IMPROVING LIVES SELECT COMMISSION

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

Date: **Tuesday, 12th December, 2017**

Time: **2.00 p.m.**

A G E N D A

There will be a pre-briefing for all members of the Improving Lives Select Commission between 12.30 noon - 1.30 pm.

1.   To consider whether the press and public should be excluded from the meeting during consideration of any part of the agenda.

2.   To determine any item(s) the Chairperson is of the opinion should be considered later in the agenda as a matter of urgency.

3.   Apologies for absence.

4.   Declarations of Interest.

5.   Questions from members of the public and the press.

6.   Communications.

7.   Minutes of the previous meeting held on 31st October and 14th November, 2017 (Pages 1 - 15)

8.   Domestic Abuse Update (Pages 16 - 40)

9.   Virtual School Headteacher Report 2017 (Pages 41 - 89)

10.   Regional Adoption Agency (verbal update)

11.   Date and time of the next meetings: -
      Tuesday, 23rd January, 2018 commencing at 5.30 p.m.

Improving Lives Select Commission membership:-
Chair – Councillor Clark
Vice-Chair – Councillor Cusworth

Councillors Beaumont, Brookes, Cooksey, Elliot, Fenwick-Green, Hague, Ireland, Jarvis, Khan, Marles Marriott, Pitchley, Senior, Short, Julie Turner and Tweed (18).

Co-opted members:- Ms. Jones (Voluntary Sector Consortium), Mrs. Clough (ROPF: Rotherham Older Peoples Forum) for agenda items relating to older peoples' issues.

Sharon Kemp,
Chief Executive.

IMPROVING LIVES SELECT COMMISSION
31st October, 2017

Present:- Councillor Clark (in the Chair); Councillors Beaumont, Cooksey, Cusworth, Hague, Jarvis, Khan, Marles, Marriott, Pitchley, Senior and Julie Turner together with Co-opted Member: Joanna Jones from Children and Young People Voluntary Sector Consortium.

Also in attendance: Councillor Steele (Chair of Overview and Scrutiny Management Board). Jules Hillier, Chief Executive, Pause and Ellen Marks, Director of Practice and Learning, Pause, Ian Thomas, Strategic Director for Children and Young People's Services and Jenny Lingrell, Acting Head of Service, Transformation Lead, Early Help and Family Engagement for Item 90.

Apologies for absence were received from Councillors Fenwick-Green and Ireland and Watson (Cabinet Member for Children and Young People's Services)..

85.   **DECLARATIONS OF INTEREST.**

There were no declarations of interest.

86.   **QUESTIONS FROM MEMBERS OF THE PUBLIC AND THE PRESS**

There were no questions from members of the public and the press.

87.   **COMMUNICATIONS**

Corporate Parenting Panel (CPP)
Councillor Cusworth provided Members of the Select Commission with a written summary of the last meeting of the CPP to be circulated by email.

Health Select Commission
Cllr Evans extended an invitation to members of the Committee to attend the next meeting of Health Select Commission on November 30th at 10.00am for the agenda item on the Carers' Strategy to raise issues relating to young carers. Details would be circulated by email.

88.   **MINUTES OF THE PREVIOUS MEETING HELD ON 12TH SEPTEMBER, 2017**

Resolved:- (1) That the minutes of the previous meeting of the Improving Lives Select Commission, held on 12th September, 2017, be approved as a correct record for signature by the Chair subject to the following correction:

Present: Councillors Cusworth.

89.   **EXCLUSION OF THE PRESS AND PUBLIC**

Resolved:- That under Section 100(A) of the Local Government Act 1972, the Public be excluded from the meeting for Minute No. 90 on the grounds that it involves the likely disclosure of exempt information as defined in Paragraph 2 of Part 1 of schedule 12(A) of such Act indicated, as now amended by the Local Government (Access to information) (Variation) Order 2006.

90.   **OUTCOMES FROM THE PAUSE ROTHERHAM SCOPING EXERCISE**

The Chair welcomed Jules Hillier and Ellen Marks from the Pause Project who gave a presentation outlining the work of Pause, its aims and impact. Also in attendance was the Strategic Director for Children and Young People's Services and Acting Head of Service, Transformation Lead, Early Help and Family Engagement, who reported the outcomes of the scoping exercise undertaken in Rotherham.

The presentation referred to evidence about the number of women who have children removed from their care in a repeating pattern of care proceedings. The experience of practitioners in Rotherham indicates that this pattern of recurrent care proceedings was present locally; this has been confirmed by the scoping exercise.

Whilst Children and Young People's Services will intervene to protect the child and seek the best long-term outcomes, there is often little or no cohesive support for the women who are affected following the removal of a child

Pause is a national charity that supports a network of local Pause Practices across the country, working with local authorities and other agencies. Pause is a voluntary programme which works with women who have experienced - or are at risk of - repeated pregnancies that result in children needing to be removed from their care. The programme gives women the chance to pause and take control over their lives with the aim of preventing repeated unwanted pregnancy. As a condition of beginning this voluntary programme, women agree use an effective form of reversible contraception for the 18 month duration of the intervention.

In November 2016, Cabinet asked for Pause to be commissioned to carry out a scoping exercise to provide detailed data and analysis of repeat removals of children from their mother's care in Rotherham. The scoping report provides robust information upon which to base decisions about how to respond locally to this issue.

Jules Hillier, Chief Executive and Ellen Marks, Director of Practice & Learning outlined the findings of an independent evaluation commissioned by the Department for Education (DfE). The remit of the evaluation was to assess the impact of programme delivery and processes across seven Pause Practices for 125 women. The findings

indicated that Pause generally had a positive and significant impact on the women engaging with the project, with the analysis suggesting that Pause was extremely effective in reducing the numbers of pregnancies during the intervention.

Who are the women who work with Pause?
- As of September 2017 167 women had completed the Pause programme and a further 173 were going through it;
- Between 1 and 13 children removed (average 3.2);
- Age of women: between 21 and 43 (average 31);
- 53% of women were under 20 when they had their first child.

The Pause Practitioners observed the following improvements in women participant's lives:
- 89% of those who identified skills and employment as a goal have made progress towards this goal;
- 73% of those women with mental health problems have seen an improvement;
- 88% of those with domestic violence issues have seen an improvement in the situation;
- 65% of those who had an issue with substance misuse have seen stabilisation or made reductions;
- 73% of women with housing problems at the start have seen improvements in the stability of their housing situation;
- 60% of those who had issues around contact with their children have seen improvements in the quality of contact;
- 67% of all Pause women were accessing support from the appropriate specialist agencies after 18 months/at point of closure.

As part of its scoping work, it was outlined that Pause works with partners to examine the feasibility of establishing a local practice. This would involve analysing case files and data to identify a cohort and the cost benefit of delivering the intervention. Further support is given to participating authorities to implement the project and develop local pathways for delivery, including recruitment, practice and learning development, data analysis and support to strategic boards.

The Strategic Director for Children and Young People's Services and Acting Head of Service, Transformation Lead, Early Help and Family Engagement drew attention to the outcomes from the scoping exercise.

Using evidence from case files, between 1st April 2014 and 31st March 2017, 130 women in Rotherham had 434 children removed. The average number of children removed per woman is 3.3. In other scoping exercises nationally, the number of children removed per woman ranges from 3.0 to 3.6. These women have many complex and often inter-linking needs. In Rotherham, 60% of the cohort was identified in social care records as having experienced domestic abuse; 45% had issues with drug or alcohol abuse; 32% had a diagnosable mental health problem and 25% are

recorded as having been in care as children themselves. Many women experienced multiple issues. The Rotherham picture was comparable with other Pause projects elsewhere.

The Pause analysis indicates that without intervention, 20 women within this cohort would be likely to give birth to 5 children each year. Over the duration of the programme this equates to 7.5 children. Based on this information and local practice and associated costs, the cost benefit analysis shows a gross saving of £1.09m based on an intervention with twenty women. The cost of delivering a Pause practice for this cohort is estimated to be £450,000. Therefore a conservative estimate of the net cost saving (to Children's Services alone) is £0.64m.

It was noted that the cost benefit analysis does not include costs incurred by the National Health Service, public health, housing, adult social care, South Yorkshire Police or the criminal justice system. There are also wider human costs to be considered. It was reported that the mother is likely to have already experienced significant trauma in her life, and is then further damaged by the removal of a child from her care. Services would seek permanency for child as soon as possible following removal however, some level of disruption is inevitable. Children who do not experience the best start in life may struggle to thrive and achieve positive outcomes.

Discussion ensued on the report with the following issues raised/clarified:-

Clarification was sought on what made Pause "radically different" compared with other projects. The project has an intensive approach which works with women to build resilience and self-esteem, and empowers the women to identify their own outcomes. Pause adopts a "whole system approach", working with partners, family members, friends and other professionals. The lives of the women Pause works with are typically characterised by their own experiences of neglect, abuse, sexual exploitation, and other social, emotional, and health related challenges. Pause intervenes at a time when a woman is not pregnant or has no children in her care to prevent these patterns being passed on again. If she has a child or is expectant; the child becomes the focus of the intervention rather than focussing on the specific needs of the woman.

Engagement in Pause is entirely voluntary and the women agree to take part once they have they have identified that Pause is positive for them. None of the women are compelled by a court order or assessment process to participate. It was outlined that support is developed collaboratively, which will look at choice, teaching life skills, developing and maintaining positive relationships etc.

It was explained that all the women that Pause work with have poor self-esteem, which is often compounded by their previous experience of services, repeat failures and messages they receive about themselves. This low self-esteem often results in dependency (whether on

services/others/substances) and is a barrier to them moving forward and bringing about change to their life and patterns of behaviour.

The local practice leads are recruited from a wide background, including youth and community work, social care, health or criminal justice. Each Pause worker has a caseload of between 6-8 women; this gives the worker the flexibility to work intensively alongside women to address their needs and support them to make positive changes.

Whilst the women often have a poor level of engagement with other agencies (typically defined as "hard-to-reach"), levels of engagement with the programme remains consistently high with a 'drop-out' rate of around 7% (out of almost 170 participants).

The Pause team is involved in the scoping and set-up of local projects. Whilst there is fidelity to the model and core principles underpinning Pause, there is flexibility to adapt to local circumstances and priorities. For example, another local authority is exploring the feasibility of targeting women who are care leavers as part of its priority cohort.

Further details were asked about working with different communities and cultures and if there are examples of Pause Practitioners working with a similar demographic to Rotherham. Examples were given of strength-based approaches which had been delivered in Derby.

Most Pause practices are located in Children's Services, and of those, the majority funded through Children Services (or equivalent). One programme is funded by Public Health, and it appears that this funding is secure because the project has demonstrated value for money and return on its investment. There is a range of funding models in operation; with different degrees of partner contributions or charitable investments depending on local circumstances. The majority of programmes are in the first or second cohorts so it is difficult to make a judgement about longer term sustainability.

Further examination of the cost avoidance was undertaken in respect of its potential impact on reducing budget pressures. It was felt that the outline analysis was robust. Questions were asked regarding the cost benefit to other public agencies. At the time of the scoping exercise, it had not been possible to establish the cost to health agencies, for example in relation to special baby care or drugs or alcohol detoxification.

Further explanation was sought as to how Pause contributed to positive outcomes for women. Reference was made to the presentation and the observed improvements as detailed above. In addition to the reduction in pregnancies and associated care proceedings, it was demonstrated that Pause had had a positive impact on self-esteem and psychological well-being of the majority of participants. There were also positive indications of the Pause cohort seeking skills training or employment and securing housing. Whilst it clarified that Pause did not offer parenting assessments

or provide support for women to get their children back, there were examples of women establishing better relationships with their children and in small number of cases, having children returned who had not been permanently placed or adopted.

Further details were explored regarding participation in Pause being dependent upon the woman's agreement to take a long-acting reversible contraception (LARC) for the duration of the programme. It was explained that if the woman had an ethical or faith based objection to taking a LARC but still wanted to participate in Pause, Pause would work with the woman to explore natural birth control. To date, none of the participants in any of the projects had requested this. It was further explained that as a significant proportion of the cohort had experienced coercive control in their relationships it was unlikely that the abusive partner would co-operate in this approach and therefore, it may not be successful.

Questions were asked to establish what factors would hinder the successful implementation of Pause. It was felt that it a key factor in its implementation was to ensure that there was a strategic multi-agency partnership board in place; that had sufficient influence and "buy-in" to ensure that systems across agencies worked together to support individuals. The scoping exercise had established that there was a commitment to the board from key partners in Rotherham should it proceed.

Enquiries were made on the impact of neglect/abuse on siblings groups. Data showed that sibling groups were often taken into care when the mother was pregnant with later children (on average the mother would have three children). The older child or children may have experienced considerable neglect or harm by the stage that care proceedings were initiated. This meant that the children would have more complex needs and would likely experience much poorer outcomes. Based on the DfE evaluation and programme analysis, women who had engaged in the programme had far fewer subsequent pregnancies; therefore 'disrupting' the pattern of care proceedings.

The scoping exercise identified 130 women who may fit the Pause criteria and suggested a cohort of 20 women to work with. Whilst it was accepted that the intensive programme would benefit those involved, further details were asked about what would be in place to support the 110 women who fell outside this cohort. It was outlined that development in Early Help services including Edge of Care provision would assist in the longer term. It was requested that further consideration be given to this area.

Questions were asked about the accuracy of data within the scoping exercise. It was reported that all data had been taken from case files, some of which were from a number of years ago. Any discrepancy in recording would date from this period and assurance was given that current records were all compliant and up-to-date.

The Chair thanked Ms Hillier and Ms Marks and officers for their presentation and input. In summing up, the Chair outlined that the learning from other programmes had demonstrated that for those women who have accessed Pause, there were positive outcomes for their own health and well-being as well as evidence of a significant reduction in pregnancies. As demonstrated by the scoping exercise, without this intervention, there is likely to be a cumulative increase in costs relating to repeat care proceedings to the local authority and other partner agencies in addition to poorer outcomes for the children taken into care and the birth mother. Whilst the initiative would require resourcing, the cost-benefit analysis indicated that there would be a return on this investment which required further exploration.

RESOLVED:

1) That Improving Lives Select Committee recommends to Cabinet and Commissioners that consideration is given to initiating the Pause Project in Rotherham subject to budget requirements being met.

2) That should approval be given:
- That discussions take place to explore partnership contribution given the potential of wider savings to the public purse;
- That partner input is sought on the identification of the priority cohort;
- That proposals be drawn up to detail how women who fit the criteria but are not part of the immediate cohort are supported;
- That this Committee receives regular updates on its progress and impact.

3) That the decision of Cabinet and Commissioners on these recommendations is reported back to this Committee.

91.   **DATE AND TIME OF THE NEXT MEETING**

RESOLVED:-
That a further meeting be held on Tuesday, 14th November, 2017, commencing at 5.30 p.m.

IMPROVING LIVES SELECT COMMISSION
14th November, 2017

Present:- Councillor Clark (in the Chair); Councillors Beaumont, Cooksey, Cusworth, Elliot, Fenwick-Green, Ireland, Jarvis, Marles, Marriott and Julie Turner.

Also in attendance: June Lovett, Rotherham Safeguarding Adults Board Member (Assistant Chief Nurse (Vulnerabilities) , The Rotherham NHS Foundation Trust) and Jackie Scantlebury the Safeguarding Adults Board Manager for Item 96. Christine Cassell, Independent Chair of Rotherham Local Safeguarding Board and the Deputy Strategic Director – Safeguarding, Children and Young People's Services for Item 97.

Apologies for absence were received from Councillors Brookes, Khan, Senior and Short and Councillor Roche (Cabinet Member for Adult Social Care and Health) and Sandie Keene (Independent Chair of Rotherham Safeguarding Adult's Board) for Item 96 and Councillor Watson (Cabinet Member for Children and Young People's Services) for Item 97. .

92. **DECLARATIONS OF INTEREST**

There were no declarations of interest.

93. **QUESTIONS FROM MEMBERS OF THE PUBLIC AND THE PRESS**

There were no questions from members of the public or press.

94. **COMMUNICATIONS**

There were no communications.

95. **MINUTES OF THE PREVIOUS MEETING HELD ON 31ST OCTOBER, 2017**

The Chair advised that these would be circulated with the next agenda.

96. **ROTHERHAM LOCAL SAFEGUARDING ADULTS BOARD - ANNUAL REPORT 2016-2017**

The Chair welcomed June Lovett from the Rotherham Safeguarding Adults Board (RSAB) and the Safeguarding Adults Board Manager.

The Care Act 2014 requires each Safeguarding Adults Board (SAB) to publish an annual report as soon as is feasible after the end of each financial year. The report focusses on:

- What the SAB has done during that year to achieve its objective;
- What the SAB has done during that year to implement its strategy;

- What each member has done during that year to implement the strategy;
- The findings of the reviews arranged by it under section 44 (safeguarding adults reviews) which have concluded in that year (whether or not they began in that year).

The report introduced both the achievements of Rotherham Safeguarding Adults Board (RSAB) for 2016/17 and comments on some of the key points of inter-agency working arrangements and positive partnership.

Key priorities for 2017-18 include:
- All organisations and the wider community work together to prevent abuse, exploitation or neglect wherever possible.
- Where abuse does occur we will safeguard the rights of people, support the individual and reduce the risk of further abuse to them or to other vulnerable adults.
- Where abuse does occur, enable access to appropriate services and have increased access to justice, while focussing on outcomes of people.
- Staff in organisations across the partnership have the knowledge, skills and resources to raise standards to enable them to prevent abuse or to respond to it quickly and appropriately.
- The whole community understands that abuse is not acceptable and that it is 'Everybody's business'.

Discussion ensued on the report with the following issues raised/clarified:-

Is there confidence that the RSAB is holding partner agencies to account? The peer review and audit processes had provided an opportunity to highlight good practice but also identify areas for improvement across different partner agencies. Further examples were asked about how this could be evidenced; the Safeguarding Adults Board Manager gave details of working with the police about referral processes to make 'safeguarding personal'.

Clarification was sought to establish how the customer voice is captured? There have been two Safeguarding Adults Review (SAR) and both are completed and available on the RSAB's website. There have been regional safeguarding events which have focused on learning. The RSAB is working with Healthwatch to support customers to attend the Board should there be issues they wish to raise. The Independent Chair and Safeguarding Adults Board Manager were also willing to attend groups to discuss safeguarding as appropriate. Further work has been undertaken to develop a performance 'dashboard'. The service had also chosen a number of cases at random which had been considered by the RSAB, and had spoken to the customer or families about the processes. It was clear that further improvements should be made to communications to raise awareness of reporting routes.

A further explanation of the term 'zero tolerance' was requested and how this was applied to safeguarding issues. The term is commonly used and signals the agency's commitment to prevention and taking action should safeguarding issues be raised.

What were outcomes from the two SARs and how has the learning been fed into practice? The action plans arising from the reviews are monitored by the Performance Sub-Group

Clarification was sought on partner engagement and attendance at meetings? It was outlined that some partners have a regional or sub-regional spread and therefore did not have the capacity to attend each local SAB. However, each receive papers and action points and are involved in relevant sub-groups. The Independent Chair has approached voluntary sector partners to explore non-attendance and how this can be improved. Details were also given of information sharing through the voluntary sector newsletter.

What has been the learning from the dementia care initiatives? There are lead nurses for dementia care and learning disabilities; systems are improved to ensure that patients with conditions are flagged to ensure that their needs are met and the ward environment is appropriate. Further details were given on dementia screening and the dementia care pathways.

Further questions were asked of the case-study in the respect of financial abuse and if any work was undertaken with the perpetrator to ensure that other people are not at risk of financial exploitation. It was acknowledged that this was an area of work requiring further exploration. It was suggested that the Commission factors this into its work programme to establish how the respective safeguarding boards work with the Safer Rotherham Partnership to prevent repeat victimisation by perpetrators.

Following last year's consideration of the RSAB annual report, concerns were raised about the quality and timeliness of performance information presented to the Board. The Board Member assured the Committee that the issues raised were being addressed and each partner agency was fulfilling their obligations in this area.

Further details were asked about impact of the training package delivered by the Independent Domestic Abuse Advocates? No details were available but the Chair committed to pursue this as part of the Commission's work programme.

How is information and support shared with communities who did not have English as a first language? In the first instance, awareness raising through posters and leaflets had been produced in English, however it was recognised that this would be an area of development.

Clarification was sought on the Deprivation of Liberty Safeguards (DOLS) and the effects of the change in legislation. There has been a quality assurance review which identified areas of improvements and changes in processes. However there are challenges because of the rise in number of applications and the capacity of staff to undertake the assessment. There is a specific sub-group to oversee how agencies respond to DOLS.

In respect of the domestic abuse case study, clarification was sought to establish if the level of support was typical in cases which did not involve children? The Safeguarding Adults Board Manager was unable to comment on whether this was a 'typical' case as each case would be unique.

How does the delays in re-assessment in care packages may have impacted on adult safeguarding? One of the learning reviews would examine backlogs in assessment and where improvements can be made to processes.

Clarification was sought on whether there was any collation and analysis of data in respect of repeat Section 42 referrals. This is on the Performance and Quality work plan and resources have been allocated to examine data in greater depth.

How is increased mortality for people with learning disabilities monitored locally? Working closely with the CCG and NHS England, deaths of learning disabled people are reported and processes are embedding.

The Chair thanked Ms Lovett and Safeguarding Board Manager for their attendance and contribution to the meeting.

Resolved:

1) That the Improving Lives Select Commission receive the RSAB Annual Report 2016-17;

2) That in the presentation of the RSAB Annual Report 2017-18:

   – details are provided to evidence how the customer voice is heard;
   – data is provided in respect of repeat Section 42 referrals and how this is being addressed;

3) That a meeting of the Improving Lives Select Commission is scheduled as part of its 2018-19 work programme to establish how the respective safeguarding boards work with the Safer Rotherham Partnership to prevent repeat victimisation by perpetrators.

97.   ROTHERHAM LOCAL SAFEGUARDING CHILDREN BOARD - ANNUAL REPORT 2016-17

The Chair welcomed Christine Cassell, the Independent Chair of Rotherham Local Safeguarding Children Board, to present the Board's annual report for the year 2016-17.

The context for this report is one of increasing demand for family support and child protection services both locally and nationally whilst all public sector budgets are reducing. The role of local safeguarding children boards in this context is particularly important in requiring assurance that local services are appropriately targeted and resourced to ensure that children are protected.

The Independent Chair outlined that drawing on single and multi-agency audits and reviews and from inspection monitoring, that the safeguarding system in Rotherham, with the local authority as the lead agency, is becoming more compliant with statutory requirements and is beginning to improve in the quality of the assessment, decision making and planning for children at risk. Rotherham Safeguarding Children Board will continue to monitor the improvements in the quality of safeguarding practice and will focus in particular on the quality and compliance of multi-agency meetings which are held when a child is considered to be at risk of harm.

During the course of the year the Children and Social Work Act gained Royal Assent which has considerable implications for the role of the Board. The Act abolishes the requirement for a Local Safeguarding Children Board (LSCB) but does not abolish the requirement for partners to work together. Responsibility for co-ordinating safeguarding activity is now jointly shared between the local authority, the Chief Police Officer and the local Clinical Commissioning Group.

The report detailed the Board's activity in relation to the priority areas outlining areas of improvement and concern. This activity focussed on monitoring and improving responses to child sexual exploitation, neglect, early help and the safeguarding of children who are looked after by the local authority. The LSCB has sought evidence that agencies are individually and collectively listening to children and young people and taking account of their views both in plans for individual children and in wider strategic planning of services.

Discussion ensued on the report with the following issues raised/clarified:-

Clarification was sought on a series of issues raised in the 2016-17 Voice of the Child Lifestyle Survey in relation to bullying, alcohol use and sexual activity. The Independent Chair had met with the Youth Cabinet who had identified that bullying remained a concern The expectation was that schools would take the lead in this work. There were ongoing discussions with the Youth Cabinet to ensure that the work of the Board reflected the voice of young people. Alcohol use had not been identified as a priority

issue by the LSCB but the Deputy Strategic Director gave assurance about action taken by school nurses and Public Health to raise awareness. It was outlined that the survey was self-reported, therefore services were triangulating evidence from case-files and partners (e.g. referrals to Accident and Emergency Departments or reports of anti-social behaviour relating to alcohol misuse) to establish if this required further action. Similarly, in respect of unprotected sexual activity, further investigation of data had identified that there had not been a rise in teenage pregnancies although there were concerns about a rise in numbers of care leavers who were becoming parents. Action was being taken with this cohort to understand the reasons behind this and how it can be addressed.

The Chair reminded the Committee that the most recent Voice of the Child would be considered in the new year.

Clarification was sought about action taken by South Yorkshire Police (SYP) to address the issues raised in the PEEL review about the low-numbers of staff who had not received specialist child abuse investigator training. The Independent Chair outlined that SYP had been recently inspected and expected an update on the issues once the results are published.

A question was raised in respect of the low proportion of early help assessments undertaken within timescales. The Deputy Strategic Director explained that the target had been set locally and was not a statutory target. Whilst there had been a slight improvement, this target was proving difficult to meet consistently and work was underway to establish the reasons behind this. Although timeliness of assessment is a concern, the Deputy Strategic Director stressed the importance of the quality of the assessment and building relationships with clients which may not always be possible within the timescales. The LSCB has monitored quality and how the voice of the child is reflected in this work.

An update was requested in respect of the Section 47 investigations and the concerns raised in the Ofsted Monitoring Visit of February 2017. The Independent Chair outlined that the LSCB continues to monitor this critical area. The Deputy Strategic Director detailed actions taken to improve practice including the adoption of signs of safety methodology. A recent audit had established that 97% of Section 47 investigations had identified that children were at risk of or experiencing harm confirming that the investigations were appropriate. The Independent Chair also outlined the role of partner agencies in reaching good decisions based on the presenting issues.

The views of the Independent Chair were sought on the rising number of Looked After Children and the Authority's sufficiency strategy. The Independent Chair was satisfied that the right decisions were being taken in respect of children being in care. The Deputy Strategic Director outlined that the majority of children were in care because the Courts had directed

that this was appropriate and therefore thresholds were being met. Increasing numbers of children were being placed in extended families and work is underway to return more children home safely, with parental support in place. Other initiatives such as Edge of Care and Family Group Conferencing were having an impact on reducing numbers of children taken into care and this would be monitored further. The national shortage of quality placements was also reflected in Rotherham, however, examples were given of steps taken to minimise disruption in placements and assurance given in respect of the increasing numbers of permanent arrangements in place.

Clarification was sought on actions taken by SYP in relation to inspection feedback which highlighted that its response to victims of domestic abuse was inconsistent. The Independent Chair outlined that the LSCB had looked at multi-agency responses to domestic abuse were there was a child affected. It had conducted an audit over the summer which had highlighted good practice and areas of improvement. The LSCB was also undertaking a longitudinal study of responses. The Independent Chair expected the findings of the recent inspection of SYP and any actions arising to be fed into the Board in due course.

Questions were asked about what further actions had been put in place to address the additional vulnerabilities of disabled children. A further report would be submitted to the Performance and Quality Assurance sub-group. The Deputy Strategic Director outlined that there was a specialist team in place to work with disabled children to ensure that any additional needs would be addressed.

Further details were sought in respect of the work undertaken by the CSE and Missing Group to disseminate information to different communities about the risks of CSE and if this work was having an impact. Positive examples were given about engagement and different approaches which were being adapted to the needs of individual communities. The Chair requested that a further update be brought back to this committee in six months' time.

Views were sought on the potential impact of the unsuccessful bid for funding on post-abuse support for survivors of CSE. The Independent Chair drew the distinction between support for victims and survivors who are children which are the responsibility of LSCB and the focus of the bid to support adult survivors who are not. The wider response is of concern and from the LSCB's perspective, whilst it does not directly relate to its work, the failure to secure this funding will have a negative impact.

The Deputy Strategic Director was asked to clarify adoption figures and if the lower numbers were due to lack of prospective adopters. The variance was due to case law interpretation however, the importance of finding adoptive families for older children and sibling groups was reiterated.

The Independent Chair was asked for her observations on areas of improvements and any areas that caused her concern. The major improvement has been the move from compliance to improving practice. There is positive partner commitment to safeguarding and a shift in staff confidence and enthusiasm. The Independent Chair gave assurance, as demonstrated through the report, that the LSCB will continue to challenge at a strategic level about the level of resourcing, support to staff and if services are being commissioned appropriately in addition to challenging services through case audits.

The Chair thanked the Independent Chair for her attendance and comprehensive report.

Resolved:

1) That the Improving Lives Select Commission receive the LSCB Annual Report 2016-17;

2) That a further update be provided on the impact of the work of the CSE and Missing Sub-Group in six months' time.

98.   DATE AND TIME OF THE NEXT MEETING

Resolved:-
That a further meeting be held on 12th December, 2017 at 2.00 p.m.

	BRIEFING PAPER FOR IMPROVING LIVES SELECT COMMITTEE	

1.	Date of meeting:	**12th December 2017**
2.	Title:	**Domestic Abuse Update**
3.	Directorate:	**Regeneration and Environment**

1.   Background

1.1.   Domestic abuse remains a key priority for the Council and its partners, through the Safer Rotherham Partnership (SRP). This report follows a previous report, made to Improving Lives Select Committee (ILSC) on the 25th July 2017.

1.2   Within this meeting, a number of recommendations were made, as follows;

- That an update be provided to the Select Commission in 6 months to include:-
  - Information about how the voice of the victim was captured in the Strategy
  - Outcomes of the peer review
  - Details of the perpetrator programme.

- That further consideration be given to investment in women's empowerment and preventative work in school as part of the Strategy's development.

- That an update be provided outlining progress in addressing the recommendations of the PEEL review in relation to South Yorkshire Police's response to domestic abuse.

- That the Strategy be circulated on completion to the Select Commission prior to the six month's update.

- That information be provided on the level of incidents/reports over Christmas period.

2.   Voice of the Victim

2.1   The SRP Domestic Abuse Strategy has been officially signed off by members of the Board and is now operational. Members of this committee, through the recommendations made, were keen to ensure that victim's experiences were captured within the strategy. Whilst the strategy is built on learning from case analysis and informed by a range of agencies working directly with victims, the strategy recognises the need to do more and members will note the specific aim within the strategy, attached as appendix A, to *'Identify lessons, listen to victims, promote challenge and respond as a partnership.'*

2.2 In terms of general engagement regarding the strategy, officers are working with third sector partners to identify service user/victim support groups etc to consult on the implementation of the strategy. The learning from these events will be used to further inform the delivery plan.

2.3 Members will note from the newly developed delivery plan, attached as appendix B, that significant attention is given to engaging with service users and understanding/impacting satisfaction. The Domestic Abuse Priority Group (DAPG) is currently gathering satisfaction data from across the various agencies who deliver DA services. Not only will this provide us with a consistent measure of DA satisfaction across the board but will also highlight parts of the system where further work may be required. Additional to this, the group are also implementing a quality assurance framework. This will focus on both case review and service user engagement.

3. Peer Review

3.1 As with the above recommendation, this update is due in February 2018 however, the following is provided by way of an interim update. A new peer review partner (Bradford City Council) has been identified and the detailed scope of the review has been agreed by the Safer Rotherham Partnership Board, at its meeting on the 4th December 2017. The review will focus on the following areas

- Strategic Focus
- Governance
- Service Delivery
- Partnership Engagement
- Commissioning
- Operational oversight

3.2 The review process will be to first hold a self assessment period, during which the Safer Rotherham Partnership will be required to identify various pieces of evidence or practice that support its commitment to delivery against specified areas. The team at Bradford, which will be a multi-agency team, will review the evidence submitted and identify key areas they wish to explore or parts of practice they wish to witness. These lines of enquiry will form the basis of the assessment day, where a multi-skilled team from Bradford agencies will attend Rotherham and speak to key individuals and review paperwork/processes.

3.3 It should also be noted that this peer review is understood to be the first of its nature, with a specific focus on Domestic Abuse. This has attracted the support of the Association of Directors of Childrens Services and allows the Council to develop a bespoke scope and assessment framework.

4. **Perpetrator Programme**

4.1 Funding has been secured from both the SRP and the Councils Housing Department, totalling £50,000, to meet Rotherham's costs in relation to a county-wide perpetrator programme. During the approval process, the SRP Board considered evidence from various sources including pan-European, through the the International Journal of Offender Therapy and Comparative Criminology and from UK based sources such as Project Mirabal (a five year research project) and Respect UK. The procurement of this service is being led by Doncaster Borough Council and the tender process has commenced. In summary, the programme will have the following aims

- Address and change abusive behaviour at earliest possible point.

- To provide, within a single contract, targeted multi-component interventions ranging from prevention and early intervention work (for low levels of abusive behaviour such as non-violent aggression and controlling behaviour) right through to engaging with perpetrators who have patterns of repeat offending, including high risk cases.

- Demonstrate fair access to diverse communities.

- Build capacity and capability through provision of train the trainer training to ensure staff in all agencies are skilled to identify, challenge and address abusive behaviour at an early stage.

- Numbers of referrals, contacts, service users etc. not yet confirmed as the development of the Invitation to Tender and service specification is part of the project.

4.2 Whilst the process is progressing well, the service is now not anticipated to commence until March 2018. With varying views expressed within the partnership about the efficacy of programmes of this nature, the partnership is keen to closely monitor delivery within Rotherham to ensure that value for money is secured and that the programme makes a real difference.

5. **Women's Empowerment/Education**

5.1 Women's empowerment, positive role models and the benefits of education are all clearly recognised within the strategy and again, this results in a specific aim: *'Focus on the provision of services that support positive relationships through early identification of need and addressing conflict before abusive situations occur and impact negatively across communities.'*

5.2 Within the action plan, this aim ensures targeted action and in particular, the group will be focussing on the following;
- Identifying girls/women's groups and signposting
- Supporting the development of girls groups
- Identifying positive role models and finding an appropriate role
- Mapping community assets/identifying gaps
- Mapping education provision both within and outside of formal education settings

6.   PEEL Review

6.1   The DA priority group has also given greater focus to understanding the actions of South Yorkshire Police (SYP) in response the PEEL inspection, conducted in November 2016. The SRP has received reassurance about the actions taken by SYP since this time. The key actions include

- Increasing training for officers (both general and specialist)

- Training has been provided around civil orders re DA

- A revised process for supervision/monitoring of DA investigations
- Superintendent, through Daily Management Meetings, provides clear focus on domestic abuse

- Work across all types of crime to enhance victim care on offer

- Revised processes to ensure quick and regular contact alongside ensuring appropriate support is provided

6.2   Future actions relating directly to policing will focus on developing a menu of tactics/disposals to act as a guide for officers. The group have ambitions to develop this as a partnership document. This will assist in enhancing use of tools and powers across the partnership.

6.3   SYP have been reinspected, towards the end of October 2017. Whilst there is no detail available until the reports are published, SYP are hoping to have it confirmed that a number of recommendations have been addressed. The SRP has established a mechanism to ensure that information is fed in to the partnership, following publication and any issues that arise are addressed within this setting.

7.   Peak Period Action

7.1   The partnership is focussing on two separate strands in relation to any potential periods in which we may experience a spike, though the evidence in relation to periodic spikes can often be conflicting.

7.2   In terms of public awareness and positive messages, the partnership are seeking to identify and support existing national campaigns. Alongside this, the partnership will seek to develop some single messages that can be shared and promoted by all.

7.3   Partners are also looking at their own response provision throughout peak periods and in particular, SYP will seek to provide specific resources for these types of incidents throughout peak periods. At its meeting on the 4th December 2017, the Safer Rotherham Partnership considered funding, through underspends, additional resource from South Yorkshire Police in order to provide targeted patrols over the Christmas period, with visits to known victims of domestic abuse, in partnership with Rotherham Rise. A decision with regards to this and other projects will be made within the coming weeks.

7.4 In terms of the data, there has not been any spike over the previous two years in relation to either incidents or crime. Additionally, the repeat victimisation rate has stayed stable through this period. It should be noted that quarter two and three generally show slightly higher level of DA incidents than other quarters.

8. Additional Action

8.1 Alongside the above, a number of other tasks have been prioritised through the scheduling of completion within the action plan. Some tasks have also been given such priority that the group felt delivery in these areas should be monitored within the performance section of the plan. This means that progress in relation to these tasks will receive close scrutiny, alongside traditional performance measures. These tasks are as follows (some of which are aimed at providing the performance measures the group felt were necessary but may not yet exist)

- Delivery of a perpetrator programme within Rotherham for those who have not been convicted of an offence but whose behaviour may present some level of risk (as mentioned above)

- Develop consistent data within agencies in relation to disclosure regarding DA and completion of Domestic Abuse Stalking and Harassment (DASH) assessments, in order that it be combined to provide an accurate picture for Rotherham

- The mapping of the provision of DA delivery in schools and education settings

- A re-designed pathway within RMBC

- The mapping of referral sources to Rotherham Rise (RMBC commissioned service)

8.2 As can be noted within the plan, each objective is supported by performance indicators to allow the partnership to effectively monitor its objectives. Additional scrutiny is also delivered by the Council by way of a domestic abuse indicator within the performance framework, which is monitored quarterly by Members.

8.3 A number of actions are noted as complete or on target (green), as follows
- Perpetrator programme
- Re-designed pathway within RMBC
- Increased training for Police re DA
- Revised process for monitoring incidents/investigation of DA (SYP)
- Identifying a calendar of campaigns and shared messages
- An agreed ambition to identify positive role models within communities
- An agreement to look at how the DAPG can review and influence the Multi-Agency Risk Assessment Conference (MARAC) process, alongside performance monitoring
- Revised Domestic Homicide Review (DHR) protocol
- Implementation of a 'near-miss' review protocol
- Development of a protocol to share lessons learned in the various review panels

8.4 Whilst the partnership recognise that progress needs to be swift in this area and that some actions have been discussed for some time, it was agreed that revised timescales would be provided and the action plan refreshed in line with the spirit of the revised strategy. Generally where actions are marked amber, this is due to their planned completion being at a later date however, the entire plan will be continuously reviewed to ensure progress is timely. It has been made clear that progress will be closely monitored on a monthly basis and that lead officers would be held accountable for actions. The items currently marked in amber are due to the lead not yet being confirmed or the milestones not yet defined clearly.

9. Key Risks

9.1. Whilst the backlog of victims awaiting support within commissioned services has gone, this is still recognised as a key risk by partners and work continues to monitor the impact of the changes within the structure of these services. Additional to this monitoring, the DA coordinator is also exploring opportunities with partner agencies, such as victim support, to bolster the services on offer. The backlog has reduced from around 160 in July 2017.

9.2. The latest performance report presented to the SRP board showed decreasing outcomes as a percentage of recorded DA crime. This is in part due to the changes to crime recording standards, which has seen a rise in recorded crime but not a correlating rise in incidents reported. This demonstrates that proportionally more incidents are turning in to crimes, which can be seen as positive and is furthermore a contributing factor to some of the fluctuations in outcome rates. Partners and colleagues within the Police recognise the shared responsibility to work towards improving these figures and the action plan supports this work. An extract from the performance report is below;

Table 4: Domestic Abuse			
Rolling 12-Month Comparison			Year to Date (YTD)
12 months to 31st October 2016	12 months to 31st October 2017	% Change	Apr - Oct 2017
Domestic Crimes	1,902	3,179	67%	2,027
Outcome Rate	29%	19%	-10%	18%
No. of referrals to the MARAC	527	470	-11%	277
Repeat cases heard at the MARAC	188	163	-13%	103
Proportion of cases heard at the MARAC that are repeats	36%	35%	-1%	37%
Satisfaction Rate (DA Victim Satisfaction Survey)	82%	74%	-8%	71%
	April 2015 to March 2016	April 2016 to March 2017	% Change	Apr - Sept 2017
Rotherham Rise Outcomes: People at risk of domestic abuse, who are given successful support to: a) Avoid or manage harm from others b) Maintain accommodation c) Secure accommodation (RMBC)	Data not provided	a) 96% b) 100% c) 78%	-	a) 100% b) 100% c) 63%

9.3. Within the revised plan, the Domestic Abuse Priority Group (DAPG) has identified the need to ensure strict oversight of the delivery of recommendations as a result of DHRs. The group will also continue to learn lessons through the newly implemented 'Near-Miss Protocol' alongside its own quality assurance processes, which is reviewing live cases on a themed basis.

10. Recommendations for ILSC

10.1. That the Committee contribute to the Peer Review, if required by the Assessment Team.

10.2. It is recognised that there is much more to do and this is a key priority for the Council and its partner's and whilst progress continues to be made, the committee requests regular updates on progress to be provided.

11. Name and contact details

Cllr Emma Hoddinott, Chair, Safer Rotherham Partnership
Sam Barstow**,** Head of Community Safety, Resilience and Emergency Planning
Sue Wynne, Chief Executive, Rotherham Rise
Supt Rebecca Chapman, South Yorkshire Police

Safer Rotherham Partnership **Domestic Abuse Strategy**

2017 to 2020

The Safer **Rotherham**

Rotherham
Metropolitan
Borough Council

Foreword

The Safer Rotherham Partnership continues to develop and strengthen, building on the commitments made within the Partnership Plan covering 2016 – 2019. Whilst we collectively accept the scale of the challenges ahead of us, I am pleased to see progress being made against the aims of the partnership and in this case, the development of this strategy to coordinate our efforts in respect of tackling Domestic Abuse.

The Borough of Rotherham covers a district of 110 square miles and has a mix of communities in both rural and urban areas. Centrally placed within South Yorkshire, the population continues to grow and change over time with an increase in the numbers of those aged over 60, who now make up one in four of our residents, and those from minority ethnic groups, who now account for one in ten. This range of communities and the changing nature of them mean our services must continue to adapt to meet demand. To adapt we must ensure that we continue to be informed by feedback, consultation findings and inspection recommendations, whilst responding to a changing national picture, making best use of available interventions for support that help to change behaviour as well as tools and powers.

Across the partnerships in Rotherham, a range of services are commissioned that offer advice and support for victims of domestic abuse alongside refuge provision, housing support and a range of counselling interventions. Despite this provision, we have identified gaps.

In particular our own assessments, alongside external reports, tell us that we need to focus on addressing the following;

- Continue to improve assessment of risk, evidence gathering and action to address offences of domestic abuse

- A focus on tackling offenders and bringing them to justice

- Increased work around prevention and early identification of issues, before abusive situations develop

- Ensuring a strong interface between the children and adults systems and building on existing strengths related to information sharing that facilitates communication across the continuum of need.

- Upskilling agencies to swiftly identify the signs of Domestic Abuse and building consistent, integrated pathways. Embed a culture of learning across the strategic partnership that enables a robust response to emerging research as well as findings from Serious Case Reviews and Domestic Homicide Reviews, whether local or national.

Domestic Abuse continues to be a priority for the Safer Rotherham Partnership. Through the work of the partnership progress has been made in improving delivery of provision but evidence highlights that more is needed and further improvements required. This strategy seeks to harness the energy of the partnership and focus development towards common goals. Making best use of the limited resources available by working together will enable a rigorous and proactive approach to improving the quality of relationships across Rotherham and reducing harm caused by domestic abuse.

Introduction

Whilst we know that Rotherham is a unique place with its own identity and history, there are many parallels in relation to domestic abuse when comparing with the national picture.

According to the Office of National Statistics, during the year 2016, domestic abuse accounted for one in ten calls to Police with a total 1.03 million reports. Of these reports, four in every ten were identified as being a domestic abuse -related criminal offence. With significant levels of underreporting suspected, and confirmed by victims and survivors, it is clear that this issue affects many lives and many families across the country.

The national picture is consistent in Rotherham, where reports of domestic abuse continue to rise. South Yorkshire Police received 6,500 calls relating to domestic abuse during 2016, a rise of 5.7 % in comparison to 2015 (6152). Recorded domestic-related crime also rose by 28 % locally in 15/16 and estimates suggest over 27,000 women and girls in the Rotherham area have suffered abuse in their lifetime and while we know this issue does not only affect women, we do recognise the increased prevalence. Whilst increases in reporting are positive, in the context of suspected underreporting, we need to do more to understand the true scale of domestic abuse. The number of crimes has risen by 22 % from 1562 in 2014/15 to 1900 in 2015/16. In relation to cases, during 2016 we recorded 431 high risk victims, 1722 medium risk victims and 4373 victims requiring lower levels of support. As a result of these increases, there is a challenge for services in meeting demand effectively. During 2016/17, there were 3914 contacts for families to the early help Service and 'family relationships' are amongst the top three cited needs. Almost a third (32.5 %) of cases

are identified by social care services or the police, suggesting missed opportunities for earlier identification and intervention. Young people are also at risk of suffering or perpetrating domestic abuse within teenage relationships, according to a report conducted by the South Yorkshire Criminal Justice Board which made a number of recommendations to support closer working between domestic abuse and teenage services.

Alongside the statistical data the partnership is supported by a range of inspections and quality assurance frameworks that provide insight into these services and inform valuable learning for the partnership. This work includes inspections of the Police, such as the PEEL inspection, partnership inspections, Domestic Homicide and Serious Case reviews alongside themed reviews known as 'Deep-Dive' inspections and inspections by agencies such as Ofsted and the Care Quality Commission. Commissioners at Rotherham Metropolitan Borough Council (RMBC) requested an audit into Children who are at risk of domestic abuse, which concluded in June 2017.

Recent reviews reinforce the data and have suggested that routes into services can be confusing and at times, agencies have missed opportunities to spot the early signs where intervening at an early stage could have improved situations. The range of people and agencies that can be involved in cases and in assessing risk means that the information may not always be accessible and we may not properly understand the full picture for victims or perpetrators. This may be exacerbated by families not feeling involved with the process of making decisions individually, or collectively informing the services. A lack of consistency in the application of assessment tools and processes, such as early help and DASH, limits

any feelings of consistency for families and reduces visibility of need to agencies. Further work with perpetrators is also required both to prevent and address unacceptable behaviour, both as a community, alongside using legal powers available.

There has been some significant progress made by agencies in recent years including higher levels of both generic and specialist training, in particular the Police have received specialist training in relation to victims of domestic abuse. Partners continue to commission various services which total £444,000 and range from refuge through to floating support and have supported a total of 532 victims during the last financial year. The partnership has recently been awarded an additional £200,000 in order to better support victims fleeing domestic abuse, who have complex needs. The SRP have also commissioned Salford City Council to conduct a peer review into domestic abuse service, which will commence in 2017.

The strategic partnership recognises and seeks to further understand the drivers and impact of domestic abuse and this strategy will focus on the gaps identified by the partnership, through a range of sources, and seek to improve services for the benefit of the people and communities impacted by conflictual relationships and domestic abuse. The strategic vision is informed by local evidence and has been developed to accelerate change and improve outcomes.

Current Provision

There is a range of commissioned, voluntary and charity funded services that exist within Rotherham. These services provide a range of functions that are important to supporting delivery of domestic abuse services.

Independent Domestic Violence Advocates (IDVAs) are commissioned by Rotherham Metropolitan Borough Council and support those affected by domestic abuse that are assessed as high risk. A local charity, Rotherham Rise, is commissioned to deliver a range of services for medium and standard risk victims alongside providing housing support and a refuge. There are a number of outreach, voluntary and counselling services that support those impacted by domestic abuse including some which target support to minority communities and those with protected characteristics. There are currently around 350 victims being supported across this range of services. The South Yorkshire Community Rehabilitation Company (SYCRC) currently runs a number of perpetrator programmes for those convicted of relevant offences, such as the Accredited Building Better Relationships programme and non-accredited short duration Respectful Relationships programme. SYCRC currently work with approximately 450 identified perpetrators of domestic abuse within the County.

Vision

In Rotherham we do not tolerate domestic abuse and as agencies, we will consistently identify risk, work to protect victims and address offending behaviour. In communities, we will promote the value of positive relationships and identify need, in order to focus on preventing conflict and abusive behaviours. Our services will work together, be responsive, evidence based and informed by those affected. Rotherham's approach seeks to focus on improving the quality of relationships in the borough, whilst working to protect and support those already affected by domestic abuse.

Aims

The Gap:
Identified weaknesses in assessing risk in criminal or civil justice settings, gathering evidence and use of tools and powers, including legal powers.

The Aim:
Support cohesive, shared assessment processes that enable services to understand need and embed the message that domestic abuse is unacceptable and that perpetrators of domestic abuse crime will be brought to justice and offered intervention to change behaviour to prevent reoffending.

The Gap:
A reactive, costly approach that tackles symptoms and not root causes of domestic abuse.

The Aim:
Focus on the provision of services that support positive relationships through early identification of need and addressing conflict before abusive situations occur and impact negatively across communities.

The Gap:
Pathways for those adults affected by domestic abuse are duplicative and confused and this makes sharing information and the provision of coordinated, timely support a challenge. The pathway must be accessible for all.

The Aim:
Review the system and redesign the adult pathway, replicating best practice.

6

Aims

The Gap:

Not all agencies are quick to identify domestic abuse; they don't always fulfil responsibility of using shared assessments or put people in touch with the right services. At times we are unsure who is the victim and we know that this can change within abusive relationships, service must be able to respond to this changing picture.

The Aim:

Make every contact count (MECC), wherever people access support, providing effective support.

The Gap:

We have not always been quick to act on lessons learnt. We want to be quicker at responding and delivering more together, using our now well established and strong leadership in Rotherham as a catalyst for change. We want those affected by domestic abuse to have a voice and inform our services.

The Aim:

Identify lessons, listen to victims, promote challenge and respond as a partnership.

Objectives

Support cohesive, shared assessment processes that enable services to understand need and embed the message that domestic abuse is unacceptable and that perpetrators of domestic abuse crime will be brought to justice and offered intervention to change behaviour to prevent reoffending.

Whilst domestic abuse continues to rise in terms of incidents reported, it is widely accepted that this does not represent the true level of incidents within Rotherham or across the Country. Whilst there may often be a combination of reasons as to why someone may choose not to report, this can often be influenced by peoples trust in the system and belief that there will not be an effective response. Victims want assurances that partners would make them safer, as opposed to placing them in any more risk. To achieve the best outcomes, we have to act under the same principles and process.

In order to deliver against this objective, the partnership will focus on the following areas;

- Embed an approach that focuses on prevention rather than cure
- Seek innovate ways to support those affected by domestic abuse, learning from research and applying evidence based methodology to the services that we commission
- Increase the appropriate use of tools and powers to address domestic violence
- Seek to prevent future perpetrators through education and effective intervention
- Promote understanding of positive relationships, the impact of couple conflict and domestic abuse across agencies and communities

Focus on the provision of services that support positive relationships through early identification of need and addressing conflict before abusive situations occur and impact negatively across communities.

We are clear in our determination to protect victims of domestic abuse but a key objective, for long term, sustainable change is to apply a preventative approach in Rotherham. In order to reduce the incidence of abusive relationships we need to offer support at the earliest juncture by joining with partners and communities to promote positive relationships. Research shows that adults in distressed relationships are much more like to suffer from depression, anxiety and other mental health problems as well as poor physical health. There is also clear evidence that poor-quality parental relationships and inter-parental conflict, for those with children have a negative impact on children's mental health and long-term life chances. Negative relationships also have clear economic consequences, in terms of increased costs to the public purse through responding in reactive rather than proactive ways. Investing in support for the promotion of good-quality relationships makes economic sense for Rotherham at a time when pressures to public funding are high.

- Commission interventions that focus on prevention of risk and future harm
- Commission intervention that breaks cycles of abuse and harm
- Identify groups at risk and deliver preventative interventions
- Promote positive relationships
- Identify individual and community based strengths that could be further developed

Objectives

Review the system and redesign the adult pathway, replicating best practice

Various inspections and 'deep-dive' reviews have revealed that the partnership would benefit from working more effectively together in order to ensure that we spot the signs, maximise opportunities to intervene and share relevant information swiftly and effectively across partners. Key to addressing domestic abuse is having a common understanding of what it is, what our collective response should be and how we work together.

In order to deliver against this objective, the partnership will focus on the following areas;

- Support the development of the Multi Agency Risk Assessment Conference (MARAC) in order to ensure that it supports and protects our most vulnerable people
- Continue to strengthen information sharing
- Develop a multi-agency pathway
- Enable effective joint commissioning

Make every contact count, wherever people access, providing effective support

Domestic abuse may present in a number of different ways whether that be through access to health, crime and anti-social behaviour or as a family in crisis. The multitude of ways in which this issue could present highlight the critical need for partners to ensure that they are alert to domestic abuse, will handle victims or perpetrators appropriately and engage the relevant processes.

- Make sure the system works, wherever people access
- Ensure front line staff within all agencies are trained
- Support the development of the MADA

Objectives

Identify lessons and respond as a partnership

Alongside proactive improvement to the system, it is also a critical function of this partnership to ensure that any available learning is captured and responded to. Alongside statutory process in relation to DHRs, serious case reviews, themed reviews, audits and external inspections are often relevant to this area of work. As a partnership we want to ensure we are as effective as possible, this involves challenging ourselves, and each other, to ensure the best possible service. Where there are lesson, we will respond collectively to change practice.

- Oversee the delivery of actions relating to DHRs

- Seek to provide our own quality assurance framework

- Deliver responses as a partnership

Delivery

Strategy

This strategy has been developed by the Domestic Abuse Priority Group, on behalf of the Safer Rotherham Partnership. The purpose of having this strategy is to clearly identify our gaps and areas for improvement and allow us to focus on them together. As highlighted within this document partnership work is key to our success and this strategy will therefore become the driving force in respect of improvements to domestic abuse services.

Performance

Periodic updates in relation to progress will be expected by the SRP Performance and Delivery Group (PAD). Suitable performance indicators will be identified in order to support each aim and again, periodic updates will be provided. Alongside managing performance, the partnership will seek to manage any risks that exist in respect of delivery against the strategy.

Action Plans

A robust action plan will be developed to support this strategy. The action plan will be driven by the aims and objectives contained within this strategy and will identify specific actions needed in order to support each aim and deliver success.

	Domestic Abuse Delivery Plan					
Vision	*In Rotherham we do not tolerate domestic abuse and as agencies, we will consistently identify risk, work to protect victims and address offending behaviour. In communities, we will promote the value of positive relationships and identify need, in order to focus on preventing conflict and abusive behaviours. Our services will work together, be responsive, evidence based and informed by those affected. Rotherham's approach seeks to focus on improving the quality of relationships in the borough, whilst working to protect and support those already affected by domestic abuse.*					

Performance/ Key Projects

Aim	Measure	Data				Target	Status
Support cohesive, shared assessment processes that enable services to understand need and embed the message that domestic abuse is unacceptable and that perpetrators of domestic abuse crime will be brought to justice and offered intervention to change behaviour to prevent reoffending.	Outcome rates (% of live demand)	Q1	Q2 YTD at AUG 17%	Q3	Q4	TBC	
	Deliver Rotherham's aspects of a South Yorkshire-wide perpetrator programme					April 2018	**Agree Funding** (green) **Launch Tender** (green) **Appoint Provider** **Commence Delivery**
	Capture and record the use of DASH, across agencies **					April 2018	**Develop Charter** (orange) **Capture Data** **Produce Baseline** **Develop Target**
Focus on the provision of services that support positive relationships through early identification of need and addressing conflict before abusive situations occur and impact negatively across communities	% of MARAC cases that are repeat cases	Q1 37%	Q2 37%	Q3	Q4	TBC	**Establishing Baseline/Comparators** (orange)
	Map DA delivery in schools					February 2018	**Agree type of provision to be mapped** (orange) **Engage education partners** (orange) **Map provision** (orange) **Identify subject or geographic gaps** (orange)
Review the system and redesign the adult pathway, replicating best practice	Launch a re-designed pathway (RMBC)					November 2017	**Proposal Developed** (green) **Proposal Agreed (DAPG)** (orange) **Launched** **6 Month Review**
Make every contact count (MECC), wherever people access support, providing effective support	Training/Awareness Raising sessions delivered	Q1	Q2 330 YTD	Q3	Q4	TBC	**Establishing Baseline**
	Map referral sources to Providers					TBC	**Gather data (establish baseline)** (orange) **Identify gaps** **Deliver targeted action**
Identify lessons, listen to victims, promote challenge and respond as a partnership	Percentage of DHR recommendations on track or delivered	Q1	Q2 100%	Q3	Q4	TBC	**On Target** (green)
	Partnership satisfaction rate	Q1	Q2	Q3	Q4	TBC	**Establishing data set**

Action Plan

Objectives	Actions	Lead	Milestones **Green: Complete** **Amber: In Progress** **Red: Overdue**	Target Date/ RAG Status/Update **Green: Complete/ On Target** **Amber: In Progress but Off Target (inc Deferred action)** **Red: Overdue**
Aim: Support cohesive, shared assessment processes that enable services to understand need and embed the message that domestic abuse is unacceptable and that perpetrators of domestic abuse crime will be brought to justice and offered intervention to change behaviour to prevent reoffending.				
Embed an approach that focuses on prevention rather than cure	Develop an agency charter, including a focus on Prevention	DA Co-ordinator & Rotherham Rise	Agree Standards Achieving Sign-up Test	**April 2018** 280917: In principal agreement from partners to develop 111017: Meeting arranged for next week to draft – **ITEM FOR NEXT DAPG**
	Map preventative provision to identify gaps for future funding cycles	HoS – Early Help - RMBC	Agree type of provision to be mapped Engage education partners Map provision Identify subject or geographic gaps	**January 2018** 280917:Lead yet to be confirmed, provisional only 111017:Lead still **TBC**
Seek innovate ways to support those affected by domestic abuse, learning from research and applying evidence based methodology to the services that we commission	Identify regional or national critical friend for advice, learning and support (Peer Review)	HoS Comm Safety	Identify partner Agree scope Deliver Incorporate learning	**October 2017** 280917: Contact made with Bradford and Hounslow and further contact to be made at senior level. No response as yet 111017: Contact made with Bradford, meeting to be arranged ASAP
Increase the appropriate use of tools and powers to disrupt domestic violence	Increased training for Police officers *	DCI – SYP		**Complete** **Prior to August 2017**
	Look at feasibility to develop/review a menu for tactics/disposals etc	DCI - SYP	Scope Develop Deliver	**Jan 2018** 280917: Action proposed by SYP who will develop. Partners to subsequently develop and share **111017:** To be developed post PEEL re-inspection
	Revised Processes for monitoring policing response to DA incidents	DCI - SYP		**August 2017** 280917: There are now additional requirements placed on officers in respect of DA incidents. Risk re DA is also routinely monitored and acted upon through SYP led partnership meetings
	Explore use of ASB powers (inc housing) to address some of the symptoms of DA where those affected will not engage	Comm Safety Manager	Scope powers Develop menu of options Monitor use	**April 2018** 280917: Tactics to be developed in addition to police menu **111017:** To commence following police tactical menu dev
Seek to prevent future perpetrator/victims through education and effective intervention which promote understanding of positive	Map education provision regarding DA across secondary and academy schools, identify gaps	HoS – Early Help/Education Rep?	Agree type of provision to be mapped Engage education	**February 2018** 280917: Lead not yet confirmed 111017: Lead **TBC**

				partners	
relationships, the impact of couple conflict and domestic abuse across agencies and communities				Map provision	
				Identify subject or geographic gaps	
	Map Police demand – overlay with the above and other sources	DCI - SYP	N/A		**May 2018** **Not to be acted upon until provision maps are completed**
	Identify positive campaigns which the partnership can support such as alcohol misuse, mental health etc *	DA Co-ordinator		Map national/local campaigns	**November 2017** 280917: Information is being gathered and will be populated on to a shared calendar, messages will then be developed across agencies.
				Populate calendar	
				Develop shared messages	
				Share messages at appropriate times	
	Map a calendar of messages regarding DA	DA Co-ordinator		Linked with the above	**November 2017** As above

Aim:	Focus on the provision of services that support positive relationships through early identification of need and addressing conflict before abusive situations occur and impact negatively across communities.

Commission interventions that focus on prevention of risk and future harm	Deliver Perpetrator Programme Group	HoS Comm Safety		Agree principal	**Jan 2018** 111017: Awaiting legal sign off from PCC office and RMBC – SB to chase
				Agree specification	
				Agree funding	
				Legal sign-off	
				Launch Tender	
				Appoint provider	
				Commence delivery	
	Support victims through outreach PROJECT: Creating Healthy Relationships	Rotherham RISE		Funding Agreed	**111017: Update requested**
				Delivery Commenced	
				Update numbers	
			OUTCOMES		
			52 women receive 1-1 support/group work	*32 perpetrators receive 1-1 support thought the Up2U programme - length of this is 6-40 weeks depending on risk*	*64 children and young people access group work.*	*70% of individuals report feeling safer.* *70% reduction of repeat referrals to MARAC.* *65% of children removed from child protection* *70%reduction in domestic abuse related crimes.* *80% of children and young people will be able to explain what constitutes a healthy/unhealthy relationship.*
Commission intervention that breaks cycles of abuse and harm	Insert actions following joint commissioning board	TBC	TBC		**TBC** 280917: To be raised at Joint Commissioning Board 091017 to develop action
Identify groups at risk and deliver preventative interventions	Seek to identify groups at risk of becoming involved with DA in the future by identifying risk factors	SRP Analyst DCI Berry	Obtain problem profile		**May 2018** 280917 Task deliverable following JSIA process completion due to capacity
	Identify and support girls groups which increase esteem and aspirations	HoS Early Help		Identify groups	**April 2018** 280917 Lead yet to be formally agreed
				Identify/deliver messages	

	Explore opportunities to Identify positive role models within communities and use to support engagement	Sue RISE HoS Community Safety	Identify role models	**December 2017** 280917 Rise for men to be launched 051017. Ideas to develop this action to be further explored
			Identify role	
			Deliver	
			Assess impact	
Promote positive relationships	Linked with education actions above			
Identify individual and community based strengths that could be further developed	Map community assets/agency delivery in localities	DA Co-ordinator	Identify all agencies involved in DA	**Jan 2018** 280917 Mappingthemaze – national mapping resources identified – to be expanded
			Map	
			Overlay data	
Aim:			Review the system and redesign the adult pathway, replicating best practice	
Support the development of the Multi Agency Risk Assessment Conference (MARAC) in order to ensure that it supports and protects our most vulnerable people	Review governance and performance management of MARAC, capturing lessons learnt from deep-dive reviews – establish link with DAPG and SRP	HoS Comm Safety Micheala Cox	Attend MARAC steering group	**April 2018** 280917 HoS request to attend MARAC steering group
			Develop protocol to link with DAPG	
			Establish performance monitoring framework with DAPG	
Continue to strengthen information sharing	Review information sharing practices across the spectrum of risk for DA	HoS Comm Safety	Identify information pathway for medium and standard risk	**January 2018** 280917 Not yet commenced
			Review cases in line with pathway	
			Make recommendations to improve pathway	
Develop a multi-agency pathway	Develop and launch a single front door - RMBC	HoS Early Help, RMBC	**Proposal Developed**	**November 2018** 280917 Proposal has been developed and is subject to agreement of review group prior to reaching DAPG
			Proposal Agreed (DAPG)	
			Launched	
			6 Month Review	
Enable effective joint commissioning	Explore opportunities to centralise DA commissioning	Commissioning Board – N.Atkinson	Board formed	**TBC** 280917 Lead to be agreed
Aim:			Make every contact count (MECC), wherever people access support, providing effective support	

Make sure the system works, wherever people access **	Implement a charter across statutory and non-statutory agencies including standards of engagement, to include use of DASH and Early Help *	Da Co-Ordinator Sue - RISE	Agree Standards Achieving Sign-up Test	**April 2018** 280917 Proposal made during this meeting as a way to deliver consistent standards
Ensure front line staff within all agencies are trained	Measure training compliance following charter implementation (inc IMR training, suicide etc) **	DA Co-Ordinator		**June 2018** **Deferred until charter developed**
Update the IDVA Handbook *	Direct result of previous DHR recommendation	Michaela Cox	Already Complete?	**Completed? TBC**
Explore the development of the MADA	As above, single front door	Michaela Cox	As above	As above
Ensure appropriate access for all individuals and communities, including BME, LGBT and those less able	Support access to services for LGBT individuals *	DA Co-ordinator	Identify Groups/Agencies that support/work with this Group Deliver training in relation to domestic abuse Gather feedback from agencies in relation to access to service Review feedback, update action plan	**April 2018**
	Support access to services for Black and Minority Ethnic individuals	DA Co-ordinator	Identify Train Feedback Review	**April 2018**
	Support access to services for the elderly	DA Co-ordinator	Identify Train Feedback Review	**April 2018**
	Support access to services for those less able	DA Co-ordinator	Identify Train Feedback Review	**April 2018**

Aim:	Identify lessons, listen to victims, promote challenge and respond as a partnership

Oversee the delivery of actions relating to DHRs	Monitor progress of delivery of DHR action plan (actions embedded within document)	HoS Comm Safety	Monitor through performance measure at the top of the strategy	**April 2018** Data set is currently being gathered
	Revise the DHR protocol in line with lessons learnt to date	HoS Comm Safety	Protocol Revised Agreed by DAPG Agreed by SRP	October 2017 Update: Protocol agreed by DAPG Sept 2017 Listed for Board October 2017
Seek to provide our own quality assurance framework	Design and implement a quality assurance framework, including victim/service user feedback,	DA Coordinator	Identifying case review group	**December 2018** **Deferred until completion of the below**

	for DA alongside Children's and Adults services			
			Identify process	
			Identify first cases	
			Run the system	
	Implement a near miss protocol in order to review 'near-misses' in relation to DA (Then use as a platform for QA above)	DA Coordinator	Develop Protocol	**November 2018** 280917 Protocol drafted, listed for DAPG on 111017
			Agree at DAPG	
			Identify case review group	
Deliver responses as a partnership	Develop a joint protocol between LSCB, SAB and SRP as to how we identify and share common learning from statutory reviews	HoS Comm Safety, RMBC	Identify key leads from all parties	**December 2018** 280917 Meeting arranged between HoS and SAB lead
			Develop information sharing process	
			Implemeny	

* = DHR Action – monitored through PI

Agenda Item 9

	BRIEFING PAPER FOR SCRUTINY	

1.	**Date of meeting:**	**December 12th 2017**
2.	**Title:**	**Virtual School Headteacher Report 2017**
3.	**Directorate:**	**CYPS**

1. Background

The annual Virtual School Headteacher Report is a required document for the single inspection of Children's Services. It outlines:

- the purpose and role of the Virtual School
- places the school in its national and regional context
- the current school age population
- the key achievements of the last school year
- progess since the last inspection
- the main challenges for the future
- the Attachment Friendly Schools' Project
- the use of Pupil Premium Plus

The report also includes:

- a detailed analysis of the educational outcomes from the early years to post 16

- a series of appendices to significant reports and links to ideas and resources for the benefit of schools and other professionals, such as the 'The Educational Progress of LAC in England' November 2015, promoting emotional wellbeing, and key questions for school leaders.

2. Key Issues

There is a major educational gap in the educational outcomes of children & young people in care and their peers who are not looked after. However the raw results conceal more than they reveal. Intelligent interpretations of the outcomes of children and young people in care need to take into account the numerous risk and protective factors which impact on educational attainment and progress. These include:

- The high level of turnover of the virtual school population as a result of admissions and discharges
- The disproportionate number of children & young people with special educational needs
- The significant number of young people attending non-mainstream educational settings
- The type and number of care placements

- Recency to care
- Emotional wellbeing

Approaching the analysis of outcomes in this way reveals some very surprising results. For example, the DfE report on LAC outcomes for 2016 shows that at Key Stage 2 children in care without special educational needs made greater progress than their non-looked after peers.

The analysis of GCSE outcomes for Rotherham LAC in 2017 shows that the biggest risk factor, in terms of progress, was type of care placement and recency to care. Of those who made less than expected progress between Key Stage 2 and Key Stage 4, 5/10 had been in care for less than 3 years and only 4/10 were in foster care placements.

This is not to make excuses for the poorer outcomes of LAC compared with their non-looked after peers. The Virtual School and its partners are uncompromisingly ambitious for each and every individual.

The greatest single challenge for the Virtual School, the schools that LAC attend, their carers, their social workers and other professionals is how to re-engage approximately 25 young people (at any one time), predominantly in Years 10 and 11 who are not in receipt of 25 hours education, and those who are NEET post 16.

Related and interconnected challenges are reducing fixed term exclusions and reducing persistent absence.

Another significant issue facing the Virtual School and its partners is the increased numbers of children & young people in care. Between March 2016 and March 2017 the number of LAC increased from 430 to 484 and the rate/10,000 of the under 18 population has increased from 68/10,000 to 76/10,000. This is bucking the regional trend.

This presents significant challenges in terms of the resources and their deployment in the Virtual School Team.

3. **Key actions and relevant timelines**

To continue to work on innovative ways to re-engage those in receipt of 25 hours education and post 16 NEET, to minimise exclusions and to reduce persistent absence. This includes:

- Developing a Creative Mentoring scheme
- Exploring a wider range of alternative and complementary provision
- The Attachment Friendly Schools' Project
- The promotion of Emotion Coaching
- Developing the use of the Solution Focused Staff meetings in schools

4. **Recommendations to Improving Lives Panel**

To accept the report and endorse the key actions outlined above.

5. Name and contact details

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Virtual School Headteacher Report 2017

Virtual School Team
Looked After Children & Young People
September 2017

Updated November 2017: Version 9

Index

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 or 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.** A summary of the current position using the LA Signs of Safety framework is also included **(Appendix 8).**

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
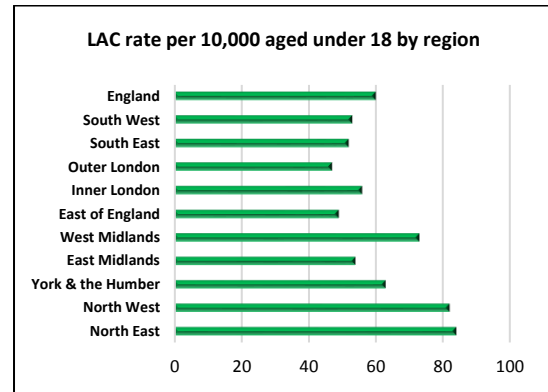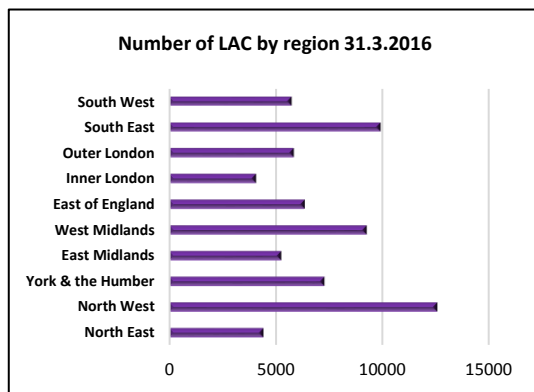
- There were 70,440 LAC in England in March 2016 with the largest number in the North West (17.8%).

- 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

CYP in care nationally, regionally and locally 2012-2016

Rate/10,000 of the under 18 population: CYP in care nationally, regionally and locally 2012-2016
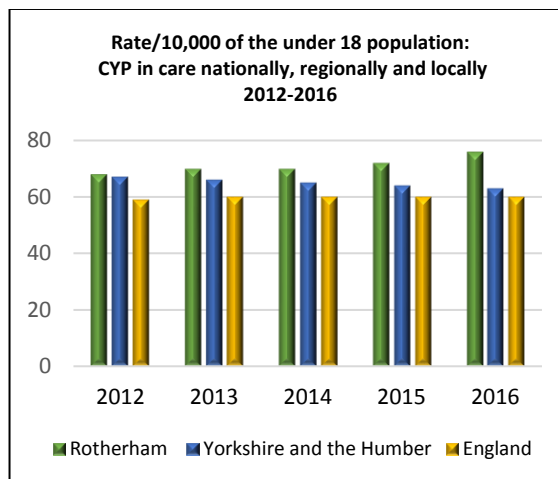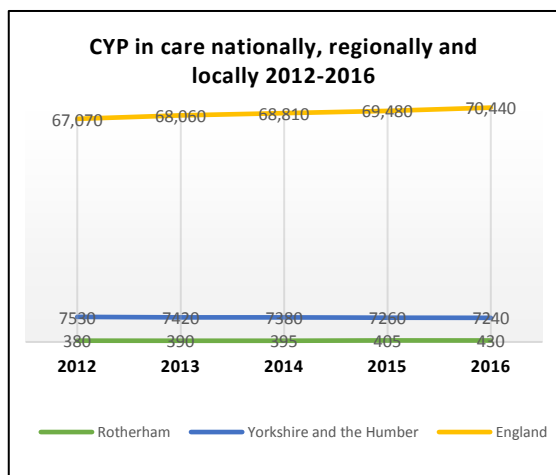
- There has been a 13% increase, 2012-2016, in the number of children & young people in care to Rotherham and an increase of 12% in the rate/10,000 of the under 18 population from 68/10,000 to 76/10,000.

- 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						
	Rotherham schools (RMBC)		Out of Authority schools (OOA)		ALL	
NCY	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						
	Rotherham schools (RMBC)		Out of Authority schools (OOA)		ALL	
NCY	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: above regional and national comparators in 2016; fewer at standard in 2017 but high level of SEN (75%) and 33% with EHCPs.

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	69.3	70.7	70.4	72.1			29% (2/7)	67% (4/6)
Y1 Phonics	81	81	79	79			67% (6/9)	60% (3/5)
KS1 Reading Reached Expected Standard	74	76	71	73	50		67% (6/9)	% (3/12)
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		33% (7/21)	46% (11/24)
KS2 Reading Reached Expected Standard	66	72	64	69	41		38% (8/21)	42% (10/24)
KS2 Writing Reached Expected Standard	74	76	78	77	46		33% (7/21)	38% (9/24)
KS2 Mathematics Reached Expected Standard	70	75	72	76	42		33% (7/21)	33% (8/24)
KS2 RWM Reached Expected Standard	53	61	54	61	26		24% (5/21)	25% (6/24)
KS4 5+ A*-C incl. English & Maths	54		58		13.6		13% (4/32)	10% (3/30)
KS4 5+ A*-C							16% (5/32)	20% (6/30)
Progress 8	-0.03	-0.03	+0.04	+0.06	-1.14		-0.94	
Attainment 8	48.5	44.2	48.8	44.7	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 lead 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

THE CONTEXT

- **DfE cohort:**   12
- **Gender:**   9 male, 3 female
- **Recency to care:**   average time care: 30 months with 6 in care for <2 years
- **Type of school:**   4 (33%) of the cohort are now in special schools
- **SEN Status:**   4 (33%) have EHCPs; 9 (75%) have SEN

THE OUTCOMES

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

THE CONTEXTUALISED OUTCOMES

Excluding those with EHCPs and now in special schools:

	Reading	Writing	Maths	Science
At expected standard	3/8 (38%)	2/8 (25%)	4/8 (50%)	3/8 (38%)
Below standard	5/8 (62%)	6/8 (75%)	4/8 (50%)	5/8 (62%)

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 and narrow the gap 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. All children without an EHCP 6/6 reached the expected standard in reading, writing and maths. The outcomes in Rotherham are above national and regional comparators.
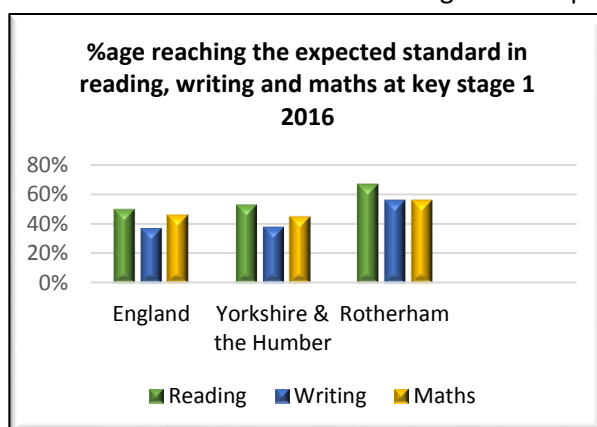
The 2016 key stage 1 assessments are the first which assess the new, more challenging national curriculum. The expected standard has also been raised to be higher than the old level 2. As a result, figures for 2016 are not comparable to those for earlier years. The new expected standards were designed 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	42%
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	53%
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	59%
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%
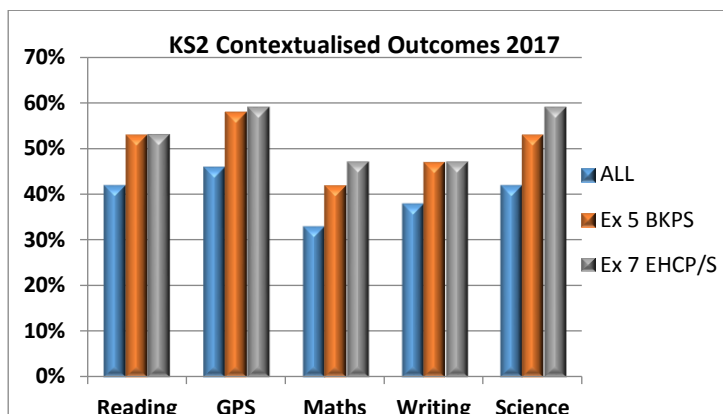
LAC Outcomes at KS2 compared with 2016

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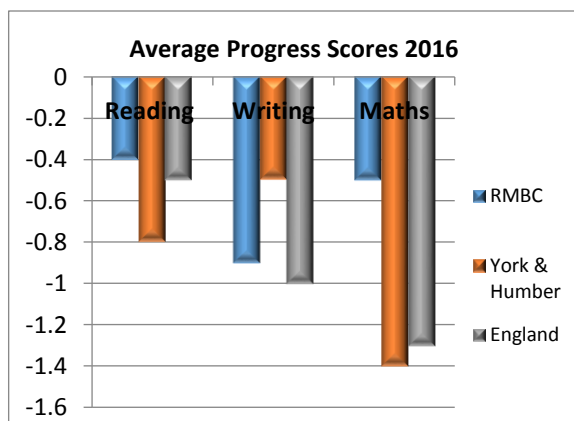
All the data needs to be treated with caution given the comparatively small cohort size at individual LA level. Nonetheless:

- 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
> - 1 achieved 5+ A*-C including English but missed maths by a grade
> - 1 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 another 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 mathsin 2017 then 17% would have achieved 5ACEM. Small cohorts mean that small changes are magnified in terms of %age changes.

LAC achieving 5ACEM 2010-2017
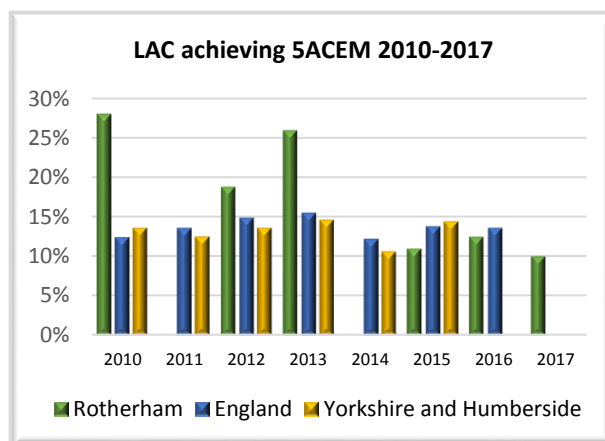
Year 11: Characteristics of those highest achieving LAC 2017

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
5AC	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), 1 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
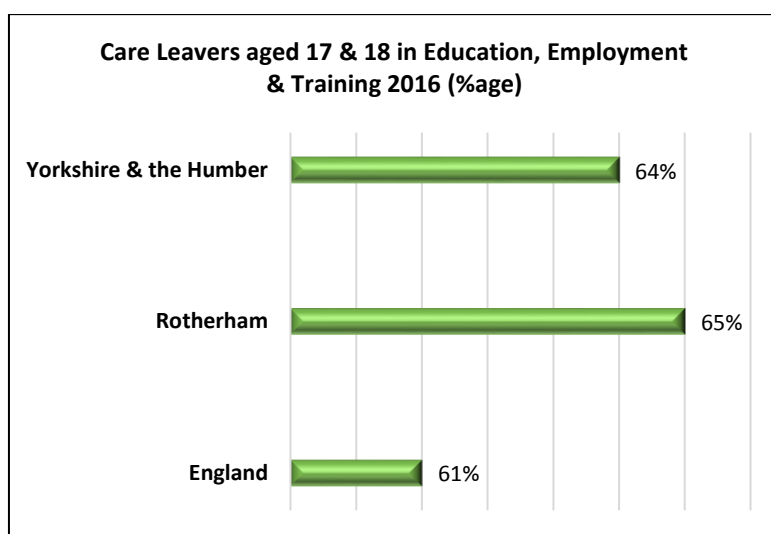- It compares with 48.3 for all pupils in Rotherham and 48.1 for all non LAC in England
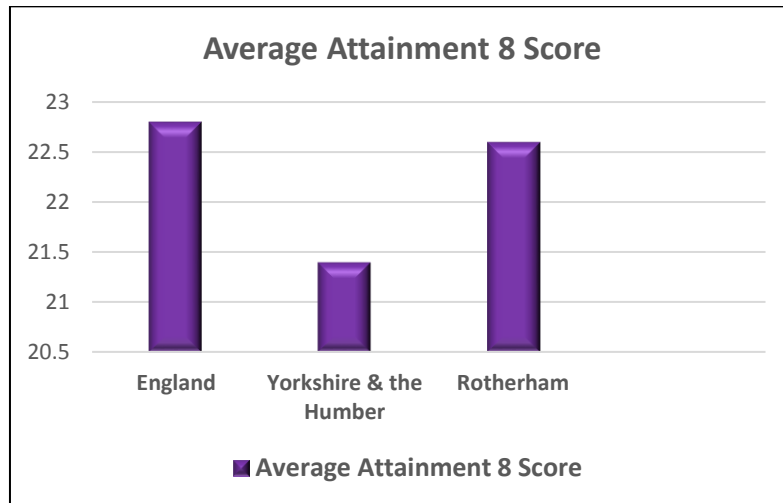
Progress 8

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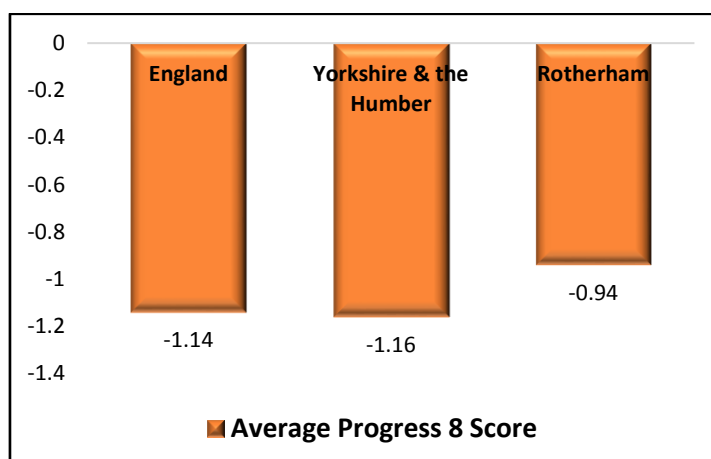
Care Leavers (aged 17 & 18) - Education, Employment or Training (%): 2016

	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%

Care Leavers aged 17 & 18 in Education, Employment & Training 2016 (%age)

Yorkshire & the Humber — 64%
Rotherham — 65%
England — 61%

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.

October 2017: Currently 67% 61/91) are EET and 33% (30/91) are NEET

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

Care Leavers: Education, Employment or Training (%) 2011-2016
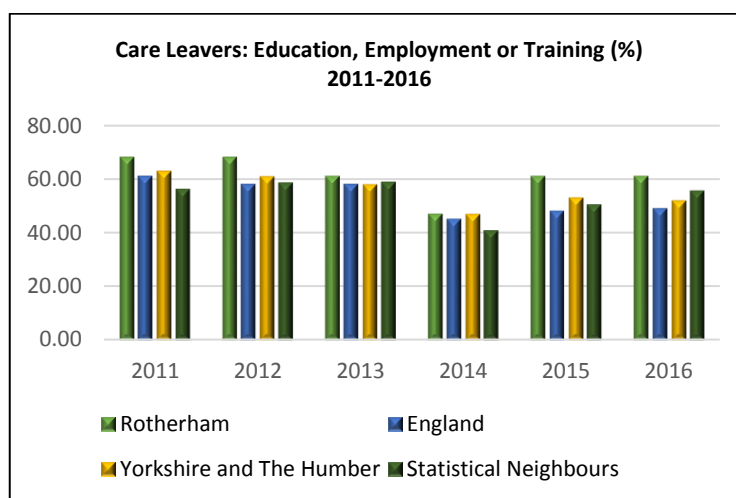
Commentary:

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
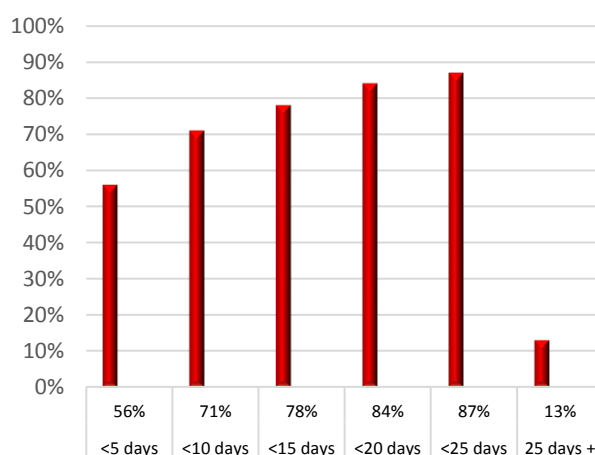
Characteristics of Persistent Absentees

NCY	Persistent Absentees	NCY	Persistent Absentees
Year 0	1	Year7	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

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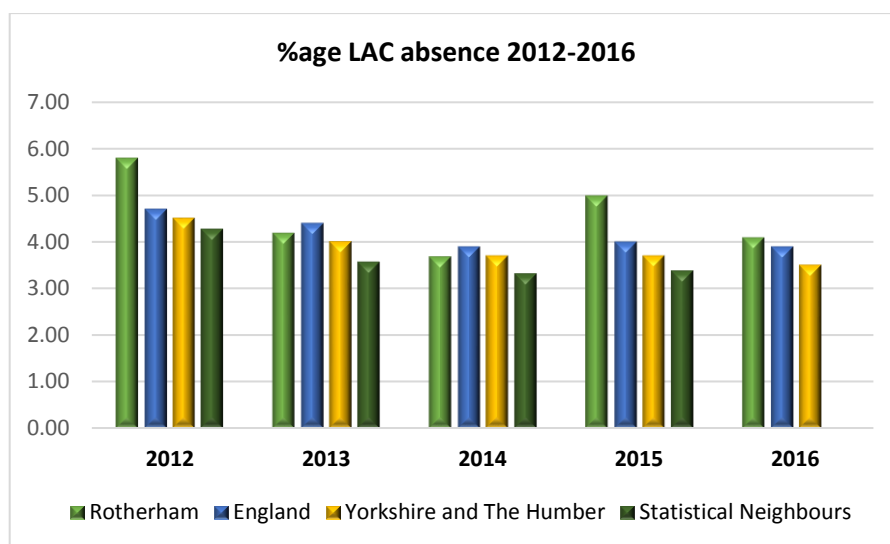
Persistent Absence 2012-2016	2013	2014	2015	2016
Rotherham	10.50	6.40	11.70	12.2
England	10.10	8.90	9.00	9.1
Yorkshire and The Humber	9.30	8.10	8.30	8.4
%age difference Rotherham and England	-0.40	2.50	-2.70	-3.1

Persistent Absence 2012-2016
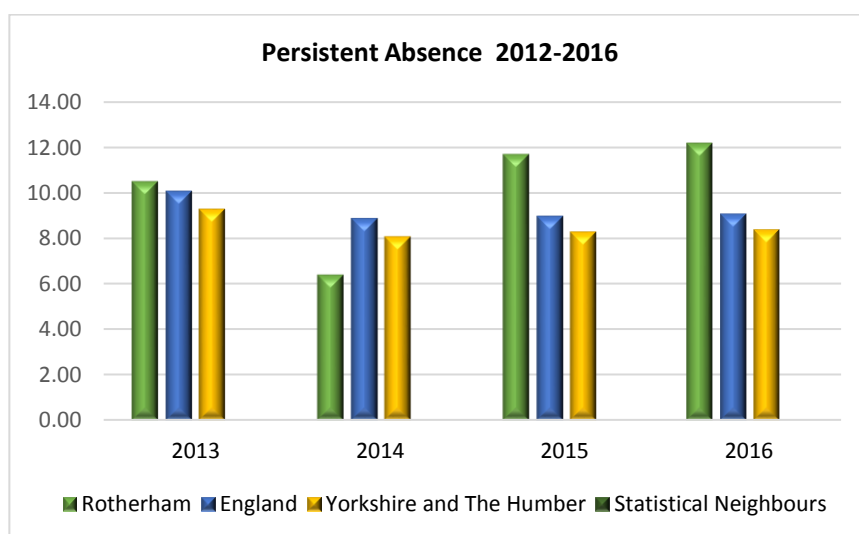
Commentary:

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	Year7	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%

- 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.

LAC Exclusions 2010-2015
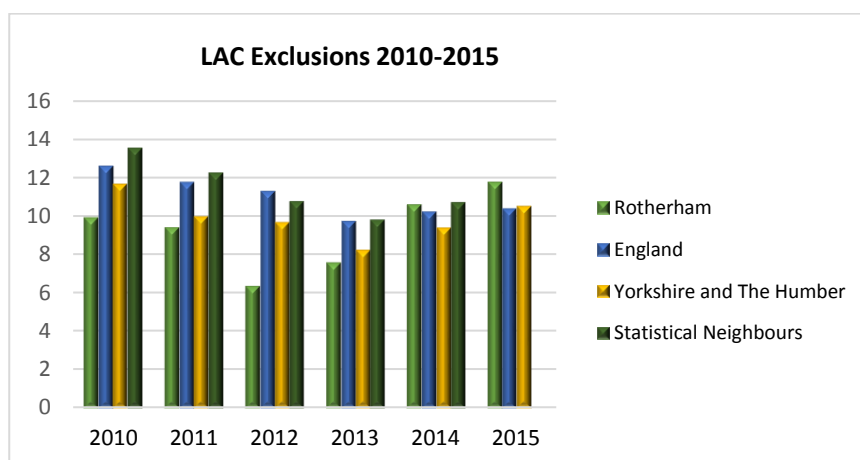
Commentary:

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.

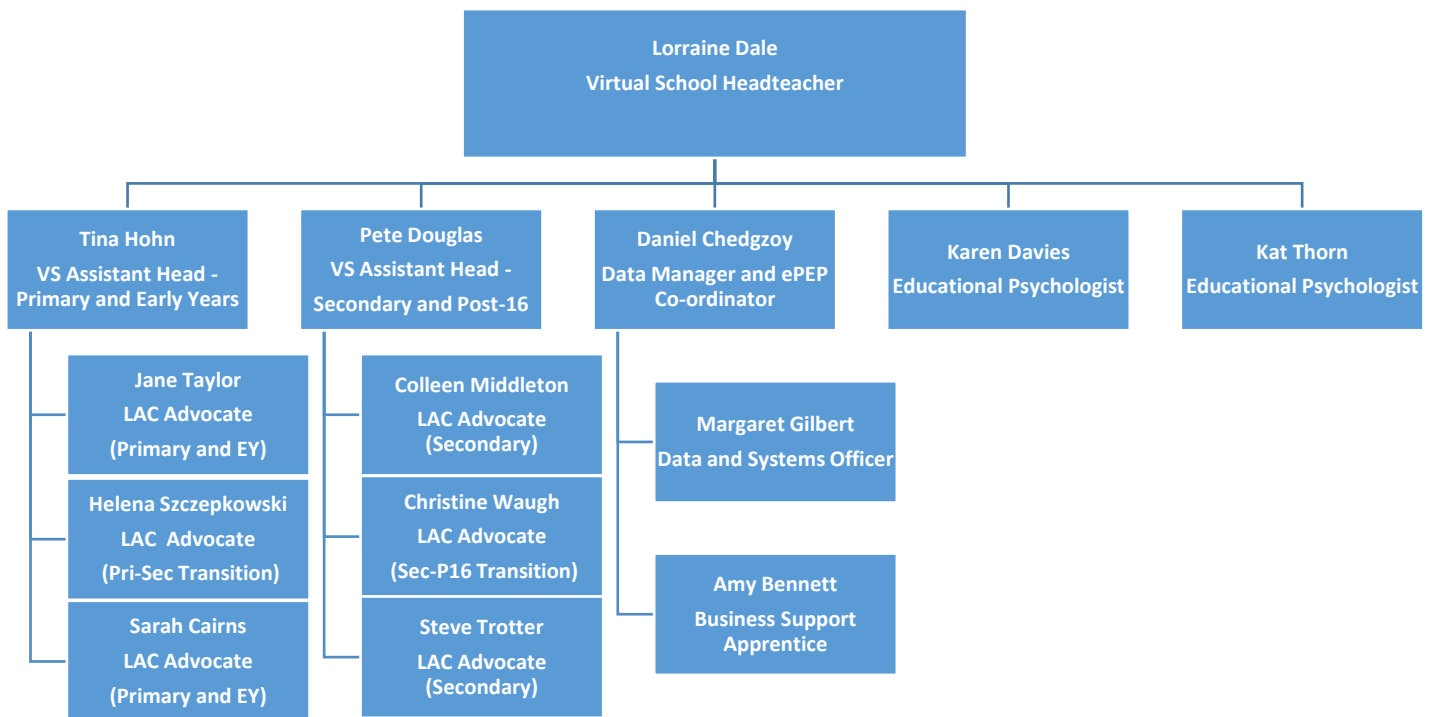### Year 1 – Empowering Attachment Lead Practitioners within settings

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

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                        Lorraine Dale
                   Virtual School Headteacher

   Tina Hohn        Pete Douglas       Daniel Chedgzoy      Karen Davies        Kat Thorn
VS Assistant Head - VS Assistant Head - Data Manager and    Educational        Educational
Primary and Early   Secondary and     ePEP Co-ordinator     Psychologist       Psychologist
Years               Post-16

   Jane Taylor       Colleen Middleton
   LAC Advocate      LAC Advocate        Margaret Gilbert
   (Primary and EY)  (Secondary)         Data and Systems Officer

   Helena Szczepkowski  Christine Waugh
   LAC Advocate         LAC Advocate
   (Pri-Sec Transition) (Sec-P16 Transition)

   Sarah Cairns      Steve Trotter       Amy Bennett
   LAC Advocate      LAC Advocate        Business Support
   (Primary and EY)  (Secondary)         Apprentice
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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 <u>4 times more likely</u> 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 NPSCC's <u>Impact and evidence series</u>.

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	Yong 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
Ofsted Single Inspection, November 2014 **The experiences and progress of children looked after and achieving permanence.** **Key judgement grade: Inadequate** **Summary:** • 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**
1. Virtual school arrangements are under review because of weak performance in some key areas. 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. The **role of designated looked after children's teachers** within schools has been under-utilised and this, too, is facing scrutiny.	**Judgement: Good** 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. 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. 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.	To recruit to vacancy. To keep deployment under review to ensure best use of resources.

2. Challenge and scrutiny by the Corporate Parenting Board have been ineffective until recently.	**Judgement: Good** 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)	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.
3. Attainment by looked after children at both Key Stage 2 and Key Stage 4 has declined in 2014. **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. **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. 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	**Judgement: Good overall** **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: • 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. **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	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. 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. 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. 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

and attainment are closely monitored and recorded centrally, including data on those children placed out of the area.	**KS4 outcomes 2017:** 45% of LAC in mainstream schools achieved 4+ A*-C GCSE with 10% achieving 9 A*-C including English & maths **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) **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. **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 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.	early education entitlement fo all 2 and 3 year old LAC. 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. 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.
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%.	**Judgement: requires improvement** **DfE overall attendance data 2012-2016** 2012 94.2% 2015 95.0% 2013 95.3% 2016 95.9% 2014 96.3% 2017 93.5%	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

	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%). **Persistent Absence 2017:** 28/220 (14%) had 20+ days of absence.	
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.	**Judgement: requires improvement** Exclusions: the 5 year average (2011-2015) is 10.9% an equates to approx.17 pupils p.a. 2013ff upward trend locally, regionally and nationally, after a downward trend 2010-2013. 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.	To promote greater understanding of how to support children with complex needs (attachment & trauma) through the Attachment Friendly Schools' Programme. Through the work of the Therapeutic Team (see below) To ensure early warning through the termly PEP meetings to inform preventative interventions. To explore and develop alternative & complementary provision at key stage 4.
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.	**Judgement: Good** 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.	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.

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.	**Judgement: Good to Outstanding** **PEP Compliance July 2017:** 97.2% **PEP Quality July 2017:** 86% judged to be good or better. 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. 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.	
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.	**Judgement: Good** 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. 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.	Currently working towards initiating the Sound training intervention (catch up literacy) for lower achievers in Y7-9 and Y5. 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. To maintain the Signs Of Safety and Stability tracker meetings.

	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	To continue to roll out the Attachment Friendly Schools' programme.
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.	**Good to Outstanding** 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. 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. This project will be evaluated on an annual basis.	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.

Appendix 8: Signs of Safety Framework

The Virtual School for Looked After Children

What are we doing well and what's working well?

- The Information & Data Management System is first class. It is accessible, accurate, up-to-date, easy to use and extremely well managed. The IDMS is the bedrock of the Virtual School.

- The analysis of data supplied by Welfare Call and the ePEP system to inform interventions is of a high order. This informs interventions:
    - o   to raise attainment and to accelerate progress of those in care
    - o   to promote their emotional wellbeing
    - o   to improve their life chances

- The Virtual School Advocates attend all termly PEP meetings. This mean that the VST has detailed knowledge of all CYP in care (0-19), not least those with the greatest vulnerability, both in Rotherham schools and schools out of authority.

- This ensures that SMART targets are set and that progress against them is closely monitored on a regular basis.

- PEP compliance and quality: compliance is 97% and external quality assurance deems that 87% are good or better. Indications are that this continues to improve.

- Central to the drive to improve the emotional wellbeing of CYP in care is the Attachment Friendly Schools' Project. Phase 1 has been evaluated very positively. Phase 2 which commences in Jan 2018 is over-subscribed. At the heart of this is:
    - o   the endeavour to deepen professional knowledge and understanding in schools about the complex needs of CYP in care through the twin lenses of attachment and trauma
    - o   to provide schools with assistance in developing more effective strategies to better support CYP

    The AFSP is managed by two highly experienced LAC Educational Psychologists.

- The robust support for pre-school LAC continues to develop through the work of the primary team within the VST and reflected in the high take-up of Early Education Places and in end of Foundation Stage outcomes.

- More effective collaborative working with colleagues in social care, Educational Psychology, The Therapeutic Team, Early Help & Intervention, SEN & Inclusions, Admissions and with carers is in evidence. eg the establishment of the multiagency group to track and intervene to support those with less than 25 hours education.

- The Designated Teacher Network meetings are well attended and are designed to keep DTs up to date and to provide professional development for the group.

What are we worried about?

The most significant challenges are interrelated:

- persistent absence
- fixed term exclusions
- those not accessing 25 hours education

What needs to happen and by when?

In responding to these challenges the VST:

- will continue to work with colleagues in social care, Admissions, Early Help and Inclusion Services through the multiagency group monitoring and intervening to support those not accessing 25 hours education (in place and ongoing)
- establishing a Creative Mentoring programme to support the most disaffected and disengaged CYP (planning underway; pilot underway by Jan. 2018)
- exploring ways of expanding the range of alternative and complementary provision for Years 10 and 11 (Sept 2017-July 2018)
- expanding the capacity of Educational Psychology provision within the VST and within the LA through the ELSA programme (planning commenced; expanding by April 2018)

Judgement: 7/10

Appendix 9: Pupil Premium Plus 2017/18

The 2017/18 PPP allocation is £741,000 for the financial year. Approximately:

- 50% is allocated to schools through the termly PEP process where needs are analysed and funding is agreed to support appropriate interventions

- 25% is currently allocated to meet the needs of the most vulnerable, disaffected and disengaged CYP, largely in KS4 who are unable to access mainstream education and who do not have EHCPs and the associated funding. Alternative and complementary provision, including one to one tuition for those in receipt of less than 25 hours education. Typically, in order to avoid drift, and to ensure that there is immediate provision for the following categories, one to one tuition is put in place:

  - not on roll
  - not in education
  - where there are safeguarding issues
  - in transition between settings, often linked to a placement move
  - for whom more appropriate alternative/complementary provision is being sought

- 25% is centrally retained to fund interventions accessible to all looked after children & young people, in and out of authority.

Central Funding

Educational Psychology: two very experienced EPs (one full time equivalent) provide the team with support, advice and guidance. A core element of their brief is to promote, organise and manage the Attachment Friendly Schools' Project. They also make regular contributions to the Designated Teacher Network meetings.

Virtual School Advocates: 2 additional VS Advocates are funded through PPP to ensure that all PEP meetings (2-18 years of age) are attended by a member of the VST. The regularity of the meetings (termly) means that the VST has excellent intelligence on all LAC aged 2-18: those who are making good progress, those who are gifted and talented, those who are underachieving, those whose who are NEET, those who are particularly vulnerable with poor emotional wellbeing, those for whom attendance is an issue, and those who are at risk of exclusion. VSAs ensure that there are SMART targets with tailored interventions in place to meet the individual needs of the CYP.

The Letterbox Club: designed to inspire a love of reading and engagement with numeracy in children who are looked-after from EYFS to Year 7. Across the UK, children are enrolled for the Letterbox Club by local authorities and schools. Each child receives their own colourful parcel of books, maths games, stationery and other high quality materials once every month for six months, from May to October. For many children, it's the first time they have had a letter or a parcel through the post and for some it's the first time they have had books of their own.

ePEP: the ePEP system is in place and is generally regarded as having enhanced the PEP process. Compliance at the end of the school year 2016/17 was 97% and were judged to be good or better through the external quality assurance process.

Welfare Call: monitors and reports on attendance and exclusions for all LAC of statutory school age, both in and out of authority which provide the basis for a robust strategy to maximise the former and minimise the latter.

NCER: Rotherham is part of the NCER project: The Association of Directors of Children's Services (ADCS), the National Association of Virtual School Heads (NAVSH), and the National Consortium for Examination Results (NCER) have launched the Children Looked After (CLA) Analysis Project. This project has been jointly funded by the Department for Education, ADCS and 147 individual local authorities.

The CLA Analysis Project is a new national system, run by NCER on behalf of local authorities, to measure the educational performance and progress of children and young people whilst in care.

The data will enable Virtual School Heads to write more analytical action plans and annual reports, providing a clear idea of their children's progress from prior attainment, as well as attainment compared with regional and national trends. It will also help Virtual School Heads to ensure the effective use of Pupil Premium Plus funding and provide evidence to the local authority or Ofsted of their effectiveness in improving educational outcomes.

Future developments:

- **Creative Mentoring:** we are currently in the process of establishing a Creative Mentoring Programme in collaboration with Grimm and Co.(grimmandco.co.uk). It will begin with a pilot, with the intention of launching in April 2018

- **Educational Psychology:** we are also exploring ways of expanding the capacity of the Educational Psychology's contribution of the work of the Virtual School Team to more effectively meet one of the VST's core objectives viz. to improve the emotional wellbeing of children and young people in care. This may include ELSA (http://www.elsa-support.co.uk): Emotional Literacy Support Assistants.

- **Raising Aspiration Programme:** a programme is being developed to raise the aspiration of CYP in Years 10 and 11. The focus will be on gaining further qualifications, increasing engagement and attendance, and reducing exclusions.

- **Sound Training:** the Sound Training Intervention (catch up literacy) is a work in progress to accelerate progress in Years 5, 7, and 9.