

**MINUTES OF A MEETING OF THE
CHILDREN & LEARNING OVERVIEW & SCRUTINY SUB-COMMITTEE
Committee Room 3B - Town Hall
28 November 2017 (7.00 - 9.30 pm)**

Present: Councillors Gillian Ford (Chairman), John Glanville, Carol Smith, Jody Ganly, Ray Morgon and Philippa Crowder

Co-opted Members: Julie Lamb

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

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 Viddy Persaud and Ian Rusha - co-opted member

44 DISCLOSURE OF INTERESTS

There was no disclosure of interest.

45 CHAIRMAN'S ANNOUNCEMENTS

The Chairman reminded Members of the special meeting of the sub-committee on Foster Carers scheduled for 14 December 2017.

46 MINUTES

The minutes of the meeting held on 31 August 2017 were agreed as correct records and signed by the Chairman.

47 QUARTER 2 - PERFORMANCE INFORMATION

The Sub-Committee received fourteen of the seventeen corporate performance indicators that fell under the remit of the Children & Learning Overview and Scrutiny Sub-Committee.

The Assistant Director of Policy, Performance and Community outlined that six (43%) of the indicators have a status of Green while eight (57%) have a status of red under the revised tolerance ratings.

The report informed the Sub-Committee that the following three performance indicators that report to Overview & Scrutiny Board had all been rated at red for the quarter.

- Total number of in-house foster carers
- Percentage of looked after children placed in in-house foster care
- Percentage of young people leaving care who are in education, employment or training at ages 18-21

The Sub-Committee noted the following highlights:

- The percentage of schools judged to be Good or Outstanding had increased since the last quarter and remain above target. Due to the school holidays there have been only two inspections since last quarter. Both schools were judged Good.
- Recruitment of new in-house foster carers was ahead of schedule. Five new in-house foster carers were recruited in Quarter 2, putting the current number at eleven for the year and on track to meet the annual target of 20.
- The proportion of Looked After Children (LAC) who ceased to be looked after as a result of permanency continue to improve and was currently above target.
- The percentage of 16-18 year olds who were known not to be in education, employment or training (NEET) was below the annual target of 4.3% (where lower was better). The figure was also below the national (6%) and London (5.3%) averages. Havering had continued to deliver the Havering Raising the Participation Age (RPA) transitions event to support post-16 learners into positive destinations. The event was attended by over 200 learners and 600 parents / carers.
- During September, there were no new CP Plans relating to children who had previously been on a plan within the last 2 years, which brought performance back down within target.

The Sub-Committee noted that the following areas required improvements:

- Care Leavers in education – the percentage care leavers in education, employment or training was on a downward trajectory, but there was expectation of an improvement as destinations become better known. Six Pathway Coordinators have also been recruited to work with young people and care leavers to help them plan their transitions into adulthood, including their education / employment route. The service was also supporting LAC and care leavers to remain in education,

employment or training through the innovation programme and in partnership with LB Hackney.

- Adoption – Ten children who have been adopted or were currently placed with their prospective adoptive families were awaiting orders, six waited less than 14 months between starting to be looked after and moving in with their adoptive families. It was an improvement on 2016/17's outturn of 50%, but outside of target. Scrutiny had been applied to the permanency process and oversight is provided by the Edge of Care and LAC Panel on a 6 weekly basis. The service had also developed greater visibility and expectation around Independent Review Officer challenging permanency planning.
- Recruitment of Foster Carer - Despite the recruitment of new in-house foster carers being ahead of schedule, the total number of in-house foster carers was lower than target. The innovation programme would re-design the fostering offer, particularly for specialist carers willing to foster 11-17 year olds with complex needs. The innovation programme officially launched in Q2 and the current plan is to have 4 specialist foster carers in place by the end of the financial year, it is expected that performance would improve in Q3 and Q4.
- The percentage of looked after children "Staying Put" was based on the number of young people who ceased to be looked after on their 18th birthday who have a foster care placement and remain living with that carer. By the end of September, two 18 year olds cease to be LAC who were eligible for Staying Put, however only one remained in placement. It was stated that work was underway to implement pathway plans for all relevant young people eligible for leaving care services. The plan would help to identify at an earlier stage young people who may be eligible for staying put and ensure that conversations happen at the earliest opportunity. At the end of October, the proportion of care leavers "staying put" had risen to 66.7%, which was slightly below the target of 70%.
- Care Proceedings – A substantial amount of energy and commitment was going into achieving a reduction in timescales of care proceedings. There had been notable shift towards shared responsibility to reduce delay by Children's Services as well as the Courts. In Quarter 1, Havering's average timescale for concluding proceedings was 40.9 weeks. In Quarter 2, it had reduced to 34 weeks. It was noted that a number of long running cases which concluded in

October 2017 would negatively affect performance in the coming months.

The Sub-Committee noted the performance report.

48 PRESENTATION ON POWER BI

The Sub-Committee received a presentation on Power BI. It was stated that Power BI was a suite of business analytics tools that would deliver insights throughout the service that would enable the user to visualize and analyse data with greater speed, efficiency, and understanding.

Members noted that Power BI would connect users to a broad range of data through easy-to-use dashboards, interactive reports, and compelling visualizations that bring data to life with a unique 360 degree view for the user.

The Sub-Committee was informed that within the service, Power BI would be used to produce key performance indicators, Ofsted Review and Special Educational Needs and Disability (SEND) Ofsted Review. It was noted that a total of 140 licences had been purchased.

Members noted the interactive functions of the Ofsted Review dashboard and the SEND dashboard. One of its features included a drill down function that could be activated to support caseload management.

The following benefits of Power BI were outlined:

- The system integrates seamlessly with existing applications that existed within the service.
- The rich personalized dashboards. The outstanding feature of Power BI was the information dashboards, which could be customised to meet the exact need of the user/service. You can easily embed the dashboards and BI reports in the applications to provide a unified user experience.
- Publishing reports securely. Power BI provided a setup function enable the user setup automatic data refresh and publish reports allowing all the users to avail the latest information.
- The use of Power BI would eliminate memory and speed constraints ensuring data was quickly retrievable and analysed.

The Sub-Committee was informed about the following next steps:

- Following the roll out of the tool, the service would continually refine and improve existing reports.
- With the roll out of Power BI, performance indicators data would be viewed as dashboard reports
- There were plans to develop a Leaving Care dashboard.
- Encouraging the wider use of the tool kit.

The Sub-Committee noted the presentation on Power BI.

49 **CHILDREN SERVICES ANNUAL COMPLAINTS REPORT 2016-17**

The Sub-Committee received the Children's Services Complaints Annual report for 2016/17, which provided information about the numbers and types of complaints handled by the Children's Service during 2016/17, as well as Members' correspondence.

The report was a requirement under the Children Act 1989 Representations Procedure (England) Regulations 2006 that the complaints annual report be published.

The report informed the Sub-Committee that the service had made changes in its structure to strengthen its overall functioning and performance over the course of the last 18 months. The focus of the service to deliver on social care included the implementation of a systemic family therapy approach which entailed professionals spending more face to face time with children and families and working in partnership with and not doing to service users.

The Sub-Committee noted that the introduction of the approach was intended to deliver increased opportunities for intensive direct work with children, young people and families who access a wide range of services including Early Help including Edge of Care, Child in Need, Looked After Children or Child Protection.

The report detailed that although Ombudsman enquiries increased from five in 2015/16 to six in 2016/17, there was one decision for maladministration injustice relating to SEN support, falling within the Children & Adults Disabilities Team coming under the responsibility of the Director of Children's Services.

There was an increase in complaints from 74 in 2015/16 to 92 in 2016/17; fifteen of these complaints were directly from young people, using the MOMO app. One Stage 1 complaint progressed to Stage 2 with no complaints progressing to Stage 3. Enquiries that fell outside the statutory process had more than doubled in 2016/17.

Further to the changes within the structure of Children's Services, which was designed to support and actively promote the systemic approach and direction of the service. The structural change could have been a contributory factor to the increase in complaint, although referrals leading to assessments also increased by 13% from 1,937 to 2,194.

The report detailed that the main reasons for complaint were in relation to the level of service, lack of communication and behaviour of staff, although the report stated that the level of service and behaviour of staff have more than halved from 28 to 13 and from 25 to 11 respectively.

The Sub-Committee noted that the service had taken steps to provide information leaflets explaining the process for children and young people on child protection or being looked after. However face to face complaint meetings have played a part in providing parents/carers with better understanding of why certain actions are taken.

The use of the Mind of My Own (MOMO) participation app by young people was increasing and it is encouraging that young people are using the app to raise their concerns. The main theme was lack of support/advice for those leaving care and in particular the early part of 2016/17 related to the transfer of savings on turning 18. Children's Services acted quickly by identifying those that were soon to be 18 and taking responsibility for ensuring savings were paid.

There was an increase across complaints received for children 0-5 years and 18-24 years. Children on a Child in Need Plan under the age of one almost doubled with an average of 12 in 2015/16 to an average of 22 in 2016/17, which may have contributed to the increase in the age group. Complaints regarding savings may have contributed to the increase in the aged 18-24. Information regarding disability recorded a high number, the Children and Young Peoples Service would need to explore the reasons for the increase. There were also increases shown across White British, Mixed White & Asian and Mixed White & Black.

The report outlined that Member enquires almost trebled in 2016/17 with 75% being responded to within timescale. Compliments have decreased from 35 in 2015/16 to 16 in 2016/17. The Complaints & Information Team will need to remind and encourage staff to send this to the team for recording.

The Sub-Committee was informed that there was a continued trend in the increase in complaints, member enquires and general enquires for Children's Services which had impacted on response times. The service would continue to use complaints as an important feedback resource and provide opportunities for young people to play a more active part in developing the service.

The Sub-Committee the contents of the report and the continued efforts made by the service to learn from complaints and enable young people to engage with the complaints process.

50 EDUCATION SERVICES ANNUAL COMPLAINTS REPORT 2016-17

The Sub-Committee received a briefing on the Education Services Annual Complaints report for 2016/17.

The report provided information on the complaints received during 2016/17. Members noted that Maintained Schools and Academies have individual

own complaints procedure which were dealt with through their Governing Bodies and not included within the report.

The Sub-Committee was informed that Schools admissions and exclusions were dealt with through a statutory appeals process and also not included in the report.

The Sub-Committee noted the following:

1. Education Services had gone through a structural change in 2016/17 resulting in senior management and team changes.
2. The service had one ombudsman enquiry in 2016/17, which did not progress to investigation. The number of complaints decreased from 31 in 2015/16 to 18 in 2016/17. There was a significant drop in the number of complaints for Education Provision and Commissioning Service. Children & Adults with Disabilities Team complaints also reduced by almost half. The number of complaints for Education & Inclusion remained at the same level as in 2015/16.
3. The main reasons for complaint were related to quality and reliability, late delivery or slow service and availability of the service. This referred to delays in completing EHC Plans and implementing provision, placements at special units and general concerns about schools in particular penalty charges for non-attendance.
4. Complaints that were directed to either the relevant school or college were mainly related to level of service which covered concerns by parents on how a school dealt with a particular issue or parents disputing exclusion of their child. Of the complaints received 13 were upheld and 5 being partially upheld.
5. Complaints responded to within timescale was slightly down from 97% in 2015/16 to 72% in 2016/17, which could have been attributed to the structure changes during the year.
6. Member enquiries decreased slightly from 54 in 2015/16 to 49 in 2016/17 with 84% being responded to within timescale, compared to 93% in 2015/16.
7. Email is the preferred method of contact, although this has dropped from last year. The use of online forms has increased slightly from 2 in 2015/16 to 3 in 2016/17.
8. Compliments have decreased from 23 in 2015/16 to 16 in 2016/17. Examples of some compliments are provided in Appendix 1. The Complaints & Information Team will need to remind and encourage staff in the Service to send compliments to the team for recording.

9. Education Services continue to use complaints as a feedback resource for learning and the collection of complaints data relating to schools is to be encouraged to identify particular themes arising within schools. Structure changes have had an impact on response times, however as the Service stabilises this should see a return to the high response rates seen in previous years.

The Sub-Committee noted the report.

51 HIGH NEEDS REVIEW AND STRATEGY

The Sub-Committee received a briefing on the High Needs Strategy from the Head of Adult and Children's Disabilities.

It was stated that following the government's review of high needs funding and the consultation on the new national funding formula, it was considered that a review of how the high needs budget was allocated be undertaken, which also led to a re-drafted the Strategy.

The report informed the Sub-Committee that the revised strategy sets out the proposals for the additional capital and allocated High Needs block funding budget from central government, as well as proposals to improve the processes and services we already deliver.

The Sub-Committee noted that Local Authorities were required to refresh their Special Educational Needs and Disability (SEND) Strategy to ensure that it was up to date and reflected current and predicted trends. That the strategy should also provide clarity on how, and where, different levels of needs would be met and where the current and future gaps in provision were identified.

The Sub-Committee was informed that in refreshing the strategy, the service sought the involvement of early years providers, schools, post-16 institutions, local authority and health staff, as well as children, young people and parents to ensure that the range and quality of provision reflected the needs and aspirations of children and young people in the area.

The Sub-Committee noted the following emerging priorities for provision for Special Educational Needs and Disability (SEND) and those requiring alternative provision were:

- To establish a bursary scheme for early years' providers, schools and post-16 providers to adapt their environment to make their school/provision more inclusive
- To increase the Inclusion Fund budget for early years
- To increase the hourly rate for top up payments to schools for pupils with Education Health and Care Plans (EHCP) to £14.

- To work closely with schools to reduce the number of exclusions, particularly amongst pupils with EHCPs, alongside monitoring the quality of alternative provision
- To allocate a small budget for pupils with high medical needs, but who do not have an EHCP
- To set a target of developing two new Additionally Resourced Provisions (ARP) per year
- To develop the new free school for children and young people with complex Autistic Spectrum Disorder (ASD) and SEMH (Social, Emotional and Mental Health difficulties), for pupils aged from 3 – 16 years
- To review the designation of special schools, particularly in light of the new free school to ensure all special schools complement each other to meet the range of local need
- To re-draft the funding matrix for special schools to improve the appropriateness of funding levels linked to complexity of need
- To improve and increase the offer for pathways to adulthood and support young people and parents to be aspirational and realistic
- To ensure social care support complements the educational offer locally to support children and young people to meet their outcomes
- To work more closely with the CCG to align priorities and help children and young people to remain in borough, with the right support
- To invest in workforce training to ensure staff across all schools and settings (early years and post-16) feel confident in supporting children and young people with additional needs to achieve.

The Head of Adult and Children's Disabilities informed the Sub-Committee that a draft strategy would be produced in November for further consultation with stakeholders. It was suggested that the Sub-Committee receives the report at a future meeting.

The Sub-Committee noted the briefing report.

52 HAVERING SCHOOL RESULTS

The Acting Assistant Director for Education Services briefed the Sub-Committee on the key areas of performance in each of the key stages of education statistics as at 31 October 2017.

The report detailed that in the Early Years Foundation Stage (pupils aged 5), children in Havering had a strong start in their education, with the percentage of children improving and reaching a Good Level of Development (GLD) in the Early Years Foundation Stage Profile exceeding the number found nationally again in 2017. Havering ranked 52/152 of all local authorities, and 6th amongst our statistical neighbours. The EYFS measure has been unchanged since 2013 during which Havering attainment had improved consistently.

The Key Stage 1 performance indicated that pupils performed well in their Reading, Writing and Mathematics assessments. Havering had improved consistently and was in the second quartile across all subjects, and fifth amongst statistical neighbours. However, the ranking dropped against London due to a faster improvement rate.

The data for Key Stage 2 for pupils aged 11 attainments in Reading, Writing, Mathematics and English spelling, punctuation and grammar tests indicated an excellent performance.

Alongside the attainment of pupils, the government also measures the progress they have made from their starting point (their last statutory assessment in the previous Key Stage). Havering has been steadily improving the progress pupils make through those years and our ranking accordingly.

In 2016 the rating was calculated entirely differently and was expressed as a point score above or below the calculation of the cumulative expected progress of the cohort (the national average will always be represented as 0.0).

The figure for 2017 were not available as yet for comparators on the measure, but Havering's scores were positive, which indicated added value as pupils move through primary education. The Sub-Committee was informed that it was likely that with the increased progress scores the rankings would be affected positively.

At GCSE level Key Stage 4 (students aged 16), with the introduction of Attainment 8 and Progress 8, the changes to the calculation recorded an headline drop in figures nationally, however, Havering scores fell less than others and as such the ranking improved against all benchmarking groups.

In 2016, this first year of the Progress 8 measure, Havering performed poorly against all benchmarking groups, however in 2017, as a result of concerted improvement activity, Havering's score had improved, bringing progress in line with state-funded schools nationally, with ranking against all groups improving significantly.

The Sub-Committee was informed that at Key Stage 5 (A Level) the results outlined were state-funded Sixth forms but excluded Further Education Colleges. There were six academy 6th forms in Havering. In 2016, the point score attributed to the A*-E grades were reduced by a factor of 7 (C grade – 30pts previously 210pts).

The report detailed that the Average Points Score (APS) per entry increased nationally by 0.2pts, whereas Havering and its statistical neighbours decreased -0.7pts and -1.5pts respectively, however it had no impact on the ranking compared to last year.

The APS for students best 3 A-levels decreased by 0.9pts. Havering's ranking against all benchmark groups therefore decreased, placing Havering in the 4th quintile (below national).

The report informed the Sub-Committee that from 2016 the government changed how it measured outcomes for disadvantaged pupils. The current measure 'diminishing the difference' compares disadvantaged pupils with national non-disadvantaged pupils.

In 2017, the Key Stage 2 performance of Havering's disadvantaged pupils achieving the expected standard at reading, writing, and mathematics was 58% against 47% national improving 6%pts on last year. Benchmark ranking are not yet available.

The Key Stage Progress 8 performance for disadvantaged pupils had a negative progress score, which was below the national average. In 2017, progress score remains negative but has improved. Benchmark ranking are not yet available.

Attainment 8 points for Havering's disadvantaged pupils declined from 41.3 to 38.1 in 2017 but the drop was attributed to grades changed.

The report outlined that disadvantaged pupils English Baccalaureate (Ebacc) entries remain broadly static, however the percentage achieving Ebacc increased 2%pts to 14% and an increase of 4%pts of disadvantaged pupils achieving the basics.

Havering performed in the top quintile for both Not in Education, Employment, or Training (NEET) and participation, performing significantly better than the England averages. The numbers of young people participating in education and training was 94.4%, compared to 92.1% nationally. The number of young people in apprenticeships in Havering was 9.2%, compared to the national average of 6.4%.

The Sub-Committee was informed that Ofsted measured performance based on providers being judged as either Good or Outstanding, the remaining judgements being 'Requires improvement' and 'Inadequate' with the additional descriptor of 'serious weaknesses' or special measures. Historically the main focus was 'percentage of providers judged to be good or better', in recent years this focus has changed to 'percentage of pupils in a good or better school'.

In line with the Government's initial intention of enforced academisation, 'failing' schools that became sponsor-led were classified as new establishments, and exempted from inspection for a minimum of 3 years and were not included in Ofsted calculations. It had led to a period of sustained national improvement of schools being Good or Better increasing from 69% in 2012 to 89% in 2017.

The Sub-Committee noted that Havering secondary sector had improved in 2017 and in primary, and now in line with national and statistical neighbours. The new measure mirrors the position though in primary sector the percentage of pupils in a good or better school was above national and the rankings for primary have significantly improved in 2017.

The Sub-Committee was informed that as part of the next steps, the service would continue to monitor the performance of all schools on a regular basis with a refreshed approach to bringing about necessary improvements.

The monitoring would include 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.

The Sub-Committee noted the update report on school improvement.

Chairman