IMPROVING LIVES SELECT COMMISSION

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

Date: **Tuesday, 6th November, 2018**

Time: **5.30 p.m.**

A G E N D A

There will be a pre-briefing for all members of the Improving Lives Select Commission at 4.00 p.m.
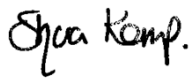
1.   To consider whether the press and public should be excluded from the meeting during consideration of any part of the agenda.

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 18th September 2018 (Pages 1 - 17)

8.   Demand Management and Placement Sufficiency (Pages 18 - 65)

9.   2018 Education Performance Outcomes (Pages 66 - 99)

10.   Work Programme and Prioritisation

11.   Date and time of the next meeting
Tuesday, 4th December, 2018 at 5.30 p.m.

Improving Lives Select Commission membership 2018/19:-

Chair – Councillor Cusworth
Vice-Chair – Councillor Brookes

Councillors Allcock, Beaumont, Clark, Elliot, Hague, Ireland, Jarvis, Khan, Marles. Marriott, Pitchley, Price, Senior, Short and Julie Turner

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

Sharon Kemp,
Chief Executive.

IMPROVING LIVES SELECT COMMISSION
18th September, 2018

Present:- Councillor Brookes (in the Chair); Councillors Beaumont, Clark, Elliot, Ireland, Jarvis, Khan, Marriott, Price, Senior, Short and Julie Turner.

Councillor Steele, Chair of the Overview Scrutiny Management Board, was in attendance at the invitation of the Chair.

Councillor Watson, Deputy Leader, was in attendance at the invitation of the Chair.

Apologies for absence were received from Councillor Cusworth.

The webcast of the Council Meeting can be viewed at:-
https://rotherham.public-i.tv/core/portal/home

19. DECLARATIONS OF INTEREST

There were no Declarations of Interest made at the meeting.

20. QUESTIONS FROM MEMBERS OF THE PUBLIC AND THE PRESS

There were no members of the public or press present at the meeting.

21. COMMUNICATIONS

Caroline Webb, Senior Adviser (Scrutiny and Member Development) reported:-

− There was a Member Development session to be held on 20th September at 5.00-7.00 p.m., repeated on 21st September at 9.30-11.30 a.m. on "Understanding Your Communities" to be delivered by Councillor Marie Pye, Member Peer for the LGA

− A session was to be held on 27th September 2.00-4.00 p.m. on the outcomes of the Early Help consultation

Councillor Jarvis gave an update on the issues discussed at the recent meeting of the Health Select Commission which had included an update on the Health Village, RDaSH Estate Strategy and the response to the Scrutiny Review on Drugs and Alcohol Services.

22. MINUTES OF THE PREVIOUS MEETING HELD ON 17TH JULY, 2018

Consideration was given to the minutes of the previous meeting of the Improving Lives Select Commission, held on 17th July, 2018, and matters arising from those minutes.

Resolved:- That the minutes of the previous meeting of the Improving Lives Select Commission, held on 17ᵗʰ July, 2018, be approved as a correct record, for signature by the Chairman.

Arising from Minute No. 13(3) (Domestic Abuse Update), it was noted that efforts had been made to obtain the action plan and engagement timetable. The issue would be pursued and circulated to Members when received.

23.   **CHILDREN MISSING EDUCATION**

Susan Claydon, Early Help Head of Service, presented a report on Children Missing from Education (CME) which the Authority had responsibility to ensure were identified, reported and tracked so that suitable educational providers could be found.

The term "CME" referred to children of compulsory school who were not on a school roll and who were not receiving a suitable alternative education e.g. Elected Home Education.

Until recently the CME data had had gaps and required intensive work to ensure that consistent processes and data inputting were in place across the different systems used to capture CME information.

There had been a redesigning of the reporting function and the development of a new CME Performance Scorecard. This development reduced the ability for rigorous comparative analysis to be drawn on previous years' performance, however, put Rotherham in a stronger position to understand which of its CME cohort caused the most concern. One of the key changes to CME reporting was to include predominant issues captured at the point of referral to CME to enable a better understanding of potential vulnerability.

The current position was as follows:-

−   There had been 188 children, from 116 families classified as 'new' CME referrals during Quarter 1, an increase of 33 compared with the previous quarter
−   Of the 188, 110 (58.5%) had had a previous episode of CME which emphasised that some children had recurrent issues with CME
−   78% of children were from the central area of Rotherham
−   There were an additional 32 cases that remained open from previous reporting periods bringing the active caseload to 210 at the end of Quarter 1
−   134 cases had been resolved in the period
−   The central locality of Rotherham had consistently higher rates of CME largely due to the mobile and transient nature of the resident population
−   40% of the children identified as CME had no known vulnerability or issues identified within the family at the point of becoming CME

- Of the newly identified children, 14% were open to Children's Social Care and 6% to Early Help
- All children, regardless of identified level of need, became subject to joint investigations by the school and Local Authority at the point of becoming CME to ensure rigorous strategies were employed to try and locate the child

The Ministry of Housing, Communities and Local Government's Controlling Migration Fund had enabled extra resources to assist with key issues that affected the wellbeing of children and their progression in education. The workers would spend a considerable amount of time in central locality schools. The fund was also facilitating the recruitment of 2 Community Navigators, a shared resource between the Council and voluntary sector, which offered intensive outreach and detached work to 'find' families that were newly migrant and/or arranging to leave the UK.

As part of the Early Help Review, it was proposed that CME move to Education and Skills as the work closely aligned with school admissions. Despite the proposed change, processes would remain the same and work would continue across the operational and strategic boards to ensure that practice was scrutinised and children supported appropriately.

The Chair commented that it was disappointing that the report had not been the detailed analysis of trends expected as requested at the January meeting and of the standard of the report in terms of the spelling and grammar.

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

- "Alternative provision" could refer to a child who had come off a school roll and a separate package of support had been set up e.g. Pupil Referral Unit, Chislett

- Due to DfE rules around school admissions when someone applied for a school, because of cultural bias, they did not have to provide their ethnicity. Colleagues within School Admissions had been asked if they could ask the question on the School Admissions Form, explaining within the question that it was voluntary. This would assist the Service to understand the trends and patterns

- There were 3 Roma speaking Workers within the Early Help Service. The Controlling Migration Fund was facilitating the recruitment of 2 Community Navigators, not specifically for CME, matrix managed by Early Help and REMA, who worked in the central locality where there were greater numbers of transient families. The Workers carried out assertive outreach work to identify people as they entered Rotherham. 2 Family Support Workers were attached to the Central locality schools specifically to assist with the additional pressure faced by the community

– The Fund also supported some of the interpreting work. The Service worked hard to make sure families were not disadvantaged because of the language barrier. There were some Roma speaking Education Workers

– The Controlling Migration Fund was a much bigger fund managed through the Assistant Chief Executive. An evaluation was taking place of the Fund in its entirety and was subject to a different report but some narrative could be included in future reports to the Commission

– 188 children had been identified as CME of which there were 116 families. It was not possible to break the number down any further as it was measured in children as per the DfE requirement

– There were mechanisms in place of reporting if a child was missing from education. Schools reported the movement of children every month, reporting those who had attended and those who had left

– Previously no predominant need or presenting issue had been collated when CME data was collected. Work had taken place to ensure that at the point of referral it was captured as to whether there were any issues known in school and was now included in the referral form

– Checks would be made to ascertain if a family was known to Early Help, Children's Social Care etc. and whether there had been domestic abuse etc. What was known that in 40% of all the cases coming through, there had been no known issues with the family previously. A lot of work had taken place with schools to impress upon parents that if they were going to move they should notify the relevant authorities.

– Although data on free school meals was not included, all the risk factors that it was felt might be useful were. At the point of referral schools were asked the share with the Service on the referral form if they had any concerns and it would be recorded as a presenting issue at CME

– The issue of collecting information with regard to free school meals could be discussed at the Strategic Missing Team but consultation would be required with Education colleagues. The fact that a child was in receipt of free school meals would not be classed as a risk factor. The predominant issue would be recorded and free school meals would be a secondary measure

- There was close working with Selective Licensing usually on an individual family basis and also in strategic forums. Part of the Controlling Migration Fund work was about collaboration with wider colleagues, such as Selective Licensing, when it was known that there was a particular issue around a family, not necessarily CME, that had vulnerabilities and worries regarding their tenancy/licensing/landlords

- Several sessions had been held with the Clifton Learning Partnership

- The performance was broken down across the Early Help locality areas i.e. North, South, Central and the 9 teams within that – Clifton, Wingfield Winterhill, Oakwood, Town Centre and Canklow, Dinnington, Maltby, Wath, Swinton, Dalton and Rawmarsh. The issue would be pursued with data colleagues to ascertain if it was possible to break the information down further, however, it was known that generally Eastwood, East Dene and Herringthorpe were the highest areas for CME

- None of the CME had presented with high risk of FGM, however, there were clear Safeguarding Board protocols to be followed.

- Safeguarding issues were shared, however, they could not be sent out to all local authorities in the United Kingdom unless there was some intelligence as to which local authority the family may have moved to

- There was a full-time CME officer. Susan was the CME strategic lead and also chaired the Strategic Missing Group

- The Operational Group that reported to the Strategic Group looked at the thematic issues and was not there to discuss individual children's plans. The Group had been refocussed to make sure there were clear reports to the Missing Group on what was working well, what they were worried about and or any issue that needed the Strategic Group to unblock

- When a child had gone missing and found/located in education there were conversations with the child and parents. If there had been previous concerns/issues they would be picked up and there would be a conversation with the school and CME Officer resulting in a possible referral. There was always a conversation with the parent with regard to the circumstances; it was often quite innocent and a matter of them not notifying the correct people, however, the fact that the circumstances of them returning to Rotherham and being found may suggest that there were new concerns. If a child was found in a school outside Rotherham concerns/worries/vulnerabilities were shared on a case by case basis

– There was no statutory responsibility for CME children below school age, however, the Service did track nursery schools and playgroups as much as possible. It was not included in the report because it was not a function of the DfE but the CME Officer had a list of children they might be worried about and their siblings. Pre-school children would show up on the Health radar. Reassurance was provided that the whole family was looked at and not just the CME child

– Currently there was one CME Officer who currently sat within the Child Social Care Triage Team. A large proportion of her interaction needed to be with School Admissions and Education and Skills so the proposed move would make no difference other than the Officer having a different strategic lead

– The Controlling Migration Fund was not directly linked to CME and there was no funding drawn down but it was part of the Early Help Service. It had been mentioned in the report because some of the things happening within that piece of work were influencing positively on some of the locality work

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

(2) That a further detailed report be submitted including:-

– the progress that had been made
– actions that had been completed, when and who by
– trends
– locality level data
– the need to understand the analysis of why children were not on the school roll
– more detail on the budget and resources,
– the outcomes, terms of reference and the new way of working of the Strategic Missing Group

(3) That consideration be given as to the appropriate arena for the evaluation of the Controlling Migration Fund.

(4) That a report be submitted to the December meeting of the Select Commission if possible.

24. **SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) - UPDATE**

Further to Minute No. 53 of the Commission held on 22nd March, 2017, Jenny Lingrell, Assistant Director, Commissioning, Performance and Inclusion, and Paula Williams, Head of Inclusion, presented a progress report assisted by the following powerpoint presentation:-

The Rotherham Context
− There were 45,028 children and young people attending Rotherham's schools as at January 2018 School Census (43,882 in 2016)
− 7,513 children were identified as having a Special Educational need (16.6%). A rise of 0.6% since the census of 2016. Nationally 14.6%
− 13.7% of the Rotherham's school population have needs met by a graduated response (SEN Support) in 2018 compared to the National average of 11.7%. This was a fall from 2014 when 17.3% of the Rotherham School population had needs met by a graduated response in schools in comparison to National 15.1%
− 1,333 of these children have needs met with support of an Education Health and Care Plan (2.9%). However, this only measures the school population and not those placed outside the Borough
− Current position at the end of August 2018 showed that there were 1,956 children and young people in Rotherham who had an Educational Health and Care Plan in place with approximately 354 of the children accessing an out of authority provision (18%) which is not in the Borough and 1,602 children and young people access provision for which was within the Rotherham Borough (82%). 33 of the children had their EHC Plan administered by another local authority due to being resident outside Rotherham
− The 321 children accessing an out of authority provision is split with 116 of them being statutory school aged and 205 being Post-16 aged
− Looking at those in specialist provision only: 142 children and young people as at end of August 2018, 78 of whom are statutory school aged and 64 that were post-16

Rotherham's 5 Key Themes in the SEND Strategy
− Co-Production Voice and Influence
Families and services working together to produce better outcomes for Children and Young People with Special Educational Needs
There was clear and strong communication, participation, engagement and co-production with children, young people, families, practitioners and partners
− Integrated Services and Joint Commissioning
There was collective responsibility and a streamlined approach for children, young people and their families when accessing relevant assessments, services and support
− Sufficiency of Provision
There was sufficiency of provision to meet the range of needs of children and young people with Special Educational needs and/or Disability
Wherever possible, this should be within line with their choice or that of their parents and within Rotherham
− Quality of Provision, Performance and Assurance
Provision made through the graduated response and/or an Education Health Care Plan should be of the highest quality to enable the best outcomes for children and young people. This area would include

developments in the specific areas of Autism, Social Emotional and Mental Health Needs
− Value for Money and Savings
Provision made should be early, involve timely assessment and ensure the best use of funding available

What's Going Well
− A SEND Strategy (at consultation) and an established action plan focussing on 5 themes
− A co-produced action plan to develop the "Voices" of young people and parents within the planning of SEND provision
− New Assistant Director for Commissioning, Performance and Inclusion now in post
− SEND Sufficiency Plan Year 1 in delivery – all 7 projects underway
3/7 resulting in Rotherham from September 2018
2/7 resulting in provision from December 2018
2/7 projecting provision from September 2019
− Rotherham's first 19-25 provision for SEND would be in place for September 2018
− Social Emotional and Mental Health (SEMH) mainstream resources (2 primary 1 secondary) under discussion
− Preparation continuing for a Local Area SEND Inspection
− New joint lead for Education Health and Care Assessment Team (EHCAT) and Children with Disabilities Team. Restructure of EHCAT on track for the end of October 2018. Plan in development for improved quality of Education Health and Care Plans (EHCP)
− Turning the Curve plans in place for reduction of EHCP assessment requests and reduction in Exclusions
− Over £1.5M cost avoidance projected by increased places through sufficiency
− All Age Autism Strategy in draft
− SEMH joint welling strategy underway with involvement of Social Care and CAMHS colleagues
− Proactive Health Focus Group in place
− SEND workforce training across all organisations

Areas for Development
− Budget pressure on education funding for SEND via the High Needs Dedicated Schools Grant
− Urgency to understand and agree a local tri-partite funding agreement between Education, Health and Social Care
− Co-ordination of the Preparation for Adulthood agenda
− First Tier Tribunals increasing (although remain very low)
− Request to reconsider SEND hub from Corporate Landlord
− Understanding of the commissioned service offer from health for children with SEND

- Business Support Review delaying centralisation and streamlining of Inclusion admin

- Some uncertainty when Head of Inclusion post becomes vacant

Current Actions and Timelines
- Publication of the finalised SEND Strategy – November 2018
- Co-production and Communication
  Implementation of the Voices action plan
- Joint Commissioning
  Joint Commissioning Strategy to be reviewed to include plans for SEND hub, EHC Panel and work with health colleagues
  Health Sufficiency Plan in place – October 2018
- SEND Sufficiency
  Completion of all Year One projects – 31st March 2019
  Planning Year Two projects to begin on time: 1st April 2019 – March 2020
  Further investigations into mainstream SEMH resources – September-December 2018
- Assuring Quality
  Education Health and Care Planning
  EHCP – Team Restructure - October 2018
  Moderation of EHCP Quality protocol in Place – December 2018
  New EHCP Assessments completed in statutory timescales at 90% - March 2019
  Implementation of Turning the Curve Action Plan to reduce EHCPs - December 2018
  Autism
  All Age Autism Strategy finalised - November 2018
  Sensory Assessment protocols and graduated response agreed with Health - December 2018
  Social Emotional and Mental Health Needs (SEMH)
  New SEMH Strategy incorporating all work across education, Health and Social Care in place – January 2019
  Preparation For Adulthood (PfA)
  Preparation For Adulthood Board to agree and monitor leads for all areas of development in line with self-assessment and feedback from young people – December 2018
- Value for Money
  Development of a robust High Needs Budget monitoring group to investigate and monitor decision making – December 2018
  Review to Top Up/Element Three funding
  Mainstream resource funding model and commissioning agreements reviewed – December 2018
  Traded Service model reviewed
  Review of all posts and services funded from within the budget

Discussion ensued with the following issues raised/clarified:-

- Work was currently underway on benchmarking High Needs budgets across the region. Funding had been available to schools in the School's block of the Dedicated Schools Grant higher than the national average but less money available in the High Needs Block than the national average resulting in Rotherham being quite low funded around High Needs Block. The one area that was common to Rotherham and other authorities was around SEMH. Rotherham also had the additional pressure of out of authority placements

- There was a very strong team that worked together across the voluntary service and within Inclusion, Health and Social Care. A Voices event had taken place with the young people on what they wanted to say about their provision and involvement in Rotherham SEND. An action plan had been co-produced with the young people about the things that needed to be developed from their perspective

- The SENDIASS Team had a Young People's Officer and a Children's Officer whose specific roles were to capture voices and to work with young people and make sure that their voices were heard whether on their plan or the Strategy. There had been an excellent piece of work carried out on the consultation of the SEND Strategy itself and had provided a large amount of written comments about young people's feelings and thoughts about a whole range of issues. The SEND Strategy Board had tasked the Assistant Director to feedback to the young people who had contributed to the consultation that their voices had been reflected in the draft Strategy to give them confidence that they were being listened to

- The Children and Young People Partnership Board, a multi-agency group, had agreed in principle to put in place a multi-agency funding arrangement to ensure the Voices work was sustained going forward

- Transition to adulthood was an area that traditionally had been quite difficult. The recent consultation had included a section on preparing for adulthood and it had also been highlighted by parents as the next area they wanted to help the Service with. There was now a multi-agency Preparing for Adulthood Board consisting of representatives from Adults and Children's Services, Social Care and Health, which met on a monthly basis

- A piece of work had started in October 2017, completed January 2018, and was part of a regional peer project, to assess where Rotherham was in preparation for adulthood. As the Preparing for Adulthood Board was to start developing an action plan, a new audit tool from the national body "Preparing for Adulthood" had been released so the action plan was now aligning with the audit tool which was much more in line with what young people needed and wanted. The audit tool would group work that needed to be done under the 4

areas of Preparing for Adulthood and it would be seen as Preparation for Adulthood rather than transition from Children's into Adult Services i.e. it looked at employment, how you prepared young people for employment and to do so at the age 12/13, friendships and being part of the community

- Rotherham had been offered support from the national body for Preparing for Adulthood

- Although Rotherham did not have high NEET figures, there were more post-16 young people requesting an EHCP and young people who felt they had to look outside Rotherham to get what they needed under their EHCP. This was starting to be addressed through the college provision but there was still work to do in this area.

- The 19-25 provision was based in the Broom Valley area. The situation was ideal for young people with the aim of helping them become independent in that it was near shops that they could go on their own, it was on a main bus route and was down the road from the hospital. The site had been secured for 3 years during which time consideration would be given as to whether it was the right site and area, required adapting or an alternative site

- Approximately 50 children would be in Rotherham provision from September 2018 rather than outside the Local Authority. The college provision was only for 15 young people but would make a significant difference because they were high cost placements when out of authority. There were 20 places at Abbey School, 15 at Aspire, 10 at Kelford and 10 places already in place and 15 coming on line in December at Rowan

- It had been the intention to ensure there was a range of provision within the sufficiency plan and increase the sufficiency of provision for a range of different needs especially for SEMH where it had been found most children left the local authority

- The 2 provisions that would come on line later was a special school and one for Early Years for very young children who found it difficult transferring from a F1 private provider into a mainstream environment. In Year 2 there would be a full Autism mainstream school provision for secondary age children within the new school being built on the Waverley development which would have an Autism mainstream provision for primary education

- It had to borne in mind that if children or young people were settled in their out of authority provision it was very difficult to move them. It had to be done at their annual review and had to be the best thing for that child/young person. The number had already reduced by approximately 50 as from September 2018. It was the plan to increase the college provision over the next 2 years up to a 50 place provision

- It was a new Ofsted inspection regime and the first time that local areas have been inspected around SEND and disability; it was not an inspection of the local authority but inspection of the local area undertaken by inspectors from Ofsted and the CQC. The inspectors would firstly talk to parents and the young people to hear about their experience of the local area. They would be able to ask comments on what they received from Education, Health, Social Care, Post-16, Early Years providers and look into some of the issues that they raised as well as talking to the Service

- The inspectors were approximately about half way through inspecting the local areas of England. The inspection was imminent but the Service felt prepared. Rotherham had a good story about the journey it have been on and the reforms that had been put in place since 2014. There was still work to do but there was no stone that had not been turned over and no area of improvement not known about

- There was no concern about meeting the deadlines in the action plan. There were leads identified to make sure that someone would take over that role. Handover work had also taken place to ensure the leads did complete those tasks in the way they needed to be done. The timescales for the recruitment of the post of Head of Inclusion were being agreed

Councillor Watson, Deputy Leader, stated that he was confident in the Service and had no areas of concern to raise. Due to the excellent way the Council had prepared for the Ofsted inspection and the issues other authorities had faced during their SEND inspection, there was a readiness for the inspection. There was confidence that it was a good story, with strategies in place and the weaknesses known but plans to deal with them.

Resolved:- (1) That the progress report be noted.

(2) That a further update on the progress being made with the SEND/Inclusion agenda be submitted periodically over the next 3 years to ensure the continuation of the travel of direction and pace of developments given the change in 2 key leadership posts.

(3) That more information be submitted to the Select Commission on the High Needs budget monitoring group once established.

(4)   That the Select Commission receive information regarding the regional evaluation when it was available.

(5) That the Select Commission's thanks be placed on record for the work of Paul Williams and their best wishes in her new post.

25.   **OUTCOMES FROM THE IMPROVING LIVES SELECT COMMISSION WORKSHOP SESSION - COMPLEX ABUSE INVESTIGATION**

Further to Minute No. 122 of the meeting held on 13th March, 2018, Councillor Clark submitted a briefing paper outlining the outcomes and recommendations from a workshop session held by the Select Commission on 24th April, 2018. The purpose of the workshop was to seek assurance and further understanding of the extent to which agencies were working together effectively to address complex abuse.

The following key issues were discussed:-

− In what circumstances were complex abuse procedures used
− Which agencies were involved and at what level
− How did other agencies/part of the Council which did not directly have Safeguarding powers (e.g. Housing, Licensing or Enforcement Services) contribute to the investigations
− What was the impact of the investigations on referrals to Social Care
− Engagement with Early Help Services
− Will the changes to the General Data Protection Regulation have any impact on information sharing
− How is the voice of the child captured in the investigations
− How was this work viewed in the recent OFSTED inspection

Having had the opportunity to question officers and partners, Members had been assured that the Council and its partners were working effectively within the prescribed policy for complex abuse investigations.

The recommendations from the workshop were outlined in Paragraph 9 of Appendix 1 of the report submitted:-

− That further investigation takes place to establish the low rate of neglect referrals from Dental Health Services
− That information is shared in line with existing operational protocols and on a 'need to know' basis with Ward Members for the purpose of signposting residents appropriately
− That the appropriate agencies ensure that the GDPR did not act as a barrier to the appropriate sharing of information
− That further representation be made by the Local Safeguarding Children's Board to the Crown Prosecution Service and relevant Court Services to raise the issue of how all agencies could take timely action to safeguard children at risk of flight

– That a further update be submitted to the Improving Lives Select Commission in 12 months' time.

Councillor Clark thanked officers and partners for their attendance at the meeting and assistance in the preparation of the workshop.

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

(2) That the findings be forwarded to the Overview and Scrutiny Management Board for consideration.

26. **FEEDBACK FROM IMPROVING LIVES SELECT COMMISSION PERFORMANCE SUB-GROUP**

The Chair reported that at a meeting of the Performance Sub-Group further information had been requested on a number of issues relating to Safeguarding and Early Help.

Councillor Watson provided an update on each as follows:-

Safeguarding
– **High number of contacts progressing to referrals – confidence about practice**
The high number of contacts progressing to referrals was reducing. There were a high number of referrals but that could be linked to cautiousness of partners but we would not want to stop anyone referring in. What we do know was that during the improvement journey there was a high proportion that were then moved into referrals but that was now not the case and a large number were either going to universal services or Early Help

– **High numbers of children in care**
The big 2 things that affecting this were the historical and inadequate services and the Stovewood Enquiry. As more perpetrators were being identified and charged if they had their own families, , that then become part of our caseloads because they become a Safeguarding issue. We do scrutinise every child coming into care and look at all the alternatives. The Right Child Right Care was having a dramatic effect on people leaving care

– **What alternative steps can be taken to avoid taking teenagers into care**
We have taken very few into care in the last 6 months. We have worked really hard on the Family Group Conferencing

- **Family contact – how is this being 'managed' given high demand**
  This was very difficult to manage due to the high demand. We have had to employ additional contact staff and have been utilising some of the newly qualified Social Workers with the lower caseloads and some of the Workers in the Fostering Service. The ultimate goal was to return children to their birth families/extended families

- **Numbers of children leaving care and how this is reflected in performance information**
  In 2018 148 children have been discharged. If this continued it would be approximately 222 for the year, however, a similar number had come into care

- **Continuing concerns about health and dental assessments**
  This is one of the things that tended to improve when everyone was pulling in the right direction but it had to be as normal business. Some of it was due to late inputting by Social Workers. We were working with partners. For the Looked After population the dental assessments were more up to date than the general population

- **Concerns about care leavers in employment, education or training (related issues about quality and scope of apprenticeship offer)**
  About 61% which was higher than the national average but significantly less than the general population (in Rotherham 93.5%). Significant number of the young people had health issues and not available for work. The Corporate Parenting Panel had been pushing partners to offer LAC readiness of apprenticeships. Councillor M. Elliott, on behalf of the Corporate Parenting Panel, was doing an excellent job with partners on this subject

Early Help
- **Referrals – improvement in numbers coming from schools (39% of referrals) however, very few from hospitals. What steps are being taken to address and confidence about pace**
  The number of referrals from schools was very good but it was not referrals we were worried about but Early Help Assessments. Our Health partners were not carrying out as many assessments as we might expect. We have been working on this recently and agreed to reaffirm to Health Visitors, School Nurses and Midwives that they must utilise the Early Help Assessment to support children and families. We have done bespoke briefing sessions with those Services and had a pilot to create a group of professionals in the Central locality solely to work on Early Help Assessments. As Early Help Assessments become mature in an Authority partners become more confident

- **Variable quality of assessments**
  We know from work we started 3 years ago in Social Care that the important thing was to get compliance and get the assessments done. There was now 100% compliance but it was tracking the quality of them and doing proper audits so auditing was now done through our Team Managers and our own Internal Audit processes, and sitting with the Worker with the report in supervision. As the re-organisation of the Service became more ingrained it was believed it would improve

- **Confidence about step-up/step-down**
  Because of the co-location and co-working cases, could transferred to and from one another which helped the family and the fact that they were now co-located in the regional neighbourhood working hubs. Now the Early Help consultation had finished it could move towards implementation

- **Differentials in team performances – action taken to address this**
  Action was in place to address differentials in team performance and there was no longer separate management locality meetings; they were all conducted in one place so others could benefit from others' best practice

- **Assurance sought about children missing from home pathways**

  Was now working effectively with children going missing less. There were less episodes per child.

Resolved:- (1) That the feedback be noted.

(2) That a progress report be submitted on dental assessments in 4 months.

(3) That a progress report on apprenticeships offer be submitted in 9 months.

27. **IMPROVING LIVES SELECT COMMISSION - WORK PROGRAMME 2018/19 - UPDATE**

Caroline Webb, Senior Adviser (Scrutiny and Member Development), presented an update to the 2018/19 work programme.

It was noted that at an initial meeting on Prevent had been held. A small sub-group had subsequently met (Councillors Clark, Cusworth and Brookes) had met to determine the focus of work in terms of any future work.

Resolved:- (1) That the work programme be noted.

(2) That updates be submitted to each meeting of the Select Commission on the progress of the work programme and for further prioritisation as required.

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

Resolved:- That a further meeting be held on Tuesday, 6th November not 30th October, 2018, as previously scheduled, commencing at 5.30 pm

	Improving Lives Summary Report	

1.	Date of meeting:	6th November 2018
2.	Title:	**Demand Management and Placement Sufficiency**
3.	Directorate:	**Children & Young People's Services (CYPS)**

1.   Background

The ongoing increase in numbers of looked after children (LAC) of 116 or 21% over the past 12 months places the most significant financial pressure of the CYPS budget. The reasons for this increase are well researched and well known and include:-

- There is a national trend for the numbers of LAC to increase across the UK and whilst RMBC is at the higher end of this increase it is far from being unique.

- Historical poor social work practice that left many children in unsafe and inappropriate situations. Many of these situations have been re-assessed leading to care proceedings being initiated.

- The Complex Abuse investigation resulting in many children becoming looked after.

- A level of intervention that enabled CYPS to improve its Ofsted rating from 'Inadequate' to 'Good'. Whilst Ofsted and two Peer Reviews have found that no children present as being in care inappropriately it is arguable that CYPS implemented something of a risk averse style of practice. As a 'Good' organisation there is increased scope for CYPS to manage risk in a different manner without necessarily resorting to placing children in care.

- Poor permanence planning that meant many children remained in care for longer than was absolutely necessary.

As a result of this increase in LAC numbers there has been an increased reliance on private sector residential (OoA) and fostering placements which serves only to increase the pressures on the budget. However, the increasing numbers of LAC across the UK has meant that the placement market is increasingly saturated meaning in turn that children from Rotherham are at increasing risk of having to be placed some distance from the local area. In doing so there is a consequential risk of worsening outcomes for these young people due to more distant social work oversight and challenge of placements and a loss of control of educational and therapeutic services.

Because of this, the issue of demand management and placement sufficiency is a significant one that has led to the development of a robust strategy that is beginning to evidence some impact.

2.   What's Working Well?

There are some grounds for cautious optimism that 'the tide is beginning to turn' in respect of the increasing numbers of LAC as based on the following evidence:-

- In the first 5 months of 2018 the average net monthly increase in LAC numbers was 9.4. In the following 4 months this had reduced to 3.
- Over the same period the average age of admission of a child to care reduced from 8.8 years in the first 5 months of the year to 6.5 in the following 4 months. This is relevant as performance data evidences that the younger a child is admitted to care the shorter their time spent in care, the lower their average placement costs and the sooner they are likely to be supported to a permanence placement.
- In 2017/18 the average number of care proceedings instigated per month was 19.5. Thus far in 2018/19 this has reduced to an average of 15.4.

In addition to this there are signs that, taking the lead from senior managers, the culture and practice within the work-force is beginning to change. For example the numbers of children admitted to care by the Duty and Assessment Service has significantly reduced due to far more rigorous senior management oversight and challenge.

3.   What are we Worried About?

Whilst there are grounds for cautiuous optimism in respect of the demand for placements there are ongoing concerns regarding the challenge to increase the supply of in-house placements. Whilst recruitment looks likely to surpass the target of 25 new foster families there is an issue regarding retention of foster carers with up to 16 carers resigning or being de-registered over the same period. The demography of the foster carer population within Rotherham reflects that of many local authorities in that many carers will have a limited career left in fostering. In addition more robust safeguarding processes have ensured several inappropriately skilled carers have been de-registered.

Thus, whilst the Fostering Service has become far more able to manage void placements the numbers of children living with in-house carers at 189 has declined in proportion to those living with Independent Foster Agency carers (IFAs) at 277 as of the 1st October 2018.

In addition to this, whilst the Recruitment Team are far more adept at progressing assessments and 'keeping warm' those potential carers not yet fully committed to the fostering role, the expressions of interest being made to the Fostering Service remain stubbornly low. For example, there were only 14 such enquiries in September which is too low given the current conversion rate of 12-15%. As a result there is a concern that the current marketing strategy is not working effectively and this is currently being revised in order to make it significantly more targeted towards the most receptive audience.

4.   What are we going to do about it?

In addition to theis there are a number of initiatives and projects being implemented with the intention of both reducing the demand for placements and increasing the supply of in-house foster carers :-
- Right Child Right Care – designed to support more LAC to permanence in a more timely way and thus reduced the period of time spent looked after.

- Edge of Care Service – this is beginning to have an evidenced impact on supporting more young people to remain living with their families and in supporting LAC through plans to return home.
- Coming Home – targeting 16 and 17 year olds to return to RMBC from Out of Authority residential placements to supported/semi-independent accommodation where it is safe to do so.
- Mockingbird – a hub and spoke model of foster care where carers provide enhanced support to achive more placement stability and less call of IFA placements.
- STAR parties (Start Thinking About Recruitment) where existing foster carers host coffe mornings/social events and invite any associates they think may be interested with a view to support them into expressions of interest.
- The Fostering Network Retention policy – from which better retention practices should develop.
- The Muslim Foster Care project – by initiating a process in which people from the local Muslim community are encouraged to 'host' a looked after child during Eid it is anticipated that more foster carers could be recruited from this part of Rotherham's community.
- Challenge 63 – in which elected members will be invited to meet three challenges to support the recruitment of foster carers
- Social Pedagogy – a style of social work intervention designed to support greater placement stability and therefore redice the use of IFA/OoA placements.

As a result it can be seen that there is no 'magic bullet' that will address the dual challenges of market demand and placement sufficiency. However, it is hope that the full suite of service developments and

5.   Name and contact details

Ian Walker
Head of Service

ian.walker@rotherham.gov.uk

Rotherham
Metropolitan
Borough Council

Summary Sheet

Committee Name and Date of Committee Meeting Improving Lives Select Commission - 6th November 2018

Report Title Demand Management and Looked After Children (LAC) Sufficiency

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

Strategic Director Approving Submission of the Report Mel Meggs

Report Author(s) Ian Walker, Head of Service

Ward(s) Affected All

Summary The numbers of Looked After Children (LAC) has increased significantly over the course of the past 2 years from 488 in February 2016 to 640 by September 2018. The LAC and Care Leavers Strategy 2017-21 identified that:-

- There are too many looked after children in the care of Rotherham MBC in comparison with the statistical neighbours. Historically poorly performing services have left a legacy of more complex need as well as a legacy of rising numbers.

- There is a need to ensure that the Local Authority has provision which enables it to manage demand and that preventative provision and early help is in place to minimise the number of children coming into care. For some children, for whom the right decision has been to become looked after, there is insufficient timely access to appropriate specialist support.

- The number of those children in care placed out of borough is too high, closing gaps in the provision of sufficient local placement accommodation, preferably in a family setting, is required so children and young people in care and care leavers are able to continue to live within or close to the Borough.

- There is a need to work with key providers of specialist provision to help us to meet a range of needs and sufficiency of placement provision. More needs to be done to ensure the efficient and effective operation of our

local market. Delivering much better value in terms of quality, price, unit costs and outcomes is essential across all provision.

The outcome of the strategy was designed to safely and appropriately reduce the number of young people requiring care by the local authority whilst responding to the challenges identified.

By 2021 it was anticipated that the interventions would safely reduce the number of LAC. At that time the planned reduction in the number of looked after children was expected to result in a net reduction of 61 placements; 4 in 2017/18; 13 in 2018/19; 22 in 2019/20; and 22 in 2020/21. However, although the rate of admissions to care has slowed it has been a slower process than anticipated to turn the numbers from an ongoing net increase to a net decrease and as a result the numbers of LAC along with all of the inherent budget pressures have continued to increase throughout 2018. Despite the ongoing increase in numbers of LAC CYPS has been successful in sustaining the number of LAC placed within a family based setting at c82%.

This report will set out the strategies currently being implemented to better manage this demand and financial pressure and provide some assessment of their impact. It will also outline some future plans and hopefully provide the necessary re-assurance that there can be no doubt that each and every child in the care of RMBC is looked after because there is no viable alternative at that time and that every opportunity is being taken to support children into leaving care at the earliest opportunity.

Recommendations Improving Lives Select Commission is recommended to note the contents of this report and raise any queries of challenges it deems appropriate.

List of Appendices Included LAC and Care Leavers Sufficiency Strategy 2017-20

Background Papers None

Consideration by any other Council Committee, Scrutiny or Advisory Panel
This report is to be considered by Improving Lives Select Commission in October.

Council Approval Required No

Exempt from the Press and Public No

Demand Management and Looked After Children (LAC) Sufficiency

1. **Recommendations**

   1.1. Improving Lives Select Commission is recommended to note the contents of this report and raise any queries of challenges it deems appropriate.

2. **Background**

   2.1. The numbers of Looked After Children (LAC) have increased from 488 at the end of 2016/17 and from 590 in January 2018 to 651 by the end of August. Whilst this is reflective of a national trend of increasing numbers of children in care the rate of increase within Rotherham is even more marked. The reasons for this are well known and include:-

   - A legacy of poor practice that led to Ofsted finding CYPS to be an 'Inadequate' service. A senior management review of practice identified that many children had been left in unsafe situations and as a result the number of Care Order applications increased quite significantly over a relatively short period of time.

   - As an 'Inadequate' local authority senior managers established a very prescriptive process and structure to ensure that drift was addressed and that plans to remove children from risk were implemented in a much moretimely manner. It has been identified that whilst both this culture and the current structure of CYPS was essential in order to support the improvement journey they were very much 'of their time' and both are currently undergoing internal challenge and review.

   - The Complex Abuse investigation in respect of one large extended family contributed in itself to c 45 children becoming looked after. There may be some variance in respect of the previously reported figures regarding the Complex Abuse process but this is because the circumstances being experienced by these families is extremely fluid and susceptible to continuous change.

   2.2. As a result the provision of placements has not been able to keep pace with this increased demand and the reliance on commissioned placements (Independent Fostering Agencies/IFAs and Out of Authority Children's Homes/ OoAs) has increased from 48.3% (293 of 607 children) in January to 52.2% (340 of 651 children) in August. Of more concern, this has increased from 43% at the end of 2016/17 when only 211 of 488 LAC were in commissioned placements.

   2.3. Both the increase in LAC numbers and increased reliance on commissioned placements present the most significant budget pressure currently being faced by CYPS. As at the 28th August 2018 the budget projection for OoAs was £12.3M for 62 placements at an overspend of £3m and for IFAs was £11.5M for 278 placements at an overspend of £3.7M. As a result if current

practice is perpetuated the current £6.7M overspend is likely only to increase over the course of the lifetime of the Sufficiency Strategy.

2.4. Within this, however, there are some grounds for cautious optimism that 'the tide is beginning to turn' as based on the following evidence:-

- In the first 5 months of 2018 the average net monthly increase in LAC numbers was 9.4. In the following 4 months this had reduced to 3. Whilst this can give cause to some degree of optimism this has to be tempered with the fact that a couple of large sibling groups being admitted to care can easily revers this improving trend.

- Over the same period the average age of admission of a child to care reduced from 8.8 years in the first 5 months of the year to 6.5 in the following 4 months. This is relevant as performance data evidences that the younger a child is admitted to care the shorter their time spent in care, the lower their average placement costs and the sooner they are likely to be supported to a permanence placement.

- In 2017/18 the average number of care proceedings instigated per month was 19.5. Thus far in 2018/19 this has reduced to an average of 15.4.

2.5. Whilst it may be a truism, it is clear from this evidence that the best way to achieve better placement sufficiency is by taking a two pronged approach; work strategically to safely reduce the numbers of LAC by reducing admissions and accelerating discharges from care (reduce demand) and work more forensically to increase the availability of in-house placements (increase supply).

3. Key Issues

In respect of reducing demand the following initiatives are being implemented:-

a) Increasing Senior Management Oversight

3.1. Out of the 337 admissions to care between June 2017 and May 2018, 127 were managed by the Duty and Assessment Service which was 38% of the total admissions to care over this period and arguably this is more than one would expect from the 'front-door'.

3.2. This can be partly attributed to the fact that, in order to satisfy Ofsted that the previously identified practice shortfalls of drift and delay that left too many children at risk, a particular practice was developed in order to evidence better reviews of risk and prompt decision making. However, this practice was very much 'of its time' and as a 'Good' organisation there has been some recognition that senior managers can now allow teams to intervene more imaginatively to implement more creative solutions to a family's presenting issues that are outside of the care system. This has had such an impact that over the course of the past 3 months only 7 of the 64 admissions being progressed by the Duty and Assessment Service (10%) and 5 of those

children admitted to care as part of an innovative intervention that led to them being returned home within 2 weeks of admission. In addition to this, the responsibility for ratifying all admissions to care has been delegated to one named Head of Service in order to support greater consistency in the decision making process.

b) Right Child Right Care Project

3.3. The Right Child Right Care (RCRC) work continues to progress with 80 of the initial target 221children in a work-stream having already been discharged from care which is 36% of the original cohort. In addition a further 55 plans (25% of the work-stream cohort) are deemed to be 'on track', 19 plans are yet to be confirmed (9%) and 67 plans are no longer in scope (30%). These out of scope plans are due to carers not wishing to progress to permanence due to the young person experiencing an unsettled period, them not wanting to offer permanence in this way or them simply wanting to remain part of the fostering community. Despite this the project is on track to achieve its ultimate target given that the court process induced time lag will mean that most plans were always intended for completion towards the end of the year.

3.4. In addition, due to the 'ripple effect' arising from RCRC, a further 21 children not in a work-stream have also been discharged from care.

3.5. Phase 2 of RCRC has been initiated with 365 children being considered in the very broad scope for a future discharge from care. This includes 138 LAC in the same placement for 18 months with a potential for an SGO, 9 children subject of S20 and 43 children subject of Placement with Parents Regulations, Regulation 24 (Family and Friends) foster placements. It is planned that over the next 2 months Team Managers and IROs will review these cases so the cohort can be formalised and RCRC phase 2 launched in January 2019

c) Edge of Care Panel

3.6. The Edge of Care Service has been reporting on its performance since April 2018 and between then and the end of July has supported an average of 62 children each month over an average of 115 days. The Edge of Care Panel meets on a weekly basis and on average discusses 6 families in order to match them to the most appropriate form of available support which can include a referral to the Edge of Care Team, Multi-Systemic Therapy, a referral back to Early Help, Family Group Conferencing or a more bespoke package of support.

3.7. In terms of outcomes, of the 98 cases that have closed thus far 18% have had a positive outcome in that the level of intervention was stepped down for example from a child protection plan to a child in need plan. Conversely 14% of cases had a negative outcome in terms of a 'step-up' case while for 68% there was no change although this in itself is a positive outcome as this meant that the young person was at no more risk of becoming looked after than at the start of the intervention and so cost avoidance had been

achieved. In addition to this the Edge of Care Team has been actively involved in supporting 6 LAC to return to the care of their families or to supported accommodation from OoA placements achieving cost avoidance of £806,000 assuming the cost avoidance (less cost of new provision) would be recurrent until the young peoples' 18th birthday.

d) Coming Home Project

3.8. This project is being jointly implemented between the LAC Service and Leaving Care Service and involves a formal review of the Out of Authority Placements for 16 and 17 year olds in order to assess which of the cohort may be appropriate for a more timely planned and supported step-down to semi-independent living. Of the 63 young people in an OoA at the start of the process 23 have already been stepped down bring a net cost reduction on the Out of Authority placement budget of £2.52M. There remains a further 11 young people in scope who will be subject of a further review of their transition plan over the course of the next 6 months and these plans will be project managed within the RCRC Performance Management clinics.

e) Placement Commissioning

3.9. CYPS Commissioning Service has developed a contractual arrangement whereby it has block booked a 3 bed children's home with a private provider within the RMBC boundary. The cost for these three placements is set at £10k per week at a saving of £800 per week on the standard White Rose contractual cost for this type of children's home with a full year effect of £41,600. However, it is reasonable to anticipate that the placement costs savings will be even more significant than this given that this facility can be utilised for a 'step down' from more expensive OoA placements to semi-independence or foster care. One of the young people placed in this children's home is in fact in the process of stepping down to an IFA from their previous OoA placement that was some distance from Rotherham and cost £4,495 per week bringing a full year cost saving of £60k.

3.10. In addition to this, the Quality Assurance Framework implemented by the Commissioning Service which involves planned visits to placements to assess the quality of provision and to ensure all commissioned services are being provided to the required standard has also had a positive impact on the relationship with providers. This has resulted in a discernible improvement in the quality standards and has enable CYPS to challenge providers in a far more timely manner. It has also led to other block booking arrangements being made, improved the support provided to enable young people to progress more quickly towards a foster placement or semi-independence and has encouraged the providers to more readily engage in profile sharing events with the IFAs in order to encourage and identify foster placement matches for children in OoA placements.

3.11. Whilst the impact of this refined commissioning process is difficult to gauge there can be some degree of confidence that it is having a positive impact on the demand management pressures currently being experienced by CYPS.

f) Increase In-House Foster Care Provision

3.12. The recruitment team is projected to meet, if not surpass its target of approving 25 new foster families for 2018/19. To date, there have been 7 new foster families approved, 2 more assessments with a Panel date booked for consideration and a further 12 assessments ongoing. In addition there are 2 IFA carers currently in the process of transferring to RMBC and 3 more carers who have had a positive initial visit and who will commence their training in November. This means that over the course of the financial year there will be a projected minimum of 26 new foster families recruited.

3.13. In addition to this the Fostering Service are performance managed in respect of the placements that are 'on-hold'. The reasons for these void placements can include illness, bereavement, being in a safeguarding process, lack of bedroom space due to birth children returning home, being on holiday or simply needing a break. At the start of the financial year there were 36 such void placements but by September these had been successfully managed down to 17 placements. The need to maximise the use of available placements has to be continually counterbalanced by the competing need not to over-pressurise foster carers to take additional placements which can impact negatively on retention issues.

3.14. Foster care recruitment continues to be the most significant challenge faced by the LAC Service. The processes within the recruitment team have been significantly improved to ensure that unnecessary delay does not lead to prospective foster carers withdrawing from the process or approaching other agencies. All expressions of interest are followed up on a twice weekly basis until a decision to apply or withdraw is made and all uncommitted applicants are 'kept warm' with them , for example, being included in the distribution list of the Fostering Association 'e' newsletter. A Virtual Team has also been established in order to minimise delays in assessments being progressed which is a cost effective measure given an assessment will cost only £1,900 to commission whereas the average cost of an IFA will be £850 per week. In addition to this the following initiatives have been instigated:-

- Refer a Friend which is available for any Council employee who will receive £250 for every prospective carer referred and a further £250 at the point they are approved.

- Mockingbird – At present two hubs are in place with a third being planned for December. This hub and spoke model of foster care support is designed to improve placement stability, reduce the reliance on IFA or OoA placements and improve foster carer retention by strengthening the sense of a fostering community. There is tangible evidence that can demonstrate the investment into this project is having a real and beneficial impact on placement stability by virtue of the high levels of peer support and planned respite provision available. As the project continues to grow this should also impact positively on the numbers of children requiring IFA foster care or out of authority residential

placements. In addition the feedback from the foster carers involved conveys a positive message about the future impact on foster catrer retention.

- Muslim Foster Carer Project – At present there are up to 59 LAC of the Muslim faith but only 3 Muslim foster families which results in less than appropriate matching processes. As a result RMBC has successfully engaged in the Fostering Network Muslim Foster Care Recruitment Scheme with the stated objective of increasing the numbers of foster carers of the Muslim faith. As a direct consequence there are already a couple of local 'champions' including an elected member who have facilitated access to Mosques in Rotherham. Following a successful 'pilot' for one of particular LAC, it is planned to buddy-up each child of Muslim faith who expresses a wish to be involved with a host family in order to help them celebrate Eid in a more culturally appropriate way. The intended consequence of this is that as these host families encounter a looked after child and recognise what they have to offer they may develop an interest in the general fostering role and that the general awareness of the need for foster carers from the Muslim community will be enhanced.

- Challenge 63 – in which all elected members are invited to sign the relaunched Challenge 63 Fostering Charter and its three pledges:

    1. Participate in one fostering recruitment activity – leafleting; social media; parish newsletter articles, have fostering conversations.

    2. Leaflet drop – distribute 500 leaflets within their ward – door-to-door or at groups.

    3. Refer one potential foster carer – even if every elected member only made a successful referral every other year the recruitment of foster carers would receive a significant boost.

- Social Pedagogy (phase 2) - Once registered as a charitable organisation the Fostering Association will be able to apply for funding to secure the Social Pedagogy training for foster carers which will also serve to support better foster care recruitment and placement stability.

3.15. These initiatives have yielded an average of 18 enquiries per month so far this year. Enquiries dipped in July and August which is reflective of the usual seasonal trends. The marketing and communications team will continue to work closely with the recruitment manager to review and adjust the marketing plan as required.

3.16. In addition, retention is becoming an increasing concern and this is going to be an ongoing pressure given the increasingly aging demography of our foster carers. Over the course of the financial year there have been 11 foster carers who have resigned or have been de-registered with 5 more foster carers pending discussions at Panel in October. However, 3 of these foster

carers had not provided any placement since the summer of 2017 so the impact of their withdrawal from the fostering role will be less significant than would appear on face value. Of this reduced fostering capacity there have been:-

- 6 foster carers who have been resigned due to practice/safeguarding issues. Whilst most of these have resigned when challenged regarding certain aspects of their caring practice that they have been unwilling or unable to address, there have also been some carers for whom de-registration was identified as the likely outcome from the investigation. However, within this there have also been some concerns raised by carers regarding the prolonged nature of the LADO process which has had a significant impact on their family life. As a result the Head of Service and Service Manager responsible have met with the Service Manager responsible for the LADO process in order to expedite the process as much as possible and to establish a better support mechanism for foster carers.

- 1 foster carer who was de-registered as a result of safeguarding concerns.

- 1 foster carer who resigned as a Family and Friends carer following their successful application for an SGO. The potential success of the Right Child Right Care project does present a risk to the number of foster carers within Rotherham as more carers 'convert' to SGO carers and this narrative will have to be factored into future performance reports.

- 3 foster carers who have resigned due to personal issues or a change in their personal circumstances.

3.17. Although the back-story may be clearly understood, the fact that the recruitment of new foster carers is currently only just offsetting 'loss' of existing carers remains a significant concern. As a result, the Fostering Service has successfully secured a place on the Fostering Network Foster Carer Retention Programme which will hopefully support the net increase of foster carers over the coming years.

3.18. As this report has demonstrated, the initiatives put in place to reduce the numbers of LAC appear to be beginning to have some impact. However, the raft of initiatives designed to improve the recruitment and retention of foster carers does not, as yet, appear to be having a similar impact. Until this also significantly improves, it is unlikely that RMBC will be successfully ensure that the demand management and placement sufficiency objectives that are key to both better financial management and the better outcomes for our looked after children will be achieved.

4. **Options considered and recommended proposal**

4.1. Improving Lives Select Commission is recommended to note the comments of this report and agree its submission to the Improving Lives Select Committee subject to any changes or additions it deems appropriate.

5. Consultation

    5.1. The strategies outlined in this report have been developed with the consultation and contribution of a range of partners including the Fostering Service, the Commissioning and Placements Team, the Performance and Quality Team and the Communications Team.

6. Timetable and Accountability for Implementing this Decision

    6.1. The Placement and Sufficiency Strategy is currently in the second year of a four year implementation plan. Ian Walker, Head of Service, is responsible for the implementation of this plan.

7. Financial and Procurement Implications

    7.1 The original budget for 2018-19 was sufficient to fund 480 looked after children placements, based on reducing reliance on out of authority and independent foster care placements. The budget shown below reflects the investment made in the service for demand and other pressures, as well as the savings reductions that were required as part of the investment bids and medium term financial strategy savings.

    7.2 The current Children in Care budget position is as follows (£m):

	Budget	Actual	Variance
Children In Care	29.8	42.3	12.5

8. Legal Implications

    8.1. There are no direct legal implications arising from the recommendation in this report.

9. Human Resources Implications

    9.1. There are no HR implications arising from this report.

10. Implications for Children and Young People and Vulnerable Adults

    10.1. By implementing better demand management and sufficiency practices more looked after children will be supported to be placed closer to Rotherham and in family based settings which in turn will increase their chances of achieving good outcomes.

11. Equalities and Human Rights Implications

    11.1. The Demand Management and Sufficiency Strategy is designed to promote the equalities for looked after children by supporting them to better outcomes. This, in turn, will be established by promoting their right to a family life.

12. Implications for Partners and Other Directorates

12.1. As more children are supported to live within the RMBC boundary there is likely to be an increased demand for school placements and health services including CAMHS (Rotherham Therapeutic Team), GP and dental services. There may also be increased demand on internal partners such as the Virtual School, the Edge of Care Service and on Supervising Social Workers. Partner agencies may also be commissioned to provide enhanced levels of intervention in order to support children stepping down from OoA placements and to more local foster placements.

13. Risks and Mitigation

13.1. There is a risk that the numbers of LAC continue to increase and that the reliance on IFA and OoA placements will also increase accordingly. This will perpetuate the budget pressures being exerted on the service as a whole.

13.2. It is respectfully suggested that the strategies outlined in this report are the most appropriate means of mitigating these risks and that they should be given every opportunity and support to have the desired impact.

14. Accountable Officer(s)

Approvals obtained from:-

	Named Officer	Date
Strategic Director of Finance & Customer Services	Patricia Philipson	26/9/18
Assistant Director of Legal Services	Neil Concannon	26/9/18
Head of Procurement (if appropriate)	N/a	
Head of Human Resources (if appropriate)	Amy Leech	26/9/18

Ian Walker – Head of Service (LAC, Care Leavers and Edge of Care Service)

This report is published on the Council's website or can be found at:-

http://moderngov.rotherham.gov.uk/ieDocHome.aspx?Categories=

Rotherham
Looked After Children and Care Leavers

SUFFICIENCY STRATEGY

2017-2021

(DRAFT)

Version 0.8
Date of Publication: January 2017
Date of Review: January 2018

Document Control

Version History

Issue	Date	Author	Change Description
0.1	28/10/16	Angela Tracey	First Draft for comments to Deputy Strategic Director
0.2	28/10/16	Angela Tracey	Incorporate Amendments
0.3	31/10/16	Angela Tracey	Circulate to LAC Strategy Group for comments
0.4	04/11/16	Angela Tracey	Incorporate Amendments
0.5	10/11/16	Angela Tracey	Draft for comments to Interim AD Commissioning
0.6	05/12/16	Angela Tracey	Incorporate Amendments and draft to DLT 05/12/16
0.7	19/12/16	Angela Tracey	Final Draft to DLT 19/12/16
0.8	19/01/17	Angela Tracey	Final Draft to DLT 19/01/17 and Improvement Board 25/01/17

Authorisation

Title	Name	Date	Signature
DLT	-	19/01/17	
Strategic Director	Ian Thomas		
Lead Member CYPS	Cllr Gordon Watson		
Children's Improvement Board	Commissioner Bradwell Debbie Barnes		
Chair of the Rotherham Children's Safeguarding Board	Christine Cassell	Virtual Circulation	
Corporate Parenting Panel	Cllr Brian Steele		

Circulation

Title	Name	Date	Signature

26/10/2018 14:56

Contents

Foreword

In Rotherham, we will strive for the children we look after to have the same things that every good parent would want; that they are healthy and happy, that they feel valued for who they are, and when they grow up they achieve their potential.

This document sets out how Rotherham Children's Services will fulfil its role as a Corporate Parent and meet its statutory sufficiency duty by providing good quality care, effective parenting and support to children and young people in and leaving our care. It describes our 'one market' approach to the commissioning and provision of secure, safe and appropriate accommodation and support to children in care and care leavers over the next four years.

We identify the key challenges that we face in achieving sufficiency and our strategic approach to overcoming them. Our commissioning approach will rethink services and the way we work with families. We will invest in the right support at the right time, enhancing early help and prevention so that fewer children come into care in the first place. We will encourage participation by engaging customers throughout the commissioning process to ensure that children, young people and their families help us to design services and influence the way in which they are delivered. This is at the heart of Rotherham's Children's Transformation Programme and Children's Financial Sustainability Plan 2016-2021.

This Strategy also describes the on-going needs of children for whom we need to develop additional provision with key providers to ensure a range of specialist support and choice. It will focus on ensuring that the local market is developed over time so children and young people who remain in our care are able to continue to live in a family setting with the right support within or close to the Borough.

Achieving this requires the collective engagement of the local authority and its partners working together, involving children and young people in the decisions affecting their lives. As Corporate Parents we will provide scrutiny and seek assurance that the Strategy and the actions are owned and implemented by all professionals and partner organisations working with children, young people, their parents and carers to secure the best outcomes for our children.

Signed: Signed

Councillor Gordon Watson   Councillor
Lead Member,   **Chair,**
Children and Young People Services   **Corporate Parenting Panel**

1. Introduction and Rotherham's Context

Overview

1.1 The duty to provide or procure placements for Children Looked After (CLA) by the local authority is explicit in the Children Act 1989. This has since been strengthened by the introduction of Sufficiency Statutory Guidance (2010) and the Care Planning, Placement and Case Review Regulations (implementation April 2011). There is a duty of 'sufficiency' that requires Local Authorities and Children's Trust partners to ensure that there is a range of sufficient placements which meet the needs of children and young people in care, and to take steps to develop and shape service provision to meet the needs of all children and young people in care at a local level, as far as is reasonably possible.

1.2 This Sufficiency Strategy analyses the needs of children and young people in care that are not currently being met within Rotherham. It also considers the likely changes in the overall care population between now and 2020, taking into account the ambition to improve preventative services, increase the number of children for whom permanency is secured and ensuring children are matched to the right placement to meet their needs.

1.3 Some of our Looked After children will have special educational needs and disabilities. We recognise for this cohort of children that their placement will be driven by their special educational need and is considered in a separate Sufficiency Strategy for SEND. This strategy gives consideration to the cohort of children that display a high level of Social, Educational and Mental Health (SEMH) issues only some of whom will have SEN statements or Education, Health and Care Plans (EHCPs).

1.4 Young people leaving care are some of the most vulnerable young people in our society. Leaving care is a key moment in these young people's lives, and events at this stage in their life will have a lasting impact. Care leavers generally face having to be independent much younger than their peers. Care leavers need support at events in their lives such as moving into their first home, perhaps getting a job at a far earlier age than their peers and all of this without the support network and safety net of a family. The sufficiency of the support and accommodation provided for them will be considered.

Strategic Outcomes

1.5 Rotherham Children & Families Strategic Partnership have agreed three underpinning outcomes which inform the Commissioning Strategy:
- Children and young people are healthy and safe from harm.
- Children and young people start school ready to learn for life.
- Children, young people and their families are ready for the world of work.

1.6 Alongside these outcomes, the Looked After Children Service has developed 5 strategic objectives. They drive the key achievements and service improvements that will need to be made over the course of the next four years in order to improve the outcomes for looked after children and inform the strategic intentions in this Sufficiency Strategy:

- To improve the degree and timeliness of placement stability and permanence and ensure that children are able to enjoy a continuity of relationships.
- To improve the emotional wellbeing and physical health of looked after children (which will also support care and school placement stability).

- To improve the educational progress and attainment and narrow the gap between attainment of LAC and their peers.
- To improve the support and opportunities for care leavers and to increase the number and proportion of them who are in Education Employment or Training (EET).
- To listen to children and young people so as to ensure that they can influence their own plans as well as wider service delivery and development.

Supporting Strategies

1.7   This document and the Strategy are separate to but linked to and informed by the following:
- The Rotherham Joint Strategic Needs Assessment (JSNA)
- The Rotherham Children & Young Peoples Plan
- The Looked After Children's Strategy 2016-2019
- The Corporate Parenting Strategy.
- The Corporate Parenting Promise to Looked After Children.
- The Pledge to Looked After Children.
- The Rotherham Offer to Care Leavers.
- CYPS Sustainability Plan 2016-2021
- The Early Help Strategy 2016-2019
- CAMHS Transformation Plan

Rotherham Local Context

1.8   Rotherham is a diverse borough with a mixture of people, cultures and communities. There are densely populated multi-ethnic inner urban areas, large council built housing estates, leafy private housing suburbs, industrial areas and rural villages.

1.9   Rotherham is currently home to 260,000 residents with approximately:
- 56,356 (21.6%) children and young people aged 0 to 17 years
- Of which,16,004 (28.6%) are aged 0-4

1.10   There are significantly more people aged over 60 than children under 18. The child population has not changed significantly in total since 2011, although those aged under 5 years have increased in recent years. However, the number of children aged 0-4 is projected to stabilise before falling slightly to 15,800 by 2019. The largest reduction will be in young people aged 16-19, whose numbers are projected to reduce by 9% from 12,200 in 2015 to 11,100 to 2025.

1.11   Our Black and Minority Ethnic (BME) population is less than half the national average, but this has more than doubled between 2001 and 2011 from 10,080 to 20,842 (8.1%) and becoming increasingly diverse. The largest of over 75 different BME groups is Pakistani and Kashmiri who numbered 7,912 in 2011 (or 3.1% of the population). There were 3,418 (1.4%) 'other White' residents mainly Slovak, Czech and Romanian Roma.

1.12   Whilst the child population has not changed much in total since 2011, ethnic composition has changed rather more. The child BME percentage is estimated to have increased from 12.7% in 2011 to 17.9% in 2016. Of this Pakistani and Kashmiri is the largest group (6.7%) The 'other White' child population has seen the most increase, now estimated to represent 4.5%.

1.13   Rotherham has an increasingly high number of children in its care. There has been a consistent upward trend year on year in the numbers of children and young people looked after by the Local Authority. The number has increased from 424 as of

January 2016 to 488 as of December 2016 (15% increase in a 12 month period) and is expected to increase.

1.14 Black and Minority Ethnic children now represent 19.4% (95) of the Looked After Children population. As a proportion, this is broadly in line with the child population as a whole (17.9%).

2.   Our Challenges

2.1   The data identified below is crucial to understanding the makeup of Rotherham's LAC population and being able to forecast future trends and to identify the right placement, in the right place at the right time.

THE NUMBERS OF LOOKED AFTER CHILDREN RISING AND LEGACY OF NEED

Table 1 - Numbers of Looked After Children per 10,000 under 18 population as at period end

	31st March 2014	31st March 2015	31st March 2016	31st Dec 2016
Rotherham	69.9	72.2	76.6	86.5
Stat Neighbour Average	73.3	73.2	75.8	-
England Average	60.0	60.0	60.0	-

2.2   The number of Looked After Children in Rotherham is high when compared to Statistical Neighbours and England averages. However, the Authority acknowledges historically poorly performing services have left a legacy of need as well as a legacy of numbers.

Table 2 - Numbers of Looked After Children by Age Group as at period end

Age Group	31st March 2014	31st March 2015	31st March 2016	31st Dec 2016
Under 1	23	18	29	39
1 to 4	59	60	52	62
5 to 9	80	80	87	102
10 to 15	160	162	174	186
16 & Over	72	87	89	99
Total	**394**	**407**	**431**	**488**

2.3   Rotherham has a disproportionate number of older children with nearly two thirds of the children looked after aged 10 and over. The net numbers of children looked after aged between 10 and 15 admitted to care remaining constant (Table 3 and 4). At December 2016, of the children and young people looked after for more than 2 years, (41%) were aged 10 and over.

2.4   The likelihood of these young people returning to their birth families or achieving permanency through adoption or special guardianship orders diminishes the older they become and they are more likely to remain looked after. Often (but not always) the older children have a greater complexity of need which impacts on education and stability of school placements

Admissions and Discharges Activity In Year

2.5   Table 3 and 4 below show both admissions and discharges have risen significantly over the last 3 years. With an increasing number of children coming in to care than those being discharged, the gap is widening and the net LAC population is growing.

Admissions Vs Discharges from Care
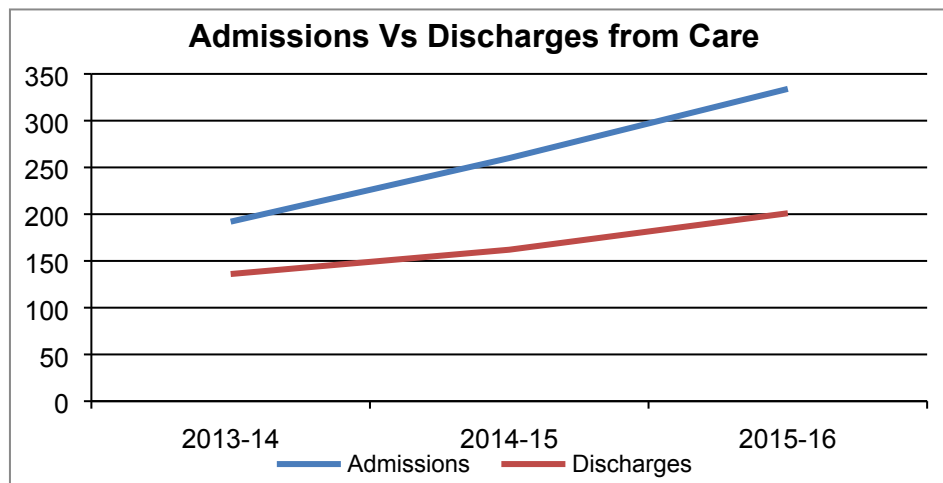
2.6   There are an increasing proportion of babies and young children becoming looked after between birth and 4 years of age which has risen from 37% in 2013/2014 to 45% in December 2016. Following the establishment of a new LAC Court and Permanence Team in November 2015 and as a result of a review of Public Law Outline (PLO) practice completed in April 2016 the service has refocused its efforts on early permanence planning to intervene and secure permanent alternative care for babies and young children within a legal framework.

Table 3 - Admissions to Care by Age Group

Age Group	2013-2014	2014-2015	2015-2016	Apr-Dec 2016
Under 1	39/20%	48/18%	57/17%	47/23%
1 to 4	33/17%	70/27%	81/24%	45/22%
5 to 9	39/20%	47/18%	90/27%	38/19%
10 to 15	53/28%	66/25%	67/20%	56/28%
16 & Over	28/15%	29/11%	39/12%	15/7%
Total	**192**	**260**	**334**	**201**

Table 4 - Discharges from Care by Age

Age Group on Leaving Care	2013-2014	2014-2015	2015-2016	Apr-Dec 2016
Under 1	14/10%	17/10%	23/11%	22/15%
1 to 4	45/33%	52/32%	61/30%	35/24%
5 to 9	17/13%	20/12%	27/13%	18/13%
10 to 15	19/14%	21/13%	34/17%	22/15%
16 & Over	41/30%	52/32%	56/28%	46/32%
Total	**136**	**162**	**201**	**143**

Table 5 - Discharges from Care by End Reason

Reason Care Ceased	2013-2014	2014-2015	2015-2016	Apr-Dec 2016
Returned Home to live with birth parent or person with parental responsibility	44/ 32%	52/ 32%	56/29%	43/30%
To live with parents, relatives, or other person with no parental responsibility	-	-	-	20/13%
Adopted (permanence)	36/ 27%	44/ 27%	43/ 21%	19/13%
Alternative permanent care with 'connected people' (SGO)	19/ 14%	18/ 11%	33/ 16%	16/11%
Transition to Adult Services - disability and learning difficulties	2/ 1%	4/ 2%	1/ 1%	4/3%
Becoming an 18 year old Adult (move to independent living)	23/ 17%	14/ 9%	9/ 4%	13/10%
All Other	12/ 9%	30/ 19%	59/ 29%	28/20%
Total	**136**	**162**	**201**	**143**

2.7   Returning children to their birth or extended families where it is safe to do so shows a marked increase on 2015/16 to 45% by December 2016 Year to Date figures. Discharges of 37% in 2015/16 were to permanency arrangements through adoption or special guardianship orders.

## HOW WE CURRENTLY CARE FOR OUR LOOKED AFTER CHILDREN

Table 6 - Numbers of Looked After Children by Legal Status as at period end

Legal Status	31st March 2014	31st March 2015	31st March 2016	31st Dec 2016
Interim Care Order	51/13%	61/15%	78/18%	138/28%
Full Care Order	239/60%	237/58%	251/58%	241/49%
Section 20	40/10%	59/15%	58/13%	59/12%
Placement Order	62/16%	50/12%	41/10%	46/9%
On remand, committed for trial, or detained	2/1%	-	2/0.5%	3/0.5%
Emergency orders or police protection	-	-	1/0.5%	1/0.5%
Total	**394**	**407**	**431**	**488**

2.8   There is a sustained proportionate increase in the numbers of children subject to ongoing care proceedings (interim care order) which would suggest that a permanent legal resolution is being sought for more children more of the time.

Table 7 - Numbers of Looked After Children by Placement Type as at Period End

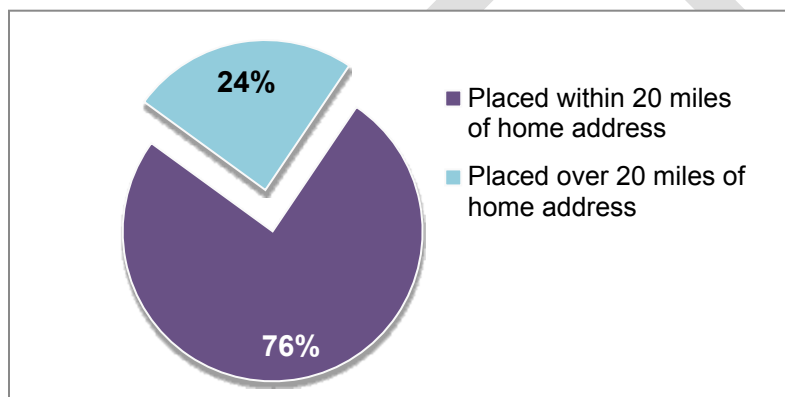| Placement Type	31st March 2014	31st March 2015	31st March 2016	31st Dec 2016
Children's Home in-house provision	19/ 5%	16/ 4%	3/ 1%	0
Children's Home provision by others	22/ 6%	30/ 7%	41/ 10%	45/ 9%
Fostering in-house provision	155/ 39%	167/ 41%	178/ 41%	179/ 36%
Fostering with 'connected people' (relatives or friends)	10/ 3%	16/ 4%	20/ 5%	20/ 5%
Fostering provision by others (IFAs & other LAs)	102/ 26%	110/ 27%	136/ 32%	176/ 36%
Residential Schools	3/ 1%	3/ 1%	4/ 1%	9/ 2%
Placed for Adoption (with prospective adoptive parents)	37/ 9%	24/ 6%	14/ 3%	21/ 4%
Placed with Parents (and subject to a FCO or other Order of the court)	18/ 5%	14/ 3%	16/ 4%	23/ 5%
Independent Living	10/ 3%	11/ 3%	9/2%	11/ 2%
Secure Accommodation (Welfare grounds)	4/ 1%	2/ 0%	5/ 1%	1/ 0%
Young Offender Institute or Prison	3/ 1%	1/ 0%	0%	1/ 0%
Other	11/ 3%	13/ 3%	5/ 1%	2/ 0.5%
Total	**394**	**407**	**431**	**488**

31st December 2016
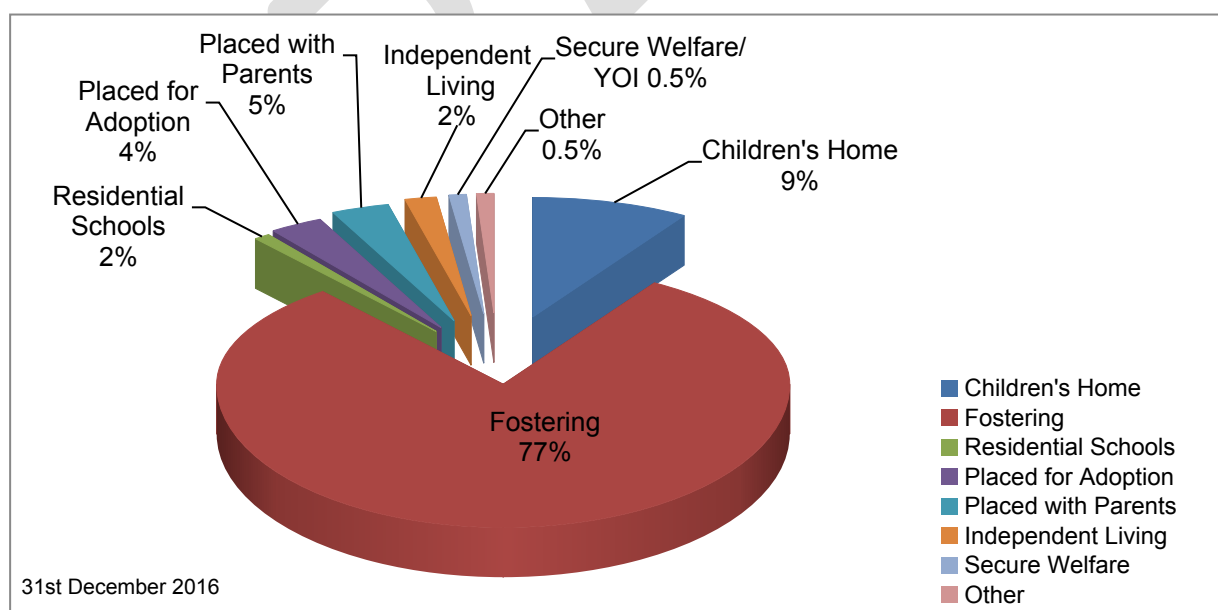
2.9   The breakdown of placements by type indicate that the vast majority of LAC are placed in foster care (77%) which is consistent with the department's commitment to place children in family based arrangements. Of the 77%, 41% are in-house placement (including connected people, relatives or friends) and 36% with Independent Fostering Agencies.

WHERE WE CURRENTLY CARE FOR OUR LOOKED AFTER CHILDREN

2.10   When compared with statistical neighbours and the rest of the country, too many LAC are placed out of borough – more than 20 miles away from their home. This has implications for the child and family in terms of maintaining contact and for social work practice and oversight.

Table 8 – % of children placed more than 20 miles from their home, outside LA Boundary

% of children placed more than 20 miles from their home, outside LA Boundary	31st March 2014	31st March 2015	31st March 2016
Rotherham	20	19	n/a
Stat Neighbour	15.25	12.70	n/a
England	13	14	n/a

Table 9 – LAC placement driving distance from home by placement type as at July 2016

Driving distance from Home Address	Internal Fostering	Independent Fostering Agency	Internal Residential	Independent Residential	Other provision	Grand Total
July 2016						**No/ %**
Within Rotherham	178/ 96.2%	93/ 62.4%	1/ 50%	17/ 32.7%	43/ 78.2%	332/ 75.1%
20 to 49	6/ 3.3%	33/ 2.1%	1/ 50%	13/ 25%	6/ 10.9%	59/ 13.4%
50 to 99	-	22/ 14.8%	-	17/ 32.7%	4/ 7.3%	42/ 9.5%
100+	1/ 0.5%	1/ 0.7%	-	5/ 9.6%	2/ 3.6%	9/ 2%
Total LAC	**185**	**149**	**2**	**52**	**55**	**442**

DEMAND FOR SOCIAL, EMOTIONAL AND MENTAL HEALTH SUPPORT

2.11   An increasing number of Looked After Children are presenting with emotional wellbeing and mental health need. There has been a 39% increase in 2015/16 in the number of Looked After Children accessing emotional wellbeing and mental health support from the Looked After and Adopted Children's Therapeutic Team (LAACTT).

Table 10 - Looked After Children Accessing LAC Therapeutic Team

	31st March 2015	31st March 2016
	No.	No.
Active cases	150	208

2.12　There has been a 41% decrease in the number of Looked After Children accessing Rotherham Doncaster and South Humber NHS Foundation Trust CAMHS for mental health treatment in 2015/16 from the previous year's figure. This decrease may in part be due to RDASH CAMHS working more closely with the Therapeutic Team and preventing an escalation of need.

Table 11 - LAC and Care Leavers accessing the RDASH CAMHS treatment service

Numbers accessing the CAMHS treatment service:	31st March 2015	31st March 2016
	No.	No.
Numbers of LAC and Care Leavers accessing	131	77

2.13　There is evidence of good joint working between RDASH CAMHS and the Therapeutic Team and that each respective service is working with the appropriate cohort of children and young people.

2.14　At the time of writing, children accessing CAMHS are on average 13½ years old. Most of those not being referred as part of the specialist Learning Disability pathway have either experienced, or are at high risk of Child Sexual Exploitation or were referred for a neuro-developmental assessment (ASD or ADHD). Of the current cohort 92% were deemed to be 'routine' referrals

SUPPORTING OUR YOUNG PEOPLE LEAVING CARE

Table 12 - Percentage of Care Leavers in Suitable Accommodation

Suitable Accommodation	31st March 2014	31st March 2015	31st March 2016	31st Dec 2016
Rotherham	82.80%	94.00%	96.5%	97.3%
Stat Neighbours	74.24%	85.10%	-	-
England	77.88%	81.00%	-	-

Table 13 - Percentage of Care Leavers Not in Education, Employment or Training (NEET)

NEET	31st March 2014	31st March 2015	31st March 2016	31st Dec 2016
Rotherham	38.00%	34.00%	32.00%	28.6%
Stat Neighbours	37.40%	39.60%	-	-
England	38.00%	39.00%	-	-

2.15   The vast majority of young people leaving care (97%) are in suitable accommodation which is well above the national average (81%). There are no young people placed in bed and breakfast accommodation.

INDICATOR OUTCOMES

2.16   The performance against the following indicators is directly related to the evaluation of placement sufficiency and accommodation.

	Roth 2013/14	Roth 2014/15	Roth 2015/16	Roth Apr-Dec 2016	England 2015/16
Number of Looked After Children per 10,000 under 18 population	69.9	72.2	76.6	86.5	60
Achieving permanence					
Number of adoptions	-	-	43	19	-
% adoptions completed within 12 months of SHOBPA	55.6%	84.6%	53.5%	52.6%	-
Number of Special Guardianship Orders	5	1	16	16	
Stability of Placements					
No. of long term LAC placements stable for at least 2 years	108/157	110/153	109/150	102/148	-
% long term LAC placements stable for at least 2 years (NI063)	68.8%	71.9%	72.7%	68.9%	67%
No. of LAC who have had 3 or more placements - rolling 12 months (NI062)	44/393	49/409	56/431	62/454 At Sep	-
% LAC who have had 3 or more placements - rolling 12 months	11.2%	12.0%	13.0%	13.7% At Sep	11.0%
Continuity of Relationships (data in development)					
No of changes in social worker per placement (build data)	-	-	-	-	-
Emotional Wellbeing (data in development)					
Average result from Strength and Difficulties Questionnaire (SDQs)	-	-	-	-	-
Personal Education Plan					
% LAC with a Personal Education Plan	65.7%	68.7%	97.8%	91.2% At Sep	-
% LAC with up to date Personal Education Plan	73.3%	76.0%	95.0%	85.0% At Sep	-
Health					
Health of Looked After Children – up to date Health Assessments	82.7%	81.4%	92.8%	89.2%	-
Health of Looked After Children – up to date Dental Assessments	42.5%	58.8%	95.0%	65.5%	-

Placement Stability and Disruption

2.17   Placement stability continues to be a factor in offering an effective Fostering Service and crucial to ensuring that the Council delivers good outcomes to each looked after child. Stability is measured by 2 national indicators, NI062 relating to children who experience 3 placement moves within 12 months and NI063 which relates to children looked after for 2.5 years who have been in the same placement for 2 years.

2.18   There has been steady improvement over the last 3 years in the placement stability NI063 placement stability figure which was 72.7% at March 2015. There has been a small decline in year at December 2016 to 68.9%. However the longer term trend is upwards and remains higher than statistical neighbours (67%).

2.19   Foster placement disruptions happen when the placement has had an unplanned ending outside of the child's care planning arrangements. In 2015/16 within RMBC in-house fostering service there were 15 foster placement disruptions involving 17 children in care. This compares with 40 placement disruptions that took place, during the same timeframe from within independent fostering agencies.

2.20   The national indicator NI062 shows steady increase to 13% in 2015/16 in placement breakdowns. This trend has continued into 2016 and is higher than statistical neighbours and higher than Rotherham's target of 10%.

Adoption and Early Permanence planning

2.21   Analysis indicates an increase in the number of Looked After Children aged 0 to 4 whose permanence plan is adoption and reflects the trend of an increase in the number of children aged 0 to 4 entering care. In 2015/16, 19 children under the age of 1 year, had a SHOBPA (Should be placed for Adoption Decision). Eighteen children aged between 1 and 4 years had a SHOBPA decision.

2.22   From 1st April 2016 to 1st December, 17 children under the age of 1 year old, had a SHOBPA decision and 10 children aged between 1 and 4. It is likely that the number of children 4 and under whose plan is adoption will exceed the 2015/16 total. This reflects the trend in the growing numbers of children aged 4 or under entering care.

2.23   Early Permanence Planning (EPP) has enabled identification of unborn children who are likely to come in to care, develop a permanence plan for adoption and place them with adopters who are temporarily approved as foster carers. In 2015/16, 16 unborns were considered for EPP. Of these, 8 children (50%) were placed in Early Permanence Placements. In 2016/17 year to date, 14 children have been considered for EPP with 3 children placed.

2.24   During 2015/16 the average time between becoming a looked after child and placed for adoption (A1) was 296 days. This is within the government target of 426 days demonstrating that permanence is achieved in a timely manner and permanence plans are not allowed to drift.

2.25   The average time between the child being the subject of a placement order and being matched with adopters was 136 days during 2015/16 (A2). Although this missed the government target of 121 days, the underlying performance does represent an improvement on the previous year with 72% of children adopted with the target of 121 days compared to 37% in 2014/15.

3.   Our Current Approach

Current Provision Overview

3.1   There has been a consistent upward trend year on year in the numbers of children and young people Looked After by Rotherham. Overall the number of children in care has increased from 407 at end of 2014/15 to 433 at the end of 2015/16. The trend continues upwards, being 488 and rising at the time of writing in December 2016.

3.2   Whilst this upward trend is reflected across many local authorities in the Yorkshire and Humber region, at a rate of 86.5 per 10,000 children this is above the national average of 60 looked after children per 10,000 of population (as at 31st March 2016). If the current trend of increasing numbers of Looked After Children was allowed to continue unabated, by November 2019 there will be a projected 604 looked after children.

3.3   Rotherham has had an inadequate 'alternative offer' to support children and families at times of crisis and this has also led to more children coming into care. Once in care there has been inadequate support provision for the child and carer and this has implications for placement stability, impacts on the child's education and potentially poorer outcomes.

3.4   In conjunction with this, the recruitment and retention of in-house foster carers has been insufficient to meet demand and the children's residential care homes have been of such poor or inconsistent quality that they have been deemed unviable. In turn this has led to an over-reliance on Independent Fostering Agencies (IFA) and private providers of children's residential care homes

3.5   In addition the lack of in-house provision too many young people have been placed some distance away from the Rotherham boundary. More than 24% (110 children) are placed more than 20 miles from their home address. (Section 2, Table 9).

3.6   These distances can make social worker and commissioning oversight of the placements difficult in terms of ensuring that the young person is receiving the services that have actually been commissioned such as therapeutic interventions, enhanced staff support packages, respite care etc. Furthermore, these placements bring with them a dependency on other agencies to provide for many of the other needs of the looked after young person including their education, non-teaching support, CAMHS intervention and health and dental treatment.

3.7   The Virtual School supports education wherever the child is placed and it is more difficult to support/challenge schools that are out of borough. We also experience a lack of prioritisation of Rotherham Looked After Children in other authorities. In addition some local authorities do not have a sufficiency of therapeutic support, Education Psychology input, post-16 support to be able to support our Looked After Children. Addressing the number of children looked after 'out of borough' is a key consideration in respect of their educational outcomes.

3.8   Where larger sibling groups have to come into care seeking to accommodate these larger groups (3+) in the same setting is difficult irrespective of the placement type. The resulting break up of sibling groups adds to the trauma which the young people experience at point of placement. Larger sibling groups are common amongst Rotherham's BME population.

3.9 The most recent **INITIAL** (2016) Chartered Institute of Public Finance and Accountancy (CIPFA) LAC Benchmarking Club shows Rotherham's weekly gross cost at £1,006. The overall trend is down on the previous year and is moving towards the benchmarking average of £918. The Benchmarking data show that there is scope to manage the sufficiency in the market as a whole for family based support within the Rotherham Borough.

Table 14 - Gross cost per child per week by LA (Rotherham shown in black)

Gross cost per child per week
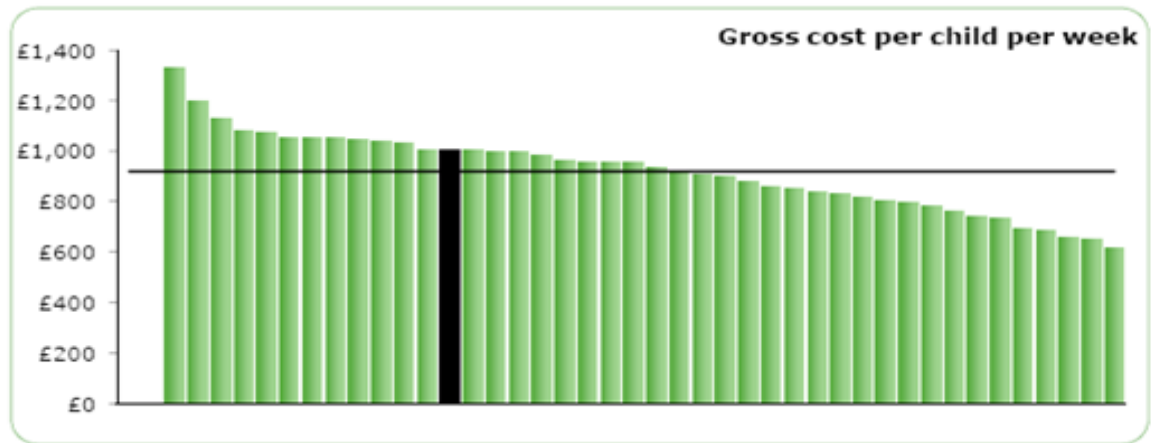
Unit Costs Gross (£ per child per week)				Composition Placements			
	Roth	**Avg.**			**No.**	**%**	**Avg**
LA Homes	0	£3,049		**LA Homes**	0	na	3%
Other Homes	£3,712	£3,571		**Other Homes**	42	10%	9%
In-House Foster Care	£525	£477		**In-House Foster Care**	196	47%	56%
Other Foster Care	£901	£879		**Other Foster Care**	155	38%	27%
Overall	£1,019	£925			347		

IN-HOUSE PROVISION

In-house Foster Care

3.10 During the course of 2015/16, despite recruitment, there was a net loss of 3 carers but this did not translate into a loss of placements as those who deregistered were not actively taking child placements. Placements increased from 167 to 178. In December 2016 the proportion of placements with local authority fostering accounted for 36% of the placement market (178 placements), a proportion that has remained consistent over the past 3 years but needs to increase. The target increase for 2016/17 is a net increase of 15 placements of in-house foster carers.

3.11 The In-House Fostering Service experienced an increase in the number of placement disruptions in 2015/16 which is indicative of a lack of placement choice to match against the child's needs. The Council will not meet its sufficiency of placement provision for 'Looked After Children' without attracting additional carers to foster for Rotherham and ensuring existing Foster Carers are retained and developed.

3.12   In response to the current sufficiency position work has begun to transform the local authority's in-house fostering agency 'offer' including a revised scheme of payments and support provision.

3.13   Rotherham, in common with local authorities across the Yorkshire and Humber region, has a shortage of all foster care placements, in particular in relation to placement sufficiency for:

- Older children - adolescents aged 12+
- Larger sibling groups
- Children and young people described as having 'challenging behaviour'

3.14   It is anticipated that some existing Rotherham foster households will be able to increase the number of children they care for and provide an opportunity to increase placements.

3.15   Rotherham Fostering Service have 7 Foster Plus carers who provide support to children and young people described as having 'challenging behaviour'. Three of the Foster Plus carers provide emergency placements for those children placed out of hours. Rotherham also has 4 foster carers who specialise in caring for children at risk of or subject to child sexual exploitation.

3.16   In previous benchmarking reports Rotherham has been consistently below the average weekly cost per child for in-house foster care. From 2016-17 this position changes following an improved payment scheme introduced in October 2016.
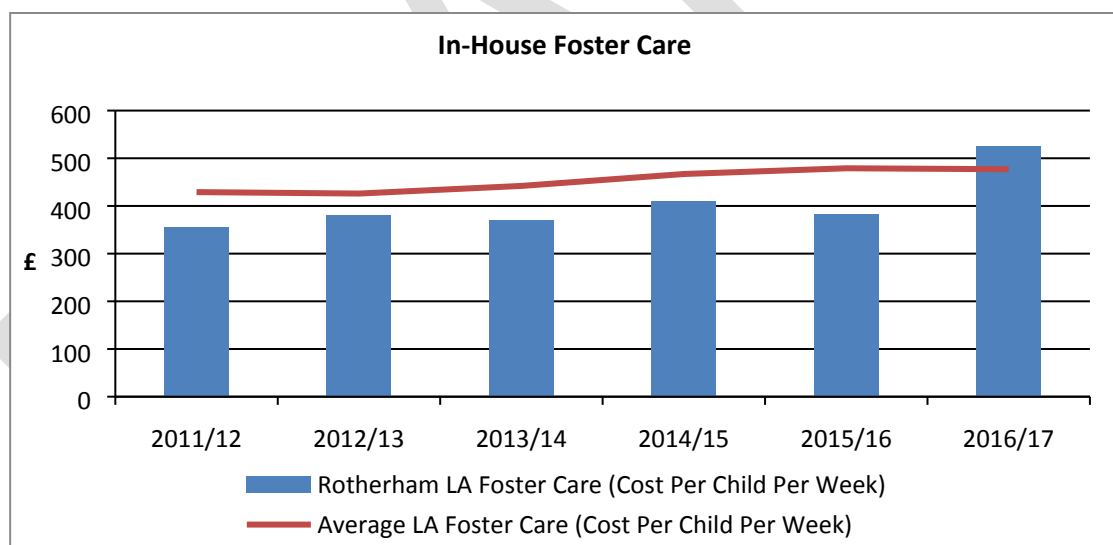
3.17   Recruitment of in-house foster carers will be a key element of the Sufficiency Strategy and the Directorate financial sustainability plans. Whilst an improved offer has increased costs increasing the numbers of in-house foster carers will help to reduce the reliance on more expensive independent fostering placements. The current gross unit cost for in-house provision is £525 per child per week.

3.18   The provision of high-quality training of foster carers is a key issue to support them to care for Rotherham children to upskill carers to improve the prospect of placement stability. This includes intensive and ongoing work on attachment, trauma, resilience, behaviour management as well as education.

In-house Residential Care

3.19   In-house support at Liberty House provides planned short break overnight respite care seven days a week for up to eight children, aged between 8 to18 years, of either

gender who have physical or sensory disabilities, complex health needs and challenging behaviour as a result of their disability. The provision was rated outstanding by Ofsted in November 2016.

INDEPENDENT SECTOR PROVISION

Independent Fostering Agencies

3.20   Rotherham has commissioned framework arrangements for standard independent fostering provision from April 2016 until March 2019 with an option to extend for a further year. The framework consists of 19 providers and according to data submitted within their tender submissions these agencies had 391 fostering households within South Yorkshire, of which 62 were within Rotherham.

3.21   The establishment of the Rotherham Fostering Framework in April 2016 forms part of the sufficiency offer and a recent early evaluation of the impact of the Framework has deemed that it has provided additional and responsive capacity.

3.22   The number of IFA placements the council has used has increased over the last 3 years and with it the use of those outside of Rotherham's boundaries (table 9 refers):

Table 15 – Numbers of IFA Placements by type

Placement Type	2013/14		2014/15		2015/16	
	Admission	Discharge	Admission	Discharge	Admission	Discharge
Standard	18	89	17	90	26	118
Enhanced / Complex	8	38	7	53	9	54
Solo / Specialist	0	14	0	18	1	25
Parent & Child	1	4	0	1	1	4

3.23   IFA's will continue to be an important element in providing the right placement sufficiency. However, the average cost of an IFA placement is higher than in-house provision. The average current gross unit cost for independent foster care provision is £901 per child per week. This varies based on the needs of the child between £600 per week for a standard placement for a child under 5 to £1500 per week for a parent and child placement. The total annual budget for 2016/17 is £5.07m per annum.

Other (Independent) Foster Care

Legend: Rotherham Other Foster Care (Per Child Per Week); Average Other Foster Care (Per Child Per Week)
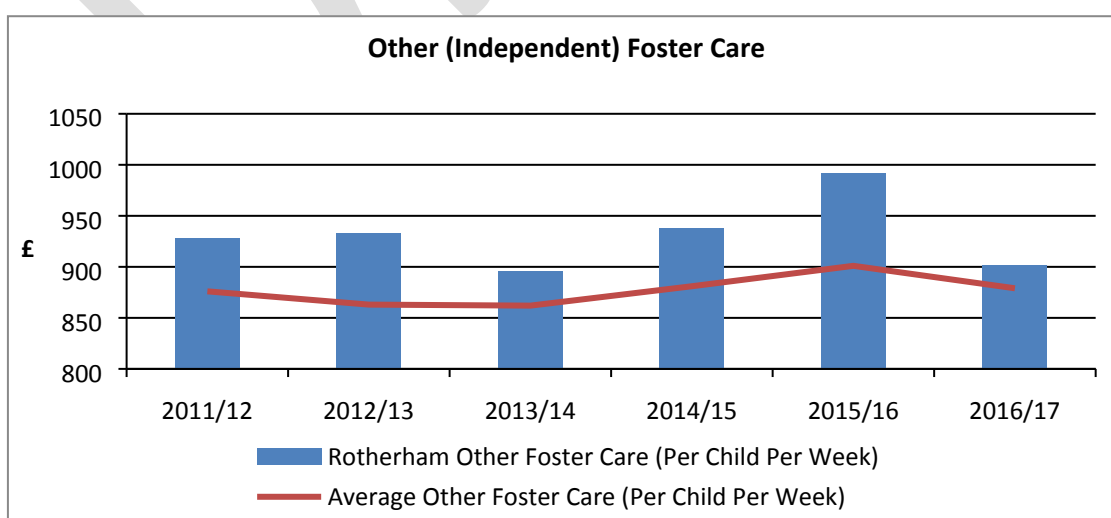
3.24   Recent benchmarking reports have shown Rotherham to have a higher than average cost per child for independent foster placements. Although Rotherham has a

downward trend in IFA costs in line with other authorities our average cost per child is slightly higher than the average.

3.25   IFA's can provide stable long term placements for some young people in care. At December 2016, 33.5% of Rotherham children (59 of 176) have been in the same IFA placement for longer than 2 years.

3.26   Placement stability is key to good outcomes being achieved with every change of placement and school having the potential to impact on grades. However, between February and July 2016 four in-house placements came to an unplanned end where 18 IFA placements were similarly disrupted. It could be argued that this is a result of the fact that our older and more challenging looked after young people are more likely to be placed within the IFAs.

Independent Residential

3.27   There has been an increase in the use of independent residential provision over the last 3 years. In respect of Out of Authority residential placements the financial impact is significant with placements costing an average of £3,712 per week. The budget for residential placements in 2016/17 is £6.958m.

3.28   Rotherham is a member of the White Rose Residential Framework; a collaborative framework set up by the nine South and West Yorkshire Authorities and since joined by York, Hull and North East Lincolnshire. The framework aims to secure high quality independent residential care for young people and to meet local demand for LAC. The framework was developed to ensure capacity to cope with fluctuations in demand across participating councils and has created a tier system of tried and tested providers.

3.29   The framework supports regional contract management and quality assurance which minimises costs to the participating member authorities and provides an effective interface with all independent providers. The current framework agreement originally ran to July 2015 and the option to extend until July 2017 has been taken up with a replacement framework currently in development.

3.30   The White Rose Residential Framework has provided stable placement costs (no price increases were approved across the framework until the introduction of the Living Wage), which were less than the Authority were paying prior to joining. It gives access to provision from 42 different providers all being consistently quality assured to the same standards with that QA work shared across participating authorities.

CARE LEAVERS ACCOMMODATION AND SUPPORT

3.31   At the end of December 2016 the leaving care service was being accessed by 223 young people. During September 140 (63%) of young people accessing the service were receiving a range of support in their accommodation from daily to weekly contact. Of these 90 (40%) were under 18 years and 60% over. The gender split for Care Leavers is 49% female and 51% male.

3.32   Care leavers are actively encouraged to remain looked after until they are 18 where this is appropriate, and supported to remain in their placement post 18 under the 'Staying Put' initiative. 11% of care Leavers aged 18+ are in Staying Put Arrangements. The 'Staying Put' Policy is being embedded but requires further promotion with foster carers, young people and social care staff.

3.33   Within the annual return to the DFE (903 data) 97% of our care leavers are in suitable accommodation (unsuitable accommodation is defined as custody; homelessness

(including sofa surfing); bed and breakfast). However, the quality of that accommodation varies and we believe that too many young people are living beyond the borough's boundaries in relatively expensive supported accommodation provided by the private sector.

3.34 Planning is underway to review the quality and cost of our spot purchased supported accommodation with a view to re-directing resources to enable young people to live within the borough, particularly for those who will take longer to be equipped to manage the responsibilities of a tenancy in their own right. In addition, the children's commissioning team will be taking responsibility for identifying these placements from early 2017 which will bring increased rigour when purchasing these services.

3.35 The leaving care service (in-house) operates from a dedicated support hub in Rotherham town centre which was developed in response to young people's wishes. Personal advisors and other team members are available at the hub during the week and offer a duty service, drop-in facility and 1:1 appointments.

3.36 The service also has an in-house supported living facility (Hollowgate) in the town centre providing nine flats for semi-independent living plus a resource for staff to meet with young people. The provision helps them make a positive transition into adulthood. Young people housed at Hollowgate report that the service they are receiving is improved, supportive and appropriate. A further facility providing seven bedsits near the town centre was decommissioned earlier in 2016.

3.37 Hollowgate provides 10 young people with floating support living in dispersed properties provided by the Council's Housing Service (request data of numbers from Mick). In addition they offer continued support to young people who have moved on from Hollowgate through access to 3 properties shared by 6 young people. In addition to this and in response to identified need 2 newly built 2 bedroom properties will be allocated to care leavers as preparation for applying for a social housing tenancy, this is expected to be available from late 2017.

3.38 Work is needed to ensure that referrals for accommodation and support for young people is co-ordinated and that accommodation identified for young people is quality assured and consistent and able to appropriately meet the needs of young people referred to them and provide good outcomes for care leavers.

3.39 Relationships with the Council's Housing Service are positive. Young people are supported in their own tenancies/dispersed tenancies and supported accommodation to appropriately manage their homes and finances and how to keep themselves safe within their home.

3.40 During 2016 a Transitions Project has focused on effective transitioning young people into their adulthood including care leavers. A collaboration across Directorates and with partners (Transitions Project) is working with children from a younger age to prepare them for adulthood and is establishing better links with Adult Services to create pathways to identify any ongoing needs and support as they leave care.

ADDITIONAL SUPPORT SERVICES FOR LOOKED AFTER CHILDREN

Social, Emotional and Mental Health Support

3.41 The main increase in presenting need for young people requiring an Education, Health and Care (EHC) Assessment and Plan is Social Emotional and Mental Health needs (SEMH) only some of whom are not Looked After. This will be described in

more detail in the SEND sufficiency strategy but an outline of provision is described here particularly as it links to the support around foster care placements.

3.42   The current support for SEMH in Rotherham is provided in-house by The Looked After and Adopted Children's Therapeutic Team (LAACTT) and Rotherham Doncaster and South Humber NHS Foundation Trust – CAMHS.

Rotherham's Therapeutic Team (LAACTT)

3.43   The Looked After and Adopted Children's Therapeutic Team offer advice, training and intervention to parents or carers and professionals working with looked after and adopted children to support the emotional wellbeing of the children and young people in their care. Demand for services has been high and there are capacity issues.

Rotherham Doncaster and South Humber NHS Foundation Trust (RDaSH) - CAMHS

3.44   RDASH CAMHS is the mental health treatment service in Rotherham. They offer a variety of therapeutic interventions, such as family systemic therapy, art psychotherapy, cognitive behavioural therapy, psychoanalytical therapy, and solution focused therapy, play work and many other short and long term therapies.

3.45   Some of the issues that they help children/young people manage include anxiety disorders, severe behavioural issues, chronic fatigue/somatisation disorder, conduct disorder, eating disorders, gender identity disorder, mood disorder or depression, obsessive compulsive disorder, post-traumatic stress disorder, psychosis or suspected psychosis, self-harming behaviours, suspected attention deficit hyperactive disorder (ADHD),and suspected autism spectrum conditions (ASC).

3.46   RDASH CAMHS have, from 1st November 2016, implemented a process for the prioritisation of Looked After Children and Care Leavers for mental health treatment, which is as follows:

3.47   Following a referral for a looked after child, the assessment will be undertaken within the same timescales as an urgent referral i.e. within 24 hours. The outcome of the assessment and risks will determine the appropriate course of action which range from advice to children and carers for further managing the presenting situation, to intensive support to the young person and carer within 7 days of the initial assessment, to specialist therapeutic intervention for identified mental health problems prioritised for LAC.

3.48   In response to Rotherham's sufficiency challenge and the CAMHS Transformation Plan, there has been an increasing focus on promoting resilience, prevention and early intervention in this area. This has included:

- Initial work with schools in Rotherham on Social, Emotional and Mental Health (SEMH) approaches, which is specifically targeting the most vulnerable children in schools
- Five secondary schools and one special school participating in the 'whole school approach to Emotional Wellbeing and Mental Health' pilot project.
- A whole-service reconfiguration of the RDaSH CAMHS service has been undertaken and as part of this reconfiguration, a locality service has been established, whereby locality workers interface and provide support and advice to locality Social Care teams, GP Practice localities and locality Early Help teams. In addition, the locality workers are also working closely with schools and providing support and advice to staff and direct contact with pupils as necessary.

- Rotherham's My Mind Matters website: *www.mymindmatters.org.uk* website for all children, young people, parents, carers and practitioners provides information on how to get help, what help there is and how to look after mental health and emotional wellbeing.

SUMMARY

3.49 The key challenges that we face in achieving sufficiency are as follows:

- There are too many looked after children in the care of Rotherham MBC. Historically poorly performing services have left a legacy of more complex need as well as a legacy of rising numbers.

- There is a need to ensure that the Local Authority has provision which enables it to manage demand and that preventative provision and early help is in place to minimise the number of children coming into care. For some children, for whom the right decision has been to become looked after, there is insufficient timely access to appropriate specialist support.

- The number of those children in care placed out of borough is too high, closing gaps in the provision of sufficient local placement accommodation, preferably in a family setting, is required so children and young people in care and care leavers are able to continue to live within or close to the Borough.

- There is a need to work with key providers of specialist provision to help us to meet a range of needs and sufficiency of placement provision. More needs to be done to ensure the efficient and effective operation of our local market. Delivering much better value in terms of quality, price, unit costs and outcomes is essential across all provision.

4. Our Intended Response

4.1 In response to the challenges we face, we are committed to four clear intentions which inform our commissioning:

a. For those children and young people on the edge of care, we will ensure that they are supported to stay with their parents or extended family and only come into care where it is absolutely necessary and justified in the best interests of the child or young person, and that all support options and strategies have been exhausted.

b. For young children who come into care we will work to return to their birth or extended families, as a best outcome for them, when it is safe to do so. Where it is not, we will seek permanency for them through adoption or special guardianship orders wherever possible.

c. For children who remain in our care we will ensure that we have good quality placement in a family setting or suitable residential provision in or close to Rotherham.

d. For young people leaving care we will actively encourage them to remain looked after until they are 18 where this is appropriate. We will help them to 'stay put' in their placement after they are 18. Where this is not possible or appropriate we will ensure that we have sufficient accommodation locally to meet their needs including support to enable smooth transition to independent living.

4.2 We intend to facilitate a reduction in the number of children and young people looked after in Rotherham by investing in the right support at the right time for children and families across early help and on the edge of care; children's social care and education settings to develop better, more affordable placement choices. It is our intention to develop a range of preventative and support services/ interventions. There are five strands contained within the LAC strategy 2016-2019, which are as follows:

- Supporting children and young people on the 'edge of care' to stay at home
- Supporting permanency through Adoption and special guardianship
- Placement commissioning and development
- Support around the placement for child/young person and carer (including SEMH needs)
- Returning children to their birth/extended families when safe to do so

Supporting children and young people on the 'edge of care'

4.4 We will develop enhanced 'Edge of Care' interventions within Early Help Services to support children and families where there is an immediate risk of family breakdown or to respond to families in crisis. This will ensure that the opportunity to intervene earlier when problems begin to emerge is enhanced by a robust continuum of evidence based practice across the children's workforce.

a. Establishing an **'Edge of Care'** Team – by investing in the recruitment and development of a dedicated team of practitioners offering a range of services to support children to remain living safely with their immediate or extended families they will be given the best chance to thrive without long-term reliance on services.

b. Continue **Multi-Systemic Therapy** (MST) – an intensive programme that works within the whole ecology of a young person including parents, family, the community and school at the same time in a solution-focused, strengths-based approach to empower the family to take responsibility for solving problems. In the longer term this strategy will also push demand for placements down from costly high tier services to less expensive early interventions.

c. Establish **Family Group Conferencing** (FGC) – FGC is an effective tool for identifying and engaging with wider family members and friends at an early stage of concern regarding a child. It is a child-centred, family-led decision making and planning process which develops existing strengths to build safety for children. Targeting services at children and young people at an earlier stage of their journey is likely to reduce the number of children subject to a child protection plan and consequently reduce the numbers that escalate to PLO care proceedings and ultimately entering care.

d. Implement the **Pause Project** – It has been determined that over a 7 year period 29% of care applications in the UK involved women who had previously had a child removed from their care and this often related to trans-generational patterns of neglect and/or abuse. Repeat removal of a child or children is a particular issue in Rotherham. The Pause Project aims to engage with mothers on a one to one basis to provide intensive therapeutic activities and practical support to encourage them to think of themselves as individuals, often for the first time in their lives. The programme gives women the chance to 'pause' and take control of their lives, breaking the destructive cycle that causes them and their children deep trauma. To support this process they are encouraged to take Long Acting Reversible Contraception (LARC) during the intervention to create the space to reflect, learn and aspire.

Returning children to their birth/extended families

4.5 We will continue the work to consider and formally assess young people in terms of the viability of them returning to the care of their birth/extended families. This is a partnership arrangement with the NSPCC **(Taking Care Project)** through which young people will be considered and formally assessed in respect of the viability of them returning to the care of their birth/extended families over a two year period.

4.6 This programme is evidence based and not only strengthens the assessment and decision making process when deciding whether a child should return home but also informs how best to support children and families throughout the reunification process and after they have returned home. The LAC social workers have been fully trained in the process so that the intervention should become embedded practice and self-supporting. This in turn should reduce the drift that is a factor within the current care planning processes in the LAC service.

Supporting permanency through Adoption and special guardianship.

4.7 Rotherham has a commitment to offer the best opportunity for permanence for Looked After Children by ensuring that they are looked after by family, friends or established foster care placements, wherever possible and appropriate for the child.

4.8 Our intention, in line with DfE direction to **regionalise adoption services**, is to enter a joint venture along with Barnsley, Sheffield, Doncaster MBC and Doncaster Children's Services Trust by a planned implementation date of June 2017. This creation of a South Yorkshire Adoption Agency will enable the pooling of resources in respect of assessments and availability of adoptive placements.

4.9 Special Guardianship Orders (SGO) offer the opportunity for family, friends or existing foster carers to give a permanent home to the child without the financial loss normally associated with adoption but without Social Care or Independent Reviewing Officer input associated with foster care offer permanency within a family setting therefore improving the opportunities for the best outcomes for the child. Special Guardianship Orders (SGO) Special Guardianship offers financial packages in line with the specific needs of the child and continued support through therapeutic services. The intention is to increase the number of SGO's from 2017/18.

Placement commissioning and development

4.10 LAC are a particularly vulnerable group and are at high risk of social exclusion, health inequalities, inequalities in educational attainment and wider negative outcomes. We acknowledge that it is critical to ensure we place LAC in the most appropriate placement available and that we have a market available to meet those needs. Ensuring sufficiency of all placement types in and close to Rotherham is important across foster care and residential provision.

4.12 It is our intention that wherever possible, children and young people should be looked after in Rotherham in a family setting, placed with foster carers and in-house foster carers where these are available. In-house foster carers are able to offer placements at a lower cost than Independent Foster Agency placements. Reducing the overall costs of providing service to children and young people in care enables us to invest more in services to children and young people who are on the edge of care, and in preventative services.

4.13 The intention is to increase the number of Foster Carers in the local authority, but importantly, increasing this supply of capacity sufficiently to ensure more placement choice when matching children with fostering families. The initial aim is to increase the proportion of placements with local authority fostering from around 36% as of December 2016 to a forecast 67% in March 2021; an additional net 15 placements per year.

4.14 A revised **Foster Carer Payment Scheme along with appropriate support and development** was approved for implementation by the Children's Commissioner. The scheme was co-produced in partnership with the local foster carer consultation group. By investing in a well-trained and supported in-house foster care provision, the aim is to attract additional foster carers to Rotherham, especially for adolescents and large sibling groups, and to improve the retention and development of existing experienced carers. In addition, Rotherham will adopt one of the key practice principles set out in 'Putting Children First' so that foster carers will be actively involved in decisions about the children they are looking after. A target of 15 or more placements being secured per annum between 2016-19.

4.15 Independent Foster Agencies will continue to be an important provider in ensuring the sufficiency of accommodation for looked after children. Whilst in overall terms our intention is to reduce our current reliance on them, there will be a focus on working with them develop a sufficient local provision and to secure better value in terms of quality, price and outcomes. IFA's will continue to provide the Council with an important viable alternative to out of authority residential provision.

4.16 For some children and young people a residential placement will be the right option. We will continue to ensure sufficiency of residential placement whilst looking to reduce out of borough residential placements gradually over time so as not to remove a child from settled and successful placement.

Support around the child and carer

4.17   We are developing a cohesive interagency LAC provision between RDaSH CAMHS and RMBC Looked After and Adopted Children's Therapeutic Team. The two services continue to work closely together to develop collaborative approaches to best support the needs of this client group. The longer term approach is described at 5.17.

4.18   There has been a pathway and a clear threshold criterion established to identify when children and young people require support from LACCST or CAMHS. The emphasis of this provision focuses on keeping continuity of care of the child or young person with familiar clinician, with the aim of avoiding or minimising unnecessary transitions between the services.

4.19   As part of this overall offer the intention is to expand the **Rotherham Therapeutic Team (RTT**) commissioning clinicians to provide access to good quality and responsive wrap around therapeutic support to address the child's specific emotional and mental well-being needs. Targeted at in-house foster care and SGO's, the support to the child and carer will reduce the likelihood of a placement breakdown which often results in the use of more expensive placement provision and will lead to healthier emotional wellbeing and better outcomes. Pathways to CAMHS will be clear as will consideration of clinical risk and governance.

4.20   This support will be based on the 'team around the child' model where the carer and professionals will be supported to develop their skills, resilience and knowledge to respond in a confident, competent and consistent way to emerging issues by preventing escalation and disruption. It is forecast that the team could support up to 30 looked after children and their carers per year and contribute to reducing the number of placement disruptions. This stability in turn should support LAC to achieve better outcomes including in respect of their educational attainment.

SOCIAL, EMOTIONAL AND MENTAL HEALTH

CAMHS Transformation

4.21   The Future in Mind Report (FiM) was published in May 2015 and sets out a clear national ambition to transform the design and delivery of a local offer of services for children and young people with mental health needs.

4.22   Future in Mind describes an integrated whole system approach to driving further improvements in children and young people's mental health outcomes and is structured around 5 key themes:-

- Promoting resilience, prevention and early intervention.
- Improving access to effective support – a system without tiers.
- Care for the most vulnerable.
- Accountability and transparency.
- Developing the workforce.

4.23   In response to Future in Mind, Rotherham Clinical Commissioning Group jointly produced with Rotherham MBC and partners, the CAMHS Transformation Plan 2015 to 2019, which was a requirement for the release of the extra funding from NHS England.

Promoting resilience, prevention and early intervention.

4.24   There will be a continued strong focus on promoting resilience, prevention and early intervention within the CAMHS Transformation Plan. This work will impact positively on Looked After Children, as it will enhance information, self-help approaches and

provide support that will prevent escalation into mental health treatment services. The key developments are as follows:

- Rotherham's primary and secondary schools have established SEMH partnerships. Schools will work together collaboratively and in partnership with each other, Early Help and CAMHS to achieve maximum impact and better outcomes for this vulnerable group.
- Following the implementation of the locality service the RDaSH CAMHS locality workers interface and provide support and advice to locality Social Care teams, GP Practice localities and locality Early Help teams, and work closely with schools.
- Rotherham MBC Public Health is leading on the development of a Rotherham Public Mental Health Strategy, which will include early intervention and prevention approaches for children and young people.

4.25 Over time it is intended that the local authority will incrementally decommission one of its pupil referral units and increasingly enable partnerships of schools to develop and commission more local, alternative solutions. Early indications are that this is beginning to reduce the number of fixed and permanent exclusions from secondary schools.

Improving access to effective support – a system without tiers

4.26 When children and young people do need support, we are focussing on an alternative to the 'Tiered' system and a 'one stop shop' model of provision. There are two local priority schemes which relate to this area and are as follows:

- We are developing a Single Point of Access (SPA) for CAMHS services. The SPA is currently operational within the CAMHS structure, but we are combining this with the RMBC Early Help Triage service. The CAMHS SPA will co-locate with the Early Help Triage service by mid-January 2017 and referrals will be directed to the most appropriate service as early as possible in the process.

- The Single Point of Access for mental health and early help referrals will ensure improved and targeted access to appropriate services. The main KPI associated with this scheme will be that 95% of referrals received by RDaSH CAMHS will either be accepted by the service or signposted to an appropriate service.

CARE LEAVERS ACCOMMODATION AND SUPPORT

4.27 We intend to reduce the number of young people placed within other local authorities. Permanent social housing tenancies are rarely available in other authorities so wherever possible and where it meets the longer term interests of our young people, we want them to be prepared for living independently within the community they are from and will inevitably return to.

4.28 Currently, Supporting People (SP) provides significant funding to our in-house provision (Hollowgate) and to 2 main voluntary sector providers of supported accommodation to 16-25 year olds. Hollowgate's funding will reduce by almost 50% over the next 2 years, potentially reducing capacity by the same proportion. The other 2 main providers of supported accommodation to 16-25 year olds will see a reduction of funded places from 68 beds to 28. Emergency and short term beds (12 in total) are not affected. A tender for the new funding will be released in 2017 which will accommodate the general population of 16-25 year olds including care leavers.

4.29   This presents a significant challenge. Over the past year, approximately 39 16/17 year olds were provided with accommodation through SP, mainly with 2 providers: Action and Rush House. This data needs refining to determine how many of these young people became or should have become looked after as a consequence of their homelessness. We will be clearer about how many young people will require accommodation provided by children's services if places through SP are no longer available. It will also determine whether a leaving care service should be provided at age 18, including the need for children's and young people's services to ensure that they continue to live in suitable accommodation after they have left the SP funded accommodation.

4.30   Given that the unit cost for support is c. £170 (rent is covered by HB), a place with an SP funded provider within the borough is generally preferable to a spot purchased private sector provider at a unit cost of £400 - £1,200+. Initial discussions with the 2 main providers (Action and Rush House) confirm that they would be open to being commissioned by Children and Young People's Services at the same rate and unit cost as current SP funding.

4.31   As corporate parents we understand that our aspirations for the future of young people leaving our care continues well into their adulthood. Transition pathways will offer continuity of support up to the age of 25, but we appreciate that we need to base our services on a whole life approach supporting them to stay healthy and independent at home and to deliver person centred care and support. We will be looking to build on strengths whilst they are in our care to develop their resilience, understanding that some vulnerabilities may be carried into adult life and as good parents we need to anticipate potential needs.

5. Management of the Market

Commissioning Approach

5.1 Our aims over the period of this Strategy to address our key sufficiency challenges are underpinned by the following commitments:
- To invest in the right support at the right time for families
- To enhance early help and preventative action
- To support children and families so that fewer children come into care in the first place
- To develop partnership working based on an asset based life journey approach
- To further develop the in-house foster care service
- To close the gaps in the provision of sufficient local placement accommodation so children and young people in care and care leavers are able to continue to live within or close to the Borough
- To close gaps in support to children and young people once they are in care
- To continuously improve the quality of care and support by robust market management and a 'one market' approach

5.2 The management of the market is fundamental in relation to how we will deal with and exceed our sufficiency challenge in Rotherham. A 'one market ' approach will be our driver to ensure that children and young people are empowered to improve their life chances and are recognised for the skills and talents they have rather than the needs they present.

5.3 This asset based approach to commissioning will embrace both the in-house services and the external market to ensure we can over choice, quality and value for money services in Rotherham, recognising that all top quality services have their place within one market. The benefits to the pooling and rationalisation of services in this way bring greater economies of scale, greater transparency and accountability and the ability to respond rapidly to provider failure.

5.4 Diversity brings choice, competition and innovation, and particularly by working with the voluntary and community sector, local knowledge and connections, trust and a relationship based approach. Relationships are at the heart of high quality commissioning and will be a key priority as the 'one market' in Rotherham is shaped and embedded.

5.5 The collection and effective use of accurate data as part of our commissioning process will ensure the 'one market' approach is informed, robust and responsive to changing market forces, cost and need. We will base our commissioning intentions and decisions on three data sources:

- Population Data- We will build our population data to support the fulfilment of our Sufficiency Duty and will allow us to predict the characteristics of the population, the duration of each individual child's case, the rate of the referrals, the size of the population and the level and cost of services required for each child. We will as a result develop a more person-centric approach to the utilisation of data
- Costs Data - We will develop robust cost data across internal and external services based on a child's journey to ensure we are clear about the costs of commissioned services and to inform our developing approach to personal budgets.
- Outcomes Data - We will collate and analyse data about the outcomes achieved by children and young people in order to measure and monitor

performance of commissioned services. This move to outcome based commissioning will mean we pay providers based on social outcomes rather than broader output measures. This will involve a shift of control to providers to undertake support and activities which they think will promote positive outcomes. This shift will foster innovation as providers find new ways of delivering high quality services for children and young people in Rotherham.

5.6 The commissioning of services based on a 'one market' approach subsequently will be underpinned by robust local data. In addition to effective use of data commissioning will further embed the Quality Benchmarking Assessment Framework which is used as a tool to improve the monitoring of the quality of the services provided. This tool has also been designed to help us to work together to improve the services for Children and Young People in Rotherham and to build good working relationships with providers which in turn will provide a robust line of sight across the child's journey through transition to adulthood. This benchmarking tool will enable self-assessment and support improvement.

5.7 The Quality Assessment Framework informs whole market areas for improvement which are in turn collaboratively addressed by Service Improvement Partnerships with providers with a particular focus on Fostering and Residential Care. The Service Improvement Partnerships are excellent examples of a collaborative approach to the improvement of services based on evidenced monitoring and review, enabling the sharing of good practice, workspace and learning and development opportunities.

INDEPENDENT RESIDENTIAL PROVISION

Collaborative Regional Working

5.8 Rotherham Council are members of the White Rose consortium, a collaborative framework which now involves all authorities across Yorkshire and Lincolnshire (with the exception of North Yorkshire). Rotherham participates in their frameworks for the provision of independent residential placements, Post 16 placements and SEN placements. There is an intention to continue this regional collaboration to strengthen market options and choice.

Strategic Partnerships

5.9 Residential placement numbers are expected to be small and needs diverse so subsequently the intention is not to provide in-house residential care. A Strategic commissioning review determined this position which was further compounded by concerns in relation to quality and the ability to sustain improvement to the standards we now expect. We will develop strategic partnerships with independent providers to ensure that Looked After Children can be cared for in Rotherham to mitigate against high risk of social exclusion, health inequalities, inequalities in educational attainment and wider negative outcomes.

6.   Voice of the Child

6.1   The views, opinions and feedback of looked after children are sought regularly across services. Children and young people are given the opportunity to provide their views before their annual reviews are held LAC Reviews; Independent Visitors and Advocates are available to help with concerns of Looked After Children and care leavers ensuring that their views and feelings are heard. Views are also captured through lifestyle surveys and learning is taken from complaints and compliments.

6.2   The Council places young people at the heart of inspecting services delivered to children and young people through our highly commended 'Young Inspectors' scheme which was established to make sure services are meeting quality standards and that the voices of children and young people as listened to and acted upon. Young people who are in care or leaving care (11 to 18 years old) also hold regular meetings of the LAC Council to have their say about the things that affect them and to work together to influence positive decisions to improve the lives of young people living in care in Rotherham.

6.3   The balance of the listening and action is on an individual child level. Our next phase is to ensure that views, opinions and feedback are more systematically collected, that we capture intelligence that can be used to influence the commissioning of services, and that we encourage participation of children and young people in their design and continuous improvement.

6.4   The intention is that we redistribute power within our social care system by connecting life experiences to strategy. We will co-produce and co-design strategy and services with children and young people. We will work to gain the children and young people's trust and take the time to create safe and stimulating spaces to enable their voices to be heard.

6.5   The approach we will take to co-producing with our stakeholders is two-fold:
   • Participation in service design/ redesign and
   • Hearing their voice in the everyday experience of the service

6.6   For all future commissioning it is imperative to work with all stakeholders throughout the design process in order to develop the right services in the right way.

6.7   What we will do throughout the life of the service is gather qualitative and quantitative data around our stakeholders experiences using this as a tool for continuous improvement. We will use this data to clearly define any problems or issues that emerge and will seek solutions. The intelligence we gather will be systematically used to inform future commissioning.

6.8   Effective commissioning is critical to successful delivery of the sufficiency strategy and as part of that the participation and engagement of children and young people in co-production, design and the continuous improvement of value for money services

7.   Impact of this Strategy

7.1   This document has looked at Rotherham and the challenges faced in meeting our sufficiency duty.   Strategic priorities have been identified and actions and interventions proposed, that when implemented will mean we are better placed to meet our Sufficiency Challenge and deliver a financially sustainable Children's Services.   The outcome of the strategy will be to safely and appropriately reduce the number of young people requiring care by the local authority.

7.2   Our intention is to develop a range of preventative and support services/ interventions, some of which have required investment to facilitate the reduction in numbers and deliver the necessary cost reductions and improved outcomes.

- Supporting children and young people on the 'edge of care' to stay at home
- Returning children to their birth/extended families when safe to do so
- Supporting permanency through Adoption and special guardianship
- Placement commissioning and development
- Support around the placement to meet the individual needs of the child/young person and carer (including SEMH needs)

7.3   By 2021 we expect that the interventions will safely reducing the number of LAC to around 399 (closer to the statistical neighbour average of 64 per 10,000 population i.e. 360).   The planned reduction in the number of looked after children is expected to result in a net reduction of 61 placements; 4 in 2017/18; 13 in 2018/19; 22 in 2019/20; and 22 in 2020/21.

7.4   We will track the effectiveness of the interventions and investments in contributing to safely and appropriately reducing the number of children and young people requiring care by 61 placements and the cost reductions.   We will establish a number of key measures which will help us to understand whether we are making a difference amongst which will be:

- The Number and rate of LAC
- Comparison with statistical neighbours and England average (rate per 10,000)
- Reduction in overall placements costs
- Reduction of placement disruption to at or below national average.
- Increase in placement stability and decrease placement disruption
- Increased permanency – adoption and special guardianship
- A changed composition of placements over time to increase the share of in-house foster care provision, have sufficient numbers of independent foster agencies and residential placement provision in the local area.

7.5   Throughout the life of this document we will continue to work with our children in care, care leavers and key partners to develop our plans and priorities.   We believe it is important that this Strategy remains a 'live' document.   The strategy itself will be updated annually but will have a key mid-term review in 2018 to ensure that the Strategy remains as relevant in 2020 as it is now.

7.6   This strategy will be supported by a transformational commissioning action plan. There will be quarterly reviews and oversight from our Corporate Parenting Panel.   It will be owned and implemented by all professionals and partner organisations working with children, young people, their parents and carers.

7.7   Regular reports and monitoring of progress will be made to the CYPS Directorate Leadership Team, the Children's Improvement Board, the RCSB and to our Elected Members and Commissioners to ensure the following:

- A Quarterly Report on the progress of our performance measures and analysis of our progress
- Implementation of Sufficiency Strategy Action Plan
- A robust Sufficiency Performance Dashboard and quality assurance system reporting on how much we do, how well we do it and what difference it makes in terms of whether anyone is better off.
- An Annual Report which reflects evidenced outcomes
- An annual consultation with Children in Care to review progress and discuss key issues and aspirations for improvement

Agenda Item 9

	Improving Lives Summary Report	

1.	Date of meeting:	**6th November 2018**
2.	Title:	**2018 Education Performance Outcomes (All Wards)**
3.	Directorate:	**Children & Young People's Services (CYPS)**

1. **Background**

   The purpose of the report is to present an overview of the provisional un-validated educational outcomes of children and young people in primary, special, secondary schools and academies in Rotherham for the academic year ending in the summer of 2018. National averages in the primary phase are sourced from the National Consortium of Examination Results (NCER) software. The Department for Education (DfE) will publish provisional national averages for all phases later in the Autumn term 2018. Final validated data for all phases will not be available until February 2019.

2. **What's Working Well?**
   - Performance in the Early Years Foundation Stage Profile (EYFSP) for a 'Good Level of Development' (GLD) has continued to rise and is, again, above the national average (by 1.4% in 2018). This is an established trend. 2018 EYFSP GLD outcomes are ranked 3rd compared with other LAs in the Yorkshire and Humber region (15 LAs).
   - In phonics, the Rotherham LA average has improved by 12% between 2014 to 2018 and narrowed the gap to the national average from 5% to 1% over this period of time.
   - At KS1, the greater depth standard (GDS) for R,W&M combined in Rotherham has improved by 0.5% to 12.7% in 2018; this is 1.0% above the national average at 11.7%. In 2018, the KS1 R,W&M combined indicator is ranked 4th at the expected standard (EXS+) and 1st at GDS compared with other LAs in the Yorkshire and Humber region.
   - At KS2, the percentage of pupils working at the EXS+ in the writing assessment is 79.4% in 2018, an increase of 2.1% from 2017; this is 1.4% above the national average and the highest performing subject for Rotherham in 2018.
   - The average KS1-KS2 progress score for Rotherham LA in in writing is +0.7 in 2018 and identified as significantly above the national average. Writing progress is ranked 4th compared with other LAs in the Yorkshire and Humber region.
   - At KS5, Rotherham LA overall A* to E pass rate has increased by 0.2% to 99.1% in 2018. Provisional national averages published on the BBC news website shows that the overall A* to E pass rate has marginally fallen to 97.6%. Rotherham LA average is 1.5% above the national average

3. **What are we Worried About?**
   - The number of pupils attending (Ofsted) good or outstanding schools and increase the number of good or outstanding schools in Rotherham
   - Achievement of disadvantaged pupils and Gypsy Roma Traveller (GRT) when compared to other pupils needs to be improved in all phases of education
   - In KS1 and KS2, reading at both EXS+ and HS close the gap to the national average
   - KS2 mathematics, the decline at both the expected and higher standard in 2018
   - The performance of our more able pupils
   - The performance in new key measures at KS4 in particular in English and mathematics
   - The lack of productive partnership or collaborative working by some multi academy trusts beyond their own MAT and this impact on their attainment and progress over recent years

4. **What are we going to do about it?**
   - There is a need for the LA to continue to endeavour to maintain or re-establish positive links and effective communication with all of Rotherham's educational providers so that all schools retain a sense of belonging to a Rotherham-wide learning community
   - To increase the number of pupils attending (Ofsted) good or outstanding schools and increase the number of good or outstanding schools in Rotherham
   - Reducing the gap between the achievement of Gypsy Roma Traveller (GRT) and disadvantaged pupils when compared to other pupils needs to be improved in all phases of education.
   - In KS1 and KS2, pupils need to secure further gains in reading at both EXS+ and HS in order to close the gap to the national average.
   - Ensure that libraries (through Culture, Sport and Tourism) link into education to help improve reading across the authority
   - Make significant improvements in Key Stage 2 mathematics in order to address the decline at both the expected and higher standard in 2018.
   - Boosting the performance of our more able pupils must continue to be a high priority.
   - Improve the performance in new key measures at KS4 in particular in English and mathematics
   - Ensure we link University College Rotherham (UCR - the new HE campus) to the skills plan and education sector more closely.

5. **Name and contact details**
   Pepe Di'Iasio – Assistant Director
   Pepe.Diiasio@rotherham.gov.uk

Rotherham
Metropolitan
Borough Council

Public Report
Cabinet Decision Making Meeting

Council Report
Cabinet – 19th November 2018

Title
2018 Education Performance Outcomes (All Wards)

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

Strategic Director Approving Submission of the Report
Jon Stonehouse – Strategic Director for CYPS

Report author(s):
Pepe Di'Iasio, Assistant Director - Education
Del Rew, Head of Education
Karen Hopkins, RoSIS Project Co-ordinator
Children and Young People's Services
Tel: 01709 255733
Email: Pepe.Dilasio@rotherham.gov.uk

Ward(s) Affected
All Wards

Executive Summary
The purpose of the report is to present an overview of the provisional un-validated educational outcomes of children and young people in primary, special, secondary schools and academies in Rotherham for the academic year ending in the summer of 2018. National averages in the primary phase are sourced from the National Consortium of Examination Results (NCER) software. The Department for Education (DfE) will publish provisional national averages for all phases later in the Autumn Term 2018. Final validated data for all phases will not be available until February 2019.

Recommendations
It is recommended that the contents of this report are noted to ensure that Cabinet is fully informed of the latest provisional un-validated education outcomes in Rotherham in 2018.

List of Appendices Included

Appendix 1 – Primary and Secondary National Curriculum
Appendix 2 – Education Performance Outcomes 2018
Appendix 3 – Key Actions in Response to Identified Priorities for Improvement

Background Papers
Report to Scrutiny Panel (23rd April 2018)
2017 Education Performance Outcomes (All Wards)

Enabling School Improvement Report to Cabinet Member and Strategic Director CYPS (January 2018)

DfE Schools Causing Concern guidance
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/680559/Schools_causing_concern_guidance_-_February_2018.pdf

Rotherham School Improvement (RoSIS) Directory of Services to Schools and Academies 2018/2019
https://www.rosis.org.uk/directory-of-services-2

RoSIS Continuous Professional Development Brochure for Schools and Academies 2018/2019
https://www.rosis.org.uk/cpd-1

RoSIS School Governance Prospectus
https://www.rosis.org.uk/gd-training-development

Consideration by any other Council Committee, Scrutiny or Advisory Panel
No

Council Approval Required
No

Exempt from the Press and Public
No

1.   Recommendations

1.1   It is recommended that the contents of this report are noted to ensure that Cabinet is fully informed of the latest provisional un-validated education outcomes in Rotherham for 2018.

2.   Background

2.1   The Department for Education (DfE) made significant changes in the Key Stage 1 (KS1 – Years 1 & 2) Teacher Assessment (TA), Key Stage 2 (KS2 – Years 3 - 6) TA and Test Outcomes and Key Stage 4 (KS4 – Years 10 & 11) and Key Stage 5 (KS5 Years 12 & 13) Examinations in 2016 and further changes in KS4 and KS5 in 2017 and 2018. Therefore, it is not possible to make comparisons to historical data prior to 2016 at KS1 and KS2 and prior to 2018 for the majority of thresholds at KS4 and KS5.

2.2   There are 122 schools and settings in Rotherham. As of the 1st September 2018, 78 are academies and 44 are LA maintained schools. A summary by type of school or setting is detailed in Appendix 2.

Summary of Outcomes

2.3   The proportion of pupils attending a good or better Rotherham school was 78% as at July 2018 compared to 66% in August 2012. The proportion of Rotherham schools judged as good or better is 81% as at July 2018 compared to 66% in August 2012; this compares to the national average of 86% as at July 2018. The gap to the national average is 5%.

2.4   OFSTED have introduced changes to the statistical reporting of inspection outcomes from June 2018. They now include the grades from the predecessor schools for new academies that have not yet been inspected in their current form. This information has been updated on the OFSTED management information system to make a comparison to the national average for the proportion of schools judged as good or better and will be updated on the OFSTED 'Data View' site in the Autumn Term 2018 to make a comparison with national averages for the proportion of pupils attending a good or better school. This has resulted in our proportion of good or better schools decreasing by 2% which is in line with the national average decrease.

2.5   Performance in the **Early Years Foundation Stage Profile (EYFSP)** for a 'Good Level of Development' (GLD) has continued to rise and is, again, above the national average (by 1.4% in 2018). This is an established trend. 2018 EYFSP GLD outcomes are ranked 3rd compared with other LAs in the Yorkshire and Humber region (15 LAs).

2.6   In **Phonics**, the percentage of pupils passing the phonics screening check in year 1 has increased by 2% to 81% in 2018. National averages increased by 1% to 82% in 2018. The gap to the national average is reduced to 1%. 2018

Phonics year 1 outcomes are ranked 8th compared with other LAs in the Yorkshire and Humber region.

2.7 In **KS1**, 65% of pupils met the expected standard (EXS+) in reading, writing and mathematics (R,W&M) combined in 2018, compared to 64% in 2017. Rotherham has improved by 1% and is in line with the national average at 65.4%. In the greater depth standard (GDS) for R,W&M combined at KS1, Rotherham has improved by 0.5% to 12.7%; this is 1% above the national average at 11.7%. In 2018, the KS1 R,W&M combined indicator is ranked 4th at the EXS+ and 1st at GDS compared with other LAs in the Yorkshire and Humber region.

2.8 In **KS2**, 61.5% of pupils met the EXS+ in R,W&M combined in 2018, compared to 60.8% in 2017. Rotherham has improved by 0.7% and is 2.5% below the national average. In the higher standard (HS) for R,W&M combined at KS2, Rotherham improved by 1.1% to 8.2%; this is 1.7% below the national average at 9.9%. In 2018, the KS2 R,W&M combined indicator is ranked 9th at the EXS+ and 12th at the HS compared with other LAs in the Yorkshire and Humber region.

2.9 In 2018, the average **KS1-KS2** progress score for Rotherham LA in reading is -0.6 (sig-), in writing is +0.7 (sig+) and in maths is +0.0. The progress measure in reading is identified as significantly below the national average; the progress in writing is identified as significantly above the national average. Reading progress is ranked 11th, writing progress is ranked 4th and mathematics progress is ranked 8th compared with other LA's in the Yorkshire and Humber region.

2.10 At **KS4,** the average Attainment 8 score per pupil has decreased by 1.7 points to 43.3 in 2018. The national average increased by 0.1 points to 46.5 (state-funded i.e. LA maintained schools, academies and free schools) and decreased by 0.3 points to 44.3 (all schools including the independent sector). The LA average is 3.2 points below the national average (state-funded schools) and 1.0 point below the national average (all schools).

2.11 In 2018, the **KS2-KS4** Progress 8 score is -0.11; this is -0.08 below the national average (state-funded) score of -0.03 and -0.03 below the national average (all schools) score of -0.08. This is the first year the progress 8 score has been below the national level. The Progress 8 measure is ranked 11th compared against other LA's in the Yorkshire and Humber region and 3rd compared against our statistical neighbours.

2.12 At **KS4**, the percentage of pupils achieving grade 5 or above in English and maths is 37%; 6.2% below the national average (state-funded schools) and 2.9% below the national average (all schools).

2.13 At **KS5**, Rotherham LA overall A* to E pass rate has increased by 0.2% to 99.1% in 2018. Provisional national averages published on the BBC news

website shows that the overall A* to E pass rate has marginally fallen to 97.6%. Rotherham LA average is 1.5% above the national average. *Please note this information was collected directly from secondary schools on results day 2018.*

2.14 Presentation of the data by contextual groups and trends are detailed in Appendix 2.

3. Key Issues

3.1 The lack of productive partnership or collaborative working by some multi academy trusts beyond their own MAT has impacted on their attainment and progress over recent years.

3.2 There is a need for the LA to endeavour to maintain or re-establish positive links and effective communication with all of Rotherham's educational providers so that all schools retain a sense of belonging to a Rotherham-wide learning community.

3.3 There are some clear strengths within our educational outcome profile for 2018 but also some areas identified for improvement in each phase of education; these are outlined in Appendix 2.

3.4 Our emerging overall priorities for 2018 / 2019 are:
- To increase the number of children and young people attending (Ofsted) good or outstanding schools and increase the number of good or outstanding schools in Rotherham
- Reducing the gap between the achievement of disadvantaged pupils and other pupil's needs in all phases of education.
- Improve the performance of Gypsy Roma Traveller (GRT) pupils.
- In KS1 and KS2, building on the improvements made in attainment in reading in 2018, we need to secure further gains in reading at both EXS+ and HS in order to close the gap to the national average.
- Make significant improvements in Key Stage 2 mathematics in order to address the decline at both the expected and higher standard in 2018.
- Our performance at the higher standard at Key Stage 2 was well below the national average in all subjects in 2018. Boosting the performance of our more able pupils must continue to be a high priority for us all in 2018/19.
- Improve the performance in new key measures at KS4 in particular in English and mathematics.

4. Options considered and recommended proposal

4.1 There are no options to consider for this report. This is to provide an overview of provisional un-validated educational outcomes of children and young people in Rotherham in 2018 and to provide information about the LA's offer of support and challenge in working with schools to strengthen key areas of their work and thereby improve pupil outcomes.
.

5. Consultation

5.1 The Strategic Director of Children's Services commissioned a report 'Enabling School Improvement' in January 2018 to consider aspects of school improvement, modelling what the offer is and could be. The document was shared with Headteachers, Chair and Vice Chairs of Governors, CEOs of MATs and CEOs of TSAs for consultation in February and March 2018.

5.2 The outcome of this consultation was to build a more cohesive approach to school improvement through the establishment of the Rotherham Education Strategic Partnership (RESP) including the appointment of the Assistant Director of Education with the primary aim of establishing this board to help lead educational strategy across the LA.

5.3 The overview of provisional un-validated educational outcomes and the emerging priorities were shared and discussed at the Joint Headteachers' meeting on the 20th September 2018, the Governance Leadership forum (previously Chair and Vice Chairs of Governance forum) on the 26th September 2018 and the first RESP meeting on the 24th October 2018.

6. Timetable and Accountability for Implementing this Decision

6.1 Following consultation, the Assistant Director of Education has agreed representation for each area of the RESP in order to form the board and agree terms of reference for the first year. The first meeting was on 24th October 2018.

6.2 Key actions planned by RoSIS to help schools improve their pupil outcomes from 2019 and beyond are outlined in Appendix 3.

7. Financial and Procurement Implications

7.1 There are no direct financial or procurement implications arising from this report. The 2018/19 net revenue budget for RoSIS is £443k which reflects the cost of statutory services and is net of traded service income from schools.

8. Legal Implications

8.1 All LAs have a legal duty to promote high standards and the fulfilment of children and young people's potential.

Under section 13A of the Education Act 1996 LAs must:
• Promote high standards in schools and other providers
• Ensure fair access to opportunity for education and training
• Promote the fulfilment of learning potential

8.2 **Inspection/intervention**
The local authority has a duty to:
- Produce an action plan if a school goes into special measures following an Ofsted inspection
- Comply with statutory requirements if the authority decides to use its powers to intervene (s64-66 of the Education and Inspections Act 2006)
- To comply with a direction of the Secretary of State to give a school a warning notice (s60A and 69B of the Education & Inspections Act 2006)

8.3 **Schools causing concern**
- The Government expects that 'local authorities should act as champions of education excellence across their schools'. The Education Act 1996 states that a local authority must exercise its education functions with a view to promoting high standards. This is enshrined in s64-66 of the Education and Inspections Act 2006. All LAs have the freedom to define their approach to school improvement. The Education Act 2011 encourages a more diverse approach to the provision of school improvement services. This includes working closely with the Regional Schools Commissioner (RSC), Teaching School Alliances (TSAs), National Support Schools (NSS), National Leaders of Education (NLEs), Local Leaders of Education (LLEs). Specialist Leaders of Education (SLEs), National Leaders of Governance (NLGs) and other outstanding providers to continue to support and challenge schools.

- In order to fulfil this role, the local authority needs to:
  - know its schools sufficiently well to make effective judgements about their performance and the progress they are making towards achieving the Rotherham Mission
  - challenge and support all schools, regardless of status, to improve
  - identify, celebrate, share and disseminate effective and outstanding practice
  - have clear processes for early identification of schools requiring external support
  - target support to secure improvement in schools requiring external support
  - intervene in LA-maintained schools as required and use statutory powers where appropriate to secure improvements.

- Where schools have been judged by Ofsted to be 'inadequate', the RSC has a duty to make an academy order in respect of a LA-maintained school; will be responsible for identifying a suitable 'sponsor' and for brokering the new relationship between that sponsor and the maintained school. Local authorities will retain responsibility for ensuring that robust action is taken to address weaknesses identified whilst the school remain LA-maintained.

- Rotherham's Policy for Schools Causing Concern is referenced to the statutory guidance issued by the Department for Education (March 2016). Section 72 of the Education and Inspections Act 2006 places a statutory duty on all local authorities in England, in exercising their functions in respect of schools causing concern to 'have due regard' to this statutory guidance.

9. Human Resources Implications

9.1 There are no Human Resource implications to consider from the Local Authority's perspective.

10. Implications for Children and Young People and Vulnerable Adults

10.1 The level of achievement of Rotherham pupils on leaving statutory education will have a major impact on the re-generation of the area. All schools are encouraged to set challenging targets and strive to drive up the standards of attainment for all pupils in order to improve their employment opportunities and life chances.

11. Equalities and Human Rights Implications

11.1 Protocol 1, Article 2 of the Human Rights Act protects a students' right to an effective education (that is adequate and appropriate).

11.2 Rotherham Metropolitan Borough Council is committed to working with all individual settings, schools and strategic partners to further develop good and outstanding provision. Our ambition is to not only meet national averages, but to exceed them. In order to achieve this, we need to continue working with all schools to ensure there is the collective drive and feeling of shared responsibility for all children across the borough. Although there is much to celebrate across the key stages in 2018 we are still some way off achieving our collective Rotherham Mission.
- All pupils making at least good progress
- No underperforming cohorts
- All teachers delivering at least good learning
- All schools to moving to at least the next level of successful performance

12. Implications for Partners and Other Directorates

12.1 The local school improvement offer continues to grow and develop year on year both because of increased capacity within the schools sector but also because of new working partnerships being established with other strategic partners both in Rotherham and beyond.

12.2 There exists in Rotherham a huge amount of collective expertise, knowledge and experience re school improvement – both within schools and from key strategic partners.

12.3 There are many examples of strong, productive, collaborative work taking place involving school leaders across the borough resulting in improvements to key aspects of provision and thereby pupil outcomes.

13. Risks and Mitigation

13.1 There is a risk of individual schools or groups of schools e.g. MATs becoming isolated and not prepared to work productively and collaboratively with other schools. A potential lack of collective buy in from school leaders could lead to further fragmentation of the local educational landscape and a decline in educational performance. There is a need for the LA to endeavour to maintain or re-establish positive links and effective communication with all of Rotherham's educational providers so that all schools retain a sense of belonging to a Rotherham-wide learning community.

14. Accountable Officer(s)

Approvals Obtained from:-

	Named Officer	Date
Strategic Director of Finance & Customer Services	Neil Hardwick	19/10/2018
Assistant Director of Legal Services	Liz Anderton	22/10/2018
Head of Procurement (if appropriate)	Karen Middlebrook	19/10/2018
Head of Human Resources (if appropriate)	Amy Leech	22/10/2018

Report Author:
Pepe Di'Iasio, Assistant Director – Education, Pepe.Dilasio@rotherham.gov.uk
Del Rew, Head of Education, del.rew@rotherham.gov.uk
Karen Hopkins, RoSIS Project Co-ordinator, Karen.hopkins@rotherham.gov.uk

This report is published on the Council's website or can be found at:-
http://moderngov.rotherham.gov.uk/ieDocHome.aspx?Categories=

Primary and Secondary National Curriculum

The National Curriculum is divided into Key Stages that children are taken through during their school life.

Early Years Foundation Stage Profile (EYFSP)

1.1   The EYFSP is assessed when children reach the end of Foundation Stage (age 5) through ongoing and summative teacher assessment. Rotherham's Early Years performance in many areas relating to children's outcomes has been on an upward trajectory since 2009. The framework was revised by the Department for Education (DfE) in 2012 and due to the changes in the way children are assessed at the end of the Foundation Stage it is not possible to make comparisons between post 2013 assessments and historical data.

1.2   The expected level to achieve at the end of EYFS is a 'good level of development' (GLD). A pupil is defined as achieving a GLD if they achieve at least the expected level for all eight goals within the three prime areas of learning: communication and language, physical development and personal, social and emotional development, and in all four of the literacy and mathematics goals.

Key Stage 1 (KS1)

1.3   KS1 is taught during Years 1 and 2 of primary school when pupils are aged between 5 and 7. This includes the phonics screening check which is administered to all children at the end of Year 1and the end of KS1 tests which are administrated throughout May; the KS1 tests are informal and usually take place in a normal classroom situation. The results inform teachers' overall assessments in English, mathematics and science, which are reported to parents and the DfE.

Phonics Screening Check

1.4   This is a short assessment that was introduced in 2012 and designed to confirm whether pupils have learned phonic decoding to an appropriate standard by the age of 6. All year 1 pupils in maintained schools, academies and free schools must complete the check.

1.5   The phonics check will help teachers identify any children who need extra help so they can receive the support they need to improve their reading skills. These children will then be able to retake the check in year 2.

1.6   The standard mark is released each year after the check has been administered. It has remained 32 out of 40 from 2012 to 2018.

End of Key Stage 1 Teacher Assessments (TA)

1.7 The statutory KS1 tasks and tests in reading, writing and mathematics are designed to test children's knowledge and understanding of the associated programmes of study. They provide a snapshot of a child's attainment and help inform the final teacher assessment judgement reported for each child at the end of KS1 (Year 2, aged 7).

1.8 There were significant changes in KS1 TA for 2016. The levels have gone and replaced by a range of performance categories for each subject, namely reading, writing, maths and science. The Standards and Teaching Agency (STA) conducted an evaluation of the interim teacher assessment frameworks during Spring 2017 and made changes to the frameworks for 2017 to 2018.

1.9 2016 to 2018 assessments are reported as working at the expected standard (EXS+), working at greater depth (GDS), and those working lower than the expected standard - working towards the standard (WTS), has not met the expected standard (HNM), pre-key foundations for the expected standard (PKF), below the standard of the pre-key stage (BLW).

Key Stage 2 (KS2)

1.10 KS2 is taught during Years 3, 4, 5 and 6 of primary school when pupils are aged between 7 and 11. Programmes of study set out what teachers should cover in every subject during the Key Stage. The KS2 national curriculum tests are designed to test children's knowledge and understanding of specific elements of the KS2 programmes of study. They provide a snapshot of a child's attainment at the end of the Key Stage.

1.11 In 2016, 2017 and 2018 tests and teacher assessments were revised to reflect the new and more challenging curriculum. New accountability measures were introduced for the statutory assessments at the end of KS2 from 2016.

1.12 There are still national tests at the end of KS2 in mathematics; reading; grammar, punctuation and spelling; and a teacher assessment of mathematics, reading, writing, and science. The writing TA will be reported through the performance descriptors. The tests have a higher expected standard. A scaled score of 100 will always represent the 'national standard'. The scaled score range is 80-120 where 80-99 is working below the expected standard and 110 or more is working at the higher standard.

1.13 The progress measure between KS1 and KS2 will be based on value-added in each of reading test, writing TA and mathematics test. An individual pupil's scaled scores in each area at KS2 will be compared with the scores of pupils nationally who had the same results in their assessments at KS1.

Key Stage 4 (KS4)

1.14 KS4 is taught during Years 10 and 11 of secondary school when pupils are aged between 15 and 16 and follows KS3 when pupils are in Years 7 - 9. At the end of this stage, pupils in Year 11 (usually aged 16) are normally entered for a range of external examinations. Most frequently, these are General Certificate of Secondary Education (GCSE) exams and a range of other qualifications, including National Vocational Qualifications.

1.15 A new secondary school accountability system was implemented in 2016. The headline accountability measures for schools from 2016 are: Attainment 8, Progress 8, Attainment in English and mathematics (grade 5+ and grade 4+ in English and mathematics from 2017), and English Baccalaureate (EBacc) by entry and achievement.

1.16 Attainment 8 measures the average grade of a pupil across 8 subjects including English and mathematics, 3 further qualifications that count in the EBacc measure and 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.

1.17 Progress 8 aims to capture the progress a pupil makes from the end of primary school to the end of Year 11 in secondary school. It is a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils with the same prior attainment.

1.18 2017 and 2018 secondary performance cannot be compared with previous years following the introduction of GCSE reforms and changes to performance measures. Judgements cannot be made on the basis of performance measures which are undergoing significant transition, and continue to be turbulent in 2018.

1.19 In the summer of 2017; pupils taking GCSEs in England received a mixture of number and letter grades. English language, English literature and mathematics were the first subjects to use the new system and were reported in 2017. Another group of subjects introduced the numerical grades in 2018 with most other subjects adopting numbers by 2019. By 2020 all GCSEs taken in England will receive numerical grades.

End of Key Stage 5 (KS5)

1.20 KS5 is a label used to describe the two years of education for pupils aged 16-18, or at sixth form. This stage is the last stage of secondary education for members of sixth form.

1.21 The 16-18 school and college performance headline measures changed in 2016, as a result of previously announced government reforms to the way schools and colleges are held to account for their performance.

1.21 Under the new system, pupils sit all A-level exams at the end of two years of study, instead of taking modular exams throughout the course, as they had done in previous years. AS-level results no longer count towards A-level grades and levels of coursework have been reduced, with most courses assessed entirely through exams. In 2017, grades were awarded in the first 13 subjects to be reformed. Pupils received grades in a further 11 reformed subjects in 2018.

Disadvantaged Pupils

1.22 Pupils will be defined at disadvantaged if they are recorded as:
- eligible for free school meals (FSM) in the last six years
- looked after continuously for one day or more
- adopted from care

Education Performance Outcomes 2018
(NB All of the data below is still at this stage provisional and un-validated)

What's working well

- Performance in the Early Years Foundation Stage Profile (EYFSP) for a 'Good Level of Development' (GLD) has continued to rise and is, again, above the national average (by 1.4% in 2018). This is an established trend. 2018 EYFSP GLD outcomes are ranked 3rd compared with other LAs in the Yorkshire and Humber region (15 LAs).
- In phonics, the Rotherham LA average has improved by 12% between 2014 to 2018 and narrowed the gap to the national average from 5% to 1% over this period of time.
- At KS1, the greater depth standard (GDS) for R,W&M combined in Rotherham has improved by 0.5% to 12.7% in 2018; this is 1.0% above the national average at 11.7%. In 2018, the KS1 R,W&M combined indicator is ranked 4th at the expected standard (EXS+) and 1st at GDS compared with other LAs in the Yorkshire and Humber region.
- At KS2, the percentage of pupils working at the EXS+ in the writing assessment is 79.4% in 2018, an increase of 2.1% from 2017; this is 1.4% above the national average and the highest performing subject for Rotherham in 2018.
- The average KS1-KS2 progress score for Rotherham LA in in writing is +0.7 in 2018 and identified as significantly above the national average. Writing progress is ranked 4th compared with other LAs in the Yorkshire and Humber region.
- At KS5, Rotherham LA overall A* to E pass rate has increased by 0.2% to 99.1% in 2018. Provisional national averages published on the BBC news website shows that the overall A* to E pass rate has marginally fallen to 97.6%. Rotherham LA average is 1.5% above the national average

What are we worried about

- The number of pupils attending (Ofsted) good or outstanding schools and increase the number of good or outstanding schools in Rotherham
- Achievement of disadvantaged pupils and Gypsy Roma Traveller (GRT) when compared to other pupils needs to be improved in all phases of education
- In KS1 and KS2, reading at both EXS+ and HS close the gap to the national average
- KS2 mathematics, the decline at both the expected and higher standard in 2018
- The performance of our more able pupils
- The performance in new key measures at KS4 in particular in English and mathematics
- The lack of productive partnership or collaborative working by some multi academy trusts beyond their own MAT and this impact on their attainment and progress over recent years

What needs to happen

- There is a need for the LA to continue to endeavour to maintain or re-establish positive links and effective communication with all of Rotherham's educational providers so that all schools retain a sense of belonging to a Rotherham-wide learning community

- To increase the number of pupils attending (Ofsted) good or outstanding schools and increase the number of good or outstanding schools in Rotherham
- Reducing the gap between the achievement of Gypsy Roma Traveller (GRT) and disadvantaged pupils when compared to other pupils needs to be improved in all phases of education.
- In KS1 and KS2, pupils need to secure further gains in reading at both EXS+ and HS in order to close the gap to the national average.
- Ensure that libraries (through Culture, Sport and Tourism) link into education to help improve reading across the authority
- Make significant improvements in Key Stage 2 mathematics in order to address the decline at both the expected and higher standard in 2018.
- Boosting the performance of our more able pupils must continue to be a high priority.
- Improve the performance in new key measures at KS4 in particular in English and mathematics
- Ensure we link University College Rotherham (UCR - the new HE campus) to the skills plan and education sector more closely.

Rotherham Schools and Academies – Overview (at 1st September 2018)
Total number of schools and settings

Type of School/Setting	Number	LA-maintained	Academy
Nursery Schools	3	3	-
Infant Schools	10	7	3
Junior Schools	9	4	5
Primary Schools	76	24	52
Secondary Schools	16	2	14
Special Schools	6	2	4
Pupil Referral Units	2	2	-
Total	122	44	78

Early Years Foundation Stage Profile (EYFSP)

- Performance in the EYFSP for a GLD has continued to rise and is, again, above the national average. This is an established trend.
- Rotherham's performance for a GLD has improved by 1.0% from 72.1% in 2017 to 73.1% in 2018. **The Rotherham LA average is 1.4% above the national average of 71.7% in 2018.**
- The Average Total Points (ATPS) measure has improved by 0.2 to 34.6 points and is in line with the national average.
- 2018 GLD outcomes are ranked 3rd compared with other LAs in the Yorkshire and Humber region (15 LAs).

Rotherham LA and the National Average Trend for GLD

	2015 GLD %	2016 GLD %	2017 GLD %	2018 GLD %
Rotherham LA	67.4	70.4	72.1	73.1
National Average	66.3	69.3	70.7	71.7
Rotherham / National Gap	+1.1	+1.1	+1.4	+1.4

Gender

- In 2018, the percentage of girls achieving a GLD was 79.7% (an increase of 1.0% from 2017) compared to 66.3% boys (an increase of 0.6% from 2017). Nationally, the percentage of girls achieving a GLD was 78.6% (an increase of 0.9% from 2017) compared to 65.1% boys (an increase of 1.1% from 2016). There continues to be a gap in achievement of the GLD between girls and boys - this reflects the national picture. The gap in Rotherham has increased slightly from 13.0% in 2017 to 13.4% in 2018.   This is just below the 2018 national gender gap of 13.5%.

Free School Meals (FSM)

- In 2018, the number of pupils eligible for FSM was 466 (14.1% of the cohort; 14.7% girls and 13.5% boys). The percentage of pupils eligible for FSM achieving a GLD was 59% (an increase of 2% from 2017) compared to non-FSM at 76% (an increase of 1% from 2017). Nationally, the percentage of pupils eligible for FSM achieving a GLD was 56.6% (an increase of 1% from 2017) compared to non-FSM at 74.2% (an increase of 1% from 2017). Outcomes for Rotherham FSM pupils were 2% above their national average counterparts; the gap between FSM and non-FSM pupils in Rotherham has decreased from 18% in 2017 to 17% in 2018; this is 1% below the national gap in 2018.

Ethnicity

The following table shows the percentage of pupils achieving a GLD compared to the national average. The number of pupils in each of the Rotherham ethnic group cohorts is shown in brackets.

	Rotherham LA %			National %		
	2016	2017	2018	2016	2017	2018
All Pupils	70.4 (3,317)	72.1 (3,407)	73.1 (3,303)	69.3	70.7	71.7
White British	73.2 (2,710)	74.1 (2,773)	74.6 (2,676)	72.0	73.0	73.4
Asian Pakistani	67.7 (201)	71.0 (224)	70.4 (206)	62.0	64.0	65.9
Gypsy / Roma	7.0 (43)	20.0 (48)	27.3 (44)	26.0	31.0	34.7

- The percentage of White British and Asian Pakistani pupils achieving a GLD in Rotherham has increased each year and is above the national average. The percentage of Gypsy / Roma pupils achieving a GLD has increased each year but remains below the national average in 2018.

Special Educational Needs (SEN)

The following table shows the percentage of pupils in each SEN group achieving a GLD compared to the national average. The number of pupils in each of the Rotherham SEN groups is shown in brackets.

	Rotherham LA %			National %		
	2016	2017	2018	2016	2017	2018
All Pupils	70.4 (3,317)	72.1 (3,407)	73.1 (3,303)	69.3	70.7	71.7
No Identified SEN	76.0 (2,934)	77.0 (3,000)	79.0 (2,917)	75.0	76.0	77.0
SEN Support	34.0 (326)	37.0 (350)	32.5 (345)	26.0	27.0	27.6
Statement / EHC plan	6.0 (34)	3.0 (37)	2.4 (41)	4.0	4.0	4.9

- The percentage of pupils with SEN support achieving a GLD in Rotherham has decreased in 2018 but is above their national average counterparts from 2016 to 2018. The percentage of pupils with a Statement / EHC plan achieving a GLD

is just below the national average (this group equates to 1.2% of the overall cohort in 2018).

Early Years: Areas for Improvement / Priorities
- To continue to exceed the national averages
- To further reduce the attainment gap between FSM and non-FSM pupils, especially boys.
- To further reduce the attainment gap between boys and girls.

Key Stage 1 (KS1 – Years 1 & 2)

Phonics
- In Rotherham, the percentage of pupils passing the phonics screening check has increased annually up to 2016 but remained static in 2017. National averages also remained static in 2017.
- In 2018, the percentage of pupils passing the phonics screening check in year 1 has increased by 2% to 81%. National averages increased by 1% to 82% in 2018. This is the closest to the national average that we have achieved. The Rotherham LA average has improved by 12% from 2014 to 2018 and narrowed the gap to the national average from 5% to 1% over this period of time.
- 90.2% of pupils met the expected standard of phonics decoding by the end of year 2 in 2018; this compares to the national average of 91.8%. Rotherham LA is 1.6% below the national average.
- 2018 end of year 1 outcomes in Rotherham are ranked 7th compared with other LAs in the Yorkshire and Humber region (15 LAs).

Rotherham LA and National Average Trend – Percentage of pupils who met the expected standard in the phonics screening check in Year 1

	2015	2016	2017	2018
Rotherham LA %	74.4	79.0	79.0	81.0
National Average %	77.0	81.0	81.0	82.0
Roth / Nat Gap %	-2.6	-2.0	-2.0	-1.0

Gender
- At an LA level, there continues to be a gap between girls' and boys' attainment – this reflects the national picture. In year 1 2018, 84.1% of girls (an increase of 1.1% from 2017) and 77.7% of boys (an increase of 2.6% from 2017) achieved the standard mark. This compares to the national average for girls of 86.0% and boys 79.2%. The gender gap in Rotherham reduced by 1.6% to 6.3% in 2018; this is 0.5% below the national gap of 6.8% in 2018. The proportion of girls meeting the expected standard is 1.9% below their national average counterparts and boys is 1.5% below their national average counterparts.

Free School Meals
- The number of pupils in the year 1 cohort eligible for FSM was 559 (16.4% of the cohort, 16.6% boys and 16.1% girls). The percentage of pupils eligible for FSM achieving the standard mark increased by 3.2% to 68.2% from 2017 to 2018. This compares to the national average that increased by 2.0% to 70.0% from 2017 to 2018. The gap between FSM and non-FSM pupils in Rotherham reduced by 2% to 15.1%; (the boys gap is 16.7%, the girls gap is 13.3%). The

national average gap is reduced by 1.4% to 14.6%; (the boys gap is 16.4%, the girls gap is 12.5%). The national average gap is slightly below the LA average gap.

Ethnicity

The following table shows the percentage of pupils in year 1 meeting the required standard in the phonics screening check compared to the national average. The number of pupils in each of the Rotherham ethnic group cohorts is shown in brackets.

	Rotherham LA %			National %		
	2016	**2017**	**2018**	**2016**	**2017**	**2018**
All Pupils	79.0 (3,424)	78.8 (3,341)	81.0 (3,418)	81.0	81.0	83.0
White British	79.8 (2,802)	80.3 (2,712)	82.3 (2,765)	81.0	81.0	82.6
Asian Pakistani	79.9 (214)	84.1 (208)	80.9 (220)	81.0	81.0	82.8
Gypsy / Roma	23.0 (48)	23.3 (43)	30.4 (56)	37.0	39.0	43.7

- The percentage of White British, Asian Pakistani and Gypsy / Roma pupils meeting the required standard in Rotherham has increased each year. Asian Pakistani pupils were above the national average in 2017. The percentage of Gypsy / Roma pupils achieving a GLD has increased by 7% from 2017 to 2018 but remains below the national average.

Special Educational Needs (SEN)

The following table shows the percentage of pupils in year 1 meeting the required standard in the phonics screening check compared to the national average. The number of pupils in each of the Rotherham SEN groups is shown in brackets.

	Rotherham LA %			National %		
	2016	**2017**	**2018**	**2016**	**2017**	**2018**
All Pupils	79.0 (3,424)	78.8 (3,341)	81.0 (3,418)	81.0	81.0	83.0
No Identified SEN	85.0 (2,942)	85.0 (2,860)	87.0 (2,899)	86.0	87.0	88.5
SEN Support	44.0 (422)	46.0 (423)	50.8 (459)	46.0	47.0	48.1
Statement / EHC plan	27.0 (45)	6.0 (52)	13.3 (60)	18.0	18.0	19.7

- The percentage of pupils in Rotherham with SEN support meeting the required standard in the phonics screening check has increased each year and above their national counterparts by 2.7% in 2018. The percentage of pupils in Rotherham with a Statement / EHC plan meeting the required standard in the phonics screening check was above the national average in 2016, declined in 2017, improved in 2018 but remains 6% below the national average. (This group of pupils equates to 1.8% of the overall cohort in 2018 and 29 pupils in this group attend special schools).

Phonics: Areas for Improvement / Priorities

- Continue to increase the percentage of pupils achieving the required national standard in phonics, in order to meet or exceed the national average
- To accelerate the rate of progress in phonics, especially boys, and those eligible for pupil premium funding.

2018 Education Performance Outcomes Report

Key Stage 1 (KS1 – Years 1 & 2) Teacher Assessment

- **Rotherham LA Average 2018 (expected standard [EXS+])**
  - 64.8% of pupils met the EXS+ in reading, writing and mathematics (R,W&M) compared to 64.0% last year **(increased by 0.8%)**
  - 72.7% of pupils met the EXS+ in reading, compared to 73.3% last year **(decreased by -0.6%)**
  - 69.8% of pupils met the EXS+ in writing, compared to 68.6% last year **(increased by 1.2%)**
  - 74.9% of pupils met the EXS+ in mathematics, compared to 74.8% last year **(increased by 0.1%)**

- **National Average 2018 (expected standard)**
  - 65.4% of pupils met the EXS+ in R,W&M, compared to 63.7% last year **(increased by 1.7%)**
  - 75.5% of pupils met the EXS+ in reading, compared to 75.6% last year (**decreased by -0.1%**)
  - 70.0% of pupils met the EXS+ in writing, compared to 68.2% last year **(increased by 1.8%)**
  - 76.1% of pupils met the EXS+ in mathematics, compared to 75.1% last year **(increased by 1.0%)**

- Rotherham is broadly in line with the national average at the EXS+ in writing and R,W&M combined but below the national average at the EXS+ in reading and mathematics. In Rotherham, the gap between LA and National averages at the EXS+ has increased this year in all subjects.

- **Rotherham LA Average 2018 (greater depth (GDS))**
  - 12.7% of pupils met the GDS in R,W&M, compared to 12.2% last year **(increased by 0.5%)**
  - 27.3% of pupils met the GDS in reading, compared to 25.5% last year **(increased by 1.8%)**
  - 16.9% of pupils met the GDS in writing, this remained static from 2017
  - 23.9% of pupils met the GDS in mathematics, compared to 22.5% last year **(increased by 1.4%)**

- **National Average 2018 (greater depth)**
  - 11.7% of pupils met the GDS in R,W&M, compared to 11.0% last year **(increased by 0.7%)**
  - 25.7% of pupils met the GDS in reading, compared to 25.2% last year **(increased by 0.5%)**
  - 15.9% of pupils met the GDS in writing, compared to 15.6% last year **(increased by 0.3%)**
  - 21.8% of pupils met the GDS in mathematics, compared to 20.5% last year **(increased by 1.3%)**

- Rotherham was above the national average at the GDS in all subjects in 2017 and 2018.

Appendix 2
2018 Education Performance Outcomes Report
Rotherham LA and the National Average Trend – Percentage of Pupils achieving EXS+ and GDS in the R,W&M combined measure at the end of KS1

	R,W&M EXS+ %				R,W&M GDS %			
	2016	2017	2018	17/18 Diff	2016	2017	2018	17/18 Diff
Rotherham LA	59.8	64.0	64.8	+0.8	8.9	12.2	12.7	+0.5
National Average	60.3	63.7	65.4	+1.7	8.9	11.0	11.7	+0.7
Roth / Nat Gap	-0.5	+0.3	-0.6	-0.9	0	+1.2	+1.0	+0.2

- In 2018, the KS1 R,W&M combined indicator ranking is 4th at the EXS+ and 1st at GDS compared with other LAs in the Yorkshire and Humber region (15 LAs).

Gender
- Attainment over time shows that girls continue to outperform boys. This follows a similar gender trend to the national average. The gap between boys and girls working at the EXS+ in the R,W&M combined measure is 10%, this is 0.4% below the national average gap. The widest gap at both LA and national levels is in writing. The attainment of girls and boys in Rotherham is above the national average in all subjects at GDS including the R,W&M combined measure.

Gender Comparison	R,W&M		Reading		Writing		Mathematics	
2018	% EXS+	% GDS	% EXS+	% GDS	% EXS+	% GDS	% EXS+	% GDS
National								
Boys National Average	60.3	9.9	71.3	22.3	63.4	11.8	74.9	23.9
Girls National Average	70.7	13.5	79.9	29.2	76.8	20.1	77.3	19.6
Gender Gap	**10.4**	**3.6**	**8.6**	**6.9**	**13.4**	**8.3**	**2.4**	**-4.3**
LA								
Boys LA Average	59.9	10.4	69.1	23.1	63.5	11.9	73.5	25.8
Girls LA Average	69.9	15.2	76.6	31.7	76.4	22.2	76.4	21.9
Gender Gap	**10.0**	**4.8**	**7.5**	**8.6**	**12.9**	**10.3**	**2.9**	**-3.9**
Nat / LA Boy Diff	-0.4	0.5	-2.2	0.8	0.1	0.1	-1.4	1.9
Nat / LA Girls Diff	-0.8	1.7	-3.3	2.5	-0.4	2.1	-0.9	2.3

Disadvantaged Pupils
- The number of disadvantaged pupils in the year 1 cohort was 877 (26.2% of the cohort, 26.7% boys and 24.7% girls). The performance of disadvantaged pupils working at the EXS+ in the R,W&M combined measure was 47.4% (decreased by 1.9%) compared to non-disadvantaged pupils at 70.9% (increased by 1.1%); the gap between disadvantaged and non-disadvantaged pupils was 23.5% (an increase of 3.0% from 2017). This compares to national average gap of 18.9%, the Rotherham gap is 4.6% above than the national gap. Disadvantaged and non-disadvantaged pupils were above the national averages in all subjects at the GDS.

The teacher assessment outcomes for disadvantaged and non-disadvantaged pupils at the end of KS1

LA Average	EXS+ 2018			GDS 2018		
	% Dis	% Non-Dis	% Gap	% Dis	% Non-Dis	%Gap
Reading	57.8	78	-20.2	14.5	31.8	-17.3
Writing	52.8	75.8	-23	8.1	20	-11.9
Maths	62.1	79.5	-17.4	12.7	27.9	-15.2
R,W&M Combined	47.4	70.9	-23.5	5.4	15.3	-9.9
National Average	**EXS+ 2018**			**GDS 2018**		
	% Dis	% Non-Dis	% Gap	% Dis	% Non-Dis	%Gap
Reading	62.3	78.5	-16.2	13.9	28.3	-14.4
Writing	55.2	73.4	-18.2	7.6	17.7	-10.1
Maths	62.7	79.3	-16.6	11.7	24.1	-12.4
R,W&M Combined	50	68.9	-18.9	5.2	13	-7.8
LA and National Average Difference						
	% Dis	% Non-Dis	% Gap	% Dis	% Non-Dis	%Gap
Reading	-4.5	-0.5	4	0.6	3.5	2.9
Writing	-2.4	2.4	4.8	0.5	2.3	1.8
Maths	-0.6	0.2	0.8	1	3.8	2.8
R,W&M Combined	-2.6	2	4.6	0.2	2.3	2.1

Ethnicity

The following table shows the percentage of pupils achieving the EXS+ in R,W&M combined compared to the national average. The number of pupils in each of the Rotherham ethnic group cohorts is shown in brackets.

	Rotherham LA %			National %		
	2016	2017	2018	2016	2017	2018
All Pupils	59.8 (3,328)	64.0 (3,422)	64.8 (3,343)	60.3	63.7	65.4
White British	61.8 (2712)	65.2 (2790)	66.1 (2,706)	60.5	63.8	65.4
Asian Pakistani	62.6 (211)	63.3 (207)	69.4 (209)	57.0	60.9	63.5
Gypsy / Roma	2.9 (68)	9.4 (53)	7.3 (41)	16.8	19.4	21.4

- The percentage of White British, Asian Pakistani and Gypsy / Roma pupils achieving the EXS+ in R,W&M combined has increased from 2016 to 2018. White British and Asian Pakistani pupils are above their national average counterparts in 2016, 2017 and 2018. Gypsy / Roma pupils are below their national average counterparts in 2017 and 2018.

Special Educational Needs (SEN)

The following table shows the percentage of pupils achieving the EXS+ in R,W&M combined compared to the national average. The number of pupils in each of the Rotherham SEN groups is shown in brackets.

	Rotherham LA%			Rotherham LA %		
	2016	2017	2018	2016	2017	2018
All Pupils	59.8 (3,328)	64.0 (3,422)	64.8 (3,343)	60.3	63.7	65.4
No Identified SEN	68.4 (2,779)	72.9 (2,865)	75.3 (2,746)	68.1	71.9	73.8
SEN Support	17.0 (506)	19.3 (497)	18.3 (525)	17.3	19.2	20.6
Statement / EHC plan	9.3 (43)	7.0 (61)	1.4 (72)	7.8	7.6	7.6

- The percentage of pupils in Rotherham with SEN support achieving the EXS+ in R,W&M combined has decreased by 1% in 2018 and just below their national counterparts. The percentage of pupils in Rotherham with a Statement / EHC plan achieving the EXS+ in R,W&M combined has decreased each year from 2016 (this group of pupils equates to 2.2% of the overall cohort in 2018; 32 of the pupils attend a special school).

KS1: Areas for Improvement / Priorities

- Improve the performance in reading at the EXS+, in order to close the gap to the national average.
- Continue to improve the performance of all pupils, but especially boys and pupils eligible for pupil premium funding.

Key Stage 2 (KS2 – Years 3 - 6)

- **Rotherham LA Average 2018 (expected standard)**
  - 61.5% of pupils met the EXS+ in reading, writing and mathematics, compared to 60.8% last year **(increased by 0.7%)**
  - 70.3% of pupils met the EXS+ in reading, compared to 69.0% last year **(increased by 1.3%)**
  - 73.7% of pupils met the EXS+ in mathematics, compared to 75.9% last year **(decreased by 2.2%)**
  - 74.3% of pupils met the EXS+ in grammar, punctuation and spelling, compared to 75.7% last year **(decreased by 1.4%)**
  - 79.4% of pupils met the EXS+ in writing TA, compared to 77.3% last year **(increased by 2.1%)**

- **National Average 2018 (expected standard)**
  - 64.0% of pupils met the EXS+ in reading, writing and mathematics, compared to 61.0% last year **(increased by 3%)**
  - 75.0% of pupils met the EXS+ in reading, compared to 72.0% last year **(increased by 3.0%)**
  - 76.0% of pupils met the EXS+ in mathematics, compared to 74.8% last year **(increased by 1.2%)**
  - 78.0% of pupils met the EXS+ in grammar, punctuation and spelling, compared to 76.9% last year **(increased by 1.1%)**
  - 78.0% of pupils met the EXS+ in writing TA, compared to 76.3% last year **(increased by 1.7%)**

- In 2018, Rotherham LA KS2 outcomes at the EXS+ in reading, writing TA and the R,W&M combined measure have increased; mathematics and grammar, punctuation and spelling have decreased. National averages have improved in all subjects and are above the Rotherham LA average except the writing teacher assessment.

- **Rotherham LA Average 2018 (greater depth / higher)**
  - 8.2% of pupils met the higher standard (HS) in the R,W&M combined measure, compared to 7.1% last year **(increased by 1.1%)**
  - 22.4% of pupils met the HS in reading, compared to 19.2% last year **(increased by 3.2%)**

- 18.6% of pupils met the HS in mathematics, compared to 19.6% last year **(decreased by 1.0%)**
- 29.5% of pupils met the HS in GPS, compared to 27.0% last year **(increased by 2.5%)**
- 17.9% of pupils met the GDS in writing TA, compared to 17.8% last year **(increased by 0.1%)**.

- **National Average 2018 (greater depth / higher)**
  - 9.9% of pupils met the HS in the R,W&M combined measure, compared to 8.6% last year **(increased by 1.3%)**
  - 28.1% of pupils met the HS in reading, compared to 24.5% last year **(increased by 3.6%)**
  - 23.6% of pupils met the HS in mathematics, compared to 22.6% last year **(increased by 1.0%)**
  - 34.4% of pupils met the HS in GPS, compared to 30.9% last year **(increased by 3.5%)**
  - 19.9% of pupils met the GDS in writing TA, compared to 17.7% last year **(increased by 2.2%)**.

- The gap to the national average is wider at the higher standard in all subjects.

Rotherham LA and the National Average Trend – Percentage of Pupils achieving EXS+ and HS in the R,W&M combined measure at the end of KS2

	EXS+ %				HS %			
	2016	**2017**	**2018**	**17/18 Diff**	**2016**	**2017**	**2018**	**17/18 Diff**
Rotherham LA	53.9	60.8	61.5	0.7	4.4	7.1	8.2	1.1
National Average	53.0	61.0	64.0	3.0	5.4	8.6	9.8	1.3
Roth / Nat Gap	0.9	0.0	-2.5	-2.4	-1	-1.5	-1.7	-0.2

- In 2018, the KS2 R,W&M combined indicator ranking is 9th at the EXS+ and 12th at the HS compared with other LAs in the Yorkshire and Humber region (15 LAs).

KS1- KS2 Progress Measures
- The average progress score for Rotherham LA in reading is -0.6 (sig-), in writing is +0.7 (sig+) and in maths is +0.0. The progress measure in reading is identified as significantly below (sig-) the national average and the progress in writing is identified as significantly above (sig+) the national average.

- The KS1 prior attainment average progress score is 15.5; this was 0.5 below the national average.

- The KS1 prior attainment average points score (APS) was 0.5 below the national average in 2018.

	Rotherham LA APS	National APS
All Pupils	15.5	16.0
Girls	15.9	16.4
Boys	15.2	15.7

- Girls progress in reading was -0.5 (sig-), writing +1.2 (sig+) and mathematics -0.7 (sig-); boys progress in reading was -0.8 (sig-), writing +0.2 and mathematics +0.7 (sig+).

KS2 Floor Standards

- A school will be above the floor standard if:
  - 65% of pupils meet the EXS+ in R,W&M (ie achieve that standard in all three subjects) or
  - The school achieves sufficient progress scores in all of reading, writing and mathematics.

  The sufficient progress threshold for 2018 was reading -5.0, writing -7.0 and mathematics -5.0.

- Provisional un-validated data indicates three Rotherham primary schools below the floor standard; St Joseph's Dinnington, Thrybergh Academy and Thrybergh Primary. They are all convertor academy schools.

KS2 Coasting Schools

- The Education and Adoption Act 2016 (the Act) allows the Secretary of State to identify and support coasting schools for the first time. A coasting school is one that over time does not support its pupils to fulfil their potential. This is based on three years' of data and the expected attainment level and average progress needed to be made by schools in 2018 was the same as in 2016 and 2017.

  For primary schools, the measures are:
  - In 2016, 2017 and 2018 fewer than 85% of pupils achieved the EXS+ in R,W&M and average progress made by pupils was less than -2.5 in reading, -2.5 in mathematics or -3.5 in writing.

  Schools must meet the criteria for three consecutive years to be deemed coasting.

- Provisional un-validated data indicates six Rotherham primary schools identified as coasting in 2018.
  Brookfield Primary Academy,
  Dinnington Community Primary,
  Ferham Primary,
  Maltby Lilly Hall Academy,
  Roughwood Primary,
  St Joseph's Dinnington.
  One school is a sponsored academy, four schools are convertor academies and one school is LA maintained. Details of the process that Regional Schools Commissioners (RSCs) follow and the factors they may consider in determining the appropriate support for schools identified as 'coasting' are set out in the published DfE Schools Causing Concern guidance last updated in February 2018.

- DfE consultation will take place in the Autumn Term 2018 to determine a new accountability measures from September 2019. This will replace the 'floor' standard and the 'coasting' standard.

Gender

- This is a similar profile to KS1, girls continue to outperform boys and this follows a similar gender trend to the national average. The gap between the performance of boys and girls working at the EXS+ in the R,W&M combined measure is 5.4%; which has narrowed by 4.9% from 2017. This is due to an improvement in boys attainment and a decline in girls attainment. The gap is 2.6% below the national average gap.

Key Stage 2 Gender Comparison Trend

2017	RWM*		Reading		Writing TA		Maths	
	% EXS+	% HS	% EXS+	% HS	% EXS+	% GDS	% EXS+	% HS
National								
Boys	57.0	7.0	68.0	22.0	70.0	13.0	75.0	24.0
Girls	65.0	10.0	74.9	27.8	82.0	22.6	75.0	20.9
Gender Gap	**-8.0**	**-3.0**	**-6.9**	**-5.8**	**-12.0**	**-9.6**	**0.0**	**-3.1**
LA								
Boys	56.0	6.1	65.2	15.5	70.0	13.0	75.0	22.0
Girls	66.0	8.2	73.0	23.1	85.0	23.0	77.0	18.0
Gender Gap	**-10.0**	**-2.1**	**-7.8**	**-7.6**	**-15.0**	**-10.0**	**-2.0**	**4.0**
Nat / LA Boy Diff	-1.0	-0.9	-2.8	-6.5	0	0	0	-2..0
Nat / LA Girl Diff	1	-1.8	-1.9	-4.7	3.0	0.4	2.0	-2.9

2018	RWM*		Reading		Writing TA		Maths	
	% EXS+	% HS	% EXS+	% HS	% EXS+	% GDS	% EXS+	% HS
National								
Boys	60.5	8.3	71.6	23.9	72.4	14.7	75.1	25.5
Girls	68.5	11.5	79.2	32.4	84.5	25.3	76	21.6
Gender Gap	**8**	**3.2**	**7.6**	**8.5**	**12.1**	**10.6**	**0.9**	**-3.9**
LA								
Boys	58.9	7.2	67.4	19.9	75.3	13	73.8	20.4
Girls	64.3	9.3	73.3	25.3	83.9	23.3	73.7	16.6
Gender Gap	**5.4**	**2.1**	**5.9**	**5.4**	**8.6**	**10.3**	**-0.1**	**-3.8**
Nat / LA Boy Diff	-1.6	-1.1	-4.2	-4	2.9	-1.7	-1.3	-5.1
Nat / LA Girl Diff	-4.2	-2.2	-5.9	-7.1	-0.6	-2	-2.3	-5

Disadvantaged pupils

- In 2018, there were 1142 disadvantaged pupils (35.1% of the cohort, 36.0% girls and 34.3% boys). The proportion of disadvantaged pupils in Rotherham working at EXS+ in reading, writing and maths combined was 46.4% while the non-disadvantaged pupils were 69.7%, the gap was 23.3% (narrowed by 3.7% from 2017). The proportion of disadvantaged pupils nationally working at EXS+ in reading, writing and maths combined was 50.7% while the non-disadvantaged pupils were 70.4%, the gap was 19.7% (narrowed by 0.5% from 2017). The LA gap is 3.6% above the national gap.

The outcomes for disadvantaged and non-disadvantaged pupils at the end of KS2

LA Average	EXS+ 2018			GDS / HS 2018		
	Dis %	Non Dis %	Gap %	Dis %	Non Dis %	Gap %
Reading	56.9	77.5	-20.6	13.5	27.3	-13.8
Writing	68.7	85.3	-16.6	8.5	23	-14.5
Maths	61.6	80.3	-18.7	10.2	23.2	-13
GPS	62	80.9	-18.9	18.5	35.5	-17
R,W&M Combined	46.4	69.7	-23.3	2.8	11.1	-8.3
National Average	**EXS+ 2018**			**GDS / HS 2018**		
	Dis %	Non Dis %	Gap %	Dis %	Non Dis %	Gap %
Reading	64.2	80.1	-15.9	17.8	32.5	-14.7
Writing	67.5	83	-15.5	11.2	23.5	-12.3
Maths	63.9	80.7	-16.8	13.7	27.9	-14.2
GPS	66.9	82.3	-15.4	23.5	39.2	-15.7
R,W&M Combined	50.7	70.4	-19.7	4.4	12.2	-7.8
LA and National Average Difference						
EXS+	Dis %	Non Dis %	Gap %	Dis %	Non Dis %	Gap %
Reading	-7.3	-2.6	4.7	-4.3	-5.2	-0.9
Writing	1.2	2.3	1.1	-2.7	-0.5	2.2
Maths	-2.3	-0.4	1.9	-3.5	-4.7	-1.2
GPS	-4.9	-1.4	3.5	-5	-3.7	1.3
R,W&M Combined	-4.3	-0.7	3.6	-1.6	-1.1	0.5

Ethnicity

The following table shows the percentage of pupils achieving the EXS+ in reading, writing and mathematics combined compared to the national average. The number of pupils in each of the Rotherham ethnic group cohorts is shown in brackets.

	Rotherham LA %			National %		
	2016	2017	2018	2016	2017	2018
All Pupils	54.0 (3,057)	61.0 (3,112)	61.5 (3,252)	53.2	61.0	64.0
White British	55.4 (2,528)	61.5 (2,558)	62.0 (2,654)	53.6	61.5	64.2
Asian Pakistani	51.3 (228)	60.6 (221)	69.2 (214)	46.6	55.4	61.4
Gypsy / Roma	0.0 (41)	9.3 (43)	9.6 (52)	12.9	16.5	18.0

- The percentage of White British, Asian Pakistani and Gypsy / Roma pupils achieving the EXS+ in R,W&M combined has increased in 2018. Asian Pakistani pupils are well above their national average counterparts in 2016, 2017 and 2018. Gypsy / Roma pupils are below the national average each year.

Special Educational Needs (SEN)

The following table shows the percentage of pupils achieving the EXS+ in R,W&M combined compared to the national average. The number of pupils in each of the Rotherham SEN groups is shown in brackets.

	Rotherham LA%			Rotherham LA %		
	2016	**2017**	**2018**	**2016**	**2017**	**2018**
All Pupils	54.0 (3,057)	61.0 (3,112)	61.5 (3,252)	53.2	61.0	64.0
No Identified SEN	63.0 (2,445)	70.0 (2,502)	73.1 (2,550)	62.0	71.0	73.5
SEN Support	21.0 (528)	25.0 (507)	21.7 (598)	16.0	21.0	23.6
Statement / EHC plan	1.2 (80)	4.0 (99)	3.0 (104)	7.0	8.0	8.3

- The percentage of pupils in Rotherham with SEN support achieving the EXS+ in R,W&M combined increased in 2017 and decreased in 2018; this is 1.9% below their national counterparts. The percentage of pupils in Rotherham with a Statement / EHC plan achieving the EXS+ in R,W&M combined also increased in 2017 and decreased slightly in 2018 and remains below the national average (this group of pupils equates to 3% of the overall cohort in 2018).

KS2: Areas for Improvement / Priorities

- To continue to improve the performance of pupils in reading at the EXS+ and HS to meet or exceed the national average.
- To rapidly accelerate the rate of progress for higher ability pupils to meet or exceed the national average at the HS / GDS.
- To improve the performance of pupils eligible for pupil premium funding at a faster rate than national.
- Make improvements in mathematics in order to address the decline at both the EXS+ and HS in 2018.

KS4 (Years – 10 & 11)

- The Rotherham LA average Attainment 8 score per pupil has decreased by 1.7 points to 43.3 in 2018. The national average increased by 0.1 points to 46.5 (state-funded i.e. LA maintained schools, academies and free schools) and decreased by 0.3 points to 44.3 (all schools including the independent sector). The LA average is 3.2 points below the national average (state-funded schools) and 1.0 point below the national average (all schools).
- The Progress 8 score is -0.11; this is -0.08 below the national average (state-funded) score of -0.03 and -0.03 below the national average (all schools) score of -0.08. This is the first year the progress 8 score has been below the national level.
- The percentage of pupils achieving grade 5 or above in English and mathematics is 37.0%; 6.2% below the national average (state-funded schools) and 2.9% below the national average (all schools).
- The percentage of pupils achieving grade 4 or above in English and mathematics is 58.9%; 5.3% below the national average (state-funded schools) and 0.2% below the national average (all schools).
- 23.7% of the pupils were entered for English Baccalaureate (Ebacc), this is 14.8% below the national average (state-funded) and 11.4% below the national average (all schools).

- The Ebacc average points score (APS) is 3.59 compared to the national average (state-funded) of 4.04 and national average (all schools) of 3.83.
- In 2018, the Progress 8 measure is ranked 11th compared against other LA's in the Yorkshire and Humber region and 3rd compared against our statistical neighbours.

KS4 Floor Standards

- In 2018, a school will be below the floor standard if its Progress 8 score is below -0.5, unless the confidence interval suggests that the school's underlying performance may not be below average. Provisional un-validated data indicates that Dinnington High school will be below the floor standard; this school converted as an OFSTED good school to an academy in February 2015 but was deemed RI at its last inspection November 2017.

KS4 Coasting Schools

- The 'coasting' definition covers school performance over 3 years. A school is identified as coasting if:
  - In 2016, 2017 and 2018 the Progress 8 measure falls below -0.25.

- Provisional un-validated data indicates that Dinnington High school will also be identified as coasting and this will be the second year the school has fallen into this category. Details of the process that the Regional Schools Commissioners (RSCs) follow and the factors they may consider in determining the appropriate support for schools identified as 'coasting' are set out in the published DfE Schools Causing Concern guidance.

Gender

- As in previous years, girls continue to perform better than boys. This follows a similar trend to the national average. The gap between the performance of girls and boys achieving Attainment 8 was 5.8 points (this has increased by 1.0 point from 2017). The gap in national performance (state-funded) between girls and boys achieving Attainment 8 was 5.5 points; the Rotherham gender gap is 0.3 points above the national gender gap.

- The performance of boys and girls is below the national average (state-funded) at grade 5+ and grade 4+ in English and maths, with the boys gap to the national average being wider than the girls gap. Boys are 7.2% below their national counterparts at grade 5+ and 6.3% below at grade 4+.

- The gap in the Progress 8 measure between boys and girls is in line with the national average gap. The progress of boys in Rotherham is -0.09 below the national average (state-funded); the progress of girls is -0.08 below the national average (state-funded).

KS4: Areas for Improvement / Priorities

- Improve the performance for all pupils in English and mathematics at grade 5+, the Ebacc APS and the Progress 8 score to meet or exceed the national average.
- Rapidly improve the performance of boys in all areas.
- To improve the performance of pupils eligible for pupil premium funding at a faster rate than national.

KS5 (Years 12 & 13)

- Please note this information was collected directly from secondary schools on A level results day 2018.
- The overall LA 'A' Level or equivalent pass rate (A*- E grades) was 99.1%; this is 0.2% above the 2017 results day collection.
  A*- A grade - was 22.1%.
  A*- B grades – was 44.5%
  A*- C grades – was 75.6%
  The national pass rate reported on the BBC news website shows that the overall A*-E pass rate has marginally fallen to 97.6% showing the Rotherham LA average is 1.5% above the national average.

- The Average Points Score (APS) per entry in 2018 for A level pupils has increased by 0.42 to 29.23. National averages have increased by 0.71 points to 31.84 (state-funded) and 0.66 points to 33.05 (all schools). The LA average is 2.61 points below the national average (state-funded schools) and 3.82 points below the national average (all schools) in 2018.

Key Actions in Response to Identified Priorities for Improvement

The Rotherham School Improvement Service (RoSIS) traded offer to schools contains a range of CPD activities linked to the areas for improvement / priorities identified in paragraph 3.3 of the 2018 Education Performance Outcomes report.

Early Years Key Actions

- To continue our drive to narrow the attainment gap between boys and girls by continuing to engage schools and Early Years settings in the 'Improving Outcomes for Boys in the EYFS' project. Cohort 1 will continue the work developed in 2016/17. Cohort 2 was established September 2017 and a third cohort will start in September 2018.

- New developments for 2018 include 'Early Engagement of boys in pre-school provision', aimed at changing practice and developing learning opportunities which ensure boys are engaged in their learning as early as possible. Additional to this will be 'Developing provision to meeting the needs of the 2 year olds'. This is aimed at narrowing the gap between FSM and non-FSM children.

- Developing links with the South Yorkshire Futures which is aimed at increasing social mobility and specifically focuses on the under 5s provision. The project will consider additional professional development needed in the sector for both PVI and schools.

- In addition to the 'Boy Projects' we are making 'engaging/supporting boys' a feature within existing training and network meetings. Each of the 3 EYFS Foundation Leaders Network Meetings will feature 'top tips' for working with boys and an input about engaging boys in writing and 'Expressive Arts and Design' (the lowest areas of EYFSP outcomes)

- All outreach visits to providers will include a focus on LA priorities related to the improvement in boys' attainment and other target groups e.g. those in receipt of Early Years Pupil Premium funding.

- Early Words Together training provided for foundation stage practitioners by the National Literacy Trust. This programme is designed to equip staff to work with parent carers in developing their child's early language acquisition and preparedness for reading and writing.

Phonics Key Actions

- Teaching and Learning Consultant support including: bespoke training in schools, school based workshops to support parents/carers to help their child to use phonics to decode, central training for Teaching Assistants (TAs), central training for teachers new to the phonics screen check, school based phonics reviews, additional mentoring and support for some phonic leads and phonics training for foster carers.

.
KS1 Key Actions

- A wide range of reading focussed CPD opportunities e.g. Reading for Enjoyment training provided by the National Literacy Trust and Teaching and Learning Consultant support including: bespoke training in schools for teachers and TAs around the teaching and learning of reading comprehension and mathematics, assessment support for year 2 teachers in literacy and maths, school reading and maths reviews with senior and middle leaders, writing assessment support and moderation, provision of resources (written by LA consultants) to support quality planning in reading and writing, school based

Key Actions in Response to Identified Priorities for Improvement

workshops to support parents/carers when helping their child with reading and mathematics.

- A Targeted Support Workshop with a focus on KS1 reading will be held during the Autumn Term 2018. Consistently high performing schools or those that have improved significantly are invited to deliver short "best practice" workshops to other schools. Invited schools are encouraged before they leave the session that day to draw up an action plan of what they will change in their school following their attendance at the workshop. N.B Targeted Workshops have run since 2013 and have proved over time to have a positive impact on improving the performance of those schools that attend.

KS2 Key Actions
- A wide range of reading focussed CPD opportunities including:
  - National Literacy Trust – Reading for Enjoyment training
  - KS2 Oxford University Press Impact Study
- 'Enhancing Language Acquisition' is a project that has run from January 2018 and will continue to April 2019. The project is being delivered by Forge Teaching School Alliance in partnership with Bedrock Vocabulary and RoSIS. It focusses on pupils in Year 4 to Year 9 and is designed to narrow the gap between the performance of disadvantaged and non-disadvantaged pupils in language acquisition and in reading. This project is linked to a successful DfE funded bid and is externally monitored and evaluated by the DfE. Early indications are it is having a positive impact on improving pupil outcomes.
- Over 30 schools are also involved in a project for KS2 and KS3 pupils to improve writing skills particularly of the most disadvantaged pupils. The strategy uses the IPEELL approach which was originally developed in Calderdale, funded by the Education Endowment Fund and evaluated by York and Durham Universities. The launch event and first training session for schools have already taken place in September 2018. Further training sessions are planned. This project was submitted as a bid to the DfE but was unsuccessful. Despite this, it is still going ahead and is being run by RoSIS as a research project with regular monitoring and evaluation of progress.
- Teaching and Learning Consultant support including: bespoke training in schools for teachers and TAs around the teaching and learning of reading comprehension and mathematics, assessment support for year 6 teachers in literacy and maths, school reading and maths reviews with senior and middle leaders, writing assessment support and moderation, provision of resources (written by LA consultants) to support quality planning in reading and writing, school based workshops to support parents/carers when helping their child with reading and mathematics.
- Targeted Support Workshops with a focus on KS2 reading and KS2 mathematics will run during the Autumn Term 2018.

KS4 Key Actions
- Secondary school performance data shared at the Joint Headteachers and the Secondary Headteachers meetings.
- Signposting secondary school leaders to relevant sections of the RoSIS and TSA Directory of Services
- Signposting secondary schools to relevant mathematics support from the South Yorkshire Maths hub.

Key Actions in Response to Identified Priorities for Improvement

- Consulting with secondary school leaders regarding the RoSIS Directory of Services and CPD brochure for 2018-19.

Closing the Gap Actions (All Phases)

- 35 Rotherham senior leaders undertook Nationally Accredited Pupil Premium Reviewer training in November 2017. They include leaders from primary, special and secondary schools. We now have a trained workforce that can undertake Pupil Premium Reviews. As part of the new RoSIS Traded Service offer, schools can opt to have these external reviews into their spending of Pupil Premium funding and its impact on improving children's outcomes. Two have already taken place. Another 23 schools to date have requested these Pupil Premium Reviews to be done during the academic year 2018/19. Five Consultant / Associate Headteachers have been identified to lead all of the reviews. At the end of the academic year the outcomes of disadvantaged children in all of the schools that have Pupil Premium Reviews will be carefully analysed. As well as the review, each school will receive a follow up visit 6 months after the review took place to check on progress made in implementing recommended actions from the review.
- A standing agenda item for termly 1:1 meetings with school leaders (part of the RoSIS traded service offer) will be a focussed discussion around provision for and outcomes of disadvantaged pupils.
- Two primary schools with a strong track record of high performance for disadvantaged pupils have agreed to host school based professional learning sessions to share their best practice.
- A Targeted Support Workshop with a focus on improving the performance of disadvantaged pupils in KS1 and KS2 will be held during the Autumn Term 2018.
- All governing boards to be advised to appoint a designated governor with responsibility for the provision and outcomes for disadvantaged pupils.