



CHILDREN & LEARNING OVERVIEW & SCRUTINY SUB-COMMITTEE AGENDA

7.00 pm	Tuesday 26 November 2019	Committee Room 3B - Town Hall
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Members 9: Quorum 3

COUNCILLORS:

Judith Holt (Chairman)
Christine Vickery (Vice-Chair)
Gillian Ford

Tony Durdin
Sally Miller
Carol Smith

Reg Whitney
Dilip Patel
Tele Lawal

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
Kathy Freeman, Primary
Schools

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

For information about the meeting please contact:
Taiwo Adeoye
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 Committee held on 26 September 2019 and authorise the Chairman to sign them.

5 PERFORMANCE REPORT UPDATE - QUARTER TWO (Pages 9 - 26)

Report attached

6 OFSTED IMPROVEMENT REPORT (Pages 27 - 34)

Report attached

7 SECONDARY OUTCOMES - 2019 (PROVISIONAL) (Pages 35 - 42)

Report attached

8 OFSTED PROGRESS REPORT ON SEND (Pages 43 - 48)

Report attached

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
26 September 2019 (7.00 - 8.35 pm)**

Present: Councillors Judith Holt (Chairman), Christine Vickery (Vice-Chair), Sally Miller, Tele Lawal, Christine Smith and Maggie Themistocli.

Co-opted Members:
Julie Lamb – Special Schools

Church Representatives:
Lynne Bennett and Jack How

Apologies for absence were received from Councillors Gillian Ford, Dilip Patel, Carol Smith and Reg Whitney, Ian Rusha and Kathy Freeman.

+Substitute members: Councillor Christine Smith (for Dilip Patel and Councillor Maggie Themistocli for Carol Smith).

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

7 DISCLOSURE OF INTERESTS

There were no declarations of interest.

8 CHAIRMAN'S ANNOUNCEMENTS

The Chairman congratulated Robert South on his recent appointment as Interim Director of Children Services.

The Chairman informed the Sub-Committee of a recent visit to the offices of the Youth Offending Services.

9 MINUTES

The minutes of the meeting held on 9 July 2019 were agreed as a correct record and signed by the Chairman.

10 **PERFORMANCE REPORT UPDATE - QUARTER ONE**

The Sub-Committee received the Quarter One performance indicators (PIs) update. The PIs are the standards by which performance of services are measured within the Council.

The update provided an overview of performance against the eight performance indicators selected for monitoring by the Sub-Committee in 2019/20.

The report outlined that seven of the indicators have been given a RAG status; one had a status of Green and six indicators have a Red.

The report provided the following highlights and potential areas for improvement.

- The number of children missing from education had reduced to an average of 3 in the first quarter of the year, which is an improvement on both the previous quarter and the same point last year.
- There was a continued strong performance in the percentage of 16-18 year olds who are not in education, employment or training (NEET), or not known. This was attributed to the services to support 'at risk of NEET' learners; and the robust tracking and recording of young Havering residents.
- There was a decline in the number of apprentices recruited in the borough in line with national and regional trends. There was an increased focus on apprenticeships for 2019/20 through the National Apprenticeship Week activities such as Havering School roadshows, an Apprenticeship Pop-Up Shop in the Town Centre and a parent & learner apprenticeship event.
- The percentage of Initial Child Protection Conferences held within 15 days dipped slightly during the first quarter of the year, having been an area of very strong performance in 2018/19. It was explained that cases were been referred for conference late by the social work teams, these instances have been followed up with group managers to review the reasons and address any issues.
- The percentage of looked-after children who ceased to be looked after as a result of permanency was below target for this point in the year. In light of the number of cases currently in progress, it was anticipated that by year-end there will have been an increase in adoption orders being granted compared to recent years.

- The recruitment of Foster carer across London and nationwide remain a challenge. Although there have not been any new in-house foster carers approved during the first quarter, Havering continues to outperform neighbouring boroughs in terms of recruitment. A review of Fostering Service had provided a focus on assessment and recruitment from a staffing perspective and web-based content used for recruitment.
- The percentage of care leavers in education, employment or training (EET) dropped during this quarter. There was seasonal variation with the PI linked to the academic year and the implementation of the new recording system in March had a slight impact which made it difficult to track performance during the first few weeks of the year.

The Sub-Committee noted the report.

11 PRIMARY SCHOOL SATS RESULT - UPDATE REPORT

The Sub-Committee received an update report on the provisional outcomes of the 2019 statutory assessments within the Primary School sector. The report included headline figures for:

- Early Years Foundation Stage (EYFS);
- Year 1 Phonics Check;
- Key Stage 1 results;
- Key Stage 2 results.

The report informed the Sub-Committee that standards in the Early Years Foundation Stage were broadly at the national average. The proportion of children achieving a Good Level of Development in Havering remained at 72% in 2019 – exactly the same as the national average.

It was noted that although the percentage of Year 1 pupils assessed for the Phonics Check standard fell by 2% in 2019, standards in Havering remain just above the national average and are generally in line with our neighbouring London boroughs and statistical neighbours.

The Sub-Committee was informed that the overall standards at Key Stage 1 were just above the national average.

In Reading, the outcomes remained broadly average, which were 2 percentage points above the national figure. In Writing, the outcomes indicated Havering children were above the national average and likely to be in line with other London neighbours and higher than statistical neighbours. The percentage of pupils meeting the Expected Standard or above in Mathematics improved by 1 percentage point to 79%; this was 3% above the national average.

It was stated that Havering attainment in Key Stage 2 in all subjects were well above the national average, and better than the outcomes achieved by other London boroughs and the statistical neighbours.

The proportion of pupils achieving the expected standard in Reading, Writing and Mathematics combined increased by 1 percentage point in 2019, Havering was 6% above the national average, which is classified as 'well above average' in the Performance Tables.

The report indicated that in Havering, progress scores for the whole cohort were as follows:

Reading	-	+0.2	(above average)
Writing	-	+0.5	(significantly above average)
Maths	-	+0.6	(significantly above average)

The report also detailed that while progress was lower than in 2018, it was still positive in all three subjects as the rating was significantly above the national average in Writing and Mathematics, and expected to be better than its statistical neighbours. It was mentioned that Havering was likely to be in the top 40% of all Local Authorities nationally, when results are finally validated.

The Sub-Committee **noted** the report.

12 **SCHOOL ADMISSION PLACES - UPDATE REPORT**

The Sub-Committee received a report that informed Members of the School Admissions process and its application in Havering, as well as an overview of performance.

The report detailed that the School Admissions Code was the statutory guidance for Admission Authorities, Governing Bodies, Local Authorities, Schools Adjudicators and Admission Appeals Panels.

The Code has the force of law and imposes mandatory requirements and includes guidelines setting out aims, objectives and other matters in relation to the discharge of functions relating to admissions.

The Local Authority, acting as the Admission Authority for Community and Voluntary Controlled Schools in the borough, was required to determine its admission arrangements to these schools for each school year.

The Sub-Committee noted that children in the borough secured 77.11% of first preferences at secondary level for the current academic year 2018/19; (the highest in London based on Department for Education data), and 88.52% of primary first preferences.

The report outlined that the trends within the raw data suggested that the reduction over time links to schools improving their Ofsted grade thus becoming more attractive to families, but without always having scope to increase the Published Admission Number.

The Sub-Committee **noted** the report.

13 SCHOOL EXPANSION - UPDATE REPORT

The Sub-Committee received an update report on the progress of the school expansion programme since the last report in August 2017. The report stated that the Local Authority had a statutory duty to plan and secure sufficient school places to meet the needs of its children and families.

It was noted that under Phase 3 and Phase 4 of the school expansion programme, a total of 19 schools have been expanded which created an additional 3106 permanent primary and secondary school places in the borough.

The report informed the Sub-Committee that many London Boroughs and urban areas were currently experiencing a decrease in demand for primary school places, but Havering was still forecasting significant growth in the coming years. The increase in demand could be attributed to a rise in birth rates, increase in the number of families moving into the borough and continuing growth in housing development. There was likely to be a large increase in the projected reception intake for 2020/21.

In March 2019, Cabinet approved the Commissioning Plan for Education Provision 2019-2023 that contained detailed pupil projections across Early Years, Primary, Secondary, Post 16 and SEND phases and also setting out the likely demand for school places as a result of the two housing zones planned for Rainham and Romford.

The Sub-Committee noted that subject to Cabinet approval, the School Expansion Programme would be updated for the Phase 4 and Phase 5 expansion programme.

The report detailed that there were plans to increase the Early Years provision in key wards, including Elm Park, Harold Wood, Hacton, Hylands, Pettits, Romford Town and South Hornchurch to meet the growing demand for places for 3 and 4year olds.

The Sub-Committee noted the following proposal to deliver primary school places subject to consultation and statutory processes where necessary for 2023/24 dependent on whether growth is sustained:

Collier Row

1FE bulge class at Oasis Pinewood Primary School for 2021/22

Elm Park

1FE bulge class at Suttons Primary School/Scargill Infants School for 2020/21

1FE permanent expansion of RJ Mitchell Primary School for 2021/22

1FE bulge class at Suttons Primary School/Scargill Infants School for 2022/23

Harold Hill

3 x 1FE bulge classes at Drapers' Pyrgo Priory School, Drapers' Maylands and Mead Primary School for 2020/21

1FE permanent expansion of Drapers' Pyrgo Priory School and 1FE bulge class Broadford Primary School for 2022/23

1FE permanent expansion of Broadford Primary School for 2023/24

Hornchurch

1FE bulge class at Langtons Infants School, 1FE bulge class at Harrow Lodge Primary School for 2020/21

1FE bulge class at Langtons Infants School for 2021/22

1FE bulge class at Langtons Infants School for 2023/24

Rainham and South Hornchurch

A new 3FE school delivered as part of Beam Park development for 2021/22

Romford

1FE bulge class at Concordia Primary Academy for 2021/22

1FE bulge class at Concordia Primary Academy for 2022/23

A new 3FE school delivered as part of Bridge Close development for 2023/24

Upminster and Cranham

1FE bulge class at James Oglethorpe Primary School for 2020/21

1FE bulge class at James Oglethorpe Primary School for 2021/22

1FE permanent expansion (school TBC) for 2023/24

There were proposal for two new primary schools to open in 2023/24 on the 2 housing developments sites in Beam Park, Rainham and Bridge Close, Romford, both start-up would be closely linked to the delivery of the new housing.

The report also outlined proposals to meet the increasing needs for Special Educational Needs and Disability places by providing more alternative Resources Provision "ARP" that focus on supporting children who have Autistic Spectrum Disorder "ASD" and Social Emotional and Mental Health "SEMH", particularly in early years and primary schools.

The following ARPs are proposed:

- 1 ARP at Nemes Primary School 12 places for ASD
- 1 ARP at Scotts Primary School 12 places for ASD

- 1 ARP at Suttons Primary School 12 places for SEMH
- 1 ARP at a secondary school for ASD needs.

The Sub-Committee noted that the annual statutory returns to the Department for Education regarding projected school place demand completion of a School Capacity Collection “SCAP” return followed by a report to Cabinet providing updates to the pupil projections, and identify plans to meet the expected demand for school places beyond what has already been identified in the September 2019 report:

During discussion, it was noted that a sponsor had been identified for the primary school provision in Beam Park.

The Sub-Committee **noted** the update report.

Chairman

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CHILDREN AND LEARNING OVERVIEW AND SCRUTINY SUB-COMMITTEE 26 NOVEMBER 2019

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 – September 2019).

RECOMMENDATIONS

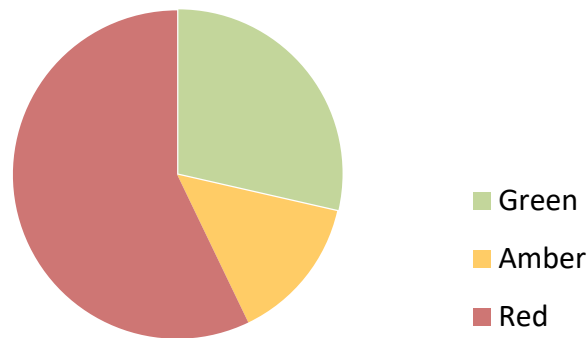
- That the Children and Learning Overview and Scrutiny Sub-Committee notes the contents of the report and presentation and makes any recommendations as appropriate.

REPORT DETAIL

1. The report and attached presentation provide an overview of the Council's performance against the eight performance indicators selected for monitoring by the Children and Learning Overview and Scrutiny Sub-Committee in 2019/20. 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 agreed for 2019/20 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, 2019/20)

- Long-term performance – with the same time the previous year (Quarter 2, 2018/19)
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 are available for reporting this quarter. Seven indicators have been assigned a RAG status.

Quarter 2 indicators summary



In summary, of the 7 indicators:

- 2 (29%)** have a status of **Green**
- 1 (14%)** has a status of **Amber**
- 4 (57%)** have a status of **Red**

It should be noted that when selecting indicators for monitoring in 2019/20, the Children and Learning Overview and Scrutiny Sub-Committee adopted a number of indicators which were challenging in the previous financial year and where members therefore felt that additional focus was required.

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:

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.

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

- Percentage of Initial Child Protection Conferences held within 15 days
- Percentage of looked-after children who ceased to be looked after as a result of permanency (Adoption and Special Guardianship Order)
- Number of new in-house foster carers
- Percentage of care leavers (aged 19-21) in education, employment or training

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 2019/20

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Havering

LONDON BOROUGH

Quarter 2 Performance Report 2019/20

Children and Learning O&S Sub-Committee

26 November 2019

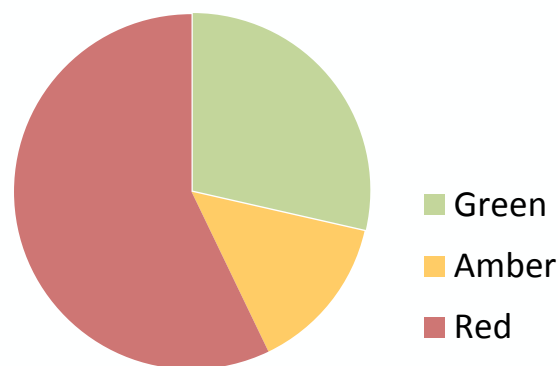
About the Children and Learning O&S Sub-Committee Performance Report

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

Quarter 2 indicators summary



In summary, of the 7 indicators:

2 (29%) have a status of **Green**

1 (14%) has a status of **Amber**

4 (57%) have a status of **Red**

Quarter 2 Performance – Learning and Achievement

Indicator and Description	Value	Tolerance	2019/20 Annual Target	2019/20 Q2 Target	2019/20 Q2 Performance	Short Term DOT against Q1 2019/20		Long Term DOT against Q2 2018/19	
Number of children missing from education at month end (average for the quarter)	Smaller is better	N/A	N/A	N/A	3	→	3	↓	8
Percentage of 16-18 year olds who are not in education, employment or training (NEET), or not known	Smaller is better	+/-15%	3.5%	3.5%	3.1%	-	3.3% (monthly data - June 2019)	-	3.1% (2018/19)
Number of apprentices aged 16-18 recruited in the borough	Bigger is better	+/-10%	664 (August 2018 to July 2019)	N/A	460	-	610 (2017/18)	-	690 (2016/17)
Number of apprentices aged 19+ recruited in the borough	Bigger is better	+/-10%	1,112 (August 2018 to July 2019)	N/A	970	-	1,100 (2017/18)	-	1,320 (2016/17)

No direction of travel has been provided for the Percentage of 16-18 year olds who are not in education, employment or training (NEET) or not known, as the monthly data is not directly comparable to annual published data

Quarter 2 Performance – Children’s Services

Indicator and Description	Value	Tolerance	2019/20 Annual Target	2019/20 Q2 Target	2019/20 Q2 Performance	Short Term DOT against Q1 2019/20		Long Term DOT against Q2 2018/19	
Percentage of Initial Child Protection Conferences held within 15 days	Bigger is better	+/-5%	90%	N/A	83.3%	↑	75%	↑	77.8%
Percentage of looked-after children who ceased to be looked after as a result of permanency (Adoption and Special Guardianship Order)	Bigger is better	+/-10%	20%	N/A	8.7%	↑	7.1%	↓	10.5%
Number of new in-house foster carers (cumulative)	Bigger is better	12	14	7	2	-	0	↓	3
Percentage of care leavers (aged 19-21) in education, employment or training	Bigger is better	+/-2%	53%	N/A	51%	↑	43%	-	N/A*

**Performance using Department for Education (DfE) methodology (for the % of care leavers in EET) was not reported during 2018/19*

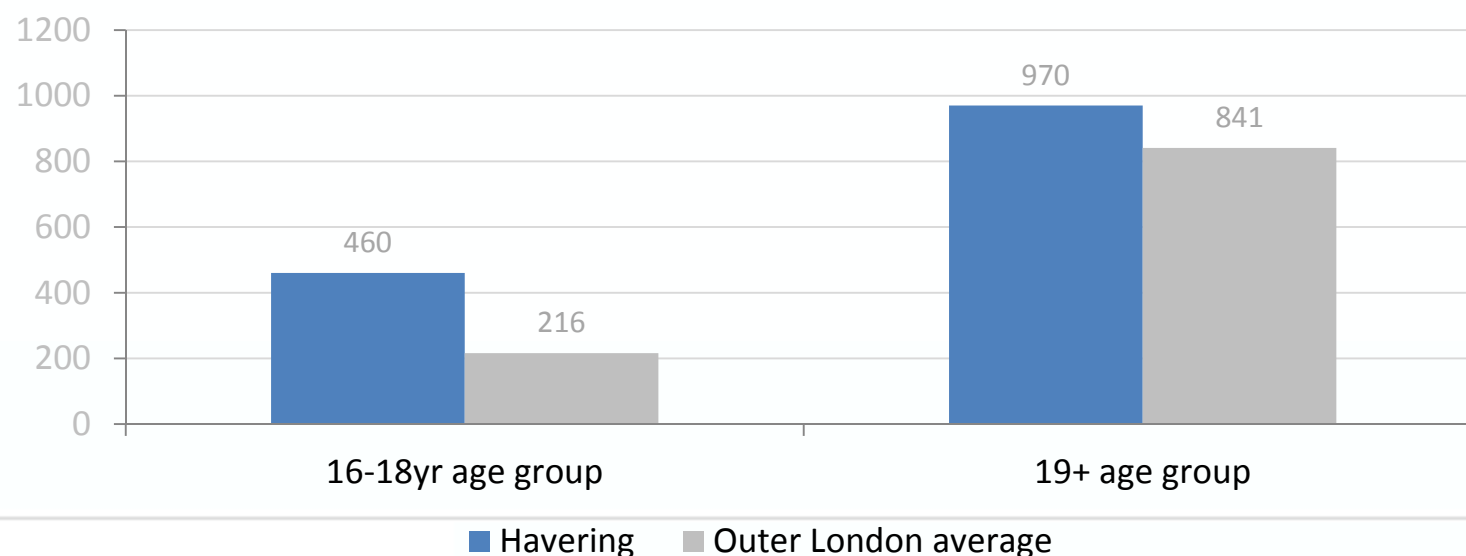
Highlights

- The **Number of children missing from education** in Quarter 2 was three, which is the same as the previous quarter and five fewer children than at the same point last year.
- The latest Department for Education scorecard performance (for the period December 2018 to February 2019) places Havering in the top quintile nationally for the **Percentage of 16-18 year olds who are not in education, employment or training (NEET), or not known**, with a three month average performance of 3.1%. This is compared to national performance of 5.5% and a regional average of 4.8% (lower is better). The continued strong performance in Havering is a result of strong post-16 partnerships with education providers through the termly sub-group meetings with the following:
 - local apprenticeship providers;
 - 16-18 performance group (local post-16 education providers);
 - Participation Education, Training & Employment panel (PETE group) - an operational panel which case manages Havering 's NEET cohort in partnership with local providers, to progress them into participation;
 - Deploying targeted Information, Advice and Guidance (IAG) support to the identified Year 11 pupils at risk of becoming NEET, using the targeting toolkit indicators (TTK);
 - Delivering the annual Raising Participation Age event (1,800 attendees) and National Apprenticeship Week parent and learner event for local residents (500 attendees);
 - Securing the roll out of the London Mayor's flagship Enterprise Advisor programme in Havering with the North East London partners , which forms links between secondary schools and the two colleges in the borough, and local employers. The focus of the programme is to develop closer employer links and sustainable careers strategies, which provide relevant employment and skills opportunities for young learners;
 - Continued robust tracking and recording of young Havering residents.

Highlights (contd.)

- As noted previously, we have seen a decline in the **number of apprentices recruited in the borough** in line with national and regional trends, and targets have been set to reflect this (the regional decrease in apprenticeship starts between 2017/18 and 2018/19 was 17%). Looking at the latest available published data however, Havering has seen a greater number of starts than the average for Outer London boroughs. Apprenticeships continue to be promoted as a post-16 option to Havering residents and there is an increased focus on apprenticeships for 2019/20 through the National Apprenticeship Week activities planned. In line with the national trend, the majority of apprenticeships starts are for the 19+ age group.

Apprenticeship starts in first three quarters of 2018/19 (August to April)



Improvements Required (contd.)

- The **percentage of Initial Child Protection Conferences held within 15 days** has improved during the second quarter but remains just outside of the accepted target tolerance. As noted previously, the number of conferences taking place have reduced over recent years and with lower numbers, percentages are more volatile. The actual number of conferences held late during the quarter is two and performance remains affected by the slightly lower performance in the first quarter. Cases that have been referred for conference late by the social work teams are followed up with group managers to review the reasons and address any issues. Other reasons for late conferences this year have included lack of reports or representation from key agencies, and late reports from social workers. This area remains closely monitored by senior managers within the service and improved performance is anticipated in the second half of the year.
- The **percentage of looked-after children who ceased to be looked after as a result of permanency** is behind target for this point in the year, with 5 adoption orders and 1 special guardianship order (SGO) granted. Adopt London East (the regional adoption agency which Havering is hosting) went live on 1 October 2019 and there are three potential adoption matches currently being considered by the new service. A number of special guardianship assessments have been filed with the court and several of these are anticipated to result in orders being granted when proceedings conclude. As noted previously, we have seen a trend whereby applications to court for adoption hearings are taking longer to be set by the East London Family Court and adoption orders are less likely to be granted at the first hearing due to an increase in orders being contested by birth families.

Improvements Required (contd.)

- As reported previously, foster carer recruitment across London and nationwide remains a challenge. In Havering there have been 2 **new in-house foster carers** approved during the first half of the year. There is a more clearly defined focus on assessment and recruitment within the service, which is having a positive impact. The number of prospective carer households (at both stage 1 and 2 of the recruitment process) has more than doubled since the beginning of Quarter 2 and there are currently 10 households in the process of being assessed. We have seen increasing interest from Independent Fostering Agency (IFA) carers, who are looking after Havering children, in becoming Havering approved carers. This is because foster carer wrap around support is becoming Havering's strength. Foster carer allowances are also being reviewed to ensure that these remain competitive in comparison to other local authorities. The service is exploring what additional benefits other LAs offer, which the Council might consider in order to avoid losing carers to other agencies (e.g. Council tax exemption; parking charges exemption).
- The **percentage of care leavers in education, employment or training (EET)** is just outside of the accepted tolerance but a significant improvement on Quarter 1's outturn of 43%. The statutory DfE methodology used here includes care leavers who are not receiving services and whose EET status is therefore not known, which reduces the percentage. Performance based on only young people receiving services is far higher (60%) and this figure compares well to other LAs based on the latest available benchmarking (London average = 53%). On-going support to care leavers remains in place in the form of an EET Pathway Co-ordinator, and targeted engagement activities for young people entering care post-16 and already disengaged with EET. There is active collaboration with the Department for Work and Pensions, who regularly send employment and training opportunities for care experienced young adults to consider. Positive engagement activities continue to be used to instil a level of commitment within this cohort of young adults to enable the first steps towards employment. The mental health practitioner is working with care experienced young adults to promote self-confidence and positive mental/emotional well-being, all of which is crucial in preparing for any type of EET. 'Pathway planning and transition to adulthood' is one of the seven themes of our improvement plan for Children's Services and remains a high priority.

Any questions?



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CHILDREN AND LEARNING OVERVIEW AND SCRUTINY COMMITTEE 26 NOVEMBER 2019

Subject Heading:	OFSTED IMPROVEMENT UPDATE
SLT Lead:	Robert South, Director of Children's Services
Report Author and contact details:	Ali Omar, Head of Innovation and Improvement Tel: 01708 431671 ali.omar@havering.gov.uk
Policy context:	Ofsted Improvement and delivery of statutory social care.
Financial summary:	There are no direct financial implications arising from this update report.

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

To ensure that Havering is meeting its statutory responsibilities and continuing to evidence improvement against Ofsted recommendations, this report updates members of the Committee on progress to improve standards of social care practice, workforce development and associated systems.

RECOMMENDATIONS

It is recommended that the Overview and Scrutiny Committee

- 1) Notes the progress in compliance with the Ofsted recommendations
- 2) Should continue to receive updates on Ofsted improvement and monitor progress against key areas of performance.

REPORT DETAIL

1. The published Ofsted inspection report of July 2018 highlighted the impact and effectiveness of a range of services, with an overall grading for effectiveness.
2. Havering received an overall grade of 'Good', with the following breakdown of sub-categories;
 - The impact of leaders on social work practice with children and families is 'Good'.
 - The experiences and progress of children who need help and protection has a grading of 'Requires improvement'
 - The experiences and progress of children in care and care leavers is 'Good'
3. The ILACS Inspection framework was a new framework introduced by Ofsted in January 2018, which focused more on understanding casework and engaging directly with social workers, in comparison to the previous framework under which Havering were inspected in October 2016.
4. The inspection report highlighted seven thematic areas for improvement in order to raise standards further, with a key factor being to ensure greater consistency and quality assurance across the service, and compliance with case recording.
5. These themes are deliberately cross cutting, and designed to drive improvement across the service, rather than just in specific services. Each

area has a clearly defined project initiation document, and there is an overall programme plan, describing the delivery and timescales.

6. Progress against each project will be overseen by the Children's Services Improvement Board, with a rota focusing on two themes per meeting. Progress updates are provided to the LSCB and SLT, the Children and Learning Overview and Scrutiny Committee, and also the Executive.
7. The programme consists of an evaluation framework, to establish what is working and how we are progressing on our improvement. This includes;
 - Practice week and special Quality Assurance audits on key themes.
 - Feedback from staff.
 - Feedback from service users.
 - Peer Reviews (involving other Local Authorities).
 - Challenge from an experienced independent auditor.
 - A focused visit from Ofsted (prior to the next OFSTED inspection).

Themes and objectives

8. **Pathway Planning and Transitions to Adulthood.** The aim is to further improve the quality of care planning. This includes the development of a Health Passport and the integration of Personal Education Plans into the care plan. This will involve partners across health and education. There is also a focus on how we manage and make decisions around key transitions phases for children, who are in care or care experienced.
9. **Strategy and Meetings (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.
10. **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.
11. **Quality Assurance.** This theme will consider the auditing and other quality assurance activities across the services to ensure there is a robust framework to 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.
12. **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.

13. 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.

14. 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.

Progress

<u>Pathway Planning and Transitions to Adulthood</u>	
Achievements So Far:	Next Steps:
<u>Education, Employment and Training:</u> 61% of our care leavers are in education, employment and training (as at March 2019) which is higher than the London and England average.	<u>Health Passports;</u> we want to ensure that all our care experienced young people are supported in understanding their health information and why it is important to have. We will also ensure that Liquid Logic enables us to make specific recordings regarding health passports.
<u>The Cocoon:</u> Has recently celebrated its second anniversary and goes from strength to strength as a community space for care experienced young people to access support and leisure activities.	<u>The Cocoon;</u> The introduction of a full time manager for The Cocoon will strengthen our offer from the community space.
<u>Transitions Panel:</u> The contribution from partner agencies has continued to grow and the remit has expanded to consider young people from other agencies, such as mental health.	<u>Leaving Care Local Offer;</u> Published by the end of the year
	<u>Plans;</u> Our Pathway Planning Champions group is exploring the option of integrating Personal Education Plans with Pathway Plans to create one holistic document.
<u>Strategy Meetings and Planning</u>	
Achievements So Far:	Next Steps:
<u>Exemplars;</u> Good practice examples of strategy meetings and plans have been	<u>Practice Toolkit;</u> This is being developed to support managers and includes practice

collated and will be shared with staff as part of the training and development offer	guidance, templates and exemplars. This will also be shared with partner agencies.
<u>Meetings Protocol</u> ; Standards have been agreed regarding holding strategy meetings and attendance by partner agencies is being tracked via the case management system	<u>Training Video</u> : A video example of a good strategy meeting is due to be developed from the end of November
<u>Obsessions Workshops</u> ; Within the programme, workshops are scheduled which will support skills development regarding meetings and planning.	

Supervision	
Achievements So Far:	Next Steps:
<u>Template</u> : A revised supervision template was rolled out across the service in October 2019, following consultation with staff across the service. The new template has been created in line with systemic principles and is designed to enable reflective and purposeful practice.	<u>Support</u> ; Continue to offer guidance and support regarding the use of the new template
<u>Obsessions Workshops</u> ; A workshop on supervision was held on 17/10/19 and a focus on supervision will be retained when developing the rest of the programme.	<u>Quality assurance</u> ; Monitoring of performance data and audit activity to understand the impact of the new template. Ensure that supervision observations are undertaken regularly by Group Managers.

Quality Assurance	
Achievements So Far:	Next Steps:
<u>Framework</u> ; New Quality Assurance Framework and supporting tools are in place	<u>Multi-Agency/Cross Borough Audits</u> ; Discussion has taken place with Barking and Dagenham and further conversations are scheduled.
<u>Liquid Logic</u> ; The Deep Dive audit Tool and monthly case file audits have been developed in Liquid Logic	<u>SEND QA Framework</u> ; to be developed and implemented
<u>Training</u> ; 'What Good Looks Like' workshops were held in June 2019 which were attended by 31 managers/supervisors	

Workforce Development	
Achievements So Far:	Next Steps:
<u>Permanent Workforce</u> ; 82% of our social workers are now permanent	<u>Career Progression Scheme</u> ; Due to be relaunched in December 2019
<u>Recruitment Open Evening</u> ; Event held in	<u>HSCA Good Practice Awards</u> ; Following the

March 2018 with 80 potential new recruits attending. A second event is scheduled for November 2018 and will be held at The Cocoon.	success of the 2019 event, this is scheduled again for February 2020
<u>Social Media:</u> We have improved our use of social media to raise the profile of Havering and advertise roles.	

Adolescent Safeguarding	
Achievements So Far:	Next Steps:
<u>Multi-agency input:</u> Agreement to a multi-disciplinary safeguarding arrangement, involving all main partners	<u>Launch:</u> The service will be officially launched in early 2020.
<u>Resources:</u> These have been secured and agreed via funding from the Local Authority and Health partners	
<u>Investment:</u> Some programmes/projects are already underway, including a £400k investment from the Home Office via the Mayor's Office for Policing and Crime (MOPAC)	

Case Recording and Data Quality	
Achievements So Far:	Next Steps:
<u>Liquid Logic Implementation:</u> New case management system went live in March 2019, and focus has been on data cleansing, data migration and training.	<u>Liquid Logic Oversight:</u> Continue to provide oversight of the progress with regards to liquid logic and any changes required
<u>Case Recording Principles:</u> we have worked with the youth management team to develop our case recording principles and these will be launched in November.	<u>Performance Reporting:</u> Our performance reporting processes will be reviewed to ensure that all service areas have their requirements met and we are gathering data that is informative and purposeful.

IMPLICATIONS AND RISKS

Financial implications and risks:

There are no financial implications associated with this report.

Legal implications and risks:

There are no apparent legal implications in noting the progress with implementation of the Ofsted recommendations.

Human Resources implications and risks:

There are no direct HR implications arising from the recommendations in this report.

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.

It is both Council policy and recently renewed SLT direction/expectation that EqHIAs (Equality and Health Impact Assessments) are carried out when appropriate and in sufficient time to enable informed decision-making. As a basic rule, one should be undertaken whenever staff, service users, or the wider public are impacted by decisions or the intended or planned activity. The relevant template with guidance is available from diversity@haverling.gov.uk and the intranet and its purpose is to ensure a systematic approach to the task and to evidence that due regard is paid to any adverse impact on affected parties with

protected characteristics. In addition to the nine protected characteristics, the assessment also looks at matters pertaining to health and socio-economics, respectively.

Another accepted way to demonstrate due regard is to produce minutes of meetings which clearly show equality implications of the intended activity were fully discussed and understood by decision-makers. The status of EqHIAs can be 'completed' or 'under development', with a view to completion before any final decisions are reached. Where legal challenges occur, completed EqHIAs can often become items of evidence in related proceedings. Finally, if an EqHIA is not to be carried out authors should state the reason in the equality section of their report. Do consult the corporate diversity advisor if clarification or support is needed.

Consultation

Consultation with affected parties is essential to good practice. In terms of administrative law this has a specific meaning, and if done should be proportionate, fair, and inclusive. Sufficient time and information should be afforded to allow consultees to comment meaningfully on the matter in hand and the responses taken conscientiously into account by the decision maker.

CHILDREN & LEARNING OVERVIEW AND SCRUTINY SUB-COMMITTEE 26 NOVEMBER 2019

Subject Heading:	Secondary Outcomes, 2019 (Provisional)
SLT Lead:	Robert South, 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

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 2019 statutory assessments within the secondary 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.

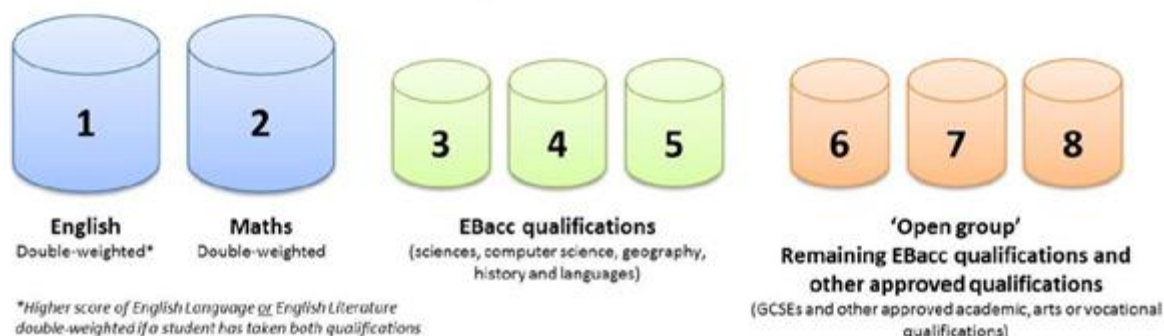
REPORT DETAIL

It should be noted that the benchmarking in this report compares Havering against 152 Local Authorities nationally, 33 London boroughs, and 11 statistical neighbours¹.

Havering has 18 Secondary schools, all of which are Academies. 6 of the schools have Sixth Forms. In addition, there are 3 Special Schools, 2 of which are Academies.

Definition of Main Indicators at GCSE

Attainment 8 is made up of 8 subjects as shown below. Grades 1-9 are translated into a numerical score, the total of which is Attainment 8. The average Attainment 8 score in Havering is compared with the Attainment of all pupils nationally.



¹ The statistical neighbour benchmarking 'tool' allows a local authority to compare its performance against its 'closest statistical neighbours' (local authorities with similar characteristics). Havering's statistical neighbours are Bexley, Medway, Essex, Bury, Kent, Lancashire, Swindon, Thurrock, Dudley, and Nottinghamshire.

Progress 8 is calculated by the sum of the Attainment 8 results for all pupils in Havering, this score is compared with that of pupils all pupils nationally with the same KS2 attainment to create the P8 score which is the difference between the two.

English Baccalaureate (Ebacc) is made up of English, Mathematics, 2x Sciences, 1 Humanities subject and 1 Language.

1. Key Stage 4 (GCSE's) – Attainment

Table 6b: Key Stage 4: Attainment 8

Area	2014	2015	2016	2017	2018	2019	Trend
National		48.6	50.1	46.1	46.6	46.7	
Inner London		50.2	51.3	47.8	48.3	48.3	
Outer London		51.5	52.3	48.9	49.9	48.3	
Statistical neighbours		48.1	49.8	45.6	45.8	45.9	
Havering		48.8	50.0	47.1	46.9	48.3	
National		67	74	47	57	43	
Statistical Neighbours		3	6	3	4	2	
London		28	27	21	22	21	

1.1 Standards in the GCSEs in Havering are above the national average. The average Attainment 8 score in 2019 was 48.3 – marginally above the national average of 46.7, which places Havering in the second quintile nationally and above the majority of its statistical neighbours, and the same as the outer London average.




1.2 Outcomes have fluctuated over the last few years, with the ongoing changes in exams and methodology.

Table 7a: Key Stage 4: % Entering the English Baccalaureate

Area	2014	2015	2016	2017	2018	2019	Trend
National	38.8	38.8	39.7	34.9	38.5	40.1	
Inner London	45.1	48.0	49.5	50.8	52.7	54.6	
Outer London	46.5	46.7	49.6	49.3	52.0	54.6	
Statistical neighbours	37.8	37.5	39.2	37.1	38.2	39.4	
Havering	45.6	41.5	48.5	50.1	49.1	51.7	
National	31	48	23	21	28	22	
Statistical Neighbours	2	2	1	1	2	2	
London	18	26	18	18	21	19	




1.3 Havering performs well in terms of entry to the Ebacc, being more than 11.6%pts higher than national average, resulting in Havering being in the top quintile nationally, and 2nd amongst Statistical Neighbours.

Table 7b: Key Stage 4: % Achieving the English Baccalaureate/ English Baccalaureate APS

Area	2014	2015	2016	2017	2018	2019	Trend
National	24.3	24.4	24.6	21.7	24.2	24.9	-----
Inner London	28.0	29.4	30.0	31.2	30.8	32.0	-----
Outer London	31.2	31.0	32.4	31.9	33.8	32.0	-----
Statistical neighbours	23.5	23.1	24.1	23.0	23.2	23.6	-----
Havering	24.4	22.8	27.7	30.3	29.4	31.0	-----
National	66	82	42	27	36	31	
Statistical Neighbours	5	5	3	1	2	2	
London	27	30	22	19	20	21	

1.4 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 2nd amongst Statistical Neighbours.




Table 8: Key Stage 4: % Achieving a Standard Pass in the Basics (A*-C in both English and Maths)

Area	2014	2015	2016	2017	2018	2019	Trend
National	59.1	59.5	62.8	58.5	64.4	64.6	■■■■■■■■
Inner London	61.8	61.5	64.7	65.3	66.1	66.3	■■■■■■■■
Outer London	64.6	63.0	66.5	68.3	68.8	66.3	■■■■■■■■
Statistical neighbours	59.5	58.0	62.6	62.2	63.7	64.0	■■■■■■■■
Havering	63.9	60.1	63.6	67.3	67.8	69.3	■■■■■■■■
National	25	68	64	37	42	28	
Statistical Neighbours	1	3	5	1	2	1	
London	14	21	20	16	18	12	

1.5 Havering enjoyed a 1.5%pt increase on 2018, sitting 4.7%pts above the National average. This results in Havering moving to the upper threshold of contextual expectation, and 1st amongst its Statistical Neighbours, and its rank in London in recent years.

2. Key Stage 4 (GCSE's) – Progress

Table 6a: Key Stage 4: Progress 8

Area	2014	2015	2016	2017	2018	2019	Trend
National			-0.03	-0.03	-0.02	-0.03	----
Inner London			0.17	0.21	0.19	0.18	■■■■
Outer London			0.16	0.23	0.24	0.18	■■■■
Statistical neighbours			-0.06	-0.07	-0.11	-0.10	----
Havering			-0.14	-0.04	-0.09	-0.04	■----
National			114	72	87	72	
Statistical Neighbours			9	4	4	3	
London			31	28	29	28	

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

4. Key Stage 5 (A-Level's) – Attainment

Table 9: Key Stage Five: Average Points Score (APS) per Entry at A level (excl. FE Colleges)

Area	2014	2015	2016	2017	2018	2019	Trend
National	214.8	215.4	30.8	31.3	32.4	33.8	
Inner London	215.0	217.3	31.4	32.3	33.3	33.8	
Outer London	217.7	218.7	31.5	32.1	32.9	32.9	
Statistical neighbours	214.3	213.7	30.9	30.5	32.3	31.7	
Havering	214.6	215.0	31.1	30.7	33.6	34.9	
National	66	64	48	74	31	26	
Statistical Neighbours	7	4	3	6	2	1	
London	19	23	15	21	9	8	

4.1 Outcomes have fluctuated over the last few years, with the ongoing changes in exams and methodology calculations, however, the 6 academy sixth forms have had a 2 year improvement, where Havering has outperformed it's statistical neighbours, ranked 1st and 26th nationally.

Key Stage 5: APS for best 3 A-Levels (excl. FE Colleges)

Area	2014	2015	2016	2017	2018	2019	Trend
National			35.0	34.8	33.5	33.3	
Inner London			34.3	35.0	34.5	34.6	
Outer London			35.0	35.1	34.1	33.4	
Statistical neighbours			34.5	33.8	33.2	31.5	
Havering			33.9	33.0	34.6	35.2	
National			69	95	35	22	
Statistical Neighbours			7	8	3	1	
London			20	25	13	8	

4.2 Again, the best 3 A-Levels outcomes have fluctuated over the last few years, with 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 has outperformed it's statistical neighbours, ranked 3rd and 31st nationally.

Table 10a Key Stage Five: % of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects (excl. FE Colleges)

Area	2014	2015	2016	2017	2018	2019	Trend
National	13.5	13.1	15.4	16.6	15.4	15.8	
Inner London	12.9	12.8	15.5	16.9	16.9	17.7	
Outer London	14.7	14.8	16.4	17.2	16.4	15.7	
Statistical neighbours	10.5	10.3	16.6	15.8	14.3	12.5	
Havering	13.3	13.2	9.7	12.0	11.4	13.1	
National	50	49	116	98	102	63	
Statistical Neighbours	4	4	9	7	8	4	
London	14	14	25	23	24	17	

4.3 The percentage of pupils achieving grades AAB or better at A-level for the last 4 years have remained below that of national averages. However, Havering's rank against the national average in 2019, and is in the better performing half. Both the Outer London and Havering's statistical neighbours have had a 2 year decline resulting in Havering's position improving.

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.

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CHILDREN AND LEARNING OVERVIEW AND SCRUTINY SUB-COMMITTEE 26 NOVEMBER 2019

Subject Heading:	OFSTED Progress report on SEND
SLT Lead:	Trevor Cook
Report Author and contact details:	Caroline Penfold, Head of Children and Young Adult Disability Service. caroline.penfold@havering.gov.uk 01708431743
Policy context:	The council has statutory responsibilities to deliver support to Children and young people with SEND
Financial summary:	No financial decisions/implications included in this update report.

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 provides an update on the actions required following the Ofsted/Care Quality Commission inspection of SEND of the local area, in March 2018.

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

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 the SEND Executive Board, comprising of partners, parent representatives, schools in addition to local health and local council representation. A SEND Strategy was signed off by the Health and Wellbeing Board in September 2018 and an update was provided to a meeting of the OSSC in November 2019. 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:

- Task the 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 engaged.
- Implement Havering’s High Needs strategy. This strategy was approved in 2017, runs to 2022 and was subject to a two year review earlier this year. The review involved consultation with all partners including schools, early year’s providers, parents and carers. The outcome of the review was that the local priorities remain similar and progress is being made. The main theme of the Strategy remains to ensure Havering has quality and inclusive education for our children with SEND. The provision should be local and reduce the need for children to travel out of Borough to school.
- The strategy guides our development of new provision - plans to build a new £8.5 million free school for children with SEND have been approved by the Dept for Education and the local authority. The school is planned for the St Edward’s Church of England Academy site in London Road, Romford, and will cater for 60 children aged three to 16 years. The purpose-built school will be run by Unity Schools Partnership Trust, which currently runs St Edward’s. The

school will support children and young people with an EHCP, who have Autism and or Social Emotional and Mental Health issues with complex behaviour.

- The strategy indicates the need to deliver a programme of new provision to see a better distribution across the borough and throughout both primary and secondary schools. Progress has been made in this area with 1 new ARP opening in May 2019 at Mead School and building works commencing on a second at Nelves Primary School. Further to this the Council's cabinet (September 2019) approved expansion for nursery, primary, secondary and special school places for SEND children and young people, as follows:
 - 20 place nursery provision at Forest Approach Academy for 2, 3 and 4 year old pupils with SEND
 - One Additionally Resourced Provision (ARP) for primary children with Communication and Interaction Needs with 12 places.
 - One Additionally Resourced Provision (ARP) for primary children with SEMH (Social, Emotional, Mental and Health) needs with 12 places.
 - An ARP for 12 places (4-11) for pupils with ASD/SEMH on Beam Park School for 2021/22
 - An ARP for 18 places – 6 places (2-4) and 12 places (4-11) for pupils with ASD and SEMH for 2023/24 as part of the Bridge Close development
 - Agree to establish two ARPs containing 20 places each in secondary schools to meet the needs of secondary pupils with Communication and Interaction (mainly ASD) and SEMH needs. One to be delivered in 2020/21 and one to be delivered in 2021/22
 - Agree to expand Corbets Tey School from 155 to 170 places for 2021/22
 - New special free school (3-16) with 60 places for ASD and SEMH in 2022/23
 - Agree for the authority to submit bids for a new special school when the DfE announces another Wave of special (SEND) and alternative provision (AP) free school applications round.
- 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 and the offer is reviewed regularly.
- EHC Hub - establish the 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 is now implemented and being used by parents and carers for new EHC plans from September 2019.
- Review of EHC planning and processes, to 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. The borough now has approximately 1,600 children with EHC plans, up from 800 former statements of SEN in 2014. New EHC plans are up from 133 in 2016 to 195 in 2018. At January 2019 (the latest published data) 70% of EHCPs in the borough meet statutory timescales, compared with 58% across London boroughs. Quality of EHCPs is still variable and work is underway to establish a quality assurance process.

- 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 maturing; a complex needs panel was established early in 2019 to ensure children with the most complex health and educational needs are considered earlier in the process. The revised panel incorporates budget-holders and commissioners as part of the panel, generates creative solutions to meet the needs, in borough, of the majority of our children and young people and has led to more consistent and transparent decision-making.
- We have progressed ‘co-production’ at a strategic level by continuing to work with parents and partners to determine the future commissioning of short breaks and Transport provision. A series of workshops and events have been held with parents and carers, to develop an outcome-focused joint commissioning model and framework for Short Breaks focused on young people with complex and multiple needs.
- Improve transition into adulthood - Provide a timely and joined up transition to ensure that young people with SEND (age 13 up to age 25) and their parents/carers have a smooth and positive experience of transition. Corbets Tey at The Avelon now deliver post-16 provision (and Routes4Life for post 19 year olds) courses for 19-25 year olds focused on year-long preparation for adulthood pathways. We have undertaken a review of supported internships across the borough and established three training programmes for staff (from schools, colleges and LA) to develop skills, knowledge and confidence in delivering employment opportunities for young people with SEND.
- Improve the Social Care offer – work is underway to develop a 6 bed residential facility to provide long term and short break support for children in Havering. This will mean that children needing to access overnight short breaks can do so locally and should the need arise for longer periods of accommodation again this will be able to be delivered in Havering, meaning greater continuity of support as children can remain in their local school.

IMPLICATIONS AND RISKS

Financial implications and risks:

There are no financial decisions/implications included in this update report.

Legal implications and risks:

There are no apparent legal implications in noting the progress in implementing the SEND action plan.

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:

There are no direct HR implications arising from the recommendations in this report.

Equalities implications and risks:

Note here the equalities and social implications of, and risks relating to, the proposed decision.

An Equalities Assessment (EA) will normally be required. Where the EA suggests that there is a significant impact upon ANY of the “protected characteristics”, the EA must be an appendix to the report. In all other cases, the EA must be treated as a background paper.

If it is considered that an EA is not necessary, the reason for that MUST be stated here.

If in doubt, please seek advice from the Council's Diversity Programme Team or Committee Administration.

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