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Scrutiny Children & Young People Sub-Committee Agenda

To: Councillor Robert Ward (Chair)
        Councillor Sean Fitzsimons (Vice-Chair)
        Councillors Sue Bennett, Mary Croos, Jerry Fitzpatrick, Maddie Henson, Maggie Mansell, Helen Redfern, Leo Morrell, Elaine Jones, Dave Harvey, Paul O'Donnell and Victoria Maltby

        Reserve Members: Margaret Bird, Sherwan Chowdhury, Patsy Cummings, Felicity Flynn, Patricia Hay-Justice, Ian Parker, Andy Stranack and David Wood

A meeting of the **Scrutiny Children & Young People Sub-Committee** which you are hereby summoned to attend, will be held on **Tuesday, 27 November 2018** at **6.30 pm** in **Council Chamber - Town Hall**. **A pre-meet for Members only will take place at 6pm in room F4.**

Members of the public are welcome to attend this meeting.
If you require any assistance, please contact the person detailed above, on the righthand side.

N.B This meeting will be paperless. The agenda can be accessed online at www.croydon.gov.uk/meetings

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AGENDA – PART A

1.   Apologies for absence

To receive any apologies for absence from any members of the Committee.

2.   Minutes of the previous sub-committee meeting (Pages 5 - 16)

To approve the minutes of the meeting held on 18 September 2018 as an accurate record.

3.   Disclosures of interest

In accordance with the Council's Code of Conduct and the statutory provisions of the Localism Act, Members and co-opted Members of the Council are reminded that it is a requirement to register disclosable pecuniary interests (DPIs) and gifts and hospitality to the value of which exceeds £50 or multiple gifts and/or instances of hospitality with a cumulative value of £50 or more when received from a single donor within a rolling twelve month period. In addition, Members and co-opted Members are reminded that unless their disclosable pecuniary interest is registered on the register of interests or is the subject of a pending notification to the Monitoring Officer, they are required to disclose those disclosable pecuniary interests at the meeting. This should be done by completing the Disclosure of Interest form and handing it to the Democratic Services representative at the start of the meeting. The Chair will then invite Members to make their disclosure orally at the commencement of Agenda item 3. Completed disclosure forms will be provided to the Monitoring Officer for inclusion on the Register of Members' Interests.

4.   Urgent Business (if any)

To receive notice of any business not on the agenda which in the opinion of the Chair, by reason of special circumstances, be considered as a matter of urgency.

5.   Children's Complaints Overview Report

(To Follow)

6.   Children's Improvement Plan Update (Pages 17 - 54)

To receive the reviewed Children's Improvement Plan which outlines the actions to be taken in 2018/19 to address the weaknesses identified by Ofsted in 2017.

7.   Children's Social Care Practice Week Summary September 2018
(Pages 55 - 70)

To receive a summary of the activities and findings of Children's Social Care Practice Week.

8.   **Special Educational Needs**

(To Follow)

9.   **Performance of Academy Schools in Croydon** (Pages 71 - 108)

To receive a summary/comparison of the performance of children and young people in Croydon Local Authority maintained schools and academies for the academic years 2015/16 and 2016/17.

10.   **What Difference has this meeting made to Croydon's Children**

To discuss the finding of this meeting and the expectations for Croydon's Children.

11.   **Work Programme 2018/19** (Pages 109 - 112)

To note the work programme for the remainder of the 2018/19 municipal year.

12.   **Exclusion of the Press and Public**

The following motion is to be moved and seconded where it is proposed to exclude the press and public from the remainder of a meeting:

"That, under Section 100A(4) of the Local Government Act, 1972, the press and public be excluded from the meeting for the following items of business on the grounds that it involves the likely disclosure of exempt information falling within those paragraphs indicated in Part 1 of Schedule 12A of the Local Government Act 1972, as amended."

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Scrutiny Children & Young People Sub-Committee

Meeting of held on Tuesday, 18 September 2018 at 6.30 pm in Council Chamber - Town Hall

MINUTES

Present: Councillor Robert Ward (Chair);
Councillor Sean Fitzsimons (Vice-Chair);

Councillors Sue Bennett, Mary Croos, Jerry Fitzpatrick, Maddie Henson, Maggie Mansell and Helen Redfern

Paul O'Donnell

Also Present: Councillor Alisa Flemming (Cabinet Member, Children Young People and Learning)

Apologies: Elaine Jones, Dave Harvey

PART A

17/17   **Apologies for absence**

Apologies received from Dave Harvey and Elaine Jones

18/17   **Minutes of the previous sub-committee meeting**

The minutes of the meeting held on 13 March 2018 were approved and signed as an accurate record.

The Chair commented on the following excerpt from the meeting

A15/18 Members commented that more focus was needed on ensuring appropriate training for staff at mainstream schools to enable provision to be made available for children with Autism. A request for data on children with EHCP plans was made by the Sub-Committee Members

Not having received this information, the Chair asked for this to be circulated as soon as possible.

It was agreed for Action Lists to be drawn up and circulated prior to each meeting.

19/17   **Disclosures of interest**

Councillors Jerry Fitzpatrick, Maddie Henson and Helen Redfern disclosed a non-pecuniary interest in Item 6 as they were Members of the Corporate Parenting Panel.

20/17   **Urgent Business (if any)**

There was none.

21/17   **Children's Statutory Complaints Report 2017/18**

The Complaints Manager presented the Annual Report which gave an overview of the Council's performance in dealing with statutory children's complaints.

The Sub-Committee learned that stage one complaints had increased by 16% from the previous year whilst stage 2 had decreased by 33% and stage 3 panels by 50%. There were a number of cases that had been referred to the Ombudsman, but none were upheld.

The Interim Director of Early Help and Children's Social Care informed the Sub-Committee that a common theme arising from the complaints concerned a perceived lack of communication or miscommunication. In response to this the Service would concentrate its efforts on training and best practice in order to improve future communication. The Head of the Quality Assurance team would liaise with the complaints team on a quarterly bases to identify themes and look at lessons to be learnt which will feed into a Learning and Development programme to improve services.

A Member queried what actions had been taken to improve engagement with foster carers as the report indicated that complaints received were relatively low in comparison to the size of the Service. Officers advised that there had been a survey of foster carers to capture their experience of the Service, as the development and support provided to them was crucial to the retention of carers. Officers agreed to circulate the percentage of uptake of the survey to Members after the meeting.

A Member commented that it was important that complaints relating to poor communication were dealt with at stage one. Any possible delays may exacerbate a situation that could be easily resolved.

In response to a Member question on lessons learnt and what would be done differently, officers stated that opportunities for training on how to improve internal processes were being explored. Engagement and the relationship between the complaints team and Children's Services had improved due to better communication. Training and support had also been given to officers in order to improve the quality of responses given to complainants.

The Sub-Committee requested that the Quarter 2 complaints report to be brought to their next meeting for review. The three Chairs of Scrutiny would discuss after the meeting how best to proceed with the monitoring of complaints, which was felt to lack information on comparative data and ordinary communication activities, which would allow Members to appropriately scrutinise the performance data presented.

In reaching its recommendations, the Sub-Committee reached the following **CONCLUSIONS**:

1. That many of the complaints received were relating to poor communication and clear context of how we communicate as a council was not evident in the report.
2. There was a lack of data in the report on how the Council's performance compared against other Local Authorities.
3. There was little information on the Councils course of action for those that had received a poor service but did not complain.
4. That performance against SLA was poor

The Sub-Committee **RESOLVED** to recommend that:

1. An update report was required on progress and improvements to be brought to the Sub-Committee on a quarterly basis as well as an overview report to be brought before the Sub-Committee at its 27 November 2018 meeting.
2. Future reports to include data on the Councils performance against neighbouring Local Authorities.

22/17   **Minutes from Corporate Parenting Panel**

The Sub-Committee was asked to note the minutes of the last meeting of the Corporate Parenting Panel held on 19 July 2018.

The Chair commented that it was evident that good work was taking place and that further discussion exploring this in detail would take place at the Sub Committee meeting on 12 March 2019 with the Cabinet Member for Children Young People and Learning question time.

Members were reminded of their roles and duties as Corporate Parents and encouraged to further educate themselves on how best to serve the young people in their communities through participation in events and other learning opportunities.

The Cabinet Member for Children Young People and Learning informed the Sub-Committee that they were in the process of organising Member training sessions on Safeguarding. In addition, arrangements were being made for visits to the various Children's teams as an opportunity for Members for explore the journey of the child and ask in-depth questions. The Sub-Committee was informed that dates would be circulated once the details had been finalised.

In reaching its recommendations, the Sub-Committee reached the following **CONCLUSIONS**:

1. That it would be beneficial for new Members as well as returning Members to attend the sessions that were held in 2017 which enabled Members to experience the journey of the child through visits with Children's Services departments.

The Sub-Committee **RESOLVED** to recommend that:

1. The Member sessions resume quickly and the timetable for the sessions be distributed as soon as the dates have been agreed.

23/17 **Children's Services Improvement Arrangements**

The Director of the Children's Improvement Programme introduced the report which detailed the findings and actions arising from the third Ofsted monitoring visit which took place in July 2018. The report also included the published outcome letter which evidenced improving practice but alluded that pace of improvement was too slow, with children left in unacceptable situations.

The report highlighted areas of focus for the fourth Ofsted visit which was due to take place in October 2018. Feedback on the quarterly stock take and the progress of the relationship with Camden was included in the report.

The Sub-Committee was informed that following the monitoring visit, a number of actions had been taken to address some of the areas of concern highlighted which included the following:
-Reaffirmation of Management standards
-Management and Practice groups had been refreshed and refocused on actions points within the improvement plan.
-Focus on recruitment to address key issues of capacity and the retention of quality staff.
-There was a drive to address high caseloads which continued to cause concern

The Sub-Committee was informed that out of the 21 recommendations made by Ofsted, the approach was to draw out a number of priorities to focus on at any given time in order to ensure that achievements could be met as required.

The Sub-Committee was also reminded that the support received from London Borough of Camden Children's Services was on a partnership basis and that they worked together on addressing identified need.

In response to a concern raised by a Member regarding issues surrounding the progression of cases of Section 20 accommodated children, which was felt to be a national issue, officers stated that the focus for the next meeting of the Corporate Parenting Panel was to look at extra support for this area of work and for all cases to be reviewed by the end of the year.

Officers pointed out that the last Ofsted monitoring visit had also raised this as an area of concern and stated that planning should occur at an earlier stage. Further resources were being put into this area to ensure that planning, reports and cases presented were timely and effective. Following a request by a Member, officers agreed to provide figures relating to Section 20 accommodated children.

It was noted that the quality of Care Planning for children was inconsistent, in particular the application of thresholds, with delays in certain processes. Officers acknowledged that on inspection it was identified that Croydon's performance was poor and although there was improved understanding of processes, the challenge and progression of decision was not quick enough. This was a management issue and some of the support received from the London Borough of Camden was on how to maintain consistent practice and focus on the application of thresholds in a timely and proactive manner.

Following on from the July 2018 inspection, one of the actions carried out was the commissioning of a provider for three temporary social work teams to focus on incoming duty work, which would allow the other five Assessment teams to complete tasks related to existing cases. At the end of July there were 1800 cases in the Assessment Service, which had now been reduced to 1300. The Service commissioned had achieved the intended impact and had allowed for a steady flow and business as usual.

A Member queried how the impact of the Case Transfer policy would be measured and what a positive impact would look like at both a senior management level and to the 'cases' themselves. Officers responded that one of the challenges identified by Ofsted was the potential for unallocated cases in the Service and as a result they asked for a clear line of sight and policy on how these cases were dealt with. This information had been gathered for Ofsted. Weekly updates providing information on any case that had outstanding actions or was in between services was being gathered in order to maintain visibility and to improve performance. Data on capacity and volume was also being gathered on a regular basis in order to maintain an overarching overview of the Service.

The Vice-Chair queried the overall progression made on the plan and how the Council was progressing against the Ofsted inspection time frame. Officers stated that the Ofsted time frame had previously been based on there being 8 monitoring visits and then an inspection, this had now been reduced to 6 Monitoring visits. Croydon has had 3 visits to date with the next due to take place at the beginning of October. Ofsted had acknowledged that progress was being made but not quickly enough.

The Chair stated that pace increase was vital as per the monitoring visit and asked how confident officers were of progress. Officers answered that that whilst they remained confident, Members' should keep in mind that the Council was still in the first year of the three year plan. Croydon was a large borough with many complexities and would require multi-agency working with partners and relentless hard work in order to drive improved outcomes for many years to come.

The Chair thanked officers for their answers.

In reaching its recommendations, the Sub-Committee reached the following **CONCLUSIONS**:

1. Whilst there had been some notable improvements there was still a lot of work to be done and in some specific areas there remained an acute cause for concern.
2. In-depth evidence of partner's commitment to improvement of safeguarding arrangements was needed.
3. Further information was required on the figures for children accommodated under Section 20, with high level cases remaining a national issue.

The Sub-Committee **RESOLVED** to recommend that:
1. Officers circulate figures on the amount of cases of Section 20 accommodated children to the Committee after the meeting.

24/17   **Recruitment and Retention**

The Interim Executive Director of People and the Head of Human Resources were in attendance at the meeting to provide a summary on the position of recruitment and retention of staff in Children's Services and answer questions arising.

The Service had been under immense pressure with all staff facing large caseloads and as a result having to work weekends and evenings, which was not sustainable. In order to alleviate this pressure, extra capacity was brought in on a short-term basis over the summer holidays to assist in clearing backlogs.

Longer term solutions being put in place included a strong support offer of training to build the expertise of newly qualified socials workers, who were not as difficult to recruit. The offer of apprenticeships and bursaries for those looking to return to social work had also been explored as part of a recruitment drive. Benchmarking of salaries across London and against neighbouring boroughs had taken place and there had been an increase in key worker retention payments

It was agreed across the Service that further work was needed with various agencies to improve the quality of referrals received. Referrers also needed to develop their understanding of what was an appropriate referral and what information was expected to reinforce the importance of the quality of referrals.

The Human Resources team now had a clear line of sight of the needs of the Service with monthly staff monitoring reports collated to analyse where vacancies existed and to understand how social workers could be sources for each team. A five point strategy had been developed to focus on advertising, recruitment and retention. As a result, a number of new starters had been recruited into various areas of the Service

The use of agency staff remained high in the Service but it was acknowledged that they were key to the workforce. Many had been with Croydon for a long time, were valued and were being encouraged to sign permanent contracts.

It was highlighted that the department had been proactive in finding resourceful ways to attract and retain good quality social workers, but it was questioned whether the offer of housing and school places had been explored as a means to attracting staff to the borough. Officers agreed that affordability of housing remained an issue. The Leader had given a commitment that key worker housing would be explored when introduced to the borough in 2019.

Members agreed that there was an acute shortage of good social workers in Croydon and a high caseload exacerbated the problem, with more work needed to address the present difficulties in order to be able to effectively compete for staff and raise the profile of the borough.

The Chair thanked officers for their responses to questions.

The Sub-Committee reached the following **CONCLUSIONS**:
1. Recruitment and retention of good quality experienced staff remained a challenge
2. The Council had been responding appropriately by looking at various methods to raise its profile in order to attract social workers to Croydon.
3. It was concerning that there had been no prior transparent line between Children's Social Care and Human Resources to communicate the need for staff but the new strategies adopted through the collections of actions in place were encouraging.

25/17   **Performance Summary Data**

The Interim Director of Early Help and Children's Social Care indicated that the summary was being presented to Scrutiny to trigger a discussion on what information Members would like to be presented with going forward.

The Sub-Committee were informed that a large amount of data was measured with 26 key tracking indicators which highlighted areas for improvement.

Members agreed that the information presented was overwhelming at first glance and that further discussion was needed
It was also agreed that range was important in order to fully understand the complex data presented. Officers agreed to cluster indicators and circulate to Members to enable them to decide the specific areas to explore in depth.

In reaching its recommendations, the Sub-Committee reached the following **CONCLUSIONS**:
1. That the format of the data presented was overwhelming.
2. Future reports brought before the Committee would need to be more focused on specific areas at each individual meeting.
3. Concise information on range was important and should be included in reporting in order to obtain a clear understanding of average figures.

The Sub-Committee **RESOLVED** to recommend to that:
1. Officers to produce and circulate to members following the meeting, a cluster of performance indicators by the 1st of November 2018
2. The Committee work with officers to establish which indicators they would like to explore in further detail

26/17   **Croydon Safeguarding Children's Board Annual Report 2017-18**

The Interim Independent Chair of Croydon Safeguarding Children Board (CSCB) presented the draft Annual Report 2017/18.

The report outlined the progress of the CSCB Improvement Plan which was set as part of the Children's Improvement Plan and the CSCB business plan 2017/2018.

The CSCB Plan centres around the following:
-Strengthening and Partnership
-Neglect
-Early Help
-Vulnerable Adolescence
-Children with Disabilities

The report focused on current safeguarding arrangements and priorities of the Board and looked to address criticism arising from the 2017 Ofsted inspection that the Board lacked focus and was trying to cover too many areas. The Board was now committed to concentrating on specific priority areas in order to ensure the effectiveness of its reviews.

The report highlighted that good progress had been made in relation to the work around neglect and vulnerable adolescence and that more work was needed with Children with Disabilities as well as Early Help. It was noted that an Early Help Strategy would be presented to Cabinet at its December meeting.

The report was an example of an improving Board and the work it was doing, but also highlighted that in response to the revised statutory guidance in 'Working Together 2018', new safeguarding proposals would have to be developed. There would no longer be a CSCB as the three partners, the Council, Police and the Clinical Commissioning Group were required under revised guidelines to develop new safeguarding proposals which must be ready for implementation by September 2019.

It was agreed that an informal meeting would take place to allow further examination of the CSCB report in greater detail as well as provided the opportunity to discuss the transition of the partnership under the new proposed safeguarding arrangements

In response to a Member question about the effectiveness of the partnership, the independent Chair commented that it was an improving partnership. The

work around vulnerable adolescence was good, with strong engagement in this area by all of the partners.

It was commented that in order for Scrutiny not to replicate the work of the CSCB, Scrutiny must be convinced that the partnership was working effectively to improve its outcomes. Further understanding of roles, evidence of strong partnership as well as transparency was needed for reassurance.

The Chair thanked the Interim Independent Chair for attending the meeting.

In reaching its recommendations, the Sub-Committee reached the following **CONCLUSIONS**:
1. The Sub-Committee would convene an informal meeting on 10 October to look in-depth at the work of the partnership, its effectiveness and threats and issues the partnership will encounter through the transition period of implementation of the new arrangements.
2. At the Informal meeting on 10 October, the performance of the Health Visiting team which is now under the Councils responsibility would be further explored.
3. Further information was required on the new safeguarding arrangements under the revised structure of 'Working together 2018' and how the partners will manage arrangements
4. It was difficult to get a sense of strong partnership between the partners and further understanding of each role would be beneficial to the Committee.
5. Reassurance was required on how the new structure would manage demands.

The Sub-Committee **RESOLVED** to recommend to Croydon Council that:
1. The partners (Croydon Council, CCG and Police) to attend a future Scrutiny meeting to answer questions on how they will transition to complying with the new guidance "Working together to Safeguard Children" published in July 2018 to ensure that the children of Croydon are kept safe through the transition and into the future.
2. The partners to provide evidence to the Sub-Committee on how they are supporting each other, the effectiveness of their multiagency working and the impact on the lives of the children of Croydon.
3. The Partners to attend a meeting of the Sub-Committee in January 2019 to present their proposals

The Sub-Committee **RESOLVED** to recommend to the Metropolitan Police that:
1. The partners (Croydon Council, CCG and Police) to attend a future Scrutiny meeting to answer questions on how they will transition to complying with the new guidance "Working together to Safeguard Children" published in July 2018 to ensure that the children of Croydon are kept safe through the transition and into the future.
2. The partners to provide evidence to the Sub-Committee on how they are supporting each other, the effectiveness of their multi-agency working and the impact on the lives of the children of Croydon.

3. The Partners to attend a meeting of the Sub-Committee in January 2019 to present their proposals

The Sub-Committee **RESOLVED** to recommend to the Clinical Commissioning Group:
1.The partners (Croydon Council, CCG and Police) to attend a future Scrutiny meeting to answer questions on how they will transition to complying with the new guidance "Working together to Safeguard Children" published in July 2018 to ensure that the children of Croydon are kept safe through the transition and into the future.
2. The partners to provide evidence to the Sub-Committee on how they are supporting each other, the effectiveness of their multiagency working and the impact on the lives of the children of Croydon.
3. The Partners to attend a meeting of the Sub-Committee in January 2019 to present their proposals

The Sub-Committee also resolved that these conclusions and recommendations be copied to Di Smith, the Independent Chair of the Croydon Safeguarding Children Board.

27/17   What Difference has this meeting made to Croydon's Children

On reflection of the meeting, Members expressed that they felt more comfortable with progress that has been made by the Service in comparison to the immediate months following the Ofsted inspection and findings.

The Sub-Committee agreed that understanding the voice of the staff was very important and there needed to be a focus on staff involvement in Scrutiny.

The Sub-Committee also agreed to explore how the voice of the child could be captured through avenues such as schools, the Young Mayor and voluntary organisations and for Councillors to understand what was happening in their own Wards.

The Cabinet Member for Children Young People and Learning agreed to circulate an invite for the next Youth Congress meeting to Members of the Sub-Committee.

28/17   Work Programme 2018/2019

The Sub-Committee noted the items on the agenda for the meeting on 27 November 2018.

Members' requested that the SEN item include data on exclusion and an update following implementation of the SEN strategy.

An interest in an item coming to a future meeting on Children and Young Peoples Mental Health was raised for consideration.

Members agreed to draw up a list of possible items to scrutinise and discuss this in detail at the next meeting of the Sub-Committee. Additionally it was agreed to draw up a list of possible organisations or establishments to visit.

The work programme was **NOTED** for the remainder of the 2018/19 municipal year

The meeting ended at 9.24 pm

Signed:

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Date:

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For General Release

REPORT TO:	**Children and Young People's Sub-Committee 27 November 2018**
SUBJECT:	**Improvement Plan update**
LEAD OFFICER:	**Eleni Ioannides, Interim Executive Director, Children, Families and Education Department**
CABINET MEMBER:	**Councillor Alisa Flemming, Cabinet Member for Children, Young People & Learning**
WARDS:	**All**

CORPORATE PRIORITY/POLICY CONTEXT

Croydon Corporate plan 2015-18

The recommendations address the following Corporate Plan priorities:

- To help families be healthy and resilient and able to maximise their life chances and independence

- To create a place where people feel safe and are safe

AMBITIOUS FOR CROYDON & WHY ARE WE DOING THIS:

The Independence and Liveability Strategies 2015-18 set out how the Council will achieve the commitments made in the administration's 'Ambitious for Croydon' election manifesto in respect of independence and liveability.

FINANCIAL IMPACT

£10.9m has been allocated to base budgets in 2018-19 to support the drive to improve children's services.

FORWARD PLAN KEY DECISION REFERENCE NO.

This is not a key decision.

1.   RECOMMENDATIONS

1.1   Note the refreshed Children's Improvement Plan 2018/19 which has a sharpened focus on a smaller number of improvement priorities

1.2   Note the overview of management posts across early help and children's social care

1.3   Note the actions proposed in the Improvement Plan to strengthen management oversight and grip

2. EXECUTIVE SUMMARY

2.1 One year into the improvement journey the children's improvement plan has been refreshed to support the drive to increase the pace of improvement and to respond to the feedback from Ofsted monitoring visits that more attention needs to be paid to the consistency and quality of day to day practice at all levels.

2.2 The internal governance arrangements have also been refreshed in line with the improvement plan. Overseen by the Executive Director Children, Families and Education the programme approach will ensure that progress is gripped and that support from across the Council and its partners directly informs the improvement plan.

2.3 Strengthening management oversight and grip is a key improvement priority. The improvement plan sets out the details of a more targeted approach to work with the cohort of team and service managers across early help and children's social care. The most recent monitoring visit gave some encouraging feedback on the impact of this work, although there is still much more to do to achieve quality alongside consistency.

3. CHILDREN'S IMPROVEMENT PLAN 2018/19

3.1 The Children's Improvement Plan has been reviewed to sharpen the focus on the right priorities at increased pace. This has resulted in a simpler, shorter document that is made of four distinct workplans.

3.2 The plan outlines the actions to be taken in 2018/19 to address the weaknesses identified by Ofsted in 2017 and in subsequent monitoring visits. The main changes between the old and new plans are:

- Fewer priorities focus on the most important areas
- The plan is divided into new work streams:
    - Management & Practice; covering actions to improve management grip and the quality and consistency of social work practice
    - Workforce; covering actions to recruit and retain staff and learning and development activity
    - Partnerships; covering actions to develop a partnership early help offer, improve partnership working and strengthen the local safeguarding board
    - Platforms; covering actions relating to corporate support services including finance, performance, children's recording systems, commissioning and business (administrative) support

- A work plan to deliver the priority to create a culture of shared ownership and social work values will be developed and overseen by the Staff Reference Group.
- New programme reporting arrangements aligned to our social work practice model, strengthening families, which will focus on answering the following four questions;
  - What's working well? (e.g. key achievements or improvements)
  - How do we know? (evidence of impact)
  - What are we worried about? (e.g. risks, issues and underperformance)
  - What needs to happen, and by when? (e.g. mitigating or remedial actions)

3.3   New internal governance arrangements across the Council have been agreed to support this next phase of Croydon's improvement journey aligned to the new Improvement Plan's structure, including:

- A monthly programme board chaired by the Executive Director Children, Families and Education to monitor and challenge progress across all work streams and ensure there is sufficient corporate support, focus and resource to drive improvement activity and deliver the plan. This will report directly to the Improvement Board.

- A monthly task group for each work stream, chaired by the relevant senior responsible officers to:
  - Hold lead officers to account for delivery of actions through oversight and challenge
  - Report up to the Children's Improvement Programme Board
  - Assess the impact of actions
  - Drive forward underlying action planning and task and finish group activity

3.4   The Children's Safeguarding Board will continue oversee the development of the early help offer with additional internal assurance from the Partnerships work stream Task Group to ensure that all the actions in the plan are on track for delivery.

3.5   These governance arrangements will be kept under review over the next 3-6 months to ensure they are effective in leading change at increased pace required.

4. MANAGERS IN CHILDREN'S SOCIAL CARE AND EARLY HELP

4.1   The distribution of locum and permanent managers across the service is set out in table 1 below, along with the overview of those that have joined since the SIF inspection in June 2017. The table includes 56 team managers, 13 service managers 1 assistant team manager, 6 heads of service and 1 assistant director.

4.2   As can be seen from the table around two thirds of managers currently in post were appointed prior to the single inspection in June 2017. As at the end of October 2018 around two thirds of all managers were permanent appointments.

Service	Number of managers	Locum	Salaried	In post prior to 1/9/17	Joined since 1/9/17
Adolescent services	10	1	9	6	4
Care planning	19	6	13	9	10
Children with disabilities	7	4	3	4	3
Corporate parenting	22	7	15	17	5
Early Help	7	1	6	6	1
SPOC and assessments	12	6	6	8	4
TOTAL	**77**	**25**	**52**	**50**	**27**

Table 1

4.3   Corporate support for children's services from HR is continuing to focus on tackling underperformance. Over the past year 4 managers from the corporate parenting, children with disabilities and care planning services have left the service following management action.

5. STRENGTHENING MANAGEMENT OVERSIGHT AND GRIP

5.1   The need to strengthen management oversight and ensure robust quality assurance and performance management was one of the recommendations in the single inspection in July 2017, and has continued to be an area identified by Ofsted as needing more improvement.

5.2   The July Ofsted monitoring visit reported that management oversight of practice was too variable. While there had been an increase in the frequency of supervision, the quality was inconsistent and not having an impact on the quality of services provided to children and families. This was a consistent

theme from the original inspection in July 2017 and in each of the monitoring visits.

5.3 In response, a co-ordinated approach to improving management oversight was initiated. As an immediate action all team and service managers are required to attend one of three seminars over August led by the Executive Director and Director of Early Help and Children's Social care. These provided a face to face opportunity to reaffirm the expectations of all managers as set out in the managers' practice standards.

5.4 The seminars also created the space for direct and honest conversations with these key staff to identify what is getting in the way of all managers working at the level of the best, what the offer of support to staff will be so they can consistently achieve these standards and clarify the consequences of non-compliance. One of the practical outcomes is a series of short training sessions for managers on appraisals, managing performance and managing sickness.

5.5 This more granular detail of where improvements are needed was then anchored in the refreshed children's improvement plan. The first section focuses on strengthening management grip at all levels, including:

- Setting the standards: for practitioners and managers to improve compliance and recording and embed Strengthening Families
- Supervision: improving the quality, frequency and impact of supervision
- Using data to drive performance: ensuring better oversight of pre-proceedings and permanence planning to reduce drift and delay
- Quality assurance: using audit activity, child protection chairs' and independent reviewing officers' challenge to assess and improve quality and compliance

5.6 Improving practice through strengthening management is also one of the workstreams with Croydon's peer support partner, Camden. The approach has been to provide leadership and management development sessions to Head of Service and their direct reports, using a systemic approach that reflects the Strengthening Families practice model being applied to working with families. The focus has been on their roles as leaders and managers in bringing about changes within families through their management of staff. All service leads and their teams have either commenced the training or have it booked in when newly-appointed permanent managers have taken up post. The evaluations of the support have been positive, recognising that this is developmental work with leaders that will take time to impact directly on practice.

6. CONSULTATION

6.1 A communication and engagement plan has been developed to underpin the improvement activity, with the following objectives:

1. To communicate how we are improving children's services in Croydon over the next two years
2. To inform our staff, stakeholders and partners about our improvement plan – progress, key decisions, activities and dates
3. To encourage staff, children and partners that they are a vital part of the journey and the solution and to create confidence in them that we can run an effective and safe service – we are people focused.
4. To help create the environment for effective culture change through communication and engagement
5. To help in the recruitment and retention of key children's service staff – by showcasing Croydon as a great place to work through creating a strong 'We are Croydon' brand

6.2 A Council staff reference group has been established and feeds into the improvement board through the chair and vice chair of the group, two social workers, who sit on the board bringing practitioners' perspectives. Our line of sight leaflet also outlines a range of ways in which leadership is kept in touch with progress.

6.3 Consultation and engagement with children and young people is central to social work practice and service improvement. Croydon has a range of mechanisms to engage and consult with children, young and their families. This includes the Youth Engagement Strategy which sets out a number of initiatives to ensure that children and young people have a voice, and the Children in Care Council.

6.4 Listening and responding to the experiences, wishes and feelings of children and young people is one of the priorities of the improvement plan and will be central to the improvement programme. The plan includes actions to strengthen how the views and experiences of children, young people and their families influence service design. This feedback will also help monitor the impact of improvement activity.

7. FINANCIAL AND RISK ASSESSMENT CONSIDERATIONS

7.1 The 2018/19 budget includes growth of £10.2m in the People (Children's base budget) and £0.7m in Resources (Business Support base budget) to ensure the staffing structure and budget support both the level of demand being experienced and also the areas of focus for improvement.

7.2 The Medium Term Financial Strategy approved at Cabinet in September 2018 assumes a further investment in Children's Social care of £7m in 2019/20 to fund the continued growth in demand and complexity of need.

7.3 Approved by Lisa Taylor, Director of Finance, Investment and Risk

8. COMMENTS OF THE COUNCIL SOLICITOR AND MONITORING OFFICER

8.1 The Solicitor to the Council comments that there are no direct legal implications arising from the recommendations in this report.

8.2 Approved by: Doutimi Aseh, Head of Social Care & Education Law for and on behalf of the Director of Law and Governance and Monitoring Officer.

9. HUMAN RESOURCES IMPACT

9.1 It is recognised that in order to improve outcomes for children in Croydon we need to attract and retain a skilled and committed workforce with manageable workloads and good management oversight. This is a key priority outlines in the Children's Improvement Plan 2018/19 (see priority 4) and the actions that we will take to ensure this happens are set out under the Workforce work stream of the plan.

9.2 Work is continuing to utilise all available options to maintain the successful recruitment of permanent staffing and plan for turnover of both permanent and locum staff. This is showing signs of progress but remains challenging and we continue to use high levels of locums. The investment in newly qualified social workers and the revision of the learning and development offer for staff aligns to workforce planning and development priorities for the service

9.3 Approved by Sue Moorman, Director of Human Resources

10. EQUALITIES IMPACT

10.1 The Children's Improvement Plan aims to ensure that all children and young people in Croydon who require it benefit from high quality social work, regardless of disability, gender, religion, race or sexual orientation. An Equality Analysis on the plan will be undertaken by 1 December 2018 to consider any disproportionate impact on people sharing one or more protected characteristics. For underlying actions within the plan that relate to service design or other structural changes (e.g. staffing changes), individual equality assessments will be undertaken in line with council-wide procedures.

10.2 Equalities and diversity considerations are a key element of social work practice. It is imperative that help and protection services for children and young are sensitive and responsive to age, disability, ethnicity, faith or belief, gender, gender identity, language, race and sexual orientation.

10.3 Croydon has a diverse population of children and young people. Children and young people from minority ethnic groups account for 57%, compared with 30% in the country as a whole. The proportion of children and young people with English as an additional language across primary schools is 44% (the national average is 18%).

10.4 Social workers' planning and recording in relation to inequalities is inconsistent, which can result in plans for children's care that do not reflect their needs. The improvement plan addresses the additional work which needs to be done to ensure that children's diversity and identity needs are accurately and consistently identified, inform assessment and so met through their care plans.

11. ENVIRONMENTAL IMPACT

There are no direct implications contained in this report.

12. CRIME AND DISORDER REDUCTION IMPACT

There are no direct implications contained in this report.

13. REASONS FOR RECOMMENDATIONS/PROPOSED DECISION

N/A

16. OPTIONS CONSIDERED AND REJECTED

N/A

CONTACT OFFICER: Kerry Crichlow, Programme Director Children's Improvement
Tel. 07957 228818

BACKGROUND DOCUMENTS: None

APPENDICES: Appendix 1 Croydon Children's Improvement Plan November 2018

Children's Improvement Plan 2018/19

November 2018

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Croydon Safeguarding Children Board

CHILDREN S IMPROVEMENT PLAN ON A PAGE 18/19

Our work streams ▶

MANAGEMENT AND PRACTICE	WORKFORCE	PARTNERSHIPS	PLATFORMS

Our priorities ▶

- 1. Strengthening management at all levels
- 2. Identifying, assessing and responding to risk
- 3. Robust and effective planning

4. Building a skilled and stable work force

5. Implementing an all age Partnership Early Help Offer, strengthening partnership working and improving the LSCB

6. Creating the conditions for social work to flourish

7. CREATING A CULTURE OF SHARED OWNERSHIP AND SOCIAL WORK VALUES

Our success measures ▶

Performance indicators	Audit feedback	What children say	What staff say	Self assessment

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1

CHILDREN'S IMPROVEMENT PLAN 2018/19

Introduction

The Ofsted inspection of Croydon's services for children in need of help and protection, children looked after and care leavers took place between 20th June and 13th July 2017. The inspection judged services to be inadequate; with poor quality social work practice and weak managerial oversight leaving too many children at risk of harm.

This Improvement Plan for Children's Services and the Croydon Safeguarding Children Board was developed in response to the Ofsted report findings, including the 21 specific recommendations and in recognition of our ambition to improve our services for vulnerable children. It has also been informed by learning from Serious Case Reviews and engagement with staff, which will continue throughout the plan's implementation.

The plan was reviewed between June and October 2018; sharpening the focus to drive actions that are concentrated on the right priorities at increased pace, to respond to feedback from four Ofsted monitoring visits and to capture work with our intensive peer support partner, Camden Council. This plan outlines the actions that we will take over the next six months to address the weaknesses that were identified during the Ofsted inspection and subsequent monitoring visits and to ensure that children in Croydon are supported and protected. The nature of improvement means that we will need to review and refine our plan on an ongoing basis.

Our ambition is to deliver good services for our children and young people. However, we recognise that consistently 'getting to good' will be a three to five year journey and will require wider activity from the council and partners outside of this plan.

Successful implementation of this plan will depend on a significant cultural change within Children's Services, the wider council and our partners, with a focus on:

- Creating an open system where challenge is welcomed and views are respected
- Inspiring staff to feel passionate about the work that they do and the difference they make
- Understanding the lived experiences of children and young people
- Listening to staff, children and families
- A culture of performance management that drives improvements for children

Our vision

This plan supports our vision for all children and young people in Croydon, and aspirations described in the council's Corporate Plan;

> *'All Children and young people in Croydon will be safe, healthy and happy, and will aspire to be the best they can be. The future is theirs.'*

Our priorities for 2018/19

To ensure that we continue to focus on the right priorities at the right pace we reviewed our plan between June and October 2018, reducing the number of priorities from **11** down to **7**. This review was based on feedback from our staff and managers about the things getting in the way of delivering high quality services for our children and young people and feedback from Ofsted about our persistent areas of weakness and need to significantly increase the pace of change.

For simplicity, the plan is structured under four work streams **Management & Practice**, **Workforce**, **Partnerships** and **Platforms**. These work streams each have Senior Responsible Officers (SRO's) who will be held to account on progress and delivery by both the Council and the Croydon Children's Improvement Board. These are also set out below. Each action in the plan will have a Lead Officer/s who will be held to account by the relevant SRO (see appendix 1 for a list of our lead officers).

WORK STREAM	PRIORITY	SRO
Management and Practice	1. **Strengthening management grip at all levels**	**Director, Early Help and Children's Social Care**
	2. **Identifying, assessing and responding to risk**	
	3. **Robust and effective planning**	
Workforce	4. **Building a skilled and stable workforce**	**Director, Human Resources**
Partnerships	5. **Implementing an all age Partnership Early Help Offer, strengthening partnership working and improving the LSCB**	**Executive Director Health, Well-being and Adults and Director of Quality & Governance, NHS, CCG** (jointly owned)
Platforms	6. **Creating the conditions for social work to flourish**	**Executive Director, Resources**
Cross cutting focus		
	7. **Creating a culture of shared ownership and social work values**	**Not applicable**

How we will deliver on our priorities

Work plans

The Children's Improvement Programme is divided into four work plans which set out the high and medium-level actions we will take in 2018/19 to deliver on our priorities under each work stream;

- **Work plan 1**: Management and practice (see pages 6-15)
- **Work plan 2**: Workforce (see pages 16-18)
- **Work plan 3**: Partnerships (see pages 19-22)
- **Work plan 4**: Platforms (see pages 23-26)

A work plan to deliver **priority 7**, *'Creating a culture of shared ownership and social work values'*, will be developed through the Staff Reference Group; this group will play a key role in holding the system and management to account for enabling this. Actions under this priority will include those relating to improving internal communication, staff wellbeing and how we listen to and act on the voices of children and young people.

Governance and oversight

The Croydon Children's Improvement Board will provide effective oversight of the council's Children's Improvement Plan and programme of work in order to ensure that all of the recommendations outlined in the Ofsted inspection report are responded to. This will be chaired by Edwina Grant OBE, and will bring together officers, the Lead Member for Children, Young People and Learning and other Elected Members from the council, the Director of Children's Safeguarding and Social Work from Camden Council, partners, the LGA and the Department for Education's (DfE) representative. The board will meet on a monthly basis to provide oversight and challenge.

In addition, the Board will have representation from front-line staff who will provide feedback on whether the improvement programme is having an impact on the ground. The Board will receive regular monitoring reports on the implementation of the improvement plan and its impact on front-line delivery and scrutinise performance information which will be used to track progress and hold SRO's to account for the delivery of the improvement priorities.

There will be oversight from Elected Members at Cabinet and Scrutiny and Overview Committee. The Children and Young People's Scrutiny Committee will consider and challenge progress against the improvement plan. The revised Corporate Parenting Panel will focus on improving outcomes for our looked after children and care leavers, as set out in this plan. There will also be six-monthly 'stocktake' meetings with the DfE and Chair of the Improvement Board to scrutinise and evaluate our progress and the impact of the intensive peer support partnership with Camden.

The diagram in appendix 2 sets out the governance arrangements for the Children's Improvement Programme, which were revised in August 2018 to align to the new plan structure (4 work plans) and to drive and challenge the delivery of actions across the programme at increased pace. These governance arrangements will be reviewed and refined after three months to ensure that they are as effective as possible. As a partnership activity, the development of an all age-early help offer will be overseen by the Croydon Safeguarding Children Board (CSCB).

Work plan 1: Management & Practice

Senior Responsible Officer (SRO): Director, Early Help and Children's Social Care [Philip Segurola (PS)]

1. Strengthening management grip at all levels

What this means …
- **Setting the standards;** for practitioners and managers to improve compliance and recording and embed Strengthening Families
- **Supervision;** improving the quality, frequency and impact of supervision
- **Using data to drive performance;** and ensure better oversight of pre-proceedings and permanence planning to reduce drift and delay
- **Quality assurance**; using audit activity and CPC chair and IRO challenge to assess and improve quality and compliance

No.	Issue [Ofsted ref]	Actions	Lead	Partner involvement	By when	Success measures
Setting the standards						
1.1	Standards [SIF Paras 32, 40 110] Monitoring Visit 3 (MV3) feedback	Embed the social care practice standards to ensure all practitioners are clear about what is expected of them through; • regular communication from managers • recruitment procedures • induction and probation procedures • appraisal, supervision and mid-year reviews	PS & SH	CSCB	Ongoing from April 18 Review of impact in Apr 19	*Improved compliance with expectations evidenced through performance data and audit findings*
1.2	Management oversight [Rec 1] MV3 feedback	Develop and implement a plan to operationalise the social care managers' practice standards to ensure all managers are clear about what is expected of them through; • regular communication from senior managers • recruitment procedures • induction procedures • appraisal, supervision and mid-year reviews	PS & SH		Dec 18 Review May 19	*Auditing and performance reporting demonstrates more consistent management footprint*
1.3	Model and tools [SIF Para 32, 40 & 110]	Embed the new practice model 'Strengthening Families' (SF) across the service monitoring and assuring its impact on outcomes for children and families through direct observation of its use in practice (e.g. CP conferences, CP reviews and LAC reviews) case audits, practice week and case reviews.	OW & SH	CSCB	From Oct 18 Review of impact Apr 19	*Impact review shows that SF is used consistently*

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	MV3 feedback					*Staff feedback that they understand the model*
1.4	Improve the quality of case recording	Hold managers at all levels to account for the accuracy of recording across the service by; • Reviewing and refreshing the recording policy • communicating expectations around accurate recording • regularly reporting on compliance at team and service level to monitor improvements in recording practices	SH		Ongoing Review of impact in Dec 18	*Auditing demonstrates more consistent recording practices* *Increased confidence in data accuracy*
1.5	Management oversight [SIF Rec 1]	Roll out a programme of peer support, challenge and development for managers (starting with Heads of Service and their direct reports) to improve the quality of practice by strengthening management at all levels. [See Camden-Croydon Intensive Peer Support Plan, work stream 1].	NS	Camden	Mar 19	*Feedback from staff around improved culture of support and challenge*
1.6	Compliance [SIF Rec 13]	Ensure that the fostering service conforms with national minimal standards through; a. delivering the fostering service action plan b. reporting progress to CSMT and Corporate Parenting Panel on a bi-monthly basis	WT	Foster carers	Dec 18 Ongoing	*Reports demonstrate improved compliance and performance*
1.7	Children with disabilities [SIF Para 34]	Support the transition of the children with disabilities (CWD) service back under Children's Social Care and ensure that all children receive high quality social work, including those children and young people with disabilities.	PS & GV	Parents Health Education Voluntary sector	Apr 19	*Audits demonstrate improvement in the quality of work in CWD*
1.8	Children with disabilities [SIF Para 34]	Continue to embed a clear understanding of statutory duties for children and young people with disabilities in relation to child protection and care arrangements to identify and mitigate risks alongside the service transition arrangements.	MB	Parents Health Education Voluntary sector	Dec 18	*Improved performance for CWD around CIN and CP work*
Supervision						
1.9	Management oversight [SIF Rec 1]	Monitor performance around supervision and follow up on non-compliance to ensure that all practitioners are receiving sufficient support from their line managers.	PS		Ongoing	*More supervision taking place in timescales*

1.10	Supervision MV 3 feedback	Improve the quality of supervision through routine auditing under the QA framework and developing a bank of good practice examples for managers (e.g. supervision templates).	SH		Jan 19	*Auditing and staff feedback demonstrate improved quality of supervision*
Using data to drive performance						
1.11	Management oversight [SIF Rec 1]	Provide assurance that the quarterly 'spotlight deep dive clinics' and monthly performance discussion at Children's Leadership team is leading to improved compliance with service standards, including quality.	PS		Review of impact in Feb 19	*Reports evidence improvements in team performance*
1.12	PLO and court work [SIF Rec 6, Para 47, 48, 49] MV 3 feedback	Embed a more systematic tracking/monitoring process for PLO to minimise delays for children through; • streamlining the CRS workflow • monitoring timeliness	MK & DA	Legal	Dec 18	*Average duration of cases in PLO process are reduced*
1.13	Planning for permanence [SIF Rec 14]	Improve the tracking and oversight of permanence planning for looked after children to reduce drift and delays in achieving permanence, including children where the plan is for adoption.	WT & SH	Camden	Feb 19	*More children have a clear plan for permanence* *Auditing demonstrates fewer delays in achieving permanence*
Quality assurance						
1.14	Quality assurance [SIF Para 103] MV 3 feedback	Further develop moderation as part of the quality assurance cycle of bi-monthly case audits, bi-annual practice weeks and quarterly Ofsted monitoring visits. [See Camden-Croydon Intensive Peer Support Plan, work stream 2].	SH	Camden	Dec 18	*Audit activity provides an accurate picture of the quality of practice*
1.15	MV 3 feedback	Monitor and challenge the completion of remedial actions from case audits.	SH		From Oct 18	*More remedial actions from audits are completed*
1.16	Quality assurance [SIF Para 103]	Continue to develop auditors' and moderators' shared understanding of what good looks like by leading follow-up workshops with managers.	SH	Camden	Jan 19	*Shared understanding of what good looks like*

1.17	Quality assurance [SIF Para 103] MV 3 feedback	Support and challenge the service to use audit findings to embed learning that impacts on quality of practice. [See Camden-Croydon Intensive Peer Support Plan, work stream 2].	SH	Camden	Jan 19	*Audit findings inform targeted improvement activity*
1.18	Quality assurance [SIF Para 103]	Ensure the resources for quality assurance and practice improvement are focused on improving compliance and quality. [See Camden-Croydon Intensive Peer Support Plan, work stream 2].	SH	Camden	Dec 18	*Quality assurance activity improves compliance and quality*
1.19	IRO & CPC Chair challenge [SIF Rec 10]	Embed the revised Croydon Escalation and Resolution Protocol (CERPs) process through communications and monitoring to ensure that Child Protection Conference (CPC) chair and Independent Reviewing Officer (IRO) challenge and scrutiny is more robust, consistently recorded on CRS and makes a difference for children and young people.	SH		Dec 18	*CERPS process used more consistently Evidence that IRO/CPC chair challenge has had an impact*
1.20	Complaints [SIF Rec 21]	Ensure that; a. more complaints are responded to appropriately within timescales b. learning from complaints is consolidated and informs learning and development activity for managers	SH		Mar 19	*More complaints are responded to appropriately in timescales*
1.21	Support for foster carers [SIF Rec 13, Para 59]	a. Engage in house foster carers to monitor progress on the fostering service improvement action plan. b. Conduct an annual foster carer survey as part of the quality assurance framework. c. Ensure that feedback from foster carers, including complaints, is monitored, responded to appropriately and is used to drive service improvements.	WT	Foster carers	Dec 18 Mar 19 2nd survey May 19	*Evidence of foster carer engagement* *Improved feedback in 2019 foster carer survey*

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2. Identifying, assessing and responding to risk

What this means …

- **Assessments;** improving the timeliness and quality of assessments
- **Thresholds;** ensuring thresholds are applied consistently throughout the child's journey
- **Protecting vulnerable adolescents;** through the use of specialist tools and safety planning to reduce risks around exploitation and going missing
- **Driving service transformation;** providing strong leadership to drive service transformation from the front door to care planning

No.	Issue [Ofsted ref]	Actions	Lead	Partner involvement	By when	Success measures
Assessments						
2.1	Assessments [SIF Rec 12, Para 22, 31, 66] MV 1, 2 & 3 feedback	Improve the timeliness and quality of child and family (C&F) assessments including; a. ensuring that families are not waiting for a service during an assessment b. ensuring historic information and research is used support assessments and decision making in the assessment service. c. ensure that individual voices of all children in larger family groups feature in assessments	IL		Dec 18 Dec 18 Dec 18	*More C&F assessments completed in timescales to ensure children's needs are met and risk identified.* *Audits demonstrate incremental improvement in quality of assessments and children's wishes influencing plans.*
2.2	[SIF Rec 19, Para 84]	Ensure that all care leavers who are pregnant, or are parents have access to support to ensure their and needs and those of their children are met.	WT & CAJ	Health	Jan 19	*Review of this cohort demonstrates more care leavers have access to parenting support services*
Thresholds						
2.3	Thresholds [SIF Rec 6] MV 1 feedback	Undertake an analytical review to understand the high levels of demand at the front door and test the application of thresholds	IL	Camden	Nov 18	*Improved understanding of demand and threshold application*

2.4	Thresholds [SIF Rec 6] MV1 feedback MV 3 feedback	a) Review and test children's journey from identification of needs through into assessment and care planning to assess; • appropriate application of thresholds (e.g. step up and step down) • timely transfer across services (see action 3.2) b) Explore the role that brief intervention approaches could play in reducing the need for multiple assessments, providing swift access to the right services and enabling families to safely exit from statutory services to early help	IL & MK	CSCB Camden	Nov 18 Mar 19	*Improvement actions identified* *Informed management decision*
Protecting vulnerable adolescents						
2.5	Reducing risk [SIF, Rec 3] MV 2 feedback	Develop the use of contextualised risk management planning to reduce risks for vulnerable adolescents.	HD	Camden	Apr 19	*Auditing and performance reports demonstrate effective risk management planning for vulnerable adolescents*
2.6	CSE [Para 40] MV 2 feedback	Embed reviewed process for the council's response to child exploitation and the multi-agency child exploitation (MACE) panel so that partners share information and intelligence, engage in joint decision making and co-ordinate responses to children at risk of exploitation.	HD	CSCB Police Education Health Community Safety	Dec18	*CE risk management meetings evidence strong multi-agency involvement and referral to MACE for strategic oversight*
2.7	Missing [SIF, Rec 4] MV 2 feedback	Embed agreed procedures for responding when children and young people go missing through regular monitoring to ensure that children and young people receive a more consistent response.	HD	CSCB	Feb 19	*Auditing and performance reports demonstrate more consistent responses to missing episodes*
2.8	Missing [Rec 4] MV 2 feedback	Improve the timeliness of return home interviews (RHI's) to ensure that more young people who go missing receive an interview within 72 hours.	HD	Safer London	Feb 19	*More RHIs completed in timescales*
2.9	Missing [SIF, Rec 4]	Ensure that children and young people with repeat missing episodes are provided with a timely targeted interventions to help identify and reduce risks.	HD	Safer London, CSCB	Apr 19	*Auditing and sampling evidence more interventions are taking*

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						place for these young people
2.10	Quality and consistency [SIF Para 60, 61]	Ensure that the council collates and analyses information about children placed in Croydon from other boroughs and that risks are understood and communication arrangements with placing authorities are clear.	WT & HD	Other LAs	Dec 18	*Analytical information from MACE and Monthly Missing Panel*
Driving service transformation						
2.11	Early Help Services [SIF para 37]	Carry out a mock inspection of the single front door, collating findings into a service improvement plan its done so focus on findings & improvement plan	IL/PS/ HD		Nov 18	*Improvement actions identified*
2.12	PLO and court work [SIF Rec 6, Para 47, 48, 49] MV 3 feedback	a) Embed Family Group Conferencing (FGC) at an earlier stage as part of the PLO and pre-proceedings process b) Expand the use of family group conferencing through disseminating guidance/protocol to staff of when to use FGC and how to access it. c) Establish a whole service FGC offer ensuring earlier access to FGC as a powerful model of intervention	MK	Provider	From Oct 18 Dec 18 March 2019	*FGC used more frequently as evidenced through audit*

3. Robust and effective planning

What this means …
- **Plans;** improving the quality and impact of written plans (including Child in Need [CiN], Child Protection [CP], Care and Pathway Plans)
- **Streamlining transfers;** between services so let children and young people are not waiting for help and plans are progressed
- **Public Law Outline (PLO); pre-proceedings and court work;** reducing delays for children and improving compliance with court orders
- **Permanence planning**; ensures early permanence planning occurs for children who are unable to live with their birth parents
- **Pathway planning**; improving the timeliness pathway planning for looked after children aged 15 and over

No.	Issue [Ofsted ref]	Actions	Lead	Partner involvement	By when	Success measures
Plans						
3.1	Plans [SIF Rec 5] Para 33, 66] MV 2 feedback	a. Improve the quality of written plans across the service to ensure they are SMART, child-focused and include contingency plans. To include: i. child in Need (CiN) plans ii. child protection plans iii. care plans for looked after children iv. pathway plans b. Assure impact through bi-monthly case audits	OW SH		Dec 18	*Auditing demonstrates incremental improvement in quality of plans*
Streamlining transfers						
3.2	Case transfers MV 3 feedback	Assess the impact of revised case transfer process across all services and identify improvements to reduce delay for children and families.	IL		Dec 18	*Average time taken from referral to care planning service has reduced*
3.3	Pathway planning [SIF Rec 17	Agree the role that personal advisors (PA's) should play for children aged 17 and a half and communicate these expectations to staff to ensure a smoother transition for young people leaving care.	WT		Dec 18	*Auditing demonstrates more consistent involvement of PA's before young people reach 18*

PLO, pre-proceedings and court work							
3.4	PLO and court work [SIF Rec 6, Para 47, 48, 49]	Improve the timeliness and quality of all assessments for court proceedings (including special guardianship and family and friend assessments).	MK & WT	Judiciary	Jan 19		*Average time taken to conduct an assessment is reduced.* *More positive feedback from judiciary on assessment quality.*
3.5	Relationship with the judiciary [SIF Para 49 & 101]	Revise the court action plan, in light of feedback from a meeting with the judiciary in October 2018 in order to, • improve compliance with court orders as a matter of urgency • ensure social workers are sufficiently prepared for court • improve Croydon's reputation through hosting an annual conference with representation from the judiciary and Children • expand the take up of 'legal workspace' functionality on CRS	PS & JHB	Cafcass Judiciary	Dec 18		*Feedback from the judiciary that compliance, timeliness and quality of court work are improving*
Permanence planning							
3.6	Permanence MV 4 feedback	Conduct a short term project to recognise permanence (e.g. through matching) for children aged 14 and under that have been in our care for 1 year or more.	WT	Foster carers	Jan 19		*More children are matched to their carers*
3.7	Permanence MV 4 feedback	Ensure more practitioners recognise the emotional importance of achieving permanence for children, through; • communications activity • training on life story work and related direct work	WT	Foster carers	Mar 19		*More children have a clear plan for permanence*
3.8	Permanence MV 4 feedback	a. Review and launch permanence policy to set out clear expectations for practitioners and managers around planning for permanency at every stage of the child's journey b. Test impact through reviews, audit and performance indicators	WT SH		Dec 18 Mar 19		*More children have a clear plan for permanence* *Auditing demonstrates fewer delays in achieving permanence*
3.9	Permanence MV 4 feedback	Complete a review of looked after and adoption workflows on CRS (including permanency work) and streamline processes to support effective recording (usability) and enable accurate reporting. [See CRS action 6.6]	WT/ SH		Jan 19		*More information relating to permanence and adoption can be reported from CRS.*

							Improved confidence in data accuracy.
3.10	Quality and consistency [SIF Para 60, 61]	Improve the timeliness of reviews for looked after children so that more looked after children receive reviews in statutory timescales.	SH		Dec 18		*Higher % of LAC reviews completed in timescales*
3.11	UASC work MV 4 feedback	Review work to support unaccompanied and asylum seeking children (UASC) through targeted audit activity and identify improvement actions to ensure that these children receive a high quality service.	WT& SH		Apr 19		*Auditing demonstrates improvements in work to support UASC*
3.12	[SIF Rec 14]	a. Increase the number of children leaving care through adoption. b. Increase the timeliness of children leaving care through adoption	WT	RAA Adopters	Mar 19		*Incremental increase in the number of children being adopted each quarter*
3.13	Adoption outreach MV 4 feedback	Ensure that the adoption service conducts more proactive outreach work to support social workers across the service to initiate and progress plans for adoption.	WT		Feb 19		*Auditing demonstrates fewer delays in progressing adoption and higher quality work*
3.14	Planning for permanence [SIF Rec 14]	Engage with RAA to develop post-adoption support offer to ensure a joined up approach across the council and partners to meet the needs of children and young people and support adoptive parents.	WT	Education Health CAMHS	Sep 19		*More adopters receiving post adoption support*
Pathway planning							
3.15	Pathway planning [SIF Rec 17]	Improve the timeliness of pathway planning to ensure that more young people have an up to date plan within timescales.	WT	N/A	Dec 18		*More pathway plans completed in timescales*
3.16	Staying Put [SIF Rec 18, Para 85]	Monitor the impact of the revised staying put offer to test whether this is allowing more young people who wish to do so to stay put with their foster carers.	WT	Foster carers	Jan 19		*Numbers of young people 'staying put'* *Feedback from social workers, foster carers and care leavers*
3.17	Accommodation for care leavers [SIF Para 89]	Work with housing colleagues to source the appropriate accommodation for care leavers to ensure they can live independently if they are ready to do so and have a place to call home.	WT & Director, Housing	Housing providers Voluntary sector	Apr 19		*More care leavers living in suitable accommodation*

Work plan 2: Workforce

Senior Responsible Officer (SRO): Director of HR (Sue Moorman [SM])

4. Building a skilled and stable workforce

What this means …

- **Urgent capacity to reduce caseloads;** filling vacancies in key areas quickly to reduce high caseloads
- **Permanent recruitment and retention;** delivering an action plan to recruit more permanent staff and retain talented practitioners and managers
- **Learning and development;** delivering a high quality, responsive L&D offer to practitioners and managers
- **Workforce data;** improving the accuracy of workforce information to inform reporting, recruitment activity and workforce planning

No.	Issue [Ofsted ref]	Actions	Lead	Partner involvement	By when	Success measures
Urgent capacity to reduce caseloads						
4.1	Manageable caseloads [Rec 2, Para 23] MV 1 & 3 feedback	a. Develop and implement a short term action plan to fill unfilled posts via agency as a matter of urgency. b. Develop mechanisms with managers and agencies to mitigate future unfilled vacancies (e.g. sharing information quickly when staff give notice, conducting exit interviews with agency staff and responding to feedback). c. Determine what an 'optimum team' looks like, and explore the role differently qualified staff can play to support social care teams.	NM & ATh	Providers	Ongoing from Nov 18 Dec 18 Jun 19	*Fewer unfilled vacancies in key areas* *Proposals around use of unqualified staff developed*
Permanent recruitment and retention						
4.2	Stable & permanent workforce [Rec 2, Para 112]	Raise Croydon's employer profile to attract more job applications through partnerships with Community Care, Jobs go Public and BASW, targeted recruitment activities (e.g. sector events and open days), press coverage and better use of social media platforms.	NM		May 19	*More job applications received*
4.3	Stable & permanent workforce [Rec 2, Para 112] MV 2&3	Develop and implement an action plan to recruit permanent frontline staff and managers in hard to fill social care posts. To include; a. activity to convert long standing agency workers b. streamlining and standardising recruitment processes c. developing the role of children and young people in recruitment	NM	Community care	Apr 19	*Higher % of permanent staff*

4.4	Skilled workforce [Rec 2]	Review and standardise the induction process for all new staff (permanent and agency). To include; • a finalised induction pack given to all new starters • booking on mandatory induction programme and core training (e.g. strengthening families)	NM & NS		Dec 18	*Staff feedback on improved induction experience*
4.5	Stable & permanent workforce [Rec 2, Para 112]	Develop, deliver and monitor a retention strategy including; • financial incentives and other benefits • career progression pathways and opportunities • continuous professional development (L&D) offer • ongoing staff engagement	NM & NS		Dec 18	*Reduced staff turnover rate*
4.6	Stable & permanent workforce [Rec 2, Para 112]	a. Increase the number of face to face exit interviews completed across the service b. Ensure that emerging findings from exit interviews are reported to CSMT and the Director and HR on a monthly/bimonthly basis.	NM & ATh		Dec 18 From Nov 18	*More exit interviews taking place* *Senior managers understand reasons why staff leave*
Learning and development						
4.7	Skilled workforce [Rec 2, Para 110]	a. Publish a learning & development (L&D) offer for Early Help and Children's Social Care aligned to corporate L&D approach. To include: • requirements of compulsory accreditation for social workers • links with universities • links with new registration body • clear continuous professional development (CPD) and career progression pathways b. Deliver the L&D offer	NS	Universities Training providers Social Work England DfE	Dec 18 From Jan 19	*Staff feedback on awareness around L&D opportunities*
4.8	Skilled workforce [Rec 2]	a. Deliver the 'excellence in core skills' training programme for social workers and early help practitioners to improve the quality and consistency of practice for children and young people. b. monitor and evaluate the impact of this training	NS	Training providers	Mar 19 Apr 19	*Auditing and performance reporting demonstrates improvements in quality and timeliness*
4.9	Skilled workforce [Rec 2]	a. Develop a programme for all managers which covers; • reflective Supervision • performance management (including the use of data) • managing poor performance and sickness	NS	Camden	Dec 18	*Auditing and performance reporting demonstrates more*

		b. Deliver the programme c. Develop a wider leadership programme for managers within Children's Social Care and Early Help.			From Jan 19 Apr 19	*consistent supervision and oversight*
4.10	Skilled workforce [Rec 2]	Ensure social workers in their Assessed and Supported Year in Employment (ASYE) in Croydon are supported through a dedicated programme of training, mentoring and development.	NS	Training providers	From Oct 18	*Positive feedback from ASYE social workers* *Retention of ASYE social workers*
Workforce data						
4.11	Manageable caseloads [Rec 2, Para 23]	Improve workforce data accuracy to ensure figures capture all starters and leavers (including agency staff) and workforce information can be used with confidence by managers to inform caseload reporting workforce planning, and oversight of sickness and capability.	NM, ATh & CB		Jan 19	*Managers' report greater confidence in data*

Work plan 3: Partnerships

Senior Responsible Officers (SROs): Executive Director, Health, Well-being and Adults (Guy Van Dichele [GVD]) and Director of Quality & Governance, NHS, CCG (Elaine Clancy [EC]) (jointly owned)

5. Implementing an all age Partnership Early Help Offer, strengthening partnership working and improving the LSCB

What this means …
- **Early Help;** collective delivery of our partnership universal and early help offer
- **Strengthening partnership working;** around LAC health, strategy meetings and child protection conferences
- **Commissioning;** of services based on need
- **Improving Croydon's Local Safeguarding Board (CSCB)**

No.	Issue [Ofsted ref]	Actions	Lead	Partner involvement	By when	Success measures
Early Help						
5.1	Early Help Services [SIF Para 27] MV 2 feedback	Engage widely with all partners to implement the Early Help Strategy to include; a. Strategy launch and dissemination b. Developing a partnership outcomes framework performance scorecard for Early Help c. Communication on the continuum of need d. Referral pathways including single assessment framework e. Realignment of council Early Help services towards a locality based model for children and young people with 'intensive need' [see continuum of need] – aligned to council's new operating model	CJ	CSCB CCG Police Schools C&F partnership Voluntary sector	From Oct 18 From Oct 18 Nov 18-Apr 19 From Oct 18 Dec 18	*More children and families supported through Early Help* *Feedback from partners that they understand their role in Early Help*

Strengthening partnership working around strategy meetings, child protection conferences and LAC health							
5.2	Strategy meetings [SIF rec 7]	Improve partners involvement (e.g. attendance and participation) in; a. initial strategy meetings b. child protection conferences	IL & DS	Health Schools Police	Dec 18 Jan 19	*Improved partner attendance at strategy meetings and CPC's*
5.3	Quality and consistency [Para 65]	a. Improve the timeliness and quality of initial health assessment notifications (within 3 working days of the child becoming looked after). b. Work with health professionals and carers to reduce the proportion of missed health assessment appointments for looked after children	WT WT & AT (CCG)	CCG/ CHS	Dec 18 Dec 18	*Higher % of notifications completed in timescales* *Higher % of health assessment completed in timescales*
5.4	Therapeutic support [SIF Para 65]	a. Identify looked after children requiring Children and Adolescent Mental Health Service (CAMHS) b. Work with the CAMHS service to put in place resources to meet the needs of these children.	WT & SW	CCG/ SLAM	Jan 18 Apr 19	*More LAC benefit from CAMHS support*
Commissioning							
5.5	Needs assessment [SIF, para 104]	a. Complete a thorough needs assessment of Children and Young People as part of the JSNA (based on an analysis of available data) to inform service planning and commissioning across Children's Services. b. Create a briefing on outliers in Children's services to inform priority setting.	RF	HWB Joint Commiss ioning Exec	Dec 18 Nov 18	*Commissioning decisions informed by needs assessment*
5.6	Early help services [FI rec 11, para 26]	Develop and implement the commissioning model for Partnership Early Help, to support the Partnership EH strategy and new locality based service model, including; • Health visiting • Family Nurse Partnership • Health improvement of school aged children • Children's Centre's • Parenting support • Young Carers • Counselling services	SW	CCG Joint Commiss ioning Executiv e	Mar 20	*Commissioned services are aligned to early help priorities*
5.7	CSE [Para 40]	Increase the provision of early intervention and diversion services for vulnerable adolescents in Croydon as part of a revised Partnership Early Help Offer.	CJ & JW	CSCB Police Schools Health	Jan 19	*More young people benefit from early intervention and diversion activities*

					Voluntary sector		

Improving Croydon Local Safeguarding Board (LSCB)

5.8	Discharging statutory functions [para 118]	Ensure that the improvement priorities for the CSCB and the Improvement Board continue to be closely aligned, providing robust challenge to the Improvement Board to ensure a strong focus on monitoring and evaluating the effectiveness of frontline practice	DS	All partners	Ongoing from Sep 18		*Minutes and plans from the Children's Improvement Board and CSCB and sub groups evidence alignment of priorities and a focus on frontline practice*
5.9	Discharging statutory functions [Para 118]	Embed clear expectations for all CSCB partners, supporting and encouraging board members to robustly monitor, scrutinise and evaluate the work of all partners, establishing a climate of constructive challenge. To include: • Continue to apply 'constructive challenge' at Board and Executive meetings • Identify and agree with partners the data to be routinely provided as part of CSCB multi-agency data set • Secure partnership commitment to multi-agency audits	DS	All partners	Ongoing from Sep 18		*Minutes from the CSCB and sub groups evidence consistent attendance, scrutiny and constructive challenge* *Feedback from CSCB partners that they understand their role*
5.10	Learning from SCRs [Para 128]	Ensure that learning from learning reviews and SCR's informs improvements in frontline practice and establish arrangements for evaluating the impact.	MF	All partners	March 19		*CSC and multi-agency training address SCR learnings* *Feedback from CSC staff and partners that they are more aware of learnings from SCR's*
5.11	Monitoring practice/impact [Rec 113 & Para 120]	Monitor and challenge the multi-agency dataset so that board members can actively quality assure, evaluate and challenge the effectiveness of services.	MF	Council Police CCG	December 18		*Multi-agency dataset is fit for purpose* *Minutes from the CSCB and sub groups evidence scrutiny of dataset*

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5.12	Monitoring practice/impact [Rec 113 & Para 120]	Ensure that the multi-agency audit programme is sufficiently targeted on priority areas and enables the board to monitor, evaluate and challenge frontline practice and its impact on children and families. • Agree multi-agency audit programme for 2019 • Audit programme linked to priorities and learning from SCRs • Re-audit in place to measure effectiveness and improvement • Align with single-agency audit programmes	MF	All partners	March 19	*Agreed 2019 audit programme aligned to priority improvements areas and SCR learning*
5.13	Early Help Strategy [Rec 116]	Secure partnership support and commitment to the joint ownership and collective delivery of an all age Partnership Early Help Strategy.	DS	All partners	March 19	*Partners jointly own and collectively deliver the Partnership Early Help Strategy*
5.14	Thresholds [Rec 116]	Continue to promote the shared understanding across all partners represented on the board around the application of thresholds and pathways across the partnership. • Analysis of no further action (NFA) decisions by agency • Increase awareness of pathways to support children and families, EH or CSC • Continued delivery of threshold awareness training • Use feedback information and contact analysis to develop further training proposals • Delivery and awareness raising at safeguarding lead meetings	DS	All partners	Nov 18 – Apr 19	*Feedback from partners that they understand thresholds and pathways* *Reduction of contacts and referrals leading to NFA*
5.15	CSE and missing [Rec 114. Para 123]	Develop systems to assure the impact of the CSE and missing sub-group, focused on improved outcomes for children and young people and evidence of influencing commissioning decisions across partners.	DS	All partners	Dec 18	*Records (e.g. minutes and reports) from the subgroup evidence impact on practice*

Work plan 4: Platforms

Senior Responsible Officer (SRO): Executive Director, Resources (Richard Simpson [RS])

6. Creating the conditions for social work to flourish
What this means …
• **Finance;** ensuring that Children's Services and the Children's Improvement Programme is adequately resourced
• **Performance data, business intelligence and recording systems;** improving the accuracy, analysis and usability of operational data reports and developing fit for purpose electronic recording systems that support social work practice and management oversight
• **Commissioning;** of services based on need
• **Administrative support and Improved Ways of Working;** improve the business support offer and technology enablers

No.	Issue [Ofsted ref]	Actions	Lead	Partner involvement	By when	Success measures
Finance						
6.1	SIF para 110	Ensure that the children's improvement programme and children's services is adequately resourced in order to invest in the necessary improvements, and deliver these at the required pace. To include; a. initial investment in 2018/19 in key areas b. ongoing resource allocation through future budgets	RS		Feb 19	*Sufficient Social Care, Early Help and support resource is in place to support improvements*
6.2	SIF para 110	Ensure improved forecasting of future demand for children's services to inform resourcing decision-making: a. Establish a short-term working group to establish the "single version of the truth" on expenditure utilising performance data, service data and financial data b. Develop a forward view of potential demand so that pressures can be tackled proactively	LT		Oct 18 Mar 19	*Seniors Managers have a clear understanding of expenditure, pressures and demand to inform service planning*
Performance data, business intelligence and recording systems						
6.3	Operational data [Para 98, 102]	Improve the accuracy of operational data by working closely with; • practitioners and managers to improve recording practices • managers in the service to sense check data and address recording issues	PS ST & SW	Camden	Ongoing from Oct 18	*Managers have increased confidence in performance reports Improved Data quality*

	MV 3 feedback	• the CRS team to identify and resolve systems/workflow issues, including reducing manual trackers • colleagues across the council in HR and finance to triangulate data from multiple sources	SW & ST SW, LT and NM		Review Apr 19	*Reduction of manual trackers*
6.4	Operational data [Para 98, 102]	Ensure the continued provision of; a. regular operational data reports for team and service managers, which enable and support day to day decision making and risk management b. strategic performance and business intelligence reports for senior managers which; • provide a line of sight into performance • support strategic decisions, including commissioning • allow partners and members to scrutinise performance	SW SW	Camden	Ongoing from Oct 18 Review Apr 19 Ongoing from Nov 18 Review Apr 18	*Managers feedback that reports are fit for purpose and timely* *Feedback from Managers Spotlight sessions*
6.5	Operational data [Para 98, 102]	Support first line managers and service leaders to proactively use data to drive performance and reduce drift and delay for children, developing a strong improvement culture.	SW & PS	Camden	Ongoing from Sep 18 Review Apr 18	*Evidence of managers using data to improve performance* *Assessment at Manager Spotlight sessions* *Usage of data and performance improvement*
6.6	Fit for purpose systems [Rec 2, para 27]	Develop fit for purpose electronic recording systems, processes and workflows that are aligned to the new practice model and support good practice: a. Delivery of Case Recording System and Early Help Module Development plan b. Delivery of Controcc project to streamline and improve financial processing	SH	N/A	 Mar 19	*Case Recording system is easy to use, staff are trained, and the quality of case recording improves* *Financial processing is easier and takes less time*

		c. Ensure procurement and development of People's System meets the needs of children's services d. Increase user support and confidence e. Reduce manual tracking of data outside the system				
Commissioning						
6.7	Needs assessment [SIF, para 104]	a. Finalise sufficiency strategy b. Deliver the sufficiency strategy to ensure that more looked after children benefit from local placements that are suited to their needs.	SW	Providers	Jan 19 Oct 19	*More looked after children in local placements*
6.8	Fostering Compliance [SIF, Rec 13] Support for foster carers [SIF, rec 13, Para 59]	Mobilisation of new in-house foster carer recruitment contract in order to recruit foster carers to meet local need	SW	Provider Foster carers	Ongoing from Nov 18	*More in house foster carers* *More children placed in in-house foster care*
6.9	Commissioning advocacy [SIF, Rec 15, para 38 and 56]	Recommission advocacy services to ensure they meet the needs of children and young people.	SW	Providers	Ongoing from Oct 18	*More children accessing advocacy services*
6.10	Sufficiency [SIF para 89]	a) Deliver improvements to the children's placements function including; • System improvement [see action 11.4b – Controcc & CRS integration] • Development of an effective end to end process • Development of accurate placement information and reporting b) Improve utilisation of in house foster carers	SW	Providers Foster carers	Mar 19 Dec 19 Dec 19 Mar 19	*More accurate information and reporting*
6.11	Children and Young People Commissioners [SIF, para 104]	Provide training to children and young to be involved in the commissioning services.	SW	CCG Joint Commissioning Executive	Mar 19	*Young people involved in commissioning*

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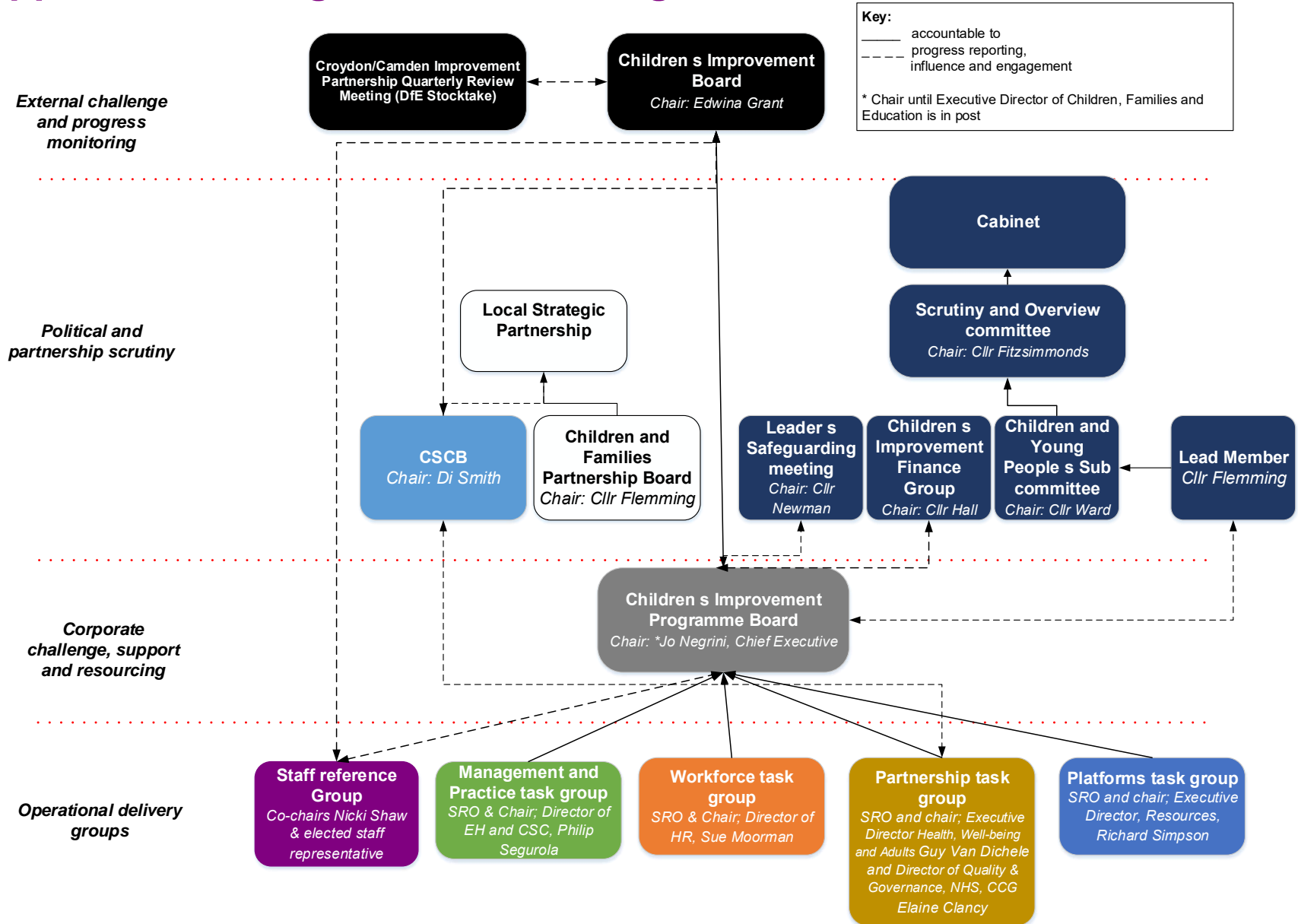| **Administrative support and Improved Ways of Working**						
6.12	SIF para 110	Implement Improved Ways of Working for children's services to support frontline practice, further enable mobile working and provide the right tools to work effectively, through: - defining vision for Improved Ways of Working in children's services to support new People's Operating Model - implementation of improved ways of working, including technology enabler piloting and implementation, and supporting behaviour change - business Support Review Phase 2 to review business support offer and resourcing requirements for 2019-20 onwards - improve access to information about services available and maximise online resources/information to support staff and families	RS	N/A	Nov 18 Apr 19 Jan 19 Mar 19	*Business support effectively supports social work practice* *Staff are provided with and supported to use existing and new technology* *Service users can easily access information about support and services*

Appendix 1: Our lead officers

Lead Officers

Each action within the plan will have a lead officer who will be held to account on progress and successful delivery by the relevant SRO. These are outlined in the table below.

LEAD OFFICERS	
PS, Philip Segurola, Interim Director, Early Help and Children's Social Care	JHB, Jacqueline Harris-Baker, Director of Law and Monitoring Officer
NS, Nicki Shaw, Children's Learning and Development Professional Standards Manager	SW, Sarah Warman, Interim Director of Commissioning and Procurement
OW, Oretha Wofford, Principal Social Worker	SM, Sue Moorman, Director of Human Resources
SH, Shaun Hanks, Head of Quality Assurance	NM, Nadine Maloney, HR lead for Children's
WT, Wendy Tomlinson, Head of Service, Corporate Parenting	ATh, Adrian Thomson, Agency Operations Manager
GV, Guy Van Dichele, Executive Director, Health, Well-being and Adults	CB, Caroline Bruce, Head of Performance and Business Intelligence
MB, Michael Brown, Interim Head of Service Children with Disabilities, Transitions Service and Calleydown Short Breaks Home	DS, Di Smith, Interim CSCB Chair
HD, Hannah Doughty, Head of Adolescent Services	AT, Amanda Tuke, Head of Children and Maternity Integrated Commissioning
MK, Moira Keen, Head of Care Planning Service	RF, Rachel Flowers, Director of Public Health
DA, Doutimi Aseh, Head of Social Care and Education Law	JW, Jenny Wade, Head of Service, Commissioning and Procurement (People)
IL, Iain Low, Head of Single Point of Contact (SPOC) and Assessment	MF, Maureen Floyd, CSCB Board Manager
CJ, Carolann James, Interim Head of Early Help	RS, Richard Simpson, Executive Director of Resources
ST, Simon Townend, Systems Strategic Manager	LT, Lisa Taylor, Director of Finance, Investment and Risk (Deputy S151 Officer)

Appendix 2: Our governance arrangements

Key:
_____ accountable to
- - - - progress reporting, influence and engagement

* Chair until Executive Director of Children, Families and Education is in post

External challenge and progress monitoring

Croydon/Camden Improvement Partnership Quarterly Review Meeting (DfE Stocktake)

Children s Improvement Board
Chair: Edwina Grant

Political and partnership scrutiny

Local Strategic Partnership

Cabinet

Scrutiny and Overview committee
Chair: Cllr Fitzsimmonds

CSCB
Chair: Di Smith

Children and Families Partnership Board
Chair: Cllr Flemming

Leader s Safeguarding meeting
Chair: Cllr Newman

Children s Improvement Finance Group
Chair: Cllr Hall

Children and Young People s Sub committee
Chair: Cllr Ward

Lead Member
Cllr Flemming

Corporate challenge, support and resourcing

Children s Improvement Programme Board
Chair: *Jo Negrini, Chief Executive

Operational delivery groups

Staff reference Group
Co-chairs Nicki Shaw & elected staff representative

Management and Practice task group
SRO & Chair; Director of EH and CSC, Philip Segurola

Workforce task group
SRO & Chair; Director of HR, Sue Moorman

Partnership task group
SRO and chair; Executive Director Health, Well-being and Adults Guy Van Dichele and Director of Quality & Governance, NHS, CCG Elaine Clancy

Platforms task group
SRO and chair; Executive Director, Resources, Richard Simpson

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For general release

REPORT TO:	**Children and Young People Scrutiny Sub Committee** **27th November 2018**
SUBJECT:	**CHILDREN'S SOCIAL CARE PRACTICE WEEK SUMMARY SEPTEMBER 2018**
LEAD OFFICER:	**Philip Segurola, Interim Director of Early Help and Children's Social Care**
CABINET MEMBER:	**Councillor Alisa Flemming**
PERSON LEADING AT SCRUTINY COMMITTEE MEETING:	**Philip Segurola, Interim Director of Early Help and Children's Social Care**

ORIGIN OF ITEM:	This Item is contained within the Sub-Committee's work programme
BRIEF FOR THE COMMITTEE:	To review the findings of the Practice Week September 2018 Summary Report and note the recommendations for action arising from the audit work undertaken.

1. EXECUTIVE SUMMARY

1.1 This report summarises the activity and findings of Children's Social Care Practice Week, which is held every six months as outlined in the Quality Assurance Framework.

1.2 During Practice Week, senior leaders complete case discussion audits with practitioners and undertake observations of practice such as home visits, child protection conferences and core group meetings. The intention of Practice Week is not simply to evaluate the quality of casework, but also to influence frontline practice by providing immediate feedback to practitioners.

1.3 The theme of the September Practice Week was permanency planning for children in the care of the local authority. The report summarises the findings overall for audits completed on 42 children from two cohorts of children: those how have been in care for more than twelve months and are aged under 12 years, and those who have come into care in the three months from June to August 2018.

1.4 Each aspect of the audit is graded and the report provides some analysis of these gradings in relation to practice and areas for development.

1.5   The findings identified emerging signs of improved practice, including stability of placements, improved frequency of recording of management oversight, purposeful visits, good partnership working and evidence that social workers know their children and can speak confidently about the work they are doing.

1.6   Areas for ongoing development include more rigour in implementing permanency plans and other processes to support permanent placements, systematic tracking of progress of plans, and direct work with children, particularly life story work. Quality of supervision and management oversight also requires continued focused attention.

CONTACT OFFICER: Sue Brunton-Reed, Quality Assurance, ext 47688

BACKGROUND DOCUMENTS: None.

APPENDICES: Appendix 1 Practice Week Summary September 2018

Croydon Early Help & Children Social Care

Practice Week Overview Report

Sue Brunton-Reed

Safeguarding & Quality Assurance

24th September 2018

CROYDON
www.croydon.gov.uk

Contents

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1. **Introduction**

This document provides a summary of key findings from the Practice Week audits completed during the week of the 10th of September 2018.

The audits were selected from the case cohort which is the focus for the October Ofsted Monitoring Visit. This is permanency planning, and includes children aged twelve years and under in care for more than twelve months, and children who have come into the care of the local authority during the last three months ((June to August 2018).

2. **Methodology**

Practice Week is a twice yearly activity as outlined in the Quality Assurance Framework (January 2018). Audits are undertaken by Service Managers, Consultant Practitioners, Heads of Service, Director of Early Help and Children's Social Care and Director of Children, Families and Education. All auditors are independent of the line management of the case. The audit process includes a discussion with the allocated case worker, and if appropriate their Team Manager. There is also an expectation that Practice Week will include observation of relevant case meetings, including case conferences, review or core groups, a discussion with the child if appropriate and any family members or carers.
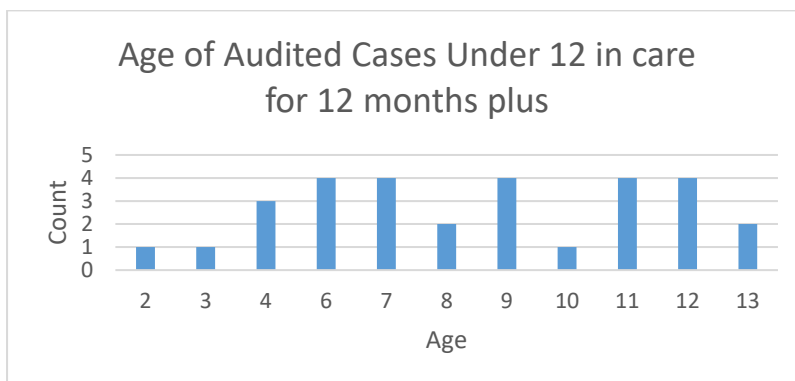
Auditors were asked to review the previous 12 months of case history, but to take into account historical practice which continues to impact on the child.

There was no moderation panel held for this Practice Week but as part of our Improvement work with Camden, the Head of Quality Assurance from Camden had copies of all the audits and reviewed this report.

3. **The cohort of cases**

A total of forty two cases were selected for Practice Week.

Thirty cases were selected from the cohort of children aged 12 years and under who have been in care for more than twelve months. 25% of this cohort (6 children) have a disability.

Ethnicity of Audited Cases Under 12 in care for 12 months plus

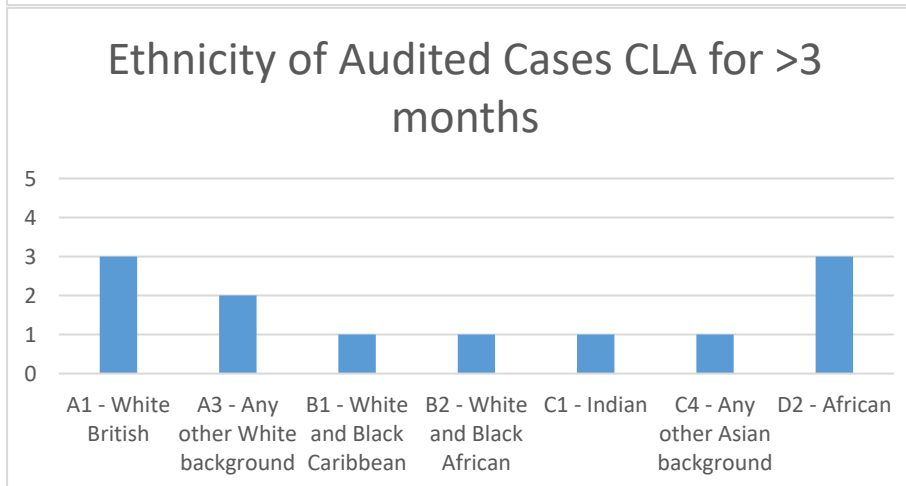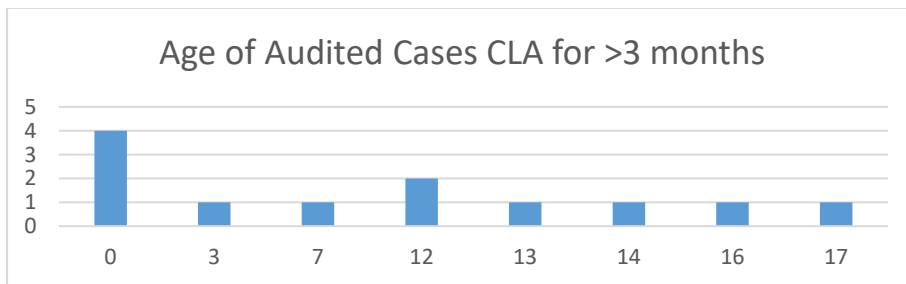|	A1 - White British	A3 - Any other White background	B1 - White and Black Caribbean	B4 - Any other mixed background	D1 - Caribbean	D2 - African	D3 - Any other Black background	E2 - Any other ethnic group
Count	7	1	6	2	5	5	3	1
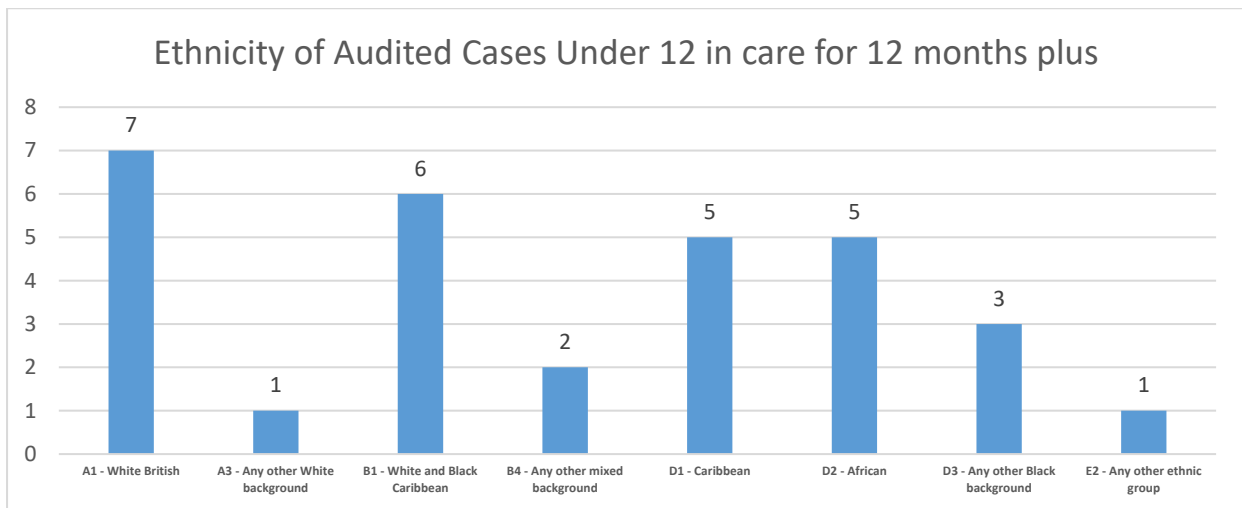
Twelve cases were selected from the cohort of children and young people came into the care of the local authority between June and August 2018.

The age distribution is reflective of new admissions to care over the last twelve months with a peak of under a year old.

Two children in this cohort have a disability.

Age of Audited Cases CLA for >3 months

Age	0	3	7	12	13	14	16	17
Count	4	1	1	2	1	1	1	1

Ethnicity of Audited Cases CLA for >3 months

A1 - White British	A3 - Any other White background	B1 - White and Black Caribbean	B2 - White and Black African	C1 - Indian	C4 - Any other Asian background	D2 - African
3	2	1	1	1	1	3

4. Audit Grades

4.1   Overall grades (**NB** the audits are graded both by quality of intervention, and outcome for the child.

Children aged under 12 years in care for 12 months and more

Overall Judgement of Quality of Work

Judgement on the overall quality of work

- Inadequate: 12
- Requires Improvement: 17
- Good: 1

Overall Judgement of Outcomes for Child
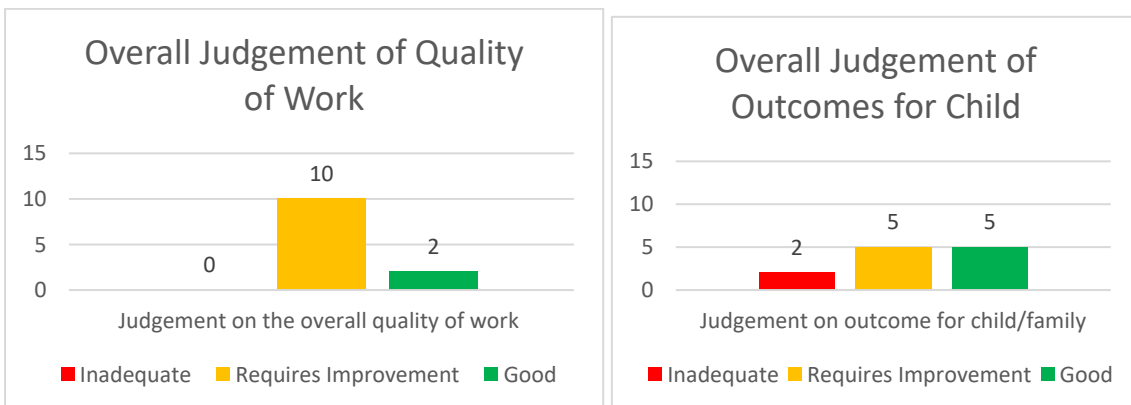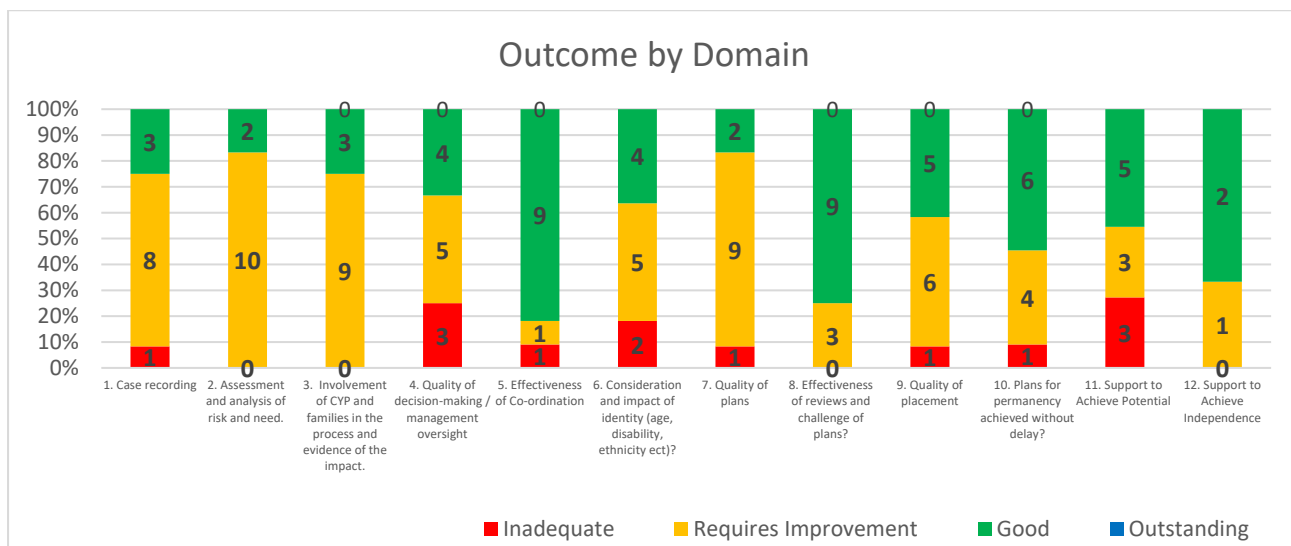
Judgement on outcome for child/family

- Inadequate: 8
- Requires Improvement: 12
- Good: 10

Outcome by Domain

Domain	Inadequate	Requires Improvement	Good	Outstanding
1. Case recording	8	18	4	
2. Assessment and analysis of risk and need.	11	9	7	
3. Involvement of CYP and families in the process and evidence of the impact.	7	17	5	1
4. Quality of decision-making / management oversight	22	7	0	0
5. Effectiveness of Co-ordination	7	9	14	0
6. Consideration and impact of identity (age, disability, ethnicity ect)?	8	14	6	
7. Quality of plans	17	8	5	
8. Effectiveness of reviews and challenge of plans?	8	13	8	0
9. Quality of placement	4	12	11	1
10. Plans for permanency achieved without delay?	9	12	6	0
11. Support to Achieve Potential	2	17	9	
12. Support to Achieve Independence	1	1	2	

Children in care for 3 months or less (June to August 2018)

Overall Judgement of Quality of Work

Judgement on the overall quality of work

- Inadequate: 0
- Requires Improvement: 10
- Good: 2

Overall Judgement of Outcomes for Child

Judgement on outcome for child/family

- Inadequate: 2
- Requires Improvement: 5
- Good: 5

5

Outcome by Domain

Although a smaller sample of cases, it is positive that the quality of work in relation to new admissions to care shows improvement with no case graded inadequate on quality of work, and significant difference in grading by domain. Whilst there is still inconsistency, particularly encouraging are the signs of improvement in some of the key practice areas for children in care and for the service as a whole, including:

- Assessment and Analysis of risk
- Involvement of children and young people
- Quality of decision making
- Effectiveness of review and challenge
- Plans for permanency achieved

Good outcomes have been recorded in over 30% of both audit samples, reflecting auditors' positive comments about the stability and quality of placements.
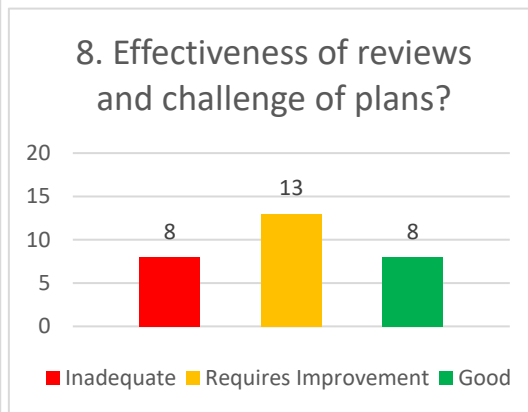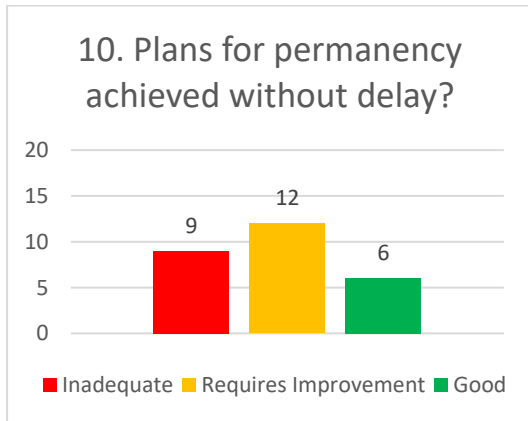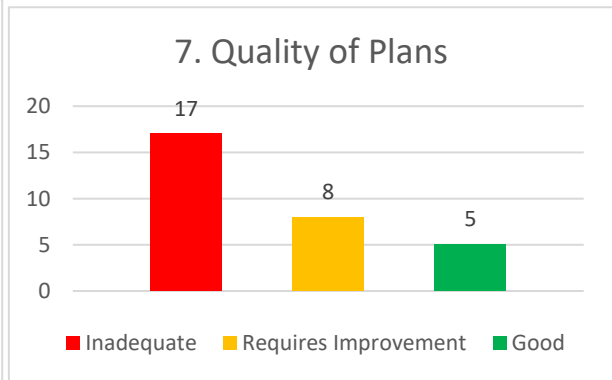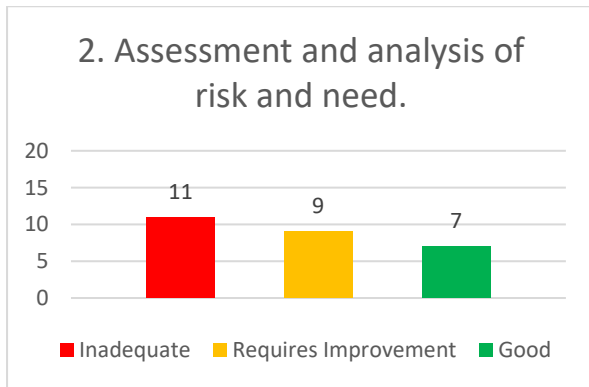
The detail of the findings in relation to domains is outlined below.
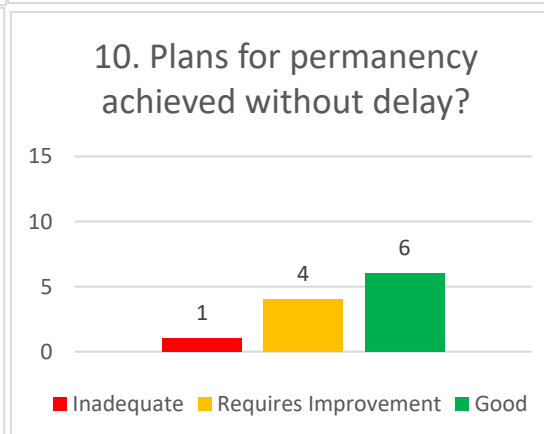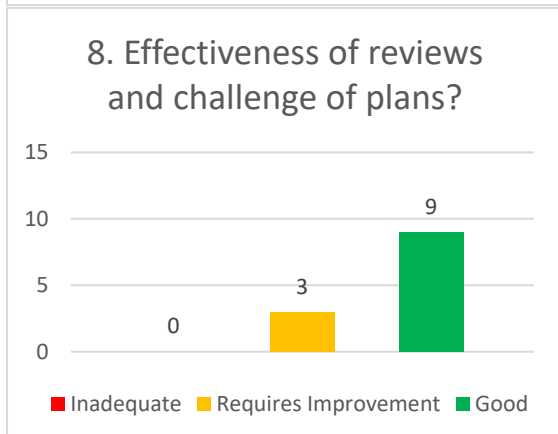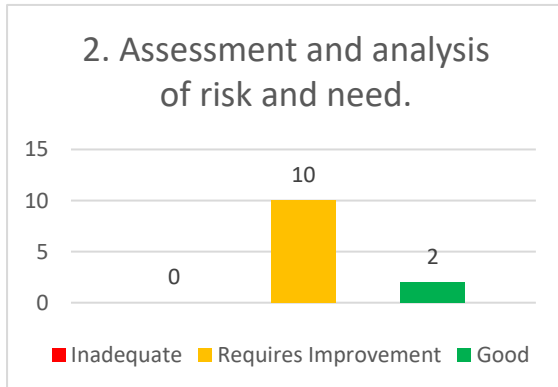
5. Summary of findings by domain

The following summarises the key learning from each area of focus for the audits.

5.1 Assessment, permanency planning and review

Children aged under 12 years in care for 12 months and more

2. Assessment and analysis of risk and need.

Inadequate: 11
Requires Improvement: 9
Good: 7

7. Quality of Plans

Inadequate: 17
Requires Improvement: 8
Good: 5

10. Plans for permanency achieved without delay?

Inadequate: 9
Requires Improvement: 12
Good: 6

8. Effectiveness of reviews and challenge of plans?

Inadequate: 8
Requires Improvement: 13
Good: 8

Children in care for 3 months or less (June to August 2018)

2. Assessment and analysis of risk and need.

Inadequate: 0
Requires Improvement: 10
Good: 2

7. Quality of Plans

Inadequate: 1
Requires Improvement: 9
Good: 2

8. Effectiveness of reviews and challenge of plans?

Inadequate: 0
Requires Improvement: 3
Good: 9

10. Plans for permanency achieved without delay?

Inadequate: 1
Requires Improvement: 4
Good: 6

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There is evidence of improved assessment processes and more urgency in permanency planning evident in recent case records, with focus on contingency and parallel planning, and using PLO processes to progress plans for children.
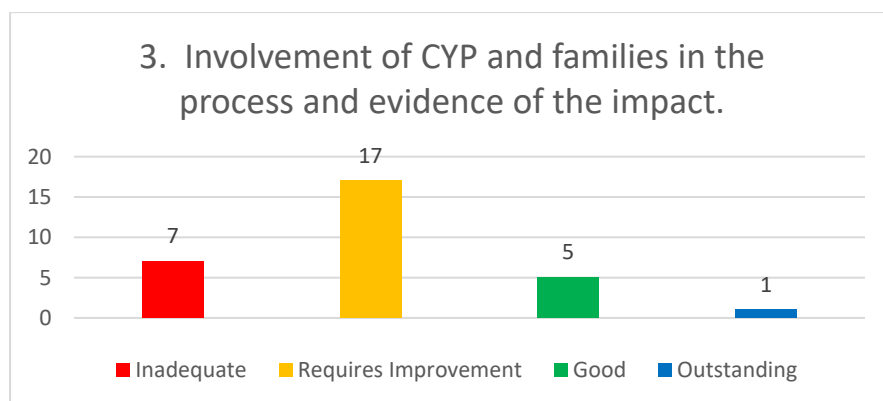
There is still inconsistency in quality of care plans and although the majority of children in care for more than 12 months are in permanent and stable placements, and legal processes are in place to support this, there are some delays in formalising these through panel and matching processes which will give both child and carer the reassurance that the child will remain in their current home until they reach adulthood. These factors are the main features of the plans graded inadequate in this cohort, and this delay was not always identified or challenged by either the IRO, or the supervising social worker.

The new Strengthening Families format for Care Plans has improved the focus on the child and supported the recording of clear actions with timescales, but there continues to be some care plans which are not SMART and some which are general to all children in a family rather than identify the particular needs of each child.
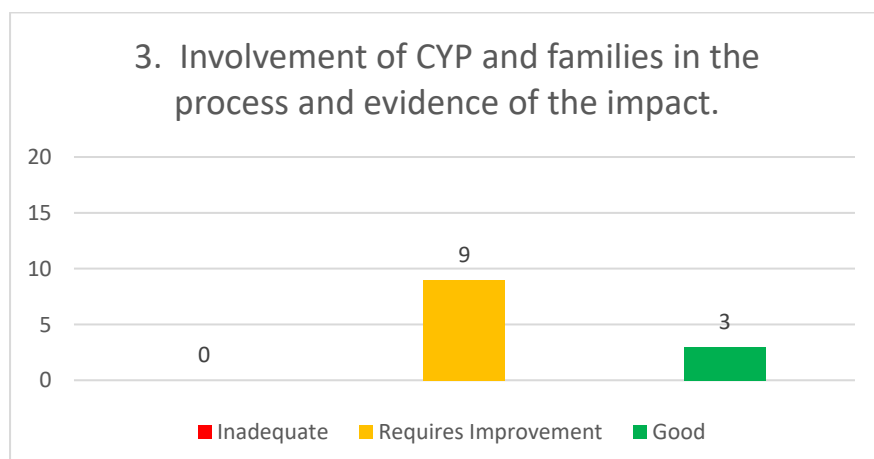
Effectiveness of the review process is showing better impact on outcomes for children, with more evidence of IRO challenge both through formal and informal processes.

5.2 Involvement of and direct work with children

Children aged under 12 years in care for 12 months and more

3. Involvement of CYP and families in the process and evidence of the impact.

Inadequate: 7, Requires Improvement: 17, Good: 5, Outstanding: 1

Children in care for 3 months or less (June to August 2018)

3. Involvement of CYP and families in the process and evidence of the impact.

Inadequate: 0, Requires Improvement: 9, Good: 3

Recording of direct work with children is improving with evidence of uploaded documents, use of tools and engagement of children in their plans and reviews. Some examples of imaginative and productive life story work were seen in audits.

However there are still gaps and deficits in practice in relation to work with children to understand their life story, particularly when they are in a permanent placement away from their birth parents. Where children are placed with family members there is some evidence that social workers rely on family members to help children understand their situation, rather than undertake life story and identity work with them.

Social workers are able to demonstrate in case discussion that they know their children well, and have built a positive relationship with them but this is not always reflected in the child's record.

Where visits to children have been observed as part of the audit process (11 home visits observed), there was evidence that children had good relationships with their caseworkers, could engage in constructive discussion about their plan and their placement and that their views and wishes were important and taken into consideration in any planning decisions.

5.3 Quality of placements

Children aged under 12 years in care for 12 months and more
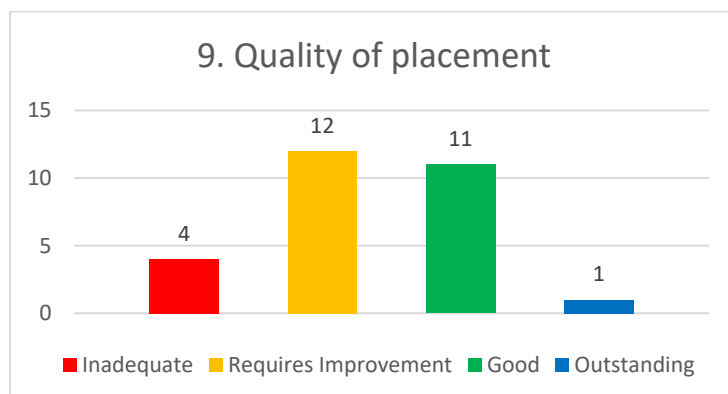
Children in care for 3 months or less (June to August 2018)
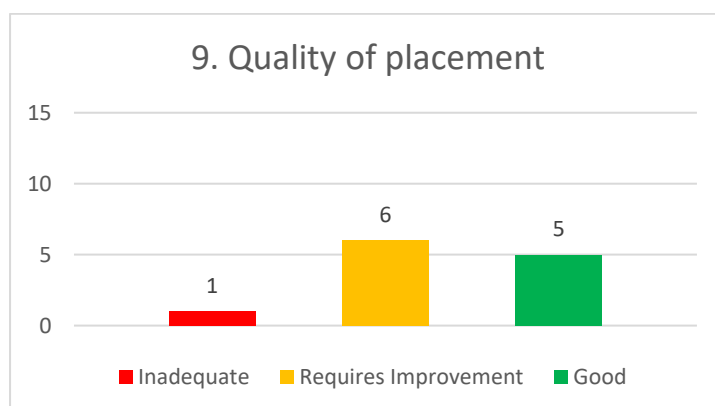
The majority of children in care for twelve months or more are in settled placements, where their needs are met by foster carers or adoptive parents. The cases where the placement was graded

Inadequate have been reviewed and the factors influencing the grade in three of the cases were in relation to gaps in processes which should have supported the placement, including introductory visits, LAC visit within 3 days, placement planning meetings in timescales. In all these cases the children are thriving in placement.

In one case the child has a disability and requires an additional support package for what is a positive match with committed carers. In one case, there is a programme of work underway with foster carers before the match returns to Fostering Panel and this is not fully recorded on the child's record.

The formal processes to match and record these as permanent placements are not always followed in a timely way. There were examples of delays in convening permanence planning meetings and in taking cases to panel for formal matching even though children are well settled and thriving.

There are a number of children in the audit cohort already placed for adoption, but processes to track and ensure applications are made to the court in an appropriate timescale for the child are insufficiently robust.
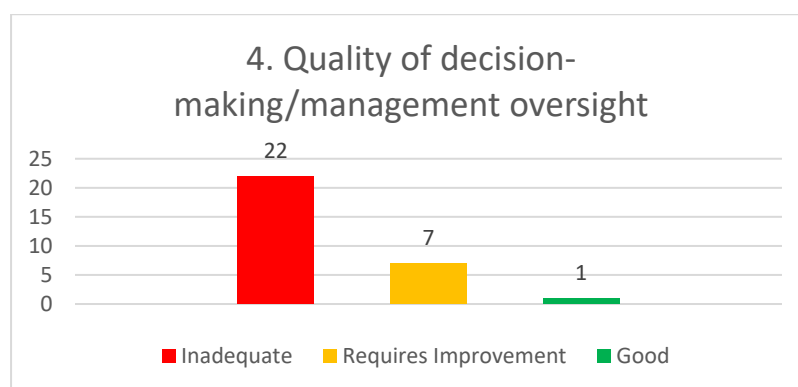
Where contact with family is part of the plan, there is evidence that this is recorded and managed. Children are in school and there is evidence of positive relationships with schools and other partners. However there are gaps in timeliness of health assessments and recording of Personal Education Plans (PEPs), and not all children have had their emotional wellbeing assessed using the Strengths and Difficulties Questionnaire (SDQ).

There is evidence of good partnership working between the permanence, fostering and adoption services in most cases, with carers well supported, and examples of positive family finding.

There are however gaps in knowledge of placement and adoption processes on the part of some social workers regarding the importance of Later Life letters, Child Permanence Reports and life story work, evidenced in the discussion with social workers during the audit process.

5.4 Management oversight and supervision

Children aged under 12 years in care for 12 months and more

Children in care for 3 months or less (June to August 2018)

4. Quality of decision-making/management oversight

	Inadequate	Requires Improvement	Good
Value	3	5	4
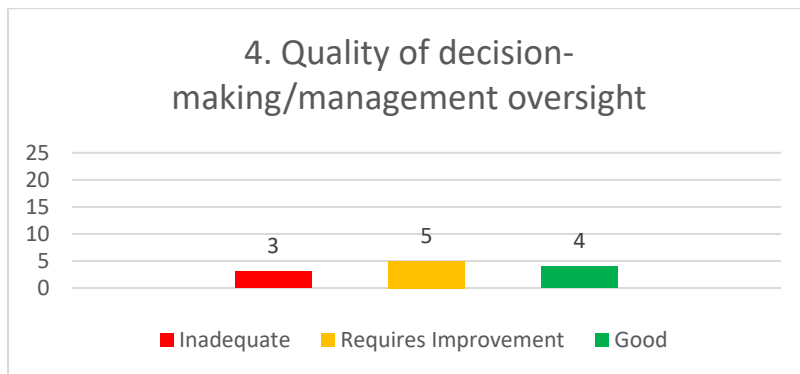
There is evidence that recording of supervision and frequency of supervision is improving although not yet consistent across all teams and services, and is not having the desired impact of progressing plans and supporting workers to reflect on their practice in all cases.

Management oversight is more evident in case records through the case note function and on this small sample there is evidence this is improving in more recent work.

The quality of supervision however remains variable, and although Strengthening Families templates are now in use, supervision records continue to demonstrate a task focused approach with less evidence of reflective discussions.

When case related tasks are agreed, there is not consistent evidence that completion is followed up by managers.

Group supervision with Consultant Practitioners is recorded and evidences that reflective discussion does take place in this forum.

The inconsistent practice in tracking and progressing permanence processes in some cases is further evidence that management oversight requires improvement.

6. Summary of Learning Points

6.1 Features of practice graded good or outstanding
- Stable placements meeting the individual needs of children, offering permanent family homes
- Evidence of direct work with children, focusing on life story work and support for their permanent placement
- More urgency in permanency planning evident in recent admissions to care
- Improvement in timeliness and quality of assessment and analysis of risk, case recording, updated case summaries and purposeful visits to child
- Good partnership working, particularly with schools
- Improved frequency of recorded supervision and management oversight
- Statutory reviews of plans within timescales, focusing on progressing actions, and involving children, young people and carers, although these continue to be recorded in case notes in some cases rather than on the review template.
- Social workers know the children allocated to them and speak confidently about their work and their interventions
- Practice observations noted purposeful visits and positive relationships between social worker, child and carers
- Evidence of challenge from the IRO service leading to improved planning

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6.2   Features of practice graded Requires Improvement and Inadequate

- Decision making not timely or well recorded. Supervision not reflective or supportive of proactive interventions; lack of focus on compliance with agreed actions Poor quality of written care plans, which are not SMART or child focused (Strengthening Families format is achieving some improvement)
- Delays in implementing permanency plans – permanency planning meetings and matching processes not carried through in a timely way, even though children were settled in their placements. These delays are not always consistently challenged by the IRO.
- Pre-meeting reports not completed before the LAC review, leading to delays in review outcomes and minutes being recorded
- Gaps in life story work and limited direct work – some as a result of changes of social workers.
- Poor visibility of children in some records – absence of their 'lived experiences'.
- Delays in health assessments, PEPs and use of SDQs
- No systematic use of genograms or chronologies
- Inconsistent use of contingency planning
- IRO challenge not always present, or when challenge has been made, not consistently actioned

7.   Conclusion

In considering two cohorts of children looked after, it has been possible to recognise and evidence some emerging signs of improving practice in more recent work, particularly in relation to assessment and more timely planning.
Management oversight and compliance with standards for supervision has also shown some signs of improvement; improving the quality must continue to be a priority area, with more rigorous management guidance to practitioners, to ensure both quality of intervention and compliance with practice standards.

The role of the IRO is essential for supporting review and challenge of any plan where there is drift and delay, particularly in cases where there has been historic poor practice; this role can be seen to provide additional oversight and challenge in some of the audited cases but must be used more consistently.

Placement stability is a positive feature of the cases subject to audit and a priority must be to continue to recruit and support foster and adoptive carers who can meet the diverse needs of Croydon's looked after children.

Practitioners have demonstrated that they know their children and are passionate about achieving the best outcomes for them, but they continue to need development opportunities to improve their direct work and ensure they have the necessary knowledge to achieve permanency for the children they work with.

There is some evidence that performance reporting on a team level is beginning to impact on practice, and rigour in accuracy of data and a system which supports practitioners, must continue to be a priority for improvement

However management oversight and supervision is still an area of concern and must continue to be a priority for improvement to support practitioners to drive plans, follow processes to achieve

permanence in a timescale appropriate for the child, and ensure learning and development is targeted to workers and teams to build skills, knowledge and capabilities.

September 2018

Appendix 1 – Action Plan

Action	Timescale	Lead	Impact
Continue to develop and roll out ongoing management development programme for all team managers which addresses supervision, challenge, performance and capability management	Programme development underway; delivery of first module 12th October 2018	Nicky Shaw Learning and Development Manager	Improved managers' skills and knowledge leading to improved interventions and outcomes for children
Target essential skills training in relation to life story work, direct work with children and adoption planning and processes on social workers in permanence service	Training courses already in calendar from September 2018.	Nicky Shaw Learning and Development Manager	Improved practitioners' skills and knowledge leading to improved interventions and outcomes for children helping them to understand their heritage and reasons for being in a permanent placement
Develop a set of expectations for life story work with children moving into placement and explore the feasibility of including a workflow on CRS	December 2018	Moira Keen HOS and Simon Townend Children's Systems Strategic Lead	Improved life story work meaning that children are supported to understand their heritage, reasons for being in care and have a sense of their identity as they move into adulthood.
Review impact of launch of new LAC review process in relation to the role of the IRO through: • CERP report to CSMT quarterly; • Service spotlight session reviews quarterly; • Reports to CSMT on midway reviews of IROs quarterly	QA report to CSMT December 2018 Spotlight sessions October 2018 and January 2019	Shaun Hanks, QA HOS Heads of Service	Improved challenge, compliance and quality of care plans, leading to more timely permanence plans and improved outcomes for children
Review and streamline the workflow on CRS for making placements and achieving permanency	December 2018	Wendy Tomlinson HOS and Simon Townend	Reduction in drift and delay in progressing permanency plans
Fully embed the permanency tracker and review at performance meetings	Review of tracker in place from November 2018	James Allen and Simon Townend Review by HOS	Reduction in drift and delay in progressing permanency plans
Develop targeted performance reporting on critical areas, including care plans, visit and reviews	October 2018	James Allen Performance, Intelligence and Data Quality Manager	Improved compliance with Practice Standards, improved planning and more timely permanence arrangements for children
Introduce weekly data quality checks to close gaps in recording and data accuracy on targeted areas including visits, care plans and reviews	October 2018	James Allen	Improved compliance with Practice Standards, improved planning and more timely permanence arrangements for children

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For general release

REPORT TO:	**Children and Young People Scrutiny Committee**
	27 November 2018
SUBJECT:	**Performance of academy schools in Croydon**
	Overview and analysis of elective home education, fair access panel and children missing education.
LEAD OFFICER:	**David Butler, Director of Education**
CABINET MEMBER:	**Councillor Alisa Flemming Cabinet Member for Children Young People and Learning**
PERSON LEADING AT SCRUTINY COMMITTEE MEETING:	**David Butler – Director of Education**
	Shelley Davies – Head of Education Standards, Safeguarding and Inclusion

ORIGIN OF ITEM:	**This item is contained in the Sub-Committee's approved work programme.**
BRIEF FOR THE COMMITTEE:	**To consider the performance of children and young people with SEN, the work of the 0-25 team and SEN funding.**

1. EXECUTIVE SUMMARY

This report summarises / compares the performance of children and young people in Croydon Local Authority maintained schools and academies for the academic years 2015/16 and 2016/17.

In July 2017 17 of our secondary schools were academies and 43 of our primary schools were academies.

The report compares and analyses the performance and exclusions in our local authority schools with our academy schools. It also provides detail and analysis of elective home education, Fair Access Panel and 'Children Missing education' (CME).

2. Performance (outcomes and exclusions) of academy schools in Croydon compared with local authority schools. Overview and analysis of elective home education and children missing education.

2.1 **Borough Context**

The large majority of our secondary schools are Academies and those that are not are Diocesan schools and 43 of our primary schools are academies. We have a small number of 'stand alone' academies but the majority are part of a 'Multi Academy Trust'

Overall in 2015/16 and 2016/17 Croydon achieved some significant steps forward: continued improvements in the early years foundation stage, above national attainment at the end of both key stage one and key stage two, improved Ofsted ratings of our secondary schools, and early years, phonics, KS1, KS2 and progress 8 figures above the national average.

Outcomes for the most recent academic year are yet to be validated but unvalidated figures, which will be reported in the standards report to Cabinet in March, show a continuing upward trend at all Key Stages.

2.2 **Overview of Academies (performance, exclusions, FAP and comparison with our Local Authority maintained schools.**

Performance:

KS2 – combined reading, writing and mathematics attainment
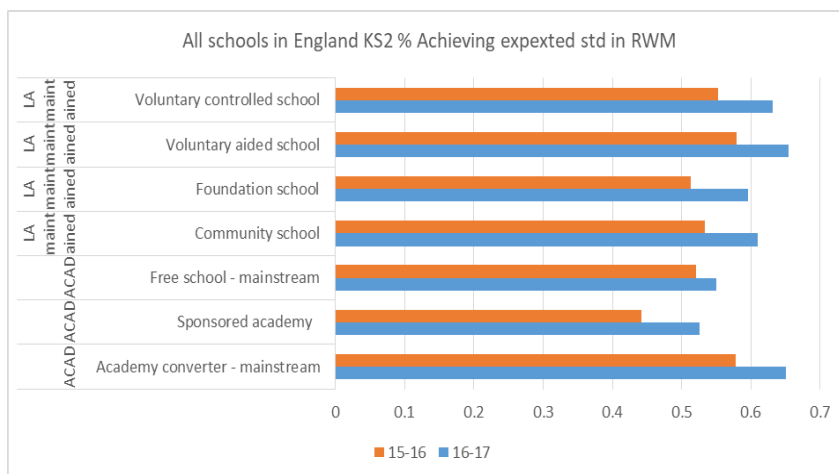
N.B England average includes special schools

Schools in Croydon KS2 % Achieving expected std in RWM

	LA maintained	ACAD
16-17	67%	66%
15-16	59%	56%

■ 16-17   ■ 15-16

Schools in England KS2 % Achieving expected std in RWM

	LA maintained	ACAD
16-17 % RWM	62%	61%
15-16 % RWM	55%	53%

■ 16-17 % RWM   ■ 15-16 % RWM

KS2 RWM gap between highest and lowest achieving schools in Croydon

A bar chart showing the KS2 RWM gap between highest and lowest achieving schools in Croydon, with values for 2016-17 (blue) and 2015-16 (orange).

- LA MAINTAINED: 63% (2016-17), 66% (2015-16)
- ACAD: 76% (2016-17), 55% (2015-16)

KS2 outcomes across all schools in combined reading, writing and mathematics for Croydon pupils were above the national average in both 2015/16 and 2016/17. However the performance of our local authority maintained schools was above (by 2%) that of our academies. This is due in part to the extremely low outcomes in two of our academy schools which have since been re-brokered to another academy chain. It also masks the good outcomes that were achieved by other academy schools.

There is a big gap between the outcomes in our highest and lowest LA maintained schools and academy schools in Croydon. In 2016/17 there was a 76% difference between our highest performing academy school and our lowest performing and this can mask the positive outcomes in a larger number of our academies.

In both academic years 2015/16 and 2016/17 our academy schools were in line with the England average and our LA maintained schools were above. However the outcomes of our pupils in academies were very low in a small number of these schools

As a result of the low outcomes in our academy schools over these academic years we ensured that this was followed up with the RSC (Regional Schools Commissioner) in two of our schools this resulted in a re-brokering to a new academy sponsor.

Maintained schools with low outcomes in these two academic years were challenged and supported through our SPRM (School Progress Review Meeting) process to ensure rapid improvements.We have seen positive impact of this programme in a number of schools.

Progress in Reading, Writing and Mathematics

Alongside attainment a key government measure at the end of key stage two is the progress made by pupils in individual subjects (reading, writing and mathematics) from their key stage one outcomes.

KS2 Progress in England is always 0 in reading, writing and mathematics.

Reading Progress

KS2 Reading progress gap between highest and lowest achieving Croydon schools

Writing Progress

KS2 writing progress gap between highest and lowest achieving Croydon schools

Maths Progress

KS2 Maths progress gap between highest and lowest achieving Croydon schools
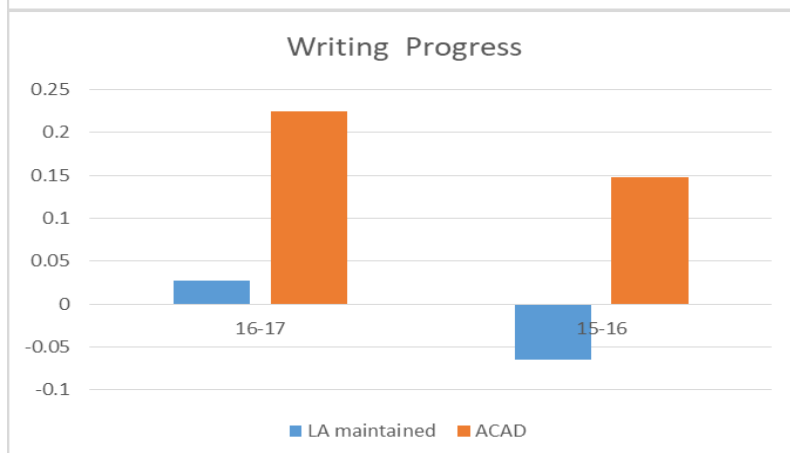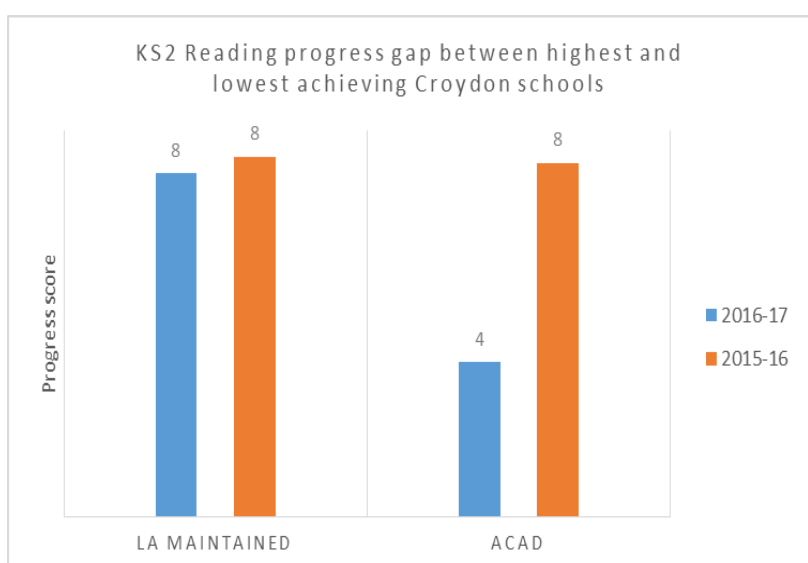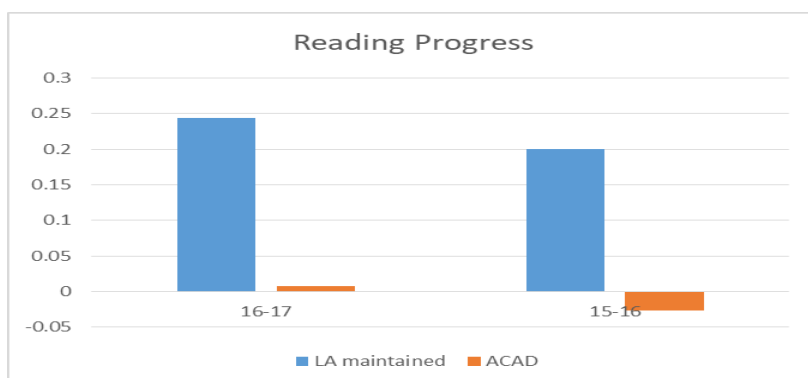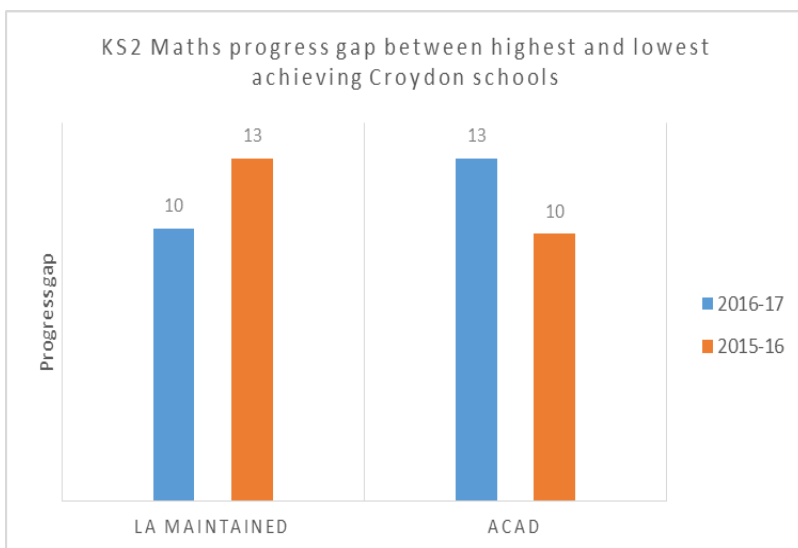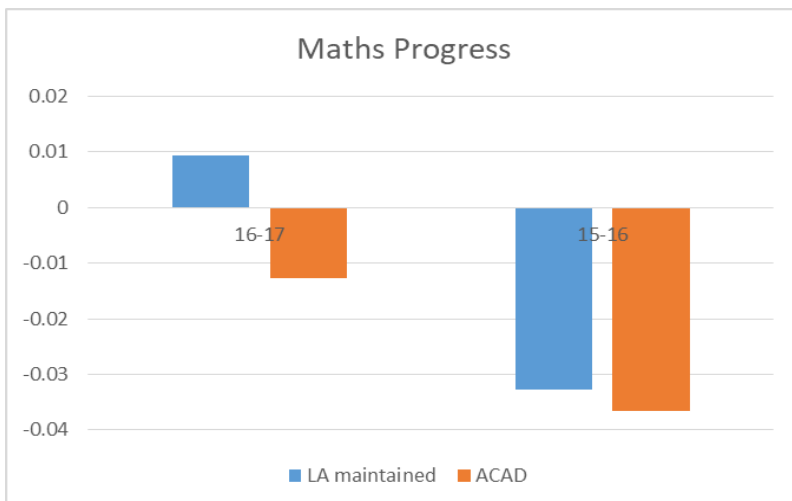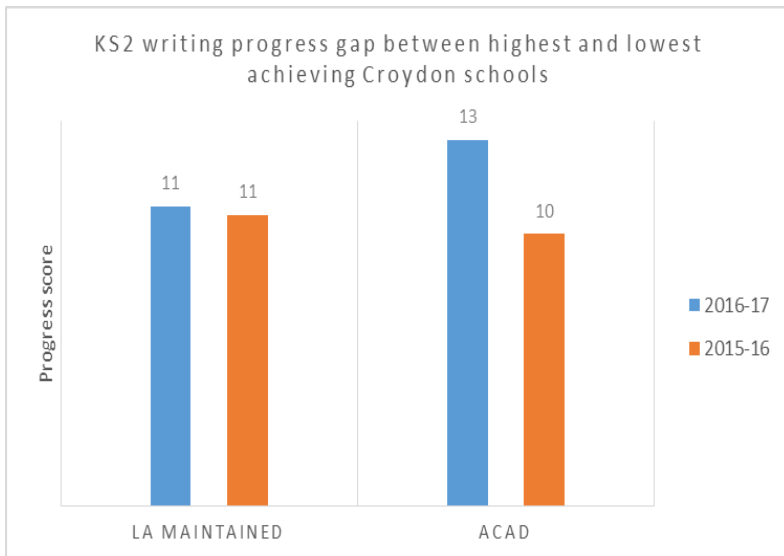
When comparing the progress made by pupils in our maintained schools with our academy schools there is a varied picture across the three subjects. You will also note that there is a big difference in the schools where pupils make the best progress and those where the least progress is made across all three subjects. For example in 2016/17 there were 13 progress points difference between the schools where pupils made the best progress compared with schools where pupils made the least progress.

In reading, the progress made by pupils in our LA maintained schools was better than by pupils in our academy schools in both 2015/16 and 2016/17. In 2015/16 the progress in reading made by our pupils attending an academy school was below the national average.

In writing, the progress made by pupils in our academy schools was better than by the pupils in our LA maintained schools in both 2015/16 and 2016/17. In 2015/16 the progress made in writing made by pupils in our LA maintained schools was below the national average.

In mathematics, in 2015/16 the progress made by pupils in both our maintained and academy schools was below the national average. The progress made by pupils in our LA maintained schools was above the national average in 2016/17 and below for pupils in our academy schools.

Where pupil progress was low in either reading, writing or mathematics in these academic years subject specific support was commissioned by the local authority for these schools.

See appendix 2 for Key Stage 2 outcomes by school (2016/17)
KS4 – pupil outcomes in attainment 8 and progress 8 measures (See Appendix 1 for definitions)

Schools in Croydon KS4 Attainment 8 score
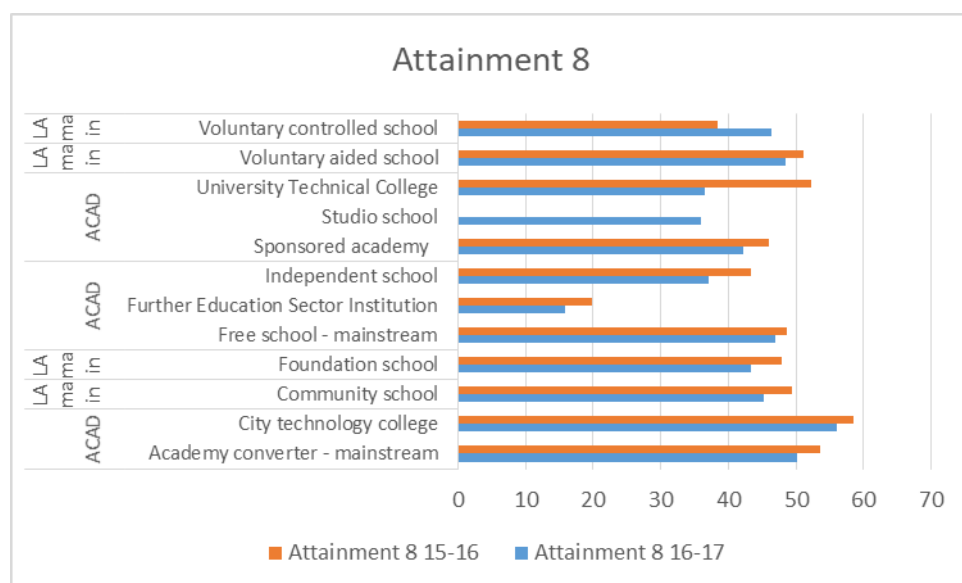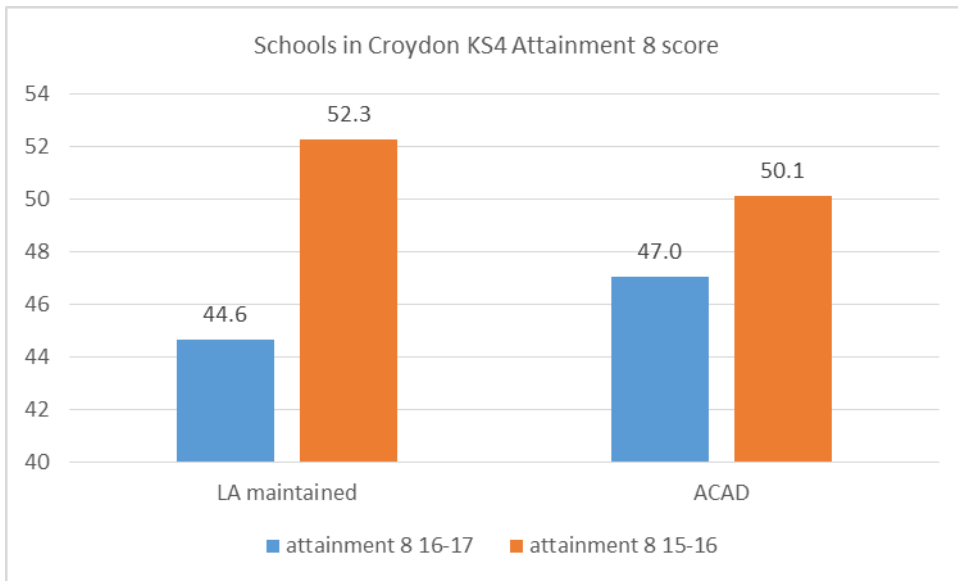
The progress score is -0.03 for state maintained schools in England whereas for all schools, including independent schools and colleges, the England figure is 0

State schools in England KS4 Progress 8 score

State schools in Croydon KS4 Progress 8 score

LA maintained	-0.09 (progress 8 16-17), 0.23 (15-16 Progress 8)
ACAD	0.20 (progress 8 16-17), 0.15 (15-16 Progress 8)

Legend: ■ progress 8 16-17 ■ 15-16 Progress 8

KS4 progres 8 score gap between highest and lowest achieving schools in Croydon

Progess 8 gap (y-axis): 0.00 to 1.40

	2016-17	2015-16
LA maintained	~1.24	~0.64
ACAD	~1.27	~0.68

Legend: ■ 2016-17 ■ 2015-16

Key stage 4 progress 8 outcomes for pupils attending an academy were above the England average in both 2015/16 and 2016/17. In our local authority maintained schools they were slightly below the England average in 2016/17. We commissioned additional support for those schools with concerning progress 8 outcomes across this academic years.

Progress 8 outcomes for pupils attending an academy school were better than for those pupils attending an LA maintained school in 2016/17 as shown in the data.

Key Stage 4 attainment 8 outcomes are very similar to progress 8 outcomes in terms of comparisons against the England average. Across both of these academic years pupils attainment 8 outcomes in academy schools was above the England average.

Attainment 8 outcomes for pupils attending a LA maintained school were slightly above those attending an academy school in 2015/16 and below those pupils attending an academy school in 2016/17.

The gap between the school where pupils make the best progress compared with the school that made the least progress was similar in both LA maintained and acedemy schools. In 2016/17 this was a wide gap of over 1.20 progress points.

See appendix 2 for Key stage 4 outcomes by school (2016/17)

2.3 Exclusions:

Exclusion from school
Pupils can be excluded from school either permanently or for a fixed period. These are formal sanctions that occur in response to breaches of the schools behaviour policy and there are regulations and guidance covering their use. Parents have various rights of representation in response an exclusion.

The national context
The Department for Education publishes the national comparative rate for exclusions from academies and from local authority maintained schools. This data is published annually in the summer following each academic year once it has been validated. The most recent national data release was for the 2016/17 academic year, which was published in July 2018. Validated data for the 2017/18 academic year will be published in July 2019.

The data captures three measures, which are broken down by primary and secondary schools.
These are:
- The number of permanent exclusions & this as a percentage of total pupil numbers;
- The number of fixed period of exclusions & this as a percentage of total pupil numbers; and
- The number of pupils with one or more fixed period exclusions & this as a percentage of total pupil numbers.

The percentage of total pupil numbers is particularly key. This is because with the rising school age population the headline numbers of exclusions may rise but it may not actually rise as a proportion vis-à-vis the total number of pupils in the cohort.

When assessing the Croydon exclusion figures for academies and local authority maintained schools these need to be benchmarked against the national figures to judge comparative performance. As the most recent national data is for 2016/17 it is not possible to make comparative judgements for any provisional 2017/18 data in this report.

As has been much reported 2016/17 saw a national rise in the number and rate of permanent and fixed term exclusions. The overall headline rate for permanent exclusions rose from 0.08 in 2015/16 to 0.10 in 2016/17. Fixed period exclusions

increased from 4.29% in 2015/16 to 4.76% in 2016/17. The rise nationally was principally attributed to an increase in exclusions in secondary schools.

<u>Permanent Exclusions from Primary Schools</u>
Nationally at primary school you are twice as likely to receive a permanent exclusion from a primary academy than from a local authority maintained primary school.

The data for 2016/17 comparing Croydon with England shows the following:
Permanent exclusions (Primary)

2016/17	% of the pupil cohort permanently excluded (England)	No of permanent exclusions (Croydon)	% of the pupil cohort permanently excluded (Croydon)
All Primary Schools	0.03%	9	0.03%
LA maintained Primary Schools	0.02%	3	0.02%
Primary Academies	0.04%	6	0.03%

In 2016/17 there were nine permanent exclusions from Croydon primary schools.

Of the nine permanent exclusions in 2016/17 three were from local authority maintained schools and six were from academies. Croydon's overall rate of permanent exclusion from primary schools' and the rate from local authority maintained primary schools in 2016/17 was in line with the national figures. The percentage rate of permanent exclusions from primary academies in Croydon was slightly better than the national figure.

The number of permanent exclusions in 2016/17 was an increase on the four permanent exclusions there were from primary schools in 2015/16, which were all from academies.

Exclusion data for 2017/18 is still provisional but local data indicates that the number of permanent exclusions from primary schools has remained static at nine, with three from local authority maintained primary schools and six from primary academies.

<u>Fixed Period Exclusions in Primary Schools</u>

In 2016/17 Department for Education data shows that there were 402 fixed term exclusions from Croydon primary schools. There were 205 pupils who received at least one fixed term exclusion during the academic year.

The data for 2016/17 comparing Croydon with England shows the following:
Fixed period exclusions (Primary)

2016/17	% of fixed period exclusions vis-à-vis cohort (England)	No of fixed period exclusions (Croydon)	% of fixed period exclusions vis-à-vis cohort (Croydon)

All Primary Schools	1.37%	402	1.18
LA maintained Primary Schools	1.23%	118	0.87
Primary Academies	1.86%	284	1.38

No. of pupils receiving one of more fixed period exclusions (Primary)

2016/17	% of pupils with 1+ fixed period exclusion (England)	No of pupils with 1+ fixed period exclusion (Croydon)	% of pupils with 1+ fixed period exclusion (Croydon)
All Primary Schools	0.62%	205	0.60%
LA maintained Primary Schools	0.56%	57	0.42%
Primary Academies	0.80%	148	0.72%

The rates of fixed term exclusions and the percentage of pupils receiving fixed term exclusions from Croydon primary schools (academies & local authority maintained) compares favourably to the figures for England overall.

However like the data for England overall there is a greater percentage use of fixed term exclusions in Croydon primary academies when compared to the percentage in local authority maintained schools; and a greater proportion of pupils in Croydon primary academies receive a fixed term exclusion. Eleven of the twelve Croydon primary schools with the highest percentage of pupils receiving a fixed period exclusion are academies.

Permanent Exclusions from Secondary Schools
Nationally pupils are slightly more likely to be permanently excluded from a local authority maintained secondary school than they are from a secondary academy.

Croydon's rate of permanent exclusion compares favourably with the figures for England overall. This is in part due to use of the Fair Access Panel, which brokers managed moves to other schools or makes offers of placements in alternative provision as an alternative to permanent exclusion of a pupil. Whilst this has the advantage of ensuring pupils remain in full time education the LA is aware of the need to monitor carefully to ensure all schools are inclusive and that students are not unnecessarily moved from their school where they have established relationships and support.

Like the national picture the percentage of pupils excluded from a local authority maintained secondary school is greater than that from a secondary academy. Of the two Croydon schools with the highest number of permanent exclusions in 2016/17 one was an academy and the other was local authority maintained.

The data for 2016/17 comparing Croydon with England shows the following:
Permanent exclusions (Secondary)

2016/17	% of the pupil cohort permanently excluded (England)	No of permanent exclusions (Croydon)	% of the pupil cohort permanently excluded (Croydon)
All Secondary Schools	0.20%	32	0.14
LA maintained Secondary Schools	0.21%	10	0.17
Secondary Academies	0.19%	22	0.13

This was an increase in 2015/16 when there was 20 permanent exclusions from Croydon secondary schools. Of these 15 were from secondary academies and five were local authority maintained schools.

The provisional exclusion date for 2017/18 indicates that there have been 25 permanent exclusions from Croydon secondary schools. Of these 14 were from secondary academies and 11 were from local authority maintained schools.

Fixed term exclusions in Secondary Schools

As a percentage Croydon secondary schools (both local authority maintained and academy) issue fewer fixed term exclusions when compared to the national percentage. One secondary academy in Croydon accounted for 19.3% of all Croydon secondary fixed term exclusions and 26.1% of all Croydon secondary academy fixed term exclusions.

However the percentage of pupils who received at least one fixed period exclusion was greater than the comparative national figure with one in twenty of secondary age pupils receiving at least one fixed term exclusion during 2016/17.

There were four Croydon secondary schools where more than 10% of pupils received a one or more fixed term exclusions during the academic year. Two of these were academies and two were local authority maintained.

The data for 2016/17 comparing Croydon with England shows the following:
Fixed period exclusions (Secondary)

2016/17	% of fixed period	No of fixed	% of fixed period

	exclusions vis-à-vis cohort (England)	period exclusions (Croydon)	exclusions vis-à-vis cohort (Croydon)
All Secondary Schools	9.40%	1,689	7.61
LA maintained Secondary Schools	8.85%	444	7.78
Secondary Academies	9.66%	1245	7.54

No. of pupils receiving one or more fixed period exclusions (Secondary)

2016/17	% of pupils with 1+ fixed period exclusion (England)	No of pupils with 1+ fixed period exclusion (Croydon)	% of pupils with 1+ fixed period exclusion (Croydon)
All Secondary Schools	4.62%	1,142	5.14
LA maintained Secondary Schools	4.68%	316	5.54
Secondary Academies	4.59%	826	5.00

Looked After Children

There is no national published comparative data for the exclusion rates for looked after children.

Local data however indicates that in 2016/17 that there were no permanent exclusions for looked after children from Croydon schools. There were however 60 fixed period exclusion issued to looked after children. 16 of these were from primary schools and 44 were from secondary schools. This related to 11 primary age pupils and 36 secondary age pupils.

Students at risk of exclusion are identified and supported with the allocation of a Virtual School officer to intervene and/or advocate on behalf of the student. Intervention can often be in the form of negotiations with relevant stakeholders to identify strategies to assist the student to remain within their current education setting or identification of suitable alternative full-time education setting to meet the needs of the student. The aim to always avoid a permanent exclusion for our students.

2.4 Fair Access Panel

Since 2013 Croydon has utilised its Fair Access Panels to support Primary and Secondary Schools to prevent the need for permanent exclusions.

Primary Fair Access

The Primary Fair Access panel was used as a forum to provide advice to schools and acted as gatekeeper to primary PRU places at Bramley Bank. Primary schools could refer pupils to the panel to see if a place could be offered at Bramley Bank as an alternative to permanent exclusion. The panel consisted of a number of head teachers from Croydon primary schools; the head teacher from Bramley Bank; and the appropriate specialist officers from the local authority.

In 2016/17 55 pupils were referred to the Primary Fair Access Panel. Five of these were hard to place pupils who required a mainstream school place. The remainder were cases presented by schools of pupils who were considered at risk of permanent exclusion. Only a small proportion of these were offered a place at Bramley Bank.

A lack of available places at Bramley Bank meant it was decided to revise the existing primary fair access process during at the end of the autumn term of 2017/18. This was carried out in consultation with primary headteachers.

A new staged approach was launched in the summer term of 2018 and separates the advice to schools stage from the stage that enables access to primary PRU places at Bramley Bank. The new Primary Inclusion Forum is a collaborative meeting where schools meet as a group to discuss pupils of concern, devise strategies and offer mutual support and advice. Feedback from those schools that have attended the forum has been positive. We have been able to support a number of successful managed moved across our primary school thus negating the need to move these pupils to the primary PRU.

Places at Bramley Bank, as an alternative to permanent exclusion, will continue to be offered through the Primary Fair Access Panel to suitable cases. All referrals to the panel require the consents of the child's parents/carers before they can be discussed and considered for a place.

At present priority for places is for pupils who have been permanently excluded from school. There is currently no additional available capacity at Bramley Bank to offer alternative placements through Fair Access. Arrangements are being put in place to create additional places. It is expected that these places would become available from January 2019.

Secondary Fair Access

Since 2013 Croydon's Secondary Fair Access Panel has been successful in reducing the number of permanent exclusions from Croydon secondary schools.

Prior to the panel there were in the region of 70 to 80 permanent exclusions a year from Croydon schools. In addition to this schools used to arrange managed moves between themselves as alternatives to permanent exclusions. The number of managed moves that occurred was not recorded as this was arranged at school to school level so it is not possible to compare data.

The Fair Access Panel formalised much of the managed moves that had previously occurred between secondary schools. The panel acts in part as a managed move brokerage for Croydon schools and provides a greater level of scrutiny, transparency and accountability than the previous system where managed moves were individually negotiated at school level. All referrals to the panel must have the consent of the pupil's parent/carer before they can be considered.

The panel can offer pupils who have been referred either a place at another mainstream secondary school or a place either at Saffron Valley Collegiate, our secondary PRU or in another alternative provider. Parents can decline the offer from the fair access panel if they wish. In those circumstances it would be for the headteacher of the school to decide whether they then wished to proceed with the formal permanent exclusion process.

The panel also considers hard to place pupils from admissions. These could be pupils who are new to Croydon who are in need of a school place but whose personal histories make securing a school place more challenging or they could be pupils considered ready for reintegration to a mainstream school from Saffron Valley Collegiate.

The panel is coordinated by the local authority and chaired by a senior leader from a Croydon academy. Senior representatives from most Croydon secondary schools attend as do key people from the police, children's social care, the virtual school and the youth offending service ensuring there is a holistic multi-agency approach to deliberations and the decision on any new placement is informed by a range of information.

Referrals to the fair access panel are considered under one of three categories. These are:
- Cases – hard to place pupils who are unable to secure a school place through normal admission procedures and need to be placed under the Fair Access Protocol
- Alternative to exclusion – referrals from schools as an alternative to permanent exclusion
- Prevention – referrals from schools for other reasons (i.e. a breakdown in relationships) where a managed move is felt to be desirable

In 2016/17 a total of 375 pupils were discussed at the Secondary Fair Access Panel. These broke down as follows:
- Cases - 122
- Alternative to exclusion – 140
- Prevention – 113

Seven schools referred 15 or more pupils to the panel. Of these five were Croydon academies and two local authority maintained.

In 2017/18 the number of pupils discussed at the Secondary Fair Access Panel had reduced to 319. These broken down as follows:
- Cases – 101
- Alternative to exclusion – 115
- Prevention – 79
- Placement breakdown - 14

There were 179 pupils referred to the panel from Croydon secondary schools and those schools offered places to 206 pupils.

	No. of Offers	No. of Referrals
LA Maintained	64	32
Academies	142	147
PRU and AP	81	40

71% of the offers made by the panel were offers of a place in a mainstream school.

2.5 Elective Home Education – Croydon numbers and reasons for parents choosing this type of education:

Parents/carers have the right to educate their children at home. When opting to home educate the parent assumes full responsibility for their education; including teaching, curriculum content and any exam arrangements. There is no nationally published data that enables us to compare Croydon's data with data nationally.

In 2016/17 100 children were newly registered as elective home education in Croydon. There were a range of reasons given for this by parents/carers. The most commonly cited reasons given for opting to home educate a child of compulsory school age were:
- a short term intervention (i.e. waiting for a place at a school of choice)
- philosophical/ideological; and
- dissatisfaction with the education system

Of the 100 children newly registering in 2016/17 71 previously attended a Croydon school with academies accounting for 58 of the newly register pupils. 39 had attended a Croydon primary academy and 19 previously attended a Croydon secondary academy.

A total of 13 children previously attended local authority maintained schools. Of these 12 attended a local authority maintained primary school and one previously attended a local authority maintained secondary school.

In 2016/17 the percentage of the pupils leaving both the primary or secondary phases and registering for elective home education were disproportionately from

academies.

Academy (Primary)	LA Maintained (Primary)	Academy (Secondary)	LA Maintained (Secondary)	OOB/Ind/Other
39 (76.5%)	12 (23.5%)	19 (95%)	1 (5%)	29

The other 29 children came from a mix of independent schools, academies and maintained schools in other local authority areas and parents who are already home educating their children who have moved to Croydon.

The pattern was similar in 2017/18 with 87 children being newly registered at elective home education. (See bullet points above citing main reasons for this)These again disproportionally previously attended Croydon academies. Twenty-nine had previously attended a Croydon primary academy and 18 having previously attended a Croydon secondary academy. One primary academy accounted for ten of the newly registered pupils during this year.

A total of 13 had previously attended local authority maintained schools. Of these 11 had attended maintained primary schools and two had attended maintained secondary schools.

Academy (Primary)	LA Maintained (Primary)	Academy (Secondary)	LA Maintained (Secondary)	OOB/Ind/Other
29 (72.5%)	11 (27.5%)	18 (90%)	2 (10%)	27

The other 27, similar to 2016/17 had previously attended independent schools or schools and academies in other local authority areas or who had moved to Croydon and were already home educating their children.

2.6 Children Missing from Education and how they are tracked:

Children Missing from Education (CME) are children who leave a school roll and have no known new school destination. This could be because they have moved abroad; moved to another part of the country and have not yet secured a new school place; or have stopped attending the school and the school has not been able to locate the family.

These pupils are referred to the local authority who will attempt to trace pupils. This fulfils both an essential safeguarding function and ensures young people who are in the UK and remain missing from education are supported to secure education where they are living.

There is no national data against which Croydon's data can be benchmarked.

The number of CME referrals by type of school and phase for 2016/17 and 2017/18 is:

Primary School CME Referrals	2016/17	2017/18
Croydon LA Maintained	205	233
Croydon Academies	337	434

Secondary School CME Referrals	2016/17	2017/18
Croydon LA Maintained	27	63
Croydon Academies	155	184

On receipt of a referral the CME Officer conducts an initial risk assessment based On the presenting information and an initial check to see if the child is currently known to Children's Social Care. The risk assessment process will help prioritise the CME caseload to ensure the most urgent cases are dealt with promptly and appropriately.

Once a case has been prioritised in our weekly triage, checks are carried out to gather information in relation to the child and their family which may help to locate the child.

These checks may include but not exhaustive of:

- Information to be gathered from the previous school, e.g. attendance, behaviour, any risk factors;
- If the child has any siblings of school age, is there any information available in relation to the siblings' current educational status;
- Are the family known to the Youth Offending Service;
- Are any of the family members known to any internal agencies, e.g. Family Resilience Service, CYPRS, SEN
- Is any helpful information available on the Council Tax Register

All CME cases are continuously risk assessed to ensure actions are conducted based on the current level of risk. We hold a monthly case review to look at older cases that maybe stuck, to identify a new course of action and avoid long periods of drift.

Response times may differ dependant on current CME caseloads. The aim is to take action on level 1-2 cases with low risk within 5-10 days, with more vulnerable families and complex cases being actioned between 1-2 days.

As of the start of the academic year 18/19 we have received 397 CME referrals. The average time from receiving the referral to the child being located and cased close currently stands at 19 days.

2.7 Engagement with the Council, Relationships and Local Accountability:

It is paramount that we have positive relationships with all of our schools including academies in order to ensure that all of our pupils have at least a good standard of education, good outcomes and are prepared for the next stage in their education / training /future beyond school. In the view of the Local Authority the type of school is immaterial – they all educate Croydon children and we have a duty to work together.

As a Local Authority we commission link advisers for all of our schools including academies as we recognise that it is important to have a good understanding of the education that all our pupils are receiving. This also ensures that we know where additional support needs to be given and where we can share best practice. Link advisers visit our academies at least once a year but for academies causing concern we offer additional support through our 'School progress review meeting' programme. A number of academies have engaged with this type of support although not all of those causing concern. Where an academy declines to accept a link adviser visit we carry out a desk top exercise of key indicators to inform our view of the school. Such indicators include attainment and progress data, attendance, exclusions, complaints and safeguarding referrals from Ofsted.

There are various levels of engagement from all of our schools but we ensure that we have representatives from both LA maintained school and academies on our Educations Sub-groups (CSCB), headteacher advisory panel and all headteachers are invited to attend the primary headteacher breakfast briefing and the secondary Croydon Head Teachers Association meetings, which are always attended by the Director of Education and Youth Engagement.

All of our schools regardless of their status are engaged in the secondary fair access panel – this ensures that there are transparent discussions about individual pupils and the best next steps for each of them in terms of a managed move to another school.

In terms of our local authority categorisation procedures (see appendix) this is carried out for all schools regardless of their status. Both academies and LA maintained schools are discussed at the 'Learning and Inclusion' board chaired by our Lead Cabinet Member.

Where there are concerns about the performance of Academies it is the responsibility of the Regional Schools Commissioner (RSC) to challenge and seek assurance. The RSC has the same powers of intervention as a Local Authority in maintained schools, such as issuing warning notices, and in addition may ultimately require an Academy to be partnered with a new sponsor.

We have regular meetings with the RSC to discuss any concerns that we have about any of Croydon's academies. We are able to demonstrate the impact of the meetings that we have with the RSC through, for example, the

positive re-brokering that took place of two of our academies during the last academic year. We have seen significant improvement in these two schools within the first term of the re-brokering.

2.5 **Information on the Secondary School Heads Network (How does the council fit into this, how is good practice and learning shared)**

Croydon Secondary headteachers all belong to the CHTA (Croydon Head Teachers Association) and they attend a regular meeting which is chaired by an elected head teacher. This meeting has a clear agenda that is set by the group and includes discussions on attainment, progress, safeguarding, curriculum initiatives, a verbal report from the Local Authority including updates, joint working and agreed priorities. Any matters of concern from the Local Authority are also raised to be addressed by the group. Included within this meeting are opportunities for head teachers to share good practice and work in partnership. Head teachers from the large majority of secondary schools attend this meeting.

CONTACT OFFICER: Shelley Davies, Head of School Standards, Safeguarding and Inclusion

BACKGROUND DOCUMENTS: None

APPENCICES: Appendix 1 Changes to how pupil attainment is measured (Progress 8 Attainment and measurement)
Appendix 2 Key stage 2 and 4 outcomes by school (2016/17)
Appendix 3 Exclusions from Croydon Secondary Schools (2016/17) – order by % number of pupils receiving one or more FPEx
Secondary Fair Access- Referrals and Offers 2017/18
Appendix 4 Elective Home Education

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Appendix 1:

Changes to how Pupil attainment is measured (Progress 8 attainment and measurement)

Progress 8 and Attainment 8 are the two measures that schools have judged against since 2016. They are designed to encourage schools to offer a broad and balanced curriculum at KS4.

Progress 8 aims to capture the progress a pupil makes from the end of primary school to the end of secondary school. It is a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils with the same prior attainment. It is based on a student's progress measured across 8 subjects:

•English
•Mathematics
•Three other English Baccalaureate (EBacc) subjects (sciences, computer science, geography, history and languages)
•Three further subjects, which can be from the range of EBacc subjects, or can be any other GCSE or approved academic or vocational qualification

Attainment 8 measures the average achievement of a pupil across 8 qualifications including mathematics (double weighted) and English (double weighted), 3 further qualifications that count in the English Baccalaureate (EBacc) measure and 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.

From 2017, pupils have been tested on the 'reformed GCSEs' in English language, English literature and maths and other key curriculum areas, these are now graded on a 9 to 1 scale. (Previously A* - E grading)

The headline English and maths measure is the percentage of pupils achieving a grade 5 or above in both English and maths. There is also an additional measure showing the percentage of pupils achieving a grade 4 or above in both English and maths in performance tables.

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Appendix 2:

KS2 outcomes by school 2016-2017

	Key Stage 2 final results 2016-17	No in cohort	% of pupils achieving expected std RWM	Reading Avg. Prog. Score	Writing Avg. Prog. Score	Maths Avg. Prog. Score
3417	Aerodrome Primary Academy	60	53%	-0.2	+1.4	+1.4
3000	All Saints CofE Primary School	56	30%	-3.8	-1.7	-3.7
2016	Applegarth Academy	63	84%	+4.5	+5.2	+2.3
2013	Ark Oval Primary Academy	54	56%	-2.0	+1.2	-1.0
5202	Atwood Primary Academy	60	70%	+1.3	+0.2	+2.7
2062	Beaumont Primary School	30	93%	+4.2	+5.3	+6.4
2003	Beulah Junior School	83	58%	-0.3	-2.1	+2.0
2082	Broadmead Primary Academy	76	22%	-1.0	-8.1	-1.4
2035	Castle Hill Academy	61	16%	-4.3	-7.6	-5.3
2057	Chipstead Valley Primary School	59	80%	+4.7	+0.8	+2.5
3301	Christ Church CofE Primary School (Purley)	30	53%	+1.2	+1.1	-0.8
3300	Coulsdon CofE Primary School	30	87%	+0.0	-1.3	+0.1
2086	Courtwood Primary School	31	55%	-0.4	-0.6	-2.0
2007	Cypress Primary School	76	57%	+0.9	-0.1	-1.4
2008	David Livingstone Academy	30	83%	+1.1	+0.3	+2.5
2100	Davidson Primary Academy	50	70%	+1.8	+1.3	+4.7
2093	Downsview Primary and Nursery School	59	71%	-2.4	-0.8	-0.6
3419	Ecclesbourne Primary School	58	64%	-1.8	-0.5	-0.4
2012	Elmwood Junior School	117	78%	-0.1	-1.1	+0.2
2103	Fairchildes Primary School	60	73%	+2.3	+4.7	+3.8
2109	Forest Academy	56	52%	-2.6	+0.7	-2.6
2084	Forestdale Primary School	29	66%	+0.8	+0.5	+1.0
3416	Gilbert Scott Primary School	29	66%	-2.9	-4.1	-3.1
2019	Gonville Academy	87	51%	-1.1	+1.4	+0.8
3400	Good Shepherd Catholic Primary and Nursery School	30	47%	+1.2	+3.3	-1.0

2098	Greenvale Primary School	32	75%	-0.7	+1.5	+2.2
2065	Gresham Primary School	32	84%	-1.2	+1.2	-0.5
2034	Harris Primary Academy Benson	50	72%	+0.4	+1.8	+1.5
2031	Harris Primary Academy Kenley	40	68%	-0.2	+1.6	+1.8
2090	Heavers Farm Primary School	57	81%	+2.5	+1.8	+1.1
2020	Howard Primary School	30	73%	+3.1	+2.7	+3.3
2058	Kenley Primary School	29	76%	-1.0	+0.7	-0.3
3415	Kensington Avenue Primary School	82	63%	+1.4	+3.1	+3.9
2004	Keston Primary School	59	73%	+1.9	+0.0	-0.9
2110	Kingsley Primary School	110	40%	-3.3	-5.0	-1.5
3404	Margaret Roper Catholic Primary School	31	68%	+2.7	-1.3	+1.9
2025	Monks Orchard School	50	62%	-2.3	-2.9	-3.5
2088	New Valley Primary School	22	73%	+2.8	+2.3	+2.6
2105	Norbury Manor Primary School	52	60%	+0.0	-0.4	+2.6
2111	Oasis Academy Byron	26	92%	+3.2	+3.8	+7.4
2073	Oasis Academy Ryelands	43	74%	+0.6	+1.0	+3.4
6909	Oasis Academy Shirley Park	59	81%	+1.9	+2.7	+2.5
2083	Orchard Way Primary School	30	53%	-1.0	-0.3	+0.3
2076	Park Hill Junior School	85	71%	+1.9	-1.3	+1.2
2033	Purley Oaks Primary School	85	58%	-1.4	+0.5	-1.0
3408	Regina Coeli Catholic Primary School	59	81%	+4.2	+2.8	+5.8
2107	Ridgeway Primary School	87	52%	+0.3	-5.1	-1.4
2102	Rockmount Primary School	58	69%	+1.0	-1.0	-1.6
2085	Rowdown Primary School	59	64%	+1.1	+2.7	+4.6
5200	Selsdon Primary and Nursery School	88	61%	-0.1	+1.8	+0.1
2067	Smitham Primary School	60	72%	+1.0	+1.5	+0.5
3409	St Aidan's Catholic Primary School	32	84%	+1.3	-2.6	+0.9
3411	St Chad's Catholic Primary School	62	73%	+3.2	+2.9	+4.5
3008	St Cyprian's Greek Orthodox Primary Academy	48	92%	+4.3	+2.4	+5.5
5201	St James the Great RC Primary and Nursery School	60	73%	+1.4	-2.1	-0.1
3003	St John's CofE Primary School	56	79%	+1.8	+3.1	+2.9

3401	St Joseph's RC Junior School	51	82%	+3.9	+3.6	+5.0
2091	St Mark's Church of England Primary Academy	20	40%	-1.9	+0.4	-2.8
2043	St Peter's Primary School	60	50%	+1.0	-2.0	-0.9
3403	St Thomas Becket Catholic Primary School	57	80%	-1.5	-0.3	+2.8
2097	St. Mary's Catholic Junior School	57	74%	-0.4	+1.1	+4.2
2068	The Hayes Primary School	53	74%	-0.3	+1.0	+0.2
3006	The Minster Junior School	111	60%	-0.3	+2.2	+1.1
2099	The South Norwood Academy	72	46%	-3.4	+1.7	-1.4
2055	The Woodside Academy	104	68%	+0.0	-1.3	+2.2
2046	West Thornton Primary Academy	90	83%	+2.1	+1.2	+1.7
2047	Whitehorse Manor Junior School	85	55%	-2.7	-0.4	-2.1
2081	Winterbourne Boys' Academy	56	77%	+0.6	+3.3	+2.2
2050	Winterbourne Junior Girls' School	83	70%	+0.9	+5.8	+1.4
2036	Wolsey Junior Academy	90	61%	-2.3	-2.8	-0.6
3418	Woodcote Primary School	87	76%	+1.6	+1.7	+0.7
	Croydon		64%	0.2	0.2	0.8

KS4 outcomes by school 2016-2017

	2016- 2017 Final	Total Cohort	Progress. Coverage.	Avg. KS2 Fine Level	Avg. At8 Score	Avg. Pr8 Score	Conf. Int.	Grade 5 or above in English and maths
4600	Archbishop Tenison's CofE High School	110	93.6%	4.8	46.6	-0.08	±0.24	42%
6900	BRIT School for Performing Arts and Technology	180	87.2%	5.0	48.7	-0.18	±0.19	46%
5405	Coloma Convent Girls' School	152	98.0%	5.1	60.5	+0.61	±0.20	62%
4004	Edenham High School	200	81.0%	4.6	40.0	-0.36	±0.19	27%
6908	Harris Academy Purley	161	99.4%	4.7	51.4	+0.65	±0.19	40%
6905	Harris Academy South Norwood	183	96.7%	4.7	48.4	+0.23	±0.18	44%
6906	Harris City Academy Crystal Palace	164	97.0%	5.2	61.8	+0.53	±0.19	75%
4000	Meridian high	112	86.6%	4.4	34.1	-0.67	±0.24	18%
5406	Norbury Manor Business and Enterprise College for Girls	187	93.0%	4.8	52.3	+0.54	±0.18	58%
6907	Oasis Academy Coulsdon	114	90.4%	4.7	48.8	+0.35	±0.24	46%
6909	Oasis Academy Shirley Park	175	97.1%	4.3	42.6	+0.32	±0.18	25%
5400	Riddlesdown Collegiate	322	92.5%	4.8	52.2	+0.34	±0.14	57%
5407	Shirley High School Performing Arts College	161	95.7%	4.6	40.5	-0.36	±0.19	24%
4603	St Andrew's CofE Voluntary Aided High School	141	90.1%	4.6	37.3	-0.63	±0.21	31%
5402	St Joseph's College	163	93.3%	4.8	48.7	+0.13	±0.20	48%
4702	St Mary's Catholic High School	129	72.9%	4.2	37.8	-0.14	±0.25	31%
4003	The Archbishop Lanfranc Academy	143	89.5%	4.4	41.0	-0.03	±0.21	33%
6910	The Quest Academy	86	77.9%	4.5	48.4	+0.46	±0.29	49%
5403	Thomas More Catholic School	145	91.7%	4.6	43.7	-0.10	±0.21	44%
5900	Virgo Fidelis Convent Senior School	114	78.9%	4.6	42.0	-0.20	±0.25	29%
4031	Woodcote High School	208	94.2%	4.8	49.4	+0.25	±0.17	46%

7004	Beckmead School	25	92.0%	4.1	3.3	-3.31	±0.50	0%
7000	Bensham Manor School	28	82.1%	2.3	1.8	-1.67	±0.50	0%
7008	Priory School	7	85.7%	0.8	0.0	-1.37	±0.98	NE
7001	St Giles School	6	83.3%	1.8	0.0	-1.59	±1.08	NE
-	LA (state-funded schools) - Croydon	3,579	89.2%	4.7	45.1	+0.06	±0.04	41%

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Appendix 3:

Exclusions from Croydon Secondary Schools (2016/17) – order by % number of pupils receiving one or more FPEx

School	Type	Pupils No.s	PEx	FPEx	Pupils with 1+ FPEx	% pupils with 1+ FPEx
Orchard Park	Academy	1081	6	326	201	18.59
Oasis Arena	Academy	274	3	103	47	17.15
St Andrew's	LA Maintained	590	0	140	85	14.41
St Mary's	LA Maintained	556	7	91	57	10.25
Harris Invictus	Academy	450	3	39	36	8
Thomas More	LA Maintained	833	2	76	63	7.56
Harris Purley	Academy	984	1	99	74	7.52
Croydon Secondary	LA Maintained	5702	10	444	316	5.54
Virgo Fidelis	LA Maintained	625	0	38	34	5.44
Woodcote	Academy	1230	0	100	66	5.37
Meridian	Academy	526	2	37	28	5.32
Croydon Secondary	All Schools	22206	32	1689	1142	5.14
Croydon Secondary	Academy	16504	22	1245	826	5
Oasis Shirley Park	Academy	1682	1	144	81	4.82
England Secondary	LA Maintained					4.68
Quest	Academy	686	0	40	32	4.66
England Secondary	All Schools					4.62
England Secondary	Academy					4.59
Norbury Manor	Academy	1165	0	92	52	4.46
Archbishop Tenisons	LA Maintained	795	0	48	35	4.4
St Joseph's	Academy	1079	0	56	47	4.36
Oasis Coulsdon	Academy	755	0	42	30	3.97
Shirley High	Academy	1001	0	49	39	3.9

School	Type	Pupil No.s	PEx	FPEx	Pupils with 1+ FPEX	% pupils with 1+ FPEx
BRIT School		1260	0	51	42	3.33
Archbishop Lanfranc	Academy	490	3	20	16	3.27
Riddlesdown	Academy	1935	1	48	40	2.07
Harris Crystal Palace	Academy	1231	2	35	25	2.03
Harris South Norwood	Academy	1872	0	15	12	0.64
Harris Upper Norwood	Academy	63	0	0	0	0
Coloma Convent	LA Maintained	1043	1	0	0	0

Exclusions from Croydon Primary Schools (2016/17) – order by % number of pupils receiving one or more FPEx

School	Type	Pupil No.s	PEx	FPEx	Pupils with 1+ FPEX	% pupils with 1+ FPEx
Chestnut Park	Academy	142	1	12	6	4.23
Broadmead	Academy	532	0	37	20	3.76
St Mark's	Academy	165	0	7	4	2.42
Forest	Academy	384	2	14	9	2.34
Rowdown	Academy	369	0	16	7	1.9
Selsdon	LA Maintained	582	0	27	11	1.89
ARK Oval	Academy	552	1	23	10	1.81
Applegarth	Academy	424	1	12	7	1.65
Paxton	Academy	195	0	5	3	1.54
Heathfield	Academy	66	0	1	1	1.51
Oasis Ryelands	Academy	417	0	13	6	1.44
Monks Orchard	Academy	591	1	19	8	1.35
All Saints	LA Maintained	382	1	10	5	1.31
Whitehourse Junior	Academy	398	0	8	5	1.26
Rockmount	LA Maintained	496	0	12	6	1.21
Beulah Juniors	LA Maintained	340	0	5	4	1.18
Kingsley	Academy	960	0	17	11	1.14
Cypress	Academy	724	0	16	8	1.1

West Thornton	Academy	730	0	13	8	1.1
Castle Hill	Academy	461	0	7	4	0.87
Norbury Manor	LA Maintained	468	0	5	4	0.85
Robert Fitzroy	Academy	498	0	6	4	0.8
England Primary	Academy					0.8
Purley Oaks	LA Maintained	640	0	14	5	0.78
Aerodrome	Academy	516	0	17	4	0.78
The Minster Infant	LA Maintained	396	0	4	3	0.76
Gonville	Academy	549	0	6	4	0.73
Croydon Primary	Academy	20549	9	284	148	0.72
The Crescent	Academy	592	0	6	4	0.68
Downsview	LA Maintained	611	0	9	4	0.65
England Primary	All Schools					0.62
Croydon Primary	All Schools	34149	9	402	205	0.6
New Valley	Academy	164	0	2	1	0.6
England Primary	LA Maintained					0.56
Wolsey Junior	Academy	367	0	2	2	0.54
Harris Benson	Academy	374	0	3	2	0.53
Whitehorse Infant	Academy	395	0	5	2	0.5
Orchard Way	LA Maintained	211	0	3	1	0.47
The Minster Junior	LA Maintained	427	0	2	2	0.46
Ridgeway	LA Maintained	677	0	4	3	0.44
St Cyprian's	Academy	453	0	2	2	0.44
Smitham	LA Maintained	456	0	6	2	0.43
Croydon Primary	LA Maintained	13600	3	118	57	0.42
St James The Great	Academy	503	0	4	2	0.39
St John's	LA Maintained	270	0	1	1	0.37
Kensington Avenue	LA Maintained	585	0	7	2	0.34
Winterbourne Junior Girls	LA Maintained	317	1	1	1	0.31
Howard	LA Maintained	346	0	4	1	0.28

Park Hill Junior	Academy	362	0	2	1	0.27
Woodside	Academy	886	0	4	2	0.22
Ecclesbourne	Academy	438	0	5	1	0.22
Elmwood Junior	LA Maintained	473	0	1	1	0.21
Woodcote	LA Maintained	705	0	3	1	0.14
Keston	Academy	461	0	0	0	0
David Livingstone	Academy	231	0	0	0	0
Elmwood Infant	LA Maintained	405	0	0	0	0
Harris Kenley	Academy	390	0	0	0	0
Harris Haling Park	Academy	175	0	0	0	0
St Peter's	Academy	407	0	0	0	0
Winterbourne Infants	LA Maintained	533	0	0	0	0
Wolsey	Academy	319	0	0	0	0
Chipstead Valley	Academy	522	0	0	0	0
Kenley	LA Maintained	222	0	0	0	0
Harris Purley Way	Academy	27	0	0	0	0
Beaumont	LA Maintained	214	0	0	0	0
Gresham	LA Maintained	248	0	0	0	0
The Hayes	LA Maintained	411	0	0	0	0
Winterbourne Junior Boys	Academy	282	0	0	0	0
Forestdale	LA Maintained	348	0	0	0	0
Courtwood	Academy	219	0	0	0	0
Heavers Farm	LA Maintained	719	1	0	0	0
Park Hill Infants	LA Maintained	262	0	0	0	0
Beulah Infant	Academy	279	0	0	0	0
St Mary's Junior	Academy	229	0	0	0	0
Greenvale	LA Maintained	214	0	0	0	0
South Norwood	Academy	442	0	0	0	0
Davidson	Academy	361	0	0	0	0
Fairchildes	Academy	527	0	0	0	0

Krishna Avanti	Academy	29	0	0	0	0
Oasis Byron	Academy	231	0	0	0	0
Coulsdon	LA Maintained	210	0	0	0	0
Christ Church	LA Maintained	360	0	0	0	0
Good Shepherd	Primary converter academy	236	0	0	0	0
St Joseph's Junior	LA Maintained	220	0	0	0	0
St Thomas Beckett	Academy	432	0	0	0	0
Margaret Roper	LA Maintained	245	0	0	0	0
St Mary's Infant	Academy	210	0	0	0	0
Regina Coeli	LA Maintained	413	0	0	0	0
St Aidan's	Academy	215	0	0	0	0
St Chad's	Academy	428	0	0	0	0
St Joseph's Infant	LA Maintained	194	0	0	0	0
Gilbert Scott	Academy	228	0	0	0	0
Atwood	Academy	462	0	0	0	0

Appendix 3 Secondary Fair Access - Referrals and Offers 2017/18

Croydon Establishment	No. of Offers	No. of Referrals
Archbishop Lanfranc	7	8
Archbishop Tenison	3	1
Beckmead CLT	9	0
BRIT School	0	0
CACFO UK Education Centre	0	2
Coloma Convent	0	0
Harris Crystal Palace	0	3
Harris Invictus	2	12
Harris Purley	12	4
Harris South Norwood	17	20
John Ruskin	1	0
Meridian High School	9	21
Norbury Manor BEC	9	2
Oasis Academy Arena	10	10
Oasis Academy Coulsdon	4	8
Oasis Academy Shirley Park	8	7
Orchard Park	12	19
Riddlesdown Collegiate	15	8
Shirley High School	8	4
St Andrews	33	19
St Joseph's	6	5
St Mary's Catholic	10	6
SVC	72	38
The Quest Academy	10	13
Thomas More Catholic	4	3
Virgo Fidelis	14	3
Woodcote High	12	3

Appendix 4: Elective Home Education 2016/17 (by school type and reason)

Reason	Academy (Primary)	Academy (Secondary)	LA Maintained (Primary)	LA Maintained (Secondary)	OOB/Ind/Other	Grand Total
Desire for closer relationship	1				1	2
Dissatisfaction with system	7	4	6	1	2	20
Health needs		1				1
Philosophical/ideological	9	6	3		5	23
Reason not recorded	7	3			4	14
Religious/cultural			1		2	3
SEN not being met	5	2	1			8
Short term intervention	8	2			14	24
Unwilling/unable to attend	2	1	1		1	5
Grand Total	39	19	12	1	29	100

Elective Home Education 2017/18 (by school type and reason)

Reason	Academy (Primary)	Academy (Secondary)	LA Maintained (Primary)	LA Maintained (Secondary)	OOB/Ind/Other	Grand Total
Bullying	2				2	4
Desire for a closer relationship	2					2
Dissatisfaction with school	2	1			1	4
Dissatisfaction with system	4	2				6
Financial					1	1
Health		1	1		2	4
Philisophical/ideological	7	1	3		11	22
Reason not recorded	8	4	2		1	15
Religious/cultural			1		1	2
SEN not being met	1	2	2		2	7
Short term intervention	2	5	1	1	6	15
Unwilling/unable to attend	1	2	1	1		5
Grand Total	29	18	11	2	27	87

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REPORT TO:	CHILDREN AND YOUNG PEOPLE SCRUTINY SUB- COMMITTEE
	27 November 2018
SUBJECT:	**WORK PROGRAMME 2018-19**
LEAD OFFICER:	**Simon Trevaskis, Senior Democratic Service and Governance Officer- Scrutiny**
CABINET MEMBER:	**Not applicable**

ORIGIN OF ITEM:	The Work Programme is scheduled for consideration at every ordinary meeting of the Children and Young People Scrutiny Sub - Committee.
BRIEF FOR THE COMMITTEE:	To consider any additions, amendments or changes to the agreed work programme for the Committee in 2018/19.

1.   EXECUTIVE SUMMARY

1.1   This agenda item details the Committee's work programme for the 2018/19 municipal year.

1.2   The Sub-Committee has the opportunity to discuss any amendments or additions that it wishes to make to the work programme.

2.   WORK PROGRAMME

2.1   **The work programme**
The proposed work programme is attached at **Appendix 1.**

Members are asked to note that the lines of enquiry for some items have yet to be confirmed and that there are opportunities to add further items to the work programme.

2.2   **Additional Scrutiny Topics**
Members of the Sub-Committee are invited to suggest any other items that they consider appropriate for the Work Programme. However, due to the time limitations at Committee meetings, it is suggested that no proposed agenda contain more than two items of substantive business in order to allow effective scrutiny of items already listed.

2.3   **Participation in Scrutiny**

Members of the Sub-Committee are also requested to give consideration to any persons that it wishes to attend future meetings to assist in the consideration of agenda items. This may include Cabinet Members, Council or other public agency officers or representatives of relevant communities.

3 RECOMMENDATIONS

3.1 The Sub-Committee is recommended to agree the Scrutiny Work Programme 2018/19 with any agreed amendments.

3.2 The Sub-Committee is recommended to agree that topic reports be produced for relevant substantive agenda items in the future.

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BACKGROUND DOCUMENTS: None

APPENDIX 1
Work Programme 2018/19 for the Children and Young People Scrutiny Sub-Committee.

Children & Young People Sub-Committee 2018/19 Work Programme

Meeting Date	Item
19 June 18	- Learning & Development Session
18 September 18	- Children's Improvement Plan Update - Recruitment & Retention Update - Performance Data - Children's Statutory Complaints Update - Children's Safeguarding Board Annual Report (S)
27 November 18	- Children's Improvement Plan Update (S) - Children's Complaints Overview Report - Academies - Special Educational Needs - Practice Week
14 January 2019	- Review of New Safeguarding Arrangements Proposals
5 February 19	- Children, Young People & Learning Q & A (S) - Education Budget (S) - Education Standards (S)
12 March 2019	- Children's Improvement Plan Update (S) - Children's Social Care Annual Report (S)

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