

CHILDREN'S SERVICES COMMITTEE

AGENDA



20 February 2018

at 4.30 pm

in the Council Chamber,
Civic Centre, Hartlepool

MEMBERS: CHILDREN'S SERVICES COMMITTEE

Councillors Clark, Harrison, James, Lauderdale, Moore, Morris, and Sirs.

Co-opted Members: Jo Heaton, C of E Diocese and Stephen Hammond, RC Diocese representatives.

School Heads Representatives: Mark Tilling (Secondary), David Turner (Primary), Alan Chapman (Special).

Six Young Peoples Representatives

Observer: Councillor Thomas, Chair of Adult Services Committee

1. **APOLOGIES FOR ABSENCE**
2. **TO RECEIVE ANY DECLARATIONS OF INTEREST BY MEMBERS**
3. **MINUTES**
 - 3.1 Minutes of the meeting held on date 16 January 2018 (*previously circulated and published*)
4. **BUDGET AND POLICY FRAMEWORK ITEMS**

None.



5. KEY DECISIONS

None.

6. OTHER ITEMS REQUIRING DECISION

- 6.1 To nominate Local Authority Representatives to Serve on School Governing Bodies – *Director of Children's and Joint Commissioning Services*
- 6.2 Proposal to extend the Children's 5-19 Activities Grant by a further 6 months and 'Poverty Proofing the School Day' – *Director of Children's and Joint Commissioning Service*

7. ITEMS FOR INFORMATION

- 7.1 Throughcare Service – Looked After Children Annual Report – *Director of Children's and Joint Commissioning Services*
- 7.2 Throughcare Service – Care Leavers – Annual Report – *Director of Children's and Joint Commissioning Services*
- 7.3 Pupil Performance 2017 – Headline Indicator Summary – *Director of Children's and Joint Commissioning Services*
- 7.4 Strategic Financial Management Report – as at 31 December 2017 – *Director of Children's and Joint Commissioning Services and Director of Finance and Policy*
- 7.5 Children Missing Education – *Director of Children's and Joint Commissioning Services*
- 7.6 Hartlepool Education Commission – Update Report – *Director of Children's and Joint Commissioning Services*
- 7.7 OFSTED Inspection Outcomes September 2017 – December 2017 – *Director of Children's and Joint Commissioning Services*

8. ANY OTHER BUSINESS WHICH THE CHAIR CONSIDERS URGENT

FOR INFORMATION

Date of next meeting – 20 March 2018 at 4.30pm in the Civic Centre, Hartlepool.



CHILDREN'S SERVICES COMMITTEE

20 February 2018



Report of: Director of Children's Services and Joint
Commissioning Services

Subject: TO NOMINATE LOCAL AUTHORITY
REPRESENTATIVES TO SERVE ON SCHOOL
GOVERNING BODIES

1. TYPE OF DECISION/APPLICABLE CATEGORY

1.1 This is a non-key decision.

2. PURPOSE OF REPORT

2.1 To update members of the Children's Services Committee in respect of vacancies that currently exist for local authority representative governors, and to request that members recommend nominees to the governing bodies where vacancies currently exist.

3. BACKGROUND

3.1 Reports have previously been presented to the Children's Services Committee in February and July 2015 alerting members to the requirement that local authority governors are now nominated by the local authority but appointed by the governing body on the basis that the nominee has the skills to contribute to the effective governance and success of the school, and meets any other eligibility criteria they may have set.

A schedule (**APPENDIX A**) is attached setting out details of vacancies which currently exist, together with applications received (**APPENDIX B 1 and 2**). **This item contains exempt information under Schedule 12A of the Local Government Act 1972 (as amended by the Local Government), (Access to Information), (Variations Order 2006) namely, information relating to any individual (Para 1).**

4. PROPOSALS

4.1 There are no proposals.

5. RISK IMPLICATIONS

5.1 There are no risk implications

6. FINANCIAL CONSIDERATIONS

6.1 There are no financial considerations

7. LEGAL CONSIDERATIONS

7.1 There are no legal considerations

8. CHILD AND FAMILY POVERTY CONSIDERATIONS

8.1 There are no child and family considerations

9. EQUALITY AND DIVERSITY CONSIDERATIONS

9.1 There are no equality and diversity considerations.

10. STAFF CONSIDERATIONS

10.1 There are no staff considerations

11. ASSET MANAGEMENT CONSIDERATIONS

11.1 There are no asset management considerations

12. RECOMMENDATIONS

12.1 The committee gives consideration to applicants as set out in **APPENDIX B 1 / 2** in respect of local authority nominations for consideration by governing bodies where vacancies currently exist.

13. REASONS FOR RECOMMENDATIONS

- 13.1 To ensure that the nomination of local authority governors will contribute to the effectiveness of the governing body to which they are appointed.

14. BACKGROUND PAPERS

- 14.1 There are no background papers to this report.

15. CONTACT OFFICER

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CHILDREN'S SERVICES COMMITTEE

20th February 2018



Report of: Director of Children's and Joint Commissioning Services

Subject: PROPOSAL TO EXTEND THE CHILDREN'S 5 -19 ACTIVITIES GRANT BY A FURTHER 6 MONTHS AND 'POVERTY PROOFING THE SCHOOL DAY'

1. TYPE OF DECISION/APPLICABLE CATEGORY

Non key decision.

2. PURPOSE OF REPORT

- 2.1 To provide Members with an update on the usage of the Child and Family Poverty Initiatives Reserve since it was created in December 2015.
- 2.2 To seek Members agreement regarding the proposed extension of the Children's 5 – 19 activities grant by a further six months and to undertake work with a cohort of Hartlepool schools to 'poverty proof' their school day, both funded from the Child and Family Poverty Initiatives Reserve and to refer this to Finance and Policy Committee for approval.

3. BACKGROUND

- 3.1 The Report "Savings Programme 2018/19 and 2019/20 – Children's Services" considered by this Committee on 12th September 2017 included savings of £160,000 from ending grant support to the organisations providing this service.
- 3.2 As agreed by this Committee, the Chair proposed at the following Finance and Policy Committee meeting that an extension of funding for this service be provided for a further six months (1st April 2018 to 30th September 2018) at a cost of £64,000 and for this to be funded from the Child and Family Poverty Initiatives Reserve.

- 3.3 Finance and Policy Committee approved the extension and proposal to fund from the Child and Family Poverty Initiatives Reserve at their meeting on 18th September 2017.
- 3.4 Extending for a further six months was on the basis that the Young People's Foundation would be established and have secured ways to draw down grant funding for the provision of sustainable services for the future. However, future funding is unlikely to be in place by September 2018 therefore it is proposed to extend the funding for a further six months, again funded from the Child and Family Poverty Initiatives Reserve.
- 3.5 As part of the Council's efforts to tackle child and family poverty, a Strategy, Needs Assessment and Action Plan were drawn up and approved by Children's Services Committee in October 2016. An important aspect of the action plan was the need to 'poverty proof' the school day. Research tells us that children living in poverty can find school a difficult place to be, their families are struggling with the cost of living and this problem can be compounded with day to day school issues such as the cost of uniform, the purchase of examination study guides, field trips and more.
- 3.6 Whilst schools are not purposefully stigmatising children that live in poverty, day to day school activity can single out those children living on or below the bread line. A research report published by Newcastle University in February 2016 demonstrated that work undertaken by Children North East had a significant impact on reducing the impact of poverty on children's learning. A Poverty Proofing 'audit' is undertaken by Children North East with help from children in the participating school. The audit includes a whole school evaluation resulting in a written report and action plan that is shared with school staff and governors. Participating schools describe the process as enlightening, resulting in a 'real change in mind set'.
- 3.7 As part of the review of reserves undertaken by Finance and Policy Committee in November 2015 Members of that Committee proposed to establish a £500,000 Child and Family Poverty Reserve.
- 3.8 This decision was referred to Council and approved on 10th December 2015 with delegated authority to Finance and Policy Committee to develop and approve a strategy for using these resources.
- 3.9 A number of schemes have been supported and future commitments made against this Reserve since it was created. The Table below shows expenditure and latest commitments against this Reserve:-

	£'000
Funding Available	500
16/17 Financial Support & Advice Service	(110)
Holiday Hunger Fund	(25)
Holiday Hunger Food Parcels inc Transport	(14)
Underspend from Holiday Hunger Fund	4
	(10)
Hartlepool Foodbank Contribution (Council 15/12/16)	
Balance Remaining 31/03/17	345
less Summer 17 Proposals (F&P 10.02.17)	(42)
Underspend from Summer 17	4.5
less 17/18 Commitments for Financial Support & Advice Service	(110)
less 18/19 Commitments for Financial Support & Advice Service	(110)
	(64)
F&P 18.09.17 - 18/19 Youth Grants 6 mth extension	
F&P 22.11.17 - Hartlepool Foodbank	(9)
	(14.5)
F&P 22.11.17 - Holiday Gap Christmas Extension	
F&P 22.11.17 - MTFS Reserve Review - Community Pool	24
	20
F&P 22.11.17 - MTFS Report External Audit Fees	
Trading Standards Fine Income - 12/06/17 Joint F&P and Children's Cttee	136
Uncommitted Balance 31/01/18	180

- 3.7 The above table reflects the latest funding contributions into the Reserve approved at Finance and Policy Committee on 22nd November 2017 as well as the funding previously set aside as a temporary contingency to support the Centre for Excellence in Creative Arts following confirmation of funding from the Tees Valley Combined Authority.

4. PROPOSALS

- 4.1 As future funding to sustain the 5 -19 activities grant is unlikely to be secured by September 2018, Members are asked to consider the extension of this grant by a further 6 months to ensure funding is in place for the whole of the 2018/19 financial year.

- 4.2 The additional cost of this proposal is £64,000 and it is proposed this is funded from the Child and Family Poverty Initiatives Reserve.
- 4.3 The Council is holding a mini conference for Headteachers in March 2018 with a focus on poverty proofing the school day. It is proposed that a cohort of up to 10 schools are encouraged and supported to engage with Children North East on a poverty audit. It is estimated that the resulting actions by schools as a result of their audit could impact on more than 4,000 children in the town.
- 4.4 It is proposed that up to £15,000 is committed from the Child and Family Poverty Initiatives reserve to support schools with the cost of the research, with schools paying an equal share themselves.
- 4.5 If both of the above proposals were approved this would leave an uncommitted balance of £101,000 in the Child and Family Poverty Initiatives Reserve.
- 4.5 Only Finance and Policy Committee have delegated authority to approve funding from the Child and Family Poverty Initiatives Reserve therefore it is proposed that Members of this Committee consider these proposals and if they agree then to refer to the next Finance and Policy Committee (12th March 2018) for approval.

5. RISK IMPLICATIONS

- 5.1 If additional funding beyond 30th September 2018 is not provided it is likely that the services provided as part of the 5 – 19 grant will cease on this date.

6. FINANCIAL CONSIDERATIONS

- 6.1 There will be a financial commitment required if Members choose to approve these proposals, however they can be funded from the Child and Family Poverty Initiatives Reserve subject to Finance and Policy Committee approval.
- 6.2 There is no base budget provision for the 5 -19 activities grant in 2018/19.

7. LEGAL CONSIDERATIONS

- 7.1 There are no legal considerations arising from this report.

8. CONSULTATION

- 8.1 Not applicable.

9. CHILD AND FAMILY POVERTY (IMPACT ASSESSMENT FORM TO BE COMPLETED AS APPROPRIATE.)

- 9.1 A Child and Family Poverty impact assessment is attached at **Appendix A**

10. STAFF CONSIDERATIONS

- 10.1 There are no staffing considerations relating to Council-employed staff.

11. ASSET MANAGEMENT CONSIDERATIONS

- 11.1 There are no asset management considerations arising from this report.

12. RECOMMENDATIONS

- 12.1 That Members note the Report and the latest position regarding the Child and Family Poverty Initiatives Reserve.
- 12.2 That Members consider the proposal to extend the activities 5 -19 grant by a further 6 months (£64,000) funded from the Child and Family Poverty Initiatives Reserve.
- 12.3 That Members consider the proposal to engage with Children North East to undertake work with a cohort of Hartlepool schools to 'poverty proof' their school day (£15,000), funded from the Child and Family Poverty Initiatives Reserve.
- 12.3 Members refer any decision to use the Child and Family Poverty Initiatives Reserve to Finance and Policy Committee for approval.

13. REASONS FOR RECOMMENDATIONS

- 13.1 Members of this Committee have previously requested an extension of the Youth Activities 5 – 19 grant funded from the Child and Family Poverty Initiatives Reserve for an initial 6 months period.
- 13.2 'Poverty Proofing' the school day could benefit more than 4,000 children in the town.
- 13.2 Finance and Policy Committee have delegated authority to approve spend from the Child and Family Poverty Initiatives Reserve therefore any decision by this Committee would need to be referred to Finance and Policy Committee.

14. BACKGROUND PAPERS

Council - "Medium Term Financial Strategy 2016/17 to 2018/19" – 10th
December 2015

Children's Services Committee – "Savings Programme 2018/19 and 2019/20
– Children's Services" – 12th September 2017

Finance and Policy Committee – "Urgent Business" – 18th September 2017

16. CONTACT OFFICER

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POVERTY IMPACT ASSESSMENT

1. Is this decision a Budget & Policy Framework or Key Decision? No If YES please answer question 2 below				
2. Will there be an impact of the decision requested in respect of Child and Family Poverty? YES / If YES please complete the matrix below				
GROUP	POSITIVE IMPACT	NEGATIVE IMPACT	NO IMPACT	REASON & EVIDENCE
Young working people aged 18 - 21	Yes			Proposals will provide additional support to children and families in poverty
Those who are disabled or suffer from illness / mental illness	Yes			Proposals will provide additional support to children and families in poverty
Those with low educational attainment	Yes			Proposals will provide additional support to children and families in poverty
Those who are unemployed	Yes			Proposals will provide additional support to children and families in poverty
Those who are underemployed	Yes			Proposals will provide additional support to children and families in poverty
Children born into families in poverty	Yes			Proposals will provide additional support to children and families in poverty
Those who find difficulty in managing their finances	Yes			Proposals will provide additional support to children and families in poverty
Lone parents	Yes			Proposals will provide additional support to children and families in poverty
Those from minority ethnic backgrounds	Yes			Proposals will provide additional support to children and families in poverty
Poverty is measured in different ways. Will the policy / decision have an impact on child and family poverty and in what way?				
Poverty Measure (examples of poverty measures appended overleaf)	POSITIVE IMPACT	NEGATIVE IMPACT	NO IMPACT	REASON & EVIDENCE
All measures should be addressed through the strategy as these are outcomes being measured	Yes			Proposals will provide additional support to children and families in poverty

POVERTY IMPACT ASSESSMENT

Overall impact of Policy / Decision			
NO IMPACT / NO CHANGE	Positive impact	ADJUST / CHANGE POLICY / SERVICE	
ADVERSE IMPACT BUT CONTINUE		STOP / REMOVE POLICY / SERVICE	
Examples of Indicators that impact of Child and Family Poverty.			
Economic			
Children in Low Income Families (%)			
Children in Working Households (%)			
Overall employment rate (%)			
Proportion of young people who are NEET			
Adults with Learning difficulties in employment			
Education			
Free School meals attainment gap (key stage 2 and key stage 4)			
Gap in progression to higher education FSM / Non FSM			
Achievement gap between disadvantaged pupils and all pupils (key stage 2 and key stage 4)			
Housing			
Average time taken to process Housing Benefit / Council tax benefit claims			
Number of affordable homes built			
Health			
Prevalence of underweight children in reception year			
Prevalence of obese children in reception year			
Prevalence of underweight children in year 6			
Prevalence of obese children in reception year 6			
Life expectancy			

CHILDREN'S SERVICES COMMITTEE

20 February 2018



Report of: Director of Children's & Joint Commissioning Services

Subject: THROUGH-CARE SERVICE – LOOKED AFTER CHILDREN ANNUAL REPORT

1. TYPE OF DECISION/APPLICABLE CATEGORY

1.1 No Decision, report for information.

2. PURPOSE OF REPORT

2.1 The purpose of this report is to provide Children Services Committee with information relating to the work of the ThroughCare Service for the year 2017. The ThroughCare service is a regulated service and as such is required to provide the executive side of the council with regular performance information.

3. BACKGROUND

3.1 The service works according to statutory legislation, guidance and policy, referring to The Children Act 1989, Children (Leaving Care) Act 2000, Children and Families Act 2014 and Children and Young Person's Act 2008. It also works in accordance with The Children Act 1989 Guidance and Regulation, Volume 2 Care Planning, Placement and Case Review 2015.

3.2 Looked after children are those who are in the care of the Local Authority. The report sets out how the ThroughCare service is meeting its statutory duties and responsibilities. **(Please see Annexe A)**

4. PROPOSALS

4.1 This report provides an over view of the year's activity and performance of the ThroughCare service for looked after children, in particular:

1. Placement and accommodation, including placement stability.

2. Education, training and employment activity.
3. An update on the health and wellbeing of young people and the services we offer.
4. Participation.
5. An outline of our achievements and our development work for 2018.

5. RISK IMPLICATIONS

- 5.1 The service provides a statutory duty which will come under Ofsted inspection therefore performance is scrutinised. We are currently judged as Good following the 2012 inspection; we are due a further inspection in the coming year.

6. FINANCIAL CONSIDERATIONS

- 6.1 None

7. LEGAL CONSIDERATIONS

- 7.1 None

8. CONSULTATION

- 8.1 None

9. CHILD AND FAMILY POVERTY (IMPACT ASSESSMENT FORM TO BE COMPLETED AS APPROPRIATE.)

- 9.1 None

10. EQUALITY AND DIVERSITY CONSIDERATIONS (IMPACT ASSESSMENT FORM TO BE COMPLETED AS APPROPRIATE.)

- 10.1 The service offers support for looked after children and care leavers and is responsive to age, disability, ethnicity, faith or belief gender, gender identity, language, race and sexual orientation.

11. STAFF CONSIDERATIONS

- 11.1 None

12. ASSET MANAGEMENT CONSIDERATIONS

12.1 None

13. RECOMMENDATIONS

13.1 Children's services committee is asked to note the positive activity and services provided to our children and young people also to note the areas of improvement where the service has a clear development plan to aim for improving outcomes.

14. REASONS FOR RECOMMENDATIONS

14.1 The ThroughCare Service provides statutory duties to those looked after and those leaving care and Children's Service Committee should be kept informed due to their corporate parenting role.

15. BACKGROUND PAPERS

None

16. CONTACT OFFICERS

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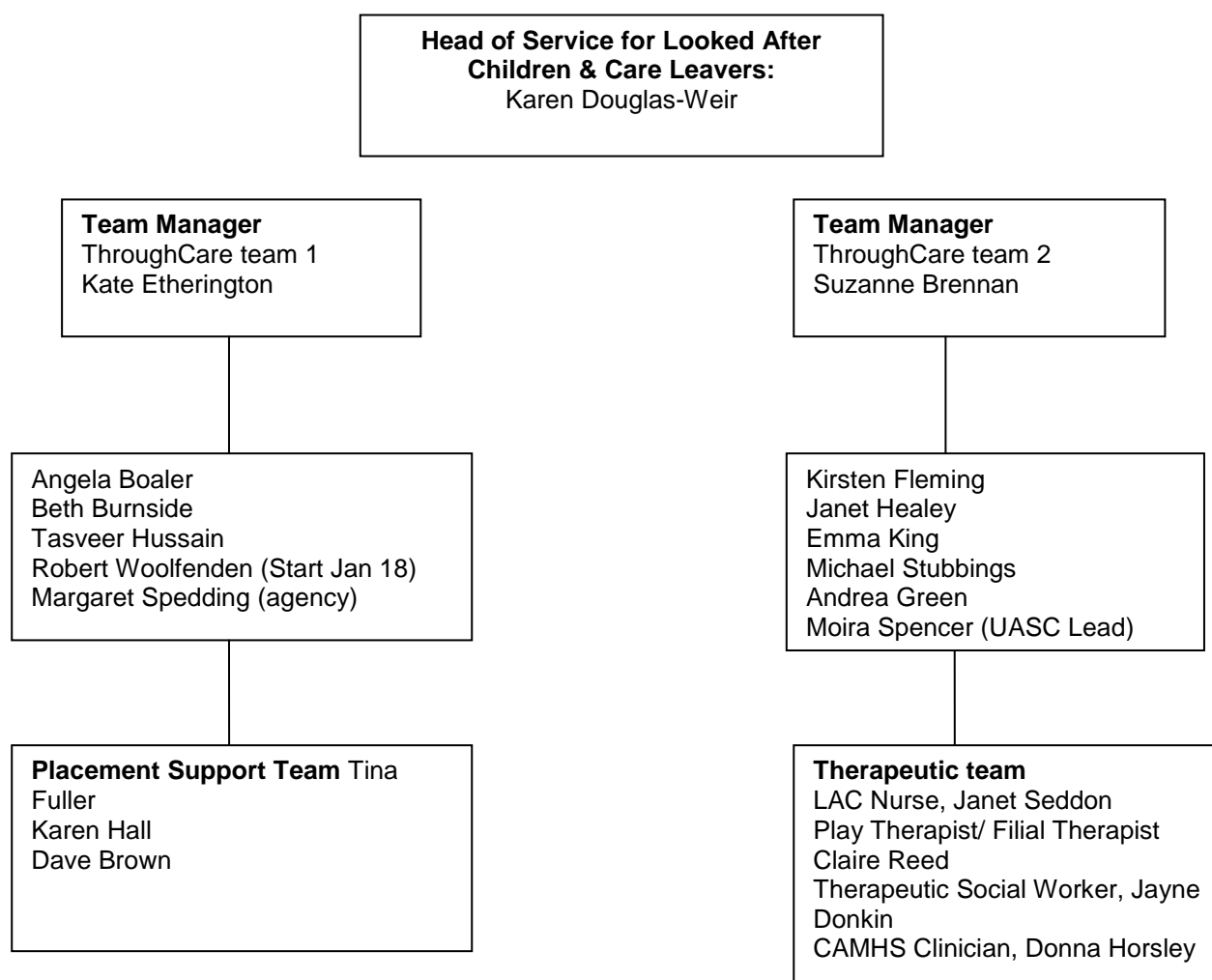
HARTLEPOOL BOROUGH COUNCIL
CHILDREN & JOINT COMMISSIONING SERVICES
THROUGH-CARE TEAM ANNUAL REPORT – LOOKED AFTER CHILDREN
JANUARY 2018



INTRODUCTION

- 1.1 This report provides an update in respect of the current position regarding looked after children and young people who are the responsibility of Hartlepool Local Authority. It will include information about the current circumstances of our looked after children, covering areas such as health, education, emotional and behavioural development, placement stability and participation.
- 1.2 The ThroughCare Service was set up in April 2010 when the long term Settled Care Team merged with the Leaving Care Team. This model is felt to be a positive one for the children and young people as it enables them to build sustained and positive relationships with their workers that do not have to end during an important stage in their life when they are thinking about their future and transition into adulthood.
- 1.3 Whilst this report focuses on looked after children up to the age of 17; a second Throughcare report focuses upon the activities of our Care Leaving young people aged 16 +. These reports should be considered alongside each other in order to gain a full understanding of the ThroughCare Service.
- 1.4 The service consists of qualified experienced social workers who are committed and strive to build positive, trusting relationships with our children and young people. Social Workers take seriously their corporate parenting role; they work hard to narrow the gap between children in care, care leavers and their peers and are focused on improving outcomes.

2. TEAM STRUCTURE

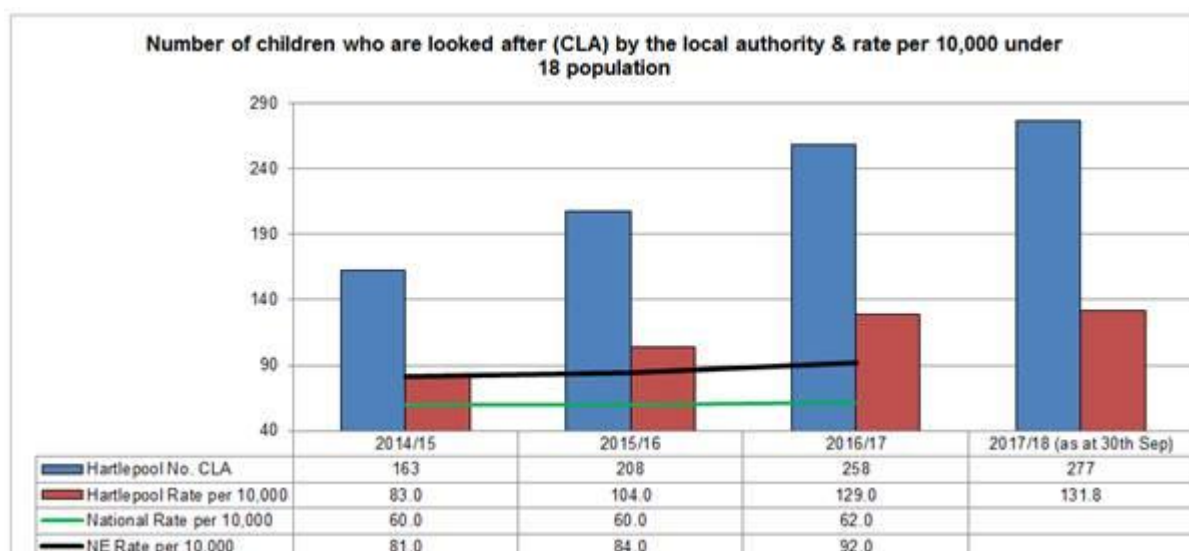


3. ROLES AND FUNCTION

- 3.1 The ThroughCare service works with children and young people who are looked after on a permanent basis. The team work flexibly to ensure they fulfil the statutory responsibilities of the Local Authority towards looked after children. This includes, child-focused, person-centred care planning which considers all of the child's needs.
- 3.2 ThroughCare is a specialist service which works in partnership with other agencies across health, education, police, youth offending and the private and voluntary sector, to ensure thorough and holistic plans are developed for our children and young people.
- 3.3 The ThroughCare service provides social work support for children and young people up to the age of 21yrs (25yrs if there is an identified need). This report focuses upon our looked after children, up to the age of 17, however plans for transition to adulthood commence at around 15 years and 9 months – this is covered in more depth in the ThroughCare Care Leavers report.
- 3.4 The service works according to statutory legislation, guidance and policy, referring to The Children Act 1989, Children (Leaving Care) Act 2000, Children and Families Act 2014 and Children and Young Person's Act 2008. It also works in accordance with the Children Act 1989 Guidance and Regulation, Volume 2 Care Planning, Placement and Case Review 2015. The Children and Social Work Act 2017 brings in new duties and will bring about changes for our older young people; this is covered within the ThroughCare Care Leavers report.
- 3.5 Workers are committed to ongoing CPD, which is part of their social work registration with the Health and Care Professional Council, and liaise with Workforce Development to ensure they are up to date with the most relevant and appropriate training.

4 STATISTICS

- 4.1 As of 30th September 2017, there were 277 looked after children and young people in Hartlepool, this was an increase of 7% compared to 2016/17; these figures are demonstrated below:



4.2 In December 2017, 56.1% of looked after children and young people were male and 43.9% female.

4.3 As of September 2017, 75 children and young people were subject to Interim Care Orders, 128 Care Orders, 10 Placement Orders, 64 Section 20 agreements and 9 were subject to short break care arrangements (V4)

5 CASE RESPONSIBILITY

5.1 The majority of looked after children and young people in Hartlepool are supported by the ThroughCare service however some sit within the Safeguarding, Assessment and Support Teams at Bevan House and some within the SEND Team.

5.2 The ThroughCare service support children and young people once their plan for permanency has been agreed.

6 CASE TRANSFER PROCESS

6.1 Looked after children and young people transfer to the ThroughCare service once their plan for permanency has been agreed. Monthly transfer meetings take place between ThroughCare team managers and managers from the Safeguarding, Assessment and Support Teams meet to ensure there is a robust and timely transfer from one social worker to another. In addition a formal case transfer meeting is then scheduled between the ThroughCare team managers and the current and receiving social workers. In 2017, 32 cases transferred to the ThroughCare service from the Safeguarding, Assessment and Support Teams compared to 29 in 2016.

- 6.2 Looked after children and young people who have a disability are generally supported by the SEND team as their primary need is their disability. However, regular SEND / ThroughCare transfer meetings take place to ensure young people who may have a late diagnosis of a learning disability are appropriately supported. In 2017 there was one case transfer from SEND to ThroughCare. Subsequently there were two case transfers from ThroughCare to SEND.

7 PLACEMENTS

Foster Care:

- 7.1 In the main, children from Hartlepool remain with in-house carers. Currently, 127 children and young people are being cared for by in house foster carers; 38 of these are with connected who are a friend or family member has been assessed to care specifically for a child they know. This supports children and young people being cared for by people they already know and are familiar with. Foster carers are supported by supervising social workers who are qualified social workers within the Family Placement Team. They provide all carers with guidance, support and monthly supervision. They also ensure that foster carers remain up to date with all relevant training. Foster carers are subject to formal review by an IRO.

Residential:

- 7.2 Hartlepool has its own in-house four-bed children's home, 302 Stockton Road. , currently at full occupancy.
- 7.3 Hartlepool also has a short break care unit, Exmoor Grove, which has 2 residential beds. This unit is for children with mild to moderate learning difficulties and associated challenging behaviour.
- 7.4 For some children and young people, residential care is the best option as they struggle to attach to a family that is not their own and there is less pressure from themselves if they are loyal to one of their parents. The emotional demands can be less challenging within a residential setting and they are able to form more meaningful relationships with staff members.

Alternative accommodation (post 16):

- 7.5 Five of our looked after young people aged 16 + are living in supported lodgings; one of these is out of area, two are in Hartlepool with family members, who have been specifically assessed as providers and two are with in-house providers. The supported lodgings scheme is in the process of further development (this is covered more in the Care Leavers Report) however it is proving to be a very positive stepping stone for those young people who have maybe “grown out” of foster care but who are not quite ready to take the step into independence. It gives the opportunity for further development in respect of the practical skills associated with living alone.

Commissioned Placements

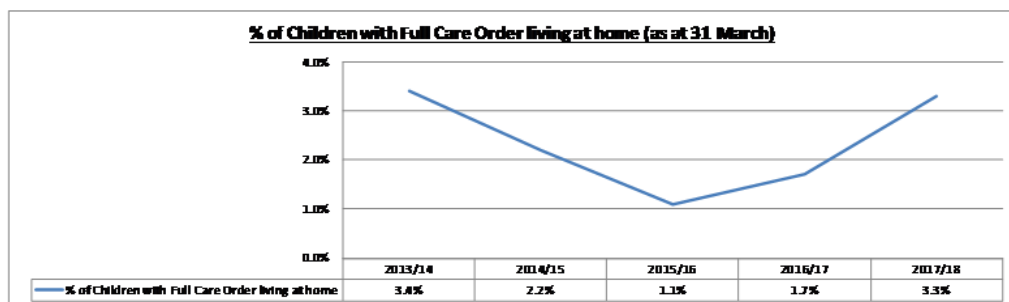
- 7.6 Currently there are 32 looked after young people who are residing in Independent Fostering Agency (IFA) placements. 29 of these are under 16, with three being 17 years old. Within this there are five sibling groups and four UASC.
- 7.7 Four young people are living in a residential setting, within the Tees Valley area, two are aged 13, one is 14 and one is 15 years old. There are currently nine young people residing within a residential school. All are 16 years or under and five are outside of the Tees Valley area.
- 7.8 Commissioned placements and IFA placements are generally requested when all in house options have been exhausted and / or there is a specialist need. As detailed above, IFA are often explored when workers are looking to place larger sibling groups. The requests are made by the Social Worker, in agreement with the Team Manager and Head of Service, to the Children's Commissioning Team. Social Workers then attend Commissioned Placement Panel to discuss their request further. The referral process requests detailed information to ensure appropriate matching, this includes up to date assessments of need and risk assessments.

Children/Young People placed or living out of the Hartlepool area:

- 7.9 Currently 42 looked after children are placed out of area, more than 20 miles from home. 7 of these are with in-house connected carers. 23 are in Independent Fostering Agency (IFA) placements. The remaining are in residential schools and residential placements. One 17 year old is also placed within a secure training centre and one lives independently with support from an agency. Hartlepool aims to place all looked after children close to home wherever possible however sometimes it is more appropriate to place a child out of area. This may be due to complex needs, family dynamics and associated issues or when all local options have been explored

Care Orders at home:

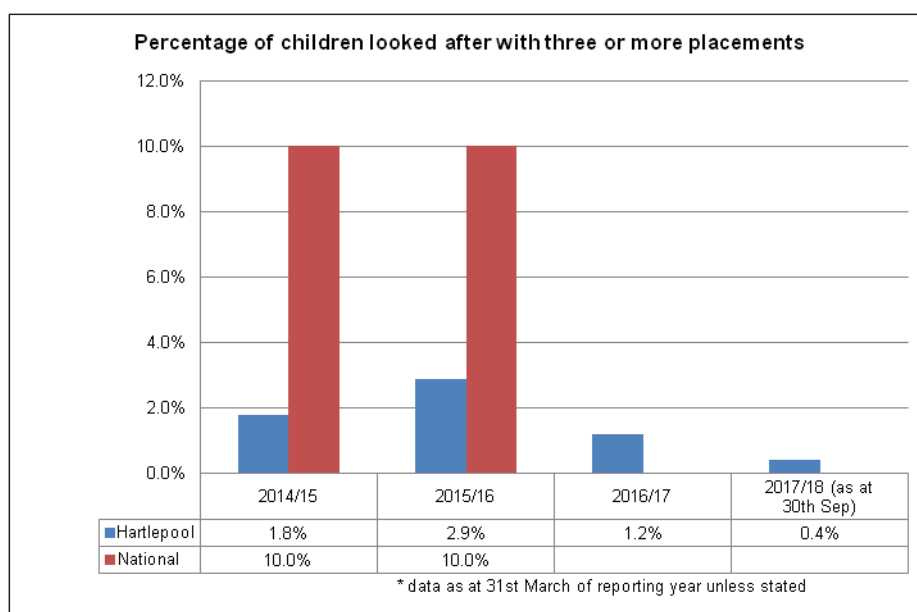
- 7.10 Between 2013/14 and 2015/16, there was a decrease in the numbers of looked after children, subject to a Care Order, who were living at home with a parent or parents. However since this time, the numbers are increasing significantly, with 3.3% of LAC on a Care Order at home, as of 31st December 2017 (see below graph). The benefits of a Care Order at home are that the child can remain living with their birth family with careful oversight from the Local Authority, who share parental responsibility. The issue with this is there is a low impact on being able to ensure positive outcomes in relation to the young person's health, education and accommodation standards.

**8 PLACEMENT STABILITY**

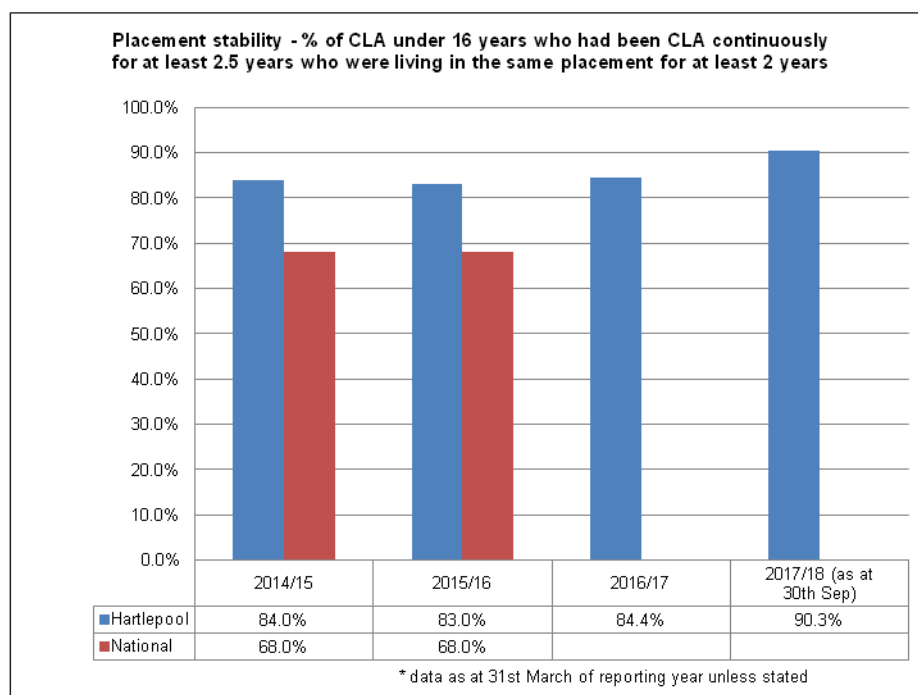
- 8.1 Placement stability is measured through national indicators that identify the number of placements a young person has had and the length of stay in the placement. The length of time in placement should not be the sole indicator of success as placement length does not always guarantee that a child or young person feels secure, however, placement changes can impact on a child's sense of identity, stability and security which can have an adverse affect on their health and emotional wellbeing. Placement changes can also result in instability in education and may also lead to a change in educational provision.
- 8.2 Some of our children and young people have moved due to planned transitions into their long term placements. We are proactive in arranging multi agency meetings at the earliest opportunity when it becomes clear that a placement is becoming fragile. We also endeavour to ensure that children, young people and their carers receive any additional support required in order to support and maintain the placement. Additional support may be offered in the form of placement support team, short break care / respite, additional visits / oversight by workers in order to provide regular and consistent support and referrals into the therapeutic service. The Care Plan is also subject to review and scrutiny via the Looked After Review process and the IROs, together with the multi agency care team, are able to ensure that existing plans remain appropriate. Data in relation to placement

stability / number of placement moves is also monitored via monthly performance clinics.

- 8.3 In 2015/16 five children and young people (2.9%) had three or more placements; this has started to reduce, with only three in 2016/17 and one as of the 30th September 2017. This can be seen in the graph below:



- 8.4 There can be a variety of reasons for placements breaking down however this tends to be due to a breakdown in relationships.



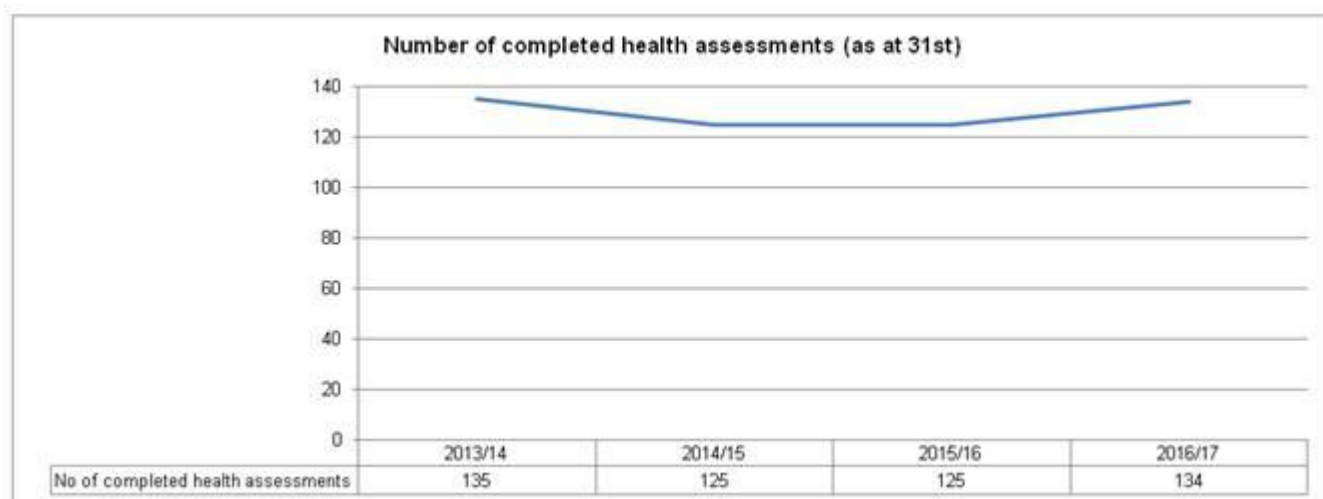
- 8.5 As seen in the above table, placement stability has increased in 2017/18. This may be due to more thorough and detailed matching which ensures a child is appropriately matched prior to a move to any long term placements. The child's social worker works closely with the Family Finder from the Family Placement Team to consider available in-house carers. When a suitable carer is found, extensive and thorough assessments are undertaken in respect of both the child / children and the carer; these are then presented to Fostering and Adoption panel for approval. Prior to this the Agency Decision Maker will have been asked to ratify the long term plan for the child.
- 8.6 The Children's Commissioning Team are now taking the lead on all commissioned children's services, including residential provisions and IFA placements. Social workers are asked to complete detailed and informative referrals which clearly identify the child's needs. Risk assessments are also required and workers attend Commissioned Placement Panel to discuss the request in depth.

9 CARE PLANNING

- 9.1 The teams aim to include all looked after children and young people in their care planning process. A person centred approach is adopted which also includes consultation with the important people in the child or young person's life; this can include parents, carers, health and education professionals and those within the private or voluntary sector. Care Team meetings take place as required and the care plan is formally reviewed every six months by a named Independent Reviewing Officer. The overall quality of the care plans remains an area for development and is considered further at the end of this report. At the age of 15 years and 9 months, workers should begin to undertake the needs assessment in preparation for the transition to adulthood; this is discussed in more depth in the ThroughCare Care Leavers Report
- 9.2 Assessment and Progress Records (APRs) should be completed on an annual basis until the young person is 15 years and 9 months and this is replaced by their Needs Assessment. As of January 2018, 75.9% of children had a completed APR.
- 9.3 Transitions meetings (16+) are now held between the two ThroughCare managers and the Head of Service to ensure that plans are in place for a smooth and effective transition to adulthood. This includes monitoring the undertaking of needs assessments and pathway plans and considering if appropriate move on plans are in place, in respect of Staying Put, Supporting Lodgings, Supported Accommodation etc. The first of these transition meetings took place in January 2018 and these will continue on a bi monthly basis.

10 HEALTH

- 10.1 Looked after children and young people have access to a Looked After Nurse who is based in the same building as the ThroughCare service. Children and young people who are looked after have an annual review health assessment (RHA) which should inform their care plan. Completion of the RHA's can be seen below; the numbers are increasing however this will also reflect the increase in LAC numbers. In 2017, 82.1% of the RHA for under 5's were completed within timescales; 93% of the RHA for the over 5 age group were completed.



Emotional and behavioural needs:

- 10.2 The White Paper Care Matters: Time for Change (2006) highlighted that there was a need to improve the mental health of children and young people in care. Foster carers frequently report that there are problems associated with the emotional well-being and mental health of those in their care and evidence suggests that looked after children are nearly five times more likely to have a mental health disorder than other children.
- 10.3 In 2008/2009, local authorities were required to report on the emotional and behavioural health of looked after children. The indicator is measured by the completion of a Strengths and Difficulties Questionnaire (SDQ) which is to be completed on every child or young person between the ages of 4-16yrs who have been in care for twelve months. As of 31st December 2017, 77.4% of SDQs were completed.
- 10.4 The requirements are that the questionnaires are to be completed by the person caring for the child or young person, however, in Hartlepool we arranged for educational professionals to also complete the questionnaire; this allows for a balanced view and an understanding of the child's presentation in each setting.
- 10.5 Should a score be particularly concerning or if there is a significant increase in the scoring, this will be discussed with the allocated Social Worker by the Looked After Nurse.
- 10.6 We have seen some improvements in the emotional well-being of young people year on year. Hartlepool does not just complete these as a reporting mechanism but as a tool to monitor the emotional well-being of our children and young people and use these as a referral into Child & Adult Mental Health Services (CAMHS) if necessary. The results are also discussed at the LAC reviews and should inform care planning.

Therapeutic Service

- 10.7 Hartlepool have a looked after and Care leavers therapeutic team which consists of the looked after children's nurse, a CAMHS clinician, a therapeutic social worker, who has just qualified as a Play Therapist, and a Play Therapist, who is also qualified to undertake more in depth work, such as Filial Therapy with children and their carers. We also have a psychologist and assistant psychologist within the team. The team meet every fortnight to consider referrals, discuss issues and allocate work.
- 10.8 CAMHS are currently working with 27 young people, 14 of those are receiving direct 1:1 work from the CAMHS clinician and / or direct support for their carers. This work is the most requested and provides support for emotional and behavioural difficulties which are rooted in childhood experiences of trauma, abuse and neglect. There are three young people receiving an intervention from psychology.
- 10.9 Six young people are referred for assessment i.e. ADHD, cognitive functioning etc. Four young people are open for medication only or a medication review. Some of the interventions overlap which is representative in the figures.

Ages of young people receiving a service January 2018:

Age 6	Age 8	Age 11	Age 13	Age 14	Age 15	Age 16	Age 17	Age 18
1	1	1	8	2	3	3	6	2

11 EDUCATION

- 11.1 The ThroughCare service takes seriously their role in supporting our looked after children's education and in improving educational outcomes. It is important to maximise the potential of our children and young people and ensure all achievements are celebrated and recognised. Workers understand that looked after children and young people attain lower than their peers of a similar age and therefore aim to narrow this gap via appropriate support, guidance and intervention.
- 11.2 Over the last three years, on average only 23% of Hartlepool LAC were working in line or above national expectations. Whilst in care the majority of children therefore need to make above average progress in order to reach expected levels and narrow the gap with their peers.

Key Stage	Working at or above age related expectations (%) 2014-17
EYFS	38
KS1	28
KS2	21
KS3	19
KS4	8

- 11.3 All looked after children and young people have a PEP (Personal Education Plan) which informs the education element of the care plan. This is reviewed on a termly basis where achievements and progress are recognised and recorded and targets for the following term are set and agreed. The education of our looked after children and young people is overseen by the Virtual Headteacher and the Education Officer for Vulnerable Pupils. Currently, eight weekly Virtual School Pupil Progress Meetings are held between the Virtual Head and the ThroughCare Team Manager to monitor and review the educational progress of our children and young people. Currently 82% of children aged four to sixteen years have an up to date PEP and 91% of 17 and 18 year old young people have an up to date PEP.
- 11.4 All looked after children are entitled to a Pupil Premium payment of £1900; this is managed by the Virtual Headteacher. £330 is transferred per pupil each term with the remaining £910 being retained centrally by The Virtual School to support the attainment of all looked after children. During the year 2016/17 requests to the central fund included one to one tuition, learning equipment and small group intervention.
- 11.5 The school attendance of looked after children is closely monitored by the care team however this is scrutinised more formally twice every half term. Good attendance is promoted and encouraged whilst low levels of attendance are flagged in the very early stages with the social workers and carers. In the 2016/17 academic year 44% of looked after children achieved 100% attendance, 55% achieved 95-100% attendance and 88% 93-100%.
- 11.6 In the 2017, 23% of our looked after young people gained five or more A*-C GCSEs, including English and maths. This was compared to 17% in 2016, which saw a national average of 13.6%. 77% of Hartlepool looked after young people gained five or more A*-G GCSEs in 2017. National figures were not available at the time of writing this report.
- 11.7 For the last five years, Hartlepool has been broadly in line with the national average (28.5%) in respect of the number of looked after children of school age having a Statement of Educational Need (SEN) or an Education, Health and Care Plan (EHCP). It is unlikely to be achievable for these children and young people to attain in line with their peers however they are closely monitored to ensure appropriate

support is given and they generally make good progress. As of November 2017, 20% of school-aged Hartlepool looked after children had an EHCP or SEN.

12 UNACCOMPANIED ASYLUM SEEKING CHILDREN (UASC)

- 12.1 In Hartlepool we have 12 Unaccompanied Asylum Seeking Children accommodated as part of the National Transfer Protocol for Unaccompanied Asylum Seeking Children (UASC). The first arrivals were in August 2016 and our latest arrivals were in August 2017.
- 12.2 We have six between ages 13 and 15 years. Those children are in foster placement. Two are placed with HBC carers and four with IFA's. The placements are in Hartlepool, Middlesbrough and the IFA's are in County Durham and South Shields. One of the IFA foster placements has been successfully culturally matched.
- 12.3 From those 12, 10 of the children and young people up to age 18 are looked after under Section 20, the Children Act (1989).
- 12.4 In November 2016, Hartlepool employed a Social Worker to become the lead for UASC and to develop the role. The social worker has supported the UASC with finding suitable placements and accommodation on their arrival. Foster placements were found for the younger children. Partnership working between the Local Authority, Rose House and Community Campus '87 has been established to provide suitable accommodation for the older UASC as discussed in the ThroughCare Care Leavers Report.
- 12.5 Hartlepool has positive working relationships with legal services, Halliday Reeves and Iris Law solicitors, who have supported the UASC with asylum applications and immigration interviews. All of Hartlepool's UASC have now been granted five years leave to remain in the UK.
- 12.6 Hartlepool has developed a working partnership with Hartlepool College of Further Education who are supporting ESOL learning, maths and IT for the students. All of the UASC are in education at school or college depending on their ages.
- 12.7 The social worker attends bi-monthly meetings of the North East Migration Partnership (NEMP). This provides the UASC leads from each authority the opportunity to hear of government updates, new policies and procedures and the opportunity to share good practice with local authorities around the North East. The social worker has also attended a national consultation event with the Department of Education around updating the National Transfer protocol.
- 12.8 The social worker is currently in the process of developing a training pack around UASC to share with the workforce. Due to our successful

housing schemes which is seen as good practice by the North East Migration Partnership, in March 2018 will be presenting to the NEMP along with Rose house and Community Campus '87 on the move on accommodation scheme that we have developed in Hartlepool.

13. VENT PRACTITIONER GROUP (VPG) / RUNNING MISSING / RISK TAKING BEHAVIOUR

- 13.1 VPG is a multi-agency group consisting of professionals from Children's Social Care, Health, Police and the Voluntary Sector who meet monthly to discuss children who are running and missing, are being or are at risk of being sexually exploited and / or trafficked. The group is chaired by the Head of Service for Looked After Children and Care Leavers and seeks reassurance that appropriate risk management plans are in place to reduce the risks posed. It also identifies specific themes or trends relating to hotspots and also identifies perpetrators or facilitators of abuse. In Quarter 1 of 2017/18, 12 LAC were discussed at VEMT compared with 6 in Quarter 2. From January 2017 to December 2017, the data collection was as follows regarding truancy, missing, absence and being away from placement:

- 272 notifications for 43 looked after young people.
- 17 young people had only 1 notification during the period.
- 26 young people had 2 or more notifications.

In terms of missing, the data was as follows:

- 233 episodes by 38 looked after young people
- 14 had only 1 missing episode
- 26 had 2 or more episodes of missing

There are a small number of young people who are reported missing on a frequent basis and there are risk manage arrangements in place in such circumstances.

14 INDEPENDENT VISITORS

- 14.1 This service is open to all children in care and extended to our care leavers. In 2017, 14 looked after children and young people accessed an Independent Visitor via Changing Futures. Three of these were placed out of area. The aim of the Independent Visitor scheme is to provide a consistent, reliable and independent friend to looked after children and young people who are isolated or have limited or no contact with their birth family. They provide a stable, adult role model for the young person, befriending them and listening to their views,

wishes and feelings. All looked after children and young people should be offered an Independent Visitor and whilst numbers have increased, they remain low considering the total number of looked after children in Hartlepool.

15 PLACEMENT SUPPORT TEAM – No.9 CHURCH STREET

- 15.1 The Placement Support Team consists of 3 placement support workers, overseen by one of the ThroughCare Team Managers. The workers undertake direct work with children and young people who are at risk of placement breakdown. Work can also be completed with foster carers who require additional support. The aim of the placement support service is to have a wrap around team who can respond to the needs of the children and young people, and their carers, and provide a flexible and responsive service to promote and further strengthen placement stability. This helps to improve overall outcomes for looked after children and young people.
- 15.2 The team have a wide skill base and a variety of experience and work is allocated in accordance with this. Social Workers are able to refer for support via a referral process. The review of this work and intervention is an area for development however feedback from children and young people, their parents and carers, is very positive.
- 15.3 The team are based in Number 9, which is a designated space for children and young people; there is access to a large area where group activities take place. There are also 2 quiet rooms, computers and a kitchen area. The Children in Care Council (CiCC) were heavily involved with the initial design of this area however discussions are currently in progress regarding a potential re-vamp, hopefully later in the year.
- 15.4 As part of their role, the placement support team facilitate a number of groups and clubs, over the past year this has included:
- Autumn and Spring/Summer Term activities programme covering all age ranges – this included visits to museums, parks, the beach and indoor activities such as baking, arts and crafts etc.
 - 'Sons & Daughters' group which is for the birth children of foster carers and considers their experience of living within a fostering household. The group currently has six members and runs during school holidays, offering children the opportunity to meet others in a similar position. Recently the group formed links with Stockton and Darlington local authorities and in May 2017 the three groups enjoyed taking part in joint activities, such as ice-skating and climbing. There are plans to further promote this group to foster carers via the Fostering Team in February 2018.
 - A weekly mother and toddler group for care leavers where they can meet in a familiar, non threatening environment until they are able

to make the transition into attending community based groups. Structured activities take place as well as allowing for the attendees to develop their play and interaction skills. Currently four care leavers attend with their four children under the age of five years.

- Cook for Fun group runs on alternative Saturday mornings. Currently only two young people attend however it is hoped that this can be further developed in relation to the ASDAN programme and will eventually link into some preparation for independence work.
- A weekly activity group which allows looked after children to meet those in a similar position and allows time away from their placement. Time can be spent in Number nine or external activities are planned. The aim of this group is to provide emotional support to the young people and to promote overall placement stability. Currently this is attended by six children aged between eight and eleven years old.
- A fortnightly football group has recently been re-established however attendance is low, with only three young people, aged 12 and 13 years in attendance; this is despite extensive promotion across the children's teams.

16 PARTICIPATION

- 16.1 The ThroughCare service is committed to the participation and involvement of all children and young people and therefore work very closely with the Local Authority Participation Team.

Children in Care Council (CiCC):

- 16.2 CiCC are a group of young people aged 11-21 who meet weekly to ensure the voices of children and young people in care and leaving care are heard and that they are able to influence decisions which affect them. The group currently consists of 10 looked after children and care leavers.
- 16.3 The CiCC are actively involved in Corporate Parent Forum meetings every three months. They present their work and achievements and keep the forum regularly updated on what they are working on. The chair of Corporate Parent Forum also attends CiCC meetings and has been working to support the Care Leaver's Charter and concessions in respect of leisure facilities in the town.
- 16.4 The group have developed a DVD and are showcasing it across the authority; this presents real life experiences of children and young people in and leaving care. The young people who feature share their feelings and express how they would like to receive and access

services. The DVD is used for training of staff to reinforce the messages and the voice of children and young people.

- 16.5 The group have recently worked on changing their branding; this is now completed and has included the development of a logo, stamp of approval, entitlements leaflet and recruitment poster.
- 16.6 Representatives from CiCC were heavily involved in the commissioning and development of supported accommodation in the local area. There were four young people, two from CiCC and two non CiCC attendees who were involved in all stages, including the production of a questionnaire for those who have had experience of supported accommodation. The young people were part of presenting and running workshops with potential providers of supported accommodation. The four young people also carried out consultation groups with young people who were in current supported accommodation or were receiving outreach and also consulted with those who had left supported accommodation to gain their view. The CiCC and young people also ran a consultation cafe to gain extra views of young people. The young people presented their findings to all housing providers.
- 16.7 The CiCC have planned, delivered and evaluated a number of events for children and young people, including the Corporate Parent BBQ, and 'Nothing about us without us' event, held at Hartlepool College of Further Education. The CiCC also organised the Celebrating Success Event – see below for further details on these events.
- 16.8 CiCC have recently been involved in the commissioning process of developing an app. The app will initially allow children in and leaving care to access relevant information. The young people and app designers will then work on the app supporting the team and other corporate parents to be interactive; this is something the young people have said is important to them as this would make it easier to work with those involved in their care. It is hoped that this will increase their participation and involvement and that information and support will be more readily accessible. Support areas will cover EET, My home, money, independent living, etc.
- 16.9 CiCC representatives have also been involved in assessed conversation at Teesside and Sunderland University regarding the recruitment of Social Work students. This is important as it supports student social workers to meet young people who have had a social work service and supports them to plan their assessed conversation which is recorded under exam conditions. This also supports care leavers in raising their aspirations around attending higher education, breaking down barriers of what being a student studying at degree level is like.

- 16.10 Young people have been involved in recruitment and selection, including team managers and social work staff, for the authority. This includes the young person replicating having an observed conversation as part of the interviewing process.
- 16.11 CiCC representatives and other looked after children were involved in the Rites of Passage programme which promotes confidence and self esteem within young people. The course focuses on raising aspirational thinking and supports the use of techniques for positive planning for the future. The programme was very successful with the young people producing MAPS and PATHs to support their planning for a positive future.
- 16.12 CiCC have also been involved in developing a fostering guide for children and young people and are in the process of developing care leaver packs.
- 16.13 Representatives from CiCC together with other looked after children and care leavers have been involved in the Young Futures project which focused on mental health and emotional health and wellbeing of children and young people. They presented their findings via art work and considered how this could inform the development of appropriate services.
- 16.14 Hartlepool CiCC are heavily involved in the regional CiCC which incorporates 12 authorities across the North East coming together to make changes for looked after children and care leavers in the region. The regional CiCC offer all looked after children in their area a ballot in which they can vote for key issues which they feel require an element of change or improvement. The regional group have delivered two conferences for key decision makers within the region and each local authority. Their first conference was delivered in November 2016 and following this they have presented their work to Chief Executives, Directors and Lead Members to promote change within the authority. The second conference, which was held in November 2017, looked at six important issues for looked after children and care leavers; these were transport, employment, finance, mental health, stability and Under 11 care. The regional group will work towards achieving change within the particular areas based on key findings.
- 16.15 The regional CiCC were also shortlisted for a CYP Now award for their work across the region to change the lives of children in care and leaving care. The group were shortlisted to the top six in the country for their campaigns and conferences to make changes for children and young people. The awards ceremony was held in The Royal Lancaster Hotel, Lancaster Gate London and three young people from Hartlepool CiCC attended the ceremony.
- 16.16 CiCC are part of National Benchmarking Forum – Hartlepool are the most travelled and have a young person's champion in the authority.

Young people network with other authorities and they work together to improve services and outcomes for care leavers.

- 16.17 Staff within the ThroughCare service continue to encourage the participation of the children and young people they work with and also encourage them to become members of the CiCC. Workers are fully supportive of our young people influencing decision making and shaping services and are encouraged to promote all events and activities. One of the ThroughCare Team Managers is also aligned to the CiCC and endeavours to attend their meetings once a fortnight. This allows for continued partnership working and joint agenda setting in respect of development opportunities. It also provides a link between the children and young people and the Social Work teams.

17 CORPORATE PARENTING BOARD

- 17.1 Corporate Parent' means the collective responsibility of the council, elected members, employees, and partner agencies, for providing the best possible care and safeguarding for the children who are looked after by the council. A child in the care of the council looks to the whole council to be the best parent it can be to that child. Every member and employee of the council has the statutory responsibility to act for and for that child in the same way that a good parent would act for and for their child.
- 17.2 Members of the CiCC are representatives who sit on the Corporate Parent Board. Prior to the meeting the group prepare a PowerPoint presentation which provides the board with an update of their work and any recent achievements. The group may also take with them any pressing issues for discussion. CiCC members have the opportunity to make comments and ask questions in respect of the other presentations at the forum. Corporate Parents also offer to meet in between these times to look and discuss any work that is in progress. Corporate Parents also support members of the CiCC in events throughout the year.

Corporate Parenting Events

- 17.3 The highlight of the corporate parenting events calendar is the annual Celebrating Success Awards Night which was held in November 2017. This is held to celebrate the achievements of our looked after children and young people and care leavers. The event was a huge success and was attended by approximately 70 children and young people, their carers and family members, despite poor weather conditions. Some of our out of area young people were also supported to attend. There were 10 Awards Categories:

- Attendance
 - Back on Track
 - Kind and Caring
 - Liam Gough
 - Daniel Sullivan
 - Reaching your potential
 - Young Persons Champion
 - Commitment to Learning
 - Under 11's
 - Over 11's
- 17.4 For each category there were 2 runners up and one overall winner. The event was compared by Ray Quinn, who has featured on the X Factor. The audience were also entertained by "Dube the Poet" a Care Leaver from Stockton who is a rapper and producer and a female vocalist. All winners received a glass trophy engraved with their name and all participants collected a certificate.
- 17.5 Extremely positive feedback was received and planning has already started in respect of the 2018 event. A working group is established to support the Participation Team in the planning and preparation; this also includes the reviewing and evaluation of previous events.
- 17.6 The second annual corporate parenting event, the summer BBQ, was held in July 2017 and again was a great success with around 50 children and young people attending and positive feedback received.
- 17.7 Both events are supported by Elected Members and senior officers within the council and present opportunities for the children/young people, their carers and parents to meet Elected Members and others who have a corporate parenting role within the council.
- 17.8 These events are planned and delivered with the involvement of young people and these young people have a key role in delivering and organising all aspects of the day.
- 17.9 The Richard McCann event was held at Leeds in October 2017 with 30 young people in care and leaving care attending.
- 17.10 The event allowed the young people to listen to the life story and journey of Richard McCann and how he has overcome adversity and real life challenges. The event also focused on individual goal setting and planning to map your future, ensuring you achieve your dreams. The event looked at reaching your potential as an individual, increasing confidence and how you can overcome barriers and self limiting beliefs.

- 17.11 The young people came away with a goal setting and planning journal and also an 'I Can' book from Richard McCann to read and inspire them.

18 FUTURE DEVELOPMENTS

- 18.1 To continue to improve the quality of care plans ensuring that they are informed by SDQs, health assessments and PEPs.
- 18.2 To monitor the completion of needs assessments, care and Pathway Plans, ensuring that these are completed within timescales to support a smooth transition into adulthood.
- 18.3 Working group to be established to consider the quality / process of LAC reviews and make required improvements – group to include CiCC, IROs, Foster Carer, Link Worker and Social Workers.
- 18.4 Work with CiCC to “re-vamp” Number 9 in line with the views and wishes of looked after young people and care leavers.
- 18.5 Monitor completion of APRs to ensure they are informing care planning.
- 18.6 Develop a working group to regularly audit PEPs and consider quality and effectiveness of document.
- 18.7 Work towards looked after children having access to free leisure facilities in Hartlepool.
- 18.8 Current Welcome Pack, which introduces children and young people to the ThroughCare Service and ensures they are aware of their rights and entitlements, to be reviewed and further developed.
- 18.9 Facilitate attendance at training event for Foster Carers with Virtual Head and Education Officer to promote educational needs of looked after children.
- 18.10 Social workers and young people will become involved in the setting up of training programmes and delivery of training to foster carers around preparation for adulthood.
- 18.11 To promote further events to integrate young people and corporate parents. These events will continue to be a combination of fun and opportunity for consultation, with the emphasis being on listening to children and young people, feeding back to them and developing the services they receive. These events would also enable looked after children and young people and elected members to have more interaction with one another and to promote their relationships in putting corporate parenting into practice.

- 18.12 To further develop the case transfer process between Safeguarding and Support Teams and ThroughCare service to ensure more timely transitions.
- 18.13 To consider improved ways in which to receive feedback and evaluation of the ThroughCare service – potentially by making regular contact with the young people we work with.

CHILDREN'S SERVICES COMMITTEE

20 February 2018



Report of: Director of Children's & Joint Commissioning Services

Subject: THROUGH-CARE SERVICE – CARE LEAVERS
ANNUAL REPORT

1. TYPE OF DECISION/APPLICABLE CATEGORY

1.1 No Decision, report for information.

2. PURPOSE OF REPORT

2.1 The purpose of this report is to provide Children Services Committee with information relating to the work of the ThroughCare Service for the year 2017. The ThroughCare service is a regulated service and as such is required to provide the executive side of the council with regular performance information.

3. BACKGROUND

3.1 Hartlepool ThroughCare Service is managed in accordance with the The Children (Leaving Care) Act 2000, Children Act 1989: Transitions to Adulthood for Care Leavers.

3.2 It is the statutory duty of the Local Authority to provide a Leaving Care service to Looked After Children aged 16 plus, and for all Care Leavers aged 18 to 21 and for those aged up to 25 as from April 2017 if they require a service. Please see **Annexe A** attached.

4. PROPOSALS

4.1 This report provides an over view of the years activity and performance of the ThroughCare service for care leavers in particular:

1. Placement and accommodation, which includes Staying put

2. Education, training and employment activity and provides an overview on how we are tackling young people Not in Education, Employment or Training (NEET)
3. To provide an update on the health and wellbeing of young people and the services we offer
4. To outline our achievements and development work for 2018.

5. RISK IMPLICATIONS

- 5.1 The service provides a statutory duty which will come under Ofsted inspection therefore performance is scrutinised. We are currently judged as Good in the 2012 inspection and we are due an inspection in the coming year.

6. FINANCIAL CONSIDERATIONS

- 6.1 None

7. LEGAL CONSIDERATIONS

- 7.1 None

8. CONSULTATION

- 8.1 None

9. CHILD AND FAMILY POVERTY (IMPACT ASSESSMENT FORM TO BE COMPLETED AS APPROPRIATE.)

- 9.1 None

10. EQUALITY AND DIVERSITY CONSIDERATIONS (IMPACT ASSESSMENT FORM TO BE COMPLETED AS APPROPRIATE.)

- 10.1 The service offers support for looked after children and care leavers and is responsive to age, disability, ethnicity, faith or belief gender, gender identity, language, race and sexual orientation.

11. STAFF CONSIDERATIONS

- 11.1 None

12. ASSET MANAGEMENT CONSIDERATIONS

12.1 None

13. RECOMMENDATIONS

13.1 Childrens services committee is asked to note the positive activity and services provided to our children and young people also to note the areas of improvement where the service has a clear development plan to aim for improving outcomes.

14. REASONS FOR RECOMMENDATIONS

14.1 The ThroughCare Service provides statutory duties to those looked after and those leaving care and Children's Service Committee should be kept informed due to their corporate parenting role.

15. BACKGROUND PAPERS

15.1 None

16. CONTACT OFFICERS

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HARTLEPOOL BOROUGH COUNCIL
CHILDREN & JOINT COMMISSIONING SERVICES
THROUGH-CARE TEAM ANNUAL REPORT - CARE LEAVERS
January 2018



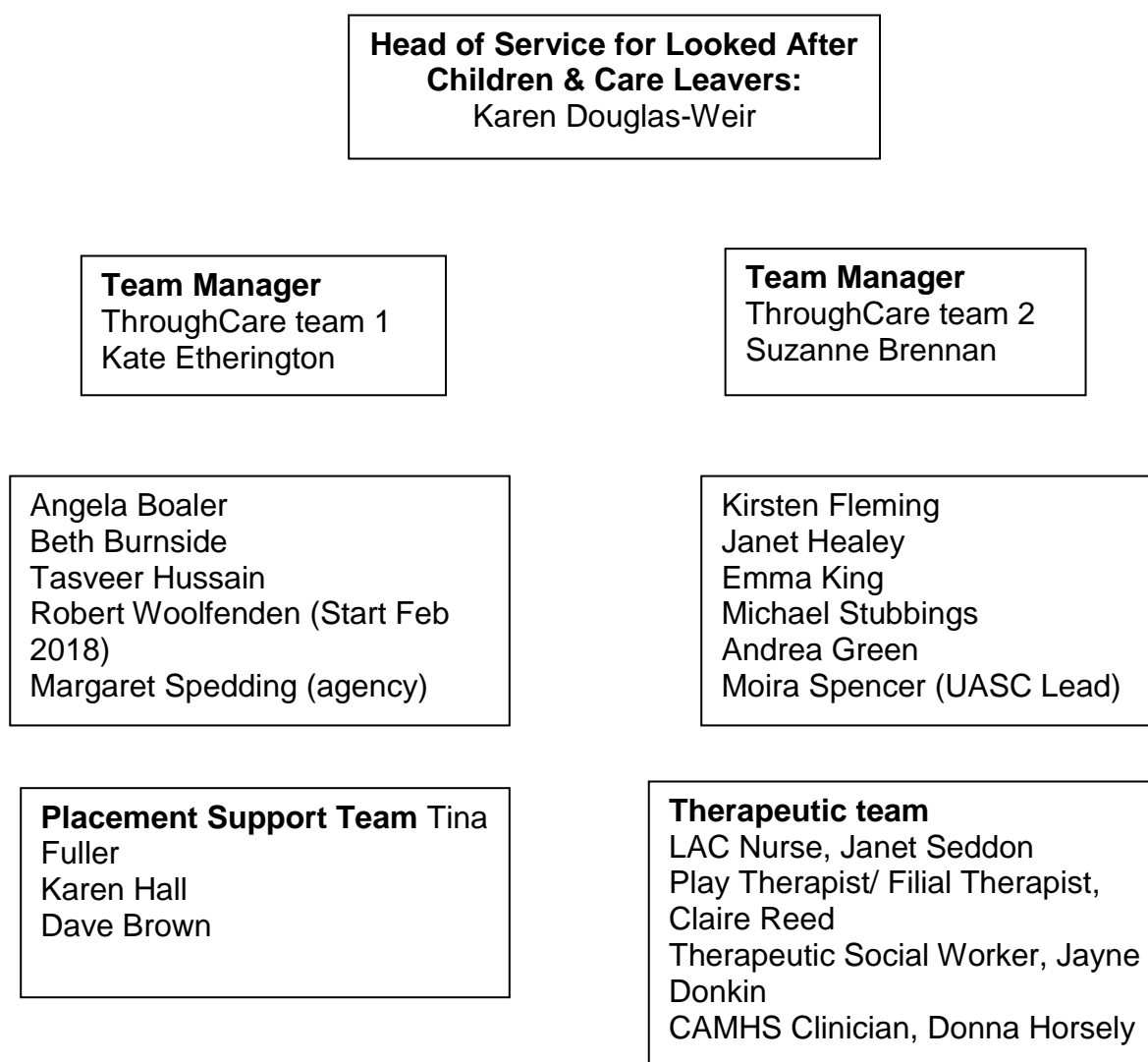
1. Introduction

- 1.1 This ThroughCare Team report will provide an overview of the current position in relation to our young people who are 16 years and older who are in the care of the local authority, preparing to leave care and those who have left care. It will outline the roles and function of the team before looking in more detail at the activities of young people planning to leave care and those who have left care. This will include information on Accommodation, Education, Training and Employment, Health and the Support that the service provides in particular through Pathway planning. It will also look at the Participation activity of our care leavers, provide information on projects we are involved in and detail our priorities over the coming year.
- 1.2 Whilst this report focuses on those young people preparing to leave care from the age of 16 years and those who have left care; a second ThroughCare report focuses upon the activities of our Looked After Children aged up to 18 years of age and therefore will contain some overlap. These reports should be considered alongside each other in order to gain a full understanding of the ThroughCare Service.

2. Legislation

- 2.1 It is the statutory duty of the Local Authority to provide a Leaving Care service to Looked After Children aged 16 plus, and for all Care Leavers aged 18 to 21 and for those aged up to 25 as from April 2017. The main legislation that outlines our duties are the Children (Leaving Care) Act 2000 and the Children Act 1989: Transitions to Adulthood for Care Leavers.
- 2.2 The Children and Social Work Act 2017 brings in a new duty to provide a service up to the age of 25 years old where there is a request and an identified need. This comes into force in April 2018. Hartlepool ThroughCare service is preparing for this duty, exploring potential numbers and how this service will be delivered and ensuring that ICS is set up and ready for us to be able to record our work.

Current Team Structure



3. Roles and Function

- 3.1 The ThroughCare Team provides social work support for children and young people up to the age of 21 years old or 25 years old if there is an identified need.
- 3.2 There are two teams and ten social workers who provide a ThroughCare service. The team provides a specialist service that ensures stability of placement, access to leisure, health, education & training services and planning which enables young people to make a successful transition to adulthood. We ensure that their views are heard and their achievements are recognised.
- 3.3 We are currently working with 118 care leavers who are eligible, relevant and former relevant, who are aged 16 years and over, the oldest is currently 22 years old. There are 17 care leavers who are being supported within the

0 to 25 disabilities team due to their disability which takes precedence over their care leaving needs and requirements. There are 9 care leavers currently within the Safeguarding, Assessment and Support teams (SAS), who have a plan to transfer to the ThroughCare service either in process or once their plan for long term care is ratified. All of these young people will become relevant or eligible and will therefore transfer to the ThroughCare service in 2018.

- 3.4 We have 118 care leavers aged 16 to 22 , all of which are receiving a social work service with the exception of 1 young person aged 19 years old who chose to move with her partner to the South of England and is currently not engaging with services and is not responding to offers of support. We are aware that she remains in that area and continue attempts to re-engage her with support services.
- 3.5 There are four other 'Qualifying' young people under the age of 21 years who are closed cases, however, they are aware of their right to services and how and where to contact us. One young person has been supported with 'setting up home' support, we were able to fund white goods for her new home. Two other young people were closed following discussions with the social worker, team manager and young person due to them no longer requiring services. One young person is an active case to adult services as his current level of need is best met within this service and overrides any care leaver support. From those young people supported by the SAS teams there are four young people aged 16 years old and five young people who are 17 years old. All have a plan to transition to the Throughcare service.

4. Accommodation

- 4.1 The accommodation needs of care leavers and young people is met locally within the town, we have good available provision and have recently increased the number of supported accommodation opportunities. We continue to strive to ensure that there is choice and variety in the accommodation options provided alongside ensuring that suitable accommodation is safe, settled and of an acceptable standard. The ThroughCare team does not support young people in bed and breakfast accommodation and would only use this as a last resort when all other options have been exhausted and only for a short period of time. We would also take into consideration, the young person's circumstances and the level of risk. In 2017 the ThroughCare service used bed and breakfast accommodation for one 20 year old care leaver for four nights in an emergency situation. There are no care leavers in bed and breakfast accommodation at this time and we do not have any care leavers who are homeless.

5. Foster care/Residential care

- 5.1 There are currently 26 young people between the ages of 16 and 17 who live in foster placements, additionally three young people are 16 years old and live in residential homes, one in Hartlepool and two outside of the area. Another two young people live in Hartlepool's residential home they are both aged 17 years old.
- 5.2 In the past many of our young people who were looked after believed they are ready to leave care when they reach the age of 16 years, however, as we know few are actually prepared to live independently at this age and many ended up with failed tenancies and unable to cope with the demands of independent living. We do not have any care leavers living independently at aged 16 or 17 years.
- 5.3 The ThroughCare Team continues to work hard to change the mindset of young people and encourage them to remain in care as long as possible and until they are ready and prepared to live independently. In Hartlepool we are committed to supporting care leavers and ensuring they are able to build the skills and ability to eventually live independently. We acknowledge that young people mature at different rates and we will support young people to remain in their foster placement beyond 18 years in order to experience normal family life if this supports them more effectively.
- 5.4 The ThroughCare management team meet on a regular basis to monitor transitions of all our looked after young people and those preparing to leave care; this planning begins when a Pathway Needs Assessment is undertaken to ensure it is timely and all appropriate options are explored with contingency planning in place should the preferred options become unavailable. This can sometimes occur due to issues such as relationship difficulties and placement availability.

6. Staying put/Staying close

- 6.1 Hartlepool Borough Council's Staying put policy has recently been reviewed and is in place to support, social workers, carers and young people to remain in their long term placement beyond the age of 18 years old.
- 6.2 The policy sets out Hartlepool's commitment and responsibilities for young people who are aged 18 and over, offering them a period of stability during which the young people can be supported to acquire the necessary skills in preparation for living independently.

- 6.3 The 'Staying put' policy applies to all children looked after, who are approaching 18 years and covers the 'Staying put' placements that are provided by Hartlepool approved carers and those foster placements provided by independent fostering agencies. The commissioning of Independent Fostering Placements is undertaken with the five other Tees Valley authorities currently there are 12 independent fostering agencies on the framework, the expectations of providing 'Staying Put' placements are explicitly included this therefore facilitates a smooth transition for young people. This contract also provides the social worker and supervising social workers the ability to have conversations early with foster carers which means better planning for young people.
- 6.4 The ThroughCare service are planning drop in sessions in March 2018 to ensure that the current workforce receive refresher training on Staying Put, we have also allocated a Staying Put champion within the Fostering team who is available to support both social workers and carers in their understanding and implementation of Staying Put arrangements.
- 6.5 As from January 2018 there were 16 young people in Staying put arrangements, which is 14%. In comparison, in January 2017 we had 10 young people in Staying put arrangements and in January 2016 we had seven young people in Staying put arrangements demonstrating a steady increase year on year.
- 6.6 Fifteen Staying put arrangements are Hartlepool in house carers and 1 is from an Independent Fostering Agency. This would reflect that most young people in foster care are in, in house placements.
- 6.7 We believe the success of our Staying Put placements is due to following factors:
- The high numbers of young people within in-house foster care
 - appropriate financial support to former foster carers
 - the support to the young person from their social workers
 - supervising social workers support to foster carers
 - Good planning and preparation of placements
- For the year 2018 we have 31 young people who will turn 18 years old, out of the 31, there is a projection of 10 young people that will Stay Put.
- 6.8 Staying Close is a new government pilot scheme which will support Care Leavers who are leaving Residential care to have continuity and support for a further three years in line with Staying Put. In light of this Hartlepool has supported two arrangements that are in keeping with the Staying Close

ethos prior to this being a requirement. In 2016, nine young people were in residential care. Out of these two were identified as requiring a Staying Close arrangement. Both lived in our in house provision, the residential support staff provided a timetable of support alongside their new support arrangement until the young person was ready and had built their relationship with their new staff support. Both of these placements were successful. Staff remained involved when the young person moved on to their semi independent living accommodation which was located close to the residential home. One young person has now moved on to their own fully independent tenancy.

- 6.9 Throughout 2017 we have remained committed to ensuring young people are making their transition when they are prepared and ready to leave, to this end we have actively sought to provide staying close arrangement for the young people in residential care and where external providers have not been able to support the young people to stay close we have made alternative arrangements with the young people an example, commissioning a staff team to provide support to the young person living in their own tenancy.
- 6.10 As the nine pilot schemes progress we will learn more about other authorities' arrangements and use this feedback and learning to develop the scheme further in Hartlepool.
- 6.11 We have two young people in residential care who will potentially transition to Staying close arrangements in 2018.

7. Supported Lodgings

- 7.1 We currently have four providers, who can offer five placements, supporting young people in their homes following a referral and risk assessment being undertaken and introductions being held. Hartlepool's Supported Lodgings Scheme has recently been reviewed and a co-ordinator appointed from the fostering service. The process for approving a providers, requires the supervising social worker conducting an assessment which is presented at Child Planning Panel for approval. The assessment includes health and safety checks on the property and DBS checks. These checks are reviewed in with fostering regulations. The providers receive individual supervisions from the co-ordinator and support, advice and guidance provided as and when required.
- 7.2 In total we have six young people in supported lodgings arrangements all of which are currently successful and meeting the young persons needs.
- 7.3 We are actively involved in the Supported Housing Panel in Hartlepool with Commissioning services and supported housing providers. This panel supports relationships with housing providers and ensures that the most

appropriate provision is identified for all young people referred through this service.

8. Supported Accommodation - Rose House and Victoria Road

- 8.1 Rose House - provides accommodation with support for up to seven young people aged 16 to 24 years old for up to two years.
- 8.2 One of these flats is a small, self contained Crash pad which provides emergency accommodation ideally for up to two weeks. In 2017 three people used the crash pad all were 17 years old. In 2016 four people used the crash pad. Two 19 years old and two were 18 years old. Rose House is currently full to capacity
- 8.3 Thirteen Group also provide floating support services to young people across Hartlepool. From 2016 to 2017 floating support worked with 191 clients, two were from Safeguarding Assessment and support teams and 6 were from the ThroughCare Service. The remainder came from self-referral, Family Nurse Partnership, Thirteen, and Probation. The Support offered includes: Housing, money, relationships, support to attend appointments/GP's, mental health, decorating, PSI tools, parenting, mediation, getting into training, jobs.
- 8.4 Victoria Road – provides accommodation with support and has 10 en suite rooms and one self contained flat for young people aged from 16 up to 25 years old. Additionally two Crash pads are provided.
- 8.5 Victoria Road currently has nine tenants, two of which are Care leavers.
- 8.6 We have three other young people who reside in supported accommodation with other providers outside of Hartlepool, one in a solo placement in Middlesbrough, they are approaching 18 years and have a move on plan in place for independent living. One young person is 19 years old and is in a semi independent provision in Bishop Auckland who also has a move on plan in place for independent living. One young person is in a solo placement in Sunderland with support that has begun to reduce and will reduce further until he is able to live independently with a plan of floating support.
- 8.7 Unaccompanied Asylum Seeking Children (UASC), move on scheme. We have developed a move on scheme with Rose House and Community Campus '87 for our UASC. Two young people who are similarly matched move into Rose House shared two bed shared flat and receive a high level of support, once they are more settled in Hartlepool and have developed independent living skills we will support them to move on to a Community Campus '87 property, up to this point we have transition four young people into two two bed shared properties in the town close to Rose House. Community Campus '87 provides a lower level of support; this will start at 15 hours a week and reduce accordingly. The four UASC young people remain

settled in their current properties. We are working with Community Campus '87 as they are developing a further property in the town. The plan is to move the two young people from Rose House into this property leaving availability for us to be able to support two other similarly matched young people through the national transfer scheme. All of these tenancies have been successful.

- 8.8 We work closely with two support workers who provide interpretation services alongside them being able to supporting cultural needs of the young person, they are able to attend positive activities and cultural celebrations which has proved an extremely valuable service and supported the staff within their respective supported accommodation. Our UASC are discussed in more detail further into this report. These additional services have been provided to six UASC and former UASC.

9. Living with family

- 9.1 We have six young people who are currently living with parents or a close family member. These arrangements will have been made through a rehabilitation plan, where circumstances are assessed prior to plans being put in place or through a private family arrangement once the young person is no longer a looked after child after the age of 18 years. Four of the young people are over 18 years living with a family member in their own private arrangement.

10. Independent Living

- 10.1 We currently have 33 young people who are in their own tenancies, through social housing provision or with a private landlord. All of these young people are aged 18 years or over and have been housed appropriately through Thirteen Group and the choice based letting scheme. This is our preferred route with all care leavers receiving a priority housing need. Young people will also use private landlords and we will always encourage them to seek support from the housing department who work closely with landlords in Hartlepool. This ensures that our care leavers are protected as far as possible and in homes that are suitable and are maintained to an acceptable standard.
- 10.2 The ThroughCare team continue to work closely with partners in the housing department. Pathway planning with our young people will always involve housing providers where appropriate to ensure they remain stable and settled as far as possible within their home. Each young person is entitled to a Setting up Home Allowance and this is used wisely to ensure its use is maximised in helping a young person set up their first home.

- 10.3 Discussions are underway with the housing department on developing a joint protocol for care leavers in Hartlepool which will formalise the good practice that is already taking place and form part of our Local Offer.

11. Young people not in suitable accommodation

- 11.1 Suitable accommodation is defined as in a good general/state of repair; it considers the young person's safety and location. There is an assessment of need regarding the level of support to meet the young person's needs and the young person's view; and affordability is taken into account

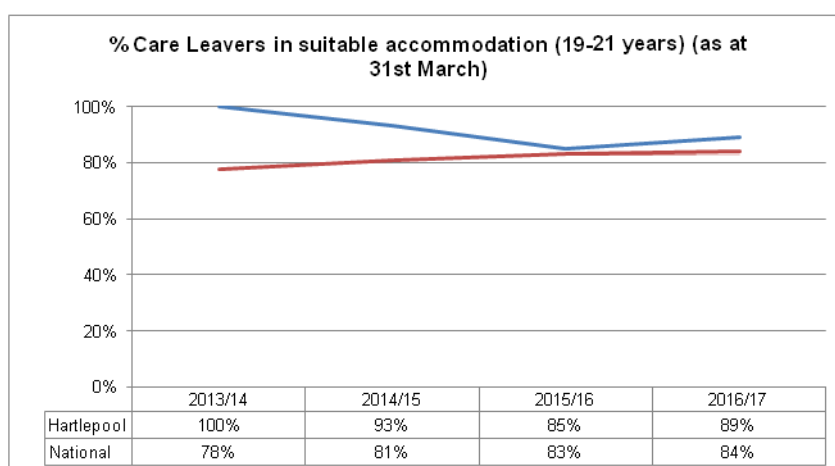
- 11.2 Young people in custody or detained in hospital are not deemed to be in suitable accommodation, we have five young people who are currently in prison, we continue to work closely with these young people and review their plans appropriately with prison support staff and the Youth Justice Board to ensure their support and care remains of a high standard. When the young person has served their sentence and ready to be in the community we engage with resettlement workers, to help and support the young person to reintegrate back into the community and provide the right level of support for them within the community.

11.3 Accommodation figures for the care leavers

Foster care	31
Staying put	19
Residential care	5
Staying close	1
Supported lodgings	6
Semi Independent	11
Living with family	6
Independent living	33

- 11.4 It is hoped that the 0 to 25 disabilities team will be developing their shared lives scheme which is envisaged to support adults with learning disabilities remain with their foster carers however there is an acknowledgement that their carer provides a higher level of support, they usually require a direct payment too.

- 11.5 The graph below shows % care leavers in suitable accommodation aged 19 – 21 years at March 31st 2017.



In January 2018 the % of care leavers aged 16 + in suitable accommodation is 93%.

12. Education, Training & Employment

- 12.1 School Children and young people who are looked after attain lower than their peers of a similar age however, through the intensive support of the virtual school and the ThroughCare Team, it has been recognised that all young people in foster care are making good progress compared to their starting points when initially admitted into foster care.
- 12.2 Hartlepool's virtual school oversees all children who are in care, The virtual school is a team of professionals that work alongside schools and other educational settings to ensure they are providing the best education provision for Hartlepool's most vulnerable pupils. It is a way of bringing together information about all vulnerable pupils, as if they were in a single school, so that their progress can be tracked and supported and intervention strategies can be targeted in a more strategic way if necessary. Hartlepool Virtual School supports the education of Looked After Children and those Leaving Care.
- 12.3 Social workers are responsible for the Personal Education Plan (PEP) and reviews of this plan which are held on a termly basis. These reviews discuss progress, achievements, targets to aim for and any additional support. We have one young person who enjoys chairing her own PEP meeting and setting her targets for the following term. From 51, 16 and 17 year olds 11 young people have a PEP in place. This gives a completion rate of just under 79%. We are currently exploring how we can improve the engagement of PEP's for older young people i.e. developing a career planning tool.

- 12.4 Educational outcomes very much depend on the cohort and numbers taking exams and how many have an Education and Health Care Plan (EHCP). The achievement of children and young people at specific stages can be variable dependent upon the size of the cohort and the individual needs of the young people and therefore may vary significantly each year. As of November 2017, 20% of school-aged Hartlepool looked after children had an EHCP or SEN.

12.5 College

We are strengthening relationships with colleagues at Hartlepool College of Further Education through our development of our From Care2Work programme. The Virtual School Head teacher and the ThroughCare service have met with the lead for looked after children, care leavers and vulnerable pupils within the college and they are happy to be part of the strategic From Care2Work meeting that will have a significant role in developing and monitoring Hartlepool's Local Offer. Within the college all young people who require a little extra support are allocated a worker who will support the young people directly, be a point of contact and work directly with social workers on a day to day basis to ensure our young people are supported appropriately and any issues are raised and dealt with in a timely manner to prevent escalation.

- 12.6 This is very much a preventative approach and demonstrates the well established, positive relationships between the college and ThroughCare service. We would want to extend this model of working to the 6th form colleges and other colleges surrounding Hartlepool and this will form part of the From Care2Work work plan for 2018/19.

12.7 Apprenticeships

The apprenticeship scheme in Hartlepool began in September 2013, Finance and Policy Committee agreed five apprenticeships within the council restricted to care leavers. In January 2014, five young people leaving care commenced a two year apprenticeship in the following occupational areas:

3 x Business Administration
1 x Horticulture
1x Joinery

- 12.8 The apprentices had a support plan, which was completed and reviewed within three way meetings between the line manager, social worker and apprentice. Additionally regular meetings were held between the Apprenticeship Working Group to ensure that information is shared and any issues raised were addressed in a timely and appropriate manner.

- 12.9 Developing the process was not without difficulty, however, the close working relationships between professionals were helpful and supportive for those involved.

- 12.10 Professionals developed a greater insight into the world of leaving care and with it flexibility on how issues were addressed. One young person's main issue was non attendance at college, Hartlepool College of Further Education (HCFE) were able to operate outside of the normal attendance management processes in order to provide additional flexibility.
- 12.11 As this was the first time the Council had delivered a programme specifically for care leavers, a training session was arranged and delivered by Andy Pickering, From Care2work, and Suzanne Brennan, ThroughCare team manager, in October 2014. This was delivered to the apprenticeship working group and line managers within Hartlepool Council.
- 12.12 One young person who had started when the scheme began and subsequently left due to difficulties she was experiencing at the time, then took this opportunity to work through the pre-apprenticeship programme, she completed this successfully and was subsequently offered a level 2 apprenticeship in the legal Services Division and then moved to a placement working in the Child and Adults PA's office alongside the Assistant Director for Children's services.
- 12.13 We have two current apprentices on the Hartlepool scheme and one young person currently doing a traineeship waiting to commence an apprenticeship in joinery in 2018. We have a further seven young people one, aged 17, two aged 18, three aged 19 and one aged 20 years currently undertaking apprenticeships with other companies.
- 12.14 We have nine out of the 118 young people we are working with undertaking apprenticeships, this is 9% of the current cohort.
- 12.15 University

The ThroughCare service continues to strive to raise the aspirations of all of our young people looked after and those leaving care. We strongly support young people who are thinking of attending university and provide a financial package of support to allow them to do so. This package is reviewed on a yearly basis so that it can be amended to suit the young person's needs as they progress through their course of study.

- 12.16 We currently have three young people studying at University, a 19 year old in her first year of her degree in sports, she attended in year 2016/17 to complete her foundation degree and has progressed to her first year and will progress on to year 2 in 2018. A 22 year old who was successful in securing a level 1 engineering degree at Newcastle University in 2016/17. They struggled in their first year and unfortunately did not meet the expected grades to progress to the second year. The young person has applied again to an alternative University and has been offered a place in their chosen subject of Engineering. This will be a repeat year for them which they have accepted as entry level. This year will be closely monitored and support will be offered to ensure the young person succeeds.

- 12.17 We have one young person who is now in his 3rd year of his degree and is expected to graduate in 2018.
- 12.18 We have one young person who is planning to go onto higher education in 2018, they have been offered an unconditional place on a nursing degree to start in September 2018, they are busy engaging in voluntary work to support their nursing career and is heavily involved in participation work alongside being our newest member to Hartlepool's CiCC and has commenced her training to become an active member of Hartlepool's Fostering and Adoption panel due to start by the end of January 2018.
- 12.19 In September 2017 another young person successfully started the 2nd year of a Public Services course at Hartlepool college of Further Education. This is a level 3 course which will take two years to complete. Their plan is to then start on a foundation degree in public services. The young person's goal is they would eventually like to work for the Police or Prison Service.

13. Young parents

- 13.1 We have 12 young people who are parents within the service, all young people are actively engaged in support services and there is a pathway plan in place aimed at supporting their parenthood and supporting current and future employment aspirations.

14. Youth Support Services

- 14.1 We have a dedicated Youth Support Services worker based in the One Stop Shop who works collaboratively with the social workers of the ThroughCare Service and works with any young person in a variety of ways, this includes supporting into Education, Employment and Training (ETE). Completing CV's, registering for apprenticeships, job search, signing up for Youth Employment Initiative (YEI), supporting to interviews. Support with benefits which includes applying for Personal Independent Payment (PIP) Universal Credit (UC), attending PIP medicals, attending Job Centre Plus (JCP) appointments. The worker supports young people to overcome any barriers to claiming e.g. help with setting up bank accounts, help with housing and attending various appointments.
- 14.2 The Youth Support Worker is currently working on a one to one basis with 10 care leavers, providing intensive support, exploring different opportunities and engaging them with various other support services and employment or training opportunities.
- 14.3 The main goal is to get young people into Education Employment or Training, or moving towards that, so any plans would reflect this. For young people

who are Not in Education Employment or Training (NEET) due to illness, and who are not yet ready for work, suitable opportunities are passed onto the team, for example, Starfish counselling are starting a YEI programme that is more based on building confidence, this has been forwarded to the ThroughCare Service and is shared individually as well as in team meetings.

- 14.4 The Youth Support Worker also attends the From Care2Work panel meetings on a regular basis to offer support to social worker and to monitor update and record care leavers information.

15. From Care2Work panel and strategic meeting

- 15.1 The 'From Care2Work' panel meetings were developed in 2017 and are held bi-monthly. Members are a ThroughCare team manager, The Virtual School Head teacher, our named work coach from Hartlepool Job Centre Plus, and our dedicated Youth Support Worker from Hartlepool Youth Support Services.

Each young person is presented at this panel by their social worker to allow monitoring of each young person's activity in terms of their education, training and employment with the panel members being able to offer advice and guidance around what they are currently engaged in and their plans for the future also supporting those young people who are not in education, training or employment and explore the reasons why.

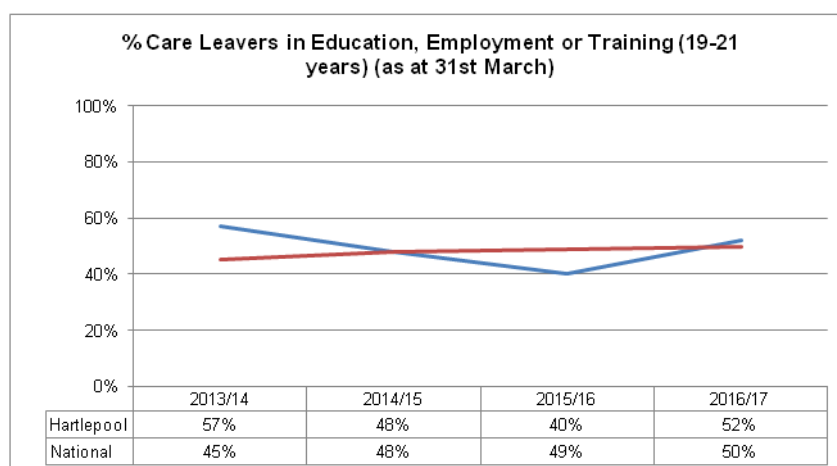
- 15.2 This process supports all agencies to explore opportunities and best ways to support our young people in reaching their goals and achieving their aspirations. All information is then recorded with appropriate actions and information input into a spreadsheet so we are able to monitor information such as highest levels of attainment.
- 15.3 Additionally a strategic From Care2work group has been recently formed, this is held on a quarterly basis, this group's membership currently consists of the ThroughCare service, The Virtual School Head, Homeless and Housing Advice Service, Job Centre Plus, the 0 to 25 disabilities team and Youth Support Services. In our recent meeting held in January 2018, we discussed membership with suggestions of including Health Services, Public Health Services, Regeneration and Economic Development. The groups aim is to monitor progress and opportunities on a town wide basis across partner agencies as well as discussing issues and areas for development.
- 15.4 Any themes identified within the panel meeting will feed into this group as well as having a direct link to the Corporate Parenting Board through The ThroughCare Service and the Virtual School Head teacher. A discussion was also held around the support in monitoring and developing the Local Offer for care leavers in Hartlepool.

16. Department for Work and Pensions (DWP)

- 16.1 Regular meetings are held with the DWP, Partnership and Social Justice Manager for Hartlepool which enable us to build on existing relationships and develop our local arrangements for care leavers. As well as being involved as panel members for the From Care2work and the strategic meeting we are looking at how we can develop the service further in Hartlepool. This will all become part of our Local Offer and includes things such as better direct links between social workers and work coaches and co-location of our nominated work coach to support social workers and young people with any difficulties they are facing, particularly with the introduction of Universal Credit.
- 16.2 In August 2017 the ThroughCare team managers facilitated an awareness raising session at Hartlepool Job Centre Plus. This covered, who we are and outlined the basis of our work, we discussed young people who are care leavers and outlined some of the difficulties they may face. We were able to talk about how we can improve relationships between ourselves and understand each other's roles. This was presented to approximately 28 work coaches and helped raise awareness of care leavers, their experiences and some of the small changes we can make to help them overcome some of their difficulties. Feedback from this session was that it was extremely well received which was subsequently fed up to the area managers in DWP.
- 16.3 Activity for care leavers aged 16 years and over taken as a snapshot in November 2017:

Entry level 1	6 UASC, aged 17 & 18 years, 2 from SEND, aged 16 & 19
Entry level 2	6 young people aged 17 years
Level 1	7 young people, age range 16 – 22 years
Level 2 (GCSE)	6 young people, age range 17 – 21 years
Level 3 (A Level)	6 young people, age range 16 – 18 years
6 th Form college	3 young people (inc 2 SEND) – age range 17 – 19 years
Training	5 young people, age range 17 – 21 years
Apprenticeships	9 young people, age range – 17 – 20 years
Employed	6 young people, age range 17 – 22 (inc 12 who are 20+)
Voluntary work	1 young person, starts Uni in Sept 2018, age 19 years
University yr 1	2 young people, age range 19 and 21
University yr 3	1 young person, aged 20

- 16.4 There are 28 young people not engaged in employment education and training clients a variety of reason including being in hospital, custody and parents.
- 16.5 Due to this being a snapshot of the ETE figures taken in November 2017 the total may differ from our current cohort. This would reflect cases having closed to services since this time and reflects the fluidity of the service.



- 16.6 As discussed the figures for ETE are very fluid and can change on an almost daily basis. However, there are themes that can be identified and these include a high number of young people who are NEET due to illness and/or chaotic lifestyle. We are aware of these young people and their difficulties and work closely with colleagues to explore opportunities that are suitable and will support them on their journey into adulthood. Also those young people that are parents, we continue to support and encourage our young parents into ETE and have held support sessions within our weekly mother and toddler group that have provided information on ETE, child care and benefits as well as providing ongoing advice and practical support on getting into the world of work.

17. Health & Wellbeing

17.1 Looked After Children's Nurse (LAC nurse)

We have a dedicated LAC Nurse within the ThroughCare Service, the LAC Nurse undertakes annual health assessments with all of our looked after young people up until the age of 18 however, she is flexible and will work with any care leaver beyond the age of 18 if required.

- 17.2 In the last year, five young people between the ages of 16 and 18 have opted out of their health assessment. Most often they are young people who are not engaging well with other services and/or support or think that they do not require a health assessment.

- 17.3 Hartlepool plan to use a health questionnaire with young people who have opted out of the assessment, this model seems to have brought about success in being able to 'check in' with young people on their health and well being.

18. Health Passport

- 18.1 Each looked after young person who turns 18 will receive their health passport. This is a quick reference guide that contains their health and medical history. A snapshot taken from August 2017 tells us that 21 health passports were completed and seven passports were not completed a 67% compliance. In general the school nurses complete the health passports but there have been capacity issues within school nursing in Hartlepool since May 2017 which would explain the non compliance. The LAC Nurse is following up on the seven reported as outstanding.
- 18.2 Those that are completed are sent by registered post to the young person directly. Young people may decline to have their passport; however it is still completed and kept on the young person's health record in case they want the information at any time in the future.
- 18.3 There is an intention to review the health passports to look at ways they could be improved and a development meeting has been held with the ThroughCare service in Hartlepool and the Leaving Care service in Stockton and health professionals.

19. Therapeutic Service

- 19.1 Hartlepool have a looked after and Care leavers therapeutic team which consists of the looked after children's nurse, a CAMHS clinician, a therapeutic social worker who has just qualified as a Play Therapist and a Play Therapist who is also qualified to undertake more in depth work such as Filial Therapy with children and their carers. We also have a psychologist and assistant psychologist on the team. The team meet every fortnight to consider referrals, discuss issues and allocate work.
- 19.2 CAMHS are currently working with 27 young people, 14 of those are receiving direct 1:1 work from the CAMHS clinician and or direct support for their carers. There are three receiving an intervention from psychology. Six young people are referred for assessment i.e. ADHD, Cognitive. Four young people are open for medication only or a medication review. Some of the interventions overlap so there is some overlap in the figures.

19.3 Ages of young people receiving a service January 2018:

Age 16	Age 17	Age 18
3	4	3

20. Multi Agency Risk Management Group

- 21.1 Hartlepool Borough Council has a multi agency risk management group this is to assess the level of a young person's vulnerability, the risk that they are presenting and ensure that there is a coordinated multiagency plan in place to meet their identified needs.
- 21.2 In 2017 eight young people were being closely monitored via this process, seven of these young people are care leavers.

21. Substance misuse services – Hartlepool Action Recovery Team (HART)

- 21.1 HART young people's service offers a range of services and support from one off information to longer term support. They offer one to one young person centred interventions, which will identify any risks and protective factors to support change. The service offers group work sessions for young people, which provides education and advice on how to reduce or prevent harm associated with drug and alcohol use. These sessions can be held at a place suitable for the young person.
- 21.2 The service will also develop bespoke sessions specifically on any substance that is causing issues in the community i.e. Novel Psychoactive Substances.
- 21.2 Parents and families who are concerned about any young person using drugs or alcohol can receive support from the service.
- 21.3 HART are currently working with three young people aged 16 years or over. They have worked with approximately 10 young people throughout 2017.

22. Support

- 22.1 Through Care model
Hartlepool's looked after children and care leavers are supported by the ThroughCare team which operate a through care model, working with children and young people from as young as five years old up to the potential age of 25 years. The oldest person we are currently working with is

22 years old. The through care model is the preferred model which allows social workers and young people to be appropriately matched and to develop a long term relationship that will support them through some of their most difficult teenage years. This model reduces the need to change social workers and potential for disrupted relationships based on process.

- 22.2 The Regional CiCC has a membership of 12 local authorities in the north east. Through their work on various models across the region they established Hartlepool's model as their preferred, rather than other authorities' style of working, this is generally two separate teams with young people transferring to a different team at either 16 years or 18 years. At a regional CiCC Conference held in North Tyneside in 2016 the through care model was presented as the preferred option to key decision makers and other authorities are now moving towards Hartlepool's model of through care.

23. Care Leavers Policy

- 23.1 Hartlepool has recently updated its care leavers policy, this is in the process of approval with senior management and lays out the commitment HBC has to all our care leavers. It also acts as a guide for the workforce to help them understand the care leavers legislation and processes in place to support our young people.

24. Needs Assessment & Pathway planning

- 24.1 Since 2014 when an additional team manager was appointed to help develop the leaving care service, there has been significant improvement in needs assessments and pathway planning. Changes in ICS have been implemented to improve the assessment and plan forms, making them more user friendly and more readable for young people. In 2016 we commissioned training on Pathway planning from Catch 22 that the whole team were part of alongside Independent Reviewing Officers (IRO) and representatives from the SAS teams. Since this time we have had refresher days with the team and through the quality assurance process continue to improve the quality of our Pathway plans.
- 24.2 All young people aged 16 years have a Needs assessment, in place or underway. In the past there was inconsistency around pathway planning for those aged 16 and 17 years old who remained looked after. The ThroughCare team are now consistent in their work and ensure that all young people transition from a Care plan to a Pathway plan appropriately.

- 24.3 All 16 and 17 year olds have their Pathway plan reviewed by an IRO, however this process is not formalised for those aged 18 years and over which can allow the reviewing of plans for the older age group to drift. In January 2018 we held a development session to implement the process of formal reviews on ICS for care leavers aged 18 years and over. We have agreed that team managers will take the lead on this process however, there is now scope for this to be developed further and various models nationally are being explored. The model the ThroughCare team want to explore is where an independent person would review the plan of those aged 18 years and over based on a Red, Amber, Green (RAG) rating, those with the most chaotic lifestyles or those where their needs are at a high level of support, rated as red would maintain a formal review of their plan. This would ensure that there is robust monitoring and oversight of the most vulnerable young people.
- 24.4 All young people allocated to the ThroughCare service aged 16 and 17 years have a pathway plan in place. The young people who are supported by the SEND team have plans in place that cover all of the required elements of the Pathway plan and therefore would be duplication and create a number of plans which would be impractical for the young person and those involved.
- 24.5 For the 82 young people aged 18 years and over, 13 are open to SEND and have a plan that is appropriate to their need, six Qualifiers who do not necessarily require a plan as they may not have a current intervention and 11 young people who are open cases who do not have plans in place that have been reviewed within timescales. As discussed above there is some drift on review timescales where the review has not been held within a six month timescale however the team are aware of these and are working hard to improve this process which is now supported by the formal review process being implemented.

25. Unaccompanied Asylum Seeking Children (UASC)

- 25.1 In Hartlepool we have 12 Unaccompanied Asylum Seeking Children accommodated as part of the National Transfer Protocol for Unaccompanied Asylum Seeking Children (UASC). The first arrivals were in August 2016 and our latest arrivals were in August 2017.
- 25.2 From those 12, 10 of the children and young people up to age 18 are looked after under Section 20, the Children Act (1989). two are now over 18 years so are Former Relevant under the Children (Leaving care) Act 2000.
- 25.3 In November 2016, Hartlepool employed a Social Worker to become the lead for UASC and to develop the role. The social worker has supported the UASC with finding suitable placements and accommodation on their arrival. Foster placements were found for the younger children. Partnership working between the Local Authority, Rose House and Community Campus '87 has

been established to provide a suitable accommodation for the older UASC's as discussed earlier in this report. This allows a period of assessment to be undertaken around independent living skills and a period of time where the young people can begin to integrate in the community before the transition to Community Campus '87 who provide housing and floating support until ready to live independently.

- 25.4 Hartlepool has positive working relationships with legal services, Halliday Reeves and Iris Law solicitors who have supported the UASC with asylum applications and immigration interviews. All of Hartlepool's UASC have now been granted 5 years leave to remain in the UK.
- 25.5 Hartlepool has developed a working partnership with Hartlepool College of Further Education who are supporting ESOL learning, maths and IT for the students. All of the UASC are in education at school or college depending on their ages.
- 25.6 The social worker attends bi-monthly meetings of the North East Migration Partnership (NEMP). This provides the UASC leads from each authority the opportunity to hear of government updates, new policies and procedures and the opportunity to share good practice with local authorities around the North East. The social worker has also attended a national consultation event with the Department of Education around updating the National Transfer protocol.
- 25.7 The social worker is currently in the process of developing a training pack around UASC to share with the workforce. Due to our successful housing schemes which is seen as good practice by the North East Migration Partnership, in March 2018 will be presenting to the NEMP along with Rose house and Community Campus '87 on the move on accommodation scheme that we have developed in Hartlepool.
- 25.8 Since November 2016, Hartlepool has carried out three age assessments at the request of the police. The ages of the three were found to be over 18 years. The age assessments were carried out by social workers who are age assessment trained and were carried out in using the Merton Guidance and following Age Assessment Guidance and Information Sharing Guidance for UASC, October 2015. To date due to our robust assessments we have had no formal legal challenges.

26. No. 9 and the Placement Support Team

- 26.1 A placement support service consists of three placement support workers and the team manager providing direct support to children and young people and foster carers. The aim of the placement support service is to have a wrap around team who can respond to the needs of young people and their carers and provide a flexible and responsive service to promote and further strengthen placement stability.

- 26.2 The placement support team have and continue to provide valuable support on a daily basis to our young people in a variety of different ways including such things as providing emotional support when a young person is in crisis, practical support to make a claim for benefits or shopping for food or setting up home.
- 26.3 A designated space for children and young people, No. 9 is accessible and supports groups and individual work with young people. The placement support team facilitates different activities in No. 9 which has included a weekly young mother and baby group for care leavers where they can meet in a familiar, non threatening environment until they are able to make the transition into attending community based parent/toddler groups when they are ready to do so. This group has also been attended by fathers.
- 26.4 No. 9 also gives our young people access to computers and support to apply for jobs on line and assist with benefit applications etc.

27. Daily Duty Service

- 27.1 The ThroughCare team ensures there is always a member of the team available each working day. The duty rota is planned in advance and team members are consistently supportive of each other and all young people who may arrive at our office for support. The duty worker is available to for young people and carers in the absence of their allocated worker.

28. Emergency Food

- 28.1 The ThroughCare service has an emergency food store in the event of any young person requiring emergency food where an alternative arrangement is not appropriate or available. We keep this store stocked up with non perishable food items and toiletries and is often a very useful resource.

29. Young Offenders

- 29.1 There are currently seven young people, two looked after and five care leavers open to Youth Offending Services (YOS). This is a significant improvement on 2016 when 25 young people were open to YOS. The ThroughCare Team work closely with Youth Offending Services around risk, vulnerability and prevention and support for these young people.

- 29.2 All Hartlepool YOS case management staff (and management team) have 'read-only' access to Children's Services' ICS system, which supports and facilitates effective assessment, planning and information-sharing. Further joint work takes place in the form of visits, attendance at relevant multi-agency meetings such as Looked After Child review meetings and the co-ordinate planning and delivery of interventions.
- 29.3 Hartlepool YOS and the ThroughCare service are currently looking at a joint protocol that will formalise the good practice already in place.

30. Council tax exemption

- 30.1 We are currently implementing a scheme that will give our care leavers further financial support and hopefully help alleviate some of the financial difficulties that they often find themselves in due to increasing bills and mounting debts. The ThroughCare service and the Council Tax department are working together to ensure this is on track to be implemented by March 2018.

31. Entitlements – leaflet and developing App

- 31.1 The CiCC council have worked hard on developing the entitlements leaflet which is now complete and will be given to all of our young people to ensure they are fully aware of all of their entitlements from their corporate parents through the ThroughCare service.
- 31.2 We have also fully planned an App specification which is in the procurement process due to be launched by the end of February 2018. The App will be for children in care and leaving care to be able to access support in ways they have requested previously. Support areas will cover education employment and training, housing, finance, independent living etc.

32. Development of the Local Offer

- 32.1 Hartlepool are currently working on their Local Offer for care leavers, this will be developed with the CiCC and young people, council officers and the ThroughCare service. We aim to have this in place by August 2018 and will monitor and review its development on a regular basis to ensure this is kept up to date and relevant for looked after children and care leavers. The local offer will be added to the App and it is hoped the App will be a platform for the development of the local offer.

33. Commissioning Services**33.1 Supported Housing**

A group of young people were heavily involved in the development of the new supported accommodation provision in the town. In 2017 four young people and the CICC members were involved in all stages including producing a questionnaire for those who have had experience of supported accommodation; they delivered workshops at the current providers of supported accommodation to gather young people's feedback and ran consultation cafes. The young people presented their findings to all housing providers working closely with Commissioning Services and alongside our Head of Service of looked after children and care leavers. The young people selected Sanctuary to provide our supported accommodation and Thirteen Group to provide our floating support scheme.

33.2 Mental health support services

Over the coming months young people, the Head of Service and the children's commissioning team will be re commissioning Hartlepool's mental health services for looked after children and care leavers. Due to the success of the supported accommodation contract it is the vision of Hartlepool services that this will be co produced alongside looked after children and care leavers and they will be heavily involved in the process from start to finish. This will ensure our young people can shape and design our future services.

34. Projects and Participation**34.1 Consultation Cafe – Richard McCann**

In Care Leavers week in October 2016 we were able to facilitate an event with Richard McCann, Inspirational Speaker. He delivered a presentation to a group of young people and carers, telling his story of overcoming adversity and sharing his belief in the iCan approach. Following his presentation a Consultation Cafe was held which allowed us to reach a wider audience of young people gaining their view on particular topics and ideas for future development. Following on from this event, Richard offered tickets to Hartlepool young people to attend a further event in August of 2017; again a very successful trip attended by 30 looked after children and care leavers from across Hartlepool.

34.2 Housing Heroes Project

This project is run in partnership with the Joseph Rowntree Foundation (JRF) in Hartlepool. JRF are all about researching and combating poverty in Britain. Much of their work in terms of projects, grants and housing is focussed close to their HQ in York, though they have a major stake in

Hartlepool through the Hartfields Retirement Village. Their Trustees have made a long term commitment to explore the possibility of expanding JRF's role in Hartlepool. They wanted to work collaboratively with as wide a range of partners as possible. To help kickstart this JRF staff met with a wide range of stakeholders (including HBC). This culminated in the Hartlepool Action Lab which involved facilitated workshops and 30 stakeholders over four days exploring poverty in Hartlepool. Prior to this JRF had trained a team of local community researchers who used participatory research methods to engage 400 Hartlepool residents in identifying some of the strengths and challenges of the town.

- 34.3 A number of project proposals came out of the Hartlepool Action Lab. One of these involves a project which puts together the challenges of empty, poor quality housing in the town, and the need to enable young people to access and sustain suitable accommodation and build the skills, knowledge and confidence to sustain and manage those tenancies.
- 34.4 This process can be really empowering for young people, and we saw the potential to build a team of 'Hartlepool Housing Heroes' who would develop knowledge, skills and experience in, for example: how to access housing opportunities; financial management; running and maintaining a home; energy efficiency; legal aspects; construction skills (joinery, plastering, decorating, DIY etc). These 'Heroes' would provide ongoing inspiration and support for future cohorts of young people.
- 34.5 The Through Care team are fully involved in this project that is specifically for care leavers with the ultimate aim of being able to offer every young person leaving care in Hartlepool the opportunity to be involved in renovating properties that may become their home. An initial event was held at Hartlepool College of Further Education to raise awareness and entice investors and others to support the project. The project is still in its early stages, however we can proudly announce that we have just been able to purchase the first property for the Housing Heroes and plans are moving forward to get the practical work underway.
- 34.6 There has been 12 young people actively involved in this project. From this group, two young people deserve special recognition for their commitment, having attend every meeting and been fully involved at every step of the way from the first meeting through to the house viewings and the whole process of making an offer on the preferred property and then making the purchase.
- 34.7 National Leaving Care Benchmarking Forum (NCLBMF)
Hartlepool continues to be a member of the National Leaving Care Benchmarking Forum (NCLBMF) has a large and active membership of 100 local authorities from all over England and Northern Ireland. Members support each other to develop more compliant, efficient and cost effective services through sharing and developing policies and best practice. It also informs policy development at national level as a key partner in some of the national and transnational project work undertaken by the National Care Advisory Service (NCAS).

- 34.8 Young People's Bench Marking Forum (YPBMF)
Hartlepool have also facilitated the attendance of young people at the Young People's Benchmarking Forum (YPBMF) which was formed in 2008 and involves young people aged 16 and above from Local Authorities who are members of the National Leaving Care Benchmarking Forum. The YPBMF works alongside the NLCBMF to complete an annual work plan that has been created in partnership with a specific aim to help improve services and provide more learning and participation opportunities for young people. The YPBMF is supported by young people who are nominated as Champions from across all member authorities; Hartlepool has been represented over the past year by a member of the CiCC who along with our young people and staff were celebrated at the annual celebration awards held in Manchester during Care Leavers week in 2017.
- 34.9 Young people from different authorities are YPBMF Champions they have delivered a session about the role of the Champion and how the role had benefitted them personally and their work with local authorities. All 14 YPBMF Champions from 2016-17 were nominated for the YPBMF Champion 2017 Award and recognised for their achievements supporting the forum over the course of the year.
- 34.10 The winner of the 2017 YPBMF Champion award was a young person from Hartlepool, this young person has done exceptionally well as a member of the forum, attending multiple sessions, presenting at YPBMF events, Managers events and thematic events. She has delivered young people's views on behalf of YPBMF. She has shown impressive commitment to the forum including taking things back to her local authority to work on to improve outcomes for care leavers.
- 34.11 Northern LC Forum
We have been members of the Northern Leaving Care Forum for over 18 years. The Forum meets bi-monthly and there are 13 local authorities regionally represented. We have an annual work plan that is currently focusing on The National Care leaver Strategy. We also share good practice and models of good practice within the Forum.
- 34.12 At the most recent forum in January 2018 we were joined by Mark Riddell MBE, recently appointed as the National Implementation Adviser for Care Leavers by the Department of Education, His role is to support local authorities in their development and implementation of the new duties introduced in the Children and Social Work Act (2017), such as a strengthening the Local Offer and delivering on their special responsibilities as Corporate parents.

35. Raising Aspirations Partnership, Teesside University

35.1 The ThroughCare service continues to have positive relationships with Teesside University; this includes regular attendance by social worker, support staff and foster carers at the annual Raising Aspirations Conference and involvement of our young people at open days and events that brings the idea of attending University within our young people's reach.

35.2 In the last two years we have had eight care leavers involved in various events. One event involved care leavers testing out a career planning tool on site and then having a tour of the university. Three care leavers attended this event and gave positive feedback on the tour provided around the campus.

35.3 Assessed conversations

Five young people took part in the Assessed Conversation at the University of Teesside. We have a close working relationship with Teesside and last year was our 10th year of being involved in this project. Teesside University provided feedback in March 2017 following the most recent Assessed Conversations module being completed.

Four improvement factors apply this year which are based on feedback from young people/staff over the last three years which has led to

- *Intensive preparation and more focussed work around individual/group work dynamics;*
- *Detailed, developmental and supportive feedback being used in the electronic feedback (including feed forward suggestions) provided to each student;*
- *Devoting more time to evaluate the conversations in between sessions;*
- *Varied use of Young People from different localities and a wide range of experiences, who as ever, and each year have provided fair, balanced and beneficial contributions.*

35.5 This is another project that demystifies what being a student at university is all about and shows young people that they aim for this too. It supports and builds up their confidence and provides a positive message around care leavers and children in care.

36. Panel members for Interviewing Hartlepool workforce

36.1 A number of our young people have continued to be involved in the interviewing of staff, by sitting on interview panels and being involved in one to one discussion that have contributed to the selection process of staff who are to deliver the services to our looked after children and care leavers.

Young people are involved in interviewing at all levels of service included Service Managers, Team Managers and Social Workers. Young people have been involved in 10 interview panels in 2017.

37. Fostering and Adoption Panel member

- 37.1 We have recently made great progress in ensuring young people's voices are heard throughout the service and this includes a young person becoming a member of Hartlepool's Fostering and Adoption panel, she started her training in 2017 and will be a fully fledged member in January 2018.

38. Corporate events

- 38.1 Our young people were also involved in the planning, delivery and evaluation of a number of events for children and young people including our corporate parent BBQ, Celebrating Success and 'Nothing about us without us' The events cover our awards evening to recognise the positive work and achievements of those in care and leaving care, an event to allow young people to mix with corporate parents and ask any questions/concerns/positive feedback and the final event was to gather feedback on the Pledge and Care Leaver Charter from young people and professionals. In total approximately 135 young people attended these events.

39. Rites of Passage

- 39.1 CiCC representatives and other looked after children were involved in Rites of Passage programme that promotes confidence and self esteem of young people. The course focuses on raising aspirational thinking and supports using techniques for positive planning for the future. The programme was very successful with the young people producing MAPS and PATHs to support their positive future.
- 39.2 Representatives from CiCC and other looked after children and care leavers have been involved in Young Futures project which focused on mental health and emotional health and wellbeing of children and young people. They presented their findings in terms of art work which they had produced to look at how findings can improve service.
- 39.3 We aim to offer approximately five young people the opportunity to have visual plans in the year 2018. It is hoped that this will be rolled out to the team to allow this to be offered to young people as another way to do their pathway plan, to support engagement .

40. Future Developments

- To continue to improve the quality of Pathway plans and aim for 100% of young people having Pathway plans reviewed within the 6 month timeframe.
- To increase the number of young people offered person centred plans.
- To continue to promote the 'Staying Put' Policy so that young people can remain in their foster placements post aged 18 until they are ready for independence akin to their peers.
- To advertise and increase the number of supported lodging placements.
- Ensure we are kept up to date with the developments of Staying Close to allow us to implement best practice models.
- Implement a Council Tax exemption scheme for our care leavers The ThroughCare service and the Council Tax department to have this ready by March 2018.
- Work with the LAC Nurse to develop a health questionnaire for those young people who opt out of their assessment.
- Development work to continue on improving the look of the health passport and the way it is presented for young people.
- Continue to develop and embed the work plan for the From Care2Work in partnership with education, training and employment providers to ensure we are monitoring our care leavers activity but also meeting their need in relation to EET, identifying themes and exploring these issues town wide.
- To have a local offer ready by August 2018.
- Work with the virtual school on developing a career planning tool for care leavers.
- Promote the care leavers policy across the workforce in Hartlepool.
- Promote the Staying put policy and hold awareness raising sessions.
- Support the Supported Lodgings scheme and review this on an annual basis.
- Progress with the Housing Hero's project and increase the availability of suitable accommodation for our care leavers.
- Progress with the development of the App for looked after children and care leavers.
- Develop a care leavers guide to be available for all care leaver, and include within the App.

- Continue to encourage our young people to participate and encourage them not only share their views about the service but to 'shape' the services being provided to them.
- To work with young people to commissioning mental health services
- To explore the use of a model whereby a young persons needs post 18 are RAG rated, and for all those identified as R, to implement a model of independent reviewing of these plans.
- Encourage the attendance of young people at the Young Person's Benchmarking Forum and Steering Group.
- Continue with membership of the Regional Leaving Care Forum and attendance at the National Leaving Care Benchmarking Forum.
- Social workers and young people will become involved in the setting up of training programmes and delivery of training to foster carers around preparation for adulthood.
- To promote further events to integrate young people and corporate parents. These events will continue to be a combination of fun and opportunity for consultation, with the emphasis being on listening to children and young people, feeding back to them and developing the services they receive. These events would also enable looked after children and young people and elected members to have more interaction with one another and to promote their relationships in putting corporate parenting into practice.

CHILDREN'S SERVICES COMMITTEE

20 February 2018



Report of: Director of Children's & Joint Commissioning Services

Subject: PUPIL PERFORMANCE 2017 – HEADLINE
INDICATOR SUMMARY

1. TYPE OF DECISION/APPLICABLE CATEGORY

1.1 This report is for information only.

2. PURPOSE OF REPORT

2.1 To provide a summary of the pupil performance measures for Hartlepool from public examinations in the summer of 2017.

3. BACKGROUND

3.1 The report follows on from the indicative performance report received by Committee on 17 October 2017.

3.2 There have been significant changes to curriculum content, testing methodology, national assessment frameworks and to school performance measures over the last two years. There will be further changes until 2020. These changes mean that it is extremely difficult to compare one year's performance with previous years. Indeed, in a special edition of Ofsted's School Inspection Update issued to all schools and inspectors in September 2017¹, Ofsted's National Director, Education (Sean Harford) wrote:

- a. "There should be no knee-jerk reactions to the new GCSE or A-level results this year and no over-interpretation of variability in results at school level."
- b. "2017 marks a year of significant changes to GCSE examinations. Inspectors should not compare results from last year with results this year for the new GCSEs."

¹ www.gov.uk/government/publications/school-inspection-update-academic-year-2017-to-2018

- c. "There will be some variability in attainment at school level as a result of changes to the qualifications and numerical grading ... Small fluctuations from previous years at school level should not be over interpreted."
- d. "The way Attainment 8 scores have been re-scaled to 2017 points means that schools with high proportions of high prior attainers, such as selective schools, may have higher Attainment 8 scores for legacy GCSEs in 2017 than they would have had for 2016. Most other schools could see a small decrease in the Attainment 8 scores although other effects, such as the reformed qualifications and behaviour changes, mean it is very difficult to predict Attainment 8 and Progress 8 in 2017. Progress 8 and Attainment 8 will be available when the checking data is available from 26 September 2017. Schools **are not able** to calculate Progress 8 before this date because the data for all schools is needed for the calculation."

4. OUTCOMES SUMMARY

- 4.1 The published pupil performance measures for 2016 and 2017, along with national averages, are presented at **APPENDIX A**. Note that although the 5+ A*-C incl English and maths measure is no longer published by the DfE, Hartlepool still gathers and collates relevant information to enable some kind of year-on-year comparison of performance until the new accountability measures are established (minimum three years of data).
- 4.2 Hartlepool's quartile placement for each 2017 measure is also presented in the table at **APPENDIX A**. Quartile A is the top quartile (top 25%) of all local authorities nationally; quartile D is the bottom quartile (bottom 25%).
- 4.3 The headline performance measures of a Good Level of Development (GLD) at the end of early years and the Phonics Screening Check at the end of Year 1 are now well embedded in primary schools. These measures have been in place since 2013 and 2012 respectively. Variations in performance in these measures at school level are now likely to be due to cohort characteristics rather than changes to assessment and testing regimes. For this reason a 'direction of travel' arrow appears next to these measures in **APPENDIX A** showing whether performance has increased or decreased on the previous year.
- 4.4 This summer of 2017 marked the second year of the new testing arrangements at the end of key stage 2 (KS2). As teachers and children adjust to the demands of the new arrangements performance is more likely to increase. This can be seen in the improvements in KS2 outcomes for Hartlepool children, and children nationally. Improvements in KS2 performance are also anticipated as the Year 6 cohorts in schools experience more and more of the new primary National Curriculum introduced in September 2014. Variations in KS2 performance at school level are now more likely to be due to cohort characteristics rather than changes to curriculum content or assessment and testing regimes. For this reason a 'direction of travel' arrow appears next to

these measures in **APPENDIX A** showing whether performance has increased or decreased on the previous year.

- 4.5 The secondary data presented at **APPENDIX A**. Variations in KS4 performance at school level are likely to be due to changes to curriculum content and testing arrangements, as well as variation in cohort characteristics. For this reason no 'direction of travel' arrow appears next to these new measures in **APPENDIX A** because comparison with previous years is meaningless (see para 3.2 b of this report).
- 4.6 In summary:
- a) Standards at the end of reception year are in line with national benchmarks meaning that Hartlepool children are as well prepared for key stage 1 as other children nationally. Hartlepool is in the third quartile for this measure.
 - b) Children's understanding and use of letters and the sounds that they make (phonics) dipped in 2017 when compared with 2016. However, performance was in line with national averages. Hartlepool is in the second quartile (top half of all local authorities) for this measure.
 - c) Standards at the end of key stage 1 in reading, writing and in mathematics are generally in line with national averages. Hartlepool is in the third quartile for these measures.
 - d) Standards at the end of key stage 2 are generally above national averages. Standards in reading remain weaker than in writing and mathematics, reflecting the national picture. Hartlepool is generally in the first or second quartile.
 - e) Progress made by children from key stage 1 to key stage 2 is strong with the exception of progress in reading which is as expected. Hartlepool's quartile performance in these measures is strong with the exception of reading.
 - f) Standards at the end of key stage 4 in 2017 were generally below national averages, and Hartlepool is in the bottom quartile in all standards measures.
 - g) Progress from key stage 2 to key stage 4 was better in 2017 but on average young people at the end of key stage 4 made a quarter of a grade less progress in subjects than they should have done. Hartlepool is in the bottom quartile for this measure.

5. RISK IMPLICATIONS

- 5.1 There are no risk implications.

6. FINANCIAL CONSIDERATIONS

- 6.1 There are no financial considerations.

7. LEGAL CONSIDERATIONS

- 7.1 There are no legal considerations.

8. CONSULTATION

- 8.1 No consultation was required in the production of this report.

9. CHILD AND FAMILY POVERTY CONSIDERATIONS

- 9.1 There are no child and family poverty considerations.

10. EQUALITY AND DIVERSITY CONSIDERATIONS

- 10.1 There are no equality and diversity implications.

11. STAFF CONSIDERATIONS

- 11.1 There are no staff considerations.

12. ASSET MANAGEMENT CONSIDERATIONS

- 12.1 There are no asset management considerations.

13. RECOMMENDATIONS

- 13.1 It is recommended note the contents of this report.

14. REASONS FOR RECOMMENDATIONS

- 14.1 It is important that Committee scrutinises pupil performance data in order to support and challenge Hartlepool schools and Council officers to ensure that children receive a first class education in Hartlepool. This will also help to realise this Committee's stated ambition that every school in Hartlepool will be graded at least GOOD by Ofsted.

15. BACKGROUND PAPERS

- 15.1 Children's Services Committee – 17 October 2017

16. CONTACT OFFICER

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7.3 APPENDIX A

Performance measure	2016		2017		
	Hartlepool %	National %	Hartlepool %	National * %	National quartile measure ¹
EARLY YEARS					
Good Level of Development	68	69	70 ↑	71	C
KEY STAGE 1					
Phonics Screening Check	85	81	82 ↓	81	B
Expected standard KS1 Re	73	74	74 ↑	76	C
Expected standard KS1 Wr	65	65	69 ↑	68	C
Expected standard KS1 Ma	71	73	75 ↑	75	C
KEY STAGE 2					
Expected standard KS2 Re	66	66	72 ↑	72	C
Expected standard KS2 Wr (TA ²)	76	74	81 ↑	76	A
Expected standard KS2 Ma	72	70	81 ↑	75	A
Exp standard combined RWM	53	53	64 ↑	61	B
Exp standard KS GPS ³	74	73	81 ↑	77	B
Progress score Re	+0.1	0.0	0.0 ↓	0	C
Progress score Wr	+1.1	0.0	+1.2 ↑	0	A
Progress score Ma	+0.5	0.0	+0.9 ↑	0	B
KEY STAGE 4					
5+ A*-C incl English and maths ⁴	48	53	Gr4+ 52 ↑ Gr5+ 36	57 -	-
Basics (C+ in English and maths)	55	59	Gr4+ 59 Gr5+ 37	59 39	D D
Attainment 8 (ave score per pupil)	47.2	48.5	43.6	44.2	D
Progress 8 (ave score per pupil)	-0.33	-0.03	-0.28	-0.03	D
English Baccalaureate (entries)	36	37	29	35	D
English Baccalaureate (achieved)			Gr4+ 12 Gr5+ 11	22 20	D D

* 2017 national figures are taken from Department for Education statistical releases

¹ A = top quartile of all local authorities nationally, then B, then C, and D = bottom quartile of all local authorities nationally

² Teacher assessed

³ Grammar, punctuation and spelling

⁴ 5+A*-C inc E&M no longer reported but presented here for trend comparison

CHILDREN'S SERVICES COMMITTEE REPORT

20th February, 2018



Report of: Director of Children's and Joint Commissioning and
Director of Finance and Policy

Subject: STRATEGIC FINANCIAL MANAGEMENT REPORT –
AS AT 31st DECEMBER, 2017

1. TYPE OF DECISION/APPLICABLE CATEGORY

For Information.

2. PURPOSE OF REPORT

- 2.1 The purpose of the report is to inform Members of the 2017/18 forecast General Fund Outturn, 2017/18 Capital Programme Monitoring and provide details for the specific budget areas that this Committee is responsible for.

3. BACKGROUND AND FINANCIAL OUTLOOK

- 3.1 As detailed in the Medium Term Financial Strategy (MTFS) report submitted to Finance and Policy Committee on 22nd November 2017, the Government will implement further cuts in funding for Councils up to 2019/20. Over the years covered by the MTFS (2017/18 to 2019/20) this means a further grant cut of £9.8m. The Council set a balanced budget for 2017/18, which includes the use of one off reserves. After reflecting the impact of inflation and legislative changes the Council faces continuing funding deficits for the next two years as detailed in the MTFS update report to Finance and Policy Committee on 12th February, 2018
- 3.2 In view of the ongoing financial challenges the Corporate Management Team will continue to adopt robust budget management arrangements during 2017/18 and as detailed in section 5 it is becoming increasingly difficult to manage the annual budget. This position will need to be managed carefully over the remainder of the financial year, particularly over the winter period where some services face their highest demand and therefore cost of providing services.

4. REPORTING ARRANGEMENTS 2017/18

- 4.1 The availability and reporting of accurate and up to date financial information is increasingly important as future budget cuts are implemented and one-off resources are used up.
- 4.2 The Finance and Policy Committee will continue to receive regular reports which will provide a comprehensive analysis of departmental and corporate forecast outturns, including an explanation of the significant budget variances. This will enable the Committee to approve a strategy for addressing the financial issues and challenges facing the Council.
- 4.3 To enable a wider number of Members to understand the financial position of the Council and their service specific areas each Policy Committee will receive a separate report providing:
- a brief summary of the overall financial position of the Council as reported to the Finance and Policy Committee;
 - the specific budget areas for their Committee; and
 - the total departmental budget where this is split across more than one Committee. This information will ensure Members can see the whole position for the departmental budget.

5. SUMMARY OF OVERALL COUNCIL FINANCIAL POSITION

- 5.1 An updated assessment of the forecast 2017/18 outturn has been completed and a net over spend of £0.124m is anticipated, which is lower than previous forecast of £0.250m. The 2017/18 outturn has been prepared to reflect expenditure incurred to date and forecast to be incurred in the rest of the financial year. As Members will be aware from previous years significant elements of the Council's budget are demand led and affected by expenditure over the winter months, including care costs in relation to older people and winter maintenance. The forecasts need to be considered in the context of the complexity of managing a gross General Fund budget of £260m and a net budget of £73m.

Forecast overspend / (under spend) 2017/18

2016/17 Actual Outturn £'000		2017/18 Latest Forecast - Overspend/ (Under spend) £'000
1,502	Departmental budgets outturn	2,254
0	Departmental reserve usage	(1,400)
(1,240)	Corporate budgets outturn	(730)
262	Net Forecast overspend	124

- 5.2 The majority of the forecast overspend relates to continuing costs in relation to Looked after Children (LAC), including the cost of care proceedings.
- 5.3 In order to address the forecast 2017/18 over spend of £0.124m Departments are working on eliminating the deficit by identifying 'discretionary spending' which can be stopped or delayed and capitalising existing revenue spending. If this is not possible this will need to be funded from the Unearmarked General Fund Reserve.

6. 2017/18 FORECAST GENERAL FUND OUTTURN – Children's Services Committee

- 6.1 The Children's Services Committee has responsibility for services managed by the Director of Children's and Joint Commissioning. Budgets are managed at a Departmental level and therefore a summary of the Departmental position is provided below. The table sets out the overall budget position for the Department broken down by Committee, together with a brief comment on the reasons for the forecast outturn.

Budgets Managed by the Director of Children's and Joint Commissioning

2016/17 Outturn £'000		Latest Forecast - Overspend/ (Underspend) £'000
(313)	Adult Committee	(600)
0	Departmental Reserves - Adult Services	600
1,641	Children's Committee	2,577
0	Child and Adult Services - Salary Abatement and One-Off Income	(600)
0	Departmental Reserves - Children's Services	123
1,328	Sub Total - Child & Adult Services	2,100
	Planned use of Departmental Reserves	
0	Children's Services	(1,400)
0	Sub Total - Planned use of Departmental Reserves	(1,400)
1,328	Net Overspend - Child & Adult Services	700

- 6.2 Further details of the specific budget areas this Committee is responsible for are provided in **Appendix A**.
- 6.3 The forecast overspend relates to continuing costs in relation to Looked after Children (LAC). As reported in the January 2017 MTFS these pressures arose in 2016/17 and it was recognised that these pressures would continue into 2017/18 and 2018/19.

- 6.4 These issues are not unique to Hartlepool and a report from the Local Government Association (LGA), published on 9th August 2017, highlighted that in 2016/17 75% of councils over spent on children's services. The LGA report also indicated that by 2020 they are forecasting a national funding gap for children's services of £2 billion.
- 6.5 To address the financial impact of these pressures the MTFS is predicated on using the one-off LAC Reserve with the aim of providing a longer lead time to hopefully manage demand to reduce costs back down to the level of the recurring budget. The outturn forecast reflects the planned use of £1.4m of the LAC Reserve in 2017/18. £1.6m remains in the LAC reserve and will be used in 2018/19 to contribute towards these pressures.
- 6.6 This will not provide a permanent solution, although it should provide a longer lead time to potentially reduce demand and / or for the Government to recognise that this is a national issue which they either need to address by providing additional new funding, or by reallocating existing Local Government funding via the Fair Funding Review. As reported in the November 2017 MTFS report if neither of these options is implemented the Council will face an increased budget deficit of £2.5m and will have to make permanent cuts in other areas to meet ongoing commitments in relation to Looked after Children costs.

7. CAPITAL MONITORING 2017/18

- 7.1 The 2017/18 MTFS set out planned capital expenditure for the period 2017/18 to 2020/21.
- 7.2 Expenditure against budget to the 31st December, 2017 for this Committee can be summarised in the following table and further details are provided in **Appendix B**.

Department	BUDGET		EXPENDITURE IN CURRENT YEAR				
	A	B	C	D	E	F	G
						C+D+E	F-B
	2017/18 and Future Years Budget £'000	2017/18 Budget £'000	2017/18 Actual at 31/12/2017 £'000	2017/18 Expenditure Remaining £'000	Expenditure Rephased to 2018/19 £'000	2017/18 Total Expenditure £'000	2017/18 Variance from budget £'000
Children's Services	6,753	6,753	1,867	2,267	2,619	6,753	0
Total Capital Expenditure	6,753	6,753	1,867	2,267	2,619	6,753	0

8. CONCLUSIONS

- 8.1 An updated assessment of the forecast 2017/18 budget outturn has been prepared, reflecting expenditure to date and forecast over the remainder of the year. As detailed in Section 5 a 2017/18 General Fund revenue budget over spend of £0.124m is forecast. This mainly reflects Children's Services pressures and potential Regeneration and Neighbourhoods income shortfalls and Waste Disposal costs. To address the forecast deficit the following options continue to

be explored. If this is not possible the deficit will need to be funded from the Unearmarked General Fund Reserve.:

- identify 'discretionary spending' which can be stopped, or delayed;
- reserves review has been completed. One off funding may need to be allocated to offset the overspend;
- capitalise existing revenue spending.

9. RECOMMENDATIONS

9.1 It is recommended that Members:-

- (i) note the report.

10. REASONS FOR RECOMMENDATIONS

10.1 To update the Members on the Committees forecast 2017/18 General Fund Revenue budget outturn and provide an update on the Capital Programme for 2017/18.

11. APPENDICES

Appendix A attached
Appendix B attached

12. BACKGROUND PAPERS

Strategic Financial Management Report – as at 31st December 2017 to Finance and Policy Committee 18.02.18

Strategic Financial Management Report – as at 30th September 2017 to Finance and Policy Committee 22.11.17

Medium Term Financial Strategy 2017/18 to 2019/20 report to Finance and Policy Committee 18.02.18.

13. CONTACT OFFICERS

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REVENUE FINANCIAL MONITORING REPORT FOR FINANCIAL YEAR 2017/18 as at 31ST DECEMBER, 2017

Approved 2017/2018 Budget £'000	Description of Service Area	December Projected Outturn Adverse/ (Favourable) Latest Forecast £'000	Director's Explanation of Variance
Children's Committee			
11,552	Children & Families	3,083	The budget was set on the basis of requiring £1.4m from reserves in order to balance the budget. The pressures were mainly within Looked After Children and as outlined in previous reports the department is continuing with the demand reduction policies to reduce costs back down to the level of the recurring budget. However, as these will take time to implement and gain traction departmental reserves were identified. The projected overspend has significantly increased since the budget was set and this is reflected in the projected outturn position.
2,845	Early Intervention Services	(431)	This reflects a combination of 'one-off' savings arising from staff vacancies, incremental drift and in-year grant funding, 2018/19 savings achieved in advance and forecast under spends across a range of Early Help non-pay budgets. Reserves for the Youth Service and Children's Hub are to be created from specific underspends in their respective budget areas.
5	Play & Care	10	
296	Youth Offending Service	(60)	Expected grant funding reductions did not occur in 2017/18 and there have been some temporary staffing savings arising from the recent restructure.
127	Access to Education	0	
120	Central Support Services	0	
512	Other School Related Expenditure	0	
544	Raising Educational Achievement	(5)	
247	Special Educational Needs	(20)	This relates to an projected underspend on ring fenced grant funding for Future in Mind which will be added to reserves
158	Strategic Management	0	
16,406	Children's Committee Sub Total	2,577	
0	Departmental Reserves required to fund budget pressures	(1,400)	Budgeted use of reserves to help fund LAC pressures in the current financial year.
0	Additional Contribution towards Departmental Salary Abatement Target & One-Off Income	(600)	This is the achievement of salary savings over and above those budgeted for at the start of the year and one-off income received from planned reductions in Direct Payment contingencies.
16,406	Children's Committee Sub Total (after release of reserves)	577	
Creation of Reserves - Previously approved by F&P (Q1 & Q2)			
0	Youth Service - Support towards the possible creation of a 'Mutual' Youth Service	30	Through a combination of holding vacant posts, ceasing non-essential spend and maximising income opportunities the Youth Service proposes to create a Youth Service reserve to support the work towards the Service potentially becoming a 'Mutual'; should the reserve not be required then it will be transferred to the existing LAC reserve.
0	Children's Hub - Improve IT Options	68	An additional contribution towards the Hub has been received from Stockton Borough Council. It is proposed to transfer this to the existing Children's Hub reserve to enable the implementation of an essential IT upgrade to the 'Dashboard' system which will create an interface between the two local authority social care systems removing the need to duplicate data recording.
Creation of Reserves			
0	SACRE - Standing Advisory Council for Religious Education	5	The curriculum requires review and update in 2018/19 this funding is required to support the costs of the review.
0	Future in Mind	20	This is a ring fenced grant from Health and any underspend will be transferred into a ringfenced reserve in line with grant conditions.
16,406	Child & Adults Total - Net of Reserves	700	

CHILDREN'S SERVICES
PLANNED USE OF RESERVES

7.4 Appendix A

The above figures include the 2017/2018 approved budget along with the planned use of Departmental Reserves created in previous years.
The details below provide a breakdown of these reserves

Approved 2017/2018 Budget £'000	Description of Service Area	Planned Usage 2017/2018 £'000	Variance Over/ (Under) £'000	Director's Explanation of Variance
Children's Committee				
105	Early Intervention Reserve	105	0	This reserve is required in 2017/18 to fund additional Social Work posts however permanent funding has been included in the 2018/19 budget.
38	Wellbeing Fund	38	0	
27	Data Team	27	0	
45	SEND Team	45	0	
80	Education Commission	80	0	
167	Transforming Tees	167	0	
462	Children's Committee Sub Total	462	0	

MEMO:-	Dedicated Schools Grant	December Projected Outturn Adverse/ (Favourable) Latest Forecast	Director's Explanation of Variance
5,207	Early Years	(45)	There is uncertainty relating to the take up of the new 30hr per week provision for eligible 3/4 year olds from September resulting in an underspend.
8,331	High Needs	875	A funding strategy is being developed to manage this demand led budget. The overspend will be funded from reserves in 2017/18.
34,632	Schools	17	The Schools block is forecast to overspend, this is owing to the ongoing increase in licence costs.

CAPITAL MONITORING REPORT PERIOD ENDING 31st DECEMBER 2017

Project Code	Scheme Title	BUDGET		EXPENDITURE IN CURRENT YEAR					Type of Financing	2017/18 COMMENTS
		A	B	C	D	E	F	G		
		2017/18 and Future Years Budget £'000	2017/18 Budget £'000	2017/18 Actual 31/12/2017 £'000	2017/18 Expenditure Remaining £'000	Expenditure Rephased into 2018/19 £'000	(C+D+E) 2017/18 Total Expenditure £'000	(F-B) 2017/18 Variance from Budget £'000		
Children's Committee										
8072 & 8218	Children's Centre's Capital	44	44	1	43	0	44	0	MIX	
8587	Brougham Primary School - Air Handling Unit Replacement	36	36	0	36	0	36	0	GRANT	
7388	Clavering Primary - Electrical Rewire	135	135	86	49	0	135	0	GRANT	
7387	Clavering Primary - KS2 Remodelling and Hall Expansion	324	324	105	219	0	324	0	GRANT	
8907	Clavering Primary - Roof Replacement	32	32	23	9	0	32	0	GRANT	Scheme Complete - Awaiting Final Account
7384	Devolved Schools Capital	354	354	65	289	0	354	0	GRANT	
7425	Eldon Grove Primary School - Increase Fence Line	26	26	25	1	0	26	0	RCCO	Scheme Complete - Awaiting Final Account
8948	Eldon Grove Primary School - Dining Room Extension	231	231	146	85	0	231	0	RCCO	
7391	Fens Primary School - Heating Distribution (Phase 3 of 3)	70	70	44	26	0	70	0	GRANT	Scheme Complete - Awaiting Final Account
7390	Fens Primary School - Resurfacing	32	32	32	0	0	32	0	GRANT	Scheme Complete - Underspend of £3k returned to unallocated
7399	Fens Primary School - Schools led Premises Work	6	6	6	0	0	6	0	RCCO	
8947	Fens Primary School - Heating Distribution (Phase 2 of 3)	1	1	1	0	0	1	0	GRANT	Scheme Complete - Underspend of £8k returned to unallocated
7393	Golden Flatts Primary School - Electrical Rewire	95	95	93	2	0	95	0	GRANT	Scheme Complete - Awaiting Final Account
8947	Golden Flatts Primary School - Heating Distribution	6	6	6	0	0	6	0	GRANT	Scheme Complete.
8907	Golden Flatts Primary School - Roofing Replacement	40	40	30	10	0	40	0	GRANT	Scheme Complete - Awaiting Final Account
8906	Grange Primary School - Window Replacement	25	25	2	23	0	25	0	GRANT	
8907	Grange Primary School Roofing Replacement	60	60	42	18	0	60	0	GRANT	Scheme Complete - Awaiting Final Account
8457	Grange Primary School - Boiler Renewal	77	77	77	0	0	77	0	GRANT	Overspend of £9k taken from unallocated
7394	Hart Primary School - SEND Adaptations	25	25	8	17	0	25	0	MIX	
7395	High Tunstall School - Demolish Two Mobile Units	28	28	9	19	0	28	0	GRANT	
7396	High Tunstall School - Roofing - Block D	300	300	126	174	0	300	0	MIX	
7392	High Tunstall School - Toilet Refurbishment - Block D	15	15	0	0	15	15	0	MIX	Scheme on hold pending the new build specification.
8906	High Tunstall School - Window Replacement - Block D	140	140	0	0	140	140	0	RCCO	Scheme on hold pending the new build specification.
8457	Lynnfield School - Boiler Renewal	63	63	35	28	0	63	0	MIX	Scheme Complete - Awaiting Final Account
7392	Lynnfield School - Toilet Refurbishment	60	60	5	0	55	60	0	GRANT	Scheme on Hold
8907	Lynnfield School - Roof Replacement	90	90	0	90	0	90	0	GRANT	
7586	Purchase of Computer Equipment - City Learning Centre	4	4	0	4	0	4	0	RCCO	
8604	Pupil Referral Unit - Replacement Doorsets with Security Doors	4	4	4	0	0	4	0	GRANT	Scheme Complete.
8947	Rift House Primary School - Heating Distribution (1 of 2)	55	55	35	20	0	55	0	GRANT	
8907	Rift House Primary School - Roofing Replacement	58	58	3	55	0	58	0	GRANT	Scheme Complete - Awaiting Final Account
8891	Rift House Primary School - Classroom Extension	578	578	416	162	0	578	0	MIX	
8906	Rift House Childrens Centre - Window Replacement	32	32	0	0	32	32	0	GRANT	Scheme on Hold
7177	Rift House - Fire Damage	81	81	81	0	0	81	0	MIX	Insurance
	Rift House - Language Lab	35	35	0	35	0	35	0	RCCO	
7392	Rossmere Primary School - Toilet Refurbishment	6	6	0	6	0	6	0	GRANT	
8692	Rossmere Primary School - Forest School	3	3	3	0	0	3	0	GRANT	Scheme Complete
8906	Rossmere Primary School - Window Replacement	25	25	1	24	0	25	0	GRANT	
7421	School Travel Plans	2	2	0	2	0	2	0	GRANT	

CAPITAL MONITORING REPORT PERIOD ENDING 31st DECEMBER 2017

Project Code	Scheme Title	BUDGET		EXPENDITURE IN CURRENT YEAR					Type of Financing	2017/18 COMMENTS
		A 2017/18 and Future Years Budget £'000	B 2017/18 Budget £'000	C 2017/18 Actual 31/12/2017 £'000	D 2017/18 Expenditure Remaining £'000	E Expenditure Rephased into 2018/19 £'000	F (C+D+E) 2017/18 Total Expenditure £'000	G (F-B) 2017/18 Variance from Budget £'000		
8138	Schools General - BSF - ICT	53	53	1	52	0	53	0	GRANT	
9004	Schools General - Contingency	61	61	0	61	0	61	0	GRANT	
9004	Schools General - Funding Currently Unallocated	150	150	0	150	0	150	0	MIX	
9004	Schools General - RCCO Earmarked for Asbestos Surveys	1	1	1	0	0	1	0	RCCO	
9004	Schools General - Suitability RCCO Unallocated	702	702	0	0	702	702	0	RCCO	To be reallocated 18-19
9004	Schools General - Basic Need	1,675	1,675	0	0	1,675	1,675	0	GRANT	Priority School Building Programme Funding
8788	Schools General - Universal Free School Meals	43	43	0	43	0	43	0	GRANT	
7397	Springwell Primary School - Mechanical Air Handling Units	19	19	4	15	0	19	0	GRANT	
8590	Springwell Primary School - Electrical Distribution System	36	36	36	0	0	36	0	GRANT	Overspend of £4k taken from unallocated
7419	Springwell Primary School - Conservatory Conversion	36	36	6	30	0	36	0	RCCO	
7422	St Cuthbert's Primary School - Mobile Unit Toilet Extension	88	88	0	88	0	88	0	RCCO	
7392	St Helen's Primary School - Toilet Refurbishment (KS2)	55	55	36	19	0	55	0	GRANT	
8947	St Helen's Primary School - Heating Distribution	3	3	3	0	0	3	0	GRANT	
	St Helen's Primary School - Language Lab	35	35	0	35	0	35	0	RCCO	
7423	Sacred Heart Primary School - Car Parking Extension	12	12	0	12	0	12	0	RCCO	
7420	Stranton Primary School - Access Road and Pathways	10	10	0	10	0	10	0	RCCO	
7423	Stranton Primary School - Car Parking Extension	116	116	115	1	0	116	0	RCCO	Scheme Complete - Awaiting Final Account
8907	Throston Primary School - Roofing (Phase 1 of 2)	75	75	55	20	0	75	0	GRANT	Scheme Complete - Awaiting Final Account
TBC	Throston Primary School - Convactor Fan Renewal	10	10	4	6	0	10	0	GRANT	
	Throston Primary School - Water Heater	8	8	0	8	0	8	0	GRANT	
7521	Two year old Free Nursery Entitlement Capacity Building	23	23	0	23	0	23	0	GRANT	
7385	Ward Jackson Primary School - Disabled Access to Classroom	3	3	3	0	0	3	0	RCCO	Scheme Complete - Awaiting Final Account
8950	West Park Primary School - Rectify Sound Issues to Extension	6	6	0	6	0	6	0	RCCO	
7386	West Park - Early Years Extension	187	187	48	139	0	187	0	GRANT	
8653	West View Primary School - Early Years Foundation Stage Improvements	148	148	45	103	0	148	0	RCCO	
Children's Committee Total		6,753	6,753	1,867	2,267	2,619	6,753	0		

Key

RCCO Revenue Contribution towards Capital
MIX Combination of Funding Types
UCPB Unsupported Corporate Prudential Borrowing
SCE Supported Capital Expenditure (Revenue)

GRANT Grant Funded
CAP REC Capital Receipt
UDPB Unsupported Departmental Prudential Borrowing
SPB Supported Prudential Borrowing

CHILDREN'S SERVICES COMMITTEE

20 February 2018



Report of: Director of Children's Services and Joint
Commissioning Services

Subject: CHILDREN MISSING EDUCATION

1. TYPE OF DECISION/APPLICABLE CATEGORY

1.1 This report is for information only.

2. PURPOSE OF REPORT

2.1 To update members of the Children's Services Committee in respect of local authority statutory responsibilities in relation to Children Missing Education (CME), and to provide a summary of relevant CME data.

3. BACKGROUND

3.1 A regular CME report is received and considered by Hartlepool Safeguarding Children Board (HSCB). The latest such report can be found at **APPENDIX A** for consideration by this Committee.

4. PROPOSALS

4.1 There are no proposals contained in this report.

5. RISK IMPLICATIONS

5.1 There are no risk implications contained in this report.

6. FINANCIAL CONSIDERATIONS

6.1 There are no financial considerations in the contents of this report.

7. LEGAL CONSIDERATIONS

- 7.1 The report at **APPENDIX A** outlines how the local authority fulfils its statutory duties and responsibilities in respect of Children Missing Education.

8. CHILD AND FAMILY POVERTY CONSIDERATIONS

- 8.1 There are no child and family considerations contained in this report.

9. EQUALITY AND DIVERSITY CONSIDERATIONS

- 9.1 There are no equality and diversity considerations in this report.

10. STAFF CONSIDERATIONS

- 10.1 There are no staffing considerations contained in this report.

11. ASSET MANAGEMENT CONSIDERATIONS

- 11.1 There are no asset management considerations contained in this report.

12. RECOMMENDATIONS

- 12.1 It is recommended that Committee members
- a. note the contents of the report
 - b. note that the Hartlepool Safeguarding Children Board has regular oversight of CME.

13. BACKGROUND PAPERS

- 13.1 There are no background papers to this report.

14. CONTACT OFFICER

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11 January 2018

Children Missing or Not Receiving a Suitable Education

1. PURPOSE OF REPORT

- 1.1 The purpose of this report is to share information on the local authority statutory responsibility in relation to Children Missing Education.

2. BACKGROUND

- 2.1 Statutory guidance in relation to Children Missing Education was first introduced by the Department for Education in 2007. The statutory guidance has been updated on several occasions since then, with the most recent in January 2015. Statutory guidance means that the local authority should follow this guidance, unless there is good reason not to in a particular case.
- 2.2 The European Convention for the Protection of Human Rights and Fundamental Freedoms, Article 2 of Protocol No 1 states: ***“No person shall be denied the right to education.”***
- 2.3 Section 436a of the 1996 Education Act requires local authorities to make arrangements to establish (so far as it is possible to do so) the identities of children who are not pupils at schools and who are not otherwise receiving suitable education, and get them back into education.
- 2.4 **Statutory Guidance Children Missing Education 2015** relates to:
- Section 436A of the Education Act 1996
 - The Education (Pupil Registration) (England) Regulations 2006 (amendments) (Sections 7, 8, 14 & 19)
 - The Education and Inspections Act 2006 (Sections 4 and 38)
 - The Children Act 2002 (Section 21)
 - School Admissions Code 2012
 - The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007

2.5 Relevant legislation regarding **Child Protection**:

- Children Act 1989 (Sections 17 & 47)
- Children Act 2004 (Sections 10, 11, 12 & 17)
- Education Act 2002 (Section 175)

2.6 Definition of Children Missing Education

Children Missing Education (CME) are defined as children of compulsory school age, who are not on a school roll and who are not receiving a suitable education otherwise, such as at home, privately or in alternative provision. Children who fail to return from extended leave or who have missed school for a period of **four weeks** and no contact has been established with parents or carers are also identified as CME.

2.7 Certain children are likely to face obstacles to their entitlement to education and are more likely to be identified as Children Missing Education. Such children may be a part of families who are:

- fleeing domestic violence
- homeless, perhaps living in temporary accommodation, houses of multiple occupancy or bed and breakfast accommodation
- involved in anti-social behaviour
- not yet established in the UK and may not have a fixed address or be familiar with the education system
- highly mobile, eg in the armed forces, Gypsy, Roma and Traveller families.

2.8 Additionally, children are more likely to become CME if they are:

- under the supervision of the youth justice system
- affected by substance or alcohol misuse
- unaccompanied asylum seekers
- victims of bullying or discrimination on the grounds of race, faith, gender, disability or sexuality
- at risk of sexual exploitation, including children who have been trafficked to, or in the UK
- at risk of 'honour-based' violence including forced marriage – particularly 13-16 year old girls from Indian, Pakistani or Bangladeshi families
- at risk of female genital mutilation (FGM)
- children looked after/children in care
- young carers.

The lists above are not exhaustive.

3. **HARTLEPOOL'S PROCEDURES**

3.1 The local authority has a policy and procedures in place for identifying children missing education. The policy was re-circulated to all schools and academies in September 2017. The local authority is committed to ensuring that all children who go missing and move to other areas are speedily located, and any child who is identified as not receiving full-time education has their educational needs addressed. The responsibility for tracking and locating missing children sits with the school attendance team and a named officer within that team.

- 3.2 The vast majority of referrals for children missing from education come from schools.
- 3.3 It is recognised that, within the population of Hartlepool, there is a pattern of internal movement that runs alongside the transience that results in movement into and out of the town itself. The school attendance team use their **half-termly** check of the attendance registers in each school to support the identification of any pupil whose name has been deleted from the register without the local authority being informed or where the child's new school is not recorded. The school attendance officer will then highlight these pupils to the headteacher or pupil/parent support assistant (PSA) who will be asked to confirm the school the pupil will now be attending. If the school is unaware of the pupil's new school, a formal referral must be made to the school attendance team that day. The school and the attendance team will then jointly investigate this.
- 3.4 This protocol allows accurate information to be shared between schools and school attendance officers, as well as raising awareness of the potential risks that can arise when parents move children from a school without having made arrangements to ensure there will be a continuity of education.
- 3.5 Amendments to The Education (pupil Registration) (England) Regulations 2006 will further support with the identification of children missing from education. From 1st September 2016 all schools and academies are required to notify the local authority when they remove a child from roll or take a child onto their roll. This information must be passed to the local authority within **five days** of either action. Each notification will be followed up by the School Attendance Officer responsible for that school. For a child removed from the school's roll, the Officer will check if school knows the child's new destination; if the school does not, the Officer will request that a CME referral is made outlining the school's actions to date. The implementation of this amendment to the Regulations from September 2016 has resulted in an increase in the number of children reported to the local authority as missing from education for the academic year 2016/17 as can be seen in the table at section 3.14.
- 3.6 The school attendance officer maintains a record of all children referred and destinations. Once a child has been absent from school for four weeks with no contact from parents or carers, a school can remove the child from roll only if they have made a referral to the school attendance officer. Schools should refer as soon as they suspect a child or family is missing. The referral will be actioned by the school attendance officer who will jointly work with school staff to track and locate the pupil.
- 3.7 On receipt of a referral the school attendance officer will:
- attempt to make contact with parent/carers and all listed contacts
 - visit the family home or listed relatives
 - request information from Housing Benefit in relation to claim ending in Hartlepool
 - contact the education representative within the Children's Hub to check ICS
 - contact the Clinical Nurse for information in relation to GP registration
 - contact CME representatives in other areas
 - contact the data team to check national systems and databases to see if the child is registered at a school within England
 - prepare details to be shared at the next Vulnerable Exploited Missing Trafficked (VEMT) meeting.

- 3.8 It is expected that a request for information from partner agencies will be actioned and response received within **five working days**. A number of agencies currently respond within 24 hours. A contact arrangement with health partners is via a secure email link to the school nursing service.
- 3.9 Each term a report will be generated to identify children who have no registered (school) base. All children identified in this report will be followed up with the child's last known school.
- 3.10 A Vulnerable Pupils Meeting takes place once each **half-term** and is a multi-agency meeting where the following areas are discussed:
- electively home educated children
 - children accessing Home & Hospital provision
 - Children Missing Education
 - any concerns regarding specific children, eg 'unofficial exclusions', pupils on part-time timetables.
- 3.11 Professionals attending the Vulnerable Pupils Meeting can raise concerns in relation to a child's attendance, exclusions, timetable and so on. Actions are agreed and follow up will be allocated to the most relevant officer. Updates are expected from attendees at the next meeting.
- 3.12 Asylum Seeking Families
JOMAST manage the settlement of asylum seeking families for the North East on behalf of G4S. A representative from JOMAST will inform the named housing officer once a family temporarily residing in Hartlepool have been granted leave to remain in the UK. The family then have four weeks to vacate their property in Hartlepool. A housing officer and a school attendance officer undertake a joint visit to the family to try and ascertain where they are moving to. A letter is given to the family with details of the last school their children attended and contact details of the named officer within Hartlepool. This can be given to the new local authority. If the family know which local authority they intend to move to, they will be supplied with details for the admissions team and CME link officer for the new local authority.
- 3.13 The Home Office is contacted in relation to failed asylum requests and voluntary returns. The Home Office will confirm that the family have returned, on what date and which country they returned to. This information is recorded.
- 3.14 CME Referrals (Migration)

Ethnic Origin	2013/14	2014/15	2015/16	2016/17
White British	16	12	17	30
Pakistani	8	4	6	18
Black African	4	0	4	0
Other Asian	5	9	9	10
Other Mixed	0	0	3	7
Total	33	25	39	84 including 19 carried forward 2015/16
Located	31	27 [2 cfwd from 13/14]	20 [19 ongoing enquiries]	76 8 cfwd to 17/18 all of which have now been located.

- 3.15 A CME case will remain open to the named officer and subject to on-going enquires by the named officer until the child is located or has officially left school (last Friday in June of their final compulsory school year). Currently 3 CME cases have remained open as attempts to locate the children have failed. The 3 cases are raised at VEMT and Keys to Success Database is checked annually all evidence indicates that the children moved abroad as this cannot be established they will remain as open CME.
- 3.16 The attendance team is currently trailing the CME module within EYES system to track and monitor CME cases.

3.17 Immigration Enquiries

Requests are received from other local authorities and health agencies in relation to children who are believed to have move to Hartlepool. The number of requests is summarised in the table below.

Year	13/14	14/15	15/16	16/17
Requests	1114	81	73	67
Number Located	19	22	18	12

- 3.18 The number of requests for information was significantly higher in 2013/14 due to Hartlepool checking requests for information from the Schools2Schools website and Lost Pupils database. These are secure forums where local authorities can post a blanket request for information on a child who is believed to be missing from their area. The request stays live for 30 days, after which it is then removed from the inbox. However between September 2012 and August 2014 only one child was located in Hartlepool via this type of request.
- 3.19 Hartlepool is no longer using the School2 School website to post details of children who had been identified as missing every term as this web base site was not being accessed and requests went unread. The DfE supply each local authority with an annual list of CME contacts within England and Ireland so rather than sending blanket emails the attendance team contact other area's directly to request information in relation to individual CME cases.
- 3.20 The Key to Success website holds information of which school a child is registered at within England from the most recent school CENSUS but it does not include information in relation to private or free schools. Key to Success is a far more effective tool than using the Schools2Schools portal to locate missing children.

Jackie Webb
January 2018

CHILDREN'S SERVICES COMMITTEE

20 February 2018



Report of: Director of Childrens' & Joint Commissioning Services

Subject: HARTLEPOOL EDUCATION COMMISSION –
UPDATE REPORT

1. TYPE OF DECISION/APPLICABLE CATEGORY

1.1 This report is for information.

2. PURPOSE OF REPORT

2.1 To update Committee on the progress of implementation of the Education Commission's recommendations, and impact achieved since the previous report to Committee in July 2017.

3. BACKGROUND

3.1 A strategic Education Commission Leadership Group meets on a termly basis to oversee the workplan and finances, and receives updates from workstream leads at these meetings. The Group has representative members from all stakeholder sectors including young people, Members, schools, employers, governors and the Tees Valley Combined Authority. The Group last met on 15 January 2018.

4. ACTIONS AND IMPACT

4.1 At each Education Commission Leadership Group meeting, workstream leads table and talk to a summary of the actions undertaken and their impact. A collation of the latest workstream update reports is presented at **APPENDIX A**.

5. RISK IMPLICATIONS

5.1 There are no risk implications.

6. FINANCIAL CONSIDERATIONS

- 6.1 To fund the implementation of the Commission's recommendations, an amount of £500,000 was allocated to over the two academic years 2015-17. An overview of budget expenditure and income as at 31 December 2017 is summarised below:

Commission budget	<u>£500,000</u>
Staffing costs	£274,000
Workstream costs	£199,000
Miscellaneous	£ 42,000
Income generated ¹	<u>£ 35,000</u>
TOTAL	<u>£480,000</u>

- 6.2 More detailed financial reports are tabled and scrutinised at each Leadership Group meeting.

7. LEGAL CONSIDERATIONS

- 7.1 There are no legal considerations.

8. CONSULTATION

- 8.1 No consultation was required in the production of this report.

9. CHILD AND FAMILY POVERTY CONSIDERATIONS

- 9.1 The full and sustained implementation of the Hartlepool Education Commission's recommendations will improve the educational achievement of the children and young people in Hartlepool. Allied to this, improved access to good and outstanding schools, experiencing inspirational activities and raising aspirations will all improve children's life chances, providing pathways out of poverty for Hartlepool families.

10. EQUALITY AND DIVERSITY CONSIDERATIONS

- 10.1 There are no equality and diversity considerations.

11. STAFF CONSIDERATIONS

- 11.1 There are no staff considerations.

¹ Income generated from organisations outside of Hartlepool

12. ASSET MANAGEMENT CONSIDERATIONS

- 12.1 There are no asset management considerations.

13. RECOMMENDATIONS

- 13.1 Committee to note the contents of this report.

14. REASONS FOR RECOMMENDATIONS

- 14.1 The Education Commission's authority and accountability originates with this Committee and Hartlepool's elected Members.

15. BACKGROUND PAPERS

- Hartlepool Education Commission report (previously published)
- Children's Services Committee report, 19 January 2016
- Children's Services Committee report, 24 April 2017
- Children's Services Committee report, 4 July 2017

16. CONTACT OFFICER

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Hartlepool Education Commission

Workstream Update report – Emotional Wellbeing

Period this update covers: September 2017 – January 2018

What have we done?

Work that has been undertaken this term includes:

- A second cohort of schools (7 schools in the North Cluster) have committed to the programme and identified Emotional wellbeing champions.
- School Champions have continued their regular meetings as a learning set. The purpose has been to share experiences in implementing the approaches learnt through formal training. Discussions have included sharing successes as well as sharing challenges and barriers and possible solutions.
- Whole school training has continued in the pilot schools with several schools requesting a series of 3 staff meetings or twilights to learn more about pupil and staff wellbeing and try out some of the suggestions between sessions
- Emotional Wellbeing Training targeted at newly qualified and recently qualified teachers delivered and well evaluated.
- ELSA (Emotional Literacy Support Assistants) approaches implemented in a further 9 schools that accessed the training. ELSA network well attended in order to further support ELSA development, share best practice and find solutions to any issues.
- consultation with schools on their commissioning of Emotional Wellbeing Services
- Mindfulness: a further 250 children and young people accessing mindfulness across a further 8 schools and colleges. The programme was well received and well evaluated.
- A very successful Tees Valley Emotional Wellbeing Conference took place on 26th September (National Key note speakers and 11 workshops to choose from). Attended by over 120 practitioners from across Tees Valley. Evaluations extremely positive.
- Recruitment of 3 Assistant Psychologists (grant funded by Health Education England) to deliver low intensity, evidenced based targeted interventions (ie early intervention) to individual and groups of children and young people in pilot schools. Over 100 children and young people have benefitted from this service so far.

What has been the impact of this work on the children and YP of Hartlepool?

- Leadership – school leadership teams are beginning to identify ‘wellbeing roles’ within job descriptions, formalise the development of emotional wellbeing within school development plans and develop monitoring systems to measure progress in this important area of work.
- ELSA casework has been extremely successful for the children involved; several case studies have been shared at practice networks highlighting the impact of this approach.
- Mindfulness
 - Locally, self report evaluation from CYP indicate positive outcomes, e.g. 63% of a particularly challenging secondary cohort said that Mindfulness had helped with their

anger, 78% of the post 16 cohort said it helped them to manage stress, and there have been reports of CYP believing that mindfulness will help them in the future with anxiety and managing stressful situations. These early reports have indicated that not only do children like it, but they see benefits for the here and now and their future lives.

- Formal evaluation of how this has impacted on staff wellbeing is ongoing but anecdotal evidence to date indicate that staff have found benefit in their working and personal lives and feel 'revived' following training and practice.

What will we be doing next?

- Wider roll out of training programme across the children's workforce aligned with the BCP training schedule starting with the north schools pilot
- Wider roll out of Mindfulness stress management techniques to children and young people in the pilot schools and colleges;
- Further low intensity intervention delivered in pilot schools, delivered by Assistant Psychologists
- Launch of Curriculum for Life (both the approach and electronic resources)
- Develop accessible support services for vulnerable groups in coordination with the BCP
- Further work with strategic leads in the Local Authority, Clinical Commissioning Group and Schools to develop joint commissioning approaches.
- Exploration of Toot Toot as a digital front end to accessing support for emotional wellbeing

Jacqui Braithwaite
January 2018

TRANSITION

Workstream Update report

Period this update covers: September 2017 – January 2018

What have we done?

- Created, through research and consultation, a final draft of a Transition Guarantee.
- Facilitated sharing of Good Practice and development work across Secondary schools, a number of Primary schools and post-16 providers.
- Shared ideas and Good Practice with Transition Leads from Redcar, Stockton and Middlesbrough.
- Obtained agreement to undertake a pilot to trial a Central Lead model within a Secondary School and its main partner Primaries plus post-16 providers.
- Continued to research Person-centred Planning, systems for RAG-rating SEMH during the transition process and models for involving parents more effectively in transition for vulnerable children.

What has been the impact of this work on the CYP of Hartlepool?

- Open discussions and sharing of ideas / successes / frustrations between phases, early stages of collaborative working to improve information sharing.
- Key staff attending the transition meetings has commented on how useful it is to talk to other schools about transition, to share resources and to work with others on issues that affect all CYP.

What we will be doing next?

- completion of the pilot, further research as above and trials, Tees Valley Directory of Good Practice to be developed, final version of the Guarantee to be agreed (with examples of good practice sitting behind the principles)

Jacqui Braithwaite
January 2018

Alternate Education Provision

Workstream Update report

Period this update covers: Sept 2017 - January 2018

What have we done?

- Funding of **£6,000** has been allocated. This funding has supported:

1. The creation of a Hartlepool directory.

This has shown the very limited provision available within Hartlepool and its surrounding area. Health and Safety (H&S) reviews with all the providers in the directory has revealed an alarming picture as set out below:

a. Non completion of questionnaire:

These organisations have not completed the questionnaire and so we are concerned that they may not comply with basic H&S requirements.

b. Partial completion of questionnaire:

Many other organisations have submitted the questionnaire but failed to provide essential elements for us to be confident that their H&S compliance is adequate.

This directory and the H&S information, including information on non compliance highlighted in red, have been distributed to all secondary schools.

2. Opening the garage facility at High Tunstall in partnership with Hartlepool College of Further Education (HCFE).

This facility needed and investment of approx. £3500 to purchase equipment for the delivery of Level 1 and Level 2 City and Guilds Motor Vehicle qualifications. Currently 5 pupils are accessing the course two days a week from 2.30-5.30pm. Schools are paying £75 per session and this covers the college staffing costs.

3. Centre of Excellence for Creative Arts (CECA).

Funding has been awarded from the Tees Valley Combined Authority to create opportunities for an Alternative Educational offer based at CECA. This will be part of the CECA business plan. Year one, beginning in Sept 2018, will focus on graphic design and computing (coding). In later years the offer to pupils will expand.

What has been the impact of this work on the children and YP of Hartlepool?

- So far the impact has been concerned with awareness raising of the need of this provision for our pupils and an attempt to re-focus leaders perceptions of Alternative Education Provision. This has lead to changes within schools such as the Bridge Project at English Martyrs and a re-focus of the Hamlyn provision at St. Hild's.
- The use of Alternative Educational Provision has been used effectively by some schools as noted in the recent Ofsted report from EMS. See below. However our concerns still exist around the H&S compliance of the provision, for example the 'off-site' provision mentioned below concerns a provider which has been unable to provide us with satisfactory H&S documentation

■ A tiny number of pupils attend alternative provision off-site approved by the local authority. Here these pupils follow vocational courses matched to their planned career routes. Pastoral staff keep a daily check on their attendance and work closely with the provider and parents when pupils are at risk of not turning up. However checks to

- Although the first draft of the Hartlepool Directory of Alternate Provision has been circulated to all secondary schools and a very small number of pupils are accessing this provision.
- The commissioning of Alternative Educational Provision has changed from one of commissioning external providers to working more closely with teams within our schools and the Local Authority. A partnership has developed between the secondary schools, the LA and Hartlepool College of FE to create a Motor Vehicle pathway at the garage facility on the High Tunstall site. This has required an investment from this workstream of £3,500 to ensure that 5 pupils have access to the correct equipment to study a Level1 and hopefully next year a Level 2 qualification.
- We have been working with the TVCA to fund and then to create Alterative Provision at the Centre of Excellence for Creative Arts. This year a small cohort of pupils have accessed a Saturday Club in partnership with CCAD. Taster sessions with pupils at CECA will begin this spring leading to a curriculum offer starting in Sept 2018.

What will we be doing next?

- **Constantly revise the plan.**
 - The team will continue to monitor the Motor Vehicle provision.

The next stage is to discuss Sept 2018 i.e. the next cohort of Year 10 pupils and the offer to the current pupils once in Year 11.

Further discussions with HCFE seek to expand this alternative educational offer into other areas such as catering.

- The team will be part of the management committee (governance) of CECA.
- The team will be part of the SEMH working party (the former KS2-4 Review group) which may look at alternative provision at KS2/3.
- The team are exploring other partnerships such as with EducationPlus, an Alt Ed provider from Durham, which will begin trading from a Billingham site after Easter.

Oliver Harness
08.09.2017

Oracy 'Talk Matters' Update

Period this update covers: September 17 to August 2017

Work stream lead: Kath Mullen

What have we done since September 2017

Workforce Development

- Day 1 of 2 day training programme for practitioners has now been delivered to majority of staff with further 'sweep ups' planned across the year. Day 2 roll out has commenced. This should be largely completed by the summer with further 'sweep ups' in autumn 18.
- Talk Matters Champions network meetings commenced to ensure continuous development of Talk Matters Champions in relation to Early Language and to support their roles in sustaining the programme and monitoring its impact in their setting.
- Met with Jane Young and Gill Slimmings to begin planning and roll out of training to wider workforce. Numbers of staff in social care have been provided to support planning for roll out of training to these teams.
- Obtained accreditation of Talk Boost KS2 as Talk Boost trainers for Talk Matters trainer and Primary Adviser to support extension into KS2/3.

Influencing and supporting parents

- Worked with Ed Turner, Rachel Stacey and a graphic design company to produce the booklets, posters and website that we developed to support parents and carers. Materials focus on 5 key activities a day and included artwork from students at High Tunstall.
- Talk Matters launched to parents through schools and children Centres in week beginning 16th October. Materials well received and schools provided a range of quality experiences for parents to support the launch.
- Working with Ed Turner to plan media campaign to promote the key messages around the importance of talk and early literacy at all opportunities – ensuring parents know *what, why, and how*.

Performance and outcomes management

- Talk Matters screening tool and Wellcomm assessment has been provided to all schools and settings in the project to assess children's baseline and to support early identification of delay in early language and literacy.
- Data collection processes have been established working with the data team and every school has submitted on-entry assessment information for early language and literacy skills and data analysis is being carried out.
- Early interventions have been put in place by schools based on the outcomes of the screening tools.

What will we be doing next?

Workforce Development

- Extend training programme to wider workforce (eg. health visitors, midwives, school nurses, children's social care, etc). To begin rollout Spring 18, target for completion summer 19. Beginning initially with social care teams.
- Extend training to practitioners in PVI settings across the town to ensure that children get a good start with early language and literacy whichever setting they attend.
- Longer term... Work with teaching staff of older children to extend the programme into Key Stages 2, 3 and 4.
- Talk Boost training for schools as part of CPD offer from February 18.
- Build key aspects of training into Child Minder events to support their work with children.

Influencing and supporting parents

- Continue working with Children's Centres to review programmes on offer to parents to ensure opportunities for promotion of Talk Matters key messages are maximised
- Work with schools to develop further training and support for parents and carers around '5 a day'.
- Continue to develop parents/carers resources
- Continue to work with Comms team to develop the Talk Matters website and plan media promotion

Performance and outcomes management

- Continue to work with data team to embed systems to gather data
- Analyse data from screening to identify issues in individual settings, areas or across Hartlepool to inform CPD/support.
- Work with Gill Slimmings to 'dovetail' Talk Matters collection with Children's Centres data collection already in place
- Establish QA process
- Explore development of a Hartlepool Talk Matters Quality Mark for settings
- Visit St. Helen's new 'Language Lab' which has been developed to enhance the project in school.

Kath Mullen
January 2018

A Better Childhood In Hartlepool (Early Help)

Workstream Update report

Period this update covers: September 2017 – January 2018

What have we done?

- Head of Service, Early Help (Clinical Lead) is now in post
- Four multi agency sessions have taken place to map the universal and targeted pathways – current and ideal. Included health visitors, family support workers, speech and language, Clinical Commissioning Group, parenting lead, SEND, pathways are now mapped. Intervention points have been identified and an Early Help statement of intent has been drafted which will be presented to the Children's Strategic Partnership at the end of January 2018
- Sessions are also taking place with the health staff (HVs and community nursery nurses and Family Nurse Partnership) to look at health interventions and evidence based practice
- Early Help assessment has been reviewed to ensure that relationships can be captured
- Family Experience of Early Help (phase 1) which has captured families' thoughts about the support they have received has been completed
- Early Help performance group has been established and draft performance information has been produced
- Two schools are piloting the Early Help Module and currently working with schools in North to further implement this

What has been the impact of this work on the children and YP of Hartlepool?

- Increased quality of Early Help assessments
- An understanding of family's experiences and workers and managers using this information to inform interventions
- Children getting support earlier (due to health staff being integrated with family support workers)

What will be doing next?

- Early Help statement of Intent to be agreed at Children's Strategic Partnership
- Workforce development plan to be implemented alongside the Early Help statement of intent
- Further collaborative work with Changing Futures North East to support healthy relationships partnership – this includes Relationships Matter conference and help seeking awareness campaign
- Continue to work with North Locality of schools to identify opportunities for community working

- Practice Audit week taking place week beginning 22nd January to identify strengths and areas of development within family support teams
- Second phase of Family Experience of Early Help study
- Early Help performance group to finalise Early Help scorecard
- Identified need to develop an Early Help role in the Hub to support organisations to undertake Early Help Assessments and undertaking key worker role – implement this role

Danielle Swainston/ Nikki Clark
January 2018

Hartlepool Leadership Programme

Qualitative Report at the end of Year One

Level One: Embedding Excellence in the classroom

What we did

Twenty five people completed Level 1 of the Leadership Programme 2016- 2017 which comprised five twilight training sessions and the final presentation event in June 2017. It was aimed at teachers who were still relatively new to the profession and not yet ready or wishing to enter into a leadership role.

The five 'taught' sessions were aimed at developing colleagues' wider understanding of, and interest in, educational pedagogy and introducing them to basic leadership theory with a view to increasing their capacity to lead change in the classroom and embed excellence in their practice.

Participants also conducted a school based project, and formed into triads with colleagues from other schools who were interested in a similar area of practice. Research questions were varied, and included pupil independence, effective feedback, raising boys' achievement, collaborative learning, and forest schools to name just some. Where possible, colleagues were encouraged to visit each other's schools, and Head Teachers were very supportive in enabling this to happen: feedback from participants consistently mentioned seeing each other's schools and lessons as being one of the best things in the programme for developing their practice.

Evaluation

Prior to the presentation event, each participant wrote a brief evaluation of their project, and Head Teachers were asked to verify that the project had happened and to comment on the impact of the course on the school, the pupils and the individual participant. Feedback was overwhelmingly positive. For example, one teacher led a writing intervention with Y5 and wrote that she had developed more effective communication skills both with TAs and SLT, and also that the intervention '*impacted on their writing, which improved steadily throughout the year, becoming more interesting, and they were able to use their skills more consistently and accurately. All of the children made a good level of progress*'. Her head teacher wrote that '*She has developed her understanding of using data to track progress and to identify groups of children who are either under achieving or are low achievers, who with support, could reach age expected outcomes. She has become much more confident and assertive with regard to communicating with and managing other people*'.

Another participant's head teacher wrote that '*M has developed her use of planning, assessment and classroom tasks to ensure that the LA [lower ability] children are more independent*.' and also that '*M has enjoyed the course and feels it has helped her to reflect on her practice. The course has helped her to make connections with other teachers in different schools*'.

In evaluating the programme one participant observed that '*It has allowed me the opportunity to work with professionals outside of my school or cluster meaning I now have a wider bank*

of ideas and techniques. It has encouraged me to be critical of my own practice therefore allowing me to improve in the classroom.'

Another participant who works in upper KS2 had been to a secondary school to observe a Y9 lesson and wrote '*We used our observation of Year 9 in order to form a basis for our self-evaluation trial techniques and overall they helped the children's outcomes to improve'* commenting further that '*My practice has developed by considering different techniques to use..... Pupils' outcomes have improved because they are now more aware of what is expected of them and their resilience continues to strengthen.'*

Another Head Teacher wrote that '*Quality of teaching has improved throughout the year and alongside this, so has Es own self-confidence. As well as improving her own classroom practice, she has also supported other staff within the upper phase'*

There were many more examples like this, and lots of references to people being more confident and better able to present their ideas to colleagues and to senior leaders.

Level Two: Aspiring Middle Leaders

What we did

Level Two was aimed at colleagues who were considering or in the early stages of middle leadership, and focused in more detail on leadership theory and some of the issues faced by middle leaders. Sessions on coaching and mentoring, lesson observation and leadership theory itself were delivered and very positively received.

Participants also devised a school based project which had to have a school improvement focus and needed to involve leading a team. As with L1 these were very varied, ranging from introducing mindfulness techniques to Y4 pupils to develop their resilience, through mentoring trainee teachers to raising achievement in problem solving in Y7. As with L1, feedback from participants and senior leaders about the content and the impact of all aspects of the programme were very positive. In evaluating the introduction of mindfulness techniques with Y4 one participant wrote that '*The classroom has become calmer and has a more positive working atmosphere...over 90% of the class feel that the classroom is a happier, more positive space.'* Fewer pupils were having to be removed from the classroom, and her head teacher wrote that '*When conducting a lesson observation ...the industriousness of all learners was striking – even from those who would once have been more reluctant learners'*. One colleague from a secondary school focused on raising standards for a group of underachieving Y8 pupils and wrote that '*Those students who have attended regularly have seen an improvement both in terms of the final work they produce and in terms of the assessments they produce in lessons....I have had confirmed the importance of effective teamwork..... and the importance of using data effectively. I was astonished that a great deal of our data was skewed by the impact of 6 underachieving boys.'*

Another participant wrote that '*I now feel more confident leading and organising a team....It is great to be able to have a broader impact on the children in the school...and across the*

federation'. This was confirmed by the head teacher who commented that the participant's 'leadership has developed through the project. She has begun to show evidence of distributed leadership.....and has also demonstrated strategic leadership'. One participant focused on raising standards in science in Years 3 & 4, and wrote that 'I have developed my own confidence/ability to teach science in other key stages. I have changed science across the school. I have provided relevant training and support....and worked collaboratively with other schools'. The head of this school confirmed that the participant 'has continued to develop her leadership capabilities, and her contributions to the collaborative working of the curriculum leadership group were particularly noteworthy'.

The presentation event at the end of the programme confirmed that all 27 of the participants who completed the course had gained in confidence and had learnt about leadership over the year. It was also clear that many of the projects had been significant in improving pupil outcomes and many had also developed the capacity of a range of colleagues in schools across Hartlepool in addition to the participants themselves. Cross town networks and friendships have also developed.

Recruitment for this year has been strong, with 15 enrolled on Level 1 and 24 on Level 2, some of whom completed L1 last year. This confirms that head teachers and participants valued the programme and that it is an effective part of the CPD offer provided by the Teaching School Alliance, of which HBC is an important part.

What we have learnt

It is clear that colleagues value the opportunity to visit each other's schools and that collaborative work is a powerful form of CPD. We put more emphasis on this in L1 than L2 last year but have agreed to promote it as part of L2 as well this year. There is also a strong culture of self reflection and a desire to develop professional practice among the teachers in Hartlepool.

We also learnt that there are significant gaps in some teachers' knowledge about leadership theory, different teaching pedagogies, and resources such as the EEF Toolkit, but that colleagues are keen to learn and receptive to professional development.

The presentation evenings made it clear that teachers are generally very reluctant to speak to large audiences of adults, despite how skilled they are at communicating, and as a result we have added an extra session to the end of the programme to give some guidance on how to present to adult audiences.

All three of us found working collaboratively to be effective and enriching, and we agreed that the secondment model was a good one, despite some of the logistical issues it presents. We also felt that the taught sessions were so well received partly because they were delivered by a range of leaders from different schools as well as the three of us: the quality was high, and people appreciated the variety as well as the content.

Stephanie Bingham
January 2018

CHILDREN'S SERVICES COMMITTEE

20 February 2018



Report of: Director of Children's & Joint Commissioning Services

Subject: OFSTED INSPECTION OUTCOMES:
SEPTEMBER 2017 – DECEMBER 2017

1. TYPE OF DECISION/APPLICABLE CATEGORY

1.1 This report is for information only.

2. PURPOSE OF REPORT

2.1 To provide a summary of the outcomes of Ofsted inspections of Hartlepool schools in the autumn term 2017.

3. BACKGROUND

3.1 The report follows on from the annual summary provided in the report to Committee in September 2017.

4. OUTCOMES SUMMARY

4.1 West View Primary School, September 2017, judged to remain GOOD

4.1.1 West View Primary School was subject to a short (section 8) inspection because it already held an overall effectiveness judgement of GOOD from its previous inspection. The outcome from a short inspection takes the form of a letter to the headteacher, rather than a formal Ofsted report like those from a section 5 inspection. This letter is freely available on the Ofsted website.

4.1.2 The following are some extracts from the letter to the headteacher:

This school continues to be good.

Since your appointment as headteacher in November 2016, you have promptly identified the steps required to secure the continued development for the school and are providing insightful leadership to drive improvement. This has ensured that pupils receive good teaching in a calm and purposeful learning environment, which enables them to grow personally and improve academically. Along with your deputy headteacher, senior leaders and governors, you have accurately identified the school's strengths and priorities for improvement. The school's detailed self-evaluation and improvement plan clearly identify the priorities for improving the school further. Your approach to developing leadership roles across the school has further strengthened leadership capacity. Consequently, the leadership team has maintained the good quality of education in the school since the last inspection.

Safeguarding is effective.

Leaders and governors have ensured that current safeguarding arrangements are fit for purpose and records are of a high quality. You, your staff and governors give the highest priority to keeping pupils safe and there is a strong culture of safeguarding across the school. Leaders carry out appropriate checks for all staff, governors and volunteers. The safeguarding systems and records are meticulously organised to make retrieval of safeguarding information efficient. Staff understand the safeguarding procedures and their own responsibilities. Leaders manage referrals to other agencies effectively and work closely with parents where required. Staff and governors receive regular and appropriate training so they know how to keep pupils safe, including training about how to protect pupils from radicalisation and extremism. The social inclusion manager has a determined and diligent approach to ensuring that vulnerable pupils and where necessary their families receive the support they need to be safe and to access appropriate support services.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- pupils' progress in writing accelerates and that the proportion of pupils working at the expected levels and higher standards increases, particularly across key stage 2
- boys make improved progress in reading and writing in early years so that increased numbers of boys achieve a good level of development.

4.2 Greatham CE Primary School, October 2017, judged to be GOOD

4.2.1 Greatham CE Primary School was subject to a short (section 8) inspection because it already held an overall effectiveness judgement of GOOD from its previous inspection. This was converted to a full section 5 inspection with a full Ofsted report as an outcome. This report is freely available on the Ofsted website.

4.2.2 What the school does well:

- Senior leaders have instilled a culture of high expectations and a strong team ethos. All staff are focused upon achieving strong academic outcomes and high standards of care for all pupils.
- Senior leaders are extremely effective in securing improvement. Their improvement strategies are highly effective and lead to significant improvement in provision and outcomes for pupils.
- As a result of thorough planning, consistently good teaching and positive classroom routines, pupils are very well engaged in their learning and make consistently good progress.
- Strong subject expertise and highly effective teaching supported pupils in achieving outstanding outcomes at key stage 2 in 2017.
- The outstanding progress pupils make in reading and mathematics is not consistently matched in writing across all year groups.
- Governors are committed to the school's ethos and are closely involved in the life of the school. They have worked diligently to strengthen their skill set and provide clear support and challenge that holds leaders to account for performance.
- Leaders welcome challenge from governors and external partners and use this to secure sustained improvement. All adults in the school community work positively with children to secure the highest standards of behaviour and welfare.
- Provision in the early years has developed significantly over the past three years. The outdoors learning environment has been enhanced and imaginative experiences and strong relationships support children in making good rates of progress.
- Disadvantaged pupils and pupils who have special educational needs and/or disabilities make extremely good progress as a result of effective teaching, well-tailored support and close monitoring.
- The arrangements for safeguarding pupils are effective. All staff and governors are continually mindful of pupils' welfare.
- The strong progress pupils make in reading and mathematics is not consistently reflected in other subjects, including history and geography. Opportunities to deepen pupils' knowledge and apply their understanding and skills in the wider curriculum are sometimes overlooked.

4.2.3 Areas for improvement:

What does the school need to do to improve further?

Enhance the quality of teaching to further improve pupils' progress by:

- implementing new approaches to further accelerate pupils' progress in writing
- providing further opportunities for pupils to deepen their knowledge and apply their understanding and skills in the wider curriculum, including in history and geography.

4.3 **St Teresa's RC Primary School, November 2017, judged to remain GOOD**

- 4.3.1 St Teresa's RC Primary School was subject to a short (section 8) inspection because it already held an overall effectiveness judgement of GOOD from its previous inspection. The outcome from a short inspection takes the form of a letter to the headteacher, rather than a formal Ofsted report like those from a section 5 inspection. This letter is freely available on the Ofsted website.

4.3.2 The following are some extracts from the letter to the headteacher:

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. As headteacher, you provide strong leadership and demonstrate a clear, determined vision for the school. You are well supported by a skilled leadership team and a strong governing body. The values of your school are alive and strong among staff and pupils alike. As a community, you respect each other and the diversity of talent at the school. Together, you value opportunities to learn and have positive relationships, and you take your responsibility to be welcoming, hardworking, polite and understanding seriously.

Safeguarding is effective.

You have ensured that all safeguarding arrangements are fit for purpose and that records of any incidents or issues are of high quality. Staff and governors have received comprehensive training, and they are clear about what to do if they have any concerns about pupils' safety or well-being.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- rates of progress for all pupils are as high as they can be in mathematics
- a greater proportion of pupils reach the highest standards during their time at school.

4.4 **St Joseph's RC Primary School, November 2017, judged to remain GOOD**

4.4.1 St Joseph's RC Primary School was subject to a short (section 8) inspection because it already held an overall effectiveness judgement of GOOD from its previous inspection. The outcome from a short inspection takes the form of a letter to the headteacher, rather than a formal Ofsted report like those from a section 5 inspection. This letter is freely available on the Ofsted website.

4.4.2 The following are some extracts from the letter to the headteacher:

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. You wasted no time in getting to know your staff and the wider community, following your appointment as headteacher in September 2015. Very early into your headship, you found yourself managing significant levels of staff absence at deputy headteacher and senior teacher level. Despite two rounds of recruitment, you remain without a substantive senior leadership team. Such is your drive and professionalism that you are undeterred. Instead, you managed a very difficult period in the school's history with great sensitivity, professionalism and

stoicism. You have single handily improved the work of the school and established your very high expectations to all aspects of school life. At the same time, you have created a cohesive team of staff who are supportive of one another and who share your resilience and ambition.

Safeguarding is effective.

Leaders and governors place a high priority on all aspects of safeguarding and have ensured that arrangements are fit for purpose. You make rigorous checks on the suitability of all staff and volunteers to work with children. You promote a strong culture of vigilance and early response to identified issues. You have well- established relationships with a range of professionals who are helping the school to keep pupils safe.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- action plans are linked precisely to gains in pupils' outcomes, including that of key groups, at the expected and higher standard, so they can be evaluated accurately
- most-able pupils are challenged to extend their writing skills by applying and improving more sophisticated techniques so they can reach the higher standards consistently
- adults in the early years increase the opportunities to extend children's early literacy skills in free-choice activities both inside and outdoors.

5. RISK IMPLICATIONS

5.1 There are no risk implications.

6. FINANCIAL CONSIDERATIONS

6.1 There are no financial considerations.

7. LEGAL CONSIDERATIONS

7.1 There are no legal considerations.

8. CONSULTATION

8.1 No consultation was required in the production of this report.

9. CHILD AND FAMILY POVERTY CONSIDERATIONS

9.1 There are no child and family poverty considerations.

10. EQUALITY AND DIVERSITY CONSIDERATIONS

- 10.1 There are no equality and diversity implications.

11. STAFF CONSIDERATIONS

- 11.1 There are no staff considerations.

12. ASSET MANAGEMENT CONSIDERATIONS

- 12.1 There are no asset management considerations.

13. RECOMMENDATIONS

- 13.1 It is recommended that members of the Committee note the contents of this report.

14. REASONS FOR RECOMMENDATIONS

- 14.1 There are no decisions required from this report.

15. BACKGROUND PAPERS

- 15.1 Children's Services Committee – 19 September 2017

16. CONTACT OFFICER

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