



CHILDREN & LEARNING OVERVIEW & SCRUTINY SUB-COMMITTEE AGENDA

7.00 pm	Thursday 4 March 2021	VIRTUAL MEETING
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Members 14: Quorum 6

COUNCILLORS:

Judith Holt (Chairman)
Robby Misir (Vice-Chair)
Gillian Ford

Tony Durdin
Tele Lawal
Sally Miller

Dilip Patel
Carol Smith
Reg Whitney

CO-OPTED MEMBERS:

Statutory Members representing the Churches

Lynne Bennett
Jack How

Statutory Members representing parent governors

Julie Lamb, Special Schools
Kathy Freeman, Primary
Schools

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

**For information about the meeting please contact:
Taiwo Adeoye - 01708 433079
taiwo.adeoye@onesource.co.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 DISCLOSURE OF INTERESTS

Members are invited to disclose any interests in any of the items on the agenda at this point of the meeting. Members may still declare an interest in an item at any time prior to the consideration of the matter.

3 CHAIRMAN'S ANNOUNCEMENTS

The Chairman will announce details of the arrangements in case of fire or other events that might require the meeting room or building's evacuation.

4 PROTOCOL ON THE OPERATION OF OVERVIEW & SCRUTINY SUB-COMMITTEE MEETINGS DURING THE COVID-19 PANDEMIC RESTRICTIONS (Pages 1 - 4)

5 MINUTES (Pages 5 - 12)

To approve as a correct record the minutes of the meeting of the Sub-Committee held on 8 December 2020 and authorise the Chairman to sign them.

6 SECONDARY SCHOOLS OUTCOME - 2020 (Pages 13 - 24)

Report attached.

7 SEMI INDEPENDENT PROVISION AND MONITORING ARRANGEMENTS (Pages 25 - 30)

Report attached.

8 PERFORMANCE INFORMATION - QUARTER 3 (Pages 31 - 48)

Report attached.

Andrew Beesley
Head of Democratic Services

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LONDON BOROUGH OF HAVERING

PROTOCOL ON THE OPERATION OF OVERVIEW & SCRUTINY SUB- COMMITTEE MEETINGS DURING THE COVID-19 PANDEMIC RESTRICTIONS

1. Introduction

In accordance with the Local Authority and Police Crime Panels (Coronavirus) (Flexibility of Local Authority and Police and Crime Panels Meetings (England and Wales) Regulations 2020, all meetings of Overview & Scrutiny Sub- Committee held during the Covid-19 restrictions will take place in a 'virtual' format. This document aims to give details on how the meetings will take place and establish some rules of procedure to ensure that all parties find the meetings productive.

2. Notification of Meeting

Once the date for a meeting has been set, an electronic appointment will be sent to all relevant parties. This will include a link to access the virtual meeting as well as guidance on the use of the technology involved.

3. Format

For the duration of the Covid-19 restrictions period, Overview & Scrutiny Sub- Committee meetings will be delivered through video conference call, using Zoom software. Instructions sent with meeting appointments will cover how to use the software. Additional IT support will also be provided to any Member requesting this in advance of the meeting.

4. Structure of the Meeting

Although held in a virtual format, Overview & Scrutiny Sub-Committee Meeting will follow, as far as is possible, the standard procedure for these meetings, with the following principal stages:

- Chairnan's annoucnements
- Apologies for absence
- Disclosures of interest
- Minutes of the previous meeting
- Presentation and consideration of reports

5. Technology Issues

Agendas setting out the items for the meeting will be issued in advance in the normal way, to all parties, in accordance with statutory timetables. The agenda will also be published on the Council's website – www.havering.gov.uk in the normal way. The guidance below explains how the meeting is to be conducted, including advice on what to do if participants cannot hear the speaker and etiquette of participants during the meeting.

Remote access for members of the public together with access for the Press will be provided via a webcast of the meeting at www.havering.gov.uk.

If the Chairman is made aware that the meeting is not accessible to the public through remote means, due to any technological or other failure of provision, then the Chairman shall temporarily adjourn the meeting immediately. If the provision of access through remote means cannot be restored within a reasonable period as determined by the Chairman in consultation with the Clerk, then the remaining business will be considered at a time and date fixed by the Chairman. If he or she does not fix a date, the remaining business will be considered at the next scheduled ordinary meeting of the Overview & Scrutiny Sub-Committee.

6. Management of Remote Meetings for Members

The attendance of Members at the meeting will be recorded by the Democratic Services Officer clerking the meeting. The normal quorum requirements for meetings as set out in the Council's Constitution will also apply to a virtual meeting of Audit Committee.

Democratic Services Officers will monitor participant involvement during the virtual call to ensure that there are no drop outs. Members will be informed at the beginning of the meeting to use the chat function if they have missed part of the debate, and to request for the clerk or Chairman to recap briefly over what was said.

In the event that a Member's video feed has failed but he/she is able to hear what is being said then the Member should confirm as such using the chat function to the clerk.

In the event that a Member's audio and video feed has failed then the Chairman will invite the Committee to determine whether to proceed or adjourn the meeting to a later date.

7. Etiquette at the meeting

For some participants, this will be their first virtual meeting. In order to make the hearing productive for everyone, the following rules must be adhered to and etiquette observed:

- The meeting will be presided over by the Chairman who will invite participants to speak individually at appropriate points. All other participants must remain silent or muted until invited to speak by the Chairman;
- If invited to contribute, participants should make their statement, then wait until invited to speak again if required;
- If it is possible, participants should find a quiet location to participate in the Zoom meeting where they will not be disturbed as background noise can affect participants.
- If there are intermittent technological faults during the meeting then the Chairman will ask the speaker to repeat from the point where the disruption started. Whilst intermittent disruption is frustrating, it is important that all participants remain professional and courteous.
- The Committee Procedure Rules as shown in the Council's Constitution will apply to the meeting in the normal way, as far as is practicable.

8. Meeting Procedures

Democratic Services Officers will facilitate the meeting. Their role will be to control conferencing technology employed for remote access and attendance and to administer Member interaction, engagement and connections on the instruction of the Chairman.

The Council has put in place a technological solution that will enable Members participating in meetings remotely to indicate their wish to speak via this solution. This will be via the 'raise hand' function in the Participants field of the Zoom software used for the meeting.

The Chairman will follow the rules set out in the Council's Constitution when determining who may speak, as well as the order and priority of speakers and the content and length of speeches in the normal way.

The Chairman, at the beginning of the meeting, will make reference to the protocol for the meeting.

Members are asked to adhere to the following etiquette during remote attendance at the meeting:

- All Councillors and participating officers are asked to join the meeting no later than twenty minutes before the start to allow themselves and Democratic Services Officers the opportunity to test the equipment.
- Any camera (video-feed) should show a non-descript background or, where possible, a virtual background relating to Havering and Members should be careful to not allow any exempt or confidential papers to be seen in the video-feed.
- During general discussion, rather than raising one's hand or rising to be recognised or to speak, Members attending remotely should avail themselves of the remote process for requesting to be heard and use the 'raise hand' function in the participants field of the Zoom software.
- Members may only speak when invited to by the Chairman of the meeting.
- Only one person may speak at any one time.
- All speakers and attendees, both Councillors and members of the public, are welcome to remain on the Zoom call until the conclusion of the meeting. The meeting will also be webcast so that it can be viewed by non-participants.
- When referring to a specific report, agenda page, or slide, participants should mention the report, page number, or slide so that all Members have a clear understanding of what is being discussed at all times

Any voting will be conducted by the Clerk asking Members of their voting intentions. The Democratic Services Officer will announce the result of the vote and the Chairman will then move on to the next agenda item.

A record of votes and how individual Members voted will be appended to the minutes, following the meeting.

Any Member participating in a remote meeting who declares a disclosable pecuniary interest, or other declarable interest, in any item of business that would normally require them to leave the room, must also leave the remote meeting. The Democratic Services Officer or meeting facilitator will move the Member to the Zoom waiting room until the item is complete, and then return them to the meeting.

9. Public Access to Meeting Documentation following the Meeting

Members of the public may access minutes, decision notices and other relevant documents through the Council's website. www.havering.gov.uk

For any further information on the meeting, please contact taiwo.adeoye@onesource.co.uk, tel: 01708 433079

**MINUTES OF A MEETING OF THE
CHILDREN & LEARNING OVERVIEW & SCRUTINY SUB-COMMITTEE
VIRTUAL MEETING
8 December 2020 (7.00 - 9.25 pm)**

Present: Councillors Judith Holt (Chairman), Robby Misir (Vice-Chair), Gillian Ford, Sally Miller, Dilip Patel and Carol Smith

Co-opted Members:
Julie Lamb and Kathy Freeman

Church Representatives:
Lynne Bennett and Jack How

Non-voting Member: Ian Rusha

Apologies for absence was received from Councillor Reg Whitney.

Councillors Tony Durdin and Tele Lawal were absent.

**40 PROTOCOL ON THE OPERATION OF CHILDREN & LEARNING
OVERVIEW AND SCRUTINY SUB- COMMITTEE MEETINGS DURING
THE COVID-19 PANDEMIC RESTRICTIONS**

The Sub-Committee noted the protocol on the operation of meetings during the Covid 19 pandemic restrictions.

41 DISCLOSURE OF INTERESTS

There were no disclosures of interest.

42 MINUTES

The minutes of the meeting of the Sub-Committee held on 17 September 2020 were agreed as a correct record and would be signed by the Chairman at a later date.

43 **PROTOCOL FOR PRE-DECISION SCRUTINY**

The Sub-Committee considered the pre decision scrutiny report and **NOTED** its contents.

44 **QUARTER TWO 2020/21 - PERFORMANCE INFORMATION UPDATE**

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

The update provided an overview of performance against the six performance indicators currently monitored by the Sub-Committee in 2020/21.

The report outlined that all six of the indicators have been given a Red Amber Green status; RAG status - two rated Green, one rated Amber and three indicators rated Red.

The report provided the following highlights:

The percentage of Looked after Children (LAC) with an up to date pathway plan in place improved. It was noted that performance data relating to pathway plans were reviewed weekly and there remains a focus on ensuring that young people were engaged with the pathway planning process and that their voice was evident.

It was stated that the percentage of LAC cases with supervision in the last three months was currently strong and above the year-end target. Member were informed that a new systemic case supervision template have been embedded in Liquidlogic, which have enabled regular performance reporting in the area and close monitoring by the Head of Service and Group Managers and discussion at weekly performance meetings.

The report outlined the following areas for improvement:

The percentage of contacts progressing to Early Help (EH) in the year to date was down compared with the previous year, It was stated that this was partly due to the schools being closed and then open to a limited number of pupils for part of the year due to the Covid-19 pandemic. The Early Help service have seen an increase in referrals to EH universal services directly from General Practitioners in relation to perinatal mental health and also from the Speech and Language Team (SALT). There have also been increased referrals in for baby massage, starting solids and the Butterflies group, which was believed to be a result of health colleagues catching up with 1 and 2 year old checks.

The percentage of LAC 16 years and under who have been continuously looked after for over two years and in the same placement dropped.

Member noted that part of the long term plans to improve placement stability have included the development of a systemic training offer for all carers with adolescents. The systemic training involved a therapeutic parenting approach which commenced for in-house carers in September 2020. It was also noted that the Assistant Director had convened a working group to focus on placement stability and an action plan was in place with progress being made.

The percentage of Education, Health Care (EHC) Assessments that were completed within 20 weeks was down. It was stated that the short term direction of travel for the indicator at the end of quarter 2 (30 September) would usually be lower as schools who contributed to the process were closed during the summer holidays.

The report outlined that former relevant young people aged 18-21 who are in education, employment or training showed a slightly lower performance which reflected the current challenges around Covid-19 and the complexity of the young people coming into care in their late teens and already disengaged with Education Employment and Training (EET). It was also noted that staying put arrangements continue to be promoted for post 18 year olds requiring additional support and access to EET.

The Sub-Committee was informed that COVID-19 has had an adverse effect on many of the young adults, especially those working in retail, hospitality, health and hair and beauty and those on zero hour contracts. It noted that some care leavers would have to re-apply for their positions rather than automatically returning and the officers would continue to work closely with these individuals.

It was also stated that the Future Mentors Scheme would be another layer of support towards supporting Care leavers to engage in EET. The project would provide care leavers with a mentor from the community who would encourage the young person to engage with EET.

A Member sought for future performance report to provide year on year comparisons. It was also stated that it would be beneficial if the sub-committee had an oversight of all performance indicators as this would help influence the work plan.

The Sub-Committee noted the content of the report.

45 CHILDREN'S SOCIAL SERVICES BUDGET

At the request of the sub-committee, the Strategic Finance Manager presented a report that detailed the monitoring position for the service for 2020/21 based on figures up to period five (31st August).

The report provided a full statement on the estimated costs and income loss relating to the Covid pandemic and also provided details of the pressures faced by the service.

The report detailed the position as at period five on the business including emerging pressures and also savings that are unlikely to be achieved in 2020/21 due to delays caused by the pandemic.

The Sub-Committee noted that the service was incurring expenditure since March that related to the Covid pandemic.

The report detailed that the financial implications on the budget for 2020/21 continue to be appraised during the year to assess the effects of Covid-19 and recovery plans and identify any further peaks of the pandemic that may have an impact on demand for services in the autumn. The actual spend at period five was £0.236m, although the Directorate was projecting Covid-19 related expenditure of £0.836m for 20/21.

The report outlined the following Covid Income losses to the service.

In Children Social Care, with the closure of schools a majority of primary and secondary pupils have been income losses to services including Children's Centres and My Place. Financial risk related to loss of rental income and fees and charges was reported at £0.200m.

In the Learning and Achievement Service, the Catering Service was forecasting a significant loss of income due to reduced charges for catered meals in schools associated with school closures and reduced numbers in schools. The full year estimate of lost income was circa £3.8m, but this had been mitigated by reduced spend on produce, and staffing (subject to successful Furloughing), resulting in a net effect of £0.290m. The financial impact was constantly being reviewed since schools reopened in September.

The Adult College was forecasting a significant loss of income due to reduced fees and grants associated with current course closures and reductions in provision from September 2020. The full year estimate was circa £0.370m.

Members noted the loss of income from the cancellation of Havering Education Services courses and services provided to schools as part of the Traded Services model as well as the reduction in provision from September 2020 which was stated at approximately £0.650m.

The total loss of income due to Covid for the service was currently projected at £1.510m for 2020/21.

The Sub-Committee was informed that the service areas were being supported to review and address spends and budget management.

A Member noted that the service budget showed a projected overspent. It was suggested that the sub-committee received an update report quarterly on the services financial position.

A Member of the sub-committee commended the service on the transport arrangements for children during the Covid pandemic recognising the additional buses provided.

The Sub-Committee noted the report.

46 CHILDREN'S SERVICES ANNUAL COMPLAINTS REPORT 2019-20

The Sub-Committee received the Children's Services Annual Complaints report 2019-20. The report was a requirement for monitoring by Members as part of the Children Act 1989 Representations Procedure (England) Regulations 2006.

It was noted that Complaints in 2019-20 decreased by 25% in 2019-20 (80) compared to 2018-19 (106) with a small number of complaints made by Young People (8). The number of enquiries trebled relating to ongoing Court proceedings or Court decisions outside of Children's Services remit. There continues to be a steady number of complaints escalating to Stage 2 investigations in 2019-20 (6) and was at the same level as in 2018-19.

The Sub-Committee was informed that many complaints received continue to be regarding the unwelcomed intervention of Children's Services which reflected in Intervention & Support Services receiving the highest number of complaints in 2019-20 and 'attitude/behaviour of staff' being the highest reason. There have been a decrease of complaints received by Triage Multi Agency Safeguarding Hub (MASH) & Assessments by 59% in 2019-20(13) compared to 2018-19(32).

In 2019-20 complaints regarding inaccurate information decreased significantly by 77% (5) compared to 2018-19 (22) resulting from continued audits and quality assurance by Team Managers during the assessment process. It was stated that the services continue to use the quality assurance framework and other feedback loops to maintain standards provided to children and families.

The number of complaints upheld and partially upheld accounted for 24% (19) and 15% (12) respectively of the total complaints. Those upheld or partially upheld resulted in an apology linked to the need to provide explanation or further information about the reasons for intervention or particular parts of the process that initially may not have been clear.

The report detailed that complaints received were mainly by email (38) with the next preferred method by telephone (22). Response times also improved in 2019-20 with 67% (51) responded to within the 20 working day timeframe. Members noted that efforts to improve response times while recognising the increased complexities of cases and balancing the priorities of the service.

It was noted that there was an Increased expenditure in 2019-20 for Independent Investigators of £19,531.65 resulted from Stage 2 investigations carried over from 2018-19 and costs associated with Stage 3 Review Panels.

Payments made as resolutions to complaints totalled £8,200 in 2019-20.

Monitoring information was based on the child(ren) within the family unit in which a complaint was made. There were increase of those aged between 15-17 and 18+ in 2019-20. Male children were higher across most age groups except 0-5 and 15-17. Children recorded with a disability was low across all ages, and diagnosed with mainly Autism or Aspergers Syndrome. 'White British' children highest representation and reflects the borough's population make up with 'White and Black Caribbean' and 'any other Black Background' increasing in 2019-20. Children of 'Catholic, 'Christian' or 'Church of England' faiths increased in 2019-20.

The report indicated that number of compliments received was low in 2019-20 although it was not representative of the good work that was ongoing within the service.

It was noted that complaints played an important role in service improvements, and this was evident with the number of complaints regarding inaccurate information showing a significant decrease in 2019-20.

Members of the sub-committee were informed that the Children's Service Improvement Board would continue to look at quality assurance and learning from complaints, whilst also linking to appropriate training.

It was agreed that the sub-committee would be provided with a short commentary monitoring information on children recorded with a disability which was recorded as low across all ages.

A Member of the sub-committee commended staff (most the family support team) at the Corbets Tey School who work to resolve issues before they reach complaint stage.

A Member was of the view that the number of complaints upheld and partially upheld was high. In response officer explained that the service was focussing more on providing a brief response letter and arranging a face to face meeting with the complainant to address the issues raised. It was noted that the Director and Assistant Director host an open session monthly with Young People to take comments.

The Sub-Committee noted the annual report.

47 CHILDREN'S SERVICES COMPLAINTS COMMENTS & COMPLIMENTS POLICY

The Sub-Committee received the Children's Services Complaints, Comments and Compliments Policy. It was stated that local authorities have a statutory requirement for complaints which are set out in The Children Act 1989 section 26 and The Children Act 1989 Representations Procedure (Children) Regulations 2006.

The Policy outlined the statutory complaints process for Children Services for children or young person who are looked after by the local authority or child in need, fostered, adoption or Special Guardianship arrangements and care leavers to the local authority. The policy outlined how the service would deal with statutory complaints and compliments.

The policy also provided for parents, someone with parental responsibility or a person with sufficient interest in a child to make a complaint on behalf of a child or young person, with the consent and views of the child where appropriate.

The statutory complaints covered the social care functions of the service in relation to a child or young person looked after by the local authority, a child in need, adoption, fostering and Special Guardianship arrangements and care leavers to the local authority.

A complaints involving the court would be determined with legal advice whether a complaint could progress under the statutory procedure without prejudicing proceedings.

A complaints involving other organisations or another local authority may need referral to the relevant organisation or local authority where the service would provide a coordinated response.

Where a complaint had been investigated under the complaints procedure or by the Local Government & Social Care Ombudsman or Parliamentary & Health Service Ombudsman or where there are court proceedings, tribunals or disciplinary or criminal proceedings, such would not be considered. It was stated that data subject requests and Freedom of Information requests do not fall within the complaints arrangements.

The process detailed that confidentiality would be maintained unless legally obliged to disclose and the time limit for making a complaint was 12 months.

The report detailed the three stages in the process.

- Stage 1 would try and seek local resolution and respond within 10 – 20 working days. If dissatisfied the complaint could escalate to Stage 2.
- Stage 2 - independent investigation, carried out by an Independent Investigator and Independent Person. The reports are sent to the local authority, adjudicated on by the Assistant Director/Director, who would respond giving their decision providing the reports. The Stage 2 takes between 25 – 65 working days to conclude from the date the Statement of Complaint is agreed. If dissatisfied the complaint can escalate to Stage 3.
- Stage 3 – Review Panel, its purpose was to review the Stage 2 investigation. The Panel held within 30 working days with the Chair providing recommendations to the Assistant Director/Director within 5 working days following the Panel. The Assistant Director/Director would respond giving the decision within 15 working days following receipt of recommendations.

It was explained that complaints or providing feedback, including compliments, were able to be made in various ways and support or assistance could be provided for those making a complaint through advocacy or alternative methods of contact.

The report informed that the service was committed to using complaints as a learning tool to help improve practice and standards and compliments to inform good practice through quarterly Service Improvement Boards.

Members noted the content of the Children's Services Complaints, Comments and Compliments Policy.

Chairman



CHILDREN & LEARNING OVERVIEW AND SCRUTINY SUB-COMMITTEE 4 MARCH 2021

Subject Heading:	Secondary Outcomes, 2020
SLT Lead:	Robert South, Director Children's Services
Report Author and contact details:	Susan Sutton, Education Quality and Effectiveness Manager, 01708 434142 susan.sutton@havering.gov.uk
Policy context:	Education outcomes
Financial summary:	There are no direct financial implications from this report as it is for information only.

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

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

SUMMARY

This report updates members of the Committee on the outcomes of the 2020 statutory assessments within the secondary sector. It includes headline figures for: Attainment and Progress at GCSE and Attainment at A-Level.

Motion on behalf of the Labour Group

The Council recognises that every secondary school within Havering is an academy, which is separate from the Local authority and responsible to the regional schools commissioner for their individual performance. However, it welcomes the Administration's support for all schools within Havering, and work already done through the various schools forums to help support schools and drive up performance. Therefore the Council requests that a report be submitted to the Children and Learning Overview and Scrutiny Sub-Committee outlining the measures of support currently provided to Havering schools by the Council to look at any other support it is felt could be provided by the authority to further enhance school performance.

The report sets out the current performance of secondary schools and the support offered to them.

RECOMMENDATIONS

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

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

Havering: 18 Secondary Academies, 6 Academy Sixth Forms, 3 Special Schools

REPORT DETAIL

The roles of the Local Authority (LA) and the Regional Schools Commissioner (RSC) in School Improvement

The LA has a statutory duty (as outlined above) to identify schools causing concern and those that are in decline or at risk of failure and to challenge and undertake timely interventions in schools to raise standards.

Where the LA has concerns about academy performance it will raise them initially with the school and/or directly with the Secretary of State via the RSC and through Ofsted.

The role of the RSC with academies

The role of the RSC is to work with school leaders to promote and monitor academies and free schools. RSCs operate alongside Ofsted, the Education & Skills Funding Agency and LAs in discharging their responsibilities. The RSC's role is to take action where academies and free schools are underperforming; decide on applications from maintained schools to convert to academy status; encouraging sponsors to operate in a region and improving poorly performing sponsors.

The role of the LA is to intervene directly to bring about rapid improvement in schools causing concern.

The RSC commissions other partners to improve underperforming free schools and academies.

Ofsted is responsible for inspecting and reporting on the quality of education that schools provide. The LA is responsible for pupils with special educational needs and for ensuring safeguarding across all establishments.

Havering Local Authority applies powers of intervention when deemed to be appropriate. These powers have not been used in recent years, but we speak regularly with the RSC. The RSC has raised no concerns regarding secondary academies in the past three years.

Further statutory guidance is detailed in

<https://www.gov.uk/government/publications/schools-causing-concern--2>

The role of the local authority with academies

The LA seeks to establish positive relationships with academies and multi-academy trusts. If an academy seeks support or training from the LA, this is available. In Havering through consent, the LA undertakes an annual quality assurance for all schools including secondary academies. The LA officers also work closely with HLP (Havering Learning Partnership) representing secondary and college principals to address local issues arising.

Although there is no statutory obligation for academy trusts to provide data to the LA, sharing data has benefits for both parties. This has been used to target programmes of work for example in EBACC subjects.

In addition to having a designated secondary link officer and annual QA, our secondary academies are able to access all aspects of our traded offer, support for SEND, safeguarding, Governor and HR services and our brokerage service. Many buy in to support packages for educational psychology, behaviour and attendance and support for pupils with English as an Additional Language, for example.

All secondary academies are members of the Havering Academy of Leadership. This is a comprehensive offer comprising:

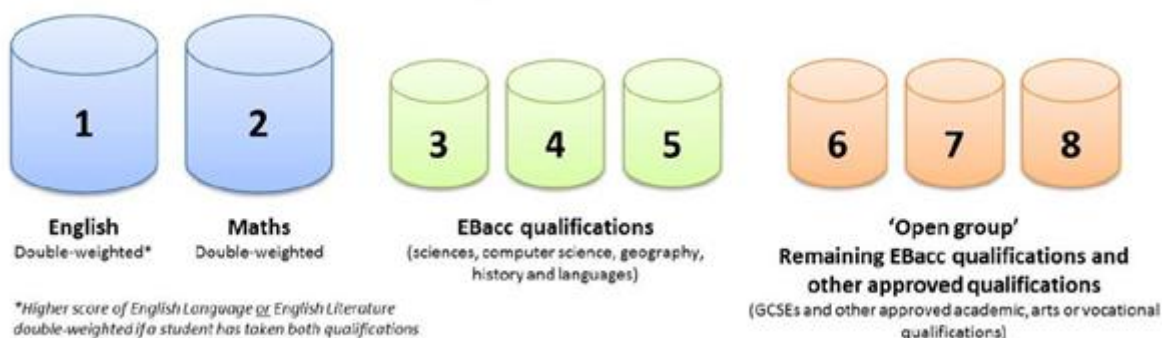
- Website providing one-stop shop for school leaders and governors, with regular leadership blogs, home learning resources, News Feed, Notice Board and Video. In 2019-20 there were:
 - Over 12,000 unique visitors
 - Over 21,000 visits
 - Over 65,000 page views
- 200+ courses/programmes from trusted providers including LA, Teaching Schools and Regional Providers
- 43 System Leaders – National Leaders of Education, Local Leaders of Education, National Leaders of Governance, Subject Leaders of Education, Consultants, Associates selected as experts in their fields.
- 28 secondary volunteer Mentors at all levels
- New head teachers' programme
- 74 areas of Effective Practice identified to share
- 46 areas for potential Networking
- Comprehensive NPQ offer from Teaching Schools for Executive Headteachers, Headteachers, Senior Leaders and Middle Leaders
- Free membership to Chartered College for all Havering Newly Qualified Teachers
- Subsidised training to become Havering coaches (Integrity Coaching)
- 'The Key for School Leaders' – in third year of deal (subsidy)
- 'Leadership Matters' membership – in second year of deal (subsidy)
- 'Votes for Schools' – in first year of deal (subsidy)
- Subsidised access to annual Havering Headteacher Conference
- Subsidised use of Fisher Family Trust data analysis tools

We have recently added support for wellbeing to this offering through our Leadership and Wellbeing Package, which includes:

- Coaching Bursary of £1250 for professional accredited coach.
- Free access to Leadership Development programmes for HTs, DHT/AHTs, Middle Leaders, Wellbeing Leads.
- Free access to Clinical Supervision (no secondary uptake to date).
- Wellbeing Programme and Events – for all staff at all levels – virtual exercise and wellbeing programme.

Definition of Main Indicators at GCSE

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



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

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

Due to the COVID-19 pandemic, the summer [exam series was cancelled in 2020](#). In addition the Department announced that it will not publish any school or college level educational performance data based on tests, assessments or exams for 2020. This means that the performance tables are suspended for this year.

Students scheduled to sit GCSE and A/AS level exams in 2020 were awarded either a centre assessment grade (based on what the school or college believed the student would most likely have achieved had exams gone ahead) or their calculated grade using a model developed by Ofqual - whichever was the higher of the two.

Note: tables are extracted from the full OSC report.

1. Key Stage 4 (GCSE's) – Attainment

Table 6b: Key Stage 4: Attainment 8

Area	2015	2016	2017	2018	2019	2020	Trend
National	48.6	50.1	46.1	46.6	46.7	50.2	
Inner London	50.2	51.3	47.8	48.3	48.3	52.3	
Outer London	51.5	52.3	48.9	49.9	48.3	53.6	
Statistical neighbours	48.1	49.8	45.6	45.8	45.9	49.7	
Havering	48.8	50.0	47.1	46.9	48.3	51.9	
National	67	74	47	57	43	38	
Statistical Neighbours	3	6	3	4	2	2	
London	28	27	21	22	21	22	

1.1 Standards in the GCSEs in Havering are above national. The average Attainment 8 score in 2020 was 51.9 – marginally above as the national average of 50.2 this places Havering in the second quintile nationally and above the majority of its statistical neighbours.

1.2 Outcomes have fluctuated over the last few years, with the ongoing changes in exams and methodology however it has remained consistently above national.

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

Area	2015	2016	2017	2018	2019	2020	Trend
National	38.8	39.7	34.9	38.5	40.1	39.8	
Inner London	48.0	49.5	50.8	52.7	54.6	56.9	
Outer London	46.7	49.6	49.3	52.0	54.6	54.0	
Statistical neighbours	37.5	39.2	37.1	38.2	39.4	38.7	
Havering	41.5	48.5	50.1	49.1	51.7	54.6	
National	48	23	21	28	22	16	
Statistical Neighbours	2	1	1	2	2	1	
London	26	18	18	21	19	16	

1.3 Havering performs well in terms of entry to the Ebacc being more than 14.8%pts higher than national resulting being in the top quintile nationally for the last five years and 1st amongst Statistical Neighbours.

Table 7b: Key Stage 4: % Achieving the English Baccalaureate (9-4)

Area	2015	2016	2017	2018	2019	2020	Trend
National	24.4	24.6	21.7	24.2	24.9	29.8	
Inner London	29.4	30.0	31.2	30.8	32.0	40.1	
Outer London	31.0	32.4	31.9	33.8	32.0	40.8	
Statistical neighbours	23.1	24.1	23.0	23.2	23.6	29.3	
Havering	22.8	27.7	30.3	29.4	31.0	39.5	
National	82	42	27	36	31	22	
Statistical Neighbours	5	3	1	2	2	1	
London	30	22	19	20	21	18	

The percentage of pupils achieving an Ebacc significantly increased in 2020, with 2 in 5 pupils achieving the Ebacc, placing Havering in the top quintile. This is potentially related to the specific focus of programmes for improvement in mathematics, triple sciences and modern foreign languages, run through the Secondary Improvement Partnership and work with the National Science Centre on curriculum improvement in triple sciences, brokered through the LA.




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

Area	2015	2016	2017	2018	2019	2020	Trend
National	59.5	62.8	58.5	64.4	64.6	71.2	
Inner London	61.5	64.7	65.3	66.1	66.3	73.6	
Outer London	63.0	66.5	68.3	68.8	66.3	75.7	
Statistical neighbours	58.0	62.6	62.2	63.7	64.0	71.0	
Havering	60.1	63.6	67.3	67.8	69.3	77.0	
National	68	64	37	42	28	20	
Statistical Neighbours	3	5	1	2	1	1	
London	21	20	16	18	12	10	




1.4 Havering enjoyed a 7.7% point increase on 2019 sitting 5.8% points above National. This results in Havering moving to the top 20% nationally, 1st amongst its Statistical Neighbours and its best ever rank in London.

2. Key Stage 4 (GCSE's) – Progress

Table 6a: Key Stage 4: Progress 8

Area	2015	2016	2017	2018	2019	2020	Trend
National		-0.03	-0.03	-0.02	-0.03		----
Inner London		0.17	0.21	0.19	0.18		■■■■■
Outer London		0.16	0.23	0.24	0.18		■■■■■
Statistical neighbours		-0.06	-0.07	-0.11	-0.10		-----
Havering		-0.14	-0.04	-0.09	-0.04		■-----
National		114	72	87	72		
Statistical Neighbours		9	4	4	3		
London		31	28	29	28		

Key Stage 2: % of pupils reaching the expected standard in Reading, Writing and Mathematics
(Prior to 2016 L4+)

Area	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	Trend
National	64	67	75	76	79	80	52	61	64	65		■■■■■
Inner London	66	69	78	79	82	83	57	66	70	69		■■■■■
Outer London	68	70	77	78	82	82	56	65	68	69		■■■■■
Statistical neighbours	64	67	74	75	79	80	52	61	64	65		■■■■■
Havering	66	71	77	79	83	85	62	72	70	71		■■■■■
National	56	22	33	25	15	7	8	4	10	15		
Statistical Neighbours	3	1	1	2	1	1	1	1	1	1		
London	20	10	15	12	11	5	7	4	9	12		

2.1 Progress nationally will always remain static with state-funded schools being marginally below 0. The DfE have not published Progress 8 for 2020 and therefore it is not represented on the line graph section of this table. No quintile rankings are therefore available for 2020. Fisher Family Trust data for 2020 shows that secondary schools in Havering delivered positive progress. In 2020, progress was above the national average by their calculation even though it was from a high starting base.

2.2 Progress 8 in Havering has increased considerably from well below national in 2016 to broadly in line in 2019. Historically Havering has been in the middle quintile at the end of Key stage 4. However, pupils' prior attainment should also be considered. As seen in the table above, Primary attainment in Havering has consistently been in the top quintile for the last decade, therefore it is extremely challenging for secondary schools in Havering to deliver top quintile progress.

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

A/AS levels in 2020 were awarded predominately through centre-assessment grades (what a school or college believed a student would most likely have achieved had exams gone ahead); for vocational and technical qualifications (VTQs) awarding organisations were often able to use evidence of work already completed for CAGs. For other VTQ qualifications adapted assessment meant calculation was not needed

at all. There was no national standardisation/moderation and some boroughs increased their attainment by significantly large percentages.

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

Area	2015	2016	2017	2018	2019	2020	Trend
National	215.4	30.8	31.3	32.4	33.8	38.4	
Inner London	217.3	31.4	32.3	33.3	33.8	38.7	
Outer London	218.7	31.5	32.1	32.9	32.9	38.9	
Statistical neighbours	213.7	30.9	30.5	32.3	31.7	37.4	
Havering	215.0	31.1	30.7	33.6	34.9	39.4	
National	64	48	74	31	26	34	
Statistical Neighbours	4	3	6	2	1	1	
London	23	15	21	9	8	12	

3.1 Outcomes have fluctuated over the last few years, with the ongoing changes in exams and methodology calculations. The six academy sixth forms have had a 4-year improvement which has resulted in Havering now being ranked 1st amongst statistical neighbours and 34th nationally, placing in the top 40%. Havering schools increased by 4.5 percentage points in 2020.

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

Area	2015	2016	2017	2018	2019	2020	Trend
National		35.0	34.8	33.5	33.3	37.8	
Inner London		34.3	35.0	34.5	34.6	38.7	
Outer London		35.0	35.1	34.1	33.4	39.0	
Statistical neighbours		34.5	33.8	33.2	31.5	37.1	
Havering		33.9	33.0	34.6	35.2	39.1	
National		69	95	35	22	34	
Statistical Neighbours		7	8	3	1	2	
London		20	25	13	8	16	

3.2 Again for best 3 A-Levels outcomes have fluctuated over the last few years, with the ongoing changes in exams and methodology calculations however they have not improved as rapidly as elsewhere nationally or as swiftly as other London boroughs. Nevertheless, this year we have consistently outperformed our statistical neighbours currently ranked 2rd and 34st nationally. Havering schools increased by 3.9 percentage points in 2020.

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

Area	2015	2016	2017	2018	2019	2020	Trend
National	13.1	15.4	16.6	15.4	15.8	21.2	
Inner London	12.8	15.5	16.9	16.9	17.7	23.6	
Outer London	14.8	16.4	17.2	16.4	15.7	23.2	
Statistical neighbours	10.3	16.6	15.8	14.3	12.5	17.8	
Havering	13.2	9.7	12.0	11.4	13.1	19.5	
National	49	116	98	102	63	79	
Statistical Neighbours	4	9	7	8	4	6	
London	14	25	23	24	17	24	

3.3 The percentage of pupils achieving grades AAB or better at A-level for the last 5 years have remained below that of national, though above statistical neighbours. Havering's rank against national in 2020 remains mid quintile and a significant improvement of 6.4 percentage points on 2019, despite this large increase, Havering's rank has not risen.

4. Ofsted

Table 11b: Ofsted: % of Good or Better Secondary Schools (as at 31st August)

Area	2015	2016	2017	2018	2019	2020	Trend
National	74%	78%	79%	75%	76%	76%	
Inner London	89%	91%	88%	87%	86%	88%	
Outer London	83%	87%	90%	87%	87%	86%	
Statistical neighbours	75%	77%	82%	74%	71%	71%	
Havering	56%	56%	63%	56%	67%	78%	
National	132	136	128	128	109	66	
Statistical Neighbours	10	10	11	10	7	4	
London	32	32	31	32	30	27	

4.1 Despite long standing excellent attainment at GCSEs and A-Levels strangely it did not translate to Ofsted judgements with 'percentage of schools Good or Better' only being above national once previously in 2013.

4.2 In 2012 schools were encouraged to become academies. Following this, the percentage of Good or better schools over time decreased to 56% and fluctuated, with the ongoing changes in methodology calculations and academies being re-sponsored. Through our Quality Assurance programme, working with our local sponsors and through work on developing leadership, our position has steadily improved since 2016. Last year saw the first re-inspection of a number of our formerly re-brokered academies and therefore showed a marked improvement.

4.3 Secondary schools have enjoyed a 3-year improvement which has resulted in the averages being above national and Havering now being ranked 4st amongst statistical neighbours and 66th nationally.

IMPLICATIONS AND RISKS

Financial implications and risks:

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

Legal implications and risks:

There are no direct legal implications from this report.

Human Resources implications and risks:

There are no direct human resources implications from this report.

Equalities implications and risks:

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



CHILDREN AND LEARNING OVERVIEW & SCRUTINY SUB-COMMITTEE 4 MARCH 2021

Subject Heading:	Semi-Independent provision & monitoring arrangements
SLT Lead:	Robert South
Report Author and contact details:	Priti Gaberria, 01708 431257, priti.gaberria@haverling.gov.uk
Policy context:	Children Services meeting the needs of Young People
Financial summary:	None arising from this update as this is for information only.

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

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

SUMMARY

This report details the management and engagement of providers offering Semi-Independent Living Accommodation in Havering.

RECOMMENDATIONS

Members are requested to note content of this report.

REPORT DETAIL

- 1) Whilst the population of children in Havering is increasing, the number of new children becoming looked after has started to decline. The total number of looked after children is not reducing as quickly, however, as children are remaining looked after for longer periods of time.
- 2) Due to preventative work, the number of children coming into care at earlier ages is decreasing whilst the number arriving at 16+ has dramatically increased since 2014/15 – partly as a result of a significant increase in unaccompanied asylum seeking children. This has been putting pressure on service availability and leading to a significant number of older children being placed in semi-independent accommodation. There is a lack of residential and foster provision across London, in particular for teenage children, and it is proving increasingly difficult to place children and young people close to their local area. Costs for residential provision are increasing and often local authorities are competing for the same placements.
- 3) In order to try and keep young people close to home, and in a bid to try and manage costs local authorities are increasingly having to use semi-independent/unregulated provision. Increased pressures on housing stock in local areas has also led to an increase in the number of over 18's remaining in unregulated provision. Havering is not dissimilar to any other London authority finding itself having to use unregulated provision to meet the extended responsibilities.
- 4) The duties placed on LA's also mean that they now have a responsibility for young people whom are care experienced up to their 25th Birthday, increasing the number of young people requiring support. Semi-independent provision is not regulated by Ofsted or the CQC, however placing authorities have a responsibility to ensure the appropriateness of the provision and home for the young people being placed. This type of provision is mainly used for young people aged 16 and above. Semi-independent units are staffed 24 hours a day, 7 days a week.

- 5) The LBH is developing a system that builds quality and assurance in to the services that we commission. However other local authorities also commission semi-independent accommodation. It is possible therefore, that such provisions are set up within Havering without our knowledge and populated with young people from other boroughs. Departments across Havering are working together to address the issues being caused by such provisions as there is no legal requirement for organisations to notify or seek approval from the LA in which they are setting up. The Planning, Licencing, Community Engagement and Joint Commissioning Unit (JCU) are working together to develop a better approach to managing such provisions. LBH teams are currently sharing intelligence to map and identify known provisions.
- 6) The JCU are working closely with the providers who are providing services to the council, and have regular provider forums in order to develop a better understanding of expectations on both sides. Plans are underway to introduce a Dynamic Purchasing System (DPS) by the beginning of July 2021, allowing better control over provider quality and cost for those young people that Havering places and will in turn negate the need for spot purchasing.
- 7) In addition to the introduction of the DPS we have developed our own semi-independent provision at two properties which belong to the authority. The LA has commissioned a provider to deliver services at the premises and we have total control over all young people placed in these accommodations, unlike provisions which are privately run. The established LA provisions are fully occupied, and the provider has shown that they are able to manage complex young people.
- 8) Staff in the placements team of the JCU carry out regular monitoring visits to commissioned properties, these visits are usually unannounced and a visit checklist is completed. Issues/concerns identified are recorded on an action plan and the provider is expected to respond within set timescales. If, and when a provider does not respond to actions/concerns then the team will take steps to suspend the commissioning of placements with that provider. Monitoring visits have continued virtually throughout Covid.
- 9) We are continuing to review and develop our quality assurance processes and will be introducing improved systems to better help manage and track provider quality assurance. This will also allow us to

develop local intelligence on the quality and breadth of provision in the local area.

- 10) All young people placed in these units who are under 18 (CLA) have an allocated Social Worker who make regular visits and work in partnership with the staff in the units to ensure good outcomes . Each young person has an Independent Reviewing Officer (IRO) who reviews the care plan and advocates for the young people to ensure their views and wishes are taken into account. Young people over the age of 18 (Care Leavers) have a young person's advisor (YPA) who makes regular visits and works in partnership with staff in the units . Staff visiting young people will report finding to the placements team, and action is taken as appropriate. In addition to the face to face visits, providers are required to send a weekly update to social workers on the young person progress.
- 11) The JCU are working with Local Authorities across North East London to develop protocols to share details of provisions, outcomes of quality assurance visits and any concerns. This will also allow LA's to develop a better understanding of providers operating in the area outside the LA frameworks/DPS, and will also allow for better intelligence gathering of out of borough young people being placed in Havering.
- 12) The Department of Education (DFE) have called for reforms to unregulated provision for children in care and care leavers. A government consultation was launched on 12th February 2020 seeking views on proposed new measures to ensure that the use of semi-independent provision provides the right level of support and does not place children in care and care leavers at risk.
- 13) As there is a national push to bring in these reforms, it is vital to ensure the local authority can demonstrate that young people are placed in the most appropriate placements, which can achieve positive outcomes towards independence.

IMPLICATIONS AND RISKS

There is a corporate requirement to set out the implications and risks of the decision sought, in the following areas

Financial implications and risks:

There are no direct Financial Implications arising from this report as it is for information only.

The Government consultation referred to in paragraph 12 is still ongoing with no completion date as yet.

The introduction of additional regulation would be likely to result in increased costs, which would be considered in due course.

Legal implications and risks:

There are no apparent legal implications in noting the content of the Report.

The Authority has a duty to ensure that it safeguards the welfare of the children and young people in its care, and so far as reasonably practicable, places them close to home.

Human Resources implications and risks:

The recommendations made in this report do not give rise to any identifiable HR risks or implications that would affect either the Council or its workforce.

Equalities implications and risks:

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

(i) The need to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;

(ii) The need to advance equality of opportunity between persons who share protected characteristics and those who do not, and;

(iii) Foster good relations between those who have protected characteristics and those who do not.

Note: 'Protected characteristics' are age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex/gender, and sexual orientation.

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

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CHILDREN AND LEARNING OVERVIEW AND SCRUTINY SUB-COMMITTEE 4 MARCH 2021

Subject Heading:

Quarter 3 performance information

SLT Lead:

Jane West, Chief Operating Officer

Report Author and contact details:

Lucy Goodfellow, Policy and Performance Business Partner (Children, Adults and Health) (x4492)

Policy context:

The report sets out Quarter 3 performance relevant to the Children and Learning Sub-Committee

Financial summary:

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

All service directorates are required to achieve their performance targets within approved budgets. The Senior Leadership Team (SLT) is actively monitoring and managing resources to remain within budgets, although several service areas continue to experience financial pressure from demand led services.

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

Communities making Havering
Places making Havering
Opportunities making Havering

[X]
[]
[X]

SUMMARY

This report supplements the presentation attached as **Appendix 1**, which sets out the Council's performance within the remit of the Children and Learning Overview and Scrutiny Sub-Committee for Quarter 3 (October to December 2020).

RECOMMENDATIONS

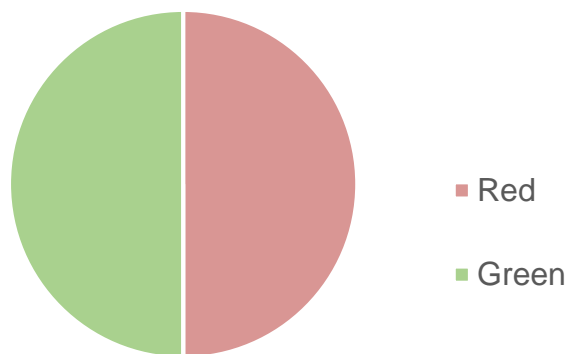
That the Children and Learning Overview and Scrutiny Sub-Committee notes the contents of the report and presentation and makes any recommendations as appropriate.

REPORT DETAIL

1. The report and attached presentation provide an overview of the Council's performance against the six performance indicators that have been selected for monitoring by the Children and Learning Overview and Scrutiny Sub-Committee in 2020/21. The presentation, attached at Appendix 1, highlights areas of strong performance and potential areas for improvement.
2. Tolerances around targets were agreed for 2020/21 performance reporting and performance against each performance indicator has therefore been classified as follows:
 - **Red** = outside of the quarterly target and outside of the agreed target tolerance, or 'off track'
 - **Amber** = outside of the quarterly target, but within the agreed target tolerance
 - **Green** = on or better than the quarterly target, or 'on track'
3. Where performance is rated as '**Red**', '**Corrective Action**' is included in the report. This highlights what action the Council will take to improve performance.
4. Also included in the report are Direction of Travel (DoT) columns, which compare:

- Short-term performance – with the previous quarter (Quarter 2, 2020/21)
 - Long-term performance – with the same time the previous year (Quarter 3, 2019/20)
5. A green arrow (↑) means performance is better and a red arrow (↓) means performance is worse. An amber arrow (→) means that performance has remained the same.
6. In total, six performance indicators have been selected for the sub-committee to monitor and all six are available for reporting this quarter. All six indicators have also been assigned a RAG status.

Quarter 3 Indicator Summary



In summary, of the 6 indicators:

3 (50%) have a status of **Green**
3 (50%) have a status of **Red**

IMPLICATIONS AND RISKS

Financial implications and risks:

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

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

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

Legal implications and risks:

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

Human Resources implications and risks:

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

Equalities implications and risks:

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

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

Note: 'Protected characteristics' are age, sex, race, disability, sexual orientation, marriage and civil partnerships, religion or belief, pregnancy and maternity and gender reassignment.

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

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

- % of looked after children aged under 16 who have been looked after continuously for at least 2.5 years and living in the same placement for at least 2 years;
- % of former relevant young people at age 18-21 who are in education, employment or training (EET);
- % of Education, Health and Care (EHC) assessments that are completed within 20 weeks

The attached presentation provides further detail on steps that will be taken to improve performance and mitigate these potential inequalities, as well as a brief analysis of the demographic makeup of the cohorts affected.

BACKGROUND PAPERS

Appendix 1: Quarter 3 Children and Learning Performance Presentation 2020/21

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Havering

LONDON BOROUGH

Quarter 3 Performance Report 2020/21

Children and Learning O&S Sub-Committee

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

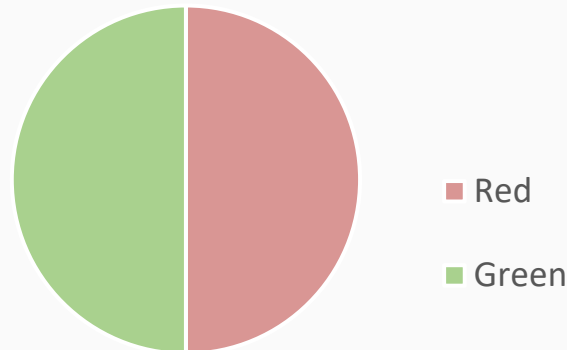
- Overview of the Council's performance against the indicators selected by the Children and Learning Overview and Scrutiny Sub-Committee
- The report identifies where the Council is performing well (**Green**), within target tolerance (**Amber**) and not so well (**Red**).
- Where the RAG rating is '**Red**',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

OVERVIEW OF CHILDREN'S SERVICES INDICATORS

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

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Quarter 3 Indicator Summary



In summary, of the 6 indicators:

3 (50%) have a status of **Green**

3 (50%) have a status of **Red**

Quarter 3 Performance – Children’s Services

Indicator and Description	Value	Tolerance	2020/21 Annual Target	2020/21 Q3 Target	2020/21 Q3 Performance	Short Term DOT against Q2 2020/21		Long Term DOT against Q3 2019/20	
% of Contacts progressing to Early Help	Higher is better	+/-5%	30%	30%	30%	↑	28.15%	↓	42.5%
% of LAC aged under 16 who have been looked after continuously for at least 15 years and living in the same placement for at least 2 years*	Higher is better	+/-10%	70%	70%	58.7%	↑	56.6%	↓	64.3%
% of former relevant young people at age 18-21 who are in education, employment or training	Higher is better	+/-5%	75%	75%	67.6%	↓	71.8%	↑	58.4%
% LAC with an up to date pathway plan in place	Higher is better	+/-10%	70%	70%	73.1%	↑	72.7%	-	N/A

*Also includes children who are placed for adoption and whose adoptive placement together with their previous placement last for at least 2 years

Quarter 3 Performance – Children’s Services (contd.)

Indicator and Description	Value	Tolerance	2020/21 Annual Target	2020/21 Q3 Target	2020/21 Q3 Performance	Short Term DOT against Q2 2020/21		Long Term DOT against Q3 2019/20	
% of LAC cases with supervision in the last three months	Higher is better	+/-10%	95%	95%	98%	↑	96.1%	-	N/A
% of Education, Health and Care (EHC) assessments that are completed within 20 weeks	Higher is better	+/-10%	72%	72%	53%	↑	48%	-	N/A

Highlights

The **percentage of contacts progressing to Early Help** is down compared with the same point in the previous year but has risen compared to the previous quarter, which coincides with pupils returning to classroom based learning in September. An Early Help worker is now based in the Multi Agency Safeguarding Hub (MASH) to support and improve the identification of cases that would benefit from Early Help intervention. A new approach to repeat contacts was implemented in the MASH in early 2020/21, whereby all cases where 3 or more contacts have been received for a child are now being MASHed, analysed and progressed to either Social Care or Early Help with a view to an assessment being completed, depending on the level of need. This has led to an overall increase in cases progressing to an assessment (by either Social Care or Early Help).

Looking at the reasons for contacts, domestic abuse remains the most prevalent reason but during COVID-19 we have seen an increase in contacts regarding mental health (both child and parental) and a decrease in contacts concerning neglect, which is likely to be reflective of children being less visible to professionals during lockdown. This trend is being explored further through the local safeguarding partnership.

Data on the **percentage of LAC with an up to date pathway plan in place** is reviewed weekly in ISS. This, coupled with the role of the IRO service in ensuring (via LAC reviews) that a pathway assessment has been completed by 15 years and 9 months, has led to sustained improvement against this indicator. In addition to the timeliness of plans, there remains a focus on ensuring that young people are engaged with the pathway planning process and that their voice is evident.

We have seen, during the quarter, a reduction in the percentage of care leavers (aged 18+) with an up to date pathway plan. This is attributed to a combination of challenges associated with remote working, virtual visits and some of the young adults experiencing a level of disengagement due to lockdown restrictions. However, every care leaver does have a pathway plan and a clear strategy is in place for the review of post 18 pathway plans. Leaving Care Team managers are also being more robust in reviewing pathway plans, which is resulting in some being reassigned back to the workers for additional exploration and to better capture the views of the young adults.

Highlights (contd.)

The **percentage of LAC cases with supervision in the last three months** has remained above target throughout the quarter. Performance in this area is closely monitored by the Head of Service and Group Managers and discussed at weekly performance meetings. The service's supervision policy was reviewed during 2020 and the expectation is now that case supervision on LAC cases should take place at a minimum every *two* months. From April 2021, performance will be reported against this new standard.

Improvements required

The **percentage of LAC aged under 16 who have been looked after continuously for at least 2.5 years and living in the same placement for at least 2 years** has increased compared with the previous quarter but remains lower than the same point last year and below our locally set target. The London average at the end of Quarter 2, based on informal benchmarking, was 65%. In addition to the systemic training offer that has been developed for carers with adolescents, fortnightly placement stability meetings are taking place to consider all children/young people who are moving to their 2nd placement. This is to identify individual triggers and patterns at an early stage and provide a robust approach to support, before challenges are experienced.

The **percentage of former relevant young people at age 18-21 who are in education, employment or training (EET)** has reduced compared to the previous quarter. Havering's performance in 2019/20 was better or similar to all comparator groups (statistical neighbours, London and England) for both the 17-18 year old and 19-21 year old cohorts. However, as noted previously, COVID-19 has had an adverse effect on many of our young adults, especially those working in retail, hospitality, health and hair and beauty, which can now be seen in these figures. In addition, a number of young adults in higher education are struggling to maintain course work and college engagement remotely. Most young people in education have been provided with a laptop and the service has ensured that a keyworker within the unit is available to offer support, which is evidenced through progress reports and conversations with the young people.

Moving forward, all pathway plans for young people will focus on EET and the outcomes will be closely monitored in supervision. Multiple strategies are being explored for young people, including for those currently on remand / in prison. A lot of work is going into ensuring that young people do not drop out of education due to the increasing challenge of COVID-19 restrictions and resulting impact on their emotional and psychological wellbeing. Our new Future Mentors Scheme will provide another layer of support to help care leavers to engage in EET and offer continued support to those young people already on a course or in employment. Mentors have now completed their training and the matching of mentors with young people began in November 2020. The Leaving Care service also continues to liaise with the Virtual School in order to target support to sustain EET, prior to the young people turning 18.

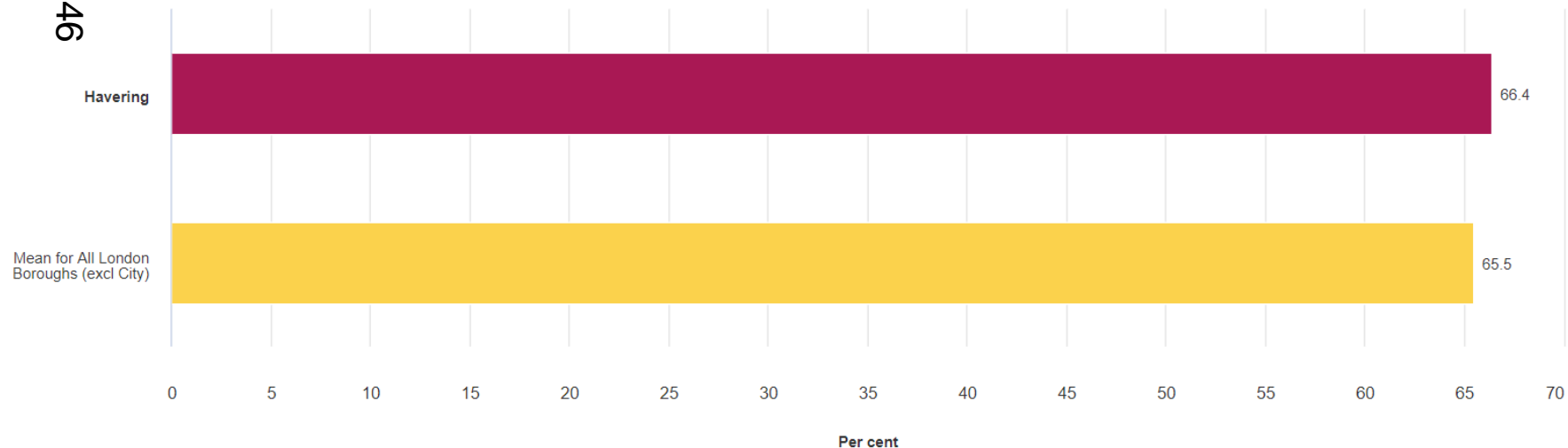
Improvements required (Cont..)

The **percentage of EHC assessments completed within 20 weeks** was below target at the end of the December 2020. There was a reduction in new applications for education, health and care assessments initially in the quarter but volumes increased again as the schools settled back into the new academic year. Three new officers have been trained on the new assessment process, which has contributed to performance increasing from 48% in Quarter 2 to 53% in Quarter 3.

The chart below compares Havering's performance in 2019 with the London average for the same period. This data is from an annual return which is published each May for the previous academic year, so at present this is the most up to date benchmarking information available. It is yet to be seen how COVID-19 has impacted on performance in other areas.

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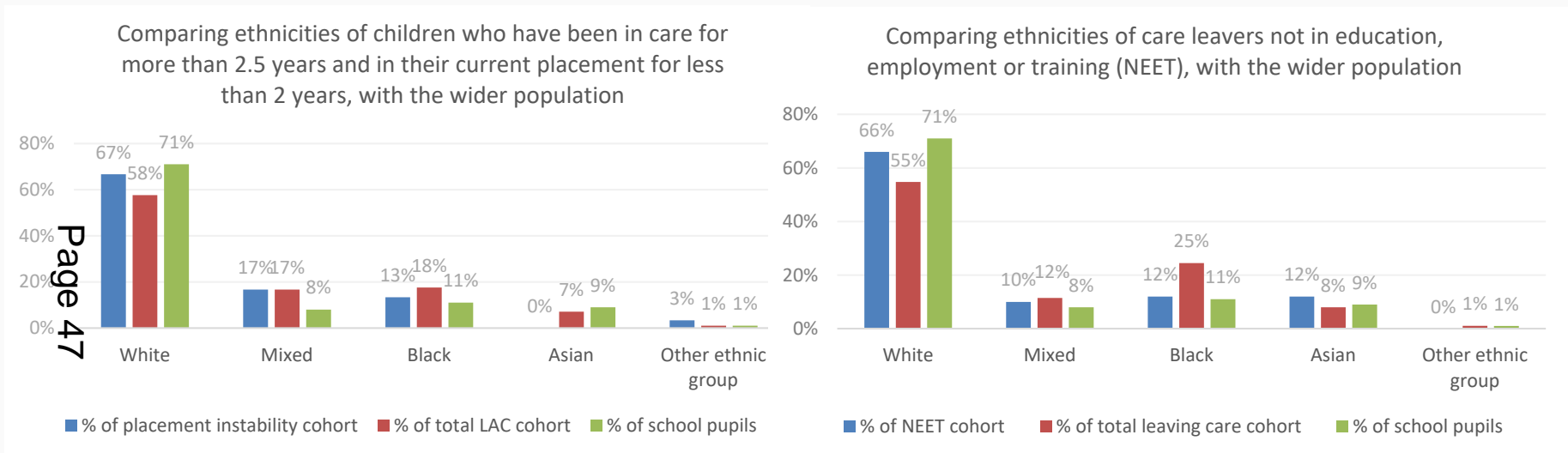
Proportion of new EHC Plans issued within 20 weeks, including exceptions (%) (2019)



Source: LG Inform – Local Area SEND report for Havering

Disproportionality

As part of Children's Services commitment to exploring issues of disproportionality, the charts below have been produced to compare the ethnic makeup of two cohorts of children and young people behind the indicators that are currently off target: placement stability and care leavers who are not in education, employment or training.



- For both of these cohorts (care leavers who are NEET and LAC whose current placement has lasted less than 2 years), the gender split is 50/50.
- Within the NEET cohort of 50 care experienced young people:
 - 13 young people were NEET due to pregnancy or parenting (all identifying as female or non-binary);
 - 7 young people were NEET due to illness or disability; and
 - the remaining 20 were NEET for other reasons, including 5 young people who were in custody.

Any questions?

