

Public Document Pack



**Assistant Director, Governance and
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Friday 10 February 2017

Notice of Meeting

Dear Member

Corporate Parenting Board

The **Corporate Parenting Board** will meet in the **Meeting Room 1 - Town Hall, Huddersfield** at **10.00 am** on **Monday 20 February 2017**.

The items which will be discussed are described in the agenda and there are reports attached which give more details.

A handwritten signature in black ink, appearing to read "Julie Muscroft".

Julie Muscroft

Assistant Director of Legal, Governance and Monitoring

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

The Corporate Parenting Board Members are:-

Member

Councillor Erin Hill
Councillor Karen Allison
Councillor Andrew Marchington
Councillor Fazila Fadia
Councillor Gemma Wilson
Jacqui Gedman
Rachel Spencer-Henshall
Steve Collins
Andrew Carden
Carly Speechley

Marion Gray
Martin Green
Janet Tolley
Matthew Holland

Gill Ellis

Responsible For:

Family Support & Child Protection

Director of Economy, Skills and the Environment

Director of Public Health

Calderdale & Kirklees Careers

Integrated Childrens Service Manager

Interim Assistant Director - Family Support & Child Protection

Learning and Organisational Development Manager

Deputy Assistant Director

Virtual School Headteacher

Head of Children's Trust Management and Development

Assistant Director for Learning and Skills

Agenda

Reports or Explanatory Notes Attached

Pages

1: Membership of the Board/Apologies

The Chair will welcome everyone to the meeting and announce any apologies received.

2: Minutes of previous meeting

1 - 8

To approve the Minutes of the meeting of the Committee held on 16 January 2017.

3: Interests

9 - 10

The Board Members will be asked to say if there are any items on the Agenda in which they have disclosable pecuniary interests, which would prevent them from participating in any discussion of the items or participating in any vote upon the items, or any other interest.

4: Admission of the Public

Most debates take place in public. This only changes when there is a need to consider certain issues, for instance, commercially sensitive information or details concerning an individual. You will be told at this point whether there are any items on the Agenda which are to be discussed in private.

5: Deputations/Petitions

The Board will receive any petitions and hear any deputations from members of the public. A deputation is where up to five people can attend the meeting and make a presentation on some particular issue of concern. A member of the public can also hand in a petition at the meeting but that petition should relate to something on which the body has powers and responsibilities.

6: Public Question Time

The Board will hear any questions from the general public.

7: Terms of Reference/Membership of the Board

11 - 14

The Board will consider a report outlining potential amendments to the Terms of Reference of the Board, with a focus on membership.

Contact: Martin Green, Deputy Assistant Director/ Julie Mepham, Head of Corporate Parenting.

8: Stability Triangle and Performance Reporting

15 - 40

To consider a report on the stability triangle and performance data in respect of children in care.

Contact: Julie Mepham, Head of Corporate Parenting
Abi Ajayi, Interim Service Manager, Performance
Intelligence

9: Virtual Head Teacher Report

41 - 82

The Board will consider a report that outlines a self-evaluation of 2015-16 and highlights improvement priorities for 2016-17.

Contact: Janet Tolley, Virtual Head Teacher.

10: Corporate Parenting Board Agenda Plan

83 - 86

The Panel will consider the agenda plan for the 16/17 municipal year.

Contact: Alaina McGlade, Governance & Democratic Engagement Officer.

11: Dates of Future Meetings

To note the future meeting dates of the Board:

- Monday 20 March 2017, 4 pm
 - Monday 24 April 2017, 10 am
 - Monday 15 May 2017, 10 am
-

12: Exclusion of the Public

To resolve that under Section 100(A)(4) of the Local Government Act 1972, the public be excluded from the meeting during consideration of the following items of business on the grounds that they involve the likely disclosure of exempt information as defined in Part 1 of Schedule 12A of the Act.

13. Missing Children Report

87 - 92

The Board will consider a report updating on the multi-agency assessments of missing children and young people in Kirklees as at December 2016.

Contact: Julie Mepham, Head of Corporate Parenting.

This report is recommended for consideration in private because the information contained in it is exempt information within Paragraph 6 of part 1 to schedule 12A of the Local Government Act 1972 as amended by the Local Government (access to Information) variation order 2006. It is considered the report contains information relating to the adoption, care, fostering or education of any particular child. The public interest in maintaining the exemption outweighs the public interest in disclosure of the information in terms of accountability, transparency and openness in council decision making.

Contact Officer: Alaina McGlade

KIRKLEES COUNCIL

CORPORATE PARENTING BOARD

Monday 16th January 2017

- Present:
- Councillor Erin Hill (Chair)
 - Councillor Karen Allison
 - Councillor Andrew Marchington
 - Councillor Fazila Fadia
 - Jacqui Gedman
 - Steve Collins
 - Andrew Carden
 - Martin Green
 - Gill Ellis
 - Julie Mepham
 - Jo-Anne Sanders
- Apologies:
- Councillor Gemma Wilson
 - Rachel Spencer-Henshall, Director of Public Health
 - Carly Speechley, Assistant Director – Family Support & Child Protection
 - Marion Gray, Learning & Organisational Development Manager
 - Janet Tolley, Virtual School Headteacher
 - Matthew Holland, Head of Children’s Trust Management and Development
- In attendance:
- Abi Ajayi, Service Team Manager
 - Belinda Cashman, Service Team Manager
 - Alaina McGlade, Governance & Democratic Engagement Officer

1 Introductions and Apologies

Apologies for absence were received on behalf of Cllr Gemma Wilson, Carly Speechley, Assistant Director – Family Support & Child Protection, Rachel Spencer-Henshall, Director of Public Health, Marion Gray, Learning & Organisational Development Manager, Janet Tolley, Virtual School Headteacher and Matthew Holland, Head of Children’s Trust Management & Development.

2 Minutes of previous meeting

That the minutes of the meeting held on 28 November 2016 be approved as a correct record.

3 Interests

No interests were declared.

4 Admission of the Public

The Panel considered the exclusion of the public and determined that all agenda items be considered in public session.

5 Deputations/Petitions

No deputations or petitions were received.

6 Public Question Time

No questions were received.

7 Young People Engagement

Belinda Cashman, Service Team Manager attended the meeting and presented a report that detailed options for capturing the voice of young people in Kirklees.

It was advised that this matter was discussed at the last Corporate Parenting Board meeting held on the 28th November 2016 following discussions with the Children in Care Council and the Care Leavers Forum with corporate parents in early November. It was further advised that discussions had now also taken place with the Service Manager for Looked After Children (LAC) and Leaving Care Service, Team Managers from the Leaving Care Service and the Service Manager from the Children's Rights Service.

The report outlined a number of options for capturing the voice of young people in Kirklees:

- The Pledge for Children in Care and Care Leavers

It was advised that the current Kirklees Pledge was reviewed in 2014 and is required to be updated during 2017.

- The Children in Care Council and Care Leavers Forum

It was advised that Kirklees Council has a statutory duty to ensure there is an effective Children in Care Council that represents the views and wishes of children and young people in care and leaving care. It also has a responsibility for ensuring

their recommendations and suggestions are taken seriously and that there is a direct link to the Corporate Parenting Board.

- **Ensuring greater sustained engagement and participation of Children and Young People**

It was advised that children and young people participate by different means and that they have advised that they would like to communicate using social media. The use of face book and twitter is being explored with colleagues across Kirklees Council within the LAC 15+ and the Leaving Care Service and in liaison with other local authorities who are already successfully using this technology. The Board was also advised that discussions have also taken place in regards to the potential development of an App.

- **Purpose of the Children in Care Council and Care Leavers Forum and its Impact**

It was advised that a review of the Care Leavers Forum will take place with a relaunch in January 2017. The purpose of the event is to look at the current structure and arrangements, the terms of reference and; to identify key themes and issues, firm up project work and tasks and to explore options to ensure more young people are able to participate.

- **Wider consultation and co-production with Looked after Children and Young People**

It was advised that there have been additional opportunities for young people to participate and be involved with Kirklees Cares project looking at their experiences of being looked after and leaving care. This has focused on what has worked well and what could be done better. Technology such as "View Point", an app or the hosting of Activity Events could be considered, which would allow younger children to attend an event with their carers, enjoy a range of activities such as sport and arts, as well as providing wider opportunities to feedback and consult.

- **Developing strong links between the Children in Care Council, Care Leavers Forum and the Corporate Parenting Board.**

It was advised that changes within the management and organisational arrangements have meant the links between the Council, Forum and Board have not developed as they should.

- **Influence of Individual Young People**

It was advised that wider services needed to improve the collation of children and young people's views, whether from direct work, reviews, complaints and compliments and exit interviews. Learning from compliments; complaints and concerns raised by children and young people are required to be understood and the service needs to be able to demonstrate the impact this has had on service delivery.

- **Wider considerations as part of One Council**

It was advised that in considering the engagement of looked after children and young people, consideration should be given as to whether the Children in Care Council and Care Leavers Forum are better supported by the Children's Rights Service or within the IYCE Service.

The Chair explained that there were two key considerations to this area:

- (1) the practical considerations around capturing the views and being assured its being done.

- (2) the cultural change required to ensure the voice of the young person is being captured, regardless of the service involved.

The Board was satisfied with the options put forward for improving future communication with young people but advised that young people's views regarding the development of this area should be sought and used to influence the changes required. It was felt important the contact with young people should be in environments familiar to the young people, rather than asking young people to attend formal board meetings.

The Board advised that the communication with young people was required to be two way and that honest and open feedback was required to be provided to the young people when they have participated in an engagement activity. They also identified the need for the development of this area to feed into the wider children's participation offer.

RESOLVED - That;

- (1) The update be received, with thanks to Belinda.
- (2) A report detailing the updates made to the Kirklees Pledge for Children in Care and Care Leavers be considered by the Board at the meeting in March.
- (3) The Board supports investigation into the development of an "app" and further updates on the timescales and progress be presented to the Board.
- (4) The Board supports the principles of the "You Said, We Did" framework for communication with young people and approve the adoption of this framework, subject to seeking the views of young people and further investigation into the different methods available for reporting back to young people.
- (5) The Board was satisfied with the suggestions put forward in relation to co-production with Looked After Children and Young People and developing links between the Children in Care Council, Care Leavers Forum and the Corporate Parenting Board, but that further work was required to enable to the Board to approve suggested routes.
- (6) The Board recommends the services to research what methods are being used elsewhere in relation to capturing and sharing the views of young people and incorporate this into the report being presented to the Board at its March meeting.

8 OFSTED

Gill Ellis, Interim Director for Children and Young People presented a briefing note detailing options for how the Board would monitor and review key issues relating to Looked After Children and care leavers, as highlighted within the recommendations of the Ofsted inspection report of November 2016.

The Board was made aware that an Improvement Plan had been drafted and would be presented at the January Improvement Board. It was advised that full recommendations would be made available to the Corporate Parenting Board for discussion and action following sign off from the Improvement Board.

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The Board was made aware that the Department for Education (DfE) have appointed a Commissioner, Eleanor Brazil to work with the Council. It was also advised that the Improvement Board was in place, chaired by an Independent Chair and that there was a wide, cross partner membership group in place on the Board.

The Board was told that a Programme Manager, Kathryn Loftus, was now in place to oversee the progress of plans and actions and that she has a team of officers working with her to progress the Improvement Plan and hold services and officers to account.

Gill explained that a detailed plan, in draft format, to address the Ofsted Recommendations was being prepared and would be implemented by Heads of Service and members of the Senior Leadership Team. The plan linked to the 4 key priorities –

- Front door (MASH)
- Workforce,
- Sufficiency
- Performance

And would address actions under the following headings:

- Leadership,
- Governance and
- Management Accountability;
- Child and Family Experience;
- Working in Partnership
- Quality of Practice

The Chair explained that the Board would like to continue to monitor the actions in relation to the improvement journey and would use the information to develop the function of the Corporate Parenting Board and further contribute to the progress being made as part of the Improvement Plan.

The Board identified that they needed to reflect on specific actions within the Improvement Plan that related to LAC and identify the areas that required addressing immediately. It was felt that development of the membership of the Board to include strategic partners would assist the Board in identifying the roles of different organisations in relation to the priorities and improvements required. It would also assist the Board to take full ownership of the improvements to be made in relation to LAC.

RESOLVED - That;

- (1) The update be received, with thanks to Gill.
- (2) Further update reports be presented to the Board to enable the Board to monitor actions relevant to LAC and contribute to the Improvement Plan where appropriate.

9 Terms of Reference

The Board held a discussion regarding amendments required to be made to the Terms of Reference of the Corporate Parenting Board to ensure the Board is able to monitor whether the Council and its partners effectively discharge their role as Corporate Parents for all their Children in Care.

The Board outlined the below areas as some key outcome areas in relation to LAC:

- Education
- Housing
- Sufficiency

Julie Mephram, Head of Corporate Parenting advised that sufficiency of places was key to the success in this area. She explained that it is difficult to wrap Kirklees values around a child that is placed outside of the area. She advised that “quick wins” were required to help determine and impact upon long term solutions in this area.

The Board identified that they needed to be sure on what they want to achieve and build the membership and Terms of Reference around those aims. It was also identified that the role of the Board needed to be considered alongside the purpose of the other children’s governance boards. The Board advised that the whole governance structure relating to children and young people should be included within the review of the Terms of Reference to ensure that the right conversations were happening at the right places. This would also enable smooth communication links between all of the decision making bodies.

RESOLVED - That;

- (1) The update be received, with thanks to Martin and Julie.
- (2) An updated Terms of Reference be presented to the Board at their next meeting;
 - a. To include an updated membership for the Board, identifying key partner agencies that are able to contribute to the development of practices relating to Looked After Children.
 - b. To include a governance structure that outlines the pathways of Children’s Decision Making and demonstrates opportunities for feedback between the associated Boards.

10 Preparation for Independence

Belinda Cashman provided an update to the Corporate Parenting Board with regard to the preparation for independence support that will be offered to 16 and 17 year old looked after children and care leavers, who may be at risk of losing their accommodation or are homeless.

The Board was advised that a meeting took place with Asdan in late November 2016, the Living Independently course provider, to look in more depth at the programme and to look at outcomes for young people with other Local Authorities

who have used the programme. It was advised that the course covers key themes of time keeping, household tasks, budgeting and cooking.

Belinda explained that a meeting took place on the 6th December, between colleagues in fostering, residential and housing, to look at the format of the programme and how this could be taken forward. This included devising a framework for services and young people's to measure their progress and assist the service in measuring the impact of the programme.

The Board was advised that an order had been placed with Asdan to enable the Local Authority to become a registered centre. Initially, the programme will be delivered in two Local Authority homes to approximately 10 – 15 young people. This was envisaged to commence in late January 2017, with the task group reviewing learning and impact before rolling out to all 16 & 17 year olds.

RESOLVED - That;

- (1) The content of the report be noted with thanks to Belinda.
- (2) A further update report, providing an evaluation of the programme, be presented to the Board in March.

11 Performance Data/ Exception Report

Abi Ajayi, Service Team Manager provided the Board with a diagram outlining the different types of data that is monitored in relation to LAC, to enable the Board to identify which data they would like to be included in a standing data monitoring report. The key areas covered were:

- Placements
- Health
- Existing volumes
- Attainment
- Coming into care
- Care Leavers
- Attendance and wellbeing
- Voice of the child (it was advised that this area permits across the whole data set)

Gill Ellis explained that the key indicators to be considered were data sets relevant to the stability triangle:

- Stability of placement
- Stability of education
- Stability of significant adult

Gill advised that narrative behind how the service was working to maintain this stability would be a key monitoring point for the Board. She also advised that narrative should be provided behind any disruptions to the data, in order to assist the Board with their understanding and enable them to identify whether learning can be identified for the future.

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The Board identified that they felt one of their roles in this area was to set targets and that these targets should contribute to the gap that is trying to be closed. They also explained that they needed explanations regarding data that may not have met targets to enable them to understand any problems faced and to effectively hold the service to account.0000`

RESOLVED - That;

- (1) The content of the report be noted with thanks to Abi.
- (2) A draft standing report be developed and presented at the next meeting of the Board in February, including:
 - a. key performance indicators applicable to maintaining the “stability triangle”;
 - b. explanatory narrative to explain the story behind the indicators.

12 Corporate Parenting Board Agenda Plan

The Board was presented with an updated agenda plan outlining priority focus descriptions against each of the future meetings. The plan then outlined relevant agenda items against the priorities and the contact officer for each of the items.

RESOLVED - That the content of the report be noted.

13 Dates of Future Meetings

RESOLVED - That the future meeting dates of the Board be noted.

KIRKLEES COUNCIL

COUNCIL/CABINET/COMMITTEE MEETINGS ETC

DECLARATION

CORPORATE PARENTING BOARD

Name of Councillor

Item in which you have an interest	Type of interest (eg a disclosable pecuniary interest or an "Other Interest")	Does the nature of the interest require you to withdraw from the meeting while the item in which you have an interest is under consideration? [Y/N]	Brief description of your interest

Signed:

Dated:

NOTES

Disclosable Pecuniary Interests

If you have any of the following pecuniary interests, they are your disclosable pecuniary interests under the new national rules. Any reference to spouse or civil partner includes any person with whom you are living as husband or wife, or as if they were your civil partner.

Any employment, office, trade, profession or vocation carried on for profit or gain, which you, or your spouse or civil partner, undertakes.

Any payment or provision of any other financial benefit (other than from your council or authority) made or provided within the relevant period in respect of any expenses incurred by you in carrying out duties as a member, or towards your election expenses.

Any contract which is made between you, or your spouse or your civil partner (or a body in which you, or your spouse or your civil partner, has a beneficial interest) and your council or authority -

- under which goods or services are to be provided or works are to be executed; and
- which has not been fully discharged.

Any beneficial interest in land which you, or your spouse or your civil partner, have and which is within the area of your council or authority.

Any licence (alone or jointly with others) which you, or your spouse or your civil partner, holds to occupy land in the area of your council or authority for a month or longer.

Any tenancy where (to your knowledge) - the landlord is your council or authority; and the tenant is a body in which you, or your spouse or your civil partner, has a beneficial interest.

Any beneficial interest which you, or your spouse or your civil partner has in securities of a body where -

(a) that body (to your knowledge) has a place of business or land in the area of your council or authority; and

(b) either -

the total nominal value of the securities exceeds £25,000 or one hundredth of the total issued share capital of that body; or

if the share capital of that body is of more than one class, the total nominal value of the shares of any one class in which you, or your spouse or your civil partner, has a beneficial interest exceeds one hundredth of the total issued share capital of that class.



Name of meeting: Corporate Parenting Board
Date: 20th February 2017

Title of report: Revised Terms of Reference

Purpose of report: To provide Corporate Parenting Board with revised draft Terms of Reference and Board Membership for consideration and agreement prior to them being presented for adoption to Annual Council in May 2017.

Key Decision - Is it likely to result in spending or saving £250k or more, or to have a significant effect on two or more electoral wards?	No
Key Decision - Is it in the Council's Forward Plan (key decisions and private reports)?	No
The Decision - Is it eligible for "call in" by Scrutiny?	Not applicable
Date signed off by Director & name	Gill Ellis
Is it also signed off by the Assistant Director for Financial Management, IT, Risk and Performance?	No financial implications
Is it also signed off by the Assistant Director - Legal Governance and Monitoring?	No legal implications
Cabinet member portfolio	Cllr Erin Hill – Children's Services

Electoral wards affected: N/A
Ward councillors consulted: N/A

Public or private: Public

1. Summary

1.1 The report presents revised Terms of Reference and membership for the Board to be considered and proposed for adoption at Annual Council in May 2017. The existing terms of reference were agreed by Annual Council on 25th May 2016. The Terms of Reference and Membership are appended to this report.

2. Information required to take a decision

2.1 The information required to take a decision is contained in Appendix 1.

3. Implications for the Council

3.1 Early Intervention and Prevention (EIP)

The Corporate Parenting Board ensures that Council fulfils its statutory duties as corporate parents for Looked After Children. It hold services and partners to account for their performance in terms of the outcomes for looked after children and where early intervention and prevention approaches should be adopted or improved.

3.2 Economic Resilience (ER)

A key consideration of the Board relates to the extent that looked after children are prepared for adulthood including their ability to gain and sustain paid employment.

3.3 Improving Outcomes for Children

The Corporate Parenting Board provides the oversight and accountability function for the outcomes of all Kirklees looked after children.

3.4 Reducing demand of services

The Corporate Parenting Board drives improvements in outcomes for looked after children and in doing so should reduce the demand for services once looked after children leave the care system.

4. Consultees and their opinions

4.1 Not applicable

5. Next steps

5.1 Corporate Parenting Board consider, amend and agree the terms of reference and membership for adoption at the Annual Council meeting.

6. Officer recommendations and reasons

6.1 It is recommended that Corporate Parenting Board considers the draft terms of reference and agrees them prior to them being recommended for adoption at the Annual Council meeting.

7. Cabinet portfolio holder recommendation

7.1 The recommendation by the portfolio holder for Children's Services will be that the terms of reference are adopted by Annual Council meeting following their consideration at the Corporate Parenting Board.

8. Contact officer

Martin Green – Deputy Assistant Director, Learning and Skills 01484 221000

Julie Mephram – Head of Service, Looked After Children 01484 221000

9. Background Papers and History of Decisions

9.1 Terms of Reference Corporate Parenting Board – 25th May 2016 Annual Council Meeting

10. Assistant Director responsible

10.1 Carly Speechley, Assistant Director – Family Support and Child Protection

Purpose: To ensure that the Council fulfills its responsibilities as good corporate parents for all their children in care.

The Corporate Parenting Board is accountable to Full Council through its Cabinet. Initial reporting of concerns will be escalated by the cabinet portfolio holder to appropriate governance bodies including Cabinet.

The Board will meet for a minimum of six times per annum.

Membership:

Cabinet Portfolio Lead Member
Elected Members representing all political parties
Assistant Director, Family Support & Child
Protection Head of Corporate Parenting
Virtual Head Teacher
Assistant Director Learning and Skills
Health Commissioning Representative
Head of Independent Review & Advocacy

Representatives from a range of services and partner agencies will be invited as appropriate including: Kirklees College, Calderdale and Kirklees Careers, Multi-Agency Safeguarding Hub, Sufficiency, Performance, Foster Carers Network and Kirklees Neighbourhood Housing

Terms of Reference:

- 1 To consider and recommend ways in which the Council can improve the life chances of all children in care and care leavers.
- 2 To advise the Council's Cabinet and other governance bodies of actions that need to be taken.
- 3 To bring to the attention of the Council's Overview and Scrutiny Management Committee any areas which may warrant Scrutiny consideration
- 4 To ensure there are good partnerships between council departments and partner agencies and that Council services and partners are held to account for their strategies and operational delivery.
- 5 To provide an opportunity for the voice of our children and young people to inform the considerations and recommendations of the Board.
- 6 To maintain a strategic overview of new developments, initiatives, plans, policies and strategies that impact on services for children and young people in or leaving our care.
- 7 To monitor the performance of the Council by receiving regular progress reports on all performance data relating to Corporate Parenting Services.
- 8 To receive regular reports on the progress and needs of care leavers including employment, further education, training, housing and health.
9. To consider statutory reports from the Adoption and Fostering Services, Independent Reviewing Officers, Residential and Youth Offending

Teams and make recommendations.

10. To agree an annual work programme setting out its key priorities and areas for action.
- 11 To prepare an Annual Report in May in the areas considered by the Board, including its work programme, for presentation to Council and Kirklees Health and Wellbeing Board .
- 12 To acknowledge and celebrate in the achievements of children and young people in care and support and participate in annual celebration events.



Name of meeting: Corporate Parenting Board

Date: 20th February 2017

Title of report: Stability Triangle and Performance Reporting

1. Purpose of report

1.1 To update the Board on progress regarding the Corporate Parenting agenda. The attached is the latest available performance data drawn from regular reporting within Children's Services via the monthly "Performance & Quality Assurance Report" and "Weekly Compliance Data".

1.2 The Board has specifically requested information on the key performance indicators applicable to children and young people who are looked after or making the transition from care and maintaining the "stability triangle".

2. Summary

2.1 The 'stability triangle' covers three areas to enable a child to succeed, based upon relationships with significant people, placement & accommodation and engagement and sustained involvement in education, training and employment. Professor Mike Stein has completed extensive research with looked after children and young people leaving care. In his paper, "Resilience and Young People Leaving Care (2005)", he discusses that young people are more likely to move on from care in a positive way where:

- Child/ young person has developed a secure attachment base and is able to reasonably maintain relationships
- Child/ Young person has engaged in education and more likely to attend further or higher education or be in sustained employment.
- Child/ young person has experienced stability and continuity, developing good practical skills and high resilience and having a planned gradual move from care to independence.

2.2 In regards to key performance indicators, Kirklees Council is required to capture and collate information for all it's looked after children and care leavers as part of the SSDA903. It is a requirement of all local authorities in England to collect this information and to submit this annually to central government.

For children who were looked after during the year, the information relates to their legal status, why children came into care (their category of need), the placement information covering the type of placement and the distance from the child's home address. The SSD903 information also captures changes to placement arrangements including children placed for adoption or under special guardianship orders. Additionally information

regarding health checks, dental checks and Strengths and Difficulties questionnaires to support emotional health are captured as well as also relating to education and whether children have an in date personal education plan and whether children's care plans are reviewed in line with the guidance outlined with the Care Planning, Placement & Review Regulations (Dept. of Education, 2015) and the Independent Reviewing Officer's Handbook (Dept. of Education, 2010).

For young people who have recently left care, information is collated relating to whether we are in touch, whether the young person is in suitable accommodation and education, training and employment.

2.3 Kirklees Council Children's Services Information Unit collates information which is shared with Team Managers, Service Managers, Heads of Service and Senior Leadership Team each week around key performance targets. Each month, a Performance Clinic is held with Team Managers, Senior Managers and Senior Leadership Team. This allows discussion to analyse the information, identifying trends or gaps in data and identifying areas for improvements and planning solutions.

Further work needs to be completed across all service areas to ensure that as a service we are getting information and data that we require in regards to meeting our legal obligations eg. where care plan's or visits are out of date, the outcomes from Strengths and Difficulties questionnaires, capturing care leaver data more smartly. The further challenge is to ensure that wishes and feelings of children and young people and participation of looked after children and young people is included in the wider performance agenda, allowing children and young people to measure what would make the difference in how we work alongside them.

3. Information required to take a decision

The Corporate Parenting Board to discuss the content of the report and identify any additional information they would like to receive as part of their scrutiny and oversight.

4. Implications for the Council

5. Consultees and their opinions

N/A

6. Next steps

Corporate Parenting Board to discuss in the context of all the performance information presented and identify any additional information the Board may require going forward.

7. Officer recommendations and reasons

- (1) That Board members note the content of the report and exceptions to planned performance and ensure that mitigating action is sufficient to drive improvements in performance throughout the services involved.
- (2) That the Corporate Parenting Board discuss the report in the context of all the performance information presented and identify any additional information the Board may require going forward.

8. Cabinet portfolio holder's recommendations

9. Contact officers

Julie Mepham, Head of Corporate Parenting

Abi Ajayi – Interim Service Manager – Performance Intelligence

Belinda Cashman, Project Manager – Looked After Children 15+ and Leaving Care Service – 01484221000 email: Belinda.Cashman@kirklees.gov.uk

10. Background Papers and History of Decisions

Minutes and Reports discussed at Corporate Parenting Board, 16.1.17

11. Assistant Director responsible

Carly Speechley, Family Support and Child Protection

Corporate Parenting Board

22 February 2017

Children's Performance and Intelligence Unit

Executive summary

Children in care

There has been an increasing trend in the numbers of children in care over the past year; however in January 2017, there was a reduction in the overall numbers of children in care. Males (54.2%) constitute a higher proportion of the children in care cohort. The highest numbers of children in care fall with the 10-15 age range. White and mixed ethnic groups are over represented within the children in care cohort in comparison to the wider 0-17 Kirklees population.

Children admitted to care

The data shows that a higher rate of children coming into care than benchmark comparators. The highest number of children admitted into care fall within the 5-9 age range. Over 51% of children admitted into care were on an interim care order and 7.1% were admitted on police protection orders.

Where do place children in care

68% of children in care are placed with foster carers; however this is a lower proportion than benchmark comparators. Kirklees has a high proportion of children in care placed in residential settings.

61% of all children that were placed with parents are aged between 1 and 9 years old.

39% of children in care are placed outside the Kirklees boundary, with 17.2% placed outside the boundary and at least 20 miles from their home address.

Stability for children in care

Over a period of a year from when children come into care, 12.5% of children had 3 or more placement moves. The data indicates that younger children are more likely to experience placement moves.

36% of children in care of school age over the past 2 years remained in the same school. Preschool aged children in care and those in year 12 are more likely to experience a change of social worker.

68% of children in care had a timely visit by their social worker, and 92% of cases were reviewed on time.

Outcomes of children in care

Health outcomes - 96% of children in care had an up to date health check, 84.6% had an up to date dental check.

Emotional well-being – the average SDQ score for children in care was 13.3, where a score over 17 indicates concerns. This is based on over 89% return of questionnaires

Children leaving care

At the year ending of December 2016, 261 children have been discharged from care, which was less than the number of children that came into care over the same period.

Care leavers

This is a slightly different cohort from the one above. This cohort consists of children that are eligible for care leavers' services after they leave care.

35.6% of care leavers were in education, training or employment by the end of January
82% of care leavers were deemed to be in suitable accommodation.

Permanent options

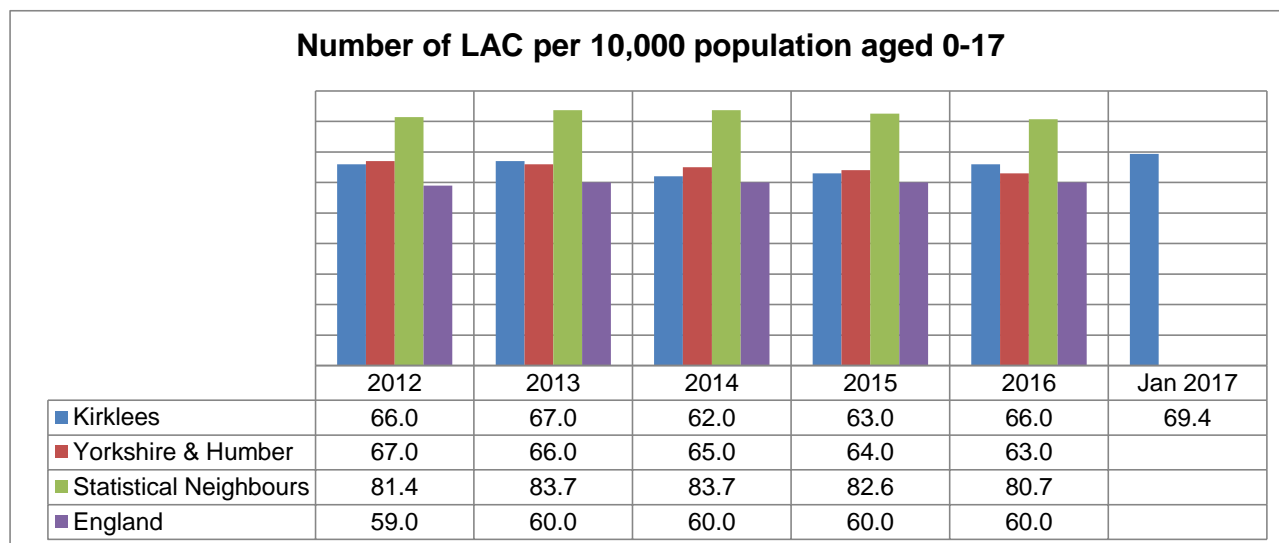
34 children were adopted from care during the year 16/17, 43 children were subject to special guardianship orders and 9 children were subject to child arrangement orders.

1) Looked After Children Profile

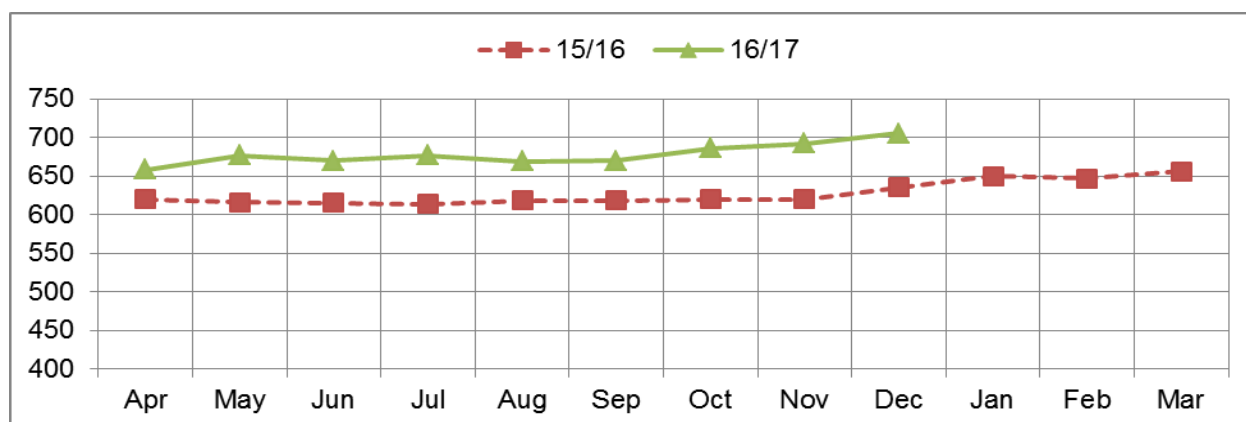
1.1) Number of Looked After Children

As at the end of December 2016 there were 705 children in care in Kirklees. This had increased steadily over the year to this point. However, there has been a reduction since then to 685 as at 24 January 2017.

685 LAC equates to 69.4 per 10,000 and remains well below Statistical Neighbour average of 80.7 (as at 31 March 2016) but significantly higher than the Yorkshire & Humber and England averages, as shown in the chart below. As at the end of January the number of children in care dropped further to 679 (68.7 per 10,000)

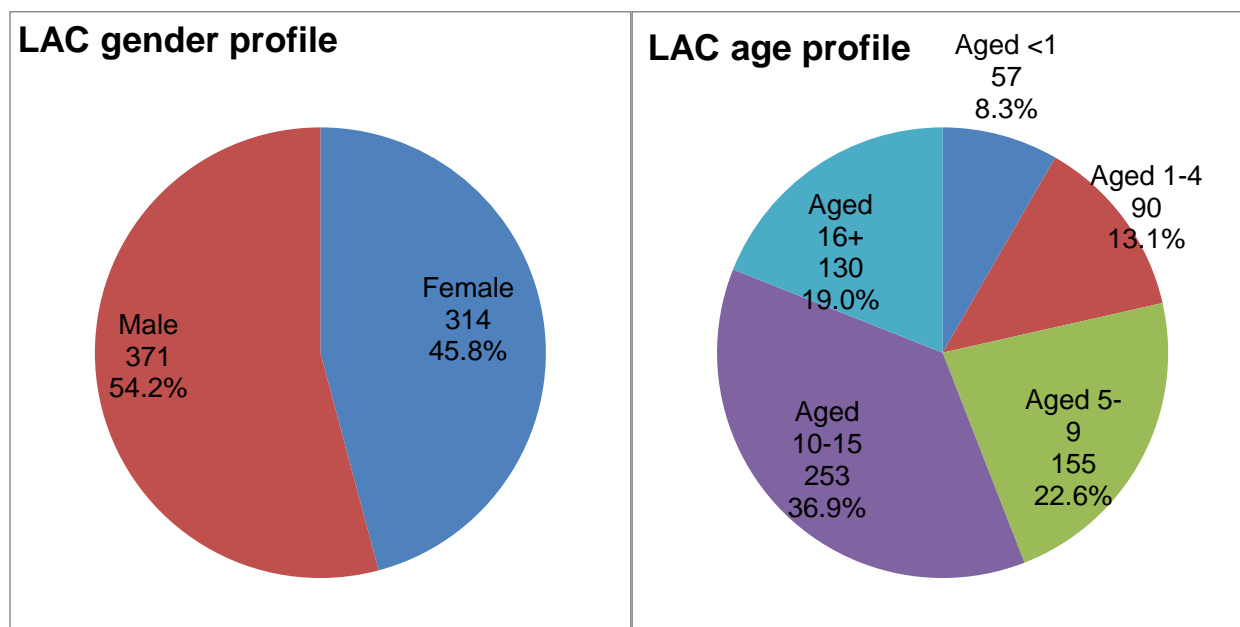


15/16	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Kirklees Total	620	616	615	614	618	618	620	620	635	650	647	656
Per 10,000	62.8	62.3	62.2	62.1	62.6	62.6	62.8	62.8	64.3	65.8	65.5	66.4
16/17	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Kirklees Total	658	677	670	677	669	670	686	692	705	679		
Per 10,000	66.6	68.5	67.8	68.5	67.7	67.8	69.4	70.0	71.4	68.7		



1.2) LAC Population Profiles

Of the current LAC population, 54.2% are male and 45.8% female. In terms of the age profile, 55.9% are aged 10 and over which presents challenges given the issues with sufficiency of placements for teenagers. As at 24 January there were 57 babies (aged <1) in care.

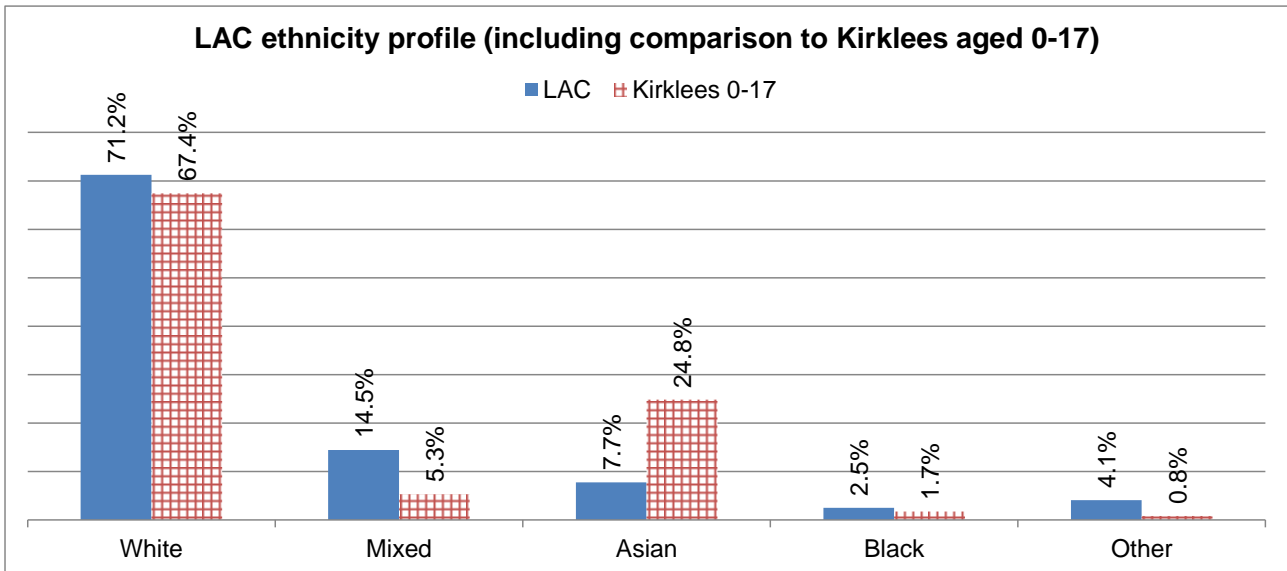


Age Range	Apr-16	May-16	Jun-16	Jul-16	Aug-16	Sep-16	Oct-16	Nov-16	Dec-16
Under 1	26.7%	26.9%	24.2%	29.2%	15.4%	44.4%	23.3%	26.3%	26.5%
Aged 1-4	26.7%	30.8%	15.2%	20.8%	23.1%	18.5%	23.3%	13.2%	20.6%
Aged 5-9	16.7%	11.5%	21.2%	25.0%	38.5%	22.2%	33.3%	10.5%	29.4%
Aged 10-15	13.3%	26.9%	24.2%	25.0%	15.4%	14.8%	10.0%	31.6%	17.6%
Aged 16+	16.7%	3.8%	15.2%	0.0%	7.7%	0.0%	10.0%	18.4%	5.9%

Ethnicity of LAC

The ethnicity of current LAC has some significant variances to the overall Kirklees population aged 0-17.

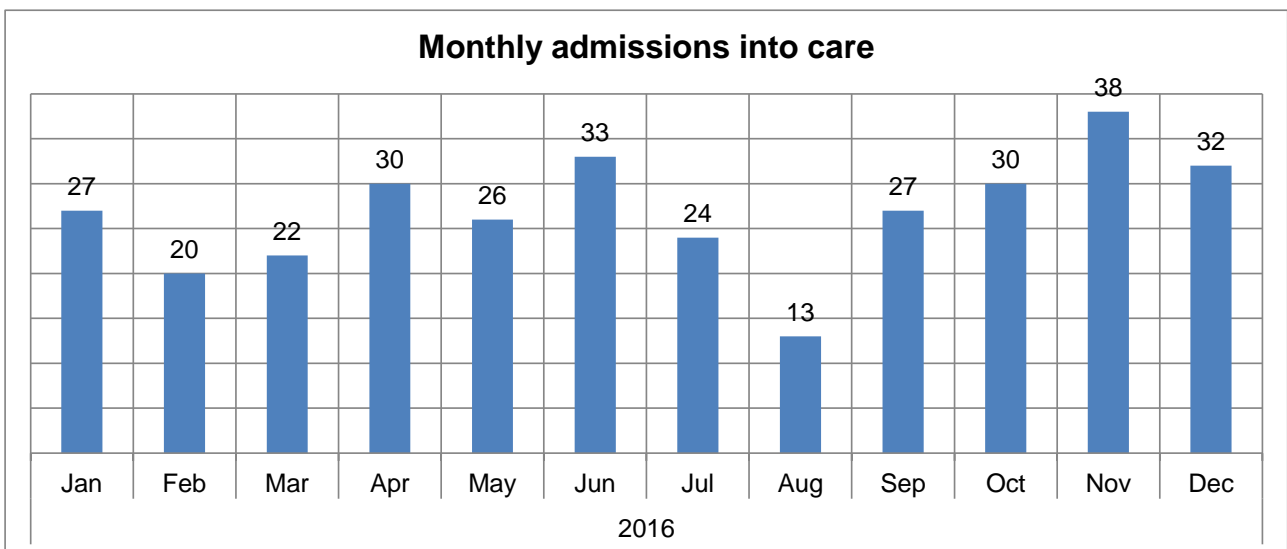
- White ethnicities account for 71.2% of the LAC population compared to 67.4% of the Kirklees 0-17 population.
- The most significant variances are in Mixed ethnicities (14.5% of LAC compared to 5.3% Kirklees) and Asian (7.7% of LAC compared to 24.8% Kirklees).



2) Admissions into Care (new into care)

2.1) Number of Admissions

In the 12 months to 31 December 2016, 322 children were admitted into care, an average of nearly 26 per month. November was the busiest month for admissions with 38.

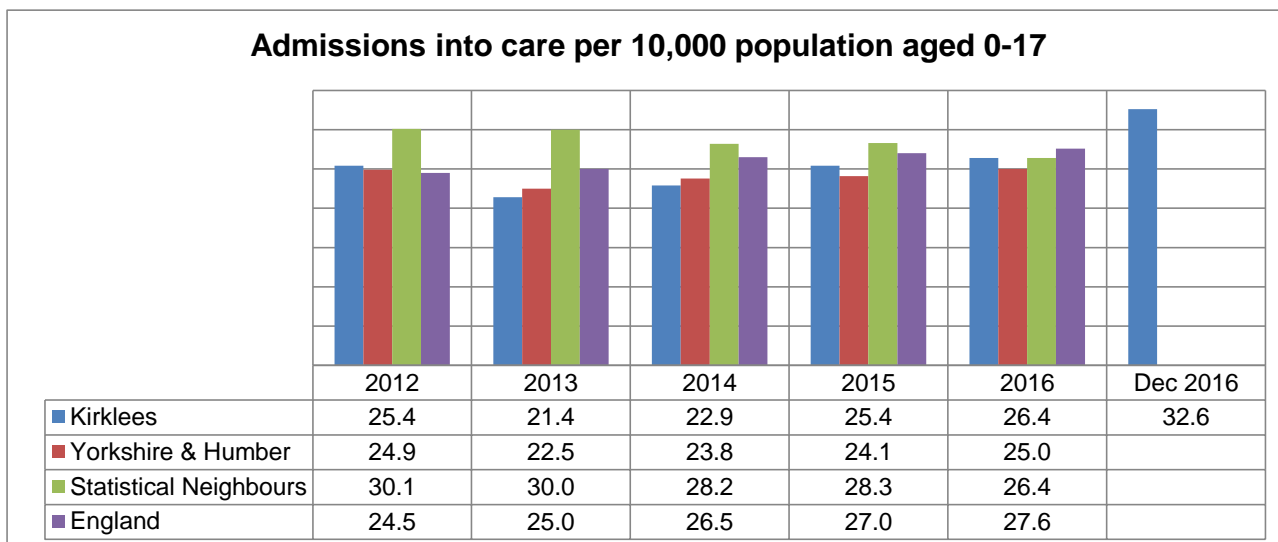


How do we compare to benchmarks

The rate of admissions into care in the 12 months to 31 December 2016 has been at a high level (32.6 per 10,000 population aged 0-17), hence the increasing trend in the overall number of LAC.

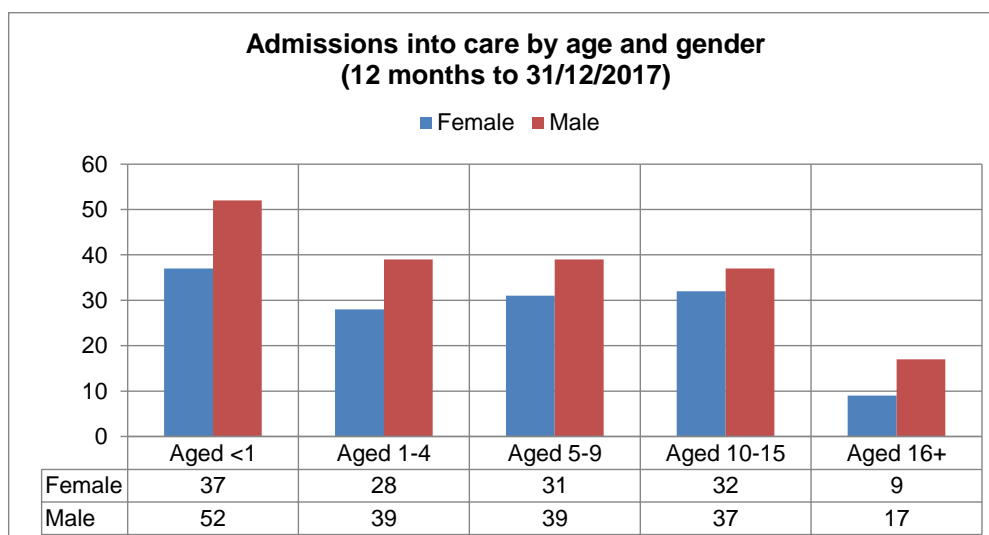
The rate per 10,000 has been significantly higher than 2015/16 and comparator averages (statistical neighbours = 26.4).

Admissions into care per 10,000 population aged 0-17



2.2) Admissions – Profiles

Of the admissions into care in the 12 months to the end of December, 57% were male. The percentage of admissions that were male was higher for all age ranges, especially in the 16+ range, with 65.4% of admissions being male.

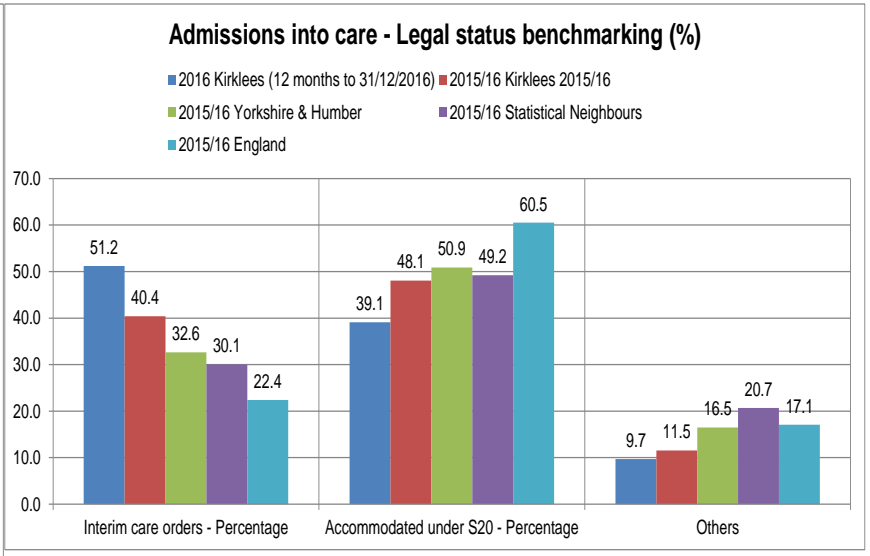
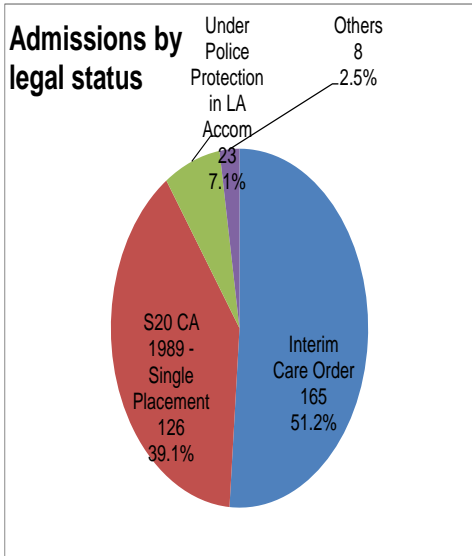


Legal status on admission into care

The majority of admissions are under Interim Care Orders (51.2%). This compares to a Statistical Neighbour average of 30.1% for 2015/16.

Section 20 arrangements account for a lower percentage than in 2015/16, although there were higher numbers in November and December of these arrangements.

This suggests more children are coming into care because they cannot be cared for within their own families rather than families asking for help.



3) Placement Types

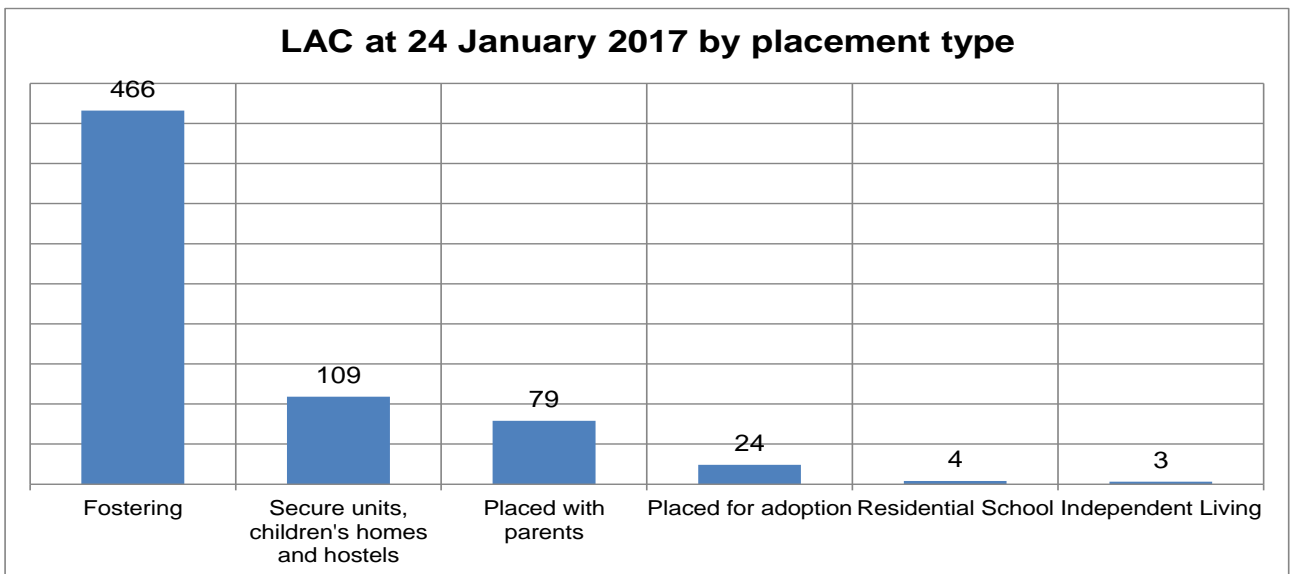
3.1) Placement Split (number in each placement type)

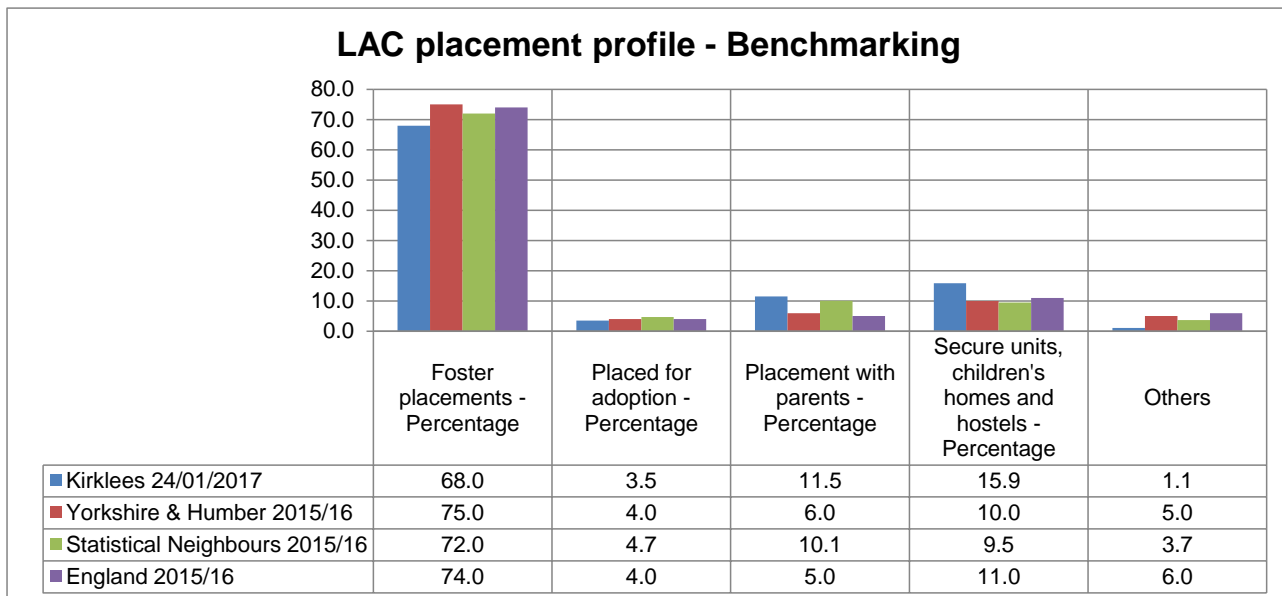
The majority of placements are in fostering, accounting for 68% of arrangements.

How do we compare to benchmarks

The proportion of children in care placed with foster carers (68%) is below comparators, the statistical neighbour average is 72% and the England average is 74%.

Kirklees has a high percentage of placements in residential settings at 15.9% compared to 9.5% statistical neighbour average.





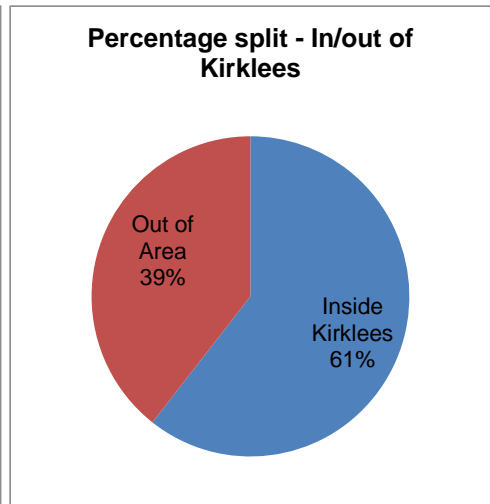
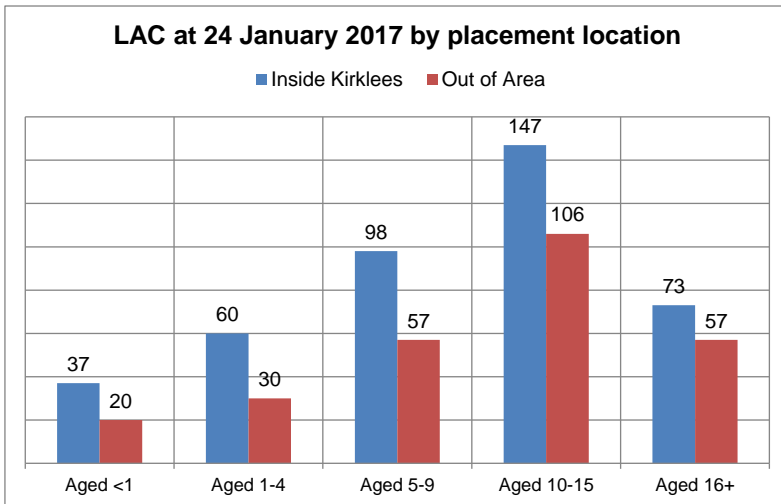
3.2) Placement Types – Profiles

The table below shows the type of placement by age range. 61 of the 109 children placed in residential settings are aged 16+, or 56%.

Placement Type	Aged <1	Aged 1-4	Aged 5-9	Aged 10-15	Aged 16+	Total
Fostering	34	48	126	200	58	466
Secure units, children's homes and hostels	6		6	36	61	109
Placed with parents	10	26	22	15	6	79
Placed for adoption	7	16	1			24
Residential School				2	2	4
Independent Living					3	3
Total	57	90	155	253	130	685

There is a reducing percentage of placements that are outside Kirklees. This is due to children coming into care being placed within the boundary where possible.

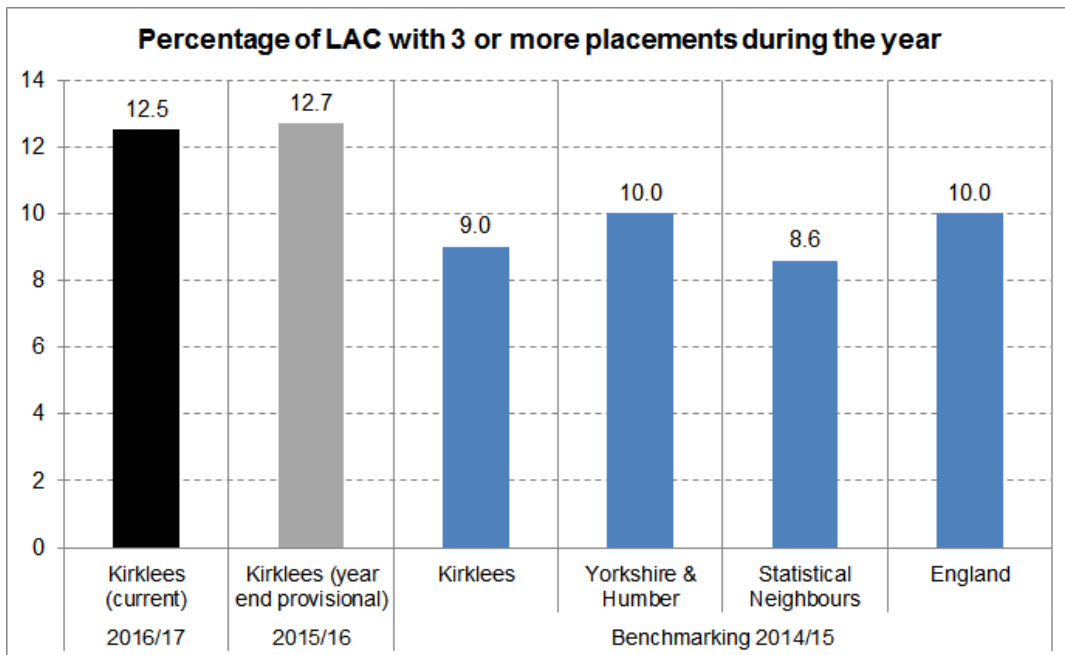
In terms of outside placements there are some children in care whose home address is outside the boundary and therefore are closer to their home address when placed outside the boundary. Kirklees has a number of approved foster carers that live outside the Kirklees boundary therefore affecting the number of children placed outside the LA.



At 27th January 2017, 30% of children had been in care for more than 5 years

3.3) Changes of Placement

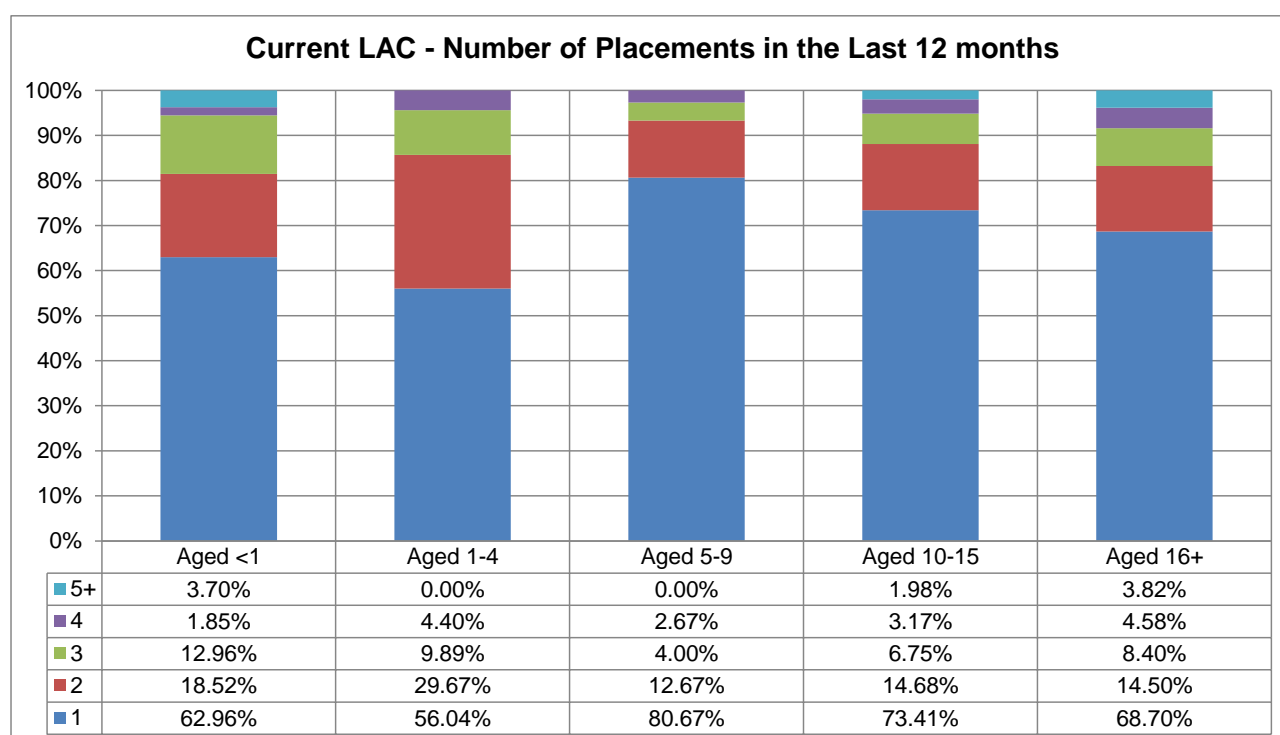
Of the 678 children looked after as at 2/2/1, (85 out of 678) 12.5% have had more than 3 placements in the last 12 months. This compares to the last published outcome for Statistical Neighbours (2014/15) of 8.6% and 10.0% nationally. See the chart below:



Further analysis of the placements of the current LAC population shows that 70.9% of Kirklees LAC have had one placement in the last 12 months and that higher numbers of placement moves are more prevalent in the youngest and oldest age groups.

	Number of placements in 12 months					Total
	1	2	3	4	5+	
Aged <1	34	10	7	1	2	54
Aged 1-4	51	27	9	4		91
Aged 5-9	121	19	6	4		150
Aged 10-15	185	37	17	8	5	252
Aged 16+	90	19	11	6	5	131
Total	481	112	50	23	12	678

Children aged 10-15 were the age group with the highest number of 3 or more placement moves within a year.



A point to note is that boys are more likely to have multiple placements than girls, apart from those aged under 1, as shown by the higher average number of placements in the table below:

	Average number of placements		
	Female	Male	All
Aged <1	1.61	1.45	1.52
Aged 1-4	1.43	1.81	1.63
Aged 5-9	1.18	1.38	1.29
Aged 10-15	1.38	1.38	1.38
Aged 16+	1.40	1.52	1.47
Total	1.37	1.47	1.42

Schools changes for children who have been in care over the past 2 years

Number of School moves

Age range	1	2	3	4	5	6	8	No change	Total
0-4								143	143
05-11	89	84	20	6	1			30	230
12-16	81	56	12	6	4	2			161
16+	27	14	8	2	2		1	59	113
Total	197	154	40	14	7	2	1	232	647

The table above includes children who have been in and out of care over the past two years that attended school with the number of school changes over the period

35% of children of school age were recorded as having no school change at all, 54% of children in care had between 1 and 2 school changes over the past 2 years, and 9% had 3 or more changes.

Change of Social worker for children in care

Social Worker Changes between weeks by NC Year
(Snapshots of LAC on 19/01/2016 and 26/01/2016)

NC Year	Total
Nursery 2	1
Reception	3
NC Year 1	2
NC Year 2	1
NC Year 4	1
NC Year 5	1
NC Year 6	1
NC Year 7	2
NC Year 9	1
NC Year 10	2
NC Year 11	1
NC Year 12	7
Not School Age	12
Total	35

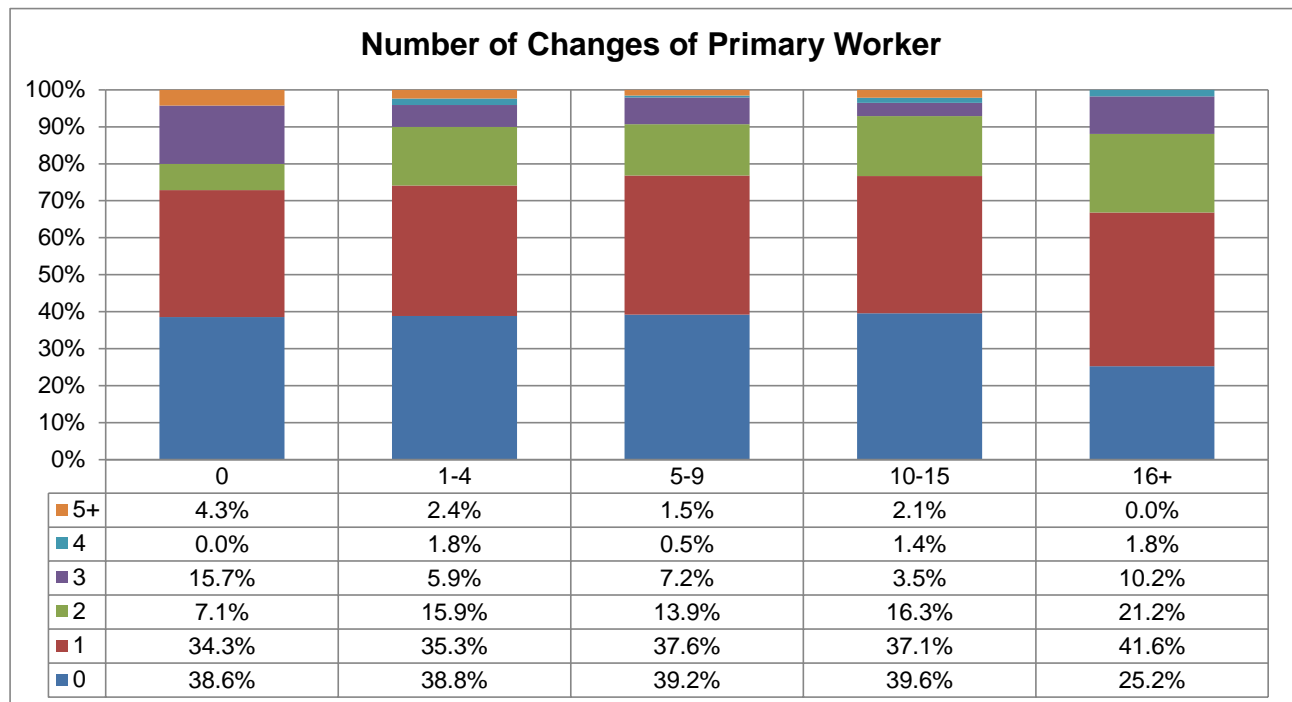
The table above gives details of children in care on two specific dates with the school year and the number of social worker changes. It shows that younger children below school age are more likely to have a change in social worker.

3.4) Changes of Primary Worker

During the 12 months to the end of January 2017, there were 943 separate periods of care, i.e. where a child or young person has been looked after at some point during the period. An analysis of how many changes of primary worker have taken place in the 12 month period has shown the findings below:

	Number of Changes of Primary Worker						Total
	0	1	2	3	4	5+	
Aged <1	27	24	5	11		3	70
Aged 1-4	66	60	27	10	3	4	170
Aged 5-9	76	73	27	14	1	3	194
Aged 10-15	112	105	46	10	4	6	283
Aged 16+	57	94	48	23	4		226
Total	338	356	153	68	12	16	943

Children aged 10-15 and those aged 16+ experienced a considerable amount disruption in terms of change in worker



This data shows that a child aged 16+ is very likely to have a change of worker. This is to be expected however due to the move into leaving care services.

However, there have been a large number of changes of worker during the year with 64.2% having had a change of some kind and 26.4% having had more than one change. 16 children and young people have had 5 or more changes of primary worker. The average number of changes by age range is shown below:

	Average number of changes of primary worker
Aged <1	1.19
Aged 1-4	1.04
Aged 5-9	0.97
Aged 10-15	0.97
Aged 16+	1.22
Total	1.06

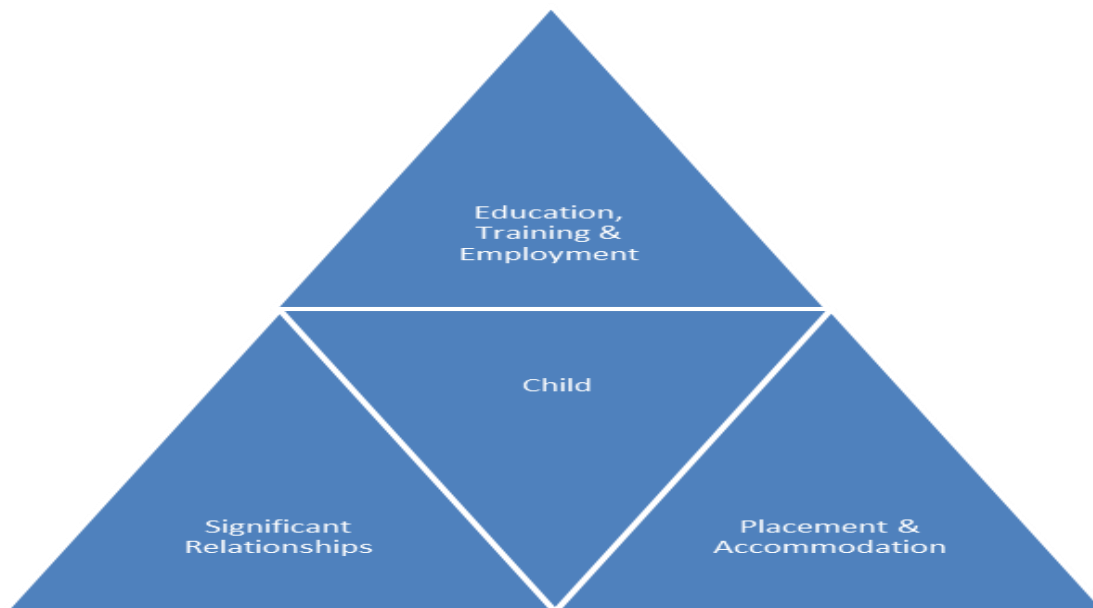
Stability Triangle and Performance Indicators

Significant Relationships:

- Caseloads and case allocation
- Visits to looked after children every 6 weeks
- Percentage of children placed outside Kirklees and over 20 miles from home
- Length of placement –continuously in same placement 2 years or more
- Placement type – adoption, special guardianship or kinship care
- Health Checks and Strengths & Difficulties questionnaire's
- Number of LAC reviews were children have participated

Education, Training & Employment:

- In date Personal Education Plan (PEP)
- Care Leavers in Education, Training & Employment 18 -21



Placement & Accommodation:

- Placement Type – foster care, residential, adoption, with parents, other
- Looked After children placed outside Kirklees Council area
- Change of placement
- Looked After Children with 3 or more placements during the year
- Length of placement –continuously in same placement 2 years or more
- Care Leavers in Suitable Accommodation 18– 21

Significant relationships

(This section of the report relates to data at the end of January 2017)

- Caseload – each social worker in the looked after team has an average caseload of 14 children per worker
- Timely statutory visits to children in care – 410 out of 675 (69.2%) children received timely visits
- 117 out of 681 (17.2%) children in care are placed outside the Kirklees boundary and 20 miles from home
- 186 out of 255 children in care have been placed in the same placement for 2 years or more
- SDQ scores – The average SDQ score for children in care was 13.3, with a total of 345 questionnaires returned out a 386. 34.2% of children in care who had a returned survey scored 17 or more
- Over the year ending 31 January 2017, 1932 children participated in 2022 review

Education, Training and employment

- 420 out of 453 (92.7%) children in care of school age had an up-to date PEP
- 63 out of 151 care leavers aged 18 – 21, as at the end of January 2017 were in education, training or employment.

Placement and accommodation

- 224 children were placed with foster carers as at the end of January 2017
- 24 were placed for adoption
- 79 were placed with parents

- 85 out of 679 (12.5%) children had 3 or more placement changes during the year ending 31 January 17

- 124 care leavers aged 18-21 out of 151 (82%) were reported as being in suitable accommodation.

4) Outcomes for Looked After Children

4.1) Health Outcomes

Health outcomes in general compare well to benchmarking, as shown in the tables below. There are some issues with dental checks however and the outcome has reduced from a 2015/16 outcome of 94.5%. Work is taking place to ensure that these outcomes, produced from CareFirst recording, reflect the actual position.

Health checks

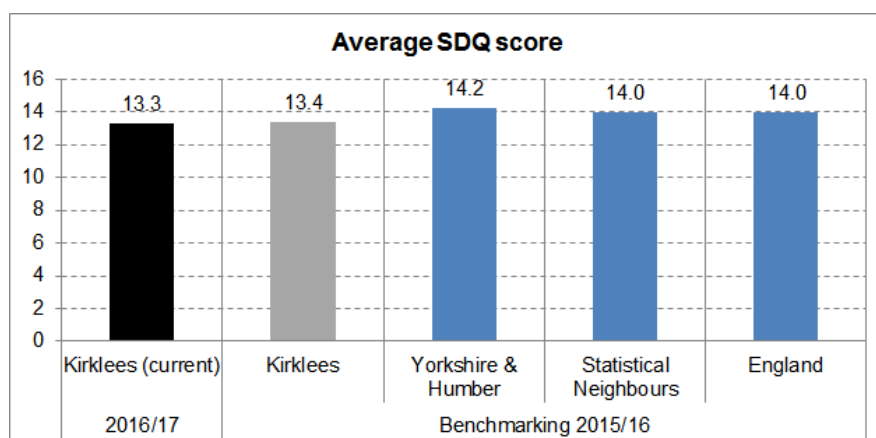
Number of LAC in cohort	Number with up to date health check	% with up to date health check	Statistical Neighbours 2015/16	England 2015/16
677	649	95.9%	91.8%	90.0%

Dental Checks

Number of LAC in cohort	Number with dental check in last 12 months	% with up to date dental check	Statistical Neighbours 2015/16	England 2015/16
543	460	84.7%	89.1%	84.1%

4.2) Emotional and behavioural health of children in care

The emotional and behavioural health of children in care is measured via the Strengths & Difficulties Questionnaire (SDQ). A score of over 17 signifies concerns. The average score of 13.3 is below comparators; however it should be noted that as at 31 December 2016 there were 135 LAC with a score of 17 or above (34.9% of the cohort). Further consideration is being given to access to CAMHS for children with high SDQ scores



4.3) Statutory Visits

As at 24 January 2017, 68% of all LAC had statutory visits within the last 6 weeks. Looking at only those LAC who had been in care for less than 12 months, 73.9% had been visited in the last 6 weeks. This represents a significant improvement, both in the outcome and the recording of visits on the Case Management System (CareFirst).

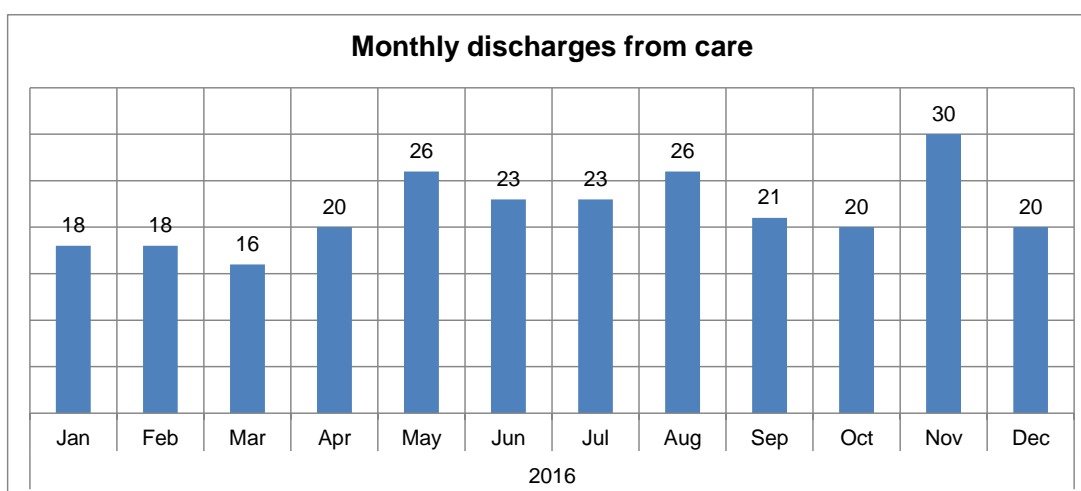
4.4) Reviews

In the period from 1 April 2016 to 31 December 2016, 2,025 LAC reviews had taken place of which 1,949 were in timescales, or 96.2%. Participation of children in their own reviews was 91.6% (1056 out of 1153). Unfortunately there is no national comparator data for these measures but they continue to be monitored on a monthly basis in Kirklees.

5) Discharges from Care (Leaving Care)

5.1) Number of Discharges from Care

In the 12 months to the end of December 2016, 261 children were discharged from care. This is well below the number of admissions. The monthly data is shown in the chart below:



The rate per 10,000 aged 0-17 of discharges from care is higher than previous years (excluding 2013/14), although this is to be expected with higher LAC numbers. This is shown in the table below:

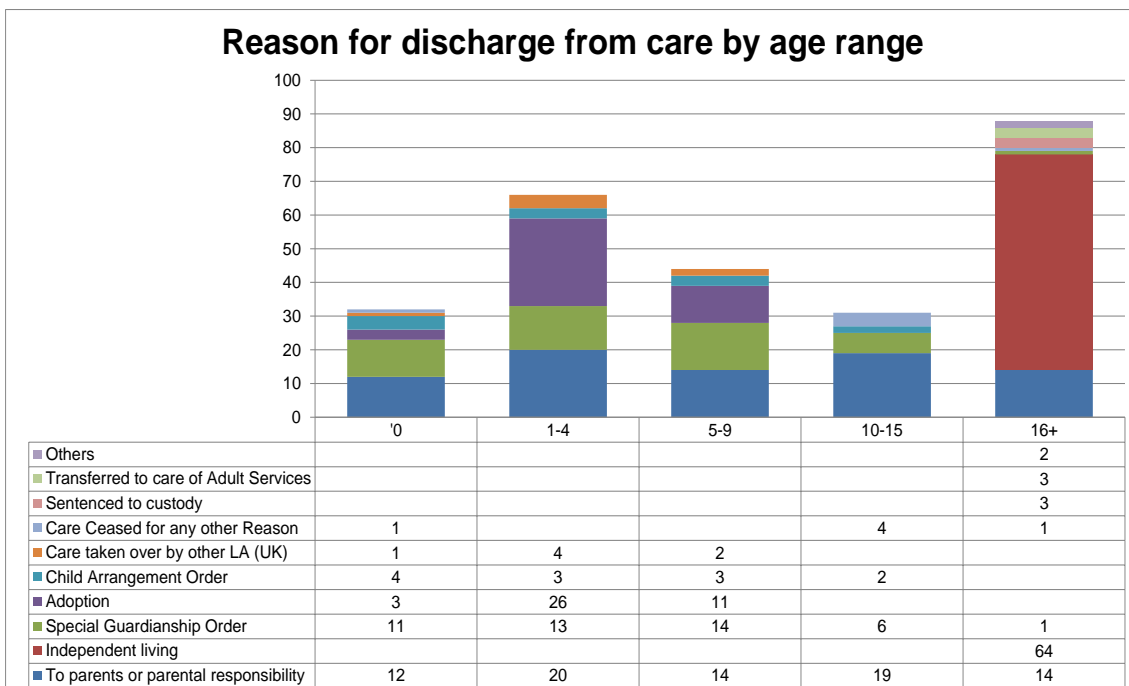
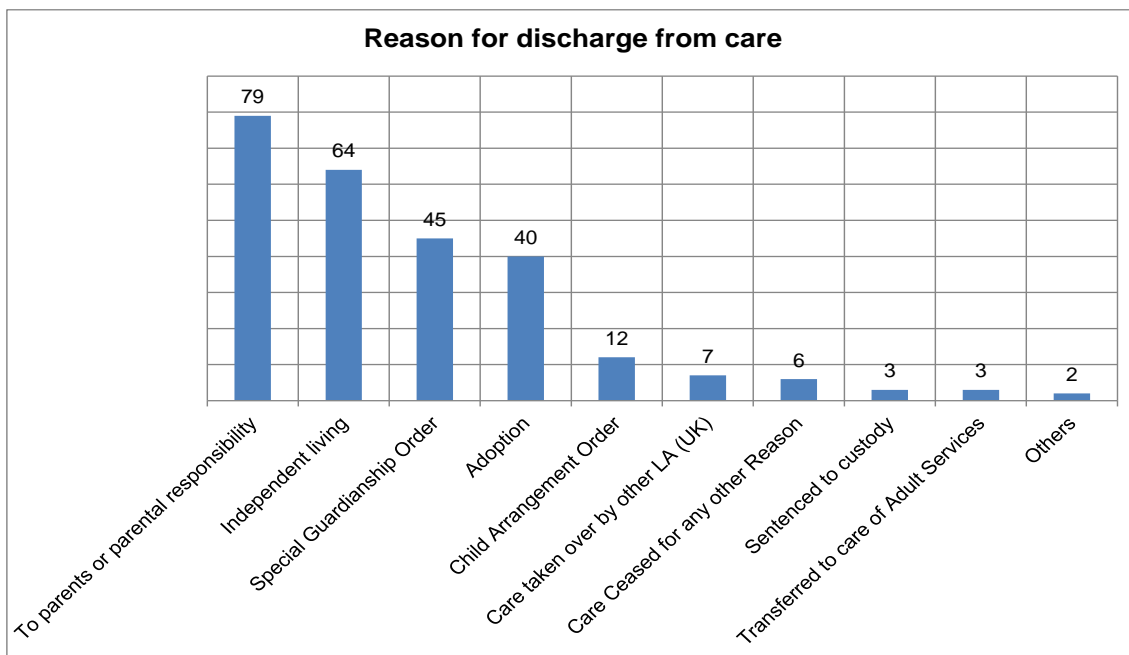
	2012	2013	2014	2015	2016	Dec 2016
Kirklees	19.8	21.4	27.5	23.9	23.4	26.4
Yorkshire & Humber	23.2	23.8	24.7	25.7	25.7	
Statistical Neighbours	26.9	27.8	28.2	29.7	28.4	
England	23.7	24.7	26.4	27.0	27.4	

5.2) Reason for Discharge from Care

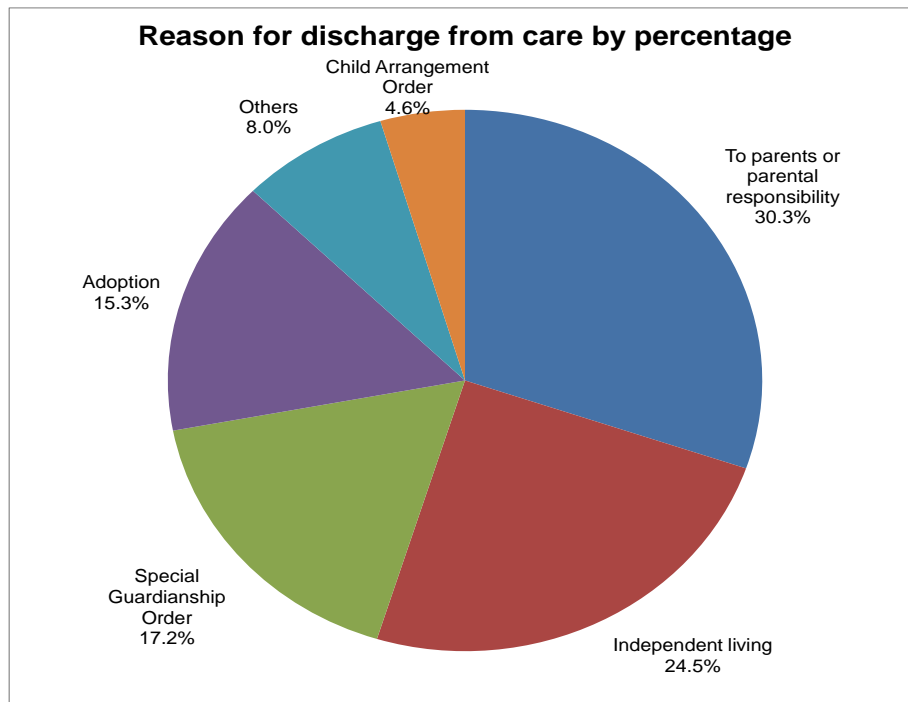
There are a number of reasons for discharges from care. The most common is that children return home to parents (or those with parental responsibility), accounting for 79 cases or 30.3%.

At aged 16+ however, this accounts for just 15.9% with 72.7% going to some form of independent living.

The permanency outcomes of Adoption, Special Guardianship Order and Child Arrangement Order are dealt with in more detail in section 7 of this report.



total	32	66	44	31	88	261
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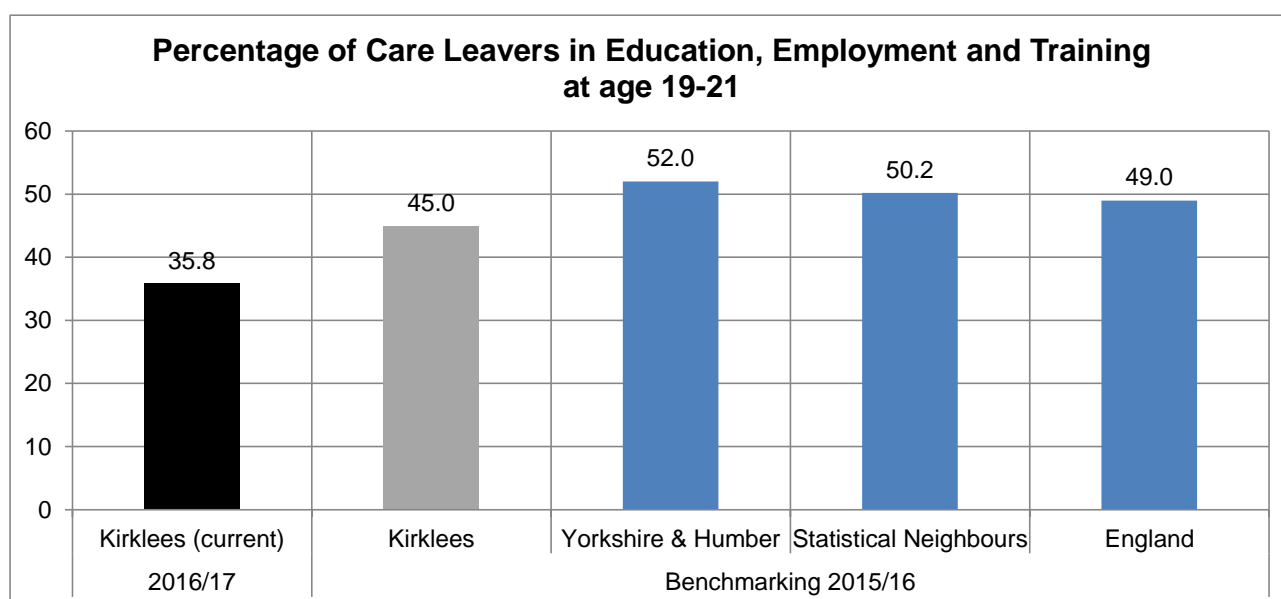


6) Care Leavers

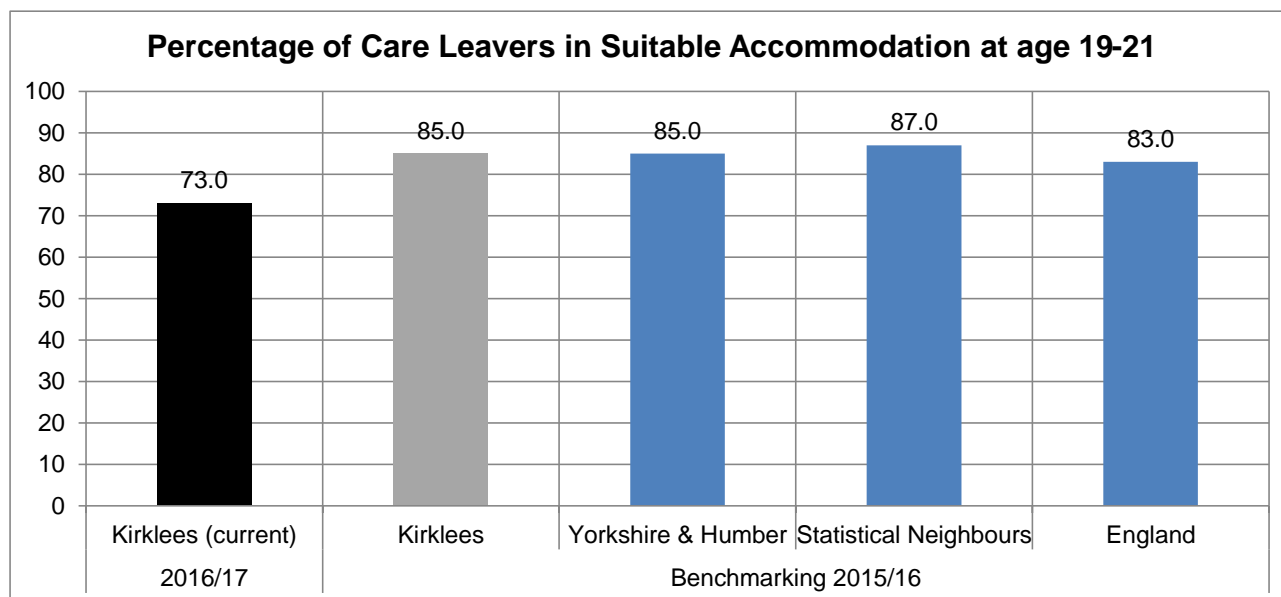
6.1) Care Leavers Outcomes

As distinct from discharges from care, this section relates to those young people who have left care and are eligible for Leaving Care services from Kirklees. As at the end of December 2016, the cohort consisted of 204 children.

According to the latest data, there are some issues with outcomes for this group of young people. As at 24 January 2017, 35.8% (49 out of 137) of the cohort were recorded as being in employment, education or training (EET). This compares to a statistical neighbour average of 50.2% in 2015/16. There are also challenges with the percentage in suitable accommodation.



Data shows some issues with recording of children that have been in touch with the LA, this affects the figures relating to education training and employment as they are a proportion of all care leavers. Work is being carried out to improve recording.



73% (100 out of 137) of care leavers were reported to living in suitable accommodation.

7) Permanency

7.1) Permanency Options – Adoption Activity

The table below gives details of children who were adopted from care up to 24 January 2017 (the latest available data at the time of the report). There are expected to be over 40 adoptions this financial year.

	2012/13	2013/14	2014/15	2015/16	2016/17 to 24 Jan
Number of children adopted during the year/quarter	30	55	45	40	34
Number of children ceased to be looked after during the year	210	270	235	230	226
% of children adopted during the year	14%	21%	18%	18%	15%

However, as a percentage of those discharged from care, the number of children adopted account for 15% currently, a reduction on previous performance and below comparators, as shown below:

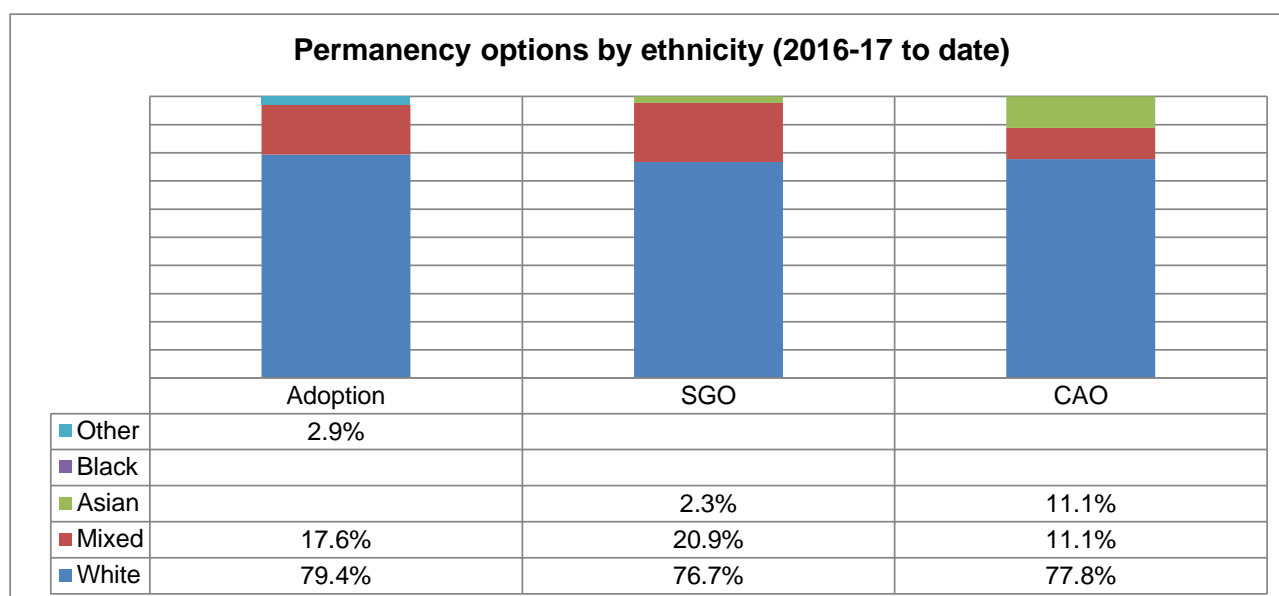
	2012/13	2013/14	2014/15	2015/16	2016/17 to 24 Jan
Kirklees	14.0	21.0	18.0	18.0	15.0
West Yorkshire	19.8	23.5	24.0	26.5	
Yorkshire & Humber	19.0	22.0	23.0	21.0	
Statistical Neighbours	19.7	21.2	24.6	21.2	
Metropolitan Authorities	18.3	18.9	19.8	18.7	
England	14.0	17.0	17.0	15.0	

7.2) Permanency Options - Profiles

The oldest child adopted during 2016/17 to date has been 6 years old with the large majority between 1 and 4 years old. The distribution of those subject to SGO and CAO is more evenly spread across the ages, although there is a low number of children aged 10 and over going on to these permanency options.

Age	Adoption	Special Guardianship Order	Child Arrangement Order	Total
Aged <1	3	13	1	17
Aged 1-4	23	13	2	38
Aged 5-9	8	11	3	22
Aged 10-15		5	3	8
Aged 16+		1		1
Total	34	43	9	86

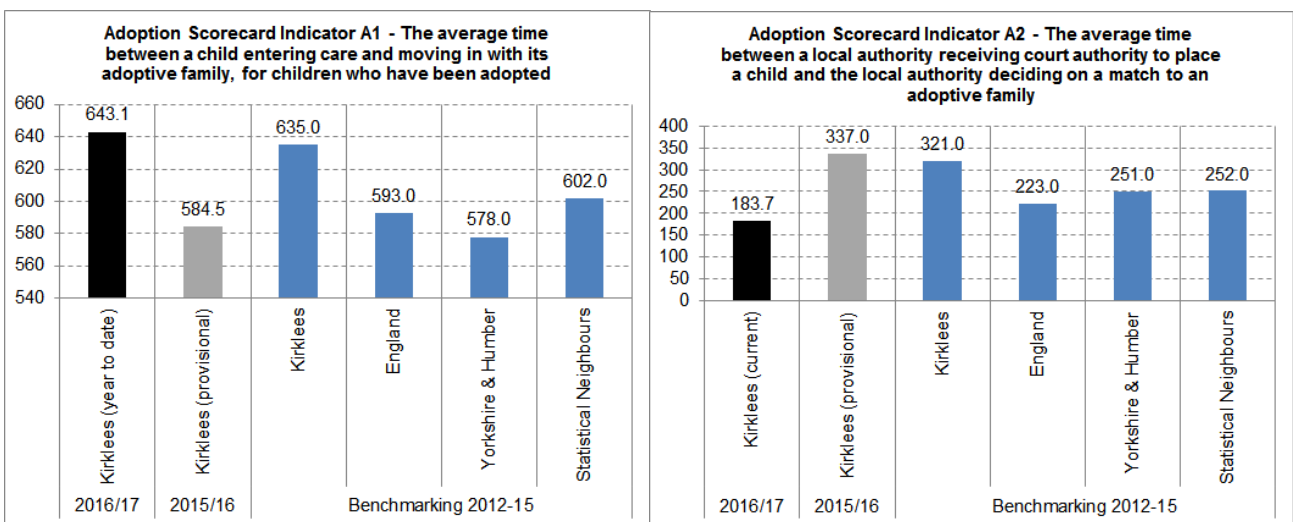
The ethnicity profile shows a similar level of permanency arrangements for White ethnicities. However, there are low numbers in the Asian and Black groups, although the number of Mixed ethnicity children is comparatively high.



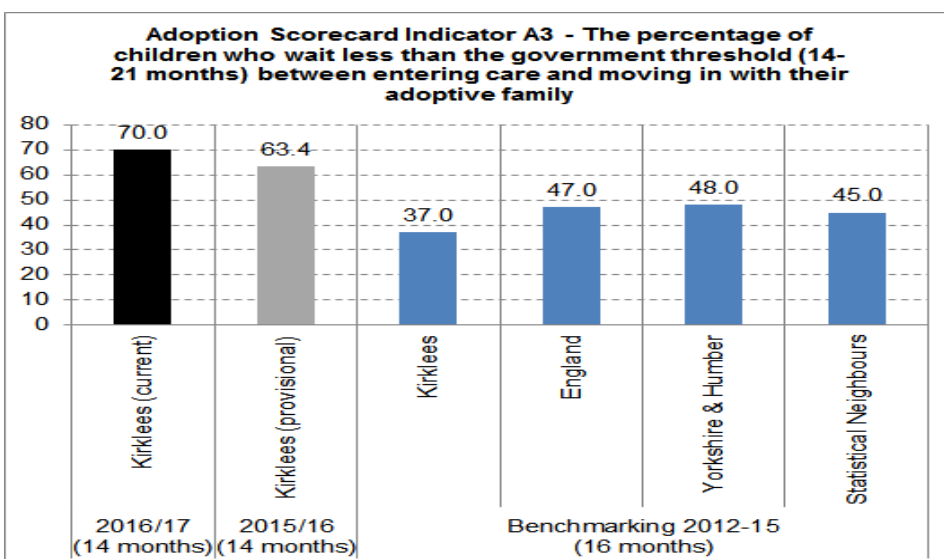
7.3) Adoption Scorecard

Outcomes against the adoption scorecard indicators are shown below. There have been some significant improvements in the outcome for A2, (the average time between placement order and a child being matched to the adoptive family). This was a provisional 337 days in 2015/16, but has since improved to 183.7 days this year to date. This compares well to comparator data, but is still not in line with the government’s threshold for this indicator of 121 days.

However indicator A1, (the time from when a child enters care to moving in with the adoptive family), remains challenging due to a number of “legacy” cases that have moved through to adoption in this financial year. These include cases that were placed with parents for a significant time prior to the decision to move to adoption. The current outcome of 643 days is expected to reduce to below 600 days by the end of the year, but is still well above the 426 day threshold set by the government.



In terms of indicator A3, (the percentage of children who wait less than 14 months between entering care and moving in with their adoptive family), there has been a great deal of improvement. The difference between A1 and A3 outcomes shows the effect the small number of “legacy” cases has on the average timescales.





Promoting the Educational Achievement of Children and Young People in Care in Kirklees

Draft Headteacher Report August 2016

(Self-evaluation 2015-16 and Improvement Priorities 2016-17)

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Last updated 13.09.16

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Overview of Kirklees Virtual School

The role of the Kirklees Virtual School

Improving the educational outcomes for children in care is a priority for national and local government. The evidence is clear – whatever else goes wrong in children’s lives, their life chances are significantly improved when they achieve positive educational outcomes. Local authorities and their Directors of Children’s Services are the corporate parents for children in care, with statutory, moral and professional responsibilities to maximise their health, social, educational and economic outcomes.

The Virtual School will:

- Work with statutory and key partner agencies to ensure that the best possible outcomes are achieved for looked after children;
- Increase the educational outcomes and narrow the learning gap of looked after children in the care of Kirklees by challenging their Schools to provide the highest levels of support and ambition for them; and
- Enable our looked after children to access broad and rich learning experiences and be “Rounded, Resilient and Ready” in line with the Learning services ambition for all its children.

Key Activities

The Virtual School is required to have detailed knowledge of the children on its school roll and the services they are receiving. They will use this information to support and intervene appropriately to raise individual outcomes. To inform its understanding the Virtual School will regularly analyse the impact on attainment and progress of such factors as: time in care and age on entry; number and type of care placements; number of school placements; any additional learning needs and nature of these; free school meal eligibility; type of school attended and Ofsted rating; number and length of exclusions; aggregate amount of absence from school; and number of social workers whilst in care. The Virtual School will use this information to support the Director of Children’s Services, lead Member for Children’s Services, and the Corporate Parenting Panel in undertaking their statutory duties.

The Virtual School will identify benchmarking data and good practice to enable services to “narrow the gap” and will monitor the achievement and progress of the cohort to apply a process of RAG rating that identifies those children at significant risk of under achievement and:

- Prioritise the deployment of its own resources to support them using evidence based interventions and to encourage multi-agency approaches to the needs of looked after children;
- Influence the work of schools and other education providers through its close links with the Kirklees Learning Service; and
- Influence other children’s services professionals, and through them carers, to ensure their practice minimises the risks to the educational outcomes of looked after children.

The Virtual School will use the Personal Education Planning process to ensure its understanding of the pupils on its roll is accurate and up-to-date and that the deployment of Pupil Premium Plus encourages effective planning and effective improvement in attainment and progress of children. The Virtual School will challenge and support schools to ensure that the Pupil Premium Plus funding is used to improve outcomes for individual pupils.

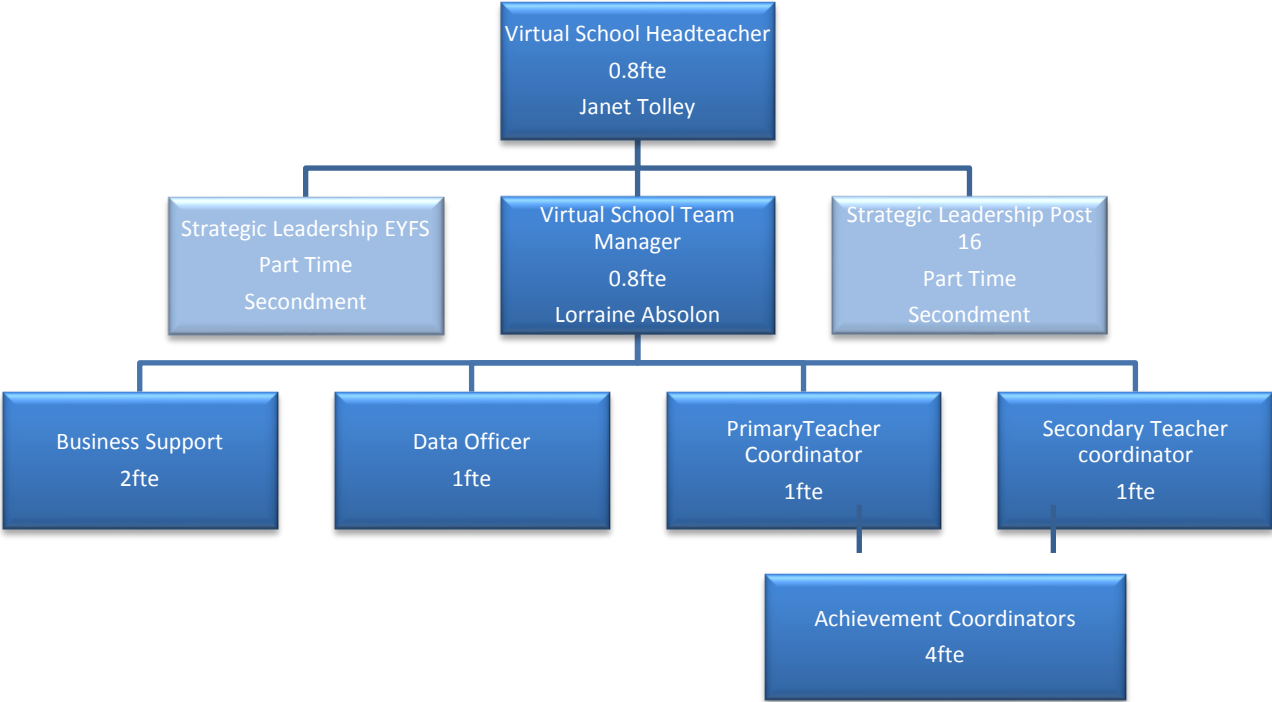
The Virtual School will ensure it has sufficient intelligence about looked after children entering primary and secondary education phases at the normal, and in-year, points of transition that it can ensure they receive the support they need swiftly.

The Virtual School will ensure it has appropriate systems in place to inform services supporting the transition of looked after children to post-16 education, employment and training, and to meet the statutory duties of the Virtual School Head to all looked after children from 0- 18 (25 with SEND).

The Virtual School will ensure the voice of the child is heard, and has influence, at the level of individual personal education plans as well as through the Children in Care Council.

This is the first full academic year as a Virtual School.

The staffing structure below has been in place since 1st January 2016.



Progress on improvement priorities identified for 2015-16

Systematic data and tracking analysis – very good progress

- Attendance data is collected daily
- Attainment and progress for all pupils data is discussed in all PEP meetings
- Attainment and progress data for all pupils is analysed termly to target intervention and support

Individual support and intervention – PEP's – very good progress

- All pupils now have a PEP recorded on ePEP
- This structures and records the discussions of the PEP meeting and individual pupil targets agreed to target individual need.
- These are reviewed at the start of the following PEP meeting to judge the impact of the intervention.

Pupil premium funding allocation and monitoring. – good progress

- From 1.04.16 all Pupil Premium funding is requested and agreed through the EPEP system in relation to very specific individual targets.
- It is then paid immediately to schools.
- The impact of this is then reviewed at the next PEP meeting.

Work together to reduce the number of children placed in out of authority schools. – limited progress

- We are consulted when a young person is being moved out of area but because of sufficiency issues are yet to see significant reductions in this. The Accommodation Strategy Group is addressing this and the Virtual School is involved in this work.

Work together to reduce the number of placement and school changes – limited progress

- Please see the above point.

Working as a 0-19 Virtual School - some progress

- The Assistant Directors of Learning and Skills and Family Support and Child Protection have agreed to extend the age remit of the Virtual School and provide the resources to do this.
- An Implementation plan is in place and processes are in motion to enable the expanded team to be put in place.

Integrated Intervention Pilot – good progress

- The pilot has been implemented.
- Impact data is available – see appendix F
- Headteacher and Designated teacher feedback very positive

Exclusions protocol – good progress

- Protocol agreed and implemented across the Specialist Learning service in Kirklees.

Supporting OLA placements – some progress

- We attend OLA PEP meetings with Social Workers for initial PEP's and when support and intervention is needed.
- The ePEP system enables the Designated Teacher, Social Worker and the Virtual School to share information in "real time".

Website presence – limited progress

- We have worked with the Specialist Learning Services to produce a "Local Offer" and update the intranet guidance.

Priorities for 2016-17

Strategic priorities – cross service

- Working as a 0-19 Virtual School - key areas to address in 2016/17 include
 - Ensure VS has capacity to implement the agreed developments
- Corporate Parenting responsibility - key areas to address in 2016/17 include
 - Ongoing development of the Corporate Parenting Strategy
 - Ongoing development of the corporate data dashboard
- Stability – key areas to address in 2016/17 include
 - Commissioning and funding out of area placements where education needs are complex
 - Strategic work to reduce the number of school, placement and Social Worker changes
 - Developing the work of the Accommodation Strategy Group
- Outcomes for OLA LAC- key areas to address in 2016/17 include
 - Working strategically with the Improving Outcomes for OLA LAC group
- Role of the VS for adopted children - key areas to address in 2016/17 include
 - Working strategically with the Regional Adoption Group
 - Ensuring the Virtual School has sufficient resources to address this work

Strategic priorities – Virtual School

- Pupil support and intervention - key areas to address in 2016/17 include
 - Effective and efficient deployment of resources
 - Regular and systematic monitoring of intervention and support
- Pupil premium – key areas to address in 2016/17 include
 - To develop a systematic, analytical approach to monitor the impact of Pupil Premium
- Data - key areas to address in 2016/17 include
 - Engage with LSLT to ensure the needs of the Virtual School are met with the ongoing updates to Kirklees systems
 - Strategically work across services to improve data reliability and accuracy
 - Ensure all available data is being used to inform further development of the Virtual School
- PEP - key areas to address in 2016/17 include
 - To develop a Quality assurance that is not solely dependent on Headteacher signoff.
 - To improve the accuracy and detail of SEN information and the attachment of documentation
 - Increase capacity within the Virtual School to ensure timely chase up and completion of PEP's.

Cohort summary

The summary tables below relate to children and young people in care on 20th July 2016 at the end of the summer term

455 children and young people in care were on the Virtual School roll as at 20th July 2016

Gender

Year Group	Boys	Girls	Total
Year R	13	9	22
Year 1	25	11	36
Year 2	15	14	29
Year 3	20	13	33
Year 4	18	8	26
Year 5	19	16	35
Year 6	17	26	43
Year 7	20	13	33
Year 8	29	19	48
Year 9	19	24	43
Year 10	23	25	48
Year 11	28	31	59

Key Stage	Boys	Girls	Total
EYFSP	13	9	22
KS1	60	38	98
KS2	54	50	104
KS3	68	56	124
KS4	51	56	107
TOTAL	246 (54%)	209 (46%)	455

Ethnicity

Ethnicity	Boys	Girls	Total	% of LAC
A1 – White British	167	163	330	72.5
A3 – Any Other White background	4	1	5	1.1
B1 – Mixed – White and Black Caribbean	15	7	22	4.8
B3 – Mixed – White and Asian	14	9	23	5.1
B4 – Any Other Mixed background	8	8	16	3.5
C1 – Asian – Indian	3	3	6	1.3
C2 – Asian – Pakistani	18	16	34	7.5
C4 – Any Other Asian background	1	0	1	0.2
D1 – Black – Caribbean	0	0	0	0
D2 – Black – African	8	0	8	1.8
E2 – Any Other Ethnic group	8	2	10	2.2
TOTAL	246 (54%)	209 (46%)	455	

School Year Group

Year Group	In a Kirklees School	In an Out of Authority School	Total	% of LAC
Year R	16	6	22	4.8
Year 1	27	9	36	7.9
Year 2	17	12	29	6.4
Year 3	17	16	33	7.3
Year 4	14	12	26	5.7
Year 5	24	11	35	7.7
Year 6	26	17	43	9.5
Year 7	12	21	33	7.3
Year 8	31	17	48	10.5
Year 9	29	14	43	9.5
Year 10	21	27	48	10.5
Year 11	34	25	59	12.9
TOTAL	273 (60%)	182 (40%)	455	

There is a general trend of higher numbers in the older year groups.
40% of the cohort are currently placed in an out of authority school

School Type

Year Group	Mainstream	Special School	Home Tuition	Independent School	Pupil Referral Unit	KS4 Provision	Secure Unit / YOI	Awaiting new Provision
Year R	20	2						
Year 1	33	3						
Year 2	28							1
Year 3	31	2						
Year 4	22	3						1
Year 5	31	3						1
Year 6	40	3						
Year 7	23	7			1			2
Year 8	42	5			1			
Year 9	32	6		2	2			1
Year 10	31	9	1	1	1		2	3
Year 11	37	12	1	1	4	3		1
TOTAL	370 (81.3%)	55 (12%)	2 (0.4%)	4 (0.9%)	9 (1.9%)	3 (0.7%)	2 (0.4%)	10 (2.1%)

Placement Type

Year Group	Adoptive Placement	Foster Placement	FP with Relative / Friend	Placed with Parent / Parental Resp	Residential Unit	Secure Unit	Residential School	Hostel/ Residential not subject to CH Regs	Other
Year R	3	15	3	1					
Year 1	3	20	5	8					
Year 2		22	3	4					
Year 3		26	4	2	1				
Year 4		16	5	4	1				
Year 5		31	1	2	1				
Year 6		32	4	5	1		1		
Year 7		25	2	1	3		2		
Year 8		36	6	2	4				
Year 9		27	3	1	12				
Year 10		27	4	1	12	2	1		1
Year 11		29	2	2	20		2	3	1
TOTAL	6 (1.3%)	306 (67.3%)	42 (9.2%)	33 (7.3%)	55 (12.1%)	2 (0.4%)	6 (1.3%)	3 (0.7%)	2 (0.4%)

Special Educational Needs

Year Group	Total	EHCP / Statement	% of Year Group
Year R	22	4	18.2%
Year 1	36	4	11.1%
Year 2	29	1	3.4%
Year 3	33	4	12.1%
Year 4	26	5	19.2%
Year 5	35	11	31.4%
Year 6	43	8	18.6%
Year 7	33	9	27.3%
Year 8	48	14	29.2%
Year 9	43	10	23.3%
Year 10	48	17	35.4%
Year 11	59	18	30.5%
Total	455	105	23% of roll

Pupil Mobility relating to children and young people in care on roll between 21.07.15 and 20.07.16

Academic Year 2015-2016		
Year Group	New in to Care	Leaving Care
Nursery 2	12	4
Reception	12	12
Yr 1	18	11
Yr 2	7	8
Yr 3	5	7
Yr 4	8	7
Yr 5	13	7
Yr 6	8	3
Yr 7	8	8
Yr 8	15	6
Yr 9	12	7
Yr 10	11	3
Yr 11	23	8
Total VS cohort (Reception to Yr11)	140 (+ 12)	87 (+4)

This shows an increase in the number of children and young people in care on the roll of the Virtual School, and a large increase in the number of pupils that we are working with over the academic year as pupils move in and out of care.

Whilst the cohort is 455 we have actually worked with 516 children and young people in care throughout the year.

The number of pupils in Year 11 was 59. Only 35 of these pupils are the eligible cohort for statistical reporting.

(ie in care on 31 March 2016 and had been in care for at least 12 months)

We are always involved in initial PEP's and there have been 152 children and young people taken into care during this academic year.

Outcome data and analysis

All historic data is taken from the DfE Statistical First Release (SFR 11/2016).

All 2016 data is provisional – the Statistical First Release is due March 2017.

Comparisons taken from the Local Authority Data Matrix for 2015 (21.06.16) are included wherever relevant

The results published for end of Key Stage 1, Key Stage 2 and GCSE include those for the ‘eligible’ cohort only. To be included within the eligible cohort a child must have been looked after on 31 March of the appropriate year and have been looked after for at least 12 months prior to that date. This means that not all children looked after at the time of the test/exam will be included in the statistics, and some that are included may no longer be looked after when the tests/exams are taken.

Attainment and Progress

Key Stage 1 Outcomes

Provisional data for 2016

Data source: Information Unit & ePEP ‘Current Attainment according to national expectations’

	National 2016	National LAC 2016	Kirklees 2016 <i>Provisional until SFR</i>						
Number of children eligible to sit KS1 tasks and tests			23						
Percentage Meeting the <i>Expected Standard or Higher</i>									
KS1 Reading 7 pupils data from IU 4 pupils data from ePEP	74%		11 LAC 47.8%						
KS1 Writing 5 pupils data from IU 1 pupils data from ePEP	65.5%		6 LAC 26.1%						
KS1 Maths 6 pupils data from IU 3 pupils data from ePEP	72.6%		9 LAC 39.1%						
KS1 RWM 5 pupils data from IU	60.3%		5 LAC 21.7%						

NB IU have data for pupils in Kirklees schools only. Until test results are available in Key to Success (November 2016) for those in OLA schools we can only use the data entered in ePEP by the school – this is provisional until confirmed in November.

These results cannot be compared with previous years because of changes to the assessment criteria.

There are no results available to compare with National LAC until the Statistical First Release due in March 2017.

On 20th July 2016 we had 29 pupils in the year 2 cohort, only 23 of these pupils were in the eligible cohort.

Key Stage 1 Outcomes Historic data 2013-2015

Over 2%, Within 2%, Below 2% of National LAC figures

	National 2013	National LAC 2013	2013	National 2014	National LAC 2014	DfE SFR Kirklees 2014	National 2015	National LAC 2015	DfE SFR Kirklees 2015
Number of children eligible to sit KS1 tasks and tests			18			15			25
Percentage achieving level 2 or above in									
KS1 Reading	89	69	13 72.22%	90	71	82%	90	71	71%
KS1 Writing	85	61	12 66.7%	86	61	65%	88	63	71%
KS1 Maths	91	71	12 66.7%	92	72	76%	93	73	75%

Commentary from Appendix A – Analysis of 2014-15 LAC Outcomes Data

The cohort for 2015 was 24 children, therefore 1 child = 4.2%.

In all subjects, Kirklees performance was above West Yorkshire, Yorkshire and Humber and Statistical Neighbours averages (based on the available data).

Attainment at KS1 was in line with national LAC for reading although decreased from 82% in 2014. The change from 2014 to 2015 equates to 2 pupils.

The gap between LAC and all Kirklees children (see appendix A) was 19% in 2015, in-line with the national picture.

The outcome for writing improved from 65% in 2014 to 71% in 2015. The gap between LAC and all Kirklees children (see appendix A) was 15% in 2015 compared to 25% nationally.

The outcome for mathematics decreased slightly from 76% in 2014 to 75% in 2015. The gap between LAC and all Kirklees children (see appendix A) was 17% in 2015 compared to 20% nationally.

Key Stage 2 Outcomes

Provisional results – 2016

	National 2016	National LAC 2016	Kirklees 2016 Provisional until SFR						
Number of children eligible to sit KS2 tests			35						
Percentage Meeting the <i>Expected Standard or Higher</i>									
KS2 Reading	66%		12 LAC 34.3%						
KS2 Writing	74%		17 LAC 48.6%						
KS2 GPS	72%		14 LAC 40%						
KS2 Maths	70%		16 LAC 45.7%						
KS2 RWM	53%		8 LAC 22.9%						

	National 2016	National LAC 2016	2016 (ePEP Current PROGRESS from previous KS result)
Number of children eligible to sit KS2 tests			35
Percentage making <i>Expected Progress</i>			
KS2 Reading			27 LAC 77%
KS2 Writing			28 LAC 80%
KS2 Maths			29 LAC 83%

These results cannot be compared with previous years because of changes to the assessment criteria.

There are no results available to compare with National LAC until the Statistical First Release due in March 2017.

Cohort context analysis

On 20th July 2016 we had 43 pupils in the year 6 cohort, only 35 of these pupils were in the eligible cohort - see Appendix B

18 /35 pupils (51.5%) were in Kirklees schools and 17/35 pupils (48.5%) were in schools out of Kirklees.

7 /35 pupils (20%) have an Education and Health Care Plan or Statement.

2/35 pupils (5.7%) were in Special School and 1/35 pupils (2.9%) in an independent provision.

4/35 pupils (11.5%) have had 5 or more care placements, 12/35 pupils (34%) have had 3 or more care placements.

18/35 pupils (51.5%) have moved care placement during KS2.

18/35 pupils (51.5%) have moved school during KS2.

9/35 pupils (26%) became LAC during KS 2.

Attainment

8/35 (22.9%) pupils met the expected standard or higher for Reading , Writing and Maths combined.

A further 4/35 pupils (11.5%) missed the expected standard or higher for Reading, Writing and Maths combined by 3 marks or less in one or more areas (ie 97 or above).

3 /35 pupils (8.6%) missed the expected standard or higher for Reading, Writing and Maths combined by only 1 area.

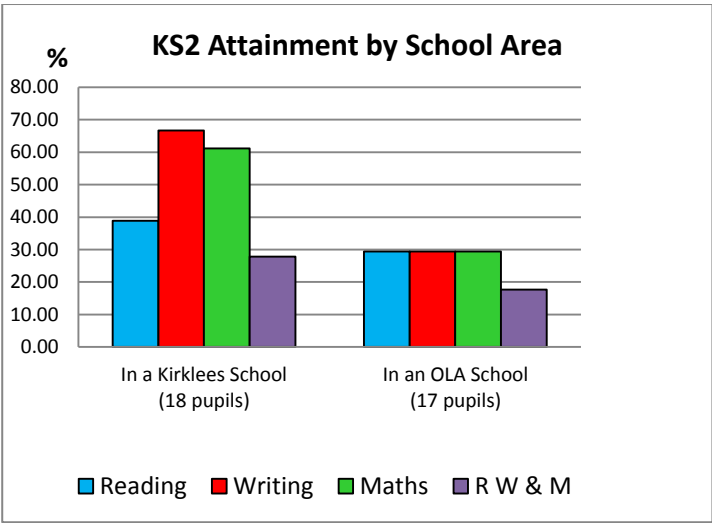
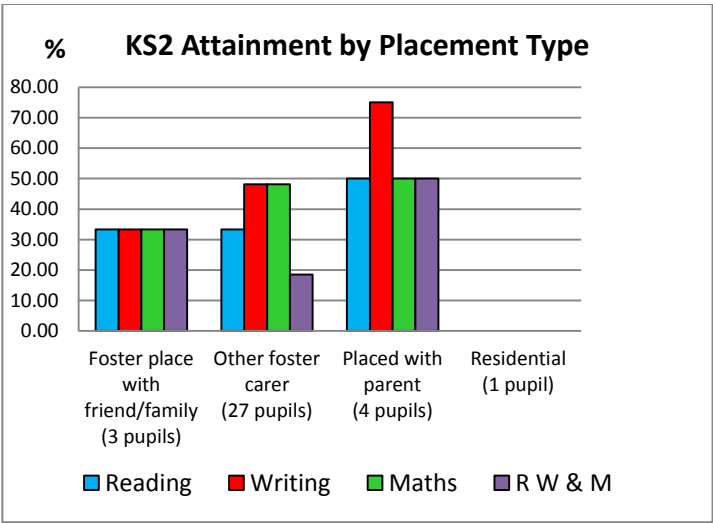
4 / 35 (11.4%) pupils did not take the SAT's tests (either not entered, dis-applied or did not take the test) so no results are published.

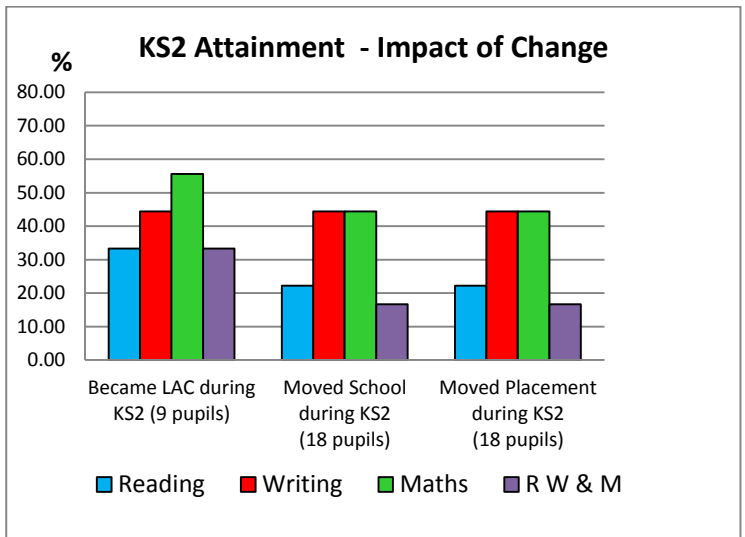
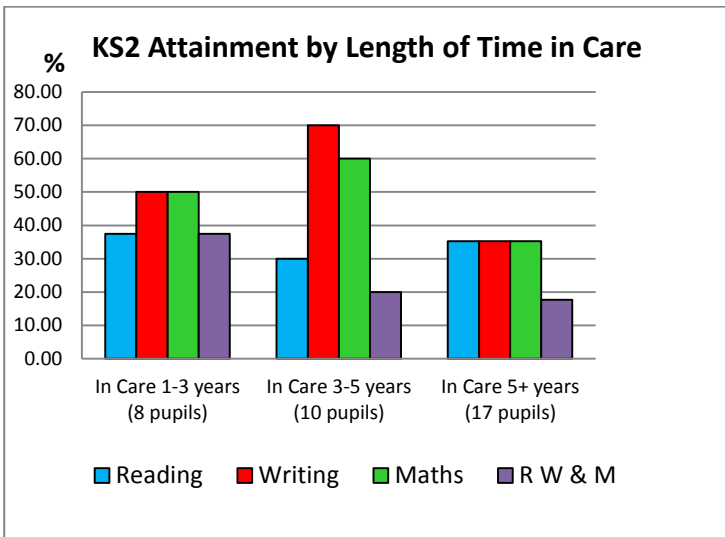
Progress

16 / 35 pupils (47.5.%) had at least one outcome below level 2 in their KS1 outcomes and 1/35 (2.9%) did not take KS1 SATs.

Current progress from previous Key Stage result in ePEP provides a better understanding of the progress made by these pupils, rather than a judgement about current attainment. (see progress data in the table above)

Analysis of KS2 Attainment





It is difficult to identify verifiable trends or issues as the cohort for each area is so small.

However it does seem that pupils attending schools in Kirklees have achieved better than those placed in schools out of area.

Historic data 2013 - 2015

Over 2%, Within 2%, Below 2%, of National LAC figures

	National 2013	National LAC 2013	DfE SFR Kirklees 2013	National 2014	National LAC 2014	DfE SFR Kirklees 2014	National 2015	National LAC 2015	DfE SFR Kirklees 2015
Number of children eligible to sit KS2 tests			25			30			25
Percentage achieving level 4 or above in									
KS2 Reading	86	63	72%	89	68	58%	89	71	71%
KS2 Writing	83	55	72%	85	59	61%	87	61	71%
KS2 GPS	74	45	52%	76	49	48%	80	54	71%
KS2 Maths	85	59	80%	86	60	55%	87	64	71%
KS2 RWM	75	45	56%	78	48	55%	80	52	54%

	National 2013	National LAC 2013	2013	National 2014	National LAC 2014	2014	National 2015	National LAC 2015	2015
Expected progress 2+ levels Reading	88	77	18 LAC 72.0%*	91	81	23 LAC 74.2%*	91		19 LAC 70.4%
Expected progress 2 +levels Writing	92	81	20 LAC 80.0%*	93	82	25 LAC 86.2%*	94		19 LAC 70.4%
Expected progress 2 +levels Mathematics	88	74	19 LAC 73.1%	90	75	25 LAC 78.1%	90		19 LAC 70.4%

*relates to availability of prior attainment data for progress calculations

Commentary from Appendix A – Analysis of 2014-15 LAC Outcomes Data

The cohort for 2015 was 27 children, therefore 1 child = 3.7%.

In all subjects combined, Kirklees performance decreased slightly to 54% from 55% in 2014, although this outcome was above West Yorkshire, Yorkshire and Humber averages but slightly below Statistical Neighbours (based on the available data).

Attainment at KS2 was above national LAC.

The attainment gap in Kirklees (between all children and LAC) was similar to 2014 and remained better than the national outcome.

Outcomes for Kirklees LAC are significantly better than the cohort of all Children in Need.

Local Authority Data Matrix 21.06.16

Kirklees position compared with Regional and National Data – 2015 results

Children in care reaching level 4 in reading, writing and maths KS2 latest regional rank is 4/9 and national 40/85 RAG rating yellow

Children in care reaching level 4 in reading KS2 latest regional rank is 4/11 and national 42/97 RAG rating green

Children in care reaching level 4 in writing at KS2 latest regional rank is 4/11 and national 19/93 RAG rating green

Children in care reaching level 4 in maths at KS2 latest regional rank is 2/11 and national 24/94 RAG rating green

Key Stage 4 Outcomes

Historic data 2013-2015 and provisional results 2016

Over 2%, Within 2%, Below 2%, of National LAC figures

KEY STAGE 4	National 2013	National LAC 2013	DfE SFR Kirklees 2013	National 2014 (M4)	National LAC 2014 (M4)	VS 2014	National 2015	National LAC 2015 (M4)	DfE SFR Kirklees 2015	National 2016	National LAC 2016	Kirklees 2016 <i>Provisional until SFR</i>
Number of children eligible to sit GCSE			35 *28 **30			40			40			35 (17 in LA 18 OLA)
<i>Number of children who sat GCSE</i>												30
<i>Number of children in non-mainstream provision</i>												11
Percentage achieving												
A*-C in both English and Maths		16.2	16.7%		14.4	5 LAC 12.5%	55.8	15.9	31.7%			8 LAC 22.86%
<i>A*-C in both English and Maths</i>												3 in LA 5 OLA
5 A*-C at GCSE inc English and Maths	59.2	15.5	16.7%	53.4	12.2	5 LAC 12.5%	53.8	13.8	26.8%			6 LAC 17.14%
<i>5 A*-C at GCSE inc English and Maths</i>												2 in LA 4 OLA
5 A*-C at GCSE	81.8	37.2	25%	63.8	16.5	10 LAC 25%	64.9	18.3	26.8%			7 LAC 20%
<i>5 A*-C at GCSE</i>												2 in LA 5 OLA

Number of children eligible to sit GCSE. * / ** cohort no included in calculations	National 2013	National LAC 2013	2013 35 *28 **30	National 2014	National LAC 2014 (M4)	2014 40 *37	National 2015	National LAC 2015 (M4)	2015 40 *38 *39	National 2016	National LAC 2016	2016 35 *32
Expected level of progress in English	70.4	32.7	8 LAC *28.6%	71.6	34.5	10 LAC *27.03%	71.1		17 LAC *44.7%			11 LAC 34.38%
Expected level of progress in Maths	70.8	29.3	7 LAC **23.3%	65.5	26.3	10 LAC *27.03%	66.9		14 LAC **36%			11 LAC 34.38%

The progress data for 2016 has been calculated using the previous KS2 – KS4 progress measure though this is being phased out and not included in the performance tables.

Very few schools are calculating individual attainment 8 and progress 8 scores so we cannot analyse this data.

Comparisons with National LAC will be carried out when the Statistical First Release is published in March 2017.

Further details of this cohort are available – see Appendix C

Cohort context analysis

On 20th July 2016 we had 59 pupils in the year 11 cohort, only 35 of these pupils were in the eligible cohort - see Appendix C

17 /35 pupils (48.5%) were in Kirklees schools and 18/35 pupils (51.5%) were in schools out of Kirklees.

11 /35 pupils (31.4%) have an Education and Health Care Plan or Statement.

8/35 pupils (22.9%) were in Independent Special School.

3/35 pupils (8.6%) in an alternative provision / PRU

11/35 pupils (29.3%) have had 5 or more care placements, 22/35 pupils (62.9%) have had 3 or more care placements.

14/35 pupils (40%) have moved care placement during KS4.

7/35 pupils (20%) have moved school during KS4

9/35 pupils (25.7%) have had 3 or more secondary schools

3/35 pupils (8.6%) became LAC during KS 4.

Attainment

6/35 (17.1 %) pupils achieved 5A*C including English and maths.

8/35 (22.9 %) pupils achieved A*C in both English and maths.

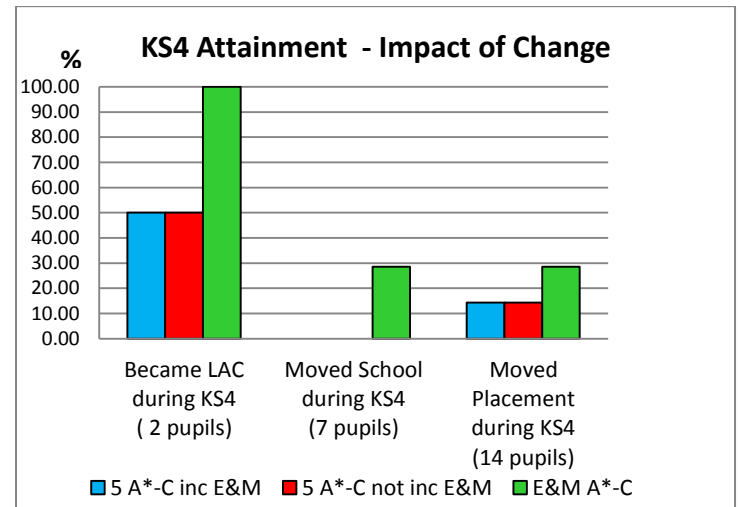
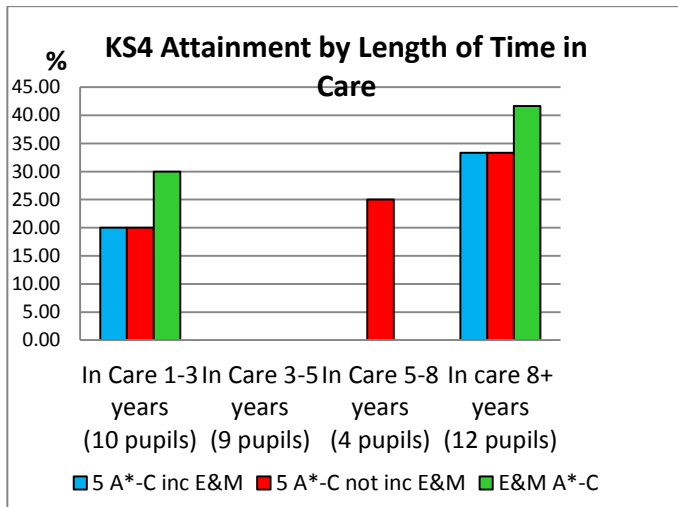
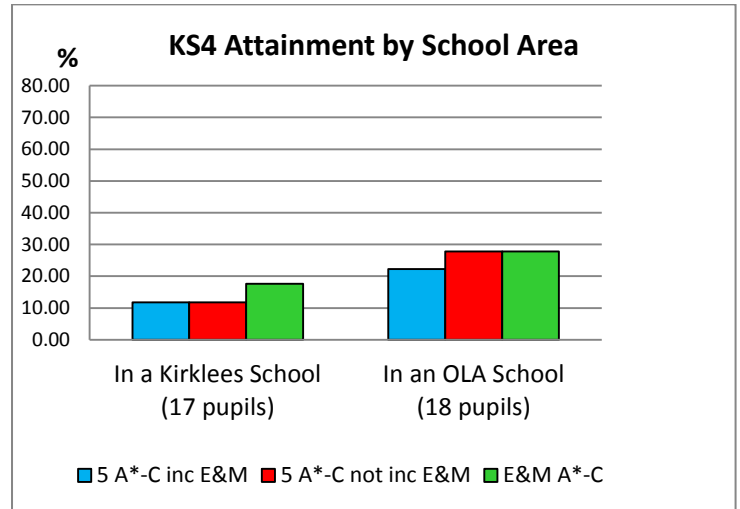
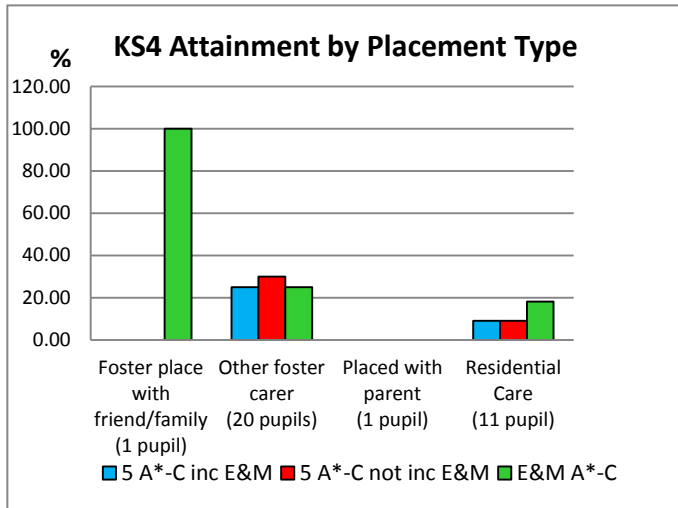
7/35 (20 %) pupils achieved 5A*C

Progress

11/ 32 pupils (34.4%) made the expected level of progress in English from their previous Key Stage.

11/ 32 pupils (34.4 %) made the expected level of progress in Maths from their previous Key Stage.

Analysis of KS4 Attainment



KS4 Historic Outcomes 2015-16

Commentary from Appendix A – Analysis of 2014-15 LAC Outcomes Data

The cohort for 2015 was 41 children, therefore 1 child = 2.4%.

For 5+ GCSEs A*-C or equivalent, Kirklees performance in 2015 was above West Yorkshire, Yorkshire and Humber and Statistical Neighbours averages (based on the available data).

Attainment was better than national average and improved from 25% in 2014.

Outcomes for Kirklees LAC are significantly better than the cohort of all Children in Need.

For 5+ GCSEs A*-C or equivalent (including English & maths), Kirklees performance in 2015 was above all regional and national averages (based on the available data) and improved from 10% in 2014 to 26.8% in 2015.

The attainment gap in Kirklees (between all children and LAC) reduced from 46% in 2014 to 30.1% in 2015 and was better than the gap nationally.

Outcomes for Kirklees LAC are significantly better than the cohort of all Children in Need.

For GCSEs A*-C or equivalent in English & maths, Kirklees performance in 2015 was significantly above all regional and national averages (based on the available data) and improved from 12.5% in 2014 to 31.7% in 2015.

Local Authority Data Matrix 21.06.16

% of LAC achieving 5+ A*-C GCSE including maths regional 1/5, national 3/43 RAG rating green

% LAC achieving 5+ GCSEs 2/7 regionally and 15/68 nationally RAG green

Post 16 Education Destination data 2015

C&K Careers reports – Appendix D

The Virtual School currently works with pupils until the end of Year 11.

We work closely with the Calderdale and Kirklees (C&K) careers advisors to ensure that all pupils have a Post 16 plan in place.

C&K Careers then work with the individual pupils and their Social Workers / Personal Advisors when pupils receive their results to secure their Post 16 pathways.

There is one FTE C&K careers advisor (two people) who work with pupils from Year 9 to Year 12 to ensure some continuity.

There is an additional C&K careers advisor based in Social Care working with the post 18 young people.

On 1st November 2015 87% of the post 16 cohort were in Education, Employment or Training (EET) (55/63 pupils).

1.6 % (2/63 pupils) were working towards the duty.

11% (7/63 pupils) were Not in Education, Employment or Training (NEET) on 1st November 2015.

This was an increase from 2014 (NEET 6%) when there had been an improvement year on year since 2009 (in 2009 50% of LAC were NEET.)

Local Authority Data Matrix 21.06.2016

Proportion of young people aged 19 who were looked after aged 16 who were not in employment, education or training. Regional 15/15, national 130/148 RAG rating red.

Care Leavers at 19-21 Education, employment or training, regional 12/15, national 92/150 RAG rating orange

Attendance

The attendance of our pupils is monitored closely and the data is analysed on a half termly basis.

The data for pupils placed in schools both in area and out of Kirklees is collated by Welfare Call and reported weekly. This enables any deterioration in attendance to be noted quickly, the child's social worker alerted and any action required taken.

Any exclusions are always communicated to the social worker.

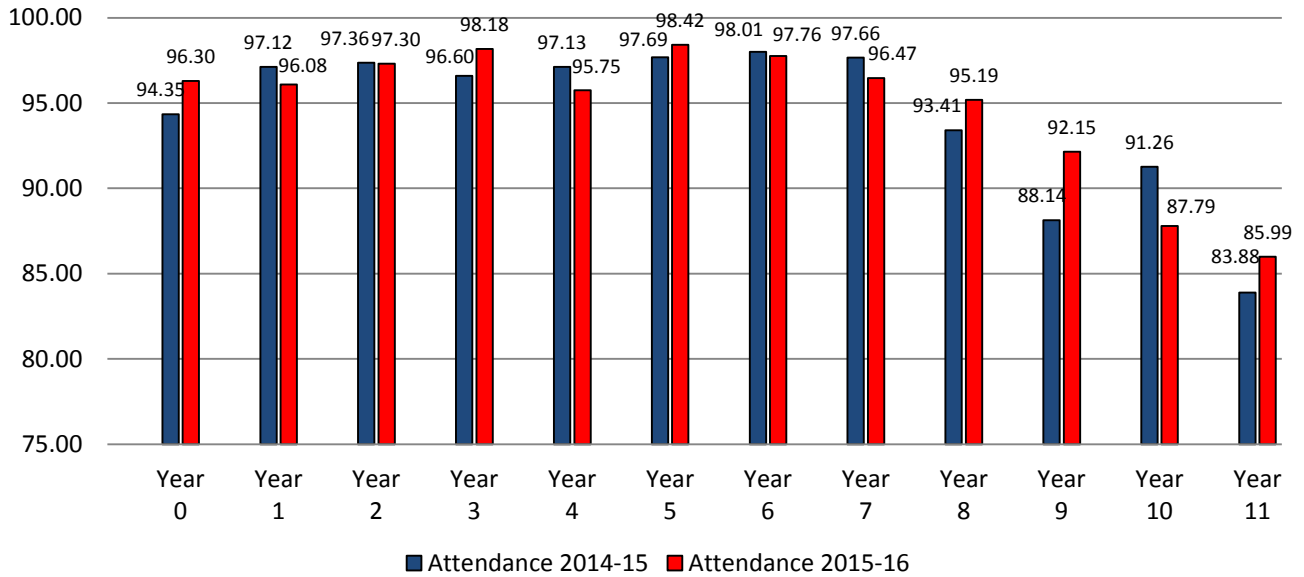
Attendance 2015 - 16

Data is for pupils who were LAC on 25 July 2016 and were in care for the full academic year

NB The measure for Persistent Absence has changed from 85% in 2014-15 to 90% in 2015-16

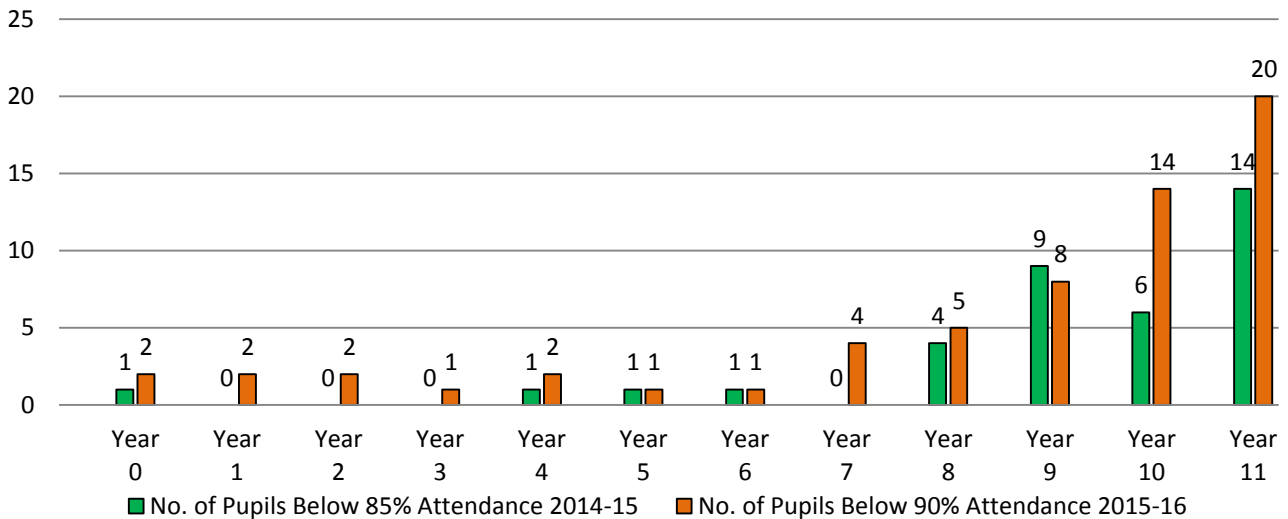
Year Group	Attendance 2014-15	Attendance 2015-16	No. of Pupils Below 85% Attendance 2014-15	No. of Pupils Below 90% Attendance 2015-16
Year 0	94.35	96.30	1	2
Year 1	97.12	96.08	0	2
Year 2	97.36	97.30	0	2
Year 3	96.60	98.18	0	1
Year 4	97.13	95.75	1	2
Year 5	97.69	98.42	1	1
Year 6	98.01	97.76	1	1
Year 7	97.66	96.47	0	4
Year 8	93.41	95.19	4	5
Year 9	88.14	92.15	9	8
Year 10	91.26	87.79	6	14
Year 11	83.88	85.99	14	20
TOTAL	93.98%	94.11%	37	62

Kirklees Virtual School Attendance



Data shown is for pupils who were LAC for the full academic

Kirklees Virtual School Number of Persistent Absentees



Data shown is for pupils who were LAC for the full academic year

Year 10 and Year 11 are the only 2 year groups with attendance below 90%.

This includes pupils with medical needs, pregnancy, CSE moves, pupils prior to secure placements and pupils whose complex needs lead to less than full time provision. We know who these pupils are and are working closely with Social Care, Carers and schools in all cases.

Absence from school of children who have been looked after continuously for at least twelve months
Shows there are no statistically significant variances in this data when comparing Kirklees to all the above indicators in 2015.

Absence of LAC is lower than the overall CiN outcome for Kirklees.

There is an increasing trend in the percentage of Kirklees LAC classed as persistent absentees and the 2015 outcome is above all regional and national averages.

The percentage of LAC classed as persistent absentees is below the overall CiN outcome for Kirklees.

Local Authority Data Matrix 26.06.16

Absence for those looked after continuously for at least 12 months 9/15 and 65/151 RAG green

Pupils spending a period of time not in full time education.

This includes pupils on an agreed reduced timetable and those out of school following a placement move.

Over the year there have been 48 pupils spending a period of time not in full time education.

These pupils have been supported individually to return to full time provision that meets their needs.

On 20th July 2016 we were aware of 10 pupils in this category, this has increased to 22 pupils as a result of summer placement moves. (31.08.16)

This is a slight increase on the numbers for 2014-15 and is a result of an increase in the number of children and young people coming into in care, increased mobility and movement of children and young people at risk of CSE in “emergency situations” when they are moved quickly as a response to serious safeguarding concerns.

The close monitoring of attendance alongside collaborative working with Social Workers means that the Virtual School Team Manager quickly becomes aware of those looked after children who may not be accessing full time education provision. This may be due to the child’s particular needs or as a result of an agreed plan which will be time limited. We work closely with the SEN team to ensure that Statutory Assessment processes are moved forwards in a timely manner.

We have worked collaboratively with the Kirklees Learning service to reissue systems and protocols to all headteachers to ensure that we are aware immediately that there is an issue.

Exclusions

2014-15 and 2015-16

There have been no permanent exclusions of a Looked After Child for a number of years. This is testament to the collaborative approach to supporting those with challenging behaviour and the access to effective support services that ensure those LAC at risk of exclusion receive appropriate intervention.

There has been an improving trend in Kirklees for fixed term exclusions however whilst there has been a slight increase in the number of LAC excluded in 2015-16 than in 2014-15, the number of days LAC have been excluded has risen significantly. This is particularly noticeable in years 8-11, in Y11 this is mainly due to 3 young people admitted to care during the academic year who have had a high number of days excluded

Exclusions 2015 – 2016

Year Group	No. Of Pupils	Total No. of Days	No of pupils with more than 1 exclusion
Year 0	0	0	0
Year 1	0	0	0
Year 2	0	0	0
Year 3	1	1	0
Year 4	3	6	1
Year 5	4	19.5	1
Year 6	2	8.5	2
Year 7	6	15.5	2
Year 8	9	58	5
Year 9	12	71	4
Year 10	10	54	6
Year 11	13	81.5	7
TOTAL	60	315	28

Exclusions 2014 – 2015

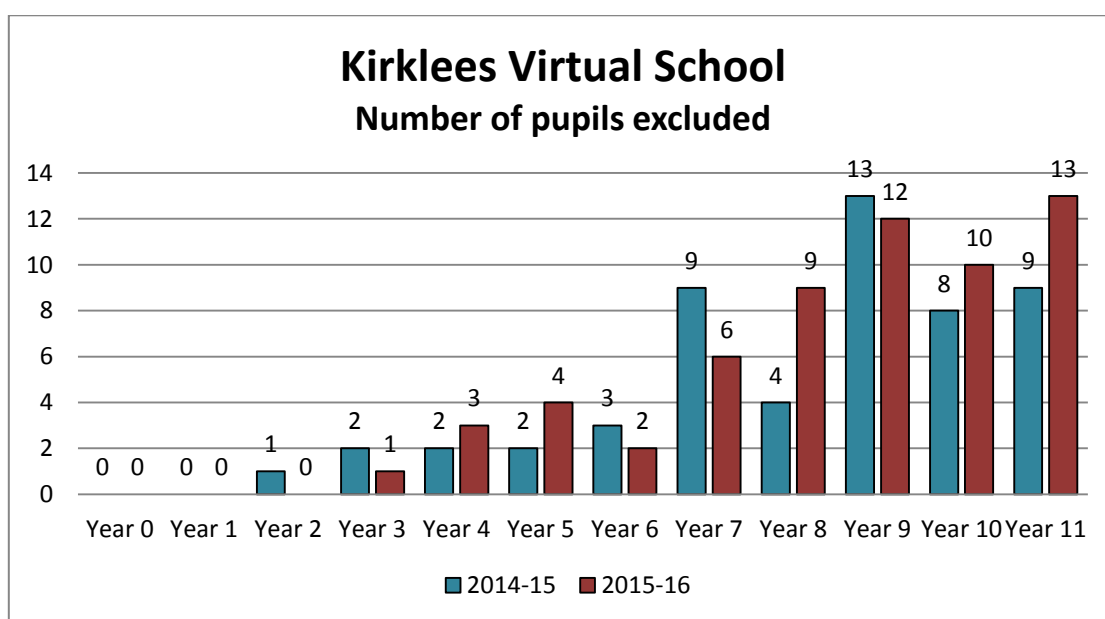
Year Group	No. Of Pupils	Total No. of Days	No of pupils with more than 1 exclusion
Year 0	0	0	0
Year 1	0	0	0
Year 2	1	0.5	0
Year 3	2	22.5	2
Year 4	2	2	0
Year 5	2	7	2
Year 6	3	11.5	2
Year 7	9	67	6
Year 8	4	38.5	3
Year 9	13	64	6
Year 10	8	29	3
Year 11	9	20	3
TOTAL	53	262	27

Only one of the pupils who had exclusions from primary did not have previously identified EBSD needs and an EHC plan.

Comparison

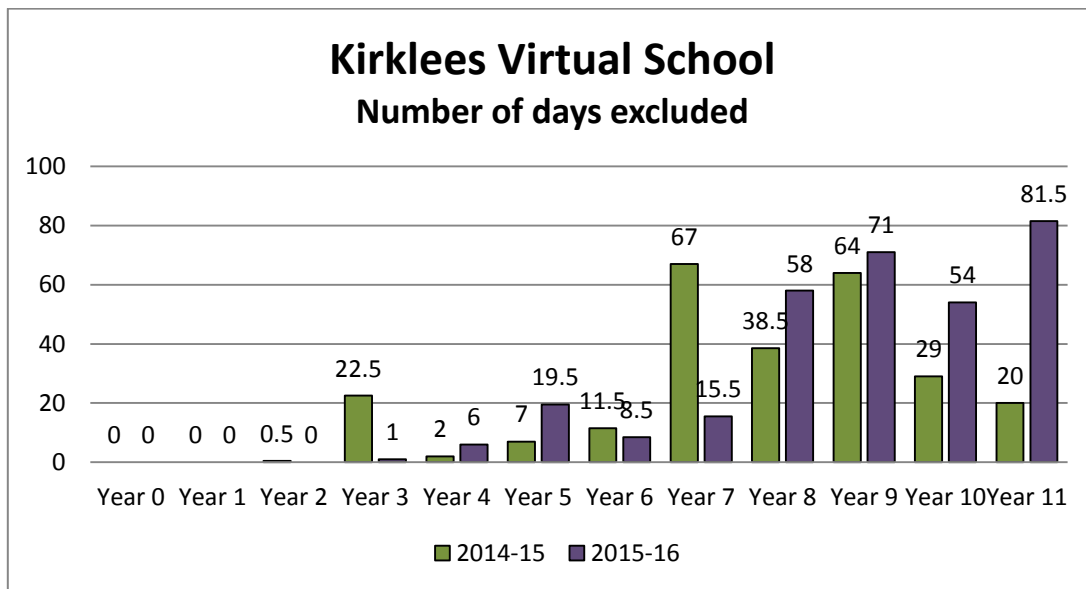
No. of Pupils Excluded

Year Group	2014-15	2015-16
Year 0	0	0
Year 1	0	0
Year 2	1	0
Year 3	2	1
Year 4	2	3
Year 5	2	4
Year 6	3	2
Year 7	9	6
Year 8	4	9
Year 9	13	12
Year 10	8	10
Year 11	9	13
TOTAL	53	60



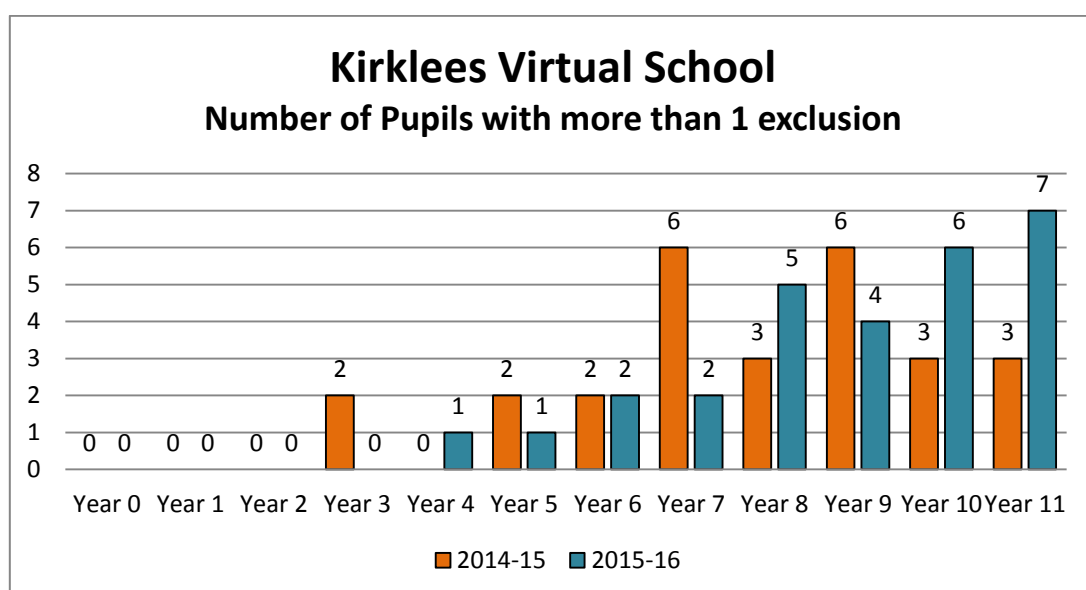
No. of Days Exclusion

Year Group	2014-15	2015-16
Year 0	0	0
Year 1	0	0
Year 2	0.5	0
Year 3	22.5	1
Year 4	2	6
Year 5	7	19.5
Year 6	11.5	8.5
Year 7	67	15.5
Year 8	38.5	58
Year 9	64	71
Year 10	29	54
Year 11	20	81.5
TOTAL	262	315



No. of Pupils with more than one Exclusion

Year Group	2014-15	2015-16
Year 0	0	0
Year 1	0	0
Year 2	0	0
Year 3	2	0
Year 4	0	1
Year 5	2	1
Year 6	2	2
Year 7	6	2
Year 8	3	5
Year 9	6	4
Year 10	3	6
Year 11	3	7
TOTAL	27	28



We are aware of all these pupils and support all cases where a pupil has been excluded. We work closely with other services and in many cases this has led to increased SEN support, an EHC plan or a change of educational placement.

Commentary from Appendix A – Analysis of 2014-15 LAC Outcomes Data

Percentage of children with at least one fixed term exclusion

The latest data available is from 2014 for this indicator.

Kirklees is below the national outcome and in-line with the Statistical Neighbours average for this indicator.

The percentage of LAC with fixed-term exclusions is higher than the Child in Need (CiN) average for Kirklees however.

Percentage of children permanently excluded (no pupils)

A great deal of withheld data means it is difficult to make judgements of the position other than against the national position.

The LAC outcome in Kirklees is the same as the overall CiN outcome at 0.0%

Quality of provision

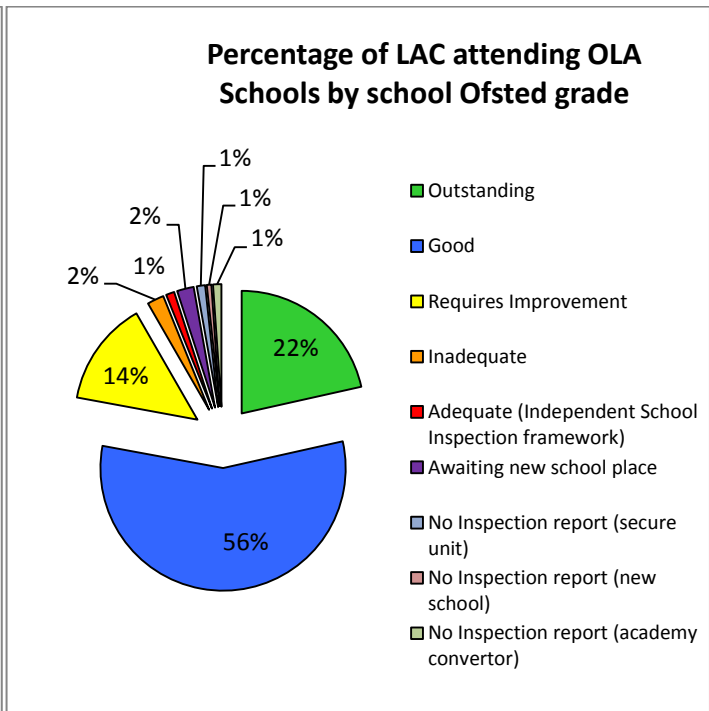
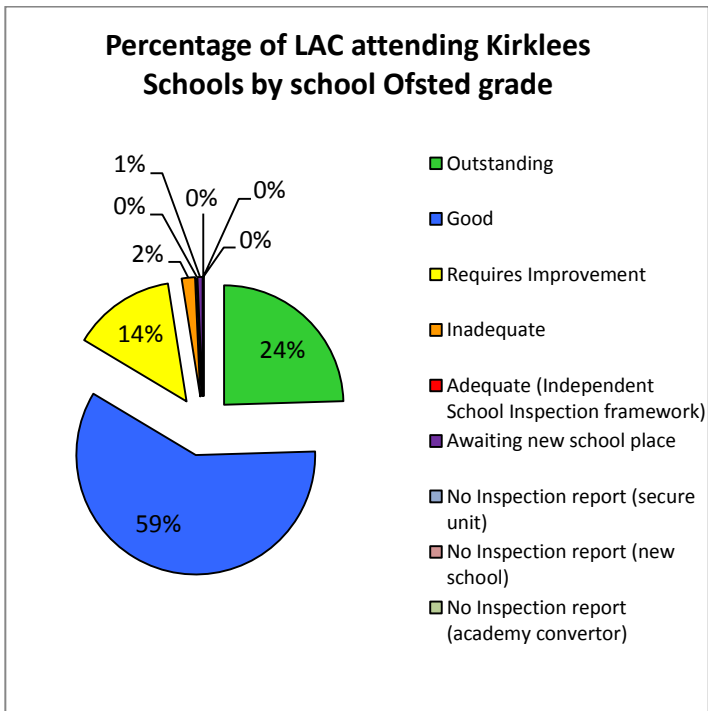
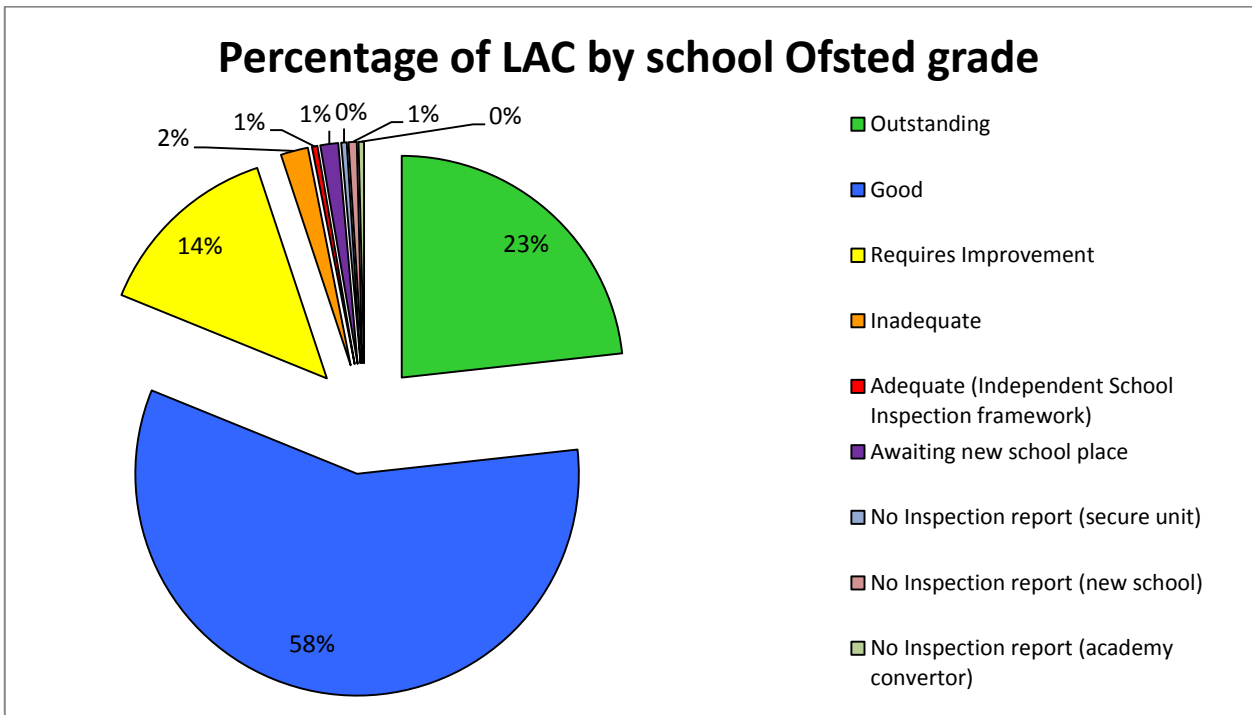
As Corporate Parent, Kirklees LA is dependent on schools and alternative education provisions to deliver good quality teaching and learning experiences to ensure our children make good progress and experience success and support and challenge them to do so.

Over the past 12 months agreement has been reached to ensure that where a child has to change school because of a change of placement, the social worker will liaise with the Education Manager for Looked After Children before applying for a school place. This provides opportunity to check that the preferred school is a 'good' school and that it offers a curriculum suitable for the child concerned. Where the child has a statement of SEN, the Education Manager liaises in turn with the SEN team..

The position as at 20th July 2016 was as follows:

	In Kirklees Schools 274		In OLA Schools 181		Total Cohort 455	
	Number of Pupils	% of Pupils	Number of Pupils	% of Pupils	Number of Pupils	% of pupils
Outstanding	67	24.50%	39	21.50%	106	23.30%
Good	162	59.00%	102	56.40%	264	58.00%
Requires Improvement	38	13.90%	25	13.80%	63	13.80%
Inadequate	5	1.80%	4	2.20%	9	2.00%
Adequate (Independent School Inspection framework)	0	0.00%	2	1.10%	2	0.40%
Awaiting new school place	2	0.70%	4	2.20%	6	1.30%
No Inspection report (secure unit)	0	0.00%	2	1.10%	2	0.40%
No Inspection report (new school)	0	0.00%	1	0.60%	1	0.60%
No Inspection report (academy convertor)	0	0.00%	2	1.10%	2	0.40%
Total	274	60.20%	181	39.80%	455	

NB. Where a school has converted to Academy status and has not yet been inspected – the most recent grade for the previous school has been counted as indicative.



All children attending schools judged to be inadequate were on roll prior to the Ofsted judgement and it is not felt appropriate to enforce a change of school. Their progress and achievement at school is monitored carefully so that swift action can be taken if necessary and changes of school will be encouraged should an opportunity arise. The same approach is taken in respect of schools judged to require improvement.

Making decisions about which school a child should attend can be a complex matter and a range of factors need to be considered, including of course listening to the child's wishes. This is particularly important at KS2 - KS3 transition where peer relationships can be vital in supporting a successful transition.

Personal Education Plans (PEP's)

The statutory guidance on the duty of local authorities to promote the educational achievement of looked after children under S52 of the Children Act 2004 makes it clear that the Personal Education Plan (PEP) is not only an integral part of The Care Plan but also provides the means by which a looked after child's educational progress and achievement can be monitored. The PEP should reflect the importance of a personalised approach to learning which secures good basic skills, stretches aspirations and builds life chances.

The statutory guidance states that it is the social worker's responsibility to initiate the PEP and that every child and young person looked after should have a PEP in place for the first statutory review of the Care Plan (within 20 days). It is expected that a PEP will be completed for all compulsory school age children, those in Early Years provision and those over compulsory school age who are in education.

The current process in Kirklees is that the Virtual School staff are responsible for co-ordinating and completing the initial PEP – either when a child becomes newly looked after or when they reach their 3rd birthday if already in care, the child's social worker is responsible for reviewing the PEP on a 6 monthly basis. Virtual School staff are involved in PEP reviews where there are clearly identified issues identified through the monitoring and evaluation processes (intervention overview).

Carefirst data

The measure for this is PEP activity within the previous 6 month period.

This has increased to 91.74% on 13.07.16

ePEP summary

Most pupils currently have at least one completed PEP on the ePEP system.

The only pupils who do not were taken into care at the end of the summer term or during the summer holidays.

From 1.09.15 to 20.07.16 (source ePEP)

656 PEP's were completed and fully signed off.

431 were current (ongoing until the next review).

36 were incomplete (ongoing) either because the meeting had happened but the quality of the PEP was not ready to be signed off, the pupil was new into care or the pupil was awaiting a new school place or change of school place.

These cases are closely monitored by the Virtual School who work with the Social Worker and the school to ensure completion.

Allocation and Impact of the Pupil Premium Plus funding

Pupil premium

Direct to schools

Allocation

There has been a change to the way that Pupil Premium Plus funding has been allocated during the 2015-16 academic year.

From the 1st April 2015 to 31st March 2016 Pupil Premium Plus was distributed to schools on a termly basis. This process required schools to provide progress data to the Virtual Head Teacher along with details of how Pupil Premium was being used to ensure expected progress is being made. The base funding of £300 was then allocated. The schools could also request additional funding should there be a specific intervention identified. Use of the Pupil Premium also formed part of the PEP discussion – providing an opportunity for all concerned to understand and agree how it could best be used.

During this period £579,935 was allocated directly to schools (61% of the total budget)

From the 1st April this changed and the allocation of Pupil Premium Plus is now directly related to targets set during the PEP meetings and requested via the ePEP system. This ensures that the funding is clearly allocated to meet individual needs, this is clearly understood by the Social Worker, Carer and Designated Teacher and the impact can be clearly reviewed during the following PEP meeting and progress towards these targets documented for all targets at an individual pupil level.

We are now able to analyse this allocation in ePEP in 2 ways to show how identified targets have been allocated funding. The majority of this funding is Pupil Premium Plus funding though some may be other school funding. During the academic year 2015-16 this was spent in the following areas:-

Area of Focus

Academic progress	£373122
Attendance	£875
Emotional health and Well being	£119,049
Inclusion (to reduce internal and external exclusion)	£7,158
Transition	£27,630
Wider achievement	£8,093

Intervention type

After school programme	£98,571
Behaviour interventions	£8,681
Homework support	£1,128
Improving self esteem	£6,542
1:1 support	£284,278
Post 16 college liaison	£450
Provide access to the internet	£749
Small group support	£57,594
Social and emotional learning	£39,218
Transition support	£15,167

Impact

The impact of this for individual pupils is available when their targets are reviewed in the following PEP meeting and recorded in ePEP as either :-

- achieved / not achieved or
- good progress / some progress / no progress.

Other funding allocation during the financial year 2015-16

ePEP implementation and staffing support

Allocation

The purchase of ePEP is from the pupil Premium funding, this was £18,000 for 2015-16. To implement this way of working effectively we needed additional Business Support (£20,000) and an additional achievement coordinator (£26,000)

Impact

The ePEP system has been implemented and the quality and completion of PEP's has improved. The Virtual School team are involved in more PEP meetings to support and challenge where intervention is required.

Integrated Intervention Pilot to provide direct services to children and young people

Allocation

Pupil Premium funding was also used to commission the integrated intervention pilot project from September 2015 providing additional capacity into the Pupil Referral Service (3 support workers £87,600) Educational Psychology service ((£75,000) and Children's Emotional Wellbeing Service (ChEWS.) (£100,000)

The objectives are

- to provide a more holistic and timely response to looked after children regarded as being in need of additional support in relation to their emotional health and wellbeing, attendance and/or engagement through one point of referral.
- to build capacity within schools to better understand and identify the specific needs of looked after children and provide appropriate support and interventions from within school.

Impact

Feedback from Headteachers and Designated teachers report a great improvement in the time taken for pupils to be seen and the length of time that they have been supported.

In 2015-16 the Educational Psychology service provided additionality above the core offer for 60 pupils, 75 pupils accessed services from ChEWS and 26 pupils were given intensive support through the PRS.

The Educational Psychology training has been a huge success with 207 staff attending the training over the year with many colleagues stating the it is “the best” or “the most useful” training they have ever had. All evaluations rated this as very good or excellent.

This has been followed up with bespoke training in schools to build capacity and understanding across a wide range of professionals.

These have been evaluated in detail by each service– see Appendix F

KS2 reading – support to all primary pupils and carers

Allocation

£25836 has been used to provide reading support for primary age pupils through The Letterbox Club, a recognised programme operating nationally.

The programme aims to provide enjoyable educational support for looked-after children aged 5-13. It is managed by BookTrust in partnership with the University of Leicester.

Children receive a parcel once every month for six months. The parcels are theirs to own and keep, and contents include:

- A range of carefully selected books from different genres.
- Some simple number games
- Stationery items, for writing and drawing.

We hope to build on this by providing Reading Matters carer training in 2016-17.

Impact

All primary pupils and carers have appropriate reading resources to work through together at home. We do not have the capacity to sample reading ages before and after this intervention and so do not have any “hard data” to measure impact.

However feedback from carers is very positive.

Enrichment activities to support learning – all children and young people

We have provided Max card for all our carers at a cost of £1,200.

Max Card provides the families and carers of looked-after children with discounted access into a range of venues and attractions across the UK. The card helps to ensure carers can provide opportunities for our LAC at venues such as theme parks, ski centres, museums, galleries, castles and zoos.

Historically Kirklees LA has commissioned Kirklees Music School to provide free music lessons for LAC, however this was cut on 31 March 2016. This Pupil Premium plus funding enabled lessons to continue during the summer term at a cost of £4,029. In future funding for music lessons will be requested through ePEP targets.

Learning partnership with the teaching School Alliance to support training and development

We have also commissioned a Learning Partnership with The Pennine Teaching School Alliance and West Yorkshire Teaching School Alliance from the 2014-15 funding and this work continues :-

- To work in partnership with the Virtual School to lead and deliver all of the training and development work of the Virtual School during 2015-16.
- To facilitate the sharing of good practice across schools
- To have representation across all phases so that their expertise informs the development of the Virtual School, ensuring that it is grounded and up to date.
- To lead and facilitate expert, focus groups to work on key development initiatives.
- To arrange, facilitate and host training events for the Virtual School as and when they are required.
- To arrange the coordination of publicity, bookings and rooming, including equipment required.
- To arrange refreshments as appropriate to the timing of the event.

Training and Development

Virtual School staff

During our journey to becoming a Virtual School the team have had to take on new ways of working and have required updates and training on current educational issues. All colleagues have been keen to develop their skills and expertise and have welcomed the development opportunities on offer. The Virtual School team now meet weekly to discuss individual cases, monitor and evaluate our intervention and share good practice.

During 2015-16 there has been specific training delivered on:

- Safeguarding
- Attachment training delivered by the Educational Psychology service
- The new code of practice delivered by the SEN team
- The EPEP system delivered by eGov

Staff have access to the full range of training available through Kirklees as appropriate

Training Delivery

We have delivered the following training:

- ePEP training for Designated Teachers and Social Workers
- Termly Designated Teacher network meetings
- New Headteacher induction
- Foster Carer induction and specific education sessions.
- Kirklees Foster Carers Network
- Attachment training for Designated Teachers and support workers with the Educational Psychology service through the Integrated Intervention project.
- Kirklees SCITT training for new teachers
- Bespoke training for individual schools as required
- Social Worker induction

Collaborative Working

We regularly work with partner services and agencies across the LA and wider to support and challenge schools to improve outcomes for our children and young people in care.

This might be initiated through the PEP process or direct contact with carers, Social Workers, Designated Teachers, the Pupil Referral Service, the SEN team, admissions

In addition we regularly attend and contribute to multi agency, corporate, regional and national meetings:

- Kirklees Head Teacher meetings
- A range of Social Care meetings including Section 20 Clinic, Permanency Panel, Accommodation Strategy.
- Regional Virtual Head Teacher meetings
- eGov National Steering Group
- Regional Adoption Group

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Corporate Parenting Board

Agenda Plan 2016/17

Date of Meeting	Issues for Consideration	Priority Focus	Officer Contact
Thursday 28 July 2016 9.30 a.m. – 12.00 Mtg Room 1, HTH	<p align="center">Public Items:</p> <p align="center">Informal Items</p>		Alaina McGlade Tish Barker
Thursday 15 September 2016 3.00 - 5.00pm Mtg Room1, HTH	<p align="center">Public Items:</p> LAC Emotional Health – Pillars of Parenting Preparation for Independence Refresh of Corporate Parenting		Catherine Boaler Lynn Mackie Belinda Cashman
Monday 24 October 2016 10.00 a.m. – 12.00 Mtg Room1, HTH			
Monday 28 November 2016 9.00am – 11.00am Reception Room, HTH	<p align="center">Public Items:</p> Youth Engagement Event - Feedback/ Next Steps (Discussion item) - Update on LAC Strategy/ Refresh of Corporate Parenting Board OFSTED Feedback Regional Adoption - Update on timescales		Linda Patterson Carly Speechly/ Linda Patterson

Corporate Parenting Board

Agenda Plan 2016/17

	<p>- Governance arrangements</p> <p>Standing items: Adoption Agency Report Performance Date/ Exception Report Agenda Planning</p>		<p>Michelle Rowlings</p> <p>Lorraine Wood Lorraine Wood</p> <p>CLlr Hill</p>
<p>Monday 16 January 2017</p> <p>10.00 a.m. – 12.00</p> <p>Mtg Room1, HTH</p>	<p>Public Items: OFSTED – Discussion on report (Published on 25 November)</p> <p>Preparation for Independence</p> <p>Putting Children First – Update on Government reforms</p> <p>Standing items: Fostering Agency Report Performance Date/ Exception Report Agenda Planning</p>		<p>Carly Speechley/ Linda Patterson</p> <p>Belinda Cashman</p> <p>Linda Patterson</p> <p>Lorraine Wood Lorraine Wood</p> <p>CLlr Hill</p>
<p>Monday 20 February 2017</p> <p>10.00 a.m. – 12.00</p> <p>Mtg Room1, HTH</p>	<p>Public Items: Terms of Reference/ Membership</p> <p>Performance Report</p> <p>Virtual Head Teacher Report</p> <p>Missing Children Report</p>	<p>Safeguarding & Vulnerability</p>	<p>Julie Mepham/ Martin Green</p> <p>Julie Mepham/ Abi Ajayi</p> <p>Janet Tolley</p> <p>Mandy Cameron/ Julie Mepham/ Sally</p>

**DEADLINE FOR REPORTS
WEDNESDAY 8TH FEBRUARY**

Corporate Parenting Board

Agenda Plan 2016/17

	<p>Informal Items</p> <p>OFSTED – Improvement Plan</p>		<p>Williams</p> <p>Julie Mepham</p>
<p>Monday 20 March 2017</p> <p>4.00 p.m. – 6.00 p.m.</p> <p>Huddersfield University</p> <p>DEADLINE FOR REPORTS WEDNESDAY 8TH MARCH</p>	<p>Public Items:</p> <p>Voice & Influence of Young People</p> <p>Preparation for Independence</p> <p>Performance Report</p> <p>Informal Items</p> <p>OFSTED – Improvement Plan</p>	<p>Voice & Influence of Child</p>	<p>Julie Mepham/ Julie Walker/ Belinda Cashman Belinda Cashman</p> <p>Julie Mepham/ Abi Ajayi</p> <p>Julie Mepham</p>
<p>Monday 24 April 2017</p> <p>10.00 a.m. – 12.00</p> <p>Mtg Room1, HTH</p>	<p>Public Items:</p> <p>Adoption Agency Report TBC</p> <p>Fostering Agency Report TBC</p> <p>Informal Items</p>		<p>TBC</p> <p>TBC</p>
<p>Monday 15 May 2017</p> <p>10.00 a.m. – 12.00</p> <p>Mtg Room1, HTH</p>	<p>Public Items:</p> <p>Informal Items</p>		

Corporate Parenting Board

Agenda Plan 2016/17

Potential Future items:

Looked After Child Strategy – Recommendation on 18-416 - It was suggested that there be further discussions with the Board about the delivery of the Strategy including any action plan and timescales. An engagement plan would also be drawn up to ensure that key partners had the opportunity to inform the Strategy.

Regular reports:

Annual:

Private Fostering Annual Report

6 monthly

Adoption Agency Report (April to September)

Adoption Agency Report (October to March)

Quarterly

Fostering Agency Report (April to June)

Fostering Agency Report (July to Sept)

Fostering Agency Report (Oct to Dec)

Fostering Agency Report (Jan to March)

Termly:

Virtual School

By virtue of paragraph(s) 2 of Part 1 of Schedule 12A
of the Local Government Act 1972.

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