

Rotherham Children and Young People's Services

Assessment of Performance by Corporate Plan Priorities

2013/14 Outturn Report

This report outlines outturn performance for 2013/14 against targets, with comparisons against previous performance and statistical neighbour and national data where possible. It should be read in conjunction with the 'Appendix B - CYPS Performance Monitoring Table 2013/14 – Outturn' as it includes references throughout the text to the numbering structure within the table.

Below are the criteria for RAG rating the indicators.

Definition of new RAG Status	Target Met	Stat Neighbour Avg Met	National Avg Met	New RAG Status
Performance is achieving the local target and above Statistical Neighbours or National Average	✓	✓	✓	GREEN
Performance is not achieving the local target and on or above Statistical Neighbours or National Average	x	✓	✓	AMBER
Performance is below local target and Statistical Neighbours or National Average	x	x	x	RED

Comparative data relates to the latest available data and therefore date periods for some indicators may vary. It has been sourced via the DFE Local Area Interactive Tool.

Corporate Plan Exception Report (RAG rated Red)

Corporate Priority 1: Stimulating the local economy and helping local people into work

Outcome: We will focus on lifelong learning to improve the qualifications, skills and economic wellbeing of children, young people and their families

Measure (No.2 / NI 78): Reduction in number of schools where fewer than 40% of pupils achieve 5 or more A*-C grades at GCSE or equivalent including GCSEs in English and Maths and below the median progress measures in both English and mathematics

The Department for Education (DfE) floor standard criteria is:

- Fewer than 40% of pupils at the end of Key Stage 4 achieving five or more GCSEs A*– C (or equivalent), including English and mathematics.
- Below the average percentage of pupils at the end of KS4 making expected progress in English compared with the national median (73% in 2013); and
- Below the average percentage of pupils at the end of KS2 making expected progress compared with the national median (73% in 2013).

A school has to be below **all three** measures to be deemed below the floor standards.

In 2013 one secondary school was below the DfE KS4 floor standard. This school was also below the KS4 floor standard in 2012.

The challenging context of the school includes high levels of deprivation which are significantly above the national average, the percentage of pupils eligible for pupil premium funding is double the national average, the percentage of pupils from minority ethnic background and EAL is very high and well above the national average

Schools will be supported to sustain incremental improvements;

- Executive Headteacher system leadership arrangements are in place for the secondary school in an OFSTED category and the school below the DfE floor standards.
- Specialist Leaders in Education (SLE's) have been assigned by the Teaching School Alliance (TSA) and have expertise in a specific area to support individuals or teams in similar positions in other schools.
- NLE's / LLE's are working alongside other heads to drive forward improvements and build capacity to ensure that improvements can be sustained. NLE's / LLE's are working as and when appropriate, in supporting schools within or beyond their own Learning Community.

Measure (No.6 / NI 89): Reduction of number of schools judged as requiring special measures and improvement in time taken to come out of the category

The new OFSTED school inspection framework was introduced in January 2013, revised in September 2013 and also January 2014 with the introduction of no notice inspections. The satisfactory judgement was replaced with 'requires improvement' and with a tighter focus on the way in which headteachers are driving the quality of teaching in schools. The introduction of the new inspection framework has significantly increased the proportion of schools placed in an OFSTED category.

The Rotherham mission to support school improvement is:

- all students making at least good progress
- no underperforming cohorts
- all teachers delivering at least good learning and
- all schools moving to at least the next level of successful performance

To meet future targets we need to improve the quality of Teaching and Learning, attainment and progress as well as increase capacity of Leadership and Management. To do this the following delivery plan needs to be implemented for NI 89, No.18, 19 & 20 LPI's;

- The structures and processes have been reviewed and updated for implementation from September 2013. Meetings are held each half term and chaired by the Senior Director of Schools & Lifelong Learning. The HT and Chair of Governors attend the meetings to review outcomes, the evidence of progress and impact in the areas identified for improvement including the capacity of leadership. An external evaluator is appointed to ascertain the impact and progress of the development work.
- Rotherham School Effectiveness Service is proactive in approaching outstanding leaders to initiate the process of becoming Executive Headteachers for their present school and supporting the improvement of one or more schools of concern. The service will continue to broker federations, collaborations and sponsor-led academy partnerships in Rotherham schools.
- The Rotherham School Improvement Partnership (RoSIP) has combined with Wickersley Teaching School Alliance to form Learners First. The priorities of Learners First are School Improvement and Leadership Development. The focus is to build excellence and address underperformance through system led school improvement and leadership development.
- Most Learning Communities (LC's) have developed Strategic Performance Groups to drive and support school improvement. The SPG includes the Headteacher of each school within the LC and a Consultant Headteacher representative from the School Effectiveness Service. Part of the meeting cycle is regular and thorough analysis of data. Rotherham LA School Effectiveness Service have developed LC Audits (i.e. Thresholds and Progress Measures - DfE) and Termly APS Trackers (overall attainment and progress for all and sub-groups including FSM for each year group).
- LC HT peer evaluation groups were introduced in the Autumn Term 2013 to offer evaluation and challenge to help improve.
- Teaching and Learning Consultant support and challenge is allocated to targeted schools.

- Rotherham has four designated National Leaders of Governance (NLGs). NLGs are highly effective chairs of governors designated by the National College for Teaching and Leadership (NCTL) who will work with another chair or governing body to help them develop and to improve school performance.

Measure (No.10 / LPI): Looked after children reaching level 4+ in Writing at Key Stage 2

Although outcomes for reading and mathematics were above national averages for LAC, writing was 12% below. The local target of 45% was missed by 2% and the outcome was just over 16% below statistical neighbours.

The Virtual Headteacher now collects assessment data for reading, writing and maths every term and the progress of every pupil is monitored.

Where progress is not sufficient, the Virtual Head would expect to see the Pupil Premium Plus grant (allocated, managed and monitored by the Virtual Head from April 2014) being used to accelerate progress.

In addition, the Virtual School/Get Real Team provides additional one to one support for Year 6 pupils educated in Rotherham, or within travelling distance of Rotherham, who are at risk of underachieving. Support with writing has been targeted to some pupils.

Measure (No.17 / LPI): Level 4+ in reading, writing & mathematics combined

The direction of travel is up and performance has increased by 1.6% to 71.6%. The national averages have remained at 75%; the gap to the national average has reduced slightly by 1.6%.

There is insufficient Leadership and Management capacity within Rotherham primary schools to sustain rapid improvement in KS2 outcomes and too many of Rotherham schools with large pupil cohorts underachieve at the end of KS2, in particular junior schools. The increase in vulnerable groups of EU migrants and new arrivals, which families mainly reside around town centre schools that already have a high level of deprivation and high numbers of BME pupils with English as an Additional Language.

- A risk assessment of all Rotherham schools takes place early in the autumn term; this is discussed and monitored through consultant Headteacher meetings throughout the year.
- Rigorous targeting of support to identified schools.
- Local Authority Powers of Intervention have been established and continue to develop to work with schools that are vulnerable to falling below KS2 and KS4 floor standards or data indicates underperformance.
- Focussed monitoring and evaluation strategies.

Measure (No.18 / LPI): Progression by 2 levels in reading between Key Stage 1 and Key Stage 2

The direction of travel is down and performance has decreased by 3% to 83%. The national averages have also decreased by 2% to 88%; therefore the gap to the national average has increased by 1%.

Measure (No.19 / LPI): Progression by 2 levels in writing between key stage 1 and key stage 2

The direction of travel is up and performance has increased by 1% to 89%. The national averages have also increased by 2% to 92%; the gap to the national average is 3%.

Corporate Priority 2: Protecting our most vulnerable people and families, enabling them to maximise their independence

Outcome: We will intervene early to prevent problems developing and protect children, young people, families and vulnerable adults from all forms of abuse, violence and neglect

Measure (No.28 / NI 59): Percentage of initial assessments for children's social care carried out within 10 working days of referral

There were 1560 initial assessments completed in 2013/14, 56.1% (845) of these were completed within the 10 day timescale. It is worth noting that although this year end position is still significantly below target, it is an improvement on the year end performance projected at 3rd quarter which was 53%

As previously reported this indicator has been performing poorly for a number of months and a number of actions, system reviews and service developments have been undertaken to improve timeliness.

This includes the recruitment of permanent staff within the Contact and Referral Team (CART). These staff will screen new contacts into the service and will not carry a caseload. Previously this was staff with case holding Duty Social Workers on a rota basis and therefore impeded their ability to complete assessments and work with their cases.

In addition Duty Social Workers now have scheduled protected time to complete assessment write-ups and daily allocation meetings between team managers and social workers ensure that current caseload is fully considered before allocation of new work.

This measure will be deleted for 2014/15 as the service introduces a new local assessment framework. This will result in a single type of child's assessment and will increase the flexibility in completion timescales.

Measure (No.29 / NI 60): Percentage of core assessments for children's social care that were carried out within 35 working days of their commencement

There were 2405 Core Assessments completed in 2013/14, 61% (1468) of these were completed within the 35 day timescale. This measure is linked to the above measure on Initial Assessments and the same improvement work.

This measure will be deleted for 2014/15 as the service introduces a new local assessment framework. This will result in a single type of child's assessment and will increase the flexibility in completion timescales.

Measure (No.30 / NI 61): Timeliness of placements of looked after children for adoption following an agency decision that the child should be placed for adoption

This year 34 children were adopted, 23 of these were within timescales resulting in performance of 67.6% which is below benchmarking data but is in line with the previous year.

Other performance statistics, introduced recently nationally, show that performance in adoptions overall is improving. The average time between a child entering care and moving in with its adoptive family, has reduced from 659 days (2010-2013 3 year average) to 492 days (in the last six months of 2013/14)

The average time between a Placement Order being granted and the decision for a match for a child reduced by 25 days from 309 days in 2012/13 to 284 days in 2013/14.

While past performance has been lower than national benchmark this measure has significantly improved in 2013-14 and in a recent meeting with the DFE they made it clear that they were satisfied with Rotherham's progress.

Measure (No.33 / NI 64): Child protection plans lasting 2 years or more

Of the 351 child protection plans which ended in 2013/14, 24 (6.8%) had lasted 2 years or more.

There are a further 19 children currently on plans over 2 years, these represent future unavoidable performance drag.

Improvement work is focusing on children who have been on a plan for 18-23 months and ensuring, wherever possible review process are within threshold.

It is worth noting that any decisions regarding the continuation of a child protection plan will be in the best interests of the child regardless of performance targets

A study based on audit findings demonstrates that purposeful effective plans are in place for these children.

Measure (No.51 / NI 102): Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stage 2 & 4

The KS2 gap between FSM and non FSM pupils was reduced by 3.0% to 22% in 2013. The national average gap remained at 19%.

The KS4 gap between FSM and non FSM pupils was increased by 2.8% to 34.4% in 2013. This is 7.8% above the national gap.

Ofsted have also released a national report by HMI for Early Years which provides evidence that Rotherham are joint 33rd out of 149 LA's, regarding the percentage of children on FSM that achieved a good level of development in 2013.

Quality Assurance

Between January 14 and the end of March 2014 we have continued to embed quality assurance and the following audit activity has been undertaken;

- **Thematic qualitative case audit process;** 60 audits including, Children subject to a Child Protection Plan for 18 months or longer, LAC children placed out of authority, Child Sexual Exploitation.
- **Qualitative Audit Checklists for all Looked After Children Reviews;** 291 cases reviewed resulting in 41 informal concerns, 14 Stage 1 concerns and 12 stage 2 concerns being raised.
- **Qualitative Audit Checklists for all Initial and Review Child Protection Conferences;** 156 conferences (337 children) resulting in 48 concerns being raised through the escalation/challenge procedure.
- **Thematic practice reviews** involvement and contribution to the service wide review of CYPS locality teams.

Themes and issues identified within the audits have assisted in gaining a clearer understanding on the impact of the services we deliver. As a result;

- A new Quality Assurance framework has been developed to promote and support the continuous development of CYPS as a 'learning organisation'. including the introduction of Reflective Case Review Days, Team Manager case management audit tool and CP/CIN/LAC reflective case summaries
- Ongoing training on the use of the Graded Care Profile for use with cases where Neglect is a significant factor has been delivered to Locality Teams and will be completed by the beginning May 2014
- The new children in need/child protection care plan has been implemented across all locality teams (Jan 2014) with ongoing support and "1 month on" reviews. The impact of the new template will be the subject of the next planned thematic audits in June 2014.