	Primary	Brent
Report	101582	Manor School	Community Special School	Special	Brent
Report	70007	Bromley Schools' Collegiate	Initial teacher education	Primary and Secondary QTS	Bromley
Report	138611	Crofton Infant School	Academy Converter	Primary	Bromley
Report	139678	Harris Primary Academy Kent House	Academy Sponsor Led	Primary	Bromley
Report	137035	Stewart Fleming Primary School	Academy Converter	Primary	Bromley
Report	100025	Gospel Oak Primary School	Community School	Primary	Camden
Report	101788	St John's CofE Primary School	Voluntary Aided School	Primary	Croydon
Report	101705	Tunstall Nursery School	LA Nursery School	Nursery	Croydon
Report	138687	Oasis Academy Byron	Academy Converter	Primary	Croydon
Report	138178	Riddlesdown Collegiate	Academy Converter	Secondary	Croydon
Report	101968	Mandeville School	Community Special School	Special	Ealing
Report	135493	Insights Independent School	Independent special school	Schools	Ealing

Report	138381	Enfield Heights Academy	Free School	Primary	Enfield
Report	132203	Highfield Primary School	Community School	Primary	Enfield
Report	100098	Pound Park Nursery School	LA Nursery School	Nursery	Greenwich
Report	100156	Foxfield Primary School	Community School	Primary	Greenwich
Report	137808	Leaways School	Independent special school	Schools	Hackney
Report	1184091	B C Arch Limited	Independent learning provider	Independent learning providers (including employer providers)	Hammersmith and Fulham
Report	53432	Mountview Academy of Theatre Arts Limited	Dance and drama college	Dance and drama colleges	Haringey
Report	138589	Trinity Primary Academy	Academy Sponsor Led	Primary	Haringey
Report	102260	Shaftesbury High School	Community Special School	Special	Harrow
Report	140122	Alexandra School	Academy Special Converter	Special	Harrow
Report	102277	Hacton Primary School	Community School	Primary	Havering
Report	102309	Towers Infant School	Community School	Primary	Havering
Report	70009	Brunel University	Initial teacher education	Primary QTS	Hillingdon
Report	70009	Brunel University	Initial teacher education	Secondary QTS	Hillingdon
Report	50527	Arts Educational School	Dance and drama college	Dance and drama colleges	Hounslow
Report	102484	Feltham Hill Infant and Nursery School	Community School	Primary	Hounslow
Report	102489	Hounslow Heath Junior School	Community School	Primary	Hounslow
Report	50029	The Urdang Academy	Dance and drama college	Dance and drama colleges	Islington
Report	50030	Italia Conti Academy of Theatre Arts	Dance and drama college	Dance and drama colleges	Islington
Report	100385	Kate Greenaway Nursery School and Children's Centre	LA Nursery School	Nursery	Islington
Report	134274	New River College Medical	Pupil Referral Unit	PRU	Islington
Report	51731	English National Ballet School Limited	Dance and drama college	Dance and drama colleges	Kensington and Chelsea
Report	100474	Chelsea Open Air Nursery School and Children's Centre	LA Nursery School	Nursery	Kensington and Chelsea
Report	139645	Ark Brunel Primary Academy	Academy Sponsor Led	Primary	Kensington and Chelsea
Report	135616	Snowflake School	Independent special school	Schools	Kensington and Chelsea
Report	102623	Dysart School	Community Special School	Special	Kingston upon Thames

Report	102621	Bedelsford School	Foundation Special School	Special	Kingston upon Thames
Report	102560	Surbiton Children's Centre Nursery	LA Nursery School	Nursery	Kingston upon Thames
Report	70035	King's College London	Initial teacher education	Secondary QTS	Lambeth
Report	100700	Rathfern Primary School	Community School	Primary	Lewisham
Report	100679	Downderry Primary School	Community School	Primary	Lewisham
Report	102698	Perseid School	Community Special School	Special	Merton
Report	102760	Cleves Primary School	Community School	Primary	Newham
Report	102775	Forest Gate Community School	Community School	Secondary	Newham
Report	102744	Shaftesbury Primary School	Community School	Primary	Newham
Report	102727	Kensington Primary School	Community School	Primary	Newham
Report	131305	Ray Lodge Primary School	Community School	Primary	Redbridge
Report	102882	Windham Nursery School	LA Nursery School	Nursery	Richmond upon Thames
Report	70270	Teach First London Local Area Office	Initial teacher education	Primary QTS	Southwark
Report	70270	Teach First London Local Area Office	Initial teacher education	Secondary QTS	Southwark
Report	100873	Spa School	Community Special School	Special	Southwark
Report	100880	Tuke School	Community Special School	Special	Southwark
Report	102996	St Elphege's RC Junior School	Voluntary Aided School	Primary	Sutton
Report	100884	Columbia Market Nursery School	LA Nursery School	Nursery	Tower Hamlets
Report	100977	Sir John Cass Foundation and Redcoat Church of England Secondary School	Voluntary Aided School	Secondary	Tower Hamlets
Report	100885	Old Church Nursery School	LA Nursery School	Nursery	Tower Hamlets
Report	131023	Stephen Hawking School	Community Special School	Special	Tower Hamlets
Report	100926	Virginia Primary School	Community School	Primary	Tower Hamlets
Report	100989	Beatrice Tate School	Community Special School	Special	Tower Hamlets
Report	103092	St Mary's Walthamstow CofE Voluntary Aided Primary School	Voluntary Aided School	Primary	Waltham Forest
Report	138690	Barclay Primary School	Academy Converter	Primary	Waltham Forest
Report	139016	The Woodside Primary Academy	Academy Sponsor Led	Primary	Waltham Forest
Report	132848	Lantern of Knowledge Secondary School	Independent school	Schools	Waltham Forest

Report	101131	Soho Parish CofE Primary School	Voluntary Aided School	Primary	Westminster
Report	134192	L'Ecole Bilingue Elementaire	Independent school	Schools	Westminster

Notes:

Except where noted, inspections must have taken place between 1 September 2015 and 31 August 2016.

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Data View gives users the ability to view inspection outcomes over time by remit, phase and provider type/group at regional, local authority and constituency level. Selected areas of the country can be viewed alongside the England level as well as in direct comparison with up to 10 statistical neighbours. Users are also able to identify individual providers by their overall effectiveness and to link directly to the provider page on the Ofsted reports website.

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Havering Safeguarding Children Board

Annual Report 2015-16



Havering Safeguarding Children Board Chair Forward

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

This year has seen changes in the leadership within the Local Authority with the appointment of a new Chief Executive and Director of Children Services. I wish to acknowledge the help and support to the board provided by the former Director and Chief Executive Joy Hollister and Cheryl Coppell, both were committed to safeguarding the children and young people of Havering and their support has enabled the board to develop and fulfil its statutory requirements.

The Multi Agency Sharing Hub (MASH) is now well developed and contact to referral level has increased evidencing improved agency engagement and decision making when determining the level of service required to respond to identified needs. This has also led to a significant increase in the number of contacts being referred to Early Help. There is now evidence of early intervention with children and young people and families requiring support being signposted to the appropriate service.

The past year has seen continued activity in respect of the multi-agency service response to child sexual exploitation (CSE) and missing children. This work has built on the past two years improvement in awareness and response and has seen Havering become one the top London Boroughs for its identification and intervention in CSE cases.

The board has also started to work closely with young people from the Children in Care Council (CiCC), the youth parliament and young carers. This interaction is at its early stages but their input to date has been exciting and very insightful for the board and individual agencies.

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 have been major changes in a number of agencies including the separation of the Probation Service and the introduction of the Community Rehabilitation Company and Children Social Care will during 2016-17 be introducing and exciting new programme Face to Face for social workers to be able to respond.

The 'Wood' review findings, the removal of a statutory requirement to have in place a Local Children Safeguarding Board, have been placed in the new Social Care Bill. This Bill has major implications for agencies and specifically Children's Social Care. I will work with the Chief Executives and officers of the three statutory agencies, to ensure that Havering is in the best position to implement the new legislation.

The impact of austerity and budgetary restraints continues to be 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 HSCB reviewed and amended its vision statement and strategic aims in January 2016.

Vision Statement

Keeping children and young people safe is the Havering Safeguarding Children's Board overarching priority. All partnership agencies are committed to raising safeguarding standards and improving outcomes for all the children and young people of Havering.

Our Six Strategic Aims

In order to meet our vision, the Havering LSCB has identified 6 strategic Aims

1. Ensure that the partnership provides an effective child protection service to all children and young people ensuring that all statutory functions are completed to the highest standards.
2. Monitor the effectiveness of the multi-agency early offer of help to children and young people in Havering.
3. Ensure that agencies work together to provide the most vulnerable children and young people with the correct help at the right time.

4. Ensuring an integrated multi-agency approach to respond to emerging themes and priorities identified by the Board and through national learning.
5. Assuring the quality of safeguarding and child protection to the wider community.
6. Ensure that partners learn lessons identified through local and national learning, and ensure that learning is acted upon and embedded in practice across all partner organisations.

This report will provide an overview of the following:

1. Summary of the HSCB response to 2014-15 annual report challenges
2. Overview of the 2015-16 safeguarding strategic aims.
3. Summary of the HSCB board sub group working and governance 2015-16.
4. Appendices: Each agency was asked to supply a summary of their responses to safeguarding in 2015-16. These reports are attached to the annual report in the appendix.

Summary Board Response to 2014-15 Challenges

The 2014-15 annual report identified a number of challenges for the HSCB. These were areas that needed to be addressed during 2015-16.

This section is a summary of progress made on challenges. The outcome of some of HSCB responses will be evidenced in the main report but the summary has been included here as it demonstrates how the HSCB has fulfilled its statutory responsibility to strengthen safeguarding of the most vulnerable children and young people over the past year.

Multi-agency dataset: The HSCB held a workshop in December 2015 to review its current dataset and consider the data required in order to

strengthen the Board's capacity to understand the level of need in relation to the safeguarding and protection of children and the effectiveness and impact of the multi-agency service response to this to children across the continuum of need. A revised dataset was presented to the Executive and Operational Boards in January 2016, and formally agreed. The end of year figures submitted in the new format will be analysed at the Quality and Effectiveness working group meeting in July 2016. Q1 figures will be presented to the Quality and Effectiveness meeting scheduled for discussed in September 2016. The HSCB dataset will be reviewed and revised throughout 2016 to 2017 in order to ensure the HSCB has the data that is required to assure itself of the effectiveness of the service offer to children and young people within Havering. During the transition period CSC data has presented data specific to the service to the Operational Boards and Quality and Effectiveness working group meetings to allow the Board to continue to maintain scrutiny, oversight and challenge of the service offer to children and young people in need of safeguarding and protection.

Multi Agency Safeguarding Hub (MASH): A formal review of the MASH was commissioned during 2015 and a report was published in June 2015 regarding the effectiveness of MASH, which included the impact of adult safeguarding processes to the children's MASH. Findings from this review have been taken forward by Havering Council Children and Young People services with the support of MASH partners, resulting in a further review of MASH processes and a restructure to make business progression within MASH more streamlined. A pilot of MASH processes was implemented between January and March 2016, which has resulted in improvements within decisions and an improvement in timeliness of assessments. This may suggest that fewer families are being drawn through a statutory process unnecessarily and MASH is identifying families that need services more effectively.

Workforce stability: This is being monitored at an organisational level with exception reporting and discussion during Executive / Operational Boards. Workforce data is an area captured within the HSCB dataset, which will be presented to the Quality and Effectiveness working group in

July 2016. The impact of this is that strategic leads understand the importance of a stable workforce and are taking steps within organisations to develop processes that will lead to staff retention and stability within the workforce. A stable workforce has been found to improve worker satisfaction, which has been found to be more likely to deliver quality services to service users

Use of Police Powers: Havering continues to have a higher level of use of Police Powers in relation to national and statistical neighbour statistics. Meetings have been held between Children and Young People Services and Child Abuse Investigation Team Officers in order to address this. There was evidence of reductions in the use of Police Powers but Havering continues use this power at a higher level than statistical neighbours and nationally. This is being addressed at agency level between Police CAIT and Children and Young People Services.

LAC out of borough placements are appropriate and that the children are receiving good quality support: This action is held within the HSCB action plan and information will be submitted to the HSCB Operational Board in line with Children and Young People Services reporting schedule.

Timely completion of LAC health assessments: This action is being progressed within the HSCB risk register. The CCG put in place a new contract to ensure there is capacity to undertake initial health assessments. They have also made additional staff appointments to support the contract. This should ensure that there is capacity to respond to this statutory requirement in relation to LAC initial and review health assessments.

Private Fostering: CSC is leading and promoting awareness of this with simple messages. The Permanence Team has offered to provide briefings to multi-agency partners to develop awareness. To be included within safeguarding week October 2016

Early Help Assessments: The recently agreed dataset includes Local Authority data in relation to early help. 2015/16 saw a 13% increase in the number of Early Help Assessments completed, at 682 compared with 602 during 2014/15.

Engagement with Children and Young People:

The Board has met with children and young people representing young carers, Havering Youth Council and the Children in Care Council. The information presented to the Board is being progressed and a plan to work with the young people on the issues the identified being progressed. The group will be participating within the Safeguarding week scheduled for 10-14 October. The Board will continue to develop the communication pathways between children and young people and the Board.

Disseminate local and national learning: The HSCB has developed and disseminated widely newsletters and briefing documents in relation to this Board challenge. The information is held within the HSCB website and is accessible to all.

Audit activity: The HSCB Quality and Effectiveness Working Group has undertaken an audit of MASH and an audit of LAC missing. The audits identified that significant information was not consistently captured across partner information systems and this is being addressed. There was not evidence of use of threshold when referring cases for a service. A further MASH audit will be carried out in October 2016 in order to ascertain how well the threshold document is understood and applied when referring cases to MASH.

LADO: The LADO annual report has been submitted for scrutiny during the Operational Board. Actions to improve the service response from the LADO have been taken following a SCR where gaps in the service were identified. These improvements are being implemented by the LADO overseen by the PSW and reported to the HSCB

HSCB Risk Register: The HSCB risk register is used to ensure areas of specific concern are known and action taken to mitigate risk at the earliest opportunity.

Board Challenge

The HSCB acknowledges that the challenges are not a quick fix and require partners to work collaboratively with a shared understanding of outcomes required so that improvements are achieved and sustained.

Section 1

2015/16 Strategic Aims

The Front Door

The front door to child protection services in Havering is the Havering Multi Agency Safeguarding Hub (MASH). This was designed to facilitate better decision-making and outcomes in respect of vulnerable people. The Havering MASH is a co-located, multi-agency team working in a single, secure hub that receives notifications about potential risk and need. The partners involved in the multi agency team include Police, Public Protection, Health, Housing, Probation, Adult Mental Health, Early Help Advisor, Missing Persons, and Independent Domestic Violence Advocacy.

Havering was one of the first London Boroughs to develop a MASH. It has developed and in June 2014 became the first borough to implement a joint children's and adult MASH.

MASH Referrals and Assessments		
Years	2014-15	2015-16
Contacts received.	6984	5856 (down 16%)
Contacts progressed to referral	1774 (25%)	1937 (33%)
Referrals progressed to Assessment.	1783 (95%)	1842 (81%)
Contacts progressed to Early Help.	964 (13%)	2156 (37%)
Contacts progressed to Early Help Assessment		391 (5%)
Repeat contacts to social care within a year (of total contacts received in Triage/MASH)		2045 (35%)

HLSCB Annual Report 2015-2016

The aim of a MASH is to improve the quality of information sharing and decision-making at the point of referral. Whilst the MASH has been effective it was identified that it was a victim of its own success. It was receiving a high level of contacts that were MASH'ed and progressed to assessments with a high proportion of assessments being concluded with no further action required.

In order to address this a review of business processes (LEAN review) was undertaken between January and March 2016. The aim of the review was to:

- Reduce the number of referrals resulting in a statutory assessment.
- Create a joint front door with Early Help and MASH to target the most effective service to children and families at the earliest opportunity.

The review findings have been implemented and the impact in the early stages have included:

- 69% reduction of contacts that are MASH'ed
- Early intervention and Identification in harm.
- 28% reduction in assessments ending in NFA
- An average of 44% of contacts each month undertaken by Early Help Service.
- 70% reduction in the time taken to allocate Early Help cases to family Support Workers.

Impact

Is the MASH making a difference?

Whilst the number of contacts have reduced the number of contacts progressed to referral have increased by 8% indicating an increased quality of contacts being submitted.

What needs to be highlighted is the significant increase in the number of contacts progressed to Early Help. This would indicate that more children and families are receiving early intervention and receiving the support they required at an earlier stage, reducing the possibility of requiring critical intervention at a later point in time.

A multi-agency audit of the MASH was undertaken in March 2016. The agencies that participated were North East London Foundation Trust (NELFT), Barking, Havering and Redbridge University Hospitals Trust (BHRUT), Havering Clinical Commissioning Group (CCG) and Children's Social Care (CSC).

Main findings

- The MASH decision was considered appropriate in all but one case reviewed.
- There was no evidence of the outcome of the referral being fed back to the referrer or Partners.
- There wasn't clear evidence of the threshold document being applied to evidence decision making / feedback to partners.
- Discussions between Management and Social Workers are not always clearly recorded even though they are taking place. Further streamlining of CCM is also required as many cases were difficult to navigate as information had been stored in several places.

These findings have been fed back to the team and performance will be reviewed during future audits of MASH which will continue throughout 2016 to 2017. Findings will continue to be presented to the HSCB Operational group.

Contact Sources.

The source of the contacts/referrals has remained consistent to previous years with the Police being the main referral source at 44 per cent (a drop from 65 per cent % 14-15). Schools have increased to 13% from 7 per cent 14-15 which is a good change of direction.

Health partners, comprising of acute and community settings, midwives, GPs and the London Ambulance Service, account for 8 per cent. This is a significant increase from the 3 per cent % 2014/15. Whilst this is to be welcomed this is an area of work that needs to be further examined to better understand why this is taking place.

In order to assist agencies identify and evidence referrals, The HSCB Threshold document was

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revised (March 2016). It is now much shorter and easier to use with regards to multi-agency involvement. The early indications are that it is being used by staff as this is being reflected in the MASH contacts.

Board Challenge

- To continue to monitor and audit the MASH to ensure that it is continuing to identify and provide early intervention and appropriate signposting.
- To ensure that the multi agency support currently within the MASH continues in the light of reducing budgets and agency restructuring.

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.

Category	2014-15	2015-16
Average Number of children on CP plan at the end of March.	178	290
Average Number of Children on CIN plan	171	193
Average Number of other LA children on CP plan	37	16
Average Number of new section 47 investigations	841	597

Does the intervention improve the child's life?

It was highlighted in the 2014-15 annual report that the introduction of the MASH directly impacted upon the significant increase in the number of section 47 investigations and the number of children who subsequently become subject to a Child Protection Plans. The past year has seen a decrease in the number of section 47 investigations. The previously identified work in the MASH will improved the multi agency information available in the initial referral, assisting effective informed decisions making.

Category	2014-15	2015-16
Emotional abuse	24%	31%
Neglect	55%	52%
Physical abuse	16%	8%
Sexual abuse	6%	5%

The monthly average of children on a CP plan has increased by 63 per cent although at the end of the year there are indications that this number is decreasing

Timeliness

The number of Initial Case Conferences has increased during the year from 131 in 2014-15 to 184 in 2015-16. The number of case conferences being held within the required fifteen day timeline has increase from 50 per cent 2014-15 to 58 per cent 2015-16.

Completion of assessments with 45 days is an area where CSC are still underperforming. The target for 2015-16 was 90% but by the end of March 2016 the figure was 49% for the whole year. There are indications that at the latter end of the year the % was increasing, with 83% and 86% of assessments being completed within timescale during February and March respectively, following the introduction of new ways of working as a result of the Lean Review and the successful development, piloting and roll out of a new, streamlined single assessment template. What needs to be noted is that there was a 65% increase of the number of assessments. This provides evidence of continued pressure on the workforce and the need to ensure that referrals to CSC are appropriate.

86 per cent of active CPPs during 2015 – 16 had been in place for twelve months or less and only 1% where in place over 18 months.

	0-6	7-12	13-18	19-21	over 21
Total children	103	168	40	2	0
%children 2014-2015	29%	50%	14%	0%	7%

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%children 2015/16	33%	53%	13%	1%	0%
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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.

Child in Need (CIN)

CIN plans have continued to increase over the year with March 2016 numbers being 80 per cent higher than the same month 2015. It is of note that there has been an increase in the number of white British children from 48% to 63% whilst children “ of any other mixed background “ have dropped from 14% to 6%.

The percentage of CIN cases that are linked to the “Toxic Trio” (Mental Health, Domestic Violence and substance abuse), has increased by 5% with the highest increase in cases related to domestic violence.

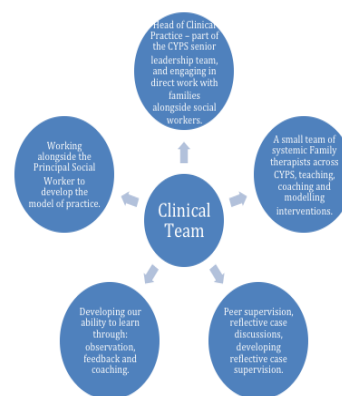
Children's Social Care

During 2015-16 Havering Children's Social Care under its new director formulated a new way of working.

The new *face-to-face* programme was launched in April 2016 and aims to support practitioners to spend more time working directly to support children and their families in Havering.

The programme features three key elements:

- A Systemic practice team to model and support evidence-based practice;
- A training programme for practitioners and their managers in an accredited Systemic Family Therapy course;



- And a set of measures to transform the environment in which practice takes place – removing system conditions that get in the way.

Audit and Performance Monitoring.

The board has been fully consulted on the new process, supported the launch seminars and fully supports the new exciting approach to working with and helping children and families. It is important to be able to identify the impact that the new Face to Face programme has on improved outcomes for children. The HSCB Q&E Group will deliver a ‘tracking framework’ to assess the effectiveness of the new programme by tracking twenty five families over a two year period. Each quarter, five cases will be sampled; these will be cases that have progressed through assessment team to social work allocation (CIN / CP / LAC) or are held by Early Help services. A sub group will be assigned to undertake a deep dive into these five cases.

During 2015-16 the CSC improvement board and the HSCB continued to audit and review cases.

This included the introduction of a ‘Practice Week’ during which CSC with involvement of staff reviewed 100 cases.

A number of issues were identified and placed on the HSCB risk register. They included:

- Health Visitors and School Nurses attendance at Core Group meetings.
- Non-attendance of police at ICPC and RCPC
- Lateness of CP reports to Conference.

The CSIB board identified some risks and challenges that were monitored over the year

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and will continue to be monitored over the coming year. In common with the observations outlined above, these include:

- ✚ Delays in completion of assessments (see above)
- ✚ The need to improve the quality of planning processes.
- ✚ The need to ensure a robust response to all CSE cases (see page 18)
- ✚ The need to improve outcomes for LAC (see below)
- ✚ Financial and resource pressures – The need to make significant savings coupled with rising numbers of LAC and child protection cases.

Board Challenge

To support the new programme and ensure that all agencies also aware of the programme and actively become involved.

In addition, multi-agency thematic audits will be conducted as and when required by the Board.

Staffing

One of the biggest impacts on effective responses to child protection is agency staffing levels and workloads. This continued to be of concern in 2015-16.

The HSCB has during 2015/16 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 with 29 % of the establishment covered by agency staff. This is being monitored and managed by the Local Authority through its Recruitment and Retention Strategy. In response to increasing demand on the service the Local Authority has employed a further 24 agency staff over the agreed establishment.

Whilst this is to be welcomed, the use of agency staff continues to be of concern: of the 517 cases open for a year or more 153 children had at least 3 changes of social worker over the year, 8 had 5 or more changes of social worker. Whilst this may be for legitimate reasons instability in the work force does not help the development of

meaningful relationships between children and their workers.

Board Challenge

- ✚ For the board to continue to seek information regarding workforce stability and assurance that staffing levels do 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

LAC		
	2014/15	2015/16
Male	56%	54%
Female	44%	46%
0-4 Years	15%	16%
5-10 Years	26%	24%
11-15 Years	31%	36%
16-17 Years	29%	24%

are in receipt of timely support in a stable environment.

The end of year statistics March 2016 showed that there were 229 LAC, this is 11 lower than same period last year. There have been some changes in the spread of ages of our LAC population. The 5-10 age group has dropped from 26% to 24% with the 11-15s increasing from 31% to 36%. The older age group are more difficult to place and this may impact on the LAC placement budget.

In terms of ethnicity White British children have reduced to 61% from 70% with Black Caribbean and Black African showing a slight rise.

The levels of children starting to be looked after on Police Protection have shown a significant decrease with an end of year figure of 55 compared to 84 the previous year. This is a welcome reduction and is in response to the work undertaken by the CSC and the local police

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command and CAIT. It still remains higher than the statistical neighbours.

This was an area that has been reviewed regularly within the Havering Quality and Effectiveness (Q&E) working group.

During 2015/16, the local authority developed and agreed a new Corporate Parenting Strategy. The Council's "Pledge" to looked after children and care leavers has also been reviewed and an updated version has been co-produced with children in care.

Legal Status

The use of section 20 –still remains high. The use of section 20 will be subject of audit to ensure other forms of care order are not more appropriate for the LAC. This was an area of concern highlighted in one of our Serious Case Reviews.

	S31 Care Order	S38 Interim Care Order	S20 Voluntary Accommodation	S21 Placement Order
2014- 2015	81	26	115	17
2015- 2016	87	28	96	18

Placement Stability

Placement Stability meetings bring 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 2014-15 position has been maintained. Year-end data evidenced that 10 per cent (23) 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 placement lasting two years or more has decreased from 83 per cent for 2014/15 to 70%. Whilst this is a reducing it is still above the national average of 68%.

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 again for a second year to 16% against a target of 10%.

Missing

LAC children represent a high number of the missing reports taken and LAC children are more likely to be vulnerable and at risk of CSE. The board required assurance that the response to missing children and LAC in particular was appropriate and effective.

To that end a multi-agency audit session focusing on LAC Missing Children was held in November 2015. Agencies in attendance were Children Social Care (CSC), Barking, Havering and Redbridge University Hospitals Trust (BHRUT), North East London Foundation Trust (NELFT) and Havering Clinical Commissioning Groups (CCG).

Common themes identified during the audit meeting:

- ✓ A variety of support had been offered to young people in a timely way, although in most cases the young people were hard to engage and did not take up the services and support offered to them.
- ✓ When visits took place, in the majority of cases the young person's views were implicit.
- ✓ The placement was considered appropriate in all but one case reviewed by CSC. The other agencies did not hold enough information on the young person to be able to assess this.
- ✗ Return Home Interviews had not taken place at the required frequency.
- ✗ The quality and robustness of care plans needs to be improved.
- ✗ There is a clear need for earlier, targeted intervention to improve engagement.
- ✗ Evidence of multi-agency working across different systems in use needs to be improved.

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- ✗ The robustness of audits completed by NELFT needs to be improved

In order to address the highlighted issue of RHI the responsibility has now been returned to the Children Social Care. The initial findings on this development appear to show an improvement in timeliness. The board will continue to monitor this.

Health

There is a statutory requirement for all children to undergo a health assessment within 20 working days of becoming 'Looked After'. Thereafter children under 5 require review health assessments every six months and over 5 require review health assessments annually. In last years annual report this was identified as a risk as there were a significant % of LAC that were not in receipt of timely health assessments. Significant work has taken place during 2015-16 to rectify this situation and by the end of the year 91% of all LAC had an up to date medical recorded.

Education

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.

Each LAC should have in place an up to date Personal Education Plan (PEP). By the end of the year there were 189 LAC of school age of which 121 have an up to date PEP (64%).

This was identified as an area of concern by the board. During the year the electronic version of the PEP was introduced which has enabled schools to update the PEP. The virtual head has reported that the up to date PEPs are now around the 80% mark.

A new measure is the number of former relevant young people aged 19-21 who were in higher education. It is currently 5%. The numbers are

low but the aim is to increase this over time with the work being provided to current LAC.

Non-Havering LA LAC

By the end of 2015-16 there were 329 LAC placed in Havering from other areas. They were placed by 35 different authorities across the country with biggest single placing authority being Newham with 47 placements. This is a high number and far more than Havering's own LAC.

Whilst Havering is informed of placements, when Havering requests more detailed information from the placing authority, this is not always provided. The HSCB chair has requested that he is supplied with details of these authorities so that he can escalate to the appropriate LSCB.

This large number of LAC children also places additional pressure on health and schools in Havering to complete the required assessments.

Board Challenge

- ✚ To continue the monitor 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 continue to monitor the completion of LAC health assessments to ensure they remain timely.
- ✚ To continue to monitor the response to missing children and to ensure that RHI interviews are improved following the withdrawal of the Children Society.
- ✚ The Board will continue to monitor the LAC Improvement plan and the LAC education plan, which focus on placement stability, improving outcomes and increasing the numbers of LAC placed in family placements within the borough

Independent Reviewing Service

The Independent Reviewing Service is responsible for discharging the following statutory functions:

- (i) Child protection – chairing child protection conferences and monitoring of the progress of child protection planning.
- (ii) Looked after Children – chairing reviews and monitoring the performance of the local authority in discharging its responsibility in the child's journey through care.
- (iii) Providing Business support for the above services.

The IRO is an essential element for ensuring that children and young people are safeguarded and as such their input to the board is essential.

Independent Reviewing Officers (IROs) in Havering

- Undertake the dual function of chairing child protection conferences and carrying out their responsibilities towards looked after children.
- IROs represent the Safeguarding & Service Standards Unit at the Looked after Children Panel within children's services, Multi Agency Risk Assessment Conference (MARAC) and Multi Agency Public Protection Arrangement (MAPPA) Panels.
- IROs discharge their duties in relation to the revised Care Planning Regulations and Guidance which were introduced in April 2011. The responsibility of the IRO has changed from the management of the Review process to having a wider overview of the progress of a child's case including regular monitoring and follow-up between statutory Reviews. The IRO has a key role in relation to the improvement of Care Planning for Looked after Children (LAC) and for challenging drift and delay.

There has been a significant increase in the number of child protection conferences taking place and therefore an increase in the numbers of children being made subject to child protection plans during 2015-6.

- The decisions made to convene a child protection conference and commence a plan are appropriate and in line with Working Together thresholds. This needs continued monitoring
- Havering has a changing demography. Continued analysis of this is underway due to this continued and sustained increase in

numbers of children subject to CP plans. This will need to be monitored

- Timeliness of reports received continues to be an area requiring improvement during 2016.
- Ensuring permanence plans are in place for LAC by the second review is a priority area to be promoted by IRO and monitored through audit and practice discussion.
- Developing links with teams which are collaborative while challenging and critically appraising of practice is a key priority for the coming year.
- Developing meaningful partnerships with parents & carers to gain their views on the service we deliver and their input to making changes to service
- Ensure that children and young people participate in meetings and contribute to the plans made for them
- Supporting the move to a systemic model of practice in CYPS

Board Challenge

To ensure that agencies are represented at conference.

To ensure that agencies provide timely relevant information for conferences.

Private fostering

Private Fostering is still a major challenge. The number of registered privately fostered children remains low and has reduced over the past year 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.

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.

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.

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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

The Early Help Service 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

There has been a 64% increase in the total number of 0-4 year olds that have registered within Havering in 15/16 compared to the same stage last year (March 14/15 - 1,382). This shows that Early Help are reaching a larger amount of families within Havering which is a positive outcome.

From January 16 all of the children centres within Havering received extra admin support at front of house; this has proved effective and there has been a large increase in the total number of registrations since.

Early Help has seen a 56% increase in the total number of contacts received by the Early Help Service in 15/16 compared to 14/15. Of which 73% were given Advice and Signposting. However, we have seen a 33% increase in the total number of cases that have progressed to an Early Help Assessment. This is good for the

Early Help Service as it shows that we are working with and reaching more families. Of the contacts received in 15/16 over 41% of these cases related to Domestic Violence (25.4%) and Socially Unacceptable Behaviour (16.1%) compared to 35.8% received in 14/15. The main concern however relates to Domestic Violence which has tripled in 15/16 compared to the previous year.

The Early Help Service has seen an increase in the total number of Assessments completed by 13% compared to last year (14/15). This indicates that they are reaching out to more families which is a sign of improvement. We have seen a slight decrease in the total number of assessments that have been completed by schools (1%) however this may be due to the nature of recording.

Team Around the Family (TAF) reviews are broken down into Internal and External reviews, Internal TAFs are completed by the family support workers within the Children's Centres, External TAFs are completed by the schools and sent through to Early Help.

There has been an 11.3% decrease in the total

number of TAF reviews completed in March 16 compared to February 16, however there has been a 220% increase in the total number of completed TAFs as at the end of 15/16 (768) compared to 14/15 (240).

During 2015 – 16 303 cases were stepped down from Children Social Care to the Early Help Service, with 59 cases being stepped up. This provides some evidence that Early Help services is helping to reduce the unnecessary escalation of early need.

Early Help Board Challenge

- ✚ ***To continue to monitor and be assured that early help is intervening at the earliest opportunity to improve the outcomes for children and their families.***

Community Safety Team

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. The following is a summary of the current situation in Havering.

Serious Group Violence:

- At present 93 individuals are being monitored under SGV, of which 45 are on the Police Trident Matrix and 6 are in custody.
- Following on from the Peer Review and the Local Assessment Process, Havering ran its first Serious Group Violence Conference on the 9th March 2016. The key speakers for the conference (Home Office, St Giles Trust, Spark2Life & CRC) are setting the pace in London and the UK in relation to SGV and Gangs. Its aim was to raise awareness around gangs, county lines and to make the links between Gangs, CSE and MISPERs very clear. The conference went very well. 90 people attended, 94% would attend again and 97% would like to attend further gangs training.
- The conference also provided a platform to promote the new Police Partnership Intel Sharing Form. This document gives the Police the opportunity to get valuable information from stakeholders and onto the Police Computer System (Crimint).

SGV Schools and Mentoring Projects

- The 1:1 Mentoring programme hit its target of 300 sessions. A total of 357 Sessions were carried out amongst 17 Nominals.
- The Schools Programme achieved its target of 88 sessions. A total of 89 Sessions were carried out amongst 12 schools. 6,811 school children were given gang prevention/awareness advice in the form of an assembly, small class work or 1:1.

SGV Gangs Awareness Training

In 2015-2016 82 frontline workers attended the basic Gangs Awareness Training. A good variety of services have been represented, and all have shown an increased confidence in identifying individuals at risk/ involved in a gang.

Level 2 gangs training is currently being designed, and we hope to start running these in Quarter 1 of 2016/2017. (Trying to source appropriate training venue). This will only be available to those professionals who have already been through the basic awareness training.

Havering DV MARAC

- There have been 250 referrals to the MARAC in the financial year 2015/16, a rise from 240 for the previous year 2014/15. There were 77 repeat cases in 2015/16, an increase of 51% from 51 cases in 2014/15.
- There has been a significant rise in the volume of children in the households referred, which may reflect the volume of referrals coming from Children's Social Care. There were 351 children in the household for the last year, up from 292.
- In terms of diversity data for 2015/16 compared to 2014/15,
 - BME cases increased from 29 to 45
 - There were 3 LGBT cases, whilst there were none in the previous year.
 - Disability cases increased by 1 to 5.
 - There were 13 male victims, with 10 in the previous year.
- There were 4 victims coming to MARAC aged 16-17.
- In terms of referrals data for the past 12-months,
 - IDVA's made the most referrals at 82 which is 14% up on 2014/15
 - Police made 59 referrals, a decrease from 72.
 - Children's Social Care, which includes Early Help, made 48 referrals, a 140% increase compared to two years ago (2013/14) when there was just 20.
- Referrals from Housing have declined by 80% from 18 in 2014/15 to 10 in 2015/16

DV Champions training

Currently we have a total of 89 trained DV champions working across organisations in the Borough

PREVENT

- Section 26 of the Counter-Terrorism and Security Act 2015 (the Act) places a duty on certain bodies ("specified authorities" listed in Schedule 6 to the Act), in the exercise of

their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This guidance is issued under section 29 of the Act. The Act states that the authorities subject to the provisions must have regard to this guidance when carrying out the duty. This short report gives details of what provisions the Council and other bodies have taken to ensure compliance with the Act.

- A multi-agency PREVENT plan has been developed and implemented
- PREVENT training (Workshop raising awareness of PREVENT, WRAP 3) is now run for all agencies through the LCSB hub that can be found at www.havering.gov.uk/lcsb. These are run once a month by Havering's Community Safety and Development team. So far about 300 staff across all agencies have been trained through this method. The Health Authority also runs regular PREVENT training and again many hundreds have been made aware of PREVENT. The workshops take the form of one hour workshops
- Workshops were also delivered at the Safeguarding Conference in October to raise awareness of PREVENT. This included WRAP3 training and an improvised 'ACT NOW' event where staff decided what actions to take in a simulated terrorism scene.

Junior Citizen

The London Borough of Havering's second Junior Citizens event was held at the Territorial Army centre in Romford in June-July 2015. The project was funded by MOPAC in order to provide safety advice to Primary School leavers the summer before they start secondary school.

A number of partners from the local authority and across partnership agencies came together to provide 2 weeks of scenarios aimed to providing a hands on approach to safety in situations they may encounter. The following agencies took part:

- KD Safer Schools Officers, Metropolitan Police
- Safer Transport Team, Metropolitan police
- Road Safety, London Borough of Havering





- StreetCare, London Borough of Havering
- Public Health, London Borough of Havering
- Community Safety Team, London Borough of Havering
- London Ambulance Service
- London Fire Brigade
- Youth Service, London Borough of Havering

Each partner provided a 10 minute scenario on a range of different topics. Within this report are breakdowns of each scenario, and how safe the participating students felt afterward.

The event hosted 1400 school children in 2015/16.

Board Challenge

To continue to monitor and react 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.

Local Authority Education

Local Authority colleagues have continued to provide substantial and significant support to schools and early years providers as part of both their traded and statutory work. This includes support and training for governors, designated safeguarding leads, head teachers, provider leadership teams and education staff more generally. Additionally this year the focus has intensified around the PREVENT agenda, including CSE and CME and all providers have had specific input on FGM.

For the first time our School Improvement Team benefits from an officer devoted entirely to schools' safeguarding training and support. The officer is a qualified social worker who works alongside our school improvement officers to support schools with policy and practice issues. We regularly develop best practice advice based

on national cases, so that policy is made live through understanding practice.

School safeguarding policies have been revised to include the requirements of Keeping Children Safe in Education 2016. There is regular training for schools and schools are using a variety of training sources, including online training from the NSPCC. All schools have had whole staff training within the 3 year period. As this requirement becomes annual in the next academic year, a range of training courses have been developed to meet this need, including FGM, CSE, online safety, WRAP, DV.

Schools continue to 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, May 2016. 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. Recommendations are made for developing best practice. These action plans have been commended by Ofsted in several inspections.

- 35 schools have had audits this year, a 26% increase on 2014/5
- 65 school training sessions have been delivered to 2000+ delegates

Briefing notes have been issued to schools on specific topics such as

- The LADO
- MASH and referrals
- Breast Ironing
- Online safety in Safeguarding

A resources page on www.haveringeductaionservices.co.uk will host these briefing documents, policy templates and further information from September 2016.

Early Years and school leaders report that the training provided to support them has been very helpful and they feel well supported. The new draft policies sent to providers have been adopted. The child protection conferences are well run and chaired by individuals with a high level of skill and knowledge. Our early years advisors have audited all providers and followed

up with targeted support where there are identified weaknesses.

Areas for development identified by education leaders within Havering's provision include improving the consistency of advice given by the MASH Team, better match with social workers' skills and the level of complexity of individual costs, handover agreements when social workers leave, and a more sensitive approach when police and social workers arrive to remove children.

Views of Children & Young People

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

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

Of the 623 looked after children/young people aged 4 or over that had a statutory review between 1st April 2015 to 31st March 2016, 611 (98%) communicated their views using a range of mechanisms including personal participation, written or electronic communication or independent representation.

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 re-launch of the Children in Care Council provided an opportunity during 2015/16 to engage LAC young people in the work of the board. In November 2015 the HSCB chair attended a meeting with representatives from the Children in Care Council, the Youth Parliament and Young Carers. He spoke to them about the board and asked them to help inform the board by working together to identify the major issues in their lives that impact on them in respect of feeling safe.

They agreed to help and worked as a group during the first part of 2016 to prepare a presentation. The presentation to board members and members of the LA corporate parenting panel took place in May 2016.

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.

Two serious case reviews have been progressed during 2015-16.

The overview report written in response to each review will be published once all processes have completed.

Learning Reviews

2015/16 saw the completion of one learning reviews. The recommendations from this review were added to the action plan being progressed in response to learning reviews completed previously. Implementation of actions has been overseen by the case review working group.

The case review working group reported concerns to the Operational Board in relation to the drift in implementing action plans developed following serious case reviews and learning reviews. This was addressed through the establishment of a biannual Executive Board Learning and improvement meeting. The purpose of the meetings will be to ensure that each organization is held to account for the way in which actions are implemented and how this has impacted on improved outcomes for service users.

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

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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.

Whilst the CDOP aims to complete its work as quickly as possible there are often delays due to factors such as securing post-mortem reports. This leads to some death reviews not being completed in the year (financial) that they occur.

Nine new cases were reported in 2015/16. This is consistent with the previous year. Four cases were closed in 2015/16 only 2 of these deaths occurred in year. The remaining 7 deaths reported to CDOP in 2015/16 remain open.

Concerns have previously been raised that some deaths may not have been reported to the CDOP. However, an audit has shown that the CDOP process in Havering identified all deaths known to the ONS (primary Care Mortality Database).

Due to the small numbers a view of deaths occurring over a 3 year period provides a better picture.

When considering deaths 2013 to 2016 a third of deaths occurred within a month of birth; a half within the first year of life.

70% concerned White British Children which is a similar proportion of White British children in Havering school.

For the purposes of CDOP, an unexpected death is defined as-

'the death of an infant or child which was not anticipated as a significant possibility for example, 24 hours before the death; or where there was an unexpected collapse or incident leading to or precipitating the events which lead to the death'.

The final decision lies with the Designated Paediatrician. Just under half of child deaths where unexpected during this period.

Number of expected and unexpected deaths by category of death

	2013 - 2016			
	Expected	Unexpected	Total	%
Acute medical or surgical condition	0	2	2	7%
Chromosomal/genetic/congenital anomalies	3	3	6	20%
Chronic medical condition	1	0	1	3%
Infection	0	3	3	10%
Malignancy	4	0	4	13%
Perinatal/neonatal event	8	0	8	27%
Sudden Unexpected Death	0	3	3	10%
Trauma	0	3	3	10%
Grand Total	16	14	30	

Neonatal death or a known life limiting condition was recorded as cause of death in 2/3rds of cases. The next most frequent cause was 'other' including 3 case of infection/sepsis and Sudden Unexpected Death of an Infant (SUDI). There was also 1 case of drowning and two deaths as a result of a traffic accident.

Safeguarding issues

None of children considered by CDOP over the period 2013/14 to 2015/16 was the subject of a serious case review.

No deaths were categorised as deliberately inflicted injury, abuse or neglect.

The CDOP didn't identify safeguarding issues as a modifiable factor in any case.

One child had been the subject of child protection arrangements at some point, but not at the time of their death.

Board Challenge

- To review the future arrangements of the CDOP in light of the recommendations in the Wood Review.
- To work with neighbouring boroughs and in order to provide a greater picture over and increased population size.

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 the LADO or 'Designated Officer' is set out in Working Together to Safeguard Children (2015) and is governed by the Local Authority's duties under section 11 of the Children Act 2004.

Chapter 7 of the London Child Protection Procedures outlines the process for managing allegations against all paid or unpaid staff and volunteers, including foster carers and approved adopters.

The LADO's role is to co-ordinate information sharing with the right people and monitor and track investigations with the aim to resolving them as quickly as possible in an independent, fair, proportionate and reasonable manner for all parties with a focus on ensuring the protection of children.

The role gives all agencies, whether from the statutory, private or voluntary sector a central point of contact to discuss and refer concerns falling within the above criteria. The LADO is involved from the initial phase of the allegation through to the conclusion of the case, whether or not a police investigation continues.

The LADO will provide advice, guidance and support for organisations in meeting its obligations under the relevant legislation where an individual has:

- behaved in a way that has harmed, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children

From April 2015 to March 2016, the LADO received 274 contacts which resulted in 194 referrals. This represents a 71% conversion rate from contact to referral. Comparatively with other neighbouring LA data such as Redbridge (23% conversion rate from 211 contacts for the same year), this indicates a better understanding of thresholds.

Feedback from Users of the Service

Year	Number of cases	Percentage increase/decrease year on year
2012/13	106	71%
2013/14	160	51%
2014/15	121	(24%)
2015/16	194	

Towards the end of this year, feed-back forms have been developed in order to better quality-assure the LADO process for users of the service. General feedback over the year has been mixed with agencies requesting more availability of the LADO for general enquiry and this has notably improved from the figures in the final quarter as outlined above. It is hoped that with the more formal request for targeted information from those agencies involved with the LADO process, accurate analysis of the information will be possible in the coming quarters.

Moving Forward

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The following areas of focus areas for development in the coming year for the LADO are as follows:

- Further outreach to low enquiry/referral sectors including faith, sports, private education providers.
- Continued links with LSCB to promote training and awareness.
- On-going work with BHRUT and NHS England to support LADO Process adherence.
- Further joint working with OFSTED Inspectors working in the borough to assist with Early Years settings.
- Improvement of resolution of cases where possible, minimising drift in cases.
- On-going positive work with CAIT Police and CYPS.
- Securing an amendment to the Child Protection Procedures as outlined above which will provide clarity of lead LADO role within the region with a view to expanding it nationally.
- Analysis of feedback from involved agencies.
- Data Protection issues to be explored with the relevant teams (Information / Legal). This may result in changes to LADO recording / notification practice.
- Referral Template and Database to be reviewed – this will ensure data capture is pertinent to on-going LADO need and referrals are succinct with the salient information required to progress referrals in a manner which is not laborious for referrers. This to be done in conjunction with feedback analysis.
- Close working in conjunction with Safeguarding in Education Lead to continue as a support for Educational Settings.
- Close working with Early Years Quality Assurance teams to support these settings including child minders.
- LADO to be regular attendee to the Schools Monitoring Group
- The development of a generic LADO training toolkit in conjunction with regional LADOs.

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.

During 2015-16 this period there were a total of 55 courses scheduled with a total of 1210 places available. Of these places available, 729 participants attended courses equating to 60% of capacity reached. The non-attendance fee that was implemented during the year generated £1,760.

Courses

In addition to the scheduled HSCB courses, a one hour Prevent Strategy course was introduced. This ran twice every month from September. During this period 21 separate courses were scheduled.

The most attended course was Introduction to Safeguarding with 93% attendance rate. This is the only level one course offered by HSCB and is accessible to a much larger delegate base who maybe non-specialist frontline staff for example, GP receptionists to SENCOs who are in need of a refresher course. This course will continue into the new year and will run four times.

The lowest attended course this year was Effective Supervision with a 20% attendance rate. This is the only two day course run by HSCB and a reason as to why the number is so low could be due to the fact it's over two days and finding availability for candidates could be an issue. This training was added to the programme as one of the Board priorities is to improve supervision processes across all agencies¹. A consideration needs to be given as to whether organisations are accessing this training within their own agencies or do Board members need to push this course within their organisations to encourage attendance. The impact of ineffective supervision is highlighted within a number of SCRs locally and nationally.

2016-17

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The money generated through non-attendance fees will help finance the Safeguarding Week planned for October 2016. A training fee will also be attached to agencies who wish to attend training that are not based within Havering and do not work directly with Havering children.

October 2016, will see the first annual Safeguarding Week. A series of events will provide safeguarding advice and awareness to professionals working with both adults and children. The annual Safeguarding conference will be held during the week and will include themes emerging from both adults and children safeguarding.

Havering has agreed to take part in the development of the London Training procedures that will form part of the London Safeguarding Procedures. The task and finish group will aim to develop the procedures that will be adopted by all London boroughs ready for 2017-18.

All training courses during 2016-17 will include information on escalation and threshold policies and where appropriate, how professionals respond to issues of disguised and partial compliance.

Introduction of Impact Analysis Process

During this year we introduced the process to evaluate the impact of training. Each candidate is required to complete the post-course evaluation 4-8 weeks post training to evaluate how the training has impacted the way in which they work with children and families. 158 evaluations have been received for this period to date, which is 22% of attendees. The drop in responses is likely to be due to the fact participants no longer receive a deadline reminder and are solely responsible for returning their evaluations within the allotted timeframe.

HSCB Newsletter

The HSCB newsletter is produced and distributed termly and held within the HSCB website, which was redesigned during this year.

SECTION 3

Board Sub groups

Child Sexual Exploitation and Missing (CSE) Working Group

The HSCB CSE and missing working group has been in place since 2009 with a remit to understand the prevalence of CSE within Havering Borough; to raise awareness of CSE and missing across the Borough; and to develop a consistent response to CSE within Havering.

Late in 2014 Havering participated within a London wide CSE peer challenge; the outcomes from this were used to drive the CSE and missing agenda forward from strategic direction to frontline practice.

A CSE briefing document was produced, which set out the next steps for Havering around CSE, and detailed a proposal to establish a 6 month pilot to develop a consistent and informed service response to CSE:

- To set up a small children social care CSE pod to receive referrals that evidenced CSE themes;
- Establish a multi-agency virtual team to consider cases referred to the CSE pod and agree multi-agency actions;
- Establish a CSE steering group to oversee the implementation of the pilot and report to the CSE working group.

The pilot was set up to improve the identification of CSE at the front door; develop a shared understanding of CSE categories across the partnership; improve understanding of agency responsibilities; improve information sharing processes across partnership agencies; improve the knowledge base of practitioners in place to identify and respond to CSE; and better understand the effectiveness of the service response to children and young people at risk of or suffering CSE.

Further activity was to strengthen the Multi-Agency Sexual Exploitation (MASE) Panel and review the Missing Panel processes to begin to establish a framework that would allow the partnership to understand the prevalence of CSE and target resources to consistently respond to CSE activity, emerging priorities and themes. This process was supported through the completion of a CSE problem profile, which was updated in November 2016.

Points to note

- The activity that has been progressed since early 2015 has seen a significant shift in CSE understanding.
- CSE data indicates that CSE is identified within MASH/ triage: this was also confirmed through the CSE peer challenge
- Disruption tactics are used to deter CSE activity within Havering
- A problem profile is in place to support the development of services and inform front line practice responses.
- A body of expertise has been established within CSC and across partnership agencies, which has led to a shared understanding of CSE categories and a better understanding of agency responsibilities as it relates to CSE and missing.
- Missing processes have been strengthened and children missing are discussed during weekly CSE and missing virtual team meetings to enable a multi-agency response to risk and need.
- Data within the HSCB dataset includes CSE and will be reported to the board quarterly from April 2016.
- RHI have been identified as an area of risk and this is being responded to by children social care: RHI interviews remain on the HSCB risk register
- MASE is not yet in a position to provide strategic oversight of CSE within Havering: this is being addressed activity to improve process is reported to the CSE and missing WG.

CSE and Missing Prevalence

Over the past couple of years the HSCB has firstly raised the awareness for all agencies of CSE and then looking at the identification and responding to vulnerable young people

During 2015-16 there were 183 recorded CSE Contacts relation got 166 young people. This represents an 86% increase in the number for the previous year. Havering consistently in the top 2 London Boroughs for reports.

Of the 183 18 young people also appeared on the Missing register.

None of the CSE contacts related to LAC although 7 have now become LAC.

There were 1065 missing episodes recorded relating to 282 children and young people 209 where Havering residents. 32% had episodes of missing for more than 24 hours.

The Return Home interview (RHI) were conducted during 2015-16 by the Children Society. 34% of children had an independent RHI within 72 hour.

The RHI has now been transferred back to in house.

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

CYP Quality & Effectiveness sub group

The working group provides overview and scrutiny to the work undertaken by the HSCB partners to safeguard children within Havering. The objectives of the group as set out within the HSCB Business Plan 2015-2018 are:

- Monitor and analyse performance against defined HSCB targets and objectives utilising learning from key strategic drives including

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MASH, Early Help processes, Alcohol reduction strategy, HWBB, JSNA, CSP, VAWG strategy, Serious Youth Violence strategy, CSE strategy.

- Collate data to inform HSCB priorities
- Monitor safeguarding practices and systems through an annual self-assessment audit of s11 (CA2004) compliance.
- Identify and provide robust evidence for performance improvement
- Develop a multi-agency audit programme and undertake multi-agency audits and report findings to Havering LSCB
- To receive reports on single agency audit activity and scrutinise findings.
- Report on the effectiveness of inter-agency working re safeguarding

The group has been extremely active in promoting the objectives identified above. A highlight of the group's activity is set out below:

Audits completed by multi-agency partners:

CSE audit following the peer review: the findings from this supported the direction of CSE activity within Havering

LAC missing audit as previously discussed.

MASH multi-agency audit

Some observations / questions from the audit activity were:

- Is feedback sent to the referrer and is this recorded? CSC noted that feedback had been given however for the two cases where the GP had completed the MARF, CCG noted that feedback had not been received.
- There was no evidence of the outcome of the referral being fed back to the referrer or Partners.
- There wasn't clear evidence of the threshold document being applied to evidence decision making / feedback to partners.
- SW making the MASH decision and Group Manager reviewing Discussions between the Managers and Social Workers are not always clearly recorded even though they are taking place.

The audit of MASH was undertaken prior to changes that were made to MASH processes following the lean review and the subsequent MASH review. The audit was a helpful benchmark to assist the partnership to better understand the impact of changes made within MASH on improved processes when delivering services and working effectively with partners. A further audit of MASH to include the uptake and application of threshold when referring cases to MASH will be undertaken in September 2016

Group activity

A dataset workshop was held in December 2015 and a HSCB dataset was agreed by the partnership: this will be implemented in April 2016 and reported biannually. All partners have agreed to contribute to the agreed performance pack. The Q&E group will oversee implementation of this and ensure all agencies provide data as required.

The group has focussed on Child Protection processes and how best to ensure the correct practitioners attend conferences and core groups to ensure that all information known about the child is discussed, and that professionals do not attend with little knowledge of the family. This continues to be a focus for the group and updates are provided by NELFT and the Principal Social Worker regarding the impact on improved outcomes in relation to changes made.

Self-Harm has been an area of scrutiny for the group: The group requested BHRUT provide information regarding children and young people that present to A&E with symptoms of self-harm. This is on-going and is being progressed by BHRUT and CCG.

LAC children medicals has identified as a risk and action to address this is being led by CCG with support from C&YP services

Priority areas for the group over the next six months

Develop and agree an audit programme for 2016-17 that is achievable and is focused on the key priorities of the HSCB in order to support the Board to understand the effectiveness of the partnership in safeguarding children and young people.

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To continue to oversee the effectiveness of CP processes, identifying areas of strength and areas that require change / further scrutiny to improve the process so that it is meaningful and effective.

To receive and analyse data in relation to safeguarding and report to the Board regarding the effectiveness of the partnership in safeguarding children and young people in Havering

To progress the actions identified within the HSCB action plan 2016-17 on behalf of the HSCB Executive.

Three positive achievements since last report.

- New HSCB dataset agreed
- Health participation within CP processes streamlined
- Performance reports and data used to challenge and support partners in improving safeguarding processes. This has included A&E activity and LAC health assessments.

Long and short term risks and priorities

The group is extremely busy with all delegates balancing competing work pressures and demands. In order for the group to be effective, the work plan must be achievable and focused on themes that will provide meaningful and relevant information to partners in order to assist to understand the impact of services on outcomes. Once agreed, partners must commit time and resources to progressing the audit programme

- The revised HSCB dataset will require information from all partners to ensure that the data agreed as relevant and necessary by partners is submitted in a format that can be understood with clear narrative to assist the group to understand and analyse the information.
- Balancing national and local priorities in an environment that can at times be politically driven, **so that any change in direction is not reactive but considered and thought through.**

Future action to address these.

- The work plan will contain four multi-agency audits plus one audit that is longitudinal to follow families through child protection processes. This will be embedded within usual business processes of organisations to limit the impact of additional workloads.
- Open and transparent discussion will assist to identify gaps or pressures that may impact on the timely submission of data so that action can be taken to address this in a timely way.
- The group must be led by the Operational and Executive Boards whilst reporting information to assist the board to agree the direction of travel. Emerging themes and priorities must be considered by the Executive and Operational to reduce the likelihood of the group reviewing vast amounts, which may reduce the level of positive impact on the outputs from the group.

Timescale.

- **There will be a concerted effort to agree realistic timeframes for audits and requests for data with partner agencies and an agreement that these will adhered to.**

Exceptions due to competing priorities will be taken into account

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 2015 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.

Submissions evidenced that there was good strategic understanding of section 11 responsibilities across the partnership. All submissions identified some elements within standards that were not fully met: these have been included within agency action plans. Although some elements within some standards were not fully met, overall all standards were being complied with.

Agency actions have been amalgamated and are set out within the action plan held at the end of this report.

The previous S11 report identified a need for a co-ordinated response to S11 across Havering council's services: the 2015 submission provided a thorough understanding of the council's compliance with S11 responsibilities across all services of the council.

The HSCB received three submissions from the Health Economy covering the commissioning, community and acute health areas: Clinical Commissioning Group (CCG); North East London Foundation Trust (NELFT); and Barking Havering Redbridge University Hospital Trust (BHRUT). The CCG is responsible for commissioning services within BHRUT and NELFT. The three reports evidenced clarity of roles across the organisation that provided consistency in response when reporting on s11 compliance. This evidenced a good understanding of role and responsibility across the health economy in relation to S11.

HSCB did not receive a submission from NHS England, which has responsibility for the

commissioning of General Practitioners. This was identified as a gap within the last S11 self-assessment audit of compliance and will be formally addressed by the HSCB chair.

Since the last s11 self-assessment was undertaken the London Probation Trust has experienced significant organisational changes. Probation service responsibilities are now served through two separate bodies:

London Community Rehabilitation
Company LTD (CRC)
National Probation Service (NPS):
London Division

Both services evidenced that s11 responsibilities had been understood and included within usual business processes.

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

Education

Section 175 Education Act 2002 requires the governing body of a maintained school to make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils of the school.

The Havering Education Services conducted a 175 self-audit. The audit tool was shared with all 92 Havering schools- LA Maintained, Academies and Independent Schools.

This was backed up if requested by a supported audit undertaken by the HES Quality Assurance Inspector. The findings were reported to the HSCB in February 2016.

36 schools requested a supported audit in 2015 compared to 7 the previous year. These audits showed that:

- All schools were 95% compliant most 100%.
- All schools had whole staff training within last three years. Some schools now have annual training.
- All schools had up to date Safeguarding policies and Managing Allegation policies.
- Head teachers' present a safeguarding report to the full governing body of the school

The HSCB did intervene on behalf of the HSE with one Academy School in respect of DBS checking of staff. As a result the Academy agree to comply with Havering requirements re 3 year checking.

Board Challenge

To continue to work with schools to improve their knowledge.

Board Governance and structure and finance

Governance

The HSCB is chaired by an Independent Chair; the appointment was made by a panel of HSCB members, which was chaired by the Chief Executive. The Independent Chair holds regular meetings with the Lead Member for Children Safeguarding, the Chief Executive and the Director of Children, Adults and Housing. The purpose of each meeting is to hold the Independent Chair to account for the effectiveness of the HSCB and to provide space to ensure open and honest discourse between the Director of Children Services and the Independent Chair regarding the service activity as it relates to children's safeguarding within Havering.

The Nurse Director, Barking & Dagenham, Havering & Redbridge CCG is Vice Chair to Havering SCB; regular discussion is held between the Independent Chair and the Vice Chair.

All statutory partners are represented at the HSCB at an appropriate level and actively participate within the business of the Board.. There has been difficulty in securing / maintaining regular attendance from NHS England and CAFCAS. The impact of this has meant strategic insight in to NHS England priorities and direction of travel specifically in relation to GPs is missing from Board discussion. CAFCAS is significant because of its work with the most vulnerable children within Havering and the knowledge it holds from both local and national perspective.

The structure of Havering's SCB was reviewed during 2015 in order to strengthen governance processes to support the Board to manage business priorities more effectively as the Board's responsibilities increased.

Structure

Executive Board

The Executive Board is chaired by the Independent chair; it has a small membership consisting of the strategic leads from all statutory partners and holds ultimate responsibility for the effectiveness of the multi-agency safeguarding offer to children and young people in Havering.

The Executive Board formally agrees

- Business priorities of the board and the business plan
- The annual report
- Final overview reports and recommendations from SCR
- Action plans to respond to SCR / LR recommendations
- Actions to respond to Board risks and the responsible working group / partner organisation to progress the actions.

Operational Board

The Operational Board is chaired by the Independent Chair and has senior staff with links to practice within the membership. All members actively participate within the discussions and this is evidenced within minutes of meetings. The Operational Board's agenda includes both children and adult priorities to ensure that cross cutting priorities are considered by both strategic boards.

The Operational Board is in place to provide overview and scrutiny of the progress of HSCB / SAB Business plan priorities and to provide assurance to the SA / SC Executive Boards in relation to the progress of business plan objectives. Concerns that are identified by the Operational board and HSCB working groups in relation to the effectiveness of the safeguarding offer are added to the HSCB /SAB risk register, monitored by the Operational and reported to the Executive Boards.

Progress of the HSCB action plan is monitored by the Operational Board. The Operational Board drafts the Executive Board agenda to ensure that it is appropriately focused on relevant areas of business.

Operational Board minutes are circulated to Executive Board to allow for scrutiny and challenge of business activities.

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Working group activity is overseen by the Operational group

- **Quality and Effectiveness Working Group**
The Q&E group is chaired by a member of NELFT's SMT and all organisations except CAIT are represented. All members participate fully within meetings, identifying areas of risk and areas that require further scrutiny. These are progressed by the group and also raised at the Operational / Executive level
- **Case Review Working Group**
The Case Review Working group is chaired by a member of NELFT's SMT and all partner organisations are represented at the meetings. The group has considered and progressed SCRs and LR and overseen the implementation of action plans. Drift in progress of actions has been escalated to the Executive and a decision made for the Executive leads to hold responsibility for the progression and implementation of action plans.
- **CSE working group**
This group is chaired by the Director of Children and Young People Services and has representation from all key partners who actively participate within discussion and decision making.

HSCB risk register

The HSCB risk register holds the areas identified by the Board as requiring oversight in order to progress actions quickly to reduce risks. The risk register is owned by the Executive and activity progressed through the working groups and operational board. The risk register is rag rated to include impact of activities agreed to mitigate risk and is a standing agenda item at every HSCB group meeting and is used by the Independent chair to inform discussions held with the lead member and meetings with senior strategic leads from the partnership.

Annual report

The HSCB publishes an annual report. The report is presented to the Havering H&WBB and Overview and Scrutiny by the Independent Chair. The report is sent electronically to MOPAC, Chief Executive and London Councils and held on the HSCB website.

Multi-agency training programme

The annual training programme is developed by the Training and Development officer with engagement and oversight from the all working groups. The training programme is agreed by the Executive board each year.

Points to note

- The HSCB structure was revised to allow partners more time to provide overview and scrutiny of partner activity to assure the board of effectiveness
- The Independent Chair is held to account by senior leads within Havering Council at regular meetings.
- The HSCB Executive and Operational Board considers performance information as well as information emerging from the JSNA / Problem Profiles / Annual reports to ensure that local needs are considered within the activities and priorities of the Board.
- The Independent chair has developed a culture of openness and challenge during all Board business, which includes activities progressed within working groups
- The structure has enabled the partners to be open and regarding organisational issues, identify risks and to work together effectively to resolve / mitigate the risks posed.

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.

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The budget agreed for 2015/16 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 15/16
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 The Child Death Overview Panel (CDOP) statutory requirements. The CDOP was 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 £10,000.

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.

APPENDIX

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 2015 to 2016

Metropolitan Police Child Abuse Investigation Team (CAIT)

1. Introduction and Summary of Service Provided

The Metropolitan Police Service (MPS) has a dedicated Sexual Offences, Exploitation, Child Abuse Command (SOECAC). The Child Abuse Investigation Team (CAIT) functions are crime prevention, crime detection & to provide risk assessments. Whatever the function, **THE WELFARE OF THE CHILD IS PARAMOUNT** is always the primary consideration in any decision or action undertaken.

All allegations of crime within the scope of 'child abuse' (victims under 18) are recorded & investigated in co-operation with Local Authorities and other appropriate agencies.

Intra-familial abuse - This includes family and extended family defined as aunts; uncles; cousins; siblings including step, fostered, half brother and sister, grandparents, step grandparents, step mothers/fathers, long term partners in established relationships.

Professional abuse - Working in a child focused environment who abuse paid positions (e.g: teachers; sports coaches; youth workers; ministers; caretaker of a school; school cleaner; prison staff).

Other carers - Act as a carer with some responsibility for a child at the time of the offence (e.g: babysitters; voluntary groups like scouting, unpaid sports coaches, close personal family friends).

Non recent allegations - Adult victims if the abuse occurred whilst a child (under the circumstances described above).

Parental Abduction - Outlined in Section 1, Child Abduction Act 1984.

SUDI investigations - Sudden Unexpected Death in Infancy (children under 2 years old).

2. Review of Safeguarding Activity

The MPS has standing operating procedures that dictate how CAIT deal with safeguarding concerns. 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 child protection case conferences and to produce reports for them.

All investigations are subject to risk assessments with comprehensive research conducted. This ensures any direct or potential risk to children can be managed and strategies implemented.

The Metropolitan Police Service attends and supports relevant Serious Case Reviews. This ensures any potential agency failings and any organisational learning is disseminated to all staff.

The Continuous Improvement Team & Professional Standards Champion continues to evaluate the Command's contact with children, parents & carers to inform best practice and service delivery. Listening to children culminated in every MPS interview suite being upgraded in regards to the equipment installed and them being furnished in a child friendly way. All suites now minimise any anxiety experienced by young people whilst furnishing their evidence & also optimise the quality of evidence recorded.

Havering CAIT are set MPS key performance indicators to prioritise safeguarding as core to their business. The figures below relate to Havering and Barking/Dagenham as this is a brigaded team.

1st April 2015 to 31st March 2016

	<u>Offences</u>	<u>Detections</u>
• All Offences	984	239 (24.3%)
• Rape	54	13 (24.1%)
• Serious Sexual Offences	90	21 (23.3%)
• Violence with Injury	235	45 (19.1%)
• Neglect	263	112 (42.6%)
• The crimes not listed above include less impact offences such as common assaults and other crime related incidents.		
• Initial Child Protection Case Conferences	-	66% attended.
• Review Child Protection Case conferences	-	16% attended.
• Strategy Discussions	-	1028 of which 650 were conducted within 24 hrs (63.2%)

A further 49 offences resulted in Community Resolutions being administered as positive outcomes.

The Detection rate for all offences and individual offences exceeded the targets set.

Over this reporting period there has been an 11.6% annual increase in offences.

This is largely attributed to a spike in Havering's population. This also illustrates the public's increased confidence to report current & historical offences in light of high profile cases such as the Saville Inquiry.

3. Havering SCB Vision Statement & Strategic Aims

- 1) CAIT staff are required to complete the Specialist Child Abuse Investigators Development Programme (SCAIDP) and Achieving Best Evidence (ABE) training. All non detectives are required to pass a national exam & complete the nationally

accredited Initial Crime Investigator Development Programme (ICIDP) to develop their skills and confidence. This ensures staff are knowledgeable regarding legislation, current policy and procedure. All investigations and child conferences are monitored and supervised by Detective Sergeants. More serious investigations are also reviewed by Detective Inspectors to ensure an exemplary service is being delivered.

- 2) Agency referrals to CAIT require a strategy discussion between Police Sergeants & Children's Social Service (CSC) managers. Police always respond in tandem with an approved social worker when conducting home visits or speaking to children. Such joint investigations are underpinned by strong working relationships between both agencies. The effectiveness of multi-agency working is scrutinised at various SCB Sub Groups and the strategic SCB. This is further monitored within various audits conducted which CAIT support. CAIT supplied a comprehensive Section 11 audit in June 2015 to enable all partner agencies to hold the MPS to account.
- 3) Initial strategy discussions are timely and actions are set to match the risk accordingly. The most vulnerable children will be protected by Police Officers taking them into Police Protection. CAIT ensure the best interests of the child are considered which includes asking the child their wishes. If the risk is significant, children are placed into foster care to protect them. These decisions are continually reviewed. Police will always arrange intermediaries to further support very vulnerable victims.
- 4) Police have implemented Operation Limelight involving officers from CAIT, aviation & security, and Border Agency staff. This is to tackle the emerging prevalence of FGM. Staff engages with passengers travelling to & from countries with a high incidence & culture of FGM. This is to target suspects involved in this practice, protect children at risk and to raise awareness about FGM.
- 5) CAIT has a dedicated Partnership Team which is centrally based. They visit schools, agency professionals, faith groups and community groups. Their aim is to inform, educate and engage with hard to reach communities. This ensures the wider community are aware of legislation regarding issues such as FGM & forced marriage and further seek to prevent these crimes occurring.
- 6) CAIT tailors its response from any learning disseminated from local & national Serious Case Reviews. All relevant agencies engage in these reviews which ensure agencies' priorities and procedures are adapted when necessary. Any change in policy then becomes part of our standing operating procedures which staff are held accountable to.

4. Risks & Priorities

Priorities in both the long & short term are set by the Command for all pan London CAIT's. These targets are set to ensure children are safeguarded. These are centred on detection rates, adhering to the Victim's Code of Practice, strategy discussions, case conference attendance & acquiring Sexual Harm Prevention Orders.

Risks continue to also be the same in both the short and long term. This is to meet the challenge of acquiring additional staff to cater for the year on year rise in reported offences.

5. Actions to Address the Risks & Expected Impact on Outcomes

Priorities are scrutinised during daily 'Grip & Pace' meetings to ensure resources are devoted to the most serious investigations and vulnerable children. There are also monthly performance meetings where all Detective Inspectors & Detective Chief

Inspectors are held to account by the Senior Leadership Team. MOPAC monitor CAIT performance in all areas of core business.

Risks are currently being addressed with a recruitment campaign to fill vacancies. A SOECA review is currently being conducted regarding workloads & staff numbers within all areas of business. Once this is completed a further review is expected regarding the distribution of staff within each CAIT to cater for current workloads and anticipated demand.

A key area for Havering CAIT is to develop case conferencing by phone link 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.

6. Example of an Effective Emerging Practice

Operation Limelight has identified various items used to perpetuate witchcraft/spirit possession. These operations have also identified various words and language used within communities when referring to this practice. This has enabled the MPS to better assess intelligence when information is reviewed. This has in turn led to various addresses being searched throughout London to safeguard children at potential risk of this practice. Project Violet is SOECA's continued commitment to tackle spirit possession.

Barking, Havering & Redbridge University Hospitals NHS Trust (BHRUT)

Work Undertaken/Developments in Safeguarding Children

Barking Havering & Redbridge University Hospitals NHS Trust (BHRUT) continues to ensure that it is doing everything it can to fulfil its requirements that as a Local Safeguarding Children's Board (LSCB) partner agency member, in meeting its commitment as required under Section 11 of the Children's Act 2004 and Working Together 2015.

BHRUT has established robust systems and processes to ensure there is a timely and a 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 was fully established during the reporting period, and comprises of:

Full time Named Nurse

Full time Named Midwife

Named Doctor for Safeguarding Children (3 PAs)

Full time Paediatric Liaison Nurse/Child Death Co-ordinator

Full time Team Secretary

The Deputy Chief Nurse, Safeguarding and Harm Free Care line manages the Named Nurse Safeguarding Children, on behalf of the Chief Nurse, who is the Trust's Executive lead for safeguarding.

Safeguarding Children's Training

Safeguarding Children's Level 1, 2 and 3 training compliance is monitored at the Trust's Safeguarding Children's Operational and Safeguarding Strategic & Assurance Groups. Compliance levels are reported quarterly at the Havering Local Safeguarding Children Board meeting.

A Safeguarding Children's Training Needs Analysis (TNA) and Strategy for 2015/16 was approved at the Trust's Safeguarding Children's Operational Group on the 27th April 2015. The TNA reflects the legislative changes as per Working Together to Safeguard Children (2015).

In addition, all staff requiring Level 1 training have the option of either completing training via e-learning, or reading an information flyer and confirming in writing that have received this. In March 2016 a Safeguarding Children flyer was included in all staff's payslips, thereby ensuring 100% Level 1 training compliance for all relevant staff. The Corporate Safeguarding Team deliver a mandatory session of 30 minutes on the bi-monthly Registered Nurse Induction programme which includes Prevent awareness. An e-learning Level 2 training programme was developed in March 2016, and will be launched in April 2016.

Safeguarding Children's Policies & Procedures

The Trust's Safeguarding Children's Policy Version 2 was approved at the Safeguarding Children's Assurance Group on 27th April 2015 and was accessible to all staff during the reporting period. This has been published and disseminated to various departments/wards and is accessible on the Trust intranet and website and relevant information remains available in folders in the clinical areas for ease of access. The Safeguarding Named Nurse, Named Midwife and Named Doctor continue to promote awareness of Safeguarding issues via the Trust communication portal, and at the Safeguarding Children's Operational and Safeguarding Strategic & Assurance Group meetings.

The following policies have been implemented/reviewed during the reporting period:

- A Child Sexual Exploitation Policy was devised and ratified in June 2015
- A Female Genital Mutilation Policy was devised and ratified in March 2016
- A Prevent Policy was approved in February 2015 and ratified in March 2015
- Managing Allegations against Staff/Volunteers who work with Children & Young People Policy was revised in March 2016
- A Child Protection Pathway for Emergency Department (including all specialities) was devised in March 2016, and is due for approval in April 2016
- A Safeguarding Children Escalation Protocol was devised in March 2016, and is due for approval in April 2016
- A Domestic Abuse Policy was developed in January 2016 and approved in March 2016

Safeguarding Children's Supervision

The Trust's Safeguarding Children's Supervision Policy (Version 3) has been revised and was approved at the Safeguarding Children's Operational Group in June 2015. Safeguarding Children's Supervision has been embedded in the Trust in Paediatric, Midwifery and Reproductive and Sexual Health Services since June 2013. Progress on compliance is monitored at the Safeguarding Children's Operational and Safeguarding Strategic & Assurance Groups.

Safeguarding Children Audits

A rolling programme of Safeguarding Children audits has been in place during the reporting period.

Audit results are presented at the Safeguarding Children's Operational Group and exceptions are reported to the Safeguarding Strategic & Assurance Group.

Section 11

The Trust is compliant with Section 11 requirements, as set out in Working Together (2015). The Trust provides quarterly updates to Havering Local Safeguarding Children's Board.

Partnership Working

BHRUT continues to be an active member of Havering Local Safeguarding Children's Board and related sub groups.

A Liaison Social Worker and an Early Intervention Worker (EIW) from Barking & Dagenham are based within the Safeguarding Children's Team at Queen's Hospital, providing advice and support for Emergency Departments, Maternity and Paediatric Inpatient areas.

Maternity Partnership meetings are held monthly, to share information and ensure pre-birth plans for vulnerable families are in place and updated prior to birth. The meetings are chaired by the Named Midwife and are well represented by Health Visitors and Social Workers from the three local boroughs.

Psychosocial meetings are held weekly to discuss children with safeguarding concerns and families with vulnerabilities that attend through the Emergency Departments or other areas, where children are admitted to Paediatric wards/NICU, during the preceding week.

The purpose of the meeting is to ensure that all children/young people who have accessed BHRUT services have been referred or supported appropriately where there are identified concerns. The Group is chaired by a Named Safeguarding Professional. In attendance at the meetings are Consultant Paediatrician/Named Doctor Child Protection, Named Nurse, Safeguarding Children, Children Social Care representatives from B&D, Havering and Redbridge; CAMHS (represented by Interact), Out Reach Drug and Alcohol Teams from B&D and Redbridge, NELFT Health Visiting Liaison Service and from relevant BHRUT medical and nursing staff.

In this reporting period BHRUT has worked in partnership with the London Borough of Barking and Dagenham, London Borough of Redbridge and London Borough of Havering to implement the Child Protection-Information Sharing (CP-IS). The Trust has established a Task and Finish Group and has developed a CP-IS Protocol and trained staff in utilising the CP-IS system, in readiness for when the Trust's three local boroughs 'go live'.

Serious Case Reviews (SCR)/Individual Management Reviews (IMR)

During the reporting period BHRUT has been involved in three Serious Case Reviews for the London Borough of Havering and one Case Review which the Threshold for Serious Case Review was not met (May 2016).

Safeguarding Annual Work Plan

During the reporting period the Trust's Safeguarding Annual Work Plan (2015-2016) workstreams were monitored at the Safeguarding Children's Assurance Group. All actions were delivered within the agreed timeframes.

Common Assessment Framework (CAF)

The CAF is now in use within the Midwifery Department and is also used by Sexual Health and Paediatric staff.

Trust staff are provided with CAF training as part of Level 2 and 3 Safeguarding Children's training. BHRUT continues to be supported by an Early Intervention Worker from a neighbouring Local Authority who contributes towards provision of tier two services and supports staff in completing CAFS with carers consent. The Early Intervention Worker also assists Social Workers where a case is linked to the hospital.

Safeguarding Children Multi Agency Referrals (MARFs)

The Trust has a process in place for the collection of information regarding child protection referrals made by BHRUT staff. This process was implemented in April 2014. Multiagency Referral Forms (MARFs) are used to refer child protection concerns to Children Social Care.

Child Sexual Exploitation (CSE)

The Trust's Named Nurse, Safeguarding Children is the Trust's Champion for Child Sexual Exploitation. The Trust continues to have quarterly CSE Lead meetings to advance this agenda.

Child Sexual Exploitation awareness is incorporated within the Trust's Level 1, 2 and 3 Safeguarding Children's training programmes. In February 2016 the Level 2 and 3 training programmes were updated with case scenarios on CSE. Initial feedback from staff has identified that this approach is useful and aids learning

All staff have access to a new Intranet Child Sexual Exploitation Web page which contains key information relating to this subject. The Trust's Named Nurse Safeguarding Children attends Tri-borough Multi Agency Sexual Exploitation (MASE) meetings, and supports information sharing for children identified at risk of CSE. The Named Nurse, Safeguarding Children is an active member of the Havering Child Sexual Exploitation Steering Group.

The Trust has endorsed the Pan London Child Sexual Exploitation Operating Protocol (March 2015 2nd Edition) within a newly developed Trust Child Sexual Exploitation Policy.

Since 1 January 2016 the Named Nurse Safeguarding Children maintains a confidential log of all children discussed at Tri –borough Multi Agency Sexual Exploitation (MASE) meetings and this is cross referenced against cases discussed at Psychosocial Meetings. This enhances detection of children who may frequently present to the Emergency Departments and admitted to the Paediatric Wards.

Female Genital Mutilation (FGM)

Mandatory reporting for FGM is undertaken by the Trust in all relevant areas.

The Trust's Named Nurse Safeguarding Children is the Trust's FGM Champion, and as such holds quarterly FGM Divisional Lead meetings.

The Trust's FGM Policy was approved in March 2016.

FGM audits are undertaken as per the Trust's Safeguarding Children's audit schedule.

Maternity Services

Maternity Services have a clear process in place to ensure that vulnerable families are identified; risk assessed and referred promptly in pregnancy and that appropriate support and pre-birth planning is implemented. Care plans are monitored and entered on the electronic system (E3).

Main Achievements and Areas of Strength

- **Staff Awareness of Vulnerable Groups**

The Trust has seen an increase in staff's awareness of vulnerable groups i.e. Children and Young People affected by Domestic Violence (DV), Child Sexual Abuse (CSA), Looked After Children (LAC). In Quarter 4 2015 - 2016 there was a 50% increase in completion of Multi-Agency Referrals identifying risk to children and young people. The Trust actively promotes awareness of vulnerable groups i.e. Children at risk of Sexual Exploitation, against Women and Girls including Female Genital Mutilation, Modern Day Slavery and Trafficking.

There is also an increased awareness of DV in key clinical areas with additional training and posters, and visibility, supported by Independent Domestic Violence Advocate (IDVA) based at Queen's Hospital.

The Trust has produced a Domestic Violence Policy during the reporting period which replaces the Maternity DV Guideline.

- **Implementation of Child Protection Information Sharing System (CP-IS)**

In this reporting period the Trust established a Task and Finish Group to oversee the implementation of CP-IS. The Trust is ready to 'Go Live' at the point that all three local boroughs that it serves are ready to implement the system.

- **Safeguarding Policies and Procedures**

All related Safeguarding Policies have been updated during the reporting period in line with National Changes. In addition, three new policies (FGM, CSE and Domestic Abuse) have been developed and implemented.

- **Safeguarding Supervision Compliance**

The Trust achieved 85% compliance in implementing Safeguarding Supervision in Maternity, Sexual Health and Home Care Team. Safeguarding Supervision has also been embedded within the Emergency Departments at Queen's and King George Hospitals.

- **Redesign of the Child Protection Web Pages** (internal and external).

All safeguarding topics of interest are available for staff to access via the intranet and internet.

- **Children and Young People are Valued as partners**

There is evidence to demonstrate that staff consult with children so their views are heard and included in care provision.

During the reporting period audits have identified that:

- More children & young people will recommend BHRUT
- Evidence that BHRUT is providing a calming and comfortable environment for children
- Evidence of BHRUT providing more information to children, and reducing the elements of fear and worry
- Evidence that BHRUT is better with our provision of pain relief
- Evidence that BHRUT is better about providing more information about tests and results during hospital admissions
- Evidence that BHRUT has improved on providing information about medication side effects
- Evidence that with help of play specialists, children say their non-clinical time has been more enjoyable during their stay in hospital

- **Learning Lessons**

Learning lessons from Serious Case Reviews and safeguarding children cases is undertaken in a number of forums which include the Trust's Safeguarding Children's Operational and Safeguarding Strategic & Assurance Groups. Shared learning also takes place at the Trust's multi-professional Patient Safety Summits.

Examples of BHRUT's Contribution to HSCB Six Strategic Aims

Strategic Aim	Contribution / Evidence
Ensure that the partnership provides an effective child protection service to all children and young people ensuring all statutory functions are completed to the highest standards.	Section 11 compliance - quarterly progress reports are presented at the Havering Local Safeguarding Children's Board.
Monitor the effectiveness of the multi-agency early offer of help and young people in Havering.	The number of Pre CAFs that are completed are reported at the Trust's safeguarding groups.
Ensure that agencies work together to provide the most vulnerable children and young people with the correct help at the right time.	Members from partnership agencies are members of the Trust's Safeguarding Children's Operational and Safeguarding Strategic & Assurance Groups. The Trust's Safeguarding Team attend 'professionals' meetings, strategy meetings, LADO meetings, core group meetings, pre-discharge planning meetings, Local

	<p>Havering Safeguarding Board meetings and related sub-group meetings.</p> <p>The Trust contributes in multi-agency audits.</p>
Ensuring an integrated multi-agency approach to respond to emerging themes and priorities identified by the Board and through national learning	Representation at relevant meetings include: Multi Agency Child Sexual Exploitation (MASE), Violence against Women and Girls (VWAG), Multi-Agency audit meetings, Case Review meetings/Serious Case and External Training Events.
Assuring the quality of safeguarding and child protection to the wider community	The Trust's compliance against Section 11 (Children's Act, 2004) is reported regularly at the Trust's Safeguarding Children's Operational and Safeguarding Strategic & Assurance Groups.
Ensure that partners learn lessons identified through local and national learning , and ensure that learning is acted upon and embedded in practice across all partner agencies	Learning lessons from Serious Case Reviews and safeguarding children cases is undertaken in a number of forums which include the Trust's Safeguarding Children's Operational and Safeguarding Strategic & Assurance Groups. Shared learning also takes place at the Trust's multi-professional Patient Safety Summits.

Example of Effective and Emerging Practice

In January 2015 the Trust held a tri-borough meeting, to discuss collaborative working, and to assist in the development of a tri-borough pathway for responding to FGM. It was agreed that routine referrals to Children Social Care in the three boroughs should be made where there is a maternal disclosure of FGM and where there are girls under the age of 18 years in the household.

In April 2015 a meeting was held with Services Leads in Sexual Health, Obstetrics and Gynaecology, and Urology to review data collection and recording to ensure the Trust is supporting the work of the Department of Health on FGM, by submitting an Information Standard (1610 FGM Prevalence Dataset). All Division complete a proforma and submit data of cases to the Trust's Information Department which in turn submit UNIFI returns to the Health and Social Care Information Centre.

An FGM Policy was devised to replace the Maternity FGM Guidelines.

All women booked for maternity care at BHRUT are asked about FGM and this information is recorded electronically.

In addition to the above Integrated Sexual Health Services also routinely screening for FGM and this is embedded within an Integrated Sexual & Reproductive Health Proforma

A quarterly Divisional FGM/CSE Leads meeting has been established by the Trust's FGM Champion (Named Nurse, Safeguarding Children).

BHRUT has also supported the development North East London Foundation Trust FGM Multi-Agency Strategy.

Key Areas for Development

During 2016/17 the following will be implemented:

- Continue to embed the Female Genital Mutilation, Child Sexual Exploitation, and Domestic Violence agenda locally
- Establish Safeguarding Children Summits, whereby learning relating to children's cases and serious incidents will take place
- Develop a Safeguarding Children's Dashboard
- When launched in the three local boroughs, the Trust will implement and embed the new Child Protection Information System

Conclusion

The Safeguarding Children's Team continues 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 Local Safeguarding Children Board members and related subgroup members.

North East London NHS Foundation Trust (NELFT)

1. Brief summary of service as it relates to safeguarding children: S11 compliance will be drawn from the S11 audit of compliance and resultant action plan completed June 2015

- *NELFT provides an extensive range of mental health and community health services for people living in the London boroughs of Waltham Forest, Redbridge, Barking & Dagenham and Havering, and community health services for people living in the Basildon & Brentwood and Thurrock areas of Essex. It also provides an Emotional Wellbeing Mental Health Service for the 0 – 18 year olds across Southend, Essex and Thurrock.*
- *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.*
- *All of NELFTs individual employee's responsibility for safeguarding vulnerable children are stated in the "Safeguarding the welfare of children policy" and outlined in all job descriptions at appraisals and in all safeguarding training.*
- *In accordance with the obligations of the children Act 2004, NELFT (Havering) has completed a Bi-annual Section 11 Audit and Action plan that is monitored locally by Havering Directorate Integrated Safeguarding Group.*

- *NELFT is registered as a provider with the Care Quality Commission (CQC). As part of the CQC requirements an NHS provider compliance assessment in relation to Outcome 7 (Regulation 11) has been completed and evidence collated.*
- *The Chief Nurse & Executive Director of Integrated Care Essex is the executive lead and board member for safeguarding. The Chief Nurse has Board level responsibility for safeguarding adults and children, LAC and Prevent.*
- *The Safeguarding Team acts on the Chief Nurses behalf to ensure that the Board is assured that all necessary measures are taken to safeguard adults and children at risk. The Director of Nursing, Patient Safety is the Strategic Lead for Safeguarding and together with the Associate Director of Safeguarding and LAC supports the management oversight of safeguarding issues in relation to vulnerable adults and children.*

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2. Review of Safeguarding Activity 2013-2014

- *What has your organisation done in terms of your own agency safeguarding priorities?*
- *Safeguarding children priorities are highlighted in the NELFT safeguarding children annual report. NELFT has an overarching Safeguarding Strategy action plan and safeguarding services work plan that has been progressed over the year 2015/2016.*

This report:

- *provides an overview of the progress of the safeguarding agenda within the Trust in relation to children and adults with care and support needs over the past 12 months; 1st January 2015 to 31st December 2015. It sets out the key developments and progress both internally and with NELFTs partners and also describes the progress and current position in relation to the Looked After Children (LAC) Service.*
- *Outlines NELFT's response to key national and local safeguarding priorities including Child Sexual Exploitation (CSE) and Female Genital Mutilation (FGM). It also highlights activities in relation to our response to the Harmful Practices of Honour Based Crime, Forced Marriage and Modern Day Slavery which impact on the safeguarding of adults and children.*
- *Has described the implementation of the new safeguarding service delivery model, including the introduction of the safeguarding children enquiry duty desk in July 2015.*
- *Has taken account of the serious case, domestic homicide and other learning reviews which were commenced during the reporting period.*

- *How has your agency utilised the views of children, young people, parents and carers to improve services?*

- *Listening to and responding to the voice of child is integral to practice and embedded in training and audit processes. NELFT has a service user engagement programme in place which includes seeking the views of children, young people and their families in relation to their experience of our services. Their views are considered and used to inform improvements in service delivery.*
- *The extension of young people's forums to actively engage and seek the views of a cross section of children and young people receiving both targeted and universal Children services is an area of service development across NELFT. Further to this, it is anticipated that there will be a CAMHS user group progressed within Havering*

3. How has the organisation contributed to the Havering SCB vision statement and strategic aims?

Vision Statement

- Keeping children and young people safe is the Havering Safeguarding Children's Board overarching priority. All partnership agencies are committed to raising safeguarding standards and improving outcomes for all the children and young people of Havering.

Six Strategic Aims

1. Ensure that the partnership provides an effective child protection service to all children and young people ensuring that all statutory functions are completed to the highest standards.
 2. Monitor the effectiveness of the multi-agency early offer of help to children and young people in Havering.
 3. Ensure that agencies work together to provide the most vulnerable children and young people with the correct help at the right time.
 4. Ensuring an integrated multi-agency approach to respond to emerging themes and priorities identified by the Board and through national learning.
 5. Assuring the quality of safeguarding and child protection to the wider community.
 6. Ensure that partners learn lessons identified through local and national learning, and ensure that learning is acted upon and embedded in practice across all partner organisations.
-
- *There has been NELFT representation at all the Local Safeguarding Children Board meetings and sub-groups in the last year.*
 - *The Case Review Working Group of HSCB has been chaired by the Named Nurse Safeguarding Children from November 2014 to date and the AD Children's Services is deputy Chair of the Quality and Effectiveness subgroup. NELFT's on-going involvement in the sub groups has ensured that safeguarding actions are pertinent across the partnership and that any potential obstacles are identified and reduced.*
 - *The LSCB's multiagency audit programme forms part of NELFT's systematic programme of quality assurance. The Safeguarding Children Team and members of operational services, from both Community Health Services and Mental Health services, have participated in the LSCB Multi-agency audit programme. Outcomes from these audits are communicated back to the organisation through the safeguarding governance arrangements and integrated into training delivered by the Safeguarding Children Team.*
 - *The Safeguarding Children Team and NELFT practitioners have actively participated in both SCR and Learning Together reviews. NELFT has worked in partnership with HSCB to look at lessons learned from the cases and implement actions arising from these reviews.*
 - *The early identification of emerging needs of children, young people and their families is embedded in practice. This is further supported by safeguarding children supervision, training and audit.*
 - *NELFT monitors and reports on the number of Early Help referrals. Performance improvement in relation to the number of NELFT generated Early Help referral continues to be a challenge. Practitioners continue to support other services, for example children Centre and schools to make their referrals. Staff then support the integrated response to identified needs.*
 - *The implementation of the Safeguarding Children duty desk has further supported practitioners to understand thresholds and make early help referrals as appropriate.*
 - *NELFT as a provider of both community and mental health services is well placed to ensure that the THINK family approach is embedded in practice to ensure a coordinated approach to domestic violence, mental health and drug and alcohol abuse across children's and adults services. The Safeguarding adults and children's teams work collaboratively to identify risk and to protect adults with care and support needs and children.*

4. Long and short term risks and priorities

- *The Health offer to 0-19 (Health visiting / School nurse provision) has been identified as a risk. The transfer of commissioning responsibilities from Health to Public Health held no reduction in funding, but no increase either. The availability of this early help provision is not considered to be sufficient to meet the needs of Havering residents. NELFT is complying with contract obligations; however there continues to be a gap between need and service availability.*
- *There was a backlog of LAC Initial Health Assessments (IHAs), which has been raised as a risk by CSC, CCG and NELFT. The position at the end of Q4 was that there are no outstanding IHA's In Havering and they will be carried out by a paediatrician, as opposed to by GPs ,going forward.*
- *There is need for formal audit evaluation of the duty desk and user satisfaction survey by the end of June 2016.*
- *The Safeguarding children team will strengthen the arrangements for agile working to support a further increase in the visibility of safeguarding team members in frontline staff settings by June 2016.*
- *The Safeguarding children team will undertake an evaluation of training provided by the safeguarding team in order to assess the impact on practice and outcomes for children /young people and adults with care and support needs by September 2016*

5. 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.*

6. Example of Effective/Emerging Practice (can be a sentence or two.)

- *The implementation of the new service delivery model which included the safeguarding children's enquiry duty desk was introduced July 2016 and has resulted in an increase in Safeguarding enquiries from practitioners working in Havering services.*

Named GP Safeguarding report for the Havering LSCB annual report

2015-16

Dr Richard Burack Named GP for Safeguarding children

Introduction and description of area of work

Context

The Assurance Framework (2013) acknowledges the critical role performed by the Named GP in local leadership and early family engagement. Safeguarding children training has been a compulsory requirement (since 2010) for all General Practitioners and, as such, has to be included within all appraisal / re-validation documentation by all individuals. The Named GP is available for advice and support to general practice to help them meet their responsibilities to safeguard children. The Named GP works alongside the Designated professionals and the strategic lead for safeguarding children across the area they serve.

(i) Role: Leadership & Advice

- To work closely with the organisation's Board (governing body) executive lead for safeguarding and support and to advise the organisation about safeguarding/child protection in general practice.
- To advise on safeguarding children practice guidance, policies and audit, to advise and support local GP practices and Lead GPs, ensure advice is available on the day to day management of children and families where there are safeguarding concerns. This includes signposting, legal processes, key research and policy, preparation for inspection by regulators.
- Offer advice and support on the development and provision of safeguarding children training for GPs and their staff
- Support local GP practices and CCGs on establishing and monitoring governance, planning and strategy
- To advise on practice guidance and policies in relation to the assessment, treatment and clinical services for all forms of child
- To work with the Designated Professionals to advise CCGs and Area Teams on deficiencies and vulnerable areas, priorities and areas of risk
- To support the Designated Professionals to actively engage in multi-agency strategic partnerships for Child Protection and Looked After Children within the CCG areas to influence the multi-agency agenda
- To participate in serious case reviews/case management reviews/significant case reviews, and individual management reviews/ individual agency reviews in relation to primary care / out of hours services.
- To participate in and support General Practices in the child death review process

(ii) Role: Governance

- To support and have oversight of general practice safeguarding/child protection policies and procedures in line with legislation, national guidance, and the guidance of the Havering LSCB
- To encourage case discussion, reflective practice, and the monitoring of significant events at a practice level

(iii) Role: Policies & procedures

- To contribute to the development and review of policies and procedures relevant to safeguarding children, including implementation of new government or agreed local policies and recommendations across GP practices.

(iv) Role: Training

- To work with specialist safeguarding/child protection professionals across the health community and with the training sub-groups of the Havering LSCB to agree and promote training needs and priorities
- To contribute where possible to the delivery of training for health staff and inter-agency training
- To evaluate training and adapt provision according to feedback from participants
- To tailor provision to meet the learning needs of participants
- To work with the CCG to identify training needs for the Named GP and GP Practice Leads through appraisal, reflective supervision and audit
- To take part as appropriate in the design & delivery of multidisciplinary & multi-agency training programmes for health professionals and professionals in other relevant agencies.

6. Safeguarding support to and by Primary Care: April 2015 – March 2016

- i. All GPs are encouraged to achieve their expected Level 3 Safeguarding through a blended learning scheme of training which will include Large group protected time initiatives (PTI) at monthly CCG sponsored educational events; smaller local group workshops; local Havering LSCB training opportunities; London and/or national based conferences and meetings; IT and e-based learning platforms and from self directed reading and learning
- ii. In 2015-16, specific topics covered during Havering PTI sessions included Child Sexual Abuse (CSA) and Exploitation (CSE); Female Genital Mutilation (FGM) and the recognition of Radicalisation (PREVENT).
- iii. Since 2014, Havering practices have had a local Safeguarding Primary Care Handbook for use and reference. This has compiled key information and combined latest National guidance with local implementation flowcharts and provided further information and resourced references to enable local practitioners to remain active and current in their management of safeguarding concerns and their statutory responsibilities and duties. This is updated annually and presented to Havering practitioners (January 2016) and disseminated to every practice / practitioner for their use.
- iv. Further guidance about e-learning opportunities, Mandatory FGM reporting and PREVENT training updates and initiatives, produced by NHS England, have been circulated to all practices.
- v. Training is also provided by the Havering LSCB for multidisciplinary training in a variety of topics associated with the safeguarding children spectrum and is offered to all practices and health staff. Access is via the Havering LSCB website.
- vi. The Named GP has made himself fully and unconditionally available by phone or e-mail for any local GP for advice and support on safeguarding and child protection. Several GPs have made use of this over the year for advice and individual support.
- vii. The Named GP has produced supportive documentation / policy templates for all GP practices to help them prepare for their personal CQC inspections. This will hopefully assist practices with regards to having in place all necessary Safeguarding processes and pathways and assuring CQC of robust safeguarding practices.

7. Quality and Effectiveness of Safeguarding Arrangements and Practice

- i. The Named GP is commissioned to provide services for an average of two sessions weekly with flexibility required to vary the weekly time commitment as and when required, to cope with IMR or SCR chronology tasks and deadlines as and when required. Effective time management and an ability to prioritise from the large list of required skillsets.
- ii. The availability and ability to contact the named GP is 24/7 by e-mail or phone.
- iii. Through on-going training, the Named GP has attended several Level 3 & 4 training events and has exceeded the number of hours required to fulfil obligations for personal professional development and accreditation requirements.
- iv. The Named GP is also the Honorary Secretary of the Primary Care Children's Safeguarding Forum (PCCSF), an independent National body providing on-going support and a network for over 100 other Named GP's within the UK.
- v. The Named GP attends safeguarding meetings with the other named and designated clinicians (nurses and doctors) facilitated by the CCG nursing Directorate and via the Local safeguarding assurance network and committee.
- viii. The Named GP attends the NHS England (London) Named GP forum (quarterly) and receives all minutes and correspondence from their meetings and actively participates in the on-line fora and support.
- ix. The Named GP has robust links with the local Havering LSCB CDOP team and the MASH unit to ensure effective on-going communications.

- x. The Named GP meets bi-monthly with the CCG's leads responsible for children's services, including the newly appointed Director of Children's services to ensure Safeguarding priorities are addressed and triangulated effectively.
- xi. The Named GP attends operational board meetings of the Havering LSCB to support local safeguarding triangulation, sharing and discursive networking.
- xii. A directory of GP safeguarding leads, their deputies and the practice manager associated with each and every practice has been compiled. This will also be shared (and used) with other local safeguarding agencies / organisations including Children's Care, MASH and NELFT.

8. Main achievements and areas of strength

- i. Good communication network between Named and designated professionals and GP practices and better communication and collaboration between all named and designated health professionals through quality assurance meetings facilitated by the CCG and Nursing Directorate.
- ii. Responsive training and education provision for GPs, based on surveys and feedback and including case histories and interactive and reflective discussions.
- iii. Updated register of named leads in SG for each practice with contact numbers to ease prompt and correct contacting of personnel at each of the Havering practices.
- iv. Excellent attendance and feedback from GP's at PTIs when the named GP has lead Safeguarding training, assisted by the Designated Nurse.
- v. Improved communication between GP and MASH units for information sharing, both in what information is shared and the timing of responses.
- vi. A comprehensive, annually updated, Primary Care Safeguarding handbook as a resource for all practices and associated staff, with local and national priorities and information available, including contacts, report templates etc.
- vii.

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

- i. Continued challenges for timely and regular communication between social care and primary care.
- ii. Reporting to aid case conference discussions and attendance by GPs at conferences remains low.
- iii. Sporadic cases of GP practices not fully responding or delayed responses to statutory reporting requests on safeguarding requests.
- iv. Explain the action being taken to address these and militate against any risks
- v. No administrative support for the named GP to carry out any contact or dissemination of updates, information or mailshots to all GPs / practices.
- vi. More emphasis on engaging and involving practices in SG audit, collaborative audit and work and the dissemination of SCR/IMR outcomes and recommendations for Primary Care to hear, acknowledge and reflect and implement.

10. Key areas for development and future action

- i. Consideration of forming a practice GP Safeguarding leads forum to develop SCR/IMR feedback, reflection and impact plus to gain further feedback on areas of priority support from other lead GPs
- ii. Discuss and come up with a proposal to improve reporting and attendance (where possible) for case conferences and Child Protection review meetings where GPs are invited or asked to submit an update paper.
- iii. Consider a local audit on report submission and Case Conference attendance.

11. Key messages / recommendations for the HAVERING LSCB

- i. This report demonstrates that GPs remain engaged and aware of the safeguarding agenda in their day-to-day work and priorities.
- ii. That the named GP has a wide remit of opportunity and challenge to keep children's Safeguarding firmly on the agenda and high in the awareness radar of all practices
- iii. More collaboration between Primary Care and other services, health and non-health related to develop a better understanding of everyone's key role in the Safeguarding growing agenda.

Havering Clinical Commissioning Group (CCG)

1. Brief summary of service as it relates to safeguarding children: S11 compliance will be drawn from the S11 audit of compliance and resultant action plan completed June 2015

- 1.1 Since Havering Clinical Commission Group (CCG) was established on 1 April 2013, there has been developmental work to; establish systems and processes for safeguarding children, establish clear lines of safeguarding accountability, have robust safeguarding governance arrangements and secure the expertise of designated safeguarding professionals. The Section 11 audit was used as a benchmark for improvement.
- 1.2 In 2014/15, the CCG continued with the development and embedding of safeguarding systems and processes, but the focus was on maintaining and strengthening partnership working with the Local Safeguarding Children Board and informally through our local safeguarding professionals' networks. Work continued to ensure progress made is embedded within the CCG business plan in discharging their duty to safeguard children and young people residing in Havering.
- 1.3 Therefore in April 2015 – March 2016 the report covering this period will show the CCG developmental work on safeguarding systems and processes is now embedded and that partnership working with the local safeguarding children board is firmly established.
- 1.4 The overall accountability for safeguarding remains with Barking and Dagenham, Havering and Redbridge (BHR) CCGs' Accountable Officer and the responsibility for adherence and delivery of our statutory functions is discharge through the Nurse Director who takes overall leadership responsibility for BHR CCGs' safeguarding arrangements. The Nurse Director is supported by the Head of Safeguarding and the BHR CCGs' designated safeguarding professionals. The Chief Operating Officer for Havering CCG remains the operational lead for ensuring the implementation of safeguarding functions and is supported by the Havering CCG designated safeguarding professionals. This model of matrix working across our central and borough teams enables us to have a strong system where there is a culture that supports staff in raising concerns regarding safeguarding issues.
- 1.5 BHR CCGs have explicit and defined governance arrangements that are made up of internal safeguarding governance arrangements, external systems and provider compliance monitoring arrangements and formal partnership structures.
- 1.6 There are four specific functions within the internal governance arrangements; 1) to provide assurance to the CCG governing body that the health commissioning system is working effectively to safeguard children at risk of abuse or neglect, 2) to provide assurance that the CCG is compliant with safeguarding training and that safer recruitment processes are adhered to, 3) to have robust processes in place to learn lessons from serious case review and 4) to have clear policies that set out the CCG commitment and approach to

safeguarding, including arrangements for dealing with allegations against people who work with children and young people. All these functions are delivered within the Safeguarding Assurance Committee that meets monthly and the minutes and reports from the meetings are submitted to the CCG Quality and Safety Committee for scrutiny.

- 1.7 External assurance of safeguarding arrangements is carried out through scrutiny of compliance with the safeguarding NHS standards contract with our commissioned health care providers using key performance indicators. The clinical quality review meeting (CQRM) is the CCG's formal contractual monitoring meeting where the CCG obtains assurance on compliance with the contract. CQRMs take place every month with our two main providers Barking, Havering and Redbridge University NHS Hospitals Trust (BHRUT) and North East London Foundation NHS Trust (NELFT). Safeguarding is firmly on the CQRM agenda and both providers are required to produce reports / audits to provide assurance. The CCG also conducts assurance site visits and scrutinises providers' section 11 audits, ensuring action plans are carried out and embedded within their organisations.
- 1.8 The CCG participation in the formal partnership structures led by Havering Safeguarding Children Board provides a platform where partners, including the CCG, are held to account for each other's safeguarding arrangements, that they are effective and in place, in order to discharge their safeguarding duties.
- 1.9 BHR CCGs' safeguarding arrangements were scrutinised by an NHS England deep dive exercise in Nov 2015. Evidence was provided against the key line of enquiry and a small but strong team headed by the Nurse Director was interviewed by NHS England. Evidence submitted included Havering CCG section 11 audit and the actions taken to ensure compliance, the CCG safeguarding structure, safeguarding policies and an example of good practice. The example shared demonstrated how the CCG promoted and supported the implementation of the national programme for Child Protection Information Sharing (CP-IS) for BHR CCGs. The outcome for Havering CCG safeguarding children arrangements was reported as good and the report was shared with Havering Safeguarding Children Board.

2. Review of Safeguarding Activity 2014-2015

What has your organisation done in terms of your own agency safeguarding priorities?

- 2.1 The Havering CCG safeguarding team was fully established in this reporting period. There is a full-time designated nurse for safeguarding children, a designated doctor for safeguarding children, a Named GP, a designated doctor for LAC (BHR CCGs) and a designated nurse for LAC (BHR CCGs). This team participates and contributes to the BHR CCGs' safeguarding assurance committee process.
- 2.2 The BHR CCG Safeguarding Assurance Committee (SAC) process is firmly embedded within the CCG business process. The SAC has met monthly chaired by the Nurse Director or the Head of Safeguarding. Reports submitted by the designated safeguarding professionals contain information of their work with their local area, highlighting issues on serious incidents, serious case reviews, child deaths, safeguarding training, providers Section 11 action plans, commissioning matters and risks. The outcome of discussions including action plans are recorded and the minutes are submitted to the Quality and Safety Committee for monitoring. Risks and safeguarding issues identified at SAC against the two main providers are also escalated via the CQRM process.
- 2.3 Havering CCG has participated and contributed to establishing strong partnership working with Havering Safeguarding Children Board. The CCG is represented in the Executive and Operational Safeguarding Children Board and participated in appropriate working groups such as quality and effectiveness, case review, child death overview panel, child sexual exploitation and missing and Local Authority Designated Officer (LADO) process, providing

the health safeguarding expertise support to these groups. In particular, the LADO process for managing safeguarding allegations staff working with children and young people was undergoing change of personnel and the designated nurse had work closely with each LADO to help achieve closure for some cases.

- 2.4 There were two serious case reviews (SCRs) in this reporting period and the Designated Nurse was a member of both SCR panels. The SCR of the neglect case was completed and the action plan for the two major healthcare providers involved were to embed the escalation process within their safeguarding process. NELFT had an additional action to develop a policy for managing Faltering Growth which is not completed. The CCG is monitoring this delayed action via the SAC process.
- 2.5 There were two multi-agency audits carried out within this period, Missing/CSE and Multi Agency Safeguarding Hub (MASH) referrals. The CCG had participated in both audits through collating information from individual GP practices to complete the audit and sharing outcome at audit meetings. These audits provided an opportunity for the designated nurse to build working relationships with GP practices and to raise the GP profile.
- 2.6 The Havering CCG arrangements for the provision of the designated child deaths doctor function is discharged through the BHRUT paediatric consultants (shared between two consultants). These consultants chair the rapid response meetings that take place after a Havering child death and are members of the ***Child Death Overview Panel*** (CDOP). To provide an additional level of scrutiny and expert support at the rapid response meetings, the designated nurse has attended all the Havering rapid response meetings held within this reporting period and has carried out this function effectively.
- 2.7 In 2015 NELFT had proposed a new streamlined safeguarding team and support structure which had raised concern. The CCG discussed their concern with NELFT and NELFT agreed to facilitate monthly safeguarding CCG/NELFT meetings providing a forum to review progress and share learning/success from this new structure. Following some initial hiccups, these meetings continue to take place and have helped to build a stronger working relationship with NELFT. The new safeguarding structure appears to be working well and there are audits conducted to support this. Anecdotally, the Named Nurses seem satisfied with this process and seem well supported.
- 2.8 The designated nurse continued to provide safeguarding supervision to the NELFT Havering Named Nurse, BHRUT Named Nurse and Named Midwife. The designated nurse meets with them individually every 2 – 3 months. During these sessions, complex cases were discussed and specific safeguarding supportive work also took place. For example, additional time was spent with the NELFT Named Nurse to consolidate the learning from case reviews into themes and assign the recommendations to appropriate agencies. The designated nurse also supported the Named Midwife to achieve a good outcome for a challenge she raised on a specific BHRUT maternity issue in a learning review report.
- 2.9 The designated nurse was invited to attend the BHRUT safeguarding assurance meetings where BHRUT safeguarding activities are reviewed and received assurances from the safeguarding team. The designated nurse provided scrutiny, advice and support to this process. Previously there were safeguarding operational meetings where operational leads were invited to attend but these meetings were subsequently cancelled.

How has your agency utilised the views of children, young people, parents and carers to improve services?

The CCG has worked with children in care council to develop LAC health passports for all children leaving care. The LAC health passports are issued to children following their health assessments and reports from the children were positive. The CCG continues to meet with

parents and young people at their forums to understand their views around safeguarding and support services and the outcome of these conversations continues to influence and shape our thinking.

How has the organisation contributed to the Havering SCB vision statement and strategic aims?

Vision Statement

Keeping children and young people safe is the Havering Safeguarding Children Board's overarching priority. All partnership agencies are committed to raising safeguarding standards and improving outcomes for all the children and young people of Havering.

The CCG commitment to this vision statement was evidenced by their continuing participation and contribution to the Havering Safeguarding Children Board meetings, working groups and through their commissioning role ensuring commissioned healthcare providers have met their safeguarding standards and are also held to account for their safeguarding arrangements to the board.

Six Strategic Aims

3.1 *Ensure that the partnership provides an effective child protection service to all children and young people ensuring that all statutory functions are completed to the highest standards.*

Section 11 audits serves as benchmark to ensure the highest standards are met in providing an effective child protection service. Therefore, the CCG ensured that their own Section 11 audit and the Section 11 audits from the two major commissioned healthcare providers are completed, reviewed and actions taken to ensure full compliance was embedded into practice. Monitoring of this process was carried out via the SAC process.

3.2 *Monitor the effectiveness of the multi-agency early offer of help to children and young people in Havering.*

The CCG monitors the effectiveness of the multi-agency early help through SAC reports of continued engagement work by designated safeguarding professionals with NEFLT and BHRUT.

3.3 *Ensure that agencies work together to provide the most vulnerable children and young people with the correct help at the right time.*

An interim Designated Clinical Officer (DCO) for Havering was appointed by the CCG to support the SEND agenda. The joint children's commissioner works closely with the DCO to ensure that children and families who require services such as therapies for children, short breaks, including respite care, are being delivered. The DCO also provides a report to the SAC for monitoring purposes.

3.4 *Ensuring an integrated multi-agency approach to respond to emerging themes and priorities identified by the Board and through national learning.*

The designated safeguarding professionals provide reports, briefings of emerging themes and progress of SCRs and the subsequent action plans are reported to and discussed at the SAC and safeguarding team operational meeting.

3.5 *Assuring the quality of safeguarding and child protection to the wider community.*

The CCG utilises the section 11 audit and the CQRM process as a basis of seeking assurances. These in turn are communicated to our GPs, our wider staff via the staff e-newsletter and meeting the community at patient forums

3.6 *Ensure that partners learn lessons identified through local and national learning, and*

ensure that learning is acted upon and embedded in practice across all partner organisations

The designated nurse is a member of the case review working group and a panel member of the two SCR. Her reports to the CCG SAC meeting include progress of SCR and subsequent action plans for CCG as well as the two major health care providers. This will ensure SCR and action plans are monitored and any delay in implementation of action plans is identified. Actions needed to deal with the delay will be taken.

In respect of the completed SCR of the neglect case, an action for Havering SCB was to produce an escalation policy. The CCG had disseminated the policy to Havering CCG staff and GPs and ensured that the policy was also embedded within its safeguarding children

Long and short term risks and priorities

There was an ongoing risk with the initial review of health assessments for looked after children which were not completed within the statutory requirement time frame and there were concerns regarding the quality of the assessments that were carried out. The CCG has addressed this risk through having a robust recovery plan and the CCG has achieved a real improvement in this area. All outstanding health reviews are now completed and the completed health assessments are quality assured by a Paediatric Consultant. Going forward the CCG is ensuring that the contractual service level agreement for this process is robust.

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

The Designated Doctor and Designated Nurse for Looked After Children will ensure progress made is maintained and that the contractual service level specification is agreed, signed and delivered.

6. Example of Effective/Emerging Practice (can be a sentence or two.)

The Havering CCG designated nurse has provided the steer to support the implementation of Child Protection Information Sharing (CP-IS) by health services that provides unscheduled care and the three local authorities. Joint meetings with the CP-IS leads from all three local authorities and unscheduled health care providers such as BHRUT, PELC - which provides GP out of hours services and Walk-in-Centres - have shown agencies' commitment to implementing this national programme within their own agency.

London Ambulance Service (LAS)

The London Ambulance Service NHS Trust (LAS) has a duty to ensure the safeguarding of vulnerable persons remains a focal point within the organization and the Trust is committed to ensuring all persons within London are protected at all times.

This report provides evidence of the LAS commitment to effective safeguarding measures during 2015/16. A full report along with assurance documents can be found on the Trusts website.

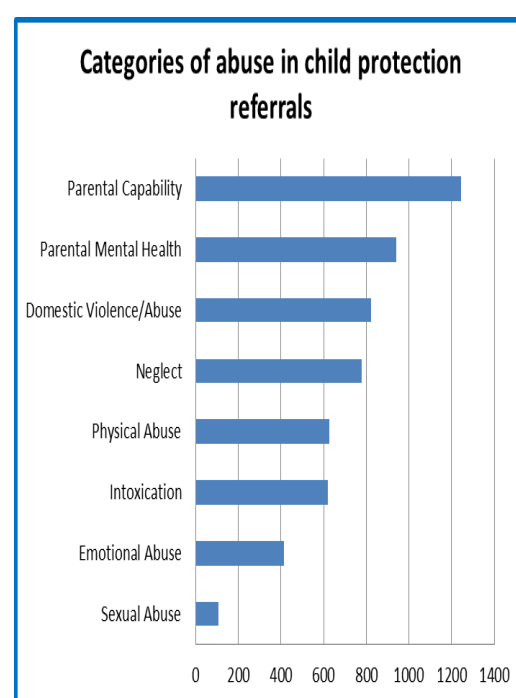
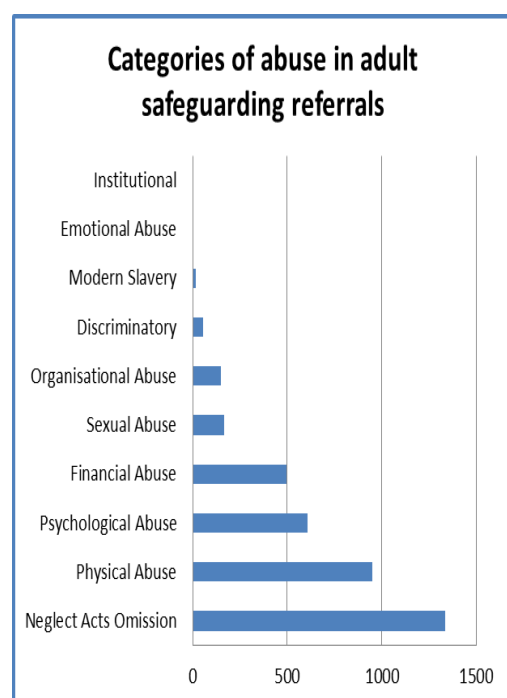
Referrals or concerns raised to local authority during 2015-16

The LAS made a total to 17332 referrals to local authorities in London during the year.

4561 children referrals, 4331 Adult Safeguarding Concerns, 8440 Adult welfare Concerns

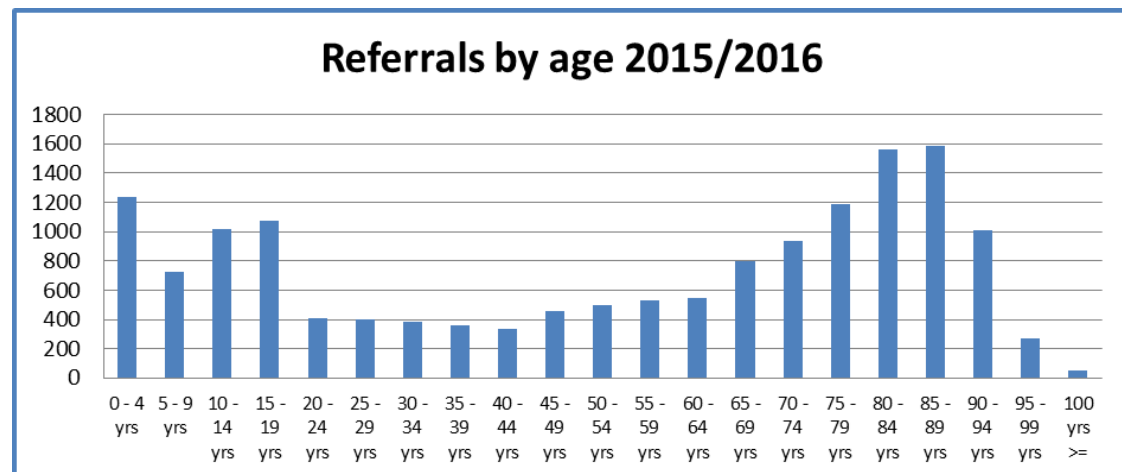
	Adults Safeguarding	Adults Welfare	Children	Total Referrals	Referrals as % of incidents
LAS	4331	8440	4561	17332	1.66%
Barking and Dagenham	107	162	189	458	1.62%
Barnet	144	259	159	562	1.34%
Bexley	120	326	146	592	2.09%
Brent	157	258	138	553	1.40%
Bromley	153	317	153	623	1.73%
Camden	109	177	72	358	1.05%
Croydon	262	458	343	1063	2.26%
Ealing	174	319	183	676	1.70%
Enfield	132	267	217	616	1.62%
Greenwich	137	274	220	631	1.93%
Hackney	128	238	113	479	1.67%
Hammersmith and Fulham	89	176	63	328	1.48%
Haringey	123	238	134	495	1.59%
Harrow	80	136	92	308	1.28%
Havering	148	205	116	469	1.42%
Hillingdon	148	260	150	558	1.32%
Hounslow	165	330	152	647	1.98%
Islington	129	240	91	460	1.53%
Kensington and Chelsea	72	155	39	266	1.42%
Kingston upon Thames	75	152	69	296	1.63%
Lambeth	185	327	188	700	1.65%
Lewisham	149	348	194	691	2.07%
Merton	108	171	111	390	1.80%
Newham	143	232	182	557	1.38%
Redbridge	121	237	125	483	1.46%
Richmond upon Thames	90	203	62	355	1.92%
Southwark	191	313	166	670	1.62%
Sutton	128	223	108	459	2.00%
Tower Hamlets	111	194	141	446	1.35%
Waltham Forest	160	309	136	605	1.96%
Wandsworth	153	238	141	532	1.67%
Westminster	98	256	58	412	0.95%

Categories of abuse



Referrals by age

Perhaps not surprisingly, the very young and the old are most likely to be the subject of referrals. For children, once out of infancy and their most vulnerable period they are most likely to be the subject of a referral once over 15. Around a third of referrals for all children, according to an in-house audit conducted in Q1 of this year are related to self-harm. The majority of these are in the 15-18 age range.



Safeguarding Training

The Trust is committed to ensuring all staff are compliant with safeguarding training requirements. The chart below shows staff directly employed by the LAS as well as voluntary responders and private providers who we contract to work on our behalf.

Training required	Total Staff	Frequency of training	2014	Target to be trained 2015/16	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Total trained 2015/16	% of target 2015/16	3 year cumulative % of total staff trained
Level One																			
Induction	various	on joining		various	28	10	14	9	0	14	19	19	17	53	0	26	209		
E Learning	1389	3 yearly	672	356	69	220	67	35	18	40	60	34	22	32	33	32	662	186%	96%
Level Two																			
New Recruits	Various	on joining		various	Nil	53	88	31	39	124	13	16	47	27	74	177	689		
Core Skills Refresher	3019	annually		3019	N/A	N/A	N/A	N/A	310	596	785	936	N/A	178	N/A	N/A	2805	93%	
EOC Core Skills Refresher	443	annually		443	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	0%	
EOC new staff	Various	on joining		various	34	10	9	27	4	12	17	0	14	7	12	8	154		
PTS/NET	114	annually		114	Nil	N/A	20	N/A	25	29	N/A	N/A	N/A	N/A	N/A	N/A	74	65%	
Bank staff	390	annually	58	390	N/A	N/A	N/A	N/A	6	8	43	66	0	31	N/A	N/A	154	39%	54%
111	152	annually	101	51	9	15	3	0	1	2	16	9	5	26	1	6	93	182%	128%
Community first Responders (St John)	140	3 yearly	135	50	Nil	12	13	10	13	12	12	14	15	N/A	13	12	126	252%	186%
Emergency responders	150	3 yearly		100	Nil	Nil	Nil	Nil	Nil	29	11	Nil	69	N/A	7	10	126	126%	
Level Three																			
EBS	30	3 yearly		25	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	13	14	N/A	27	108%	
111	11	3 yearly	11	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0		100%
Local leads	various	3 yearly		various	6	5	N/A	N/A	N/A	7	6	12	N/A	N/A	N/A	N/A	36		
Specific training																			
Prevent- clinical staff	3019	one off		3019	N/A	N/A	N/A	N/A	310	596	785	936	0	178	N/A	N/A	2805	93%	
Prevent- Non clinical	1389	one off		0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	0%	
Trust Board	17	3 yearly		17	N/A	N/A	12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	12	71%	
HR/ Ops managers	Various			various	29	N/A	N/A	N/A	N/A	7	N/A	N/A	N/A	N/A	N/A	N/A	36		
Private providers	450	3 yearly	226	112	26	21	13	10	19	16	14	11	6	18	21	13	188	168%	92%
Other safeguarding	various	as required			104	12	N/A	N/A	N/A	N/A	N/A	12	0	0	0	75	203		
Nil = no figures provided																	8399	total	
N/A= no course planned this month																			

Emergency Operations Control (EOC) staff have safeguarding training planned for quarter 1 2016.

Patient Transport Staff (PTS) are also receiving safeguarding training in quarter 1-2 2016.

Bank staff position is currently under review by LAS Executive Leadership Team.

Trust Board training is arranged for May for those outstanding safeguarding training.

All non-clinical staff will undertake Prevent awareness in 2016.

The LAS full safeguarding report for 2015-16 can be accessed via the Trusts website.

Alan Taylor

Head of Safeguarding

National Probation Service (NPS)

Brief summary of service as it relates to safeguarding children: S11 compliance will be drawn from the S11 audit of compliance and resultant action plan completed June 2015

The NPS has a statutory duty to safeguard children and promote their wellbeing. At the first point of contact with an offender we explore their social and family circumstances. In line with the Service Delivery Model, there are instances where information requests can be made to Children's Social Care (CSC) Departments as part of fulfilling our safeguarding statutory duty. Given our presence in the Courts, NPS is well placed to identify children that may be at risk and offenders who pose a direct risk of serious harm to them.

Review of Safeguarding Activity 2013-2014

- What has your organisation done in terms of your own agency safeguarding priorities?
- How has your agency utilised the views of children, young people, parents and carers to improve services?

•

NPS London revised its safeguarding children policies and procedures in March 2015 and the NPS National Partnership Framework (LSCBs) was published in February 2016. Practitioner friendly processes and documents have been created with a child-centred approach. NPS's (London Division) policy and procedures also make it clear that all children have equal rights to safety and protection from harm. The final policy and procedures are being reviewed by NOMS and a National Policy is expected shortly.

NPS has a network of safeguarding children champions, locally and pan-London that are the first points of contact for advice and support for practitioners working with cases where there are safeguarding or child protection concerns. There will be bi-monthly seminars, which have commenced, for this group of staff with multi-agency involvement highlighting specific safeguarding perspectives such as FGM, CSE, Modern Slavery, Child trafficking; we will also keep abreast with new safeguarding policy developments, learning/feedback from SCRs, outcomes of case audits and service provision in MASH.

NPS will continue to work with statutory and other partners to develop effective pathways in offender engagement. We have a bespoke pathway for women offenders, we continue to embed

the think family approach and will liaise with service user councils where appropriate to ensure that we hear the voice of the child.

How has the organisation contributed to the Havering SCB vision statement and strategic aims?

Vision Statement

- Keeping children and young people safe is the Havering Safeguarding Children's Board overarching priority. All partnership agencies are committed to raising safeguarding standards and improving outcomes for all the children and young people of Havering.

Six Strategic Aims

7. Ensure that the partnership provides an effective child protection service to all children and young people ensuring that all statutory functions are completed to the highest standards.
8. Monitor the effectiveness of the multi-agency early offer of help to children and young people in Havering.
9. Ensure that agencies work together to provide the most vulnerable children and young people with the correct help at the right time.
10. Ensuring an integrated multi-agency approach to respond to emerging themes and priorities identified by the Board and through national learning.
11. Assuring the quality of safeguarding and child protection to the wider community.
12. Ensure that partners learn lessons identified through local and national learning, and ensure that learning is acted upon and embedded in practice across all partner organisations.

The NPS engages with a number of local partnership working arrangements and have agreed protocols relating to participation and information sharing. The NPS is also a key statutory partner with Local Safeguarding Children's Boards. One of our key priorities as part of that board is to comply with Section 11 (Children Act 2004) which places duties on Probation to ensure our functions and any services that we contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children. This includes appropriate vetting levels of all staff and ongoing safeguarding training. We continue to remain committed to this agenda.

The NPS play an active role in contributing to the MARAC, MASH, MASE and the troubled families agenda. We remain committed to ensuring that staff are fully trained in managing domestic abuse cases and high risk domestic abuse perpetrators. A probation officer is seconded one day a week into the local MASH and a part time Probation officer is seconded into the local YOS.

The NPS does not work directly with children, but Probation staff do come into contact with children and families during the course of their work with Offenders. Evidence indicates that outcomes for children of offenders are often not as good as those of their peers. Through our work with a parent/carer to support desistance from offending we are improving the life chances for their children. Probation Officers are encouraged to undertake more home visits and to get to know the family to embed the "think family approach".

Any child safeguarding concerns are promptly followed up; Probation Officers can make valuable contributions to the effective assessment of a child's needs. NPS can represent the Statutory sector, given its regular contact with parents convicted of criminal offences.

The NPS remains committed to working with partnerships to improve outcomes for children, safer recruitment principles and the professional development of the workforce.

The HMIP inspection in 2014 reinforces areas of improvement, to undertake routine checks with CSC, incorporate actions into offenders' sentence plans and be more proactive in assessing the likely impact on children of any change in an offender's circumstances. This will be integral to NPS's pan London Business Plan.

NPS's current priorities both locally and nationally include delivering ongoing training for practitioners and managers. To embed effective quality assurance processes, implement a new audit tool and contribute to the development of the National Performance and Improvement framework on safeguarding children.

All performance and quality work surrounding safeguarding children continues to be via our senior leadership team meetings and performance and quality sub groups.

7. Long and short term risks and priorities

- Pre-Sentence Report delivery, change in report format and need for speedier Police and Children's Services checks.
- Developing the workforce: utilising local training provision from partnerships and internal NOMS training packages.
- Leaving Probation officers on the periphery of the child protection network - we must be fully integrated in the team around the child.
- Developing practitioners confidence in making appropriate referrals and improved understanding of thresholds continues to be a challenge. In addition, effective identification and assessment of safeguarding issues when the index offence is not related directly to children is also an area needing further development. It is hoped that closer liaison with the Referral and Assessment and Early Help teams should assist with this.

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

- Continued participation in MASH and appropriate information sharing will assist in improving outcomes for all children. We also need to constantly revise and refresh our quality assurance processes to ensure that we fully capture the practitioner's experience and equip accordingly for best practice.
- Improving attendance : NPS / NOMS mandatory training and any appropriate multi-agency training run by the local SCB
- We need to get better at using other community resources provided by our partners such as family contact centres.
- NPS is keen to create and maintain exchange days/shadowing opportunities between Probation officers and social workers. This will raise awareness for both agencies about the roles which each respective agency does and also manage expectations. This will also assist in enhancing the integrated approach in future multi-agency working across boroughs.

9. Example of Effective/Emerging Practice

10.

NPS has made improvements to case management systems to encourage more detailed and accurate recording of safeguarding concerns. This improved data will be used locally to focus resources and assist staff to identify cases requiring additional support and a multi agency approach. It will also provide more meaningful and useful data to the NPS LSCB rep to be able to comment upon and contribute towards future strategic consultation and development.

Havering VI Form College (HSFC)

1. Summary of Service

Havering VI Form College in Hornchurch, are a provider of qualifications comprising of 56 different A levels and 14 vocational subjects. We have 2714 full time students.

In terms of Safeguarding, S11 compliance is checked against the 'Section 175 Education Act Audit Tool' and regular reviews of relevant legislation is undertaken.

Review of Safeguarding Activity 2015-2016

What has your organisation done in terms of your own agency safeguarding priorities?

- Two audits to ensure compliance – external completed April 2016, Borough audit undertaken June 2016.
- Annual Safeguarding Policy review and annual report to governors.
- 6 weekly report to Executive (Senior Leadership Team)
- Full staff & governor training in Safeguarding & 'Prevent'
- Partnership focus – representation at HSCB, BAP Pastoral Strategy group (SG leads from local schools) and the Serious Group Violence Strategy Group; links with FE providers both in and out of Borough to share best practise; Information Sharing Agreement with Met Police; working relationship with Prevent Coordinator.

2. How has your agency utilised the views of children, young people, parents and carers to improve services?

Parents:

Information is gathered via:

- Open communications policy – email/phone
- Parents invited to attend Principal & Deputy Principal's talk in September
- Verbal feedback during the interview process
- Staff survey

These forms of feedback are used to inform course Quality Improvement Plans and form a part of the College Self-Assessment Process.

Students:

- Student Survey (annual) - actions feed into the College Quality Improvement Plans and Self-Assessment process. These then inform the College Strategic Plan.

3. How has the organisation contributed to the Havering SCB vision statement and strategic aims?

Strategic Aim 1:

Representation at HSCB, annual review of Safeguarding Policy, annual report to Governors, 6 weekly report to HSFC Executive, to ensure compliance to statutory responsibilities.

Strategic Aim 3:

HSFC partnership focus (as highlighted in part 2.5 above)

Strategic Aim 5:

Partnership work with Police, partner schools & Havering FE College to ensure risk of young people becoming NEET is minimal, whilst ensuring Safeguarding/CP risks are controlled as far as practicable.

Strategic Aim 6:

BAP group

Membership of NAMMS (National Association for Managers of Student Services)

Membership of both groups helps us identify and share operational and strategic practises in response to local and national issues.

4. Long and short term risks and priorities

- 'British Values' awareness raising / training for staff & students – not yet fully embedded
- CSE awareness training to be fully embedded for both staff and students
- Staff opportunity to reflect on and contribute to, Safeguarding Policy and practise to be embedded.

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

- Staff training on 'British Values' & CSE awareness to be undertaken in June – thereby meeting HSCB strategic objective 1
- British Values and CSE awareness training for students to begin in the next academic year, via a mix of tutorials (similar to PHSE) and various communication methods.
- June meeting with Executive Team on how to fully embed staff feedback into Safeguarding practise and policy.

6. Example of Effective/Emerging Practice

- Partnership work developing with similar institutions out of Borough, to assist in meeting HSCB strategic aim 1.
- Actively seeking 'Prevent' training opportunities, to be in a position to more readily train staff and meet statutory responsibilities under the 'Prevent' Agenda, without reliance on external agencies.

- Seeking to embed Safeguarding reflective practise in the College appraisal process, enabling staff to reflect upon their practise and contribute to future development and policy.

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CHILDREN AND LEARNING OVERVIEW AND SCRUTINY COMMITTEE

Subject Heading:	Ofsted Inspection Report and Action Plan
CMT Lead:	Tim Aldridge
Report Author and contact details:	Ali Omar – ali.omar@havering.gov.uk – 01708 431671
Policy context:	Improvement against the regulator's judgement for Children's Social Care and LSCB

SUMMARY

Recommendations from the Children's Social Care and Local Safeguarding Children Board (LSCB) - Ofsted SIF report (Appendix 1) and engagement on the action plan.

RECOMMENDATIONS

- 1) That Members note the contents of the attached report.
- 2) That Members review the thirteen Ofsted recommendations and engage with officers on the best approaches to respond and ensure a robust action plan is developed.

REPORT DETAIL

- 3) Ofsted awarded Havering Council an overall 'Requires Improvement to be good' grading to the Children's Social Care and LSCB services.
- 4) The grading for the 'Experiences and progress of care leavers' was graded 'Inadequate'. As a result of this strand receiving this grade, Ofsted will make a return visit towards the end of March 2017, to check progress on this area and scrutinise the action plan to improve this area of the service.

IMPLICATIONS AND RISKS

Financial implications and risks:

There are no new financial implications or risks arising from this report, which is for information purposes.

Legal implications and risks:

There are no apparent legal implications from noting this Report. Children's Services are governed by the Children Act 1989.

Human Resources implications and risks:

The Children's Services department have identified actions to be followed through with the qualified workforce to ensure that the learning from the Ofsted inspection are firmly embedded into the training and supervision of social work staff and also addressed through the Council's Performance Development Review (PDR) process.

Equalities implications and risks:

The equalities and social implications of, and risks, relate to the safeguarding of children and young people.

The report outlines that whilst the service is safe and adequately protects children, the Leaving Care service requires significant improvement.

Children's Services continues to raise awareness on equality and diversity related issues and improving access to services.

BACKGROUND PAPERS

None

London Borough of Havering

Inspection of services for children in need of help and protection, children looked after and care leavers

and

Review of the effectiveness of the Local Safeguarding Children Board¹

Inspection date: 27 September – 20 October 2016

Report published: 9 December 2016

Children's services in Havering require improvement to be good		
1. Children who need help and protection		Requires Improvement
2. Children looked after and achieving permanence		Requires Improvement
	2.1 Adoption performance	Requires Improvement
	2.2 Experiences and progress of care leavers	Inadequate
3. Leadership, management and governance		Requires Improvement

¹ Ofsted produces this report under its power to combine reports in accordance with section 152 of the Education and Inspections Act 2006. This report includes the report of the inspection of local authority functions carried out under section 136 of the Education and Inspections Act 2006 and the report of the review of the Local Safeguarding Children Board carried out under the Local Safeguarding Children Boards (Review) Regulations 2013.

Executive summary

Children's services in Havering require improvement to be good. Services for children in need of help and protection and for children looked after were judged adequate when last inspected in 2011 and 2013. Service improvement has been slow as a result of a rise in demand due to an increase in families moving to the area from other boroughs, and significant staffing pressures.

The situation is now improving. There have been considerable and extensive changes to the senior management structure since August 2015, resulting in robust and systematic action to address operational weaknesses in the quality of services. The current director of children's services (DCS) was confirmed in post in September 2016, having been appointed as assistant director in June 2015. He implemented a process of change and transformation that is fully endorsed by the newly appointed chief executive (May 2016) and leading politicians, who have allocated appropriate resources to embed and improve services for children and young people. A newly recruited and experienced senior management team has started to make significant and sustainable changes to core social work practice and to key areas such as reducing the risks of child sexual exploitation. This means that children are receiving more consistent help and support and that outcomes are beginning to improve.

Action to stabilise the social care workforce has led to the recruitment of a higher proportion of permanent social workers. This means that a growing number of children have the benefit of seeing the same social worker. Staff are positive about working for Havering. Access to training is good and caseloads are manageable. The recruitment of new social work team managers and the implementation of systemic practice have begun to improve the delivery and quality of services to children. An improvement board is well established and is resourced to oversee and guide developments, although action planning is not sufficiently sharp.

While some of the systems within the multi-agency safeguarding hub (MASH) and the emergency duty team are weak, leading to delays in initial responses for some children and families, children receive a more robust response to their needs once they have an allocated social worker in the assessment team or in the intervention and support service (ISS).

The quality of assessment and planning for children and young people is too variable, and issues of equality and diversity are not considered in enough depth. Inconsistencies in pre-proceedings work and in permanence planning are being addressed, underpinned by a robust action plan.

Effective operational and strategic arrangements for children who go missing, who are at risk of child sexual exploitation or who are vulnerable to radicalisation, are established, although further improvements are being implemented to ensure the timeliness of return home interviews.

Most children looked after live within Havering or nearby and benefit from good, stable placements. Children do well at school, though for some, attendance is not sufficiently regular. The corporate parenting board and the children in care council are established, but not fully effective, as representation is limited. Senior managers are aware that the local authority is not fully meeting its sufficiency duty, particularly in relation to accommodation for adolescents, care leavers, the recruitment of adopters and in-house foster carers. Access to advocates and to independent visitors is very limited.

Services for care leavers are inadequate. Care leavers are not all well supported and there are widespread weaknesses in achieving good outcomes. While opportunities and access to employment, training and education are positive, aspirations for care leavers have not been sufficiently ambitious. Senior managers have recognised that substantial improvement is needed and have secured funding to recruit additional experienced social workers to strengthen this service.

Adoption is considered appropriately for all children, although some children with complex needs are not placed with adopters quickly enough. The recruitment of adopters has not kept up with demand and numbers are small. New managers are now in place and they are systematically implementing improvements, such as the timeliness of placements and enhancing life story book work.

In order for children and young people to have continuity of social workers, and to improve management oversight and consistency of practice, the social work teams were restructured in June 2016. Early help services have been restructured and a new 'Families Together' team has been created for adolescents on the edge of care, to increase effectiveness. However, the quality of staff supervision at all levels requires further improvement to ensure that staff are properly held to account for their practice.

Quality assurance and case auditing arrangements, such as 'practice week', have been introduced by the DCS and are improving practice. Managers and staff learn from individual complaints, although service-wide changes are not well evidenced. The role of the independent reviewing officers and child protection chairs in scrutinising and influencing practice is underdeveloped.

The electronic recording system has been improved, and ongoing work and resources have been allocated to procure a new system, but it still does not support social workers well enough, or assist managers to oversee the work of their teams. For care leavers and the adoption service, the recording system is not appropriate for their needs.

Relevant performance information is produced and is shared across the right forums.

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The local authority

Information about this local authority area²

Previous Ofsted inspections

- The local authority operates no children's homes.
- The previous inspection of the local authority's arrangements for the protection of children was in February 2013. The local authority was judged to be adequate.
- The previous inspection of the local authority's services for children looked after was in September 2011. The local authority was judged to be adequate.

Local leadership

- The director of children's services (DCS) has been in post since September 2016.
- The chair of the LSCB has been in post since September 2013.

Children living in this area

- Approximately 53,258 children and young people under the age of 18 years live in Havering. This is 21.7% of the total population in the area.
- Approximately 18.9% of the local authority's children are living in poverty.
- The proportion of children entitled to free school meals:
 - in primary schools is 13.1% (the national average is 14.5%)
 - in secondary schools is 10.4% (the national average is 13.2%).
- Children and young people from minority ethnic groups account for 19.2% of all children living in the area, compared with 21.5% in the country as a whole.
- The largest minority ethnic groups of children and young people in the area are Black and Black British, and Asian and Asian British.
- The proportion of children and young people with English as an additional language:
 - in primary schools is 15.3% (the national average is 19.4%)
 - in secondary schools is 9.5% (the national average is 15%).

² The local authority was given the opportunity to review this section of the report and has updated it with local unvalidated data where this was available.

Child protection in this area

- At 30 September 2016, 1,389 children were identified as being in need of a specialist children's service, which is an increase from 1,374 on 31 March 2016.
- At 30 September 2016, 285 children and young people were the subject of a child protection plan. This is a decrease from 302 at 31 March 2016.
- At 30 September 2016, three children lived in privately arranged fostering placements. This is an increase from two at 30 April 2016.
- Since the last inspection, seven serious incident notifications have been submitted to Ofsted and three serious case reviews have been completed or were on-going at the time of the inspection.

Children looked after in this area

- At 30 September 2016, 237 children were being looked after by the local authority (a rate of 43.9 per 10,000 children). This is an increase from 229 (42.4 per 10,000 children) at 31 March 2016.
- Of this number:
 - 119 (50%) live outside the local authority area
 - 15 live in residential children's homes. Three of these live outside the authority area
 - 11 live in residential special schools³. All 11 live outside the authority area
 - 171 live with foster families. Of this 171, 46% live outside the authority area
 - three live with parents. One of these three lives outside the authority area
 - 19 are unaccompanied asylum-seeking children.
- In the last 12 months:
 - there have been five adoptions
 - 14 children became subject of special guardianship orders
 - 133 children ceased to be looked after. Of these 133, 17% subsequently returned to be looked after
 - 32 children and young people ceased to be looked after and moved on to independent living
 - no children and young people ceased to be looked after and are now living in houses of multiple occupation.

³ These are residential special schools that look after children for 295 days or less per year.

The casework model used in this area

- Signs of Safety

Recommendations

1. Ensure that managers at all levels use management information effectively to oversee the work of their teams, and that performance reports include analysis, evaluation and commentary.
2. Ensure that partners understand thresholds, that they are applied consistently and that children referred to the MASH, or who require help out of hours, receive a timely and proportionate response.
3. Ensure that all assessments of children and care leavers consider all areas of need and risk, including equality and diversity issues and health needs.
4. Improve pathway plans, reviews of pathway plans and visits to care leavers to ensure that they meet statutory requirements. Ensure that all plans for children are specific, measurable and child focused and that copies are provided to parents and carers in a timely way.
5. Ensure that all care leavers are fully aware of their entitlements.
6. Ensure that all children and young people who go missing from home or care are offered prompt return home interviews and that the information obtained is used to support their safety plans.
7. Improve the sufficiency and availability of placements for care leavers, children looked after and children with a plan of adoption so that they are well matched according to their needs.
8. Ensure robust tracking and decision making for children who are subject to pre-proceedings and permanence planning, to avoid drift and delay, and that independent reviewing officers and child protection chairs provide sufficient challenge to these plans.
9. Take steps to ensure sufficient independent visitors for all children looked after who would benefit from this.
10. Ensure that the support needs of children subject to adoption and special guardianship are comprehensively assessed and result in a plan that addresses children's individual needs.
11. Improve the regularity and scrutiny of management oversight and the quality of staff supervision at all levels, ensuring that staff are properly held to account for their practice in providing appropriate help and support for children and reducing drift.
12. Increase the influence of the corporate parenting board, ensuring that the direct involvement of children is central to the board's work and that the membership and workplan target priorities effectively. Properly celebrate the achievements of children and young people.
13. Expedite the development or re-commissioning of the electronic system to ensure that it is fit for purpose, that it adequately supports the planning and recording requirements of the care leavers' service, the provision of management information and enables proper storage of adopters' records.

Summary for children and young people

- Children and families receive help quickly when they first have problems.
- If problems get worse, families are assessed to make sure that they receive the right help. Sometimes it takes too long for social workers to visit children to find out what their needs are.
- Most children and families who need a social worker are well supported and their lives start to get better. When things do not change quickly enough or children are at risk of being harmed, managers are not always helped by the right people, like the police, to decide what to do next.
- Social workers and managers make the right decisions about which children need protection, and which children need to be looked after in foster care or children's homes.
- Some children live a long way from home or in placements that don't meet all of their needs, as there are not enough suitable placements near to their home.
- Not enough older children are helped to stay with their foster carers until they are ready to live on their own. The range of accommodation for young people who leave foster care is not good enough and some young people do not get enough support to help them to manage their day-to-day lives.
- Young people over the age of 18 who have left care are not given enough help to live independent and successful lives.
- Children looked after can share their worries and views easily through the MOMO (Mind Of My Own) app. Senior managers listen carefully to this feedback.
- The children in care council does not represent the views of enough children and young people of all ages and does not make a difference to improving the experience of being in care.
- Children who are at risk of sexual exploitation, or who go missing from home or care, get the right help and this makes them safer.
- Many children have had too many changes of social worker and they find this difficult and upsetting. Managers are working hard to find more social workers and to keep them for longer. This hard work is starting to pay off, with more social workers wanting to work in Havering.
- Managers, social workers, personal advisers and family support workers care about the children who need their help. They want to make a difference to children. Managers are arranging extra training to make sure that social workers and other practitioners are good at understanding and helping children, young people and their families.

The experiences and progress of children who need help and protection	Requires improvement
<p>Summary</p> <p>In most cases, outcomes for children improve following intervention from children's social care and early help services. The links between early help and social care are sufficiently established and children and their families have access to a range of well targeted preventative services. Thresholds are not consistently applied by all partners. The local authority and the LSCB are aware of this, and the application of thresholds is currently subject to ongoing awareness raising and audit.</p> <p>Partner agencies are well represented in the multi-agency safeguarding hub (MASH). While overall this has enabled timely and helpful sharing of information, there are often delays in information-sharing by the police. Inconsistent management oversight and delays in initial responses to some children and young people mean that safeguarding plans for them are not robust enough.</p> <p>Most children are seen regularly by their social workers, particularly once they are allocated to the assessment team or intervention and support services (ISS). Assessments are of variable quality and, while some good examples were seen, a high proportion lack well evidenced analysis of risk. Most plans are adequate; they are reviewed regularly and partner agencies contribute to the effective safeguarding of children. However, some plans are not child centred, specific enough, or include timeframes or outcomes, and contingency planning is poor. Ethnicity is recorded for most cases, but children's wider equality and diversity needs are not always well considered in assessment and planning.</p> <p>Arrangements to tackle child sexual exploitation and cases of children going missing from home and care are prioritised, and most children receive a well-coordinated multi-agency response to their needs. The multi-agency sexual exploitation (MASE) meetings are purposeful and provide an effective framework to reduce risks. However, return home interviews are not always timely and some are not sufficiently thorough or analysed.</p> <p>Abuse allegations against professionals are mostly well managed and result in effective plans to protect children.</p> <p>The emergency duty team (EDT) has not consistently provided a timely response out of hours. However, senior managers have taken appropriate remedial action to challenge this, and provided training and clearer guidelines to staff.</p> <p>Very few children are privately fostered in Havering, but arrangements to identify and support them are underdeveloped. Awareness raising has not been effective.</p>	

Inspection findings

14. Children's social care services have experienced a significant increase in demand since 2013, due to a rapid change in the demographic of the local population, with families moving into the area from other London boroughs. This is now stabilising, but has had a significant impact on the quality of social work services for children in need of help and protection. For example, the number of children on child protection plans more than doubled between 2013–14 and 2015–16.
15. New senior managers have been appointed and more effective ways of working have been implemented in the last year, but the quality of social work practice is still too variable. While inspectors found weaknesses in the MASH, children receive a more robust response to their needs once they have an allocated social worker in the assessment team or intervention and support service hubs.
16. Early help services have recently been strengthened and restructured following a full review, in order to improve targeted interventions and increase capacity. For example, a new 'Families Together' service was launched in September 2016 to focus on adolescents on the edge of care. This multi-agency service is intended to enable children and young people to stay within their families if they can be kept safe.
17. Most children in Havering receive a timely and purposeful response to their needs from early help services. Early help assessments and plans adequately address children's needs, and some are good. Children's centres offer a range of appropriate interventions for children and their families, through the implementation of a targeted approach. In cases seen by inspectors, thresholds for escalating cases by early help staff into social care were appropriately understood and applied.
18. The MASH is a single point of contact which is valued by partners. The quality of referrals to the MASH is variable but improving; in many cases they are not thorough enough. There is variability and inconsistency in the understanding and application of thresholds when referrals are progressed in the MASH, and by partners who are not always clear about thresholds and pathways into social care. While repeat referrals are low, those seen by inspectors showed a lack of consistently effective decision-making, including insufficient consideration of historical information, leading to some children and families receiving a delayed response from children's social care.
19. In cases where statutory thresholds are met, there are sometimes delays in ascertaining the safety of children through prompt initial visits. This is due to a number of factors, including a lack of effective information sharing, consent from parents being inconsistently sought or considered, an inconsistent application of the risk assessment tool and limited management oversight. In a few cases, children had not been seen quickly enough by a social worker to ensure that all safeguarding plans were robust. However, some cases within the MASH demonstrated clear, purposeful work and effective analysis of risk.

20. The local authority is aware of the deficiencies in practice in the MASH, having started work to improve it following a review in March 2016 and as a result of further issues raised via 'practice week' in September 2016. New managers have been permanently appointed, and are providing more robust management oversight and clearer guidance to staff. (Recommendation)
21. While the MASH has led to more effective engagement of health and education partners, the co-location with the police has not facilitated a smooth and timely exchange of information. Police attendance at key meetings, including strategy meetings, is inconsistent and this has led to delays in agreeing plans to protect children and in responding effectively to children's needs. Senior leaders in Havering have highlighted these concerns to the Metropolitan Police and improvements are expected, partly as a result of the local authority being part of a pilot project with two other neighbouring local authorities.
22. The quality and timeliness of assessments in Havering are variable. Some good quality purposeful assessments involving children and their families were seen during the inspection, but the majority are not sufficiently analytical and do not consider risks as well as protective factors. In some cases, inspectors saw sustained efforts to engage challenging parents successfully. However, in other examples, assessments reflected a lack of challenge to parents by social workers and partners and this had contributed to delays in decision making and in escalating concerns appropriately. (Recommendation)
23. Chronologies are present on most case files, but they are not systematically used to inform assessment and planning. Case recording is mostly up to date. However, case records do not routinely reflect children's experiences or whether children have been seen alone. The electronic recording system does not effectively support social work practice and is therefore being updated and re-commissioned to improve the ease of case recording, as well as capturing performance information more effectively.
24. Equality and diversity needs of children are not always recorded or considered by social workers, although inspectors did see examples of the positive impact for children of the systemic therapist working with cross-cultural issues. (Recommendation)
25. Child protection investigations identify risks to children and lead to appropriate plans so that risks are reduced. However, the quality is variable. For example, initial strategy meetings and discussions often do not include all relevant agencies such as health partners, but subsequent strategy meetings demonstrate better involvement. In some cases there are delays in completing child protection enquiries, for example social workers reported that cases held by the police in the child abuse investigation team cannot be accessed by police in the MASH. Senior managers in the local authority are currently in discussion with the police to resolve this issue. The majority of decisions following child protection enquiries are appropriate. However, the rationale for these decisions is not always clearly recorded. Overall, management oversight, guidance and direction for social workers in the MASH are not thorough

- enough, leading, for example, to initial plans from strategy meetings for some children and their families not being timely or specific.
26. The timeliness of initial child protection conferences is improving and a high proportion (89%) of initial conferences result in a child protection plan. Most conferences are well attended by partners, who share key information effectively.
 27. The quality of most child in need and child protection plans is adequate. Plans include the key issues and they are reviewed regularly. Children are seen, and seen alone, and their views are considered in accordance with the plan. Parents are mostly well engaged and social workers are establishing meaningful relationships with children and families. Core group meetings are well attended and systematically consider the child protection plan, but they do not routinely develop the plan to take into account what has changed, improved or got worse for children, and contingency planning is poor. Most plans seen by inspectors were not sufficiently measureable or outcome focused, for example not making clear whether risks for children were reducing. Some plans seen by inspectors were adult focused and did not sufficiently take account of all the needs and risks relating to children, particularly in cases when domestic violence was a feature.
(Recommendation)
 28. The role of the child protection chairs is underdeveloped. Chairs do not always challenge drift or delay or scrutinise casework and, as a result, the impact on children's experiences is limited. While this weakness has been identified by senior managers, activity to remedy the shortfall has not yet been implemented.
 29. Step-up and step-down processes are mostly effective. While most children are stepped down from a child protection plan to a child in need plan appropriately, arrangements to monitor sustained improvement are inconsistent. The number of repeat child protection plans has increased; the proportion of children with open plans that had been subject to a second or subsequent child protection plan was 14% in 2015–16. This is a rise from 3% in 2014–15, and is now more in line with similar authorities. Step-down arrangements to early help services are well supported by the family coach team, who provide effective transitional support and monitoring for children and their families. The Families Together team additionally provides helpful support to children who are identified as being on the edge of care, as well as to young people returning home following custody or being looked after.
 30. Staff turnover has begun to stabilise and most children enjoy the consistency of an allocated social worker. Almost all children who are subject to child protection or child in need plans are visited by their social workers in accordance with their plans. Most social workers spoken to by inspectors knew children and their needs and personalities well. However, children's wishes and feelings are not well reflected in children's files. In examples of better work, inspectors saw the effective use of direct work tools to gain the views of

children. Social workers have access to an effective family group conference service and this has contributed to improved outcomes for children.

31. The provision of advocacy services to children is not well utilised or sufficiently promoted by professionals. Few children attend important meetings, for example child protection conferences. However, when children do have this support, advocates effectively represent the voice of the children and ensure that their views are well considered.
32. Arrangements to monitor the welfare of children living with parents who experience mental ill-health, or who misuse drugs or alcohol, are mostly robust. A well-coordinated partnership response promotes collaborative working and ensures that the needs of children living in these households are effectively met. For example, services for victims of domestic abuse are sufficient to meet local need. A programme of support to children who live with domestic abuse is provided. Although there is no specific provision for perpetrators within Havering, services for these adults are accessed through other London boroughs. Children experiencing neglect are well monitored and tracked to ensure cases are escalated and reviewed. This prevents long term exposure of children to neglect.
33. Managers within the ISS provide consistent, purposeful and effective case direction to social workers, and this results in plans for children being progressed well and in good time. Social workers report good access to supportive managers and helpful consultation about casework decisions. While management oversight is not sufficiently rigorous or consistent within the MASH service, this has recently been addressed due to the appointment of a new group manager and a focus on the quality of management oversight provided by the deputy team managers.
34. The joint protocol for homeless 16- and 17-year-old young people has been implemented effectively and is resulting in young people being provided with appropriate accommodation in a timely manner.
35. The emergency duty team (EDT) in Havering is provided by the East London partnership. Responses by this service are variable and children do not consistently receive a proportionate response to their protection needs. For example, children are not always seen by a social worker when they are accommodated or workers do not have the appropriate paperwork for foster carers. Senior managers in Havering have challenged the performance of the EDT service and the local authority is monitoring this arrangement to ensure that children receive a timely and appropriate emergency response.
(Recommendation)
36. Multi-agency risk assessment conference (MARAC) arrangements are well embedded and understood across the partnership. Meetings are well attended, enabling information to be effectively shared. Professionals provide sustained and committed efforts to reduce the risks of domestic violence to children and their families. Multi-agency public protection arrangements (MAPPA) are well understood across the partnership and ensure that there is

effective supervision of offenders in the community. Potential risks to children are well monitored.

37. Abuse allegations against professionals and carers who work with children are taken seriously and responded to promptly by the designated officer. Strategy meetings are well attended, with good multi-agency information sharing; decision making is timely and appropriate.
38. Child sexual exploitation is a key priority for the local authority and its partners. There is a good awareness of child sexual exploitation among family support workers and social workers, and the quality of practice appropriately safeguards the needs of children and young people. The local authority is refining the risk assessment tool to be more specific and to capture information more robustly. Mapping meetings for individual children ensure that information is shared effectively and there is a well-coordinated response to risk in most cases. In cases seen by inspectors, children at risk of sexual exploitation who are subject to child protection plans receive well-targeted help based on a thorough multi-agency understanding of risk.
39. Arrangements to respond to child sexual exploitation at a strategic level are well established through multi-agency sexual exploitation (MASE) meetings and there is evidence of detailed mapping of intelligence and appropriate disruption activity to safeguard children and young people. Partners have an increasing understanding of the local profile, which informs planning. However, cross-borough intelligence sharing and mapping have not yet been implemented.
40. The local authority monitors effectively those children who are electively home educated. Specialist staff provide good advice and guidance and clearly record the details of each case. The local authority focuses well on ensuring that children in alternative provision are getting a good education and staff closely monitor their progress.
41. Arrangements to identify and monitor children missing from home, care or education are well embedded and mostly comprehensive. However, the quality and regularity of return interviews are inconsistent. The 'missing from home' coordinator has significant knowledge of all children missing and is able to provide up-to-date information which is not always captured on the electronic case files. In relation to children missing from education, the local authority works well with partners to find these children. All cases of children missing education are recorded electronically and case files are uploaded to the local authority database. (Recommendation)
42. The partnership has worked effectively to ensure that staff are well aware and equipped to identify girls at risk of female genital mutilation. Training is provided to professionals and clear protocols are in place; this has ensured that girls are receiving a timely response when they are identified as being at potential risk.
43. Coordination of services to combat radicalisation is effective and this work is well supported by the 'Prevent' officer, who works purposefully and in

partnership with social care services to reduce risks to young people as well as to raise awareness. Work with children involved in gang activity is developing, aided by a gangs specialist who is based within the MASH.

44. Private fostering arrangements are underdeveloped. While awareness raising has taken place, this has had a narrow focus and has not been delivered to all professionals or across the wider community effectively. Case work seen was thorough and supportive, although subject to a delay in an initial response in the MASH.
45. Senior managers seek feedback on the service provided through a number of measures, including telephone calls to families on cases audited during practice weeks. Responses are reported to be largely positive, with families saying that they benefit from respectful relationships with workers and that the support they receive is helpful to them.
46. Services for children with disabilities are of good quality; they are child centred, timely and compliant with all statutory processes. A stable and experienced team with reasonable case-loads works holistically with families and with partner agencies. Good supervision arrangements and management oversight are in place. Transition arrangements into adult services are being developed further.

The experiences and progress of children looked after and achieving permanence	Requires improvement
<p>Summary</p> <p>Recent decisions for children to become looked after are appropriate and well considered. However, the Public Law Outline processes are not used well and decision making within court proceedings is not timely, leading to delays in some children becoming looked after. Most children looked after live within or near Havering and benefit from good, stable placements. Most children experience improved or improving outcomes. They do well at school, although for some, attendance is not regular enough. Children’s educational attainment and progress are effectively supported by the virtual school.</p> <p>Some children have had too many changes of social worker, which makes it difficult for workers to form consistent, positive relationships with them. Permanence planning, particularly for older children, has not been sufficiently tracked, leading to delays in long term matching for some children. Although the regularity of reviews for children looked after is good, independent reviewing officers are not effective enough in challenging or escalating concerns about poor practice or delays in ensuring that plans for children are being achieved.</p> <p>The response to children who go missing or who are at risk of sexual exploitation is mostly effective, although the quality of return home interviews is not consistently good. The timeliness of health assessments is improving, following the appointments of a consultant paediatrician and nursing staff.</p> <p>The children in care council is not yet effective at representing the views of all children looked after. Advocacy for children looked after is limited and no children have the support of an independent visitor.</p> <p>Adoption is considered for all children who are unable to live with their birth families, although the number of children placed for adoption is small. The appointment of experienced and knowledgeable managers is improving the quality and timeliness of adoption work by setting standards and establishing systems and processes for the service.</p> <p>Services for care leavers are inadequate. Young people are rarely involved in pathway planning, and plans are not of sufficient quality. Care leavers are not able to access a suitable range of accommodation, leading to some care leavers living in independent accommodation before they have the skills to support themselves. Care leavers’ health needs are not sufficiently assessed and they are not provided with enough information about their health histories. Senior managers have identified the weaknesses and are beginning to make improvements.</p>	

Inspection findings

47. The local authority makes concerted efforts to ensure that children remain with their families if it is safe to do so. Inspectors saw no cases where children were looked after unnecessarily and in the majority of cases, decisions that children should become looked after were made within a timescale that met the children's needs. However, for a small minority of children, an over-optimistic determination that they remain with their families meant that they experienced delays in becoming looked after. Unaccompanied asylum-seeking children are well supported, with good consideration of their needs, culture and language.
48. When the plan is for children or young people to return home, the majority have appropriate plans to support them, with risks clearly understood and minimised. A small minority of older young people have returned to local authority accommodation as a result of plans not being sufficiently effective or where family arrangements have disrupted.
49. Children who are subject to the pre-proceedings phase of the Public Law Outline are not reviewed regularly enough. Letters before action, which are sent to parents to explain what will happen if their children's circumstances do not improve, are clear. However, a lack of effective intervention, such as prompt assessments of parents and family members and review means that progress is not tracked, plans are unclear, and actions are not always updated. As a result, some children and families spend too long at this stage, leading to delays in issuing proceedings. (Recommendation)
50. The local authority maintains positive and productive relationships with the judiciary and with the children and family court advisory and support service (Cafcass). Social work reports are consistently of sufficient quality and are accepted by the courts. Care proceedings are not completed in a timely way; the average time for completion in 2015–16 was 30 weeks, which is outside the threshold of 26 weeks, but is similar to other London boroughs. When some cases come to court, viability assessments of potential carers have not always been completed, resulting in delay for some children while these assessments are undertaken.
51. The use of special guardianship orders (SGOs) is increasing, enabling children to live with extended family members when it is not safe for them to live with their birth parents. In the year 2015–16, 17 children left care through the granting of SGOs. This number has increased between April and September 2016, when 11 children became the subject of SGOs, with a further 26 predicted for the remainder of the year. Assessments undertaken thoroughly assess the strengths and vulnerabilities of family members to care for children as special guardians. However, this process is not systematically established and relies on workers' knowledge of individual children and families. This means that the local authority cannot be fully assured that progress is always timely and robust.

52. The local authority has 102 children looked after (over 40%) who are the subject of voluntary, section 20 arrangements. The use of such arrangements has, for some children, adversely impacted on the timeliness and quality of permanence planning. Inconsistent use of permanence planning meetings has been a key factor in delaying permanence plans for children. An audit was undertaken by the local authority in July 2016, which considered 94 cases where children were the subject of section 20 arrangements. The audit identified that, in 54 of these cases, regular permanence planning meetings had not taken place, particularly for 42 young people over 15 years old, and in 40% of cases some element of delay was identified in progressing the plan to permanence. In response to these issues, a robust action plan across the whole service has been implemented and this is ensuring more timely permanence planning for children.
53. At the time of the inspection, a number of children who were settled and thriving in long-term stable placements had not been permanently matched with their current carers. The local authority recognises the uncertainty that lack of permanence can cause and is taking the necessary steps to formalise these arrangements via the appropriate panel.
54. The educational attainment and progress of children looked after are supported by a well led virtual school. Children looked after do well at school. Current local authority data shows that outcomes for primary school children are high and in many cases similar to the figures for all children nationally. At key stage 4, children looked after do not do quite so well, but still do better than their peers nationally.
55. The number of school changes for Havering children looked after is low, with 90% of children looked after having attended only one or two schools in the past year. This helps to contribute to consistency of education provision for children. Personal education plans (PEPs) are generally fit for purpose, identify barriers to learning and the strategies to overcome these barriers. They contain detailed information about educational attainments. Actions are clear, well defined and based on a sound analysis.
56. Staff in the virtual school robustly monitor the impact of pupil premium spend. Schools have to apply for the funding based on PEP targets. School staff report that staff in the virtual school challenge them to provide evidence of the impact of the use of this money to improve the educational outcomes for children looked after. School attendance of secondary-aged children who are looked after is not yet good enough, at 86%, although primary school attendance is high, at 98% overall. While attendance figures have improved year on year, current data indicates that only 64% of children looked after have attendance figures of 95% or better. This is an increase from 57.7% in 2014–15.
57. The local authority keeps records of children looked after who attend alternative provision, with staff at the virtual school effectively monitoring the arrangements. At the time of the inspection, there were no school-aged

children looked after who received education provision of less than 25 hours a week.

58. Assessments of children looked after are not always regularly updated to reflect significant changes in their circumstances. This means that, in a minority of cases, there is no current up-to-date assessment of children's needs. Some assessments lack detail or are insufficiently focused on the current needs of the child. Assessments seen by inspectors did not consistently consider diversity issues for children looked after. (Recommendation)
59. Case recording in the majority of cases is clear and up to date and includes children's wishes and feelings. Information relating to work being undertaken with children to help them understand their journey into and through care is less well recorded.
60. Challenge by independent reviewing officers (IROs) is not consistent or effective. Numbers of recorded challenges are low, with only 19 informal and five formal challenges having been made since January 2016 for issues such as delays in issuing legal proceedings. Critically, informal and formal escalation procedures are not used when concerns about children are identified. Challenge is not rigorous or decisive for some children to ensure that permanence plans are acted upon without delay or that actions from looked after reviews are progressed. (Recommendation)
61. Caseloads for IROs are manageable. Reviews of children looked after are consistently held within timescales and are appropriately brought forward when changes in children's circumstances necessitate a review of their plan. IROs see children prior to reviews to ensure that children understand their purpose and have good opportunity to express their views. Children are encouraged effectively to take part, with their wishes and feelings well recorded. Care plans are not always specific or detailed in terms of the actions required to ensure children's well-being. This means that professionals, children and their families are not always clear that actions are being taken or that progress is being made. Carers and other adults working with children reported to inspectors that delays in minutes of reviews being sent out means that they, or the children themselves, do not always have a record of the current care plan. (Recommendation)
62. Performance in relation to the timeliness of initial and annual health assessments has recently improved from a low base, but is still not implemented effectively for all children. Current data for July to September 2016 indicates that 67% of initial health assessments were completed within the 28-day timescale. For review health assessments for the same period, the number completed within timescale was 74%. The successful appointments of a consultant paediatrician to complete initial assessments and of two nurses to complete review assessments have enabled this improvement, but difficulties and delays in the commissioning process have historically resulted in too few children having assessments completed in good time. A lack of comprehensive

data for the date of the most recent dental check means that there is no effective process to ensure that children's oral health needs are met.

63. Arrangements for meeting children's emotional health needs are adequate. The provision of an emotional health worker within the children looked after service is having a positive impact on the range of services being offered. In the 12 months prior to the inspection, 40 children looked after had benefited from support from child and adolescent mental health services (CAMHS), with a further 32 accessing support from the commissioned counselling service. However, a lack of qualitative data relating to the services offered means that the local authority cannot judge the effectiveness of this provision. Inspectors saw some good examples of emotional health support for children and a number of children were clearly benefiting from CAMHS support. There are gaps in the provision of support when the threshold for CAMHS is not met, a deficit recognised by the local authority.
64. Social workers visit children regularly and see them alone, when appropriate, at least within minimum timescales. However, the quality of these visits is variable. In some, there is clear detail relating to the purpose of the visit, with children's voices well recorded and information about what work is being done. In others, the purpose of the visit is less clear. Children and foster carers told inspectors that some children have had too many changes of social worker. For a minority of children, this has impinged on their capacity to build trusting relationships with social workers who know them well. One young person told inspectors, 'I am tired of having to repeat my story to different people.' In order to address this, in June 2016 the local authority re-structured the social work teams to provide more continuity for children and young people, and has made considerable progress in recruiting permanent staff in the last three months.
65. The needs of children at risk of, or engaging in, substance misuse are met through a commissioned service. Screening processes for this service ensure that when concerns about other risks, such as child sexual exploitation, are identified, these are appropriately shared.
66. Risks relating to children looked after who are at risk of sexual exploitation and missing are mostly well managed. Links between missing episodes and potential child sexual exploitation risks are appropriately considered. Risk assessments are routinely completed and reviewed when risks escalate. Strategy meetings are appropriately held to coordinate multi-agency responses when children are missing more than three times, or when children are at risk of harm through sexual exploitation. Return home interviews take place in the very large majority of cases, but the numbers taking place within 72 hours of a child returning home are low. The local authority's own data indicates that from April to September 2016, 41% of return home interviews were completed within 72 hours. This means that the gathering of information to help protect children from future missing episodes is potentially lost. In a number of cases, prompt decisive action to accommodate young people in good quality residential provision is having a significant positive impact on the

number of missing episodes and reducing the risk of sexual exploitation.
(Recommendation)

67. Arrangements for children to have contact with their families and friends are well considered. Contact arrangements for children are clearly identified at looked after reviews. Contact arrangements are well facilitated by the contact service.
68. Sufficiency planning of local placements for children who are looked after is not effective enough. Strategic plans to identify future needs based on the previous and current children looked after population have improved but are still not sufficiently well developed. A shortage of in-house foster placements and commissioned independent sector placements has resulted in some young people being placed in semi-independent supported residential provision not consistent with their assessed need. At the time of the inspection, 28 young people aged 16 or 17 and three 15-year-olds were placed in such accommodation. While not ideal, inspectors found that the three 15-year-olds were well supported, with effective risk management plans. The need to increase the number of local foster placements is clearly recognised by the local authority and while recruitment initiatives are in place, they are showing little impact. (Recommendation)
69. Senior managers are committed to ensuring that children and young people are placed within their localities and local authority data indicates that at the time of the inspection 74% of all children looked after were placed within Havering or neighbouring authorities. In cases seen by inspectors, children placed at a distance from Havering were well supported by social workers. Regular and effective liaison with providers and a swift response to any emerging concerns contribute to the stability of these placements. Generally, children's health and education needs are well met and placements are effective in meeting children's often complex needs.
70. Fostering services meet the needs of children well. Foster carers benefit from a wide range of training courses and support groups. Foster carers spoken to by inspectors were positive about the support they received, particularly the easy accessibility of support and dedicated help and advice out of hours. Foster carers exercise delegated authority on an individual basis, making day-to-day decisions for children in their care, and this helps to normalise children's experiences.
71. Children are carefully matched to carers and their wishes and feelings are considered well. Brothers and sisters are consistently placed together unless their plans identify that it would not be in their best interests. The large majority of children benefit from stable and positive placements. Short-term placement stability is good, with 88% of children looked after having only one or two placements in the 12 months prior to the inspection. However, an increase in the number of foster placement breakdowns, particularly those for older young people, is having an adverse impact on the figures for longer term stability for children looked after.

72. Children and young people enjoy a good range of leisure activities that support their wider emotional and social development, both at home and in school. Carers support children and young people well to become involved in social, recreational and friendship building activities. Passes are provided to enable them to use local authority leisure activities.
73. A focus on individual youth crime prevention through the youth offending service ensures that children at risk of offending are identified early and receive a timely and focused intervention. The corporate parenting board reported in 2016 that, while 12% of all youth offences were committed by children looked after, only one young person subsequently re-offended.
74. The participation of children looked after in service development is not sufficiently embedded. Some positive efforts to facilitate communication with children and young people have been introduced, such as the use of the Mind Of My Own (MOMO) app. Efforts to undertake wider participation have been limited, meaning that there is little evidence of how the voices of children and young people have contributed to changes in the service they receive.
75. The children in care council is underdeveloped. The group is very small and communication between the council, the corporate parenting board and the rest of the children looked after population is ineffective in ensuring that children's voices are sufficiently heard. The impact of the children in care council in improving the quality of service that children receive is therefore limited. (Recommendation)
76. At the time of the inspection, no children in care were matched with an independent visitor. This means that no children had the benefit of the support such provision could offer to advise, assist and befriend them during their time in care. This support is particularly relevant for children and young people who are placed out of area. (Recommendation)
77. Advocacy support to children is limited. Support is delivered through a commissioned provider but only nine children looked after were in receipt of this at the time of the inspection. Children are aware of the opportunity to make complaints about services. However, the impact of learning from complaints to improve their experiences is insufficiently embedded to achieve whole service change.

The graded judgement for adoption performance is that it requires improvement

78. Adoption is considered for all children who are unable to live with birth family members. However, some children with complex needs or from specific ethnic minority backgrounds have waited a long time for their permanent arrangements to be identified. Permanence planning meetings, chaired by the recently appointed team manager for adoption, are bringing earlier

consideration of adoption for children, and dedicated family finders are enabling more timely matches to be made.

79. The authority's performance against the Department for Education's adoption scorecard shows that timeliness in the three key indicators on the three-year averages 2012–15 does not yet meet the government's thresholds for performance. The average time in 2012–15 between a child entering care and moving in with their adoptive family had reduced from 651 days to 607 days, compared to the 2011–14 period, but this still means that children were waiting 120 days longer than the government threshold of 487 days. Unvalidated local authority data for 2016–17 shows an average time period of 726 days. However, this figure is impacted by the placement of four children with complex needs. Of the six children placed with their adoptive families and awaiting orders in 2015–16, the average is 438 days, demonstrating recent improved performance in this area, and almost in line with the adoption scorecard threshold of 426 days for 2013–16.
80. Children in Havering wait too long between placement orders being granted by the court and securing an appropriate adoption match. This means that for some children there is delay in knowing where they will live and who their adoptive parents will be. The published figures for 2012–15 show the average number of days between receiving court authority to place a child to be adopted and the authority deciding on a match to an adoptive family was 180 days. This is higher than the Department for Education target of 121 days, but better than the national average of 223 days.
81. In Havering, 64% of children wait more than 16 months between entering care and moving in with their adoptive families. However, the numbers are small and of the seven children who had their adoption orders granted in 2015–16, and the five placed for adoption but awaiting orders, four waited less than the government's revised threshold of 14 months.
82. In the last year, there has been a reduction in the numbers of children adopted in Havering. Seven children had an adoption order granted in 2015–16, which is three fewer children than in 2014–15. However, the local authority proactively considers a wide range of family members as special guardians, including active and appropriate exploration of extended family overseas; this resulted in 20% of children looked after in Havering leaving care for permanent placements in 2015–16.
83. The recruitment of adopters has not been sufficient and a lack of proactive recruitment in the last 12 months has resulted in few in-house prospective adopters currently undergoing assessments of suitability. This has not prevented family finding for children in Havering, as the local authority has placed eight of the 10 children placed or adopted in the last 12 months with interagency adopters. However, a lack of any targeted recruitment has resulted in delays for some children finding their permanent family, and adopters can wait too long to have children placed; they are then often used by other local authorities. Timescales to progress the few recent adopters' assessments through stage one and stage two are not timely, and the local

authority does not have an accurate assessment of why this is the case.
(Recommendation)

84. Fostering to adopt is not yet embedded as a core element of adoption work. However, inspectors saw that permanency was achieved within 12 months for one child who was placed with interagency adoptive carers from four months old, enabling security and consistency of care from a very young age.
85. In the last 12 months, the appointment of experienced and knowledgeable managers has begun to improve the quality and timeliness of adoption work by setting standards and establishing systems and processes for the service. While some child permanence reports (CPRs), prospective adopter reports (PARs) and adoption support assessments seen during the inspection were comprehensive, overall the consistency of work is not yet sufficiently of a good standard. The recent introduction of a range of direct work tools, including story stem work and creative early life storybooks, is helping young children to understand the circumstances of their transition to their adoptive homes.
86. Dedicated focus on family finding activity is starting to improve the timescales for securing appropriate and timely matches for children. In the majority of cases seen, matching reports carefully consider the needs of children in relation to the strengths and qualities of prospective adopters. For one adopter spoken to, a recent life appreciation day '... brought the child to life', enabling a successful match of a child with complex needs. Information provided by professionals enabled her to effectively piece together the child's early experiences and better equip her to understand and meet his needs.
87. An established and robust system is in place to consider adoption as a best interest decision. The agency decision maker provides appropriate challenge to social workers and managers to ensure adoption is the right plan for the child and that children go to live with the most appropriate families. While in the last 12 months eight children with plans for adoption had their plans changed, this was mainly due to positive special guardian assessments and orders to family members that enabled children to remain within their birth family. In only one case was this due to no suitable adoptive family being identified within reasonable timescales for the children, who remained within their foster placement with a view to permanency.
88. The fostering and adoption panel chair is experienced and knowledgeable and brings learning from her work chairing other local authority panels. The combined panel sets appropriate standards, applicable to both areas of work. Appropriate and experienced panel members include a young person with a care history who brings a real focus on the experience of children and effective challenge to practice. The panel provides individual feedback on the quality of the CPRs and PARs and the panel chair reports that, while the quality of written work to the panel is variable, in recent months this has improved and is now mostly of a good standard. Effective quality assurance provided by the new team manager is bringing improved consistency of compliance, comprehension, and timeliness to the work in the service.

89. Adopters who spoke to inspectors felt well prepared for the assessment, panel, and placement. In particular, well-facilitated training helped them to consider issues about the challenges adoption brings in relation to some of the experiences adopted children face. This prepared them well for the reality when their child came to live with them.
90. Information held on adopters' files is currently stored on two electronic systems, making it difficult for the local authority to have a robust overview of compliance in this area. In files sampled, required information on disclosure and barring service (DBS) checks, health checks, medicals, and references was located, but not stored in a consistent way and place by each worker. As a result, the service cannot easily assure itself that information is up to date, current and meets statutory requirements. (Recommendation)
91. An accessible 'Guide to adoption and adoption support' is available for children and young people, and this includes space for them to write down their worries. It contains useful contact numbers of organisations for those who may be feeling confused, wondering about their birth family, or are struggling to know how to tell people they are adopted. Assessed adoption and special guardian support needs result in a support plan. However, not all support plans are comprehensive, and some lack clear and specific details of individual children's needs. This means that adopters or carers do not all have a good overview of their child's additional or likely needs in the future. A range of effective support is available, including direct work with families, letterbox contact, direct contact supervision, and general advice, resulting in no adoption or special guardians breakdowns in the last three years. (Recommendation)
92. Life story work has not had sufficient priority for children in Havering. In response to this, managers proactively established the 'Life Story Project' to offer support to 19 adopters who expressed an interest, to prepare and improve life story books and 'later life letters' for their children. Although retrospective, adopters valued the work; one commented that this service had helped them to support their daughter who has recently started to question her history and the decision to place her for adoption. All recently completed life stories seen during the inspection were age appropriate, detailed, and with difficult and sensitive information well written, helping the child to know about and understand their early experiences.

The graded judgement about the experience and progress of care leavers is that it is inadequate

93. There are widespread failures that result in care leavers not having their welfare promoted. Since July 2016, staff and managers have been aware of many of the issues that inspectors have identified. In a few areas, improvements have already been made. For example, the increase in the

number of staff who help young people find education, employment or training, which has resulted in an increase in the number of apprenticeship opportunities for care leavers. The local authority is now in contact with almost all of its care leavers. A new manager has been appointed, and senior managers are in the process of recruiting experienced social workers to strengthen the service. However, these measures are yet to have a demonstrable impact and inspectors found too many examples of insufficient oversight, guidance and training for staff. A number of recommendations from the 2011 inspection are still relevant today, for example regarding the quality of pathway plans.

94. Pathway planning is of poor quality. It is not compliant with statutory guidance or effective. Plans lack detail, many sections are not completed or reviewed regularly and young people spoken to by inspectors were not aware of plans to meet their needs or were sufficiently involved in developing them. Targets and actions, when they do exist, lack clarity and urgency. They are not based on an analysis of the young person's history or current position. Staff acknowledge that the case management system is not fit for the purpose of recording their work in supporting care leavers. (Recommendation)
95. Plans to assess risk and pre-empt crises are not always in place. Pathway plans do not contain sufficiently detailed contingency plans. For example, all care leavers spoken to by inspectors reported occasions of being placed in semi-independent or independent accommodation before they had the skills needed to support themselves, such as being able to cook. They had all had periods living in accommodation where they felt unsafe. On an individual level, staff take seriously the safety of young people and react promptly with protective action when young people are at risk of harm.
96. Case records for care leavers are not sufficiently comprehensive, related to the pathway plan or based on an up-to-date assessment of need. Senior managers are aware of this as their own audit in July 2016 judged that 54% of the pathway plans sampled either required improvement or were inadequate. Advisers use case notes to record issues not covered in pathway plans, but these notes are not detailed and do not provide sufficiently clear information about the young person. However, many advisers do know their care leavers well and work tenaciously to support them. One care leaver told inspectors about the excellent support they had received. Inspectors saw evidence where advisers provide good support to care leavers who are parents, to help them to care for their children or support them when their children become looked after.
97. The analysis and recording of care leavers' health histories and needs are very poor. Care leavers are not given a summary of their health needs when they leave care and health needs are not considered in the pathway planning process. In too many cases, care leavers are simply advised to: 'Make sure you are registered with a GP and a dentist.' One care leaver told inspectors of a significant medical condition which was not mentioned in their records. (Recommendation)

98. Care leavers' health needs are not sufficiently well assessed and their experiences are too variable. Transitions for young people with disabilities are not managed well. While staff have very recently been trained in the C-card, to give sexual health guidance, there is no clear programme of sexual health education based on assessed needs. The local authority is planning to provide care leavers with a pack containing their health information, but at the time of the inspection there was nothing in place. Advisers are aware of the challenges for care leavers to access adult mental health services, and work hard with care leavers to help them engage with appropriate support. Care leavers who met with inspectors reported specific instances of good help.
99. The draft care leaver service action plan is not sufficiently rigorous. Targets are not comprehensive and lack clarity about how they will be achieved and by whom. Statements are too vague and are not supported by evidence of analysis.
100. Senior managers have made recent improvements in providing care leavers with the opportunity to give feedback on their experiences. The previous system was used infrequently. For example, in the three-month period from April to June 2016, the authority received only five responses. They have introduced an application for mobile electronic devices called 'Mind Of My Own' (MOMO), for both children in care and care leavers. Staff have managed the implementation of this project well. Results are analysed well and issues now go direct to the complaints department. In the period from July to September 2016, the authority received 89 responses.
101. There is no structured programme of skills development for children in care and care leavers to develop independent living skills and confidence. While staff arrange some training when a specific need is identified, there is no detailed analysis of each care leaver's need and a strategic summary of this. The local authority is over-reliant on foster carers to provide this development prior to children leaving care, and as fewer than 10% of care leavers 'stay put' with their foster carers, many are unable to take advantage of this support. While the proportion of children staying in care until they are 18, at 73%, is higher than the figure nationally, the local authority does not monitor sufficiently well the development of necessary skills. Staff are aware of this and in the last four months have introduced a range of initiatives. For example, 'Spark 2 Life' involves 12 care leavers being mentored to help them develop employability skills.
102. Leaders and managers work well to increase the proportion of care leavers in education, employment or training. This proportion has increased year on year and the local authority reports that this is currently at 66%. Of these, 5% are at university, 35% are in other further education, 3% have apprenticeships, 20% are in employment with training and 3% are in 'other' options. Of the 34% who are not in education, employment or training, 21% are not in a position to seek education, employment or training due to a range of factors, including illness or disability. A recently appointed placement coordinator is establishing apprenticeship opportunities for care leavers in the area.

103. The local authority has established a wide range of initiatives to offer young people good work experience. While these are directed at all children in the borough, many of the programmes have high numbers of care leavers taking part. The authority has introduced 'City Walks', a programme of work experience with small- to medium-sized enterprises and major firms. Thus far, 62% of the participants have been children looked after and care leavers. A few of the care leavers have gone on to work experience and apprenticeships as a result. In addition, 15% of the participants involved in the 'Baby to Briefcase' programme of training are care leavers. This programme is aimed directly at young people with children.
104. In its role as corporate parent, the local authority does not celebrate care leavers' achievements and does not hold any group activities such as an annual celebration event. Care leavers state that they do not feel their achievements are celebrated well as a group or that the local authority is particularly proud of them. For example, 'When you are under 18 they look after you because they have to, but then they don't. The level of care when you turn 18 drops a lot'. Another care leaver reported: 'I don't feel they show they're proud'. Advisers acknowledge individual success, for example by sending the young person a card and gift voucher. (Recommendation)
105. While the reported figure for the proportion of care leavers in suitable accommodation has increased this year to 97%, the local authority does not work sufficiently strategically to ensure that a suitable range of accommodation is available to make appropriate placements. Strategic plans to identify future needs, based on the current children looked after population, are not sufficiently well developed. The local authority has no specific provision for emergency accommodation. Staff have to find ad hoc arrangements for each case of placement breakdown. The sufficiency statement predicts an increase in care leavers. However, it does not identify how the accommodation needs of these young people will be met. In the last few months, the local authority has begun to work more closely with housing and accommodation providers, with emerging evidence of improved planning for accommodation. (Recommendation)
106. In the last two years, the local authority has used hotel accommodation for three care leavers due to either risk or placement breakdown. These cases were carefully managed and young people were appropriately supported. A few staff are not sufficiently aware of the need for visits after placement moves and do not update pathway plans as required or properly identify risks of tenancy breakdowns. However, good partnership working with the housing department ensures that care leavers have the highest possible priority for accommodation and for arranging financial support through benefits.
107. Care leavers are not provided with sufficient information about their entitlements and benefits. Many report that they had to research the issue themselves and they found out about more benefits than they had previously been told. In a very few cases, care leavers have had to lobby the local authority to access accumulated savings and set up home allowance funding. Care leavers report great difficulty accessing their records, some waiting for

many months after making the request. The local authority used to provide a leaflet for care leavers but one adviser stated that they no longer do this. The local authority is aware of this and staff have recently held meetings with care leavers to speed up access to their records. The care leavers' pledge is brief and does not set out how the local authority will honour its pledge.
(Recommendation)

Leadership, management and governance	Requires improvement
<p>Summary</p> <p>Services for vulnerable children in Havering have not been good enough for some time, and a few areas have not sufficiently improved since the last inspection. Children have not been able to rely on support that will consistently meet their needs, and for some, such as care leavers, practice does not meet minimum standards. Substantial changes in the senior and political leadership team over the past 18 months, including the recruitment of a permanent, experienced senior management team, are positive. The DCS has brought renewed focus and drive. Social work teams have been successfully restructured. Political and financial support for recruitment and retention and for the 'Face to Face' approach is strong. Staff are positive about working for Havering. Training is good and caseloads are manageable. Since April 2016, agency rates have fallen by 25 percentage points.</p> <p>The improvement board is addressing weaknesses, such as delays in health assessments and the timeliness of single assessments, although in some instances, actions have not been urgent enough, for example improving pathway planning for care leavers. Extra resources and management capacity have been put in place in recognition of the scale of the task. Quality assurance arrangements are well articulated, and case auditing arrangements are strong, but the learning cycle is not well embedded and improvements are not always rigorously tracked. Managers and staff learn from individual complaints but service-wide changes are not well evidenced. The role of the IRO in scrutinising and influencing practice is underdeveloped.</p> <p>The management oversight of casework is adequate and sometimes good, but supervision and appraisal are not effective in holding staff to account.</p> <p>Although the electronic recording system has been improved, it still does not support social workers well enough, or assist managers to oversee the work of their teams. Relevant performance information is shared with the right strategic groups and forums. Improvements are planned to improve analysis and ensure a focus on outcomes.</p> <p>Senior leaders have taken positive steps to understand better what it is like to be a child in care in Havering, but they have not utilised the corporate parenting board well enough to engage with children and young people to improve their lives.</p> <p>The approach to sufficiency is improving, helped by a better understanding of what children need, but the local authority is not yet meeting its sufficiency duty, particularly in relation to accommodation for care leavers and the recruitment of adopters and in-house foster carers.</p> <p>The operational and strategic arrangements to respond to children who go missing, who are at risk of child sexual exploitation or who are vulnerable to radicalisation are effective.</p>	

Inspection findings

108. The DCS was permanently appointed in September 2016, after a period of 11 months as assistant director for children's social care. Twelve months before the inspection, children's services experienced a significant increase in demand due to an unexpected change in the demography of the borough, with more families moving in from other London boroughs due to lower housing costs. Workforce instability and agency rates were high. Senior and political leaders acknowledge that the approach to improvement over time has not been sufficiently focused on the key service weaknesses or organised or systematic enough, leading to vulnerable children receiving an inconsistent service. During the inspection, the legacy of this was evident on children's case files. Social workers told inspectors that this had been a difficult period for them in terms of workloads and reliability of management support.
109. The DCS has brought renewed energy, insight and extensive social work and management experience to the task of service development. He has drawn on external resources to diagnose service weaknesses and has demonstrated his commitment to achieve cultural and practice changes. With the firm support of political leaders, he has made a promising start.
110. Services have been successfully reorganised to simplify the structure and to increase the number of first-line managers through the creation of pods in core social work teams. This was in recognition of the need to improve the management oversight of casework. A critical remedial step was to review the effectiveness of previous senior leaders and to appoint new, experienced permanent senior managers; this team is now in place. A new chief executive and lead member for children's services were appointed in May 2016. Although the senior and political leadership team is now stable, the level of instability and change has slowed Havering's improvement journey.
111. Over the past six months, the children's service improvement board, now the transformation board, has overseen a wide range of practice issues through fortnightly meetings, chaired by the DCS. Minutes evidence detailed discussion and careful consideration of data, feedback from young people, and audit findings. The board appropriately reports to the cabinet, overview and scrutiny committee and the health and well-being board. However, the extent and scale of the areas for improvement are considerable. As a result, some priority matters, such as the quality of pathway planning, which has been raised in previous inspections, have not been afforded the right level of urgency. Despite recent progress, almost all areas of practice still require improvement in order to be good, and a few do not adequately meet the needs of children.
112. The children's services improvement plan addresses all the key issues identified in the local authority's self-assessment and broadly mirrors the strengths and weaknesses highlighted through the inspection, but it is not always clear which areas are considered the most critical or the highest priority. It is also not always explicit who is accountable and how improvements will be monitored. Some service improvement plans are

appropriately focused on key changes that are needed, such as actions arising from the recent audit of section 20 cases. Others do not address critical weaknesses well enough, such as the leaving care draft action plan. Some positive changes can be evidenced, such as better processes that are ensuring the right children are progressed through the MASH to children's social care. Senior managers acknowledge that a sharper and better coordinated approach is needed, and as a result, a transformation manager has been appointed. Although a positive step, the impact of this appointment is not yet evidenced.

113. The quality assurance framework and policy are up to date. They outline well an appropriate range of activity, including case auditing, complaints and the scrutiny provided by IROs. The accountability of managers at all levels is explicit. The policy and accompanying framework describe the cycle of case auditing, and the reporting and improvement processes for this activity are well embedded. However, in other respects, the application of the policy and framework is less effective. The role of the IROs and child protection conference chairs is underdeveloped, limiting the impact of their scrutiny on practice. Learning from complaints on a case-by-case basis works well, but it is not sufficiently embedded in the quality assurance cycle. Overall, managers do not sufficiently track specific actions resulting from quality assurance activity to ensure changes in practice are sustained. Senior managers acknowledge that although they took appropriate steps to strengthen practice within the MASH following a review in March 2016, this subsequently 'slipped' due to a lack of rigour in overseeing, for example, how quickly children were seen following referral. This led to some children not being seen quickly enough, although immediate plans to safeguard them were in place. (Recommendation)
114. In April 2016, the DCS launched twice-yearly 'practice weeks', to embed the culture of learning from case auditing. This has been largely successful. All members of the senior management team, including the chief executive, chief operating officer, DCS, the principal social worker and heads of service were involved in the most recent practice week in September 2016. They viewed case records, spoke with practitioners, asked family members about their experiences and observed key meetings. This effectively brought senior managers closer to the experiences of children, young people and families. One hundred children were considered, with 50 case files audited. Findings have enabled managers to draw comparisons with the previous practice week, with important areas for development identified, such as the need to improve the management oversight of early help casework. Follow-up of findings from the first practice week was robust, for example every case when visiting was not sufficiently regular or children were not seen alone was re-audited, with learning appropriately disseminated.
115. The greatest challenge facing Havering children's social care in recent years has been instability in the children's social care workforce, with high rates of agency staff at social worker and first-line manager levels. In 2015–16, the proportion of agency staff stubbornly remained at around 50%, and this led to one third of children experiencing three or more changes of social worker in a

year. For some time, rates of pay in Havering have been lower than in neighbouring authorities, but this has now been rectified through a market supplement.

116. Over the past 12 months, the response to the recruitment and retention of staff has markedly improved, with the implementation of a multi-layered strategy to attract and retain social workers and managers. The Face-to-Face vision, launched in May 2016, is central to this strategy. Its purpose is to enable practitioners to spend more and increasingly effective time with children and families, and to establish Havering as a unique social work employer. The council has invested significant additional funds, with 200 staff already briefed in systemic practice, and all permanent staff programmed to attend accredited training in the coming year. In a small number of complex cases, inspectors saw the positive impact of this approach. Social workers consistently told inspectors that they feel positive about the vision. Some recently appointed permanent staff told inspectors that this is why they chose to work for Havering.
117. Social worker caseloads are manageable, at an average of 16 children, enabling them to spend the time with families that they need. Social workers say that they are well supported; they have good access to training and benefit from regular supervision. They value the provision of good quality mobile equipment. The range of measures is steadily taking effect, with the proportion of permanent children's social care staff rising to 75% at the time of the inspection. This is an increase of 25 percentage points over a six-month period, and is a notable achievement.
118. Senior managers have learned from the previous approach to the recruitment and support of social workers in their first, or assessed and supported, year of employment (ASYEs). In 2014–15, just 11 of 25 ASYE social workers remained in Havering, primarily because first-line managers were too busy to support them properly. The current cohort of 22 ASYEs, three 'Step up to social work' students and eight 'Frontline' practitioners are supported well by additional practice supervisors and consultant social workers. Supernumerary social workers enable these staff to hold low caseloads. ASYE social workers and students told inspectors that they are receiving the right help to develop and consolidate their practice skills.
119. Social workers told inspectors that they have good access to training, including the briefings, conferences and courses provided by the LSCB. The career progression framework is a comprehensive professional development offer for social workers and managers at all levels. However, managers do not consistently analyse the learning needs of their services in a systematic way, and appraisals are weak. Leaders have not ensured that staff in the leaving care service are supported to become sufficiently skilled or confident to fulfil their statutory responsibilities, particularly in relation to pathway planning.
120. Most case supervision records seen by inspectors were appropriately regular and were of an acceptable standard. Some good examples were seen of detailed case supervision, using a 'Signs of Safety' approach to identify risks,

needs and strengths, leading to meaningful plans for children. However, inspectors also brought to the attention of the DCS a small number of cases where managers had not effectively driven plans or fully recognised risks. This left children at risk of harm. Formal supervision records do not evidence that staff are sufficiently held to account for the quality of their practice. (Recommendation)

121. The electronic recording system has been substantially improved since the last inspection but it is still not fully fit for purpose because it does not properly support social workers to maintain and share a meaningful record of their work. It is a particular challenge for the adoption service, where adopters' electronic files are disorganised and difficult to read, and in the leaving care service where the system does not support effective pathway planning, a key statutory duty of the service. Managers acknowledge that a wholesale review is needed, and this is underway, but a solution is likely to take some time to achieve. It is positive that the lead member for children's services is championing this issue, but progress is too slow. (Recommendation)
122. The electronic recording system does not facilitate easy access to live performance information. In particular, it does not enable first-line managers to oversee closely the work of their teams. The performance team produces and circulates weekly reports, and this includes most of the key information that managers need, but the layout is not helpful, and not all managers use it well. A notable gap is the timescale for children being seen following referral; senior managers swiftly addressed this gap when it was highlighted by inspectors during the inspection. Key forums such as children's scrutiny, monthly lead member briefings, the improvement board and the corporate parenting board receive appropriate management information, and overall they use this data well to scrutinise performance. However, the frequency of visits to children looked after and those subject to child protection plans is not routinely included. Some data lacks depth because it is primarily the reporting of headline numbers with little analysis, for example regarding adoption performance. Senior and performance managers have ensured that data is consistently accurate, and when commentary is provided, this is helpful. The next step is to make performance information more meaningful to enhance the way it is used to understand and improve the experiences of children. For example, further improvements are planned to improve analysis and ensure a focus on outcomes, such as through the implementation of the 'Outcomes Star' model to support and manage change. (Recommendation)
123. Governance arrangements are clear and are used well, with established formal and informal links between the chief executive, the DCS, the chair of the LSCB, the leader of the council and the lead member for children's services. The chief executive and the lead member take an active interest in progress, and are aware of individual cases on a 'need to know' basis. The lead member, appointed in May 2016, is already championing some key issues, such as the need to provide care leavers with apprenticeships within the council. Minutes of the monthly formal meetings between the chief executive, the DCS and the chair of the LSCB evidence appropriate and effective

direction, careful consideration of plans for improvement and mutual support and challenge. The chief executive demonstrates a thorough knowledge of the challenges facing children's social care and has forged helpful links with other boroughs through the wider London chief executive group.

124. Although participation and advocacy for children and young people are not well developed, senior managers have taken steps to hear what children looked after have to say about their lives through the MOMO app. Complaints from MOMO now go directly to the complaints officer, which is positive.
125. Children looked after and care leavers do not have a strong presence or voice on the corporate parenting board, and the forum has not prioritised the experiences of care leavers over time. The board does consider the views of young people by carefully analysing feedback, and it oversees key performance issues such as placement stability. However, its impact is impaired because children and young people do not sufficiently influence its work plan, and because the membership is not wide enough. The board has not prioritised the celebration of children looked after and care leavers' achievements, and this is an important weakness. (Recommendation)
126. The sufficiency strategy 2016–19 is up to date and is relevant to the current care population, with appropriate analysis of trends, challenges and gaps. It is less clear about how achievements will be measured. Progress against some targets, such as improving the range of accommodation options for care leavers, has been slow. Over the last six months, senior managers have taken decisive steps to address gaps, for instance by strengthening the edge of care service and increasing activity to recruit more in-house foster carers. However, targets for 2016–17 are unlikely to be achieved, and the number of these carers fell from 88 at 31 March 2016 to 75 at 31 August 2016. The use of supported accommodation for young people who are not ready to live in this type of accommodation, and the very small number of children who have been placed in unregulated provision, are a legacy of this. Overall, the approach to sufficiency over time has not been robust enough, and recent measures have yet to have a measurable impact.
127. It is positive that senior managers have worked with partners to create a Joint Commissioning Unit and a children's commissioner post to oversee and coordinate commissioning activity on behalf of the clinical commissioning group, public health and children's social care. Although now in place, it is too soon to judge the impact of these ventures, particularly in relation to mapping commissioned services against need. Current commissioning arrangements effectively ensure that the quality of provision is overseen and tested. Senior and commissioning managers have made appropriate decisions to de-commission, re-commission or bring services back in-house where quality has been compromised or where providers have not met demand.
128. The strategic and operational response to children who go missing and children at risk of sexual exploitation is well established, although the recently updated strategy has not yet been published. Partners have taken careful account of the child sexual exploitation peer review, which was published in

April 2016. The review affirmed local arrangements overall, mirroring the positive findings of this inspection in relation to disruption activity, multi-agency practice and the development of the Havering problem profile. The review highlighted the need to strengthen the strategic and operational coordination of the local response to child sexual exploitation. As a result, partners have invested in a strategic lead with operational oversight for child sexual exploitation and missing. Although the post holder has only been in place since 1 August 2016, she has already further strengthened the operational response, ensuring that plans for children are followed through, that intelligence is used well and that professionals have access to the right support and advice to identify and assess risk.

The Local Safeguarding Children Board (LSCB)

The Local Safeguarding Children Board requires improvement

Executive summary

The board meets all of its statutory functions as defined in Working Together 2015. Key partner agencies are represented, and the board is seeking to appoint a second lay member. The board demonstrates open and honest challenge between board members. However, the board is insufficiently informed about the quality of frontline practice. There is limited data and analysis provided by agencies in the Havering Safeguarding Children Board (HSCB) annual report 2015–16. This inhibits the board's monitoring function to fully understand the overall effectiveness of safeguarding services.

The board has been effective in raising some practice standards by providing challenge to multi-agency partners, but this has been hampered by inconsistent data. However, the board has worked effectively to influence increased staff resources to improve timeliness of the health assessments of children looked after.

The HSCB provides effective leadership in tackling child sexual exploitation at both strategic and operational levels. This ensures that work focuses effectively on the most vulnerable children. Oversight of arrangements to tackle child sexual exploitation and children and young people who go missing is robust.

The board and its partners receive good quality information on how emerging trends are linked to related issues such as gang violence, and where groups are moving across police force boundaries to extend their drug dealing networks (known as the 'County lines' model). This has enabled a high level of disruption activities, effectively targeted and coordinated between agencies.

The annual safeguarding report provides clarity and depth on a wide range of issues. For example, there is a helpful commentary on the positive impact of early help initiatives. Early help activity is tracked and monitored by the board, which has supported the development of a wide range of services delivered by partner agencies. This has resulted in families receiving better quality services.

The chair routinely meets with a wide range of partner agencies and is proactive in raising issues appropriately. All agencies report their operational risk issues transparently, via the 'risk register'. This results in effective support from other agencies, as well as challenge, to resolve wide ranging safeguarding issues. An example of this is the effective resolution of the delays in child sexual exploitation contacts being dealt with appropriately. Thresholds into early help and statutory services are inconsistently understood by partners and this is reflected in the quality of referrals to the MASH.

Monitoring of private fostering arrangements is not sufficiently strong.

Recommendations

129. Ensure that the board receives comprehensive, accurate and timely data and performance information to enable effective monitoring and evaluation of key safeguarding services, including those for disabled children.
130. Ensure that partner agencies evaluate their performance as part of their contribution to the safeguarding board's annual report to enable effective action planning.
131. Ensure that thresholds are well understood and are operated effectively by partner agencies, and identify where there are areas for improvement.
132. Strengthen the oversight of private fostering arrangements to ensure that children who are privately fostered are identified and supported effectively.

Inspection findings – the Local Safeguarding Children Board

133. Governance arrangements are well established. The chair of the board meets regularly with the chief executive and lead member, as well as senior managers from partner agencies. This ensures that key priorities for children are shared at the most senior level. The chair of the board attends the Health and Well-being Board, and presents the HSCB's annual report. The chair provides appropriate challenge, ensuring that children's issues are highlighted. The Health and Well-being Board has reviewed a limited number of issues in detail, such as services for disabled children and the provision of the health assessments for children looked after. This led, for example, to a marked improvement in the timeliness of these health assessments.
134. The HSCB is chaired by an experienced and independent person, jointly appointed as the independent chair of the Havering adults' safeguarding board. This has resulted in some effective joint working, such as auditing and local service planning and the creation of 86 champions against domestic violence. The board is financially sound and members make appropriate contributions on time.
135. The board has appropriate multi-agency membership and is attended by sufficiently senior officers from a wide variety of relevant agencies. Board members are committed to improving the life chances of children. The one lay member is involved at board level and contributes effectively. The relationship between the board and the lead member has been strong for a number of years.
136. Building upon mature existing partnerships, there is a commitment to ensuring high quality safeguarding services. The board is effective in raising practice standards by holding multi-agency partners to account on some issues, but this is limited due to inconsistent data. Partners are also able to share relevant

concerns to aid understanding, for example the need to increase the staffing levels of police officers in the MASH, and to ensure enough health professionals and permanently recruited social workers are in place to undertake core safeguarding duties. The board has worked effectively to influence the increase in the staffing resources of health providers in order to successfully improve the timeliness of the health assessments of children looked after.

137. The five subgroups of the board are chaired appropriately by a variety of agencies. The board has recognised shortcomings regarding the level of practice focus and critical enquiry. As a result, the tasks of the groups are currently being reviewed, to increase their effectiveness. The minutes of the working groups do not provide a concise record of activity; this has been recognised by the chair, and action is being taken to improve the quality of the records.
138. A well-designed joint adults' and children's 'risk register' is used to track and provide oversight to senior leaders regarding the 13 areas that have been identified as presenting the highest risks. While the risk register is reviewed routinely at board level, it has not prevented some issues from being overlooked. For example, the quality of reports from some agencies to child protection conferences is unsatisfactory and lacks analysis of risk.
139. Partners' understanding of thresholds and pathways into early help and statutory services is inconsistent and this is reflected in the quality of referrals into the MASH. The board has recognised the need to refresh training on the application of thresholds with partners and this work is about to commence. (Recommendation)
140. The dataset used by the board has been in place since early 2016 and agreed at a senior level. However, it has not been an effective tool as the data provision has been inconsistent, and some areas lack analysis and commentary. The data does not enable a full or accurate picture of the differences that agencies are making for children, or help to identify gaps in safeguarding services, for example services to care leavers, to children who are being privately fostered, or disabled children. During the inspection, it became clear that the police from the child abuse investigation team were not consistently attending strategy meetings. The board was not aware of this, as this information is not included in the data that the board receives. Weaknesses in data provision therefore reduce the board's influence on the planning and commissioning of services as it cannot systematically monitor and evaluate quality. (Recommendation)
141. Consultation with children and young people is beginning to influence safeguarding practice. The chair and senior managers on the board have recently met with a wide range of young people, including young people looked after and young carers, to talk about what made them feel unsafe in the borough, and how services could be improved. The information gained from young people has subsequently been used to inform a safeguarding event in October 2016.

142. The annual report for 2015–16 is both detailed and wide-ranging, identifying some areas of progress as well as board challenges. It includes commentary on early help services, allegations against professionals, private fostering, the independent reviewing officer service, audit and performance, the MASH and an update on the previous year's challenges. The analysis by each partner agency of their contribution to safeguarding activity is inconsistent and limits the usefulness of this report in understanding what works well and what needs to change. While the priorities and the vision statement are reflected in the accompanying business plan, the action plan is not sufficiently robust, and information relating to children with disabilities is absent. (Recommendations)
143. The chair routinely meets with the designated officer and reports on the improvements and developments of this service within the HSCB's annual report. Challenge has been effective, and referrals have increased.
144. An established learning and improvement framework is used to determine the initiation of serious case reviews (SCRs) and case management reviews. The series of training sessions provided following a recent SCR was of high quality and welcomed by multi-agency partners, but turnover of social workers has meant that some more recently appointed staff are unfamiliar with the lessons learned. Learning to support improvements to practice is therefore limited. Two SCRs have been progressed in the last year and one has been published. The board proactively seeks to learn lessons before completion of reviews and put changes in place quickly before a serious case review is published, to ensure that children are safeguarded. Following the findings of a recent SCR, which has yet to be published, action was taken to improve arrangements for children who attend accident and emergency units, to ensure that relevant cases are always fully reviewed by senior paediatricians before discharge.
145. The board works positively using a whole systems approach to develop responses to SCRs that cross all agencies, such as the implementation of an effective escalation policy. A recent neglect strategy was launched in October 2016, but it is too early to see the impact of this positive approach.
146. The child death overview panel (CDOP) operates effectively. The annual report is concise and contains all relevant information. None of the small number of child deaths during the last year were linked to safeguarding issues, and plans are in place to improve this report by linking findings to a wider population in order to improve the quality of information provided. The CDOP report appropriately challenged the local authority's decommissioning, because of budget constraints, of a smoking cessation service, due to the known risks to pregnant mothers and the risk of miscarriage.
147. The board receives confirmation from partner agencies that section 11 audits are completed and evidence of action plans is submitted for scrutiny. However, this relies too heavily on self-reporting. There is no scrutiny or analysis of the findings of section 11 audits by cross-referencing them with other multi-agency audit findings. The board receives assurance about safeguarding practice in schools via section 175 reports.

148. The board has undertaken two multi-agency audits in 2016, focusing on the MASH and return home interviews. Both audits appropriately identified the need for improvements. However, modifications made within the MASH were not tracked to ensure sustained improvement. As a result, quality assurance processes in the MASH team are still underdeveloped and do not ensure that key information, or the rationale for decisions taken, are clear to social workers in progressing their work. The board's audit of the quality of return home interviews resulted in the appropriate de-commissioning of a previous service. The board has not established a system for the oversight of relevant single audit findings. This means that the board does not have a coherent view of quality of work by respective partners or the level of demand for services.
149. The child sexual exploitation working group of the board has provided good quality localised information by extensive use of the 'problem profile' on child sexual exploitation in Havering. This means that all partner agencies are supported to be an effective conduit for sharing best practice within their workforce. This 'problem profile' has helped each agency review and improve training around child sexual exploitation. The board has improved multi-agency practice in understanding, awareness and effectiveness by focusing on the most vulnerable children. For example, within the local hospital, training on child sexual exploitation is now targeting all clinical areas where children may attend. Additionally, some schools now offer sessions to Year 6 children around the dangers of grooming on the internet and via smart phones. The board and its partners also receive high quality information on how these emerging trends in Havering are linked to related issues such as gang violence. This is enabling effective targeting of disruption activities.
150. Social workers who spoke to inspectors valued the multi-agency training provided by the board. During the period April 2015 to March 2016, 55 courses took place, with over 700 participants from various agencies. Training is evaluated, but the board recognises that this process requires further development to begin to measure the impact of learning. Training is responsive to changing needs as it combines learning from Havering's own SCRs, as well as nationally published SCRs and research findings, into current training programmes. The board has an accessible and informative website, which also has various sites for different aged children with relevant good quality links on a range of safeguarding issues. The website also holds the pan-London LSCB policies and procedures, which the board has adopted.
151. The board has supported the drive on early help developments and the progress on early help assessments and the impact is reported within the board's annual report.
152. There are low numbers of children identified as living in private fostering arrangements and awareness raising campaigns have had limited effect. Private fostering assessments are not timely, resulting in privately fostered children not being initially seen within statutory timescales.
(Recommendation)

Information about this inspection

Inspectors have looked closely at the experiences of children and young people who have needed or still need help and/or protection. This also includes children and young people who are looked after and young people who are leaving care and starting their lives as young adults.

Inspectors considered the quality of work and the difference adults make to the lives of children, young people and families. They read case files, watched how professional staff work with families and each other and discussed the effectiveness of help and care given to children and young people. Wherever possible, they talked to children, young people and their families. In addition, the inspectors have tried to understand what the local authority knows about how well it is performing, how well it is doing and what difference it is making for the people who it is trying to help, protect and look after.

The inspection of the local authority was carried out under section 136 of the Education and Inspections Act 2006.

The review of the Local Safeguarding Children Board was carried out under section 15A of the Children Act 2004.

Ofsted produces this report of the inspection of local authority functions and the review of the Local Safeguarding Children Board under its power to combine reports in accordance with section 152 of the Education and Inspections Act 2006.

The inspection team consisted of seven of Her Majesty's Inspectors (HMI) from Ofsted.

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