

Agenda



AGENDA for a meeting of the CHILDREN'S SERVICES CABINET PANEL in COMMITTEE ROOM B at County Hall, Hertford on THURSDAY, 8 MARCH 2018 at 10.00AM.

MEMBERS OF THE PANEL (12) (Quorum 3)

N Bell, S Brown, B A Gibson, S Gordon (Substitute for T R Hutchings), J M Graham, D Hart, T C Heritage (Chairman), T Howard, G McAndrew (Vice-Chairman), A Plancey, A Rowlands, M A Watkin

Meetings of the Cabinet Panel are open to the public (this includes the press) and attendance is welcomed. However, there may be occasions when the public are excluded from the meeting for particular items of business. Any such items are taken at the end of the public part of the meeting and are listed under "Part II ('closed') agenda".

The Committee Room B is fitted with an audio system to assist those with hearing impairment. Anyone who wishes to use this should contact main (front) reception.

Members are reminded that all equalities implications and equalities impact assessments undertaken in relation to any matter on this agenda must be rigorously considered prior to any decision being reached on that matter.

Members are reminded that:

- (1) if they consider that they have a Disclosable Pecuniary Interest in any matter to be considered at the meeting they must declare that interest and must not participate in or vote on that matter unless a dispensation has been granted by the Standards Committee;**
- (2) if they consider that they have a Declarable Interest (as defined in paragraph 5.3 of the Code of Conduct for Members) in any matter to be considered at the meeting they must declare the existence and nature of that interest. If a member has a Declarable Interest they should consider whether they should participate in consideration of the matter and vote on it.**

PART I (PUBLIC) AGENDA

1. MINUTES

To confirm the Minutes of the meeting held on 7 February 2018 (attached).

2. PUBLIC PETITIONS

The opportunity for any member of the public, being resident in Hertfordshire, to present a petition relating to a matter with which the Council is concerned, which is relevant to the remit of this Cabinet Panel and which contains signatories who are either resident in or who work in Hertfordshire.

Members of the public who are considering raising an issue of concern via a petition are advised to contact their [local member of the Council](#). The Council's arrangements for the receipt of petitions are set out in [Annex 22 - Petitions Scheme](#) of the Constitution.

If you have any queries about the procedure please contact Michelle Diprose, by telephone on (01992) 555566 or by e-mail to michelle.diprose@hertfordshire.gov.uk.

At the time of the publication of this agenda no notices of petitions have been received.

3. QUARTERLY PERFORMANCE REPORT (Q3)

Report of the Director of Children's Services

4. ANNUAL REPORT OF THE VIRTUAL SCHOOL HEAD

Report of the Director of Children's Services

5. OTHER PART I BUSINESS

Such Part I (public) business which, if the Chairman agrees, is of sufficient urgency to warrant consideration.

PART II ('CLOSED') AGENDA

EXCLUSION OF PRESS AND PUBLIC

There are no items of Part II business on this agenda. If Part II business is notified the the Chairman will move:-

"That under Section 100(A) (4) of the Local Government Act 1972, the press and public be excluded from the meeting for the following item/s of business on the grounds that it involves the likely disclosure of exempt information as defined in paragraphof Part 1 of Schedule 12A to the said Act and the public interest in maintaining the exemption outweighs the public interest in disclosing the information."

If you require further information about this agenda please contact Michelle Diprose, Democratic Services Officer, Democratic Services, on telephone no (01992) 555566 or email michelle.diprose@hertfordshire.gov.uk.

Agenda documents are also available on the internet at: [Children's Services Cabinet Panel](#)

**KATHRYN PETTITT
CHIEF LEGAL OFFICER**

Minutes



To: All Members of the Children's Services Cabinet Panel, Chief Executive, Chief Officers, All officers named for 'actions'

From: Legal, Democratic & Statutory Services
Ask for: Michelle Diprose
Ext: 25566

CHILDREN'S SERVICES CABINET PANEL WEDNESDAY, 7 FEBRUARY 2018

ATTENDANCE

MEMBERS OF THE PANEL

N Bell, B A Gibson, J M Graham, D Hart, T C Heritage (Chairman), T Howard, T R Hutchings, p Mason (substitute for S Brown), G McAndrew (Vice-Chairman), A Plancey, M A Watkin, T Williams (substitute for A Rowlands)

OTHER MEMBERS IN ATTENDANCE

Upon consideration of the agenda for the Children's Services Cabinet Panel meeting on Wednesday, 7 February 2018, 2 November 2017 as circulated, copy annexed, conclusions were reached and are recorded below:

A conflict of interest was declared in relation to the Scrutiny of the Integrated Plan 2018/19 – 2021/22 and is recorded at 3.1 below.

Chairman's Announcements

The Chairman advised that she had requested that the Panel be provided with an update on Cuffley Camp and Nascot Lawn Respite Centre, that update is summarised below:

Cuffley Camp

Members were informed that Human Resources are working with staff at Cuffley Camp to carry out training and support to help them apply for alternative employment. Cuffley Camp will be handed back to the Landlord in April 2018. Cuffley Camp were still delivering services to schools until the end of March.

Nascot Lawn

Members were informed transition plans for children were in development and all children now had up to date care plans to facilitate this. A two day hearing for a Judicial Review in relation to the decision by Herts Valley Clinical Commissioning Group to end funding for Nascot Lawn was currently taking place. Members would be updated once the Judgement was known. Children's Services continues to work with parents. Refurbishment work at West Hyde short break centre is on target and officers are looking to explore the possibility to extend the premises. Training for staff at the three short break centres commissioned by the Council was being carried out to meet the individual needs of children who may transfer

from Nascot Lawn.

PART I ('OPEN') BUSINESS

ACTION

1. MINUTES

- 1.1 The Minutes of the Cabinet Panel meeting held on 2 November 2017 were confirmed as a correct record and signed by the Chairman.

2. PUBLIC PETITIONS

- 2.1 There were no public petitions.

3. INTEGRATED PAN 2018/19 – 2021/22 (CHILDREN'S SERVICES)

[Officer Contact: Simon Newland, Operations Director, Education (Tel: 01992 556617), Lindsey McLeod, Head of Corporate Finance Tel: (01992) 556431]
]

- 3.1 M A Watkin – by virtue of his wife being employed as a part-time teacher in the music service in Hertfordshire. He has been granted a dispensation by the Standards Committee to participate, debate and vote in business in which this Disclosable Pecuniary Interest is mentioned provided that the business to be considered does not directly affect his financial position or that of his wife; which he considered it did not.
- 3.1 The Panel was invited to comment and identify any issues on the areas of the Integrated plan which related to Children's Services.
- 3.2 The Labour Opposition Member requested that his comments that, he was against the budget cuts to YC Hertfordshire and the Children's Centres, be recorded in the minutes.

Conclusions:

- 3.3 The Panel provided comment to Cabinet on the proposal relating to the Integrated Plan in respect of the Children's Services Portfolio. The Panel also identified any issues that it felt that the Cabinet should consider in finalising the Integrated Plan proposals.

4. SUPPORTING YOUNG PEOPLE IN HERTFORDSHIRE

[Officer Contact: Andy Manson, Head of Services for Young People Tel: (01992) 555014, Peter Hosier, Head of Service for YC Hertfordshire Youth Work Tel: (01992) 555406]

- 4.1 The Panel received a report in relation to the continuum of support and opportunities for young people to achieve their aspirations within the County and the role of YC Hertfordshire in promoting the national Social Mobility agenda. The report proposed a targeted approach to address the needs of young people who were challenged in education, their community or home life to access a range of opportunities enjoyed by their peers with a successful transition to adulthood.
- 4.2 Members were informed that consultation had been carried out with young people, parents and significant partners. The consultation looked at key priorities for young people. It was noted the focus of the local offer to young people would be:
- Education, skills and progression to employment and independence.
 - Physical, sexual and mental health - achieving emotional well-being, resilience and reducing the risk of self-harm.
 - Diversion from crime, reducing gang association, youth violence, child sexual exploitation and supporting the out of court disposals process.
 - Project work with young people in their communities and to address specific issues or challenges faced by them.
 - The voice of the young person and co-production.
 - Integration within the Families First Prevention & Early Help Multi-Agency Model.
 - Strong links with partners, including the voluntary sector and district / borough councils, to coordinate and enhance the wider local youth offer.
- 4.3 The Panel were informed that an example of the work would be with a young person in year 11 not attending school in his or her last term, therefore at risk of becoming not in education, employment or training. They would receive individual support, participate in a targeted programme to increase skills and in the National Citizen Service. Work placements would be offered and mentoring support, this would help to enhance their CV and interviewing skills to support them in applying for apprenticeships.
- 4.4 Members were informed of the empathy project which is delivered at Watford and Lister hospitals emergency departments, identifying and engaging young people at risk. This is relatively

new and innovative work in the early stages of its development, initial feedback has been positive. Members hoped that this would be expanded to other hospitals in the future.

- 4.5 In relation to the consultation in December 2017 Members were informed that the young people's feedback was from those already known to the Service. The consultation was also with County Council's partners. Members requested that the planned further consultation was longer in time to ensure the right information on individuals needs was received and to ensure that those of minority groups were captured. It was also requested that any signposting was relevant and not just a circle of referrals to other programmes.
- 4.6 In relation to how the County Council were tackling gang culture, the Panel were informed officers were talking on a strategic level with the Police to tackle county lines which is leading to a piece of work to develop protocols to incorporate a plan for vulnerable adolescents. There was lots of work developing and Families First were also involved. Members were informed of a designated crime week taking place to launch 'Operation Sceptre' and because most of the panel Members did not sit on district and borough council's Community Safety Panels they were unaware of events that were taking place. Officers agreed to provide the Panel with regular bulletins to update Members on action that is being taken with local Community Safety Panels.
- 4.7 A concern was raised in relation to YC Hertfordshire's ability to be a universal service. Concern was also raised at the ability of YC Hertfordshire to be successful with twenty percent less staff. Members were informed YC Hertfordshire does not provide a universal service but rather a targeted and focused offer. In response to the reduction in staffing, Members were informed the first 10% of savings has largely been focussed at management and senior practitioners through the area teams being reduced from 5 to 4. The change process is in progress to implement this. The second 10% will largely affect full-time and part-time practitioners.
- 4.8 The Panel were informed of existing partnerships including with schools and colleges. It was further noted that all schools including academies were targeted and there was a programme that independent schools could purchase.
- The Chairman suggested the following wording to be included in the recommendations:
- 4.9 In 1.b) insert 'district and borough councils' after 'working with partners'
In 1.c) insert 'specifically listening to young people's voices' after

Lindsay
Edwards to
action

work with stakeholders

The Panel supported the amendments to the recommendations detailed at 1 b) and 1 c) below.

Conclusions:

- 4.10
1. The Panel commented upon the content of the Report and noted that the proposal sought to:
 - a) Develop further the focus of YC Hertfordshire, on targeted prevention and early intervention with young people primarily aged 11-25 who face particular challenges, by delivering services within the areas described in the report. This will include work with individuals, their families and opportunities for informal education and learning within a group work setting.
 - b) Increase the ability of YC Hertfordshire, working with partners including district and borough councils, to be flexible and innovative in addressing emerging needs such as the recent increase in gang association, youth violence, crime, child sexual exploitation and its impact on Hertfordshire young people.
 - c) Undertake further consultation with stakeholders, specifically listening to young people's voices', to further develop the local offer.

Following a vote by show of hands the recommendations, as amended in 4.9 above, was unanimously agreed.

2. That the Panel recommends that Cabinet approves the proposed integrated approach by YC Hertfordshire to supporting young people in line with the Council's and Children's Services priorities.

Following a vote on show by show of hands the recommendation was agreed:

Agreed	7
Abstentions	3
Against	1

5. CHILDREN MISSING FROM HOME AND LOCAL AUTHORITY CARE ANNUAL REPORT

[Officer Contact: Kate Lochmuller, Team Manager Analytical and Information Services Hertfordshire County Council Tel: (01992)556861, Zaynab Aslam, Missing Children Co-Ordinator Safeguarding and Specialist Services Hertfordshire County Council Tel: (01438) 843934]]

- 5.1 The Panel received the Annual Report for the Children Missing from Home and Local Authority Care. The report provided a breakdown of the number of children missing from home and care and the number of missing episodes between 1 April 2016 and 31 March 2017. It was noted the report had been previously shared with the Hertfordshire Safeguarding Children Board in December 2017.
- 5.2 Members noted there was a slight increase of children recorded as missing by 1.4% for those missing from care there was a downward trend to 54%.
- 5.3 Members were informed the category of 'absent' had been removed and a child could be classed as missing in 5 minutes if the child met the criteria of being at risk or harm. It was noted there were figures available for Watford; Welwyn & Hatfield and Stevenage, officers agreed to circulate the information to Panel Members and would include the breakdown in any future reports.
- 5.4 In relation to the system review Members were informed that all missing children would be given a chance to an independent interview or a meeting with their review officer.
- 5.5 It was noted that Children Looked After (CLA) have a key contact list which contained family members, friends that they child may contact if they go missing. One of the main reasons a child goes missing is because they want to spend more time with a friend or boyfriend.
- 5.6 The Panel were informed that officers were working with foster carers and Children in Care Council (CHICC) to produce a guideline for appropriate acceptance of behaviour guidelines.

Conclusions:

- 5.7 That the Cabinet Panel commented and noted the Annual Report and the continued focus to improve the rate of engagement and prevention.

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Edwards to
action

**CHAIRMAN'S
INITIALS**

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6. PROGRESS REPORT ON THE OUTCOMES FROM FAMILY SAFEGUARDING

[Officer Contact: Rebecca Price, Head of Innovation Tel: (01992) 588746]

- 6.1 The Panel received a report updating them on the progress of Family Safeguarding in Hertfordshire and to outline the outcomes achieved. Members noted Family Safeguarding was a whole system change on how child protection services were delivered in Hertfordshire. For the purpose of the new Members to the panel, officers gave an overview of the process from when the Family Safeguarding team received its funding of £4.86m from the DfE's Innovation Fund (Wave 1) in January 2015 to date.
- 6.2 Members noted that through changing adversarial systems and processes, it allowed staff to spend more time with families and improvements were made within 8 months of the process starting.
- 6.3 The University of Bedfordshire undertook an evaluation on Family Safeguarding in Hertfordshire using data gathered between June 2015 and June 2016. The evaluation proved the implementation of the project achieved better outcomes than expected and the DfE and Children's Service departments across the country were impressed with Hertfordshire's Family Safeguarding service. During the first year of operation savings of £2.6m were identified for the County Council. The evaluation concluded that all local authorities considered that multidisciplinary working would improve practices and outcomes for Children's Services across the country.
- 6.4 Members noted that with the wave 2 funding the County Council supported four other local authorities over the past year to launch their own Family Safeguarding services. It was noted there could potentially be a cost benefit to Hertfordshire acting as a consultant to other interested local authorities.
- 6.5 Members were informed the reduction in spend was partly due to the improvements of recruitment and retention. There had been a reduction in agency costs in Family Safeguarding which resulted in stability within the teams. Children's Services are also hosting the national Front Line social worker training programme and have recently been asked to increase the number of social work students on the programme. It was hope that following the training these students would be retained in permanent social work positions in the County Council.
- 6.6 Members congratulated officers on the excellent work that has been carried out to achieve this service and on how the work of Hertfordshire has changed the attitude of other local authorities.

CHAIRMAN'S INITIALS

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6.7 Members were also pleased to see the reduction in expenditure for Child Protection, Children in need cases and the reduction in days a child is in care.

6.8 It was noted as part of the Wave 2 Innovation Funding the DfE was interested in the impact of social work and multidisciplinary teams and had commissioned evaluations of the Family Safeguarding programmes in the 4 other authorities Hertfordshire is working with..

Conclusions:

6.9 That the County Council works closely with the partnership to continue to gather data on a cross agency basis in order to further build on the evidence base for this way of working and the improved outcomes for reduced costs that could be achieved.

7. PROPOSED CHILDREN’S EQUIPMENT OFFER AND PUBLIC CONSULSTATION

[Officer Contact: Oliver Barnes, Senior Commissioning Manager 0-25 SEND Commissioning Tel: (01992) 556309]

7.1 Members received a report inviting them to support a proposed equipment offer which would be accessible to all children and young people in Hertfordshire. The report also informed the Panel of the Director of Children’s Services intention to begin a public consultation on the proposed equipment offer.

7.2 The Panel were informed the policy for the Children’s Equipment Offer was not a new policy but an existing one that needed updating to have a clear offer for families to access equipment.

7.3 Members welcomed the consultation and asked officers to ensure that response times for the proposed offer was key for families accessing the right equipment at the right time.

Conclusions:

7.4 That the Panel noted:

- and commented upon and supported the proposed Children’s equipment offer.
- that the Director of Children’s Services intended to commence a public consultation on the proposed offer.
- that the outcome of the Consultation would be brought back to Cabinet Panel and then onto Cabinet for a final decision.

**CHAIRMAN’S
INITIALS**

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8 OTHER PART 1 BUSINESS

8.1 There was no other business

PART II ('CLOSED') AGENDA

1. MINUTES

The Part II Minutes of the Cabinet Panel meeting held on 2 November 2017 were confirmed as a correct record and signed by the Chairman

**KATHRYN PETTITT
CHIEF LEGAL OFFICER**

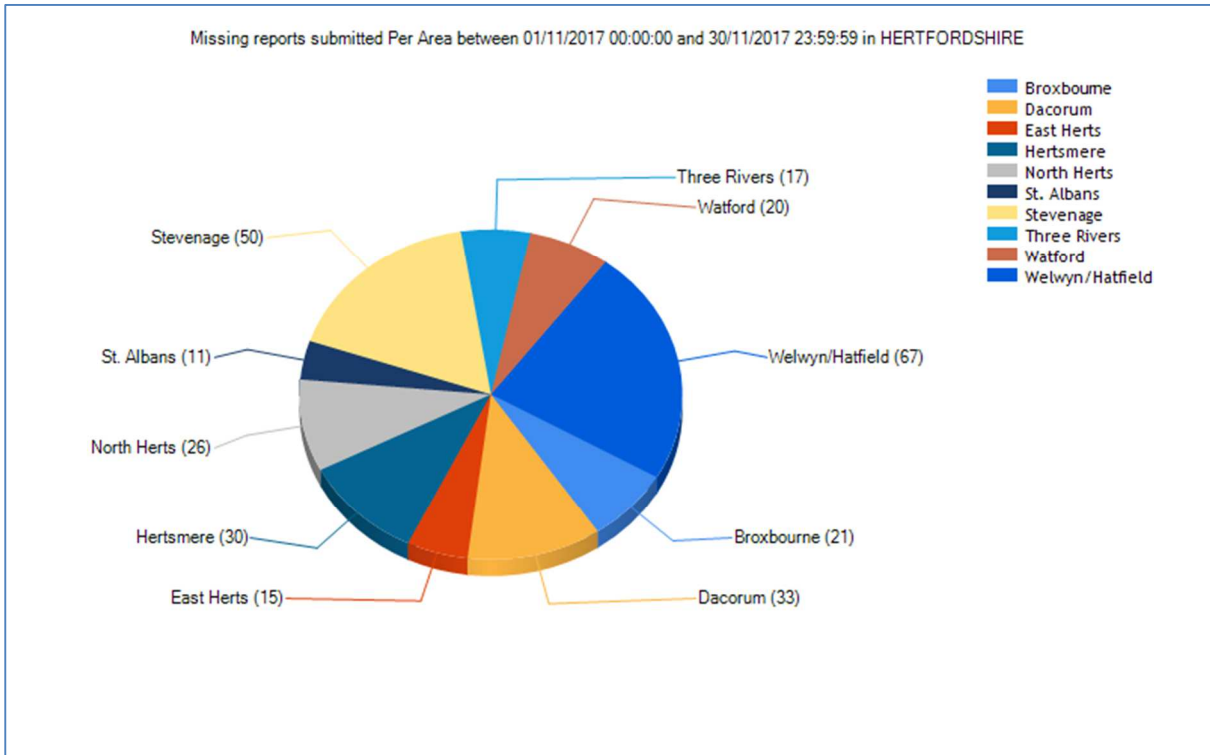
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**CHAIRMAN'S
INITIALS**

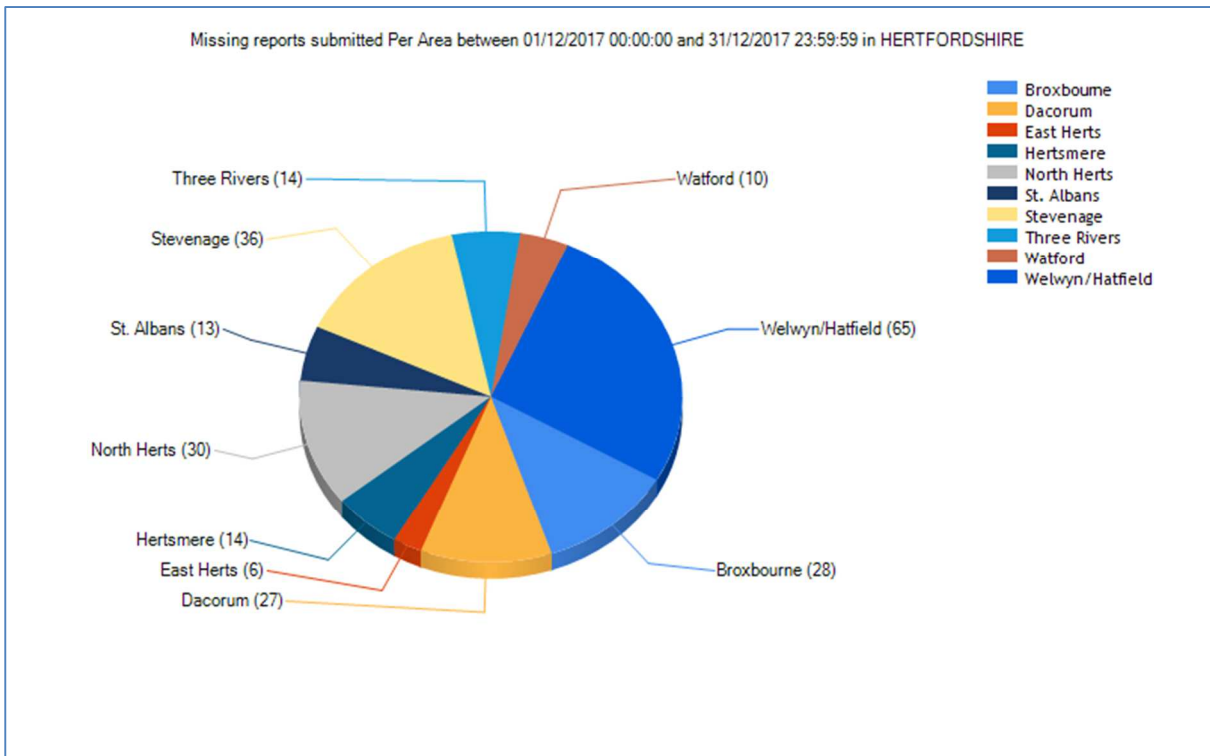
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Number of Children and Young People reported missing per month by CSP area

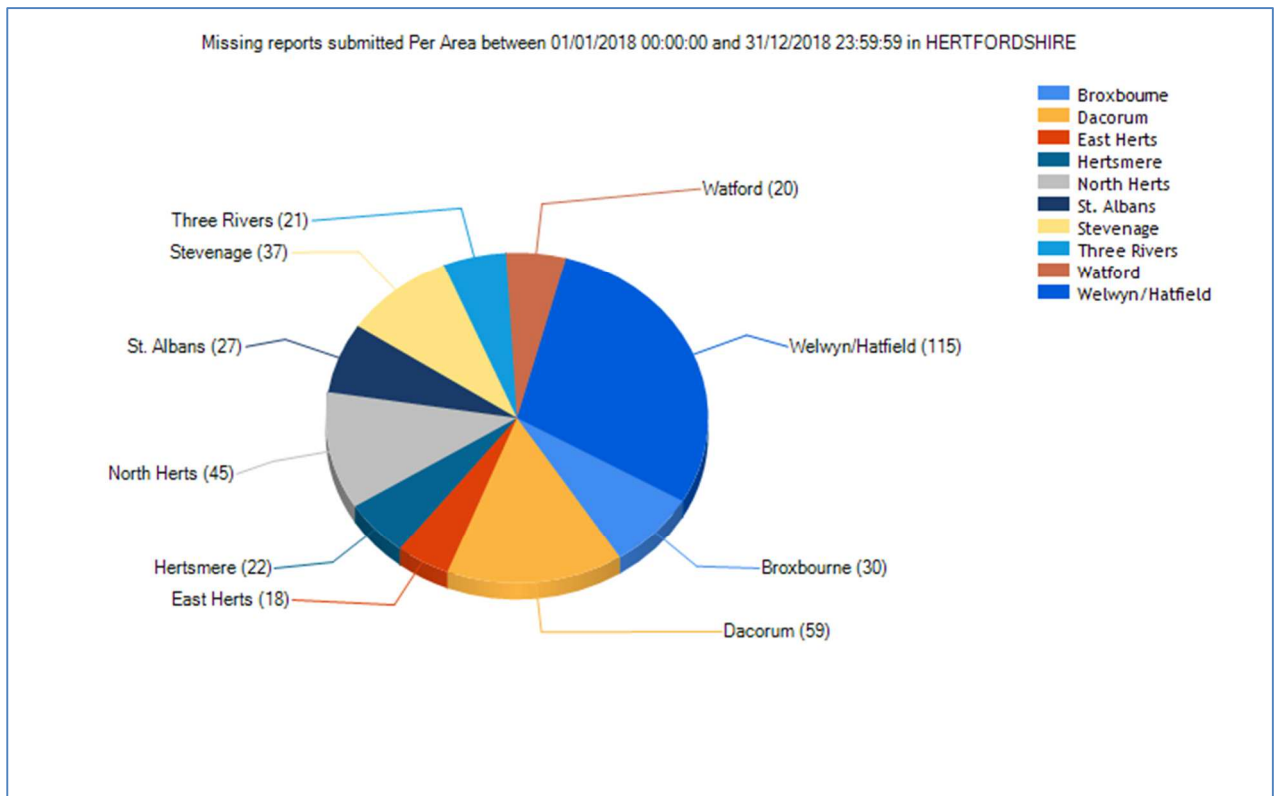
November 2017



December 2017



January 2018



CHILDREN'S SERVICES CABINET PANEL
THURSDAY, 8 MARCH 2018 AT 10.00AM

CHILDREN'S SERVICES PERFORMANCE REPORT Q3 2017/18

Report of the Director of Children's Services

Author: Paul Dryden, Performance Improvement Manager;
Tel: (01992) 588196

Executive Member: Teresa Heritage, Children's Services

1. Purpose of report

1.1 To present the Panel with a summary of performance during Quarter 3 2017/18 (Q3).

2. Summary

2.1 This report summarises Children's Services performance for the Q3 period of September to December 2017. It draws upon the conclusions from performance management reporting arrangements within Children's Services.

3. Recommendation

3.1 The Children's Services Cabinet Panel is asked to scrutinise current performance and comment on any areas for improvement and/or interest.

4. Background and Context

4.1 These indicators are summarised according to the following headings which relate to the main work streams for Children's Services:

- Targeted Services and Early Help;
- Contact, Referral and Assessment (Safeguarding);
- Child Protection; and
- Children Looked After and Care Leavers.

4.2 Figures are based on in-year monthly snapshot information. Some indicators will be subject to change as part of the preparation of the annual statutory returns to the Department for Education and final figures will be reflected in future performance reports. Where possible data is compared against national data with the top quartile being the top 25% nationally.

4.3 We have developed a new Outcomes Framework in Children's Services in collaboration with our partners – [The Outcome Bees](#). The new framework aims to ensure that there is a shared vision and objectives for children, young

people and their families in Hertfordshire. Where appropriate performance measures have been aligned to the Outcome Bees.

5. Highlights – Comparing Q3 2017/18 with Q2 2017/18

A rate per 10,000 of the 0-18 population is used throughout this document in order to allow direct comparison with the national picture and our statistical neighbours (those defined to have a similar demography to Hertfordshire).







Underlined indicates performance better than target.






Hertfordshire has 10 statistical neighbours defined by the Department for Education (DfE) as having a similar demography to Hertfordshire, these are; Bracknell Forest, Buckinghamshire, Cambridgeshire, Central Bedfordshire, Hampshire, Oxfordshire, Trafford, Warwickshire, West Berkshire and West Sussex.



Ref para in report:	Indicator	Q2 2017/18	Q3 2017/18	2017/18 Target	Latest Statistical Neighbour Average	Quartile	Direction of travel (compared to previous quarter)	Polarity
6.2	No. of Families First Assessments Finalised	278	262	N/A	N/A	N/A		N/A
6.3	First Time Entrants to Youth Justice System ¹	Q1 = 65	Q2 =63	Reduction	N/A	N/A		Low is good
6.4	16-18 year olds not in Education, Employment or Training (NEET)	5.23% <small>(969 out of 18,525)</small>	3.18% <small>(1,115 out of 35,095)</small>	N/A	3.5%	Top		Low is good


¹ Data is always one quarter in arrears.

Ref para in report:	Indicator	Q2 2017/18	Q3 2017/18	2017/18 Target	Latest Statistical Neighbour Average	Quartile	Direction of travel (compared to previous quarter)	Polarity
7.2	Referrals accepted into Children's Social Care (rate per 10,000) – rolling year	228.6 (6104)	230.8 (6,163)	260	551	Top		Low is good
7.3	Re-referrals to Children's Social Care – rolling year	15% (917 out of 6104)	14.3% (883 out of 6,163)	16%	25%	Top		Low is good
7.4	Child & Family Assessments Approved within 45 days	91.4% (394 out of 431)	93.9% (445 out of 474)	91%	86%	Top		High is good
8.1	Initial Child Protection Conferences within 15 days of S47 investigation	76.7% (33 out of 43)	91.4% (32 out of 35)	80%	79%	Top		High is good
8.2	Number of children subject to a child protection plan (rate per 10,000)	23.9 (637)	22.5 (601)	23	38	Top		Low is good
8.3	Percentage of Children subject to a child protection plan for a 2 nd or subsequent time	18.2% (134 out of 736)	18.6% (142 out of 763)	16%	19.9%	Third		Low is good

Ref para in report:	Indicator	Q2 2017/18	Q3 2017/18	2017/18 Target	Latest Statistical Neighbour Average	Quartile	Direction of travel (compared to previous quarter)	Polarity
9.1	Number of Children Looked After (CLA) (rate per 10,000) (including UASC)	35.2 (939 inc 90 UASC)	34.4 (919 inc 87 UASC)	N/A	44.5	Top		Low is good
9.2	% of Children Looked After with 3+ placements	10.8% (101 out 939)	12.4% (114 out of 919)	10.0%	10.2%	Third		Low is good
9.6	% of Children Looked After who leave care through adoption or Special Guardianship Orders	17.7% (105 out of 595)	13% (77 out of 593)	23.6%	23.6%	Third (Adoption)		High is good
9.8	Percentage of CLA and care leavers who are <u>not</u> in Education, Employment or Training (NEET) aged 16-18	22.3%	18.97%	Reduction	N/A	N/A		Low is good
9.9	% of Care Leavers aged 17-21 who are in Education, Employment and Training	58.2% (408 out of 701)	58.3% (402 out of 689)	N/A	49.8%	Second		High is good


6. Targeted Services and Early Help


6.1 Early Help services, as part of the Families First programme, play a key role in catching emerging problems early and therefore reducing the demand for, and high cost of, safeguarding and children looked after services. Effective early intervention, for example through Children's Centres, Targeted Youth Support (TYS) and Troubled Families Phase 2, plays a key role in improving outcomes and reducing costs of statutory services.

6.2  **Be Safe:** This quarter there were 262 Family First assessments started (per family excluding TYS) in Q3 2017/18 compared to 278 (revised) in the previous quarter.

	Q3 16/17	Q4 16/17	Q1 17/18	Q2 17/18	Q3 17/18
Families First assessments started	404	403	358	278	262
Families First assessments completed by TYS (per young person)			92	107	94
Family First assessments finalised			228	291	265

Figure 1: Family First summary data


6.3  **Be Safe:** There were 63 young people who were first time entrants (FTE) to the youth justice system in Q2 2017/18, a slight reduction on 65 in Q1 and a considerable improvement on 85 (Q4 2016/17) and 83 (Q3 2016/17).

6.4  **Be Ambitious:** The proportion of all young people who were not in education, employment or training (NEET) aged 16-18 has reduced this quarter to 3.18% (1,115/35,095) from 5.23% (969/18,525) in September. This is top quartile performance. Of the 1,115 young people in the NEET group, 846 were available and 269 unavailable.

6.5  **Be Ambitious:** The percentage of Statements of Special Educational Needs transferred to Education Health & Care Plans is 99% (3,293 plans).


7. Contact, Referral and Assessment (Safeguarding)


7.1 A referral is defined as 'a request for services to be provided by local authority children's social care' via the assessment process outlined in the Working Together guidance.

7.2  **Be Safe:** The rolling year rate per 10,000 of referrals accepted into children's social care in December 2017 has increased to 230.8 from 228.6 at Q2 2017/18. This remains within top quartile. The actual number of referrals in December was 394 compared with 404 in September 2017 and is 6.9% lower than in December 2016 (423).


	2014/15	2015/16	2016/17	2017/18 Q1-Q3
Average referrals per month	597	555	529	489

Figure 2: Referrals data

7.3  **Be Safe:** The rolling year rate of re-referrals to social care has reduced to 14.3% (883 out of 6,163) in December from 15% in September. This is within the 16% target and remains top quartile indicating that the right interventions are being delivered at the right time to prevent repeat referrals and repeat assessments. The actual number of re-referrals in December was 64 compared to 56 in September.

7.4  **Be Safe:** The percentage of Child and Family Assessments approved within 45 days has improved in December to 93.9% (445 out of 474) from 91.4% (394 out of 431) in September and performance remains within **top quartile**.

8. Child Protection

8.1  **Be Safe:** The percentage of children subject to an Initial Child Protection Conference (ICPC) who had their ICPC held within 15 working days was 91.4% (32/35) in December compared with 76.7% (33/43) in September. This is top quartile performance, however it will need to be maintained for the rest of the year to improve end of year performance. Second quartile performance is between 79% and 88%.

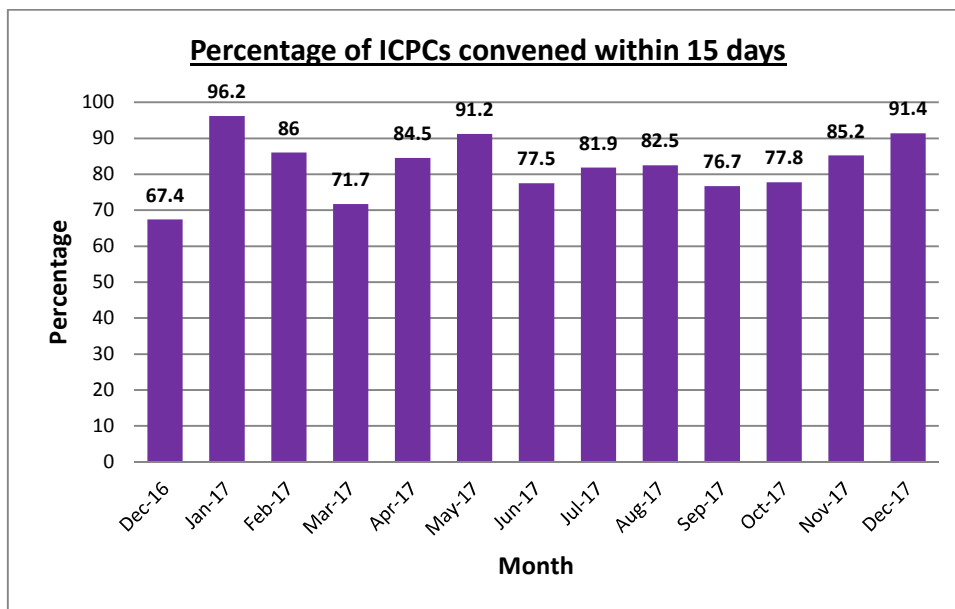



Figure 3: ICPCs convened within 15 days

8.2  **Be Safe:** The number of children subject to a child protection plan (CPP) has reduced for four consecutive months and is now 601 at the end of Q3.

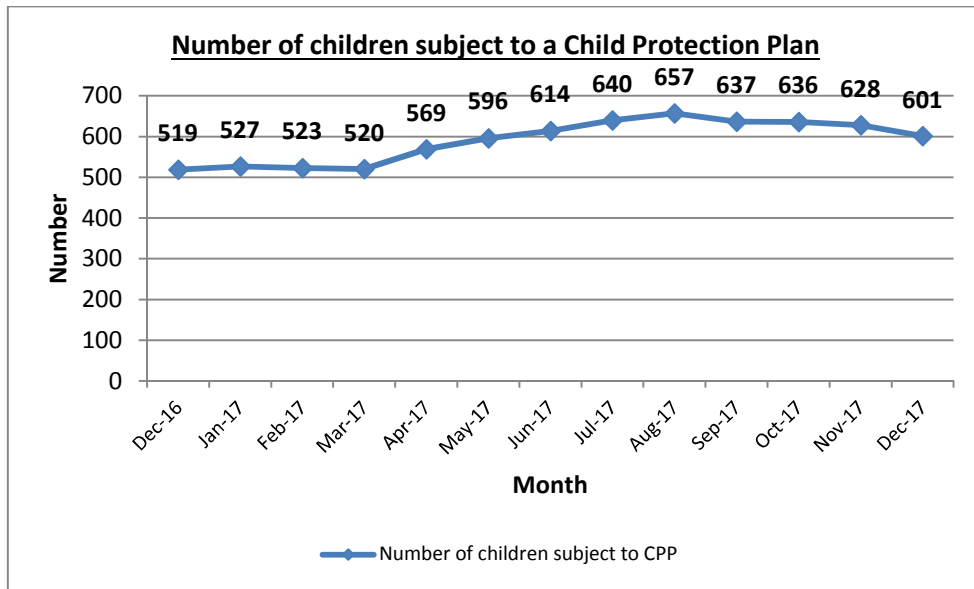


Figure 4: Number of children subject to a CPP

8.2.1 The rate per 10,000 (0-18 population) for end of Q3 was 22.5 compared to 23.9 in Q2. We remain in the top quartile nationally. This is a slight increase compared to the rate of 20.0 at 31 March 2017 but less than half of the national rate of 43.3 per 10,000.

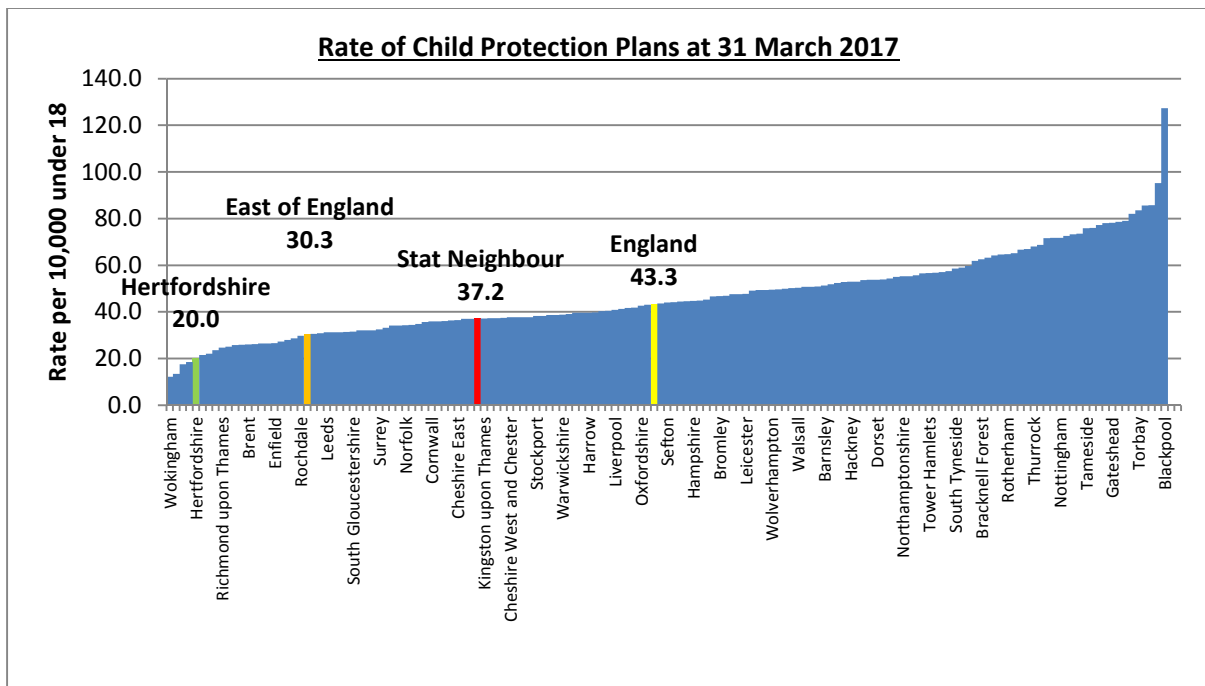




Figure 5: Rate of Child Protection Plans at 31/3/17

8.3  **Be Safe:** The percentage of children with a child protection plan (CPP) for a second or subsequent time has increased this quarter to 18.6% (142 out of 763 children) from 18.2% (134 out of 736 children) at the end of Q2 2017/18. We remain in the 3rd quartile nationally.

8.4  **Be Safe:** The percentage of children returning within two years of the previous child protection plan (CPP) has reduced for the fourth consecutive month to 8.1% (reduced to 62 children from 67 in Q2). This is the best performance since April 2017 (7.3%).

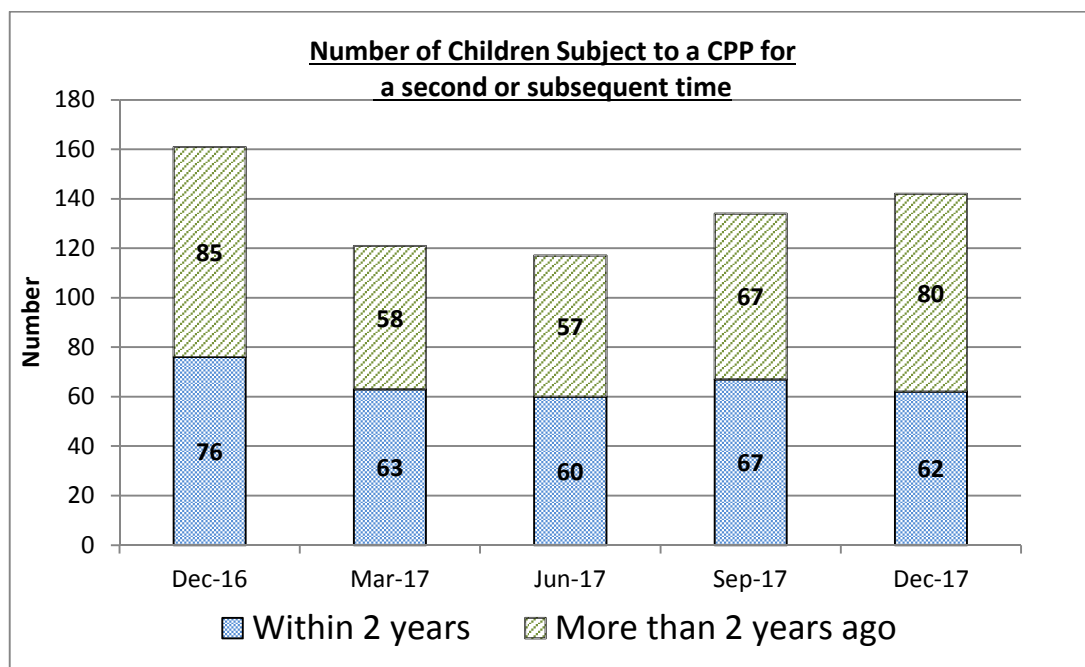



Figure 6: Number of Children Subject to a CPP for a second or subsequent time

9. Children Looked After

9.1  **Be Safe:** The number of children looked after (CLA) excluding unaccompanied asylum seeking children (UASC) has reduced to 832 at the end of Q3 from 849 at the end of Q2. Performance in this area is positive and illustrates success of strategies to support children to remain with their families where it is safe to do so.

9.2 There were 87 Unaccompanied Asylum Seeking Children (UASC) in Q3, a reduction from 90 in Q2. This equates to 0.03% of the Hertfordshire under 18 population and 9.5% of the children look after population.

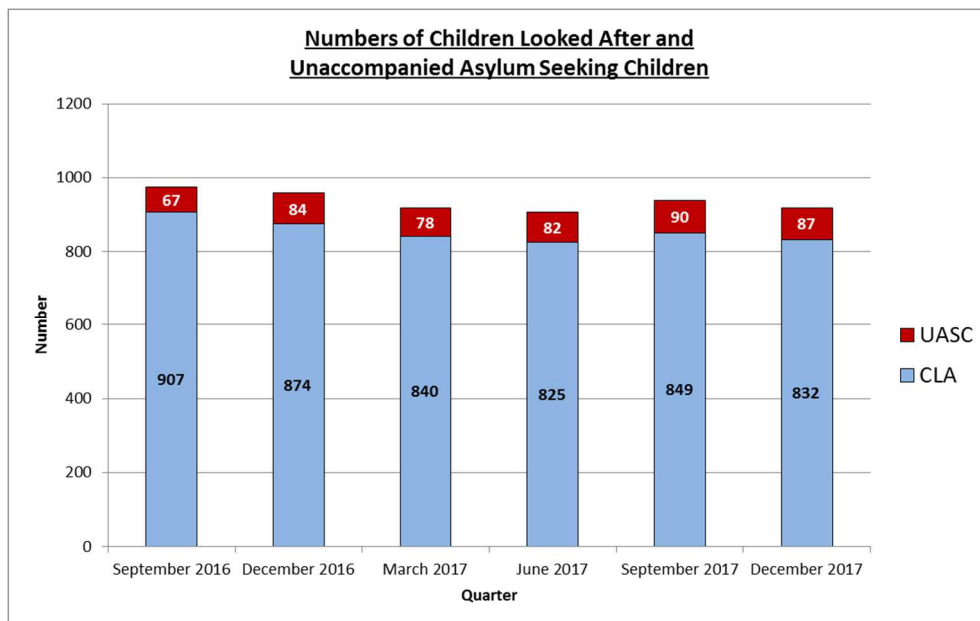





Figure 7: Numbers of Children and unaccompanied asylum seeking children

9.3  **Be Happy:** The percentage of children looked after with three or more placements has increased for the fourth consecutive month to 12.4% and with Hertfordshire remaining in the 3rd quartile nationally. Our best performance was in August 2017 at 10.5%. 88 children have had 3+ placements so far this financial year compared with 75 at the same point last year. In order to hit target based on the current CLA population, we would need to have approximately 17% less children with 3+ placements at year end. This threshold has already been hit, so achieving target will not be possible. A renewed focus of the stability group in the final quarter will seek to identify what is impacting on current performance to identify how performance can be improved going forward.

9.3.1 Of the 88 CLA with 3 or more placements this financial year;

- 75 (85.2%) were aged 11+ compared with 67.8% of all CLA. This indicates older children are more likely to experience 3 or more moves.
- 39.8% had been in care for 12 months or less compared with 30.4% for all CLA. This shows those who have come into care in the last 12 months are over represented in this cohort.
- 40.9% were in a foster placement (including friends & family) compared with 73.3% of all CLA.
- Of the remaining 52 who are not currently in a foster placement, 31 (60%) were placed in fostering at the start of their current period of care:
 - 11 of which are now in independent living
 - 10 are in K2 – Homes and Hostels
 - 4 placed with parents or others with parental responsibility
 - 3 in hostels & other supportive residentials
 - 2 are in K1 – Secure Unit
 - 1 in NHS / Health Trust or other establishment.

9.4  **Be Happy:** Long Term Stability (*children who have been looked after for 2.5 years or more and remained in the same placement for the last two years*) has reduced to its lowest point in the last 12 months at 67.8%. This is below our target of 72% (top quartile) and keeps us in the 2nd quartile nationally.

9.5  **Be Happy:** A snapshot of the 2017/18 mid-year position for average duration of time in care for Children Looked After (excluding Unaccompanied Asylum Seeking Children) shows time in care reduced by 4% between September 2016 and September 2017 from 3.18 years to 3.05 years.

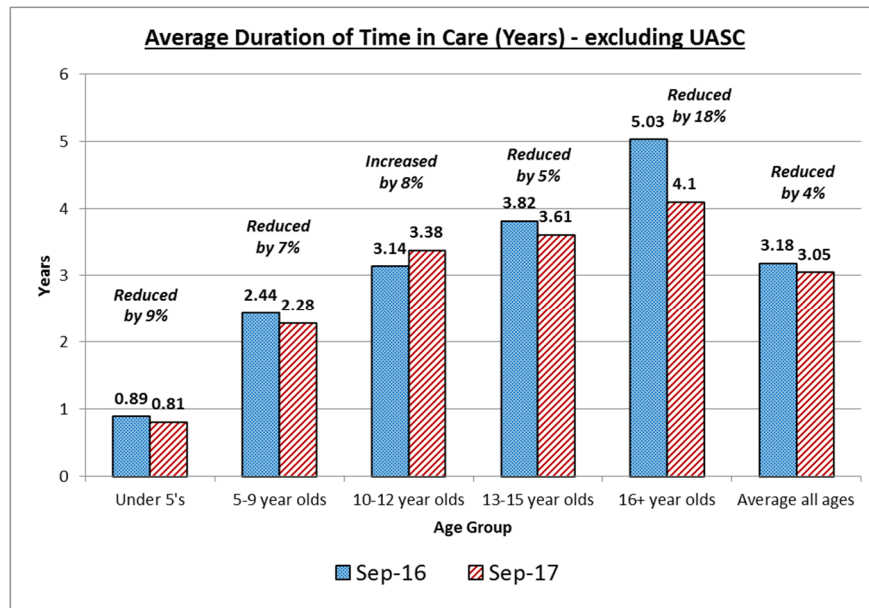



Figure 8: Average duration of time in care

9.5.1 The average length of time in care has reduced across most age groups, with the exception of 10-12 year olds which has increased by 8% from 3.14 years to 3.38 years.

9.5.2 The largest reduction is in the 16+ age group where on average young people are spending 18% less time in care, a reduction from 5.03 years to 4.1 years, a reduction of almost a year. When looking only at those who entered care aged 16+ the average length of time in care has reduced from 7.6 months in September 2016 to 6.6 months in September 2017.

9.5.3 The under 5 age group are spending 9% less time in care, on average spending 0.81 years in care as at September 2017 compared to 0.89 years the previous year (September 2016).

9.6  **Be Happy:** The changes in the number of CLA (excluding UASC) in each age group follows a similar pattern as the length of time CLA spend in care.

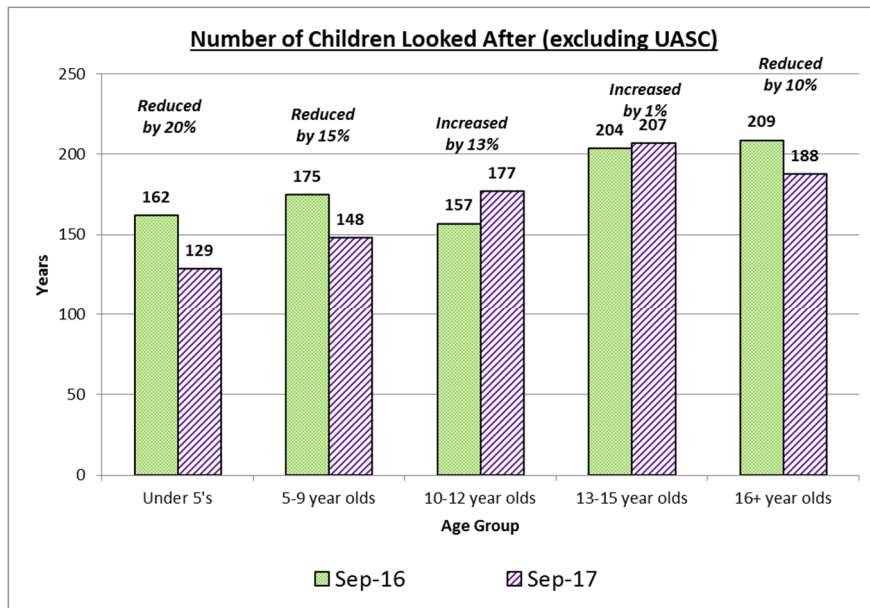


Figure 9: Number of CLA excluding UASC

- 9.6.1 There are generally decreases across most age groups with the largest decrease of 20% in the under 5 group.
- 9.6.2 The number of CLA in the 10-12 age group has increased by 13% (20 children) from 157 in September 2016 to 177 in September 2017. This is the age group who are spending longer in care now than a year ago.
- 9.6.3 There was a small increase of 1% (3 young people) in the 13-15 age group from September 2016 to September 2017.
- 9.7 **Be Happy:** The percentage of children exiting care through adoptions or Special Guardianship Orders (SGO) continues to reduce for the seventh consecutive month and now stands at 13% (77/593) compared to 17.7% (105/595) in Q2. This is partly a result of the changing age profile of the CLA population and very strong performance in 2016/17. There has been a 22% reduction in the under 5 CLA population (who make up the majority of Adoptions/SGOs) since December 2016, however only a 1% reduction in over 5s in the same period.
- 9.8 **Be Happy:** The percentage of CLA adopted within 12 months of the decision continues to increase for the fourth consecutive month and is now 81.4% (48 out of 59 children). This is the best performance in recent history and a considerable improvement on 53.2% in December 2016.

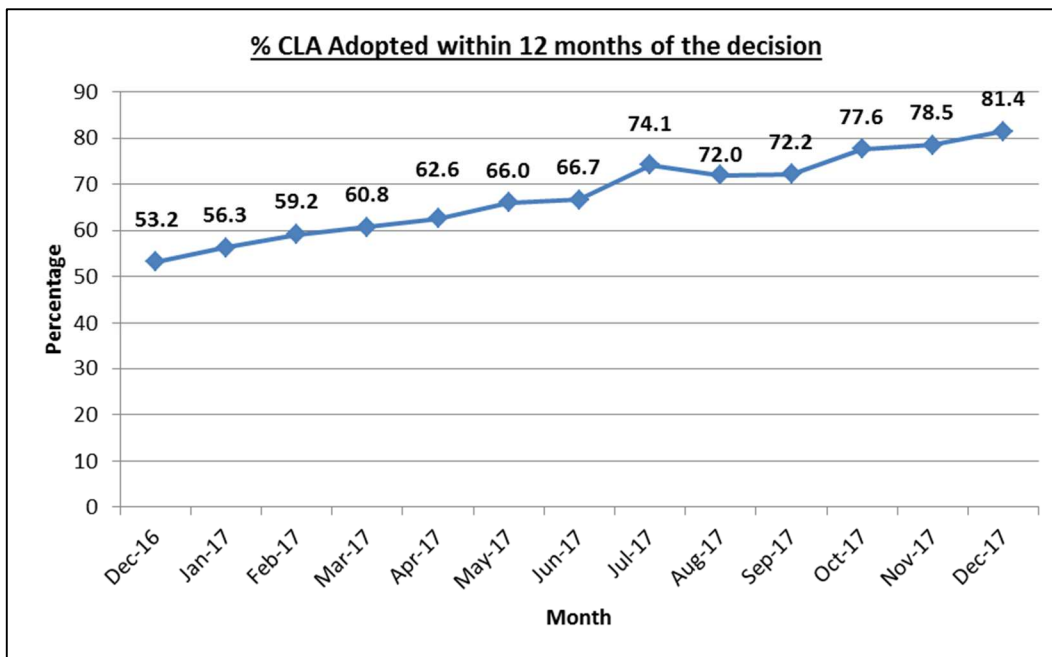




Figure 10: CLA adopted within 12 months of the decision

- 9.9  **Be Ambitious:** The percentage of CLA and care leavers who are not in Education, Employment or Training (NEET) aged 16-18 has reduced to 18.97% (59 young people / out of 311) at the end of Q3 compared with 22.3% (68 young people /out of 305) (revised figures) at the end of Q2. December 2016 - 25.54% (83 young people out of 325) School and college lists have now been validated resulting in more robust data.
- 9.9.1 The proportion of CLA and care leavers who are NEET for six months or more has reduced to 7.4% (23 young people /out of 311) compared with 9.18% in September (28 young people / out of 305) (revised figures), this is also a reduction on December 2016 (8.31%) (27 young people /out of 325) .
- 9.10  **Be Ambitious:** The percentage of Care Leavers aged 17-21 who are in Education, Employment or Training (EET) is 58.3% (402/689) at the end of Q3 a slight improvement on 58.2% (408/701) in September 2017. This is higher than our statistical neighbour average (49.8%) and the national average (52.3%).

10. Financial Implications

- 10.1 The challenge to improve outcomes for children and young people in Hertfordshire at a lower overall cost requires a high degree of interdependence across Children's Services. Children's Services spends just over £181m providing the following services:
- £74m is spent on Education related services;
 - the highest proportion of this (£24m) is spent on Services for Young People (which includes a range of early interventions and some statutory Children Looked After, Youth Justice and Care Leaver functions);

- In addition, just over £107m is spent on Social Care related services including:
 - £47m on Services for Children Looked After and Leaving Care;
 - £21m on Safeguarding Operations;
 - £12m spent on Disabled Children's Services;
 - £9m on Adoption Services.

10.2 Demography is putting pressure on the Children Looked After budgets and in particular the increased numbers of Unaccompanied Asylum Seekers.

10.3 In addition to demography, there is a further pressure on budgets related to Children Looked After placements, due to more complex cases of children and young people who require residential placements.

11. Equality Implications

11.1 When considering proposals placed before Members it is important that they are fully aware of, and have themselves rigorously considered the equalities implications of the decision that they are taking.

11.2 Rigorous consideration will ensure that proper appreciation of any potential impact of that decision on the County Council's statutory obligations under the Public Sector Equality Duty. As a minimum this requires decision makers to read and carefully consider the content of any Equalities Impact Assessment (EqIA) produced by officers.

11.3 The Equality Act 2010 requires the Council when exercising its functions to have due regard to the need to (a) eliminate discrimination, harassment, victimisation and other conduct prohibited under the Act; (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it and (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it. The protected characteristics under the Equality Act 2010 are age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion and belief, sex and sexual orientation.

11.4 As shown in Figure 8 below, black and minority ethnic groups (BME) account for around 17.2% of the total under 18 population in Hertfordshire and 20.4% of the school aged population (a 0.9 percentage point increase on 2016). They also account for:

- 25.7% of referrals to social care (a slight decrease on 2015/16);
- 25% of Children in Need (1.4 percentage points higher than in March 2016);
- 24.6% of children subject to child protection plans (3.8 percentage points higher than March 2016); and
- 28.1% of Children Looked After (2.1 percentage points higher than in 2016).

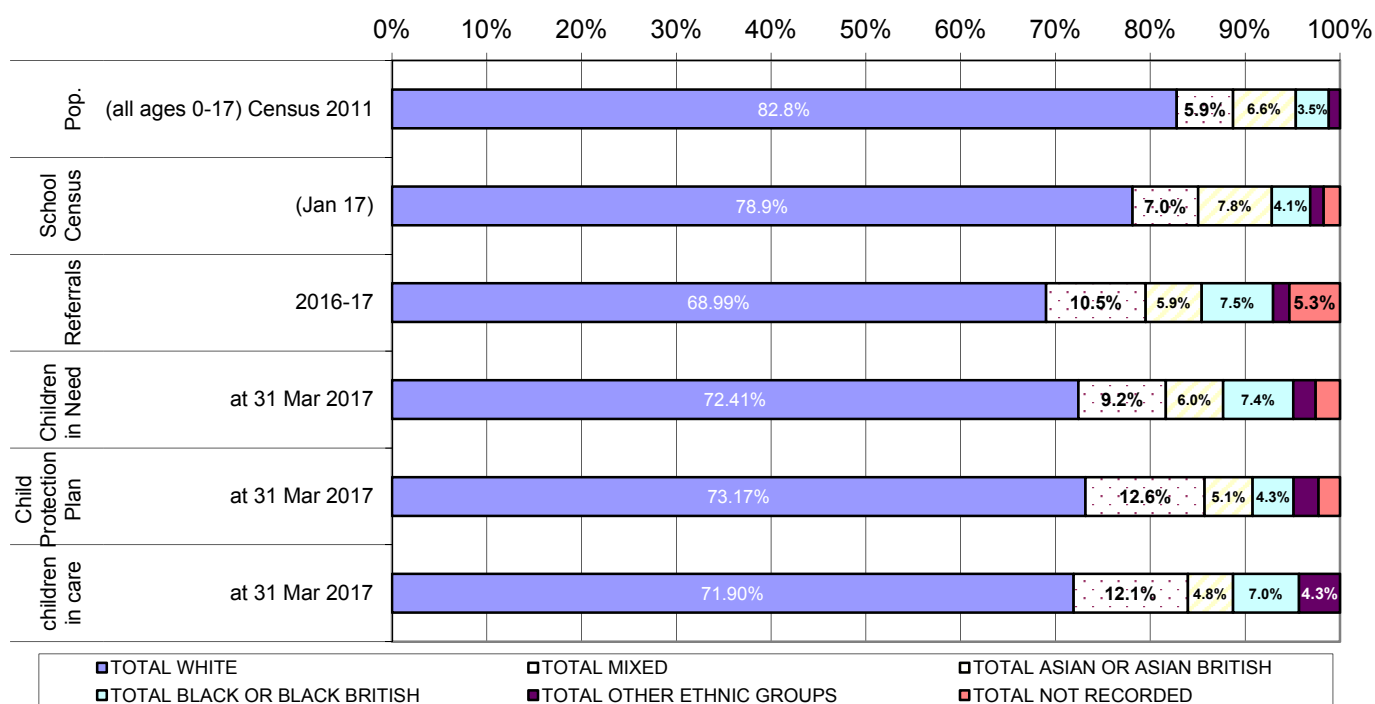


Figure 8: The ethnic profile of Hertfordshire children and young people March 2017

	Pop. (all ages 0-17) Census 2011	School Census (Jan 17)	Referrals 2016-17	Children in Need at 31 Mar 2017	Child Protection Plan at 31 Mar 2017	children in care at 31 Mar 2017
TOTAL WHITE (see figure 9 for breakdown)	82.8%	78.9%	69.0%	72.4%	73.2%	71.9%
TOTAL MIXED	5.9%	7.0%	10.5%	9.2%	12.6%	12.1%
TOTAL ASIAN OR ASIAN BRITISH	6.6%	7.8%	5.9%	6.0%	5.1%	4.8%
TOTAL BLACK OR BLACK BRITISH	3.5%	4.1%	7.5%	7.4%	4.3%	7.0%
TOTAL OTHER ETHNIC GROUPS²	1.2%	1.4%	1.7%	2.4%	2.6%	4.3%
TOTAL NOT RECORDED	0.0%	1.7%	5.3%	2.5%	2.3%	0.0%

Figure 9: The ethnic profile of Hertfordshire children and young people March 2017

White - any other White background³	4.03%	7.85%	5.71%	5.30%	5.07%	3.65%
White - British	77.97%	70.06%	60.77%	65.60%	63.60%	67.37%
White - Gypsy/Roma	0.00%	0.15%	0.72%	0.27%	3.38%	0.66%
White - Irish	0.60%	0.67%	0.79%	0.86%	0.94%	0.11%
White - Traveller of Irish Heritage	0.18%	0.14%	1.01%	0.38%	0.19%	0.11%

Figure 10: Breakdown on the total white category from Figures 7 and 8.

² This includes Chinese, south east Asian, and middle east ethnicities.

³ This includes Eastern & Western European nationalities, full breakdown on Department for Education ethnicity codes is available from [this link](#) (appendix 4)

- 11.5 The total white category (Figures 7 & 8 above) includes those recorded as 'white other'³ which according to the 2011 census accounts for 4% of the 0-17 population. They also account for;
- 7.85% of the school age population in the 2017 school census. A greater proportion than any of the other BME groups and 0.8 percentage point increase on 2016.
 - 5.7% of referrals to social care (a 0.35 percentage point reduction on 2015/16).
 - 5.3% of children in need (a 0.35 percentage point reduction on 2016).
 - 5.1% of those subject to a child protection plan (a 2.5 percentage point increase).
 - A further 3.4% of children subject to a child protection plan were from a white Gypsy/Roma background (a 2.7 percentage point increase).
 - 3.65% of children looked after (a 0.2 percentage point increase)
- 11.6 More detailed information about the diversity profile of Hertfordshire is available through our Joint Strategic Needs Assessment and Community Profiles which can be found at www.hertsliis.org.
- 11.7 No EqIA was undertaken for this report because the Hertfordshire County Council Quarterly Performance Report only provides historic performance information for the last quarter (Q3 2017/18). The report does not impact on equalities or affect any of the protected characteristics which would require an EqIA to be completed.

12. Conclusion

- The rolling year rate per 10,000 of referrals to children's social care increased slightly in Q3 but performance remains top quartile.
- The numbers of children subject to a child protection plan (CPP) have reduced for four consecutive months to 601.
- Children Looked After numbers (excluding UASC) decreased this quarter to 832.
- The number of Unaccompanied Asylum Seeking Children (UASC) has reduced to 87.
- The percentage of children looked after with three or more placements has increased for the fourth consecutive month to 12.4%.
- The average length of time in care has reduced across most age groups, with the exception of the 10-12 year old age group.
- The percentage of CLA adopted within 12 months is the best performance in recent history.

- The percentage of children looked after and care leavers aged 17-21 in education, employment and training has increased slightly this quarter.

13. Background papers

Joint Strategic Needs Assessment and Community Profiles - www.hertsliis.org.

HERTFORDSHIRE COUNTY COUNCIL

**CHILDREN'S SERVICES CABINET PANEL
THURSDAY 8 MARCH 2018 AT 10.00AM**

THE ANNUAL REPORT FROM THE VIRTUAL SCHOOL HEAD

Report of the Director of Children's Services

Author: Felicity Evans

Head of Achievement, Virtual Schools
Tel: (01992) 555926

Executive Member:

Teresa Heritage, Children's Services

1. Purpose of report

- 1.1 This report sets out information on the attainment and progress of children looked after at each key stage in 2017 and the progress and achievement of care leavers between the ages of 16 and 19.
- 1.2 The report also outlines the progress and impact of the Virtual School improvement plan that includes development across Children's Services, with schools both in and out of Hertfordshire, with Senior Ofsted Inspectors in Eastern region and with children and young people.

2. Summary

- 2.1 Hertfordshire Virtual School was created in 2010 to champion the educational needs of young people looked after by Hertfordshire, to ensure they have the best possible education and every chance to realise their potential. The Virtual School is committed to empowering schools, social workers and carers to make education a priority for Children Looked After (CLA) and care leavers. The primary focus is to close the achievement gap between children looked after and their peers, both locally and nationally.

3. Recommendation

- 3.1 The Panel is asked to note and comment on the summary of performance in 2017 attached as Appendix 1 to the report.
- 3.2 The Panel is asked to note and comment on development of the Virtual School improvement plan for 2017-18.

4. **Background Key figures and statistics** *(as at end of Autumn Term 2017)*

Total Number of CLA (0-18)	914
Total number of CLA of Primary school age	229
Total number of CLA of Secondary school age	364
Number CLA in Hertfordshire Schools	400
Number CLA in schools Out of County	193

The large majority (82%) of Children Looked After attend 'good or better' schools.

4.1 Unaccompanied Asylum Seeking Children (UASC) – of school age

The number of school age UASC children is 20.

4.2. Care Leavers

4.2.1 Total number of care leavers (between 16 years old and 19 years + 1 month old) as of end of Autumn term 2017: 442

The majority (86%) of Children Looked After go onto further education, training or employment at age 16-17 (September 2017).

4.3 Pupil Premium

4.3.1 100% of Pupil Premium Grant is used to promote either directly or indirectly, the educational achievement of Hertfordshire Children Looked After. The pupil premium is monitored by the Virtual School and the monies are used in a wide variety of ways based on an up-to-date assessment of need to support children's academic, social and emotional development. (Pupil premium is a sum of money given to schools each year by the Government to improve the attainment of disadvantaged children.)

4.4 Key drivers of improvement

- Education Advisers support and challenge schools to raise attainment and accelerate progress for CLA.
- To continue to implement the improved structure of the Virtual School to provide consistent support and challenge to schools and other educational settings.
- To deliver training and guidance to young people, schools, carers, social care that raises expectations of and aspirations for CLA.
- To track pupil progress through efficient data collection, Pupil Progress Meetings held on a rolling programme with experienced school colleagues.
- To target interventions to raise both achievement and aspiration.
- To ensure a rigorous scrutiny from Virtual Schools (VS) Governing Body and professional partners.
- To maintain the downward trend in exclusions over the past two years for Hertfordshire CLA against the trend for exclusion which has increased for all children nationally.

4.5 Attainment for Children Looked After – Primary and Secondary

4.5.1 A Virtual School Education Adviser visits all schools termly to focus on attainment and progress for CLA on roll. This includes a robust monthly scrutiny of vulnerable groups with regard to school attendance, Children Missing Education (CME), part time and alternative provision, exclusion, OFSTED rating of schools.

4.5.2 Data is collected from schools on a termly basis for all year groups and is used to target and challenge schools in their support of CLA (including more able disadvantaged).

4.6 Outcomes at the end of Key Stage 2 (Summer 2017)*

4.6.1 There has been a notable improvement in the percentage of children reaching the expected standard in Writing.

Level 4+	2015-16	2016-17
Cohort Size	41	44
Reading	41%	43%
Writing	34%	48%
Maths	44%	43%
RWM combined	27%	27%

*All 2016/17 data remains provisional, un-validated and not in the public domain. Comparison cannot be made to previous years

4.7 Outcomes at the end of Key Stage 4 (Summer 2017)*

4.7.1 There is growing evidence of improved attainment in the Hertfordshire Virtual School at key stage 4, when compared to children looked after nationally. However, the gap between CLA and their non CLA peers at the end of Key Stage 4 remains too large.

	2015-16	2016-17
Total Number Y11 Children Looked After	68	71
Higher Level 2** In English Grade 5+	This is the new challenging criteria for 2016-17 onwards	17%
Higher Level 2 In Mathematics Grade 5+		6%
Higher Level 2 in Mathematics & English Grade 5+		11.3%
Level 2 In English Grade 4+ (A grade 4 is the equivalent of a C grade GCSE)	25%	24%
Level 2 In Mathematics Grade 4+ (A grade 4 is the equivalent of a C grade GCSE)	19%	24%

Level 2 In English and Maths Grade 4+ (A grade 4 is the equivalent of a C grade GCSE)	13%	16%
Any Qualification	78.6%	84%

*All 2016/17 data remains provisional, un-validated and not in the public domain. Comparison cannot be made to previous years

** Level 2 = GCSE level of study and is that expected at the end of Year 11 (age 16).

4.8 Early Years

4.8.1 An electronic Personal Education Plan (ePEP) is now in place for nursery age children. Records of progress in settings are now recorded on this system and will transfer to schools. This is a significant improvement and will enable the Virtual School to improve outcomes for CLA from an accurate starting point/baseline.

4.9 Post 16

4.9.1 The team has been in existence since 2004 and supports young people in and leaving care up to the age of 25.

4.9.2 The number of young people going to and staying in courses at FE colleges is increasing year on year enabling those care leavers to achieve better qualifications after statutory education through the personalised support they receive.

4.9.3 The Hertfordshire Virtual School Care Leaver University Adviser has increased the numbers going to and achieving at University year on year. There are currently 64 at Universities throughout the country. In 2017 there were 14 graduates with 3 First Class Honours.

4.9.4 The team quality assures the processes for Care Leavers in all four colleges of Further Education in Hertfordshire to review support for Care Leavers.

4.9.5 A programme of residential interventions for CLA pre-16 is maintained as there is proven impact on their motivation in sustaining education post 16.

4.9.6 Young people are supported in apprenticeships, work placements and put on employment projects to help young people become employment ready. One such employment project is a summer tea room which provides young people with work experience and an opportunity to develop a whole range of employability skills.

4.10 Current Innovations

- 4.10.1 The 'CLASEF' (Children Looked After Self Evaluation Form) is a self-evaluation audit completed by the schools for the purpose of reflection on practice and planning, the termly report to Governors, the Pupil Premium audit of efficient and effective spend and an action plan for improvement.
- 4.10.2 The ePEP focuses on voice of the child. Coram Voice 'Bright Spots' research reported that support for education is a 'Bright Spot' in Hertfordshire with particular reference to support for learning received from carers at home and from teachers in school and beyond the classroom. (a survey of the views of looked after children and young people aged 4-18yrs in Hertfordshire carried out in March 2017. All looked after children were asked to participate in this online survey through their schools and colleges.)
- 4.10.3 The inclusion of the Strengths and Difficulties Questionnaire (SDQ) in the PEP enables social care and schools to co-ordinate and better understand children's wellbeing and readiness to learn. (The SDQ is a tool which measures young people's emotional development and progress. It is completed by mental health practitioners and Social Care also use this tool in preparation for each Child's Health Care Review.
- 4.10.4 Education Advisers, in partnership with each school's Designated Teacher, use a rating process to improve the quality of ePEPs.
- 4.10.5 In anticipation of the updated Statutory Guidance (Spring 2018), the Virtual School has had a part time education adviser seconded to the Adoption Services team. The updated guidance will extend the provision of advice and guidance to schools and families with Children who are previously looked after.

4.11 Work with Partners

- 4.11.1 Focus groups of stakeholders (Designated Teachers, Social Workers, and Carers) are held to support the co-production of materials such as handbooks of information, development of the CLA-SEF, Good to Great action plan for Carers, Social Work PEP Champions.
- 4.11.2 Colleagues from the Virtual School attend the Head teacher Updates and Seminars on a regular basis.
- 4.11.3 Virtual School colleagues participate in the Corporate Parenting Board activity strands for example, the Stability project for CLA and attend monthly meetings with Senior Leaders in social care.
- 4.11.4 A dedicated team for children in residential care and on the edge of care referred to the Adolescence Resource Centre (ARC) Residential Services includes one Education Adviser and two part time Education Support Workers.
- 4.11.5 Monthly case discussion meetings are held between Special Educational Needs (SEN) and Social Care colleagues (led by the Virtual School), which

promote resolution of both individual complex cases requiring provision and improvement in communication and operational practice.

5.0 Next Steps

5.1 The improvement plan for the Virtual School 2017-18 is based on the research by the DfE and the National Foundation for Educational Research (NFER) that outlines the common factors where schools are most effective in improving the educational achievement of disadvantaged children. The following aspects are proven to particularly benefit the progress and achievement of disadvantaged children:

- Adopting a whole school ethos
- Addressing behaviour and attendance
- High quality teaching for all
- Meeting individual learning needs
- Assessment that is data driven and responsive to evidence
- Effective deployment of staff.
- Clear, responsive leadership

5.2 The Virtual School has based the operational approach to schools, settings carers, social workers and all other professionals on these approaches (Appendix 2). Working collaboratively with Ofsted in the region, prominent research bodies and with Virtual School leaders nationally, the work in Hertfordshire to promote the achievement of children and young people so that they flourish as young adults is informed, innovative and research-led.

5.3 The Virtual School will lead the educational element of the new DfE funded Innovation project for children in primary school who are subject to a Child in Need or Child Protection Plan as part of the Wave 2 of the Family Safeguarding project in 2018. This work will extend support to vulnerable families and their children in school and supplement the effectiveness of the Hertfordshire preventative strategy.

6.0 Financial Implications

6.1 The Virtual School is funded from several sources including HCC core funding, pupil premium and Dedicated Schools Grant (DSG). The service is forecast and has managed within the current budget allocated for it and the expectation is that this will continue into next year.

6.2 The operating model was reviewed and the workforce restructured to achieve savings required as part of wider Children's Services efficiencies in 2016-2017. This afforded the opportunity to strengthen and refocus the team to ensure good quality support and challenge to schools and children.

6.3 Events for children were supported by donation, both financially and in kind in 2017 and further sponsorship is being researched.

7.0 Equalities Implications

- 7.1 When considering proposals placed before Members it is important that they are fully aware of, and have themselves rigorously considered the equality implications of the decision that they are making.
- 7.2 Rigorous consideration will ensure that proper appreciation of any potential impact of that decision on the County Council's statutory obligations under the Public Sector Equality Duty. As a minimum this requires decision makers to read and carefully consider the content of any Equalities Impact Assessment (EQiA) produced by officers.
- 7.3 The Equality Act 2010 requires the County Council when exercising its functions to have due regard to the need to (a) eliminate discrimination, harassment, victimisation and other conduct prohibited under the Act; (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it and (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it. The protected characteristics under the Equality Act 2010 are age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion and belief, sex and sexual orientation.
- 7.4 'Race' and ethnicity continue to be major factors influencing children's and adults' experiences of education at all levels and in a variety of respects that include academic achievement, curriculum development, assessment and professional employment. The recent Race Disparity Audit, (October 2017), [here](#) published that pupils in several ethnic groups are achieving and progressing better than White British pupils. Low educational attainment and progress is closely associated with economic disadvantage. White British pupils from state schools had the lowest university entry rate of any ethnic group in 2016.
- 7.5 Black and minority ethnic groups (BME) (all non-white British groups) account for around 22% of the total under 18 population (2011 Census) in Hertfordshire and 28.6% of the school aged population (January 2017 School Census). They also account for 32.6% of Children Looked After as at 31st March 2017(an increase from 30.6% in 2016). For children in key stage groups the numbers are very low making the data statistically unreliable and not a proper basis for informed action.
- 7.6 No EqIA was undertaken in relation to this report.

Background information

Appendix 1: The Progress and achievement of children looked after in the Hertfordshire Virtual School

Appendix 2

Hertfordshire Virtual School

Virtual School Head's Annual Report

Academic Year 2016/17 (March 2018)



Report Sections		
Cohort of Children In Care		
Background	1	Numbers of Children in Care: Core Groups and Vulnerable Groups
	2	Numbers of Children in Care: In and Out of Authority
	3	Provision: Schools
	4	Educational Provision Ofsted Judgments
Engagement: Attendance and Exclusions		
Engagement	5	Attendance Over Time
	6	Exclusions Over Time
	7	Children Missing Education (CME) & Vulnerable Groups
	8	Pupil Voice, Bright Spots Survey and SDQs
Progress: Relative Progress over Time		
Progress	9	Progress EYFS
	10	Progress KS1 to KS2
	11	Progress KS4
Attainment: End of Key Stage: <i>Unverified pending the publication of the SfR by DfE in March 2018</i>		
Outcomes	12	Attainment EYFS
	13	Attainment Phonics Year 1
	14	Attainment KS1
	15	Attainment KS2
	16	Attainment KS4
	17	Attainment Post 16
PEPs, Pupil Premium and Interventions		
Additional	18	PEPS Up To Date
	19	Quality of PEPS
	20	Pupil Premium Allocation
	21	SEN / UASM
	22	Hertfordshire Outcome Bees: Be Ambitious

Notes

Statistical neighbours	<p>Many sections of this report refer to similar Local Authorities that would be expected to have similar statistical data. This provides a more contextual comparison than purely National Data alone.</p> <p>For Hertfordshire our Statistical Neighbours are Braknell Forest, Buckinghamshire, Cambridgeshire, Central Bedfordshire, Hampshire, Oxfordshire, Trafford, Warwickshire, West Berkshire and West Sussex</p>
Current Numbers	Where this is quoted the figures refer to End of the Autumn Term 2017
SfR	Where end of year results (Summer 2017) are quoted these refer to the students in care for 12 months from April 2016-March 2017

Cohort of Children Looked After (CLA)

1 Numbers of Children Looked After: Core Groups and Vulnerable Groups

1.1 Current Numbers	Total	Boys	Girls	EHCP/S	Disability	UASM	Comments
Total Number of Children Looked After	914	529	385				<p>There is a reducing number of Children Looked After. There is an increased complexity in their level of need with a notable rise in numbers at Key Stage 3 and 4 as well as 16+.</p> <p>The greater number within the cohort are in the group 'White working class boys' – there is national concern about the underachievement of this cohort (out of care as well as those who are CLA). There are also more boys entering care in contrast to girls, later in their teen years.</p>
Total Number YR - Y11 (School Age)	593	337	256	143	57	20	
Percentage of Cohort	100%	57%	43%	24%	10%	3%	
Early Years (Birth – N2)	94	51	43				
Percentage of Cohort	100%	54%	46%				
Care Leavers (16 – 19+mth)	442	272	170				
Percentage of Cohort	100%	62%	38%				

Historic Trends		Comments																																																																						
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Notes

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<p>National data is available via the National Statistics site (DfE) and Local Authority Interactive Tool (LAIT)</p>	<ul style="list-style-type: none"> • Continue monthly case discussion meetings between SEN and Social Care colleagues (led by the Virtual School), promoting resolution of both individual complex cases requiring provision and improvement in communication and operational practice. • Continue termly visits to all schools with Hertfordshire CLA on roll by Education Advisers. Of particular benefit, and unique to Hertfordshire, are visits to out of county Special Schools for very complex needs. This work has led to the development of a professional development day (2nd March 2018) for SEND Designated Teachers including those schools at a distance. • The annual Designated Teacher conference in 2018 will be held jointly with colleagues in CAMHS and have a focus on the Mental Health of CLA and the impact on learning. This topic is at the request of Designated Teachers made through the Focus Group forum that meets termly. • The Sutton Trust reported in 2016 that white working-class pupils get the worst GCSE results of all the main ethnic groups, • The study by the Sutton Trust education charity found that disadvantaged pupils from Chinese backgrounds were almost three times as likely to get the benchmark five good GCSEs as their white working-class peers. The Virtual School holds individual Pupil progress meetings to ensure that the efforts to support learning and overcome disadvantage are individualised and effective.
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2 Local Provision and Support for Children Looked After– Reception to Year 11

In or Out of Hertfordshire Schools	Total		Boys		Girls		EHCP/S		Disability		UASM	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
CLA in Hertfordshire Schools	400	67%	214	36%	186	31%	68	11%	31	5%	6	1%
CLA In Out of County Schools	182*	31%	114	19%	68	12%	71	12%	25	4%	10	1%
Other e.g. CME / Not Yet Placed	11	2%	9	1.5%	2	0.5%	4	1%	1	1%	4	1%

School Age COLA (Children looked after by another Local Authority)

There are currently 179 school aged children in the care of another Local Authority but placed within Hertfordshire. These children are in the care of 40 different Local Authorities and attend Hertfordshire schools or settings.

The Virtual School restructure in 2016 and most recently in 2017, allocated an Education Adviser to schools with CLA on roll by District Council. This strategy has improved relationships with schools and particularly with Senior Leadership Teams in schools. The progress and achievement of CLA may be discussed during the termly visits or more regularly if needed. Children previously looked after and those on the edge of care are also discussed following the implementation of the children and social work act, 2017.

Comments and Highlights

2.1	Overall	<ul style="list-style-type: none"> • 67% of students in the Virtual School are taught in Hertfordshire Schools. However a significant number of students are taught in the neighbouring Local Authorities within the Eastern region or greater London boroughs close to the county. This highlights the large size of the authority and the availability of care placements. This means that most of our children live in and attend school in the county and overall their progress and achievement is significantly higher at all key stages when compared to all children looked after by Hertfordshire wherever they are placed in the county. • There are 182 Hertfordshire CLA in Out of County Schools in 54 different Local Authorities
2.2	Phase	<ul style="list-style-type: none"> • There is no significant distinction in Key Stages except key stages 1 and 2 where most are taught in the authority.
2.3	SEN / Disability	<ul style="list-style-type: none"> • 24% of the virtual school have an EHCP – of these 11% (68) attend a Hertfordshire School and 12% (71) attend an out of county school • A child is far more likely to be placed in an out of county school at a distance with an EHCP or a disability. This is due to complexity of need, the availability of specialist care placements and the availability of low incidence specialist educational provision within Hertfordshire.
2.4	Specialist Provision	<ul style="list-style-type: none"> • For those children educated out of county with an EHCP, the predominant need is for social, emotional or mental health support. It becomes problematic where children are placed out of county when they have not been formally assessed for an EHCP or are part way through the process and are unable to maintain their place successfully in a mainstream school. A placement move of this type may mean that the child will have a period of time with no school whilst new arrangements are made to meet their needs.
2.5	Unaccompanied asylum seekers	<ul style="list-style-type: none"> • Currently our figures are below the national average but Hertfordshire is compliant with the Eastern region distribution strategy as agreed by the regional DCS group. Points of entry for UASC not part of the strategy, remain the M25 at South Mimms and Watford. • A greater number of the school age children in 2017 were placed by Hertfordshire in neighbouring LAs to gain placements with an ethnic match. Post 16 UASC are more frequently accommodated in Hertfordshire.

Notes	Actions / Next Steps:
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<p>The small numbers involved means that the variation is not particularly significant and can change each term.</p>	<ul style="list-style-type: none"> • The Virtual School had developed a comprehensive plan of support to these young people and their schools or settings. Progress and achievement for them is hampered by lack of English language skill at first but characteristically they are motivated learners and achieve well albeit out of year group. It is proposed to report outcomes discretely to the main data set for these students. • A Designated Teacher focus group specifically for the Hertfordshire schools with UASC on roll was set up in 2017 and meets termly to share best practice. In 2018 it is proposed to invite the designated teachers from schools in neighbouring LAs with Hertfordshire UASC on roll to the termly meetings • A SEN/D Best Practice Forum for all designated teachers of Hertfordshire CLA has been arranged with overnight accommodation acquired at a reduced cost to enable those schools at a distance to attend (permission has been given to use PP+ for this event). This is innovation in practice and seeks to support the most vulnerable VS students in their education. • The Virtual School Advisers visit all CLA wherever they are placed termly and will scrutinise the teaching and learning of the child in school. Where possible, the use of KIT, (Keeping in Touch) calls and video conferencing supplements this activity. Where CLA are in specialist placements the notes of visits are shared with colleagues in Brokerage and SEN accordingly. Schools causing concern are escalated appropriately and where at a distance, with the Virtual School Head for that LA, who is routinely informed of the Hertfordshire visit before it takes place.
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3 Local Vs National Context For Looked After Children

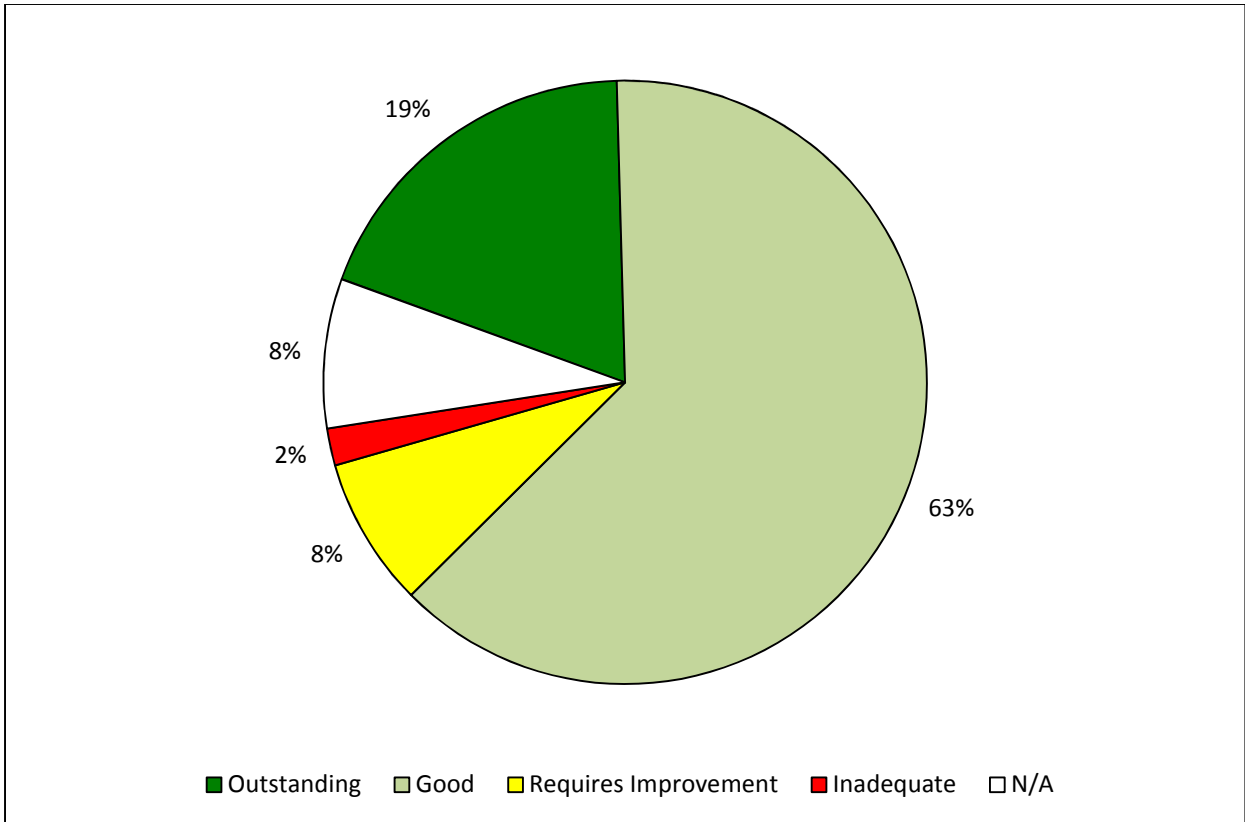
Comments and Highlights

Overall	<p>The support and challenge framework used with schools: The Hertfordshire Children Looked After Self Evaluation process (CLASEF). This is a robust system of support and challenge that includes termly visits to schools. In 2016 it was developed in tandem with a 2 year contract with the Hertfordshire school improvement company, Herts for Learning (HfL). In 2016-17, HfL visited every Hertfordshire school with children looked after on roll and reported against agreed criteria, grading the school accordingly on a RAYG scale (Red, Amber, Yellow and Green). The Hertfordshire Virtual School had already developed a system of 'Quality Assurance' for schools that were not Ofsted graded 'Good or better' but nonetheless had CLA on roll due to legacy reasons. This strategy ensured that the CLA had a good teaching and learning experience and was making good progress. The best features of the two systems were combined and the 'Children looked after self-evaluation Form' was developed and introduced to all schools with a Hertfordshire CLA on roll in September 2016. The 'CLASEF' (Children Looked After Self Evaluation Form) is a self-evaluation audit completed by the schools serving the purpose of reflection on practice and planning, the termly report to Governors, the Pupil Premium audit of efficient and effective spend and an action plan for improvement. This document forms the basis of discussion between the Virtual School and the school during the termly visits by the Education Adviser. Information from the collated CLASEFs is then reported back to schools during the termly briefings for Designated Teachers, to the Virtual School Governing Body, discussed at the Virtual School Head meeting with the Senior Regional Ofsted Inspector and informs practice and planning development. As a strategy it has been very well received by schools with over 90% returns and has improved the profile and 'reach' of the Virtual School in the sector.</p> <p>Support for Further and Higher Education Hertfordshire is fortunate in having an 'all-through' Virtual School that is able to support children and young people in and leaving care up to 25. Two of the team members have been Hertfordshire care leavers. The number of young people going to and staying in courses at FE colleges is increasing year on year enabling those care leavers to achieve better qualifications after statutory education through the personalised support they receive. The Hertfordshire Virtual School has the only Care Leaver University Adviser nationally. This adviser has increased the numbers going to and achieving at University year on year. There are currently 68 at University's throughout the country. In 2017 there were 14 graduates with 3 First Class Honours.</p> <p>Support for Early years In 2016-17 the Early Years Personal Education plan was developed and converted to the ePEP. Much development work was completed with providers and settings for very young CLA to engage them in the process. The ePEP is now established in this sector and the priority currently is to provide training and development opportunities so that the specific need of CLA are appropriately understood and supported.</p>
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Notes	Actions / Next Steps:
	<ul style="list-style-type: none"> To continue the robust dialogue between schools and the Virtual School through the completion of the CLASEF The VSGB, Designated Teacher Focus group, the annual Secondary Heads meeting with Ofsted and the Virtual School and the Senior HMI who discussed the work of the Virtual School with the Virtual School head termly all agree that this system of accountability and self-evaluation is innovative and a worthwhile exercise. The Pupil Premium scrutiny of spend is an essential part of the process and the completion of the CLASEF provides the evidence of the impact of the funding. This information, together with the development introduced in the Personal Education Plan in August 2017 that records individual information there a comprehensive audit of spend. In the spring term 2018 a further audit with selected schools will take place to provide best practice case studies to share on the new Virtual School website and in training.

4 Educational Provision Ofsted Judgments (Current)

In or Out of Hertfordshire Schools	Total Numbers	Outstanding		Good		Requires Improvement		Inadequate		Not Applicable	
		Number	%	Number	%	Number	%	Number	%	Number	%
Total CLA (R – Y11)	593	115	19%	375	63%	48	8%	13	2%	42	8%
CLA In Hertfordshire Schools	400	83	21%	273	68%	32	8%	8	2%	4	1%
CLA In Out of County Schools	182	32	18%	102	56%	16	9%	5	3%	27	14%



Comments and Highlights

Overall	<p>This is a priority area that is monitored closely and regularly reported on to Corporate Parents.</p> <ul style="list-style-type: none"> A very small number (48) attend schools judged Requires Improvement and their progress is monitored closely. The schools receive Quality Assurance visits to insure that the teaching and learning is of a good standard for the CLA. At points of school admission , the Virtual School will not permit admission to a school that is not Good or better. One child attends an inadequate provision. (Ofsted November 2016) and the provision is under close review by senior managers.(See Notes) Some children enter care whilst on roll at an RI / I rated school and a judgement is made to ensure the quality of provision rather than move the child, however this step would be taken if necessary.
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Notes	Actions / Next Steps:
<p>This is a priority area that is monitored closely and regularly reported on to Corporate Parents.</p> <p>A very small number (48) attend schools judged Requires Improvement and their progress is monitored closely. One child attends an Inadequate provision. (November 2016) and the placement is under close review by senior managers.(See Notes)</p>	<ul style="list-style-type: none"> In 2015-6 HfL were commissioned to carry out a school standards visit to all schools with a Hertfordshire CLA on roll. This information provided a recommended next steps agenda for the school. This work together with the reorganisation of the Virtual School and the introduction of the CLASEF has developed and robust school improvement model that is beginning to realise better outcomes for children,. When a Hertfordshire school was graded 'Inadequate' direct action was taken to organise a school change for the more vulnerable CLA on roll, to move to a new school place. This was carefully managed to minimise disruption for the CLA.

5 Attendance

Term	Autumn 2016/17	Spring 2016/17	Summer 2016/17	Autumn 2017/18																														
Average Attendance.	94.2%	94.1%	93.4%	95.1%																														
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2017 National data is not yet available.

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Comments and Highlights

5.1 Trends	<ul style="list-style-type: none"> It has been very encouraging that absence rates have fallen since 2012. However in 2016 both Hertfordshire and the statistical neighbours have seen levels rise slightly and 2017 is also above the best figures The CLA absence trend is falling which is in line with the national trend. Foster Carers have been trained regarding attendance at school and policy of not allowing term time holidays has been maintained.
5.2 Welfare Call	<ul style="list-style-type: none"> There are monthly Vulnerable Groups meetings and the PEP attendance records are scrutinised at each meeting Attendance is always scrutinised on Education Adviser school visits that review all aspects of pupil progress.
5.3 Fostering Co-work	<ul style="list-style-type: none"> There is an active Foster Carer Focus Group that supports the development and innovation in operational practice within the Virtual School The annual HERTS Awards ceremony awards the contribution of the children of Foster Families and the affect they have on the lives and stability of children looked after. The ceremony also gives awards to children who have good or improved attendance. The attendance of children looked after in Hertfordshire is good. The impact of placement moves out of county can render the child without a school place for an interim period that will reflect negatively on the overall attendance figures and particularly for the individual attendance profile of the student. .

Notes	Actions / Next Steps:
	<ul style="list-style-type: none"> Maintain the monthly scrutiny on attendance. Develop and refine the system of recording the information so that the monthly reports on attendance already produced and shared with social work managers are discussed with both social workers and carers in a more systematic way.

6 Exclusions

6.1 Term	2015/16	2016/17	Autumn 2017/18	Comments
Number of Students with Exclusions	121	102	48	Our more detailed analysis has also highlighted peaks just prior to school holidays, which perhaps reflects time of stress for both staff and students / families. The national trend for exclusion has increased (for all children). There is a downward trend over the past 2 years for Hertfordshire CLA.
% of Current Students with Exclusions	20.1%	17%	8%	
Total Number of Exclusions	895	714	213	

6.2 Numbers of students by Year Group

Year	YR	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Grand Total
2015	1	2	1	4	8	5	8	9	15	19	27	22	121
2016	1	1			2	3	7	16	13	17	21	21	102
2017 to date		2	2	1		1	1	4	7	6	16	8	48

The overall number of fixed term exclusions is reducing across all key stages.

6.3 National numbers with a fixed term exclusion

% of children who have been looked after continuously for at least twelve months with at least one fixed term exclusion from school		2012	2013	2014	2015
919	Hertfordshire	14.49	11.84	12.18	14.99
985	East of England	11.99	10.41	10.18	10.64
	Statistical Neighbours	13.99	10.84	11.52	12.35
970	England	11.33	10.27	10.25	10.42

Nationally exclusion data for 2016 was not published but in-house data of 102 (17%) for 2016 is consistently above regional and national figures that indicate that we have very high exclusion rates in Hertfordshire. Most fixed term exclusions appear to fall in the autumn term. Intervention through a managed move of school is a successful strategy. Exclusion from local SEMH schools are the most difficult to resolve, particularly for girls. However, the small school, Romanfields in Hemel Hempstead has a policy of not excluding and CLA have been successful learners there in 2016-17.

6.4 Permanent Exclusions

	Number of CLA with Permanent Exclusions	% of cohort
2017/18	2	0.33%
2016/17	1	0.17%
2015/16	3	0.50%
2014/15	3	0.50%

The latest available figures from the Department of Education (DfE), the number of permanent exclusions across all state-funded schools has increased from 5,795 in 2014/15 to 6,685 in 2015/16. This equates to around 35 permanent exclusions per day in 2015/16, up from a daily average of 30 in 2014/15. Exclusion has historically been reserved for only the most serious acts of misbehaviour, however, persistent disruptive behaviour is currently the most common reason for permanent exclusions in all state funded schools (likewise for fixed period exclusions). Over half of all permanent and fixed period exclusions occur in national curriculum year 9 or above. Compared to the general school population CLA, are over-represented in the statistics for exclusion and subsequent admission to ESC/PRU provision or other forms of alternative provision as a result.

However, permanent exclusions are rare.

Notes	Actions / Next Steps
	<ul style="list-style-type: none"> To develop the secondary school transition strategy for Year 6 to 7 to support CLA in the first year of secondary school. This work will avoid exclusion at an early stage and increase supported induction' Greater development of a whole school training schedule on attachment aware or trauma informed approach to behaviour management school with partners in Health.

7 Children Missing Education (CME) & Vulnerable Groups

Children Missing Education (CME)

- Current CME is 11 (2%) children, down from CME numbers at the start of this academic year of 22 (4%).
- There is an average number of 20 CLA at any one time that fall into the category of CME.
- There is a robust process to review, track and monitor the children in the CME category. The Process is in line with the Hertfordshire procedure.
- When a child is placed out of county and has no school place to start they may be CME. Schools are not encouraged to remove a child from roll until a new school is agreed.
- The referral process for CME is identical in this instance and all measures are taken to ensure that the allocation of an appropriate school place is swift.
- One to one tuition is provided in all cases as an interim measure.
- When the child is admitted to a hospital bespoke negotiations take place.

Comments and Highlights

Education advisers meet every month to scrutinise the data regarding the vulnerable groups within the CLA cohort and to develop action plans for improvement:

- CME,
- Poor attenders,
- Exclusions,
- The Ofsted rating of the schools CLA attend.
- USAC

Notes	Actions / Next Steps:
There is an average number of 20 CLA at any one time that fall into the category of CME. CME or <i>children missing education</i> is when a child is not on a school role and is not educated otherwise in a private school or alternative education. (DfE September 2016)	To maintain the process of recording the vulnerable groups weekly and scrutinising the data monthly. Actions are prompt and reviewed at the next meeting and shared with the social worker holding the case.

Comments and Highlights

8.1 Pupil Voice

Source: Pupil Voice section of ePEP (responses from most recent PEP)

How do you feel about school?

	I really like school	I think school is OK	I do not like school	No response
KS1	60%	24%	7%	9%

	I am really happy / happy in school	I think school is OK	I am unhappy / really unhappy in school	No response
KS2	76%	17%	1%	5%

	I am really happy / happy in school	I think school is OK	I am unhappy / really unhappy in school	No response
KS3	56%	21%	8%	15%

	I am really happy / happy in school	I think school is OK	I am unhappy / really unhappy in school	No response
KS4	41%	26%	8%	25%

What out of school activities do you do?

	Sport/Dance	Community Group	Music/Art	None
KS1	40%	7%	9%	18%

	Sport/Dance	Community Group	Music/Art	None
KS2	52%	9%	6%	8%

	Sport/Dance	Community Group	Music/Art	None
KS3	41%	14%	4%	14%

	Sport/Dance	Community Group	Music/Art	None
KS4	35%	9%	5%	22%

Pupil Voice is routinely captured through the PEP, by evaluation of interventions and in other group meetings.

KS1 and KS2 responses based on choice in the PEP whereas KS3 and KS4 are free text responses which have been categorised into the responses in the tables.

Examples of free text response from the PEP:

"Really happy - I like the different subjects & making new friends as well as meeting up with old friends."

"I feel like school is really fun because you get to have loads of opportunities."

"I feel good and enjoying school at the moment. Things are better than last year especially with English and Business. I am receiving more help with revision and preparing for exams."

8.2 Bright Spots Survey



Your Life, Your Care:
A survey of the views of looked after children and young people aged 4-18yrs in Hertfordshire

In March 2017 all looked after children were asked to participate in an online survey through their schools and colleges.

Key Findings

- 26% of looked after children in Hertfordshire participated in the surveys.
- Positively, 8 in ten (80%) of children and young people in Hertfordshire thought that their lives were improving.
- Compared to average (30%), lower proportions of young people in Hertfordshire (25%) had had a high number of social workers (3 or more) in the last 12 months.
- 88% of young people (11-18yrs) in Hertfordshire reported that they liked school. In comparison, only 79% of young people in care in other LAs liked school – a statistically significant difference.
- All young children (4-7yrs) liked their bedrooms and felt settled in their homes.
- Children (8-18yrs) were more likely than their peers in other LAs to have a pet in the home that they live in.
- Compared to the national average (80%), significantly lower proportions of young people in Hertfordshire (71%) had received a full explanation of why they were in care. However, higher than average (50%) proportions of children 4-7yrs (61%) had received an explanation (not a statistically significant difference).
- 28 (12%) children and young people were identified as having low well-being. The majority (23) were in the oldest age group (11-18yrs) and most (17) were girls. They were much more likely to report that they did not have a trusted adult in their lives, that they were not given chances to be trusted and that their carers did not take an interest in their education. They were also more likely to say that they did not like their appearance or have a good friend in their lives.
- 89% of young people (11-18yrs) in Hertfordshire reported that they trusted their carers. This is significantly lower than the national average of 95%.
- Young people in Hertfordshire were also less likely (83%) than their peers in other local authorities (88%) to report that they trusted their social worker (although this did not represent a statistically significant difference).

[My carers] are always nice. They are kind. They like me to have dinner with them.
4-7yrs

I need someone to talk to, to be better about talking about my feelings.
11-18yrs

239 children completed the online survey; an overall response rate of 26%.

This survey was developed by Coram Voice and University of Bristol together with 140 children and young people in and from care as part of the Bright Spots Programme.

It asks children in care about their life, based on the things that are important to them. All responses were collected anonymously and the findings were analysed by University of Bristol and Coram Voice. We have done the surveys in other local authorities and will combine the results to see what care is like for children across the country.

If you want to find out more, please email: brightspots@coramvoice.org.uk

Coram Voice University of Bristol
Funded by the Hadley Trust

The outcome of the Bright Spot survey has been used to inform operational practice implementing what children and young people have asked for.

The Hertfordshire ePEP has been altered to prompt schools to offer CLA positions of responsibility within the school where possible and record where this is already the case.. The survey revealed that CLA feel overlooked by schools when these roles are allocated in school. This feedback was a topic in the designated teacher briefing as well as the end of term letter to all designated teachers from the Virtual School Head.

It was also referenced at the HfL 'More Able Disadvantaged' conference in May 2017

In the ePEP the question is as follows:

- Do all your positions of responsibility in school involve being voted on?
- Are there opportunities for a child who may have joined the school mid- year and who has not formed relationships with others?

This, as a discussion point, is now included in the education adviser termly visit outline.

The Strengths and Difficulties Questionnaire

SFR50 2017 National Tables – Children looked after at 31st March 2017:

Total national average 14.1; Hertfordshire average 11.7 (based on 414 with returned score)

National Average SDQ score by age banding:

5 - 9 yr	14.0
10 12 yr	14.3
13-15 yr	14.1
16+	13.3
Total CLA	13.9

Hertfordshire CLA SDQ returns as of January 2018 (based on 140 with returned score):

Age	Average Score			
	Carer score	Teacher score	young person score	Combined score
5-9 yr	20	18	0	19
10-12 yr	22	19	21	21
13-15yr	21	21	20	21
16+	19	19	20	19
Total CLA	22	19	20	20

A Strengths and Difficulties Questionnaire (SDQ) is an internationally recognised behavioural screening tool of children's and adolescent's wellbeing and mental health.

From April 2017 a new methodology for collection of SDQ has been introduced within Hertfordshire. This now involves the collection of SDQ scores from Carer and Teacher for all ages and also the Child Looked After if aged 10 years or over. The scores are collected 6 weeks prior to the Health Review and so are collected across the year rather than in one collection in the Spring as was previous practice. The reported SDQ score in March 2017 was recorded for the entire cohort (with a return of 414 SDQs) whilst the current score is based on a return of 140 SDQs.

The Virtual School now shares this data with schools on the PEP and Social Workers are required to discuss the latest score with schools and the implications the score may have on readiness to learn and emotional wellbeing during the meeting.

A score above 14 is considered to be indicative of a need for some intervention and the greater the score, the higher level of support is possibly required. The maximum possible score is 40.

The trend from both returns is that there is a higher SDQ score within the secondary age range. This also correlates with the higher number of children in care within this age range as detailed in section 1.5 of this report– largest cohort is age 10-15. This would indicate that there is a need for emotional support as young people enter puberty and also as there is an influx of children into care within this age bracket that there is greater emotional turmoil. This can then impact on behaviour within school and progress in learning.

It is notable that the average combined score for Hertfordshire children looked after has risen substantially from average score 11.7 in 2016-17 to average score 20 to date in 2017-18. This indicates that CLA have greater social and emotional needs.

Notes

Whole school training to be as effective as possible to affect the in-school experience of the child.

Actions / Next Steps:

- Mental First Aid training to be available to schools from a trained Virtual School member of staff.
- SDQ monitoring within the PEPs to be further developed as the new methodology develops.
- DT conference on Mental Health co-developed with CAMHS (Autumn 2018)
- Participation in the Attachment Aware research project (Alex Timpson Attachment research project with the Rees Centre) and associated training by as many Hertfordshire schools as possible, currently 29.
- Mental Health FAQ on the new Virtual School website authored by the CLA Mental Health nurse.
- Publication on the website and distribution of the booklet for schools: the 10 things you need to know about the Teen Brain.

Progress

9 Progress EYFS

Comments and Highlights

Systems to identify and record where CLA are attending Early Years provision are in place allowing the Virtual School to monitor transition into school. More robust and effective communication between the Virtual School and Early Years settings means that the needs of CLA are understood and their progress is championed. Children attending a Hertfordshire Setting are assured of high quality provision as 97% of settings are good or outstanding. The Early Years pupil premium take up has improved from 61% to 80% this academic year, the remaining 20 % represents four children where they are placed for adoption and who were not accessing education as a result.

An electronic ePEP now in place for nursery children. Records of progress in settings are now recorded on this system and will transfer to schools. This is a significant improvement and will enable to the Virtual School to improve outcomes for CLA from an accurate starting point/ baseline.

Notes	Actions / Next Steps:
	Continue to work with settings, foster carers and social workers to promote the education of pre-school CLA.

10 Progress KS1 to KS2

Historic KS2 Progress

KS1-2 Progress Benchmark (CLA) – 2016

	Cohort	Avg. KS1 Pt Score	READING			WRITING			MATHS					
			Cover.	Prog. Score ≥ 0	Avg. Prog. Score	Conf. Int.	Cover.	Prog. Score ≥ 0	Avg. Prog. Score	Conf. Int.	Cover.	Prog. Score ≥ 0	Avg. Prog. Score	Conf. Int.
National (CLA pupils)	2,820	11.9	91%	47%	-0.5	±0.24	94%	51%	-1.0	±0.24	92%	45%	-1.3	±0.21
LA (all schools)	13,038	16.3	93.2%	51.7%	+0.1	±0.11	93.8%	56.3%	+0.1	±0.11	93.3%	47.1%	-0.5	±0.09
LA (state-funded schools)	12,706	16.3	95.6%	51.7%	+0.1	±0.11	96.2%	56.3%	+0.1	±0.11	95.8%	47.1%	-0.5	±0.09
Virtual School	41	11.8	92.7%	47.4%	-0.2	±1.99	95.1%	48.7%	-1.8	±1.98	92.7%	44.7%	-1.0	±1.70

⊕ Significantly above national average | ⊖ Significantly below national average | x/ Result suppressed

Comments

10.1

The progress score for Hertfordshire CLA for 2016 in Reading was above National CLA.

The progress score for Hertfordshire CLA in writing was below National CLA. Writing progress has been a focus of Education Adviser visits and VS Pupil progress meetings for the academic year 2016/17.

The progress score for Hertfordshire CLA in 2016 in maths was above National CLA.

2017 KS1-KS2 Progress, Comments and Highlights

It is not possible to report the progress of the CLA between Key Stage 1 and 2 for the academic year 2016-17 until the DfE publish the statistical First Release in March 2018 .

Prior Attainment From KS1	Number of students	Average of Reading Scaled Score	Average of Maths Scaled Score	Average of GPS Scaled Score	Comments
High	6	106.3	107.0	111.3	High ability students should be attaining in the range 108-120 with most nearer 108-112
Medium	25	102.1	101.7	103.4	Middle Ability Students should be obtaining 96-107
Low	13	88.2	88.5	89.2	Low Ability Students typically obtain 80-96 with most in the low 90s
Totals / Averages	44	100.2	100.8	101.8	

10.2	Context	Hertfordshire only had a small number of high ability students (from KS1 testing) in this cohort. They had a larger proportion of lower ability students in the cohort with a range of complex needs.
10.3	Reading	Hertfordshire have maintained their good progress in reading for CLA. This is a strength.
10.4	Writing	Writing progress has improved significantly since 2016 .Progress in Writing for this cohort is now well above the published National CLA figure for 2016 and close to the 2016 National figure for all children.
10.5	Maths	Mathematics progress this year was lower than 2016 for Hertfordshire CLA , but in line with National CLA 2016.

Notes	Actions / Next Steps:
<p>Historic progress is only shown for 2016 as there was a change in curriculum and assessment of this curriculum in 2016. The new expectations at KS1 – aged 7 and KS2- aged 11 were more challenging than previous years.</p> <p>Children educated in Hertfordshire schools make better progress.</p>	<ul style="list-style-type: none"> • Pupil progress meetings are held with the Primary Phase Lead and the Primary Head Teacher representative on the Virtual School Governing Body who provides scrutiny and challenge. • Continue to work with schools to identify barriers to learning and offer support and challenge to overcome these barriers. • Work with the fostering service to ensure that the VS-run foster carer primary curriculum training is well attended and supported. • Challenge schools to accelerate progress, particularly in mathematics, through effective intervention and pertinent use of the pupil premium plus spend.

11.1	Progress 8 Historic 2016	<p>Progress rates for Hertfordshire CLA in 2016 were higher than our statistical Neighbours but lower than National Average for CLA. In 2016 the Progress scores for English and Maths were higher than the overall Progress 8 score for the cohort. English and Maths are gateway qualifications and so the support being directed into these subjects has assisted young people to move onto college and sixth form courses where they can improve the level of their qualification post -16.</p> <p>The average Progress 8 score of the cohort is lower than that of the non CLA cohort. This may be due to the support for CLA, where schools make arrangements to increase support in English and Maths and consequently reduce the timetable workload for this group. This can minimise levels of anxiety and increase the prospect of success in core subjects. This is a common strategy for children late into care.</p> <p>Progress 8 scores are the average score in eight subjects at GCSE level.</p>																																																															
11.2	Progress Provisional 2017	<p>It is not possible to report the progress of the Year 11 students for the academic year 2016-17 until the DfE publish the statistical First Release in March 2018 however based on the in-house pupil progress meetings and unverified/school reported outcomes we are able to report the following information related to the progress of children attending Hertfordshire schools only.</p> <p>Progress as taken from 31 Hertfordshire Schools:</p> <p>The DfE league tables, published January 2018 for all schools give an indication of Progress within Hertfordshire schools attended by Hertfordshire CLA. Using this data and the outcome and progress data gathered by the Virtual School from schools, there is an indication that CLA in Year 11 made good progress in comparison to the DfE measure, Average Progress 8 for the schools where they attended.</p> <p>This data is available to us for 31 Hertfordshire schools which were attended by 41 CLA and therefore approximately two thirds of the cohort.</p> <p>When the full data is made available to us for all Year 11 CLA, both in and out of county, the overall score will be very different. However, we are able to report on the progress of the 41 children in comparison to the average progress made by their peers at the same school.</p> <p>The average P8 score for these schools was -0.25. Of these 41 CLA students:</p> <table border="1" data-bbox="346 1047 1199 1516"> <thead> <tr> <th>Percentage of CLA</th> <th>Number</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>37%</td> <td>15/41</td> <td>made progress that was greater than the average progress for students in the schools where the CLA cohort attended.</td> </tr> <tr> <td>15%</td> <td>6/41</td> <td>made progress that was at or near than the average progress for students in the schools where the CLA cohort attended.</td> </tr> <tr> <td>22%</td> <td>9/41</td> <td>made progress that was less than the average progress for students in the schools where the CLA cohort attended.</td> </tr> <tr> <td>27%</td> <td>11/41</td> <td>Attended county special schools and we are unable to represent a P8 Score for them.</td> </tr> </tbody> </table> <p>The following table indicates the Key Stage 2 attainment for the cohort. It is important to recognise the prior ability of this cohort. This cohort had a large proportion of students of low ability. The mean KS2 score for the cohort is 3.2 and the prior attainment of this cohort demonstrates that 87% of the cohort had an end of KS2 starting point for secondary schooling that was below average.</p> <table border="1" data-bbox="346 1685 1493 2175"> <thead> <tr> <th>Aver KS2 Scores</th> <th></th> <th>0-0.9</th> <th>1-1.9</th> <th>2-2.9</th> <th>3-3.9</th> <th>4-4.9</th> <th>5-6</th> </tr> </thead> <tbody> <tr> <td>Average Grades</td> <td>No prior attainment</td> <td>W</td> <td>1c-1a</td> <td>2c-2a</td> <td>3c-3a</td> <td>4C-4A</td> <td>5C+</td> </tr> <tr> <td>Percentage of Y11 Hertfordshire looked After Students</td> <td>32%</td> <td>1%</td> <td>4%</td> <td>8%</td> <td>18%</td> <td>27%</td> <td>8%</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>3c-4c 30%</td> <td>4b-4a 15%</td> <td></td> </tr> <tr> <td>Description</td> <td>100% OOC</td> <td>SLD</td> <td>SLD</td> <td>Well Below Average</td> <td>Well Below Average</td> <td>Just below Average</td> <td>Above Average</td> </tr> <tr> <td>Summary percentage</td> <td></td> <td colspan="5">87% below average attainment at end of KS2.</td> <td>12%</td> </tr> </tbody> </table> <p>To support children and schools with these needs, the Virtual School ensured that tutoring was put in place where Designated Teachers identified gaps in learning and liaised with the tutors to focus on those gaps. In addition, Designated Teachers were encouraged to make applications for exam considerations where appropriate – such as extra time or a reader. Children were supported through revision sessions made available through Hitchin tuition agency and also through CGP revision cards for maths. Carers were provided with training to support revision at home.</p> <p>Typically there is a pattern where the Maths progress score is higher than the English score. This is in line with what can be expected of a pupil who has is taking fewer GCSE subjects and who has a disrupted educational experience (entry to care and placement move).. The requirements of the new English examination are for sustained reading, comprehension and extended writing which are skills that are challenging for all children. 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Actions / Next Steps:

- Membership of PiXL (National Schools organisation that promotes school improvement, to raise standards and give students a better future).– providing material to support Children in KS4, KS2 and KS5 exam provision.
- Provision of CGP revision resources and cards.
- Development of Maths and English revision at Step Up training to carers and CLA in Autumn and Spring terms.
- Challenging schools over their data and accuracy of prediction and the school’s subsequent support arrangements. For example, offer of revision and support sessions and ensuring their attendance.
- Planned training for Carers of children who have higher ability KS2 starting points to ensure that the home offer is able to support progress.
- Continuation of selected Head Teachers for CLA in KS4 to meet with Ofsted to discuss narrowing the gap strategies.

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Attainment

12 Attainment EYFS

Comments and Highlights

For 2017, 33% of children achieved a good level of development (GLD); an increase from 21% in 2016.	The average points score for Hertfordshire CLA in Reception was 27.7 compared to 34.5 for all pupils nationally. This is in line with CLA nationally although full quality assured comparative data is not available. The cohort was small and each child represents 14%
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Notes	Actions / Next Steps:
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Children who enter care at a young age are often well behind their peers in terms of development. Particularly in Personal Social and Emotional Development which is a key area of learning.	<ul style="list-style-type: none"> • Education Advisers to support transition from early year's settings to schools through ensuring PEP meetings take place at the setting with prospective next school in attendance. • Ensure all achievement and progress data from Early Years Settings is recorded on electronic PEP to inform schools of starting points. • Carers of Early Years pupils to be invited and encouraged to attend the VS 'Primary Curriculum' course.
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13 Phonics Year 1

Comments and Highlights

Standard	Hertfordshire Looked After Children 2017		National Figures All Children For Comparison
	Numbers	%	%
Met the expected standard	9	90%	81%
Working Towards	1	10%	19%

There are no national comparators for Looked After Students published to date.

It is very encouraging that although we only had 10 eligible pupils in Year 1- 90% of them reached the expected standard which is above national figures.

Notes	Actions / Next Steps:
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The forthcoming annual Carers conference on Education will have the Library service in attendance. They have agreed to 'sign up' carers at the conference for a library card and explain the use of the 'Virtual' library using electronic books and kindles.	<ul style="list-style-type: none"> • Continue to promote reading with carers through training including joining the library. • Education Advisers to continue to check with schools on phonics progress for children in Reception and Y1 to ensure that they are on track to meet the expected standard.
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The following information is using information and results gathered from Hertfordshire schools and our own data gathering methods. It is unverified by the DfE Statistical First Release and therefore may be subject to change.

Comments and Highlights

	KS1 Reading	KS1 Writing	KS1 Maths	KS1 RWM
2017 Herts CLA	52.4%	38.1%	57.1%	33.3%
2017 National CLA	TBC	TBC	TBC	TBC
2017 All Schools	79.2%	71.4%	77.3%	67.1%
2016 Herts CLA	41.7%	33.3%	41.7%	29.2%
2016 National CLA	50%	37%	46%	32%
2016 All Schools	78.8%	71.2%	76.9%	66.4%

Outcomes at KS1 have risen in all areas. They are still well below the National Percentages for all children however the achievement gap has reduced.

The percentage of children reaching the expected level or above in reading has risen from 41.7% in 2016 to 52.4% in 2017.

The percentage of children reaching the expected level or above in writing has risen from 33.3% to 38.1%.

The percentage of children reaching the expected level or above in mathematics has risen from 41.7% to 57.1%.

Notes

KS1 attainment measures have changed in recent years. Sample sizes are also smaller as the number of looked after students increases with age. There were 21 children in this cohort.

Actions / Next Steps:

- Ensure that where children did not meet the expected standard in reading that they are given intensive support to accelerate reading skills in Y3- discussed at termly pupil progress meetings with VS education advisers.
- Ensure that children have relevant opportunities to improve their 'Knowledge of the World' which will in turn improve their reading comprehension and writing skills.

Historic KS2 Learning Outcomes – 2016					Comments	
15.1	CLA KS2 obtaining ≥ EXS				<ul style="list-style-type: none"> The government raised the expected standard and more challenging tests were introduced for in 2016. In reading Hertfordshire continued to achieve 3% above National CLA figures. Hertfordshire CLA Teacher Assessment for writing was lower than National CLA figures by 4.5%. In Mathematics Hertfordshire CLA continued to achieve 5% above National CLA figures. 	
		KS2 Reading	KS2 Writing	KS2 Maths		KS2 RWM
	2016 Herts CLA	43.9%	41.5%	46.3%		29.3%
	2016 National CLA	41%	46%	41%		25%
	2016 All Schools	72.4%	79.2%	73.1%		59.3%
	CLA KS2 achieving higher than expected standard					
		KS2 Reading	KS2 Writing	KS2 Maths		KS2 RWM
	2016 Herts CLA	7.3%	2.4%	0%		0%
	2016 National CLA	7%	3%	4%		1%
	2016 All Schools	23.3%	21.2%	19.1%		7.8%

The following information is using information and results gathered from Hertfordshire schools and our own data gathering methods. It is unverified by the DfE Statistical First Release and therefore may be subject to change.

2017 KS2 Attainment					Comments			
15.2	All A Subjects	KS2				<ul style="list-style-type: none"> Reading has remained at similar level to 2016 for reaching the expected standard however the percentage of children reaching the higher standard has increased The percentage of children reaching the expected standard in writing has increased and the percentage reaching the higher standard has increased The percentage of children reaching expected standard in mathematics is lower by 3% , however the percentage reaching the higher standard has improved from 0% to 11% Attainment in both writing and Grammar Punctuation & Spelling (GPS) have improved from 2016 with the percentage of children reaching the expected standard and the percentage reaching the higher standard has both increasing. 		
		Hertfordshire VS Provisional Results – 2017: 44 children (2016: 41 children)						
		2017 provisional Subject	Performance Descriptor	Herts VS (%)	Herts All (%)		National All (%)	National CLA (%)
		Reading Test	Expected/Higher	43	76		71	TBC
			Higher	14	30		24	TBC
		Writing TA	Expected/Higher	48	79		76	TBC
			Higher	11	24		18	TBC
		Mathematics Test	Expected/Higher	43	77		75	TBC
			Higher	11	26		22	TBC
		RWM Combined	Expected/Higher	27	65		61	TBC
Higher	0		11	7	TBC			
GPS Test	Expected/Higher	48	79	77	TBC			
	Higher	14	34	31	TBC			
20% of 2017 cohort were disapplied from the tests.								
Nationally very few students achieved higher standards with only 5% achieving it in all 3 areas in 2016 and provisionally 9% in 2017. The percentage for CLA achieving the higher standard nationally is unavailable but can be expected to be lower.								

Comments and Highlights

- Improvement in number of pupils reaching the expected standard in writing.
- Improvement in number of pupils attaining at the higher standard in all areas. The profile of more able disadvantaged has been raised through our PEP document, where schools are asked to comment on the CLA strengths in all areas from academic to sport, music and across the curriculum.

Notes	Actions / Next Steps:
Historic progress is only shown for 2016 as there was a change in curriculum and assessment of this curriculum in 2016. The new expectations at KS1 – aged 7 and KS2- aged 11 were more challenging than previous years.	<ul style="list-style-type: none"> Ensure effective transition arrangements in place, particularly for children moving from primary to secondary to support continued progress and achievement. Continue to support more able children to achieve at the higher levels through pupil premium spend to extend their learning in all areas. Ensure that good practice is shared across schools (through peer to peer learning at designated teacher briefings and DT conference , for example)

Historic KS4 Learning Outcomes		Comments																																			
16.1	<p>A*-C English & Maths</p> <p>Children in Care achieving A*-C GCSEs in English and Mathematics</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>919</td> <td>Hertfordshire</td> <td>13.30</td> <td>16.90</td> <td>14.00</td> <td>11.60</td> <td>12.90</td> </tr> <tr> <td>985</td> <td>East of England</td> <td>16.10</td> <td>14.80</td> <td>12.70</td> <td>15.20</td> <td>14.40</td> </tr> <tr> <td></td> <td>Statistical Neighbours</td> <td>17.64</td> <td>14.63</td> <td>21.72</td> <td>18.23</td> <td>19.05</td> </tr> <tr> <td>970</td> <td>England</td> <td>15.40</td> <td>16.20</td> <td>14.30</td> <td>15.90</td> <td>17.50</td> </tr> </tbody> </table> <p>Note this measure is now discontinued. The DfE is providing comparison data called A*-C/9-5 but this will only be for this academic year. Note that the numbers are small so differences are down to just a few students. Less than 1000 Students nationally attain this benchmark.</p>			2012	2013	2014	2015	2016	919	Hertfordshire	13.30	16.90	14.00	11.60	12.90	985	East of England	16.10	14.80	12.70	15.20	14.40		Statistical Neighbours	17.64	14.63	21.72	18.23	19.05	970	England	15.40	16.20	14.30	15.90	17.50	<p>English & Maths Benchmark (A*-C)</p> <ul style="list-style-type: none"> According to unverified data 2017, the English A*-C/Grade 5-9 pass rate was 16.9% which was above National attainment. The Mathematics attainment for Hertfordshire was below National attainment which means that the combined attainment for English and Maths is below National of 7%. The regional data is yet to be made available by the DfE.
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Notes	Actions / Next Steps:
<p>The GCSE curriculum for summer 2017 was made intentionally harder. The scaffolding and guidance in questions has been reduced and so children are expected to demonstrate a range of skills for all questions. This makes an exam harder as children are required to have resilience when tackling questions that require an application of different skills. This can present difficulty for a child who has fundamental gaps in learning and experienced a disjointed educational history, especially if they are joining the CLA cohort later at the end of Key Stage 3 or during Key Stage 4.</p> <p>The reunification strategy for CLA may further affect the figures in the future when more able, achieving students are returned home and do not count in the DfE cohort 903</p>	<ul style="list-style-type: none"> • Maths attainment – highlight focus with schools on exam paper choice and the guidance for CLA so that children are focussed on achieving as well as possible but especially grade 5. • Revision with carers – increase training in new exam requirements and also in revision and support at home. • Focus on GCSE uptake and encourage schools to secure P8 and A8 options for CLA. However, where a child is in emotional turmoil and difficulty (perhaps from late entry into care) a protective factor can be to reduce exam entry and focus on English and Maths as core subjects. In this instance, the P8 and A8 scores will be negatively affected.

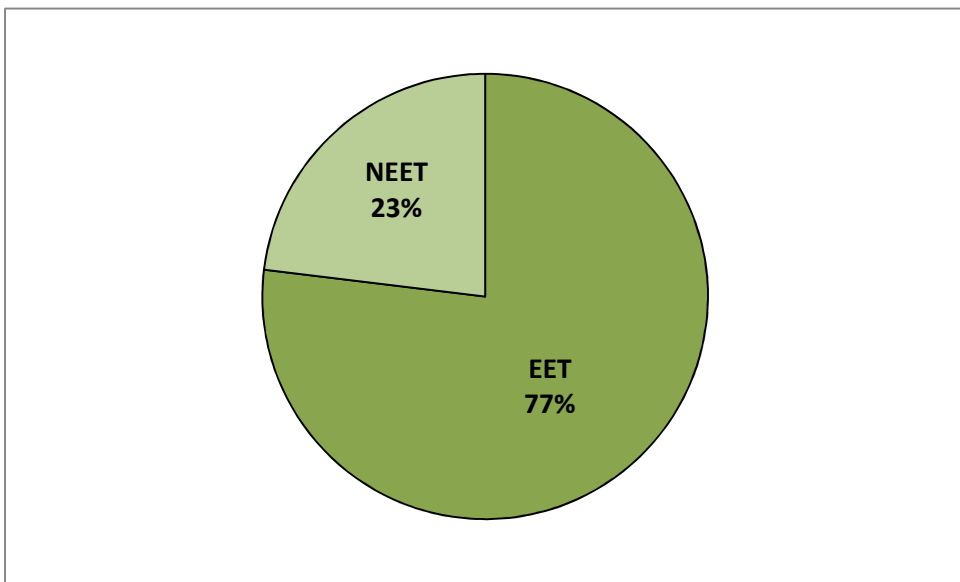
17 Post 16

Comments and Highlights

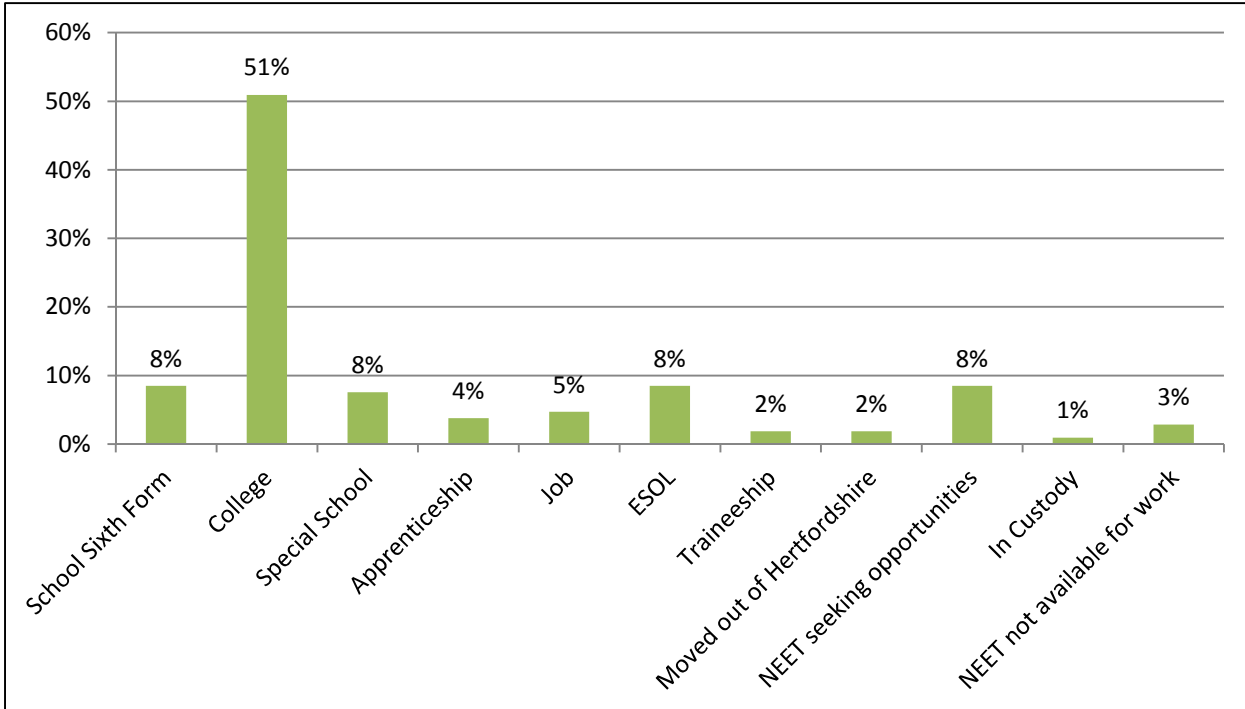
A-Level Studies

- 40% of cohort attended mainstream school sixth form – this is higher than many other authorities.
- 21 CLA completed A Level studies.
- 60% A-C grades awarded. This is very encouraging.
- 100% of students in 6th form achieved grades at Distinction (equivalent A), Merit, (equivalent B), Pass (equivalent C)
- The most encouraging development at KS5 is the number applying to Further Education. – see destinations section.

The post-16 cohort for 2016- 2017 academic year was 676 (16-19 year olds and also University students). Outcomes for the end of the academic year are:



Year 11 Destinations:



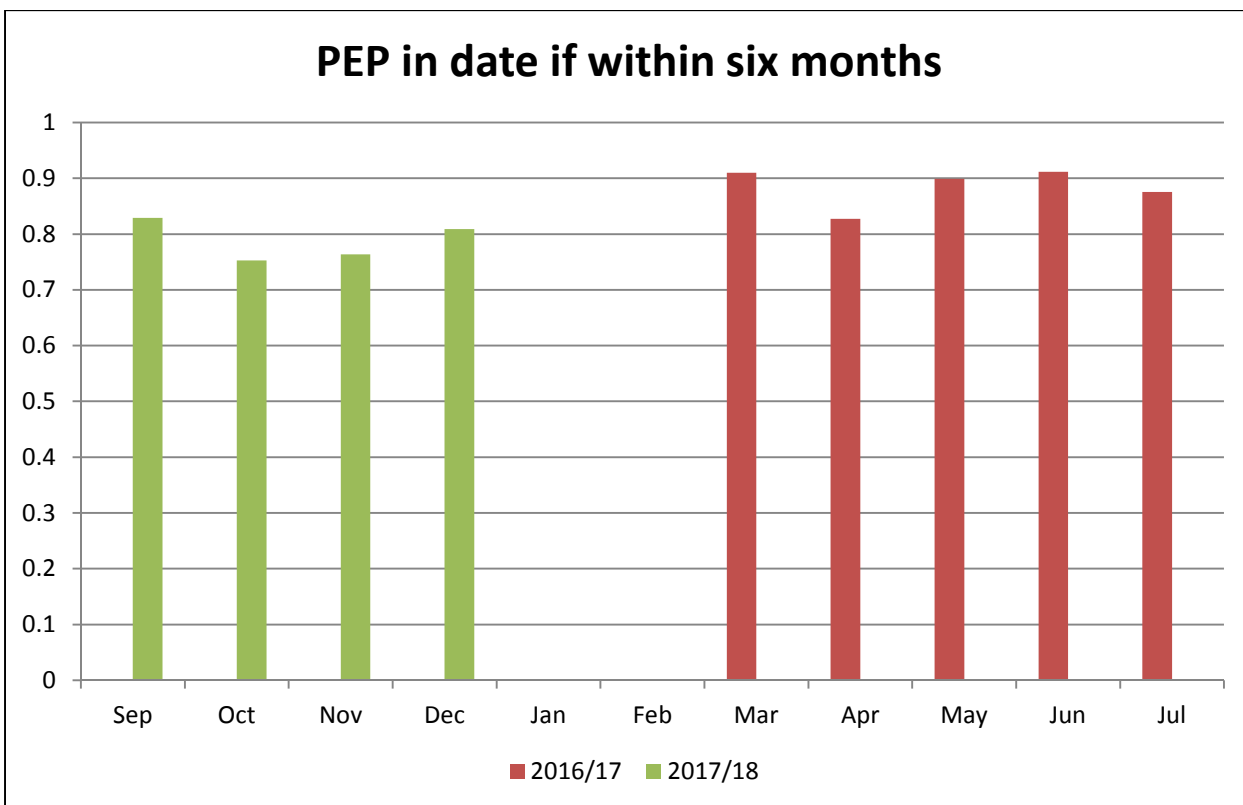
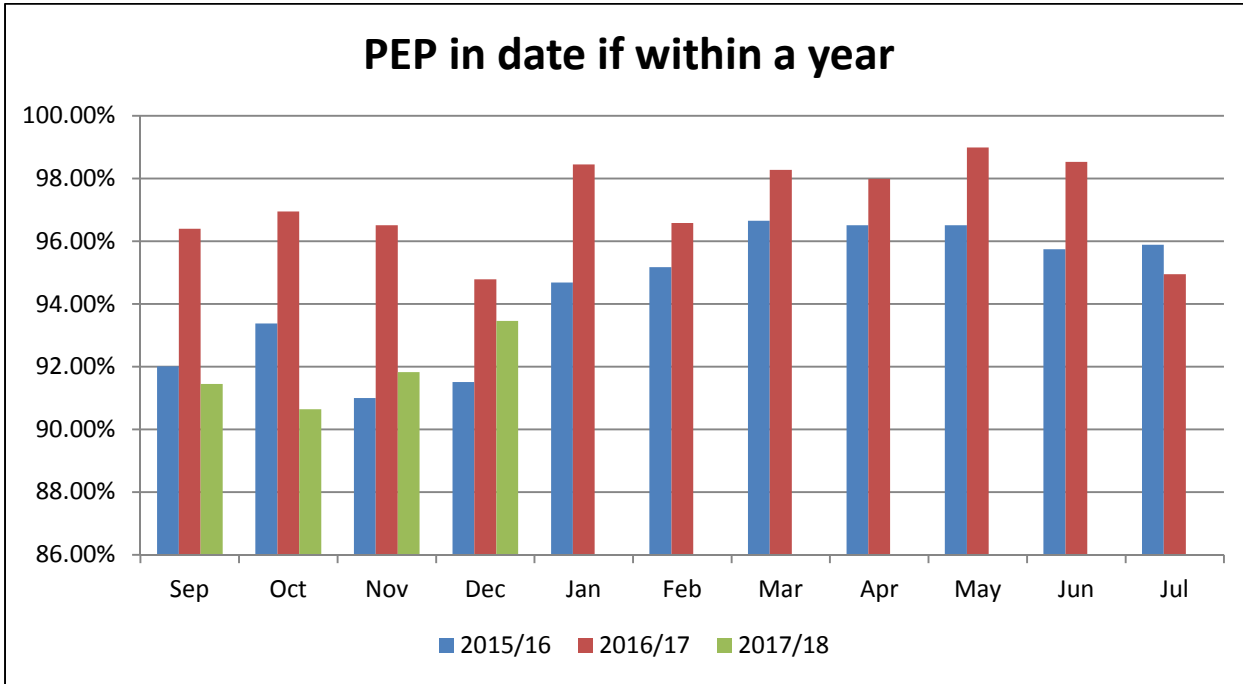
Notes	Actions / Next Steps:
<p>The number of care leavers in education aged 16-19 is the highest recorded with more further education courses completed and care leavers moving to the next level qualification than in past years..</p> <p>The cohort making the transition from Year 11 in September 2017 was 108. 93 entered further education, training or employment. 15 remained NEET. To date 2 of that 15 have entered EET. 3 new CLA have entered the cohort post-16 as NEETS are remain as that status.</p> <p>Since September 2017, 78% (344) of 16 -19 have taken up and remained in further education by the VS in with majority studying in colleges..</p> <p>A further 140 young people post 19 are supported education training and apprenticeships. 14 care leavers have taken up apprenticeships in health and social care and these are progressing well.</p>	<ul style="list-style-type: none"> • Review of the Employment Excellence programme with young people and schools to ensure that the advice and guidance on careers is supporting young people in their career path. • Continue the individualised support to care leavers in college and University • Quality Assure the processes for Care Leavers in all four colleges of Further Education in Hertfordshire to review support for Care Leavers. • Maintain the residential interventions for CLA pre-16 as there is proven impact on their motivation in sustaining education post 16. Carer comment 2017: <i>“My placement thoroughly enjoyed both of her aim higher courses in Cambridge and Wales. They treated her as an individual and listened to her thoughts and ideas about how to progress in life. They encouraged her in a way to help her make her own decisions about her future without being pushy and she knew without a doubt that the team would be there for her if she should fall. The bounding side of the course in Wales enabled her to push herself more than she ever has done before and made her realise what she can do and do it</i>

65 young people are studying in higher education and the majority are making good progress.
Colleges are working well with the team across the county and place great trust in the Virtual School PAs to support them

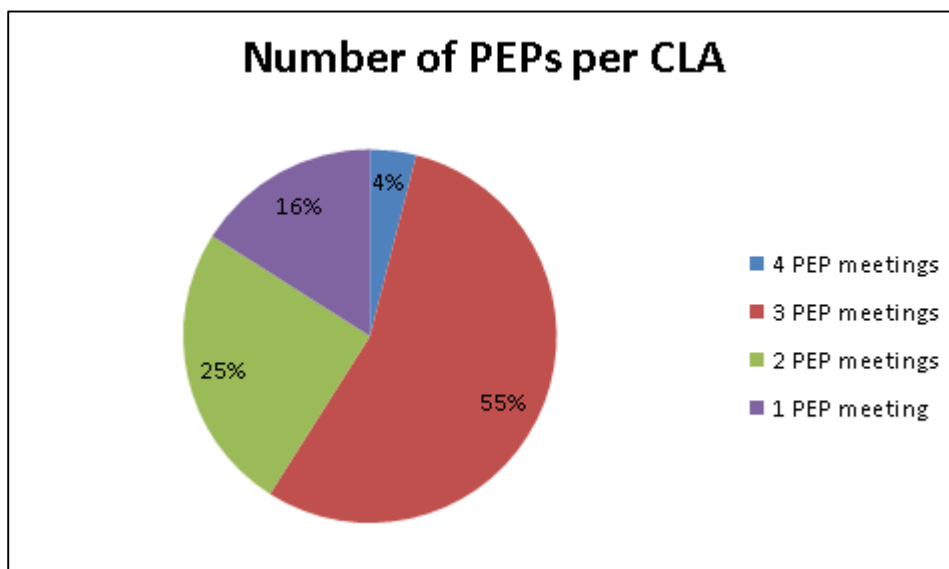
with ease with the right support network behind her...."

PEPs, Pupil Premium and Interventions

18 PEPS Up To Date



There has been a significant increase in the number of PEPs per CLA. For 2016/17, 59% of all CLA had 3 or more PEPs. For the previous academic year, it was approximately a third of all CLA who had 3 or more PEP meetings.
Note that this is for all CLA – including the CLA leaving care or coming into the care during the academic year (depending on duration of CLA episode 1 or 2 PEPs).



Comments and Highlights

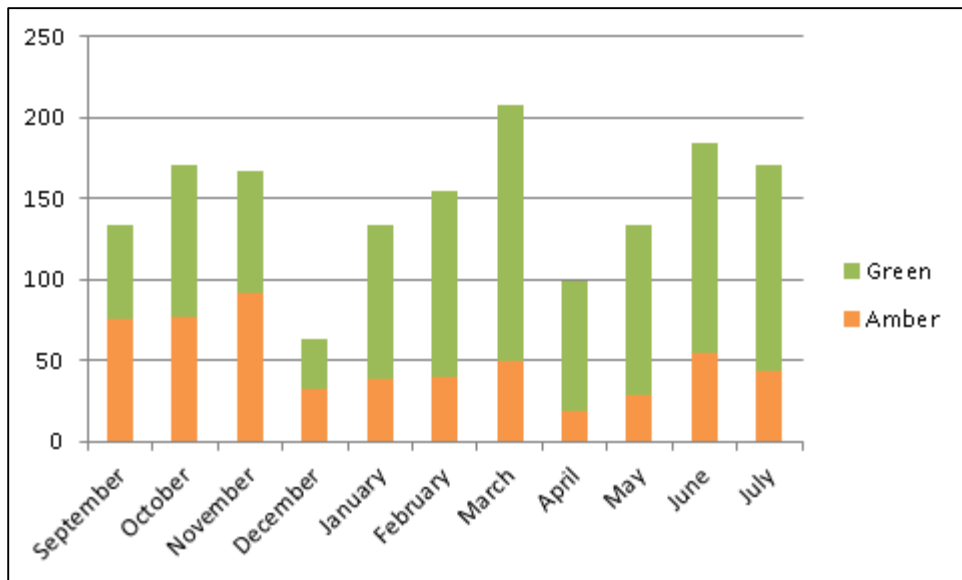
The Early Years ePEP was introduced this year. This feeds into the Rec-Y11 ePEP and enables assessment data from pre-schools and nurseries to be received quickly by feeder schools thus ensuring an accurate baseline when the CLA enter school.

The reporting of the number of current PEPs has changed in 2017 from annually to every 6 months as the calculation of an 'in date' PEP has changed. The ePEP format is updated each summer holiday to ensure that it is able to record the current educational information for each child. A PEP for children with very special educational needs is in development in collaboration with the schools that Hertfordshire CLA attend.

Notes	Actions / Next Steps:
Reports are published monthly and shared with team managers to ensure the social workers are updated on the number of PEPs completed Peps are to be updated each term	<ul style="list-style-type: none"> Review the training for social workers with social work managers and the Designated Teacher focus group to improve collaboration on the process Share the improvement figures with front line social workers Include the improved quality of planning document in the regular report to Board.

19	Quality of PEPS
-----------	------------------------

The quality of the PEPs improved as well during the academic year 2016/17, with the Virtual School Education Adviser's RAG rating all the PEPs, see graph below.



For PEPs completed in the current academic year, 2017/18:

- 74% were RAG rated green in the first instance
- 20% were RAG rated amber in the first instance
- 6% were RAG rated red, with improvements required from either the social worker or the Designated Teacher

Of those rated red:

- 7 were subsequently rated amber, with the remaining 22 rated green

To date, for this academic year:

- 78% of PEPs have been rated green
- 22% of PEPs have been rated as amber

Comments and Highlights

The Education Advisers are held to account for the auditing of the PEPs from their assigned schools
The quality of the information and target setting in the PEP is improving rapidly.

Notes	Actions / Next Steps:
The PEP surgeries for social workers are held each month in both Apsley and in Farnham House PEP Champions is each social work team to be invited to annual refresher training.	<ul style="list-style-type: none"> The Education Advisers audit the quality of the PEP once it is signed off by both the Designated Teacher and the social worker There is a strict RAG- rating system that has been shared with both professional groups. Training for new Designated Teachers is well attended each term and the Virtual School website will have an on-line training module at Easter 2018 Training for social workers to be improved and made more frequently available The social work PEP champions to be given additional support.

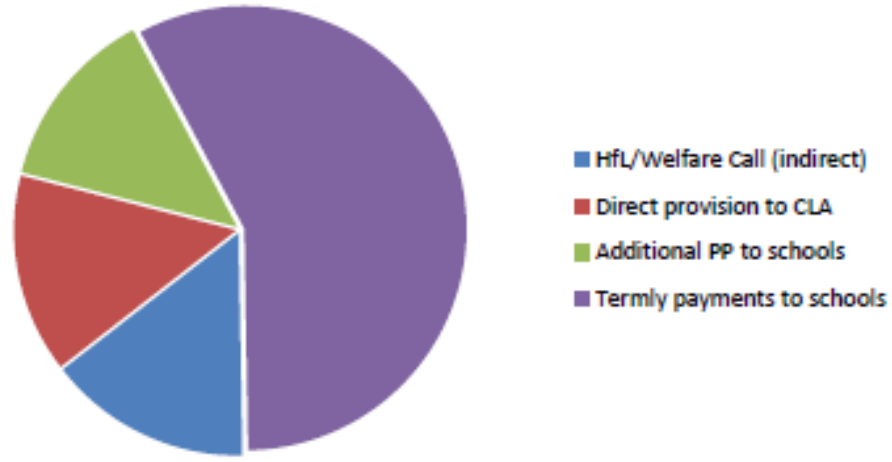
Financial Year 2016/17

Distribution of total Pupil Premium Grant

HfL/Welfare Call (indirect)	14.8%
Direct provision to CLA	14.5%
Additional PP to schools	13.3%
Termly payments to schools	57.5%

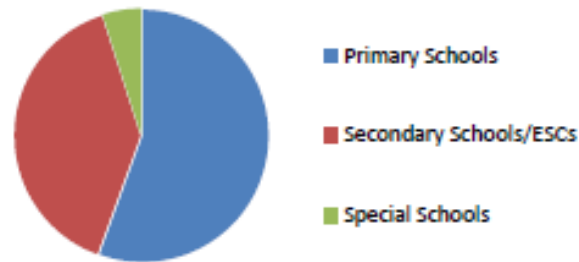
Directly paid to schools	70.8%
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Total direct provision to CLA	85.2%
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Additional Pupil Premium to schools

Primary Schools	55.5%	£ 109,093
Secondary Schools/ESCs	39.5%	£ 77,602
Special Schools	5.0%	£ 9,760



Comments and Highlights

100% of Pupil Premium Grant used either directly or indirectly to promote the educational achievement of Hertfordshire Children Looked After (no contribution was made to Hertfordshire County Council costs). Centrally held Pupil premium Plus is used for projects that directly support the educational achievement of children.

Notes

The allocation methodology is reviewed annually and approved by Schools Forum

Actions / Next Steps:

- Review the information written by schools in the CLASEF Part 3 documents to produce a the annual statement of account for the Virtual School Governing Body
- To extract the data for the individual ePEPs to complement the context of the report from the CLASEF documents.
- To initiate a 'deep dive on the use of PP+ in schools to ensure the efficient and effective spend of PP+
- To produce case studies of best practice and share them with schools on the Virtual School website
- To continue the training of school governors to ensure their understanding of the funding is current.
- Where schools have demonstrated best practice with supporting evidence of impact on improved outcomes for CLA to ask them to share their expertise with other schools and DTs using the termly DT Briefing as a means of dissemination to a wide audience.

Support of CLA who are Unaccompanied Asylum Seeking Children.

Upon arrival in the UK/Hertfordshire all statutory school age UASM are referred to the Access to Education Team by Brokerage.

Numbers of UASM for 2015-2017

	In County	Out of County
2015	18	24
2016	26	17
2017 to Jan 2018	12	14

Location of UASM 2017-2018

In County	Out of County
Watford 3	Luton 7
Dacorum 4	Bedford 2
North Herts 4	Essex 2
St Albans 1	North/East London 2
	Peterborough 1

We have developed a support program in Hertfordshire to ensure these young people have access to education at the earliest opportunity. Whilst this process is ongoing we arrange for them to have a dictionary in their own language and arrange 10 hours tuition delivered by a tutor experienced in ESOL. The speed of access to school is important as it alleviates pressure on the foster placement and assists in supporting its sustainability.

Most of the UASM's are male and of Year 11 school age. They often have less than 2 terms at school or some schools will place them on their 2 year Level 2 course in Year 12. The majority move on to college at the end of year 11.

The initial CLA meeting is supported by a member of the Access to Education Team where possible. This provides a link between education and social care. A bespoke Hertfordshire Virtual School EAL Assessment and Induction Pack is provided for each pupil prior to them starting at school.

This support process has developed a confidence in schools accepting and offering a program to Year 11 age UASM's who would otherwise be out of school.

Support of CLA with complex SEND

CLA with SEND represent a vulnerable group within the vulnerability that is CLA. These children and young people come into care for different reasons some of which are common to all CLA but many continue to have supportive contact with parents and are accommodated because of the complex needs with which they present creating great difficulties for parents and siblings. They may already have attachment issues due to often long stays in hospital from birth.

Our professional partner works with CLA that have the most complex needs and all have an Education Health and Care Plan which in itself has a statutory process attached to it. Some of the work therefore, is in encouraging synergy between the CLA processes and EHCP processes. These CLA also have challenges around demonstrating progress and establishing what expected progress is. Their progress is in very small steps and is not linear, they are following alternative curricula and some have degenerative conditions which means expected progress may be static or deteriorating and good progress may be maintaining the status quo during bouts of significant health issues or long periods of hospitalisation. The expertise lies in supporting and challenging schools to evidence progress in the widest sense.

Improvements resulting from this area of work:

Visits made to all Herts special school provision supporting Hertfordshire CLA with complex needs including 16+

Impact:

- Better engagement with our partner schools as evidenced by visit reports, request for an opportunity to share practice and positive feedback
- Better engagement with PEP process, improved frequency of PEPs completed and improved PEP ratings over time
- Improved information sharing with 16+ team facilitating better joint working

Visits made to all OOC special school provision supporting Hertfordshire CLA with complex needs including 16+

Impact:

- Better engagement with our partner schools as evidenced by visit reports, request for an opportunity to share practice and positive feedback
- Better engagement with PEP process, improved frequency of PEPs completed and improved PEP ratings over time as evidenced by PEP audits
- Deeper understanding of quality of educational provision above and beyond Ofsted rating allowing supportive challenge as evidenced by visit reports
- Opportunity to liaise with SEND team in order to share intelligence and support quality of school placement
- Improved information sharing with 16+ team facilitating better joint working

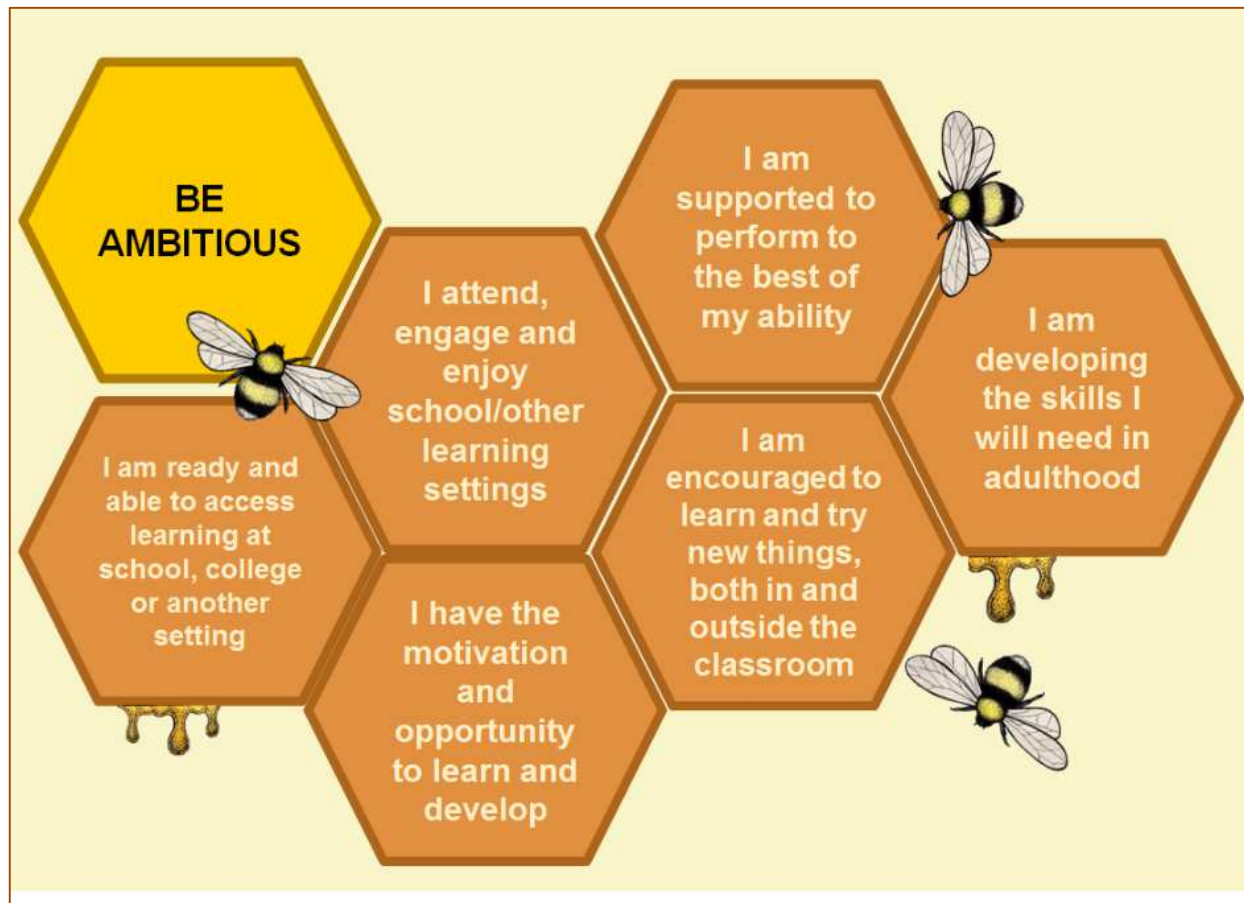
Virtual school systems

- Development of robust systems of reporting where there is a cause for concern
- Improvements to e-PEP so that small steps of progress can be better captured
- SEN/D PEP in discussion in response to feedback from designated teachers from special schools
- Special schools have increased confidence that their context is understood and supported by the Virtual School.

Support to Children 'Previously Looked After'

A part time Education Adviser has been seconded to the Adoption Services to support the educational needs of adoptive parents, schools with previously looked after children on roll and Adoption Support staff. Whole School training, information and handbook literature has been developed to provide on-going advice and guidance.

The Hertfordshire Virtual School is supporting to the Outcome Framework for Children Looked After. The 'Outcome Bees' have been incorporated into documentation and publications of the Virtual School. The new framework aims to ensure that there is a shared vision and objectives for children, young people and their families in Hertfordshire. In the challenging financial climate we face, it's particularly important that we can evidence the impact our services are having on improving outcomes for children, young people and their families. The rationale behind the outcome framework has been explained in briefings and newsletters with schools and carers.



The improvement plan for the Hertfordshire Virtual School 2017-18

Virtual School Priorities 2017-18

To be ambitious for the educational outcomes for children looked after and care leavers:

<p>1. To support and challenge schools and other educational settings so that the progress and achievement of children looked after (CLA) and care leavers is promoted:</p> <ul style="list-style-type: none"> • Improve the quality and effectiveness of PEPs • Ensure that all schools attended by CLA complete the revised CLASEF for 2017-18 • Compile a report on the use of Pupil Premium Plus from CLASEF 2016-17 and circulate to all schools and DfE to share best practice • Improve partner's understanding of the challenges to learning success e.g. poor behaviour and poor well-being, through training on: <ul style="list-style-type: none"> ❖ FASD ❖ Attachment and Trauma ❖ Harmful sexualised behaviour 	<p>2. To use good quality data from all education establishments and evidence from research to improve CLA and care leaver's progress and inform precision intervention:</p> <ul style="list-style-type: none"> • Improve the Virtual School access to high quality educational data from schools using the ePEP • To use technical innovation to improve tracking of academic progress and achievement • Develop targeted interventions to improve achievement and attainment at the end of Key Stages
<p>3. To build the capacity of stakeholders and partners to prioritise the educational progress of children and young people looked after:</p> <ul style="list-style-type: none"> • To encourage schools and colleges to train all staff for a whole school approach to the understanding of attachment theory – Attachment Aware schools and PALAC (Promoting the achievement of looked after children – UCL) • To review, update and deliver training courses for all partners: carers, School Governors, social workers and teachers • To focus on support for transition for CLA at all regular or in-year points to provide better support for continued progress 	<p>4. To promote effective joint working practice through leadership and partnership with all relevant stakeholders:</p> <ul style="list-style-type: none"> • To embed the 'Outcome Bees' framework to ensure the aims and ambitions of the Virtual School are focused on the best possible outcomes for CLA • To promote the Virtual School 'Offer' so that it is understood by all partners especially carers • To develop joint working practice with colleagues from social care, SEN, health and schools through shared meetings and shadowing • To work with the Children in Care Council (CHICC) to develop a strategy to promote educational progress for CLA and pupil voice • To create and launch the Virtual School website that includes an on-line learning module for Designated Teachers and School Governors

The Hertfordshire 'Outcome Bees' Framework

Ensures the aims and ambitions of the Virtual School are focused on the best possible outcomes for children looked after:

Happy Learners need to:

be healthy

e.g. helping learners to adopt healthy lifestyles, build their self-esteem, eat and drink well and lead active lives

be safe

e.g. keeping learners safe from bullying, harassment and other dangers

be ambitious

e.g. enabling learners to make good progress in their work and personal development and to enjoy their education

be resilient

e.g. ensuring that learners understand their rights and responsibilities, are listened to, and participate in the life of the community



be independent

e.g. helping learners to gain the skills and knowledge needed for future employment

Appendix 3: Case Study References:

Positive Journeys for Children Looked After

Ponsbourne St. Mary's Primary School

Context

Ponsbourne St Mary's is a Church of England Voluntary Controlled School which was founded in 1847. It is a small village school and consequently the school is able to get to know its children and families very well creating a friendly and inclusive atmosphere. Children aged 3-11 are taught in four mixed age classes. The stated mission of the school is to provide a planned, exciting and relevant learning environment in which all participants are welcomed and valued, as part of a Christian ethos.

Brief description

The role of the Designated Teacher is carried out by the Headteacher. The governor for CLA meets informally with the DT weekly. This governor is a member of the curriculum committee, where progress of CLA is discussed. Half termly pupil progress meetings ensure pupil progress is monitored closely.

The school encourages all children to choose their own level of challenge. Teaching to promote a growth mind-set is well-embedded in the school. Discussion and encouragement allows children who choose a challenge below their capabilities to develop a growth mind-set as opposed to a fixed mind-set which results in children challenging themselves appropriately. This has worked extremely well to meet the needs of more able disadvantaged pupils including children looked after.

Talk partners are changed each week and are randomly selected giving pupils opportunities to interact with a range of peers, building relationships and developing social communication skills.

The ability of the school to forge good relationships with parents has been evident in the good relationship which has been built with a local foster carer. This relationship began from reception when a child looked after started the school and the school had their first contact with their foster carer. A small reception class with a specific key person supporting, led to a good start to school allowing 1:1 support to be gradually withdrawn. Attachment training for staff built capacity and enhanced understanding and added to the nurturing approach provided for all children. Older children in the school also were seen to nurture and support CLA.

Targeted interventions such as Lego therapy create a balance between vulnerable learners, including CLA, who have poor empathy and others, creating the conditions to learn relationship skills. This has allowed the strengths of vulnerable learners to be celebrated e.g. leadership as well as supporting CLA to take different roles in group work e.g. observer as well as leader, relinquishing control with support. The school also provides a Forest Schools experience, which it feels is important to support the development of well-being, resilience and creativity in their learners.

A variety of universal systems support the inclusive ethos of the school. A family forum has been in operation for this academic year. All children are included and this is led by children from year 6. One asks questions and one note takes. An adult is present but takes a back seat. The discussion is topic based and is reactive to school issues and the school development plan giving all children, including CLA, a voice. Lesson study and lesson observations also include children's voice.

All school policy considers the needs of all children including CLA, to ensure that the focus is on child-centred learning, building what the school refers to as the 6 Rs: resilience, responsibility, reflectiveness, respect, good use of resources and reasoning. School systems lend themselves to tracking progress in the 6 Rs as well as in national curriculum areas providing a holistic view of progress.

Healthy Schools accreditation has been achieved and the school has a clear vision to develop PHSE in school which is improving year on year.

Impact

CLA at Ponsbourne St Mary's are making good progress both socially and academically. CLA are exceeding age-related expectations in all areas and have passed the phonics screening test.

Contact: Dorothy Marlow head@ponsbourne.herts.sch.uk

Website: <http://www.ponsbourne.herts.sch.uk>

Positive Journeys for Children Looked After

Astley Cooper Secondary School

Context

The Astley Cooper School, an 11-18 Co-operative Trust school on the outskirts of Hemel Hempstead. The East Dacorum Co-operative Learning Trust was established by Adeyfield School, The Astley Cooper School and Longdean School. Since coming into existence in July 2014, the Trust has already begun to develop a number of projects that will support the schools and the communities they serve. The Trust board is made up of representatives from Roundwood Park School, BP, Rotary Club, The University of Hertfordshire, Lloyds Banking Group, The Co-operative Society and Herts for Learning. Over the last two years, there have been significant improvements in the work of the school that were recognised in the Ofsted inspection in 2016 that graded the school as Good overall but outcomes for pupils requires improvement. It is an inclusive school providing opportunities for students of all abilities. The school has high expectations of the students and student aspiration is rising.

Brief description

The role of the Designated Teacher is carried out by a member of the senior leadership team who is an assistant Headteacher. There is a governor for CLA. Half termly pupil progress meetings ensure pupil progress is monitored closely. The school fund through Pupil Premium Plus, an additional tutor for Mathematics for year 11 students who works at the school one day a week. Other bespoke interventions are arranged as a result of the outcome of discussion during the Personal Education Planning meeting and in consultation with the attached Virtual School Education Adviser, student and social worker

In 2016-17 Astley Cooper School had two year 11 CLA students both of whom had been at the school from Year 7, and both are in settled long term foster placements. Both were targeted for Grade 4/5 in English and Mathematics. They were supported by the school with English tuition, and revision classes. Both received tuition in Mathematics from the Virtual School tutor.

Pupil A struggled with focus and working memory and has a long standing difficulty in Mathematics (borderline Dyscalculia). She had achieved a low Grade 2 in Mathematics at the end of year 10 and through intervention and tuition managed to raise this to a 3 by the Mock exams and a 4 in the final exam.

In English Language she was working comfortably at a Grade 5 at the end of year 10 and achieved a Grade 6 in the externally moderated mock exam. She suffered considerable emotional stress in the run up to the exam and unexpectedly achieved a Grade 2 overall in English Language – she has explained that she had a ‘melt down’ in the exam. She passed seven GCSEs at ‘C’ or above including Grade A in Art and has been accepted into sixth form to study A levels and a Btec. She achieved a 4 in English Literature and did not need to re-sit English Language. She did however, sit a re-take in November 2017 and passed her English Language at level 5

Pupil B had really poor motivation throughout his school career. He very reluctantly attended the tuition that had been arranged for him. He attended Virtual School ‘Step up’ events and once he had identified the course that he wanted to do at College he had a sudden last minute surge of determination. From Easter 2017 he began to engage with his tutors and to attend revision courses and he achieved the five A*-C that he needed for college including Mathematics and English at Grade 5.

Impact

One of the students remains at the school and is studying in the 6th form and the other is attending a college of Further Education. Both are making good progress.

CLA at Astley Cooper School are making good progress both socially and academically. CLA are meeting age-related expectations and because support and intervention is consistently offered, they are able to respond when they feel able and motivated to do so.

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Website: <http://www.astleycooper.herts.sch.uk/page/?pid=2>