

## Public Document Pack

# Children and Families Scrutiny Panel

Thursday, 17th December, 2015  
at 5.30 pm

### **PLEASE NOTE TIME OF MEETING**

Conference Room 3 - Civic Centre

This meeting is open to the public

#### **Members**

Councillor Keogh (Chair)  
Councillor L Harris  
Councillor Lloyd  
Councillor McEwing  
Councillor O'Neill  
Councillor Painton  
Councillor Spicer  
Mrs U Topp  
Revd. J Williams

#### **Contacts**

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# **PUBLIC INFORMATION**

## **CHILDREN AND FAMILIES SCRUTINY PANEL**

**Role of this Scrutiny Panel:** To undertake the scrutiny of Children and Families Services in the City, including the Multi Agency Safeguarding Hub (MASH), Early Help, Specialist & Core Service, looked after children, education and early years and youth offending services, unless they are forward plan items. In such circumstances members of the Children and Families Scrutiny Panel will be invited to the relevant Overview and Scrutiny Management Committee meeting where they are discussed.

### **Terms Of Reference:-**

Scrutiny of Children and Families Services in the City to include:

- Monitoring the implementation and challenging the progress of the Council's action plan to address the recommendations made by Ofsted following their inspection of Children's Services in Southampton and review of Southampton Local Safeguarding Children Board (LSCB) in July 2014.
- Regular scrutiny of the performance of multi-agency arrangements for the provision of early help and services to children and their families.
- Scrutiny of early years and education including the implementation of the Vision for Learning 2014 – 2024.
- Scrutiny of the development and implementation of the Youth Justice Strategy developed by the Youth Offending Board.
- Referring issues to the Chair of the LSCB and the Corporate Parenting Committee.

### **Public Representations**

At the discretion of the Chair, members of the public may address the meeting on any report included on the agenda in which they have a relevant interest. Any member of the public wishing to address the meeting should advise the Democratic Support Officer (DSO) whose contact details are on the front sheet of the agenda.

**Access** – access is available for the disabled. Please contact the Democratic Support Officer who will help to make any necessary arrangements.

### **Business to be Discussed**

Only those items listed on the attached agenda may be considered at this meeting.

**QUORUM** The minimum number of appointed Members required to be in attendance to hold the meeting is 3.

**Smoking policy** – the Council operates a no-smoking policy in all civic buildings.

**Use of Social Media:-** The Council supports the video or audio recording of meetings open to the public, for either live or subsequent broadcast. However, if, in the Chair's opinion, a person filming or recording a meeting or taking photographs is interrupting proceedings or causing a disturbance, under the Council's Standing Orders the person can be ordered to stop their activity, or to leave the meeting.

**Mobile Telephones:-** Please switch your mobile telephones to silent whilst in the meeting

### **Rules of Procedure**

The meeting is governed by the Council Procedure Rules and the Overview and Scrutiny Procedure Rules as set out in Part 4 of the Constitution.

**Fire Procedure** – in the event of a fire or other emergency a continuous alarm will sound and you will be advised by Council officers what action to take

**Southampton City Council's Priorities**

**Dates of Meetings: Municipal Year**

- Jobs for local people
- Prevention and early intervention
- Protecting vulnerable people
- Affordable housing
- Services for all
- City pride
- A sustainable Council

2015	2016
3 <sup>rd</sup> September	18 <sup>th</sup> February
22 <sup>nd</sup> October	21 <sup>st</sup> April
17 <sup>th</sup> December	

### DISCLOSURE OF INTERESTS

Members are required to disclose, in accordance with the Members' Code of Conduct, **both** the existence **and** nature of any "Disclosable Pecuniary Interest" or "Other Interest" they may have in relation to matters for consideration on this Agenda.

#### DISCLOSABLE PECUNIARY INTERESTS

A Member must regard himself or herself as having a Disclosable Pecuniary Interest in any matter that they or their spouse, partner, a person they are living with as husband or wife, or a person with whom they are living as if they were a civil partner in relation to:

(i) Any employment, office, trade, profession or vocation carried on for profit or gain.

(ii) Sponsorship:

Any payment or provision of any other financial benefit (other than from Southampton City Council) made or provided within the relevant period in respect of any expense incurred by you in carrying out duties as a member, or towards your election expenses. This includes any payment or financial benefit from a trade union within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992.

(iii) Any contract which is made between you / your spouse etc (or a body in which the you / your spouse etc has a beneficial interest) and Southampton City Council under which goods or services are to be provided or works are to be executed, and which has not been fully discharged.

(iv) Any beneficial interest in land which is within the area of Southampton.

(v) Any license (held alone or jointly with others) to occupy land in the area of Southampton for a month or longer.

(vi) Any tenancy where (to your knowledge) the landlord is Southampton City Council and the tenant is a body in which you / your spouse etc has a beneficial interests.

(vii) Any beneficial interest in securities of a body where that body (to your knowledge) has a place of business or land in the area of Southampton, and either:

- a) the total nominal value of the securities exceeds £25,000 or one hundredth of the total issued share capital of that body, or
- b) if the share capital of that body is of more than one class, the total nominal value of the shares of any one class in which you / your spouse etc has a beneficial interest that exceeds one hundredth of the total issued share capital of that class.

#### Other Interests

A Member must regard himself or herself as having an 'Other Interest' in any membership of, or occupation of a position of general control or management in:

Any body to which they have been appointed or nominated by Southampton City Council

Any public authority or body exercising functions of a public nature

Any body directed to charitable purposes

Any body whose principal purpose includes the influence of public opinion or policy

### **Principles of Decision Making**

All decisions of the Council will be made in accordance with the following principles:-

- proportionality (i.e. the action must be proportionate to the desired outcome);
- due consultation and the taking of professional advice from officers;
- respect for human rights;
- a presumption in favour of openness, accountability and transparency;
- setting out what options have been considered;
- setting out reasons for the decision; and
- clarity of aims and desired outcomes.

In exercising discretion, the decision maker must:

- understand the law that regulates the decision making power and gives effect to it. The decision-maker must direct itself properly in law;
- take into account all relevant matters (those matters which the law requires the authority as a matter of legal obligation to take into account);
- leave out of account irrelevant considerations;
- act for a proper purpose, exercising its powers for the public good;
- not reach a decision which no authority acting reasonably could reach, (also known as the "rationality" or "taking leave of your senses" principle);
- comply with the rule that local government finance is to be conducted on an annual basis. Save to the extent authorised by Parliament, 'live now, pay later' and forward funding are unlawful; and
- act with procedural propriety in accordance with the rules of fairness.

## AGENDA

Agendas and papers are now available via the City Council's website

### **1 APOLOGIES AND CHANGES IN PANEL MEMBERSHIP (IF ANY)**

To note any changes in membership of the Panel made in accordance with Council Procedure Rule 4.3.

### **2 DECLARATIONS OF SCRUTINY INTEREST**

Members are invited to declare any prior participation in any decision taken by a Committee, Sub-Committee, or Panel of the Council on the agenda and being scrutinised at this meeting.

### **3 DISCLOSURE OF PERSONAL AND PECUNIARY INTERESTS**

In accordance with the Localism Act 2011, and the Council's Code of Conduct, Members to disclose any personal or pecuniary interests in any matter included on the agenda for this meeting.

NOTE: Members are reminded that, where applicable, they must complete the appropriate form recording details of any such interests and hand it to the Democratic Support Officer.

### **4 DECLARATION OF PARTY POLITICAL WHIP**

Members are invited to declare the application of any party political whip on any matter on the agenda and being scrutinised at this meeting.

### **5 STATEMENT FROM THE CHAIR**

### **6 MINUTES OF THE PREVIOUS MEETING (INCLUDING MATTERS ARISING)** (Pages 1 - 4)

To approve and sign as a correct record the Minutes of the meetings held on 22<sup>nd</sup> October, 2015 to deal with any matters arising, attached.

### **7 CHILDREN AND FAMILIES - PERFORMANCE** (Pages 5 - 26)

Report of the Head of Legal and Democratic Services providing an overview of performance across the Children and Family Division since October 2015, attached.

### **8 SCHOOL STANDARDS** (Pages 27 - 46)

Report of the Cabinet Member for Education and Children's Social Care providing an overview of school standards in Southampton, attached.

**9 MONITORING SCRUTINY RECOMMENDATIONS (Pages 47 - 50)**

Report of the Head of Legal and Democratic Services relating to recommendations made at previous meetings of the Panel, attached.

Wednesday, 9 December 2015

HEAD OF LEGAL AND DEMOCRATIC SERVICES

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CHILDREN AND FAMILIES SCRUTINY PANEL  
MINUTES OF THE MEETING HELD ON 22 OCTOBER 2015

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Present: Councillors Keogh (Chair), L Harris, Lloyd, McEwing (Vice-Chair), O'Neill, Painton and Spicer

In Attendance: Councillor Jeffery – Cabinet Member for Education and Children's Social Care

9. **MINUTES OF THE PREVIOUS MEETING**

RESOLVED that the minutes of the meeting held on 3<sup>rd</sup> September, 2015 be approved and signed as a correct record.

10. **CHILDREN AND FAMILIES - PERFORMANCE**

The Panel considered the report of the Head of Legal and Democratic Services providing an overview of performance across the Children and Families Division since August, 2015.

Focus was made particularly on the areas where there had been significant changes. It was reported that some of the significant changes since the previous month would be a result of school holidays and lower reporting during August.

The Cabinet Member indicated that if members found it beneficial they were welcome to attend any of the briefings on areas of work covered by the portfolio.

RESOLVED that from the December 2015 meeting of the Panel, benchmarking information be included in the performance table to enable comparisons to be made with other cities.

11. **LOCAL SAFEGUARDING CHILDREN BOARD ANNUAL REPORT 2014/2015**

The Panel considered the report the Independent Chair of the Local Safeguarding Children's Board looking at whether the Board's annual report provides a rigorous and transparent assessment of the performance and effectiveness of local safeguarding services.

It was agreed that the document, together with the summary sheet, was in a good format and easy to read and understand.

Recognition of positive matters detailed, such as early years provision, was given.

The Panel considered the points raised under "Learning from Ofsted" and what actions were being undertaken to improve. This include the establishment of the Scrutiny Panel and also the Cabinet Member chairing the Corporate Parenting Panel.

It was reported that the LSCB monitored and coordinated the actioning of information, follow by auditing the work and outcomes. The priority areas for 2015-18 were noted. It was also noted that stronger links were now established with the Local Safeguarding Adults Board, as often these adults were having an impact on children.

With regards to commissioning the LSCB were ensuring that all services were including safeguarding in their services.

The police had strong links with the Youth Offending Team and were trying to gain early involvement and action with the youths in an attempt to divert them away from major problems in the future.

It was noted that child sexual exploitation was a major priority within the police and that they were working with the Local Authority to identify children at risk. Visits had been made to schools to see how support could be given to the children. An event had been organised for January, 2016 for all agencies to look at better profiling and understanding.

It was reported that children effected by mental health issues were supported by a specialist team. However, many issues prevented them from becoming engaged in these services and it was important to ensure that it was the “right” service.

Work was being undertaken in schools for children to understand consent. This was done within the context of explaining healthy relationships. It was important to ensure that there was a consistent approach across all schools.

Ensuring the voice of the child was heard and understood at LSCB was a challenge. Children were engaged directly and were involved in the appointment of two lay members onto the Board. When quality assurance was undertaken one point of focus related to the voice of the child.

**RESOLVED:-**

- i. that the Panel review a draft of the 15/16 LSCB Annual Report in July 2016 and again following publication in order to enable a timely oversight;
- ii. that a link to the LSCB Annual Report 2014/15 and Summary be circulated to all Councillors, to raise awareness and ownership; and
- iii. that the risk assessment template, and the definitions used by the Missing, Exploited and Trafficked Group relating to Child Sexual Exploitation be circulated to the Panel.

**12. EXCLUSION OF THE PRESS AND PUBLIC - CONFIDENTIAL PAPERS INCLUDED IN THE FOLLOWING ITEM**

**RESOLVED** that in accordance with the Council’s Constitution, specifically the Access to Information Procedure Rules contained within the Constitution, the press and public be excluded from the meeting in respect of the confidential item below.

This is based on Category 2 of paragraph 10.4 of the Access to Information Procedure Rules. The information contained therein is potentially exempt as it relates to individual personal details and information held under the Data Protection Act 1998.

Having applied the public interest test it is not appropriate to disclose this information as the individual’s legal expectation of privacy outweighs the public interest in the exempt information.



13. **LEARNING FROM SERIOUS CASE REVIEWS**

The Panel noted the confidential report of the Independent Chair of the Local Safeguarding Children's Board summarising the four serious case reviews published by the board in the last 18 months.

The cases detailed all had very different issues, however some of the themes for learning were the same.

Monitoring was being undertaken to ensure that the highlighted learning was ensuring that improvements had been made.

It was reported that there was now a dedicated officer working with families whom had opted for elective home education.

It was noted that work relating to the prevention of female genital mutilation was investigated at a task and finish working group to ensure that the work was coordinated. It was reported that there were now dedicated actions plans relating to this. And that this, together with forced marriages, was scrutinised at a very high level by the police.

14. **OUTCOMES FOR CARE LEAVERS**

The Panel considered the report of the Service Director – Children and Families Services giving an update in relation to the core outcomes for young people within the current cohort of care leavers in Southampton.

The Panel indicated that this was a priority area and it was important to ensure that the appropriate support was given to this group of young people. Priority also needed to be given to the support relating to educational attainment at the end of Key Stage 4.

Concerns were raised about the current position with regards personal education plans (PEPs). It was noted that this was a key priority area and there was a high expectation for all PEPs to be completed and tracked.

**RESLOVED:-**

- i. That, in order to show the progress of cohorts of care leavers over time, an overview of the outcomes for care leavers over a 3 year period be circulated to the Panel;
- ii. That significant improvements be made with regards to the number of Looked After Children (LAC) that have up to date Personal Education Plans, with an expectation that by the 17 December Panel meeting every LAC in year 11 has an up to date PEP; and
- iii. That an example of a PEP be circulated to the Panel.

15. **MONITORING SCRUTINY RECOMMENDATIONS**

The Panel noted the report of the Head of Legal and Democratic Services setting out progress on recommendations made at the previous meeting.

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# Agenda Item 7

<b>DECISION-MAKER:</b>	CHILDREN AND FAMILIES SCRUTINY PANEL		
<b>SUBJECT:</b>	CHILDREN AND FAMILIES - PERFORMANCE		
<b>DATE OF DECISION:</b>	17 <sup>TH</sup> DECEMBER 2015		
<b>REPORT OF:</b>	HEAD OF LEGAL AND DEMOCRATIC SERVICES		
<b><u>CONTACT DETAILS</u></b>			
<b>AUTHOR:</b>	<b>Name:</b>	<b>Mark Pirnie</b>	<b>Tel:</b> 023 8083 3886
	<b>E-mail:</b>	<b>Mark.pirnie@southampton.gov.uk</b>	
<b>Director</b>	<b>Name:</b>	<b>Dawn Baxendale</b>	<b>Tel:</b> 023 8083 2966
	<b>E-mail:</b>	<b>Dawn.baxendale@southampton.gov.uk</b>	
<b>STATEMENT OF CONFIDENTIALITY</b>			
None			
<b>BRIEF SUMMARY</b>			
At the meeting the Service Director for Children and Family Services will be providing the Panel with an overview of performance across the division since September 2015.			
<b>RECOMMENDATIONS:</b>			
	(i)	That the Panel consider and challenge the performance of Children and Family Services in Southampton.	
<b>REASONS FOR REPORT RECOMMENDATIONS</b>			
1.	To enable effective scrutiny of children and family services in Southampton.		
<b>ALTERNATIVE OPTIONS CONSIDERED AND REJECTED</b>			
2.	None.		
<b>DETAIL (Including consultation carried out)</b>			
3.	To enable the Panel to undertake their role effectively members will be provided with appropriate performance information on a monthly basis and an explanation of the measures.		
4.	Performance information up to October 2015, and explanations of significant variations in performance are attached as Appendices 1 and 2.		
5.	The Cabinet Member for Education and Children's Social Care and the Service Director for Children and Families have been invited to attend the meeting and provide the performance overview.		
<b>RESOURCE IMPLICATIONS</b>			
<b><u>Capital/Revenue</u></b>			
6.	None.		
<b><u>Property/Other</u></b>			
7.	None.		
<b>LEGAL IMPLICATIONS</b>			
<b><u>Statutory power to undertake proposals in the report:</u></b>			
8.	The duty to undertake overview and scrutiny is set out in Part 1A Section 9 of		

	the Local Government Act 2000.
<b><u>Other Legal Implications:</u></b>	
9.	None
<b>POLICY FRAMEWORK IMPLICATIONS</b>	
10.	Improving the effectiveness of the political scrutiny of children's safeguarding will help contribute to the following priorities within the Council Strategy: <ul style="list-style-type: none"> <li>• Protecting vulnerable people</li> <li>• Prevention and early intervention.</li> </ul>
<b>KEY DECISION</b>	No
<b>WARDS/COMMUNITIES AFFECTED:</b>	None directly as a result of this report
<b><u>SUPPORTING DOCUMENTATION</u></b>	
<b>Appendices</b>	
1.	Children and Families Monthly Dataset – October 2015
2.	Children and Families Monthly Analysis Report – October 2015
3.	Glossary of terms
<b>Documents In Members' Rooms</b>	
1.	None
<b>Equality Impact Assessment</b>	
Do the implications/subject of the report require an Equality and Safety Impact Assessments (ESIA) to be carried out.	No
<b>Privacy Impact Assessment</b>	
Do the implications/subject of the report require a Privacy Impact Assessment (PIA) to be carried out.	No
<b>Other Background Documents</b>	
<b>Equality Impact Assessment and Other Background documents available for inspection at:</b>	
Title of Background Paper(s)	Relevant Paragraph of the Access to Information Procedure Rules / Schedule 12A allowing document to be Exempt/Confidential (if applicable)
1.	None

[Click here for graphs on each measure](#)

Qualitative measures:

Positive change	Similar	Negative change
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Key to direction of travel:

Increase: 10% or more	↑	Similar	→	Decrease: 10% or more	↓
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Measure Ref	Performance Area	Description	Oct 2014	Nov 2014	Dec 2014	Jan 2015	Feb 2015	Mar 2015	Apr 2015	May 2015	Jun 2015	Jul 2015	Aug 2015	Sept 2015	Oct 2015	% change from previous month	% change from same period last year	12 month average	Max. value in last 12 months	Latest SN (annual %, or annual figure / 12)	Latest national (annual %, or annual figure / 12)	Latest publication
M1	MASH	Number of contacts received (includes contacts that become referrals)	1241	1100	1055	1280	1207	1235	1132	1156	1363	1316	1160	1172	1009	↓ (14)	↓ (19)	1182	1363	Local indicator	Local indicator	n/a
M2	MASH	Number of new referrals of Children In Need (CiN)	429	463	341	429	445	424	378	341	393	370	303	352	306	↓ (13)	↓ (29)	379	463	Local indicator	Local indicator	n/a
M3	MASH	Percentage of all contacts that become new referrals of Children In Need (CiN)	35%	42%	32%	34%	37%	34%	33%	29%	29%	28%	26%	30%	30%	→ 1	↓ (12)	32%	42%	Local indicator	Local indicator	n/a
M6-QL	MASH	Percentage of referrals of Children In Need (CiN) which are re-referrals within one year	Revised measure from April 2015	Revised measure from April 2015	Revised measure from April 2015	Revised measure from April 2015	Revised measure from April 2015	Revised measure from April 2015	12%	11%	14%	21%	17%	20%	19%	→ -5	n/a	16%	21%	Local indicator	Local indicator	n/a
M6-QL (val)	MASH	Count of CiN re-referrals	Revised measure from April 2015	Revised measure from April 2015	Revised measure from April 2015	Revised measure from April 2015	Revised measure from April 2015	Revised measure from April 2015	45	37	55	76	50	69	57	↓ (17)	n/a	56	76			
M4	MASH	Number of new referrals of children aged 13+ where child sexual exploitation was a factor	15	7	7	9	9	5	7	6	7	3	0	6	7	↑ 17	↓ (53)	6	9	Local indicator	Local indicator	n/a
M8-QL	MASH	Percentage of referrals dealt with by MASH where time from referral received / recorded to completion by MASH was 24 hours / 1 working day or less	63%	67%	88%	57%	50%	38%	40%	65%	89%	68%	83%	82%	75%	→ -8	↑ 19	67%	89%	Local indicator	Local indicator	n/a
M5	MASH	Number of children receiving Universal Help services who are stepped up for Children In Need (CiN) assessment	Revised measure from April 2015	Revised measure from April 2015	Revised measure from April 2015	Revised measure from April 2015	Revised measure from April 2015	Revised measure from April 2015	22	30	21	29	22	35	14	↓ (60)	n/a	25	35	Local indicator	Local indicator	n/a
EH1	CiN	Number of children at end of period with Universal Help Plans, or undergoing Universal Help Assessments	Revised measure from April 2015	Revised measure from April 2015	Revised measure from April 2015	Revised measure from April 2015	Revised measure from April 2015	Revised measure from April 2015	554	568	567	559	525	522	493	→ (6)	n/a	541	568	Local indicator	Local indicator	n/a
EH2	CiN	Number of Children In Need (CiN) at end of period (all open cases, excluding UHPs, UHAs, CPP and LAC)	Revised measure from April 2015	Revised measure from April 2015	Revised measure from April 2015	Revised measure from April 2015	Revised measure from April 2015	Revised measure from April 2015	1788	1866	1976	2090	2015	2044	2037	→ (0)	n/a	1974	2090	Local indicator	Local indicator	n/a
EH5-QL	CiN	Number of children open to the authority who have been missing at any point in the period	New measure from April 2015	New measure from April 2015	New measure from April 2015	New measure from April 2015	New measure from April 2015	New measure from April 2015	7	11	10	9	12	11	18	↑ 64	n/a	11	18	Local indicator	Local indicator	n/a
EH3	Assessments	Number of Single Assessments completed	372	357	415	299	326	317	285	323	263	316	227	200	258	↑ 29	↓ (31)	299	415	Local indicator	Local indicator	n/a
EH4-QL	Assessments	Percentage of Single Assessments completed in 45 working days	80%	90%	87%	87%	83%	95%	86%	90%	86%	88%	76%	79%	75%	→ -5	→ -6	85%	95%	Local indicator	Local indicator	n/a
EH4-QL (val)	Assessments	Number of Single Assessments (SA) completed in 45 working days		New measure from April 2015	New measure from April 2015	New measure from April 2015	New measure from April 2015	New measure from April 2015	244	290	227	279	173	158	193	↑ 22	n/a	223	290			
CP1	Child Protection	Number of Section 47 (S47) enquiries started	266	205	175	149	150	206	137	156	130	124	99	137	131	→ (4)	↓ (51)	150	206	Local indicator	Local indicator	n/a
CP2	Child Protection	Number of Initial Child Protection Conferences (ICPCs) held, including Transfer-Ins, excluding temporary registrations	69	60	54	42	52	57	45	58	38	39	25	26	46	↑ 77	↓ (33)	45	60	Local indicator	Local indicator	n/a
CP9	Child Protection	Number of Review Child Protection Conferences (RCPCs) in the month	New measure from April 2015	New measure from April 2015	New measure from April 2015	New measure from April 2015	New measure from April 2015	New measure from April 2015	17	24	23	27	8	17	18	→ 6	n/a	19	27	Local indicator	Local indicator	n/a
CP3-QL	Child Protection	Percentage of Initial Child Protection Conferences (ICPCs) held within timescales	75%	55%	81%	48%	87%	84%	49%	28%	24%	36%	84%	50%	93%	↑ 87	↑ 24	60%	93%	75%	69%	2014

Measure Ref	Performance Area	Description	Oct 2014	Nov 2014	Dec 2014	Jan 2015	Feb 2015	Mar 2015	Apr 2015	May 2015	Jun 2015	Jul 2015	Aug 2015	Sept 2015	Oct 2015	% change from previous month	% change from same period last year	12 month average	Max. value in last 12 months	Latest SN (annual %, or annual figure / 12)	Latest national (annual %, or annual figure / 12)	Latest publication
CP4	Child Protection	Percentage of Initial Child Protection Conferences (ICPCs) resulting in a Child Protection Plan	88%	93%	85%	98%	79%	88%	84%	93%	89%	74%	72%	100%	83%	↓ (17)	→ (7)	87%	100%	Local indicator	Local indicator	n/a
CP5-QL	Child Protection	Percentage of new Child Protection Plans (CPP) where child had previously been subject of a CPP at any time	11%	10%	2%	31%	10%	8%	19%	26%	10%	36%	8%	12%	13%	→ 8	↑ 18	15%	36%	tbc	tbc	tbc
CP5-QL (val)	Child Protection	Number of new Child Protection Plans (CPP) where child had previously been subject of a CPP at any time	7	6	1	15	4	4	8	17	4	12	2	4	5	↑ 25	↓ (29)	683%	1700%	tbc	tbc	tbc
CP6B	Child Protection	Number of children with a Child Protection Plan at the end of the month, excluding temporary registrations	320	346	380	385	388	389	387	392	376	359	351	336	347	→ 3	→ 8	370	392	Local indicator	Local indicator	n/a
CP7	Child Protection	Number of ceasing Child Protection Plans, excluding temporary registrations	42	34	12	43	36	49	43	57	51	47	20	49	29	↓ (41)	↓ (31)	39	57	Local indicator	Local indicator	n/a
CP8-QL	Child Protection	Percentage of children subject to a Child Protection Plan seen in the last 14 calendar days	74%	71%	57%	66%	68%	68%	77%	68%	73%	71%	79%	64%	61%	→ -5	↓ -18	69%	79%	Local indicator	Local indicator	n/a
LAC1	Looked after Children	Number of Looked after Children at end of period	570	574	561	561	571	586	615	622	624	627	636	626	614	→ (2)	→ 8	601	636	Local indicator	Local indicator	n/a
LAC7-QL	Looked after Children	Percentage of Looked after Children visited within timescales	52%	57%	51%	58%	63%	77%	79%	79%	78%	71%	75%	68%	73%	→ 8	↑ 41	69%	79%	Local indicator	Local indicator	n/a
LAC8-QL	Looked after Children	Percentage of Looked after Children with an up to date Personal Education Plan (PEP)	60%	55%	63%	65%	66%	68%	64%	60%	56%	54%	48%	47%	55%	↑ 18	→ -8	58%	68%	Local indicator	Local indicator	n/a
LAC10	Looked after Children	Number of Looked after Children with an authorised CLA Plan	New measure from Oct 2015	New measure from Oct 2015	New measure from Oct 2015	New measure from Oct 2015	New measure from Oct 2015	New measure from Oct 2015	503	511	513	513	511	508	503	→ (1)	n/a	509	513	Local indicator	Local indicator	n/a
LAC11	Looked after Children	Number of Looked after Children with an authorised Pathway Plan	New measure from Oct 2015	New measure from Oct 2015	New measure from Oct 2015	New measure from Oct 2015	New measure from Oct 2015	New measure from Oct 2015	163	162	163	156	156	152	148	→ (3)	n/a	157	163	Local indicator	Local indicator	n/a
LAC2	Looked after Children	Number of new Looked after Children (episodes)	15	22	11	17	19	22	37	15	20	17	16	13	9	↓ (31)	↓ (40)	18	37	Local indicator	Local indicator	n/a
LAC3	Looked after Children	Number of ceasing Looked after Children (episodes)	11	18	24	17	10	8	6	10	11	14	12	14	18	↑ 29	↑ 64	14	24	Local indicator	Local indicator	n/a
LAC4	Looked after Children	Number of children leaving care for permanence (where end reason was SGO (E43, E44) or adoption (E11, E12))	2	5	12	8	1	6	1	3	6	8	8	6	10	↑ 67	↑ 400	6	12	5	698	2014
LAC5-QL	Looked after Children	Percentage of children leaving care for permanence (where end reason was Special Guardianship Order (SGO) (E43, E44) or adoption (E11, E12))	18%	28%	50%	47%	10%	75%	17%	30%	55%	57%	67%	43%	56%	↑ 30	↑ 206	44%	75%	tbc	tbc	tbc
LAC6	Looked after Children	Number of adoptions	0	3	12	7	1	6	0	2	3	6	4	3	5	↑ 67	n/a	4	12	3	421	2014
LAC9	Looked after Children	IFA placements as a percentage of all looked after children	31%	32%	33%	34%	32%	31%	31%	31%	32%	33%	30%	29%	31%	→ 4	→ (0)	31%	34%	Local indicator	Local indicator	n/a

**Data notes**

**Single Assessments** - all figures exclude SAs recorded as the vehicle for the RCPC report. The full year figures have been recalculated using 45 working days as the timescale.

**CiN and EH numbers** - withdrawn pending data accuracy work. Numbers for previous months may not be correct.

**Step-up numbers** - may also be affected by data accuracy issues.

**LAC8** - Children in care for more than 28 days, over the age of 2 ½ with a PEP in the last six months are considered to have a valid PEP.

# Children and Families Monthly Report - October 2015

## Summary

In the recent months, various data cleansing projects and workshops have taken place within the Children's Safeguarding services – including new regular reports (e.g. missing children from end of June onwards), workshops (which started at the end of July) and ongoing data quality work on the recording of child sexual exploitation (CSE). These all appear to have had a positive effect on the timeliness and accuracy of recording - when looking at the qualitative measures, for example, there are only four measures where there has been a negative change compared either to the previous month, or the same period in the previous year. The rest of the figures show either a positive development of over 10%, or no significant difference which in some cases could signify stabilisation of performance levels.

At the same time, however, data quality checks on certain measures, particularly the number of Initial Child Protection Conferences (ICPCs) held (CP2) and ICPCs held within timescales (CP3) have shown that more attention still needs to be paid on events being recorded in a timely manner.

There has been a negative decrease on the number of Single Assessments completed within 45 working days when compared both to the previous month and the same period last year. Over the last three months, both the percentage and number of SAs completed within timescale have reduced significantly compared to the three-month period of April-June 2015. At the same time, the total number of Single Assessments completed has continued to decrease month on month, except for a few peaks over the 12-month period.

The number of children open to the authority who have been missing at any point during the month has seen a negative decrease compared to September. The reason for the increase, at least partially, is expected to be the fact that recently, training has been given to frontline staff on how to accurately record missing children on the system. Rather than accepting this as the only reason, however, this should be taken as an opportunity to focus on those children who do go missing and some of whose missing episodes have previously gone unnoticed.

Compared to the same period in the previous year, the percentage of children subject to a Child Protection Plan seen in the last 14 calendar days has decreased significantly. Although changes month on month have remained between 57-79%, there is no predictable pattern, other than a decrease in December 2014, which could be due to it being a holiday period. However, August, which is a summer holiday term, shows the highest performance level of 79% during the last 12 months. Investigation of the reasons behind the variations should assist in discovering whether changes happen because of backdated recording of visits, or whether children subject to CP plans are not visited as should as they should be.

Positive developments include the level of Universal Help Plans (UHPs) which has reduced this month- this is expected to at least partly be due to work that was completed over the summer, including audits of Early Help cases, which identified a number of children who no longer required EH intervention.

Looking at the qualitative measures again, there were six indicators which showed a positive change compared to September - of these, two were Child Protection and two Looked after Children performance measures. The percentage of Initial Child Protection Conferences (ICPCs) held within timescales, and the percentage of Looked after Children leaving care for permanence were two measures which improved both compared to the previous month and the October 2014. Improvements from the same period last year were also primarily in the CP and LAC performance areas.

*N.B. CP4 - Percentage of Initial Child Protection Conferences (ICPCs) resulting in a Child Protection Plan has not been included in this analysis as the significant change compared to the previous month is due to an exceptional figure of 100% in September 2015 and conclusions based on this would be misleading.*

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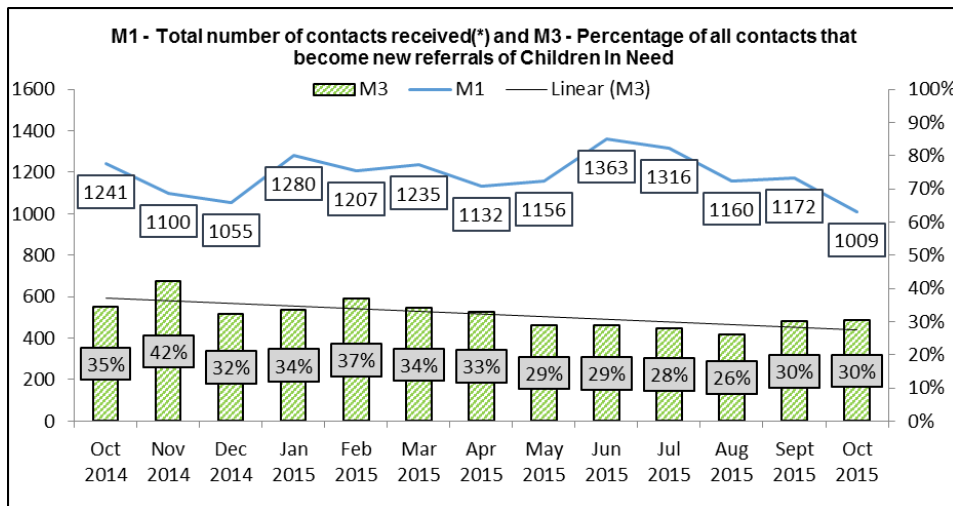
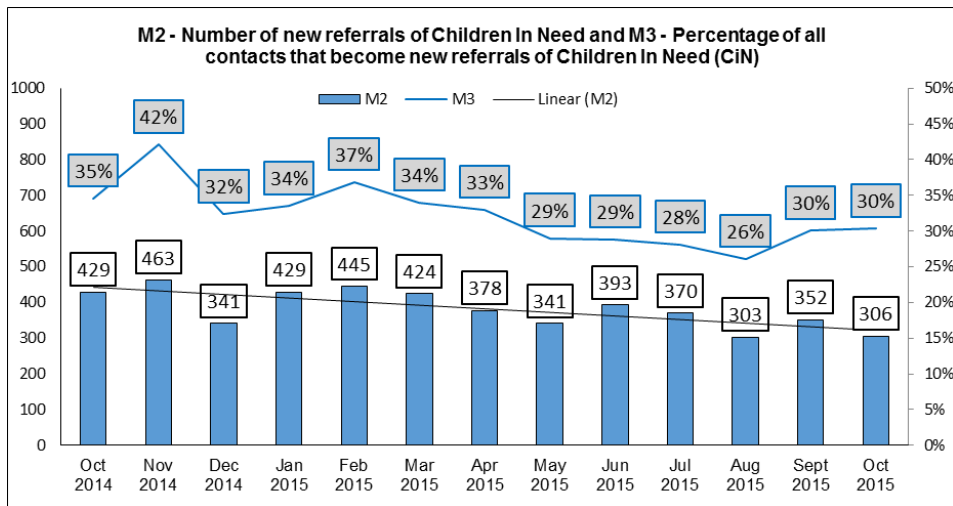
## Quantitative measures: significant changes (+/-10%)

### MASH and Children in Need (CiN)

M1 - Number of contacts received (includes contacts that become referrals), M2 - Number of new referrals of Children In Need (CiN) and M3 - Percentage of all contacts that become new referrals of Children In Need (CiN)

The number of contacts received has decreased by 14% compared to the previous month, and 19% compared to the same period last year. Similarly, the number of new CiN referrals has decreased not only compared to the previous month but also month on month over the 12 month period (excluding lower numbers in December 2014 and August 2015, which may be attributable to them being holiday seasons).

The percentage of all contacts that become new CiN referrals (presented in the second graph below) has remained remarkably stable over the 12-month period (except for a higher percentage in November 2014) - however, there has been a 12% decrease compared to the same period last year. At 30%, October's figure is close to the 12-month average of 32%, on a moderately declining trendline.



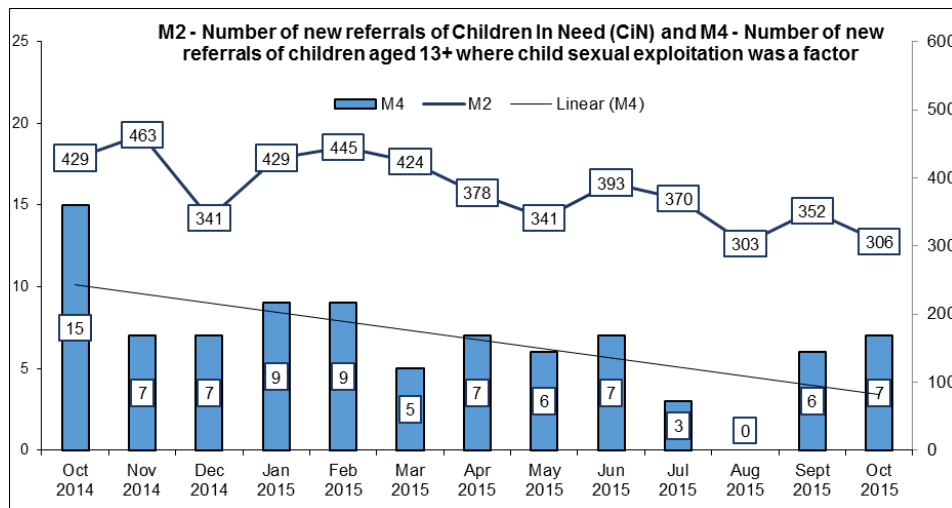
(\*) M1 - Includes contacts that become referrals

**M4 - Number of new referrals of children aged 13+ where child sexual exploitation was a factor**

There has been an increase of 17% in this figure compared to the previous month, and a decrease of 53% compared to the same period last year. As can be seen on the graph below, there continues to be a fair amount variation month on month.

It should be noted that child sexual exploitation is recorded either as ‘at risk’, ‘vulnerable to’ and ‘subject to’, and the graph below presents the total of all three categories.

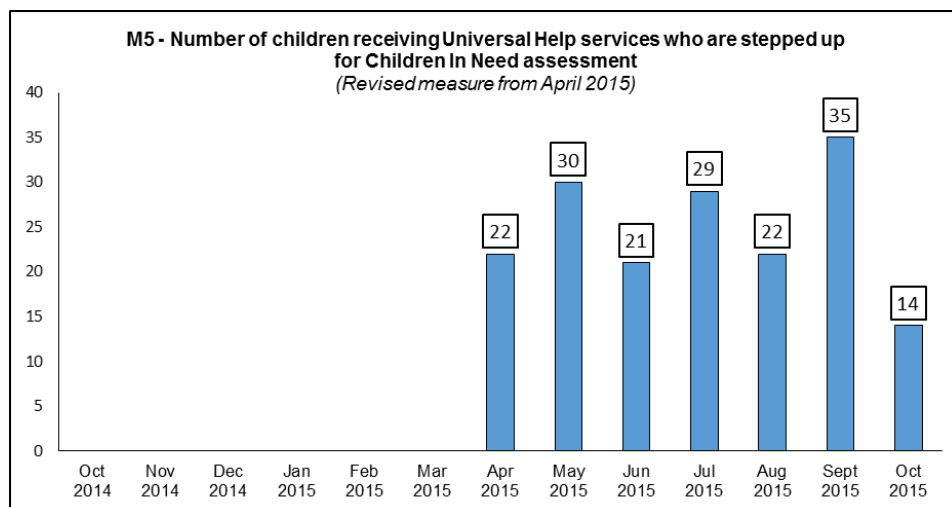
This is an area where data quality work is currently being undertaken by frontline staff, which is hoped will both raise awareness of staff and improve accuracy of reporting.



**M5 - Number of children receiving Universal Help services who are stepped up for Children In Need (CiN) assessment**

This indicator has only been monitored since April 2015; therefore, trend analysis is currently not viable. There have, however, been substantial changes month on month – a 60% decrease compared to the previous month, where in September, there was a 59% increase compared to August.

At 14, this figure is currently 44% below the 12 month average of 25, and presents the lowest value in the seven months since the monitoring of this measure began.

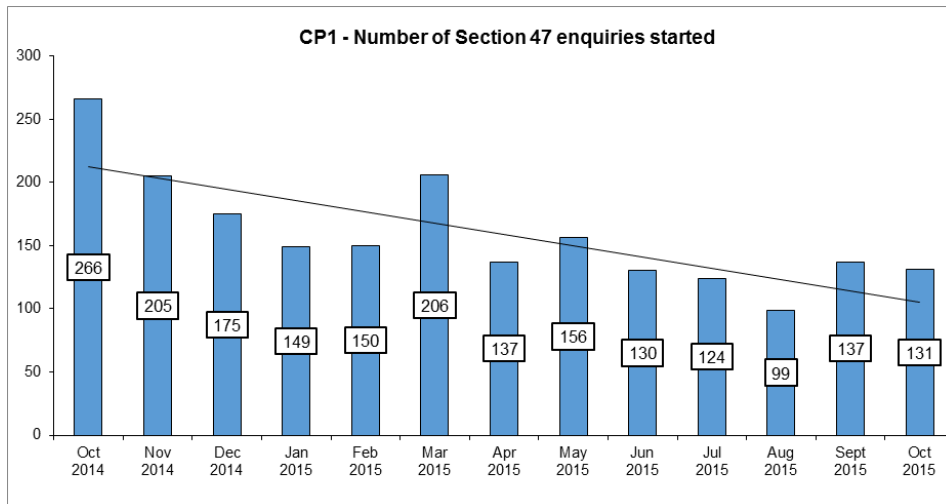


## Child Protection (CP)

### CP1- Number of Section 47 (S47) enquiries started

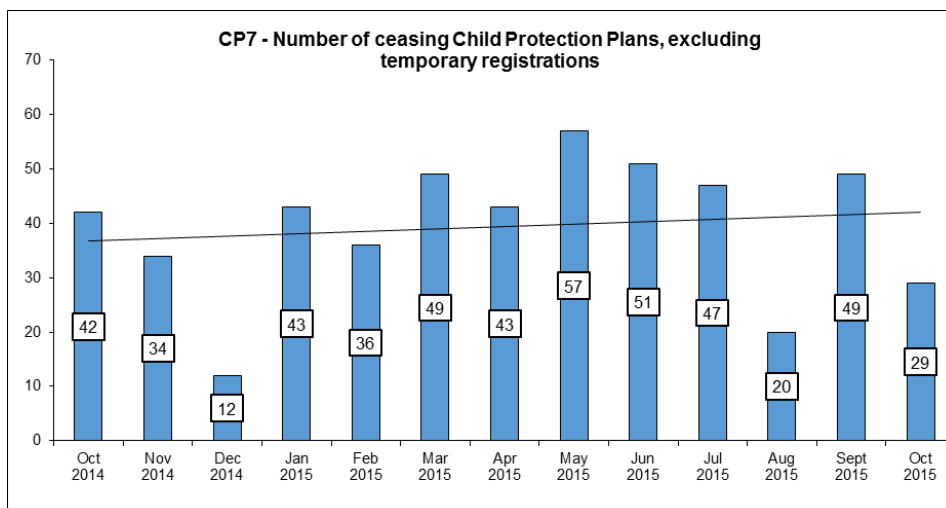
The number of Section 47 enquiries started has decreased by 51% compared to the same period in the previous year, which currently presents the largest number in the last 13 months.

It might be useful to look back at October 2014 and March 2015 to see what possible factors may have contributed to the peaks in numbers in those months (such as increased awareness of warning signs by external agencies as a result of training or campaigning, etc.)



### CP7 - Number of ceasing Child Protection Plans (CPP), excluding temporary registrations

After an increase of 58% in last month, compared to September in the previous year, this figure has in October again seen a significant percentage decrease from both the previous month, and the same period last year.

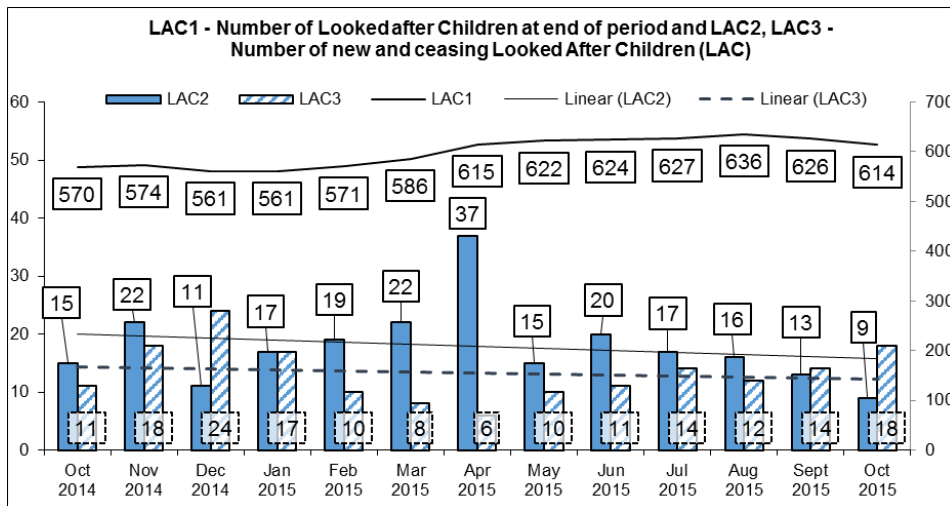
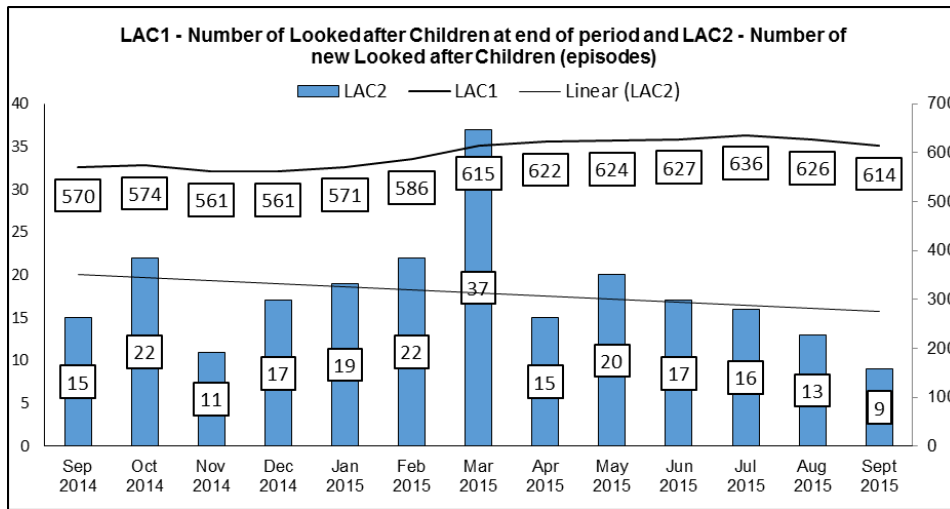


## Looked after Children (LAC)

### LAC2 - Number of new Looked after Children (episodes)

This indicator has decreased month on month since May 2015, and continues to do so, with October's figure down by 31% compared to the previous month, and 40% compared to the same period last year.

Numbers of Looked after Children are shown below in two graphs – which also show that the numbers of new and ceasing LAC are not accurately reflected in the total number of Looked after Children, for which reason, it may be assumed that episode of new and ceasing LAC are at times recorded subsequently. This in turn affects the accuracy of all three measures (LAC1, LAC2 and LAC3).



## Qualitative measures: significant changes (+/-10%)

**Positive change** – **Negative change**

### Assessments

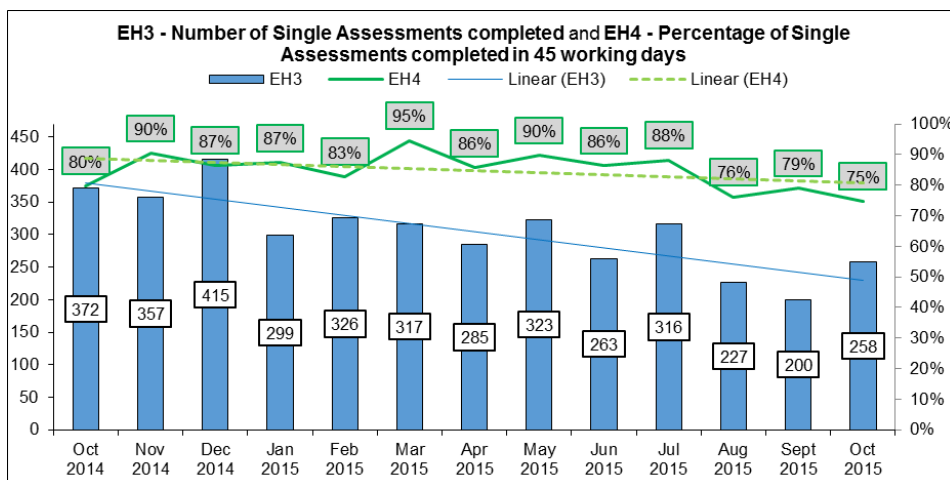
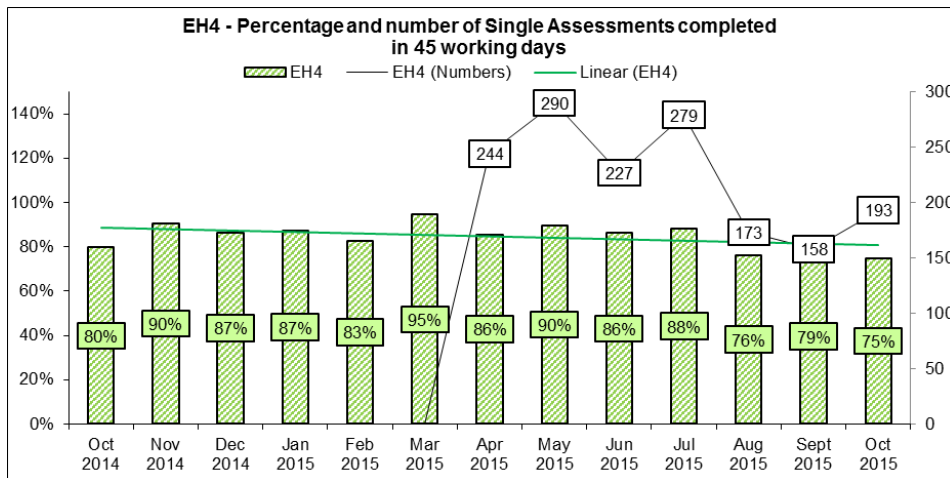
EH3 - Number of Single Assessments completed and **EH4** - Percentage and number of Single Assessments (SA) completed in 45 working days

There have not been significant changes in the percentage of SAs completed within 45 working days; however, it is included here as it has continued to decrease, despite the reduction in the total number of SAs completed.

There has been a positive percentage increase of 22% in the number of SAs completed within timescales when compared to the previous month. However, the number is now significantly below the level presented in April-July 2015; particularly May 2015 when nearly 100 more Single Assessments were completed in 45 working days.

Not enough data is available to analyse annual trends on this figure, but the graph below shows that the trend for both the total number completed, and the percentage completed within 45 working days continues to decrease.

Reasons for the decline in the percentage should be investigated to improve performance.



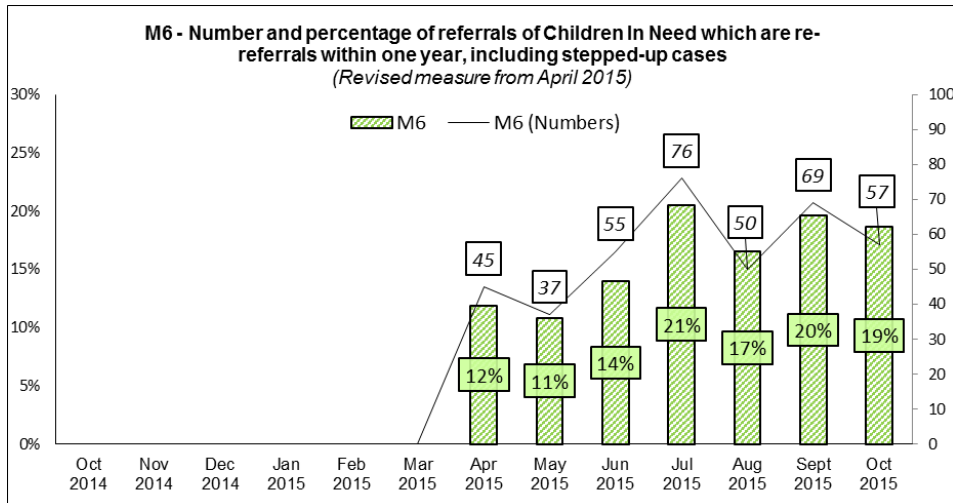


## MASH and Children in Need (CiN)

### M6 – Number (and percentage) of referrals of Children In Need (CiN) which are re-referrals within one year

There have not been significant changes in the percentage of re-referrals of Children in Need, but there has been a positive percentage change of 17% in the number of children who this applies to – from 69 children in the previous month to 57 in October.

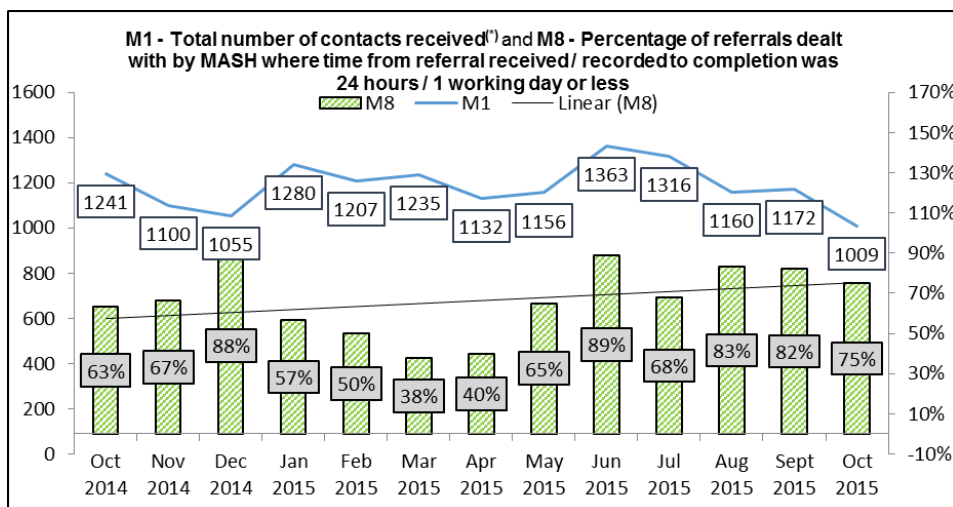
With this figure, it is useful to look at both of the percentage, and the actual numbers of children that have returned within one year. This month's figure is 25% below the 12 month top figure of 76 children (in July 2015), but still just above the 12 month average of 56.



### M8 - Percentage of referrals dealt with by MASH where time from referral received / recorded to completion was 24 hours / 1 working day or less

The percentage of referrals to MASH where the time from start to completion was one working day or less has seen a positive change of 10%, from 63% in October 2014 to 75% this month. The figure is now 12% above the 12-month average of 67% - however, it should be noted that the average figure includes the exceptionally low figures of January-April 2015. The six month average for this figure, which excludes the low figures (and hence is perhaps more realistic), is 77%.

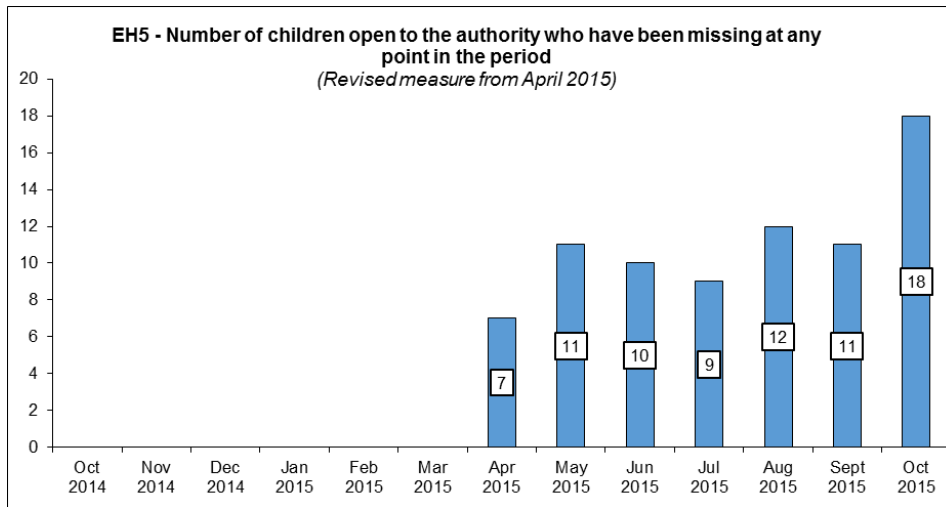
The graph below shows the indicator together with the total number of contacts received (M1), and it shows that although the number of contacts received has gone down, so has the percentage of referrals that have been deal with within one working day. Reasons behind this should be investigated to see what can be done to improve consistency of performance.



(\*) M1 - Includes contacts that become referrals

**EH5** - Number of children open to the authority who have been missing at any point in the period

There has been a percentage increase of 64% on this measure compared to the previous month, which is at least partially due to recent training being given to frontline staff on recording missing children on PARIS. The increase in numbers may, for that reason, indicate that in the past, some missing episodes were not recorded correctly. It is hoped that with a new regular report in place and with better awareness of the recording procedure, this indicator will give us a more accurate picture of children who go missing.

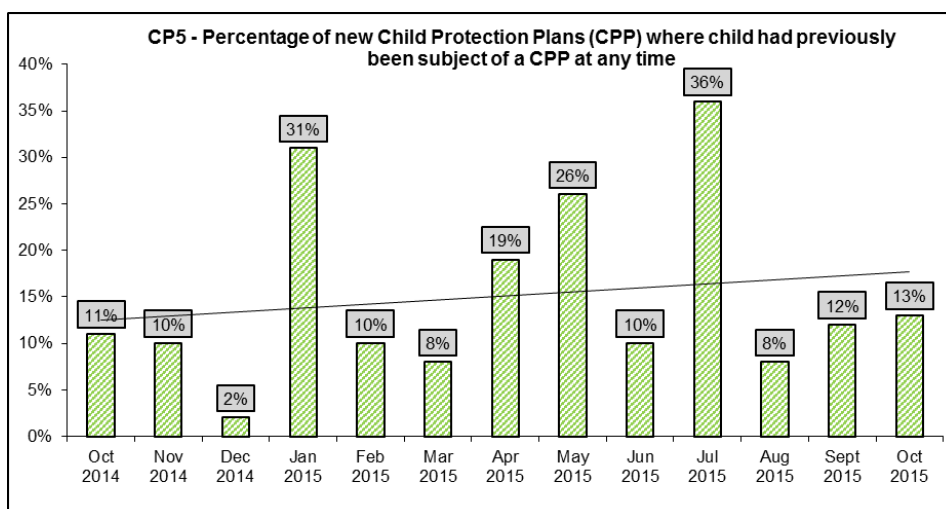


**Child Protection (CP)**

**CP5** - Percentage of new Child Protection Plans (CPP) where child had previously been subject of a CPP at any time

There has been an 18% increase in the percentage of new Child Protection Plans (CPP) where the child has previously been subject of a plan compared to the same period last year. The numbers of repeat CP plans are low – under five in September and under ten in October – for which reason, any change in the number will affect the percentage significantly.

There is now a new quarterly report delivered to the relevant PO, which provides details of children on repeat CP plans. It is hoped this report it will assist in identifying those children and their families more quickly, and thus being able to focus on their individual needs and reasons for returning to the authority.



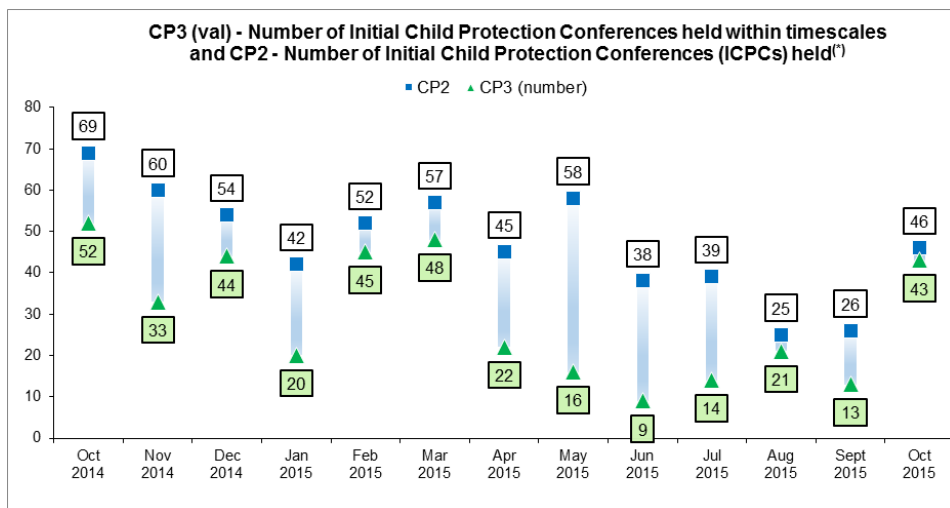
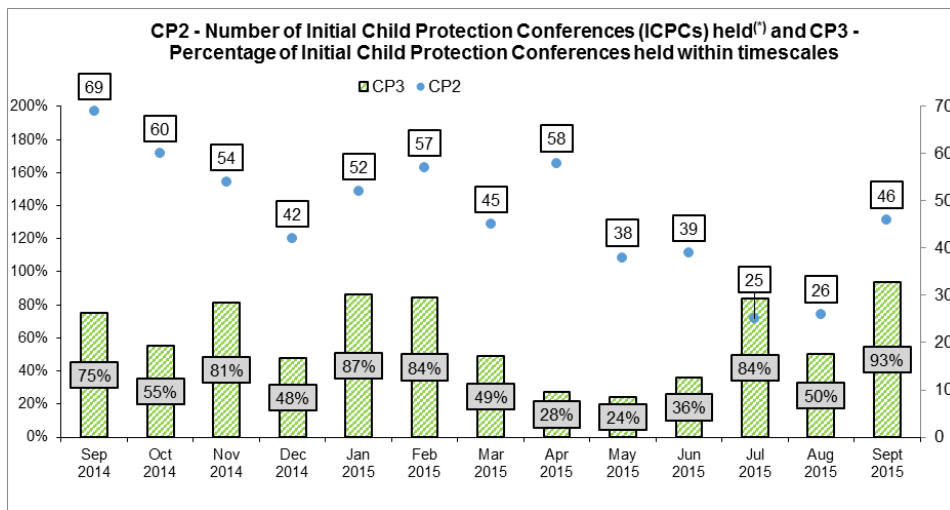


**CP3 - Percentage of Initial Child Protection Conferences (ICPCs) held within timescales and CP2 - Number of Initial Child Protection Conferences (ICPCs) held, including Transfer-Ins, excluding temporary registrations**

There has been a positive percentage change of 87% in the percentage of ICPCs held within timescales when compared to the previous month, and 18% compared to the same period last year. In numbers, 43 conferences out of 46 were held within timescales, compared to 13 out of 26 conferences in September 2015 and 52 out of 69 conferences in October 2014.

This figure is now above both the Statistical Neighbour (SN) and England averages of 2014, and also presents the maximum value in the last 12 months. However, there continues to be fluctuation in the percentage, and it does not occur in unison with the numbers of initial conferences held.

The total number of initial CP conferences held sees a lot of variation month on month, with a 77% percentage increase in October compared to the previous month, and 33% decrease compared to the same period in the previous year.

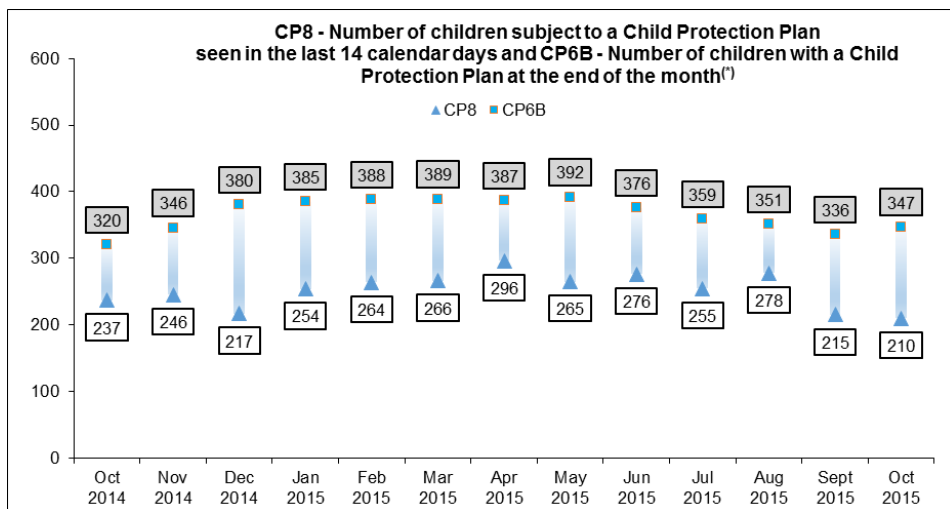
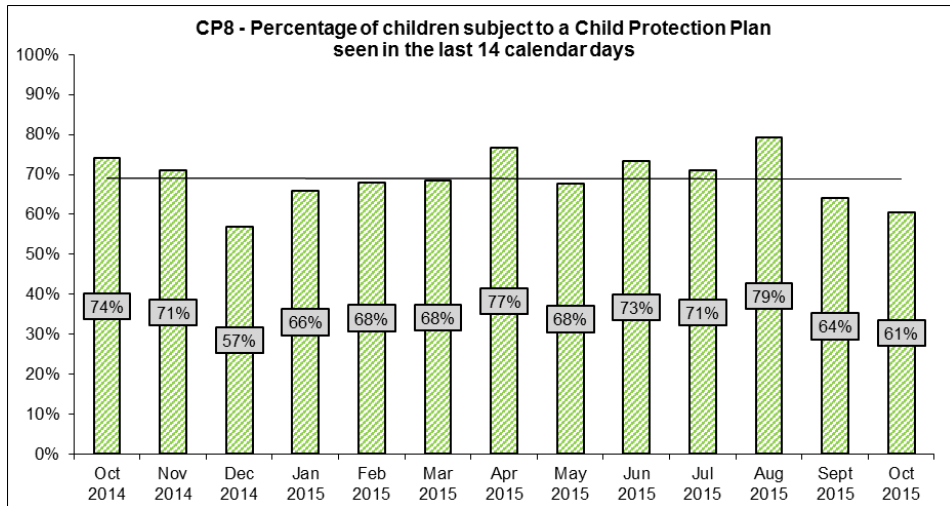


(\*) CP2 - Includes transfer-Ins, excluding temporary registrations.

**CP8** - Percentage of children subject to a Child Protection Plan seen in the last 14 calendar days

This figure has continued to decrease for two consecutive months, now down by 18% when compared to the same period last year, and also below the 12 month average of 69%. At 210, the number of children seen within the last 14 calendar days is also at its lowest within the last 12 months.

The second graph below shows the number of children subject to a child protection plan at the end of the month, and the number of them who have been seen in the last 14 calendar days.



(\*) CP6B - excludes temporary registrations

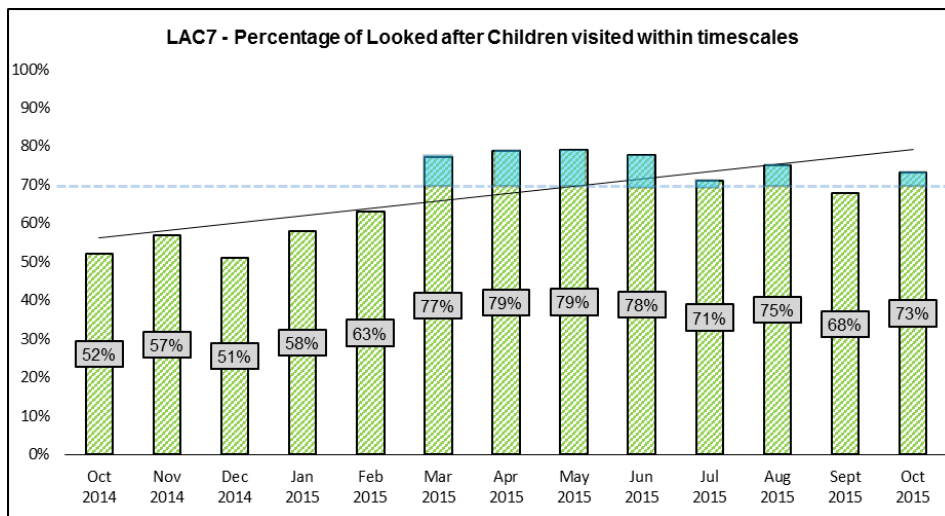
## Looked After Children (LAC)

### LAC7 - Percentage of Looked after Children visited within timescales

This figure has seen a positive increase of 41% compared to the same period last year. In numbers, 450 out of 614 children were visited within timescales in October.

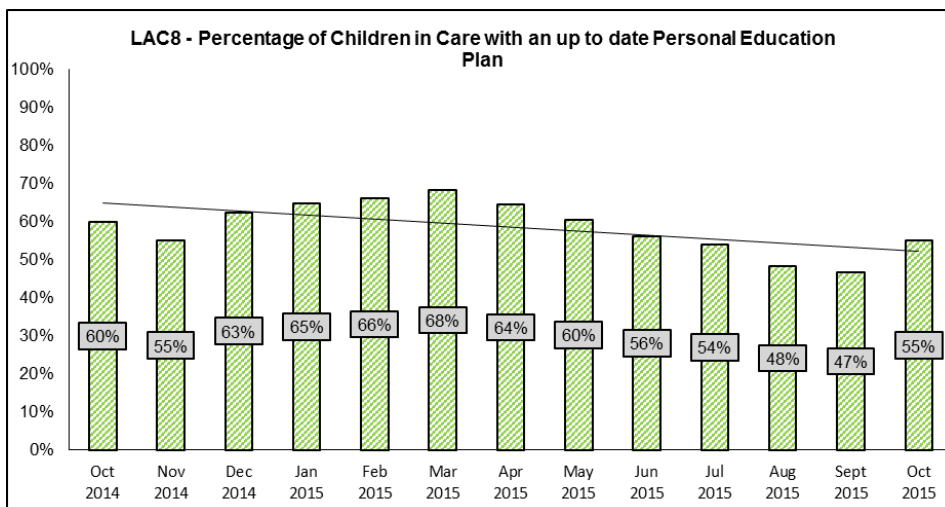
Despite the slightly lower performance levels during the last four months, there is a steep upward trend on this figure, which is thanks to the improved percentages from March 2015 onwards. The figure continues to be above the 12-month average, which is currently 69%, and is just 7% below the highest level of 79% in April and May 2015.

As the graph below shows, the performance level has been maintained above 70% for six consecutive months and seven months in total over the last 12 months, which might assist in defining an acceptable minimum level of performance.



### LAC8 - Percentage of Looked after Children with an up to date Personal Education Plan (PEP)

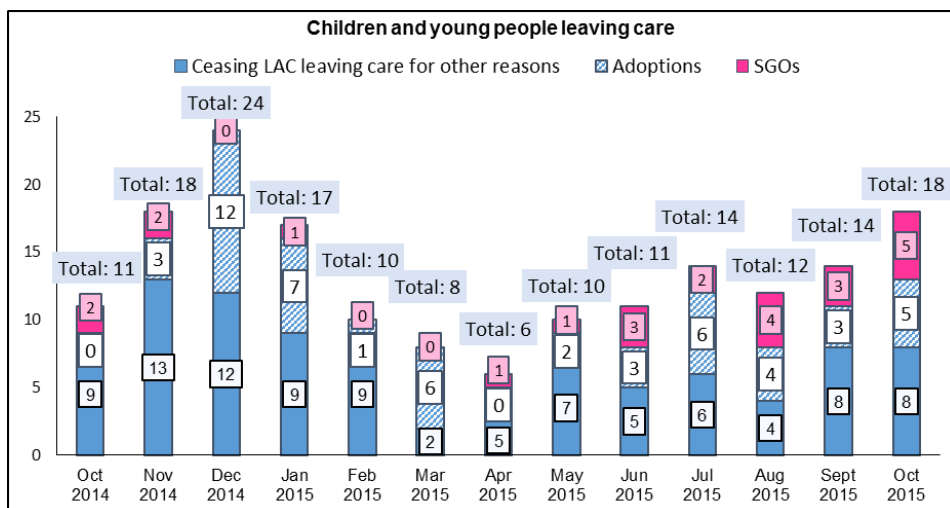
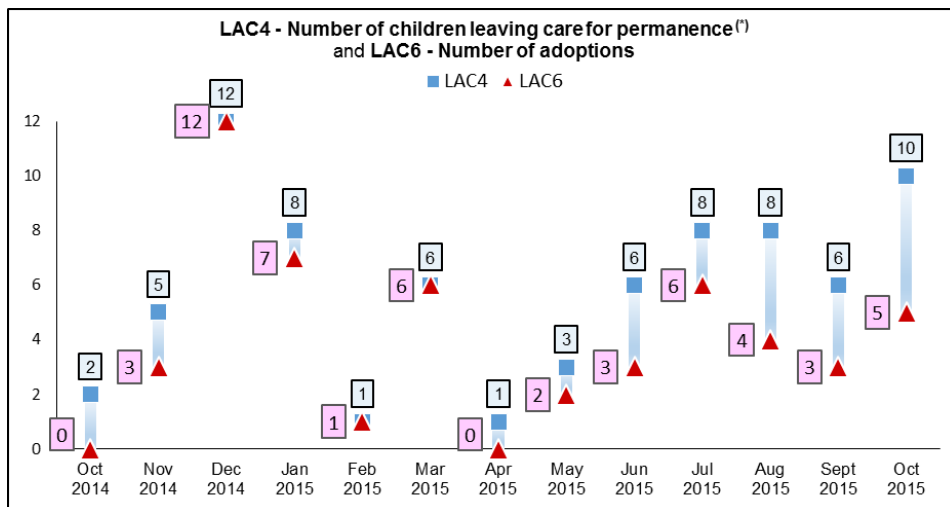
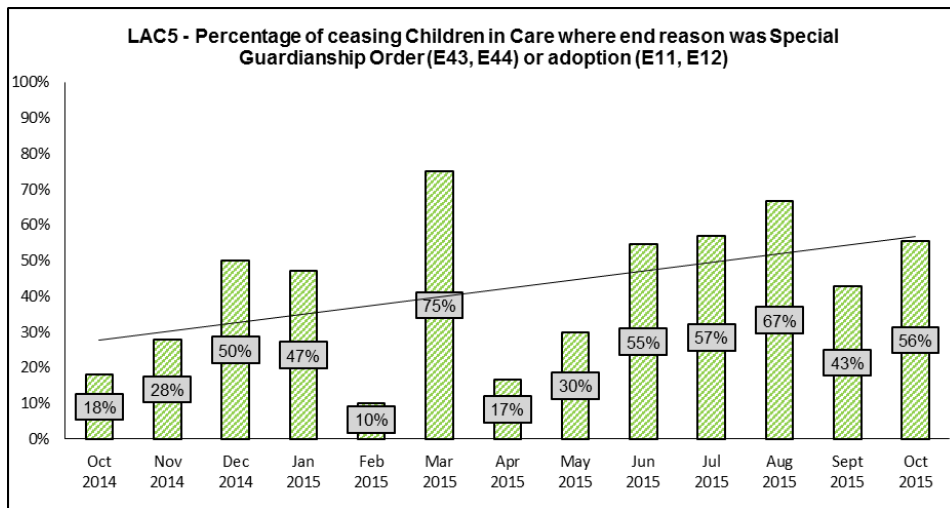
The percentage of Looked after Children with an up to date Personal Education Plan decreased month on month since March 2015, but has now seen a positive increase of 18% compared to the previous month, when the figure, at 47%, was at its lowest.



LAC4, LAC5 - Number and percentage of children leaving care for permanence (where end reason was Special Guardianship Order (SGO) (E43, E44) or adoption (E11, E12)), and LAC6 – Number of adoptions and LAC3 - Number of ceasing Looked after Children (episodes)

There has been a 30% increase in the percentage of children leaving care for permanence where the reason was either SGO or adoption when compared to the previous month, and 206% compared to the same period last year.

In numbers, of the total number of 18 ceasing LAC episodes, ten (56%) left care for permanence, of which five were adopted and five left for permanence under SGO. The second graph below shows that generally, a large proportion of children leaving care for permanence are adopted. Reasons for leaving care are further broken down into adoption, SGO and 'other' in the third graph below.



### Glossary

#### A

##### Assessment

Assessments are undertaken to determine the needs of individual children; what services to provide and action to take. They may be carried out:

- To gather important information about a child and family;
- To analyse their needs and/or the nature and level of any risk and harm being suffered by the child;
- To decide whether the child is a Child in Need (Section 17) and/or is suffering or likely to suffer Significant Harm (Section 47); and
- To provide support to address those needs to improve the child's outcomes to make them safe.

#### C

##### Care Order

A Care Order can be made in Care Proceedings brought under section 31 of the Children Act 1989 if the Threshold Criteria are met. The Order grants Parental Responsibility for the child to the local authority specified in the Order, to be shared with the parents.

A **Care Order** lasts until the child is 18 unless discharged earlier. An **Adoption Order** automatically discharges the Care Order. A **Placement Order** automatically suspends the Care Order, but it will be reinstated if the Placement Order is subsequently revoked.

All children who are the subject of a Care Order come within the definition of Looked After and have to have a Care Plan. When making a Care Order, the Court must be satisfied that the Care Plan is suitable.

##### Child in Need / CiN

Under Section 17 (10) of the Children Act 1989, a child is a Child in Need if:

- He/she is unlikely to achieve or maintain, or have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him/her of services by a local authority;
- His/her health or development is likely to be significantly impaired, or further impaired, without the provision for him/her of such services; or
- He/she is disabled.

##### Child Protection / CP

The following definition is taken from Working Together to Safeguard Children 2010, paragraph 1.23.:

Child protection is a part of Safeguarding and Promoting the Welfare of Children. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, Significant Harm.

##### Child Protection Conference

###### Initial Child Protection Conference / ICPC

An Initial Child Protection Conference is normally convened at the end of a Section 47 Enquiry when the child is assessed as either having suffered Significant Harm or to be at risk of suffering ongoing significant harm.

The Initial Child Protection Conference should be held within 15 working days of the Strategy Discussion, or the last strategy discussion if more than one has been held.

###### Review Child Protection Conference

Child Protection Review Conferences are convened in relation to children who are already subject to a Child Protection Plan. The purpose of the Review Conference is to review the safety, health and development of the child

in view of the Child Protection Plan, to ensure that the child continues to be adequately safeguarded and to consider whether the Child Protection Plan should continue or change or whether it can be discontinued.

## Corporate Parenting

In broad terms, as the corporate parent of looked after children, a local authority has a legal and moral duty to provide the kind of loyal support that any good parent would provide for their own children.

## D

### Director of Children's Services (DCS)

Every top tier local authority in England must appoint a Director of Children's Services under section 18 of the Children Act 2004. Directors are responsible for discharging local authority functions that relate to children in respect of education, social services and children leaving care. They are also responsible for discharging functions delegated to the local authority by any NHS body that relate to children, as well as some new functions conferred on authorities by the Act, such as the duty to safeguard and protect children, the Children and Young People's Plan, and the duty to co-operate to promote well-being.

## E

### Early Help / EH

Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.

Effective early help relies upon local agencies working together to:

- Identify children and families who would benefit from early help;
- Undertake an assessment of the need for early help;
- Provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child.

Also: Early Help social work teams.

## H

### Health Assessment

Every Looked After Child (LAC or CLA) must have a Health Assessment soon after becoming Looked After, then at specified intervals, depending on the child's age.

## L

### Local Safeguarding Children's Board (LSCB)

LSCBs have to be established by every local authority as detailed in Section 13 of The Children Act (2004). They are made up of representatives from a range of public agencies with a common interest and with duties and responsibilities to children in their area. LSCBs have a responsibility for ensuring effective inter-agency working together to safeguard and protect children in the area. The Boards have to ensure that clear local procedures are in place to inform and assist anyone interested or as part of their professional role where they have concerns about a child.

See <http://southamptonlscb.co.uk/> for Southampton LSCB

### Looked After Child

A Looked After Child is a child who is accommodated by the local authority, a child who is the subject to an Interim Care Order, full Care Order or Emergency Protection Order; or a child who is remanded by a court into local authority accommodation or Youth Detention Accommodation.

In addition where a child is placed for Adoption or the local authority is authorised to place a child for adoption - either through the making of a Placement Order or the giving of Parental Consent to Adoptive Placement - the child is a Looked After child.

Looked After Children may be placed with parents, foster carers (including relatives and friends), in Children's Homes, in Secure Accommodation or with prospective adopters.

With effect from 3 December 2012, the Legal Aid, Sentencing and Punishment of Offenders Act 2012 amended the Local Authority Social Services Act 1970 to bring children who are remanded by a court to local authority accommodation or youth detention accommodation into the definition of a Looked After Child for the purposes of the Children Act 1989.

## P

### PACT

Protection and Court social work teams.

### Pathway Plan

The Pathway Plan sets out the route to the future for young people leaving the Looked After service and will state how their needs will be met in their path to independence. The plan will continue to be implemented and reviewed after they leave the looked after service at least until they are 21; and up to 25 if in education.

### Personal Education Plan / PEP

All Looked After Children must have a Personal Education Plan (PEP) which summarises the child's developmental and educational needs, short term targets, long term plans and aspirations and which contains or refers to the child's record of achievement. The child's social worker is responsible for coordinating and compiling the PEP, which should be incorporated into the child's Care Plan.

## R

### Referral

The referring of concerns to local authority children's social care services, where the referrer believes or suspects that a child may be a Child in Need or that a child may be suffering, or is likely to suffer, Significant Harm. The referral should be made in accordance with the agreed LSCB procedures.

## S

### Section 17 / S17

Under Section 17(1) of the Children Act 1989, local authorities have a general duty to safeguard and promote the welfare of children within their area who are In Need; and so far as is consistent with that duty, to promote the upbringing of such children by their families, by providing a range and level of services appropriate to those children's needs.

For this reason, the term "Section 17" is often used as a shorthand way of describing the statutory authority for providing services to Children in Need who are not Looked After.

### Section 20 / S20

Under Section 20 of the Children Act 1989, children may be accommodated by the local authority if they have no parent or are lost or abandoned or where their parents are not able to provide them with suitable accommodation and agree to the child being accommodated. A child who is accommodated under Section 20 becomes a Looked After Child.

### Section 47 Enquiry / S47

Under Section 47 of the Children Act 1989, if a child is taken into Police Protection, or is the subject of an Emergency Protection Order, or there are reasonable grounds to suspect that a child is suffering or is likely to suffer Significant

Harm, a Section 47 Enquiry is initiated. This enables the local authority to decide whether they need to take any further action to safeguard and promote the child's welfare. This normally occurs after a Strategy Discussion.

Physical Abuse, Sexual Abuse, Emotional Abuse and Neglect are all categories of Significant Harm.

Section 47 Enquiries are usually conducted by a social worker, jointly with the Police, and must be completed within 15 days of a Strategy Discussion.

Where concerns are substantiated and the child is judged to be at continued risk of Significant Harm, a Child Protection Conference should be convened.

### Special Guardianship Order / SGO

Special Guardianship is a new Order under the Children Act 1989 available from 30 December 2005.

Special Guardianship offers a further option for children needing permanent care outside their birth family. It can offer greater security without absolute severance from the birth family as in adoption.

Special Guardianship will also provide an alternative for achieving permanence in families where adoption, for cultural or religious reasons, is not an option.

Special Guardians will have [Parental Responsibility](#) for the child. A Special Guardianship Order made in relation to a [Looked After](#) Child will replace the [Care Order](#) and the Local Authority will no longer have Parental Responsibility.

### Statement of Special Education Needs (SEN)

From 1 September 2014, Statements of Special Educational Needs were replaced by Education, Health and Care Plans. (The legal test of when a child or young person requires an Education, Health and Care Plan remains the same as that for a Statement under the Education Act 1996).

## U

### Universal Services

Universal services are those services (sometimes also referred to as mainstream services) that are provided to, or are routinely available to, all children and their families. Universal services are designed to meet the sorts of needs that all children have; they include early years provision, mainstream schools and Connexions, for example, as well as health services provided by GPs, midwives, and health visitors.

## W

### Working Together to Safeguard Children

Working Together to Safeguard Children is a Government publication which sets out detailed guidance about the role, function and composition of Local Safeguarding Children Boards (LSCBs), the roles and responsibilities of their member agencies in safeguarding children within their areas and the actions that should be taken where there are concerns that children have suffered or are at risk of suffering Significant Harm.

The most recent guidance was published in March 2015.

### Sources:

Tri.x live online glossary: <http://trixresources.proceduresonline.com/> - a free resource which provides up to date keyword definitions and details about national agencies and organisations. Tri.x is a provider of policies, procedures and associated solutions in the Children's and Adult's Sectors.

Southampton Local Safeguarding Board <http://southamptonlscb.co.uk/>



# Agenda Item 8

<b>DECISION-MAKER:</b>	CHILDREN AND FAMILIES SCRUTINY PANEL		
<b>SUBJECT:</b>	SCHOOL STANDARDS		
<b>DATE OF DECISION:</b>	17TH DECEMBER 2015		
<b>REPORT OF:</b>	CABINET MEMBER FOR EDUCATION AND CHILDREN'S SOCIAL CARE		
<b><u>CONTACT DETAILS</u></b>			
<b>AUTHOR:</b>	<b>Name:</b>	<b>Jo Cassey</b>	<b>Tel:</b> 023 8083 3347
	<b>E-mail:</b>	<b>Jo.Cassey@southampton.gov.uk</b>	
<b>Director</b>	<b>Name:</b>	<b>Kim Drake</b>	<b>Tel:</b> 023 8083 4899
	<b>E-mail:</b>	<b>Kim.Drake@southampton.gov.uk</b>	
<b>STATEMENT OF CONFIDENTIALITY</b>			
None			
<b>BRIEF SUMMARY</b>			
<p>The paper aims to provide an update on the activity undertaken by Education and Early Years with particular reference to the questions raised by the Chair of the Scrutiny Panel in relation to:</p> <ul style="list-style-type: none"> <li>• School Standards in Southampton (with particular reference to Key Stage 4 results in the city)</li> <li>• The role of the local authority in working with failing schools</li> <li>• The role of the Virtual school and how it supports our Looked After Children.</li> </ul>			
<b>RECOMMENDATIONS:</b>			
	(i)	That the Panel discuss school standards in Southampton, noting the Key Stage 4 results contained within the report and the work of the School Improvement Team and Virtual School in support of schools (including intervention in failing schools).	
<b>REASONS FOR REPORT RECOMMENDATIONS</b>			
1.	To enable a discussion with the Cabinet Member and officers on school standards in Southampton.		
<b>ALTERNATIVE OPTIONS CONSIDERED AND REJECTED</b>			
2.	None.		
<b>DETAIL (Including consultation carried out)</b>			
	<b>School Standards in Southampton - The role of Southampton City Council</b>		
3.	Historically the LA managed all state schools in its area and controlled what schools did. The LA was responsible for each school's budget, appointed school staff, set the curriculum and undertook school inspection. However, the role of the LA is now profoundly different; legislation has led to a diminishing role for Local Authorities and the educational landscape is shifting to a school-led system where school leaders are directly overseeing the running of their schools.		

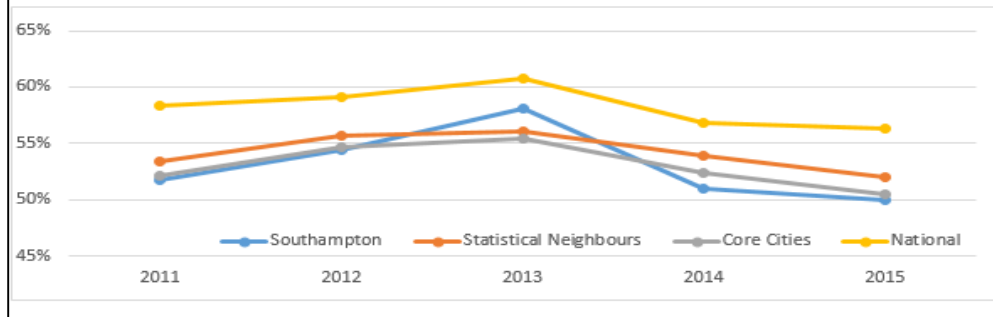
4.	Schools are now responsible for the majority of the running of their schools (held to account by their Governing Body), engaging with the LA when in receipt of our statutory obligations and the purchasing of services. With the current government advocating a drive towards academies and free schools, the LA only has a direct relationship with maintained schools.
5.	<p>In Southampton we have 45 maintained schools, 21 Academies, 5 Special, 1 Special Free School, 1 PRU and 1 Alternative Provision Academy. Statutory provision currently includes:</p> <ul style="list-style-type: none"> <li>• Admissions</li> <li>• School place planning (building or extending schools)</li> <li>• Home to school transport</li> <li>• Support services (Educational Welfare, Educational Psychologists, School Improvement)</li> <li>• Allocation of finance.</li> </ul>
6.	The government is seeking to reduce the Local Authority role still further and will consult on its proposals in 2016. Furthermore, available funding is likely to diminish with the Education Services Grant due to be cut nationally by £600m and a new funding formula for schools, high needs and Early Years introduced in 2017/18 in an attempt to address the current disparity in per pupil funding rates.
7.	<p>Other changes to the education system include a new Ofsted inspection framework which, in addition to safeguarding, focusses on four key judgments from Early Years Foundation Stage to Key Stage 4:</p> <ul style="list-style-type: none"> <li>• Effectiveness of leadership and management</li> <li>• Governance</li> <li>• Teaching, learning and assessment</li> <li>• Personal development, behaviour and welfare.</li> </ul>
8.	Furthermore, the Education and Adoption Bill will soon become legislation. This will mean that failing and coasting schools may well be required to become academies, removing the role of the LA, but in some cases resulting in LAs becoming responsible for assuming responsibility for any budget deficit.
9.	Currently Southampton employs a small School Improvement team (2 FTE Primary, 0.6 FTE secondary and 1 FTE Governance and Leadership Adviser, with 0.4FTE of that time seconded to Springwell Teaching School). This team are in direct contact with all maintained schools and some academies, with targeted support undertaken on a needs analysis basis. The team's key remit is to promote high standards and undertake a support/challenge role with senior leaders and their Chair of Governors.
10.	<p>Southampton place a high value on partnership working and collaboration with schools and system leaders. Key vehicles for school improvement activity undertaken by Southampton LA are:</p> <ul style="list-style-type: none"> <li>• <b>School Moderation Group (SMG)</b> - Chaired by PO for Education and Early Years and attended by School Improvement team. The core function is to agree a categorisation for all maintained schools, with a view to sharing this info with Headteachers as part of the</li> </ul>

	<p>support/challenge function.</p> <ul style="list-style-type: none"> <li>• <b>Southampton School Improvement Group (SSIG)</b> - Chaired by PO for Education and Early Years and attended by LA officials, Chairs of Heads and Executive Leads for the city's Teaching Schools. The aim of the group is to identify and agree collaborative support for schools across the partners, based on the outcomes of the SMG.</li> </ul>
11.	In addition, the LA engages proactively with the Chairs of Heads, Teaching Schools, School Business Manager Network and the Secondary Education Forum.
12.	The Director of Children Services, on behalf of Southampton City Council, maintains a leadership role across the whole education system with engagement with external partners and system leaders a key priority.
	<b>Exam Results</b>
13.	The DfE issued a provisional release on the 15/10/2015, based on provisional GCSE and equivalent results in England.
14.	<p><b>Key headlines from the data:</b></p> <ul style="list-style-type: none"> <li>• 49.6% of Southampton pupils achieved 5+ A*-C including English and Maths GCSE in 2015 achieving a rank of 129th out of 151 Local Authorities. Nationally 56.3% of pupils achieved 5+ A*-C including English and Maths GCSE leading to a gap of 6.7% to Southampton (49.6%). Southampton's performance decreased from 51.0% in 2014 to 49.6% in 2015, a 1.4% decline. Nationally there has also been a decline of 0.3% from 56.6% in 2014 to 56.3% in 2015.</li> <li>• 68% of Southampton pupils achieved 3 levels of progress in English compared to 70% nationally, a gap of 2%. Southampton's performance has regressed by 6.9% from 74.9% in 2014 to 68% in 2015. In comparison, National performance decreased by 1.6% from 71.6% in 2014 to 70% in 2015. Southampton outperformed National by 3.3% in 2014 compared to a gap of 2% in 2015. Southampton's ranking decreased from 41st in 2014 to 92nd in 2015.</li> <li>• 61% of Southampton pupils achieved 3 levels of progress in Maths compared to 67% nationally, a gap of 6%. Southampton achieved a ranking of 125th out of 149 Local Authorities. Southampton's performance declined between 2014 and 2015 by 1.2% (62.2% in 2014 - 61% in 2015) against a National increase of 1.5% (65.5% in 2014 - 67% in 2015) leading to a widening of the gap (6%) between Southampton (61%) and National (67%).</li> <li>• 20.4% of Southampton pupils achieved the EBacc in 2015 compared to 24.0% nationally, resulting in a rank of 110th for Southampton. Southampton's performance 20.4% was a 2.4% increase on 2014 (18.0%) compared to a National decrease of 0.2% between 2014 (24.2%) and 2015 (24.0%). Southampton have therefore reduced the gap to National from 6.2% in 2014 (Southampton 18.0% - National 24.2%) to 3.6% in 2015 (Southampton 20.4% - National 24.0%).</li> </ul>

**% 5+ A\*-C including English and Maths**

	2011	2012	2013	2014	2015
Southampton	52%	54%	58%	51%	50%
Statistical Neighbours	53%	56%	56%	54%	52%
Core Cities	52%	55%	55%	52%	51%
National	58%	59%	61%	57%	56%

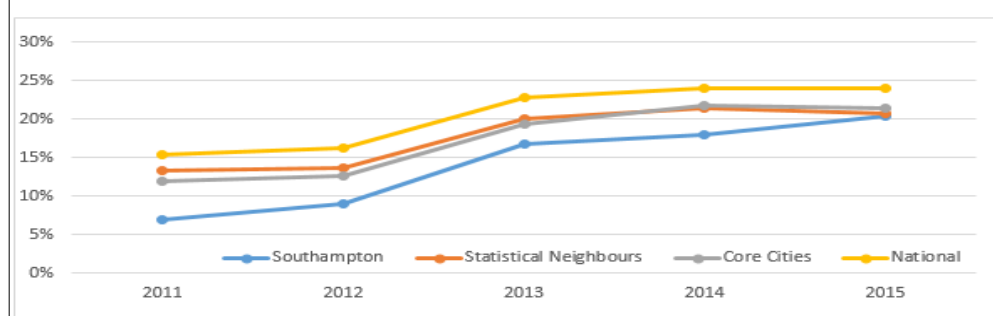
Gap Southampton vs Statistical Neighbours	-2%	-1%	2%	-3%	-2%
Gap Southampton vs Core Cities	-1%	0%	3%	-1%	-1%
Gap Southampton vs National	-7%	-5%	-3%	-6%	-6%



**KS4 Percentage achieving English Baccalaureate**

	2011	2012	2013	2014	2015
Southampton	7%	9%	17%	18%	20%
Statistical Neighbours	13%	14%	20%	22%	21%
Core Cities	12%	13%	19%	22%	22%
National	15%	16%	23%	24%	24%

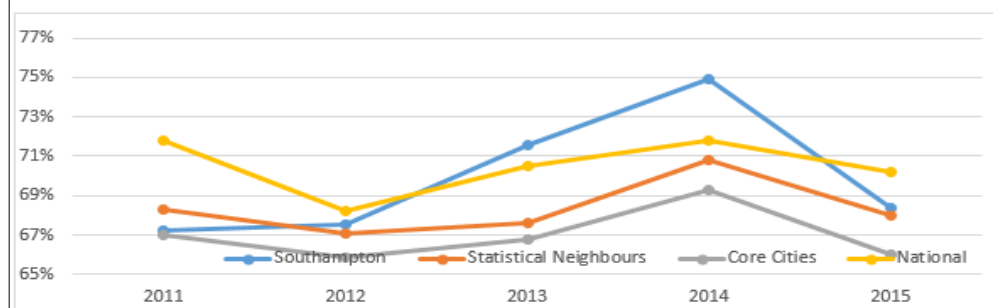
Gap Southampton vs Statistical Neighbours	-6%	-5%	-3%	-4%	0%
Gap Southampton vs Core Cities	-5%	-4%	-3%	-4%	-1%
Gap Southampton vs National	-8%	-7%	-6%	-6%	-4%



**Key Stage 2 - Key Stage 4 3 Levels of Progress English**

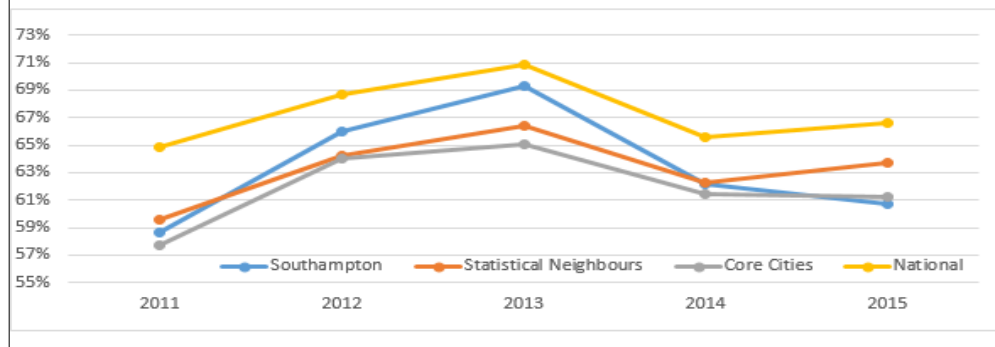
	2011	2012	2013	2014	2015
Southampton	67%	68%	72%	75%	68%
Statistical Neighbours	68%	67%	68%	71%	68%
Core Cities	67%	66%	67%	69%	66%
National	72%	68%	71%	72%	70%

Gap Southampton vs Statistical Neighbours	-1%	0%	4%	4%	0%
Gap Southampton vs Core Cities	0%	2%	5%	6%	2%
Gap Southampton vs National	-5%	-1%	1%	3%	-2%



**Key Stage 2 - Key Stage 4 3 Levels of Progress Maths**

	2011	2012	2013	2014	2015
Southampton	59%	66%	69%	62%	61%
Statistical Neighbours	60%	64%	66%	62%	64%
Core Cities	58%	64%	65%	61%	61%
National	65%	69%	71%	66%	67%
Gap Southampton vs Statistical Neighbours	-1%	2%	3%	0%	-3%
Gap Southampton vs Core Cities	1%	2%	4%	1%	-1%
Gap Southampton vs National	-6%	-3%	-2%	-3%	-6%



- Southampton achieved its highest ever English Baccalaureate (EBacc) pass rate of 20.4% securing a National rank of 110<sup>th</sup> out of 149 Local Authorities. The gap between Southampton 20.4% and the Statistical Neighbour (20.8%) average was just 0.4% in 2015 for the EBacc. A challenge remains as Southampton's EBacc performance was 1.1% and 3.6% below the Core City (21.5%) and National average (24.0%).
- Southampton's 5+ A\*-C including English and Maths performance (49.6%) sustained its 2014 National rank of 129<sup>th</sup> against 151 other Local Authorities.
- The proportion of Southampton pupils achieving the expected level of progress (3 levels) in English (68%) was in line with the Statistical Neighbour average (68%) and 2% above the Core City average (66%).

**Areas to improve on**

- 15.
- Southampton's 5+ A\*-C including English and Maths performance (49.6%) was 2.4% and 6.7% below the Statistical Neighbour average (52.0%) and the National average (56.3%) respectively.
  - The proportion of Southampton pupils achieving the expected level of progress (3 levels) in Maths (61%) was 3% below the Statistical Neighbour average (64%) in 2015.
  - The proportion of Southampton pupils achieving A\*-C English GCSE was 62.1%. This is 1.0% below the Core City average (63.1%), 2.4% below the Statistical Neighbour average (64.5%) and 6.2% below the National (68.3%). Southampton achieved a National rank of 132<sup>nd</sup> out of 151 Local Authorities.
  - The proportion of Southampton pupils achieving A\*-C Maths GCSE was 61.1%. This is 1.6% below the Core City average (62.7%), 3.6% below the Statistical Neighbour average (64.7%) and 7.0% below the National

	<p>(68.1%). Southampton achieved a National rank of 138<sup>th</sup> out of 151 Local Authorities.</p> <ul style="list-style-type: none"> <li>• The proportion of Southampton pupils achieving A*-C Science GCSE was 59.7%. This is 7.7% below the Core City average (67.4%), 6.4% below the Statistical Neighbour average (66.1%) and 9.2% below the National (68.9%). Southampton achieved a National rank of 144<sup>th</sup> out of 151 Local Authorities.</li> <li>• The proportion of Southampton pupils achieving A*-C History and Geography GCSE was 60.2%. This is 3.1% below the Core City average (63.3%), 5.3% below the Statistical Neighbour average (65.5%) and 6.7% below the National (66.9%). Southampton achieved a National rank of 133<sup>rd</sup> out of 151 Local Authorities.</li> <li>• The proportion of Southampton pupils achieving A*-C in a Language GCSE was 62.3%. This is 4.1% below the Core City average (66.4%), 5.6% below the Statistical Neighbour average (67.9%) and 7.6% below the National (69.9%). Southampton achieved a National rank of 130<sup>th</sup> out of 149 Local Authorities.</li> <li>• The average capped points score in Southampton (296.0) was 15.6 points below the National average of 311.6. This indicates that Southampton pupils achieved more than a grade less in 2 of their best 8 subjects than the National average.</li> </ul>																
16.	Data for each Southampton Secondary School can be seen in Appendix 1. Summary of contact that has taken place between SCC and Secondary Schools regarding performance for Academic Year 2015 is detailed in Appendix 2.																
<b>School Improvement Inspections</b>																	
17.	<p>At the end of the summer term 2015, Southampton's inspection outcomes compares favourably to the national position. 84% of Southampton's school have been judged as good or outstanding compared to the national position of 78%:</p> <ul style="list-style-type: none"> <li>• 82% of Southampton's young people are currently attending good or outstanding schools.</li> </ul> <table border="1" data-bbox="379 1630 1385 2069"> <thead> <tr> <th></th> <th>All</th> <th>Primary</th> <th>Secondary</th> </tr> </thead> <tbody> <tr> <td>% of Southampton Schools Outstanding/Good</td> <td>84%</td> <td>85%</td> <td>75%</td> </tr> <tr> <td>% of pupils attending Southampton Schools Outstanding/Good</td> <td>82%</td> <td>82%</td> <td>82%</td> </tr> <tr> <td><b>England</b> % of pupils attending Outstanding/Good Schools (as at <b>31/8/14</b>)</td> <td>78%</td> <td>81%</td> <td>74%</td> </tr> </tbody> </table>		All	Primary	Secondary	% of Southampton Schools Outstanding/Good	84%	85%	75%	% of pupils attending Southampton Schools Outstanding/Good	82%	82%	82%	<b>England</b> % of pupils attending Outstanding/Good Schools (as at <b>31/8/14</b> )	78%	81%	74%
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18.	In September 2015, Ofsted implemented far-reaching changes to the way it																

	<p>inspects early years provision, schools and further education and skills. These included:</p> <ul style="list-style-type: none"> <li>• The introduction of a common inspection framework for all early years settings on the Early Years Register, maintained schools and academies, non-association independent schools and further education and skills providers (deemed a Section 5 inspection);</li> <li>• Short inspections for maintained schools, academies and further education and skills providers that were judged good at their last full inspection. These short inspections will be conducted approximately every 3 years (deemed a Section 8 inspection);</li> <li>• Significant changes to Ofsted's inspection workforce. From September 2015, Ofsted contracted directly with inspectors for maintained schools, academies, non-association independent schools and further education and skills inspections.</li> </ul>
19.	Under the new framework, one Southampton school has been inspected. The report has not yet been published and therefore the outcome remains confidential.
20.	Based on the previous inspection date, 25 primary and 7 secondary schools are anticipating a Section 8 inspection this academic year. This means inspectors will visit for 1 day, to assess if the school continues to be 'good' and to ensure the effectiveness of the safeguarding. If the evidence indicates the school to be outstanding or less than good, the inspection will be then deemed a Section 5 inspection.
21.	5 primary schools and 1 secondary school are due for a Section 5 inspection this academic year. The increased challenge of the new inspection framework means that maintaining good for a significant number of schools will be challenging. The School Improvement Team are working with all the identified schools. However, it is anticipated that the overall percentage of good schools is likely to reduce and as a consequence compare less favourably to the national. This reflects the declining outcomes within the city (as outlined in the DfE data).
22.	The Local Authority continues to draw on a range of strategies to support schools and to improve pupil outcomes. For example, supporting partnership and collaboration which includes strengthening existing partnerships such as locality collaboration and working with our Teaching School Alliances. The impact of the school improvement is then evaluated regularly through a rigorous and transparent monitoring process based upon robust data and communication.
	<b>Coasting Schools</b>
23.	The DfE has consulted on <u>Intervening in failing, underperforming and coasting schools</u> . This is a major revision of the May 2014, revised January 2015, 'Schools Causing Concern' guidance. The draft new guidance is <u>Schools Causing Concern: Intervening in failing, underperforming and coasting schools: Guidance for local authorities and RSCs</u> .
24.	'Coasting' is defined in terms of performance over three years with respect to headline outcomes and progress. The Regional Schools Commissioner

(RSC) will identify such schools and judge whether or not the school has a 'sufficient' plan and the necessary capacity to improve. The first three years to be considered are 2014, 2015, and 2016, so the first occasion on which 'coasting' will be assessed is when performance tables for 2016 are published, that is, either late 2016 for primary or early 2017 for secondary.

25. RSCs will interact with coasting schools, including making decisions about which schools to intervene in, and what, if any, interventions will be necessary. The options are:

- no further action at this stage
- providing additional support and challenge
- requiring the governing body to 'enter into arrangements'
- appointing additional governors or an IEB
- making an academy order.

26. RSCs will have significant discretion, and could, for example, decide not to intervene where a coasting school is supporting its pupils well, but has fallen within the coasting definition because of its circumstances or pupil characteristics. In making decisions, RSCs will look carefully at school factors which might have an effect on the underlying data, for instance the presence of a large SEN unit.

27. There are a number of Southampton schools (primary and secondary) which have been identified 'at risk' of meeting the coasting criteria (see table below). The measure by which schools will be judged at the end of Key Stage 2 will change in 2016. A scaled score of 100 will represent the 'national standard' (broadly equivalent to the higher attainment of Level 4b+). A school's progress score will be calculated by comparing their pupils' Key Stage 2 results against those of all pupils nationally who had similar starting points.

	5+ A*-C Inc English & Maths		Below 60% both years	2013			2014			Below attainment in 2013 & 2014
	2013	2014		English 3LP	Maths 3LP	Below 2013	English 3LP	Maths 3LP	Below 2014	
Bitfeme Park School	71%	66%		84.0	75.6		83.2	72.0		
Cartell Maths and Computing College	69%	51%		88.4	73.5		94.9	68.5		
Chamberlayne College for the Arts	60%	61%		73.9	69.6		68.1	64.9		
Inspire Enterprise Academy	NA	10%					66.7	22.2		
Oasis Academy Lord's Hill	38%	45%		63.2	71.4		69.7	70.8		
Oasis Academy Mayfield	43%	38%		47.6	66.9		66.4	61.4		
Redbridge Community School	52%	37%		73.1	57.5		68.3	52.4		
Regents Park Community College	67%	64%		85.0	80.6		85.2	77.2		
St Anne's Catholic School	63%	72%		65.5	78.4		87.3	70.5		
St George Catholic College	55%	45%		71.6	81.9		48.1	80.7		
The Sholing Technology College	64%	50%		74.5	64.4		69.7	45.5		
Upper Shirley High School	58%	49%		65.6	77.3		77.3	60.4		
Woodlands Community College	56%	37%		72.5	60.4		78.2	46.4		
Southampton	58%	51%		71.6	69.3		74.9	62.2		
National (median progress)	61%	57%		73	73		74	67		

Red identifies schools at risk of been 'coasting' in 2015

The orange colour denotes schools below 60% for any year of data between 2013-2014

The orange colour denotes schools below the National median for progress in Reading, Writing and Maths

**Virtual School - The role and operation of the Virtual School (including how it supports our LAC)**



28.	<p>The Virtual school is staffed by:</p> <ul style="list-style-type: none"> <li>• The Virtual School Head - the lead responsible officer for ensuring that arrangements are in place to improve the educational experiences and outcomes of the authority's looked after children, including those placed out-of-authority. The head must ensure that there are effective arrangements in place to work with a range of professionals who will play a role in supporting the education of looked after children.</li> <li>• Lead officer for Looked after children – full time post</li> <li>• Specialist Teacher for Looked After Children - 0.80, term time only</li> <li>• Emotional wellbeing development Officers ( EWDO) x2 – term time only</li> <li>• Educational psychologist – 0.50 FTE</li> <li>• Teacher – Letterbox Lead and casework - sessional worker – term time only.</li> </ul> <p>The team is enabled to work because of the full support of a range of teams including Admissions, SEND, Data Team and the full support of our school-based colleagues.</p>
29.	<p>The remit of the Virtual School is subject to the statutory guidance set out in '<b>Promoting the education of Looked after Children</b>' (July 2014):</p> <ul style="list-style-type: none"> <li>• Working to close the attainment and progress gap between looked after children and their peers and creating a culture of high expectations</li> <li>• Ensuring that the children have access to a suitable range of high quality education placement options</li> <li>• Attendance and educational progress are monitored</li> <li>• Maintaining an up to date roll of all LAC who are in school or college placements and gather information about their placements, attendance and progress</li> <li>• Keep schools informed about children on their rolls who are looked after</li> <li>• Ensure the full range of professionals understand their roles and responsibilities in initiating, developing, reviewing and updating Personal education Plans</li> <li>• Completion of individual Personal Education Plans for all LAC on roll</li> <li>• Good attendance and behaviour are promoted to prevent exclusion.</li> <li>• Admission powers are used in a timely manner to ensure pupils are admitted to schools promptly.</li> </ul>
30.	<p>By working closely with colleagues in social care and a range of other professionals the school supports our young people by:</p> <ul style="list-style-type: none"> <li>• Training and liaising with designated teachers</li> <li>• Offering support and advice regarding financial issues</li> <li>• Signposting to other services and programmes of work</li> <li>• Teaching on a 1:1 basis and supporting transitions between schools for targeted pupils</li> <li>• Delivering training and support to social workers and foster carers on issues regarding education. Training also includes a focus on</li> </ul>

	<p>resilience, legal issues and advocating for young people.</p> <ul style="list-style-type: none"> <li>• Training social workers on PEPs.</li> <li>• Liaising closely with social workers and the Admission team to promote school finding and admission.</li> <li>• Direct involvement in complex cases.</li> </ul>
31.	<p>The number of pupils currently on roll is 410, compared to 381 in May '15. Pupils on the virtual school roll attend a range of settings determined by their ages and needs. The school aims to place all pupils in schools that are rated at least “good” by Ofsted. Some pupils attend schools that fall below this standard but this decision is based on full discussions between school staff, social workers and the carers and a review of the current Ofsted report and any Ofsted follow up visits. Where a pupil is placed in another authority this discussion also includes their virtual school staff. Statutory guidance is explicit that wherever possible children and young people should be placed in Good or outstanding schools. Many of the schools judged by Ofsted as inadequate have received follow up visits that recognise they are making significant progress and this increases our confidence in the suitability of the placement. There is a clear expectation that social workers consult and liaise with the Virtual School team when school places are being sought.</p>
32.	<p>Considerable numbers of pupils on the school roll are placed in care and schools outside the local authority .The Virtual school works closely with social workers, and the receiving authorities including other Virtual school staff to identify suitable schools and visits are made to the new settings where possible.</p>
33.	<p><b>CLA Target Tracker</b> - Since October 2013 Southampton’s Virtual school has been using a version of the CLA tracker to collect and monitor data for pupils placed in schools both in the city and in other authorities. Data is collected from a number of sources including data inputted by schools. Data is collected at least termly and this is proving useful in reviewing the effectiveness of the educational interventions that are in place.</p>
34.	<p><b>Exclusions</b> - Southampton continues to use Welfare Call to monitor and collect attendance and exclusion data for pupils within the virtual school who are placed in schools outside the city. Schools in the city provide this information to our Data Team. The Virtual School works closely with schools in the prevention of exclusions.</p>
35.	<p><b>Attendance</b> - The collection of attendance data is a crucial for the Virtual school as it enables us to identify individual pupils in need of support and to discuss with the schools, carers and social workers the reasons for absence and how we may address difficulties and support improvement. Attendance is tracked on a weekly basis. Pupil attendance is monitored weekly and where there is absence that the Vs does not know about staff will ring the school, the carer and the named social worker to follow up and ensure pupils return to school as soon as possible.</p>
36.	<p><b>Pupil Premium</b> - The looked after child premium is distinct from the broader pupil premium grant and is ‘to be used for the benefit of the looked after child’ educational needs as described in the personal education plan.’ The funding is spent in accordance with the pupil Premium strategy.</p>
37.	<p>The Virtual school contributes to the decisions about how the funding is allocated to benefit the education of Children Looked After through their</p>

	<p>contribution to and oversight of the PEP process. Previously the Virtual school audited a sample of the completed PEPs each term and provides feedback to schools and social workers on the quality of the audited PEPs with advice and strategies for improvement. From September 2015 all PEPs are audited in this way.</p>
38.	<p><b>Personal Education Plans (PEPs)</b> - PEPS are the core means by which the school in the person of the Designated teacher, social workers, carers, the young person and the virtual school work together to ensure that they develop a PEP that reviews a pupil's progress, identifies ongoing needs, develops targets to meet those needs and identifies the support that will be needed to achieve them. All pupils should have three PEPs a year; the completion rate for this term currently stands at 72%. All pupils in Y10 and Y11 have an up-to-date PEP.</p>
39.	<p><b>Designated Teachers</b> - All schools must have a Designated Teacher who holds the key responsibility for ensuring that PEPs are implemented. Designated teachers should provide an annual report to school Governors on the progress of CLAs annually. The Virtual School maintains a comprehensive data base of all the Designated Teachers in the city and schools outside the city where our children and young people are placed. The school is in regular contact with them. Training has been provided to governors and designated teachers and this is part of the statutory role of the school.</p>
40.	<p><b>Foster Carers</b> - Foster Carers are very important people bringing support and stability to our children and young people's lives including advocating for them. Working with and supporting Carers is a core role for the Virtual school through advice and support regarding educational issues. Contact can be formal, through training or through email or telephone contact. All new Foster Carers go through statutory induction training at Levels 1 and 2 and the Virtual School contributes to this.</p>
41.	<p>The Education Matters course delivered by the VS team is run twice a year. Each course runs for three days and alongside the taught course there are plenty of opportunities for carers to explore their concerns and for the team to problem solve with them. The course covers:</p> <ul style="list-style-type: none"> <li>• PEPs and their importance</li> <li>• SEN matters</li> <li>• Emotional Literacy</li> <li>• Problem solving</li> <li>• Exclusions and behaviour –Rights and responsibilities</li> <li>• School expectations-Key Stages and levels</li> </ul>
42.	<p><b>School Placements</b> - The Virtual School plays an important role in placing children and young people in the most appropriate educational setting. Our aim is always to place in schools that are judged to be at least Good by the Ofsted process. Agreement to a school that falls below this standard is subject to a great deal of discussion including a review of progress made by the school towards achieving a Good judgement. The Virtual School works with the Admissions team to negotiate places and where necessary uses the powers it has to direct schools to admit. A full review of the quality of school places will be completed by the end of the Autumn term.</p>

43.	The school development plan is completed and has identified a number of priorities that will support the prime focus of the school which is to close the attainment gap between CLA and their peers. Priorities include Finance, Early Years, Training, Attendance and Exclusions, Raising Aspirations and Expectations, Data, PEPs and Establishing a Governing Body who will act as a critical friend to the school. The Governors will be a sub group of the corporate Parenting Committee and all the reports to the Governing Body will be shared with the Corporate Parenting Committee.
<b>RESOURCE IMPLICATIONS</b>	
<b><u>Capital/Revenue</u></b>	
44.	None as a result of this report.
<b><u>Property/Other</u></b>	
45.	None as a result of this report.
<b>LEGAL IMPLICATIONS</b>	
<b><u>Statutory power to undertake proposals in the report:</u></b>	
46.	The duty to undertake overview and scrutiny is set out in Part 1A Section 9 of the Local Government Act 2000.
<b><u>Other Legal Implications:</u></b>	
47.	None as a result of this report.
<b>POLICY FRAMEWORK IMPLICATIONS</b>	
48.	School standards in Southampton have a significant impact on the council achieving its priorities. In particular the following priorities: <ul style="list-style-type: none"> <li>• Jobs for local people</li> <li>• Prevention and early intervention.</li> </ul>
<b>KEY DECISION</b>	
	No
<b>WARDS/COMMUNITIES AFFECTED:</b>	
	None directly as a result of this report
<b><u>SUPPORTING DOCUMENTATION</u></b>	
<b>Appendices</b>	
1.	Secondary School data
2.	Summary of contact that has taken place between SCC and Secondary Schools regarding performance for Academic Year 2015
<b>Documents In Members' Rooms</b>	
1.	None
<b>Equality Impact Assessment</b>	
Do the implications/subject of the report require an Equality and Safety Impact Assessments (ESIA) to be carried out.	No
<b>Privacy Impact Assessment</b>	

Do the implications/subject of the report require a Privacy Impact Assessment (PIA) to be carried out.		No
<b>Other Background Documents</b> <b>Equality Impact Assessment and Other Background documents available for inspection at:</b>		
Title of Background Paper(s)		Relevant Paragraph of the Access to Information Procedure Rules / Schedule 12A allowing document to be Exempt/Confidential (if applicable)
1.	None	

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# Agenda Item 8

## Appendix 1

### Appendix 1

(NB As at October 2015 Southampton is ranked 60<sup>th</sup> out of 152 local authorities by Ofsted for secondary school performance):

Secondary School	GCSE Results 5+ A*-C grades (including Eng, Ma)	% students continuing in education, 2011-12 cohort	% Students FSM	Attendance 2013-2014	Ofsted Most recent inspection and outcome
<b>Bitterne Park School</b>	2012 69% 2013 71% 2014 65% 2015 63%	Education and Training including Apprenticeships 89%	11.9%	Overall absence 5.4% Persistent absence 6%	June 2014 Grade 2 / Good  <i>Previous inspection Jan 2009</i> Grade 1 / Outstanding  Possible date – 2017-18?
<b>Cantell School</b>	2012 53% 2013 69% 2014 51% 2015 58%	Education and Training including Apprenticeships 87%	25.3%	Overall absence 6.4% Persistent absence 8.3%	November 2013 Grade 2 / Good  <i>Previous inspection February 2012</i> Grade 3 / Satisfactory Possible date – 2017-18?
<b>Chamberlayne College for the Arts</b>	2012 49% 2013 60% 2014 61% 2015 33%	Education and Training including Apprenticeships 82%	27.4%	Overall absence 7.4% Persistent absence 12%	March 2013 Grade 2 / Good  <i>Previous inspection May 2011</i> Grade 3 / Satisfactory  Possible date – depends on results in 2016
<b>Oasis Academy, Lord's Hill</b>	2012 45% 2013 38% 2014 45% 2015 43%	Education and Training including Apprenticeships 76%	32.9%	Overall absence 5.2% Persistent absence 3.9%	November 2013 Grade 3 / Requires improvement  <i>Previous inspection February 2012</i> Grade 3 / Satisfactory  Possible date – depends on 2016 results

<b>Secondary School</b>	<b>GCSE Results 5+ A*-C grades (including Eng, Ma)</b>	<b>% students continuing in education, 2011-12 cohort</b>	<b>% Students FSM</b>	<b>Attendance 2013-2014</b>	<b>Ofsted Most recent inspection and outcome</b>
<b>Oasis Academy, Mayfield</b>	2012 51% 2013 43% 2014 38% 2015 55%	Education and Training including Apprenticeships 75%	18.5%	Overall absence 6% Persistent absence 7.2%	March 2014 Grade 3 / Requires improvement  <i>Previous inspection March 2012 Grade 3 / Satisfactory</i>  Possible date – depends on results in 2016
<b>Redbridge Community School</b>	2012 52% 2013 52% 2014 37% 2015 34%	Education and Training including Apprenticeships 75%	32.5%	Overall absence 7.5% Persistent absence 11.5%	June 2013 Grade 1 / Outstanding  <i>Previous inspection March 2008 Grade 1 / Outstanding</i>  Possible date – depends on results in 2016
<b>Regents Park Community School</b>	2012 54% 2013 67% 2014 64% 2015 52%	Education and Training including Apprenticeships 80%	18%	Overall absence 5.8% Persistent absence 6.3%	November 2014 Grade 2 / Good  <i>Previous inspection July 2013 Grade 4 / Inadequate</i>  Possible date – 2017-18?
<b>St. Anne's Catholic School</b>	2012 74% 2013 63% 2014 72% 2015 76%	Education and Training including Apprenticeships 96%	16.9%	Overall absence 5.2% Persistent absence 5.5%	February 2012 Grade 2 / Good  Possible date – 2016-17?
<b>St George's Catholic School</b>	2012 44% 2013 55% 2014 45% 2015 61%	Education and Training including Apprenticeships 88%	12.8%	Overall absence 4.9% Persistent absence 3.6%	September 2011 Grade 2 / Good  Possible date - 2015-16?



Secondary School	GCSE Results 5+ A*-C grades (including Eng, Ma)	% students continuing in education, 2011-12 cohort	% Students FSM	Attendance 2013-2014	Ofsted Most recent inspection and outcome
<b>The Sholing Technology College</b>	2012 66% 2013 64% 2014 50% 2015 41%	Education and Training including Apprenticeships 87%	12.8%	Overall absence 5.5% Persistent absence 6.5%	October 2011 Grade 2 / Good  <i>Previous inspection September 2008 Grade 2 / Good</i>  Possible date 2015-16
<b>Upper Shirley High School</b>	2012 52% 2013 58% 2014 49% 2015 64%	Education and Training including Apprenticeships 88%	10.4%	Overall absence 4.9% Persistent absence 5.2%	May 2011 Grade 2 / Good  Possible date – 2015--16
<b>Woodlands Community College</b>	2012 30% 2013 56% 2014 37% 2015 41%	Education and Training Including Apprenticeships 77%	26.5%	Overall absence 6.6% Persistent absence 8.8%	June 2014 Grade 3 / Requires Improvement <i>Previous inspection Grade 3 / Satisfactory</i> HMI Monitoring visit Sept 2014, another visit due

**Points to note on the data contained in Appendix 1:**

- **Source** - DfE School and College Performance Tables (last update 10 Nov 2015)
- Data is based upon the academic year 2013-2014 and provisional data from 2014-2015
- **Students continuing in education:** The data is for the 2011-2012; there is a time lag on DfE data. This group includes students who continue in education in post-16 schools and colleges, FE colleges and apprenticeships. Education programmes could be academic (e.g. A Levels) or vocational/training programmes (e.g. BTECs). The national average for state-funded secondary schools is 88%.
- **Attendance** England, secondary, state funded. National average for overall absence 5.2%, and for persistent absence 5.3%
- **OFSTED Reports** Where schools are academy converters, inspection reports are not available for the previous school.

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# Agenda Item 8

## Appendix 2

### Appendix 2

Summary of contact that has taken place between SCC and Secondary Schools regarding performance for Academic Year 2015.

Name of school	OfSTED Judgement	SMG Category	Lead Officer	Support
Chamberlayne College for The Arts	Good March 2013	3	Tamra Bradbury	<p>Visit by JR 24 September 2015 to review GCSE results.</p> <p>Termly visit scheduled for 9 December 2015 to review progress, school performance data and identify areas of support.</p> <p>Subject staff attend Subject Network Group meetings.</p>
Redbridge Community School	Outstanding June 2013	4	Tamra Bradbury	<p>Visit by RH, JR 1 October 2015 to review GCSE results</p> <p>Visit by JC, TB and Finance Team 26 November 2015</p> <p>Half termly visit scheduled for 27 January 2016 to review progress and school performance data</p> <p><i>School buys in subject support from Hampshire</i></p> <p><i>External support from SIP</i></p>
The Sholing Technology College	Good October 2011	3	Tamra Bradbury	<p>Visit 24 November 2015</p> <p>Termly visit scheduled for 12 January 2016 to review progress and school performance data</p> <p>Subject staff attend Subject Network Group meetings</p> <p><i>SIP support from Bitterne Park TSA, 1 day/term</i></p>
Woodlands Community College	Requires improvement June 2014	3	Tamra Bradbury	<p>Half termly visit by JR 23 September 2015. Review of GCSE results, review and feedback on school development plan and new website.</p> <p>Half termly visit on 4 December 2015 to review school development plan, progress and school performance data with Head and Ass.</p> <p>Head Support for SLT.</p>

Name of school	OfSTED Judgement	SMG Category	Lead Officer	Support
				<p>Support for recruitment of new Deputy Hd Subject staff attend Subject Network Group meetings.</p> <p><i>External Support from Arnewood TSA and Wyvern.</i></p> <p><i>External support for Headteacher from NLE and ETC Alliance.</i></p>
The Compass School	Good January 2013	3	Tamra Bradbury	<p>Visit by JC and TB 18 November 2015 Termly visit scheduled for 16 December to review school improvement plan, SEF and school performance data.</p> <p>Support for Headteacher.</p> <p>Subject staff attend Subject Network Group meetings.</p>
Oasis Academy, Lord's Hill	Requires improvement November 2013	3	Tamra Bradbury	<p>Annual visit to be arranged.</p> <p>Leadership team and subject staff have access to SEF groups.</p>
Oasis Academy, Mayfield	Requires improvement March 2014	3	Tamra Bradbury	<p>Annual visit to be arranged.</p> <p>Leadership team and subject staff have access to SEF groups.</p>

# Agenda Item 9

<b>DECISION-MAKER:</b>	CHILDREN AND FAMILIES SCRUTINY PANEL		
<b>SUBJECT:</b>	MONITORING SCRUTINY RECOMMENDATIONS		
<b>DATE OF DECISION:</b>	17th DECEMBER 2015		
<b>REPORT OF:</b>	HEAD OF LEGAL AND DEMOCRATIC SERVICES		
<b><u>CONTACT DETAILS</u></b>			
<b>AUTHOR:</b>	<b>Name:</b>	<b>Mark Pirnie</b>	<b>Tel:</b> 023 8083 3886
	<b>E-mail:</b>	Mark.pirnie@southampton.gov.uk	
<b>Director</b>	<b>Name:</b>	<b>Dawn Baxendale</b>	<b>Tel:</b> 023 8083 2966
	<b>E-mail:</b>	Dawn.baxendale@southampton.gov.uk	
<b>STATEMENT OF CONFIDENTIALITY</b>			
None			
<b>BRIEF SUMMARY</b>			
This item enables the Children and Families Scrutiny Panel to monitor and track progress on recommendations made at previous meetings.			
<b>RECOMMENDATIONS:</b>			
	(i)	That the Panel considers the responses to recommendations from previous meetings and provides feedback	
<b>REASONS FOR REPORT RECOMMENDATIONS</b>			
1.	To assist the Panel in assessing the impact and consequence of recommendations made at previous meetings.		
<b>ALTERNATIVE OPTIONS CONSIDERED AND REJECTED</b>			
2.	None.		
<b>DETAIL (Including consultation carried out)</b>			
3.	Appendix 1 of the report sets out the recommendations made at previous meetings of the Children and Families Scrutiny Panel. It also contains summaries of any action taken in response to the recommendations.		
4.	The progress status for each recommendation is indicated and if the Children and Families Scrutiny Panel confirms acceptance of the items marked as completed they will be removed from the list. In cases where action on the recommendation is outstanding or the Panel does not accept the matter has been adequately completed, it will be kept on the list and reported back to the next meeting. It will remain on the list until such time as the Panel accepts the recommendation as completed. Rejected recommendations will only be removed from the list after being reported to the Children and Families Scrutiny Panel.		
<b>RESOURCE IMPLICATIONS</b>			
<b><u>Capital/Revenue</u></b>			
5.	None.		
<b><u>Property/Other</u></b>			
6.	None.		

<b>LEGAL IMPLICATIONS</b>		
<b>Statutory power to undertake proposals in the report:</b>		
7.	The duty to undertake overview and scrutiny is set out in Part 1A Section 9 of the Local Government Act 2000.	
<b>Other Legal Implications:</b>		
8.	None	
<b>POLICY FRAMEWORK IMPLICATIONS</b>		
9.	None	
<b>KEY DECISION</b>		No
<b>WARDS/COMMUNITIES AFFECTED:</b>		None directly as a result of this report
<b><u>SUPPORTING DOCUMENTATION</u></b>		
<b>Appendices</b>		
1.	Monitoring Scrutiny Recommendations – 17 <sup>th</sup> December 2015	
<b>Documents In Members' Rooms</b>		
1.	None	
<b>Equality Impact Assessment</b>		
Do the implications/subject of the report require an Equality and Safety Impact Assessments (ESIA) to be carried out.		No
<b>Privacy Impact Assessment</b>		
Do the implications/subject of the report require a Privacy Impact Assessment (PIA) to be carried out.		No
<b>Other Background Documents</b>		
<b>Equality Impact Assessment and Other Background documents available for inspection at:</b>		
Title of Background Paper(s)		Relevant Paragraph of the Access to Information Procedure Rules / Schedule 12A allowing document to be Exempt/Confidential (if applicable)
1.	None	

# Children and Families Scrutiny Panel – Monitoring report

Scrutiny Monitoring – 17<sup>th</sup> December 2015

Date	Title	Recommendation	Action Taken	Progress Status
03/09/15	Educational Attainment in Southampton	1) That Councillors are provided with information on the performance of schools within their ward.	Ward data is being developed. An initial draft will be circulated to the Panel.	
		2) That, when agenda planning, the Cabinet Member for Education and Children's Social Care ensures that the Corporate Parenting Committee prioritises the educational attainment of Looked After Children (LAC) and ensuring that Personal Education Plans are in place for all LAC, as appropriate.	This is now a standing item on the Corporate Parenting Committee agenda.	
22/10/15	Children & Families Performance	1) That, from the December 2015 meeting of the Panel, benchmarking information is included in the performance table to enable comparisons to be made with other cities.	In development	
22/10/15	LSCB Annual Report 14/15	1) That, to enable timely oversight, the Panel review a draft of the 15/16 LSCB Annual Report in July 2016 and again following publication.		
		2) That, to raise awareness and ownership, a link to the LSCB Annual Report 2014/15 and Summary is sent to every councillor.	Circulated to all Members on 6/11/15	Completed
		3) That the risk assessment template, and the definitions used by the Missing, Exploited and Trafficked Group relating to Child Sexual Exploitation, are circulated to the Panel.	Circulated to the Panel on 3/11/15	Completed
22/10/15	Outcomes for Care Leavers	1) That, to show the progress of cohorts of care leavers over time, an overview of the outcomes for care leavers over a 3 year period is circulated to the Panel.	Information will be circulated to the Panel in advance of 17 <sup>th</sup> December Panel meeting.	

Date	Title	Recommendation	Action Taken	Progress Status
		2) That significant improvements are made with regards to the number of LAC that have up to date Personal Education Plans (PEP), with an expectation that by the 17 December Panel meeting every LAC in year 11 has an up to date PEP.	As at 7/12/15 the PEP completion rate has increased from 57% to 72% (ie Yr R – Y11 on roll at the Virtual School including children recently taken into care). PEP completion rate data was not collected previously but we are now in a position to receive weekly updates	Ongoing
		3) That an example of a PEP is circulated to the Panel.	Information will be circulated to the Panel in advance of 17 <sup>th</sup> December Panel meeting.	