

Public Document Pack



**Service Director – Legal, Governance and
Commissioning**

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Friday 15 February 2019

Notice of Meeting

Dear Member

Children's Scrutiny Panel

The **Children's Scrutiny Panel** will meet in the **Council Chamber - Town Hall, Huddersfield** at **10.00 am** on **Monday 25 February 2019**.

This meeting will be webcast live and will be available to view via the Council's website.

The items which will be discussed are described 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

Service Director – Legal, Governance and Commissioning

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 Children's Scrutiny Panel members are:-

Member

Councillor Cahal Burke (Chair)

Councillor Donna Bellamy

Councillor Lisa Holmes

Councillor Darren O'Donovan

Councillor Sheikh Ullah

Councillor Edgar Holroyd-Doveton

Dale O'Neill (Co-Optee)

Fatima Khan-Shah (Co-Optee)

Agenda

Reports or Explanatory Notes Attached

Pages

1: Membership of the Committee

This is where Councillors who are attending as substitutes will say for whom they are attending.

2: Minutes of the Previous Meeting

1 - 8

To approve the minutes of the meeting held on 14th January 2019.

3: Interests

9 - 10

The Councillors 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 interests.

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: Introduction to Mel Meggs, Director of Children's Services

Members of the Panel will welcome Mel Meggs, the new Director for Children's Services.

Contact: Helen Kilroy, Principal Governance and Democratic Engagement Officer

6: Number of Children in care 11 - 16

The Panel will consider the latest data showing the number of children in care.

Contact Officer: Steve Comb, Head of Corporate Parenting.

7: Virtual School 17 - 66

The Panel will consider a report providing an update on the role of the Virtual School in Kirklees, its statutory responsibilities and some case study examples.

Contact Officer: Janet Tolley, Virtual School Head Teacher

8: Kirklees Annual Educational Standards and Quality Report 2017/18 67 - 130

The Panel will consider a report on the Kirklees Annual Educational Standards and Quality Report for 2017/18 – Key stage educational achievement outcomes for Kirklees Schools academic year.

Contact Officer: Harkireet Sohel, Head of Service (Outcomes for Children)
Emma Brayford, Kirklees Learning Partner (Data and Assessment)

9: Kirklees Community Hubs 131 - 142

The Panel will consider a report on the development of Kirklees Community Hubs and the accountability arrangements established for activity taking place within the hubs and across Council and partner agencies.

Contact: Michelle Wheatcroft, Head of Service (Early Support)
Martin Green, Head of Localities Officer (Children and Families)

10: Children's Scrutiny Panel Work Programme and agenda plan for 2019/19

143 -
156

Members of the panel will consider the work programme and agenda plan for the 2018/19 municipal year.

Officer: Helen Kilroy, Principal Governance and Democratic Engagement Officer

11: Future Meeting Dates

To note future meeting dates of the Panel during the 2018/19 municipal year:

- Monday 18th March 2019 at 10.30am
 - Monday 1st April 2019 at 10 am
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Contact Officer: Helen Kilroy

KIRKLEES COUNCIL

CHILDREN'S SCRUTINY PANEL

Monday 14th January 2019

Present: Councillor Cahal Burke (Chair)
Councillor Donna Bellamy
Councillor Lisa Holmes
Councillor Sheikh Ullah

Co-optees Dale O'Neill

In attendance: Elaine McShane, Service Director, Family Support and Child Protection
Steve Comb, Head of Corporate Parenting
Jo-Anne Sanders, Service Director, Learning & Early Support
Tom Brailsford, Head of Joint Commissioning – Children
Mandy Cameron, Head of Service (Education Safeguarding and Inclusion)
Harkireet Sohel, Head of Service (Outcomes for Children)

Apologies: Councillor Darren O'Donovan

1 Membership of the Committee

Apologies for absence were received from Cllr O'Donovan.

2 Minutes of the Previous Meeting

The Minutes of the Panel meeting held on 9th November 2018 were presented and approved as a correct record.

The Panel thanked Yolande Myers for all her help and hard work in supporting the Panel and welcomed Helen Kilroy, Governance Officer, to the meeting.

3 Interests

No interests were declared.

4 Admission of the Public

The meeting was held in public session.

5 Introduction to Director for Children's Services

This item was deferred.

6 Ofsted Letter to Director for Children's Services

The Panel considered the Ofsted letter sent to the Director for Children's Services following the monitoring visit on the 4th and 5th December 2018 presented by Elaine McShane (Service Director for Family Support and Child Protection).

Children's Scrutiny Panel - 14 January 2019

The Panel was informed that Ofsted had advised that there had been significant improvements made within the Children's Services since the last monitoring visit in November 2017. Elaine McShane advised the Panel that the Inspectors did not have time to see all the Social Workers who wanted to meet with them but that the Inspector had viewed this as a very positive step forward.

Elaine McShane highlighted the following key points:-

- 97.6% of cases which required social worker intervention were dealt with in 1 day;
- Increasingly, and in the majority of cases seen, thresholds were being appropriately applied for children in need of a social work response;
- The quality of child protection plans had improved since the last visit in July 2018;
- The recently established risk and vulnerabilities teams were offering effective return home interviews when children went missing;
- Inspectors found mostly effective management decision-making at every level and good independent reviewing officer oversight at the midway review of the child protection plan;
- Audits remained focused on compliance issues and were not sufficiently focused on children's experiences;
- A new recording system, Liquid Logic, had been introduced which was an identified area for improvement at the inspection in 2016 and data migration to the new system had resulted in a temporary backlog of records waiting to be put on the system;
- The workforce was now increasingly stable and there had been a considerable improvement in the recruitment of permanent staff at all levels;
- Senior Managers were using data effectively to inform their improvement journey;
- The report to the Improvement Board detailed the current performance but also gave a continuous update on the areas that needed to be improved.

In response to a question from the Panel relating to staff and how they felt about the progress and improvements, Elaine McShane advised the Panel that the Inspector had met with Team Managers at the front door and asked to spend time with them. Elaine McShane further explained that Social Workers were much more confident and Senior Managers were monitoring the consistency of practice and ensuring all information was recorded.

Elaine McShane advised the Panel that the Transformation Teams had set out all areas that needed to be considered in preparation for the full inspection to take place sometime in 2019 and an action plan was in place.

Elaine McShane informed the Panel that as a Service Director she undertook to look regularly into children's cases to check practices.

The Panel noted that one of the issues highlighted by the Inspector was that staff morale had significantly improved and agreed this was very positive.

Children's Scrutiny Panel - 14 January 2019

In response to a question from the Panel relating to the number of agency staff currently being employed, Elaine McShane advised that there were currently 12 agency staff across the whole of the Children's Service including the Intervention Team which was a significant reduction on previous figures. The Panel was informed that some of the current agency staff would be converting to permanently employed staff in the near future, that 3 qualified Social Workers had recently been recruited and recruitment would soon be underway to appoint some newly qualified Social Workers.

In response to a question from the Panel relating to employing agency staff, Elaine McShane advised that the next stage would be to look at decision making around when to employ agency staff. The Panel was informed that the average caseload for a Social Worker was 15.9 and that caseloads were reducing. The Panel noted that agency staff were used to plug gaps in resources and to keep consistency with families. The Panel noted that the caseload was previously between 20-30 cases per Social Worker, and agreed that it was encouraging to learn that the caseloads had reduced.

In response to a question from the Panel relating to the evaluation of the quality of practice when undertaking audits, Elaine McShane advised that better practice had now been established for auditing cases. The Panel was informed that audits were now undertaken by Team Managers as part of their everyday practice and that Team Managers were now getting a real insight into and understanding of each case.

In response to a question from the Panel relating to the sickness level and number of hours of agency staff, Elaine McShane responded to advise that agency staff would work 37 hours per week which was the same as Social Workers employed by Kirklees. Elaine McShane advised that discussions were ongoing in relation to the number of hours worked by Social Workers and that staff were now working to protocol which meant that if they worked over a certain number of hours there was a plan in place for that employee to gain those hours back. The Panel was advised that the data for sickness absence of staff was not available at this time, but that sickness had reduced and retention of staff was more stable. Elaine McShane explained that the Service was trying to create an environment where Social Workers wanted to remain with Kirklees and progress in their roles, which would ultimately mean that Kirklees would retain good qualified staff.

The Panel agreed to consider sickness absence data for agency staff working within the Children's Service at a future meeting – date to be determined.

In response to a question from the Panel in relation to what the main problems would be moving forward, Elaine McShane responded to advise that the service had a self-assessment and action plan in place following the last 3 monitoring visits which was in preparation for the full Ofsted inspection and included an outline of the areas where the Service needed to improve.

Children's Scrutiny Panel - 14 January 2019

The Panel agreed it was good to see the achievements and improvements to the Children's Service gathering pace and noted the significant progress that had been made to protect the most vulnerable people in our society. The Panel thanked officers for their hard work and commitment.

Elaine McShane advised the Panel that the Service did not underestimate the amount of work that still had to take place to achieve an outstanding status from Ofsted, but that good foundations were now in place to work towards this.

RESOLVED –

1. The Panel noted the letter from Ofsted sent to the Director for Children's Services following the monitoring visit on the 4th and 5th December 2018 and thanked Elaine McShane for the update.
2. The Panel noted that there was still further work and improvements to be made within the Children's Service but welcomed the progress made so far and thanked officers for their hard work and commitment.
3. The Panel agreed to consider sickness absence data for agency staff working within the Children's Service at a future meeting – date to be determined.

7 Children in Care - statistical information

The Panel considered a report presented by Steve Comb, Head of Corporate Parenting, relating to the number and profile of children in care, including information relating to those children placed outside of the District.

Steve Comb highlighted the following key points:-

- The current number of looked after children (LAC) equated to a rate per 10,000 population aged 0-17 of 63.6 which compared to a statistical neighbour average of 84.9 and a national average of 62 based on published data for March 2017;
- There were 637 children in care as at November 2018 and around 630 by the end of December;
- In 2017 the number of children in care was over 700 and a lot of work had been undertaken by staff in early help;
- Weekly legal gateway meetings were held, attended by Senior Managers to look at whether children should be in care and Social Workers now saw this as a supportive measure;
- Cases of children who are at the cusp of being in care were looked at in terms of what was happening within their families, what support could be given and who was in the extended family;
- There was a continuing decline in children placed outside of the Kirklees District and the service was working hard with partners to try and bring those children who were living outside the boundary back into the District;
- Actively recruiting for more local foster carers and engaging with existing foster carers.

Steve Comb advised the Panel that it was a major decision to put a child into care and mechanisms which had been put into place to support Social Workers and families had been well received.

Children's Scrutiny Panel - 14 January 2019

In response to a question from the Panel relating to unaccompanied asylum seekers, Steve Comb explained that there were regular 'keeping in touch' meetings with colleagues and partners who worked with asylum seekers, including the Home Office regarding allocation and education. The Panel was informed that age assessments had to take place with young people who presented in the District and they would become one of the Council's children in care.

In response to a question from the Panel relating to the reasons why children were placed outside of Kirklees, Steve Comb responded to advise that every effort would be made to care for these children locally, however, if children were placed out of the area for some time it was not just a case of bringing the child back to Kirklees. The Board noted that a decision would need to be made on the child's circumstances as to whether it was the best decision to bring them back to Kirklees.

In response to a question from the Panel relating to what was being done locally to create more placements, Steve Comb responded to advise that prior to December 2017 the Service was attempting to recruit an extra 25 foster carers, but that it usually took 6 months to progress applications. The Panel was informed that the Service were reviewing the process for recruitment of foster carers and there was now a Service Manager for Fostering in post who was responsible for the recruitment of foster carers.

Steve Comb advised the Panel that work was ongoing within Kirklees to recruit more foster carers including promotional events, including events held to celebrate the good work of foster carers, eg long service awards.

In response to a question from the Panel relating to children subject to care orders pre-birth, Steve Comb responded to advise that a pre-birth assessment would be undertaken if necessary and a decision would be taken on whether to remove the child at birth depending on the level of risk. The Board was advised, however, that the Service would explore extended family if the child could not remain with the mum or the route of permanence and adoption. Steve Comb further explained that removing children from their families permanently was a huge decision to make.

In response to a question from the Panel relating to the Council's statistical neighbours, Steve Comb responded to advise that the Department of Education (DoE) had defined the statistical neighbours which were a group of Local Authorities deemed to be similar to Kirklees. The Board agreed to receive information giving details of the Council's statistical neighbours and that this information and comparable data be included in future reports.

In response to a question from the Panel relating to what support was given to extended family members who become carers of children, Steve Comb advised that there was a large group of connected family foster carers. The Board was informed that some extended family members could become special guardians and would then receive financial help and a support package would be put into place.

The Panel agreed to learn more about all elements of foster caring and agreed to visit the Fostering Team in the near future – date to be determined.

RESOLVED –

1. The Panel noted the report on numbers of children in care and current foster placements and thanked Steve Comb for his contributions.
2. The Panel agreed that details of statistical neighbours and comparable data should be included in future reports to the Panel.
3. The Panel agreed to visit the Fostering Team in Kirklees – date to be arranged.

8 CAMHS Transformation Plan

The Panel considered the CAMHS Local Transformation Plan which included an update on Autism assessments and the current position in Kirklees.

Tom Brailsford advised the Board that there had been a national inquiry held into the children's and adolescents mental health services and the findings had been quite damning in terms of the funding and multi commissioning arrangements and the lack of parity that the local provision had with adults.

Tom Brailsford advised the Panel that the waiting time for autism assessments was currently down to 11 months locally which even though it was a significant improvement on previous waiting times, was still a considerable amount of time for children and families to wait for an assessment. The Panel was informed that the CCGs had allocated an additional £100,000 of funding towards the waiting times which will bring the waiting list down further to around 6 months. The Panel commended the work put into reducing the waiting times for assessment but agreed that 11 months was still too long for a young person to wait. The Board was informed that the waiting time in Kirklees for autism assessments was the lowest in the region. Tom Brailsford advised that the ambition for 2019 was to bring the waiting time for assessments down to 6 months but the NICE Guidance was that the waiting time for autism should be 3 months but there was no other local authority meeting that standard.

The Board was informed that a neuro development pathway which combines autism and ADHD so that parents and SENCO could self-refer a child.

In response to a question from the Panel relating to the aim to reduce waiting time for assessments down to 6 months and whether this was as a result of additional funding, Tom Brailsford responded to advise that funding received from the NHS was going to continue beyond 2020 and that the new referral pathway would also help to reduce waiting times. The Board was informed that there was a real discrepancy nationally regarding funding.

In response to a question from the Panel relating to how Kirklees compared to other waiting lists, Tom Brailsford responded to advise that the waiting lists for other Local Authorities were as follows:-

- Wakefield – 30 months
- Calderdale – 5 years (but his figure could not be confirmed)
- Sheffield – 12 months
- Leeds – between 18 months and 2 years

Children's Scrutiny Panel - 14 January 2019

The Board agreed that the CAMHS Local Transformation Plan was a complex and detailed document and agreed to receive a summarised version of the Plan when it was available.

In response to a question from the Panel relating to what support was in place for families whilst they waited for an assessment, Tom Brailsford responded to advise that families should be able to receive support and access services whilst they waited for assessments and work was ongoing with PECAN to ensure that the message was clearly received by parents as to what support could be given to families.

The Board discussed how children and families in Kirklees could access the mental health services and what forms of communication were available. Tom Brailsford advised that Kirklees was working with Leeds to look at MindMate which was an online support and advice service for young people. The Board noted that Kirklees was behind some other Local Authorities in terms of its digital offer to families.

The Board agreed to consider further information in relation to what was available digitally when making a request for an assessment and what support and help was available for families whilst waiting for an assessment.

RESOLVED –

1. The Panel noted the report on CAMHS Local Transformation Plan and Autism and thanked Tom Brailsford for his contributions.
2. The Panel agreed to receive a summarised version of the CAMHS Local Transformation Plan when it was available.
3. The Panel agreed to consider a future report outlining what was available digitally when making a request for an assessment and also what support and help was available for families whilst waiting for an assessment.

9 Elective Home Education - Ad Hoc Panel Update

The Panel considered an update on the work being done by the ad-hoc scrutiny panel in relation to Elective Home Education (EHE), and to outline the work still to be completed. The Panel welcomed Mandy Cameron, Head of Service (Education Safeguarding and Inclusion) to the meeting.

Mandy Cameron advised the Panel that the work of the Ad-hoc Scrutiny Panel on Elective Home Education had been very helpful and that she was waiting for the outcome of the Department of Education Consultation on EHE. The Panel noted that parents often believed that EHE was the best way to educate their child. The Panel was informed that officers from the Learning Service went to visit the family to work with them and the school to try and return the child to school. The Board noted that there had been 70 new referrals for EHE since September 2018.

The Board agreed that the work of the EHE Ad-hoc Panel should continue as soon as possible, but noted that a Governance Officer would be allocated to support this work as soon as possible.

The Panel agreed the next steps for the Ad-hoc Panel on EHE as outlined in 5.1 of the report.

Children's Scrutiny Panel - 14 January 2019

RESOLVED –

1. The Panel noted the progress update on the work of the Ad-hoc Panel on Elective Home Education and agreed the next steps as outlined in 5.1 of the report.

10 Date of future meetings

The Panel noted the dates of the meetings of the Children's Scrutiny Panel for the remainder of the 2018/19 municipal year.

RESOLVED –

1. The Panel noted the dates of the meetings of the Children's Scrutiny Panel for the remainder of the 2018/19 municipal year.
2. The Panel agreed to rearrange the February Panel meeting to take place on Monday 25th February 2019 at 10am.

11 Children's Scrutiny Panel Work Programme and Agenda Plan for 2018/19

The Board considered the current work programme and agenda plan for the 2018/19 municipal year.

RESOLVED –

1. That the 2018/19 Agenda Plan for the Children's Scrutiny Panel be noted.
2. That the Governance Officer be authorised to liaise with officers on agreed actions.
3. The Panel noted that CSE Briefings for elected members had been scheduled to take place on the 28th January at 10 am and 26th February at 5.30 pm

KIRKLEES COUNCIL			
COUNCIL/CABINET/COMMITTEE MEETINGS ETC			
DECLARATION OF INTERESTS			
Childrens Scrutiny Panel			
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: Childrens Scrutiny Committee
Date: 25 Feb 2019
Title of report: Number and Age of Children in Care

Purpose of report

To provide information to Childrens Scrutiny relating to the number and profile of children in care. Including information related to the number placed outside of the District.

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?	NA
Key Decision - Is it in the Council's Forward Plan (key decisions and private reports?)	NA
The Decision - Is it eligible for call in by Scrutiny?	NA
Date signed off by <u>Strategic Director</u> & name	Steve Comb for Elaine McShane 6.2.19
Is it also signed off by the Service Director for Finance IT and Transactional Services?	NA
Is it also signed off by the Service Director for Legal Governance and Commissioning Support?	NA
Cabinet member portfolio	Cllr V Kendrick Childrens Portfolio

Electoral wards affected: All

Ward councillors consulted: No

Public or private: Public

(Have you considered GDPR?)

Yes GDPR has been considered. The information in this report does not identify any individuals.

1. Summary

This graph shows the number of looked after children (excluding any looked after children receiving only S20 short term breaks) alongside the number of unaccompanied asylum seeking children (UASC).

The current number of LAC equates to a rate per 10,000 population aged 0-17 of **63.0** (63.8). This compares to a statistical neighbour average of 86.1 and a national average of 64.0 based on published data for March 2018 (NB: The number of children in Kirklees aged 0-17 has been revised for the calculation from 99,192 to 99,815 as per the data published by DfE in October 2018)

Kirklees (Dec 18) = 63.0

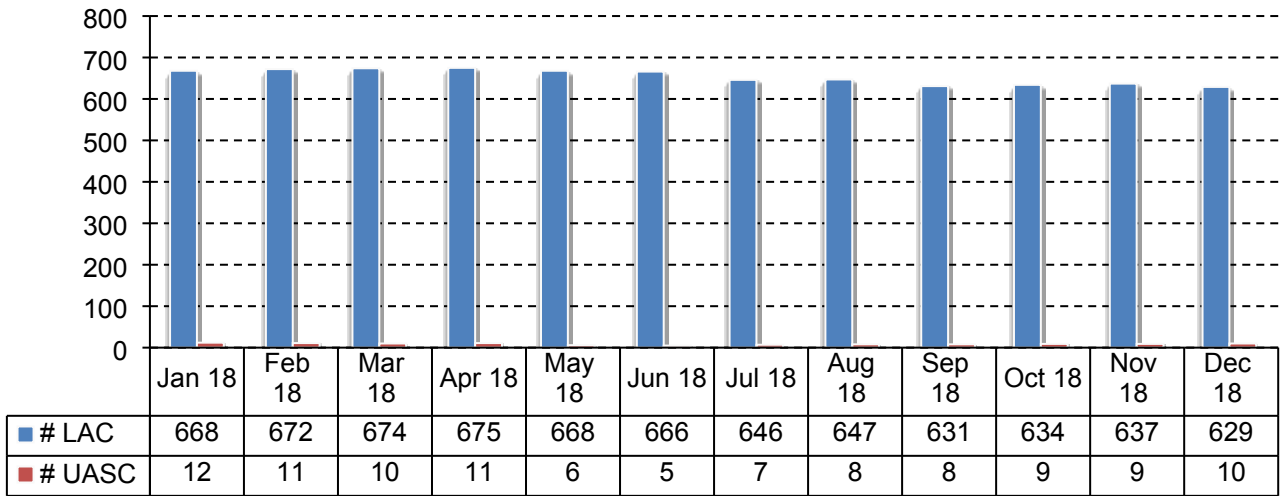
Statistical Neighbours (2018) = 86.1

England (2018) = 64.0

Statistical Neighbours

Local Authorities "Very Close"* to Kirklees (* Source LAIT)
Kirklees Council
Rochdale Borough Council
Bolton Council
Calderdale Council
Bury Borough Council
Dudley MBC
Derby City
Lancashire Council
Stockton-on Tees Borough Council
Leeds City Council
Telford & Wrekin Council

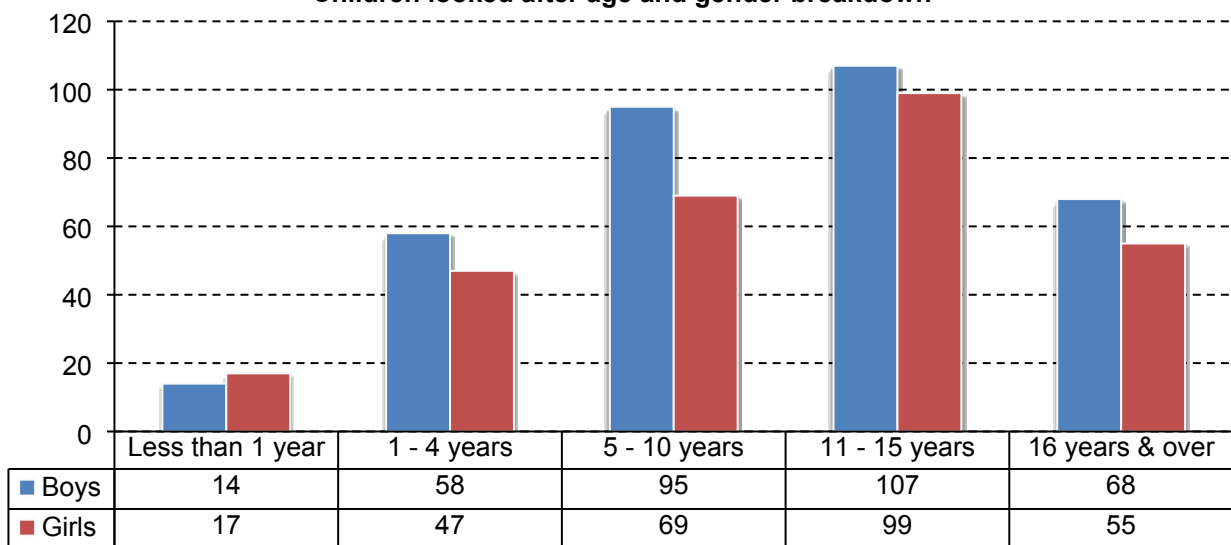
Children looked after and number of UASC



This graph shows the breakdown by age and gender of the children in care.

The largest age group for boys is 11 - 15 years with **107** (114) children and the largest age group for girls is 11 - 15 years with **99** (102) children.

Children looked after age and gender breakdown

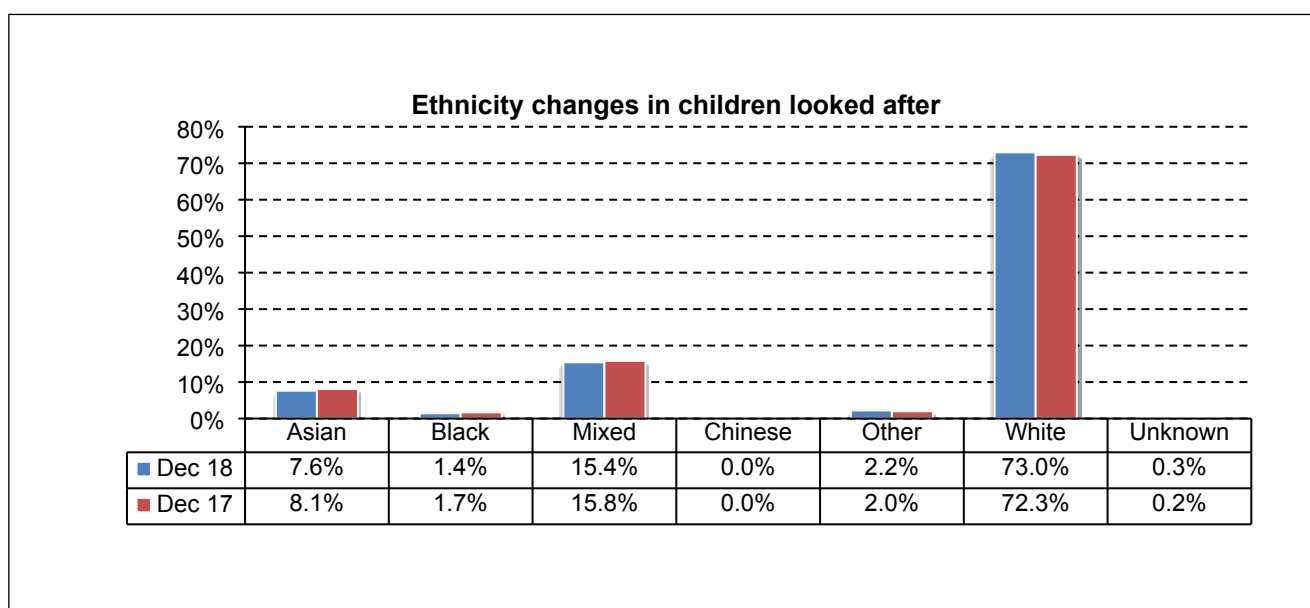


Children placed more than 20 miles outside of Kirklees

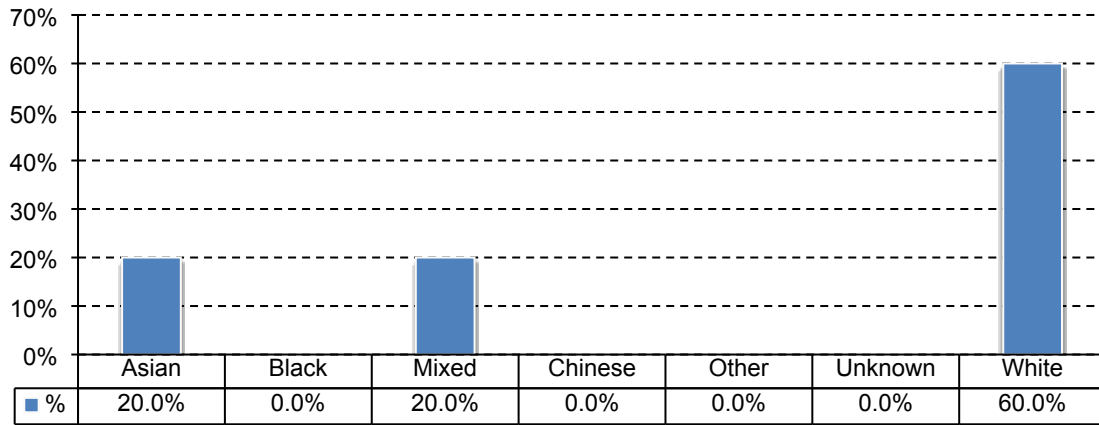
This graph shows a slight increase in children placed outside of Kirklees District, we continue to be proactive in recruiting new foster carers for our children within district.

	31 Jul 2018		31 Aug 2018		30 Sep 2018		31 Oct 2018		30 Nov 2018		31 Dec 2018	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Placed outside Kirklees & over 20 miles from home address	110	17.0%	112	17.3%	107	16.6%	107	16.9%	103	16.2%	106	16.9%

This graph shows the ethnic breakdown of the children looked after population at the end of December 2018 and the same point 12 months ago. This has been relatively stable throughout the period.



Ethnicity of children becoming looked after this month



2. Information required to take a decision

No decision is required.

3. Implications for the Council

3.1 **Working with People** Not applicable

3.2 **Working with Partners** Not applicable

3.3 **Place Based Working** Not applicable

3.4 Improving Outcomes for Children

This information is provided at the request of Childrens Scrutiny Committee to monitor the number of children in care their age and location of placements.

3.5 **Reducing demand of services**

Not applicable

3.6 **Other (eg Legal/Financial or Human Resources)**

Not applicable

4. Consultees and their opinions

Not applicable

5. Next steps

A similar report will be presented at a future Children’s Scrutiny Committee.

6. Officer recommendations and reasons

That the report be noted.

7. Cabinet portfolio holder's recommendations

Not applicable

8. Contact officer

Steve Comb Head of Corporate Parenting

9. Background Papers and History of Decisions

Previous reports to the Childrens Scrutiny Committee on number and age of children in care.

10. Service Director responsible

Elaine McShane, Service Director (Child Protection and Family Support)

Name of meeting: Children's Scrutiny Panel
Date: 25th February 2019
Title of report: Kirklees Virtual School - how we work with children and young people in care

Purpose of report

To brief the Scrutiny Panel on the role of the Virtual School in Kirklees and give some case study examples.

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?	Not applicable
Key Decision - Is it in the Council's Forward Plan (key decisions and private reports?)	Not applicable
The Decision - Is it eligible for call in by Scrutiny?	Not applicable
Date signed off by <u>Strategic Director</u> & name	Jo Sanders for Mel Meggs – 14.2.19
Is it also signed off by the Service Director (Finance)?	Not applicable
Is it also signed off by the Service Director for Legal Governance and Commissioning?	Not applicable
Cabinet member portfolio	Cllr Viv Kendrick (Children)

Electoral wards affected: All

Ward councillors consulted: None

Public or private: Public

(Have you considered GDPR?)

Yes – all case studies have been anonymised

1. **Summary**

The Kirklees Virtual School Headteacher (Janet Tolley) will talk through promoting the education of looked-after children and previously looked-after children Statutory guidance for local authorities and will share some case studies highlighting the type of work carried out by the Virtual School.

This is an information session to raise the awareness of the role of the Local Authority and the Virtual School in raising the attainment of our children and young people in care.

2. **Information required to take a decision**

No decision required.

3. **Implications for the Council**

3.1 **Working with People**

Not applicable

3.2 **Working with Partners**

Not applicable

3.3 **Place Based Working**

Not applicable

3.4 **Improving outcomes for children**

The role of the Virtual School is to work with others to raise the attainment of children and young people in care

3.5 **Other (eg Legal/Financial or Human Resources)**

Not applicable

4. **Consultees and their opinions**

Not applicable

5. **Next steps and timelines**

The Children's Scrutiny Panel previously requested the report and information which has been appended.

6. **Officer recommendations and reasons**

6.1 That the report be noted.

7. **Cabinet portfolio holder's recommendations**

Not applicable

8. **Contact officer**

Janet Tolley – Virtual School Head teacher

9. **Background Papers and History of Decisions**

Please see attached –

*Promoting the education of looked-after children and previously looked-after children
Statutory guidance for local authorities*

10. **Service Director responsible**

Jo-Anne Sanders – Service Director Learning and Early Support

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Department
for Education

Promoting the education of looked- after children and previously looked- after children

Statutory guidance for local authorities

February 2018

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Summary

About this guidance

This is statutory guidance from the Department for Education. It is issued under section 7 of the Local Authority Social Services Act 1970. This means that it **must** be followed unless there are exceptional circumstances that justify departing from it.

This guidance sets the framework through which local authorities discharge their statutory duty under 22(3A) of the Children Act 1989 to promote the educational achievement of looked-after children. That includes those children placed out of authority. The Children and Families Act 2014 amended section 22 of the Children Act 1989 to require every local authority in England to appoint an officer employed by the authority, or another authority, to make sure that its duty to promote the educational achievement of its looked-after children is properly discharged.

This guidance also sets the framework through which local authorities discharge their statutory duty under 23ZZA of the Children Act 1989 (added by section 4 of the Children and Social Work Act 2017) to promote the educational achievement of previously looked-after children. Local authorities are required to appoint an officer employed by the authority, or another authority, to make sure that its duty to promote their educational achievement is properly discharged.

For the purpose of this guidance, the officer/s referred to above is hereafter referred to as the Virtual School Head or VSH.

This guidance replaces *Promoting the educational achievement of looked-after children* published in July 2014.

Expiry or review date

This guidance will next be reviewed in 2020 but will only be revised if it is no longer considered fit for purpose.

What legislation does this guidance refer to?

The Children Act 1989, as amended by the Children and Families Act 2014 and the Children and Social Work Act 2017.

The Care Planning, Placement and Case Review (England) Regulations 2010, as amended.

Who is this guidance for?

This guidance is for:

- Local authority officers (in particular Directors of Children's Services), VSHs, social workers, local authority post-adoption support teams, officers carrying out a local authority's function as a school admission authority, Special Educational Needs and Disability departments, Independent Reviewing Officers (IROs), Personal Advisers, care leaving services, and Lead Members for Children's Services.
- A brief description of these roles can be found in Annex 1.

Main points

- Looked-after and previously looked-after children start with the disadvantage of their pre-care experiences and, often, have special educational needs. VSHs have a key role to ensure these children have the maximum opportunity to reach their full educational potential - an important part of why this role was made statutory.
- For looked-after children, as part of a local authority's corporate parent role, the VSH needs to be the educational advocate that parents are for others.
- For previously looked-after children, the VSH will be a source of advice and information to help their parents to advocate for them as effectively as possible. VSHs are not acting as part of the corporate parent role in these circumstances, but are there to promote the educational achievement of these children through the provision of advice and information to relevant parties listed in [Previously looked after-children](#).

Looked-after children

- Local authorities have a duty under the Children Act 1989 to safeguard and promote the welfare of a child looked after¹ by them. This includes a specific duty to promote the child's educational achievement, wherever they live or are educated. The authority must, therefore, give particular attention to the educational implications of any decision about the welfare of those children.

¹ A child who is looked after by a local authority (referred to as a looked-after child) as defined in section 22 of the Children Act 1989 means a child (0-18 years of age) who is subject to a care order (or an interim care order) or who is accommodated by the local authority.

- This duty also applies to 'eligible'² children and to those who have been placed for adoption.
- The Children and Families Act 2014 amended the Children Act 1989 to require local authorities in England to appoint at least one person for the purpose of discharging the local authority's duty to promote the educational achievement of its looked-after children, wherever they live or are educated. That person (the VSH) must be an officer employed by the authority or another local authority in England.
- Social workers, VSHs, IROs, school admission officers, and Special Educational Needs and Disability (SEND) departments should work together to ensure that, except in an emergency, appropriate education provision for a child is arranged at the same time as a care placement.
- All looked-after children should have a Personal Education Plan (PEP) which is part of the child's care plan or detention placement plan. The broad areas of information that must be covered in the PEP are specified in Schedule 1 (paragraph 2) of the Care Planning, Placement and Case Review (England) Regulations 2010 as amended. The PEP must include the contact details of the VSH for the authority that looks after the child.

Previously looked-after children

- Local authorities have a duty under section 23ZZA of the Children Act 1989 (inserted by section 4 of the Children and Social Work Act 2017) to promote the educational achievement of previously looked-after children in their area by providing information and advice to:
 - any person that has parental responsibility for the child;
 - providers of funded early years education, designated teachers for previously looked-after children in maintained schools and academies; and
 - any other person the authority considers appropriate for promoting the educational achievement of relevant children.
- Previously looked-after children are those who:
 - are no longer looked after by a local authority in England and Wales (as defined by the Children Act 1989 or Part 6 of the Social Services and Well-

² An 'eligible' child is a child who is looked-after, aged 16 or 17 and has been looked after by a local authority for a period of 13 weeks or periods amounting in total to 13 weeks, which began after they reached 14 and ended after they reached 16.

being (Wales) Act 2014) because they are the subject of an adoption, special guardianship or child arrangements order; or

- were adopted from 'state care' outside England and Wales. 'State care' is care provided by a public authority, a religious organisation, or any other organisation whose sole or main purpose is to benefit society.
- The duty applies to children who are in early years provision (secured by the local authority under section 7(1) of the Childcare Act 2006) and continues throughout the compulsory years of education where the child is in provision funded in part or in full by the state.
- VSHs are integral to ensuring that local authorities discharge their duty to provide suitable advice and information for the purpose of promoting the educational achievement of previously looked-after children. They can also undertake any activity they consider appropriate where that activity will promote the educational achievement of such children in their area.

The role of the VSH for looked-after children

1. Parents want their children to have the best start in life and to reach their full potential. As corporate parents, local authorities should have equally high aspirations for the children they look after.

2. As leaders responsible for ensuring that the local authority discharges its duty to promote the educational achievement of their looked-after children, Directors of Children's Services and Lead Members for Children's Services should ensure that:

- top priority is given to creating a culture of high educational aspirations and that the authority strives for accelerated progress and age-related attainment or better for looked-after children;
- looked-after children have access to a suitable range of high quality education placement options and that, when commissioning services for them, the authority takes account of the duty to promote their educational achievement;
- VSHs are in place and that they have the resources, time, training and support they need to discharge the duty effectively;
- VSHs have robust procedures in place to monitor the attendance and educational progress of the children their authority looks after; and
- the authority's Children in Care Council (CiCC) regularly considers the educational experiences as reported by looked-after children and is able to respond effectively to any issues.

3. The VSH should be the lead responsible officer for ensuring that arrangements are in place to improve the educational experiences and outcomes of the authority's looked-after children, including those placed out-of-authority.

4. VSHs should ensure the educational attainment and progress of children looked after by the local authority are monitored and evaluated as if those children attended a single school.

5. The VSH should ensure that there are effective systems in place to:

- maintain an up-to-date roll of its looked-after children who are in school or college settings, and gather information about their education placement, attendance and educational progress;
- ensure sufficient information about a child's mental health, SEN or disability is available to their education setting so that appropriate support can be provided;
- inform head teachers and designated teachers in schools if they have a child on roll who is looked-after by the VSH's local authority;

- ensure social workers, designated teachers and schools, carers and IROs understand their role and responsibilities in initiating, developing, reviewing and updating the child's PEP and how they help meet the needs identified in that PEP;
- ensure up-to-date, effective and high quality PEPs that focus on educational outcomes, and that all looked-after children, wherever they are placed, have such a PEP;
- avoid drift or delay in providing suitable educational provision, including special educational provision, and unplanned termination of educational arrangements through proactive, multi-agency co-operation. Where this requires negotiation with other authorities this should be completed in a timely manner and with the best interest of the child as paramount;
- ensure the educational achievement of children looked after by the authority is seen as a priority by everyone who has responsibilities for promoting their welfare; and
- report regularly on the attainment, progress and school attendance of looked-after children through the authority's corporate parenting structures.

Corporate Parenting and the VSH

6. In local authorities with a strong ethos of corporate parenting, the sense of vision and responsibility towards looked-after children and care leavers is a priority for everyone from the Chief Executive to front line staff. The Children and Social Work Act 2017 established seven fundamental needs (collectively known as the corporate parenting principles) to which the local authority must have regard when they are carrying out functions in relation to looked-after children and care leavers. VSHs will need to consider how to apply the seven principles set out below to their role for looked-after children. In particular, VSHs will want to work with social workers and others in the local authority to ensure principles e) and f) are central to the authority's ethos, and work with relevant children.

- A) to act in the best interest and promote the physical and mental health and well-being of children and young people;
- B) to encourage children and young people to express their views, wishes and feelings;
- C) to take into account the views, wishes and feelings of children and young people;
- D) to help children and young people gain access to, and make the best use of, services provided by the local authority and its relevant partners;

- E) to promote high aspirations and seek to secure the best outcomes for children and young people;
- F) for children and young people to be safe, and for stability in their home lives, relationships and education or work; and
- G) to prepare those children and young people for adulthood and independent living.

Supporting looked-after children

Giving the child a voice

7. The VSH should ensure that there are arrangements in place to:
- promote a culture that takes account of the child's views according to age and understanding, identifying and meeting their educational needs; and
 - help others, especially IROs, social workers, carers and schools to understand the importance of listening to and taking account of the child's wishes and feelings about education and the PEP process, and how the VSH can help facilitate that process.

Securing appropriate education

8. When a child becomes looked-after, his or her local authority will arrange a suitable care placement. In doing so, the child's allocated social worker should do everything possible to minimise disruption to the child's education, whatever the child's age, and this should involve the VSH. Stability and continuity in education is important at all stages, but particularly so at key stage 4.³

9. If it is not possible to maintain the child's existing education placement, the child's new education placement should be arranged in consultation with the VSH at the same time as the care placement. **The VSH is responsible for supporting social workers to ensure timely provision of a suitable education placement for looked-after children.** Their views should be given appropriate weight as part of decisions on placement moves. There should also be appropriate consultation with the VSH in another local authority where out-of-authority placements are planned and made.

10. In the case of an emergency placement, the authority that looks after the child should secure a suitable new education placement within 20 school days.

11. In arranging a school placement, the child's social worker (working with the VSH and other local authority staff, where appropriate) should seek a school or other education setting that is best suited to the child's needs. That could be in a maintained school, academy or independent school, and those schools could be selective, non-

³ The Care Planning, Placement and Case Review (England) Regulations 2010 – Regulation 10, avoidance of disruption in education.

selective, boarding or day schools. It might also, in some cases be appropriate to place a child in a special school or alternative provision.

12. The following principles should apply:

- educational provision should mean a full-time place;
- schools judged by Ofsted to be 'good' or 'outstanding' should be prioritised when seeking a place for looked-after children in need of a new school. Unless there are exceptional evidence-based reasons, looked-after children should never be placed in a school judged by Ofsted to be 'inadequate'. When consideration is given to schools judged 'Requiring Improvement', VSHs and social workers should have evidence that the school is providing high quality support to its vulnerable pupils, and will enable a looked-after child to make maximum progress before placing them in that school;
- the choice of the education setting should be based on what any good parent would want for their child. It should be based on evidence that the setting can meet the educational needs of the child and help them make maximum progress;
- the child's wishes and feelings should be taken into account, and the suitability of the education setting tested by arranging an informal visit with the child. Where a looked-after child would benefit from attending a boarding school, either in the state or independent sector, VSHs and social workers should be proactive in considering this option;
- the VSH should ensure that social workers, IROs, admission officers for the schools maintained by the local authority and SEND departments understand and comply with the requirements in:
 - [The School Admissions Code](#) about the priority admission arrangements for looked-after children and previously looked-after children⁴ to maintained schools and academies, including free schools;
 - [Statutory guidance on school exclusion; and](#)
 - [Special educational needs and disability code of practice 0 to 25 years.](#)
- VSH should proactively build positive relationships with local education provision regarding the admission, support and behaviour management of looked-after children.

⁴ For the purposes of school admissions, looked-after children are children who are looked after by an English local authority within the meaning of section 22 of Children Act 1989, and previously looked-after children are those who were looked after by a local authority in England and leave care due to an adoption, special guardianship or child arrangements order. This does not include children adopted from 'state care' outside England.

Asylum seeking and refugee children

13. An unaccompanied child looked after by a local authority is entitled to the same local authority support as any other looked after child: to have a safe and stable placement; to receive the care that they need to thrive; and the support they need to fulfil their educational and other outcomes. Some unaccompanied children who have recently arrived in the country may never have had access to education before.

14. Appropriate education for unaccompanied children may include a period of time in a setting where their full educational needs can be assessed and integrated into the PEP. They may need time to be prepared for and then become used to formal education, and their initial educational outcomes may include cultural orientation and life skills appropriate to their age. Virtual School Heads, Independent Reviewing Officers, school admission officers and Special Educational Needs departments should work together to ensure that appropriate education provision for the child is arranged at the same time as a placement.

15. The local authority should ensure robust procedures are in place to monitor educational progress. This includes securing a culture of commitment to promoting the highest possible educational outcomes for unaccompanied children or child victims of modern slavery. Achieving and implementing the above should be monitored by a senior manager, such as the VSH, who is responsible for making sure their local authority promotes the educational achievement of its looked-after and previously looked-after children.

School admissions

16. Admissions authorities of all mainstream schools must give the highest priority in their oversubscription criteria to looked-after and previously looked-after children, as defined in the School Admission Code⁵. The admission requirements for looked-after and previously looked-after children are set out in the School Admissions Code. This Code applies to maintained schools and academies, including free schools⁶.

17. It is the responsibility of the VSH to ensure that:

- admission authorities understand that they cannot refuse to admit a looked after child on the basis of challenging behaviour or refer a looked after child for action under the

⁵ See footnote 4.

⁶ A 'maintained school' means community school, foundation school, voluntary aided school, voluntary controlled school, community special school, foundation special school or maintained nursery school. The Code does not apply to special or nursery schools.

Fair Access Protocol on the basis of challenging behaviour (See paragraph 3.12 of the [School Admissions Code](#)).

- admission authorities understand that looked-after children can be admitted as 'excepted pupils' in relation to the infant class size limit, if they are admitted outside the normal admission round (see 2.15(b) of the [School Admissions Code](#)); and
- the local authority, as a corporate parent, does not tolerate drift and delay where children the authority looks after are without an education placement that is appropriate to their assessed needs. This includes using their powers of direction in a timely way rather than delay issuing a direction as a result of protracted negotiation.

18. The choice of school requires skilled working between relevant people. It should be based on a discussion between the child's social worker, the child, their carers and, if appropriate, birth parents. The VSH should be consulted to avoid choosing a school that is unlikely to meet the child's needs. The carer's level of input in to the choice of school for the child should be addressed explicitly in the child's permanence plan, which is part of their wider care plan.

19. The VSH should provide advice and support to social workers to ensure they understand the admissions process. If social workers need further information on how the school admissions process works in relation to looked after children, they should discuss this with their VSH or someone else who can provide the correct information, e.g. the local authority's school admissions officer. If the appropriate placement is at a mainstream academy or maintained school, the corporate parent must apply through the same process as other parents. They are asked to note that the national closing dates for applications are: 31 October for secondary schools, and 15 January for primary schools.

The Personal Education Plan (PEP)

20. All looked-after children must have a care plan, of which the PEP is an integral part. The PEP (pre-school to age 18) should be initiated as part of the care plan. It is an evolving record of what needs to happen for looked-after children to enable them to make at least expected progress and fulfil their potential. The PEP should reflect the importance of a personalised approach to learning that meets the child's identified educational needs, raises aspirations and builds life chances. The school, other professionals and the child's carers should use the PEP to support achieving those things.

21. The quality of the PEP is the joint responsibility of the local authority that looks after the child and the school. Social workers, carers, VSHs, designated teachers and, as appropriate, other relevant professionals will need to work closely together. All of those involved in the PEP process at all stages should involve the child (according to

understanding and ability) and, where appropriate, the child's parent and/or relevant family member.

PEP content

22. The PEP should cover the full range of education and development needs⁷ including:

- access to a nursery or other high quality early years provision that is appropriate to the child's age (e.g. pre-school playgroups) and meets their identified developmental needs;
- on-going catch-up support for those who have fallen behind with school work (including use of effective intervention strategies);
- provision of immediate suitable education where a child is not in school (e.g. because of temporary or permanent exclusion);
- transition support where needed, such as when a child starts attending a new school or returns to school (e.g. moving from pre-school/ early years to primary school, primary to secondary school, from secondary school to further education, or following illness or exclusion) or when a child has a plan for permanence (e.g. placed for adoption) and may change schools as part of that plan;
- school attendance and, where appropriate, behaviour support; and
- support needed to help the child realise their short and long-term academic achievements and aspirations. This includes:
 - support to achieve expected levels of progress for the relevant national curriculum key stage, and to complete an appropriate range of approved qualifications;
 - careers advice and guidance and financial information about further and higher education, training and employment. Discussions about longer term goals should start early and, ideally, well before Year 9 (age 13-14) at school. High aspirations are crucial to successful planning for the future. They should focus on the child or young person's strengths and capabilities and the outcomes they want to achieve; and
 - out-of-school hours learning activities, study support and leisure interests.

⁷ Schedule 1 Paragraph 2 of the [Care planning, placement and case review \(England\) regulations 2010](#) sets out the high-level components required in a PEP. This guidance builds on this.

Initiating, developing and reviewing the PEP

23. Wherever the child is placed, their social worker, supported by the authority's VSH, should take the lead to:

- initiate a PEP even where a looked-after child is without a school place. This includes meeting with appropriate education providers and the carer;
- ensure that where a child is placed in an emergency, the PEP is initiated within 10 working days of their becoming looked-after, wherever they are placed;
- ensure, with the support of others, including the VSH, that the PEP contains a summary of the child's current attainment and progress (including any additional needs such as SEN and mental health needs);
- ensure the PEP is effective and is available for the first statutory review meeting of the care plan; and
- ensure the PEP gives details of who will take the plan forward and specifies timescales for action and review.

24. Once requesting the initiation of a PEP, the Virtual School will need to work with the child's social worker and relevant designated teacher to facilitate its completion and agree how pupil premium plus (PP+) can most effectively be used to facilitate the child's educational attainment and progress.

25. VSHs should have a quality assurance role in relation to PEPs. To be effective and high quality, a PEP should:

- be a 'living', evolving, comprehensive and enduring record of the child's experience, progress and achievement (academic and otherwise), and inform any discussion about education during statutory reviews of the child's wider care plan;
- be linked to, but not duplicate or conflict with, information in any other plans held by the child's education setting or responsible authority – e.g. their care plan or Education, Health and Care Plan;
- identify developmental (including any related to attachment and past trauma) and educational needs (short and longer term) in relation to skills, knowledge, subject areas and experiences;
- say what will happen or is already happening to identify and support any mental health needs, including detailing any support that is required or ongoing from mental health specialist support services;

- include SMART⁸ short-term targets, including progress monitoring of each of the areas identified against development and educational needs;
- include SMART longer-term plans for educational targets and aspirations. These should, according to age and understanding, typically focus on: public examinations, further and higher education, managing money and savings, work experience and career plans and aspirations;
- identify actions, with time scales, for specific individuals intended to support the achievement of agreed targets and use of any additional resources (e.g. the pupil premium plus) specifically designated to support the attainment of looked-after children;
- include behaviour management strategies agreed between the VSH and school to help ensure challenging behaviour is managed in the most effective way for that child; and
- highlight access to effective intervention strategies and how this will make/has made a difference to achievement levels.

26. Arrangements for the flow of information to develop, review and update the PEP should be in place to ensure the VSH, designated teacher, carer and, where appropriate, child and parent have a copy of the latest version of the document.

27. The VSH and social worker should work together to ensure that monitoring arrangements are in place so that actions and activities recorded in the PEP are implemented without delay. This involves working in a joined-up way with the child's school (usually through the designated teacher) and other relevant people and agencies (e.g. educational psychologists or the Children and Young People's Mental Health Service) where necessary.

28. VSHs should make arrangements for PEPs to be reviewed each school term. This should include mapping how the pupil premium and any other additional funding has been used to support the targets set in the PEP. This is to ensure that the story of the child's educational progress is current and continues to meet the child's educational needs. It is also to ensure that information from the PEP is available to feed into the next statutory review of the wider care plan. The nature of these arrangements and who to involve are for the VSH to decide in partnership with others.

⁸ SMART means **specific**, significant, stretching, **measurable**, meaningful, motivational, agreed, **achievable**, action-orientated, realistic, **relevant**, result-orientated, **time bound**.

The designated teacher role in the PEP

29. The designated teacher leads on how the PEP is developed and used in school to make sure the child's progress towards education targets is monitored.

The social worker's role in supporting the PEP

30. The social worker with responsibility for the child should:

- not take significant decisions about a looked-after child's education without reviewing the PEP in consultation with the child, the child's school, carer, VSH, IRO and, where appropriate, their parent(s);
- alert the IRO to any significant changes to the child's PEP such as the breakdown or change of an education placement so that the IRO can decide whether a review of the care plan is required;
- work with the child's school or other education setting between the statutory reviews of their care plan (involving the VSH if necessary) to ensure that up-to-date PEP information is fed into those reviews, which are chaired by the child's IRO⁹;
- ensure that all relevant information about the child's educational progress and support needs is up-to-date and evidenced before the statutory review meeting; and
- act on any changes required to meet the child's education needs identified by the IRO.

The IRO's role in supporting the PEP

31. IROs should ensure that the PEP's effectiveness is scrutinised in sufficient detail in order to feed in to the statutory review and at other times if necessary. If a child also has an Education and Health Care (EHC) plan, where possible, the IRO should ensure review of the care plan, including the PEP, is appropriately linked with the statutory review of the EHC plan. The VSH should work with the IRO and child's social worker to help enable this.

32. The IRO should raise any unresolved concerns about a child's PEP or education provision with social workers and the VSH.

⁹ Statutory reviews of care plans take place at a meeting chaired by the IRO. Under Regulation 36 of the *Care, Planning, Placement and Case Review (England) Regulations 2010*, the IRO must attend the review "as far as reasonably practicable". The IRO must chair the meeting when in attendance. The care plan must be reviewed within 20 working days from the point at which the child becomes looked after, three months from the first review, six months after the second review and the third and subsequent reviews.

Pupil premium plus (PP+) for looked-after children

33. Looked-after children are one of the groups of pupils that attract PP+ funding. This is additional funding provided to help improve the attainment of looked-after children and close the attainment gap between them and their peers. Local authorities receive a PP+ grant allocation based on the number of children looked after for at least one day and aged 4 to 15 at 31 August, as recorded in the latest looked-after children data return.

34. VSHs, working with education settings, should implement PP+ arrangements for all looked-after children, in need of support for whom the authority is responsible, in accordance with the latest conditions of grant published by the department and any supplementary departmental advice it issues. VSHs have considerable flexibility in the use of PP+ funding in order to maximise its impact for individual looked-after children as well as the whole looked-after cohort. All VSHs should publish a clear policy on their use of PP+, including how they decide the level and use of top-sliced funding¹⁰.

35. Arrangements for PP+ should be as un-bureaucratic as possible, whilst providing for strong transparency and accountability. [Ofsted's framework for Inspections of Local Authority Children's Services](#) requires inspectors to ask for the Virtual School Annual Report. The Virtual School Annual Report should include:

- details of how the VSH has managed the PP+ and Early Years Pupil Premium for looked-after children; and
- evidence of how the VSH's spending of the premium has supported the achievement of the children looked-after by their local authority, including clearly setting out how top sliced funding has supported this.

36. Further information is available on [virtual-school-heads-responsibilities on pupil premium](#).

37. The PP+ can be used to facilitate a wide range of educational support for looked-after children. VSH should seek the input of the school's designated teacher and carers when deciding on how to use PP+ to support a child. It is important that interventions supported by pupil premium should be evidence-based and in the best interests of the child.

38. PP+ funding for previously looked after children is allocated directly to and managed by their school.

39. Both VSH and schools manage their PP+ allocation for the benefit of their cohort of looked after or previously looked after children and according to children's needs. It is

¹⁰ The proportion of PP+ funding centrally pooled by the VSH and used to provide support best delivered at a local authority-wide level – e.g. training on attachment for all designated teachers in the authority area.

not is not a personal budget for individual children; however, both VSHs and schools may choose to allocate an amount of funding to an individual to support their needs.

40. Below is a summary of positive characteristics of interventions which can be helpful when considering whether an intervention might be an effective use of PP+ to support a looked-after child. VSH and designated teachers may also find it helpful to refer to the [Education Endowment Fund Tool Kit](#).

Getting the most from Pupil Premium Plus¹¹:

<p>Approaches that are:</p> <ul style="list-style-type: none">• Individually tailored to the needs and strengths of each pupil• Consistent (based on agreed core principles and components) but also flexible and responsive• Based on evidence of what works• Focussed on clear short-term goals which give opportunities for pupils to experience success• Include regular, high quality feedback from teaching staff• Engage parents/carers in the agreement and evaluation of arrangements for education support (e.g. via the PEP)• Supporting pupil transition (e.g. primary-secondary/KS3-4)• Raising aspirations through access to high-quality educational experiences• Promote the young person's awareness and understanding of their own thought process (metacognition) and help to develop problem-solving strategies	<p>Which emphasise:</p> <ul style="list-style-type: none">• Relationship-building, both with appropriate adults and with peers• An emotionally-intelligent approach to the setting of clear behaviour boundaries• Increasing pupil's understanding of their own emotions and identity• Positive reinforcement• Building self-esteem• Relevance to the learner: relate to pupil's interests where possible; make it matter to them• A joined-up approach involving social worker/carer/VSH and other relevant professionals• Strong and visionary leadership on the part of both of the pupil's head teachers• A child centred approach to assessment for learning
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¹¹ This table was produced by Darren Martindale, Virtual School Head for City of Wolverhampton Council

Case Study¹²

A boy in Year 1 who had lots of potential but his behaviours were stopping him from learning. This was his third school in one year due to placement moves. He had only been in school part-time and needed constant supervision due to absconding and dangerous behaviour. His primary school was concerned that they could not meet his needs, especially as there seemed to be no triggers for his behaviour and he was very erratic.

The solution: –

Partnership working – school, social worker, foster carers, Virtual School Co-ordinator and Virtual School Mentor, behaviour support, district inclusion officer, educational psychologist. The team had regular high quality personal education planning meetings where advice and guidance was thoroughly explored and robustly implemented. This team gave a strong sense that everyone was committed to the young person and was prepared to always go the extra mile to support him.

Voice of the child – the young person was involved in designing his own safe space and was able to use it when he felt overwhelmed and anxious. Over time he used it less and less and eventually he volunteered for it to be used as the space for a new school mascot instead.

How was the pupil premium used – 1 to 1 teaching assistant support; individual and whole school attachment and trauma training and letterbox in the home.

Aspiration - To support the pupil to regulate his behaviour so that he could increase his time in school and make the progress in attainment that he was capable of achieving.

Outcome - He is now in school full-time and permanent exclusion has been avoided. He is a popular member of the class and is making good relationships. He is starting to fill in the gaps in his education and is engaging in learning at home, something that he would not have done previously. He is now very much a part of his new foster family and they have confidence to go out and experience new things together.

¹² With thanks to Staffordshire virtual school, this case study is based on a nomination to the Staffordshire virtual school pupil premium plus awards 2017.

Supporting transitions from care

41. The duty to promote the educational achievement of a looked-after child extends to looked-after young people aged 16 or 17 preparing to leave care. These are referred to in the Children Act 1989 as ‘eligible children’¹³.

42. Local authorities should ensure that:

- the PEP is maintained as part of the preparation and review of the pathway plan¹⁴ and builds on the young person’s educational progress;
- each pathway plan review scrutinises the measures being taken to help the child prepare for when s/he ceases to be looked after by considering:
 - the young person’s progress in education or training; and
 - how s/he is able to access all the services needed, including SEN provision, to prepare for training, further or higher education or employment;
- links are made with further education (FE) colleges and higher education (HE) institutions, and care leavers are supported to find establishments that understand and work to meet the needs of looked-after children and care leavers;
- each eligible care leaver knows about the 16-19 Bursary Fund¹⁵; and
- each eligible care leaver receives a higher education bursary of £2,000 when going on to study a recognised HE course, and that arrangements for the payment of the bursary are agreed by the young person as part of the overall package of support that a local authority provides to its care leavers.¹⁶

43. In line with the Children Act 1989 and the corporate parenting principles, young people transitioning from care should be supported to continue their education and achieve their aspirations. VSH have an important role in them achieving this. Although clearly focused on children aged between pre-school and 18, VSHs should work with care leaving teams to ensure the education of those transitioning from care is supported at both a strategic and individual level. For those between 16 - 18 years, VSH should liaise with the young person’s Personal Adviser during the initial transition to leaving care

¹³ Eligible children are looked-after, aged 16 or 17 and have been looked-after by a local authority for a period of 13 weeks, or periods amounting in total to 13 weeks, which began after they reached 14 and ended after they reached age 16.

¹⁴ The Children Act 1989 requires that a pathway plan is prepared for all eligible children.

¹⁵ This is a bursary to help with education related costs for 16 to 19 year-olds who are studying at school or college (not university) in England or on a training course. More information is available at: [16-19-bursary-fund](#)

¹⁶ Section 21 of the Children and Young Persons Act 2008 added to the duties that a local authority owes to its former relevant children by amending section 23C of the 1989 Children Act.

services to ensure the adviser understands the young person's educational goals and support needs.

44. VSH expertise can also inform how the local authority supports care leaver support including what is set out in the Local Offer to care leavers (required once relevant provisions of Children and Social Work Act 2017 come into force).

45. Further information on supporting care leavers in their transition to adulthood is available in [Children Act 1989 guidance and regulations volume 3: planning transition to adulthood for care leavers](#)

Information sharing

46. The VSH needs to be aware of their duties regarding the sharing of information under sections 10, 11 and 12 of the Children Act 2004. VSHs should have access to a secure email account that enables them to exchange information securely with other VSHs in whose area they have placed children.

47. Appropriate and specific arrangements for sharing reliable data should be in place to ensure that the educational needs of looked-after children can be understood and met. This is particularly important in relation to the tracking and monitoring of attainment data and notifications of where children, including those placed out-of-authority, are being educated. The arrangements should set out:

- who has access to what information and how the security of data will be ensured;
- how children and parents are informed of, and allowed to challenge, information that is kept about them;
- how carers contribute to and receive information;
- mechanisms for sharing information between relevant local authority departments and schools; and
- how relevant information about individual children is passed promptly between authorities, departments and schools when young people move. Relevant information includes the PEP which, as part of the looked-after child's educational record, should be transferred with them to the new school.

48. Where a child is leaving care through adoption, special guardianship or a child arrangement order, the VSH should discuss with their parents or carers what information they are content for VSH to share with the child's school or education setting. This will be of particular importance if the child is moving to a new school on leaving care.

Role of the Virtual School Head for previously looked-after children

49. The role of the VSH for previously looked-after children is to promote their educational achievement through the provision of information and advice to their parents, educators and others who the VSH considers necessary.

50. VSHs must discharge their duty from the point at which the child becomes eligible for free early education, which is currently the start of the term following a child's second birthday, and conclude when s/he has completed the compulsory years of education.

51. The duty relates to previously looked-after children who are in education in the area served by the VSH irrespective of where the child lives. This avoids the need for education settings to work with more than one VSH and prevents cross-border complications.

52. VSHs, in conjunction with the Director of Children's Services, should decide the extent of their offer to parents, early education providers and schools but as a minimum, the VSH must:

- respond to parental requests for advice and information – e.g. advice on school admissions in their area. Where appropriate, the VSH should sign-post parents to other services that can offer advice and support;
- respond to requests for advice and information from providers of early education, designated teachers in maintained schools and academies, and providers of alternative provision in their area in respect of individual children supported by the local authority. In particular, the VSH should develop/ build on existing good working relationship with designated teachers for previously looked-after children in their area; and
- make general advice and information available to early years settings and schools to improve awareness of the vulnerability and needs of previously looked-after children. This should include promoting good practice on identifying and meeting their needs, and guidance on effective use of the PP+.

53. However, it is important to note that the local authority and VSH are no longer the corporate parent for previously looked-after children and the VSH role in relation to these children reflects this. VSHs are **not** expected to monitor the educational progress of individual children or be held to account for their educational attainment. Any intervention in the education of a previously looked-after child must be with the agreement of the person(s) who have parental responsibility for the child. They, like all parents, are responsible for overseeing their child's progress in education.

54. VSHs will want to satisfy themselves that the child is eligible for support by asking the child's parents for evidence of their previously looked-after status. For children

adopted outside England and Wales, the child must have been looked after by a public authority, a religious organisation or other provider of care whose sole purpose is to benefit society. Where parents are unable to provide clear evidence of their child's status, VSHs will need to use their discretion. In such circumstance, VSHs should discuss eligibility with the designated teacher at the child's school to agree a consistent approach.

What might providing information and advice look like?

- Providing advice and information to frequently asked questions online.
- Providing advice to individual parents/ carers and schools where they have a query.
- Advising schools on how they can support previously looked after children to improve behaviour to help avoid exclusion becoming necessary.
- Advising schools on how to best use Pupil Premium to support previously looked-after children.

Supporting looked-after children *and* previously looked-after children

Working with others

55. The VSH should ensure that there are effective arrangements in place to work with a range of professionals who will play a role in supporting the education of looked-after and previously looked-after children.

56. **For looked-after children**, this should include:

- encouraging and supporting social workers and carers to have high expectations in helping looked-after children to achieve their full potential in education, from preschool to post-16 education, employment and training;
- building relationships with social workers to promote consultation with the VSH prior to a looked-after child moving placement;
- building relationships with, where the child's school/college has one, the officer responsible for making links with mental health services, and, in turn, with local children and young people's mental health specialists (including educational psychologists), social workers and other partners, and understanding the support available to looked-after children with mental health issues and how to access it;
- helping IROs and social workers understand the importance they need to place on education as part of care planning;
- ensuring that, whenever a child is likely to move schools, there is a timely and informed discussion about the choice of school that will best meet their needs;
- emphasising to schools the SDQs (See [Mental Health](#)) importance in helping identify looked after-children's emotional and mental health needs, enabling them to receive better educational support. This includes encouraging schools to complete their element of the SDQ and follow up on the needs identified;
- ensuring strong communication with designated teachers to identify looked-after children who are absent without authorisation, and enable a swift and effective response to this¹⁷;
- ensuring that there is timely communication and effective co-operation with the local authority's commissioners and, when making out of area placements, with the VSH

¹⁷ Children going missing from education can be an indicator of significant safeguarding concerns; therefore, identification and response where children are at risk of or do go missing from education is important. Further information on this issue is available in [Keeping Children Safe in Education](#).

from other local authorities, particularly in relation to possible education placement changes, funding for any additional educational support needs, school admissions, achievement and exclusions;

- ensuring, through commissioners, that:
 - providers of fostering services and residential care have a robust evidence base that demonstrates they prioritise the educational achievement of looked-after children and help them to achieve their full potential;
 - when commissioning education services for a looked-after child from independent providers, commissioning decisions are based on the quality of the educational support provided and its ability to meet the needs of each individual; and
 - ensuring there are arrangements in place to support children looked after by the authority who are in custody. More information about looked-after children in custody is provided in Annex 2.

57. For **previously looked-after children** this should include:

- encouraging and supporting early education settings and schools to have high expectations in helping previously looked-after children to achieve their full potential in education;
- establishing a good working relationship with the local authority's post-adoption support team so that they understand the role of the VSH and can advise adoptive parents and guardians appropriately;
- building relationships with health, education and social care partners and other partners, such as voluntary sector organisations in their area, so that the VSH and designated teachers understand the support available to previously looked-after children (e.g. mental health services), and are able to effectively liaise with service providers and signpost parents to those services;
- where their local authority is part of a Regional Adoption Agency, cooperate with other VSHs, adoption support teams and other adoption support organisations who are also part of the Regional Adoption Agency; and
- encouraging education settings and professionals to share expertise on what works in supporting previously looked-after children's education.

Training for those involved in the education of looked-after and previously looked-after children

58. The VSH should ensure that there are appropriate arrangements in place to meet the training needs of those responsible for promoting the educational achievement of looked-after and previously looked-after children. This may include themselves as VSH, carers, adoptive parents, designated teachers, other school staff, social workers and IROs.

59. Such training, among other things, should include information about school admission arrangements, special educational needs (including speech language and communication needs), attendance, exclusions; homework, choosing GCSE options, managing any challenging behaviour in relation to education settings, promoting positive educational and recreational activities, supporting children to be aspirational for their future education, training, and employment.

60. As part of keeping their knowledge and skills current, VSHs should keep up-to-date and engage with research and emerging good practice. The National Association of Virtual School Heads (NAVSH) provides a useful network for professional support, peer challenge and practice sharing.

Mental health

61. Looked-after children and previously looked-after children are more likely to experience the challenge of social, emotional and mental health issues¹⁸ than their peers. For example, they may struggle with executive functioning skills¹⁹, forming trusting relationships, social skills, managing strong feelings (e.g. shame, sadness, anxiety and anger), sensory processing difficulties, foetal alcohol syndrome and coping with transitions and change. This can impact on their behaviour and education. It is key that VSHs and designated teachers have awareness, training and skills regarding these children's needs and how to support them, particularly in relation to behaviour management and mental health. Many schools will have an officer responsible for making links with mental health services, and, in the December 2017 [Transforming Children and Young People's Mental Health: a Green Paper](#), we outline plans to encourage schools to appoint a Designated Senior Lead (DSL) for mental health. Neither DSL or VSH are expected to be mental health experts; however, they have an important role in sign-posting designated teachers to appropriate training and specialist services.

¹⁸ Social, emotional and mental health is one of the four broad areas of children's SEN identified in Special Educational Needs and Disability Code of Practice 0 – 25 years (see Paragraph 5.32)

¹⁹ The mental processes enabling us to plan, focus attention, remember instructions, and juggle multiple tasks successfully. ([Harvard University Centre on the Developing Child](#))

As part of this the VSH where possible/applicable in conjunction with an officer responsible for making links with mental health services, should work with designated teachers to:

- ensure that schools are able to identify signs of potential mental health issues and know how to access further assessment and support where necessary; and
- ensure that schools understand the impact that issues such as trauma and attachment difficulties and other mental health issues can have on looked-after and previously looked-after children, and are “attachment aware”.²⁰

62. VSHs, where possible/applicable with the support of an officer responsible for making links with mental health services, should also consider how to work effectively in partnership with health agencies to support wellbeing and, in turn, educational attainment. This could be through use of an educational psychologist, or by exploiting any single points of contact that have been established within the local children and young people’s mental health service²¹.

63. It is important to have a means of regularly measuring the emotional and behavioural difficulties experienced by looked-after and previously looked-after children. For looked-after children, currently, this is often done through the Strengths and Difficulties Questionnaire (SDQ). The SDQ is a clinically validated brief behavioural screening questionnaire for use with 4-17 year-olds or 2-4 year-olds. The SDQ can help social workers and other professionals form a view about a looked-after child’s emotional wellbeing. It exists in three versions: for parents or carers, teachers and a self-evaluation for children aged 11-17.

64. The SDQ can help social workers and other professionals form a view about the emotional wellbeing of a looked-after child. Looked-after children may benefit from the triangulation of the scores from the carer’s SDQ with those of their teacher and, if s/he is aged 11 to 17, the self-evaluation to better inform the child’s health assessment *and* PEP. To help enable this, where an SDQ for a child gives cause for concern or is “border line”, VSHs should work with schools to encourage them to complete their element of the SDQ.

65. VSH and schools may also wish to use other screening tools. Pages 16 to 18 of the “*Improving mental health support for our children and young people*” document linked below include examples of this.

²⁰ i.e. ensuring that the school understands attachment theory and the impact of attachment disorders on a child’s emotional development and learning, and adopts a whole school approach to identifying and supporting pupils with attachment difficulties. This includes upskilling of staff and use of appropriate support resources, such as those developed by Bath Spa University (see [Useful resources and external organisations](#))

²¹ [Mental-health-services-and-schools-link-pilot-evaluation](#)

66. For previously looked-after children, VSHs should signpost schools to appropriate tools to help them measure this group's emotional and behavioural difficulties.

67. VSH and designated teachers may find it helpful to refer to the following documents with respect to supporting looked after and previously looked after children's mental health.

- [Mental health and behaviour in schools](#)
- [Promoting-the-health-and-wellbeing-of-looked-after-children](#)
- [Improving mental health support for our children and young people](#)
- [Children's attachment: attachment in children and young people who are adopted from care, in care or at high risk of going into care](#)
- [Transforming Children and Young People's Mental Health: a Green Paper](#)

What might supporting looked-after and previously looked-after children's mental health look like?

Case study 1

The therapeutic offer for children in care in North Tyneside has been enhanced using the PP+. This includes:-

- training staff in the virtual school to deliver Drawing and Talking therapies;
- educational Psychologists offering Theraplay and Video Interaction Guidance to both schools and for carers / adopters; and
- funding a counsellor through PP+ who addresses needs identified through triangulation of the SDQs, which are completed by carers, teachers and young people.

Case study 2

The Virtual School providing attachment and trauma training, either commissioned from external providers or delivered in house by staff from the virtual school or educational psychology service.

School exclusions

68. The past experiences of looked after and previously looked after children can impact on their behaviour. It is important remember this when considering how best to support the child or young person with their learning and the design and application of

school's behaviour policies. Local authorities and schools must have regard to the Department's statutory guidance [Exclusions from maintained schools, academies and pupil referral units in England](#). In line with that guidance, head teachers should, as far as possible, avoid excluding any looked-after child. VSH should build relationships with Governing bodies, head teachers and designated teachers to support this. VSHs should ensure that carers and social workers know where to seek advice about their role and responsibilities regarding exclusions.

69. Where a school has concerns about a looked-after child's behaviour, the VSH should be informed at the earliest opportunity so they can help the school decide how to support the child to improve their behaviour and avoid exclusion being necessary. VSHs should be proactive in building relationships with head teachers, designated teachers, school's pastoral and behaviour leads, the special educational needs co-ordinator (SENCO) and carers to enable this.

70. Where a child is at risk of or has been given a fixed-term or permanent exclusion, the VSH, working with others, should:

- consider what additional assessment and support (such as additional help for the classroom teacher or one-to-one therapeutic work) needs to be put in place to help the school address the causes of the child's behaviour and prevent the need for exclusion. [The Department for Education's advice for school staff on mental health and behaviour in schools](#) may be helpful; and
- make any additional arrangements to support the child's on-going education in the event of an exclusion. Where a child has been permanently excluded, this will include rapidly securing new educational provision in line with the child's needs and PEP.

71. Where a school has concerns about the behaviour of a previously looked-after child which could result in the child being excluded from school, the child's parents or the school's designated teacher, following discussions with the child's parents, may seek the advice of the VSH on strategies to support the child to avoid exclusion.

Special educational needs (SEN)

72. Looked-after children and previously looked-after children are significantly more likely to have SEN than their peers. Of those with SEN, a significant proportion will have Education, Health and Care Plans (EHC plans).²² In these circumstances the VSH should ensure that:

²² By April 2018 all of those children with statements should have had their education, health and care needs assessed by their local authority and, where appropriate, been issued with an EHC plan, as required under Part 3 of the Children and Families Act 2014 Act.

- the special educational needs and disability (SEND) code of practice 0 to 25 years, as it relates to looked-after children, is followed;
- for looked-after children, that their EHC plan works in harmony with their care plan and PEP to tell a coherent and comprehensive story of how the child's needs are being met. Professionals should consider how the statement/EHC plan adds to information about how education, health and care needs will be met without unnecessarily duplicating information already in the child's care plan. Equally, the child's care plan should be fed into the care assessment section of the EHC plan; and
- any special educational support provided by schools for looked-after children with SEN but who do not need an EHC plan, is looked at as part of the child's PEP and care plan reviews, involving Special Educational Needs Co-ordinators (SENCOs) where necessary.

73. Some children may have undiagnosed special needs when they start to be looked after. As part of the PEP process, there should be robust arrangements in place to ensure that any undiagnosed SEN are addressed through the SEND framework as soon as possible.

74. For previously looked-after children, the SENCO, class teacher, designated teacher and the specialists should involve parents when considering interventions to support their child's progress. They should agree the outcomes to be achieved through SEND support, including a date by which progress will be reviewed. VSHs may be invited to comment on proposed SEND provision.

75. Section 19 of the Children's and Families Act 2014 is clear that when supporting young people with SEN, the authority must have regard to the need to support and help them to achieve the best possible educational and other outcomes.²³ For children and young people in or beyond Year 9 (aged 13-14) with EHC plans, local authorities have a legal duty to include provision to assist in preparing for adulthood in the EHC plan review. In line with both of these duties and the corporate parenting principles, the VSH should encourage high aspirations for children, focussing on their strengths and capabilities and the outcomes they want to achieve.

²³ See paragraph 1.1 of the Special Educational Needs and Disability Code of Practice 0 – 25 years.

Annex 1

This is a brief summary of the main roles mentioned in this guidance.

Role	Brief description
Director of Children's Services (DCS)	DCSs have professional responsibility for the leadership and strategic effectiveness of local authority children's services.
Lead Member for Children's Services (LMCS)	The LMCS is a member of the Council Executive and has political responsibility for the leadership, strategy and effectiveness of local authority children's services.
Independent Reviewing Officer (IRO)	Every looked-after child must have a named IRO who is appointed to participate in case reviews, monitor the local authority's performance in relation to a child's case.
School admission authorities	The local authority is the admission authority for community schools and voluntary controlled schools. The school governing body is the admission authority for foundation and voluntary aided schools, and the relevant academy trust is admission authority for academy schools and free schools.
Special Educational Needs Co-ordinators (SENCO)	The SEN Coordinator (SENCO), in collaboration with the head teacher and governing body, plays an important role in determining the strategic development of the SEN policy and provision in the school in order to raise the achievement of children with SEN.
Designated teachers	All maintained schools, academies and Free Schools are required to appoint a designated teacher to champion the educational attainment of looked-after and previously looked-after children, and act as a source of information and advice about their needs.

Role	Brief description
Designated Senior Lead for Mental Health/ officer responsible for making links with mental health services	Nearly half of schools and colleges already have mental health leads, and nearly two thirds have a member of staff identified to make links with mental health services. Going forward, we are incentivising every school and college to train a Designated Senior Lead for Mental Health to oversee their approach to mental health and wellbeing. NB: this is not a statutory requirement.
Post-adoption support teams.	They are responsible for assessing post-adoption support needs of previously looked-after children. This includes some children adopted from outside England. ²⁴
Adoption Support Fund (ASF)	ASF provides funding for therapeutic services to help adoptive families (including children adopted outside England) and SGO families achieve a range of positive outcomes. Funding is secured following a local authority assessment of the child's adoption support needs.
Voluntary sector organisations such as Adoption Support Agencies and Voluntary Adoption Agencies.	The voluntary sector provides a range of services, including adoption support, to adoptive parents and their children. Some work closely with schools to help raise awareness and understanding of the needs of previously looked children.
Regional Adoption Agencies.	They bring together local authorities and voluntary adoption agencies to develop and provide services for children and adopters on a greater scale, and to promote the development of innovative practice. This includes adoption support services.

²⁴ This applies to children defined as adopted from overseas as defined under the Adoption and Children Act 2002.

Annex 2 – Custody

76. If a young person who has previously been accommodated under section 20 (voluntarily accommodated) or section 31 (under a care order) of the 1989 Act is remanded in custody, they remain looked-after. The local authority continues to have duty for care planning and review or, depending on the child's age, the local authority may also have duties to them as a care leaver. Prior to release, the authority which will be responsible for the child's future care, together with the child's assigned custodial establishment, should:

- make arrangements to ensure that the child's needs have been reassessed to inform arrangements for their future accommodation and care; and
- ensure that the assessment includes up-to-date information about the child's educational needs so that the PEP can be revised as part of the new care/pathway plan.

77. Under section 104(1) of the Legal Aid, Sentencing and Punishment of Offenders Act 2012 (LASPOA), all children remanded to youth detention accommodation become looked-after children. During the period of remand, the child will have a detention placement plan. That plan should include information about:

- the arrangements made by staff in the youth detention accommodation for the child's education and training. This should include the name and address of the educational or training institution the child was attending immediately prior to detention and details about the local authority that maintains any EHC plan; and
- the name of the VSH responsible for discharging the local authority's duty to promote the educational achievement of the children looked after by the authority.

78. Children who offend and receive custodial sentences remain looked-after if they were under a care order or were accommodated under section 20 immediately prior to conviction. The authority, therefore, has a continuing responsibility to review their PEP as part of the care plan, and to ensure the child's access to education and training is consistent with their statutory entitlements. In these cases, the local authority should:

- have procedures in place to know where these young people are placed and how long they are likely to be held;
- have access to information about the child's educational progress;
- plan ahead in sufficient time so that a suitable educational or training placement can be arranged wherever the child will live following release from custody;
- work with their Secure Children's Home (SCH), Secure Training Centre (STC) or Youth Offending Institute (YOI), in partnership with the Youth Offending Team (YOT) supervising officer, to ensure:

- that care planning reviews are continued and facilitate access to education while the young person is detained;
- information on a child's education and training needs is passed to the STC/ SCH or YOI, usually through the most up-to-date PEP, as quickly as possible;
- ensure that the learning needs of the individual are being met; and
- that there is proper planning to maintain the continuity of education and/or training experience once the young person is released from custody.

79. Where a looked-after child is placed in secure accommodation for their own welfare (section 25 of the 1989 Act), local authorities should liaise directly with the secure unit to ensure that they meet their statutory responsibilities to promote the educational achievement of the child.

80. More detailed information on local authorities responsibilities to looked-after children in contact with the youth justice system is available in chapter 8 of [Children Act 1989 Volume 2: care planning placement and case review](#) statutory guidance.

Further information

Useful resources and external organisations

- *A good practice guide for parents: meeting the needs of adopted and permanently placed children* ([Adoption UK](#))
- *A good practice guide for schools: understanding and meeting the needs of children who are looked-after, fostered, adopted or otherwise permanently placed* (PAC, 2013)
- [Become](#) (formerly The Who Cares Trust)
- *Framework and evaluation schedule: children in need of help and protection and care leavers and Local Safeguarding Children Boards* (Ofsted 2017)
- [National Association of Virtual School Heads](#)
- [National Network for the Education of Care Leavers](#) - Higher education activities and resources for care leavers, children in care and those who support them
- [The National Children's Bureau](#)

Research

- *The impact of virtual schools on the educational progress of looked after children* (Ofsted, 2012)
- *Education Matters in Care*: A report by the independent cross-party inquiry into the educational attainment of looked-after children in England.
- [Information on attachment awareness for schools](#) – Bath Spa University
- *The Educational Progress of Looked After Children in England: Linking Care and Educational Data* – Rees Centre
- *Looked after children: good practice in schools* (Ofsted report 2008)

Practice Tools

- [Education Endowment Foundation \(EEF\) teaching-learning-toolkit](#)
This provides useful information and evidence on effectiveness of types of support which can be facilitated by pupil premium funding.
- [National Consortium for Examination Results \(NCER\)](#): VSH management information tool. The NCER NOVA CLA Reports is a new national system to measure the educational performance and progress of children and young people whilst in care at

Key Stages 1, 2 and 4. The system matches social care and educational data from the 2016 SSSDA903 national database and National Pupil Database; and reports on some of the factors that are shown to make the most difference in improving the outcomes of children in care. The tool operates across local authority boundaries to ensure that children placed in one local authority and educated in another are included in the reporting functionality.

Mental Health

- [Adoption Support Fund \(ASF\)](#)

The ASF was established to help pay for essential therapeutic services for adoptive families as and when they need it. It is available for children up to, and including, the age of 21 (or 25 with an EHC Plan) who have been adopted from local authority care in England or adopted from Wales, Scotland, Northern Ireland but living in England. From 1 April 2016, the Fund became available for intercountry adoptions (once the placement has been made and the child is in England) and for Special Guardians who care for children who were looked-after immediately prior to the Special Guardianship Order.

- [Children's attachment: attachment in children and young people who are adopted from care, in care or at high risk of going into care](#) (NICE guideline, 2015)

This guideline covers the identification, assessment and treatment of attachment difficulties in children and young people up to age 18 who are adopted from care, in special guardianship, looked after by local authorities in foster homes (including kinship foster care), residential settings and other accommodation, or on the edge of care.

- [Mental health and behaviour in schools](#) guidance (Department for Education, 2016)

- [Strength and Difficulties Questionnaire](#)

Information for researchers and professionals about SDQs

- [MindEd](#)

Online training materials on mental health for families and professionals working

- [Transforming Children and Young People's Mental Health: a Green Paper](#)

A green paper setting out measures to improve mental health support for children and young people.

Other relevant departmental advice and statutory guidance

- [Adoption: statutory guidance](#)

- [Boarding Schools: improving outcomes for vulnerable children](#) (guidance)
- [Careers guidance provision for young people in schools](#) (statutory guidance)
- [Children Act 1989: care planning, placement and case review](#) (statutory guidance)
- [Children Act 1989: transition to adulthood for care leavers](#) (statutory guidance)
- [Directors of children's services: roles and responsibilities](#) (statutory guidance)
- [Improving looked-after children's attainment in primary schools](#) (guidance)
- [Improving looked-after children's attainment in secondary schools](#) (guidance)
- [Independent reviewing officers' handbook](#) (statutory guidance)
- [Mental health and behaviour in schools](#) (guidance)
- [Pupil premium: funding and accountability for schools](#) (guidance)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [School admissions code](#) (statutory guidance):
- [School exclusion](#) (statutory guidance)
- [Working together to safeguard children](#) (statutory guidance)

Other departmental resources

- [Academy admission request form for looked-after children](#)
- [Outcomes for children looked after by local authorities](#)



Department
for Education

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LAC Case studies - information for Scrutiny Panel February 2019

Case Study	Details
Child T (Year R)	<p>T came into care at the age of 3 years 4 months after neglect, witnessing domestic abuse, poor home conditions and his mum not able to maintain consistent positive change. Mum was unable to keep T and his siblings safe.</p> <p>On entry to care T had limited/delayed speech and few early learning experiences. He was presenting at 16-26 months in the EYFS and had delay in his learning across all areas. T was placed in foster care with his younger sibling whilst in care proceedings.</p> <p>T was attending a nursery setting and VS organised an initial PEP to identify needs and set targets to help T in his learning and to narrow the gap. VS worked with nursery, foster carer and social worker to help support and meet T's needs. T's attendance at EY setting has been good since he went into foster care. VS set targets focused around speech & language, emotional well-being and making friends / ability to interact with his peers. T's interests and views were taken into account. Nursery put a My Support Plan in place. VS informed Early Years setting of EY pupil premium.</p> <p>At 45 months progress had been made and T is now on track: his speech has improved, he is making friends, his confidence has grown and his attendance is good. VS have held regular PEPs and supported T with his transition to a new nursery setting after he moved placement with a connected person. VS liaised with the social worker, new setting and current setting in supporting the transition and arranged a transition PEP to transfer knowledge and information, including the child's learning journey. The designated person from both settings attended, along with the VS, SW and new carer.</p> <p>T is now settled in his placement and at school, making good progress and currently the carer is being assessed for Special Guardianship Order.</p> <p>Key Positive outcomes</p> <ul style="list-style-type: none"> • T is settled at school, his attendance is good, is making good progress and is now working at age related expectations. • T's confidence has grown, his speech has improved and he is making friends. • T is settled in his placement and the carer is being assessed for Special Guardianship Order
Child A (Year 2)	<p>A is 6 years old and is living in his 6th placement and is at his 4th school including nursery. A came into care when he was in nursery. A had witnessed domestic violence and inappropriate parenting - including seeing dad shoot the neighbour's cat. A also suffered severe neglect and negative parenting.</p> <p>When in Reception the school really struggled to meet his needs. VS worked closely with school and implemented funding to support additional staff to work with A. VS also worked closely with school, Primary Pupil Referral Service (PPRS) and Educational Psychology (EP) service to ensure everything was in place to support school with A. A secured an Education and Health Care Plan (EHCP) at the end of Reception with Band A funding.</p> <p>Unfortunately over the summer A's placement broke down and he moved out of the local authority; initially the carer transported A to school which wasn't ideal. A's carers said they would consider keeping him long term but couldn't sustain the stressful journey to school. It was agreed A would attend the local school after Christmas. A planned transition was implemented and A's TA from his old school spent time at his new school to pass on positive strategies to A's new TA. This was funded by VS.</p> <p>After a number of weeks, A's emotional well-being deteriorated and he became unmanageable at home and school. After a lot of different interventions including nurture etc. school said they couldn't meet A's needs. A had had a number of exclusions. Meanwhile the placement also said they were struggling, carer's siblings were being affected and the male carer was saying they should give notice. A was out of school and no mainstream school would take him due to safeguarding issues. There was no specialist KS1 provision available.</p> <p>After a number of weeks a small specialist school agreed to ask the DfE for permission to take A as they were not registered for KS1 children. The school only had 6 pupils and already had permission to take a 5 year old so A would have someone his own age. It was agreed A could start but there was escort issues. To ensure A got back in school the VS escorted him and then found a temporary escort until Transport secured one.</p> <p>A has been amazing ever since: he is now settled, very happy and engaging in education. He is making accelerating progress in all areas. This has had a positive impact on placement and they are now going to keep A long-term.</p> <p>Key Positive outcomes</p> <ul style="list-style-type: none"> • A is now settled and very happy. • A is engaging in education and making accelerated progress in all areas. • A's carers are now going to keep him long-term.
Child N (Year 3)	<p>N transitioned from a mainstream school at the end of Year 2, to move to a Specialist School for KS2 (Year 3). N previously attended a mainstream school, and had an Education and Health Care Plan (EHCP) granted in May 2015 prior to becoming LAC for Cognition and Learning, Communication and Interaction, Social and Emotional and Sensory / Physical. N has a rare chromosomal condition which impacted upon his development in all areas, including Speech and Language and social interaction – making accessing education a challenge. N was granted the top level funding for an EHCP (£6900) to support his school in promoting his education and meeting his needs.</p> <p>Upon becoming LAC in June 2015, N moved to a different primary school and the Virtual School (VS) were able to support N to access extra sensory support, social and emotional support and extra hydrotherapy sessions via Pupil Premium Plus as while he was receiving the top level of EHCP funding, this did not actually cover the cost of all of the support N required. The school felt able to meet N's needs until the end of KS2, but felt that after this he would need specialist provision. There were discussions with the Educational Psychologist and SENDCO, and the SENACT team.</p> <p>An EHCP review was held in May 2018 outlining N's needs and the move to a specialist provision for KS2 upwards. A PEP meeting in June 2018 was held prior to the move to ensure all information was up to date and the transition plan was underway and going well - which it was. The school had worked with VS, SW, Disability Nurse, new school and carers to plan the transition well, and planned a goodbye party for N.</p> <p>A PEP meeting was held in October 2018 to ensure the move to the new school had gone well, that N was settling in – which he was. The hydrotherapy sessions were not part of the curriculum in the specialist school, and therefore were not funded by N's EHCP. VS put in place Pupil Premium Plus to ensure the hydrotherapy sessions could continue as part of child N's routine. N is doing well in this school.</p> <p>Key Positive outcomes</p> <ul style="list-style-type: none"> • No drift and delay for Child N, processes were completed in a timely manner which meant that the transition went smoothly • Smooth transition meant that N's start to his new school was a positive one, and he was able to begin to engage in his curriculum as soon as he started • New School and Old School worked efficiently alongside VS, Carer and SW to ensure a good and thorough transition – this included a goodbye party at his old school which means that some of the losses N had to face were planned and less traumatic. • All professionals kept in regular contact about how child N was doing, so that the transition plan could be adjusted accordingly when it was felt that things were moving a bit too fast for child N. • Pupil Premium was used to ensure that Child N's routine could continue to benefit his social and emotional wellbeing as well as physical development/sensory needs • School say that Child N is making good academic progress now that he is accessing a specialised SEN and holistic curriculum • N is confident in engaging in his lessons in his new school, despite there being a concern that he would struggle with the change – this is positive • Social development being seen – N is now able to demonstrate turn taking whereas this was a previous concern

<p>Child J (Year 5)</p>	<p>J has been in care from 1 month of age. He was placed in foster care and then an adoptive placement which broke down. Thankfully his previous foster carer agreed to take him back and so did his previous school. His carer then agreed to keep him long term.</p> <p>The continuity of being able to go back to the same foster family and school helped him to have some stability from this rejection. Although, the rejection from becoming looked after along with the adoption breakdown impacted on his emotional well-being. Despite this J achieved greater depths (above age related expectations) at the end of KS1 and is on track to achieve greater depths at the end of year 6.</p> <p>Throughout his education, VS has supported access to interventions in order to meet J's emotional and academic needs and learning interests. These include a Talking/Drawing art intervention to support with friendships and emotions, referral and support from CHEWS when his behaviour and attitude to learning deteriorated, extra support for English and Maths.</p> <p>Current situation for J: J struggles around Christmas time, behaviours deteriorate, however school and home are aware of this pattern and have the support ready to support him through this difficult period. J is now well behaved and motivated, his behaviours have much improved and he has developed strong friendships. The CHEWs sessions made a positive difference and he is no longer needing to access this service.</p> <p>Pupil Premium was used to purchase a lap top to support him with learning at home. School has installed the appropriate software and J has expressed that he enjoys developing his learning at home.</p> <p>J now takes an active part in school life. He was elected to be a member of the school council by his peers. He attends archery and football club. J is being supported in his preparation to take the eleven plus for admission to Heckmondwike Grammar.</p> <p>Key Positive outcomes</p> <ul style="list-style-type: none"> • J has been supported to fulfil his potential despite blips in his emotional well being • He is continuing to work above age related expectations • School and carers are working effectively together to meet J's needs and support his educational and personal aspirations
<p>Child B (Year 8)</p>	<p>B was attending mainstream school. School had concerns about B: he was presenting with behavioural needs and low level learning needs. School addressed his needs by allocating key support workers and time in a nurture group. They also raised concerns about child B stealing food from local shops.</p> <p>B also disclosed to school that he did not feel safe at home and often did not want to go home. He was also looking after his siblings because of his mother being unable to do so due to her mental health needs. At this point child B was unknown to VS.</p> <p>B came in to care due to neglect, failure to keep safe from harm. Whilst in care he had contact with his mother. B's behaviour was always difficult in school the day after his contact visits; school did not know why and were unaware of the difficult contact sessions.</p> <p>After one of the more difficult contacts B's behaviour escalated the day after in school: as a result he was permanently excluded from school for physical assault on a teacher and persistent disruptive behaviour.</p> <p>VS worked with the social worker, the Exclusions Officer and the school Head Teacher and he agreed to rescind the exclusion of B due to his difficult situation and high level of need. VS advised school to submit an application to request a place at a Pupil Referral Unit (PRU), which they did.</p> <p>B did well at the PRU working with the education specialist who was able to support B to cope with behaviours resulting from his emotional needs. The care placement could not offer a long term place so B was moved to another local authority. VS liaised with the local authority and obtained a place at their PRU to avoid any drift and delay. B did well there and after 6 weeks a mainstream place was sought. After a honeymoon period in school B's behaviour became a concern again. B quickly moved through school behaviour sanctions and was again at risk of permanent exclusion.</p> <p>VS raised concerns to school and suggested that behaviour strategies were needed to support B and prevent further negative behaviour that could again lead to a permanent exclusion.</p> <p>A PEP meeting was held along with further meetings with the school pastoral and behaviour team and VS worked with them to put together a My Support Plan which focused on his needs, and agreed what daily support would be provided for him, how often and by who. Plans also included a mentor in school and key staff allocated to support his behaviour and social interaction needs. Time in the learning resource centre has been arranged when he needs time out and Pupil Premium Plus is being used to fund his mentor. This is reviewed termly by his foster carer and the school's DT and SENDCO.</p> <p>In the sessions with B his mentor has identified how he can make positives changes to his behaviour and organised planned opportunities to help him experience success. This has raised B's self-esteem and he is now is more a confident pupil who believes that he can do well at school and that other students and staff like him. He now feels part of his school.</p> <p>VS also worked with the social worker and his foster carers who attended all meetings in school so that they could support him at home as well as being kept up to date with what was happening in school. The foster carers are proactive in contacting school and his social worker when they need support.</p> <p>Key Positive Outcomes</p> <ul style="list-style-type: none"> • Effective transition and school move – drift and delay avoided • School is now confident in responding quickly and correctly to the needs of LAC, using the correct procedures. • Positive links established with another local authority, PRU's and school admissions • B is now in line with his peers and working at ARE in PSHCE and Media Studies • He is engaging in learning and is no longer at risk of a permanent exclusion
<p>Child P (Year 8)</p>	<p>P's mum passed away November 2017; he and his 2 siblings were cared for by his older sister. However, it became apparent that she was not capable of caring for P and his siblings. Prior to this P did not display any behavioural or emotional issues and he was working at age related expectations during the first term in Year 7 which consequently dropped.</p> <p>P and his siblings moved in with mum's partner. In the last academic year P's school reported incidents of P displaying verbal aggression, defiance, not following instructions and absconding from school premises. Due to these behaviours P was put on a managed move to another local high school. This move was unsuccessful due to allegations that he brought a knife into school. P returned to the previous school part time (9-11 am) with 1-1 support.</p> <p>In September 2018 P returned from the summer break much more settled without 1-1 support with a view to gradually increasing his hours. Extra support was provided by Kip McGrath to improve literacy, 1:1 support for 5 hours per week was implemented by VS.</p> <p>Due to needing a larger home, P had to move to another area but the journey to school proved too long and often resulted in P being late and missing vital learning. An application to another school was made but concerns were raised with the school being at capacity and also querying if they could meet his needs.</p> <p>In October the school agreed to take P despite over capacity. VS provided 50% funding for Pastoral TA who was an experienced behaviour support worker with experience and skills in trauma and bereavement (and 50% funding to meet P's sibling's needs) in order to help with the transition help meet his emotional needs. P started on part time hours at the school.</p> <p>As P struggled emotionally since his mum's death, the VS implemented emotional wellbeing support including growth mind-set resilience and 1:1 mentoring sessions and provided P with supervised 1:1 space to address periods of frustration and anger and additional support with bereavement.</p> <p>In November P started full time education. Whilst the DT reported some low level defiance it was manageable and addressed by providing a supportive and nurturing environment. To improve literacy and numeracy, VS provided funding for P to access online learning resources.</p> <p>As at mid-December P was continuing to thrive in school. He has recently had contact with his biological father which proved positive - he has been able to see P at school including watching a dancing demonstration in which P took part.</p> <p>P's English and Maths are in line with age related expectations (ARE), Science is below. This will be discussed at the next PEP review with a view to implementing additional strategies to improve P's current attainment levels. He will also be moving to High School for the next academic year which will require careful planning.</p>

	<p>Key Positive Outcomes</p> <ul style="list-style-type: none"> • P is now in full-time education, attending regularly and is engaging. • P is working at ARE for Maths and English • P's confidence has grown and he is able to regulate himself emotionally. • P has made friends and has learned ballroom dance. • P has developed a relationship with his biological father which the school is supporting. • Support for P 's emotional health and wellbeing has resulted in him being more able to access other curriculum areas and full time education
Child B (Year 11)	<p>B had a liver transplant at the age of 5 and became LAC in 2015. B is settled in a long-term placement. There is a strong, supportive and consistent team around her - the foster carer, Designated Teacher, social worker, parent and VS.</p> <p>B has attended and contributed to all PEP reviews.</p> <p>She managed at mainstream schools whilst on medication and had several periods off school due to illnesses related to the transplant.</p> <p>Pupil Premium Plus funded 1:1 tuition to identify and fill gaps in her education due to absence from school. At the beginning of Year 10 B was taken to hospital and put in an induced coma; the Leeds Hospital Teaching Team were involved. VS involvement ensured B had internet access while in hospital.</p> <p>B missed the majority of Year 10. When B left school tailored tuition and catch up sessions were provided during the summer break funded by Pupil Premium Plus; there was discussion around what B would be strong enough to access.</p> <p>Distance between home and school was a concern as it added an hour to the beginning and end of each day.</p> <p>VS management met B to ensure she understood the consequences of each of her options, namely:</p> <ul style="list-style-type: none"> • Repeat Year 10 at a school closer to her placement - recommended by social care. • Repeat Year 10 at current school. • Return to current school for Year 11. <p>B was involved throughout and her wishes were taken into consideration. B determined that she would remain at her current school and start Year 11.</p> <p>Key Positive Outcomes</p> <ul style="list-style-type: none"> • B started Year 11 at the existing school and has a tailored timetable focussing on the subjects she needs to access Post 16 provision. • B is working below target grades, but is working hard to achieve her goal. • B actively contributed to the target setting/review of her education and input was tailored specifically to requirements • VS supported B to make an informed choice re her educational future
Child H (Year 11)	<p>H entered care in 2007 and was placed out of area and a long distance from Kirklees. VS began working with H in 2015 when he was in a mainstream school.</p> <p>At school he was placed in small groups with more support due to behaviour issues. Due to these behaviour issues H had some exclusions. This led to school placing H in a PRU for a few weeks. H did not have an EHCP or My Support Plan and the school did not request an assessment. As the time approached for H to return to mainstream, school were not keen for H to return and said that they wanted to explore a managed transfer to another school and started the process of applying for an EHCP.</p> <p>In June 2016 H was temporarily placed in another provision which was in the process of closing down. The VS liaised closely with the local VS in order to find an appropriate provision.</p> <p>In September 2016 H started at a specialist school (SEMH). This was an assessment place with the plan that if it were found to be appropriate it would be named on the EHCP document which was being drawn up. H initially settled well and this school was named on his draft EHCP. However, H started to abscond from school and the school then said they could not meet H's needs as they did not feel they could keep him safe.</p> <p>Working with the local VS another SEMH school in the area was identified and in March 2017 H started at this school.</p> <p>H has settled well into this school. There is a very supportive team that work with him. There have been a few incidents of absconding but H is learning to take responsibility for his actions and school are pleased with his progress.</p> <p>Recently H refused to attend school for a few days. This was quickly resolved by all parties (school / foster carers / social worker and VS) working together and offering a solution to H.</p> <p>Another step in his progress is that H has attended a PEP meeting and given his views which is something that in the past he was always reluctant to do. H appears happy in his school.</p> <p>Key Positive Outcomes</p> <ul style="list-style-type: none"> • H is attending effective provision that is meeting his needs and seems happy at school. • Committed long term foster carers have meant H feels part of the family and has asked to take the family name. • Excellent support was received from the local VS. • There has been regular contact between Kirklees VS / school / social worker / foster carers.
Child A (Year 11)	<p>A and siblings entered care in May 2017 whilst A was in year 9. His school attendance was 71% at this time, and A was below ARE in all subjects apart from English and Science. A was anxious in and around school in spite of his Key Stage 2 levels suggesting he was a capable student who should be aiming for high grades at GCSE.</p> <p>A was informed of support available in school and via external agencies, with a referral to either schools counsellor or ChEWS to be made if needed. Foster carer was encouraged to support A at home by having a set time for homework and communicating regularly with school. A laptop was funded to assist home and coursework.</p> <p>At the start of Year 10 School issued A with a timeout pass for the wellbeing centre as A continued to have issues with anxiety. There were no concerns with his behaviour and he received positive behaviour points. Attendance has risen to above 90%. A showed improvement in all subjects but more progress was required in Maths and English. 1:1 tuition was funded by the VS alongside revision guides. A and his siblings moved in with a close family member. A completed 12 sessions at Northorpe Hall which he enjoyed and also reduced the number of panic attacks he was having.</p> <p>Later in the year A's mother died but A seemed to cope at the time. He continued with the 1:1 tutoring and sought careers advice with a view to plans after Year 11. A achieved positive grades in the Year 10 mocks.</p> <p>Following the Year 11 mocks A continues to have excellent attendance and attitude to learning and his confidence and self-belief is growing. He enjoyed pleasing results in the recent mock GCSE exams. Above expected grades in Science, English literature and Language, French, and the rest are in line with his targets. As A does not like public praise, it was agreed that a reward (vouchers for his favourite store) for his mock exam results would be given to acknowledge his success and motivate him to keep up the hard work.</p> <p>Key Positive Outcomes</p> <ul style="list-style-type: none"> • Increased attendance from 71% to 99% with no unauthorised attendance • A has improved emotional health and is developing his confidence and self-belief • A has started to make applications for apprenticeships with FE as a backup choice • A is on track to achieve 8 GSCSE's with predicted grades of 7's • A applied to be a prefect in Year 11

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Name of meeting: Children's Scrutiny Panel
Date: 25th February 2019
Title of report: Kirklees Annual Educational Quality and Standards Report 2017-18

Purpose of report

To report formally the Key Stage educational achievement outcomes for Kirklees Schools in the 2017/18 academic year.

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?	Yes, as this is about the whole district.
Key Decision - Is it in the Council's Forward Plan (key decisions and private reports?)	Yes 8 th October 2018
The Decision - Is it eligible for call in by Scrutiny?	N/A
Date signed off by <u>Strategic Director</u> & name	Mel Meggs - Director for Children's Services 08/02/19
Is it also signed off by the Service Director for Finance IT and Transactional Services?	Eamon Croston – 08/02/19
Is it also signed off by the Service Director for Legal Governance and Commissioning Support?	Julie Muscroft – 08/02/19 Jo Sanders – 13/02/2019
Cabinet member portfolio	Cllr Masood Ahmed Cllr Viv Kendrick

Electoral wards affected: ALL

Ward councillors consulted: N/A

Public or private: PUBLIC

Have you considered GDPR? Yes – the Data contained in the report is derived from publicly available data produced by the Department for Education with some additional internal analyses. Other data sources include: NFER Nexus software, Local Authority Interactive Tool (LAIT) and Statistical First Releases.

1. **Summary**

The Kirklees Annual Educational Quality and Standards Report draws upon nationally validated data to provide a detailed scrutiny of performance across the borough. The detailed report appended provides detailed analysis across the Early Years Foundation Stages and Key Stages 1 to 4. The Annual Quality and Standards Report for Kirklees schools is a key report which highlights the educational outcomes for pupils in the district.

We are highly ambitious for our children and young people and believe that they have the potential to be amongst the best in the country. Our analysis shows that over the last decade, trends in performance across all key stages in comparison to national performance has not been at the levels we aspire to. Performance is stronger at Key Stage 4 and better at Key Stage 5.

The report is underpinned by results in attainment and identifies the ongoing improvement in the standard of education offered in Kirklees schools and early years settings. It also notes areas of improvement that require further action that as a district we need to prioritise. We have begun to work with our schools, early learning settings and post 16 partners to develop a shared understanding about our performance in order to plan a 5 year Learning Strategy in order that we can collectively focus on the priorities to improve.

2. **Educational Outcomes for the Academic Year 2017/18**

The appended report identifies in detail where the challenges reside, the priorities arising from these and the opportunities for improvements across the learning system. An executive summary of the content in the Annual Educational Quality and Standards Report is set out below.

Executive Summary

2.1 **Early Years Foundation Stage**

In the Early Years Foundation Stage (EYFS), the proportion of 0 – 5 year olds achieving a good level of development in their reception year, has increased each year. However, there is still 2.1 percentage points between outcomes in Kirklees (69.4%) and national (71.5%). The gap between Free School Meal (FSM) pupils in Kirklees and non-FSM pupils nationally is 19 percentage points.

For the second consecutive year Kirklees has seen the gap between boys and girls narrow, but we need to take into consideration that girl's outcomes were not as positive as in previous years; the gap between Kirklees girls and girls nationally is currently 2.2%. Kirklees boys have slowly been closing the gap with boys nationally, the gap is the smallest it has been since 2015. It is now 2.1% behind national.

Focus Areas

- Reducing the gender gap to be at least in line with the national gender gap.
- Continue to increase outcomes in Communication, Language and Literacy Development (CLLD) which in turn will support Literacy outcomes.
- Supporting improvements in the teaching of Mathematics.
- Diminishing the difference in outcomes between boys and girls for the Good Level of Development (GLD) score.

- Reduce the attainment gaps for 'at least expected standard' in all areas to be at least in line with the national gap.

2.2 Key Stage 1

At Key Stage 1 (7 years old) expected standard, there has been an improvement in Maths and Science which is faster than national rate of improvement in these areas. Therefore the gap with national has been reduced in these subjects.

Reading attainment remained at 72%, which is below statistical neighbours and the national average (75%). However, as the national percentage decreased by 1%, the gap between the LA and national has reduced. The LA is ranked 124.

In writing, 67% of pupils reached the expected standard in 2018 compared with 70% nationally. Changes made within the 2017/18 writing frameworks mean judgements in 2018 are not directly comparable to those made using the previous interim frameworks. Kirklees has moved up the LA ranking (rank 116) as a result of a greater proportion of pupils achieving the standard. Attainment remained lowest in writing Teacher Assessment, at 67%, and highest in science Teacher Assessment, at 81%.

More girls reached the expected standard than boys in all KS1 subjects. The subject with the largest difference in attainment by gender continued to be writing, with a gap of 16 percentage points between girls (76%) and boys (60%). The gender attainment gap was 9 percentage points in reading, with 77% of girls and 68% of boys reaching the standard. The gap was narrowest for maths at 4 percentage points, where 76% of girls reached the standard compared to 72% of boys. The gap has increased in writing and maths by 2%. The reading gap remains the same in 2018 compared to 2017.

The phonics screening check is a statutory assessment for all pupils in year 1 (typically aged 6) to assess whether they have met the expected standard in phonic decoding. 80% of pupils met the expected standard in the phonics screening check at the end of year 1, an increase of 21 percentage points since the introduction of the check in 2012. The gap between Kirklees learners and all learners nationally is 2%. A greater proportion of girls continue to meet the phonics standard, with 84% of girls and 76% of boys meeting the standard in 2018. Kirklees Boys attainment is significantly lower than boy's attainment nationally.

Focus Areas

- To improve the pass rate in phonics;
- To diminish the attainment gap between Kirklees children compared to children nationally in reading, writing and maths (at the expected and higher standard) internal data suggests this is particular the case for;
 - disadvantaged and SEND (especially SEN support) children; and
 - Asian and mixed ethnicity children (particularly boys)

2.3 Key Stage 2

In 2018, at the end of Key Stage 2 (11 year old), 5,311 children in Kirklees schools were assessed in reading; grammar, punctuation and spelling (GPS); writing; and mathematics. 62% of children in Kirklees reached the expected standard in combined reading, writing and mathematics around 2% below that seen nationally placing the LA 110 out of 152 in the national rank.

Whilst still in quartile D a huge improvement has been seen in reading, writing and the combined Reading, Writing and Maths (RWM) measures. Writing is now the lowest ranked subject area at the expected level. The greatest gender gap was seen in writing, where approximately 13% more girls attained the expected standard compared to boys. The smallest difference was within maths, where attainment of boys and girls was the same. Whilst the gaps between Kirklees girls and girls nationally has reduced in reading and RWM it has grown by 1 percent in writing and maths. Kirklees boys have reduced the gap further in reading to 3 percent below national, but have been unable to reduce the gap in writing, maths and the combined measure which have increased by 1% on 2017.

8% of children in Kirklees reached the higher standard in combined reading, writing and mathematics around 2% below that seen nationally placing the LA 109 out of 152 in the national rank; an increase of 18 places. At the higher level, year on year improvements have been seen in all measures except maths. The gap with national has reduced slightly in all measures except maths. As a result Kirklees has moved up the national rankings in reading (2 positions), GPS (8 positions) but has moved down 4 position in maths and 2 positions in writing. Writing continues to be the lowest ranked subject area for pupils achieving the higher level. A larger proportion of girls attained the higher standard in Reading and writing, but a larger proportion of boys still meet the higher standards in maths. Girls reading and writing is improving at a faster rate than national therefore reducing the gap, however Kirklees girls are losing pace in maths at the higher standard with their national comparisons. Boys have significantly reduced the gap with national at the higher standard in writing over the past 2 years, gaps with boys nationally in reading and maths have been variable over three years with no clear pattern emerging.

Focus Areas

- To improve outcomes in mathematics particularly lower ability and disadvantaged pupils
- Continue to improve outcomes in reading and further diminish the gap between the LA's outcomes and national at the expected level.
- To improve outcomes in writing for high attaining pupils
- Continuing to improve the attainment and progress of all pupils in reading, writing and maths. With particular reference to the lowest and highest attainment bands and for disadvantage and children with special educational needs and / or disabilities (SEND) across all measures.

2.4 Key Stage 4

At Key Stage 4 (16 years old), Attainment 8 and Progress 8 became the key performance indicators for this Key Stage. The average Attainment 8 score for Kirklees was 45.4 which is higher than the national average (44.5). Kirklees girls attain 6.9 points higher than Kirklees boy.

The average Progress 8 score for Kirklees was -0.04 which means less progress was made than the national average. A wider than national (0.48) gender gap exist in the progress measure. Girls progress was 0.27 in 2018, with boys progress 0.63 points below that (-0.36). The progress score was lowest in the open pillar (-0.11) compared to -0.04 nationally.

The proportion of pupils achieving grade five or more in English and mathematics increased by 1.1 percentage points to 42.5% above national (40.2%). A higher proportion of Kirklees girls (47.7%) attain this combined measure compared to Kirklees boys (37.5%).

The percentage of children entered for all components of the English Baccalaureate (EBacc) measure (41.5%) has increased by 7.4 percentage points and is now higher than national. The EBacc average point score (APS) is a new headline measure introduced in 2018. The EBacc APS for all schools was 3.85. The maximum possible EBacc APS is 10.75, which is possible by achieving an A* in an AS level qualification in each EBacc pillar. Kirklees EBacc APS score was 3.96. The languages pillar (2.12) was the weakest of the EBacc areas and the only pillar below national (2.28). English was the strongest pillar (4.87) compared to 4.60 nationally.

Areas of focus

- Continue to raise the percentage of pupils entered on EBacc routes, particularly languages (only 48% entered in 2018).
- To raise the percentage of pupils attaining a grade 5+ in the open pillar, thereby improving progress in this pillar.
- To continue to increase the rate of attainment in all subject areas for disadvantaged and SEND pupils.
- To continue to diminish the difference between Kirklees pupils and pupils nationally at grade 5+ in English and Maths.

3. Implications for the Council

3.1 Working with People

Working together with our families, we encourage every child to be ambitious, hold high aspirations and to strive to reach their potential as well as helping them to be kind, brave, compassionate, tolerant and reflective.

3.2 Working with Partners

It is imperative that the council and wider partners work together to ensure they are able to provide world class educational opportunities that support children, young people and their families to realise their potential and succeed in adult life.

3.3 Place Based Working

Our schools, and settings work collaboratively as part of our learning family and understand the children and their families whom they serve well. The diversity and scale of the district requires a commitment to place based working and to meeting the differing needs of local communities. Our Schools and learning settings play a vital role in delivering this place based approach and supporting children and their families and the wider community. Strong partnerships are well established and together we have a shared commitment to meet the aspirations of all children, young people and families within our communities.

3.4 Improving outcomes for children

All our educational settings are part of the Kirklees learning family. Collectively, these settings serve a large, diverse and growing population with around 5,000 children and

young people in every year group. No two children are the same, but some things remain constant for each and every one of them, namely, their right to:

- be safe and receive respect, love and kindness;
- be treated as an individual;
- have their voice heard and to shape their environment;
- be given every opportunity and encouragement to reach their potential; and

3.5 **Other (e.g. Legal/Financial or Human Resources)**

Being clear about our current performance and using this to determine our priorities for improvement will enable us to target our resources and expertise across the learning system.

4 **Consultees and their opinions**

Cabinet Portfolio Holders have been engaged in the analysis of the data. Engagement has taken place with school leaders and meetings of the Education and Learning Partnership Board and associated committees and the Kirklees Learning Progression Board.

5. **Next steps and timelines**

By sharing the educational outcomes and performance data means that we can establish a shared understanding about priorities for improvement.

This is an opportunity to set and commit to high aspirations and ambitions for our Children and Young People, not simply in terms of educational achievement, but also in terms of personal success by removing barriers to learning and opportunity. Personal success must be individualised.

It is proposed to use the information to undertake further analysis in order to work together to prioritise improvement activity, monitor and evaluate impact from an intelligence led baseline to improve outcomes for children and finalise the work we have already begun by developing a 5 year Learning Strategy. This will set out the ambition we have together with our learning settings, for children and young people within our borough and to set out the aspirations we have for their attainment and achievement.

This report has been scheduled for Cabinet consideration on 19th February 2019. We would like scrutiny to further consider the report and offer challenge as required.

6. **Officer recommendations and reasons**

- 6.1 That the Kirklees Annual Educational Quality and Standards Report 2017-18 is accepted to establish a shared understanding about the performance of our children and young people in terms of Educational Outcomes across the district so that the partnership can identify where to prioritise our collective efforts for improvement.
- 6.2 That the Director for Children's Services in conjunction with the Portfolio Holder for Learning and Aspiration and the Portfolio Holder for Children's Services be delegated to finalise the development of a 5 year Learning Strategy with the Education and Learning Partnership Board by the Summer term.

- 6.3 That impact is monitored and progress evaluated through quarterly monitoring to Cabinet.

7. **Cabinet portfolio holder's recommendations**

We are very proud of and highly ambitious for our children and young people in Kirklees. We welcome the detailed analysis that shows the current performance of our district and recognise that this highlights that there are opportunities to improve. Our aspiration is to be amongst the best in the country and we believe that collectively because of the commitment of our school leaders, school staff, governors coupled with our wider partners that together we can enable brilliant outcomes for our children and young people.

We are keen that the Learning Strategy is developed and that this will support us all to work together to achieve this ambition over the next 5 years.

8. **Contact officer**

Harkireet Sohel – Head of Educational Outcomes

Emma Brayford – Kirklees Learning Partner: Data and Assessment

9. **Background Papers and History of Decisions**

Appendix A – Kirklees Annual Educational Quality and Standards Report 2017-18

10. **Service Director responsible**

Jo-Anne Sanders – Service Director Learning and Early Support

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Latest update: Friday, 15 February 2019

Title of report: 2018 Academic outcomes for Kirklees pupils and strategic priorities for improvement.

The report is an analysis of 2018 academic results for Kirklees pupils at the end of Foundation Stage (Reception class), Key Stage 1 (year 2), Key Stage 2 (Year 6), and Key Stage 4 (GCSE). The report identifies strengths and strategic priorities for improvement.

1. Purpose of report:

To report on 2018 academic outcomes for Kirklees pupils at the end of Early Years and Foundation Stage, Key Stage 2, and Key Stage 4. The outcomes include all pupils assessed by either national tests or, where appropriate, teacher assessments. The data compares outcomes locally with available data sets for England, statistical neighbours ([see Appendix 1](#)), and Yorkshire and the Humber region.

To identify strengths and areas for improvement in key outcomes for Kirklees pupils and to clarify strategic priorities, within the local improvement plan, for the Council and schools.

2. Summary

This report draws attention to the new DFE systems relating to accountability for academic outcomes for pupils. The validated data provides an overview of the performance of all, and sub-groups of, pupils within Kirklees at the following stages

- Early Years and Foundation Stage (3-5 year olds)
- Key Stage 1 (5-7 year olds) Assessments and Year 1 and 2 Phonics
- Key Stage 2 (11 year olds)
- Key Stage 4 (16 year olds)

This document demonstrates how we analyse and use data; to identify our priorities and actions so that:

- People in Kirklees have aspiration to achieve their ambition through education, training, employment and life long learning
- Children have the best start in life
- Kirklees has sustainable economic growth and provides good employment for and with communities and businesses

*KS2 data provided by [SFR \(Dec 18\)](#), LAIT and NEXUS where no published data is available, EYFS, KS1 and phonics data is provided by [SFR](#) & LAIT

3. How to read this report

- 3.1 Data sources: Results for EYFS, Phonics, Key Stage 1, Key Stage 2 and Key Stage 4 are provisional unvalidated data. Validated and final data will be released by the DfE on at the end of January 2019. Data is derived from publicly available data produced by the DfE with some additional internal analyses. Other data sources include: NFER Nexus software, Local Authority Interactive Tool (LAIT) and SFRs
- 3.2 Confidentiality and sharing this document: appendices can be shared.
- 3.3 Acronyms:

APS	Average Point Score	FSM	Free School Meals
CLA	Children Looked After	GDS	Reaching Greater Depth within the Expected Standard
DfE	Department for Education	GLD	Good Level of Development
EAL	English as an Additional Language	GPS	Grammar, punctuation and spelling
EBacc	English Baccalaureate (Maths, English, Science, Humanities and language Pillars)	KS1 / KS2	Key Stage 1 / Key Stage 2
EHCP	Education, Health and Care Plan	LAIT	Local Authority Interactive Tool
ELG	Early Learning Goals	NCER	National Consortium of Examination Results (NEXUS)
EMA	Ethnic Minority Achievement	SEND	Special Educational Needs and Disability
EYFS/EYFSP	Early Years Foundation Stage/ Early Years Foundation Stage Profile	SFR	Statistical First Release
EXP+	Expected standard or above at Key Stage 1 and Key Stage 2	SSIF	Strategic School Improvement Fund
GCSE	General certificate in secondary education (KS4 qualifications)	STA	Standards and Testing Agency

- 3.4 Data comparisons: The performance of schools in Kirklees is compared throughout the report with Yorkshire and Humber, statistical neighbours and England where comparative data is available.

Yorkshire and Humber	Calderdale, York, East Riding of Yorkshire, North Yorkshire, Leeds, Sheffield, Barnsley, North East Lincolnshire, Rotherham, Doncaster, Bradford, North Lincolnshire, Kingston Upon Hull, Wakefield
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*KS2 data provided by [SFR \(Dec 18\)](#), LAIT and NEXUS where no published data is available, EYFS, KS1 and phonics data is provided by [SFR](#) & LAIT

Statistical Neighbours	Bolton, Calderdale, Bury, Dudley, Derby, Lancashire, Stockton-on-Tees, Leeds, Rochdale, Telford and Wrekin
National	All local authorities in England

3.5 The performance indicators

Indicator	Notes
EYFS Good level of development (%)	Children are defined as having reached a good level of development at the end of the EYFS if they have achieved at least the expected level in early learning goals in the following areas: <ul style="list-style-type: none"> personal, social and emotional development; physical development; communication and language mathematics and literacy.
Phonics Expected standard (%)	The standard in the Phonics Check is 32 out of 40 words read correctly.
Key Stage 1 Expected standard or above in reading, writing and mathematics (%)	A scaled score is determined by teacher assessment in reading, writing and mathematics. The expected standard in the tests is a scaled score of 100 or above.
Key Stage 2 Expected standard or above in combined reading, writing and mathematics (%)	A scaled score is determined by tests in reading and mathematics, and teacher assessment in writing. The expected standard in the tests is a scaled score of 100 or above.
Key Stage 4 Progress 8 (point score)	Progress 8 aims to capture the progress a pupil makes from the end of Key Stage 2 to the end of Key Stage 4. It compares pupils' achievement – their Attainment 8 score – with the average Attainment 8 score of all pupils nationally who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school. Progress 8 is a relative measure, therefore the national average Progress 8 score for mainstream schools is zero.
Attainment 8 (point score)	Attainment 8 measures the average achievement of pupils in up to 8 qualifications including English (double weighted if both language and literature are taken), maths (double weighted), three further qualifications that count in the English Baccalaureate (EBacc) and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.
EBacc APS	From 2018, the headline EBacc attainment measure is the EBacc average point score (EBacc APS). This replaces the previous threshold EBacc attainment measure. EBacc

		APS measures pupils' point scores across the five pillars of the EBacc – with a zero for any missing pillars. This ensures the attainment of all pupils is recognised, not just those at particular grade boundaries, encouraging schools to enter pupils of all abilities, and support them to achieve their full potential.
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3.6 Summary of 2018 academic outcomes

3.6.1 The good news:

Early Years and Foundation Stage

- The percentage of 'all pupils' and 'boys' achieving Good level of development (GLD) in 2018 has increased at a rate faster than national.
- The rate of improvement for boys, achieving at least the expected level in all areas, increased at a faster rate than National.
- The gender gap reduced in 2018. Attainment for Kirklees boys eligible for free school meals (FSM) is now 1 percentage points above national the national FSM boy's average.

Key Stage 1

- The pass rate in the Year 1 phonics check has increased year on year since 2012.
- Science, writing and maths at the expected standard all improved by at least 2% compared to the previous year's outcomes.
- Improvement in line or faster than national were seen in all subject areas at both the expected and greater depth standards. As a result all (except reading EXP and maths GDS) subjects moved several places up the LA ranking.
- Improved performance in writing has seen an increase in the LA's position the national ranking (from 127) to 116 out of 152.
- Attainment for FSM 'All pupils' group increased across each key measure at the expected standard.
- We continue to diminish the gap between all pupils and disadvantaged pupils.
 - Kirklees FSM girls group is now 3% below the national FSM girls group in reading at the expected standard.(It was 5% in 2017)
 - Kirklees FSM boys are 1% above National FSM boys in maths.
- A greater percentage of black boys met the national standard in reading, maths and science compared to their national comparators.
- Achievement at the higher standard improved in Reading: +2% and Maths +1%. The reading improvement was at a faster than national pace. This may be related to the SSIF bids and LA phonics and reading interventions that took place in 2017 – 2018.

Key Stage 2

- Proportion of children reaching the expected standard in Reading , writing and RWM combined scores improved on 2017 outcomes reading +6%, writing +2%, WRM +5% (LAIT Dec 2018)
- Attainment at the higher standard improved in all areas except maths. Reading +4%, writing +3%, WRM +2%, GPS +5% (LAIT Dec 2018)
- Boy's attainment has improved in reading, writing and RWM combined measures. The rate of improvement in reading at the expected standard is faster than national resulting in a reduced gap.
- The proportion of girls meeting the higher standard in reading and writing is improving at a faster pace than national, thereby reducing the gap.
- The proportion of Kirklees disadvantaged learners reaching the expected standard in the combined RWM measure has improved at a faster rate than national. Thereby reducing the gap with disadvantaged learners nationally. Internal data suggests a similar pattern was seen in all subject areas at the expected standard for this group.

Key Stage 4

Kirklees learners in KS4 have outperformed local, statistical neighbours and national figures since 2012 (5 A* - C (EM) and Attainment 8)

- The overall Progress 8 (-0.04) score is well above the floor and coasting standard and above that of statistical neighbours and national Rank 73 (68 in 2017).
- Attainment 8 is 45.20, 0.3 above the average for regional LA's (44.9) , 0.06 above statistical neighbours (45.14) and 0.9 above all schools nationally (44.3) and now ranked 90 out of 152 LA's (Rank 91 in 2017).
- The percentage of children achieving the grade 9 – 5 pass in English and maths (42.5%) is above our regional LA's (41.1%), statistical neighbours (41.16%) and national average (40.02%). (LAIT Jan 2019). Rank 75 Band C (Rank 82 in 2017). Our rate of improvement in this measure is more than twice as fast as that of national. Kirklees improvement 1.1%, National 0.6%.
- The percentage of children achieving the grade 9 – 4 pass in English and maths (63.6%) is above our regional LA's (62.4%), statistical neighbours (62.44%) and national average (59.4%). (LAIT Jan 2019). Rank 80 Band C. (Rank in 2017 89 Band C). Our rate of improvement in this measure is greater than that of national. Kirklees improvement 1%, National 0.3%.
- EBacc entry percentage was 41.6% and has increased by 7.50% in Kirklees compared to 0.2% nationally. Currently 6.4% above national. Ranking the LA at 51 out of 152 LA Band B. (Rank 102 Band C in 2017).
- EBacc APS is a new measure in 2018. Kirklees average point score is currently 3.96, 0.11 above national (3.85). This places Kirklees in Band C ranked 83 out of 152 LA's.
- The Kirklees APS across the EBacc pillars (Humanities 3.43, Maths 4.43, Science 4.45 and English 4.87) was above national for each component. The Language pillar is below national with an APS of 2.12 compared to 2.30.
- Based on provisional data there are two schools below floor. In 2017 there were 2 schools below floor compared to an average of 3 schools with statistical neighbours. In 2018 11.6% of schools in England were below floor compared to 8 % in Kirklees, Rank 63 Band B.
- In 2018 the percentage of schools below the floor target based on Progress 8 is lower than statically neighbours, and 3.6% below national average.

*KS2 data provided by [SFR \(Dec 18\)](#), LAIT and NEXUS where no published data is available, EYFS, KS1 and phonics data is provided by [SFR](#) & LAIT

- There are currently 11 schools below -0.25 this academic year however, there are 4 schools meeting the full coasting measure with a 3 year trend. In 2017 there were 3 schools coasting compared to an average of 3.4 schools with statistical neighbours. In 2018 9.2% of schools in England were coasting compared to 16.7 % in Kirklees, Rank 112 Band C.
- In 2018 the percentage of schools meeting the coasting measure (Progress 8) is 7.5 percent above the national average and 3% above statistical neighbours.

Most Kirklees schools continue to provide a rich curriculum for their students ensuring the correct balance between meeting national requirements and addressing diversity. (FFT Dec 2018 & % entered for Ebacc). Six schools have an entry level per pupil below 8, statistically significantly below national.

3.6.2 Strategic areas for improvement (LA priorities)

Overall, our key areas for improvement lie within the primary sector, from early years through to the end of key stage 2. Most measures show an improvement in attainment from 2016. We have diminished the difference in a number of measures. However, there are still some attainment and progress gaps that we are addressing as outlined below: -

Early Years and Foundation Stage

- Continue to reduce the gender gap to be at least in line with the national gender gap.
- Continue to increase outcomes in CLLD impacting on reading and writing.
- Supporting improvements in the teaching of maths.
- To increase the number of children leaving reception with secure phase 3 phonics to enable a higher proportion to pass the phonics check in year 1.

Key Stage 1

- To improve the pass rate in phonics.
- To diminish the attainment gap between Kirklees children when compared to all children nationally in reading, writing and maths (at the expected and higher standard)
 - for disadvantaged and SEND (especially SEN support) children.
 - for Asian and mixed children (especially boys)

Key Stage 2

*KS2 data provided by [SFR \(Dec 18\)](#), LAIT and NEXUS where no published data is available, EYFS, KS1 and phonics data is provided by [SFR](#) & LAIT

- Continue to improve outcomes in reading and diminish the gap between the LA's outcomes and national.
- Continuing to improve the attainment and progress of boys in reading, writing and maths.
- Continue increase the pace of improvement in attainment for the disadvantage group in all measures.(Free school meals – particularly boys)
- Improve the proportion of SEND children that attain in line with their national comparators.

Key Stage 4

- Continue to increase the percentage of pupils entered on EBacc routes to ensure Kirklees meet the government target of 75% in 2022 (Particularly in Humanities and languages (currently 77% entered for humanities and 48% for languages)
- Raise percentage of pupils attaining grade 5+ in the EBacc Pillars (Mathematics, English, Science, Humanities, and Languages). Particularly in Humanities and Languages (0.16 APS below national)
- Raise percentage of pupils attaining grade 5+ in the EBacc Pillars (Mathematics, English, Science, Humanities, and Languages). Particularly in Humanities and Languages and with particular reference to certain groups: -
 - Boys
 - Disadvantaged
 - SEND
 - EAL
 - Pakistani
- To continue to diminish the difference between Kirklees pupils and pupils nationally at attaining grade 5+
 - In English language
 - In maths.

3.7 Outcomes for different groups of pupils

Securing the best possible outcomes for all requires a focus on diminishing the difference between the achievements of potentially vulnerable learners. In identifying differences in outcomes, comparisons are made relating to:

- gender
- disadvantage (grouping pupils entitled to free school meals and thus pupil premium funding, looked after children and care leavers)
- ethnicity
- English as an additional language (EAL)
- special educational needs and / or disabilities (SEND)
- children referred to Social Care and identified as either being a child in need or a child with a protection plan (April 2019)

During monitoring visits with each school, Kirklees Learning Partners provide challenge to the school in relation to provision, safeguarding, attendance, exclusions, in-year progress and outcomes for these groups of children. SENDACT colleagues are reviewing the proportion of SEN support and EHCP children in Kirklees compared to other local authorities nationally and our statistical neighbours.

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4.1 OUTCOMES 2018 EARLY YEARS AND FOUNDATION STAGE (EYFS) 2015 onwards EYFS outcomes

4.1.1 Headline figures

% Children gaining a Good Level of development	2015			2016			2017			2018 (SFR & LAIT Oct 18)			Difference		
	All	Girls	Boys	All	Girls	Boys	All	Girls	Boys	All	Girls	Boys	All	Girls	Boys
Kirklees	65.2	73.7	57.2	66.9	75.8	58.5	68.1	75.5	60.6	69.4	76.2	62.9	+1.3	-+0.7	+2.3
England	66.3	74.3	58.6	69.3	76.8	62.1	70.7	77.7	64.0	71.5	78.4	65.0	+0.8	+0.7	+1
Yorkshire and The Humber	64.6	73.1	56.5	67.4	75.2	60.0	68.8	75.9	61.9	69.4	76.5	62.7	+0.6	+0.6	+0.8
Statistical Neighbours	62.4			66.1			67.4			68.7					
Latest national rank				109			117			115					
Quartile banding				C			D			D					

At a national level, 71.5% of children achieved a good level of development, an increase of 0.8% on 2017. In Kirklees we saw a 1.3% rise on 2017 figures to 69.4%. Whilst the percentage of children gaining a good level of development has increased year on year, Kirklees learners have not kept pace with other children nationally and are 2.1% below national outcomes. 2017 saw the LA drop into the bottom quartile for the first time in a number of years, with a national ranking of 117. A slight increase was seen in 2018, moving up the national ranking to 115 (the top of band D was 69.48%, Kirklees were only 0.08% from band C). The LA Matrix shows 2015 – 2017 3 year improvement progress rank 75 band C and 2016- 2017 year on year improvement progress rank 38 band B.

% achieving at least expected level across all ELGs	2015			2016			2017			2018 (SFR & LAIT Oct 18)			Difference		
	All	Girls	Boys	All	Girls	Boys	All	Girls	Boys	All	Girls	Boys	All	Girls	Boys
Kirklees	62.6	71.3	54.5	65.3	74.5	56.5	66.5	74.5	58.3	67.6	75.0	60.6	+1.1	+0.5	+2.3
England	64.1	72.6	56.0	67.3	75.4	59.7	69.0	76.5	61.8	70.2	77.5	63.2	+1.2	+1	+1.4
Yorkshire and The Humber	62.1	71.1	53.5	65.1	73.5	57.1	67.1	74.7	59.7	68.0	75.4	60.8	+0.9	+0.7	+0.9
Statistical Neighbours	59.4			63.5			65.1			67.1					
Latest national rank				78			112			118					
Quartile banding				C			C			D					

In Kirklees, the percentage achieving at least the expected level across all early learning goals increased by 1.1%. Nationally the increase was 1.2%. The gap between Kirklees and national learners is becoming wider. For the second consecutive year Kirklees has seen the gap between boys and girls narrow, but we need to take into consideration that girl's outcomes were not as positive as in previous years; the gap between Kirklees girls and girls nationally is currently 2.5%, the largest it has been in 5 years. Kirklees boys have slowly been closing the gap with boys national, the gap is the smallest it has been since 2015. It is now 2.6% below national. In 2017, whilst the LA remained in quartile banding C, Kirklees dropped 34 places in the national ranking. 2018 saw a further drop of 6 positions to rank 118 Band D. Writing, reading, number and the communication strands saw a large number of 1's attained by Kirklees children compared to the other areas of development. The table below shows the percentage of children achieving the expected standard (2) in each area of development.

Percentage of Children Reaching at least the Expected levels of development 2018

Areas of Development (SFR October 2018)		National	Kirklees	Kirklees rank/band
		All		
Communication and language	Listening & Attention	86.3%	85.6%	97 Band C
	Understanding	86.0%	85.4%	
	Speaking	85.6%	85.2%	
Physical Development	Moving & Handling	89.5%	88.8%	103 Band C
	Health & self-care	91.2%	90.6%	
PSED	Self-Confidence & self-awareness	88.9%	89.9%	58 Band B
	Managing feelings & behaviour	87.9%	88.8%	
	Making relationships	89.7%	90.4%	
Literacy	Reading	77.0%	75.4%	116 Band D
	Writing	73.7%	71.2%	
Mathematics	Numbers	79.6%	77.2%	111 Band C
	Shape Space and Measures	81.7%	80.1%	
Understanding of the world	People & communities	85.9%	86.3%	93 Band C
	The world	85.8%	85.8%	
	Technology	93.1%	91.2%	
Expressive Arts and design	Exploring and using media & materials	89.0%	88.8%	95 Band C
	Being Imaginative	88.7%	88.2%	

Greater than national year on year improvements were seen in most development areas (but not in literacy or expressive arts) In summary the pattern of attainment across the learning goals; Number is 2.4% below national, writing is 2.5% below national, Reading and Shape, Space and Measures are both 1.6% below national. Boys' attainment in Number and Writing have the largest gaps compared to boys nationally. The attainment gap in writing is also a concern, in 2018 this is particularly the case for girls. SSIF bids and research projects are being used to support improvement in these areas. Early indications show that some improvements are beginning to be seen.

4.1.2 In summary: EYFS outcomes and improvement strategy

The number of children gaining a good level of development in their reception year, has increased each year. However, there is still a gap between Kirklees and national outcomes (2.1% below National).

Focus Areas

- Reducing the gender gap to be at least in line with the national gender gap.
- Continue to increase outcomes in CLLD which in turn will support Literacy outcomes.
- Supporting improvements in the teaching of Mathematics.
- Diminishing the difference in outcomes between boys and girls for the Good Level of Development (GLD) score
- Reduce the attainment gaps for 'at least expected standard' in all areas to be at least in line with the national gap.

4.2.1 OUTCOMES 2018 KEY STAGE 1

In 2018, at the end of Key Stage 1 (age 7), 5,672 pupils (2766 girls and 2906 boys) in Kirklees schools were assessed in reading; writing; mathematics and science. Local attainment in each of the subject areas of reading, writing and maths is around 3% below that seen nationally at both the expected and the national standard. Science outcomes are 2% below that seen nationally. The local authority continue to remain in quartile band D but increased attainment in 2018 has resulted in some significant increases in the LA's position in the national rank. Context data found in appendix 4

SFR Dec 2017 & Sep 2018	2016				2017 (LAIT)				2018 (LAIT ALL & SFR Gender)												
	Reading	Writing	Maths	Science	Reading	Writing	Maths	Science	Reading			Writing			Maths			Science			
									All	Girls	Boys	All	Girls	Boys	All	Girls	Boys	All	Girls	Boys	
% Pupils achieving Key Stage 1 Expected Standard																					
Kirklees	71	63	70	79	72	64	71	78	72	77	68	67	75	60	73	75	72	81	83	78	
England	74	65	73	82	76	68	75	83	75	80	71	70	77	63	76	77	75	83	85	80	
Yorkshire and The Humber	71	63	70	79	72	66	73	80	72	77	68	67	74	61	74	75	73	80	83	78	
Statistical Neighbours	71.2	61.9	70.2	79.6	72.8	65.5	72.8	79.8	73.2			67.5			74.3			80.8			
Latest national rank					123	127	133	128	124			116			126			102			
Quartile banding					D	D	D	D	D			D			D			D			

There has been an improvement in Maths and Science which is faster than national rate of improvement in these areas. Therefore the gap with national has been reduced in these subject areas. The LA has moved 7 position up the national ranking in maths and 26 positions up the ranking in science.

In 2018, Reading attainment remained at 72%. The national percentage decreased by 1%, therefore the gap between the LA and national reduced. Despite the reduction with the LA gap reading has dropped one position to 124 out of 152.

In writing, 67% of pupils reached the expected standard in 2018. Changes made within the 2017/18 writing TA frameworks mean judgements in 2018 are not directly comparable to those made using the previous interim frameworks. The LA moved 11 positions up the national ranking as a result of a greater proportion of pupils achieving the standard.

Attainment in Reading, Writing and Maths is 3% below national and science is 2% below national at the expected level. Attainment remained lowest in writing Teacher Assessment, at 67%, and highest in science Teacher Assessment, at 81%.

More girls reached the expected standard than boys in all KS1 subjects. The subject with the largest difference in attainment by gender continued to be writing, with a gap of 15 percentage points between girls (75%) and boys (60%). The gender attainment gap was 9 percentage points in reading, with 77% of girls and 68% of boys reaching the standard. The gap was narrowest for maths at 3 percentage points, where 75% of girls reached the standard compared to 72% of boys. The gap has increased in writing and maths by 1 %. The reading gap remains the same in 2018 compared to 2017.

SFR Dec 2017 & Sept 2018	2016			2017 (LAIT)			2018 (All LAIT, Gender SFR)								
	Reading	Writing	Maths	Reading	Writing	Maths	Reading			Writing			Maths		
							All	Girls	Boys	All	Girls	Boys	All	Girls	Boys
% Pupils achieving Key Stage 1 Higher standard															
Kirklees	18	11	15	21	13	18	23	26	20	13	17	10	19	16	22
England	24	13	18	25	16	21	26	29	22	16	20	12	22	20	24
Yorkshire and The Humber	21	12	16	22	14	19	23	27	20	14	19	11	20	18	22
Statistical Neighbours				22.4	13.9	18.5	22.9			14.1			19.7		
Latest national rank				121	117	107	107			115			116		
Quartile banding				D	D	D	D			D			D		

The percentage of learners meeting the higher standard at KS1 reading has increased more rapidly than national and at the same pace for maths in 2018. Kirklees learners continue to reduce the gap in attainment for reading at the higher standard this has resulted in a 14 position increase up the national ranking. Girls attainment is higher than boys in reading and writing which mirroring the national picture.

Whilst the proportion of Kirklees children attaining the higher standard has remained the same in writing, the LA has moved 2 positions up the national ranking.

Despite an increase of 1% on 2017 mathematics outcomes, the LA has dropped 9 positions on the national rank to 116 out of 152. Boy's attainment is highest in mathematics. Girl's mathematics at the higher standard has the biggest gap with national comparators of all subjects by gender breakdown.

There is a gap between girls in Kirklees and girls nationally for each subject area. There is a gap between boys in Kirklees and boys nationally. The boys' gap is 2 % in all subjects, narrower than the female gap which is 3% at its smallest. The gap in Kirklees appears to have reduced. However, we need to take account of girls' performance reducing which impacts on this measure.

4.2.2 2012 – 2018 Key Stage 1 Phonics Outcomes (all pupils)

The phonics screening check is a statutory assessment for all pupils in year 1 (typically aged 6) to assess whether they have met the expected standard in phonic decoding. All state-funded schools with a year 1 cohort must administer the check. Those pupils who did not meet the standard in year 1 or who were not checked, must take part in the check at the end of year 2 (typically aged 7). Teachers administer the check one-on-one with each pupil and record whether their response to each of the 40 words is correct. Each pupil is awarded a mark between 0 and 40 and in 2018, as in previous years, the threshold to determine whether a pupil had met the expected standard is 32. Since 2014, this threshold mark has not been communicated to schools until after the screening check has been completed, however its year-on-year stability means it is predictable.

% Pupils achieving the expected level in Phonics decoding	2012	2013	2014	2015	2016		2017			2018 (SFR & LAIT)			
	All	All	All	All	All	Girls	Boys	All	Girls	Boys	All	Girls	Boys
Kirklees	59.0	70.0	76.0	76.0	78.0	82	75	79	84	74	80	84	76
England	58.0	69.0	74.0	77.0	81.0	84	77	81	85	78	82	86	79
Yorkshire and the Humber	57.0	67.0	72.0	74.0	78.0	83	74	79	83	75	80	84	77
Statistical neighbours	58.4	68.2	73.9	76.7	80.8			80.5			82.0		
Latest national rank								112			125		
Quartile banding								D			D		

80% of pupils met the expected standard in the phonics screening check at the end of year 1, an increase of 21 percentage points since the introduction of the check in 2012. The LA is placed 125 / 152 on the national ranking, dropping 13 positions on 2017.

The gap between Kirklees learners and national learners has remained the same in 2018 (2%). A greater proportion of girls continue to meet the phonics standard, with 84% of girls and 76% of boys meeting the standard in 2018. In Kirklees boy's attainment is significantly lower than boy's attainment nationally.

4.2.3 In summary: Key Stage 1 outcomes and improvement strategy

By the end of Key Stage 1 outcomes are below those seen nationally. This can be evidenced in the LA's position in national ranking systems. However, LA matrix suggests that year on year improvements are now in Band A for reading GDS, writing EXP and science. LA officers are aware that this needs to continue in all subject areas in order to close the gap with national and move into Band c or above for attainment in Key stage 1.

In the Phonics check outcomes have fallen below national over three years and this is particularly an issue for disadvantaged pupils identified as entitled to free school meals and SEN support children. This drop in standards could have implications for future progress in reading. The LA matrix suggests that the 3 year improvement progress ranking is now 57 Band C, and year on year improvement ranking is 70 (Band D).

Areas of focus

- To improve the pass rate in phonics, thereby diminishing the difference with national.
- To diminish the attainment gap between Kirklees children compared to children nationally in reading, writing and maths (at the expected and higher standard) internal data suggests this is particular the case for -
 - for disadvantaged and SEND (especially SEN support) children.
 - for Asian and mixed ethnicity children (particularly boys)

4.3.1 OUTCOMES 2018 KEY STAGE 2

In 2018, at the end of Key Stage 2 (Year 6), 5,311 pupils in Kirklees schools were assessed in reading; grammar, punctuation and spelling (GPS); writing; and mathematics. Local attainment in the combined measure of reading, writing and maths (RWM) is around 2% below that seen nationally placing the LA 110 out of 152 in the national rank. Context data found in appendix 5.

2018 Key Stage 2: Attainment (LAIT & DFE SFR)

Across separate subjects, attainment was below the national average for the percentage of pupils achieving the 'expected standard' in reading, writing and maths. The difference is most marked, and similar, in reading and maths. In writing, outcomes have improved over the last two years and are closer to the national average (2% below).

% Pupils meeting expected standards	Reading			Writing(TA)			Maths			RW&M			GPS		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Kirklees	62.0	67.0	73.0	70.0	74.0	76.0	67.0	73.0	73.0	49.0	57.0	62.0	69.0	76.0	76.0
England	66.0	72.0	75.0	74.0	76.0	78.0	70.0	75.0	76.0	53.0	61.1	64.0	73.0	77.0	78.0
Yorkshire and the Humber	62.0	68.0	73.0	73.0	75.0	77.0	67.0	73.0	74.0	50.0	58.0	62.0	70.0	75.0	76.0
Statistical neighbours	64.3	69.3	74.1	72.2	75.1	77.3	69.2	74.0	75.0	51.8	59.0	63.4	72.7	76.9	77.40
Kirklees LA ranking (out of 150 Las)	122	124	113 (D)	126	121	121 (D)	113	110	119(D)	123	114	110 (D)	127	104	110 (D)

Since 2016, the percentage of Kirklees learners meeting the expected standard has increased in every subject area and significantly in some. The gap between Kirklees and national average has reduced in all area except maths. RWM combined now has a 2% gap with National. All measures except maths have moved up the national ranking system since the new standards were introduced. This year, whilst still in quartile D, a huge improvement has been seen in reading (up 11 positions) and RWM (up 4 positions). Writing is the lowest ranked subject area at the expected level. The LA dropped 6 positions in the national ranking at the expected level for GPS.

In 2018, a higher percentage of girls met the national expected standard than boys. This was the case across all subject areas: reading, writing, maths and the combined score for these (RWM). The greatest gender gap was seen in writing, where approximately 13% more girls attained the expected standard compared to boys. The smallest difference was within maths, where attainment of boys and girls was the same. Whilst the gaps between Kirklees girls and girls nationally has reduced in reading and RWM, it has grown by 1 percent in writing and maths.

Kirklees boys have reduced the gap further in reading to 3 percent below national, but have been unable to reduce the gap in writing, maths and the combined measure which have increased by 1% on 2017.

% Pupils meeting higher standards	Reading			Writing(TA)			Maths			RW&M			GPS		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Kirklees	15	21	25	8	12	15	15	21	21	3	6	8	20	28	33
England	19	25	28	15	18	20	17	23	24	5	9	10	23	31	34
Yorkshire and the Humber	16	22	26	14	17	19	14	20	21	4	7	9.0	19	27	32
Statistical neighbours	16.5	21.7	25.9	12.9	15.7	17.5	15.4	20.9	21.7	4.5	7.4	8.4	21.1	29.7	33.3
Kirklees LA ranking (out of 150 Las)	NA	116	114 (D)	137	135	137 (D)	NA	99	103 (D)	129	127	109 (D)	NA	96	88 (C)

At the higher level, year on year improvements have been seen in all measures except maths and the gap with national has reduced slightly in all measures except maths. As a result Kirklees has moved up the national rankings in reading (2 positions), GPS (8 positions) but has moved down 4 position in maths and 2 positions in writing. Writing continues to be the lowest ranked subject area for pupils achieving the higher level.

A larger proportion of girls attained the higher standard in Reading and writing, but a larger proportion of boys still meet the higher standards in maths. Girls reading and writing is improving at a faster rate than national therefore reducing the gap, however Kirklees girls are losing pace in maths at the higher standard with their national comparisons. Boys have significantly reduced the gap with national at the higher standard in writing over the past 2 years, gaps with boys nationally in reading and maths have been variable over three years with no clear pattern emerging.

4.3.2 2018: Key Stage 2: Progress

Overall progress made by pupils from Key Stage 1 through to the end of Key Stage 2, measured as the new Progress Score. Progress Scores are used to determine whether a school has achieved the national Floor Standard – the minimum standard expected by the DFE. In 2018, 5100 children counted in the reading progress measure, 5108 children in the writing progress measure and 5097 in the maths progress measure. Approximately 5311 children sat the end of key stage tests and 5308 were teacher assessed for writing.

The progress score at KS2 for all pupils in Kirklees:-

% Pupil Progress Scores by the end of Key Stage 2	2016 (LAIT)			2017 (LAIT)			2018 (LAIT)		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
Kirklees	- 1.2	-1.3	- 0.70	-1.3	-1.2	-0.50	-1.1	-1.0	-0.7
England	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Yorkshire and the Humber	- 0.5	+ 0.1	- 0.10	-0.3	+0.1	0.00	-0.2	+0.1	+0.1
Statistical neighbours	- 0.07	- 0.06	+ 0.26	-0.29	-0.03	+0.11	-0.03	+0.01	+0.01
Kirklees LA ranking	144	133	118	144 (D)	139 (D)	104 (C)	146 (D)	142 (D)	124 (D)
Floor standard trigger	- 5.0	- 7.0	- 5.0	- 5.0	- 7.0	- 5.0	- 5.0	- 7.0	- 5.0

- Reading:** In 2018 average progress score was -1.1. This was below the England standard (measured as '0') and below both Yorkshire and the Humber and statistical neighbours. All prior attainment groups were below zero. The lowest progress scores were seen children in the lower ability bands 3 – 10 APS and 14 – 15.5 APS at KS1. This was also seen in the children that had experienced a first / middle education and those who had an infant /junior experience. Reading progress ranking has dropped to 2 places to 146 (Band D)
 - Writing:** In 2018 the average progress score was -1.0, Children who achieved 1, 2c and 3 in the old levels systems had the most negative progress scores and at least 30% of these cohorts achieving a progress score less than -6. More than 50% of the most able children in Kirklees based on KS1 scores had a progress score of -4 or below. In junior schools children attaining 1's and 3's in the old levels system at KS1 had the lowest progress scores, a patterned mirrored by the children in the first / middle schools system. This was below the England standard and below both Yorkshire and the Humber and statistical neighbours. A drop of 3 places to rank 142 band D was seen in 2018.
 - Maths:** In 2018 the average progress score was -0.7. This was below the England standard and Yorkshire and the Humber. The most able those with a KS1 APS of greater than 20 and the least able had the most negative progress scores. Less than 43% of the most able scored a progress score above 0 and only 35% of the SEN children with a score <3 at KS1 had a progress score above 0. Children that achieved 2c and 2b in the old levels system (aps 14 – 15.5) had the lowest progress scores. Those children in the first / middle school system had the lowest progress at this APS (-4.9) with only 8% achieving a positive progress score. 52% of junior school children with the same starting point achieve a positive progress score and the group have a cumulative progress score of -0.2. Junior schools had a large number of children in the 10 – 14 APS band that struggled to achieve a progress score above zero. A drop of 20 places to rank 124 band D was seen in 2018.
- Based on average progress scores, the overall Key Stage 2 outcomes are well below national, regional and statistical neighbour outcomes.

Between the end of KS1 and KS2, the progress made by girls was above boys in reading and writing, but less in maths. This trend is seen in Girls nationally. Kirklees girls are making less progress than girls nationally, 1.2 progress points lower in reading, 1.0 points in writing and 0.8 points in maths.

Kirklees boys are making less progress than boys nationally, 0.9 points lower in reading, 1.0 points lower in writing and 0.6 points lower in maths. Progress of girls in reading, writing and boy's progress in maths is of grave concern. Further work with schools will consider the relative attainment and progress of boys and girls with different levels of prior attainment at the end of KS1.

KEY STAGE 2: SUB-GROUPS OF PUPILS: PUPILS WITH A MAJOR LANGUAGE OTHER THAN ENGLISH

In 2018, 803 girls and 746 boys had a first language other than English (29.5% in total), a similar proportion to that seen in 2017. Nationally, approximately 20 % of the year 6 cohort had a first language other than English in 2018 decreased from 28.2% in 2017 (taken from FFT).

Attainment: % pupils with a major language other than English meeting expected standards – RWM Combined published in DfE SFR

% Pupils attaining expected standards by first language (NEXUS)	RW&M (SFR)		
	2016	2017	2018
Kirklees - English	51	50	63
Kirklees – All other pupils	44	53	58
England - English	54	62	65
England – All other pupils	52	61	65

The proportion of Kirklees children with a first language other than English meeting the expected standard has increased at a faster than national pace in all measures since 2016. The gap between Kirklees – other than English children and their national comparisons is now 6.3 percentage points below in reading, 4.6 percentage points below in writing, 6 percentage points below in maths, 7 percentage points below in RWM and 4 percentage points below in GPS. Reading remains the subject with the largest gap between Kirklees children with a first language English and those where it is not.

Progress: KS1 – KS2 progress scores for pupils with a major language other than English (Nexus sept 2018) SFR Dec 2018

KS1 – KS2 Progress Scores (SFR)	Reading			Writing			Maths		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Kirklees - English	-1.1	-1.0	-0.9	-1.7	-1.5	-1.3	-1.0	-1.0	-1.0
Kirklees – All other pupils	-1.5	-2.0	-1.4	-0.3	-0.4	-0.3	+0.4	+0.4	+0.1
Kirklees – NOT (NEXUS)	-1.9	-5.5	+1.63	-3.1	-3.8	-4.81	-2.0	-2.7	-1.0
England - English	-0.1	-0.1	-0.1	-0.3	-0.3	-0.2	-0.4	-0.5	-0.4

*KS2 data provided by [SFR \(Dec 18\)](#), LAIT and NEXUS where no published data is available, EYFS, KS1 and phonics data is provided by [SFR](#) & LAIT

England – All other pupils	+0.3	+0.2	+0.6	+1.5	+1.3	+1.3	+2.0	+2.0	+2.1
England – NOT (NEXUS)	-0.9	+0.3	-0.6	-1.2	+0.4	-0.7	-1.4	+0.4	-0.8
National Floor Standard		-5.0			-7.0			-5.0	

Nationally pupils whose first language is other than English make more progress in all subjects compared to pupils with similar prior attainment nationally. This pattern is also seen in Kirklees with the exception of reading, where children with a first language other than English make least progress.

Between the end of KS1 and KS2, pupils with a major language other than English made the best progress in maths, well above that seen for other pupils in Kirklees. Progress in writing for this group was greater than locally. Progress in reading was below that for other pupils. Further work with schools will consider comparisons relating to national progress for all pupils

4.3.3 KEY STAGE 2

In summary: Key Stage 2 outcomes and improvement strategy

Overall, by the end of Key Stage 2, attainment was significantly below that seen nationally. Whilst still in quartile D, 8 out of the 10 headline measures at expected and greater depth have moved up the LA ranking.

Areas of focus.

- Support schools in making further improvements in the proportion of children meeting the reading for all children
- Improving the attainment of boys (an increase in boys attainment would improve results for all key measures)
- Improving outcomes for higher attaining girls in maths
- Further diminishing the attainment gap in reading, writing and maths, between disadvantaged pupils and all other children

4.4.1 OUTCOMES 2017 KEY STAGE 4

At the end of Key Stage 4 (Year 11), around 4490 pupils took GCSE or equivalent qualifications in Kirklees. 7.8% (10.2% nationally) of the cohort qualified for SEN support and 3.8% (3.7% nationally) had an EHCP in place. The 2018 headline accountability measures for secondary schools are:

- Progress 8 (adjusted);
- Attainment 8;
- the percentage of pupils achieving a grade 5 or above in English and maths;
- the percentage of pupils entering the EBacc;
- EBacc Average Point Score (APS) – new measure in 2018
- the percentage of students staying in education or employment after key stage 4 (destinations).

In 2018, an additional 20 reformed GCSEs graded on a 9-1 scale were sat by pupils for the first time, along with the English language, English literature and mathematics GCSEs which were reformed in 2017. Further reformed GCSEs in other subjects will be phased in over the next 3 years. To ensure all pupils benefit from the reformed qualifications, only the new GCSEs will be included in secondary school performance measures as they are introduced for each subject.

The tables below show increases across some headline measures in 2018, compared to 2017 validated data, however any change in Attainment 8 may have been affected by the introduction of further reformed GCSEs graded on the 9-1 scale which have a higher maximum score than unreformed GCSEs.

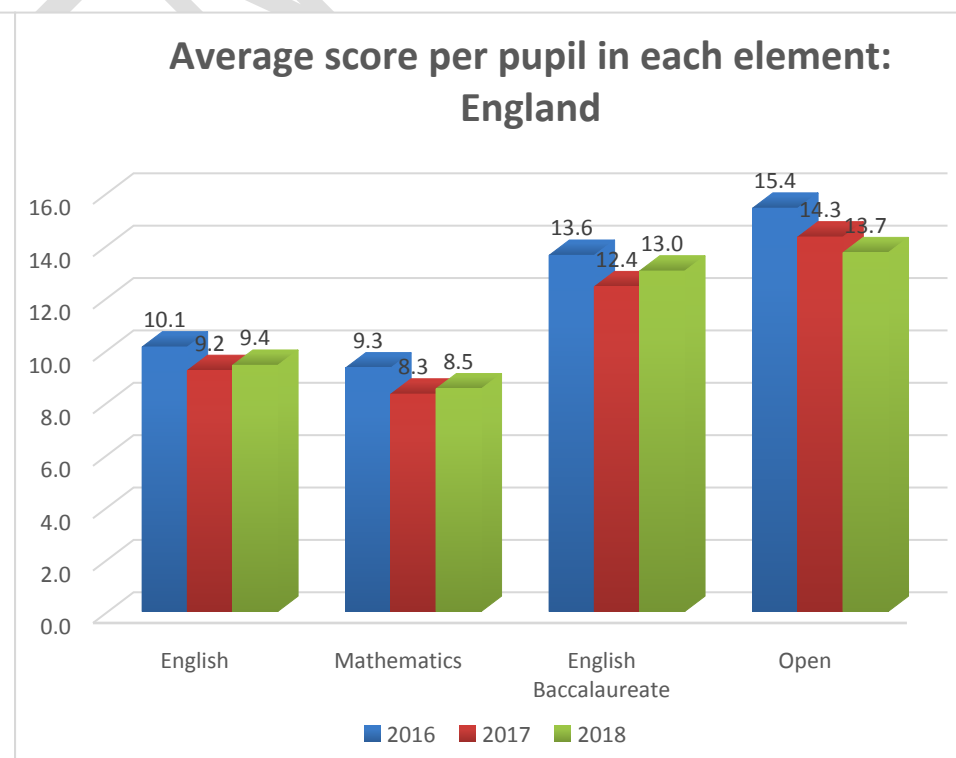
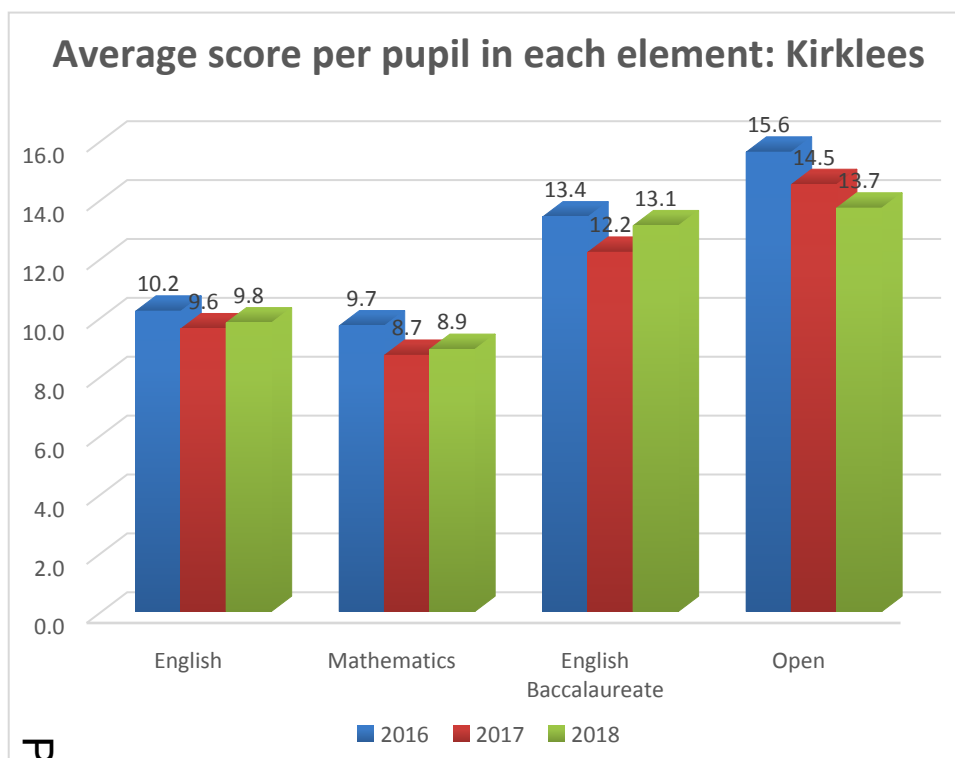
Headlines

Schools continue to adapt their curricula to match the headline measures. If a pupil has not taken the maximum number of qualifications that count in each pillar of the attainment 8 measure, then they will receive a point score of zero where a slot is empty. In 2018, Kirklees pupils filled on average 2.7 EBacc slots, compared to 2.8 in state funded schools.

Attainment 8 score - The methodology for this measure has changed from 2016 to 2017 and 2018. In 2018, Attainment 8 had a maximum point score of 90, compared to a maximum of 87 to 2017 (80 in 2016). as a result of the phased introduction of reformed GCSEs. This difference should be taken into account when considering any change in Attainment 8 scores between 2017 and 2018.

	2016 (LAIT)	2017 (LAIT)	2018 (SFR & LAIT)	Trend	2018 Boys	2018 Girls
Kirklees	48.9	45.3	45.4	+0.1	42	48.9
National	48.5	44.6	44.5	-0.1	41.5	47.7
Yorkshire and Humber	48.9	45.4	45.1	-0.3	42.4	47.9
Statistical Neighbours	49.1	44.95	45.3	+0.19		
Ranking	101	91 ↑	90			
Quartile band	C	C	C			

In comparison to 2017 (LAIT), the average Attainment 8 score per pupil increased by 0.1 points to 45.4. National attainment 8 decreased by 0.1 points to 44.5. Girls continue to outperform boys by 6.9 points – almost 1 grade per subject. Kirklees has moved 1 position up the national ranking system to 90 out of 152 maintaining its position in Band C.



Across each element of Attainment 8, there were increases in the average score per pupil with the exception of the open slots which decreased from 14.3 in 2017 to 13.7 in 2018 (all schools nationally). The patterned was mirrored in Kirklees schools with improvements seen in all measures except for the open bucket.

Kirklees average score per pupil in the EBacc slots increased by 0.9 points to 13.1, a faster than national rise, taking the LA above the national APS in the EBacc bucket. The English and maths elements both had slight (0.2) increases compared to 2017, again an exact mirror of improvements seen nationally.

Progress 8

Progress 8 is a relative measure, which means that the overall national score remains the same between years. In 2018 the Kirklees provisional progress 8 score was -0.04 is well above the floor and coasting standard and above that of statistical neighbours and national (state funded schools was -0.02, LAIT Dec 2018) ranked 73 out of 152 LAs (statistically significantly below). We will look further at patterns in Progress 8 in the sections when we review pupil characteristics, as Progress 8 is more relevant where we can compare between groups. 2018 is the third year in which Progress 8 scores have been published for all state-funded schools. The distribution of Progress 8 scores by school is shown below. Progress 8 scores for mainstream schools at school level run from -3 to 1.8, (compared with -2.09 to +0.71 in Kirklees, including special schools) with approximately 99% of schools' scores between -1.3 and +1.3 nationally in 2018.

In 2017, a new methodology was implemented which changed the basis for calculating key stage 2 prior attainment. Previously attainment had been calculated using an average for English (reading and writing) and maths scores. This was revised to be just reading and maths. This resulted in a larger proportion of pupils with higher key stage 2 prior attainment scores.

The Progress 8 measure should not be compared year on year, however, at school level it may be useful to compare a school's percentile rank based on Progress 8. For example, knowing a school had a Progress 8 score of -0.2 in 2016 and a score of -0.2 in 2017 tells you how the school did compared to national average in those years but not whether their performance improved across years. However, knowing that they were in the 68th percentile in 2017 and in the 76th percentile in 2018 tells you they have declined over time compared to other schools. Percentile ranks should still be comparable despite possible changes in the distribution of Progress 8 scores and are a good starting point for understanding performance on this measure over time.

	2016 (LAIT)	2017 (LAIT)	2018 (SFR & LAIT)	2018 Boys	2018 Girls
Kirklees	-0.11	-0.02 ↑	-0.04	-0.36	0.27
Yorkshire and Humber	-0.03	0.03	-0.02	-0.25	0.23
Statistical Neighbours	-0.13	-0.11	-0.11		
State funded National Average		-0.03	-0.02	-0.25	0.22
Kirklees Ranking	100	68 ↑	73 ↓		
Quartile banding	C	B	C		

The progress gender gap in Kirklees (0.63) is bigger than national (0.48) gender gap. The gender gap has increased in Kirklees. 8 Kirklees schools were significantly above national average (1 maintained, 7 academies), 18 Kirklees schools were significantly below national average (6 maintained schools, 5 academies, 7 special schools)

Key Stage 4: Progress (Raise / SFR)

Progress 8 outcomes.

Progress Scores (average)	2016					2017					2018 (SFR & LAIT)				
	P8	English	Maths	EBacc	Open	P8	English	Maths	EBacc	Open	P8	English	Maths	Ebacc	Open
Kirklees	-0.11	-0.2	0.0	-0.1	-0.1	-0.02	-0.04	0.02	-0.01	-0.03	-0.04	-0.04	0.00	-0.03	-0.11
National state funded						-0.03	-0.04	-0.02	-0.03	-0.04	-0.02	-0.04	-0.02	-0.03	-0.04
Yorkshire and Humber	- 0.03					0.03	0.07	0.02	0.00	0.13	-0.02	-0.06	0.02	-0.06	0.00
Statistical neighbours	- 0.13					-0.11					-0.11				
National Floor Standard	- 0.5					-0.5					-0.5				
Kirklees national ranking	100					68					73 (C)				

The overall Progress 8 score was -0.04 which is below the national state funded average. For English and EBacc, progress was in line with the national state schools averages. Progress for maths was above with average. The open pillar saw a steep decline in 2018.

Threshold in English and Maths Grade 5+

*PS2 data provided by [SFR \(Dec 18\)](#), LAIT and NEXUS where no published data is available, EYFS, KS1 and phonics data is provided by [SFR](#) & LAIT

This measure was introduced in summer 2017.

Percentage of children achieving the threshold in English and maths	2017 9–5 grade (LAIT)	2018 (SFR & LAIT)	2018 Boys (PT)	2018 Girls (PT)
Kirklees	41.4	42.5	37.5	47.7
National	39.6	40.2	36.8	43.9
Yorkshire and Humber	40.7	41.1	37.5	44.8
Statistical Neighbours	39.6	41.16		
Kirklees Ranking	82	75		
Quartile banding	C	C		

The proportion of Kirklees pupils achieving the headline measure of grades 5 or above in English and maths was 42.5% an increase of 1.1% on 2017 data and a faster than national improvement. The LA remains above the national average for all schools (40.2%) in 2018 moving up 7 positions to rank 75 out of 152.

A larger than national gender gap exists in Kirklees with the proportion of boys gaining grade 5+ was 10.2 percentage points below the girls (47.7%)

The lowest attaining groups are the black males (23.8% attaining grade 5+ EM) and mixed males (24.8% attaining 5+ EM). The highest attaining group behind Chinese girls and boys (very small cohort) is the white girls where 49.6% of the cohort attain grade 5+ in English and maths.

The proportion of males with a first language other than English that achieved EM5+ is 34.5%. The proportion of girls with English as their first language attaining EM5+ is almost 10.5 % higher with 44%.

When considering the prior ability of the learners, the groups with the lowest proportion of children achieving at least grade 5 in English and maths compared to their national comparators is high ability boys.

A higher than national proportion of Kirklees children (7.1%) with an EHCP achieving at least grade 5 in English and maths compared to their national comparators (5.3%)

Threshold in English and Maths Grade 4+

The methodology for this measure has changed from 2016 to 2017 and 2018

	2016 provisional (C+)	2017 9–5 grade (LAIT)	2018 (SFR & LAIT)	2018 Boys (PT)	2018 Girls (PT)
Kirklees	61.4%	62.6 ↑	63.6	58.3	68.9
National	58.7%	59.1	59.4	55.5	63.7
Yorkshire and Humber	60.9%	61.8	62.4	58.5	66.5
Statistical Neighbours		61.55	62.44		
Kirklees Ranking	97	89 ↑	80 ↑		
Quartile banding		C	C		

The proportion of Kirklees learners meeting the Grade 4 threshold in English and Maths increased at a greater than National rate to 63.6%; moving the LA 9 places up the national ranking to 80th out of 152 LA's. The percentage of boys and girls meeting the grade 4 measure is above their national comparators. The gender gap continues to grow with the percentage of girls meeting the benchmark now 10.6% above boys at 68.9%. A higher proportion of Kirklees girls continue to achieve Grade 4+ than girls nationally.

A smaller proportion of Kirklees children (60.1%) with a first language other than English meet the standard pass for English and maths when compared to national (64.4%) first language other than English learners. The gender gap between these children and their counter parts is larger in Kirklees.

Only the white Kirklees group have a higher proportion of children achieving the standard pass in English and maths grade 4+ compared to national outcomes. The proportion of all other ethnicity groups in Kirklees achieving the standard pass is below national comparators. Mixed children particularly the boys group have the largest gap with national at grade 4+ in English and maths.

A higher number of Kirklees children with an EHCP achieve the standard pass when compared to national (5%). EHCP children. A lower percentage of Non-Sen Kirklees boys achieve the standard pass compared to their national comparators, and a smaller percentage of both boys and girls in receipt of SEN support meet the standard pass compared to national SEN support learners.

EBacc – entry

The EBacc was first introduced into the performance tables in 2009-10. It allows people to see how many pupils reach the attainment threshold in core academic subjects at key stage 4. The EBacc is made up of English, maths, science, a language, and history or geography. To count in the EBacc, qualifications must be on the English Baccalaureate list of qualifications.

	2016 provisional (C+) (LAIT)	2017 (LAIT)	2018 (SFR & LAIT)
Kirklees	36.1	↓ 34.1	41.6
National	36.8%	35.0	35.2
Yorkshire and Humber	36.6%	35.9	35.1
Statistical Neighbours	36.9%	35.58	36.2
Kirklees Ranking	97	↓ 102	51 ↑
Quartile banding		C	B

There has been a huge increase in the percentage of Kirklees pupils entered for all components of the EBacc measure. The LA has moved up to quartile B and rank 51 in the national ranking. Almost half of all Kirklees girls are entered for all components of the EBacc measure compared to a third of boys (33.9%).

The percentage of mixed and black children (particularly boys) entered for all components of the EBacc measure is at least 10% lower than their national comparators. With only 28% of mixed boys and 32% of black boys entered for the languages pillar.

A greater fraction of the Kirklees white group are entered for all the EBacc components compared to national.

When reviewing the percentage entered for each component of the EBacc by prior ability, all abilities in the different components are above national comparators except humanities for the lower ability group of Kirklees learners.

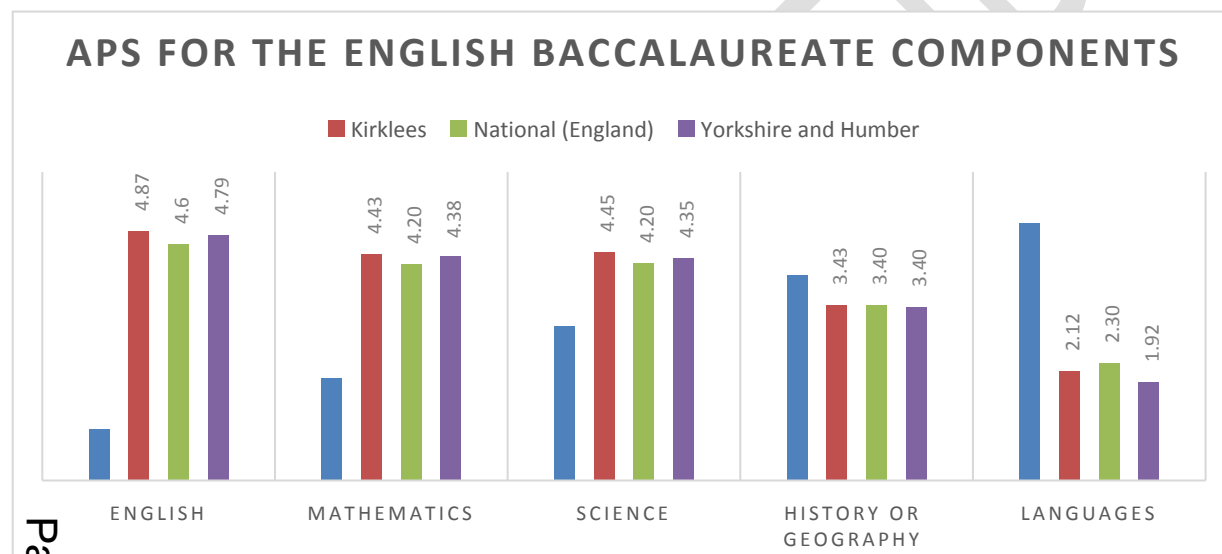
When considering the percentage of Kirklees children with SEN entered for EBacc, a smaller proportion of EHCP were entered compared to national, but a larger proportion of SEN support were entered for the EBacc elements except humanities.

Average Point Score per pupil – English Baccalaureate

The EBacc average point score (Ebacc APS) is a new headline measure introduced in 2018. EBacc APS has replaced the old threshold attainment measure. As this is a new measure, there is no comparison available for earlier years. The maximum possible EBacc APS is 10.75, which is possible by achieving an A* in an AS level qualification in each EBacc pillar. Some subjects' EBacc APS is heavily affected by the number of pupils not sitting these subjects and thus scoring zero.

APS per pupil (SFR & LAIT)	2018
Kirklees	3.96
National (England)	3.85
Yorkshire and Humber	3.86
Statistical Neighbours	3.90
Latest National Rank	Rank 83 (band C)

The EBacc APS for all schools nationally was 3.85 averaged an EBacc APS of 3.96 was recorded for Kirklees schools. This places the LA 83 out of 152 on national ranking. In Kirklees the range of EBacc APS was 2.92 – 6.78 for the full cohort (0.00 – 0.50 for special schools).



Across the EBacc subject areas the APS for languages (2.12) was the lowest followed by humanities (3.43), maths (4.43), science (4.45) and English (4.87) was the highest scoring of the 5 areas. This mirrors the national pattern with all areas except languages above the national APS.

4.4.2 KEY STAGE 4

In summary: Key Stage 4 outcomes and improvement strategy

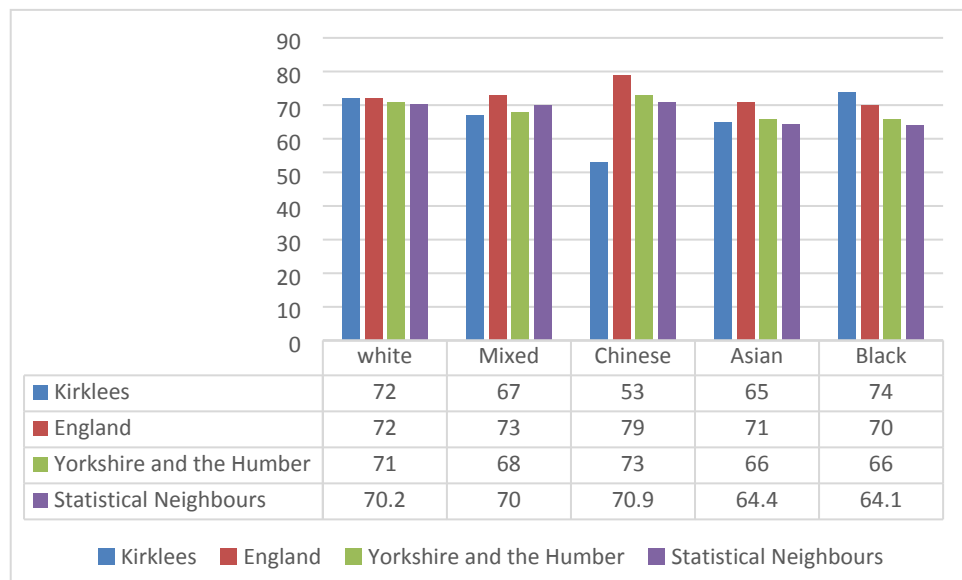
Overall, by the end of Key Stage 4, attainment and progress overall are at least in line with national expectations, if not above. However, whilst overall outcomes are relatively good there is underlying underachievement for some key sub groups and these inform priorities for improvement.

Areas of focus

- Continuing to strive to improve outcomes and raise aspiration for **all** groups:
 - To build on the priority of improving reading at the end of Key Stage 2 to ensure all pupils' literacy levels are optimised in order to improve their ability to access the secondary curriculum
 - Disadvantaged learners, particularly those in receipt of pupil premium
 - SEND learners
 - Broadening the curriculum to maximise opportunities for learners to access and achieve the full suite of Ebacc subjects particularly Humanities and languages.
 - Considering the impact of social disadvantage on provision relating to behaviour support, exclusions and attendance in order to optimise opportunities for learning
 - Removing barriers for Black and mixed children particularly boys
 - Reducing the gender differential.
- Further investigating outcomes at a broader subject level within secondary schools

5.1 Group Analysis

5.1.1 Percentage of EYFS attaining GLD by Ethnicity 2018



In 2017, White children lost pace with national comparators, but remained in line with other white children within the Yorkshire and Humber region. The gap between white girls and boys was larger than the national gap; with girls achieving 15% more than the boys within Kirklees. Whilst girls are still 1% below girls nationally, boys are attaining in line with white boys nationally. This has seen the LA move up to rank 65 (and the very top of Band C – Band B is 72.01% and above).

Children with mixed heritage dropped further down the LA ranking to rank 129 in 2018. The gender gap closing further, as a result of girls under performance.

The Chinese cohort is so small that the figures vary widely year on year. 2017 saw a rise in attainment to above national figures, but 2018 saw a steep decline to rank 98 band D. The needs of individual children impact on this measure more than any other major ethnicity group in Kirklees.

Kirklees children of Asian descent have shown improved outcomes year on year between 2013 and 2017. In 2018, the percentage of Asian children attaining GLD remained the same in Kirklees, whilst improvements were seen nationally. As a result, the LA dropped down the national rankings to rank 113 and band D. Reductions seen with the national gap in recent years has also been affected by this lack of improvement seen in 2018. Asian boys are the lowest attaining ethnicity group within Kirklees at this phase.

The cohort (110 children) of Kirklees Black learners is fairly volatile in numbers and the significance changes rapidly. In 2017 Black Kirklees learners achieved in line with national comparators for the first time in 5 years. In 2018, Kirklees black children made greater than national improvements moving beyond the national average. As a result this group of Kirklees children are now in band A rank 20 nationally.

5.1.2 Percentage of children attaining the expected standard at KEY STAGE 1 by ethnicity

In 2018, the Year 2 cohort constituted of 63% pupils are defined as white British, 18.8% Pakistani and 5.1% Indian. The remaining 13% of the pupil population is made up of youngsters from a wide range of ethnic groups.

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In 2018, white children made faster than national improvements in writing, maths, and science. In reading, boys made an improvement but girls remained the same as 2017. The gender gap remains inline or smaller than national in all measures. The largest gap with national is white British boys (3% below national).

Attainment for children with a mixed ethnic background is below the regional and nationally averages in all measures for the second year. Standards in reading have dropped by 5 % for all pupils, with boys dropping 7%. Slight improvements can be seen in the 'all pupils' and 'girls' group for writing, maths and science, but boys attainment has remained the same or dropped. The gap with national has increased in reading and writing and slightly reduced in maths and science, mainly as a result of improved attainment from girls

The proportion of Kirklees Asian children attaining the expected standard is below national for all subject areas for the third consecutive year. The gap with national has reduced in writing, maths and science but increased by 1% in reading.

Black children's attainment continue to fall below national averages in all measures for 'all pupils' group and girls. Boy's attainment in all areas except writing is above or in line with national outcomes for this group.

The Chinese populations is a very small and is subject to large variations in data. 2018 data shows a sharp increase in attainment in all subject areas against 2017 figures. Kirklees Chinese boys are out performing Kirklees Chinese girls and all pupils nationally in 2018.

5.1.3 Key Stage 1 Phonics Outcomes: Ethnicity (SFR Sep 2018)

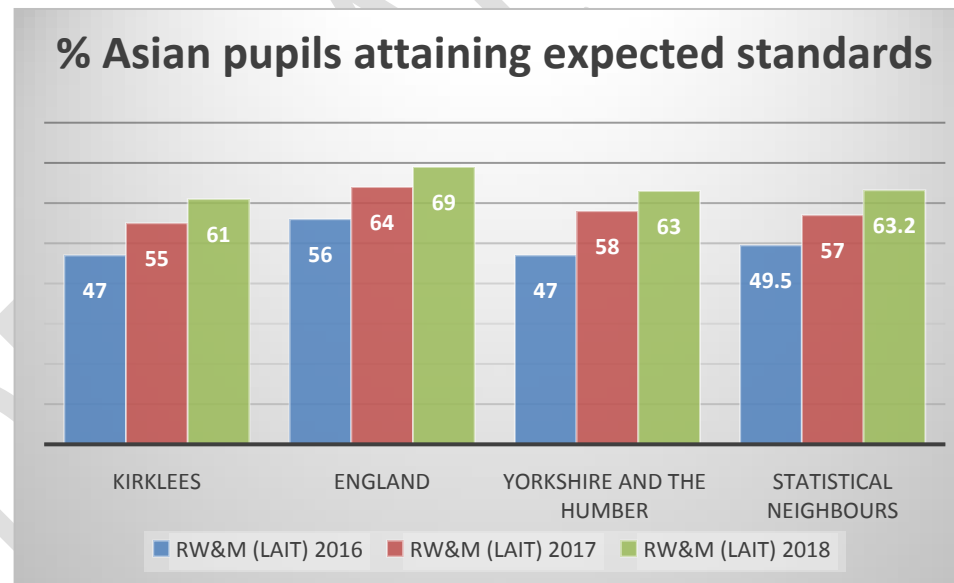
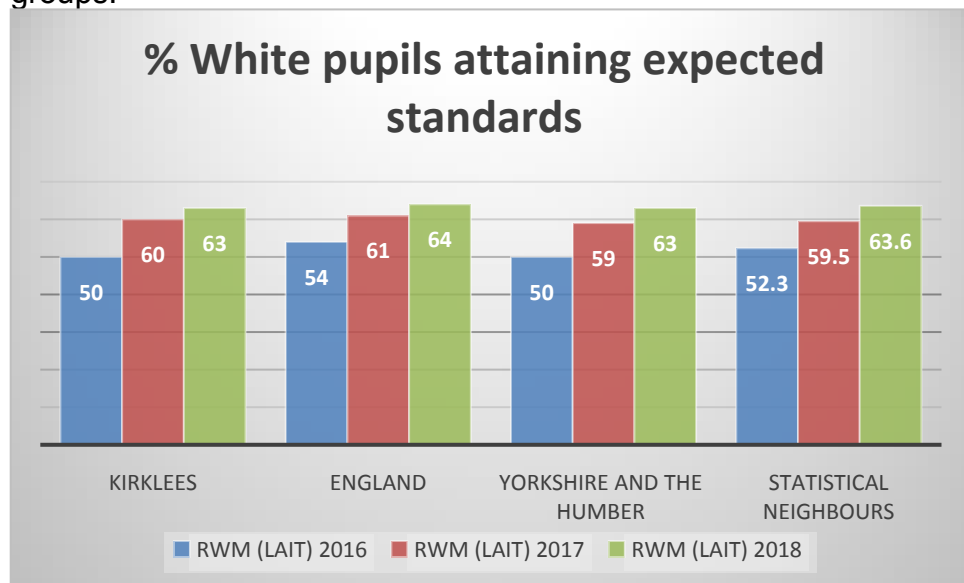
Whilst the attainment of white children national has improved by 1 %, the percentage of Kirklees children passing the phonics check remains static at 79%. The percentage of Kirklees mixed children passing the phonics check has increased by 5% and is now only 1 % behind mixed children nationally. This is a relatively small group so the results are often influenced by other factors.

The proportion of Kirklees Asian children passing the phonics check has increased by 2% for all pupils, with girls improving by 3% and boys by 1%. Asian children have increased attainment at a faster than national rate but still remain 3 % below national for 'all pupils' group. Asian boys (and black girls) are have the biggest gaps with their national comparators (both 6% below).

A three year improvement trend has been seen with the proportion of black children meeting the expected standard, with the gap reducing from 9% in 2016 to 3% in 2018. For the second year boys have attained in line with black boys nationally. The proportion of black girls meeting the expected standard has increased 6 % on 2017. However, the proportion of black girls meeting the expected standard has the largest gap with its national comparators (6%) alongside Asian boys.

5.1.4 KEY STAGE 2: SUB-GROUPS OF PUPILS: ETHNICITY SFR / LAIT / NEXUS)

In Kirklees, 63 percent of pupils are defined as white British, 19% Pakistani and 6% Indian. The remaining 12% of the pupil population is made up of youngsters from a wide range of ethnic groups. The graphs below show attainment in the combined measure for the White and Asian groups.



The attainment gap between Kirklees White British children and national comparisons has stayed the same or reduced in all subjects. Reading is now only 0.3% below national, writing is 1.1% below national and maths is 0.8% below national. Despite greater than national rates of improvement in all three subjects and a 3% improvement in RWM combined in 2018, the LA dropped 4 position as on the national ranking to rank 90 band C (RWM).

The gap between Kirklees Asian children and Asian children in the region / statistical neighbours has increased for the last three years and as a result Kirklees Asian children have dropped down the national ranking to 134 in the combined measure. Kirklees are now 8% behind national comparators for the RWM measure.

Children with a mixed ethnic background are underachieving in all measures when compared to regional and national averages. However, year on year improvements have been seen in all subjects except writing. The largest gap with national is seen in reading (13.1%). Kirklees children from a mixed ethnic background are still within the bottom 5 for this group and attainment measure. Kirklees Black children are below national

*KS2 data provided by [SFR \(Dec 18\)](#), LAIT and NEXUS where no published data is available, EYFS, KS1 and phonics data is provided by [SFR](#) & LAIT

averages in all measures. Attainment has increased year on year (except writing in 2017) in all subject areas at a faster than national rate. RWM is now in line with the region but still lags behind statistical neighbours and national. This group of learners is ranked 118 on the national scale, 2 positions higher than 2017. The Chinese population is a very small sample size and subject to large variations in data.

5.1.5 Progress: KS1 – KS2 progress scores for pupil groups – SFR Dec 2018

Progress in reading was closest to national for the white Kirklees learners, and the largest gap seen for mixed ethnic learners and Chinese learners. Progress in writing was closest for black, Chinese and other learners, with the largest gap between white British Kirklees learners and white British learners nationally. The largest gap in maths is for black children. Kirklees Asian children have a neutral progress score for maths but this is still 1.9 points behind progress made in Maths by the national Asian population.

5.1.6 KS4 - Attainment 8 outcomes for Kirklees pupils from different ethnic groups

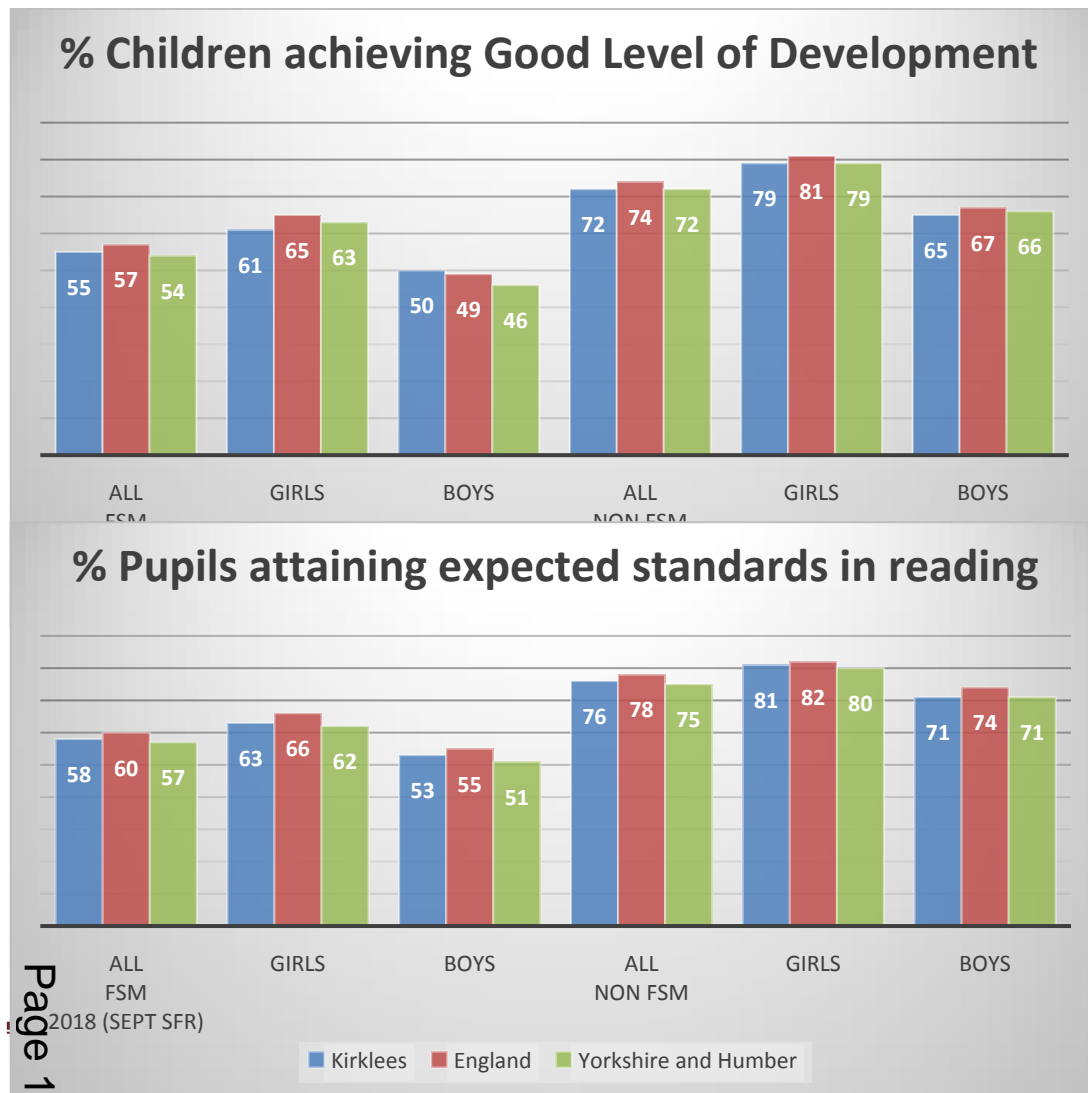
White boys continue to underperform compared to Kirklees girls. Boys underperformance is a contributing factor to the 4 position drop down the LA tables to rank 70 Band B in 2018. The Mixed ethnic group has dropped down the ranking and is now 4th from the bottom of the LA tables in position 148. Children who identify as Asian (particularly boys) continue to underperform compared to Asian children nationally. The LA has dropped 5 ranking to 133 out of 152. The attainment of Black pupils has dropped 33 places down the LA ranking to position 138 in 2018. The performance of black boys has taken a sudden drop in 2018. The Chinese group is a very small cohort of children and individual's data has a large sway on the overall figures. Whilst still in Band B, the ranking position has dropped to 38 in 2018. The attainment of Boys has held the measure back.

5.1.7 KS4 - Progress 8 outcomes for Kirklees pupils from different ethnic groups

Progress of white boys has dropped significantly when compared to boys nationally in 2018. This drop has reduced the overall progress score and resulted in a 10 position drop to rank 77 Band C. Progress of white girls in Kirklees continues to be better than progress nationally. Progress of mixed children but particularly boys has resulted in a very low progress score for the LA and a drop of 10 positions to rank 141 Band D. Kirklees mixed boys achieve half a grade lower in each subject compared to similar boys nationally. The progress of Asian girls in Kirklees is one of the highest performing groups in terms of progress, however this lags behind national comparators. Asian boys are underperforming compared to Asian boys nationally. As a result the group has dropped down the LA rank to 133 band D. Progress of Black boys is -0.33 more than twice as negative as the national Black boys progress score. This has contributed to a 13 position drop to rank 123 Band D.

The Chinese group is a very small population and individuals sway the data quite significantly. Progress of Chinese boys was lower than that of Chinese boys nationally, this has reduced the ranking to position 69 band B. Very strong progress made by girls has meant that the overall group progress is just above the national progress score for this ethnic group.

6.1



6.1.1 2018 EYFS: FSM eligible Pupils (LAIT Jan 2018)

For the group of FSM learners, in 2018, the attainment improved. Kirklees FSM attainment is now 2% lower than the performance of learners nationally, this gap has narrowed from 3% in 2016. The greatest gap is seen between Kirklees FSM girls and national FSM girls (4% below national).

The gap between Non FSM learners and FSM learners is slightly less than the national gap - 17%. Kirklees FSM ranking improved from Band D to Band C with an increase of 14 places to rank 90 in 2017 and by a further 6 places in 2018 to rank 84. Kirklees Non FSM ranking also moved up the LA ranking but still remains in Band D.

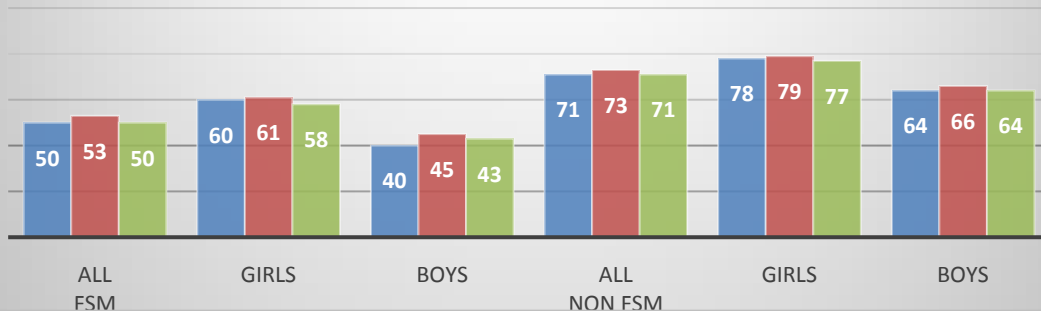
6.1.2 KEY STAGE 1: 2018 Attainment: % pupils entitled to free school meals meeting expected standards

1078 KS1 children were entitled to FSM at time of testing 19% compared to 12.8% nationally. This is a reduction of 2% when compared to 2017. 1168 children were entitled to FSM6 funding, this represents 20.5% pupils, above the national average (19.8%).

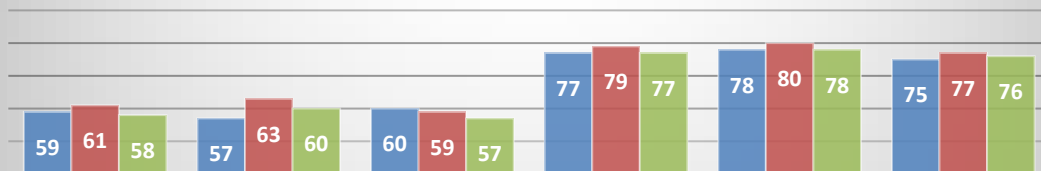
Reading - There has been a 1% increase in outcomes for the FSM Group. Whilst girls made an improvement, FSM boys remained the same as 2017. FSM children are achieving above Y&H, and the gap between Kirklees FSM pupils and national comparators has reduced to 2% for all pupils. The gap between FSM girls in Kirklees and their comparators nationally is still an area for concern.

As available, EYFS, KS1 and phonics data is provided by [SFR](#) & LAIT

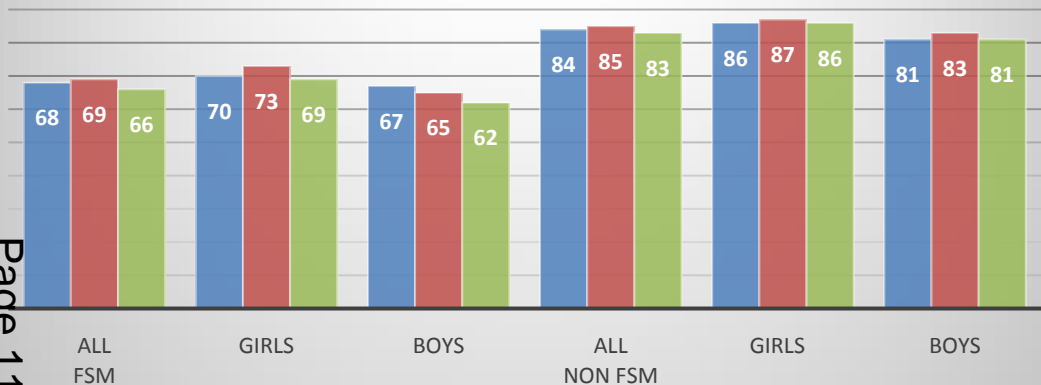
% Pupils attaining expected standards in writing



% Pupils attaining expected standards in maths



% Pupils attaining expected standards in Science



Writing

The proportion of children in receipt of free school meals (FSM) that achieved the expected standard in writing increased by 3%. FSM girls attained 5% more than in 2017, returning Kirklees to the position it was in during 2016. For Kirklees FSM 'all pupils' and 'girls' the rate of progress was better than for the Kirklees non FSM children. The key focus will be on improving outcomes for boys in receipt of FSM.

FSM children remain below national comparators. Attainment of non FSM children increased in 2018 keeping pace with national.

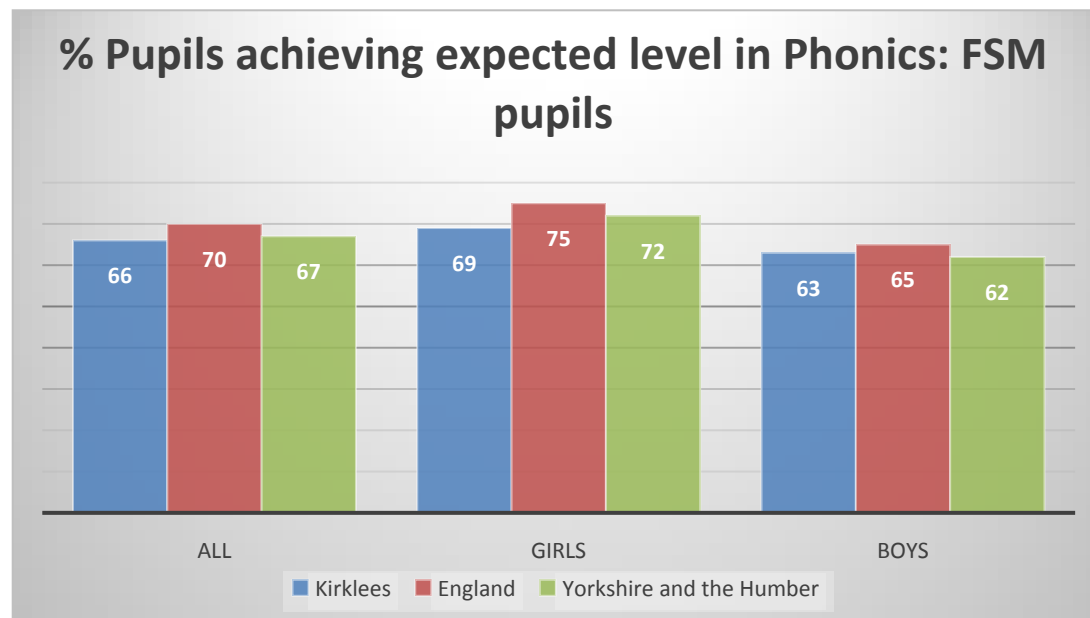
Maths

FSM 'all pupil' group attainment increased by 4% in 2018. FSM girls sustained the same attainment as 2017, FSM boys improved by 6%. Non FSM pupils increased attainment compared to 2017 at a greater rate than national comparators.

Science

is available, EYFS, KS1 and phonics data is provided by [SFR](#) & LAIT

FSM science attainment in 2018 increased to 1% above 2016 figures for all pupils, a 6% increase on 2017. Whilst girls had a 4% increase, taking it above the YH figure, it still remains 3% below national. Boys attainment increased by 8% in 2018, taking it above national and region boys FSM comparisons. The FSM gender gap has reduced from 10% gap in 2016 to a 3% gap in 2018.



6.1.3 Key Stage 1 Phonics Outcomes: pupils entitled to free school meals (FSM)

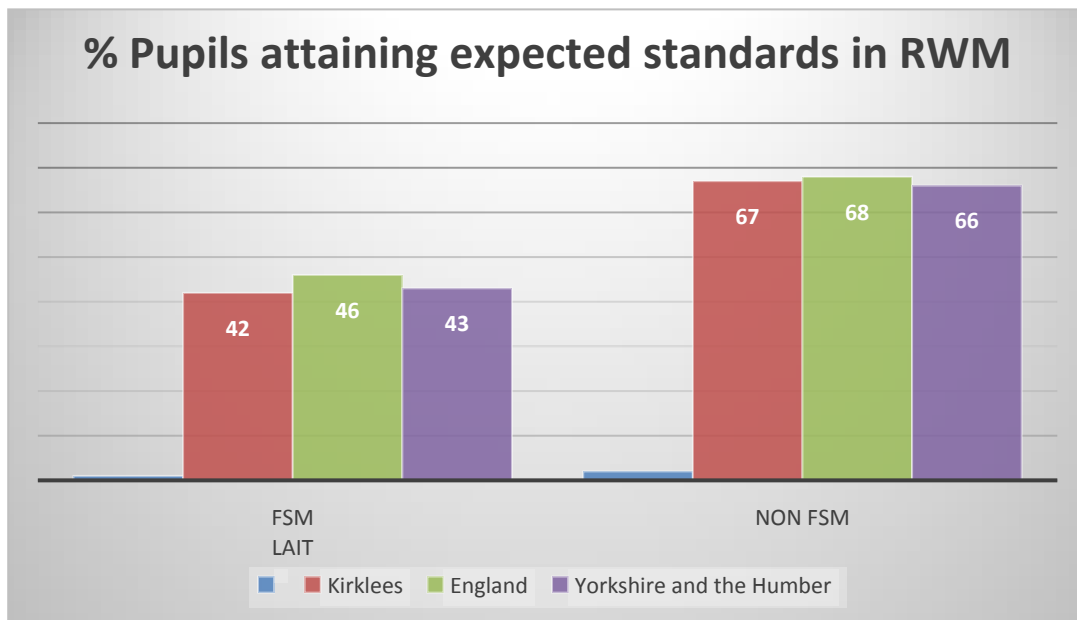
In 2016 and 2017 Kirklees FSM learners' outcomes took a sharp dive and outcomes were 4% below national figures. In 2018, the attainment gap remained the same, at 4 percentage points. 66% of pupils eligible for free school meals (FSM) met the expected standard, compared to 82% of all other pupils (a gap of 16 percentage points).

FSM Boys attainment has increased and the gap with national FSM boys is now only 2%. The gap between Kirklees FSM boys and non FSM boys is currently 15 percentage points. The gap between Kirklees FSM girls and national FSM girls has increased (6% below) and are now 17 percentage points behind Kirklees non FSM girls – a growing gap. The attainment of FSM children in Kirklees places the local authority 118 out of 152 a drop of 8 positions compared to 2017.

6.1.4 KEY STAGE 2: Attainment: % pupils entitled to free school meals meeting expected standards

In the year 6 Kirklees cohort that was assessed in summer 2018, 21.2% pupils were eligible for FSM, above the national average of 13.6%. In Kirklees, 10.4% of all girls and 10.8% of all boys were eligible for the additional funding and support almost 4% above national comparators. When considering the proportion of children that had accessed FSM in the last 6 years (FSM6), the figures increased again and markedly so for National to 28.4%. Kirklees FSM6 was 29.9% overall, 14.8% for girls and 15.1% for boys. This suggests that Kirklees children were eligible for a more sustained period of time.

RWM - Published Data



For the combined measure the gap between the proportion of Kirklees FSM children and national FSM children achieving the expected standard remained static at 4% below national in 2018. Despite this the LA dropped 9 places on the national rank to 104 (Band C). The gap reduced to 1% below national for Kirklees non FSM children, moving 12 places up the national rank to 87 (Band C). A lower proportion of FSM children in Kirklees (42%) achieved the combined measure than national FSM children (46%). When considering the impact of gender on the FSM / Non FSM gap, it is clear that the FSM boys (6.1%) gap is larger than the FSM girls (4.7%).

In all subject areas, there is a wide variation in through schools, middle schools and junior schools.

Reading - Kirklees FSM children saw a 5.2% rise in attainment at the expected level in reading. A 5.4% rise was seen nationally, thereby increasing the FSM gap with national. Kirklees Non FSM children are beginning to close the gap with national comparators. The proportion of Kirklees FSM children reaching the expected standard is below national comparators. The largest gap exist between Kirklees FSM (62.5%) and their national comparators (69.0%), a gap of 6.5%. The bigger gap exist between Kirklees FSM boys and Kirklees Non FSM boys. (18.5% gap).

Writing - In 2017, the Kirklees / National FSM gap diminished by 1.2% in writing and a further 0.7% in 2018. Kirklees FSM children are 2.5% behind national comparators (4.1%for girls and 5.4% for boys). When considering the gap between Kirklees FSM and non FSM children the gaps are larger than the national gaps. In females that gap is 15% and in males 21.8%.

Maths - FSM gap has diminished in maths from a 3.2% gap with national in 2016 to a 2.4% gap in 2017 and a 2.2% gap in 2018. Over the same time period, the gap has grown for non FSM children by 1.1%. Kirklees FSM girls are 4% behind FSM girls nationally and Kirklees FSM boys are 3.2% behind FSM boys nationally. The biggest gap exist with Kirklees FSM and non FSM at 17.2%.

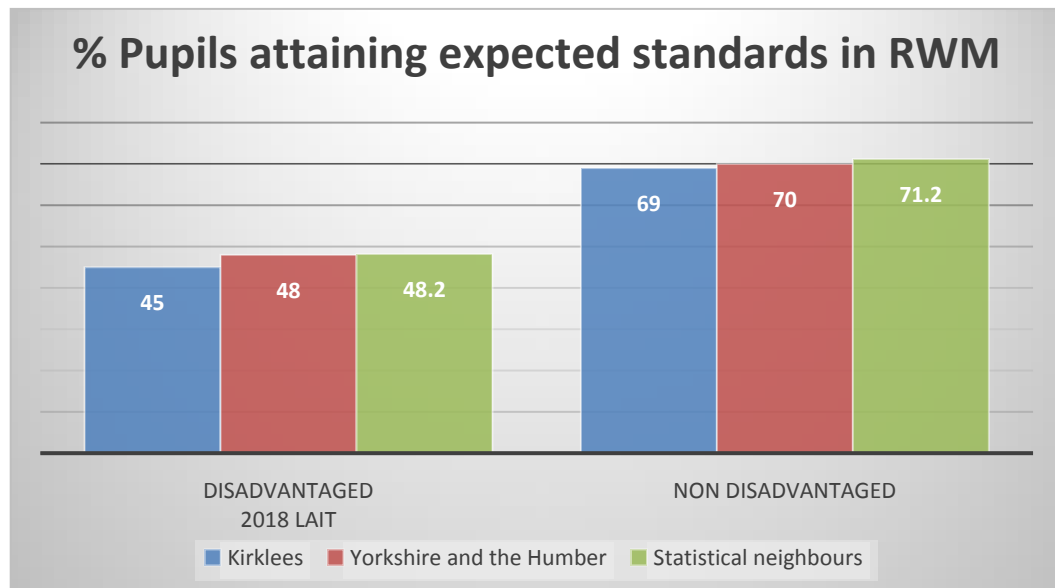
GPS - The rate of pace of improvement in Kirklees FSM children was greater than the national rate of improvement for GPS for the second consecutive year. The gap has reduced to 1.3% below national for FSM children. For non FSM children, the gap closed in 2017, but has reopened in 2018 with Kirklees children attaining 1.1% below national.

6.1.5 Progress: Expected progress for pupils entitled to FSM (Published Data LAIT)

Progress scores achieved by pupils entitled to FSM were significantly lower than those seen both regionally and nationally for all subject areas. Whilst the progress score for maths is closest to the national average it has dropped one position on the national ranking. Writing has moved 6 positions up the national ranking to rank 123 and reading has moved 9 positions up the national ranking to rank 129.

6.1.6 2018 Attainment: % disadvantaged pupils meeting expected standards

In 2018, 30.3% (15.3% of the boys, 15.0% of the girls) of the cohort were identified as disadvantaged compared to 28.9% nationally.



RWM – published data

Kirklees disadvantage learners had a faster than national rate of improvement in 2018. Disadvantaged learners are now 6% behind national comparators with 45% of disadvantaged learners meeting the standard for the combined measure.

The Kirklees disadvantaged / non disadvantaged gap for both genders continue to be larger than the disadvantage / non disadvantaged national gap. The outcome gap between disadvantaged and non-disadvantaged learners was widest for maths.

Reading - The proportion of Kirklees disadvantaged learners meeting the expected standard increased by 5.8% in 2018. This was a faster than national increase. The boy / girl gap for disadvantaged learners is also smaller in Kirklees than the national gap.

Writing - In writing the proportion of disadvantage learners meeting the standard has increased year on year since 2018 closing the gap with national from 6% in 2016 to 4.9% in 2018. Disadvantaged boys in Kirklees have the widest gap with their national comparators at 5.6%.

Maths - Whilst attainment of all pupils in maths has remained the same as 2017, disadvantaged learners in Kirklees continue to diminish the difference with national comparators. The gap has reduced from 4.5% in 2016 to 4.1% in 2018. The gap between disadvantaged and non-disadvantaged learners is bigger for boys in Kirklees.

*PS2 data provided by [SFR \(Dec 18\)](#), LAIT and NEXUS where no published data is available, EYFS, KS1 and phonics data is provided by [SFR](#) & LAIT

GPS - In 2018, disadvantaged learners in Kirklees attained significantly lower outcomes than non-disadvantaged Kirklees learners for GPS. Whilst disadvantaged learner in Kirklees made improvements at a faster rate than their national comparators, the attainment of non-disadvantaged learners dropped slightly in Kirklees, widening the gap.

6.1.7 Progress: KS1 – KS2 progress scores for pupils within the disadvantage group (LAIT)

Between the end of KS1 and KS2, pupils within the disadvantaged group made significantly less progress than their national comparators. There is a gap of 0.90 between Kirklees disadvantaged learners and non-disadvantaged learners in each subject area. Kirklees disadvantaged learners in all subjects moved up the national ranking by 8 places in Reading (to rank 135), 4 places in writing (to rank 134) and 10 places in maths (to rank 100) moving into band C. Non disadvantaged learners slipped down the ranking in both reading and maths.

6.1.8 KS4 Attainment 8 for disadvantaged learners

In 2018, pupils from the disadvantage group attained a higher average score than the Yorkshire and the Humber region but significantly below their national counterparts in the 'All pupils' and 'Girl' groups. Due to the change in assessments the attainment 8 score between 2017 and 2018 are not comparable, however the ranking can be compared. The LA remained the same for Kirklees disadvantaged learners (rank 80 band C) and moved up 3 places for non-disadvantaged learners to rank 93 Band C.

6.1.9 KS4 Progress 8 for disadvantaged learners

For pupils within the disadvantage group, the average progress score was -0.40 which is above national average progress and above the floor standard. For pupils not in this group, the progress score was +0.08, indicating above national. The ranking for disadvantaged learners' progress in now in quartile band B and ranked 48, Non disadvantaged learners have slipped 18 places down the ranking in 2018 to rank 91.

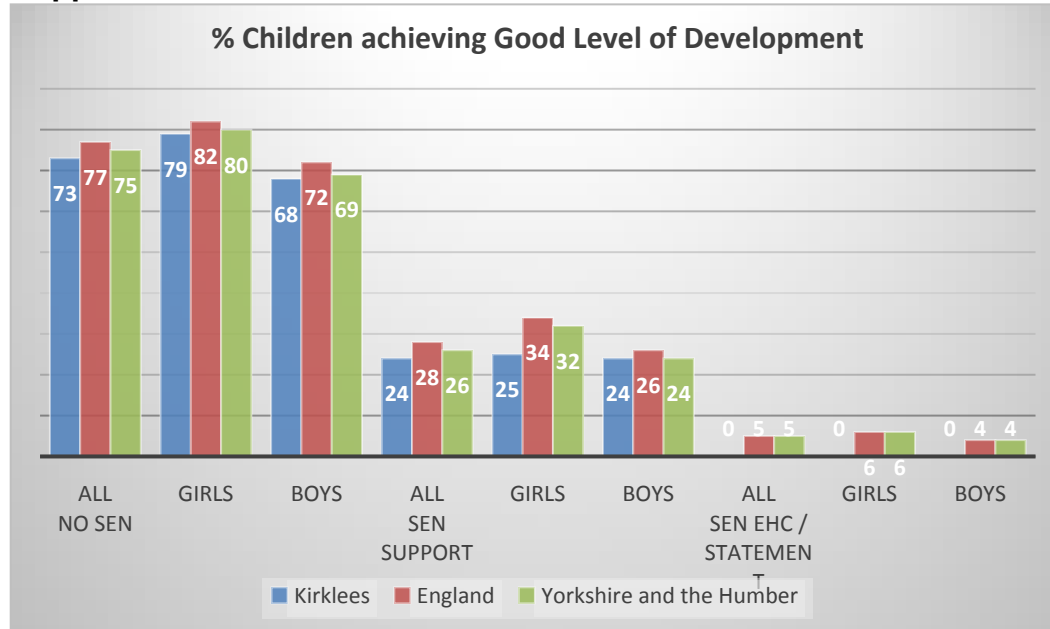
7.1

7.1.1 2018 EYFS: Special Educational Needs

In 2018, 371 EYFS pupils (96 girls, 275 boys) received SEN support and 69 EYFS pupils (19 girls, 50 boys) have a statement or an Education Health and Care Plan. For SEN EHCP / Statement, this equates to 1.3% compared to 1.4% nationally; and for SEN support 6.9% of Kirklees EYFS children, compared with 7.26% nationally. SEN pupils are categorised as 'SEN with a statement or Education, health and care (EHC) plan' and 'SEN support'. For the purposes of this report, outcomes for pupils receiving SEN support in school are reviewed separately from outcomes for pupils with either a statement or an Education Health and Care Plan.

*KS2 data provided by [SFR \(Dec 18\)](#), LAIT and NEXUS where no published data is available, EYFS, KS1 and phonics data is provided by [SFR](#) & LAIT

Suppressed data *



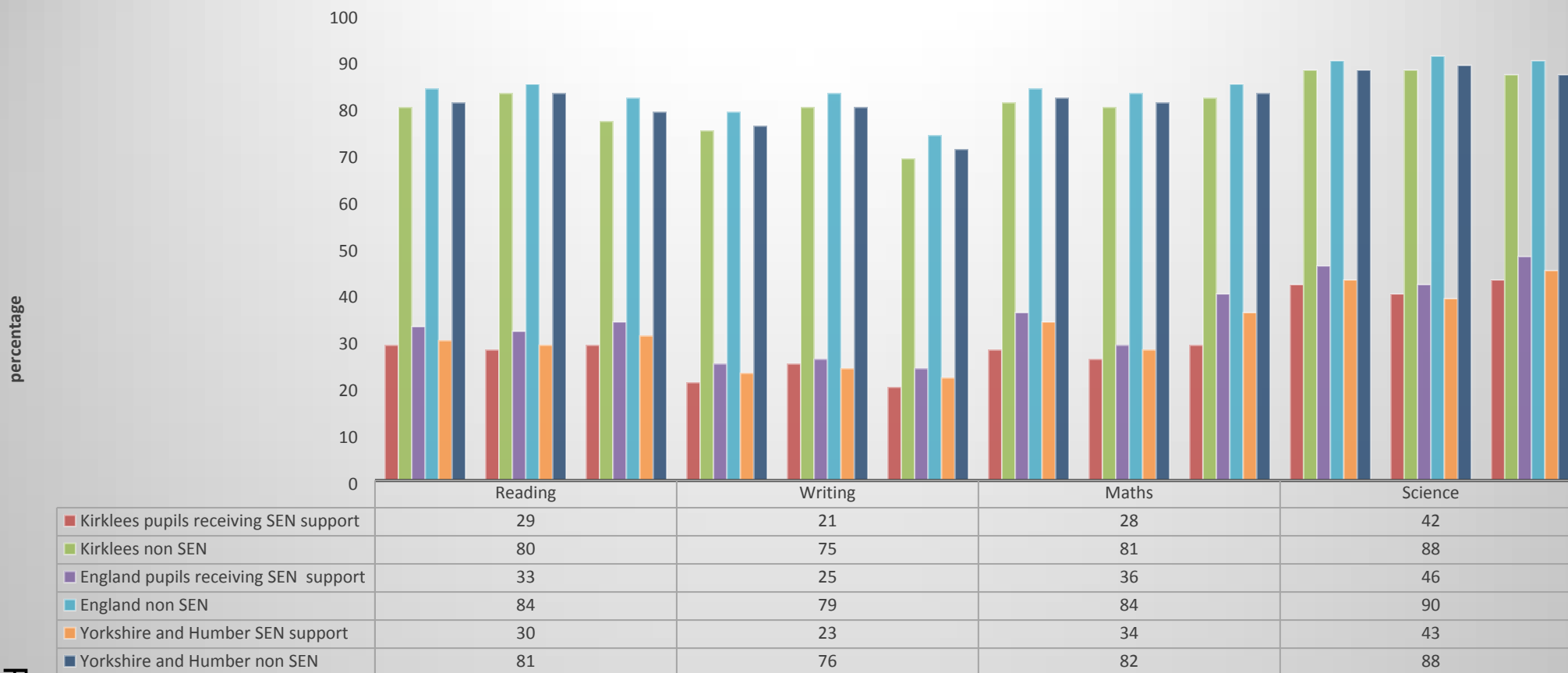
In the past SEN learners with a statement have performed broadly in line with, or better than this group nationally. However in 2018, SEN EHC/S boys (50 boys in total) had significant gaps in the Prime areas of learning, which impacted on the GLD scores for this group and the overall local authority GLD outcome.

SEN learners without a statement (SEN support) are losing ground against national learners for the third consecutive year. Our SEN children are considerably behind Y&H learners in SEN support. SEN support is a school applied threshold. The difference between Kirklees, Y&H regions and national suggests that there needs to be further investigation around early identification and intervention of these children.

7.2.1 KEY STAGE 1: SUB-GROUPS OF PUPILS: PUPILS RECEIVING SEN SUPPORT, WITH SPECIAL EDUCATIONAL NEEDS OR EDUCATION HEALTH CARE PLANS

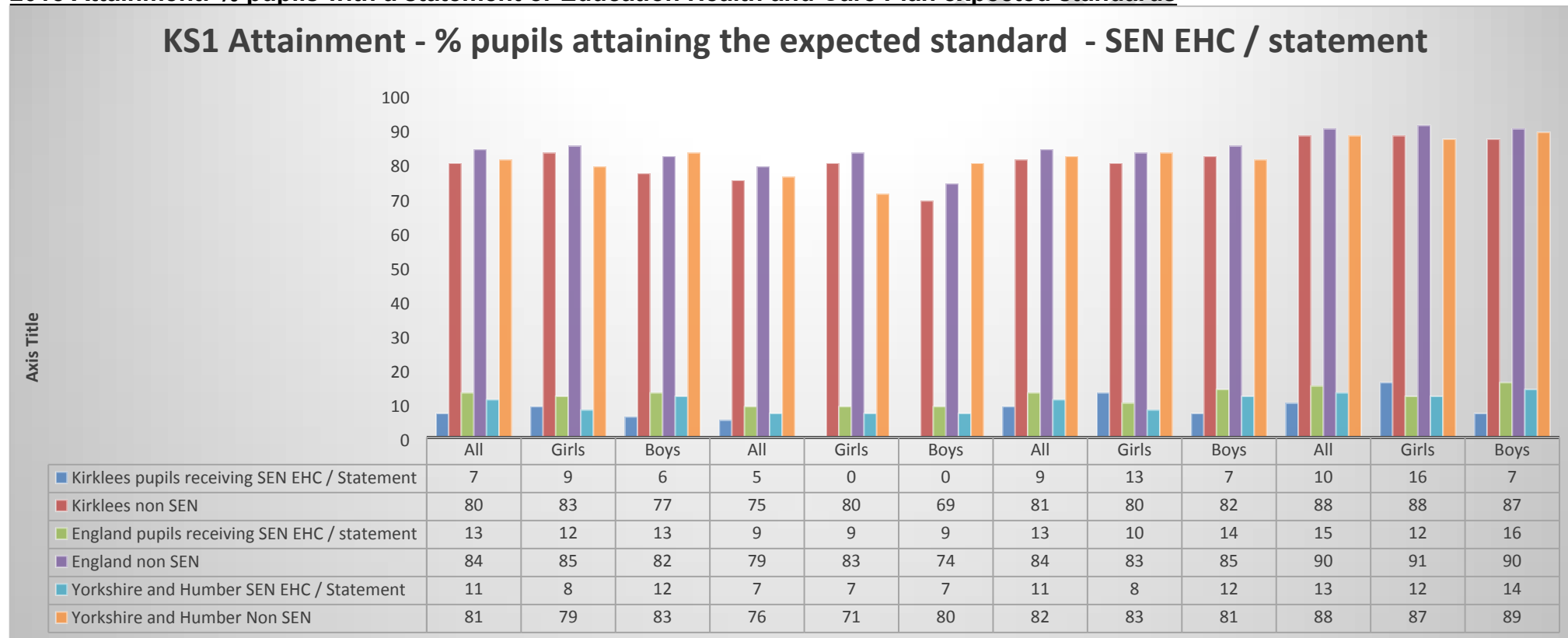
In 2018, 686 KS1 pupils received SEN support and 108 KS1 pupils have a statement or an Education Health and Care Plan. In 2018, the proportion of children in year 2 with an EHCP / S was 1.9% compared to 2.1% nationally and 12% of the population had SEN support, compared with 11.9% nationally. SEN pupils are categorised as 'SEN with a statement or Education, health and care (EHC) plan' and 'SEN support'. For the purposes of this report, outcomes for pupils receiving SEN support in school are reviewed separately from outcomes for pupils with either a statement or an Education Health and Care Plan.

% of pupils attaining expected standards in SEN Support



In 2018, an increase in attainment was seen in all measures and the gap with national reduced significantly in reading, writing and science. (The writing measure cannot be compared with 2016/2017). In Kirklees the SEN support group continue to attain significantly lower than national comparators in all subject areas. Girl's attainment is lower than boys in all areas except writing. The largest gap exist in maths, particularly boys (11% gap). The Kirklees gender gap has reduced in all areas except science. The gender gap in Kirklees is smaller than the Kirklees national gap in all areas except in writing.

2018 Attainment: % pupils with a statement or Education Health and Care Plan expected standards



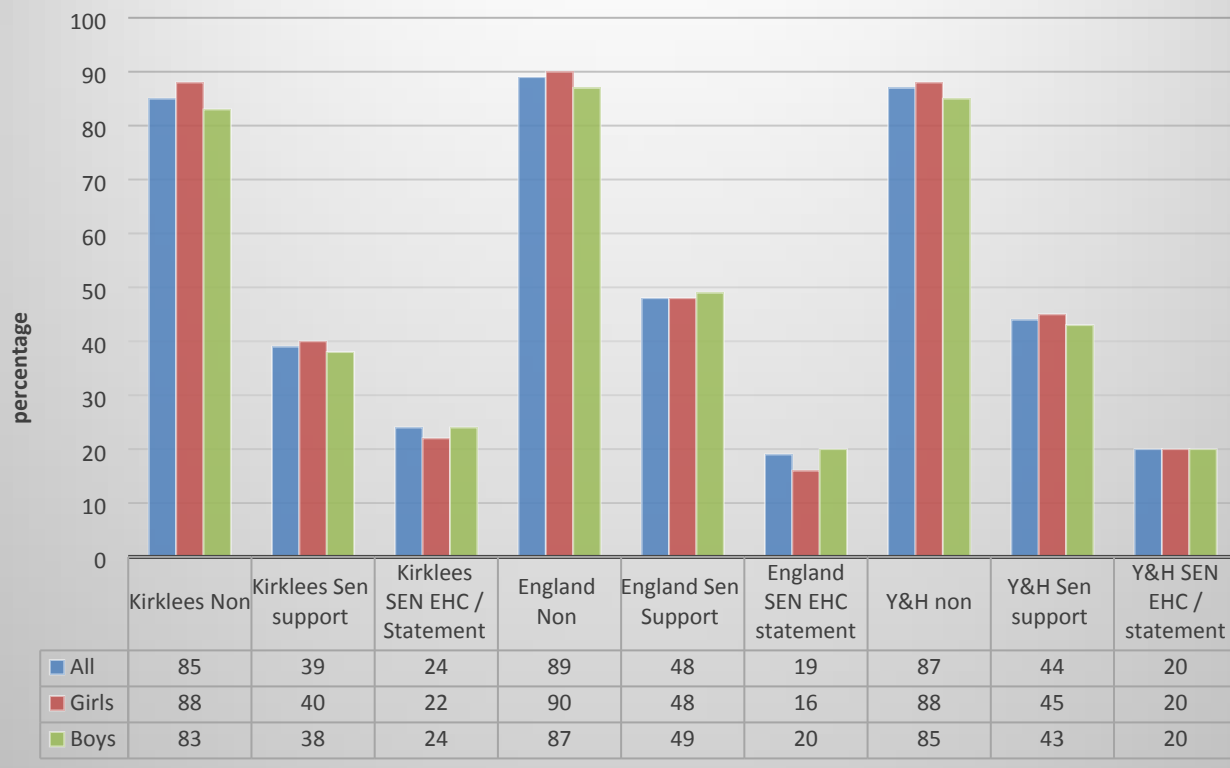
The percentage of children with an EHC or statement meeting the expected standard in reading writing and science at KS1 saw a significant decrease in 2018. Girls achieved better than boys in all subject areas, which is indirect proportion to national data. There is a downward trend for attainment of children on EHCP plans over three years.

*KS2 data provided by [SFR \(Dec 18\)](#), LAIT and NEXUS where no published data is available, EYFS, KS1 and phonics data is provided by [SFR](#) & LAIT

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7.2.2 2018 Key Stage 1 Phonics Outcomes: SEND) (SFR Dec 2017 & Sep 2018)

% Pupils achieving expected level in Phonics: Sen support pupils



The largest pupil characteristics attainment gap is between pupils with special educational needs (SEN) and those with no identified SEN, with less than half of pupils with SEN meeting the standard (35.2%) and 85.8% of pupils with no identified SEN meeting the expected standard. The gap between these groups is 50.2 percentage points.

EHCP children are achieving above national averages with girls achieving 6 percentage points higher than EHCP girls nationally.

Children with 'SEN support' have improved by 5 percentage points (for both genders) but the gap remains between 8 and 11 points below national comparators.

7.3.1 KEY STAGE 2: SUB-GROUPS OF PUPILS: PUPILS RECEIVING SEN SUPPORT, WITH SPECIAL EDUCATIONAL NEEDS OR EDUCATION HEALTH CARE PLANS. This data has not been updated for 2018 publically

In Kirklees, within primary aged schools, 684 pupils receive SEN support and 155 pupils have a statement or an Education Health and Care Plan. SEN pupils are categorised as 'SEN with a statement or Education, health and care (EHC) plan' and 'SEN support'. For the purposes of this report, outcomes for pupils receiving SEN support in school are reviewed separately from outcomes for pupils with either a statement or an Education Health and Care Plan.

*KS2 data provided by [SFR \(Dec 18\)](#), LAIT and NEXUS where no published data is available, EYFS, KS1 and phonics data is provided by [SFR](#) & LAIT

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Attainment of pupils at the end of KS2 in Reading, writing and maths by SEN Provision – LAIT

RWM Combined 2018	% Pupils with no identified SEN			% SEN Support			% SEN with a statement or EHC plan		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Kirklees	55.0	65.0	70.0	11.0	13.0	18.0	3.0	8.0	11.0
Yorkshire & Humber	58.0	67.0	72.0	14.0	17.0	22.0	6.0	7.0	8.0
Statistical Neighbours	60.7	68.4	72.8	14.0	18.3	23.6	7.0	7.8	8.9
England	62.0	71.0	74.0	16.0	21.0	24.0	7.0	8.0	9.0
Kirklees National Ranking		135 (D)	129 (D)		142 (D)	139 (D)		60 (C)	37 (B)

A year on year increase has been seen in the RWM combined measure since 2016, for both Kirklees SEN support and SEN EHC / statement pupils. Despite moving up the national ranking from 142 to 139 (band D) in 2018, the rate of improvement seen over the last 3 years for SEN support children has been slower than that of national and regional comparators. Children in receipt of an EHC plan or a statement have improved at a faster than national and regional pace over the past 3 years and the percentage of these children in Kirklees attaining the combined measure at the expected standard is 2 % higher than that seen nationally. As a result of this the LA has moved 23 positions up the national ranking to 37 in band B.

Reading - Whilst children in Kirklees identified as SEN support have made year on year increase in reading this has occurred at a slower than national rate and therefore the gap with national has grown to 10.2% below national. This means in 2018 approximately 70 SEN support children didn't achieve the expected standard in reading that may have done elsewhere. Kirklees children with an EHC or statement however, have made better than national progress and 1.8% more children in Kirklees attain the expected standard in Reading compared to national.

Writing - Similarly in writing Kirklees SEN support children have made year on year improvements, however these improvements have been at a slower than national pace and as such the gap between Kirklees SEN support and SEN support children national has almost doubled (5.3% behind national). Kirklees children in receipt of an EHCP or a statement achieve 0.2% better than national SEN EHCP / statement children following three year of better than national improvements in attainment.

Maths - In keeping with reading and writing, attainment at the expected level for Kirklees SEN support children has also seen a year on year increase at a slower than national rate. The gap between local and national SEN support children has increased to 9.7% below in 2018 (was 3.8% in 2016). For children with an EHCP or statement, the percentage of children attaining the expected standard has increased by 9.2 % in the last 3 years and is now 2.2% above the proportion of similar children attaining the expected standard in maths.

Progress: KS1 – KS2 progress scores for pupils by SEN Provision (LAIT)

2018	% Pupils with no identified SEN			% SEN Support			% SEN with a statement or EHC plan		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
Kirklees	-0.70	-0.60	-0.30	-3.00	-2.90	-2.50	-4.1	-4.6	-3.6
Yorkshire & Humber	0.10	0.60	0.40	-1.20	-1.79	-0.90	-3.7	-3.9	-3.5
Statistical Neighbours	0.23	0.47	0.41	-0.86	-1.68	-0.80	-3.19	-3.64	-3.63
England	0.30	0.50	0.30	-1.00	-1.80	1.00	-3.8	-4.1	-3.8
Kirklees National Ranking	145 (D)	142 (D)	118 (D)	148 (D)	129 (D)	144 (D)	91 (C)	93 (C)	66 (B)

Between the end of KS1 and KS2, pupils receiving SEN support made less progress than other SEN support pupils nationally. This has seen the Kirklees drop down the ranking in maths to rank 144. Despite less than national progress in both reading and writing the ranking has remained the same in reading at rank 148 and has moved up in writing to rank 129. Kirklees children with SEN EHCP or statement have moved up the national rank to band B. The most significant increase has been seen in maths where Kirklees has moved from rank 124 (band D) in 2017 to 66 (band B) in 2018. Reading is now rank 91 and writing rank 93 both in band C.

7.4 Key Stage 4 Attainment 8: Pupils with special educational needs receiving SEN support in school or with a statement / Education Health Care plan

Children with an EHCP continue to improve and now achieve an attainment 8 score above national. This group have moved up 47 positions on the LA ranking to rank 66 Band B. Both girls and boys with SEN support are now below the average score for group nationally and as such have moved down the ranking to band D rank 123. Children with No Sen needs are slowly rising in ranking and are now rank 98 Band C.

7.4.1 Key Stage 4 Progress 8: Pupils with special educational needs receiving SEN support in school or with a statement / Education Health Care plan

Progress of SEN support boys is a particular area for improvement. Improvements in the ranking position have been seen for EHCP children for progress and attainment, the opposite has been seen for SEN support with ranking and quartile dropping into Band C.

8.1.1 Kirklees outcomes compared with the National Floor Standard and new DFE Coasting measures

The number of schools below the national floor standard at KS2

KS2 schools below the floor target	2016		2017		2018	
	%	No	%	No	%	No
Kirklees	6	6	7	8	6	7
Yorkshire & Humber	5	81	4	62	3	44
Statistical Neighbours	4.20	4.20	4.40	4.70	2.38	2.2
England	5	665	4	511	3	364
Kirklees National Ranking	106		131		85	
Quartile Banding			D		D	

The number of schools below the national floor standard at KS4

KS4 schools below the floor target	2016		2017		2018	
	%	No	%	No	%	No
Kirklees	8.0	2	7.7	2	8.0	2
Yorkshire & Humber	8.0	23	7.6	22	6.8	19
Statistical Neighbours	12.22	3	12.68	3	13.59	2.80
England	9.3	282	12.0	365	11.6	346
Kirklees National Ranking	74		48		63	
Quartile Banding			B		B	

8.1.2 % of primary schools meeting the coasting criteria

KS2 schools meeting the coasting criteria	2016		2017		2018	
	%	No	%	No	%	No
Kirklees	10	10	13	14	11	11
Yorkshire & Humber	4	59	5	77	5	77
Statistical Neighbours			4.40		4.44	
England	3	477	4	524	5	640
Kirklees National Ranking			147		104	
Quartile Banding			D		D	

*KS2 data provided by [SFR \(Dec 18\)](#), LAIT and NEXUS where no published data is available, EYFS, KS1 and phonics data is provided by [SFR](#) & LAIT

% of secondary schools meeting the coasting criteria

KS4 schools meeting the coasting criteria	2016		2017		2018	
	%	No	%	No	%	No
Kirklees	8.7	2	12.5	3	16.7	4
Yorkshire & Humber	10.6	28	8.90	24	5.5	14
Statistical Neighbours	17.68	4.10	13.89	3.40	13.7	3.00
England	11.3	319	9.6	271	9.2	257
Kirklees National Ranking	66		99		112	
Quartile Banding			C		C	

APPENDIX 1: List of Kirklees' Statistical Neighbours in 2016

The following local authorities are deemed, by the DFE, to be statistically similar to Kirklees and are used to compare outcomes locally with similar areas in England

- Bolton
- Calderdale
- Bury
- Dudley
- Derby
- Lancashire
- Stockton-on-Tees
- Leeds
- Rochdale
- Telford & Wrekin

APPENDIX 2:

Attainment 8

Attainment 8 measures the average achievement of pupils in up to 8 qualifications including English (double weighted if the combined English qualification, or both language and literature are taken), maths (double weighted), three further qualifications that count in the English Baccalaureate (EBacc) and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.

Progress 8

*KS2 data provided by [SFR \(Dec 18\)](#), LAIT and NEXUS where no published data is available, EYFS, KS1 and phonics data is provided by [SFR](#) & LAIT

Progress 8 aims to capture the progress a pupil makes from the end of key stage 2 to the end of key stage 4. It compares pupils' achievement – their Attainment 8 score – with the average Attainment 8 score of all pupils nationally who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school. Progress 8 is a relative measure, therefore the national average Progress 8 score for mainstream schools is very close to zero. When including pupils at special schools the national average is not zero as Progress 8 scores for special schools are calculated using Attainment 8 estimates based on pupils in mainstream schools. In 2018, Progress 8 has been adjusted to take account of a small number of cases where pupils can have extremely negative progress scores that disproportionately affect a school's overall progress score. For more information please see the secondary accountability guidance.

Attainment in English and maths (9-5)

This measure looks at the percentage of pupils achieving a grade 5 or above in both English and maths. Pupils can achieve the English component of this with a grade 5 or above in English language or literature. There is no requirement to sit both exams.

The English Baccalaureate (EBacc) entry

The EBacc was first introduced into the performance tables in 2009-10. It allows people to see how many pupils reach the attainment threshold in core academic subjects at key stage 4. The EBacc is made up of English, maths, science, a language, and history or geography. To count in the EBacc, qualifications must be on the English Baccalaureate list of qualifications.

EBacc average point score

From 2018, the headline EBacc attainment measure is the EBacc average point score (EBacc APS). This replaces the previous threshold EBacc attainment measure. EBacc APS measures pupils' point scores across the five pillars of the EBacc – with a zero for any missing pillars. This ensures the attainment of all pupils is recognised, not just those at particular grade boundaries, encouraging schools to enter pupils of all abilities, and support them to achieve their full potential.

APPENDIX 3 – context EYFS

TBC

APPENDIX 4 – Context KS1

Pupils			Proportion	
			LA	National
Summary	All Pupils	5672	100%	100%
Gender	Male	2906	51%	51%
	Female	2766	49%	49%
Prior Attainment	Higher attainers	1972	35%	35%
	Middle attainers	1749	31%	32%

* PS2 data provided by [SFR \(Dec 18\)](#), LAIT and NEXUS where no published data is available, EYFS, KS1 and phonics data is provided by [SFR](#) & LAIT

	Lower attainers	1814	32%	29%
	FSM (in last 6 years)	1105	19%	20%
Pupil Premium	Not FSM (in last 6 years)	4517	80%	79%
FSM	FSM	1030	18%	14%
	Not FSM	4592	81%	86%
Term of Birth	Summer Term	1891	33%	34%
	Spring Term	1823	32%	32%
	Autumn Term	1958	35%	34%
SEN Group	SEN Support	621	11%	12%
	EHC Plan	93	2%	2%
EAL	First language not English	1547	27%	20%
	First language English	4075	72%	79%
Ethnicity	White	3542	62%	74%
	Black Caribbean	201	4%	3%
	Black African	112	2%	5%
	Indian	297	5%	3%
	Pakistani	1071	19%	4%
	Bangladeshi	17	0%	2%
	Other Asian	192	3%	3%
	Chinese	15	0%	0%
	Any Other	169	3%	4%
	Unknown	32	1%	1%
	No Ethnicity Data	24	0%	0%

*FS2 data provided by [SFR \(Dec 18\)](#), LAIT and NEXUS where no published data is available, EYFS, KS1 and phonics data is provided by [SFR](#) & LAIT

APPENDIX 5 – Context KS2

Pupils			Proportion	
			LA	National
Summary	All Pupils	5311	100%	100%
Gender	Male	2661	50%	51%
	Female	2650	50%	49%
DFE Prior Attainment	Higher attainers	1682	32%	31%
	Middle attainers	2962	56%	55%
	Lower attainers	488	9%	9%
Pupil Premium	FSM (in last 6 years)	1582	30%	30%
	Not FSM (in last 6 years)	3707	70%	69%
FSM	FSM	1144	22%	15%
	Not FSM	4145	78%	85%
FSM Ever	FSM (ever)	1599	30%	31%
	Not FSM (ever)	3690	69%	69%
Term of Birth	Autumn Term	1791	34%	33%
	Spring Term	1693	32%	32%
	Summer Term	1827	34%	35%
SEN Group	SEN Support	684	13%	15%
	EHC Plan	155	3%	3%
	No SEN	4472	84%	82%
PAL	First language not English	1541	29%	20%

*KS2 data provided by [SFR \(Dec 18\)](#), LAIT and NEXUS where no published data is available, EYFS, KS1 and phonics data is provided by [SFR](#) & LAIT
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	First language English	3770	71%	80%
Mobility	Joined in Y5 or Y6	631	12%	7%
	Joined before Y5	4680	88%	93%
Ethnicity	White	3325	63%	74%
	Black Caribbean	187	4%	3%
	Black African	97	2%	6%
	Indian	335	6%	3%
	Pakistani	1012	19%	4%
	Bangladeshi	17	0%	2%
	Other Asian	171	3%	3%
	Chinese	13	0%	0%
	Any Other	131	2%	4%
Unknown	23	0%	1%	

APPENDIX 6 – Context KS4

Pupils		Proportion		
		LA	National	
Summary	All Pupils	4560	100%	100%
Gender	Male	2298	50%	51%
	Female	2262	50%	49%
DFE Prior Attainment	Higher attainers	1733	38%	39%
	Middle attainers	1944	43%	42%

	Lower attainers	729	16%	14%
	FSM (in last 6 years)	1172	26%	26%
Pupil Premium	Not FSM (in last 6 years)	3374	74%	72%
FSM	FSM	923	20%	13%
	Not FSM	3623	79%	86%
FSM Ever	FSM (ever)	1513	33%	33%
	Not FSM (ever)	3033	67%	66%
Term of Birth	Autumn Term	1582	35%	33%
	Spring Term	1447	32%	32%
	Summer Term	1531	34%	34%
SEN Group	SEN Support	400	9%	12%
	EHC Plan	180	4%	4%
	No SEN	3976	87%	84%
EAL	First language not English	1039	23%	16%
	First language English	3521	77%	84%
Mobility	Joined in Y10 or Y11	131	3%	4%
	Joined before Y10	4429	97%	96%
Ethnicity	White	2900	64%	75%
	Black Caribbean	164	4%	3%
	Black African	58	1%	5%
	Indian	284	6%	3%
	Pakistani	880	19%	4%

*FS2 data provided by [SFR \(Dec 18\)](#), LAIT and NEXUS where no published data is available, EYFS, KS1 and phonics data is provided by [SFR](#) & LAIT

Bangladeshi	11	0%	2%
Other Asian	148	3%	3%
Chinese	15	0%	0%
Any Other	75	2%	3%
Unknown	21	0%	1%
No Ethnicity Data	4	0%	1%

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Name of meeting: Children’s Scrutiny Panel
Date: 25th February 2019
Title of report: Kirklees Community Hubs

Purpose of report

To provide Scrutiny with: an update on the development of the Kirklees Community Hubs; and the accountability arrangements established for activity taking place within the Hubs across Council and partner agencies.

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?)	N/A
The Decision - Is it eligible for call in by Scrutiny?	N/A
Date signed off by <u>Strategic Director</u> & name	Jo-Anne Sanders for Mel Meggs – 14.2.19
Is it also signed off by the Service Director (Finance)?	N/A
Is it also signed off by the Service Director for Legal Governance and Commissioning?	N/A
Cabinet member portfolio	Councillor Viv Kendrick Councillor Masood Ahmed

Electoral wards affected: All wards

Ward councillors consulted: Cabinet Members through Leadership Management Team

Public or private: Public

There are no GDPR Implications arising from this report.

1. Summary / Background

School Leaders have for the past 3 years been engaging with the local authority, health partners and other key agencies to identify gaps and opportunities for meeting the needs of children, families and communities at a local level. In 2015, a number of visioning sessions with Local Authority and School Leaders led to the following high level vision statement being developed for Kirklees Community Hubs (KCH).

“Strong partnerships and collaboratives of schools (hubs) will be the vehicle for delivering a range of services for children, families and the wider community.”

Since stating that intention in 2015, a growing number of school leaders working with the Council and other partners have acted as champions in developing a Kirklees wide school / community hub initiative. Every school in Kirklees has joined into a school or “Community Hub” area and every area of Kirklees has a hub. There are 17 KCH with a defined partnership of schools bringing together early years, primary and secondary provision. Each hub has named leadership and some element of coordination. These hubs act as vehicles for a broad range of services to come together at a local level.

The work to establish the network of KCH exemplifies the benefits and challenges of place based working and the work the Council is undertaking to work in a place based way in the future. Fundamental to the approach has been a commitment to:

- Working in partnership to truly reflect local situations and to meet desired community outcomes;
- Putting strong, high quality relationships at the heart of the aims to be achieved;
- Working together with all willing parties to change the systems that impact upon people and places;
- Working to a common purpose and aligning efforts and resources to achieve maximum impact; and
- Accepting that tensions and disagreements will arise and that partners will not always have the same aims or agreed ways of doing things but being prepared to resolve these in a constructive way.

There are varying degrees of maturity and engagement across the hub network and differing levels of service provision, elected member and partner engagement. There are some hubs that can demonstrate combinations of clear system change, service integration and better outcomes for children and families. Others are still emerging and are being supported to develop their priorities and influence. Some Hubs have elected ward members engaged in collaborative planning for Hubs alongside other local leaders. Others have yet to engage members in their planning and activities.

A Kirklees Community Hub Leader Network has been established. This provides a forum for all Hubs to share good practice, work on common enablers and blockages, engage with partners and provide peer support and expertise. The Education and Learning Partnership Board is currently providing oversight of KCH development.

The Council has provided strategic support for the development of community hubs employing a small programme team. The Council has committed to working differently with schools and partners in order to make best use of scarce resources. Co-production has been central to this approach – working with Schools and partners to jointly determine

needs and priorities at the community level. This includes making the most of opportunities to commission in a more local and integrated way with school leaders and other partners in Community Hubs.

The Council and partners, working with Community Hub leaders have already made significant investments, summarised below:

- The Kirklees Healthy Child programme was specified and commissioned with Hub Leaders and is delivered through Hub infrastructure;
- Kirklees Council is meeting the building costs associated with the Children's Centre buildings based on School sites;
- Stronger Families consultants are prototyping work in two Hub areas to build the capacity of Schools and partners to lead whole family ways of working. Feedback suggests that this way of working is hugely valued, is meeting need and further opportunities planned would be welcomed as part of the development of the Family Support Service;
- Family Support Service colleagues aligned within Hubs have had some success in supporting their multi-agency approaches to children and families who need targeted support;
- Other Council teams and partners support hub activities, advocate on behalf of KCH and are aligning themselves to the hub infrastructure when developing services, networks and support. These include: Children's Social Work Teams; Communities Plus; Early Years Outcomes team; Support to Recovery; Adult Mental Health Services, Fusion Housing; Kirklees College; Sport and Physical Activity Teams, Education safeguarding team; Libraries; Kirklees Neighbourhood Housing and Adult and Community Learning; and
- A dedicated programme development team has been established and works with Hub leaders, Council services and partners to develop the conditions in which KCH can achieve consistency and be sustainable.

KCH leaders have agreed a number of investment options / alignments which they believe the local authority can make and which will support hubs to be more sustainable and effective. They are:

- i. Family workers - based in Hubs and supporting delivery on hub priorities;
- ii. Hub Coordination - working at a hub level to coordinate both the schools and partners within the hub;
- iii. Districtwide, strategic coordination of the Hubs and their relationship/links to other systems;
- iv. Facilitation of children centre buildings (particularly those on a school site) - practical support e.g. access to building, supporting groups, administration, point of contact for the centre, sustain the centres; and
- v. Financing the building, utilities, cleaning and maintenance costs of children centres.

2. **Key Issues / Current Position**

Significant progress has recently been made to develop the operating environment for KCH and to attract further investment into the Hub Infrastructure. All five points above have either been fully or partially addressed by Council and wider support is being brought forward by other partners. This progress is summarised below:

- 2.1 Agreement has been reached with Hub Leaders to invest in a team of 9 Hub Coordinators. These Co-ordinators will be employed by the Council and will provide support for all schools and partners engaged with the Hub. This agreement allows all

Hubs to have some operational capacity and enables them to have consistent relationships with children, families and key partners.

- 2.2 A team of Consultants drawn from the Council's Early Support Service has been appointed and aligned to each KCH. This development builds upon the success of earlier work piloted by colleagues aligned to the Spensborough, Colne Valley and Holmfirth hubs. These Consultants will work with School Leaders and Hub partners to strengthen early support practice for children and families in Hubs.
- 2.3 The Early Support Strategy and Partnership has been launched providing a collaborative approach to identifying and meeting the needs of families before they require intervention by colleagues in social care. Within the Council, new and revised services have been launched including: the Multi Systemic Therapy, Family Group Conferencing, Family Mental Health Service, Family Support Service; and Parenting and Group work. New processes have also been established around early support and safeguarding including a new Framework for Decision Making and a new Early Support Assessment. These services and arrangements will all support the early support activity within each KCH.
- 2.4 Additional resources to be aligned to the Hub infrastructure are either being deployed imminently or are in the planning stage. These include significant investments in Mental Health Services for young people; funding for Kirklees from the "Sugar Tax" to be spent on healthy lifestyle related equipment / infrastructure; work to support the creation of language rich environments to speech and language outcomes in early years; and potential alignment of capacity arising from the establishment of Primary Care Networks.

Good progress is being made on the dual priorities of making KCH – a) A platform for localised, integrated, service delivery; and b) A vehicle for system change and the development of co-produced support that has been shaped by communities and families themselves.

As a result of the commissions and investments made to date and planned for the future, leaders from Hubs and the Council have agreed an accountability framework. The framework sets out a shared understanding of common purpose and measures of success. The framework specifies the commissions around hub coordination, the alignment of Consultants and the service level agreements for Children's Centres. It also sets out in detail the measures and indicators that will be used to benchmark performance of Hubs in terms of: their operations and maturity; the impact they are having on core indicators relating to safeguarding, education, community and economy; and the difference they are making to the lived experience of children and families. The key components of the accountability framework are:

- 2.5 The establishment of hub level multi-agency management structures with elected members engaged to play a central role in the arrangements and drawing in other community champions and intelligence e.g. GPs.
- 2.6 The provision of district-wide oversight drawing from Hub Leaders, portfolio holders, senior council officers and partners. It is suggested that this oversight could be performed through the established arrangements for the Children's Integrated Commissioning Group, the Education and Learning Partnership Board and the relationships between those and a refreshed Children and Young Peoples Partnership.

- 2.7 The development of individual hub delivery plans that: set out how the hubs will support the delivery of the Kirklees Partnership Early Support Strategy; meet community defined needs; deliver reductions in demand on statutory indicators (e.g. Looked After Children, Children with Child Protection Plans or Children in Need); and support the delivery of Kirklees shared outcomes.
- 2.8 Arrangements for quarterly monitoring utilising a dashboard of locally defined outcomes and district wide outcomes agreed by Hub leaders. The dashboard will also measure progress in meeting the agreed hub benchmarks of success and a range of core indicators relating to performance in children’s safeguarding, learning, community and economic resilience. The dashboard will be underpinned by a sophisticated and robust evidence base with multi-agency oversight at the individual hub level. Elected members will be engaged in these quarterly accountability arrangements.
- 2.9 The dashboard will also allow Hub’s to benchmark themselves against each other and identify the practice and arrangements which sit behind the headline performance. This will facilitate the sharing of good practice and support a self-improving network.

A communications plan has been developed to support the implementation of the Accountability Framework. The Communications Plan will enable a shared understanding of the work of the KCH for families, communities and partners and how their success and impact will be measured.

A diagram of the Accountability Framework is attached as Appendix 1

A mocked-up example of a dashboard is attached as Appendix 2

The proposed core economic, safeguarding, education and community indicators are attached as Appendix 3

The Hub Benchmarks of Success agreed by hub leaders are attached as Appendix 4

3 Implications for the Council

3.1 Working with People

The work in KCH has enabled local people, families and communities to be at the heart of the improvements that are being sought. Ultimately, the best outcomes are achieved when individuals, families and communities identify and coproduce the things that bring about those improvements. Working with local people and communities through Hubs – integrated services will be able to provide the right level of support at the right time and place.

3.2 Working with Partners

Hubs were established to enable partners to integrate services, identify local needs, plan at the locality level and unite behind common purpose. The Council has provided both strategic support and operational delivery teams to facilitate this and is committed to maintaining the necessary level of support as the hub network evolves.

3.3 Place Based Working

In line with the commitment to place based working, KCH will focus on outcomes that local people have defined as being valuable to them. These will not be uniform across the borough but there will be a unified, continuous

improvement methodology established whereby stories and feedback from those involved in the delivery will provide real time feedback on what activity is making a difference and what lessons are being learned and shared across all 17 hubs.

3.4 Improving outcomes for children

The Accountability Framework establishes clear ambitions to improve outcomes for children and families building upon the work that Hubs have trialled and led. Those outcomes are expressed in terms of health, educational attainment and progress and safeguarding. They contribute directly to the Kirklees shared outcomes.

3.5 Other (e.g. Legal/Financial or Human Resources)

There are costs associated with the provision of staff employed by the Authority to support the coordination of individual Hubs. It is proposed that 9 coordinators are deployed by the Council at a 12 month cost of approximately £280,000. 16 Consultants will be aligned to KCH at an approximate annual cost of £640,000.

Financing the building, utilities, cleaning and maintenance costs of children centres will cost £400,000 per annum.

These costs will be met from existing budgets. A review of the sustainability of the arrangements will be undertaken after 12 months and recommendations will be developed through the Council's decision making process.

4. Consultees and their opinions

N/A

5. Next steps and timelines

N/A

6. Officer recommendations and reasons

That the report be noted.

7. Cabinet portfolio holder's recommendations

N/A

8. Contact officer

Michelle Wheatcroft – Head of Early Support

9. Background Papers and History of Decisions

LMT Item 3.12.18

10. Service Director responsible

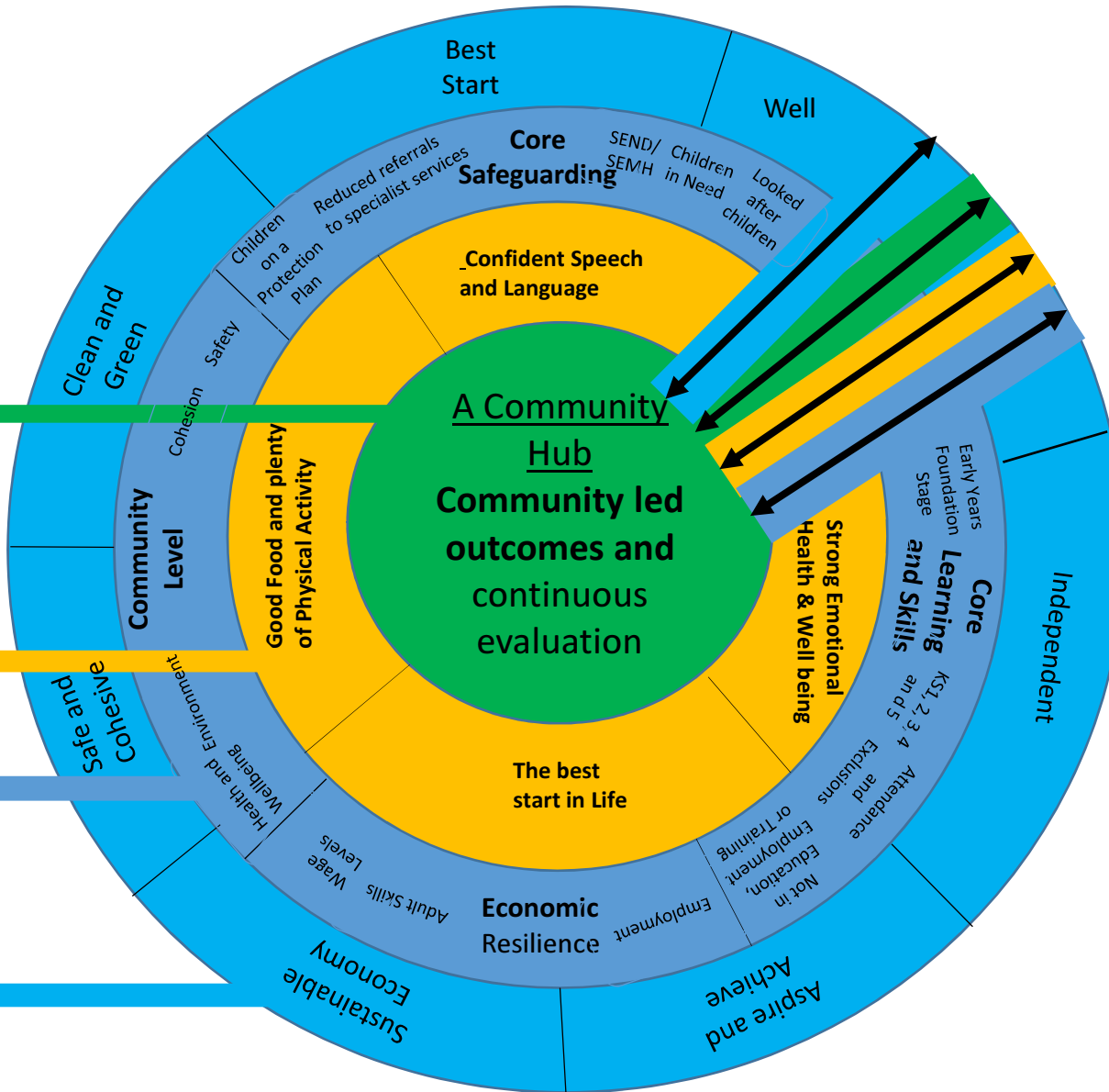
Jo-Anne Sanders – Service Director Learning and Early Support

Outcomes, indicators and shared accountability

Council and partners are investing in Community Hubs (see aligned investment portfolio). These hubs will work to impact upon local district level outcomes. There will be four levels of oversight, each will hold each other to account.

- Local Level
- District Level
- Council Level
- Partnership Level

- 1. Local Level
Community Hub Management structure
(Communities Outcomes)
- 2. District Level
Children's Integrated Commissioning Board / Education & Learning Partnership Board
(District Level Hub Leader Outcomes)
- 3. Council Level
Influence of performance against core outcomes, safeguarding, community and economic impact measures
- Partnership Level Governance:
Health and Wellbeing board
Children's Trust



Four levels of oversight, each hold the other to account.

Investment aligned with Kirklees Community Hubs. This aligned resource will support Hub activities, increase capacity and work to reduce the demand for specialist services / targeted interventions.

- Stronger families
- Family Workers
- Thriving Kirklees 0-19
- Children's Social Care Teams
- Children's Centre Buildings
- Community Hub Coordinators
- Community Plus
- Early Years Outcomes Team
- Schools pastoral resource
- Various Voluntary Community Service Bodies

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A design principle mock up of a Hub Dashboard

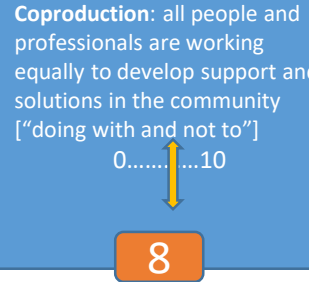
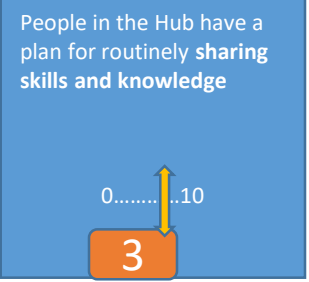
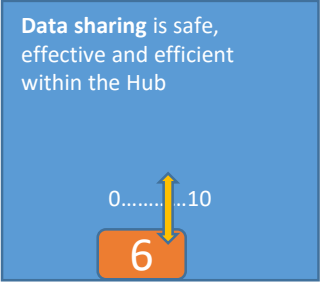
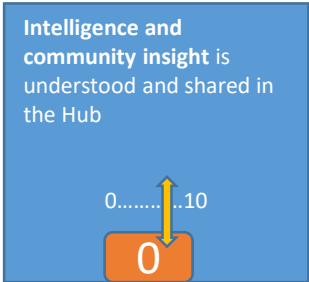
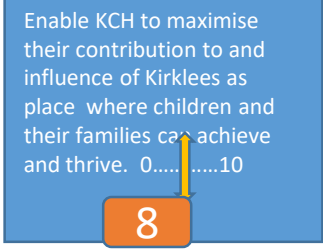
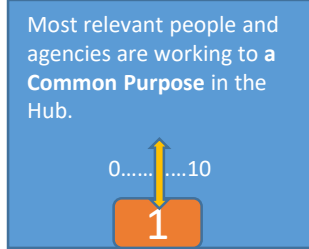
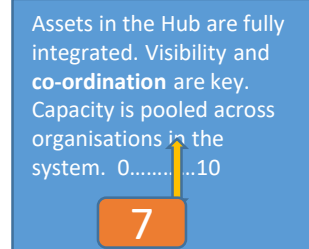
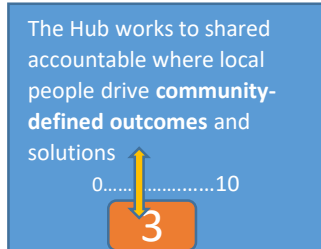
Performance against core learning, safeguarding, community and economic indicators

Who was ENGAGED to understand what outcomes people in the ASPIRE area want

- 300 people who already access services
- People who they think are already helpful

Hub level OUTCOMES
 All interactions to be kind
 All interactions to be respectful
 Lots of activity to do in my area

Headline Activity and support we think will meet our outcomes
 Dec 18 to Nov 19



How can your Hub be improved
 See below for suggested "domains of change" to be measured. Plan behind each of these. Could also include "feeling safe" "cohesive communities"

Establish understanding of peoples wellbeing

Establish understanding of Professionals experience of hub working

Establish understanding of Peoples experience of coproduction (Working together, doing with and not to)

Catch all for anything else

Understanding what lessons learned (e.g. Early intervention that's prevented crisis)

- Nurture training
- Stay and play
- Out of school programmes
- Hub family support

Add any other significant activity

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CHILDREN’S SCRUTINY PANEL – WORK PROGRAMME 2018/19

MEMBERS: Cllr Cahal Burke, Cllr Lisa Holmes, Cllr Donna Bellamy, Cllr Sheikh Ullah, Cllr Darren O’Donovan, Fatima Khan-Shah (Education Co-Optee), Dale O’Neill (Co-Optee)

SUPPORT: Yolande Myers, Governance & Democratic Engagement Officer

FULL PANEL DISCUSSION		
ISSUE	APPROACH/AREAS OF FOCUS	OUTCOMES
1. Improvement Journey.	<p>Maintain a focus of the improvement journey in Kirklees to include:</p> <ul style="list-style-type: none"> • Reviewing the letters sent to the Director of Children’s Services following each Ofsted Visit • Considering the implementation of the improvement journey, and how this aligns with the recommendations of the Children’s Ad-hoc Scrutiny Panel. • To consider the Sufficiency Strategy of local placements to ensure that children are not placed outside of the area 	<p>That the Panel are confident that:-</p> <ul style="list-style-type: none"> • That children in Kirklees are safe. • The service is one that is considered good by Ofsted. <p><u>Panel meeting 11 June 2018</u> The Panel considered the draft strategy and action plan on the sufficiency of placements until the end of the calendar year 2019. The Panel agreed :</p> <ol style="list-style-type: none"> 1. That a table with statistics relating to the numbers of children in Local Authority in care should be brought to each Children’s Scrutiny Panel. 2. That the Panel support the principles contained within the draft Sufficiency Strategy. <p><u>Panel meeting 14th January 2019</u> The Panel considered the letter sent to the Director for Children’s Services following the monitoring visit on the 4th and 5th December 2018. The Panel agreed:-</p> <ol style="list-style-type: none"> 1. The Panel welcomed the progress made so far within Children’s Services and thanked officers for their hard work and commitment but acknowledged that there was still further work and improvements to be made. 2. The Panel agreed to consider sickness absence data for Agency staff working within the Children’s Service at a future meeting – date to be determined.

FULL PANEL DISCUSSION		
ISSUE	APPROACH/AREAS OF FOCUS	OUTCOMES
<p>2. Special Educational Needs (to include Home to School Transport)</p>	<p>Monitor the Self Evaluation Form for SEND, in preparation for an Ofsted Inspection to include:</p> <ol style="list-style-type: none"> 1. key indicators to ascertain progress, plus an action plan to show where progress is being made 2. Engagement with parents – initially the focus could support their engagement with services. The Panel will support SENDACT with this. <p>The SEND report will be considered by the Panel and implementation of the recommendations will be reviewed on a regular basis. Six-monthly progress report to the Panel in August 2019 – to be confirmed.</p> <p>Monitor the implementation of the Home to School Transport Policy to include:</p> <ul style="list-style-type: none"> • Requesting that the final draft version of the policy be shared with the panel. 	<p>That the Panel are confident that:-</p> <ul style="list-style-type: none"> • Children with SEND are receiving the appropriate support. • That SENDACT are fully prepared for the Ofsted Inspection. • That SENDACT is a service that is regarded as ‘good’, with partners working alongside to ensure there is no delay for children. <p>That the School Transport policies offer the best outcomes to ensure children can attend school, with the finite resources available to the Council.</p> <p><u>Panel meeting on 25th February 2019</u></p> <p>The Panel will be asked to formally sign off the final Ad-Hoc findings report and recommendations on Special Educational Needs and agree next steps.</p>
<p>3. CSE and Safeguarding</p>	<p>Monitor issues relating to CSE and Safeguarding following the disbanding of the CSE Panel. The Panel would like to consider the following areas:-</p> <ul style="list-style-type: none"> • Reflection on lessons learned from historic cases • Details of Joint working and collaboration with partners • Transition work – where we were to where we are now • Anonymised narrative examples of good practice OR illustrative narratives of good practice • Communication / engagement with ward councillors when incidents occur within their ward – what is the current practice and how can information be shared appropriately? 	<p>That the Panel is assured that lessons had been learned from previous cases of CSE.</p> <p>That the Panel is convinced that the best practices identified following the review by Dr Peel are being implemented in Kirklees, and ensure good outcomes for vulnerable children.</p> <p>That as many takeaways and accommodation providers as possible receive CSE training. That these providers begin to feel more comfortable and better informed as to how and when to report potential safeguarding issues.</p> <p><u>Panel Meeting on 10th September 2018</u></p>

FULL PANEL DISCUSSION		
ISSUE	APPROACH/AREAS OF FOCUS	OUTCOMES
	<ul style="list-style-type: none"> Looking ahead – what is on the horizon? The Panel would like to know what work is being done with the night time economy, eg takeaways and accommodation providers in training and raising awareness of CSE and safeguarding; What awareness training has taken place with taxi drivers on CSE and safeguarding and what are future plans? Joint working between Kirklees and the Police on the risk and vulnerabilities agenda; How can Scrutiny continue to be engaged on this matter and kept up to date? 	<p>An initial discussion took place at the Panel meeting on Monday 10th September 2018. However the issue will be considered further at a future additional Panel meeting – date to be confirmed.</p> <p><u>Lead Member Briefing on 28th January 2019</u> The Chair of the Panel met with senior officers in the Children’s Service and agreed that the Panel would like to consider a presentation on CSE, Safeguarding and Licensing which covered the areas outlined under “areas of focus”.</p> <p><u>Panel meeting on 18th March 2018</u> The Panel will consider a presentation on CSE, Safeguarding and Licensing. A representative from the Police has been invited to attend along with key officers from Children’s Service and Licensing.</p>
4. KSCB	Review the improvements of the KSCB.	<p>That the Board is considered as ‘good’ and that the Panel is satisfied that it is effective and accountable.</p> <p>That the Panel is convinced that the best practices identified following the review by Dr Peel are being implemented in Kirklees, and ensure good outcomes for vulnerable children.</p> <p><u>Panel Meeting on 9th November 2018</u> The Panel considered the draft KSCB annual report.</p> <p>The Panel will consider an update report on KSCB at the first meeting of the 2019/20 municipal year.</p> <p><u>Panel Meeting on 1st April 2019</u> It is proposed that the Panel will consider an update on the KSCB Annual Report which will include lessons learned and best practice.</p>

FULL PANEL DISCUSSION		
ISSUE	APPROACH/AREAS OF FOCUS	OUTCOMES
5. Children and Young People's Plan	To receive the final draft plan once completed.	That the Panel is assured that the voice of the child is heard in Kirklees and that they have the ability to influence process and policy where appropriate.
6. Visit to Duty & Advice	The Panel will visit staff at Duty & Advice to seek feedback on service changes and working arrangements	<p>The Panel is assured that staff are well supported to do their job and that retention rates improve to those seen in other 'good' Local Authority areas.</p> <p>The Panel is clear that staff have been trained on the chosen Social Work Model and the newly implemented IT system.</p> <p>Visit to staff in Duty and Advice Team – to be arranged.</p>
7. Front Door Policy	<p>Review progress of the Kirklees Front Door Policy to include:</p> <ul style="list-style-type: none"> • Visiting a head teacher's forum to obtain feedback on their experiences of the front door policy. • To seek the experience of social work staff at the visit to Duty and & Advice. 	That the Panel is assured that head teachers feel confident in the front door policy, and have seen a positive change.
8. Early Support (Edge of Care)	<p>Maintain an overview of the work done to improve the Edge of Care in Kirklees to include:</p> <ul style="list-style-type: none"> • Strategy for Partnership working - Early Help • Multi Systemic Therapy • Family Mental Health Service • Family Conferencing • To seek the experiences of head teachers on the visit to the HT forum • Examples of how the interventions are working • Issue of future funding 	<p>The Panel is ensured that the Edge of Care model in Kirklees is clarified and enhanced, and should including consideration of whether good practice from other areas might be effectively adapted for use in Kirklees.</p> <p>That as part of clarifying the Edge of Care approach, the role of Schools is considered and schools have the opportunity to be part of the approach</p> <p><u>Panel Meeting 10th September 2018</u></p> <p>The Panel considered a report on the development of the Early Support Strategy, the Family Support</p>

FULL PANEL DISCUSSION		
ISSUE	APPROACH/AREAS OF FOCUS	OUTCOMES
		<p>Service and provide information on the 3 programmes (Family Group Conferences, Multi Systemic Therapy and the Family Mental Health Service) funded through the Department for Education Innovation Fund. The Panel agreed the following actions:-</p> <ol style="list-style-type: none"> 1. That Members of the Panel be invited to attend the information event on the 2nd October 2018. 2. That a report be brought to the Panel on the development of schools as community hubs – date to be determined. 3. That a report on the success of the early support strategy, to include details of the partnership working arrangements be considered by the Panel early in 2019 – date to be determined. <p>The Panel have been invited to attend the Early Support Launch on the 30th January 2019.</p> <p><u>Panel meeting on 1st April 2019</u></p> <p>The Panel will consider a report on the success of the Early Support Strategy, which will include details of the partnership working arrangements, specific examples of how the interventions are working in practice and funding moving forward.</p>
<p>9. Elective Home Education</p>	<p>The ad-hoc EHE Scrutiny Panel continues and has received receive evidence from witnesses and visits including:</p> <ul style="list-style-type: none"> • Visiting parents who currently EHE their children <p>Further evidence will be sought from:-</p> <ul style="list-style-type: none"> • C & K Careers • Visiting Leeds to see their approach • Considering policies and procedures in other areas of the county. 	<p>The Panel is ensured that that children who are home educated receive the best offer from Kirklees council.</p> <p>That the Panel is content that any new Elective Home Educating policy is updated and fit for purpose.</p> <p><u>Panel Meeting on 14th January 2019</u></p> <p>The Panel considered an update report outlining the progress of the work of the Ad-Hoc Panel on Elective Home Education. The Panel agreed the next steps for the Ad-Hoc Panel and agreed that they will meet a number of other witnesses to gather information including:-</p>

FULL PANEL DISCUSSION		
ISSUE	APPROACH/AREAS OF FOCUS	OUTCOMES
		<ul style="list-style-type: none"> • A leading elective home education expert • Other local authorities in the area, to consider their offer for elective home educators • Parents of those local authorities mentioned above to explore their experiences • Head Teachers forums (primary, secondary and special schools)
10. Learning Outcomes (Kirklees Annual Educational Standards and Quality Report)	The Panel will consider the Educational Learning Outcomes and the Learning Strategy	<p><u>Panel meeting on 25th February 2019</u> The Panel will consider a report on the Learning Outcomes (Kirklees Annual Educational Standards and Quality Report).</p> <p>The Learning Strategy will be brought to Panel at a later date – date to be determined.</p>
11. CAMHS Transformation Plan	To maintain an overview of the work of CAMHS in Kirklees, particularly to update on the autism assessment waiting list.	<p>That the Panel is satisfied that CAMHS continue to improve the service offer, and that the waiting lists for autism assessments continue to reduce.</p> <p><u>Panel Meeting on 14th January 2019</u> The Panel considered the CAMHS local transformation plan which included an update on Autism assessments and the current position in Kirklees.</p> <p>The Panel agreed:-</p> <ol style="list-style-type: none"> 1. To receive a summarised version of the CAMHS Local Transformation Plan when available. 2. To consider a future report outlining what was available digitally when making a request for an assessment and also what support and help was available for families whilst awaiting an assessment.

FULL PANEL DISCUSSION		
ISSUE	APPROACH/AREAS OF FOCUS	OUTCOMES
12. Number of children in care	A standing item for each meeting containing details of how many children are in care, and particularly how many are placed out of area.	<p>The Panel is satisfied that the Early Help initiatives are having an impact on the number of children in care.</p> <p>That children are placed in foster care as near to home as possible, unless they are placed with family connected persons which may be a further distance.</p> <p>The latest reports showing number of children in care will be considered by the Panel as a standing item.</p> <p><u>Panel meeting on 14th January 2019</u> The Panel considered the latest report outlining the number of children in care and agreed to receive details of comparative data and statistical neighbours in future reports.</p>
13. Virtual School	<p>The Panel would like to see some case studies of children who have been supported by the Virtual School and an update on the work of the Virtual School and an explanation of its statutory responsibilities – report to Panel on 22nd February 2019.</p> <p>That foster carers be invited to attend a Panel meeting, to outline their experiences of the Virtual School.</p>	<p>That the Panel has a clear understanding of how the virtual school works, and is content with the progress of children that the virtual school supports.</p> <p><u>Panel Meeting on the 25th February 2019</u> The Panel will consider a report on the following:-</p> <ul style="list-style-type: none"> • Case studies of children who have been supported by the Virtual School • An update on the work of the Virtual School and • An explanation of the statutory responsibilities of the virtual school <p>Representatives from the Kirklees Fostering Network will be invited to attend a Panel meeting to outline their experiences of the Virtual School – date to be determined.</p>

FULL PANEL DISCUSSION		
ISSUE	APPROACH/AREAS OF FOCUS	OUTCOMES
14. Development of Schools as Community Hubs	<p>The Panel would like to monitor how Schools as Community Hubs are working, how they were coping with any pressures as a result of the new early help initiatives and see examples of good practice.</p> <p>The Panel would also like to speak to a number of schools to ensure that they are receiving the correct support for the additional responsibilities that they have taken on and be satisfied that the best outcomes for children were being achieved.</p>	<p>That schools are supported in the additional responsibilities and that the best outcomes for children are achieved.</p> <p><u>Panel meeting on 25th February 2019</u> The Board will consider a report on the development of schools as community hubs.</p>
15. Performance Information	The Panel will continue to monitor the performance of the Learning Early Support Service and Child Protection & Family Support.	The latest performance reports will be considered informally by the Panel as a standing item.
16. Care Home Visit	Members of the Panel will visit Copthorne House. The date has yet to be confirmed.	
17. Visit to Fostering Team	Members of the Panel will visit the Fostering Team and the different elements of the service.	<p>That the Panel Members learn about and understand the different elements of foster caring.</p> <p><u>Panel Meeting on the 14th January 2019</u> The Panel considered a report on the number of children in care and agreed that they needed to understand more about the different elements of foster caring. The Panel agreed to visit the Fostering Team on the 25th March 2019</p>

Children's Scrutiny Panel

Agenda Plan 2018/19

Date of Meeting	Issues for Consideration	Officer Contact
Monday 11 th June 2018	<p>Public Items: Draft Sufficiency Policy</p>	Steve Comb
Monday 11 th June 2018 Informal	<p>Informal Items: Q4 Performance Home to School Transport</p>	Sue Grigg Joanne Bartholomew / Jo-Anne Sanders
<p>CANCELLED Friday 27th July Reports due Wednesday 18th July <i>Apols J Sanders</i></p>	<p>Public Items: Statistical information / table relating to children in care (standing item)</p> <p>Ofsted letter to DCS</p> <p>Informal Items Improvement Board Minutes</p>	<p>Steve Comb</p> <p>Sal Tariq</p>
Monday 10 th September	<p>Public Items: Ofsted Letter to DCS</p> <p>Strategy for Partnership working - Early Help</p> <ul style="list-style-type: none"> • Multi Systemic Therapy • Family Mental Health Service 	<p>Sal Tariq</p> <p>Jo-Anne Sanders</p>

Date of Meeting	Issues for Consideration	Officer Contact
	<ul style="list-style-type: none"> Family Conferencing <p>CSE / Safeguarding Update Informal Items</p> <p>Strategy for Partnership working</p> <p>Q4 Performance Monitoring</p> <p>Statistical information / table relating to children in care (standing item)</p>	<p>Elaine McShane</p> <p>Jo-Anne Sanders</p> <p>Sue Grigg</p> <p>Steve Comb</p>
<p>Friday 9th November Reports due Wednesday 24th October</p>	<p>Public Items:</p> <p>Statistical info / table relating to children in care (standing item)</p> <p>KSCB Annual Report</p> <p>Updated Children's Improvement Plan</p> <p>Review of All Age Disability</p> <p>Informal Items</p> <p>Improvement Board Minutes (20.09.2018)</p> <p>Q1 Performance Information</p>	<p>Steve Comb</p> <p>Sheila Lock</p> <p>Sal Tariq</p> <p>Sal Tariq</p> <p>Sue Grigg</p>
<p>Monday 14th January 2019 Reports due Wednesday 2nd January</p>	<p>Public Items:</p> <p>Statistical information / table relating to children in care (standing item)</p> <p>EHE Update</p>	<p>Steve Comb</p> <p>Cllr Burke</p>

Date of Meeting	Issues for Consideration	Officer Contact
	<p>Introduction to Mel Megs</p> <p>CAMHS Transformation Plan and Autism waiting list update</p> <p>Date of future meetings</p> <p>Informal Items</p> <p>Improvement Board Minutes (15.11.2018)</p> <p>Q2 Performance Information</p>	<p>Helen Kilroy</p> <p>Tom Brailsford</p> <p>Helen Kilroy</p>
<p>Friday 25th February</p> <p>Reports due Wednesday 13th February</p>	<p>Public Items:</p> <p>Introduction to Mel Meggs, DCS (10am)</p> <p>Number of Children in care (10.10 am) (standing item)</p> <p>Virtual School (to include case studies) (10.20 am)</p> <p>Kirklees Annual Educational Quality and Standards Report 2017-18 (10.15 am)</p> <p>Schools as Community Hubs (to include pressures on schools) (10.50 am)</p> <p>Informal Items</p> <p>SENDACT findings report and recommendations</p> <p>Improvement Board Minutes</p>	<p>Helen Kilroy</p> <p>Steve Comb</p> <p>Janet Tolley</p> <p>Harkireet Sohel Emma Brayford</p> <p>Michelle Wheatcroft/ Martin Green</p> <p>Helen Kilroy</p>

Date of Meeting	Issues for Consideration	Officer Contact
	Performance Report (Children's)	S Grigg to send report
Monday 18th March Report/presentation due 6 th March	Public items: CSE, Safeguarding and Licensing	O Rix/M Meggs/E McShane/J Sanders/M Peel/ S Lawton/R Williams M Houison WY Police invited
Monday 25th March 10am-12 noon Civic 1 Apols: Cllr S Ullah	Visit to Kirklees Fostering Team	Andy Quinlan
Monday 1st April Reports due Wednesday 22 nd March	Public Items: Statistical information / table relating to children in care (standing item) Update on Early Support/Help KSCB – update on current CSE practice and Strategy / CSE update Update on Recommendations of Ad-Hoc Scrutiny Panel (Children's Services) Review of the 2018/19 work programme and proposed items for 2019/20	Steve Comb Jo-Anne Sanders Sheila Lock/ Ophelia Rix Elaine McShane Helen Kilroy

Date of Meeting	Issues for Consideration	Officer Contact
	<p style="text-align: center;">Informal Items</p> <p style="text-align: center;">Improvement Board Minutes</p> <p style="text-align: center;">Performance Report (Children's)</p>	<p style="text-align: center;">S Grigg to send report</p>
<p style="color: red;">Potential future items - To be arranged</p>	<p style="text-align: center;">Sickness Absence data of Agency staff in Children's Service</p> <p style="text-align: center;">CAMHS – info on what available digitally and support whilst waiting for assessment</p> <p style="text-align: center;">Visit to Copthorne Children's Home</p>	<p style="text-align: center;">Elaine McShane</p> <p style="text-align: center;">Tom Brailsford</p> <p style="text-align: center;">Paul Lancaster (H Kilroy organising)</p>

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