

Children and Young People Policy Development and Scrutiny Panel

Date: Tuesday, 26th March, 2019

Time: 10.00 am

Venue: Council Chamber - Guildhall, Bath

Councillors: Alison Millar, Matt Cochrane, Sally Davis, Liz Hardman, Michelle O'Doherty, Peter Turner and Lizzie Gladwyn

Co-opted Voting Members: David Williams and Andrew Tarrant

Co-opted Non-Voting Members: Chris Batten and Kevin Burnett

Chief Executive and other appropriate officers
Press and Public



Mark Durnford

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Council's website: <https://democracy.bathnes.gov.uk/ieDocHome.aspx?bcr=1>

Paper copies are available for inspection at the **Public Access points:-** Reception: Civic Centre - Keynsham, Guildhall - Bath, The Hollies - Midsomer Norton. Bath Central and Midsomer Norton public libraries.

2. **Details of decisions taken at this meeting** can be found in the minutes which will be circulated with the agenda for the next meeting. In the meantime, details can be obtained by contacting as above.

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**Children and Young People Policy Development and Scrutiny Panel - Tuesday, 26th
March, 2019**

at 10.00 am in the Council Chamber - Guildhall, Bath

A G E N D A

1. WELCOME AND INTRODUCTIONS

2. EMERGENCY EVACUATION PROCEDURE

The Chair will draw attention to the emergency evacuation procedure as set out under Note 6.

3. APOLOGIES FOR ABSENCE AND SUBSTITUTIONS

4. DECLARATIONS OF INTEREST

At this point in the meeting declarations of interest are received from Members in any of the agenda items under consideration at the meeting. Members are asked to indicate:

(a) The agenda item number in which they have an interest to declare.

(b) The nature of their interest.

(c) Whether their interest is a **disclosable pecuniary interest** *or* an **other interest**,
(as defined in Part 2, A and B of the Code of Conduct and Rules for Registration of Interests)

Any Member who needs to clarify any matters relating to the declaration of interests is recommended to seek advice from the Council's Monitoring Officer or a member of his staff before the meeting to expedite dealing with the item during the meeting.

5. TO ANNOUNCE ANY URGENT BUSINESS AGREED BY THE CHAIRMAN

6. ITEMS FROM THE PUBLIC OR COUNCILLORS - TO RECEIVE DEPUTATIONS, STATEMENTS, PETITIONS OR QUESTIONS RELATING TO THE BUSINESS OF THIS MEETING

At the time of publication no notifications had been received.

7. MINUTES - 28TH JANUARY 2019 (Pages 5 - 18)

8. SCHOOLS PERFORMANCE (Pages 19 - 48)

This report provides an update and summary analysis of the overall performance of key groups of pupils in 2018 across all key stages in Bath and North East Somerset.

9. ELECTIVE HOME EDUCATION (Pages 49 - 52)

This report acts as an update on local progress since the initial PDS briefing.

10. CHILDREN'S SOCIAL CARE - PLACEMENT SUFFICIENCY (Pages 53 - 70)

The Sufficiency Statement is a public document, distributed to independent foster agencies, residential children's homes and independent and non-maintained special schools in order for them to gain a better understanding of the marketplace in Bath and North East Somerset.

11. SERVICES FOR CHILDREN OF ALCOHOLICS (Pages 71 - 82)

The paper seeks to assure the Panel that relevant 'policies, procedures and strategies recognise and address the needs of children of alcoholics' and furthermore sets out examples of the services and programmes commissioned to support children and young people who have a parent / carer who has problematic alcohol use.

12. YOUTH JUSTICE PLAN UPDATE (Pages 83 - 94)

This report sets out progress made in addressing youth offending and outlines an initiative to reduce the re-offending rates of young people who have experienced trauma.

13. CABINET MEMBER UPDATE

The Cabinet Member will update the Panel on any relevant issues. Panel members may ask questions on the update provided.

14. PEOPLE AND COMMUNITIES STRATEGIC DIRECTOR'S BRIEFING

The Panel will receive a verbal update on this item from the People and Communities Strategic Director.

The Committee Administrator for this meeting is Mark Durnford who can be contacted on 01225 394458.

BATH AND NORTH EAST SOMERSET

CHILDREN AND YOUNG PEOPLE POLICY DEVELOPMENT AND SCRUTINY PANEL

Monday, 28th January, 2019

Present:- Councillors Alison Millar (Chair), Matt Cochrane (Vice-Chair), Sally Davis, Liz Hardman, Michelle O'Doherty and Peter Turner

Co-opted Members (Non-Voting): Chris Batten and Kevin Burnett

Also in attendance: Mike Bowden (Corporate Director), Mary Kearney-Knowles (Director of Children & Young People), Margaret Simmons-Bird (Director of Education Transformation), Tom Morrison (Senior Education Improvement Adviser), Christopher Wilford (Head of Education Inclusion Services) and David Trethewey (Director of Partnerships and Corporate Services)

44 WELCOME AND INTRODUCTIONS

The Chair welcomed everyone to the meeting. She asked the Panel to join her in a minutes silence to remember Sue East, former Headteacher of St Andrew's Church School, Bath who died on 19th December 2018 following a short illness.

45 EMERGENCY EVACUATION PROCEDURE

The Chair drew attention to the emergency evacuation procedure.

46 APOLOGIES FOR ABSENCE AND SUBSTITUTIONS

David Williams, Co-opted Panel Member had given his apologies to the Panel.

47 DECLARATIONS OF INTEREST

There were none.

48 TO ANNOUNCE ANY URGENT BUSINESS AGREED BY THE CHAIRMAN

There was none.

49 ITEMS FROM THE PUBLIC OR COUNCILLORS - TO RECEIVE DEPUTATIONS, STATEMENTS, PETITIONS OR QUESTIONS RELATING TO THE BUSINESS OF THIS MEETING

There were none.

50 MINUTES - 18TH SEPTEMBER 2018

The Panel confirmed the minutes of the previous meeting as a true record and they were duly signed by the Chair.

51 NARROWING THE GAP

The Director of Education Transformation introduced this item to the Panel and was joined by the Senior Education Improvement Adviser and the Head of Education Inclusion Services to give them a presentation, a copy of which can be found on the Panel's Minute Book or as an online appendix to these minutes, a summary is set out below.

Schools Strengths

- Performance at the end of end of Reception remains above national
- Reading is a strength at both KS1 and KS2
- The disadvantaged gap is closing at the end of reception and for year 1 Phonics
- B&NES is second in the South West for attainment at KS2
- Inspection outcomes are strong for settings and schools; 85% schools and 94% of EY settings are Good or Outstanding

Performance at the end of Reception

Disadvantaged Pupils - B&NES gap is generally nearly double the national gap and is only improving very slightly in terms of EYFS Good Level of Development.

Year 1 Phonics Disadvantaged Gap

There has been a strong overall increase in phonics scores in Year 1 for all pupils as well as disadvantaged pupils but the gap remains much larger than national.

Key Stage Two Disadvantaged Gap

Neither local (-31%) nor national (-20%) gaps are closing.

Key Stage 2 Progress

Progress for disadvantaged pupils in B&NES improved strongly from 2016 to 2017 but has now stalled and remains much lower than for similar pupils nationally.

Key Stage 4 Disadvantaged Gap

The gap had closed in the 2017 results, but has since widened through 2018.

KS4 data for 770 pupils disappeared nationally in 2018

Children with SEND

2 Cohorts: SEN Support & EHCP. Data is from 16/17.

- EYFS Good level of development is improving & is above national.
- Attainment is above national average at the end of KS2
- At the end of KS4 Attainment for SEN Support is roughly line with KS4, for the EHCP cohort it is below national
- At the age of 19 children achieving level 2 & 3 qualifications has been improving, children with EHCP's are above national. For SEN support is just below, but has been improving significantly since 2013.
- The LA is also working to introduce a universal graduated approach to SEND to support schools with identification of SEND
- LA provides funding to EY settings to provide additional support. Children in receipt of this funding are making positive progress
- Continue to work to support the early years as a strategy to ensure the best start in life for children with SEND

How B&NES compares with the National gap in 2018

- Reception 147th out of 150
- Phonics 146th out of 150
- KS1 Reading Joint 147th out of 150
- KS1 Writing Joint 142nd out of 150
- KS1 maths Joint 139th out of 150
- KS2 RWM 149th out of 152
- KS4 English and maths at 4+ 150th out of 151

Narrowing the Gap for Disadvantaged Learners in Primary Schools Projects

- Launched 23rd January 2019
- Schools with the biggest gaps over the last 3 years
- Schools with the highest percentage of FSM pupils
- Schools with the highest number of disadvantaged learners
- Likely to have the biggest impact

Project 1: Schools with biggest disadvantage gap 2015-2018

Castle / Peasedown St John's / St Keyna / Newbridge / Roundhill / St Martins Garden / Whitchurch

Project 2: Schools with significant disadvantaged gap

Moorlands Federation / Oldfield Park Junior / St Michael's CE Junior / Twerton Infant / St Andrew's CE / St Saviour's Infant / St Mary's CE Writhlington

Narrowing the Gap for Disadvantaged Learners

Education Endowment Fund Recommendations

- Strong leadership
- High quality teaching and learning
- An inclusive curriculum
- Parental engagement
- Effective use of data
- Targeted intervention and support

- Effective use of pupil premium, pupil voice and feedback

Research by the Centre for Excellence

- Correlation between family deprivation and children's cognitive development as early as 22 months
- High quality early years environment and schooling can 'buck the trend'
- High quality EY provision targeting children from poorer children before age 5
- Structured EY programmes prepare children living in poverty to succeed in primary schools.
- Explicit focus on phonics and other literacy skills are vital

Actions to Narrow the Attainment Gap

- Focus on schools with the highest number of underperforming pupils from disadvantaged backgrounds – Inclusion Expert Projects
- Agree a Disadvantaged Learners Charter with MATs
- Develop a more coherent and holistic strategic approach to challenging inequalities
- Strengthen transition from EY settings into school EY classes
- Work with Ofsted and the School Standards Board to identify and share best practice in EY
- Explore opportunities to increase parental engagement
- Promote systematic teaching of Phonics in Early Years
- Target schools with the biggest gap in EYFS

Councillor Liz Hardman asked if there was enough funding going forward given the recent 40% increase in EHCPs.

The Corporate Director replied that the Dedicated Schools Grant was under pressure, but that B&NES were not alone in this scenario and that relevant conversations were ongoing.

Councillor Paul May, Cabinet Member for Children & Young People added that it was important for this funding to be maintained and if required it should be drawn from the Council's reserves.

Councillor Liz Hardman commented that with around 5,000 children living in poverty locally surely there must be a socio-economic effect on their education.

The Director of Education Transformation replied that parental engagement can have a huge effect on the figures relating to their children. She added that in some cases there maybe multiple vulnerabilities to contend with.

Kevin Burnett asked if the figures in relation to the national gap had been the same for B&NES historically.

The Senior Education Improvement Adviser replied that it was quite likely that we have been in these positions for some time. He added that the Council has contacted other local authorities to discuss and learn from best practice.

The Chair asked if any of the KS4 data that disappeared nationally in 2018 related to B&NES pupils.

The Senior Education Improvement Adviser replied that a recent analysis had shown that it was not many.

The Director of Education Transformation commented that some schools may possibly be lowering their 'on entry' data IN YR to show better progress at the end of Key Stage 2. The EYFS team are moderating on entry data and it is too early to know if there is any evidence of schools lowering the on entry data.

Councillor Peter Turner asked if there was any correlation in the figures with regard to refugee pupils attending our schools as they often have a thirst for education.

The Director of Education Transformation replied that there is no evidence to show this and the small number of pupils may have additional vulnerabilities.

Kevin Burnett said that he welcomed the cohesive approach outlined in the presentation but asked if further resources were required to tackle the problems.

The Director of Education Transformation replied that by developing a more integrated approach it is possible to pool the small amount of resources; prioritise the disadvantaged pupils and schools with the biggest group of children in this group we can make a difference. She added that if the figures can improve at schools such as Castle, Roundhill, St Michael's, Newbridge & Peasedown then it can make a huge difference to our national position.

The Senior Education Improvement Adviser added that the schools identified will receive quite intensive help alongside there being general help available for the other schools from project 2.

Councillor Michelle O'Doherty asked if there has been a rise in pupils receiving Free School Meals in B&NES.

The Senior Education Improvement Adviser replied that yes there has been, for example, there were around 350 in the 2017-2018 Year 11 rising from around 250 a few years ago.

The Chair commented that the Council were fortunate to have such dedicated officers and that she appreciated their work on this issue. She asked if they had any particular feedback following the launch of the projects last week.

The Senior Education Improvement Adviser replied that additional schools had shown an interest in Project 1 whilst a further eight schools were interested in Project 2 and many had expressed an interest in an extension of the project to early years.

The Director of Education Transformation added that some schools had also indicated that they would discuss the projects further with their respective academies.

Councillor Paul May stated that it was important to move forward and address our figures and to support our officers in this work. He added that it should be recognised that B&NES schools are good, but acknowledge the need for these figures to improve.

The Chair thanked the officers for their presentation on behalf of the Panel.

52 BATH STUDIO SCHOOL

The Director of Education Transformation announced that they are awaiting a final decision regarding the proposal to close the Bath Studio School and it was hoped that this would be received soon and before the national offer date in March.

She added that if the proposal is approved the school will close at the end of the school year 2019/20 - with no further students being admitted to the school from September 2019, this will enable all current students to complete the courses and qualifications they have enrolled on.

She said that during this period Wellsway Multi Academy Trust will work individually with students to support their on-going education and transition and will also be available to talk to their parents/carers about future education options for students currently at the school.

Councillor Liz Hardman asked who owns the school buildings as she had heard rumours that Aspire Academy and Three Ways School could look to use the site to expand the local SEND provision.

The Director of Education Transformation replied that no decision on the use of the site would be made prior to a final decision about the closure of the school.

The Corporate Director added that the matter of additional local SEND provision was an active conversation.

The Head of Education Inclusion Services said that he thought that the buildings were owned by the Link Foundation Trust / Wellsway Academy.

Councillor Paul May said that it was important to work with the local community at this time and supply information to them as soon as it was possible.

53 DIRECTOR OF CHILDREN & YOUNG PEOPLE - VISION PRESENTATION

The Director of Children and Young People addressed the Panel, a summary of her presentation is set out below.

Vision and Year One Priority Areas

Deliver the Council's Core Offer

Protecting and caring for our most vulnerable

- Ensure a robust safeguarding system to protect children (and adults) at risk
- Assess and meet the needs of children and young people where they have suffered significant harm or are at immediate risk of significant harm
- Assess and meet the needs of children with Special Educational Needs and Disabilities
- Ensure that the voice of children, young people, parents and carers is central to all service planning and review

Nurturing residents' health, safety and wellbeing

- Provide or commission services for families in our area that support them to raise their children

Providing ways for everyone in the community to reach their full potential

- Support young adults that have left our care until the age of 25

Provide strong and effective social work leadership

- Development of an integrated practice model, e.g. unifying framework
- Development of an organizational development strategy for social care, to address recruitment, retention and staff development

Ensure robust finance overview and scrutiny

- Strengthen current finance scrutiny
- Delivery of savings plans

Councillor Liz Hardman asked what she thought was likely to be the main obstacles she would face within the role.

The Director of Children and Young People replied that a huge commitment exists within B&NES, but that the funding surrounding the SEND reforms was likely to be the biggest challenge. She added that the Council will use the data it has to project ahead in order to attempt to meet demands. She said that collaborative working will be significant factor in the years to come.

Councillor Peter Turner asked how the effectiveness of the role will be measured.

The Director of Children and Young People replied that she has set herself a plan and discussed priorities with her Senior Management Team and that these will be monitored on a regular basis.

The Chair commented that around 18 months ago she and David Williams had met with a group of social workers and wanted to ask if the issues they raised at that time had been addressed.

The Director of Children and Young People replied that she recalled the positive feedback of this meeting and said that as a result new developments were in train. She added that day to day she sits in the same work area as the social work staff.

The Corporate Director added that it was good to now have the Principal Children & Families Social Worker to act as a link between the relevant teams.

The Chair asked how the increasing problem of 'County Lines' is being addressed.

The Director of Children and Young People replied that the Council has been working on this issue for some time and that strategies regarding it are being delivered.

The Corporate Director added that Police intelligence was of course also key on this matter.

Councillor Paul May commented that integration and early interventions were key areas to address within the role as well as the retention of staff to enable stability.

Chris Batten asked if a report detailing the support available for Young Carers could be brought to the March meeting of the Panel.

The Director of Children and Young People replied that it could.

The Chair thanked her for the presentation on behalf of the Panel.

54 CORPORATE & BUDGET PLANNING 2019-20

The Director for Partnership & Corporate Services introduced this report to the Panel. He explained that the Organisational Plan forms an important part of Bath and North East Somerset Council's strategic planning framework.

He added that the plan translates the Council's strategy and vision for the future into a more detailed annual Organisational Plan, setting its key activities and projects for the Council to achieve this.

He said that the plan outlines the draft budget savings proposals where appropriate, which will be proposed as part of the budget setting process for the Council 2019 – 20 budgets which will be considered by the Cabinet and Council at their meetings in February.

Councillor Liz Hardman asked what is the total Children & Young People budget, what was the percentage overspend last year and to what extent are we going to be within budget this year.

The Corporate Director replied that they have a budget of £25.3m, they were overspent by 5% on the budget last year and are currently 9% overspent on the budget for this current year.

Councillor Hardman asked if this figure could be accommodated in the current year and in the budget going forward.

Councillor Charles Gerrish, Cabinet Member for Finance and Efficiency replied that these figures were largely due to the number children in care within B&NES which was currently 191. He said that the Council is in a position to deal with this having

received a Government grant under the care envelope and if necessary the revenue contingency reserves and has made budgetary provision within the proposals for next year.

Councillor Hardman asked how the Youth Connect Services redesign is progressing and to what extent has the Youth Services staff mutual progressed.

The Corporate Director replied that the proposal had received support in principle from the Cabinet at the end of October 2018, that the due diligence process was still ongoing and that further meetings were due this week, so he was optimistic that it would be concluded shortly.

Councillor Paul May, Cabinet Member for Children and Young People added that the sources of funding need to be secure as the contract is due to be for five years to enable a degree of stability for those concerned.

Councillor Hardman asked if the Council would commission services from the Staff Mutual.

The Corporate Director replied that they would.

Councillor Matt Cochrane asked if the figure of £3m was the true cost of supporting the 21 children with the most complex needs in 2018-19.

The Corporate Director replied that it was as there are a number of young people that have expensive placements.

Councillor Charles Gerrish added that a number of these placements are outside of B&NES.

Councillor Cochrane asked if the site of the Bath Studio School were to be used for further SEND provision would that potentially lead to families moving to the area to use it and has that happened historically.

Councillor Gerrish replied that he was aware of families that have moved to B&NES to access SEND provision and that potentially this could occur in the future.

Councillor Hardman asked what has been the impact on low income families of the changes to the Music Service.

The Director of Education Transformation replied that children from low income families should have the opportunity to access a musical instrument through whole-class teaching programmes. She added that funding is received from the Arts Council, but that this is set for a specific criteria and that information is returned to the Arts Council on an annual basis.

Councillor Paul May said that it was important to him to have within the Plan the wording 'Protect and care for our most vulnerable' and 'ensuring a 'Think Family' approach'.

The Chair asked regarding Appendix 3 what was meant by alternative provision in the line 'Refurbishment and renovation of a premises that was previously a primary school (St Johns, Lower Bristol Road), into alternative education provision for secondary age pupils in B&NES'.

The Corporate Director replied that this was intended to be a site for pupils that have been excluded or were having behaviour / attendance issues as a place where they could be educated, pending being reintroduced / reintegrated into the mainstream education system.

Councillor Gerrish stated that the site was situated in Lower Weston rather than the Lower Bristol Road as mentioned within the appendix.

Councillor Hardman asked how the Council will identify children missing out on education and act to meet their educational needs without a Children Missing Education Officer.

The Corporate Director replied that the Council still has a Children Missing Education Service - this is a statutory service that has a range of functions within it.

The Head of Education Inclusion Services added that it was possible for parents to be prosecuted if they were found to be negligent and that pupils could be monitored when notified that they have left a school. He said that it was the Council's role to ensure that every child has access to a school place. He informed the Panel that a piece of joint working was being carried out in partnership with School Nurses.

The Chair thanked the Panel for their comments and said that their feedback would be given to the Resources PDS Panel on the 4th February to allow them to collate all PDS Panel responses to the Cabinet and Council.

55 CABINET MEMBER UPDATE

Councillor Paul May, Cabinet Member for Children & Young People addressed the Panel, a summary is set out below.

New Director for Children & Young People's Service

I was delighted to be part of the interview panel in October when we appointed a new Director to take on the role previously held by Richard Baldwin and, on an interim basis, by Angela Clarke. I would like to set on record my thanks to Angela for her work during the last 5 months of 2018 and the professional way that she carried out the interim assignment and handed over the baton to Mary Kearney-Knowles at the end of December. Mary is known to many of us from her previous role here as Senior Commissioning Manager and I am confident that we have made an excellent appointment.

Narrowing the Gap for disadvantaged children

Officers have launched a new initiative with primary schools to tackle the attainment gap for some of our disadvantaged children as you have heard earlier in the

meeting. I was very sorry not to have been able to attend the launch with head teachers, as it has been a key personal priority for me to ensure we are effectively tackling this challenging but very important issue. Whilst our headline data for attainment is amongst the best, we still absolutely have to pay attention to the differential outcomes that could otherwise remain disguised by the positive overall picture.

SEND Inspection

The panel will recall that we anticipate receiving a joint inspection from Ofsted and CQC looking at the whole SEND system in the area, across the Council, schools and health system. These inspections have been happening across the country and are followed by a published letter giving a narrative of an area's strengths and areas for development, rather than a graded judgment of Good, Outstanding, etc. The call is expected on a Monday morning with inspectors arriving the following Monday for a week-long visit. We welcome this as an independent assessment of our performance and identification of areas where we can improve our response to children and young people with SEN and disabilities

Regional Improvement Alliance

Both the Corporate Director and I have been involved in the development of the new South West Regional Improvement Alliance, which was launched at a leadership summit on 9th January in Taunton. Representatives from all 16 South West authorities were present, including Directors, Lead Members and Chief Executives as well as the LGA. We have agreed a Memorandum of Understanding about how we will work together to improve children's services and children's outcomes, through a range of activities which include:-

- An annual self-assessment peer challenge;
- Sharing data and benchmarking performance across the region and beyond;
- Thematic Peer Challenge between pairs of authorities;
- Participating in a regional improvement plan, networks and summits;
- Offering and seeking mutual support and sharing of good practice;
- Co-ordinating support requests from national and other partners outside the alliance.

Schools Funding Update

The Schools Forum in January received an update on funding levels for 2019/20, which indicate an overall 3.62% increase in the Dedicated Schools Grant locally. Of this, 2.9% represents the overall inflationary uplift for schools in addition to increases linked to rising pupil numbers. We have received some additional funding for High Needs, which will help to offset some of the SEND funding pressures otherwise falling to the Council.

I also approved a Single Member Decision to implement 6 relatively technical changes to the funding formula which had been recommended by Schools Forum.

The Chair thanked Councillor May for his update on behalf of the Panel.

The Corporate Director addressed the Panel, a summary is set out below.

Admissions

National Offer Day for secondary admissions for September 2019, is 1st March. This year we did receive a greater number of 4th and 5th preferences from parents (an increase from 5% to 19% of parents making use of these) and fewer selecting only 1 or 2 preferences (reduced from 74% to under 60%). We hope that this will mean fewer parents disappointed by the outcome of the admissions process, but there is clearly further to go in getting the message across that limiting your application to one or 2 preferences simply limits your chances of getting a school that is convenient or preferable and in no way strengthens your application for your top choice schools.

Academies

Four more schools have Regional Schools Commissioner agreement to become academies in the coming months, so we anticipate that by the start of the new academic year in September 2019, 83 % of schools (and 83% of pupils) will be in academies. That will leave 2 secondary and 12 primary maintained schools.

Elective Home Education (EHE)

The local authority continues to address rising numbers of vulnerable families removing children from school rolls to electively home educate and has been carrying out the following actions:

- Created additional capacity within the role of the EHE Co-coordinator.
- Formalising links with our Student & Family Support Service to create support packages for families who are considering EHE
- Developing links between our school nursing team and children missing education service to ensure that the health needs of these children are not left unassessed.
- Started a consultation with Head teachers to amend our Fair Access protocol to allow parents a 10 day cooling off period before children are removed from a school roll. The outcome of this will be known at the beginning of February 2019

We are awaiting the outcome of the DFE consultation on EHE. This is expected in early spring.

We anticipate bringing a full update on EHE to the Panel's March meeting.

Youth Connect

Following the Cabinet decision in October to support, in principle, the establishment of the staff mutual, there has been a process of due diligence underway as well as planning for the set up and transition. A final decision on the establishment of the Staff Mutual is expected in the next few weeks. Work is progressing to finalise lease

arrangements for the Youth Hubs at Riverside and Peasedown St John, although there is a slight delay with the latter, at the request of the Church.

Adoption West

Adoption West, the new Regional Adoption Agency serving B&NES, Bristol, Gloucestershire, North Somerset, South Gloucestershire and Wiltshire is still proceeding through the set up process but the start date has been delayed again to 1st March 2019, to ensure the arrangements are finalised and robust. A Service Director has been appointed to lead the new service.

Bath West Children's Centre

We have written to the Bath Gazette to correct inaccurate reports that Twerton is losing its children's centre, and suggesting that the Council has cut the funding.

Although the former Children's Centre building at Dominion Road closed in April 2018, Action for Children have established an alternative base at Woodhouse Road in Twerton, which is a purpose built Children's Centre building, where they are co-located with First Steps Nursery and local Health Visitors. There are no plans to reduce the funding for the service.

Councillor Liz Hardman commented that although it was good to see an improvement in the numbers of parents utilising their five preferences she felt that this was still not high enough and asked what more could be done.

The Corporate Director replied that this year's outcomes will be assessed and then proposals for this coming year will be considered.

The Director of Education Transformation added that earlier access to the admissions video launched last year could be given.

The Chair asked if a provisional figure of £500,000 had been set aside for work associated with the Staff Mutual.

The Corporate Director replied that this was correct.

Councillor Hardman asked if any changes were planned for the Southside Youth Hub.

The Corporate Director replied that it is to be retained as a main Hub.

The Chair thanked the Corporate Director for his update on behalf of the Panel.

57 PANEL WORKPLAN

The Chair introduced this item to the Panel.

Councillor Hardman asked for the Panel to be updated on the work of supporting the children of alcoholics.

The Corporate Director informed the Panel that it was not likely for the report relating to the future arrangements of the LSCB to be ready by March.

Councillor Michelle O'Doherty asked if the Panel could receive a report regarding the mental health support provision available for children within schools.

The Corporate Director replied that historically he believed that this information was under the remit of the Health & Wellbeing Select Committee, but said that this was a conversation that could be had with their Chair.

Councillor Paul May suggested that as part of the Youth Justice Update for March, a section on County Lines is included.

Kevin Burnett stated that he felt that the Council and its officers are doing an amazing job for our young people.

The Chair said that this view was endorsed by the whole Panel.

The meeting ended at 4.20 pm

Chair(person)

Date Confirmed and Signed

Prepared by Democratic Services

Bath & North East Somerset Council		
MEETING	Children & Young People Policy Development & Scrutiny Panel	
MEETING DATE:	26 th March 2019	EXECUTIVE FORWARD PLAN REFERENCE:
TITLE:	Schools' Performance 2018	
WARD:	All	
AN OPEN PUBLIC ITEM		
List of attachments to this report:		
Appendix A Ofsted judgements for all schools		
Appendix B 2018 Educational Results for all Key Stages,		
Appendix C Attendance, Exclusion and Destinations Information		

1 THE ISSUE

- 1.1 The large majority of pupils in Bath and North East Somerset are taught in Good or Outstanding schools and educational outcomes are broadly in line with or above the national average at most key stages. In some cases attainment in B&NES is the best or amongst the best in the South West, for example the proportion of pupils achieving the expected standard at the end of Key Stage 2 is the second best in the South West and attainment at the end of Key Stage 4 is in the top four in the South West. Attainment at Key Stage 5 is high and a higher proportion than national gain the highest grades at A level. Outcomes for Children in Care are above national at all key stages. However the achievement of pupils eligible for Free School Meals is lower than similar pupils nationally at all key stages, and the achievement of some BME groups is low at some key stages.

2 RECOMMENDATION

Panel members to note:

- 2.1 The overall performance of pupils across schools in B&NES and how local schools performed against regional and national comparators.
- 2.2 The progress schools have made in narrowing the attainment gap for vulnerable groups across all key stages.
- 2.3 The actions taken and planned by Officers with identified schools to narrow the attainment gap for the biggest vulnerable group – those eligible for FSM.

- 2.4 The developing role of the School Standards Board in working collaboratively with officers to identify and agree local priorities to improve outcomes for all learners.

3 RESOURCE IMPLICATIONS (FINANCE, PROPERTY, PEOPLE)

- 3.1 Actions to address educational underperformance will need to take into account the impact of budget reductions on the Education Transformation Teams; reduction in central government grants to support school improvement and the cost of officer time to work collaboratively with the CEOs of Multi Academy Trust, because over 80% of schools are academies.

4 STATUTORY CONSIDERATIONS AND BASIS FOR PROPOSAL

- 4.1 There are no statutory considerations. Schools and the local authority have a duty to promote equality of opportunity.

5 THE REPORT

5.1 Ofsted Inspections

Overall the vast majority of children and young people are taught in Good and Outstanding schools. The proportion of pupils educated in Good or Outstanding schools at August 2018 was 89% compared to 83% for the South West and 84% for England as a whole. 91% of primary pupils are in Good or Outstanding schools compared to 84% in the South West and 86% nationally; 87% of secondary pupils are in Good or Outstanding schools compared to 73% in the South West and 79% nationally. All pupils in the three special schools are taught in Good or Outstanding schools. Both nationally and locally there has been a slow decline in the proportion of schools that are Outstanding. There are currently two primary schools judged as inadequate (Roundhill and Peasedown St John's) and one secondary school (Beechen Cliff). Over the last five years the number of primary schools that were judged as Requiring Improvement has fallen from 17 to 4 and the number of secondary phase schools has fluctuated between 0 and 2. School Ofsted judgements are set out in Appendix A.

5.2 Early Years Foundation Stage Results

Overall the proportion of pupils achieving a Good Level of Development (GLD) improved in 2018 and remains slightly above national average (73% compared to 72%). Boys' performance remains above boys nationally (at 67% compared to 65%) despite a 1% fall from last year. Girls' performance has improved by 2% and is now in line with girls nationally at 78%. Children with Special Educational Needs and/or disability (SEND) achieve results that are in line with similar pupils nationally, but only 48% of disadvantaged pupils achieved the GLD compared to 57% for disadvantaged pupils nationally. The results for most ethnic minority groups are in line with similar pupils nationally with 'Mixed' pupils averaging 74% in B&NES against a national average of 73% 'Black' pupils achieved 71% against the national average of 70%. However the results for 'Asian' pupils were 63% against a national average of 71%. There were too few Chinese pupils to make a comparison.

The gap between disadvantaged pupils (pupils eligible for FSM) and other pupils nationally has closed slightly (from -31% in 2016 to -28% in 2017 to 27.5% in 2018) but it remains well above the national average (-28% compared to -17%).

This remains a concern that has been shared with CEOs at the recent School Standards Board and a focus for urgent improvement.

5.3 Phonics Results

The proportion of children meeting the Year 1 phonics threshold has improved to equal the national average of 82%, having been below the national average at 79% for the past two years. Officers have been proactive in identifying a small number of schools that would benefit from working with a Regional Teaching School to Improve Phonics outcomes and this has had a positive impact. Two schools have improved their phonics score by 20% and 13%. Only one school in the authority had a phonics outcome of less than 70% and the data shows an improving picture for phonics.

There has been a strong improvement in the proportion of disadvantaged pupils who achieve the phonics threshold from 54% to 62% resulting in a narrowing of the gaps from 28% to 22%. While disadvantaged pupils do not perform as well as national – 62% v 70%; the gap 22% v 14% - the improvement is going in the right direction. All ethnic minority groups achieved above the national average for similar pupils. 'Mixed' pupils achieved 87% compared to 82%, 'Asian' pupils achieved 89% compared to 85% and 'Black' pupils gained 100% compared to 84%. There were too few Chinese pupils to make a comparison. For SEN Support pupils (those pupils with SEN but without an Education, Health and Care Plan) outcomes improved from 41% to 52%, above the national average for similar pupils of 48%. However, results for the 69 pupils with an EHCP fell slightly and remain below similar pupils nationally (16% compared to 19%).

5.4 Key Stage 1 Results

There has been consistent rise in the proportion of pupils in B&NES reaching the expected standard at Key Stage 1 (KS1) in reading, writing and in mathematics since 2016. This rise has been greater than the national increase and proportions at the expected standard are above national by 3% for reading (78% compared to 75%), and 1% for writing (71% compared to 70%) and mathematics (77% compared to 76%). The proportion of pupils achieving greater depth has also risen by more than national in all three subjects. However although reading is above national (27% compared to 26%), writing and mathematics remain slightly below (14% compared to 16% and 20% compared to 22%). Both in B&NES and nationally the proportion of girls reaching the expected standard in reading and writing is higher than for boys, but by a similar amount. There is no significant or consistent difference in the proportions of boys and girls achieving the expected standard in mathematics either locally or nationally. At greater depth girls slightly outperform boys both in B&NES and nationally in both reading and writing. However, in mathematics this year boys achieved well above girls in B&NES (25% compared to 14%).

The proportion of disadvantaged pupils reaching the expected standard in writing and mathematics has improved and dipped in reading. However, the rising improvement by 'other' pupils locally (non-disadvantaged pupils) resulted in a widening of the gap compared to the national gap. (29% compared to 18% for reading, 28% compared to 20% for writing, and 26% compared to 18% for mathematics).

For SEN Support pupils, there was a dip in the proportion reaching the expected standard in reading to the same value as similar pupils nationally (33%), and a dip in mathematics to be below national (34% compared to 36%) but a slight rise

in writing to be above national (26% compared to 25%). The performance of pupils with EHC plans was good with results above similar pupils nationally for all three subjects. This is a strong improvement compared to last year.

Outcomes for BME are mixed with 'Asian' pupils (34) doing well this year at 91% compared to a national average of 74% for writing and 91% for mathematics compared to a national average of 78% (results for reading were unavailable). However the 'Mixed' cohort (98 pupils) were 4% or 5% below similar pupils nationally in reading (73% compared to 77%), writing (67% compared to 72%) and mathematics (72% compared to 77%), and the 'Black' pupils (14) had much lower scores than similar pupils nationally, (40% v 77% for reading, 40% v 72% for writing, and 47% v 74% for mathematics). For both of these groups performance was above national last year and the differences may be cohort specific.

Standards at key stage 1 continue to rise well and are no longer a weakness, but outcomes for disadvantaged pupils remains an area for further improvements.

5.5 Key Stage 2 Results

At Key Stage 2 (KS2) 66% of pupils in B&NES reached the expected standard in reading, writing and mathematics combined, this is slightly above the national average of 65%. The B&NES performance is second in the South West. The proportion of pupils reaching the higher standard in all three subjects was just below the national figure (9% compared to 10%). For the expected standard, girls gain a higher percentage than boys (72% compared to 61%) and are 3% above girls nationally whilst boys achieved the same as boys do nationally (61%). For the higher standard both boys and girls in B&NES were 1% below boys and girls nationally. Both locally and nationally more than twice as many girls than boys achieve the higher standard in writing.

The disadvantaged pupil gap for the achieving the expected standard has widened slightly from -29% to -31% and remains well above the national gap of 20% and South West gap of 23%. SEN support pupils achieved slightly above similar pupils nationally (27% compared to 24%) but pupils with Education and Health Care Plans achieved below similar pupils nationally (5% compared to 9%).

Results for BME were slightly below the same groups nationally with 'Mixed' pupils (100) achieving 63% compared to 66%, 'Asian' pupils (28) achieving 64% compared to 69%. However the very small number of Chinese pupils (7) achieved well below the national figure (57% compared to 82%) and of the 12 'Black' pupils only 33% achieved the expected standard in reading, writing and mathematics, compared to 64% for similar pupils nationally. This performance of this group is higher than the past two years, but is still too low.

Progress from Key Stage 1 to Key Stage 2 remains good in reading but progress in writing and maths remain significantly below the national average at -0.7 and -1.2 respectively. Were progress to be in line with the national average attainment at KS2 would be extremely strong and certainly the best in the South West. The progress of girls and boys remains above girls and boys nationally in reading. In writing and mathematics both girls and boys perform less well than they do nationally. However, the issue seems to be connected to the teaching of the subjects rather than one of gender.

Progress of disadvantaged pupils (400) has worsened compared to the 2017 cohort in both reading and mathematics, and progress in all three subjects is significantly below both all pupils and similar pupils nationally. This low progress is the cause of the low attainment for this group and for the gap with 'Other' pupils nationally.

Progress of SEN Support pupils (279) has improved markedly in writing (from -3.9 to -1.7) but is slightly lower for reading (-0.5 to -0.8) and mathematics (-1.7 to -1.8). Progress of these pupils in both reading and writing is slightly above national, but for maths it is well below (-1.8 compared to -1.0). EHCP pupils make lower progress than pupils with an EHCP plan nationally in writing (-5.4 compared to -4.1) and maths (-4.7 compared to -3.8) but in reading these pupils make very slightly better progress than similar pupils nationally (-3.5 compared to -3.8).

Progress of the 'Mixed' group (100) is strong in reading at 0.6 compared to 0.4 for similar pupils nationally, but is low in writing (-0.8 compared to 0.2) and mathematics (-1.7 compared to 0). 'Asian' pupils (28) made progress that was at least in line with expectations, albeit not as strong as last year. The low progress this year of the very small number of Chinese pupils (7) is likely to be cohort specific. As described above the progress of the small number of 'Black' pupils (12) is low in reading at -3.0 compared to 0.2 for similar pupils nationally, low in writing at -3.5 compared to 0.6, and very low in mathematics at -6.3 compared to 0.3 nationally.

Attainment at KS2 has improved by more than national since the new curriculum and assessment arrangements came into full effect in 2016. Were progress to be in line with the national average for writing and mathematics attainment at KS2 would be extremely strong and certainly the best in the South West. The progress of disadvantaged and 'Black' pupils is the key area for improvement and is discussed further in sections 6.5 and 6.6 of this report.

5.6 Key Stage 4 (GCSE) Results

At Key Stage 4 (KS4) the majority of subjects were assessed using the new, more challenging GCSEs reporting on a 9 to 1 scale. Grade 7 is equivalent to an A, 5 to a 'Strong' pass and 4 to a grade C or 'Standard' pass.

The proportion of pupils achieving at least a standard pass (grades 9 to 4 or grades A*-C under the old system) in English and Mathematics has risen substantially from 63% in 2017 to 69% in 2018 compared to 65% for the South West and 64% nationally. The proportion achieving a 9 to 5 pass (a strong pass) in both English and mathematics was 48%, again above both the South West (43%) and England (44%). The proportion of pupils achieving the EBacc including English and Maths at grades 9-4 was 30% compared to 23% for the South West and 24% nationally. The 2018 Attainment 8 score for B&NES was 48.7 compared to the South West average of 46.7 and the national average of 46.6. Attainment at KS4 was well above both the South West and national averages and is in the top four authorities in the South West on all measures. This is strong performance.

The progress of secondary pupils in B&NES has risen slightly compared with 2017 to -0.03 compared with -0.07 in 2016 and -0.02 nationally, and is effectively zero, showing that on average pupils achieved what they should given their prior attainment. All KS4 data continues to be slightly affected by Beechen Cliff's decision to continue use iGCSE qualifications, which are not counted in the Performance Tables and other government statistics. As a result Beechen Cliff's Progress 8 score, English Progress Scores and proportion of pupils achieving a pass grade in English are low and this has a small effect on the overall results for the local authority, particularly for boys. For example, the progress of boys, at -0.33, is below the national average for boys of -0.25. This means that on average boys in B&NES achieve a third of a grade below what would be expected given their prior attainment in all of their subjects whilst boys across the country achieve a quarter of a grade below prior attainment expectations. Girls' progress, at 0.27, is well above the national average for girls of 0.22.

Hayesfield School had a high progress score (0.73) which was well above the national average and both Norton Hill and St Gregory's Catholic College had progress scores that were above average. These three schools have been the most successful in maintaining high progress over the past three years. In 2018 there were 6 mainstream schools that had progress scores that were below or well below average compared to 4 last year.

Disadvantaged pupils' (353) progress has declined from 2017 (from -0.38 to -0.66) and is now at the lowest it has been in the past three years. The national figure is -0.44 which is also on a downward trend over 3 years. As a result of this very low progress, these pupils have the lowest attainment that they have had in the past three years and the gap in the proportion achieving grade 4 or above in English and mathematics, when compared to other pupils nationally, is the second worst in the country. Only Hayesfield and Norton Hill added value for disadvantaged pupils and the only school with consistently strong progress for disadvantaged pupils is Norton Hill, where over the past three years the 94 disadvantaged pupils have on average gained a third of a GCSE grade more than would be expected from their prior attainment in all of their subjects. The school standards board has an action to identify the schools that are most successful with these pupils in order to share good practice. Officers are working with a small group of CEOs to develop a protocol for how the local authority can raise the concerns about the outcomes for learners, especially those from disadvantaged backgrounds, and seek reassurance that action is being taken to address this.

Progress of SEN support pupils (218) continues to decline going from -0.21 in 2016 to -0.31 in 2017 to -0.36 in 2018, but remains above the national figure of -0.43. For pupils with an EHCP (65) progress has improved (from -1.23 to -1.17) although this figure remains below the national average for similar pupils of -1.09. Progress for 'Mixed' ethnicity pupils (90) continues to improve to -0.07 in 2018 compared to -0.02 nationally. The progress of the 21 'Asian' pupils was significantly above national and very strong at (0.91). The 4 Chinese pupils also had very strong progress. However, the progress of the 20 'Black' pupils, whilst better than last year remains low at -0.07 compared to the national average of 0.12.

Key Stage 4 Attainment for all pupils in B&NES remains well above national and the South West for most indicators in the official statistics, and progress is above

most authorities in the South West. However the progress of disadvantaged pupils, and those with an EHCP remains below similar pupils nationally which is concerning.

5.7 Key Stage 5 (A level) Results

The average grade achieved by students at A level in schools and colleges in B&NES has risen strongly from a C grade to a C+ (from 30 points to 32.7 points) compared to a national average grade of a C+ (32.2 points). There was no difference in the performance of boys and girls.

There has been a strong rise in the proportion of students achieving the highest grades at A level from 10.3% to 13.1% compared to the national average of 10.4%. There has also been a strong increase in the percentage of students achieving at least grades A, A and B or better in facilitating subjects from 14.1% to 18.6% compared to the national average of 13.4%. Performance at Key Stage 5 is a clear strength.

5.8 Attendance

Primary school pupils in B&NES had slightly better absence figures to pupils nationally in 2016/17 (3.9% compared to 4%) and the proportion of pupils with persistent absence (being absent for more than 10% of the time) improved from 7.9% to 7.1%, well below the national figure of 8.3%. This is a strong improvement compared to the previous year. Pupils with an EHC plan have higher absence compared to these pupils nationally (7.5% compared to 6.6%) and higher persistent absence at 25.2% compared to 19.2%. However SEN Support pupils have lower absence (5.0% compared to 5.4%) and persistent absence (12.5% compared to 14.3%) figures than similar pupils nationally. Absence for disadvantaged pupils has improved from 6.2% to 6% but remain above the national average of 5.5%. Persistent absence figures have also improved from 19.7% to 18.8% but also remain above the national average of 15.7%.

In secondary schools in B&NES both absence (5.7% v 5.4%) and persistent absence (14% compared to 13.5%) were above national figures. For those with an EHC plan absence was higher (11.7 % compared to 7.7%) and persistent absence was much higher (41.1% compared to 22.2%). Absence of SEN Support pupils improved from 8.9% to 8.4% but remains above then national figure of 7.7%. Disadvantaged pupils had higher absence (10% compared to 8.8%) and there was a much higher proportion of persistently absent pupils 32.7% compared to 28.1% for similar pupils, and 10.9% for non-disadvantaged pupils nationally.

Pupils that are persistently absent miss a significant amount of their lessons and so are likely to make less progress. It is very concerning that persistent absence was above national in secondary schools in B&NES in 2016/17 overall and for disadvantaged, SEN support and EHCP pupils.

5.9 Exclusions

Exclusions data lags other indicators and so the data in this report is for the 2016-2017 academic year. In B&NES primary schools the permanent exclusion rate was identical to national at 0.03% of the total pupils that were permanently excluded. The fixed period exclusion rate has improved slightly from 1.25% to 1.22% and is lower than the national rate of 1.37%.

For secondary schools in B&NES the permanent exclusion rate of 0.16% remained slightly below the national rate of 0.20%. The fixed period exclusion rate of 9.75% remains above the national rate of 9.4%.

The fixed period exclusion rate in special schools in B&NES has fallen again but remains well above the national figure (22.2% to 20.3% compared to 13.0% nationally).

5.10 Destinations.

Destinations data shows how effectively schools and colleges have supported young people to find employment, apprenticeships or to continue education in the following year. This data is published at Post 16 and Post 18 and the latest data shows destinations in 2016/2017 for pupils who finished the relevant phase of their education at the end of the 2015/2016 academic year.

95% of pupils who completed their GCSEs in 2015/2016 were in a sustained education, employment or training (EET) the following year which is a 1% rise from the previous year and above the national figure of 94%. There was a large rise in the figures for disadvantaged pupils from 82% to 91% which is better than the national figure of 88% and means that the gap with other pupils has fallen to only 5% compared to 8% nationally. The data for pupils with SEND rose from 86% to 91% compared to 89% nationally which is a good performance.

The post 18 destination figures of 90% remained above the national figure of 89%. However for disadvantaged pupils there was a fall from 89% to 85% which is the same as the national figure and means that the gap with other pupils has increased from 1% to 6% compared to 5% nationally. For pupils with SEND the figure fell from 90% to 87% but it remained above the national figure of 86%.

6 RATIONALE

- 6.1 The role of the local authority is changing as more schools become academies and budgets and government grants to support school improvement diminish. However, the local authority retains a statutory function to champion children, young people and families, especially for vulnerable pupils, and to ensure equality of opportunity.
- 6.2 The proportion of good and outstanding EYFS settings and schools continues to be well above national. While there have been improvements at the end of most key stages, outcomes for disadvantaged pupils and some other vulnerable groups continue to be too low. Research shows the importance of embedding children's phonic skills in the EYFS and KS1 in order to enable these children to achieve and the improvement in phonics outcomes in 2018, if maintained, is a positive sign for the future.
- 6.3 Joint working on the local area SEND strategy continues to address priorities for improvement for pupils with special education need and/or disabilities. Compared to 2 years ago outcomes for these pupils are generally improving with attainment either similar to or above similar pupils nationally. Progress for pupils with SEND to KS2 is low but this is linked to the low progress for all pupils in writing and mathematics. Progress to key stage 4 for SEN support pupils is a concern both locally and nationally.

6.4 BME pupils have been grouped into broad categories because the number of pupils in each ethnic group is very small and so it is not possible to make any meaningful comparisons. For example, Black African, Black Caribbean and Black Other pupils are grouped together as 'Black' pupils, however the Mixed White Black Caribbean and Mixed White Black African groups are counted in the 'Mixed' category. Outcomes for small groups of pupils can be affected strongly by the result of one or two pupils and this leads to different groups being identified as performing better or worse than average in any particular year. Generally there is no consistent pattern of performance over time for most ethnic minority groups.

For 'Black' pupils performance in 2018 was good in reception and in the phonics test, but was low at KS2. This group has had low outcomes at KS2 for the past three years. Analysis shows that the characteristics of the 2018 cohort were atypical with 3 pupils (25%) with EHC plans in the cohort. This is a very high percentage and well above the B&NES average of 4.9%. There were also a high proportion of SEN Support pupils at 17% compared to 12.6% for the primary phase in B&NES, and very high proportion of disadvantaged pupils at 42% compared to 18.5% for B&NES. The 12 pupils attended 9 different schools.

The analysis of the 'Black' cohorts over the past three years shows a similar picture. For this group of 39 pupils a very high proportion had EHCP (13%), there was a high proportion of pupils receiving SEN Support (26%) and a high proportion of disadvantaged pupils (46%). This group attended 20 different schools, including one pupil in the 2018 cohort who was a pupil at Threeways Special School.

This analysis illustrates that there are a range of factors that may have affected the performance of these pupils and this merits further investigation. It is clear that these cohorts are not typical, and that if we were able to improve the progress of disadvantaged pupils and those with SEND it would have a significant effect on the progress of these pupils, and hence their overall achievement.

6.5 The data shows a significant proportion of disadvantaged pupils also have SEND and vice versa. Where pupils have multiple disadvantages there is evidence to show that this has a significant detrimental impact on their progress. As a result a 'one solution' approach does not have the desired impact. For this reason the local authority has established a small project focussing on the schools with the highest percentage of disadvantaged learners over three years that addresses the impact of multiple disadvantages on pupils learning and progress. Eight Schools are participating in this fully funded intensive project. The Local Authority has also commissioned a shorter project that is aimed at any other schools that wish to participate. Twelve schools are in this project. Officers are also planning a possible project aimed at Early Years.

The low performance of disadvantaged pupils is the main priority for the local authority and will need sustained and coordinated action over several years to properly address the challenge.

7 OTHER OPTIONS CONSIDERED

7.1 None.

8 CONSULTATION

8.1 No consultation is necessary at this time.

9 RISK MANAGEMENT

9.1 A risk assessment related to the issue and recommendations has been undertaken, in compliance with the Council's decision making risk management guidance.

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Background papers	<i>None (appendices attached).</i>
Please contact the report author if you need to access this report in an alternative format	

Appendix A Ofsted Inspection Outcomes

Primary Schools

Date	School	Grade
Jan-07	Widcombe Infant	Outstanding
Jan-09	Bathwick St Mary C of E Primary	Outstanding
Feb-10	Bathampton Primary	Outstanding
Jun-10	Weston All Saints C of E Primary	Outstanding
Jul-12	Bishop Sutton Primary	Outstanding
Jul-12	Stanton Drew Primary	Outstanding
Dec-12	Marksbury C of E Primary	Outstanding
Jan-13	Farmborough C of E Primary	Outstanding
Apr-13	St John's C of E Primary Keynsham	Outstanding
Jan-14	High Littleton C of E Primary	Outstanding
Oct-14	Widcombe C of E Junior	Outstanding
Jan-15	Paulton Junior	Outstanding
May-15	Bathford C of E Primary	Outstanding

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Oct-12	Oldfield Park Junior	Good
Oct-12	Chandag Junior	Good
Feb-13	Midsomer Norton Primary	Good
May-13	Saltford C of E Primary	Good
Sep-13	Batheaston C of E Primary	Good
Sep-13	Combe Down C of E Primary	Good
Sep-13	Chew Magna Primary	Good
Jan-14	Clutton Primary	Good
Feb-14	St Andrew's C of E Primary	Good
Oct-14	Chandag Infant	Good
Oct-14	Moorlands Infant	Good
Jan-15	St Michael's C of E Junior	Good
Mar-15	Moorlands Junior	Good
Mar-15	St Stephen's C of E Primary	Good
Apr-15	Westfield Primary	Good
Jul-15	Oldfield Park Infant	Good
Oct-15	Welton Primary	Good
Oct-15	Longvernal Primary	Good
Feb-16	Swainswick C of E Primary	Good
Mar-16	St Philip's C of E Primary	Good
Mar-16	St Keyna	Good
May-16	Farrington Gurney C of E Primary	Good
Jun-16	Paulton Infant	Good
Sep-16	St John's C of E Primary MSN	Good
Feb-17	East Harptree C of E Primary	Good
Mar-17	Pensford Primary	Good
Jun-17	St Saviours C of E Junior	Good
Jun-17	Cameley C of E Primary	Good
Sep-17	Ubley C of E Primary	Good

Sep-17	Shoscombe C of E Primary	Good
Nov-17	Freshford C of E Primary	Good
Mar-18	St John's Catholic Primary	Good
Mar-18	Twerton Infant	Good
May-18	Whitchurch Primary	Good
May-18	Trinity Church School	Good
Jun-18	Chew Stoke C of E Primary	Good
Jul-18	St Mary's C of E Primary Radstock	Good
Sep-18	St Julian's C of E Primary	Good
Oct-18	St Mary's Catholic Primary Bath	Good
Oct-18	Newbridge Primary	Good
Jan-19	St Nicholas' C of E Primary	Good

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Feb-14	St Martins Garden Primary	RI
Apr-17	Castle Primary	RI
Nov-17	St Mary's C of E Primary Timsbury	RI
Jan-18	St Saviours Infant	RI

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Mar-19	Peasedown St John	Inadequate
Apr-13	Roundhill	Inadequate

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Not yet inspected	Abbot Alphege	
Not yet inspected	Somerdale Educate Together	
		2

Secondary Schools

SECONDARY SCHOOLS

Jul-13	St Gregory's Catholic College	Outstanding
Sep-12	Oldfield School	Outstanding
Feb-14	Ralph Allen School	Good
May-15	Chew Valley School	Good
May-15	St Mark's C of E School	Good
Jan-16	Broadlands	Good
Nov-16	Somervale	Good
Mar-17	Hayesfield	Good
Jun-17	Norton Hill School	Good
Jan-18	Wellsway	Good
Oct-14	Bath Community Academy * Now closed	RI
Jan-17	Writhlington School	RI
Mar-14	Beechen Cliff	Inadequate

STUDIO SCHOOLS

Apr-17	The Bath Studio School	RI
Mar-18	The Mendip Studio School	Good

Apr-18	The IKB Studio School	RI
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SPECIAL SCHOOLS

Jun-15	Three Ways	Outstanding
Nov-17	Fosse Way	Outstanding
Mar-17	Aspire Academy	Good

ALTERNATIVE PROVISION

Jan-19	Catch 22 Include Bristol Independent School	Inadequate
Jun-13	Learn @MAT	Good
Not yet inspected	Endeavour Primary AP (Broadlands)	

These are included as they provide alternative provision places for B&NES pupils

Appendix B Educational Results for all Key Stages

Throughout these tables the 'Diff' figures show the difference between the data for B&NES and national for the same groups of pupils, whilst the 'gap' figures compare results for Disadvantaged pupils with Other pupils nationally.

Early Years Foundation Stage Results.

Foundation Stage Profile - Good Level of Development		2016		2017		2018	
		Cohort	GLD	Cohort	GLD	Cohort	GLD
All pupils	BANES	1944	69	1939	72	1911	73
	National	669,052	69	669,864	71	652,349	72
	Diff	n/a	0	n/a	1	n/a	1
Boys	BANES	1019	62	980	68	991	67
	National	342,947	62	343,037	64	334,079	65
	Diff	n/a	0	n/a	4	n/a	2
Girls	BANES	925	77	959	76	920	78
	National	326,105	77	326,827	78	318,270	78
	Diff	n/a	0	n/a	-2	n/a	0
Disadvantaged*	BANES	178	41	215	47	247	48
	National	93,538	54	91,641	56	87,190	57
	Diff	n/a	-13	n/a	-9	n/a	-9
All Other pupils	BANES	1766	72	1724	75	1,664	76
	National	575,514	72	578,223	73	565,159	74
	Diff	n/a	0	n/a	2	n/a	2
Disadvantaged* and Other Pupils Gap	BANES	n/a	-31	n/a	-28	n/a	-28
	National	n/a	-18	n/a	-17	n/a	-17
SEN support	BANES	143	22	132	29	151	27
	National	51,891	26	50,862	27	50,957	28
	Diff	n/a	-4	n/a	2	n/a	-1
EHCP	BANES	30	x	47	x	45	x
	National	8669	4	9273	4	9,705	5
	Diff	n/a	x	n/a	x	n/a	x
Ethnicity - White	BANES	1674	69	1695	73	1652	73
	National	469,032	70	490,390	72	473,998	72
	Diff	n/a	-1	n/a	1	n/a	1
Ethnicity - Mixed	BANES	91	67	105	73	106	74
	National	37,862	71	41,401	73	41,621	73
	Diff	n/a	-4	n/a	0	n/a	1
Ethnicity - Asian	BANES	35	74	32	66	32	63
	National	61,999	68	70,380	69	69,154	71
	Diff	n/a	6	n/a	-3	n/a	-8
Ethnicity - Black	BANES	16	56	12	50	17	71
	National	30,676	68	33,328	70	32,342	70
	Diff	n/a	-12	n/a	-20	n/a	1
Ethnicity - Chinese	BANES	5	x	7	x	9	x
	National	2,928	69	3,334	74	3,278	79
	Diff	n/a	x	n/a	x	n/a	x
*Pupils known to be eligible for free school meals							
x Data suppressed due to small numbers							

Year 1 Phonics Results.

% of Y1 Pupils meeting the Required Standard in Phonics		2016		2017		2018	
		Cohort	Result	Cohort	Result	Cohort	Result
All pupils	BANES	1890	79	1926	79	1902	82
	National	652,250	81	664,964	81	664,499	82
	Diff	n/a	-2	n/a	-2	n/a	0
Boys	BANES	962	76	1013	77	970	80
	National	334,243	77	340,859	78	340,242	79
	Diff	n/a	-1	n/a	-1	n/a	1
Girls	BANES	928	82	913	82	932	83
	National	318,007	84	324,105	85	324,257	86
	Diff	n/a	-2	n/a	-3	n/a	-3
Disadvantaged*	BANES	165	65		54		62
	National	93,885	69		68		70
	Diff	n/a	-4		-14		-8
All Other pupils	BANES	1725	80		82		84
	National	558,365	83		83		84
	Diff	n/a	-3		-1		0
Disadvantaged* and Other Pupils Gap	BANES	n/a	-15		-28		-22
	National	n/a	-14		-15		-14
SEN support	BANES	180	52		41		52
	National	71,562	46		47		48
	Diff	n/a	6		-6		4
EHCP	BANES	56	14		17		16
	National	11,381	18		18		19
	Diff	n/a	-4		-1		-3
Ethnicity - White	BANES	1708	79		80		82
	National	486,225	80		81		82
	Diff	n/a	-1		-1		0
Ethnicity - Mixed	BANES	98	80		74		87
	National	39,662	82		83		84
	Diff	n/a	-2		-9		3
Ethnicity - Asian	BANES	31	77		91		89
	National	67,049	84		85		85
	Diff	n/a	-7		6		4
Ethnicity - Black	BANES	15	80		47		100
	National	35,227	82		83		84
	Diff	n/a	-2		-36		16
Ethnicity - Chinese	BANES	13	77		50		x
	National	3155	88		88		91
	Diff	n/a	-11		-38		x

2017 & 2018 Y1 Phonics cohort - Data from alternative source

	2017	2018
All Pupils	1,926	1,902
Boys	1,013	970
Girls	913	932
Disadvantaged	199	298
All other pupils	1,723	1,604
SEN support (K)	254	208
EHCP (E)	46	69
White	1,728	1,664
Mixed	94	107
Asian	34	28
Black	15	14
Chinese	5	8

Key Stage 1 Results.

% Achieving the Expected Standard		Reading			Writing			Maths		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
All pupils	BANES	74	76	78	64	68	71	73	75	77
	National	74	76	75	66	68	70	73	75	76
	Diff	0	0	3	-2	0	1	0	0	1
Boys	BANES	70	73	75	58	61	65	73	75	78
	National	70	71	71	59	62	63	72	74	75
	Diff	0	2	4	-1	-1	2	1	1	3
Girls	BANES	78	80	81	71	76	78	73	76	76
	National	78	80	80	73	75	77	74	76	77
	Diff	0	0	1	-2	1	1	-1	0	-1
Disadvantaged*	BANES	43	57	52	33	44	46	45	51	54
	National	60	61	60	50	52	53	58	60	61
	Diff	-17	-4	-8	-17	-8	-7	-13	-9	-7
All Other pupils	BANES	77	78	81	67	70	74	76	78	80
	National	77	78	78	68	71	73	75	78	79
	Diff	0	0	3	-1	-1	1	1	0	1
Disadvantaged* and Other Pupils Gap	BANES	-34	-21	-29	-34	-26	-28	-31	-27	-26
	National	-17	-17	-18	-18	-19	-20	-17	-18	-18
SEN support	BANES	37	39	33	21	24	26	36	38	34
	National	32	34	33	22	23	25	33	35	36
	Diff	5	5	0	-1	1	1	3	3	-2
EHCP	BANES	12	12	18	7	x	11	14	8	16
	National	14	14	13	9	9	9	14	14	13
	Diff	-2	-2	5	-2	x	2	0	-6	3
Ethnicity - White	BANES	74	77	78	64	69	71	73	75	77
	National	74	76	75	65	68	70	73	75	76
	Diff	0	1	3	-1	1	1	0	0	1
Ethnicity - Mixed	BANES	71	81	73	61	68	67	74	81	72
	National	76	78	77	68	70	72	74	76	77
	Diff	-5	3	-4	-7	-2	-5	0	5	-5
Ethnicity - Asian	BANES	72	68	x	72	54	91	79	68	91
	National	76	77	78	69	72	74	75	77	78
	Diff	-4	-9	x	3	-18	17	4	-9	13
Ethnicity - Black	BANES	70	75	40	60	75	40	60	75	47
	National	76	77	77	69	71	72	71	73	74
	Diff	-6	-2	-37	-9	4	-32	-11	2	-27
Ethnicity - Chinese	BANES	63	x	x	63	x	x	100	x	x
	National	80	84	84	77	82	83	88	91	91
	Diff	-17	x	x	-14	x	x	12	x	x

% Achieving Greater Depth		Reading			Writing			Maths		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
All pupils	BANES	21	26	27	9	15	14	15	19	20
	National	24	25	26	13	16	16	18	21	22
	Diff	-3	1	1	-4	-1	-2	-3	-2	-2
Boys	BANES	18	23	25	5	10	12	17	21	25
	National	20	22	22	10	11	12	19	22	24
	Diff	-2	1	3	-5	-1	0	-2	-1	1
Girls	BANES	25	30	30	14	19	15	12	17	14
	National	27	29	29	17	20	20	16	19	20
	Diff	-2	1	1	-3	-1	-5	-4	-2	-6

1. Greater Depth results are not broken down by any other pupil characteristics in the government statistics
2. Pupil numbers are not available in the Government data (Statistical First Release - SFR). The table below is taken from another data source but should be largely consistent,

2017 & 2018 KS1 Cohort - this data was taken from Keyphas

	2017	2018
All Pupils	1,888	1,926
Boys	957	1,009
Girls	931	917
Disadvantaged	267	292
All other pupils	1,621	1,634
SEN support	217	244
EHCP	36	58
White	1,708	1,704
Mixed	100	98
Asian	27	34
Black	12	14
Chinese	10	6

Key Stage 2 Results.

% Achieving the Expected Standard		Reading			Writing			Maths		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
All pupils	BANES	71	78	79	71	81	79	68	75	75
	National	66	72	76	74	80	79	70	75	76
	Diff	5	6	3	-3	1	0	-2	0	-1
Boys	BANES	67	76	75	63	79	70	67	77	74
	National	63	69	72	68	76	73	70	75	76
	Diff	4	7	3	-5	3	-3	-3	2	-2
Girls	BANES	75	80	83	79	81	87	69	74	77
	National	70	76	80	81	83	85	70	76	76
	Diff	5	4	3	-2	-2	2	-1	-2	1

% Achieving the Expected Standard		Reading, Writing and Mathematics				
		2016	2017		2018	
			Cohort	Result	Cohort	Result
All pupils	BANES	54	1742	63	1889	66
	National	54	594,346	62	615,003	65
	Diff	0	n/a	1	n/a	1
Boys	BANES	51	893	61	980	61
	National	50	303,415	58	314,322	61
	Diff	1	n/a	3	n/a	0
Girls	BANES	58	849	66	919	72
	National	58	290,931	66	300,681	69
	Diff	0	n/a	0	n/a	3
Disadvantaged*	BANES	30	350	40	401	42
	National	39	189,278	48	189,996	51
	Diff	-9	n/a	-8	n/a	-9
All Other pupils	BANES	61	1392	69	1,498	73
	National	61	405,068	68	425,007	71
	Diff	0	n/a	1	n/a	2
Disadvantaged* and Other Pupils Gap	BANES	-31	n/a	-29	n/a	-31
	National	-22	n/a	-20	n/a	-20
SEN support	BANES	14	261	22	278	27
	National	16	86,219	21	89,319	24
	Diff	-2	n/a	1	n/a	3
EHCP	BANES	4	62	8	75	5
	National	7	17,768	8	19,116	9
	Diff	-3	n/a	0	n/a	-4
Ethnicity - White	BANES	54	1601	64	1734	67
	National	54	444,938	61	457,266	64
	Diff	0	n/a	3	n/a	3
Ethnicity - Mixed	BANES	60	81	59	100	63
	National	56	32,822	63	35,328	66
	Diff	4	n/a	-4	n/a	-3
Ethnicity - Asian	BANES	67	28	75	28	64
	National	56	64,199	64	66,989	69
	Diff	11	n/a	11	n/a	-5
Ethnicity - Black	BANES	29	13	23	12	33
	National	51	35,225	61	36,941	64
	Diff	-22	n/a	-38	n/a	-31
Ethnicity - Chinese	BANES	x	3	x	7	57
	National	72	2252	78	2,509	82
	Diff	x	n/a	x	n/a	-25

% Achieving the Higher Standard		Reading			Writing			Maths		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
All pupils	BANES	27	33	35	12	16	19	16	22	21
	National	19	25	28	15	18	20	17	23	24
	Diff	8	8	7	-3	-2	-1	-1	-1	-3
Boys	BANES	22	31	28	7	13	12	20	26	23
	National	16	22	24	11	13	15	18	25	26
	Diff	6	9	4	-4	0	-3	2	1	-3
Girls	BANES	32	36	42	18	19	26	13	17	19
	National	22	28	33	19	23	25	15	21	22
	Diff	10	8	9	-1	-4	1	-2	-4	-3

% Achieving the Higher Standard		Reading, Writing and Mathematics				
		2016	2017		2018	
			Cohort	Result	Cohort	Result
All pupils	BANES	5	1742	8	1889	9
	National	5	594,346	9	615,003	10
	Diff	0	n/a	-1	n/a	-1
Boys	BANES	4	893	8	980	7
	National	5	303,415	7	314,322	8
	Diff	-1	n/a	1	n/a	-1
Girls	BANES	6	849	8	919	11
	National	6	290,931	10	300,681	12
	Diff	0	n/a	-2	n/a	-1

Progress KS1 to KS2		Reading			Writing			Maths		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
All pupils	BANES	0.1	0.6	0.2	-2.1	-1.3	-0.7	-1.3	-1.1	-1.2
	National	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Diff	0.1	0.6	0.2	-2.1	-1.3	-0.7	-1.3	-1.1	-1.2
Boys	BANES	-0.5	0.7	-0.3	-3.3	-1.7	-1.7	-0.8	0.1	-0.4
	National	-0.3	-0.3	-0.4	-0.8	-0.8	-0.8	0.6	0.6	0.7
	Diff	-0.2	1.0	0.1	-2.5	-0.9	-0.9	-1.4	-0.5	-1.1
Girls	BANES	0.7	0.5	0.7	-0.9	-0.8	0.3	-2.0	-2.4	-1.9
	National	0.4	0.3	0.4	0.8	0.8	0.8	-0.6	-0.7	-0.7
	Diff	0.3	0.2	0.3	-1.7	-1.6	-0.5	-1.4	-1.7	-1.2
Disadvantaged*	BANES	-2.4	-1.2	-1.6	-4.4	-2.6	-2.2	-3.4	-2.8	-2.9
	National	-0.7	-0.7	-0.6	-0.3	-0.4	-0.4	-0.5	-0.6	-0.6
	Diff	-1.7	-0.5	-1.0	-4.1	-2.2	-1.8	-2.9	-2.2	-2.3
All Other pupils	BANES	0.8	1.0	0.7	-1.5	-0.9	-0.3	-0.8	-0.7	-0.7
	National	0.3	0.3	0.3	0.1	0.2	0.2	0.2	0.3	0.3
	Diff	0.5	0.7	0.4	-1.6	-1.1	-0.5	-1.0	-1.0	-1.0
Disadvantaged* and Other Pupils Gap	BANES	-3.2	-2.2	-2.3	-2.9	-1.7	-1.9	-2.6	-2.1	-2.2
	National	-1.0	-1.0	-0.9	-0.4	-0.6	-0.6	-0.7	-0.9	-0.9
SEN support	BANES	-2.1	-0.5	-0.8	-5.2	-3.9	-1.7	-3.1	-1.7	-1.8
	National	-1.3	-1.2	-1.0	-2.4	-2.2	-1.8	-1.1	-1.1	-1.0
	Diff	-0.8	0.7	0.2	-2.8	-1.7	0.1	-2.0	-0.6	-0.8
EHCP	BANES	-4.6	-4.9	-3.5	-7.8	-5.4	-5.4	-6.9	-5.1	-4.7
	National	-3.1	-3.7	-3.8	-4.0	-4.3	-4.1	-3.5	-4.1	-3.8
	Diff	-1.5	-1.2	0.3	-3.8	-1.1	-1.3	-3.4	-1.0	-0.9
Ethnicity - White	BANES	0.1	0.6	0.2	-2.1	-1.3	-0.8	-1.4	-1.1	-1.1
	National	0.0	0.0	-0.1	-0.3	-0.3	-0.2	-0.3	-0.4	-0.3
	Diff	0.1	0.6	0.3	-1.8	-1.0	-0.6	-1.1	-0.7	-0.8
Ethnicity - Mixed	BANES	0.4	-0.1	0.6	-3.1	-1.7	-0.8	-1.9	-2.3	-1.7
	National	0.4	0.4	0.4	0.3	0.2	0.2	0.0	0.0	0.0
	Diff	0.0	-0.5	0.2	-3.4	-1.9	-1.0	-1.9	-2.3	-1.7
Ethnicity - Asian	BANES	4.4	3.2	0.0	1.8	-0.7	0.6	2.8	2.1	0.0
	National	-0.1	-0.2	0.2	1.1	1.0	0.9	1.7	1.9	1.9
	Diff	4.5	3.4	-0.2	0.7	-1.7	-0.3	1.1	0.2	-1.9
Ethnicity - Black	BANES	-1.3	-3.7	-3.0	-3.4	-1.5	-3.5	-2.5	-5.0	-6.3
	National	0.1	0.1	0.2	1.2	0.8	0.6	0.6	0.6	0.3
	Diff	-1.4	-3.8	-3.2	-4.6	-2.3	-4.1	-3.1	-5.6	-6.6
Ethnicity - Chinese	BANES	0.0	2.1	-1.7	1.5	3.0	1.5	1.1	6.3	-0.8
	National	1.4	1.5	1.2	1.8	1.9	2.0	4.5	4.6	4.7
	Diff	-1.4	0.6	-2.9	-0.3	1.1	-0.5	-3.4	1.7	-5.5

NB These figures are taken from a different source than the SFR. The number of children included in the progress calculations will be less than the numbers in the attainment data as some pupils may not have KS1 information and so can't be included in the progress scores.

2017 & 2018 KS2 Cohort - this data was taken from Keyphas

	2017	2018
All Pupils	1,745	1904
Boys	895	985
Girls	850	919
Disadvantaged	349	400
All other pupils	1,396	1504
SEN support	262	279
EHCP	22	47
White	1,601	1739
Mixed	81	100
Asian	28	28
Black	13	12
Chinese	3	7

Key Stage 2 Attainment for the South West of England

	2018 KS2 ES RWM	2017 KS2 ES RWM	2016 KS2 ES RWM	% point change 2016- 18
England (state-funded)	65	62	54	11
SW	63	60	52	11
Banes	66	63	54	12
Bournemouth	67	63	54	13
Bristol	63	61	54	9
Cornwall	61	59	51	10
Devon	64	62	54	10
Dorset	60	57	45	15
Gloucestershire	63	62	54	9
Isles of Scilly	56	35	55	1
North Som	64	59	57	7
Plymouth	63	60	54	9
Poole	61	59	54	7
Somerset	62	59	52	10
South Glos	63	60	53	10
Swindon	63	62	46	17
Torbay	63	60	51	12
Wiltshire	63	59	54	9

Key Stage 4 Results.

		English & Maths				EBacc				Attainment 8		
KS4 Attainment		E & M A*-C %		9 to 4 Pass		% achieved		9 to 4 Pass		Average score per pupil		
		2015	2016	2017	2018	2015	2016	2017	2018	2016	2017	2018
All pupils	BANES	66	70	63	69	33	33	29	30	52.0	47.5	48.7
	National	60	63	64	64	24	25	24	24	50.1	46.4	46.6
	Diff	6	6	-1	4	9	9	5	6	1.9	1.1	2.1
Boys	BANES	62	67	53	63	26	31	17	19	50.6	43.3	45.0
	National	56	59	61	61	20	20	19	19	47.8	43.8	43.9
	Diff	7	8	-8	3	6	11	-2	0	2.8	-0.5	1.1
Girls	BANES	69	72	74	74	41	36	41	41	53.3	51.8	52.4
	National	64	67	68	68	29	30	29	30	52.4	49.1	49.4
	Diff	5	5	6	6	11	6	12	12	0.9	2.7	3.0
Disadvantaged*	BANES	40	43	44	38	15	13	13	12	40.0	36.4	33.8
	National	40	43	45	45	11	12	12	12	41.2	37.1	36.8
	Diff	1	0	-1	-6	4	1	1	0	-1.2	-0.7	-3.0
All Other pupils	BANES	71	76	67	75	38	38	32	34	54.7	49.8	51.9
	National	67	71	72	72	29	30	28	29	53.5	49.9	50.3
	Diff	4	5	-4	4	8	8	4	6	1.2	-0.1	1.6
Disadvantaged* and Other Pupils Gap	BANES	-31	-33	-24	-37	-23	-25	-19	-22	-14.7	-13.4	-18.1
	National	-28	-28	-27	-27	-18	-18	-17	-16	-12.3	-12.8	-13.5
SEN support	BANES	25	x	29	37	x	x	x	5	38.6	35.2	34.7
	National	26	29	30	31	6	6	6	6	36.2	31.9	32.2
	Diff	-1	x	-2	6	x	x	x	x	2.4	3.3	2.5
EHCP	BANES	10	x	10	6	x	x	x	2	17.0	12.5	10.6
	National	10	11	11	11	2	2	2	2	17.0	13.9	13.5
	Diff	0	x	-1	-5	x	x	x	x	0.0	-1.4	-2.9
Ethnicity - White	BANES	66	70	64	70	34	34	29	31	52.1	47.7	49.0
	National	59	63	64	64	24	24	23	23	49.8	46.0	46.1
	Diff	6	7	0	6	10	10	7	8	2.3	1.7	2.9
Ethnicity - Mixed	BANES	60	65	57	73	27	28	24	34	48.0	44.5	48.9
	National	60	63	64	64	27	27	26	27	50.6	47.1	47.4
	Diff	-1	2	-7	9	1	2	-3	7	-2.6	-2.6	1.5
Ethnicity - Asian	BANES	65	x	79	83	41	25	36	39	52.0	56.3	57.0
	National	64	68	70	70	30	32	32	32	52.9	50.2	50.7
	Diff	1	x	9	13	11	-7	5	8	-0.9	6.1	6.3
Ethnicity - Black	BANES	65	50	x	42	25	13	x	17	46.4	37.0	40.8
	National	55	60	60	60	22	23	23	24	48.9	45.0	45.3
	Diff	11	-10	x	x	3	-11	x	x	-2.5	-8.0	-4.5
Ethnicity - Chinese	BANES	x	x	x	100	x	x	x	60	x	55.8	72.0
	National	79	84	85	88	50	53	53	54	63.0	63.0	64.5
	Diff	x	x	x	x	x	x	x	x	x	-7.2	7.5

		Progress 8		
KS4 Progress		Average progress 8 score	Average progress 8 score	Average progress 8 score
		2016	2017	2018
All pupils	BANES	-0.02	-0.07	-0.03
	National	-0.03	-0.03	-0.02
	Diff	0.01	-0.04	-0.01
Boys	BANES	-0.09	-0.41	-0.33
	National	-0.17	-0.24	-0.25
	Diff	0.08	-0.17	-0.08
Girls	BANES	0.05	0.27	0.27
	National	0.11	0.18	0.22
	Diff	-0.06	0.09	0.05
Disadvantaged*	BANES	-0.63	-0.38	-0.66
	National	-0.38	-0.40	-0.44
	Diff	-0.25	0.02	-0.22
All Other pupils	BANES	0.12	-0.01	0.11
	National	0.10	0.11	0.13
	Diff	0.02	-0.12	-0.02
Disadvantaged* and Other Pupils Gap	BANES	-0.75	-0.37	-0.77
	National	-0.48	-0.51	-0.57
SEN support	BANES	-0.21	-0.31	-0.36
	National	-0.38	-0.43	-0.43
	Diff	0.17	0.12	0.07
EHCP	BANES	-1.15	-1.23	-1.17
	National	-1.03	-1.04	-1.09
	Diff	-0.12	-0.19	-0.08
Ethnicity - White	BANES	-0.01	-0.07	-0.02
	National	-0.09	-0.11	-0.10
	Diff	0.08	0.04	0.08
Ethnicity - Mixed	BANES	-0.36	-0.14	-0.07
	National	-0.04	-0.02	-0.02
	Diff	-0.32	-0.12	-0.05
Ethnicity - Asian	BANES	0.30	0.56	0.91
	National	0.31	0.47	0.45
	Diff	-0.01	0.09	0.46
Ethnicity - Black	BANES	-0.08	-0.55	-0.07
	National	0.17	0.16	0.12
	Diff	-0.25	-0.71	-0.19
Ethnicity - Chinese	BANES	1.08	-0.35	0.43
	National	0.68	0.93	1.03
	Diff	0.40	-1.28	-0.60

NB English & Maths %, EBacc, Attainment 8 and Progress 8 figures for the local authority are all affected slightly by Beechen Cliff's decision to continue with the iGCSE, which is not counted in the Performance Tables and other government statistics. This particularly affects the data for Boys but will also influence the results for other groups.

Key Stage 4 Attainment 8 Trend for South West Local Authorities

	Average Attainment 8 score per pupil			
	2014/15	2015/16	2016/17	2017/18
Total (state-funded)	48.6	50.1	46.5	46.6
England	47.4	48.5	44.6	44.5
SW	49.0	50.3	46.2	46.7
Banes	50.4	52.0	47.5	48.7
Bournemouth	50.4	50.8	48.0	50.0
Bristol, City of	46.8	47.7	44.0	45.5
Cornwall	48.1	50.1	45.7	45.1
Devon	49.3	50.5	46.5	45.8
Dorset	50.0	50.1	45.2	47.4
Gloucestershire	50.6	52.2	48.5	49.6
Isles of Scilly	x	50.4	45.0	64.8
North Somerset	48.8	49.9	46.0	46.5
Plymouth	46.5	48.4	44.5	44.1
Poole	51.2	52.5	51.5	51.2
Somerset	48.9	50.2	45.7	44.9
South Gloucestershire	47.0	47.9	43.7	44.8
Swindon	47.1	48.0	42.9	43.9
Torbay	47.9	50.5	49.4	48.2
Wiltshire	50.0	51.4	46.6	48.3

Key Stage 5 Results.

KS5 State Funded Schools and Colleges		Number of students*			APS per entry			APS per entry as a grade		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
All Pupils	BANES	1,042	1,138	1,270	30.9	30.1	32.7	C	C	C+
	National	286,399	288,497	296,354	30.4	30.9	31.8	C	C	C+
	Diff	n/a	n/a	n/a	0.5	-0.8	0.8	n/a	n/a	n/a
Boys	BANES	470	546	620	30.0	28.5	35.0	C	C	B-
	National	129,049	130,548	132,996	29.2	29.8	30.9	C	C	C+
	Diff	n/a	n/a	n/a	0.8	-1.3	4.1	n/a	n/a	n/a
Girls	BANES	572	592	650	31.6	31.4	32.7	C	C	C+
	National	157,350	157,949	163,357	31.5	31.7	32.6	C	C+	C+
	Diff	n/a	n/a	n/a	0.2	-0.3	0.1	n/a	n/a	n/a

KS5 State Funded Schools and Colleges		Percentage of students achieving 3 A*-A grades or better at A level** &***			Number of students entered for 1 or more A level****			Percentage of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects**** &*****		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
All Pupils	BANES	11.3	10.3	13.1	723	688	764	16.7	14.1	18.6
	National	10.5	10.7	10.4	191,607	192,634	202,191	13.9	13.9	13.4
	Diff	0.8	-0.4	2.7	n/a	n/a	n/a	2.8	0.2	5.2
Boys	BANES	14.5	11.1	16.9	303	313	375	21.8	13.7	22.1
	National	11.5	12.1	11.7	82,136	83,118	88,091	16.0	16.3	15.4
	Diff	3.0	-1.0	5.2	n/a	n/a	n/a	5.8	-2.6	6.7
Girls	BANES	9.0	9.5	9.5	420	375	389	13.1	14.4	15.2
	National	9.7	9.6	9.4	109,471	109,516	114,100	12.3	12.1	11.9
	Diff	-0.7	-0.1	0.1	n/a	n/a	n/a	0.8	2.3	3.3

Appendix C Destinations, Attendance and Exclusions Information

Destinations – Post 16

Destinations Post 16		Number of pupils			Overall sustained education or employment /training destination		
		14-15	15-16	16-17	14-15	15-16	16-17
All Pupils	BANES	2,060	1,985	2,020	96	94	95
	National	548,280	543,290	541,120	94	94	94
	Diff	n/a	n/a	n/a	2	0	1
Boys	BANES	1,000	970	980	96	93	95
	National	277,375	274,990	275,920	93	93	93
	Diff	n/a	n/a	n/a	3	0	2
Girls	BANES	1,060	1,015	1,040	95	94	96
	National	270,905	268,300	265,000	94	94	94
	Diff	n/a	n/a	n/a	1	0	2
Disadvantaged	BANES	310	355	375	88	82	91
	National	144,575	145,185	148,780	88	88	88
	Diff	n/a	n/a	n/a	0	-6	3
All Other Pupils	BANES	1,750	1,630	1,650	97	96	96
	National	403,700	398,105	392,340	96	96	96
	Diff	n/a	n/a	n/a	1	0	0
Disadvantaged* and Other pupils gap	BANES	n/a	n/a	n/a	-9	-14	-5
	National	n/a	n/a	n/a	-8	-8	-8
SEN	BANES	270	210	255	89	86	91
	National	99,015	79,285	79,135	88	88	89
	Diff	n/a	n/a	n/a	1	-2	2
Non SEN	BANES	1,795	1,775	1,770	97	95	96
	National	449,265	464,005	461,985	95	95	95
	Diff	n/a	n/a	n/a	2	0	1

Destinations – Post 18

Destinations Post 18		Number of pupils			Overall sustained education or employment /training destination		
		14-15	15-16	16-17	14-15	15-16	16-17
All Pupils	BANES	1,260	1,345	1,325	89	90	90
	National	362,930	366,145	372,255	88	89	89
	Diff	n/a	n/a	n/a	1	1	1
Boys	BANES	570	615	620	87	89	88
	National	169,565	170,685	175,970	86	87	87
	Diff	n/a	n/a	n/a	1	2	1
Girls	BANES	690	735	705	89	91	92
	National	193,365	195,460	196,280	90	91	91
	Diff	n/a	n/a	n/a	-1	0	1
Disadvantaged	BANES	110	90	115	81	89	85
	National	55,200	66,160	68,785	84	86	85
	Diff	n/a	n/a	n/a	-3	3	0
All Other Pupils	BANES	1155	1255	1,210	89	90	91
	National	307,730	299,985	303,470	89	90	90
	Diff	n/a	n/a	n/a	0	0	1
Disadvantaged* and All Other pupils gap	BANES	n/a	n/a	n/a	-8	-1	-6
	National	n/a	n/a	n/a	-5	-4	-5
SEN	BANES	145	140	45	86	90	87
	National	42,565	41,975	10,540	85	86	86
	Diff	n/a	n/a	n/a	1	4	1
Non SEN	BANES	1120	1210	950	89	91	91
	National	320,365	324,165	181,385	88	90	91
	Diff	n/a	n/a	n/a	1	1	0

Attendance

State-funded Primary schools		Percentage of enrolments by their overall absence rates			Percentage of pupil enrolments that are persistent absentees (2)		
		2014-15	2015-16	2016-17	2014-15 10%	2015-16 10%	2016-17 10%
All Pupils	BANES	3.9	4.0	3.9	7.0	7.9	7.1
	National	4.0	4.0	4.0	n/a	8.2	8.3
	Diff	-0.1	0.0	-0.1	n/a	-0.3	-1.2
Boys	BANES	3.9	4.0	3.9	7.0	7.2	7.2
	National	4.1	4.1	4.1	n/a	8.5	8.6
	Diff	-0.2	-0.1	-0.2	n/a	-1.3	-1.4
Girls	BANES	3.9	4.0	3.9	6.9	8.5	7
	National	4.0	4.0	4.0	n/a	8.0	8.1
	Diff	-0.1	0.0	-0.1	n/a	0.5	-1.1
FSM 6	BANES	6.3	6.2	6.0	16.1	19.7	18.8
	National	5.8	5.4	5.5	n/a	15.1	15.7
	Diff	0.5	0.8	0.5	n/a	4.6	3.1
FSM6 - not eligible	BANES	3.6	3.5	3.6	4.7	5.1	5.1
	National	3.6	3.5	3.5	n/a	5.4	5.4
	Diff	0.0	0.0	0.1	n/a	-0.3	-0.3
FSM6 - not classified	BANES	21.0	9.6	20.1	18.5	28.8	56.8
	National	n/a	9.1	9.3	n/a	29.8	29.5
	Diff	n/a	0.5	10.8	n/a	-1.0	27.3
EHCP	BANES	5.8	6.3	7.5	18.4	18.0	25.2
	National	6.3	6.4	6.6	n/a	18.7	19.2
	Diff	-0.5	-0.1	0.9	n/a	-0.7	6.0
SEN Support	BANES	5.3	5.5	5.0	13.6	16.7	12.5
	National	5.2	5.3	5.4	n/a	14.0	14.3
	Diff	0.1	0.2	-0.4	n/a	2.7	-1.8
Non SEN	BANES	3.6	3.7	3.6	5.2	6.0	5.3
	National	3.8	3.8	3.8	n/a	6.9	6.9
	Diff	-0.2	-0.1	-0.2	n/a	-0.9	-1.6
SEN - not classified	BANES	21.0	17.9	22.4	61.1	40.9	57.7
	National	n/a	17.2	16.8	n/a	40.6	41
	Diff	n/a	0.7	5.6	n/a	0.3	16.7

NB Does not include pupils in special schools

State-funded Secondary schools		Percentage of enrolments by their overall absence rates			Percentage of pupil enrolments that are persistent absentees (2)		
		2014-15	2015-16	2016-17	2014-15 10%	2015-16 10%	2016-17 10%
All Pupils	BANES	5.6	5.8	5.7	13.7	14.0	14
	National	5.3	5.2	5.4	n/a	13.1	13.5
	Diff	0.3	0.6	0.3	n/a	0.9	0.5
Boys	BANES	5.3	5.5	5.6	13.4	12.9	13.9
	National	5.2	5.1	5.3	n/a	12.8	13.4
	Diff	0.1	0.4	0.3	n/a	0.1	0.5
Girls	BANES	5.8	6.0	5.8	14.0	15.1	14.2
	National	5.4	5.3	5.4	n/a	13.4	13.7
	Diff	0.4	0.7	0.4	n/a	1.7	0.5
FSM 6	BANES	10.7	10.0	10.0	30.7	31.3	32.7
	National	8.5	7.5	8.8	n/a	23.2	28.1
	Diff	2.2	2.5	1.2	n/a	8.1	4.6
FSM6 - not eligible	BANES	5.1	4.8	5.2	9.6	9.8	11.6
	National	4.7	4.2	4.8	n/a	8.5	10.9
	Diff	0.4	0.6	0.4	n/a	1.3	0.7
FSM6 - not classified	BANES	23.2	22.4	22.6	46.9	41.1	56.9
	National	n/a	15.8	23.5	n/a	44.2	50.5
	Diff	n/a	6.6	-0.9	n/a	-3.1	6.4
EHCP	BANES	11.2	10.1	11.7	32.9	32.3	41.1
	National	7.3	7.3	7.7	n/a	21.6	22.2
	Diff	3.9	2.8	4.0	n/a	10.7	18.9
SEN Support	BANES	8.1	8.9	8.4	22.2	24.2	25
	National	7.5	7.5	7.7	n/a	22.4	22.9
	Diff	0.6	1.4	0.7	n/a	1.8	2.1
Non SEN	BANES	5.1	5.3	5.3	12.0	12.5	12.1
	National	4.9	4.8	5.0	n/a	11.3	11.8
	Diff	0.2	0.5	0.3	n/a	1.2	0.3
SEN - not classified	BANES	23.0	23.0	22.6	59.0	33.3	56.9
	National	n/a	22.9	23.8	n/a	50.6	50.5
	Diff	n/a	0.1	-1.2	n/a	-17.3	6.4

NB Does not include pupils in special schools

Exclusions

State-funded Primary schools																		
	Number of permanent exclusions			Permanent exclusion rate (1)			Number of fixed period exclusions			Fixed period exclusion rate (2)			Number of pupil enrolments with one or more fixed period exclusion			One or more fixed period exclusion rate (3)		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
BANES	x	x	4	x	x	0.03	111	165	165	0.86	1.25	1.22	45	81	73	0.35	0.61	0.54
National	920	1145	1255	0.02	0.02	0.03	49650	55740	64340	1.10	1.21	1.37	23630	25765	28940	0.52	0.56	0.62
Diff	x	x	n/a	x	x	0.00	n/a	n/a	n/a	-0.24	0.04	-0.15	n/a	n/a	n/a	-0.17	0.05	-0.08
State-funded Secondary schools																		
	Number of permanent exclusions			Permanent exclusion rate (1)			Number of fixed period exclusions			Fixed period exclusion rate (2)			Number of pupil enrolments with one or more fixed period exclusion			One or more fixed period exclusion rate (3)		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
BANES	7	18	21	0.06	0.14	0.16	682	1180	1249	5.56	9.42	9.75	418	518	590	3.41	4.14	4.60
National	4790	5445	6385	0.15	0.17	0.20	239240	270135	302980	7.51	8.46	9.40	124990	135925	148820	3.92	4.26	4.62
Diff	n/a	n/a	n/a	-0.09	-0.03	-0.04	n/a	n/a	n/a	-1.95	0.96	0.35	n/a	n/a	n/a	-0.51	-0.12	-0.02
Special Schools																		
	Number of permanent exclusions			Permanent exclusion rate (1)			Number of fixed period exclusions			Fixed period exclusion rate (2)			Number of pupil enrolments with one or more fixed period exclusion			One or more fixed period exclusion rate (3)		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
BANES	x	0	x	x	0.00	x	169	91	87	41.52	22.20	20.28	47	37	37	11.55	9.02	8.62
National	90	90	80	0.09	0.08	0.07	14080	13485	14635	13.54	12.53	13.03	5440	5440	5715	5.23	5.05	5.09
Diff	x	n/a	x	x	-0.08	x	n/a	n/a	n/a	27.98	9.67	7.25	n/a	n/a	n/a	6.32	3.97	3.53

Bath & North East Somerset Council		
MEETING	Children and Young People’s Policy Development and Scrutiny Panel	
MEETING DATE:	26.3.18	EXECUTIVE FORWARD PLAN REFERENCE:
TITLE:	Elective Home Education	
WARD:	All	
AN OPEN PUBLIC ITEM		
List of attachments to this report: None		

1 THE ISSUE

1.1 The PDS panel was previously informed that there had been a rise in the number of children and young people who are electively home educated (EHE) in Bath & North East Somerset.

1.2 This report acts as an update on local progress since the PDS briefing

2 RECOMMENDATION

2.1 That the PDS panel notes the local updates contained in this report and that the Local Authority will continue to be vigilant within the remit of the current legislation to ensure that where possible, vulnerable children are returned to mainstream education.

2.2 That the PDS panel is made aware that the Department for Education (DfE) has yet to announce to the outcome of its formal consultation on EHE and that Officers will prepare a report as soon as information is available.

2.3 PDS panel is advised that the LSCB has been updated again on EHE and they continue to support the Local Authorities approach to this issue.

2.4 The PDS panel is asked to note and comment on the report and make any further necessary recommendations

3 RESOURCE IMPLICATIONS (FINANCE, PROPERTY, PEOPLE)

3.1 Not applicable

4 STATUTORY CONSIDERATIONS AND BASIS FOR PROPOSAL

4.1 Not applicable

5 THE REPORT

5.1 Following the last PDS report, the LA has carried out the following actions in line with the LSCB recommendations shared at the PDS panel;

- Created additional capacity within the role of the EHE Co-coordinator to contact and support parents who wish to talk to the Local Authority about their arrangements to electively home educate.
- The Education Inclusion Service manager is working with LA commissioners to formalise links with our Student & Family Support team to create additional support packages for families who are considering EHE to enable children to remain in mainstream education.
- Developed plans with Our Public Health commissioners to formalise links between our school nursing team and Children Missing Education Service to ensure children EHE have flexible access to health support.
- The Education Inclusion Service has carried out a consultation with Head teachers to amend our Fair Access protocol to allow parents a ten day cooling off period before children are removed from a school roll to be EHE. 60% of schools that responded did not agree with this amendment. Schools cited concerns that it may adversely impact on attendance figures and that some parents may use this as a way of taking children out of school for holidays.

5.2 At this time the LA does not have the support needed to amend the Fair Access protocol. However, we believe the LA can engage constructively with those schools who had objected to the amendment to allay their concerns and provide re-assurance around how this system would be managed, so it does not adversely impact on school performance. However as we are imminently due to receive the outcome of the DFE consultation, the LA will hold on re-consulting with schools to account for any DFE changes to legislation.

5.3 In the interim the LA will continue to progress the other identified actions around EHE to ensure we are as robust as we can be with the delivery of our services to families who are considering EHE or who are EHE.

6 RATIONALE

6.1 As can be seen in this report we continue to take a very proactive approach to investigate the rising numbers of children and young people who are EHE by continuing to provide to present the issue to the LSCB as the appropriate body to examine our concerns.

7 OTHER OPTIONS CONSIDERED

7.1 None considered appropriate

8 CONSULTATION

8.1 As highlighted in the report the LSCB has again been briefed and consulted on this issue.

9 RISK MANAGEMENT

9.1 A risk assessment related to the issue and recommendations has been undertaken, in compliance with the Council's decision making risk management guidance.

Contact person	<i>Christopher Wilford (01225) 477109</i>
Background papers	<i>List here any background papers not included with this report, and where/how they are available for inspection.</i>
Please contact the report author if you need to access this report in an alternative format.	

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Bath & North East Somerset Council		
MEETING/	Children & Young People Policy Development & Scrutiny Panel	
MEETING DATE:	26 th March 2019	EXECUTIVE FORWARD PLAN REFERENCE:
TITLE:	Sufficiency Statement: Looked After Children, Placements – Annual Report	
WARD:	All	
AN OPEN PUBLIC ITEM		
List of attachments to this report: The report is attached as Appendix 1.		

1 THE ISSUE

The Sufficiency Statement (SS) is a public document, distributed to independent foster agencies, residential children's homes and independent and non-maintained special schools in order for them to gain a better understanding of the marketplace in Bath and North East Somerset.

It also forms part of the Ofsted inspection.

2 RECOMMENDATION

The object of the Sufficiency Statement is to ensure there are sufficient services within Bath and North East Somerset to provide quality services for our looked after population and for those children who are described as having complex needs and funded through the children's pooled budget.

3 RESOURCE IMPLICATIONS (FINANCE, PROPERTY, PEOPLE)

This report notes the increased spend relating to children's placements and the actions taken within the team to manage spend.

4 STATUTORY CONSIDERATIONS AND BASIS FOR PROPOSAL

Section 22G of the Children Act 1989 ('the 1989 Act') requires local authorities to take steps to secure, so far as reasonably practicable, sufficient accommodation within the authority's area to meet the needs of children that the local authority are looking after, to be provided with accommodation that is in the local authority's area ('the sufficiency duty').

5 THE REPORT

Headlines

- The numbers of children in care are at an all-time high. Currently the figure is 186 as at 20th December 2018.
- There has been a significant increase in placements and spend on Residential Children's Homes
- B&NES has seen an increase in placements with 16+ providers and increased spend.

B&NES Requirements:

B&NES requirements remain similar to previous years:

- Foster placements in Bath city and within a reasonable travelling distance of B&NES schools.
- Foster placements for children aged 14 – 17 year with challenging needs.
- Residential step down placements within B&NES.
- Residential children's homes closer to B&NES who accommodate children with very challenging behaviour.
- Increased local market capacity for 16 - 25 accommodation and support.
- Appropriate placements for unaccompanied asylum seeking children (UASC).
- Solo/specialist foster and residential placements

6 RATIONALE

The Sufficiency Statement is for information only.

7 OTHER OPTIONS CONSIDERED

None – this report is for information only.

8 CONSULTATION

Ruth Todd – Placement Officer

Alexandra Hughes – Placement Officer

Mary Kearney Knowles – Director Children's Social Care

Rachael Ward – Service Manager – Children in Care

Rosemary Pickering – Team Manager, Family Placement Team.

Caroline Holmes – Acting Director of Integrated Health and Social Care Commissioning.

9 RISK MANAGEMENT

- 9.1 A risk assessment related to the issue and recommendations has been undertaken, in compliance with the Council's decision making risk management guidance.
- 9.2 One purpose of this report is to inform the market place of the needs of B&NES looked after children in order for them to respond future recruitment campaigns to ensure there is sufficient placements.

Contact person	Ian Tomlinson, Commissioning Manager, Children's Placements
Background papers	<i>List here any background papers not included with this report, and where/how they are available for inspection.</i>
Please contact the report author if you need to access this report in an alternative format	

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Sufficiency Statement

Looked After Children Placements



Placements, Commissioning and Contracts Team

December 2018

Parents want their children to have the best start in life, to be healthy and happy and to reach their full potential. Bath and North East Somerset Council's (B&NES) aspiration is that: ***"All children and young people will enjoy childhood and be well prepared for adult life"***. Children and Young People's Plan 2018-21 http://www.bathnes.gov.uk/sites/default/files/sitedocuments/Children-and-Young-People/ChildProtection/children_and_young_peoples_plan_2018-2021.pdf

As corporate parents, B&NES have the same high aspirations and seek to ensure that children and young people receive the care and support they need in order to thrive. B&NES seeks to find the right placement, in the right place, at the right time, for every looked after child.

Introduction

The Sufficiency Duty (under the Children Act 1989 - Section 22G) requires Local Authorities to: have 'sufficient' accommodation in terms of the number of beds provided, to secure a range of accommodation through a number of providers and have accommodation that meets the needs of its Looked After Children. The Sufficiency Duty requires Local Authorities to improve outcomes for Looked After Children, by requiring them to take steps that secure sufficient accommodation to meet the needs of children in their care, within the authority's area and within those adjacent Local Authorities.

We have produced our Sufficiency Statement using a range of sources:

- Statistical analysis of current demands on services for Looked After Children
- Analysis of trends, performance and projected demand
- A systematic review of the current situation involving key stakeholders
- Identification of areas of concern / pressure and areas for improvement with associated recommendations for action.

Headlines

- Children in care are at an all-time high. Currently the figure is 186 as at 20th December 2018
- There has been a significant increase in placements / spend on Residential Children's Homes – see section 2.5.
- B&NES has seen increased placements with 16+ providers – see Section 2.12
- Despite this, the team have delivered over £125,000 in savings — see Section 3

B&NES' Sufficiency Needs

B&NES' requirements remain similar to previous years:

- Foster placements in Bath city and within a reasonable travelling distance of B&NES schools.
- Foster placements for children aged 14 – 17 year with challenging needs.
- Residential step down placements within B&NES.
- Residential children's homes closer to B&NES who accommodate children with very challenging behaviour.
- Increased local market capacity for 16 - 25 accommodation and support.
- Appropriate placements for unaccompanied asylum seeking children (UASC).
- Solo/specialist foster and residential placements

2018: Imaginative, Creative and Person Centred Commissioning

There has been increased pressure on the market place for children's placements. This is due to:

- Increased number of children in care, locally, regionally and nationally
- Decrease in the number of fostering households
- 'Staying Put' legislation, allowing young people to stay in their foster placement.
- UASC children, who are predominately 16/17 year old males

As children in care numbers continue to rise, the market takes time to respond. This rise in number has been a constant feature over the last five years and there is a lag in the market place responding.

In order to manage these issues in the market place we have taken steps to address the issues, joining together with other local authorities to form a larger partnership for a dynamic purchasing system (DPS) for INMSS and now offering a DPS framework for 16 plus accommodation and support providers.

Where the Placements Contracts and Commissioning Team (PCCT) are made aware of potential placement breakdowns, we will commission additional support in order to maintain the placement, including supplementary respite for carers or extra activities for the children.

Where a foster placement has not been appropriate or achievable, we have considered short term alternatives to children's homes, to discourage placement 'drift' and encourage reunification with families, where possible.

For example a young person, exhibiting behaviour that was dangerous and risky in a 16+ placement was given notice.

PCCT searched nationally for a residential children's home but no offers received. We then considered an alternative short term placement that could offer intensive work and give him space away from his peers who were having a negative influence.

We found a placement on a canal barge in the north of England, which was extremely successful and gave him time to reflect, working with staff in a quiet setting. At the end of this placement he managed to return home safely.

1. Commissioning Placements

1.1 National view

Across the country, local authority children's services are under significant and increasing pressure. Numbers of children in care are at record levels, child protection enquiries have increased by more than 150% in a decade, and more families than ever are turning to children's social care for support. At the same time, government funding has reduced to the point that children's services will face a funding gap of almost £2 billion by 2020.

Of 12 million children in England in 2018, around 1% are in care (73,000) or on a child protection plan (50,000). (Ofsted)

A total of 75,420 children were in care at the end of March 2018, the figures published by the Department for Education stated the number of looked-after children is “now higher than at any point since 1985”.

Year ending 31 March	Number of looked after children
2014	68,840
2015	69,540
2016	70,440
2017	72,670
2018	75,420

Most children are in the care of LAs under a care order. The Department for Education (DfE) reported that as at 31 March 2017, 62 children per 10,000 of the population of children under 18 years were in care. The number has gone up in each of the last 9 years. This has put pressure on the LAs to provide placements and increased pressure on budgets.

Children in care (also referred to as children looked after) most commonly (around 75%) live in foster placements (52,000 children as at 31 March 2017). Of the other children, 11% (7,890) live in secure units, children’s homes and semi-independent living accommodation. Around 1% (1,080) live in other residential settings.

According to Ofsted (2017) there were 44,320 approved fostering households on 31 March 2016, which represented a small decrease (less than 1%) from the previous year (44,625).

1.2 Closer to home

In B&NES, there are just over 36,000 children and young people aged 0-19, which is 23% of the total population of 176,000. Males account for a slightly higher proportion of the younger population than females. 10% of school age children are from a Black or Minority Ethnic group. (Source B&NES Joint Strategic Needs Assessment, 2015).

1.2.1 Number of Looked after Children (LAC) as at 31st March

	2015	2016	2017	2018
Bath and North East Somerset	144	152	163	168

It is evident that children in care numbers are on a steadily rising trajectory; this is in line with the regional and national picture. Currently (November 2018) the figure has jumped to 186, with a number of sibling groups coming into care.

1.3 Commissioning Arrangements

Bath and North East Somerset Council are part of the South West Consortium for integrated commissioning, using Dynamic Purchasing Systems (DPS) to tender for preferred provider lists of:

- Independent Foster Agencies (IFA)
- Residential Children’s Homes

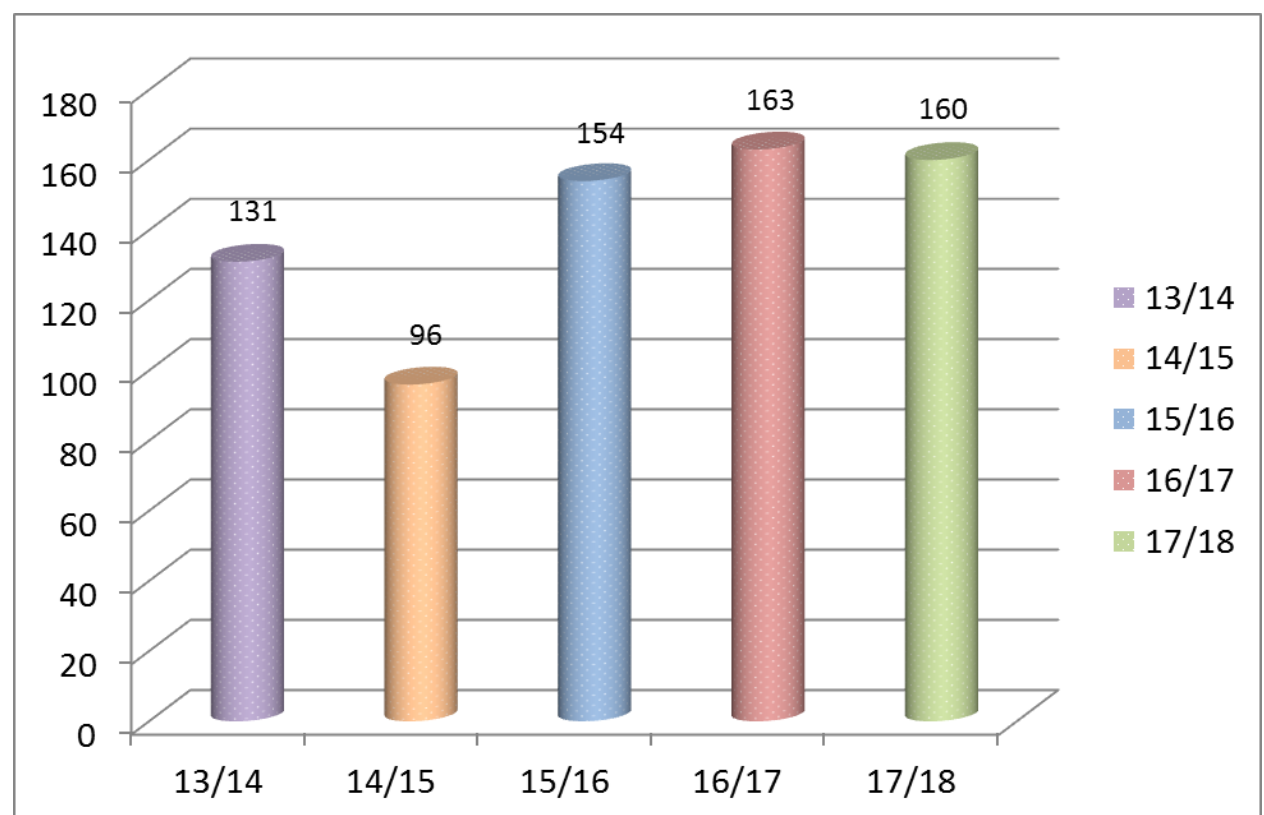
- Independent and Non Maintained Special Schools (now part of the West Sussex DPS)
- 16 plus accommodation and support
- Parent and Child residential Assessment Units

The consortium is made up of: Bath and North East Somerset Council, South Gloucestershire, Bristol, North Somerset, Swindon, Gloucestershire, Wiltshire and Dorset.

B&NES take a lead on the DPS's for Independent Foster Agencies and Residential Children's Homes. This generates an income to B&NES of £36,000 per tender.

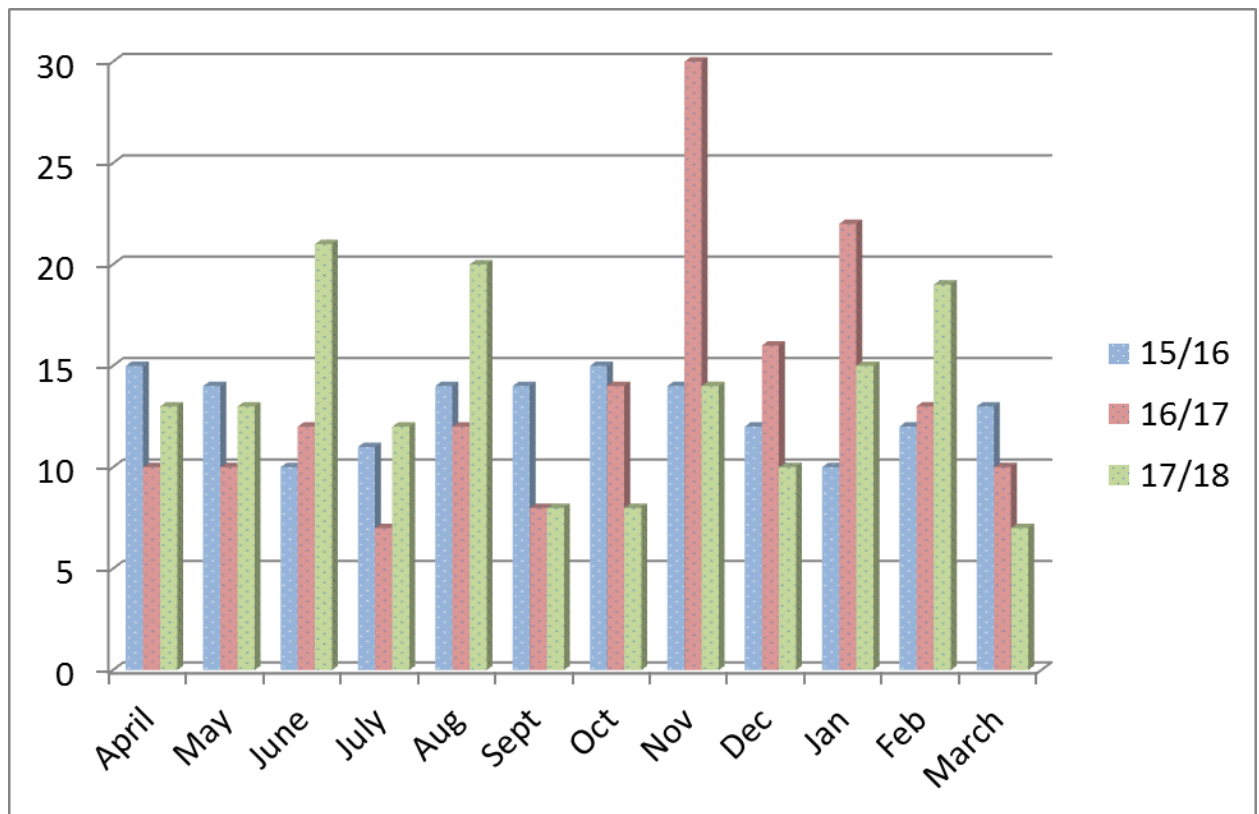
2. Statistical Analyses

2.1 Referrals by year



2017/18 referrals remained similar to the previous 2 years.

2.2 Referrals by month



We experienced 3 high referral peaks in June, August and February with 10 sibling groups being referred, alongside individual placements.

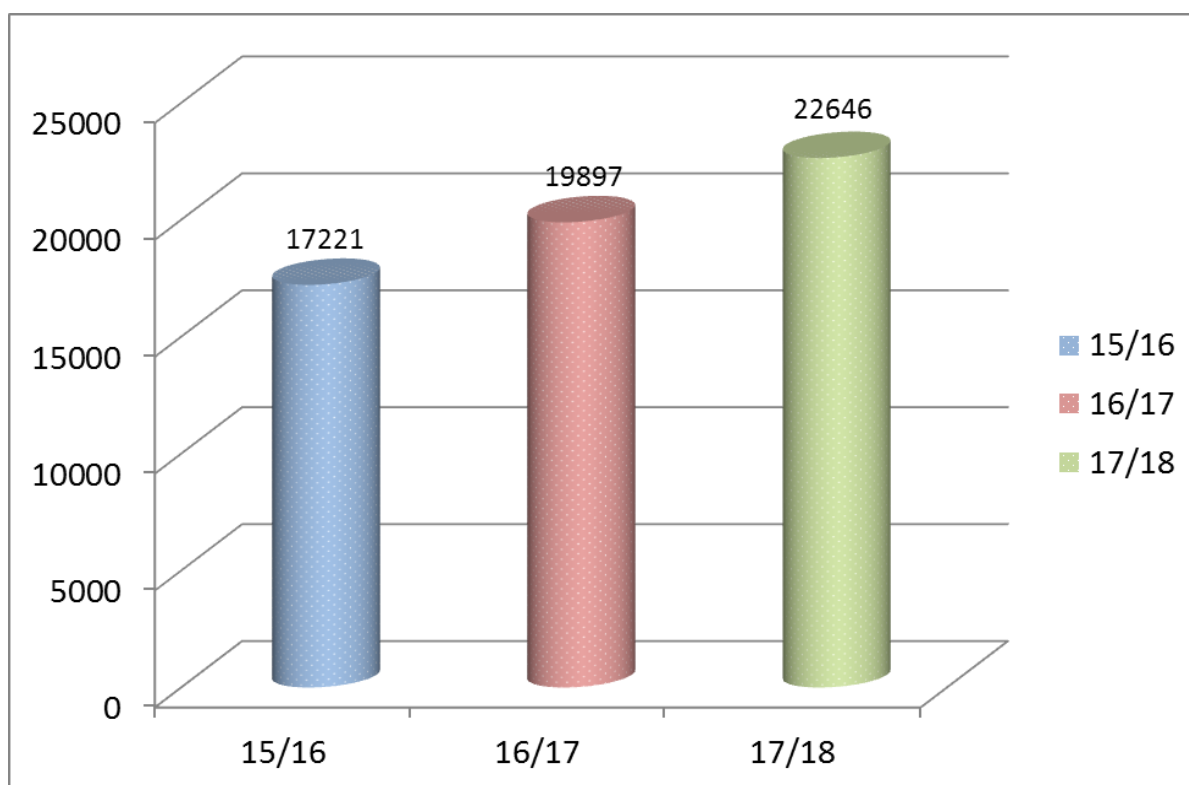
2.3 B&NES Fostering Team

The Family Placement Team (FPT) is the Local Authority's own 'in house' service responsible for the recruitment, training and support of foster carers.

As of 31 March 2018 there were 54 approved fostering households. There were 168 looked after children, of these 68 were in the Family Placement Team, making them the largest provider of foster placements delivering a greater number of placements than the independent agencies combined. There were 15 vacancies not available to be used linked to carers situation. There were 7 vacancies available to use on that day.

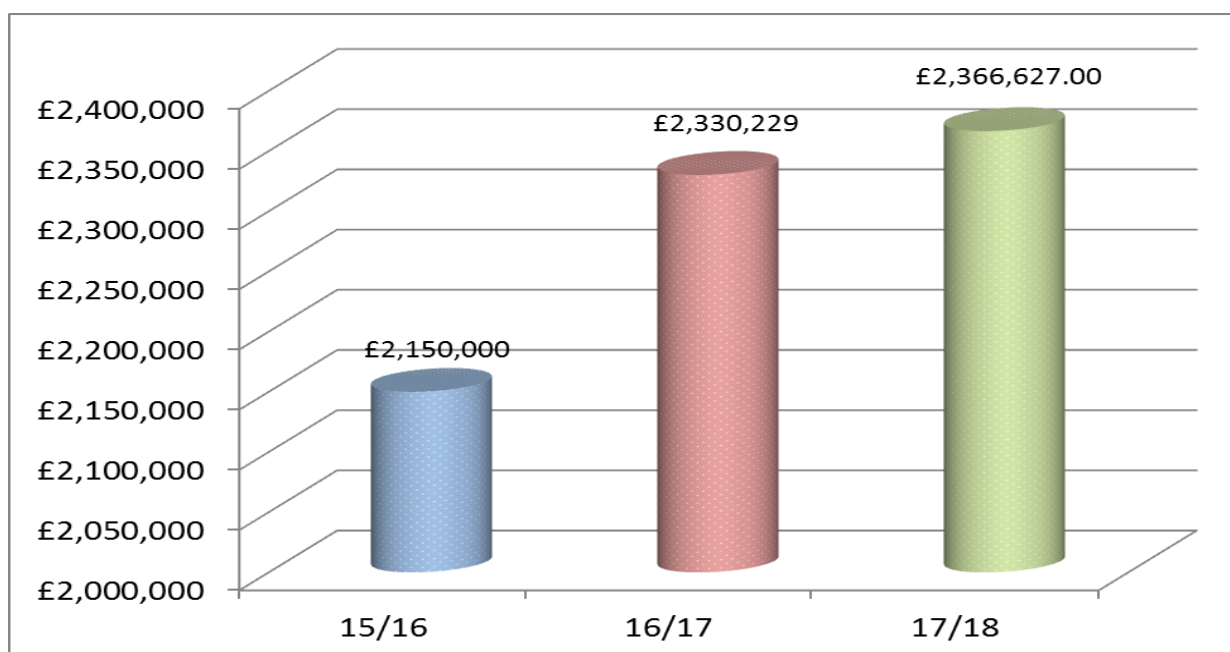
Over the course of the year FPT has seen a higher turnover of placements, which is mostly attributable to some of the placement types they provide. Preparing a child for their permanent placement is an example of a short term placement as part of a deliberate care plan e.g. 15 children were moved on to adoption over that time. FPT staff complete the viability and 'Regulation 24' assessments for connected people who wish to provide care to a child. We had 10 families approved on a Regulation 24 emergency basis, of these none went to panel to be formally approved. 4 went on to Special Guardianship Orders prior to panel date, 1 went to child arrangement order and 5 withdrew from the process as only very short term options. Whilst this will be the right outcome for the child, it is important to recognise that the transfer of an approved foster carer to a Special Guardian results in the carer being 'lost' from the fostering pool, despite the assessment, support and training offered during this process which is the same as a main stream carer.

2.4 Independent Fostering Agencies (IFAs) – Nights

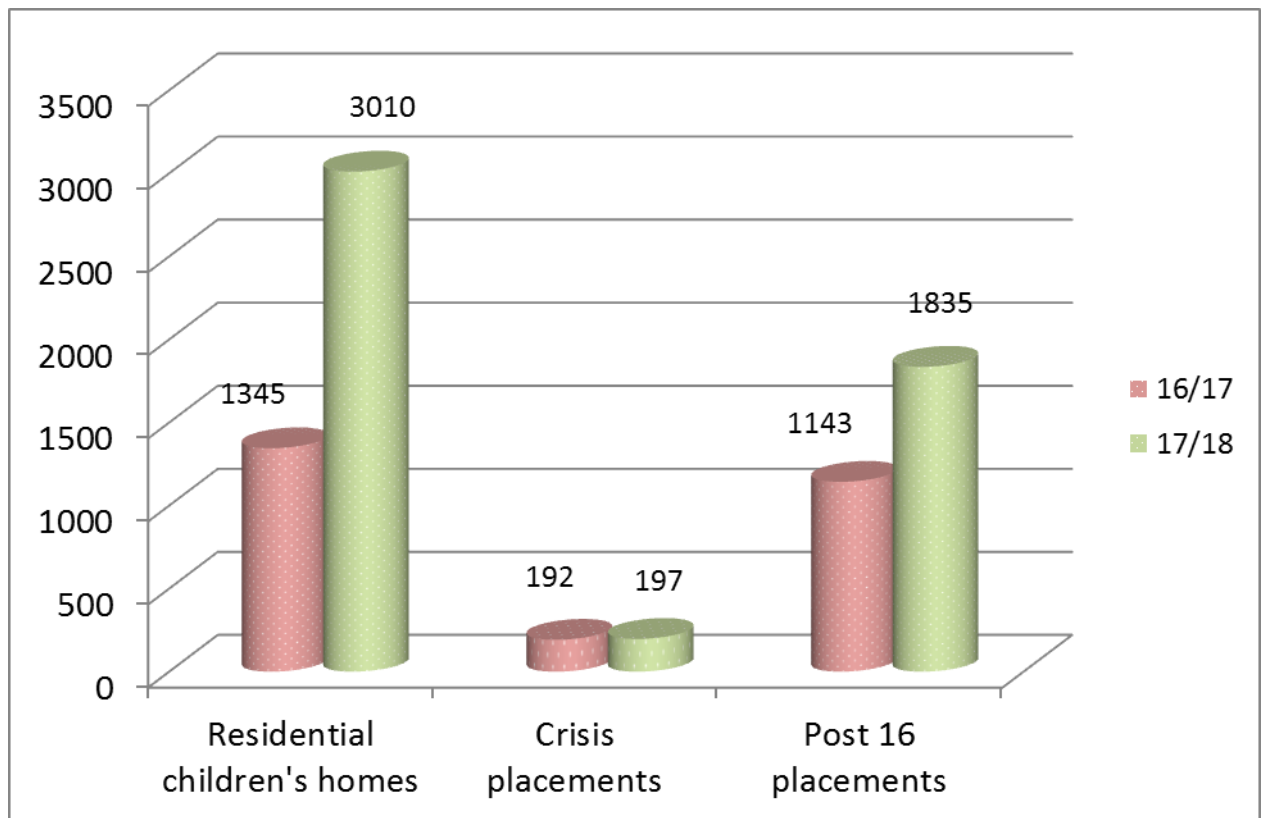


An increase of 2,749 nights purchased indicates placement stability and increasing numbers of children in care.

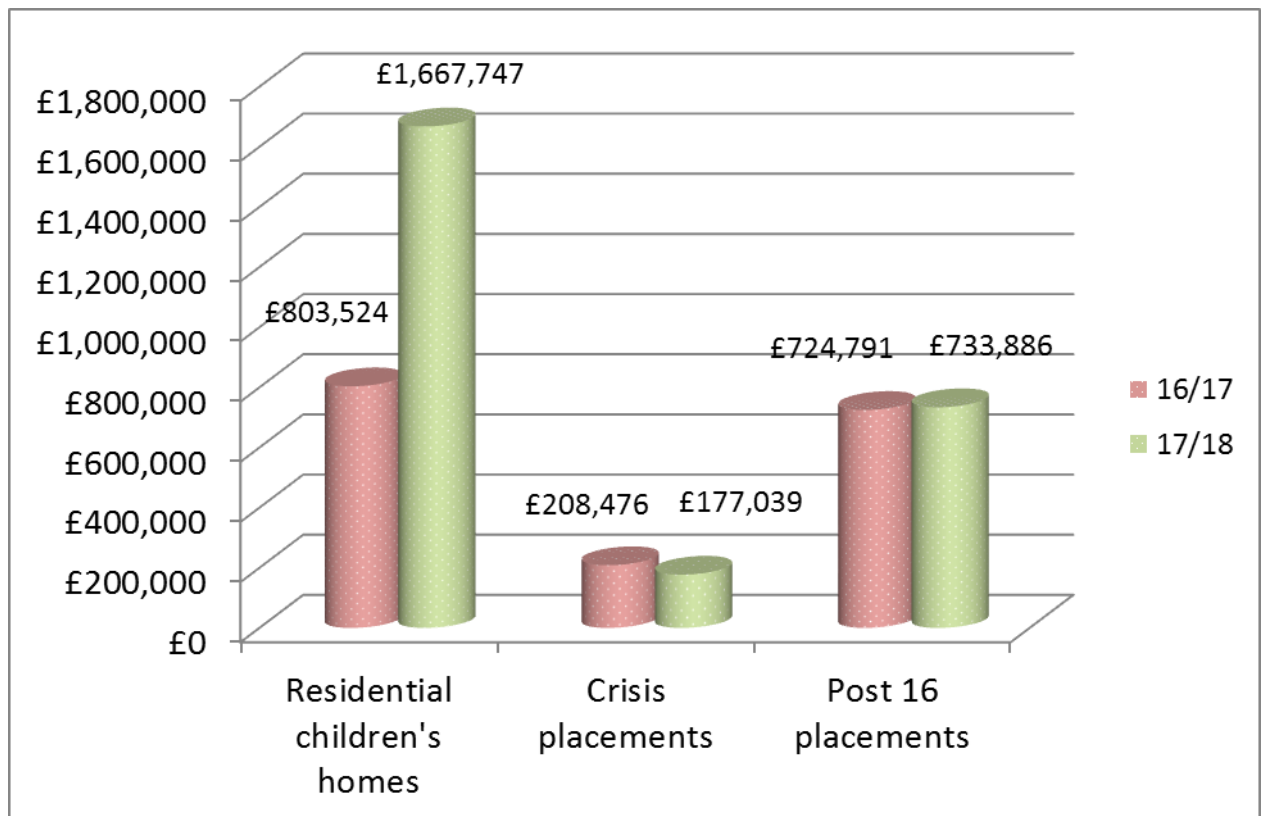
2.4.1 IFA's – Spend



2.5 Residential Children's Homes, Crisis placements and Post 16 placements – Nights



2.5.1 Residential Children's Homes, Post 16 placements and Crisis placements – Spend



As at 31 March 2018, there were 2,209 children's homes nationally, of all types, a 3% increase on the previous year (2,145). At the same time, LAs have reduced the number of children's homes they run by 3%, from 434 as at 31 March 2017 to 423 as at 31 March 2018.

Nationally, at any point in time almost 6,000 looked after children live in children's homes in England. Children are placed in homes by local authorities from around the country and whilst some local authorities continue to operate their own homes, the majority (70%) of places in homes are now in the private sector. This is a critical part of local authority expenditure on children's services.

Locally there is one, 4 bedded, residential children's home in Bath and North East Somerset run by an independent provider.

As at 31/03/18 we had 9 children in children's homes. During this period, 3 children under the age of 10 were placed in homes.

As of 01/12/18, we have 13 children in residential children's homes – 4 of which were moved from foster placements. One child was placed shortly before her 7th birthday.

Most significantly spend on children's homes had doubled.

2.6 Commissioning Team Activity

2.6.1 Outcome of referrals

Out of 160 referrals received by Placements, Contracts and Commissioning Team (PCCT), 43 became redundant (27%). Of these 43 referrals, 27 resulted in the children either remaining at home or being placed with family members. The financial impact of these coming into care would have resulted an addition £500,000 spend.

2.7 Out of Authority / Sufficiency

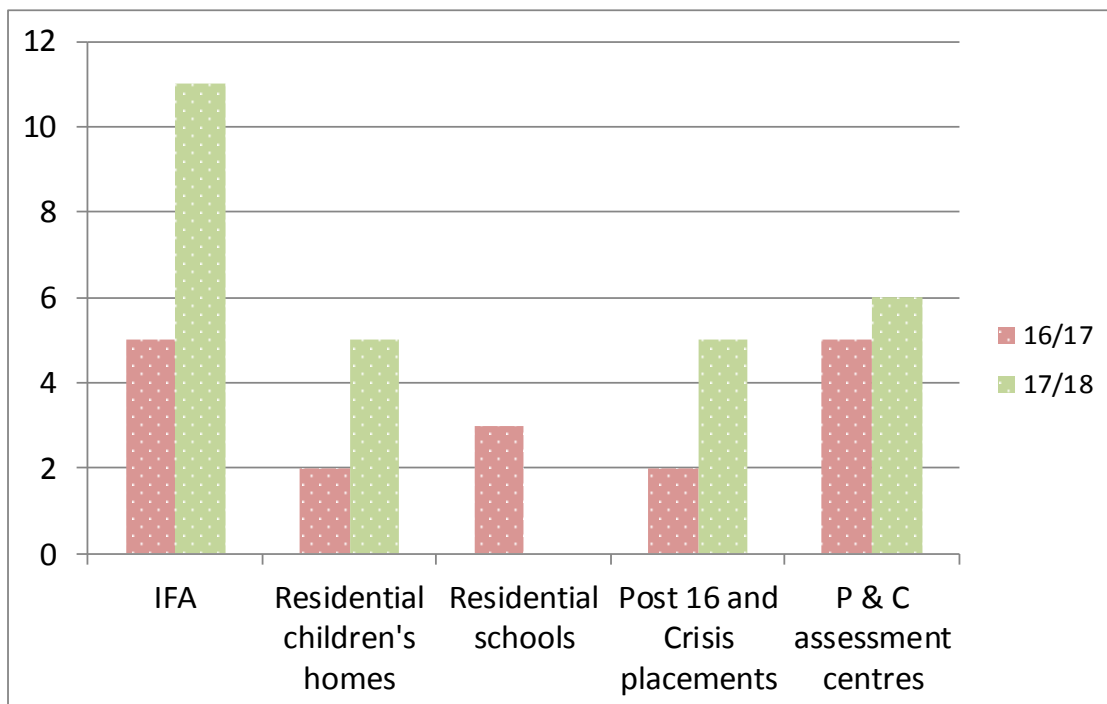
There are various ways of considering what constitutes living away from home that is at a distance. The definition 20 miles from the child's home is considered a reasonable definition. This would mean the child could be placed in the child's local authority or just outside the boundary.

This report takes the definition from: ***'from a distance: Looked after children living away from their home area', published April 2014***

Children who live out of area but in an adjacent authority often benefit from pre-existing close collaboration between agencies, or from continuing services from the home authority. Those placements can reasonably be considered to be 'local'. The nearer a child was living to home, the more likely it was that direct support from 'home' services, especially from education or health professionals could be offered or sustained.

B&NES have therefore counted children who were placed outside our adjacent local authorities – Wiltshire, South Gloucestershire, Bristol, North Somerset and Somerset.

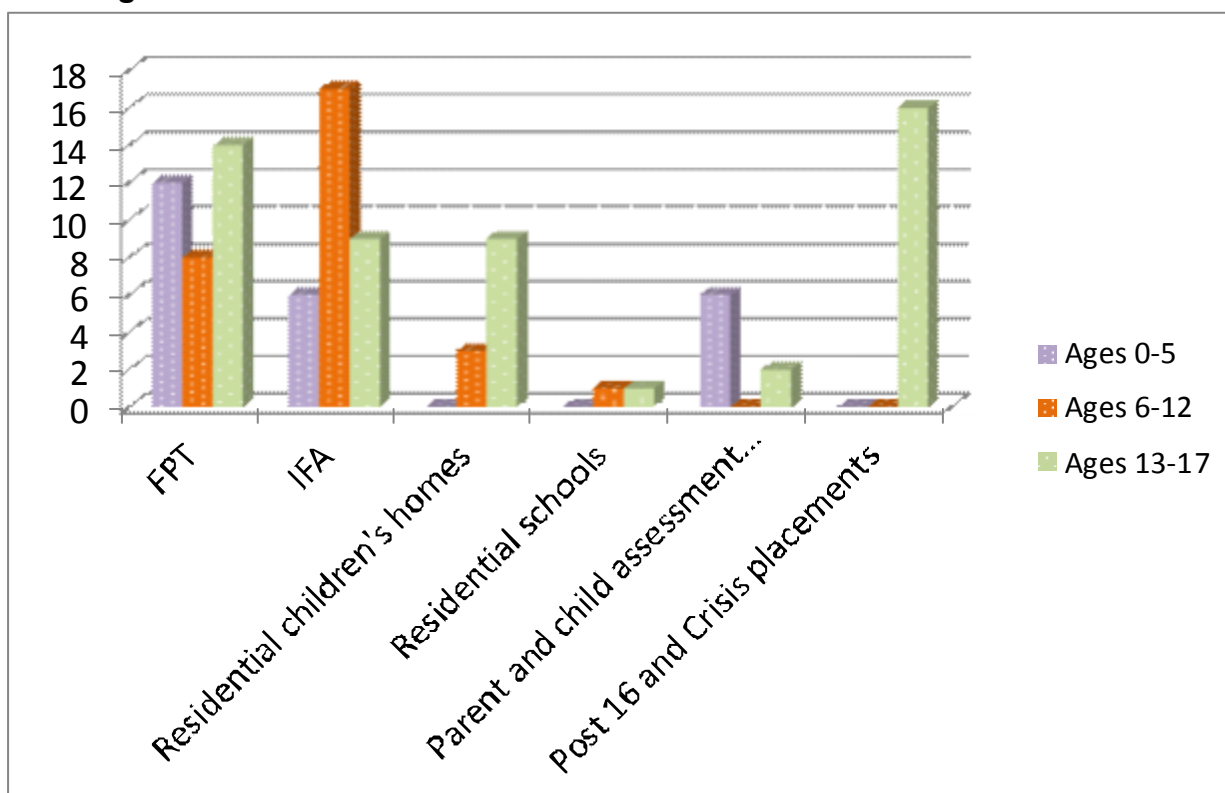
2.7.1 Total number of placements 'at a distance' (independent sector)



27 placements were 'at a distance' which represented 22% of the total placements made. All categories excluding residential schools had an increase of children who were placed "at a distance" this year with the biggest increase being seen with children placed with IFA's. PCCT strive continually to find placements as near to the young person's home as possible

The impact of children placed at a distance is increased travel time for social workers and Independent Reviewing Officers

2.8 Ages of children



The Family Placement (fostering) Team continues to care for the majority of our younger in-care population, whilst IFA's offer more placements for children aged 12+.

2.9 Parent and child residential assessment placements

During 2017/18, we had 8 children in court-directed parent and child placements. The relatively unpredictable nature and duration of the placements (often contested in Court) makes it impossible to predict demand or plan this service need with confidence. As a result our practice of 'spot purchasing' to meet this demand remains the most appropriate and best value option.

2.10 Post 16 placements (accommodation and support)

A post 16 placement involves support and accommodation, but no care element. This is significantly different from residential children's homes. Support can range from a few hours a week to 24/7; fees can therefore vary dramatically.

This market place is still in its infancy and subsequently there is a wide range in provision and in the quality of providers. Additionally, this market is not regulated by Ofsted or CQC. In order to ensure that all *providers reach a minimum level, we have accredited a preferred provider list through a DPS, led by South Glos.*

We have seen the increase in purchasing this provision partly due to the shortage of residential children's homes places, especially for teenagers with challenging needs. Often these children are not considered suitable matches for with younger children in homes and solo homes are both expensive and thin on the ground.

It is a less costly, more flexible alternative to traditional children's homes and enables young people to remain in their local areas when they are approaching adulthood.

In 17/18 there were 14 placements in residential provision (children's home and residential schools) and 16 in post 16 placements. Some of these packages were high cost but the Local Authority had the option to lessen support reducing the fees from £3,000 to £1,000.

Moving forward as this market place develops, B&NES needs to consider post 16 placements when residential placements break down. This will ensure we have more flexibility in terms of location and fees.

2.11 Unaccompanied asylum-seeking children (UASC)

Nationally, at 31 March 2018 there were 4,480 unaccompanied asylum-seeking children, down 4% on the number at 31 March 2017. In 2018, unaccompanied asylum-seeking children continue to represent around 6% of all children looked after in England.

The position as at November 18:

Number of UASC in B&NES equates to 9% of LAC population

- 5 Spontaneous arrivals (3 Vietnamese, 1 Syrian and 1 Albanian)

- 11 children arrive via the NTS programme (3 Afghan's, 1 Vietnamese, 3 Iraqi's, 1 Iranian, 1 Eritrean, and 2 Yemeni.)
- We are currently supporting 17 children and young people

B&NES have had difficulties in placing children within the boundaries of the local authority. This however, is not a problem unique to UASC. The same issues apply to our LAC population.

3. Savings

The financial climate has become more challenging for all public sector organisations over the last 12 months. B&NES is not an exception.

PCCT continue our commitment to achieving the most appropriate placements for our children at the best possible price, being acutely aware of the rising cost of placements, year on year.

The team employ a number of means in order to keep costs to a minimum or reduce spending:

- To give B&NES more negotiating power in the market place, we work in partnership with 7 other local authorities, which allows us to achieve volume discounts we couldn't manage on our own.
- Maintain excellent, long standing relationships with providers allowing us to negotiate shorter notice periods or retention payments.
- Attending social work meetings to discuss what is included in placement fees and try to ensure we aren't paying twice for services or goods.
- Attend Placement Panel to offer alternative and, on occasion, less costly provision.
- Scrutinise placement costs to ensure the correct fees are being requested and discounts are being received – saving circa £125,000 per year
- Check invoices individually for errors - saving circa £30,000 per year

4. Workforce Development

The team contributes to services and service development as follows:

- Co-facilitating training with the Principle Social worker to improve social workers' skills in completing placement requests.
- Running continuous induction sessions for new social workers, including information on the cost of placements; another incentive to ensure that all other options have been explored before looking to place a child out of the family.
- Attending team meetings to talk about placements and the fiscal cost to B&NES and ensure social workers are aware of the cost schedule of the contract. That is to ensure social workers know what is included in the weekly price
- Ensuring social workers do not agree to payments for items or services included in the fee.
- Additional support packages are now 'time limited with review' with agencies being charged with providing evidence as to whether that support is still necessary.

5. Quality Assurance and Contract Monitoring

PCCT carry out:

- Contractual compliance visits to providers
- End of placement reviews
- Annual contract meetings
- Annual Safeguarding audit
- Collection of Ofsted reports for current providers
- Additional quality assuring of children's placement requests
- Joint Commissioning on behalf of the Joint Agency Panel (children's pooled budget)
- Promoting Sufficiency by working with and advising providers

This ensures we maintain a desired level of quality

6. Key Priorities 2019/20

- Adoption Tendering to be handed over to Adoption West
- Ongoing work around the SEND agenda
- Continue to chair the South West Children's Services. Placements, Contracts and Commissioning Group to increase our range of placements from external providers and opportunities to develop the provider markets.
- Ongoing work on the DPS Framework for 16 – 24 accommodation and support providers.
- The PCCT will continue to provide a core service in supporting social care teams. Searching for placements, appraising offers made, negotiating costs with agencies, drawing up and then monitoring contracts. Each of the above stages is considered thoroughly, alongside the placing social worker, which has led to successful, stable placements and excellent Placement Stability Figures.

**For further information contact
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Placement, Commissioning and Contracts Team:

Ian Tomlinson, Commissioning Manager: Childrens Placements

Alex Hughes, Placements and Purchasing Officer
(Contract monitoring)

Ruth Todd, Placements and Purchasing Officer
(Financial information and invoicing)

**This report will be presented at:
Joint Commissioning Committee
Corporate Parenting Group
Policy, Procedure and Performance Monitoring Group
Scrutiny Panel**

And distributed to all Providers (redacted).

Bath & North East Somerset Council		
MEETING/ DECISION MAKER:	Children and Young People Policy Development & Scrutiny Panel	
MEETING/ DECISION DATE:	26 th March 2019	EXECUTIVE FORWARD PLAN REFERENCE:
TITLE:	Support and Services for the Children of Alcoholics	
WARD:	All	
AN OPEN PUBLIC ITEM		
List of attachments to this report:		
None		

1 THE ISSUE

- 1.1 This paper builds on the report discussed at the Panel on the 18th September 2018 where the Panel asked for an update on this Council's position in relation to *A Manifesto for Change* (signed by the All-Party Parliamentary Group)
<http://liambyrne.co.uk/wp-content/uploads/2017/02/Children-of-Alcoholics-A-Manifesto-for-Change-pages.pdf>
- 1.2 When the Council motion was passed the Council Members requested that the National Association for Children of Alcoholics (NACOA) 'comment on the Council's support offer for the children of alcoholics' and for this comment to be shared with the Panel. The position has been shared with NACOA's Chief Executive and we await their feedback. Verbal feedback will be shared with the Panel if available at the time of the meeting. If this is not available it will be shared as soon as is possible.
- 1.3 The paper also seeks to assure the Panel that relevant 'policies, procedures and strategies recognise and address the needs of children of alcoholics' and furthermore sets out examples of the services and programmes commissioned to support children and young people who have a parent / carer who has problematic alcohol use.

2 RECOMMENDATION

- 2.1 The Panel are asked to note the content of the report which provides assurance that the Council does focus on supporting children and young people who have parents/carers with problematic alcohol use.
- 2.2 The Panel are asked to decide whether they want to receive a further update once the feedback has been received from NACOA?

3 RESOURCE IMPLICATIONS (FINANCE, PROPERTY, PEOPLE)

- 3.1 None

4 STATUTORY CONSIDERATIONS AND BASIS FOR PROPOSAL

- 4.1 There is no specific statutory guidance on this however the Children and Families Act 2014; Children and Social Work Act 2017; Children Act 1989 and Working Together to Safeguard Children 2018 are some of the relevant legislation which sets out the Councils responsibility to protect children from significant harm.

5 THE REPORT

- 5.1 This report sets out the following:

- The 10 Manifesto points and a local response to these. Included within the responses are the local strategies (from which the policies and procedures are developed) which are relevant to children and families where alcohol adversely affects their lives.
- Provides additional information on commissioned services and tools available to support children and practitioners in their day to day work.

5.2 A Manifesto For Change – B&NES position in relation to the ten point identified for action by the All Party Parliamentary Group:

5.2.1 Point 1: Government needs to take responsibility for children of alcoholics and Point 2: Create a national strategy for children of alcoholics

The Manifesto highlights the need for Government to recognise children of alcoholics within existing alcohol policy and mental health services and create a national strategy.

B&NES has a number of existing Strategies which recognise the need to support children of parents who misuse substances and which have a specific focus on this. Please note the list below which provide assurance that the impact of parental alcohol is embedded in the work of the Council and partner agencies:

- **Alcohol Harm Reduction Strategy 2014 – 2019**

B&NES has a multi-agency Alcohol Harm Reduction Steering Group which delivers the Alcohol Harm Reduction Strategy. A key outcome is that children grow up free from alcohol related harm. Throughout the Strategy parental alcohol misuse is referenced and on page 17 there is reference to support services being commissioned as a result of the previous plan. These have

continued to be commissioned. An example of the most recent work of the group includes training staff in the early identification of risk of foetal alcohol syndrome and alcohol awareness campaigns (Dry January and Alcohol Awareness Week).

https://www.bathnes.gov.uk/sites/default/files/sitedocuments/Public-Health/alcohol_harm_reduction_strategy_2014-2019.pdf

- **Children and Young People Plan 2018-2021**

Priority 5 of the Children and Young People Plan is *'Increase the proportion of children and young people experiencing good emotional mental health, wellbeing and resilience'* and includes direct access to interventions which are referenced later in the report. It is implicit in the actions to achieve the priority that supporting children and young people with parental alcohol misuse is an area of focus. One of the key principles and commitments of the Plan is ensuring a Think Family Approach is taken. This is a common theme and shared focus running through all Strategies and Plans going forward. A multi-agency Think Family workshop was convened earlier in the year to take forward the work on articulating what Think Family means in B&NES.

https://www.bathnes.gov.uk/sites/default/files/sitedocuments/Children-and-Young-People/ChildProtection/children_and_young_peoples_plan_2018-2021.pdf

- **The Early Help Strategy Improvement Plan (2018 - 2019)**

This Plan also sets out the actions to develop our local Think Family Approach. One of the actions identified in this Plan is *'Identify and ensure that children and young people and families exposed to ... substance misuse... have access to coordinated early help if not receiving statutory support.'* The Plan also has the following action *'Pilot adult drug treatment and children's centre services working jointly to ensure children of parents in treatment have access to targeted early help.'* The Early Help Board oversees the Plan and reports in to the Children and Young People sub-committee and the Local Safeguarding Children Board (LSCB).

- **Children and Adolescent Mental Health Services (CAMHS) Transformation Plan (Oct 2018)**

Whilst the Plan doesn't have a direct action about alcohol misuse it sets out the preventative, targeted and specialist support for all young people including children who are distressed by their parents alcohol misuse. Page 17 references targeted Early Help Services providing support to children aged 5-13 years and page 56 identifies that parental substance misuse as a risk factor influencing the development of mental health problems and mental disorders in individuals (particularly children).

The link to the Plan is at the bottom of the following webpage:

<https://www.bathnes.gov.uk/services/children-young-people-and-families/strategies-policies-planning/children-and-young-peoples>

- **LSCB Strategic Plan 2018-2021**

This Plan also sets out its commitment to Think Family Approach in line with the other strategies mentioned above. This Plan focusses on prevention of harm to children (elements picked up through the work of the Early Help Board and Strategy) but also ensures those at risk or suffering harm are supported. There is a specific action included in it:

Assurance that children at risk experiencing the following are identified early and safeguarded: Children living with parents with mental health, domestic abuse and substance use (focus on hidden harm, disguised and non-compliance)

The LSCB undertook a piece of research to assure itself that children at risk of the complex trio were supported as mentioned in the previous report. The research identified a set of recommendations which have been approved and actioned by the LSCB and Local Safeguarding Adult Board to improve joint working.

https://www.safeguarding-bathnes.org.uk/sites/default/files/lscb_strategic_plan_on_a_page_2018-21_.pdf

The LSCB also has a **Protocol for Joint Working Across Adult Mental Health, Drug and Alcohol Treatment Services and Children's Social Care (Sept 2017)**. The Protocol sets out the pathway when there is a concern about the impact parental mental health and/or substance misuse on children or an unborn child. The LSCB also audit cases where the complex trio is identified and reports on the effectiveness of multi-agency working.

https://www.safeguarding-bathnes.org.uk/sites/default/files/lscb_protocol_for_joint_working_across_mental_health_drug_alcohol_services_and_csc.pdf

- **Finally Local Safeguarding Children Board (LSCB) Parenting Strategy (2016-2018)**

This Strategy emphasised the principle of a 'whole family approach with children and young people at the centre' by 'addressing wider (adult) issues such as substance misuse...' (p7). It goes on to say that 'Parents and carers will best be able to meet their overall needs of their children and families when their own needs, including ... substance misuse... are met.' (p8). Finally it states 'All staff working with adults need to consider the impact of the issues they are addressing on any children.' (p8). The Strategy includes the support available and this is referenced later in the report.

https://www.bathnes.gov.uk/sites/default/files/sitedocuments/Children-and-Young-People/ChildProtection/bnes_lscb_parenting_strategy_2016-18_nov_2016.pdf

The Strategy awaits a refresh however this has been paused whilst B&NES articulates the Think Family Approach mentioned above.

If a national strategy is delivered the Council will respond to this however in the meantime the information above provides evidence of this issue being addressed in B&NES.

5.2.2 Point 3: Properly funded local support facilities; Point 4: Increase availability of support for families battling addiction to alcohol and Point 10: Take Responsibility for Reducing Rates

5.2.2.1 A range of support services are available in B&NES for both children and parents.



The **Early Help** App and associated toolkit helps individuals and agencies identify the most appropriate support if there is concern about an emerging problem or risk factor, such as substance misuse (note if people cannot access the App the information is available through B&NES Council website). If there is a concern then either a direct referral to a support services can be made or a 'Request for Support' form can be completed which is considered by the Multi-agency Early Help Allocation Panel which meets fortnightly and is administered by the Council Connecting Families team. An Early Help Assessment (previously known as Common Assessment Framework CAF) may have already been recommended or be recommended, to assess the level of support needed. Support could be provided through either universal services or targeted support at the Early Help stage.

Available through Early Help are specific family support and play services for families. These services work alongside parents where parental issues are affecting family life (including alcohol misuse). Set out below are examples of some of these services:

1) Southside Family Support and Play services in partnership with Bath Area Play Project offer the following:

- Information about Help Lines, information and publications from NACOA including "Some mums and dads drink too much and it's frightening...."
- 1-1 sessions with children and young people are provided which include encouragement to remember the Three Cs – I didn't cause it, I can't control it, I can't cure it, I can take care of myself, I can communicate my feelings, I can make healthy choices.
- A therapeutic space for children and young people to work on and express their feelings using play and art therapy and sessions with therapeutic play workers
- Young Advocates Project for children/young people 12 years and above. Peer support for children to express their feelings and appreciate they are not alone.
- Family sessions that focus on the issues that affect the children in the family and positive goal setting (this is available for parents who misuse alcohol).

2) Children Centres (pre-birth to 5 years). The Council directly deliver Children's Centre Services which works alongside Developing Health and Independence Service (DHI) deliver a 'Families in Recovery' programme, specifically aimed at supporting parents who would not (or find it difficult to) take up other alcohol or substance-misuse services. Here, parents are encouraged to better understand their alcohol consumption (including how Adverse Childhood Experiences (ACEs) might impact on this), the potential impact on their children and to develop strategies to reduce their consumption and address associated health needs. The programme is for 10 weeks and is free of charge, it runs twice per year and parents develop goals and plan their way forward. A free children's group runs alongside this, it is staffed by qualified and skilled trauma-aware and 'Theraplay' trained Early Years Practitioners. At the end of each session parents and children are brought together to share in therapeutic Theraplay intervention. Feedback from one parent about the programme was as follows, *'Hearing the truth about the consequences for children was an eye-opener.'*

Children's Centre Services also offer groups for parents affected by other issues which often present alongside alcohol misuse. This includes Pebbles, a 10 week group for parents affected by parental mental health. This group also offers a free 'nurturing children's group' to reduce parents being deterred from attending.

The Council also directly deliver Connecting Families Service which work with families with children of alcoholics either those identified or receive referrals as this is one of the key criteria for the team. All of the staff are trained to use:

- Drink Think Tool (DHI – Project 28) is a tool used in relation to children's drinking
- Audit C for Adults (a tool which helps identify the level of and associated risk of alcohol consumption)
- Blue light training (helps practitioners develop new skills to work more effectively with people drinking at a harmful level)

Staff are also aware of the impact of Adverse Childhood Experiences (ACEs) and can intervene appropriately. They work in a multi-agency way and will invite the most relevant professionals to the Team Around the Family (TAF) meetings / make referrals to other agencies as required such as to DHI, GP support for adults and other services such as Off the Record, School Nurse, Young Carers and / or Project 28 depending on the issues presented for the children and young people in the family home.

Connecting Families staff have used other services such as National Association for Children of Alcoholics (NACOA) helpline and phone counselling or Focus counselling or on line help such as Kooth (online support for young people) or the FRANK drug line. All of their interventions are carried out using motivational interview techniques so the families take control of their own choices therefore staff provide a tailored made package of support to work towards positive outcomes. However if parents do not engage staff will escalate their concerns to Children's Social Care so they are kept safe.

Early Help Case example

A mother living with her two children with a history of severe depression and alcohol dependency. Her eldest son had left school with no plans to continue education/ employment. The youngest son had low attendance at school and the mum is at risk of being prosecuted by the Local Authority for unauthorised absences.

The Connecting Families Team supported mum to engage with DHI and she started her six week detox programme. As a result she became more confident in her outlook and ability to stopping using alcohol altogether.

Mum was struggling to manage her youngest sons challenging behaviour, especially at bed times and morning routines on school days. The Connecting Families Key Worker (CFKW) explored anger through a creative graffiti and angry volcano activity, the outcome of this showed he was angry at night time because he was being sent to bed and was not tired, but grumpy in the mornings due to lack of sleep.

The CFWK explored with mum the family's diet and routines. It became apparent that the youngest son had a very high sugar intake and a poor diet, so they supported mum to be able draft a healthier eating plan, reducing the amount of sugary drinks and healthier meals and in setting in place a structured bedtime routine. This has made a huge difference to the child's behaviour; he is sleeping in his own bed and at an appropriate time. The mornings are much calmer now and mum is happy and more relaxed.

The CFWK supported the eldest son to apply for a Carpentry Course at the local college, which he has been accepted for and helped them to apply for financial help with the fees and equipment. They assisted for him to open up a bank account too.

The CFWK liaised with the youngest son's school to improve school and home links.

Mum feedback on the support she received. She said *"For the first time I am thinking about doing a course or even getting a job, now I can look forward – thank you so much for everything you're doing."*

This family have not been known to Social Care since closure in March 2018.

3) DHI Project 28 whilst primarily working with children who themselves misuse drugs and alcohol do offer brief intervention (1 session) for children who are affected by parental alcohol use.

4) Off the Record are also commissioned to provide school based and community based 1-1 counselling support for 11-18 year olds and school nurses are also commissioned to provide physical and mental health support for pupils. Both of these include support to children who are affected by parental alcohol use.

5) Midwifery Services have also incorporated aspects of Audit C if adults disclose issues with alcohol. They are then referred onto the Lotus team of midwives for more targeted support in this area.

5.2.2.2 When agencies feel that the need for a child is so great that the threshold may have been met for Council **Children's Social Care** intervention a 'Request for Service' form is completed and sent to the Children Duty Team for consideration. This form asks the referrer to identify all presenting issues. Alcohol misuse is individually collected in order to capture this as a specific issue at the point of the referral and links are provided to support awareness and initiate referrals to appropriate support services straight away. Professionals are also encouraged to identify how this issue impacts on the child or young person at this stage. Below is the relevant section of this form.

Presenting Issue (please state whether adult or child or young person)	Please tick the main issues	How does the issue impact on the child, young person or family? Please provide evidence.
Alcohol misuse Audit C Screening Tool Drink Think Tool	<input type="checkbox"/>	

Once the Request is received questions are asked within the subsequent holistic assessment that then takes place. If a Plan is required Children Social Care will lead this and a Family Group Conference could be convened to bring together family and extended family in order to support the children and their parent/s who are experiencing difficulties. The Plan will identify which support services and actions are needed to ensure children are safe and emotionally supported (such as a referral to counselling support) and also the support the parent will need to keep their child safe – this can include residential or community drug and alcohol support.

There are clear guidelines on the South West Child Protection Procedures regarding this as well which staff refer to:

https://www.proceduresonline.com/swcpp/banes/p_ch_par_misuse_subs.html?zoom_highlight=alcohol

Where the impact of the alcohol use is too great and children are at risk of significant harm it is possible the children will be cared for by the Council or other suitable carers. B&NES Children Services Permanence Team support kinship carers, special guardians and others who have taken on the care of children as a result of parental alcohol misuse.

Children Social Care captures information from all of the following points to help identify issues and respond appropriately:

Contact/ Request for Service Issue Alcohol misuse	Contact Issue/ Request for Service Substance drug misuse	Single Assessment Factors identified - Alcohol misuse	Single Assessment Factors identified - Substance drug misuse	CIN Plan Identified Substance/drug misuse	CP Plan Identified Substance/ drug misuse
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5.2.2.3 The Manifesto states that the Government needs to pay more attention by way of providing support facilities for those children alongside treatment facilities for existing alcoholics to reduce the prevalence and generational alcoholism.

B&NES commissions services from DHI and AWP Statutory Drug and Alcohol Service to support people with alcohol problems and to reduce the prevalence. These services are routinely monitored and are well established. They include community and residential treatment.

Children who are themselves misusing alcohol are also offered support which seeks to intervene at the earliest opportunity or when acute use is taking place; including via Project 28 and Youth Connect. Drink Think tools support awareness raising and staff at the project work directly with individuals and with groups of young people in their centre. Where there have been areas within the local area that are believed to be used by groups of young people using substances or alcohol, outreach support workers have been tasked by the project to disrupt behaviours, prevent exploitation opportunities of these young people and seek appropriate supports to enable sustained change.

In relation to reducing generational alcoholism this is picked up in the section below on awareness.

5.2.3 Point 5: Boost education and awareness for children and Point 6: Boost education and training for those with a responsibility for children

Below is a list of some of the education, training and awareness raising activities:

- An alcohol awareness session was created and available to all secondary schools for PHSE lessons.
- The CAMHS Transformation Plan (p16) notes that Mental Health resource packs for schools being developed and printed mental health resource packs for KS3, KS4 and 6th Form pupils. The resources were developed by the School Improvement team and the CAMHS participation team of young people. Following training in their use, hard copies of the resources have been distributed to all secondary schools and settings such as Project 28 (substance misuse service), Off The Record (Participation, Advocacy, Youth Forum provider), Connecting Families (Complex families service) etc. Mental health resource packs for KS1 and KS2 pupils were updated and re-launched during January 2017. Every Primary school has received a pack. The packs are now available on the Oxford Health NHS Foundation Trust (CAMHS) website and schools will continue to be signposted to them via the Public Health Programme for schools and relevant training courses. These packs include reference to alcohol use.
- Secondary and Primary Schools also participate in the SHEU survey in 2017 and this is being conducted again in 2019. Whilst the survey doesn't ask questions on parental alcohol use it does ask children about their own use and this is a helpful indicator in respect of tackling generational alcoholism.
- Alcohol Identification and Brief Advice (IBA) training this was delivered by Public Health colleagues on a bespoke basis to health visitors, midwives and

community Paediatricians. The training was about getting families early help by identifying parental alcohol use and offering brief advice or referral as appropriate; it aimed to help staff learn how to raise the issue of alcohol with parents and enable the parents to have an honest conversation about how much they are drinking and the impact. It was also offered through the Childrens Workforce training to all agencies working with children.

- Childrens Drinking Working Group completed a number of actions in 2017/18 relating directly training practitioners and undertaking activities with children to raise awareness on alcohol (they did additional actions but they are not included in this paper):
 - Training event held for over 50 representatives of the children's workforce in B&NES
 - Alcohol lessons & activities for KS3 & 4 developed for schools & youth settings (YR10/11)
 - School Nursing alcohol screening tool question changed
 - Training has taken place at the RUH for nurses on the children's ward including alcohol misuse, CSE and safeguarding
 - Curo staff (including Pathways/Foyer staff) trained in alcohol identification and brief advice and blue light harm reduction approach
 - Development of training session for frontline staff in South West Ambulance Service Trust on alcohol misuse and safeguarding
 - Alcohol training included on the Children's workforce training programme for 18/19 (as mentioned above)
 - Training delivered to youth service staff in Southside
- The LSCB and Children Workforce Training programmes have the following training available for professionals:
 - Parental Substance Misuse, safeguarding and Child Protection courses – this is a one day course for those looking to refresh and build on their knowledge and skills to support children and families living in environments where parents or carers use of alcohol or drugs impacts on their parental capacity.
 - Complex / Toxic Trio, Safeguarding and Child Protection course - this is a one day course for those looking to refresh and build on their knowledge and skills to support children and families living in environments where parents or carers experience poor mental health, misuse substances and issues of domestic abuse impact on their parental capacity.
 - Complex / Toxic Trio Awareness, Safeguarding and Child Protection course - this is half day course for those looking to gain an awareness of how children are affected by the experience of living in environments where parental or carer capacity is affected by issues of poor mental health, substance misuse and domestic abuse.
 - IBA Training (Think Family – Alcohol identification and brief advice for parents) – as mentioned above
 - Working with the family of change resistant drinkers - this half day training course has been adapted from the one day training session developed by Alcohol Concern and Adfam to roll out the materials in the Blue Light for Families toolkit.

- Drugs alcohol & risk taking behaviours - this course is designed to examine some risk taking behaviours which can impact on an individual's sexual health.

5.2.4 Point 7: Develop a plan to change public attitudes

The Council supports awareness raising campaigns such as Dry January and Alcohol Awareness Week help to change public attitudes. This is included in the Alcohol Harm Reduction Strategy.

5.2.5 Point 8: Revise the national strategy to tackle alcohol harm to focus on price and availability and Point 9: Curtail the promotion of alcohol – especially to children

When the national strategy to tackle alcohol harm to focus on price and availability is revised the Council will respond accordingly and ensure its compliance.

The Council Trading Standards team attend the Licensing Enforcement Group meetings that take place with the Police and Council Licensing team; Trading Standards also undertake underage Test Purchasing operations when we receive intelligence from the Police and respond accordingly.

All new licensing applications are referred to the Council Safeguarding and Quality Assurance team for review on their potential impact on children.

The activities taking place in PHSE lessons and via the SHEU survey also help children to understand the risks associated with alcohol misuse.

5.2.6 Point 10: Take responsibility for reducing rates of alcohol harm

In addition to the work outlined above which demonstrate the Council and partner agencies are taking responsibility to reduce rates of alcohol harm, B&NES Council and Virgin Care (through the sub contracted arrangements) review and monitor rates of alcohol use and treatment outcomes of the DHI and AWP (SDAS) services.

6 RATIONALE

6.1 None required

7 OTHER OPTIONS CONSIDERED

7.1 None required

8 CONSULTATION

8.1 Colleagues from partner agencies have contributed to the content of the report.

9 RISK MANAGEMENT

9.1 Not required for this report

Contact person	<i>Lesley Hutchinson (01225) 396339</i>
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	Director for Safeguarding and Quality Assurance
Background papers	None
Please contact the report author if you need to access this report in an alternative format	

Bath & North East Somerset Council		
MEETING	Children and Young People Policy Development and Scrutiny Panel	
MEETING	26 March 2019	EXECUTIVE FORWARD PLAN REFERENCE
TITLE:	Review of the Youth Justice Plan 2018-19	
WARD:	All	
AN OPEN PUBLIC ITEM		
List of attachments to this report:		
Interim review of Work Plan 2018-2019 (appendix)		

1 THE ISSUE

- 1.1 The Local Authority is lead partner for the multi-agency Youth Offending Service which works with young people at risk of offending and re-offending. This work is set out in an annual Youth Justice Plan. The current Plan was adopted as part of the Council's Policy and Budget Framework on 12 July 2018 and has since been approved by the national Youth Justice Board.
- 1.2 As part of the agreed oversight arrangements, this report sets out progress made in addressing youth offending and outlines an initiative to reduce the re-offending rates of young people who have experienced trauma.

2 RECOMMENDATION

- 2.1 Note the progress made in the partnership's work of preventing youth offending;
- 2.2 Support the identification of priority areas for the Youth Justice Plan 2019-2020.

3 RESOURCE IMPLICATIONS (FINANCE, PROPERTY, PEOPLE)

- 3.1 The Local Authority is the lead partner in multi-agency arrangements to prevent youth offending, working closely with the Police, Probation and Health Services, in accordance with the Crime and Disorder Act 1998. All partners have a statutory responsibility to participate in resourcing the Youth Offending Service. The Council makes a significant contribution in terms of staff, revenue expenses and additional support including provision of office accommodation and a range of financial and personnel services. For 2018-2019, the direct contribution was £447,195 representing 56% of the total budget of £797,668.

Agency	Staffing Costs	Payments in kind	Other delegated funds	Total
Police	41,236		5,000	46,236
Police and Crime Commissioner	10,217			10,217
Probation	21,689		5,000	26,689
Health	71,109		14,885	85,994
Local Authority	402,651		44,544	447,195
Wales Assembly Government				0
YJB	142,353		38,984	181,337
Other				0
Total	689,255	0	108,413	797,668

4 STATUTORY CONSIDERATIONS AND BASIS FOR PROPOSAL

- 4.1 Preparation of an annual Youth Justice Plan is required under the Crime and Disorder Act 1998. This is submitted to the national Youth Justice Board, monitored by the regional office of the Youth Justice Board and the local Youth Offending Service Management Board, reported to the Responsible Authorities Group and overseen by the Children and Young People Policy Development and Scrutiny Panel.

5. THE REPORT

5.1 Work Plan

The annual Youth Justice Plan includes a work plan for the Youth Offending Service and its Management Board. This is included as an appendix and shows a summary of positive progress being made in most areas of work.

One of the key actions has been to take forward the Enhanced Case Management pilot. This work is part of a Youth Justice Board initiative, first trialled in Wales and now about to be piloted across the West of England including B&NES. The approach is aimed at young people who have experienced adverse childhood experiences and have a history of prolific offending. It uses trauma-informed practice as its underpinning theory and incorporates case formulation, drawing on the skills of a Clinical Psychologist. During this year, a significant programme of training has been delivered, including to partner agencies and managers to ensure that the approach is supported more widely. With specialist staff about to be appointed, this initiative is scheduled to begin in May with a hope that it will better meet the needs of a small number of prolifically offending young people and help to reduce local re-offending and keep the custody rate as low as possible.

Work is currently underway to produce a Youth Justice Plan for 2019-2020. Emerging priorities include commencing the Enhanced Case Management pilot, completing and delivering the Serious Violence Protocol and developing use of the national re-offending tracker.

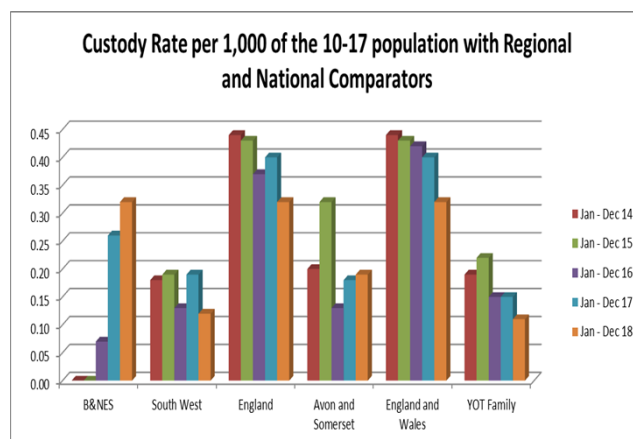
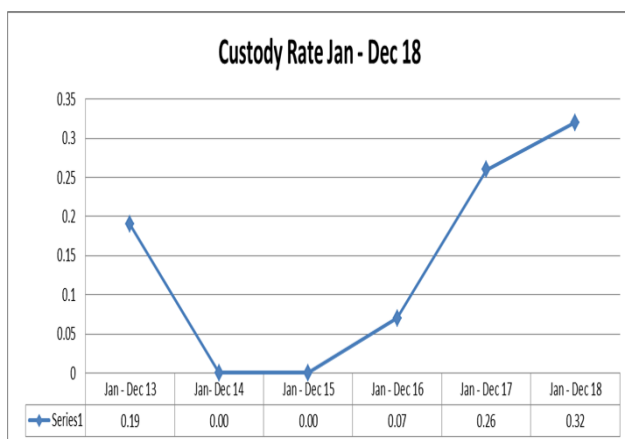
5.2 National Indicators

The youth justice system's statutory responsibility to prevent youth offending is monitored at a local level using three key national indicators.

5.2.1 Custody

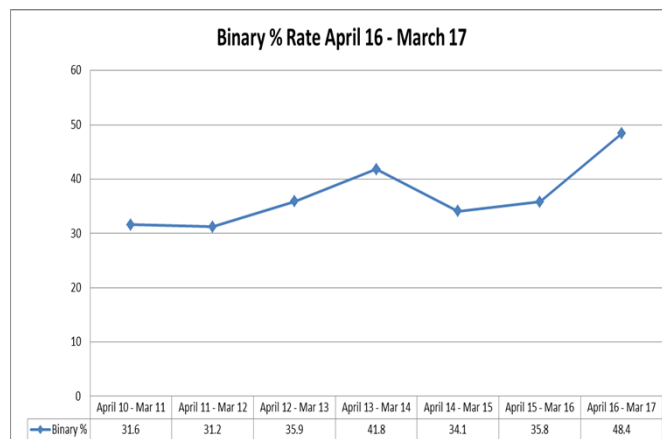
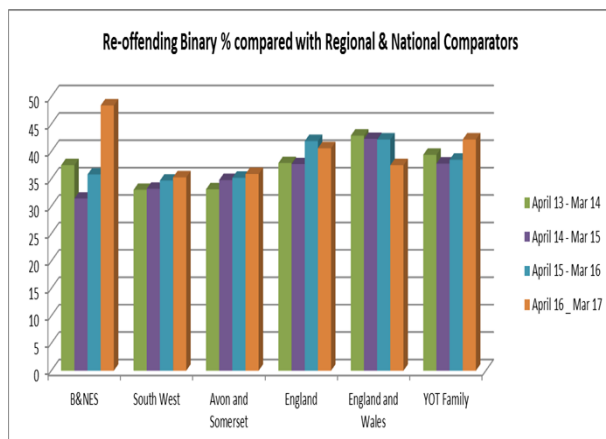
The custody indicator is the number of custodial sentences passed by the Courts, presented as a rate per 1000 young people aged 10-17 in the local general population. B&NES tends to have a lower youth custody rate than other areas and in 2014 and 2015, was one of a very small number of areas to have no young people sent to custody at all. However, there was a peak between April 2017- March 2018, mostly as a result of serious violent offences, but in only one case was there evidence to suggest that the young person was being exploited to deal drugs through so-called county lines. We anticipate having just one custodial sentence for the period April 2018 - March 2019.

The local ambition remains to keep young people out of custody wherever it is safe to the public to do so because outcomes for young people in custody tend to be poorer than for those sentenced within the community. The Custody Review Panel oversees and takes action in respect of young people at risk of custody as part of its standard agenda. The Youth Offending Service works closely with other children's services including Social Care, to enable them to propose community sentences when the Courts are considering a custodial sentence, as has happened twice in the last quarter. The Local Safeguarding Children's Board has recently adopted a Youth @ Risk Strategy and work is underway to develop six protocols to sit under this, addressing all forms of youth exploitation. One of the protocols will address serious youth violence, supporting work to prevent offending that causes significant harm in the community and places perpetrators at risk of custodial sentences.



5.2.2 Re-offending

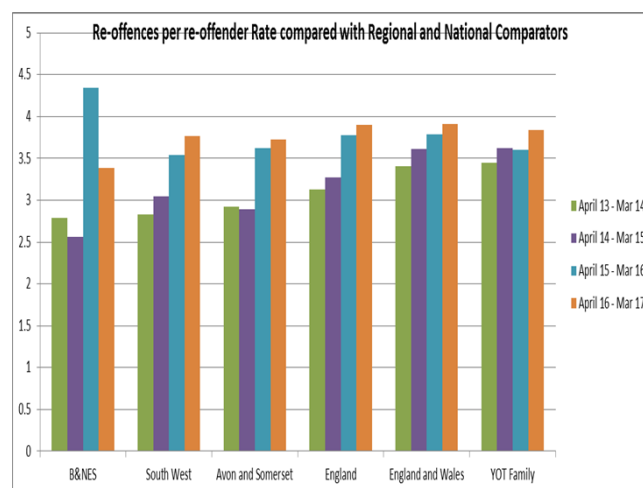
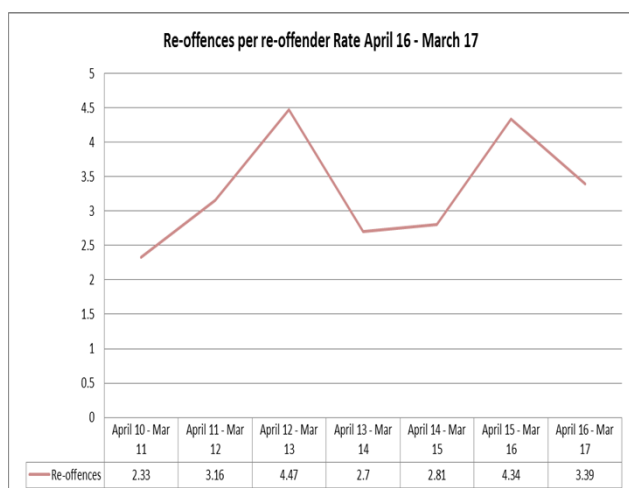
When young people have offended, the work of the youth justice system is to support them not to offend again. Re-offending is defined as committing new offences that result in substantive outcomes (cautions, conditional cautions or convictions), using data from the Police National Computer. It is measured in two broad ways, firstly by the overall (binary) rate of re-offending and secondly, by the average number of new offences committed by each young person who re-offends. The most recent set of aggregated data for young people who came into the youth justice system in 2016-17 showed that 48% of them re-offended, compared with 35.8% of young people in 2015-16. This is higher than all comparator groups



For those who did re-offend, however, their average rate of re-offending reduced by 22% in 2016-17, being 3.39 compared with 4.34 in 2015-16. At the same time, the equivalent rate for all comparator group averages increased. The average B&NES rate was still higher than the Avon and Somerset and family group averages but lower than regional and national average comparators.

The Youth Offending Service will be using the YJB re-offending toolkit to track re-offending and help improve understanding young people's re-offending.

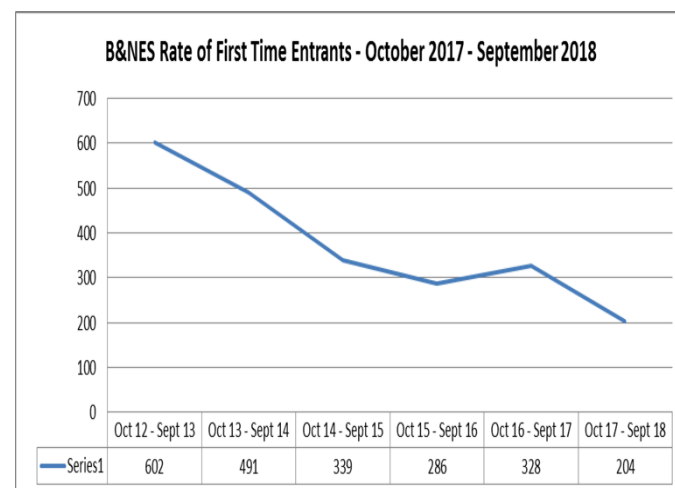
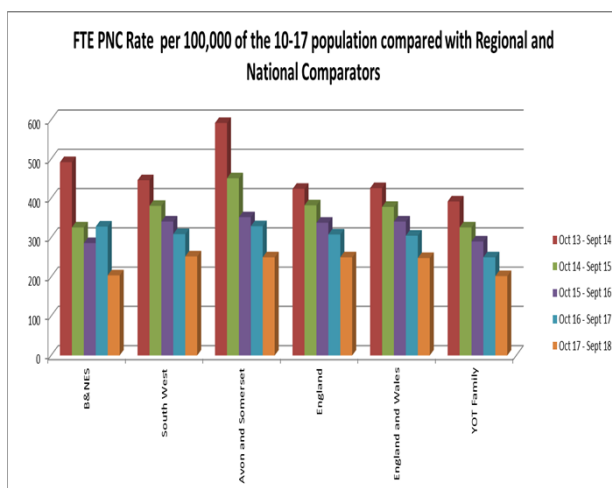
It is anticipated that participation in the Enhanced Case Management pilot will impact positively on re-offending rates.



5.2.3 First Time Entrants

Preventing youth offending is measured by the reduction in those committing an offence for the first time. The indicator is the number of young people aged 10-17 who received their first substantive outcome for offending (caution, conditional caution or conviction), shown as a rate per 100,000 young people in the general population. The data is taken from the Police National Computer.

The latest data is for October 2017- September 2018 compared with the same period a year earlier. National data shows the local rate of first time entrants reduced significantly in this time from 328 to 204 per 100,000 and reduced from the baseline by -37.6%, which is a better reduction than all comparators, resulting in a better rate than all regional and national comparator averages. It is very slightly higher than the family group average. This can be regarded as an indicator of the effectiveness of diversion for young people possessing drugs or being found drunk and disorderly for the first time and of early help, specifically including crime prevention work undertaken by Mentoring Plus and Compass. The latest data available shows that the rate of first time entrants locally has reduced to its lowest rate since this data started to be collected. However, local data does not match and is not as promising as the YJB data. This is a national issue that has never been fully and satisfactorily explained. The Youth Crime Prevention Board meets twice per year and continues to scrutinise data to inform targeting of resources.



6. CONSULTATION

The Work Plan progress report has been consulted with managers within the Youth Offending Service and is reported to the Management Board twice each year. The report includes performance data which is presented to the Youth Offending Service Management Board on a quarterly basis, relevant parts of which are also shared with the Custody Review Panel and the Youth Crime Prevention Board.

Contact person	Sally Churchyard, Head of Young People's Prevention Services Sally_churchyard@bathnes.gov.uk
Background papers	Youth Justice Plan 2018-19
Please contact the report author if you need to access this report in an alternative format	

Appendix: Youth Justice Plan Progress Report, March 2019

Departmental priority: A strong economy and growth

Divisional Priority 1: Narrow the gaps in education and employment outcomes for vulnerable groups of children and young people (Children and young people have equal life chances)

Indicators: a. Increased proportion of YOS young people engaged in education, training and employment;
b. Number and % of young people aged 16-18 who are NEET;
c. % of 16 and 17 year olds with offer of education or training by 30 September

Actions	Intended Impact	Timescale	Progress
1. Work with the City of Bath College and other partners to increase the education and training offer to young people post-16	Earlier identification and achieving positive outcomes	September 2018	City of Bath college now has a representative on the YOS Management Board to help promote this. Youth Connect is piloting a Learn to Work programme which a number of YOS young people are benefiting from with the proactive support of the YOS Education Worker. Positive feedback from the YOS will contribute towards the future development of this course.
2. Obtain quality mark status as part of the national Youth Justice Special Education Need and Disability initiative	Earlier identification and achieving positive outcomes	March 2019	Improvements have been identified and the Service is moving towards readiness for external validation for this award.
3. Explore the correlation between fixed-term and permanent exclusions from school and offending and consider with partner agencies how this can best be addressed	Earlier identification and achieving positive outcomes	March 2019	Data has been reviewed and a third of the young people permanently excluded this year are known to the YOS but the relationship between these outcomes is not usually linear. Work is continuing to promote

			access to early help for young people at high risk of exclusion.
Departmental priority: A focus on prevention			
<u>Divisional Priority 2: Prevent and reduce significant harm and the need for children to grow up in care – achieve sustainable improved outcomes at the lowest level of intervention (Children and young people are safe and healthy)</u>			
<u>Indicators:</u> a. Reduction in the rate of first time entrants b. Reduction in the rate of re-offending c. Reduction in the rate of custodial sentences d. Increase in the proportion of young people in suitable accommodation			
Actions	Intended Impact	Timescale	Progress
1. Review the operating model for Compass	Ensure fit with Early Help Strategy	December 2018	Work is underway, involving staff and managers and taking account of new drivers and research. A revised model is to be introduced from June.
2. Develop and implement a multi-agency strategy to address the impact of adverse childhood experiences and its link with violent offending	Prevent violent offending	December 2018	The overarching Youth @ Risk Strategy was adopted by the Local Safeguarding Children Board in March and a multiagency task and finish group is meeting to develop a serious youth violence protocol, due to be completed in June.
3. Establish a multi-agency response to harmful sexual behaviour and review the local protocol	Prevent dangerous offending	December 2018	Completed The protocol has been revised and will become part of the Youth @ Risk Strategy. Update training has been commissioned for existing practitioners and a rota will be used to

			staff provision.
4. Deliver two Family Links parenting programmes to parents of teenagers	Enhance parenting skills	December 2018	Completed , with good attendance rates and positive feedback. Further programmes are planned for 2019.
5. Move to next stage of use of Enhanced Case Management (utilising a trauma recovery model, as part of a national pilot) or develop a local approach in its place	Reduce breach and re-offending	March 2019	YOS and practitioners from partner agencies including Social Care, Police and CAMHS undertook a 3 day training course in Trauma Recovery and using the Enhanced Case Management model. A follow up day is booked for 1 st April where a range of stakeholders have been invited. Recruitment of the two Senior Practitioners for the project has been successful (including a member of staff from B&NES YOS) and the YJB is finalising recruitment of the Clinical Psychologist. It is anticipated that the pilot will begin in May 2019.
6. Strengthen interventions for young perpetrators of domestic abuse	Address trauma and reduce offending	March 2019	A pathway has been drafted to identify what is in place for young people as a basis for introducing further interventions. The YOS is using the Step Up programme.
Departmental priority: A new relationship with customers and communities			
<u>Divisional Priority 3</u>: Keep children and young people at the heart of everything we do - listening to children and young people, parents, carers, victims of crime at team, service & divisional level			

Indicators: a. Restorative Service Quality Mark b. Feedback from service users			
Actions	Intended Impact	Timescale	Progress
1. Review and respond to the support provided to young people sentenced to custody in the light of their feedback to us	Service meet young people's needs	September 2018	Initial feedback has been reviewed and identified that young people have valued the support they received from the YOS. Further work is to gain more specific feedback.
2. Utilise the new feedback mechanism for all young people, collate their views and feed back to them on what we will do as a result	Young people's voices are heard	December 2018	Completed. Very mixed feedback was received from 19 young people and will be reported to the March YOS Management Board.
3. Review victims' feedback on the service they receive in the light of national quality standards	Quality services for victims	December 2018	This work will follow the imminent introduction of new standards, together with a revised victim Code of Practice.
Departmental priority: An efficient business			
Divisional Priority 4: Support staff to work effectively with children, young people and families through workforce development, streamlining systems and processes and focusing our resources			
Indicators: a. 90% staff have accessed required safeguarding training b. 100% staff have received Supervision and Performance Development Conversations			
Actions	Intended Impact	Timescale	Progress September 2017
1. Work with the Council Procurement Team to re-procure a youth justice database	Compliance	May 2018	Completed , with a continued contract with ChildView
2. Prepare the Service for full compliance with the General Data Protection Regulation including production of a child friendly Privacy Notice and associated policies	Compliance	May 2018	Completed including staff briefing, online training and updating of all associated policies.

3. Oversee the move of the Service to the Civic Centre in Keynsham and establish satellite offices for meeting with young people	Suitable places for young people's work	September 2018	Completed. Staff are now established in their new Keynsham office and have a reporting base in Bath.
4. Introduce a new operating model for office-based appointments and Panels and ensure all staff, young people and families are fully appraised	Safeguard future service delivery	September 2018	Completed and new arrangements are in place.
5. Prepare the Service for the new Inspection Framework	Readiness	September 2018	<p>Completed YOS case managers have taken part in a day of Case Audits using the new Inspection Audit template. Two YOS Management Board Members also took part in audits of Out of Court Disposal cases using the new HMIP template. Feedback has been positive and learning implemented. A second whole day of case audits is planned for April with the case managers within the team.</p> <p>The Management Board has been reviewing an outline schedule and the presentation that will need to be made at the outset.</p>
6. Model options for in-house Service continuity in light of anticipated further budgetary pressures	Improve targeting and access to service	March 2019	There has been no further structural or organisational work but the YOS is participating fully in work to clarify unified approaches to working with young people, including fuller adoption of 'think family' and trauma-informed

			approaches.
7. Address the support and training needs of staff as they take on more challenging work with young people	Staff are well supported	March 2019	Completed Staff have received good levels of training including in the new assessment process, in AMBIT and in Trauma Recovery. Feedback suggests that some staff may have outstanding training needs and this will be reviewed with them.