

NOTICE OF MEETING

CORPORATE PARENTING ADVISORY COMMITTEE

Monday, 29th October, 2018, 7.15 pm (or on the rise of the meeting with Aspire) - Civic Centre, High Road, Wood Green, N22 8LE

Members: Councillors Kaushika Amin, Sakina Chenot, Erdal Dogan, Makbule Gunes, Peter Mitchell, Tammy Palmer and Elin Weston

Quorum: 3

1. FILMING AT MEETINGS

Please note this meeting may be filmed or recorded by the Council for live or subsequent broadcast via the Council's internet site or by anyone attending the meeting using any communication method. Although we ask members of the public recording, filming or reporting on the meeting not to include the public seating areas, members of the public attending the meeting should be aware that we cannot guarantee that they will not be filmed or recorded by others attending the meeting. Members of the public participating in the meeting (e.g. making deputations, asking questions, making oral protests) should be aware that they are likely to be filmed, recorded or reported on. By entering the meeting room and using the public seating area, you are consenting to being filmed and to the possible use of those images and sound recordings.

The Chair of the meeting has the discretion to terminate or suspend filming or recording, if in his or her opinion continuation of the filming, recording or reporting would disrupt or prejudice the proceedings, infringe the rights of any individual, or may lead to the breach of a legal obligation by the Council.

2. APOLOGIES FOR ABSENCE (IF ANY)

3. URGENT BUSINESS

The Chair will consider the admission of late items of urgent business. Late items will be considered under the agenda item they appear. New items will be dealt with at item 11 below.

4. DECLARATIONS OF INTEREST

A member with a personal interest in a matter who attends a meeting of the authority at which the matter is considered must disclose to that meeting the

existence and nature of that interest at the commencement of that consideration, or when the consideration becomes apparent.

A member with a personal interest in a matter also has a prejudicial interest in that matter the interest is one which a member of the public with knowledge of the relevant facts would reasonably regard as so significant that it is likely to prejudice the member' judgement of the public interest.

5. MINUTES (PAGES 1 - 6)

To consider the minutes of the meeting held on 2nd July 2018.

6. PERFORMANCE FOR THE YEAR TO SEPTEMBER 2018 (PAGES 7 - 20)

This report provides an analysis of the performance data and trends for an agreed set of measures relating to looked after children on behalf of the Corporate Parenting Advisory Committee.

7. KNIFE CRIME (PAGES 21 - 38)

To consider a presentation showing Haringey's performance against the Mayor's (MOPAC) Police and Crime Plan (PCP) key priorities, including knife crime and firearms discharges

8. HARINGEY VIRTUAL SCHOOL ANNUAL REPORT 2017 AND PROVISIONAL KEY STAGE AND GCSE RESULTS 2018 (PAGES 39 - 68)

The reports detail the educational performance of Haringey's looked-after children, Children and Young People for 2017 and 2018, and the Virtual School Annual Report.

9. MEMBER TRAINING

A verbal update will be provided with regard to Member training.

10. OFSTED INSPECTION OF LOCAL AUTHORITIES CHILDREN'S SERVICES (ILACS) (PAGES 69 - 74)

This report describes the new Ofsted inspection regime - Inspection of Local Authorities' Children's Services, known as ILACS - the content, length and possible outcomes of such an inspection for Haringey, progress since the previous inspection and preparation for the new arrangements.

11. ANY OTHER BUSINESS

Dates of next meeting:

17th January 2019
21st March 2019

Glenn Barnfield, Principal Committee Co-ordinator
Tel – 020 8489 2939
Fax – 020 8881 5218
Email: glenn.barnfield@haringey.gov.uk

Bernie Ryan
Assistant Director – Corporate Governance and Monitoring Officer
River Park House, 225 High Road, Wood Green, N22 8HQ

Friday, 19 October 2018

This page is intentionally left blank

NOTICE OF MEETING

**CORPORATE PARENTING ADVISORY
COMMITTEE**

Monday, 2nd July, 2018, 7.15 pm - Civic Centre, High Road, Wood Green, N22 8LE

Members: Councillors Kaushika Amin, Sakina Chenot, Erdal Dogan, Makbule Gunes, Peter Mitchell, Tammy Palmer and Elin Weston (Chair).

Quorum: 3

12. FILMING AT MEETINGS

The Chair referred Members present to agenda Item 1 as shown on the agenda in respect of filming at this meeting, and Members noted the information contained therein'.

13. APOLOGIES FOR ABSENCE (IF ANY)

Apologies were received from Dr Fayrus Abrusrwil & Jo Moses

14. URGENT BUSINESS

None.

15. DECLARATIONS OF INTEREST

None.

16. MINUTES

The minutes of the meeting held on 20th March were AGREED.

The Committee enquired whether Members could come visit an Aspire meeting as part of the wider orientation process. The Chair suggested that this should be done as part of a wider training programme. It was also suggested that members of the Committee should meet with the YAS service.

17. FEEDBACK FROM THE MEETING WITH ASPIRE

Subsidised leisure facility access for LAC to come back to March meeting including monitoring arrangements.

Aspire pledge launch to be taken to Full Council.

Discussion to take place about venue for future Aspire meetings.

NOTED: The suggested areas for future discussion from the meeting with Aspire. Each one to be the focus of a discussion at upcoming CPAC meeting.

- Safety and how the Committee can support LAC and their foster carers to feel safe. Knife crime.
- Support in accessing employment.
- Access to youth services.

18. ROLE OF CORPORATE PARENTING AND INTRODUCTION TO ASPIRE

RECEIVED a report from the Director of Children's Services setting out the role of councillors in respect of looked after children as corporate parents. Report included in the agenda pack (pages 5 to 6).

NOTED in response to the discussion:

- The Committee sought assurances around care leavers and some of the challenges faced in terms of the Council maintaining contact with care leavers. Officers acknowledged these concerns, particularly in the 22-25 age group and advised that there were a number of reasons why contact was difficult to maintain. This included instances where those young people did not want to be found, such as in the case of failed asylum applications. In some instances, officers had only a name and a last known address to work from.
- In response to further discussion on care leavers, officers advised that the majority of care leavers did want to maintain some form of contact with the Council. It was suggested that this reflected favourably on the service. Following a change in policy last year, the Council kept files open on care leavers after they turned 21 as the default position and this had helped the service to keep in contact with more care leavers. Officers advised that this had some resource implications which were being worked through.

AGREED to note the report.

19. CORPORATE PARENTING TRAINING

The Committee received a verbal update on training available for corporate parenting members.

The Committee noted that there were a number of training programmes available through the Department for Education. The DCS agreed that officers would go back to the DfE and see exactly what was on offer. Officers agreed to contact members outside of the meeting to arrange this. **(Action: Ann Graham/Sarah Alexander).**

The DCS advised that she would also like to implement Total Respect training in the future but this was something to be considered in the medium term. Officers advised that they had come across this elsewhere and they had a favourable impression of it.

Following a discussion, the Committee agreed to undertaken visits and/or training in the following areas:

- Aspire visit
- YAS/care leavers
- Health Centre for CIC
- UASC
- Foster carers
- IROs
- CAMHS

Committee Members to come back to the Chair with any further areas that they would like training on. **(Action: ALL).**

Officers suggested that the Committee could speak to someone who was adopted or even a chair of the adoption panel.

The Committee suggested undertaking one session a month and the Chair requested that she would like these to start before the next time the Committee meets. **(Action: Ann Graham/Sarah Alexander).**

20. CPAC PRIORITIES

The Committee received a verbal update on CPAC Priorities.

The Committee noted the priorities as put forward by Aspire at the earlier meeting. Namely; safety issues/knife crime, youth unemployment and access to youth centre facilities. A further discussion area suggested was placement stability. Officers also suggested that Drive Forward would be a useful organisation to invite to the employment discussion. The Chair suggested that future Committee meetings would focus on one of these areas. The Committee agreed to discuss safety/knife crime at the next meeting in October. **(Action: Sarah Alexander/Aspire).**

Officers advised that schools had recently received a questionnaire on knife crime and it was suggested that this should be included as part of the discussion. The Chair suggested that it would also be helpful to have the police come to the next meeting. The Chair requested that a paper be brought to the next meeting as part of the knife crime/safety discussion. **(Action: Ann Graham).**

The Chair requested that the Committee meet with Aspire during the summer holidays, as part of the training programme. **(Action: Chair/Aspire).**

21. DIY WORKSHOPS

The Director of Housing Demand (HfH) updated the Committee on the HfH home maintenance course. The Committee was advised that Homes for Haringey's Housing Repairs Service ran a day long DIY workshop in May. Ten care leavers attended the event which sought to raise basic awareness of what being a tenant involved, including an understanding of how to maintain a home and safety issues. HfH's Employment Team also attended and offered employment, training and apprenticeship opportunities. The Committee noted that the event received overwhelmingly positive feedback.

Further dates have been set for 1st November 2018 and 30th January 2019.

22. PERFORMANCE REPORT

RECEIVED a report from the AD Safeguarding and Social Care, Sarah Alexander, which set out an analysis of performance data and trends for an agreed set of measures relating to looked after children. Report included in the agenda pack (pages 7-23).

NOTED in response to the discussion:

- The Committee sought clarification on what constituted unsuitable accommodation for care leavers. The DCS agreed to email the Committee with details of what constituted suitable and unsuitable accommodation, as well as the number of care leavers this involved. **(Action: Ann Graham)**
- The Committee enquired about the difference between children in care who were absent and those who were missing. Officers characterised absent as when the location of the child was known but they had not returned home at a designated time. Whereas, missing was more serious and the child had failed to return and their location was unknown. The Chair advised that missing children was a key indicator and reflected a high level of risk for the young person/s involved. Cases of missing children were monitored closely, involved multi-agency input and a full report was prepared for the Chair in each case.
- The Committee sought clarification on the seemingly disproportionate ethnic background of children represented by the adoption figures. Officers acknowledged that data was not reflective of wider demographics and agreed to come back to the Committee with further details. The DCS agreed to feed back further information on the numbers and ethnic make-up of children up for adoption/placement orders, as well as the reasons behind this. **(Action: Ann Graham)**

23. UPDATE ON OFSTED AND JTAI

The Committee received a verbal update from the Director of Children's Services on the Ofsted Joint Targeted Area Inspection that took place in December. The Committee was advised that officers worked with partners to put in place an action plan in response to the JTAI. The service met with Ofsted in June 2017 and a follow visit could take place at any time after the completion of two school terms, which would be September.

The Chair requested that there be a regular update on Ofsted at future committee meetings **(Action: Clerk)**.

In response to a question about the impact of the JTAI report, officers advised that the report was an evidence base for areas of improvements and it was envisaged that the report would be a catalyst for change. Officers also highlighted the need for partner organisations to shoulder more responsibility for what happened in social care. Partner agencies had engaged with the joint action plan and shown a willingness to work together to improve.

24. GOVERNMENT FUNDING FOR PREVIOUSLY LOOKED-AFTER CHILDREN AND CARE LEAVERS APPRENTICESHIP BURSARY

The Committee NOTED a report outlining changes to the funding of care leavers who started apprenticeships. The report also set out the introduction of a new duty on local authorities, under the Children and Social Work Act 2017, to promote the education of some categories of previously looked after children. The duty would come into force on 1 September 2018, with funding supplied by the DfE. It also required local authorities to appoint an officer to make sure the duty was properly discharged.

The Committee was advised that all local authorities had been given an additional £30k. In response to a question, officers advised that this was on a per annum basis rather than a one-off.

The Committee queried whether the definition of LAC in paragraph 2.2 of the report should, be no longer looked after by a local authority in England and Wales 'or' adopted from state care outside England and Wales, rather than 'and' adopted from state care outside England and Wales. Officers agreed to clarify this with Legal colleagues. **(Action: Sarah Alexander)**.

In response to a query, officers clarified that the DfE were setting up a £1000 bursary payment for care leavers starting an apprenticeship.

The Committee enquired what the Council was doing to promote work placed apprenticeships in the borough and how care leavers could feed into this. The Chair agreed to take this away and give it some further consideration. **(Action: Chair)**.

RESOLVED

- I. That the Committee noted that a detailed needs analysis of the educational needs of previously looked-after children eligible for

support would be undertaken before any decision was taken on what services to offer and how.

- II. That the Committee noted that a multi-agency stakeholder group would meet to consider the implications of the care leavers apprenticeship bursary and how this would be advertised.

25. REGIONALISATION OF ADOPTION

The Committee NOTED a report setting out the current position regarding the regionalisation of adoption.

Four Local Authorities had volunteered to be the hosts for the four London Regional Adoption Agencies (North, South, East and West) in a hub and spoke model. Each of the four London Regional Adoption Agencies (RAAs) had their own project teams to develop local arrangements. Haringey was part of the North London Adoption RAA, hosted by Islington (Haringey, Islington, Barnet, Enfield and Hackney). The Committee considered that there were a number of issues to clarify before the RAA could become an operational entity, such as finance, HR, performance, IT and commissioning.

In response to a question, the Committee was advised that this could well involve some transfer of staff, however the details were still to be determined.

A final decision was expected to come to Cabinet in September.

26. NEW ITEMS OF URGENT BUSINESS

None.

27. ANY OTHER BUSINESS

There were no items of any other business.

Future meetings

The next meeting of the Committee is 29th October.

The meeting ended at 20:45 hours.

Philip Slawther, Principal Committee Co-ordinator
Tel – 020 8489 2939
Fax – 020 8881 5218
Email: glenn.barnfield@haringey.gov.uk

Bernie Ryan
Assistant Director – Corporate Governance and Monitoring Officer
River Park House, 225 High Road, Wood Green, N22 8HQ

Friday, 19 October 2018

Report for: Corporate Parent Advisory Committee: 29 October 2018

Item number:

Title: Performance for the year to September 2018



Report

Authorised by: Director Children's Services Ann Graham

Lead Officer: Margaret Gallagher, Corporate Performance Manager
margaret.gallagher@haringey.gov.uk

Ward(s) affected: All

**Report for Key/
Non Key Decision:** Non key

1. Introduction

- 1.1. This report provides an analysis of the performance data and trends for an agreed set of measures relating to looked after children on behalf of the Corporate Parenting Advisory Committee.
- 1.2. Section 2 contains performance highlights and key messages identifying areas of improvement and areas for focus. It provides an overall assessment relating to Children in Care so that Members can assess progress in key areas within the context of the Local Authority's role as Corporate Parent.
- 1.3. To provide some additional detail on the demographics and the profile of children receiving social care services as well as the pertinent performance measures relating to Looked After children, an extract from ChAT- Children's Analysis Tool has been included for the Committee's reference. (Appendix 1)
- 1.4. Section provides an update on caseloads, staff turnover and recruitment for the teams working with Children in Care.

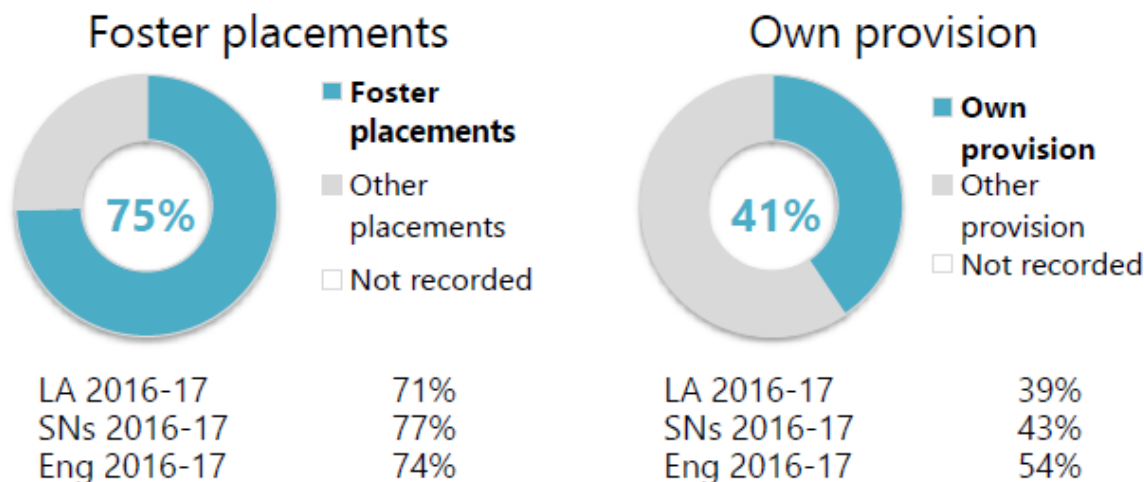
2. Overall Assessment of Performance

- 2.1. 428 **children were in care** at the end of September 2018 or 71 per 10,000 population including 42 unaccompanied asylum seeker children, this is a reduction to the 0.07% of the child population threshold set by central government. Our current rate is slightly above that of our statistical neighbours (65 per 10,000 population) and national average (62) the rate starting is similar

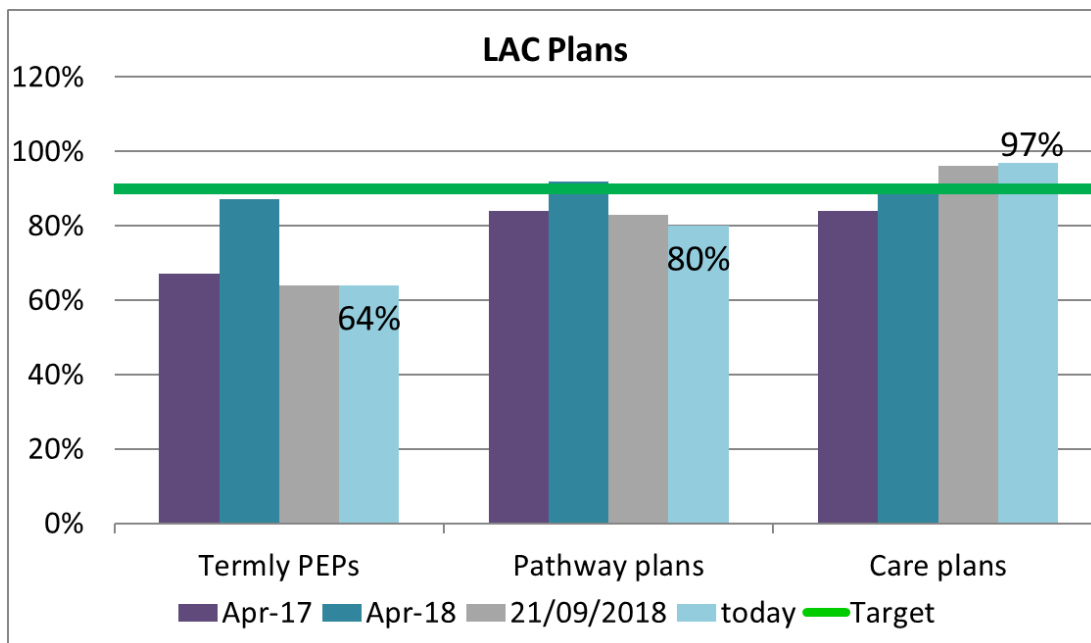
to the past two years.

- 2.2. The proportion of fostered children in our provision has increased to 41% from 36% in the previous quarter.

CLA placements by type and provision



- 2.3. In the first six months of 2018/19, 114 children have started to be looked after and 115 children have ceased to be looked after.
- 2.4. The most common reason for children ceasing to be looked after (60 Children) is that the children returned home for any other reason including turning 18. The next most common reason were the child returning home to live with relatives or parents (43 children) which can be as part of the care planning process or unplanned.
- 2.5. At the end of September 2018, 97% of looked after children aged under 16 had an **up to date Care Plan** continuing the positive trend. The graph below illustrates the trend on this and other areas relating to looked after children overtime.
- 2.6. Regular weekly meetings to track activity and performance continue to be held with the Head of Service for Children in Care and team managers. The light blue bar showing the position this week relates to the week ending 28th September 2018

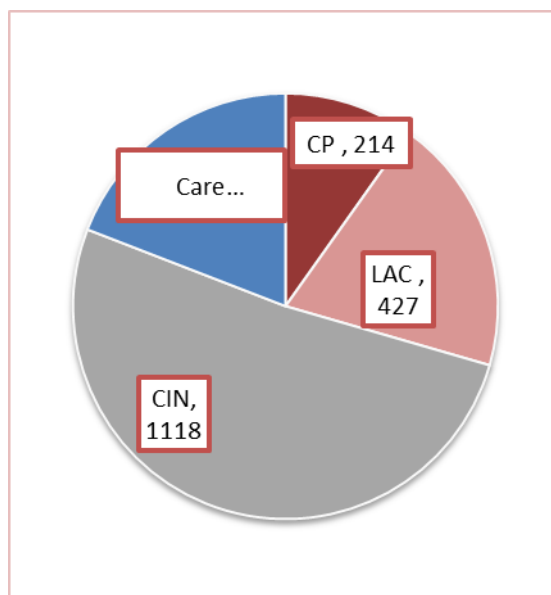


- 2.7. As shown above 80% of looked after children aged 16-17 had **up to date Pathway Plans** at the end of September 2018.
- 2.8. Performance on **Personal Education Plans (PEPs)** has fallen slightly as expected with the start of the new school year to 64% for statutory school age children have an up to date PEP within the last term. The start of each term sees a fall in this percentage as the previous terms PEPs become out of date, the percentage will rise over the course of the term as more are completed and once fully embedded the use of new e.PEPs should improve the percentage by making it easier for the schools to complete their part.
- 2.9. 79% of **visits to Children in Care** are recorded as completed in the relevant timescales in the week ending 30 September 2018, just below expected standards. Performance on visits to looked after children continues to be tracked at performance meetings, held by the Head of Service for Children in Care, and along with supervision meetings continue to be actively addressed.
- 2.10. At the end of September 2018, 9% of the current looked after **children had three or more placement moves**, just above the last published statistical neighbour average (7%) but broadly in line with the last published national position (10%). This equates to 38 children. Children **under 16 who had been in care for at least 2.5 years in the same placement for at least 2 years**, has now increased to 75% above the national average (68%) these two indicators should be viewed together to gain a view of placement stability for Haringey's children in care.
- 2.11. At the end of September children who were looked after for at least 12 months with an **up to date health assessment was 96%**, **almost** maintaining the high provisional percentage of 97% for 2017/18. This is above statistical neighbour performance 93% and our achievement in 2016/17 (93%).

- 2.12. Between May and the end of September the number of eligible children with **up to date dental visits fell** from 83 to **76%**, A plan to increase this by the use of incentives of older looked after children in being considered by the service.
- 2.13. Of the 228 **care leavers aged 19-21** in receipt of leaving care services, 82% were considered as in touch with the local authority at the end of September 2018. 46% were known to be in **Education Employment or Training (EET)** and 81% were known to be in suitable accommodation.
- 2.14. Since April five of our Looked after children have achieved permanence by adoption and a further two have been made subject to Special Guardianship Orders.

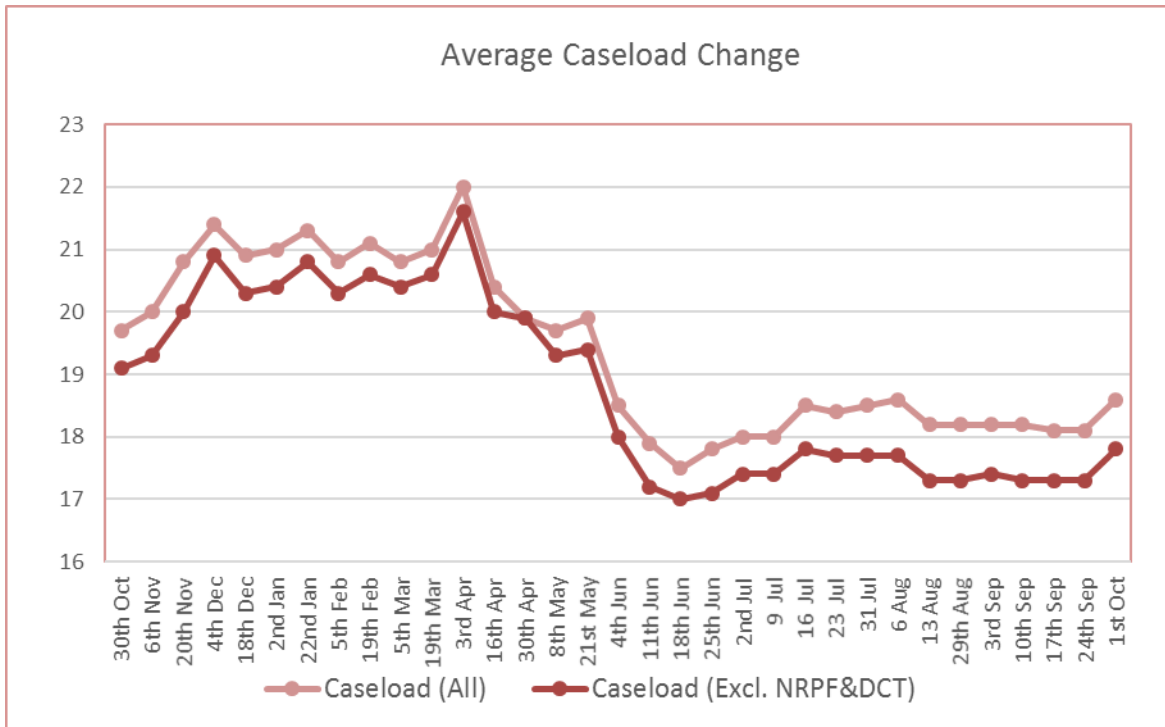
3. Children in Care staffing, caseloads including Recruitment and Turnover

- 3.1. Caseloads are monitored across all social care teams and a weekly report is produced to show allocation of the different types of cases across the service. The pie chart below shows the make up of social care clients as at the 1st October 2018.



- 3.2. Caseload monitoring has shown pressure in some areas of the service but despite a recent increase there has been a downward trend in caseloads since the spring. This has mostly been in the assessment teams. The graph below shows the change overtime on caseloads across the CYPS social care service.

3.3.



4.1. Specifically in relation to looked after children, the average caseloads for the teams where the majority of these children sit were as follows as at 1 October:

- Court Service 10.9 average caseload (14.4 in May)
- Young People in Care Teams 15.6 average caseload (15.2 in May)
- Young Adults Service 19.4 average caseload (17.9 in May).

5. Contribution to strategic outcomes

5.1. Council Plan 2014-18
 Priority 1: Enable every child and young person to have the best start in life, with high quality education.

Appendix 1

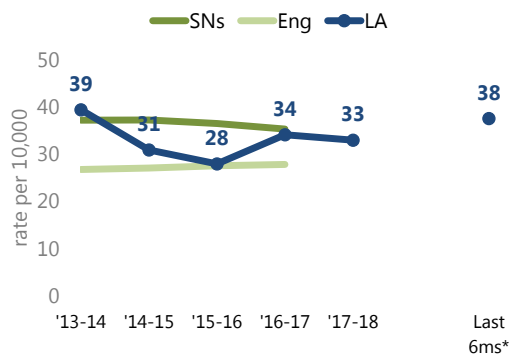
- Looked after children pages from September 2018 ChAT

This page is intentionally left blank

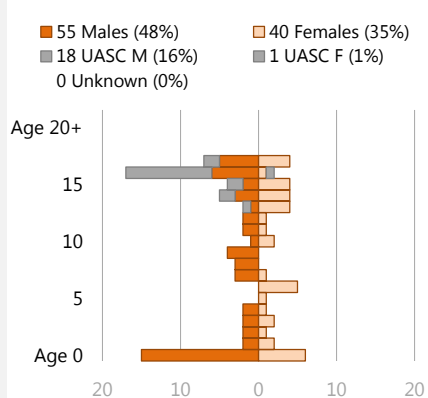
Children Looked After (CLA) in the last 6 months

114 CLA started in the last 6 months

Rate of CLA started per 10,000 children

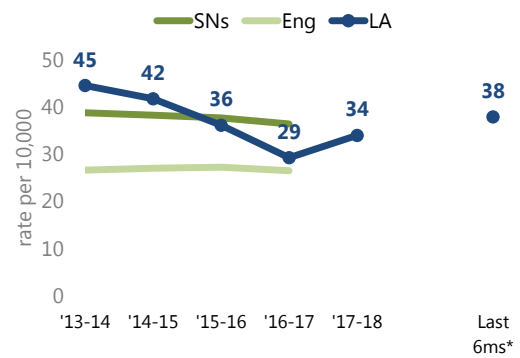


Age and gender

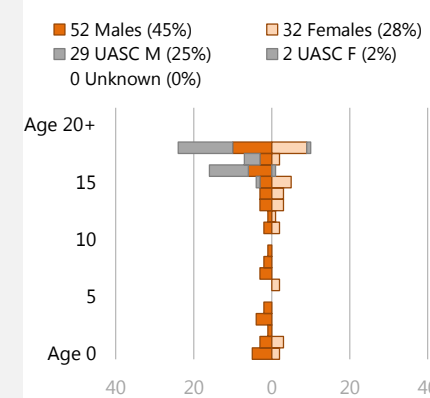


115 CLA ceased in the last 6 months

Rate of CLA ceased per 10,000 children



Age and gender



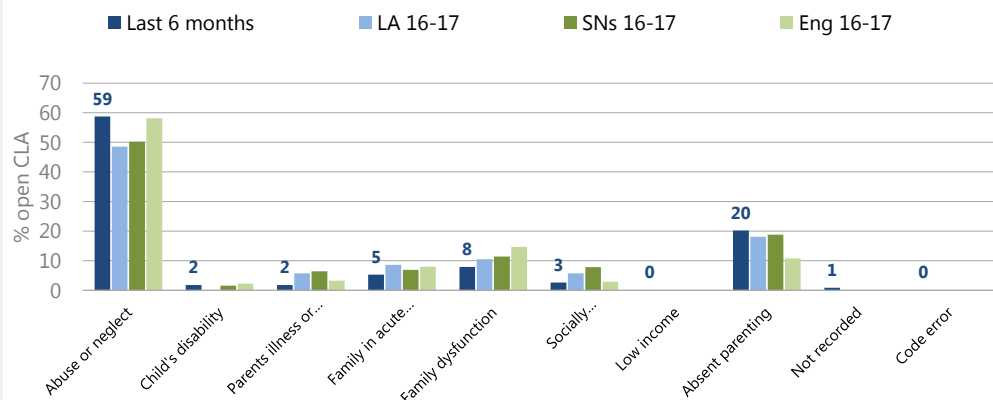
*Annualised rate for comparison purposes

*Annualised rate for comparison purposes

17% 19 of the 114 CLA starters were unaccompanied asylum seeking children (UASC)

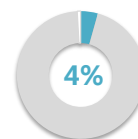
4% 4 of the 114 CLA starters have previously been looked after

Comparing the primary need of CLA starters



Reason episode of care ceased

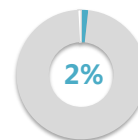
Adopted



Last 6 months
4%

2017-18 (published)
LA 5% SNs 0% Eng 0%

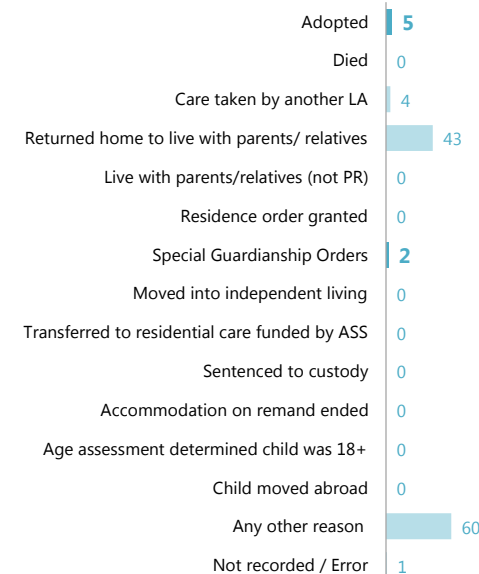
Special Guardianship Order



Last 6 months
2%

2017-18 (published)
LA 5% SNs 0% Eng 0%

Number of CLA ceased by reason in the period

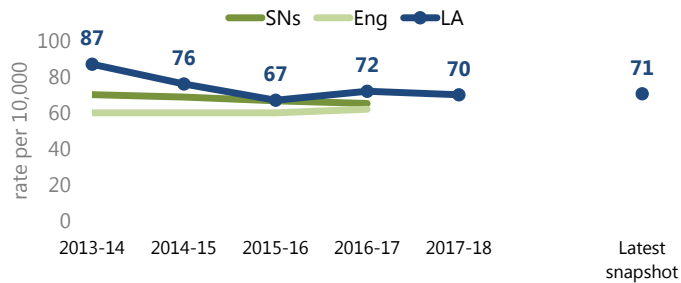


Children Looked After (CLA)

Snapshot 30/09/2018

428 Children Looked After (CLA) with an open episode of care

Rate of CLA per 10,000 children (snapshot)



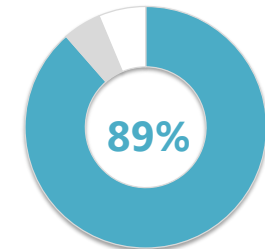
Ethnic background

	All CLA	Not UASC	UASC
White	31%	31%	31%
Mixed	11%	12%	0%
Asian or Asian British	2%	2%	0%
Black or black British	50%	51%	40%
Other ethnic group	6%	4%	26%
Not stated	0%	0%	0%
Not recorded	1%	1%	2%

25 children (6%) with a disability

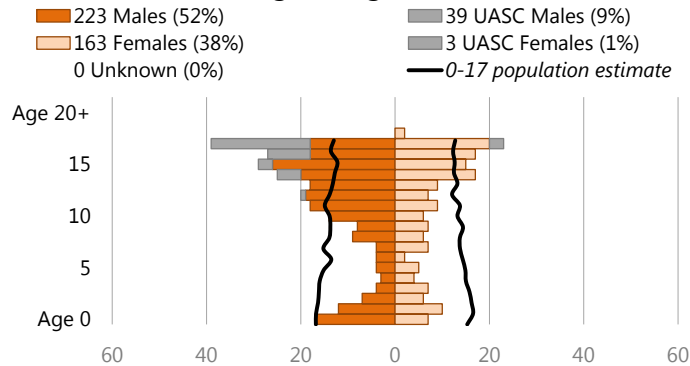
See page 20 for comparisons

Open CLA with latest review in time

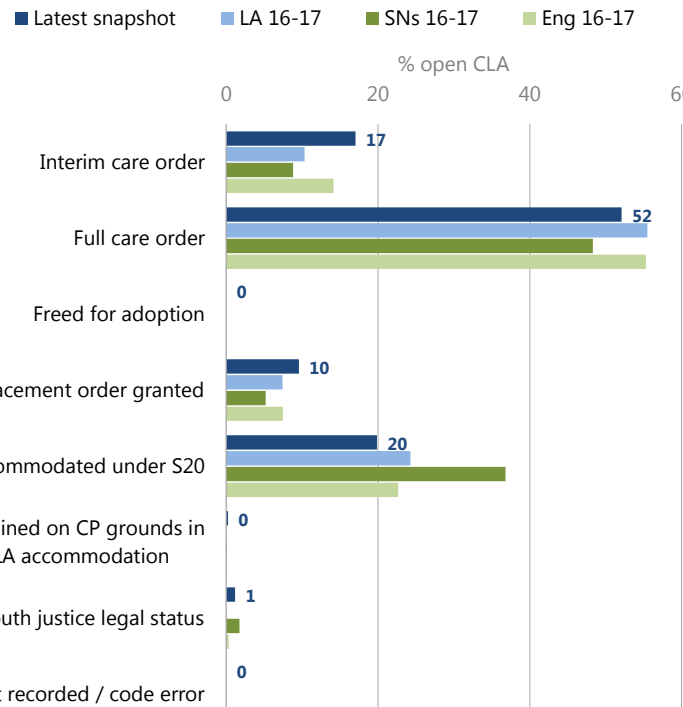


■ Yes ■ No ■ Not recorded

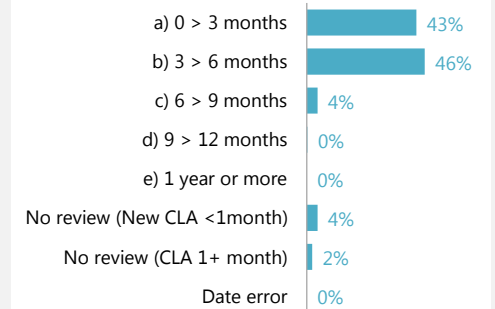
Age and gender



Comparing legal status of open CLA (snapshot)

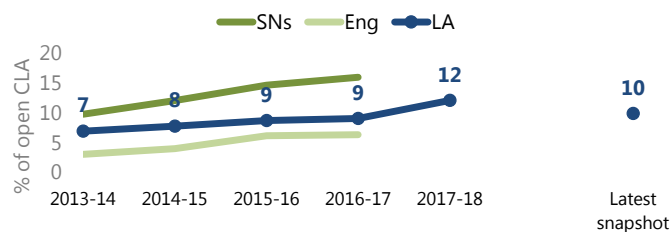


Time since latest review

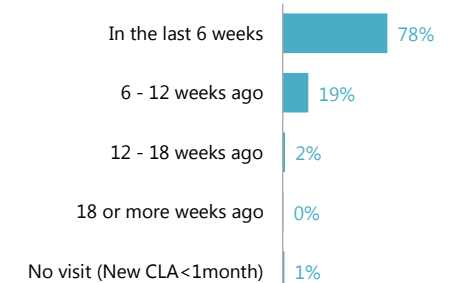


42 open unaccompanied asylum seeking children (UASC)

UASC as a percentage of CLA (snapshot)



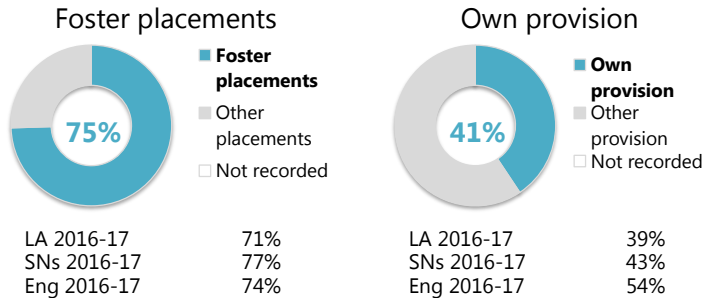
Time since the child was last seen



Children Looked After (CLA) placements

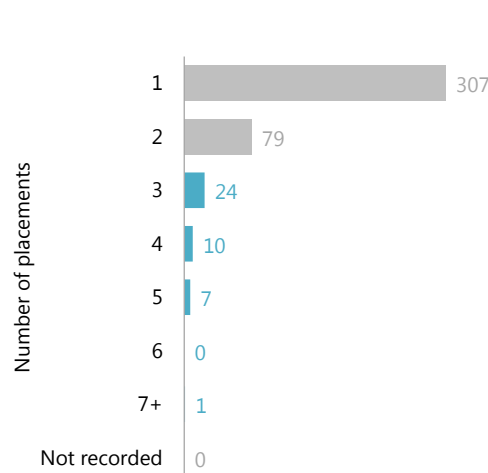
Snapshot 30/09/2018

CLA placements by type and provision

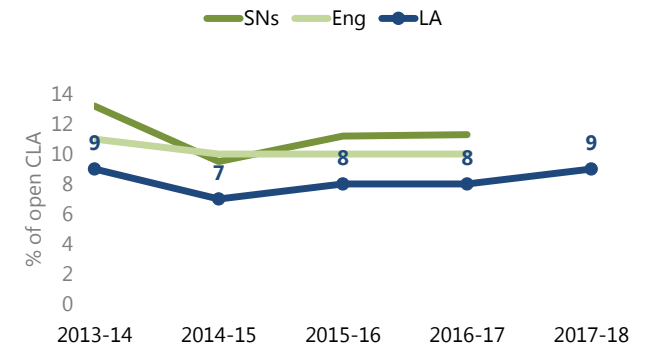


Placement type for open CLA	Own LA	Private	Other	Total
Foster placement	167	129	23	319
Placed for adoption	1	0	11	12
Placed with parents	0	0	16	16
Independent living	0	0	0	0
Residential employment	0	0	0	0
Residential accommodation	0	10	12	22
Secure Children's Homes	3	0	1	4
Children's Homes	2	27	12	41
Residential Care Home	0	0	0	0
NHS/Health Trust	0	0	5	5
Family Centre	0	3	2	5
Young Offender Institution	0	0	2	2
Residential school	1	1	0	2
Other placements	0	0	0	0
Temporary placement	0	0	0	0
Total placements	174	170	84	428

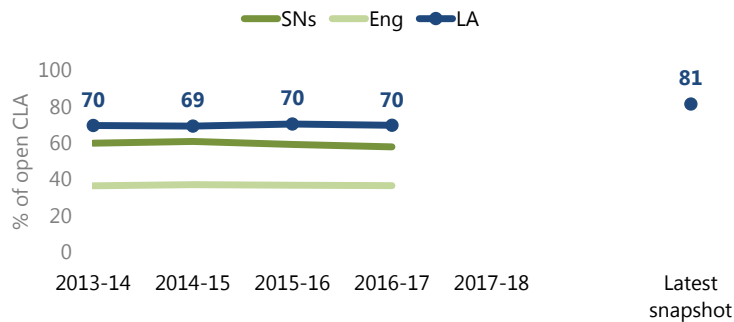
Number of placements in the last 12 months



Comparing short term placement stability

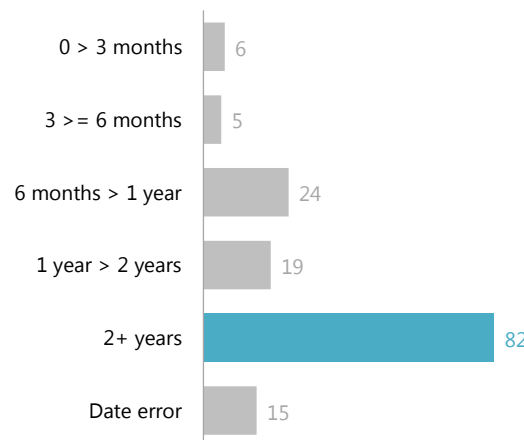


CLA placements out of borough

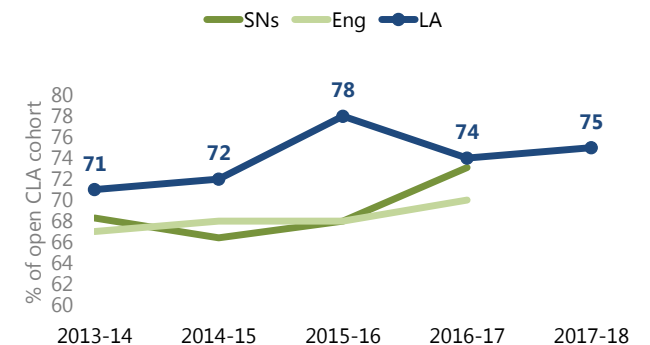


Duration of placements

Duration of latest placement for each current CLA aged under 16 who have been looked after for 2½ years or more



Comparing long term placement stability



Children Looked After (CLA) health and missing/absent from placement

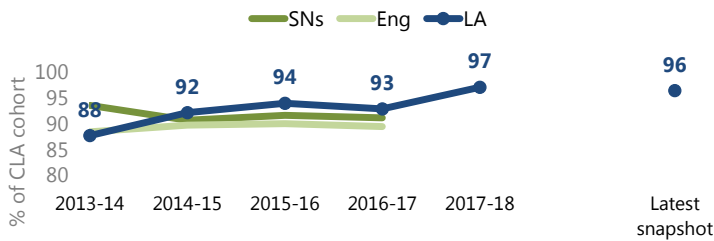
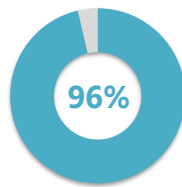
Snapshot 30/09/2018

Health

301 current open CLA looked after for at least 12 months

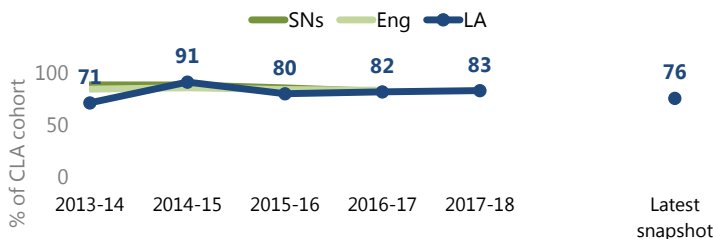
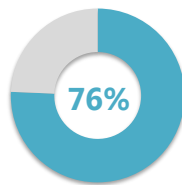
Health assessments

Current open CLA who have been looked after for at least 12 months with an up to date health assessment (in the last 6 months for CLA aged under 5, and in the last 12 months for CLA aged 5-plus)



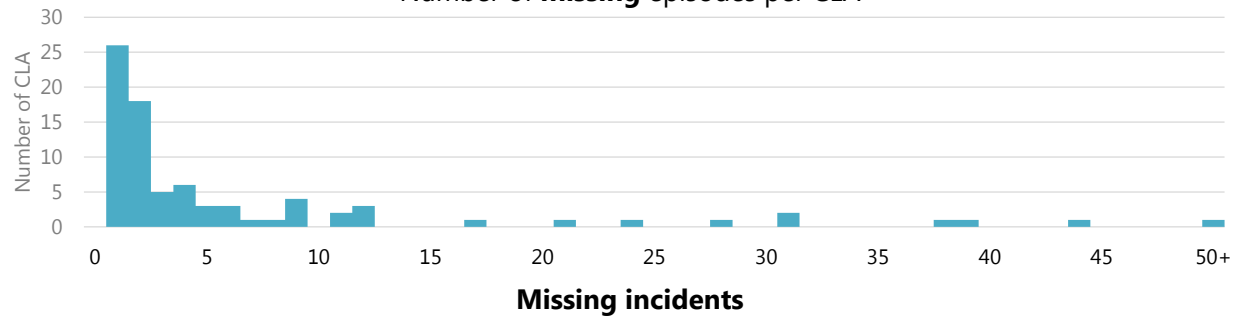
Dental checks

Current open CLA who have been looked after for at least 12 months who have had a dental check in the last 12 months.



Missing and Absent from Placement

Number of missing episodes per CLA



82 of 543 looked after children had a missing incident in the last 12 months

	Latest data	LA 16-17	SNs 16-17	Eng 16-17
Number of all CLA with a missing incident	82 of 543	100		
Percentage of all CLA with a missing incident	15%	16%	12%	10%
Total number of missing incidents for all CLA	594	735		
Average number of incidents per CLA who went missing	7.2	7.5	5.1	5.7

Missing children offered return interview	0 of 82
Missing children not offered return interview	0
Missing children return interview offer not recorded	82
Missing children accepted return interview	0 of 82
Missing children not accepted return interview	0
Missing children return interview acceptance not recorded	82

Absent incidents

49 of 543 looked after children had an absent incident in the last 12 months

	Latest data	LA 16-17	SNs 16-17	Eng 16-17
Number of all CLA with an absent incident	49 of 543	55		
Percentage of all CLA with an absent incident	9%	9%	11%	5%
Total number of absent incidents for all CLA	431	725		
Average number of incidents per CLA who were absent	8.8	13.2	4.8	4.2

Absent children offered return interview	0 of 49
Absent children not offered return interview	0
Absent children return interview offer not recorded	49
Absent children accepted return interview	0 of 49
Absent children not accepted return interview	0
Absent children return interview acceptance not recorded	49

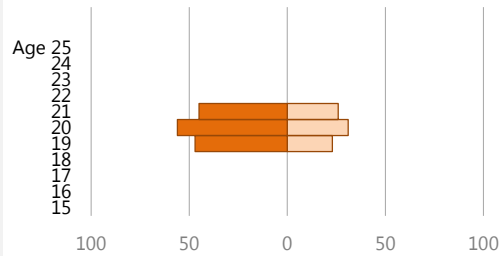
Care leavers currently in receipt of leaving care services

Snapshot 30/09/2018

228 young people

Age and gender

148 Males (65%) 80 Females (35%)



Ethnic background

White	36%
Mixed	9%
Asian or Asian British	7%
Black or black British	39%
Other ethnic group	8%
Not stated	0%
Not recorded	1%

See page 20 for comparisons

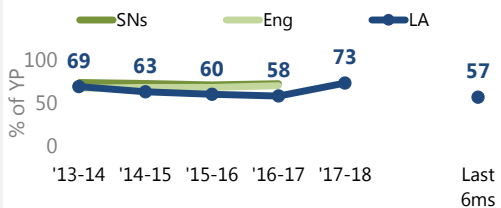
0 (0%) young people with a disability

Eligibility category

Relevant	0
Former relevant	220
Qualifying	5
Other	0
Not recorded	3

0 living in a House of Multiple Occupancy (HMO)

YP remain in care until aged 18

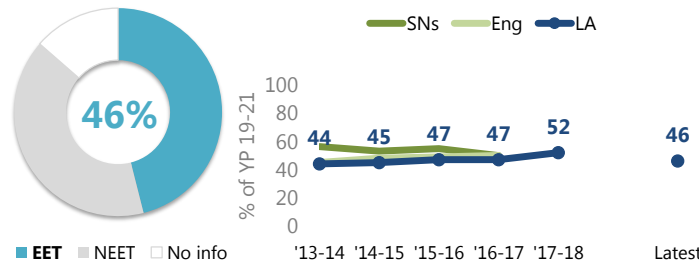


Young people leaving care aged 16-plus who were looked after until their 18th birthday (Leaving care performance indicator)

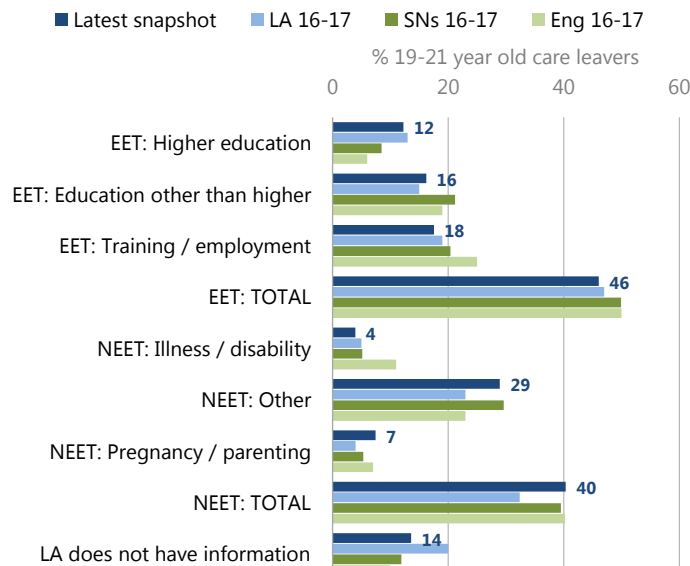
228 care leavers aged 19-21

	Aged 19	Aged 20	Aged 21	Total
Cohort	70	87	71	228
LA in touch	80%	84%	83%	82%
Education Employment Training	51%	44%	44%	46%
Suitable accommodation	78%	84%	81%	81%

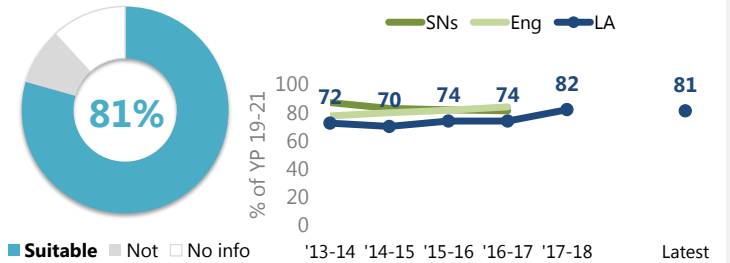
Education, Employment, Training of 19-21 year olds



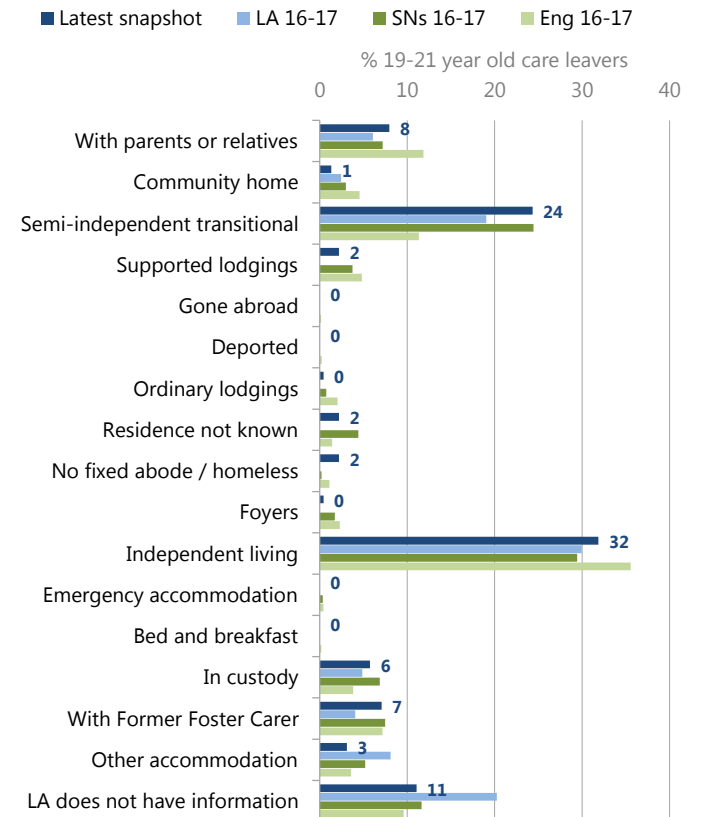
Comparing activity of 19-21 year olds



Suitable Accommodation of 19-21 year olds



Comparing accommodation of 19-21 year olds



Children adopted, waiting to be adopted, or had an adoption decision reversed in the last 6 months from 01/04/2018 to 30/09/2018

42 children

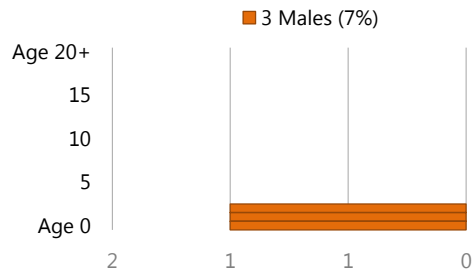
- 5 Child/ren adopted last 6 months
- 35 Child/ren waiting to be adopted
- (30 Child/ren waiting with placement order)
- 2 Child/ren with decision reversed

Ethnic background

White	36%
Mixed	29%
Asian or Asian British	0%
Black or black British	36%
Other ethnic group	0%
Not stated	0%
Not recorded	0%

See page 20 for comparisons

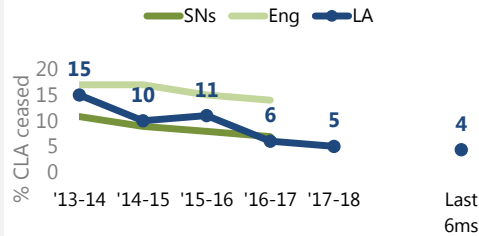
Age and gender



0 children (0%) with a disability

Of the 115 children who ceased to be looked after in the last 6 months, 5 was/were adopted (4%)

Children ceased who were adopted



Children aged 5-plus who were adopted

0% 0 of the 95 children aged 5-plus who ceased to be looked after in the last 6 months were adopted

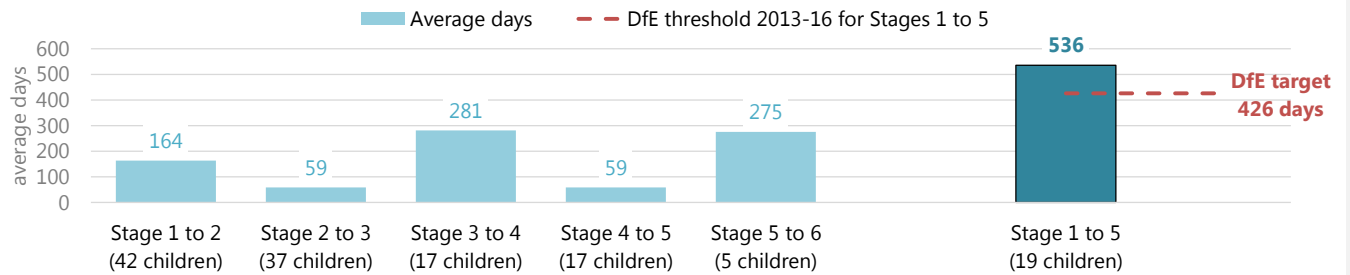
Comparing 5-plus adoptions

LA last 6 months	0.0%
LA 2013-16 (3 yr average)	4.0%
SNs 2013-16 (3 yr average)	5.0%
Eng 2013-16 (3 yr average)	2.3%

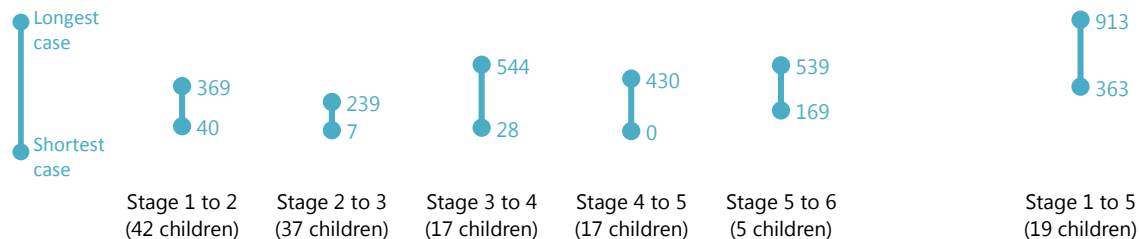
Timeliness of each stage of the adoption process

Average duration of each stage (number of days)

- Stage 1** Child entered care
- Stage 2** Decision that child should be placed for adoption
- Stage 3** Placement order granted
- Stage 4** Matching child and prospective adopters
- Stage 5** Placed for adoption
- Stage 6** Adoption order granted



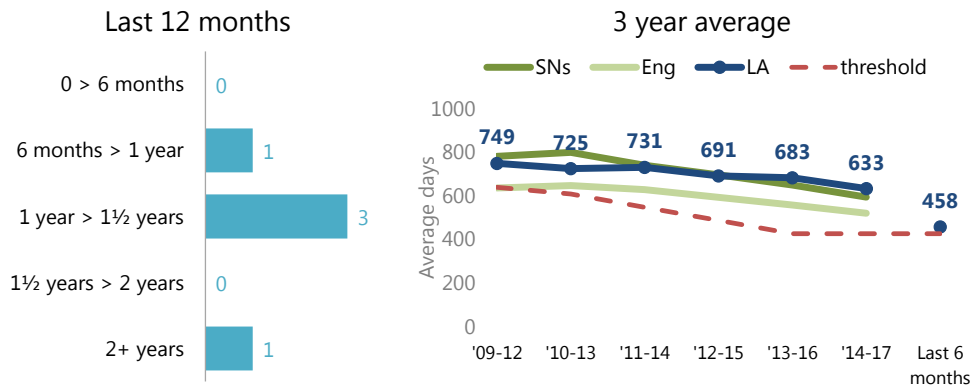
Range in days between shortest and longest cases at each stage



Children adopted, waiting to be adopted, or had an adoption decision reversed in the last 6 months from 01/04/2018 to 30/09/2018

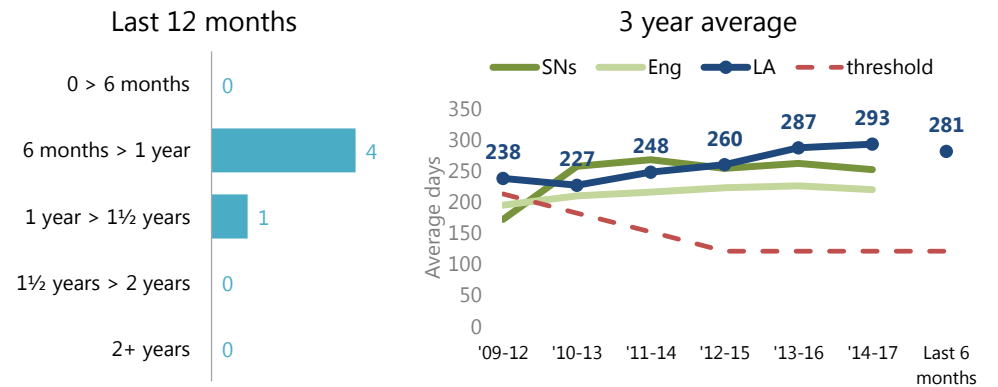
(A1) Time between entering care and placed with family for adopted children

458 days The average number of days from the date the child entered care to the date the child moved in with their adoptive family for adopted children
 5 children



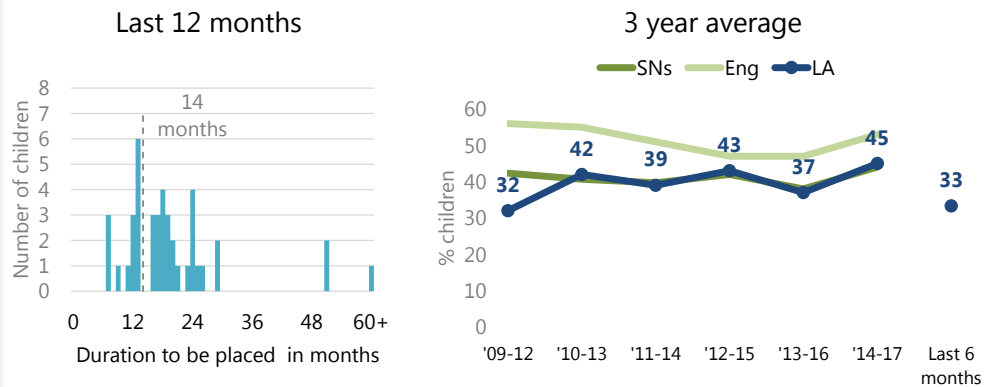
(A2) Time between placement order and deciding on a match

281 days The average number of days from the date of the placement order to the date the child was matched to prospective adopters
 5 children



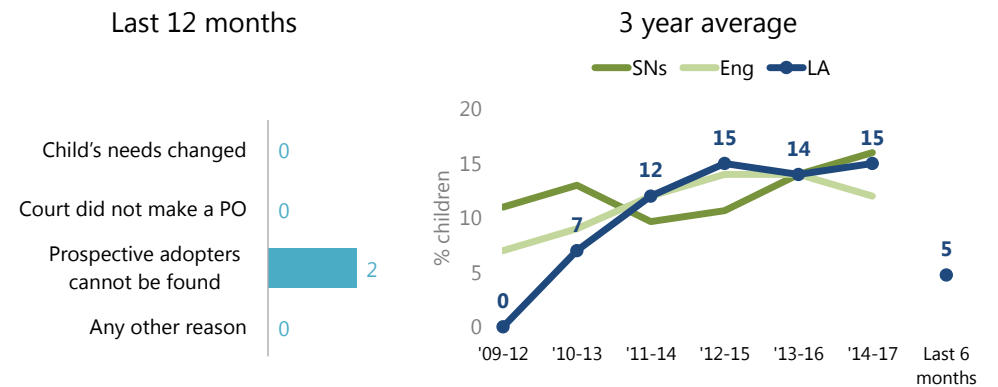
(A3) Time between entering care and placed for adoption

33% Children placed who waited less than the threshold between entering care and being placed for adoption (threshold: 14 months for 2013-16)
 14/42 children



(A5) Permanence decision changed away from adoption

5% Children where there was a decision that the child should no longer be placed for adoption
 2/42 children



This page is intentionally left blank

Report for: Corporate Parenting Advisory Committee

Item number:

Title: Knife Crime



Report

Authorised by: Ann Graham, Director for Children's Services

Lead Officer: **Jennifer Sergeant**
Head of Targeted Response, Youth Justice and Early Help

Ward(s) affected: Key crime wards

Report for Key/

Non Key Decision: Non key-decision

1. Describe the issue under consideration

- 1.1 The presentation shows Haringey's performance against the Mayor's (MOPAC) Police and Crime Plan (PCP) key priorities, including knife crime and firearms discharges.
- 1.2 The presentation outlines areas of concern and/or where performance is out of kilter with the London average. Other areas covered are critical locations and emerging problems.
- 1.3 It also sets out Haringey Youth Justice Service information on offences related to violence against individuals including knife crime offences.
- 1.4 Partnership work that has taken place over the past year is continuing to make a positive contribution to some of the key priority crime types, particularly knife crime injuries to young people. There are still a number of key areas, however, that are challenging for the borough and will require us to continue to work together to address, particularly around community confidence and satisfaction for their engagement in contributing and in producing solutions.

2 Recommendations

- 2.1 That the Panel note the content of the crime presentation, which highlights areas of challenge which are: personal robbery, firearm discharges, sexual offences, domestic and non-domestic abuse violence with injury.

3 Reasons for decision

n/a

4 Alternative options considered

n/a

5 Background information

- 5.1 There has been significant focus on knife crime nationally and in London. The published knife crime strategy takes account of much of the positive work being carried out across London, including in Haringey.
- 5.2 Work is underway locally to co-produce a knife crime action plan, and serious violence strategy. Serious youth violence is a key priority for the borough, and is key theme in the developing Young People at Risk strategy. Much work that has been done to date illustrates a collective understanding of the issues, and identifies and seeks to fill any gaps in services and our community offer.
- 5.3 Significantly the plans will be co-produced using the views of our local communities (and in particular young people who may be at risk of becoming either victims or perpetrators of knife crime) to make sure our plans and actions are as relevant and effective as they can be.

6 Contribution to strategic outcomes

- 6.1 This work contributes to the Mayor of London's Policing and Crime Strategy; Haringey's Corporate Plan priority 3 and the Haringey Community Safety Strategy. It also contributes to priority 1 – The Best Start in Life objective for reducing First Time Entrants to the Youth Justice System

It will also help to shape Haringey's forthcoming new Borough Plan, as well as the Violent Crime Action Plan and the refreshed Community Safety Strategy.

Crime Overview

October 2018

Sources:

Except where noted, all data from Metropolitan Police Service (MPS) Website and MPS AWARE System, haringey.gov.uk and covers the period August 2016 to July 2018

Performance Overview

- The Mayor's Police and Crime Plan (2017-2021) has outlined key priorities for Haringey:

Mandatory High Harm Crimes:

- Sexual Violence
- Domestic Abuse
- Child Sexual Exploitation
- Weapon-Based Crime
- Hate Crime

Mandatory Volume Crime:

- Anti-Social Behaviour

Local Priorities:

- Robbery
- Non-Domestic Violence with Injury (VWI)

- Key focus on Violence, Vulnerability and Exploitation, whilst balancing response to volume crime
- Ranking tables show Haringey in the London context (No.1 indicates best performing borough)

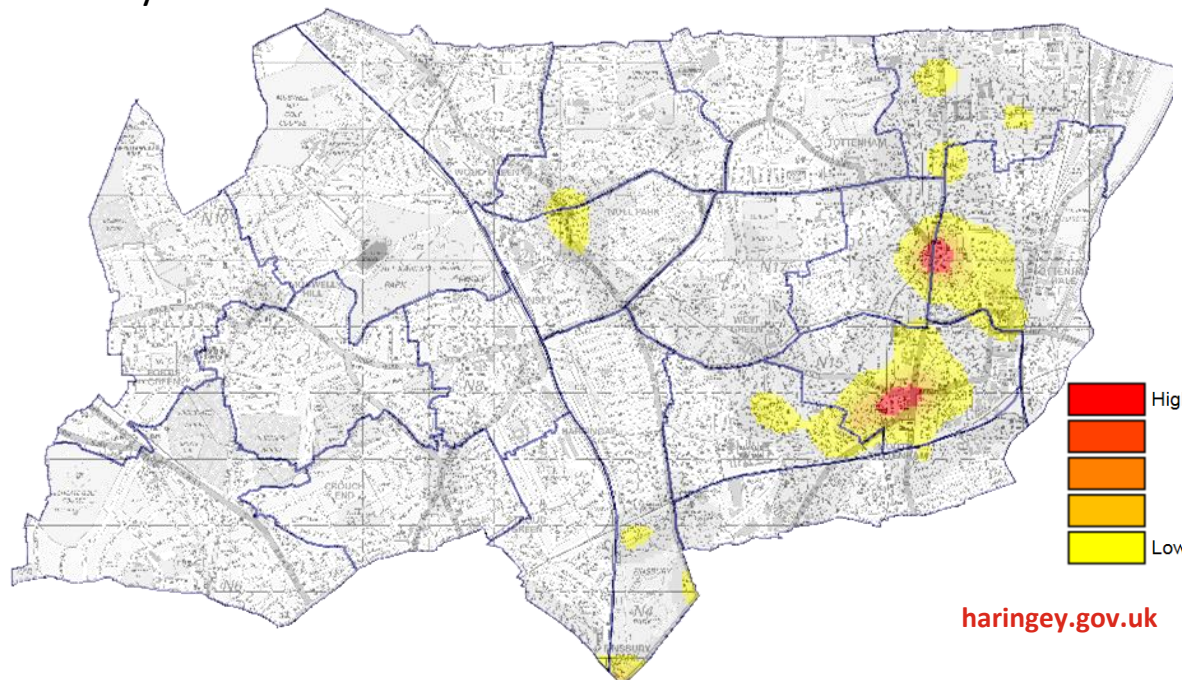
Personal Robbery

Borough	Personal Robbery	London Rank	Volume
Harrow	-19.6%	1	267
Croydon	-16.2%	2	1027
Bromley	-3.8%	3	475
Hackney	-2.9%	4	1308
Merton	8.1%	5	333
Tower Hamlets	10.0%	6	1474
Newham	11.0%	7	1910
Lewisham	11.2%	8	956
Southwark	11.9%	9	1662
Kensington and Chelsea	12.9%	10	665
Hillingdon	13.1%	11	501
Greenwich	13.3%	12	572
Enfield	15.3%	13	1058
Haringey	21.4%	14	1797
Westminster	21.7%	15	2543
Lambeth	21.9%	16	1501
Ealing	28.7%	17	826
Barnet	29.4%	18	665
Redbridge	32.0%	19	937
Bexley	32.5%	20	281
Barking and Dagenham	34.3%	21	830
Havering	38.0%	22	574
Hounslow	38.1%	23	547
Wandsworth	40.2%	24	833
Hammersmith and Fulham	41.3%	25	667
Kingston upon Thames	41.7%	26	197
Waltham Forest	44.2%	27	936
Sutton	46.2%	28	291
Islington	51.5%	29	1788
Camden	52.9%	30	1969
Brent	73.4%	31	1458
Richmond upon Thames	95.1%	32	281
London Total	22.6%		31129

Personal robbery has increased significantly in Haringey, by 21%, which is over 250 extra offences per year. London wide offending has also worsened, experiencing an increase of 23%.

Robbery of mobile phones has seen an increase of 8% in Haringey (620 in 12 months), compared to a London increase in this same category of 19%.

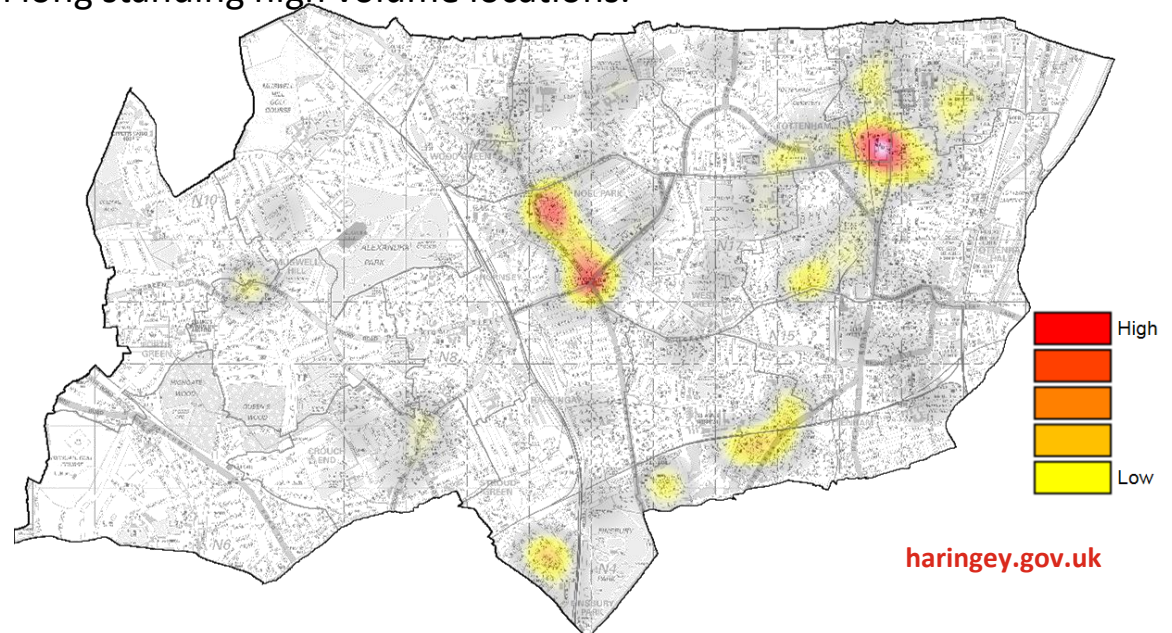
Moped enabled robbery volumes have reduced in recent months. The highest volumes have taken place in Islington, Camden and Hackney.



Knife Injury Victims

Borough	Knife Injury Victims	London Rank	Volume
Richmond upon Thames	-29.3%	1	29
Barking and Dagenham	-22.8%	2	105
Bexley	-17.2%	3	53
Sutton	-14.3%	4	48
Redbridge	-14.2%	5	127
Southwark	-13.6%	6	267
Hounslow	-13.2%	7	118
Haringey	-13.1%	8	192
Newham	-11.3%	9	220
Merton	-10.5%	10	51
Hackney	-10.1%	11	186
Barnet	-6.0%	12	109
Bromley	-5.9%	13	96
Croydon	-5.7%	14	197
Harrow	-5.7%	15	100
Islington	-5.6%	16	168
Lewisham	-4.0%	17	192
Lambeth	-1.4%	18	273
Brent	0.4%	19	231
Enfield	5.2%	20	183
Ealing	7.6%	21	169
Westminster	8.5%	22	179
Waltham Forest	8.5%	23	166
Kingston upon Thames	12.8%	24	44
Tower Hamlets	15.5%	25	246
Wandsworth	16.4%	26	128
Kensington and Chelsea	17.1%	27	96
Havering	17.4%	28	101
Camden	17.9%	29	178
Greenwich	19.2%	30	180
Hammersmith and Fulham	21.7%	31	101
Hillingdon	25.4%	32	148
London Total	-0.9%		4681

- The volume of overall knife injuries has reduced by 13% in Haringey, compared to a 1% London-wide reduction.
- Haringey has experienced a reduction in young victims of knife injuries, reducing by **-23%**. During this period, London overall has increased by 1%.
- **However, serious incidents still occur, which often lead to serious and life-changing injuries.**
- Key locations are Wood Green High Street, Turnpike Lane and Bruce Grove
- Hotspots have continued to shift, following targeted partnership work in long standing high volume locations.



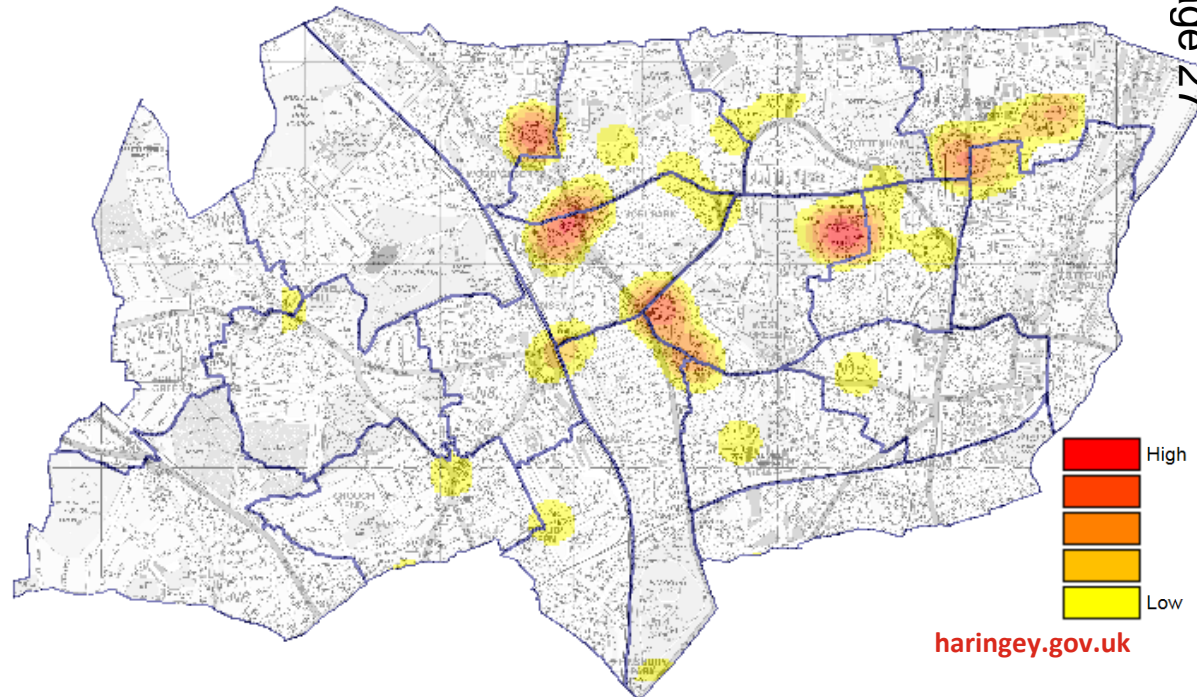
Lethal Barrelled Firearm Discharges

Borough	Lethal Barrelled Firearm Discharges	London Rank	Volume
Hammersmith and Fulham	-100.0%	1	0
Richmond upon Thames	-75.0%	2	1
Enfield	-63.6%	3	8
Hounslow	-62.5%	4	3
Redbridge	-60.0%	5	4
Kingston upon Thames	-50.0%	6	1
Camden	-41.7%	7	7
Havering	-37.5%	8	5
Westminster	-36.4%	9	7
Barnet	-33.3%	10	2
Kensington and Chelsea	-28.6%	11	5
Newham	-19.5%	12	33
Islington	-11.1%	13	8
Bromley	0.0%	14	4
Sutton	0.0%	15	3
Greenwich	10.0%	16	11
Barking and Dagenham	12.5%	17	9
Haringey	15.2%	18	38
Hackney	17.4%	19	27
Lambeth	50.0%	20	39
Wandsworth	50.0%	21	6
Croydon	63.6%	22	18
Southwark	69.2%	23	22
Waltham Forest	73.3%	24	26
Hillingdon	80.0%	25	9
Lewisham	83.3%	26	11
Tower Hamlets	85.7%	27	13
Brent	87.5%	28	30
Bexley	150.0%	29	10
Harrow	150.0%	30	10
Merton	200.0%	31	6
Ealing	250.0%	32	7
London Total	17.9%		383

■ Lethal barrelled firearm discharges in Haringey have increased year on year to August 2018 by 15%. London has increased by 18% over this same period.

■ Haringey accounts for **1 in 10** of all lethal barrelled firearm discharges in London.

■ Firearm related incidents mostly occur to the East of the borough, and show some correlation with known gang linked areas. Offences also demonstrate some geographical clustering.

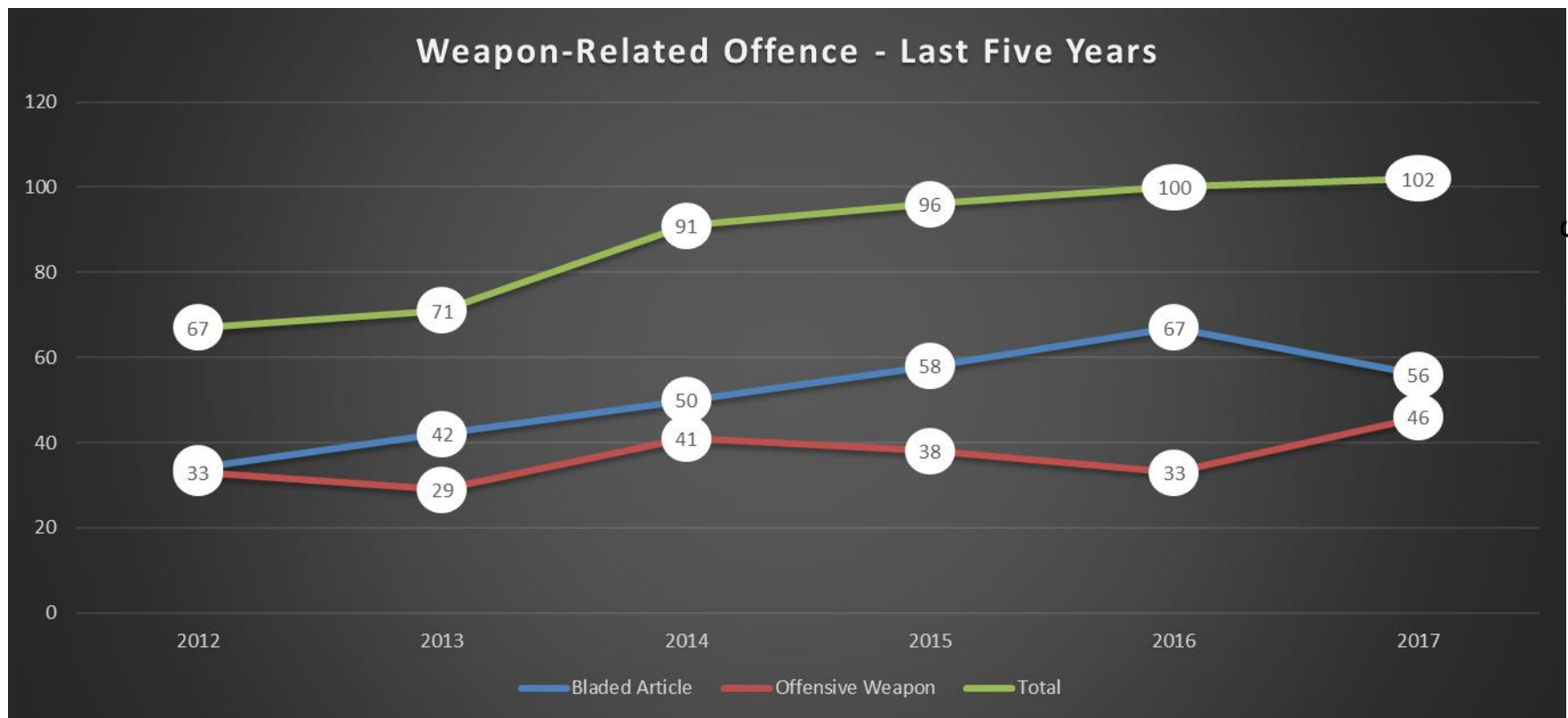


Youth Knife Crime Headlines

- 18 young people currently on YJS caseload that have been a victim of stabbing representing 17% of statutory caseload. True number is likely to be higher due to non-reporting of some crimes.
- 82% of knife crime (in 2016) was suspected to be gang-related
- There have been six deaths that have involved Haringey young people since 2016.
- 33% of YJS caseload have been arrested for knife-enabled offence.

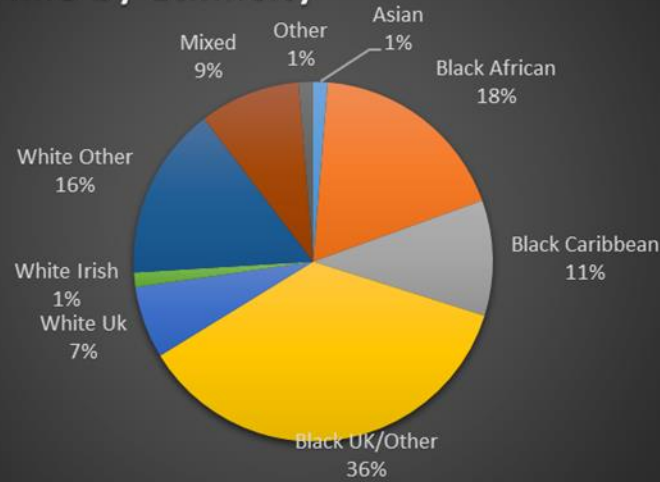
Youth Crime

The number of young people (aged 10 to 18) arrested for Weapon-enabled offences have increased every year for the last six years in an environment where numbers of young people arrested have fallen significantly over the same period.

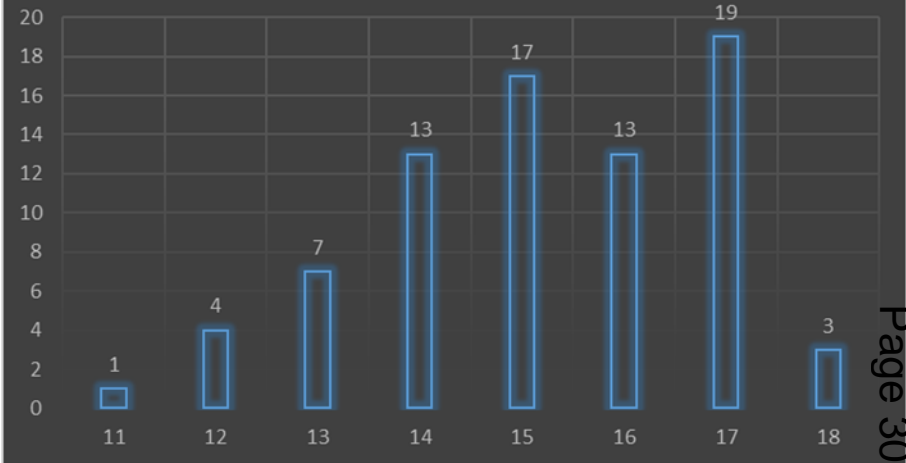


Youth Knife Crime Demographics (2016 data)

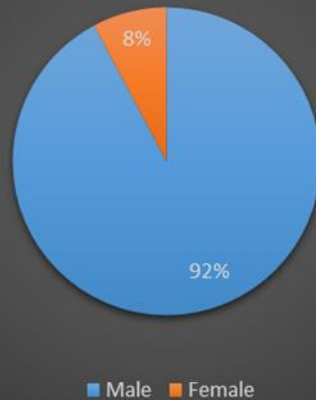
Knife Crime by Ethnicity



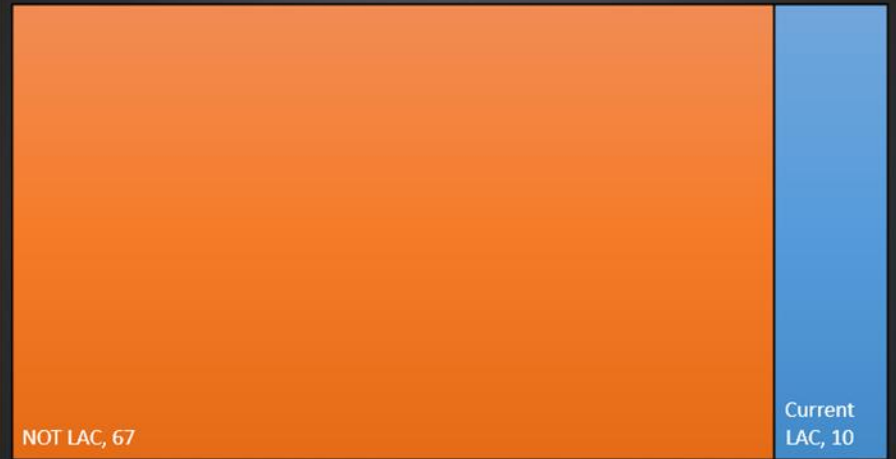
Knife Crime by Age



Knife Crime by Gender

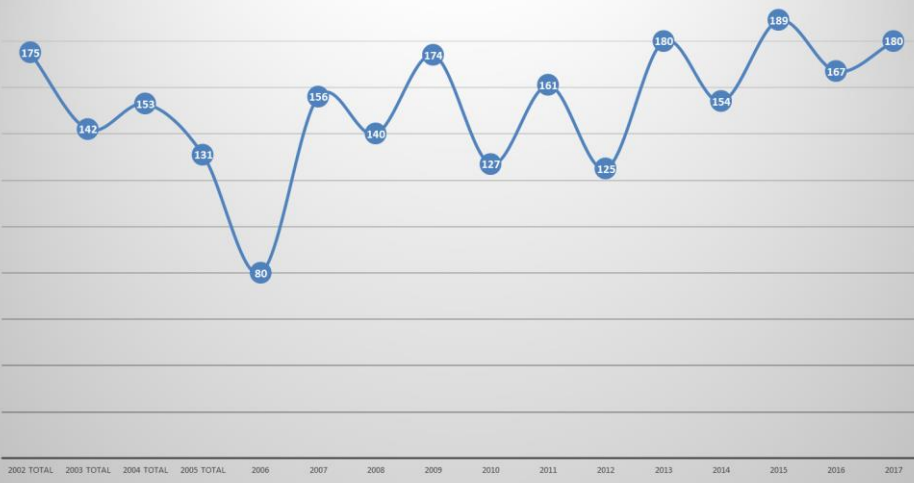


Knife Crime by LAC Status

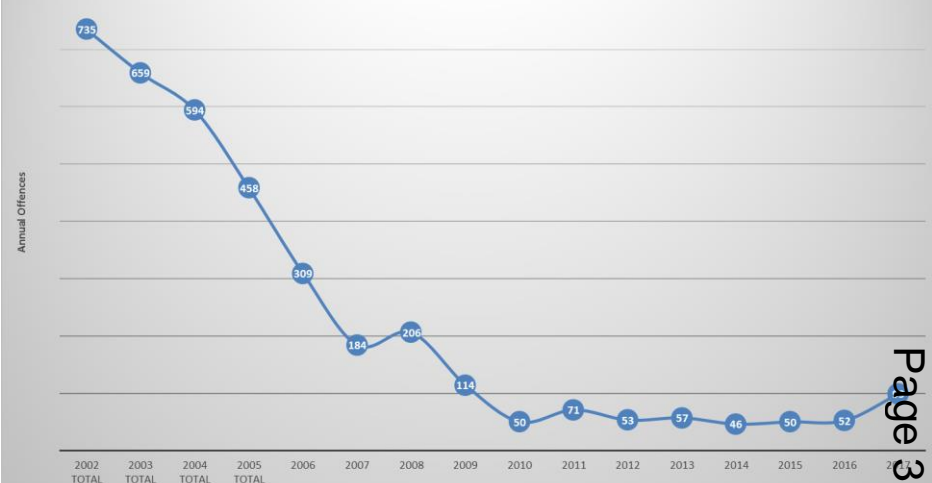


Other areas of concern – Youth offending

Drugs Offences by Year



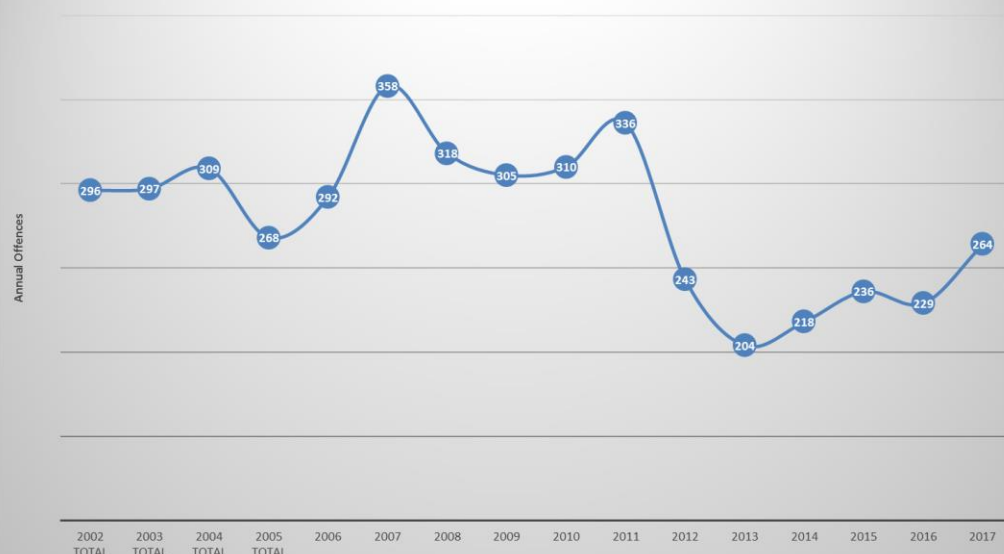
Motoring Offences Annually



Page 31

Drugs, Vehicle Theft/Motoring and Violent offences increased over the last year by 8%, 74% & 15% respectively. The increase in vehicle crime can be attributed to the **increase in moped crime.**

Violence Against the Person Annually



Partnership Action

- Partnership Problem Solving Group (PPSG) fully established and takes place on a monthly basis to focus on deploying resources to problematic areas across the borough. Following the success of Operation Hale in Ducketts Common, a similar approach is now being taken around Northumberland Park (Op Marlin) and an evaluation of this work is ongoing.
- Operation Sceptre – Ongoing police activity including weapons sweeps & intelligence led stop and search to target habitual knife carriers. Regular operations focussing on known habitual knife carriers and planned weapons sweeps.
- Operation Venice – Focussed Met wide work to tackled moped enabled criminality, including robbery and theft of motor vehicles. Includes enhance police/partnership tactics as well as the use of ‘Achilles Heel’ tactics to disrupt and suppress offenders.

Partnership Action

- . Robbery Unit – Local police team proactively committed to tackling street crime including robbery and moped enabled crime including theft person (snatch) offences, as well as street based violence.
- Knife Crime Action Plan: Co-produced plan to tackled knife and youth crime, with the key strands being Prepare, Pursue, Prevent and Protect. Consultation of youth and key community stakeholders continues and will form a key strand of the borough plan.
- Bridge Renewal Trust Youth Summit : Event took place 17th March, which successfully engaged with a number of young people and members of the local community. Learning from this will inform the co-produced knife crime action plan, which is currently in development.
- Integrated Gangs Unit (IGU): Working in partnership with other service areas (e.g. CYPS, schools etc.) to further develop prevention activities with transitional age young people and to contribute to whole system approaches to reduced risks.
- Engagement tactics: Police and Integrated Gangs Unit (IGU) have increased the focus of their schools’ work and engagement on weapons and gang-related activity.
- Prison Workshop – ‘Through My Eyes’: Develop by the IGU, working directly with gang elders based in Pentonville prison in order to reduce their likelihood of re-offending and to also build community capacity and act as positive influencers in Haringey

Current initiatives

- **Project Future:** (Prevention, Diversion, Health): A Trauma Based project working with the most vulnerable/violent young men in the east of the borough currently involved with gangs/SYV or are at risk of becoming involved.
- **Integrated Offender Management:** As part of a co-located team based in wood green custody suite, the multidisciplinary team manages young people who are either involved in, or at risk of SYV. The team works on a 1-2-1 basis or in conjunction with other professionals i.e. team around the school
- **OASIS Hadley:** (Victims, Prevention and Diversion): This is a victim's based service working directly with victims of violence and CSE who present at North Middlesex A&E. Key to "teachable moment" the objective is to offer those who may be involved in SYV/Gangs lifestyles support and gang exit opportunities
- **London Gangs Exit:** (intervention, diversion, rehabilitation): MOPAC funded gangs exit intervention for individuals who need to be moved to alternative locations to support gangs exit.
- **Cross Borough Work:** (enforcement, prevention, intelligence mapping): LBOH works closely with LB Enfield to share intelligence, managing individuals involved in cross boarder activities and violence.

Current initiatives

- **Enforcement:** Criminal Behaviour Orders, Electronic Tagging to deter and prevent known offenders from their activities.
- **Transitions groups which feature Knife Crime and wider community safety** issues with Year 6 students are in development to be rolled out across 24 primary schools in the borough in the borough.
- **Street Doctors** is a national network of medical volunteers who utilise their skills to reduce Youth violence. This provision is being provided by Youth Justice from April 2018. Street Doctors change the lives of young people by giving them skills to deliver lifesaving first aid, using first aid also as a tool to educate young people to change their attitude towards violence.,
- **Weapons awareness groups** are an offer of provision in Youth Justice. This course is run several times a year as part of a programme for young offenders known to the Youth Justice Team
- **Community weapon sweeps** – Community led weapon sweeps undertaken with the community with partners

Current Initiatives

- **Specialist workers.** E.g. Serious Youth Violence Worker based in Youth Justice Service, Young Persons Advocates based in Children's Services, YJS, Community Safety
- **Team Around the School:** (prevention, diversion, education, intervention, 1-1 work, family work): LBH led multi-agency offer to schools who concerns about either gangs, CSE or SYV.
- **A school pilot project in partnership between EH Youth and Project Futures, (part of MAC-UK),** facilitated by Clinical Psychologists and developed with young people, to challenge young people's thought process and decision making to carry a knife. The schools identified to participate are St Paul's and All Hallows Primary (Year 6) and Harris Academy (a secondary Year group tbc). Both schools are holding focus groups to develop tailor made packages and the programmes are due to start in Feb.
- **A 6 week MOJ knife crime/SYV programme, 'Aspire Higher'** is confirmed in partnership with The Safety Box, EH, YJ and the Octagon Academy. A hard-hitting programme, facilitated by ex-gang members aimed at violence reduction and supporting personal development.
- **Community Safety Pilots – Development of focussed partnership pilots through the CSP**

Strategic Developments

- Serious Youth Violence a key priority in the developing Borough Plan
- Violence, vulnerability & exploitation are key objectives in the Community Safety Strategy
- Haringey & Enfield locally developed serious violence reduction partnership plan
- Young People at Risk Strategy focus on earlier intervention to reduce knife crime
- Youth Justice Service plan prioritise reducing offending of young people
- Young London Fund application outcomes due for announcement in late October/early November 2018

This page is intentionally left blank

Report for: Corporate Parenting Committee 29th October 2018

Item number:

Title: Haringey Virtual School Annual Report 2017 and provisional key stage and GCSE results 2018



Report authorised by : Ann Graham, Director, Children's Services

Lead Officer: Fiona Smith, tel. 020 8489 3163,
fiona.smith@haringey.gov.uk.

Ward(s) affected: All

Report for Non Key Decision

1. Describe the issue under consideration

The reports detail the educational performance of Haringey's looked-after children Children and Young People for 2017 and 2018, and the Virtual School Annual Report.

2. Background information

- 2.1 Overall, the educational performance of Haringey's looked-after children (LAC) for 2017 is above that nationally. The gap between pupils looked-after by Haringey and their peers who are not looked after is closing and this is testament to the hard work of the young people, their carers, schools, social workers and the virtual school.
- 2.2 For the second year running, the educational performance of Haringey's looked-after children at the end of Key Stage 4 is within the top 10% of the country [Source: the Department for Education Statistics for Looked After Children, March 2017]. In Haringey, 23% of the cohort who were eligible for GCSEs attained at least level 4 in English and maths, compared with the national average of 17.5%.
- 2.3. At Key Stage 1, with a cohort of seven pupils, none made expected standards, and were monitored closely for the last academic year by the virtual school teachers or educational psychologists to ensure they made progress.
- 2.4 At Key Stage 2, the performance was above national in all areas but maths where it was the same. Pupils in this groups were closely monitored as they made the transition to secondary school.

2.5. During the year, Haringey Virtual School has run an extensive programme of activities for children and young people looked after, together with partners including Tottenham Hotspur Football Club and Highgate Independent School. These have included an enrichment programme, a cooking club, summer and winter party, half term and school holiday activities; University Summer School and the Chrysalis Accelerator Programme, raising aspirations for Children in Care. The Virtual School has also held its Annual Educational Achievement Awards for secondary aged pupils, and cinema and theatre trips.

2.6 **Key Priorities for development and focus in 2016-17 included:**

- Reviewing and increasing the staffing of the virtual school to provide a more case-based approach to improve the monitoring of attainment and progress leading to more consistently better outcomes
- Improving outcomes for Early Years and Key Stage 1, through close monitoring by the educational psychologists in the virtual school
- Ensuring effective support is in place for transition to year 7
- Strengthening links with Special Educational Needs (SEN) through regular joint case reviews by the virtual school head and designated SEN officer with responsibility for looked after children
- Continuing to work towards introducing an electronic Personal Education Plan (PEP) to strengthen quality assurance role
- Embedding the process for signing off school choices to ensure all children attend good or outstanding provision wherever possible
- Developing a bespoke training programme for foster carers
- Analysing reasons for the increase in absence to inform ways of strengthening the focus on reducing absence and particularly persistent absence
- Analysing reasons for increase in exclusions to inform a strategy for reducing the number of fixed term exclusions
- Piloting the Post 16 Education, Training and Employment (PETE) programme to improve transition support from year 11 to year 12
- Identifying and implement changes introduced in the Children and Social Work Act 2017 which extends the Virtual School Head role to provide advice and guidance to previously looked-after children.

2.7. The provisional outcomes for 2018 are included in a separate report; national comparators will be available in March 2019.

3. Contribution to strategic outcomes

Priority One.

4. Use of Appendices

Haringey Virtual School Annual Report

Key Stage and GCSE results for Looked-after Children 2018



Haringey Virtual School

Raising Aspirations, Expanding Horizons

Annual Report 2016-17



Haringey Virtual School

Annual Report 2016-2017

Contents

Introduction and summary of achievements in 2016 -17	Page 1
Background and context of the virtual school	Page 4
Performance summary	Page 4
Pupil profile	Page 14
Measures to improve outcomes	Page 18
Raising aspirations and increasing participation	Page 21

Introduction and summary of achievements 2016-17

1. The educational performance of Haringey's looked-after Children (LAC) this year has been mixed, with pupils in Key Stage 2 and 4 achieving above national average for looked-after children in most subject areas, and pupils in early years and Key Stage 1 attaining below the national average. However, within the year groups, many young people achieved excellent results, exceeding their targets and young people, their carers, social workers and schools have continued to work hard throughout the year to achieve outstanding educational outcomes.
2. In the Early Years Foundation Stage, there were two eligible pupils, one of whom had an Education Health Care plan (EHCP). Neither of the two pupils attained the expected levels across the first 12 measures out of the total of 17, which indicate a good level of development. Both children will be tracked closely in year one and will be allocated an educational psychologist from the virtual school to ensure they are effectively supported to make progress.
3. At the end of Key Stage 1, seven pupils were eligible for the SATs tests, two of whom had an EHCP and did not sit the tests. None of the five children who took the tests attained the expected scores; an outcome that is below the national and Inner London average for looked-after children, although two of the five who sat the tests scored within five percent of the expected standard. They will all be closely monitored in year 3 by the educational psychologists in the virtual school to ensure they make good progress and additional interventions using Pupil Premium Plus (PP+) will be put in to support them.
4. At the end of Key Stage 2, the 20 children eligible for the SATs tests scored above national average in reading, writing and grammar, punctuation and spelling (GPS) and slightly below in maths. Inner London scores were not available this year. Children who did not attain expected levels will be monitored by the educational psychologist in the virtual school and

targeted for additional support in year 7, through engagement in the Text Now reading programme, or one-to-one tuition.

5. At the end of Key Stage 4, the educational performance of Haringey's looked-after children in one of the key indicators, Attainment 8, was again within the top 10% of the country. It was also above the national and Inner London average for pupils who attained at least a grade 4 in English and maths, and was above national and the same as Inner London for Progress 8, the indicator that measures progress from the end of Key Stage 2.
6. The percentage of pupils with attendance of less than 90% and classed as Persistent Absentees, was worse than the national average this year, but slightly better than the Inner London average, which is the same picture as last year. Further analysis of the reasons for this increase will be undertaken. Overall absence was also higher than the national average and the same as Inner London with both authorised and unauthorised absence worse than national and better than Inner London. All but unauthorised absence was the same as national and Inner London performance the previous year. Actions to reduce absence this year will be a key priority for the virtual school and practice will be strengthened across the service. This will include employing one of the officers in the Council's Educational Welfare Service to monitor those pupils at risk of being in this cohort in order to plan preventative actions with schools.
7. The percentage of pupils with at least one fixed term exclusion, with figures only released for 2015-16, was higher than both national and Inner London which is a dip from the previous year. In order to ensure timely action is taken to follow up on these pupils, a weekly monitoring meeting will be held in the coming year to review data and identify pupils in order to reduce the risk of further episodes of exclusion.
8. During the year, Haringey virtual school has run an extensive programme of activities for looked-after children and young people, together with partners including Tottenham Hotspur Foundation (THF) and Highgate Independent School. An enrichment programme was introduced this year, offering high quality short courses in a range of areas including legal and digital skills. The sessions have been very popular and young people receive accreditation from AQA on completion. The over-subscribed cooking club has had an increasing number of attendees this year and has continued to place emphasis on learning to cook healthy, nutritional food. Alongside these activities, pupils have been offered football and multi-sport courses run by THF, half term and school holiday activities including trips to the IMAX, bowling, a football tournament at Leicester King Power Stadium and cycling. The virtual school has continued its involvement in the Chrysalis Accelerator Programme, a joint initiative with four other virtual schools raising aspirations for looked-after children. Eight young people have taken part in the programme, which has run workshops in science, maths and philosophy and organised a theatre trip and a visit to Cambridge University. Four young people also attended a summer school, which takes place over three days and is hosted by the University of Hertfordshire.
9. The virtual school continues to deliver its multi-agency training programme to designated teachers (DTs), school governors, social workers, IROs, foster carers and NQTs. The well-attended LAC conference this year was themed around resilience, with a very well received

and evidence based presentation from renowned author and University of Dublin professor, Robbie Gilligan.

10. Key achievements in 2016-17 include:

- Continuing to be in the top 10% nationally for Attainment 8 at the end of Key Stage 4
- Setting up and embedding a management committee with key stakeholders to provide governance to the virtual school
- Developing a high quality enrichment programme offering a range of additional studies including digital and legal skills
- Introducing a weekly Risk Register meeting to monitor actions to reduce number of pupils without suitable education, reduce delay in offering education and target those at risk of exclusion.

11. Areas for development and focus in 2017-18 include:

- Reviewing and increasing the staffing of the virtual school to provide a more case-based approach to improve the monitoring of attainment and progress leading to more consistently better outcomes
- Improving outcomes for Early Years and Key Stage 1, through close monitoring by the educational psychologists in the virtual school
- Ensuring effective support is in place for transition to year 7
- Strengthening links with SEN through regular joint case reviews by the virtual school head and designated SEN officer with responsibility for looked after children
- Continuing to work towards introducing an electronic PEP to strengthen quality assurance role
- Embedding the process for signing off school choices to ensure all children attend good or outstanding provision wherever possible
- Developing a bespoke training programme for foster carers
- Analysing reasons for the increase in absence to inform ways of strengthening the focus on reducing absence and particularly persistent absence
- Analysing reasons for increase in exclusions to inform a strategy for reducing the number of fixed term exclusions
- Piloting the Post 16 Education, Training and Employment (PETE) programme to improve transition support from year 11 to year 12
- Identifying and implement changes introduced in the Children and Social Work Act 2017 which extends the VSH role to provide advice and guidance to previously looked-after children

Background and context of the Virtual School

12. On 1st April 2014, the role of virtual school head was made statutory, confirming the government's ongoing commitment to improve the educational outcomes for looked after children. Guidance on *Promoting the achievement of Looked After Children* was published by the Department for Education (DfE) in July 2014 and this document provides a clear outline of both the role and responsibility placed on local authorities and the Virtual School to do everything in its power to ensure this most vulnerable group of children achieve their potential. This document, together with the guidance for designated teachers was updated in February 2018 to incorporate the extension of the duty towards previously looked-after children, following their inclusion in the Children and Social Work Act 2017.

13. Haringey's Virtual School is a multi-disciplinary team with a Headteacher, senior teacher, advisory teacher, attendance and inclusion officer and part-time educational psychologist. The current staffing levels will be reviewed in the next year with a view to increasing capacity, to enable the team to more closely monitor and track children to ensure progress is more consistently above average and improve the effective use of the Pupil Premium Plus. Due to the small number of teaching staff, the virtual school is unable to attend every Personal Education Plan (PEP) meeting or to operate a caseload system so schools are asked to submit termly attainment and progress data to enable close tracking and monitoring in order to target those pupils working below expected levels. The introduction of a weekly risk register meeting in the last year has ensured that pupils without school places or with additional and complex needs are discussed and remedial actions taken in a timely way. Virtual school staff also deliver training to designated teachers, social workers and foster carers to support their work; offer advice and consultation to social workers and distribute books and resources to children. There is an out of school hours enrichment programme and an annual Educational Achievement Awards evening, in addition to summer and winter parties for primary children. The provision is enhanced by an effective partnership arrangement with Tottenham Hotspur Foundation, which joint funds a dedicated post focussing on engaging young people in activities to support their learning, raising aspirations and offering work experience opportunities. In the next year the virtual school will be running PETE, (Post 16 Education, Training and Employment) a small pilot project to support the transition from year 11 to year 12, to ensure more young people remain in education and increase the number who progress into further and higher education.

Performance Summary

14. There were 219 pupils in care for one year or longer between 1st April 2016 and 31st March 2017 and it is pupils from this cohort whose results are reported here, even if they left care before the end of the academic year. The government produced the national performance data on this group of looked after pupils in March 2018 as part of its Statistical First Release. The report also draws on pupil-level data, which is collected for virtual schools by the NCER. In addition to the 219 children continuously in care for one year or longer, there were at least a further 130 children who became looked after during the year. Where it is available, Haringey data is compared with national outcomes, and

Inner London outcomes, as this cohort includes the majority of Haringey’s statistical neighbours, those authorities with characteristics similar to Haringey.

End of Early Years Foundation Stage

15. The Early Years Foundation Stage Profile (EYFSP) is the statutory end of year assessment tool for pupils in reception, as they transfer into year one. Their progress towards 17 Early Learning Goals is measured and rated as ‘Emerging’, ‘Expected’ or ‘Exceeding’, and they need to achieve at least ‘Expected’ in the first 12 areas to be considered to be making a ‘good level of development’. The expectation is that these children will make national average progress during Key Stage 1.
16. There were two pupils in reception in 2016 -17, one of whom has an Education Health Care Plan (EHCP), and neither achieved the ‘Expected’ or ‘Good’ level of development at the end of Foundation Stage. One pupil achieved ‘Expected’ in four of the 17 areas, and the other was assessed as ‘Emerging’ in all areas. Both will be closely tracked in year one to ensure they make progress towards achieving ‘Expected’ levels at the end of key stage 1. The areas of ‘Communications and Language’ and ‘Personal, Social, and Emotional development’ are known to be significant for children in care with those not achieving ‘Expected’ in these areas as being at high risk of long-term low outcomes.

Performance at Key Stage 1

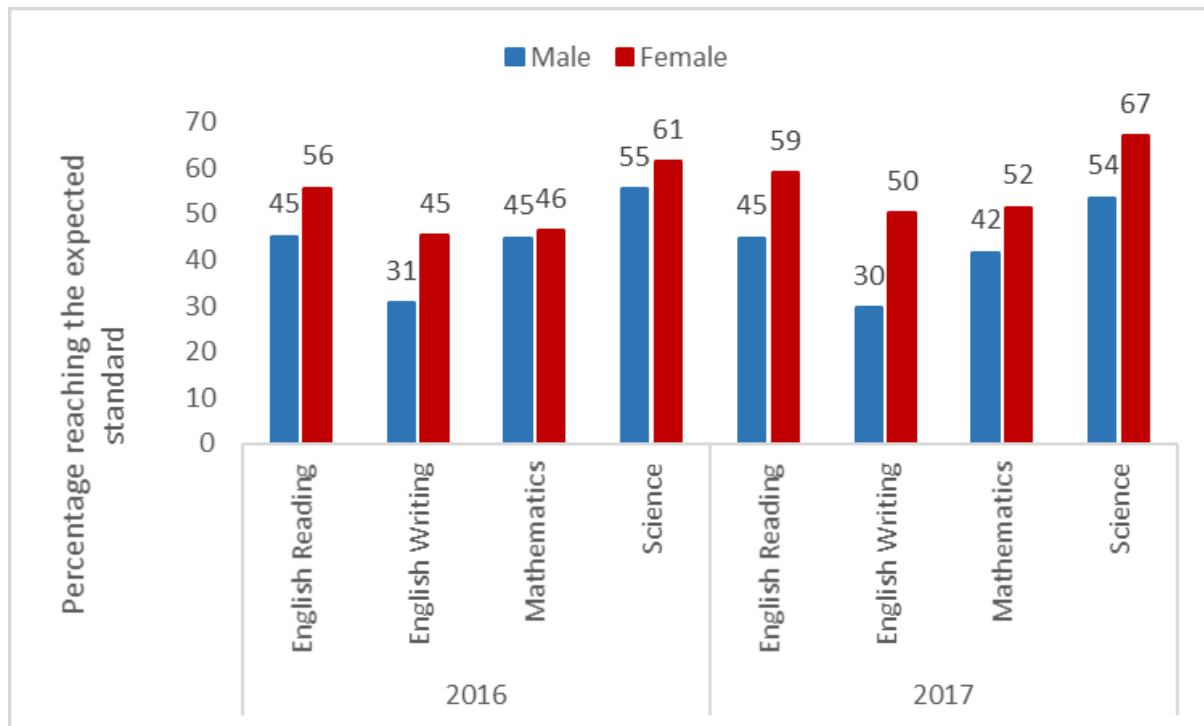
17. There was a cohort of seven pupils in Key Stage One in 2017, two of whom had an Education Health Care (EHC) Plan who were working on P scales and did not sit the tests. The other five pupils whilst making progress in their learning are all working slightly below expected levels for their age, apart from one pupil who reached the expected standard in reading and two pupils who were less than five percent below the expected scores in all areas. The learning and progress of all pupils will continue to be closely monitored in the coming academic year with targeted interventions, using allocated Pupil Premium Plus additional funding as appropriate to individual need. The educational psychologists in the virtual school will also be involved in reviewing progress and advising on appropriate strategies to ensure good progress is made.

Table 1: Percentage of looked-after pupils who reached the expected standard in Key Stage 1 assessments

	National LAC	Haringey LAC	Comparison with national
Percentage reaching the expected standard in reading	51	14	↓
Percentage reaching the expected standard in writing	39	0	↓
Percentage reaching the expected standard in maths	46	0	↓

18. National performance of looked-after children by gender indicates that girls out-performed boys in all measures. In Haringey, numbers were too low to provide a breakdown by gender.

Table 2: National performance of looked-after children at Key Stage 1 by gender



Performance at Key Stage 2

19. There were 20 pupils in the Key Stage Two cohort in 2017, of whom nine (45%) had an Education Health Care (EHC) Plan, three female and six male, six of whom did not sit the tests. Of the 11 pupils with no identified special educational needs (SEN), six (54%) attained expected levels in reading, writing and maths; however, the figures below show the percentage who attained expected levels out of the whole cohort. In reading, Haringey pupils were above national and Inner London averages, and in writing were above national but below Inner London averages. In maths, scores were the same as national and below Inner London averages, and for reading, writing and maths, Haringey pupils were below both national and Inner London averages. In the next year, attainment will be monitored closely in the termly PEP meetings, virtual school tracking meetings and by the educational psychologists in the service to ensure a good transition to secondary school. Additional funding will be offered to schools to ensure pupils are making better than expected progress.

Table 3: Percentage of looked after children reaching the expected standard at Key Stage 2

	National LAC	Inner London LAC	Haringey LAC	Comparison with national	Comparison with Inner London
Percentage reaching the expected standard in reading	45	53	55	↑	↑
Percentage reaching the expected standard in writing	45	54	50	↑	↓
Percentage reaching the expected standard in maths	46	55	46	→	↓
Percentage reaching the expected standard in Grammar, Punctuation & Spelling (GPS)	50	63	55	↑	↓
Percentage reaching the expected standard in reading, writing and maths	32	40	30	↓	↓

20. Within the year six cohort in Haringey, girls out performed boys in all but writing, which is similar to the national picture where girls perform better in all subject areas. In relation to race, pupils of black African or Caribbean heritage outperform other ethnic groups in all areas. The pupils of mixed background all had an EHCP and only one pupil took the tests. There is no national or Inner London data on record for comparison.

Table 4: Percentage of Haringey looked-after children reaching the expected standard at key stage 2, by gender and race

	Female	Male	Black/African/Caribbean	Mixed	White
Percentage reaching the expected standard in reading	60	46	58	25	50
Percentage reaching the expected standard in writing	40	46	58	0	25
Percentage reaching the expected standard in maths	60	33	50	25	50
Percentage reaching the expected standard in Grammar, Punctuation & Spelling (GPS)	60	46	66	25	50
Percentage reaching the expected standard in reading, writing and maths	40	26	41	0	25

Progress at Key Stage 2

21. Progress measures aim to capture progress made between the end of Key Stage 1 and the end of Key Stage 2, using data submitted to compare pupils with similar prior attainment. Within the Haringey cohort, 16 pupils had prior data to allow progress to be calculated. Six

(37%) had made progress in all three subject areas of reading, writing and maths between the key stages. National and Inner London data on percentage of this group who made progress is not available in this format.

Performance at Key Stage 4

22. There were 26 pupils in the reporting cohort for end of Key Stage 4 results (GCSEs) and outcomes were above national and inner London averages in all measures apart from national progress 8, which was the same. There were four pupils (15%) with an EHC plan, of whom one did not sit GCSEs; the other three all attained at least one GCSE. Eighteen pupils (69%) were in mainstream school, an increase of one percentage point (ppt) from the previous year; three (11.5%) attended special schools; one pupil (4%) was at an Alternative Provision (AP); two (8%) were in custody, both of whom sat exams but did not sit GCSEs and two pupils refused to engage in education, after being offered school, AP, and home tuition. One of the two did attend a careers interview and both started in college in year 12.

Table 5: Percentage of looked after pupils attaining at least grade 4 and 5 in English and maths; average Attainment 8 and Progress 8 scores

	National LAC	Inner London LAC	Haringey LAC	Comparison with national	Comparison with Inner London
English and Maths Level 4 (EM4)	17.5	21.5	23	↑	↑
English and maths Level 5 (EM5)	7.5	11.1	11.5	↑	↑
Attainment 8	19.3	20.7	24.5	↑	↑
Progress 8	-1.18	-1.31	-1.18	→	↑

23. Girls outperformed boys in all measures, with 31.5% of girls attaining at least level 4 in English and maths compared to none of the boys, and girls attaining an average of 33.3 in attainment 8, compared with an average of 14.12 attained by the boys. This is the same as the national picture for both genders, although detailed figures for this are not available. In relation to race, pupils classified as 'other ethnic group' outperformed all other races in all indicators, and pupils from a mixed heritage performed worse, however with very small numbers in some groups and pupils with EHC plans over-represented in one ethnic group, these results should be treated with caution. If the groups with very small numbers are ignored, the best performing group were black girls, and the worst were white boys. There is no national or inner London data breakdown by race on record for comparison.

Table 6: Percentage of Haringey looked-after children reaching the expected standard at Key Stage 4, by gender and race

	Female	Male	Asian	Black/African/ Caribbean	Mixed	Other	White
Percentage attaining level 4 in English and maths (EM4)	31.5	0	50	27	25	100	20
Percentage attaining level 5 in English and maths (EM5)	15	0	0	18	0	0	10
Average Attainment 8 score	33.3	14.12	26.5	34.7	17.5	44.5	18.3

Current working levels

24. Schools and education providers are expected to submit attainment and progress data to the virtual school each term, and this is then reviewed by the teachers and actions to follow-up concerns around individual children are agreed. For the cohort in care for one year or longer at the end of March 2017, the position is outlined below. In a small number of cases, schools do not submit data and where it is available on the PEP this is used instead. For some children there is no data available from either source, this may be because they are not currently in education or there is no educational data available, for example if they are unaccompanied asylum seeking young people.

25. In the primary phase, 60% of children without an EHCP are working at or above expected levels in reading, writing and maths, however children with an EHCP are more likely to be working below expected levels, and work is needed to explore this further.

Table 7: Numbers and percentages of children in primary phase with current working levels

No. of children in primary phase	83
No. of children with an EHCP	22 (26%)
No. of children without an EHCP	61
Working levels for children without an EHCP	
No. of children working above Age Related Expectations (ARE) in reading, writing and maths	3 (5%)
No. of children working at ARE or above in reading, writing and maths	37 (60%)
No. of children working below in reading, writing and maths	23 (38%)
No. of children working at ARE or above in reading	37 (60%)
No. of children working below ARE in reading	23 (38%)
No. of children working at ARE or above in writing	35 (57%)
No. of children working below ARE in writing	24 (39%)

No. of children working at ARE or above in maths	36 (59%)
No. of children working below ARE in maths	24 (39%)
No. of children without current working levels recorded	1 (1%)
Working levels for children with an EHCP	
No. of children with an EHCP	22
No. of children working above Age Related Expectations (ARE) in English and maths	0
No. of children working above ARE in English	0
No. of children working above ARE in maths	0
No. of children working at ARE or above in English and maths	5 (22%)
No. of children working below ARE in English and maths	17 (77%)
No. of children working at ARE or above in English	5 (22%)
No. of children working below ARE in English	17 (99%)
No. of children working at ARE or above in maths	5 (22%)
No. of children working below ARE in maths	17 (99%)
No. of children without current working levels recorded	0

26. In secondary phase, with 27% of the cohort having an EHCP, half of the remaining group are working at expected levels or higher in English, although only 37% are working at expected levels or better in maths and this area will be given an additional focus in the next academic year.

27. Children with an EHCP are performing better in secondary than primary phase, with 45% working at expected levels or better in English and 40% working at expected levels in maths.

Table 8: Numbers and percentages of children in secondary phase with current working levels

No. of children in secondary phase	136
No. of children with an EHCP	37 (27%)
No. of children without an EHCP	99
Working levels for children without an EHCP	
No. of children working above Age Related Expectations (ARE) in English and maths	14 (14%)
No. of children working above ARE in English	17 (17%)
No. of children working above ARE in maths	15 (15%)
No. of children working at ARE or above in English and maths	36 (36%)

No. of children working below ARE in English and maths	46 (46%)
No. of children working at ARE or above in English	50 (50%)
No. of children working below ARE in English	37 (37%)
No. of children working at ARE or above in maths	37 (37%)
No. of children working below ARE in maths	50 (50%)
No. of children without current working levels recorded	12 (12%)
Working levels children with an EHCP	
No. of children with an EHCP	37
No. of children working above Age Related Expectations (ARE) in English and maths	0
No. of children working above ARE in English	1 (2%)
No. of children working above ARE in maths	1 (2%)
No. of children working at ARE or above in English and maths	17 (45%)
No. of children working below ARE in English and maths	14 (37%)
No. of children working at ARE or above in English	16 (43%)
No. of children working below ARE in English	15 (40%)
No. of children working at ARE or above in maths	15 (40%)
No. of children working below ARE in maths	16 (43%)
No. of children without current working levels recorded	6 (16%)

Post 16 performance

28. For pupils in years 12 and 13, data below shows the position at the end of July 2017. The virtual school collects attendance and attainment data for young people in years 12 and 13 where destinations are known. At the end of year 12, 54% of the cohort were in education, ten in sixth form and 28 in college and 46% were NEET, an increase of 28 ppts from 2016. This is a worrying trend and indicates a need for additional focus. Of the 32 young people classed as NEET, two have provision in place for the forthcoming September and 15 are actively engaged with looking for education or training opportunities. In the next year, the virtual school are planning to commit two days a week from one of the existing posts in the service, to look at ways of supporting the transition from year 11 to year 12 to increase the numbers of young people in education. This will be done in conjunction with Tottenham Hotspur Foundation who will provide some mentoring for individual young people.

Table 9: Location of year 12 looked-after pupils

Year 12	July 15	July 16	July 17
No. in cohort	60	55	70
No. in sixth form	N/A	N/A	10 (14%)
No. in college	N/A	N/A	28 (40%)
Total no. in sixth form /college	44 (73%)	41 (74%)	38 (54%)
No. in employment	1 (2%)	0	0
No. in training/apprenticeship	1 (2%)	4 (7%)	0
NEET	14 (23%)	10 (18%)	32 (46%)

Table 10: Context of NEET position of year 12s in 2017

NEET Status	Number
Young people with provision in place for September	2
Young people actively engaged looking for EET	15
Young people not engaged in looking for EET	15
Reasons young people not engaged in looking for EET	Number
Young parents	2
Mental Health	4
Refusing	9

29. In year 13, with 71 young people in the cohort, numbers who were in education, employment or training were higher, with 51 (62%) EET and 20 (53%) who were NEET or whose whereabouts were not known, but believed to be not in the country.

Table 11: Location of year 13 looked-after pupils

Year 13	July 2017
No. in cohort	71
No. in sixth form	8 (11%)
No. in college	33 (46%)
No. in training	5 (7%)
No. in work	5 (7%)
Not known	3 (4%)
No. who are NEET	17 (23%)

Table 12: Context of NEET position of year 13s in 2017

NEET Status	Number
Young people with provision in place for September	1
Young people actively engaged looking for EET	1
Young people not engaged in looking for EET	15
Reasons young people not engaged in looking for EET	Number
Young parents	1
Mental Health	4
Refusing	10

Attendance

30. Overall absence nationally, in Inner London and locally, in Haringey, has increased in the past year with 4.6% of sessions missed for Haringey looked-after pupils compared with 4.0 the year before. The percentage of pupils with attendance of less than 90%, and classed as Persistent Absentees, was 11.8%, an increase from 9.5% in the previous year. This is above national average and below that for Inner London. The majority of pupils with poor attendance are in Key Stage 4, and actions to address this have included offering a range of bespoke provision including online tuition, mentoring, and careers interviews.

Table 13: Overall absence and percentage of looked-after pupils classified as persistent absentees

	National LAC	Inner London LAC	Haringey LAC	Comparison with national	Comparison with Inner London
Overall absence	4.3	4.6	4.6	↓	→
Authorised	3.1	3.3	3.2	↓	↑
Unauthorised	1.2	1.4	1.3	↓	↑
Persistent absence	10.0	12.2	11.8	↓	↑

Exclusions

31. There is a year lag in data reporting for looked after pupils receiving a fixed term exclusion so the table below shows the percentage of pupils with at least one fixed term exclusion in 2015-16, which was 12.43. This is an increase from 8.62 the previous year and higher than national and Inner London averages. The reasons for the exclusions were mainly related to behaviour: refusing to follow instructions, fighting, and verbal abuse towards staff. Strategies to reduce numbers in 2017-18 will include a weekly meeting to review all exclusions; virtual school representative to attend re-integration meetings for exclusions of five days or more; and offering additional PP+ to ensure preventative actions agreed in reintegration meetings are being implemented.

Table 14: Percentage of looked-after pupils with at least one fixed term exclusion (cohort from 2015-16)

	National LAC	Inner London LAC	Haringey LAC	Comparison with national	Comparison with Inner London
Permanent exclusion	0.10	N/A	0	↑	↑
One Fixed Term exclusion	11.44	11.36	12.43	↓	↓

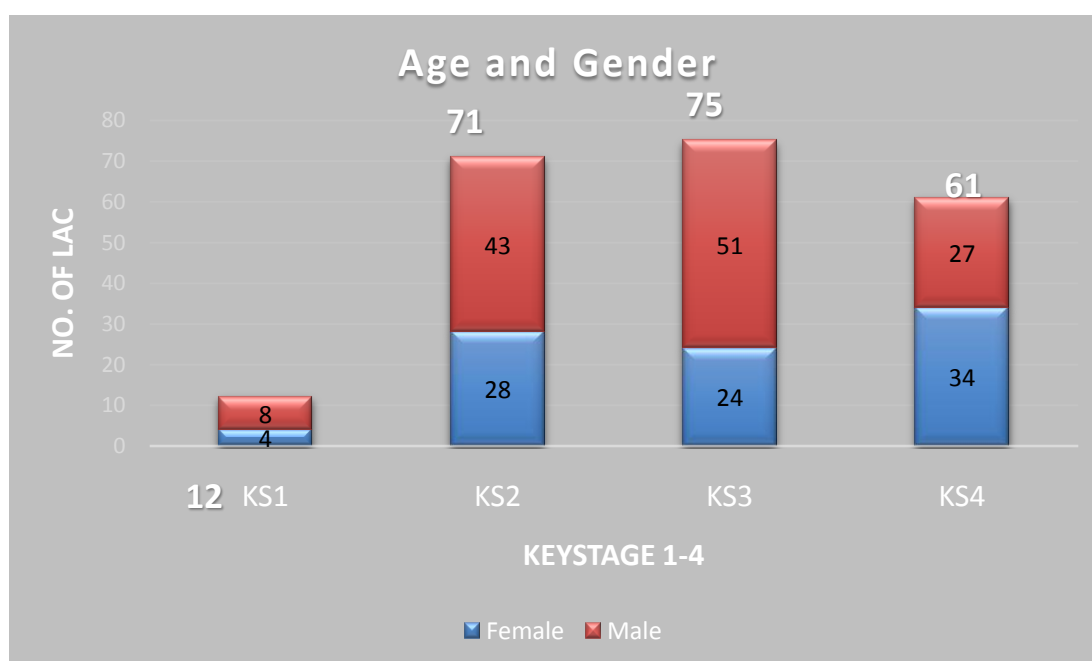
Pupil Profile

Virtual School roll and characteristics

32. There were 219 pupils in care for one year or longer between 1st April 2016 and 31st March 2017 in reception to year 11. Of these, 165 (75%) attend education provision outside Haringey, and 54 (25%) attend provision in the borough. The overall roll has reduced from 265 in the previous academic year; however, the percentage going to schools outside Haringey has risen by 6 ppts. There are a further 145 pupils in years 12 and 13 whose attendance and attainment are tracked by the virtual school, but they are not measured according to length of time in care, so include all young people who have become looked after at any point in the year.

Age and Gender

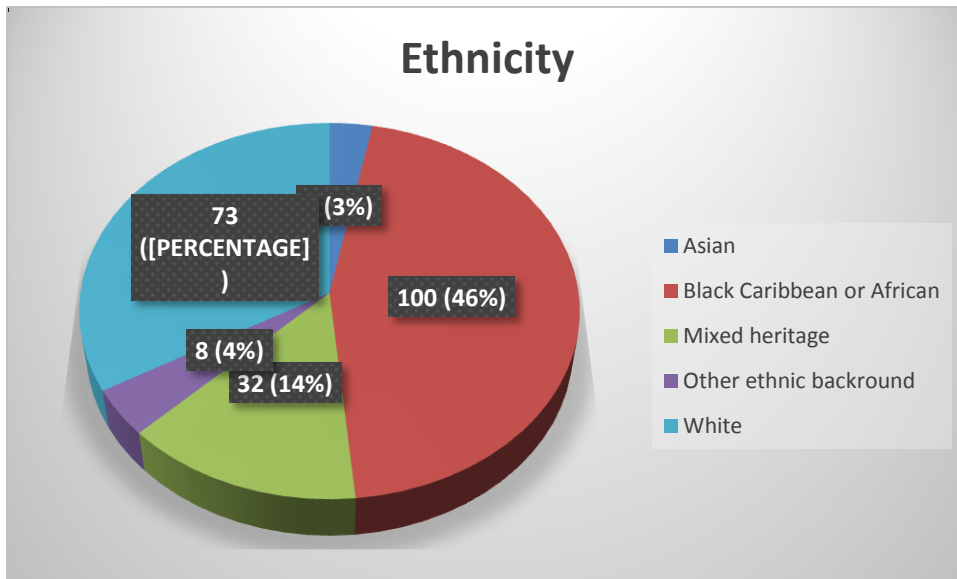
33. The cohort of 219 looked after children is comprised of 119 males and 90 females. Key Stage 3 has the largest number of pupils (75) with Key Stage 1 the smallest (12). The breakdown is below:

Table 15: Age and gender breakdown of Haringey looked-after children

Ethnicity

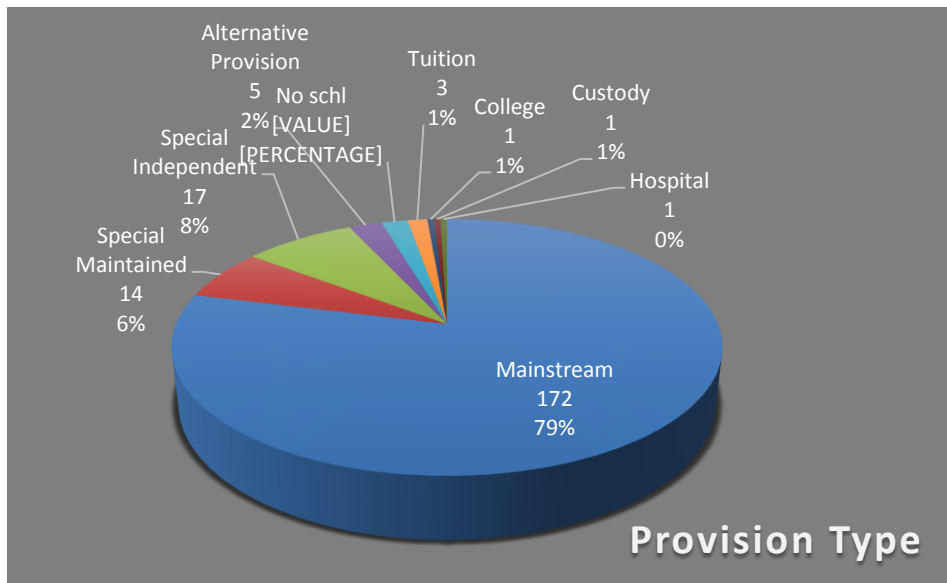
34. The largest ethnic group of looked-after children are from black African or Caribbean (45%) backgrounds, with the second largest from white backgrounds (33%). This differs slightly from the ethnic breakdown of Haringey's population according to the most recent school census for 2017, which indicated that 26% of Haringey's pupil population was black and 49% white.

Table 16: Ethnic breakdown of Haringey looked-after children



Type of provision

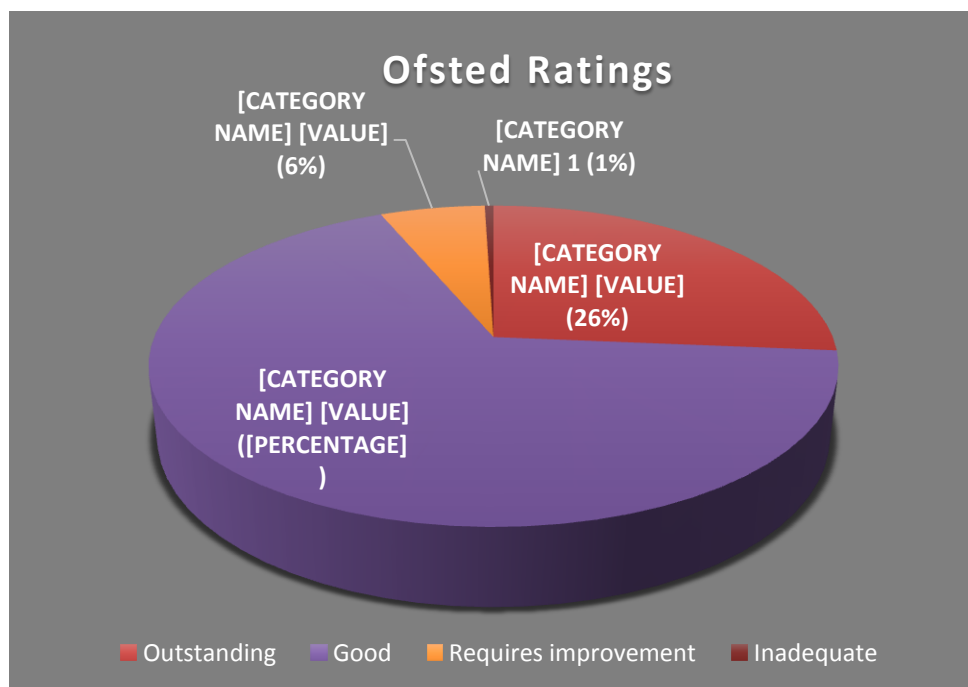
35. Most children and young people (78%) attend mainstream provision, with a small number (14%) in special educational settings and a very few (2.2%) in Alternative Provision (AP). At the end of March 2017, three young people were in receipt of tuition whilst awaiting a school place, two were refusing to engage in any form of education, despite offers and support to access provision; one was in custody, one in hospital and one missing from care. In primary phase, the majority of pupils were in mainstream or special education settings (99%), with only one pupil receiving tuition whilst a suitable school place was sought; whilst in secondary phase, 89% of the cohort were in mainstream or special educational settings and five (3.6%) were in AP. Pupils are only placed in Alternative Provision (AP) when all other options to support them in mainstream school have been exhausted as LAC generally do less well in those settings educationally. All pupils in AP are closely monitored through virtual school staff attending PEP meetings to review progress, attendance and attainment with additional funding being offered for one-to-one support and interventions as required. There has been a reduction from the previous year in pupils who are out of school, from 12 to seven.

Table 17: Type of provision attended by Haringey looked-after children

Ofsted Categories of school

36. In line with the Council's commitment to Corporate Priority One to ensure all Haringey's children have a good start in life, with access to high quality education, 94% of the 205 looked after children who attend a school or education provision which has been inspected by Ofsted, are in provision rated as good or outstanding which is the same as the previous year. The reasons for pupils not being in schools with an Ofsted rating include those who are waiting for a school following a change of placement, schools not yet inspected and young people who are in custody or hospital. The Virtual School has developed a policy for instances where children are placed in schools rated less than good, whereby an action plan is instigated with the social worker to monitor the school and child's progress and put in remedial support if required. Most of the children were in the school prior to becoming looked after and it was assessed as less detrimental to their development to maintain their school place. The Virtual School Head attends the weekly social care resources panel where children moving placements are discussed and is part of the decision-making process including school choice.
37. Pupils who attend schools in Haringey are slightly more likely to attend provision rated good or outstanding, with 51 out of 53 (96%) in this group, compared with 141 out of 151 (93%) attending schools rated good or outstanding outside the authority. Both remaining pupils in Haringey attend provision rated requiring improvement and of the ten pupils outside the authority, nine are in RI provision and one in Inadequate.

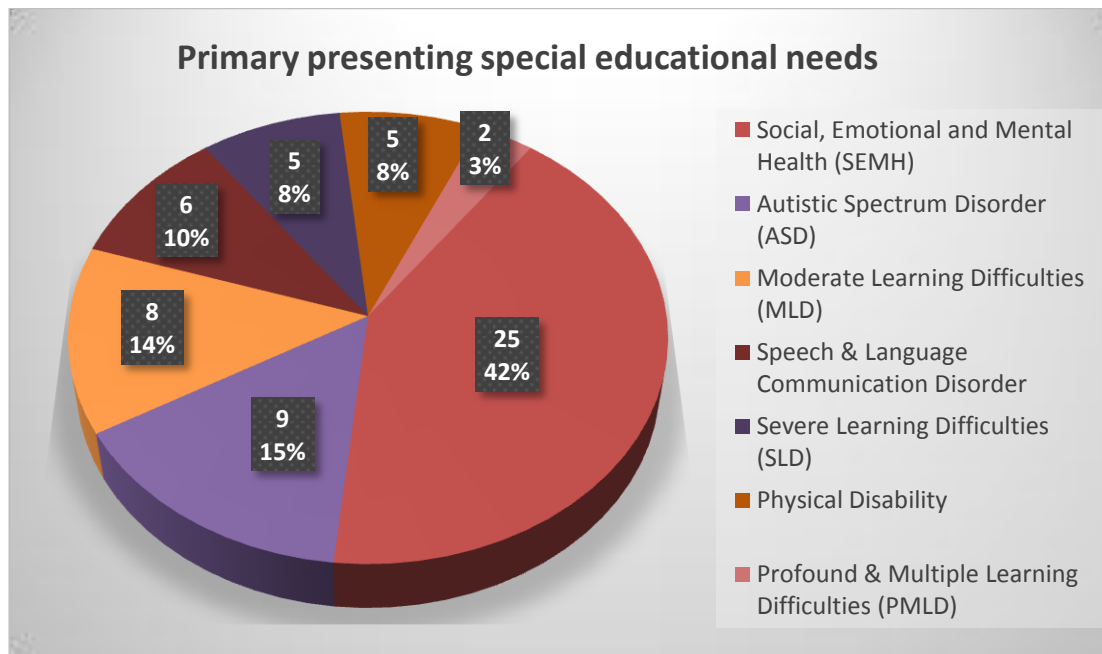
Table 18: Ofsted ratings of schools attended by Haringey looked-after children



Special Educational Needs

38. There were 60 looked-after pupils with an Education Health Care Plan (EHCP) at the end of March 2017, which is 27% of the total cohort, an increase of five ppts from 2016. Within this cohort, 18 (30%) are in Haringey and 42 (70%) children and young people are placed outside the authority. There are 20 primary age pupils with SEN of whom 11 (55%) are placed in mainstream settings, seven (35%) in special maintained settings and two (10%) in independent special settings. Of the 40 secondary age pupils, 14 (35%) are in mainstream school, 14 (35%) in independent special education settings and 12 (30%) in special maintained settings.

39. The main presenting need for those looked-after pupils with an EHC plan was social, emotional and mental health difficulties (SEMH) which is the same as the national picture for looked-after children but does not reflect the national picture for children who are not looked after, where the main presenting need is Autistic Spectrum Disorder (ASD).

Table 19: Primary presenting special educational need of Haringey's looked-after children

Measures to Improve Outcomes

Tracking and monitoring

40. The virtual school staff track and monitor educational attainment and review progress data each term, by writing to all schools where children are placed and requesting them to input data on the HVS website. This is reviewed in year groups each term, and followed up with schools and social workers where it is indicated that pupils are not making progress. A summary of this data with proposed actions is then circulated to social workers each term to inform target setting and reviewing in PEPs.
41. The Virtual School monitors the attendance of all school age looked after pupils, from reception to year 11, using information from the company Welfare Call (LAC) who contact each child's school daily and alert the attendance and inclusion officer in the Virtual School in the case of absence or exclusion. All pupils with attendance concerns are discussed in the multi-agency attendance forum, which takes place monthly. This includes those whose absence has increased since the previous meeting, pupils in alternative provision or who have received an exclusion. The forum, which includes colleagues from admissions, alternative provision, the education welfare service and social care, plans actions and gives advice on appropriate action if pupils reside out of Haringey.

Raising attainment in Key Stage 4

42. In addition to the usual tracking and monitoring of all year groups, pupils in year 11 are provided with revision skills and exam technique sessions, as part of the Chrysalis Accelerator programme. They are also provided with a revision pack and are invited for a day of aspirational activities in April, including a riverboat trip and afternoon tea experience in a hotel. This year Haringey virtual school also ran an intensive tuition programme together with Camden and Islington virtual schools to support young people to prepare for core subjects at GCSEs.

Pupil Premium Plus

43. Pupil Premium Plus (PP+) is funding given by central government to raise educational attainment for looked after children. In Haringey, this is distributed each term and schools are required to outline how the money is to be spent and the expected impact on the child's progress. Additional funding can be requested on receipt of a detailed breakdown of how the money will be spent and intended impact. This is in recognition of the different levels of need within the looked-after population. Pupils in high cost provision e.g specialist residential school, which is already well-funded to meet individual educational needs are not usually given PP+, although can apply in exceptional circumstances where a specific need is identified and cannot be met through existing SEN funding.

44. In 2016-17 the money was spent in the following ways:

Table 20: Breakdown of Pupil Premium Plus spending

	Number	Tuition/ 1-1 support	Resources/ equipment	After school provision	Music	Other	Not given (as outlined above)
Primary	83	57 (69%)	3 (4%)	6 (7%)	2 (2%)	13 (16%)	2 (2%)
Secondary	136	71 (52%)	12 (9%)	8 (6%)	1 (0.5%)	28 (20.5%)	16 (12%)
Total	219	128 (58%)	15 (7%)	14 (6%)	3 (1%)	41 (19%)	18 (9%)

45. The majority of PP+ funding (58%) is being spent on individual tuition or one-to-one support in class, however the tracking and monitoring undertaken by the virtual school indicates that there are too many children where it is unclear what the funding is being spent on or it is not being spent on tuition where children are working at below levels expected. For some children this is recorded as 'other' in the information submitted to HVS and whilst this is already being followed up and addressed in individual cases, the small number of teachers in the team is impacting on the capacity to do this consistently or widely enough. In 2016-17, this will continue to be an area of focus, and it is anticipated that once the electronic PEP is commissioned it will enable HVS staff to routinely review and quality assure PEPs which should assist with screening PP+ spending.

Personal Education Plans

46. Part of discharging the Council's duty to raise the educational attainment of looked after children on a day-to-day basis means that a local authority should do at least what any good parent would do to promote their child's educational aspirations and support their achievements. This includes ensuring that all looked after children of compulsory school age have an effective and high quality Personal Education Plan, which is part of the monitoring process ensuring they are making progress. Wherever the child is placed, his/her social worker, supported by his/her manager, should take the lead to initiate a PEP, as part of the Care Plan, even where a looked after child or young person is without a school place.
47. The Council's performance on PEP completion showed a dip from 87% at the end of July 2016 to 74% at the end of July 2017. This was below the target of 90%. Increased focus on this area will continue with weekly performance meeting to review out of date and incomplete PEPs, setting targets for completion, in addition to the Virtual School offering a regular 'surgery' for social workers to discuss and prepare for upcoming PEPs, with the teachers and Educational Psychologists.
48. The virtual school has historically undertaken regular PEP audits on a sample of PEPs, however a larger scale PEP audit undertaken in July 2016 showed only around a third of PEPs rated as 'Good' or better. This has led to a decision being taken to introduce an electronic PEP, and once this has been approved and adopted by the Council this will improve the quality assurance role of the virtual school. Outcomes from the regular quality assuring will then be used to produce materials and plan a training programme to raise practice standards further if required.

Training

49. The virtual school continues to deliver its multi-agency central training programme to designated teachers, school governors, social workers, IROs, foster carers and NQTs. Regular training throughout the year included focus on the use of Pupil Premium, links between research and improving educational attainment and the process of admissions and transition to secondary school. Evaluations from the training is used to plan and target future training.
50. One of the highlights of the year was a multi-agency conference with a presentation from the acclaimed author and resilience expert, Professor Robbie Gilligan
51. The Designated Teachers for Looked-after children Forum meets termly, with representation from local primary, secondary and special schools. It has been running for a number of years, with the aim of sharing good practice, highlighting new legislation as it affects this group and providing an opportunity to hear from colleagues across Haringey Council who work with children and families.

Local and National Initiatives

52. Haringey Virtual School is part of a North East London cluster group of Virtual Schools, along with Barking & Dagenham, Enfield, Hackney, Havering, Newham, Redbridge, and Waltham Forest. The virtual school heads meet quarterly to share good practice around key practice areas, such as improving PEP audits, tracking and monitoring of data and working with looked after children placed out of area. In the next year, there are plans to develop opportunities for joint training across the authorities to pool resources and extend the offer to designated teachers.
53. Haringey is also part of the Pan London network of Virtual Schools and the National Group, which has now become a national association. Regional representatives meet regularly with DfE and Ofsted to look at improving policies and practice to drive the agenda for raising looked after children's educational attainment.

Raising Aspirations and increasing Participation

To Care is to Do

54. The established partnership work with Tottenham Hotspur Foundation has continued to deliver holiday activities during the year, with the 'To Care is To Do' programme providing an ongoing cooking workshop for young people aged 11-16 years, and work experience for young people in year 10.

Ei8teen

55. In the past year this mentoring project has worked with 10 young people aged 16-18 to provide individualised support, engaging some of our most hard to reach older children in care and care leavers in enriching and confidence building activities to increase their interest in further education and employment. The impact of this intervention has been to increase their engagement in education and participation in local community initiatives. The project initially for two years started in June 2011 with funding from the GLA Sports Participation fund and four local authorities; Haringey, Barnet, Enfield and Waltham Forest. In its current form Haringey are the sole participants, and it has been reviewed and streamlined to address our local need in the past year, and will be remodelled and rebranded in the next year to focus on supporting the transition from key stage 4 to 5.

Chrysalis Accelerator Programme

56. Haringey is one of five North London Boroughs participating in and driving forward the Chrysalis Accelerator Programme this year, with the aim of raising aspirations through participation in a range of workshops and learning opportunities offered by teachers at Highgate School and social skills training group, Future Foundations. Eight young people took part in the programme this year.

Hertfordshire University Summer School

57. Every year, Haringey looked after young people are invited to attend a Summer School residential run by Hertfordshire University. Last year four young people took up the invitation, which included staying in student accommodation, attending lectures and meeting students at the campus.

Big Green Envelope

58. Twice a year, every child and young person receives a Big Green Envelope of books, with a carefully chosen theme and selection of reading materials, to help them build their own 'libraries' and support the learning environment with foster carers. Feedback from older children has led to them now receiving book vouchers instead of books so that they could make their own choices.

Publicity

59. Haringey Virtual School has a website providing information on activities, events and resources and produce a twice-yearly newsletter providing information on events, activities for young people and training. There is also an information booklet available from HVS: 'Nursery to University' which gives information on local procedures around the PEP process, in addition to universal procedures such as the guidance on looked after young people with SEN, admissions and the changes in the way schools assess pupils. In the next year, the virtual school will be producing a comprehensive education guide extending the information included in the booklet so that it can be used as a reference for social workers, schools and carers.

This page is intentionally left blank

Haringey Council

Key Stage and GCSE results for Looked-after Children 2018

Key Stage 1

	Haringey LAC 2017	National LAC 2017	Haringey LAC 2018
No. of pupils looked-after continuously for one year or more (1.04.16-31.03.17)	6	NA	5
No/% of pupils with EHC plan	2 (33%)	NA	1 (20%)
No/% of pupils who attained expected standard in reading	1 (16%)	51%	3 (60%)
No/% of pupils who attained expected standard in maths	0	46%	2 (40%)
No/% of pupils who attained expected standard in Spelling, Punctuation and Grammar (SPAG)	0	NA	2 (40%)
No/% of pupils who attained expected standard in reading, maths and SPAG	0	NA	2 (40%)

Comment

There was a cohort of five pupils looked-after for a year or more in Key Stage One in 2018, one of whom had an Education Health Care (EHC) Plan, was working on P scales and did not sit the tests. Of the other four pupils, two attained expected standard in reading, maths and SPAG. The learning and development of all pupils will continue to be closely monitored in the coming academic year with targeted interventions using allocated Pupil Premium plus additional funding if required, in response to individual need. The Educational Psychologists in the Virtual School will also be involved in reviewing progress and advising on appropriate strategies to ensure good progress is made. National comparators for looked-after children will be published by the DfE in March 2019.

Key Stage 2

	Haringey LAC 2017	National LAC 2017	Haringey LAC 2018 *
No. of pupils looked-after for one year or more (1.04.16-31.03.17)	20	NA	21
No. of pupils with EHC plan	9 (45%)	NA	1 (0.5%)
No. of pupils who took SATs	14	NA	20
No. of pupils who attained expected standard in reading	10 (50%)	45%	12 (57%)*
No. of pupils who attained expected standard in writing	10 (50%)	45%	NA
No. of pupils who attained expected standard in maths	9 (45%)	46%	11 (52%)*
No. of pupils who attained expected standard in SPAG	10 (50%)	50%	11 (52%)*
No. of pupils who attained expected standard in reading, maths and SPAG	9 (45%)	32%	9 (42%)*
No. of pupil who attained expected standard in reading, maths and SPAG out of number who took tests	9/14 (64%)	NA	9/20 (45%)*

***These results are missing one child**

Comment

There were 21 pupils looked-after for one year or more, in the Key Stage Two cohort in 2018 of whom one (0.5%) has an EHC plan, and did not sit the tests. We are still waiting for the results for one child who is no longer looked-after. Nine pupils (42% of the whole group) attained the expected standard in all three areas. The results in the individual subject areas all showed an improvement from last year's Haringey cohort and are all above last year's national average for looked-after children. As the pupils are now starting secondary school they will be closely tracked through their Personal Education Planning meetings (PEPs) including ensuring effective use of the Pupil Premium to ensure they make rapid and accelerated educational progress. National comparators for looked-after children will be published by the DfE in March 2019.

GCSEs

	Haringey LAC 2017	National LAC 2017	Haringey LAC 2018
No. of pupils looked-after for one year or more (1.04.16-31.03.17)	32	NA	30
No. of pupils with EHC plan	4 (12%)	NA	5 (17%)
No. of pupils entered for GCSEs	20 (62%)	NA	22 (73%)
No. of pupils who attained at least one GCSE grade 1-9 (previously A*- G)	20 (62%)	NA	22 (73%)
No./% of pupils who attained at least level 4 in English and maths	7 (23%)	17.5%	8 (27%)
No./% of pupils who attained at least level 5 in English and maths	4 (11.5%)	7.5%	3 (10%)
Attainment 8 score	24.5	19.3	N/A
Progress 8 score	-1.18	-1.18	N/A

Comment

There were 30 pupils looked-after for one year or more in the year 11 cohort, of whom five (17%) have an EHC plan. 22 pupils were entered for and attained at least one GCSE (73% of the cohort), which is an increase of eleven percentage points (ppts) from the previous year. Eight pupils (27%) attained at least a level 4 in English and maths, an increase of four ppts from the Haringey cohort in 2017 and 9.5ppts above last year's national average for all looked-after children. The Attainment 8 and Progress 8 scores, and national comparators will be published by the DfE in March 2019.

Report for: Corporate Parenting Advisory Committee: 29 October 2018

Item number:

Title: Ofsted Inspection of Local Authorities Children's Services (ILACS)



Report authorised by : Ann Graham, Director of Children's Service

Lead Officer: Sarah Alexander, Assistant Director of Children's Services

Ward(s) affected: All

1. Describe the issue under consideration

This report describes the new Ofsted inspection regime - Inspection of Local Authorities' Children's Services, known as ILACS - the content, length and possible outcomes of such an inspection for Haringey, progress since the previous inspection and preparation for the new arrangements.

2. Recommendations

Corporate Parenting Advisory Committee to note the content of this report and receive updates on the outcome of any future inspections.

3. Alternative options considered

No alternative is available for consideration

4. Background information

- 4.1 The last full inspection of Haringey Children's Services was in May 2014 under the previous inspection regime called the Single Inspection Framework (SIF). At the end of this inspection Haringey were giving the rating of Requires Improvement (RI). In December 2017 Haringey was inspected as part of a new system of inspection through a Joint Targeted Area Inspection (JTAI).

As it has been more than four years since the last full inspection, Haringey will receive a full inspection of its services called an ILACS, in the very near future.

- 4.2 ILACS focuses on the effectiveness of local authority services and arrangements:

- to help and protect children;
- to assess the experiences and progress of children in care wherever they live, including those children who return home;
- for permanence for children who are looked after, including adoption;
- to assess the experiences and progress of care leavers;

- to judge how effective leadership of the local authority is in creating an environment where social work can flourish.
- 4.3 The primary focus of the new framework is on social work and the quality of professional practice, but will also evaluate the effectiveness of leaders and managers and the impact they have on the lives of children and young people through the delivery of services.
- 4.4 ILACS establishes an inspection 'system', aimed at making inspection risk-based and proportionate - the phrase 'catch local authorities before they fall' is often used by Ofsted. The new regime consists of a range of inspection activity as below:
- an annual engagement meeting between the local authority and an Ofsted regional representative to reflect on what is happening in the local authority and to inform future engagement;
 - standard inspections (usually for local authorities judged requires improvement to be good);
 - short inspections (for local authorities judged good or outstanding);
 - focused visits that look at a specific area of service or cohort of children
 - monitoring visits;
 - Joint Targeted Area Inspections (JTAI).
- 4.5. In addition, local authorities are encouraged to participate in improvement activity outside inspections, such as sharing self-evaluations. The Director of Children's Services for Haringey has taken part in two London-wide, sector-led improvement activities since April 2018. In these improvement activities, the sharing of self-evaluations and best practice between authorities takes place to promote learning about what works and how to achieve a 'good' inspection result.
- 4.6 Building on the sector-led improvement activity, senior leaders in Children's Services have produced a bespoke self-evaluation and on 2 October 2018 the Ofsted regional representative visited Haringey for the Annual Engagement meeting with the DCS and other senior officers. At this meeting the Ofsted inspector considered what is happening in the borough, challenged, and tested the content of the self-evaluation.
- 4.7 The next inspection activity for Haringey is almost certainly a standard inspection. During this inspection, a team of four social care inspectors will be on site for two weeks, with a social care regulatory inspector for up to two days and a schools inspector for one day. Ofsted will spend time engaging off site with the local authority in the first week following notification on the Monday, gathering information and intelligence to inform key lines of enquiry (KLOEs) for the two weeks on site.
- 4.8 The focus of standard inspections is social workers' direct practice with families and the impact on outcomes for children. There is an emphasis on observing practice and staff will have been prepared for this approach through the activity of a Practice Week which was held in September 2018 (see below at para. 6.5). Inspectors will ask Social workers about a range of issues, including the quality

and impact of supervision and management oversight, how they are helped to strengthen families and minimise risk, workloads, training, and development opportunities and the availability of resources.

- 4.9 The inspection will involve reading case files and supporting documentation (including previously audited files evaluating individual children's records in the preceding six months by the local authority), meeting with children, parents or carers, relevant staff and stakeholders, and observing multi-agency meetings. The inspection will use case examples to test the effectiveness of Council-wide and partnership working in identifying and responding to vulnerable children and families. The leadership will be judged by how well it can create an environment in which social work can flourish, with any planned action viewed as a strength.

5. Haringey's preparation for Inspection

- 5.1 Haringey Children's Service leadership have focused on embedding improvements from the last inspection in 2014 and the JTAI in December 2017. This has taken the form of governance and practice activity to create and sustain change including:

- the establishment of the Children's Improvement Board to refocus priorities and service improvement;
- the better alignment of performance management and quality assurance mechanisms, which includes the audit programme;
- the development of data used locally to monitor performance including daily, weekly and monthly reporting of key performance indicators used by senior officers and frontline managers to drive improvements at performance meetings – this activity is captured at the Quality Performance Network meeting to establish further improvement and sustainability;
- the implementation and confirmation by review of the changes identified at the JTAI for the MASH and a more robust partnership approach by increased capacity particularly in relation to strategy meetings.
- fostering recruitment has been returned to an in-house fostering team;
- the strengthening of work to protect vulnerable adolescents.

- 5.2 There are positive results from the return to in-housing fostering with a new cohort of carers recruited and taking placements. The team also manage private fostering arrangements long term and there is an annual awareness-raising campaign in place.

- 5.3 Work to protect vulnerable adolescents has strengthened (including children and young people missing from home or education, children and young people at risk of offending or gang exploitation or at risk of CSE) through a multi-agency approach tailored to the child's needs. The strategic, multi-agency Exploitation Panel established in January 2018, is driving greater understanding of risks between CSE, missing, gangs, and other vulnerabilities, developing, and informing a partnership response to keep young people safe. Haringey now has some strong practice around the understanding of gang and CSE-related risk, with the Vulnerabilities Panel driving strong interventions and tracking of both individual situations and trends.

- 5.4 Outcomes for looked after children and care leavers are improving. The Development of Electronic Personal Education Plans (EPEPs) that reflect individual SMART targets is completed. Tighter monitoring of EPEPs targets and targeted programmes and interventions by the Virtual School has led to continued improved outcomes and GCSE results.
- 5.5 There has been a focus and embedding of audit activity launched in July 2018 and a Practice Week during the week of 17 September took place which allowed a deep dive into the journey of the child through the service through Audit and observation. After testing over a period of months, a formal introduction of the Supervision Policy has taken place. This was signed off in September 2018. A set of standards for every level from social workers to assistant directors is now in place giving clarity to expectations of behaviours required to deliver outcomes.
- 5.6 In addition to these developments and in preparation, there are regular dry runs of child level data required following notification of inspection in the offsite information-gathering week:
- weekly inspection preparation meetings;
 - an evidence library of required documents called Annex A;
 - a logistics plan for the inspection period.
- 5.7 However, a number of challenges remain. The introduction of the Recruitment and Retention Board has had some positive impact but recruitment to permanent, experienced frontline social workers in the Assessment and Safeguarding service remains lower than desirable. Managers have been able to recruit nine newly qualified social workers who start employment between October and November.
- 5.8 The practice model Signs of Safety although strong in some areas is not yet fully embedded across every service.

6. Conclusion

Senior Managers in Haringey have captured positive progress and areas for development in Children's Services in the borough within the self-evaluation. Ofsted have a copy of this document and are broadly supportive of its content and the direction of travel. Ofsted uses the self-evaluation as the basis for the inspection investigations and, alongside data, it will form the basis of the development of enquiries for inspectors. The leadership now welcome the opportunity for the inspection at the earliest opportunity

7. Contribution to strategic outcomes

Priority One: Best Start in Life

8. Local Government (Access to Information) Act 1985

- Ofsted inspection report of London Borough of Haringey: Inspection of Services for Children in need of help and protection, children looked-after and care

leavers and review of the effectiveness of the Local Safeguarding Children Boards 20 May to June 2014

- Joint Targeted Area Inspection of the multi-agency response to abuse and neglect in Haringey 4-8 December 2017
- Ofsted Framework, Evaluation Criteria and Inspector guidance for the inspections of Local Authority Children's Services

This page is intentionally left blank