

Notice of Children's Services Overview and Scrutiny Committee



Date: Tuesday, 7 February 2023 at 6.00 pm

Venue: Committee Room, First Floor, BCP Civic Centre Annex, St Stephen's Rd, Bournemouth BH2 6LL

Membership:

Chair:

Cllr R Burton

Vice Chair:

Cllr S Gabriel

Cllr D Butt
Cllr E Coope
Cllr M Haines

Cllr L Lewis
Cllr A Martin
Cllr S Moore

Cllr L Northover
Cllr S Phillips
Cllr R Rocca

Parent Governor Co-opted Representatives

P Martin, E Hall (Academy), S Welch (Academy)

Diocesan Co-Opted Representatives

M Saxby

Youth Parliament Representatives

A Hedges, H Maftah, D Rees-Coshan, Z Susic

All Members of the Children's Services Overview and Scrutiny Committee are summoned to attend this meeting to consider the items of business set out on the agenda below.

The press and public are welcome to view the live stream of this meeting at the following link:

<https://democracy.bcpccouncil.gov.uk/ieListDocuments.aspx?MId=5510>

If you would like any further information on the items to be considered at the meeting please contact: Louise Smith, louise.smith@bcpcouncil.gov.uk or on 01202 096660

Press enquiries should be directed to the Press Office by email at press.office@bcpcouncil.gov.uk or tel: 01202 118686

This notice and all the papers mentioned within it are available at democracy.bcpccouncil.gov.uk

GRAHAM FARRANT
CHIEF EXECUTIVE

30 January 2023



Available online and
on the Mod.gov app

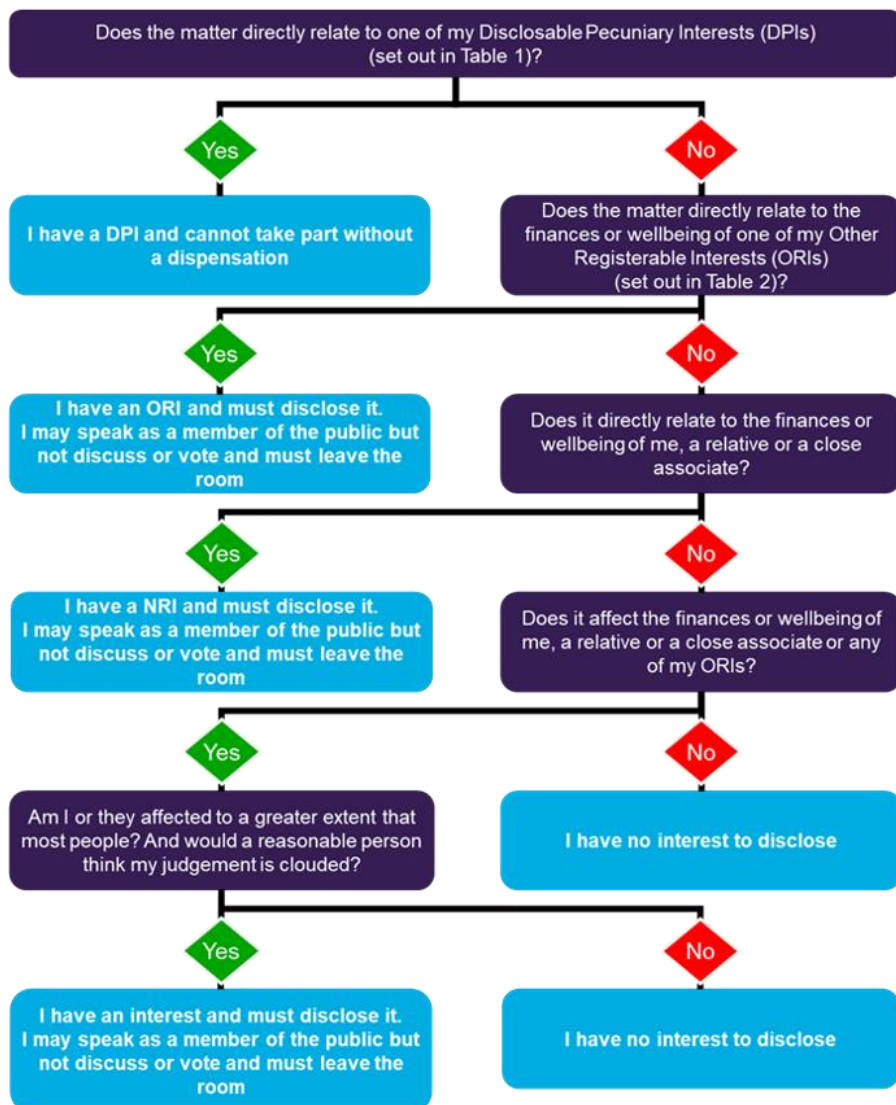


Maintaining and promoting high standards of conduct

Declaring interests at meetings

Familiarise yourself with the Councillor Code of Conduct which can be found in Part 6 of the Council's Constitution.

Before the meeting, read the agenda and reports to see if the matters to be discussed at the meeting concern your interests



What are the principles of bias and pre-determination and how do they affect my participation in the meeting?

Bias and predetermination are common law concepts. If they affect you, your participation in the meeting may call into question the decision arrived at on the item.

Bias Test

In all the circumstances, would it lead a fair minded and informed observer to conclude that there was a real possibility or a real danger that the decision maker was biased?

Predetermination Test

At the time of making the decision, did the decision maker have a closed mind?

If a councillor appears to be biased or to have predetermined their decision, they must NOT participate in the meeting.

For more information or advice please contact the Monitoring Officer
(susan.zeiss@bcpcouncil.gov.uk)

Selflessness

Councillors should act solely in terms of the public interest

Integrity

Councillors must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships

Objectivity

Councillors must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias

Accountability

Councillors are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this

Openness

Councillors should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing

Honesty & Integrity

Councillors should act with honesty and integrity and should not place themselves in situations where their honesty and integrity may be questioned

Leadership

Councillors should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs

AGENDA

Items to be considered while the meeting is open to the public

1. Apologies

To receive any apologies for absence from Councillors.

2. Substitute Members

To receive information on any changes in the membership of the Committee.

Note – When a member of a Committee is unable to attend a meeting of a Committee or Sub-Committee, the relevant Political Group Leader (or their nominated representative) may, by notice to the Monitoring Officer (or their nominated representative) prior to the meeting, appoint a substitute member from within the same Political Group. The contact details on the front of this agenda should be used for notifications.

3. Declarations of Interests

Councillors are requested to declare any interests on items included in this agenda. Please refer to the workflow on the preceding page for guidance.

Declarations received will be reported at the meeting.

4. Confirmation of Minutes

7 - 16

To confirm and sign as a correct record the minutes of the Meeting held on 22 November 2022.

a) Action Sheet

17 - 22

5. Public Issues

To receive any public questions, statements or petitions submitted in accordance with the Constitution, which is available to view at the following link:

https://democracy.bpcouncil.gov.uk/ieListMeetings.aspx?CommitteeID=151&Info=1&bc_r=1

The deadline for the submission of a public question is 4 clear working days before the meeting.

The deadline for the submission of a public statement is midday the working day before the meeting.

The deadline for the submission of a petition is 10 working days before the meeting.

6. Joint Inspection of Dorset Combined Youth Justice Service

23 - 50

HMI Probation led a Joint Inspection of Dorset Combined Youth Justice Service in September and October 2022. The inspection report was published on 17 January 2023. The overall rating of the service was *Good*. The report provides a thorough review of the work of the service, applying

13 inspection standards. 11 of the 13 standards were rated Good, one was rated Requires Improvement and one was rated Outstanding.

7. Virtual School Head's Annual Report	51 - 70
The attached report gives an overview of the academic year 2021-22 for children in care and care leavers. The report includes successes, areas that we have been focusing on, areas we are looking to develop and priorities for the next academic year. Educational outcomes are shown in the report along with an outline of spend for the Pupil Premium Grant.	
8. SEND Improvement Journey: SEND Capital Programme and Delivering Better Value (DBV)	71 - 92
This report provides an update on the Council's progress in the Department for Education's Delivering Better Value (DBV) programme. The programme is designed to provide dedicated support and funding to help local authorities with substantial deficit issues in their high needs block of the dedicated schools grant (DSG) to reform their high needs systems.	
9. Children's Services Improvement Plan Year 1	93 - 96
<p>The Children's Services Improvement plan is in place to ensure progress is made at pace in accordance with the ILACs recommendation, Monitoring Visit outcomes and the statutory Direction notice.</p> <p>Overview and Scrutiny require regular update on themes regarding improvement and this report covers overall improvements to date.</p> <p>The Children's Services Senior Leadership Team are presenting the overall outcomes for the first year of Improvement through a presentation at this Overview and Scrutiny Committee.</p>	
10. School Attainment and Progress 2021-2022	97 - 106
Report providing provisional attainment data from 2022 public examinations and assessment series in BCP.	
11. Brighter Futures Children's Services Key Performance Indicators (Q3)	107 - 130
This report provides a performance update for the period October to December 2022 (Quarter 3 2022-23) for the key performance indicators relating to Children's Services as detailed in the Corporate Performance Scorecard.	
12. Portfolio Holder Update	
To receive a verbal update from the relevant Portfolio Holders	
13. Forward Plan	131 - 138
To consider the Committee's Forward Plan	
14. Dates of Future Meetings	
To note the dates of the Committee for the 23/24 Municipal Year as follows:	

- 6 June 2023
- 19 September 2023
- 21 November 2023
- 23 January 2024
- 19 March 2024

All with a 6pm start, venues to be confirmed.

No other items of business can be considered unless the Chairman decides the matter is urgent for reasons that must be specified and recorded in the Minutes.

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BOURNEMOUTH, CHRISTCHURCH AND POOLE COUNCIL
CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE

Minutes of the Meeting held on 22 November 2022 at 6.00 pm

Present:-

Cllr R Burton – Chair
Cllr S Gabriel – Vice-Chair

Present: Cllr E Coope, Cllr M Haines, Cllr L Lewis, Cllr L Northover and
Cllr S Phillips, Cllr S Moore (virtually) and Cllr R Rocca (virtually)

Co-Opted Members: P Martin, Parent Governor
S Welch, Parent Governor (Academy)
D Rees-Coshan, MYP
A Hedges, MYP

Also in attendance: Cllr M White, Portfolio Holder for Children and Young People
S Turner, LGA Associate (observing)

48. Apologies

The Chair introduced an LGA Associate who was attending on behalf of the LGA to observe the Committee and advised of the programme of support which was being offered for Children's Services Overview and Scrutiny Committee.

Apologies had been received from Councillor D Butt and Mark Saxby. Councillors Moore and Rocca attended remotely.

49. Substitute Members

There were no substitute members on this occasion.

50. Declarations of Interests

There were no declarations of interest received on this occasion.

51. Confirmation of Minutes

RESOLVED that the Minutes of the Children's Services Overview and Scrutiny Committee held on 20 September 2022, having previously been circulated, be confirmed as an accurate record and signed by the Chair.

52. Action Sheet

The Chair advised the Committee that a few historic actions dating back to 2021 had been superseded and would be removed from the action sheet.

53. Public Issues

There were no public issues received on this occasion.

54. Feedback from the Child Exploitation Working Group

The Chair thanked the working group members and provided the Committee with verbal feedback from the first meeting of the group.

A Member of the working group advised that there was a report being prepared for consideration at parliament about child exploitation and the issues surrounding it and wondered if lobbying local MPs to help tackle the issues may be appropriate.

The Committee was advised that an update had been provided to a Member of the working group from the Local Police and Crime Commissioner regarding work the police were doing across BCP and Dorset and that this could be sent on to the Committee for their information.

ACTION

The Committee was also advised that Children's Services were applying for some funding to assist with diverting and disrupting anti-social and exploitative behaviour from known locations.

The Chair advised that the minutes of the working group including the proposed next steps would be shared with the Committee and if they had any comments or suggestions to email the Clerk. **ACTION**

55. Pan-Dorset Safeguarding Children Partnership

The Independent Chair of the Pan Dorset Safeguarding Children Partnership presented a report, a copy of which had been circulated to each Member and a copy of which appears as Appendix 'A' to these Minutes in the Minute Book.

The Pan-Dorset Safeguarding Children Partnership (PDSCP) was the statutory body which oversaw multi-agency safeguarding services which covered the local Dorset and BCP council areas. The report contained a background and introduction to the functions of the partnership and the council's responsibilities.

The annual report of the PDSCP was provided as an attachment for consideration by the Committee and Cabinet. The annual report included reflections on 2021/22; strategic priorities for 2022 to 2024; learning from practice; information from the Child Death Overview Panel; summary of multi-agency training; achievements from each of the statutory safeguarding partner organisations and sub-groups of the partnership.

The Committee discussed the Report and comments were made, including:

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22 November 2022

- A Committee Member highlighted the child exploitation aspects and the work that was ongoing with partners regarding county lines and the issues surrounding it
- In response to a query, the Committee was advised of the scrutineer addition to the partnership work, how it was being considered and established and it was highlighted that a scrutiny plan was being developed which would be published next year and could be shared with the Committee once complete. **ACTION**
- The Pan Dorset working was discussed and it was noted that there were challenges due to dealing with two very large authorities which were highlighted, but the Committee was reassured that in areas where Pan Dorset work was imperative such as for training and child death reviews it worked well
- The Director for Children's Services (DCS) further detailed challenges as highlighted in the DfE Improvement Advisors Report, which was being considered later on the agenda, but stressed the concerted effort in building strengthened partnerships across Dorset and BCP, whilst ensuring it still meets the safeguarding responsibilities for the children and young people of BCP
- In response to a query, it was noted the partnership did not currently have links with local sports centres and voluntary organisations although the agencies which made up the partnership did
- In response to a query regarding funding for outreach youth workers, the Committee was advised that the funding used was a one off, but the DCS advised that sustainability would be considered in how to continue and fund any good work
- An MYP advised that they had reached out to young people at a recent forum regarding the Pan Dorset Safeguarding Partnership and they were not aware of it and the work it undertook. The Independent Chair advised he would happily attend a forum to detail the work of the Board to spread awareness and understanding. **ACTION**

The Chair summarised the discussions as follows:

- exploitation and how this report fed into the working group
- addition of scrutiny and the plan
- issues and advantages of working Pan Dorset
- funding for outreach youth workers
- links with sports centres and voluntary services
- raise awareness of the work undertaken through the MYPs

RESOLVED that the Committee note the content of the PDSCP Annual Report 2021/2022.

56. Children's Services Improvement Update

The Director of Children's Services presented a report, a copy of which had been circulated to each Member and a copy of which appears as Appendix 'B' to these Minutes in the Minute Book.

BCP Children's Services was inspected, under the Inspection of Local Authority Children's Services (ILACs) framework in December 2021. The outcome was an overall inadequate judgement. As a result the Secretary of State of Education issued a Statutory Direction and appointed a DfE Improvement Adviser to support the Council in their improvement of Children's Social Care Services.

As a result a Children's Services Improvement Plan was put in place to ensure progress was made at pace in Children's Social Care in line with the recommendations of the December Inspection and in accordance with the statutory direction notice received by the Council in March 2022.

Overview and Scrutiny required regular updates on themes regarding improvement. In October 2022 Children's Services had their second Monitoring Visit, the letter published by Ofsted was presented for scrutiny alongside, the DfE Advisers first report. The DfE Adviser in their role was required to review the pace and progress of improvement at six months to ensure it was sufficient and report on this to the Secretary of State.

The Committee discussed the report and comments were made, including:

- In response to a query regarding the Local Government Review (LGR) and the barriers which still needed to be address, the Committee was advised of the issues which needed resolving corporately, as well as the transition to moving to one case management system, which unfortunately still had not been resolved.
- In response to a query regarding a Children's Trust, the Committee was advised that the statutory direction from the DfE was to consider whether Children's Services could prosper and improve within BCP or whether it should be removed from BCP's control and become a Children's Trust, which would be an independent legal entity from BCP Council. The Committee was advised of the implications should that happen
- In response to queries regarding LGR and the corporate transformation, structure and board, it was highlighted that there was a children's services transformation board which work along the corporate transformation. Details of the financial support system, HR operating model and pay and reward model were provided to the Committee
- In response to a query about staffing and dependency on agency staff, the Committee was advised that a shortage of social workers was a national issue and could result in higher caseloads. The way in which the service was trying to address this issue was detailed
- In response to a query about consistencies and good practice, the Committee was advised of the work being undertaken to drive improvement which included the quality assurance work, a good training offer and the need for a social work model which the service wanted to adopt and were looking for DfE funding to assist with that,

however it was noted that this could only be introduced once the workforce had stabilised.

- The Chair enquired about what the external barriers were that were referred to in the report and the Committee was advised they included workforce stability, partners that the service worked with and how they supported it, the increase in unaccompanied asylum seekers and economic issues which led to higher levels of poverty. The Chair concluded that if there was anything the Committee could do to support Children's Services, to let them know.
- The Committee noted the upcoming budget café, which would give an opportunity to consider the Children's Services budget and the Chair advised that following that, the Committee may wish to scrutinise it more in depth
- In response to a query regarding delays in decision making, the Committee was advised of the need for more professional curiosity in the decision-making process to ensure children are safe
- The Chair and Vice Chair thanked Children's Services on behalf of the Committee for the work they were doing to improve the service.

The Chair summarised discussions as follows:

- LGR and the complexities which impacted on Children's Services
- Children's Trust and what it would mean
- Ongoing HR and financial resources
- Staff turnover and agency staff
- Consistency and striving for stabilisation
- External factors and their impact
- Budget
- Delays and what causes them
- Corporate insecurities.

RESOLVED that the Committee note the report.

57. Written Statement of Action Progress Report

The Director of Education & Skills and Head of SEND presented a report, a copy of which had been circulated to each Member and a copy of which appears as Appendix 'C' to these Minutes in the Minute Book.

The Written Statement of Action Programme of Improvement Work had been underway for ten months and as required by Department for Education and NHS England had been concentrating on improving eight areas of significant weakness. The Department for Education and NHS England had a regular monitoring session with BCP Council and NHS Dorset to ensure progress was being made against the eight key areas.

The Committee discussed the report and comments were made, including:

- The Chair enquired about joint working between agencies and the Committee was advised that improvements take time to embed and

of the journey to change culture of the system wide approach. Reference was given to the coproduced seven values which were embedded in every aspect of work in the whole system approach

- In response to a query about the coproduction work to date, the Chair enquired whether this could be shared with the Committee. **ACTION**
- The Committee was advised of the Annual SEND Survey which was circulated from colleagues from health and education as well as Children's Services which helped to drive the improvement. It was noted that there had been approximately 170 responses received to date. The challenge was to get the feedback from the young people affected. There was a request that the MYPs shared the survey as much as possible with the Headteachers and SENCOs to increase the response and how this could be done was discussed. **ACTION**
- A Participation Worker advised that targeted groups would be beneficial to help engagement with the young people and would support the SEND Participation Worker to progress this.
- In response to a concern regarding the rise in Education, Health and Care Plans (EHCPs), the Committee was advised there had been a rise nationally and the reasons for that were highlighted including a backlog from Covid and an increase in parental request
- The Committee were advised that there were Key Performance Indicators (KPIs) being developed and requested sight of them once developed. **ACTION – present to next Committee.**
- A Committee Member congratulated the team on the work that had been undertaken and the Committee was advised about the work done to keep track on the improvements and acknowledged the time that parents and carers were giving to the improvement journey
- In response to a query regarding the cultural issues referenced in the initial inspection letter, the Committee was advised if referred to the lack of communication and oversight. The Director of Education advised she could send the inspection letter to the Committee which provided further details. **ACTION**
- In response to a query regarding pre exclusion panels, the Committee was advised that they were now referred to as an Education Entitlement Meeting and the remit of them was detailed, it was noted that they had led to none of the pupils being considered being permanently excluded.

The Chair summarised the discussion as follows:

- Increase in EHCPs and the reasons for that
- Partnership working issues and resolutions
- SEND survey and how to increase engagement
- Draft KPIs
- Keeping track of progress of the improvement journey
- Cultural issues
- Education Entitlement Meetings

RESOLVED that

- (a) **the current progress against the eight areas of significant weakness, as detailed in the attached Monitoring Report, be approved;**
- (b) **the live risks that the SEND Services across BCP Council were under in trying to deliver these improvements, be noted.**

58. School Attainment and Progress 2022

The Director of Education and Skills and the Secondary Advisor presented a report, a copy of which had been circulated to each Member and a copy of which appears as Appendix 'D' to these Minutes in the Minute Book.

The purpose of the report was to provide the committee with an early oversight of outcomes for children and young people in BCP. The report provided provisional attainment data from 2022 public examinations and assessment series in BCP.

The Committee was advised that an update on the validated data could be provided at the next meeting. **ADD TO THE FORWARD PLAN.**

The Committee discuss the report and comments were made, including:

- An MYP enquired about the English and Maths pass rate statistic and those who did not reach it potentially missing out on the ability to attend 6th form provision, the Committee was reassured that it was a complicated area, but a large number of 6th form provisions would accept lower grades of 4 and above depending on the chosen subjects and would only require higher grades to progress to specific subjects. The options of also applying for applied subjects and offers to re-sit GCSEs were also highlighted
- The qualifications including the English Baccalaureate (EBacc) and levels were explained to the Committee
- In response to a query regarding STEM subjects, the Committee was advised that consideration of the subjects within selective schools and single gender schools across the comprehensive system needed further investigation however single sex schools were starting to merge and teach co-educational in certain subjects.
- In response to a query about some schools results declining since 2019, the Committee was advised that the report had been kept at a high level until the data had been validated and to ensure schools were willing to share the information, however possible reasons for the decline were highlighted. It was noted that nationally BCP had done well for outcomes and the grading distribution was detailed to the Committee.
- In response to a query regarding the advance information provided to students before GCSEs and how some of it was not given or inaccurate, the Committee was advised how complex and distressing the exam system has been recently and how some of the advance information in certain subjects was very useful and some had led to more confusion. The Committee was advised that Ofqual

would have taken that into consideration when awarding the grading and it should not have had a big impact on results.

The Chair summarised discussions as follows:

- Definition of EBacc
- Inflated grades
- Pass rates and impacts
- Levels and qualifications
- Gender and STEM subjects
- Potential decline in results
- Advanced information

RESOLVED that the Committee note the report.

59. Brighter Futures Children's Services Key Performance Indicators (Q2)

The Chair highlighted the supplement to Appendix 2 which provided an updated Exceptions Performance Report.

The Interim Head of Performance presented a report, a copy of which had been circulated to each Member and a copy of which appears as Appendix 'E' to these Minutes in the Minute Book.

The report provided a performance update for the period July – September 2022 (Quarter 2 2022-23) for the key performance indicators relating to Children's Services as detailed in the Corporate Performance Scorecard.

The Committee discussed the report and comments were made, including:

- In response to a query regarding Ofsted ratings and possible risk of not placing a child at a school because it did not have a rating, the Committee was advised of the possible reasons why a school would not have a rating, however was reassured that they would be considered when placing a child
- In response to a query regarding NEETs, the Committee was advised that numbers were reducing and validated data would be released shortly
- In response to a query regarding the virtual school working with the Princes Trust, the Committee was advised of the local re-engagement services which were personalised to a young person and involved a multi agency approach to try to engage and reintegrate the young person back into the education, employment or training
- In response to a query from an MYP regarding the summary of equality implications and whether there was any work ongoing to try and reduce the exclusions of the BAME community, the Committee was advised that the Education Entitlement Board was trying to reduce exclusions across the whole school cohort

CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE
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- In response to a query regarding the mention of Unaccompanied Asylum Seeking Children (UASC) in Appendix 1 – Corporate Performance Indicators Scoreboard and the course which was provided for them, the Committee was advised the College had been supportive and were offering an online non English speaking, speaking English course and were in early conversations about how to oversee education of UASC to ensure they were receiving the right levels of education
- The Committee were advised of the start times of college courses and the challenges encountered were detailed including funding and staffing resources. The NEET offer was highlighted as providing support should there be a delay in a young person starting college courses.

The Chair summarised discussions as follows:

- Ofsted ratings
- NEET numbers
- Virtual school working with other partners to reduce NEETS
- Disadvantaged YP – BAME and exclusion rates
- Percentage of good and outstanding Schools
- UASC
- Funding of college and how impacts college courses.

RESOLVED that the Committee note report.

60. Portfolio Holder Update

The Portfolio Holder for Children and Young People advised the Committee of two recent events, an awards event for children in care and care leavers and expressed thanks to those who attended and the official opening of Care Leavers Hub, which had won best project of the year award at the National Leaving Care Benchmarking Forum and encouraged Committee Members to visit it.

The Committee was advised of the budget café to consider the Children's Services budget and Cabinet on December 14 where the Equality and Diversity Policy was recommended for approval and included that Children in Care, Care Leavers and Care Experienced Children and young people would be considered locally as having protected characteristics under the remit of the Equalities Act.

The Chair read out an update from the Portfolio Holder for Priorities and Delivery regarding the high needs block funding which included the following:

- The DfE had acknowledged the pressures which local systems were experiencing delivering special educational needs and disability (SEND) services. Its 'Delivering Better Value in SEND programme' was aimed at supporting local authorities to improve delivery of

SEND services for children and young people while ensuring services were sustainable. BCP was one of 55 local authorities taking part, chosen based on those with the highest deficits as at 2020- 21.

- The details of the process were highlighted to the Committee which included a Diagnostic to assist in identifying the most impactful changes which could improve the outcomes for children and young people with SEND.
- At the end of the Diagnostic, authorities would receive funding from the DfE and with support from DfE officials and their local SEND advisors would deliver the plan to realise these opportunities to improve. Early diagnostics pointed to opportunities that BCP Council had already identified and got actions in place to address, for example, increasing specialist places and investing in our SEND Service to increase capacity.

61. Forward Plan

The Forward Plan was noted, and it was highlighted that another Child Exploitation Working Group and possibly a working group to consider the budget for Children's Services would be arranged in the new year.

62. Dates of Future Meetings

The date of the last meeting for the municipal year 2022/23 was noted.

The meeting ended at 9.15pm.

CHAIR

ACTION SHEET – BOURNEMOUTH, CHRISTCHURCH AND POOLE CHILDREN’S SERVICES OVERVIEW AND SCRUTINY COMMITTEE

Updated – 26 Jan 2023

Minute number	Item	Action* *Items remain until action completed.	Benefit	Outcome (where recommendations are made to other bodies)
22 March 2022				
	Full ILACS (Inspecting Local Authority Children’s Services) Report	<p>Decision Made: Share the Corporate Parenting Board report regarding HMOs with the Committee.</p> <p>Action – Officers aware</p> <p>Decision Made: To provide an update on social workers caseloads at an appropriate time.</p> <p>Action – Officers aware</p>		
7 June 2022				
	Child Exploitation	<p>Decision Made: Chair to discuss with the Chair of Corporate and Community regarding the Committee’s wish to scrutinise the Community Safety Partnership</p> <p>Actioned – Chair attended C and C O&S to contribute to the scrutiny of the CSP.</p>		

26 July 2022				
	SEND Improvement Journey: Permanent and fixed term exclusions	<p>Decision Made: Ensure MYP involved with Headteachers Forum's discussions on school uniform policies</p> <p>Action – Officer aware</p> <p>Decision Made: Discuss possible alternative provision with Cllr S Moore</p> <p>Action – Officer aware</p> <p>Decision Made: For the Committee to continue to be provided with data to monitor progress.</p> <p>Action – Yearly update to go on forward plan.</p>		
	SEND Mainstream Banding	<p>Decision Made: Add SEND Mainstream Banding to Forward Plan for a review in 12 months.</p> <p>Action – added to Forward Plan</p>		
	Members of Youth Parliament – Update	<p>Decision Made: MYPs to investigate schools which teach politics as part of PHSE</p> <p>Action – MYPs aware</p> <p>Decision Made: MYPs to make contact with Cllr J Butt, Lead Member for Engagement</p> <p>Action – MYPs aware</p>		

		<p>Decision Made: MYPs to make contact with Cllr Haines regarding any support she could provide for the campaign equality for minorities</p> <p>Action – MYPs aware</p>		
20 September 2022				
	Review of the new RE syllabus from BCP SACRE	<p>Decision Made: Information be provided on the number of academies who had engaged with the review and were going to use the locally agreed syllabus.</p> <p>Actioned – information circulated to Committee on 7 November 2022</p>		
	SEND Programme of Expansion – Broadstone Middle School	<p>Decision Made: To receive an update at an appropriate time in 2023</p> <p>Action – add to Forward Plan</p>		
22 November 2022				
	Feedback from the Child Exploitation Working Group	<p>Decision Made: To circulate an update from the Local Police and Crime Commissioner regarding work the police were doing across BCP and Dorset regarding County Lines and Child Exploitation.</p> <p>Actioned – circulated by email on 23 November 2022</p>		

		<p>Decision Made: To circulate the minutes of the recent working group including the proposed next steps and if they had any comments or suggestions to email the Clerk.</p> <p>Action – report to be provided to the Committee at its June 2023 meeting.</p>		
	Pan-Dorset Safeguarding Children Partnership	<p>Decision Made: That the scrutiny plan which was being developed could be shared with the Committee once complete</p> <p>Action – Officers aware</p> <p>Decision Made: The Independent Chair to attend a youth forum to detail the work of the Board to spread awareness and understanding.</p> <p>Action – Officers and MYPs to progress</p>		
	Written Statement of Action Progress Report	<p>Decision Made: That the coproduction work be shared with the Committee</p> <p>Action – Officers aware</p> <p>Decision Made: There was a request that the MYPs shared the survey as much as possible with the Headteachers and SENCOs to increase the response</p> <p>Action – MYPs aware</p> <p>Decision Made: The Key Performance Indicators (KPIs) being developed be shared with the Committee once complete.</p>		

		<p>Action – Officers aware</p> <p>Decision Made: The Director of Education advised she could send the inspection letter to the Committee which provided further details.</p> <p>Action – Officers aware</p>		
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CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE



Report subject	Joint Inspection of Dorset Combined Youth Justice Service
Meeting date	7 February 2023
Status	Public Report
Executive summary	HMI Probation led a Joint Inspection of Dorset Combined Youth Justice Service in September and October 2022. The inspection report was published on 17 January 2023. The overall rating of the service was <i>Good</i> . The report provides a thorough review of the work of the service, applying 13 inspection standards. 11 of the 13 standards were rated <i>Good</i> , one was rated <i>Requires Improvement</i> and one was rated <i>Outstanding</i> .
Recommendations	<p>It is RECOMMENDED that:</p> <p>The Committee note the findings of the inspection report, including the 'Strengths' and 'Areas for Improvement' identified by inspectors, and are assured that an action plan is in place with suitable monitoring to address the report's Recommendations.</p>
Reason for recommendations	To ensure the Committee has oversight of the inspection report and of the action plan to address the report's Recommendations.

Portfolio Holder(s):	Councillor Mike White, Portfolio Holder Children's Services
Corporate Director	Cathi Hadley, Corporate Director, Children's Services
Report Authors	David Webb, Manager, Dorset Combined Youth Justice Service
Wards	Council-wide
Classification	For Update and Information

Background

1. HMI Probation have responsibility for the inspection of Youth Justice Services (YJSs). All YJSs in England and Wales are being inspected in a programme that will run from 2018-2024. The current youth justice inspection framework provides for two types of inspection, 'single' or 'joint'. Dorset Combined Youth Justice Service was the subject of a joint inspection in September and October 2022. The joint inspection format requires the submission of evidence in advance; a fieldwork week during which HMI Probation inspect a sample of YJS casework; a second fieldwork week in which YJS staff and partners meet with a multi-agency inspection team comprising specialist inspectors for youth justice, children's social care, education, police and health. The report from this joint inspection was published on 17 January 2023.
2. Dorset Combined Youth Justice Service is a partnership between Bournemouth, Christchurch and Poole Council. Dorset Council, Dorset Police, NHS Dorset and the Probation Service in Dorset. The inspection covered work in both local authority areas and reported on the combined work of the service so that the findings apply to both local authority areas.

Summary of Inspection Report and next steps

3. The inspection report is appended to this report. The youth justice inspection framework is structured into 4 'domains': Organisational Delivery; Court Disposals; Out of Court Disposals; Resettlement. Each domain is divided into Standards, making a total of 13 inspection Standards.
4. Inspection of the first domain, Organisational Delivery, is undertaken through a combination of 'evidence in advance' and fieldwork meetings with YJS staff, managers, Board members and partners. All four inspection Standards in this domain were rated Good. Committee members will see that the report lists the Strengths and Areas for Improvement identified by the inspectors for each Standard.
5. As part of the inspection HMI Probation sent a text survey to all children on the current YJS caseload and asked to interview children whose cases were included in the inspection sample. Surveys were also sent to YJS team members, YJS volunteers and to the local youth magistrates.

6. Inspection of the other three domains (Court Disposals, Out of Court Disposals and Resettlement) is undertaken through detailed scrutiny of a sample of cases. The YJS was required to submit details of all cases commencing between 27 September 2021 and 22 July 2022. From this list the inspectorate selected a total of 62 cases (24 court orders, 35 out of court disposals, 3 custody cases). Inspectors applied a structured set of inspection criteria to each case, reading the case record and interviewing the lead YJS worker.
7. Committee members will see in the report that seven of the nine casework standards were rated *Good*, one was rated *Requires Improvement* and one was rated *Outstanding*.
8. HMI Probation made six recommendations in their report. Four of the recommendations are addressed to the YJS Management Board, covering some of the Board arrangements, local partnership work in response to child exploitation, education for YJS children and some of the partnership working between the YJS and children's social care. The other two recommendations are addressed to the YJS Manager, relating to the analysis of the outcomes for different types of out of court disposal and to the quality of assessments of the risk of harm posed by children on the YJS caseload.
9. HMI Probation require an action plan to be submitted by 1 February 2023, showing how the YJS will address the inspection recommendations. The action plan is due to be signed off by the YJS Management Board on 27 January 2023. The YJS Management Board will oversee progress on implementing the plan. Progress can also be reported to this committee in June when the committee is due to consider the annual Youth Justice Plan for 2023/24.

Summary of financial implications

10. There are no financial implications associated with the inspection report.

Summary of legal implications

11. There are no legal implications associated with the inspection report, however it confirms that the local authorities are meeting their statutory duty to provide a multi-agency YJS.

Summary of human resources implications

12. There are no human resources implications associated with this report.

Summary of environmental impact

13. No environmental impact has been identified in respect of the report.

Summary of public health implications

14. No public health implications have been identified. The report notes the strong partnership working with health commissioners and providers in Dorset and the quality of work undertaken by the YJS nurses, psychologist and speech and language therapists.

Summary of equality implications

15. There are no specific equality implications associated with the report. One of the suggested Areas for Improvement is for the service to develop a discrete diversity and disproportionality policy which will guide staff to ask appropriate questions about a child's heritage and their lived experiences.

Summary of risk assessment

16. Following a rigorous joint inspection process the YJS has been rated Good. An action plan is in place to address the report's recommendations, overseen by the YJS Management Board. No specific risks are identified as arising from this inspection report.

Background papers

The inspection report is attached to this report.

Appendices

Appendix 1 "An inspection of youth offending services in Dorset"



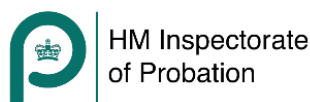
HM Inspectorate
of Probation

An inspection of youth offending services in **Dorset**

HM Inspectorate of Probation, January 2023

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Please note that throughout the report the names in the practice examples have been changed to protect the individual's identity.

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Foreword

This inspection is part of our programme of youth justice service (YJS) inspections. This was a joint inspection, and we were joined by colleague inspectors from police, social care and education. We have inspected and rated Dorset Combined YJS across three broad areas: the arrangements for organisational delivery of the service, the quality of work done with children sentenced by the courts, and the quality of out-of-court disposal work. Overall, Dorset Combined YJS was rated as 'Good'. We also inspected the quality of resettlement policy and provision, which was separately rated as 'Good'.

The inspection found that children from the two local authorities covered by the YJS – Bournemouth, Christchurch, Poole (BCP) and Dorset – have access to quality resources based upon their needs and these are not restricted by locality. The partnership board ensures that performance, learning, and good practice are effectively shared across the two areas.

As a combined local authority YJS there is an appropriate focus on the quality of services provided by each local authority at board level. However, this must not detract from the need to ensure a collective strategic approach which is effective. For the partnership board to be challenged in its ambition to drive the performance of the service forward, a level of independence in its chairing arrangements could help ensure that all agencies are held to account more effectively.

In terms of partnerships, the YJS receives good health provision, which includes a psychologist, nurses, and speech and language therapists. We found the service to be well supported by Dorset police and police officers were valued members of the team who demonstrated good knowledge and understanding of the children coming to their attention. The reoffending of children subject to out-of-court disposals is monitored, however, there is no detailed analysis of the profile of the children who reoffend and the effectiveness of the disposals they were given.

Although there had been a strategic focus on working with schools to support them to implement inclusion strategies, too many YJS children did not have access to full-time education and this needs to be an area of focus moving forward. We also found some disconnect with children's social care. In particular, there were delays in obtaining information as YJS case managers were not consistently invited to children's social care statutory multi agency meetings. Whilst YJS managers and business support officers had access to children's social care records, YJS case managers did not and therefore direct access to social care records would facilitate improved information sharing and communication.

YJS case managers understood the dangers of county lines and recognised when children were at risk of, or were already experiencing, exploitation. However, there was no agreed understanding of child exploitation across the partnership and no clear framework to guide practitioners. For both court orders and out-of-court disposals, case managers need to consider the possible wider risks when assessing children's risk of harm to others, for the quality of work around this standard to be improved.















For out-of-court disposals, it was good to see that the police notified agencies of all the children they encountered. There was also evidence that staff worked in a trauma-informed way and did all they could to engage children and families.

In this report, we make a number of recommendations that we hope will support Dorset Combined YJS to build on its strong foundations and ensure it continues to deliver a high-quality service for children.



Justin Russell, HM Chief Inspector of Probation

Ratings

Dorset Combined Youth Justice Service Fieldwork started September 2022		Score	24/36
Overall rating		Good	
1. Organisational delivery			
1.1	Governance and leadership	Good	
1.2	Staff	Good	
1.3	Partnerships and services	Good	
1.4	Information and facilities	Good	
2. Court disposals			
2.1	Assessment	Good	
2.2	Planning	Good	
2.3	Implementation and delivery	Good	
2.4	Reviewing	Good	
3. Out-of-court disposals			
3.1	Assessment	Requires improvement	
3.2	Planning	Outstanding	
3.3	Implementation and delivery	Good	
3.4	Out-of-court disposal policy and provision	Good	
4. Resettlement¹			
4.1	Resettlement policy and provision	Good	

¹ The rating for resettlement does not influence the overall YJS rating.

Recommendations

As a result of our inspection findings, we have made six recommendations that we believe, if implemented, will have a positive impact on the quality of youth justice services in Dorset. This will improve the lives of the children in contact with youth justice services, and better protect the public.

The Dorset Combined Youth Justice Service partnership board should:

1. review the board arrangements to ensure effective strategic partnerships across the combined area and consider whether additional independent chairing arrangements could enhance these
2. develop a shared approach across the partnership to addressing child exploitation and county lines and put a framework in place which promotes effective practice
3. continue to support and challenge all schools to ensure that YJS children receive their full entitlement to education
4. improve partnership working with children's social care by ensuring YJS case manager involvement in all statutory multi-agency meetings and improve their direct access to children's social care records.

The YJS service manager should:

5. analyse the reoffending of children subject to out-of-court disposals and monitor the effectiveness of the disposals given
6. improve the analysis and quality of assessments to ensure there is effective and robust understanding regarding the risk of harm a child can pose to others.

Background

We conducted fieldwork in Dorset Combined YJS over a period of two weeks, beginning 26 September 2022. We inspected cases where the sentence, licence or out-of-court disposal began between 27 September 2021 and 22 July 2022. We also inspected resettlement cases that were sentenced or released between these same dates. We conducted 45 interviews with case managers.

Dorset is a county in south west England. Dorset Combined Youth Justice Service (DCYJS) was formed in 2015 and works across two local authorities, Bournemouth, Christchurch, Poole (BCP) and Dorset. The service matches the boundaries of the other statutory YJS partner agencies, including Dorset Police, the Office of the Police and Crime Commissioner, NHS Dorset clinical commissioning group (CCG), Dorset HealthCare NHS Trust and the Probation Service (Dorset), who also work across both local authorities. The two local authorities are unitary and were formed in April 2019. BCP is a large urban area, while Dorset comprises a mainly rural area with market towns and a larger urban area in Weymouth and Portland. Dorset Council has a population of about 380,000. Bournemouth, Christchurch, and Poole together form a conurbation with a population of nearly 400,000.

The YJS is hosted by BCP Council, located in the safeguarding and early help service directorate of children's social care, with links to the Dorset Council children's social care directorate. The YJS is represented across other strategic and operational partnerships both within the local authorities and across the pan Dorset partnerships; and issues impacting on youth offending are prominent on the agendas of these other key strategic groups.

At the time of the inspection there were 54 staff in the YJS. The number of interventions that were open in September 2022 showed that 76 were post court interventions and 64 were out-of-court disposals. The YJS caseload consists of approximately 65 per cent BCP children and 35 per cent Dorset children, with some slight fluctuation. YJS staff are employed through BCP and split into two geographical teams. The YJS specialist workers work across both areas. The service receives funding from NHS England to support the introduction of trauma-informed practice and has a 'trauma champion' to develop this area of work.

The YJS has access to a comprehensive suite of data, analysis of which has led to deep dive reports. These have included a report on the profile of younger children known to the YJS, as well as, monitoring the potential criminalisation of care experienced children. From January 2021 to December 2021, the number of first-time entrants for Dorset Combined YJS was more than the average for England and Wales. Its use of custody was less than the average for England and Wales. From October 2019 to September 2020, Dorset's performance in the proportion of children who reoffend and how frequently they reoffend were both better than the average for England and Wales.

Both local authorities understood the risk to the service regarding Covid-19 and reacted quickly and proportionately to support staff, manage the workload, and ensure that children and families were kept safe. Virtual interventions and online programmes were delivered throughout lockdown to children and their families. restorative justice provision had to be varied and 'reparation at home' packs were developed for children to complete. Referral order panels and parenting programmes continued to be delivered virtually and the YJS offices remained open to a restricted number of staff.

Domain one: Organisational delivery

To inspect organisational delivery, we reviewed written evidence submitted in advance by the YJS and conducted 22 meetings, including with staff, volunteers, managers, board members, and partnership staff and their managers.

Key findings about organisational delivery were as follows.

1.1. Governance and leadership



The governance and leadership of the YOT supports and promotes the delivery of a high-quality, personalised and responsive service for all children.

Good

Strengths:

- The Youth Justice Service partnership board is chaired by the Dorset director for children's social care and its membership includes all statutory partners.
- Both local authorities ensure they are equitably represented on the board.
- Board members are clear about the vision for the service and are consulted on its annual priorities.
- Staff ensure that children from the two authorities are treated equitably, have access to resources based upon their needs and this is not restricted by locality.
- Key indicators are split by the local authority areas to ensure that performance, learning, and good practice are shared across both.
- The YJS is represented across other strategic and operational partnerships, both within the local authorities and across the pan-Dorset partnerships.
- The YJS is receiving funding from NHS England to support the delivery of trauma-informed practice.
- The board receives information relating to the service's performance, progress on past plans, learning from case reviews, and inspection reports, as well as deep-dive thematic reports.
- Board members hold each other to account and challenge partner agencies about the resources that are provided to the service.
- YJS team managers regularly attend the management board and staff present specific pieces of work.
- There is a youth justice plan supported by a team plan in which managers lead on specific areas of practice.

Areas for improvement:

- The board chairing arrangements are not rotated. For the partnership board to be challenged in its ambition to drive the performance of the service forward, a level of independence is required that holds all partnership agencies to account.
- While the seniority of the board membership is appropriate, attendance is not consistent.

- Although the youth justice plan references work taking place to look at disproportionality, the service does not have a specific diversity and disproportionality policy. Focus on this area requires a framework that collates the diversity and disproportionality work together, which guides and enables staff to ask appropriate questions about a child's heritage and their lived experiences.
- Although new board members meet with the YJS service manager and chair of the board as part of their induction, there is no formal induction pack which ensure consistency.

1.2. Staff



Staff within the YOT are empowered to deliver a high-quality, personalised and responsive service for all children.

Good

Strengths:

- The YJS has a stable and experienced workforce.
- Allocation of cases considers which staff have previously been involved with the family and prioritises case manager consistency.
- Staff encourage good engagement with the child. Staff and managers are child-centred and know their children well.
- Staff receive regular monthly supervision; clinical supervision is also provided when needed. They reported feeling supported by both their managers and their peers.
- Seconded staff receive supervision from their home agency, who complete an appraisal, and from their YJS line manager.
- There is a comprehensive induction process for new staff and volunteers, and procedures for addressing staff competency.
- There is a workforce development policy, the service keeps comprehensive training records, and staff and volunteers reported that they feel encouraged to take up training opportunities.
- All staff and volunteers have access to courses available through the two local authorities and external providers. Specialist workers had access to joint training provided by the YJS.
- In the cases inspected, management oversight met the needs of the case in 71 per cent of post-court cases and in 72 per cent of out-of-court disposals.
- The YJS uses workshops to develop practice and staff can become 'champions' in specific areas.
- Staff development is encouraged through offering management opportunities within the service and support for external qualifications.
- In the staff survey, 95 per cent of the 23 staff who completed it said their views about working for the YJS were listened to and acted on either 'quite well' or 'very well'.

- Staff receive praise and appreciation through emails from senior leaders and supervision with their line managers; team meetings encourage the sharing of positive news and recognition of good practice.
- Staff reported that they felt valued by managers and by their peers, and all 23 staff who completed the staff survey said that exceptional work is 'sometimes' or 'always' recognised.

Areas for improvement:

- Opportunities for staff to learn from the different challenges each local area face need to be further developed to ensure shared learning across the combined area.
- The quality of work to analyse and assess who was at risk and the nature of the risk needs improving and staff would benefit from additional training.
- Staff expressed concerns about how children had been treated by the police but had not effectively raised these at the time with the YJS police officers. It is essential issues are raised and addressed in a timely manner and learning shared is identified.
- The understanding of child exploitation in the area needs to improve. Further training and clearer pathways for responding to child exploitation are required.

1.3. Partnerships and services



A comprehensive range of high-quality services is in place, enabling personalised and responsive provision for all children.

Good

Strengths:

- The YJS has access to a comprehensive suite of data, which have been the subject of deep-dive analysis.
- The YJS has two parenting workers. Feedback from parents showed that they appreciated the practical help and emotional support they have been given.
- The YJS can access two separate substance misuse services and both organisations provide link workers.
- The YJS restorative justice practitioners contact every victim to highlight the restorative justice opportunities available. The service is developing interventions with emergency workers. Victim engagement and feedback are reported to the management board.
- Feedback from the court indicated YJS staff give professional advice, allowing the bench to fulfil their role in sentencing while engaging the child in the proceedings.
- The YJS employs two education, training, and employment (ETE) workers who play an effective role in supporting schools and education providers to meet the needs of YJS children. They advocate well and are knowledgeable in the various inclusion and special educational needs and disability (SEND) forums. They are supported by YJS practitioners who use risk assessments effectively in addressing school leaders' concerns about a child's behaviour and educational needs.

- There is good health provision, which comprises a psychologist, child and adolescent mental health service (CAMHS) nurses, and speech and language therapists. The nurses combine expertise in child mental health and wellbeing with wider nursing expertise in physical health, sexual health, and substance misuse. There was evidence in the inspected cases that the speech and language therapists advocated strongly to ensure that children's needs were met.
- The YJS was well supported by Dorset police with two seconded police constables, a sergeant dedicated to the YJS, and a police inspector. The officers were highly regarded and valued as members of the team by both peers and the YJS management team. They demonstrated good knowledge of the children managed by the YJS, and intelligence was routinely shared by both police and case managers. The police officers attend the risk assessment panels, providing updated intelligence on children being discussed, and contribute to risk management plans.
- The YJS has a full-time seconded probation officer who prepares a transition OASys (offender assessment system) assessment which captures the key aspects from the youth justice assessment. Transition arrangements were good, and the service was well engaged with the multi-agency public protection arrangements (MAPPA) process. When young people aged over 18 come to the attention of the Probation Service, contact is made with the YJS to verify if they have been previously known to them.

Areas for improvement:

- The service did not have sufficient data about education exclusions, attainment, destinations, and progress to inform and guide decisions. Both local authorities were, however, enabling YJS staff to access pupil data where needed.
- Both local authority areas have strategic and operational multi-agency meetings to monitor children at risk of or experiencing criminal exploitation. The inspection found, however, that there was no collective clear framework to guide practitioners, including mapping the location of risky areas in the localities, sharing and collating intelligence with other agencies and formulating multi-agency assessments and plans for children and families.
- Both local authorities have been working with schools to support them to implement inclusion strategies. There has been a focus on building schools' capacity to manage YJS children and retain them in learning. Senior managers review and challenge all potential school exclusions, thereby communicating a clear message about keeping children in learning and the risks to the child associated with non-attendance. However, despite this too many YJS children were not getting their entitled access to full time education.
- There were too many YJS children aged 16 or older not in suitable education, training or employment. Although YJS staff worked assiduously, in conjunction with partners, to provide bespoke support, there were insufficient volume, range, and flexibility of options across the combined area to meet the needs of these children.
- Although the quality and effectiveness of partnerships with children's social care were good overall, there was a reliance by children's social care on agency staff from areas outside Dorset, which limited the opportunities for children and their families to receive the necessary support when they needed it.

- YJS managers have direct access to children's social care records along with the business support, however, the YJS case managers do not. As a result of this, some YJS case managers can experience delays in obtaining information. Additionally, we found examples of YJS practitioners not being invited to children's social care multi-agency meetings which presented challenges to effective information sharing.

1.4. Information and facilities



Timely and relevant information is available and appropriate facilities are in place to support a high-quality, personalised and responsive approach for all children.

Good

Strengths:

- There is a full range of policies and guidance, which are understood by staff and reviewed regularly.
- Information-sharing protocols are in place and understood across the partnership.
- There is an escalation process for all partners to help challenge other agencies, and staff feel supported by managers in raising concerns.
- The YJS has two offices, in Poole and in Dorchester. Staff working with children can access community facilities across the geographical area, including community centres and schools, and will visit children at home.
- YJS police officers had access to police and YJS IT systems and were proficient in the use of both. A flagging system on the Dorset Police record management system automatically notifies the YJS police officers when frontline police encounter children. This is considered good practice.
- The YJS case management system enables the service to produce quality data on performance.
- There is a quality assurance and practice improvement policy that outlines the framework for auditing work, and this was evident and impacting in the cases inspected.
- The YJS is involved in multi-agency audits, taking part in multi-agency learning reviews.
- The YJS had completed an intensive feedback exercise through in-depth interviews with some children who had been remanded or sentenced to custody in the past three years.
- There is evidence that the YJS reviews cases when serious incidents occur and learns from the outcomes of inspections to help improve practice.

Areas for improvement:

- Although YJS offices are a safe space for staff, some are not accessible for children and families.
- While the police officer in BCP works alongside case managers in the main office, enabling good joint working through formal and informal information sharing, in Dorset the arrangements are less conducive to joint working.

Involvement of children and their parents or carers

As part of the inspection, inspectors met parents of children known to the YJS who were working with the YJS parenting support workers. Their feedback was very complimentary; they said they appreciated the emotional support they received and could ask the workers for advice, as well as learning practical parenting skills.

The YJS has completed feedback through in-depth interviews with a small number of children who had been remanded or sentenced to custody in the past three years. Its aim is to understand the child's journey to custody, their individual experiences, whether they experienced discrimination, and how they had been affected by their contact with the service and other agencies. The findings from this will influence provision in the future.

The YJS ensures that it gets feedback from children and both parents where possible and it uses different ways to do this, including online surveys and self-assessments. Although feedback is recorded, it is not analysed, which is a missed opportunity for the YJS to use what is said to influence the way that services are delivered.

The YJS contacted, on our behalf, children who had open cases at the time of the inspection, to gain their consent for a text survey. We delivered the survey independently to the 31 children who consented, and nine children replied. When asked how they rated the service they had received from the YJS, six responded, with a score of 10 out of 10, with one child saying:

"They understood why I've done what I've done, and they really tried to help me."

When asked how the YJS had helped them stay out of trouble, one child said:

"By offering things to keep you busy and to stop going out causing trouble, giving you lots of opportunities to turn your life around."

While another commented:

"Because they talk through things with me, and even when I went to a secure unit, they made sure they were still there helping me."

Inspectors also spoke to eight children and two parents, all felt that their YJS workers had the right skills to do the work, and all but one said that they had been able to access the right services and support to help them stay out of trouble.

One child, talking about their case manager, said:

"They knew what they were talking about and had a good understanding of my situation. They could say things in a way that young people understand. They listened really well and gave good advice."

Diversity

The inspection found that children from the two authorities are treated equitably and staff ensure that they have access to resources based upon their needs, which is not restricted by their locality.

The caseload at the time of inspection showed 11 per cent were black, Asian or minority ethnic children. Given the balance of the caseload in BCP, black, Asian or minority ethnic children are not therefore over-represented as a whole. The distribution within the caseload shows a higher proportion of children at the court order stage who are black, Asian or minority ethnic children than the proportion of those at the out-of-court stage.

The YJS identified that only two per cent of its workforce are black, Asian or minority ethnic, and therefore has links with local organisations who can provide mentors who can support a child's understanding of their heritage if needed. When considering the child's diversity, worker allocation decisions are taken carefully to be sensitive to children's needs.

The number of girls on the caseload stays within a range of 15 to 20 per cent of the total caseload, which is consistent with national rates. The YJS is working with a small number of children who are exploring their gender identity. The YJS recognises that they have specific needs and are providing an individualised response.

At the time of inspection, the YJS had 140 open interventions, of which 20 per cent were linked to females, 64 per cent had substance misuse issues, 79 per cent had emotional, mental health, and wellbeing concerns, 48 per cent had a learning disability, learning difficulty or were subject to an education health and care plan, and 10 per cent were care-experienced children living within the YJS area. Although the YJS comments on disproportionality in its youth justice plan, it does not have a specific diversity and disproportionality policy.

Domain two: Court disposals

We took a detailed look at 23 community sentences and one custodial sentence managed by the YJS.

2.1. Assessment



Assessment is well-informed, analytical and personalised, actively involving the child and their parents or carers.

Good

Our rating² for assessment is based on the following key questions:

	% 'Yes'
Does assessment sufficiently analyse how to support the child's desistance?	96%
Does assessment sufficiently analyse how to keep the child safe?	88%
Does assessment sufficiently analyse how to keep other people safe?	79%

In assessing desistance, case managers showed a suitable understanding of the trauma that children had experienced and its impact on their behaviour and engagement. Assessments collated information from other agencies and appropriately analysed children's factors for and against desistance, including their attitude and motivation for offending. Children's diversity needs were explored and assessments provided a reliable understanding of the child, their family, and their personal circumstances. The views of both parents were prioritised, and case managers focused on children's strengths, and levels of maturity. Case managers had considered the wishes and needs of victims, allowing restorative opportunities to be offered to them.

Cases appropriately identified the potential risks to children's safety and wellbeing and included information from other agencies, for example, health and speech and language. Case managers considered the external factors that could be put in place to support the safety of children.

In assessing children's risk of harm to others, information from other agencies informed the assessment. This included information from the police which was used to help analyse the internal and external controls, and interventions needed to manage the risks that children presented to others. However, there was limited evidence that case managers consistently considered who was at risk, and the nature of that risk and this is an area that needs further development.

² The rating for the standard is driven by the lowest score on each of the key questions, which is placed in a rating band, indicated in bold in the table. [A more detailed explanation is available at web link.](#)

2.2. Planning



Planning is well-informed, holistic and personalised, actively involving the child and their parents or carers.

Good

Our rating³ for planning is based on the following key questions:

	% 'Yes'
Does planning focus sufficiently on supporting the child's desistance?	96%
Does planning focus sufficiently on keeping the child safe?	96%
Does planning focus sufficiently on keeping other people safe?	71%

Where possible, cases were allocated to practitioners who had already worked with the child and their family. Planning for the child's interventions evidenced that the case manager knew the child well, considered their strengths, and understood their ability to change.

Planning to support the children's desistance was a strong area of practice. Case managers considered the diverse needs of children and could plan access to the appropriate services. Plans were adapted to the child's needs, and the views of both parents and carers were taken into consideration. Planning was linked to the child's assessed desistance factors and took account of their level of motivation to engage. YJS education workers were part of the plan to keep children motivated while appropriate provision was being found for them or while their education, health and care plan (EHCP) was being reviewed. Planning to take account of the wishes of victims was inconsistent. Restorative justice practitioners worked well with engaging victims and consistency would ensure this was better evidenced in cases.

Planning to keep children safe was strong in most of the cases inspected. Other agencies were involved in the planning process, which built on existing relationships with other professionals, including YJS education officers and complex safeguarding team social workers. Case managers planned for the interventions that were needed to support children and managed the risk to their safety and wellbeing. However, contingency planning to address escalating concerns about a child's safety and wellbeing were not adequately detailed in some cases. This was linked to case managers not being invited consistently to children's social care meetings and so not having all the information about the child's current circumstances.

Planning to manage a child's risk of harm to others was the weakest area of practice in the post-court cases inspected. Planning did promote the safety of other people and addressed the safety of specific victims in most cases. Case managers did use the YJS risk assessment panel and, where appropriate, MAPPA (multi-agency public protection arrangements) meetings to help inform the planning process.

³ The rating for the standard is driven by the lowest score on each of the key questions, which is placed in a rating band, indicated in bold in the table. [A more detailed explanation is available at web link.](#)

However, as some of the wider potential risks around the child's risk of harm to others had not been identified as part of the assessment, this impacted on the quality of contingency planning. Where there were concerns that the child's risk to others could increase, contingency planning was not evident in nearly half of the relevant cases.

2.3. Implementation and delivery



High-quality, well-focused, personalised and coordinated services are delivered, engaging and assisting the child.

Good

Our rating⁴ for implementation and delivery is based on the following key questions:

	% 'Yes'
Does the implementation and delivery of services effectively support the child's desistance?	75%
Does the implementation and delivery of services effectively support the safety of the child?	88%
Does the implementation and delivery of services effectively support the safety of other people?	79%

The delivery of services and interventions showed that the case manager had built a strong relationship with the child and their family, and this was evident in the child's engagement.

To help support desistance, most cases demonstrated the importance that case managers gave to considering children's diverse needs. The interventions delivered built on the case manager's understanding of the child, their strengths, and their ability to engage. In all cases, practitioners prioritised developing and maintaining an effective working relationship with the child and their parents or carers. Case managers were involved in multi-agency discussions and meetings to ensure that provision was in place for the child when their involvement with the YJS ended.

Interventions were identified to manage the child's safety and wellbeing. There was evidence of joint working with specialist staff, including the nurses and the psychologist, as well as early help services, substance misuse workers, and the complex safeguarding team. Inspectors noted excellent work from the education workers, who advocated for children to ensure that they received appropriate provision, and the speech and language therapists, who shared their assessments with education and care providers to help them understand the child's needs and adapt their services accordingly.

We found some variability in the delivery of services and interventions that considered a child's risk of harm to others. When considering the risk that some children pose to others, the protection of actual and potential victims was not consistently considered in all cases. However, there was good multi-agency coordination to monitor the risks, and this included MAPPA meetings. The

⁴ The rating for the standard is driven by the lowest score on each of the key questions, which is placed in a rating band, indicated in bold in the table. [A more detailed explanation is available at web link.](#)

communication and information sharing between the YJS police officers and case managers was timely and effective in ensuring all professionals were updated and the child's risk was being well managed.

2.4. Reviewing



Reviewing of progress is well-informed, analytical and personalised, actively involving the child and their parents or carers.

Good

Our rating⁵ for reviewing is based on the following key questions:

	% 'Yes'
Does reviewing focus sufficiently on supporting the child's desistance?	88%
Does reviewing focus sufficiently on keeping the child safe?	83%
Does reviewing focus sufficiently on keeping other people safe?	71%

Reviews were completed at key points in the order, and many cases showed ongoing reviewing of desistance factors as the order progressed. It was pleasing that case managers continued to build on children's strengths, responding to their diversity needs, and considered the changes in their personal circumstances. There was evidence that the focus of interventions changed if needed and the child's ongoing plan was adjusted when necessary. The reviews considered children's motivation appropriately as the order progressed, and the child and their parents or carers continued to be involved in the reviewing process.

Reviews of the safety and wellbeing of children detailed the changes in children's circumstances and case managers responded accordingly. There were examples of professional discussions and meetings with education, health, and some children's social care social workers. Case managers also used the risk assessment panel to help them manage any changing concerns or escalations in the risk to children's safety and wellbeing. In nearly all cases, this resulted in adjustments to the ongoing plan of work with children, which reflected the changing circumstances.

Reviewing a child's risk of harm to others needs strengthening in the post-court cases inspected. Case managers recognised and responded to changes in the child's circumstances, and the reviewing process included information from, and meetings with, other agencies. However, reviews did not consistently lead to the necessary adjustments in the ongoing plan, and work to manage the risk of harm to others remained ineffectively addressed or managed.

⁵ The rating for the standard is driven by the lowest score on each of the key questions, which is placed in a rating band, indicated in bold in the table. [A more detailed explanation is available at web link.](#)

Domain three: Out-of-court disposals

We inspected 35 cases managed by the YJS that had received an out-of-court disposal. These consisted of 13 youth conditional cautions, 16 youth cautions, and six community resolutions.

3.1. Assessment



Assessment is well-informed, analytical and personalised, actively involving the child and their parents or carers.

Requires improvement

Our rating⁶ for assessment is based on the following key questions:

	% 'Yes'
Does assessment sufficiently analyse how to support the child's desistance?	86%
Does assessment sufficiently analyse how to keep the child safe?	71%
Does assessment sufficiently analyse how to keep other people safe?	60%

The YJS used a specific 'brief assessment' tool based on AssetPlus for assessing all children subject to an out-of-court disposal. Inspectors noted that the quality of the assessment depended on the experience of the practitioner and their understanding of the tool. Also, similar to the post-court cases inspected, when considering the risk a child posed to others, case managers did not routinely take into account the wider potential risks, including the nature of the risk and who was at risk.

To help identify children's desistance factors, case managers had accessed a range of sources from partner agencies and offered a sufficient analysis of children's attitudes towards, or motivations for, their offending. They focused on children's strengths and their motivation to change. Case managers involved children and their parents or carers in the assessment, and in all relevant cases the needs and wishes of victims had been considered. Assessments would be further informed, however, if children's diversity needs were taken into account consistently.

Two thirds of the cases identified and analysed sufficiently the potential risks to children's safety and wellbeing. Information from other agencies was used to inform the assessment, and there was a clear written record of children's wellbeing and how to keep them safe.

In the majority of cases, the risks to others were identified and analysed, but as stated above, in a number of cases practitioners were not recognising wider risks to other people or analysing sufficiently children's potential future harmful behaviour. Overall, however, inspectors did find that most cases assessed how to keep other people safe sufficiently.

⁶ The rating for the standard is driven by the lowest score on each of the key questions, which is placed in a rating band, indicated in bold in the table. [A more detailed explanation is available at web link.](#)

3.2. Planning



Planning is well-informed, analytical and personalised, actively involving the child and their parents or carers.

Outstanding

Our rating⁷ for planning is based on the following key questions:

	% 'Yes'
Does planning focus on supporting the child's desistance?	89%
Does planning focus sufficiently on keeping the child safe?	86%
Does planning focus sufficiently on keeping other people safe?	80%

Planning for out-of-court disposals was the strongest area of practice when considering a child's desistance, their safety and wellbeing, and the risk they posed to others. Where possible, cases were allocated to practitioners who had already worked with the child and their family. Planning for the child's interventions evidenced that the case manager knew the child well and understood their motivation and their strengths.

Plans addressed the child's desistance factors, and case managers took account of children's diversity needs. Practitioners included children and their parents or carers and made plans proportionate to the type of disposal. They also ensured that plans reflected the wishes and needs of victims, and cases showed good examples of restorative justice work being completed. As some of the interventions were delivered within a short period, case managers appropriately concentrated on children's access to mainstream services and opportunities for community integration after the disposal had ended. This was evident in the work of the education officers and case managers who advocated for YJS children to ensure that they were receiving the appropriate provision relevant to their needs.

Planning to address children's safety and wellbeing was supported by work with substance misuse workers, the YJS health team, and, especially, the speech and language therapists. Although assessments did not always consider the wider risks the child posed to others, practitioners were strong at planning for the child's risk when related to the offence that had been committed. Plans involved other agencies where relevant and case managers addressed the concerns and risks to victims.

Both planning to address a child's safety and wellbeing and their risk of harm to others require contingency arrangements to be considered consistently. Case managers need to look beyond the offending behaviour and take into account the potential wider risk factors around the child's circumstances. Overall, however, in most cases planning to address the child's safety and wellbeing and their risk of harm to others was sufficient.

⁷ The rating for the standard is driven by the lowest score on each of the key questions, which is placed in a rating band, indicated in bold in the table. [A more detailed explanation is available at web link.](#)

3.3. Implementation and delivery



High-quality, well-focused, personalised and coordinated services are delivered, engaging and assisting the child.

Good

Our rating⁸ for implementation and delivery is based on the following key questions:

	% 'Yes'
Does service delivery effectively support the child's desistance?	83%
Does service delivery effectively support the safety of the child?	89%
Does service delivery effectively support the safety of other people?	74%

The delivery of services and interventions was a strong area of practice which built on the assessment and the plans. Case managers could access all the services and interventions available for children on court orders for those subject to an out-of-court disposal. The interventions delivered showed that the case manager had built a strong relationship with the child and their family, and this was evident in the child's engagement with their disposal.

To help support children's desistance, case managers matched interventions to their needs and learning styles, taking account of their diversity. They were also proportionate to the type of disposal. There was good engagement with interventions, which were mainly voluntary, and case managers worked hard to establish effective working relationships with both the children and their parents or carers. Interventions considered a child's speech, language, and communication needs. In most cases, consideration had been given to how children could be linked into mainstream services once their interventions had ended.

The delivery of interventions to support children's safety and wellbeing included doing this alongside other professionals, although consideration was given to not involving too many professionals. There were examples of case managers working in a trauma-informed way and using case consultations with the health professionals to help them deliver sessions that would meet the child's needs. Nearly all the cases inspected showed that the service delivery and interventions supported the safety of children effectively.

In most cases of interventions with children to support the safety of other people, the services delivered were managing and minimising the risk of harm. Case managers, however, need to give more consideration to the protection of potential and actual victims when delivering interventions. Overall, though, the interventions delivered had supported the safety of other people in most of the cases inspected.

⁸ The rating for the standard is driven by the lowest score on each of the key questions, which is placed in a rating band, indicated in bold in the table. [A more detailed explanation is available at web link.](#)

3.4. Out-of-court disposal policy and provision



There is a high-quality, evidence-based out-of-court disposal service in place that promotes diversion and supports sustainable desistance.

Good

We also inspected the quality of policy and provision in place for out-of-court disposals, using evidence from documents, meetings, and interviews. Our key findings were as follows:

Strengths:

- Children and families can access programmes and projects across both local authorities, ensuring they receive appropriate early intervention work.
- There is an out-of-court disposal protocol between the YJS and Dorset police.
- Frontline police officers do not give community resolutions on the street. Instead, it was good to see that the police notify agencies of all the children they encounter.
- Partnership agencies screen all children on receipt of the notification from the police, and check if the child or family are known. The responses are collated by a police sergeant who then sends them to the YJS team managers with a proposed outcome.
- Based on the screening information, an out-of-court disposal or an allocation for a YJS brief assessment is proposed. If an assessment is needed, then the case manager will visit the child and family and make a proposal based on their assessment.
- An AssetPlus is used where there are concerns about the child's level of risk, or it is a harmful sexual behaviour case.
- Any disagreements regarding the proposed outcome are discussed at the weekly panel meeting, which is attended by the police, the YJS team manager, and representatives from early help. This panel also tracks and reviews out-of-court disposal cases.
- All the interventions and services available to children on court orders can be used for children on an out-of-court disposal.
- When a child does not participate with their disposal, efforts are made to support engagement.
- Dorset Police produces a performance report, which is shared with the YJS Board and management team, that tracks the timeliness of out-of-court decisions from their initial referral to the disposal being given.
- An evaluation of out-of-court disposals was completed by Bournemouth University and Dorset police. One of its recommendations was the development of an intervention specifically looking at assaults on emergency workers, which the YJS has taken forward.
- A local scrutiny panel reviews cases and looks at the consistency of decision-making and outcomes.

Areas for improvement:

- The evidence of police and YJS joint decision-making and the rationale for the outcomes agreed were not recorded clearly or consistently.
- Staff did not always understand the process for the out-of-court disposal or that their brief assessment could influence the outcome for the child.
- The quality of assessing the risk of harm for children who are subject to an out-of-court disposal needs to improve to take account of the wider potential risks and contingency planning.
- While the reoffending of children subject to out-of-court disposal is monitored using the YJS reoffending toolkit and is reported to the YJS partnership board, there is no detailed analysis of the profile of children who reoffend and the effectiveness of the disposals they were given.

4.1. Resettlement

4.1. Resettlement policy and provision



There is a high-quality, evidence-based resettlement service for children leaving custody.

Good

We inspected the quality of policy and provision in place for resettlement work, using evidence from documents, meetings, and interviews. To illustrate that work, we inspected three cases managed by the YJS that had received a custodial sentence.

Our key findings were as follows.

Strengths:

- The YJS has a resettlement policy, which includes work with children in custody and after release from custody.
- The service manager is proactive in reporting to the partnership board on the timeliness of release addresses being confirmed. Individual case concerns are escalated with social care managers before release to expedite placement decisions.
- YJS staff described communication with the secure estate as good. Each child is allocated a resettlement worker and there are weekly conversations between the YJS and the establishment.
- Case managers attend review meetings and visit children in custody in person whenever possible to maintain and develop their working relationships.
- A YJS nurse and education worker are allocated to all children in custody to ensure access to the right provision, and to assist continuity of care during and after custody.
- The speech and language therapists share with relevant custody professionals the results of their individual assessments of children in custody.
- In the cases inspected, there was sufficient planning to support the child's accommodation on release. The quality of planning was helped by the multi-agency response that was in place, as all the cases were subject to MAPPA.
- The findings from the view-seeking work with children in custody will help the service understand the children's experiences and improve provision.

Areas for improvement:

- The resettlement policy does not contain information on recalling children to custody.
- The YJS does not have a resettlement panel, but children in custody are discussed at the risk assessment panels.
- Provision for children's education, training, and employment is affected by where they will live on release. Any issues should, therefore, continue to be escalated to the board so that accommodation is found promptly.

Further information

The following can be found on our website:

- [inspection data, including methodology and contextual facts about the YJS](#)
- [a glossary of terms used in this report.](#)

CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE



Report subject	Virtual School Head's Annual Report
Meeting date	7 February 2023
Status	Public Report
Executive summary	The attached report gives an overview of the academic year 2021-22 for children in care and care leavers. The report includes successes, areas that we have been focusing on, areas we are looking to develop and priorities for the next academic year. Educational outcomes are shown in the report along with an outline of spend for the Pupil Premium Grant.
Recommendations	<p>It is RECOMMENDED that:</p> <p>The successes of the young people in care and care leavers, the work that has been undertaken by the Virtual School and the priorities for the next academic year be noted by the Board.</p>
Reason for recommendations	Update on work undertaken by the Virtual School during the academic year 2021-22.
Portfolio Holder(s):	Cllr Mike White, Lead Member for Children & Young People
Corporate Director	Cathi Hadley, Corporate Director, Children's Services
Report Authors	Kelly Twitchen, Headteacher, Virtual School & College
Wards	Council-wide
Classification	For Information

Background

1. See report attached

Options Appraisal

2. N/A

Summary of financial implications

3. See report attached re Pupil Premium Grant

Summary of legal implications

4. None

Summary of human resources implications

5. Additional roles have been created within the Virtual School. The duties of the Virtual School Headteacher have extended to include the strategic oversight of education for all children with a social worker. Funding has been awarded to Virtual Schools to undertake this role. The Assistant Headteacher has taken on this duty and an officer had been employed to back fill the duties. 3 additional roles have been created, Early Years Officer (full-time post), Secondary Teacher (0.6) and Cross-Phase Teacher (0.6). PPG funding along with previously looked after children funding has been used to fund these posts.

Summary of sustainability impact

6. None

Summary of public health implications

7. Having full-time education is important for the well-being for all young people. A full-time education will allow for a young person to achieve their aspirations in the career they chose later in life, allowing them to lead a successful life within the community. This will have a significant impact on their well-being

Summary of equality implications

8. The expectation is that all young people have an education that will meet their needs and allow them to move towards either further education, higher education or employment.

Summary of risk assessment

9. None

Background papers

None

Appendices

Appendix 1 – Virtual School Headteacher's Annual Report 2021-22

VIRTUAL SCHOOL HEADTEACHER'S ANNUAL REPORT 2021-2022



Education matters to all children and Young People (YP), it is crucial to the well-being and development of their learning outcomes and life opportunities.

BCP Virtual School(VS)is not a teaching tool or online learning environment. We are a statutory service made up of professionals who support and challenge all of those involved in the education of Children in Care, Care Experienced Young People and children with social workers .

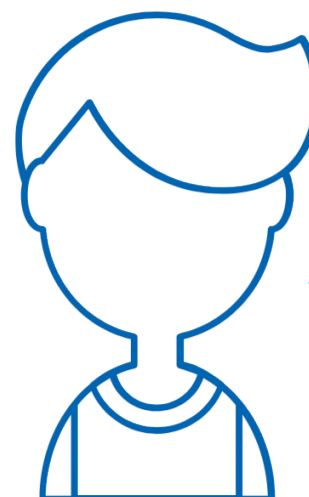
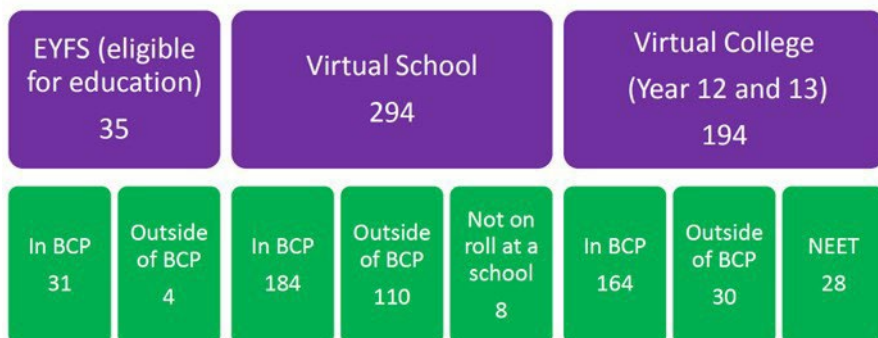
The report below highlights the successes of the young people and the work undertaken by The Virtual School and College during the academic year 2021/22. It also highlights focus areas for improvement.

Kelly Twitchen

Virtual School Headteacher

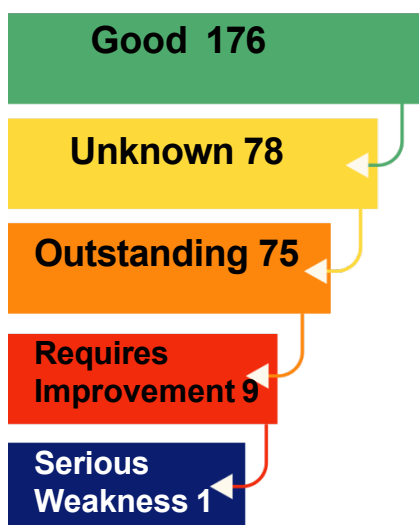
PROFILE OF OUR CHILDREN AND YOUNG PEOPLE

The Virtual School and College Cohort



56% Male

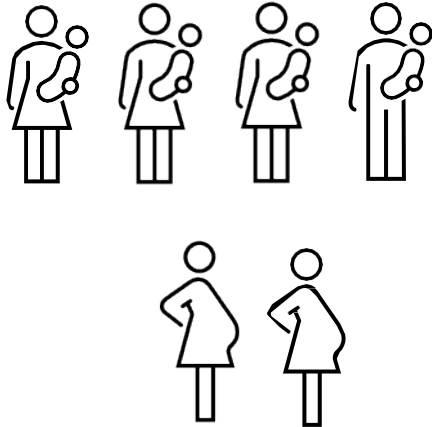
OFSTED



44% Female

Ofsted ratings of schools attended by Children in Care

PROFILE OF OUR CHILDREN AND YOUNG PEOPLE



**Largest Age group
KS3 – Years 7,8 and 9**

55 %

We worked with 2 young people that were pregnant and 4 parents last academic year.

120

Children of school age new into care.

42

Children of school age who left care.

84

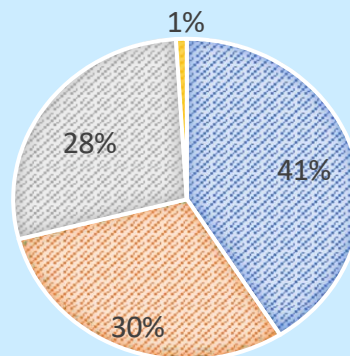
Young People came into care

UASC

20 Care Leavers were attending University in 2021-2022

SEN

■ No SEN ■ EHCP ■ K SEN support ■ YTC



2021 HEADLINE S

GOOD

No permanent exclusions for 3rd consecutive year

88%

Children in Care progressing into further education at Post 16

95%

DTs continue to produce Green and Amber PEPs

100%

PEP completion

82%

YP engaging in education and training at Post 16

100% of young people have access to LEXIA

100%

Progress and attainment data on PEP documents

IMPROVING

Reduction in suspensions by 2% to 11%. Less than national average

8% increase in Grade 4+ in English and Maths

PRIORITIES

Improve Stability

89%

Improve Attendance

32%

Reduce persistent absence

172

Provision changes for

74

pupils

REDUCE SUSPENSIONS

39

Suspended Different

Pupils

30

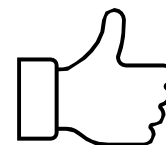
Provisions

242

Lost days

HOW WELL ARE WE DOING

OUR STRENGTHS



- We are ambitious and have high aspirations for children in care – OFSTED Dec 2021
- We have a good understanding of our local schools and our schools feel we communicate with them in a timely manner, provide a link with social care and provide support for providers and young people – OFSTED Dec 2021
- Identify children missing out on education quickly and support a return to school full time as soon as possible - OFSTED Dec 2021
- The Virtual School provide a training offer to newly qualified social workers regarding education and planning and processes.
- We have co-produced bespoke courses with a local provider for NEETs and UASC who have been nominated for the ERSA Employability awards 2022.
- No permanent exclusions for the third year running.
- We are providing a Lexia login for all children in care, an online reading programme. This is in response to the national decline in reading attainment after Covid and the need to raise attainment in reading for all young people.
- Children in care are offered holiday activities funded through PPG+
- Residential trips are offered to children in care and children with a social worker such as Jamie's Farm



Areas that are improving but not consistent:

- Reducing the number of persistently absent pupils.
- Although suspensions have reduced by 2% from 2020-21 and at the end of the academic year 2021-22, 11% of the cohort received 1 or more suspension compared to national -11.59%, we would still like this number to be lower.
- Oversight of attainment and data provides strategic focus and early identifiable provision for support .

WHAT WE DID DIFFERENTLY

PUPIL VOICE



This year we:

- ❖ Provided training on the collation and use of Pupil voice to BCP and Dorset schools.
- ❖ The training provided a range of strategies and resources to develop relationships, ways to collect and reflect the voice of young people and use to inform target setting and support to make progress and achieve outcomes.
- ❖ Our quality assurance process for our PEPs has been changed so that they cannot be rated as higher than inadequate without Pupil Voice.
- ❖ The PEP document has been redesigned to hear authentic voice. We are encouraging schools use different methods such as Art to collect Pupil Voice.



At school I enjoy My World because we are learning about us and what's inside people.

At school I enjoy, friends and lots of lunch clubs and seeing Mrs Clark (DT) and the sausage and chips. I find it difficult to Stop myself being angry, going to lessons I don't enjoy, tolerance of people when I don't understand their situation.

I want to go to KMC and study either Blacksmithing or something to do with the countryside . I have decided to do a level 2 course as I feel I will be better equipped to manage the workload and can progress to level 3 or an apprenticeship.

In September 2021, 57% of PEPs rated as red were considered inadequate due to lack of Pupil Voice. In July 2022 this had reduced to 22% of PEPs rated as red.

SUPPORTING YOUNG PEOPLE TO ACHIEVE

- ✓ Recruited additional staff that allowed the VS team to include Lead for Secondary, Lead for Primary and Deputy Headteacher who holds the role of SENCo
- ✓ Weekly team meetings now contain CPD training to develop knowledge and experience in role to enable support and constructive challenge to schools and professionals supporting YP in care
- ✓ A new system to track and analyse termly progress and attainment to enable timely interventions and challenge under-achievement more frequently than termly PEPs
- ✓ Transition guidance was issued to all schools, for use each term throughout the academic year, to prepare young people for the transitions in the normal rounds
- ✓ 100% receiving AP of 10 hours or more during SEND consultation period funded by PPG
- ✓ 99% of PEPs attended by Virtual School officer
- ✓ QA of PEPs completed in 5 working days
- ✓ 100% of PEPs contain attainment data
- ✓ 1 to 1 tuition funded by PPG-there has been an adjusted focus from encouraging the use of external providers to use existing education provision staff
- ✓ **Driving up the standard of PEPs through:**
- ✓ Development of new QA system
- ✓ Strong quality assurance of PEPs
- ✓ Redesign of the question foci to support social care and education professionals to provide information to inform target setting
- ✓ Delivering PEP preparation and completion training to new and existing Designated Teachers in half termly DT Networks and bespoke training termly sessions
- ✓ Management oversight and data analysis of attainment/progress data to inform target setting and support/next steps to achieve outcomes
- ✓ To minimise the time missing education for CIC with an EHCP following a sudden placement move. PPG+ is used to fund alternative provision for 3 weeks while SEND processes occur



WHAT WE DID DIFFERENTLY

The Student Council were able to meet for the first time in person this year. They met at Absolute Music and took part in drumming and DJing. The music they produced was broadcast on a radio station to celebrate their successful production.

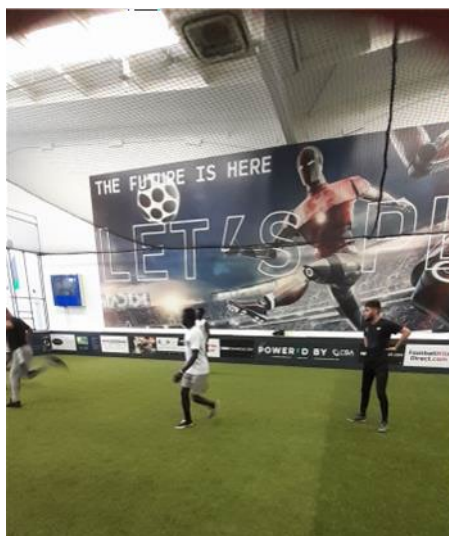


Unaccompanied Asylum Seeking Children UASC

The Virtual School supported 84 UASC who arrived in BCP last year, 12 of statutory school age and 72 in Years 12 and 13.

The students participated in a variety of team building events.

- ❖ Enrolment support days at college
- ❖ 12 week ESOL and life skills course
- ❖ Cultural visits
- ❖ Online ESOL tuition
- ❖ Group activities such as, Fty Lab, Moors Valley, cooking skills and horticulture project



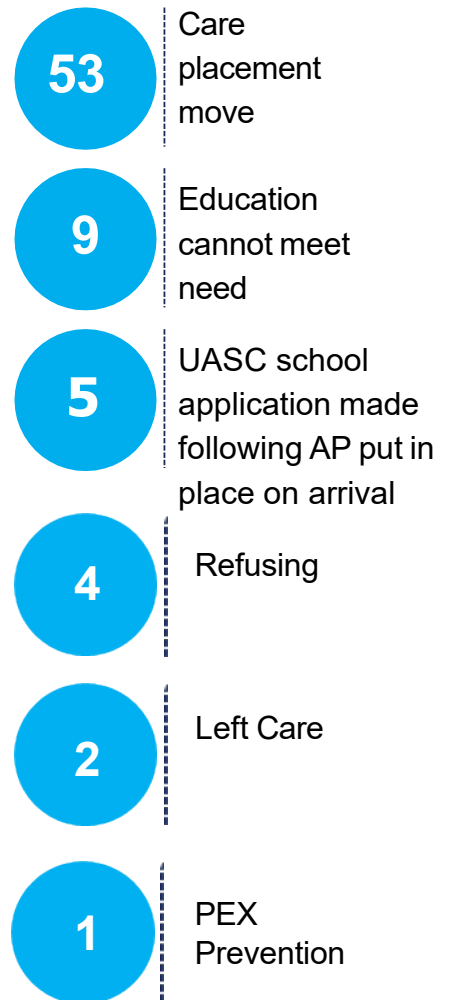
WHAT WE DID DIFFERENTLY

STABILITY

REASONS FOR CHANGES IN EDUCATION PROVISION 2021-2022

The average attendance of pupils with AT LEAST one school move was 74% compared to pupils with ONLY one move having 86%

- ✓ Designated Mentor training (**increased from 34 to 49 in 9 months**). This training is undertaken with the educational psychologist allocated to the Virtual School and provides strategies for building relationships with young people who have experienced trauma as well as strategies to teach them how to regulate their emotions
- ✓ Attendance at permanency planning meetings weekly
- ✓ Designed a transitions planning list
- ✓ Joint planning
- ✓ Virtual School contributes to Placement Approval Forms
- ✓ Joint transfer meetings between transferring and receiving provisions

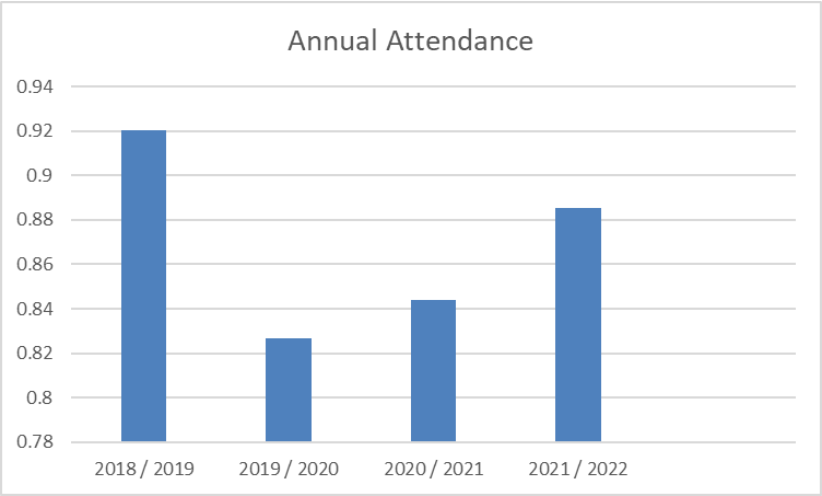


Number of Children



WHAT WE DID DIFFERENTLY

ANNUAL ATTENDANCE

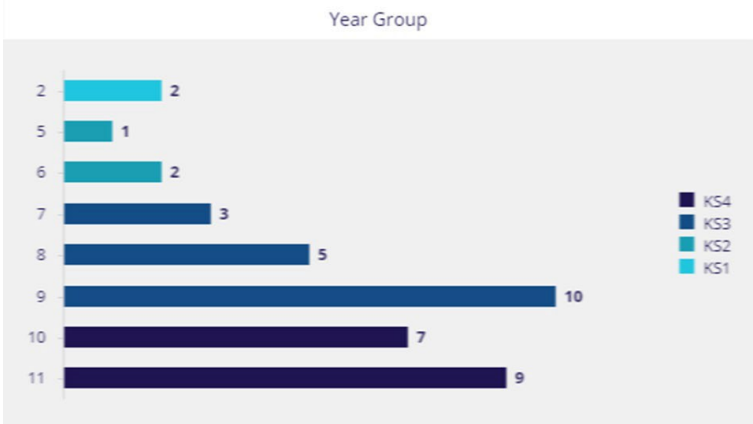


2021-2022 annual attendance was **89%** for all CIC compared to **86.5%** available national data

We appointed an officer who has information, advice and guidance experience and qualifications to not only work with all of our young people but to also target Years 10 and 11 to increase engagement with education and attendance .

SUSPENSIONS

- ✓ Attendance at re-integration meetings
- ✓ Use of PPG for additional support to break cycles of suspensions
- ✓ Development of suspension support flow chart



39

Number of pupils

130

Number of suspensions

242

Number of days

30

Number of Schools

EYFSP – Early Years Foundation Stage.

BCP Virtual School value the importance of the Early Years, and so fund the additional 15 hours for pre-school in the year before a child starts school to support their school readiness. This is done on a child-by-child basis when they are ready to access the full 30 hours if appropriate for them. **75% of those children that had additional hours achieved GLD**

71% reached a good level of development compared to 40% nationally

75% having achieved a Good Level of Development in their Early Learning Goals



Year 1 Phonics

75% of BCP children passed phonics test in Year 1 compared to 59% nationally .

75%



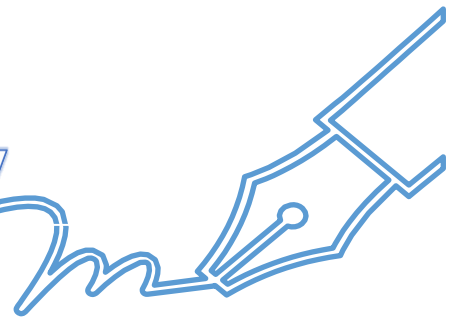
YEAR 6 SATS KS2



57% BCP met reading standards compared to 51% nationally

29% BCP met writing standards compared to 42% nationally

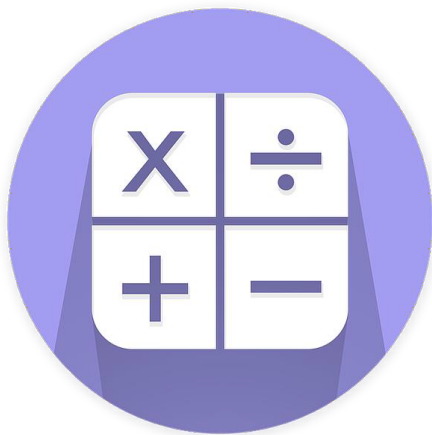
Priority



Improving

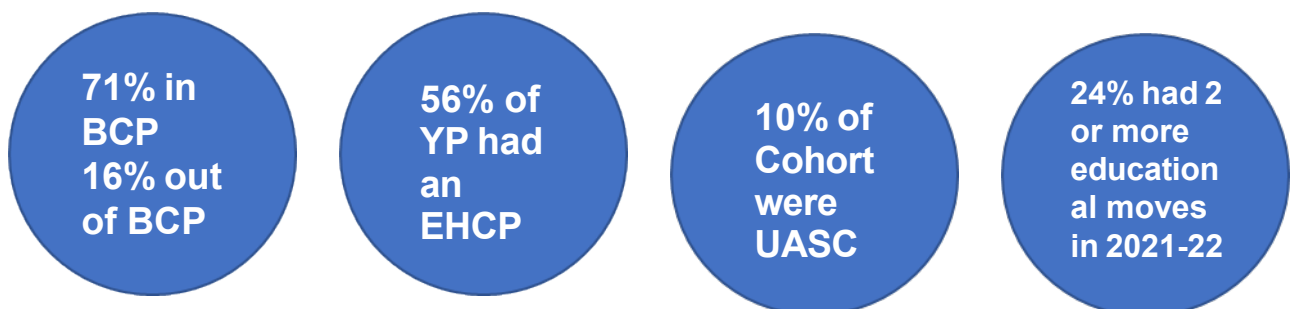
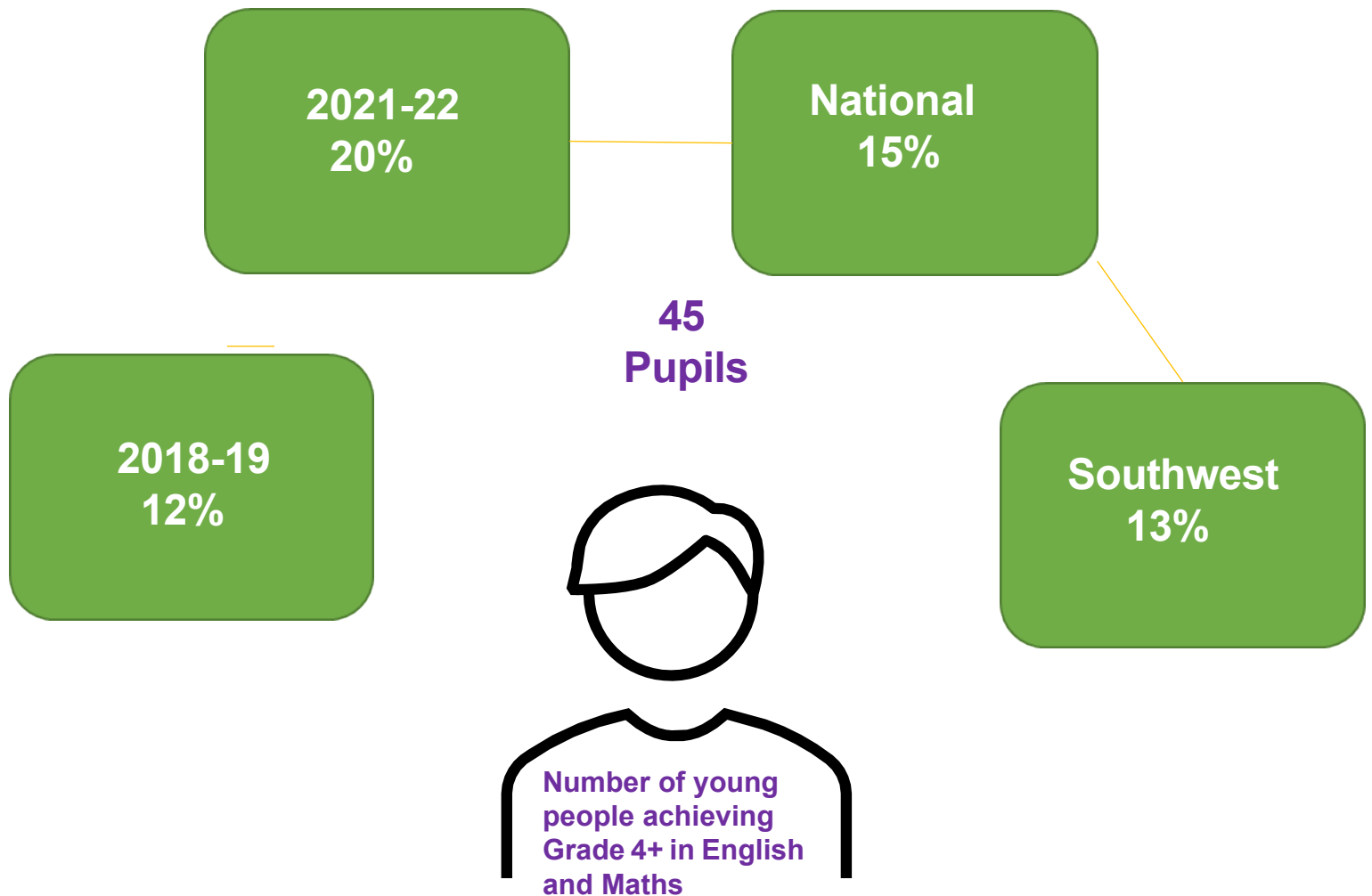
43% BCP met Maths standards compared to 44% nationally

29% BCP met Reading, Writing and Maths standards compared to 31% nationally



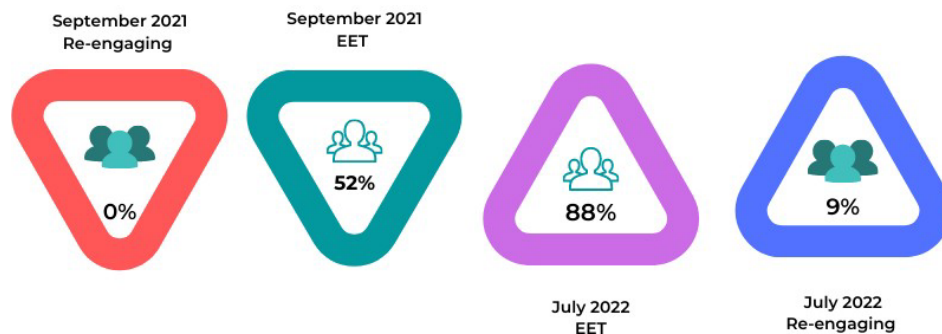
YEAR 11

All data compared to 2018-19 as this was the last cohort that sat formal examinations pre-COVID



Post 16 and Higher Education

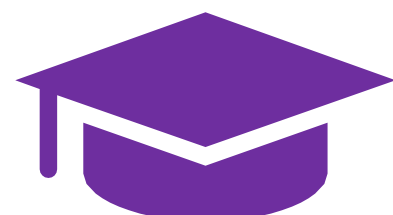
Number of Year 12 NEET



- ✓ We worked hard last year to reduce our NEETs from 51 (36%) in September 2021 to 28 (18%) in July 2022.
- ✓ For the second year running the Virtual School provided summer term transition support and planning for Year 11/12/13 including: additional intervention for YP identified as Risk of NEET in Year 11, Post 16 case officers attended all summer PEPs for Year 11, summer transition drop in day post GCSE/ A Level results - all YP and carers invited and telephone call to all young people transitioning to Post 16 to discuss next steps.
- ✓ We successfully applied for and were awarded the Post 16 PPG+ pilot.
- ✓ Re-engagement increased from 0 young people in Jan 2022 to 12 in July 2022 and resulted in 50% increase in applications to college for young people previously disengaged in Year 11.
- ✓ We are now using Welfare Call to gain daily attendance of Years 12 and 13 to highlight concerns regarding engagement, provide timely support from college and the VS and reduce removal at day 43 and dropout from courses.

11 of our Year 13s were undertaking academic qualifications and 10 of them successfully achieved their qualifications. One young person in Year 14 was completing an apprenticeship which she successfully achieved. 10 of our Year 13s went on to study at university .

4 students successfully completed studying at degree level including 2 Masters Degrees



PUPIL PREMIUM PLUS

In 2021-2022 our total Pupil Premium Plus (PP+) budget was £766,815.

The centrally held funding was £343,976


Schools were allocated £422,839

The funding provided :


- ❖ School readiness funding for 3-4 year olds in settings as well as payments to schools
- ❖ Attendance monitoring and ePEP systems and analytics with WFC
- ❖ Jamie's Farm trips
- ❖ Holiday activities with local providers.
- ❖ EP assessments
- ❖ Lexia
- ❖ Laptops
- ❖ Staffing – Virtual School teachers
- ❖ SEND Officer working in the SEN team
- ❖ Crisis funding for pupils with high level and complex needs in unstable school placements
- ❖ Targeted 1:1 tuition to reduce gaps in learning
- ❖ Laptops for Children in Care
- ❖ ePEP – Welfare Call
- ❖ Additional hours for pre-school pupils
- ❖ Mentoring




PRIORITIES FOR 2022-2023




Reduce suspensions and persistent absence




Improve support at KS4 to improve GCSE outcomes and attendance



Increase social care contribution to the PEP process



Reduce NEETs and improve outcomes for KS5 and beyond



Continue to develop the training offer for carers and professionals.

Appendix A : Useful References

Promoting the education of children with a social worker – Virtual School Head role extension

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/994028/Promoting_the_education_of_children_with_a_social_worker.pdf

Designated teacher for looked-after and previously looked-after children: <https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

Promoting the education of looked-after and previously looked-after children: <https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>

Pupil premium: virtual school heads' responsibilities

<https://www.gov.uk/guidance/pupil-premium-virtual-school-heads-responsibilities>

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CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE



Report subject	SEND Improvement Journey: SEND Capital Programme and Delivering Better Value (DBV)
Meeting date	7 February 2023
Status	Public Report
Executive summary	<p>This report provides an update on the Council's progress in the Department for Education's Delivering Better Value (DBV) programme. The programme is designed to provide dedicated support and funding to help local authorities with substantial deficit issues in their high needs block of the dedicated schools grant (DSG) to reform their high needs systems.</p> <p>BCP Council is one of 55 LAs participating in the first cohort of the programme. This is set against significant concern about the escalating deficit in the Dedicated Schools Grant with low reserves. The DBV programme will be used to validate the direction of travel of the Council's Written Statement of Action and High Needs Block Recovery Plans, the relative prioritisation of initiatives and workstreams and the feasibility of implementation plans and associated timelines. In essence, the programme will help BCP Council deliver savings and support the Council's deficit recovery.</p>
Recommendations	<p>It is RECOMMENDED that Committee note:</p> <ul style="list-style-type: none"> i. the findings and outputs identified following the Council's completion of all DVB programme modules ii. the progress of the SEND programme of expansion and the estimated return on investment/savings or benefits as set out in the attached presentation at Appendix 1.
Reason for recommendations	<p>The council has a significant high needs deficit. Alongside the Council's existing High Needs Recovery Plan and Written Statement of Action, the Delivering Better Value (DBC) programme provides dedicated support and funding to help 55 local authorities with substantial deficit issues to reform their high needs systems. BCP Council has been selected as one of the local authorities to take part in the programme and as a result, could benefit from additional government funding to help transform services, subject to a successful grant funding application to the DfE in February 2023.</p>

Portfolio Holder(s):	Cllr Nicola Greene, Portfolio Holder for Council Priorities and Delivery Cllr Mike White, Lead Member, Children and Young People
Corporate Director	Cathi Hadley, Corporate Director, Children's Services
Report Authors	Sarah Rempel, Director of Education & Skills Tanya Smith, Head of School Place Planning, Admissions and Capital
Wards	Council-wide
Classification	For Information

Background

1. This report provides an update on the Council's progress in the Department for Education's Delivering Better Value programme. The Delivering Better Value (DBV) programme that was announced by the Department for Education (DfE) in February last year is designed to provide dedicated support and funding to help local authorities with substantial deficit issues in their high needs block of the dedicated schools grant (DSG) to reform their high needs systems.
2. BCP Council is one of 55 LAs participating in the first cohort of the programme. This is set against significant concern about the escalating deficit in the Dedicated Schools Grant with low reserves. The aim is to improve delivery of SEND services and put more local authorities on a more sustainable footing so that they are better placed to respond to the forthcoming special educational needs and/or disabilities (SEND) reforms. Participation in the programme is voluntary. The emphasis on this being an enabling and supportive programme with strong focus on the mutual learning across the wider system.
3. The DBV programme will be used to validate the direction of travel of the Council's Written Statement of Action and High Needs Block Recovery Plans, the relative prioritisation of initiatives and workstreams and the feasibility of implementation plans and associated timelines. In essence, the programme will help BCP Council deliver savings and support the Council's deficit recovery.
4. **DBV Programme Objectives:** BCP Council is working with a DfE appointed team of consultants in collaboration with the Chartered Institute of Public Finance and Accountancy (CIPFA) to identify local and national opportunities to improve the outcomes for children and young people with send. In order to achieve this, we know that:
 - a. the child must remain at the centre of everything we do
 - b. we must listen to the challenges from the perspective of those receiving support
 - c. collaboration with partners and children and families is key
 - d. funding is a challenge and a key source of frustration that should be considered through-out the planning.

5. **DBV Approach:** The DBV programme provides support to LAs through two key approaches:
 - a. **Grant Application:** To identify sustainable changes in each LA that can drive high quality outcomes for children and young people with SEND and support LAs in building an evidence-based grant application to assist the implementation of those changes
 - b. **Informing Long Term Reform:** Build an objective evidence base across the sector which can be used to inform future policy and funding reform, build a national play book and share best practice and inform national programmes of similar scale and intent.

6. **Outline of DBV Programme and Progress:** The programme is delivered across 3 modules culminating in a formal submission of a grant application to the DfE for transformation funding of up to £1m. Details of the findings and outputs for each of the modules is set out in the table below. Highlights of this work are summarised as follows:
 - a. The baselines and forecasts show a sustained upward trajectory in the unmitigated spend profile over the next 5 years. This identifies a cumulative deficit of £300m by 2027/28 in BCP.
 - b. Root causes of non-ideal outcomes for children and young people driving increased cost pressures include lack of specialist places, low parental confidence and awareness of support available across the system and inconsistent reviews of EHCPs.
 - c. The DBV process has identified 4 opportunities/workstreams necessary to change the spend trajectory and bring about savings. Together, these opportunities will help to bring about savings of between £20-£30m. An important part of this work is the opportunity to increase the number of specialist places available in maintained school provision. This coincides with work already underway in BCP as part of the SEND programme of expansion. Details of the progress of the progress of this work and the opportunity an increased number of places will deliver in terms of savings/return on investment is attached at Appendix 1 - see SEND Capital Builds and DVB Presentation.

Table 1: Modules that make up DVB Programme and BCP's Progress to-date

	Module Objectives	Findings and Outputs
Module 1 Sept – Oct 2022	Baselines and forecasts Provides a view of the unmitigated spend position <ul style="list-style-type: none"> • Projection modelling • Savings due diligence • Pattern of Occurrence analysis 	Unmitigated Deficit Projection: The unmitigated 5-year cumulative deficit for BCP is projected to be £300m by 2027/28.

Module 2 Oct – Nov 2022	<p>Root cause diagnostics</p> <p>Shows the root causes of non-ideal outcomes and the mitigated spend profile</p> <ul style="list-style-type: none"> • Case Reviews • Data analysis • Deep dives (school, parent and front-line engagement) 	<p>Drivers for increased spending: The diagnostic identified that the drivers for the increase in spend as follows:</p> <ul style="list-style-type: none"> • Lack of capacity of existing maintained specialist school places and scope to maximise utilisation of existing capacity • Low parental confidence in support for children, lack of visibility of a child's support, parental input in reviewing efficacy and child's voice in EHCP process • Under-utilisation and awareness of support available across BCP <p>Mitigated Spend Profile: The mitigated spend profile shows savings opportunities of between £20 – 33m.</p>
Module 3 Nov – dec 2022	<p>Implementation Planning</p> <p>Helps shape the workstreams/opportunities necessary to address these issues</p>	<p>Opportunities and Savings: There are 4 opportunities identified as necessary to address these issues. The details together with the savings/benefit of each of these opportunities is as follows:</p> <p>Opp 1: Increasing the capability of SEN Support resulting in the need for fewer EHCPs bringing an annualised and 5-year cumulative saving of £1m</p> <p>Opp 2: More CYP's needs being met in mainstream provision bringing an annualised and 5 year cumulative saving of £6m</p> <p>Opp 3: Increasing SEND spaces and better utilisation special school spaces bringing an annualised benefit/saving of £8m and 5 year cumulative benefit/saving of £22.3m</p> <p>Opp 4: Annual Review backlog. Savings/benefit to be confirmed/work in progress.</p> <p>Total DBV Savings Opportunity: Total opportunities/mitigations could bring an annualised benefit of £15m savings or cumulative savings over 5 years of £29m.</p>

7. **Grant Funding Application:** The findings and outputs from the diagnostics form the basis of the Council's grant funding application to the DfE. The Council plans to submit a bid for funding of £1m.
8. **How the grant funding will be used:** It is planned that grant funding of £1m will be used over an 18 month period, as directed by the DBV programme, for the following activities:
 - a. Recruitment - Educational Psychologists
 - b. Setting-up and staffing costs for the delivery of a dedicated SENCo Advice Line
 - c. Provide Healthy parent/carer facilitator training
 - d. Recruitment of SEND Lead for Capital Projects to provide SEND specialist support for the evaluation and development of capital schemes
 - e. Procurement of an external partner to support the operational delivery of capital projects
 - f. Recruitment of Case Officers to address the annual review backlog
 - g. Procurement of new system (Enhance) to write plans

9. **Timeline for the submission of the application:** The Council is working to submit the grant application aligned to the following timescales.
- a. 13 January 2023: first draft of grant application and share with the consultant team
 - b. 27 January 2023: second draft of grant application - DfE input from SEND Advisor and Vulnerable Children Unit, CIPFA will be assuring the unmitigated and mitigated financial scenarios
 - c. 24 February 2023: finalise grant application following feedback from consultant team
 - d. 31 March 2023: grant allocated to BCP (contingent on a successful bid)
 - e. 1 April: Implementation
10. The deadline for the finalised application is 24 February 2023. As part of the implementation phase of the programme, the Council will receive support from DfE officials and their local SEND advisors to deliver the plan and realise these opportunities to improve. At the time of writing this report, the Council was finalising its first draft of the grant application.

Options Appraisal

11. A decision could be taken not to participate in the programme though the council would need to be mindful of the significant High Needs deficit. Additionally, the council would not be able to benefit from the additional resource and learning that is attached to the DBV programme leaving the Council vulnerable to other intervention measures.

Summary of financial implications

12. The Council needs to consider all options to reduce the deficit DSG reserve to manageable levels. The national override enables the council to hold the DSG reserve deficit separately from its other reserves. This is not sustainable as the council is spending more than it is receiving, and it would normally have to set that off against positive reserves.
13. High needs funding has increased in recent years but not by enough to keep pace with the growth in EHCPs. BCP has seen a significant increase over recent years. The DfE apply an increase to local authorities' high needs budget at the same set percentage for every authority. This does not reflect the differences in the rate of increase in EHCPs across authorities.

Summary of legal implications

14. The SEND Code of Practice sets out the statutory guidelines and policy for SEND and contains details of the legal requirements that the local authority, health bodies, schools and colleges must follow without exception to provide for those with special educational needs under part 3 of the Children and Families Act 2014. The statutory duties include:
- a. the need to undertake a needs assessment where a child may have additional needs
 - b. to issue an education, health and care plan within 20 weeks where assessment provides evidence this is required to meet the assessed needs

- c. the local authority must then secure an appropriate school place and must consult with parental preference.

Summary of human resource implications

15. If the grant application is successful, the DVB programme would fund additional capacity to deliver our mitigations. This would entail recruitment to new posts. Further detail will emerge following the outcome of the grant application.

Summary of sustainability impact

16. Mitigations projected to have the greatest impact on reducing the deficit is the creation of additional local specialist places in maintained and mainstream school settings. This will help provide local places for local children and thereby reduce travel and transport requirements for children and associated costs. Additionally, capital projects must comply with local planning policy which include energy efficient measures. Both aspects contribute positively to the Council's climate change strategy.

Summary of public health implications

17. The pandemic has had an impact on children's education progress and the mental health and wellbeing of children and young people. As a result, the Council is seeing an increase in the number of children with Social Emotional and Mental health needs and increased demand for EHCPs. This intensifies the pressure on the high needs budget and impacts the Council's ability to change the trajectory of high needs expenditure.

Summary of equality implications

18. Equality impact assessments will be undertaken for substantive changes and capital schemes developed and delivered as a result of engagement in the programme.

Summary of risk assessment

19. It is vitally important that we continue to ensure the appropriate additional support is in place to support the educational progress of our most vulnerable children and that ensuring the best outcomes for vulnerable children remain at the heart of any DBV grant application and associated action plan.
20. Despite the Council's current comprehensive DSG recovery plan, the Council is still forecasting a significant deficit. The DVB programme provides an opportunity to attract investment and help increase the pace of transformation. External support and access to evidence-based practice could help reduce the forecast deficit through additional capacity and invest to save funding. The Council's capacity to change the trajectory of the current spend profile and associated risk will be reflected in the grant application with confidence weightings applied to each of the 4 saving opportunities. However, given the complexity of the range of interrelated factors and interdependencies at play, there is no guarantee that the Council will mitigate the deficit to the extent projected.

Background papers

Appendices

Appendix 1: SEND Capital Builds and DVB Presentation

SEND Capital Build & Delivering Better Value Update

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Sarah Rempel

Director of Education & Skills

Tanya Smith

Head of School Place Planning, Admissions & Capital

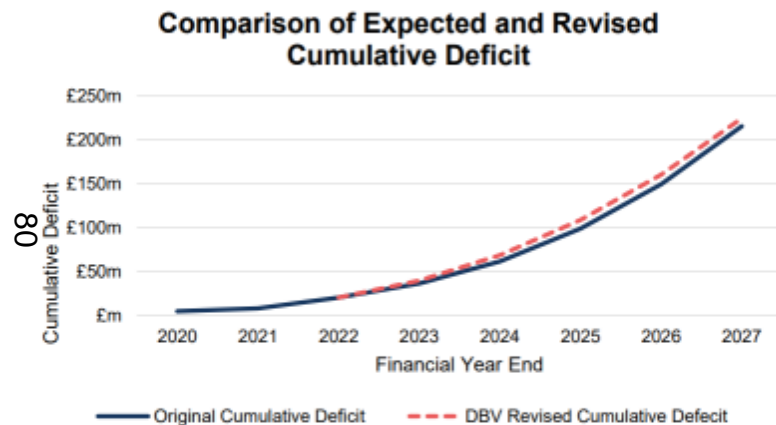


Current Context

- A number of improvement projects exist, aligned to a Written Statement of Action, covering a diverse range of SEND improvement topics from capital build to graduated response
- Strong sense of co-production in the Local Area, including recent successful consultation exercises with parent / carers and schools in particular, but lingering challenges about how to mobilise the system as a whole
- Despite clear vision / work breakdown structure and positive system engagement, challenges exist around LA capacity to deliver change with senior managers sucked into dealing with management of increasing backlogs (e.g. requests for assessment)
- A desire to use the DBV diagnostic work as an opportunity to validate the direction of travel of the Written Statement of Action and High Needs Block recovery plans, the relative prioritisation of the initiatives and the feasibility of implementation plans and associated timelines
- Significant concerns about the escalating deficit in the Dedicated Schools Grant with low reserves and a corresponding desire to contribute to the national evidence base supporting longer-term reform

Baseline & Forecasts

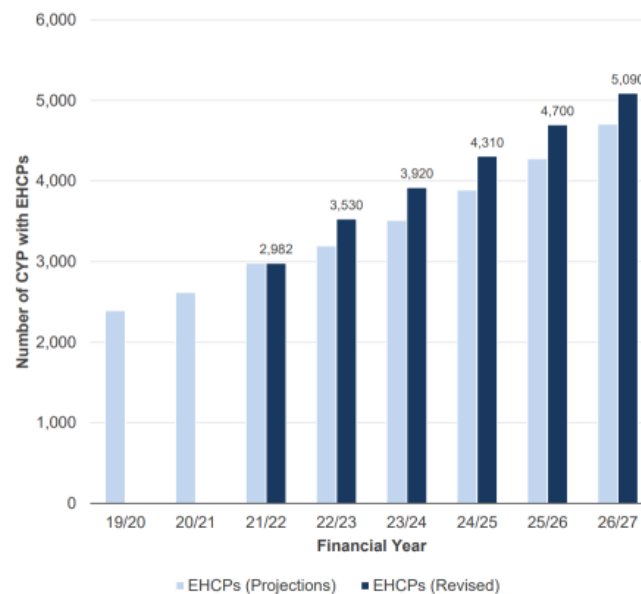
Cumulative deficit



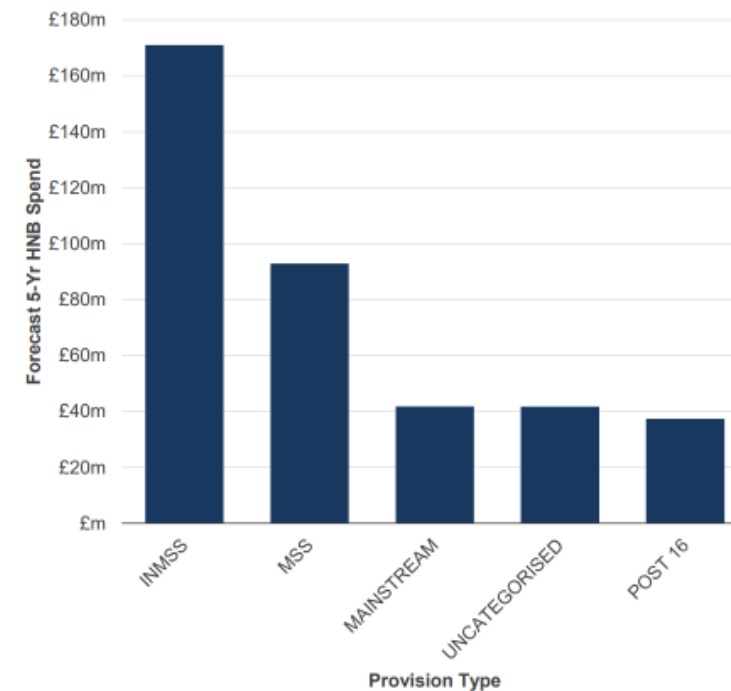
Key differences:

- DBV forecasts predict a **higher cumulative deficit** of £224m compared to the LA prediction of £215m

Revised Number of CYP with EHCPs Forecast



Unmitigated Forecast HNB Spend 22/23 – 26/27 by Provision Type



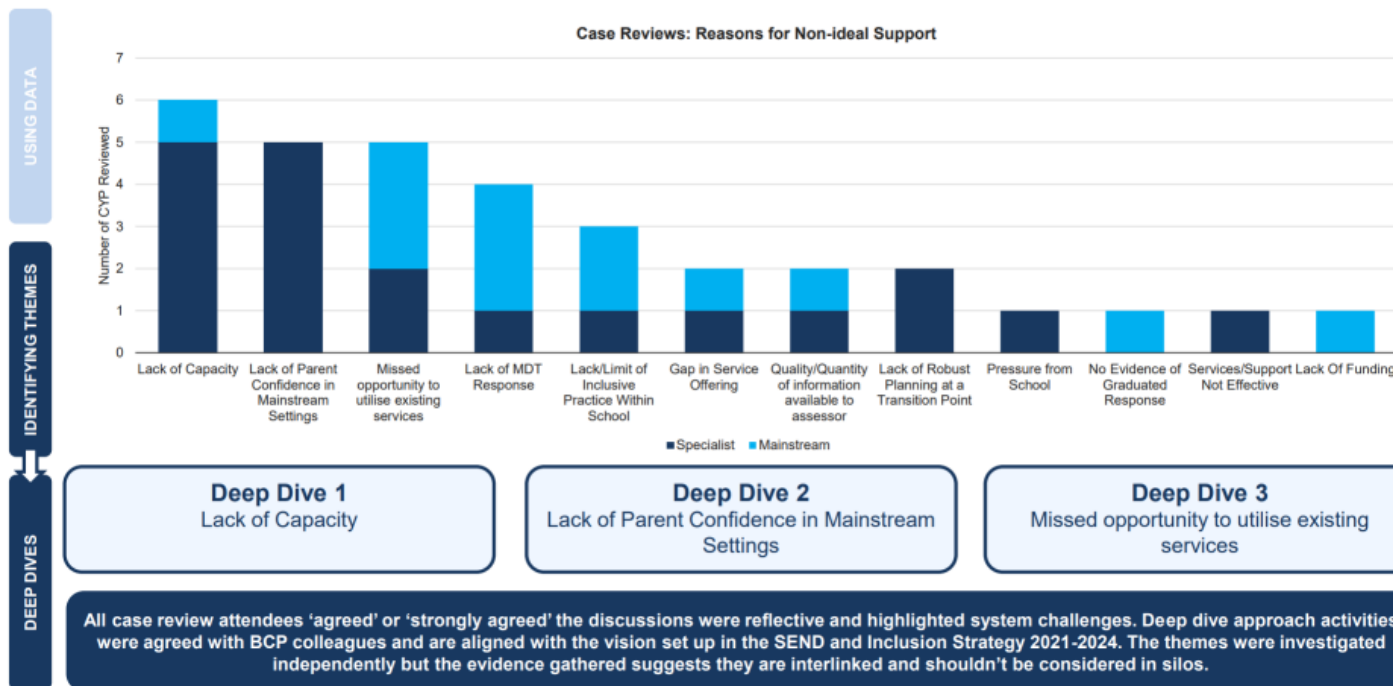
Root Causes (Drivers for Increase in Spend)

Over the next 5 years, it is forecast that the deficit position will increase to £300m.

The diagnostic identified that the drivers for the increase in spend as follows:

- Lack of capacity of existing maintained specialist school places and scope to maximise utilisation of existing capacity
- Low parental confidence in support for children, lack of visibility of a child's support, parental input in reviewing efficacy and child's voice in EHCP process
- Under-utilisation and awareness of support available across BCP
- Inconsistent reviews of EHCPs resulting in increase in duration of additional provision

The practitioners in the case reviews highlighted reasons for children not receiving the ideal experience which were subsequently reviewed and deep dives were agreed

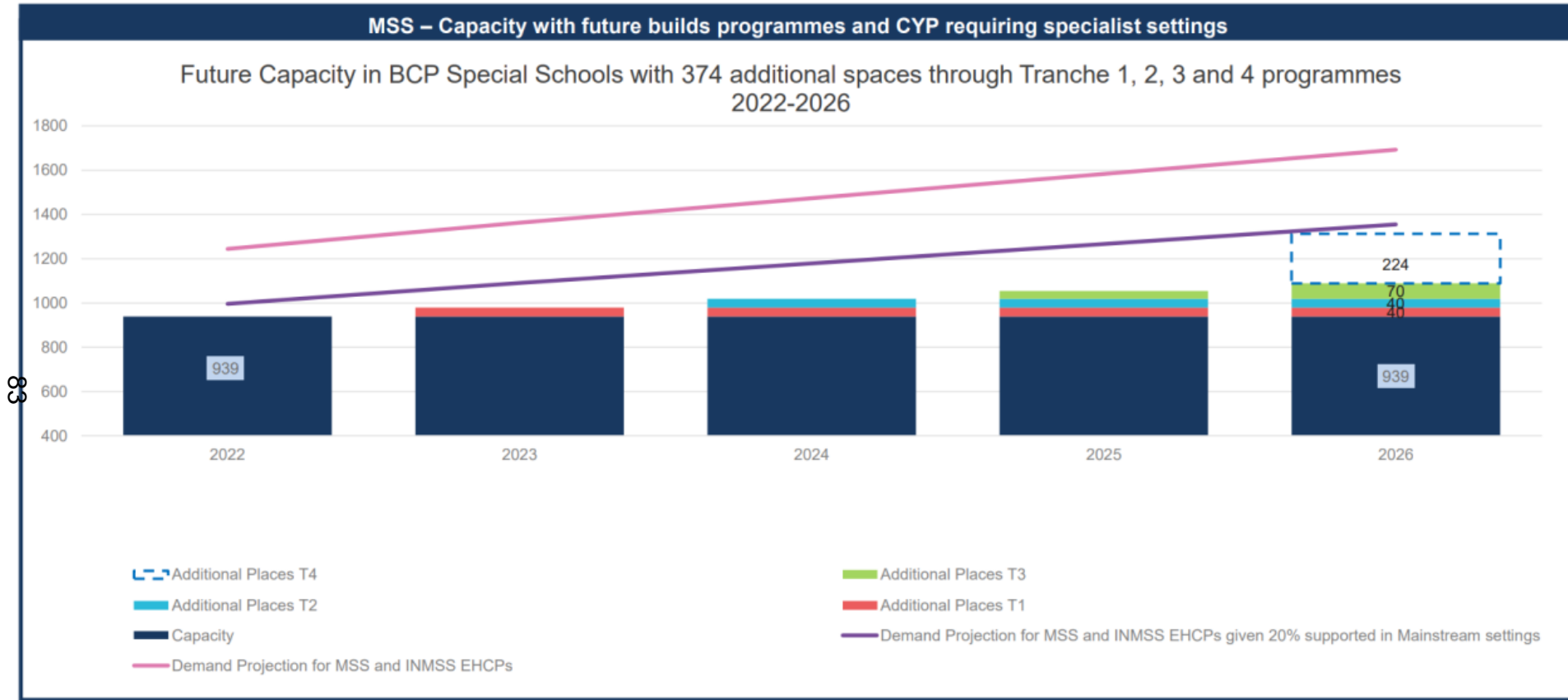


Bid for £1m

Five opportunities/workstreams (a focus on opportunity 3 in this presentation)

- 1) Increasing the capability of SEN Support resulting in the need for fewer EHCPs
- 2) More CYP's needs being met in mainstream provision
- 3) **Increasing SEND spaces and better utilisation special school spaces**
- 4) Annual Review backlog

Opportunity 3 Existing Programme to provide new SEND places



- Capital Projects developed and delivered in 4 Tranches
- Supporting ideal outcomes at reduced cost
- Reducing reliance on independent provision and therefore costs

Delivery of Places Tranche 1

- Quick wins – expansion of existing provisions, utilising existing accommodation
- Delivered 40 places from September 2022/23 across 4 schools
- Capital cost of just under £900k, averaging £22,500 cost per place
- Resource Base provision and expansion of existing specialist places

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Challenges and Risks

- Assessment of Bids – expertise and capacity
- Unrealistic timescales for delivery of capital projects
- Use of Management Information in defining project specification
- Existence of a Delivery Team – expertise and capacity

Tranche 2

- Planned to deliver 40-50 places from September 2023/24 and 2024/25 (subject to approvals)
- Resource Base provision across 3 provisions
- Budgets to be agreed

Progress

- ⁸⁵ Assessment of Bids – allocated expertise in the assessment of bids. Capacity remains an issue
- Use of Management Information in defining project specification – data gathered but no consistent understanding about use/application. Capacity issue in defining specification
- Existence of a Delivery Team – Construction Partner Commissioned though no substantive postholders

Tranche 3

- Planned to deliver 16 places from September 2024/25
- Resource Base provision in one secondary school
- Opportunity to expand existing special schools to provide up to 50 places in T3
- Opportunity to submit Special School Bids may impact T3 and T4

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Progress

- Assessment of Bids – Allocated expertise in the assessment of bids. Capacity remains an issue and no clear end to end process
- Use of Management Information in defining project specification – data gathered but no consistent understanding about use/application. Capacity issue in defining specification
- Existence of a Delivery Team – Construction Partner Commissioned though no substantive postholders

Tranche 4

- Estimated to deliver up to 100 Resource Base Places 2025/26 onwards
- Other bids received and summarised under Tranche 4 include bids to increase the number of places in independent provisions
- Additional places could be delivered in other provisions subject to outcome of special school bids
- A further strand of work is under development which supports the development of graduated pathways.

Free School Bids

- 2 bids submitted to DfE in October 2022 under Free Schools Programme
- Bid 1: 180 place school for children with ASD
- Bid 2: 120-180 place school for children with SEMH
- Outcome of initial bid and site evaluation expected January 2023
- If successful, Trusts will be invited to submit an application to DfE to run new school

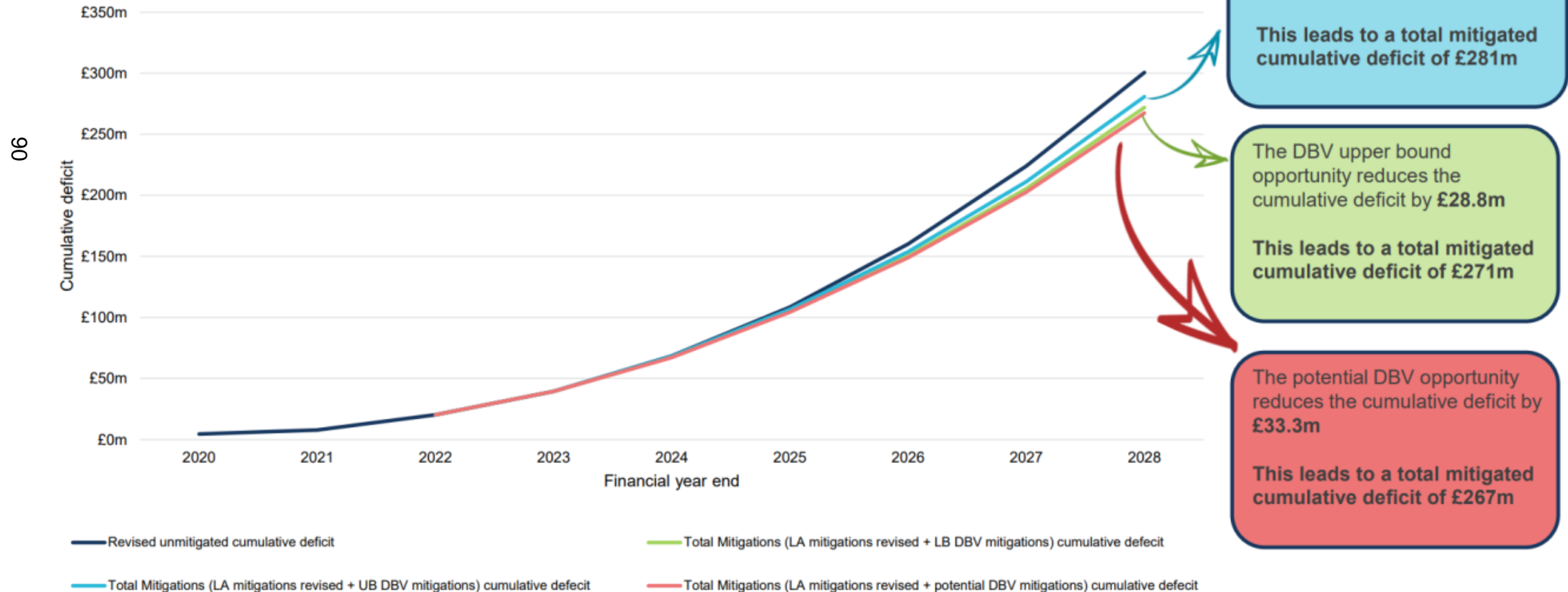
Return on Investment – Increased Places

Opportunity	Related LA mitigation	Annualised Benefit			5 year cumulative benefit FY 23/24 – 27/28		
		Potential	LB confidence weighted	UB confidence weighted	Potential	LB confidence weighted	UB confidence weighted
More students supported in LA MSS (fewer independent placements) – New places being created in MSS	Task 1 – Capital build programme	£6.93m	£5.89m (85%)	£6.86m (99%)	£17.9m	£15.2m	£17.7m
More students supported in LA MSS - Utilisation of places in MSS		£1.23m	£0.31m (25%)	£0.92m (75%)	£6.15m	£1.54m	£4.62m

Mitigated Cumulative Deficit

We can combine the benefit from current LA mitigating actions and the benefit outlined by DBV to amend the mitigated deficit position

Revised mitigated cumulative deficit



Next Steps for DVB Programme

Timeline for preparation and approval of the bid application:

- Ongoing development of first and second drafts up to 27 January 2023
- Finalise and submit grant application 24 February 2023
- Grant funding released 31 March 2023
- Implementation 1 April 2023
- Cultural readiness for change, risks and opportunities
- Design pilot
- Design roll out
- Savings over a 5-year period.

Thank you
Questions?

CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE



Report subject	Children's Services Improvement Plan Year 1
Meeting date	7 February 2023
Status	Public Report
Executive summary	<p>The Children's Services Improvement plan is in place to ensure progress is made at pace in accordance with the ILACs recommendation, Monitoring Visit outcomes and the statutory Direction notice.</p> <p>Overview and Scrutiny require regular update on themes regarding improvement and this report cover overall improvements to date.</p> <p>The Children's Services Senior Leadership Team are presenting the overall outcomes for the first year of Improvement through a presentation at this Overview and Scrutiny Board.</p>
Recommendations	<p>It is RECOMMENDED that:</p> <p>For information and scrutiny</p>
Reason for recommendations	<p>Children's Overview and Scrutiny have statutory powers to scrutinise decisions and plans for the service. This update on progress for Children's Services is being presented for scrutiny so the committee can offer constructive challenge, share any voices of concern and support in order to contribute to the improvement journey.</p>

Portfolio Holder(s):	Councillor Mike White
Corporate Director	Cathi Hadley, Director of Children's Services
Report Authors	Rachel Gravett, Director of Quality, Performance Improvement and Governance
Wards	Council-wide
Classification	For update

Background

1. BCP Children's Services was inspected under the Inspection of Local Authority Children's Services (ILACs) Framework in December 2021. The outcome was an overall Inadequate judgement. As a result, the Secretary of State of Education issued a Statutory Direction and appointed a DfE Advisor to support the Council in its improvement of Children's Social Care.
2. There is a Children Service Improvement Plan in place to ensure that improvements are made and are done so with pace. The Improvements are monitored through the Children's Service Improvement Board and Governance structures in Children's Services.
3. The plan is split into 3 sections which replicate the Ofsted ILACs inspection categories, they are
 - a. The experiences and progress of children who need help and protection
 - b. The experiences and progress of children in care and care leavers
 - c. Leadership and management
4. The Senior Leadership Team of Children's Services are presenting the overall outcomes for the first year of Improvement through a presentation at Overview and Scrutiny Board.

Options Appraisal

5. Not Applicable

Summary of financial implications

6. Not applicable

Summary of legal implications

7. Not applicable

Summary of human resources implications

8. Not applicable

Summary of sustainability impact

9. Not applicable

Summary of public health implications

10. Not applicable

Summary of equality implications

11. Not applicable

Summary of risk assessment

12. Not applicable

Background papers

None

Appendices

1. Childrens Services Improvement Plan to be added following January 2023 updates Appendix 1
2. Childrens services Improvement Plan Annual Update January 2023 – to be added 30th Jan 2023

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CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE



Report subject	School Attainment and Progress 2021-2022
Meeting date	07 February 2023
Status	Public Report
Executive summary	Report providing provisional attainment data from 2022 public examinations and assessment series in BCP.
Recommendations	It is RECOMMENDED that: The Committee note this report which clarifies and quality assures changes made to results since the last meeting in November.
Reason for recommendations	To provide the committee with an oversight of outcomes for young people in BCP.
Portfolio Holder(s):	Councillor Nicola Greene, Portfolio Holder for Council Priorities and Delivery
Corporate Director	Cathi Hadley, Corporate Director Children's Services
Report Authors	Sarah Rempel, Director of Education and Skills Julia Coleman, Head Of Service Georgie Pinder, Secondary Adviser Education Improvement & Services John Spracklen, Performance Analyst Dawn Smedley, Performance Analyst
Wards	Council-wide
Classification	For Information

Background and Context

1. At the previous meeting of the Committee, officers were asked to provide an update in January 2023 to the paper received in November 2022, to correct any changes in the data based on appeals, release of new information or other issues.
2. The following paper has had those amends made and where there is a change from the information in November, this is highlighted in yellow.
3. If text remains unhighlighted or is not marked as additional, nothing has changed. Most of the changes apply to secondary and post 16 phases of education.

Early Years (EY), KS1 and KS2

4. Since 2019 there have been no nationally moderated or marked assessments in primary phase and Early Years. Whereas in secondary phase and post-16 schools did have grades awarded, in primary phase formal assessment was suspended.
5. In all phases of education, no league tables have been created to date, because of the risk of disadvantaging pupils and schools as a result of Covid, which has not evenly impacted by school or setting.
6. In EY as well as the baseline assessment in November 2021, schools and settings completed the Foundation Stage profiles for transition between EY and Year 1.
7. In KS1 the Phonics screening test have taken place for the first time since 2018/19 with KS2 SATs testing resuming alongside multiplication table tests in 2022.
8. For detailed results as a system please see the attached appendix which was shared with local schools in September.

Early Years

9. EY has faced many challenges during the past two and a half years, however BCP has seen another year of high 'Good Level of Development (GLD)' performance at 2.4% per pupil above national. In 15 of our schools this has been higher ranging from a +8.8% to +16.8% positive gap when compared to national results.

Key Stage 1 and Key Stage 2

Y1 Phonics Check

10. This was down nationally compared to 2019. BCP school outcomes at the end of Year 1 remains in-line with national results in 2022. This is consistent with differences since 2019 where both BCP schools and national results declined by -6.4 percentage points (slight drop in the figure from 6.6%).

11. Outcomes at the end of KS1 in BCP remain in line with national results and continue to improve at a faster rate when compared to all other Local Authorities nationally.
12. End of Key Stage 1 results in phonics are +2% higher than the SW regional average results.

KS1 Assessments

13. BCP results at the end of KS1 are above national outcomes in all subjects, both at the expected standard and at greater depth in 2022.
14. The positive gap between BCP and national results has increased at both the expected standard and at greater depth in reading and mathematics, and at the expected standard in writing.
15. Both boys' and girls' outcomes in 2022 are above national and SW region results in all subjects and at both the expected standard and greater depth.

KS2 Assessments

16. Overall pupil attainment in 2022 remains above national in all indicators.
17. The gap between BCP schools and national results is reducing in all subjects except in Grammar Punctuation and Spelling.
18. Combined Reading, Writing and Maths results at the expected standard continues to improve against all other LAs nationally. BCP was in the 83rd percentile in 2018, 40th in 2019 and now 38th in 2022 (slight adjustment from 34th to 38th in November).
19. In 2022 the gap with national is equivalent to 70 more pupils in BCP achieving the expected standard compared to the national average. This is very positive and shows the value of collaborative working during Covid, which culminated in the first BCP first primary phase conference in June 2022.
20. Data suggests that an area of focus for BCP should be progress between KS1 & KS2 in reading.

KS4 and KS5

21. During the summer term of 2022 pupils sat public examinations for the first time since 2019.
22. The Department for Education (DfE) and Ofqual set out a range of measures to support pupils. These measures included:
 - a. **Grading:** Awarding bodies set generous grade boundaries compared to pre-pandemic. This is to reflect the disruption the 2022 cohort experienced and recognises that most A level students had not taken public examinations previously. Grade boundaries were set based on a national average of 2019 and 2021 results for each subject (also known as the 'mid-point').

- b. **Advance information:** Awarding bodies published advance information about some content and changes to exams, to help students to focus their revision. However, this was not intended to reduce the coverage of content taught.
- c. **Support materials:** In subjects such as maths and physics students were given formula sheets, so they did not have to memorise as much as usual.

23. Although there were no public exams in 2020 and 2022, BCP Council collected and collated Centre Assessed Grades in 2020 and Teacher Assessed Grades in 2021. The data collected was fully supported across the BCP school system with schools sharing their exam files with our Education Analysts.
24. By schools sharing data with us we can compare 2022 results with 2019 (last undisrupted year), 2020 (flawed algorithm year), & 2021 (teacher assessment year). Due to the disruption of 2020 (centre assessed grades), although data was collected and analysed, its validity is inconsistent. Therefore, data points from 2019, 2021 and 2022 for comparison.

KS4 Results

25. The following is a summary of 2022 Key Stage 4 results based on provisional data provided by the DfE 20 October 2022. The results are unvalidated, are likely to change and should be treated with caution.
26. Updated data is expected from the DfE in March 2023. This is later than pre-pandemic timelines.

Attainment 8 and Progress 8

27. Progress data is not available on best of 8 results, as well as attainment. Most of this section has been amended.

Number of pupils on roll at the end of Key Stage 4 where attainment 8 has been provided.	3673
Attainment 8 score	52.6
Progress 8 score	0.20

28. Average Attainment 8 has decreased compared with last year, but has increased compared to 2019, which is broadly expected given the grading approach used in 2022 nationally.

29. The average Attainment 8 score decreased by 1.6 points between 2021 and 2022 from 54.2 to 52.6 and increased by 2.6 points from 50.0 in 2019.
30. For Attainment 8, provisional national data indicates that pupils in BCP schools were in the top quartile nationally, ranked no. 25 out the 156 local authorities nationally.
31. BCP student's progress from KS2 to the end of KS4 is good, which is demonstrated by a positive average progress score of 0.20. The national progress score is always zero. BCP progress score in 2022 is ranked as 24th nationally.

English Baccalaureate

Number of pupils on roll at the end of Key Stage 4	3673
Percentage of pupils entering the English Baccalaureate	40.8%
English Baccalaureate Average Point Score (APS)	4.67

32. 40.8% of pupils were entered into the full EBacc. This is a decrease of 1.2 percentage points from 2020/21 and a but a decrease of 4.0 percentage points in comparison with the last full exam year of 2018/19 when 44.8% of pupils were entered into the full EBacc.
33. EBacc APS also decreased compared with last year and increased compared with 2019, decreasing by 0.13 points from 4.80 to 4.67 between 2021 and 2022, and up by 0.27 points from 4.40 in 2019.
34. Pupils in BCP schools were ranked on the 28th nationally (quartile banding A) for the EBacc APS measure in 2022

English and Mathematics

Number of pupils on roll at the end of Key Stage 4	3,673
Percentage of pupils on roll achieving a strong pass (grade 5 or above) in English	72.0%
Percentage of pupils on roll achieving a strong pass (grade 5 or above) in mathematics	63.5%
Percentage of pupils on roll achieving a strong pass (grade 5 or above) in BOTH English and mathematics	58.6%

35. 58.6% of pupils achieved a grade 5 or higher in both English and maths. This is a decrease of 2.4 percentage points (from 61.0%) compared to 2021, and an increase of 7.7 percentage points (from 51.0%) in comparison with 2019. This is generally what we

would expect given Ofqual's approach to grading for 2022 exams which broadly reflected a midpoint between results in 2019 and 2021.

36. Provisional data indicates that BCP pupils are ranked 29th on this strong pass in both English and mathematics.

Disadvantaged Pupils

37. Analysis or provisional data indicates that BCP had a smaller proportion of Disadvantaged pupils at the end of KS4 in 2022 than seen nationally.
38. The attainment of both the Disadvantaged and the 'All Other' pupils' groups in BCP outperformed their peers nationally.
39. Subsequently in 2022 the attainment gaps are narrower than the gaps seen nationally.

School Specific

40. A few schools' results appear to have declined since 2019. This is a concern as 2022 grade boundaries were set at the 'midpoint' between 2019 and 2021 and falling below 2019 levels in 2022 could indicate a significant decline in performance as grade boundaries return to 'normal' in 2023 and 2024. Work is underway with those schools to understand what may lie at the heart of this possible decline.
41. Several other schools have seen notable improvement in most indicators since 2019 with some schools posting improved results compared with 2021. Improved results compared to 2021 supports wider evidence, that BCP schools implemented robust and fair Teacher Assessment Processes in 2021.

KS5 Results

42. A substantial proportion of this section has been re-written due to more data availability. Generally speaking, this has continued a more positive picture, but has not changed the priorities identified later in the paper.
43. The following is a summary of 2022 KS5 results based on provisional data provided by the DfE on 10 November 2022 and includes data for Bournemouth and Poole College. This release of data did not contain any retention data, therefore the percentage of students who completed the courses is taken from data provided by schools in August 2022.

A Level (Overall BCP figures for state funded non-special schools)

Number of students who started the course	1606
Percentage of students who completed the course	92.2%
Average grade that students achieved per A level entry	B
Average points that students achieved per A level entry	39.09
The percentage of students who achieved grades AAB or higher inc. 2 or more facilitating subjects	20.6%

44. Overall A Level results are better than 2019 but down compared with 2021, this is in line with what is reflected nationally.
45. BCP sixth form retention rates are down from 94.5% in 2019 to 92.2% in 2022.
46. Last year the retention rate was 96.7%. In 9 out of 15 schools, it was down in 2022 compared with 2019. The lowest retention rate was 63.6% of students completing their courses and the highest with 100% retention rates.
47. Three schools continue to have small numbers of 'A' level students, with 17, 11 and 17 students starting courses and 15, 7 and 13 students completing their courses.
48. The percentage of students achieving higher grades (AAB or higher including 2 or more facilitating subjects) rose from 16.5% in 2019 to 20.6% in 2022. In 2021 the percentage of student achieving AAB or higher, including at least 2 facilitating subjects was 33.6% up from 21.6% in 2019%

Applied General (Overall BCP figures for state funded non-special schools)

Number of students who started the course	453
Percentage of students who completed the course	91.4%
Average grade that students achieved in their Applied General qualifications	Dist
Average points that students achieved in their Applied General qualifications	33.40

49. Overall performance of students taking Applied General courses was slightly lower than 2021 but higher than 2019. Averages grades and APS for all but one establishment were higher than in 2019.
50. Overall, the retention rates improved when compared with 2019 and 2021.

51. More students started Applied General courses, 453 in 2022 compared with 401 in 2019. This shows our school based sixth forms and The College are offering a broader curriculum for post 16 students and students that follow a mixed applied / A Level offer achieve well.

Tech level (Overall BCP figures for state funded non-special schools)

Number of students who started the course	50
Percentage of students who completed the course	86.0%
Average grade that students achieved in their Tech levels	Dist-
Average points that students achieved in their Tech levels	32.08

52. Only 21 students in two sixth form schools were entered into Tech Level courses with just 18 completing this programme of study.
53. With an average grade achieved in their Tech levels of Distinction and an APS of 32.08 these students had a higher performance than the equivalent 2019 cohort but lower than the 2021 one.

Applied General/Tech Level Courses

54. Applied General and Tech Levels cover a wide range of subject areas, from applied science, business, and health and social care to accountancy and horticulture. They are an important route into higher education for many students, with around a fifth of 18-year-old students applying to university holding at least one such qualification.

Priorities

55. Education Improvement key priorities to support raising attainment and educational outcomes and curriculum pathways are:
- a. Reading across all phases (with particular focus on boys, KS2 and transitions)
 - b. Maths across all phases (with particular focus on participation rates of girls at KS5 in STEM subjects)
 - c. Disadvantaged children - identifying and continuing to close the gap
 - d. EY with a particular focus on boys in Reading, Writing and Maths
 - e. Continue to champion and support breadth of curriculum for all but particularly for SEND young people and those at risk of exclusion

- f. Speaking and listening/language fluency
- g. Transitions in, through and out of BCP education system
- h. Greater consistency in the teaching of phonics across BCP schools.
- i. Writing at greater depth in KS1

Options Appraisal

56. Not applicable

Summary of financial implications

57. There are no direct financial implications in the production of this for information report.

Summary of legal implications

58. There are no direct legal implications in the production of this for information report.

Summary of human resources implications

59. There are no direct human resources implications in the production of this for information report. The report has been produced across existing teams in BCP Children's Services in partnership.

Summary of sustainability impact

60. The supporting documents and content have been produced and shared digitally and the content will be re-used and shaped as appropriate for public information and sharing within BCP on electronic platforms to reduce our carbon footprint.

Summary of public health implications

61. Not applicable.

Summary of equality implications

62. The report already emphasises areas of inequality and some strategies to address those. When the progress data is available in March, a report will be presented that looks much more specifically and in detail at those groups, postcodes and cohorts that are at risk of educational inequality.

Summary of risk assessment

63. Not applicable

Background papers

64. None

Appendices

65. There are no appendices to this report

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CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE



Report subject	Brighter Futures Children's Services Key Performance Indicators (Q3)
Meeting date	7 February 2023
Status	Public Report
Executive summary	This report provides a performance update for the period October to December 2022 (Quarter 3 2022-23) for the key performance indicators relating to Children's Services as detailed in the Corporate Performance Scorecard.
Recommendations	It is RECOMMENDED that: Performance Update
Reason for recommendations	N/A

Portfolio Holder(s):	Portfolio Holder for Children and Young People
Corporate Director	Cathi Hadley, Director for Childrens Services
Report Authors	Rina Mistry Interim Head of Children's Performance
Wards	Council-wide
Classification	For Update or Information

Background

1. This report provides a performance update for the period October-December 2022 (Quarter 3 2022-23) for the key performance indicators (KPI) relating to Children's Services as detailed in the Corporate Performance Scorecard.
2. The key performance indicators for Children's Services are reported under the following 3 categories:
 - 2.1. Permanency and Corporate Parenting
 - 2.2. Front Door and Early Help
 - 2.3. Education

3. Permanency and Corporate Parenting

- 3.1. **Number of approved fostering households** – This has reduced slightly to 279 in Q3 from 285 in Q2. The reduction in foster carers in quarter 3 is largely the result of permanence being achieved for the children in those placements this included children returning home to parents, SGO being granted and 4 carers having adoption orders granted. The service continues to provide family-based care for older children and teenagers with addition complex behavioural and emotional needs with over half of the children that are placed with in house carers are aged 11-17 years.
- 3.2. **Percentage of children with permanence plans by their second LAC Review** – 98% in Q3 and **Percentage of children in care with a plan for permanence** – 92% in Q3. Both indicators show that performance remains significantly above the target of 95% and 90% respectively. This high performance is reflective of the continued focus on achieving timely and early permanence planning for children in care.
- 3.3. **Percentage of children in care with attendance at a 'Good' or 'Outstanding' school above 95%** - the Q3 figure was 58%. For children that enter care any time after the beginning of term, attendance data is only available from the date the child/young person entered care. Therefore, attendance percentages will be significantly impacted if the child/young person has any sessions absent from school. For example, one young person included in the data had been in care for 6 days and had been absent from school for two of these days due to illness.

The young person's attendance was recorded as 66%. See exception report for further information.

- 3.4. **Percentage of children in care who are NEET** – there has been an increase since Q4 21/22 - 12.6% compared to 21% in Q3 22/23 and the figure is now above the 16% intervention level. Out of 131 CIC 27 are current NEET (year 12 and 13). 14 of the 27 NEET are UASC of which 8 came into care during this period and therefore are unable to access college until January 2023. Those young people who have decided to change courses or leave college at day 43 are included in this % and will not be able to begin another course until January 23 or in some cases September 23. See exception report for further information.

4. Front Door and Early Help:

- 4.1. **Timeliness of assessments** – Q3 22/23 has seen a significant decrease 75% compared to 83.5% in Q2. The reduction in the number of Assessment Teams from 5 teams to 4 has had an impact on performance, particularly as a process change was required which resulted in a few staff resignations. The change in processes coupled with staff annual leave and sickness during the month of December, the service expected to see a performance dip in Q3 in performance data. See exception report for further information.
- 4.2. **Percentage of repeat referrals in 12 months** - In Q3 22/23 re-referrals saw an increase to 29% from 26.5% Q2 22/23 and performance continues to remain higher than comparators and BCPs tolerance level. See exception report for further information.

5. Education:

- 5.1. **Children missing out on Education** – the number of children missing out on education (CMOE) has increased to 210 in Q3 from 179 in Q2 22/23. The increase in the use of part-time timetables appears to be a national trend. Schools and Academies (input from Local Authorities is not required) can decide whether to place a child on a part-time timetable and there is statutory guidance on the appropriate use of part-time tables. Contributing factors to this increase are potentially staffing and resourcing issues faced by schools resulting in them being unable to be either recruit or afford staff to support pupils around behaviour/attendance and the reduction in education support services available to schools. Improved processes have been developed and implemented to identify and monitor pupils on part-time timetables more efficiently. By September 2023 all schools will be required to submit their attendance to the council's Attendance system which will allow more data to be available. See exception report for further information.

5.2. Exclusions:

- 5.2.1. **Primary School aged children** – In Q3 0.01% (2 children) of primary school aged children were permanently excluded. In the previous quarter it was reported that Council intervention had to date prevented a significant rise in the number of permanently excluded children. It is anticipated that over the coming quarters based on the support in place, including additional

funding to enable school to access alternative provision and other support services, the number of primary exclusions will remain low.

- 5.2.2. Secondary School aged children** – Q3 0.16%, equating to 41 exclusions. The following actions have been taken by the Council to address these concerns particularly for pupils at risk of exclusion:

- 5.2.2.1.** Systems have been developed to enable schools to report suspensions and part-time timetables in a timelier manner.
- 5.2.2.2.** Information, advice and guidance is provided to schools to encourage the development of strategies to manage challenging behaviour, and provision of additional resources and access to alternative provision.
- 5.2.2.3.** Parents have been supported to challenge and overturn schools' decision to permanently exclude through the independent review panel system.

5.3. Good / Outstanding Schools:

- 5.3.1. Primary and Secondary Schools:** The percentage of children in both primary and secondary schools that are rated as Good/Outstanding continues to remain excellent and above target at 96% and 94% respectively.
- 5.3.2. Special Schools:** All Special Schools in BCP are rated as either Good/Outstanding – no change since Q4 21/22.

- 5.4. Percentage of 16-17 year olds not in education, employment or training (NEETs) and percentage of not knowns** – 3.7% at the end of November 2022 (please note the December 2022 and Q3 figure will not be published and available until the end of January 2023). This is an expected significant decrease from the Q2 2022/23 figure which stood at 25.3%. This decrease is due to the LA receiving and recording confirmed destinations and placements of young people in educational/training/employment establishments. The Youth Team are continuing to track NEET/NK young people and provide the required support and assistance to get them back into some sort of education, employment or training.

Options Appraisal

Summary of financial implications

- 6. Local authorities have a statutory duty arrange education for children that are permanently excluded. If children cannot be placed in a mainstream school they will be in alternative provision. An alternative provision place will cost between £20,000 and £50,000 per year. Places are funded from the Schools High Needs Block funding, which is currently in deficit.

Summary of legal implications

7. The 45 day assessment timeframe is a legal requirement. A safe and effective front door service is essential for Children's Services to fulfil our statutory duty to safeguard and promote the welfare of children in the area who are in need, as set out in the Children Act 1989.
8. Local authorities have a statutory duty arrange education for children that are permanently excluded.

Summary of human resources implications

9. The prevention of permanent exclusion and the placement, monitoring and safeguarding of permanently excluded children requires significant staffing resources.

Summary of sustainability impact

10. Evidence indicates that children and adults that were permanently excluded will require greater support from services during their lifetime.

Summary of public health implications

11. It has been evidenced that children that have been permanently excluded achieve less well against a wide range of health and wellbeing outcomes, both through childhood and later life.

Summary of equality implications

- Children and young people who are disadvantaged, vulnerable, have additional needs and have BAME heritage could be disproportionately affected by permanent exclusion.
- Some groups of children are more likely than others to be referred to social care services. For example, disabled children have been found to be at greater risk of abuse and neglect, and recognition and assessment can be delayed for this group, as signs of neglect and abuse may be confused with the underlying disability or condition. Disabled parents, and parents with a learning disability, may require additional support to engage with children's services.
- Unaccompanied asylum seeking children are without parental protection and may face language barriers.¹

Summary & Recommendations

Actions taken or planned to be noted for the key performance indicators that are emerging areas of concern:

- ***Percentage of children in care with attendance at a 'Good' or 'Outstanding' school above 95%*** - Continued close monitoring of those children attending provisions rated as RI or with no rating. Liaison with school standards team to provide overview of improvement journeys and general trajectory of those schools without an Ofsted rating.

¹ NICE Social Care Guideline Equality Impact Assessment

- **Percentage of children in care who are NEET** – Actions to improve performance include the use of Pupil Premium Grant+ to pilot access to bespoke provision and support to prepare young people for Education, Employment or Training. The Virtual School is working with Prince's Trust to provide a bespoke NEET programme for CIC.
- **Timeliness of assessments** – Continued work with teams/services re: compliance with the timeliness indicator.
- **Re-Referrals** - continued work in relation to application of thresholds.
- **Children missing out on education** – Increased challenge to Schools and requests for their plans to return the child to a full-time education if they have been on a part time timetable for longer than 6 weeks. Next steps are to share with schools, guidance on the appropriate use of part-time timetables and information on alternatives to their use.

Appendices

Appendix 1: Children's Services Corporate Performance Indicators Scorecard (Children's Services Indicators only)

Appendix 2: Exception Reports for Percentage of children in care with attendance at a 'Good' or 'Outstanding' school above 95%, Percentage of children in care who are NEET, Assessment Timeliness, Re-referrals and children missing out on education

Appendix 1: Children's Services Corporate Performance Indicators Scorecard (Children's Services Indicators only)

Measure	Q4 Outturn 2021/22	Q1 Outturn 2022/23	Q2 Outturn 2022/23	Q3 Target 2022/23	Q3 Intervention Level 2022/23	Q3 Outturn 2022/23	Reason for level of Performance	Actions taken or planned	Additional Comments
Social Care: Number of approved fostering households	n/a	177	285	n/a	n/a	279	The reduction in foster carers in quarter 3 is largely the result of permanence being achieved for the children in those placements this included children returning home to parents, SGO being granted and 4 carers having adoption orders granted. The service continues to provide family-based care for older children and teenagers with addition complex behavioural and emotional needs with 55% of children placed with in house carers are 11-17 year olds. There has also been an increase in quarter 3 of Alternative to BnB carers and Always there Carers to strength the support offer to Care Leavers and as part of Prevention of Homelessness for Care Leavers project.		

Social Care: Percentage of children with permanence plans by their second LAC Review	99	98	98	95	89	98	A continued focus on achieving permanence for children in care has resulted in continued high performance. Weekly performance meetings within the Children in Care service have ensured a focus on timeliness and the importance of early permanence planning.		
Social Care: Percentage of children in care with attendance at a 'Good' or 'Outstanding' school above 95%	n/a	90.37	64.00%	100	89	58.00%	Exception Report		
Social Care: Percentage of children in care who are NEET	12.6	14.20%	15% (14% Oct)	12	16	20.00%	Exception Report		
Social Care: Number of additional homes provided for care experienced young people reaching 16						work in progress to obtain data			
Percentage of children in care with a plan for permanence	94%	92%	92%	90	85	92	Performance remains above target level. Continued focus on timeliness and data quality and data recording		

Measure	Q4 Outturn 2021/22	Q1 Outturn 2022/23	Q2 Outturn 2022/23	Q3 Target 2022/23	Q3 Intervention Level 2022/23	Q3 Outturn 2022/23	Reason for level of Performance	Actions taken or planned	Additional Comments
Early Help: Percentage of good and outstanding assessments for children and families in crisis						Data collection and availability to be reviewed			
Social Care: Timeliness of assessments	61	70	83.5	88	83	75	Exception report		

Social Care: Percentage of repeat referrals in 12 months	22.7	27.6	26.5	20	25	29	Exception report		
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Measure	Q4 Outturn 2021/22	Q1 Outturn 2022/23	Q2 Outturn 2022/23	Q3 Target 2022/23	Q3 Intervention Level 2022/23	Q3 Outturn 2022/23	Reason for level of Performance	Actions taken or planned	Additional Comments
Education: Number of children who are missing out on education	189	263	179	decrease from Q2		210	Increase in numbers in Q3 was expected compared to Q2. In Q2 due to end of academic year and children ageing out the numbers of CMOE decrease.	Exception report	
Education: Permanent exclusions as a percentage of all primary school age children	0.01	0.01	0	0.05	0.06	0.01	2 children have been excluded this academic year up to end of Q3 22/23 (Sept-Dec 22)		
Education: Permanent exclusions as a percentage of all secondary school age children	0.21	0.3	0.04	0.18	0.23	0.16	41 children have been excluded this academic year up to end of Q3 22/23 (Sept-Dec 22)	Parents are supported via an Independent review panel and IAG has been provided to schools on the development of strategies to manage challenging behaviour.	

Education: Early Years: percentage of children attending a setting rated Good or Outstanding by Ofsted	98	Will be available from 1st Sept 2022	99.1	90%	85%	99.1			Ofsted has been asked to inspect all schools and further education providers by summer 2025, to give a quicker assessment of how well education is recovering from the pandemic.
Education: Primary: percentage of children attending Good/Outstanding Schools	95	97.2	97.9	90%	85%	95.70	Highest in the South West Region. 22nd nationally.		Source Watchsted
Education: Secondary: percentage of children attending Good/Outstanding schools	93.9	93.9	93.3	90%	85%	93.30	2nd highest in the South West Region 36th nationally.		Source Watchsted
Education: Special Schools: percentage rated Good/Outstanding	100	100	100	90%	85%	100	Continues to remain steady and above target level		
Education: Reduce attainment gap and improve learning outcomes for vulnerable groups at all key stages	-14.50	-14.50	-14.50	n/a	n/a	-14.50	n/a	n/a	This figure is the Key Stage 4 Attainment 8 BCP Disadvantaged / National Others Gap. The figure of -14.5 relates to the academic year 2019. There will not be any figures for 2020 or 2021, but we will be able to provide a 2022 figure later in the Autumn Term this year. Therefore the figure for Q1 remains at -14.50
Education: Percentage all providers in BCP signed up to an inclusive education	n/a	tbc			tbc	Not available until Sept 23			

standard by September 2023									
Education: Percentage increase in apprenticeships offer	n/a		not available until December 22/January 23			not available until December 22/January 23			
Education: Percentage of 16-17 year olds not in education, employment or training (NEETs) and percentage of not knowns	n/a	4.1	25.30%	4.7	6	3.7% (Nov 22) - Dec 22 figure available end of Jan 23			

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Appendix 2: Exception Reports for Percentage of children in care with attendance at a 'Good' or 'Outstanding' school above 95%, CIC- NEETs, Timeliness of Assessments, Re-referrals and children missing out on education

Exception Performance Report

Please use this report explain the reasons for performance not meeting target, the risks this presents in each of the sections and the actions and intervention planned or in place to improve performance and mitigate the risks identified.

This report will make up part of the overall corporate performance report presented to Cabinet.

Indicator Description (taken from performance scorecard):

Social Care: Percentage of children in care with attendance at a 'Good' or 'Outstanding' school above 95%

2022/23 Q3 outturn: 58% (20% CIC have attendance 90-95%)

Quarterly Target:
100% (Government target is 96%)

Reason for level of performance:

- For children that have come into care anytime after the beginning of term, we are only able to access attendance data from the date into care. Therefore their % of attendance will be significantly impacted more should they have any sessions absent from school. E.g. one young person included in the data for this report had been in care for 6 days and had been absent from school for two of these due to illness. Therefore, his attendance is recorded as 66%
- For those children that we have attendance data for from the beginning of the academic year, 1 day's absence = 1.5%, if a child has 4 days off during the Autumn term they will be below 95%.
- CIC do have dates during the school term that they have appointments with professionals to attend that their peers may not. Whilst this will be an authorised attendance this is still included in their overall attendance.
- Care placement moves impact on attendance due to applications needing to be made and file transfer and consultations periods (3 weeks) to take place for young people with an EHCP.

Summary of financial implications:

The Virtual School use the Pupil Premium Grant to put in alternative provision packages over sustained periods of time to support re-integration back to school if attendance is low or the young person is refusing to attend and to maintain education engagement whilst school applications take place.

Summary of legal implications:

The Virtual School have a statutory duty to work with professionals and schools to improve the outcomes for children in care and children with a social worker.

Summary of human resources implications:

Increased meetings for Virtual School, social workers and carers with schools, young people and other professionals regarding attendance.

Summary of sustainability impact:

Limited PPG funding per pupil to support AP packages to improve attendance. Increased demand on mental health services due to increase in emotional based school avoidance (EBSA) due to Covid.

Summary of public health implications:

Being in school is proven to improve wellbeing especially mental health both as a child and in adulthood and formation of positive and appropriate relationships. Attendance significantly improves ability to achieve outcomes required to access Education, Employment and Training at Post 16 and beyond and to secure sustained employment.

Summary of equality implications:

All children in care should be placed in good or outstanding schools however it would not be appropriate for children coming into care that attend an inadequate or requires improvement school to be moved. When a child comes into care often school is their only safe and consistent space. The Virtual School have an additional offer of support that is given to schools that are RI or I who have BCP children in care placed in their schools to monitor pastoral support, assessment, attendance, attainment and progress.

Actions taken or planned to improve performance:

- The Virtual school use PPG fund AP for children with an EHCP whilst the SEND team consult with schools
- The Virtual School monitor and track attendance for all CIC and use the data to inform individual and strategic responses.
- Postcards are sent to those children who improve their attendance on a monthly basis and updated information about impact of attendance on education will be shared with carers. Young people with 95+% consistently over the year will have a reward during the summer holiday. The young people will be spoken to regarding what they would like this to be.
- Specific target on PEP for any children with attendance below 90%

Completed by: Kelly Twitchen

Service Unit Head approval with date: 18/01/23

Sarah Rempel: 

Exception Performance Report

Please use this report explain the reasons for performance not meeting target, the risks this presents in each of the sections and the actions and intervention planned or in place to improve performance and mitigate the risks identified.

This report will make up part of the overall corporate performance report presented to Cabinet.

Indicator Description (taken from performance scorecard):

Social Care: Percentage of children in care who are NEET

2022/23 Q3 outturn: 20%

Quarterly Target: 12%

Reason for level of performance:

- 27 CIC are current NEET out of 131 (year 12 and 13)
- 14 of the 27 NEET are UASC of which 8 came into care during this period and therefore are unable to access college until January 2023.
- Removing the 8 young people who are not able to start education until January results in a reduction of percentage of 14% NEET
- Those young people who have decided to change courses or leave college at day 43 are included in this % and will not be able to begin another course until January or in some cases September

Summary of financial implications:

- Bespoke education and wellbeing courses/ provision for UASC and hardest to reach funded by Post 16 funding until access to courses at college available.
- Provision of laptops to enable online learning in interim until starting college
- Use of Post 16 Pilot funding to support reintegration and transition into colleges/ education provision for young people who are missing the support provided in schools and hardest to reach e.g. mentoring for organisation, social skills and tuition.
- Allocation of funding to colleges and provisions for training and resources for outreach and interventions to support improved attendance and engagement.


Summary of legal implications:

- UASC unable to access education when entering care after the start of an academic term until the next entry point.

Summary of human resources implications:

- Increased allocation of time for VS Officers to support reintegration to EET
- Continuation with 3 PEPs per year until end of Year 13.
- Due to the poor relationships and support in colleges, Virtual School Officers are attending colleges in person each week for at least half a day in all colleges in BCP and Dorset that our young people attend – extending reach in FE sector.

Summary of sustainability impact:

<ul style="list-style-type: none"> Limited funding available to support Post 16 – will be using Post 16 pilot funding that will cease August 2023.
Summary of public health implications:
<ul style="list-style-type: none"> Increase in vulnerability and risk of exploitation during time spent until education provision is available/ secured.
Summary of equality implications:
<ul style="list-style-type: none"> No applicable – all children that are NEET are given the same offer from the Virtual School
Actions taken or planned to improve performance:
<ul style="list-style-type: none"> Provision of tuition for UASCs and design/ provision of course in collaboration with BCHA to support wellbeing and development of cultural integration and life skills has been delivered successfully and will continue. Use of Post 16 Pilot funding to support reintegration and transition into colleges/ education provision for young people who are missing the support provided in schools and hardest to reach e.g. mentoring for organisation, social skills and tuition. Extracurricular activities – coffee mornings to support enrolment and engagement Allocation of funding and training to schools and colleges for support to reduce drop out and interventions to support engagement and academic progress – supporting the transition and adjusting to less routine, support etc Monitoring attendance on WFC to reduce colleges issuing warnings and ending placements and reducing drop at day 43. Enable timely response and support to be put in place and collaborative working
Completed by: Leah May
Service Unit Head approval with date: 17/01/23
Sarah Rempel: 

Exception Performance Report (Overview and Scrutiny)

Please use this report explain the reasons for performance not meeting target, the risks this presents in each of the sections and the actions and intervention planned or in place to improve performance and mitigate the risks identified.

This report will make up part of the overall corporate performance report presented to Cabinet.

Indicator Description (taken from performance scorecard):

Social care: % of repeat referrals in 12 months

2022/23 Q3 outturn: 29%

Quarterly Target: 20%

Reason for level of performance:

CSC is currently rated inadequate, and therefore there is a full systemic piece of work to be done to bring about change. This work is occurring as part of the improvement journey.

What needs to be recognised with re-referrals is that this reflects several system issues- whether that is the inconsistent application of thresholds [both internally and with wider partners] or whether it is the quality of practice undertaken with children when referred. If the quality of practice has not addressed the needs sufficiently to enable sustained change within the family, then it is likely the child will be re-referred. Equally, if there are needs of a child or family, but there is no other means within the wider network to support, this may result in re-referral. The reason for re-referrals is therefore complex and is likely to be one of the last pieces of performance data to show change, as all the parts of the system need to improve before we start to see the impact for children.

What are we currently doing to improve the wider system:

We have now established internal reviews and reviews of children's cases with our partners. These reviews will vary in terms of what they will consider, however this will include the quality of referral, the application of thresholds, the work undertaken, any alternative provisions, and what else may have supported the child to improve longer-term outcomes.

We are undertaking training with practitioners [internal and/ or external partners] to improve knowledge of Child exploitation, domestic abuse, neglect, mental health, family network meetings etc. This is in order to make the whole system more robust in addressing needs.

We are looking at the needs within BCP and what may be required within the community to support these needs.

We have appointed an Early Help and Partnership Lead to look at our front door and early help provision- this piece of work is crucial in terms of understanding the needs and ensuring our communities provide a service for children in line with 'the right support at the right time'.

Whilst part of this work has started, because it is whole system change, it is continual with each issue identified being addressed, however this takes time and it is likely to take several months [12 months] before we begin to see any change in the pattern of re-referrals eg as the wider system becomes more robust, and internal practice improves, the likelihood is the children's needs will be better met.

Summary of financial implications:

None identified.

Summary of legal implications:

Children's social care continue to utilise legislation to deliver services to children. With a more robust, improved system, children's needs will be better met at the right level and the needs escalating will reduce.

Summary of human resources implications:

None identified.
Summary of sustainability impact:
None identified.
Summary of public health implications:
Safe, effective and timely decision making in front door services is essential to ensure the health and welfare of children and young people.
Summary of equality implications:
The impact of this performance was indiscriminate, in that it affected all children and young people in the same way, including those from protected characteristics. However, some groups of children are more likely than others to be referred to social care services. For example, disabled children, children living in poverty and children who have more adverse factors in their lives [parents who misuse substances etc].
Actions taken or planned to improve performance:
<p>The actions currently underway are outlined above, however there needs to be an understanding of how historical practice impacts on current data, and also on how a robust wider system [Early Help] is key in ensuring the right service is offered at the right time which, in turn, prevents concerns and needs escalating.</p> <p>Internal reviews and reviews of children's cases with our partners.</p> <p>We are undertaking training with practitioners [internal and/ or external partners] to improve knowledge of Child exploitation, domestic abuse, neglect, mental health, family network meetings etc. This is in order to make the whole system more robust in addressing needs.</p> <p>We are looking at the needs within BCP and what may be required within the community to support these needs.</p> <p>We have appointed an Early Help and Partnership Lead to look at our front door and early help provision- this piece of work is crucial in terms of understanding the needs and ensuring our communities provide a service for children in line with 'the right support at the right time'.</p> <p>Implementing a model of practice for social workers and staff to bring consistency in how we work with children and families, and in the quality of practice delivered</p> <p>Ongoing training to address gaps in knowledge</p> <p>Working with the SLIP as part of our improvement journey, including work with managers</p>
Completed by: Juliette Blake
Service Unit Head approval with date:
Juliette Blake 18 January 2023

Exception Performance Report (Overview and Scrutiny)

Please use this report explain the reasons for performance not meeting target, the risks this presents in each of the sections and the actions and intervention planned or in place to improve performance and mitigate the risks identified.

This report will make up part of the overall corporate performance report presented to Cabinet.

Indicator Description (taken from performance scorecard):

Social Care: Timeliness of Assessments

2022/23 Q3 outturn: 75%

Quarterly Target: 88%

Reason for level of performance:

Performance has decreased from 83.5% in quarter 2 to 75% in quarter 3 (8.5% decrease). This decrease in timeliness

During the month of October 86% of assessments were completed within the 45 day timeframe and in November the figure was 86%. However, a significant performance dip occurred in December where 61% of assessments were completed within timeframe.

The dip in performance has been a consequence of removing the fifth team from the assessment service [this is the service which carries out the majority of assessments]. This team was not within the financial establishment and the funding ended 31 December 2022, therefore in preparation for this, the reduction and return to four teams started at the end of October, and finished end November, however as assessments have a maximum 45 days window, the impact was felt in December. In order to reduce from five to four teams, there needed to be a change in process, but it also meant staff left. Both these things resulted in performance dipping which was anticipated.

Since early November, there have also been changes occurring within the Children and Families First Service to prepare for ending the Eden Brown contract [an additional agency team that was required due to vacancies]- this meant from November- end January children's cases who continue to need a social worker have been moving back into the CFF service. Equally, the transfer protocol was reviewed to ensure that children are able to access the right service at the right time. This ultimately results in the children being in the right place, and the directorate ensuring we are relying on our establishment to meet the needs of our children. However, any form of change impacts on performance data in the short term, whilst longer-term it has placed CSC in a much stronger position to sustain improvements.

It is also known that in December, staff tend to take annual leave due to the Christmas and New Year occurring, but also there have been several illnesses circulating [flu like illnesses]. As assessments can be undertaken in any service, this means the impact was across the directorate.

It is expected that now the Assessment Service change has been made and new processes embedded, timeliness will improve.

Summary of financial implications:
N/a
Summary of legal implications:
The 45 day timeframe is a legal requirement, and one CSC is working hard to ensure we abide by.
Summary of human resources implications:
N/a
Summary of sustainability impact:
N/a
Summary of public health implications:
N/a
Summary of equality implications:
<p>Delay to children receiving appropriate services could potentially impact on their outcomes. However, there is no evidence to suggest that protected characteristics are misrepresented within these delays.</p>
Actions taken or planned to improve performance:
<p>The Assessment Service is now running within financial establishment with new processes to ensure this can be maintained. No amendments to actions already in place are required.</p> <p>Actions already in place</p> <p>Weekly Performance Meeting are held between the Service Manager and team managers- this showed to be successful, as the service manager was able to alert to the pressures in November which enabled action to be taken to ensure the service remained safe during the changes</p> <p>Data/Dashboard training provided to Team Managers to enable daily review of throughput of work and priority setting.</p> <p>Service Manager reviews timeliness of Assessment throughput 3 times a week and seeks updates/assurance from Team Managers regards completion dates. Team Managers are expected to drive performance within their team to ensure statutory obligations are met, and more importantly children receive the best service.</p>

There is a monthly performance meeting held with the director where all performance data is scrutinised with service managers, and any action required are set at this meeting to ensure we continue on our improvement journey.

Completed by: Juliette Blake

Service Unit Head approval with date:
18 January 2023

Exception Performance Report

Please use this report explain the reasons for performance not meeting target, the risks this presents in each of the sections and the actions and intervention planned or in place to improve performance and mitigate the risks identified.

This report will make up part of the overall corporate performance report presented to Cabinet.

Indicator Description (taken from performance scorecard):

Children missing out on education*

* The statutory definition for Children Missing Education states that “Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school.”

Ofsted, the Local Government Organisation and others, argue that this narrow statutory definition should be expanded to include children that are on a school roll but are not receiving a suitable full-time education. There is no agreed definition or national reporting of data related to this expanded cohort.

The BCP indicator for children missing out on education is currently defined as pupils who have been on a part-time timetable and not provided with a full-time education by their school for over 12 weeks.

It should be noted that schools do not have a duty to inform the local authority when pupils are placed on a part-time timetable, so actual numbers are likely to be higher than reported

2022/23 Q1 outturn: 263

2022/23 Q2 outturn: 179

2022/23 Q3 outturn: 210

Quarterly Target: Reduction on previous quarter

Reason for level of performance:

Schools and Academies can decide whether to place a child on a part-time timetable. There is statutory guidance on the appropriate use of part-time tables. The Local Authority is not required to approve the use of part-timetables nor has any powers to prevent schools using them. As such there is little the Local Authority can do to directly affect the indicator.

The increase in the use of part-time timetables would appear to be a national trend. The Annual Report of His Majesty's Chief Inspector of Education, Children's Services and Skills 2021/22 raised concern that “there is anecdotal evidence that part-time timetables are being used more regularly in schools”.

Reasons suggested for this locally and nationally are the inability of schools to be either able to recruit or afford staff to support pupil around behaviour and attendance and the reduction in education support services available to schools.

[Ofsted to issue warning over part-time timetables | Tes](#)

Summary of financial implications:

The increase in the use of part-time timetable will have no immediate financial implication for the Local Authority.

However, in the medium-term children missing significant amounts of and falling behind with their education, may have a financial implication for the Local Authority in increased demand to fund specialist and alternative education provision.

In the long-term children not receiving a suitable education are likely to have financial implications for the Local Authority and society in general.
Summary of legal implications:
<p><i>Section 19 of the Education Act 1996 places a duty on Local Authorities (LA's) to make suitable alternative education for children of statutory school age who cannot attend school because of illness, exclusion or for any other reason.</i></p> <p>The Local Authority has a statutory duty to arrange alternative education provision for children that are unable to attend school. It has been argued that a child being placed on a part-time timetable for a significant time is sufficient evidence that they are unable to attend school and consequently, should have alternative education provision arranged by the Local Authority.</p> <p>Not to provide alternative education provision in such circumstances could result in legal challenge regarding the Local Authorities failure to fulfil its statutory duties and has already led to a number of complaints.</p>
Summary of human resources implications:
<p>Should the number of children on part time timetables continue to increase the service will have to consider the level of input that is given to school and only contacting them after a longer period of time or consider whether we simply collect the data and report to schools termly at the Headteacher's forum. Should a consequence be an increase in the need to place and monitor higher numbers of children in specialist or alternative education provision the human resource implications could be significant.</p>
Summary of sustainability impact:
No impact
Summary of public health implications:
Children that miss out on significant periods of education are likely to have worse health outcomes and require higher levels of support from health services.
Summary of equality implications:
Children that have special educational needs or who are eligible for free school meals are more likely to be placed on a part time timetable.
Actions taken or planned to improve performance:
<p>Improved processes have been developed and implemented to more efficiently identify and monitor pupils on part-time timetables. Schools are challenged and asked for their plan to return the child to a full-time education if they have been on a part time timetable for longer than 6 weeks. Professionals involved in supporting the child and their family are also informed, so that they can ensure that a return to full time education is a key target in any support plan. By September 2023 all schools will be required to submit their attendance to the council's Attendance system which will allow more data to be available.</p> <p>Unfortunately, there is insufficient capacity within the Inclusion team or resource available to provide either proactive or reactive support directly to schools or pupils that would result in a decrease in the number of children on part-time timetables other than to make them aware and ask what their plans are to re-engage the child to a full-time education.</p> <p>Our next steps are to write and share with schools, guidance on the appropriate use of part-time timetables and information on alternatives to their use.</p>

Completed by: Geraint Griffiths

Service Unit Head approval with date: 17/01/23

Sarah Rempel: 

Forward Plan – BCP Children’s Services Overview and Scrutiny Committee

Updated 30 1 23

The following forward plan items are suggested as early priorities to the Children’s Services O&S Committee by the Chair and Vice Chair, following consultation with officers.

	Subject and background	Anticipated benefits and value to be added by O&S engagement	How will the scrutiny be done?	Lead Officer	Report Information
7 February 2023					
	Virtual School Head’s Annual Report	To enable the Committee to have oversight of the annual report	Committee Report	Kelly Twitchen Head Teacher Virtual School	Added on 9/3/22 by KT
	SEND Improvement Journey – identify theme – workstream invitation	To enable the Committee to monitor this issue and target scrutiny as required.	Committee Report	Sarah Rempel, Director of Education	Recurring item
	Children’s Services Improvement Plan – themed issue	To enable the Committee to monitor this issue and target scrutiny as required.	Committee Report	Rachel Gravett, Director of Quality, Performance Improvement and Governance	Recurring item
	School Attainment and Progress - Validated Data	To enable the Committee to be updated on any changes.	Committee Report	Sarah Rempel, Director of Education	Added at Committee on 22 November 22

	Subject and background	Anticipated benefits and value to be added by O&S engagement	How will the scrutiny be done?	Lead Officer	Report Information
	Brighter Futures Children's Services Key Performance Indicators (Q3)	To enable the Committee to monitor this issue and target scrutiny as required.	Committee Report	Rina Mistry Head of Performance (Interim) – Children's Services	Added in consultation with the Chair on 27/6/22
	Youth Justice Service Inspection Report	To enable the Committee to receive information regarding the recent inspection	Committee Report	David Webb, Youth Justice Service Manager	Added by DW on 11/1/23
6 June 2023					
	Members of Youth Parliament Annual Report	To enable the Committee to have oversight of the annual report	Committee Report	MYPs and Jo Fry	Added by MYPs at Committee September 22.
	Youth Justice Plan 2023/24	To enable the Committee to have oversight of the Youth Justice Plan	Committee Report	David Webb, Youth Justice Service Manager	Added by DW on 11/1/23
	SEND Improvement Journey – identify theme – workstream invitation	To enable the Committee to monitor this issue and target scrutiny as required.	Committee Report	Sarah Rempel, Director of Education	Recurring item
	Children's Services Improvement Plan – themed issue – TBC	To enable the Committee to monitor this issue and target scrutiny as required.	Committee Report	TBC	Recurring item

	Subject and background	Anticipated benefits and value to be added by O&S engagement	How will the scrutiny be done?	Lead Officer	Report Information
	Brighter Futures Children's Services Key Performance Indicators (Q4)	To enable the Committee to monitor this issue and target scrutiny as required.	Committee Report	Rina Mistry Head of Performance (Interim) – Children's Services	Added in consultation with the Chair on 27/6/22
	SEND Mainstream Banding	To enable the Committee to monitor	Committee Report		Added at Committee on 26 July 22
	Report from the Child Exploitation Working Group	To enable the Committee to receive an update on the work of the working group	Committee Report	Chair of working group and dem services	To report on the work and conclusion of the working group
19 September 2023					
	SEND Improvement Journey – identify theme – workstream invitation	To enable the Committee to monitor this issue and target scrutiny as required.	Committee Report	Sarah Rempel, Director of Education	Recurring item
	Children's Services Improvement Plan – themed issue – TBC	To enable the Committee to monitor this issue and target scrutiny as required.	Committee Report	TBC	Recurring item

	Subject and background	Anticipated benefits and value to be added by O&S engagement	How will the scrutiny be done?	Lead Officer	Report Information
DATE to be allocated					
1.	Safety to and from school ON HOLD	To provide the Committee with an overview	Committee Report	Children's Services and Transportation Services	To be scheduled in 2022.
2.	Annual report from Corporate Parenting Board to include information on Children in Care To include details of any protected characteristics detailed within the Equalities Act	To enable the Committee to maintain oversight of this issue and target scrutiny as required.	Committee Report	Jane White, Director of Children's Services	Delayed at the request of CS Officers due to capacity within Children's Services and the need to prioritise
3.	Child Exploitation To include an update on County Lines and knife crime.	To enable the Committee to maintain oversight of this issue and target scrutiny as required.	Being considered by the CE Working Group	Lynn McIntosh, Strategic Lead Complex Safeguarding and Quality Assurance	
4.	All Age Autism Review Project	To enable the Committee to be advised and contribute to this Dorset wide review	TBC	James Greenhalgh, Dorset CCG	Requested by CCG via email on 22/10/21 – chased by dem services on 16/3/22

	Subject and background	Anticipated benefits and value to be added by O&S engagement	How will the scrutiny be done?	Lead Officer	Report Information
5.	SEND Mainstream Banding	To enable the Committee to monitor progress	Committee Report in July 2023	TBC	Requested at Committee on 26/7/22
6.	Progress of Harmonisation across Children's Services	To enable the Committee to consider an update on the harmonisation project	Committee Report	Rachel Gravett, Head of QA, Governance and Improvement	Added at meeting with Chair and RG on 15/3/22 – taken of 22 Nov at request of CS
7.	Review of Youth Services	To enable the Committee to scrutinise being consideration by Cabinet	Committee Report	TBC	Requested at Committee on 26/7/22
8.	Progress Report on BMS	To enable the Committee to monitor progress	Committee Report	TBC	Requested at Committee on 20/9/22
9.	Permanent and Fixed Term Exclusions	To enable the Committee to monitor progress	Committee Report	Sarah Rempel, Director of Education	Requested at Committee on 26/7/22 to monitor yearly
Information Briefings					
	None arranged				
Commissioned Work Work commissioned by the Committee (for example task and finish groups and working groups) is listed below:					

	Subject and background	Anticipated benefits and value to be added by O&S engagement	How will the scrutiny be done?	Lead Officer	Report Information
Note – to provide sufficient resource for effective scrutiny, one item of commissioned work will run at a time. Further commissioned work can commence upon completion of previous work.					
•					
Update Items The following items of information have been requested as updates to the Committee. The Committee may wish to receive these in an alternative to format to Committee updates (e.g. by emailed briefing note outside of the Committee) to reserve capacity in Committee meetings for items of value-added scrutiny.					
•	Child Exploitation To receive updated information at regular intervals on this matter, including how the council has effected positive change in relation to these figures.	To enable the Committee to maintain oversight of this issue and target scrutiny as required.	To be received quarterly. Report to be presented in June 2022	Lynn McIntosh, Strategic Lead Complex Safeguarding and Quality Assurance	
•	Key Performance Indicators (KPIs) To receive KPIs to include updates on CMOEs and NEETs	To enable the Committee to maintain oversight of this issue and target scrutiny as required.	To be received quarterly.	Rina Mistry Head of Performance (Interim) – Children's Services	RG to consider best way to report to CS O&S
Annual Reports					

	Subject and background	Anticipated benefits and value to be added by O&S engagement	How will the scrutiny be done?	Lead Officer	Report Information
•	Virtual School Head Annual report	To enable the Committee to maintain oversight of this issue and target scrutiny as required.	To be received annually in January.	Kelly Twitchen, Head of Virtual School	
•	School Admissions Arrangements for community and maintained schools	To enable the Committee to maintain oversight of this issue and target scrutiny as required.	To be reported next in Sept or Nov 2022	Sarah Rempel, Director of Education	
•	Youth Offending Service Annual Youth Justice Plan	To enable consideration before approval at Cabinet and Council	June 2023	David Webb, Service Manager, Dorset YJS	
•	Annual Report from CPB to include info on CIC	To provide the Committee with an update on the work being done by the CPB	TBC	TBC	

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