

# Children and Families Scrutiny Panel

Thursday, 29th September,  
2022  
at 5.30 pm

## **PLEASE NOTE TIME OF MEETING**

Conference Room 3 and 4 - Civic Centre

This meeting is open to the public

### **Members**

Councillor Winning (Chair)  
Councillor A Bunday  
Councillor D Galton  
Councillor V Laurent  
Councillor C McEwing  
Councillor Vaughan  
Councillor Windle

### **Appointed Members**

Catherine Hobbs, Roman Catholic Church  
Francis Otieno, Primary Parent Governor  
Vacancy - Secondary Parent Governor  
Rob Sanders, Church of England

### **Contacts**

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# **PUBLIC INFORMATION**

## **CHILDREN AND FAMILIES SCRUTINY PANEL**

**Role of this Scrutiny Panel:** To undertake the scrutiny of Children and Families Services in the City, including the Multi Agency Safeguarding Hub (MASH), Early Help, Specialist & Core Service, looked after children, education and early years and youth offending services, unless they are forward plan items. In such circumstances members of the Children and Families Scrutiny Panel will be invited to the relevant Overview and Scrutiny Management Committee meeting where they are discussed.

### **Terms Of Reference:-**

Scrutiny of Children and Families Services in the City to include:

- Monitoring the implementation and challenging the progress of the Council's action plan to address the recommendations made by Ofsted following their inspection of Children's Services in Southampton and review of Southampton Local Safeguarding Children Board (LSCB) in July 2014.
- Regular scrutiny of the performance of multi-agency arrangements for the provision of early help and services to children and their families.
- Scrutiny of early years and education including the implementation of the Vision for Learning 2014 – 2024.
- Scrutiny of the development and implementation of the Youth Justice Strategy developed by the Youth Offending Board.
- Referring issues to the Chair of the LSCB and the Corporate Parenting Committee.

### **Public Representations**

At the discretion of the Chair, members of the public may address the meeting on any report included on the agenda in which they have a relevant interest. Any member of the public wishing to address the meeting should advise the Democratic Support Officer (DSO) whose contact details are on the front sheet of the agenda.

**Access** – access is available for the disabled. Please contact the Democratic Support Officer who will help to make any necessary arrangements.

**Mobile Telephones:-** Please switch your mobile telephones to silent whilst in the meeting

**Use of Social Media:-** The Council supports the video or audio recording of meetings open to the public, for either live or subsequent broadcast. However, if, in the Chair's opinion, a person filming or recording a meeting or taking photographs is interrupting proceedings or causing a disturbance, under the Council's Standing Orders the person can be ordered to stop their activity, or to leave the meeting.

By entering the meeting room you are consenting to being recorded and to the use of those images and recordings for broadcasting and or/training purposes. The meeting may be recorded by the press or members of the public.

Any person or organisation filming, recording or broadcasting any meeting of the Council is responsible for any claims or other liability resulting from them doing so.

Details of the Council's Guidance on the recording of meetings is available on the Council's website.

### **Business to be Discussed**

Only those items listed on the attached agenda may be considered at this meeting.

**QUORUM** The minimum number of appointed Members required to be in attendance to hold the meeting is 3.

### **Rules of Procedure**

The meeting is governed by the Council Procedure Rules and the Overview and Scrutiny Procedure Rules as set out in Part 4 of the Constitution.

**Smoking policy** – the Council operates a no-smoking policy in all civic buildings.

**Fire Procedure** – in the event of a fire or other emergency a continuous alarm will sound, and you will be advised by Council officers what action to take

**Southampton: Corporate Plan 2020-2025 sets out the four key outcomes:**

- Communities, culture & homes - Celebrating the diversity of cultures within Southampton; enhancing our cultural and historical offer and using these to help transform our communities.
- Green City - Providing a sustainable, clean, healthy and safe environment for everyone. Nurturing green spaces and embracing our waterfront.
- Place shaping - Delivering a city for future generations. Using data, insight and vision to meet the current and future needs of the city.
- Wellbeing - Start well, live well, age well, die well; working with other partners and other services to make sure that customers get the right help at the right time.

**Dates of Meetings: Municipal Year**

<b>2022</b>	<b>2023</b>
16 June	26 January
21 July	30 March
29 September	
24 November	

**DISCLOSURE OF INTERESTS**

Members are required to disclose, in accordance with the Members’ Code of Conduct, **both** the existence **and** nature of any “Disclosable Pecuniary Interest” or “Other Interest” they may have in relation to matters for consideration on this Agenda.

**DISCLOSABLE PECUNIARY INTERESTS**

A Member must regard himself or herself as having a Disclosable Pecuniary Interest in any matter that they or their spouse, partner, a person they are living with as husband or wife, or a person with whom they are living as if they were a civil partner in relation to:

(i) Any employment, office, trade, profession, or vocation carried on for profit or gain.

(ii) Sponsorship:

Any payment or provision of any other financial benefit (other than from Southampton City Council) made or provided within the relevant period in respect of any expense incurred by you in carrying out duties as a member, or towards your election expenses. This includes any payment or financial benefit from a trade union within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992.

(iii) Any contract which is made between you / your spouse etc (or a body in which you / your spouse etc has a beneficial interest) and Southampton City Council under which goods or services are to be provided or works are to be executed, and which has not been fully discharged.

(iv) Any beneficial interest in land which is within the area of Southampton.

(v) Any license (held alone or jointly with others) to occupy land in the area of Southampton for a month or longer.

(vi) Any tenancy where (to your knowledge) the landlord is Southampton City Council, and the tenant is a body in which you / your spouse etc has a beneficial interests.

(vii) Any beneficial interest in securities of a body where that body (to your knowledge) has a place of business or land in the area of Southampton, and either:

- a) the total nominal value of the securities exceeds £25,000 or one hundredth of the total issued share capital of that body, or
- b) if the share capital of that body is of more than one class, the total nominal value of the shares of any one class in which you / your spouse etc has a beneficial interest that exceeds one hundredth of the total issued share capital of that class.

### **Other Interests**

A Member must regard himself or herself as having an 'Other Interest' in any membership of, or occupation of a position of general control or management in:

Any body to which they have been appointed or nominated by Southampton City Council

Any public authority or body exercising functions of a public nature

Any body directed to charitable purposes

Any body whose principal purpose includes the influence of public opinion or policy

### **Principles of Decision Making**

All decisions of the Council will be made in accordance with the following principles:-

- proportionality (i.e. the action must be proportionate to the desired outcome);
- due consultation and the taking of professional advice from officers;
- respect for human rights;
- a presumption in favour of openness, accountability, and transparency;
- setting out what options have been considered;
- setting out reasons for the decision; and
- clarity of aims and desired outcomes.

In exercising discretion, the decision maker must:

- understand the law that regulates the decision making power and gives effect to it. The decision-maker must direct itself properly in law;
- take into account all relevant matters (those matters which the law requires the authority as a matter of legal obligation to take into account);
- leave out of account irrelevant considerations;
- act for a proper purpose, exercising its powers for the public good;
- not reach a decision which no authority acting reasonably could reach, (also known as the "rationality" or "taking leave of your senses" principle);
- comply with the rule that local government finance is to be conducted on an annual basis. Save to the extent authorised by Parliament, 'live now, pay later' and forward funding are unlawful; and
- act with procedural propriety in accordance with the rules of fairness.

# AGENDA

## **1 APOLOGIES AND CHANGES IN PANEL MEMBERSHIP (IF ANY)**

To note any changes in membership of the Panel made in accordance with Council Procedure Rule 4.3.

## **2 DISCLOSURE OF PERSONAL AND PECUNIARY INTERESTS**

In accordance with the Localism Act 2011, and the Council's Code of Conduct, Members to disclose any personal or pecuniary interests in any matter included on the agenda for this meeting.

## **3 DECLARATIONS OF SCRUTINY INTEREST**

Members are invited to declare any prior participation in any decision taken by a Committee, Sub-Committee, or Panel of the Council on the agenda and being scrutinised at this meeting.

## **4 DECLARATION OF PARTY POLITICAL WHIP**

Members are invited to declare the application of any party political whip on any matter on the agenda and being scrutinised at this meeting.

## **5 STATEMENT FROM THE CHAIR**

## **6 MINUTES OF THE PREVIOUS MEETING (INCLUDING MATTERS ARISING)** (Pages 1 - 2)

To approve and sign as a correct record the Minutes of the meetings held on 21 July 2022, and to deal with any matters arising, attached.

## **7 EDUCATIONAL ATTAINMENT IN SOUTHAMPTON** (Pages 3 - 28)

## **8 POST 16 PROVISION, PARTICIPATION, NEET AND UNKNOWN** (Pages 29 - 42)

## **9 CHILDREN AND LEARNING - PERFORMANCE** (Pages 43 - 70)

## **10 MONITORING SCRUTINY RECOMMENDATIONS** (Pages 71 - 86)

Wednesday, 21 September 2022

Director of Legal and Business Services

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SOUTHAMPTON CITY COUNCIL  
CHILDREN AND FAMILIES SCRUTINY PANEL  
MINUTES OF THE MEETING HELD ON 21 JULY 2022

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Present: Councillors Winning (Chair), Bunday, D Galton, Laurent, Vaughan and Windle

6. **ELECTION OF VICE CHAIR**

**RESOLVED** that Councillor Laurent be elected as Vice-Chair for the Municipal Year 2022/23.

7. **APOLOGIES AND CHANGES IN PANEL MEMBERSHIP (IF ANY)**

It was noted that Councillor Baillie had permanently left the Panel. Councillors D Galton, Laurent and McEwing joined the Panel.

The apologies of Councillor McEwing were noted, as were the apologies of appointed member Rob Sanders.

8. **MINUTES OF THE PREVIOUS MEETING (INCLUDING MATTERS ARISING)**

**RESOLVED** that the minutes of the meeting held on 16 June 2022, be approved and signed as a correct record.

9. **EARLY HELP AND PREVENTION**

The Panel received the report of the Executive Director Children and Learning, which recommended that the Panel note the Highlight Report for Early Help and Prevention and scrutinise the content provided with the invited officers and Cabinet Member.

Councillor Paffey, Cabinet Member for Children and Learning, Steph Murray, Deputy Director of Children and Learning; Dan Buckle, Head of Service: Prevention & Early Help were present and, with the consent of the Chair, addressed the Panel.

In discussions with the Cabinet Member and officers, the Panel noted the following:

- That Early Help (EH) developments are designed to act as a culture shift toward proactive intervention, to alter current perceptions of intervention, and provide support to avoid children stepping up to statutory intervention.
- Support for families should decrease substantial social worker caseloads.
- That EH is crucial. Good EH practice can help save money and achieve better outcomes.
- That SCC is one of 175 LAs receiving support for family Hubs for the first 1001 days of a child's life.
- A significant number of parents accessing the service go on to do EH training.

**RESOLVED:**

- 1) That the Head of Quality Assurance provides the Panel with an overview of the audit activity relating to Early Help and Prevention Services.

- 2) That, reflecting recruitment challenges, the Panel are provided with details relating to vacancies across the Children and Families First Service and the actions being taken to fill these positions.
- 3) That, to enable success measures to be developed and reported, the performance of the Children and Families First Service is considered by the Panel at the January 2023 meeting.

10. **CHILDREN'S SERVICES IMPROVEMENT PLAN AND PERFORMANCE**

The Panel received the report of the Director, Legal and Business Services, which recommended that the Panel consider and challenge the performance of Children and Learning Services in Southampton.

The Cabinet Member for Children and Learning, Councillor Paffey; Steph Murray, Deputy Director of Children and Learning; Stuart Webb, Head of Quality Assurance; and Jo Feeney, Performance Manager were present and, with the consent of the Chair, addressed the Panel.

In discussions with the Cabinet Member and officers, the Panel noted the following:

- 
- That Agency staff numbers had reduced from 94 to 52.
  - New staff recruited were not yet fully case holding.
  - The service was working to bring caseloads under control.
  - Permanent staff will help to improve problems of timely visits and reports.
- That in the longer term, the move to permanent staff would be more financially efficient. However, the short term costs were crucial to bringing the overall cost down to ensure a better, stronger, more sustainable service.
- That there was a national problem with unregulated placements.
- That a quick response was important when suitable properties become available for the proposed children's homes.
- That foster care conversion data would be presented to the Panel at a future meeting.

**RESOLVED:**

- 1) That the findings from the review of the functions and effectiveness of the Improvement Board is circulated to the Panel.
- 2) That sickness absence data for Children's Services is circulated to the Panel.
- 3) That performance information relating to the ongoing foster care recruitment activity is circulated to the Panel.

11. **MONITORING SCRUTINY RECOMMENDATIONS**

The Panel received the report of the Director, Legal and Business Services, which enabled the Panel to monitor and track progress on recommendations made at previous meetings.

The Panel noted that all the requested information had been provided and utilised to inform the discussion of the agenda items.



# Agenda Item 7

<b>DECISION-MAKER:</b>	CHILDREN AND FAMILIES SCRUTINY PANEL
<b>SUBJECT:</b>	EDUCATIONAL ATTAINMENT IN SOUTHAMPTON
<b>DATE OF DECISION:</b>	29 SEPTEMBER 2022
<b>REPORT OF:</b>	DIRECTOR – LEGAL AND BUSINESS SERVICES

<b><u>CONTACT DETAILS</u></b>			
<b>Executive Director</b>	<b>Title</b>	<b>Director of Legal and Business Services</b>	
	<b>Name:</b>	<b>Richard Ivory</b>	<b>Tel: 023 8083 2794</b>
	<b>E-mail</b>	<b>Richard.ivory@southampton.gov.uk</b>	
<b>Author:</b>	<b>Title</b>	<b>Scrutiny Manager</b>	
	<b>Name:</b>	<b>Mark Pirnie</b>	<b>Tel: 023 8083 3886</b>
	<b>E-mail</b>	<b>Mark.pirnie@southampton.gov.uk</b>	

<b>STATEMENT OF CONFIDENTIALITY</b>	
There are two confidential appendices attached to this report. The confidentiality of Appendices 2 and 3 is based on Category 7a of paragraph 10.4 of the Council's Access to Information Procedure Rules. It contains information which is subject to an obligation of confidentiality.	
<b>BRIEF SUMMARY</b>	
At the meeting the Panel will be considering provisional 2021/22 Key Stage exam results in Southampton. To help facilitate the discussion, attached as Appendix 1 is an analysis of Southampton's schools provisional Key Stage 2, Key Stage 4 and A-level exam results in 2021/22.	
<b>RECOMMENDATIONS:</b>	
(i)	That the Panel consider the provisional key stage results and supplementary data, as detailed in the appendices, and discuss with the Cabinet Member for Children and Learning, and invited officers, educational attainment in Southampton.
<b>REASONS FOR REPORT RECOMMENDATIONS</b>	
1.	To enable a discussion with the Cabinet Member and officers on educational attainment in Southampton.
<b>ALTERNATIVE OPTIONS CONSIDERED AND REJECTED</b>	
2.	None.
<b>DETAIL (Including consultation carried out)</b>	
3.	Provisional 2021/22 key Stage 2, Key Stage 4 and A-Level exam results for Southampton have been published. Appendix 1 provides a breakdown of the provisional results with some high-level analysis.
4.	To provide context to the provisional Key Stage 4 results, attached as confidential Appendices 2 and 3, is a breakdown of provisional GCSE results by secondary school in the city.

5.	To provide context to the provisional A-Level results, attached as Appendix 4 is an overview of the establishments attended by the 2021 Year 11 leavers from Southampton Secondary schools who continued in education.
6.	Appendix 5 provides a brief summary of: <ul style="list-style-type: none"> <li>• The number of children registered as Elected Home Education (this issue was considered in detail by the Panel in March 2022 – link attached in background papers)</li> <li>• The number of children registered as Children Missing Education</li> <li>• School Suspensions and Permanent Exclusions</li> <li>• Attendance levels</li> </ul>
7.	Following a request by the Panel at the 31 March 2022 meeting, attached as Appendix 6 is a briefing providing a high-level summary of the Education White Paper.
8.	The Divisional Head of Education and Learning will present an overview of the results at the meeting and the contextual information. The summary may include an overview of the attainment of Southampton's Looked After Children, however, detailed oversight of the performance of this cohort is scheduled for the November 2022 meeting of the Panel when the focus of the meeting will be outcomes for looked after children.
9.	The Panel are requested to use the information provided to discuss educational attainment in Southampton with the Cabinet Member for Children and Learning and the invited officers.

#### **RESOURCE IMPLICATIONS**

##### **Capital/Revenue/Property/Other**

10. None

#### **LEGAL IMPLICATIONS**

##### **Statutory power to undertake proposals in the report:**

11. The duty to undertake overview and scrutiny is set out in Part 1A Section 9 of the Local Government Act 2000.

##### **Other Legal Implications:**

12. None

#### **RISK MANAGEMENT IMPLICATIONS**

13. None

#### **POLICY FRAMEWORK IMPLICATIONS**

14. N/A

#### **KEY DECISION?**

No

#### **WARDS/COMMUNITIES AFFECTED:**

None

#### **SUPPORTING DOCUMENTATION**

#### **Appendices**

1. Southampton Exam Results and Analysis - 2022

2.	Confidential - Southampton Provisional GCSE Results 2022
3.	Confidential - Southampton Provisional GCSE Results 2022 Trends
4.	Post 16 progression to educational establishments from Southampton Schools
5.	Inclusion Services data
6.	Education White Paper - Briefing

### Documents In Members' Rooms

1.	None
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### Equality Impact Assessment

Do the implications/subject of the report require an Equality and Safety Impact Assessment (ESIA) to be carried out?	No
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### Data Protection Impact Assessment

Do the implications/subject of the report require a Data Protection Impact Assessment (DPIA) to be carried out?	No
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### Other Background Documents

**Other Background documents available for inspection at:**

Title of Background Paper(s)	Relevant Paragraph of the Access to Information Procedure Rules / Schedule 12A allowing document to be Exempt/Confidential (if applicable)
1. Elected Home Education report to 31 March 2022 meeting of the Children and Families Scrutiny Panel: <a href="https://www.southampton.gov.uk/modernGov/documents/s55363/Elective%20Home%20Education.pdf">https://www.southampton.gov.uk/modernGov/documents/s55363/Elective%20Home%20Education.pdf</a>	

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### Southampton's Exam Results and Analysis 2022

#### KS2 Results (Year 6)

- 52% of Southampton pupils achieved the **Expected Standard in Reading, Writing and Maths** combined, 7% below the National (59%).
- 4% of Southampton pupils achieved the **High Standard in Reading, Writing and Maths** combined.
- 70% of Southampton pupils achieved the **Expected Standard in Reading**, this is 4% below the National (74%).
- 25% of Southampton pupils achieved the **High Standard in Reading**.
- 62% of Southampton pupils achieved the **Expected Standard in Writing**, 7% below the National (69%).
- 7% of Southampton pupils achieved the **High Standard in Writing**.
- 66% of Southampton pupils achieved the **Expected Standard in Maths**, 5% below the National (71%).
- 19% of Southampton pupils achieved the **High Standard in Maths**.

#### Good News

• Southampton's 2022 KS2 performance at a Higher Standard in Reading and Maths was 25% and 19% respectively. This is in line with the Statistical Neighbour Higher Standard performance for both subjects. However, a challenge remains as there is a 1% and 3% gap to the Core City (26%) and National (28%) average for Reading and a 2% and 3% gap to the Core City (21%) and National average (22%) for Maths.

#### Areas to improve on

- The 2022 KS2 outcomes for Southampton at the Expected Standard were at least 1%, and as much as 7%, below the National average across all subjects and combined indicators; Reading, Writing and Maths combined (7% gap), Reading (4% gap), Writing (7% gap), Maths (6% gap), Grammar, Punctuation and Spelling (5% gap) and Science (5% gap).
- Southampton's 2022 KS2 achievement for the percentage of pupils achieving the Expected Standard in Reading, Writing and Maths was 51% which is 3% and 5% below the Statistical Neighbour and Core City performance of 54% and 56% respectively.
- Southampton's 2022 KS2 achievement for the percentage of pupils achieving a Higher Standard in Reading, Writing and Maths was 4%, which is 1% and 3% below the Statistical Neighbour and Core City performance of 5% and 7% respectively.
- Southampton's 2022 KS2 achievement for the percentage of pupils achieving a Greater Depth in Writing was 6%, which is 3% and 6% below the Statistical Neighbour and Core City performance of 9% and 12% respectively.

- In Science, 73% of Southampton pupils achieved the Expected Standard, which was 5% below the National average (78%), 2% below both the Statistical Neighbour (75%) and Core City (75%) average. Southampton achieved a ranking of joint 141st with 5 other Local Authorities out of 150 Local Authorities.

- In Grammar, Punctuation and Spelling (GPS), 67% of Southampton pupils achieved the Expected Standard which was 5% below the National average (72%), 2% below the Statistical Neighbour average (69%), and 3% below the Core City average (70%). Southampton achieved a ranking of joint 139th with 6 other Local Authorities out of 150 Local Authorities.
- In Grammar, Punctuation and Spelling (GPS), 24% of Southampton pupils achieved the Higher Standard, which was 4% below the National average (28%), ranking Southampton a joint 109th with 15 other Local Authorities out of 150 Local Authorities.

## **KS4 Results and Analysis (Year 11)**

Key Stage 4 GCSE results were released to schools on 24 August 2022. Southampton schools agreed to inform the Local Authority of their results so that citywide performance can be calculated. The short briefing note below, based on early provisional data, provides an overview of Southampton's performance.

2022 is the first time since 2019 that Key Stage 4 and 5 grades are being based on exams and assessments after two years of alternative arrangements in response to Coronavirus. The DfE and Ofqual recognise that students in the 2022 cohort have had their education disrupted, and that exams and assessments taken in summer 2022 should be adjusted to take this into account. These adjustments are designed to mitigate the impacts of the disruption that students have faced during the pandemic without undermining the value of their qualifications and their ability to progress successfully to further study.

Due to the Coronavirus pandemic, Key Stage 4 and 5 exams were not completed in the normal way in 2020 and 2021. It is important however to acknowledge that the 2020 and 2021 Key Stage 4 and 5 collections have used different methodologies. In 2020, schools were asked to provide centre assessed grades for their students. Schools were instructed that these should be fair, objective and carefully considered judgements of the grade's they believed their students would have been most likely to achieve, if they had sat their exams, whilst taking the full range of available evidence into account. In 2021, teachers were asked to assess the standard at which pupils were performing based only on what had been taught. Teachers' judgements were based on a range of evidence relating to the subject content that had been delivered, either in the classroom or via remote learning.

The focus of this 2022 briefing note will follow the 2022 accountability measures update published by the [DfE in June 2022](#):

- Progress 8 (not available until mid-September)
- Attainment 8
- The percentage of pupils achieving a 5 or above (strong pass) in English and Maths

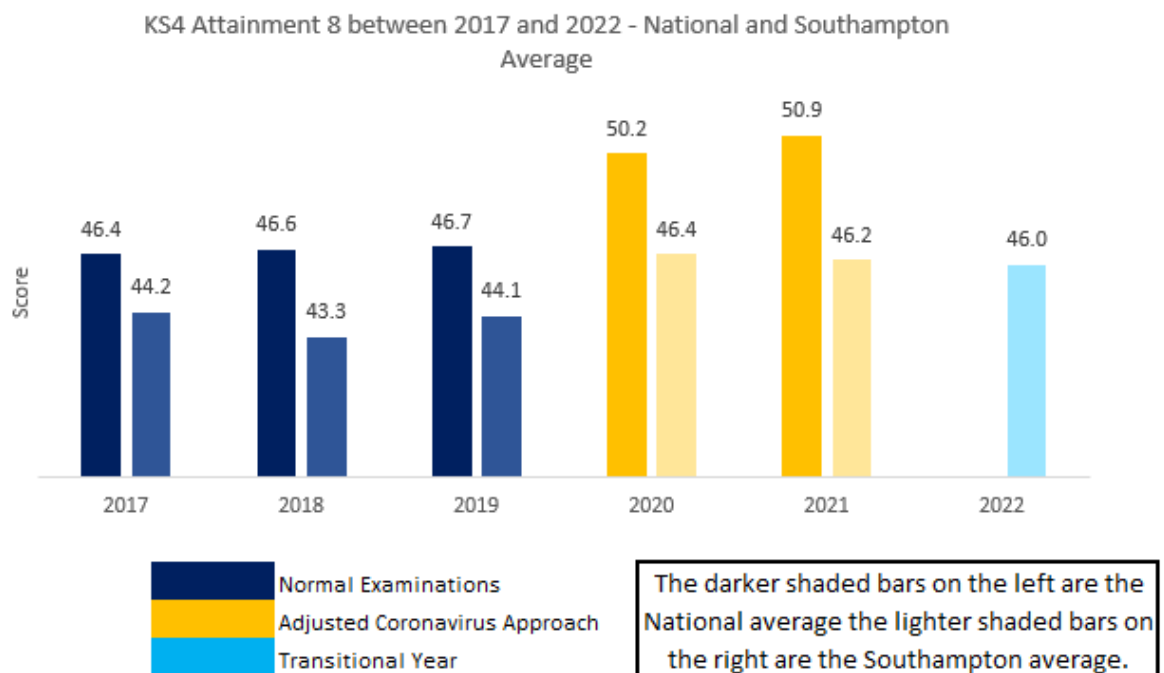
- EBacc Average Points Score
- The percentage of pupils entering the English Baccalaureate
- The percentage of students staying in education or employment after Key Stage 4 (destinations)

In addition to the headline indicators above, the DfE also focus on the following measures:

- The proportion of pupils achieving a standard pass in English and Maths – grade 4 or above
- The proportion of pupils achieving a grade 5 or above in all Ebacc subject
- The proportion of pupils achieving a grade 4 or above in all Ebacc subject areas (The EBacc is - English language and literature, maths, sciences, geography or history, a language)

Due to the changes in methodology between results years, it is important that outcomes are considered within the context of that specific year. Comparisons between years should be treated with caution.

- In 2022, Southampton pupils achieved an Attainment 8 score of 46.0 whereas in 2021, the Southampton Attainment 8 score was 46.2, a decrease of 0.2. The 2021 National average for Attainment 8 was 50.9, a 2022 National average will not be available until the end of September 2022.



- In 2022, 62% of Southampton pupils achieved a 9-4 in English and Maths GCSE, which was 2% lower than the 64% of Southampton pupils who achieved a 9-4 in English and Maths GCSE in 2021. The latest available National average for percentage achieving 9-4 in English and Maths was 72% in 2021.

- In 2022, 42% of Southampton pupils achieved a 9-5 in English and Maths GCSE, which was in line with the 42% of Southampton pupils who achieved a 9-5 in English and Maths GCSE in 2021. The latest available National average for percentage achieving 9-5 in English and Maths was 52% in 2021.
- In 2022, 61% of Southampton pupils achieved a 9-5 and 75% of Southampton pupils achieved a 9-4 in GCSE English.
- In 2022, 46% of Southampton pupils achieved a 9-5 and 66% of Southampton pupils achieved a 9-4 in GCSE Maths.
- Southampton's 2022 Attainment 8 score in English, Maths, EBacc elements and Open elements were 9.8, 8.6, 13.2 and 14.3 respectively.
- In 2022, 29% of Southampton pupils entered the English Baccalaureate. An English Baccalaureate Average Points Score of 3.99 was achieved by Southampton pupils.
- In 2022, 16% of Southampton pupils achieved a 9-5 and 20% of Southampton pupils achieved a 9-4 in the English Baccalaureate.

This early data suggests that Southampton's 2022 relative performance in relation to other LAs and the rank position is an improvement on the KS4 outcomes achieved during the pandemic but is unlikely to reach the levels achieved in 2019. This data continues to support the messaging of cautious optimism, but a way to go to meet National averages. However, the caveat remains in place that this is dependent on the accuracy of information provided by the 12 schools.

The position should become clearer towards the end of September as LAs should start to receive pupil level files from the DfE and the publication of the Statistical Release should follow shortly after that.

### **Southampton A-Level Provisional Results (Year 13)**

- Southampton pupils achieved an Average Points Score per A-Level Entry of 33.0 in 2022. This is 5.7 below the 2021 Southampton performance of 38.7. No National data is available for Average Points Score per A-Level Entry on results day.
- In 2022, 21.9% of A-Level entries within Southampton's Colleges and Sixth Forms achieved a grade A\* or A. The National performance for A\*-A was 35.9%, a gap of 14.0% when compared with the Southampton average (21.9%).
- Out of 975 A-level entries within Southampton, 43.2% achieved an A\*-B grade. Nationally a pass rate of 62.2% was achieved resulting in a gap of 19.0% with Southampton (43.2%). Southampton pupils had 421 A-Levels at grade B or above and required an additional 185 A-Levels to have surpassed the B grade threshold to have equalled the National average.



- In 2022, 70.7% of A-Level entries within Southampton's Colleges and Sixth Forms achieved a grade C or above. The National performance for A\*-C was 82.1%, a gap of 11.4% when compared with the Southampton average (70.7%).
- In 2022, 97.5% of Southampton A-Level entries achieved an A\*-E grade at College or Sixth Form. This is 0.9% below the National performance that saw 98.4% of A-level results achieve an A\*-E grade.

Southampton College and Sixth Form A Level Results 2022 (Provisional)											
	Number of A Levels completed in 2022	A Level A*-A		A Level A*-B		A Level A*-C		A Level A*-E		Average Points Score per A Level entry	
		Number	%	Number	%	Number	%	Number	%	Number of A level entries at the end of Key Stage 5 (16-18 only)	APS
Southampton 2022	975	214	21.9%	421	43.2%	689	70.7%	951	97.5%	976.5	33.0
National 2022			35.9%		62.2%		82.1%		98.4%	-	-

- The 2022 performance has seen Southampton's relative position to the National average between 2021 and 2022 decline by 1.4% for %A\*-A, by 11.6% for A\*-B, by 10.4% for A\*-C and by 0.9% for A\*-E.

	2020			2021			2022			Relative change in Southampton / National Gap 2020 to 2021	Relative change in Southampton / National Gap 2021 to 2022
	Southampton (Provisional Results Day)	National	Gap to National	Southampton (Provisional Results Day)	National	Gap to National	Southampton (Provisional Results Day)	National	Gap to National		
A*-A	26.4%	38.1%	-11.7%	31.8%	44.3%	-12.5%	21.9%	35.9%	-14.0%	-0.8%	-1.4%
A*-B	55.5%	65.4%	-9.9%	62.3%	69.8%	-7.5%	43.2%	62.2%	-19.0%	2.4%	-11.6%
A*-C	84.6%	87.5%	-2.9%	87.2%	88.2%	-1.0%	70.7%	82.1%	-11.4%	1.8%	-10.4%
A*-E	99.4%	99.7%	-0.3%	99.5%	99.5%	0.0%	97.5%	98.4%	-0.9%	0.3%	-0.9%
Average Points Score (2020 & 2021 is revised data)	35.5	39.5	-4.0	38.7	40.4	-1.7	33.0	-	-	2.3	-

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### Post 16 - Progression to educational establishments from Southampton Schools

Further Education Establishments Attended in 2021 - The table below shows the top 12 establishments attended by the Year 11 leavers who continued in education from all Southampton Secondary Schools.\*

Establishment Attended	2015	2016	2017	2018	2019	2020	2021
Barton Peveril College	275	353	367	372	407	520	521
Itchen College	337	315	264	351	360	373	331
Southampton City College	334	337	316	318	319	303	314
Richard Taunton Sixth Form College	388	351	329	291	235	260	219
Eastleigh College	101	119	117	107	111	146	147
Peter Symonds College	97	103	102	92	121	123	132
St Anne's Sixth Form	56	30	63	58	38	65	69
Bitterne Park Sixth Form	44	55	55	43	95	64	67
Brockenhurst College	14	17	18	18	16	20	45
Sparsholt College	34	45	41	38	39	35	36
Totton College	28	14	17	17	20	30	33
Fareham College	16	22	17	18	22	25	20
<b>Total cohort into education</b>	<b>1763</b>	<b>1804</b>	<b>1751</b>	<b>1776</b>	<b>1842</b>	<b>2006</b>	<b>2005</b>

\*Note - This table is the destinations of Year 11 leavers, who attended Southampton schools, therefore, children living in other LA's who attended a Southampton school will be included in this data.

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# Inclusion Services – EHE

<b>ELECTIVE HOME EDUCATION (parental responsibility for education provision)</b>	
<b>EHE register (children only be added when we have received all necessary paperwork etc)</b>	
Currently recorded as EHE on ONE	<b>392</b>
Same period 2020/2021	<b>366</b>
Same period 2019/20220	<b>386</b>

# Inclusion Services - CME

## Children Missing Education

CME is a complex register that oversees multiple streams of data around pupils without a registered school place. A number will often be an arbitrary number without the context of where or how these children are monitored. September is our busiest time, where data is complex and difficult to report on. So our final data for August is:

Inclusion: CME cases		
Examples of children included here are those removed from the admission process, not previously known to us or no application made for a school place	2	
Inclusion: Permanent exclusions		
Pupils who have been permanently excluded and remain without provision?	0	
Inclusion: Phase transfer		
Failed to start in Reception 2021	21	1 x Autumn, 6 x Spring, 14 x Summer
Admissions: In-year admissions (in the admissions process without a school place)		
<ul style="list-style-type: none"> <li>From 2020\21 academic year</li> <li>From 2021\22 academic year</li> <li>From 2022\23 academic year</li> </ul>	2 337 n\a	Both have offers for September 2022 Start date passed x 64, start date in the future x 52, being processed x 221
Inclusion: School leavers (non-phase transfer)		
<ul style="list-style-type: none"> <li>Leavers During 2022\2023</li> </ul>	4	Schools are not currently open to allow these cases to be cleared.
Virtual School: CLA (without an education offer as yet and not EOTAS)		
Southampton CLA awaiting placement	1	
SEN: SEND (without an education offer a yet and not EOTAS)		
Pupils with an EHCP, or under assessment, awaiting a school place or education provision.	8	

## School Suspensions and Permanent Exclusions 2020/2021

In Southampton, collectively as a city, our exclusion and suspension rates continue to be below that of the national levels (2020-2021 data), our permanent exclusion levels are 0.2% below the national level and our suspensions have reduced to 0.95% below the national level.

Southampton's Primary school suspension rate was 1.75%, a decrease of 0.08% from 1.83% in 2019/20. However, this was 0.76% above the national average of (0.99%).

Southampton's Secondary school suspension rate was 5.65%, a decrease of 1.60% from 7.25% in 2019/20. Southampton's performance was also 2.83% below the national average (8.48%) for Secondary school suspensions. Southampton achieved a rank of 33rd out of 149 Local Authorities in 2020/21.

Southampton's Secondary schools were 0.07% lower than the 0.12% in 2019/20. In 2020/21, Southampton's performance (0.05%) was also 0.05% below the national average (0.10%) and achieved a ranking of 29th out of 149 Local Authorities.

Southampton's Special schools suspension rate was 7.43% in 2020/21, an increase of 3.69% (from 3.74%) in 2019/20. Also in 2020/21, Southampton was 0.14% above the national average (7.29%).

Southampton's Special schools shared a ranking of 1st, out of 149 Local Authorities, with no permanent exclusions.

Southampton's Pupil Referral Units (PRU) suspension rate was 60.00% in 2020/21, with 24 separate suspensions; this is 79.24% lower than the national average (139.24%). This ranks Southampton 55th out of 141 Local Authorities.



# Attendance

- Overall, there is a high level of knowledge, expertise and skill within the LA and a high commitment strategically and operationally to the delivery of high quality attendance work to improve outcomes and safeguard children.
- Continuation of current strategy and development to be continued with any amendments to deliver against new guidance.

<b>Primary</b>	<b>Overall absence</b>	<b>6.7%</b>
Secondary	Overall absence	9.8%
Special	Overall absence	11.7%



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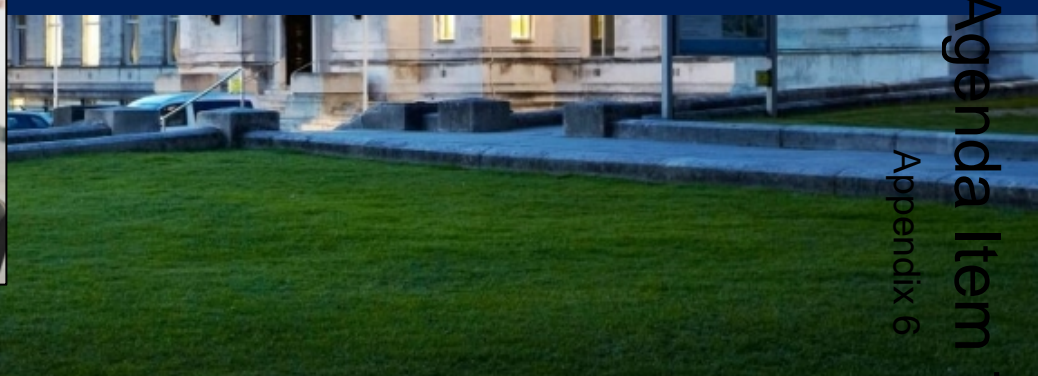


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# White Paper Briefing



Agenda Item 7  
Appendix 6

# Ambition

- **By 2030, 90% of children attain age-related expectations in reading, writing and mathematics**
- **By 2030, increase the average grade score at GCSE from 4.5 to 5.**

# Improving teaching

- **500,000 teacher training opportunities by 2024**
- **Specialist training to drive literacy improvements**
- **New qualification for leading literacy**
- **Focus on the quality of education in Early Years with improved transition to mainstream provision.**
- **£30,000 starting salary**



# Improving teaching

- **Free, ready made resources – digital curriculum**
- **A longer average mainstream school week – 32.5 hours minimum**
- **Support schools to improve attendance, behaviour and well-being**



# Additional support for some children

- **A parent pledge – schools will pledge to provide evidence-based support if your child is behind**
- **Up to 6 million tutoring courses by 2024**
- **Secure funding for Education Endowment Foundation – what works centre**
- **Establish a register for children not in school**

# System wide reform

- **All schools to join or have a plan to join a multi-academy trust by 2030**
- **Local Authorities permitted to set up multi-academy trusts**
- **New roles for Local Authorities – place planning, admissions, championing interests of children, especially those experiencing vulnerability**
- **Education Investment Areas – increased funding and support in inverse proportion to success**

# Agenda Item 8

<b>DECISION-MAKER:</b>	CHILDREN AND FAMILIES SCRUTINY PANEL
<b>SUBJECT:</b>	POST 16 PROVISION, PARTICIPATION, NEET AND UNKNOWN
<b>DATE OF DECISION:</b>	29 SEPTEMBER 2022
<b>REPORT OF:</b>	DIRECTOR – LEGAL AND BUSINESS SERVICES

<b><u>CONTACT DETAILS</u></b>			
<b>Executive Director</b>	<b>Title</b>	<b>Director of Legal and Business Services</b>	
	<b>Name:</b>	<b>Richard Ivory</b>	Tel: <b>023 8083 2794</b>
	<b>E-mail</b>	<b>Richard.ivory@southampton.gov.uk</b>	
<b>Author:</b>	<b>Title</b>	<b>Scrutiny Manager</b>	
	<b>Name:</b>	<b>Mark Pirnie</b>	Tel: <b>023 8083 3886</b>
	<b>E-mail</b>	<b>Mark.pirnie@southampton.gov.uk</b>	

<b>STATEMENT OF CONFIDENTIALITY</b>
None

<b>BRIEF SUMMARY</b>
At the meeting the Panel will be considering issues related to Post 16 education, skills and training in Southampton. Attached as Appendix 1 is a summary of Post 16 participation, including those who are NEET (not in education, employment or training) and unknown. At the meeting the Service Manager will update the Panel on developments with regards to Post 16 provision in Southampton.

<b>RECOMMENDATIONS:</b>
(i) That the Panel consider the information provided in the appendix and discuss the challenges raised with regards to Post-16 provision and participation in Southampton with the Cabinet Member and invited officers.

<b>REASONS FOR REPORT RECOMMENDATIONS</b>
1. To enable a discussion with the Cabinet Member and officers on Post 16 provision and participation in Southampton.

<b>ALTERNATIVE OPTIONS CONSIDERED AND REJECTED</b>
2. None.

<b>DETAIL (Including consultation carried out)</b>
3. Attached as Appendix 1 is a briefing paper outlining the position in Southampton with regards to Post-16 participation in the city and the work being undertaken to encourage, enable and assist young people to participate in education or training.
4. At the meeting the Service Manager for Education Strategy, Planning & Improvement will update the Panel on developments relating to Post 16 provision in the city. This follows a review commissioned by the DfE Post-16 commissioner designed to identify solutions to the challenges experienced in

	Southampton. To provide context, the briefing paper published for the Children and Families Scrutiny Panel meeting on 30 September 2021 in relation to this review can be accessed via the following link: <a href="#">Appendix 1 - Post 16 Education.docx.pdf (southampton.gov.uk)</a> .
5.	The Panel are recommended to consider and discuss the information provided in the attached appendix, and the information presented to the Panel relating to Post 16 provision, with the Cabinet Member for Children and Learning and invited officers.
<b>RESOURCE IMPLICATIONS</b>	
<b><u>Capital/Revenue/Property/Other</u></b>	
6.	None
<b>LEGAL IMPLICATIONS</b>	
<b><u>Statutory power to undertake proposals in the report:</u></b>	
7.	The duty to undertake overview and scrutiny is set out in Part 1A Section 9 of the Local Government Act 2000.
<b><u>Other Legal Implications:</u></b>	
8.	Local Authority statutory duties relating to Post-16 participation and provision is outlined in Appendix 1.
<b>RISK MANAGEMENT IMPLICATIONS</b>	
9.	Action to increase Post-16 participation is outlined in Appendix 1.
<b>POLICY FRAMEWORK IMPLICATIONS</b>	
10.	A priority within the 2021-2025 Corporate Plan is to improve the quality of learning opportunities including a viable post-16 provision in the city that meets the needs of learners.

<b>KEY DECISION?</b>	No
<b>WARDS/COMMUNITIES AFFECTED:</b>	None
<b><u>SUPPORTING DOCUMENTATION</u></b>	
<b>Appendices</b>	
1.	Briefing paper – Post 16 Participation, NEET and Unknown

**Documents In Members' Rooms**

1.	None
<b>Equality Impact Assessment</b>	
Do the implications/subject of the report require an Equality and Safety Impact Assessment (ESIA) to be carried out?	<b>No</b>
<b>Data Protection Impact Assessment</b>	
Do the implications/subject of the report require a Data Protection Impact Assessment (DPIA) to be carried out?	<b>No</b>
<b>Other Background Documents</b>	
<b>Other Background documents available for inspection at:</b>	

Title of Background Paper(s)	Relevant Paragraph of the Access to Information Procedure Rules / Schedule 12A allowing document to be Exempt/Confidential (if applicable)
1.	Post 16 Provision, Participation and NEET report to 30 September 2021 meeting of the Children & Families Scrutiny Panel (Item 20): <a href="https://www.southampton.gov.uk/modernGov/ieListDocuments.aspx?CId=600&amp;MId=6658&amp;Ver=4">https://www.southampton.gov.uk/modernGov/ieListDocuments.aspx?CId=600&amp;MId=6658&amp;Ver=4</a>

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### POST 16 PARTICIPATION, NEET AND UNKNOWN Academic Year 2021/2022

#### STATUTORY DUTIES

Local authorities have broad duties to encourage, enable and assist young people aged 16 and 17 (up to 25 for young people with an Education, Health and Care Plan) to participate in education or training.

These duties are:

- To secure sufficient suitable education and training provision for all young people in their area.
- To make available, support that will encourage, enable or assist them to participate in education or training.
- To promote the effective participation in education and training.
- To maintain a tracking system to identify young people who are not participating in education or training (NEET and Unknowns)

These duties are relevant to young people aged 16 and 17 who live within Southampton City Council authority area only. Any young person living in another authority will be tracked and supported by the LA they live in.

N.B. The Department for Work and Pensions have a duty to support all 18+ not in education, employment and training.

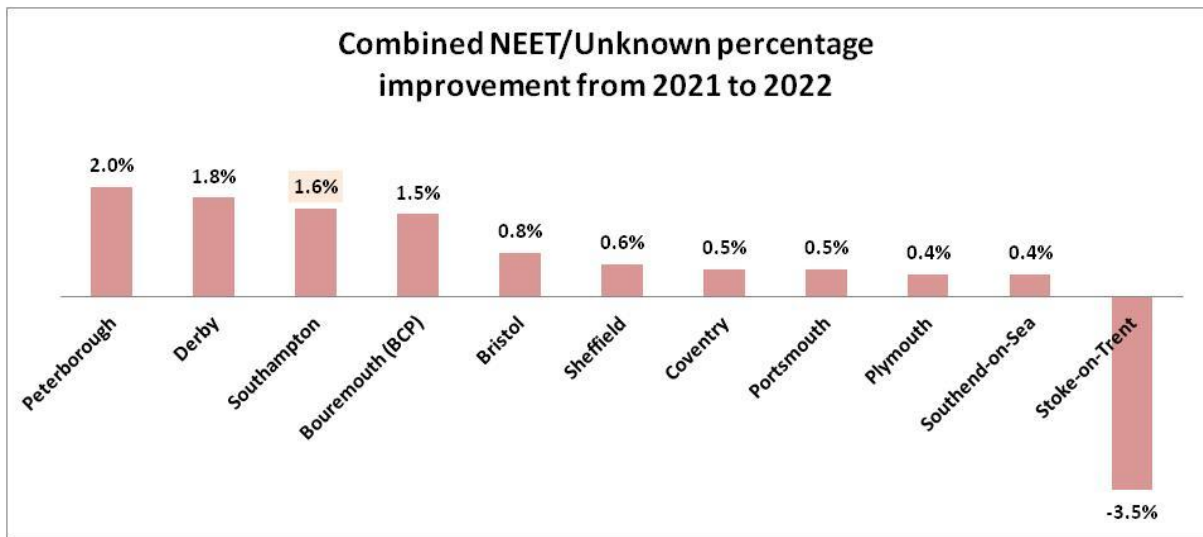
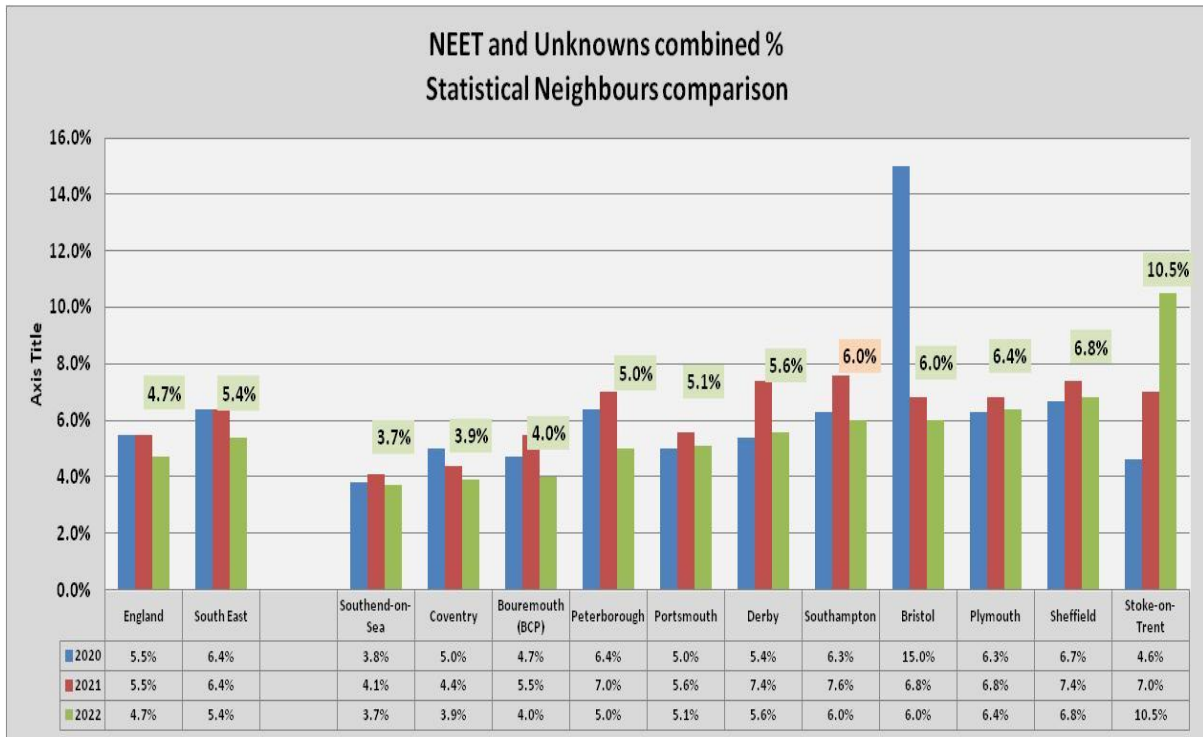
#### SOUTHAMPTON PARTICIPATION, NEET AND UNKNOWN DATA (DEC 21 – FEB 22)

The combined NEET and Unknown data is based on Southampton residents only in the academic year groups 12 and 13 (academic age 16 and 17).

HEADLINES	Last year comparator 2020/21	Current year 2021/22	RAG trend
Cohort size	4500	4680	N/A
% of those participating in Education, Employment and Training	90% 4050	94% 4400	
Combined NEET and Unknown % (DfE published data as an average of the months Dec, Jan and Feb.	7.6%	6%	
% NEET	4.4%	3.75%	
% Unknown	3.2%	2.2%	

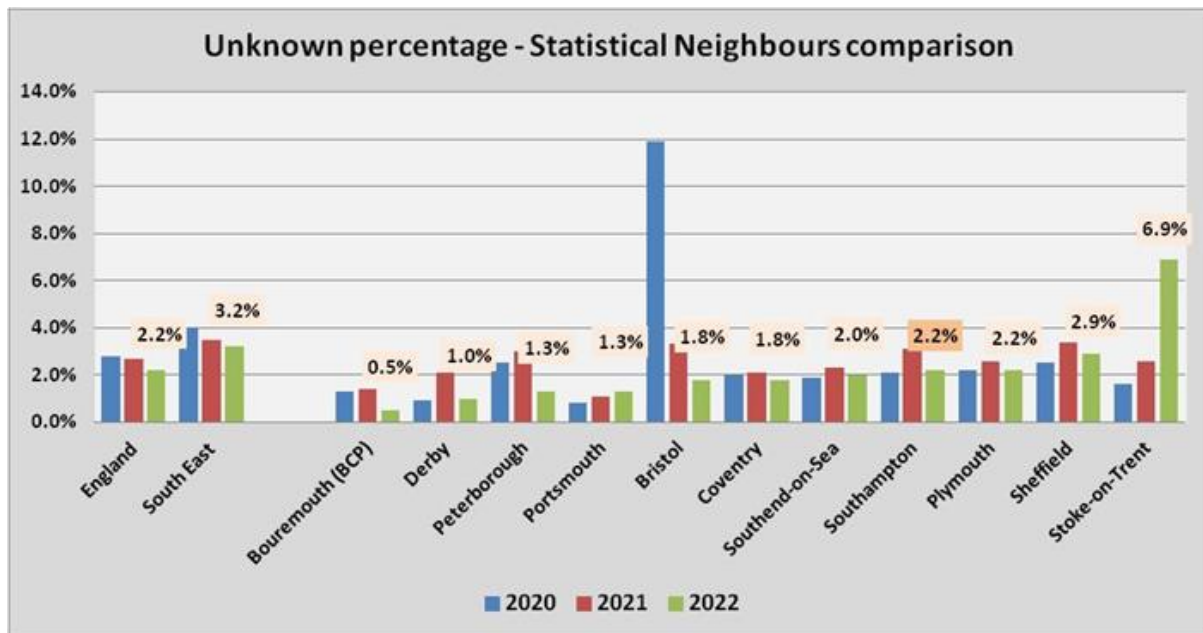
This year in Southampton we have:

- Increased the % of young people who progress into Education, Employment or Training
- Decreased % of NEET young people
- Decreased % of Unknown young people



- Southampton had a decrease of 1.6% compared to 2021 (this is a better % decrease compared to National which was 0.8%)
- The gap between Southampton and National is 1.3%.
- Southampton has closed the gap to National by 0.8% this year.
- 10 out of 11 statistical neighbours saw a decrease in their combined NEET/Unknown percentage this year
- Peterborough had the largest decrease at 2% and both Southend and Plymouth the smallest at 0.4%.
- Stoke on Trent saw an increase again in 2022, up by 3.5%





- In Southampton the percentage of Unknowns has dropped from 3.1% in 2021 to 2.2% in 2022. This is the same as National and 1% lower than South East.

#### **ACTION TAKEN TO ADDRESS 16 AND 17 YEAR OLD NEETs THIS YEAR**

- Moved the Post 16 Team into the Education Team.
- Employment of 3 FTE Engagement Officers who work directly with NEET young people to reengage them. (See attached Case Studies)
- Strengthened relationships with Post 16 providers via the Learning Hub (this is an online forum for all internal and external teams / providers who are working with young people. The Hub provides advice and guidance for practitioners and external providers can market their offer to engage young people).
- Southampton NEET / Participation is a standing agenda item on Southampton Education Forum (SEF).
- Schools and colleges supporting and holding each other to account.
- Development of Individual Pathways in mainstream secondary schools – funding for schools to develop bespoke pathways for students at risk of permanent exclusion.
- Windmills iCan Training (resilience tools available in schools and in SCC).
- Careers Education, Information, Advice and Guidance quality monitoring and support in secondary schools.
- Improved information sharing and Year 11 transition arrangements – taster days, open days, independent careers information, advice and guidance.
- Strengthened partnership working with outside agencies – National Citizenship Service, Itchen STEP, Saints Foundation etc.
- Employment of 0.5FTE Enterprise Coordinator - shared role with Solent LEP Careers Hub and SCC.
- Development of Flying Start website – information for young people moving from school to positive Post 16 destinations.
- Care Leavers Guarantee – SCC bolstering support for Care Leavers seeking employment at SCC.

## YEAR 11 PROGRESSION INTO LEARNING

(Education, Training, Apprenticeships and Employment with accredited learning)

The Post-16 destinations of all Year 11 leavers from a Southampton School are tracked, recorded and submitted to the DfE in December each year.

% Percentage	2016	2017	2018	2019	2020	2021
FE College/Sixth Form College/School Sixth Form	88.65	90.0	88.18	89.03	90.98	<b>90.11</b>
Government Supported Training (Non Employed)	1.57	1.6	0.94	1.11	1.63	<b>0.85</b>
Employment with training (including apprenticeships)	4.18	3.6	3.32	3.67	2.40	<b>2.97</b>
Re-engagement	0.05	0.05	0.20	0.00	0.00	<b>0.00</b>
Employment without training	0.88	0.7	1.34	1.11	0.59	<b>1.75</b>

- There has been a 0.87% decrease in young people progressing into FE College / Sixth Form.
- There has been an increase for young people progressing into employment (with and without training).

## YEAR 12 AND YEAR 13 NEET COMPARISON (this does not include unknowns – NEET only)

	Year 12	Year 13
2019	82 (44.6%)	102 (55.4%)
2020	78 (42.2%)	106 (57.6%)
2021	67 (34.2%)	129 (65.8%)
2022	78 (43.0%)	98 (57.0%)

Until academic year 2021/2022, Year 12 NEETs were reducing year on year. At the same time, Year 13 NEETs were increasing. We identified that targeted work with Year 12s moving into Year 13 was required to maintain engagement in education, training or employment. We can demonstrate that this has had a positive impact on Year 13s NEETs as they have reduced.

On the other hand, Year 12 NEETs have increased this year. In part, this is due to an increase in private supported housing providers placing young people from around the country, 16 on total. As these young people now live in Southampton, it is our duty to provide support to reengage. Other possible reasons for an increase in Year 12 NEETs are linked to the impact of the pandemic.

Possible reasons:

- Students struggle with college learning environment following lockdowns / periods of virtual learning
- Increased mental health needs (anxiety disorders in particular)

- Several moves between courses, students not settling
- Level 2 to Level 3 transition is a big jump academically
- Introduction of exam element in vocational courses
- Not meeting entry requirements to progress
- Lack of student engagement
- Low attention span
- Poor attendance in Maths and English courses
- Students suffering with poor mental health, low resilience
- Family pressures to be in employment (usually without training).

### **LONG TERM PLANS**

- Establish a traded Careers Information Advice and Guidance service for schools and colleges.
- Target funding for vulnerable groups who are risk of NEET
- Fund and support the digital record of achievement platform Global Bridge
- Partner with the Careers enterprise company to increase work with Electively Home Educated, and Year 10 students who are risk of NEET
- Increase the Engagement Team to focus on vulnerable groups – in particular Youth Justice Service, Care Leavers and Care Experienced.

### **CASE STUDIES**

#### **Education - Post 16 Case study**

Engagement Officer: LF

CS: LF CS4

Date: 12/09/2022

***Names have been changed to preserve anonymity***

<u>Presenting Issues:</u>
---------------------------

<p>Ben was referred to the Education Post-16 service by his Youth Justice Officer. Ben had committed the offence of Grievous Bodily Harm with Intent, and because of this, was being detained in a secure children’s unit out of the area. He was serving a 33-month custodial sentence at the secure unit for the serious offence he had committed. Because of the time of being sentenced, Ben also missed out on some crucial months at school which included part of his Year 11 exams.</p>
---

<p>Since being sentenced, Ben had been taking productive steps towards bettering himself whilst in custody. He has taken up many courses available at the secure unit and was studying towards getting further GCSEs. However, with his release date upcoming, Ben wanted support around college options for him to do upon his return to Southampton. This led to him being referred into our service.</p>
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<u>Supporting Actions:</u>
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- I firstly spoke in detail with Ben's Youth Justice Officer about the nature of his offence and consequences this would have upon his release. A condition that would be set upon him, would be to avoid the Southampton City Centre area. This was to avoid potential conflict with those who his offence was committed against.
- From this conversation, it became clear that certain colleges and opportunities in the city centre area would not be available to Ben.
- I then arranged a Zoom call with both Ben and his support worker at the secure children's unit to discuss in more detail what he would like to do going forward, and what his goals for the future were.
- Ben said how he has always had the dream of working within the field of sport science. He especially liked the idea of working as a physiotherapist.
- With this, we discussed the colleges in and around the Southampton area that Ben would be able to attend, which did not clash with his restrictions.
- We identified Sports courses at Richard Taunton's, Totton College and Sparsholt College.
- We then agreed together that we would submit applications for all 3 colleges so that Ben could take his pick at a later date.
- I then supported Ben remotely to complete and submit applications, with the support of his Youth Justice Officer, to send further information around his past offence.
- Upon his GCSE results day, Ben was delighted to see that his hard work since being sentence had paid off. He received qualifications in GCSE English, Maths, Sports, and other subjects. As a result, it meant that Ben would be able to study Level 2 Sport.
- We then had a discussion around what college Ben would like to attend, and he decided upon Totton College.
- We also discussed Ben's passion for football. He has always been in a team, and this was something that he especially missed whilst serving his custodial sentence.
- On the back of this, we spoke about the Saints Foundation and Ben agreed to a referral upon release.
- Ben was then released from the secure unit and went to live back at his parent's home address.
- With Ben being back in Southampton, I was able to arrange a home visit to see him in person to discuss upcoming steps.
- We discussed getting to Totton college each day and planned out his journey to and from there by both bus and train. We also researched the cost of each means of transport.
- We then completed a referral to the Saints Foundation, so that Ben could get back into playing football on his days off college.
- I then also completed a CV with him, so that he could look for part-time jobs to base around his studies. Although Ben said that he wanted to firstly focus on settling into college.

Outcomes:

- Ben has now started studying towards his Level 2 qualification in Sport Studies at Totton College.

- He is only a few weeks in so far but said to me that he is really enjoying it and is learning a lot.
- We are currently waiting on him to start his football sessions with the Saints Foundation. Ben will be starting this in a few weeks' time.
- He is continuing to engage well with both myself and his YOS officer, and everyone is pleased with his progress and commitment.
- Ben has also set himself the goal of looking for part-time employment after the new year, but he wants to be fully settled into college first.
- Ben has shown real desire to push towards positive change and this is shown through what he has accomplished since his sentencing.
- He is now in full-time education through the support of the Education Post-16 Team and other services.
- I am still in contact with Ben to make sure that the start of his college life goes smoothly, and he is aware that I am here for him if any issues arise.

## Education - Post 16 Case study

Engagement Officer: LF

CS: LF CS3

Date: 20/05/2022

***Names have been changed to preserve anonymity***

### Presenting Issues:

Ryan is a looked after child by Hampshire social services who is currently living in a supported accommodation hostel here in Southampton. Upon meeting Ryan, he said to me that he didn't achieve any qualifications from his time at school and really struggled in a classroom setting. Ryan admitted being low in confidence and struggling with his mental health. He did not believe he could ever be successful with finding employment in the future.

### Supporting Actions:

- The first step I took with Ryan was looking to try and lift his confidence and improve his mental health.
- We spoke a lot about the interests that Ryan has, to try and tie in an activity for him to do, which he is already passionate about.
- Ryan is a massive fan of football, and we have spent a lot of time talking about his favourite club Chelsea FC.
- On the back of this, we started talking about the Saints Foundation and the support they can offer towards improving employability skills and confidence through their Saints Works programme.
- This, combined with the fact that they play football once a week, was enough to persuade Ryan and we completed a referral for this programme.
- As the weeks went by, it was clear to see that his self-esteem and overall mental health was improving.

- I also made sure to send updates to Ryan's social worker throughout our work together, so that she could be kept informed of his progress.
- Whilst Ryan was doing the course, we discussed education options going forward.
- Where Ryan did not achieve his English and Maths at school, we agreed on the importance of getting a qualification in these areas.
- We discussed the previous issues Ryan had at school with large classroom sizes and not being able to focus. From this, we identified the Enham Trust as a great option for Ryan. They were able to offer him Functional Skills English and Maths qualifications, combined with smaller classroom size to help concentration.
- Ryan said that the Enham Trust sounded like a good fit for him, and we completed a referral together.
- I was able to speak with Enham and arranged for Ryan to start after he had completed his programme with the Saints Foundation. From doing so, Ryan would not have to wait long in-between transition which could have led to another decline in his mental health.
- I supported Ryan getting to Enham for his induction by picking him up and taking him to the centre. From doing so, we were able to plan Ryan's walking route to the centre going forward.
- I sat with Ryan and supported him with completing his induction paperwork.
- The following week, Ryan started his lessons with Enham.

#### Outcomes:

- Ryan now feels more confident and better prepared for finding employment opportunities in the future through the work he completed with the Saints Foundation.
- Ryan also received a certificate from the work he completed.
- He is still studying towards his Functional Skills English and Maths with the Enham Trust.
- We have spoken many times since he started. Ryan said that he is really enjoying his time with Enham and feels confident achieving his English and Maths.
- We have also agreed that when he has finished his course with Enham, we would sit down and explore employment options together.

## **Education - Post 16 Case study**

Engagement Officer: OM

CS: OME CS2

Date: 06/06/2022

***Names have been changed to preserve anonymity***

#### Presenting Issues:

YP arrived in the UK in March 2022, he is an unaccompanied asylum seeker living in Southampton. He is living in supported accommodation with other young unaccompanied asylum seekers.

He is supported by Dorset Council's Virtual school Team and a social worker from Southampton City Council.

During our introductory session the following challenges were established:

- Language barrier – YP's understanding of English is poor
- Isolation – YP was feeling down being away from family and friends
- Resources – No access to IT equipment
- Boredom – nothing to do

### **Supporting Actions:**

To address the presenting issues, I did the following:

- Use a phone app for translating
- Enrolled YP on ESOL (English to Speakers of Other Languages) course for September start
- YP enjoys football. I was able to connect him to St Mary Stadium first by acquiring tickets for him to watch a football game and by enrolling him on Saints Foundation programme after discussing his language skills and needs with the course Lead
- Contacted the Stronger Communities Team to connect YP with local community groups from his home country
- Contacted the Housing Team to loan iPads to be used for supporting English language acquisition
- Contacted Dorset Council's Virtual School Team with updates of interventions completed related to education.

### **Outcomes:**

- YP has been enrolled on ESOL course at City College – September 22 start
- YP currently attends weekly English lessons run by volunteers at Southampton Central Library
- YP now attends a local Mosque for prayers and social events
- YP joined the Saints Foundation course
- YP is happier with having things to focus on and events to attend on the local community
- YP is looking forward to ESOL course in September.

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<b>DECISION-MAKER:</b>	CHILDREN AND FAMILIES SCRUTINY PANEL
<b>SUBJECT:</b>	CHILDREN AND LEARNING - PERFORMANCE
<b>DATE OF DECISION:</b>	29 SEPTEMBER 2022
<b>REPORT OF:</b>	DIRECTOR – LEGAL AND BUSINESS SERVICES

<b><u>CONTACT DETAILS</u></b>			
<b>Executive Director</b>	<b>Title</b>	<b>Director of Legal and Business Services</b>	
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<b>Author:</b>	<b>Title</b>	<b>Scrutiny Manager</b>	
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**STATEMENT OF CONFIDENTIALITY**

None

**BRIEF SUMMARY**

Attached as Appendix 1 is a summary of performance for Children’s Services and Learning up to the end of August 2022. At the meeting the Cabinet Member and senior managers from Children’s Services and Learning will be providing the Panel with an overview of performance across the division.

**RECOMMENDATIONS:**

- |     |   |
|-----|---|
| (i) | That the Panel consider and challenge the performance of Children’s Services and Learning in Southampton. |
|-----|---|

**REASONS FOR REPORT RECOMMENDATIONS**

- |    |  |
|----|--|
| 1. | To enable effective scrutiny of Children’s Services and Learning in Southampton. |
|----|--|

**ALTERNATIVE OPTIONS CONSIDERED AND REJECTED**

- |    |       |
|----|-------|
| 2. | None. |
|----|-------|

**DETAIL (Including consultation carried out)**

- |    |  |
|----|--|
| 3. | To enable the Panel to undertake their role effectively members will be provided with monthly performance information and an explanation of the measures.  |
| 4. | Performance information up to 31 August 2022 is attached as Appendix 1. An explanation of the significant variations in performance has been included.   |
| 5. | The Cabinet Member for Children and Learning, and representatives from the Children’s Services and Learning Senior Management Team, have been invited to attend the meeting to provide the performance overview. |

**RESOURCE IMPLICATIONS**

**Capital/Revenue/Property/Other**

- |    |   |
|----|---|
| 6. | None directly as a result of this report. |
|----|---|

<b>LEGAL IMPLICATIONS</b>	
<b><u>Statutory power to undertake proposals in the report:</u></b>	
7.	The duty to undertake overview and scrutiny is set out in Part 1A Section 9 of the Local Government Act 2000.
<b><u>Other Legal Implications:</u></b>	
8.	None
<b>RISK MANAGEMENT IMPLICATIONS</b>	
9.	None
<b>POLICY FRAMEWORK IMPLICATIONS</b>	
10.	<p>The 2021-2025 Corporate Plan sets out the following regarding wellbeing in the city: <i>“We want a city in which people can start well, live well, age well, and live happy and fulfilling lives. We will be a city that prevents and intervenes early, promotes wellbeing, and allows people to live independently for longer, enjoying their lives and all our great city has to offer.”</i></p> <p>Aligned to this, priorities in the Corporate Plan include the following:</p> <ul style="list-style-type: none"> <li>• Reduce the number of children looked after</li> <li>• Achieve our ambition to become a UNICEF Child Friendly City by 2024/25.</li> </ul>

<b>KEY DECISION?</b>	No
<b>WARDS/COMMUNITIES AFFECTED:</b>	None

**SUPPORTING DOCUMENTATION**

**Appendices**

1.	Summary of performance and commentary – August 2022
2.	Glossary of terms

**Documents In Members’ Rooms**

1.	None
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**Equality Impact Assessment**

Do the implications/subject of the report require an Equality and Safety Impact Assessment (ESIA) to be carried out?	No
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**Data Protection Impact Assessment**

Do the implications/subject of the report require a Data Protection Impact Assessment (DPIA) to be carried out?	No
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**Other Background Documents**

**Other Background documents available for inspection at:**

Title of Background Paper(s)	Relevant Paragraph of the Access to Information Procedure Rules / Schedule 12A allowing document to be Exempt/Confidential (if applicable)
1.	None



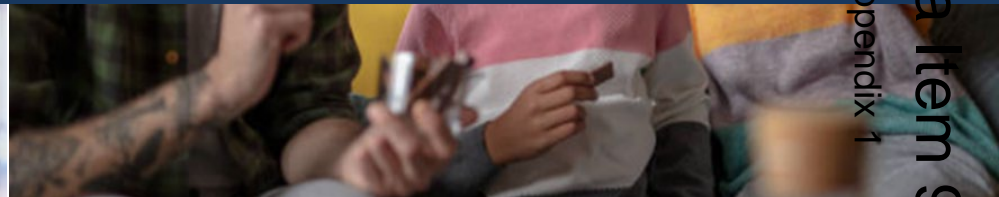
# SCRUTINY PANEL

## Performance Report and Analysis September 2022

Petra Pankova  
Practice, Performance and Inspection Readiness

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Agenda Item 9  
Appendix 1



A city of opportunity where everyone thrives

# Priority Areas

	Page Number	RAG
Practice and Performance Summary	3	
Effective assessment and intervention	4	Medium
Purposeful Direct Contact	5	Medium
Management Support for better practice	6	High
Right service at the right time	7	High
Robust corporate parenting	9	High
Rigorous quality assurance	12	Medium
Performance Culture	13	High

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# Practice and Performance Overview

As we approach the Autumn it certainly feels like the service has stepped up to meet a range of challenges that we faced over the Summer. Nationally, the lack of availability of registered care placements is a huge challenge and it has been a particularly tough period in this regard. Teams have come together to provide wrap-around support to support placements and to keep children with their families. Some children have experienced disruption and unplanned moves, but overall, the number of looked after children is stable and slowly reducing (albeit still at a comparatively high level).

Throughout July and August new staff starters have continued to join the service and we anticipate that we will be in the position to carefully start letting a number of agency staff go from the end of October. Our practice development team has mobilised to support the large number of newly qualified social workers in the service with a comprehensive induction and ASYE programmes. SLT is midway through systemic leadership training and the next phase, for operational managers, is about to begin. This training is critical in developing staff confidence and effectiveness, setting the right culture across the service and galvanising us as a team. We will be celebrating our looked after children in our second annual 'Love our Children' week at the end of September and will be engaging with partners during three locality launch events in October.

Our audit programme for the coming 12 months is focused on gaining a more accurate and wider view of the quality of practice across the service. We are strengthening the 'learning loop', embedding learning from quality assurance activity and known areas for development into practice improvement. Audit completion still needs to improve, but is increasing. Attendance at practice forums is good and improving each session; over 70 colleagues attended the last 'Making the Difference' practice forum.

Priorities for performance analysis and improvement are: visits to looked after children, timeframes for initial child protection conferences and in October we will also progress with plans to work with Hertfordshire to introduce a Family Safeguarding Model. Our main areas of focus as we approach the Autumn are:

- Balancing the need to reduce spend with ensuring manageable caseloads and making good decisions about children
- Rigorously progressing plans for children, especially reunification
- Building the skills and confidence of a largely inexperienced workforce
- Reducing demand by supporting families at the lowest possible point.
- Increasing placement sufficiency
- Locality focus

Our partners will notice an upwards gear shift in all of these areas, alongside a sharper focus on the quality of practice, led by our Principal Social Worker. We need our partners to support us in focusing relentlessly on these priorities and ensuring that we have an honest, accurate picture of our collective practice.



Steph Murray  
Deputy Director - Children's Social Care



Indicator	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22	Target	Southampton 20/21	Statistical Neighbours	South East	England
Percentage of re-referrals within 12 months	27% (103/375)	27% (87/322)	28% (91/315)	28% (91/323)	21% (59/272)	21% (84/382)	26% (91/343)	28% (99/344)	30% (91/298)	23%	22%	28%	23%	N/A
Number of Early Help assessments completed	195	200	101	131	106	126	145	162	99	TBC	N/A	N/A	N/A	N/A
Rates of Single Assessments completed per 10,000	496	540	595	653	64	119	176	232	302	700	672	637	554	518
Percentage of C&F assessments completed within 45 working days	88% (291/329)	91% (290/317)	95% (287/300)	90% (291/321)	79% (263/332)	81% (233/286)	86% (256/295)	71% (208/290)	78% (286/366)	90%	77%	74%	70%	69%

### Analysis

Re-referrals continued to rise in July and August 2022 above target and from a lower figure in April and May. Performance regarding Children & Families Assessment timeliness dropped in July to 71% and improved with 78% in August. It is still some way off Southampton target of 90%. We also know that in the last six months 60% of cases were closed after assessment was completed with no further action – needs or risks meeting statutory duty levels were not identified (source: Inspection of Local Authorities Children’s Service Annex A data set for August 2022)

Volume of completed Early Help Assessments dropped by 39% in August compared to July and by 31% compared to June 2022.

### Action/next steps

Planned referral and re-referral audit and dip sampling at the Children’s Resource Service (CRS) are ongoing and led by the HoS for this area to look at application of threshold at a point of entry and when decisions to close/ step cases down are made. The focus of scrutiny is on CRS decision making, quality of accepted referrals, appropriateness of referrals from partners and interface with Early Help, in the coming months.

Indicator	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22	Target	Southampton 20/21	Statistical Neighbours	South East	England
Percentage of children subject to Child Protection Plan for whom a visit has taken place within last 2 weeks (10 Working Days)	88% (398/448)	79% (362/457)	70% (347/490)	80% (390/487)	91% (416/454)	86% (365/424)	86% (357/414)	83% (313/377)	79% (294/368)	90%	N/A	N/A	N/A	N/A
Percentage of children subject to Child Protection Plan for whom a visit has taken place within last 4 weeks (20 Working Days)	97% (437/448)	98% (449/457)	86% (424/490)	90% (439/487)	97% (443/454)	97% (412/424)	98% (406/414)	95% (359/377)	97% (358/368)	100%	N/A	N/A	N/A	N/A
Percentage of CLA for whom a visit has taken place within statutory timescales (6 weeks or less visits)	81% (446/547)	83% (455/548)	74% (418/561)	80% (456/563)	84% (479/566)	81% (457/560)	85% (473/555)	83% (465/555)	75% (416/552)	100%	TBC	97%	53%	67%

## Analysis

The local authority had an eye on average of 83% and 79% of children with child protection plans with visiting frequency of no more than 10 working days in July, and August respectively. 83% (July) and 75% (August) of children in care were seen within the up to six weeks frequency. Compliance with visiting frequency for both groups of children has decreased in the last two months against June 2022 and some previous months since December 2021. The decreased trend over the last two months has been attributed by managers to summer holidays - children and families not available for visits, workforce capacity to undertake visits, workforce stability and the high level of demand on the service.

## Action/next steps

Assurance clinics are supporting the focus on improving performance in this area and services are encouraged to adopt a forward planning approach to how visits are scheduled. Revised practice standards were launched in practice week in June 2022, stating the expectations around visiting children and recording on children's files. Capacity within the service has been impacted by staff turnover and is a particular risk in this area. From September case holding capacity should increase as new practitioners are joining Southampton. We are also seeing a decrease in the number of children who have child protection plans – entries to CP are lower and exits from CP are higher – this should have a positive effect on capacity to visit and see children and record in a timely way. Additional focus by the Data and Performance team and the participants of Assurance clinics around understanding our Child in Need (CiN) population and how CiN Reviews and visiting of these children are recorded and measured. We are anticipating that this additional scrutiny, and subsequent developments in reporting, are likely to impact on the trends and numbers we have been reporting. An update will be given at the next Scrutiny Panel meeting in November 2022.



Indicator	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22	Target	Southampton 20/21	Statistical Neighbours	South East	England
Percentage of children who had their supervision and was within the timescales	69% (1707/2442)	65% (1628/2470)	62% (1589/2527)	64% (1592/2483)	75% (1792/2380)	76% (1847/2422)	71% (1698/2383)	68% (1665/2426)	67% (1602/2358)	80%	N/A	N/A	N/A	N/A
Percentage of CPP who had their supervision and was within the timescale	75% (338/448)	82% (375/457)	75% (369/490)	70% (341/487)	89% (405/454)	91% (389/424)	90% (376/414)	83% (315/377)	86% (318/368)	90%	N/A	N/A	N/A	N/A
Percentage of CLA who had their supervision and was within the timescale	75% (415/547)	75% (415/548)	67% (378/561)	81% (460/563)	81% (462/566)	87% (488/560)	81% (455/555)	79% (442/555)	72% (401/552)	90%	N/A	N/A	N/A	N/A
Percentage of Care Leavers who had their supervision and was within the timescale	59% (102/173)	27% (56/209)	25% (52/218)	25% (57/226)	78% (165/212)	39% (86/221)	44% (90/204)	51% (128/251)	60% (152/252)	80%	N/A	N/A	N/A	N/A

## Analysis

Overall, 67% of children had their cases and progress trajectories overseen via case supervision in August 2022 and 68% in July. This overall performance is in part negatively affected by care leavers supervision. Care leavers supervision data was not reliably available to managers until July 22; it is an area of increased scrutiny and development. Furthermore, we are working with the data team to drill down into CIN supervision levels as we think this is also an area affecting overall performance.

## Actions / next steps

In addition to continuing to improve compliance in this area, we need to understand the quality of supervision; reflective conversations and the progression of plans for children. One of the key issues reported by managers for the current performance is the capacity to record supervision on Care Director amongst competing priorities. A new supervision template has been co-designed and is now in use. A bespoke core management skills programme launched in June 2022, which, alongside the updated Practice Standards, sets out the service expectations in respect of good supervision. Focus on Practice days with 'reflective teams' discussions with managers and practitioners have continued. To date the Practice Development Team has worked with the Children with Disabilities, Fostering and Adoption Teams, Early Help and Young People's Services.



Indicator	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22	Target	Southampton 20/21	Statistical Neighbours	South East	England
Percentage of re-referrals within 12 months	27% (103/375)	27% (87/322)	28% (91/315)	28% (91/323)	21% (59/272)	21% (84/382)	26% (91/343)	28% (99/344)	30% (91/298)	23%	22%	28%	23%	N/A
Number of Early Help assessments completed	195	200	101	131	106	126	145	162	99	TBC	N/A	N/A	N/A	N/A
Rates of Single Assessments completed per 10,000	496	540	595	653	64	119	176	232	302	700	672	637	554	518
Percentage of C&F assessments completed within 45 working days	88% (291/329)	91% (290/317)	95% (287/300)	90% (291/321)	79% (263/332)	81% (233/286)	86% (256/295)	71% (208/290)	78% (286/366)	90%	77%	74%	70%	69%
Number of contacts	1597	1890	1511	1767	1664	2092	1860	1588	1948	<17K	17661	N/A	N/A	N/A
Number of referrals in the month	375	322	315	323	272	382	343	344	298	N/A	4092	N/A	N/A	N/A
Rates of referrals per 10,000 of Under 18 Population	658	717	775	836	52	126	192	258	316	700	790	647	561	464
Number of CLA at the end of the month	547	548	561	563	566	560	555	555	552	540	495	615	N/A	N/A
Number of children with an active Child in Need Plan not allocated to CWD (CIN*)	388	414	438	453	466	469	466	448	395	N/A	N/A	N/A	N/A	N/A
Number of children who are subject of a Child Protection Plan as at the end of month	448	457	490	487	454	424	414	377	368	406	310	406	N/A	N/A
Number of care leavers	173	209	218	226	212	221	204	249	252	N/A	N/A	N/A	N/A	N/A

# Right Service at the Right Time

## Analysis

Rate of re-referrals continues to rise, and volume is above our statistical neighbors and our last year average. Volume of Contacts increased in August after a dip in July and is creating demand pressure on the Children's Resource Service (CRS). Conversion rates from Contacts to Referrals was 15% demonstrating the amount of work undertaken in the CRS that does not progress to statutory assessment and subsequent offer of help or/and protection. Early Help assessments routed via CRS accounted for 5% of work processed at the CRS.

Some partner agencies are better at referring the right children to the CRS than others – this is reflected in the numbers of NFA (No Further Action) contacts coming from the schools, health professionals, the police and other organizations.

The number of children in care, and children subject to a child protection plan or child in need plans continue to reduce.

This could be an indicator of social work with Children and Families and Young People's Service effecting change and improving outcomes for children and their families, with better help and protection being provided at the right time. With the number of re-referrals increasing and children with CIN and CP Plans decreasing, it could also be an indicator of stepping and closing cases down too soon. Demand and throughput dashboard and charts are being developed to help us understand children's pathways through the system and where to direct resources.

## Action/next steps

A meeting has taken place with HIPS (Hampshire, Isle of Wight, Portsmouth, Southampton) and police colleagues, with a plan for the four LAs to maintain close oversight of the appropriateness of police contacts. A Southampton specific discussion took place with police in September 2022, with agreement that erroneous contacts will be shared with the police to assist with their own quality assurance.

Decision making by the Children's Resource Service is an area of focus. This is to provide assurance and challenge about threshold decision making and to ensure that demand is managed at the correct level and that children and families are not subjected to unnecessary statutory processes.

The plan to address the high number of children subject to child protection planning has been launched and partners were briefed at the Safeguarding Children's Partnership in June 2022. There has been a steady decline in the numbers of children with child protection plans in recent months.

# Robust Corporate Parenting

**RAG: Red – High Risk**

Indicator	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22	Target	Southampton 20/21	Statistical Neighbours	South East	England
Number of CLA at the end of the month	547	548	561	563	566	560	555	555	552	540	495	615	N/A	N/A
Rate of CLA per 10,000 under 18 population	105	105	108	108	109	108	107	107	106	100	95	100	53	67
Number of CLA at the end of the month who are UASC	27	26	25	26	25	25	24	21	23	<37	N/A	N/A	N/A	N/A
Percentage of CLA for whom a visit has taken place within statutory timescales (6 weeks or less visits)	81% (446/547)	83% (455/548)	74% (418/561)	80% (456/563)	84% (479/566)	81% (457/560)	85% (473/555)	83% (465/555)	75% (416/552)	97%	TBC	97	53	67
Percentage of CLA children with an up to date review	99%	99%	98%	98%	98%	97%	97%	98%	98%	95%	N/A	N/A	N/A	N/A
Percentage of children in care for at least 12 months for whom health assessments are up to date.	82%	79%	76%	76%	72%	72%	71%	72%	72%	95%	N/A	N/A	N/A	N/A
Percentage of initial health assessments delivered within 20 working days of date child became looked after (BLA)	20%	9%	17%	8%	33%	33%	12%	13%	9%	90%	N/A	N/A	N/A	N/A
Percentage of CLA at end of month with 3 or more placements during the year	25%	24%	23%	22%	20%	20%	20%	18%	17%	<10%	N/A	N/A	N/A	N/A
Number of CLA allocated to CWD	29	31	31	32	32	31	31	30	29	N/A	N/A	N/A	N/A	N/A
Number of CLA accommodated on S20 (exc UASC) as at the end of the month	27	29	31	33	31	31	29	34	30	N/A	N/A	N/A	N/A	N/A
Percentage of CLA with a permanence plan in place within 6 months of BLA	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	N/A	N/A	N/A	N/A
Number of CLA placed for adoption at the end of the month	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	N/A	N/A	N/A	N/A
Percentage of CLA placed in IFA placements as at the end of the month	26% (143/547)	26% (145/548)	26% (148/561)	26% (148/563)	26% (149/566)	27% (152/560)	27% (154/555)	27% (155/555)	29% (161/552)	<36%	N/A	36%	38%	36%

# Robust Corporate Parenting

## Analysis

There has been a steady decrease in children in care numbers since April 2022. This is likely attributable to extensive work going on to prevent children from entering care – the newly established Young People’s Service that works with children with a spectrum of need starting at the early help level to the statutory edge of care services. We need further analysis of throughput, demand and outcomes for children and the impact on caseloads and capacity in other parts of the service. A bespoke dashboard and data set are in progress with a plan to analyse financial implications and re-direct funding if necessary.

Visiting children is an area of focus of workers, managers and senior managers, with the biggest challenge being staffing and service capacity.

CLA Reviews performance has been consistently above target in the last six months.

Children’s participation and how they drive their own reviews and planning needs to be understood better from qualitative perspective.

Performance around Initial Health Assessments continues to be a concern – only 9% of IHAs have been completed in August 2022 and 13% in July. Best performance in the last six months was in April and May at 33% but still short of the 90% target.

Placement stability has improved in recent months. This may be due to an increased focus on holding placement planning meetings, better matching and placement support.

We need to understand better the mental health and emotional well-being offer to children in care and how foster carers are supported and skilled up in looking after children who experienced adversity in their life.

## Actions / Next Steps

We have been focusing on specific vulnerable groups of children in care: children placed in B&B, in unregulated/unregistered settings, placed with parents and placed with connected carers (reg 24).

Planning for permanency early and keeping children within families are also key areas of focus.

We have re-introduced two scrutiny panels to continue to have an oversight of these vulnerable groups of children and to drive early permanency planning. The next Exceptional Placement Arrangements Panel is due to re-commence in w/b 19th September 2022.

The recent peer review of looked after children and care leavers was timely and supports the service focus on the quality of management oversight (which needs to improve), staff stability and recruitment.

For looked after children, the areas of focus continues to be around senior level oversight of unregulated placements and unplanned entries into care (alongside planned activity through the Legal Gateway Panel). Better tracking by managers is also a priority to ensure the completion of chronologies and case summaries, following through on IRO challenge and outcome resolutions, more timely responses to children where SGO (Special Guardianship Orders) or reunification is the plan and a focus on children where specific aspects of life story work is needed.

For care leavers, the priorities are improving access to emotional and mental health support, links with adult services, housing pathways and commissioning arrangements, improving ETE (Education, Training, Employment) outcomes and communicating the service offer to post 21 young people who are closed to the service. In addition, the service is going to audit and speak to the last 15 leavers in August to consider what their experience has been of leaving care and what we can learn from this to include to what extent they feel prepared, aware of their entitlements etc.

## What the data tells us

Type	Number	Analysis
Management Audits	31	Since July 2022, 31 managers completed their management audit and 17 did not. At 66% completion this represents an improving picture, although with more work to do. The areas where audits haven't been completed have been affected by management / leadership change and will now be a focus for the leadership team. Also, during the period 19 multi agency domestic abuse audits were completed and the first stage of the sec.47 audit started with 10 of the 60 allocated audits being completed to date.
Domestic Abuse	19	
Sec.47	60 allocated	

## Action/next steps

- 2022 / 23 audit schedule has been agreed by the senior management team and includes priority areas from self-evaluation.
- Analysis of audit findings will be completed by October 2022, alongside moderation analysis of all the audits completed over the year.
- Targeted work with service areas who haven't engaged in the audit programme will be undertaken to further improve compliance.
- Team focused audit and reflection days have now been scheduled across the service. These involve managers auditing with practitioners and learning and reflective sessions delivered by the Principal Social Worker.
- 'Making the difference' practice forums are focusing more on 'the learning loop'.
- Targeted audits for early help and the young people's service have been scoped with the service areas.

## Analysis

We are embedding performance monitoring and management culture and starting to introduce quality, impact and outcomes for children conversations in Assurance Clinics and other worker and management forums. The aim is to encourage and develop an outcome and impact based thinking culture within the workforce. Assurance Clinics are continuing to run on a rolling schedule. From September 2022 we are looking at a more streamlined and targeted sessions to 'drill down' in specific areas. Regular service and practice updates via position statements are planned to support service direction thinking and focus for managers and workers. Data continues to be reported at team and manager level and it is used to track progress operationally as well as having dashboards that provide an overview of the bigger picture, trends, comparisons and performance over time.

## Action/next steps

Outputs from Assurance Clinics need to evidence impact on outcomes for children – the measure of success of embedding performance and quality culture will be improvements in performance against the services own, and statutory targets and timelines, in quality of work evidence via dip sampling and audits, by feedback from children and families, partners, the courts, etc.

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### CHILDREN AND FAMILIES GLOSSARY

<i>Abuse</i>	3
<i>Advocacy</i>	3
<i>Agency Decision Maker</i>	3
<i>Assessment</i>	3
<i>CAFCASS</i>	4
<i>Care Order</i>	4
<i>Categories of Abuse or Neglect</i>	4
<i>Child in Need and Child in Need Plan</i>	4
<i>Child Protection</i>	4
<i>Child Protection Conference</i>	5
<i>Children's Centres</i>	5
<i>Child Sexual Exploitation</i>	5
<i>Corporate Parenting</i>	5
<i>Criteria for Child Protection Plans</i>	5
<i>Director of Children's Services (DCS)</i>	5
<i>Designated Teacher</i>	5
<i>Discretionary Leave to Remain</i>	5
<i>Duty of Care</i>	5
<i>Early Help</i>	6
<i>Every Child Matters</i>	6
<i>Health Assessment</i>	6
<i>Indefinite Leave to Remain (ILR)</i>	6
<i>Independent Reviewing Officer</i>	6
<i>Independent Domestic Violence Advisor</i>	7
<i>Initial Child Protection Conference</i>	7
<i>Local Authority Designated Officer (LADO)</i>	7
<i>Local Safeguarding Children's Board (LSCB)</i>	7
<i>Looked After Child</i>	7
<i>Neglect</i>	8
<i>Parental Consent to Adoptive Placement</i>	8
<i>Parental Responsibility</i>	8

<i>Pathway Plan</i>	8
<i>Permanence Plan</i>	8
<i>Personal Education Plan</i>	9
<i>Person Posing a Risk to Children (PPRC)</i>	9
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## Abuse

Abuse is the act of violation of an individual's human or civil rights. Any or all types of abuse may be perpetrated as the result of deliberate intent, negligence or ignorance. Different types of abuse include: Physical abuse, Neglect/acts of omission, Financial/material abuse, Psychological abuse, Sexual abuse, Institutional abuse, Discriminatory abuse, or any combination of these.

## Advocacy

Advocacy helps to safeguard children and young people, and protect them from harm and neglect. It is about speaking up for children and young people and ensuring their views and wishes are heard and acted upon by decision-makers. LAs have a duty under The Children Act to ensure that advocacy services are provided for children, young people and care leavers making or intending to make a complaint. It should also cover representations which are not complaints. Independent Reviewing Officers (IRO) should also provide a child/young person with information about advocacy services and offer help in obtaining an advocate.

## Agency Decision Maker

The Agency Decision Maker (ADM) is the person within a fostering service and an adoption agency who makes decisions on the basis of recommendations made by the Fostering Panel (in relation to a fostering service) and the Adoption Panel (in relation to an adoption agency). The Agency Decision Maker will take account of the Panel's recommendation before proceeding to make a decision. The Agency Decision Maker can choose to make a different decision.

The National Minimum Standards for Fostering 2011 provide that the Agency Decision Maker for a fostering service should be a senior person within the fostering service, who is a social worker with at least 3 years post-qualifying experience in childcare social work and has knowledge of childcare law and practice (Standard 23).

The National Minimum Standards for Adoption 2011 provide that the Agency Decision Maker for an adoption agency should be a senior person within the adoption agency, who is a social worker with at least 3 years post-qualifying experience in childcare social work and has knowledge of permanency planning for children, adoption and childcare law and practice. Where the adoption agency provides an inter country adoption service, the Agency Decision Maker should also have specialist knowledge of this area of law and practice. When determining the disclosure of Protected Information about adults, the Agency Decision Maker should also understand the legislation surrounding access to and disclosure of information and the impact of reunion on all parties (Standard 23).

## Assessment

Assessments are undertaken to determine the needs of individual children; what services to provide and action to take. They may be carried out:

- To gather important information about a child and family;
- To analyse their needs and/or the nature and level of any risk and harm being suffered by the child;
- To decide whether the child is a Child in Need (Section 17) and/or is suffering or likely to suffer Significant Harm (Section 47); and
- To provide support to address those needs to improve the child's outcomes to make them safe.

With effect from 15 April 2013, Working Together 2013 removes the requirement for separate **Initial Assessments** and **Core Assessments**. One Assessment – often called Single Assessment - may be undertaken instead.

## CAFCASS

**Children and Family Court Advisory and Support Service (CAFCASS)** is the Government agency responsible for Reporting Officers, Children's Guardians and other Court officers appointed by the Court in Court Proceedings involving children. Also appoints an officer to witness when a parent wishes to consent to a child's placement for adoption.

## Care Order

A Care Order can be made in Care Proceedings brought under section 31 of the Children Act if the Threshold Criteria are met. The Order grants Parental Responsibility for the child to the local authority specified in the Order, to be shared with the parents.

A **Care Order** lasts until the child is 18 unless discharged earlier. An **Adoption Order** automatically discharges the Care Order. A **Placement Order** automatically suspends the Care Order, but it will be reinstated if the Placement Order is subsequently revoked.

All children who are the subject of a Care Order come within the definition of Looked After and have to have a Care Plan. When making a Care Order, the Court must be satisfied that the Care Plan is suitable.

## Categories of Abuse or Neglect

Where a decision is made that a child requires a Child Protection Plan, the category of abuse or neglect must be specified by the Child Protection Conference Chair.

## Child in Need and Child in Need Plan

Under Section 17 (10) of the Children Act 1989, a child is a Child in Need (CiN) if:

- He/she is unlikely to achieve or maintain, or have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him/her of services by a local authority;
- His/her health or development is likely to be significantly impaired, or further impaired, without the provision for him/her of such services; or
- He/she is disabled.

A **Child in Need Plan** should be drawn up for children who are not Looked After but are identified as Children in Need who requiring services to meet their needs. It should be completed following an Assessment where services are identified as necessary.

Under the Integrated Children's System, if a Child is subject to a Child Protection Plan, it is recorded as part of the Child in Need Plan.

The Child in Need Plan may also be used with children receiving short break care in conjunction with Part One of the Care Plan.

## Child Protection

The following definition is taken from Working Together to Safeguard Children 2010, paragraph 1.23.:

Child protection is a part of Safeguarding and Promoting the Welfare of Children. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, Significant Harm.

## Child Protection Conference

Child Protection Conferences (Initial – **ICPC** and review – **RCPC**) are convened where children are considered to be at risk of Significant Harm.

## Children's Centres

The government is establishing a network of children's centres, providing good quality childcare integrated with early learning, family support, health services, and support for parents wanting to return to work or training.

## Child Sexual Exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

## Corporate Parenting

In broad terms, as the corporate parent of looked after children, a local authority has a legal and moral duty to provide the kind of loyal support that any good parent would provide for their own children.

## Criteria for Child Protection Plans

Where a decision is made that a child requires a Child Protection Plan, the Conference Chair must ensure that the criteria for the decision are met, i.e. that the child is at continuing risk of Significant Harm.

## Director of Children's Services (DCS)

Every top tier local authority in England must appoint a Director of Children's Services under section 18 of the Children Act 2004. Directors are responsible for discharging local authority functions that relate to children in respect of education, social services and children leaving care. They are also responsible for discharging functions delegated to the local authority by any NHS body that relate to children, as well as some new functions conferred on authorities by the Act, such as the duty to safeguard and protect children, the Children and Young People's Plan, and the duty to co-operate to promote well-being.

## Designated Teacher

Schools should all appoint a Designated Teacher. This person's role is to co-ordinate policies, procedures and roles in relation to Child Protection and in relation to Looked After Children.

## Discretionary Leave to Remain

This is a limited permission granted to an Asylum Seeker, to stay in the UK for 3 years - it can then be extended or permission can then be sought to settle permanently.

## Duty of Care

In relation to workers in the social care sector, their duty of care is defined by the Social Care Institute for Excellence (SCIE) as a legal obligation to:

- Always act in the best interest of individuals and others;

- Not act or fail to act in a way that results in harm;
- Act within your competence and not take on anything you do not believe you can safely do.

### Early Help

Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.

Effective early help relies upon local agencies working together to:

- Identify children and families who would benefit from early help;
- Undertake an assessment of the need for early help;
- Provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child.

Local authorities, under section 10 of the Children Act 2004, have a responsibility to promote inter-agency cooperation to improve the welfare of children.

### Every Child Matters

Every Child Matters is the approach to the well-being of children and young people from birth to age 19, which is incorporated into the Children Act 2004. The aim is for every child, whatever their background or their circumstances, to have the support they need to:

- Be healthy;
- Stay safe;
- Enjoy and achieve;
- Make a positive contribution and;
- Achieve economic well-being.

This means that the organisations involved with providing services to children are teaming up, sharing information and working together, to protect children and young people from harm and help them achieve what they want in life.

### Health Assessment

Every Looked After Child (LAC or CLA) must have a Health Assessment soon after becoming Looked After, then at specified intervals, depending on the child's age.

### Indefinite Leave to Remain (ILR)

When an Asylum Seeker is granted ILR, they have permission to settle in the UK permanently and can access mainstream services and benefits.

### Independent Reviewing Officer

If a Local Authority is looking after a child (whether or not the child is in their care), it must appoint an Independent Reviewing Officer (IRO) for that child's case.

From 1 April 2011, the role of the IRO is extended, and there are two separate aspects: chairing a child's Looked After Review, and monitoring a child's case on an ongoing basis. As part of the monitoring function, the IRO also has a duty to identify any areas of poor practice, including general concerns around service delivery (not just around individual children).

IROs must be qualified social workers and, whilst they can be employees of the local authority, they must not have line management responsibility for the child's case. Independent Reviewing Officers who chair Adoption Reviews must have relevant experience of adoption work.

### Independent Domestic Violence Advisor

Independent Domestic Violence Advisers (IDVA) are specialist caseworkers who focus on working predominantly with high risk victims (usually but not exclusively with female victims). They generally are involved from the point of crisis and offer intensive short to medium term support. They work in partnership with statutory and voluntary agencies and mobilise multiple resources on behalf of victims by coordinating the response of a wide range of agencies, including those working with perpetrators or children. There may be differences about how the IDVA service is delivered in local areas.

### Initial Child Protection Conference

An Initial Child Protection Conference (ICPC) is normally convened at the end of a Section 47 Enquiry when the child is assessed as either having suffered Significant Harm or to be at risk of suffering ongoing significant harm.

The Initial Child Protection Conference must be held within 15 working days of the Strategy Discussion, or the last strategy discussion if more than one has been held.

### Local Authority Designated Officer (LADO)

A designated officer (or sometimes a team of officers), who is involved in the management and oversight of allegations against people that work with children.

Their role is to give advice and guidance to employers and voluntary organisations; liaise with the Police and other agencies, and monitor the progress of cases to ensure that they are dealt with as quickly as possible consistent with a thorough and fair process. The Police should also identify an officer to fill a similar role.

### Local Safeguarding Children's Board (LSCB)

LSCBs have to be established by every local authority as detailed in Section 13 of The Children Act 2004. They are made up of representatives from a range of public agencies with a common interest and with duties and responsibilities to children in their area. LSCBs have a responsibility for ensuring effective inter-agency working together to safeguard and protect children in the area. The Boards have to ensure that clear local procedures are in place to inform and assist anyone interested or as part of their professional role where they have concerns about a child.

The functions of the LSCB are set out in chapter 3 of Working Together to Safeguard Children.

See <http://southamptonlscb.co.uk/> for Southampton LSCB.

### Looked After Child

A Looked After Child is a child who is accommodated by the local authority, a child who is the subject to an Interim Care Order, full Care Order or Emergency Protection Order; or a child who is remanded by a court into local authority accommodation or Youth Detention Accommodation.

In addition where a child is placed for Adoption or the local authority is authorised to place a child for adoption - either through the making of a Placement Order or the giving of Parental Consent to Adoptive Placement - the child is a Looked After child.

Looked After Children may be placed with family members, foster carers (including relatives and friends), in Children's Homes, in Secure Accommodation or with prospective adopters.

With effect from 3 December 2012, the Legal Aid, Sentencing and Punishment of Offenders Act 2012 amended the Local Authority Social Services Act 1970 to bring children who are remanded by a court to local authority accommodation or youth detention accommodation into the definition of a Looked After Child for the purposes of the Children Act 1989.

### Neglect

Neglect is a form of Significant Harm which involves the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect can occur during pregnancy, or once a child is born.

### Parental Consent to Adoptive Placement

Parental consent to a child's placement for adoption under section 19 of the Adoption and Children Act 2002 must be given before a child can be placed for adoption by an adoption agency, unless a Placement Order has been made or unless the child is a baby less than 6 weeks old and the parents have signed a written agreement with the local authority. Section 19 requires that the consent must be witnessed by a CAFCASS Officer. Where a baby of less than 6 weeks old is placed on the basis of a written agreement with the parents, steps must be taken to request CAFCASS to witness parental consent as soon as the child is 6 weeks old. At the same time as consent to an adoptive placement is given, a parent may also consent in advance to the child's adoption under section 20 of the Adoption and Children Act 2002 either with any approved prospective adopters or with specific adopters identified in the Consent Form.

When giving advanced consent to adoption, the parents can also state that they do not wish to be informed when an adoption application is made in relation to the child.

### Parental Responsibility

Parental Responsibility means all the duties, powers, responsibilities and authority which a parent has by law in relation to a child. Parental Responsibility diminishes as the child acquires sufficient understanding to make his or her own decisions.

A child's mother always holds Parental Responsibility, as does the father if married to the mother.

Unmarried fathers who are registered on the child's birth certificate as the child's father on or after 1 December 2003 also automatically acquire Parental Responsibility. Otherwise, they can acquire Parental Responsibility through a formal agreement with the child's mother or through obtaining a Parental Responsibility Order under Section 4 of the Children Act 1989.

### Pathway Plan

The Pathway Plan sets out the route to the future for young people leaving the Looked After service and will state how their needs will be met in their path to independence. The plan will continue to be implemented and reviewed after they leave the looked after service at least until they are 21; and up to 25 if in education.

### Permanence Plan

Permanence for a Looked After child means achieving, within a timescale which meets the child's needs, a permanent outcome which provides security and stability to the child throughout his or her childhood. It is, therefore, the best preparation for adulthood.



Wherever possible, permanence will be achieved through a return to the parents' care or a placement within the wider family but where this cannot be achieved within a time-scale appropriate to the child's needs, plans may be made for a permanent alternative family placement, which may include Adoption or by way of a Special Guardianship Order.

By the time of the second Looked After Review, the Care Plan for each Looked After Child must contain a plan for achieving permanence for the child within a timescale that is realistic, achievable and meets the child's needs.

### Personal Education Plan

All Looked After Children must have a Personal Education Plan (PEP) which summarises the child's developmental and educational needs, short term targets, long term plans and aspirations and which contains or refers to the child's record of achievement. The child's social worker is responsible for coordinating and compiling the PEP, which should be incorporated into the child's Care Plan.

### Person Posing a Risk to Children (PPRC)

This term replaced the term of 'Schedule One Offender', previously used to describe a person who had been convicted of an offence against a child listed in Schedule One of the Children and Young Persons Act 1933.

'Person Posing a Risk to Children' takes a wider view. Home Office Circular 16/2005 included a consolidated list of offences which agencies can use to identify those who may present a risk to children. The list includes both current and repealed offences, is for guidance only and is not exhaustive - subsequent legislation will also need to be taken into account when forming an assessment of whether a person poses a risk to children. The list of offences should operate as a trigger to further assessment/review to determine if an offender should be regarded as presenting a continued risk of harm to children. There will also be cases where individuals without a conviction or caution for one of these offences may pose a risk to children.

### Placement at a Distance

Placement of a Looked After child outside the area of the responsible authority looking after the child and not within the area of any adjoining local authority.

This term was introduced with effect from 27 January 2014 by the Children's Homes and Looked after Children (Miscellaneous Amendments) (England) Regulations 2013.

### Principal Social Worker - Children and Families

This role was borne out of Professor Munro's recommendations from the Munro Review of Child Protection (2011) to ensure that a senior manager in each local authority is directly involved in frontline services, advocate higher practice standards and develop organisational learning cultures, and to bridge the divide between management and the front line. It is typically held by a senior manager who also carries caseloads to ensure the authentic voice of practice is heard at decision-making tables.

### Private Fostering

A privately fostered child is a child under 16 (or 18 if disabled) who is cared for by an adult who is not a parent or close relative where the child is to be cared for in that home for 28 days or more. Close relative is defined as "a grandparent, brother, sister, uncle or aunt (whether of the full blood or half blood or by marriage or civil partnership) or step-parent". A child who is Looked After by a local authority or placed in a children's home, hospital or school is excluded from the definition. In a private

fostering arrangement, the parent still holds Parental Responsibility and agrees the arrangement with the private foster carer.

A child in relation to whom the local authority receives notification from the prospective adopters that they intend to apply to the Court to adopt may have the status of a privately fostered child. The requirement to notify the local authority relates only to children who have not been placed for adoption by an adoption agency. On receiving the notification, the local authority for the area where the prospective adopters live becomes responsible for supervising the child's welfare pending the adoption and providing the Court with a report.

### Public Law Outline

The Public Law Outline: Guide to Case Management in Public Law Proceedings came into force on the 6th April 2010. An updated Public Law Outline (PLO) came into effect on 22nd April 2014, alongside the statutory 26-week time-limit for completion of care and supervision proceedings under the Children and Families Act 2014.

The Public Law Outline sets out streamlined case management procedures for dealing with public law children's cases. The aim is to identify and focus on the key issues for the child, with the aim of making the best decisions for the child within the timetable set by the Court, and avoiding the need for unnecessary evidence or hearings.

### Referral

The referring of concerns to local authority children's social care services, where the referrer believes or suspects that a child may be a Child in Need, including that he or she may be suffering, or is likely to suffer, Significant Harm. The referral should be made in accordance with the agreed LSCB procedures.

### Relevant Young People, Former Relevant, and Eligible

- **Relevant Young People** are those aged 16 or 17 who are no longer Looked After, having previously been in the category of Eligible Young People when Looked After. However, if after leaving the Looked After service, a young person returns home for a period of 6 months or more to be cared for by a parent and the return home has been formally agreed as successful, he or she will no longer be a Relevant Young Person. A young person is also Relevant if, having been looked after for three months or more, he or she is then detained after their 16th birthday either in hospital, remand centre, young offenders' institution or secure training centre. There is a duty to support relevant young people up to the age of 18, wherever they are living.
- **Former Relevant Young People** are aged 18 or above and have left care having been previously either Eligible, Relevant or both. There is a duty to consider the need to support these young people wherever they are living.
- **Eligible Young People** are young people aged 16 or 17 who have been Looked After for a period or periods totaling at least 13 weeks starting after their 14th birthday and ending at least one day after their 16th birthday, and are still Looked After. (This total does not include a series of short-term placements of up to four weeks where the child has returned to the parent.) There is a duty to support these young people up to the age of 18.

### Review Child Protection Conference

Child Protection Review Conferences (RCPC) are convened in relation to children who are already subject to a Child Protection Plan. The purpose of the Review Conference is to review the safety, health and development of the child in view of the Child Protection Plan, to ensure that the child continues to

be adequately safeguarded and to consider whether the Child Protection Plan should continue or change or whether it can be discontinued.

### Section 20

Under Section 20 of the Children Act 1989, children may be accommodated by the local authority if they have no parent or are lost or abandoned or where their parents are not able to provide them with suitable accommodation and agree to the child being accommodated. A child who is accommodated under Section 20 becomes a Looked After Child.

### Section 47 Enquiry

Under Section 47 of the Children Act 1989, if a child is taken into Police Protection, or is the subject of an Emergency Protection Order, or there are reasonable grounds to suspect that a child is suffering or is likely to suffer Significant Harm, a Section 47 Enquiry is initiated. This enables the local authority to decide whether they need to take any further action to safeguard and promote the child's welfare. This normally occurs after a Strategy Discussion.

Physical Abuse, Sexual Abuse, Emotional Abuse and Neglect are all categories of Significant Harm.

Section 47 Enquiries are usually conducted by a social worker, jointly with the Police, and must be completed within 15 days of a Strategy Discussion. Where concerns are substantiated and the child is judged to be at continued risk of Significant Harm, a Child Protection Conference should be convened.

### Separated Children

Separated Children are children and young people aged under 18 who are outside their country of origin and separated from both parents, or their previous legal/customary primary caregiver. Some will be totally alone (**unaccompanied**), while others may be accompanied into the UK e.g. by an escort; or will present as staying with a person who may identify themselves as a stranger, a member of the family or a friend of the family.

### Special Guardianship Order

Special Guardianship Order (SGO) is an order set out in the Children Act 1989, available from 30 December 2005. Special Guardianship offers a further option for children needing permanent care outside their birth family. It can offer greater security without absolute severance from the birth family as in adoption.

Special Guardianship will also provide an alternative for achieving permanence in families where adoption, for cultural or religious reasons, is not an option. Special Guardians will have Parental Responsibility for the child. A Special Guardianship Order made in relation to a Looked After Child will replace the Care Order and the Local Authority will no longer have Parental Responsibility.

### Strategy Discussion

A Strategy Discussion is normally held following an Assessment which indicates that a child has suffered or is likely to suffer Significant Harm. The purpose of a Strategy Meeting is to determine whether there are grounds for a Section 47 Enquiry.

### Statement of Special Education Needs (SEN)

From 1 September 2014, Statements of Special Educational Needs were replaced by Education, Health and Care Plans. (The legal test of when a child or young person requires an Education, Health and Care Plan remains the same as that for a Statement under the Education Act 1996).

## Staying Put

A Staying Put arrangement is where a Former Relevant child, after ceasing to be Looked After, remains in the former foster home where they were placed immediately before they ceased to be Looked After, beyond the age of 18. The young person's first Looked After Review following his or her 16th birthday should consider whether a Staying Put arrangement should be an option.

It is the duty of the local authority to monitor the Staying Put arrangement and provide advice, assistance and support to the Former Relevant child and the former foster parent with a view to maintaining the Staying Put arrangement (this must include financial support), until the child reaches the age of 21 (unless the local authority consider that the Staying Put arrangement is not consistent with the child's welfare).

## Unaccompanied Asylum Seeker

A child or young person under the age of 18 who has been forced or compelled to leave their home country as a result of major conflict resulting in social breakdown or to escape human rights abuse. They will have no adult in the UK exercising Parental Responsibility.

## Virtual School Head

Section 99 of the Children and Families Act 2014 imposes upon local authorities a requirement to appoint an officer to promote the educational achievement of Looked After children - sometimes referred to as a 'Virtual School Head'.

## Working Together to Safeguard Children

Working Together to Safeguard Children is a Government publication which sets out detailed guidance about the role, function and composition of Local Safeguarding Children Boards (LSCBs), the roles and responsibilities of their member agencies in safeguarding children within their areas and the actions that should be taken where there are concerns that children have suffered or are at risk of suffering Significant Harm.

## Young Offender Institution (YOI)

The Youth Justice Board (YJB) is responsible for the commissioning and purchasing of all secure accommodation for under 18-year-olds ('juveniles'), whether sentenced or on remand. Young offender institutions (YOIs) are run by the Prison Service (except where contracted out) and cater for 15-20 year-olds, but within YOIs the Youth Justice Board has purchased discrete accommodation for juveniles where the regimes are specially designed to meet their needs. Juvenile units in YOIs are for 15-17 year-old boys and 17-year-old girls.

## Youth Offending Service or Team

Youth Offending Service or Team (YOS or YOT) is the service which brings together staff from Children's Social care, the Police, Probation, Education and Health Authorities to work together to keep young people aged 10 to 17 out of custody. They are monitored and co-ordinated nationally by the Youth Justice Board (YJB).

## Sources

Tri.x live online glossary: <http://trixresources.proceduresonline.com/> - a free resource, available to all which provides up to date keyword definitions and details about national agencies and organisations.

Southampton Local Safeguarding Board <http://southamptonlscb.co.uk/>

<b>DECISION-MAKER:</b>	CHILDREN AND FAMILIES SCRUTINY PANEL
<b>SUBJECT:</b>	MONITORING SCRUTINY RECOMMENDATIONS
<b>DATE OF DECISION:</b>	29 SEPTEMBER 2022
<b>REPORT OF:</b>	DIRECTOR – LEGAL AND BUSINESS SERVICES

<b><u>CONTACT DETAILS</u></b>			
<b>Executive Director</b>	<b>Title</b>	<b>Director of Legal and Business Services</b>	
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<b>STATEMENT OF CONFIDENTIALITY</b>	
None	
<b>BRIEF SUMMARY</b>	
This item enables the Children and Families Scrutiny Panel to monitor and track progress on recommendations made at previous meetings.	
<b>RECOMMENDATIONS:</b>	
	(i) That the Panel considers the responses to recommendations from previous meetings and provides feedback.
<b>REASONS FOR REPORT RECOMMENDATIONS</b>	
1.	To assist the Panel in assessing the impact and consequence of recommendations made at previous meetings.
<b>ALTERNATIVE OPTIONS CONSIDERED AND REJECTED</b>	
2.	None.
<b>DETAIL (Including consultation carried out)</b>	
3.	Appendix 1 of the report sets out the recommendations made at previous meetings of the Children and Families Scrutiny Panel. It also contains a summary of action taken in response to the recommendations.
4.	The progress status for each recommendation is indicated and if the Children and Families Scrutiny Panel confirms acceptance of the items marked as completed they will be removed from the list. In cases where action on the recommendation is outstanding or the Panel does not accept the matter has been adequately completed, it will be kept on the list and reported back to the next meeting. It will remain on the list until such time as the Panel accepts the recommendation as completed. Rejected recommendations will only be removed from the list after being reported to the Children and Families Scrutiny Panel.
<b>RESOURCE IMPLICATIONS</b>	

<b><u>Capital/Revenue/Property/Other</u></b>	
5.	None
<b>LEGAL IMPLICATIONS</b>	
<b><u>Statutory power to undertake proposals in the report:</u></b>	
6.	The duty to undertake overview and scrutiny is set out in Part 1A Section 9 of the Local Government Act 2000.
<b><u>Other Legal Implications:</u></b>	
7.	None
<b>RISK MANAGEMENT IMPLICATIONS</b>	
8.	None
<b>POLICY FRAMEWORK IMPLICATIONS</b>	
9.	None

<b>KEY DECISION?</b>	No
<b>WARDS/COMMUNITIES AFFECTED:</b>	None
<b><u>SUPPORTING DOCUMENTATION</u></b>	
<b>Appendices</b>	
1.	Monitoring Scrutiny Recommendations – 29 September 2022
2.	Early Help Improvement Actions
3.	Independent Review of the Southampton Children and Learning Service Improvement Board
4.	Children's Services and Social Worker Absence
5.	Fostering Enquiries

**Documents In Members' Rooms**

1.	None
<b>Equality Impact Assessment</b>	
Do the implications/subject of the report require an Equality and Safety Impact Assessment (ESIA) to be carried out?	<b>No</b>
<b>Data Protection Impact Assessment</b>	
Do the implications/subject of the report require a Data Protection Impact Assessment (DPIA) to be carried out?	<b>No</b>
<b>Other Background Documents</b>	
<b>Other Background documents available for inspection at:</b>	
<b>Title of Background Paper(s)</b>	<b>Relevant Paragraph of the Access to Information Procedure Rules / Schedule 12A allowing document to be Exempt/Confidential (if applicable)</b>
1.	None

# Children and Families Scrutiny Panel

Scrutiny Monitoring – 29 September 2022

Date	Title	Action proposed	Action Taken	Progress Status
21/07/22	Early Help & Prevention (Children & Families First)	1) That the Head of Quality Assurance provides the Panel with an overview of the audit activity relating to Early Help and Prevention Services.	<p>The service self-assessment (last updated and shared with Ofsted in May 2022) outlines the following findings from Early Help Audits:</p> <p><b>What is going well:</b></p> <ul style="list-style-type: none"> <li>• Effective multi-agency work completed by EH. TAFs have been inclusive of appropriate services.</li> <li>• Good engagement and trusting relationships have been observed between practitioners and families; this has supported the progression of plans.</li> <li>• Good identification of needs; families supported well and provided with meaningful/practical help that has impacted their day to day lives positively.</li> <li>• Some cases from thematic/Individual audits when moderated several months later (or a12m in some cases), had remained closed with no new issues arising.</li> <li>• Child centred approach observed, with attempts made to include the views of children/YP in the planning.</li> </ul> <p><b>Areas for improvement:</b></p> <ul style="list-style-type: none"> <li>• More concerted effort needs to be made to involve children consistently in TAFs, to capture their views during visits and to explore their lived experiences.</li> <li>• Joint visits with SW at point of handover should be embedded in practice to provide families with a smooth transition between teams.</li> <li>• There should be prompt escalation of cases to CSC where family engagement remains poor and where there is no evidence of meaningful change, but safety concerns linger for children.</li> </ul>	Complete

Date	Title	Action proposed	Action Taken	Progress Status
			<ul style="list-style-type: none"> <li>Sometimes delay in escalation of cases is caused by resistance from statutory teams or MASH. In such instances, issues should be escalated to senior managers for prompt address.</li> </ul> <p>The improvement actions are set out in Appendix 2.</p>	
		<p>2) That, reflecting recruitment challenges, the Panel are provided with details relating to vacancies across the Children and Families First Service and the actions being taken to fill these positions.</p>	<p>Head of Service Update – September 2022:</p> <p><i>We have very few vacant posts and have an active selection process for the last two remaining posts for which we have had a positive response and confidently anticipate successful recruitment to these positions.</i></p> <p><i>We have full recruitment to all locality lead, practice co-ordinator, Social Work and Support Worker positions, 100% permanent staff and no agency use.</i></p> <p><i>We have successfully recruited to two of our clinical lead posts and have one remaining vacancy which we have adjusted to a clinical psychology post which is currently out to advert.</i></p>	Complete
		<p>3) That, to enable success measures to be developed and reported, the performance of the Children and Families First Service is considered by the Panel at the January 2023 meeting.</p>	<p>A presentation will be delivered in January 2023. Preparation arrangements in place.</p>	Not complete – within timescale
21/07/22	Children and Learning Improvement Plan & Performance	<p>1) That the findings from the review of the functions and effectiveness of the Improvement Board is circulated to the Panel.</p>	Report attached as Appendix 3	Complete
		<p>2) That sickness absence data for Children's Services is circulated to the Panel.</p>	Report attached as Appendix 4	Complete
		<p>3) That performance information relating to the ongoing foster care recruitment activity is circulated to the Panel.</p>	Report attached as Appendix 5	Complete



# Agenda Item 10

## Appendix 2

What are we worried about?	What are we doing about it?	Evidence
We need to manage escalating need better at an Early Help level to prevent handoffs for families. There are some delays in allocation for some families.	We strengthened staffing expertise and capacity in Early Help in 2021 adding six social workers, experienced family engagement workers and family group conference facilitators.	Destination 22 records. Early Help workstream project plan.
There is a need for greater integration with our health partners around the 0-5 offer to increase capacity for early intervention around this most vulnerable cohort.	We are reviewing governance across the children's partnership and reviewing the S75 partnership agreement with our health colleagues as part of the next phase of the Destination 22 programme.	Destination 22 records. Early Help workstream project plan.
The Early Years peer review undertaken in 2021 highlighted the need for an overarching Early Years Strategy.	We will launch a refreshed Children and Young People's strategy and associated Early Help and Early Years Plans in April 2022.	Children and Young People Strategy Suite.
Increased referrals regarding the emotional and lower-level psychological health of children and young people and adults.	We are enhancing our early intervention multi-agency offer to young people and adults around emotional and mental health needs; using the CAMHS i: Thrive workshop findings to inform our response.	Early Help project scoping document and plan.
There has been an ongoing challenge in the Solent Health Visiting side of the service due to staff capacity and the impact of the pandemic.	We are maintaining our health visiting offer: some bank Health Visiting staff have been drafted to support visiting where there have been staffing issues.	Health visiting records and performance reporting.
Our preventative offer has not been robust enough to respond to young people at early risk of offending. This affects our first-time entrants and offending rates which are high compared to statistical neighbours.	<p>We have developed, and are implementing, a new young people's service as part of the Destination 22 programme.</p> <p>We have established a pre triage assessment pre JDMP - ensuring a more robust and evidence-based decision-making process, including voice of the child to ensure we make the best decision for the young person, the victim, and the community.</p> <p>We will build upon on our Out of Court offer by developing our diversionary offer for young people who have been brought to the attention of the police and who have offended.</p>	<p>Destination 22 records. Young People's Service workstream project plan.</p> <p>Pre triage assessment project information.</p> <p>Youth justice audit by Quality Assurance Unit.</p>

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### INDEPENDENT REVIEW OF SOUTHAMPTON CHILDREN AND LEARNING SERVICE IMPROVEMENT BOARD (MAY/JUNE 2022)

This review has been commissioned by the chair of the Board (Sally Hodges) to review the efficiency and effectiveness of the Board and to explore the impact of Southampton's new children and young people's governance framework upon its function and delivery.

Review Scope: -

The review covered 3 key areas.

1. Functions of the Board
2. Board Effectiveness
3. Future Arrangements

The review took place from 23/05/22-01/06/22. Twenty eight Board Members were interviewed. Some interviews were 1-1, others in small (agency specific) groups and undertaken virtually.

Prior to the interviews, the reviewer undertook desktop research by reading a plethora of documents and reports relating to Board activity and relevant performance reports, to understand the journey of the Board. In particular, the Improvement Plan, performance and QA were looked at. The reviewer considered whether the plan considered the outcomes to be achieved and how progress and impact were measured.

Throughout the interviews, there was a focus on the value of the Board going forward and how each member saw their

role. There was a consensus in terms of opinion on both function and effectiveness.

## FUNCTIONS OF THE BOARD

- Unanimously, Sally is held in high regard in terms of her technical knowledge and chairing ability.
- The function and remit of the Board is understood by Board members.
- Whilst the Board is seen as inclusive most members thought it had too many people on, with some inputting very little or not at all.
- Everyone thought they had the opportunity to contribute if they wanted to.
- Most Board members felt there is too much data, and it can be difficult to prioritise; most thought there was limited analysis.
- Given the agenda there is often not enough time for robust discussions.
- Whilst Board members thought there was a will to understand progress against children's outcomes, such were difficult to articulate.
- The Board predominantly focuses on Local Authority business, as key partnership issues are picked up via other Boards.
- The input from the staff reference group is valued by the chair and others.

## BOARD EFFECTIVENESS

- Without exception, given where Southampton are on their improvement journey, the view was that an I.B was needed.

- There was, without exception enthusiasm and energy in making improvements.
- Most of the challenge at I.B came from the chair or external bodies, rather than partners.
- Many members described a Board whereby there was a lot of presentations offered, mainly by the L.A, resembling a “show and tell” type presentation.
- It was said several times, that due to the volume of the materials presented it was difficult to really monitor and challenge pace and progress in a meaningful way.
- Whilst there was some holding to account for actions, they sometimes were lost or would lose importance between Boards.
- It was generally agreed that impact of activity and improved outcomes were difficult to articulate.
- The quality of improvement or of social work practice wasn’t understood well; whilst some thematic auditing occurs, a regular reporting of quality of practice and trajectory of improvement was hard to evidence.

## FUTURE ARRANGEMENTS

All Board Members saw a clear link with the new Strategic Partnership (summer 2022) and could envisage, the revised Improvement Board having a clear line into this Board with its focus on L.A and Partnership improvements in Children’s Social Care as well as Ofsted readiness.

## IN SUMMARY

There is political, executive and partner will to be both ambitious and successful for the children and young people of Southampton. However, the Improvement Board is big, and its wide span of agenda can result in improvement activity not always being clear in terms of both the ask of partners and the evidenced key quantitative and qualitative performance outcomes. The Board may be trying to do too much. In its current form it is difficult to answer the question “So what difference are we making?”

## RECOMMENDATIONS

1. To reset the current Improvement Board-to consider if it should be closer aligned to the requirements of the ILACS OFSTED framework.
2. To review membership and terms of reference-are the right people on; can they bring about change quickly in their organisation as well as understanding practice on the ground?
3. Reconsider the KPI's that will be monitored and tracked e.g., top 3 for each agency and the core (12ish) that are of major significance to the L.A (e.g., number of CLA, children with an up-to-date plan,)
4. Consider a basket of Qualitative “checks and balances” that would give the IB assurance on quality of practice, e.g., regular audit activity, complaints and compliments.
5. Re-establish how impact and outcomes would be measured for children and how the Board could effectively measure the progress being made in

Children's Social Care for the cohort whom the Board defines as their responsibility

6. Consider Board "champions" who take responsibility for sections of the plan
7. Consider co-production for parts of the plan
8. Bring real lived experiences to the Board to evidence impact and progress.
9. Consider the current 'Staff reference Group' to consider partner practitioners and use as a sounding board for Improvement Board priorities and as a means of triangulation of progress.

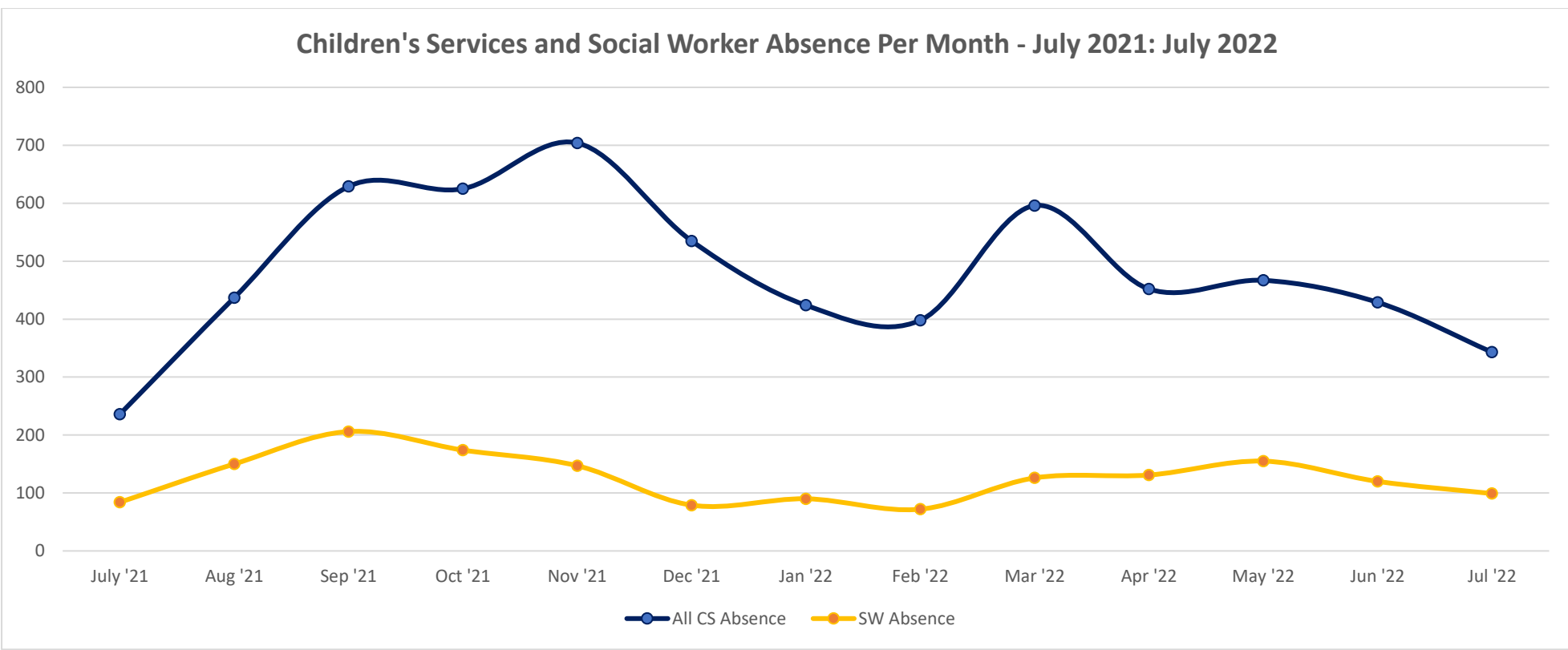
I look forward to sharing my thoughts further and in helping Southampton City Council-Children+Learning Service Improvement Board transition into its next iteration, in order to deliver even better outcomes for its Children and Young People.

Linda Clegg

07/06/2022

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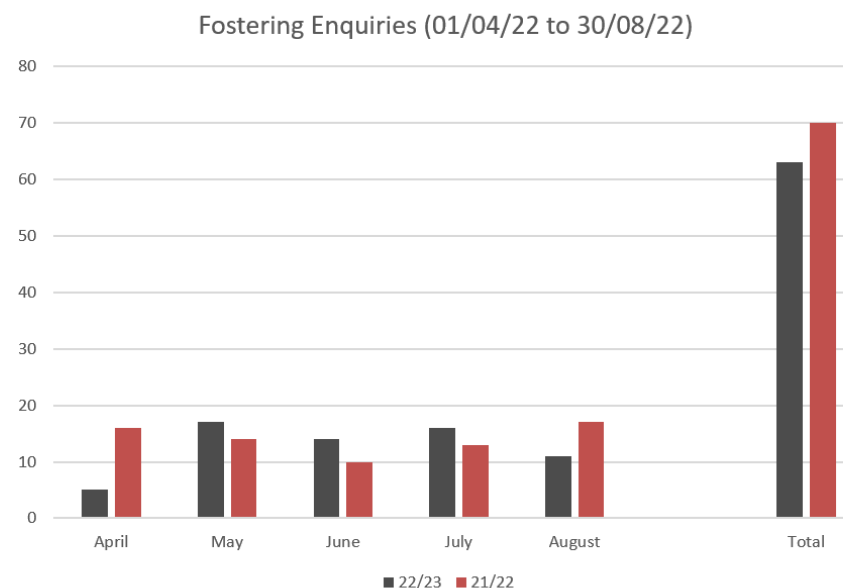




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# How are we doing; generating fostering enquiries

- 70 enquiries to date (01/04/22 to 15/09/22)
- 7 approvals to date (5 approvals in total for 21/22)
- Ask One Person campaign has generated 18 specific enquiries - 4 households have progressed to the application stage
- Targeted digital campaign starting in October with support from Digital Marketing Company (via Comms Team)
- New website launched in July 2022



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