



CHILDREN & LEARNING OVERVIEW & SCRUTINY SUB-COMMITTEE AGENDA

7.00 pm	Thursday 27 September 2018	Committee Room 3A - Town Hall
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Members 9: Quorum 3

COUNCILLORS:

Gillian Ford (Vice-Chair)
Judith Holt (Chairman)
Sally Miller

Natasha Summers
Reg Whitney
Tele Lawal

Michael Deon Burton
Carol Smith
Christine Vickery

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

Non-voting members representing local teacher unions and professional associations:
Ian Rusha (NUT)

**For information about the meeting please contact:
Taiwo Adeoye - 01708 433079
taiwo.adeoye@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

DECLARING INTERESTS FLOWCHART – QUESTIONS TO ASK YOURSELF



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 meeting of the Sub-Committee held on 10 July 2018 and authorise the Chairman to sign them.

5 OLIVE ACADEMY (Pages 9 - 14)

6 PERFORMANCE UPDATE - QUARTER ONE (Pages 15 - 28)

7 BROADFORD PRIMARY SCHOOL (Pages 29 - 32)

8 PRIMARY SATS OUTCOMES, 2018 (PROVISIONAL) (Pages 33 - 38)

9 ACADEMICALLY ABLE PUPILS (Pages 39 - 50)

10 CHILDREN'S SERVICES ANNUAL COMPLAINTS REPORT 2017-18 (Pages 51 - 80)

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.

Andrew Beesley
Head of Democratic Services

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**MINUTES OF A MEETING OF THE
CHILDREN & LEARNING OVERVIEW & SCRUTINY SUB-COMMITTEE
Committee Room 3A - Town Hall
10 July 2018 (7.00 - 8.30 pm)**

Present: Councillors Judith Holt (Chairman), Gillian Ford (Vice-Chair), Sally Miller, Natasha Summers, Reg Whitney, Tele Lawal, Carol Smith, Christine Vickery and +Melvin Wallace

Co-opted Members: Julie Lamb

Church Representatives:

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 Michael Deon Burton and co-opted member Lynne Bennett.

+Councillor Melvin Wallace substituted for Councillor Burton.

1 DISCLOSURE OF INTERESTS

There was no disclosure of interest at the meeting.

2 MINUTES

The minutes of the meeting held on 27 February 2018 were agreed as correct records and signed by the Chairman subject to the correction that Julie Lamb extended her apology of absence at the meeting.

3 CORPORATE PERFORMANCE REPORT - QUARTER FOUR

The Assistant Director of Policy, Performance and Community presented sixteen of the seventeen corporate performance indicators that fell under the remit of the Children & Learning Overview and Scrutiny Sub-Committee.

The presentation highlighted that nine indicators (56%) had a status of Green whilst seven indicators (44%) had a status of Red.

The Assistant Director of Policy, Performance and Community indicated that the following areas required improvement:

- The number of former relevant young people aged 18-21 years old in education, employment or training was at 55%. Even though the performance was lower than the set target, the council surpassed the national average and many other London boroughs. The Council had been awarded funding from the Department of Works & Pensions to set up a Work Club at the Cocoon to deliver a programme supporting young people to attain employment and to embark on further education.
- The proportion of care leavers 'Staying Put' with foster carers had dipped slightly in Quarter 4 to just below target.
- The introduction of the Apprenticeship Levy had a negative impact on the number of apprenticeships starts. Nationally there had been a drop to approximately 60% in starts. The introduction of the new funding reform put the emphasis on employers to deliver the national target of 3 million apprentices by 2020. Employers had fed back to the Department on a number of issues including a lack of appropriate frameworks, difficulties in accommodating the 20% off the job training time required and the increased costs of the new standards.

The Sub-Committee noted the following highlights:

- 16 new in-house foster carers were recruited during 2017/18. This was an improvement on the previous years outturn and exceeded the target.
- The proportion of looked after children placed in Havering foster care rose to 44.5%, compared to the target of 40%.. The In-Care strand of the Face-to-Face Pathways Programme focused on enhancing the in-house resources available for all looked after children.
- There continued to be a reduction in the proportion of children becoming subject to a Child Protection Plan for a second or subsequent time within 2 years. The outturn was an improvement on the previous year and was below the target.
- The performance for early years providers remained Good/Outstanding at 97%.
- The percentage of 16/18 year olds not in education, employment or training (or whose destinations were unknown fell to an all-time low.

The Sub-Committee noted the performance report.

4 DRAFT WORK PROGRAMME - 2018/19

The Chairman suggested that the work programme be re-submitted to the next meeting of the sub-committee following a proposed meeting to consider the items with officers.

5 LOCAL AREA INSPECTION OF SUPPORT FOR CHILDREN WITH SPECIAL NEEDS AND DISABILITIES (SEND)

The Sub-Committee received a report that highlighted the outcome of the Local Area Inspection of support for children with Special Educational Needs and Disabilities (SEND) which took place between 26 February and 2 March 2018.

The inspection identified that the service had increased the pace of putting children and young people at the centre of planning for their future. Inspectors recognised that the Council's evaluation of its strengths and areas for development were broadly accurate.

The Sub-Committee was informed that the inspection served as a very useful exercise which reinforced the services approach to co-produce more and to engage and involve all partners when planning support. The changes to systems and processes had already started to have an impact on outcomes for children.

The Inspection concentrated on the following three key areas:

- a. The effectiveness of the local area in identifying children and young people's special educational needs and/or disabilities.
- b. The effectiveness of the local area in assessing and meeting the needs of children and young people who had special educational needs and/or disabilities.
- c. The effectiveness of the local area in improving outcomes for children and Young People who had special educational needs and/or disabilities.

The report outlined the following findings:

1. The service to children with the most complex needs had improved and worked well across agencies to meet their needs.
2. The Young People who participated in the inspection were mostly positive about the support they got, especially from their schools or colleges.
3. Teaching staff in schools reported that they and their pupils got helpful advice, guidance and care. There had been reductions in the number of exclusions of five-year-olds and Young People not in education, employment or training.
4. Parents were positive about the schools where provision for pupils who had SEN and other disabilities was effective. Parent groups recognised that there were some good services in the local area.

5. The work with Young People to co-produce developments was strong, but not as strong with parents.
6. The service was not aspirational enough about the future outcomes of children and Young People with SEND, as it was found to be slow to implement the SEND reforms when they were first introduced.
7. New systems and more rigorous self-evaluation were resulting in strong improvement.
8. A significant number of parents were concerned about the support their children received as there were delays in receiving reports, including Education Health and Care (EHC) plans.
9. The process for producing EHC plans had improved. Outcomes were more incisive and the plans identified more clearly what support was to be put in place.
10. Not all infants received the integrated two-and-a-half-year check or the antenatal visit and the six-week baby health checks, as part of the Healthy Child Programme. It was identified that this was only available to those families where vulnerability had been identified.
11. The overall effectiveness of nearly one third of secondary schools required improvement or was inadequate. This meant that too many children and young people who had SEN and/or disabilities attend schools where the quality of education was not good.
12. There was a secure understanding in schools where teaching was weak, resulting in fragile provision for children and young people who have SEND. Visits by the school improvement team to schools were beginning to improve these provisions.

The Sub-Committee noted that the report outlined that both Ofsted and CQC reinforced the need to continually improve the SEND services. It was indicated that a plan of action was in place which was ratified by the inspectors. Following the work to convert all 'SEN statements' into EHC plans, the service was now looking to improve on the reviews of children who had a plan for a while. Havering was one of the few areas in England implementing the EHC Hub, an online digital platform where parents, young people and professionals could input information to co-produce EHC plans more quickly and effectively.

The Sub-Committee were informed that the SEND Executive Board, who provided a strategic oversight and decision-making ability that was consistent with the Children and Families Act 2014 was in the process of refreshing the improvement plan of the key areas for development.

The finalised improvement plan would be submitted to the Health and Wellbeing Board for agreement.

The Sub-Committee noted the comments of the report.

6 HAVERING EDUCATION PERFORMANCE

The Sub-Committee received a report that updated on the progress to improve standards across Havering's early year's providers, schools, and colleges.

The reported highlighted that there were currently 89 schools in Havering, and they are broken down as follows:

	Community	Foundation	VA	VC	Academy	Total
Primary	34	1	9	1	16	61
Secondary	1	1	0	0	16	18
Special	0	1	0	0	2	3
Independent	0	0	0	0	0	6
PRU/AP	0	0	0	0	1	1
Total	35	3	9	1	35	89

The report included a detailed data chart (Appendix 1 to the report) and breakdown of the Ofsted grades and school type (Appendix 2 to the report).

The report highlighted the key areas of performance in each of the key stages of education. It detailed government statistical demographic information and comparisons with local authorities.

The Sub-Committee was informed that the local authority used its legal powers of intervention to act promptly following the identification of issues in cases where a provider did not take, or intend to take, timely independent actions to improve. In such a context, the service principle was to maintain a high quality relationship and a wide range of collaboration mechanisms between providers, governing bodies, trusts, Local authority officers, members of the Council and the Regional Schools Commissioner (RSC) in order to ensure the efficient and effective functioning of the education system in Havering.

In the last 18 months, the local authority had issued 3 warning notices and 5 letters of concern to schools. The areas of concern were finance, standards and progress, governance and leadership. The Local Authority (LA) had also used other formal powers of intervention, including the appointment of

additional governors and the withdrawal of financial delegation. Where the LA had concerns about academies, these were raised through the RSC.

The Sub-Committee was informed that the service continued to monitor the performance of all providers, schools and colleges on a regular basis, with a refreshed approach to bringing about necessary improvements.

The report recommended that the Sub-Committee continues to receive updates on school improvement, consistent with a schools-led strategy as agreed by school leaders, governors and partners, including the Regional Schools Commissioner.

The Sub-Committee noted the comments of the report.

7 INSPECTION OF CHILDREN SERVICES BY OFSTED

The Sub-Committee received a report that highlighted the initial feedback from the Inspection of Children's Service by Ofsted.

The report detailed that the service was formally inspected under the new inspections of Local Authority Children's Services (ILACS) framework between Monday 11 June and Friday 22 June 2018.

The inspectors highlighted significant improvement across Children's Services since the Single Inspection Framework (SIF) inspection report, published in December 2016, when provision was judged as requiring improvement to one of Good for overall effectiveness in less than 18 months.

The provisional graded judgements for the Service were:

- Overall effectiveness – Good.
- The experiences and progress of children and young people in need of help and protection – Required Improvement.
- The experiences and progress of children in care and care leavers – Good.
- The impact of leaders on social work practice with children and families – Good.

The Sub-Committee noted that that the Service's own self-evaluation and assessment, together with Ofsted's initial feedback, indicated that there was still much to be done and that it was crucial that the council continued to drive improvement and innovation to meet the needs of children, young people and families within Havering.

The Sub-Committee was informed that during July/August 2018, following receipt of the final inspection report, Children's Services would formulate a comprehensive post inspection action and improvement plan to address all recommendations and areas for development, for the scrutiny of Members.

The Sub-Committee noted the comments of the report.

8 FUTURE AGENDA

The Chairman invited the Sub-Committee to indicate items within the Committee's terms of reference that they would like discussed at a future meeting.

A Member requested that the sub-committee receive a report on Private Sector Leasing (PSL) Changes (Local Authority approach to families in the situation and consideration of what was offered to them).

Chairman

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CHILDREN & LEARNING OVERVIEW AND SCRUTINY SUB-COMMITTEE 27 September 2018

Subject Heading:	Olive Academy
SLT Lead:	Tim Aldridge, Director Children's Services
Report Author and contact details:	Trevor Cook, Assistant Director, Education Services, 01708 431250 trevor.cook@havering.gov.uk
Policy context:	Education outcomes
Financial summary:	There are no direct financial implications arising from this report, which is for information only.

The subject matter of this report deals with the following Council Objectives

Communities making Havering	<input checked="" type="checkbox"/>
Places making Havering	<input type="checkbox"/>
Opportunities making Havering	<input type="checkbox"/>
Connections making Havering	<input type="checkbox"/>

SUMMARY

Olive AP Academy - Havering opened on 1 September 2016 after having been in an Ofsted category of 'Special Measures' for a considerable time as the predecessor organisation, Manor Green College. The Academy is based at the previous Key Stage 3 Pupil Referral Unit site on Inskip Drive, Hornchurch and the site is shared with the Youth Service. It provides full-time provision for 64 Key Stage 3 and 4 pupils, many of whom have been permanently excluded from their mainstream school in Havering. This provides an update on the work of the Academy.

RECOMMENDATIONS

Members should note the content of the report.

REPORT DETAIL

Context

Social, emotional and mental health (SEMH) needs in young people within Havering has been identified by headteachers and the Local Authority (LA) as a key barrier to learning and progress within the mainstream. As a result, students with SEMH needs feature disproportionately in school fixed-term and permanent exclusions data. Additionally, it is often the case that few pupils are successfully reintegrated back into mainstream schools after spending too long in pupil referral units. Too many pupils who are permanently excluded for 'one-off' incidents go on to stay in Pupil Referral Units (PRUs) or Alternative Provisions (APs) for the remainder of their secondary school education.

The Olive AP Academy - Havering is aiming to develop a model of education, which along with academic work, builds young people's social and emotional resilience to thrive in life and work. Schools say they want a Key Stage 4 provision which prepares students for a range of college and work-based options. It is our ambition that a student should not need to be permanently excluded to be in receipt of a curriculum offer appropriate to meet their needs, so students may attend the Academy on a full-time or part-time basis (dual roll). This might include a Service Learning or Vocational Learning option to complement the school curriculum. Pathways for students are agreed with the student, their family and home school.

At Key Stage 3, the Academy aims to work with students proactively to maintain them in their home school and to prevent permanent exclusions. This offer is developing, and will include:

- Outreach work from Olive AP Academy which will help develop further capacity in mainstream schools and prevent exclusions.
- Short-term intervention (for 1 or 2 terms) on a part or full-time basis, with a full reintegration process as part of this package.

Work completed so far at the Academy

Olive Academy's improvement programme has included a full restructure during the 2016/17 academic year to rationalise and improve the quality of staffing. This included the appointment of a new headteacher and deputy, an assistant headteacher to also work at the Olive AP Academy - Thurrock to lead SEND provision at both academies, and the appointment of a high-quality English teacher to improve standards. This work includes clear expectations and more rigorous performance management, as well as Trust and academy-wide professional development, which has included all staff attending full Trust INSET days at the Thurrock Academy. Ongoing individual support is provided to staff by the Trust's school improvement team.

A new behaviour and personal development policy was introduced in April which is underpinning daily routines. This is still to be fully embedded.

The safeguarding of pupils is the trust's highest priority. Since its opening in September 2016, the Academy has had five audits which have been completed by the LA, the Trust safeguarding lead, and Trust board safeguarding lead, to ensure that all areas of the academy's practice meet high expectations. The work this year has included the installation of a perimeter fence, and implementation of the Child Protection on-line management System (CPOMS) system.

Performance against national benchmarks

In 2017, students at Olive AP Academy - Havering are performing better than AP Centres nationally, with higher attainment and stronger progress. The progress 8 measure demonstrates a significant difference of more than one grade better than the national AP average.

Attainment rates for English and maths were significantly higher than national average. In mathematics, this figure increased in 2017 due to the Trust's view that all students should be given the chance to take GCSE subjects.

Key Performance Measures 2017 (2016 progress)				
	Progress 8	Entered for English and maths	English Pass	Maths Pass
Olive AP Academy Havering	-1.8 (-2.8)	93%	83%	91%
London	-3.2 (-3.2)	32.1%		
National Averages	-3.1 (-3.3)	40.1%	51%	41%

2018 data is not available at the time of writing this report.

The Academy has had successes working with individual pupils to help them to re-engage with their education. As a result, a number of pupils improved their attendance when compared with their attendance in their mainstream school by between 10% and 64%.

Governance at the Academy

The Olive Academies MAT Board and its sub-committees deliver strong governance to all of its Academies, each of which has an Academy Advisory Board (AAB) providing community knowledge, advice and support. The Trust works hard to promote links between its academies and the local mainstream schools, and has representation from the schools on each advisory board. The Olive AP Academy - Havering is currently lead by an independent Chair (Penny Johnson) who is a successful headteacher of a secondary school in Thurrock. Three Havering schools are represented on the board (Drapers Academy, Abbs Cross Academy and the Albany School) by three senior leaders. The Havering Admissions and Inclusion Manager is also a member of this board. The group monitors and supports the work of the Academy on a half termly basis. The Academy Trust monitors the work of each of its Academies through its two subcommittees ('Education Performance and Standards' and 'Finance and Audit') who meet quarterly to review progress.

Partnership working with the London Borough of Havering

The work of the Academy is commissioned through a service level agreement, which is monitored through two annual reviews, carried out by a current school inspector. The Trust invites an LA representative to join these reviews. The most recent review of the Havering Academy took place on 12th and 13th March with The Head of Education Quality and Effectiveness from the LA. The review concluded that leadership and governance and safeguarding are secured, and that outcomes, attendance and quality of teaching are improving. There is still a need for significant improvements to curriculum, and the key stage 3 short stay programme in particular, and although aspects of behaviour are improving, there is still a need to embed systems.

A building project to improve the quality of the site supported by council funding began in April and will be completed by the end of 2018. Improving the building will allow better curriculum delivery.

IMPLICATIONS AND RISKS

Financial implications and risks:

There are no direct financial implications from this report, although the Academy could be financially affected through reputational damage of a poor Ofsted inspection outcome, although this is not possible to quantify at this time.

Olive Academy have previously made representations to the School Forum regarding their funding position, and the Local Authority has worked closely with the Academy to understand their funding pressures, and additional DSG funding has been made available for the new academic year to support their delivery costs.

Legal implications and risks:

There are no direct legal implications from this report.

Human Resources implications and risks:

The recommendations made in this report do not give rise to any identifiable HR risks or implications that would affect either the Council or its workforce. However, due to the outcome of the Ofsted report, the Academy could face reputational damage and recruitment and retention challenges.

Equalities implications and risks:

There are no direct equalities implications from this report, and an Equalities Assessment has not been completed as this report is for information only.

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CHILDREN AND LEARNING OVERVIEW AND SCRUTINY SUB-COMMITTEE, 27 SEPTEMBER 2018

Subject Heading:	Quarter 1 performance information
SLT Lead:	Jane West, Chief Operating Officer
Report Author and contact details:	Lucy Goodfellow, Policy and Performance Business Partner (Children, Adults and Health) (x4492)
Policy context:	The report sets out Quarter 1 performance relevant to the Children and Learning Sub-Committee
Financial summary:	There are no direct financial implications arising from this report which is for information only. However adverse performance against some performance indicators may have financial implications for the Council.

The subject matter of this report deals with the following Council Objectives

Communities making Havering	[X]
Places making Havering	[]
Opportunities making Havering	[X]
Connections making Havering	[]

SUMMARY

This report supplements the presentation attached as **Appendix 1**, which sets out the Council's performance within the remit of the Children and Learning Overview and Scrutiny Sub-Committee for Quarter 1 (April 2018 - June 2018).

RECOMMENDATIONS

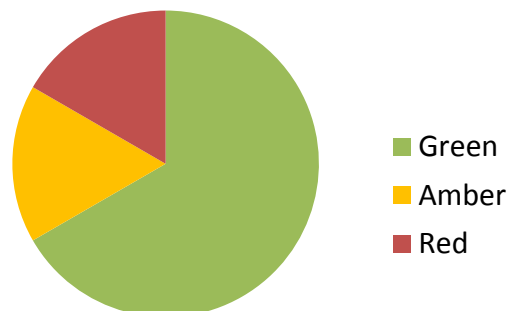
That the Children and Learning Overview and Scrutiny Sub-Committee notes the contents of the report and presentation and makes any recommendations as appropriate.

REPORT DETAIL

1. The report and attached presentation provide an overview of the Council's performance against the performance indicators selected, by the Chair, for monitoring by the Children and Learning Overview and Scrutiny Sub-Committee. During 2017/18, the sub-committee monitored a total of 17 indicators. For 2018/19, the Chair has selected a smaller suite of eight indicators, four of which relate to Learning and Achievement and four relating to Children's Services. The presentation highlights areas of strong performance and potential areas for improvement.
2. Following a trial without them during 2017/18, tolerances around targets (and therefore the amber RAG rating) have been reinstated for 2018/19 performance reporting. Performance against each performance indicator has therefore been classified as follows:
 - **Red** = outside of the quarterly target and outside of the agreed target tolerance, or 'off track'
 - **Amber** = outside of the quarterly target, but within the agreed target tolerance
 - **Green** = on or better than the quarterly target, or 'on track'
3. Where performance is rated as '**Red**', '**Corrective Action**' is included in the report. This highlights what action the Council will take to improve performance.
4. Also included in the report are Direction of Travel (DoT) columns, which compare:
 - Short-term performance – with the previous quarter (Quarter 4 2017/18)
 - Long-term performance – with the same time the previous year (Quarter 1 2017/18)
5. A green arrow (↑) means performance is better and a red arrow (↓) means performance is worse. An amber arrow (→) means that performance has remained the same.

6. In total, eight performance indicators have been selected for the sub-committee to monitor and all eight have been included in the Quarter 1 2018/19 report and presentation. Six indicators have been assigned a RAG status.

Quarter 1 ratings Summary



In summary, of the 6 indicators:

4 (67%) have a status of **Green**

1 (17%) has a status of **Amber**

1 (17%) has a status of **Red**

This is an improvement on the position at the end of Quarter 4, when 56% of indicators were rated Green and 44% were rated Red; although as outlined earlier, the number of indicators has been reduced.

Performance against three of the previous 17 indicators (the total number of in-house foster carers, the percentage of looked after children placed in in-house foster care, and the percentage of young people leaving care who are in education, employment or training at ages 18-21) were reported to the Overview and Scrutiny Board. The Board has been asked to consider which of the sub-committee's new indicators it wishes to receive during 2018/19.

IMPLICATIONS AND RISKS

Financial implications and risks:

There are no direct financial implications arising from this report which is for information only. However adverse performance against some performance indicators may have financial implications for the Council.

All service directorates are required to achieve their performance targets within approved budgets. The Senior Leadership Team (SLT) is actively monitoring and managing resources to remain within budgets, although several service areas continue to experience significant financial pressures in relation to a number of demand led services, such as Children's Services. SLT officers are focused upon

controlling expenditure within approved directorate budgets and within the total General Fund budget through delivery of savings plans and mitigation plans to address new pressures that are arising within the year.

Legal implications and risks:

Whilst reporting on performance is not a statutory requirement, it is considered best practice to regularly review the Council's progress.

Human Resources implications and risks:

There are no HR implications or risks arising from this report.

Equalities implications and risks:

Equality and social cohesion implications could potentially arise if performance against the following indicator currently rated as Red does not improve:

- Number of new in-house foster carers

The attached presentation provides further detail on steps that will be taken to improve performance and mitigate these potential inequalities.

BACKGROUND PAPERS

Appendix 1: Quarter 1 Children and Learning Performance Presentation 2018/19



Havering

LONDON BOROUGH

Quarter 1 Performance Report 2018/19

Children and Learning O&S Sub-Committee

27 September 2018

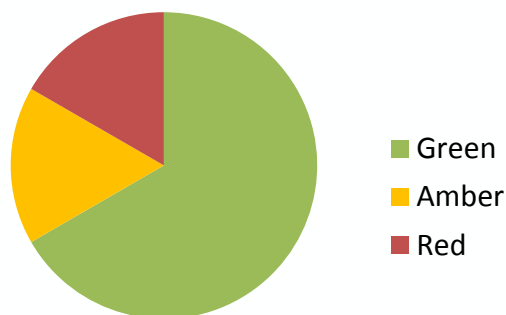
About the Children and Learning O&S Sub-Committee Performance Report

- Overview of the Council's performance against the indicators selected by the Children and Learning Overview and Scrutiny Sub-Committee
- The report identifies where the Council is performing well (**Green**), within target tolerance (**Amber**) and not so well (**Red**).
- Where the RAG rating is '**Red**', '**Corrective Action**' is included in the presentation. This highlights what action the Council will take to improve performance.

OVERVIEW OF CHILDREN AND LEARNING INDICATORS

- 8 Performance Indicators are reported to the Children and Learning Overview & Scrutiny sub-committee
- Performance data is available for all of the 8 indicators
- 6 of the indicators have been given a RAG status

Q1 Indicators Summary



In summary, of the 6 indicators:

4 (67%) have a status of **Green**

1 (17%) has a status of **Amber**

1 (17%) has a status of **Red**

Quarter 1 Performance – Learning and Achievement

Indicator and Description	Value	Tolerance	2018/19 Annual Target	2018/19 Q1 Target	2018/19 Q1 Performance	Short Term DOT against Q4 2017/18		Long Term DOT against Q1 2017/18	
Percentage of early years providers judged to be good or outstanding	Bigger is better	±1.5%	80%	80%	96%	→	96%	↑	93%
Percentage of schools judged to be good or outstanding	Bigger is better	±1.5%	83%	83%	83%* (88% old methodology)	↑	87%	↑	80%
Percentage of children in good or outstanding schools	Bigger is better	±1.5%	84%	84%	85%	↑	82%	↑	80%
Number of children missing from education at month end (average)	Smaller is better	N/A	N/A	N/A	5	↑	8	↑	7

*Since the end of March, one secondary school moved from 'Inadequate' to 'Good' and two academies secured 'Good' in their first inspection, so the direction of travel, both short and long term, is positive. However, in June, Ofsted changed how the statistics are calculated so that all converted establishments retain their previous incarnation's judgement. While having no impact at Primary, this has resulted in lower percentages for Secondary and Special Schools and PRUs, for Havering as well as nationally (86%). The target for 2018/19 reflects the new methodology and the likelihood of reduced inspection activity next year.

Quarter 1 Performance – Children’s Services

Indicator and Description	Value	Tolerance	2018/19 Annual Target	2018/19 Q1 Target	2018/19 Q1 Performance	Short Term DOT against Q4 2017/18		Long Term DOT against Q1 2017/18	
Percentage of child protection visits carried out within the statutory timescale	Bigger is better	±5%	90%	90%	86%	↑	73%	↑	64%
Number of children missing from care, missing from home or away from placement without authorisation	Smaller is better	N/A	N/A	N/A	92	↑	126	↑	121
Number of new in-house foster carers (cumulative)	Bigger is better	±10%	16	4	2	-	16	↓	6
Number of adopters approved (cumulative)	Bigger is better	7	8	2	3	-	1	↑	1

Highlights

- The percentage of early years providers judged to be good or outstanding remains above target at 96% which is an improvement on the same period last year, when 93% of providers were good or better.
- The percentage of children in good or outstanding schools has risen during the quarter and is above target at 85%. The increase is a result of one academy having its first inspection, with an outcome of 'Good' and another converting to sponsor-led and reopening with a 'fresh start'.
- There have been reductions in both the number of children missing from education at month end, and the number of children missing from care, missing from home, or away from placement without authorisation. The latter has reduced by 24% compared with the same period last year.
- The number of adopters approved is above target for this point in the year.

Improvements Required

- The percentage of child protection visits carried out within the statutory timescale was within target tolerance at the end of the first quarter. Performance has improved significantly compared with the previous quarter and the same point last year but is not yet at the target 90%. Management checks have confirmed that, in most cases, visits have taken place but the timeliness of recording has been affected by recent changes in permanent staffing levels. A campaign to recruit permanent staff is underway and should lead to further improvement from the third quarter onwards.
- The number of new in-house foster carers is below the profiled target for the first quarter, with two carers approved, against the target of four. Work is ongoing to recruit high quality foster carers through the Face to Face Pathways Programme. Marketing is being targeted at the caring professions (e.g. teachers, nurses and social workers), certain faith communities and those prospective carers who are prepared to look after older children, to increase the diversity of foster carers and reflect the profile of children needing care.

Any questions?



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CHILDREN & LEARNING OVERVIEW AND SCRUTINY SUB-COMMITTEE 27 September 2018

Subject Heading:	Broadford Primary School
SLT Lead:	Tim Aldridge, Director Children's Services
Report Author and contact details:	Trevor Cook, Assistant Director, Education Services, 01708 431250 trevor.cook@havering.gov.uk
Policy context:	Education outcomes
Financial summary:	There are no direct financial implications

The subject matter of this report deals with the following Council Objectives

Communities making Havering	<input checked="" type="checkbox"/>
Places making Havering	<input type="checkbox"/>
Opportunities making Havering	<input type="checkbox"/>
Connections making Havering	<input type="checkbox"/>

SUMMARY

Following a Standards and Testing Agency (STA) statistical analysis, Broadford Primary School had their results for English Reading and Mathematics: Paper 3 annulled. The annulments mean that the pupils did not receive a standard for English Reading or Mathematics, or an overall combined result which requires results in all papers and teacher assessment of writing. This was also reflected in the published school performance data, and will also impact the Local Authority performance data. Pupils will take their teacher assessment results through to secondary school, so will not be affected individually.

RECOMMENDATIONS

Members should note the content of the report.

REPORT DETAIL

The role of STA is to investigate any matter brought to its attention where there is doubt over the accuracy or correctness of pupils' results, or teacher assessment, in the KS1 and 2 national curriculum assessments. Their legal basis for this activity is detailed in the 'Education (National Curriculum) (Key Stage 2 Assessment Arrangements) (England) Order 2003 (SI 2003/1038)' with particular reference to Article 7. STA's maladministration investigation procedures are published on GOV.UK and can be found here - <https://www.gov.uk/government/publications/key-stages-1-and-2-investigating-allegations-of-maladministration>.

Data comparisons conducted by the STA highlighted a number of concerns regarding the administration of the tests at the school. There were areas in which the outcomes of the pupils in Broadford deviated significantly from the national pattern, and therefore raised questions as to the possibility of irregularities in the administration. STA informed the Local Authority that they had also received a whistleblowing disclosure regarding maladministration of the tests, but no details of this have been, or will be shared with the Local Authority.

Havering Local Authority was commissioned to undertake a school visit on behalf of the STA, which took place on 5th July 2018.

Based on the information gathered from the school visit, data analysis and information generated from the script review, it was considered that there was significant doubt over the results awarded for English Reading and Mathematics: Paper 3. The STA decided to annul the results for these tests for all pupils within the cohort.

The annulments mean that the pupils did not receive a test standard for English Reading or Mathematics or an overall combined result. This was also reflected in the published school performance data.

The annulment at Broadford is one of only 5 nationally, and as such the story was covered by the following national media:

<http://www.dailymail.co.uk/news/article-5978259/Britains-best-school-SATs-results-ruled-null-void-cheating-storm.html>

<http://www.dailymail.co.uk/news/article-5980835/Headmaster-says-school-mistake-SATs-results-cancelled-cheating-row.html>

<https://www.thesun.co.uk/news/6840442/best-brit-school-cheating-sats/>

<https://www.bbc.co.uk/news/uk-england-london-44917623>

<https://www.standard.co.uk/news/education/school-of-the-year-pupils-branded-cheats-after-year-6-sats-tests-are-annulled-a3893721.html>

<https://www.thetimes.co.uk/article/test-results-annulled-at-school-of-the-year-r7k0v5lqh>

Despite some troubling headlines, the majority of the stories were relatively well balanced, as are the subsequent comments.

The Local Authority has worked closely with the Executive Head Teacher and Chair of Governors to ensure the media attention was handled in the most appropriate way.

The Local Authority met with representatives of the Governing Body to agree the way forward, and an experienced investigator has been commissioned by the Governing Body to conduct a full investigation into this issue. This investigation started in August, and it is hoped that it will conclude as early as possible in the new term, subject to staff availability. The outcome of the investigation will also be reported to the STA.

A letter was sent to all staff at the school from the Chair of Governors confirming the details of the investigation, reminding them of the need for confidentiality, and offering support should they need it, recognising this is a difficult time for the school community.

The STA have shared the test papers and report with the school and Local Authority to review. Until the investigation has concluded, the press statement below will continue to be used:

"We are aware that some of the results at Broadford Primary School have been withheld following an investigation by the Standards and Testing Agency. The Local Authority and the Governing Body of the school are co-operating fully with all requests. Until we receive the final report from the Standards and Testing Agency, it would be inappropriate to comment further.

We understand this may be upsetting for parents at the school. However this delay will not cause any pupil to be at a disadvantage when transitioning to secondary school, as all pupils will have a completed Teacher Assessment for all their

subjects. Parents can also be reassured that their children's education will not in any way be affected."

A briefing has also been provided to staff from Mead School (part of the same Federation), and a shorter version will be provided to other schools in Havering.

Depending on the outcome of the investigation, the Governing Body and/or Local Authority may be required to take further action, including possible disciplinary action.

IMPLICATIONS AND RISKS

Financial implications and risks:

There are no direct financial implications from this report, although the school could be financially affected through reputational damage, although this is not possible to quantify at this time.

Legal implications and risks:

There are no direct legal implications from this report. However, as the Guidance points out the STA's role is to safeguard the integrity of the assessments. It does not apportion blame for any alleged maladministration. Any subsequent disciplinary proceedings are the responsibility of the school's governing body, which may make a referral to the Teaching Regulation Agency (previously known as the National College of Teaching and Leadership) if appropriate.

Human Resources implications and risks:

Following a full investigation, any evidence of maladministration will need to be managed under the appropriate HR process, possibly resulting in disciplinary action. In addition, the school could be affected by any reputational damage, for example with staff recruitment and retention.

Equalities implications and risks:

There are no direct equalities implications from this report, and an Equalities Assessment has not been completed as this report is for information only.

CHILDREN & LEARNING OVERVIEW AND SCRUTINY SUB-COMMITTEE

Subject Heading:	Primary SATs Outcomes, 2018 (Provisional)
SLT Lead:	Tim Aldridge, Director Children's Services
Report Author and contact details:	Grahame Smith, School Improvement Manager, Education Services, 01708 433942; grahame.smith@havering.gov.uk
Policy context:	Education outcomes
Financial summary:	There are no direct financial implications

The subject matter of this report deals with the following Council Objectives

Communities making Havering	<input checked="" type="checkbox"/>
Places making Havering	<input type="checkbox"/>
Opportunities making Havering	<input type="checkbox"/>
Connections making Havering	<input type="checkbox"/>

SUMMARY

This report updates members of the Committee on the provisional outcomes of the 2018 statutory assessments within the primary sector. It includes headline figures for: Early Years Foundation Stage (EYFS); Year 1 Phonics Check; Key Stage 1 results; Key Stage 2 results.

RECOMMENDATIONS

Members should note the content of the report and the performance of Havering primary schools and academies in relation to national standards, outcomes across London, and in comparison to statistical neighbours.

REPORT DETAIL

Note: 152 Local Authorities nationally; 33 London boroughs; 11 statistical neighbours

1. Key Stage 1 (KS1)

1.1 **Overall**, standards at Key Stage 1 are just above the national average.

1.2 **Reading** – Since the benchmark for ‘Expected Standard’ (EXS) changed in 2016, outcomes in Reading have remained broadly average and in 2018 were 1 percentage point above the national figure (77% v 76%). Generally, pupils performed less well in Reading than in Writing and Maths; despite this, we remain broadly in the top third of all Local Authorities nationally.

1.3 Havering Performance Range for Reading (EXS) was 90% to 63%.

1.4 The proportion of pupils attaining Greater Depth (GDS) in Reading was 25% - in line with the national average (26%).

1.5 **Writing** – The proportion of pupils reaching the Expected Standard in Writing improved by 2 percentage points to 73% in 2018. We now have a 3-year rising trend in Writing. This is above the national average (70%) and likely to be higher than our London neighbours and our statistical neighbours. When results are validated, it is likely that Havering will be roughly in the top quartile of Local Authorities nationally.

1.6 Havering Performance Range for Writing (EXS) was 89% to 54%.

1.7 The proportion of pupils attaining Greater Depth (GDS) was 17% - in line with the national average (16%).

1.8 **Mathematics** – The percentage of pupils meeting the Expected Standard (EXS) or above in Mathematics in 2018 improved by 1 percentage point to 78%. This is 2% above the national average (76%) and is likely therefore to put Havering in the top third of all Local Authorities nationally.

1.9 Havering Performance Range for Mathematics (EXS) was 93% to 61%.

1.10 The proportion of pupils attaining Greater Depth (GDS) was 21% - broadly in line with the national average (22%).

2. Key Stage 2 (KS2) – Attainment

2.1 Standards at Key Stage 2 in all subjects (and when combined) are well above the national average and better than the outcomes achieved by other London boroughs and our statistical neighbours (EXS).

2.2 Although the proportion of pupils achieving the Expected Standard in Reading, Writing and Mathematics combined fell by 2 percentage points in 2018, this was on the back of our significant 10% rise in 2017 which saw our highest ever performance. Havering currently remains 6% above the national average which is classified as 'well above average' (70% v 64%).

2.3 Standards attained are also above our London neighbours and significantly higher than our statistical neighbours.

2.4 Havering's performance is likely to place us in the top 10-20th percentile against other Local Authorities (EXS).

2.5 Havering Performance Range for combined Reading/Writing/Mathematics (EXS) was 97% to 50%.

2.6 The proportion of pupils attaining Greater Depth (GDS) in Reading / Writing / Maths combined was 12% - above the national average (9.6%).

2.7 The performance of individual subjects at Key Stage 2 (Expected Standard) was as follows:

% Expected Standard	Reading	Writing	Mathematics
Havering	78%	83%	81%
National	75%	78%	75%

2.8 The performance of individual subjects at Key Stage 2 (Greater Depth) was as follows:

% Greater Depth	Reading	Writing	Mathematics
Havering	30%	23%	29%
National	28%	20%	23%

3. Key Stage 2 (KS2) – Progress

3.1 As well as attainment that was well above average, the **progress** of the 2018 cohort across KS2 was also significantly above average.

3.2 The national average progress figure is always represented as 0 (zero). This means 'average' progress has been made from a child's KS1 starting point. Scores that are above 0 (>0) therefore demonstrate progress that was better than average. Conversely, scores that are below 0 (<0) demonstrate that progress has been below average.

3.3 In Havering in 2018, progress scores for the whole cohort were as follows:

Reading	-	+0.7	(significantly above average)
Writing	-	+0.9	(significantly above average)
Maths	-	+1.4	(significantly above average)

3.4 These rates of progress, as well as being significantly above the national average, are also better than London generally and better than our statistical neighbours. For Progress, Havering is likely to be in the top 20% of all Local Authorities nationally, when results are finally validated.

3.5 Havering Performance Range for progress at Key Stage 2 was as follows:

Reading	-	+9.2 to -3.4
Writing	-	+5.0 to -5.4
Maths	-	+8.7 to -3.1

IMPLICATIONS AND RISKS

Financial implications and risks:

There are no direct financial implications from this report.

Legal implications and risks:

There are no direct legal implications from this report.

Human Resources implications and risks:

There are no direct human resources implications from this report.

Equalities implications and risks:

There are no direct equalities implications from this report, and an Equalities Assessment has not been completed as this report is for information only. Once group performance data is available and validated, there may be some equalities issues to explore.

APPENDIX

Key Stage 1

Table 3a: Key Stage One: % Level 2B+ Reading | EXS+

Area	2013	2014	2015	2016	2017	2018	Trend
National	79	81	82	74	76	76	
Inner London	78	81	83	78	79		
Outer London	80	82	84	77	78		
Statistical neighbours	79	81	82	75	77		
Havering	81	82	85	77	77	77	
National	26	43	12	29	48		
Statistical Neighbours	2	3	2	3	5		
London	7	14	5	16	23		

Table 3b: Key Stage One: % Level 2B+ Writing | EXS+

Area	2013	2014	2015	2016	2017	2018	Trend
National	67	70	72	65	68	70	
Inner London	67	71	74	73	73		
Outer London	69	72	75	69	71		
Statistical neighbours	67	69	72	67	70		
Havering	72	72	77	70	71	73	
National	12	33	5	21	41		
Statistical Neighbours	2	2	1	3	4		
London	3	15	3	14	20		

Table 3c: Key Stage One: % Level 2B+ Mathematics | EXS+

Area	2013	2014	2015	2016	2017	2018	Trend
National	78	80	82	73	75	76	
Inner London	77	80	83	77	79		
Outer London	79	81	83	76	78		
Statistical neighbours	79	80	82	74	76		
Havering	81	81	84	77	77	78	
National	18	44	19	17	45		
Statistical Neighbours	1	4	2	3	4		
London	4	14	10	13	23		

Key Stage 2

Table 4: Key Stage Two: % Level 4+ Reading, Writing and Mathematics | Achieved Standard

Area	2013	2014	2015	2016	2017	2018	Trend
National	76	79	80	52	61	64	
Inner London	79	82	83	57	66		
Outer London	78	82	82	56	65		
Statistical neighbours	75	79	80	52	61		
Havering	79	83	85	62	72	70	
National	25	15	7	8	4		
Statistical Neighbours	2	1	1	1	1		
London	12	11	5	7	4		

Table 5a: Key Stage Two: % 2 levels progress Reading | Progress Score

Area	2013	2014	2015	2016	2017	2018	Trend
National	88	91	91	0.0	0.0	0.0	
Inner London	92	93	93	1.4	1.2		
Outer London	90	93	93	0.7	0.6	0.5	
Statistical neighbours	88	91	91	0	-0.3		
Havering	89	92	93	0.6	0.9	0.7	
National	62	39	17	38	23		
Statistical Neighbours	2	1	1	1	1		
London	27	26	12	22	15		

Table 5b: Key Stage Two: % 2 levels progress Writing | Progress Score

Area	2013	2014	2015	2016	2017	2018	Trend
National	92	93	94	0.0	0.0	0.0	
Inner London	95	96	96	2.1	1.5		
Outer London	93	95	95	0.7	0.7	0.6	
Statistical neighbours	92	94	94	-0.2	0.0		
Havering	94	95	96	1.2	1.0	0.9	
National	17	20	5	27	25		
Statistical Neighbours	2	1	1	1	1		
London	13	17	4	16	14		

Table 5c: Key Stage Two: % 2 levels progress Mathematics | Progress Score

Area	2013	2014	2015	2016	2017	2018	Trend
National	88	90	90	0.0	0.0	0.0	
Inner London	93	93	93	1.9	1.8		
Outer London	91	92	92	1.4	1.4	1.3	
Statistical neighbours	88	89	90	-0.2	-0.2		
Havering	91	92	92	0.7	1.5	1.4	
National	28	32	24	48	23		
Statistical Neighbours	1	1	1	1	1		
London	18	23	17	30	20		

CHILDREN & LEARNING OVERVIEW AND SCRUTINY SUB-COMMITTEE

Subject Heading:	Academically enabled
SLT Lead:	Tim Aldridge, Director Children's Services
Report Author and contact details:	Susan Sutton, Education Quality and Effectiveness Manager, 01708 434142 susan.sutton@havering.gov.uk
Policy context:	Education outcomes
Financial summary:	There are no direct financial implications arising from this report, which is for information only.

The subject matter of this report deals with the following Council Objectives

Communities making Havering	<input checked="" type="checkbox"/>
Places making Havering	<input type="checkbox"/>
Opportunities making Havering	<input type="checkbox"/>
Connections making Havering	<input type="checkbox"/>

SUMMARY

In the Early Years a consistently smaller proportion of Havering children exceed the expectations of their age group. By the end of Key Stage 1 these proportions of pupils exceeding national expectations is broadly in-line with the national averages. These pupils make better than expected progress between KS1-2 and by the end of their primary education a greater proportion of Havering pupils exceed the expectations of their age group than is the case nationally.

By the end of GCSEs, pupils with high prior attainment at KS2 attain broadly in-line with their national peers. Progress in 2016, 2017 was at least in line with national, however declining and early indications suggest this trend is likely to continue.

At A-Level on the key measures Havering has made small gains but remains below national 2017. 2018 National is not available.

RECOMMENDATIONS

Members should note the content of the report.

REPORT DETAIL

Early Years

Early Years Foundation Stage	Year						
Indicator	2013	2014	2015	2016	2017	2018	Average
Good Level of Development (Exp+)	61.6%	65.2%	68.5%	70.8%	71.9%	71.7%	68.9%
Exceeding Level of Development (Exc)	0.0%	0.6%	1.0%	0.9%	1.1%	1.2%	0.9%
Exceeding ALL goals	0.0%	0.3%	0.7%	0.4%	0.5%	0.6%	0.4%
Exceeding in PRIME goals	0.4%	2.0%	2.3%	1.6%	2.0%	3.3%	2.1%
Exceeding in SPECIFIC goals	0.0%	0.4%	1.0%	0.5%	0.7%	1.0%	0.6%
Exceeding in READING (LIT_G09)	5.2%	15.7%	16.8%	13.7%	13.4%	15.6%	14.1%
Exceeding in WRITING (LIT_G10)	1.5%	9.0%	8.0%	6.9%	6.5%	7.8%	7.0%
Exceeding in NUMBERS (MAT_G11)	0.9%	8.0%	10.0%	9.1%	8.0%	12.3%	8.6%
Exceeding in SHAPE, SPACES & MEASURES (MAT_G12)	0.7%	6.1%	7.0%	5.4%	5.9%	9.8%	6.2%
Exceeding in Reading, Writing and Maths goals (G09-G12)	0.5%	4.1%	4.7%	3.8%	4.2%	5.6%	4.1%

¹Good Level of Development: Awarded Expected or Exceeding grade in all Prime and all Literacy and Mathematics

PRIME consists of 8 goals. Communication and Language, Physical Development & Personal, Social and Emotional Development

SPECIFIC consists of 9 goals. Literacy, Mathematics, Understanding the world & Expressive arts and design

As shown in the table above very few children leave early year exceeding in the Good Level of Development, over time this has remain consistent at around 1%. Reading, Writing & Mathematics combined element has remained constant at about 4% (There are no national comparator's for the indicators above).

Of individual goals for Reading, Writing & Mathematics the highest is Reading which has been stable over 5 between 13-17% compared with a stable national of 19-20% (See appendix Chart 1). Similarly this holds true for Writing being between 6-9% for Havering (11-13% nationally) and Mathematics 5-9% (11-13% nationally). In 2018 Havering improved faster than national, thereby diminishing the gap.

Key Stage 1

In Key Stage 1 the main indicators are the individual subjects of Reading, Writing & Mathematics with the combined measure. In each of these separate measures Havering has been broadly in-line with national averages (See Appendix Chart 2).

Key Stage 2

In Key Stage 2 the main indicators are the individual subjects of Reading, Writing & Mathematics with the combined measure. Additionally pupils undertake a test of Grammar, Punctuation and Spelling. In each of these separate measures Havering exceeds the national averages with Maths performing well above (See Appendix Chart 3).

Key Stage 4 (GCSE's)

KS4 Trend

2017 | NPD | Prior Att.: High

Indicator	Havering			National (state funded)		
	2016	2017	2018	2016	2017	2018
Avg Att8 Score	62.5	60.0	62.0	64.5	60.5	
Achieved EBacc (95)	-	52.8%	50.8%	-	43.0%	

At Key Stage 4 the main attainment indicators are:
Attainment 8 (English, Maths, 3 Best Ebacc subjects and 3 Best Other GCSE's),
Strong Ebacc (Strong Pass in English and Mathematics as well as a Standard Pass in 2 Sciences, MFL and a Humanities Subject)

In 2016 and 2017 pupils with high prior attainment Havering performed broadly in line with their peers nationally. 2018 comparators are not currently available.

Key Stage 5 (A-Levels)

Key Stage 5: % of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects

Area	2016	2017	2018	Trend
National	17.0	16.6		■ ■
Inner London	15.7	16.9		■ ■
Outer London	16.7	17.2		■ ■
Statistical neighbours	16.8	15.8		■ ■
Havering	9.9	12.0	10.0	■ ■
National	120	98		↗ ↘
Statistical Neighbours	9	7		↗ ↘
London	25	23		↗ ↘

Key Stage 5: % of students achieving 3 A*-A grades or better at A level

Area	2016	2017	2018	Trend
National	13.2	13.0		■ ■
Inner London	10.4	11.5		■ ■
Outer London	12.2	12.6		■ ■
Statistical neighbours	11.2	8.5		■ ■
Havering	7.7	6.7		■ ■
National	109	126		↗ ↘
Statistical Neighbours	9	8		↗ ↘
London	23	25		↗ ↘

There is no measure nationally specifically measure the performance of high prior attaining students.

High achievement indicators are

- % of of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects and
- % of of students achieving 3 A*-A grades or better at A level

In both of these Havering has made small gains but remains below national 2017. 2018 National is not available.

Progress Measures

Pupils progress in the key indicators above is measured between Key Stage 1 and Key Stage 2 and between Key Stage 2 and Key Stage 4. In all measures a score of 0 represents the national average.

KS2 Trend				2017 NPD Prior Att.: High		
Indicator	Havering			National (state funded)		
	2016	2017	2018	2016	2017	2018
Reading Progress Score	-0.4	0.2	0.5	-	-	0.0
Writing Progress Score	1.1	0.8	0.9	-	-	0.0
Maths Progress Score	0.5	1.1	1.2	-	-	0.0

Pupils with high prior attainment at Key stage 1 make good progress at Key Stage 2 with positive scores relative to the progress score of all pupils nationally in all subject progress scores. No equivalent national progress score is published.

KS4 Trend				2017 NPD Prior Att.: High		
Indicator	Havering			National (state funded)		
	2016	2017	2018	2016	2017	2018
Avg Prog8 Score	0.16	0.03	-0.19	0.01	0.00	

2018 progress scores should be regarded as highly likely to change due to the calculations for prior attainment groups using 2017 national averages. This will not be available until October. With this proviso it appears that the progress made by pupils with high prior attainment at Key stage 2 at GCSEs shows a decline in progress across 3 years.

Working with Schools

The local authority, through our annual quality assurance activity, challenges maintained schools where the rate of progress for any significant groups of pupils, including pupils with high prior attainment, is insufficient (significantly below), when compared with national data. In the case of academies, this would be drawn to the attention of the leadership and if there is sufficient concern raised with the Regional Schools' Commissioner. Along with all pupils, the progress of higher prior attaining pupils impacts upon the progress scores in all national measures for schools at all

key stages and by aggregation on the published progress data for the LA as a whole for each key stage.

It is not the responsibility of the LA to provide programmes for higher prior attaining pupils and schools are free to deploy their funding as they see fit to ensure the progress of all groups. This group is not subject to a requirement for specific focus by either national policy Ofsted. Teachers are however, under the Teaching Standards, required to plan work that is appropriate to the needs of pupils working at all levels. In many schools there has been a specific focus on the concept of “stretch and challenge” for the most able and this features in many of the school improvement plans we see.

A high proportion of Havering primary schools provide specific extra teaching for pupils who are on track to exceed national expectations in mathematics and English and almost all provide additional teaching for pupils (including high prior attaining pupils) who are not making the progress they are expected to make between Key stages 1 and 2. There is no specific funding for this.

Some primary schools and parents choose to support their pupils to enter selective education entry testing. This is solely at the discretion of parents and the leadership and governors of individual schools. There is no policy nationally or locally to either encourage or discourage this activity. The LA does not collect data on the number of pupils entering or passing selection tests. Havering currently has no grammar schools and therefore pupils passing election tests will benefit the outcomes at Key stage 4 and beyond of other LAs.

Most primary and secondary schools recognise that there are able pupils in all areas of learning, and not solely those areas that are subject to national comparators.

Many schools make use of commercially available products, for example, “The Brilliant Club”, The “National Association for Able Children in Education” (NACE) and “Rising Stars”. Local programmes such as the Havering Sports Collaborative offer specific opportunities for pupils with specific talents. Other commonly used approaches include university visits designed to raise the aspirations of pupils, and holiday or weekend university-based learning for able pupils, collaborations between primary and secondary schools which enable able pupils to experience secondary teaching in the upper years of primary school and targeted opportunities designed for able pupils as part of schools’ extra-curricular offer.

In 2017-18 the Havering Learning Partnership (secondary and post-16) put forward a successful bid to the DFE School Improvement Fund (SIF), which included a focus on more able pupils at Key stage 4. This is yet to conclude.

Many schools publish a More Able or Gifted and Talented policy on their websites which sets out the approach endorsed by the governing board. There is no national guidance on what this should be and Ofsted says that schools should develop an approach to their whole curriculum offer that suits their context.

IMPLICATIONS AND RISKS

Financial implications and risks:

There are no financial implications arising from this report, which is for information only..

Legal implications and risks:

There are legal implications from this report.

Human Resources implications and risks:

There are no human resources implications from this report,

Equalities implications and risks:

There are no direct equalities implications from this report, and an Equalities Assessment has not been completed as this report is for information only.

Chart 1: Early Years Subjects (Exceeding)

Early Years: % exceeding Reading ELG

Area	2014	2015	2016	2017	2018	Trend
National	20	20	20	19	19	
Inner London	18	19	19	19		
Outer London	20	22	21	20		
Statistical neighbours	21	21	20	18		
Havering	15	16	13	13	17	
National	123	123	137	137		
Statistical Neighbours	9	11	11	11		
London	27	31	32	32		

Early Years: % exceeding Writing ELG

Area	2014	2015	2016	2017	2018	Trend
National	12	13	12	11	11	
Inner London	12	13	13	13		
Outer London	13	14	13	13		
Statistical neighbours	13	14	12	11		
Havering	9	7	7	6	8	
National	127	143	138	137		
Statistical Neighbours	11	11	11	11		
London	30	32	32	32		

Early Years: % exceeding across all learning goals in Mathematics

Area	2014	2015	2016	2017	2018	Trend
National	11	12	12	12	13	
Inner London	9	11	13	13		
Outer London	11	13	13	14		
Statistical neighbours	11	13	13	13		
Havering	5	5	5	5	9	
National	143	143	145	147		
Statistical Neighbours	11	11	11	11		
London	32	32	32	32		

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Chart 2: KS1 (Greater Depth)

Key Stage 1: % of pupils working at greater depth in Reading (Prior to 2016 L3+)

Area	2013	2014	2015	2016	2017	2018	Trend
National	29	31	32	24	25	26	
Inner London	25	28	30	26	27		
Outer London	30	32	34	26	28		
Statistical neighbours	30	31	32	23	25		
Havering	32	32	34	25	24	25	
National	27	45	36	54	91		
Statistical Neighbours	2	3	3	4	7		
London	7	12	11	19	28		

Key Stage 1: % of pupils working at greater depth in Writing (Prior to 2016 L3+)

Area	2013	2014	2015	2016	2017	2018	Trend
National	15	16	18	13	16	16	
Inner London	14	16	18	17	19		
Outer London	16	18	20	16	18		
Statistical neighbours	15	16	18	13	16		
Havering	16	17	20	16	15	17	
National	41	40	25	29	82		
Statistical Neighbours	3	4	2	2	7		
London	13	13	14	17	28		

Key Stage 1: % of pupils working at greater depth in Mathematics (Prior to 2016 L3+)

Area	2013	2014	2015	2016	2017	2018	Trend
National	23	24	26	18	21	22	
Inner London	21	23	26	23	24		
Outer London	25	27	29	22	24		
Statistical neighbours	23	24	27	17	20		
Havering	24	23	28	20	19	21	
National	45	78	36	40	94		
Statistical Neighbours	4	7	2	3	6		
London	14	22	16	23	31		

Key Stage 1: % of pupils reaching the Greater Depth in Reading, Writing and Mathematics (Prior to 2016 L3+)

Area	2013	2014	2015	2016	2017	2018	Trend
National				9	11	12	
Inner London							
Outer London							
Statistical neighbours							
Havering				11	10	12	
National							
Statistical Neighbours							
London							

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Chart 3: KS2 (Higher Standard)

Key Stage 2: % of pupils reaching the Higher standard in Grammar, Punctuation & Spelling
(Prior to 2016 L5+)

Area	2013	2014	2015	2016	2017	2018	Trend
National	48	52	56	23	31	34	
Inner London	54	58	63	28	39		
Outer London	55	60	63	30	40		
Statistical neighbours	46	51	55	22	31		
Havering	52	58	60	27	39	39	
National	35	20	31	25	20		
Statistical Neighbours	2	1	2	1	1		
London	26	18	26	22	18		

Key Stage 2: % of pupils reaching the Higher standard in Reading (Prior to 2016 L5+)

Area	2013	2014	2015	2016	2017	2018	Trend
National	41	50	49	19	25	28	
Inner London	41	50	50	21	27		
Outer London	43	52	52	21	27		
Statistical neighbours	40	49	49	17	24		
Havering	42	52	53	22	28	30	
National	56	36	25	28	24		
Statistical Neighbours	4	1	2	1	1		
London	17	12	12	12	10		

Key Stage 2: % of pupils working at Greater depth in Writing (Prior to 2016 L5+)

Area	2013	2014	2015	2016	2017	2018	Trend
National	30	33	36	15	22	20	
Inner London	33	36	39	20	26		
Outer London	33	36	40	17	25		
Statistical neighbours	30	33	35	14	22		
Havering	32	35	40	19	27	23	
National	47	39	20	21	20		
Statistical Neighbours	2	4	2	1	1		
London	19	18	14	11	12		

Key Stage 2: % of pupils reaching the Higher standard in Mathematics (Prior to 2016 L5+)

Area	2013	2014	2015	2016	2017	2018	Trend
National	41	42	42	17	23	24	
Inner London	45	44	44	21	28		
Outer London	46	48	47	23	30		
Statistical neighbours	40	41	41	15	22		
Havering	44	48	46	19	31	29	
National	40	19	23	33	11		
Statistical Neighbours	2	1	1	2	1		
London	23	13	15	25	9		

Key Stage 2: % of pupils reaching the Higher standard in Reading, Writing and Mathematics
(Prior to 2016 L5+)

Area	2013	2014	2015	2016	2017	2018	Trend
National	21	24	24	5	9	10	
Inner London	23	25	26	8	11		
Outer London	24	27	27	7	11		
Statistical neighbours	21	23	23	5	8		
Havering	22	26	27	6	11	12	
National	47	30	24	48	20		
Statistical Neighbours	2	2	2	2	1		
London	22	18	15	24	15		

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CHILDREN & LEARNING OVERVIEW & SCRUTINY COMMITTEE – 27 SEPTEMBER 2018

Subject Heading:	Children's Services Annual Complaints Report 2017-18
SLT Lead:	Tim Aldridge
Report Author and contact details:	Veronica Webb, 01708 432589 Veronica.webb@havering.gov.uk
Policy context:	An annual report is required as part of the remit of the Children Act 1989 Representations Procedure (England) Regulations 2006'
Financial summary:	There are no financial implications as this report is for information purposes and is required as part of the statutory complaints regulations

The subject matter of this report deals with the following Council Objectives

Communities making Havering	[X]
Places making Havering	[]
Opportunities making Havering	[]
Connections making Havering	[]

SUMMARY

The Children's Services Complaints Annual report for 2017-18, attached as Appendix 1 provides information about the numbers and types of complaints handled by the Children's Service during 2017-18, as well as Members' correspondence. It is a requirement under the Children Act 1989 Representations Procedure (England) Regulations 2006 that the complaints annual report be published. Education falls under the responsibility of Children's Services and the Education Services Complaints Annual report for 2017-18 is attached as Appendix 2.

RECOMMENDATIONS

1. That Members note the contents of the attached reports and the continued efforts made by the service to learn from complaints and enable young people to engage with the complaints process.
2. That Members note the recommendations identified from complaints and continued monitoring of these to ensure that actions are implemented to evidence service improvements.
3. That Members note the positive feedback to services received through compliments, highlighting good practice.

REPORT DETAIL

1. The number of Stage 1 complaints decreased slightly in 2017-18 by 2% from 92 in 2016-17 to 90 in 2017-18 with a drop in Ombudsman enquiries also from 6 in 2016-17 to 3 in 2017-18. Complaints made directly by young people increased from 15 in 2016-17 to 18 in 2017-18 and has increased steadily over the last three years. However enquiries have risen from 43 in 2016-17 to 50 in 2017-18 and are not included in figures in the report. There was one escalation from Stage 1 to Stage 2 and no Stage 3 Reviews during 2017-18
2. Complaints received by the Intervention & Support Services has decreased by 19% from 69 in 2016-17 to 56 in 2017-18, however received the highest number of complaints across teams, with Triage/MASH & Assessment being the next highest. This is reflective of the type of complaints received from parents around the unwelcomed intervention by Social Workers and decisions made regarding their children.
3. Linked to the intervention by Social Workers is the main reason for complaint, 'level of service', and the second highest 'lack of communication'. These related to parents' perceptions of a Social Worker's role and their expectations of support to them. Interventions and support would be focussed on the child(ren), although looking at the family as a whole. However, some related to late or non-receipt of information for meetings, not being kept updated or challenging information within assessments. Children's Services continue to provide briefing and training sessions on engaging with children and families through their systemic approach.

There were 42 complaints upheld and 39 not upheld in 2017-18, with 8 withdrawn and one 'no further action'. Of those upheld, the main outcome was 'apology given' and next highest 'explanation/information given' where clarification of processes or explanations were not provided as to why a

course of action was taken. This highlighted particular themes regarding fathers not feeling included in decisions about their children where parents were separated, initial child protection enquiries and recording of information. The importance of follow up work with families and continued communication is being reinforced to staff in particular ensuring smooth handover of cases where there is a change of Social Worker. Audit processes have been put in place to ensure reports for Court are quality assured and signed off by Team Manager. The introduction of briefing/training sessions 'Obsessions with Assessments' will also lead to improved recording and quality of assessments.

4. Complaints received from young people related to the level of support, particularly when leaving care. The Cocoon has provided an informal venue for meetings with young people to discuss their concerns in a positive way resulting in five of the 18 complaints received being withdrawn.
5. Response times need to be improved and cause for the delay needs to be identified. Although it is notable that complaints are complex, involving very emotive situations, they need to be investigated thoroughly. This has resulted in a reduction of complaints being escalated, however efforts need to be made to ensure they comply to the statutory timeframe.
6. No expenditure was incurred for 2017-18, however the costs for the Stage 2 investigation in 2017-18 will be incurred in 2018-19 expenditure.
7. Monitoring information relates to all children within a family where a complaint is made. There were increases across ages 6-9, 10-14 and 15-17, with male children being the highest amongst all age ranges except 18+. The majority of children had no disability across all age groups, with two children having a sensory disability. 'White British' is the highest reflecting the demographics of the borough. 'No religion' or 'not recorded' is the highest and recording may improve with the implementation of the new Children's Services social care system.
8. Member enquiries have increased from 61 in 2016-17 to 63 in 2017-18 with 62% being responded to within timescale.
9. The number of compliments is low with 10 being received in 2017-18 from 16 in 2016-17, with Adoption receiving the highest number (3). Staff will need to be reminded to send compliments to the Complaints & Information Team to be logged.
10. Children's Services have strived forward with their vision for children and young people, with openness to learning and making improvements. This was reflected in the recent Ofsted inspection in which inspectors found improvements across all service areas.
11. Education complaints have reduced by 67% in 2017-18 from 18 in 2016-17 to 6 and enquiries relating to schools, academies or colleges have dropped

by 30% from 60 in 2016-17 to 42 in 2017-18. There were no Ombudsman enquiries in 2017-18.

12. Those enquiries reported against service areas, related to complaints referred on to the relevant education provision, and Education & Schools received the highest number of these enquiries (26).
13. 'Level of service' and 'safeguarding' were main reasons for complaint against a school/academy or college mainly relating to parents concerns about how a school/academy or college dealt with bullying. Complaints against the service i.e. Education complaints were mainly around 'staff attitude or incompetence' and related to parents being unhappy about school attendance letters resulting in fines.
14. Of the six Education complaints received, four were 'not upheld', one was 'upheld' and one 'partially upheld'. The majority of enquiries, resulted in either 'information given' or being 'referred' to the relevant school/academy or college.
15. Education's response times in 2017-18 were 100% showing an improvement from 72% in 2016-17. Although member enquiry response times were slightly down in 2017-18 at 82% compared to 84% in 2016-17.
16. Compliments received are very low, and efforts will need to be made to encourage staff to send these for logging, with only four being recorded for 2017-18.

IMPLICATIONS AND RISKS

Financial implications and risks:

There is a Complaints & Information Team within the Adult Services Directorate. This team addresses complaints received across Adults and Childrens Services and manages associated resource implications, which are funded from within overall service budgets.

There are no new financial implications or risks arising from this report, which is for information purposes. It should be noted however that any material increase in investigations following on from complaints could result in additional costs to the authority, which is being managed as part of the overall financial management responsibilities of the service.

Legal implications and risks:

There are no apparent legal implications from noting this Report. The complaints process is governed by the Children Act 1989 Representations Procedure (England) Regulations 2006.

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 complaints received is 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 Public Sector Equality Duty (PSED) under section 149 of the Equality Act 2010 requires the Council, when exercising its functions, to have due regard to:

- (i) the need to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
- (ii) the need to advance equality of opportunity between persons who share protected characteristics and those who do not, and;
- (iii) foster good relations between those who have protected characteristics and those who do not.

Note: 'Protected characteristics' are: age, sex, race, disability, sexual orientation, marriage and civil partnerships, religion or belief, pregnancy and maternity and gender reassignment. The missing categories not reported within the 2017-18 report will be reported on in future reports.

The Council is committed to all of the above in the provision, procurement and commissioning of its services, and the employment of its workforce. In addition, the Council is also committed to improving the quality of life and wellbeing for all Havering residents in respect of socio-economics and health determinants.

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APPENDIX 1

Children Services

Annual Report 2017 – 2018 Complaints and Compliments

Prepared for:

Tim Aldridge, Director Children Services

**Prepared by: Veronica Webb,
Complaints & Information Team Manager**

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1. Executive Summary

Since 2016, Havering Children's Services has been on an improvement journey in its approach to working with families and developing a new way of working. Last year, Children's Services launched its vision to enable our children and families to lead happy, healthy lives. This is focused around spending more face to face time with families and helping them to find their own solutions. In the recent Ofsted inspection of Children's Services, it was reported that Havering shows 'a determination to strive for improvement and an openness to learning has been pivotal in driving such improvements.' In all service areas, inspectors have found improvements since 2016. Ofsted found a learning organisation that routinely assesses itself and seeks to improve.

Listening to children and young people's views has been a central part of the Children's Services vision. The continued use of MOMO with young people has encouraged them to have more of a voice in raising any worries or concerns they may have about their care. It has been noted that complaints from young people directly have continued to increase, although still relatively low, at a steady pace and this is encouraging to see.

Complaints continue to play a part in identifying areas within services requiring improvement. The opening of 'The Cocoon', which provides face to face contact with young people in an informal setting, has proven to be very welcomed by young people. Complaint meetings have been held with young people in this venue and young people have commented how they prefer the informal environment that 'The Cocoon' offers them. The space is governed by the Youth Management Team (YMT). The YMT consists of children in care and care leavers aged between 14-25 years old who are active in shaping service design, delivery, and evaluation. Creating the Youth Management team aims to strengthen the relationship between the young people and social services, giving them a voice in the strategic leadership in the development, implementation and sustainability of the Cocoon and services. It also allows young people to work alongside professionals and to get an understanding of how processes work, as well as providing the opportunity to think about what skills that they would like to develop and explore with support so as to improve their prospects and gain experience.

Looking forward, we are aiming to introduce surgery-type sessions with members of the Complaints Team attending at 'The Cocoon', to give young people an opportunity to speak to them directly and raise any concerns that they may have. This would complement the existing Director's Surgery which was introduced in February 2018 to enable young people to raise and discuss individual and group issues of concern, share ideas and influence change with the Director and Assistant Director of Children's Services. This process has started to identify issues and is empowering young people to engage with senior officers to improve their individual lived experiences and services for the wider group.

Weekly tracking and monitoring of complaints is undertaken by the Heads of Service and Assistant Director to address specific concerns and ensure responses are provided. Although responses continue to improve, staff turnover can on occasion lead to some delay. Robust auditing and quality assurance of cases has continued within the service, resulting in better oversight and monitoring of cases. There is a quality assurance framework in place which is focused on learning and the development of practice, placing social worker's and practitioners at the centre of quality assurance activity. This includes two Practice Weeks per year, quarterly audits, regular observations of practice and independent audits. For example,

in the Practice Weeks of September 2017 and March 2018, there was an average of 90% of cases showing evidence good rapport with the child and family.

An emphasis on workforce development has been a vital part of the Children's Services improvement journey. Staff retention and permanency has improved, providing increased stability and consistency for children and young people. This has been complemented by the launch of Havering's Social Care Academy, offering professional development opportunities for social care staff, as well as an increased focus and embedding of systemic supervisions across the service. The frequency of supervision is monitored through performance data and the quality of records through the audit programme; a themed audit around supervision recording has been planned for 2018/2019. Practice Week findings show that the majority of practitioners feel they are getting good case direction and supervision.

Furthermore, a recent restructure of social care has ensured there are adequate numbers of case holding posts throughout the service. This forms part of the vision to spend more face to face time with families and also to address the growing demand that we are facing in the borough. Likewise, social work practice should also improve with the introduction of a new case management system, Liquid Logic, from December 2018.

2. Introduction

The 'Children Act 1989 Representations Procedure (England) Regulations 2006' govern complaints, representations and compliments received about children and young people's services.

There are three stages covered within the regulations as follows:

Stage 1 – Local Resolution

Response times are 10 working days with a further 10 working days if required. If a young person requires an advocate this should be sought for them. If the complainant is not happy with the response at Stage 1 they can request to progress to Stage 2 within 20 working days of receiving the response.

Stage 2 – Formal Investigation

Response times are 25 – 65 working days. An Independent Investigator and Independent Person are appointed at this stage. The Independent Person must be external to the organisation. Following the independent investigation, the investigation report will be sent to the complainant, along with the adjudication letter giving the decision of the Head of Service. If the complainant is not happy with the response at Stage 2, they can request their complaint to be heard by a Review Panel within 20 working days of receiving the response.

Stage 3 – Review Panel

The Review Panel is managed independently of the Complaint & Information Team via Democratic Services. The Panel must consist of three independent people, one of whom is the Chair. The Panel must be held within 30 working days from request. Following the Panel Hearing, the recommendations will be issued to the complainant, independent people, advocate and Director within 5 working days. The Director must issue their decision within 15 working days of receiving the recommendations.

3. Complaints Received

3.1 Ombudsman referrals

There were three Ombudsman enquiries during 2017-18, one found maladministration and injustice relating to provisions on Education, Health & Care Plan (EHCP), one was closed after initial enquiries and the other is ongoing and the outcome of this will be known in 18/19.

	Apr17- Mar18	Apr16- Mar17	Apr15- Mar16
Maladministration (no injustice)			
Maladministration & Injustice	1	1	1
No maladministration after investigation			
Ombudsman discretion			
Investigation with Local settlement			
Outside Jurisdiction		3	
Investigation Discontinued			
Premature/Informal enquiries	1	2	4
Total	3	6	5

3.2 Total number of complaints

Total number of complaints, including enquiries, is 140 for 2017-18. This is a slight increase of 4% to 2016-17 (135). The total of Stage 1 statutory complaints have dropped slightly by 2% in 2017-18 from 92 (2016-17) to 90. Complaints made directly by children/young people have increased steadily year on year in the last three years and in 2017-18 there were 18 complaints received directly from children/young people, up from 15 in 2016-17. Of the 18, five were withdrawn, which was as a result of early meetings held with the child/young person or the necessary action being taken quickly.

Enquiries have increased slightly in 2017-18 by 16% from 43 in 2016-17 to 50 in 2017-18. Enquiries do not form part of the statutory process and therefore these figures are not included in further reporting in this report, besides contact method which does include enquiries in the figures.

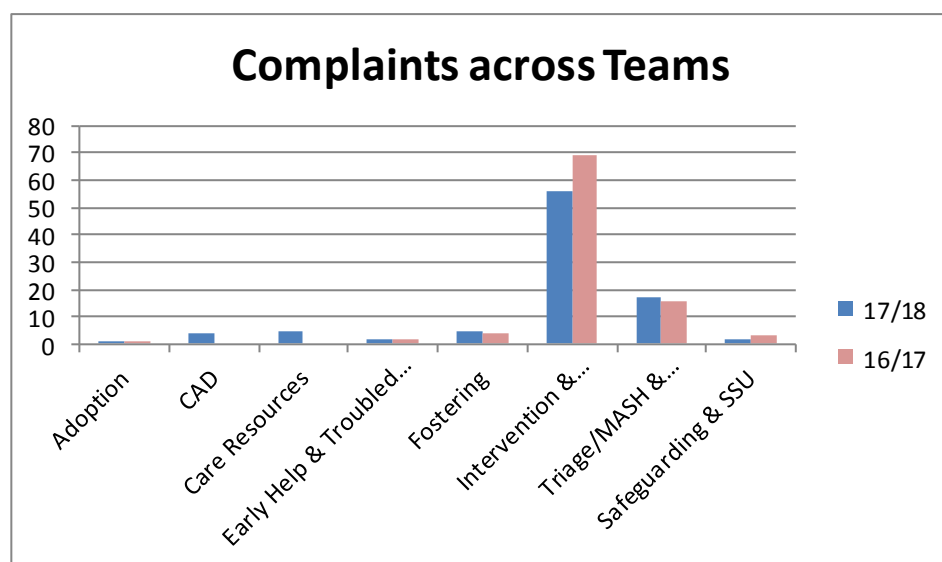
	Enquiries	Stage 1	Stage 1 escalated to Stage 2
202017-18	50	90	1
202016-17	43	92	1
2015/16	20	74	

3.3 Stages

During 2017-18 there was one escalation to Stage 2, which commenced late in 2017-18 and the outcome of this will be known in 18/19. Meetings with complainants who are not satisfied with Stage 1 have continued to prove successful in reducing escalation to Stage 2. There were no Stage 3 Reviews during 2017-18.

3.4 Teams

The complaints received have in the main been received by parents, centred around the unwelcome intervention by social workers and decisions made regarding their children. This is reflected in the high number of complaints for Intervention & Support Services. However, it should be noted that the number of complaints has dropped by 19% from 69 in 2016-17 to 56 in 2017-18 for Intervention & Support Services. Triage/MASH and Assessment received the next highest, and again this was related to intervention particularly around child protection.

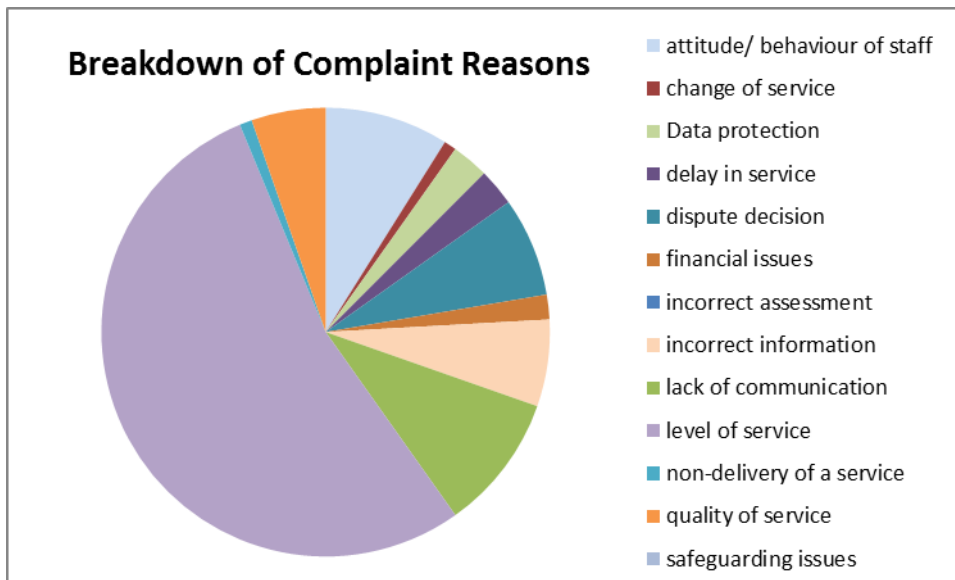


Column1	Adoption	CAD	Care Resources	Early Help & Troubled Families	Fostering	Intervention & Support Services	Triage/MASH & Assessment	Safeguarding & SSU
2017-18	1	4	5	2	5	56	17	2
2016-17	1			2	4	69	16	3

3.5 Reasons

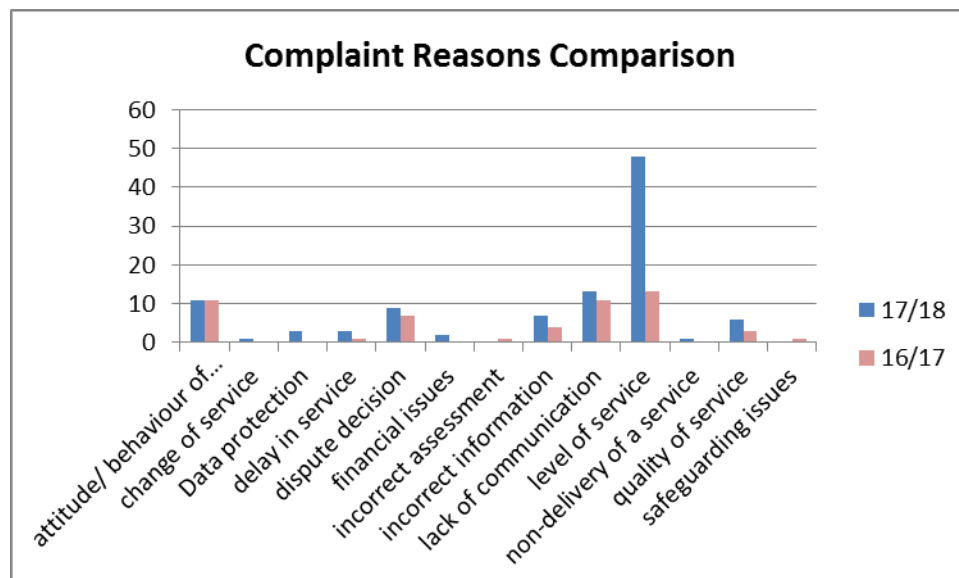
‘Level of service’ is the main reason for complaint and relates to level of support parents feel they should be receiving when intervention occurs. The focus of intervention would be to the child or children, although increasing emphasis is on the family as a whole. Also complaints relating to ‘level of service’ are where parents feel they are not always being kept updated, or the lateness or non-receipt of information/paperwork for meetings.

‘Lack of communication’ is the next highest reason for complaint and has increased slightly in 2017-18 (13) compared to 2016-17 (11) and links to ‘level of service’ in terms of not being kept updated. ‘Behaviour of staff’ is at the same level in 2017-18 (11) as in 2016-17 and Children’s Services continue to provide briefing and training sessions for staff as part of their systemic approach to engaging with children and families. 116 social care staff have undertaken or are currently undertaking systemic training.



'Level of service' has increased significantly in 2017-18, as shown in the graph below with complaints covering a number of elements regarding intervention. It has been highlighted that many of these complaints relate to parents'/carers' perception of a social worker's role and their expectations. Within this category, complaints also related to the information within assessments or reports, in which parents did not feel the content was a true reflection of discussions. It should be noted that of those complaints regarding 'level of service', 23 were 'upheld' and 25 were 'not upheld'. Of complaints 'upheld', they mainly resulted in an apology being given for the delay in providing relevant information/paperwork.

The significant increase from 2016-17 will need to be explored as this could be the result of reporting/recording difficulties.



3.6 Outcomes & Learning

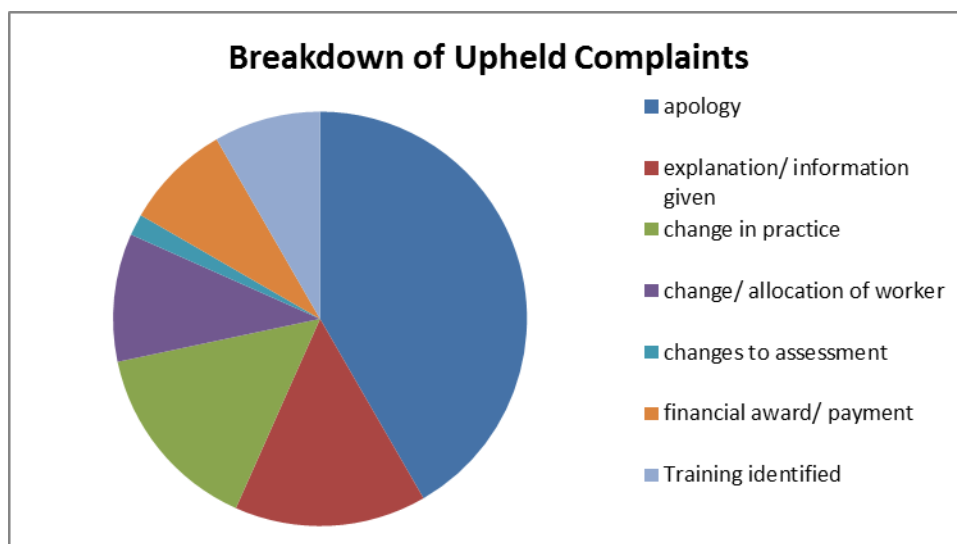
There were 41 complaints upheld in 2017-18 with 38 not upheld, eight withdrawn and one with no further action required. Two complaints had not been closed at time of reporting, as meetings with complainants were undertaken and final notification of outcome required.

Complaint Withdrawn	No further Action	Not Upheld	Upheld
8	1	38	41

Of those upheld, the main outcome was an 'apology' given which is linked to the next highest outcomes, 'explanation/information given' and 'change in practice' related to information not being provided at the time or clarification of processes or explanation as to the reasons why a particular course of action was taken. Therefore the need for social workers to understand the importance of follow up work with families is being reinforced with staff. It has also been recognised that a response is required for complaints from fathers, centred around how they felt they were not being included in decisions around their children. Social workers will therefore need to be more mindful of taking into account fathers' views and wishes.

Communication is an area that has been highlighted and steps are being taken to better inform families for handover of cases and ensure that when a social worker leaves the authority, the necessary actions are put in place to redirect emails to ensure that delays communicating with families are minimised.

The recording of information within assessments and Section 7 reports was identified as an area for improvement and managers have put in place an audit process to ensure that reports for Court are quality assured and signed off by the team manager.



3.6.1 General Themes and Trends 202017-18

The general themes and trends for 2017-18 in relation to young people was around the level of support or lack of support provided when leaving care. The opening of The Cocoon, an informal venue for young people to go to, where they can meet with Children's Services

officers, social workers or advocates, has assisted in dealing with their concerns in a more conducive way. Complaints meetings have also been conducted there and young people have found this more comfortable to discuss their concerns openly.

Communication between social workers and families is still sometimes a factor, particularly when there is changeover of social worker or social workers leaving the authority. However, over the last 18 months, Children's Services have decreased their percentage of agency social workers by over 20%. As of April 2018 70% of social workers are permanent and the aim is to increase this by a further 10% in 2018/19. Targeted and focused recruitment campaigns and the introduction of a market supplement have helped to increase the permanency rate. The systemic training offer and innovation work are also widely publicised and have helped to raise the profile of Havering as a place to work. A noticeable benefit in a more stable workforce is the reduction in the number of children experiencing 3+ changes of social worker in 12 months. This has reduced from 14.9% in March 2017 to 4.7% in April 2018.

Staff retention and workforce development has also been boosted by the launch of the Social Care Academy in March 2018. The Academy brings together social care career development and progression routes, accessible to all staff across both Children's and Adult Social Care. It sets out learning and development opportunities that may be available; by mapping a progression route from the career entry point to more specialist and senior roles by providing a framework for achievement that is both developmental and aspirational.

The quality and accuracy of information recorded has been identified as an area requiring improvement, in particular with assessments. Children's Services have reinforced the need for quality assessments and recording through the introduction of the 'Obsessions with Assessments' programme in April 2018. The aim of this training is to enhance how assessments are undertaken in the various contexts they are done using a variety of modalities. This programme builds on what Children's Services are doing well and continues developing improvements in areas that may need them. By the end of the 12 months, Children's Services want to be able to see a positive change in the confidence of staff carrying out assessments and an increase in their ability to hold onto positions of curiosity, imagination, rigour and focus in assessments. To date, nine workshops have taken place and 298 staff have attended.

Furthermore, in December 2017 Children's Services procured a new case management system, Liquid Logic. The plan is for the system to be live from December 2018 with an extensive amount of work regarding configuration, data migration and training before then. The introduction of this system will not only better support case management and social work practice but also enable access to performance data in a way not currently available.

3.7 Response times

Response times have not improved and continuous efforts will need to be made to identify causes for delay. However it should be noted that with the time taken for complaints to be investigated thoroughly, this does inevitably cause responses to be over timescale. Simultaneously, this has also resulted in the reduction in complaints escalating.

	Within 10 days		11-20 days		Over 20 days	
	Apr17 - Mar18	Apr 16 Mar17	Apr17- Mar18	Apr16 Mar17	Apr17 - Mar18	Apr16 Mar17
Stage 1	15	21	28	30	47	41
%	21	23	31	33	48	45

4. Expenditure

There is no expenditure incurred for 2017-18. One Stage 2 investigation proceeded in 2017-18, however costs will be incurred in 18/19 expenditure.

	Publicity/ leaflets	Independent investigators	Total
Apr 2017 – Mar 2018			
Apr 2016 – Mar 2017		£9,432.00	£9,432.00

5. How Complaints were received

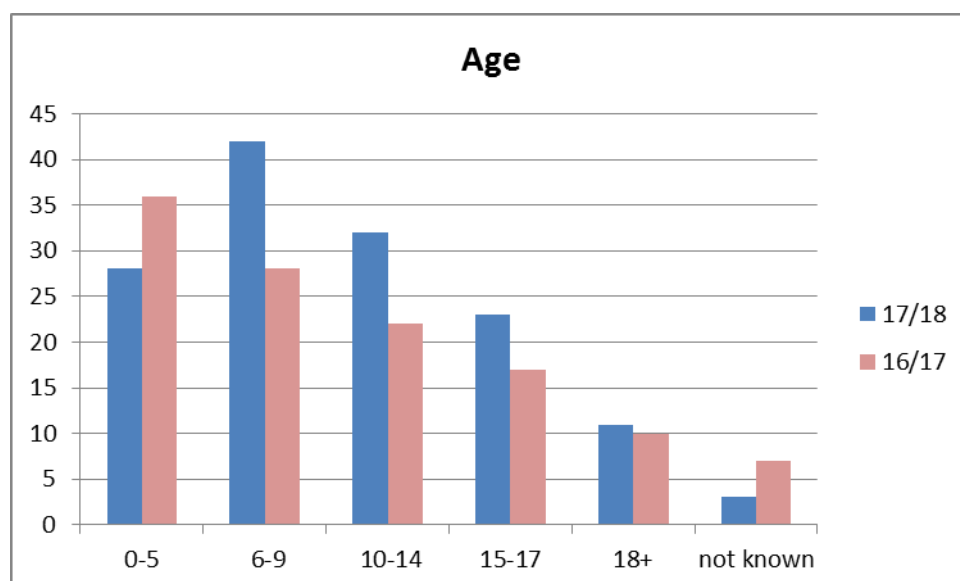
The figures shown below for 2017-18 also include enquiries and therefore not a true comparison to 2016-17.

	Letter	E-mail	Complaint Form	Telephone	In Person	Online	Social networking
202017-18	19	85		24	2	7	2
202016-17	16	33	4	28	1	9	

6. Monitoring Information

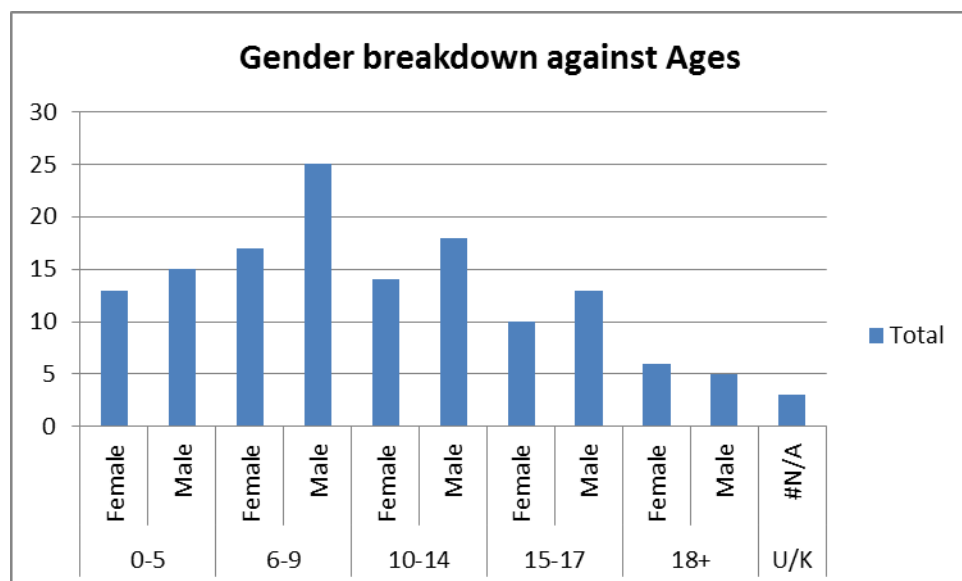
6.1 Age & Gender

The figures below show all children associated with complaints, which could be more than one child. There have been increases across age ranges 6-9, 10-14 and 15-17, with a slight increase in those 18+.



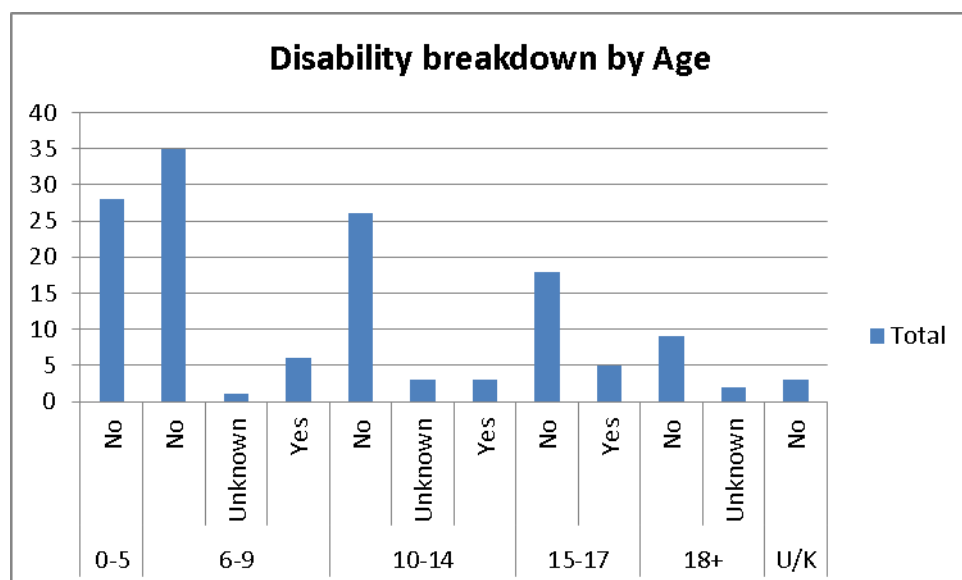
note: 2016-17 age range category 15-19 changed to 15-17 and 18+ for 2017-18

Below shows the breakdown of female and male children within each age range. The number of male children is the highest across all age ranges, except for 18+, where there are a slightly higher number of female children. This data will be reported going forward, however as this is the first year reported there is no comparative data.



6.2 Disability

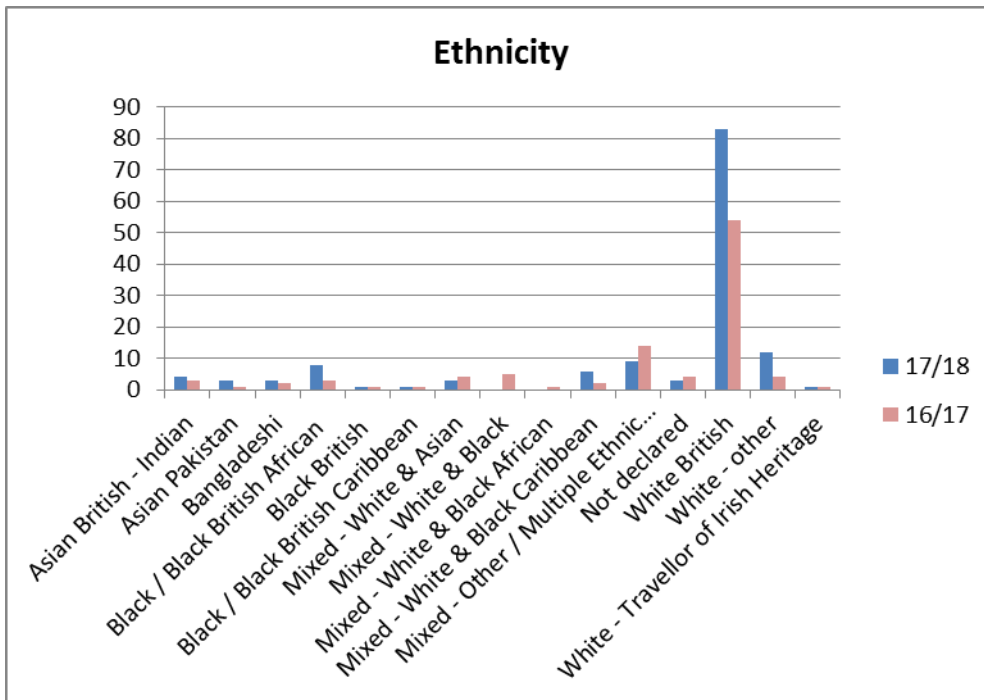
Within the chart below it shows where a disability is recorded as yes or no. However on exploring this further, there were two children with a visual impairment, one with a hearing impairment and one with a speech impairment. It should be noted that the breakdown relates to only two children, with one child having visual, hearing and speech impairments. Children's Services may need to look at how disability is recorded going forward.



6.3 Ethnicity

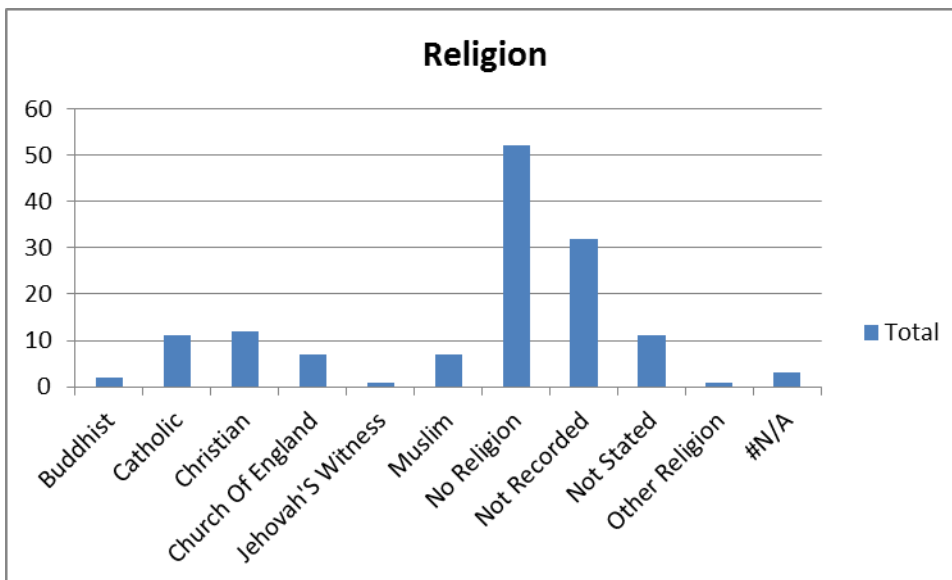
'White British', as reflected in the borough's demographic makeup, is the highest. There also shows that there continues to be increasing representations from differing ethnic

backgrounds accessing the complaints process, in particular 'Black/Black British African' and 'Mixed – White & Black Caribbean' and 'White other'.



6.4 Religion

There is a high number recorded as 'no religion' or 'not recorded' and recording practices will need to be addressed with the introduction of the new social care system. However there is representation from differing religious faiths accessing the complaints process.



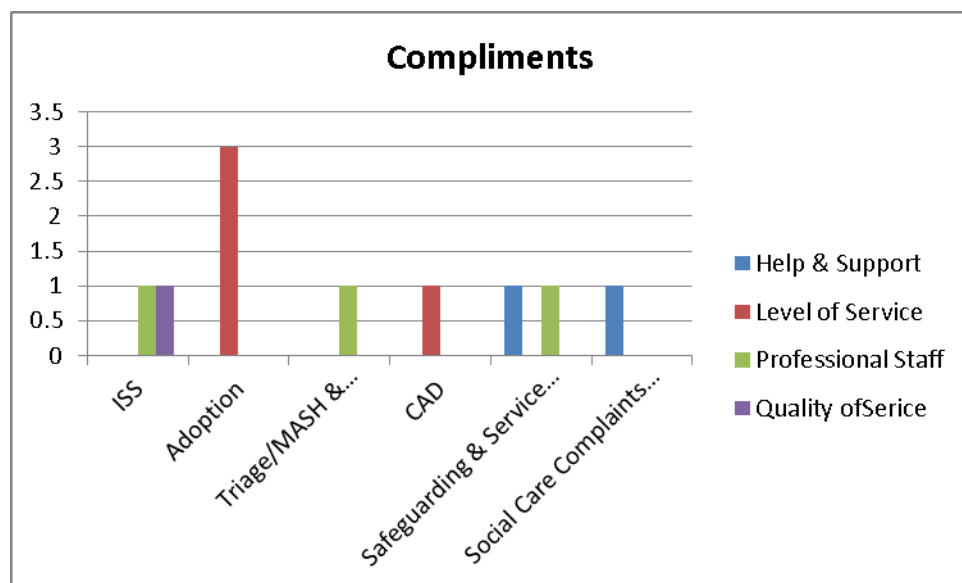
7. Members Correspondence

There was a slight increase in the number of member enquiries during 2017-18 (63) compared to 2016-17 (61), with 62% being responded to within timescale.

	202017-18	202016-17
Members Correspondence	63	61

8. Compliments

Compliments are still quite low and efforts will need to be made to encourage staff to ensure that compliments received are sent to the Social Care & Information Team to be logged. Adoption had the highest number of compliments relating to the level of service provided.



Some examples of compliments received are given below:

‘to formally record the positive feedback you received from the family at the recent Child Protection Conference. The parents stated that you were hard working, had listened to them, progressed the Child Protection Plan and that they were very grateful to you for all you had done.’ – **INTERVENTION & SUPPORT SERVICES**

A headteacher says – ‘very impressed with the professional manner ‘...’ spoke to parents and children. Whilst all concerned were put at ease all parties were left with a clear understanding as to what is acceptable and unacceptable behaviour. I have no doubt that ‘...’s involvement will have already had a positive impact on the family. ‘ – **TRIAGE/MASH & ASSESSMENT**

‘We have had a long journey firstly trying to get our son ‘...’ a diagnosis and then trying to mould a sometimes inflexible system to allow him to be the best ‘....’ he can. We have the scars, both physical and mental, to prove how tough this fight has been.

Occasionally, in amongst the darkness, we meet a source of light and I’m happy to say that ‘...’ is a brilliant example of that. Nothing is too much trouble for him and what he says he will do he does. And quite often he will go further than we expected.

Never underestimate how much these things, no matter how small, mean to the families that you are dealing with. Having someone fight your corner in such a professional and caring way is amazing.’ – **CHILDREN & ADULTS WITH DISABILITIES**

‘to thank you personally for steering me in the right direction and your help in this matter’. –
SOCIAL CARE COMPLAINTS & INFORMATION

‘Mr and Mrs J..... (carers) where very impressed with how you engaged the children, generally C..... is reluctant to engage with professionals and the carers advised that you completed some direct work with the children in a way they have not seen any social workers do. They advised that the children really enjoyed the time you spent with them, so much so that they didn’t want you to leave – **SAFEGUARDING & SERVICE STANDARDS UNIT**

‘say thank you to everyone involved in organising this years panto. A..... loved it, she actually said on the way home “can we see Beauty and the Beast every year” so it really did go down well’ - **ADOPTION**

9. Conclusion

Children’s Services are striving forward with their vision for children and young people, looking at providing support and ensuring that not only focus is on children and young people, but taking a whole-family approach. This is being achieved through embedding systemic practice across the service, improving workforce stability and development, and enabling social workers to spend more time with families. Complaints can help to shape the service provided by identifying those areas that could improve and those areas that are working well, by way of compliments.

It has been acknowledged that there is a greater need for improvement in responding to complaints in a timely manner and with the increased capacity built into the Social Care Complaints & Information Team it is hoped that this will help to support Children’s Services in a positive way.

The Social Care Complaints & Information Team are also looking to move towards a more customer-focussed way of dealing with complaints and again, with the added support in the team, this will help to have arrangements in place to undertake briefing/training sessions within teams and provide a platform for young people to raise their concerns through sessions arranged at the Cocoon.

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10. Complaints Action Plan

Issues Identified	Lessons Learnt	Action to be taken	Department	Timescale	Review
S47 – parents not given sufficient information about process	<ul style="list-style-type: none"> Determination of S47 needs to be consistent. Clear explanation/ information about process 	<ul style="list-style-type: none"> Process already in place that two senior managers sign off S47s. Social workers to give clear and concise information about process 	Triage/MASH & Assessment	On-going	Children-focussed leaflets were produced on S47 and Looked after Children (LAC) to explain the process and were launched on 3 April 2017. We are continuing to develop this offer across the service.
Important information is not always recorded appropriately	<ul style="list-style-type: none"> Information leading to an action/decision should be recorded in detail. Information needs to be recorded accurately 	<ul style="list-style-type: none"> Work is already being undertaken to look at improved recording across the service. Assessments to identify clearly fact from opinion and identify the source of the information. 	All	On-going	<p>Managers continue to carry out case file audits to ensure recording is appropriate.</p> <p>Introduction of 'Obsession with Assessments' training/briefing sessions introduced to reinforce the need for accurate reporting.</p> <p>Introduction of Liquid Logic from December 2018 will also help this.</p>
Better communication around contact arrangements and case progression	<ul style="list-style-type: none"> Communication around changes in contact with families. Communication gap when social worker leaves. 	<ul style="list-style-type: none"> To explore better communication re contact arrangements and case progression Use of generic emails to ensure continued communication when a social worker leaves service areas to ensure consistency. 	All	On-going	Management arrangements were strengthened during 2014-2015 and a further restructure of teams took place in 2016-17 and in 2018 to assist in improving practice overall. It is improving and ensuring better communication with families and better handovers is being addressed in supervision and through the Council's Personal Development Review (PDR) process. The embedding of systemic supervision across the service is also improving this.
S7 reports/court reports – inaccurate information/interpretation of information		Managers to quality assure and sign off all reports that go to Court			

Improved response times	<ul style="list-style-type: none">• Responses need to be completed in a timely manner.	<ul style="list-style-type: none">• Complaints to be tracked on a weekly basis by Senior Leadership Team within Children's Services	Assistant Director/SLT	On-going	
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APPENDIX 2

Children's Services - Education Services

Annual Report 2017 – 2018 Complaints and Compliments

**Prepared for: Trevor Cook,
Assistant Director for Education Services**

**Prepared by: Veronica Webb,
Complaints & Information Team Manager**

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Executive Summary

Education has a small number of Corporate Complaints within the year, with many complaints relating to schools and may need to be referred to their own complaints process. Information is still collated in relation to these type of complaints and are referred to as enquiries within this report.

The response times have greatly improved with a 100% being responded to within timescale.

Learning and Achievement went through structural changes during 2016-17, resulting in changing senior management arrangements, and the restructuring of some teams, which impacted on response times. Since then, the service area has been relatively stable, which has resulted in improved response times across complaints. Although member enquiries are slightly down efforts will be made to improve response times.

1. Ombudsman referrals

There were no Ombudsman enquiries for 2017-18.

	Apr 17 Mar 18	Apr 16 Mar 17	Apr 15 Mar16
Closed after initial enquiries no further action		1	
Maladministration			
No investigation			1
No maladministration after investigation			
Ombudsman discretion			
Investigation with Local settlement			
Outside Jurisdiction			
Investigation Discontinued			
Premature/Informal enquiries			2
Total		1	3

2. Total number of complaints

The total number of Corporate Complaints have dropped significantly by 67% from 18 in 2016-17 to 6 in 2017-18, and are reported within the Corporate Complaints reports. Enquiries are complaints received that relate to schools, academies or colleges that may need to be taken through their own complaints procedure. Enquiries have dropped by 30% from 60 in 2016-17 to 42 in 2017-18.

	Corporate Complaint	Enquiry	Total
2017/18	6	36	42
2016/17	18	42	60
2015/16	31	35	69

2.1 Service Areas

The breakdown of service areas were not available for Corporate Complaints. The following table below shows the breakdown of enquiries received and as expected the highest number (26) are those for Education & Schools referred to the relevant education provision.

	Adult Education	Attendance Behaviour & Traveller Support Service	Early Years	Education Inclusion and Support	Education & Schools	School Admissions	Short Breaks
17/18	1	1	1	1	26	3	3

2.2 Reasons

Below shows the breakdown of reasons for Corporate Complaints. 'Staff attitude or incompetence' was the highest reason, although a low number these related to parents not happy on receipt of school attendance letters resulting in fines.

Availability of service	Dispute decision	Late delivery or slow service	Not keeping our promises	Quality and reliability of service	Staff attitude or incompetence	Suitability of service
1		1	1		3	

The table below shows the breakdown of reasons for enquiries and relate to those complaints relating to school, academy or college issues. The main reason 'level of service' related mainly to complaints raised by parents about how schools were dealing with bullying. There were some general issues around appropriate clothing and lack of support. Bullying was also a main theme reflected in 'safeguarding issues' raised by parents.

Behaviour of staff	Delay in service	Dispute decision	Incorrect information	Lack of Communication	Level of Service	Need of service	Quality of Service	Safeguarding issues
3		5			18	1		9

2.3 Outcome

Of the Corporate Complaints received, four were not upheld and explanation was given, one was partially upheld and explanation given, one was upheld and apology given in relation to EHCP assessment delay.

	Partially Upheld	Upheld	Not Upheld
Corporate	1	1	4

Enquiry outcomes are shown below with 20 being 'information given' to advise of the correct process, 12 were referred to the school/college/academy directly, two 'no further action' and those that had 'other' were referred to an alternative process.

	Information given	No Further Action	Referred to school	Other
Enquiries	20	2	12	2

2.4 Response times

Education have improved their response times for Corporate Complaints in 2017-18, with 100% being responded to within timescale compared to 72% in 2016-17.

	Within 15 days		Outside of timescale	
	Apr 17- Mar 18	Apr 16- Mar 17	Apr 17 – Mar 18	Apr 16- Mar 17
Corporate Complaints	6	13	0	5

3. Members' Correspondence

Members correspondence has decreased by 55% to 22 in 2017-18 compared to 49 in 2016-17, with 82% being responded to within timescale. This is slightly down from 2016-17 where 84% were responded to within timescale.

	2017/18	2016/17
Members Correspondence (from MP's & Cllrs)	22	49

4. How Complaints were received

Email was the preferred method of contact for Corporate Complaints in 2017-18, as it was in 2016-17.

Email	Letter	Online
4	1	1

5. Compliments

There were few compliments recorded for Education in 2017-18, however of those received three were for Catering and the support and advice given to the schools, one was for the help, support and guidance provided by Education Inclusion & Support from a Headteacher. Education will need to encourage and remind staff to ensure compliments are sent to the Complaints Team for logging and recording.

6. Conclusion

Education Services complaints are dealt with through the Corporate Complaints process and as such, the detailed breakdown of information is recorded where available.

The information collated for those complaints that relate to schools/academies/colleges are recorded as enquiries within this report. Although this is only a snapshot of complaints, this does provide information on particular themes arising. In 2017-18 this was around bullying and the way schools were dealing with this issue.

As Education has a very small number of Corporate Complaints, this report has been included as an additional appendix as part of the Children's Services Statutory Complaints Annual Report.