

IMPROVING LIVES SELECT COMMISSION

Date and Time :- Tuesday, 14 January 2020 at 5.30 p.m.
Venue:- Town Hall, Moorgate Street, Rotherham.
Membership:- Councillors Atkin, Beaumont, Buckley, Clark, Cusworth (Chair), Elliot, Fenwick-Green, Hague, Ireland, Jarvis (Vice-Chair), Khan, Marles, Marriott, Pitchley, Price, Senior, Simpson and Julie Turner

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

This meeting will be webcast live and will be available to view [via the Council's website](#). The items which will be discussed are described on the agenda below and there are reports attached which give more details.

Rotherham Council advocates openness and transparency as part of its democratic processes. Anyone wishing to record (film or audio) the public parts of the meeting should inform the Chair or Governance Advisor of their intentions prior to the meeting.

AGENDA

There will be a pre-meeting for all members of the Improving Lives Select Commission at 4.00 p.m.

1. Apologies for Absence

To receive the apologies of any Member who is unable to attend the meeting.

2. Minutes of the previous meeting held on October 29, 2019 (Pages 1 - 8)

To consider and approve the minutes of the previous meeting held on October 29, 2019 as a true and correct record of the proceedings.

3. Declarations of Interest

To receive declarations of interest from Members in respect of items listed on the agenda.

4. Exclusion of the Press and Public

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

5. Questions from Members of the Public and the Press

To receive questions relating to items of business on the agenda from members of the public or press who are present at the meeting.

6. Communications

To receive communications from the Chair in respect of matters within the Commission's remit and work programme.

7. 2019 Education Performance Outcomes (Pages 9 - 41)

8. Implementation of Looked After Children Sufficiency Strategy (Pages 42 - 50)

9. CYPS Directorate Workforce Strategy (Pages 51 - 83)

10. Urgent Business

To consider any item(s) the Chair is of the opinion should be considered as a matter of urgency.

11. Date and time of the next meeting

The next meeting of the Improving Lives Select Commission take place on Tuesday, 3rd March, 2020, commencing at 5.30 p.m. in Rotherham Town Hall.



Sharon Kemp,
Chief Executive.

IMPROVING LIVES SELECT COMMISSION
Tuesday, 29th October, 2019

Present:- Councillor Cusworth (in the Chair); Councillors Jarvis, Atkin, Beaumont, Buckley, Clark, Elliot, Fenwick-Green, Ireland, Khan, Marles, Pitchley, Price, Senior and Julie Turner.

Apologies for absence:- Apologies were received from Councillors Hague and Marriott.

The webcast of the Council Meeting can be viewed at:-

<https://rotherham.public-i.tv/core/portal/home>

33. MINUTES OF THE PREVIOUS MEETING HELD ON 17 SEPTEMBER, 2019

Resolved:- (1) That the minutes of the previous meeting of the Improving Lives Select Commission, held on 17 September, 2019, be approved as a correct record of proceedings.

Matters arising:

The Governance Advisor updated Members that the meeting to discuss Persistent Absence (Item 25) would take place on Tuesday November 12th, 2019 and that email notification had been sent to members of the Commission.

Cllr Clark made reference to the Harms of Hate event (referred to in Item 27) which had been held earlier in the month and informed the Commission that she would be providing feedback to the Assistant Chief Executive.

34. DECLARATIONS OF INTEREST

There were no declarations of interest

35. EXCLUSION OF THE PRESS AND PUBLIC

There were no items requiring exclusion from the press or public.

36. QUESTIONS FROM MEMBERS OF THE PUBLIC AND THE PRESS

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

37. COMMUNICATIONS

There were no items for communication.

38. IMPROVING LIVES SELECT COMMISSION WORK PROGRAMME 2019/20 - UPDATE

Consideration was given to the Improving Lives Work Programme. An update was given in respect of work undertaken, progress in relation to recommendations and future work.

It was noted that a sub-group had been established to scrutinise measures to address persistent absence and work would commence shortly to review "Holiday Hunger".

Resolved:- (1) That the contents of the report and the Work Programme detail be noted.

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

39. ROTHERHAM'S EARLY HELP OFFER

The Chair welcomed Cllr Watson, Deputy Leader of the Council and Cabinet Member for Children's Services & Neighbourhood Working and the Assistant Director for Early Help and Family Engagement, along with service users and members of staff from the Early Help & Family Engagement Service.

The Chair invited service users to give an account of their experiences of early help services and youth offending services respectively. They outlined the support and advice received from staff and the positive impact the interventions had had on them. This included support for new parents, assistance with benefit and financial advice, employment support and transition into adult services. The service users also highlighted how different agencies were co-ordinated in delivering tailored provision which reflected their assessed needs.

Officers from the Early Help Service gave case studies (which were provided with the consent of service users) which illustrated how the voice of service users were captured and gave an indication of the breadth and complexity of the case work under consideration. Details were also given of the "Signs of Safety" methodology used to ensure consistency of practice, and how positive outcomes for children and young people were measured.

Members thanked the service users for their personal testimonies and the assurance that they gave about quality of service.

The following issues were raised and clarified:

- The service user highlighted that there was a lack of education and

employment opportunities for young offenders. Members requested that the Deputy Leader explore if further measures could be taken to identify Council apprenticeship opportunities for young people involved in the youth justice system and engage the wider business community in similar initiatives. It was further explained that work was being undertaken with schools to minimise school exclusions and promote attendance as this was recognised as an important factor in diverting young people from offending behaviours.

- Work was undertaken with young offenders under 18, to ensure that if they were transitioning into adult services, that this was done as smoothly as possible.
- Examples were given of peer support schemes set up to engage young offenders or those at risk of offending and offer diversionary activities. The service user had participated in such schemes. An application for funding with neighbouring authorities had been successful to support such initiatives.
- Further details were provided of the early help offer to new parents; for newer parents this may involve intensive one-to-one parenting support, however as parents grew in confidence, play groups and other outreach support could be accessed on an 'as-and-when' basis.

The Deputy Leader introduced the briefing paper, outlined the key themes covered and plans moving forward. This included the statutory guidance, Working Together to Safeguard Children (2018) which set out requirements for Early Help Services to provide a continuum of support to respond to the different levels of need of individual children and families; details of the Early Help Strategy 2016-2019, which had been previously considered by Improving Lives Select Commission; and the 2018 Ofsted re-inspection of Services for children in need of help and protection, children looked after and care leavers report which noted effective early help work with children and families.

The paper outlined that all phases of the Early Help Strategy had been completed on time, with all associated savings delivered. An overview of performance was given which included:

- Improvement in the number of families were contacted and engaged within three working days.
- Children Centre registration and engagement within Rotherham's most deprived areas.
- The year-to-date attendance rate was good and in-line with national averages.
- The three national YOT Youth Justice Board Performance indicators showed Rotherham YOT outperforming regional and national trends.

Following previous lines of enquiry from Members, information was provided on early help assessments (EHA) completed by partners and how the voice of children and young people were captured.

Steps taken to improve partner completions of EHA included:

- Hosting regular Multi-Agency Practice Development Group to share good practice
- Undertaking checks of EHAs as they are submitted by partners to ensure Local Authority oversight of quality
- Provision of information and advice to partners
- Supporting Lead Professionals with 'stuck' cases and support with Team Around the Family (TAF) meetings where appropriate

In relation to capturing the voice of the child or young people, details of consultation and engagement events were given. Practice learning days also highlighted how workers considered the voice of the child and young people. Exit Surveys and case closures had been adapted to ensure that specific questions had been asked.

Key risks for the Early Help Service were highlighted which included:

- Increased demand and complexity of work,
- Poverty and Deprivation,
- Education performance,
- Budget,
- Rotherham's Universal Offer.

The Assistant Director cited research commissioned by the Local Government Association (March 2019) which involved eight Local Authorities. The research identified the key enablers of an effective early help services as follows: setting the direction, developing capacity, working with families and evaluating impact and quality.

Further details were given of the strategic change programme taking place across within Children's Services which included;

- Market Management
- Demand Management
- Early Help and Social Care Pathway

Specifically, the Early Help and Social Care Pathway sought to develop better systems and processes that provided the right level of care and support at the right time, in the right setting which led to better outcomes for children, young people and families and fewer children and young people coming into care.

The objectives for the Early Help and Social Care Pathway included an increased focus on prevention and early intervention which supported children, young people and families to stay at home and in their

community settings and avoided unnecessary and costly statutory intervention.

The following points were raised in respect of the briefing paper:

Had an analysis of early help services in Rotherham been undertaken using the ISOS framework of services against comparative councils (including Children's Trust)? It was indicated the service would be willing to undertake the analysis as it was felt the service would reflect positively against the framework. It was stressed that no two early help offers were the same so direct comparisons with other early help services were difficult.

Clarification was sought on the current budget and future sustainability of the service. It was highlighted that 40% of early help service was funded from external sources. Future Troubled Families funding was uncertain, as were other streams. There was limited research on cost avoidance for partners arising from early help interventions, however, higher level data showed that early help services were making a positive impact.

The Chair requested that a further piece of work be undertaken on early help offer, to include the ISOS framework and that a sub-group be established to scope the specific elements which require assurance.

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

(2) That a sub-group be established to undertake further scrutiny of the early help offer.

40. YOUTH JUSTICE PLAN

The Service Manager (Evidence Based Hub & YOT) gave a presentation which outlined the role of the Youth Offending Team. The YOT worked alongside statutory partners including Police, South Yorkshire Probation Trust and the NHS, together with a wide range of contracted Voluntary and Community Sector organisations to achieve the national youth justice strategic objectives which were to:

- Prevent Offending
- Reduce Re-Offending
- Increase Victim and Public Confidence
- Ensure the Safe and Effective use of Custody

Rotherham YOT was located in CYPS within the Early Help Service and was governed by the YOT Management Board and Safer Rotherham Partnership. The paper referred to the Rotherham Youth Justice Plan 2019-21, which was approved by the Chair of the YOT Management Board and Chair of the Safer Rotherham Partnership and signed off by

the Youth Justice Board (YJB) on 3rd September 2019.

The following areas were highlighted as working well:

- The rate of First Time Entrants (FTEs) for Rotherham continued to fall significantly. It was suggested that the lower rate in Rotherham was due to the work undertaken to triage and assess young people at an early stage prior to their entry into the Criminal Justice System.
- Rotherham continued to have Custody rates below national and regional figures.
- The voice of young people was strong within the YOT and young people attended and presented at the YOT Board when available.
- The YOT Board Chair was proactive and sought innovative ways to share good practice.
- There were good relationships with the YJB Regional leads who provided essential peer support and challenge.
- There were Child Criminal Exploitation pathways in place across the sub-region with outreach, intelligence sharing and partnership working.

The paper referred to the YJB Peer review in January 2017 which noted that the Rotherham YOT was performing well in relation to reducing reoffending and the use of custody. The review team were impressed with the focus that partners in Rotherham had placed on the service and the local youth justice system.

In respect of areas for improvement, the Looked After Children status of the offending cohort continued to increase as a percentage from 20% in Q4 18/19 to 25% in Q1 2019/20. It was noted that this was a small cohort and therefore, any increase would be reflected as a large percentage change. Reoffending rates also continued to be of concerns, and it was acknowledged that this cohort of young people had entrenched behaviours and complex needs with a propensity to reoffend more often. However, programmes had been developed to address Barriers to Learning to reduce the number of NEET young people and increase access to counselling. YOT staff were encouraged to support families to attend the range of parenting programmes available through the Evidence Based Hub.

Reference was made to the detailed Action Plan that addressed key priorities of the Police and Crime Commissioner, the Safer Rotherham Partnership and the YOT Board. Progress was measured and reported to the board at quarterly intervals.

Further work was also underway to better identify the needs of the cohort, particularly in relation to Special Education Need (SEN) or unmet needs.

The following points were raised and clarified:

Examples were given of how different agencies worked together to disrupt

anti-social behaviour to prevent escalation and possible entry into the youth justice system. This partnership working included housing officers, the police and police community service officers and fire officers along with early help workers.

Further clarification was sought in respect of lower rate of entrants in Rotherham and the evidence which supported the assertion that Rotherham was performing better than other South Yorkshire authorities. Details were given of the assessment and triage process, which contributed to lower levels of entrants into the system.

Details were given as to how risks around child criminal exploitation and peer radicalisation were assessed for first time entrants and re-offenders? Assurance was given that there was good oversight of the Prevent and criminal exploitation agenda. Examples were given of the assessment process, restorative justice in relation to hate crime and work undertaken with young people in schools.

Reference was made to whether the findings of 2017 Peer Review were still pertinent and the timeliness of data reported. It was highlighted that work was underway to track data in a more timely way. The Youth Justice Board had not yet considered commissioning another peer review to affirm that practice and processes remained robust, however assurances were given that the service was 'inspection ready'.

Thanks were given to the officer who had attended the meeting whilst on annual leave.

In summing up, the Chair referred to the earlier input from a service user and the points raised during that discussion.

Resolved:

- 1) That the Deputy Leader explores if further measures can be taken to identify Council apprenticeship opportunities for young people involved in the youth justice system and engage the wider business community in similar initiatives such as job fayres.
- 2) That the involvement of service users in offering awareness raising in schools and/or peer support to other young offenders or those at risk of offending, be explored.

41. URGENT BUSINESS

There was no urgent business to report.

42. DATE AND TIME OF THE NEXT MEETING

Resolved:- That the next meeting of the Improving Lives Select Commission take place on Tuesday, 3rd December, 2019 at 5.30 p.m

Public Report
Improving Lives Select Commission

Committee Name and Date of Committee Meeting

Improving Lives Select Commission – 14 January 2020

Report Title

2019 Education Performance Outcomes

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

Yes

Strategic Director Approving Submission of the Report

Sally Hodges, Interim Strategic Director, Children & Young People's Services

Report Author(s)

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Vicky Helliwell, Interim Head of Education

Karen Hopkins, Rotherham School Improvement Service Project Co-ordinator

Ward(s) Affected

Borough-Wide

Report Summary

The purpose of the report is to present an overview of the provisional unvalidated 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 2019. Provisional national averages in the primary and secondary phase are sourced from the National Consortium of Examination Results (NCER) software.

Recommendations

1. That the report and education performance outcomes for Rotherham in 2019 be noted.

List of Appendices Included

- Appendix 1 Equality Impact Assessment
- Appendix 2 Primary and Secondary National Curriculum
- Appendix 3 Education Performance Outcomes 2019

Background Papers

Report to Scrutiny Panel (23rd April 2018)

2017 Education Performance Outcomes (All Wards)

Report to Cabinet (19th November 2018)

2018 Provisional Education Performance Outcomes (All Wards)

<http://modgov-p-db/ieListDocuments.aspx?CId=1103&MId=14500>

DfE Schools Causing Concern guidance

<https://www.gov.uk/government/publications/schools-causing-concern--2>

Rotherham School Improvement (RoSIS) Directory of Services to Schools and Academies 2019/2020

https://drive.google.com/open?id=18NwGfEvDaMaw1xgA3-q4Em4mINbm_Yry

RoSIS Continuous Professional Development Brochure for Schools and Academies 2018/2020

<https://drive.google.com/open?id=1f6MkHq-bPfkknoluio3K7Q-4Sgidfe3y>

RoSIS School Governance Prospectus

<https://drive.google.com/open?id=13NvageMwYhxJGDmfzMpnCLGeLZIF6KSp>

Consideration by any other Council Committee, Scrutiny or Advisory Panel

The report was considered by Cabinet at its meeting of December 23, 2019.

Council Approval Required

No

Exempt from the Press and Public

No

2019 Education Performance Outcomes

1. Background

- 1.1 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 with 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.
- 1.2 There are 122 schools and education settings in Rotherham. As of the 1st September 2019, 81 are academies and 41 are LA maintained schools. A summary by type of school or setting is detailed in Appendix 2.

Summary of Provisional Outcomes

- 1.3 The proportion of Rotherham schools judged as good or outstanding was 79.3% as at August 2019; this compares to the national average of 86% as at July 2019. The gap to the national average is 6.7%. The proportion of pupils attending a good or outstanding Rotherham school was 77.2% as at August 2019; this compares to the national average of 84% as at March 2019. The gap to the national average is 6.8%.
- 1.4 Performance in the **Early Years Foundation Stage Profile (EYFSP)** for a 'Good Level of Development' (GLD) has decreased by 2.8% to 70.3%. The provisional national average has increased by 0.4% to 71.9%. Rotherham LA is 1.6% below the national average. 2019 GLD outcomes are ranked 11th compared with other LA's in the Yorkshire and Humber region (15 LAs).
- 1.5 In **Phonics**, the percentage of pupils passing the phonics screening check in year 1 has decreased by 1% to 80%. Provisional national averages remained static at 82% in 2019. The gap to the national average is 2%. 2019 end of year 1 outcomes in Rotherham are ranked 8th compared with other Local Authorities in the Yorkshire and Humber region.
- 1.6 In **Key Stage 1**, 62.2% of pupils met the expected standard (EXS+) in reading, writing and mathematics combined in 2019, compared to 64.8% in 2018. Rotherham has decreased by 2.6% and is 2.8% below the national average at 65.0%. In the greater depth standard (GDS) for reading, writing and mathematics combined at KS1, Rotherham has decreased by 2.7% to 10.0%; this is 1% below the national average at 11.0%. In 2019, the KS1 reading, writing and mathematics combined indicator is ranked 13th at the EXS+ and 11th at GDS compared with other Local Authorities in the Yorkshire and Humber region.

- 1.7 In **Key Stage 2**, 59.2% of pupils met the EXS+ in reading, writing and mathematics combined in 2019, compared to 62.0% in 2018. Rotherham has decreased by 2.8% and is 5.8% below the national average. In the higher standard (HS) for reading, writing and mathematics combined at KS2, Rotherham decreased by 0.8% to 7.5%; this is 3.0 % below the national average at 10.5%. In 2019, the KS2 reading, writing and mathematics combined indicator is ranked 15th at the EXS+ and 15th at the HS compared with other Local Authorities in the Yorkshire and Humber region.
- 1.8 In 2019, the average **KS1- KS2** progress score for Rotherham in reading was -1.32 (sig-), in writing was -0.29 (sig-) and in maths was -0.36 (sig-). The progress measures are identified as significantly below the national average. The KS1 prior attainment average points score is 15.9; this was 0.3 below the national average.
- 1.9 At **Key Stage 4**, the average Attainment 8 score per pupil has increased by 0.7 points to 44.3. The national average has remained at 46.6 (state-funded i.e. LA maintained schools, academies and free schools) and remained at 44.5 (all schools including the independent sector). The LA average is 2.3 points below the national average (state-funded schools) and 0.2 points below the national average (all schools).
- 1.10 At **Key Stage 4**, the Progress 8 score has decreased by 0.05 to -0.14; this is 0.11 below the national average (state-funded) score of -0.03. This is the second year the progress 8 score has been below the national level.
- 1.11 At **Key Stage 4**, the percentage of pupils achieving grade 5 or above in English and maths has increased by 0.3% to 37.7%; this is 5.3% below the national average (state-funded schools) and 2.1% below the national average (all schools).
- 1.12 At **Key Stage 4**, the proportion of pupils entered for English Baccalaureate (Ebacc) has increased by 7.4% to 31.2%; this is 8.8% below the national average (state-funded) and 5.3% below the national average (all schools). The Ebacc average points score (APS) has increased by 0.09 to 3.69 compared to the national average (state-funded) of 4.07 and national average (all schools) of 3.86.
- 1.13 At **Key Stage 5**, the Rotherham 'A' Level or equivalent pass rate (A*- E grades) was 99.0%. The national pass rate reported on the BBC news website shows that the overall A*-E pass rate has remained at 97.6% showing the Rotherham LA average is 1.4% above the national average.
Please note the KS4 and KS5 information was collected directly from secondary schools on results day 2019.
- 1.14 Presentation of the data by contextual groups and trends are detailed in Appendix 3.

2. Key Issues

- 2.1 The decline in outcomes in the primary phase in 2019. The national average has declined in some areas but the outcomes in Rotherham have declined more than the national average.
- 2.2 Ensuring that Multi Academy Trusts (MAT's) work collaboratively beyond their own trust remains a key challenge and has impacted on their attainment and progress over recent years in some trusts.
- 2.3 There is a need for the LA to continue to endeavour to maintain positive links and effective communication with all of Rotherham's educational providers and the DfE so that all schools and academies retain a sense of belonging to a Rotherham-wide learning community.
- 2.4 There are areas identified for improvement and priorities in each phase of education; these are outlined in Appendix 2.
- 2.5 Our emerging overall priorities for 2019/2020 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
 - Improving the achievement of disadvantaged pupils by addressing wider issues than only academic outcomes. Preparing pupils for life after school and better equipped to enter the workplace.
 - To improve the Early Years Foundation Stage GLD outcomes to be at or above the national average
 - To improve Key Stage 1 reading, writing and mathematics in order to address the decline at both the expected standard and greater depth in 2019.
 - Improve the performance of our pupils at the end of Key Stage 2
 - Continue to improve the performance at KS4 in particular in English and mathematics to be at or above the national average.
 - Improve the relationships between mainstream and special schools to ensure best provision for students with SEND.

3. Options considered and recommended proposal

- 3.1 This report provides an overview of educational outcomes of children and young people in Rotherham in 2019 and to provide information about the LA's offer of support and challenge in working with schools and academies to strengthen key areas of their work and thereby improve pupil outcomes. Following the sharing of these outcomes RESP will develop an action plan to address the key areas in need of improvement. The key priorities initially identified are:
- Improving the level of Oracy, with a focus on Reading and language acquisition across all stages of education from Early years through to Post 16, with a specific focus for those with SEND.
 - To improve the quality of Leadership and Management across educational establishments, with a particular focus around Governance and the Curriculum offer across all schools.

- To work with external partners to ensure the most effective use of resources to ensure improved outcomes for young people.

4. Consultation on proposal

- 4.1 The Rotherham Education Strategic Partnership (RESP) was established in 2018 to build a more cohesive approach to school improvement following the Enabling School Improvement consultation. The first meeting was held on 24th October 2018 and the board have been meeting half termly.
- 4.2 RESP has brought together key partners from across Rotherham's education system enabling their work to be brought together into a coherent and effective strategic plan communicated through the partnership. It aims to maximise outcomes and improve life chances for children and young people, promote inclusion and reduce inequalities.
- 4.3 The overview of un-validated educational outcomes and the emerging priorities were shared and discussed at the Joint Headteachers', Primary and Secondary Headteachers' meetings on the 19th September 2019.
- 4.4 The following actions will be led by Rotherham Education Strategic Partnership (RESP) to inform and steer an action plan for 2019/2020.

Cross phase and Agency

- Co-ordinate a RMBC 'Summit around the Child' bringing together a wide range of key stakeholders with an aim of improving the educational outcomes for children and young people by agreeing a multi-agency plan to respond to the social economic challenges facing the young people of Rotherham.

4.5 Early Years

- Improve the outcomes for boys through rolling out the 'Boys, Books and Biros' audit tools with settings and school.
- Increase professional confidence in early engagement for children where English is an additional language.
- Develop 'Quality Inductions' into early years for new recruits or students.
- Increase practitioners understanding of how to capture the 'Voice of the Child'
- Launch the SEND 'Parents Charter'
- Implement early engagement strategies with children especially boys and disadvantaged children; through developing the 'Forest Schools' model ensuring there is a link to SEMH
- Further develop the 'Literacy' and Maths audits and roll out to schools and settings.
- Implement 'Integrated reviews' to ensure all children needing additional support access early intervention at the earliest point in preparation for school.
- Continue to develop Foundation Stage leaders in Private, Voluntary and Independent Sector.

4.6 Phonics

- Work with English hubs whose remit is to improve outcomes in the phonics 2020.
- Ensure Rotherham School Improvement Service (RoSIS) traded offer to schools contains a range of CPD activities linked to the areas for improvement

4.7 Key Stage 1&2

- Target a wide range of reading focussed CPD
- Contribute and inform ADCS curriculum development conference January 2020.
- Share 'Enhancing Language Acquisition' -a project focussed on pupils in Year 4 to Year 9
- The 'closing the gap' project -a strategy for KS2 and KS3 pupils to improve writing skills particularly of the most disadvantaged pupils.
- 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 based workshops to support parents/carers when helping their child with reading and mathematics

4.8 Secondary

- Lead secondary practitioners for English and mathematics appointed to support the improvement of English and mathematics
- To improve levels of aspiration through greater connectivity between schools, businesses and career leads.
- Improve attendance and reduce persistent absence through the implementation of the new 'Attendance Pathway'

4.9 SEND

- Roll out of SEND Strategy
- Build closer partnerships amongst the special schools and mainstream peers.
- Develop pupils social mobility through the development of language
- Actively work with parent/ carer agencies in developing family champions of co-production

5. Timetable and Accountability for Implementing this Decision

5.1 RESP priority areas for the school year 2019 / 20 will be those listed in bullet 2 and within section 4 of this report.

5.2 Key actions planned by Rotherham School Improvement Service (RoSIS) to help schools and academies to improve their pupil outcomes from 2019 and beyond are outlined in Appendix 3.

5.3 These will focus on each phase of education including Special Educational Needs and Disability (SEND).

6. Financial and Procurement Advice and Implications

- 6.1 There are no direct procurement implications arising from the content of this report.
- 6.2 There are no direct financial implications within this report

7. Legal Advice and Implications

- 7.1 This report is for information only. Please see paragraph 3.1 above. There are no direct legal implications arising from it. However there are legal duties and powers for local authorities where schools in their area cause concern and in particular those at risk of becoming eligible for intervention by the Secretary of State (in the case of both maintained schools and academies) or the local authority (maintained schools).
- 7.2 Section 72 of the Education and Inspections Act 2006 places a duty on English local authorities to have regard to guidance issued from time to time by the Secretary of State in the exercise of its functions in respect of local authority maintained schools in its area which are causing concern.
- 7.3 The Secretary of State has very recently issued (September 2019) such guidance as a Department for Education publication entitled “Schools causing concern”. The guidance describes the processes local authorities may take to ensure underperformance is addressed early in maintained schools and in compliance with legislation including: School Standards and Framework Act 1998; the Education Acts 2002, 2005 and 2011; Education and Inspections Act 2006; Apprenticeships, Skills, Children and Learning Act 2009; The School Governance (Transition from an Interim Executive Board) (England) Regulations 2010; Academies Act 2010; Children and Families Act 2014 and the Education and Adoption Act 2016.
- 7.4 With regard to academies the office of the RSC is responsible (on behalf of the Secretary of State) for monitoring challenging and intervening in an academy causing concern. The types of intervention available against an academy are set out in the institution’s academy agreement: sections 2A and 2B of the Academies Act 2010 require academy agreements to contain provisions allowing the Secretary of State to terminate the agreement after consulting the proprietor (if the academy is “failing”) and to issue a termination warning notice (if the academy is “coasting”). Although the local authority has no statutory powers of intervention in respect of academies causing concern the Council is committed to productive partnership working with the RSC’s office including meetings and local information sharing.

8. Human Resources Advice and Implications

- 8.1 The Local Authority has had a part-time Assistant Director - Education from September 2017 and an Interim Head of Education from September 2019.

9. Implications for Children and Young People and Vulnerable Adults

- 9.1 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 improve skills, standards of attainment and wider opportunities for all pupils in order to improve their employment prospects and life chances.

10. Equalities and Human Rights Advice and Implications

- 10.1 Protocol 1, Article 2 of the Human Rights Act protects a students' right to an effective education (that is adequate and appropriate).
- 10.2 Rotherham Metropolitan Borough Council is committed to working with all individual settings, schools, academies 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 and academies to ensure there is the collective drive and feeling of shared responsibility for all children across the borough. The outcomes in 2019 shows that 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

11. Implications for Partners

- 11.1 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.
- 11.2 There exists in Rotherham a huge amount of collective expertise, knowledge and experience re school improvement – both within schools and from key strategic partners.
- 11.3 There are many examples of strong, productive, collaborative work taking place involving school leaders across the borough.

12. Risks and Mitigation

- 12.1. There is a risk of individual schools or some groups of schools or academies (MAT's) becoming isolated and not prepared to work productively and collaboratively with each other. A potential lack of collective buy in from school and academy leaders could lead to further fragmentation of the local educational landscape and a further decline in educational performance. The LA continues 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.

13. Accountable Officers

Pepe Di'lasio - Assistant Director

Sally Hodges – Interim Strategic Director of Children and Young People's Services

Approvals obtained on behalf of Statutory Officers:-

	Named Officer	Date
Chief Executive	Sharon Kemp	05/12/19
Strategic Director of Finance & Customer Services (S.151 Officer)	Judith Badger	26/11/19
Head of Legal Services (Monitoring Officer)	Bal Nahal	27/11/19

Report Author:

Pepe Di'lasio, Assistant Director – Education, Pepe.Dilasio@rotherham.gov.uk

Vicky Helliwell, Interim Head of Education, Vicky.helliwell@rotherham.gov.uk

Karen Hopkins, RoSIS Project Co-ordinator, Karen.hopkins@rotherham.gov.uk

This report is published on the Council's [website](#).

PART A - Initial Equality Screening Assessment

As a public authority we need to ensure that all our strategies, policies, service and functions, both current and proposed have given proper consideration to equality and diversity.

A **screening** process can help judge relevance and provide a record of both the process and decision. Screening should be a short, sharp exercise that determines relevance for all new and revised strategies, policies, services and functions.

Completed at the earliest opportunity it will help to determine:

- the relevance of proposals and decisions to equality and diversity
- whether or not equality and diversity is being/has already been considered, and
- whether or not it is necessary to carry out an Equality Analysis (Part B).

Further information is available in the Equality Screening and Analysis Guidance – see page 9.

1. Title

Title: 2019 Education Performance Outcomes

Directorate: CYPS

Service area: Education

Lead person: Pepe Di'lasio

Contact number: 01709 255733

Is this a:

☐

Strategy / Policy

☐

Service / Function

☒

Other

If other, please specify

An overview of the provisional unvalidated educational outcomes of children and young people in primary, special, secondary schools and academies in Rotherham for the 2018/19 academic year.

2. Please provide a brief description of what you are screening

Provisional data released by Department for Education, relation to Key Stage outcomes. The data is currently un-validated and reflects provisional attainment outcomes for the Borough.

3. Relevance to equality and diversity

All the Council's strategies/policies, services/functions affect service users, employees or the wider community – borough wide or more local. These will also have a greater/lesser relevance to equality and diversity.

The following questions will help you to identify how relevant your proposals are.

When considering these questions think about age, disability, sex, gender reassignment, race, religion or belief, sexual orientation, civil partnerships and marriage, pregnancy and maternity and other socio-economic groups e.g. parents, single parents and guardians, carers, looked after children, unemployed and people on low incomes, ex-offenders, victims of domestic violence, homeless people etc.

Questions	Yes	No
Could the proposal have implications regarding the accessibility of services to the whole or wider community? <i>(Be mindful that this is not just about numbers. A potential to affect a small number of people in a significant way is as important)</i>		X
Could the proposal affect service users? <i>(Be mindful that this is not just about numbers. A potential to affect a small number of people in a significant way is as important)</i>		X
Has there been or is there likely to be an impact on an individual or group with protected characteristics? <i>(Consider potential discrimination, harassment or victimisation of individuals with protected characteristics)</i>		X
Have there been or likely to be any public concerns regarding the proposal? <i>(It is important that the Council is transparent and consultation is carried out with members of the public to help mitigate future challenge)</i>		X
Could the proposal affect how the Council's services, commissioning or procurement activities are organised, provided, located and by whom? <i>(If the answer is yes you may wish to seek advice from commissioning or procurement)</i>		X
Could the proposal affect the Council's workforce or employment practices? <i>(If the answer is yes you may wish to seek advice from your HR business partner)</i>		X

If you have answered no to all the questions above, please explain the reason

The report contains data only for information in relation to school and academy key stage outcomes.

If you have answered **no** to **all** the questions above please complete **sections 5 and 6**.

If you have answered **yes** to any of the above please complete **section 4**.

4. Considering the impact on equality and diversity

If you have not already done so, the impact on equality and diversity should be considered within your proposals before decisions are made.

Considering equality and diversity will help to eliminate unlawful discrimination, harassment and victimisation and take active steps to create a discrimination free society by meeting a group or individual's needs and encouraging participation.

Please provide specific details for all three areas below using the prompts for guidance and complete an Equality Analysis (Part B).

- **How have you considered equality and diversity?**

(think about the scope of the proposal, who is likely to be affected, equality related information, gaps in information and plans to address, consultation and engagement activities (taken place or planned) with those likely to be affected)

- **Key findings**

(think about any potential positive and negative impact on different equality characteristics, potential to promote strong and positive relationships between groups, potential to bring groups/communities into increased contact with each other, perception that the proposal could benefit one group at the expense of another)

- **Actions**

(think about how you will promote positive impact and remove/reduce negative impact)

Date to scope and plan your Equality Analysis:

Date to complete your Equality Analysis:

Lead person for your Equality Analysis
(Include name and job title):

5. Governance, ownership and approval

Please state here who has approved the actions and outcomes of the screening:

Name	Job title	Date
Pepe Di'lassio	Assistant Director of Education CYPS	1.10.19
Education Senior Management Team	Education SMT	24.9.19

6. Publishing

This screening document will act as evidence that due regard to equality and diversity has been given.

If this screening relates to a **Cabinet, key delegated officer decision, Council, other committee or a significant operational decision** a copy of the completed document should be attached as an appendix and published alongside the relevant report.

A copy of **all** screenings should also be sent to equality@rotherham.gov.uk For record keeping purposes it will be kept on file and also published on the Council's Equality and Diversity Internet page.

Date screening completed	1.10.19
Report title and date	Educational Outcome Cabinet Paper November 2019
If relates to a Cabinet, key delegated officer decision, Council, other committee or a significant operational decision – report date and date sent for publication	Not a key decision report
Date screening sent to Performance, Intelligence and Improvement equality@rotherham.gov.uk	1.10.19

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.
- 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 1 and the end of KS1 tests which are administered 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 2019.

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. Levels were removed 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

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frameworks during Spring 2017 and made changes to the frameworks for 2017 to 2018.

- 1.9 Assessments are reported as working at the expected standard (EXS+), working at greater depth (GDS), and those working lower than the expected standard (WTS, HNM (science), PK1-4, BLW (to be used with p scales).

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 The 2016 - 2019 tests and teacher assessments were revised to reflect the new and more challenging curriculum.
- 1.12 There are still national tests at the end of KS2 in reading, mathematics, grammar, punctuation and spelling and a teacher assessment for 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 points score (from 2019).
- 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.

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- 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 continued 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 as 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

Glossary

Academy	State school directly funded by central government rather than maintained by a local authority
APS	Average point score – a way of aggregating pupils' attainment across a range of subject areas
DfE	Department for Education
Ebacc	A suite of GCSEs in English, mathematics, sciences, a modern foreign language and history or geography
EHCP	Education, Health and Care Plan – replacing arrangements that previously included 'statement of special educational needs'
EXS+	Meeting the expected standard
FSM	Pupils eligible for free school meals
GDS	Meeting the greater depth standard
GPS	Grammar, Punctuation and Spelling
GRT	Gypsy Roma Traveller
HS	Scoring 110 or more in the Key Stage 2 tests in reading, mathematics and GPS
OFSTED	Office for Standards in Education, Children's Services and Skills
Progress	Educational achievement relative to an earlier recorded starting point
RSC	Regional Schools Commissioner – appointed by the Secretary of State for Education to make academy-related decisions
SEMH	Social, emotional and mental health needs
SEND	Special educational needs and disability
MAT	A trust that is responsible for its individual academies based on the 'funding agreement' with central government
WTS	Working towards the expected standard.

Education Performance Outcomes 2019 (Provisional)

What's working well

- Two year old early education take-up in Rotherham is showing a continued increase and is above the national average of 72% as at January 2019.
- At KS1, the greater depth standard (GDS) for mathematics in Rotherham is in line with the national average in 2019.
- At KS2, the expected standard (EXS+) and greater depth standard (GDS) for mathematics has improved in Rotherham in 2019 but remain below the national average.
- At KS4, Attainment 8, grade 4+ and grade 5+ English and mathematics have improved in Rotherham in 2019 but remain below the national average.
- At KS5, the Rotherham 'A' Level or equivalent pass rate (A*- E grades) was 99.0% in 2019. The national pass rate reported on the BBC news website shows that the overall A*-E pass rate has remained at 97.6% showing the Rotherham LA average is 1.4% above the national average.
- Rotherham special schools are all judged good or outstanding by OFSTED.
- The performance of Gypsy Roma Traveller (GRT) pupils have improved in Phonics, KS1 and KS2.
- Primary and secondary attendance figures have increased in 2019 and persistent absence figures have decreased in 2019.
- The overall rate of primary and secondary fixed term exclusions has decreased in 2019.

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.
- Performance in KS1 in reading and mathematics at the EXS+.
- Performance in KS2 in reading and mathematics at both the EXS+ and HS.
- The performance of our more able pupils.
- The performance at KS4 in particular in English and mathematics.
- The lack of collaborative working by some multi academy trusts beyond their own MAT and the impact on their attainment and progress over recent years in some trusts.

What needs to happen

- There is a need for the LA to continue to endeavour to maintain positive links and effective communication with all of Rotherham's educational providers and the DfE so that all schools and academies 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
- In KS1 and KS2, improve standards in reading and mathematics in order to close the gap to the national average.
- Boosting the performance of our more able pupils must continue to be a high priority.
- Continue to improve the performance in new key measures at KS4 in particular in English and mathematics

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Rotherham Schools and Academies – Overview (at September 2019)

Total number of schools and settings

Type of School/Setting	Number	LA-maintained	Academy
Nursery Schools	3	3	-
Infant Schools	10	6	4
Junior Schools	9	4	5
Infant and Junior Schools	76	23	53
Secondary Schools	16	1	15
Special Schools	6	2	4
Pupil Referral Units	2	2	-
Total	122	41	81

- 68% of Rotherham schools have currently converted to academies. This includes:
 - 65.3% primary schools and a further 10% that have approval from the Regional Schools Commissioner (RSC) board to convert and currently in the conversion process over the next academic year.
 - 94% secondary schools
 - 67% special schools

School OFSTED Inspection Overview

- The proportion of Rotherham schools judged as good or outstanding was 79.3% as at August 2019; this compares to the national average of 86% as at July 2019. The gap to the national average is 6.7%. The proportion of pupils attending a good or outstanding Rotherham school was 77.2% as at August 2019; this compares to the national average of 84% as at March 2019. The gap to the national average is 6.8%.
- The Rotherham LA average has declined in the 2018 / 2019 school year. This is due to four primary academies and one primary / secondary phase academy that were judged 'good' before they converted to academies and judged as 'requiring improvement' / 'special measures' in their first inspection following their conversion.
- OFSTED have introduced changes to the statistical reporting of inspection outcomes from June 2018. They now include the grades from the predecessor school for new academies that have not yet been inspected in their current form. This policy has resulted in some academies not being inspected for up to six years and their special measures judgement is still included in the LA aggregated data for this period of time.

Early Years

Two year old early education take-up in Rotherham is showing a continued increase and is above the national average of 72% as at January 2019

	Summer %	Autumn %	Spring%
2017/18	78.1	85.8	81.3
2018/19	78.5	87.6	83.3
2019/20	80.8		

Early Years Foundation Stage Profile (EYFSP)

- In Rotherham, the percentage of pupils achieving a GLD has increased annually and was above the national average up to 2018. This was an established trend.

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- In 2019, performance for EYFSP GLD has decreased by 2.8% to 70.3%. The provisional national average has increased by 0.4% to 71.9%. Rotherham LA is 1.6% below the national average.
- The Average Total Points (ATPS) measure has decreased by 0.6 points to 34.0 points and is 0.6 below the national average.
- 2019 GLD outcomes are ranked 11th compared with other LA's in the Yorkshire and Humber region (15 LAs).

Rotherham LA and the National Average Trend for GLD

	2016 GLD %	2017 GLD %	2018 GLD %	2019 GLD %
Rotherham LA	70.4	72.1	73.1	70.3
National	69.3	70.7	71.5	71.9
Roth / Nat Gap	+1.1	+1.4	+1.6	-1.6

Gender

- In 2019, the percentage of girls achieving a GLD was 77.1% (decreased by 2.6% from 2018) compared to 63.6% boys (decreased by 2.7% from 2018). Nationally, the percentage of girls achieving a GLD was 78.4% (static from 2018) compared to 65.6% boys (increased by 0.6% from 2018).
- 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 remained at 13.5% in 2019. This is just above national gender gap of 12.8%.

Free School Meals (FSM)

- In 2019, the number of pupils eligible for FSM was 455 (14.2% of the cohort; 13.6% girls and 14.7% boys). The percentage of pupils eligible for FSM achieving a GLD was 56% (decreased by 3% from 2018) compared to non-FSM at 73% (decreased by 3% from 2018). Nationally, the percentage of pupils eligible for FSM achieving a GLD was 56.4% (decreased by 0.2% from 2018) compared to non-FSM at 74.7% (an increase of 0.4% from 2018). Outcomes for Rotherham FSM pupils were just below their national average counterparts; the gap between FSM and non-FSM pupils in Rotherham has remained at 17% in 2019; this is 1% below the national gap in 2019.

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 %		
	2017	2018	2019	2017	2018	2019
All Pupils	72.1 (3,407)	73.1 (3,303)	70.3(3,213)	70.7	71.5	71.9
White British	74.1 (2773)	74.6 (2,676)	72.1 (2,676)	73.0	73.4	73.5
Asian Pakistani	71.0 (224)	70.4 (206)	68.3 (180)	64.0	65.6	66.6
Gypsy / Roma	20.0 (48)	27.3 (44)	15.4 (39)	31.0	34.6	35.6

- Outcomes have decreased for all groups in Rotherham. The trend of outcomes for Asian Pakistani pupils achieving a GLD trend is still above their national average counterparts. Gypsy Roma pupils equate to 1.2% of the cohort.

2019 Education Performance Outcomes Report**Special Educational Needs (SEND)**

The following table shows the percentage of pupils in each SEND 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 %		
	2017	2018	2019	2017	2018	2019
All Pupils	72.1 (3,407)	73.1 (3,303)	70.3(3,213)	70.7	71.5	71.9
No Identified SEND	77.0 (3000)	79.0 (2,917)	76.1 (2,786)	76.0	77.1	77.3
SEND Support	37.0 (350)	32.5 (345)	36.6 (372)	27.0	27.7	28.4
EHC* plan	3.0 (37)	2.4 (41)	1.8(55)	4.0	4.8	4.4

*Education, Health and Care Plan

- The percentage of pupils with SEND support achieving a GLD in Rotherham has increased in 2019 and is 8.2% above their national average counterparts. The percentage pupils with a EHC plan achieving a GLD is 2.6% below the national average (this group equates to 1.7% of the overall cohort in 2019 and 26 of the 55 pupils attend special schools that are all judged good or outstanding by OFSTED). Please note the EHC plan outcomes are suppressed by DfE in their publications due to the small number of pupils in the cohort and to protect confidentiality.

Early Years: Areas for Improvement / Priorities

- To improve the Early Years Foundation Stage GLD outcomes to be above national average; including closing attainment gaps between disadvantaged / non-disadvantaged children; and between girls and boys
- Maintain the high level of early years provider Ofsted inspection outcomes which are above national outcomes to ensure children access high quality settings and are 'school ready'
- Maintain access to mainstream early years provision for early years children with SEND to ensure children reach their full potential through accessing early education at the earliest point possible
- To maximise the DfE Social mobility funded projects to increase the speech, language, communication levels for all children by the age of 5; through the development of a highly skilled workforce and a 0-5 SLCN training pathway
- Raise the importance of working with children aged 2 to 4 years; increase the knowledge, skills and understanding of the workforce through implementing the key actions identified below in Appendix 3 (Actions in response to identified areas for improvement).

Key Stage 1 (KS1 – Years 1 & 2)**Phonics**

- In Rotherham, the percentage of pupils passing the phonics screening check increased annually up to 2016 and 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 increased by 2% to 81%. National averages increased by 1% to 82% in 2018. The gap to the national average was reduced to 1%.
- In 2019, the percentage of pupils passing the phonics screening check in year 1 has decreased by 1% to 80%. National averages remained static at 82% in 2019. The gap to the national average is 2%.

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- At an LA level, there continues to be a gap between girls' and boys' attainment – this reflects the national picture.
- 89.5% of pupils met the expected standard of phonics decoding by the end of year 2 in 2019; this compares to the national average of 91.4%. Rotherham LA is 1.9% below the national average.
- 2019 end of year 1 outcomes in Rotherham are ranked 8th 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

	2016	2017	2018	2019
Rotherham LA	79.0	79.0	81.0	80.0
National Average	81.0	81.0	82.0	82.0
Roth / Nat Gap	-2.0	-2.0	-1.0	-2.0

Gender

- At an LA level, there continues to be a gap between girls' and boys' attainment – this reflects the national picture. In year 1 2019, 83.0% of girls (declined by 1.1% from 2018) and 76.5% of boys (declined by 1.2% from 2018) achieved the standard mark. This compares to the national average for girls of 85.5% and boys 78.5%. The gender gap in Rotherham has increased by 0.5% to 6.5% in 2019; this is 0.5% below the national gap of 7.0%. The proportion of girls meeting the standard mark is 2.5% below their national average counterparts and boys is 2.0% below their national average counterparts.

Free School Meals

- The number of pupils in the year 1 cohort eligible for FSM was 602 (18.0% of the cohort, 17.8% boys and 18.2% girls). The percentage of pupils eligible for FSM achieving the standard mark has decreased by 1.8% to 66.4% from 2018 to 2019. This compares to the national average that has remained static at 70.0% in 2019. The gap between FSM and non-FSM pupils in Rotherham increased by 1.2% to 16.4%; (boys gap – 17.7%, girls gap 15.2%). The national average gap has reduced by 0.2% to 14.4%; (boys gap – 15.9%, girls gap 12.3%). The national average gap is 2.0% 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 %		
	2017	2018	2019	2017	2018	2019
All Pupils	78.8 (3341)	81.0 (3,418)	80.0 (3,340)	81.0	82.0	82.0
White British	80.3 (2712)	82.3 (2,765)	80.7 (2,681)	81.0	82.6	81.9
Asian Pakistani	84.1 (208)	80.9 (220)	81.2 (213)	81.0	82.6	81.7
Gypsy / Roma	23.3 (43)	30.4 (56)	34.0 (53)	39.0	43.7	44.1

- The percentage of Asian Pakistani and Gypsy / Roma pupils meeting the required standard in Rotherham has increased in 2019. Asian Pakistani pupils are just below their national average counterparts in 2019. The percentage of

2019 Education Performance Outcomes Report

Gypsy / Roma pupils achieving a GLD has increased by 7% from 2017 to 2018 and a further 4% in 2019; this has narrowed the gap to the national average.

Special Educational Needs (SEND)

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 SEND groups is shown in brackets.

	Rotherham LA %			National %		
	2017	2018	2019	2017	2018	2019
All Pupils	78.8 (3,341)	81.0 (3,418)	80.0 (3,340)	81.0	82.0	82.0
No Identified SEND	85.0 (2,860)	87.0 (2,899)	86.9 (2,789)	87.0	88.5	88.0
SEND Support	46.0 (423)	50.8 (459)	47.7 (470)	47.0	48.3	47.6
EHC* plan	6.0 (52)	13.3 (60)	16.7 (72)	18.0	19.5	19.5

*Education, Health and Care Plan

- The percentage of pupils in Rotherham with SEND support meeting the required standard in the phonics screening check has increased each year up to 2018 and was above their national counterparts by 2.5% in 2018. Rotherham outcomes have declined in 2019 but they are in line with their national average counterparts.
- The percentage of pupils in Rotherham with an EHC plan meeting the required standard in the phonics screening check increased in 2018 and 2019 and has narrowed the gap to the national average to 2.8% in 2019. This group of pupils equates to 2.2% of the overall cohort in 2019 and 26 pupils in this group attend special schools and 2 pupils attend a PRU; these are judged by OFSTED as good or outstanding.

Phonics: Areas for Improvement / Priorities

- 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.

Key Stage 1 (KS1 – Years 1 & 2) Teacher Assessment**Rotherham LA Average (expected standard (EXS+)) 2019**

- **62.2%** of pupils met the EXS+ in reading, writing and mathematics (R,W&M) compared to **64.8%** last year (**decreased by -2.6%**)
- **71.7%** of pupils met the EXS+ in reading, compared to **72.7%** last year (**decreased by -1.0%**)
- **67.7%** of pupils met the EXS+ in writing, compared to **69.8%** last year (**decreased by -2.1%**)
- **72.6%** of pupils met the EXS+ in mathematics, compared to **74.9%** last year (**decreased by -2.3%**)

National Average (expected standard) 2019

- **65.0%** of pupils met the EXS+ in R,W&M, compared to **65.3%** last year (**decreased by -0.3%**)
- **75.0%** of pupils met the EXS+ in reading, compared to **75.4%** last year (**decreased by -0.4%**)
- **69.3%** of pupils met the EXS+ in writing, compared to **69.9%** last year (**decreased by -0.6%**)

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- **75.7%** of pupils met the EXS+ in mathematics, compared to **76.0%** last year (**decreased by -0.3%**)

Rotherham is below the national average in all subjects at the EXS+ in 2019. The gap the between LA and National averages at the EXS+ has also increased in all subjects this year.

Rotherham LA Average (greater depth standard (GDS)) 2019

- **10.0%** of pupils met the GDS in R,W&M, compared to **12.7%** last year (**decreased by -2.7%**)
- **24.7%** of pupils met the GDS in reading, compared to **27.3%** last year (**decreased by -2.6%**)
- **12.3%** of pupils met the GDS in writing, compared to **16.9%** last year (**decreased by -4.6%**)
- **22.5%** of pupils met the GDS in mathematics, compared to **23.9%** last year (**decreased by -1.4%**)

National Average (greater depth standard) 2019

- **11.1%** of pupils met the GDS in R,W&M, compared to **11.7%** last year (**decreased by -0.6%**)
- **25.0%** of pupils met the GDS in reading, compared to **25.6%** last year (**decreased by -0.6%**)
- **14.8%** of pupils met the GDS in writing, compared to **15.9%** last year (**decreased by -1.1%**)
- **21.8%** of pupils met the GDS in mathematics, this has remained static from 2018.

Rotherham is in line with the national average at GDS in reading and slightly above the national average at GDS in mathematics.

Trend of KS1 R,W&M combined

	R,W&M EXS+ %				R,W&M GDS %			
	2017	2018	2019	18/19 Diff	2017	2018	2019	18/19 Diff
Rotherham LA	64.0	64.8	62.2	-2.6	12.2	12.7	10.0	-2.7
National Average	63.7	65.3	65.0	-0.3	11.0	11.7	11.1	-0.6
Roth / Nat Gap	+0.3	-0.5	-2.8	-2.3	+1.2	+1.0	-1.1	-2.1

In 2019, the KS1 R,W&M combined indicator ranking is 13th at the EXS+ and 11th 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 in all areas other than GDS in maths. This follows a similar gender trend to the national average.
- In 2019, the outcomes of boys and girls in Rotherham are below their national average counterparts at EXS+ and GDS in all subjects except GDS in maths.
- The gap between boys and girls working at the EXS+ in reading, writing and maths combined is 10.2%; this is in line with the national average gap. The widest gap is writing EXS+ at 13.7% and the narrowest gap is maths EXS+ at 2.9%.

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2019	RW&M		Reading		Writing		Maths	
	% EXS+	% GDS	% EXS+	% GDS	% EXS+	% GDS	% EXS+	% GDS
National								
Boys National Average	60.1	9.5	71	21.7	63	11.1	74.6	23.9
Girls National Average	70.2	13	79.3	28.6	76	18.6	76.8	19.5
Gap	10.1	3.5	8.3	6.9	13	7.5	2.2	-4.4
LA								
Boys LA Average	57.2	8.3	67	21.4	61.1	9.4	71.2	24.4
Girls LA Average	67.4	11.8	76.9	28.1	74.8	15.3	74.1	20.5
Gap	10.2	3.5	9.9	6.7	13.7	5.9	2.9	-3.9
Nat/LA Boy Difference	-2.9	-1.2	-4	-0.3	-1.9	-1.7	-3.4	0.5
Nat / LA Girls Difference	-2.8	-1.2	-2.4	-0.5	-1.2	-3.3	-2.7	1

Disadvantaged Pupils

- The number of disadvantaged pupils in the year 1 cohort was 867 (25.1% of the cohort, 24.8% boys and 25.4% girls). The performance of disadvantaged pupils working at the EXS+ in the R,W&M combined measure was 46.4% (decreased by 1.0% from 2018) compared to non-disadvantaged pupils at 67.4% (decreased by 3.5% from 2018); the gap between disadvantaged and non-disadvantaged pupils was 21.0% (the gap is reduced by 2.5% from 2018). This compares to national average gap of 19.0%, the Rotherham gap is 2.0% above the national gap.
- The widest gap to the national average is disadvantaged pupils at the EXS+.

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

LA Average	EXS+ 2019			GDS 2019		
	% Dis	% Non-Dis	% Gap	% Dis	% Non-Dis	%Gap
Reading	57.7	76.5	-18.8	13.5	28.4	-14.9
Writing	52	73	-21	4.2	15	-10.8
Maths	59.1	77.1	-18	13.1	25.6	-12.5
R,W&M Combined	46.4	67.4	-21	3.5	12.2	-8.7
National Average	EXS+ 2019			GDS 2019		
	% Dis	% Non-Dis	% Gap	% Dis	% Non-Dis	%Gap
Reading	61.9	78.4	-16.5	13.8	28	-14.2
Writing	54.7	73	-18.3	7.2	16.8	-9.6
Maths	62.2	79.1	-16.9	11.8	24.3	-12.5
R,W&M Combined	49.8	68.8	-19	5.1	12.8	-7.7
LA and National Average Difference						
	% Dis	% Non-Dis		% Dis	% Non-Dis	
Reading	-4.2	-1.9		-0.3	0.4	
Writing	-2.7	0		-3	-1.8	
Maths	-3.1	-2		1.3	1.3	
R,W&M Combined	-3.4	-1.4		-1.6	-0.6	

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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 %		
	2017	2018	2019	2017	2018	2019
All Pupils	64.0 (3,422)	64.8 (3,343)	62.2 (3,454)	63.7	65.3	65.0
White British	65.2 (2790)	66.1 (2,706)	63.3 (2,777)	63.8	65.4	64.8
Asian Pakistani	63.3 (207)	69.4 (209)	59.5 (220)	60.9	62.9	63.2
Gypsy / Roma	9.4 (53)	7.3 (41)	16.1(62)	19.4	21.5	22.7

- The percentage of White British and Asian Pakistani achieving the EXS+ in R,W&M combined has declined in 2019. Of the schools with a higher proportion of Asian Pakistani pupils; outcomes have declined in six and improved in two. The percentage of Gypsy / Roma pupils achieving the EXS+ in R,W&M combined has increased by 8.8% in 2019 and narrowed the gap to the national average.

Special Educational Needs (SEND)

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 SEND groups is shown in brackets.

	Rotherham LA%			National LA %		
	2017	2018	2019	2017	2018	2019
All Pupils	64.0 (3,422)	64.8 (3,343)	62.2 (3,454)	63.7	65.3	65.0
No Identified SEND	72.9 (2865)	75.3 (2,746)	72.0 (2,775)	71.9	73.8	73.2
SEND Support	19.3 (497)	18.3 (525)	24.4 (573)	19.2	20.6	20.6
EHC* plan	7.0 (61)	1.4 (72)	6.6 (106)	7.6	7.4	7.4

*Education, Health and Care Plan

- The LA average for the percentage of pupils achieving the EXS+ in R,W&M combined has decreased by 2.6% and the national average has decreased by 0.4%. However, the percentage of pupils identified with SEND support achieving EXS+ in R,W&M combined has increased by 6.1% in 2019 and is 3.8% above their national counterparts. The percentage of pupils in Rotherham with a EHC plan achieving the EXS+ in R,W&M combined has also increased by 5.2% and reduced the gap to the national average to 1% (this group of pupils equates to 3% of the overall cohort in 2019 an increase of 0.8% from 2018; 38 pupils in this group attend a special school and 9 pupils in this group attend a PRU).

KS1: Areas for Improvement / Priorities

- Improve the performance in reading, writing and mathematics at the EXS+ and GDS in order to close the gap to the national average.
- Continue to improve the performance of pupils eligible for pupil premium funding meeting the EXS+.

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Key Stage 2 (KS2 – Years 3 - 6)

Rotherham LA Average 2019 (expected standard)

- **59.2%** of pupils met the EXS+ in reading, writing and mathematics, compared to 62.0% last year **(decreased by 2.8%)**
- **66.1%** of pupils met the EXS+ in reading, compared to 71.0% last year **(decreased by 4.9%)**
- **74.6%** of pupils met the EXS+ in mathematics, compared to 74.0% last year **(increased by 0.6%)**
- **72.5%** of pupils met the EXS+ in grammar, punctuation and spelling, compared to 74.3% last year **(decreased by 1.8%)**
- **77.6%** of pupils met the EXS+ in writing TA, compared to 80.0% last year **(decreased by 2.4%)**

National Average 2019 (expected standard)

- **65%** of pupils met the EXS+ in reading, writing and mathematics, compared to 64.0% last year **(increased by 1.0%)**
- **73%** of pupils met the EXS+ in reading, compared to 75.0% last year **(decreased by 2.0%)**
- **79%** of pupils met the EXS+ in mathematics, compared to 76.0% last year **(increased by 3.0%)**
- **78%** of pupils met the EXS+ in grammar, punctuation and spelling, unchanged from last year.
- **78.0%** of pupils met the EXS+ in writing TA, unchanged from last year.

In 2019, Rotherham LA KS2 outcomes at the EXS+ in reading, writing TA, GPS and the R,W&M combined measure have decreased; mathematics has increased. National averages have increased in mathematics and R.W&M combined, decreased in reading and remain unchanged in GPS and writing. Rotherham LA averages are below the national average and the gap has widened in 2019.

Rotherham LA Average 2019 (greater depth / higher standard (HS))

- **7.5%** of pupils met the higher standard in the R,W&M combined measure, compared to 8.3% last year **(decreased by 0.8%)**
- **19.6%** of pupils met the higher standard in reading, compared to 23.0% last year **(decreased by 3.4%)**
- **22.2%** of pupils met the higher standard in mathematics, compared to 19.0% last year **(increased by 3.2%)**
- **28.6%** of pupils met the higher standard in GPS, compared to 30.0% last year **(decreased by 1.4%)**
- **17.0%** of pupils met the greater depth standard in writing TA, compared to 18.0% last year **(decreased by 1.0%)**

National Average 2019 (greater depth / higher standard)

- **10.5%** of pupils met the higher standard in the R,W&M combined measure, compared to 10.0% last year **(increased by 0.5%)**
- **26.9%** of pupils met the higher standard in reading, compared to 28.0% last year **(decreased by 1.1%)**
- **26.6%** of pupils met the higher standard in mathematics, compared to 24.0% last year **(increased by 2.6%)**

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- **35.6%** of pupils met the higher standard in GPS, compared to 34.0% last year (**increased by 1.6%**)
- **20.1%** of pupils met the greater depth standard in writing TA, unchanged from last year.

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

	EXS+ %				HS %			
	2017	2018	2019	18/19 Diff	2017	2018	2019	18/19 Diff
Rotherham LA	60.8	62.0	59.2	-2.8	7.1	8.3	7.5	-0.8
National Average	61.0	64.0	65.0	+1.0	8.6	10.0	10.5	+0.5
Roth / Nat Gap	0.0	-2.0	-5.8	-	-1.5	-1.7	-3.0	-

- In 2019, the KS2 R,W&M combined indicator ranking is 15th at both the EXS+ and the HS compared with other LAs in the Yorkshire and Humber region (15 LAs).
- 37 Rotherham schools were below the national average at the EXS+ in R,W&M combined, in 34 of these schools the EXS+ in reading was below or significantly below the EXS+ in mathematics.
- The percentage of pupils working at the EXS+ in reading is 66.1% (decreased by 4.9% from 2018) this is 6.9% below the national average. The percentage of pupils reaching the HS is 19.6% (decreased by 3.4% from 2018) this is 7.3% below the national average.
- The percentage of pupils working at the EXS+ in the writing assessment is 77.6% (decreased by 2.4% from 2018) this is -0.4% below the national average and the first time this subject has been below the national average since the introduction of changes in 2016. The percentage of pupils working at GDS in the writing teacher assessment is 17.0%; this is 3.0% below the national average.
- The percentage of pupils working at the EXS+ in mathematics is 74.6% (increased by 0.6% from 2018) this is 4.4% below the national average. The percentage of pupils reaching the HS is 22.2% (increased by 3.2%) this is 4.4% below the national average.
- The percentage of pupils working at the EXS+ in grammar, punctuation and spelling (GPS) is 72.5% (decreased by 1.8% from 2018) this is 5.5% below the national average. The percentage of pupils reaching the HS is 28.6% (decreased by 1.4% from 2018) this is 7.0% below the national average.

KS1- KS2 Progress Measures

- The average progress score for Rotherham LA in reading is -1.32(sig-), in writing is -0.29(sig-) and in maths is -0.36(sig-). The progress measures are identified as significantly below the national average. The KS1 prior attainment average points score is 15.9; this was 0.3 below the national average.

Gender

- Attainment over time shows that girls continue to outperform boys. This follows a similar gender trend to the national average.

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- The gap between the performance of boys and girls working at the EXS+ in reading, writing and mathematics combined has increased by 3.2% from 2018 to 8.7% in 2019. However, this is 1.0% smaller than the national average gap.
- The attainment of boys and girls is below the national average in all subjects with writing at the EXS+ being the narrowest gap to the national average.
- The widest gaps to the national average are in reading and GPS at the EXS+ and the HS.
- The proportion of girls meeting the HS is well below their national average counterparts.

Key Stage 2 Gender

2019	RWM %		Reading %		Writing TA %		Maths %		GPS %	
	EXS+	HS	EXS+	HS	EXS+	GDS	EXS+	HS	EXS+	HS
National										
Boys	60.1	8.6	68.6	22.2	72.5	15.1	78	28.9	73.6	30.7
Girls	69.8	12.5	78	31.9	84.7	25.4	79.3	24.2	82.6	40.9
Gap	9.7	3.9	9.4	9.7	12.2	10.3	1.3	-4.7	9.0	10.2
LA										
Boys	55.1	7.0	61.9	16.7	71.5	13.1	73.9	25.5	67.8	24.6
Girls	63.8	8.1	70.6	22.8	84.3	21.3	75.4	18.6	77.7	33.0
Gap	8.7	1.1	8.7	6.1	12.8	8.2	1.5	-6.9	9.9	8.4
Nat / LA Boys Diff	-5.0	-1.6	-6.7	-5.5	-1.0	-2	-4.1	-3.4	-5.8	-6.1
Nat / LA Girls Diff	-6.0	-4.4	-7.4	-9.1	-0.4	-4.1	-3.9	-5.6	-4.9	-7.9

- The KS1 prior attainment average points score was below the national average for both boys and girls.

	Rotherham LA	National
All Pupils	15.9	16.2
Girls	16.3	16.6
Boys	15.6	15.9

- Girls progress in reading was -0.89 (sig-), writing +0.51 (sig+) and mathematics -1.14 (sig-); boys progress in reading was -1.70 (sig-), writing -1.01 (sig-) and mathematics +0.35 (sig+).

Disadvantaged Pupils

- In 2019, there were 1,225 disadvantaged pupils (36.1% of the cohort, 36.9% girls and 35.4% boys).
- In 2019, the proportion of disadvantaged pupils in Rotherham achieving the EXS+ in reading, writing and maths combined was 46.4% (decreased by 0.2% from 2018) while the non-disadvantaged pupils were 66.5% (decreased by 3.6% from 2018), the gap was 20.1% (narrowed by 3.4% from 2018). The proportion of disadvantaged pupils nationally working at EXS+ in reading, writing and maths combined was 51.2% (increased by 1.1% from 2018) while the non-disadvantaged pupils were 70.8% (decreased by 0.2% from 2018), the gap was 19.6% (narrowed by 1.3% from 2018). The LA gap is in line with the national gap.
- The combined attainment measure for disadvantaged pupils in Rotherham is 4.8% below their national average counterparts. The combined attainment

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measure for non-disadvantaged pupils in Rotherham is 4.3% below their national average counterparts.

- In 2019, the performance of disadvantaged pupils working at the EXS+ in reading was 55.7%, in writing was 66.0% and in mathematics was 63.9% compared to non-disadvantaged pupils working at the EXS+ in reading was 71.9% (gap 16.2%), in writing was 84.1% (gap 18.1%) and in mathematics was 80.7% (gap 16.8%).
- The Rotherham gap at the EXS+ in reading, mathematics and R,W&M combined has narrowed in 2019 due to non-disadvantaged pupils outcomes declining while disadvantaged pupil remained static.

Key Stage 2 Disadvantaged Pupils and Non-Disadvantaged pupils

LA Average	EXS+ 2019			GDS / HS 2019		
	Dis %	Non Dis %	Gap %	Dis %	Non Dis %	Gap %
Reading	55.7	71.9	-16.2	12.3	23.7	-11.4
Writing	66	84.1	-18.1	8.6	21.8	-13.2
Maths	63.9	80.7	-16.8	13.4	27.2	-13.8
GPS	62.6	78.2	-15.6	18.2	34.6	-16.4
R,W&M Combined	46.4	66.5	-20.1	3.6	9.7	-6.1
National Average	EXS+ 2019			GDS / HS 2019		
	Dis %	Non Dis %	Gap %	Dis %	Non Dis %	Gap %
Reading	61.9	78.1	-16.2	16.8	31.3	-14.5
Writing	67.7	83.2	-15.5	11.3	24	-12.7
Maths	67.2	83.7	-16.5	15.5	31.4	-15.9
GPS	67.3	82.7	-15.4	24.3	40.6	-16.3
R,W&M Combined	51.2	70.8	-19.6	4.7	13	-8.3
LA and National Average Diff						
EXS+	Dis %	Non Dis %	Gap %	Dis %	Non Dis %	Gap %
Reading	-6.2	-6.2	0	-4.5	-7.6	-3.1
Writing	-1.7	0.9	2.6	-2.7	-2.2	0.5
Maths	-3.3	-3.0	0.3	-2.1	-4.2	-2.1
GPS	-4.7	-4.5	0.2	-6.1	-6.0	0.1
R,W&M Combined	-4.8	-4.3	0.5	-1.1	-3.3	-2.2

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	2019	2017	2018	2019
All Pupils	61.0 (3,112)	62.0 (3,252)	59.2 (3,388)	61.0	64.0	65.0
White British	61.5 (2558)	62.4 (2,654)	60.8 (2,757)	61.5	64.5	64.7
Asian Pakistani	60.6 (221)	69.5 (214)	51.4 (220)	55.4	61.5	62.3
Gypsy / Roma	9.3 (43)	10.0 (52)	18.6 (43)	16.5	18.6	20.2

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- The percentage of White British, Asian Pakistani and Gypsy / Roma pupils achieving the EXS+ in R,W&M combined increased in 2018. White British and Asian Pakistani pupils decreased in 2019 and are below their national average counterparts. *Sitwell Jnr have 34 Asian Pakistani pupils included in the cohort with no results, this has a significant impact on the decline in the Asian Pakistani outcomes for 2019.* Gypsy / Roma pupils increased by 8.6% and have reduced the gap to their national average counterparts to 1.6%.

Special Educational Needs (SEND)

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 SEND groups is shown in brackets.

	Rotherham LA%			National LA %		
	2017	2018	2019	2017	2018	2019
All Pupils	61.0 (3,112)	62.0 (3,252)	59.2 (3,388)	61.0	64.0	65.0
No Identified SEN	70.0 (2502)	73.4 (2550)	68.7 (2708)	71.0	74.0	74.3
SEND Support	25.0 (507)	21.9 (598)	23.6 (564)	21.0	23.5	24.9
EHC* plan	4.0 (99)	3.1 (104)	6.0 (116)	8.0	8.6	9.2

*Education, Health and Care Plan

- The percentage of pupils in Rotherham with SEND support achieving the EXS+ in R,W&M combined increased in 2019 but outcomes remain just below their national counterparts.
- The percentage of pupils in Rotherham with a EHC plan achieving the EXS+ in R,W&M combined also increased in 2019 but again remains just below the national average (this group equates to 3.2% of the overall cohort in 2019 and 60 of the 116 pupils attend a special school or a PRU that are currently judged good or outstanding by OFSTED).

KS2: Areas for Improvement / Priorities

- To make significant improvements in Key Stage 2 reading in order to address the decline at both the expected and higher standard in 2019 and to narrow the gap to the national average.
- To continue to improve the performance of pupils in mathematics at the EXS+ and HS to meet or exceed the national average.
- To rapidly accelerate the rate of progress for higher ability pupils (particularly girls) to meet or exceed the national average at the HS /GDS.
- To continue to improve the performance of disadvantaged pupils at a faster rate than national.

KS4 (Years – 10 & 11)

Please note this information was collected directly from secondary schools on Key Stage 4 level results day 2019.

- The Rotherham LA average Attainment 8 score per pupil has increased by 1.6 points to 45.2. The provisional national average is 45.7.
- The percentage of pupils achieving grade 5 or above in English and maths has increased by 1.1% to 38.5%. The provisional national average is 42.6%.
- The percentage of pupils achieving grade 4 or above in English and mathematics has increased by 0.8% to 60.0%. The provisional national average is 64.1%.
- The Ebacc average points score (APS) has increased by 0.2 to 3.8.

KS4: Areas for Improvement / Priorities

- Improve the performance for all pupils in English and mathematics at grade 4+ and 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 2019.

- The overall LA 'A' Level or equivalent pass rate (A* - E grades) was 99.0%.
A* - A grade - was 19.8%.
A* - B grades – was 42.2%
A* - C grades – was 71.2%
The national pass rate reported on the BBC news website shows that the overall A*-E pass rate has remained at 97.6% showing the Rotherham LA average is 1.4% above the national average.

Committee Name and Date of Committee Meeting

Improving Lives Select Commission – 14 January 2020

Report Title

Implementation of Looked After Children Sufficiency Strategy

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

No

Strategic Director Approving Submission of the Report

Sally Hodges, Interim Strategic Director of Children and Young People's Services

Report Author(s)

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Ward(s) Affected

Borough-Wide

Report Summary

The Rotherham Looked After Children (LAC) Sufficiency Strategy 2019-2022 identifies the challenges that the borough faces in relation to providing care and accommodation to our Looked After Children that is high quality, enables children to achieve the best outcomes and provides value for money.

The Strategy was approved by Cabinet in June 2019. The key priorities identified in the LAC Sufficiency Strategy are:

- To increase the number of in-house foster carers;
- To develop in-borough residential provision;
- To maintain a clear understanding of sufficiency needs and value for money;
- To explore opportunities for regional collaborative working arrangements;
- To review the Rotherham Fostering Framework to ensure that it continues to deliver high quality placements and value for money;
- To implement a Dynamic Purchasing Framework to achieve sufficiency for Rotherham care leavers;
- To work in partnership with Adult Care & Housing to ensure that sufficiency is achieved for vulnerable 16- and 17-year olds.

The purpose of this report is to provide an update on progress for each of the priorities.

Recommendations

1. Note progress on the implementation of the LAC Sufficiency Strategy 2019-2021
2. Considers future arrangements to scrutinise implementation and impact of the LAC Sufficiency Strategy

Background Papers

Looked After Children's Sufficiency Strategy 2019-2021

Consideration by any other Council Committee, Scrutiny or Advisory Panel

Cabinet – 10 June 2019

Cabinet – 17 February 2020

Council Approval Required

No

Exempt from the Press and Public

No

Implementation of LAC Sufficiency Strategy

1. Background

- 1.1 The Rotherham Looked After Children (LAC) Sufficiency Strategy 2019-2022 identifies the challenges that the borough faces in relation to providing care and accommodation to our Looked After Children that is high quality, enables children to achieve the best outcomes and provides value for money.
- 1.2 The underpinning principle of Rotherham's approach is that every child has the right to a family life. Where this is not possible the Council will seek to ensure that a child lives with a supportive and nurturing family. In the event that living in a family home is not an option, the Council will make every effort to ensure that a child lives in a children's home that replicates family life as closely as possible. Once in care, every effort is made to either plan for the safe return of children to their families or have a permanent alternative family as soon as possible.
- 1.2 The data set that was published with the strategy was to the end of 2018. Data up to the end of December 2019 will now be prepared but was not available at the time of finalising this report.
- 1.3 The number of Looked After Children in Rotherham has declined steadily over the last 12 months and was 614 on 31st December 2019. Of these children, 153 are placed with in-house foster carers, 260 are placed through Independent Fostering Agencies and 71 are placed in Residential Care. The proportion of children placed in Residential Care has increased in the last 12 months.
- 1.4 The key priorities set out in the LAC Sufficiency Strategy remain the same and progress has been made against all areas. The activity to support each priority is summarised within this report. The key priorities identified in the LAC Sufficiency Strategy are to (1) increase the number of in-house foster carers, (2) develop in-borough residential provision, (3) maintain a clear understanding of sufficiency needs and value for money, (4) explore options for regional collaborative arrangements, (5) review the Rotherham Fostering Framework to ensure that it continues to deliver high quality placements and value for money, (6) implement a dynamic purchasing framework to achieve sufficiency for Rotherham care leavers and (7) work in partnership with Adult Care & Housing to ensure that sufficiency is achieved for vulnerable 16- and 17-year olds.
- 1.5 The timescales associated with delivering key areas of work, including the recruitment of additional in house foster carers, and the development of in-borough residential provision that offers value for money, has meant that the children's sufficiency budget remains significantly overspent. The work outlined in this report will continue to require urgent attention to bring spending back in line with the projected budget during 2020.

2. Key Issues

2.1 Increase the number of in-house foster carers

- 2.1.1 The previous recruitment strategy for in-house foster carers did not generate the level of interest that was required. In 2018, 14 new foster carers were approved and 24 foster carers were de-registered leading to a net reduction of 10. Up to the end of September 2019, 9 new foster carers were approved and 15 foster carers were de-registered, leading to a net reduction of 6.
- 2.1.2 In September 2019, Rotherham entered into an agreement with Bright Sparks to fundamentally change the way that the foster carer recruitment strategy. Bright Sparks is a creative communications and business development agency that works exclusively with social purpose organisations to help them start up, grow and improve services they provide

that make a difference to people's lives and society.

- 2.1.3 Bright Sparks have developed a social media campaign, built on the Rotherham brand and values, and promoting key messages to potential foster carers. They also manage a media buying strategy that promotes the Rotherham message via Google, Facebook and Instagram.
- 2.1.4 Bright Sparks have developed a purpose-built website to promote the Rotherham offer. The website has the necessary technical functionality to capture interest from the social media campaign. The Customer Relationship Management tools ensure that media buying is targeted to encourage repeat visits to the Rotherham website, and would make use of tools such as a live web chat, blog posts and email.
- 2.1.5 Since the campaign was launched, there have been 2 million page impressions and 1.5k unique visitors to www.fosteringrotherham.com. 603 direct enquiries have been received via live chat, website forms, email and social media. 54 face to face information visits have been booked.
- 2.1.6 If 50% of the current enquiries progress to become approved foster carers, this would be 6.5 new foster carers by the end of March 2020. If the rate of conversion increases to 75% this would be 9 new foster carers. It is planned that this level of activity will continue throughout 2020.

2.2 Develop in-borough residential provision

- 2.2.1 In line with the LAC Sufficiency Strategy, Rotherham issued a market position statement to encourage private providers to set up small residential homes in the borough. Happy Group set up a three-bed home in the borough in August 2018. Rotherham has a contractual arrangement to block-book all three beds at a preferential rate and these have remained fully occupied since the provision opened.
- 2.2.2 Other providers have leased or purchased property in the borough with the intention of establishing additional three-bed residential homes. The CYPS commissioning team have worked closely with providers with the aim of negotiating similar contractual arrangements to block-book placements in the new provision.
- 2.2.3 Flourish, Happy Group and Rainbows all currently have properties in the borough and have established a staffing team. The CYPS commissioning team are working with the providers and the Ofsted regulatory regional manager and it is likely that new provision will become available early in 2020. This is later than the anticipated timescale.
- 2.2.4 When new provision is Ofsted registered, commissioning and social care teams will work closely together to plan for children to move into suitable placements within the borough.
- 2.2.5 In order to reduce Rotherham's reliance on the private market, and increase local sufficiency, it is also proposed that new in-house residential homes are opened. In-house provision will reduce pressure on the placements budget. It can also be designed to meet the needs of children with more complex needs as there will be the opportunity to offer places in local schools and provide support from the local child and adolescent mental health system.
- 2.2.6 In February 2020, Cabinet is due to receive a full business cases proposing the development of new in-house residential provision, including registered emergency placements, residential provision to support step-down to foster care and additional 3-bed residential provision.

2.3 Maintain a clear understanding of sufficiency needs and value for money

- 2.3.1 Maintaining a clear understanding of sufficiency needs and value for money requires relies on joint work between commissioning, social care, performance and finance teams.

2.3.2 Sufficiency data is currently managed manually through use of spreadsheets. There is now a process in place to ensure that finance and commissioning information is cross-referenced on a regular basis to retain an accurate picture of the current position.

2.3.3 There has been approval to purchase the Controcc module for LiquidLogic. This will enable payments to providers to be made via the LiquidLogic system and will also provide timely and detailed performance information.

2.3.4 A joint working group will be established to oversee the implementation of the new module.

2.4 Explore opportunities for regional collaborative working arrangements

2.4.1. Rotherham continues to work with other authorities in Yorkshire and Humber as part of the White Rose Framework. The framework supports Rotherham to make placements for children with Special Educational Needs and Disabilities and for residential provision.

2.4.2 Placement sufficiency is an area of concern for all local authorities in the region and sub-region. The regional meetings of Directors of Children's Services commissioned work to understand local sufficiency challenges and this work informed Rotherham's own LAC Sufficiency Strategy.

2.4.3 In January 2019, a meeting will be hosted by North Yorkshire County Council to discuss options for delivering residential care in the region. Rotherham is engaging in all regional work to inform local planning arrangements.

2.5 To review the Rotherham Fostering Framework to ensure that it continues to deliver high quality placements and value for money

2.5.1 Rotherham's own Fostering Framework has been in place since April 2016. Initially the tender ran for three years; this was extended by a further year. There are 18 providers on the Rotherham Framework and the commissioning team manage the relationship with providers through quarterly partnership meetings.

2.5.2 In 2015 / 16, the rationale to develop a local framework was that it provided opportunities to performance manage delivery through relationship based and child-centred commissioning arrangements at the same time as delivering cost savings equivalent to, or in excess of those being generated by the White Rose Framework despite Rotherham not having the purchasing power of combined authorities.

2.5.3 This strategy has proved successful and prices of placements made through the framework have been lower than those on the White Rose Framework. This is affected by the timing of tendering processes, with Rotherham prices negotiated in April 2016, whilst the White Rose process concluded in 2018.

2.5.2 However, as Rotherham seeks to re-negotiate the local framework, it is likely that providers will align their pricing with that offered through the White Rose Framework. Evidence of this is that the five providers who have requested inflation on Rotherham's framework suggests all agencies will ask for an increase to WRFF prices when re-tendering. The collective arrangements of the White Rose Framework provide additional buying power and a stronger negotiating position that it will be possible to have locally.

2.5.3 A further factor is that it is increasingly difficult to keep pace with the demand for foster care placements. An increase in the number of foster carers will reduce pressure on the independent fostering agencies, however, local sufficiency arrangements remain reliant on the private market.

- 2.5.4 To ensure that Rotherham is in a position to work through a formal procurement route that offers choice, quality and value for money, it has been agreed that the authority will join the White Rose Framework from 1st April 2020. This will provide Rotherham with further placement stability and increase the number of agencies with a wider pool of foster carers whilst allowing us to continue our strong working relationship with local providers.
- 2.5.5 Other advantages of re-joining the Framework are that it will:
- Have an earlier indication of placements costs over the next 3 years, providing more financial stability with regards to future price increase request and value for money.
 - Reduce non-compliant spend. We only have young people placed with one agency who is not currently on the White Rose Framework. There is a strong possibility this provider will apply to be part of the framework.
 - The framework allows for local authorities to make arrangements with providers, for example block bookings and emergency beds. This means that we should still be able to work with providers to meet our local needs. It will allow time to develop initiatives such as step down and edge of care services within the existing White Rose arrangements.
 - The monitoring arrangements would compliment the existing quality assurance framework.
 - We already know from existing contracting arrangements that the White Rose Consortium are already moving to more flexible and dynamic ways of working.
- 2.6 Implement a Dynamic Purchasing Framework to achieve sufficiency for Rotherham care leavers**
- 2.6.1 Rotherham previously commissioned places for Care Leavers over the age of 16 via the White Rose Framework. A consortium decision was taken in May 2018 by all Local Authority Assistant Directors that the existing Accommodation and Support Framework for 16+ Care Leavers provision would not be renewed. The White Rose Framework expired in December 2018 and since that date all 16+ Accommodation and Support placements have been made without a contract in place.
- 2.6.2 The new Dynamic Purchasing Framework will put in place a compliant route to market for commissioners without limiting choice and flexibility by allowing the option to directly award work or the provision for a mini competition.
- 2.6.3 The Framework allows work to be awarded based on identified needs and matching by the social worker and provider. Where two or more provisions can equally meet the needs of the young person, a decision will be made on cost. The top tier of providers will have the opportunity to offer a placement first – although if a provider on the second tier can offer something specific that meets the young person’s needs a direct placement can be made.
- 2.6.4 Following consultation with young people and providers, a specification was developed and put out to tender. There was a higher than expected response with over 40 providers submitting applications. The Invitation to Tender contained over 20 questions and it has taken longer than anticipated to prepare feedback to each question for each provider. The Procurement Team have advised that awards will be finalised in January 2020.
- 2.7 Work in partnership with Adult Care & Housing to ensure that sufficiency is achieved for vulnerable 16- and 17-year olds**
- 2.7.1 Children’s commissioning worked in partnership with Adult commissioning to re-tender the supported accommodation offer for young people aged 16-25 who are experiencing

homelessness or who are vulnerably housed.

- 2.7.2 The contract was awarded to Roundabout who began delivery in Rotherham in August 2019. The Roundabout offer is made up of:
- 4 assessment beds which are available to young people in an emergency for up to 28 days.
 - 12 hostel beds, offered by Rush House working in partnership with Roundabout Semi-supported accommodation for 12 young people, which is made up of shared houses and self-contained flats.
 - Tenancy Support for up to 50 young people who are in their own tenancies in Rotherham. This floating support can be for up to 6 months to support young people to get settled into their own accommodation.
- 2.7.3 There are further opportunities to work with Adult Care & Housing to ensure that vulnerable young people are supported to live independently as adults. Initial scoping work to identify the most vulnerable cohorts will begin in January 2020.

3. **Options considered and recommended proposal**

All seven priorities identified in the LAC Sufficiency Strategy need to be developed in order to provide the right balance of placements for Looked After Children that are both high quality and value for money.

4. **Consultation on proposal**

- 4.1 There is an ongoing programme of consultation that takes place with in-house foster carers and Independent Fostering Agencies. The Looked After Children's Council meet regularly and choose areas of interest and focus. Officers will seek the engagement of Looked After Children in market management work.
- 4.2 Some components of the work will require more detailed consultation and engagement plans that will be delivered in line with the Council's Consultation and Engagement Strategy.

5. **Timetable and Accountability for Implementing this Decision**

- 5.1 Approval of the LAC Sufficiency Strategy will inform ongoing work to manage the market in Rotherham. The implementation of the LAC Sufficiency Strategy will be achieved through market management and demand management activity which will contribute to delivering budget savings in 2019/20 and 2020/21. All work is reported to the Children's Directorate Leadership Team and highlight reports are received directly by the Council's Strategic Leadership Team.
- 5.2 Some components of work to deliver the LAC Sufficiency Strategy may require different levels of governance and accountability and officers will take advice from the Directorate Leadership Team to follow the correct process.

6. **Financial and Procurement Advice and Implications (to be written by the relevant Head of Finance and the Head of Procurement on behalf of s151 Officer)**

- 6.1 The Council must ensure that where commissioned services are utilised with third party organisations, this is done in compliance with the Council's own Financial and Procurement Procedure Rules and the Public Contracts Regulations 2015. The chosen delivery vehicles for the provision of commissioned services are outlined within this report. These are The White Rose Framework and the Rotherham Dynamic Purchasing Framework for Care Leavers Accommodation. A tender waiver was completed prior to awarding the contract to

Bright Sparks to support the recruitment of foster carers.

7. Legal Advice and Implications (to be written by Legal Officer on behalf of Assistant Director Legal Services)

- 7.1 The LAC Sufficiency Strategy underpins the Council's compliance with the statutory duties it owes towards Looked After Children, including the duties under the Children Act 1989 (as amended by the Children and Families Act 2014) to provide accommodation for and to safeguard and promote the welfare of Looked After Children.

8. Human Resources Advice and Implications

- 8.1 There are no direct human resources implications arising from this report. Some components of the work may have human resources implications (for example, if Rotherham opens its own in-house residential provision) and these will be addressed through specific project level reports.

9. Implications for Children and Young People and Vulnerable Adults

- 9.1 The understanding of sufficiency is essential to inform work to meet the needs of Rotherham's Looked After Children and Care Leavers.

10. Equalities and Human Rights Advice and Implications

- 10.1 Section 149 of the Equality Act 2010 requires that public bodies, in exercising their functions, have due regard to the need to:

- i. eliminate discrimination, harassment, victimisation and other unlawful conduct under the Act,
- ii. advance equality of opportunity and
- iii. foster good relations between persons who share a protected characteristic and persons who do not share it.

- 10.2 The purpose of the LAC Sufficiency Strategy is to understand the needs of all Looked After Children, considering protective characteristics, and ensure that there is a range of provision in place to address their needs.

11. Implications for Ward Priorities

- 11.1 Where new provision is developed within the borough this may have implications for ward councillors and ward priorities. This will be considered as part of the governance process for each project.

12. Implications for Partners

- 12.1 The LAC Sufficiency Strategy describes the market management approach. This includes the aspiration of meeting the needs of more Rotherham children within the borough. Where children are placed within Rotherham, partners can ensure that their needs are supported comprehensively through robust packages of support including health and education.

13. Risks and Mitigation

- 13.1. If the activity recommended in the LAC Sufficiency Strategy is not implemented, there

is a risk that we will not be able to fulfil our statutory duty to secure sufficient accommodation for Looked After Children due to an increase in demand in Rotherham and across the local area.

- 13.2 Market conditions are also making it more difficult to find high quality placements that provide value for money and this places significant pressure on the CYPS budget.
- 13.3 The Market Management and Demand Management projects set out the delivery plans which are required to fulfil the aspirations of the LAC Sufficiency Strategy and mitigate these risks.

14. Accountable Officers

Sally Hodges, Interim Director of Children's Services

Approvals obtained on behalf of Statutory Officers:-

	Named Officer	Date
Chief Executive	Sharon Kemp	Click here to enter a date.
Strategic Director of Finance & Customer Services (S.151 Officer)	Named officer	Click here to enter a date.
Head of Legal Services (Monitoring Officer)	Named officer	Click here to enter a date.

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This report is published on the Council's [website](#).*

BRIEFING	TO:	Improving Lives
	DATE:	29.12.19
	LEAD OFFICER:	Rebecca Wall - Head of Safeguarding Quality and Learning rebecca.wall@rotherham.gov.uk
	TITLE:	CYPS Directorate Workforce Strategy

1. Background

The Purpose of this report is to provide an overview of the current directorate workforce strategy for Children and Young people's services, with a focus on the Rotherham Family Approach and Rotherham Learning Academy.

Since 2015 there has been a specific focus on developing a workforce across CYPS that would support Rotherham on a journey to achieving outstanding outcomes for the children and families of Rotherham. Key to this offer was ensuring Rotherham worked to embed a learning culture across the organisation and is committed to evidence-based approaches when working with children, young people and families, as well as working together as professionals. The strategy has supported the improvements noted by Ofsted in the last inspection published in 2018 and the more recent focused visit around Children in Care.

The Rotherham Family Approach

A key part of the CYPS workforce strategy has been around the development of the Rotherham Family Approach (RFA). As part of the journey towards 'Outstanding', Rotherham selected three methodologies to support a consistent operating model and the methodologies complement one another to help practitioners deliver the best possible interventions to support children and families to achieve. Through each of the methodologies share a golden thread of exploring strengths, not just risk or deficits. The Rotherham Family approach also embodies our obsession with keeping the following question at the heart of all that we do: "**Would this be good enough for my child and family?**" This simple, but powerful question is held at the centre of practice across Rotherham and is visible from front line practitioners through to the senior leadership of the organisation.

The RFA approach incorporates three methodologies; Signs of Safety; Restorative Practice and Social Pedagogy and over the past three years the leadership team and Learning and development Team have worked to ensure the approaches and the key ethos is embedded in all work and decision making with children and their families.

Signs of Safety has become an integral part of our assessment framework and decision making around children in need, child protection processes and children looked after. Ensuring that all children have a danger statement and safety goal.

Social Pedagogy training has been focused around practitioners working with children in care and leaving care; the approach advocates thinking beyond processes (the head),

which professionals often feel comfortable with; to being led by the views of the child and or family (heart). This recognises that change is much more achievable, powerful and longer lasting if we take on board the perspective of others.

Restorative Practice focuses on high support high challenge; an approach Rotherham has ensured is in place when practitioners from across CYPS work with children and their families, to support effective planning together. The approach has also been embedded in how practitioners work with each other and the wider partnership.

The Rotherham Learning Academy

The Rotherham Learning Academy's overarching aim is to embed a learning culture across the organisation that is committed to evidence-based approaches when working with children, young people and families, as well as working together as professionals. The RFA represents a reorganised approach to prevention, intervention, protection and care. Workforce wide training, learning and development across CYPS, including Social Care, Early Help, Education, Commissioning and Performance has been recognised as key in delivering a skilled, committed and passionate workforce able to support excellent outcomes for the children and families of Rotherham. Launched in 2017 the Academy sought to coordinate exiting pathways and to embed the Rotherham Family approach in all we do. The aims are:

- to offer a clear development pathway across the Children Young People Services for the entire workforce.
- to provide support, challenge, clarity and continuity, as well as opportunity for progression and development
- to support a virtual learning environment
- the offer of up to 15 working days of training , learning and development activities.

2. Key Issues

2.1 What's Working Well?

- The RFA has been embedded over the past 18 months with a particular focus on using the Signs of safety methodology as a framework for how CYPS communicate with, assess and plan with families.
- Over the past 18 months we have linked with partner through the Rotherham Children's Safeguarding Partnership and wider RMBC associated directorates, to ensure that partners and colleagues understand the RFA approach and feel empowered to contribute to the multiagency partnership work which seeks to effectively support child in need, looked after and protect those where there remain Child Protection concerns.
- The embedding of the RFA particularly through the social work field teams continues to strengthen the quality of safety planning and working with families to find solutions. This is reflected in the improved outcomes from audit in November 2019; 4% completed were scored as outstanding, 60% good and 36% requires improvement.
- This improvement in quality also needs to be considered alongside a steady gradual reduction in the number of children in care and reducing number of children subject to Child Protection planning.
- Together with the outcomes and reduction in numbers there is building evidence to suggest we have a skilled workforce, supported by a whole systems approach to effectively manage risk, through a strengths based approach.
- Feedback from practitioners is that they have welcomed the investment of 15

days training, learning and development. This has supported improved worker morale, better staff retention and supported a workforce culture based on practice and learning. Social workers are confident in their assessments and able to provide a clearer identification of strengths and risks, with a focus on the child's day to day lived experience.

- This has been one of the factors supporting better staff retention and a reduction in sickness. The use of agency decreased from 14.5% in July 2018 and reduced around 2.8% in June 2019 and figures since have remained settled. The level of sickness across the service stood at 10.71 full time equivalent days lost in September 2018 and reduced to fte 8.21 days lost in September 2019).
- The confidence in Rotherham practitioners skill set and experience is reflected in the positive level of appointments progressed internally, at Team manager, Service Manager and Head of Service level over the past 18 months. Succession planning continues as the Quality Learning and Development offer supports staff to access corporate and external leadership opportunities via the Association of Directors for Children's services (ADCS) and the local South Yorkshire Teaching Partnership (SYTP).
- The Rotherham Learning Academy relaunched in December 2019, to support a refreshed focus on continuous professional development across CYPS.
- RMBC continue to successfully recruit and retain Newly Qualified Social workers, with 15 joining us in the past 18 months and a further 5 position being recruited too currently.
- RMBC is part of a national Department of Education pilot for the National Assessment and Accreditation System (NAAS) for Children and Family Social Workers. RMBC agreed to undertake the pilot phase to ensure that if accreditation is made mandatory as per the Social Work Act 2017, there are the systems in place to support roll out across the Social Work workforce.

What are we Worried About?

- We need to maintain a continued focus on the RFA; research around implementing practice models, highlight that it takes around 5 years to fully to maximise the potential outcomes of implementation and support change through the whole system. This means we need to continue to support refreshed training to practitioners, and ensure that our quality assurance maintains a focus on the RFA.
- While work is ongoing to ensure the electronic systems reflect the RFA this is not fully embedded and a project plan has been developed to aid this.
- Signs of safety for children in care needs to be an area of focus moving forward; ensuring emerging practitioner confidence is built upon to make sure that Signs of safety /signs of Success for children in care is more apparent in their journey through care.
- The Rotherham Learning Academy needs to further develop the virtual CPD offer, with a focus on the website being the gateway to learning opportunities across the directorate.

3. Key Actions and Timelines

Next Steps (What needs to happen)

- Maintain a positive focus on embedding the RFA – This role is undertaken by the Implementing Evidenced Based Approaches and Achieving Excellence sub groups of the CYPS Strategic Workforce Board – ongoing.

	<ul style="list-style-type: none"> • Project plan for Liquid Logic and Signs of safety Framework to be implemented – by April 2020 • Embed Signs of Safety and Success across children in care – by April 2020 • Development of the Rotherham Learning Academy website – we have appointed a coordinator for 12 months and part of their role will be to support this development, with a relaunch by April 2020.
4. Recommendations	
	It is recommended that Elected Members note the current position and progress made in relation to the RFA and CYPS workforce strategy.

Appendix list

Appendix 1: Rotherham Family Approach narrative

Appendix 2: Rotherham Learning Academy slides

THE ROTHERHAM FAMILY APPROACH

“Would this be good enough for
my child and family?”



www.rotherham.gov.uk

Introduction

Rotherham has worked relentlessly to embed a learning culture across the organisation and is committed to evidence-based approaches when working with children, young people and families, as well as working together as professionals. As part of the journey towards 'Outstanding', Rotherham selected three methodologies to support a consistent operating model and the methodologies complement one another to help practitioners deliver the best possible interventions to support children and families to achieve.

Rotherham Family Approach

This is the language used to describe the **methodological approaches used in Rotherham**.

The Rotherham Family approach **embodies our obsession** with keeping the following question at the heart of all that we do:

"Would this be good enough for my child and family?"

This simple, but powerful question is held at the centre of practice across Rotherham and is visible from front line practitioners through to the senior leadership of the organisation.

Our positive outcomes stem from ensuring that we strive relentlessly to answer 'yes' to this critical question. The Rotherham Family Approach supports the development of its workforce in order to clearly evidence the following in practice.

- **A relentless focus on children:** Children are always at the heart of quality practice that helps to build safety, wellbeing and success.
- **Working 'with' families** to help them solve problems, maximising their existing strengths, resources and networks.
- Enabling **'space for positive change'** within families through empowerment and real opportunity to help that change occur.
- **Building meaningful relationships:** Improved communication that includes high challenge and high support in collaboration with families that enables change for children.
- **The lived experience of the child is evident in all that we do.** Children and young people are actively involved in work that affects them and

are always consulted on their wishes, feelings and decisions about their lives.

- **Effecting long term, sustainable change.** Families are supported so that they can be clear about what the problems are, what needs to change and how it needs to change. They can then feel empowered to take action to make things better for their child(ren).
- **Risk, worries, danger, safety, success and wellbeing goals are clearly evidenced** and articulated to families. We work with families to support their understanding of why there are worries concerning their children and what the 'bottom line' is.
- **Language that cares:** Rotherham has taken part in national consultation with children and young people to establish preferred language when describing children within the statutory care system. Practitioners are being encouraged to consider this work when working with , writing and/or talking about children and young people in order to ensure that their voice is heard:

"The language of care is so mixed up with our everyday language that it is difficult to separate the two. These words that we challenge are used by everyone: foster carers, social workers, teachers, Independent Reviewing Officers, administrators and even children and young people. We should challenge ourselves and challenge people who we hear using them."

Rotherham Young People; TACT (2019)
Language that Cares

https://www.tactcare.org.uk/content/uploads/2019/03/TACT-Language-that-cares-2019_online.pdf

What is the Rotherham Family Approach?

Signs of Safety, Restorative Practice and Social Pedagogy have common principles that are grounded in relational based practice. This includes placing high emphasis on the nature and style of communication and promotes the importance of producing simple, solution focused plans that appropriately meet need to achieve tangible change. These methodologies promote a value base that sustainable change is most likely to be achieved when families are empowered to find their own solutions to the issues that they face. This is reinforced by placing high support, as well as high challenge, at the centre of practice and emphasises risk, as well as strengths, to enable families to 'own' their plan and professionals to understand what is needed to produce strong outcomes for children and the wider family.

- **Signs of Safety** offers a range of tools for; assessment, planning, direct work, decision making, engaging children, the disciplines for workers' behaviour and application of the tools and processes through which the work is undertaken with children, young people and families.
- **Restorative Practice** embodies a set of core values, beliefs, principles and a way of being with people. 'Restorative Practice' creates a common language and a common approach for fostering a sense of social responsibility and shared accountability. It also aims to find creative ways to deal with conflict that repairs emotional harm and allows everyone involved to find a positive way forward. Restorative approaches often work in repairing conflict where past solutions have repeatedly failed and focus on 'working with' people rather than doing 'for' or 'to'.
- **Social Pedagogy** is a well-established and proven framework for meeting the needs of children being supported by services. It blends the use of knowledge from academic research and established child development theories (head), with an important emphasis

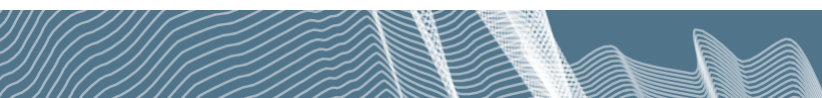
on relationships and emotions, recognising that everyone has their own emotional and ethical needs (heart), in combination with a focus on using practical tasks and every day activities as vital opportunities for learning (hands). Individuals trained in social pedagogy work with the whole child, aware that children think, feel, have a physical, spiritual, social and creative existence, and that all of these characteristics are in interaction in the person which has an important bearing on their development. This approach promises to herald a shift away from following procedures to a system that supports workers to build positive relationships that lead to stability, better outcomes and long-term wellbeing.

How Do Practitioners Use the Rotherham Family Approach?

Rotherham practitioners have been equipped with a robust toolkit of methodological approaches to ensure that they have the right skills to utilise when working with children and families. Practitioners use each methodology simultaneously when managing a family case and there are no hard and fast rules about 'when to use what.' Rotherham's assessment tools are underpinned by Signs of Safety framework however practitioners may also utilise Restorative Approaches and/or Social Pedagogy when working with children and families to gather information for the assessment. This recognises the assessment process itself as an important intervention.

Meeting agendas and reports across the directorate utilise formats based on the Rotherham Family Approach, so that the language utilised in all decision making is consistent with our work with families.

The Rotherham Family Approach methodologies are used in the directorate's supervision templates, again to embed the currency of the language within the three approaches.



Improving Practice & Integration

Utilising these methodological approaches has helped Rotherham to build upon the strengths of existing good practice and have helped us to improve the overall 'system' for working with children and families. This has subsequently assisted us in building consistency across services (Children's Social Care, Early Help and Education) so that support to children and families in Rotherham continues to be easily accessed, seamless and collaborative. This assists in families feeling supported through consistent processes and not having to repeat their story several times to meet the requirements of conflicting paperwork and frameworks. Further work is taking place with education colleagues to broaden the scope of the Rotherham Family Approach over 2020. The wider partnership has also engaged in training to ensure the wider system reflects the key ethos of the Rotherham Family Approach.

Outcomes:

Effecting Positive Change: Rotherham Children & Young People's Services is committed to continually demonstrating that the Rotherham Family Approach is making a difference and expects that improved outcomes are reflected in the following ways:

Organisational Culture - by adopting and embedding the Rotherham Family Approach leaders are committed to supporting the change process by working alongside the workforce to promote a learning environment that removes barriers and fosters a safe and robust organisation.

The Rotherham Family Approach not only focuses on the children and families that we work with but on our workforce family; where integration is at its core and service/organisational barriers are removed with strong interfaces between each specific service area.

Workforce Development - the workforce across all parts of the directorate is trained and receives ongoing support and challenge to practice the Rotherham Family Approach confidently, competently and skilfully. Managers and Practice Leads are supervised and model practice in a

manner that demonstrates critical inquiry, skilful use of authority and builds on the inclusive and transparent approach of team-based decision making.

Children and young people are clearly visible.

Their views, wishes and feelings are reflected in all aspects of the assessment, planning, receiving services and reviewing of services so we understand how they are being helped by the support in place.

Family Engagement - there is clear evidence that our children and families are working 'with' practitioners as opposed to being 'done to' or 'done for'.

Data is informing us of how to continue to shape services progressively to ensure that Rotherham continues to be a learning organisation with improvement at its heart.

Valuing Partners - multi-agency partners are supported to understand and appreciate the value of taking a shared approach and are working together with practitioners in a consistent way that adds value and builds safety, stability and success for local children, young people and their families.

The Rotherham Family Approach

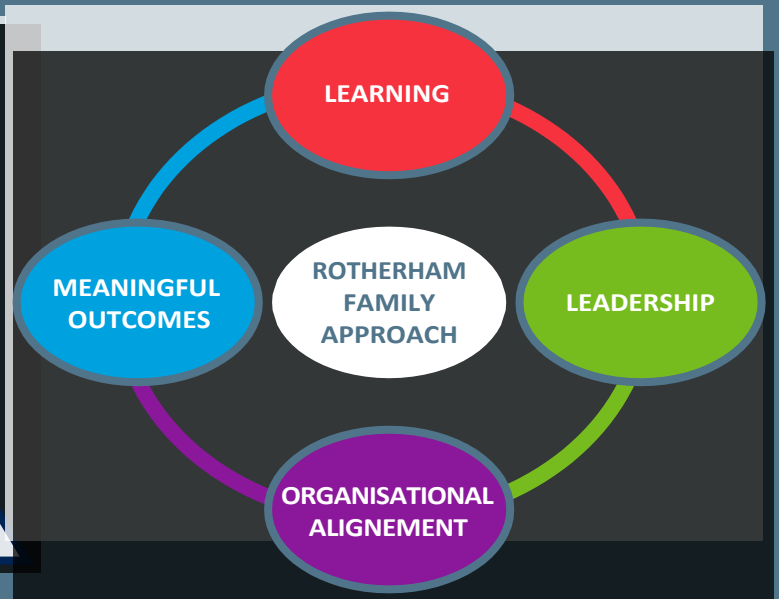
implementation programme continues to build over time, as a key component to add value and support to sustain the local continual improvement journey.



Fig 1 Operating Model



Fig 2 The Rotherham Family Approach Supporting the 'System'



Attachment Friendly Schools Project:

Building on the strength of the Rotherham Family Approach, Rotherham Virtual School is working towards establishing a network of Attachment Friendly Schools (AFS). AFS are settings which have not just shown an understanding of attachment and trauma informed practice, but have firmly embedded this knowledge base and skill set within their setting.

This work has included:

- Training over 60 schools in Emotion Coaching.
- Training in Emotional Literacy Support Assistant (ELSA) in over sixty schools in Rotherham.
- The introduction of creative Mentoring, offering young people one to one support through a carefully designed programme that is both nurturing and education focused.

The Rotherham Learning Academy

Children and Young People Learning Academy



Why a Learning Academy?

- It is a reorganised approach to workforce development across CYPS, including Social Care, Early Help, Education, Commissioning and Performance.
- The Academy has sought to coordinate exiting pathways and seeks to support embedding the Rotherham Family approach in all we do.
- The aim is to offer a clear development pathway across the Children Young People Services for all of the workforce
- It will provide support, challenge, clarity and continuity, as well as opportunity for progression and development
- It aims to support a virtual learning environment

We Will. Provide a structured induction

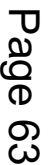
We Will. ensure that you receive a structured induction which will enable you to provide the high quality service and the support necessary to achieve the vision for Rotherham's Children and Young People

1. Service, Team and Job Role Induction
2. CYPS 'Welcome'
3. An induction checklist
4. Council-wide E-Learning Modules

For Children and Young
People's Services
Induction



We Will. Pursuing excellence in practice and provide an accountability framework informed by knowledge of good practice and the experience and expertise of service users, carers and practitioners.



We Will. Use effective workforce planning systems

We Will. Use effective workforce planning systems to make sure that the right number of staff including social workers, with the right level of skills and experience, are available to meet current and future service demands of Rotherham families.



**We Will. Be transparent in how
we manage caseloads**

We Will. Be transparent in how we manage workload and case allocation in order to protect service users and practitioners.



We Will. Provide practical tools and resources

We Will. Make sure that staff can do their jobs safely and have the practical tools and resources they need to practise effectively, assess risks and take action to minimise and prevent them.



We Will. Provide regular and effective supervision

We will. ensure that all staff employed within Children and Young People's Services will receive regular supervision. This is central to ensuring the delivery of effective and high quality services to Rotherham's children, young people and their families.



We Will. Provide access to research and practice guidance

The Rotherham
**Learning
Academy**

We will. provide access to research and practice guidance.

CommunityCare
informChildren

research in practice

Supporting evidence-informed practice with children and families...

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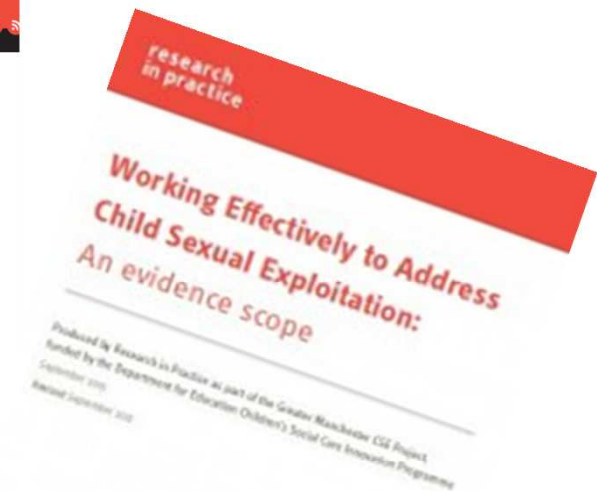
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We Will. Engage in effective partnership

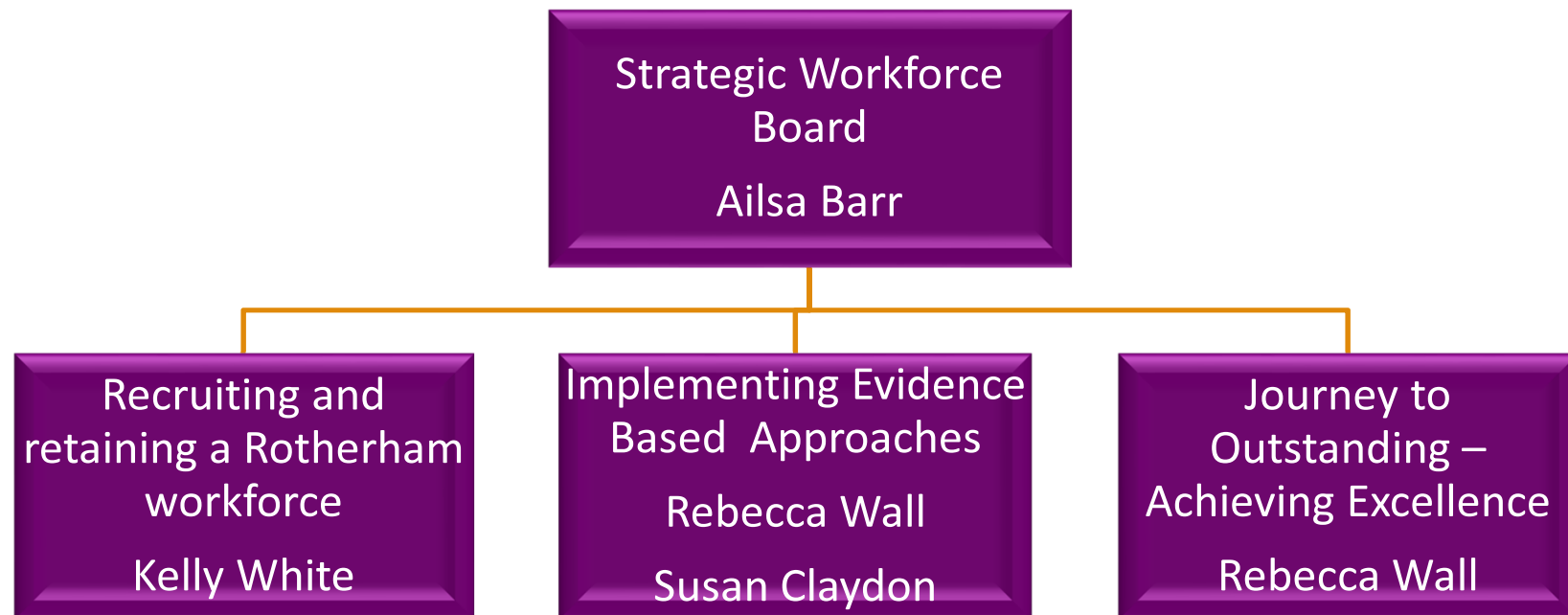
We Will. Engage in effective partnerships with providers to support continuing professional development



Advanced Practitioner Framework
Continuous Professional Development
For Social Workers and Managers



We Will. Governance Process



We Will. Journey to Outstanding Priorities

- Establish a comprehensive understanding and appreciation of the CYPS training, learning and development needs
- Develop a core and extended training, learning and development offer to meet the needs of the CYPS workforce and deliver improved outcomes for children, young people and families
- Establish a Learning Academy which supports and promote the continual professional development at each stage of the Social Work and Early Help pathway
- Evaluate the impact of training, learning and development offer in respect of the workforce and improved outcomes for children, young people and families

We Will. Implementing the Rotherham Family Approach

- Rotherham is committed to evidence based approaches when working with children, young people and families.
- As part of the journey towards 'Outstanding' Rotherham has developed and embedded the Rotherham Family Approach to help practitioners deliver the best possible interventions to support children and families to achieve.
- This includes placing high emphasis on the nature and style of communication and promotes the importance of producing simple, solution focused plans that appropriately meet need to achieve tangible change.
- The clear RFA test of 'would this be good enough for my child?'

We Will. Have Four Faculties in the Learning Academy



We Will. Provide you with a clear Learning & Development Offer

Core offer

- Orientation and Induction
- Corporate training based on Rotherham Values
- Restorative Practice
- Signs of Safety
- Safeguarding (incl RSCP multi-agency training)
- Personal development & wellbeing

Role/ Professional/ Occupational Specific offer

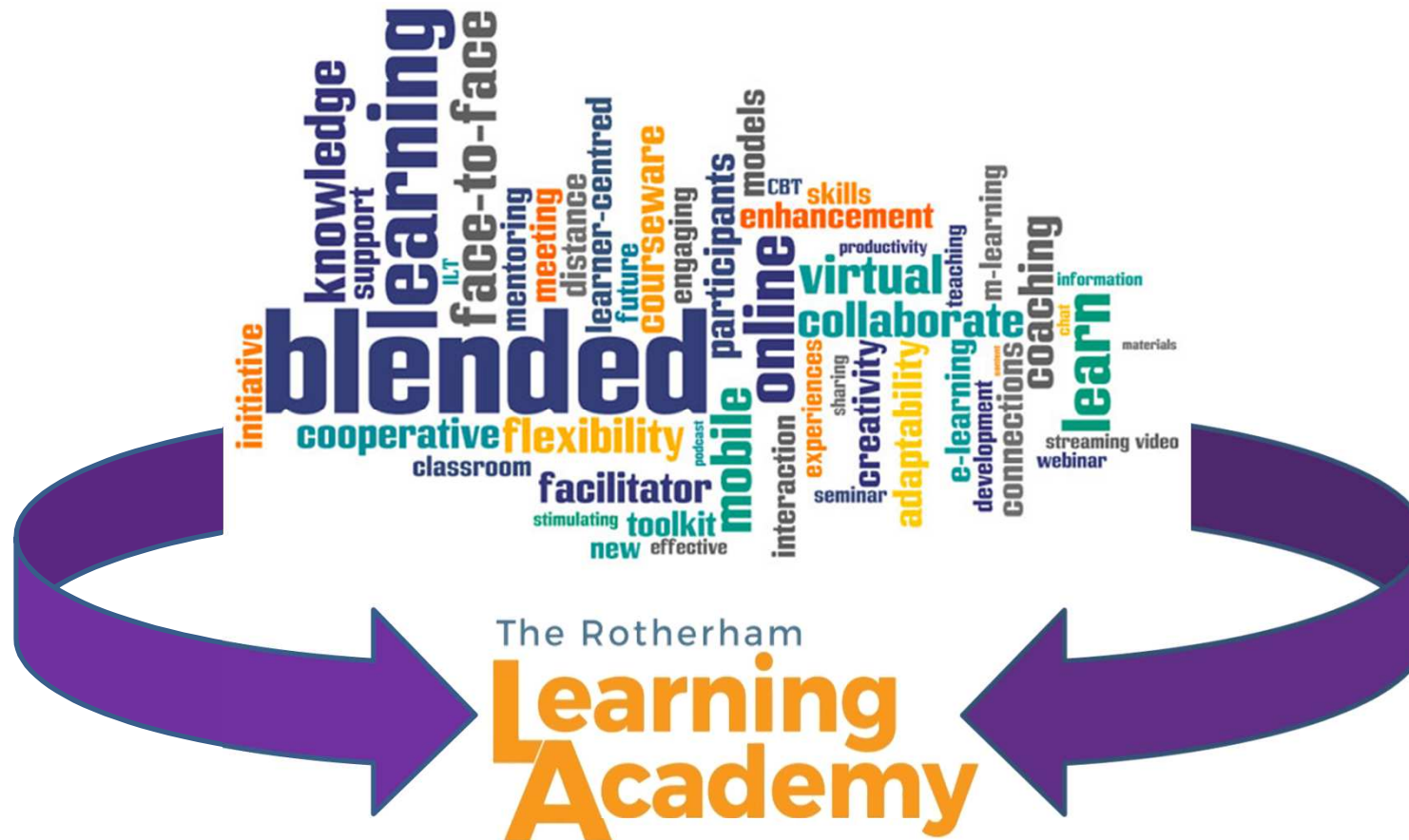
- As defined by each faculty

Additional offer

- Developed through the PDR and Key skills audit process to develop research into practice

We Will. Provide a blended learning approach

The Rotherham
Learning Academy



We Will. Give you 15 Days

We want you to take control of your own professional learning and development within the Rotherham Learning Academy. Up to 15 days a year (pro-rata) have been dedicated for you to focus on developing your skills, knowledge and the research you need within a supported virtual learning environment.

15 Days
Skills, Knowledge and Research

We Will. Our core offer 8 days

Induction – ½ day	
E-Learning CSE Awareness module Preventing Extremism video clip – Trust your Instincts Safeguarding Everyone Data Protection (every years)	E-Learning Risk Management (every 3 years) Recruitment (every 3 years)
Whole Service Events: 4 x ½ day (2 days a year)	
Signs of Safety (2 days)	
Restorative Practice (1 days)	

We Will. Our ASYE offer

ASYE Induction ½ day	
Protected Development 24 days	
Direct Work ½ day	Child Development ½ day
Toxic Trio ½ day	Assessing Parenting Capacity ½ day
Neglect ½ day	Care Planning ½ day
Emotional Resilience ½ day	Portfolio's ½ day

We Will. Our Level 2/3 offer

Court Skills 1½ day	Advanced Practitioners Forum
Child Development ½ day	Using Analysis in Assessments ½ day
Direct Work Advance ½ day	Assessing Parenting Capacity & Capacity to Change ½ day
Evidencing Neglect ½ day	Work Shadowing 1½ days
Life Story Work ½ day	Co-working across Specialisms ½ day

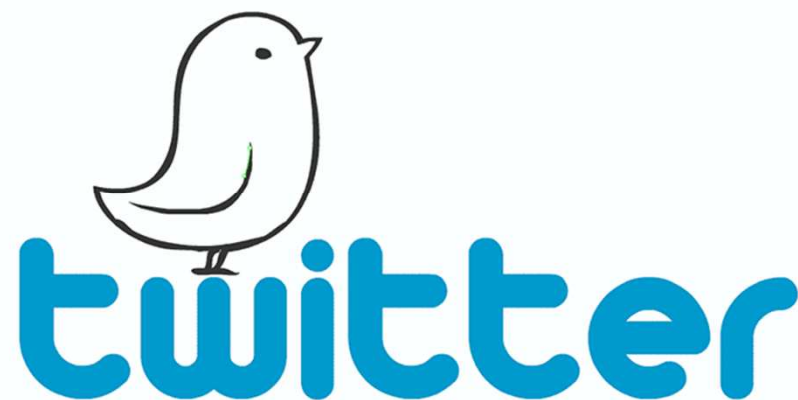
We Will. Our Advance Practitioner offer

Signs of Safety 5 days
Advance Practitioners Forum 6 days
Work Shadow 1½ days
Co-Working Across Specialisms 1½ days
Research 1½ days

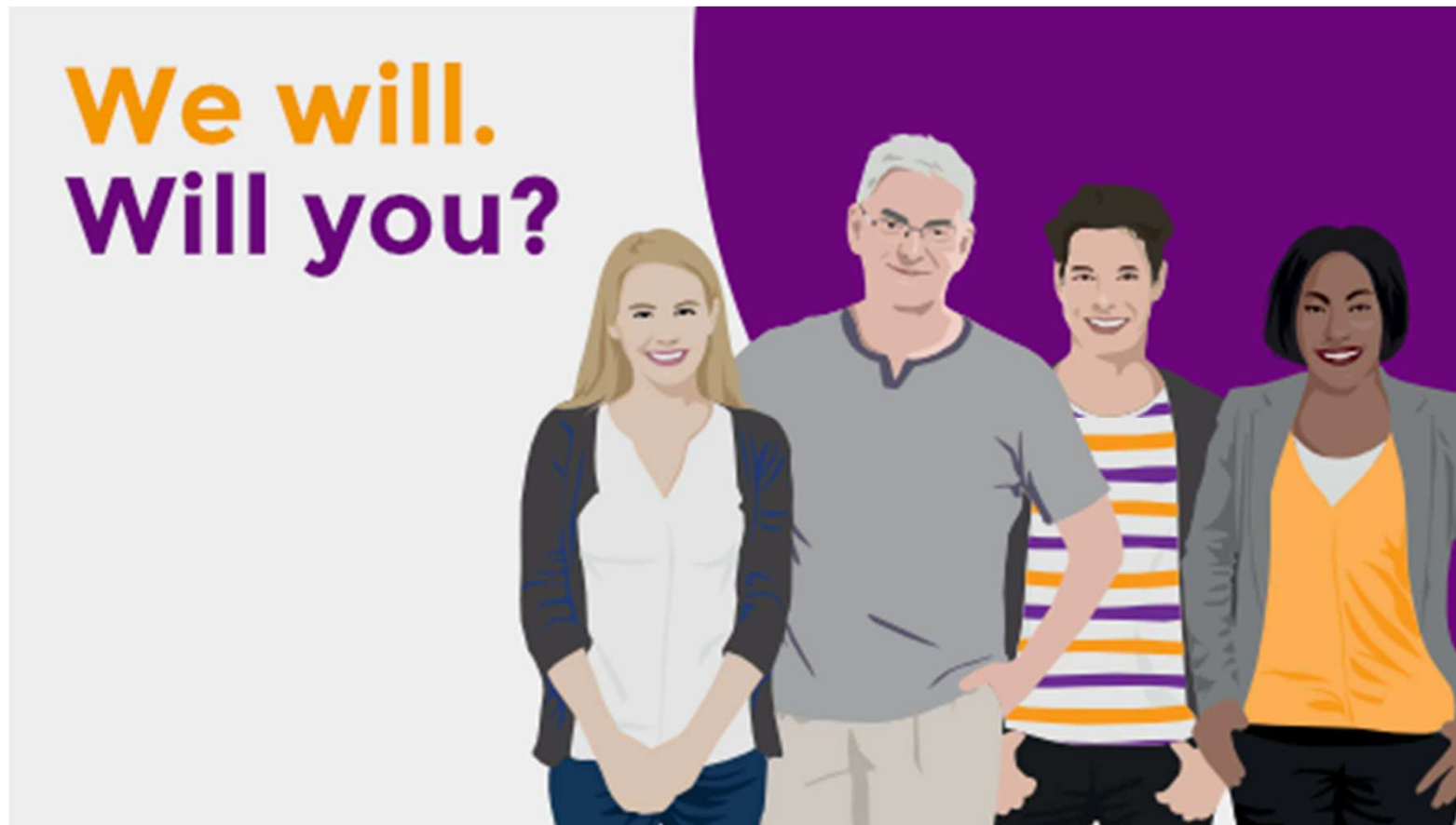
We Will. Our Advance Practitioner offer

Signs of Safety 5 days
Team Manager Development Forum 6 x ½ days (3 days)
Work Shadow 1½ days
Co-Working Across Specialisms 1½ days
Research 1½ days

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