



CHILDREN & LEARNING OVERVIEW & SCRUTINY SUB-COMMITTEE AGENDA

7.00 pm	Tuesday 6 July 2021	Council Chamber Town Hall
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Members 9: Quorum 4

COUNCILLORS:

Judith Holt (Chairman)
Robby Misir (Vice-Chair)
Sally Miller

Carol Smith
Gillian Ford
Tony Durdin

Tele Lawal
Reg Whitney

CO-OPTED MEMBERS:

Statutory Members representing the Churches

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

Statutory Members representing parent governors

Julie Lamb, Special Schools
Kathy Freeman, Primary
Schools

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

For information about the meeting please contact:

**Taiwo Adeoye - 01708 433079
taiwo.adeoye@onesource.co.uk.**

Protocol for members of the public wishing to report on meetings of the London Borough of Havering

Members of the public are entitled to report on meetings of Council, Committees and Cabinet, except in circumstances where the public have been excluded as permitted by law.

Reporting means:-

- filming, photographing or making an audio recording of the proceedings of the meeting;
- using any other means for enabling persons not present to see or hear proceedings at a meeting as it takes place or later; or
- reporting or providing commentary on proceedings at a meeting, orally or in writing, so that the report or commentary is available as the meeting takes place or later if the person is not present.

Anyone present at a meeting as it takes place is not permitted to carry out an oral commentary or report. This is to prevent the business of the meeting being disrupted.

Anyone attending a meeting is asked to advise Democratic Services staff on 01708 433076 that they wish to report on the meeting and how they wish to do so. This is to enable employees to guide anyone choosing to report on proceedings to an appropriate place from which to be able to report effectively.

Members of the public are asked to remain seated throughout the meeting as standing up and walking around could distract from the business in hand.

What is Overview & Scrutiny?

Each local authority is required by law to establish an overview and scrutiny function to support and scrutinise the Council's executive arrangements. Each overview and scrutiny sub-committee has its own remit as set out in the terms of reference but they each meet to consider issues of local importance.

The sub-committees have a number of key roles:

1. Providing a critical friend challenge to policy and decision makers.
2. Driving improvement in public services.
3. Holding key local partners to account.
4. Enabling the voice and concerns to the public.

The sub-committees consider issues by receiving information from, and questioning, Cabinet Members, officers and external partners to develop an understanding of proposals, policy and practices. They can then develop recommendations that they believe will improve performance, or as a response to public consultations. These are considered by the Overview and Scrutiny Board and if approved, submitted for a response to Council, Cabinet and other relevant bodies.

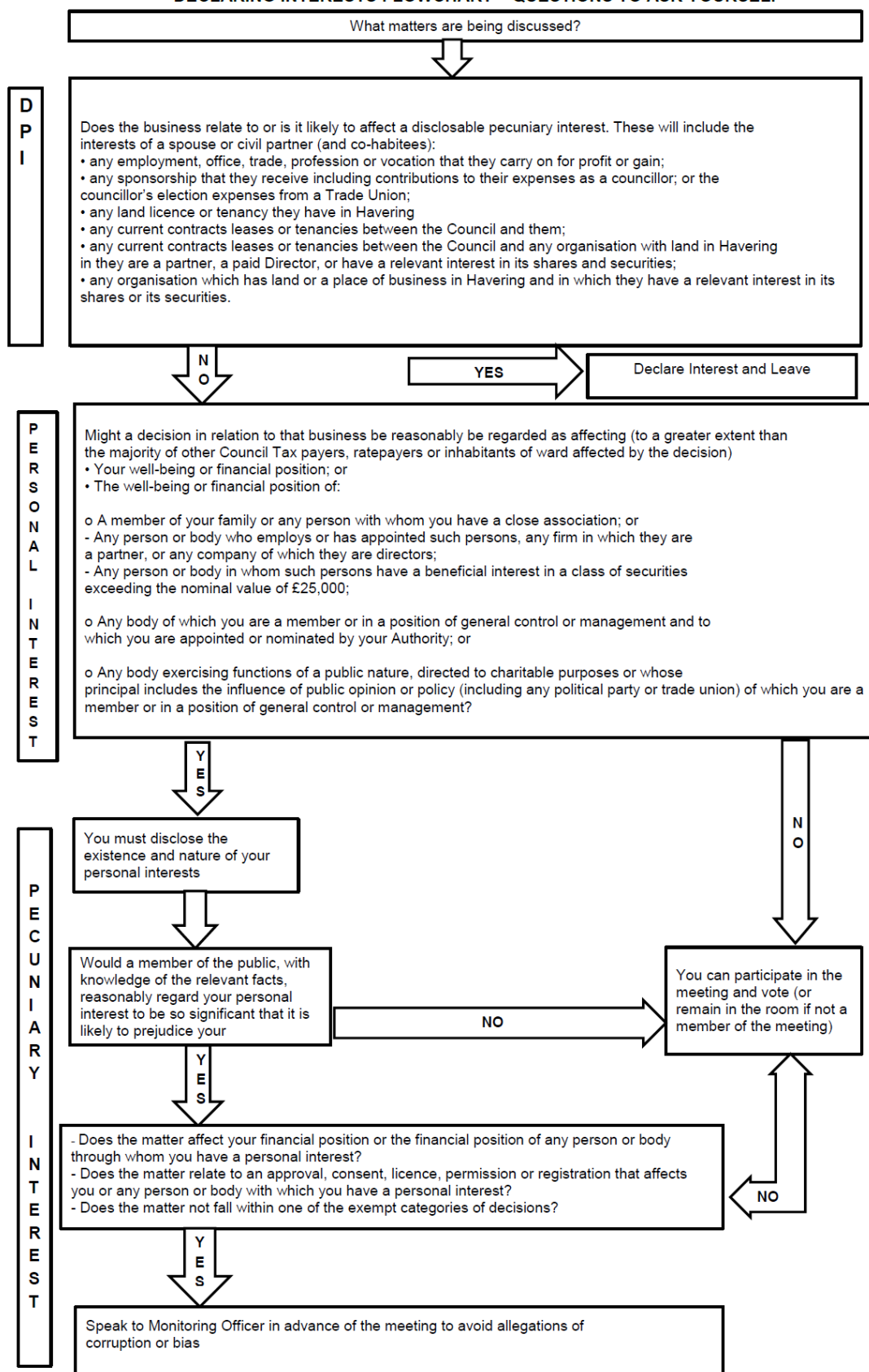
Sub-Committees will often establish Topic Groups to examine specific areas in much greater detail. These groups consist of a number of Members and the review period can last for anything from a few weeks to a year or more to allow the Members to comprehensively examine an issue through interviewing expert witnesses, conducting research or undertaking site visits. Once the topic group has finished its work it will send a report to the Sub-Committee that created it and will often suggest recommendations for the Overview and Scrutiny Board to pass to the Council's Executive.

Terms of Reference

The areas scrutinised by the Committee are:

- Pupil and Student Services (including the Youth Service)
- Children's Social Services
- Safeguarding
- Adult Education
- Councillor Calls for Action
- Social Inclusion

DECLARING INTERESTS FLOWCHART – QUESTIONS TO ASK YOURSELF



AGENDA ITEMS

1 APOLOGIES FOR ABSENCE AND ANNOUNCEMENT OF SUBSTITUTE MEMBERS

(if any) - receive.

2 DISCLOSURE OF INTERESTS

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

3 CHAIRMAN'S ANNOUNCEMENTS

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

4 MINUTES (Pages 1 - 10)

To approve as a correct record the minutes of the meetings of the Committee held on 4 March 2021 and authorise the Chairman to sign them.

5 CHILDREN & LEARNING OVERVIEW AND SCRUTINY SUB-COMMITTEE ANNUAL REPORT 2020/21 (Pages 11 - 16)

The Sub-Committee's annual report is attached for noting.

6 MAY 2021 OFSTED VISIT FEEDBACK (Pages 17 - 26)

Report attached.

7 PERFORMANCE INFORMATION - QUARTER 4 (Pages 27 - 50)

Report attached.

8 2021 EXAMS PROCESS - STUDENT GRADING (Pages 51 - 62)

Presentation to the Sub-Committee.

9 ADULT EDUCATION OUTCOMES UPDATES (Pages 63 - 72)

Report attached.

10 INTEGRATED ADOLESCENT SAFEGUARDING SERVICE (IASS) UPDATE (Pages 73 - 78)

Report attached.

Andrew Beesley
Head of Democratic Services

**MINUTES OF A MEETING OF THE
CHILDREN & LEARNING OVERVIEW & SCRUTINY SUB-COMMITTEE
VIRTUAL MEETING
4 March 2021 (7.00 - 9.25 pm)**

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

Co-opted Members:
Julie Lamb and Kathy Freeman

Church Representatives:
Lynne Bennett and Jack How
Non-voting Member: Ian Rusha

An apology for absence was received from
Councillor Sally Miller BCAC.

48 DISCLOSURE OF INTERESTS

There were no disclosures of interest.

49 PROTOCOL ON THE OPERATION OF OVERVIEW & 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.

50 MINUTES

The minutes of the meeting held on 8 December 2020 were agreed as a correct record and would be signed by the Chairman at a later date.

51 SECONDARY SCHOOLS OUTCOME - 2020

The Sub-Committee received an update report on the outcomes of the 2020 statutory assessments within the secondary sector. The report included headline figures for attainment and progress at GCSE and Attainment at A-Level.

The report stated that that within Havering, there are 18 Secondary Academies, 6 Academy Sixth Forms, 3 Special Schools.

The Sub-Committee was informed that the Local Authority (LA) has a statutory duty to identify schools causing concern, 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 an academy performance, it will raise its concern initially with the school or directly with the Secretary of State via the Regional Schools Commissioner RSC and through Ofsted.

The main indicators at GCSE required Attainment 8 which is made up of 8 subjects. 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.

It was explained that 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.

It was noted that due to the COVID-19 pandemic, the summer exam was cancelled in 2020. In addition the Department announced that it would not publish any school or college level educational performance data based on tests, assessments or exams for 2020. This meant that the performance tables were suspended.

The Sub-Committee was informed that students who were 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.

It was explained that Key Stage 4 (GCSE's) –attainment in Havering were 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.

Officers stated that outcomes have fluctuated over the last few years, with the ongoing changes in exams and methodology however it has remained consistently above national.

The Sub-Committee was informed that GCSE progress nationally will always remain static with state-funded schools being marginally below 0. The Department for Education (DfE) have not published Progress 8 for 2020 and therefore it was not represented on the line graph of the table. Officers stated that the Fisher Family Trust data for 2020 shows that secondary

schools in Havering delivered positive progress that was above the national average by their calculation even though it was from a high starting base.

It was stated that progress 8 in Havering has increased considerably from well below national in 2016 to broadly in line as at 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 primary attainment in Havering has consistently been in the top quintile for the last decade, therefore it was extremely challenging for secondary schools in Havering to deliver top quintile progress.

It was explained that the Key Stage 5 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.

Officers stated that 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 first amongst statistical neighbours and 34th nationally, placing in the top 40%. Havering schools increased by 4.5 percentage points in 2020.

The Sub-Committee was informed that the long standing excellent attainment at GCSEs and A-Levels did not translate to Ofsted judgements with 'percentage of schools Good or Better' only being above national once previously in 2013.

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 the service 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.

It was noted that secondary schools have enjoyed a three year improvement which has resulted in the averages being above national and Havering now being ranked fourth amongst statistical neighbours and 66th nationally.

The Sub-Committee was informed that the ambition of the service was to ensure Havering schools are Good or Better. In response officers stated that there three schools which were currently rated as inadequate and one

school that required improvement but an inspection will give a positive rating.

The Director of Service reassured the sub-committee that available data suggest schools in Havering are moving in the right direction.

The Sub-Committee noted the content of the report and the performance of Havering schools and academies in relation to national standards, outcomes across London, and in comparison to statistical neighbours.

52 **SEMI INDEPENDENT PROVISION AND MONITORING ARRANGEMENTS**

At the request of the Sub-Committee, the Commissioning Programme Manager presented a report that detailed the management and engagement of providers offering Semi-Independent Living Accommodation in Havering.

It was explained that 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 was not reducing as the Young People are remaining looked after for longer periods of time.

It was stated that as a result of preventative work, the number of children coming into care at earlier ages was decreasing whilst the number arriving at 16+ has dramatically increased since 2014/15. This was 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 this was proving increasingly difficult to place children and young people close to their local area. It was also stated that the costs for residential provision are increasing and often local authorities are competing for the same placements.

In order to try and keep young people close to home, and in a bid to try and manage costs, local authorities (LA) are increasingly having to use semi-independent/unregulated provision.

The duties placed on LA's require that the service have a responsibility for young people whom are care experienced up to their 25th birthday, increasing the number of young people requiring support.

It was explained that semi-independent provision is not regulated by Ofsted or the Care Quality Commission however a placing authority 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.

The Sub-Committee was informed that the service is developing a system that builds quality and assurance in to the services commissioned. It was noted that other local authorities could commission such provisions within Havering without prior knowledge and populated with young people from other boroughs.

It was explained that services 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. Teams are sharing intelligence to map and identify known provisions.

The Sub-Committee was informed that the JCU are working closely with the providers of services to develop a better understanding of expectations on both sides. There were plans 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.

It was explained that that the service has developed its own semi-independent provision at two properties which belong to the authority. The LA has commissioned a provider to deliver services at the premises with 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.

The Sub-Committee was informed that the placements team of the JCU carry out regular monitoring visits to the commissioned properties unannounced and a visit checklist is completed.. Monitoring visits have continued virtually throughout Covid.

It was explained that the service continue to review and develop its own quality assurance processes and will be introducing improved systems to better help manage and track provider quality assurance.

It was noted that all young people placed in these units who are under 18 Children looked after (CLA) have an allocated Social Worker who make regular visits and work in partnership with the staff in the units to ensure good outcomes.

Officers stated that 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.

It was stated that the Department of Education (DFE) have called for reforms to unregulated provision for children in care and care leavers. In February 2020, a government consultation was launched 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.

It was explained that there is a national push to bring in these reforms which are vital to ensuring the local authority can demonstrate that young people are placed in the most appropriate placements which can achieve positive outcomes towards independence.

Members of the sub-committee noted that monitoring inspection were taking place but it was suggested that Councillors inspection of accommodation should be resumed as part of the review.

Officers explained that in the situation where a provider is regarded as not providing the adequate provision, the sub-committee was informed that working with colleagues in Social Care the service will assess the risk and issues to determine if the risk were significant for current occupants at the provision to be moved.

In response to the complaint mechanism available to the young person, it was explained that the Director and Assistant Director organise a monthly surgery at The Cocoon where issues can be raised.

A Member enquired if the service had noticed an increase of mental issues and illness with Young People and what provision are available to support them.

The Sub-Committee was informed that the service continues to develop an effective quality assurance and undertake random check at the provision currently in use.

The Sub-Committee noted the content of the report.

53 PERFORMANCE INFORMATION - QUARTER 3

The Sub-Committee received the quarter three 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:

It was stated that 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 coincided with pupils returning to classroom based learning in September. An Early Help worker was now based in the Multi Agency Safeguarding Hub (MASH) to support and improve the identification of cases that would benefit from Early Help intervention.

The Sub-Committee was informed that the most prevalent reason for contacts remains as domestic abuse but during COVID-19 the service have seen an increase in contacts regarding mental health (both child and parental) and a decrease in contacts concerning neglect. It was noted that this trend was being explored further through the local safeguarding partnership.

The Sub-Committee was informed that data on the percentage of Looked After Children (LAC) with an up to date pathway plan in place is reviewed weekly. It was mentioned that this, coupled with the role of the Independent Review Officer in ensuring that a pathway assessment has been completed by 15 years and 9 months, has led to sustained improvement against this indicator. It was noted that 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.

The service reported that during the quarter, there was a reduction in the percentage of care leavers (aged 18+) with an up to date pathway plan was recorded. 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.

The Sub-Committee was informed that the percentage of LAC cases with supervision in the last three months has remained above target throughout the quarter. It was explained that 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.

The report outlined the following areas of potential areas for improvement was outlined:

The report informed that 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. It was stated that the London average at the end of Quarter 2, based on informal benchmarking, was 65%. The Sub-Committee was informed that 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 second placement. This was to identify individual triggers and patterns at an early stage and provide a robust approach to support, before challenges are experienced.

It was explained that 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. The Sub-Committee was informed that 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. It was noted that the Covid pandemic has had an adverse effect on many of the young adults, especially those working in retail, hospitality, health and hair and beauty. 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.

It was explained that the new Future Mentors Scheme would 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. It was stated that the 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 years.

The Sub-Committee was informed that 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 Sub-Committee noted the content of the report.

Chairman

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Children and Learning Overview and Scrutiny Sub-Committee Annual Report 2020/2021

CHAIRMAN'S FOREWORD

It has been said an infinite number of times, but last Municipal Year 2020-2021 was unprecedented, the COVID-19 pandemic challenging Government locally and nationally in ways previously unthinkable.

Restrictions caused formal scrutiny in terms of meetings of the Overview and Scrutiny Sub-Committee (OSSC) and the Corporate Parenting Panel (CPP) to cease for the six months March to September 2020. During this time, however, Councillor Holt had monthly telephone briefings with Mr. Robert South, Director of Children's Services, to ensure all possible work was being carried out to maintain support for Havering's children in schools and in care, albeit safely with regards to COVID-19. Certain aspects of safeguarding of children and young people need to happen face-to-face and cannot be substituted by Zoom meetings etc.

Since September, the OSSC and CPP have met again virtually. The need to adapt and be flexible with working methods as a consequence of the pandemic was recognised. Nonetheless, scrutiny was carried out on the Children's Services Budget, Complaints Report and Semi-Independent Living Provision, with a topic group formed to scrutinise the Impact of COVID-19 on Education in Havering.

Within the CPP, topic groups have recently been established to scrutinise the implementation of the new Corporate Parenting Strategy. These groups will focus on Education and Training, Health, Housing / Accommodation and Participation.

Most recently, as a result of work by the Overview and Scrutiny Board, scrutiny of all secondary schools outcomes has commenced by the OSSC. Although all secondary schools in Havering, plus a significant number of primary schools, are now academies, it remains the responsibility of the Borough to overview their performance, in a variety of ways, to ensure the raising of standards and the best outcomes for our children.

Finally, I should like to congratulate Mr. Robert South on being appointed permanently as Director of Children's Services and look forward to the sub-committee continuing to work with him next municipal year and in the future.

Councillor Judith Holt

Chairman, Children and Learning Overview and Scrutiny Sub-Committee / Corporate Parenting Panel

REMIT AND MEMBERSHIP OF THE COMMITTEE

This report is the annual report of the Sub-Committee, summarising the Sub-Committee's activities during its year of operation ended March 2021.

It is planned for this report to stand as a public record of achievement for the year and enable Members and others to have a record of the Committee's activities and performance.

TERMS OF REFERENCE

The areas scrutinised by the Sub-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

SUB-COMMITTEE MEMBERSHIP

Councillor Judith Holt (Chairman)
Councillor Gillian Ford (Vice-Chair)
Councillor Michael Deon Burton
Councillor Tony Durdin
Councillor Tele Lawal
Councillor Sally Miller
Councillor Carol Smith
Councillor Christine Vickery
Councillor Reg Whitney

Statutory Member representing the Churches:

Mrs Lynne Bennett (Church of England)
Mr Jack How (Roman Catholic Church)

Statutory Members representing parent governors:

Mrs Julie Lamb (Special)
Mrs Kathy Freeman (Primary)

Non-voting members representing local teacher unions and professional associations:

Mr Ian Rusha (NEU)

REVIEW OF ACTIVITY

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

ADOPT LONDON EAST – ANNUAL REPORT

At its meeting in September 2020, the Sub-Committee received the annual report for Adopt London East. The report outlined that all adoption agencies are required to provide an annual report to their governing bodies and to elected Members in all partnership Local Authorities.

The report provided a summary of the development and functions of the agency including performance information for 2019/20. Appended to the report was the Havering specific performance information.

PRESENTATION ON THE INITIAL RESPONSE OF CHILDREN'S SERVICES TO COVID-19

The Sub-Committee received a presentation on the initial response of the service to the Covid 19 pandemic.

Members agreed to establish a Topic Group to scrutinise the Impact of COVID-19 on Education in Havering.

Its terms of reference was to review how Education from 0-18yrs (25yrs for SEND) has been impacted by COVID-19. The Group will consider what actions have been taken by the Council and partners from the start of the Pandemic, the impact on the children and young people, and the actions that need to be taken going forward.

CHILDREN'S SOCIAL SERVICES BUDGET

The Sub-Committee received a report that detailed the monitoring position for the service for 2020/21. The report provided a full statement on the estimated costs and income lost relating to the COVID pandemic and also provided details of the pressures faced by the service and savings that are unlikely to be achieved in 2020/21 due to delays caused by the pandemic.

The report detailed that the financial implications on budgets for 2020/21 continue to be appraised fully during the year to assess the effects of Covid-19 and recovery plans, and 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.

CHILDREN'S SERVICES ANNUAL COMPLAINTS REPORT 2019-20

The Sub-Committee received the Children's Services Annual Complaints report 2019-20. The annual 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).

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 Sub-Committee noted that the policy sets out how the service would deal with statutory complaints and compliments.

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, fostering, adoption or Special Guardianship arrangements and care leavers to the local authority.

The report informed that the services 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.

SECONDARY SCHOOLS OUTCOME – 2020

Following a motion at Council, it was agreed that the Sub-Committee receive an update report on the outcomes of the 2020 statutory assessments within the

secondary sector. The report included headline figures for attainment and progress at GCSE and attainment at A-Level.

It was explained that Havering schools and academies performed better in relation to national standards, outcomes across London, and in comparison to statistical neighbours.

The Sub-Committee noted that it remains the responsibility of the service to monitor performance in a variety of ways, to ensure the raising of standards and the best outcomes for Havering children.

SEMI INDEPENDENT PROVISION AND MONITORING ARRANGEMENTS

The Sub-Committee received a presentation that detailed the management and engagement of providers offering Semi-Independent Living Accommodation in Havering.

The report informed the Sub-Committee that the number of new children becoming 'Looked After' was on the decline but children were remaining Looked After for longer periods of time.

It was noted that the duty placed on the Local Authority means that they now have a responsibility for Young People who are care experienced up to the age of 25 years. It was explained that semi-independent provision is not regulated by Ofsted or the CQC, however, local 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.

CORPORATE PERFORMANCE INDICATORS

Throughout the year the Sub-Committee continued to receive the quarterly performance reports that had previously been reported to Cabinet and Demand Pressure Dashboards which illustrated the growing demands on Council services and the context that the performance levels set out in the reports had been achieved within.

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

THE CORPORATE PARENTING PANEL

The Corporate Parenting Panel met periodically throughout the year, a new innovation was introduced with support from officers establishing Topic Groups to scrutinise the implementation of the new Corporate Parenting Strategy. These groups will focus on Education and Training, Health, Housing / Accommodation and Participation.

IMPLICATIONS AND RISKS

Financial implications and risks:

None – narrative report only.

Legal implications and risks:

None – narrative report only.

Human Resources implications and risks:

None – narrative report only.

Equalities implications and risks:

While the work of the Sub-Committee can impact on all members of the community, there are no implications arising from this specific report which is a narrative of the Sub-Committee's work over the past year.

BACKGROUND PAPERS

Minutes of meetings of Children and Learning Communities Overview and Scrutiny Sub-Committee.

CHILDREN AND LEARNING OVERVIEW AND SCRUTINY SUB-COMMITTEE 6 July 2021

Subject Heading:

Findings from Ofsted Focused Visit May 2021

SLT Lead:

Robert South, Director of Children's Services

Report Author and contact details:

robert.south@havering.gov.uk
01708 434412

Policy context:

Sharing the finding of the recent Ofsted Focused Visit with Overview and Scrutiny Sub-Committee

SUMMARY

The purpose of this report to the Children and Learning Overview and Scrutiny Sub-Committee is to provide an overview of the findings from the Ofsted Focused Visit in May 2021, and to outline our next steps.

The full details of the findings can be found in the letter published on the Ofsted website on Friday 25th June and this can be found at Appendix A.

RECOMMENDATIONS

Members of the Committee are asked to note the content of this report and provide comment on its content.

REPORT DETAIL

1. Under the Inspection of Local Authority Children's Services (ILACS) Framework, our Ofsted Focused Visit took place on 12th and 13th May, following notification on 27th April.

- 1.1 The visit was undertaken remotely, following discussion and agreement with the DCS and the HMI Lead Inspector. In line with Ofsted's phased approach to restarting inspection activity, the Local Authority was given

notice of the visit ten working days in advance, rather than the usual five days.

- 1.2** The team of five inspectors met with over 25 members of the service over the two day visit, as well as the Chief Executive, Lead Member, Foster Carers, Schools, Children in Care Council and Care Leaver group. The inspection team also undertook remote case sampling outside of direct conversations, and were provided with a large array of supporting documents and performance data.
- 1.3** The visit considered the nine key decision making points throughout a child's social care journey, from the front door through to legal proceedings and leaving care. The visit also considered how we have safeguarded vulnerable children during the Covid-19 pandemic, with a particular focus on how education was prioritised and promoted. Ofsted acknowledged the significant impact that Covid-19 has had on our borough and on our workforce, noting the high infection and death rate and how services have had to adapt to respond.
- 1.4** The findings note that 'strong, timely corporate and political support for children's services has enabled leaders to mitigate some of the impact of the pandemic.' Inspectors also found that 'strengthened partnership arrangements are enabling a proactive and collaborative effort to support the most vulnerable families at a time of increased demand.'
- 1.5** There were no priority actions identified during the visit which, if found, would indicate concerns requiring an immediate response.
- 1.6** There was progress noted by Ofsted against the recommendations from the last inspection in 2018. These include the improved effectiveness of the quality assurance framework, strengthened partner agency attendance at strategy meetings and the effective and timely decision making within the MASH. The letter also highlights the proactive approach by the social workers in the children with disabilities service and the 'dedicated and knowledgeable' leaving care service.
- 1.7** In relation to schools, it was highlighted that leaders have built positive relationships with schools and have collaborated well to manage the increase in applications for elective home education. It was also noted that children in care routinely continue to attend the same school, minimising the disruption in their lives. Going forward, we need to ensure that there are consistent and effective feedback mechanisms to schools following the receipt of referrals and interventions ending. Work to develop this is already underway.
- 1.8** Inspectors recognised that social care leaders have an accurate understanding of children's services and have maintained a focus on improving services to better safeguard children and to improve their outcomes. Leaders know that there is more to do to ensure consistency in

the quality of assessments, plans and supervision and how these are recorded.

1.9 The letter from Ofsted provides three areas of improvement for us to build on going forward. These are; the quality of analysis within assessments, rationales for decisions to step-down to early help services and the quality of supervision. Our response to the recommendations and findings from the visit forms part of our ongoing improvement activity. This is managed operationally by the Children's Services Improvement Board with oversight provided quarterly at the multi-agency Executive Board of which the Chief Executive, Lead Member and Council Leader are members.

1.10 In relation to our response to Ofsted, our priority over the next three months is recruitment and retention, to ensure a permanent and skilled workforce is in place. In order to achieve the necessary consistency in quality of practice needed to progress to the next stage of our improvement journey, stability in our workforce is essential.

1.11 Ofsted do not provide a grading following a focused visit, however the findings of the visit are taken into account when planning our next inspection or visit.

IMPLICATIONS AND RISKS

Financial implications and risks: Any potential financial risk due to work to be done described in the paper will be covered by the 2021-22 Children's budget.

Legal implications and risks: There are no apparent legal implications in noting the content of the report

Human Resources implications and risks: Workforce issues in response to the Ofsted recommendations will be managed in accordance with the Council's HR policies and procedures

Equalities implications and risks: OFSTED recommendations will be considered in line with the Public Sector Equality Duty to ensure there are only neutral and positive effects of implementing OFSTED recommendations.

BACKGROUND PAPERS

None

Appendix A

Link to Ofsted Report – once published

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25 June 2021

Robert South
Director of Children's Services
Main Road
Romford
RM1 3BB

Dear Robert

Focused visit to Havering children's services

Her Majesty's Chief Inspector of Education, Children's Services and Skills is leading Ofsted's work into how England's social care system has delivered child-centred practice and care within the context of the restrictions placed on society during the COVID-19 (coronavirus) pandemic.

This letter summarises the findings of a focused visit to Havering children's services on 12 and 13 May 2021. The visit was carried out by Her Majesty's Inspectors, Joy Howick, Nasim Butt, Louise Hocking, Andy Whippey and Julie Knight.

The methodology for this visit was in line with the inspection of local authority children's services (ILACS) framework. However, the delivery model was adapted to reflect the COVID-19 context. This visit was carried out fully by remote means. Inspectors used video calls for discussions with local authority staff, managers and leaders. The lead inspector and the director of children's services agreed arrangements to deliver this visit effectively while working within national and local guidelines for responding to COVID-19.

What needs to improve in this area of social work practice

- The quality of analysis within assessments.
- The rationale for decision-making when stepping down to early help services.
- The quality of supervision notes including the rationale for decisions.

Findings

- It has been an exceptionally challenging year for Havering, with the impact of the pandemic remaining severe. Havering's infection and death rate from the pandemic is one of the highest in the country. The experience of grief and adversity caused by the pandemic has impacted greatly on the local community including the social care workforce, who have experienced stress, anxiety and loss. Despite the recent easing of lockdown restrictions, the prevalence of COVID-19 in Havering continues to significantly impact on how services are safely delivered, by staff and partners, to the most vulnerable children and families.
- Strong, timely corporate and political support for children's services has enabled leaders to mitigate some of the impact of the pandemic. Leaders have led a co-ordinated response alongside their partner agencies. They have swiftly responded to an increase in self-harm, including suicide, across all age ranges and a rise in domestic violence. These strengthened partnership arrangements are enabling a proactive and collaborative effort to support the most vulnerable families at a time of increased demand.
- The council recognised early on the significant impact of the pandemic for families living in poverty. They made significant financial provision for these families, including financial support during school holidays for families of 7,000 vulnerable children eligible for free school meals. Social workers and other practitioners have played an integral role in the council's response to safeguard children during the pandemic.
- Despite the challenges of the pandemic, social care leaders have an accurate understanding of children's services and have maintained a focus on improving services to better safeguard children and to improve their outcomes. However, the pandemic has inhibited the leaders' ability to address some key priority areas, including the recruitment of permanent experienced social workers and managers. Despite best endeavours, a high turnover of front-line staff, and lengthy sickness due to the pandemic, has affected the quality of management oversight and staff supervision. This has led to some children not receiving the help and support they need at the earliest opportunity. In response to this challenge, resources have been secured to recruit to additional senior practitioner posts.
- Staff well-being and safety is a priority for leaders. Staff report that leaders are visible and supportive. On occasions, as a result of colleagues' absence due to sickness linked to the pandemic, social workers' caseloads have been unavoidably high in some teams. For some children, this has meant that they have not seen the same social worker consistently, making it harder for them to build a trusting relationship and share their worries and feelings.

- Social care leaders have built positive relationships with schools and have developed suitable mechanisms to communicate with them, for example through the primary inclusion network. However, the local authority needs to ensure that there is consistent feedback to schools following the receipt of referrals.
- The existing quality assurance framework has been effective in identifying and addressing deficits in practice. Leaders know that there is more to do to address the variability in the quality of children's assessments, plans and supervision records so that they consistently evidence effective management oversight.
- The multi-agency safeguarding hub (MASH) continues to operate effectively from an office base. Early help has very recently been relocated to within the MASH, so that children are identified at an earlier point to receive a wide range of services to prevent situations escalating to the point where they require statutory services. The MASH provides effective and timely decision-making in response to initial concerns about children. Parental consent is well understood within the MASH. Strategy meetings are held promptly, with partner agencies well engaged to share information. All risks are considered carefully and the rationale for proportionate child-centred decision-making is evidenced within good-quality records. Actions arising are mostly clear, but not always time bound.
- When statutory assessments are required, social workers are promptly allocated to undertake these. However, on occasions, due to the pandemic, there are delays in children being visited by their social worker, meaning that children do not get the help they need at the earliest point. Once assessments are commenced, social workers visit children regularly and work hard to build a strong and trusting relationship with them to inform effective decision-making. For some children, the lack of planned direct work hinders the social worker's understanding of the child's lived experience.
- Assessments are mostly timely with an appropriate focus on risk and need, although some are insufficiently comprehensive and they are not always updated following significant events. This limits the identifying of next steps for focused and purposeful care planning. Historical events are not always sufficiently analysed to inform the level of support to address all risks.
- A small number of children's cases are overly optimistic about outcomes and over reliant on the self-reporting of adults. This has led to step-down to early help before there is enough evidence that risks are addressed, or that there is sustained improvement to children's circumstances.
- Partner agency attendance at key decision-making meetings has improved considerably since the previous inspection. Child protection and child in need plans are detailed and include clear goals. However, some plans lack clarity as to how these goals will be achieved. As a result, some children's plans do not progress at the pace needed to improve their experiences.

- Core groups and child in need meetings are timely but too often overly focused on updating information, rather than providing a clear analysis of progress and evaluation of the current risks. This lack of effective progress checking means that, for some children, there is a delay in escalating children's cases to pre-proceedings.
- Within the pre-proceedings process, letters to parents are of a consistently high standard. However, management oversight on children's records is not sufficiently clear as to how progress is being monitored.
- Social workers and managers in the children's disability service recognised the additional COVID-19 risks for their children. A proactive approach by social workers has ensured that the needs of these children and their families have been met well throughout the difficulties caused by the pandemic.
- Children at risk of criminal or sexual exploitation are mostly well identified. However, risk assessments and action plans to address concerns are of inconsistent quality. Plans have insufficiently clear actions for reducing risk to these children. When children go missing, return home interviews are offered to them and workers are persistent in their efforts to engage those children who decline an interview. While helpful information is gathered in these interviews, it is not always clear how this information is collated to inform planning and interventions to best support such children.
- The decisions made for children to become looked after are appropriate. However, some children would have benefited from an earlier admission into care. Although there are continuing challenges with sufficiency of placements, intensified by the pandemic, the majority of children who come into care live in placements with committed carers that meet their needs well. Effective consideration and analysis of all aspects of children's needs, including those with the most complex profile, ensures that children are matched to the right placement for them.
- Most children in care continue to live locally and family time is prioritised and promoted. Positively, most children continue to attend the same school to minimise disruption and change following their entry into care.
- During the current challenging times of the pandemic, practitioners have continued to find creative ways to meet with children in care. Children in care and care leavers benefit from practitioners who know them well and have a good understanding of children's and care leavers' needs. Children and care leavers spoken to said that they are well supported, have regular contact with their practitioner, and appreciate that senior leaders listen to and take account of their views, to develop better services for them in Havering.
- There is a strong commitment to support effectively the physical and mental health needs of children in care and care leavers. Children have timely initial and

review health assessments and, if required, ongoing mental health needs assessed. Staff make good use of in-house therapeutic support services, such as the team of systemic family therapists and the mental health practitioner in the care-leaving service, to enhance their understanding of how to best support their children.

- Children are encouraged to attend their looked after reviews. Children's views are well considered. The reviews are well attended by partners, and independent reviewing officers have continued oversight to ensure that children's plans progress.
- Care leavers benefit from a dedicated and knowledgeable care leaving service. Young people's advisers are in touch with the vast majority of care leavers and see them regularly. The advisers are ambitious and aspirational for young adults. Most young adults have a pathway plan, although they vary in quality from very good to others that fail to identify and include all known risks.
- The headteacher of the virtual school has a sound understanding of the strengths and weaknesses of the virtual school. There appear to be early signs of positive impact with regards to the targeted deployment of the 'systemic team' of therapists.
- Leaders worked well with schools to manage the huge spike in elective home education applications when all pupils were expected to be back in school in September 2020. They have developed suitable tracking and monitoring systems for effective home education and children missing from education.

Ofsted will take the findings of this focused visit into account when planning your next inspection or visit.

Yours sincerely

Joy Howick
Her Majesty's Inspector

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CHILDREN AND LEARNING OVERVIEW AND SCRUTINY SUB-COMMITTEE, 6 JULY 2021

Subject Heading:	Quarter 4 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 4 performance relevant to the Children and Learning Sub-Committee
Financial summary:	<p>There are no direct financial implications arising from this report. However adverse performance against some performance indicators may have financial implications for the Council.</p> <p>All service directorates are required to achieve their performance targets within approved budgets. The Senior Leadership Team (SLT) is actively monitoring and managing resources to remain within budgets, although several service areas continue to experience financial pressure from demand led services.</p>

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

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

SUMMARY

This report supplements the presentation attached as **Appendix 1**, which sets out the Council's performance within the remit of the Children and Learning Overview and Scrutiny Sub-Committee for Quarter 4 (January to March 2021).

RECOMMENDATIONS

That the Children and Learning Overview and Scrutiny Sub-Committee:

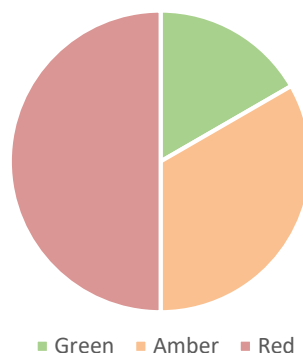
- notes the contents of the report and presentation and makes any recommendations as appropriate; and
- considers which performance indicators it would like to receive for monitoring and scrutiny during 2021/22.

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 3, 2020/21)
 - Long-term performance – with the same time the previous year (Quarter 4, 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 4 Indicator Summary



In summary, of the 6 indicators:

- 1 (17%) have a status of Green**
- 2 (33%) have a status of Amber**
- 3 (50%) have a status of Red**

In the previous quarter, three indicators were rated Green and three were Red.

7. Attached at Appendix 2 is the full monthly (March 2021) performance report for Children's Services, which shows provisional year end outturns across all key indicators (statutory and local), RAG rated and with performance commentary provided by the heads of service. This has been provided to aid Members in selecting which indicators the sub-committee would like to receive in 2021/22.
8. Many of the indicators that would usually be reported for Learning and Achievement continue to be unavailable or impacted by the Covid-19

pandemic. Further updates on this situation will be provided throughout the year and it is recommended that in the interim, Members may wish to consider receiving regular reporting on Ofsted ratings and school exclusions. The specific indicators available for reporting in these areas are those shown below, all of which can be reported for all phases, or broken down by primary and secondary phase.

- The percentage of providers judged to be Good or Outstanding by Ofsted
- The percentage of pupils attending a Good or Outstanding provider
- Permanent exclusion rate
- Fixed term exclusion rate
- One or more fixed term exclusion rate

IMPLICATIONS AND RISKS

Financial implications and risks:

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

All service directorates are required to achieve their performance targets within approved budgets. The Senior Leadership Team (SLT) is actively monitoring and managing resources to remain within budgets, although several service areas continue to experience significant financial pressures in relation to a number of demand led services, such as Children's Services. SLT officers are focused upon controlling expenditure within approved directorate budgets and within the total General Fund budget through delivery of savings plans and mitigation plans to address new pressures that are arising within the year.

Legal implications and risks:

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

Human Resources implications and risks:

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

Equalities implications and risks:

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

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

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

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

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

- % 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.

BACKGROUND PAPERS

Appendix 1: Quarter 4 Children and Learning Performance Presentation 2020/21
Appendix 2: Children's Services Performance report, 2020-21

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Havering

LONDON BOROUGH

Quarter 4 Performance Report 2020/21

Children and Learning O&S Sub-Committee

6 July 2021

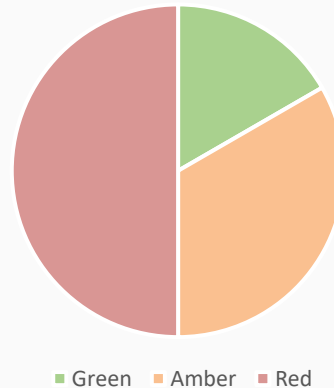
About the Children and Learning O&S Sub-Committee Performance Report

- 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 have been reported to the Children and Learning Overview & Scrutiny sub-committee during 2020/21.
- Performance data is available for all 6 indicators this quarter.
- All 6 indicators have been given a RAG status.

Quarter 4 Indicator Summary



In summary, of the 6 indicators:

- 1 (17%)** have a status of **Green**
- 2 (33%)** have a status of **Amber**
- 3 (50%)** have a status of **Red**

Quarter 4 Performance – Children’s Services

Indicator and Description	Value	Tolerance	2020/21 Annual Target	2020/21 Q4 Target	2020/21 Q4 Performance	Short Term DOT against Q3 2020/21		Long Term DOT against Q4 2019/20	
% of Contacts progressing to Early Help	Higher is better	+/-5%	30%	30%	28.5%	↓	30%	↑	26%
% 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%	57.5%	↓	59.5%	↓	69.1%
% of former relevant young people at age 18-21 who are in education, employment or training	Higher is better	+/-5%	75%	75%	61.2%	↓	67.6%	↓	75.6%
% LAC with an up to date pathway plan in place	Higher is better	+/-10%	70%	70%	66.3%	↓	73.1%	-	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 4 Performance – Children’s Services (contd.)

Indicator and Description	Value	Tolerance	2020/21 Annual Target	2020/21 Q4 Target	2020/21 Q4 Performance	Short Term DOT against Q3 2020/21		Long Term DOT against Q4 2019/20	
% of LAC cases with supervision in the last three months	Higher is better	+/-10%	95%	95%	100%	↑	98%	-	N/A
% of Education, Health and Care (EHC) assessments that are completed within 20 weeks	Higher is better	+/-10%	72%	72%	48%	↓	53%	-	N/A

Highlights

The **percentage of LAC cases with supervision in the last three months** ended the year at 100%. Regular monitoring at weekly performance meetings has led to sustained improvement in this area and from April, performance will be measured against the new supervision standard, which is a 2 monthly cycle for LAC and CIN cases, and monthly for CP cases. A priority for 2021/22 will be securing further improvement in the quality and consistency of supervision.

The **percentage of contacts progressing to Early Help** is down compared to the previous quarter but has increased when compared to the same point in the previous year. An Early Help worker is based in the Multi Agency Safeguarding Hub (MASH) to support and improve the identification of cases that would benefit from Early Help intervention, whether by the Early Help Service or universal services. This *may* lead to further reductions in the percentage of contacts progressing to the Council's Early Help service, with the intended outcome being that families receive the right services at the right time. It is also worth noting that this indicator captures contacts that progress to Early Help Assessments and does not include contacts that progress to Early Help Universal Plus services. The Head of Service for MASH, Early Intervention and Edge of Care is working closely with the Performance Team to improve the way in which Early Help activity is captured and reported on.

The **percentage of LAC with an up to date pathway plan in place** dipped slightly in the final quarter of the year, which is attributed to capacity issues, as there were a high number of vacancies within ISS during this period. Performance is reviewed weekly and at the time of writing, is back above target. The IRO service also continues to check at LAC reviews that a pathway assessment has been completed by 15 years and 9 months. The equivalent indicator for over 18 year olds (which was highlighted as below target last quarter) has also improved significantly. In addition to the timeliness of plans, young people need to be engaged with the pathway planning process and their voice evident, and this remains an on-going priority for the service in 2021/22.

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 remained relatively stable throughout 2020/21, but is lower than previous years and now below the London average. The quality, sufficiency and stability of placements for children in care is a priority for the service over the coming year. Challenges relating to availability and choice of placements have been further exacerbated by the Covid-19 pandemic, and Havering is not alone in experiencing this. The proportion of children with three or more placement moves has decreased compared to last year which is positive; however we know that too many young people still experience placement breakdowns and there is more to do. A high proportion of the children in our care are teenagers, many of whom have experienced trauma and display challenging behaviours, and we require skilled and dedicated carers to provide a home for these children. In response, we delivered a ten week training programme for foster carers alongside their supervising social worker - facilitated by a systemic family therapist - providing strategies and exploring new ways for carers to relate to their foster child. A Placement Stability Panel has been in place since December 2020, alongside a New to Care and Edge of Care Panel. These are both chaired by the Head of Quality Assurance with the view that a child's plan is scrutinised at the point of coming in to care and then again if they move to a second placement within 12 months.

Improvements required (Cont..)

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. 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. Workers have provided laptops to all young people who needed one, and have ensured that a keyworker within the unit is available to offer support. There is a greater focus within pathway plans on EET and outcomes are being closely monitored in supervision, with multiple strategies being implemented to ensure 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 Future Mentors Scheme provides 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. A number of care leavers have been offered this opportunity already, and it is anticipated that with the Cocoon now being partially open, some face to face meetings can be supported, giving confidence to care leavers to consider all of the options and opportunities within EET. The Leaving Care service also continues to liaise with the Virtual School in order to target support to sustain EET prior to young people turning 18.

The **percentage of EHC assessments completed within 20 weeks** was below target at the end of the March 2021. The main factor contributing to the dip in performance (to 48%, from 53% in Q3) has been capacity, with one case officer absent due to sickness, and the impact of additional work and training required to implement the new Liquidlogic EHC module.

The latest published data (from the annual SEN2 statutory return, released in May 2021 and covering January 2020 to January 2021) shows that nationally, the rate of EHC plans issued within 20 weeks was 58%, which is down slightly from 60.4% in 2019. Havering's performance for the same period was 60.8%, meaning we remained above the national average and similar to the London average of 61.8%.

Any questions?



Appendix 2 - Key Performance Indicators Summary

Indicator	Target 2020-21	Year-end outturn	Direction of travel (compared to this point last year)	Service narrative and action
Contacts, Referrals and Assessments				
% of Contacts progressing to Early Help	30.0%	28.5%	↑	<p>The number of contacts received in to MASH has remained similar to the same period last year. However, the percentage of contacts progressing to Early Help is down 3.1% compared with 2019/20. An Early Help worker is based in the Multi Agency Safeguarding Hub (MASH) to support and improve the identification of cases that would benefit from Early Help intervention: this is a relatively recent process and the expectation is that referrals to Early Help will increase as this becomes embedded. The data captures contacts that convert to Early Help assessments and does not include contacts that progress to Early Help Universal Plus services, and this is an area that has seen an increase in referrals. The Head of Service for MASH and Early Help will work closely with the Performance team over the next financial year to improve the way in which Early Help activity is captured and reported on.</p> <p>There has been an overall increase in cases progressing to any form of assessment (by either Social Care or Early Help).</p>
% of referrals to Children's Social Care progressing to assessment	90.0%	93.0%	↑	<p>The conversion rate from referral to assessment has increased by 6.5 percentage points over this year in comparison to 2019/20, with 93% of referrals from MASH converting to a statutory assessment. This improvement has been achieved through the Group Manager holding strong oversight of cases referred that do not convert to an assessment. All these cases are reviewed at the fortnightly threshold meeting held between MASH and Assessment managers. This process has supported decision makers to align thresholds across the service to ensure consistent and appropriate threshold decision making.</p> <p>Domestic abuse remains the most prevalent reason for contacts received into MASH over this financial year. The impact of the COVID pandemic on families has meant that contacts to request support in relation to Child Behaviour is the second highest reason for contact and Parental Mental Health third. Contacts received in relation to neglect have decreased slightly during this year; with the hypothesis being that children have been less visible and neglect therefore not identified as would ordinarily be the case. We do anticipate an increase in neglect referrals as restrictions ease and opportunities to monitor children over time increases. These trends continue to be a focus for exploration through the local safeguarding partnership.</p>
% of assessments completed within 45 working days	85.0%	85.0%	↑	<p>The timeliness of single assessments has fluctuated over this financial year, however the target of 85% being completed within the statutory 45 day timescale was achieved. This is despite the additional pressures of the impact of COVID on the workforce and an increase of assessments completed in in year compared to the previous year: in 2019/20, a total of 2,371 assessments were completed and during 2020/21, 3,073 assessments were completed, which is an increase of 702 assessments. Throughout the COVID restrictions social workers have continued to see families face-to-face as part of the assessment and there is a focus within the service on further strengthening assessments through on-going feedback from managers to social workers. The Group Manager in Assessment is working to improve the percentage of assessments that are completed in 10 days and 25 days and there is evidence that the 25 day timescale is improving month on month. This will lead to a significant and sustainable improvement in the percentage of assessments completed within statutory timescales and the target for next financial year will be increased to 90%.</p>

Indicator	Target 2020-21	Year-end outturn	Direction of travel (compared to this point last year)	Service narrative and action
Child Protection				
<u>% of Initial Child Protection conferences held within 15 days</u>	85.0%	85.0%	↑	The was a drop in performance during December and January, which was reviewed by the service, and performance has since recovered during Febuary and March resulting in us achieving the year end target. Despite the added pressures brought upon the service due to the COIVD pandemic, during 2020/21 performance has generally remained comfortably above target, with 100% of conferences being held within 15 days in 6 out of the 12 months of this year. Based on the latest available benchmarking data, we are also performing better than all of our comparator groups. The improved performance in this area is a result of closer working between SSSU and the social work teams to ensure early notification of a conference needing to be convened. Remote working during COVID-19 and the use of virtual conferences has also had the benefit of increasing availability of Conference Chairs.
<u>% of children and young people de-registered from a Child Protection Plan whose plan lasted less than 3 months</u>	10.0%	10.5%	↓	During 2020/21 we saw 133 CP plans ending, and of those, 14 children (10.5%) were de-registered from a plan that had lasted less than 3 months. The service has reviewed the reasons for all cases that have closed within this timescale. This found that in 14 cases, each met the threshold for CP plan at the initial conference, and changes in the family circumstances provided the necessary safeguarding to discontinue the CP plans.
<u>% of children and young people de-registered from a Child Protection Plan whose plan lasted more than 2 years</u>	5.0%	0.0%	↓	No children were de-registered from a CPP during 2020/21 whose plan lasted more than 2 years, which means we have comfortably met the year end target. However, there are currently 3 children from 1 family who have been subject to CP plans with a durations of 2 years or more. Due to the level of concern, these cases were presented to the court where Interim Supervision Orders were granted for all 3 children. The service will continue to offer a high package of support and assess progress. All CP plans with a duration over 15 months are being reviewed by a panel of managers to provide robust scrutiny and challenge.
<u>% of children becoming subject of child protection plan for second / subsequent time within two years</u>	12.0%	4.1%	↓	The percentage of repeat plans fluctuated during the first half of the year, partly because the number of plans commencing in general was low. 8 children from 3 families have been the subject of two or more CP plans during 2020/21. Current CP plans are focused, with appropriate services working with families. Despite the high activity at the beginning of this period, we have achieved our year end target, and the latest available benchmarking shows that our percentage of repeat plans 'ever' (slightly different to the 2 year measure) is better than the England average and similar to London.

Indicator	Target 2020-21	Year-end outturn	Direction of travel (compared to this point last year)	Service narrative and action
Looked After Children				
<u>% of looked after children with three or more placements during year</u>	10.0%	11.7%	↓	There was a sharp increase in placement moves during 2019/20 for this cohort of young people, the majority of whom are teenagers with complex needs and some challenging behaviours. There has been improvement during 2020/21 when compared to last year; however with some young people not observing the social distancing measures put in place due to the pandemic, a number of placement moves have been authorised in order to ensure safety for young people, and the protection of carers who needed to self-isolate or shield. Sufficiency and placement choice has also been negatively impacted by the pandemic, when this was already a challenge in Havering and nationally.
<u>% of LAC aged under 16 who had been looked after continuously for at least 2.5 years who were living in the same placement for at least 2 years, or are placed for adoption and their adoption and their adoptive placement together with their previous placement</u>	70.0%	57.5%	↓	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 remained relatively stable throughout 2020/21, but is lower than previous years and our locally set target, and now below the London average. There have been a number of initiatives implemented in response to this: 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.
<u>% of looked after children at 31 March placed outside LA boundary and more than 20 miles from where they used to live</u>	14.0%	16.0%	↓	The number of children being placed more than 20 miles from their home address stabilised during the third quarter but has since increased during quarter four, and currently accounts for 33 children - 16% of our looked after population at 31st March. A high proportion (39%) of the 20 mile+ cohort are placed in the neighbouring local authority areas of Essex and Redbridge. Looking at placement types for this cohort, a relatively high proportion (52%) are with agency foster carers, half of which are long term ratified placements including adoption, and where moves are planned and assessed to be in the child/ren's best interests.
<u>% of looked after children who contributed their views to a statutory review</u>	98.0%	98.4%	→	As at the end of March, 98.4% of eligible looked after children contributed to their last statutory review meaning we have achieved the year end target; however, we have seen this figure fluctuate throughout this year. IROs rely on face to face contact with children to acquire their feedback and views on the CLA review and plan, and due to COVID-19, this has not always been possible, with virtual reviews and the dependence on technology creating a barrier to communicating with some children. There are some cases where there was participation but the minutes had not been completed on the system due to the Care Plan not being completed at the time of reporting. Other young people are less inclined to join their LAC reviews via Skype and in some cases, refusing to be part of the meeting or hanging up the phone, and in a small number of cases children were missing from their placement at the time of the review. The Independent Reviewing service will consider using advocates and other facilitative mediums to ensure that children's views are captured.
<u>% of looked after young people of school age with an up to date Personal Education Plan</u>	95.0%	100.0%	↑	At 31st March, 100% of PEPs were recorded as up to date, exceeding the year end target of 95%. This KPI is now based on a termly cumulative reporting method which gives a more realistic view of PEP completion, as opposed to monthly reporting. (End of term is December, March and July each year and should be used as the point of reference for this KPI). Social Workers and Designated Teachers are encouraged (at PEP training opportunities regularly offered by the Virtual School) to avoid holding PEPs very near to the end of term to allow sufficient time for each PEP to be fully recorded on ePEP and signed off by the Virtual School before the end of the term. PEP data is reviewed with the team weekly and with ISS on a monthly basis to follow up on incomplete PEPs. PEPs should be completed by the Social Worker and the Designated Teacher.
<u>% of all looked after young people of school age with an up to date medical (annual)</u>	95.0%	95%	→	Performance remained very strong throughout this quarter, meeting all year end targets across both the school age and below school age cohorts. COVID-19 has restricted the completion of face to face medicals and during the year, the primary focus was making phone calls to assess children and young people who: <ul style="list-style-type: none"> • have known underlying health conditions that place them in the vulnerable categories; • were reported to have contracted the virus or were living in a fostering household where someone was reported as having symptoms; • have had missing episodes; or • are pregnant.
<u>% of all looked after young people below school age with a medical within the last 6 months (6 monthly)</u>	92.0%	100.0%	↑	Review health assessments (RHAs) in borough have still been taking place (remotely) during the lockdown and we have observed a quicker response to RHAs being completed by other LAs (for children who live / attend school out of borough).
<u>% of all looked after young people with an up to date medical</u>	93.0%	95.1%	→	Monthly meetings are taking place where Health and Children's Services professionals discuss case issues, review progress and highlight blockages at an operational level. The LAC Nurse service is also starting to review young people's care plans every 3 months. The jointly funded (by NHS and Children's Services) Business Support Officer post continues to reduce delay in the administration of LAC medicals. All paperwork for RHAs is now sent out 3 months in advance, which is working well.

Indicator	Target 2020-21	Year-end outturn	Direction of travel (compared to this point last year)	Service narrative and action
Fostering and Adoption				
<u>Average time between court decision and child being matched with prospective adopters (days) for children who have been adopted</u>	121	108	↓	There have been 4 adoption orders granted during 2020/21, and a further 3 children placed with their prospective adoptive families, with two of these children having entered care less than 14 months ago.
<u>% Children who wait less than 14 months between entering care and moving in with their adopting family</u>	30.0%	37.5%	↑	The three children who are placed but not adopted have applications to adopt filed, two of which pre-date ALE. Both took approximately 3 months from Placement Order to placement and both filed approximately 3 months after placement but in both cases court timescales were excessive prior to lockdown and have been further delayed as a result, with one case finally heard in late June. One of the children (an older, BAME child) has complex needs and developmental delay. A placement was identified within 12 months and an application was made for adoption in June. This single placement has had a considerable negative effect on timeliness overall.
<u>Average time between a child entering care and moving in with their adoptive family for children who have been adopted (in days)</u>	426	391	↓	
<u>% of looked after children who ceased to be looked after who were adopted</u>	8.0%	3.6%	↓	The primary cause of delay in adoption orders has been delays in court processes. ALE will continue to work with courts to progress and chase Adoption Order hearings.
<u>% of looked after children who ceased to be looked after as a result of a special guardianship order</u>	8.0%	7.2%	↑	Please see comments above in respect of children in the adoption process. It was difficult to project the number of SGOs that were likely to be made this financial year as this is heavily influenced by court outcomes and family engagement with the process. The number of cases within the court arena has reduced due to COVID-19; however, the SGO team will continue to work with private and public law cases to support permanency within the family.
<u>% of looked after children who ceased to be looked after as a result of permanency (Adoption and Special Guardianship Order)</u>	16.0%	10.8%	↓	
<u>% of LAC placed in LBH foster care</u>	45.0%	41.3%	↓	<p>The percentage of LAC placed with in-house carers dipped during quarter four but remained within the target tolerance level. This is reflective of former LAC remaining in placements post 18 (Staying Put) which impacts on the carers' capacity to support other LAC. Increased support to in-house foster carers means they are more confident to take on placements, including sibling groups.</p> <p>We continue to monitor the impact of COVID 19 on fostering households and their overall capacity to take and sustain placements. The service has experienced two foster carer deaths due to COVID 19 (with another carer in ICU in critical condition) and some of the older carers remain cautious about taking on new placements, despite the easing of lockdown arrangements and access to the COVID 19 vaccination programme.</p> <p>There were also 3 de-registrations during November: one due to a change in personal circumstances, one previous connected persons foster carer received an SGO, and one foster carer resigned to pursue an adoption application, plus an additional three de-registrations in March due to Standards of Care concerns.</p>
<u>Total number of in-house foster carers</u>	80	81	↑	The year end targets have been achieved in relation to both the total number of in-house foster carers and the number of new in-house foster carers, despite the challenges of COVID 19. There have been 13 new approvals this year, an increase of approximately 25%, with a further 5 assessments started and due to be completed in the next financial year.
<u>Number of new in-house foster carers</u>	12	13	↑	There was an upturn in interest in fostering at the beginning of the pandemic; however, not all enquiries were suitable and interest has since levelled off to pre-COVID-19 rates. The pandemic has impacted on our visibility (posters/ walkabouts/ attendance at shows etc.) and ability to be in the community to share the rewards of fostering and the service is now receiving fewer enquiries from existing foster carers at other agencies, raising the question of whether Havering's package is sufficiently lucrative.

Indicator	Target 2020-21	Year-end outturn	Direction of travel (compared to this point last year)	Service narrative and action
Leaving Care				
<u>% of young people leaving care over the age of 16 who remained looked after until their 18th birthday.</u>	80.0%	71.8%	↓	Of the 71 young people aged 16 years or over that have ceased to be LAC during 2020/21, 51 (72%) ceased on their 18th birthday, which is in line with our comparators, Outer London (72%), Statistical Neighbours (70%), and National (71%). Of the 20 young people that ceased prior to their 18th birthday, 14 (70%) returned home, 4 (20%) were sentenced, 1 (5%) transferred to other LA and 1 (5%) moved to NHS health Trust. Of the young people who left care prior to their 18th birthday, 4 (20%) started to be looked after due to being remanded to custody.
<u>% of looked after children that leave care at 18 and remain living with their foster carers (Staying Put)</u>	50.0%	47.4%	↓	Our Staying Put Policy has been widely shared and discussed with foster carers. The success of this arrangement has a direct bearing on foster carer placement availability for LAC; however, Staying Put arrangements are increasing positive outcomes for young adults and will continue to be promoted. The policy includes a Staying Put Agreement and 3 monthly reviews to monitor the impact of these arrangements. There are currently 30 Staying Put arrangements in place, with 25 living with previous in-house carers.
<u>% of former relevant young people aged 19-21 who were in suitable accommodation</u>	95.0%	92.2%	↑	We have a number of young adults in custody which impacts on this indicator; however, the vast majority of our care leavers are in suitable accommodation. There is ongoing work by the JCU to increase the options of accommodation available upon leaving care, including accommodation for young parents, units that specialise in mental health, etc. Work continues in this area with effective links with Housing.
<u>% of young people leaving care who are in higher education aged 19-21</u>	5.0%	5.7%	↑	Despite the impact COVID-19 has had on those in higher education, with a number of young adults struggling to maintain course work and college engagement remotely, we have seen performance start to improve as the year has progressed, meaning that we are currently exceeding our year end target for the 19-21 year old cohort.
<u>% of former relevant young people aged 19-21 who were in education, employment or training (SSDA 903 Definition)</u>	55.0%	53.5%	↑	For the 18-21 year old cohort, performance 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.
<u>% of former relevant young people aged 19-21 who were in education, employment or training (Based on cases open to Leaving Care Service)</u>	65.0%	62.4%	↓	Workers have provided all young people who needed them with a laptop, and have ensured that a keyworker within the unit is available to offer support. Evidence of this support is provided by way of progress reports and conversations with the young people.
<u>% of former relevant young people aged 19-21 who were NOT in education, employment or training (NEET) (SSDA 903 Definition)</u>	30.0%	31.4%		All other targets for the aged 19 to 21 care leaver cohorts have ended the year within the target tolerance levels, both in respect of those young people with cases open to the Leaving Care service, and the wider cohort reported to the Department for Education via the SSDA903 return.
<u>% of former relevant young people aged 19-21 who were NOT in education, employment or training (NEET) (Based on cases open to Leaving Care Service)</u>	30.0%	32.6%		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.
<u>% of former relevant young people at age 18-21 who are in education, employment or training</u>	75.0%	61.2%	↓	Our new Future Mentors Scheme provides 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.

Indicator	Target 2020-21	Year-end outturn	Direction of travel (compared to this point last year)	Service narrative and action
Pathway Plans and Supervision				
<u>% Care Leavers with an up to date pathway plan in place</u>	50.0%	85.3%		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.
<u>% LAC with an up to date pathway plan in place</u>	70.0%	66.3%		We have seen improved performance during the second half of the year in the percentage of care leavers (aged 18+) with an up to date pathway plan. This is in spite of 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.
<u>% CP cases with supervision in the last three months</u>	97.0%	98.9%		There was a slight drop in performance in relation to case supervision for children in need between December and March. However performance remains strong and within the target tolerance level. Performance in relation to supervision for both CP and LAC ended the year above target. The new systemic case supervision template was embedded in Liquidlogic this year, enabling regular performance reporting in this area which is closely monitored by the Head of Service and Group Managers and discussed at weekly performance meetings. Although the service's policy is that case supervision should take place every three months, we have been trialling a 2 monthly cycle for LAC and CIN cases, and monthly for CP cases. From April 2021, performance will be reported against these new standards.
<u>% CLA cases with supervision in the last three months</u>	95.0%	100.0%		
<u>% CIN cases with supervision in the last three months</u>	90.0%	89.8%		

Indicator	Target 2020-21	Year-end outturn	Direction of travel (compared to this point last year)	Service narrative and action
Missing				
<u>Number of children missing from care</u>	8	10		The RHI data shows children missing from home and care for over 24 hours; however RHIs are offered for all children irrespective of time missing. Since November, we have seen a steady increase in the number of RHIs offered overall and notably those offered within 72 hours. A contributing factor has been the introduction of a permanent RHI Worker in the service, who is both offering RHIs and supporting the offer of RHIs to children within the social work teams, and monitoring their completion. Additionally, in March, amendments were made to the process around assigning RHIs on LCS and this data is included in the weekly SLT emails.
<u>Number of children missing from home</u>	5	6.25		
<u>% of return home interviews (RHI) offered within 72 hours.</u>	50.0%	71.4%		
Work Force				
<u>% of LAC with 2+ changes of social worker in the last 12 months.</u>	10.0%	13.0%		Since the start of pandemic there has been quite a high number of Social Workers leaving the service, which in turn may possibly lead to a negative impact on management of child allocations. We are working towards a permanent recruitment drive in order to fill the high number of vacancies, which once completed should have a stabilising impact on the number of social worker changes for our looked after children.
<u>Number of children & young people experiencing 3+ changes of social worker within the last 12 months</u>	5.0%	4.4%	↓	

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2021 Exams Process

Context

- After second lockdown and school closure government decided that examinations would not take place, instead Centre Assessed Grades (CAGs) would be awarded
- Aware of two years of disrupted learning and the uneven impact on individuals
- Sought to avoid the confusion and controversy of 2020 centre assessments
- More robust and more consistent process
- Undertook a consultation in January 2021- over 100,000 respondents
- Ofqual developed guidance taking this into account to set up a system to ensure centres delivered a

“fair and objective judgement of the grade they believed a student would have achieved had they taken their exams”

Timeline

- January consultation
- February guidance
- 19 –30th April- submissions of Centre Policies
- From 1st June exam board visits to discuss policies if deemed necessary (none here)
- Submission of grades 26th May-18th June and centre declarations
- Exam boards call for samples of evidence from 21st June- 48 hour turnaround for centres
- Call for evidence possible until 16th July
- Results award day- 10th August A/As level and 12th August GCSE
- Appeals window to centre open until 16th August
- Appeals to board then until 3rd September

Key principles

The guidance sets out four key principles for examination centres to set out their own policy which had to be submitted for scrutiny and approval and must meet these principles:

- 1 Objectivity- based on an evidence
- 2 Demonstrate awareness of unconscious bias
- 3 Use evidence to identify unconscious bias
- 4 Dialogue with others-review judgements/moderation

The evidence base

- Holistic- balancing sources of evidence
- Work completed over the course of study – centres urged to teach as long as possible
- Based on the work taught (but must be sufficient to meet the specifications)
- Aligned to the expectations of previous years-assessments and tasks aligned to the level and format of previous years
- Consistent across classes
- Pupil's own work-making clear where there has been support (SEND, EAL)
- Centres to keep a record of selections and be able to justify choices

What types of evidence would constitute a student's folder of work?

- Mock exam results and papers
- Students' work in response to exam board materials e.g. past papers, sample questions, practice papers
- Centre created versions of the above as long as the format and the mark schemes used are the same
- Module tests undertaken through the course
- "Substantial" classwork or homework
- Non-exam assessments (coursework)
- Teachers' records of performance e.g. in PE or Drama

Unconscious Bias

Exam boards and Ofqual have made materials available to centres for training which our schools have used with teachers to ensure grades are fairly awarded. These deal with many areas and the list below is not exhaustive:

- Awareness of the possible impact of protected characteristics e.g. gender, race, disability
- Perceptions about commitment to school, work or behaviour
- Family, sibling performance
- Knowledge of grades needed for next steps
- Character, views, attitudes aligned to the teacher's
- Undue influence of a pupil's command of language (where this is not relevant to the assessment)
- Systematic bias – class socio-economic background

Other factors to be aware of:

- Where there has been a significant change of staff, over or under grading to compensate for perception
- Too much emphasis on the most recent work or older work
- Under or over grading where a student's performance is very different to most of the cohort
- Pressure on teachers from students or parents (must be reported)
- Peer pressure on teachers to agree with others in the department

Dialogue with others-Steps to ensure accuracy required by exam boards

- Internal moderation and sign off of all grades by at least two teachers- one the subject leader
- Head of centre sign off with the subject leader- declaration included confirming all exam board requirements had been met
- Benchmarking against similar students over 2017, 18 and 19 when exams were taken and through average subject grades
- Benchmarking evidence also used to identify any tendency to unconscious bias

Additionally our schools have undertaken

- Benchmarking against the expectations of progress in the school over the three years and against national
- Using virtual networks and exam board training to share and discuss grades and evidence
- Cross marking between teachers in school across trusts and across the LA as well as in some cases other schools beyond the LA
- Blind marking by external examiners

Post grade submission Quality Assurance

- Grades confidential to the centre until award day by board
- Internal QA processes checked by exam boards
- Exam boards benchmark against three last exam years and call for evidence where there is a large differential
- Exam boards call for a randomly chosen selection of 10% of all centres in each subject
- Exam boards call for selections of evidence (5 per subject chosen) from school for moderation/verification
- Exam boards can call for further evidence/ justification prior to agreeing awards
- Students will be able to appeal their grades at centre level and above this at exam board level if they feel these are not representative but would need to give reasons. At appeal the student's folder of work/evidence would be independently reviewed.

Using grades to determine school performance

- Governors have been advised to be wary of setting numerical targets based on student grades alone for 2021 for head teachers or teachers
- As in 2020, the DfE will not publish any performance tables or benchmark schools
- Ofsted inspectors have been told to disregard performance data from 2020 and 2021 as well as any internal data the school may produce. They will instead use a range of evidence judging pupils work and understanding

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CHILDREN AND LEARNING OVERVIEW AND SCRUTINY SUB-COMMITTEE 6 July 2021

Subject Heading:

Adult Education: Outcomes Update

SLT Lead:

Robert South, Head of Children's Services

Report Author and contact details:

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Policy context:

This relates to the outcomes for the College and learners for 2019/2020

Financial summary:

Havering Adult College successfully achieved all of its financial targets for 19/20, ensuring the full external contract value was paid, and there is no reduction to the grant allocation for 20/21 or 20/22 as a result.

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

Opportunities making Havering

[X]

SUMMARY

This Report provides an update on Havering Adult College, including performance outcomes for 2019/20 2020.

RECOMMENDATIONS

- **Members to note the content of the report**

REPORT DETAIL

1. Presently, the London Borough of Havering delivers adult and community learning (ACL) through the Havering Adult College, established over fifty years ago. Havering Adult College receives two direct grants to fund its operation, one from the Education and Skills Funding Agency (ESFA) and one from the General London Authority (GLA), that enables the service to deliver a range of courses aimed at learners aged 19+ who can be resident in the borough, or attend from outside of the borough.
2. In the academic year 2019-20, Havering Adult College delivered learning opportunities to 2041 learners. The achievement rate for learners overall was 96.97%, based on the Management Information System data returned to the ESFA for that year. Current recruitment for 2020-21 stands at 1246 with an in year achievement rate of 94.66%, although enrolments are still continuing throughout the year, numbers are down on last year as a result of Covid... The last three Ofsted inspections have found the provision to be Good, and with some excellent features.
3. For context, Havering Adult College presently offers a broad curriculum to the public, covering key areas of learning; specifically, Digital & Computer Skills, Languages (including BSL), Creative & Performing Arts, English for Speakers of Other Languages (ESOL), Floristry & Horticulture, Food & Drink, Teacher Training, and Teaching Assistants. In addition, Family Learning, Employability provision and Functional Skills are also offered and are free at point of delivery to support groups and individuals with challenges and needs. The College also has a constantly developing 'Education for Independence' department, providing around the year learning for learners with learning disabilities and difficulties.
4. The above provision is funded by the Adult Education Budget, which is comprised of two streams; firstly, Adult Skills provision, whereby participants are working towards a nationally recognised qualification and are, potentially, eligible for full fee remission (if current eligibility criteria are met), and receipt of the full skills allocation is dependent on successful achievement of the qualifications. Secondly there is the Community Learning allocation, which is to support the provision of non-accredited learning opportunities. The majority of Community Learning courses have fees payable to participate, and are more to (i) encourage harder to engage groups and communities back into education, and (ii) support the development and maintenance of community cohesion, social inclusion, personal growth and esteem building. The Adult Skills courses are linked, in most instances, to qualifications that increase life

and career chances. Additional funding, to sustain adult education provision, is provided by fee income.

5. For 2019-20, the total Adult Education Budget allocated to Havering Adult College via the Education & Skills Funding Agency, and the Greater London Authority, was £1,211,100, which was comprised of:

£612,012 – Adult Skills allocation

£599,088 – Community Learning allocation

This also saw a successful implementation of the grant funding devolution to the GLA, who have maintained an effective working relationship with the service.

6. In addition, £30,000 is nominally safeguarded as Additional Learner Support funding (within the overall budget) to provide those on accredited provision with essential support (such as learning support assistants, digital equipment, etc) to allow them fair access and equality.
7. Through effective strategic management of the provision, Havering Adult College successfully achieved the target threshold for full drawdown of the entire grant..
8. A key objective of the Skills for Londoners Strategy is to increase the number and diversity of adult learners in London gaining skills to participate in society, and also progress into further/higher or additional education. City Hall has published eight areas of reform under the devolution of the AEB in London. They are:
 1. Eligibility for full-funding for people in low-paid work
 2. Basic English and maths skills
 3. English for Speakers of Other Languages (ESOL)
 4. Basic digital skills
 5. Adult & Community Learning (ACL)
 6. Support for disadvantaged learners
 7. Support for learners with Special Educational Needs and Disabilities (SEND)
 8. Addressing London's sectoral and occupational skills needs
9. As part of the reform, City Hall has acknowledged that traditional local authority funding through the block grants of the ESFA were based on historical formulae, with no direct relationship between the current allocations and the number of learners who could potentially benefit. City Hall published in the Skills for Londoners Framework (2018) that, whilst there were no plans to set local targets for levels or types of provision, as the Learning and Skills Council had done previously, the intention to incentivise better occupational

targeting of provision and the introduction of outcome-related payments as part of the devolved budget is clearly stated.

10. It is understood that the following are key occupational areas that the incentivising will focus upon, although this was anticipated to be introduced following the pilot year of 2019-20, it will now likely be introduced in 21/22:

- Health and social care
- Construction
- Tourism, hospitality and retail
- Creative and digital
- Finance and professional services

11. As part of the Local London (Eastern London) Region, Havering Adult College is aligned to the priority outcomes identified through the Local London Steering Board. These include:

- Supporting in-work low paid residents to up-skill, secure new qualifications and progress into higher paid work
- Supporting unemployed and economically inactive residents (particularly those with disabilities and long term health conditions)
- Supporting lone parents who are struggling to secure and maintain part-time/full-time work at a reasonable wage
- Supporting residents whose first language is not English, for whom it is a barrier to employment and accessing educational opportunities
- Supporting residents both younger and older with SEND needs
- Supporting skills development for: construction, digital, health and social care, cultural and creative industries

12. Havering Adult College has, through strategic engagement with partners, aligned with targeted curriculum planning, positioned itself well to deliver a range of high quality courses (both accredited and non-accredited) within the mayoral priorities, many targeted at up-skilling unemployed residents. This includes a range of digital skills programmes, TV and Film production, digital music manufacture, employability skills (including individually tailored packages which include 1:1 mentoring, all of which have been heavily praised by Ofsted), a growing ESOL provision (including work taking place on-site at schools and children's centres to optimise participation and reach).

13. The Education for Independence (E4I) department works specifically with residents who have learning disabilities and difficulties, with much focus on the acquisition and development of skills and nationally recognised qualifications to boost esteem and acknowledge achievement. At their last inspection, Ofsted noted that, as a particularly impressive service for residents, it was surprisingly under-utilised as a point of referral internally, which is captured in their last inspection report.

14. E4I has taken on several new learners who use their direct payment facility to fund their place at the provision, which allows them vertical and lateral progression in their support towards independence, the benefits of which are anecdotally celebrated by the learners and their parents and carers, in favour of 'day care' approaches.
15. Due to the strategic growth of the E4I area of work, and the need to relocate much of the Adult Education daytime provision because of the expansion of Bower Park Academy, resulting in the reclamation of the previously leased venue, E4I moved into the Europa Centre as of September 2020. The Europa Centre presently has a full-scale learning village located within it, previously used to support modern foreign language learning for children, but a diminished market for this has led to the strategic decision to repurpose that adult college site to support independent living provision. This has also proven successful since the last report, and it is hoped fuller use of the facilities and the opportunities they provide to extend the experience of learners with learning difficulties and disabilities within the borough is made by other local authority services.
16. In addition to the grant and fee funded work, Havering Adult College will continue to develop and offer bespoke training for other local authorities (such as inspection preparation, observation training, recruitment and selection training etc) to increase its own commerciality, whilst also offering high quality staff development training to the council as best value. The college's Mental Health First Aid provision has been delivered to many LBH teams and continues to garner extremely positive feedback.
17. Through closer working at a strategic level with the primary and secondary schools sector, Havering Adult College are now also working to deliver parent-focused support courses that are targeted at increasing parental capacity to support their children with ADHD, challenging behaviours, trauma, anxiety, as well as emotional wellbeing, raising confident children and others. These courses are free at point of delivery to the parents as part of the community learning funding, which has the added value of ensuring the provision of this support is cost-neutral to the borough whilst building in additional support mechanisms.
18. Through closer working at a strategic level with the primary and secondary schools sector, Havering Adult College are now also working to deliver staff-focused support courses that cover the understanding and awareness of British Values, and how they can be promoted in the educational workplace. This is also a certificated course, and successful participants will receive a recognised qualification.

In-Year Outcomes for Learners – The Impact of, and response to, COVID-19

19. Of the 2041 learners recruited overall during 2019-20, retention was excellent at 95%, with overall achievement also excellent at 96.97%.
20. For skills-based (accredited) courses, retention was excellent at 92%, and achievement was particularly excellent at 95.98%.
21. For community learning (non-accredited) courses, retention was very good at 97%, with achievement remaining excellent at 97%. Retention on community learning courses can often be more challenging, especially as in some cases, learners are able to access the provision for free, thus mitigating any financial commitment to the course in a minority of cases. That fact notwithstanding, the achievement rate details the successful achievement of their learning aims prior to leaving the course, which could also account for a drop off in their commitment to attending.
22. All withdrawn learners are followed up as part of the college's robust quality assurance and improvement infrastructure, and reasons are recorded for the early departure.
23. It must be acknowledged that the overall impact of COVID-19 did see an in-year transition to blended learning (incorporating on-site and remote learning). Learners benefitted from the swift actions of the leadership team to support their successes, although a reduction in later in-year enrolments was felt.
24. It remains anticipated that the academic year 20-21 will continue to see the impact of the pandemic, with fewer adult learners feeling inclined to enrol on adult learning programmes, or – where they wish to – to be satisfied with online learning, given the wider social benefits of in-class learning. A more accurate final picture can be drawn at the close of the academic year.
25. A breakdown of achievement and retention by curriculum area for 19-20 appears below:

Curriculum Area	Retention %	Achievement %
Health, Counselling & First Aid	95.29	91.36
Horticulture	77.78	100
Computing	90.74	83.67
Food & Drink	97.93	97.88
Health, fitness & Safety	99.19	99.84
Creative Arts	91.06	97.99
History	100	100
Modern Foreign Languages (inc. BSL)	88.91	95.06
Education & Training	96.97	100
Teaching Assistants	96.70	100
English, Maths & ESOL	90.31	94.30
Preparation for Life & Work (E4I)	45.16	100
GCSE	95.31	98.36
Employability Skills	100	99.64

Family Learning	94.12	66.67
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26. Within the 2019-20 academic year, 557 learners had progressed into new courses with the College from 2018-19.
27. At the point of writing, 266 learners who have enrolled on courses in 2020-21, have progressed from 2019-20. This number is likely to rise as courses continue to enrol throughout the year.

Funding Model & Challenges

28. As of 2019-20, and the advent of devolution, funding has been split across two contracts. The primary contract, as a result of devolution, is held by the GLA, and is only for those learners with a London postcode. This contract will be split thus:

£498,385 – Adult Skills allocation
£541,427 – Community Learning allocation

29. The secondary contract is held by the ESFA, and is to be used for those learners who live outside of London, and is split thus:

£52,447 – Adult Skills allocation
£56,852 – Community Learning allocation

30. This split is to ensure the college can continue to attract a clientele beyond the boundaries of London, so as to not be disadvantaged as a result of the devolution outcome. This does pose a new challenge to the service, however, of needing to attract sufficient out-of-London learners as a new target in order to secure the drawdown for adult skills provision and not see the overall grant value reduced.

IMPLICATIONS AND RISKS

Financial implications and risks:

As of 2019-20 the funding level agreed has been: GLA c£1.040m and ESFA c£0.109m, totalling c£1.149m. The funding level for 2021-22 is yet to be confirmed from the GLA although the expectation is to be at least the figure stated above. There is opportunity to increase funding in longer term by facilitating a growth bid.

In 2021-22 the budget overspend by c£0.274m, mostly due to impact of pandemic which resulted in lower enrolment numbers. The expectation is that the budget should breakeven every year and for 2021-22 other alternative funding streams are being explored such as Kickstart and joint working with some large employers such as the NHS to bring in more income and as well probably facilitate a growth bid.

Overall, there are no new financial implications to the transition from the ESFA to the GLA's devolved budget, other than the extended opportunities to access, through the Local London partnerships, additional income to support the delivery of learning that is targeted at Skills for Londoners strategic priority groups, such as ESOL learners and the unemployed (both areas the College has significant, high-quality experience in).

The financial risks to Havering Adult College are no different to the annual risks attached to being externally grant funded, with aspects of the funding linked to service outcomes. In the event Havering Adult College under-performs, there is a risk of a reduction in the core budget. This is an on-going issue and not one that will be enhanced further by devolution.

Additionally, through face-to-face discussions with GLA representatives at our termly meetings, it is clear that the team overseeing devolution will be more open to flexible use of the AEB to deliver the priorities, meaning that risks presently associated with the inflexibility of the ESFA's approach to the split strands of the AEB (Adult Skills and Community Learning) could be reduced. Until implementation takes place, it is impossible to confirm this.

Legal implications and risks:

This report is for information. There are no recommendations to consider at this point and therefore there are no implications arising.

Human Resources implications and risks:

As there are no changes to the operation and delivery of the service, the staffing requirements, or any contractual agreements as the transition period is confirmed to replicate the current arrangements for at least the first academic year of

implementation (1st August 2020 – 31st July 2021), there are no Human Resource implications or risks.

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.

As there are no changes to the operation and delivery of the service, the staffing requirements, or any contractual agreements (as the transition period is confirmed to replicate the current arrangements for at least the first academic year of implementation (1st August 2020 – 31st July 2021), there are no perceived equalities implications or risks, as there is no change to the status quo, and as such a further Equalities Impact assessment is not necessary.

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CHILDREN AND LEARNING OVERVIEW AND SCRUTINY SUB-COMMITTEE 6 July 2021

Subject Heading:

**Integrated Adolescent Safeguarding
Service (IASS) Update**

SLT Lead:

Robert South

Report Author and contact details:

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Policy context:

The IASS was formed in response to the Adolescent Safeguarding Strategy and aims to better identify and support children and young people vulnerable to exploitation in line with Communities theme. This approach acknowledges the impact of places and spaces upon young people and is consistent in delivering the Places outcomes.

SUMMARY

As with many other London boroughs, Havering is increasingly seeing the effects of serious youth violence, the pandemic, criminal gang activity and lack of hope impacting on our children and young people. As a response Havering has developed an 'Adolescent Safeguarding' approach that focusses on the needs of 10-18 year olds (up to 25 with SEND) where risks are outside the familial context. This report updates on the progress made to date and the next steps.

Our approach is preventative, multi-disciplinary and long term, to better safeguard children and young people vulnerable to a range of exploitation factors. Our strategy is to improve current interventions by bringing services together whilst seeking to plan and intervene earlier. This two-fold approach is consistent with the Ofsted improvement plan, the Youth Justice Board Strategic Plan 2021-24 and the Community Safety partnership priorities.

RECOMMENDATIONS

The Committee is asked to note the content of this report as an update on the borough's approach to multi-disciplinary adolescent safeguarding.

REPORT DETAIL

1. In Havering, we are seeing the consequences of the pandemic compound existing concerns for young people. As we come out of lockdown restrictions, it is vital that we maintain our attention to the health, wellbeing and safety implications for young people who experience harm at home as well as for young people who experience harm outside of home. As children have returned to education settings, we have seen an increase in emotional wellbeing and behavioural concerns. We are conscious that deprivation factors, which are recognised as precursors for young people's experiences of extra-familial harm, have been compounded by school closures and economic uncertainty, leading to increased risk and safety factors. Extra-familial safety concerns include those online and in virtual spaces.
 - 1.1 Now more than ever, it is vital that we enable young people to sustain positive relationships via joining up our system of services that provide help and intervention for young people, and to develop better supportive and protective structures outside of our services.
 - 1.2 Havering is committed to building and embedding an early intervention approach to adolescent safeguarding for 10-18-year olds (up to 25 with SEND).
 - 1.3 We have been working to join up approaches to early intervention and safeguarding that offer social and contextual solutions to harm. Our approach makes links between factors such as exploitation, missing children, serious youth violence, trafficking, harmful sexual behaviour, and domestic abuse.
 - 1.4 Since Feb 2020, we have continued to drive forward our adolescent safeguarding strategy with a committed focus on the four priority areas:
 - 1.4.1 **Reviewing and updating operational arrangements for exploitation and missing** to make sure we have in place the right protocols and

procedures for management oversight, joint analysis, planning tools, meetings and for our early intervention offer. We have updated the IASS Outcomes and presented to the Havering Safeguarding Children Partnership (Appendix A)

- 1.4.2 **Developing the Multi-disciplinary Integrated Adolescent Safeguarding Service (IASS)** bringing together youth services (including targeted youth services); Youth Offending; Virtual school; Child Sexual Exploitation / Missing coordination; clinical health posts and analysis of data to enable earlier identification of children vulnerable to criminal exploitation and serious group violence. Teams are in place and service modelling work has commenced.
- 1.4.3 **Take collective responsibility to join up our data analysis and information sharing** to enable our integrated offer of early intervention and support that will prevent young people from harm, exploitation, and involvement in serious violence. Our data analyst has been in post since April and is in the process of agreeing access to partner agency data systems and establishing an IASS Power BI dashboard.
- 1.4.4 **Create innovative training and development opportunities to build capacity across the partnership for early intervention and adolescent safeguarding** – based in new practice approaches for professionals to improve their work with young people. Case formulation support and case-shadowing opportunities in place. Risk Identification Tool workshops delivered. Early discussion has taken place to review IASS position at the front door within Children's Services.
- 1.5 Current and future priorities for the IASS are to continue to progress work across the four priority areas as well as reviewing our Exploitation Protocol, embedding a restorative and trauma-informed practice model and developing a communications plan and a workforce development strategy
- 1.6 Additionally our data analyst is working to improve Havering data sets with regards to the profile of young people and their presenting needs and concerns; and streamline operational risk management processes to clearly identify young people of concern.
- 1.7 A key area of work continues to be our action on disproportionality and building on the forthcoming opportunity for independent scrutiny of HSCP to ensure partnership commitment to anti-racism and tackling disproportionality and ensuring proportionate safe pathways for young people in Havering.

- 1.8 A proposal for audit of our safeguarding work with young people has been progressed via the tenacious leadership of the data and performance lead.
- 1.9 Quality Assurance work continues to drive performance and improve practice.

IMPLICATIONS AND RISKS

Financial implications and risks: Any potential financial risk due to work to be done described in the paper will be covered by the 2021-22 Children's budget.

Legal implications and risks: There are no apparent legal implications in noting the content of the report

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

Equalities implications and risks: Any work undertaken within the adolescent safeguarding remit will be considered in line with the Public Sector Equality Duty to ensure there are only neutral and positive effects of implementing any future changes.

BACKGROUND PAPERS

None

Appendix A

PARTNERSHIP APPROACH TO PERFORMANCE

THEME	PROCESS INDICATORS	OUTCOMES INDICATORS	NARRATIVE
COLLECTIVE LEADERSHIP	Agency representation Child-level activity dashboard (quarterly)	NEET numbers % reduction in onward referral from IASS to:	Evaluation using Ofsted lines of enquiry?
DATA ANALYSIS AND INFORMATION SHARING	Population data profile (annual) Information sharing agreement	<ul style="list-style-type: none"> Children's social care YJ – FTEs NRM 	Team around young person and schools – evaluation work
PREVENTION	No. of schools engaged No. of school consultations	Number of CYP FPE Reduce number of missing episodes	Deep dive with school
EARLY INTERVENTION	No. of CYP of concern identified via concern form with contextual risk factors No. of CYP with key professional and plan	No. of youth justice out of court disposals % reduce reoffending	CYP-centred examples of case work Deep dive on risk and safety factors
DISRUPTION AND RECOVERY	% RHIs offered within timescale No. of CYP with recovery plans?	call out for London ambulance service % unsuccessful referrals to CAMHS (10+)	Thematic of RHI output CYP-centred examples
VOICE OF CHILD & DISPROPORTIONALITY	Case audit of IASS (YJ, YS and AST) Case audit of CIN and CP Case audit of offer to vulnerable CYP e.g. CYP in custody, CYP in AP post-Pex	Out of court disposals Deferred prosecutions Increase numbers of young people who tell us they feel safe	Feedback from CYP about risk and safety in their lives CYP involved Audit of health and community safety cases
WORKFORCE DEVELOPMENT	No. of schools engaging in training activity No. of voluntary sector workers engaging in training		Quality audit work around staff CPD and confidence

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