

CORPORATE PARENTING PANEL

**Venue: Town Hall,
Moorgate Street,
Rotherham. S60 2TH**

Date: Tuesday, 24th October, 2017

Time: 5.00 p.m.

A G E N D A

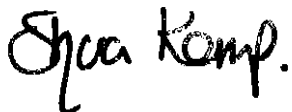
1. To determine if the following matters are to be considered under the categories suggested in accordance with the Local Government Act, 1972.
2. To determine any item which the Chairman is of the opinion should be considered as a matter of urgency.
3. Apologies for absence.
4. Declarations of Interest.
5. Minutes and Matters arising from the previous meeting held on 22nd August, 2017 (Pages 1 - 6)
6. Corporate Parenting Panel Revised Terms of Reference (Pages 7 - 10)
7. Looked After Children Promises (Pages 11 - 14)
Terri Roche, Director of Public Health, to report
8. LACC CPP Update July to September 2017 (Pages 15 - 18)
9. Corporate Parenting Performance - September 2017 (Pages 19 - 42)
10. LAC Educational Outcomes/Virtual Head Teacher (Pages 43 - 84)
11. South Yorkshire Regional Adoption Agency Update
12. Relaunch of the LAC Council Campaign - "This is Not a Suitcase"
13. Special Leave Provision for Foster Carers/Adopters (Pages 85 - 90)

14. Exclusion of the press and public
That under Section 100(A) 4 of the Local Government Act 1972, the public be excluded from the meeting for the following item of business on the grounds that it involves the likely disclosure of exempt information as defined in Paragraph 3 of Part 1 of Schedule 12(A) of such Act indicated, as now amended by the Local Government (Access to Information) (Variation) Order 2006 (information relates to finance and business affairs).
15. Fostering Carer Recruitment (Pages 91 - 98)
16. Date and time of the next meetings: -
Tuesday, 19th December, 2017
27th February, 2018
24th April

All commencing at 5.00 p.m.

Membership of the Corporate Parenting Panel: -

Councillors G. Watson (Deputy Leader and Children and Young People's Services Portfolio holder), M. Clark (Chair of the Improving Lives Select Commission), V. Cusworth (second representative of the Improving Lives Select Commission), M. S. Elliott (Minority Party representative) and J. Elliot (representative on the Fostering and Adoption Panels).



Sharon Kemp,
Chief Executive.

**CORPORATE PARENTING PANEL
Tuesday, 22nd August, 2017**

Present:- Councillor Watson (in the Chair); Councillors Cusworth, Elliot and M. Elliott.

Also present were Sharon Fenoughty, Catherine Hall, Deborah Johnson, Sharon Sandell and Ian Thomas.

Apologies for absence:- Apologies were received from Councillor Clark, Mel Meggs, Audra Muxlo, Rebecca Wall and Ian Walker.

17. DECLARATIONS OF INTEREST

There were no Declarations of Interest to report.

18. LAC COUNCIL UPDATE

Representation of the LAC Council on this Panel was considered and debated at length.

To avoid withdrawing from meetings for certain items if a LAC Council representative joined the Panel, it was suggested that the Chair attend meetings of the LAC Council and report back on matters discussed on a regular basis.

19. MINUTES OF THE PREVIOUS MEETING HELD ON 18TH JULY, 2017

Resolved:- That the minutes of the previous meeting held on 18th July, 2017 be approved as a correct record of proceedings.

With regards to Minute No. 3 (LAC Council Update) the Rotherham Proud DVD had been widely circulated and was available for viewing on Youtube.

Further to Minute No. 4 (Apprenticeship Strategy 2017-2020) and the high benchmark of GCSE grades, the Chair was to take this matter up with Human Resources direct.

In terms of LAC apprenticeships an update was provided on the four currently, one of which was ending shortly, one was proving to be very successful and the two others were being maintained.

20. CORPORATE PARENTING PANEL TERMS OF REFERENCE

Consideration was given to the current terms of reference of the Corporate Parenting Panel which were currently available on the Council's Website and whether or not they should be revised.

Each section of the document was considered and amendments suggested as follows:-

Section 2 – include “care leavers” in (ii).

Section 3 – include “where appropriate” at the end of (ix).

Section 3 – appointment of Champions:-

- *Housing* – Councillor Watson
- *Employment and training opportunities within council departments and with partner agencies* – Councillor M. Elliott
- *Health (including mental health)* – Councillor J. Elliot
- *Educational Attainment and access to Higher Education* – Councillor Watson
- *Foster carer recruitment and retention* – Councillor Cusworth
- *Response to those who go missing* – Councillor Clark

Section 4 – include Care Leavers Forum after Children in Care Council.

Section 7 – membership – Councillor Cusworth to be appointed as Vice-Chair.

Membership to include key partners and will include senior local police officer, Virtual Head Teacher, a representative from Housing and designated Health lead.

Section 8 – First bullet point include “Strategic” in front of Director, second bullet point to rename Assistant Director with “Assistant Deputy Director, Children and Young People’s Services”.

Section 9 – for the Total Respect training be recommended and commissioned for Corporate Parenting Panel Members.

Section 11 - to rename the Children’s Trust with Children and Young People’s Partnership.

As part of the wider discussion about the Terms of Reference the visits to Children’s Homes alongside the Regulation 44 visitor which Councillor M. Elliott expressed an interest to be involved in. It was also suggested a programme of visits be developed for the Panel to visit the accommodation provided for LAC.

Given the Council’s role as Corporate Parent it was also suggested that the profile of the needs of looked after children and care leavers needed to be raised and to this end an all Member Seminar should be arranged in due course.

Resolved:- (1) That the Terms of Reference as suggested be updated and circulated to the Panel for final sign off.

- (2) That Councillor Cusworth be appointed as Vice-Chair of the Corporate Parenting Panel.
- (3) That the nominated champions, as listed, be circulated to the LAC Council and Care Leavers Forum for information.
- (4) That arrangements be made for Councillor M. Elliott to be included in a Regulation 44 visit.
- (5) That a programme of visits be arranged to accommodation for LAC.
- (6) That an all Member Seminar on the needs of looked after children and care leavers be arranged.

21. CORPORATE PARENTING PERFORMANCE - JUNE 2017

Consideration was given to the report presented by Deborah Johnson, Performance Assurance Manager – Social Care, and supported by Ian Thomas, Strategic Director for Children and Young People's Services, which provided a summary of performance for key performance indicators across Looked After Children services. This was read in conjunction with the accompanying performance data report at Appendix A detailing trend data, graphical analysis and benchmarking data against national and statistical neighbour averages where possible.

A service overview and context was provided which indicated a continual increase in the Looked After Children profile and reasons for the increases, sustained improvement whilst not achieving set targets, recruitment of permanent staff giving confidence and stability, Looked After Children population/age distribution and the noticeable increase in numbers in the age range of 10-15.

It was also pointed out that at the end of June (not May as indicated in the report) 73.8% of children had an up-to-date plan, which was a decline on previous months. However, as of today 94% of children had an up-to-date plan.

Attention was also drawn to percentage of reviews completed during 2016/17, upward trend on visiting standards, breakdown detail on placements both inside and outside the borough, placement performance and avoidance of placement disruption, stable placements for care leavers, timeliness for dental checks, declining performance on health assessment reviews, completion of personal education plans for eligible children and local target setting for the Virtual School, numbers of care leavers, access into education, employment and training (with examples) and the need for high quality accommodation provision.

Rotherham's policy was to persevere in seeking adoptive placements for all children. However, 55% of children in the adoptive pathway process

had been assessed as “hard to place” of which there were a total of 68 children. Further information was to be provided on the adaptations to adopters’ homes should they be willing to adopt a child with specific disabled needs.

The Panel welcomed the information relating to the number of cases per Looked After Children Team Social Workers, which was relative stable at 10.7.

Resolved:- (1) That the contents of the report and accompanying dataset (Appendix A) be received and noted.

(2) That a breakdown of data on placements both inside and outside the borough be circulated to all Panel Members for information.

(3) That further information be circulated to Panel Members on the adaptations process for adoptive parents.

22. LEAVING CARE SERVICE ANNUAL REPORT

Consideration was given to the report presented by Sharon Sandell, Service Manager Leaving Care, which provided an overview of what Rotherham’s Leaving Care Service provided to support the young people aged 16 – 21 (25 where there was the extended duty and the current staffing complement).

Further information was provided on the accommodation project – Hollowgate; a block of 10 self-contained flats with 24:7 staff support on site to support young people manage their accommodation and tenancy in a way that gets them ready to move to their own accommodation over a planned timescale.

Rotherham’s Leaving Care Service continued to be members of the National Benchmarking Forum and Local Regional Group. This supported the service to sustain awareness of legislative and best practice developments, build professional networks and access thematic events.

The Leaving Care Service had now settled into 2 Chatham Villas. Young people know where their Personal Advisors and Social Workers were and readily accessed them on a regular basis both on a planned and casual basis.

In addition, Hollowgate has recently undergone a revision of its admission criteria which has resulted in significantly reduced call outs to the Police and created a more settled environment to support young people progress. The numbers of successful transitions to secure tenancies has increased as a result.

The performance of the Leaving Care Service had improved significantly over the last year – performance was nearing 100% of Pathway Plan

completion for young people after 18 and over and was 87% overall. This was a site of challenge at performance clinics so that both the timeliness and quality of plans had improved.

As part of the preparation for OFSTED and noted in their monitoring visit were some concerns about an understanding of leaving care legislation, entitlements and eligibility for service across CYPS and partner agencies. In response the Leaving Care Service had developed Leaving Care/Pathway Plan training to support people developing an understanding of the legislation and how to produce good quality pathway plans. Three sessions have been delivered to 35 members of staff to date across LAC, LC, Localities and the IRO service with four more planned for the autumn and this had been well received to date.

Taking into account this report it was suggested moving forward the Panel receive further reports on missing children, those at high risk, what could be done better and evaluation and in addition a report looking at CAMHS and access to assessments and oversight of the working arrangements.

The Panel welcomed information about the Looked After Children Service and acknowledged the work taking place.

Resolved:- (1) That the report be received and the contents noted.

(2) That the possible implications for the Service arising from recent legislation be noted.

(3) That further reports be submitted on Missing Children and CAMHS to future meetings.

23. IMPLEMENTATION OF THE LOOKED AFTER CHILDREN (LAC) AND CARE LEAVERS STRATEGY - FIRST REVIEW

Further to Minute No. 47 of the meeting of this Panel held on 28th February, 2017, consideration was given to the report presented by Ian Thomas, Strategic Director for Children and Young People's Services, which provided the first update of progress/developments six months into the planned three year cycle of the Strategy and identified where further work was still required in order to achieve its agreed objectives.

A more detailed report would be presented in the longer term as the Strategy became more established with associated remedial action where necessary.

Resolved:- That the report be received and the contents noted and any challenges raised as appropriate.

24. CHALLENGE AND ESCALATION OVERVIEW

Consideration was given to the report whose key aim was to provide a regular overview of the number of Escalations by Independent Reviewing Offices via the formal Challenge and Escalation process (this replaced the Dispute Resolution Process in September 2016).

Particular reference was made to the Independent Reviewing Officer's monitoring and challenge alongside the escalation and challenge process, which was a formal route by which the Independent Reviewing Officer could escalate their concern to the appropriate management level.

The process should provide for no more than twenty working days to resolve the issue, depending on the complexity of the issues raised via the process.

Clarification was sought on the capture of evidence and the forms for completion held within Liquid Logic (clearly set out in the procedure) and the need for a more stable workforce through the reduction of agency staff.

Resolved:- That the report be received and the contents noted.

25. DATE AND TIME OF THE NEXT MEETING

Resolved:- That the next meeting be held on Tuesday, 24th October, 2017 at 5.00 p.m.

ROTHERHAM CORPORATE PARENTING PANEL TERMS OF REFERENCE

Corporate Parenting Panel

1. Our Commitment to Children and Young People in care:

Rotherham Metropolitan Borough Council is committed to raising the quality of life of everyone living within the borough. For children in particular, the council aims to provide high quality opportunities for learning and ensure children are healthy and safe. It is important that the Corporate Parenting Panel members ensure that the Council provides such care, education and opportunities that the Panel would be afforded to their own children.

2. Purpose:

- i) To lead on behalf of the Council and partners of the Local Authority to ensure that all services directly provided for children and young people in care and care leavers are scrutinised to deliver to a high standard and to all statutory requirements.
- ii) To raise the aspiration, ambitions and life chances of children and young people in care and care leavers, narrowing the gap of achievement between children in care, care leavers and their peers.
- iii) To ensure that children in care are protected and supported to develop as healthy citizens, able to participate in their community.
- iv) To ensure that all elected members are aware of their corporate parenting responsibilities and that all Council services are mindful of the needs of children in care and respond accordingly within their particular remit.

3. Functions of the Panel:

- i) To receive statutory reports in relation to the adoption, fostering, commissioning, looked after children (LAC) services, children's homes, and the virtual school with a view to recommending any changes.
- ii) Ensure that the profile of the corporate parenting agenda is incorporated into key plans, policies and strategies through out the Council overseeing interagency working arrangements. Review reports relating to complaints from looked after children to ensure officers have dealt with these appropriately and made any recommendations for change.
- iii) Raise awareness in Rotherham Council and the wider community by promoting the role of members as corporate parents and the Council as a large corporate family with key responsibilities.
- iv) Raise the profile of the needs of looked after children and care leavers through a range of actions including through the organising of celebratory events for the recognition of achievement.
- v) Ensure that leisure, cultural, further education and employment opportunities are offered and taken up by our looked after children and care leavers.

- vi) Promote the development of participation and ensure that the view of children and young people are regularly heard through the Corporate Parenting Panel to improve educational, health and social outcomes to raise aspiration and attainments.
- vii) Undertake meetings with children and young people in care, frontline staff and foster carers to inform the panel of the standards of care and improvement outcomes for looked after children.
- viii) Monitor the ongoing commitment to providing support, training and clarity of expectations to foster carers to achieve excellent and high quality care.
- ix) To appoint elected members to undertake visits to residential children's homes alongside the appointed regulation 44 visitor where appropriate.
- x) To participate in the QA Visits to Out of Authority Visits alongside the Placements and Commissioning Team.
- xi) To undertake QA visits to their teams and services in and related to the LAC Service to improve understanding of the functioning of the service and contribute to service development.
- xii) To appoint elected members as Champions for Children in Care in respect of the following strands:
 - *Housing – Cllr Watson*
 - *Employment and training opportunities within council departments and with partner agencies – Cllr M Elliott*
 - *Health (including mental health)- Cllr J Elliott*
 - *Educational Attainment and access to Higher Education – Cllr Watson*
 - *Foster carer recruitment and retention – Cllr Cusworth*
 - *Response to those who go missing – Cllr Clark*

4. Children in Care Council

Representatives from the Children in Care Council and Care Leavers' Forum will contribute to the Corporate Parenting Panel through methods agreed with them

5. Work Programme

The Corporate Parenting Panel will meet every two months, formally agreeing a skeleton work programme annually and reviewing at each meeting. In reviewing the work programme, the panel may agree to request reports on particular matters of their own preference or as advised by the lead officer.

6. Performance Monitoring

The Corporate Parenting Panel will scrutinise and monitor outcomes for children in care and care leavers. To this end, the panel will develop and agree a core data set which it wishes to receive at each panel meeting. Additional detailed monitoring reports will be presented in accordance with the agreed work programme on the following key aspects of care:

- Placement stability

- Independent child care reviews
- The performance of all care standards regulated services:
 - Adoption and adoption support;
 - Fostering; and
 - Children's homes
- Service to care leavers, including accommodation, education, employment and training
- The health needs of children in care
- Educational attainment of children in care

7. Membership of the Panel

There will be standing membership of the Corporate Parenting Panel to provide continuity and consistency. Councillors outside the standing membership will be invited to discuss issues and raise questions within a standing agenda item.

Membership to include key partners and will include senior local police officer, Virtual Head Teacher, a representative from Housing and designated Health lead.

The Councillor standing membership will consist of up to 10 members, which will be reviewed on an annual basis.

The Advisory Lead Member will be chair the panel.

The CPP has nominated Cllr Cusworth to be the vice chair of the Panel.

Membership will also include a foster carer and representatives from the Children in Care Council.

8. Officer support

- The Strategic Director of Children's Services is responsible for ensuring that the panel has sufficient officer support to lead the council's corporate parenting strategy.
- The Assistant Deputy Director, Children and Young People's Services, will be the lead officer for the panel together with the Heads of Service/ Service Managers for Looked after Children, Leaving Care, Adoption and Fostering, the Head of the Virtual School and the Children's Rights lead.
- Democratic Services will provide the administrative arrangements and constitutional guidance to the panel.

9. Training

Appropriate training will be commissioned for corporate panel members as required.

Total Respect training is to be recommended and commissioned for Corporate Parenting Panel Members.

10.. Frequency of meetings:

Meetings will be bi-monthly preceded by an agenda setting meeting.

11. Reporting Mechanisms:

The Corporate Parenting Panel will report to the Local Safeguarding Children Board, the appropriate Scrutiny Panel, Health and Well Being Board and the Children and Young People's Partnership on a six monthly basis.

Draft

Our promise

nda Item 7



**LOOKED AFTER
CHILDREN'S COUNCIL**

Rotherham
Metropolitan
Borough Council



I am your worker and I promise I will...

- help you to live in a safe place where you are protected from harm
- help you to explore and be ready for the world of work
- help you to be happy & healthy
- help you to be proud of yourself and celebrate your individual beliefs

- help you take part in activities that you enjoy or that you are interested in
- help you to learn new skills as you grow up and become an adult
- fully involve you in plans and decisions about you and your future
- help you to learn and do your best at school and college
- listen to what you have to say and make sure it makes a difference

01709 823764

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Are you are a Rotherham Looked After Child or a Child Leaving Care?



LOOKED AFTER CHILDREN'S COUNCIL

We promise:



REF: 77224/2017

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Rotherham Looked After Children's Council (LACC) – Corporate Parenting Panel - Update Report July to September 2017

Summary

Over this period our LAC Council volunteers have been busy as ever, actively and successfully meeting the core 3 aims of their Voice & Influence Project. Young people have engaged in meaningful consultations and co-production work that is helping to shape the services looked after and leaving care young people use. Young people have engaged in a Focus Group to review the LAC & LC Corporate Promises, and actively engaged in consultations at the Different but Equal Event. The LACC also engaged in a full Summer of Activities Programme that they had planned themselves also young people participated in the Rotherham Show and supported the pride of Rotherham Awards. In addition, the LAC Council have started preparations for their 'this is NOT a Suitcase' Campaign.

The numerous experiences and opportunities offered to young people at the LAC Council are specifically designed to increase social capital, self-awareness and self-esteem, to foster resilience and support better outcomes for our vulnerable young people. Here are some of the things we would like to share with you:-

LAC Council – Shaping Services in Rotherham & beyond

LAC & Leaving Care Corporate Promises Review - It was two years ago in Sept 2015 that the LAC Council launched the Looked After Children & Leaving Care Corporate Promises at their Summit in New York Stadium. Therefore, as planned the young people reviewed their original 9 promises in Sept 2017 to see if they were still relevant and meaningful to young people today and make appropriate changes where necessary. The LAC Council engaged in discussions about each promise which generated lots of questions amongst the group. Interestingly, despite much debate the young people voted overwhelmingly to keep the existing promises and agreed they are still meaningful and relevant and continue to be happy with the language used. The LAC Council wish for their Corporate Parents to renew their dedication to the LAC & LC promises again in the near future to ensure commitment continues. In addition, the LAC Council members intend to review the promises again in two years.

Different But Equal Event - July @ Carlton Park Hotel.

LAC Council members had been involved in the consultation to design the event to which over 100 young people participated from across Rotherham. During the day LACC members took the opportunity to promote the LAC Council and engaged in African Drumming, Sports, and Arts and Crafts workshops and engaged in a number of Voice & Influence activities to give their voices on a range of topics.



LAC Council - Summer Activities Programme



Chill & Chat Cooking Session – During August young people chose to hold a special session to prepare and share a Pakistani meal together cooked during the session by our very own Kira who worked incredibly hard cooking the meal from scratch to feed 10 of her LACC friends. Young people supported the preparations making fruit skewers for desert. The meal was a great

success with empty plates all around, it was also a lovely bonding experience and sharing of Kiran's culture.

Town Hall Visit – Our young people spent an amazing morning at the Town Hall as the guests of the Mayor Eve Keenan and her Consort Pat Keenan. The LAC Council were given a tour of the Town Hall and a presentation about the history of the Hall and the Mayors Chain. Young people asked lots of questions about the Mayors duties and some potential future Mayors may be amongst us. The day was finished off with some lovely cream cakes and drinks.



Park Gate & Nandos – As part of our continuing promotion for our young people to engage in safe new experiences the group chose to travel to park gate on the bus from the Rotherham Interchange and navigate their way to Nando's to enjoy a chicken meal together.

Picnic in the Park: In August the LAC Council joined forces with the Young Inspectors and spent the day together having a picnic at the LACC base Chatham Villas followed by playing games together in Clifton Park, young people enjoyed flying kites, frisbee, badminton and ball games and engaged in a made up game involving strategically placed hoola hoops, a frisbee and mini ball. It was great fun!

Community Participation

Rotherham Show 2017 – In September the LAC Council together with other young people from Rotherham Youth Voice Groups actively engaged in the Rotherham Show. Setting up our



stalls using a 'Festival' theme to attract children and young people to raise

awareness about the LAC Council and new Lac Club alongside participating in the Arts & Crafts, Chill-Out area, mini Gig Gazebo and selfie-booth. We were also joined by Sharon Kemp, who joined us in festival flower making.



LACC Visitor

The LAC Council enjoyed a visit from our Strategic Director Ian Thomas this month at our new base 'the Journey' at Chatham Villas. This informal meeting was very low key with young people having fun and teasing Ian over football. Good humoured teasing aside young people raised issues important to them regarding their care experiences including, having too few foster carers, too many placement moves and changing social workers too frequently. Ian talked about the improvements taking place in Social Care which should start to make an impact on the ground so that young people could see the differences in the near future.



Pride of Rotherham Awards Preparation

The LAC Council have been busy over the past few months supporting decisions for the Pride of Rotherham Awards which will be held on Thursday 12th October at New York Stadium. Young people have chosen the Trophy design to be awarded to each nominated young person receiving an award and also have designed the certificates. LAC Council members have also decided to create a Graffiti Wall for the event to capture feedback from young people participating.



This is NOT a Suitcase Campaign



It has come to the LAC Council's attention that some Looked After and Leaving Care young people in Rotherham have been moved from home to home using black bin liners to carry their belongings instead of a suitcase. Members of the LAC Council have experienced this practice themselves and feel this is simply unacceptable as it is humiliating and degrading and can make them feel worthless. The LAC Council are re-launching **'this is NOT a suitcase'** campaign in Rotherham and want to ask the Corporate Parenting Panel if they will back our campaign to ban the use of bin liners to carry Looked After and Leaving Care young people's belongings. Ian Walker Head of Service (children in care) is fully behind the campaign. The LACC would like to permanently reinstate the practice of using suitcases to move young people and have this placed into RMBC CYPS Policy to secure the practice into the future.

LAC Council Guests - Young people from the LAC Council would like to thank all of our guests, friends and supporters who have visited the LAC Council or invited us to visit them over the past few months. These are:-

Ian Walker – Head of Children in Care
Sharon Kemp – Chief Executive RMBC
Eve Rose Keenan – Mayor
Ian Thomas – Strategic Director

Thank You All 😊

Contact Name: Lisa Du-Valle
Looked After Children’s Council
LAC Participation Worker
Children in Care
Tel: 01709 822130 or Mob: 07748143388
Email: lisa.duvalle@rotherham.gov.uk



@LACCRotherham



LACC Rotherham

Council Report

Corporate Parenting Performance

Title

Corporate Parenting Performance Report – September 2017

Is this a Key Decision and has it been included on the Forward Plan? No

Strategic Director Approving Submission of the Report**Report Author(s)**

Deborah Johnson (Performance Assurance Manager – Social Care)
Ian Walker (Head of Service Children in Care)

Ward(s) Affected

All

Summary

- 1.1 This report provides a summary of performance for key performance indicators across Looked After Children services. It should be read in conjunction with the accompanying performance data report at Appendix A which provides trend data, graphical analysis and benchmarking data against national and statistical neighbour averages where possible.

Recommendations

- 2.1 The Panel is asked to receive the report and accompanying dataset (Appendix A) and consider issues arising.

List of Appendices Included

Appendix A – Corporate Parenting Performance Report (September 2017)

Background Papers

Ofsted Improvement Letter
Children's Social Care Monthly Performance Reports

Consideration by any other Council Committee, Scrutiny or Advisory Panel

No

Council Approval Required No

Exempt from the Press and Public No

Title: Corporate Parenting Performance Report – September 2017

1. Recommendations

- 1.1 The Corporate Parenting Panel is asked to receive the report and accompanying dataset (Appendix A) and consider issues arising.

2. Background

- 2.1 This report provides evidence to the council's commitment to improvement and providing performance information to enable scrutiny of the improvements and the impact on the outcomes for children and young people in care. It should be read in conjunction with the accompanying performance data report which provides trend data, graphical analysis and benchmarking data against national and statistical neighbour averages.
- 2.2 Targets, including associated 'RAG' (red, amber, green rating) tolerances, are included. These have been set in consideration of available national and statistical neighbour benchmarking data, recent performance levels and, importantly, Rotherham's improvement journey.
- 2.3 The narrative supplied within the report has been written by the Deputy Director for Children's Services and Head of Looked After Children Services.

3. Key Issues

3.1 Service Overview and Context

- 3.1.1 There continues to be an increasing Looked After Children (LAC) profile. Between March 2016 and March 2017 the number of LAC increased by 13% from 432 to 488. Since this time, until the end of September there were a further 139 admissions to care and 105 children discharged resulting in an overall cohort figure of 521 (7% increase on March 2017).
- 3.1.2 This increase in LAC numbers and the consequential shortage in available placements has in an increase in young people being placed outside of the local area, this in turn has negative impact on social work capacity. However despite the additional capacity pressures, in general, performance remains improved and sustained since the 2016/17 across a number of areas.

3.2 Looked After Children Profile

- 3.2.1 Rotherham continues to have an increasing Looked After Children (LAC) profile. There were 488 LAC at the end of 2016/17, this has risen further to 518 at the end of September which equates to a rate of 91.9 per 10,000 population this is high when compared to the 2015/16 year-end position of 76.6 and statistical neighbour average of 75.8.
- 3.2.2 There were 33 admissions to care and 27 discharges from care over the course of September. One third of these discharges from care were due for plans for permanence being successfully implemented. Drift appears to be a less significant issue in the rise in LAC numbers although the legacy of drift in care planning implementation has yet to be totally resolved. Over the course of the financial year thus far there have been 109 children discharged from care. The full year effect is therefore likely to be c 210 which is a churn of 40% of the total LAC cohort. This does raise a concern regarding the potential for children being admitted to care unnecessarily but The Edge of Care Panel has started to sit and has begun to pick up work to prevent admissions to care where appropriate to do so. Although it is likely to be some months before the Panel has any discernible impact the practice standard has already been set that no young person will be admitted to care via Section 20 without a referral to the Edge of Care Panel unless there are significant safeguarding concerns.
- 3.2.3 There is an ongoing risk by virtue of 68 children being part of the Complex Abuse Enquiry for whom the instigation of Care Proceedings remains under active consideration and so there is some potential for the numbers of LAC to continue to increase for some months to come.
- 3.2.4 Table 1 provides a breakdown by age of the LAC population at the month end by age group against the latest national comparator data. This shows that overall Rotherham's LAC age profile follows a similar distribution to the National. However we have a higher proportion aged under one (6.5% compared to 5%) and a lower proportion aged over sixteen (17.6% compared to 23%).

Table 1 – Age distribution of Looked After Children at the end of the month

Age Band	Number	% of total	Latest National comparative data (Mar-16)
Under 1	29	5.6%	5%
1 – 4	75	14.5%	13%
5 - 9	111	21.4%	20%
10 - 15	208	40.2%	39%
16+	95	18.3%	23%
Total			

- 3.2.5 The current legal status of Looked After Children at the end of the month shows that there has been an increase in the proportion of

children on full care orders (54% compare to 48% in June). The proportion subject to Section 20 orders has reduced from 9% to 6% in the same period. A further 29% are on an Interim Care Orders and 12% are on Placement Orders with Care Order. Unfortunately there is no clear national data to benchmark this distribution against.

3.3 Plans

- 3.3.1 Compliance on plans has improved and remains relatively stable with 92.3% of children having an up-to-date plan at the end of September.
- 3.3.2 As outlined in the previous performance following management investigation of poor performance discrepancies were identified between the 'plan cycle' within systems reports and the LAC review timescales to which it should be linked. This has now been recalibrated and 2016/17 monthly data refreshed.

3.4 Reviews

- 3.4.1 September saw a significant improvement in the timeliness of LAC reviews improving to 98.4% from 86.7% in August.
- 3.4.2 This follows IRO service development sessions regarding the quality and consistency of review notes with the emphasis on timely completion, a granular management review of incomplete and overdue reviews and implementation of more stringent oversight. This has also resulted in the number of 'overdue' reviews reducing month on month, (as at 18th October there were 17 overdue reviews compared to 26 last month and 43 in previous months). This will continue to be performance managed to continue to understand and address the shortfall and related underlying issues.
- 3.4.3 Performance for the 2016/17 year to date is 88.5% however, assuming the above improvements are sustained, the year end figure can still equate or better the 91.3% achieved in 2016/17.

3.5 Visits

- 3.5.1 Compliance against National Minimum visiting standards has declined slightly over the summer by circa 2% to 92.5% but remains good given current service context.
- 3.5.2 Performance against the harder local target however is on a steeper decline. At the end of 2016/17 performance was 83% compared to 87.6% in August and figures of over 90% earlier in the year.

3.5.3 Regular dip sampling is undertaken by the Head of Service (HOS) LAC and Care Leavers to assess quality of these visits. The HOS reports that overall this has been positive with little requirement to challenge the social worker regarding the inadequacy of the case recording and immediate remedial action. There is also increasing evidence of direct work and life-story work being undertaken during visits. However, these informal audits also identified that there is still some shortfall in analysis of the experience of the child in the placement and, on occasions statutory visits for siblings are still recorded for all siblings rather than as individual entries. This is an ongoing focus of feedback for social workers and evidences that in respect of Statutory Visits we are now successfully improving in both compliance and quality.

3.6 Placements

3.6.1 Despite the increase in LAC numbers we have managed to maintain over 84% of the total cohort in family based placements, (this includes internal fostering, independent fostering, pre-adoption placements and those placed with parent/family).

3.6.2 Although some placement moves are in the best interests of the child the provision of a good stable home is known to be essential for children to achieve good outcomes. Placement performance statistics demonstrate that we need to improve our preventative work to reduce placement disruption.

3.6.3 At the end of the September the proportion of children who have had three or more placements, (two moves in the previous 12 months), had improved from 13.6% in August to 13.1% in September but is above the 2016/17 year end position of 11.9%. This equates to 68 children who have had two changes in placement in 12 months. Our target of reducing to less than 10%, which is also the National average, remains and it is felt achievable over the next financial year.

3.6.4 In 2016/17 Rotherham achieved 66.2% for the proportion of our long term children in care who experience a stable placement for over two years. At the end of June this had reduced further to 62.1% which places Rotherham below latest statistical neighbours and the national average.

3.6.5 Placements are known to become more fragile as the child enters mid-teens. Therefore although work continues to stabilise current child placements the LAC Service has initiated a preventative pilot programme to protect the stability of younger children deemed vulnerable to multiple future breakdowns.

3.6.6 This Intensive Prevention Programme is working with ten young people assessed as being at high risk of a series of placement disruptions receiving this intervention will be compared to a control

group of children with a similar need. This is the first time such support has been targeted to this extent and depending on the outcomes achieved the model may be rolled out for wider implementation. So far no children on the programme have had a placement disruption.

3.7 Looked After Children Health and Dental

- 3.7.1 Please note there are known delays in the data input for both Health and Dental information therefore it is likely that performance may change when statistics are rerun in future reports.
- 3.7.2 Performance in relation to health and dental assessments has been poor, but in recent months has showed improvement. September data shows that health and dental assessments have reduced slightly to 81.1% health and 76.7% dental. The LAC nurse team data contradicts this figure; recording shows health assessments at 93%.
- 3.7.3 A Head of Service review of this has revealed that this is due to a shortfall in a business process, whereby the confirmation to social workers has been missed once the inputting has been completed. This will have a significant impact on reported performance but also notifications of pending assessments, as these notifications will not have reached the allocated social worker. Therefore, the paperwork will not have been completed and thus future performance may decline. The Liquid Logic Team are providing some dedicated resource to address this issue.
- 3.7.4 Initial health assessments have continued to improve and almost reached 70% in timescale last month (50% for YTD) up from 0% in January. Further refinements to the process whereby the Placements Team and Fostering Team Duty desk ensure Liquid Logic is updated to reflect all new admissions to care should further enhance this performance.
- 3.7.5 Although much improved it is clear that the data validation and process development, in partnership with health colleagues, will need to continue to ensure improved and stable performance.

3.8 LAC Education

- 3.8.1 At the end of the last term (i.e. end of July) 98.8% of LAC had a Personal Education Plan (PEP), and 97.9% of LAC had PEPs that were up to date. This is an improvement on 2016/17 outturn position. Furthermore external quality assurance rated 87% of PEPs as “good or better” standard and 83% of children are educated in a school rated either “Good or Outstanding” by Ofsted.

3.8.2 As expected, due to the schools summer break, recent PEP data shows a decline but this is a statistical anomaly. Our local 'termly' standard has to be calculated by the proxy measure of 12 weeks as academic terms can fluctuate year on year. Unfortunately this results in instances where PEPs are recorded as not being up to date by the 12 week rule but it will be by the termly rule. However by the end of the Autumn term performance will recalibrate back to the +98%. At the recent Virtual School Governor's meeting it was agreed to report on both the contemporaneous performance figure and the end of term figure from the previous school term to give a more accurate reflection of performance.

3.8.3 Attendance for the whole LAC cohort currently stands at 94% but there are 26 young people who are currently receiving less than their 25 hours statutory entitlement. Some of these young people do not have the emotional resilience to manage any more than their current access but a multi-agency group, including Early Help, has recently been convened to support more of these young people towards their full entitlement.

3.8.4 The quality of PEP and education planning is beginning to have an impact on educational planning with Key Stage 2 outcomes improving in 2017 as compared to 2016 and to a degree significantly above national and regional comparators. In respect of educational outcomes for 2017:-

- 3 young people achieving 9 A*-C including English & Maths.
- 1 achieved 8 A*-C including English but missed maths by 1 grade
- A further 2 achieved 5+ A*-C including English but missed maths by a grade.
- Another young person achieved 5 A*-C but missed maths and English by 1 grade.
- 3 young people achieved 4 A*-C: 1 including English and 1 including Maths.
- 10/30 had an EHCP, EHCP pending or a statement of SEN.
- 10 young people were not in mainstream schools.
- Of the 20 children in mainstream education:
 - 3/20 (15%) achieved 9 A*-C including English & Maths
 - 6/20 (30%) achieved 5+ A*-C
 - 9/20 (45%) achieved 4+ A*-C

3.8.5 There are currently 13 Care Leavers in Higher Education including one undertaking a PhD. One further care leaver completed their Masters degree in 2017 Engineering.

3.9 Care Leavers

3.9.1 Since the last Corporate Parenting report the number of young people receiving a Care Leavers service was 230 a small 3% increase on 2016/17 position of 223.

- 3.9.2 The proportion of young people 'in touch' has improved to 96% (94% in June) This is good performance considering that as adults these young people can choose not to engage.
- 3.9.3 Pathway Plan performance at is good. 100% of eligible young people have a plan, 87% of these are less than 6 months old. A revised Pathway Plan template is now in operation and it is anticipated that this will assist in addressing the issues of variable quality of plans as identified in the Ofsted Monitoring Visit.
- 3.9.4 At the end of September the proportion of care leavers in suitable accommodation has risen once again to 95.7% (94.6% in June). Most of the shortfall is due to care leavers being in custody, although one other young person has chosen to leave his tenancy and is now street homeless. The team continue to try to make contact with him to support him back into his rented accommodation. The statistical neighbour average is 88.2% and the national average is only 83% thus reinforcing how well Rotherham is performing in this aspect.
- 3.9.5 In respect of care leavers who are in Education, Employment or training (EET) was 62.2%. This is inline with previous months and year end performance, placing Rotherham within the national top quartile however but we aim to improve further.

3.10 Fostering

- 3.10.1 At the end of September there were 391 children within a fostering placement 75% of the total LAC population.
- 3.10.2 Of these there were 217 children placed in-house across 170 foster families. which is also the highest recorded performance although due to the increase in LAC numbers there were 174 IFA placements. As a result only 42% of LAC are placed with in-house foster carers.
- 3.10.3 Since 1st April there have now been 13 new foster families approved by Panel with a 4 assessments having a confirmed Panel date for approval and a further 8 assessments ongoing. As a result it the Fostering Recruitment team are set to achieve the target set of 25 new foster families by the end of the financial year.
- 3.10.4 The conversion rate from expression of interest to approval remains at 11%. The most significant drop out point is just after the initial expression of interest. As a result there is now one social worker dedicated to respond to the initial contacts/expressions of interest to provide more consistent and appropriate information to support more prospective carers to move towards the next stage of the process.
- 3.10.5 The numbers of Private Fostering placements has increased to 6 with a further 2 placements awaiting the completion of the relevant

referral paperwork to bring the total up to 8 placements – a further all time high though clearly still unrepresentative of the true number of such placements in the RMBC area.

3.10.6 The Fostering Supervisory Team are now performance managing their visits to foster carers and are currently achieving 81% of the supervisory visits and 80% of their unannounced visits in timescale. Whilst this is well below the expected performance it has set a benchmark for future development.

3.11 Adoptions

3.11.1 It is a key issue that 55% of children in the adoption pathway process have been assessed as being 'hard to place'. That means they are either:

- Children older than 5 years of age
- Sibling groups of 2 or more
- Children with challenging behaviours, enduring health conditions or learning/physical disabilities.

3.11.2 Rotherham's policy is to persevere in seeking adoptive placements for these and all children for as long as it is reasonable to do so. Whilst this can impact on performance figures, this practice does give the necessary reassurance that the adoption service is 'doing the right thing' by its children by doing everything it can to secure permanent family placements for its children. As a result one adoption completed this year 1,624 days after the child became looked after this demonstrates the determination and perseverance of the adoption team.

3.11.3 Although there has been only 13 adoptions in the first six months of 2017/18 a number are on stream to complete before the end of April and the service hope to surpass the 31 achieved in 2016/17.

3.11.4 There are 28 children subject of Placement Orders, 21 of whom are already in their adoptive placements and 7 of whom have a match identified. Family Finding continues for 26 children, 19 of whom are in the Hard to Place category including 2 sibling groups of 4.

3.11.5 'In year' performance against the two key national is good and improving when compared to 2016/17. As at the end of September the average time between entering care and moving to the adoptive placement (measure A1) was 290 days as set against the statistical neighbour average of 546 days and the England average of 593 days. The average time between the Placement Order being obtained and an adoptive match being identified (measure A2) has significantly reduced from 378 days to 126 days

3.11.6 Sadly further to the previous adoption disruption there has recently been a further disruption for a sibling group of 2 children. There will

be a full multi-agency disruption meeting convened to identify what lessons may be learned from this but fortunately the social worker was well placed to intervene very early in the process to minimise any emotional harm caused to the children.

3.11.7 In respect of adoptive parents recruitment 13 adoptive parents have been approved since April with a further 6 likely to be approved by the end of the financial year.

3.12 Caseloads

3.12.1 The data report now provides the average caseload split to show the difference in caseloads between Teams 1-3 and LAC team 4 (Court) & 5 (Permanence). This in turn has shown that LAC 1-3 have a higher average caseload, however this is still an eminently manageable caseload. The span of control for managers is 6 social workers and 1 advanced practitioner which is also highly appropriate and should facilitate good management oversight.

4. Options considered and recommended proposal

4.1 The full corporate parenting performance report attached at Appendix A represents a summary of performance across a range of key national and local indicators with detailed commentary provided by the service director. Commissioners are therefore recommended to consider and review this information.

5. Consultation

5.1 Not applicable

6. Timetable and Accountability for Implementing this Decision

6.1 Not applicable

7. Financial and Procurement Implications

7.1 There are no direct financial implications to this report. The relevant Service Director and Budget Holder will identify any implications arising from associated improvement actions and Members and Commissioners will be consulted where appropriate.

8. Legal Implications

8.1 There are no direct legal implications to this report.

9. Human Resources Implications

- 9.1 There are no direct human resource implications to this report. The relevant Service Director and Managers will identify any implications arising from associated improvement actions and Members and Commissioners will be consulted where appropriate.

10. Implications for Children and Young People and Vulnerable Adults

- 10.1 The performance report relates to services and outcomes for children in care.

11. Equalities and Human Rights Implications

- 11.1 There are no direct implications within this report.

12. Implications for Partners and Other Directorates

- 12.1 Partners and other directorates are engaged in improving the performance and quality of services to children, young people and their families via the Rotherham Local Children's Safeguarding Board (RLSCB). The RLSCB Performance and Quality Assurance Sub Group receive this performance report within the wider social care performance report on a regular basis.

13. Risks and Mitigation

- 13.1 Inability and lack of engagement in performance management arrangements by managers and staff could lead to poor and deteriorating services for children and young people. Strong management oversight by Directorship Leadership Team and the ongoing weekly performance meetings mitigate this risk by holding managers and workers to account for any dips in performance both at a team and at an individual child level.

14. Accountable Officer(s)

Mel Meggs, Deputy Strategic Director (CYPS)
mel.meggs@rotherham.gov.uk

Corporate Parenting Panel Monthly Performance Report

As at Month End: September 2017

*Please note: Data reports are not dynamic. Although care is taken to ensure data is as accurate as possible every month, delays in data input can result in changes in figures when reports are re-run retrospectively. To combat this at least two individual months data is rerun for each indicator. **In addition the data migration undertaken to facilitate the implementation of the new social care (LCS) and early help (EHM) systems at the end of October 2016 will have impacted on the data validity and recording processes. Therefore there may be data discrepancies present when comparing this report to that of the previous month.***

Document Details

Status: Issue 1, Draft 3

Date Created: 12th October 2017

Created by: Deborah Johnson, Performance Assurance Manager - Social Care

Performance Summary

As at Month End: September 2017

*'DOT' - Direction of travel represents the direction of 'performance' since the previous month with reference to the polarity of 'good' performance for that measure. Colours have been added to help distinguish better and worse performance. Key Below:-

- ↑ - improvement in performance / increase in numbers
- - no movement - numbers stable with last month
- ↓ - decline in performance, not on target / decrease in numbers

NO.	INDICATOR	GOOD PERF IS	DATA NOTE (Monthly)	2017 / 18					DOT (Month on Month)	RAG (in month)	Target and Tolerances			YR ON YR TREND			LATEST BENCHMARKING			
				Jul-17	Aug-17	Sep-17	YTD 2017/18	DATA NOTE			Red	Amber	Target Green	2014/15	2015/16	2016/17	STAT NEIGH AVE	BEST STAT NEIGH	NAT AVE	NAT TOP Q TILE THRESHOL
LOOKED AFTER CHILDREN	6.1	Number of Looked After Children	Info	Count	516	516	518		As at mth end	↑			n/a	407	432	488				
	6.2	Rate of Looked After Children per 10,000 population aged under 18 (Council Plan Indicator)	Low	Rate per 10,000	91.6	91.6	91.9		As at mth end	↓			75	70	76.6	86.6	75.8	56.0	60.0	-
	6.3	Admissions of Looked After Children	Info	Count	17	15	33	141	Financial Year	↑			n/a	175	208	262				
	6.4	Number of children who have ceased to be Looked After Children	High	Count	20	16	27	109	Financial Year	↑			n/a	160	192	215				
	6.5	Percentage of LAC who have ceased to be looked after due to permanence (Special Guardianship Order, Residence Order, Adoption)	High	Percentage	25.0%	31.3%	17.4%	25.7%	Financial Year	↓			<33% 33%> 35%+	37.5%	40.1%	27.9%				
	6.6	Percentage of LAC who have ceased to be looked after due to a Special Guardianship Order	High	Percentage	5.0%	0.0%	8.7%	7.6%	Financial Year	↑			range to be set			9.8%	12.9%	26.0%	12.0%	16.0%
	6.7	LAC cases reviewed within timescales	High	Percentage	86.8%	86.7%	98.4%	88.5%	Financial Year	↑			<90% 90%> 95%+	94.9%	83.3%	91.3%				
	6.8	% of children adopted	High	Percentage	5.0%	18.8%	14.8%	11.9%	Financial Year	↓			<20% 20%> 22.7%+	26.3%	22.9%	14.4%	18.8%	27.0%	15.0%	21.0%
	6.9	Health of Looked After Children - up to date Health Assessments	High	Percentage	89.3%	86.7%	81.1%		As at mth end	↓			<90% 90%> 95%+	81.4%	92.8%	89.5%				
	6.10	Health of Looked After Children - up to date Dental Assessments	High	Percentage	79.0%	78.4%	76.7%		As at mth end	↓			<90% 90%> 95%+	58.8%	94.5%	57.3%				
	6.11	Health of Looked After Children - Initial Health Assessments carried out within 20 working days	High	Percentage	59.1%	64.3%	69.2%	50.4%	Financial Year	↑			range to be set	20.0%	8.4%	18.2%				
	6.12	% of LAC with a PEP	High	Percentage	98.8%	95.5%	93.6%		As at mth end	↓			<90% 90%> 95%+	68.7%	97.8%	96.9%				
	6.13	% of LAC with up to date PEPs	High	Percentage	97.9%	89.8%	63.3%		As at mth end	↓			<90% 90%> 95%+	71.4%	95.0%	87.9%				
	6.14	% of eligible LAC with an up to date plan	High	Percentage	93.6%	92.1%	92.3%		As at mth end	↑			<93% 93%> 95%+	98.8%	98.4%	79.1%				
	6.15	% LAC visits up to date & completed within timescale of National Minimum standard	High	Percentage	92.4%	92.6%	92.5%		As at mth end	↓			<95% 95%> 98%+	94.9%	98.1%	94.7%				
	6.16	% LAC visits up to date & completed within timescale of Rotherham standard	High	Percentage	89.5%	87.6%	83.0%		As at mth end	↓			<85% 85%> 90%+	64.0%	80.2%	88.3%				
CARE LEAVERS	7.1	Number of care leavers	Info	Count	222	230	230		As at mth end	→			n/a	183	197	223				
	7.2	% of eligible LAC & Care Leavers with a pathway plan	High	Percentage	100.0%	100.0%	100.0%		As at mth end	→			<93% 93%> 95%+	69.8%	97.5%	99.3%				
	7.3	% of care leavers in suitable accommodation	High	Percentage	94.6%	95.7%	95.7%		As at mth end	→			<95% 95%> 98%+	97.8%	96.5%	97.8%	88.2%	100.0%	83.0%	90.6%
	7.4	% of care leavers in employment, education or training	High	Percentage	62.5%	62.6%	62.2%		As at mth end	↓			<70% 70%> 72%+	71.0%	68.0%	62.9%	55.6%	80.0%	49.0%	56.6%
PLACEMENTS	8.1	% of long term LAC in placements which have been stable for at least 2 years	High	Percentage	60.8%	60.3%	63.3%		As at mth end	↑			<68% 68%> 70%+	71.9%	72.7%	66.2%	68.2%	79.0%	68.0%	71.1%
	8.2	% of LAC who have had 3 or more placements - rolling 12 months (Council Plan Indicator)	Low	Percentage	13.2%	13.6%	13.1%		Rolling Year	↑			12%+ 12%< 9.6%<	12.0%	11.9%	11.9%	9.2%	6.0%	10.0%	8.0%
	8.3	% of LAC in a family Based setting	High	Percentage	84.5%	84.9%	84.7%		As at mth end	↓			range to be set 87.5%>			81.1%				
	8.4	% of LAC placed with parents or other with parental responsibility (P1)	Low	Percentage	6.4%	6.2%	4.8%		As at mth end	↑			range to be set			5.3%				
	8.5	% of LAC in a Commissioned Placement (Council Plan Indicator)	Low	Percentage	47.5%	48.6%	50.8%		As at mth end	↓			range to be set			43.2%				
FOSTERING	9.1	Number of LAC in a Fostering Placement	High	Count	371	381	391		As at mth end	↑			range to be set		180	353				
	9.2	% of LAC in a Fostering Placement	High	Percentage	71.9%	73.8%	75.5%		As at mth end	↑			range to be set		41.7%	72.3%				
	9.3	Number of Foster Carers (Households)	High	Count	162	160	162		As at mth end	↑			range to be set			168				
	9.4	Number of Foster Carers Recruited	High	Count	2	0	3	11	Financial Year	↑			range to be set			77				

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				Jul-17	Aug-17	Sep-17	YTD 2017/18	DATA NOTE			Red	Amber	Target Green	2014/15	2015/16	2016/17	STAT NEIGH AVE	BEST STAT NEIGH	NAT AVE	NAT TOP QTILE THRESHOL	
9.5	Number of Foster Carers Deregistered	Info	Count	1	2	1	7	Financial Year	↓		range to be set					24					
10.1	Number of adoptions	High	Count	1	3	4	13	Financial Year	↑				n/a	43	43	31					
10.2	Number of adoptions completed within 12 months of SHOBPA	High	Count	1	3	2	8	Financial Year	↓				n/a	16	23	12					
10.3	% of adoptions completed within 12 months of SHOBPA	High	Percentage	100.0%	100.0%	50.0%	61.5%	Financial Year	↓		Red	<83%	83%>	85%+	37.2%	53.5%	38.7%				
10.4	Average number of days between a child becoming Looked After and having a adoption placement (A1) (Rolling 12 months)	Low	Rolling year - aver count	321.0	243.3	289.5		Rolling Year	↑		Green	511+	511<	487<	393.0	296.0	404.0	511.6	337.0	558.0	501.1
10.5	Average number of days between a placement order and being matched with an adoptive family (A2) (Rolling 12 months)	Low	Rolling year - aver count	115.6	87.7	122.5		Rolling Year	↓		Red	127+	127<	121<	169	136	232.9	214.7	73.0	226.0	183.6
11.3	Maximum caseload of social workers in LAC	Low	Average count	19	18	18		As at mth end	↑		Green	21+	20<	18<		19.2	17.0				
11.4	Average number of cases per qualified social worker in LAC Teams 1-3	Within Limits	Average count	10.9	12.2	12.5		As at mth end	new		Green	over 1% above range	1% above range	14-20		14.1	11.6				
	Average number of cases per qualified social worker in LAC Teams 4 - 5	Within Limits	Average count	-	9.7	10.5		As at mth end	new		Green	over 1% above range	1% above range	14-20		-	-				

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PLANS - IN DATE

DEFINITION

A child's plan is to be developed for an individual child if they have a "wellbeing need" that requires a targeted intervention. Each type of plan has a completion target. When a Looked After Child reaches 16 years and 3 months their plan changes to a 'Pathway Plan' - this plan focuses on preparing a young person for adulthood and their future (For example; future accommodation, post 16 Education/Training and Employment)

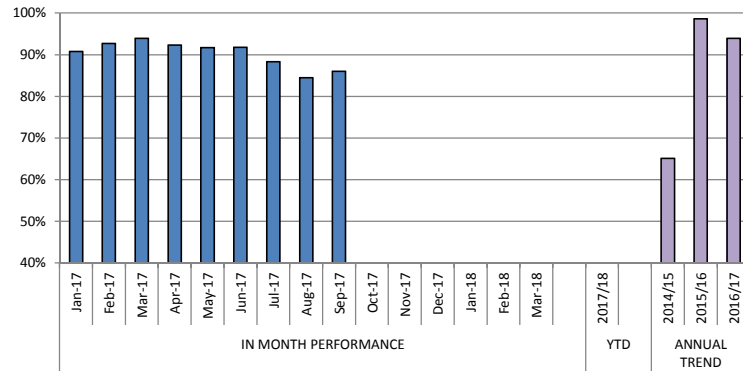
PERFORMANCE ANALYSIS

If a child has an out of date plan it may mean that there risks and needs are not being addressed effectively. September see's a small decrease in performance for CPP plans and an increase in performance for LAC and CiN when compared to previous months. The level of changes are not statistically significant but are subject to management scrutiny in the performance meetings.
(Performance for CPP has improved to 92% as of 13.10.17).

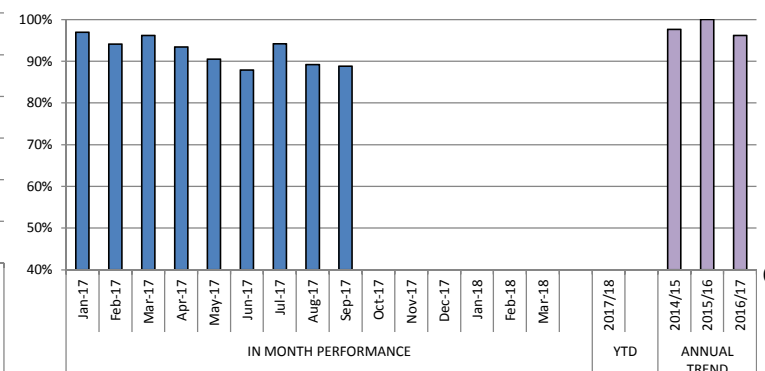
4.4	5.14	6.14
CIN with an up-to-date plan (open at least 45 days)	CPP with an up to date plan	LAC with an up to date plan

IN MONTH PERFORMANCE	Jan-17	90.8%	96.9%	Indicator definition changed from Apr 17
	Feb-17	92.7%	94.1%	
	Mar-17	93.9%	96.2%	
	Apr-17	92.3%	93.4%	91.2%
	May-17	91.7%	90.5%	91.3%
	Jun-17	91.8%	87.9%	91.5%
	Jul-17	88.3%	94.2%	93.6%
	Aug-17	84.5%	89.2%	92.1%
	Sep-17	86.0%	88.8%	92.3%
	Oct-17			
	Nov-17			
	Dec-17			
	Jan-18			
Feb-18				
Mar-18				
YTD	2017/18			
ANNUAL TREND	2014/15	65.1%	97.6%	
	2015/16	98.6%	100.0%	
	2016/17	93.9%	96.2%	

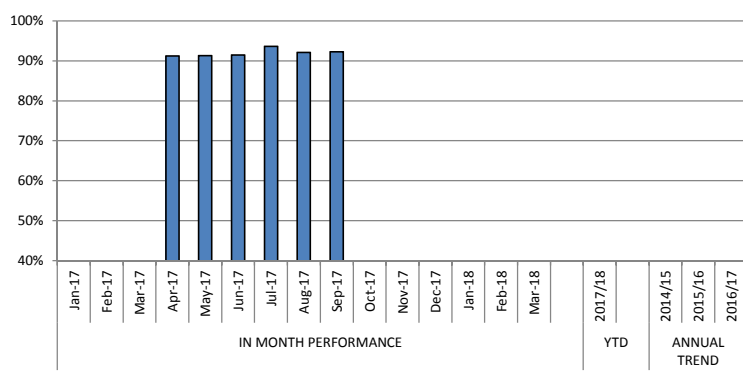
CIN with an up-to-date plan - open at least 45 days



CPP with an up to date plan



LAC with an up to date plan



LOOKED AFTER CHILDREN

DEFINITION

Children in care or 'looked after children' are children who have become the responsibility of the local authority. This can happen voluntarily by parents struggling to cope or through an intervention by children's services because a child is at risk of significant harm.

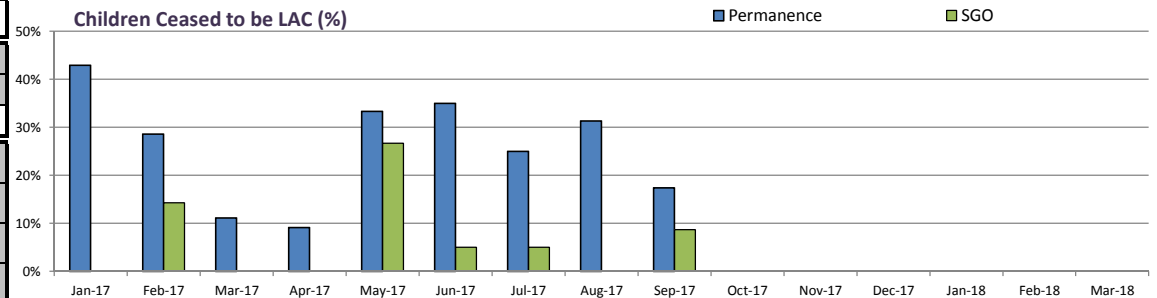
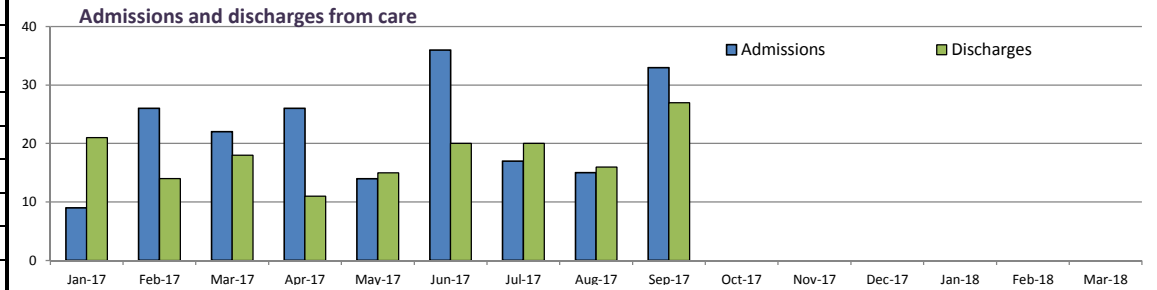
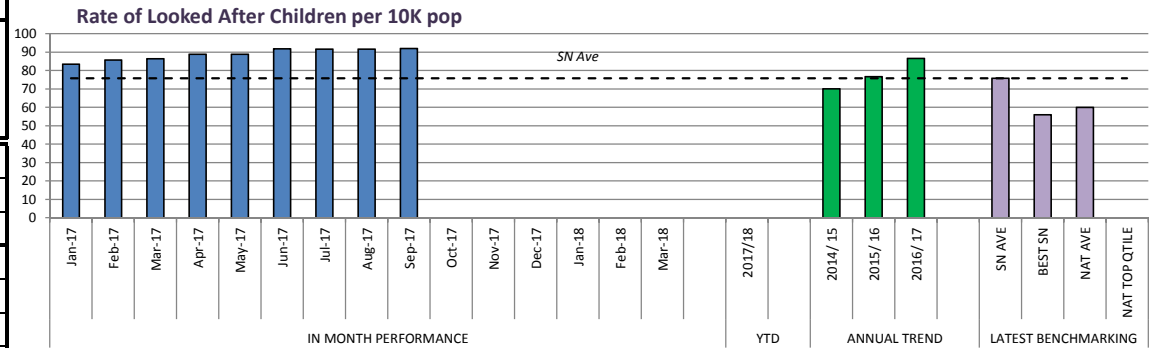
PERFORMANCE ANALYSIS

Looked after Children (LAC) numbers have continued to rise with current numbers being 518 compared to 487 at the end of 2016/17. The total has hovered around this level for the past 4 months which gives some grounds for optimism that the recent pressure has eased somewhat. Although, there are approximately 150 children within the Complex Abuse process (c40 of whom are subject of CP Planning) who may warrant consideration for an admission to care. The overall rate for Rotherham remains significantly higher than that of our statistical neighbours (75.8) and national averages (60.0).

The opportunity to make a positive impact on outcomes for young people coming into care in adolescence are much reduced. This group make up a significant proportion of our care population. Work is underway to develop a range of services that will address this such as an Edge of Care intervention team, Family Group Conferencing and an expanded Therapeutic Team. This will enable more adolescents to remain and/or return home.

The Edge of Care Panel is now operational and all S20 requests (for which they are the smallest category) have to go through the EofC process prior to a young person becoming LAC, but this is not anticipated to have any discernible impact on the numbers of LAC until the end of the year. It should be noted that there has been 158 children discharged from care in 2017 (105 in the last 6 months). Even more positively 25% of those discharged from care over the course of 2017/18 are as a result of a permanence plan being implemented and 7.6% via SGO.

	6.2	6.1	6.3	6.4	6.5	6.6	
	Rate of children looked after per 10K pop	Number of LAC	Admissions of children looked after	No. of children who have ceased to be LAC	% of children ceased to be LAC due to permanence	% of children ceased to be LAC due to an SGO	
IN MONTH PERFORMANCE	Jan-17	83.4	470	9	21	42.9%	0.0%
	Feb-17	85.7	483	26	14	28.6%	14.3%
	Mar-17	86.4	487	22	18	11.1%	0.0%
	Apr-17	88.7	500	26	11	9.1%	0.0%
	May-17	88.7	500	14	15	33.3%	26.7%
	Jun-17	91.7	517	36	20	35.0%	5.0%
	Jul-17	91.6	516	17	20	25.0%	5.0%
	Aug-17	91.6	516	15	16	31.3%	0.0%
	Sep-17	91.9	518	33	27	17.4%	8.7%
	Oct-17						
Nov-17							
Dec-17							
Jan-18							
Feb-18							
Mar-18							
YTD	2017/18			141	109	25.7%	7.6%
ANNUAL TREND	2014/15	70.0		175	160	37.5%	
	2015/16	76.6	432	208	192	40.1%	
	2016/17	86.6	488	262	215	27.9%	9.8%
LATEST BENCHMARKING	SN AVE	75.8					
	BEST SN	56.0					
	NAT AVE	60.0					
	NAT TOP QTILE	-					

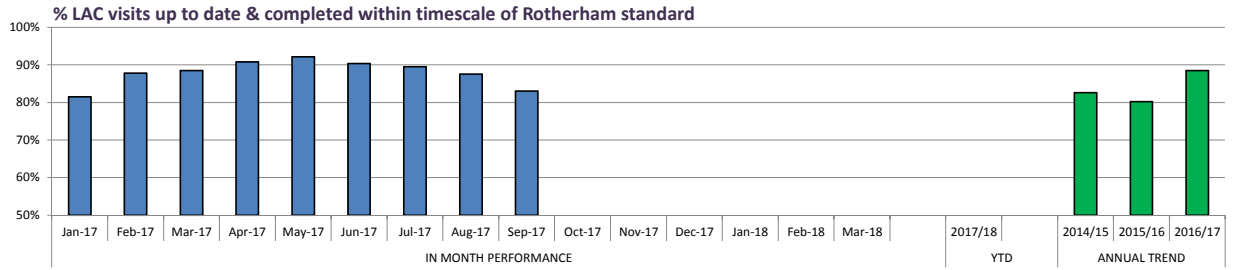
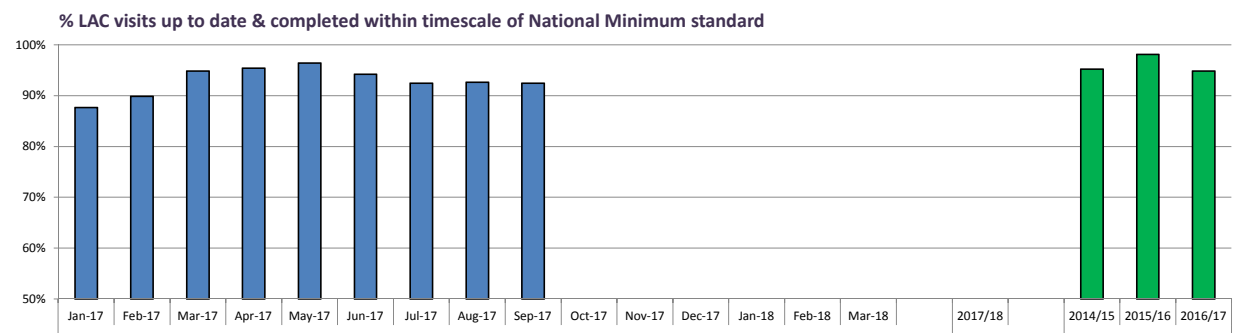
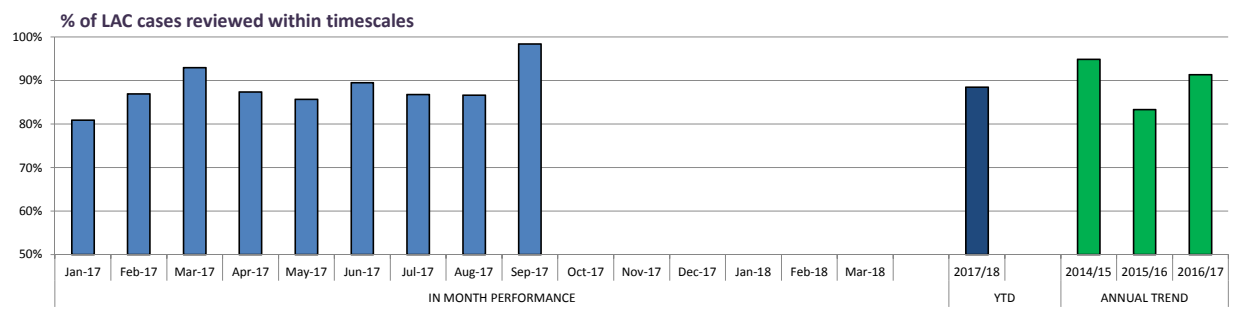


LOOKED AFTER CHILDREN - REVIEWS & VISITS

DEFINITION
 The purpose of LAC review meeting is to consider the plan for the welfare of the looked after child and achieve Permanence for them within a timescale that meets their needs. The review is chaired by an Independent Reviewing Officer (IRO)
 The LA is also responsible for appointing a representative to visit the child wherever he or she is living to ensure that his/her welfare continues to be safeguarded and promoted. The minimum national timescales for visits is within one week of placement, then six weekly until the child has been in placement for a year and the 12 weekly thereafter. Rotherham have set a higher standard of within first week then four weekly thereafter until the child has been permanently matched to the placement.

PERFORMANCE ANALYSIS
 Performance in respect of Statutory reviews has improved significantly in September and is likely to be as a result of increased capacity and stability in the LAC and IRO service. Visits under the Rotherham standard of 4 weekly visits is at 83% but at the national minimum standard this increases to 92.5%. It is interesting to note that 21/30 teams responsible for visits have achieved 100% visits on time. There is a correlation between the number of cases held by the team and performance (higher cases lower performance). There is also increasing evidence of direct work and life-story work being undertaken during these visits.
 Performance on LAC visits continues to be monitored by the Head of Service at fortnightly performance meetings. Any visit exceeding statutory minimum timescales is examined on a child by child basis to ensure they have been subsequently visited and to ensure the reason for lateness is understood.
 Social workers whose performance is poor can mostly evidence that the visits have taken place but there is some delay in inputting the details of the visit. Social workers have been required to set aside half a working day in October to complete the recording.

		6.7		6.15		6.16	
		% of LAC cases reviewed within timescales		% LAC visits up to date & completed within timescale of National Minimum standard		% LAC visits up to date & completed within timescale of Rotherham standard	
IN MONTH PERFORMANCE	Jan-17	72 of 89	80.9%	413 of 471	87.7%	384 of 471	81.5%
	Feb-17	80 of 92	87.0%	434 of 483	89.9%	424 of 483	87.8%
	Mar-17	132 of 142	93.0%	462 of 487	94.9%	431 of 487	88.5%
	Apr-17	76 of 87	87.4%	477 of 500	95.4%	454 of 500	90.8%
	May-17	108 of 126	85.7%	482 of 500	96.4%	461 of 500	92.2%
	Jun-17	102 of 114	89.5%	487 of 517	94.2%	467 of 517	90.3%
	Jul-17	105 of 121	86.8%	477 of 516	92.4%	462 of 516	89.5%
	Aug-17	91 of 105	86.7%	478 of 516	92.6%	452 of 516	87.6%
	Sep-17	123 of 125	98.4%	479 of 518	92.5%	430 of 518	83.0%
	Oct-17						
	Nov-17						
	Dec-17						
	Jan-18						
	Feb-18						
Mar-18							
YTD	2017/18		88.5%				
ANNUAL TREND	2014/15		94.9%		95.2%		82.6%
	2015/16		83.3%		98.1%		80.2%
	2016/17		91.3%		94.9%		88.5%



LOOKED AFTER CHILDREN - HEALTH

DEFINITION

Local authorities have a duty to safeguard and to promote the welfare of the children they look after, therefore the local authority should make arrangements to ensure that every child who is looked after has his/her health needs fully assessed and a health plan clearly set out.

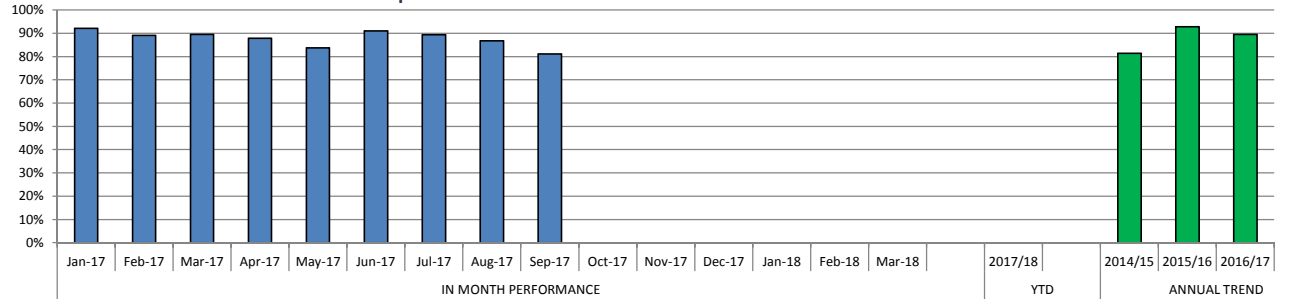
PERFORMANCE ANALYSIS

Performance in relation to health and dental assessments has been poor, but in recent months has showed improvement. September data shows that health and dental assessments have reduced slightly to 81.1% health and 76.7% dental. The LAC nurse team data contradicts this figure, recording shows health assessments at 93%. A Head of Service review of this has revealed that this is due to a shortfall in a business process, whereby the confirmation to social workers has been missed once the inputting has been completed. This will have a significant impact on reported performance but also notifications of pending assessments, as these notifications will not have reached the allocated social worker. Therefore, the paperwork will not have been completed and thus future performance may decline. The Liquid Logic Team are providing some dedicated resource to address this issue.

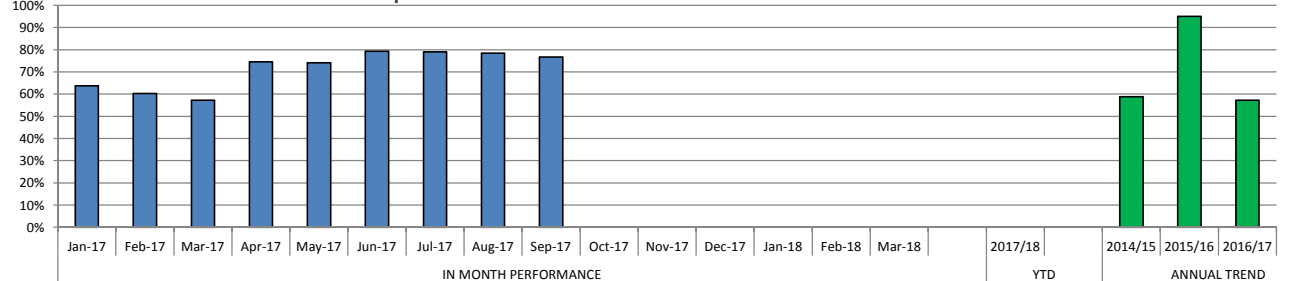
Initial health assessments have continued to improve and almost reached 70% in timescale last month (50% for YTD) up from 0% in January. Further refinements to the process whereby the Placements Team and Fostering Team Duty desk ensure Liquid Logic is updated to reflect all new admissions to care should further enhance this performance.

		6.9	6.10	6.11	
		Health of LAC - Health Assessments up to date	Health of LAC - Dental Assessments up to date	Health of LAC - No. Initial Health Assessments In Time	Health of LAC - % Initial Health Assessments In Time
IN MONTH PERFORMANCE	Jan-17	92.1%	63.8%	0 of 28	0.0%
	Feb-17	89.1%	60.3%	6 of 16	37.5%
	Mar-17	89.5%	57.3%	5 of 12	41.7%
	Apr-17	87.8%	74.6%	1 of 17	5.9%
	May-17	83.7%	74.1%	14 of 33	42.4%
	Jun-17	91.0%	79.3%	16 of 24	66.7%
	Jul-17	89.3%	79.0%	13 of 22	59.1%
	Aug-17	86.7%	78.4%	9 of 14	64.3%
	Sep-17	81.1%	76.7%	9 of 13	69.2%
	Oct-17				
	Nov-17				
	Dec-17				
	Jan-18				
	Feb-18				
Mar-18					
YTD	2017/18				50.4%
ANNUAL TREND	2014/15	81.4%	58.8%		20.0%
	2015/16	92.8%	95.0%		8.4%
	2016/17	89.5%	57.3%		18.2%
LATEST BENCHMARKING	SN AVE				
	BEST SN				
	NAT AVE				
	NAT TOP QTILE				

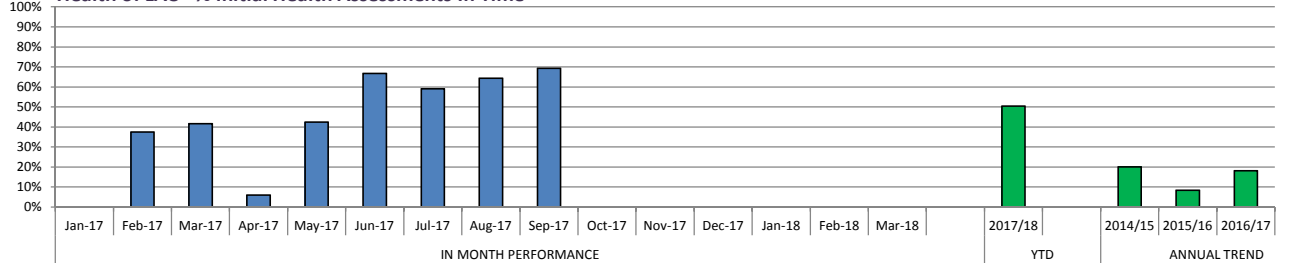
Health of LAC - Health Assessments up to date



Health of LAC - Dental Assessments up to date



Health of LAC - % Initial Health Assessments In Time



LOOKED AFTER CHILDREN - PERSONAL EDUCATION PLANS

DEFINITION

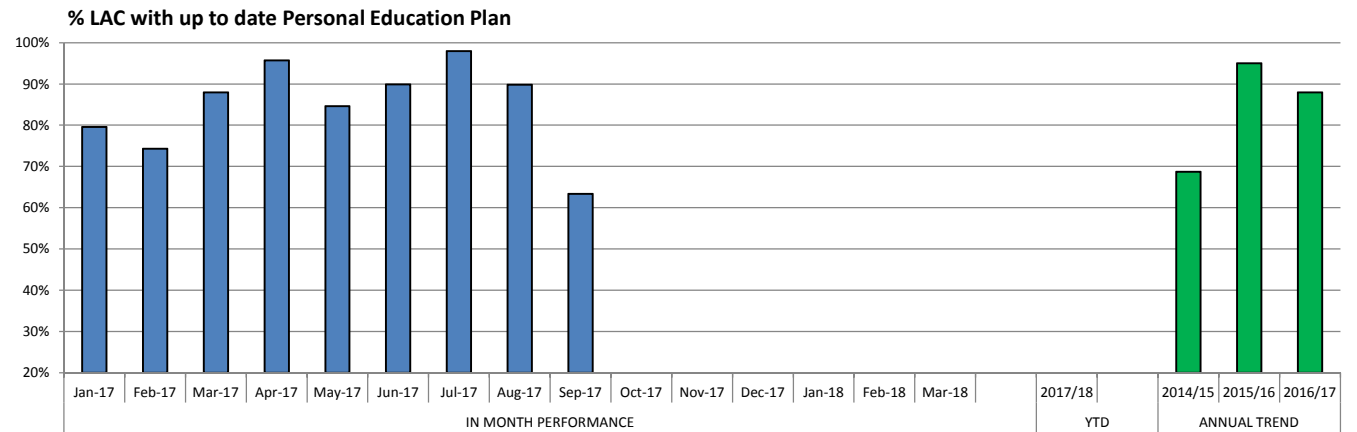
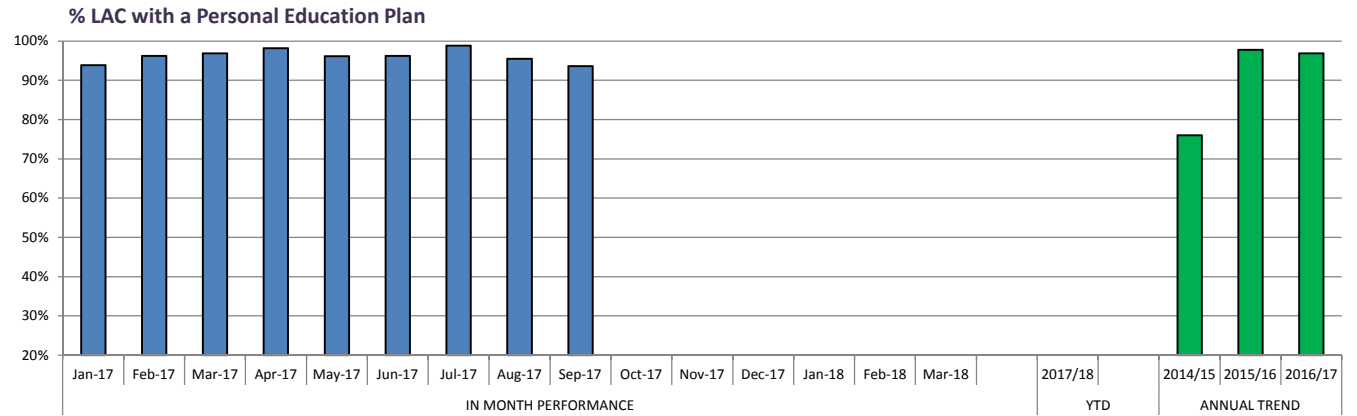
A personal education plan (PEP) is a school based meeting to plan for the education of a child in care. The government have made PEPs a statutory requirement for children in care to help track and promote their achievements. Prior to September 2015 PEPs were in place for compulsory school-age children only. PEPs are now in place for LAC aged two to their 18th birthday.

PERFORMANCE ANALYSIS

The reported decline in up to date PEPS is a statistical anomaly – we report on a 12 weekly timescale as Liquid Logic doesn't recognise a school term which is the true target set. This over the summer period a child may have had a PEP at the start of June and then have the next PEP at the end of September (schools do not as a rule want to organise a PEP meeting in the first few weeks of a new school year). This will be recorded as being not up to date by the 12 week rule but it will be by the termly rule. Thus by the end of the Autumn term performance will recalibrate back to the +98%. At the recent Virtual School Governor's meeting it was agreed to report on both the contemporaneous performance figure and the end of term figure from the previous school term to give a more accurate reflection of performance.

At the end of the last term (i.e. end of July) 98.8% of LAC had PEPs, and 97.9% of LAC had PEPs that were up to date. 87% of PEPs were externally QA'd as being of good or better standard.

		6.12		6.13	
		Number of Eligible LAC with a Personal Education Plan	% LAC with a Personal Education Plan	Number of LAC with up to date Personal Education Plan	% LAC with up to date Personal Education Plan
IN MONTH PERFORMANCE	Jan-17	289 of 308	93.8%	245 of 308	79.5%
	Feb-17	303 of 315	96.2%	234 of 315	74.3%
	Mar-17	313 of 323	96.9%	284 of 323	87.9%
	Apr-17	321 of 327	98.2%	313 of 327	95.7%
	May-17	325 of 338	96.2%	286 of 338	84.6%
	Jun-17	332 of 345	96.2%	310 of 345	89.9%
	Jul-17	337 of 341	98.8%	334 of 341	97.9%
	Aug-17	337 of 353	95.5%	317 of 353	89.8%
	Sep-17	309 of 330	93.6%	209 of 330	63.3%
	Oct-17				
	Nov-17				
	Dec-17				
	Jan-18				
	Feb-18				
	Mar-18				
YTD	2017/18				
ANNUAL TREND	2014/15		76.0%		68.7%
	2015/16		97.8%		95.0%
	2016/17		96.9%		87.9%
LATEST BENCHMARKING	SN AVE				
	BEST SN				
	NAT AVE				
	NAT TOP QTILE				



CARE LEAVERS

DEFINITION

A care leaver is defined as a person aged 25 or under, who has been looked after away from home by a local authority for at least 13 weeks since the age of 14; and who was looked after away from home by the local authority at school-leaving age or after that date. Suitable accommodation is defined as any that is not prison or bed and breakfast.

PERFORMANCE ANALYSIS

The number of care leavers who have a pathway plan is at a consistent level of 100% for the last three months. The service continues to focus on improving the quality of the plans.

The proportion of care leavers in suitable accommodation remains good, given the national average is 81% performance remains strong and there are currently 24 young people in Staying Put arrangements. Tenancy stability also appears strong as 83% of care leavers had only one primary address over the course of the previous 12 months.

In respect of care leavers who are in Education, Employment or training (EET) this currently stands at 62.2%. The trend is slightly downwards from a high of 65% in April but is still well above the national average of 49%. There are currently 12 care leavers in Higher Education, including one undertaking a PHD. Staying in touch figures shows 96% of the 230 care leavers had meaningful contact.

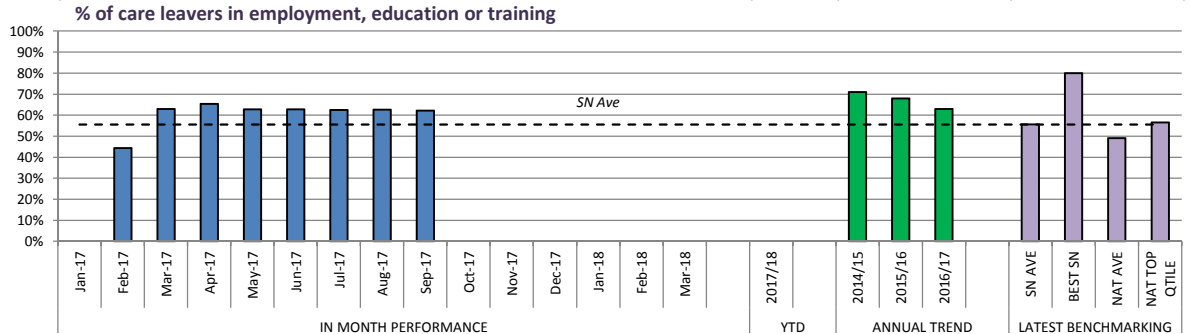
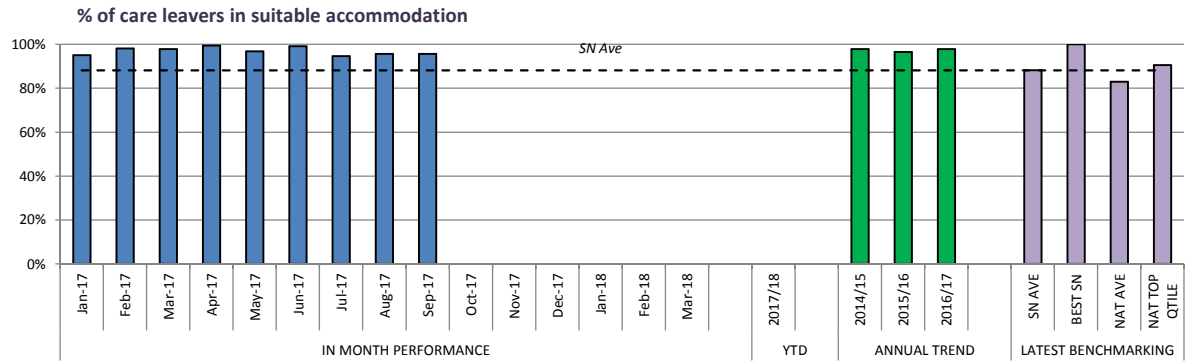
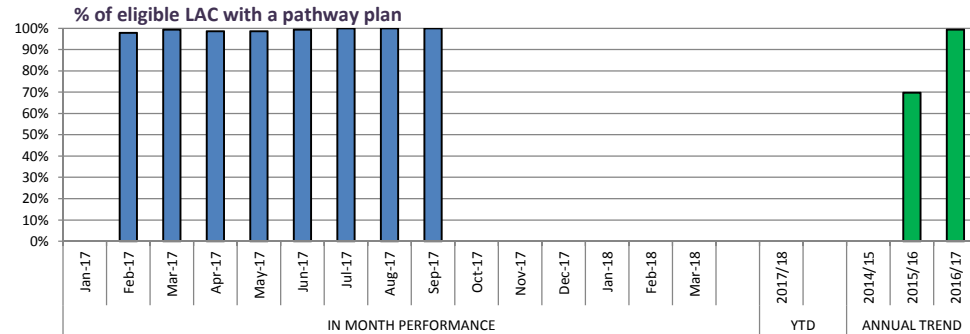
	7.1	7.2	7.3	7.4
	Number of care leavers	% of eligible Care Leavers with a pathway plan	% of care leavers in suitable accommodation	% of care leavers in employment, education or training

IN MONTH PERFORMANCE	Jan-17	223	Unavailable	95.1%	Unavailable
	Feb-17	223	97.8%	98.2%	44.4%
	Mar-17	223	99.3%	97.8%	62.9%
	Apr-17	220	98.6%	99.5%	65.4%
	May-17	218	98.6%	96.8%	62.7%
	Jun-17	216	99.3%	99.1%	62.7%
	Jul-17	222	100.0%	94.6%	62.5%
	Aug-17	230	100.0%	95.7%	62.6%
	Sep-17	230	100.0%	95.7%	62.2%
	Oct-17				
	Nov-17				
	Dec-17				
	Jan-18				
Feb-18					
Mar-18					

YTD	2017/18				
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ANNUAL TREND	2014/15	183		97.8%	71.0%
	2015/16	197	69.8%	96.5%	68.0%
	2016/17	223	99.3%	97.8%	62.9%

LATEST BENCHMARKING	SN AVE			88.2%	55.6%
	BEST SN			100.0%	80.0%
	NAT AVE			83.0%	49.0%
	NAT TOP QNTILE			90.6%	56.6%



LOOKED AFTER CHILDREN - PLACEMENTS

DEFINITION A LAC placement is where a child has become the responsibility of the local authority (LAC) and is placed with foster carers, in residential homes or with parents or other relatives.

PERFORMANCE ANALYSIS

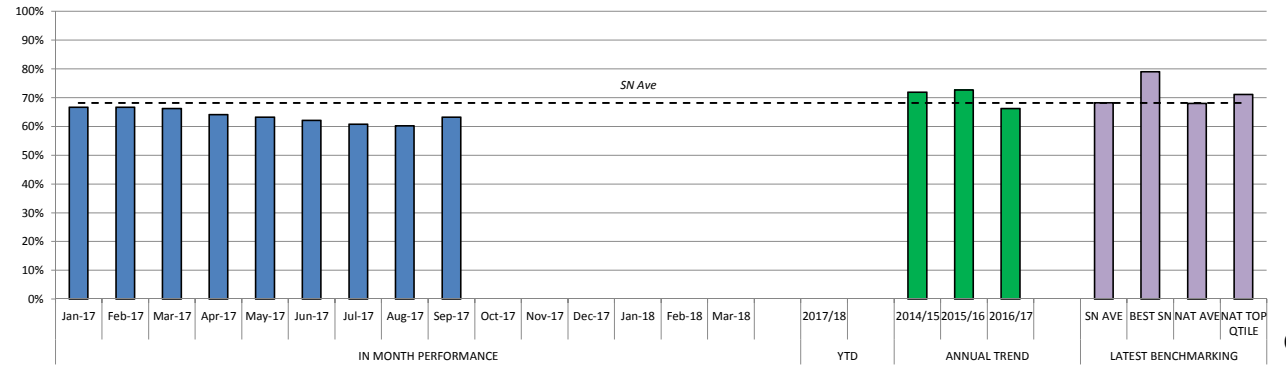
In respect of long term LAC placements stable for at least 2 years, performance continues to evidence a small improvement, this month seeing an increase in the number of children in a stable placement and a reduction in those who have had three or more placements. However, more needs to be done to achieve the national average.

The Intensive Prevention Programme is ongoing whereby the placement stability of 9 young people assessed as being at high risk of a series of placement disruptions receiving this intervention will be compared to a control group of children with a similar need. This is the first time such support has been targeted to this extent and depending on the outcomes achieved the model may be rolled out for wider implementation. So far no children on the programme have had a placement disruption.

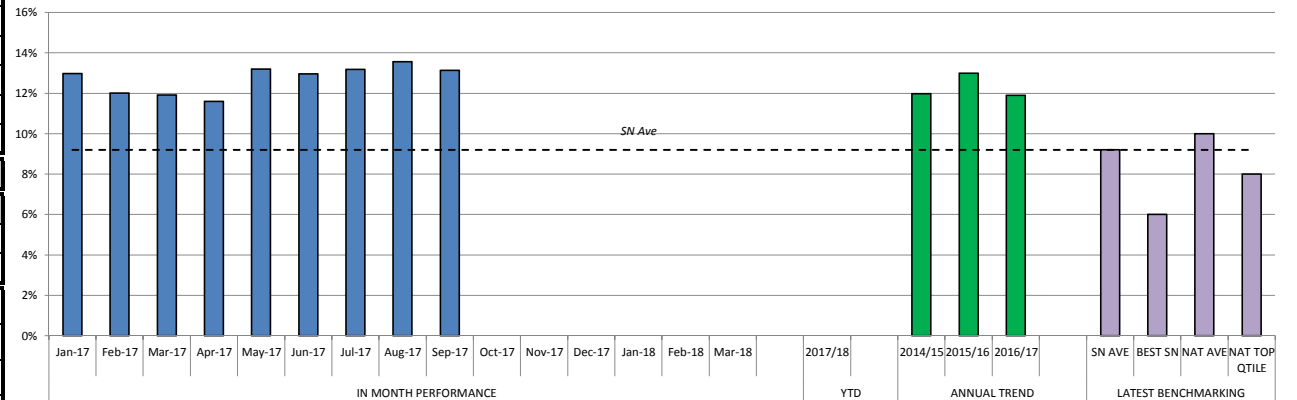
Despite the increase in LAC numbers we have managed to maintain 84.7% of the total cohort in family based placements, (including placed with parents or other family member).

		8.1		8.2		8.3		8.5			
		Long term LAC placements stable for at least 2 years		LAC who have had 3 or more placements - rolling 12 mth (Corporate Plan 2016 Indicator)		% of LAC in a family Based setting		% of LAC placed with parents or other with parental responsibility (P1)		LAC in a Commissioned Placement (Corporate Plan 2016 Indicator)	
IN MONTH PERFORMANCE	Jan-17	94 of 141	66.7%	61 of 470	13.0%	80.3%	4.9%				
	Feb-17	96 of 144	66.7%	58 of 483	12.0%	79.9%	4.3%				
	Mar-17	96 of 145	66.2%	58 of 487	11.9%	81.1%	5.3%	211 of 487	43.3%		
	Apr-17	93 of 145	64.1%	58 of 500	11.6%	79.6%	5.0%	230 of 500	46.0%		
	May-17	93 of 147	63.3%	66 of 500	13.2%	78.2%	6.2%	233 of 500	46.6%		
	Jun-17	90 of 145	62.1%	67 of 517	13.0%	79.1%	6.0%	243 of 517	47.0%		
	Jul-17	93 of 153	60.8%	68 of 516	13.2%	84.5%	6.4%	245 of 516	47.5%		
	Aug-17	91 of 151	60.3%	70 of 516	13.6%	84.9%	6.2%	251 of 516	48.6%		
	Sep-17	93 of 147	63.3%	68 of 518	13.1%	84.7%	4.8%	263 of 518	50.8%		
	Oct-17										
	Nov-17										
	Dec-17										
	Jan-18										
Feb-18											
Mar-18											
YTD	2017/18										
ANNUAL TREND	2014/15	110 of 153	71.9%	49 of 409	12.0%						
	2015/16	109 of 150	72.7%	56 of 431	13.0%			188 of 431	43.6%		
	2016/17	96 of 145	66.2%	58 of 488	11.9%	81.1%	5.3%	211 of 488	43.2%		
LATEST BENCHMARKING	SN AVE		68.2%		9.2%						
	BEST SN		79.0%		6.0%						
	NAT AVE		68.0%		10.0%						
	NAT TOP QTILE		71.1%		8.0%						

% long term LAC placements stable for at least 2 years



% LAC who have had 3 or more placements - rolling 12 months



FOSTERING

DEFINITION A foster care family provide the best form of care for most Looked after children. Rotherham would like most of its children to be looked after by its own carers so that they remain part of their families and community .

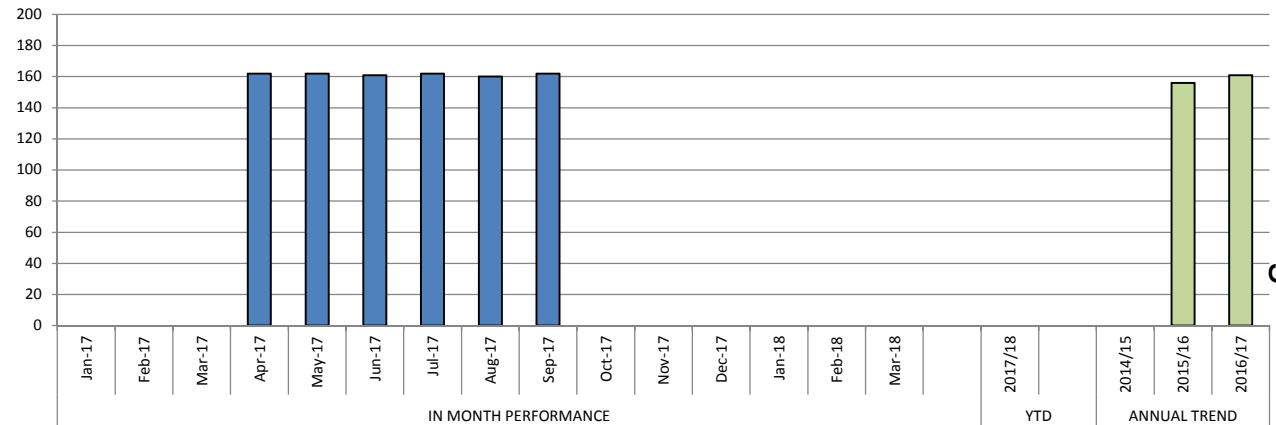
PERFORMANCE ANALYSIS

The number of children living in an in-house fostering placement continues to improve to 75%. This is in spite of an increase in the number of children needing care.
 The service have managed to recruit 3 new families this month increasing the stock by two families.

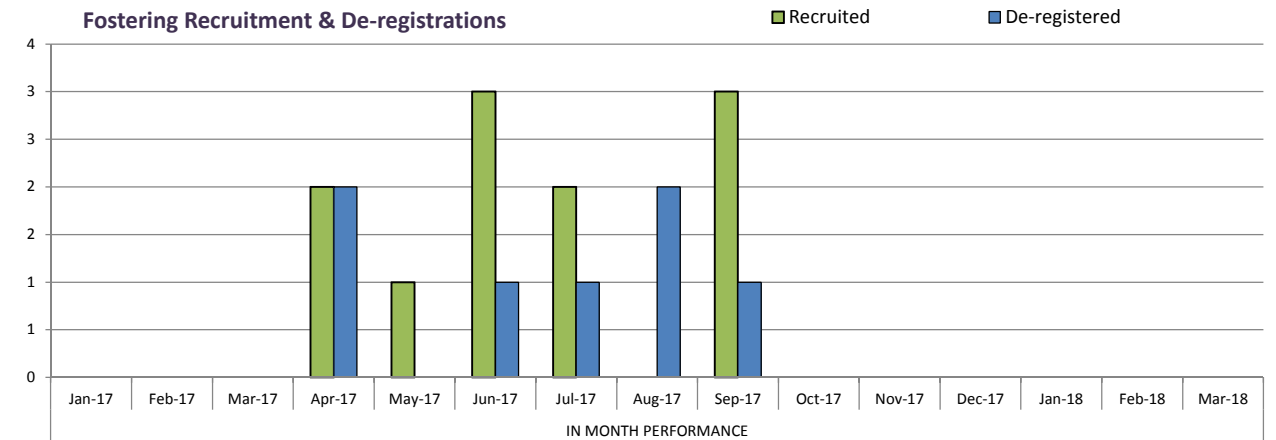
	9.1	9.2	9.3	9.4	9.5
	Number of LAC in a Fostering Placement	% of total LAC in a Fostering Placement	Number of Foster Carers (Households)	Number of Foster Carers Recruited (Households)	Number of Foster Carers De-registered (Households)

IN MONTH PERFORMANCE	Jan-17					
	Feb-17					
	Mar-17					
	Apr-17	357	71.4%	162	2	2
	May-17	364	72.8%	162	1	0
	Jun-17	356	68.9%	161	3	1
	Jul-17	371	71.9%	162	2	1
	Aug-17	381	73.8%	160	0	2
	Sep-17	391	75.5%	162	3	1
	Oct-17					
	Nov-17					
	Dec-17					
	Jan-18					
	Feb-18					
	Mar-18					
YTD	2017/18				11	7
ANNUAL TREND	2014/15					
	2015/16			156	13	16
	2016/17	353	72.3%	161	32	22

Number of Foster Carers



Fostering Recruitment & De-registrations



ADOPTIONS

DEFINITION

Following a child becoming a LAC, it may be deemed suitable for a child to become adopted which is a legal process of becoming a non-biological parent. The date it is agreed that it is in the best interests of the child that they should be placed for adoption is known as their 'SHOBPA'. Following this a family finding process is undertaken to find a suitable match for the child based on the child's needs, they will then be matched with an adopter(s) followed by placement with their adopter(s). This adoption placement is monitored for a minimum of 10 weeks and assessed as stable and secure before the final adoption order is granted by court decision and the adoption order is made. Targets for measures A1 and A2 are set centrally by government office.

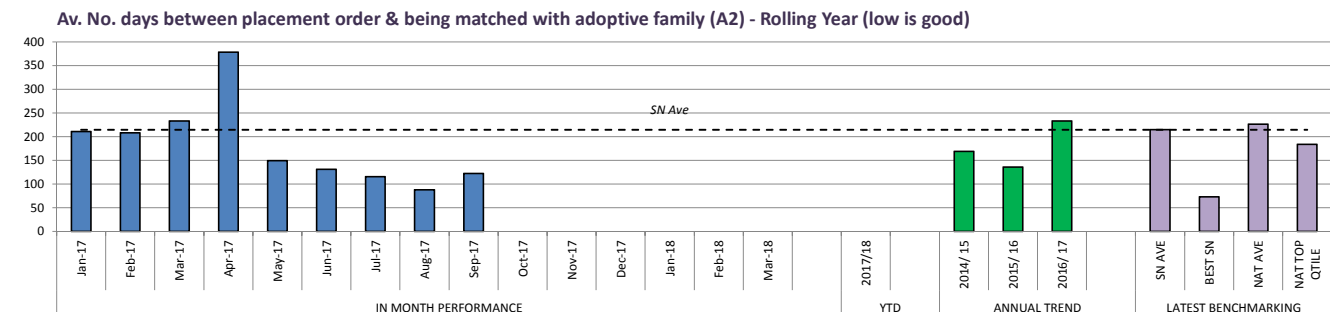
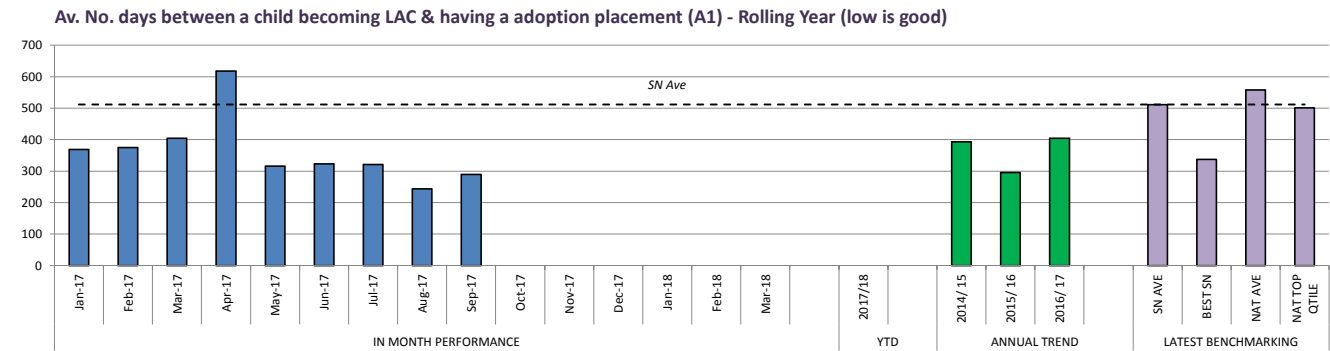
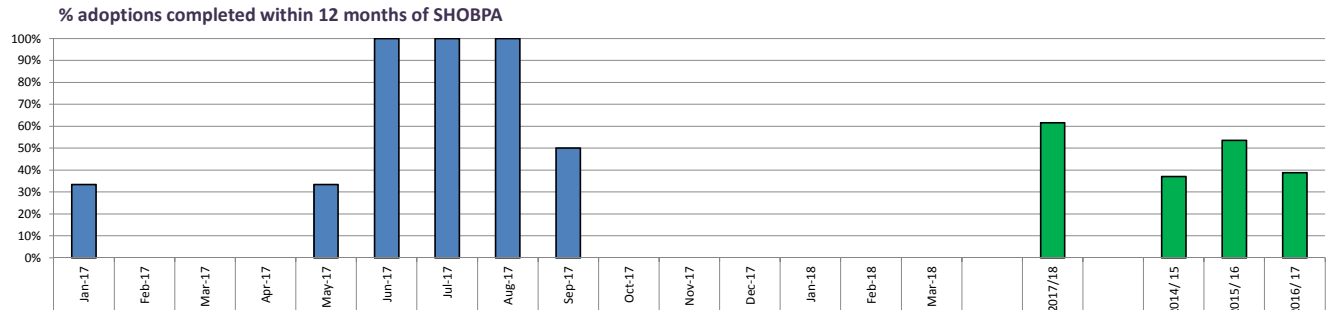
PERFORMANCE ANALYSIS

Current performance is outstanding, and places us in the top quartile for both A1 and A2 indicators. However, the priority for Rotherham will always be to find adoptive parents for our children no matter how long that may take, and given the low numbers, wide variance can be seen month on month.

The Service looks likely to surpass last year's number of 31 adoptions being completed (13 YTD).

Data Note: Taken from manual tracker. Data requires inputting into LCS

	10.1	10.2	10.3	10.4	10.5	
	Number of adoptions	Number of adoptions completed within 12 months of SHOBPA	% adoptions completed within 12 months of SHOBPA	Av. No. days between a child becoming LAC & having a adoption placement (A1) (ytd.)	Av. No. days between placement order & being matched with adoptive family (A2) (ytd.)	
Jan-17	9	3	33.3%	368.8	211.0	
Feb-17	1	0	0.0%	374.7	208.4	
Mar-17	2	0	0.0%	404.0	232.9	
Apr-17	1	0	0.0%	618.0	378.0	
May-17	3	1	33.3%	316.3	149.5	
Jun-17	1	1	100.0%	323.0	131.0	
Jul-17	1	1	100.0%	321.0	115.6	
Aug-17	3	3	100.0%	243.3	87.7	
Sep-17	4	2	50.0%	289.5	122.5	
Oct-17						
Nov-17						
Dec-17						
Jan-18						
Feb-18						
Mar-18						
YTD	2017/18	13	8	61.5%		
ANNUAL TREND	2014/ 15			37.0%	393.0	169.0
	2015/ 16	43	23	53.5%	296.0	136.0
	2016/ 17	31	12	38.7%	404.0	232.9
LATEST BENCHMARKING	SN AVE				511.6	214.7
	BEST SN				337.0	73.0
	NAT AVE				558.0	226.0
	NAT TOP QTILE				501.1	183.6



*Annual Trend relates to current reporting year April to Mar - not rolling year

**adoptions have a 28 day appeal period so any children adopted in the last 28 days are still subject to appeal

CASELOADS

DEFINITION

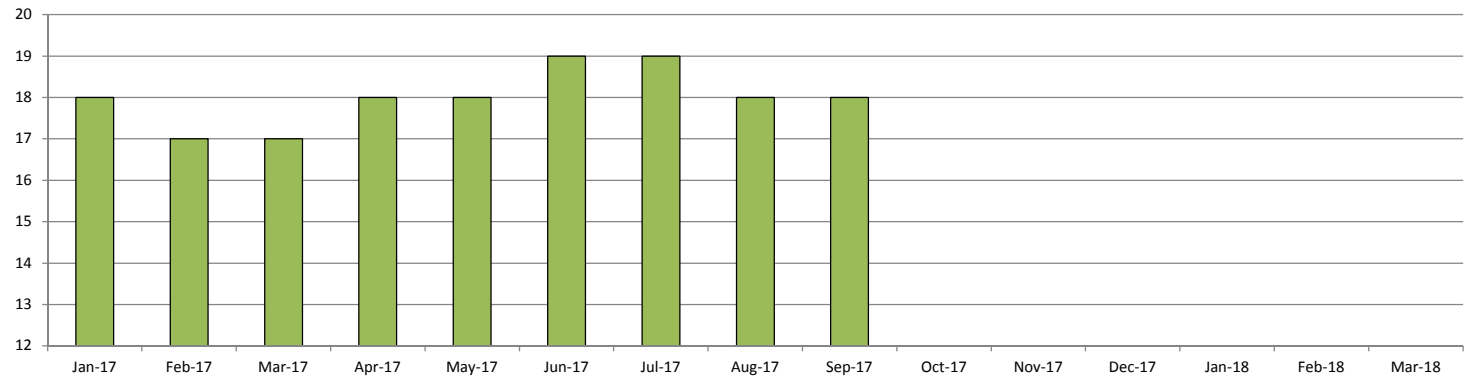
PERFORMANCE ANALYSIS

The 'maximum and average caseload' across the key safeguarding teams continues to be consistent and remains within acceptable limits. This is reviewed weekly and managers are ensuring that cases transfer, close or step down in a timely manner as well as performance meetings continuing to examine caseloads in detail. All those over 18 are examined and the reasons explained. For example, some senior social workers have students allocated to them and the student caseload shows under the supervisor's name. Ensuring that social workers have manageable caseloads was a key priority for Rotherham and the current performance is testimony to what has been achieved in this regard.

The Av. caseload has been split to show the difference in caseloads between Teams 1-3 and LAC team 4 (Court) & 5 (Permanence). This in turn has shown that LAC 1-3 have a higher average caseload, however this is still an eminently manageable caseload. The span of control for managers is 6 social workers and 1 advanced practitioner which is also highly appropriate and should facilitate good management oversight.

	11.3	11.4	
Maximum caseload of social workers in LAC Teams	18	Av. no. cases in LAC Teams	
		Teams 1-3	Teams 4 & 5

Maximum caseload of social workers



IN MONTH PERFORMANCE	11.3		11.4	
	Maximum caseload of social workers in LAC Teams	Av. no. cases in LAC Teams	Teams 1-3	Teams 4 & 5
Jan-17	18	12.9		
Feb-17	17	11.0		
Mar-17	17	11.6		
Apr-17	18	10.6		
May-17	18	11.7		
Jun-17	19	10.7		
Jul-17	19	10.9		
Aug-17	18	12.2	12.2	9.7
Sep-17	18	12.5	12.5	10.5
Oct-17				
Nov-17				
Dec-17				
Jan-18				
Feb-18				
Mar-18				

YTD	2017/18		

ANNUAL TREND	2014/15		
	2015/16	19.2	14.1
	2016/17	17.0	11.6

Virtual School Headteacher Report 2017



Virtual School Team
Looked After Children & Young People
September 2017



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Introduction

The Purpose and role of the Virtual School

The purpose of the Rotherham Virtual School for Looked After Children is to raise educational achievement, promote emotional wellbeing, and improve the life chances of children and young people in care and care leavers.

Operationally, the Virtual School has overall responsibility for monitoring, supporting and providing interventions to ensure that looked after children (LAC) achieve the best possible educational outcomes and by working in collaboration with carers, schools, social workers and other services and agencies such as SEN, Admissions and Educational Psychology.

It strives to achieve this by:

- Attending all termly PEP meetings for all LAC aged 2-18
- Quality assuring all Personal Education Plans
- The effective use of Pupil Premium Plus
- Tracking the academic progress, attendance and exclusions of LAC
- Ensuring Special Educational Needs or Disability (SEND) needs are identified and supported appropriately
- Implementing a range of targeted interventions to raise academic standards
- Providing support and challenge to students, schools and carers, and other professionals who work with LAC in and out of authority
- Offering a range of opportunities outside the classroom for LAC to build self-esteem and life skills
- Ensuring effective transition between schools or specialist providers
- Encouraging young people to have high aspirations about their futures and remove barriers to further and higher education
- Promoting Attachment Friendly Schools
- Leading training for foster carers, designated teachers, school governors and bespoke training for alternative learning providers and staff in schools
- Celebrating LAC achievements

In order to properly support the education of looked after children and to narrow the attainment gap between them and their peers, Virtual School Advocates and Assistant Headteachers attend PEP meetings for every looked after child aged 2-18 each term. They endeavour to ensure that appropriate and SMART targets are set, that progress is monitored and that the set targets drive improvement. In conjunction with the LAC Nurse and Health colleagues, the Virtual School is exploring ways of expanding the PEP process to cover children from birth.

It is recognised that, for children and young people in care, there are significant emotional and mental health barriers to educational progress. To this end the Virtual School has recruited two Educational Psychologists (1 full time equivalent) to support its work in promoting Attachment Friendly and Emotionally Aware Schools. This is now in its second year (**see Appendix 1**). The two Educational Psychologists are members of the Virtual School Leadership Team (**see Team Structure Appendix 2**). The prominence and importance of promoting emotional wellbeing is also reflected in a plethora of recent reports from the Consortium for Emotional Well Being in Schools, the NSPCC, the Carter Review of Initial Teacher Training, the Attachment Aware Schools' Project and the DfE. The Attachment Aware Schools' Project has some fabulous resources, including video resources, to support professional development. (**see Appendix 3**)

The increase in numbers of looked after children has posed a major challenge for the Virtual School, from 405 in March 2015, to 430 in March 2016, and 484 in March 2017. In Yorkshire and the Humber, since 2012 the

number of LAC has declined by 4% and the rate per 10,000 under 18 has declined by 6%. In sharp contrast, in Rotherham, the number of LAC has increased by 13% and the rate/10,000 has increased from 68 to 76. In order to cope with the additional demand for services and the increased complexity of cases, the Virtual School has recruited an additional primary and an additional secondary advocate.

The Virtual School measures of success are:

- improving attainment and progress at all key stages
- pupils attending 'good' or 'outstanding' schools wherever possible
- ensuring that as many pupils as possible remain in mainstream schools
- school moves only taking place when absolutely essential, with the virtual school being involved in all transition planning
- facilitating rapid admissions to new educational settings
- minimising the number of days lost to education through exclusions and absence
- increasing number of Care Leavers engaging with education and training and successfully entering employment
- increasing numbers of young people in care participating in higher education
- improvements in schools' knowledge and understanding of how to most effectively support children and young people with complex needs, rooted in their pre-care experience
- maintaining high levels of PEP compliance and PEP quality to underpin improved educational outcomes

It is important, however, that outcomes are interpreted intelligently. For example making sense of GCSE outcomes requires that outcomes are measured taking into account the many risk and protective factors which affect educational progress.

The invaluable research undertaken by the Universities of Oxford and Bristol helps to quantify these factors. For example, their analysis found that young people in care, who changed schools in Years 10 or 11, scored over 5 grades less at GCSE than those who did not, and that those in non-mainstream schools (PRUs, SEMH), **compared with those with the same characteristics** as those in mainstream schools, scored almost 14 grades lower at GCSE.

The CLA data analysis undertaken by NCER and supported by ACDS is also a welcome development in this area.

Moreover, the LAC population is characterised by a high level of turnover as a result of admissions and discharges (c.20%p.a.), a disproportionate number of children and young people in care have statements of SEN/Education & Health Care Plans, and many attend non-mainstream educational settings. Clearly this is part of the context within which educational outcomes need to be placed, in order to make intelligent judgements.

See Appendix 4: The Educational Progress of Looked After Children in England: Linking Care and Educational Data. University of Oxford and the University of Bristol. November 2015.

Key achievements in the last 12 months

- **Early Education Places:** significant increase in take-up of Early Education Places
- **Foundation Stage:** 67% reached a Good Level of Development
- **Year 1 Phonics:** 60% passed the test
- **Key Stage 2:** average progress scores in 2016 significantly above national and regional comparators
- **Key Stage 2:** improved outcomes in 2017 compared with 2016
- **GCSE:** Progress 8 scores at GCSE in 2016 are above national and regional comparators and Attainment 8 scores are broadly in line with national and regional comparators
- **GCSE:** in 2017, 45% of those who attended mainstream schools achieved a minimum of 4 A*-C
- **GCSE:** in 2017, 3 young people achieved 9 A*-C including English and maths, 1 achieved 8 A*-C including English, and 2 achieved 5 A*-C including English
- **Education, Employment & Training 2016:** Rotherham's performance compares favourably with national and regional comparators with 2/3 care leavers aged 17 and 18 in education, employment or training.
- **Education, Employment & Training 2016:** Between 2011 and 2016 Rotherham consistently, and in several years by significant margins, outperformed national, regional and statistical neighbour comparators in terms of those 19, 20 and 21 year olds in employment, education and training. In 2016 Rotherham was ranked 16th nationally, placing it in quartile band A.
- **PEP Compliance & PEP Quality:** further improvements in both the quality and completion rate of PEPs. In July 2017 the completion rate was 97.2%, with 86% judged (externally) to be good or better
- **Ofsted School Ratings:** the high level of LAC attending good or outstanding schools has been maintained (Sept. 2017: 83%)
- **Attendance:** overall attendance, over time, remains high between 94% and 96% for all school-aged pupils

Progress since the last inspection November 2014

At the last inspection the key judgement grade for 'the experience and progress of children looked after and achieving permanence was 'inadequate'. In summary the report contained the following judgements:

- education support for looked after children is poor
- looked after children and care leavers are not aware of their rights and entitlements and care leavers do not have good access to emotional support and mental health services
- not enough care leavers are in education, training or employment

The current Position Statement **(see Appendix 7)**, which examines progress since the last inspection on the full range of detailed and specific judgements contained in the report, would suggest an overall current judgement of **good**.

It is fully acknowledged that there is much to do improve the life chances for looked after children and young people. The next steps are identified in the Position Statement, and the Directorate and Virtual School Team remain uncompromisingly ambitious to improve outcomes further for LAC and Care Leavers, and to reach a judgement of outstanding.

Challenges for the Virtual School and wider service for Looked After Children

- Maintaining stability of placements
- Offering suitable provision (both care and education)
- Responding effectively to the increase in numbers of looked after children
- Supporting LAC from birth to 2 years
- Improving further the use of data to raise attendance, minimise exclusions, and to raise attainment and progress
- Ensuring as many LAC as possible remain in mainstream educational settings
- Promoting attachment friendly schools

Clearly responding to these challenges requires a high level of collaboration with colleagues in schools (headteachers, designated teachers, and governors), social care (social workers, team managers, IROs), foster and residential carers, Educational Psychology, SEN, Inclusion, Speech and Language, CAMHS and other specialist services, the Leadership Team in Children's Services, the Virtual School Governing Body, the Corporate Parenting Panel, and, last but not least, the children & young people in care.

It is recognised that it is schools that provide the day to day education and support for looked after children and young people, and that the Designated Teacher has a vital role in championing their needs and advocating for them across the school **(see Appendix 5: Key Questions for School Leaders should assist in auditing current practice and should point the way forward in terms of possible future refinements and developments in school)**.

The Virtual School is also aware that, through this collaboration, its achievements are key to the delivery of the Council's priorities as outlined in the Council Corporate Plan:

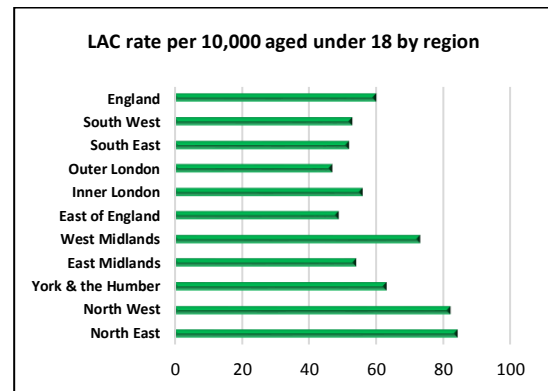
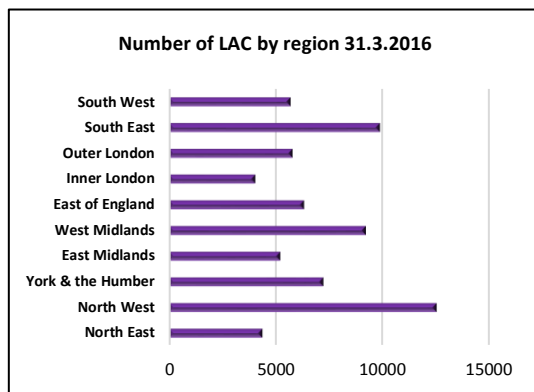
- 1** Every child making the best start in life
- 2** Every adult secure, responsible and empowered
- 3** A strong community in a clean, safe environment
- 4** Extending opportunity, prosperity and planning for the future
- 5** Modern, efficient Council

The Context: regionally and nationally

The distribution and concentration of LAC regionally and nationally

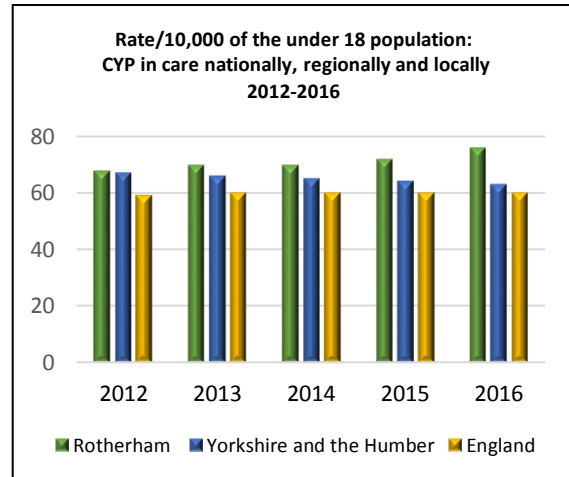
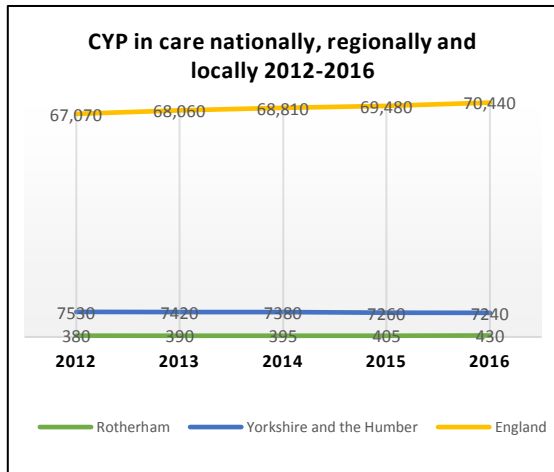
March 31st 2016

Number of LAC in England and by region 31.3.2016	Number of LAC	%age	Per 10,000 aged under 18
England	70440		60
North East	4400	6.25%	84
North West	12550	17.8%	82
York & the Humber	7240	10.3%	63
East Midlands	5230	7.4%	54
West Midlands	9240	13.1%	73
East of England	6330	8.9%	49
Inner London	4050	5.7%	56
Outer London	5810	8.2%	47
South East	9880	14.0%	52
South West	5710	8.1%	53



- There were 70,440 LAC in England in March 2016 with the largest number in the North West (17.8%).
- Just over 1 in 10 LAC were in Yorkshire and the Humber making it the 4th largest region by number of LAC.
- In terms of concentration, Yorkshire and the Humber with 73 LAC per 10,000 of the under 18 population in the region, was the 4th highest rate per 10,000 in England.
- The highest was in the North East with 84/10,000 and the lowest was in Outer London with 47/10,000. This compares with a national average of 60/10,000.

Number and rate of children looked after/ 10,000 of the under 18 population: 31 March 2016					
	2012	2013	2014	2015	2016
Rotherham (number)	380	390	395	405	430
Yorkshire and the Humber (number)	7530	7420	7380	7260	7240
England (number)	67,070	68,060	68,810	69,480	70,440
Rotherham (rate)	68.0	70.0	70.0	72.0	76.0
Yorkshire and the Humber (number)	67	66	65	64	63
England (rate)	59.0	60.0	60.0	60.0	60.0



- There has been a 13% increase, 2012-2016, in the number of children & young people in care to Rotherham and an increase of 12% in the rate/10,000 of the under 18 population from 68/10,000 to 76/10,000.
- In England while the number of CYP in care has risen by 5% the rate/10,000 has remained constant at 60/10,000
- Regionally there has been a decline in the overall number by 4% and a decline in the rate/10,000 by 6%.
- Of the 15 LAs which comprise the Yorkshire & Humber region, Rotherham has the 3rd highest LAC rate after North East Lincolnshire and Kingston Upon Hull.

The current school age looked after population in care to Rotherham MBC (Sept. 2017)

By gender and local authority

Gender	Rotherham schools (RMBC)		Out of Authority schools (OOA)		ALL	
	Number	%age	Number	%age	Number	%age
Female	109	48%	47	42%	156	46%
Male	117	52%	64	58%	181	54%
Total	226		111		337	

By ethnicity

Ethnic Group	RMBC	OOA	ALL	%age
White British	164	82	246	73%
Any other White background	9	1	10	3%
Gypsy/Roma	10	12	22	7%
White & Black Caribbean	2		2	1%
White & Black African	2		2	1%
White & Asian	16	10	26	8%
Any other mixed background	1	2	3	1%
Pakistani	9	2	11	3%
Any other Asian background	2		2	1%
African	5	2	7	2%
Any other Black background	3		3	1%
Any other ethnic group	3		3	1%
Total	226	111	337	

By Special Educational Needs (SEN)

SEN	RMBC	OOA	ALL	%age
EHCP/Statement	43	41	84	25%
EHCP/Statement pending	8	9	17	5%
SEN support	34	19	53	16%
No SEN	112	40	152	45%
Not known	29	2	31	9%
ALL	226	111	337	

Primary LAC by NCY and local authority

NCY	Rotherham schools (RMBC)		Out of Authority schools (OOA)		ALL	
	Number	%age	Number	%age	Number	%age
Year 0	12	10%	3	9%	15	10%
Year 1	13	11%	4	12%	17	11%
Year 2	16	13%	2	6%	18	12%
Year 3	20	17%	5	15%	25	16%
Year 4	18	15%	6	18%	24	16%
Year 5	23	19%	4	12%	27	18%
Year 6	17	14%	9	27%	26	17%
ALL	226		33		152	

There are 152 LAC in 90 primary schools. 78% are in Rotherham primary schools & 22% are in OOA primary schools.

Secondary LAC by NCY and local authority						
NCY	Rotherham schools (RMBC)		Out of Authority schools (OOA)		ALL	
	Number	%age	Number	%age	Number	%age
Year 7	20	19%	13	17%	33	18%
Year 8	19	18%	14	18%	33	18%
Year 9	17	16%	14	18%	31	17%
Year 10	21	20%	16	21%	37	20%
Year 11	30	28%	21	27%	51	28%
ALL	107		78		185	

There are 185 LAC in 109 secondary schools. 58% are in Rotherham primary schools & 42% are in OOA secondary schools.

Number of LAC attending primary schools by Ofsted category and local authority				
LAC attending	Rotherham schools	OOA schools	Total	%age
Outstanding	15	8	23	15%
Good	86	21	107	70%
Requires Improvement	13	1	14	9%
Inadequate	5	3	8	5%
ALL	119	33	152	

86% of primary pupils attend schools judged by Ofsted to be good or outstanding.

Number of LAC attending secondary schools by Ofsted category and local authority				
LAC attending	Rotherham schools	OOA schools	Total	%age
Outstanding	12	9	21	11%
Good	84	44	128	69%
Requires Improvement	0	12	12	6%
Inadequate	7	5	12	6%
N/A	4	8	12	6%
ALL	107	78	185	

81% of secondary pupils attend schools judged by Ofsted to be good or outstanding.

The current school age LAC population in Rotherham in September 2017 in summary:

Number: 337
Phase: 152 primary 185 secondary
Gender: 181 male 156 female
Ethnicity: 73% White British, 8% Dual Heritage White & Asian, 7% Gypsy/Roma
SEN: 46% have special educational needs; 30% have statements/EHCPs inc. pending
Local Authority: 32 Local Authorities
Number of schools: 194 schools
Ofsted school category: 83% in good or better schools; primary 86%, secondary 81%

Educational Outcomes 2017 (provisional)

Headlines

Early Education Places: significant increase in take-up of Early Education Places

EYFS: 67% with a Good Level of Development

Year 1 Phonics: 60% passed the test

Key Stage 1: majority below expected standards.

Key Stage 2: improved outcomes in 2017 compared with 2016

Key Stage 2: average progress scores in 2016 significantly above LAC national and regional comparators

Key Stage 4 GCSE outcomes 2017: 10% achieved 5+ A*-C including English & Maths

Of those in mainstream schools:

45% achieved 4+ A*-C

30% achieved 5+ A*-C

15% achieved 9 A*-C including English and maths

Attainment 8 GCSE 2016: above regional, and in line with LAC national comparators

Progress 8 GCSE 2016: above both LAC regional and national comparators

Attendance: overall attendance 94% similar to previous years and comparators

Persistent Absence: 12.7% similar to last year

Exclusions: increased to 15% as a result of challenging 'informal' exclusions

Education, Employment & Training 2016: Rotherham's performance compares favourably with national and regional comparators with 2/3 care leavers aged 17 and 18 in education, employment or training.

Education, Employment & Training 2016: with 61% of 19-21 year old care leavers in education, employment and training, Rotherham's national ranking was 16th which placed it in quartile band A.

Higher Education: 13 care leavers are currently in Higher Education including 1 undertaking a PhD. 1 care leaver graduated this year with a first class Master's degree

PEP Compliance July 2017: 97.2%

PEP Quality July 2017: 86% judged to be good or better

Ofsted school ratings Sept. 2017: 83% in good or outstanding schools

Educational Outcomes for RMBC LAC compared with all pupils in RMBC and with all LAC and all pupils nationally (2016 and 2017)

Educational Outcomes for RMBC LAC compared with all pupils in RMBC and with all LAC and all pupils nationally	National All Pupils (%)		Rotherham All Pupils (%)		National LAC (%)		Rotherham LAC	
	2016	2017	2016	2017	2016	2017	2016	2017
EYFS Good Level of Development	78		78				29% (2/7)	67% (4/6)
Y1 Phonics	81	76	79	74			67% (6/9)	60% (3/5)
KS1 Reading Reached Expected Standard	74	76	71	73	50		67% (6/9)	17% (2/12)
KS1 Writing Reached Expected Standard	66	68	65	69	39		56% (5/9)	17% (2/12)
KS1 Mathematics Reached Expected Standard	73	75	71	75	46		56% (5/9)	33% (4/12)
KS2 SP&G Reached Expected Standard	72	77	71	76	44		29% (7/24)	46% (11/24)
KS2 Reading Reached Expected Standard	66	72	64	69	41		38% (9/24)	42% (10/24)
KS2 Writing Reached Expected Standard	74	76	78	77	46		29% (7/24)	38% (9/24)
KS2 Mathematics Reached Expected Standard	70	75	72	76	42		29% (7/24)	33% (8/24)
KS2 RWM Reached Expected Standard	53	61	54	61	26		21% (5/24)	25% (6/24)
KS4 5+ A*-C incl. English & Maths	54		58		21		13% (4/32)	10% (3/30)
KS4 5+ A*-C							16% (5/32)	20% (6/30)
Progress 8	-0.08		+0.01		-1.14		-0.94	
Attainment 8	48.6		48.3		22.8		22.6	
1. Children looked after continuously for at least 12 months as at 31 March excluding those children in respite care.								
2. EYFS and Phonics data not published for national LAC cohort.								
3. In English and Maths, a 'standard pass' or above (Grade 4+) is counted as A*-C								
4. 2017 data is provisional and may be subject to change								

Looked After Children taking up Early Education Places 2016-2017

On a regular basis, the Virtual School Assistant Headteacher and Primary Advocates contact Social Workers of any children not taking up a 2 year old place, to ensure that they are aware of the entitlement and support them to take up the place where appropriate. They ensure that places for the children are in settings judged to be good or better. This proactivity has led to a significant increase in the level of take-up. The team also ensures that the children have a Personal Education Plan.

%age LAC 2 year olds taking up an EEF place in Rotherham				
Spring 2016	Summer 2016	Autumn 2016	Spring 2017	Summer 2017
6 (46%)	(9) 82%	10 (77%)	9 (82%)	12 (86%)

A similar exercise commenced in Summer 2017 for 3 and 4 year old places for which there is a very high level of take-up.

LAC 3/4 year olds taking up an EEF place in Rotherham			
Term	No. LAC	LAC in EEF Place	%age
Autumn 2016	11	11	100%
Spring 2017	14	13	93%
Summer 2017	19	19	100%

Early Years Foundation Stage (EYFS) Results 2015-2017

Since 2013, children are defined as having reached a good level of development (GLD) at the end of the EYFS if they achieve at least the expected level in:

- the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and
- the early learning goals in the specific areas of mathematics and literacy.

In 2016 the cohort of 7 comprised 6 in Rotherham schools and 1 out of authority. 2/7 (29%) achieved a Good Level of Development (GLD). This compares with 0% of LAC in 2015. In 2017 4/6 (67%) achieved a GLD.

70% of all Rotherham children in 2016 achieved a GLD.

EYFS: Number and %age achieving a Good Level of Development 2015-2017		
2015	2016	2017
0/7	2/7	4/6
0%	29%	67%

Year 1 Phonics 2016

The Year 1 phonics test cohort comprised 9 children, 6 in Rotherham schools and 3 in out of authority schools. 6/9 (67%) passed the test compared with 20% in 2015. In 2017, 3/5 (60%) passed the test.

Year 1 Phonics : Number and %age passing the test 2015-2017		
2015	2016	2017
2/5	6/9	3/5
40%	67%	60%

LAC Outcomes at Key Stage 1, 2017

Eligible cohort of 12

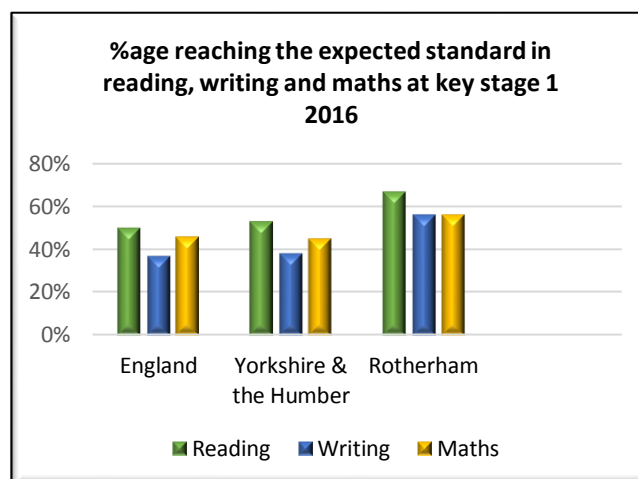
	Reading	Writing	Maths	Science
At expected standard	2 (17%)	2 (17%)	4 (33%)	3 (25%)
Below standard	10 (83%)	10 (83%)	8 (67%)	9 (75%)

Clearly these outcomes will mean that the schools, the Virtual School, social workers and carers must ensure that appropriate interventions are put in place, and recorded in the PEP, to accelerate progress during key stage 2.

Regional and national comparators are not available until May 2018.

LAC Outcomes at Key Stage 1, 2016

The Year 2 cohort was a small cohort of 9 children. 3/9 had a Statement or Education & Health Care Plan. 6/9 reached the expected standard in reading, writing and maths, placing Rotherham above national and regional comparators.



The 2016 key stage 1 assessments are the first which assess the new, more challenging national curriculum. The expected standard has also been raised to be higher than the old level 2. As a result, figures for 2016 are not comparable to those for earlier years. The new expected standards were designed to be broadly similar but are not equivalent to an old level 2b.

LAC Outcomes ay Key Stage 2, 2017

Total cohort 33
 Eligible cohort 24
 Eligible cohort: in care for 12 months + at 31.3.2017

Cohort Characteristics

Gender		Ethnicity				Local Authority	
Female	Male	WBRI	MWA	APKN	GRT	Rotherham	OOA
16	8	19	3	1	1	13	11
67%	33%	79%	13%	4%	4%	54%	46%

School Type		SEN				No. Care Placements	
Mainstream	Non-mainstream	EHCP/S	K*	K	N	3+	4+
19	5	7	0	9	8	13	8
79%	21%	29%	0%	38%	33%	54%	33%

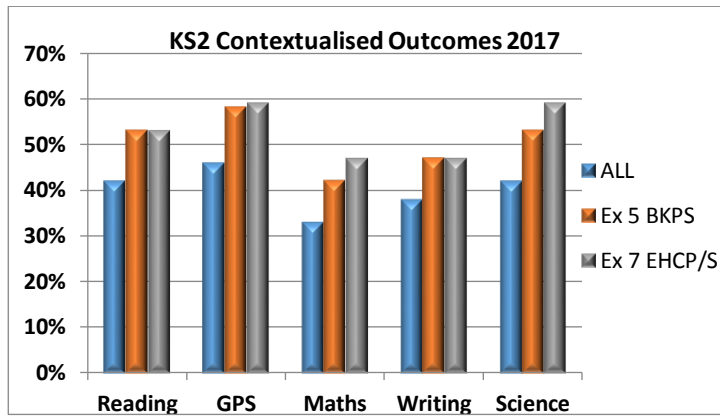
Key Stage 2 Attainment 2017

Full eligible cohort	Reading (test)		GPS (test)		Maths (test)		Writing (TA)		Science (TA)	
	At standard	10	42%	11	46%	8	33%	9	38%	10
Not at standard	9	38%	8	33%	11	46%	12	50%	10	42%
Below standard of pre-key stage	5	21%	5	21%	5	21%	3	13%	4	17%
Total	24		24		24		24		24	

Eligible cohort excluding 5 below pre-key stage	Reading (test)		GPS (test)		Maths (test)		Writing (TA)		Science (TA)	
	At standard	10	53%	11	58%	8	42%	9	47%	10
Not at standard	9	47%	8	42%	11	58%	10	53%	9	47%
Total	19		19		19		19		19	

Eligible cohort excluding 7 with EHCP/Statement	Reading (test)		GPS (test)		Maths (test)		Writing (TA)		Science (TA)	
	At standard	9	53%	10	59%	8	47%	8	47%	10
Not at standard	8	47%	7	41%	9	53%	9	53%	7	41%
Total	17		17		17		17		17	

RMBC Looked After Children at Standard KS2 Contextualised Outcomes 2017					
	Reading	GPS	Maths	Writing	Science
ALL	42%	46%	33%	38%	42%
Ex 5 BKPS	53%	58%	42%	47%	53%
Ex 7 EHCP/S	53%	59%	47%	47%	59%



LAC Outcomes at KS2 compared with 2016

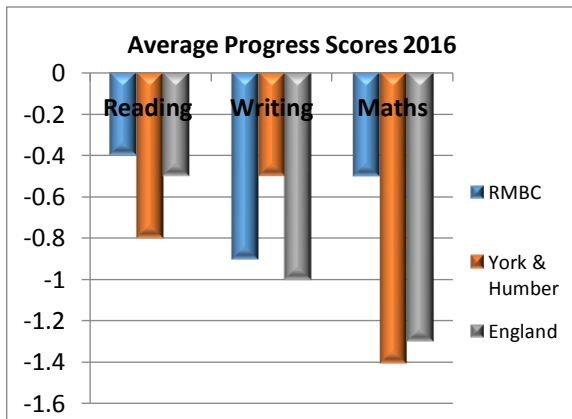
2016 is the only directly comparable year following the major overhaul in the primary curriculum

RMBC Looked After Children KS2 Outcomes 2016 and 2017 NOT contextualised				
	Reading	Writing	Maths	GPS
2016	38%	33%	33%	33%
2017	42%	38%	33%	46%
Difference	+4	+5	0	+13

RMBC Looked After Children KS2 Outcomes 2016 and 2017 excluding EHCP/Statements		
	Reading	Maths
2016	46%	38%
2017	53%	47%
Difference	+7	+9

RMBC Looked After Children KS2 Outcomes 2016 Average Progress Scores Compared			
	Reading	Writing	Maths
RMBC	-0.40	-0.90	-0.50
York & Humber	-0.80	-0.50	-1.40
England	-0.50	-1.00	-1.30

RMBC national rank in reading: 61 and quartile band B
 RMBC national rank in writing: 73 and quartile band C
 RMBC national rank in maths: 43 and quartile band B



All the data needs to be treated with caution given the comparatively small cohort size at individual LA level. Nonetheless:

- outcomes improved 2016 – 2017 in reading, writing, and GPS and remained the same in maths
- contextualised by SEN, there were significantly improved outcomes in reading and maths 2016/17
- average progress in reading and maths compares very favourably with regional and national comparators

Year 11 Outcomes 2017 (provisional)

Headlines

- 3 young people achieving 9 A*-C including English & maths
- 1 achieved 8 A*-C including English but missed maths by 1 grade
- A further 2 achieved 5+ A*-C including English but missed maths by a grade
- Another young person achieved 5 A*-C but missed maths and English by 1 grade
- 3 yp achieved 4 A*-C: 1 including English and 1 including maths
- 10/30 had an EHCP, EHCP pending or a statement of SEN
- 10 young people were not in mainstream schools
- Of the 20 in mainstream:
 - 3/20 (15%) achieved 9 A*-C including English & maths
 - 6/20 (30%) achieved 5+ A*-C
 - 9/20 (45%) achieved 4+ A*-C

Year 11 Cohort Characteristics 2017

Gender		Ethnicity				Local Authority	
Female	Male	WBRI	MWA	MOTH	OTH	Rotherham	OOA
20	10	25	2	2	1	18	12
67%	33%	83%	7%	7%	3%	60%	40%

- 2:1 female to male
- 83% white British
- 3:2 Rotherham schools

SEN Status				School Type		School Ofsted Category				
EHCP/S	K*	K	N	MS	NMS	O/S	Good	RI	Inadequate	N/A
7	3	10	10	20	10	9	14	2	1	3
23%	10%	33%	33%	67%	33%	30%	47%	7%	3%	10%

- 67% with special needs
- 33% with high level special needs (EHCP/Statement/ Statement pending)
- 1 in 3 in non-mainstream schools (NMS)
- 77% in schools rated good or outstanding by Ofsted

K* = EHCP pending

Type of Placement				Placement Moves						Years in Care				
Foster	Resid	Parents	IL	1	2	3	4	6	8	<2	<3	<4	<5	5+
17	10	1	2	14	9	2	1	3	1	5	7	5	1	12
57%	33%	3%	7%	47%	30%	7%	3%	10%	3%	17%	23%	17%	3%	40%

- 1 in 3 in residential placements
- 2 independent living
- 84% with 3 or fewer placements
- 18/30 became LAC during their secondary school years
- 12/30 became LAC in Years 9, 10 and 11
- 5/30 became LAC in Years 10 and 11

Year 11 GCSE Outcomes 2017: all and filtered by those in mainstream/non-mainstream schools

	ALL	ALL %	Cumulative	Cum %	Ex NMS (-10)	Ex NMS %	Ex NMS cum	Ex NMS cum %
5ACEM	3/30	10	3	10	3/20	15	3	15
5ACE	2/30	7	5	17	2/20	10	5	25
5AC	1/30	3	6	20	1/20	5	6	30
4ACE	1/30	3	7	23	1/20	5	7	35
4ACM	1/30	3	8	27	1/20	5	8	40
4AC	1/30	3	9	30	1/20	5	9	45

NMS=non-mainstream school

- Each of the 3 young people achieving 5+ A*-C including English & maths (5ACEM) achieved 9 A*-C
- 1 achieved 8 A*-C inc. English and a further 2 achieved 5+ A*-C including English (5ACE) but missed maths by a grade
- Another yp achieved 5 A*-C but missed maths and English by 1 grade
- 3 yp achieved 4 A*-C: 1 including English (4ACE) and 1 including maths (4ACM)
- 10 young people were not in mainstream schools
- Of the 20 in mainstream:
 - 3/20 (15%) achieved 9 A*-C including English & maths
 - 6/20 (30%) achieved 5+ A*-C
 - 9/20 (45%) achieved 4+ A*-C
- 10 of the cohort had an EHCP, an EHCP pending or a statement of SEN; 1 yp with an EHCP did achieve 5ACEM

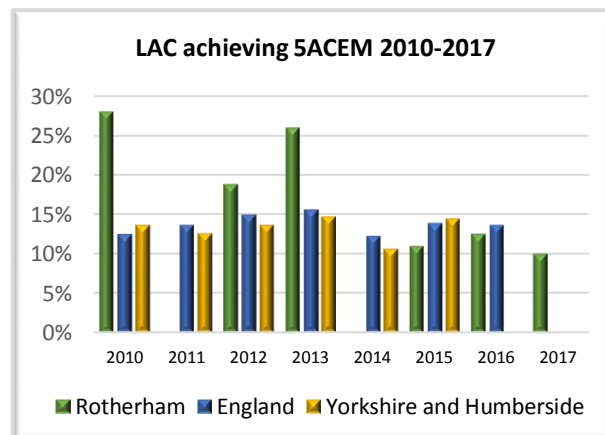
Year 11 GCSE Outcomes 2010-2017

5 A*-C inc. English & Maths (5ACEM)	2010	2011	2012	2013	2014	2015	2016	2017
Rotherham	28.0%	-	18.8%	25.9%	-	11.0%	12.5%	10.0%
England	12.4%	13.6%	14.9%	15.5%	12.2%	13.8%	13.6%	
Yorkshire and Humberside	13.6%	12.5%	13.6%	14.6%	10.6%	14.4%		
%age diff. Rotherham & England	15.6%	-	3.95%	11.4%		-2.8%		

Note: Statistical Neighbour data has been excluded as this data is only the average of a few LAs and thus gives a 'false reading.' Most data is suppressed because of small numbers.

Over the 4 years, where comparative data is available and not suppressed, Rotherham's results at 5ACEM are significantly better than national and regional comparators in 3 out of 4 years. In 2016 results are broadly in line with national outcomes. In 2017, with the reformed GCSEs, it is not yet clear how these outcomes compare with national and regional comparators.

It is the case that if 2 pupils had achieved 1 higher grade in maths in 2017 then 17% would have achieved 5ACEM. Small cohorts mean that small changes are magnified in terms of %age changes.



Year 11: Characteristics of those highest achieving LAC 2017

GCSE C+ or grade 4+	Gender	Ethnicity	Local Authority	School Type	Ofsted Category	SEN Status	Time in Care	Placement Type	Number Placements
9ACEM	F	WBRI	OOA	Mainstream	Good	K	<4 years	Foster Care	6
9ACEM	F	WBRI	RMBC	Mainstream	Outstanding	N	>5 years	Foster Care	1
9ACEM	F	WBRI	OOA	Mainstream	Outstanding	EHCP	<3 years	Foster Care	2
8ACE	F	WBRI	RMBC	Mainstream	Good	K	>5 years	Foster Care	1
5ACE	M	WBRI	OOA	Mainstream	Outstanding	K	>5 years	Foster Care	1
5ACE	F	WBRI	RMBC	Mainstream	Good	N	>5 years	Foster Care	1
4ACE	F	WBRI	OOA	Mainstream	Good	N	>5 years	Foster Care	1
4ACM	F	WBRI	RMBC	Mainstream	Outstanding	K	<4 years	Foster Care	1
4AC	F	WBRI	RMBC	Mainstream	Inadequate	N	<2 years	Foster Care	2

The highest achievers in Year 11:

- mainly female
- all of white British ethnicity
- 5 in Rotherham schools; 4 in out of authority schools
- all in mainstream schools
- majority in good or outstanding schools; 1 inadequate
- 5 with special needs including 1 with an EHCP
- all in foster care placements
- 5 in placements for 5 years or more
- 6 in only 1 care placement

Year 11: Characteristics of those achieving level 4+ in English & Maths at KS2 NOT making expected progress, 2017

Gender	Ethnicity	Local Authority	School Type	Ofsted Category	SEN Status	Time in Care	Placement Type	Number Placements
M	WBRI	Rotherham	Mainstream	RI	N	>5 years	Foster Care	2
F	WBRI	Rotherham	Mainstream	Good	K	>5 years	Residential	6
F	WBRI	Rotherham	Mainstream	Good	K*	<4 years	Residential	1
F	WBRI	Rotherham	Mainstream	Good	N	<2 years	Parents	2
F	WBRI	Rotherham	Mainstream	Good	N	>5 years	Foster Care	1
F	WBRI	Rotherham	Mainstream	Good	K	<3 years	Residential	8
F	WBRI	Rotherham	Mainstream	Outstanding	N	<2 years	Foster Care	2
F	WBRI	OOA	Non-mainstream	N/A	K*	<3 years	Foster Care	2
F	WBRI	Rotherham	Mainstream	Good	K*	<5 years	Ind. Living	3
M	OTH	OOA	Non-mainstream	Outstanding	?	<3 years	Residential	1

In terms of the risk factors in relation to educational progress:

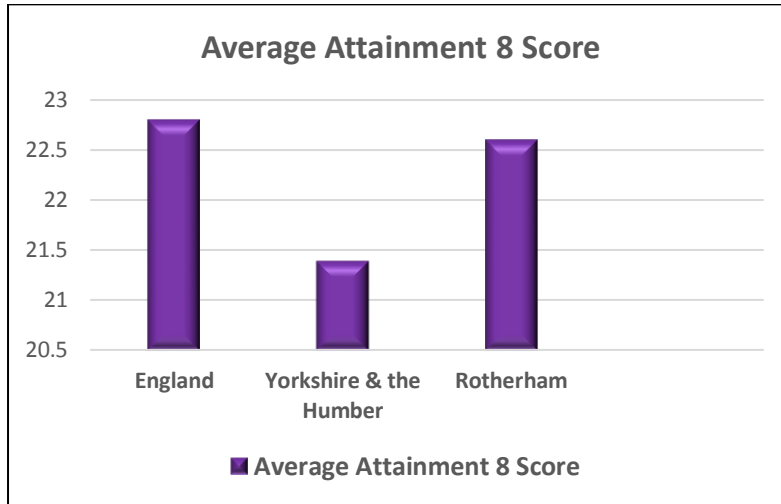
- 7/10 were came in to care during their secondary school years
- 5/10 have been in care for less than 3 years
- 5/10 special needs
- 6/10 were NOT in foster care: 4 in residential, 1 with parent(s), in living independently
- 2 had multiple care placements (3+)

Attainment 8 and Progress 8, 2016 (See Appendix 6: Attainment 8 and Progress 8)

The data for Attainment 8 and Progress 8 will be calculated and published in Spring 2018. The data below for 2016 was published in May 2017.

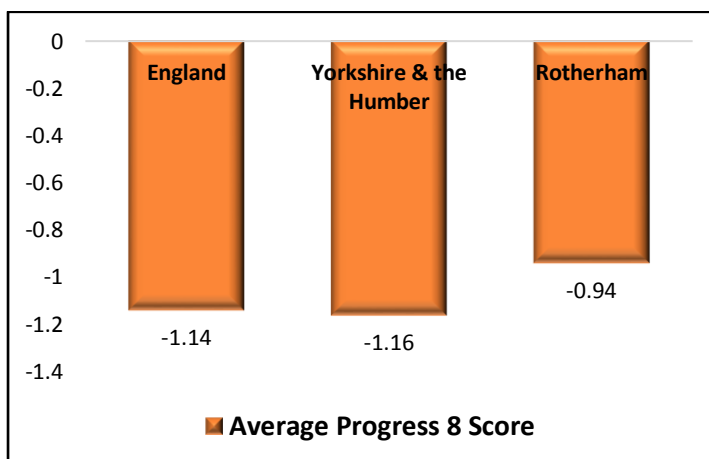
Attainment 8

- In terms of Attainment 8 Rotherham LAC outcomes in 2016 were in line with national outcomes and above regional outcomes
- The Average Attainment 8 score for Rotherham LAC was 22.6
- This compares with 21.4 for LAC in Yorkshire and the Humber and 22.8 for all LAC in England
- It compares with 48.3 for all pupils in Rotherham and 48.1 for all non LAC in England



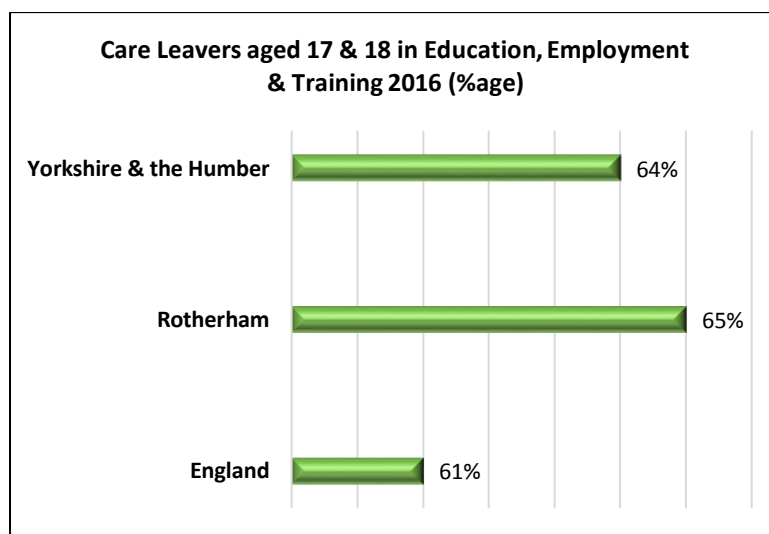
Progress 8

- In terms of Progress 8 Rotherham LAC outcomes in 2016 were above both national and regional comparators
- The Average Progress 8 score for Rotherham LAC was -0.94.
- This compares with -1.14 for LAC in Yorkshire & the Humber and -1.16 for all LAC in England



Care Leavers (aged 17 & 18) - Education, Employment or Training (%): 2016

	Total	Higher Education	Education other than HE	In Employment or Training	Total EET	NEET: illness/disability	NEET: other reason	NEET: pregnancy or parenting	No Information
England	9290	260	3670	1720	5650	390	2300	370	570
		3%	40%	19%	61%	4%	25%	4%	6%
Rotherham	45	0	20	10	30	x	10	x	x
		0%	46%	2%	65%	x	20%	x	x
Yorkshire & the Humber	740	10	280	170	470	40	150	40	50
		2%	38%	23%	64%	5%	20%	5%	6%



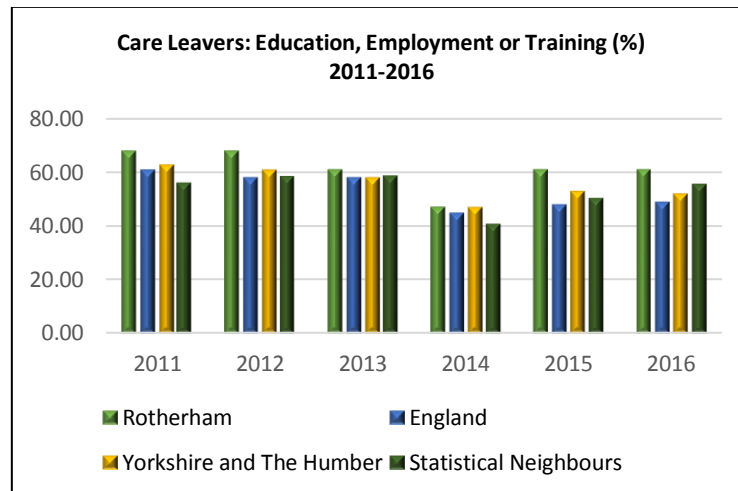
Commentary:

This data was collected for the first time in 2016. They are experimental statistics and need to be treated with caution. Nonetheless it is gratifying to see that Rotherham's performance compares favourably with national and regional comparators with 2/3 care leavers aged 17 and 18 in education, employment or training.

Care Leavers (19, 20 and 21 year olds) - Education, Employment or Training (%): 2011-2016

	2011	2012	2013	2014	2015	2016
Rotherham	68.00	68.00	61.00	47.00	61.00	61.00
England	61.00	58.00	58.00	45.00	48.00	49.00
Yorkshire and The Humber	63.00	61.00	58.00	47.00	53.00	52.00
Statistical Neighbours	56.20	58.60	58.80	40.80	50.40	55.60

National Rank 2016:	16
Quartile Banding 2016:	A



Commentary:

Between 2011 and 2016, Rotherham has consistently outperformed national, regional and statistical neighbour comparators and, in several years by significant margins, apart from 2014, when Rotherham and its statistical neighbours were in line.

In 2016, with 61% of 19-21 year old care leavers in education, employment and training, Rotherham's national ranking was 16th which placed it in quartile band A.

Higher Education

- There are currently 13 care leavers studying for a range of degrees including music technology, economics, nursing, social work, law sports science and accountancy.
- Another is completing his PhD
- 1 care leave recently graduated with a first class M.A.

Attendance 2016 - 2017

Headlines

- **Overall Attendance:** 93.5%
- **Full Attendance:** 33/220 (15%) achieved 100% attendance
- **Good or better attendance:** just over 7 out of 10 achieved 95%+
- **Persistent Absence:** 28/220 (14%) had 20+ days absence

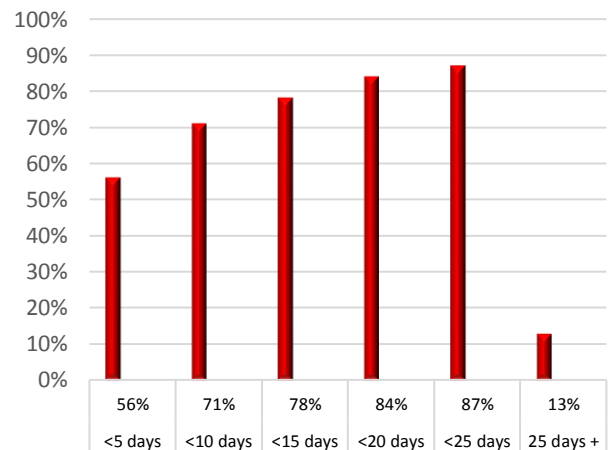
Attendance Analysis 2016-2017

100%	NCY/Days Absent	0-4.5 days	5-9.5	10-14.5	15-19.5	20-24.5	25 + days	Total
0	0	3	1	0	0	1	1	6
0	1	0	4	1	0	0	0	5
2	2	6	5	0	0	1	0	12
3	3	7	2	2	1	0	0	12
2	4	5	3	2	0	1	0	11
3	5	15	4	0	2	0	0	21
6	6	19	2	0	0	0	3	24
16	Total primary	59	18	4	3	3	4	91
17.6%	%age primary	64.8%	19.7%	4.4%	3.3%	3.3%	4.4%	100%
5	7	14	5	1	2	0	1	23
5	8	13	5	1	0	0	1	20
4	9	14	1	2	1	1	3	22
2	10	9	3	4	6	3	9	34
1	11	13	3	2	1	1	10	30
17	Total secondary	63	17	10	10	5	24	129
13.2%	%age secondary	48.8%	13.2%	7.8%	7.8%	3.9%	18.6%	100%
33	Total all	122	35	14	13	8	28	220
15%	%age	55.5%	15.9%	6.4%	5.9%	3.6%	12.7%	100%
	Cumulative total	122	157	171	184	192	220	
	Cumulative %	55.5%	71.3%	78%	84%	87%	100%	

Days Absent 2016.2017

100% attendance	15%
< 5 days absence	56%
< 10 days absence	71%
< 15 days absence	78%
< 20 days absence	84%
< 25 days absence	87%
25 days + absence	13%

Days Absent 2016.2017



Characteristics of Persistent Absentees

NCY	Persistent Absentees	NCY	Persistent Absentees
Year 0	1	Year 7	1
Year 1	0	Year 8	1
Year 2	0	Year 9	3
Year 3	0	Year 10	9
Year 4	0	Year 11	12
Year 5	0		
Year 6	1		
Total Primary	2	Total Secondary	26

Note: 8 LAC technically with persistent absence have been removed from the overall calculation of PA for a variety of reasons including a period of adoption bonding, illness, mental illness, and terminal illness

- 28/220 (12.7%) LAC in care for 12 months + at 31.3.2017 were classified as persistent absentees (<90% attendance)
- main characteristics: male, White British, in Years 10 & 11, in Rotherham schools, high level SEN, not in foster care, multiple care placements, less than 4 years in care

Gender		Ethnicity			Local Authority	
Female	Male	WBRI	OTH	GRT	Rotherham	OOA
16	12	25	2	1	18	10
57%	43%	89%	7%	4%	64%	36%

- more male than female
- 89% White British ethnicity
- 64% in Rotherham schools; 36% in out of authority schools

SEN Status				School Type			School Ofsted Category				
EHC/S	K*	K	N	MS	NMS	NRS	O/S	Good	RI	Inadequate	N/A
12	3	9	4	14	8	6	3	15	2	2	6
43%	11%	32%	14%	50%	29%	21%	11%	54%	6%	7%	21%

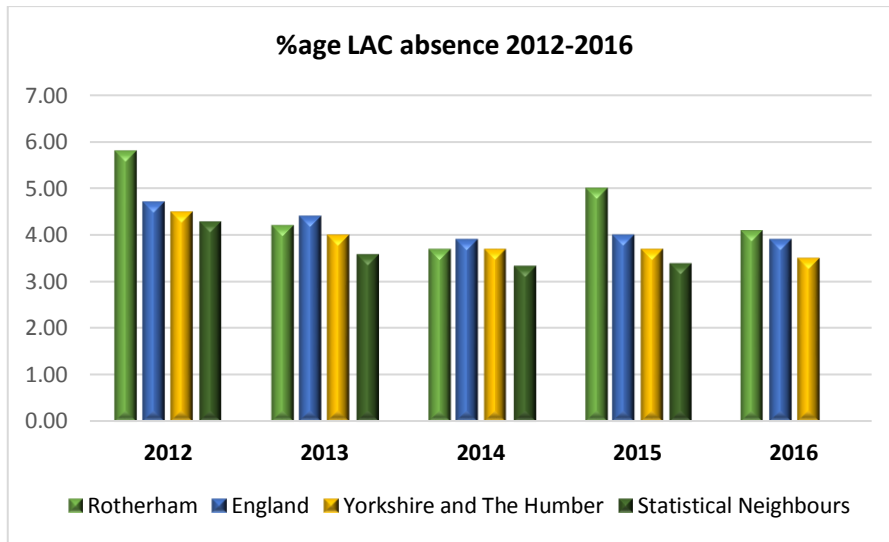
- 86% with special needs
- 54% with high level special needs (EHCP/Statement inc. pending)
- 50% in mainstream schools
- 65% from schools rated good or outstanding by Ofsted
- **K* = EHCP pending**

Type of Placement				No. Placements						Years in Care				
Foster	Resid	Parents	IL	1	2	3	4	5	5+	<2	<3	<4	<5	5+
9	16	1	2	2	3	5	2	8	8	5	6	4	2	11
32%	57%	4%	7%	7%	11%	18%	7%	29%	29%	18%	21%	14%	7%	39%

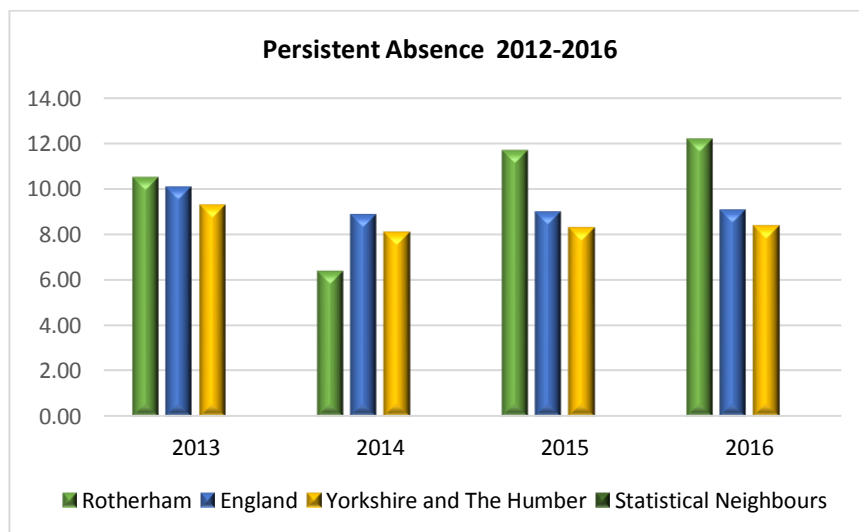
- Only 1 in 3 in foster care
- 64% in residential settings and independent living
- 58% with 4 or more placements
- 53% in care for less than 4 years
- 39% in care for less than 3 years

Attendance 2012-2016

Overall Absence 2012-2016	2012	2013	2014	2015	2016
Rotherham	5.80	4.20	3.70	5.00	4.1
England	4.70	4.40	3.90	4.00	3.9
Yorkshire and The Humber	4.50	4.00	3.70	3.70	3.5
Statistical Neighbours	4.27	3.57	3.32	3.38	n/a
%age difference Rotherham and England	1.1	-0.2	-0.2	1	0.2
%age difference Rotherham & Stat. Neighbours	1.5	0.6	0.4	1.6	n/a



Persistent Absence 2012-2016	2013	2014	2015	2016
Rotherham	10.50	6.40	11.70	12.2
England	10.10	8.90	9.00	9.1
Yorkshire and The Humber	9.30	8.10	8.30	8.4
%age difference Rotherham and England	-0.40	2.50	-2.70	-3.1



Commentary:

Overall attendance over the last 6 years 2012-2017 has been between 94 and 96%, broadly in line with the national comparator and close to the regional average.

Overall absence rates in England are lower for LAC than for all children and much lower than children in need.

Nationally persistent absence has risen significantly as the threshold for persistent absence has been raised from below 85% to below 90%

Persistent absence 2015-2016 at 12.2% was higher in Rotherham compared with national, regional and statistical neighbour averages and in 2017 (provisional) is 14%.

Virtual School Actions:

According to the Rees Report, for every 5% of possible school sessions missed due to unauthorised school absences, young people in care scored over 2 grades less at GCSE.

From the start 2016/17 academic year, the Virtual School have commissioned Welfare Call to monitor and report on the attendance of all Rotherham looked after children of statutory school age.

This has provided the basis for a much more robust strategy to improve overall attendance and to tackle persistent absence particularly in Years 10 and 11.

Welfare Call contacts schools, education providers and tutors on a daily basis to ask whether each looked after child is accessing education that day. Attendance monitoring reports are provided to the Virtual School on a daily and weekly basis, and issues where children are not in attendance can be investigated in a timely manner and inform interventions.

Virtual School Assistant Headteachers and Advocates place a high priority on attendance at PEP meetings. Those with high rates of absence 2016/17 will be closely monitored during the school year 2017/18 and solutions will be sought to minimise absence.

Exclusions 2016 - 2017

Headlines

- **Permanent:** there were no permanent exclusions
- **Fixed term:** there were 33 fixed term exclusions (33/220 = 15%)
- **Number:** 15/34 (44%) had 3 or more exclusions
- **Days:** 19 had 4 days of exclusion(s); 15 had 4+
- **Local Authority:** roughly equal numbers in Rotherham and out of authority (OOA) schools
- **Type of school:** 1 in 3 not in mainstream schools
- **Ofsted ratings:** 74% excluded from schools judged to be good or outstanding
- **Phase:** 4/34 (12%) primary school exclusions
- **NCY:** 17/34 (50%) Year 10 and Year 11 exclusions
- **SEN:** 22/34 (65%) had high level special needs
- **Gender:** more males than females (56%:44%)
- **Ethnicity:** predominantly of White British ethnicity
- **Time in Care:** 33/220 = 15% of those in care for over 1 year at 31.3.2017
- **Placement type:** 70% in foster care
- **Placement moves:** 76% had 3 or more placement moves
- **Reasons:** the major reasons (76%) for exclusions are physical assault, verbal abuse/threatening behaviour and unacceptable and persistently disruptive behaviour

N.B. This year saw a significant increase in fixed term exclusions. In 10 out of 33 (33%) cases the exclusion was requested by the Virtual School, as the Virtual School was challenging the practice of some secondary schools 'informally' excluding young people. This appears to be the principal reason for the increase. Excluding these 10 would have given an exclusion rate of 10%.

Characteristics of those excluded 2016-2017

NCY	No. Excluded	NCY	No. Excluded
Year 3	1	Year 7	4
Year 5	1	Year 8	5
Year 6	2	Year 9	4
		Year 10	10
		Year 11	7
Total Primary	4 (12%)		30 (88%)

Gender		Ethnicity				Local Authority	
Female	Male	WBRI	MWA	MOTH	GRT	Rotherham	OOA
15	19	30	2	1	1	18	16
44%	56%	88%	5.8%	2.9%	2.9%	53%	47%
<ul style="list-style-type: none"> • 56% male; 44% female • 88% White British ethnicity • 53% in Rotherham schools 							

SEN Status				School Type			School Ofsted Category			
EHC/S	K*	K	N	MS	NMS	NRS	O/S	Good	RI	Inadequate
14	8	8	4	23	8	3	4	21	8	1
41%	23.5%	23.5%	12%	68%	24%	9%	12%	62%	24%	3%

- 88% with special needs
- 65% with high level special needs (EHCP/Statement/ Statement pending)
- 33% in non-mainstream schools (NMS) or no recorded school
- 74% excluded from schools rated good or outstanding by Ofsted

K* = EHCP pending

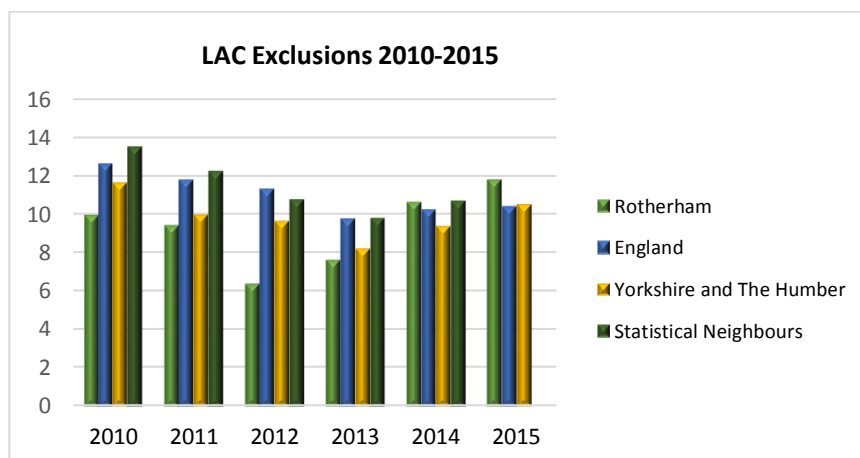
Type of Placement				Placement Moves						Years in Care				
Foster	Resid	Parents	IL	1	2	3	4	5	5+	<2	<3	<4	<5	5+
24	8	1	1	6	2	9	5	7	5	5	7	5	1	12
71%	24%	3%	3%	18%	6%	26%	15%	21%	15%	15%	21%	15%	3%	35%

- 1 in 4 in residential placements
- 1 independent living
- 51% with 4 or more placements
- 51% became LAC during their secondary school years
- 5/34 became LAC in Years 10 and 11

Exclusions 2010-2015

Fixed Term Exclusions 2012-2015	2010	2011	2012	2013	2014	2015
Rotherham	9.95	9.42	6.38	7.61	10.61	11.79
England	12.62	11.79	11.32	9.77	10.25	10.42
Yorkshire and The Humber	11.65	9.97	9.66	8.22	9.38	10.35
Statistical Neighbours	13.54	12.26	10.77	9.81	10.71	Not Available
%age difference Rotherham and England	-2.67	-2.37	-4.94	-2.16	0.36	1.37
%age difference Rotherham & Stat. Neighbours	3.59	-2.84	-4.39	-2.21	-0.1	Not Available

Note: Exclusions data are collected two terms in arrears, so the latest exclusions data available is from the academic year 2014/15.



Commentary:

Looked After Children and Young People are five times more likely to have a fixed period exclusion than all children and one and a half times more likely than children in need. Fixed term exclusions were on a downward trend 2010-2012 locally, regionally, in Rotherham's statistical neighbours, and nationally. This trend would appear to have gone into reverse since 2013.

Fixed term exclusions in Rotherham in 4 out of 6 years between 2010 and 2015 were significantly below national, regional and statistical neighbour comparators and broadly in line in 2014. They were 1.37 percentage points above the national average in 2015.

This year saw a significant increase in fixed term exclusions. In 10 out of 33 (33%) cases the exclusion was requested by the Virtual School, as the Virtual School was challenging the practice of schools 'informally' excluding young people. This appears to be the principal reason for the increase. Excluding these 10 would have given an exclusion rate of 10%.

Virtual School Actions:

Minimising fixed period exclusions is a major priority for the Virtual School. It impacts negatively on placement stability, on emotional wellbeing, and on educational attainment. For every additional day of school missed due to fixed term exclusions, young people in care scored one-sixth of a grade less at GCSE (Rees Report).

Promoting attachment awareness in schools through central and school-based training is a key element in the endeavour to reduce fixed term exclusions, as is early intervention, and ensuring that young people have access to any additional support that is identified through the PEP process.

Those with exclusions will be closely monitored by the Virtual School Team and appropriate and timely interventions will be put in place during the next school year.

Appendix 1: Attachment Friendly Schools Project

The Goal

The Virtual School in Rotherham felt that schools they visited in relation to LAC often did not appear to have a good understanding of the needs of LAC in terms of their experience of early attachments and the impact of trauma. Whilst some of the schools said that they had already accessed training on these issues, the staff in the Virtual School felt that this training had not translated into changes in practice and that children were not having their social, emotional and mental health needs met as a result.

The Virtual Head Teacher had visited other Virtual Schools and was impressed by the developments in Doncaster and Derbyshire in which projects were taking place to create Attachment Aware Schools. The Virtual Head Teacher decided to commission an external provider to deliver training and she sought to recruit an Educational Psychologist to the Virtual School. The EP role commenced in December 2016 and is job-shared between Dr Karen Davies and Dr Kat Thorn.

Rotherham Virtual School is aiming to establish a network of Attachment Friendly Schools. These are settings which have not just shown an understanding of attachment difficulties, and the effect of trauma on child development, but have firmly embedded this knowledge base and skill set within their setting. Attachment Friendly Schools recognise and celebrate the importance of nurturing relationships as well as educating children and young people.

Since December 2016, the EPs working within the virtual school have liaised with colleagues in other Local Authorities, explored research and consulted with various services and settings within Rotherham to develop a plan which addressed this broad and challenging aim. This has resulted in, at this point, a two year project which is outlined below.

Year 1 – Empowering Attachment Lead Practitioners within settings

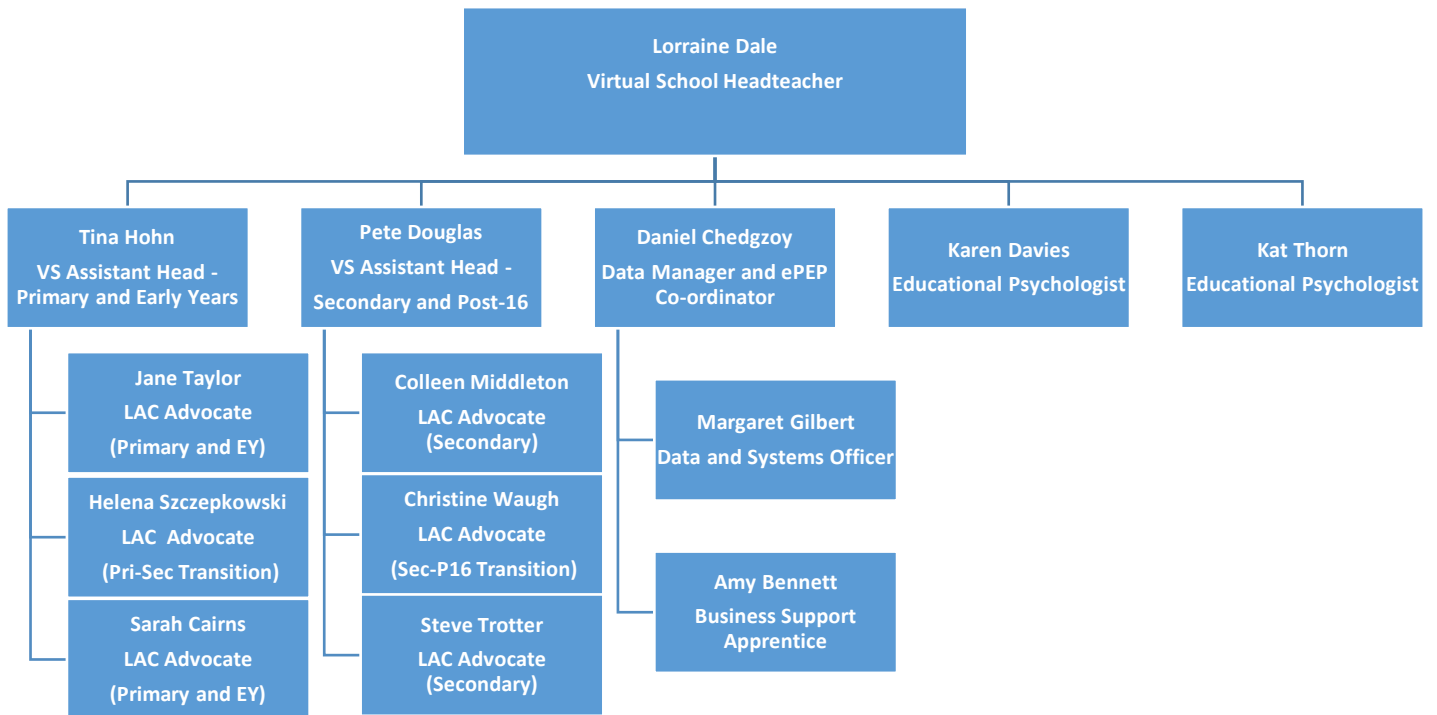
During this first year of activity, schools will be asked to sign up to the Virtual School Attachment Friendly Schools (AFS) Service Level Agreement (SLA) which sets out attendance on a 7 day Attachment Lead Practitioner Training Course by two members of staff. This is financed by the Virtual School through Pupil Premium Funding. Alongside the SLA we request that the school completes a Rotherham Attachment Audit and pre- intervention measures (SDQ forms with LAC pupils, LAC attendance, attainment and SEMH data, and whole school tracker data). These activities seek to gather a baseline measure of various aspects of the school before any AFS activities take place. At the end of this year, the aim is to have two individuals within the school who now have considerable knowledge and experience around attachment who can share this with the wider school community.

Year 2 – Embedding Attachment throughout the school

Working with the Lead Attachment Practitioners and other interested parties we would seek to embed knowledge and experience within the wider school community. Primarily we would seek to support the school to review their Rotherham Attachment Audit and complete their own Individual Action Plan. From the Action Plan, which may have many activities and actions, we will support the school to identify and undertake an Action Research Project which is focused on an area of need within their setting. The Virtual School EPs support the whole school by offering a range of training and development opportunities which can be bespoke to individual need. Activities include twilight sessions on Attachment Styles, Neuroscience, Practical Strategies, Emotion Coaching, Solution Focused Activities and Emotional Regulation/Sensory Breaks.

At the end of Year 2, progress will be measured by repeating the pre-measures from the beginning of Year 1 as well as reviewing the Audit, Action Plan and Action Research Project. We hope that all schools involved will be able to share their Action Research Projects at a borough wide Conference. We hope that seeing the improvements schools have been able to demonstrate will generate curiosity and engagement with other schools and settings across Rotherham.

Appendix 2: Virtual School Team Structure 2017



Appendix 3: Promoting Emotional Wellbeing

Consortium for Emotional Well Being in Schools

The Consortium for Emotional Well Being in Schools represents the views of a wide range of education practitioners, research academics and trainers. **It argues that accredited training in children's emotional development and attachment is an essential entitlement for all who work in our schools.** The case for this has been supported by the Carter Review of Initial Teacher Training which has acknowledged the case put forward by the Consortium and made this one of its recommendations to the DfE.

CEWB Manifesto 2015

- Championing outstanding practice in schools
- Establishing a national register of trainers
- Widening the role of Virtual Headteachers to provide whole staff training in children emotional development and attachment.
- Securing the support of children's organisations for accredited training of the children's workforce in children's emotional development and attachment
- Making whole school training in children's emotional development and attachment an inspection issue within the Ofsted Framework

http://southoverpartnership.com/wpcontent/uploads/2015/04/EX_Final_Report_for_CEWBS.pdf

Achieving emotional wellbeing for looked after children: A whole system approach – new report from the NSPCC June 2015

The National Society for the Prevention of Cruelty to Children (NSPCC) has released this latest report, published June 2015. **Authors:** Louise Bazalgette, Tom Rahilly and Grace Trevelyan

<http://www.nspcc.org.uk/globalassets/documents/research-reports/achieving-emotional-wellbeing-for-looked-after-children.pdf>

Research has shown that children in care are 4 times more likely to have a mental health problem than children living with their birth families. These mental health needs are often unmet, which increases children's risk of a variety of poor outcomes including placement instability and poor educational attainment. This report provides recommendations and evidence for how the care system can be changed to prioritise and achieve good emotional wellbeing for all looked after children and care leavers. It is part of the NSPCC's Impact and evidence series.

Carter review of initial teacher training (ITT) Sir Andrew Carter OBE. January 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/399957/Carter_Review.pdf

Child and adolescent development – ITT should provide new teachers with a grounding in child and adolescent development, including emotional and social development, which will underpin their understanding of other issues such as pedagogy, assessment, behaviour, mental health and SEND. ITT should also introduce new teachers to strategies for character education and supporting pupil wellbeing.

Attachment Aware Schools

Attachment Aware Schools is a partnership between Bath Spa University, Bath and North East Somerset Council, the National College for Teaching and Leadership, a range of third sector organisations, attachment specialists and schools.

http://www.attachmentawareschools.com/in_school.php

A growing number of children and young people have emotional and behavioural needs that go beyond the strategies we have learned through our training and experience. Whilst these children and young people can be hard to reach, they need our greatest nurturing and care.

Research indicates that an awareness of how to support children and young people's emotional needs and development can promote better learning and health outcomes. National policy and guidance, like the Marmot Review, confirms this.

Marmot Review

<http://www.instituteofhealthequity.org/projects/fair-society-healthy-lives-the-marmot-review>

In November 2008, Professor Sir Michael Marmot was asked by the then Secretary of State for Health to chair an independent review to propose the most effective evidence-based strategies for reducing health inequalities in England from 2010. The final report, 'Fair Society Healthy Lives', was published in February 2010.

Promoting children and young people's emotional health and wellbeing: a whole school and college approach. March 2015

<https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>

Guidance for head teachers and college principals on the 8 principles for promoting emotional health and wellbeing in schools and colleges.

Promoting the health and wellbeing of looked-after children. March 2015

<https://www.gov.uk/government/publications/promoting-the-health-and-wellbeing-of-looked-after-children--2>

This guidance is for, among others, designated and named professionals for looked-after children. It aims to ensure looked-after children have access to any physical or mental health care they may need.

Statutory guidance is issued by law; you must follow it unless there's a good reason not to.

Appendix 4:

The Educational Progress of Looked After Children in England: Linking Care and Educational Data. University of Oxford and the University of Bristol. November 2015

<http://reescentre.education.ox.ac.uk/research/educational-progress-of-looked-after-children>

Key Factor	Significance
Time in care	Young people in care who have been in longer term care: (i) do better than those 'in need' but not in care, and (ii) better than those who have only been in short term care So it appears that care may protect them educationally.
Placement Changes	Each additional change of care placement after age 11 is associated with one-third of a grade less at GCSE.
School Changes	Young people in care who changed schools in Years 10 or 11 scored over 5 grades less than those who did not.
School Absence	For every 5% of possible school sessions missed due to unauthorised school absences, young people in care scored over 2 grades less at GCSE.
School Exclusions	For every additional day of school missed due to fixed term exclusions, young people in care scored one-sixth of a grade less at GCSE.
Placement Type	Young people living in residential or another form of care at age 16 scored over 6 grades less than those who were in kinship or foster care.
School Type	Young people in special schools at age 16 scored over 14 grades lower in their GCSEs compared with those with the same characteristics who were in mainstream schools. Those in PRUs with the same characteristics scored almost 14 grades lower.
Educational Support	Young people report that teachers provide the most significant educational support for them but teachers suggest that they need more training to do this effectively
Feeling secure and cared for	Young people can engage with learning better when they feel secure and cared for in a placement
Birth family issues	Young people can engage with learning better when their birth family issues are also being addressed.
Teachers' understanding	Teachers need better understanding of children's social, emotional and mental health problems
Social workers' understanding	Social workers need better understanding of the education system

Appendix 5: Key Questions for School Leaders

For school leaders, the answers to the following key questions, should assist in auditing current practice and should point the way forward in terms of possible future refinements and developments in school.

- Is there a robust information management system in place to monitor attendance, attainment and progress, and barriers to progress, and which informs appropriate interventions?
- Are highly effective literacy and numeracy interventions readily available and accessible for young people?
- Is the curriculum, especially for lower attainers sufficiently relevant, challenging and engaging?
- How do we encourage and promote the highest possible expectations for looked after children and young people?
- Is there a really effective system of pastoral support, which is alert and sensitive to the more vulnerable moments (care start, placement changes, changes in contact arrangements, transitions in school) in the lives of vulnerable young people?
- Does the personal education plan (PEP) focus on the positives (strengths, talents and interests), and how to encourage and capitalise on the positives to promote self-belief and self-esteem?
- Does the PEP have SMART and relevant targets which are regularly reviewed in terms of impact?
- Does the designated teacher for a looked after children and young people, if not a member of the SLT, have direct access to the SLT?
- Does the DT produce and present a report to the SLT on a regular basis?
- Does the Designated Teacher attend the LA network meetings and training?
- Is there a designated governor who, with the designated teacher, raises the profile of the looked after child and acts as their champion, advocating for them, both in school and within the governing body?
- Is there a long-term programme of professional development for all staff about promoting the wellbeing of looked after children and young people? Does it focus on deepening the understanding through the twin lenses of attachment and trauma?
- Does the school work in close collaboration with the LA Virtual School for looked after children and young people?

Appendix 6: Attainment 8 and Progress 8

Attainment 8:

- Attainment 8 measures the achievement of a pupil across 8 qualifications including mathematics (double weighted) and English (double weighted), 3 further qualifications that count in the English Baccalaureate (EBacc) measure, and 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or technical awards from the DfE approved list.
- In measuring Attainment 8:
 - A* = 8 points
 - A = 7 points
 - B = 6 points
 - C = 5 points
 - D = 4 points

Points are doubled for English and maths

So a pupil with 5 grade Cs including English and maths would attain 35 points.

Progress 8:

- Progress 8 aims to capture the progress a pupil makes from the end of key stage 2 to the end of key stage 4.
- It compares pupils' achievement (attainment 8 score) with the average Attainment 8 score of all pupils nationally who had a similar starting point (prior attainment).
- A school's Average Progress 8 score is calculated as the average of its pupils' Progress 8 scores. It gives an indication of whether, as a group, pupils in the school made above or below average progress compared to similar pupils in other schools.
- An Average Progress score of zero means pupils in the school on average do about as well at key stage 4 as other pupils across England who got similar results at the end of key stage 2.
- A score above zero means pupils made more progress, on average, than pupils across England who got similar results at the end of key stage 2.
- A score below zero means pupils made less progress, on average, than pupils across England who got similar results at the end of key stage 2.
- A negative progress score does not mean pupils made no progress, or the school has failed, rather it means pupils in the school made less progress than other pupils across England with similar results at the end of key stage 2.

Appendix 7: Position Statement

Position Statement: progress since the last inspection (November 2014)		September 2017
<p>Ofsted Single Inspection, November 2014 The experiences and progress of children looked after and achieving permanence. Key judgement grade: Inadequate Summary:</p> <ul style="list-style-type: none"> • Education support for looked after children is poor. • Looked after children and care leavers are not aware of their rights and entitlements and care leavers do not have good access to emotional support and mental health services. • Not enough care leavers are in education, training or employment. 		
Key Issues/Judgements/Observations in the Inspection Report relating to education	Current Position	Next Steps
<p>1. Virtual school arrangements are under review because of weak performance in some key areas.</p> <p>A small 'Get Real' team provides general support to schools and more focused 1:1 learning support for those children where a need has been identified. This ensures that some children make better progress. Owing to the team's limited capacity, the majority of children do not receive this support and the role of the team is under review to determine best use.</p> <p>The role of designated looked after children's teachers within schools has been under-utilised and this, too, is facing scrutiny.</p>	<p>Judgement: Good</p> <p>This team has been replaced by the Virtual School Team. The VS is well staffed, well-qualified, extremely conscientious, and suitably deployed with a team of 14 (13 FTE). 1 vacancy.</p> <p>The team comprises: Headteacher, AHT (EY and primary), AHT (secondary and post 16), Data Manager & e-PEP coordinator, 2 Educational Psychologists (1 FTE), 5 Advocates, Data & Systems Officer, Business Support Apprentice.</p> <p>Termly Designated Teachers' meetings are held for primary, secondary and post-16. They are well attended and have substantial agendas with, for example, regular contributions from the VS Educational Psychologists.</p>	<p>To recruit to vacancy.</p> <p>To keep deployment under review to ensure best use of resources.</p>

<p>2. Challenge and scrutiny by the Corporate Parenting Board have been ineffective until recently.</p>	<p>Judgement: Good</p> <p>Robust challenge, scrutiny and accountability is provided by Children’s Services SLT, the Virtual School Governing Body, and the Corporate Parenting Panel. (see minutes of GB and CPP)</p>	<p>To ensure regular reporting and rigorous monitoring of the KPIs for the VS and to ensure that DMT, GB and CPP are aware of key issues and challenges.</p>
<p>3. Attainment by looked after children at both Key Stage 2 and Key Stage 4 has declined in 2014.</p> <p>Attainment of pupils in Year 6 achieving Level 4 at Key Stage 2 has declined significantly in mathematics, writing and reading in 2014, although this was from a strong performance in 2013, which was above the national average. The cohort of 14 children is small, and 11 have special educational needs. Outcomes at Level 5 improved in the last academic year in reading and writing, but declined in mathematics.</p> <p>At age 16 years, the number of looked after children achieving five or more A* to C GCSEs including English and mathematics has dropped from 22% in 2013 to 15% in 2014. While this remains in line with the national average, the number of looked after children achieving good outcomes falls well below standards achieved by all other children in Rotherham and nationally. Cohorts are comparatively small and, of the 26 children eligible to sit these qualifications in 2013/2014, 19 (73%) had special educational needs.</p> <p>Although the local authority prioritises narrowing the achievement gap for vulnerable groups, including looked after children, the gap between these groups and all pupils in Rotherham has increased and is too wide at both primary and secondary levels. Pupil tracking systems have been improved recently to make sure that all looked after children’s progress</p>	<p>Judgement: Good overall</p> <p>Early Education Places: significant increase in take-up EYFS: 67% with a Good Level of Development Year 1 Phonics: 60% passed the test in 2017 Key Stage 1: majority below expected standards KS2 outcomes 2017: All the data needs to be treated with caution given the comparatively small cohort size at individual LA level. Nonetheless:</p> <ul style="list-style-type: none"> • outcomes improved 2016 – 2017 in reading, writing, and GPS and remained the same in maths • contextualised by SEN, there were significantly improved outcomes in reading (+7%) and maths (+9%), 2016 – 2017 • average progress scores in reading and maths (2016) significantly above regional and national comparators. <p>KS4 outcomes 2016: in 2016 Attainment 8 at 22.6 was above the regional comparator (21.4) and very slightly below the national 22.8. KS4 outcomes 2016: in 2016 Progress 8 at -0.94 compares favourably with regional (-1.14) and national (-1.16) comparators</p>	<p>To continue to work with schools, carers, social workers, young people and other professionals, to provide CYP with additional support they may require to raise attainment, accelerate progress and to remove/minimise barriers to learning.</p> <p>To ensure intelligent analysis of outcomes by contextualising them by the most significant risk/protective factors. This will be aided by the service provided by NCER and supported by the ACDS.</p> <p>Central to this is high quality PEP action planning and CPD (central and school-based), particularly focusing on attachment and trauma and promoting Attachment Friendly Schools.</p> <p>The primary AHT and Advocates will extend their reach from birth to 11, including transition. They will continue to ensure a high level of take up of the</p>

<p>and attainment are closely monitored and recorded centrally, including data on those children placed out of the area.</p>	<p>KS4 outcomes 2017: 45% of LAC in mainstream schools achieved 4+ A*-C GCSE with 10% achieving 9 A*-C including English & maths</p> <p>Care Leavers (17/18 year olds) EET 2016: Rotherham with 65% compares with the regional (64%) and the national (61%) outcomes 2016 (only year for which this is currently available)</p> <p>Care Leavers (19-21 year olds) EET 201-2016: RMBC has consistently outperformed regional, statistical neighbour and national comparators, 2011-2016. In 2016 RMBC had 61% EET compared with regional (52%), statistical neighbours (56%) and national (49%) outcomes.</p> <p>Higher Education: 13 care leavers are currently in Higher Education including 1 undertaking a PhD. 1 care leaver graduated this year with a first class Master's degree</p> <p>The termly ePEP is the main vehicle for tracking attainment and progress and informing appropriate interventions, both in Rotherham schools and in out of authority schools.</p>	<p>early education entitlement for all 2 and 3 year old LAC.</p> <p>Through shared Signs of Stability tracker and Signs of Stability there are regular meetings with SC, EH, Inc, SEND, VS and other agencies, we are working to increase placement stability and quality of offer to our LAC causing concern re attendance, exclusions and SEMH need.</p> <p>Post 16 - Signs of stability - ETE meetings currently fortnightly working to increase numbers in ETE, working with SC, Leaving Care, EH, SEND, business enterprise, RMBC apprenticeships and work experience coordinator, housing to focus on solution planning to remove barriers to ETE.</p>												
<p>4. Attendance is monitored centrally for looked after children both in Rotherham and out of the authority and swift action is taken to make sure children and young people attend regularly. In 2013–14 average attendance was good at 93%.</p>	<p>Judgement: requires improvement</p> <p>DfE overall attendance data 2012-2016</p> <table border="1"> <tr> <td>2012</td> <td>94.2%</td> <td>2015</td> <td>95.0%</td> </tr> <tr> <td>2013</td> <td>95.3%</td> <td>2016</td> <td>95.9%</td> </tr> <tr> <td>2014</td> <td>96.3%</td> <td>2017</td> <td>93.5%</td> </tr> </table>	2012	94.2%	2015	95.0%	2013	95.3%	2016	95.9%	2014	96.3%	2017	93.5%	<p>From the start of the school year 2016/17, the VS has commissioned Welfare Call to monitor and report on attendance for all LAC of statutory school age, both in and out of authority on a daily basis. This provides the basis for a concerted strategy to improve attendance</p>
2012	94.2%	2015	95.0%											
2013	95.3%	2016	95.9%											
2014	96.3%	2017	93.5%											

	<p>Overall absence rates in England in 2015 are lower for LAC (4%) than for all children (4.6%) and much lower than for children in need (9.6%).</p> <p>Persistent Absence 2017: 28/220 (14%) had 20+ days of absence.</p>	
<p>5. Exclusions: Only one looked after child has been permanently excluded, although the number of fixed term exclusions has increased for a pupils across the borough.</p>	<p>Judgement: requires improvement</p> <p>Exclusions: the 5 year average (2011-2015) is 10.9% and equates to approx.17 pupils p.a. 2013ff upward trend locally, regionally and nationally, after a downward trend 2010-2013.</p> <p>2016/17 saw a significant increase in fixed term exclusions. In 10 out of 33 (33%) cases the exclusion was requested by the Virtual School, as the Virtual School was challenging the practice of some secondary schools 'informally' excluding young people. This appears to be the principal reason for the increase. This has had a negative impact on attendance.</p>	<p>To promote greater understanding of how to support children with complex needs (attachment & trauma) through the Attachment Friendly Schools' Programme.</p> <p>Through the work of the Therapeutic Team (see below) To ensure early warning through the termly PEP meetings to inform preventative interventions.</p> <p>To explore and develop alternative & complementary provision at key stage 4.</p>
<p>6. Ofsted School Ratings The most recent data for October 2014 show that 87% (142) of children looked after in the borough are attending good or better schools. Fourteen pupils are in schools which require improvement and seven are in inadequate schools. The out of authority profile is proportionately weaker. Of the 96 pupils who live outside the borough, 60% (58) are in good or better schools and 29% (28) in inadequate schools. The virtual school checks that the needs of each child are being monitored and reviewed by each school as well as centrally, but a lack of capacity within the team means that more regular follow up work is limited.</p>	<p>Judgement: Good</p> <p>At the start of the school year 2016: 225/269 (84%) were in good or outstanding schools. At the start of the school year 279/337 (83%) are in good or outstanding schools. Through the termly ePEP meetings, all of which are attended by a member of the VST both in Rotherham and OOA schools, the needs of all LAC are monitored and reviewed and appropriate interventions are put in place where necessary.</p>	<p>At points of transition to ensure that LAC are placed in good or better schools and that the importance of this is clearly communicated to carers.</p>

<p>The very large majority of personal education plans (PEPs) – 87% (228 of 261 at September 2014) – were completed in the required timescales. However, the quality of the PEPs sampled was inconsistent and the majority were poorly completed. Insufficient information about current progression and attainment has meant target setting is too often nonspecific and unhelpful. Children’s views were not recorded on the PEPs reviewed by inspectors.</p>	<p>Judgement: Good to Outstanding</p> <p>PEP Compliance July 2017: 97.2% PEP Quality July 2017: 86% judged to be good or better.</p> <p>Compliance is now consistently well over 90% and well over 80% are judged to be good or better. All PEPs are attended by a member of the Virtual School Team which means that there is built in monitoring of attendance, exclusions and attainment & progress which informs timely interventions.</p> <p>Quality Assurance is undertaken independently of the VST, by a former special school headteacher. Clear criteria are applied including the need for specificity in the action plan, and ensuring that Pupil Voice is included.</p>	
<p>Targeted initiatives focused on raising attainment and achieving the potential of looked after children have been implemented successfully for those children who have participated. Such initiatives include 1:1 tuition for children and young people requiring additional support with literacy and numeracy or behaviour; attendance at university summer schools and specialist activities to raise their aspiration. Outcomes for these events have been recorded and achievements celebrated through special presentation evenings, which are given a high profile by good attendance from senior officers and elected members.</p>	<p>Judgement: Good</p> <p>Through shared Signs of Stability tracker and Signs of Stability regular meetings with Social Care, Early Help, Inclusion, SEND, Virtual School and other agencies, we are working to increase placement stability and quality of offer to our LAC causing concern re attendance, exclusions and SEMH need.</p> <p>Post 16 - Signs of stability - ETE meetings currently fortnightly working to increase numbers in ETE, working with Social Care, Leaving Care, Early Help, SEND, business enterprise, RMBC apprenticeships and work experience coordinator, and housing to focus on solutions to remove barriers to ETE.</p>	<p>Currently working towards initiating the Sound training intervention (catch up literacy) for lower achievers in Y7-9 and Y5.</p> <p>We are developing a raising aspirations programme for targeted young people in Y9 and Y10, to support gaining further qualifications, increasing engagement and attendance, and reducing exclusions.</p> <p>To maintain the Signs Of Safety and Stability tracker meetings.</p>

	<p>The Attachment Friendly Schools programme, managed by the LAC Educational Psychologists, is now in Year 2 and is designed to deepen professional understanding in schools of the complex needs of LAC, rooted in attachment and trauma</p>	<p>To continue to roll out the Attachment Friendly Schools' programme.</p>
<p>The LAACT team ensures that children can access therapeutic support without delay. Many of the children and young people's files seen by inspectors had evidence of LAACT team support and some of this was excellent. There are 38 children and young people accessing longer term support through the team, including art therapy, family therapy and a range of training options.</p>	<p>Good to Outstanding</p> <p>The Therapeutic Team, as it is now named, continues this first rate work. Moreover the Clinical Psychologist and Team Manager has increased this team by appointing two new therapeutic workers to coordinate a new area of work. As a service they use the Carers SDQ forms to identify pupils at risk of placement instability (high SDQ scores – Carers SDQ Forms). They identified sixty young people in need of support. The two workers are offering support to the twenty young people currently experiencing the highest level of need.</p> <p>They are working intensively with these young people, their carers and, potentially with education and health services, to ensure needs are recognised and addressed appropriately.</p> <p>This project will be evaluated on an annual basis.</p>	<p>To ensure that the Virtual School Team works in close collaboration with the Therapeutic Service and to ensure that schools and other stakeholders are kept informed of developments.</p>

Summary Sheet

Council Report

Corporate Parenting Panel

Title of Report:- Special Leave Provision for Foster Carers/Adopters

Is this a Key Decision and has it been included on the Forward Plan?

This is not a key decision

Strategic Director Approving Submission of the Report

Ian Thomas, Strategic Director, Children and Young People's Services

Report Author(s)

Anne-Marie Banks, Service Manager - Fostering

Ward(s) Affected

All

Summary

The purpose of this report is to obtain approval to enhance the Council's leave provisions for employees who are Rotherham prospective/foster carers and prospective adopters and also to support Rotherham foster carers already providing these types of care by providing time off where necessary.

The plan is to implement a new initiative to support Council employees who also adopt or foster by enabling them additional leave.

Recommendations

That SLT review and approve this initiative and in do so make a recommendation to the Staffing Committee that RMBC Council employee terms and conditions of employment are amended to incorporate a special leave provision for foster carers and adoptive parents.

Background Papers

None

Consideration by any other Council Committee, Scrutiny or Advisory Panel

No

Council Approval Required: Yes

Exempt from the Press and Public: No

Title: Special Leave Provision for Foster Carers/Adopters

1. Recommendations

- 1.1.1 That SLT approve this report and recommend to the Staffing Committee that RMBC Council employee terms and conditions of employment are amended to incorporate a special leave provision for foster carers and adoptive parents approved by Rotherham Borough Council.

2. Background

- 2.1 The purpose of this report is to obtain approval to implement a new initiative to support Council employees who also adopt or foster for Rotherham by enabling them to take additional leave for that purpose.
- 2.2 The Council currently has high costs associated with commissioning independent foster provision and out of area residential care due to a shortage of local authority foster carers. RMBC have committed to a number of initiatives to address this including a more attractive 'offer' to foster carers, a 'refer a fostering friend' scheme and a virtual recruitment resource. In addition to this, the service are keen to introduce a 'foster friendly employer' initiative to support the Rotherham recruitment and retention of local provision for children in care by offering flexible working opportunities and time off work for RMBC foster carers employed by the Council and those considering fostering and other forms of permanency.
- 2.3 At present although there is a number of supportive measures available to council employees requiring flexible working there is not currently any specific paid provision which enables carers to have time off to attend fostering or adoption events, such as training, reviews or panel.
- 2.4 The Service view this 'foster friendly employer' initiative evidence of best practice, and a means to encourage more Rotherham Metropolitan Borough Council (RMBC) employees to become foster carers for Rotherham, the Service would promote the support available to enable more employees to take on this role.
- 2.5 This proposal is extended to Rotherham adopters undergoing assessment and during the transition of children into adoptive placements.
- 2.6 If agreed, It is proposed that time off work may be granted under the umbrella of 'special leave' for prospective RMBC foster carers/ adopters undergoing assessment, for adopters during the transition of a child into adoption and for foster carers post approval for example to attend training, reviews or panel. This category of leave must not be used where other forms of leave such as annual and/or flexi leave are more appropriate to the circumstances, such as in the case of a family holiday.
- 2.7 It is essential that employees spend the substantial majority of their contracted hours carrying out the role for which they are employed, however, providing this leave entitlement will demonstrate RMBC's support for Council employees who are RMBC foster carers or adopters.

- 2.8 The law entitles employees to a reasonable amount of unpaid time off for emergencies involving dependants and this will also continue to apply to foster carers. Time off for emergencies already applies to adoptive parents and special guardians, as they hold Parental Responsibility for their dependents and this will place foster parents in line with other types of permanency care.
- 2.9 The plan is to enable employees who have completed the initial enquiry stage of the adoption/ fostering process and wish to proceed to assessment with the ability to apply for up to 5 days paid leave and 5 days unpaid leave specifically for pre-adoption/ pre fostering approval activities per year.
- 2.10 The 5 days can be taken in a rolling 12 months period to engage in essential activities related to adoption and fostering such as training, introductory meetings, assessments, reviews and panel etc.
- 2.11 Owing to the separate leave arrangements and term time only working applied in schools this entitlement relates to non-schools employees only and is pro rata for part time employees. The entitlement of 5 days paid leave and 5 days unpaid leave will be per adoptive/fostering household and not per child.
- 2.12 Once agreed consultation will take place with HR to implement changes to the Special Leave policy/forms to enable employees to make requests for leave and for Managers to authorise as necessary. The leave type will be recorded as special leave. The hours recorded for the day, whether all classed as adoption/ fostering special leave or a combination of adoption/fostering special leave and other attendance / absence types, should not exceed the time the employee is planned to work, or up to a maximum of 7.4 hours for flexitime workers depending on their normal work pattern.
- 2.13 This arrangement relates only to RMBC approved foster carers or those undergoing assessment with Rotherham. Similarly in the cases of adoption, this arrangement relates to adopters being assessed as Rotherham adopters or those undergoing transition of a child into their care when they are approved as Rotherham adopters.

3. The following are examples of the arrangements in place in other organisations to demonstrate what 'foster friendly employers' look like:

- **The Department for Education (DfE):** In April 2014 the DfE became the government's first foster family friendly employer. Employees who foster, as well as those who care for children of family or friends (such as a grandparent caring permanently for their grandchild) were able to take up to 20 days paid leave in a twelve month period to attend training or meetings relating to their role as a carer. Up to five days leave could be taken during the assessment process, an additional five days during the approval process or when caring for a foster child (for meetings, training or unforeseen emergencies such as an emergency placement) and up to ten days leave at the start of a planned permanent placement. Employees are also entitled to additional unpaid time

off to deal with unexpected emergencies, such as welcoming a child into their home at short notice.

- Examples of local authorities within Yorkshire & Humber who currently have a provision for time off for foster carers/adoptive parents.
- **Doncaster:** Adoption - 2 days (14.8 hours) for application for adoption (pre adoption interviews/training/visits/court appearances
- **East Riding:** Fostering – 3 days per 12 month period – assessment/training. 1 day for fostering panel.
- **Hull:** Adoption – Main Adopter = 5 adoption appointments. Secondary Adopter = 2 adoption appointments.
- **North Yorkshire:** Fostering – 5 days paid leave in 1st year for training etc, 2 days in subsequent years. Adoption – 5 days pre adoption
- **Sheffield:** Adoption - allow pre adoption leave, no specific allowance in days
- **Kirklees:** Adoption – max 3 days leave (pro rata) for SW assessments/training per employee. Fostering – following initial assessment employees who go forward to approval process = 8 days paid leave, following approval = 5 days paid leave per year to support new placements/meetings

4. Options considered and recommended proposal

Option One: *Take no action.* 'As is'. This is not in line with best practice, will not set us apart as a 'Fostering Friendly' borough and lacks aspiration and vision.

Option Two: To amend employee terms and conditions to increase the 'offer' to foster carers and adopters by enabling special time off arrangements as set out in the body of this report. This is in-line with best practice and the recommended option. (preferred option)

5. Consultation

- 5.1 In undertaking this report there has been consultation with 3 of Rotherham employees who are also foster carers. Each carer has been able to give examples of how they have had to use their leave entitlement to take time off work to attend statutory training.
- 5.2 In addition to this, whilst not actual consultation, the service is aware of the stress placed on working foster carers of school age children who have required additional support due to issues arising with the child in their care whilst they are at work. Generally this relates to older children and frequently about school exclusion.
- 5.3 There has also been consultation with HR about changing Terms and Conditions, and finance about the associated costs to this arrangement.

6. Timetable and Accountability for Implementing this Decision

- 6.1 Once approval at SLT has been given, this should then be recommended to the Staffing Committee that RMBC Council employee terms and conditions of employment are amended to incorporate a special leave provision for foster

carers and adoptive parents. Once this proposal receives full approval HR will implement the policy/system changes, and the Communications Team will be consulted about promoting this across the Council.

7. Financial and Procurement Implications

- 7.1 Currently the Authority has 8 carers that are paid for via the General Fund revenue budget. If the number of in-house foster carers were to increase to 201 then this number could increase to 9 (if the ratios were the same).
- 7.2 The average daily salary cost for RMBC carers is £95.16. Any additional costs for staff cover would fall to the service the carer works for.

Current Number of Carers	186
Number of RMBC Carers*	8
%	4%
Projected number of carers in 2017-18	201
Estimated Number of RMBC Carers	9
Average Current Daily Rate for RMBC Carers	£95.16

*Excludes schools & Academies (Academies no longer part of the LA)

8. Legal Implications

- 8.1 There are no direct legal implications at this point, but any change to staff terms and conditions will require the approval of the staffing committee.

9. Human Resources Implications

- 9.1 Human Resources have been fully involved and consulted on this proposal. The introduction of this additional support will continue to ensure that RMBC are a supportive employer, the Council already has a wide range of arrangements which have helped employees manage their work and home commitments, this addition will provide further support to complement the existing agreements in place. The 'planning of taking special leave' should be done at the earliest opportunity and the employees line manager informed as soon as possible for planning purposes.

10. Equalities and Human Rights Implications

- 10.1 The implications are that RMBC would be a 'fostering friendly' local authority who promotes better outcomes for children, those on their journey to adoption, and fostering families.

11. Implications for Partners and Other Directorates

- 11.1 The implications of introducing this scheme are positive in that it promotes better terms and conditions for Council Employees who are also adopters or foster carers.

12. Accountable Officer(s)

Mel Meggs, Deputy Strategic Director, Children and Young People's Services

Approvals Obtained from:-

Finance – Mark Chambers (delegated to Colin Allen) and date: 13.06.17

HR – Theresa Caswell and date: 4.07.17

Legal – Neil Concannon and date: 3.07.17

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

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