

Children and Families Scrutiny Panel

Thursday, 9th March, 2017
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 Murphy
Councillor O'Neill
Councillor Painton
Councillor Burke
Councillor Taggart (Vice-Chair)
Councillor Laurent
Catherine Hobbs
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.

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

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Details of the Council's Guidance on the recording of meetings is available on the Council's website.

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.

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.

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

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

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

Dates of Meetings: Municipal Year

2016	2017
23 rd June	5 th January
22 nd September	9 th March
3 rd November	11 th May
	22 nd June
	27 th July
	28 th September
	9 th November

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

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 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.

3 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.

4 STATEMENT FROM THE CHAIR

5 MINUTES OF THE PREVIOUS MEETING (INCLUDING MATTERS ARISING) (Pages 1 - 4)

To approve and sign as a correct record the Minutes of the meeting held on 5 January 2017 and to deal with any matters arising, attached.

6 POST 16 EDUCATION AND TRAINING (Pages 5 - 62)

Report of the Service Lead for Employment, Skills and Business Engagement outlining the position in Southampton with regards to Post 16 education and training, attached.

7 CHILDREN AND FAMILIES - PERFORMANCE (Pages 63 - 72)

Report of the Service Director, Legal and Governance providing an overview of performance across Children and Families Services since December 2016, attached.

8 MONITORING SCRUTINY RECOMMENDATIONS (Pages 73 - 76)

Report of the Service Director, Legal and Governance relating to recommendations made at previous meetings of the Panel, attached.

Wednesday, 1 March 2017

SERVICE DIRECTOR, LEGAL AND GOVERNANCE

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CHILDREN AND FAMILIES SCRUTINY PANEL
MINUTES OF THE MEETING HELD ON 5 JANUARY 2017

Present: Councillors Keogh (Chair), Murphy, O'Neill, Painton, Burke, Taggart (Vice-Chair) and Laurent

Apologies: Councillors Mrs U Topp and Revd. J Williams

In attendance: Councillor Paffey – Cabinet Member for Education and Skills
Councillor Lewzey – Cabinet Member for Children's Social Care

9. **MINUTES OF THE PREVIOUS MEETING (INCLUDING MATTERS ARISING)**

RESOLVED that the minutes of the meeting held on 3rd November, 2016 be approved and signed as a correct record.

10. **EDUCATIONAL ATTAINMENT FOR LOOKED AFTER CHILDREN**

The Panel considered the report of the Service Lead, Education and Early Help providing the Panel with information on educational attainment for Looked After Children (LAC) in Southampton and work being undertaken to improve outcomes.

Councillor Paffey, Cabinet Member for Education and Skills; Jo Cassey, Service Lead for Education and Early Help; Alyce McCourt, Principal Educational Psychologist; and Ann Dyton, Virtual School Head were in attendance and with the consent of the Chair addressed the meeting.

The Panel particularly noted the following points:-

- The Cabinet Members commitment to LAC attainment and the vital role schools played.
- A number of changes had been introduced that had started to improve attainment for LAC. They had focused on attendance, inclusion and investigating for Special Educational Needs.
- Training was available to designated teachers, social workers and Independent Reviewing Officers to support LAC attainment.
- Best practice research from academia had been used to support initiatives and action.
- Personal Education Plans had improved considerably through improving practice in schools and with social workers.
- Education and Social Care teams had worked closely, especially for LAC placed outside the City.
- The Panel's support for the Corporate Parenting Committees quality work experience guarantee for LAC.
- Consideration had been given to identifying 'Champions' within the Council who could act as buddies for LAC.
- Progress of children and young people coming into care had not been tracked sufficiently.

- Attainment data for LAC was not acceptable.

RESOLVED:

- (i) That, to enable more timely and targeted support, systems be developed and implemented that enabled the progress and performance of LAC to be tracked more effectively;
- (ii) That, prior to the next meeting of the Panel, the following information be provided:
 - a. Anonymised information on the grade predictions for the current Year 11 LAC Cohort for GCSE English and Maths.
 - b. Details on revision classes and additional support available within schools to support Southampton's Year 11 LAC cohort.
 - c. Details on how many of the 2015/16 LAC Year 11 cohort are re-taking their GCSE's.
- (iii) That the Panel be provided with a briefing paper at a future meeting on the proposals for a 'buddying scheme' for LAC.

11. UPDATE ON SERVICES FOR CARE LEAVERS IN SOUTHAMPTON

The Panel considered the report of the Service Lead, Children's Social Care updating the Panel on services for Care Leavers.

Councillor Lewzey, Cabinet Member for Children's Social Care; Hilary Brooks, Service Director for Children and Families Services; and Jane White, Service Lead for Children's Social Care were in attendance and with the consent of the Chair addressed the meeting.

The Panel particularly noted the following points:-

- The percentage of care leavers who were in contact with social services was approaching 100%; the NEET figure had been decreasing but needed to improve further; the percentage of care leavers in suitable accommodation had improved.
- Some Care Leavers had complex emotional needs and needed support to become ready for employment, education, training or apprenticeships. Pathways advisors were supporting Care Leavers to make good decisions.

RESOLVED:

- (i) That the Panel be provided with a breakdown identifying the length of time care leavers who were NEET had been out of education, employment or training;
- (ii) That the Panel be provided with the number of care leavers currently working as an apprentice at the Council;
- (iii) That, to support rising aspirations for LAC, success stories demonstrating what care leavers from Southampton could achieve be promoted;
- (iv) That consideration be given to supporting 'taster sessions' for looked after children where they were provided with the opportunity to try different occupations prior to leaving care.

12. **CHILDREN AND FAMILIES - PERFORMANCE**

The Panel considered the report of the Service Director, Legal and Governance providing an overview of performance across the Children and Families Division since October 2016.

The Panel noted the following points:-

- December dataset, circulated at the meeting, showed a significant improvement across a range of indicators.
- Systems and data integrity had improved enabling managers and practitioners to focus on addressing key issues.
- The Panel recognised the improved performance and the contribution staff had made to the improving outcomes.

13. **MONITORING SCRUTINY RECOMMENDATIONS**

The Panel noted the report of the Service Director, Legal and Governance setting out progress on recommendations made at the previous meeting.

Councillor Painton agreed to raise the issue of the Taxi Trade and Child Sexual Exploitation training at the Licensing Committee.

The following updates to the monitoring appendix were made at the meeting:

- Child Sexual Exploitation Recommendation 2 – Officers were looking at incorporating this information into the work of the CSE/MET team.
- Elective Home Education Recommendation 1 – Difficulty obtaining details, reasons provided were varied. A process was being put in place to get a clearer understanding of the issues, around the statutory limitations.
- Elective Home Education Recommendation 2 – It was illegal for SCC to search this information without permission from parents.
- Elective Home Education Recommendation 3 – Supported the idea in principle but any approach would be evidence led and targeted.
- Elective Home Education Recommendation 4 – Letter prepared by the Cabinet Member.

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DECISION-MAKER:	CHILDREN AND FAMILIES SCRUTINY PANEL		
SUBJECT:	POST 16 EDUCATION AND TRAINING		
DATE OF DECISION:	9 MARCH 2017		
REPORT OF:	SERVICE LEAD – EMPLOYMENT, SKILLS & BUSINESS ENGAGEMENT		
<u>CONTACT DETAILS</u>			
AUTHOR:	Name:	Denise Edghill	Tel: 023 8083 4095
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STATEMENT OF CONFIDENTIALITY			
None			
BRIEF SUMMARY			
<p>This report provides an overview of post-16 education and training for Southampton young people including attainment, progress, performance, actions undertaken and emerging issues. Principals and Head teachers from the providers of state-funded post 16 education and training in Southampton have been invited to attend the meeting to discuss the issues with the Panel.</p>			
RECOMMENDATIONS:			
	(i)	That the Panel consider and challenge the position relating to post 16 education and training in Southampton with the invited representatives from the state-funded providers of post 16 education and training in Southampton and Southampton City Council officers.	
REASONS FOR REPORT RECOMMENDATIONS			
1.	To enable effective scrutiny of outcomes for children and families in Southampton.		
ALTERNATIVE OPTIONS CONSIDERED AND REJECTED			
2.	None.		
DETAIL (Including consultation carried out)			
	Context		
3.	<p>Local Authorities have a statutory responsibility to ensure that there is enough suitable education and training provision in their area to meet the needs of young people aged 16-19 (and up to 25 for those with learning difficulties or disabilities), and to oversee the provision and take-up of education and training so that young people meet their duty to participate up to age 18. Comparatively, Southampton, as an urban area, is well served with the majority of education and training choices within a reasonable travel to learn distance. The primary role of the Council to date, therefore, has been partnership working to track and support young people's progression and retention in post 16 provision, including those who are at risk of being Not in Education, Employment or Training (NEET); to maximise external resource for local provision for all young people; and to strategically influence Local</p>		

	Enterprise Partnerships (LEPs), government departments, local agencies, businesses and providers to ensure that provision meets the needs of learners and businesses.																																																						
4.	The Council does not have specific responsibility regarding inspection or quality assurance of post-16 provision, but would see its role as a strategic partner to address under- performance if local provision was not of a suitable quality to meet the needs of its young people, and to ensure that the skills mix supports growth and productivity in the City.																																																						
	Cohort and destinations post-16																																																						
5.	In the last academic year, 2015/16, 1804 pupils attended a year 11 (up to age 16) provision within Southampton. The number of young people in this cohort has been reducing over a period of 12 years from 2530 in 2004. It is forecast that the year 11 cohort will reach its minimum size in 2016/17 (1803) before increasing from this point onwards to 2049 in 2020.																																																						
6.	Every year, the Local Authority tracks the destinations of young people to post-16 provision. In 2016, the number of young people that met their duty to participate in education or training post-16 (under the Raising the Participation Age legislation) was 1922 out of a cohort of 2035, equating to 94.45%. This was a very small decrease of 0.2% compared to 94.65% in 2015.																																																						
7.	As given in table 1, below, the percentage of the cohort in some form of further education has risen very slightly, so the decrease has been made through the percentage into employment with training, along with those in full time training																																																						
8.	The number of young people who left compulsory education and were NEET on the 1 st November 2016 was 57 (2.8%) young people in this group, made up of 50 available for work and 7 not available due to reasons such as becoming parents and illness. This is broadly similar to 2015 when the number of young people who were NEET on the same date was 60.																																																						
9.	<table><tr><th colspan="6">Table 1 - Destinations of Southampton Y11 Leavers 2011-2015</th></tr><tr><th></th><th>2012</th><th>2013</th><th>2014</th><th>2015</th><th>2016</th></tr><tr><td>FE College/Sixth Form College/School Sixth Form</td><td>89.2</td><td>89.2</td><td>88.2</td><td>88.15</td><td>88.65</td></tr><tr><td>Government Supported Training (Non Employed)</td><td>1.4</td><td>1.8</td><td>1.3</td><td>2.0</td><td>1.57</td></tr><tr><td>Employment with training (including apprenticeships)¹</td><td>2.9</td><td>3.5</td><td>3.8</td><td>4.4</td><td>4.18</td></tr><tr><td>Re-engagement</td><td>n/a</td><td>n/a</td><td>n/a</td><td>0.1</td><td>0.05</td></tr><tr><td>Employment without training</td><td>0.7</td><td>0.1</td><td>0.2</td><td>1.2</td><td>0.88</td></tr><tr><td>NEET</td><td>3.2</td><td>2.5</td><td>2.8</td><td>2.85</td><td>2.80</td></tr><tr><td>Unknown</td><td>2.2</td><td>2.4</td><td>3.1</td><td>1.3</td><td>1.87</td></tr></table> <p>(¹ Included employment with local non-accredited training up until 2014.)</p>	Table 1 - Destinations of Southampton Y11 Leavers 2011-2015							2012	2013	2014	2015	2016	FE College/Sixth Form College/School Sixth Form	89.2	89.2	88.2	88.15	88.65	Government Supported Training (Non Employed)	1.4	1.8	1.3	2.0	1.57	Employment with training (including apprenticeships) ¹	2.9	3.5	3.8	4.4	4.18	Re-engagement	n/a	n/a	n/a	0.1	0.05	Employment without training	0.7	0.1	0.2	1.2	0.88	NEET	3.2	2.5	2.8	2.85	2.80	Unknown	2.2	2.4	3.1	1.3	1.87
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10.	Progression from Southampton schools to employment, training and education post- 16 varies although patterns are similar to last year. The highest rates of progression to full time education were from St Anne's (98 %); Regents Park (95 %) and Upper Shirley High (93.4 %). The highest rate of Apprenticeship progression was from Oasis Lord's Hill (13.7 %) and Redbridge (10.3 %) Rates of progression to NEET varied from 30.7% at Compass to 0.7% at Bitterne Park.
11.	There are variances in progression patterns relating to gender and ethnicity. 91.1% of females progressed to full time education against 86.2% of males whereas apprenticeships progression for males was 5.1% against 3.2% for females. 92% of black and minority ethnic (BME) young people progressed to full time education against 87.6% of white young people, whilst 1.3% of BME young people progressed to an apprenticeship against 4.9% white.
	16-18 Education travel to learn
12.	There are three Further Education Colleges in Southampton: Southampton City College, which is a General Further Education (GFE) College delivering a primarily vocational curriculum, Richard Taunton's Sixth Form College and Itchen College that are both Sixth Form Colleges primarily providing an A level, academic curriculum. In addition, two schools have sixth form provision: St Anne's and Bitterne Park.
13.	1,088 of the 1,804 young people progressing to post-16 education progressed to educational establishment in the City. The remaining 716 progressed to provision in the wider travel to learn area. For the first time this year, the highest number (353) of young people attended an establishment out of the City, Barton Peveril College, which saw an increase of 78 from last year.
14.	13 young people progressed to Great Oaks School which offers specialist provision for young people with a range of complex learning difficulties. This provision was subject to a recent Ofsted of SEND in the City which will be reported separately.
15.	November 2016 data shows that we are a 'net exporter' for both years 12 and 13. In year 12, 676 went out of the City against 484 coming in (a difference of 192 'exported'), and in Y13, 651 went out of City against 533 coming in (a difference of 119 going out). Itchen College has the highest draw from outside of the City, followed by Richard Taunton. Young people from Southampton schools attend a variety of educational establishments within and outside of the City, as indicated in Table 2.
16.	This year, Richard Taunton's Sixth Form College took 351 young people from Southampton Schools, Itchen College 315 and Southampton City College 337. Progression from Southampton schools to Hampshire colleges this year included 353 to Barton Peveril College, 119 to Eastleigh College and 103 to Peter Symonds College. Every year, a number of young people attend Sparsholt College for courses (particularly agriculture/animal care) that are not available in the City.

17.

Table 2 - Progression to educational establishment from Southampton Schools

Establishment Attended	2014	2015	2016
Barton Peveril College	230	275	353
Richard Taunton Sixth Form College	323	388	351
Southampton City College	380	334	337
Itchen College	372	337	315
Eastleigh College	112	101	119
Peter Symonds College	103	97	103
Bitterne Park Sixth Form	60	44	55
Sparsholt College	41	34	45
St Anne's Sixth Form	51	56	30
Totton College	53	28	14
Total cohort into education	1800	1763	1804

Performance Tables

18.

Changes to Performance Tables - From September 2016, the Department for Education's new 16-19 accountability system came into effect, with the first official performance tables being published in January 2017. Results will be published for the A level, academic, applied general and tech level cohorts of students – reflecting reforms to the way qualifications count in the tables.

19.

A set of five headline measures will now be published in 16-18 performance tables. The headline measures are **progress, attainment, progress in English and maths** (for students without a GCSE pass at A*-C in these subjects), **retention, and destinations**. The minimum standards will be now based on the new progress measures.

20.

To enable the Panel to develop a wider understanding of Key Stage 5 performance, attached as Appendices 2 to 7 is the 2016 performance data published by the Department for Education for the state-funded post 16 schools and colleges in Southampton, as well as performance data for the colleges in Hampshire that a significant number of Southampton pupils attend. These are Barton Peveril Sixth Form College, Eastleigh College and Peter Symonds College. The average achievement data for Southampton post-16 providers is detailed below.

21.

Level 3(all) - Southampton's Average Point Score per entry for all Level 3 students was 27.87 and the National average was 31.42, a gap of 3.55 points. This earned Southampton a ranking of 147th out of a possible 150 Local Authorities.

22.

A-Level - Southampton's Average Point Score per entry for all A-Level students was 25.86 (equivalent of a C- grade) and the National average was 30.44 (equivalent of a C grade), a gap of 4.58 points. This earned Southampton a ranking of 148th out of a possible 150 Local Authorities. In 2016 97.3% of Southampton A Level entries achieved an A*-E grade at

	College or Sixth Form. This is broadly in line with National performance that saw 98.1% of A level results achieve an A*-E grade. However, the percentage of students achieving grades AAB or better at A Level in Southampton (7.6%) is 10.9% below National (18.5%), ranking Southampton 144 th out of 150 Local Authorities.
23.	Tech-Level - Southampton's Tech Level students achieved an average points score per entry of 30.44 (equivalent of Distinction-), 0.32 points below the National average of 30.76 (equivalent of Distinction-). Southampton achieved a ranking of 83 rd out of 150 Local Authorities for this indicator.
24.	Applied General - The average points score for Southampton pupils entering at least one Applied General qualification was 32.24 (equivalent of Distinction-), a gap of 2.42 below the National average (34.66, equivalent of Distinction) which ranks Southampton 128 th out of 150 Local Authorities.
25.	English and maths at end of 16-18 Education in 2016 - This is a new headline performance measure, which looks at progress made by students who did not achieve a grade C in English or maths GCSE at the end of key stage 4. A positive score means that, on average, students got higher grades at 16 to 18 than at key stage 4. A negative score means that, on average, students got lower grades than at key stage 4. Students are included in these measures if they did not achieve a grade C or higher in their GCSE or equivalent by the end of key stage 4 in that subject. Appendix 6 gives the English and maths progress data for each provider.
	Key Stage 4 Performance
26	It is important to review these results in the context of the Key Stage 4 results of young people from Southampton in 2014. Against the key national measure for Secondary Schools, 51.0% of Southampton pupils achieved 5+ A*-C including English and Maths GCSE in 2014. This is below the National average of 56.8%, a gap of 5.8%. The National average dropped 4.0% from 60.8% in 2013 to 56.8% in 2014 while Southampton average dropped 7.1% from 58.1% in 2013 to 51.0% in 2014. Southampton's National ranking against 152 Local Authorities dropped from 109 th in 2013 to 129 th in 2014.
	Post-16 Area Reviews
27.	In 2015, the National Audit Office reported on a significant risk in the viability of the FE College sector. There were further concerns regarding the potential impact of the 2015 Comprehensive Spending Review regarding college funding. Therefore, the Department for Business, Innovation and Skills announced a national review of post-16 college provision, to commence in November. Reviews were to be based on LEP areas, and the Solent area review commenced in April 2016 and the report, attached as Appendix 8, was published in November 16.
28.	The explicit intention of the reviews were to rationalise the sector and "move towards fewer, often larger, more resilient and efficient providers and more effective collaboration across institution types". The review focus on General Further Education and Sixth Form Colleges The review was led by a local steering group Chaired by the FE Commissioner, consisting of college Principals and Chairs of Governors, LEPs, Local Authorities, FE and Sixth Form College Commissioners, Regional School Commissioners, Skills Funding Agency, Education Funding Agency.

29.	<p>It was intended that the reviews should deliver:</p> <ul style="list-style-type: none"> • Institutions which are financially viable, sustainable, resilient and efficient, and deliver maximum value for public investment • An offer that meets each area's educational and economic needs • Providers with strong reputations and greater specialisation • Sufficient access to high quality and relevant education and training for all • Provision which reflects changes in government funding priorities and future demand (including creating the capacity to support the delivery of 3 million apprenticeships). 																		
30.	<p>The three Southampton Colleges were in scope for the Solent review and the steering group made the following recommendations:</p> <ul style="list-style-type: none"> • City College Southampton to form a partnership with Solent University • Richard Taunton College and St Vincent College to create a formal partnership through a sixth form multi academy trust. • Itchen College to remain a stand- alone college. 																		
	Apprenticeships																		
31.	<p>Further to an Apprenticeship Scrutiny Inquiry in 2013, the Council has been delivering an Apprenticeship Action Plan to increase the availability and take-up of apprenticeships by employers and young people in the City. Activities have included promotion of apprenticeships in schools and colleges, development of a website, films and promotional materials, recruitment of young people to be Apprenticeship Ambassadors, the introduction of an annual Apprenticeship Awards ceremony, a new Apprenticeship First policy for Council recruitment, and incentives for employers to take Southampton young people from target groups.</p>																		
32.	<p>In 2015/16, there were the following apprenticeship starts in Southampton:</p> <ul style="list-style-type: none"> • 16-18: 480 • 19-24: 630 • 25+: 940 																		
33.	<p>The primary occupations were as follows:</p> <table border="1"> <tr> <td>Health, Public Services and Care</td><td>650</td></tr> <tr> <td>Business, Administration and Law</td><td>560</td></tr> <tr> <td>Retail and Commercial Enterprise</td><td>350</td></tr> <tr> <td>Engineering and Manufacturing Technologies</td><td>240</td></tr> <tr> <td>Construction, Planning and the Built Environment</td><td>110</td></tr> <tr> <td>Leisure, Travel and Tourism</td><td>40</td></tr> <tr> <td>Information and Communication Technology</td><td>40</td></tr> <tr> <td>Education and Training</td><td>30</td></tr> <tr> <td>Agriculture, Horticulture and Animal Care</td><td>10</td></tr> </table> <p>Some 150 private providers deliver apprenticeships in Southampton.</p>	Health, Public Services and Care	650	Business, Administration and Law	560	Retail and Commercial Enterprise	350	Engineering and Manufacturing Technologies	240	Construction, Planning and the Built Environment	110	Leisure, Travel and Tourism	40	Information and Communication Technology	40	Education and Training	30	Agriculture, Horticulture and Animal Care	10
Health, Public Services and Care	650																		
Business, Administration and Law	560																		
Retail and Commercial Enterprise	350																		
Engineering and Manufacturing Technologies	240																		
Construction, Planning and the Built Environment	110																		
Leisure, Travel and Tourism	40																		
Information and Communication Technology	40																		
Education and Training	30																		
Agriculture, Horticulture and Animal Care	10																		

	Conclusions and emerging issues
34.	<p>In Southampton, post-16 education and training has the following strengths:</p> <ul style="list-style-type: none"> • At nearly 95% progression to education post 16, participation by Southampton young people is high. • The average points score for Southampton students entering at least one Tech Level was broadly in line with the National average. • Apprenticeship starts are good. • The economy is buoyant with key strengths, enabling good vocational options. • Few young people become NEET immediately after Y11.
35.	<p>However, there are the following challenges:</p> <ul style="list-style-type: none"> • In 2016 Southampton providers ranked the lowest 10 of Local Authorities for the key A Level and Applied General indicators. • English and maths re-takes continue to be a concern although individual colleges are making progress. • Further work needs to be done with colleges outside of the City to understand achievement and progression for young people from the City who attend these colleges. • The Authority no longer has the responsibility to collect participation data for young people over 18 (apart from vulnerable groups) so we do not have a clear picture of progression from post-16 education. • College structures and delivery may be disrupted whilst the post-16 review is implemented. • Further work is needed to help parents and carers to understand the changing picture of post-16 education and training. • The Authority is reliant on externally funded support services for those at greatest risk NEET; however, funding and services are reducing.
36.	The Authority is conducting its own review, in partnership with post-16 providers and wider agencies, to augment the Area Review.
RESOURCE IMPLICATIONS	
<u>Capital/Revenue</u>	
37.	None as a result of this report.
<u>Property/Other</u>	
38.	None as a result of this report.
LEGAL IMPLICATIONS	
<u>Statutory power to undertake proposals in the report:</u>	
39.	The duty to undertake overview and scrutiny is set out in Part 1A Section 9 of the Local Government Act 2000.
<u>Other Legal Implications:</u>	
40.	None as a result of this report.
POLICY FRAMEWORK IMPLICATIONS	

41.	Post 16 education and training in Southampton will have a significant impact on the council achieving its priorities. In particular the following priority: <ul style="list-style-type: none"> Jobs for local people 		
KEY DECISION		No	
WARDS/COMMUNITIES AFFECTED:		None directly as a result of this report	
<u>SUPPORTING DOCUMENTATION</u>			
Appendices			
1.	KS5 Headline Results Briefing		
2.	DFE KS5 performance measures 2016 – A level performance		
3.	DFE KS5 performance measures 2016 – Academic performance		
4.	DFE KS5 performance measures 2016 – Applied general performance		
5.	DFE KS5 performance measures 2016 – Technical level performance		
6.	DFE KS5 performance measures 2016 – English and maths progress		
7.	DFE KS5 performance measures 2016 – Student destinations		
8.	Solent Area Review – final report		
Documents In Members' Rooms			
1.	None		
Equality Impact Assessment			
Do the implications/subject of the report require an Equality and Safety Impact Assessments (ESIA) to be carried out.			No
Privacy Impact Assessment			
Do the implications/subject of the report require a Privacy Impact Assessment (PIA) to be carried out.			No
Other Background Documents			
Equality Impact Assessment and Other Background documents available for inspection at:			
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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DfE: A Level and Equivalent Results in England, 2015/16 (Revised) Appendix 1

The DfE issued a revised Statistical Release on 19/01/2017. The coverage of this release is 16 to 18 year old students at the end of their final year of post-16 study in schools and colleges in England. The information is based on data published in the 2016 School and College Performance Tables and covers achievements in all Level 3 qualifications.

The National and Southampton average reported within this briefing note is the state funded schools and college average which includes state-funded mainstream schools, academies, free schools, city technology colleges (CTCs), state-funded special schools and FE sector colleges but excludes independent sector schools, pupil referral units (PRUs), alternative provision (AP), hospital schools, non-maintained special schools and other government department funded colleges.

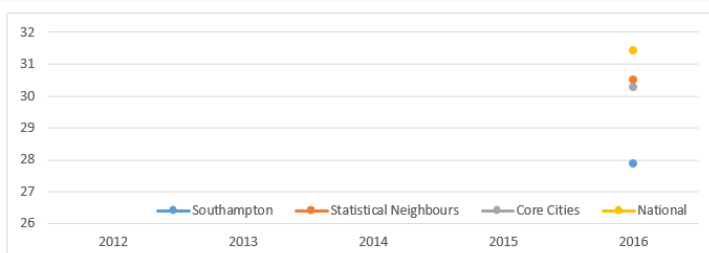
In 2016, the DfE have introduced new accountability measures and changes to the methodology for calculating 16-18 results, therefore direct comparisons with 2015 data are not available. A new average points indicator has been introduced which uses a points scale of 10-60 where a grade A* is given 60 points and a grade E is given 10 points.

Headlines

- **Southampton's Average Point Score per entry for all A-Level students was 25.86 (equivalent of a C-grade) and the National average was 30.44 (equivalent of a C grade), a gap of 4.58 points. This earned Southampton a ranking of 148th out of a possible 150 Local Authorities.**
- **Southampton's Average Point Score per entry for all Level 3 students was 27.87 and the National average was 31.42, a gap of 3.55 points. This earned Southampton a ranking of 147th out of a possible 150 Local Authorities.**
- **The percentage of students achieving grades AAB or better at A Level in Southampton (7.6%) is 10.9% below National (18.5%), ranking Southampton 144th out of 150 Local Authorities.**
- **3.9% of Southampton's of students achieved 3 A*-A grades or better at A level, 6.6% below the National average of 10.5%, earning Southampton a rank of 140th out of 150 Local Authorities.**
- **Southampton's Tech Level students achieved an average points score per entry of 30.44 (equivalent of Distinction-), 0.32 points below the National average of 30.76 (equivalent of Distinction-). Southampton achieved a ranking of 83rd out of 150 Local Authorities for this indicator.**
- **The average points score for Southampton pupils entering at least one Applied General qualification was 32.24 (equivalent of Distinction-), a gap of 2.42 below the National average (34.66, equivalent of Distinction) which ranks Southampton 128th out of 150 Local Authorities.**

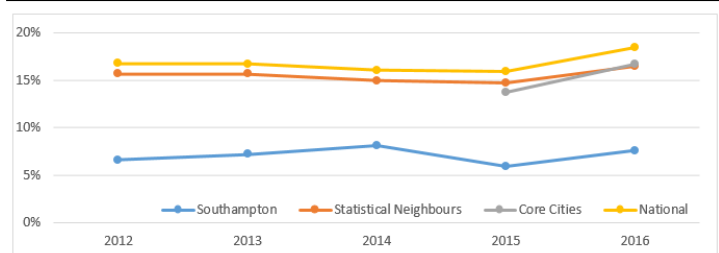
Average Points Score Per Entry (All Level 3)

	2012	2013	2014	2015	2016
Southampton					27.87
Statistical Neighbours					30.49
Core Cities					30.27
National					31.42
Gap Southampton vs Statistical Neighbours					-2.62
Gap Southampton vs Core Cities					-2.40
Gap Southampton vs National					-3.55



KS5 Achievement of AAB

	2012	2013	2014	2015	2016
Southampton	6.6%	7.2%	8.1%	5.9%	7.6%
Statistical Neighbours	15.7%	15.7%	15.0%	14.7%	16.5%
Core Cities				13.7%	16.7%
National	16.8%	16.7%	16.1%	15.9%	18.5%
Gap Southampton vs Statistical Neighbours	-9.1%	-8.5%	-6.9%	-8.8%	-8.9%
Gap Southampton vs Core Cities				-7.8%	-9.1%
Gap Southampton vs National	-10.2%	-9.5%	-8.0%	-10.0%	-10.9%



Good News

- The average points score for Southampton students entering at least one Tech Level was broadly in line with the National average (Southampton APS per entry – 30.44, National APS per entry – 30.76). The average point scores for Southampton and National are both equivalent to a Distinction- grade. The average points score per entry of Southampton's Statistical Neighbours and Core Cities for students entering at least one Tech Level was 28.95 and 29.21 respectively, resulting in Southampton's performance of Tech Level students (APS per entry of 30.44) being 1.49 above Statistical Neighbour average and 1.23 above Core City average.

Areas to Improve on

- Southampton Local Authority is ranked in at least the bottom 10 of all Local Authorities for the key A Level performance indicators namely;
 - APS per entry for Level 3 students – a ranking of 147
 - APS per entry for A Level students – a ranking of 148
 - Percentage of students achieving 3 A*-A grades or better at A level – a ranking of 140
 - Percentage of students achieving grades AAB or better at A level – a ranking of 144
- Southampton were below the Statistical Neighbour and Core City average for the following performance indicators:
 - APS per entry for Level 3 students
 - APS per entry for A Level students
 - APS per entry, best 3 for A Level students
 - Percentage of students achieving 3 A*-A grades or better at A level
 - Percentage of students achieving grades AAB or better at A level
 - Percentage of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects
 - APS per entry for Academic students
 - APS per entry for Applied General students

The only performance indicator for which Southampton was above Statistical Neighbour and Core City averages was for the average points score per entry for students entering at least one Tech Level.

- The average points score for academic students (those entered for at least one academic qualification which is at least half an A level or an Extended Project Qualification) was 26.01 (equivalent to a C-) while the National average was 30.63 (equivalent to a C), a gap to National of 4.62.

For further details please contact the Data Team on:

Phone: 023 8083 3801 / 023 8083 3129

E-mail: datateam@southampton.gov.uk

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Appendix 2

A level performance at the end of 16 to 18 in 2016 ?								
School or college name ?	Type of school or college ?	Number of students with an A level exam entry	Progress score, description & confidence interval ?	Average result ?		Students completing their main course of study ?	Achieving AAB or higher in at least 2 facilitating subjects ?	Grade and points for a student's best 3 A levels ?
				Grade ?	Point score			
England - all schools		NA	0.00	C+	31.79	To be published March 2017	17.0%	C+ 34.97
England - state-funded schools only		NA	0.00	C	30.44	To be published March 2017	13.9%	C+ 33.79
Peter Symonds College Remove	College	1870	0.07 Above national average (0.04 to 0.10)	B-	35.00	To be published March 2017	21.8% (1629 students)	B- 37.24 (1631 students)
Barton Peveril Sixth Form College Remove	College	1401	-0.04 Average (-0.07 to 0.00)	C	30.52	To be published March 2017	9.2% (892 students)	C+ 33.35 (892 students)
Itchen College Remove	College	545	-0.10 Below national average (-0.17 to -0.03)	C-	27.43	To be published March 2017	5.1% (237 students)	C 28.97 (255 students)
Bitterne Park School Remove	Maintained School	48	-0.13 Average (-0.34 to 0.08)	C-	26.73	To be published March 2017	4.5% (22 students)	C- 27.58 (22 students)
Richard Taunton Sixth Form College Remove	College	374	-0.23 Below national average (-0.31 to -0.16)	D+	24.19	To be published March 2017	6.0% (182 students)	C- 27.96 (185 students)
St Anne's Catholic School Remove	Academy	69	-0.35 Below national average (-0.52 to -0.18)	D+	24.03	To be published March 2017	6.1% (49 students)	C 28.37 (49 students)
Southampton City College Remove	College	4	SUPP	SUPP	SUPP	To be published March 2017	NE (NE students)	NE NE (NE students)
Eastleigh College Remove	College	2	SUPP	SUPP	SUPP	To be published March 2017	NE (NE students)	NE NE (NE students)

A-level - These figures are based on students who were entered for at least one A level or AS level. A levels are available in a wide range of subjects, including English, maths, sciences, languages and humanities. The primary purpose of A levels is to prepare students for degree-level study at university.

Progress score - These figures tell you how much progress students who studied A levels at this school or college made between the end of key stage 4 and the end of their A level studies, compared to similar students across England.

The scores are calculated by comparing the A-level results of students at this school or college with the A level results of students in schools and colleges across England who started with similar results at the end of the previous key stage – key stage 4.

A score above zero means students made more progress, on average, than students across England who got similar results at the end of key stage 4. A score below zero means students made less progress, on average, than students across England who got similar results at the end of key stage 4.

A negative progress score does not mean students made no progress, or the school or college has failed, rather it means students in this school or college made less progress than other students across England with similar results at the end of key stage 4.

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Appendix 3

Academic qualifications performance at the end of 16 to 18 in 2016 ?						
School or college name ?	Type of school or college ?	Number of students with an academic exam entry	Progress score, ± description & confidence interval ?	Average result ?		Students completing their main course of study ?
				Grade	Point score	
England - all schools		NA	0.00	C+	32.11	To be published March 2017
England - state-funded schools only		NA	0.00	C	30.63	To be published March 2017
Peter Symonds College Remove	College	1870	0.07 Above national average (0.04 to 0.10)	B-	35.16	To be published March 2017
Barton Peveril Sixth Form College Remove	College	1402	-0.04 Average (-0.07 to 0.00)	C	30.69	To be published March 2017
Itchen College Remove	College	545	-0.10 Below national average (-0.17 to -0.02)	C-	27.50	To be published March 2017
Bitterne Park School Remove	Maintained School	48	-0.12 Average (-0.33 to 0.08)	C-	26.88	To be published March 2017
Richard Taunton Sixth Form College Remove	College	374	-0.24 Below national average (-0.32 to -0.16)	D+	24.41	To be published March 2017
St Anne's Catholic School Remove	Academy	69	-0.33 Below national average (-0.50 to -0.16)	D+	24.53	To be published March 2017
Southampton City College Remove	College	4	SUPP	SUPP	SUPP	To be published March 2017
Eastleigh College Remove	College	2	SUPP	SUPP	SUPP	To be published March 2017

Academic qualifications (all academic qualifications, including A levels)

Academic qualifications include A levels but also other 'level 3' academic qualifications such as International Baccalaureates and Pre-U. These figures are based on students who were entered for at least one academic qualification that is at least the size of an AS level.

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Appendix 4

Applied general qualifications performance at the end of 16 to 18 in 2016 ?						
School or college name ?	Type of school or college ?	Number of students with an applied general exam entry ?	Progress score, description & confidence interval ?	Average result ?		Students completing their main course of study ?
				Grade ?	Point score ?	
England - all schools		NA	0.00	Dist	34.69	To be published March 2017
England - state-funded schools only		NA	0.00	Dist	34.66	To be published March 2017
Peter Symonds College Remove	College	110	0.68 Above national average (0.52 to 0.84)	Dist*-	43.87	To be published March 2017
Barton Peveril Sixth Form College Remove	College	370	0.30 Above national average (0.21 to 0.39)	Dist*-	43.21	To be published March 2017
Itchen College Remove	College	277	0.06 Average (-0.05 to 0.18)	Dist	34.29	To be published March 2017
Richard Taunton Sixth Form College Remove	College	168	-0.42 Below national average (-0.54 to -0.30)	Dist-	31.66	To be published March 2017
Southampton City College Remove	College	49	-0.43 Below national average (-0.61 to -0.24)	Merit	25.84	To be published March 2017
Bitterne Park School Remove	Maintained School	14	-0.50 Average (-1.19 to 0.18)	Dist-	31.54	To be published March 2017
Eastleigh College Remove	College	130	-0.61 Below national average (-0.72 to -0.50)	Merit	24.88	To be published March 2017
St Anne's Catholic School Remove	Academy	12	NE □	Dist-	30.00	To be published March 2017

Applied general qualifications (broad vocational qualifications)

Applied general are qualifications that provide broad study of a vocational area. They are designed to lead to higher education and they include areas such as performing arts, business and health and social care. These figures are based on students who were entered for at least one applied general qualification that is at least the size of an AS level.

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Appendix 5

Tech level performance at the end of 16 to 18 in 2016 ?							
School or college name ?	Type of school or college ?	Number of students with a tech level exam entry ?	Completion and attainment ?	Average result ?		Students completing their main course of study ?	Number of students achieving the Technical Baccalaureate ?
				Grade ?	Point score ?		
England - all schools		NA	To be published March 2017	Dist-	30.77	To be published March 2017	241
England - state-funded schools only		NA	To be published March 2017	Dist-	30.76	To be published March 2017	241
Peter Symonds College	College	11	To be published March 2017	Dist*-	43.41	To be published March 2017	0
Remove							
Barton Peveril Sixth Form College	College	114	To be published March 2017	Dist+	39.34	To be published March 2017	2
Remove							
Richard Taunton Sixth Form College	College	75	To be published March 2017	Dist+	38.91	To be published March 2017	0
Remove							
Bitterne Park School	Maintained School	15	To be published March 2017	Dist	35.31	To be published March 2017	0
Remove							
Itchen College	College	62	To be published March 2017	Dist-	31.77	To be published March 2017	0
Remove							
Eastleigh College	College	127	To be published March 2017	Merit+	26.74	To be published March 2017	0
Remove							
Southampton City College	College	127	To be published March 2017	Merit	25.50	To be published March 2017	0
Remove							
St Anne's Catholic School	Academy	NE	To be published March 2017	NE	NE	To be published March 2017	NE
Remove							

Tech levels (occupational qualifications)

Tech levels are qualifications for students wishing to develop the specialist skills and knowledge for a technical occupation or industry. They lead to recognised occupations, for example in engineering, IT, accounting or professional cookery.

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English and maths at the end of 16 to 18 in 2016 ?					Appendix 6
School or college name ?	Type of school or college ?	English - number of students	English - progress score ^	Maths - number of students	Maths - progress score ^
England - all schools		NA	-0.10	NA	-0.13
England - state-funded schools only		NA	-0.10	NA	-0.13
Peter Symonds College	College	39	0.63	67	0.68
Remove					
Barton Peveril Sixth Form College	College	61	0.48	116	0.65
Remove					
Itchen College	College	129	0.38	141	-0.04
Remove					
Richard Taunton Sixth Form College	College	95	0.28	101	0.25
Remove					
Bitterne Park School	Maintained School	16	0.19	16	-0.19
Remove					
Southampton City College	College	503	-0.37	480	-0.39
Remove					
Eastleigh College	College	432	-0.37	406	-0.23
Remove					
St Anne's Catholic School	Academy	NE	NE	2	SUPP
Remove					

English & Maths GCSEs - These scores show how much progress students at this school or college made in English and maths qualifications such as GCSE re-takes, between the end of key stage 4 and the end of the 16 to 18 phase of education

A positive score means that, on average, students got higher grades at 16 to 18 than at key stage 4. A negative score means that, on average, students got lower grades than at key stage 4. Students are included in these measures if they did not achieve a grade C or higher in their GCSE or equivalent by the end of key stage 4 in that subject.

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Appendix 7

Student destinations after 16 to 18 study (students who left in 2014) ?							
School or college name ?	Type of school or college ?	Number of students (2014 leavers)	Students staying in education or employment for at least 2 terms after 16 to 18 study ?	Students staying in education for at least 2 terms after 16 to 18 study ?	Students staying in employment for at least 2 terms after 16 to 18 study ?	Students not staying in education or employment for at least 2 terms after 16 to 18 study ?	Destination unknown ?
England - all schools							
England - state-funded schools only		362930	88%	65%	23%	9%	3%
St Anne's Catholic School	Academy	70	97%	86%	11%	SUPP	SUPP
Remove							
Richard Taunton Sixth Form College	College	382	91%	58%	33%	7%	2%
Remove							
Barton Peveril Sixth Form College	College	998	91%	67%	24%	7%	2%
Remove							
Peter Symonds College	College	1654	91%	69%	22%	7%	3%
Remove							
Itchen College	College	516	86%	52%	34%	8%	5%
Remove							
Eastleigh College	College	276	83%	31%	52%	13%	4%
Remove							
Southampton City College	College	159	82%	53%	29%	15%	3%
Remove							
Bitterne Park School	Maintained School	44	75%	34%	41%	SUPP	SUPP
Remove							

Student destinations (education and employment after 16 to 18)

Students finishing 16 to 18 study who either stayed in education or went into employment from October to March the following year. The data published in January 2017 is for students who finished 16 to 18 study in 2014, which is the most recent data currently available.

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Department
for Education

Solent Area Review

Final report

November 2016

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Background

In July 2015, the government announced a rolling programme of around 40 local area reviews, to be completed by March 2017, covering all general further education colleges and sixth-form colleges in England.

The reviews are designed to ensure that colleges are financially stable into the longer-term, that they are run efficiently, and are well-positioned to meet the present and future needs of individual students and the demands of employers. Students in colleges have high expectations about standards of teaching and learning and the extent to which their learning prepares them to progress further, to higher education or directly into employment.

Thirteen colleges located across South Hampshire, Portsmouth, Southampton and the Isle of Wight took part in the review.

The local steering group was chaired by Sir David Collins, the Further Education Commissioner, and supported by a representative nominated by the Sixth Form College Commissioner. The steering group met on 6 occasions between November 2015 and June 2016, and additional, informal meetings also took place to consider and develop options in greater detail. Membership of the steering group comprised each college's chair of governors and principal, representatives from The Solent Local Enterprise Partnership, the 4 local authorities (Hampshire County Council, Isle of Wight Council, Portsmouth City Council and Southampton City Council), the Regional Schools Commissioner, and representatives from the former Department for Business Innovation and Skills (BIS), the Skills Funding Agency (SFA) the Education Funding Agency (EFA), and the Department for Education (DfE). Visits to colleges, and support throughout the process, were provided by staff from the FE and Sixth Form College Commissioners' teams. The Joint Area Review Delivery Unit (JARDU) provided the project management, administrative support and developed supporting materials and papers used by the steering group. JARDU also led on consultations with local stakeholders.

The needs of the Solent area

Demographics and the economy

The Solent area review is contiguous with the boundaries of the Solent LEP area and covers the 4 local authorities of Hampshire County Council (partially), Isle of Wight Council, Portsmouth City Council and Southampton City Council. It does not include the whole of Hampshire. The Solent area has a total population of over 1.3 million people¹. It includes the 2 cities of Portsmouth and Southampton, an area of South and East Hampshire that includes wholly the districts of Eastleigh, Fareham, Gosport and Havant and partially Test Valley Borough Council, New Forest and East Hampshire District Councils as well as the Isle of Wight. The population is largely concentrated on the south coast around the 2 cities.

The area is illustrated on the map below²:



¹ Solent LEP Strategic Plan

² [Map of the Solent area](#)

The table below provides a snapshot of key demographic and economic data³ which has acted as a starting point for this review.

	Hampshire (all)	Isle of Wight	Portsmouth	Southampton	Great Britain
Total Population (2015)	1,353,000	139,400	211,800	249,500	63,258,400
Population aged 16-64 (2015)	60.9%	57.5%	67.4%	69.0%	63.3%
% with Higher Education Qualifications ⁴	37.1%	28.4%	30.1%	32.4%	37.1%
Those formally qualified to Level 2+2	77.6%	72.6%	72.1%	73.9%	73.6%
Gross weekly pay ££ of residents	£574.90	£479.10	£513.70	£502.90	£529.60
Gross weekly pay ££ by workplace	£548.80	£441.30	£532.10	£549.90	£529
Out-of-work benefit claimants	0.7%	1.7%	1.4%	1.5%	1.9%
% of main benefit claimants	7.7%	14.6%	11.2%	11.0%	11.8%

³ ONS Local Authority Profiles – see data annex – Local socio-economic data. Please note that ONS update the data set on a regular basis and that the data included relates to the point at which the report was written.

⁴ Percentages relate to those aged 16-64

	Hampshire (all)	Isle of Wight	Portsmouth	Southampton	Great Britain
Jobs density ⁵	0.85	0.74	0.86	0.78	0.82
Total workplace units: ⁶					Average for the South- East
Micro	84.0%	81.7%	78.8%	79.3%	84.8%
Small	13.0%	15.7%	16.2%	16.9%	12.3%
Medium	2.6%	2.5%	4.2%	3.2%	2.5%
Large	0.4%	0.2%	0.6%	0.6%	0.4%

The key points to note are:

- according to the latest Index of Multiple Deprivation data⁷, Southampton, Portsmouth, Isle of Wight and Gosport all contain pockets of deprivation; overall the Solent area is relatively prosperous. Of the 39 LEP areas, the Solent LEP ranked 20/398 in relation to overall deprivation
- while earnings of residents in Hampshire and Isle of Wight are higher than those of workplaces, which reflects commuting to better-paid jobs in other parts of the south-east, the reverse is true of the earnings for residents of Southampton and Portsmouth, where workplace earnings are higher
- the Isle of Wight has higher levels of benefit claimants, fewer jobs, and lower pay than its neighbours and is closer to the south-east average. Job density in Southampton is particularly high. People in Isle of Wight, Southampton and Portsmouth are less well qualified than residents of Hampshire as a whole and the south-east. Portsmouth and Southampton have a population which is older than average
- Hampshire has higher levels of education (including higher education) than the other local authority areas overall, although there are some district variations, with Gosport

⁵ Job density relates to the level of jobs per resident aged 16-64. For example, a job density of 1.0 would mean that there is one job for every resident aged 16-64. The job density for the south-east as a whole is 0.85, which is slightly above the national average.

⁶ Micro-businesses have a total of 1-9 workers; small businesses 10-49 workers (2015 data).

⁷ DCLG Index of Multiple Deprivation – see data annex - Deprivation

⁸ Where 1 = most deprived

showing particularly low levels of qualifications (only 65.5% qualified to level 2 and above and only 31.5% with higher education) in comparison with the rest of the county.

Patterns of employment and future growth⁹

Evidence indicates that, whilst employment in the Solent area has recovered, productivity performance has not improved, with the gap between the United Kingdom and the south-east productivity levels widening. The Solent economy lags behind the United Kingdom as whole by 5% and the south-east by 12%.

The Solent economy has a competitive advantage in a number of key sectors, namely advanced engineering, marine and maritime and aerospace sectors. However, there is also recognition that retaining advantage and supporting future growth is dependent on the pipeline of people entering the labour market with the relevant higher level skills required to address both skills shortages and productivity. The pipeline of skills remains an issue, with parts of the Solent continuing to show significant gaps in educational attainment.

The Solent is characterised by an ageing workforce; and as a result replacement demand is a key issue for the economy. The number of job openings created as a result of people leaving the workforce far outstrips net job growth. It is estimated that 347,000 people will need to be recruited between 2010 and 2020 to meet expansion and replacement demand. Net requirements are therefore positive across all occupations, highlighting the continuing need for relevant skills provision even in occupations where overall employment levels may be falling. It is also recognised that replacement job opportunities will not be like for like, and will require higher level skills.

The projections for the LEP area are for 61,000 additional high level jobs (for managers, professionals and associate professionals), with almost half of these in professional roles. Higher skilled jobs are expected to grow at a similar rate to the United Kingdom (around 17% over the course of the decade).

There will be 26,000 fewer jobs in middle ranking administrative, secretarial and skilled trades' occupations. Nevertheless, these areas of decline are expected to remain significant sources of employment by the end of the decade. For example, there are still expected to be around 80,000 administrative and secretarial jobs in 2022 in the LEP area, despite the loss of around 17,000 jobs in the previous decade.

⁹ [Oxford Economics report for Solent LEP](#)

LEP priorities¹⁰

The Solent LEP Skills Strategy 2014 to 2016 was published in March 2014, to underpin Transforming Solent, the Solent's Strategic Economic Plan 2014 to 2020. The Skills Strategy identified 4 strategic themes:

Developing world-class skills	Solent's growth ambitions require a world-class workforce. Through the combined efforts of employers together with Solent's schools, colleges, universities and other educational institutions, they aim to drive up GCSE attainment in core and STEM subjects, improve provision and take-up of apprenticeships, and raise participation in higher-level skills.
Transitions to employment	Increase the employability of young people and the unemployed by providing better advice, guidance and opportunities, exposing young people to the world of work and providing support for unemployed people to enter work.
Raising business investment in skills	Raising the productivity of Solent's workforce requires a range of interlinked approaches and activities in support of business development, skills utilisation, creativity and innovation to stimulate employer investment in the skills (including higher-level skills) of their staff, address prominent skills gaps and plan towards future skills requirements.
Responsive skills and employment system	Create a skills delivery system which is flexible, co-ordinated and better able to respond to the changing needs of individuals and employers. Realise the full potential of Solent's FE and HE system and improve the alignment between the needs of business and skills delivery.

To raise Solent's productivity and growth performance, the economy needs access to higher level skills and a culture of aspiration which encourages young people and those in the workforce to strive for excellence. The latest evidence shows that not only does the economy continue to lag in respect of higher level skills, but that participation in higher skills

¹⁰ [The Solent LEP Skills Strategy](#)

development overall has fallen. The Board of Solent LEP has prioritised 3 key issues in the Skill Strategy for LEP activity:

- driving higher level skills, and building participation in higher education
- continuing to place an emphasis on building STEM skills at all levels
- local management of skills budgets for the Solent to maximise the flexibility and effective targeting of resources.

The following curriculum areas are priorities:

- engineering and advanced manufacturing skills, as there is an insufficient supply of learners to meet current and future employer demand
- specialist IT provision, noting that there are specific challenges around recruiting highly skills software and programme engineers as well as general shortages at higher levels in digital applications
- shortages in construction skills across all levels, recognising that there are increasing demands from the construction industry locally and on a wider basis nationally
- skills shortages in managerial and professional service occupations (including finance, legal, and accountancy based services). There are recognised skills shortages in supervisory and management skills at higher levels, as well as shortage in project management expertise
- the health care sector continues to experience shortages in the supply of labour and skills at all levels, with local employers reporting ongoing challenges recruiting key workers across all levels
- the transport and logistics sector although relatively small in employment numbers is none the less critically important given the presence of the 3 port gateways. Few learners are studying subjects allied to this sector and there are well documented acute skills shortages in the transportation industry
- general skills shortages in supporting sectors such as hospitality and customer services at both advanced and higher levels.

Recognising that the Solent is a global centre for marine and maritime, the LEP has prioritised the need to support existing specialist marine and maritime provision as well as the requirement to establish a world class centre of excellence for this area, to ensure that there are sustainable pathways to progression at all levels in a range of marine and maritime disciplines. They have an ambition to explore the creation of an Institution of Technology or equivalent to support this sector.

Overall there is need to increase the number of apprenticeships in STEM related areas and grow both higher and degree apprenticeships. The total number of apprenticeships is above the national average in the Solent, but they do not adequately respond to the economic need. The majority of apprenticeships are at intermediary level, notably in retail, customer service and business administration, and it is recognised that these will support the projected 18,000 additional jobs in caring or leisure roles. At the same time, it is evident that

advanced apprenticeships in engineering vacancies remain un-filled, and there is an undersupply of construction apprenticeships.

Feedback from LEPs, employers, local authorities and students

Feedback from LEP representatives, local authority representatives and employers consulted during the area review process draws attention to the need for:

- a broad and accessible provision across Portsmouth and the same for Southampton to reduce the need for learners to make difficult and lengthy journeys
- increased opportunities at levels 3, 4 and 5 across all STEM related subjects, in direct response to economic and business need
- improved collaboration between institutions to ensure quality is maintained alongside institutional sustainability
- robust collaborative models that will allow institutions to sustain and develop a responsive and flexible offer, with clear progression routes particularly in growth sectors and at higher level skills, in direct response to employer need
- high quality accessible careers information, advice and guidance to enable and support future skills participation and development.

A dynamic economy requires economic agility, and to this end the Solent labour market will require STEM skills that enable people to respond to the changing needs of the economy and the job opportunities that will emerge as old industries leave and new, innovative and technologically-led industries emerge. In today's fast-changing world, fuelled by technological advancements, it is difficult to accurately predict the needs of the economy over the longer term. The emphasis is therefore to provide a workforce with a skill set that enables them to adapt and respond to a change. Continuous professional development and the progression pathways to achievement at higher levels are key to delivering economic growth. Productivity levels can be improved by developing a technical education system, which ensures that young people are on a high quality route to employment and that enables adult learners to progress and develop higher level skills or re-train. To support uplifts in productivity it is critical that the area shifts to a knowledge economy and that the local workforce has the skills to take advantage of the jobs.

Key to this gear shift is greater collaboration between employers and education and training providers to specify, design and deliver the courses industry needs. In response, the Solent LEP is supportive of establishing a network of Institutes of Technology within the area, that represent centres of excellence, focussing on the delivery of high standard provision at levels 3, 4 and 5, providing straight forward routes for young people to move from school through to high status, specialised training with strong links to business. This should also raise the level of investment from business, including attracting higher levels of investment from employers in skills provision.

Whilst all qualifications at all levels are supported by stakeholders, the LEP's work has indicated that not all qualifications are of equal value to the local economy. They wish to see a clear prioritisation of STEM-related qualification and training, in tandem with moving average attainment up to level 4+. This will help young people recognise that STEM-related training will provide them with strong future employment and professional career prospects, and in so doing help re-balance the skills pipeline, which is an identified concern for businesses.

The LEP identified that there is an over-supply of provision in relation to local demand in arts, media and publishing, although there is potential to build on these skills to support development of the creative sector in the Solent.

The 4 local authorities in the Solent area are keen to see an increased capacity to offer traineeships, supported internships and apprenticeships so that more young people aged 16-24 are able to undertake work-related and work-based programmes of study. The ambition is to ensure that at least 10% of the cohort is able to access apprenticeship study. Currently the rate is less than 4%.

As part of each area review there was engagement with students coordinated by the National Union of Students (NUS). Where the NUS submitted a report on the views of students these are available on [NUS connect](#).

The quantity and quality of current provision

The steering group considered information provided by each local authority about population projections, focusing on the changes in the numbers and needs of young people aged 16+.

Based on 2014 mid-year estimates, the 16 to 24 year old population is projected to decline across the Solent area until 2022, which will impact on the take up of post-16 learning places and viability in the short to medium term¹¹.

Looking at the relative change, the Isle of Wight is going to experience the greatest drop in the 16 to 24 year old population between 2017 and 2022. The number of young people in the area is projected to decline by around 9.5%, compared to 1.4% in Eastleigh. When taking into account the absolute numbers, it is Southampton that will see the greatest fall in the number of young people over the same period.

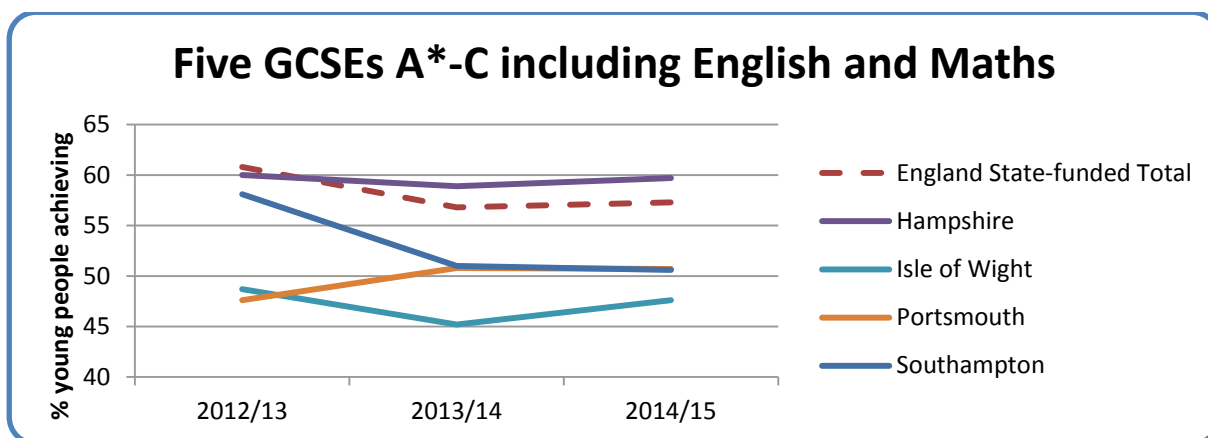
The current primary school surge starts to move through to the secondary phase from 2020, increasing the demand for places significantly by 2025, but the full force of that does not move through into post-16 until towards the end of that decade.

¹¹ ONS sub-national population projections – see data annex: Population projections

Performance of schools at Key Stage 4

While student outcomes at GCSE are good in Hampshire compared to national averages, performance is less strong in Portsmouth and Southampton, and for Isle of Wight students outcomes are significantly lower.

The recent trend in GCSE pass rates for 16 year old school pupils completing year 11 across the 4 local authorities is illustrated below¹².



While the performance of schools at year 11 (key stage 4) within the review area is above the national average¹³ for Hampshire, it can be seen from the chart above that Portsmouth, Southampton and the Isle of Wight do not follow the same pattern.

In terms of achieving level 2 and 3 qualifications overall¹⁴, Hampshire has the highest percentage of students achieving level 2 by age 19 in the area, and is above the national average. Portsmouth and Southampton have the lowest percentage of 19 year olds qualified to level 2 in the area. All 4 areas have increased the proportion of learners qualified to level 2 with English and maths by age 19. Hampshire is above the national average. Portsmouth is significantly below the national average. Portsmouth, Isle of Wight and Southampton are all significantly below the national average for level 3 attainment. Hampshire is slightly above the national average on this measure.

Participation has been consistently lower than national averages in the Isle of Wight and fell slightly in the other 3 areas. Published data¹⁵ on those not in education, employment or training (NEET) shows levels above the national average, in Portsmouth particularly, but also in Southampton to a lesser extent, while the Isle of Wight compares positively to national averages.

¹² Local authority and total (state-funded sector) figures covering achievements in state-funded schools only.

¹³ School Key Stage 4 results – see data annex. In 2013/14 a change in how the GCSE performance of schools was defined led to a drop in the overall numbers of students achieving 5 GCSEs A*-C, including Maths and English.

¹⁴ DfE Statistical First Release (SFR) 2015

¹⁵ Local authority National Client Caseload Information System (NCCIS) data

Schools with sixth-forms

Area reviews of post-16 education and training institutions are predominantly focused on general further education and sixth-form colleges in order to ensure there is a high quality and financially resilient set of colleges in each area of England. Schools with sixth-forms have the opportunity to seek to opt in to a review if the local steering group agrees.

The underpinning analysis for the review included current post-16 provision in the area made by schools with sixth-forms. Regional Schools Commissioners and local authorities have had the opportunity to identify any issues with school sixth-form provision, and feed these into the review. We expect Regional Schools Commissioners to take account of the analysis from area reviews in any decisions they make about future provision.

There are currently 16 funded schools with sixth-forms in the review area, including 5 local authority maintained and 11 academies¹⁶. Most school pupils in the age range 16 to 18 are enrolled on A level courses.

Overall funded student numbers in mainstream school sixth-forms decreased by 3% in the years 2013 to 2014 to 2015 to 2016, with a total of 3,492 young people funded in a sixth-form setting in 2015 to 2016¹⁷. School sixth-forms in the area vary in size but, using as a guide, for illustration purposes only, the application threshold of 200 for new school sixth-forms in academies, there are 6 school sixth-forms (including local authority maintained and academies but excluding special schools) that were funded below that figure in 2015 to 2016. The majority of schools with sixth-forms (65%) were graded by Ofsted as good or better.¹⁸

The local authorities anticipate sufficient post-16 places available in the schools and sixth-form college system to meet the level of current demand and to provide further places as the population starts to increase beyond 2020.

Post-16 schools and academies within the area were all contacted as part of the area review but only one response was received.

¹⁶ EFA allocations – see data annex: 16-19 funding.

¹⁷ EFA allocations – see data annex: 16-19 funding. Where part of a local authority is in the review area, that local authority has been included in the school sixth form data.

¹⁸ Ofsted school inspections – see data annex: School inspections

The further education and sixth-form colleges

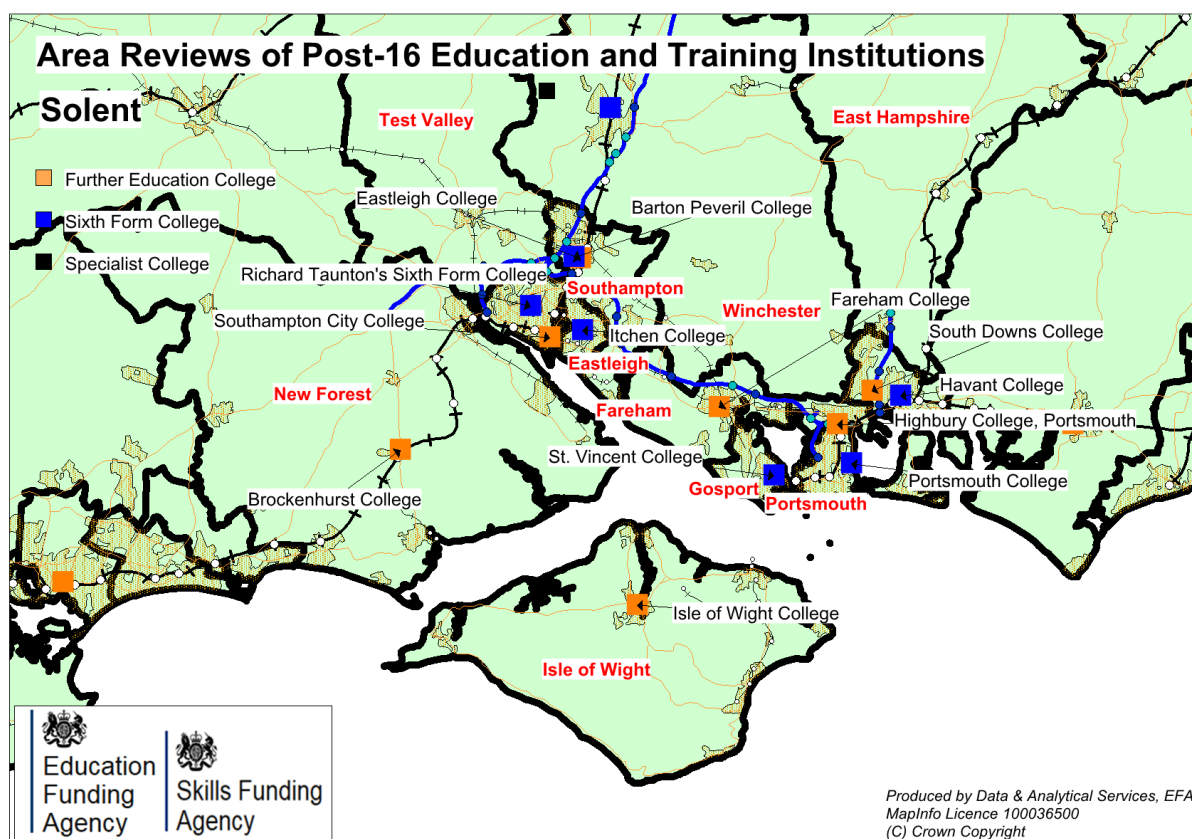
Thirteen colleges (6 sixth-form colleges and 7 general further education colleges) participated in this review.

- Brockenhurst College (a general FE college based in the New Forest)
- Fareham College (a general FE college with its campus in Fareham, Hampshire)
- Eastleigh College (a general FE college based in Eastleigh, Hampshire)
- Highbury College (a general FE college based in Portsmouth)
- Isle of Wight College (a general FE college that serves the island)
- South Downs College (a general FE college just north east of Portsmouth)
- Southampton City College (a general FE college in the centre of the City of Southampton)
- Barton Peveril College (a sixth-form college in Eastleigh, Hampshire).
- Havant Sixth Form College (a sixth-form college on the north east side of Portsmouth)
- Itchen College (a sixth-form college serving Southampton)
- Portsmouth College (a sixth-form college based in Portsmouth)
- Richard Taunton Sixth Form College (a sixth-form college serving Southampton)
- St Vincent College (a sixth-form college based on the Gosport peninsular)

The colleges jointly receive EFA funding¹⁹ of around £110m for 2015 to 2016 for around 33,000 students aged 16 to 18, and a further £40m of apprenticeships and adult funding from the SFA. This is in addition to commercial and higher education income.

¹⁹ EFA and SFA allocations – see data annex – 16-19 funding and Adult funding

The location of the colleges is shown below:



Part of the area review process involved a visit to each college by specialist further education and sixth-form college advisers who report to the respective commissioners. The advisers met with governors, senior managers and staff, and reviewed a wide range of documents and data relating to each college's current range and quality of provision, their track record in attracting students, and their overall financial health. Through a data sharing protocol between members of the steering group, the information from each of the visits was shared with colleges and has informed the evidence base to the steering group for this review.

The current offer in the colleges

Most of the Solent colleges (apart from Eastleigh College, Southampton City College, Fareham College and Isle of Wight College) offer A levels, although Highbury College report low numbers on programme.

Barton Peveril Sixth Form College offers a wide range of A level combinations and represents a significant proportion of the provision across all Solent colleges. The college makes a particularly strong offer in science subjects.

Brockenhurst College had a significant A Level offer in 2014 to 2015. Its largest area of A level delivery is science and maths.

Havant Sixth Form College also had a large A level offer in 2014 to 2015 with a focus on science subjects. The college is also a significant provider of A levels in the subject areas of ICT practitioners, politics, theology and religious studies and accounting and finance.

South Downs College is another of the larger A level providers. Their specialist subject areas are archaeology and archaeological sciences, philosophy and law and legal services.

Both Richard Taunton Sixth Form College and Itchen College have 7% of all A level enrolments across the Solent colleges. Richard Taunton Sixth Form College has strong recruitment in accounting and finance and other languages, literature and culture although overall, their largest areas of delivery are: science, maths, languages and literature. Over half of learners on travel and tourism are enrolled at Itchen College which has a specialism in travel and tourism, but also has significant A level provision in the subject area of sport, leisure and recreation.

The 2 smallest sixth-form colleges in the area are Portsmouth College and St Vincent College. Portsmouth College has particular specialisms in the subject areas of philosophy, crafts, creative arts and design, theology and religious studies and health and social care. St Vincent College recruits learners on A levels in 12 separate subject areas with the college having strong recruitment in theology and religious studies.

Colleges' travel to learn data suggests there is considerable crossover in terms of the recruitment areas of the colleges offering A levels which reflects competition for students across the area despite the falling demographic. The A level offer appears to be sustainable in the largest providers, and some of the largest areas of provision in the A level offer reflect LEP priorities.

Overall, if schools delivery is also included, the local authorities anticipate there is sufficient A level provision across the Solent area to serve the needs of the cohort and a potential over-supply in some areas (Gosport and Isle of Wight particularly).

The general further education colleges offer a wide range of classroom-based technical studies for post-16 students, with health and social care, public services, engineering, construction, ICT, hair and beauty, hospitality and catering, sport, arts and media, and business management all attracting substantial numbers of students. Many of these colleges have strong links with local employers, which are active in supporting colleges with work placements, and in partnering on apprenticeship delivery. In some cases, colleges deliver commercial short courses to employers.

All the general further education colleges offer foundation courses in maths, English and English for speakers of other languages (ESOL). These are aimed at individuals over age 19 that are not yet at level 2 (GCSE equivalent).

Quality of provision and financial sustainability of colleges

The following table provides a summary of the size and quality in each of the colleges:

College	Most recent overall Ofsted grade ²⁰	EFA allocations (2015 to 2016) ²¹	SFA allocations (2015 to 2016) ²²	Total college income (2014 to 2015) ²³
Brockenhurst College	Outstanding (May 2008)	£12,303,680	£2,972,473	£21,446,000
Eastleigh College	Outstanding (May 2012)	£7,143,803	£16,386,987	£29,135,000
Fareham College	Good (April 2013)	£7,083,398	£3,195,001	£14,454,000
Highbury College	Outstanding (May 2011)	£8,181,401	£5,868,115	£22,057,000
Isle of Wight College	Outstanding (April 2007)	£9,753,506	£2,747,052	£15,664,000
South Downs College	Outstanding (October 2007)	£19,117,289	£2,260,150	£28,350,000
Southampton City College	Good (March 2011)	£6,784,228	£4,236,825	£16,381,000

20 Ofsted – see data annex – College inspection reports

21 EFA allocations – see data annex – 16-19 funding

22 SFA allocations – see data annex – Adult funding

23 College accounts academic year 2014 to 2015 - see data annex – College accounts

Barton Peveril College	Good (April 2016)	£12,780,166	£209,868	£14,312,000
Havant Sixth Form College	Good (November 2015)	£5,072,563	£365,438	£6,519,000
Itchen College	Good (October 2013)	£6,595,379	£147,014	£9,523,000
Portsmouth College	Good (March 2013)	£5,091,354	£993,142	£6,749,000
Richard Taunton College	Good (October 2013)	£5,432,616	£109,356	£5,944,000
St Vincent College	Good (January 2016)	£5,226,576	£604,753	£8,457,000

Where a college was subject to a financial notice of concern or a financial notice to improve, this factor was taken into account in the assessment of options for structural change in the review. Brockenhurst College is subject to a financial notice of concern issued by the Skills Funding Agency.

Overall, the condition of college buildings is good. Some colleges have higher average space per student than others, but this does not necessarily indicate being over-spaced. Each college has unique circumstances and constraints regarding estates. The area review has highlighted some instances where rationalisation or further investment might be considered further during implementation.

Higher education in further education²⁴

Progression of young people to higher education across the Solent is variable. In 2011 to 2012, 54,865 people from Hampshire, the Isle of Wight, Southampton and Portsmouth were participating in higher education (HE), which was 8% higher than in 2007 to 2008. However, the proportion of young people from the Solent area who progress into HE is still lower than the national average.

²⁴ HEFCE POLAR 3 data – see data annex – Higher education progression

The proportion of young people from Portsmouth and Southampton participating in HE is particularly low. Just 31% of young people who entered an A level or another level 3 qualification in 2009 to 2010 in these areas progressed to higher education, significantly below the United Kingdom average of 48%.

Based on published HEFCE data on the participation of young people in HE for 2009 to 2010, the Isle of Wight, Portsmouth and Southampton all had HE participation rates that were low, at less than 29.5%, compared to the rest of the south-east region. Hampshire, by contrast, had participation in the range of 34.9 to 39.3%.

The 3 universities of Southampton, Southampton Solent and Portsmouth offer the majority of HE provision in the area²⁵. In addition, Chichester University and Winchester University are within easy reach and a number of colleges around the review area deliver significant HE provision as well as that delivered by the colleges within the Solent area itself.

Eight of the 13 colleges within the Solent area have HEFCE funding to deliver higher education undergraduate degree programmes. The most popular HE course area overall at the colleges is engineering and technology, and then business and administrative studies, and social studies.

Provision for students with special educational needs and disability (SEND) and high needs²⁶

In 2015 to 2016, the EFA funded 736 post-16 places across the 4 authorities for institutions within the review area at colleges, maintained and non-maintained special schools and specialist post 16 institutions. The colleges delivered the largest proportion of high needs provision, with special schools (maintained and non-maintained), training providers and independent specialist post-16 institutions providing the balance of the offer. The colleges were allocated a total of 586 places between them.

During the review, the local authorities expressed satisfaction that the high needs provision offered by colleges responded well to local needs and that there were no significant gaps in provision. The steering group acknowledged that structural changes taking place as a result of the review should not disadvantage post-16 students with SEN or high needs.

Apprenticeships and apprenticeship providers²⁷

Eastleigh College has by far the largest contract for apprenticeships of the colleges in the review, with over 3,250 new students recruited nationally in 2014 to 2015²⁸. Brockenhurst,

²⁵ HEFCE funding – see data Annex – Higher education providers

²⁶ EFA allocations – see data annex – High needs

²⁷ Number of apprenticeships by provider and LA – see data annex: Apprenticeships

Fareham, Highbury, Isle of Wight and Southampton City Colleges all recruited over 200 new apprentices in 2014 to 2015. Overall, the most popular frameworks are business administration, engineering and manufacturing technologies, ICT, health and social care, hospitality and catering all of which contribute to the LEP's priority sectors.

There are 21 independent training providers operating within the Solent area borders. Most of these are national training providers. The majority of the apprenticeship provision being delivered by these providers is in the sector areas of health and social care and hospitality and catering. The delivery pattern may change in 2017, with the introduction of the apprenticeship levy²⁹.

28 SFA sub-contractor list – see data Annex – Sub-contractors

29 'Apprenticeship levy and how it will work' on gov.uk

The need for change

The key areas for change

Taking the preceding points into account, the key issues in relation to this review, and deliberated during steering group meetings, are:

- the need to grow apprenticeships to contribute to the government's target of 3 million by 2020, and the shortage of people with higher education in technical and specialist areas
- the importance of securing the longer-term wider financial viability of colleges across the area through actions to improve efficiency and to increase growth, at a time when demographics are declining and impacting on funding levels
- the need to sustain a broad and accessible curriculum offer within travel to learn areas of Portsmouth and Southampton.

Initial options raised during visits to colleges

During their visits, advisers reported that all colleges had given thought to potential strategic options in advance. In some cases, this meant informal discussions with neighbouring colleges and stakeholders to canvas views and to assess the potential level of support for change.

The types of options discussed were:

- formal structural change: (including mergers, federations and joint venture companies) primarily to reduce management and back-office costs, strengthen quality of provision and curriculum planning, or share the costs of investment in new areas of work (for example, expanding apprenticeships, increasing commercial income or developing international markets)
- sharing services: Eastleigh College and Brockenhurst College already operate shared service arrangements and shared information on these operating models with other colleges. They are open to discussions about extending these operations to include other partners
- discussions between colleges about the case for specialisation: Given both the travel issues and the geographically spread out nature of the area, it is not expected that there will be specialisation at entry, level 1 or level 2. And even at level 3 this is likely to be limited. The opportunities may come for specialisation at levels 4 and above, where the costs of resources and equipment, together with the lower numbers of applicants would make it difficult to fund development of new delivery or to ensure viability of this across multiple sites. There is already a good degree of specialisation through both specialist provision and at specialist centres developed in the colleges

that focuses on the marine sector for example, and these will continue to be developed

- collaborative curriculum planning: The colleges in the Portsmouth area have discussed the need to work together on curriculum planning to ensure a better planned offer for students across the area, but that detailed work on exploring overlapping curriculum areas and opportunities for some rationalisation or specialisation has not yet been done
- the case for remaining stand-alone: where student numbers had increased despite growing competition and underlying finances were sufficiently strong to withstand policy and funding changes
- conversion to an academy: This option is available primarily but not exclusively, to sixth-form colleges. By becoming an academy, a college is able to develop partnerships more easily with other schools in the area. In order to be approved, academisation proposals must be able to demonstrate how they will lead to strong links with schools, whether through joining or establishing a multi-academy trust (with other academies) or as a single academy trust collaborating with other schools in the area. Like other academies, sixth-form colleges which become academies would be eligible to receive reimbursement of their non-business VAT and would be classified as public sector bodies.

Criteria for evaluating options and use of sector benchmarks

Evaluation criteria

In each area review, 4 nationally-agreed criteria are used for the process of evaluation. These are:

- meets the needs of current and future learners and employers
- is feasible and generates financial sustainability
- raises quality and relevance of provision, including better outcomes
- achieves appropriate specialisation.

FE sector benchmarks

To support rigorous evaluation of proposals, particularly options leading to major structural change, DfE have developed a set of sector 'quality and financial indicators' and related criteria.

Financial benchmarks relate to delivering annual operating surpluses of 3% to 5%, ensuring borrowings stay below 40% of annual income (the maximum threshold set for affordability), staff costs of no more than 65% of total income (FE sector average), and a current ratio greater than 1. Financial plans were assessed for each option, including colleges seeking to stand-alone, prior to consideration by the local steering group.

A number of other indicators are also taken into account by the steering group. These relate to the impact of proposed changes on quality of provision, on teaching efficiency, and how they actively support growth in apprenticeships and work at levels 4 and 5. Within proposals, overall levels of provision for high needs students should be maintained. New strategic plans need to be supported by LEPs and local authorities. Colleges may also need to review their senior staffing and their governance to ensure that they have the required skills, and the capacity to implement rapid change.

The assessment of options indicated that, based on the information available to the area review steering group, the colleges would move towards the benchmarks and indicators through successful implementation of options, and that the protected characteristics groups, including high needs students, would retain at least equal access to learning.

More detail about these benchmarks is contained in Annex F³⁰ of the area review guidance (revised March 2016).

³⁰ [Reviewing post-16 education and training institutions: updated guidance on area reviews Annex F, Pages 49-53](#)

Recommendations agreed by the steering group

Ten recommendations were agreed by the steering group at their meeting in June 2016. These were:

- Brockenhurst College to develop and extend its collaborative shared services partnership with Bournemouth and Poole College and to establish an apprenticeships joint venture
- Eastleigh College and Fareham College to remain as stand-alone colleges and develop a collaborative model to support the delivery of an enhanced and sustainable technical learning offer
- Highbury College Portsmouth to remain as a stand-alone FE college and is open to collaboration in the future
- Isle of Wight College to remain as a stand-alone FE college and work towards a more efficient and effective model of post-16 delivery for the island
- a Type B merger between South Downs College and Havant Sixth Form College. The merged college will have a clearly defined A level offer and an enhanced technical offer
- Southampton City College to form a partnership with Southampton Solent University. If this proves not to be practicable, then Southampton City College and Eastleigh College will explore merger
- Barton Peveril College to establish a single academy trust as a preferred option and, if unsuccessful in this application, to remain as a stand-alone sixth-form college
- Portsmouth College to continue as a stand-alone sixth-form college
- Itchen College to continue as a stand-alone sixth-form college
- Richard Taunton College and St Vincent College to create a formal partnership through a sixth-form college multi-academy trust.

Each of these options is now outlined in more detail:

Brockenhurst College

To develop and extend its collaborative shared services partnership with Bournemouth and Poole College and to establish an apprenticeships joint venture.

- Brockenhurst College and Bournemouth and Poole College are 20 miles apart and there are regular trains between the Brockenhurst campus and both Bournemouth and Poole. The latter college will be engaged in an area review in autumn 2016 and further progress on collaborative working is expected to result at that stage so that the plans for the colleges' joint venture can be fully assessed. These are currently at an early stage of development
- Brockenhurst College is seeking to build on its shared services partnership with Bournemouth and Poole College. Wessex Education Shared Services, the jointly owned shared services company, has been in operation since 2013 to 2014, and

both colleges would like to explore the possibility of adding partners and developing a menu option around collaboration, shared service and federation. The colleges are also moving towards the development of a joint venture for apprenticeships. In terms of this meeting local need, across the Enterprise M3 and Solent LEP, Brockenhurst is currently offering provision to meet key LEP priorities. Further development of the relationship with Bournemouth and Poole College would enable the colleges to meet even more of the Solent LEP needs and also incorporate the priorities of the Dorset LEP. Existing specialist HE provision at Bournemouth and Poole College and high needs provision at Brockenhurst will be developed collaboratively to ensure the needs of the local economy and the local community are further enhanced

- in relation to its financial position, Brockenhurst College has experienced a decline in its financial position and considerable efforts have been made to restructure the college. Current financial information suggests that the college is in an improving position, although at this time the resilience of future plans cannot be confirmed
- Brockenhurst College has an outstanding Ofsted rating and, in 2014 to 2015 delivered outcomes for learners above the national benchmarks. Both colleges self-assess as good
- Brockenhurst College identifies its specialisms around the digital economy and STEM that link to LEP priorities.

Eastleigh College and Fareham College

To remain as stand-alone colleges and develop a collaborative model to support the delivery of an enhanced and sustainable technical learning offer.

- Fareham College and Eastleigh College recognise that there could be significant benefits for stakeholders if they develop a more collaborative approach to the design, development and delivery of their respective provision. The colleges are proposing to work collaboratively on a series of projects to strengthen technical provision in the Solent area. These will include joint approaches to the design, development, delivery and promotion of traineeships, apprenticeships, higher education courses, post-16 English and maths and other areas of work
- between them the colleges offer a broad range of provision that addresses the needs of the Solent LEP, and Eastleigh College also has significant apprenticeships delivery nationally, operating largely through sub-contracting arrangements
- both colleges are close to meeting the sector financial benchmarks individually, but to ensure continued long-term financial sustainability, the colleges have agreed to work together and look at the savings (as well as coherence of the local offer) that can be achieved through closer curriculum collaboration. This work is in the early stages
- Eastleigh College has an Ofsted grade of outstanding and Fareham College has a good Ofsted grade. Both are achieving learner outcomes above national averages

Highbury College Portsmouth

To remain as a stand-alone FE college and is open to collaboration in the future.

- the college is currently delivering a diverse and high quality offer that addresses the needs of employer and fits with LEP priorities. They have expressed a wish to work with the other colleges serving the Portsmouth area for example to look at curriculum planning and rationalisation areas for specialisation, although this has not been achieved to date. Portsmouth City Council is keen to ensure that there is a viable and sustainable offer across Portsmouth delivered by collaborative working between the colleges
- initial financial assessment and college accounts show that this college has good cash reserves but financial assessment of plans indicates they do not yet meet all of the financial indicators for long term resilience. The college will continue to consider other strategic options such as sharing services or partnering as well as making further efficiency costs
- the college delivers a high quality offer and has an outstanding Ofsted rating.

Isle of Wight College

To remain as a stand-alone FE college and work towards a more efficient and effective model of post-16 delivery for the island.

- Isle of Wight College will focus on improving the efficiency of its operations through: exploring the use of shared services in discussion with partners both on and off island; streamlining its internal systems to increase efficiency and reduce costs; and implementing a new staff structure in 2016 that meets the college's strategic aims within the funding available. This will ensure ongoing financial viability within a sustainable model. It also has plans to grow apprenticeships provision through the new LEP-funded Centre of Excellence for Composites, Advanced Manufacturing and Marine Industries (CECamm) facility due to open in spring 2017
- the college has reported steps to manage down costs, but opportunities for efficiencies through shared services are more limited as it is the only college on the island
- the college has an outstanding Ofsted grade and is consistently delivering outcomes for learners that are above national benchmarks. The offer is now technical education, having ceased recruitment to A level courses in 2015. The college is operating in a market where GCSE and A level outcomes for learners are below national benchmarks, there are opportunities to deliver significant value added which is important to raising skills levels on the island
- the college will continue to work with the local authority, Regional Schools Commissioner and local schools to ensure quality outcomes for learners and sustainable models of operation across the island.

South Downs College and Havant Sixth Form College

A Type B merger between South Downs College and Havant Sixth Form College. The merged college will have a clearly defined A level offer and an enhanced technical education offer.

- the colleges have set out a plan that responds to LEP priorities, with a focus on expanding work in key skills areas and prioritising a significant growth in its apprenticeship provision from a relatively low starting point. The latter will be challenging given that the 2 colleges are not big players in this market currently and there are funding changes coming. Building capacity for this work and developing a strong employer engagement strategy will need to be a priority for the new college
- there may be opportunity to consolidate A level provision to a single site academic-focused centre (Havant) and to focus the South Downs site on technical learning. Developments would be subject to the availability of capital funding
- there is a clear educational and financial rationale for this merger, which will create a financially resilient college with sufficient critical mass to operate efficiently and invest in development, whilst providing a relevant and responsive local offer
- the proposed merger plan sets out strong strategic drivers for combining the two, including: location proximity, infrastructure compatibility and the ability to develop economies of scale. The colleges have provided joint financial plans that confirm that the merger would create a financially sustainable college in terms of movement to sector benchmarks
- South Downs College has an Ofsted outstanding rating, although there is some progress to make to ensure that outcomes for learners are consistently good for all ages and courses. Havant Sixth Form College has a recent Ofsted good rating. Learner outcomes are mostly above national and sixth-form college averages.

Southampton City College

To form a partnership with Southampton Solent University. If this proves not to be practicable, then Southampton City College and Eastleigh College will explore merger.

- the college is currently in discussions with Southampton Solent University on the potential for partnership (merger or other structure) by 2017, retaining the identity of the college. The 2 institutions have complementary curriculum in the marine sector at the different levels of provision, which enables them jointly to offer students and employers the full ladder of progression in a wide range of subjects
- this joint strength in marine provision could be further developed in the future, either through new structures such as an Institute of Technology, or through the existing brand of the Warsash Maritime Institute. Southampton City College has a long standing apprenticeship provision from intermediate to higher apprenticeships and Southampton Solent University is an early adopter of degree apprenticeships. The 2 organisations envisage an opportunity to develop a complete package of

apprenticeships to offer major employers, particularly those participating in apprenticeships for the first time, as a result of the apprenticeship levy

- the college does not currently meet the financial indicators for long term resilience and is working on a financial improvement plan, but is aware of the need to find a merger partner to bring about rapid and sustained improvement to their position
- the college is currently graded as good by Ofsted, although success rates for 2014 to 2015 were below the national average
- if this partnership with the university does not move forward, then the college will instead explore merger with Eastleigh College, which has an outstanding Ofsted grade and is in a good financial position.

Barton Peveril College

To establish a single academy trust as a preferred option and, if unsuccessful in this application, to remain as a stand-alone sixth-form college.

- the college already delivers a broad, high quality, largely academic offer that prepares students well for university, and 13 local providers of 11 to 16 education have confirmed that they would like to work with the college if it became a single academy trust
- the most significant benefits of the academisation option will be that it will further develop partnership with local schools in order to provide the opportunity for a more integrated planning of the curriculum for 14 to 19; build more successful transition from schools in the local community to the college; sustaining student numbers
- the college has recently been inspected and re-confirmed as good by Ofsted, with very good outcomes for learners
- the college finances indicate that it should be able to operate stand-alone either as a sixth-form college or as a single academy trust. The overall financial resilience of the college is good compared to sector benchmarks. They are continuing to grow despite downwards demographic pressure across the area.

Portsmouth College

To continue as a stand-alone sixth-form college

- the college is predominantly offering a broad programme of level 3 academic and technical programmes. The college also has an apprenticeship contract. The adult skills allocation focuses delivery on mainly maths and English GCSE, teacher training, accounting qualifications, counselling, access to HE (health). The college is keen to work with other colleges from the Portsmouth area on curriculum planning and rationalisation to ensure a coherent offer for learners locally

- the college is growing despite the downward demographic trend. The financial information demonstrates that Portsmouth College meets the sector financial indicators for financial resilience to operate on a stand-alone basis
- Portsmouth College has a good Ofsted rating and funded student number trends.

Itchen College

To continue as a stand-alone sixth-form college.

- the college has discussed options for merger with other sixth-form colleges in the area, but those colleges have a preference for converting to academy status. This would limit Itchen College's continued aspiration to offer provision to international students. Itchen College will therefore remain stand-alone at present but will work collaboratively with other colleges on developing shared services to manage costs
- currently Itchen College makes an entry level to level 3 offer and there is a substantial and profitable international level 3 dimension to the college, representing around 10% of its students. The college offers small scale adult provision focused on health, social and child care and teaching as well as GCSE maths and English. The largest curriculum areas are sport and business and the majority of the offer is at level 3 on AS/A2 programmes or on BTEC/CTEC courses
- the college has set out plans for both growth and cost reductions, but does not fully meet financial indicators and will continue to look at greater efficiencies and options for collaboration, particularly with Richard Taunton and St Vincent sixth-form colleges
- the college is graded as good by Ofsted and has outcomes in the top 16% of sixth-form colleges nationally.

Richard Taunton College and St Vincent College

To create a formal partnership through a sixth-form college multi-academy trust.

- this would establish a sixth-form college multi-academy trust based on common values and a desire to build the resilience, capacity, innovation and efficiencies that will help both colleges to become Ofsted outstanding. The colleges will continue to collaborate with Itchen College although it will remain outside of the multi-academy trust
- early financial plans indicate that this partnership will deliver benefits to the colleges in terms of moving towards greater financial sustainability. St Vincent College has plans to develop their estate that will also bring significant financial benefits to the college to sustain the longer term position
- both colleges have a good Ofsted rating, with St Vincent recently inspected. Outcomes for learners at St Vincent College are now at or slightly above sixth-form college benchmarks. For Richard Taunton College, outcomes are still below these

benchmarks, but plans will be developed to combine the strengths of the colleges and align practice to improve outcomes.

Conclusions from this review

The purpose of area reviews is to put colleges on a stronger financial footing whilst also enabling them to better meet the economic and educational needs of learners and employers for the long term.

Throughout the review, colleges have worked closely with their LEPs, local authorities and the review team, sharing detailed information about their performance and processes. Each steering group member has been in a position to offer ideas for change, and make comments and assessments about others' proposals and plans for their area. The review team is grateful for the positive approach taken by all the local stakeholders involved in the review.

The issues identified in 'The need for change' will be addressed through:

- the FE/HE merger between Southampton City College and Southampton Solent University, which will deliver a more coherent offer for learners, that will provide clear progression routes through from level 2 to post-graduate learning. The partnership also has a particular focus on the marine sector, which will address the needs identified by the LEP
- growth in apprenticeships, in particular through the commitments made by the Fareham/Eastleigh College collaboration and the commitments from the South Downs/Havant Sixth Form College merger plans. The development of a joint venture between Brockenhurst College and Bournemouth and Poole College also has the potential to transform planning and delivery of traineeships and apprenticeships along that area of the south coast in partnership with employers
- improved financial sustainability through cost savings identified as a result of collaborations and mergers. For Isle of Wight College, Highbury College and Itchen College, the need to refine financial plans and reduce costs continues and they will continue to review opportunities for further collaboration or partnership in order to build long term financial resilience
- academisation has the potential to reduce non-pay expenditure in Barton Peveril College, St Vincent College and Richard Taunton College and increase benefits from working more closely with schools.

Next Steps

The agreed recommendations will now be taken forward through recognised structural change processes, including due diligence and consultation.

Proposals for merger, sixth-form college conversion to academies, or ministerial approval, for example of a change in name, will now need intensive work by all parties involved to realise the benefits identified. Colleges will want to give consideration to making timely applications for support from the [Restructuring Facility](#), where they can demonstrate that the changes cannot be funded through other sources. Colleges exploring academy conversion will be subject to the application process and agreement by the Sixth Form College Commissioner and the Regional Schools Commissioner.

Primary responsibility for implementation of recommendations relating to individual colleges rests with those institutions. However, it will be important to understand how progress is going in the round in each area and each set of area review recommendations will be formally monitored at both national and local levels. As the [guidance](#) produced for LEPs and local authorities sets out, all those involved in the local steering group will be expected to play their full part in ensuring that changes happen within the timescale agreed. In this context, LEPs and local authorities are expected to retain their focus on driving changes, and assessing how implementation of recommendations is contributing to local economic performance. The EFA and SFA, with oversight from the FE Commissioner and Sixth Form College Commissioner, will also be monitoring how progress is going across all areas.

A national evaluation of the area review process will be undertaken to assess the benefits brought about through implementation of options. This will include quantitative measures relating to the economy, to educational performance, to progression, to other measures of quality, and to financial sustainability. This analysis will also take account of the views of colleges, local authorities, LEPs, students and employers about how well colleges are responding to the challenges of helping address local skills gaps and shortages, and the education and training needs of individuals.



Department
for Education

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DECISION-MAKER:	CHILDREN AND FAMILIES SCRUTINY PANEL		
SUBJECT:	CHILDREN AND FAMILIES - PERFORMANCE		
DATE OF DECISION:	9 MARCH 2017		
REPORT OF:	SERVICE DIRECTOR – LEGAL AND GOVERNANCE		
<u>CONTACT DETAILS</u>			
AUTHOR:	Name:	Mark Pirnie	Tel: 023 8083 3886
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Director	Name:	Richard Ivory	Tel: 023 8083 2794
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STATEMENT OF CONFIDENTIALITY			
None			
BRIEF SUMMARY			
Attached as Appendix 1 is the key data set for Children and Families up to the end of January 2017. At the meeting senior managers from Children and Families will be providing the Panel with an overview of performance across the division since December 2016.			
RECOMMENDATIONS:			
	(i)	That the Panel consider and challenge the performance of Children and Family Services in Southampton.	
REASONS FOR REPORT RECOMMENDATIONS			
1.	To enable effective scrutiny of children and family services in Southampton.		
ALTERNATIVE OPTIONS CONSIDERED AND REJECTED			
2.	None.		
DETAIL (Including consultation carried out)			
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 31 January 2017 is attached as Appendix 1. An explanation of the significant variations in performance will be provided at the meeting.		
5.	Representatives from the Senior Management Team, Children and Families have been invited to attend the meeting and provide the performance overview.		
RESOURCE IMPLICATIONS			
<u>Capital/Revenue</u>			
6.	None.		
<u>Property/Other</u>			
7.	None.		
LEGAL IMPLICATIONS			

<u>Statutory power to undertake proposals in the report:</u>		
8.	The duty to undertake overview and scrutiny is set out in Part 1A Section 9 of the Local Government Act 2000.	
<u>Other Legal Implications:</u>		
9.	None	
POLICY FRAMEWORK IMPLICATIONS		
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"> Children and young people get a good start in life 	
KEY DECISION		No
WARDS/COMMUNITIES AFFECTED:		None directly as a result of this report
<u>SUPPORTING DOCUMENTATION</u>		
Appendices		
1.	Children and Families Monthly Dataset – January 2017	
2.	Glossary of terms	
Documents In Members' Rooms		
1.	None	
Equality Impact Assessment		
Do the implications/subject of the report require an Equality and Safety Impact Assessments (ESIA) to be carried out.		No
Privacy Impact Assessment		
Do the implications/subject of the report require a Privacy Impact Assessment (PIA) to be carried out.		No
Other Background Documents		
Equality Impact Assessment and Other Background documents available for inspection at:		
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	

Key to direction of travel:			
Increase 10% or more	⬆	Similar	➡
			Decrease 10% or less
			⬇

No	Indicator	Owner	Reporter	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	Jul-16	Aug-16	Sep-16	Oct-16	Nov-16	Dec-16	Jan-17	% change		12 month average	12-mnth max value	Benchmarking			Commentary
																		from previous month	from same month prev. yr			SN	Nat.	SE Benchmarking Group	
CP1	Number of Section 47 (S47) enquiries started	Jane White	Catherine Parkin	86	120	98	93	105	139	126	126	101	89	106	109	56	92	⬆ 64%	➡ 7%	105	139	89	88	125	There has been a rise in this figure, this is more in line with our SN and with expected numbers. Last months figure was impacted by school holidays and reduction in referrals opened in Dec. The impact of the front door changes is under continual scrutiny and analysis in order to fully understand not only the impact on referral numbers but also QA of decision making to ensure the service remains safe.
CP1-NI	Section 47 (S47) enquiries rate per 10,000 children	Jane White	Catherine Parkin	18	25	20	19	22	29	26	26	21	18	22	22	11	19	⬆ 67%	➡ 6%	22	29	15	12	13	Whilst there is a percentage increase this month from the previous month, this figure is reducing & more in line with SN.
CP2	Number of children subject to Initial Child Protection Conferences (ICPCs), excluding transfer-Ins and temporary registrations	Phil Bullingham	Stuart Webb	36	60	37	49	32	48	56	62	41	19	17	48	16	45	⬆ 181%	⬆ 25%	41	62	39	37	50	The increase this month is explained by siblings in a number of large family groups coming onto a Child Protection Plan. (five families with three children; one family with four children, one family with five children).
CP2b	Number of transfer-ins	Phil Bullingham	Stuart Webb	-	-	-	-	-	-	-	-	-	2	1	1	3	0	⬇ -100%	- n/a	1	3	Local measure	Local measure	Local measure	There were no transfers in during January and the overall figures remain low. Consequently, it is difficult to draw any conclusions from the dataset to date.
CP2b %	Percentage of transfer-ins where child became subject to a CP Plan during period	Jane White	Navlet Ferron	-	-	-	-	-	-	-	-	-	0.0%	0.0%	0.0%	100.0%	0.0%	⬇ -100%	- n/a	20.0%	100.0%	Local measure	Local measure	Local measure	-
CP2-NI	Rate per 10,000 Initial Child Protection Conferences (ICPCs)	Phil Bullingham	Stuart Webb	8	13	8	10	7	10	11	13	8	4	3	10	3	9	⬆ 181%	⬆ 22%	8	13	77	62	60	The rate of ICPCs has risen in line with the increase in numbers in CP2 (Number of children subject to ICPCs, excluding transfer-Ins and temporary registrations).
CP3-QL	Percentage of Initial Child Protection Conferences (ICPCs) held within timescales (based on count of children)	Phil Bullingham	Stuart Webb	75.0%	70.0%	40.5%	75.5%	22.3%	100.0%	58.9%	56.5%	63.4%	73.7%	70.6%	45.8%	62.5%	48.9%	⬇ -22%	⬇ -35%	60.7%	100.0%	79%	75%	92%	There has been a drop in performance since October 2016 and this will be flagged as an area for action in the February Performance Board. In a small number of cases deviation from timescales will be acceptable (for example, to facilitate the attendance of a key individual or to enable further information to be obtained). However, the recommendation is that a service manager will need to agree all cases where there would be a deviation from timescales for a period of three months.
CP3-QL (val)	Number of children subject to Initial Child Protection Conferences (ICPCs) which were held within timescales (excludes transfer-ins)	Phil Bullingham	Stuart Webb	27	42	15	37	16	46	33	35	26	14	12	22	10	22	⬆ 120%	⬇ -19%	25	46	Local measure	Local measure	Local measure	There has been a drop in performance since October 2016 and this will be flagged as an area for action in the February Performance Board. In a small number of cases deviation from timescales will be acceptable (for example, to facilitate the attendance of a key individual or to enable further information to be obtained). However, the recommendation is that a service manager will need to agree all cases where there would be a deviation from timescales for a period of three months.
CP4	Percentage of Initial Child Protection Conferences (ICPCs) resulting in a Child Protection Plan (based on count of children)	Phil Bullingham	Stuart Webb	86.1%	95.0%	91.9%	89.8%	59.4%	66.7%	80.4%	91.9%	82.9%	89.5%	88.2%	91.7%	100.0%	84.4%	⬇ -16%	➡ -2%	85.5%	100.0%	88.4%	87.1%	86.1%	This month's % is lower than SN, National and Regional. End to end audit activity has been commissioned which creates the opportunity to review decisions and the alternative actions proposed.
CP4 (val)	Number of Initial Child Protection Conferences (ICPCs) resulting in a Child Protection Plan (based on count of children) (excludes transfer-ins)	Phil Bullingham	Stuart Webb	31	57	34	44	19	32	45	57	34	17	15	44	16	38	⬆ 138%	⬆ 23%	34.77	57.00	34	35	817	This month's % is lower than SN, National and Regional. End to end audit activity has been commissioned which creates the opportunity to review decisions and the alternative actions proposed.
CP5-QL	Percentage of new Child Protection Plans (CPP) where child had previously been subject of a CPP at any time	Phil Bullingham	Stuart Webb	35.5%	15.8%	47.1%	20.5%	15.8%	6.3%	17.8%	31.6%	2.9%	29.4%	46.7%	34.1%	12.5%	43.6%	⬆ 249%	⬆ 23%	24.9%	47.1%	15.3%	16.6%	17.1%	This area has been reviewed as part of the January 2017 audit and learning will be presented to the March performance board.
CP5-QL (val)	Number of new Child Protection Plans (CPP) where child had previously been subject of a CPP at any time	Phil Bullingham	Stuart Webb	11	9	16	9	3	2	8	18	1	5	7	15	2	17	⬆ 750%	⬆ 55%	9	18	5	6	7	This area has been reviewed as part of the January 2017 audit and learning will be presented to the March performance board.
CP6B	Number of children with a Child Protection Plan at the end of the month, excluding temporary registrations	Jane White	Stuart Webb	315	346	344	337	310	306	317	335	360	349	329	344	319	328	➡ 3%	➡ 4%	333	360	329	331	410	The number has increased to a figure slightly below the SN and National average figures.
CP6B-NI	Child Protection Plan (CPP) rate per 10,000	Jane White	Stuart Webb	66	72	72	70	65	64	64	68	73	71	67	70	65	67	➡ 3%	➡ 2%	68	73	54	41	43	The rate has increased slightly since last month. As previously stated, a review of strategies employed by higher performing SN will be explored in 2017 to establish any learning that would inform our own performance improvement.
CP7	Number of ceasing Child Protection Plans, excluding temporary registrations	Jane White	Stuart Webb	43	24	38	52	43	39	28	37	14	25	32	29	46	29	⬇ -37%	⬇ -33%	34	52	36	33	39	After a large number of case closures in December 2016, the January figure is more in line with October and November levels. The end to end audit activity will support a more informed response to this area.
CP8-QL	Percentage of children subject to a Child Protection Plan seen in the last 15 working days.	Jane White	Navlet Ferron	59.0%	76.6%	85.2%	73.0%	71.6%	68.3%	76.0%	68.0%	64.0%	64.0%	67.0%	77.0%	86.0%	87.0%	➡ 1%	⬆ 47%	74.1%	87.0%	75.6%	63.7%	38.2%	-
CP9	Number of children subject to Review Child Protection Conferences (RCPCs) in the month	Phil Bullingham	Stuart Webb	102	86	93	113	100	91	64	105	59	101	89	86	84	68	⬇ -19%	⬇ -33%	88	113	39	40	50	The reducing trend continues, although Southampton remains higher than SN, National and SE. Contact with better performing areas (CP6B-NI) and end to end audit activity (CP4) will support our response in this area.
EH1a	Number of Universal Help Assessments (UHAs) started in the month	Jo Cassey	Jason Murphy	-	-	-	-	77	57	58	24	21	39	35	49	21	34	⬆ 62%	- n/a	42	77	Local measure	Local measure	Local measure	It has been agreed that as the old measure (EH1 - Number of children at end of period with Universal Help Plans, or undergoing Universal Help Assessments) is not indicative of Early Help provision across the City it is anomalous and as with EH1a and 1b will be reviewed with partner agencies to develop a preferred methodology.

No.	Indicator	Owner	Reporter	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	Jul-16	Aug-16	Sep-16	Oct-16	Nov-16	Dec-16	Jan-17	% change from previous month	% change from same month prev. yr	12 month average	12-mnth max value	SN	Nat.	SE Benchmarking Group	Commentary
EH1b	Number of Universal Help Plans (UHPs) opened in the month (includes UHPs completed, and those still open at end of period)	Jo Cassey	Jason Murphy	-	-	-	-	367	368	297	170	121	107	99	113	92	124	⬆ 35%	- n/a	186	368	Local measure	Local measure	Local measure	It has been agreed that as the old measure (EH1 - Number of children at end of period with Universal Help Plans, or undergoing Universal Help Assessments) is not indicative of Early Help provision across the City it is anomalous and as with EH1a and 1b will be reviewed with partner agencies to develop a preferred methodology.
EH2	Number of Children In Need (CIN) at end of period (all open cases, excluding UHPs, UHAs, CPP and LAC)	Jane White	Catherine Parkin	1250	1270	1313	1347	1378	1374	1424	1439	1271	1298	1271	944	1001	955	➡ -5%	⬇ -24%	1253	1439	Local measure	Local measure	Local measure	This figure has decreased as was anticipated last month. Work continues across the service to close referrals and step down to targeted or universal services if unmet needs remain or needs are identified that can be addressed appropriately by targeted or universal services following Social care involvement that do not require Social Work input.
EH3	Number of Single Assessments completed	Jane White	Catherine Parkin	185	247	195	230	282	279	189	143	252	177	227	286	104	181	⬆ 74%	➡ -2%	215	286	296	302	353	Whilst here has been a rise in this figure, this is remains lower that Oct & Nov and is lower than our SN indicating that the new approach to the front door is having a positive impact. Last months figure was impacted by school holidays and reduction in referrals opened in Dec. The impact of the front door changes is under continual scrutiny and analysis in order to fully understand not only the impact on referral numbers but also QA of decision making to ensure the service remains safe.
EH3a%	Percentage of Single Assessments (SA) completed within 10 days	Jane White	Catherine Parkin	-	-	-	-	-	-	14.7%	14.6%	15.0%	9.5%	9.1%	8.0%	14.4%	9.4%	⬇ -35%	- n/a	11.8%	15.0%	Local measure	23.0%	13.0%	There has been a decrease in this figure, indicating that the Referral opened for SA were more complex and required a longer assessment period.
EH3b%	Percentage of Single Assessments (SA) completed within 11-25 days	Jane White	Catherine Parkin	-	-	-	-	-	-	26.0%	26.8%	20.3%	20.0%	35.0%	26.9%	22.1%	28.7%	⬆ 30%	- n/a	25.7%	35.0%	Local measure	23.0%	27.0%	There has been an increase in this figure, indicating that the Referral opened for SA were more complex and required a longer assessment period.
EH3c%	Percentage of Single Assessments (SA) completed within 26-35 days	Jane White	Catherine Parkin	-	-	-	-	-	-	27.5%	12.2%	15.6%	17.0%	10.6%	16.8%	13.5%	12.2%	⬇ -10%	- n/a	15.7%	27.5%	Local measure	19.0%	20.0%	There has been a decrease in this figure, indicating that the Referral opened for SA were more complex and required a longer assessment period.
EH3d%	Percentage of Single Assessments (SA) completed within 36-45 days	Jane White	Catherine Parkin	-	-	-	-	-	-	11.8%	15.9%	17.3%	18.5%	6.1%	10.8%	27.9%	12.7%	⬇ -54%	- n/a	15.1%	27.9%	Local measure	22.0%	20.0%	There has been a decrease in this figure, indicating that the Referral opened for SA were more complex and required a longer assessment period.
EH3e%	Percentage of Single Assessments (SA) completed over 45 days	Jane White	Catherine Parkin	35.1%	40.5%	36.4%	40.4%	47.5%	38.4%	20.1%	30.5%	31.9%	35.0%	39.2%	37.4%	22.1%	37.0%	⬆ 67%	➡ 5%	35.1%	47.5%	Local measure	13.0%	20.0%	There has been an increase in this figure, indicating that the Referral opened for SA were more complex and required a longer assessment period.
EH4 (val)	Number of Single Assessments (SA) completed in 45 working days	Jane White	Catherine Parkin	120	147	124	137	148	172	151	103	171	111	139	179	81	114	⬆ 41%	➡ -5%	137	179	287	299	240	There has been an increase in this figure, indicating that the Referral opened for SA were more complex and required a longer assessment period.
EH4-QL	Percentage of Single Assessments (SA) completed in 45 working days	Jane White	Catherine Parkin	64.9%	59.5%	63.6%	59.6%	52.5%	61.6%	79.9%	72.0%	67.9%	62.7%	61.2%	62.6%	77.9%	63.0%	⬇ -19%	➡ -3%	64.9%	79.9%	96.8%	81.5%	67.9%	There has been a decrease in this figure, indicating that the Referral opened for SA were more complex and required a longer assessment period.
EH5-QL	Number of children open to the authority who have been missing at any point in the period (count of children)	Jane White	Catherine Parkin	26	22	23	37	41	50	52	47	40	56	67	58	31	50	⬆ 61%	⬆ 92%	44	67	Local measure	Local measure	Local measure	There has been an increase in this figure, indicating that the Referral opened for SA were more complex and required a longer assessment period. There woos also been an impact due to the lowered numbers of referral opened for SA last month.
LAC1	Number of Looked after Children at end of period	Jane White	Lisa-Marie Minnis	606	605	605	591	592	609	611	612	603	606	605	602	586	584	➡ 0%	➡ -4%	601	612	450	464	520	Significant work has been undertaken in the service to reduce the numbers of children becoming looked after and this is now having a positive impact with the reduction from a previous high of 612 to the current figure of 586. This work has included the strengthening of our decision making panels in respect of children and more creative ways of working with families.
LAC10 (%)	Percentage of Looked after Children with an authorised CLA plan	Jane White	Lisa-Marie Minnis	82.8%	84.1%	86.6%	86.8%	87.5%	88.2%	89.9%	89.5%	90.0%	89.9%	90.4%	90.5%	92.2%	94.3%	➡ 2%	⬆ 14%	89.2%	94.3%	Local measure	Local measure	Local measure	This figure has increased since the previous dataset and the expectation is that there are 100% authorised care plans. This is being addressed by SM with TMs.
LAC10-QL	Number of Looked after Children with an authorised CLA Plan	Jane White	Lisa-Marie Minnis	502	509	524	513	518	537	549	548	543	545	547	545	540	551	➡ 2%	⬆ 10%	536	551	Local measure	Local measure	Local measure	This figure has increased since the previous dataset and the expectation is that there are 100% authorised care plans. This is being addressed by SM with TMs.
LAC11-QL	Number of Looked after Children aged 16+ or open Care Leavers with an authorised Pathway Plan	Jane White	Lisa-Marie Minnis	151	152	156	157	159	157	156	155	152	150	155	131	132	149	⬆ 13%	➡ -1%	151	159	Local measure	Local measure	Local measure	There has been an improvement in the number of Pathways plans that have been signed off by a manager due to the ATM post being recruited to. Over the coming months it is expected that there will be a significant improvement due to increased management capacity to drive team performance. However the data definition still needs some analysis to ensure that the measure is correct
LAC11-QL (%)	Percentage of Looked after Children aged 16+ or open Care Leavers with an authorised Pathway Plan	Jane White	Lisa-Marie Minnis	-	-	63.4%	63.6%	64.9%	63.3%	61.7%	61.3%	60.0%	60.0%	61.0%	88.0%	87.0%	92.0%	➡ 6%	- n/a	68.8%	92.0%	Local measure	Local measure	Local measure	As above (LAC11-QL)
LAC12 (%)	Percentage of Special Guardianship Orders (SGOs) (E43, E44)	Jane White	Lisa-Marie Minnis	0.0%	14.3%	0.0%	4.3%	11.1%	33.3%	20.0%	0.0%	5.6%	23.5%	21.4%	5.6%	10.0%	0.0%	⬇ -100%	- n/a	11.5%	33.3%	10.0%	11.0%	9.0%	There are currently 14 active SGO reports completed and before the Court or nearing completion and due to be filed within the next few weeks. This area of work has remained a priority for the service and active review and tracking of these cases is in place to ensure we do not lose focus in this area. The breakdown of the fourteen children is as follows. Nine children's cases are before the Court, five children have positive reports completed and applications will be made within the next few weeks.
LAC12 (val)	Number of Special Guardianship Orders (SGOs) (E43, E44)	Jane White	Lisa-Marie Minnis	0	2	0	1	2	3	2	0	1	4	3	1	2	0	⬇ -100%	- n/a	2	4	2	6	5	There are currently 14 active SGO reports completed and before the Court or nearing completion and due to be filed within the next few weeks. This area of work has remained a priority for the service and active review and tracking of these cases is in place to ensure we do not lose focus in this area. The breakdown of the fourteen children is as follows. Nine children's cases are before the Court, five children have positive reports completed and applications will be made within the next few weeks.

No.	Indicator	Owner	Reporter	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	Jul-16	Aug-16	Sep-16	Oct-16	Nov-16	Dec-16	Jan-17	% change from previous month	% change from same month prev. yr	12 month average	12-mnth max value	SN	Nat.	SE Benchmarking Group	Commentary
LAC13	Number of current unaccompanied Asylum Seeking Children looked after at end of period	Jane White	Lisa-Marie Minnis	-	-	-	-	-	-	4	6	5	5	7	11	10	10	⇒ 0%	- n/a	7	11	17	40	95	Ten UASC currently are supported by Southampton Children's Services and live in accommodation which meets their specific needs. Southampton has now filled its quota and there should not be any significant rise.
LAC14	Number of new unaccompanied Asylum Seeking Children	Jane White	Lisa-Marie Minnis	-	-	-	-	-	-	0	2	0	0	1	4	0	0	- n/a	- n/a	1	4	Local measure	Local measure	Local measure	As above (LAC13)
LAC1-NI	Looked after Children rate per 10,000	Jane White	Lisa-Marie Minnis	127	126	126	123	124	127	124	125	123	123	123	122	119	119	⇒ 0%	⇒ -6%	124	127	76	60	54	Significant work has been undertaken in the service to reduce the numbers of children becoming looked after and this is now having a positive impact with the reduction from a previous high of 612 to the current figure of 584. This work has included the strengthening of our decision making panels in respect of children and more creative ways of working with families.
LAC2	Number of new Looked after Children (episodes)	Jane White	Lisa-Marie Minnis	6	14	16	16	24	16	13	11	8	25	8	14	7	7	⇒ 0%	↑ 17%	14	25	17	18	22	Seven new children became looked after in January. This is a significant decrease than previous months prior to the LAC reduction plan had embedded. Early work on care planning will ensure that plans are in place for those children for either reunification or alternative routes out of care as early as possible. The LAC reduction work will see net reductions in the numbers of LAC month on month if this figure holds steady although there will be occasional spikes.
LAC3	Number of ceasing Looked after Children (episodes)	Jane White	Lisa-Marie Minnis	9	14	10	23	18	9	10	14	18	17	14	18	20	10	↓ -50%	↑ 11%	15	23	17	18	20	10 children have exited care this month, four for adoption, three returned home and the rest returned 18. This is a lower figure than previous months, notably there were no SGOs granted however there is a significant piece of work to ensure SGOs are on track. The low figure is not cause for alarm as it is a natural ebb and flow from month to month.
LAC6 (%)	Percentage of adoptions (E11, E12)	Jane White	Lisa-Marie Minnis	33.3%	28.6%	10.0%	56.5%	27.8%	22.2%	30.0%	35.7%	50.0%	29.4%	35.7%	22.2%	15.0%	40.0%	↑ 167%	↑ 20%	31.0%	56.5%	18.2%	16.0%	Not available	The number of children being adopted each month remains steady and with expected targets. It needs to be noted that there is a significant staff storage in the adoption and this will impact on staff availability to ensure Annex A are completed with in the 10 weeks. The priority of the team must be securing adoption placements for children waiting. However S'ton still retains the highest % of children leaving care via adoption compared to RAA partners.
LAC6 (val)	Number of adoptions (E11, E12)	Jane White	Lisa-Marie Minnis	3	4	1	13	5	2	3	5	9	5	5	4	3	4	↑ 33%	↑ 33%	5	13	3	3	3	As above (LAC6 (%))
LAC7- Page 67	Percentage of Looked after Children visited within timescales	Jane White	Lisa-Marie Minnis	69.8%	65.6%	71.1%	59.1%	76.5%	75.0%	73.0%	66.0%	66.0%	69.0%	70.0%	76.0%	76.0%	82.0%	⇒ 8%	↑ 17%	71.2%	82.0%	Local measure	Local measure	Local measure	The weekly performance meeting, whereby TMs are required to account for their team performance, is starting to address reasons why visits are not being completed in timescales. TMs have reported that there are still reporting problems in regards to the report distinguishing between 6 and 12 weekly visits. Further, in order to address team based performance it is essential to be provided that visits broken down by team.
LAC9	IFA placements as a percentage of all looked after children	Jane White	Lisa-Marie Minnis	29.9%	30.2%	29.1%	28.6%	30.6%	28.7%	26.7%	26.5%	25.9%	24.9%	26.0%	26.4%	27.0%	26.0%	⇒ -3%	↓ -13%	27.4%	30.6%	Local measure	Local measure	Local measure	There is still a shortage of foster carers locally to meet demand. Work which is being undertaken in respect of edge of care / return home will see some placements freed up but it is still difficult to locally place our most challenging young people.
LAC9 (val)	Number of IFA placements	Jane White	Lisa-Marie Minnis	181	183	176	169	181	175	163	162	156	151	157	159	158	152	⇒ -4%	↓ -16%	165	183	Local measure	Local measure	Local measure	Work is ongoing as part of the LAC reduction work to look at the children in long-term IFA's to see if SGO is an option for the carers.
M1	Number of contacts received (includes contacts that become referrals)	Jane White	Catherine Parkin	1053	1154	1013	1179	1062	1411	1256	1395	1377	1480	1547	1534	1260	1466	↑ 16%	↑ 39%	1318	1547	Local measure	Local measure	Local measure	There is an increase in this figure as anticipated last month and this in line with the front door changes and anticipated increase in contacts.
M2	Number of new referrals of Children In Need (CIN)	Jane White	Catherine Parkin	302	346	326	306	267	324	334	373	300	417	320	208	198	270	↑ 36%	↓ -11%	307	417	379	350	425	There is an increase in this figure as anticipated last month and this in line with the front door changes and anticipated increase in contacts. This figure remains lowered than our SN and is a direct impact of the front door changes which other LA's will not be using as not a national model.
M2-NI	Number of new referrals of Children in Need (CIN) rate per 10,000 (0-17 year olds)	Jane White	Catherine Parkin	63	72	68	64	56	68	70	76	61	85	65	42	40	55	↑ 37%	↓ -13%	63	85	747	548	509	There is an increase in this figure as anticipated last month and this in line with the front door changes and anticipated increase in contacts. This figure remains lower than our SN and is a direct impact of the front door changes which other LA's will not be using as not a national model.
M3	Percentage of all contacts that become new referrals of Children In Need (CIN)	Jane White	Catherine Parkin	28.7%	30.0%	32.2%	26.0%	25.1%	23.0%	26.6%	26.7%	21.8%	28.2%	20.7%	13.6%	15.7%	18.4%	↑ 17%	↓ -36%	23.7%	32.2%	Local measure	Local measure	Local measure	There has been an increase in this figure, this though remains significantly lower than previous months and is also linked to the embedding of the new front door model.
M4	Number of new referrals of children aged 13+ where child sexual exploitation was a factor	Jane White	Catherine Parkin	5	7	6	5	6	6	4	3	3	6	3	2	0	1	- n/a	↓ -80%	4	7	Local measure	Local measure	Local measure	The issue was not solved until the last week of January. The piece of work has been delayed due to sickness for the member of staff identified to undertake this piece of work. The forms are now able to record this. It needs to be noted this relates to CSE identified at point of referral. Using the MET Ops Group and work of the CSE Hub are also identifies these children but not for the purposes of this data set.
M5	Number of children receiving Universal Help services who are stepped up for Children In Need (CIN) assessment	Jane White	Catherine Parkin	14	17	28	22	29	41	36	28	37	22	27	30	25	27	⇒ 8%	↑ 93%	28	41	Local measure	Local measure	Local measure	There has been a slight increase in this figure, it also needs to be noted that this only captures cases open to one of the 3 FM teams and not the wider EH offer across the city which could be categorised in the same way.
M6-QL	Percentage of referrals which are re-referrals within one year of a closure assessment	Jane White	Catherine Parkin	22.8%	20.8%	15.6%	21.9%	19.9%	26.2%	23.7%	20.1%	20.7%	19.7%	23.1%	20.2%	14.6%	17.0%	↑ 16%	↓ -26%	20.3%	26.2%	23.6%	24.0%	27.7%	There has been a increase in this figure, though this remains lower overall and is indicative of the overall increase in referrals opened this month.
M6-QL (val)	Number of referrals which are re-referrals within one year of a closure assessment	Jane White	Catherine Parkin	69	72	51	67	53	85	79	75	62	82	74	42	29	45	↑ 55%	↓ -35%	63	85	Not available	Not available	314	There has been a increase in this figure, though this remains lower overall and is indicative of the overall increase in referrals opened this month. It needs to be considered as we embed changes in EH & 0-19 offer and a clearer differentiation between EH & CIN needing statutory Social care assessment that this number may increase & referral routes for EH (including FM) need to not only be clear but flexible to the needs of children & their families.

No.	Indicator	Owner	Reporter	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	Jul-16	Aug-16	Sep-16	Oct-16	Nov-16	Dec-16	Jan-17	% change from previous month	% change from same month prev. yr	12 month average	12-mnth max value	SN	Nat.	SE Bench-marking Group	Commentary
M8-QL	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	Jane White	Catherine Parkin	61.0%	72.0%	71.4%	80.2%	78.9%	73.0%	79.1%	75.0%	79.0%	76.0%	81.0%	91.0%	90.0%	88.0%	⇒ -2%	↑ 44%	79.6%	91.0%	Local measure	Local measure	Local measure	There has been a slight decrease in this figure and will have been impacted by the higher number of contacts & referrals this month
M8-QL	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	Jane White	Catherine Parkin	61.0%	72.0%	71.4%	80.2%	78.9%	73.0%	79.1%	75.0%	79.0%	76.0%	81.0%	91.0%	90.0%	88.0%	⇒ -2%	↑ 44%	79.6%	91.0%	Local measure	Local measure	Local measure	-

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/>

DECISION-MAKER:		CHILDREN AND FAMILIES SCRUTINY PANEL	
SUBJECT:		MONITORING SCRUTINY RECOMMENDATIONS	
DATE OF DECISION:		9 MARCH 2017	
REPORT OF:		SERVICE DIRECTOR - LEGAL AND GOVERNANCE	
<u>CONTACT DETAILS</u>			
AUTHOR:	Name:	Mark Pirnie	Tel: 023 8083 3886
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STATEMENT OF CONFIDENTIALITY			
None			
BRIEF SUMMARY			
This item enables the Children and Families Scrutiny Panel to monitor and track progress on recommendations made at previous meetings.			
RECOMMENDATIONS:			
	(i)	That the Panel considers the responses to recommendations from previous meetings and provides feedback	
REASONS FOR REPORT RECOMMENDATIONS			
1.	To assist the Panel in assessing the impact and consequence of recommendations made at previous meetings.		
ALTERNATIVE OPTIONS CONSIDERED AND REJECTED			
2.	None.		
DETAIL (Including consultation carried out)			
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.		
RESOURCE IMPLICATIONS			
<u>Capital/Revenue</u>			
5.	None.		
<u>Property/Other</u>			
6.	None.		

LEGAL IMPLICATIONS		
<u>Statutory power to undertake proposals in the report:</u>		
7.	The duty to undertake overview and scrutiny is set out in Part 1A Section 9 of the Local Government Act 2000.	
<u>Other Legal Implications:</u>		
8.	None	
POLICY FRAMEWORK IMPLICATIONS		
9.	None	
KEY DECISION		No
WARDS/COMMUNITIES AFFECTED:		None directly as a result of this report
<u>SUPPORTING DOCUMENTATION</u>		
Appendices		
1.	Monitoring Scrutiny Recommendations – 9 March 2017	
Documents In Members' Rooms		
1.	None	
Equality Impact Assessment		
Do the implications/subject of the report require an Equality and Safety Impact Assessments (ESIA) to be carried out.		No
Privacy Impact Assessment		
Do the implications/subject of the report require a Privacy Impact Assessment (PIA) to be carried out.		No
Other Background Documents		
Equality Impact Assessment and Other Background documents available for inspection at:		
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 – 9th March 2017

Date	Title	Recommendation	Action Taken	Progress Status
22/09/16	Children & Families Performance	1) That the Children and Families dataset provided to the Panel is updated to include indicators relating to the outcomes of Care Leavers.		
05/01/17	Educational Attainment for Looked After Children (LAC)	1) That, to enable more timely and targeted support, systems are developed and implemented that enable the progress and performance of LAC to be tracked more effectively.	Response to be circulated to the Panel.	
		2) That, prior to the next meeting of the Panel, the following information is provided: a) Anonymised information on the grade predictions for the current Year 11 LAC Cohort for GCSE English and Maths. b) Details on revision classes and additional support available within schools to support Southampton's Year 11 LAC cohort. c) Details on how many of the 2015/16 LAC Year 11 cohort are re-taking their GCSE's.	Information to be circulated to the Panel.	
		3) That the Panel are provided with a briefing paper at a future meeting on the proposals for a 'buddying scheme' for LAC.	Response to be circulated to the Panel.	
05/01/17	Outcomes for Care Leavers	1) That the Panel are provided with a breakdown identifying the length of time care leavers who are NEET have been out of education, employment or training.	Information to be circulated to the Panel.	
		2) That the Panel are provided with the number of care leavers currently working as an apprentice at the Council.	Information to be circulated to the Panel.	
		3) That, to support rising aspirations for looked after children, success stories demonstrating what care leavers from Southampton can achieve are promoted.	Response to be circulated to the Panel.	
		4) That consideration is given to supporting 'taster	Response to be circulated to the Panel.	

Date	Title	Recommendation	Action Taken	Progress Status
		sessions' for looked after children where they are provided with the opportunity to try different occupations prior to leaving care.		