



CHILDREN & LEARNING OVERVIEW & SCRUTINY COMMITTEE AGENDA

7.00 pm

Tuesday
4 March 2014

Town Hall

Members 14: Quorum 6

COUNCILLORS:

Sandra Binion (Chairman)
Gillian Ford (Vice-Chair)
Wendy Brice-Thompson

Nic Dodin
Robby Misir
Pat Murray

Frederick Thompson
Melvin Wallace
Keith Wells

CO-OPTED MEMBERS:

**Statutory Members
representing the Churches**

Phillip Grundy, Church of
England, Jack How, Roman
Catholic Church

**Statutory Members
representing parent
governors**

Julie Lamb, Special Schools
Anne Ling, Primary Schools,
Gary Dennis, Secondary
Schools

Non-voting members representing local teacher unions and professional associations:
Margaret Cameron (NAHT), Keith Passingham (NASUWT) Ian Rusha (NUT)

**For information about the meeting please contact:
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lorraine.hunterbrown@haverling.gov.uk**

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 committee has its own remit as set out in the terms of reference but they each meet to consider issues of local importance.

They 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 of the public.

The 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.

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 and site visits. Once the topic group has finished its work it will send a report to the Committee that created it and it will often suggest recommendations to the executive.

Terms of Reference

The areas scrutinised by the Committee are:

- School Improvement (BSF)
- Pupil and Student Services (including the Youth Service)
- Children's Social Services
- Safeguarding
- Adult Education
- 14-19 Diploma
- Scrutiny of relevant aspects of the LAA
- Councillor Calls for Action
- Social Inclusion

AGENDA ITEMS

1 **APOLOGIES FOR ABSENCE AND ANNOUNCEMENT OF SUBSTITUTE MEMBERS**

(if any) - receive.

2 **DECLARATION OF INTERESTS**

Members are invited to declare 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 21 January 2014 and authorise the Chairman to sign them.

5 **JOINT OVERVIEW & SCRUTINY COMMITTEE MINUTES 23 JANUARY 2014** (Pages 7 - 12)

To approve as a correct record the minutes of the Joint Overview and Scrutiny Committee meeting held on 23 January 2014 and to authorise the Chairman to sign them.

6 **ANNUAL CABINET REPORT - REVIEW OF CHILDREN'S CENTRES FEBRUARY 2013** (Pages 13 - 28)

To note that the above Cabinet Report from the Council's Continuous Improvement Model is due for review subject to agreement by the Committee.

7 **CHILDREN & LEARNING OVERVIEW & SCRUTINY COMMITTEE/CORPORATE PARENTING PANEL ANNUAL REPORT 2013-2014** (Pages 29 - 52)

To consider and approve the Annual Report for 2013/2014.

8 **EARLY HELP ASSISTANCE/TROUBLED FAMILIES - TO FOLLOW**

To receive a report from Sarah Thomas.

9 SELF EVALUATION OF THE EDUCATION QUALITY ASSURANCE FUNCTION & OFSTED INSPECTION (EDUCATION) LOCAL AUTHORITY DASHBOARD (Pages 53 - 70)

The Committee to note the finalised document.

Presented by Mary Pattinson.

10 OFSTED ACTION PLAN (Pages 71 - 82)

To note the alterations in the presentation of document as requested by the Committee.

11 SCHOOL TRANSPORT UPDATE

Verbal update from Mary Pattinson.

12 SCHOOL PERFORMANCE - EQUALITIES ANALYSIS (Pages 83 - 98)

Report and Presentation by Grahame Smith.

13 NEETS STRATEGY (Pages 99 - 132)

Report and presentation by Trevor Cook.

14 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.

15 URGENT BUSINESS

To consider any other item in respect of which the Chairman is of the opinion, by reason of special circumstances which shall be specified in the minutes, that the item should be considered at the meeting as a matter of urgency.

Andrew Beesley
Committee Administration Manager

**MINUTES OF A MEETING OF THE
CHILDREN & LEARNING OVERVIEW & SCRUTINY COMMITTEE
Town Hall, Main Road, Romford
21 January 2014 (7.30 - 9.10 pm)**

Present: Councillors Sandra Binion (Chairman), Gillian Ford (Vice-Chair), Wendy Brice-Thompson, Nic Dodin, Pat Murray, Frederick Thompson, Melvin Wallace and Keith Wells

Co-opted Members: Julie Lamb, Garry Dennis Margaret Cameron (NAHT) and Ian Rusha (NUT)

Officer Attendance: Joy Hollister, Group Director Children, Adults and Housing, Mary Pattinson, Head of Learning and Achievement, Carol Carruthers, Service Manager, Penelope Denny, Attendance and Behaviour Support Officer, Pippa Brent-Isherwood, Head of Service and Business Performance, Wendy Gough, Committee Officer

Apologies: Councillor Robby Misir, Philip Grundy, Church of England, Jack How, Roman Catholic Church and Anne Ling, Primary Schools.

87 APOLOGIES FOR ABSENCE AND ANNOUNCEMENT OF SUBSTITUTE MEMBERS

Apologies for absence were noted.

88 MINUTES

The minutes of the meetings held on 14 and 19 November 2013 and 5 December 2013 were agreed and signed by the Chairman.

89 INTRODUCTION TO THE NEW CHAIR OF THE LOCAL CHILDREN'S SAFEGUARDING BOARD

The Committee met with the Chairman of the Local Children's Safeguarding Board (LCSB), who had been in position since October 2013. He explained the role of the Board, and explained that following the Munroe Report, the

review of child protection and safeguarding had been updated in the Children's Act.

There were a number of statutory and non-statutory regulations that the board followed. They worked with other partner organisations to coordinate the effectiveness and accountability of all services dealing with children. There were a number of policies and procedures in place to ensure the safeguarding and welfare of children, which the LCSB monitored and evaluated. They would scrutinise alongside the committee to ensure there were no concerns.

The LCSB took any updates direct form the overarching London Safeguarding Board, however local boroughs also had their own localised policies in place. The board oversaw all trained persons, not to train them specifically, but to ensure that partner organisations had essential training in place, there was recruitment supervision, DBS checks were carried out and to ensure that any investigations carried out came to the correct conclusion.

The LCSB was subject to its own Ofsted inspection and review. This measured the performance of the Board, and ensured the best outcome for children.

A member raised concern about the outsourcing of services to other organisations, in particular the Emergency Duty Team (EDT's). Officer's reassured members that the EDT's, whilst working from the London Borough of Barking and Dagenham, were still checked and audited by Havering. There was still statutory responsibility for this service with the Group Director of Children, Adults and Housing. The tender for the service was carried out following the recommendation from Ofsted.

The Group Director stated that there were lots of services that were outsourced to other organisations, as there were often specialists in certain areas. It is important to have the best services that can be delivered, however they are still subject to the same inspections and frameworks to ensure the safeguarding of children.

The LCSB cannot make an organisation do anything, however if there were issues and risks identified with a service provided by Havering, the responsibility would lie with the Chief Executive/ Group Director.

The Committee agreed it would be useful to have a report at a future meeting which outlined how the monitoring of outsourced services was undertaken. The Chair of the LCSB stated that he would have an annual report which he would look to present to the Committee in June/ July 2014.

90 **REVIEW OF ATTENDANCE DATA FOR SCHOOLS/ ACADEMIES FOR THE SCHOOL YEARS 2009-10 TO 2012-13 (AUTUMN AND SPRING TERMS ONLY) AND THE WORK UNDERTAKEN BY THE LOCAL AUTHORITY TO SUPPORT ATTENDANCE IN MAINTAINED SCHOOLS AND ACADEMIES IN THE LONDON BOROUGH OF HAVERING.**

The Committee received a report setting out the attendance data for schools and academies. It was noted that the information was for 2009/10 to 2012/13 (autumn and spring term only). There was a national issue in getting attendance figures which were up to date.

Officers stated that it was parents' responsibility to ensure that their children of compulsory school age received efficient full-time education. This could be by regular attendance at school, alternative provision or by education elsewhere.

Local Authorities are responsible for identifying children missing education (CME) and ensure they are not at risk of becoming CME. Schools also monitor pupil's attendance through their daily register, they inform the Local Authority of the details of pupils who are regularly absent from school or have missed 10 school days or more without permission. All irregular attendance of pupils is referred to the Local Authority to investigate as part of their safeguarding duties.

The report set out the rates of attendance and the persistent absence rates of primary, secondary and special schools in Havering compared with England, Inner London, Outer London and our statistical neighbours.

It was noted that there were robust approaches taken with parents and policies for schools. Head teachers had expectations for attendance and there was a policy of no term-time absence. The absence at secondary schools overall was not a big issue, and the academies were buying into the attendance monitoring to ensure continuity throughout the education system.

The Committee was informed that special schools had good attendance, as pupils were, in the main, collected and supported practically in attending school although health issues could have an impact on attendance figures.

Officers were working on detailed analysis and breakdowns of equalities in order to find out which vulnerable group experienced lower levels of attendance. It was proposed that this would be made available at the next meeting, together with an action plan.

A member asked about direct correspondence with troubled families in respect of lower attendance. Officers stated that there was an early intervention procedure where the service worked with parents and schools to overcome any absence issues. Meetings were held at times suitable to the parents, this could mean weekends or evening. There was also legal

and support groups available. It was noted that attendance and behaviour are linked and so early intervention is vital.

Members discussed how youngsters from traveller families are dealt with. Officer stated that the expectation is the same for all families regardless of their status. Some traveller families choose to home-educate, which is monitored by the service.

The Committee thanked officers for the informative report and looked forward to receiving the updated work plan and equalities analysis.

91 **SELF EVALUATION OF THE EDUCATION QUALITY ASSURANCE FUNCTION**

The Committee received the Self Evaluation Forms which set out the different aspects that Ofsted would look at. The Chairman stated that the Committee had found the evaluation session they had on the forms very informative. Since the evaluation, the draft had been written and was due to be sent out to settings and schools for their comments. The deadline for this was early February with the final version being presented to the Committee at its March meeting.

The Committee agreed that the aspects from the Self Evaluation Form should be used to form part of the rolling work programme for the Committee following the election in May 2014. Members stated that they would wish to see this in more detail and also on a 6 monthly basis.

It was noted that the Committee would involve Governors in the process after the election. It was agreed that the committee would look at a good performing school, and also one that needed assistance.

92 **EARLY YEARS ASSISTANCE**

The Committee agreed to defer this item until the March meeting. It was agreed that this would fit better with the item on Troubled Families.

93 **OFSTED ACTION PLAN**

The Committee received the Children and Young People's Services Ofsted Action Plan. This had been compiled following a request from the committee to show the areas for improvement on the RAG scale (Red, Amber Green). It was agreed that this item needed to be on the rolling work programme for the committee.

It was noted that there were no Red ratings, which was good. However there was no actual Ofsted target timescales shown, so it was difficult to work out timescales for each of the ratings. Officers agreed to provide a Key to each of the rating targets so that the Committee can see if areas slip, and the reasons for these slippages.

Officers stated that the chronology in the system was very in depth and needed to be re-written, so that some information was filtered.

A member asked that his concern be registered for any improvement exceeding 6 months was not completed and therefore not compliant. Officers stated that they noted the member's concern and agreed that with the interpretation of the RAG rating through a key would rectify these concerns. It was added that often negotiations with other organisations was necessary to provide the best service, and any non-compliance would ultimately lie with the Group Director. It was noted that officers have large workloads, including protection cases, tendering and Ofsted recommendations.

It was agreed that a special meeting would be arranged for February to look at this item in detail.

94 COUNCIL'S CONTINUOUS IMPROVEMENT MODEL

The Committee were asked if they wish to review the Executive Decision concerning the "award of the frozen food and groceries contract" at its next meeting. The Committee felt that, as this was a tender contract, that is would be better being reviewed by Value Overview and Scrutiny Committee.

95 COMMITTEE WORK PLAN

The Committee agreed that the work programme for the next meeting would include the following items:

- Disabled Transport update
- Early Help Assistance
- Ofsted RAG update (ongoing item)
- Troubled families
- School Performance – equalities analysis
- Sight of finalised SEF document
- NEETS strategy
- OFSTED Inspection – Local Authority Dashboard.

The Committee agreed that the item on the Children and Young People plan would be looked at after the election, and that a joint committee with Health Overview and Scrutiny Committee would be necessary to look at Mental Health and SEN inclusion.

An additional meeting would be held in late February to look specifically at the OFSTED Action Plan.

Chairman

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**MINUTES OF A MEETING OF THE
JOINT (ALL) OVERVIEW & SCRUTINY COMMITTEE
Town Hall
23 January 2014 (7.30 - 9.05 pm)**

Present:

COUNCILLORS

Conservative Group	Jeffrey Brace, Wendy Brice-Thompson, Pam Light, Robby Misir, Barry Oddy, Frederick Thompson, Melvin Wallace and Keith Wells
Residents' Group	June Alexander, Clarence Barrett, Gillian Ford, Linda Hawthorn, Ray Morgon, John Mylod, Linda Van den Hende and John Wood
Labour Group	Keith Darvill+, Pat Murray and Denis O'Flynn
Independent Residents Group	Michael Deon Burton
UK Independence Party Group	Lawrence Webb+, Ted Eden and Fred Osborne

+Substituting for Councillor Paul McGeary.

+Sunstituting for Councillor Sandra Binion.

Cabinet Members in attendance: Councillors Michael White (Leader of the Council) Steven Kelly (Deputy Leader) Roger Ramsey and Paul Rochford.

All decisions were taken with no votes against.

The Chairman reminded Members of the action to be taken in an emergency.

1 MEMBERSHIP AND CHAIRMAN OF MEETING

With the agreement of all Overview and Scrutiny Committee Members present, the Chair was taken at this special meeting by Councillor Pam Light.

2 CHAIRMAN'S ANNOUNCEMENTS

The Chairman advised all present of action to be taken in the event of emergency evacuation of the town hall becoming necessary.

3 APOLOGIES FOR ABSENCE AND ANNOUNCEMENT OF SUBSTITUTE MEMBERS (IF ANY)

Apologies for absence were received from the following Members:

Children and Learning Overview and Scrutiny Committee:

Councillor Sandra Binion (substituted by Councillor Lawrence Webb)

Councillor Nic Dodin (Substituted by Councillor John Mylod)

Margaret Cameron (co-opted Member – non-voting)

Ian Rusha (co-opted Member – non-voting)

Crime & Disorder Committee:

Councillor Osman Dervish (substituted by Councillor Wendy Brice-Thompson)

Councillor Roger Evans (substituted by Councillor Frederick Thompson)

Councillor Georgina Galpin (substituted by Councillor Barry Oddy)

Councillor David Durant

Environment Overview and Scrutiny Committee:

Councillor Lynden Thorpe (substituted by Councillor Barry Oddy)

Councillor Barbara Matthews

Councillor David Durant

Health Overview and Scrutiny Committee:

Councillor Nic Dodin (substituted by Councillor John Mylod)

Councillor Peter Gardner (substituted by Councillor Frederick Thompson)

Towns & Communities Overview and Scrutiny Committee:

Councillor Osman Dervish (substituted by Councillor Frederick Thompson)

Councillor Garry Pain (substituted by Councillor Melvin Wallace)

Councillor Linda Trew (substituted by Councillor Jeffrey Brace)

Value Overview and Scrutiny Committee:

Councillor Rebecca Bennett (substituted by Councillor Barry Oddy)

Councillor Billy Taylor

Councillor Damian White (substituted by Councillor Jeffrey Brace)

Councillor Sandra Binion (substituted by Councillor Lawrence Webb)

4 **DECLARATIONS OF INTEREST**

There were no disclosures of interest.

5 **THE COUNCIL'S FINANCIAL STRATEGY**

The Leader of the Council, Councillor Michael White, explained that the Council had been required to find approximately £40 million of savings over the last four years. The Leader thanked officers for their hard work in delivering these savings. Front line services, for example weekly refuse collection, had been protected while the back office had been transformed through initiatives such as Shared Services. There had also been more than 80 restructures across the Council.

The latest financial settlement meant that further cuts would be required in the coming years although this was in line with projections for this period. Specifically, £6.5 million of funding would be lost in 2014/15 with a further £9.8 million lost in 2015/16. This would of course be challenging but the Council had been very robust in meeting savings targets. The Council should also be proud of there not having been a rise in Council Tax over the last five years.

It was felt that the funding cuts in 2014/15 could be covered in Havering without major service cuts or tax increases. Work was currently underway on the next financial strategy from 2015/16. This was estimating a potential budget gap of around £60 million which would be a challenge for the new Council.

The Government austerity programme would continue until at least 2017/18 and a further Comprehensive Spending Review was expected. Government policy to ensure an average 1% annual increase in public sector pay also impacted on the Council.

The introduction of local level business rates had not generated any additional income for the Council as the Council was only allowed to keep 30% of this revenue. A proposal to pool business rates with some neighbouring Councils would however allow the minimisation of risk. The leader also felt the use of the Council pension fund to invest in the local infrastructure could be explored further.

There was a 10% shortfall from the Government on Council Tax benefits although it was thought that a revision of the Council Tax base in Havering should deliver more money. A new homes bonus of £2.4 million for 2014/15 would allow some one-off investments such as that in Harrow Lodge Park.

There had been a rise in NHS funding to support social care but this was pooled with the Clinical Commissioning Groups (CCGs). New legislation affecting education and care for people under 25 years and the care of elderly people would also have a financial impact. This was also the case with the rise in numbers of properties and pupils in Havering and the rising numbers of very elderly people would lead to a heavy demand on social care services.

In conclusion, the Leader emphasised that the Council wished to protect front line services and this was in line with the Living Ambition strategy. Efficiencies had been made in all areas of the Council, for example the partnership with London Borough of Newham. Further savings would however be needed and it would be necessary to ask which Council services did not need to continue in their current form and which could be delivered in a better way in order to keep the budget under control.

Having received the presentation from the Leader of the Council, the Overview and Scrutiny Committees noted:

1. The financial position of the Council.
2. That the report was formally consulting them on the proposed Corporate budget adjustments and that this was the opportunity to scrutinise the budget proposals.

Answers to questions raised by Members on specific items of the budget are shown in the appendix to the minutes.

Chairman

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<p>CABINET 13 February 2013</p>	
<p>Subject Heading:</p>	<p>Review of Children’s Centres</p>
<p>Cabinet Member:</p>	<p>Councillor Paul Rochford</p>
<p>CMT Lead:</p>	<p>Joy Hollister, Group Director, Social Care & Learning</p>
<p>Report Author and contact details:</p>	<p>Ann Domeny, Early Help Service Manager Tel, 01708 433042; email Ann.Domeny@havering.gov.uk</p> <p>Children, Families and Learning Transformation Team cfp@havering.gov.uk</p>
<p>Policy context:</p>	<p>These proposals will enable Children’s Centre resources to be targeted where they are most needed, to support vulnerable children and families, particularly in areas of higher deprivation.</p> <p>These proposals will take forward the practical delivery of the council’s offer for early help and support for troubled families, whilst saving on building running costs.</p>
<p>Financial summary:</p>	<p>Beyond the anticipated service benefits. these proposals are forecast to contribute £138,000 per annum to MTFs Savings.</p> <p>The issue of clawback has been explored with DfE and feedback is that it is unlikely that these proposals will attract a claw back of Surestart capital grant.</p>
<p>Is this a Key Decision?</p>	<p>Yes</p>

Is this a Strategic Decision?	Yes
When should this matter be reviewed?	February 2014
Reviewing OSC:	Children's Services

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

Ensuring a clean, safe and green borough	<input type="checkbox"/>
Championing education and learning for all	<input checked="" type="checkbox"/>
Providing economic, social and cultural activity in thriving towns and villages	<input type="checkbox"/>
Valuing and enhancing the lives of our residents	<input checked="" type="checkbox"/>
Delivering high customer satisfaction and a stable council tax	<input type="checkbox"/>

SUMMARY

This report presents the findings from the recent consultation on a review of Children Centres, which proposed the merger of Children Centre activities around 6 hub sites that took place between 15th October 2012 and 4th January 2013. Alternative operators (such as Schools and Libraries) would run and maintain the other smaller and less-used sites, which would be decommissioned as Children Centres, but continue to provide early years services such as pre-school provision.

Overall, the consultation responses received are supportive of the proposals which Cabinet are asked to approve.

RECOMMENDATIONS

Members are asked to:

- I. Note the comments received and the overall findings from the consultation on the review of Children's Centres.
- II. Approve the decommissioning of the following Children's Centres and the services currently provided within them to be transferred to the remaining hub sites by 2nd April 2013, subject to receiving final approval from the Department for Education:
 - Airfield
 - Harold Court
 - Hilldene
 - Pyrgo
 - South Hornchurch
 - Thistledene

- Upminster

III. Approve the continued provision of services from the following larger hub centres:

- Collier Row
- Chippenham Road
- Elm Park
- Ingrebourne
- St Kildas
- Rainham Village

REPORT DETAIL

1. Introduction

1.1 Following an Executive Decision by Cllr Rochford on 8th October 2012, a 12 week extensive public consultation took place between 15th October 2012 and 4th January 2013 on proposals to change how Children's Centre services will be delivered, with particular focus on changes to Children's Centre sites.

1.2 The consultation proposed to reduce the number of Children's Centre sites from 13 to 6 hub centres from April 2013, transferring all staff and services to hub sites. The following larger hub Centres would remain open:

- Collier Row
- Chippenham Road or Hildene (to be determined)
- Elm Park
- Ingrebourne
- St Kildas
- Rainham Village

1.3 The proposals would enable the Children's Centres Service to:

- Reduce the amount of time staff (administrators, managers and professionals) spend staffing and running multiple sites.
- Deliver all services from the more widely-used Children's Centres Hubs by transferring operations from smaller and less-used sites.
- Redirect more staff time towards more targeted front-line work, supporting vulnerable families and children.
- Increase outreach work with children and families throughout the Borough.
- Emphasise preventative working and early help (delivering the Council's Prevention Strategy) through an integrated multi-agency approach.
- Continue to offer wider universal advice, support and guidance, focused in areas of higher deprivation and need, primarily via volunteer groups being set up across the borough.
- Contribute to meeting the Council's MTFs savings.

1.4 The consultation sought views from the public and stakeholders on whether to deregister the following smaller and less-used sites:

- Airfield
- Harold Court
- South Hornchurch

- Thistledene
- Upminster Library
- Either Chippenham Road or Hilldene

1.5 The consultation was advertised widely in the local press and Children's Services. Staff also actively encouraged Service Users to complete a survey and share their views. A wider range of Stakeholders were also consulted, both at formal consultation events and other meetings. Consultees included: Health, Police, Job Centre Plus, local charities, schools, faith organisations, all Council services and the Department for Education.

2. Background Evidence

2.1 The decision to consult was based upon the following body of evidence as detailed in the October 2012 Executive Key Decision report, which was approved by Councillor Rochford on 8th October.

3. 2012 Children's Centre Needs Analysis

3.1 This was a comprehensive and in-depth examination of Children Centres in Spring 2012, which included demographic and performance data, alongside consideration of customer feedback. This concluded that:

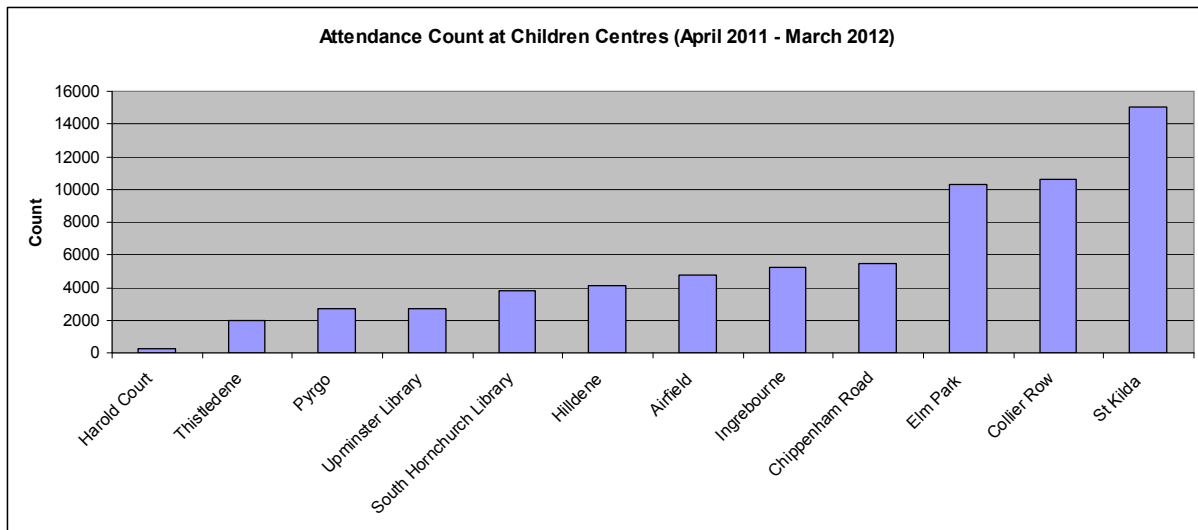
- Some Children's Centres were used more than others.
- Not all families used their closest Centre – they shop around.
- Some Children's Centres are located in areas of higher deprivation and family need, whereas others are not.
- Some areas have multiple centres (for example around Harold Hill) close by, whereas in other areas, residents may have to travel further to access a centre.
- Customer feedback is highly positive about the services received.
- Children's Centres undertake a significant amount of targeted work and received 550 referrals in 2011, mainly from Social Care and Health services.

4. Examination of Children's Centre Service User Demand

4.1 The conclusions of the Needs Analysis are supported by more research into Children Centre usage data from the Children's Centre database, E-Start. This shows, as detailed in the chart below, that some smaller sites have significantly lower overall attendance counts, namely: Harold Court, Thistledene, Hilldene, Pyrgo, Upminster Library, South Hornchurch Library and Airfield.

4.2 These proposals therefore focus on the amalgamation of these less popular sites into the larger hubs. In making the decision as to which sites should be amalgamated, factors other than attendance have also been considered, in particular the cost of running a site alongside the size and quality of building and facilities.

Chart 1. Attendance Count at Havering Children's Centres



5. Consideration of new Children Centre Guidance

5.1 These proposals will ensure the Council is in line with recent guidance (Department for Education, Government's Vision for Children's Centres, 2012) for Children's Centres. This can be most effectively achieved with fewer sites, as staff will spend less time staffing smaller and lesser-used sites. Instead they will have more time to deliver front-line services.

5.2 The guidance also states Children's Centres will:

- Provide access to universal early years services in the local area including high quality and affordable early years education and childcare
- Provide targeted evidence based early interventions for families in greatest need, in the context of integrated services
- Act as a hub for the local community, building social capital and cohesion.
- Share expertise with other early years settings to improve quality.

5.3 Changes to Children's Centre funding also allow Havering greater flexibility in how Children's Centre services are delivered on the ground. Funds were originally ring fenced but now local authorities have discretion on how they are spent.

6. Supporting Other Government Policies

6.1 The proposals will also support the delivery of other Government Policies, most notably:

6.2 The Troubled Families Programme. As key service centres within local communities, Children's Centre Staff will become increasingly involved in working with troubled families. The new Children's Centre teams, working over six hub sites, will bring together local partner agencies to identify and better meet the needs of families with multiple and complex needs.

6.3 The Munro Review of Child Protection. The proposals will enable greater multi-agency working with social care to support the taking forward of Munro's aspiration of getting the right help to the right child at the right time: the child's journey, from

needing to receiving help. Children's Centres will help deliver the Munro recommendations through delivering a service to families in the greatest need which exceeds minimum requirements.

6.4 Field's "Independent Review on Poverty and Life Chances" (2011), alongside Allen's reports on Early Intervention (2011). These highlight the importance of early help within early years as absolutely essential to tackling problems of child poverty later in life. In practice in communities, Havering Children Centres and their staff, alongside families will continue to play a role in addressing Child Poverty. These proposals support ongoing work in this area by siting hub Centres and their respective interventions in areas of high material deprivation.

7. Service mapping

7.1 The proposals will not result in a reduction of universal or targeted services. Service mapping of alternative health and early years provision undertaken affirms this and concluded that in areas where a smaller Children's Centre site is proposed to close, a wide range of alternative early years and health services are available. Consequently closure of a site will not disadvantage families.

8. Contribution to Council Savings

8.1 By reducing the number of sites, the proposals will enable staff resources to do more work with children and families, and contribute to the Council's MTFs savings target. In the main this will be achieved by transferring operations to schools, libraries and other services thereby reducing building rent and utilities.

9. Consultation Approach

9.1 The consultation took place between 15th October 2012 and 4th January 2013. The consultation included a variety of consultation approaches, to ensure it was as comprehensive, far-reaching and inclusive as possible.

9.2 Approaches included a survey, developed to capture the views and opinions of Havering's residents and especially those who are connected with Children's Centres. The survey was advertised widely in the local press and via posters at Children's Centres. Staff also actively encouraged Service Users to complete the surveys and share their views, either via a paper version or online survey.

9.3 To ensure the consultation included the views of all relevant partner agencies, in particular those working with Children's Centres, a briefing was held on the 15th November 2012 for Children Centre Local Area Groups (CCLAG) to give them an opportunity to feedback and ask questions about the proposal. Consultation also took place with partner agencies at the Children, Families and Learning Transformation Board meetings (September and October 2012) and via other informal briefings and meetings.

9.4 Staff were also consulted, encouraged to offer feedback and also encourage Children's Centre Service Users to do the same. Two staff briefings were held on the

10th October 2012. The briefings gave children centre staff an opportunity to feedback their views and to ask any questions they had.

9.5 Consultation meetings were also held with other stakeholders, including the PCT and Clinical Commissioning Group, East London NHS, Job Centre Plus, Havering Voluntary Community Sector representatives, Local Members of Parliament, other Council departments and the Department for Education.

10. Key Survey Findings

10.1 Whilst the consultation was widely advertised, the number of responses received was lower than expected. Feedback from Staff suggested that a reason for the low response could be that Service Users did not appear particularly interested in the survey and proposals, because they typically did not use the centres proposed for merger. A total of 69 survey responses (58 in hard copy format and 11 online) were received. Where indicated, 83% of respondents were female. The key points which have been identified from the consultation are as follows:

- 46% of those responding indicated that they either strongly agreed or agreed with the proposed changes to centres
- According to the responses received, the most commonly used Children's Centres were Collier Row, St Kildas and Hilldene. However, this may be unrepresentative due to the low response number.
- The most commonly used services mentioned were midwifery and ante-natal support, one-to-one meetings and health visitor sessions.

10.2 A number of comments were received during the public consultation. Most were positive, as detailed in comments detailed in the consultation report and many respondents understood why there was a need to reduce the number of Children's Centres and to merge the services into 6 main hubs.

10.3 A small number of comments raised queries on whether services would be affected by the changes and requested more detail on this. The consultation document attached at Appendix 3 was designed to be short, accessible and in plain English, and gave adequate information in the circumstances and did assure that services would not be reduced as a result of these proposals.

10.4 Some responses requested Council support (most commonly in terms of training and funding) to establish parent-led groups and activities at Children's Centres.

10.5 In conclusion, whilst the number of responses was low and indicated a degree of public disinterest in the proposals, those individuals that did respond were supportive overall.

11. Key Stakeholder Consultation Findings

11.1 Consultation of local partners via formal consultation and other meetings identified wide-ranging support for the proposals to go ahead. The following detailed points are also noted:

- There was a general consensus that Chippenham Road Children Centre should remain open as it is well used and has a good foot fall as demonstrated in Chart 1.
- One respondent queried whether the proposals would increase room booking demand at the remaining 6 hubs. Centre Managers have also subsequently examined this and consider the site of the larger centres will be sufficient to meet demand and assure there is space available, however, if any issues arise this will be addressed at local Children Centre Stakeholder Meetings.
- One Stakeholder raised concern that families who have children with disabilities, may find it harder to access Children’s Centres in the future due to longer travel distances, particularly by public transport. Centre Managers assured that a solution was already in place to avoid this scenario. Outreach work has already been identified and utilised as a way to reach families who are unable to travel to the hubs. It is anticipated that Children’s Centre staff will meet with families at a building which is more accessible to them.

11.2 Over 50 hours consultation has also taken place with schools and libraries affected to develop detailed proposals for individual sites to be decommissioned and transferred to their operation. Affected schools and libraries have indicated that they are highly supportive of the proposals. A legal agreement (covering future use of the buildings and maintenance) has also been drafted with schools.

11.3 Detailed site-specific proposals are listed as background papers. A summary of these proposals are detailed in the table below.

Table 1. Summary of Proposals

Centre to Merge	Received Sure Start Grant?	Future Proposal
Airfield (22528)	Yes	Expansion to the Bridge Nursery Offer for children with additional needs.
South Hornchurch (22766)	Yes	Alternative provision will be provided at the Library.
Harold Court (21381)	Yes	To be used by the school to offer pre school provision.
Pyrgo (22439)	Yes	To be used by the school to offer pre school provision.
Hilldene (21499)	Yes	To be used by the school for early years and pre-school provision.
*Thistledene (22381)	No	To be used by Pinewood School to provide new classrooms.
*Upminster Library (23383)	No	Currently looking into the possibility of using the site to offer pre school provision.

**Sure Start grant was not spent on these two sites. Therefore the future use of these sites is more flexible and does not need to focus predominantly on early years services.*

11.4 Discussions with schools continue on technical details, such as confirming the precise assets to transfer including ICT equipment, finalising lease agreements and undertaking building condition surveys. It is anticipated that these discussions will have been finalised by the time Cabinet meets to consider this report.

11.5 In conclusion, the findings of the survey and stakeholder consultations overall indicate support for the progression of the proposals.

REASONS AND OPTIONS

Reasons for the decision

Alongside the background evidence base, feedback from the consultation suggests support for the merger of Centres as indicated. Consultation feedback as detailed in stakeholder consultation minutes attached also indicates that Chippenham Road should remain open as a Children's Centre.

The implementation of this proposal will continue the delivery of service provision to a high standard without affecting current staffing levels and allow for closer co-location of staff to deliver targeted and preventative services for families.

Children's Centres will still offer free services to all, although resources will be mainly focused on more targeted and specialist work with families. Wherever possible, the voluntary sector and parent volunteers will continue to be encouraged to deliver these services, supported with training where necessary or families signposted to other opportunities in the area.

The proposals will ensure:

- Havering still meets its statutory duty to have sufficient centres to meet local need
- (demand at the larger Hub Centres is far higher as detailed in the evidence section, and positive informal feedback has been received from Department for Education on initial proposals).
- That the impact on local communities will be minimal, due to the provision of alternative early years services from former sites. Increased outreach provision will also ensure that services are accessible and all communities can be served.
- Provision of local childcare, particularly given significant recent increases in the early years population in Havering are likely to increase placement demand¹. The proposals will also help the Council implement its Childcare Sufficiency Audit Objectives² and provide additional free places for two year olds from vulnerable families.³

¹Havering Joint Strategic Needs Assessment 2011/12, Demographics Update. Available online at <http://www.haveringdata.net/resource/view?resourceId=JSNAtwentytwelveDemographicsUpdate>.

²Havering Childcare Sufficiency Review 2011/12. Available online at: http://www.havering.gov.uk/Documents/London_Borough_of_Havering_Childcare_Sufficiency_Review_2010-11.pdf

³Further information on the new Two year old offer and eligibility criteria are available at <http://www.havering.gov.uk/Pages/Services/Education-early-years-grant.aspx>

Table 2. Proposed Timeline

Date	Activity
Friday 15 th February, or as soon as possible if the report is called in	<p>Cabinet considers and approves proposals..</p> <p>Proposals are sent formally to Department for Education for sign off.</p> <p>Building condition surveys completed and all other technical queries asked by schools are answered.</p> <p>Following any Cabinet approval, consultation feedback, alongside final proposals are distributed at Children Centres and on-line.</p>
Friday 1 st March	<p>Legal agreements with schools/libraries are finalised and transfer preparations commence.</p> <p>Any amendments are made based on Department for Education’s formal response to site-specific proposals.</p>
Tuesday 2 nd April	Centres are deregistered and formerly transfer to new operators.
Summer term / holiday	Schools begin commence early years activities from sites, modify buildings as needed, and develop a variety pre-school offers to open from September 2013.

Other options considered

Alternative options considered have included:

1. Keeping all centres open - this is not a long-term option. It would mean staff resources remain over-stretched across multiple sites and are unable to deliver a new targeted and early help service. In addition, this option would not allow the Service to make financial savings.

2. Keeping Hilldene Children’s Centre rather Chippenham Road open. This would be unattractive because
 - Consultation findings and background evidence reveal the Chippenham Centre is well use, popular and should remain open.
 - It is in a central and densely populated area.
 - Due to the high rent costs, alternative early years provision (such as pre-school provision) is not financial. Without alternative early years provision from the site, DfE would be entitled to claw back Sure Start capital grant.
 - In comparison, Hilldene Primary School is interested in using Hilldene Children’s Centre for pre-school provision and family activities.

IMPLICATIONS AND RISKS

Legal implications and risks

Local authorities have a duty under the Childcare Act 2006 to provide sufficient children's centres in order to meet local need.

In the event that authorities propose changes such as opening, closing or merging centres they have a statutory duty to consult all those likely to be affected by the proposed changes. Guidance indicates that there is a presumption against the closure of children's centres and therefore a strong case must be established to justify closure.

Where Children's Centre projects were originally funded by the Sure Start and Early Years Capital Grant, a subsequent change of use may no longer fulfil the original grant conditions and therefore trigger a claw back of the original grant funding. Claw back can only be avoided by a specific consent for waiver or deferral from the Department for Education (DfE).

DfE have advised formal application can only be made following a consultation period, report and final sign off by Cabinet. However initial informal consultation with DfE on draft proposals indicates that clawback can be deferred for up to the balance of 25 years since the grant was given where a former children's centre continues to be used predominantly for early years provision.

In so far as new proposals may involve changes of use of the Children's Centre buildings it will be necessary to also ensure that such changes do not contravene the provisions of any applicable leases or other occupation agreements.

It has been previously advised that the Council draws up agreements with Schools to agree the details of future use of former Centre sites located on school premises, where Sure Start capital grant has been spent. This would also ensure that any change of use does not prejudice the Council to be liable to claw back, and that the School does ensure buildings are maintained in good condition. Schools have also requested condition surveys are undertaken, to ensure any pre-existing structural issues are identified before any such agreements are signed – problems arising are unlikely however, given these are newly constructed buildings.

Cabinet Members are reminded that, when considering what decision to make, they are under a personal duty pursuant to section 149 Equality Act 2010 to have due regard to the need to—

- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act;
- (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Having had careful regard to the Equality Analysis, and also the Consultation responses, Cabinet members are under a personal duty to have due (that is, proportionate) regard to

the matters set out above and (i) to consider and analyse how the decision is likely to affect those with protected characteristics, in practical terms, (ii) to remove any unlawful discrimination, harassment, victimisation and other prohibited conduct, (iii) to consider whether practical steps should be taken to mitigate or avoid any adverse consequences that the decision is likely to have, for persons with protected characteristics, and, indeed, to consider whether the decision should not be taken at all, in the interests of persons with protected characteristics, (iv) to consider whether steps should be taken to advance equality, foster good relations and generally promote the interests of persons with protected characteristics, either by varying the recommended decision or by taking some other decision.

However, whilst Cabinet Members are under a duty to have serious regard to the need to protect and promote the interests of persons with protected characteristics, in the ways just described, in reaching their decision, they may also take into account other considerations, such as the desirability of providing cost-effective and good quality services and, in particular in the current climate, the need to make budgetary savings. They may decide that those types of considerations ultimately justify their decision.

Consultation on the Children’s Centre proposals has been undertaken. In order to be lawful it must be meaningful. In other words the consultees must have received sufficient information and time to respond meaningfully. The decision maker must then take all the consultation comments conscientiously into account before taking its decision. Cabinet members are therefore requested to carefully consider the responses to the consultation contained in the Report.

Financial implications and risks:

The proposals outlined within this report would contribute towards a Children and Young Peoples (CYPS) MTFS target of £1m from April 2013. The projected savings to be achieved are per the table below, totalling £137,640 in a full financial year. These savings are in the form of running costs budgets that would no longer be needed once services merge into fewer hub sites.

Table 3. MTFS Savings:

Children’s Centre	Savings
Thistledene	£9,760
Upminster Library	£15,700
Pyrgo	£22,700
Hilldene	£20,700
Airfield	£27,720
South Hornchurch	£20,700
Harold Court	£20,360
Total	£137,640

A considerable risk around these proposals is the potential for the Department for Education (DfE) to claw back the equivalent sum of Sure Start capital grant that funded the development of these centres. In total the relevant capital grant totalled £1,931,855 per the table below:

Table 4. Sure Start Capital Grant Funding

Children's Centre	Sure Start Grant Capital Funding
Upminster Library	£0
Thistledene	£0
South Hornchurch	£202,688
Airfield	£372,254
Pyrgo	£435,056
Hilldene	£447,991
Harold Court	£473,896
Total	£1,931,855

Similar exercises undertaken in Bromley, Haringey and Brent have shown that negotiated agreement to defer claw back can be achieved if alternative early years use for the premises can be agreed. The process involves identification and drawing up of site-specific proposals, which are then discussed directly with DfE.

Therefore the proposed mitigation against this key risk of grant claw back is to agree with DfE alternative early years use of the centres. It should be noted that although other councils have made such agreements, the DfE deferral period is up to twenty five years, so there will be some risk of claw back during whatever period DfE stipulate the deferral shall be in place for.

When considering whether claw back should apply to an asset funded by Sure Start capital funding, DfE consider whether the changes to the asset cause the asset to no longer satisfy the conditions of the grant. The conditions for Sure Start funded assets are that they are predominantly used to provide services for 0-5 year olds and their parents and carers. If an authority transfers or leases the asset to a school or private provider DfE will still hold the local authority responsible for the asset (for the life of the asset).

DfE have been sent pro-forma proposals for all the sites although no formal decisions on claw back have as yet been made.

Although some centres will transfer to schools (or libraries), the buildings will remain owned by the Council. A legal agreement will be put in place to underpin the arrangement, this will include a clause that maintenance of the building and site will fall to the third party. The Council would remain liable for any pre-existing structural condition.

Decommissioning costs have not yet been fully scoped but would include condition surveys for the three sites on school premises to be run by schools (Pyrgo, Hilldene and Harold Court). The one off cost of this is estimated to be £6,000 to be met from transformation budgets. There will also be some ICT related cost such as the removal of network connections (an ICT survey is to be conducted) and removal costs. All one off costs will need to be met from within existing resources; until these are fully scoped there is the risk that a funding source may not be available.

There will be the need for ongoing maintenance of the hub buildings, which would be the case if the current position were to be maintained. The need for any capital expenditure should be assessed and a funding source identified as necessary (as part of the Councils Capital Programme if applicable).

The Upminster Library site saving to CYPS would be in the form of rent paid, meaning there would be a corresponding reduction in income to be absorbed by the Culture and Leisure Directorate.

There will be changes to the management structure to reflect changes to Children's Centre provision, these are being managed through the Councils Organisational Change policy.

Children's Centres revenue budgets were formerly Sure Start grant funded. This was superseded from 2011/12 by the Early Intervention Grant. From April 2013 this grant will be rolled up as part of the Councils' annual Revenue Support Grant settlement. This has transposed as a funding reduction that the Council is currently addressing as part of the overall budget strategy. Children's Centre budgets will be included within an overall review of former EIG funded services.

HR implications and risks:

This proposal focuses on how services are delivered to the community and from where. The direct impact on front-line staffing in implementing the recommendation in this report is expected to be minimal, in that the majority of staff work at the larger centres already. All of the affected staff have mobility clauses in their contracts of employment, which require them to work across sites within the borough. The overall intention is for a 'transformation', rather than a reduction, of services. Reviews of services will continue to take place across Havering Council. Therefore, this proposal does not mean that the structure of this service is excluded from any future scrutiny that may be required in order to ensure the effective and efficient delivery of services to the Havering community in line with national and local policy frameworks.

Equalities implications and risks:

A full Equality Impact Assessment has been undertaken and is attached.

BACKGROUND PAPERS

Attached

1. Consultation Report
2. Equality Impact Assessment
3. Consultation Document
4. Stakeholder and Staff Consultation Minutes
5. Other Meeting Minutes of Relevance

Other

6. In-depth evidence background report (August 2012)
7. Children's Centre Needs Assessment

8. E-mail correspondence with Department for Education (October 2012 to January 2013)
9. Site specific proposals (draft) for:
 - Airfield Children's Centre
 - Harold Court Children's Centre
 - Hilldene Children's Centre
 - Pyrgo Children's Centre
 - South Hornchurch Children's Centre
 - Thistledene Children's Centre
 - Upminster Children's Centre

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CHILDREN AND LEARNING OVERVIEW & SCRUTINY COMMITTEE – ANNUAL REPORT 2013-2014

SUMMARY

This report is the annual report of the Committee, summarising the Committee's activities during the past Council year.

It is planned for this report to stand as a public record of achievement for the year and enable members and others to compare performance year to year.

There are no direct equalities or environmental implications attached to this covering report. Any financial implications from reviews and work undertaken will be advised as part of the specific reviews.

RECOMMENDATIONS

That the Council note the 2013/2014 Children & Learning Overview and Scrutiny Committee Annual Report and the 2013/2014 Corporate Parenting Panel Annual Report.

REPORT DETAILS

During the year under review, the Committee met on 8 occasions and dealt with the following issues:

1. New OFSTED Education Inspection Framework

- 1.1 The Committee considered the item on three occasions during 2013/2014. A report was initially presented to the Committee in June 2013 which detailed the OFSTED inspection framework that came into effect on 1 June 2013. The framework explained the basis for the inspection of Local Authority arrangements for supporting school improvements and the education of children and young people. The aim was to assist local authorities in their duty to promote high standards in schools and academies and included training and other education providers (including colleges) so that all children and young people received a good education. It was a legal requirement of all local

authorities to promote high standards of education and that their statutory duties also included the following:

- To provide fair access to opportunity of education and training
- To promote the fulfilment of learning potential for every person under 20 years and under 25 years who were subject to a learning difficulty assessment
- To work with education partners including all head teachers and governors
- To promote prevention, early intervention, and narrow the gaps, and ensure the wider wellbeing of children and young people
- To promote the interests of children, young people, parents and families and to stimulate and support a diversity of school, early years and 16-19 provision
- To promote educational excellence for all children and young people including tackling underperformance

1.2 OFSTED inspections would not be universal as OFSTED would only inspect where there were concerns about performance, or at the request of the Secretary of State. Following a provision of five days' notice, an inspection process would commence where a number of key judgements would be applied.

1.3 The inspection process would involve meetings with Local Authority officers including the Chief Executive and the Director of Children's Services. There would be further meetings with the Lead Member as well as with Overview and Scrutiny members. OFSTED would also meet with Head Teachers and Governors and would interview representatives from other groups such as the Children's Trust, Schools Funding Forum, Local Safeguarding Children's Board and the Education Strategic Partnership. In addition, OFSTED would talk to representatives in all school categories including academies and free schools to determine what Local Authority support they receive.

1.4 The Authority would also be judged on the following:-

- The provision of effective and strategic leadership to education providers
- The clarity and transparency of policy
- The knowledge of education providers, their performance and practice.
- Effective identification of underperforming providers and intervention
- Improving education providers and narrowing geographical and pupil performance gaps.

1.5 Other areas that would be inspected are promotion of support between governing bodies and how the use of funds effect improvements in areas of greatest need. There would be a written report that would be published resulting in the Authority being judged effective or not effective.

1.6 Members were informed that the Authority's relevant processes and documentation were currently being reviewed and included Havering's Strategic Education Policy and the Havering Self Evaluation Form.

- 1.7 In December 2013 the Committee held a special meeting to participate in a practical training exercise relating to the Self Evaluation Form for OFSTED inspections. Members were given certain tasks where there were a number of possible aspects that OFSTED may investigate and had to provide their suggestions for an Evidence Base. The Committee found the exercise very informative. The Committee noted that an action plan would be in place by January 2014 and that a final draft would be forwarded to all education providers in early 2014. The Committee requested sight of the final Self Evaluation Document at the March 2014 meeting.

2 Children and Young People's Plan

- 2.1 In June 2013, the Committee received a detailed update on the Children's and Young People Plan 2011-2014. The paper was presented as an overview of the final year of the current plan and a new plan would be formulated for a further three years from 2014. Partner agencies, including those from the Police, Health, Education and voluntary sectors had collaborated well to deliver against the shared priorities. The Committee noted that progress had been made in six key priority areas which were:

- (i) Ensuring children and young people are protected from abuse and neglect. A number of processes were in place to ensure the safety and wellbeing of children and young people which included strengthening multi-agency working practices, improved participation of families and professionals utilising the right tools and procedures for the specific needs of the child.
- (ii) Increase breastfeeding. Havering's initiation and continuation rates remained below London and national averages although they were now in line with statistical neighbours. At the last 6-8 week check, continuation rates had increased from 39% to 43 %. It was hoped that the initiatives introduced would result in an increase to 47% which was the national average.
- (iii) Reduce child poverty. Nearly one in five Havering children less than 16 years of age lived in poverty which was lower than many London Boroughs but higher than the Council's statistical neighbours. Child poverty had fallen in the last year however this was due to the decrease in median wage. A range of activities was underway in collaboration with partners to address the causes of poverty which included:
 - a) developing a network of integrated services for families focusing on Foundation Years
 - b) reducing barriers to employment
 - c) improving financial wellbeing
 - d) addressing health inequalities
- (iv) Reduce teenage conceptions and termination rates

Before the introduction of the current prevention strategy in 2010,

Havering's local conception figures were worryingly high with 190 conceptions in 2009. In 2011, this had fallen to 131 conceptions which were below the national and regional rates. This was due to the effectiveness of the co-ordinated partnership working to achieve this result. Initiatives that remained in place were access to contraceptive and sexual health services including the Condom Card, targeted work with vulnerable groups and workforce development.

(v) Support complex families

Havering had already designed a project (Top 100 families) to help meet this objective which placed the borough in a good position when the Government launched its Troubled Families programme. Troubled Families has had a positive impact in driving closer collaboration between partners including schools, health, CAMHS and Job Centre Plus to ensure that the needs of the family were met as a whole rather than piecemeal. The Troubled Families programme is now informing development of early help services. Representatives from the Department for Communities and Local Government had visited the borough in January 2013 and had noted the progress made by Havering.

(vi) Improve access to high quality therapies

Access to effective therapies had been a concern for all and the activity for this priority has included re-design of services, improved commissioning and collaboration with partners. One good example of this has been the new wheelchair contract with NELFT which has made a huge difference to the speed in which disabled children get the wheelchairs they need to fully participate in school and family and community life. The committee was also advised about the newly introduced CAMHS triage service which has reduced waiting times for children and families and makes sure that those working with children have access to timely advice.

3 Annual Cabinet Performance Report 2012-2013

3.1 In September 2013, the Committee considered the sections relating to Children and Learning in the Annual Cabinet Performance Report for 2012-2013. The Committee expressed their concerns over the method of target setting and questioned whether these were always sufficiently stretching.

3.2 Early Years

The Early Years provision of good or better (as evaluated by Ofsted) settings was 76.4% which was 3% above target and an improvement on last year. The Committee were advised that there were private companies/individuals providing early year care and although they were subject to robust quality assurance, they were not local authority maintained and therefore the Authority had no control. A Quality Assurance team had been retained by the Local Authority to check on their provision. It was noted that there would be an increase of 500 places for this year.

3.3 Apprenticeships

The 14-19 Partnership had set a target of 500 apprentices to be recruited as part of a three year programme and that 242 had already been recruited in the first quarter.

3.4 Children's placement stability

The council had set a target 75% in 2012-2013 for long term placement stability. Although this was not reached, the 63% outturn was a significant improvement on the previous year's outturn of 49.1%. Members were advised that improvements were continuing to be made in placement stability.

3.5 Learning

It was noted that performance at Key Stage 4, pupils achieving 5 or more A* - C grades had improved significantly with current annual performance at 65.2%.

3.6 NEET

The Committee were advised that the government had changed the processes in calculating NEET. Every young person who counts as unknown is marked as being NEET. It was noted that performance was better than target although slightly worse than last year. A target of 4.9% had been set for 2013/14 which was allowing for 3000 additional 17 year olds to be factored in.

3.7 Child Protection Plans

It was noted that there had been an increase in Child Protection Plans however the duration of these had remained relatively short. In the current financial year, there had only been one child who became subject of a Child Protection Plan for the second or subsequent time within two years. The Authority's performance was better than target for 2012/2013.

3.8 Teenage Pregnancies

Teenage pregnancies have continued to fall and were standing at 27.9 per 1000 at the time of the latest available data (2011) Steps taken to reduce pregnancies included practical services, most notably advice services available across the borough along with the very successful Condom Card Scheme. The Committee was concerned that efforts towards further reductions in teenage pregnancy and improvements in sexual health should continue to have high priority.

3.9 Adoption

It was noted that the authority had not performed well in 2011 -2012 but performance overall was improving. Members were assured that adoption

improvement, especially in respect of better timescales is and will continue to be an area of priority.

4 School Places Strategy

- 4.1 The Committee raised questions for clarification regarding the perception about the number of schools that had been approached to take “bulge classes” and questioned forecasting procedures. The Committee also enquired what steps were being taken to ensure applications for Havering Schools were from legitimate Havering residents.
- 4.2 It was noted that Authority paid for a system that carried out checks on residency. There was a pan London admissions system operated within the primary and secondary sector. Forecasting was not an exact science and had to use birth data and housing data which was not always 100% accurate in terms of the numbers of children a 1 or 2 bedroom flat would “generate”. The Authority had been aware that there had been an influx of families moving into the borough and therefore had to act in order to provide extra capacity in school places for September 2013.

5 OFSTED Arrangements for the protection of children

- 5.1 In the September meeting, the Committee considered the OFSTED Report on the borough’s arrangements for the protection of children. Members expressed their concerns that the OFSTED inspection had rated the Authority as adequate and that not all the recommendations had been met. It was agreed that the improvement plan would be discussed at a special meeting.
- 5.2 The special meeting was held in November 2013 where the Committee were advised that all the actions had been included in the Service Plan which was now on the website under the Council’s Service Planning Process. Most actions had been fully or partially implemented and that only two remained incomplete. There were two actions which were still at the planning stage:
- Ensure the development of a workforce action plan in line with the transformation agenda and workforce strategy that can be monitored, reviewed and evaluated.
 - Feedback from children, young people, parents and carers are used to plan and improve service delivery. This includes implementing a system for the analysis of service user feedback in early help and preventative services.
- 5.5 The Committee requested that the action plan be amended to provide a progress report that was more visual and measurable. A RAG rating system was agreed and the Committee requested regular updates at each meeting. The Committee were advised that Havering was striving to improve on the adequate rating, and despite budgetary pressures and issues around workforce, the ambition of managers and members was to get the service to a consistently good standard.

6. Local Safeguarding Children’s Board

- 6.1 At the September meeting, the Committee were advised of the recent appointment of the new independent Chairman of the Local Safeguarding Children's Board (LSCB) and it was agreed to invite the Chairman to address the Committee.
- 6.2 The Committee met with the Chairman of the Local Children's Safeguarding Board (LCSB) at the meeting in January 2014.
- 6.4 The Havering LCSB like other London Boards is a member of the London wide London Safeguarding Children Board and agencies follow the London Safeguarding Children procedures. This includes ensuring that partner organisations had essential training in place, there was suitable emphasis on good recruitment and staff supervision, DBS checks were carried out and ensuring any allegations against those working with children are thoroughly investigated. The Board is also responsible for overseeing safe and effective child protection practice,
- 6.5 CSBs are now subject to Ofsted inspection and review. 6.6 .
- 6.7 The Committee reviewed the Local Safeguarding Children's Annual Report for 2012/2013 and noted the next LSCB Annual Report would be presented in June/July 2014.

7 Joint Topic Group – Children & Learning Overview and Scrutiny Committee with Health Overview and Scrutiny Committee

- 7.1 Following discussions with the Health Overview and Scrutiny Committee, it was agreed to establish a joint Children's Health Topic Group. It was noted that the Chairman and several Committee members from Children & Learning Overview and Scrutiny would attend future meetings.

8. School Transport

- 8.1 The Committee requested that the authority investigate into transport to and from Dycourts School following receipt of several complaints. The complaints stated that the transport would often arrive late at the school following journey times that could range from 75 minutes up to 2 hours. If this was correct, it would have a significant effect on pupil behaviour as well as reducing the time spent in lessons. It was noted there appeared to be similar difficulties in transport to and from Corbets Tey School.
- 8.2 At a later meeting, members of the Committee were advised that, following the complaints, there had been a review of the routes, cluster points and taxi journeys. It was, however, decided not to change the cluster points and to encourage parents to bring the children to the cluster points. The Authority concluded that providing an additional bus would not solve the problem but were looking at the introduction of additional forms of travel in time for January 2014. It was regretted that the number of children in wheelchairs was adding to travel time and complicating the journeys. Dycourts School had five to six coaches providing transport and there were no further funds to provide another.

8.3 Committee members expressed their disappointment that this was the second occasion the matter had been brought to the Committee and that children were still arriving late for school. The Committee also voiced concerns about users having difficulty in contacting colleagues in the Passenger Transport Team. The Committee requested a briefing on what further action would be taken to resolve the problem.

9. Mash Update

9.1 The Committee requested an update on the MASH operation following the OFSTED inspection. Progress had been made in addressing MASH timescales, reviewing the LSCB and its links to Overview and Scrutiny, the establishment of the Children's Society service for advocacy and for following up on Missing Children.

9.2 Following the visits made by members of the Corporate Parenting Panel to MASH, there had been a number of concerns about a backlog of cases that had not met with timescales. Members were assured that timescales and response times were now being met.

9.3 The Committee recognised MASH had only been in place for 6 months at the time of inspection and there had been issues around the new IT systems although overall the Inspectors were happy with the arrangements.

9.4 MASH would have a full complement of permanent staff following a recruitment drive. It was important to retain good permanent staff but the department also used temporary staff. The standard of newly qualified staff was high but they did not have the experience and therefore management oversight had to be in place. The Committee was advised that there was likely to be an overspend on staffing for the year so as to ensure that statutory responsibilities were carried out.

10 Special Education Needs and changes arising from the Children and Family Bill 2013

10.1 The Committee were informed that the Statement of Educational Needs will be replaced by a new plan for every child who has special needs up to the age of 25 years if they remain in education. This had arisen out of the government Green Paper – Support and Aspiration published in March 2011 and would become law in February/March 2014 for implementation in September 2014. The aim was to create a more family friendly SEND process which draws together support across education, health and care (EHC).

10.2 A SEND Project team with representatives from education, children's, adults and parents health services had been set up with working groups to cover all major changes. In addition there would be a Parents/Carers Forum and an advocacy group gathering the views of children and young people.

10.3 There were four major areas of change and development:

The Local Offer

- Requirement to publish a local offer of services for children with SEND on its website
- To show parents how services can be accessed and include health, education, social care, schools and the voluntary sector.
- Over 50 parents have been consulted about how the offer should look and how they would wish to access it
- Working groups producing content
- Model site now up and running
- Discussion about how to incorporate into other Council websites.
- Local Authorities will have to introduce a system of mediation

10.4 Education Health and Care Plans from 0-25

- Local Authorities must ensure the integration of services for education, health and social care for children and young people with SEND up to the age of 25
- Single assessment procedure (involving parents and children) so that families do not have to repeat their story a number of times
- Work has begun with a view to creating a simpler system with a single point of access if possible
- A pilot programme will start with the very youngest children in December

10.5 Joint Commissioning

- Clause 26 of the Draft Bill says there must be joint commissioning arrangements between education, health and social care
- Must ensure that there are resources are provided to assess children and then provide for their needs.
- Formal mechanism for resolving complaints and difficulties between the agencies.
Discussions have begun with colleagues in the CCG and a working group has been set up

10.6 Personal Budgets

- Clause 26 of the Draft Bill says there must be joint commissioning arrangements between education, health and social care
- Must ensure that there are resources are provided to assess children and then provide for their needs.
- Formal mechanism for resolving complaints and difficulties between the agencies.

10.7 Eventually over the next two to three years, all children would have had their statements changed to EHC plans following consultation with their parents. The Committee were advised that Havering was well placed to achieve timescales however it was noted that there was a need to take care around commissioning future health services. With regards to education, an EHC plan would name a school or education provider with the appropriate facilities. If there were to be a disagreement between parties, the mediation service would then be asked to resolve the issue. No additional government funding had been made available for the scheme.

The Committee noted the report and requested a further update on the new scheme at the end of 2014.

11 Teenagers Sexual Health and Substance Abuse Report 2010/2011

11.1 The Committee were presented with the report collated by the Children's Trust with data provided by the Office of National Statistics.

11.2 Teenagers Sexual Health

The Committee learnt that it was an absolute priority of the council to reduce teenage pregnancy in Havering. It was, however, disappointing that the borough continued to experience a relatively higher rate of under 16 conceptions although overall there had been a steady reduction in the rate since 2010. . .

11.3 Officers reassured the Committee that all options were discussed and every support given to teenage mothers whether they chose to terminate or proceed with the pregnancy.

11.4 Members expressed concern about a survey finding that one in six young people stated that they knew of someone who had been sexually exploited. Members were advised that there were processes in all schools where young people could safely report about themselves or others being exploited. In addition, the police were also involved in discussion. The authority was planning a survey on the matter for 2014 in addition to an LSCB sub group who were carrying out work on the subject. The Committee requested sight of their findings on completion. .

11.5 Substance Misuse

The Committee was advised that the second part of the report provided an insight into how services are performing as well as identifying trends/patterns so that services could be reprioritised if necessary. The local findings were based on an on line survey. 324 people between the ages of 16 years and 17 years took part.

The report was summarised as follows:

- Across England in 2012, the prevalence of illegal drug use was at its lowest since 2001 and alcohol use also continues a downward trend since 2001.
- In Havering, the majority of teenagers who responded to the survey have never tried a drug. In contrast, the majority of teenagers have tried alcohol and half had tried smoking.
- .
- 60% of the respondents had been offered a drug in the last 12 months.
- 40% teenagers had reported trying drugs. Cannabis, ecstasy, legal highs and cocaine were the preferred drugs.
- .

- The number of young people referred into the local (Young Addiction) service remains stable at just over 125 in 2012-13.
- In 2012-13, the overwhelming majority of young people were seeking support for their cannabis and alcohol misuse.
- Almost half of young people referred into the service in 2012-13 were aged 15-16 and lived in Harold Hill, Rainham and Romford.
- Clients receiving early interventions in 2012-13 were more likely to report being drug free whilst specialist clients were more likely to report reduced use.
- 100% of professionals surveyed reported that they would recommend the service to other professionals and parents/carers.

11.6 The Committee were advised that there had been a decrease in young people using drugs and alcohol in Havering. The number of young people referred to services for drug or alcohol abuse had remained stable at 125 for 2012/13. These services were free of charge and young people were referred by schools or other agencies.

12. Children and Young Peoples Services Complaints Report 2012/2013

12.1 The Committee received the report on service complaints handled by Children and Young People's Services during the period 1 April 2012 to 31 March 2013. In addition, it also showed the compliments received.

12.2 Complaints about Children and Young People's Services were reported separately because they were handled under specific regulations that individually defined the statutory process into 3 formal stages (Stage 1, 2 and 3). Havering introduced an informal Pre Stage 1 process in 2005 to support a better complaints practice and avoid complaints escalating to statutory processes.

12.3 Some of the key messages within the report during 2012/13 were:

- The overall number of complaints were around 180 and within this figure 46 matters were raised by MP's and Councillors.
- The overall number of Stage 1 complaints had decreased slightly.
- The number of Stage 1 complaints, that escalated to a Stage 2 complaints had increased in 2012/13 by 1.
- There was one Stage 3 complaint for the financial year 2012/13 This Stage 3 complaint would roll over into 2013/14.
- For 2012/13, 43 Compliments were received, these were in relation to the good work Children and Young People's Services have carried out.
- 5 complaints were submitted to the Local Government Ombudsman (LGO).
- The outcomes from these complaints were: 2 referred back as a premature complaint and investigated locally as a statutory Stage 1 complaint. 1 outside LGO jurisdiction, 1 informal enquiry, and 1 complaint was investigated by the LGO with local settlement.
- Most complaints were initiated by parents rather than children and young people and the majority related to the quality of service, alleged behaviour of staff or disputed decision.

13. Review of Complaints Annual Report – Children and Learning

- 13.1 The Committee was asked to note that the report excluded Pupil Services - School Admissions and Exclusions Appeals, which are a statutory requirement and are dealt with by Committee Administration within Legal & Democratic Services.
- 13.2 In 2012/13 there were 8 complaints, compared to the previous year 2011/12 where the number was 20. The reasons for the complaints related to quality of service, challenge of Council decision, dispute decision, Council being unreasonable and policy issue. The number of enquiries received from MPs and Councillors amounted to 50, 17 of which related to school appeals decisions.
- 14. Review of attendance data for Schools/Academies for the school years 2009-2010 to 2012/2013 and attendance support in Havering**
- 14.1 The Committee received a report setting out the attendance data for schools and academies. It was noted that the information was from 2009/10 to 2012/13 (autumn and spring term only). There was a national issue in getting attendance figures which were up to date.
- 14.2 The Committee were advised that it was the parents' responsibility to ensure that their children of compulsory school age received efficient full-time education. This could be by regular attendance at school, alternative provision or by education elsewhere.
- 14.3 Local Authorities were responsible for identifying children missing education (CME) and ensuring they are not at risk of becoming CME. Schools also monitor pupil's attendance through their daily register, and inform the Local Authority of the details of pupils who are regularly absent from school or have missed 10 school days or more without permission. All irregular attendance of pupils is referred to the Local Authority to investigate as part of their safeguarding duties.
- 14.4 The report set out the rates of attendance and the persistent absence rates of primary, secondary and special schools in Havering compared with England, Inner London, Outer London and our statistical neighbours. It was noted that there were robust approaches taken with parents and policies for schools. Head teachers had expectations for attendance and there was a policy of no term-time absence. The absence at secondary schools overall was not a big issue, and the academies were buying into the attendance monitoring to ensure continuity throughout the education system.
- 14.5 The Committee was informed that special schools had good attendance, as pupils were, in the main, collected and supported practically in attending school. There were however health issues that could impact upon attendance figures in special schools.

14.6 Officers were working on detailed analysis and breakdowns of equalities to find out which was the most vulnerable group to experience lower levels of attendance. The results of this analysis would be reported to the Committee.

15. Council's Continuous Improvement Model

15.1 The Committee agreed to review the 2013 report on Commissioning School Places at the appropriate time in the New Year.

16. Corporate Parenting Panel Annual Report

The Committee approved the Annual Report for the Corporate Parenting Panel 2013/2014.

CORPORATE PARENTING PANEL

SUMMARY

This report is the annual report of the Panel, summarising the Panel's activities during the past Council year.

It is planned for this report to stand as a public record of achievement for the year and enable members and others to compare performance year to year.

There are no direct equalities or environmental implications attached to this covering report. Any financial implications from reviews and work undertaken will be advised as part of the specific reviews.

The Corporate Parenting Panel is a sub-committee of the Children and Learning Overview and Scrutiny Committee and is constituted from the elected members of the Committee. The role of the Panel is to monitor services and care provided to Looked After Children in the care of the authority.

REPORT DETAILS

During the year under review, the Panel met onoccasions and dealt with the following issues:

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REPORT DETAILS

During the year under review, the Panel met on 6 occasions and dealt with the following issues:

1. Viewpoint Feedback – Looked After Children

- 1.1 The Panel received the first Viewpoint report for the period November 2012 to May 2013 summarising the views of 27 children of various ages currently living in foster/residential care in Havering.
- 1.2 Viewpoint is an on-line secure system consisting of a series of questionnaires that children and young people complete either with the help of a responsible adult or alone. Viewpoint enables young people to share personal views in a way that they may not always feel comfortable doing face-to-face. Although the response had not been huge, the age of respondents ranged from 5 years to 16 plus years.
- 1.3 It was noted at the time that Viewpoint was disproportionately used by children placed with in-house foster carers (16/27) and who have a full care order (15/27). Children who cannot read or who have difficulty in reading would be assisted by their mentor/befriender to complete the survey. It was acknowledged that more needed to be done to support children with less established permanency arrangements and those in other types of placement to use Viewpoint as well as developing an accessible version of Viewpoint for children with disabilities.
- 1.4 A number of key issues were identified from the survey:
 - Children who used Viewpoint liked it and found it easy to use
 - The most common issue was that children wanted to review their contact arrangements with their family. The location of the review and their familiarity with other attendees was also important to them. Most children wanted to have their review held in school.
 - Children using Viewpoint had high levels of aspiration for themselves. The majority of children felt they were getting the right help with their education (16/20) and they were happy in school, although this decreased for secondary school-age children.

- Most children liked living with their carers, knew why they are living there and were clear about how long they would stay. Older children were less likely to feel able to talk to their carer or about things that were important to them and were less likely to feel very safe in the placement.
 - Younger children had high levels of self-reported well-being; this tapered off for older children who were more likely to report feeling sad on a regular basis.
 - Almost all children who responded generally felt safe.
- 1.5 The Panel heard that the on-line survey was building and it was hoped more children would participate in the future. The collation of data would be referred to the Children in Care Council which in turn would prove helpful in directing future services. Any child who had difficulties completing the questionnaire at home or at school would be able to discuss this with the Social Worker and help would be offered.
- 1.6 The Panel were advised that the questions were designed with reference to local indicators as set by the Department for Education, the Good Childhood Index developed by the Children's Society, draft NICE Quality Standards as well as feedback from children and young people. The installation costs were £13,000 and the system had been used in Australia and Canada.
- 1.7 A further report covering the period the period October to December 2013 was received at the January 2014 meeting. The report was positive overall although the response rate was disappointing. The key messages from children were as follows:
- Viewpoint was used by children for 19% of reviews over Oct-Dec 13 (completed returns = 25). Children using Viewpoint were most likely to complete the age 5-8, age 9-11 or age 12-15 survey.
 - Children most often used Viewpoint by themselves, without support from an adult.
 - Children using Viewpoint overwhelmingly want to attend their reviews, and want to either talk for themselves, or have someone talk on their behalf. Generally they want reviews to be held at school or in their placement, and would like refreshments to help the review be more enjoyable.
 - Children using Viewpoint generally are happy at school, think they are getting the right help and feel safe at school. Their carers help them with schoolwork when they need it. They have high aspirations for themselves; with careers in teaching, policing and football the most frequently cited ambitions.
 - Most children using Viewpoint think they get the right amount of help from adults, although of the 23 children who answered the question 'does your social worker visit you as often as you need, five said 'not really' or 'not at all'. Children generally say their social workers listen to them and that their social worker helps them in a number of different ways.
 - Of the children that have used Viewpoint so far this year, 58% said they have had a change of social worker over the last term¹, although when asked how they felt about this, the most popular answer was 'happy'.

- Children using Viewpoint generally report that they feel safe, both in their local area and in their placement. Overall they are happy in their placements.

1.8 The Panel was concerned about a small number of children who stated that their Social Worker did not visit them as well as the small number who felt that they were not receiving the right sort of help at school. It was explained to the Panel that there was a shortage of social workers and difficulties in recruitment.

1.9 It was noted that the Viewpoint year-end report would incorporate additional datasets regarding children's participation in their assessments and plans. This would include quarterly contract monitoring information on the advocacy service, including the number of referrals received, number of new cases and the number of cases closed, and data on how children are contributing to their reviews, including the proportion of children attending in person and the proportion of children in care who have been supported by a children's society advocate at a review.

2. Total Respect Training

2.1 During July and August 2013, several members of the Panel attended the Total Respect training event. The training provided a thorough understanding of children's rights and included the following topics:

Exploration of assumptions about children and young people

Listening to young people

The experience of being a child in care

Involving young people within care planning

Young people's involvement in policy development and effective advocacy

3. Multi-Agency Safeguarding Hub

3.1 The Corporate Parenting Panel agreed that MASH should be a regular agenda item throughout 2013/2014 and requested regular updates and MASH data from officers.

3.2 All Panel members visited the premises of the Multi-Agency Safeguarding Hub during October 2013. Following the visit, a number of queries were raised by members including relationships with other agencies, the backlog of cases and problems with the IT system. The Panel were advised that the backlog had been caused by delays in classification and inputting reports onto the police system. All children who came to the attention or contact with the police were given a RAG rating. Reassurance was given that children considered to be in danger were dealt with immediately. The IT system was new and was undergoing testing.

3.3 Members were advised that MASH was well resourced with regards to staffing levels. Officers advised that they were about to re-commission the Out of Hours Children's Service starting in April 2014. This would be run by the Emergency Duty Team which would cover after 5.00 pm in the evening until 9.00 am and also on weekends.

- 3.4 MASH were aware of foster care placements from other boroughs and that LAC children and children on a Child Protection Plan would be highlighted by officers to their counterparts in Havering, however, Assessments were not always easily available although information could always be obtained from the police. The movement of people into the borough posed further risks of importing problem families or problems with gangs into the area. Panel members were reassured that there were good communications between boroughs.
- 3.5 The Panel received an update on a recent internal audit that had been carried out by Children's Services over the last two to three weeks. A total of 20 cases, some live and some past, were subject to scrutiny and the findings were as follows:-
- Most referrals were MASH appropriate
 - Appropriate decision making by key Managers in cases to be forwarded onto other agencies/social workers
 - The appropriate RAG ratings had been applied to cases, Red for 4 hours, Amber for 1 day and Green for 3 days
 - An issue around obtaining consent in referrals, (not Child Protection) had been highlighted and was being addressed
 - All cases were properly recorded onto the system
 - There were several cases where delays occurred owing to partners – ie GP/School and the issue has been raised with the Local Safeguarding Children's Board.
 - Appropriate decision making and clear instruction from managers
 - Referrals were of good quality
 - Communications with Police were very good
- 3.6 Panel Members were advised that communications with NELFT had improved. There was currently no case backlog. All child protection cases were picked up immediately and assessed straight away.
- 3.7 Staff vacancies were in the process of being filled and there was now managerial stability. It was important to put staff training and workforce development programmes into place.
- 3.8 Overall, officers were reassured that operations were running smoothly and that a formal Audit Report would be made available at a later date.

4. LAC Manager and LAC Nurse

- 4.1 The Panel received a report from the LAC Associate Director and LAC Specialist Nurse. The Associate Director for Safeguarding and LAC had management responsibility for 6 named Nurses and their teams and the Specialist LAC Nurses were members of these teams. Each local authority had a dedicated Band 7 Specialist Nurse for LAC. Most of the work done for LAC was statutory and lead by the Local Authority within their role as a corporate parent.

- 4.2 The LAC Nurses had agreed a foster carer training package and this would be delivered to groups of foster carers going forward. The LAC Nurses were also finalising the standardisation of LAC training across the Trust. The training would be delivered to all universal practitioners as initial or update training to support the provision of a bespoke service to Looked After Children and Young People.
- 4.3 The NCB Policy Briefing published in January 2013 looked at how the reformed health system would meet the needs of Looked After children and young people after April 2013. The policy specified that Looked After Children had:
- An initial Health Assessment within 28 days provided by a GP or Paediatrician.
 - Children under 5 would receive a health review 6 monthly. This was provided by the Health Visitor in all boroughs.
 - Children over 5 would receive a health review 12 monthly. This was provided by the School Nurse in all boroughs.
- 4.4 The key issues which would impact on the ability to deliver within the agreed timeframes included a delay in notification to health that the child or young person was now looked after and failure to provide the health team with the required documentation. In addition, the issue of Looked after Children and Young People out of area increased the likelihood of delay in receiving their health assessments.
- 4.5 The LAC Team advised that Sex Health Advisors would speak to a Looked After young person if pregnant and encourage them to access available services, and if necessary, accompany them to hospital. They would also be available to advise on options anytime and anywhere. The LAC Nurse and School Nurse (who was trained to deal with LAC Children) would also play a supportive role. It was noted that there was currently 1 LAC pregnant in Havering at the current time.
- 4.6 With regards to contraception, the Panel were advised that the LAC Nurse would ensure when completing the assessment, that they were Frazer Guideline specific to Sexual Health i.e. that the young person would make the decision; that the young person was safe; that the partner was named.

5. Case Studies

- 5.1 The Panel were presented with two example Pathway Plans, one good and one bad, for young people in care. It was noted that Pathway Plans were intended to support young people from 16 years until their 18th birthday. The example of the good pathway plan was where there was a summary of the assessment of the young person's needs and abilities. Arrangements to complete the needs assessment required for the pathway plan and a timetable for this assessment would be discussed and agreed at the young person's statutory review meeting prior to their sixteenth birthday. Young people would be actively involved in the assessment process, and additional assistance to fully involve them would be offered if required. Assessments would take account of any needs that resulted from the young person's ethnicity, language, religion, culture, sexuality or any disability or impairment.

Unless there were exceptional reasons not to do so, other individuals/organisations would also be consulted including:

- The young person's parents, and/or others with parental responsibility.
- Other family members who are important to the young person.
- Anyone caring for the young person – relatives, their foster carer or staff in residential homes.
- The young person's school or college.
- Any provider of health care or treatment for the young person.
- Any independent visitor, mentor or Connexions personal advisor offering support to the young person.

5.2 The Pathway Plan would also take account of any existing Assessments and plans relating to the young person such as Assessment and Progress records, Care Plans, Personal Health and Education Plans and Placement Information Records. A copy of the plan would be given to all young people as part of the assessment and planning process.

The Panel noted the example of the bad pathway plan which had no forward planning for the subject on leaving care.

The Panel were advised that there was no dedicated team to support young people leaving care at the present time. Plans were underway to recruit an officer who wanted to work with adolescents.

5.3 The Committee questioned whether Care Plans and Pathway Plans were regularly checked or subject to an audit. The Panel were informed that an audit had commenced two weeks ago and it was agreed that the results of the audit would be made available to the Panel. The Panel were assured that Care Plans that are presented to Court are signed off by the Service Manager of Children's Services and that all Care Plans and Pathway Plans were reviewed regularly.

6. Visit to Heather Court

6.1 Several members of the Panel visited Heather Court – an accommodation unit for young people leaving care.

7. Sufficiency Statement & Looked After Children Statistics 2012

7.1 The Panel were presented with the Sufficiency Statement and the LAC Statistics for 2012. The sufficiency duly required Local Authorities to improve outcomes for Looked After Children in order that secure sufficient accommodation would be found to meet the needs of the children.

7.2 It was noted that Havering performs less well in comparison to other Local Authorities in Looked After Children stability measures. Following a recent restructuring, however, some improvements had been made and whilst the figures themselves were within acceptable parameters, improvements would continue in this area.

7.3 Panel members enquired about the current level of Social Worker recruitment and were advised that 85% were agency staff. Officers explained that this was a national problem and that Social Worker vacancies were difficult to fill.

Newly qualified Social Workers would go straight to work for the agencies. There was currently a Recruitment and Retention paper with Human Resources which officers would be reviewing. It was noted that the over 12's team were well staffed.

7.4 Foster Carers

The paper noted that Foster Carers needed more support and assistance, particularly at the outset if fostering a difficult child. Actions currently being progressed included the improvement of training and Foster Carer skills as well as having more freedom to operate. There were plans for a new Head of Fostering and Adoption who would be looking at more co-operation and linking services with Redbridge and Barking & Dagenham who had good fostering services.

7.5 In relation to Young Peoples Accommodation, an emergency placement unit situated at Lombard Court was in the process of development. This facility would be for 16/17 year olds who are not yet ready for independence but cannot live in a family environment. Heather Court was another facility but would only take fully assessed teenagers and not emergency placements.

7.6 At a later meeting, the LAC statistics for 2013 were made available. The panel noted the draft LAC Benchmarking report which compared data with other participating authorities. The report indicated that Havering's performance was much in line with other boroughs.

7.7 Officers advised that there were some concerns regarding settled communities in the borough and that it was difficult to find appropriate foster carers from these groups. In cases where there were language difficulties, the service would seek carers through the private sector.

7.8 The panel were advised that a new Adoption Manager was in place and was looking at fostering recruitment for teenagers and sibling groups.

7.9 Concern was expressed over the cost of residential care which in Havering stood at £847.00 per week for each child. Officers confirmed that out of the total 196 Looked After Children, 10 were in residential care. In some cases, they were disabled children who needed 24 hour care and others were young people who are difficult to look after.

8. **Court Case Project Update**

8.1 The Panel received an update on the project which aims to reduce delay and improve decision making for children subject to care proceedings, in particular, those who had been abused or neglected. Delayed decisions owing to mismatched time frames between the courts, the local authority and the needs of the child meant that children could experience longer exposure to abuse and neglect, disruption of attachments with temporary carers, unstable placements at home or in care and prolonged uncertainty about their future.

8.2 The Family Justice Review (2011) identified systemic issues that were causing unnecessary delays in care proceedings. The system had become

more reliant on external expert witnesses rather than social workers' own recommendations. The Munro Report recommended that social workers be re-focused as the expert in the child's life.

8.3 The Panel were advised that delays were primarily being caused by inadequate pre-proceedings work, organising family group conferences and not identifying possible carers among the extended family. In the courts, delays were caused by waiting for expert reports and independent assessments as well as immigration and language issues.

8.4 The Children and Families Bill 2013 introduced a 26 week limit for completing all care and supervision proceedings. Applications to extend would be considered if purposeful to the child. It was noted that the following benefits would be:

Children spend less time in interim care;
Decision making is focussed on children's developmental timescales;
Clear planning helps avoid prolonged uncertainty for children in interim care, and permanency decisions within their timescales;
The focus on decision making in proceedings emphasises the need for early help during the pre-proceedings phase;
Focuses social workers as the experts in the child's life; opportunity for professional development

8.5 Havering was part of the "East London Court Work Project", working with Barking and Dagenham, Newham, Redbridge and Waltham Forest to resolve issues that caused delays in proceedings. Havering was also working with CAFCASS, the courts, and service providers to reduce delays. Standard document templates had been developed and used across the five boroughs. There was also a Working Group looking at how external assessments are commissioned. The project commenced on 1 July 2013 across the 5 boroughs.

8.6 The Committee were advised that at the time, there were four on-going cases awaiting legal proceedings in Havering.

9. Local Authority Provision For Young People On Remand in Custodial Establishments

9.1 The Panel were advised that any young person remanded by the Criminal Court was a Looked After Child automatically and became the responsibility of the Local Authority. They would be sent to either a Young Offenders Institution or a Special Training Centre. There were currently two in Havering – one was on remand for a murder and the other was for an acid attack. The former had served one year on remand and was waiting for the case to be heard at Snaresbrook Crown Court, the latter was awaiting psychiatric assessment. One of the accused had moved into the borough in January from Hackney and there was currently an on-going discussion with counterparts in Hackney as regards costs, however, once sentenced the offender would no longer be the responsibility of the local authority and the Ministry of Justice would be responsible for costs.

- 9.2 The Panel were advised that when offenders leave prison, they go home and are no longer considered a LAC but may come back into care as sometimes parents reject them. The Panel were also informed that children had to be moved out of Havering - sometimes with their families because of gangs and drugs.

10. Placement Stability Study

- 10.1 The panel noted the Placement Stability data for Looked After Children covering the period April to October 2013. The key points were as follows:

Placement Stability 1

Percentage of Looked After Children with 3 or more placements during the year.

During April to October 2013, 12 LAC (6.1%) had more than 3 or more placements in comparison to 20 (10.6%) for the same period. The national average was 11%.

Placement Stability 2

Percentage of Looked After Children aged under 16 who had been looked after continuously for 2.5 years and living in the same placement for at least 2 years.

From April to October 2013 69.8% of eligible LAC aged under 16 years had been in the same placement for at least 2 years and that performance was in line with the 70% target for 2013/2014. The national average was 68%.

Placement Stability 3

Percentage of Looked After Children placed outside local authority boundary and more than 20 miles.

- 10.2 Performance was currently below the target for 2013/2014 of 15% (lower is better). Officers advised that the rise in numbers for August was due to young people transferring from education to independent living.
- 10.3 Officers advised that in some cases they are not always aware as children may exhibit different behaviours following placement. In addition, difficult children will sometimes have problems settling with carers or vice versa.
- 10.4 Officers reiterated that it was not in their interests to place a child with a carer where it is not going to work and that the aim is always to be honest with prospective carers. The quality of the fostering team had improved and that this process was continuing. The placement statistics showed that placement breakdowns were occurring less and that in cases where problems had arisen, carers were seeking help at an earlier stage. Officers acknowledged that Social Workers needed to be aware of any difficulties early on in the process and to ensure that these were dealt with.

12. LAC Training For Carers

- 12.1 The panel noted the list of courses available to prospective foster carers. Officers advised that several courses were compulsory however carers could attend more courses and receive increased payments.

13. Virtual Head

- 13.1 Officers advised that the Virtual Head had left and that Penny Patterson from Learning and Achievement was covering the role for both Junior and Secondary sectors. It was also proposed that a LAC Co-ordinator be appointed to oversee all administrative matters. A plan was being formulated and this would be presented to Corporate Parenting Panel.

14. Local Safeguarding Children's Board

- 14.1 During the period under review, the Panel received and noted the minutes from the Local Safeguarding Children's Board meetings.

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Havering LA

Learning and achievement service

Self-evaluation of the Authority's Arrangements

For School Improvement

Introduction and context

I am pleased to introduce the Education and Learning service's self-evaluation of education provision in Havering.

The evaluation is in four sections. **Section one** is a summary of performance at all the main education stages – the early years foundation stage, key stage 1, key stage 2, key stage four and post-16, focusing mainly on 'key stage 5'.

In this section, we look at the trend, strengths and areas for development in terms of regulator judgements, attainment and progress, the gap between average attainment and progress and that of our vulnerable groups.

The context is our performance when compared with the 151 other English LAs, the other 31 boroughs and the City of London, and our statistical neighbours. Our ambition is to out-perform other areas taking into account a key contextual factor – deprivation. Using this, Havering is just within the top half of upper-tier LAs but is ranked at 28/32 London authorities.

In **section two** we evaluate our effectiveness in the areas set out by Ofsted under paragraph 17 of its framework for the inspection of local authority arrangements for supporting school improvement.

There are nine separate areas, and our self-evaluation comprises an outline of key strengths, the evidence supporting areas of strength, the

areas for development, the link with the LA's 2013/14 and 2014/15 service / implementation plans, and the lead officer accountable for each set of actions.

While we are justifiably proud of some of the strength of the education system in Havering, we are aware that there are a number of areas where urgent improvement is required. In summary these are:

- EYFS: getting more settings to good; increasing the average point score; narrowing the gap between children from poor homes and the rest;
- Primary: increasing the number of good and outstanding schools; supporting schools that are vulnerable to a judgement of requires improvement or worse; and ensuring we narrow the gap for children in poverty;
- Secondary: the number of schools rated as satisfactory or requires improvement by Ofsted; levels of progress and overall attainment; and the gap between most vulnerable groups and the average of all other pupils;
- School VI forms and colleges: to develop outstanding providers; the average points score (APS); the percentage of pupils getting three good A levels;
- NEETs: the low percentage of young people aged 17 and 18 in full-time education

compared with London and England; and NEET levels amongst some vulnerable groups (most minority groups have very low NEET levels);

- Special schools: none outstanding as rated by Ofsted; ensuring we develop robust attainment data;
- Primary and secondary attendance: levels of absence are higher than London and England averages;
- Secondary exclusions: permanent exclusions are higher than the average of London and English LA areas

In summary, our key priorities therefore are to, together, increase the percentage of good and outstanding providers and narrow the performance gap, particularly for those children in poverty.

LA officers are committed to working with colleagues in settings, schools and colleges on plans and actions to address the challenges set out in section two of the self-evaluation.

A 15 month action plan, focusing on areas for development, will be completed and in place by early 2014.

I know that, given the strength of the partnership we have here, our settings, schools and colleges will work with us to implement the plan and continue to build and strengthen their provision. **Mary Pattinson, Head of L&A**

Havering LA – a self-evaluation of our arrangements for supporting school improvement

Section 1 – summary of performance

Area	Trend	Strengths	Areas for development / action
Early years settings – Ofsted judgements	Ofsted inspection outcomes have improved consistently between 2009 and the present – 74% of settings are good or better compared with 67% in 2009; although this is marginally below the national average	<ul style="list-style-type: none"> High quality specialist team providing quality assurance, challenge and support; Improved Ofsted inspection outcomes despite a tougher framework. 	<ul style="list-style-type: none"> the number of provisions moving to good from satisfactory / requires improvement; the number of child minders rated good or better (currently over a quarter are not)
EYFS attainment	Good level of development' (GLD) has improved between 2008 (55%) and 2013 (60%), although the rate of improvement plateaued from 2010; APS 32.2 is similar to national, however, Havering's performance is ranked 26/32 authorities in London	<ul style="list-style-type: none"> Attainment significantly above average – 59% GLD compared with 52% nationally in 2013; Children understand technology very well; Good preparation of children for KS 1, 	<ul style="list-style-type: none"> the average points score for the cohort; the percentage of pupils with a GLD; reading, writing, numbers and shape, space and measurement within specific learning goals
EYFS narrowing the gap	The gap between the lowest 20% and the median increased between 2010 and 2012 and the APS of the bottom 20% declined by over 4 points	<ul style="list-style-type: none"> there is no information about the performance of individual vulnerable groups, and therefore areas of potential strength 	<ul style="list-style-type: none"> the gap between attainment levels of the bottom 20% of pupils and the median; the performance of the key vulnerable groups
Primary schools – Ofsted judgements	79% of primary schools are now rated good or better, marginally above the national average of 79% (April 2013) but we remained ranked at 21/32 authorities in London; with only one judged to have serious weaknesses, and one with special measures; while the percentage of outstanding schools is two points lower than nationally	<ul style="list-style-type: none"> Primary performance is above average for good or better provision; Improving trend in Ofsted performance despite more challenging framework; Schools that go into categories generally recover swiftly - 3 out of 5 straight to good. 	<ul style="list-style-type: none"> the number of schools rated good; the number of schools rated outstanding; the primary schools in an Ofsted category; support of schools vulnerable to going into a category (the schools of concern list).
Key stage 1 attainment and value added	Attainment at KS1 has improved in all subjects from 2009 to 2013 (L2+): reading 87% to 92%; writing 83% to 90%; maths 91% to 94% ; and RWM 59% to 69%; L2b+ shows similarly good performance and even bigger points gaps	<ul style="list-style-type: none"> 2012 RaiseOnline was sig+ for almost all characteristics – a high performance system; Attainment has been significantly higher than the all-area average consistently over 5 years;; progress; 	<ul style="list-style-type: none"> the attainment level for writing - currently lower than reading and maths;

Havering LA – a self-evaluation of our arrangements for supporting school improvement

Area	Trend	Strengths	Areas for development / action
Key stage 1 narrowing the gap	The gap at L2b+ has narrowed consistently from 2009 to 2013 on the main measure – poverty: reading 24 to 18%; writing 23 to 19%; maths 19 to 14%; RWM 21 to 19%	<ul style="list-style-type: none"> attainment is strong, and improving, across most ethnic groups – with poor Bangladeshi and black Caribbean pupils out-performing non-poor; EAL pupils performed well – marginally above the average; Poor and EAL pupils attain extremely well. 	<ul style="list-style-type: none"> the gap between boys and girls - currently 16 points the continuing gap between FSM and non-FSM pupils – while improving it is still greater than the national gap; the gap between previously low attainers and others – exacerbated further by poverty
Key stage 2 attainment and value added	Attainment at KS2 has improved in all subjects from 2010 to present, with RWM L4+ 79% up from 66% in 2009, with only one school under floor targets. Havering ranks 13/32 authorities across London	<ul style="list-style-type: none"> Attainment was significantly higher than the English average at KS2 in 2011, 2012 and 2013; Attainment using the 2013 measure – RWM – is good and expected to be significantly above national. 	<ul style="list-style-type: none"> VA progress – only average in 2011 and 2012?; Schools just above the national floor target
Key stage 2 narrowing the gap	There is a 23 point gap on the main measure – poverty; and a 67 point gap with pupils with statements of SEN. This places Havering 29/32 in London. Ethnic minority groups mostly attain well, even when poor, except for travellers – a near 40% gap – and Caribbean pupils (black and mixed race). Against 2 levels of progress, most groups are close to the overall conversion rate, exceptions being pupils with SEN, travellers and other white / Asian	<ul style="list-style-type: none"> The achievement of most minority groups is very strong, and above the national averages – in nearly all cases, some by a significant margin; The attainment of boys at level 5 is good (sig+ against national, and higher than girls); 	<ul style="list-style-type: none"> The number of vulnerable groups achieving sig+; The attainment of pupils on FSM - gap is wider than national; The gap between girls and boys; The attainment of pupils with statements, especially in English; The attainment of pupils who are looked after, who did less well than nationally; Poor progress of the previously lower-attaining boys; Our lowest attaining pupils at ks 1, who make less progress than expected in ks 2, in both English and maths.
Secondary schools – Ofsted judgements	72% of secondary schools are now rated good or better (61% in 2009) with none judged to have serious weaknesses; with fewer outstanding than expected. This places Havering at rank 29/32 authorities across London	<ul style="list-style-type: none"> Two outstanding schools; 12 good schools 	<ul style="list-style-type: none"> The number of schools rated ‘satisfactory’ or ‘requires improvement’ only one in 10 schools outstanding, compared with the national average of 26%
Key stage 4 attainment and value added	Now 63% 2013, up from 58.1% in 2009, and above the national and London average, but still below the 2011 level; above average	<ul style="list-style-type: none"> Improved results in 2013 compared with 2012 2013 rates of progress in English and maths above national average 	<ul style="list-style-type: none"> performance in science, languages, art and design, business studies; Expected progress (3 levels) in English;

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Area	Trend	Strengths	Areas for development / action
	ATPS for GCSEs; strong performance in English and maths. Value added declined in the 'best 8' and core subject areas between 2011 and 2012 and the LA ranks poorly – ranked 30/32 across London		<ul style="list-style-type: none"> • conversions from L2 to E, L4 to C and L5 to B. • Accelerated Progress (4 levels) in English; • Value added between ks 2 and ks 4
Key stage 4 narrowing the gap	In 2013 the biggest gaps are between non FSM / FSM and non-SEN / SEN groups, and boys and girls – our performance is ranked 22/32 compared to other authorities in London. Ethnic minority attainment is good, with only mixed race Caribbean groups significantly below the average. In terms of value added, all groups under-perform when compared with national	<ul style="list-style-type: none"> • Attainment levels of most minority groups are good; 	<ul style="list-style-type: none"> • Attainment of pupils entitled to FSMs; • Attainment of LAC – this is low, although there were none in the 2013 GCSE cohort • Attainment of pupils with statements; • Attainment of boys; • Value-Added in 2012 for all groups.
Post-16 providers – Ofsted judgements	Of the 5 schools, 4 are rated as 'good' and one satisfactory. The FE college was rated 'good' at its last inspection; the VI form college was judged to require improvement	<ul style="list-style-type: none"> • The percentage of post-16 providers rated as good or better is high 	<ul style="list-style-type: none"> • Moving all providers to at least good; • The lack of outstanding schools and colleges.
Key stage 5 attainment and value added	In 2012 A level results are above the national average, and below (743 against 762) for APS per student. The APS trend has declined overall since 2009, significantly in the colleges	<ul style="list-style-type: none"> • Outcomes for 6th form students in Havering are better in all key measures compared with other LAs; • Free school meals pupils do well, with a relatively narrow gap c/w all other pupils 	<ul style="list-style-type: none"> • The percentage of pupils getting 3 good A levels; • The decline in APS overall in VI forms since 2009; • The steep decline in APS in the colleges; • The breadth of the vocational offer(?).
Key stage 5 narrowing the gap	This information is only available for schools where APS per pupil is higher overall, and for pupils who are poor, or who have SEN, than the national average	<ul style="list-style-type: none"> • Good APS for schools with VI forms; • Good outcomes compared with other areas for pupils entitled to FSM; • Good outcomes 	<ul style="list-style-type: none"> • Data on the achievement of vulnerable groups; • Data on attainment and progress of vulnerable groups in the VI form and FE colleges
NEET number and percentages	Just under 5% of residents in the cohort are NEET (August figure). This is well under the England average and east London, but on the London average. The percentage of the cohort that is 'unknown' is a third of the	<ul style="list-style-type: none"> • Relatively low percentage cohort are NEET; • Unknown numbers are comparatively low; • Most minority groups have low NEET levels 	<ul style="list-style-type: none"> • The low percentage of young people in learning compared with many neighbours and London; • NEET levels of, asylum seekers, pregnant and teenage mothers; • 17 year-old participation in education and training

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Area	Trend	Strengths	Areas for development / action
	national average, and well under the London / east London average		
Special schools – Ofsted judgements	In 2009, one was outstanding, and two good; Now, all three are rated ‘good’	<ul style="list-style-type: none"> • The special schools are all good, with some outstanding features; • One school has improved from RI to good 	<ul style="list-style-type: none"> • To support all the special schools so that they are able to self-evaluate as ‘outstanding’;
Special schools - attainment	There is little nationally available data relating to attainment	<ul style="list-style-type: none"> • Ofsted judgements on attainment in special schools are positive 	<ul style="list-style-type: none"> • The support of teachers in special schools to monitor progress of pupils with SEN more effectively
Special schools – NtG	See above	<ul style="list-style-type: none"> • Ofsted judgment of Corbets Tey noted good progress amongst all pupil groups, including all ethnic minorities, both sexes and autistic pupils 	<ul style="list-style-type: none"> • data on attainment for special school pupils at all key stages
Primary attendance	Total absence has improved from 5.4% in 2009 to 5.1% in the spring term 2012, but remains above London and SN (4.6%/4.9%)	<ul style="list-style-type: none"> • pupil absence level fell between 2009 and spring 2012 	<ul style="list-style-type: none"> • The level of authorised and unauthorised absence; • Challenging reasons for absence from school
Secondary attendance	Pupil absence level has reduced by 1.2 points from 2009 to 2012, but at 6% is higher than London 5.7% and SN 5.9%	<ul style="list-style-type: none"> • pupil absence level fell between 2009 and spring 2012 	<ul style="list-style-type: none"> • The level of authorised and unauthorised absence; • Challenging reasons for absence from school
Primary exclusions	There were no permanent exclusion in the last school year, c/w 0.1% of pupils in SN and London schools, 0.2 Eng. 0.44% of pupils were f/p excluded, c/w .97 SN, .7 London and .9 national	<ul style="list-style-type: none"> • No permanent exclusions; • Fixed period exclusions much lower than SNs, London and English primary schools 	<ul style="list-style-type: none"> • Provision for pupils excluded for a fixed period; • Support for pupils excluded returning to the primary school / or those placed in another school • Continue to develop Primary IFAP processes
Secondary exclusions	Permanent exclusions have increased from 16 to 33 per 1000 between 2009 and 2013, with 0.2% excluded in 2012, c/w .19% in London / SN and .14 in England. 5.8% of pupils were FP excluded, lower than Sn, London and England – 8.8, 7.5 and 7.8%	<ul style="list-style-type: none"> • Fixed period exclusions are low compared with SN, London and English secondary schools; 	<ul style="list-style-type: none"> • Permanent exclusion levels; • Fixed period exclusion levels; • Attainment of pupils permanently excluded from school • Continue to develop secondary IFAP processes • Work in partnership with schools to enhance “pre-exclusion” preventative support offer
Pupil Referral Service (PRS)	Outcomes from the PRS, and the 4 campus’s, remain lower than those in mainstream schools	<ul style="list-style-type: none"> • Newly formed PRS should have the capability to address rapidly the issues to bring the PRS to “good” and improve outcomes 	<ul style="list-style-type: none"> • Appropriate curriculum offer across the PRS • Effective teaching and learning • Rapid increase in successful reintegration into main

Havering LA – a self-evaluation of our arrangements for supporting school improvement

Area	Trend	Strengths	Areas for development / action
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Section 2 – Havering’s arrangements for supporting school improvement

ASPECT 1: THE EFFECTIVENESS OF CORPORATE AND STRATEGIC LEADERSHIP OF SCHOOL IMPROVEMENT

Area	strengths	Evidence of strengths	Areas for development / action
Elected members and senior officers have an ambitious vision for improving education provision, which is clearly demonstrated in public documents	<ul style="list-style-type: none"> Strong, comprehensive strategy, approved by members; A learning and achievement service with the leadership strength, knowledge and skills to deliver the strategy 	<ul style="list-style-type: none"> E and S strategy (1.1); Improving outcomes in all key stages in 2013; (1.2); Good levels of progress in all early years and primary stages? (1.3). 	<ul style="list-style-type: none"> Narrowing the gap between average attainment and key vulnerable groups, especially poor pupils
Elected members articulate the local authority’s (LAs) strategic role, and enhance providers’ ability to self-manage	<ul style="list-style-type: none"> Member understanding of the principle of schools’ responsibility for their own improvement; but also of the critical quality assurance role held by the LA 	<ul style="list-style-type: none"> Evidence of member support for teaching schools / school to school support / overview and scrutiny evidence (2.1). 	<ul style="list-style-type: none"> Ensure rapid engagement with any new lead members following the May 2014 local elections
Accountability is transparent and efficiently monitored in a systematic way	<ul style="list-style-type: none"> Excellent data processing capability; Good data analysis and sharing with all schools 	<ul style="list-style-type: none"> Regular and wide ranging presentations to members with clear links to key priorities (3.1); Annual reporting of LA impact on outcomes; Monthly meetings between Lead Member and officers on outcome data / issues. 	<ul style="list-style-type: none"> Provide Information for ward members about settings and schools in their local area
Members’ challenge of officers is well informed by high quality information and data.	<ul style="list-style-type: none"> Challenge through the scrutiny function is focused, and appropriately challenging re process and outcomes in the system 	<ul style="list-style-type: none"> Scrutiny is planned on an annual cycle, taking account of challenges in the system (4.1); Regular challenge and support meetings take place between HT/Chair of Governors/Lead Member and Chair of Overview and Scrutiny Committee. 	<ul style="list-style-type: none"> The development of an annual cycle of reports to all members

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Area	strengths	Evidence of strengths	Areas for development / action
There is coherent and consistent challenge to schools and other providers to ensure that high proportions of children and young people have access to a good quality education	<p>The delivery strategy is supported by:</p> <ul style="list-style-type: none"> • A quality assurance plan; • Universal annual visits; • A categorisation strategy that identifies schools of concerns; and • An intervention protocol 	<ul style="list-style-type: none"> • QA plan (5.1); • annual visit framework (5.2); • risk assessment flow-chart (5.3); • Havering powers / policy re intervention using stat powers (5.4). 	<ul style="list-style-type: none"> • Increase the challenge through the consideration of formal warning notices to aid early intervention with schools of concern.
Communications and consultation are transparent and lead to a shared understanding with schools and other providers.	<ul style="list-style-type: none"> • All schools aware of the LA’s QA policy and procedures, and its categorisation framework • More than nine out of 10 primary schools buy into SI services 	<ul style="list-style-type: none"> • letter to schools re QA process (6.1); • list of schools buying into LA traded services (6.2); 	<ul style="list-style-type: none"> • Communications setting out statutory powers are relatively recent ; • Schools need to made aware of that the authority will use warning notices if needed
Schools and other providers respect and trust credible senior officers, who listen and respond to their views and advice	<ul style="list-style-type: none"> • There is a good relationship between schools, including academies, and council officers 	<ul style="list-style-type: none"> • All schools, including academies, have responded positively to universal annual QA visits (7.1). • Attendance at key meetings. 	<ul style="list-style-type: none"> • Maintaining dialogue and trust while using statutory intervention powers
Senior officers ensure that strategies for improving education provision are understood clearly by schools, other providers and stakeholders.	<ul style="list-style-type: none"> • The education and skills strategy, 2013/14 quality assurance business and action plan, the quality assurance policy and procedures, and the intervention framework have all been formally shared with school head teachers and governors 	<ul style="list-style-type: none"> • See agendas for cabinet, scrutiny and chief inspector meetings (8.1) 	<ul style="list-style-type: none"> • Continue to develop the relationship with schools, in the context of the LA’s position as a statutory authority responsible for QA of the education system in the area
There is tangible evidence that the strategy is effective in preventing failure, securing higher proportions of provisions ‘getting to good’ and eroding inequality in different areas of the LA	<ul style="list-style-type: none"> • Percentage of schools not causing concern has improved from 79% to 85% 	<ul style="list-style-type: none"> • List of category 3 schools with the last three Ofsted inspection dates and overall grades (9.1). 	<ul style="list-style-type: none"> • The incidence of schools whose Ofsted grading has declined from good or satisfactory since September 2012
Elected members and senior officers exercise their duties in relation to securing sufficient suitable provision for all 16-19 year olds and in respect of raising the participation age	<ul style="list-style-type: none"> • A 14+ strategy is in place with partnership priorities agreed 	<ul style="list-style-type: none"> • 14+ strategy (10.1); • Good data sharing with all partners (10.2); • Sufficient places for 17 year olds (10.3) 	<ul style="list-style-type: none"> • Raising further awareness of RPA required with parents, partners and employers; • Increasing the number of

Havering LA – a self-evaluation of our arrangements for supporting school improvement

Area	strengths	Evidence of strengths	Areas for development / action
(RPA) requirements		<ul style="list-style-type: none"> Annual planning meetings with schools with VI forms (10.4). 	apprenticeships and training with employment

ASPECT 2: THE CLARITY AND TRANSPARENCY AND STRATEGY FOR SUPPORTING SCHOOLS AND OTHER PROVIDERS' IMPROVEMENT AND HOW CLEARLY WE DEFINE OUR QA AND SI ROLE

Area	strengths	Evidence of strengths	Areas for development / action
Priorities in the LA's plans for school and other providers' improvement (including commissioning plans) are clearly articulated and reflect both national priorities and local circumstances.	<ul style="list-style-type: none"> The current SI strategy – taken as an example of effective practice by HMI, and has clear priorities; The training programme offer from SI is linked to areas for development 	<ul style="list-style-type: none"> School improvement strategy (1.1); Training programme for 2013/14 (1.2). 	<ul style="list-style-type: none"> The development of quality assurance in the secondary sector; The development of a traded offer in secondary QA in the post-16 sector
Schools and other providers / stakeholders have been fully consulted and agree the strategy / priorities for school improvement	<ul style="list-style-type: none"> Strategies, plans and policies have been taken to consultative groups, amended as appropriate and agreed. 	<ul style="list-style-type: none"> Information about all recent consultation processes is available to schools (2.1). 	<ul style="list-style-type: none"> Consultative documents for all stakeholders, and not just consultative groups.
Plans for school and other providers' improvement show close integration with the programme for differentiated LA support and intervention	<ul style="list-style-type: none"> Differentiated support is explicitly set out in the school improvement strategy; Support is flexible and tailored to specific needs in given schools. 	<ul style="list-style-type: none"> The school improvement strategy (3.1). 	<ul style="list-style-type: none"> The development of the school improvement offer to secondary schools; Clarification for academies of the role of the LA
Reliable and valid measures are used to monitor progress of the school and other providers' improvement strategy. Evaluation of its impact is comprehensive and regular and its effect on standards and effectiveness of schools and other providers is identified	<ul style="list-style-type: none"> Standard Ofsted measures used to assess effectiveness; Good risk assessment framework; Experienced and skilled school improvement / QA staff; Monitoring boards / progress review process is effective / well-understood 	<ul style="list-style-type: none"> Monitoring board case studies (4.1); Five schools have come out of categories in the past two years, with three going straight to good 	<ul style="list-style-type: none"> More focus on some of our schools – particularly secondary schools – that are good; Post-16 performance management needs to be fully integrated into QA work; There needs to be still more focus on the impact of QA / SI work
The rationale for support is explicit, flexible, tailored to need and endorsed by schools and other providers. Every effort is made to coordinate partnership arrangements and expertise residing within schools	<ul style="list-style-type: none"> We have a number of established, successful school partnerships; The partnerships have increased the LA's capacity to support schools of concern School Improvement Alliance (SIA) / 	<ul style="list-style-type: none"> Partnership summary, review and evaluation (5.1); Example SCC action plans (5.2). Role and Remit of SIA / S4SBS (5.3). 	<ul style="list-style-type: none"> An increased focus on high impact secondary school partnerships and the building capacity to support secondary schools of concern; More systematic recording and disseminating of successful partnerships

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Area	strengths	Evidence of strengths	Areas for development / action
<p>The LA promotes the effective participation of all 16- and 17-year-olds in education and training and makes arrangements identify young people who are not participating</p>	<p>Support for Schools by Schools (S4SBS) Programme has the full support of all schools</p> <ul style="list-style-type: none"> • 14+ strategy agreed and in place; • Targeted IAG contract running, focusing on maximising participation and NEET reduction; • Full use of the targeting toolkit; • Engagement with the pan-London drop-out process. 	<ul style="list-style-type: none"> • 14+ strategy and priorities (6.1); • IAG contract (6.2); • Targeting toolkit (6.3); numbers engaged in targeted interventions (6.4) • Information about engagement (6.5). 	<ul style="list-style-type: none"> • Further reduction of NEETs to meet targets; • Engagement with specialist providers to support vulnerable pupils
<p>The LA’s definitions, arrangements, procedures and criteria for monitoring, challenge, intervention and support are clear, sharply focused, comprehensive and understood by all school education providers, leaders and governors.</p>	<ul style="list-style-type: none"> • All working arrangements are clear in the school improvement strategy 	<ul style="list-style-type: none"> • School improvement strategy (7.1); • Quality assurance team business and implementation plans (7.2). 	<ul style="list-style-type: none"> • Ensure all heads and governors of all schools and academies are clear about the LA’s statutory duties and powers in the area of quality assurance

ASPECT 3: THE EXTENT TO WHICH THE LA KNOWS ITS SCHOOLS AND OTHER PROVIDERS, THEIR PERFORMANCE AND THE STANDARDS THEY ACHIEVE AND HOW EFFECTIVELY SUPPORT IS FOCUSED ON AREAS OF GREATEST NEED

Area	strengths	Evidence of strengths	Areas for development / action
<p>Senior officers, schools and other providers make intelligent use of pertinent performance data and management information to review and/or revise strategies for their improvement</p>	<ul style="list-style-type: none"> • LA officers make wide use of DfE, Ofsted and KEYPAS data, carefully analyse it and use it to categorise; • A detailed strategic needs analysis for post-14 providers is completed and made available annually • LA uses data to address key priorities eg FSM gaps at all key stages 	<ul style="list-style-type: none"> • Examples of data packs (1.1); • 2012/13 SNA (1.2) 	<ul style="list-style-type: none"> • Evidence of the impact of the data analysis; • Post-16 performance management to be integrated into the QA team’s work planning.
<p>The LA systematically and rigorously uses data and other information effectively to identify provisions which are underperforming. It uses this information</p>	<ul style="list-style-type: none"> • There are clear criteria for categorising schools, including their GBs, and settings, , with resultant differentiated levels of support; 	<ul style="list-style-type: none"> • Criteria for categorisation (2.1); • Examples of support offered to schools in categories 3a, b and c (2.2); • Examples of monitoring board agenda 	<ul style="list-style-type: none"> • Earlier and more assertive intervention needs to be considered in some schools where there is a slow response to a recognised need for improvement in key

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Area	strengths	Evidence of strengths	Areas for development / action
consistently to channel its support to areas of greatest need, resulting in interventions and challenge that lead to improved outcomes in schools and other providers	<ul style="list-style-type: none"> Challenge is well developed and widely understood, and involves senior officers, school leaders and governors 	and meeting records (2.3)	performance areas
The LA provides a comprehensive range of performance data, including data about the local performance of different pupil groups, local benchmarking and post-16 destinations comparative data. Schools and other providers have high regard for this, which is influential in helping them to identify their performance priorities	<ul style="list-style-type: none"> There are excellent data both at year-group and LA level for overall performance and progress, and for different pupil groups (by sex, ethnicity, LAC / adopted and SEN; The LA benchmarks against London, SN and national data sets 	<ul style="list-style-type: none"> Example data set for a primary school (3.1); Evidence of action taken and impact (3.2); LA benchmark information for setting, primary and secondary schools, and post-16 providers (3.3). 	<ul style="list-style-type: none"> More intervention in cases where performance improvement is either insufficient, or not sufficiently speedy; Post-16 performance information to be discussed with college principals
Education improvement teams are well equipped to use data and to challenge and support schools and other providers	<ul style="list-style-type: none"> Our QA and SI staff are all expert in a) the data available to them; b) expert in analysing it; and c) experienced and skilled in its use 	<ul style="list-style-type: none"> Case studies of use of data, with evidence of challenge (4.1). 	<ul style="list-style-type: none"> Post-16 performance management to be integrated into the QA service work planning

ASPECT 4: THE EFFECTIVENESS OF THE LA'S IDENTIFICATION OF, AND INTERVENTION IN, UNDERPERFORMING PROVISION, INCLUDING THE USE OF FORMAL POWERS AVAILABLE TO THE LA

Area	strengths	Evidence of strengths	Areas for development / action
Where appropriate, the LA deploys its formal powers of intervention promptly and decisively	<ul style="list-style-type: none"> The LA is considering its use of powers available in every case where a school is a) of significant concern; and b) is not responding appropriately or working with LA advice 	<ul style="list-style-type: none"> Case study of intervention (1.1). 	<ul style="list-style-type: none"> Earlier use of formal warning notices at very early stages of concern
Weaknesses are typically identified early and tackled promptly and incisively. Headteachers, staff and governors in all provisions, especially schools and settings causing concern to Ofsted and the LA, and those schools requiring improvement to become good, receive well planned, co-ordinated support, differentiated according to their needs	<ul style="list-style-type: none"> Concerns / declining trends are identified early; Solid support for all schools judged to be RI (and which are satisfactory and judged to need LA QA support to be at least good); Fully integrated QA and SI services allows for good synergy and co-ordination on key issues 	<ul style="list-style-type: none"> Case study of a school where a declining trend was reversed with LA support (2.1); Case study of support for a SM school that became good in 15 months 2.2. 	<ul style="list-style-type: none"> Further development of comprehensive QA, linked in with support and intervention, in the secondary sector; The development of support and challenge in the post-16 sector

Havering LA – a self-evaluation of our arrangements for supporting school improvement

Area	strengths	Evidence of strengths	Areas for development / action
The LA engages system leaders to support and challenge those in need and actively promotes sector led improvement	<ul style="list-style-type: none"> • There is strong brokerage of partnerships in most cases where schools are ‘of concern’; • There are strong links with the teaching school; • A HT mentor programme is in place and is well received 	<ul style="list-style-type: none"> • List of recent partnerships, with data showing evidence of (rapid) progress (3.1); • Information about the mentor induction scheme, with information about numbers and impact (3.2). 	<ul style="list-style-type: none"> • Increase the capacity of the system to self-support through developing the School Improvement Alliance; • Support and encourage more local schools to work together.
Progress of schools and other providers is monitored regularly and to a planned programme. Reports to head teachers and governing bodies are fit for purpose. The work of the LA with its underperforming schools and providers results in sustained improvements in standards and provision	<ul style="list-style-type: none"> • Schools monitoring group meets monthly, with members who, between them, know many of our schools well; • Mid-Ofsted reviews are available, and valued by most heads; • Standards at KS 1 and 2 are high and consolidating, while ks 4 results have improved following a dip 	<ul style="list-style-type: none"> • SMG minutes and alerts; • Case studies of progress of schools of concern (4.1). 	<ul style="list-style-type: none"> • a formal process – shared with and understood by head teachers – for consideration of the issue of warning notices; • Improve our intelligence with regard to ‘good’ and better schools – including academies – to help to reduce the numbers going into RI or a category
The progress of ‘schools causing concern’ is kept under continuous review by senior officers and scrutinised by elected members frequently and regularly. Robust action is taken where progress is judged to be insufficient	<ul style="list-style-type: none"> • All schools causing concern are kept under close review and reported to SMG; • Information is presented to lead members on a monthly basis; • Mid-Ofsted reviews are used, with other tools, to check progress and trigger further action if required. 	<ul style="list-style-type: none"> • Review process and SMG reports (5.1); • Example of monthly member report (5.2); • Example of a mid-Ofsted review report (5.3). 	<ul style="list-style-type: none"> • Put in place a protocol for the use of warning notices; • Circulate guidance to heads and chairs of governors on the powers and duties of LAs in the context of quality assuring education standards

ASPECT 5: THE IMPACT OF LA SUPPORT AND CHALLENGE OVER TIME AND THE RATE AT WHICH SCHOOLS AND OTHER PROVIDERS ARE IMPROVING

Area	strengths	Evidence of strengths	Areas for development / action
Timely, differentiated intervention and coordinated strategies to support the leadership in schools and other educational provision contribute to the improvement of school performance. All services recognise and actively support the autonomy of schools	<ul style="list-style-type: none"> • Annual leadership programme for HTs, DHTs and aspiring senior leaders • Termly subject leader meetings in core subjects and aspects; • In-school leadership support from experienced SI professional; 	<ul style="list-style-type: none"> • Leadership programme schedule / evaluation (1.1); • Example of subject leader agenda and record of a meeting (1.2); • Example of leadership support in 2012/13 (1.3); 	<ul style="list-style-type: none"> • Establish termly head teacher forums; • Ensure that subject leader network meetings are maintained and attended by appropriate senior school teachers

Havering LA – a self-evaluation of our arrangements for supporting school improvement

Area	strengths	Evidence of strengths	Areas for development / action
and other providers	<ul style="list-style-type: none"> • Partnership arrangements brokered • Mentor programme for new HTs; • Monitoring boards in SCC support improvement in leadership. 	<ul style="list-style-type: none"> • Evidence of specific s-s support (1.4); • The programme and evaluation (1.5); • Monitoring board eg agenda and record (1.6). 	
Support services, either provided or procured, are well coordinated and accurately focused to make a sustainable improvement to overall educational standards and performance	<ul style="list-style-type: none"> • The LA statutory role integrates well with school support traded services (finance, HR, governance, data); 	<ul style="list-style-type: none"> • Case study – QA and traded work at a school (2.1). 	<ul style="list-style-type: none"> • The implementation of a single Havering brand for all school support and quality assurance
The number of providers on the LA’s own list of ‘schools causing concern’ is reducing rapidly. Inequalities in the quality of education in schools and other providers in different areas of the LA are minimal and reducing	<ul style="list-style-type: none"> • The number of providers on the LA’s own list of ‘schools causing concern’ is reducing rapidly; • Quality of provision is improving and school concerns are reducing; • There is no geographical pattern regarding SCC; • School sixth forms, colleges and providers are challenged at annual strategic planning meetings. 	<ul style="list-style-type: none"> • List in 2011 against 2013 list (3.1); • Data on schools of concern 2010 - 2013 (3.2); • Map of LA area with current schools of concern (3.4); • where current data is used to identify areas for development and any good practice (3.5). 	<ul style="list-style-type: none"> • Survey schools to establish more information about providers in Havering and heads / governors views of the quality of service.
The support and challenge of the LA to its providers is rigorous, sharply focused on areas of greatest need, and results in sustained improvements in standards and provision	<ul style="list-style-type: none"> • Good support and challenge of early years settings and primary schools; • Improving engagement with secondary schools, with agreement that QA visits now include all schools 	<ul style="list-style-type: none"> • Outcomes for pupils at the foundation stage, ks 1 and ks 2 (4.1); • Improved ks 4 results in 2013 (4.2). 	<ul style="list-style-type: none"> • More challenge to secondary schools, including academies; • The engagement of VI forms, the VI form and FE college and other post-16 providers in developing the LA QA role
With very few exceptions, provision is either at least good or improving rapidly	<ul style="list-style-type: none"> • Outcomes for pupils are improving and are top or second quartile nationally at foundation, key stage 1 and 2 	<ul style="list-style-type: none"> • Foundation and key stage 1 and 2 (5.1); 	<ul style="list-style-type: none"> • The level of attainment of pupils at ks 4; • The attainment of post-16 students

Havering LA – a self-evaluation of our arrangements for supporting school improvement

ASPECT 6: THE EXTENT TO WHICH THE LA COMMISSIONS AND BROKERS SUPPORT FOR SCHOOLS AND OTHER PROVIDERS

Area	strengths	Evidence of strengths	Areas for development / action
<p>Schools and other providers are clear about what is provided by the LA or brokered or commissioned from other sources. Support brokered (and monitored) by the LA leads to sustained improvement</p>	<ul style="list-style-type: none"> The LA has a colour-coded management chart showing LA funded QA staff, DSG and traded SI staff; The LA provides schools with clear information about its traded offer. 	<ul style="list-style-type: none"> Havering school improvement booklet (1.1); Traded services information (1.2). 	<ul style="list-style-type: none"> The implementation of a single Havering quality assurance and school support brand
<p>The LA has comprehensive knowledge of best practice within and beyond the LA that is drawn from wide sources of information and routinely shared with providers. Local networks and collaborative work between providers are well established and linked to an identified strategy, with evidence of sustained improvement. There are well developed links with partners, including further education, vocational providers and higher education</p>	<ul style="list-style-type: none"> Our work with schools and settings external to Havering has given exposure to alternative practice approaches; HR and governor services participate in London wide Education networks and has links with other services to share / increase knowledge of best practice A well-developed 14+ Partnership in place across schools and colleges, local providers and other stakeholders. 	<ul style="list-style-type: none"> Examples of good practice elsewhere (2.1); Examples of HR service links (2.2); Examples of GB service links (2.3) The partnership has led on a number of linked projects, including shared curriculum development (2.4). 	<ul style="list-style-type: none"> More systematic collection and dissemination of good practice in other LA areas, in both quality assurance and school support, including commissioning / brokerage.

ASPECT 7: THE EFFECTIVENESS OF STRATEGIES TO SUPPORT HIGHLY EFFECTIVE LEADERSHIP AND MANAGEMENT IN SCHOOLS AND OTHER PROVIDERS

Area	strengths	Evidence of strengths	Areas for development / action
<p>The LA provides or secures expert advice and differentiated training for head teachers, governors and middle managers. This support and training is improving the capacity of schools and other providers to develop accurate self-evaluation and secure continuous improvement</p>	<ul style="list-style-type: none"> The LA runs long-standing and well-used programmes for head teachers and middle managers; Governor services run a range of training and support programmes for governors, including on-line training; SEN services provide an 10 module training programme for SENCOs 	<ul style="list-style-type: none"> Feedback from senior managers, with correlations with regulator judgements and pupil attainment (1.1); Feedback from governors and evidence of impact on school governance (1.2) Feedback and impact evidence (1.3); 	<ul style="list-style-type: none"> To report annually on the impact of training programmes offered; To improve the use made of feedback of all training and support activity guidance and advice to Headteachers and governors to support them as leaders as well as competent in HR management and practice
<p>The LA identifies accurately all provisions that need support or intervention for leadership and management and governance, including</p>	<ul style="list-style-type: none"> Annual QA visits to all school including academies; 	<ul style="list-style-type: none"> QA visit letters and visit plan (2.1); 	<ul style="list-style-type: none"> Review the need for early intervention through formal warning notices

Havering LA – a self-evaluation of our arrangements for supporting school improvement

Area	strengths	Evidence of strengths	Areas for development / action
the prompt application of statutory powers when necessary	<ul style="list-style-type: none"> • QA work by SI staff are backed up by the availability of data; • Data are analysed regularly to provide timely intelligence, which is used to update school categorisation 	<ul style="list-style-type: none"> • LA data pack (2.2); • Examples of data made available to QA officers and SMG (2.3) 	
The LA brokers or commissions effective school-to-school or other support for leadership and management in weaker schools	<ul style="list-style-type: none"> • The LA has good experience of brokering school to school support; • The LA uses NLEs, LLE and NLGs to support schools of concern 	<ul style="list-style-type: none"> • Examples of brokerage 2010/12, and impact (3.1); • Examples of use of NLEs, LLEs and GLEs, and impact (3.2) 	<ul style="list-style-type: none"> • Consolidate further the capacity of Havering schools' ability and willingness to offer and receive support from other schools, including teaching schools

ASPECT 8: SUPPORT AND CHALLENGE FOR SCHOOL GOVERNANCE

Area	strengths	Evidence of strengths	Areas for development / action
Where school performance and effectiveness is a cause for concern, the LA acts promptly to remedy concerns, including using powers of intervention, with demonstrable evidence of rapid and sustained improvement	<ul style="list-style-type: none"> • Additional governors put in place in two schools causing concern; • Self-evaluation and external reviews of governance are available to all 'level 3' schools 	<ul style="list-style-type: none"> • Progress of schools where extra governors put in place by the LA (1.1); • Progress of schools where governors have reviewed and audited skills (1.2). 	<ul style="list-style-type: none"> • To use the LA's intervention powers at the early intervention stage, when governance issues are impeding rapid improvement to good
The LA has a successful strategy for managing governor recruitment and retention of high quality governors. The LA has access to experienced governors who are prepared to be deployed to, or support, governing bodies of schools causing concern or those schools not yet good	<ul style="list-style-type: none"> • LA governor appointment including heads, members and governors, determines LA governors for GB approval. • Training offered via online provision; face to face sessions; whole GB training; • Regular termly meetings for chairs and vice Chairs of gBs. 	<ul style="list-style-type: none"> • Example governor appointment process (2.1); • Governing body training modules and programmes (2.2); • Agendas and records of meetings, with feedback from participants (2.3). 	<ul style="list-style-type: none"> • Develop existing links with school governor one stop shops • Develop existing links with school governor one stop shops
Governors are deployed where they are needed and any weaknesses in governance are being acted on	<ul style="list-style-type: none"> • Experienced governors have agreed to be IEB chairs and members • Additional governors in place at SCC 	<ul style="list-style-type: none"> • List of potential IEB chairs and members with evidence of successful experience (3.1); • Evidence of the appointment of 	<ul style="list-style-type: none"> • Implement IEBs with appropriately experienced members to schools of concern – including schools requiring improvement as well as those in a

Havering LA – a self-evaluation of our arrangements for supporting school improvement

Area	strengths	Evidence of strengths	Areas for development / action
	<ul style="list-style-type: none"> • Clerks have training log for all governors available at each GB meeting we clerk –share with link gov 	additional governors and impact (3.2); <ul style="list-style-type: none"> • Examples of training log (3.3). 	category
Training programmes for new governors and chairs are of good quality, well attended and highly valued, utilising a range of modes of delivery	<ul style="list-style-type: none"> • Induction offered each term; • Meetings offered to new chairs and new head teachers with HGS Manager 	<ul style="list-style-type: none"> • Governor induction programme (4.1); • Example meeting agenda and evidence of impact (4.2). 	<ul style="list-style-type: none"> • To provide more written evidence of the impact of programmes on Ofsted judgements and pupil attainment?

ASPECT 9: THE WAY THE LA USES ANY AVAILABLE FUNDING TO EFFECT IMPROVEMENT, INCLUDING HOW IT IS FOCUSED ON AREAS OF GREATEST NEED

Area	strengths	Evidence of strengths	Areas for development / action
Resourcing decisions are based on an accurate analysis of the needs of schools and settings	<ul style="list-style-type: none"> • The schools forum plays a key role in the allocation of resources, and allocations have strong support; • The LA targets resources to where they are most needed through analysis of data - eg SEN, EAL attainment; • The L and A service is structured to meet statutory requirements; • LA has used appropriate funding to support school improvement. 	<ul style="list-style-type: none"> • Record of SF decisions on funding (1.1) • Funding provided to support the implementation of the teachers' pay changes (1.2); • L and A service structure and costs (1.3); • School improvement budget and allocations in 2012/13 (1.4) 	<ul style="list-style-type: none"> • Ensure that new revenue funding arrangements for 2014/15 are implemented; • Ensure that further revenue budget reductions to the QA service do not compromise the LA's statutory quality assurance functions
The LA undertakes regular and thorough reviews of the cost-effectiveness of any resource allocation and acts decisively and effectively on its findings	<ul style="list-style-type: none"> • Thorough annual reviews of central expenditure ensures services are provided efficiently; • SEN costs are reviewed annually; • Allocations to schools for staffing severance and organisational review are kept under review. 	<ul style="list-style-type: none"> • Service restructures (2.1); • SEN annual review of resource allocation (2.2); • Budget and allocations to schools for staff severance / restructuring (2.3); 	<ul style="list-style-type: none"> • Develop reviews of specific services, with benchmarking information, to ensure continual service development
The LA's budget-setting process is based on a thorough and detailed review of spending needs and is both timely and transparent. Consultation on the budget ensures that the deployment of LA resources are well	<ul style="list-style-type: none"> • Schools are required to produce 3 year budgets; • Reviews and spending options are fully documented and decisions clearly communicated to schools; 	<ul style="list-style-type: none"> • Evidence of schools undertaking the exercise (3.1); • Schools forum decisions in 2012/13 and communication with schools (3.2); 	<ul style="list-style-type: none"> • Ensuring the LA, its statutory partners and schools are prepared for the implementation of the current children and families bill, and in particular the local offer and personalised budgets;

Havering LA – a self-evaluation of our arrangements for supporting school improvement

Area	strengths	Evidence of strengths	Areas for development / action
understood by schools and other providers	<ul style="list-style-type: none"> The new HNB has been implemented with little turbulence with timely information for schools 	<ul style="list-style-type: none"> HNB funding allocations and variance in schools' budgets (3.3). 	<ul style="list-style-type: none"> To ensure schools are provided with comprehensive information about HNB budget turbulence in 2014/15
The LA rigorously monitors and challenges the sufficiency and use of resources, including those delegated to schools	<ul style="list-style-type: none"> School expenditure is monitored quarterly; High school balances are challenged 	<ul style="list-style-type: none"> Monitoring procedure and documentation (4.1); Evidence of challenge (4.2) 	<ul style="list-style-type: none"> Ensure that the LA modelling of future SEN need includes new factors in inward migration (eg the benefit cap).

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Children and Young People's Services

Ofsted Action Plan

Following an inspection of local authority arrangements for the protection of children (reported April 2013)

Key to RAG ratings

- Green** Action complete or on track to be completed within the Council's target timescale
- Amber** Action in progress and / or partially complete but with a low to medium risk of the Council's target timescale not being met
- Red** Action is incomplete and at high risk of not being completed within the Council's target timescale

Inspection Finding	Action	Progress to date	Planned work / Next steps	Lead Officer(s)	Target Timescale	Reason for Delay	Performance Indicators (PIs) / Targets / Critical Success Factors (CSFs)	Current Performance	Current RAG rating
Actions to be implemented immediately (April 2013)									
Too much time is currently being taken to gather information and some lower level cases are not being managed within the prescribed timescales. Some lower priority cases are remaining in the MASH longer than the prescribed timescales and there is a backlog of amber and green RAG-rated cases waiting for police background checks to be completed. For some children who do not meet the threshold of significant harm the MASH team takes too long to gather background information which is leading to delay in assessing and meeting their needs.	Ensure that the tracking system for all referrals in the Multi-Agency Safeguarding Hub (MASH) is embedded and that timescales for response outlined in the threshold to services document are met	Action was taken during the inspection to ensure that all managers had improved levels of access to the system. Senior Administrator now in post. MASH CCM module was installed Dec 2013. It has been agreed that the Havering Safeguarding Children Board will take the strategic lead for the oversight and scrutiny of MASH performance.	Continue to monitor achievement of MASH target timescales	Kathy Bundred (Head of Children's Services) Jan Fenn (Performance and Systems Manager)	December 2013	Need to recruit to Senior Administrator post Need to implement additional IT modules to enable tracking	% MASH assessments completed within the target timescale ("Red" = 4 hrs; "Amber" = 24 hrs; "Green" = 72 hrs)	MASH response timescales are currently being met.	Green
Needs arising out of culture and ethnicity are not consistently well considered within assessments. There is insufficient analysis of the	Ensure effective consideration is given to a child or young person's ethnicity, culture, religion and language in	Recording of ethnicity has improved and there is evidence in audits that culture and language is taken into account in individual cases.	Continue to monitor the ethnicity of service users against the child population to ensure that services meet	Kathy Bundred (Head of Children's Services)	Ongoing	N/A	Recording rate of ethnicity Effective consideration to be evidenced through case audits	Recording rates are over 90% There is evidence in audits that	Green

Inspection Finding	Action	Progress to date	Planned work / Next steps	Lead Officer(s)	Target Timescale	Reason for Delay	Performance Indicators (PIs) / Targets / Critical Success Factors (CSFs)	Current Performance	Current RAG rating
impact of ethnicity, cultural, linguistic and religious needs which means that for some children their needs are not fully identified or met.	assessments so as to inform planning		changing needs					culture and language are taken into account in individual cases	
The time taken to complete assessments remains below that of statistical neighbours	Ensure the timely completion and review of assessments to ensure that children and young people are receiving the appropriate level of services when they need them	Management processes have been tightened up to ensure that assessments have been completed before transfer or closure. Performance against this indicator was 66% in December 2013, compared with 58% during the Ofsted inspection. Poor performance early in the year means that the year to date figure is 48%. Pod managers are now monitoring progress via the Digital Dashboard on a regular basis.	Continued management prioritisation to ensure that good progress is maintained and the target of 90% timeliness is met	Kathy Bundred (Head of Children's Services)	Ongoing	In order to address this action all out of date assessments along with the associated management processes had to be reviewed. This was not achievable within the timescale set by Ofsted.	90% of core assessments completed within the required timescales	66% of core assessments completed within the required timescales ¹	Amber
The limited capacity of the electronic system as it is rolled out is hindering electronic production of chronologies on case records	Ensure chronologies are clear, recorded and fit for purpose	Chronologies in child protection and in care proceedings are of a good quality and meet this standard but other child in need cases do not. The CCM system has a chronology tool and staff and manager training in the use of this is in place.	Undertake management sampling to establish a baseline for child in need chronologies and set improvement targets System programming to be re-written to ensure that all chronologies are fit for purpose	Kathy Bundred (Head of Children's Services)	December 2013 May 2014	System re-programming needs to be undertaken in order to implement this action fully.	To be assessed through case audits	Chronologies in child protection and in care proceedings are of a good quality and meet this standard but other child in need cases do not.	Amber
Actions to be completed within three months (July 2013)									
There has been insufficient scrutiny of the newly formed MASH and a delay in the evaluation of this service. As a result Members do not have a realistic understanding of current service delivery.	Undertake a detailed analysis and evaluation, following the implementation of the newly formed MASH, to formally consider any early lessons to define the service and forward plan	MASH review has been completed	MASH evaluation to be circulated to O&S Committee Members once signed off by the HSCB. MASH steering group to monitor implementation of recommendations	Kathy Bundred (Head of Children's Services)	February 2014 Ongoing	Need for MASH to be fully operational for at least a year before a meaningful evaluation could be carried out	Evaluation completed	Evaluation completed	Green

¹ Performance figure relates to December 2013

Inspection Finding	Action	Progress to date	Planned work / Next steps	Lead Officer(s)	Target Timescale	Reason for Delay	Performance Indicators (PIs) / Targets / Critical Success Factors (CSFs)	Current Performance	Current RAG rating
The embedding of the CAF remains an area for development. Progress in this area has been slow and an initial improvement in the number and quality of CAFs being completed by partners, partly as a result of the delivery of training, has not been sustained. The tracking and monitoring of CAF implementation is still at a very basic level as evidenced by a rudimentary approach to quality assurance.	Ensure that the Common Assessment Framework (CAF) is sufficiently embedded in the reconfigured early help services within a required time frame and that this is evaluated by the HSCB	LBH has replaced the CAF with an early help assessment which is now in place. Extensive training has been undertaken with key agencies in the use of the new assessment.	Service restructure to bring together an integrated borough wide service will be consulted on with staff and trade unions in January and February with a view to implementing in March 2014	Kathy Bundred (Head of Children's Services)	March 2014	Restructure of the early help service needs to be completed before the assessment framework can be embedded within the reconfigured service	<p>% of contacts received in Triage / MASH that progress to CAF / Early Help Assessment</p> <p>No. of assessments completed by partner agencies</p> <p>Participation in assessment training</p> <p>Quality of assessments (to be assessed through case audits)</p>	<p>YTD = 1.4%²</p> <p>69 Early Help Assessments completed from September to November 2013</p> <p>82 staff trained with plans to train up to 60 more by the end of March 2014.</p> <p>31 cases held in the Early Help Service audited this year. 3% (1) inadequate 24% (8) required improvement 74% (23) rated as good</p>	Green
There are still too many inappropriate referrals. In the absence of a comprehensive analysis of contacts and referral activity, the local authority's efforts to influence and change partners' practice are not sufficiently targeted.	Record and analyse contact, referral and re-referral patterns in order to be better able to evaluate how effectively children's social care and its partners are applying the threshold criteria, meeting needs and reducing risks	<p>Regular reporting of contact patterns by agency had been in place since April 2013.</p> <p>We are currently on track to receive fewer contacts through Triage / MASH this year than in the previous two years, with a lower percentage progressing on to become referrals to social care (13%, compared with 31% in 2011/12 and 26% in 2012/13), indicating that the MASH is effectively triaging away from Social Care cases</p>		Kathy Bundred (Head of Children's Services)	April 2013	N/A	<p>No. of contacts received in Triage / MASH</p> <p>% of contacts that became referrals to social care</p> <p>% referrals to Social Care becoming assessments</p> <p>% of total referrals to social care re-referred within a year</p>	<p>YTD = 5,935³</p> <p>YTD = 13%⁴</p> <p>YTD = 90%⁵</p> <p>YTD = 10%⁶</p>	Green

² Correct as at end December 2013

³ Correct as at end December 2013

⁴ Correct as at end December 2013

⁵ Correct as at end December 2013

⁶ Correct as at end December 2013

Inspection Finding	Action	Progress to date	Planned work / Next steps	Lead Officer(s)	Target Timescale	Reason for Delay	Performance Indicators (PIs) / Targets / Critical Success Factors (CSFs)	Current Performance	Current RAG rating
		<p>that do not meet the threshold. Moreover, the % of referrals to Social Care that progress to assessments has increased significantly, to 90% for the year to date from 41% in 2012/13 and 31% in 2011/12. Again, this indicates that those referrals that are going through to Social Care are appropriate.</p> <p>Data quality issues around % of referrals progressing on to assessments and % of total referrals to social care being re-referred within a year have now been addressed and have revealed that the rate of re-referrals to Social Care within a year has fallen considerably for the year to date (to 10% from 26% in 2012/13)</p>							
<p>Arrangements to collate and analyse performance management data are not sufficiently robust. The way in which information is presented in the monthly children's social care performance monitoring report is presented makes it difficult to readily identify key issues. The report does not sufficiently set targets, include information about trends and projected outturns or provide a coherent commentary. The report is also not broken down to team and "pod" level. This limits its functionality</p>	<p>Review and refine the performance management framework to include key indicators, including measures that are currently missing, as well as comparative data, trend information and projections, with commentary and key information broken down to team or pod level</p>	<p>Framework, PIs and measures have been refined throughout the year in line with Ofsted requirements. Measures are now more closely linked to target outcomes and some trend and projection data has been included in performance reports.</p> <p>The performance management data set that is reported to senior managers and to the Child Safety Performance Board now includes information about the timeliness of initial child protection conferences, children and young people who come off a child</p>	<p>Need to start recording and analysing the number of duration CIN and Early Help Plans, broken down by team or pod level, alongside Child Protection Plans. This is to commence as part of the new performance reporting cycle in January 2014.</p> <p>Has been agreed that performance reports will now go to the Quality and Effectiveness Subgroup of the</p>	<p>Kathy Bundred (Head of Children's Services)</p> <p>Pippa Brent-Isherwood (Head of Business and Performance)</p>	<p>January 2014</p> <p>May 2014</p>	<p>Delay caused by data quality issues that have now been resolved. Action now on target to be implemented in February 2014</p>	<p>PMF to include:</p> <p>% of Initial Child Protection Conferences held within 15 days of the decision to go to conference</p> <p>% of CPPs ending that were in place for < 3 months</p> <p>% of CPPs ending that were in place for 12 months – 2 years</p> <p>% of total referrals to social care re-referred within a year</p> <p>Data broken down to team</p>	<p>YTD = 66%⁷</p> <p>YTD = 23%⁸</p> <p>YTD = 47%⁹</p> <p>YTD = 10%¹⁰</p>	Amber

⁷ Correct as at end December 2013

⁸ Correct as at end December 2013

⁹ Correct as at end December 2013

¹⁰ Correct as at end December 2013

Inspection Finding	Action	Progress to date	Planned work / Next steps	Lead Officer(s)	Target Timescale	Reason for Delay	Performance Indicators (PIs) / Targets / Critical Success Factors (CSFs)	Current Performance	Current RAG rating
as an effective strategic and operational management tool. The performance management data set that is reported to senior managers and to the Child Safety Performance Board is incomplete in that it does not include information about the timeliness of initial child protection conferences, children and young people who come off a child protection plan and re-referrals within 12 months. Consequently the level of scrutiny by children's social care and the HSCB is not sufficiently robust.		<p>protection plan and re-referrals within 12 months.</p> <p>For the year to date, 24% of CPPs ended had been in place for less than three months, compared with 22% last year and 15% the previous year.</p> <p>Pod leaders now have access to digital dashboards to enable them to monitor their own teams' performance but there is outstanding work to do to develop the relationship and connections between central / whole service reporting and individual team level reporting.</p> <p>Data quality issues around % of total referrals to social care being re-referred within a year have now been resolved and has revealed that the rate of re-referrals to social care within a year has reduced significantly, to 10% for the year to date from 26% last financial year.</p>	LSCB in May and November each year, and then on to the Board in June and December.				/ pod level		
Underpinning some of the areas for development within the service is the absence of a comprehensive performance management framework that facilitates understanding and robust challenge of the quality of child protection arrangements	Ensure the collation and analysis of performance management information to effectively interpret and monitor the quality and impact of all aspects of child protection practice and processes, and the effectiveness of help and support for children in need	<p>There has been considerable work done to improve our understanding of child protection performance, including an audit of all child protection plans ceased within 3 months and an audit of step down plans from child protection to child in need. However there is more work to do specifically in respect of children in need planning.</p> <p>For the year to date, an average of 118 LBH children</p>	<p>Complete work underway through the Quality Assurance Group to establish if children are being "de-planned" too early</p> <p>No. and duration of CIN and Early Help Plans to be collated and analysed as part of the new performance reporting cycle</p>	<p>Kathy Bundred (Head of Children's Services)</p> <p>Pippa Brent-Isherwood (Head of Business and Performance)</p>	<p>January 2014</p> <p>January 2014</p>	<p>N/A</p> <p>Delayed due to data quality issues that have now been resolved. Action now due to be implemented Feb 2014</p>	<p>Audit complete and findings acted on</p> <p>% of total referrals to social care that are re-referred within a year</p> <p>No. of LBH children on a Child Protection Plan (average per month)</p> <p><=4% CPPs last 2 or more years</p> <p><=4% of children</p>	<p>Audit completed</p> <p>YTD = 10%¹¹</p> <p>YTD = 118¹²</p> <p>YTD = 6.3%¹³</p>	Amber

¹¹ Correct as at end December 2013

¹² Correct as at end December 2013

¹³ Correct as at end December 2013

Inspection Finding	Action	Progress to date	Planned work / Next steps	Lead Officer(s)	Target Timescale	Reason for Delay	Performance Indicators (PIs) / Targets / Critical Success Factors (CSFs)	Current Performance	Current RAG rating
		<p>have been subject to a Child Protection Plan in any given month, which is lower than last year (126) but higher than the previous year (97).</p> <p>A slightly higher percentage of Child Protection Plans are ending within 3 months compared with previous years (25% for the year to date compared with 22% last year and 15% the previous year).</p> <p>The target for % of children becoming the subject of a Child Protection Plan for a second or subsequent time within two years is currently being met.</p> <p>The % of children becoming the subject of a Child Protection Plan for a second / subsequent time within 2 years is exceeding the target, however this is largely due to the presence of two sibling groups within the monitoring figures. Performance against this target is better than both at the same point last year and also month-on-month.</p>	<p>commencing in January</p> <p>Children in need audit to be undertaken.</p>		February 2014	Progress has been delayed by staff turnover issues, which are being addressed through other actions detailed within this action plan.	becoming the subject of a CPP for a second / subsequent time within two years	YTD = 4% ¹⁴	
Governance and scrutiny of child protection arrangements and the provision of early help are not facilitating robust challenge. The HSCB is not providing full evaluation of the effectiveness of safeguarding and is not fully constituted. There is currently no representation from the voluntary sector and only	Review the functioning and membership of the London Borough of Havering Safeguarding Children Board (HSCB) to ensure that it is fully constituted and provides sufficient scrutiny and oversight of the effectiveness of child protection practice	<p>Review of the HSCB was completed in October 2013.</p> <p>All member organisations were contacted in Quarter 3 of 2013/14 to ensure that their nominated representative was the most appropriate contact for the Board.</p> <p>LSCB currently receives child protection statistics. Initial meeting has taken</p>	Has been agreed that performance reports will now go to the Quality and Effectiveness Subgroup in May and November each year, and then on to the Board in June and December.	<p>Kathy Bundred (Head of Children's Services)</p> <p>Pippa Brent-Isherwood (Head of Business and Performance)</p>	May 2014	The timescales required to identify and appoint a new chair exceeded the timescales prescribed by Ofsted	<p>Representation on the HSCB secured from the voluntary sector</p> <p>Increased number of lay members represented on the HSCB</p> <p>HSCB fully constituted</p>	The HSCB is fully constituted and the constitution provides for two lay members and the Children's Society and f HAVCO to be active participants at the Board	Green

¹⁴ Correct as at end October 2013

Inspection Finding	Action	Progress to date	Planned work / Next steps	Lead Officer(s)	Target Timescale	Reason for Delay	Performance Indicators (PIs) / Targets / Critical Success Factors (CSFs)	Current Performance	Current RAG rating
one lay member to provide independence from statutory agencies.	and the effectiveness of arrangements for children in need	place with the Chair of the HSCB to review and agree future performance reporting arrangements. Health partners have agreed to provide their safeguarding dashboards on a quarterly basis					Performance reporting cycle and content agreed and in place	Due to commence May 2014	
The Chair of Scrutiny has no formal link with the Chair of the HSCB	Review the governance responsibilities and accountabilities to ensure that there is communication and a formal link between HSCB and the Chair of the Children's Overview and Scrutiny Committee	This action was completed in October 2013. O&S now receives reports from the HSCB and the HSCB Chair will attend O&S twice a year. Chair of the HSCB attended O&S in January 2013.	Chair of the HSCB to attend O&S again in June / July to present the Board's annual report	Kathy Bundred (Head of Children's Services)	Ongoing	The timescales required to identify and appoint a new chair exceeded the timescales prescribed by Ofsted	Review complete. Formal link in place	Action complete Action complete	Green
Because of the delays in commissioning, and rolling out, an electronic recording system, managers and staff are having to navigate between one live and two "read only" systems in a way that is extremely time-consuming. Operational managers are unable to use information effectively because of the limited capacity of the electronic system as it is rolled out.	Complete the roll out of the Children's Case Management system (CCM) in order to ensure that managers and staff have the tools to do their job properly	CCM has been rolled out to all staff and managers in Social Care as well as to the Children's Centres and Early Help services. There are 344 users, many of whom use the system daily. 31 out of 42 change requests from service users have now been completed ¹⁵ . In addition, 29 of 31 requested priority reports have now been developed and released from the Digital Dashboard. 62 users have been set up on the Digital Dashboard, however to date 19 (31%) of these have never logged on ¹⁶ . New MASH CCM module was implemented in December 2013.		Kathy Bundred (Head of Children's Services) Jan Fenn (Performance and Systems Manager)	December 2013	Some difficulty acquiring the required functionality. Capacity within IT to support this was reduced by the planned implementation of One Oracle in December 2013	No. of CCM users set up No. of users using CCM daily No. of Digital dashboard users set up	344 ¹⁷ 100 – 150 per day ¹⁸ 62 ¹⁹	Green
The 2012/13 service plan does not align	Complete the overarching service	Service plan for 2013/14 is in place and incorporates the	Service Plan for 2014/15 to be	Kathy	April 2013	N/A	Service Plan in place	Service plan for 2013/14 is in	Green

¹⁵ Correct as at February 2014

¹⁶ Correct as at February 2014

¹⁷ Correct as at February 2014

¹⁸ Correct as at February 2014

¹⁹ Correct as at February 2014

Inspection Finding	Action	Progress to date	Planned work / Next steps	Lead Officer(s)	Target Timescale	Reason for Delay	Performance Indicators (PIs) / Targets / Critical Success Factors (CSFs)	Current Performance	Current RAG rating
transformation plans with plans for improving the quality of services. The service plan does not sufficiently incorporate all the core work streams in a joined-up and overarching plan for delivery. This results in fragmentation for monitoring, review and evaluation purposes. There are currently no detailed operational plans for the delivery of objectives and as a result staff understanding of the journey ahead is inconsistent.	plan for delivering against the corporate and strategic priorities for children's services and make clear through aligned operational plans the journey ahead for staff, Members and partners	improvements required by Ofsted. Progress is monitored regularly via directorate management team meetings. Operational service plans in the social work service and the safeguarding unit are aligned with the overarching service plan	drafted. Service Plan for 2014/15 to be finalised	Bundred (Head of Children's Services)			Operational plans for the delivery of specific objectives in place	place Operational service plans in the social work service and the safeguarding unit are aligned with the overarching service plan	
Despite previous inspection recommendations, the EDT continues to provide an emergency only social work service for children and adult services across Havering and Barking and Dagenham at evenings and weekends with minimum staffing.	Complete the proposed re-commissioning of the proposed Emergency Duty Team (EDT) with minimum delay and as part of that process set clear and unambiguous performance and quality standards for the new service	The new service has been agreed across the four partner boroughs (Havering; Barking and Dagenham; Redbridge and Waltham Forest). The Lead Members and / or Cabinets for each of the authorities have agreed that Redbridge will operate the EDT for the 4 boroughs. Redbridge has produced a project plan for Children's services which is on target.	TUPE issues to be resolved. Procedures to be agreed	Kathy Bundred (Head of Children's Services)	April 2014	Timescales for the re-commissioning process have had to be agreed and aligned with those of the other local authorities that LBH is jointly commissioning with	New service in place	The new service has been agreed across the four partner boroughs and progress against the agreed project plan is on target	Green
The workforce strategy is not translated into a coherent action plan in line with the transformation of services	Ensure the development of a workforce action plan in line with the transformation agenda and workforce strategy that can be monitored, reviewed and evaluated	Consultants have been commissioned and fieldwork has begun to develop a workforce action plan. At the same time, an HR consultant is working with Children's Social Care to improve social worker recruitment and retention. LBH social work jobs have recently been advertised at the Compass Jobs Fair on 28 November 2013 and the Council has commissioned a	Social Worker recruitment and retention package to be agreed Recruit consultant to develop a Workforce Development Strategy and action plan across Children's and Adults' Social Care	Pippa Brent-Isherwood (Head of Business and Performance) Kathy Bundred (Head of Children's Services) Barbara Nicholls (Head of Adult	January 2014 March 2014	Delayed by the need to recruit additional capacity to take this forward.	Workforce Development Strategy and associated action plan in place. Social worker vacancy rate	Due March 2014 YTD = 31% ²⁰	Amber

²⁰ Correct as at end December 2013

Inspection Finding	Action	Progress to date	Planned work / Next steps	Lead Officer(s)	Target Timescale	Reason for Delay	Performance Indicators (PIs) / Targets / Critical Success Factors (CSFs)	Current Performance	Current RAG rating
		microsite to make its advertising more attractive.		Social Care)					
Actions to be completed within six months (October 2013)									
The quality of supervision is variable and is not providing consistent evidence of reflective practice	Continue to develop and adopt a more consistent approach to supervision in order to ensure that it provides the right level of critical challenge and opportunity for reflection and is a vehicle for driving up practice standards	The quality of supervision observed during the Ofsted inspection ranged from adequate to good. Since the inspection, the Supervision Policy has been refreshed to reflect the inspection findings and a revised template is now in use. Action plan is now in draft form but has not yet been finalised. This will now be picked up within the wider workforce development work due to conclude by March 2014. Mentoring of line managers to improve supervision so that it reaches a "good" standard across the board is now in place.		Carol Carruthers (Service Manager, Children's Services)	March 2014	Delayed by management turnover. Now that there is a permanent management team in place we have a strong foundation on which to ensure consistency throughout the service going forward.	All supervision reaches the "good" standard (to be assessed through quality checks by management)	Current quality checks by management on supervision show improvements but these are not yet consistent across the board	Amber
Plans are not consistently coherent and all too often focus on the tasks that need to be completed and services provided rather than what needs to change for the child. The extent to which they are measurable is limited in most cases.	Develop a more robust approach to quality assurance in order to be able to track qualitative improvements over time, for example the percentage of child protection plans that are outcome focused and / or measurable	The audit framework has developed considerably since the inspection and is now being used to track qualitative improvements. This is most evident in child protection work. Evaluation work around Family Group Conferences is outcomes focused and demonstrates that, for the year to date, 93% of children achieve a positive outcome 6 months after an FGC. The rate of proven re-offending by young offenders is currently lower than the outturn for last year,	YOS audit (against a baseline set before the launch of the new joint service with Barking and Dagenham) Phase 2 LAC project focusing on improvements in educational and health outcomes CIN audit	Kathy Bundred (Head of Children's Services)	December 2013 January 2014 February 2014	Progress has been delayed by staff turnover issues, which are being addressed through other actions detailed within this action plan.	>=85% children achieve a positive outcome 6 months after Family Group Conference Rate of proven re-offending by young offenders >=80% young offenders are engaged in suitable education, employment or training at the end of the order % of Child Protection Plans ending within 3 months % of Child Protection Plans ending that were in	YTD = 93% ²¹ 30.8% ²² YTD = 69% ²³ YTD = 24% ²⁴ YTD = 47% ²⁵	Amber

²¹ Correct as at end December 2013

²² Correct as at September 2012

²³ Correct as at end December 2013

²⁴ Correct as at end December 2013

²⁵ Correct as at end December 2013

Inspection Finding	Action	Progress to date	Planned work / Next steps	Lead Officer(s)	Target Timescale	Reason for Delay	Performance Indicators (PIs) / Targets / Critical Success Factors (CSFs)	Current Performance	Current RAG rating
		Young offenders' engagement in suitable education, employment or training is improving month on month but below target for the year.					place for 12 months – 2 years Completion of the planned CIN audit	Due to be completed Feb 2014	
Advocacy arrangements for children subject to child protection processes are not yet available although plans are in place for this to be delivered. Last year [2011/12] only seven children aged 12 or over attended a child protection conference in Havering,	Ensure work is progressed to enable children and young people to access advocacy services which support them to attend child protection conferences	Contract with the Children's Society has been in place since September 2013. The number of referrals for Children's Advocacy has increased each quarter this financial year. Only 1 case has not been taken forward following assessment, due to non-response. So far this year, 100% of Looked After Children who have had a LAC Review have been supported by a Children's Society advocate	NFA	NFA	NFA	N/A	No. of referrals for Children's Advocacy No. of referrals assessed and taken forward as new advocacy cases % of Looked After Children who have had a LAC Review who have been supported by a Children's Society advocate The number of children with a Child Protection Plan whose views are relayed to Conference by The Children's Society % of Looked After Children and children with Protection plans receiving advocacy reporting that they feel their wishes and views are being taken into account in relation to care planning	16 ²⁶ 15 ²⁷ 100% ²⁸ 9 ²⁹ 88% ³⁰	Green
Increasingly, children and families' views and feedback are sought on their experiences of early intervention and statutory interventions, although the overall impact on service delivery is currently limited. Feedback from children and families to improve service delivery is	Ensure the views, experiences and feedback from children, young people, parents and carers are used to plan and improve service delivery. This includes implementing a system for the	There has been a great deal of continuing improvement in this area at all levels including the introduction of Viewpoint; the involvement of Members in Total Respect training; visits to young people and consultation events. However there is not yet consistent evidence that feedback is informing service	Phase 2 LAC project to consider how to ensure improved user consultation and feedback directly impacts on service delivery and development. Audits already include service user	Kathy Bundred (Head of Children's Services)	January 2014 Ongoing	The months since the Ofsted inspection have focused on gathering service user feedback, which is now being used to inform the	100% of LAC contribute their views to a statutory review	YTD = 99% ³¹	Amber

²⁶ Correct as at end of Quarter 3 2013/14

²⁷ Correct as at end of Quarter 3 2013/14

²⁸ Correct as at end of Quarter 3 2013/14

²⁹ Correct as at end of Quarter 3 2013/14

³⁰ Correct as at end of Quarter 3 2013/14

³¹ Correct as at end December 2013

Inspection Finding	Action	Progress to date	Planned work / Next steps	Lead Officer(s)	Target Timescale	Reason for Delay	Performance Indicators (PIs) / Targets / Critical Success Factors (CSFs)	Current Performance	Current RAG rating
not yet fully embedded	analysis of service user feedback in early help and preventative services	<p>delivery.</p> <p>Of the 310 LAC aged 4 or over that had a statutory review between 1 April and 31 December 2013, 308 communicated their views using a range of mechanisms including personal participation, written or electronic communication or independent representation.</p> <p>Early help services undertake a great deal of service user feedback but this is not yet systematised</p>	feedback but this will continue to be developed			service planning process for 2014/15.			

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Annex to the report on progress and attainment of pupils in Havering schools

Table 1 – key stage 1 attainment:

Year		2009	2010	2011	2012	2013
All Subjects	Cohort	2,473	2,616	2,666	2,757	2,717
	School	15.4	15.6 ↑	15.7	16.0 ↑	16.1 ↑
	National	15.2	15.2	15.3	15.5	15.8
	Difference	0.2	0.4	0.4	0.5	0.3
	Significance	Sig+	Sig+	Sig+	Sig+	Sig+
Reading	Cohort	2,473	2,616	2,666	2,757	2,717
	School	15.9	16.2	16.2	16.5 ↑	16.6
	National	15.7	15.7	15.8	16.0	16.3
	Difference	0.2	0.5	0.4	0.5	0.3
	Significance	Sig+	Sig+	Sig+	Sig+	Sig+
Writing	Cohort	2,473	2,616	2,666	2,757	2,717
	School	14.5	14.7 ↑	14.9	15.2 ↑	15.3
	National	14.3	14.4	14.4	14.7	14.9
	Difference	0.2	0.3	0.5	0.5	0.4
	Significance	Sig+	Sig+	Sig+	Sig+	Sig+
Mathematics	Cohort	2,473	2,614	2,666	2,757	2,717
	School	15.9	16.0	16.0	16.3 ↑	16.3
	National	15.7	15.7	15.7	15.9	16.1
	Difference	0.2	0.3	0.3	0.4	0.2
	Significance		Sig+	Sig+	Sig+	Sig+

Table 2 – key stage 2 attainment:

Year		2009	2010*	2011	2012	2013**
All Subjects	Cohort	2,738	1,416	2,709	2,600	2,517
	School	28.2	27.7	28.0	28.7	28.7
	National	27.8	27.4	27.5	28.2	28.3
	Difference	0.4	0.3	0.5	0.5	0.4
	Significance	-	-	Sig+	Sig+	Sig+
Mathematics	Cohort	2,738	1,416	2,709	2,600	2,517
	School	28.0	27.8	28.0	28.8	29.2
	National	27.5	27.4	27.6	28.4	28.7
	Difference	0.5	0.4	0.4	0.4	0.5
	Significance	-	-	Sig+	Sig+	Sig+
Reading	Cohort	-	-	2,709	2,600	2,517
	School	-	-	28.6	29.1	28.7
	National	-	-	28.1	28.8	28.5
	Difference	-	-	0.5	0.3	0.2
	Significance	-	-	-	-	-
Writing(TA)	Cohort	-	-	2,709	2,600	2,517
	School	-	-	27.2	27.7	27.8
	National	-	-	26.4	27.3	27.5
	Difference	-	-	0.8	0.4	0.3
	Significance	-	-	-	-	Sig+
English Grammar, Punctuation & Spelling	Cohort	-	-	-	-	2,517
	School	-	-	-	-	28.6
	National	-	-	-	-	28.0
	Difference	-	-	-	-	0.6
	Significance	-	-	-	-	Sig+
English	Cohort	2,738	1,416	2,709	2,600	-
	School	27.7	27.7	28.0	28.5	-
	National	27.2	27.3	27.3	28.1	-
	Difference	0.5	0.4	0.7	0.4	-
	Significance	-	-	Sig+	Sig+	-



Table 3 – key stage 4 attainment (GCSE only)

Average total points score (GCSE only)	2011	2012	2013
Cohort	3081	3017	3050
School	359.2	346.8	360.5
National	315.1	312.6	319.1
Difference	44.1	34.2	41.4
Significance	Sig+	Sig+	Sig+

Table 4 - key stage 2 gap trend (2008 – 2013) against national:

	2008	2009	2010	2011	2012	2013
Havering Non FSM	80	80	77	80	85	82
Havering FSM	59	58	63	62	66	59
Havering GAP	-21	-22	-14	-18	-19	-23
National Non FSM	77	76	77	78	83	79
National FSM	54	54	56	58	66	60
National GAP	-23	-22	-21	-20	-17	-19
Havering Against National (GAP)	2	0	7	2	-2	-4
Havering against National (Non FSM Pupils)	3	4	0	2	2	3
Havering against National (FSM Pupils)	5	4	7	4	0	-1

Table 5 - key stage 4 gap trend (2008 – 2013) against national:

	2008	2009	2010	2011	2012	2013
Havering Non FSM	58.3	60.4	64.4	66.5	63.3	65.9
Havering FSM	24.4	30.0	35.1	38.5	42.7	35.8
Havering GAP	-33.9	-30.4	-29.3	-28.0	-20.6	-30.1
National Non FSM	51.8	54.5	59.0	62.2	62.8	63.0
National FSM	24.0	26.7	31.4	34.7	36.4	36.8
National GAP	-27.8	-27.8	-27.6	-27.5	-26.4	-26.2
Havering Against National (GAP)	-6.1	-2.6	-1.7	-0.5	5.8	-3.9
Havering against National (Non FSM Pupils)	6.5	5.9	5.4	4.3	0.5	2.9
Havering against National (FSM Pupils)	0.4	3.3	3.7	3.8	6.3	-1.0

CHILDREN & LEARNING OVERVIEW & SCRUTINY COMMITTEE

Subject Heading:

School Standards Report, 2013

CMT Lead:

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Policy context:

Education

SUMMARY

This report summarises the 2013 performance of Havering primary and secondary school pupils in key stage assessments, tests and examinations, and the performance of schools in their most recent Ofsted inspections.

The 2012 / 2013 school year was generally a positive year for Havering schools. Early Years Foundation Stage (EYFS) results were strong, and once again Havering enjoyed its best ever results at key stage one and equalled the previous best (2012) at key stage two. Following a fall at GCSE in 2012, the 5 A*-C grades (including English and Maths) pass rate also increased in 2013. There was only one Havering school in the primary sector below the government floor standard (at least 60 per cent achieving Level 4+ in Reading, Writing and Mathematics) and none below floor in the secondary sector.

Overall attainment at key stages one, two and four remains above the national average for each of the main attainment measures and is higher than the average performance of our statistical neighbours.

RECOMMENDATIONS

That the committee also notes some of the challenges faced in Havering (see section nine of this report), while commending the achievements of its pupils and students in their achievements, and the successful contribution that is made to this by head teachers, teachers, support staff in schools and governors

REPORT DETAIL

Havering's Statistical Neighbours (SN):

Bexley	Thurrock
Essex	Bury
Kent	Solihull
Medway	Staffordshire
Swindon	Stockport

1 Early Years Foundation Stage (EYFS)

1.1 There is now a new way of calculating outcomes for the early years foundation stage (EYFS). The main measure now is the proportion of children achieving a 'good level of development' (GLD), assessed at the 'expected' or 'exceeding' grade in all the primary learning goals, and in literacy and mathematics.

1.2 The previous measure was less demanding, hence the drop in the percentage of pupils around the country judged to be 'school ready' for Year 1 in September 2013.

Table 1: EYFS assessment: pupils attending Havering schools 2010 - 2013

Area	2010	2011	2012	2013
England - all state funded schools	56	59	64	52
Inner London	52	58	64	53
Outer London	56	60	65	53
Statistical neighbours	57	61	66	56
Havering	60	59	60	59
Havering – ranking against all 152 LAs	33	65	106	18

(Note that first quartile is 1-38, second 39-76, third 77 – 114 and bottom from 115-152).

1.3 Table 1 shows that pupils in Year R in Havering schools did particularly well in 2013, under the new measure – better than in London (a high- performing area), its 'statistical neighbours' (see the list at the top of the page) and England. Our four year olds performed better than those in 134 out of 152 'top tier' LAs – 18th, which is near to the top 10 per cent.

2 Key Stage One

2.1 Results at key stage one (pupils in year two, aged seven) were best ever achieved in Havering. For simplicity, only the mathematics performance is exemplified, but it is worth noting that performance improved in reading and writing in 2013, and there was also a pleasing increase in the proportion of pupils achieving level three (the highest level).

Table 2: key stage one mathematics: % attaining 'expected' level (L2B+); pupils attending Havering schools 2010 - 2013

Area	2010	2011	2012	2013
England - all state funded schools	73	74	76	78
Inner London	69	70	74	77
Outer London	73	75	77	79
Statistical neighbours	76	76	79	80
Havering	78	78	81	81
Havering – ranking against all 152 LAs	18	19	6	18

(Note that first quartile is 1-38, second 39-76, third 77 – 114 and bottom from 115-152).

2.2 Table 2 shows that Year 2 pupils in our schools performed at a consistently high level against all comparator groups, and within the top half of the top quartile in 2013 – very close to the top 10 per cent in England. In 2012, we were within the top five per cent. Performance in writing was first class – consistently within the top 10 per cent over the last four years, and fourth best out of 152 English LAs in 2012.

3 Key Stage Two

3.1 There are two key measures at key stage two – progress and attainment. With regard to **progress**, this is now measured in three areas – reading, writing and mathematics (commonly known as RWM in primary schools). Comparisons for reading and writing are only available for the last two assessments (2012 and 2013) so, again, mathematics is used to exemplify progress of pupils in our schools between the two key stages.

Table 3: key stage two progress (mathematics – 'expected' 2 levels of progress +) 2010 - 2013

Area	2010	2011	2012	2013
England - all state funded schools	82	83	87	88
Inner London	87	87	91	92
Outer London	85	85	89	90
Statistical neighbours	81	82	86	88
Havering	83	88	91	91
Havering – ranking against all 152 LAs	57	77	56	24

(Note that first quartile is 1-38, second 39-76, third 77 – 114 and bottom from 115-152).

3.2 The table shows that pupil performance here is now very good, and, moreover, has improved in the four year period shown. Performance is better than that in most

the comparator groups, and significantly better than most. Inner London boroughs have, on average, overtaken us, but this is within the context of Inner London being the area that is the most improved in the country, and is extremely well funded.

3.3 In reading and writing, performance was very good when compared with statistical neighbours (SN) – first in reading and second best progress in writing - but only second quartile against all LAs and slightly lower than the London average.

3.4 In terms of **attainment**, the key measure at key stage two is the percentage of pupils who achieve ‘level 4’ or better in all three subjects (RWM).

Table 3: key stage two attainment – % L4+ reading, writing, mathematics 2010 - 2013

Area	2010	2011	2012	2013
England - all state funded schools	64	75	75	76
Inner London	66	77	78	78
Outer London	68	77	77	77
Statistical neighbours	65	74	74	76
Havering	66	77	77	79
Havering – ranking against all 152 LAs	56	32	33	7

(Note that first quartile is 1-38, second 39-76, third 77 – 114 and bottom from 115-152).

3.5 The performance of year 6 pupils attending our primary schools last year was exceptionally good – much better than pupils in every comparator group, and the seventh best of all English LAs. This is within the best five per cent. We are third in our SN comparator group, a position we have retained for the last three years.

4 Key Stage Four

4.1 Again, the two key performance indicators are progress pupils have made since key stage two, and their attainment. To take **progress** first, there are two main measures – progress made in mathematics and progress made in English.

Table 4: key stage four progress (maths ‘expected’ 3 levels progress+) 2010 - 2013

Area	2010	2011	2012	2013
England - all state funded schools	62	65	69	71
Inner London	68	73	75	77
Outer London	70	73	75	77
Statistical neighbours	63	66	70	71
Havering	69	71	73	74
Havering – ranking against all 152 LAs	24	29	40	44

(Note that first quartile is 1-38, second 39-76, third 77 – 114 and bottom from 115-152).

4.2 Key stage four progress in mathematics is improving in absolute terms, although declining slightly in comparative ranking – from top quartile to ‘top second quartile’ progress. The decline is primarily due to the excellent improvement in London as a whole.

Table 5: key stage four progress (English ‘expected’ 3 levels progress+) 2010 - 2013

Area	2010	2011	2012	2013
England - all state funded schools	69	72	68	70
Inner London	72	76	74	76
Outer London	76	78	74	77
Statistical neighbours	71	73	70	70
Havering	70	75	64	72
Havering – ranking against all 152 LAs	69	41	123	58

(Note that first quartile is 1-38, second 39-76, third 77 – 114 and bottom from 115-152).

4.3 Progress in English is less good, while remaining sound. There was a marking ‘borderline shift’ issue in 2012 that particularly affected pupils here; but in 2013 progress was better than that nationally and amongst Statistical Neighbours.

4.4 The main performance measure of the English system is the percentage of pupils in Year 11 who achieve 5 GCSE s at grade C or better, including English and maths.

Table 6: Pupils with 5 A-C including English and mathematics 2010 - 2013*

Area	2010	2011	2012	2013
England - all state funded schools	54	59	59	61
Inner London	58	62	62	64
Outer London	59	63	63	65
Statistical neighbours	57	59	61	62
Havering	62	64	62	65
Havering – ranking against all 152 LAs	17	22	44	39

(Note that first quartile is 1-38, second 39-76, third 77 – 114 and bottom from 115-152).

4.5 The table shows Havering pupils continuing good performance. Our ‘national league table’ position has fallen to just outside the top quartile as progress in all comparator groups has improved more – our three-point improvement in the period is bettered nationally (a seven point increase).

4.6 It is worth mentioning that the national tables include ‘equivalencies’ to GCSEs. The government is removing these from future tables, and when the ‘average points score’ of pupils is considered, our average points score is significantly better than the national average. The detailed table is Table 3 in the Annex to this report.

5 Narrowing the gap: pupils entitled to free school meals and ‘pupil premium’

5.1 Narrowing the attainment gap between pupils entitled to free school meals (FSM) and all other pupils (non-FSM) is a key government priority. While there are other important factors – for example, movement between many schools; being in care; race; and sex – analysis shows that poverty is often the key factor. For example, the progress and attainment of white boys has often been cited as a cause for concern. However, it is actually white boys whose parents are poor who are most at risk

5.2 It is for this reason that the pupil premium was introduced. The ‘cohort’ for pupil premium is not the same as pupils currently entitled to free school meals, however: it includes all pupils in the cohort who have been entitled to a FSM at any time in the last six years; children ‘looked after’ by the state; pupils who have been adopted and pupils with a parent who is, or has been within a prescribed period, in military service.

5.3 Both progress and attainment are measured in the same way as for all pupils. However, the standard way of presenting the performance is the ‘gap’ between the percentage of FSM-entitled pupils achieving expected levels and that of all others.

5.4 Pupils attending Havering schools had a larger gap in attainment in 2013 between those currently eligible for FSM and Non-FSM pupils than is found nationally at both key stage two and key stage four. Additionally, the gap widened at both key stages compared with 2012 figures.

Table 7: KS2 achievement gap – pupils entitled to FSMs and all others 2010 - 2013

Area	2010	2011	2012	2013
England - all state funded schools	-21	-20	-17	-19
Inner London	-14	-12	-10	-10
Outer London	-19	-19	-15	-17
Statistical neighbours	-22	-24	-19	-22
Havering	-14	-18	-19	-23
Havering – ranking against all 152 LAs	10	37	79	102

(Note that first quartile is 1-38, second 39-76, third 77 – 114 and bottom from 115-152).

5.5 The gap was relatively small in 2010, which was particularly creditable given the good performance overall at key stage two. In terms of the narrowness of the gap, ours was smaller than almost 19 out of 20 English LAs. However, our ‘gap’ has increased whilst nationally and in London it has narrowed. Taken together, these trends have led to our ‘ranking’ dropping to mid third quartile, our lowest headline figure compared with all other key education indicators.

5.6 However, the 2013 gap needs to take account of all pupils for whom a 'premium is paid (see paragraph 5.1 above). In 2013, 64 per cent of this group at key stage two reached the expected level in RWM, compared with 63 per cent nationally. As 83 per cent of all other pupils in Havering reached this level, against only 81 per cent in all LAs in England, the gap was only one point more. But the attainment level of this group is still higher than nationally, which is important for life-chances.

5.7 Table 8 (below) shows the performance (measured by the 'gap') of FSM entitled pupils at key stage four (5A*-C inc E/M). Aside from the gap narrowing in 2012, it has remained similar, although it has declined by one point since 2010.

Table 8: KS4 achievement gap – pupils entitled to FSMs and all others 2010 - 2013

Area	2010	2011	2012	2013
England - all state funded schools	-28	-28	-26	-27
Inner London	-11	-12	-13	-14
Outer London	-24	-24	-22	-22
Statistical neighbours	-30	-30	-28	-29
Havering	-29	-28	-21	-30
Havering – ranking against all 152 LAs	78	58	27	90

(Note that first quartile is 1-38, second 39-76, third 77 – 114 and bottom from 115-152).

5.8 Nationally, the gap has narrowed by one point in the period, but it was a point lower than Havering's in 2010, and as our gap has increased, it is now three points more. Moreover, the performance of inner and outer London improved significantly.

5.9 Again, though, if the performance of all pupil premium eligible groups in 2013 is used, 43 per cent achieved the benchmark level for key stage four. This is three points higher than the national average. The performance of all other pupils is 68 per cent against the same measure, is only one point higher than nationally. This means the gap here, at 25 per cent, is two points lower than nationally.

5.10 Irrespective of comparisons with other LAs in England, the gap is still high, and our aspiration should be to reduce it to zero. Therefore, the quality assurance team has produced a narrowing the gap action plan and has identified target schools and academies where the gaps are largest. Quality assurance visits have been scheduled to assess the effectiveness of the school's systems and ensure that the pupil premium resource is targeted correctly and funds high impact intervention strategies.

6 Key Stage Five – post-16 results

6.1 The tables in this section set out the performance of the FE and sixth-form colleges, and our secondary schools with sixth forms. The movement of post-16 students in London is considerable, and therefore these tables should not be relied upon to give an accurate measure of the performance of Havering students.

Table 9: the average points score (APS) of students at A level – 2010 - 2013

Area	2010	2011	2012	2013
England - all state funded schools	745	746	733	709
Inner London	643	658	644	623
Outer London	722	736	718	689
Statistical neighbours	725	727	721	691
Havering	757	747	667	643
Havering – ranking against all 152 LAs	29	44	113	113

(Note that first quartile is 1-38, second 39-76, third 77 – 114 and bottom from 115-152).

6.2 Table 9 shows that the APS declined here, but because it has done so at a greater rate and from a higher level, the performance of the system here has declined from top to third quartile, and below all comparator groups bar inner London.

Table 10: the percentage of students achieving at least two level 3s, 2010 - 2013

Area	2010	2011	2012	2013
England - all state funded schools	95	94	94	90
Inner London	92	93	92	88
Outer London	96	97	95	91
Statistical neighbours	95	94	95	91
Havering	99	98	88	86
Havering – ranking against all 152 LAs	4	12	131	120

(Note that first quartile is 1-38, second 39-76, third 77 – 114 and bottom from 115-152).

6.3 A level three qualification is an advanced (A) level or equivalent. This is shown in Table 10 above. In 2010, 99 per cent of students in post-sixteen institutions here achieved this benchmark. This was top-class – within the top three per cent of areas in performance. However, performance has declined since then, along with our ranking, which is now in the lower quartile, and below all the comparator groups. While all of these have declined, this is at a much lower rate than in Havering.

6.4 It is important to note Havering's school sixth forms tend to perform more highly than the colleges. This is largely due to the colleges accepting a lower tariff on entry and offering a higher proportion of non-A-level subjects. The lower levels of attainment on entry mean that generally students from the colleges attain lower levels at the end of their sixth form courses. Tables 11 and 12 below show this difference.

Table 11: Average point score per A level entry (full-time equivalent), 2010 - 2013

Area	2010	2011	2012	2013
England - all schools and colleges	214.4	216.2	212.8	215.7
England - state funded schools and colleges	211.1	213.1	209.3	211.2
Local Authority - Havering	208.3	206.5	200.4	198.2
Havering 6th Forms	215.3	216.0	215.8	213.2
Havering Colleges	205.6	201.7	192.0	184.8

Table 12: Average point score per A level student (full-time equivalent), 2010 - 2013

Area	2010	2011	2012	2013
England - all schools and colleges	744.9	746	733.3	802.4
England - state funded schools and colleges	726.6	728.3	714.5	785.6
Local Authority - Havering	756.6	746.5	667.4	732.7
Havering 6th Forms	839.3	830.1	841.4	821.6
Havering Colleges	723.1	705.8	600.3	639.6

7 The outcome of Ofsted inspections of settings and schools

7.1 There are three key phases – early education, primary and secondary. The regulator’s judgement is a key indicator of the health of an area’s range of provision.

Table 11: % of children in early education in good or better settings 2010 - 2013

Area	2010	2011	2012	2013
England - all state funded settings	69	72	74	77
Inner London	61	66	70	71
Outer London	70	73	75	77
Statistical neighbours	68	71	72	74
Havering	70	75	74	75
Havering – ranking against all 152 LAs	59	45	64	86

(Note that first quartile is 1-38, second 39-76, third 77 – 114 and bottom from 115-152).

7.2 The table shows that, in Havering, three-quarters of children are in settings that are good or better. This is below average, meaning that our settings are in the third quartile when compared with all other English LAs, and are above average only against our SNs. While there has been a five point increase here in the last four years, Havering settings have improved much less quickly against this indicator than settings in every comparator group.

Table 12: the percentage of children at good or better primary schools 2010 - 2013

Area	2010	2011	2012	2013
England - all state funded schools	67	69	69	78
Inner London	71	75	76	82
Outer London	68	70	73	80
Statistical neighbours	62	64	64	74
Havering	73	75	78	79
Havering – ranking against all 152 LAs	48	46	30	75

(Note that first quartile is 1-38, second 39-76, third 77 – 114 and bottom from 115-152).

7.3 The same general trend is apparent with primary schools. While four out of five Havering primary schools are now good or better, with improvement every year, schools in all other comparator groups have improved at a faster rate. The result is that Havering primaries are in the second quartile.

7.4 Our secondary schools have, in aggregate, improved their Ofsted ratings at a much faster rate (16 points, an almost 30 per cent improvement) than all comparator groups except inner London (22 points, 32 per cent). However, they have done this from a lower base.

Table 13: the percentage of children at good or better secondary schools 2010 - 2013

Area	2010	2011	2012	2013
England - all state funded schools	64	66	66	72
Inner London	69	70	75	91
Outer London	73	79	82	84
Statistical neighbours	68	68	67	77
Havering	56	59	65	72
Havering – ranking against all 152 LAs	103	110	88	82

(Note that first quartile is 1-38, second 39-76, third 77 – 114 and bottom from 115-152).

7.5 Although in line with the national average, the percentage of schools that are good or better in Havering, is lower than our statistical neighbours and across London.

8 Schools causing concern

8.1 The Havering School Improvement Services (Hsis) has developed a comprehensive quality assurance framework. Following an assessment, including a comprehensive analysis of detailed performance data, every school – including

academy schools – is placed in one of five categories. Category 1 schools are those expected to remain good or outstanding at their next inspection, while Category 2 schools are expected to be ‘good’ at their next inspection

8.2 It is schools in category three that are ‘of concern’ to the LA. Category three schools are split into three sub-categories as follows:

- **3a:** schools at risk of being categorised by Ofsted as ‘requiring improvement to be good (RI)’ – note that ‘requires improvement’ has replaced ‘satisfactory, and means a school judged RI will be judged to be ‘grade four’, requiring intervention, if it is RI at two subsequent inspections;
- **3b:** schools at risk of failure – defined as schools issued with a formal warning notice by the LA; graded as RI by Ofsted; or at risk of being judged to have ‘serious weaknesses’ by Ofsted at its next inspection; and
- **3c:** schools in special measures or judged to have serious weaknesses; or that fell below the relevant Department for Education (DfE) ‘floor standard’ in the last assessment.

8.3 The table below (Table 14) shows the numbers and percentages of primary and secondary schools in each category:

Table 14: primary and secondary schools by LA category

Area	1	2	3a	3b	3c
Primary schools - number	45	3	4	4	2
Primary schools - percentage	78	5	7	7	3
Secondary schools - number	3	6	8	1	0
Secondary schools - percentage	17	33	44	6	0

8.4 In summary, 17 per cent of primary schools and half our secondary schools are ‘of concern’. While it is the case that we need to improve the number of good schools from four out of five to more like nine out of ten, and to help to move more good primary schools to ‘outstanding’, it is the secondary (and post-16) sectors where consolidation is most urgent.

8.5 Currently, almost a third of secondary-age pupils attend a school that is not yet good or better. Table 14, though, shows the risk currently is that this proportion could increase rather than decrease. Local Authority quality assurance staff are working closely with a number of schools on improvements in key areas that will reduce the risks of a decline in Ofsted categorisation of secondary schools that are currently rated as good, and assist those currently judged to be satisfactory or (where inspections have been since September 2012) requires improvement to be good.

9 Key challenges

9.1 Our main challenges in the short and medium term are to improve the:

- progress pupils make between key stages two and four;
- attainment of pupils at key stage four in secondaries on some measures;
- attainment of pupil premium eligible children at key stages two and four;
- percentage of secondary schools judged at least 'good' by Ofsted;
- percentage of schools judged outstanding; and
- performance of schools and colleges providing for 16 to 19 year olds

IMPLICATIONS AND RISKS

Financial implications and risks:

There are no financial implications arising from the report. All work undertaken will be within budget allocations, or paid for by schools where services are traded.

Caroline May, Strategic Finance Business Partner, Children and Adults

Legal implications and risks:

The local authority has legal duties and powers in respect of all schools in its area by virtue of the Education Act, 1996, the School Standards and Framework Act, 1998 and (in respect of all maintained, trust and aided schools) the Education and Inspections Act, 2006. *Stephen Doye, Legal Manager*

Human resources implications and risks:

In cases where the local authority withdraws delegated powers from schools, council officers assume the direct management of the head teacher concerned, and therefore assume responsibility for recruitment and the performance management of senior school staff. *Eve Anderson, Strategic HR Business Partner*

Equalities implications and risks:

There are considerable equalities and social inclusion implications highlighted in this report, with pupils from disadvantaged backgrounds, e.g. whose parents are on low incomes, pupils on free school meals entitlement, children who are looked after, and certain minority groups, e.g. Travellers being most disproportionately affected, i.e. make less progress and achieve at lower levels when compared with all other pupils. Tackling the 'gap' in attainment between the above groups and all other pupils is of major concern and therefore a priority for the Quality Assurance team who have produced a narrowing the gap action plan and have identified target schools and academies where the gaps are largest.

The key challenges identified are listed on page 12 above. Currently, the equality and social inclusion implications for other groups with protected characteristics cannot be fully assessed due to lack of pupil diversity profile data. It is therefore recommended that a robust collection and analysis of pupil diversity profile data is implemented and informs the development of future action plans and mitigating measures.

Andreyana Ivanova, Diversity Advisor

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BACKGROUND PAPERS

1. Havering RAISE Online, 2013
2. Quality Assurance Team – Narrowing the Gap Action Plan
3. The School Quality Assurance Framework
4. Performance indicators for all key stages against comparator LAs

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Raising Participation Age Strategy 2010-2015

Welcome to our Raising Participation Age (RPA) Strategy, incorporating the Strategic Priorities for the 2013/14 academic year.

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Please contact Priti Gaberria on Priti.Gaberria@havering.gov.uk or 01708 431257 for more information.

Introduction

One of the most urgent challenges facing our country is ensuring that all young people progress and participate in education or training and the trend of rising youth unemployment is reversed. The UK needs to develop a more highly skilled workforce to compete internationally in a fast changing global economy. By 2020 there will be three million fewer low skilled jobs in Britain than there are today.

There is overwhelming evidence of the negative consequences of leaving education or training at the age of only 16. Spending time NEET (Not in Employment, Education or Training) for six months or more at a young age is a major predictor of later unemployment as well as having wider costs for society in terms of welfare payments, costs to health and criminal justice services, and loss of tax and national insurance revenue. Such young people are disproportionately from families living in more economically depressed areas, are low skilled, certain minority ethnic groups or disabled. Outcomes for 16 to 18 year olds in a job without formal training are only marginally better than for young people NEET.

Local authorities have **existing responsibilities** to support young people into education or training, which are set out in the following duties:

- **Secure sufficient suitable education and training provision** for all young people aged 16-19 and for those aged 20-24 with a Learning Difficulty Assessment in their area.
- Make available to young people aged 13-19 and to those aged 20-24 with a Learning Difficulty Assessment support that will **encourage, enable or assist them to participate in education or training**. Tracking young people's participation successfully is a key element of this duty.
- In addition, the Education and Skills Act 2008 places two new duties on local authorities with regard to 16 and 17 year-olds. These relate to the raising of the participation age (RPA):
 - A local authority in England must ensure that its functions are exercised so as to **promote the effective participation** in education or training of persons belonging to its area to whom Part 1 of ESA 2008 applies, with a view to ensuring that those persons fulfil the duty to participate in education or training
 - A local authority in England must make arrangements to enable it to **establish the identities of persons** belonging to its area to whom Part 1 of ESA 2008 applies but who are **failing to fulfil the duty to participate** in education or training

The local authority is ultimately responsible for ensuring that all young people in their area participate and for providing the support young people need to overcome any barriers to learning. The local authority, working through the Children's Trust and 14+ Progression and Transition Partnership, target resources to meet identified

needs based on local intelligence and an agreed understanding of the young people in the area.

Meeting the needs and aspirations of all young people will only be achieved by providers working together and with the local authority. As champions of all young people, the local authority will be working with providers, employers, local voluntary and community organisations and neighbouring authorities to raise achievement, secure access to high quality provision, raise participation and tackle educational inequality.

The local 14+ Progression and Transition Partnership is critical for the successful delivery of this raising of the participation age and needs to be inclusive and robust, with a clear understanding of the requirements of young people and a commitment to put their needs at the heart of its decision-making processes. This requires a common vision, openness and transparency.

In fulfilling the local authorities statutory duties, The team champion the education and training needs of young people in Havering by:

- informing local provision which meets the needs of young people and employers;
- influencing and shaping the provision on offer and helping to develop and improve the education and training market;
- identifying those most in need of additional support to participate;
- supporting the improvement of the quality of the education and training of young people aged 14-25; and
- supporting employer needs, economic growth and community development.

The team is responsible for:

Managing the Young People's Learning Partnership and it's related sub-groups;

This involves the development of a local young people's participation through the local 14+ Partnership and various sub-groups, ensuring the local authority meets their statutory duties under the Raising of the Participation Age legislation.

Commissioning provision in schools, Academies, colleges and independent private providers for learners aged 16-18;

In implementing the local RPA strategy, the team develop a strategic overview of provision and needs, holding commissioning negotiations with schools, colleges and independent private training providers to influence the mix and balance of provision to meet local priorities and needs.

Commissioning provision for Learners with Learning Difficulties and/or Disabilities and Independent Specialist Provision for learners up to the age of 25;

Working with a range of partners including Prospects, children's and adult's social services, health, SEN, learning support services and EFA to commission provision at a range of providers including special schools, independent schools and independent specialist providers.

Supporting the delivery of Information Advice and Guidance

Working with a range of partners including Prospects to support and develop the local IAG strategy, working with schools, colleges and independent private training providers to respond to learner demand for new courses and provision.

DRAFT

14+ Progression and Transition Partnership & Targets

Over recent years the 14-19 sector has undergone radical reforms and policies, qualifications, structures and institutions have changed at a remarkable pace.

The fundamental aim of the reform programme is to ensure that all young people are prepared for success for life through their education and training by dramatically increasing participation and achievement.

The current offer has been expanded to incorporate a reformed GCSE's and A-Levels and AS Levels, vocational education pre and post 16, traineeships, supported internships and apprenticeships.

The overall goals of the reforms are;

- to ensure that all young people participate until at least their 18th birthday in education and training that enables them to progress onto further or higher education
- to give young people the knowledge and skills that they and the economy need to prosper
- to close the achievement gap so that all have an equal opportunity to succeed

In response to these reforms, the Havering Young People's Learning Partnership has developed the following vision;

In participating in education and training, all young people will enjoy and achieve in learning, make a positive contribution to society, achieve economic well-being and raise aspirations. By raising their levels of performance they will improve their progression to further learning and/or employment. Enjoying equality of opportunity all young people will be safe, healthy and confident citizens, using increased skills and knowledge to engage meaningfully with business and the wider community. Young people will influence their learning experiences and environment through active participation in developments, planning and evaluation.

The Partnership has also developed the following mission;

The Partnership will strive to ensure that all young people will become empowered and discerning citizens, who make informed choices, contribute to the local and global knowledge economy and play a meaningful and valuable role in society. The Partnership will strive to ensure that all young people fulfil their potential and gain the best and most appropriate qualifications for them. The Partnership will seek to ensure that young people will go on to enjoy lifelong learning experiences and have high expectations for themselves and others.

The Partnership's guiding principles are for:

Participation – to increase participation in education or training

Personalisation – to provide an inclusive and engaging experience for all young people

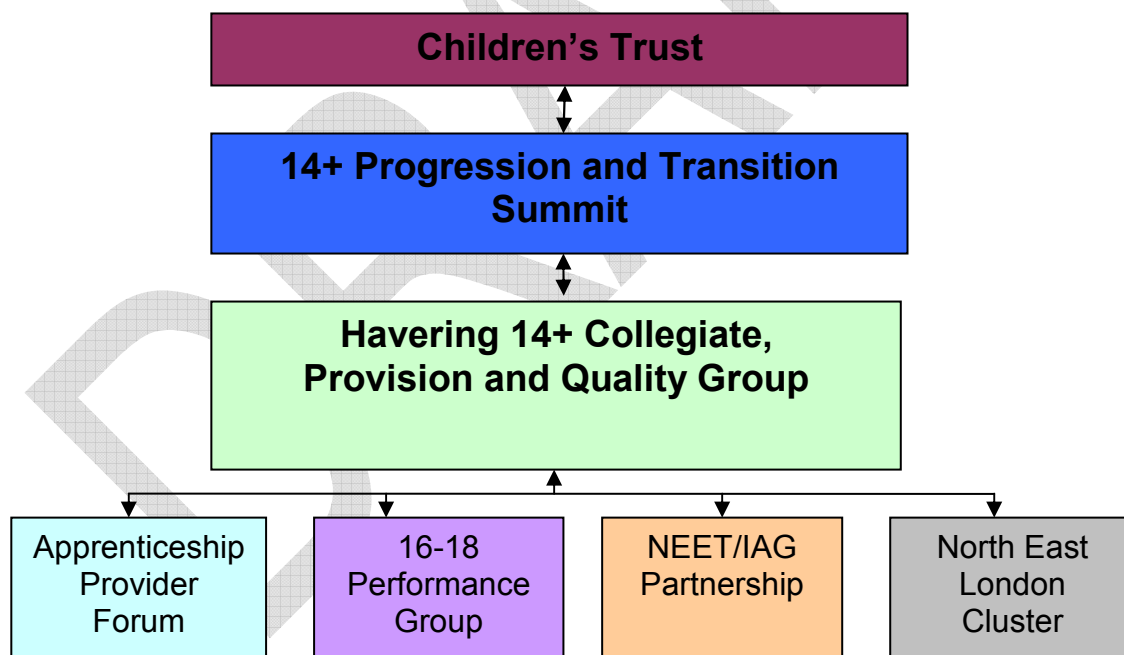
Performance – to improve standards and increase levels of achievements

Progression – to ensure that every young person has meaningful access to employment, training or further or higher education

The Partnership’s aims are;

- to place all Havering young people at the centre of the Partnership’s work in order to provide high quality and effective education and training for all young people to achieve their full potential for learning
- to improve participation, personalisation, performance and progression
- to increase choice and access to learning in a safe environment and high levels of individual support and guidance as the result of collaboration and partnership among providers
- to provide young people with high levels of well-being and an enjoyment for learning, designed to meet their individual needs and aspirations
- to support individuals to contribute effectively to the needs of the local and wider economies and communities

The operational arm of the Havering Young People’s Learning Partnership is the Collegiate group constituted by its various sub-groups. The organisational structure of the Partnership is shown below;



A range of targets have been agreed within the area, the most relevant ones are shown below;

Target		2011/12	2012/13	2013/14	2014/15
NI 79 Achievement of a level 2 qualification by the age of 19	Target	83.4%	87.6%	89.2%	90.8%
	Actual	82% (10/11 AY)	84% (11/12 AY)	86% (12/13 AY)	(13/14 AY)
NI 80 Achievement of a level 3 qualification by the age of 19	Target	57%	55%	53%	51%
	Actual	53% (10/11 AY)	57% (11/12 AY)	57% (12/13 AY)	(13/14 AY)
Inequality gap in the achievement of a level 2 qualification by the age of 19	Target	26%	24.4%	22.8%	21.2%
	Actual	26% (10/11 AY)	25% (11/12 AY)	20% (12/13 AY)	(13/14 AY)
Inequality gap in the achievement of a level 3 qualification by the age of 19	Target	26%	25.2%	24.4%	23.6%
	Actual	28% (10/11 AY)	29% (11/12 AY)	26% (12/13 AY)	(13/14 AY)

Level 2 qualifications includes GCSEs graded A*-C, NVQs at level 2 and Key Skills level 2.

Level 3 qualifications includes AS/A levels, Advanced Extension Awards, International Baccalaureate, Key Skills level 3 and NVQs at level 3.

		2011/12	2012/13	2013/14 Age 17 RPA	2014/15	2015/16 Full RPA
The percentage of 16 and 17 year olds participating in education and training	Target	93% 16yo 85% 17yo	94% 16yo 87% 17yo	96% 16yo 90% 17yo	97% 16yo 92% 17yo	98% 16yo 93% 17yo
	Actual					
Numbers of young people starting an Apprenticeship	Target	440	460	600	630	660
	Actual	596 (11/12 ay)	497 (Q3) (12/13 ay)	(13/14 ay)		

14+ Strategic Needs Analysis for Havering - Executive Summary

The Strategic Needs Analysis is both the statistical basis for planning education and training for young people in Havering and an informed guide on the education, training and employment landscape for young people in Havering.

It is based on five core themes which are

- ***Future Demand and Demographic Change***
- ***Performance and Quality***
- ***Participation and Progression***
- ***Supply and Demand***
- ***Employment and Skills Needs***

Future Demand and Demographic Change

The message from the data for the Local Authority appears to be clear:

- there is not anticipated to be any significant pressure for additional places overall to meet the needs of Havering residents in the next few years;
- the predicted fall in numbers of young people 16-18 should to a large degree cancel out a rise in participation to full participation for 16 and 17 year-olds by 2015.

The partnership in Havering between the colleges and schools, where the colleges guarantee places for suitably qualified candidates has proved to be valuable in ensuring places for young people in Havering.

However, whilst the overall numbers may be accommodated, whether the places available meet the needs of all young people, particularly those not presently engaged in education or training needs further consideration.

The predicted fall in the number of young people resident in Havering combined with a potential increase in the number of 16-19 providers in Havering, such as the recently established academy, may have implications for the roll projections of providers in the Borough. It should be noted, however, that the number of 16-19 year-olds in East London and the Thames Gateway is predicted to increase in the coming years, which is also the case in Greater London. The popularity of Havering providers is seen in the fact that the travel to learn data show that Havering has traditionally been a net importer of learners. The issue for providers may therefore be more about responding to changes in demand, including managing changes in the balance of the types of provision required by the group of young people.

From 2010/11 the overall (Y7-Y11) numbers in secondary schools in Havering are projected to decline slightly, until 2015/16, recovering to 2011/12 levels around 2018/19. A more rapid rise is then projected as the increased primary

rolls begin to feed into the secondary sector, leading to an overall deficit in secondary places by 2020/21 of some 140 places. The numbers projected post-16 is expected to follow the pattern of secondary figures, although the introduction of a new 6th form in Drapers' Academy in 2012/13 will create additional places. The number of year 11 leavers is projected to decline slightly until 2017/18, which is followed by a significant rise in 2018/19 and in the years beyond. This is significant as Havering is a high net importer of learners and the combination of increased future residents and school population will impact on the provision required.

Strategic Priorities

- **Ensure that appropriate mix and balance of provision is available for all Havering residents, particularly those in vulnerable groups.**

Performance and Quality

The 2011 results show the highest levels of attainment of young people seen in Havering, with significant increases over the last seven years. Overall the 2011 results in Havering at 16 for those obtaining 5+A*-C GCSE examinations and at 19 both at level 2 and 3 are above the national averages.

Performance 14-16

The key indicator for achieving success at Level 3 of 5+A*-C including English and maths shows relatively high attainment at 16, which has been maintained over many years. The 2011 results at 16 on the above measure both for those eligible for fsm and those not eligible are well above the national figures.

The attainment gap in Havering between those students eligible for free school meals and those who are not has shown significant improvement between 2008 and 2011 (-6%) from being significantly above the England average to being just below it. (Lower is better on this indicator.) This is almost entirely due to a large increase in the percentage of students eligible for fsm who achieved 5+ A*-C including English and mathematics, from 24% in 2008 to 39% in 2011, which is greater than that seen in the England average. In order to build on this success, it would be worth reflecting on why the performance in this indicator has been so positive, both relatively and in absolute terms, over the last two years.

A high proportion of young people in Havering have a good basis for moving to the next stage. The improvements however, need to be sustained.

Performance 16-19

The percentages attaining a level 2 at 19 have been above those in England in each of the last seven years but the gap in 2011 is at the lowest it has been in that time; 82.3% compared to 81%. The percentages of young people achieving a level 2 by 19 in 2009/10 (80.6%) and 2010/11 (82.3%) were both above the Borough targets of 79.5% and 81.0% set for those years.

The percentage of young people in Havering (55.6%) achieving a level 3 by 19 in 2011 was above the England average (54.5%) for the first time since 2007; and comfortably exceeded the 2010/11 target of 53%.

The high performance in terms of 5+A*-C including English and maths at 16 for those eligible for fsm is not fully reflected in the performance at 19 at level 3. However, the two populations at 16 and at 19 are not the same: the performance at 16 is based on those attending Havering schools whilst at 19 it is residency in Havering.

At 19 both the level 2 and 3 sets of results in 2011 for those eligible for fsm were below the national averages and at level 2 significantly below. The 2011 Havering target of 61% for the percentage of young people not eligible for fsm attaining a level 2 by 19 was achieved.

There was a very small dip in the level 2 at 19 results (0.1%) between 2007 and 2008 with a more marked dip at level 3 (2.4%). Since then there have been increases in both 6.6% at level 2, which is less than seen nationally, and 9.7% at level 3, which is more than seen nationally. The situation for those eligible for fsm reflects these results with the 11% increase at level 3 between 2008 and 2011 being particularly noteworthy.

Apprenticeship success rates in Havering at both Intermediate and Advanced level were above the England averages in 2009 but have been below them in both 2010 and 2011 although there was a relative improvement in both between 2010 and 2011. The success rate at Advanced is still well below that in 2009.

The two key factors which influence the attainment of the Level 2 and 3 thresholds are success rates in the providers and the numbers of young people who continue in education or training post-16 and more crucially post-17.

Whilst achievement rates are obviously important and need continual monitoring, these are already high for A level examinations (an average of about 98% for A2 in 2011). A2 constitutes the main pathway for young people attaining the level 3 threshold in the Borough. Improving A2 achievement rates further will be difficult and provide limited impact on the overall situation. Improving the level of grade achieved in A2 examinations remains a key priority as this greatly influences the future life chances of young people and is vital in determining their success in going on to Higher Education. To explain what to some may appear to be a contradiction in these statements: a person attaining two grade Es at A2 level meets the level 3 threshold requirements and in this respect is not distinguished from someone achieving more grades at higher levels. There are individual courses and subjects at level 3 where improvements in achievement rates are possible and providers will be working on this.

As seen in the next section, the participation rates in Havering both at 16 (94%) and 17 (83%) in 2010 were below or well below the national and outer London averages. At sixteen only two other London boroughs had lower

participation rates and at 17 Havering had the lowest rate in London and was in the bottom dozen of Local Authorities nationally. The nationally published participation rates are available up to the end of 2010; some more recent figures indicate an improved picture on participation rates in Havering relative to the national and London averages.

Traditionally, education in Havering to 16 appears to be valued by residents in the Borough, beyond 16 it appears not to feature to the same extent. Traditionally there have been good employment, self-employment and own business opportunities in the area for people with Level 2 qualifications. The studies of future employment prospects indicate that the best future opportunities will exist for those with QCA Level 4+ qualifications. An increase in the proportion of young people gaining Level 3 qualifications and going on to higher level courses should therefore be a priority.

Whilst improving both success rates and participation rates will increase the percentages of students attaining Level 2 and Level 3 at 19; it is judged that engaging more young people in education or training post-16 and particularly post-17 will probably have the greater impact. Strategies for engaging a higher proportion of young people in education or training post-16 and post-17 need to be identified and implemented. Examples being: the provision of more apprenticeships; and seeking appropriate progression routes from Year 12 for those following AS levels who do not meet a provider's requirements for transfer to A2 courses. These and others could be productive areas for further discussion and investigation with providers and employers.

Strategic Priorities

- **Sustain and build on the improvements in performance at Level 2 by sixteen.**
- **Continue to focus on increasing the percentages of young people who attain Levels 2 and 3 by 19, with a particular focus on those eligible for fsm.**
- **Improve Apprenticeship success rates, particularly at Intermediate level.**

Participation and Progression

Participation rates in education and work based learning

The participation rates in education or wbl of 16 and 17 year olds in Havering have been below the England average and well below the Outer London average at the end of each year between 2006 and 2010 (the latest year for which figures are available).

The participation rates in Havering at 16 and 17 at the end of 2010 were below or well below those in England and Outer London. At 17 Havering had the lowest participation rate of any London borough and there were only 11 Local Authorities nationally with lower participation rates at 17.

Participation rates increased considerably at both 16 and 17 in Havering between the end of 2005 and the end of 2010 but those in England and Outer

London increased more rapidly. The figures indicate that there needs to be a focus on improving participation rates in the Borough, particularly at 17. In 2013 the new requirements on participation at 16 will come into force with those at 17 in 2015.

The percentage following work based learning provision is much lower than that in education both locally and nationally. For example, in Havering 90% of 16 year-olds were in education at the end of 2010 compared to 4% in wbl. The percentages in Havering following work based learning provision have been lower than in England but higher than in outer London. The percentages in work based learning locally, nationally and in outer London have diminished over the five year period 2005-2010.

The above commentary on participation rates relating to the period to the end of 2010 is almost two years out of date. The Government has recently published participation data with the intention of measuring how well Local Authorities are preparing for the Raising of the Participation Age. Based on the total number of 16-17 year olds known to Local Authorities for England, London and Havering, the percentage participation rates in June 2012 indicate that Havering is very close to the London average and above the national averages for overall participation. Most encouraging is the low numbers of unknowns in Havering, less than half of the London average.

Not in education, employment or training (NEET) and participation status not known

The three month average (May-July 2012) percentage for those not in education, employment or training (NEET) for Havering is 4.9%, which is 1.4% below the national average of 6.3% but a little above the London average 4.6%. For the same period, the percentage of young people whose participation status is 'not known' is 4.4% which is 6.6% lower than the national average and 3.5% below the London average. This shows well above average tracking in the Borough which will be extremely valuable when the participation age is raised.

The three month average comparison between 2012/13 and 2011/12 shows improved performance for Havering in relation to both NEET (-0.3%) and not known (-1.2%) figures.

Apprenticeships

The starts and participation information at the end of the third quarter produced by the National Apprenticeship Service in July 2012 provides the following information on apprenticeships.

The Havering target for the 2012/13 academic year is to recruit 460 Apprentices. The information shows this had been exceeded by the end of the third quarter, by which time there had been 461 starts. The numbers at the Intermediate level in Havering have been much higher than at Advanced level, which reflects the picture seen regionally and nationally. There are very few young people on Higher level Apprenticeships in Havering.

The growth rate of apprenticeship starts in Havering has been much higher than that seen nationally in each of the last two years but lower than that seen regionally, apart from the growth rate of starts between 2009/10 and 2010/11 at the end of the third quarter. The same pattern is seen for the participation rates.

The regional growth rate was the highest over the two years, both for starts and participation, and the national growth rate was the lowest. Between 2010/11 and 2011/12 the national growth rate had virtually stalled and that for the statistical neighbours was not much higher. It will be interesting to see the growth rates for the full years up to 2011/12.

In Havering, the five frameworks with the greatest volume of starts for 16-18 year olds, both in the 2010/11 full year and the 2011/12 year to date are: Business Administration; Hairdressing; IT and Telecommunications Professionals (inc ICT); Customer Care; and Child Care and Learning Development. These five also have large numbers of starters nationally ranging from about 58000 to 11500.

There are a number of frameworks with large numbers nationally, some very large, which do not appear in the Havering top 10. These, in order of volume nationally, are: Health and Social Care; Management; Hospitality and Catering; Retail; Industrial Applications; Active Leisure and Learning; and Engineering. The numbers on these apprenticeships range from about 67000 to just under 13000.

The five largest providers by volume in terms of starts for 16-18 year-olds in the full year 2010/11 and by the end of Q3 in 2011/12 were: Havering College of Further and Higher Education; South East Essex College of Further and Higher Education; Barking and Dagenham College; Zenos Limited; and JHP Group Limited. In 2010/11 there were 207 starts in these five, 38% of the total.

Among the top ten framework vacancy rates by volume in 2010/11 there were at least three applications from those under 19 for each vacancy posted with the most being 30 for Business and Administration. These vacancies were open to all ages and as only 37% of apprenticeship starts in 2010/11 were under 19 the actual over-subscription for each vacancy will probably be much higher. The available figures for 2011/12 do not show much change. **These figures indicate that there is a significant lack of apprenticeship vacancies.**

Strategic Priorities

- **To meet the requirements of the future Raising of the Participation Age, the tracking of young peoples' educational situation and the monitoring and raising of participation rates should be a key priorities in the Borough**

- **Improve transition arrangements to increase the percentage of young people progressing from year 1 to year 2 on a 2 year programme**
- **Increase the availability of Apprenticeship opportunities, particularly Advanced Apprenticeships**

Supply and Demand

The match between supply and demand has broadly been met in recent years. The progression opportunities and mix and balance of provision post-16 have matched the outcomes achieved by young people pre-16.

The volume of NEET has reduced and the September and January Guarantees are both being met locally.

There are still a number of young people, sometimes from vulnerable groups, who are unable to access the provision they want locally and have to travel out-of-borough.

Strategic Priorities

- **Develop a wider range of local and sub-regional LLDD provision.**

Employment and Skills Needs

Headline predictions at a national level

Expansion demand

56 per cent of the net increase in jobs over 2010-2020 is expected to be taken up by women. 8 per cent of all additional jobs 2010-2020 will be full-time.

The groups that are expected to show the most significant increases in employment over the next decade (2010-2020) are higher level occupations, namely:

- managers, directors & senior officials (+544 thousand, 18 per cent);
- professional occupations (+869 thousand, 15 per cent);
- associate professional & technical occupations (+551 thousand, 14 per cent).

Almost half of the growth in jobs in higher level occupations will occur in London, South East England and the East of England.

Caring, leisure & other service occupations are the other main beneficiaries of employment growth, with projected increases of around 313 thousand jobs (12 per cent).

Administrative & secretarial occupations are projected to see significant further job losses of around 387 thousand jobs (-11 per cent per), although this category will still employ well over 3 million people in 2020.

Declining employment levels are also projected for:

- skilled trades occupations (-230 thousand, -7 per cent);

- process, plant & machine operatives (some -213 thousand, -11 per cent).

Elementary occupations are now projected to see a slight increase in employment, as the service sector in particular generates more such jobs.

This polarisation of demand for skills, with growth at both top and bottom ends of the skills spectrum, appears to be an increasingly common feature across developed economies. On the other hand, the continued restructuring of the retail and distribution sectors appears to be leading to a much less optimistic picture for many lower level sales occupations.

Replacement demand

Job openings created by those who leave the labour market (i.e. replacement demands) are projected to generate around 12 million job openings between 2010 and 2020, many times more than the 1.5m openings from the creation of new jobs.

Replacement demands will lead to job openings for all industries and occupations including those in which the net level of employment is expected to decline significantly; even those occupations where employment is projected to decline may still offer good career prospects.

There will be replacement demands in all Standard Occupational Classification (SOC) major groups, including those whose expansion demand is negative (i.e. where employment decline is projected), indicating that these occupations will still provide job opportunities for younger people.

Overall demand

The overall requirement for labour in each occupation and region is the sum of expansion demand and replacement demand.

It is possible to identify two broad groups of occupations.

- In the first group positive replacement demand outweighs negative expansion demand. This applies, for example, to administrative & secretarial occupations; skilled trades; and process, plant and machine operatives.
- In the second group replacement needs simply serve to reinforce positive employment trends to create even higher net requirements for new job entrants. This applies, for example, to managers; professionals; associate professionals; and caring, leisure and other service occupations.

Spatial variations

The projections of output for the regions and nations of the UK between 2010 and 2020 indicate a continuing pattern of the southern parts of England (particularly the south-east corner) being relatively advantaged,

Growth in employment in managers, directors and senior officials, professional and associate professional occupations will primarily benefit the south-eastern corner of the UK.

Implications for Qualifications

Skill supply, as measured by highest formal qualification held, is rising rapidly as more young people in particular stay in education longer and acquire more qualifications at a higher level.

The demand for skills as measured by the numbers employed in higher level occupations and the numbers employed holding higher level qualifications is also projected to rise.

The numbers of jobs in occupations typically requiring a degree continue to grow and the average level of qualifications held is rising in all occupations. How much this is due to increases in demand as opposed to simply reflecting the supply side changes is a moot point.

There is some evidence of continuing polarisation of skill demand, with some growth in the numbers of relatively low skilled jobs.

Prospects for London

Despite the recession, it is predicted that the London economy will offer many employment opportunities in the period to 2020. It is predicted to offer better prospects across a range of occupational areas than other English regions. However, London and the South East will continue to be a magnet for those from other parts of the UK and internationally who are seeking work.

Employment growth was the same as for the UK as a whole during 2000-2010 but is projected to be above the UK average during 2010-2020, representing one of the fastest rates of employment growth.

London is projected to gain employment in all sectors except manufacturing and nonmarket services between 2010 and 2020. London's projected rate of employment loss in the former is poorer than average, but far from the worst, while that in the latter sector it is equal to the UK average.

Employment in the primary & utilities sector is projected to recover from the rapid decline of 2000-2010 with the fastest rate of employment increase of any region or nation.

Employment in the construction sector will grow more slowly than the UK average.

London is projected to experience one of the fastest annual average rates of employment growth in the trade, accommodation and transport sector.

Employment in business services is projected to grow slightly slower than for the UK as a whole.

238,000 of the projected 355,000 growth in employment in London will be female with 117,000 male. London has the highest projected growth rate in employment of all regions for females and the sixth highest for males.

The major growth areas in London are predicted to be in: managers, directors and senior officials; professional occupations; associate professional and technical; and caring, leisure and other service.

With the major reductions in: administrative and secretarial; process, plant and machine operatives; and to a lesser extent skilled trades occupations.

Replacement demand in London

In London replacement demand represents 84 per cent of the projected regional overall labour requirement, which is the lowest percentage relative to overall demand among the regions.

The regional distribution of total projected replacement demand broadly reflects the population distribution of the UK. However, replacement demand for professional occupations and associate professional and technical occupations (and to a lesser extent managers, directors and senior officials) are disproportionately concentrated in London, indicating that the capital will continue to be a magnet for migrants from elsewhere in the UK and outside the UK seeking work in high-status occupations.

Implications for qualifications in London

Patterns of employment by qualification vary considerably across the different parts of the UK. This is primarily driven by differences in their industrial and occupational employment structures.

The employed workforce in London stands out as being rather better qualified at QCF levels 4+ than all other parts of the country. More than half those employed in London have qualifications at this level.

London also has one of the lowest proportions with no formal qualifications.

There is a clear link between employment and higher level qualifications. The employment rate for those of London's working age population with Level 4 qualifications was 88%; for people with qualifications below Level 2 it was 65%; for those with no qualifications, it was just 45%.

Patterns of employment by qualification have been changing rapidly and are projected to continue to do so over the next decade. Without exception the countries and regions of the UK are expected to see rising shares of employment for those qualified at QCF levels 4+.

London employers are less likely to recruit a school or college leaver than national counterparts and they report that a poor attitude/personality or lack of motivation (soft skills), a lack of knowledge of the working world and poor literacy and numeracy skills are a particular issue for 16 year olds recruited straight from compulsory education.

Strategic Priorities

- **Improve employability and basic skills as key requirements.**
- **Increase the numbers with the opportunity to achieve level 4 or higher qualifications.**
- **Ensure that those advising young people are aware of the predicted growth sector areas in London and the requirements for obtaining employment in those growth areas;**
 - **Digital economy**
 - **Health & social care**
 - **Professional, business and financial services**
 - **Service sector including retail and hospitality**
 - **Engineering, construction and manufacturing including low carbon economy**

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14+ Partnership Priorities

- Increase the availability, range and quality of Apprenticeships available across all levels.
- Improve Apprenticeship success rates, particularly at Intermediate level.
- Continue to support the growth of participation of 16 year olds staying in education.
- Increase the number of 17 year olds making a positive transition from year 12 to year 13.
- Use data and partnership working to track and support those who are at risk of disengaging to support them into positive outcomes
- Use data to challenge institutes with poor progression from year 11 to 12, and from year 12 to 13.
- Engage external programmes designed to support those young people who are NEET are at risk of becoming NEET to remain or engage in education.
- Promote participation of all 14-19 year olds particularly those most vulnerable.
- Monitor participation rates and trends.
- Ensure that appropriate mix and balance of provision is available for all Havering residents, particularly those in vulnerable groups.
- Sustain and build on the improvements in performance at Level 2 by sixteen.
- Continue to focus on increasing the percentages of young people who attain Levels 2 and 3 by 19.
- Develop a wider range of local and sub-regional LLDD provision.
- Ensure that those advising young people are aware of the predicted growth sector areas in London and the requirements for obtaining employment in those growth areas;
 - Digital economy
 - Health & social care
 - Professional, business and financial services
 - Service sector including retail and hospitality
 - Engineering, construction and manufacturing including low carbon economy

Acting on Early Disengagement

The first and second cohorts of young people to be affected by the raising of the participation age are already in Years 11 and 12.

Research shows that these young people have high ambitions. In particular, around 75% of Year 7s want to go to university. At this stage, those pupils from lower socio-economic groups are as likely to want to go on to higher education and pursue higher skilled jobs as their counterparts from higher socioeconomic groups and it is vital that these aspirations are not lost.

We also know that young people who disengage with education early, often do not re-engage. Those whose performance declines between Key Stage 3 and Key Stage 4 are disproportionately likely to become NEET at 16. This evidence means we must identify and tackle the root causes, changing the experiences of these first cohorts.

Our priorities;

- Support and develop activity in the identification, monitoring and support of those at risk of becoming NEET and supporting them into EET activity (Targeting Tool Kit). Developing specific models to support transition of those at risk on an individual basis.
(IAG/NEET Group)
- To have particular regard for provision for vulnerable groups and learners with learning difficulties and/or disabilities.
(Collegiate)
- Further develop the referral process to support vulnerable young groups **(IAG/NEET Group)**
- Embed and support processes in place to identify learners at risk of disengagement and those that disengage to ensure Prospects are informed in a timely manner to ensure appropriate support and IAG can be delivered.
(IAG/NEET Group; 16-18 Performance Group)

The Learning Offer

Learning opportunities need to be stimulating, stretching and personalised to individual circumstances.

A truly personalised offer must encompass flexibility at all levels. For learners not yet at level 2, Level 1 education and training provision is offering a strong emphasis on working towards a chosen progression pathway to Apprenticeships, GCSEs where possible, to employment with training, or where appropriate, to more independent living or supported employment. ESF and SFA funded projects should continue to be engaged to ensure we provide suitable support to ensure all young people are engaged.

Schools, colleges and providers play a crucial role in delivering this innovative and flexible curriculum offer, as do voluntary sector and youth work providers. The introduction of Study Programmes, Traineeships, Supported Internships and the expansion of apprenticeships provides opportunity for our young people. Employers also continue to play a fundamental part in efforts to increase participation and they have a key role in supporting young people to access jobs with high quality training, through Apprenticeships, Internships, Traineeships and work experience. It is important that a provider network across all sectors is developed and supported.

Our priorities;

- To have oversight of the operation and engage all ESF and other Government funded providers and activities to support Havering's young people
(IAG/NEET Group)
- To develop existing procurement processes, recognising the important role of local authorities and other public sector bodies as key employers that should maximise the number of Apprenticeship and work experience opportunities offered to young people, including through the use of public sector contracts
(Apprenticeship Provider Forum)
- To enable curriculum development through data sharing to inform sharing of best practice. Support implementation of changes to programmes of study and combinations.
(16-18 Performance Group)
- Monitor and develop a mix and balance of high quality provision
(Collegiate)

Support for Success

Our vision is that every young person is entitled to services that support them with their health, careers and lifestyle to enable and empower them to achieve and fulfil their potential in their transformation to adulthood. High quality Information, Advice and Guidance is critical to reducing the number of young people who are not participating.

Large proportions of the young people in our borough already participate in learning or training to 18 and beyond, and simply need access to universal services. For others who may have particular barriers to participating, the day-to-day challenge of remaining engaged in learning may be difficult and they may need support to help them overcome these challenges.

These young people are supported through a holistic approach to service design and delivery, which is both flexible and responsive. Early identification of disengagement helps to put in place strategies and support systems that work in an integrated way with the appropriate young people and their families.

Our priorities;

- To target vulnerable groups for specific IAG interventions, including mentoring schemes, raising the aspirations of looked-after, improving IAG for foster parents and social workers as well as raising awareness of the raising of the participation age with health professionals working with young parents.
(IAG/NEET Group)
- To make sure that young people nearing the end of their course are helped to prepare and progress successfully to the next phase of their learning or work, and all efforts are made to prevent them from becoming NEET.
(IAG/NEET Group)
- To segmenting the cohort to ensure that support resources are deployed to where they are most needed, providing clarity around the universal and targeted services required.
(IAG/NEET Group)
- To strategically commission provision and support from the provider network to best meet the needs of specifically vulnerable groups including looked after children and children leaving Care.
(Collegiate; Apprenticeship Provider Forum; 16-18 Performance Group)

Knowing Your Cohort

In the Client Caseload Information System (CCIS) database, we have access to a wealth of information about young people in our area. Young people become NEET or take up a job without training for a wide range of different reasons. It is essential that the local authority works closely with the Connexions service to interpret and analyse this data in order to tailor support and provision to meet their needs.

Clear information sharing and management arrangements need to be in place which include arrangements with: learning providers, to let Prospects know as soon as a young person drops out; neighbouring local authorities, to support young people moving across boundaries; and Jobcentre Plus to support 18 year-olds.

Our priorities;

- Effective use of the targeting toolkit and targeted IAG interventions for schools, colleges and providers to ensure a string and consistent focus on reducing the proportion of young people whose activity is not known, particularly vulnerable young people.
(Collegiate)
- To ensure that all providers notify Prospects promptly if a young person leaves learning, that this is recorded on CCIS and followed by direct contact with the young person as early as possible.
(IAG/NEET Group)
- To analyse data from the CCIS database and elsewhere and present it regularly to the 14+ Partnership so that the right provision can be planned by understanding the young people in our area.
(IAG/NEET Group; Collegiate)
- Support and develop activity in the identification, monitoring and support of those at risk of becoming NEET and supporting them into EET activity.
(IAG/NEET Group)

Communicating the Message

Our communication strategy needs to take account of all stakeholders, including local authority staff, local councillors, support services and employers, as well as schools, colleges and other providers, young people, parents and carers, and governing bodies. It is important that all of these stakeholders understand the contribution that they can make, at least until remaining in learning or training to 18 becomes the accepted norm.

It is important that all local authority staff, local councillors and local partners know the rationale behind the raising of the participation age and that preparation needs to begin now, this will enable them to start planning effectively.

Young people and parents with children of all ages will need to know about the raising of the participation age and the education system reforms, and how they and their children will be affected.

It is important that the whole workforce understands not only the practical implications of the raising of the participation age, but also the range of learning options on offer through the education system reforms. The workforce is critical because evidence suggests young people naturally turn to their teachers for IAG and it is important to equip the workforce for this role.

Our priorities;

- To running an awareness raising campaign for particular groups including schools, colleges, parents, local authority staff, councillors, partners and employers.
(Collegiate)
- To use all available websites to broadcast the raising of the participation age message, including the Prospects services sites and local information services.
(IAG/NEET Group; Apprenticeship Provider Forum)
- Develop CPD opportunities to support the implementation of RPA.
(Collegiate)
- Communicating the message through the Year 6 to Year 7 transitional support documents.
(Collegiate)

Raising Participation Age Strategy Matrix – ‘Plan on a Page’

Acting on Early Disengagement	The Learning Offer	Support for Success	Knowing your Cohort	Communicating the Message
<p>Support and develop activity in the identification, monitoring and support of those at risk of becoming NEET and supporting them into EET activity (Targeting Tool Kit). Developing specific models to support transition of those at risk on an individual basis. (IAG/NEET Group)</p>	<p>To have oversight of the operation and engage all ESF and other Government funded providers and activities to support Havering’s young people (IAG/NEET Group)</p>	<p>To target vulnerable groups for specific IAG interventions, including mentoring schemes, raising the aspirations of looked-after, improving IAG for foster parents and social workers as well as raising awareness of the raising of the participation age with health professionals working with young parents. (IAG/NEET Group)</p>	<p>Effective use of the targeting toolkit and targeted IAG interventions for schools, colleges and providers to ensure a strong and consistent focus on reducing the proportion of young people whose activity is not known, particularly vulnerable young people. (Collegiate)</p>	<p>To running an awareness raising campaign for particular groups including schools, colleges, parents, local authority staff, councillors, partners and employers. (Collegiate)</p>
<p>To have particular regard for provision for vulnerable groups and learners with learning difficulties and/or disabilities. (Collegiate)</p>	<p>To develop existing procurement processes, recognising the important role of local authorities and other public sector bodies as key employers that should maximise the number of Apprenticeship and work experience opportunities offered to young people, including through the use of public sector contracts (Apprenticeship Provider Forum)</p>	<p>To make sure that young people nearing the end of their course are helped to prepare and progress successfully to the next phase of their learning or work, and all efforts are made to prevent them from becoming NEET. (IAG/NEET Group)</p>	<p>To ensure that all providers notify Prospects promptly if a young person leaves learning, that this is recorded on CCIS and followed by direct contact with the young person as early as possible. (IAG/NEET Group)</p>	<p>To use all available websites to broadcast the raising of the participation age message, including the Prospects services sites and local information services. (IAG/NEET Group; Apprenticeship Provider Forum)</p>

<p>Further develop the referral process to support vulnerable young groups (IAG/NEET Group)</p>	<p>To enable curriculum development through data sharing to inform sharing of best practice. Support implementation of changes to programmes of study and combinations. (16-18 Performance Group)</p>	<p>To segmenting the cohort to ensure that support resources are deployed to where they are most needed, providing clarity around the universal and targeted services required. (IAG/NEET Group)</p>	<p>(To analyse data from the CCIS database and elsewhere and present it regularly to the 14+ Partnership so that the right provision can be planned by understanding the young people in our area. (IAG/NEET Group; Collegiate)</p>	<p>Develop CPD opportunities to support the implementation of RPA. (Collegiate)</p>
<p>Embed and support processes in place to identify learners at risk of disengagement and those that disengage to ensure Prospects are informed in a timely manner to ensure appropriate support and IAG can be delivered. (IAG/NEET Group; 16-18 Performance Group)</p>	<p>Monitor and develop a mix and balance of high quality provision (Collegiate)</p>	<p>To strategically commission provision and support from the provider network to best meet the needs of specifically vulnerable groups including looked after children and children leaving Care. (Collegiate; Apprenticeship Provider Forum; 16-18 Performance Group)</p>	<p>Support and develop activity in the identification, monitoring and support of those at risk of becoming NEET and supporting them into EET activity. (IAG/NEET Group)</p>	<p>Communicating the message through the Year 6 to Year 7 transitional support documents. (Collegiate)</p>



CHILDREN & LEARNING OVERVIEW AND SCRUTINY COMMITTEE

Subject Heading:

Not in Employment Education & Training (NEET) & Raising of the Participation Age (RPA) Strategy

CMT Lead:

Joy Hollister – Group Director Children, Adults & Housing

Report Author and contact details:

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Policy context:

Education & Skills

SUMMARY

This report provides an update on a range of 14-19 developments including:

- *Statutory duties in relation to the Raising of the Participation Age*
- *Raising of the Participation Age Strategy*
- *NEETS/Participation & Targeted Information, Advice and Guidance contract.*

RECOMMENDATIONS

Members are asked to note the content of the report.

REPORT DETAIL

1. Background

1.1 The government has increased the age to which all young people in England must continue in education or training, requiring them to continue until the end of the academic year in which they turn 17 from 2013 and until their 18th birthday from 2015.

1.2 This means that pupils who left year 11 in summer 2013 need to continue in education or training until at least the end of the academic year in which they turn 17. Pupils starting year 11 or below in September 2013 will need to continue until at least their 18th birthday.

1.3 This does not necessarily mean staying in school; young people have a choice about how they continue in education or training post-16, which could be through:

- full-time study in a school, college or with a training provider
- full-time work or volunteering combined with part-time education or training
- an apprenticeship.

2. Statutory duties in relation to Raising of the Participation Age

2.1 Duty on Local Authorities

2.1.1 The Education and Skills Act 2008 (ESA 2008) placed duties on Local Authorities in relation to implementation of the raising of the participation age. Local authorities have a responsibility to support young people into education or training, which are set out in the following duties:

- **Secure sufficient suitable education and training provision** for all young people aged 16-19 and for those aged 20-24 with a Learning Difficulty Assessment in their area.
- Make available to young people aged 13-19 and to those aged 20-24 with a Learning Difficulty Assessment support that will encourage, enable or assist them to participate in education or training. Tracking young people's participation successfully is a key element of this duty.

2.1.2 In addition, ESA 2008 placed two new duties on local authorities with regard to 16 and 17 year-olds. These relate to the raising of the participation age (RPA):

- A local authority in England must ensure that its functions are (so far as they are capable of being so) exercised so as to **promote the effective participation** in education or training, to whom Part 1 of ESA 2008 applies, with a view to ensuring that those persons fulfil the duty to participate in education or training.
- A local authority in England must make arrangements to enable it to **establish** (so far as it is possible to do so) **the identities of persons**, to whom Part 1 of ESA 2008 applies but who are **failing to fulfil the duty to participate** in education or training.

2.1.3 In order to discharge the duty, local authorities must collect information to **identify young people** who are **not participating**, or who are at risk of not doing so, to target resources on those who need them most. The information collected is maintained in the appropriate format on the Client Caseload Information System (CCIS). In order to fulfil the duty local authorities will need to have arrangements in place to confirm young people's current activity at regular intervals. This includes

the exchange of information with education and training providers and other services as well as direct contact with young people.

2.1.4 Local authorities are expected to continue to work with schools to identify those who are in need of **targeted support** or who are at risk of not participating post-16. These learners are identified through the gathering of local intelligence and referrals are made to Prospects for targeted, intensive support in order to support sustained participation.

2.2 Duties on Young People

2.2.1 Part 1 of ESA 2008 places a new duty on young people themselves. From 2013, **all young people were under a duty to participate in education or training until the end of the academic year in which they turn 17. From 2015, this will rise to their 18th birthday.**

2.3 Duty on schools and colleges

2.3.1 **Schools have a crucial role** in preparing young people for post-16 education and training. They also have specific responsibilities for young people with statements of SEN leaving school, including arranging an annual review of the statement which focuses on transition from school. The responsibilities placed on young people by RPA should be clearly built into that transition plan. Local authorities work with schools to identify and support those young people at risk of being NEET post-16. **Schools and colleges will be held to account** for the destinations of all their leavers through the annual publication of Destination Measures.

2.3.2 Section 13 of the ESA placed a duty on all educational institutions (maintained schools, Academies, colleges, and education and training providers – including Apprenticeship providers) to tell a local authority when a young person is no longer participating. This duty is applicable if a young person leaves an education or training programme before completion (i.e. 'drops-out'). A Pan-London Drop-Out Notification process has been developed to ensure local authorities are informed of any early leavers, so targeted support can be provided at the earliest opportunity.

2.4 Duties on Employers

2.4.1 The Education and Skills Act 2008 places duties on employers to take certain actions in respect of young people who meet the duty by combining work with education/ training. However, these duties will not be brought into force at this stage, and the possibility of commencing them will be kept under review.

3. Raising of the Participation Age Strategy

3.1. The local authority is ultimately responsible for ensuring that all young people in their area participate and for providing the support young people need to overcome any barriers to learning. The local authority, working through the

Children's Trust and 14+ Progression and Transition Partnership, target resources to meet identified needs based on local intelligence and an agreed understanding of the young people in the area.

3.2 Meeting the needs and aspirations of all young people will only be achieved by providers working together and with the local authority. As champions of all young people, the local authority will be working with providers, employers, local voluntary and community organisations and neighbouring authorities to raise achievement, secure access to high quality provision, raise participation and tackle educational inequality.

3.3 The local 14+ Progression and Transition Partnership is critical for the successful delivery of this raising of the participation age and needs to be inclusive and robust, with a clear understanding of the requirements of young people and a commitment to put their needs at the heart of its decision-making processes. This requires a common vision, openness and transparency.

3.4 In fulfilling the local authorities' statutory duties, The Young People Specialist Commissioning team champion the education and training needs of young people in Havering by:

- informing local provision which meets the needs of young people and employers;
- influencing and shaping the provision on offer and helping to develop and improve the education and training market;
- identifying those most in need of additional support to participate;
- supporting the improvement of the quality of the education and training of young people aged 14-25; and
- supporting employer needs, economic growth and community development.

3.5 The team is supporting the implementation of RPA by:

- Managing the Young People's Learning Partnership and its related sub-groups. This involves the development of a local young people's participation through the local 14+ Partnership and various sub-groups, ensuring the local authority meets their statutory duties under the Raising of the Participation Age legislation.
- Commissioning provision in schools, Academies, colleges and independent private providers for learners aged 16-18. In implementing the local RPA strategy, the team develop a strategic overview of provision and needs, holding commissioning negotiations with schools, colleges and independent private training providers to influence the mix and balance of provision to meet local priorities and needs.
- Commissioning provision for Learners with Learning Difficulties and/or Disabilities and Independent Specialist Provision for learners up to the age of 25. Working with a range of partners including Prospects, children's and adult's social services, health, SEN, learning support services and EFA to commission provision at a range of providers including special schools, independent schools and independent specialist providers.

- Supporting the delivery of Information Advice and Guidance. Working with a range of partners including Prospects to support and develop the local IAG strategy, working with schools, colleges and independent private training providers to respond to learner demand for new courses and provision.

3.6 The 14+ partnership have developed a RPA Strategy which identifies five key areas of focus (see annex 1 for the full strategy):

- Acting on early disengagement
- The learning offer
- Support for success
- Knowing your cohort
- Communicating the message

4. Participation/NEET & Information, Advice and Guidance

4.1 High quality Information, Advice and Guidance is critical to reducing the number of young people who are not participating. Our vision is that every young person is entitled to services that support them with their health, careers and lifestyle to enable and empower them to achieve and fulfil their potential in their transformation to adulthood.

4.2 Large proportions of the young people in our borough already participate in learning or training to 18 and beyond, in December 2013 96.92% of young people were actively participating (see table1 below).

Table 1

breakdown by destination

			total	year 12	year 13	
participating	Learning / Training	in learning	Apprenticeship	216 3.7%	63 2.2%	153 5.2%
			EFA funded Work Based Learning	34 0.6%	13 0.5%	21 0.7%
			Employment WITH training/part time study	29 0.5%	5 0.2%	24 0.8%
			Further Education	2,059 35.6%	1,031 36.1%	1,028 35.2%
			Higher Education	2 0.0%	1 0.0%	1 0.0%
			Non-EFA funded training (eg, private training)	7 0.1%	2 0.1%	5 0.2%
			Other Post 16 Education	19 0.3%	19 0.7%	
			School Sixth Form	1,474 25.5%	817 28.6%	657 22.5%
			Sixth Form College	1,454 25.2%	816 28.6%	638 21.8%
			other	2 0.0%	1 0.0%	1 0.0%
			Custody			
			sub total	5,296 91.67%	2,768 96.92%	2,528 86.55%
			total	5,296 91.67%	2,768 96.92%	2,528 86.55%
		not participating	working towards	neet	EET start date agreed	4 0.1%
Participating in the Youth Contract	7 0.1%				5 0.2%	2 0.1%
sub total	11 0.19%		7 0.25%	4 0.14%		
temporary break	neet		Illness	8 0.1%	3 0.1%	5 0.2%
			Pregnancy	10 0.2%	2 0.1%	8 0.3%
			Teenage Parents	11 0.2%	1 0.0%	10 0.3%
sub total	29 0.50%		6 0.21%	23 0.79%		
'Other' Not Participating	in learning		Part Time Education	34 0.6%	2 0.1%	32 1.1%
			Not yet ready for work or training	4 0.1%	2 0.1%	2 0.1%
	neet		Seeking employment, education or training	109 1.9%	31 1.1%	78 2.7%
			Working not for reward	3 0.1%	1 0.0%	2 0.1%
	other		Employment NO training	81 1.4%	7 0.2%	74 2.5%
			Employment with non-accredited training	72 1.2%	12 0.4%	60 2.1%
			Employment without training to NVQ 2 or above	15 0.3%		15 0.5%
	unknown		Expired	10 0.2%		10 0.3%
			Transition Post-16 Learning	82 1.4%		82 2.8%
			Transition Year 11	20 0.3%	20 0.7%	
			Unknown	11 0.2%		11 0.4%
	sub total		441 7.63%	75 2.63%	366 12.53%	
	total		481 8.33%	88 3.08%	393 13.45%	
	grand total	5,777 100%	2,856 100%	2,921 100%		

4.3 Participation data issued from the Department of Education in June 2013 to support the implementation of RPA shows that Havering is above the National averages overall and is in line with London averages overall (see table 2 and 3 below).

Table 2

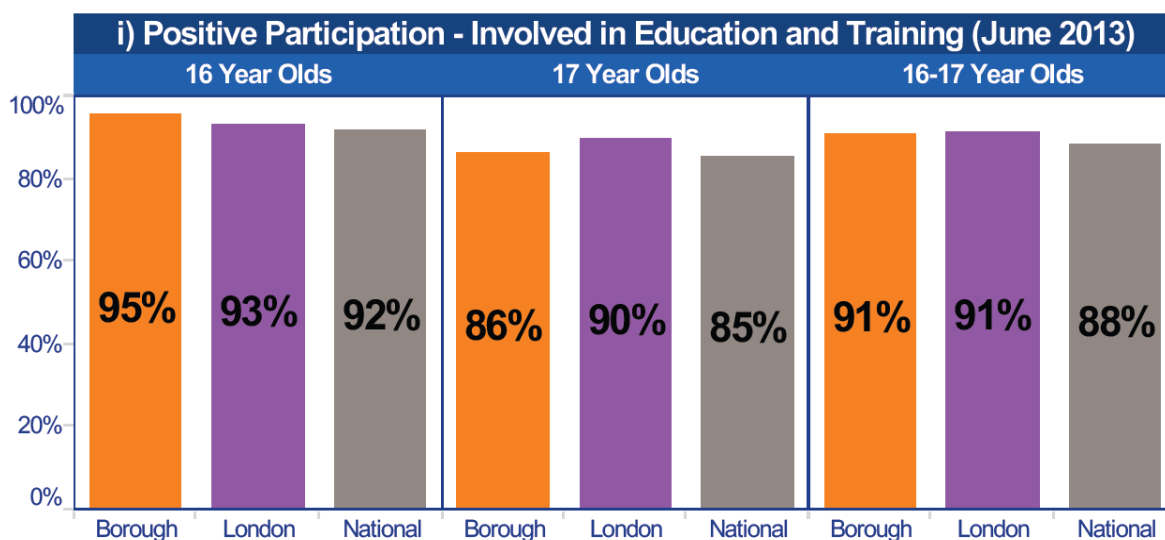


Table 3

			Borough Value	London Rank (/33)	Percentage Points Difference From London Average
Participation (2013)	Involved in Education and Training	16 Year Olds - All	95%	6	+2%
		Female	96%	10	+2%
		Male	95%	6	+3%
	17 Year Olds	All	86%	28	-4%
		Female	87%	30	-4%
		Male	85%	26	-3%
	16-17 Year Olds	All	91%	20	-1%

4.4 For others who may have particular barriers to participating, the day-to-day challenge of remaining engaged in learning may be difficult and they may need support to help them overcome these challenges.

4.5 These young people are supported through a holistic approach to service design and delivery, which is both flexible and responsive. Early identification of disengagement helps to put in place strategies and support systems that work in an integrated way with the appropriate young people and their families.

4.6 Prospects provide the targeted information, advice and guidance interventions for the most vulnerable young people in the borough through the Targeted IAG contract which was commissioned by the team. The contract includes the tracking of young people, and recording activity on the Client Caseload Information System (CCIS). Regular tracking and recording of young people’s activities ensures that those that are Not in Education Employment of Training can be targeted for re-engagement.

4.7 The Targeted IAG contract links well to the Youth Contract and projects that are funded by the European Social Fund (ESF). Prospects personal advisors will refer young people as appropriate to ensure that the maximum opportunities for support are utilised. Overall this targeted intervention and tracking has helped in maintaining the low levels of NEET (4.6%) and unknown (4.1%) young people in the borough as at December 2013 (see tables 4 and 5 below).

Table 4 - NEET

adjusted neet totals • since october 2012

academic year 2012/13											academic year 2013/14			
Oct 12	Nov 12	Dec 12	Jan 13	Feb 13	Mar 13	Apr 13	May 13	Jun 13	Jul 13	Aug 13	Sep 13	Oct 13	Nov 13	Dec 13
266	378	396	393	386	389	410	419	418	431	445	263	259	317	387
4.2%	4.6%	4.8%	4.7%	4.6%	4.6%	4.8%	4.9%	4.9%	5.0%	5.1%	19.0%	4.1%	3.9%	4.6%

month on month, the adjusted NEET % has **risen** (0.70%)
 year on year, the adjusted NEET % has **fallen** (-0.16%)

Table 5- Unknowns

unknown totals • since october 2012

academic year 2012/13											academic year 2013/14			
Oct 12	Nov 12	Dec 12	Jan 13	Feb 13	Mar 13	Apr 13	May 13	Jun 13	Jul 13	Aug 13	Sep 13	Oct 13	Nov 13	Dec 13
2,661	601	501	430	402	387	357	422	400	324	326	7,369	2,529	659	361
30.6%	6.9%	5.8%	4.9%	4.6%	4.4%	4.0%	4.8%	4.5%	3.7%	3.7%	84.7%	28.9%	7.5%	4.1%

month on month, the unknown % has **fallen** (-3.42%)
 year on year, the unknown % has **fallen** (-1.63%)

IMPLICATIONS AND RISKS

Financial implications and risks:

There are no direct financial implications or risks arising from this report which is for information purposes only. Generally, the resource implications of raising the participation age will be dependent on the education or training route taken. Local Authority resource implications will be managed within available resources.

Caroline May, Strategic Finance Business Partner, Children & Adults

Legal implications and risks:

In relation to this report there are no immediate legal implications that should be taken into account.

Ian Burns, Head of Legal Services, Legal and Democratic Services

Human Resources implications and risks:

There are no direct HR implications or risks to the Council, or its workforce, that can be identified from this report.

Eve Anderson, Strategic HR Business Partner, Children, Adults & Housing

Equalities implications and risks:

An Equality Impact Assessment has been conducted for the commissioning of the Targeted IAG contract, and all aspects of 16-19 commissioning. No direct risks in relation to this report arose.

BACKGROUND PAPERS

Annex 1 - RPA and NEET Strategy