



CHILDREN & LEARNING OVERVIEW & SCRUTINY SUB-COMMITTEE AGENDA

7.00 pm	Tuesday 27 November 2018	Committee Room 3A - Town Hall
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Members 9: Quorum 3

COUNCILLORS:

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

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:
Vacant (NASUWT) and 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.

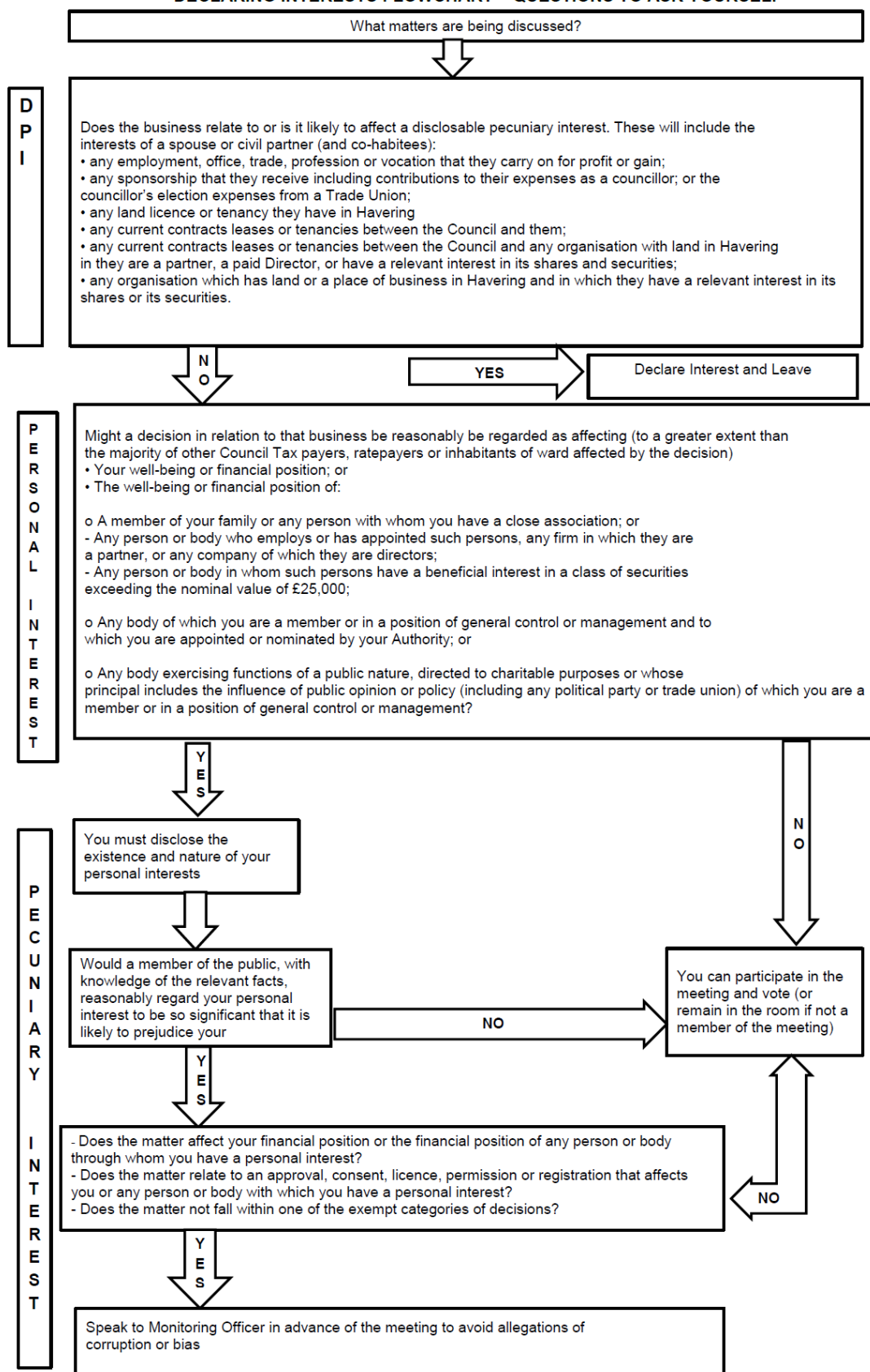
Sub-Committees will often establish Topic Groups to examine specific areas in much greater detail. These groups consist of a number of Members and the review period can last for anything from a few weeks to a year or more to allow the Members to comprehensively examine an issue through interviewing expert 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 - 6)

To approve as a correct record the Minutes of the meeting of the Committee held on 27 September 2018 and authorise the Chairman to sign them.

5 SECONDARY OUTCOMES 2018 (PROVISIONAL) (Pages 7 - 10)

6 CORPORATE PERFORMANCE UPDATE - QUARTER TWO (Pages 11 - 24)

7 SOCIAL CARE IMPROVEMENT PLAN - OFSTED IMPROVEMENT REPORT (Pages 25 - 30)

8 SEND ACTION PLAN - UPDATE (Pages 31 - 34)

9 FUTURE AGENDAS

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

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
27 September 2018 (7.00 - 8.55 pm)**

Present: Councillors Judith Holt (Chairman), Sally Miller,
Reg Whitney, Tele Lawal, Michael Deon Burton,
Christine Vickery and Christine Smith+

Co-opted Members:

Julie Lamb, Special Schools

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

+ Substituting for Councillor Carol Smith

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

9 APOLOGIES FOR ABSENCE AND ANNOUNCEMENT OF SUBSTITUTE MEMBERS (AGENDA ITEM 1)

Apologies were received from Councillors Gillian Ford, Carol Smith (Christine Smith substituting) and Natasha Summers.

Apologies were also received from Tim Aldridge, Director of Children's Services and from Taiwo Adeoye, Democratic Services Officer (Anthony Clements substituting).

10 DISCLOSURE OF INTERESTS (AGENDA ITEM 2)

There were no disclosures of interest.

11 CHAIRMAN'S ANNOUNCEMENTS (AGENDA ITEM 3)

The Chairman clarified that an informal briefing on Private Sector Landlords would be given to the Sub-Committee at the conclusion of the formal meeting and that a written report on the issue would be taken at a future meeting. The issue of knife crime among young people would also be scrutinised at a future meeting.

The Chairman had conducted visits to schools including Brady, Parsonage Farm and Rainham Village Primary Schools, met head teachers and pupils

and been shown round the premises. Further visits were planned to schools in Hornchurch during the half term period.

It was noted that an Executive Decision had been agreed to establish a nursery class at Langton Infant School. The class had opened in September 2018 with 18 children aged 3-4 years.

12 MINUTES (AGENDA ITEM 4)

The minutes of the meeting of the Sub-Committee held on 10 July 2018 were agreed as a correct record and signed by the Chairman.

It was agreed that a draft work programme for the Sub-Committee should be discussed at the next meeting. Updates on provision for children with Special Education Needs or Disabilities and on the OFSTED inspection of Children's Services would also be given at the next meeting of the Sub-Committee.

13 OLIVE ACADEMY (AGENDA ITEM 5)

Officers reported that the Olive Academy, run by a company that specialised in alternative provision, had been operating for two years following the previous failure of an inspection by the Pupil Referral Unit. The Academy worked with students to try to develop their self-esteem, focussing on permanently excluded pupils at Key Stage 4.

The Academy had received a less favourable review although there was a new head teacher and new core subject teachers at the school. Work would take place to make the Key Stage 3 curriculum at the school more appropriate. The new behaviour and attendance policy at the school was fit for purpose but had yet to fully embed at Key Stage 3.

There had been a slight improvement in exam performance at the school with high rates of entry and good pass rates for English and maths. Pupil attendance had improved in comparison to pupils' attendance at mainstream schools. As regards governance, the Academy enjoyed good links with the Local Authority and with local schools and the Service Level Agreement with the Academy had been refined over time.

Substantial building work was taking place at the site in order to increase capacity which was due to be completed by Easter 2019. The first OFSTED inspection of the Academy was due in spring 2019.

It was planned to increase over time the number of Olive Academy pupils returning to mainstream schools. If a pupil was admitted for respite entry into the Academy, the receiving school was named as the point of entry. At Key Stage 4, the aim of the Academy was to direct pupils towards attaining GCSEs but it was accepted that this was not always possible if for example a pupil had Special Education Needs. The academy also worked closely

with post-16 education providers and all leavers last year had moved on to either further education, employment or training.

Behaviour issues included the establishment of a named safer school officer to manage pupil dispersal outside the Academy. The Academy also now had a uniform that had proven popular with pupils. It was clarified that behaviour policies operated whilst pupils were in school uniform even if they were away from the school premises. This could however be difficult to enforce. The Chairman indicated a wish to visit the Academy in due course.

The Academy was funded for a total of 64 pupils with class sizes varying from a maximum of 8 down to 1:1 sessions. Each class generally had a teacher and at least one other adult present. There was also a procedure for staff to summon assistance should this be required.

The Sub-Committee noted the position.

14 PERFORMANCE UPDATE - QUARTER ONE (AGENDA ITEM 6)

It was noted that the number of indicators for review by the Sub-Committee had been reduced from 17 to 8. Whilst two indicators would be amended, the Sub-Committee would from now on be considering four indicators for Learning & Achievement and four related to Children in Care.

The proportion of early years providers judged good or outstanding was ahead of target and provision in Havering for this area included a good training offer to early years providers. DfE methodology for the equivalent measure for schools had changed slightly but two Havering Academies had received a good rating in recent inspections. Numbers of children missing from education had reduced overall.

The percentage of child protection visits carried out within timescale had seen significant progress in the last quarter and it was a priority for the service that children with child protection plans were seen. A restructure of the service was likely to lead to continued improvement in this area and this indicator would therefore be altered to look at the percentage of initial child protection conferences held.

The number of missing children indicator had reduced significantly over the past year and issues such as gang violence and child sexual exploitation that led to children going missing were being addressed by the Council. Recruitment of new foster carers had started slowly this year with only six recruited to date but officers felt that the overall target of 16 new foster carers to be recruited this year was on target to be met. A number of prospective foster carers were currently undergoing the assessment process and it was suggested that a report on foster carer recruitment could be taken at a future meeting of the Sub-Committee. Officers also felt that

the full year target of 8 new approved adopters was also on target to be met.

The Council had run a positive fostering recruitment campaign including a large poster by Romford station. Groups such as teachers, Police, nurses and the BME population who were thought more likely to foster had also been focussed on by recruitment advertising.

The Chairman thanked officers for producing the performance indicator figures.

15 BROADFORD PRIMARY SCHOOL (AGENDA ITEM 7)

Officers advised that this school, located in Harold Hill, had previously been in special measures. The school had improved but its SATS results this year had not been administered correctly resulting in coverage in the national press. An investigation by the Standards and Teaching agency was ongoing but the school's results for english and maths had been annulled.

Officers assured the Sub-committee that this issue was being taken very seriously and that the Council was working very closely with the school. The investigation was expected to conclude prior to the half-term holidays. The Executive Head was not present at the school whilst the investigation was ongoing but the Head of School remained in place.

It was confirmed that training was run for school staff on how SATs should take place and a sample percentage of the administration of SATs was tested. The Council would seek to look at any lessons learnt from the incident. Children affected were not able to resit the tests but their teacher assessment results (which were not subject to investigation) would still be passed on to their secondary schools.

The Sub-Committee noted the position.

16 PRIMARY SATS OUTCOMES, 2018 (PROVISIONAL) (AGENDA ITEM 8)

Initial provisional figures indicated that SATs results at Key Stage 1 were just above the national average which was good progress. The combined measure at Key Stage 2 for reading, writing and maths was 6% above the national average. Havering was likely to be in the 10th – 20th percentage for this stage nationally which was considered a good outcome.

Progress at Key Stage 1 meant Havering was likely to be in at least the top 20% nationally, part of a good performance across the sector overall. It was expected that there would be some variances in the results of individual schools and data on the performance of individual schools would be brought to a future meeting of the Sub-Committee.

17 ACADEMICALLY ABLE PUPILS (AGENDA ITEM 9)

The Chairman felt that gifted children did need support and it was important this was provided. Officers advised that very few children entered early years exceeding national expectations for academic ability. Figures for exceptional children at Key Stage 1 were broadly in line with national averages and these were exceeded at Key Stage 2. Equivalent figures for Key Stage 4 were in line with the national average whilst small gains had been seen at Key stage 5 (A-Levels) but figures for this stage remained below the national average.

The Council's quality assurance team aimed to ensure schools undertook work with more able pupils. There was no longer any specific funding to support more able pupils so the focus was on challenging and influencing schools. Nearly all Havering schools did provide extra teaching for academically able children.

Additional teacher training was also provided and support was publicised via e.g. The Rising Stars programme, Connections and virtual universities in schools. Most schools also had a Gifted and Talented Policy. Some schools also offered preparation for the 11 plus examination and this was a decision for the governing body. Teaching standards also expected teachers to provide work that was suitable for each child.

Officers emphasised that provision for higher attaining children was not the responsibility of the Local Authority and that there was not any specific funding for this. Academies could not be instructed in this regard, the Council could only make suggestions although academies were scrutinised via the quality assurance process. Academically able children were also not currently a focus for OFSTED.

It was clarified that current legislation did not permit Academies to express a preference to be selective. The Chairman felt pupils could excel at more selective schools but agreed that there was no option for this in Havering.

18 CHILDREN'S SERVICES ANNUAL COMPLAINTS REPORT 2017-18 (AGENDA ITEM 10)

The statutory complaints process for children's issues consisted of three stages – local resolution, independent investigation and a stage 3 review panel. Complaints learning had been helped by the opening of the Cocoon centre which had already hosted a complaints meeting for young people. Practice weeks were also held to allow better engagement between social workers and families.

Three Ombudsman complaints had been received in 2017/18 with one finding of maladministration concerning Education Health and Care Plans. One matter had been closed by the Ombudsman after some initial enquiries and one investigation was still ongoing.

Complaints from young people had increased slightly following the introduction of an app to facilitate this. There had not been any stage 3 escalations in 2017/18. The main reason for complaints was the level of service and particularly the support offered to parents.

A total of 41 complaints had been upheld at earlier stages of the process, 38 not upheld and 8 withdrawn. The main themes of the complaints had been support to care leavers (although this had improved since the opening of the Cocoon) and recording practices where parents disagreed with the outcome of an assessment by social workers. It was hoped that the introduction of a new social care IT system would improve recording practices.

It was accepted that complaint response times were not as good as they should be although efforts were made to keep people informed as far as possible. Members correspondence had achieved a rate of 63% responded to within timescale. There had also been a low rate of compliments during the period under review although it was felt that this was due to low reporting by staff of compliments received.

Education complaints covered bullying as the main issue. It was clarified that enquiries re schools were received by the complaints team but these were signposted back to the relevant school.

The complaints system was publicised on-line and leaflets were also available and the complaints system was also explained by phone to parents if necessary. Officers also tried to manage the expectations of parents as regards the complaints process.

The Sub-Committee noted the content of the Children's Services Annual Complaints Report 2017-18.

Chairman

CHILDREN & LEARNING OVERVIEW AND SCRUTINY SUB-COMMITTEE, 27 NOVEMBER 2018

Subject Heading:	Secondary Outcomes, 2018 (Provisional)
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

This report updates members of the Committee on the provisional outcomes of the 2018 statutory assessments within the secondary and post-16 sector. It includes headline figures for: Attainment and Progress at GCSE and Attainment at A-Level.

RECOMMENDATIONS

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

REPORT DETAIL

1. Key Stage 4 (GCSEs) – Attainment

1.1 Standards in the GCSEs in Havering are in line with national. The average Attainment 8 score in 2018 was 46.8 – marginally above as the national average of 46.5, which places Havering in the second quintile nationally and above the majority of its statistical neighbours. However, it is lower than the outer London average.

1.2 Outcomes in Havering have fluctuated over the last few years due to the ongoing changes in exams and methodology calculations. However, overall they have not improved as rapidly as elsewhere nationally, or as swiftly as other London boroughs.

2. Key Stage 4 (GCSEs) – English Baccalaureate (Ebacc)

2.1 Havering performs well in terms of entry to the Ebacc, being more than 10.6%pts higher than national, resulting in Havering being in the top quintile nationally and 2nd amongst Statistical Neighbours.

2.2 In 2018, the percentage of pupils achieving an Ebacc changed to a different measure, an average point score (APS), with the rationale that it is more inclusive. On this measure, Havering performs in line with its contextual position, and is 2nd amongst Statistical Neighbours.

3. Key Stage 4 (GCSEs) – Attainment- %age achieving a standard pass in the basics, (formerly A*-c) in English and mathematics

3.1 Nationally amongst Statistical Neighbours and London, Havering's performance has improved steadily, but slowly. This is also the case in Havering with attainment being at the upper threshold of contextual expectation, and 2nd amongst Statistical Neighbours.

4. Key Stage 4 (GCSEs) – Progress

4.1 Progress nationally will always remain static with state-funded school being marginally below 0. Havering has performed just below national in the middle quintile, and marginally above our statistical neighbours.

5. Key Stage 5 (A-Levels) – Attainment

5.1 Outcomes have fluctuated over the last few years due to the ongoing changes in exams and methodology calculations. However, they have not improved as rapidly as elsewhere nationally, or as swiftly as other London boroughs.

Nevertheless, this year Havering have outperformed our statistical neighbours and ranked 2nd, and 29th nationally.

6. Key Stage 5 (A-Levels) – Attainment- Aps for best three A-Levels (excluding FE colleges)

6.1 Similarly, for the best 3 A-Levels, outcomes have fluctuated over the last few years due to the ongoing changes in exams and methodology calculations. However, they have not improved as rapidly as elsewhere nationally or as swiftly as other London boroughs. Nevertheless, this year Havering have outperformed our statistical neighbours and ranked 3rd, and 31st nationally.

7. Key Stage 5 (A-Levels) – Attainment- Aps for best three A-Levels (excluding FE colleges)

7.1 The percentage of pupils achieving grades AAB or better at A-level for the last 3 years have remained below national and that of our statistical neighbours.

8 Improvement Activity

8.1 Since 2017, the Local Authority has been working closely with the havering Learning Partnership (collective group of Havering secondary schools) to deliver a joint improvement strategy and action plan. The HLP and LA have jointly funded specific improvement activity to target areas in need of improvement. This activity has started to yield some results as seen from the performance data above, but it is crucial to maintain the focus on improvement by the LA, even though all the secondary schools are academies.

IMPLICATIONS AND RISKS

Financial implications and risks:

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

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.

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

Subject Heading:	Quarter 2 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 2 performance relevant to the Children and Learning Sub-Committee
Financial summary:	<p>There are no direct financial implications arising from this report. However adverse performance against some performance indicators may have financial implications for the Council.</p> <p>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 financial pressure from demand led services.</p>

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

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 2 (July 2018 - September 2018).

RECOMMENDATIONS

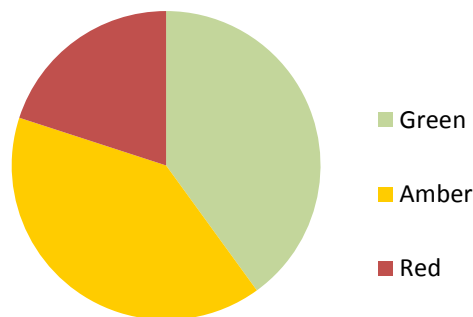
That the Children and Learning Overview and Scrutiny Sub-Committee notes the contents of the report and presentation and makes any recommendations as appropriate.

REPORT DETAIL

1. The report and attached presentation provide an overview of the Council's performance against the eight performance indicators selected, by the Chair, for monitoring by the Children and Learning Overview and Scrutiny Sub-Committee. Four of the indicators relate to Learning and Achievement and four to Children's Services. The presentation highlights areas of strong performance and potential areas for improvement.
2. Tolerances around targets 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 1 2018/19)

- Long-term performance – with the same time the previous year (Quarter 2 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 seven are available for reporting this quarter (the other is reported annually and data is expected to be published in Quarter 4). Five indicators have been assigned a RAG status.

Quarter 2 ratings summary



In summary, of the 5 indicators:

- 2 (40%)** have a status of **Green**
- 2 (40%)** has a status of **Amber**
- 1 (20%)** has a status of **Red**

This is a slight decline compared to the position at the end of Quarter 1, when 83% of indicators were rated either Green or Amber.

7. 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 in 2017/18. 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. 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 2 Children and Learning Performance Presentation 2018/19



Havering

LONDON BOROUGH

Quarter 2 Performance Report 2018/19

Children and Learning O&S Sub-Committee

27 November 2018

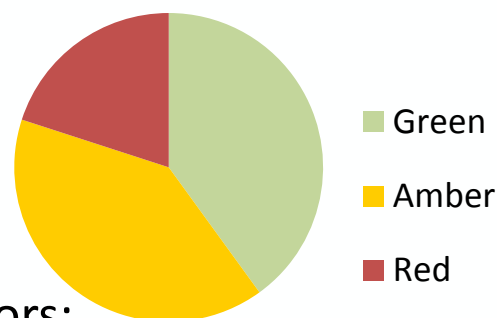
About the Children and Learning O&S Sub-Committee Performance Report

- 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 7 of the 8 indicators
- 5 of the indicators have been given a RAG status

Quarter 2 indicators summary



In summary, of the 5 indicators:

2 (40%) have a status of **Green**

2 (40%) has a status of **Amber**

1 (20%) has a status of **Red**

Quarter 2 Performance – Learning and Achievement

Indicator and Description	Value	Tolerance	2018/19 Annual Target	2018/19 Q2 Target	2018/19 Q2 Performance	Short Term DOT against Q1 2018/19		Long Term DOT against Q2 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 16-18 year olds who are not in education, employment or training (NEET), or not known	Smaller is better	±15%	3%	3%	N/A	-	2.9%	-	N/A
Percentage of children in good or outstanding schools	Bigger is better	±1.5%	84%	84%	83%	⬆	81% (85% Old methodology)	-	84% (Old methodology)
Number of children missing from education at month end (average for the quarter)	Smaller is better	N/A	N/A	N/A	8	⬇	5	⬆	11

Quarter 2 Performance – Children’s Services

Indicator and Description	Value	Tolerance	2018/19 Annual Target	2018/19 Q2 Target	2018/19 Q2 Performance	Short Term DOT against Q1 2018/19		Long Term DOT against Q2 2017/18	
Percentage of Initial Child Protection conferences held within 15 days	Bigger is better	10%	90%	86%	81%	↑	79.4%	↑	73%
Number of children missing from care, missing from home or away from placement without authorisation	Smaller is better	N/A	N/A	N/A	101	↓	92	↑	107
Number of new in-house foster carers (cumulative)	Bigger is better	±10%	16	8	5	↑	2	→	5
Number of adopters approved (cumulative)	Bigger is better	7	8	4	4	↑	3	↑	0

Highlights

- The **percentage of children in good or outstanding schools** is within target tolerance. Two schools were inspected in June and have since been published; both receiving a 'Good' judgement. Recent changes in Ofsted's methodology for this statistic have resulted in the grades from the predecessor schools being included for schools that have not yet been inspected in their current form. This change was implemented from June 2018 and provides a more comprehensive view of the sector; however, the re-inclusion of fresh start and sponsor-led academies into the percentage has led to performance appearing lower than previous quarters.
- The **average number of children missing from education** in Quarter 2 was higher than Quarter 1 but lower than at the same point last year. Other boroughs have been more pro-active this year in placing pupils that have moved during the Summer break, meaning Havering has been able to trace children to areas - and subsequently schools - more quickly. Numbers are often higher in September due to families moving over the summer and frequent changes as higher preferences of school place are allocated.
- The **number of adopters approved** is on target for this point in the year and higher than at the same point last year.

Improvements Required

- The **percentage of initial child protection conferences (ICPCs) held within 15 working days** is slightly below target for the quarter but within the agreed tolerance, at 81%. A deep dive was recently undertaken to identify the issues impacting on the timeliness of conferences and the action taken in response has led to improvements. During the month of September, 100% of ICPCs were held to timescale.
- The **number of new in-house foster carers** is in line with the same point last year (5) but behind the target set (8). Work remains 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 AND LEARNING OVERVIEW AND SCRUTINY SUB-COMMITTEE

Subject Heading:	Children's Social Care Improvement Plan
SLT Lead:	Tim Aldridge
Report Author and contact details:	Robert South Assistant Director for Children's Social Care: 01708 434 412 Robert.south@havering.gov.uk
Policy context:	Safeguarding of children and raising standards in children's social care.

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

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

SUMMARY

This report seeks to update the Children and Learning Overview and Scrutiny Sub-Committee about Havering's improvement plan for Children's Social Care Service following the Ofsted Inspection in June 2018.

The department achieved an overall 'Good' grading but there were several recommendations made to improve practice and process, to ensure greater consistency and understanding across the social care system in order to continue to improve outcomes for children, young people and families.

RECOMMENDATIONS

That the Children and Learning Overview and Scrutiny Sub-Committee consider planning for improvement work within the Service and receive regular updates on the social care improvement plan.

REPORT DETAIL

Social Care Improvement

Background

In June 2018 Havering children's social care, was inspected under the new ILACS framework. The outcome of this was an overall '**Good**' rating and this comprised of three category judgements;

- The impact of leaders on social work practice with children and families - **Good**
- The experiences and progress of children who need help and protection - **Requires improvement**
- The experiences and progress of children in care and care leavers - **Good**

The inspection report highlighted several areas, which need to be improved, in order to raise standards further. A key factor is to ensure greater consistency and quality assurance across the service, and improvements with case recording.

Improvement priorities

The Children's Senior Management team have analysed the report, and identified seven key project areas within this programme of work. Each project will be led by at least one Head of Service, or two where the remit is shared or the project is of a large scale. Each project area will form a team including practitioners, managers and partner representatives from across all social care services. These themes are deliberately cross-cutting, and designed to drive improvement across Children's Services, rather than in specific service areas. Improvement work will be consistent with and align to the overarching systemic approach and "Purposeful, Planned and Focused" (PPF) practice model.

Each of the project areas will have a finalised project initiation document, setting out clear aims, how we will measure success and the timeframe. Progress against each project will be overseen by the Children's Services Improvement Board. A 'deep-dive' review of each theme will take place at regular rotation and the plan for each area reviewed in accordance with detail on key performance indicators (KPIs), risks and issues. Progress updates will be provided to the LSCB and SLT. The Leader of the Council has requested a detailed briefing for each area of

improvement which will be presented to Executive Briefing on the 3rd December 2018.

The key thematic project areas are as follows:

Theme 1: Pathway Planning and Transitions to Adulthood

This theme builds on progress made across the Leaving Care and Intervention and Support service. The aim is to further improve the quality of care planning. This includes the development of a Health Passport for care leavers and the integration of Personal Education Plans into overarching care plans. This will involve partners across health and education. The work will further develop the co-production approach and include digital approaches such as Leaving Well and Digital Life Story Work.

There is also a focus on how we manage and make decisions around key transition phases for children/young people who are in care or care experienced.

Theme 2: SMART Planning (Including risk assessments and support for children returning home from care)

This theme relates to the approach to planning and recording across Children in Need, Child Protection, Strategy Discussions and risk assessments. The aim is to set out a consistent approach to ensuring plans are SMART and recorded in a clear, concise and consistent manner. The aim is to develop guidance and exemplars, deliver a range of training, and ensure effective quality assurance.

Theme 3: Supervision

The aim is to clarify what 'good' supervision looks like, and set out clear guidance and principles. This also involves looking at new ways of delivering case supervision including group and peer supervision models. A menu or 'offer' of supervision will be developed and different methods piloted and tested. An approach to recording and quality assurance will also be developed.

Theme 4: Case recording and data quality

Alongside the implementation of the new case management system, clear expectations of how practice should be recorded will be developed, and a rigorous quality assurance framework for data quality will be put in place. The aim is to ensure a more consistent approach to record keeping, whilst ensuring this is efficient and enables practitioners to spend significant time engaged in direct work with families.

Theme 5: Adolescent Safeguarding

The aim of this theme is to ensure there is a coherent approach to the range of risk issues that affect young people, including Serious Youth Violence, Child Sexual Exploitation, Missing, Criminal Exploitation, County Lines, and Radicalisation. A review of the governance structure, new strategy, model of practice, partnership working and intelligence will be developed as part of this work. The aim is to ensure we consider all contextual safeguarding issues together when reviewing risks and safety plans for young people.

Theme 6: Quality Assurance

This theme will consider the auditing and other quality assurance activities across the services to ensure there is a robust framework which supports us to achieve a more consistent quality of practice. The current auditing activity will be reviewed to respond to feedback from Ofsted. Specific attention will be given to the areas of activity covered by these improvement projects.

Theme 7: Workforce and Practice development

This theme will progress the work of the Social Care Academy and set out a route of professional development for all practitioners and managers within the service. This will include a review of career progression and fast-track options. The theme will consider the preparation of social workers for the national accreditation system, and link the professional development plan with the PDR process. The theme will also consider recruitment, retention, induction and recognition.

Reporting

Each project has a dedicated project officer, who will support and facilitate each area, managing risks and issues and all relevant reporting. A senior project lead is overseeing the wider social care improvement programme, working with senior management bringing together all activity under the programme. Performance data and business intelligence will play a significant role in helping us understand what is working well, and where we need to adjust our approach on our deliverables. All of these will help ensure there is progress, as agreed in their milestones and our wider plan.

Through the Improvement Board, the service will continue to look to address issues and risks throughout the social care system, review existing projects and consider if new areas of work need to be explored and developed. This will ensure that the service can both be proactive and reactive to the improvement needs.

IMPLICATIONS AND RISKS

Financial implications and risks:

There are no new financial implications or risks arising from this report, which is for information purposes. It is anticipated that planned actions for further improvements will be delivered within existing resources however any risks that arise will be communicated and managed as part of the regular Financial Management reporting arrangements.

Legal implications and risks:

There are no major issues with the content of the Report.

Human Resources implications and risks:

The quality of planning, supervision and workforce development are key elements of the improvement programme of projects and will require robust and regular management reviewing and monitoring. This should work alongside effective staff engagement and involvement mechanisms.

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 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.

BACKGROUND PAPERS

None

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CHILDREN & LEARNING OVERVIEW AND SCRUTINY SUB-COMMITTEE, 27 NOVEMBER 2018

Subject Heading:	SEND Action Plan Update
SLT Lead:	Tim Aldridge, Director Children's Services
Report Author and contact details:	Caroline Penfold, Head of Children and Adults Disabilities Service. Tel: 01708 431743 caroline.penfold@havering.gov.uk
Policy context:	
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 checked="" type="checkbox"/>
Opportunities making Havering	<input type="checkbox"/>
Connections making Havering	<input type="checkbox"/>

SUMMARY

This report provides an update on the actions required following the Ofsted/Care Quality Commission inspection of SEND in the local area, earlier this year.

RECOMMENDATIONS

The Committee is recommended to note the progress made to implement the detailed SEND action plan following the CQC/Ofsted inspection of March 2018, including the establishment of the Executive Special Educational Needs and Disabilities Board (comprising of health, local authority and partner agencies including schools and parents) .

REPORT DETAIL

A report of the Local Area Inspection of support for children with special educational needs and disabilities (SEND) was published on 23rd July 2018. The report followed inspection by Ofsted and the Care Quality Commission (CQC) in March 2018. The inspection assessed how well we identify, meet the needs, and improve outcomes for children with SEND.

Following the inspection a detailed action plan was produced and has been monitored by a SEND Executive Board, comprising of partners, parent representatives, schools in addition to local health and local council representation.

A draft SEND Strategy was in place prior to inspection and once findings were known, the final strategy was signed off by the Health and Wellbeing Board in September 2018. This incorporated all of the priorities not only from inspection but also areas of improvement already identified by LB Havering and its partners. In summary, our headline priorities, areas for improvement and progress on implementation are as follows:

- Establish a SEND Executive Board (referred to above) to manage and monitor implementation of SEND reforms, putting children and young people at the centre of planning and to develop “co-production”. This Board is fully operational, including parents and partners on the board and all are fully engaged.
- Implement Havering’s High Needs Review and Strategy. This strategy has been approved and details how we will make all Havering provision the first choice for children, young people and their families. It also details how we will ensure there is sufficient provision (appropriately resourced) that can adapt to meet changing needs and demands.
- Conduct a Therapy Review – to review and identify the therapy services on offer to those children and young people with SEND, ensuring they are fit for purpose, properly resourced and identify any gaps.
- Local Offer – to continue to develop, maintain and keep the local offer up to date, including children, young people and their families to ensure it is responsive to their needs. This work is in progress, with further development planned for late 2018 which involves parents and young people.

- EHC Hub - establish an EHC hub, which is an interactive web-based platform to make our EHC assessment and planning process more efficient and transparent, supporting inclusion of all partners including children/young people and parents. The hub has concluded a pilot phase and has been introduced across all schools from September 2018.
- Jointly Commissioned Services – develop a single joint commissioning process which will inform the commissioning of services for those children and young people with SEND. This work is ongoing; a complex needs panel has been established to ensure children with the most complex health and educational needs are considered earlier in the process.
- Developing new provision - Commission a new free school which will meet the needs of children and young people in the borough. The provider and site have been located and initial planning is underway. The target time to have the school open is September 2021. The school will provide 60 places for children and young people from 3-16 with Autistic Spectrum disorder and/or Social Emotional and Mental Health issues.
- Additional Resourced Provision - Deliver a programme of new provision to see a better distribution across the borough and throughout both primary and secondary schools. One new Primary ARP is planned to open at Easter 2019 with planning underway for a further Primary ARP in Sept 2020. Consultations are taking place with two secondary schools to explore having ARPs in their schools.
- Review of EHC Processes – Improve the quality of Education, Health and Care needs assessments and plans, ensuring that they paint an accurate picture and are produced in a timely way to ensure need is met at the earliest opportunity. Along with the EHC hub developments (see above) the EHC Panel has been refined to become more efficient and focussed. From the latest published data 84% of EHCPs in the borough meet statutory timescales, compared with 64.9% in England.
- Excellent transition into adulthood - Provide an excellent transition to ensure that every young person with SEND (age 13 up to age 25) and their parents/carers have a smooth and positive experience of transition has been made by the establishment of two preparations for adulthood workers within Local Authority disability services. They are working with parents and young people to assess eligibility for Adult Social Care support. They work with education providers to ensure a co-ordinated support plan is in place that builds upon the aspirations of the young person. The new post 16 education provision at Corbets Tey at the Avalon continues to be popular and the new post 19 provision at Routes for Life took its first group of 10 students in September.

In addition to the above a SEND co-production event took place in late October 2018. The purpose of the event was to plan how and when the local area can better 'co-produce' services together. The event was attended by parents, school representative in addition to statutory and voluntary partners. It is anticipated that there will be further similar events in the future and in the long-term for services to be commissioned using co-production principles.

IMPLICATIONS AND RISKS

Financial implications and risks:

There are no new financial implications or risks arising from this report, which is for information purposes. It is anticipated that planned actions for further improvements will be delivered within existing resources however any risks that arise will be communicated and managed as part of the regular Financial Management reporting arrangements.

Legal implications and risks:

There are no apparent legal implications in noting the content of this Report. However, as stated, action appears necessary to ensure that EHC Plans are finalised within statutory timescales and that the local offer is updated for publication as required by legislation.

Human Resources implications and risks:

Equalities implications and risks:

This report is largely for information only, to recommend that the SEND Executive Board continues to monitor and manage the action plan which is the subject of this report. Hence no specific Equalities Assessment is required in preparation of this report.

Background Documents

CQC/ Ofsted Report July 2018