

CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE



Report subject	Key Performance Indicators - Quarter 1
Meeting date	20 September 2022
Status	Public Report
Executive summary	This report provides a performance update for the period April - June 2022 (Quarter 1 2022-23) for the key performance indicators relating to Children's Services as detailed in the Corporate Performance Scorecard.
Recommendations	It is RECOMMENDED that: N/A
Reason for recommendations	N/A

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Wards	Council-wide
Classification	For Update or Information

Background

1. This report provides a performance update for the period April - June 2022 (Quarter 1 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

Permanency and Corporate Parenting:

3. Permanency and Corporate Parenting:
 - 3.1. **Number of approved fostering households** - this continues to increase and Q1 the figure stood at 177. A contributing factor to this increase is linked to the continued assessment of Supported Lodgings Carers as foster carers. Additional panels are ensuring that all long-term matched children in foster care have their permanence formalised as soon as possible.
 - 3.2. **Percentage of children with permanence plans by their second LAC Review** – 98% in Q1 and **Percentage of children in care with a plan for permanence** – 92% in Q1. 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%** is an emerging area of concern as the Q1 figure was 90%. 3.43% of Children in Care currently attend schools rated as Requires Improvement and, in all of these cases, attendance at these schools maintained continuity of provision following the children coming into care. 6.18% Children in Care currently attend schools with no Ofsted rating and 4 of these schools are not in England.

- 3.4. **Percentage of children in care who are NEET** – there has been an increase since Q4 21/22 - 12.6% compared to 14.2% in Q1 22/23 but the figure remains below the 16% intervention level. Overall, there has been a reduction in NEET amongst many children in care due to a closer focus and understanding of young people's needs and circumstances which create barriers to accessing education, employment and training. However, this increase is due to an increase in unaccompanied asylum-seeking children, linked to a combination of care placement moves from hotels and the lack of offer from B&P College to facilitate mid-year start on ESOL courses.

Front Door and Early Help:

4. Front Door and Early Help:

- 4.1. **Timeliness of assessments** – although there has been a marked improvement in Q1 22/23 (70%) compared to Q4 21/22 (61%) this KPI continues to remain below the target level of 88%. The performance is a consequence of higher rate of referrals during January – March 2022, which resulted in a higher number of assessments being undertaken and due for completion April – June 2022. The improved performance is also a result of increased resource stability from May 2022 onwards.
- 4.2. **Percentage of repeat referrals in 12 months** - In Q1 22/23 re-referrals saw a slight drop to 30% which is significantly higher than comparators and BCPs tolerance level. Dip-sampling by the Service Manager found that re-referrals predominantly came from Assessment, Children & Families First and Innovate. The peak time for re-referral was 5-6 months, with several large family groups being present in the sample. Learning from the review includes the need for improved intervention at the point of referral, an emphasis on anti-social behaviour, exploitation and parental boundaries amongst adolescents, and improved pathways between MASH and the adoption support fund where adopted young people are demonstrating the impact of trauma in their behaviour.

Education:

5. Education:

- 5.1. **Children missing out on Education** – the number of children missing out on education (CMOE) have increased by 39% from 189 in Q4 21/22 to 263 in Q1 22/23. 57% of these children are accessing an agreed (with parents) part time timetable. The numbers of children missing out on education are missing out due to 33% having social and behavioural difficulties, 32% having mental health needs and 16% having medical needs other than mental health.
- 5.2. **Exclusions:**
- 5.2.1. **Primary School aged children** - Despite an increasing number of schools indicating challenges faced in managing the behaviour of pupils, local authority intervention has to date prevented a significant rise in the number of permanently excluded children in primary schools – in Q1 22/23 0.1% of primary school aged children were permanently excluded (no change from Q4 21/22).

5.2.2. **Secondary School aged children** – there has been an increase in the percentage of secondary school aged children permanently excluded from school in Q1 22/23 (0.3%) compared to Q4 21/22 (0.23%). A contributing factor to this increase as stated by a number of school headteachers is due to schools being inadequately resourced to meet the increasingly complex needs of some pupils, the inability to access effective support services and parental pressure.

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 at 94% and 97% respectively.

5.3.2. **Special Schools:** All Special Schools in BCP are rated as either Good/Outstanding – no change from Q4 21/22.

5.4. **Percentage of 16–17-year-olds not in education, employment or training (NEETs) and percentage of not knowns** – 4.2% in Q1 22/23, significantly below the National average of 4.7% and South West average of 5.2%.

Options Appraisal

6. N/A

Summary of financial implications

7. 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

8. 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.

9. Local authorities have a statutory duty arrange education for children that are permanently excluded.

Summary of human resources implications

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

Summary of Sustainability Impact

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

Summary of public health implications

12. 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

13. Children and young people who are disadvantaged, vulnerable, have additional needs and have BAME heritage could be disproportionately affected by permanent exclusion.
14. 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
15. Unaccompanied asylum-seeking children are without parental protection and may face language barriers.¹

Summary & Recommendations

16. Actions taken or planned to be noted for the key performance indicators that are emerging areas of concern:
 - 16.1. **Percentage of children in care with attendance at a 'Good' or 'Outstanding' school above 95%** - 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.
 - 16.2. **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. There is a planned BCHA course for Q2 22/23 to engage unaccompanied asylum seekers (UASC) not accessing education provisions and the recruitment of a specific UASC worker to work with providers and colleges to ensure offers are more widely available.
 - 16.3. **Timeliness of assessments** - Action has been taken to build in time to quality check assessments without impacting on the 45-day timeframe and reduced caseloads need to be maintained to ensure social workers have time to complete work and meet standards required. The Service Manager is also reviewing assessment completion across department as the performance data is generated across all services, not just Assessment Teams.

¹ NICE Social Care Guideline Equality Impact Assessment

- 16.4. **Re-Referrals** - Re-referrals remain high and above National /Outstanding and good LAs/Statistical neighbours. A dip sampling exercise was undertaken which found that Learning from a review of re-referrals found that the majority of re-referrals came from assessment and child in need/child protection teams. Actions being taken as a result of the review of re-referrals include improving interventions at the point of referral, a greater emphasis on anti-social behaviour, exploitation and parental boundaries amongst adolescents, and improved pathways between MASH and the adoption support fund where adopted young people are demonstrating the impact of trauma in their behaviour.
- 16.5. **Children missing out on Education** – A designated PMOE (Pupils Missing out on Education) officer has been appointed to monitor length of time children are placed on part time timetables. Continued work recruiting schools to use the online reporting system for schools to report PMOE in a timely manner. Work to take place with the Educational Psychologist service to develop an emotional school-based avoidance offer to support children back into school. Planning for the introduction of a multi-agency panel that will allocate medical alternative provision places to those children who are unable to attend school due to medical reasons
- 16.6. **Secondary School Permanent Exclusions** - Actions being planned include:
- 16.6.1. Promote the co-produced behaviour pathway within all settings to improve early identification and assessment of needs, providing good support and strategies to children and young people and parents and carers in the pre-assessment stage. including training and resources.
 - 16.6.2. Development of a multi-disciplinary pilot programme in collaboration with schools to proactively support pupils at risk of exclusions/experiencing poor attendance. This pilot will include robust evaluations in helping BCP to inform future sustainable offer.
 - 16.6.3. Piloting of a multi-agency pre-exclusion 'case conferencing' system.

Summary of risk assessment

N/A

Background papers

None

Appendices

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

Appendix 2: Exception Reports for Assessment Timeliness, Re-referrals and Permanent Exclusions