CITY OF WOLVERHAMPTON COUNCIL

Corporate Parenting Board
23 February 2016

Time	5.30 pm	**Public Meeting?**	YES	**Type of meeting**	Oversight

Venue   Committee Room 4 - Civic Centre, St Peter's Square, Wolverhampton WV1 1SH

Membership

Chair   Cllr Val Gibson (Lab)

Labour	**Conservative**	**Liberal Democrat**
Cllr Paula Brookfield	Cllr Christine Mills	Cllr Richard Whitehouse
Cllr Jasbinder Dehar		
Cllr Julie Hodgkiss		
Cllr Peter O'Neill		
Cllr Rita Potter		
Cllr Stephen Simkins		
Cllr Martin Waite		

Quorum for this meeting is three Councillors.

Information for the Public

If you have any queries about this meeting, please contact the democratic support team:

Contact	Carl Craney
Tel/Email	Tel: 01902 555046 or carl.craney@wolverhampton.gov.uk
Address	Democratic Support, Civic Centre, 1st floor, St Peter's Square, Wolverhampton WV1 1RL

Copies of other agendas and reports are available from:

Website	http://wolverhampton.moderngov.co.uk
e**mail**	democratic.support@wolverhampton.gov.uk
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Some items are discussed in private because of their confidential or commercial nature. These reports are not available to the public.

Agenda

Part 1 – items open to the press and public

Item No.   *Title*

1   **Apologies for absence (if any)**

2   **Declarations of interest (if any)**

3   **Minutes of the meeting held on 6 January 2016** (Pages 5 - 12)
         [For approval]

4   **Matters arising**
         [To consider any matters arising from the minutes of the meeting held on 6 January
         2016]

5   **Schedule of outstanding matters** (Pages 13 - 16)
         [To consider and comment on the summary of outstanding matters]

6   **Looked After Children - Children and Adolescent Mental Health Service
         (CAMHS)- Annual Report** (Pages 17 - 22)
         [To consider the 2014/15 Annual Report of the CAMHS in relation to Looked After
         Children – September 2014 – August 2015]

7   **Health Care Service for Looked After Children - Annual Report** (Pages 23 - 34)
         [To consider the Health Care Service Annual Report in relation to Looked After
         Children]

8   **Virtual School Headteacher Annual Report** (Pages 35 - 96)
         [To consider the Virtual School Headteacher Annual Report for 2014/15]

9   **Performance Monitoring Data** (Pages 97 - 106)
         [To consider the Performance Monitoring Data for January 2016]

10   **Exclusion of the press and public**
         [To pass the following resolution:

         That in accordance with Section 100A(4) of the Local Government Act 1972 the
         press and public be excluded from the meeting for the following items of business
         as they involve the likely disclosure of exempt information on the grounds shown
         below]

         ## Part 2 – items not open to the public and press

11   **Councillors visits to establishments**
         [To receive feedback on any visits to establishments undertaken by Councillors
         since the last meeting]

CITY OF WOLVERHAMPTON COUNCIL

Corporate Parenting Board

Minutes - 6 January 2016

Attendance

Labour

Cllr Paula Brookfield	Cllr Julie Hodgkiss	Cllr Rita Potter
Cllr Jasbinder Dehar	Cllr Peter O'Neill	Cllr Martin Waite

Conservative

Cllr Christine Mills

Liberal Democrat

Cllr Richard Whitehouse

Employees

Daphne Atkinson	Senior Social Work Manager
Parveen Bal	Foster Carer
Emma Bennett	Service Director - Children and Young People
Fiona Brennan	Designated Nurse, Looked After Children
Carl Craney	Democratic Support Officer
Dawn Duggan	Foster Carer
Louise Haughton	Senior Social Work Manager - Adoption
Craig Veasey-Ralph	Foster Carer
Alice Vickers	Corporate Parenting Officer

Item No.   *Title*

1   Election of Chair for the meeting

In the absence of the Chair, Cllr Val Gibson, it was proposed by Cllr Paula Brookfield, seconded by Cllr Rita Potter and

Resolved:
>   That Cllr Peter O'Neill be elected Chair of the meeting.

2   Chair's Announcement

The Chair, Cllr O'Neill wished those present a Happy New Year and invited them to introduce themselves. Introductions were duly made.

3   Apologies for absence (if any)

Apologies for absence had been received from the Chair, Cllr Val Gibson, Cllr Stephen Simkins and Alison Hinds, Head of Looked After Children.

4   Declarations of interest (if any)

No declarations of interest were made relative to items under consideration at the meeting.

5   Minutes of the meeting held on 11 November 2015

Resolved:
>   That the minutes of the meeting held on 11 November 2015 be confirmed as a correct record and signed by the Chair.

6   Matters arising

There were no matters arising from the minutes of the meeting held on 11 November 2015.

7   Schedule of outstanding matters

Carl Craney, Democratic Support Officer, presented a report which appraised the Board of the current position with a variety of matters considered at previous meetings of the Board.

Jan Barlow, Strategic Improvement Development Officer – LAC presented a Briefing Note in connection with the number of external placements in residential and foster care and the steps being taken by the Council to address quality and cost issues. She responded to various questions raised by Councillors.

Resolved:
>   That the report and the Briefing Note be received and noted.

8   **Fostering Service Annual Report 2014/15**

Daphne Atkinson, Senior Social Work Manager, presented the Wolverhampton Fostering Annual Report for the period April 2014 to March 2015. She explained that existing Foster Carers' were used to assist with the recruitment of new Foster Carers' and acted as "Champions" during recruitment campaigns. She advised on a number of recruitment events and campaigns which had been held during the period covered by the Annual Report. The Chair, Cllr Peter O'Neill commented that the marketing exercises had been more visible than those staged previously.

The Senior Social Work Manager reported that whilst the recruitment campaigns generated a lot of interest the expressions of interest did not always convert into tangible candidates as the essential criterion were not always met, for example: a free spare bedroom. She advised that 18 approvals had been made during the 2014/15 period and that 94.4% of placements had been filled. She advised on the support mechanism which was available to all Foster Carers'. She drew attention to the 141 Annual Foster Home Reviews which had been completed during the period with the standard remaining at a good level. Some 90% of Foster Carers' had completed their Children's Workforce Development Council Workbook.

The Chair enquired as to whether many Foster Carers' took up professional qualifications in the subject. The Senior Social Work Manager explained that all Foster Carers' were required to undergo formal training and that the Council was now providing opportunities for Foster Carers' to enrol on National Diploma courses with access to degree level courses being explored. She advised that the needs / skills base / competencies of each Foster Carer was assessed on an individual basis. Furthermore, some courses to support capacity to care were recommended to specific Foster Carers'.

Cllr Rita Potter questioned whether potential Foster Carers' were afforded the opportunity of a "trail run" in order to experience what was involved. The Senior Social Work Manager responded that the background and experience of each potential Foster Carer varied and those with no experience of child care were encouraged to undertake babysitting / child minding duties for friends and / or family. The assessment process did include scenario testing to assist in forming a view on the suitability of potential Foster Carers'. Assistance was available to potential Foster Carers' in determining whether the vocation was appropriate. Emma Bennett, Service Director for Children and Young People reminded the Board that Looked After Children could not be used in "trials".

Cllr Martin Waite commended the measurement of responses to the advertisements to recruit Foster Carers' but commented that a short term approach should not be adopted. He suggested that the profile of the service needed to be raised. He opined that the initial assessment process appeared to be labour intensive and enquired whether the key requirements were detailed from the outset in order to avoid applications which were unlikely to be able to progress.

Parveen Bal commented that the Council had a positive approach to recruiting Foster Carers' but that the lack of practical help to Foster Carers' was lacking. She was of the view that the lack of such practical assistance during difficult circumstances led to a breakdown in some relationships and that the lack of investment in internal carers'

in practical ways was detrimental to the service. She also expressed concern that such comments were ignored. Craig Veasey-Ralph informed the Board that after the completion of the initial assessment potential Foster Carers' were afforded the opportunity to attend a two day course which detailed the process and likely scenarios. The Senior Social Work Manager advised that a comprehensive range of literature was made available to potential Foster Carers' to assist them in determining whether they wished to progress their application. Furthermore, existing Foster Cares' were also used during the recruitment / assessment process. This approach was supported by Cllr Mrs Christine Mills.

Cllr Mrs Christine Mills enquired as to the checks undertaken when family / friends fostered children. The Senior Social Work Manager assured the Board that the same checks and support were undertaken and available to family and friends as to Foster Carers' who were not known by or to the Looked After Child.

Cllr Jasbinder Dehar enquired whether specialist training was made available to those Foster Carers' who were responsible for Looked After Children with, for example, Special Educational Needs, Dyspraxia, Attention Deficit Hyperactivity Disorder. The Senior Social Work Manager confirmed that training was provided as appropriate and that currently some 120 courses were available on-line. The Service Director, Children and Young people reported that part of the training was provided via the Virtual School and that access to a Link Worker was also available. Dawn Duggan spoke highly of the training which was provided and / or available to Foster Carers'. Craig Veasey-Ralph advised that in his experience as a Foster Carer looking after a child with behavioural needs he had attended training sessions at The Gem Centre which had been very helpful. The Senior Social Work Manager reported on a 16 week validated course which was available to Foster Carers'. Dawn Duggan advised that she had found this course very helpful.

Cllr Richard Whitehouse referred to Sections 10 and 11 of the Annual Report and enquired what assistance was available to Foster Carers' who experienced a problem with a particular child. The Senior Social Work Manager advised that, occasionally, there were disruptions in placements and that the initial response would be to attempt to stabilise the situation. If this was not possible an alternative placement would be sought. If this was not feasible every effort was made to address the issue and intensive support would be provided if appropriate. The primary issue would be to ensure that the Looked After Child understood what was happening and why. Every effort was also made to learn from the experience to avoid a repetition elsewhere. Parveen Bal commented that if the concerns raised initially by Foster Carers' had been acknowledged the number of such incidents would be reduced. The Senior Social Work Manager reminded the Board that every effort was made to make suitable matches between Looked After Children and Foster Carers'.

Craig Veasey-Ralph commented on the closure of the Foster Care Support service which had provided an accessible means of support and assistance. The service had been terminated on 31 December 2015, with this decision to change provider having been made in October 2015 but Foster Carers' had only been notified recently. He suggested that there was a need for communication between the Council and Foster Carers' to improve.

Resolved:

That the Fostering Service Annual Report for 2014/15 be approved subject to reference to the closure of the Foster Care Support service being included.

9   **To meet representatives of Foster Carers'**

Alice Vickers, Corporate Parenting Officer, reported that the representatives of the Foster Carers' had been requested to identify three points where the service worked well together with a further three points covering challenges faced by Foster Carers'. She advised the Board that a formal report had not been prepared and that it was proposed that a discussion be held.

Cllr Paula Brookfield enquired whether all Foster Carers' had been afforded the opportunity to contribute to the discussion. Craig Veasey-Ralph advised the Board that the issue had been discussed at the Foster Carers' Communications Group and that he and his two colleagues were representatives of the Foster Carers'. He outlined his experience as a Foster Carer and confirmed his dedication to the service. He expressed concern at the lack of communication between the Council and Foster Carers' and cited the example of the cessation of the contract with Heantun for the Foster Care Support service on 31 December 2015 which had been replaced by Foster Talk but the Foster Carers' had only been made aware recently of the new arrangements. He suggested that there was an urgent need for communications between the two parties to improve quickly.

The Chair, Cllr Peter O'Neill, commented that there appeared to be a need to ensure that there was a seamless transfer between service providers and also a need for improved communication and engagement between the Council and the Foster Carers'. The Service Director, Children and Young People undertook to take on board these issues and also to continue to support the Foster Care Forum. Craig Veasey-Ralph requested that the Newsletter be continued. The Corporate Parenting Officer confirmed that the Newsletter would continue to be produced and also that communication via Facebook would be used.

Parveen Bal advised that there was a lack of practical assistance at an early stage in emergency situations. The Service Director, Children and Young People sought clarification as to the type of assistance required. Parveen Bal replied that this was dependent on the child and Foster Parent in question as individual circumstances and experiences differed. She commented that all the problems previously drawn to the attention of the Foster Care Support service still existed. She cited a personal experience where assistance had not been available. Cllr Rita Potter enquired whether Social Work staff could have been expected to assist in such circumstances

Cllr Julie Hodgkiss enquired whether Foster Carers' had any input into health checks or dental checks of the children in their care. The Corporate Parenting Officer advised that in such circumstances it was the voice of the child which was significant. The Service Director, Children and Young People commented that this was an issue which could be given further consideration as there should be a number of opportunities for Foster Carers' to have an input into such consultations. Fiona Brennan, Designated Nurse for Looked After Children, advised that health reviews were conducted on a six monthly basis and Foster Carers' were invited to attend.

Craig Veasey-Ralph opined that, in his experience, this was not the case. The Designated Nurse for looked After Children confirmed that Foster Carers' should be invited to attend the assessments and that an opportunity also existed for input via the "Strengths and Difficulty Questionnaire (SDQ) where the views of both the Foster Carer and the Looked After Child had an opportunity to express their views. She undertook to look further into this issue.

Parveen Bal reported that Foster Carers' received a good level of support from the Council and were also afforded a lot of opportunities to undertake training. Dawn Duggan explained that she had been a Foster Carer for ten years and had always attended the medical assessments of children in her care. On occasions she had accompanied the child's natural parents to such assessments as they were able to provide background history and details of family health issues. She opined that lack of support in emergency situations was an issue which needed to be addressed and suggested that the "buddying" scheme be re-introduced.

Cllr Paula Brookfield enquired whether the Foster Carer Forum would be self-supporting. Craig Veasey–Ralph commented that the Forum would require some support from the Council. The Service Director, Children and Young People confirmed that the "buddying" scheme was being continued. The Senior Social Work Manager reported that a Training Officer had been appointed and the process of recruiting to the Family Support Worker's post to support the buddy scheme was on-going. Dawn Duggan enquired whether the Volunteer Driver scheme was still in existence. The Service Director, Children and Young People confirmed that this service was available to assist Looked After Children to continue to attend their original school after being placed in care. Dawn Duggan explained that whilst this was welcome it was not sufficiently flexible to enable Looked After Children to participate in after school activities. The Service Director, Children and Young People offered to discuss this matter further outside the meeting.

Resolved:
1. That the representatives of the Foster Carers' be thanked for attending and participating in the meeting;
2. That the Service Director, Children and Young People and the Designated Nurse for Looked After Children follow up the various issues now raised;
3. That all Foster Carers' be appraised of the proposed way forward for the service.

10   **Interim Adoption Agency Report**

Louise Haughton, Senior Social Work Manager – Adoption, presented a report which detailed the work of the Adoption Service during the period April 2015 to September 2015 and which provided information in relation to adoption locally.

Resolved:
That the City of Wolverhampton Council Adoption Service Interim Report be received and noted.

11   **Performance Management Data**

Page 8

The Service Director, Children and Young People, presented the Performance Report for January 2016 (data as at November 2015) and responded to a number of questions.

Resolved:
   That the report be received and noted.

12   **Exclusion of the press and public**

Resolved:
   That in accordance with Section 100A(4) of the Local Government Act 1972 the press and public be excluded from the meeting for the following items of business as they involve the likely disclosure of exempt information contained in paragraph 1 of the Act, namely information relating to any individual.

13   **Councillors visits to establishments**

The Board considered a report on the visit to Upper Pendeford Farm undertaken by Cllr Val Gibson on 19 November 2015. The Service Director, Children and Young People reported that steps had been taken to put a Quality Assurance system in place and on the proposals to change the use of this establishment to a respite care and edge of care home. In response to a question from Cllr Richard Whitehouse she advised that the concerns raised by staff in relation to the change of use had been addressed.

Resolved:
   That the report be received and noted.

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CITY OF WOLVERHAMPTON COUNCIL

Corporate Parenting Board
23 February 2016

Report Title	Summary of outstanding matters
Cabinet Member with Lead Responsibility	Councillor Val Gibson Cabinet Member for Children and Young People
Wards Affected	All
Accountable Director	Emma Bennett – Service Director – Children and Young People
Originating service	Governance
Accountable officer(s)	Carl Craney Democratic Services Officer Tel 01902 55(5046) Email carl.craney@wolverhampton.gov.uk

Recommendations for noting:
The Corporate Parenting Board is asked to consider and comment on the summary of outstanding matters

1.0 Purpose

1.1 The purpose of this report is to appraise the Board of the current position with a variety of matters considered at previous meetings of the Corporate Parenting Board Board.

2.0 Background

2.1 At previous meetings of the Board the following matters were considered   and details of the current position is set out in the fourth column of the table.

DATE OF MEETING	SUBJECT	LEAD MEMBER / OFFICER	CURRENT POSITION
1 July 2015 and 30 September 2015	Review of Children and Adolescent Mental Health Service (CAMHS)	Emma Bennett	Report to 30 March 2016 meeting
1 July 2015	Details of casework, in terms of number of cases, of individual Social Workers	Emma Bennett	Report to 30 March 2016 meeting
1 July 2015	Academic achievements of Looked After Children and support provided to poor achievers	Darren Martindale	Report to 23 February 2016 meeting
30 September 2015	Report on "New Belongings" project to be circulated to the Board	Emma Bennett	Report circulated on 28 October 2015 and to be considered at 30 March 2016 meeting
30 September 2015	Report back on visit to Merridale Street West	Cllrs Peter O'Neill and Stephen Simkins / Alice Vickers	Report to a future meeting
6 January 2016	Representatives of Fostering Carers' – various matters raised	Emma Bennett	Reports to future meetings

3.0   Financial implications

3.1   None arising directly from this report. The financial implications of each matter will be detailed in the report submitted to the Board.

4.0   Legal implications

4.1   None arising directly from this report. The legal implications of each matter will be detailed in the report submitted to the Board.

5.0   Equalities implications

5.1   None arising directly from this report. The equalities implications of each matter will be detailed in the reports submitted to the Board

6.0   Environmental implications

6.1   None arising directly from this report. The environmental implications of each matter will be detailed in the report submitted to the Board.

7.0   Human resources implications

7.1   None arising directly from this report. The human resources implications of each matter will be detailed in the report submitted to the Board.

8.0   Corporate landlord implications

8.1   None arising directly from this report. The corporate landlord implications of each matter will be detailed in the report submitted to the Board.

9.0   Schedule of background papers

9.1   Minutes of previous meetings of the Board and associated reports.

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Agenda item no: Enclosure no:	6

Meeting:	Corporate Parenting Board

Date:	10th February 2016

Title:	CAMHS Looked After Children's Mental Health Report

Presented by:	Roberta Fry

Prepared by:	Roberta Fry

Purpose:	Information	√	Discussion	√	Recommendation		Approval	

Additional resources required:		Yes		No	√

This report covers (tick √ all that apply):

Strategic objectives:	
We will nurture a culture which provides: **safe, effective, caring, responsive and well led services**.	√
We will **involve and listen** to patients, carers and family's **experience to continually improve services** we provide.	√
We will be a **leading provider** of specialist mental health, learning disability and children's services, proactively seeking opportunities to develop our services, **building partnerships** with others, to **strengthen and expand** the services we provide.	√
Attract and retain well-trained, diverse, flexible, **empowered and valued** workforce.	√
Resources will be used effectively, **innovatively** and in a **sustainable** manner.	√

Evidences compliance to:						
Health & Safety Executive						
Care Quality Commission	Safe	√	Caring	√	Responsive	√
	Effective	√	Well Led			√

Number of pages in Document	5	Number of Appendices	0

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Executive Summary

The Child and Adolescent Mental Health Service (CAMHS), Looked After Children's (LAC) Team provides a therapeutic service to children and young people whom may be either looked after and/or adopted. Typically these children will have suffered considerable trauma and will present as being insecurely attached resulting in the requirement for specialist intervention.

In recognition of this requirement Wolverhampton CAMHS in conjunction with Social Services and education department have resolved to provide a quality service to looked after and adopted children.

The CAMHS Service provides an integrated and consistent approach to Looked after Children (LAC), by placing the child at the centre of care provided, the clinician allocated to work with a child prior to their care placement will continue to support the child following placement rather than allocation to a new clinician.

The service is able to access specialist medical expertise and systemic family psychotherapy and the Jigsaw Clinic when it is needed, alongside this service wide support for LAC, there is some limited therapeutic capacity provided by a small number of clinicians, who have some of their time dedicated exclusively to children who are looked after and require therapeutic work. A further highly specialist Clinical Psychologist has recently been appointed (0.4 wte.) who has extensive experience of working in this area of practice.

1.0 Looked After Children's Team

The looked after children's team has positive staff retention with longstanding staff members and consists of the following:

Fig 1. Looked After Children's Team

WTE	Professional Title
1.0	Social Worker
1.0	Child Psychologist
0.64	Highly Specialist Clinical Psychologist (LAC & LD)
0.48	Highly Specialist Clinical Psychologist (CAMHS & LD)
0.48	Consultant Clinical Psychologist (Team Manager) (LAC & CAMHS)

Fig 2. Current Caseload

Open Cases	113
New Referrals – April 2014 – March 2015	86
Discharges – April 2014 – March 2015	90

Following assessment the average length of care episode is 85 weeks correlating with the highly complex needs and care required suggested by research, clinical experience and knowledge.

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2.0 Clinical Activity

All referrals to the LAC team are screened on a daily basis this involves a LAC clinician undertaking an initial assessment and where necessary further research and collation of information to ensure that all relevant clinical information is available for the professionals meeting at which point the referral will be discussed and allocated accordingly. Information relating to the originating authority is also established in order to ensure relevant funding is sought to support the child's intervention and care within the service particularly when a child has been placed from 'out of area'

The information required includes:

- Current context and reasons for child or young person coming into care
- Chronology of events and Genogram
- List of all professionals and contact details
- Care plan

Following collation of the above a professionals meeting is facilitated (5 per month), each professional involved in the child's life is invited to attend to ensure consideration of all relevant information pertaining to the child is available to inform recommendations for care required.

Due to the highly complex needs and nature of referrals correlating with care required suggested by research, clinical experience and knowledge, the average length of episode of care is 85 weeks with the average wait time at 9.1 weeks.

Fig 3. Wait times & length of consultations

Average Wait Time - Referral to First Contact (in weeks) 2014/15
Data Source: Oasis

Average of Wait Team Description	Seen Month May-14	Jun-14	Jul-14	Aug-14	Sep-14	Oct-14	Nov-14	Dec-14	Jan-15	Feb-15	Mar-15	Average
CAMHS LOOKED AFTER CHILDREN WOLVERHAMPTON	6.2	8.0	6.5	4.2	9.5	7.8	8.0	6.3	20.2	5.7	10.2	9.1
Average	**6.2**	**8.0**	**6.5**	**4.2**	**9.5**	**7.8**	**8.0**	**6.3**	**20.2**	**5.7**	**10.2**	**9.1**

Average length of episode – 2014/15
Data Source: Oasis

Average of Length of Episode Team Description	Discharge Month Apr-14	May-14	Jun-15	Jul-14	Aug-14	Sep-14	Oct-14	Nov-14	Dec-14	Jan-15	Feb-15	Mar-15	Average
CAMHS LOOKED AFTER CHILDREN WOLVERHAMPTON	11.4	60.6	21.4	88.8	77.6	42.8	65.0	15.9	111.2	135.1	179.5	77.3	85.0
Average	**11.4**	**60.6**	**21.4**	**88.8**	**77.6**	**42.8**	**65.0**	**15.9**	**111.2**	**135.1**	**179.5**	**77.3**	**85.0**

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3.0 Consultation

The service offers weekly consultation to Social Workers at the Beldray Buildings through bookable appointments, one day per week (8 slots) to support and facilitate attendance. Consultation is available for all Social Workers across the city who have Looked after children and/or adopted children on their caseload. Consultations attended equated to 186 during April 2014 – March 2015.
Monthly consultation is offered on site to Merridale unit staff to support and facilitate attendance.

3.1 Direct therapeutic work

Direct therapeutic work involves the following according to the needs of the child:

- Child on their own
- Child and carer together
- Carer on their own
- A worker to see the child and another to see the carer

Clinical interventions aim to integrate attachment, systemic, psychodynamic and psychoanalytic traditions in practice recognising the individual needs of the child or young person. This approach involves working with others involved in their care (foster carers, residential workers, looked after children's nurses) as an approach to actively engage them within the service.

For the young people who actively engage in individual appointments a number of approaches are utilised e.g. theraplay, psychotherapy, dyadic developmental psychotherapy the benefits of which for the child or young person include,

- Feeling listened to and understood
- Able to talk or be quiet depending on what feels right for them at the time
- Assistance to make sense of often difficult, painful and confusing feelings
- Exploration of relationships with significant others i.e. carers, with the young person directly or with the carer separately with another worker.

Additional benefits include stabilisation of placements through effective exploration and thus understanding of relationships whilst also achieving improved school attendance and attainment. Other benefits include enabling the child and young person to achieve a happy and fulfilled life in the immediate future and longer term.

Sometimes outcomes can be more limited as therapy is challenging and can prove painful for the child or young person, which may result in a requirement for extended exploration and containment prior to being able achieve noticeable outcomes following therapeutic consultations. Each child is unique and following a thorough assessment will have an understandable plan which will be developed with colleagues and the child/young person.

3.2 Child Story Summary

Child A is one of 5 children who became a looked after child and was placed in foster care along with one of their siblings, the foster carer adopted the sibling but not child A. The foster placement broke down in relation to child A, resulting in a new foster carer being appointed understandably this was a difficult situation for child A to comprehend, the LAC team with a

consistent team member approach is 'holding' child A, providing consistency and containment in changing and challenging times for Child A and is supporting Child A to adapt to their new environment whilst also providing the new foster carer with the necessary support regarding nurturing attachments to facilitate a positive placement and thus provide some stability for Child A.

4.0 Training Program – Nurturing Attachments & Complex Trauma

The service has developed and delivered a training program for foster carers who foster children/young people who meet the criteria for specialist CAMHs, in order to equip them with the necessary knowledge and skills to provide attachment focused parenting.

Criteria: Children have an active file with the CAMHs LAC team and have a presentation that meets Specialist CAMHs (Tier 3) services.

Programme: 3.5 hrs weekly week course for an 18 week duration with 2 experienced clinicians.

Aim: To support development of foster carers knowledge and skills in attachment focused parenting.

Group 1 February – July 2015 – Foster carers of 15 children attended
Group 2 September 2015 – February 2016- Foster carers of 11 children attended

Positive feedback has been received from the parents who attended the program and during a recent Care Quality Commission (CQC) inspection it was felt that the facilitators of the program were kind and caring, as an adopter themselves the inspector commented that they would have appreciated a program of this nature when first adopting.

5.0 Service Developments

The service has developed a questionnaire for the children/young people to provide feedback to the service and enable consideration of positive experiences whilst also providing insight into areas for potential improvement. This will be implemented during 2016/17 the results will be included in the next annual report.

6.0 Summary

The CAMHs LAC team are passionate about providing a therapeutic service to looked after and adopted children who have suffered trauma in order to support them to look back and to try and make sense of their lives whilst somehow integrating their complex and changing circumstances. It should be recognised that talking therapy is not suitable for all and is often not an easy journey to undertake therefore sufficient time with skilled practitioners is essential to support children and young people accessing this service.

In order for LAC children to continue to receive the necessary support to enable them to achieve positive outcomes; the service needs continued multiagency support and co-operation to enable an environment which is able to facilitate meaningful and sustained support for Children/Young people, carers and professionals working with them.

The genuine interest and continued support given by the corporate parenting board as elected members of Wolverhampton City Council is appreciated by the Looked after children's CAMHs team.

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WOLVERHAMPTON CLINICAL COMMISSIONING GROUP

Corporate Parenting Board

Health Services for Looked After Children Annual Report September 2014 -August 2015

Date of Meeting: 23rd Feb 2016. Agenda item: (7)

TITLE OF REPORT:	Health Services for Looked After Children Annual Report September 2014 - August 2015
PURPOSE OF REPORT:	This report aims to summarise the key areas of development and outcomes achieved by local health service providers during the identified time frame.
REPORT WRITTEN BY:	Fiona Brennan Designated Nurse Looked After Children Dr C Ramalingam Designated Doctor Looked After Children
REPORT PRESENTED BY:	Fiona Brennan and Dr C Ramalingam
KEY POINTS:	The report was collated with information made available by the Designated Doctor and Nurse LAC, Named Doctor and Nurse LAC, the Prevention coordinator, Think - Wolverhampton Sexual Health Service, Family Nurse Partnership and Wolverhampton Clinical Commissioning Group (WCCG).
RECOMMENDATIONS:	
CORPORATE PARENTING BOARD ACTION REQUIRED:	☐ Decision ✓ Approval ☐ Assurance

Implications on resources	The capacity of the LAC health team needs to be increased in order to meet the demands on the service.
Legal implications	Potential non-compliance with the Children Act 2004 specifically s10 (Co-operation to improve wellbeing) & s11 (Arrangements to Safeguard and Promote welfare).

1.   Purpose of the report

1.1   This report aims to:

> Summarise the key areas of development and outcomes achieved by local health service providers during the identified time frame.

> To provide assurances that action is being taken to resolve on-going issues.

> Includes information on current and future work activities.

2   Recommendations

2.1   The report be received and noted.

3   Background

3.1   Looked After Children (LAC) and young people share many of the same health risks and problems as their peers, but often to a greater degree. They often enter care with a worse level of health than their peers in part due to the impact of poverty, abuse and neglect. Longer term outcomes for looked after children remain worse than their peers.

3.2   The roles and responsibilities of the NHS regarding service provision for children and young people in care are defined in key legislation and statutory guidance. The NHS contributes to meeting the health needs of Looked After Children by;

1. Commissioning effective services
2. Delivery through provider organisations
3. Individual practitioners providing co-ordinated care for each child, young person and carer

4   Commissioning effective services – current arrangements.

4.1   Wolverhampton Clinical Commissioning Group (WCCG) are statutorily responsible for ensuring the organisations from which they commission services provide a sound system that safeguards vulnerable children and adults. This includes specific responsibilities for our LAC. Under the Health and Social Care Act 2012 Act WCCG will be responsible for commissioning most health services, including co-operating with local authorities to commission statutory health assessments and reviews. CCGs, together with colleagues in local authority services and NHS England, should monitor and review arrangements and services against agreed quality standards, to ensure a robust service is in place.

4.2   As per the revised guidance "Promoting the Health and Wellbeing of Looked After Children (2015)" Wolverhampton CCG has secured the expertise of designated professionals for Looked after children. The Designated Nurse (DNLAC) and Designated Dr LAC commenced in post in July 2015. On a positive note this has

meant that statutory duties and responsibilities within the guidance are now being addressed and implemented.

4.3 The CCG are working closely with providers and the LA to review the service provision for Looked After Children along with the wider children commissioning arrangements in order to ensure new contracts and service specifications fully support an appropriate service to meet the statutory requirements and the health needs of this vulnerable group of children and young people.

4.4 When children are placed out of area the originating CCG remains the responsible CCG for commissioning services. Guidance states that continuity of services for placements outside the local authority or health boundary identifies that LAC should not be disadvantaged when they move across local authority or health boundaries and should continue to receive the services they need.

4.5 **Statutory Health Assessments.**

➢ Local authorities are responsible for making sure a health assessment of physical, emotional and mental health needs is carried out for every child they look after, regardless of where that child lives. These are undertaken by specialist health professionals.

➢ The initial health assessment (IHA) should result in a health plan, which is available in time for the first statutory review by the Independent Reviewing Officer (IRO) of the child's care plan. That case review must happen within 20 working days from when the child started to be looked after.

➢ The review health assessment (RHA) of the child's plan must happen at least once every six months before a child's fifth birthday and at least once every 12 months after the child's fifth birthday. The child's social worker and IRO have a role to play in monitoring the implementation of the health plan, as part of the child's wider care plan.

4.6 **Current arrangements**

➢ Throughout the reporting timeframe a number of changes to working arrangements have occurred directly impacting on the coordination of RHA's for Wolverhampton Children placed outside of the City.

➢ It was identified that due to the lack of pathways regarding the commissioning of out of area health assessments, children and young people were not receiving their health assessments in a timely manner resulting in non-compliance with statutory timescales, inequality in access to services and the quality of services provided.

➢ WCCG took the decision to coordinate the health assessments for all Wolverhampton children placed outside of the City until such a time that a review of the current LAC (including fostering and adoption) is complete and a robust and sustainable model of service can be developed. The DNLAC undertakes all of the

RHA's for those children placed in adjoining local authorities (Sandwell, Dudley, Walsall and parts of Birmingham), and commissions those further afield since July 2015.

➤ Health Care provision for our LAC placed in city is delivered by Royal Wolverhampton NHS Trust (RWT) as part of Community Paediatric Services and is funded via block contracts for Community Paediatrics (medical element), commissioned by WCCG.

➤ There was a delay in the health assessments for LAC placed in the surrounding areas and placed at a distance. The delay in the surrounding area assessments have improved since the appointment of Designated Nurse LAC. The WCCG works closely with Wolverhampton local authority and other authorities where our children are placed to ensure timeliness of health care assessments and review. However as we are relying on external area's to complete this assessments for children placed at a distance, it remains to some degree out of our control. There were delay in meeting the statutory timescales on health assessments for children placed in Wolverhampton, however this is improving.

4.7.1   The table below identifies the number of Wolverhampton LAC, and where they are placed showing that approximately 60% of Wolverhampton LAC are placed out of area.

	Number	%age
Wolverhampton City Council	**265**	**39.3**
Dudley Metropolitan Borough Council	43	6.4
Sandwell Metropolitan Borough Council	41	6.1
Walsall Metropolitan Borough Council	54	8.0
South Staffordshire Council	41	6.1
All in Adjoining LAs	**179**	**26.6**
Anywhere Else - not in W'ton or in Adjoining LAs	**230**	**34.1**
TOTAL LAC	**674**	**100**

4.8   **Key activities**

4.8.1 **Training**

➤ Wolverhampton CCG is one of the first in the West Midlands to deliver teaching to the primary care health team (GP, Practice nurses, managers and other health professionals). We have delivered 3 sessions on LAC as part of the Safeguarding Training during the reporting period. There will be an annual rolling programme.

4.8.2 **Mental Health**

➤ WCCG has commissioned an independent Child and Adolescent Mental Health Service (CAMHs) nurse to conduct a work to analyse and carry out review visits to children who are externally placed in June 2015. These visits included an

assessment of the child's emotional health needs, with recommendations for next steps including care pathways to be accessed and progressed. The Designated Nurse is working with the local authority to ensure that findings are incorporated into the children's care plans.

- ➢ Moving forward there is considerable work going on around ensuring that the mental health needs of our LAC are appropriately assessed, in a timely manner, and that as a result therapeutic interventions are streamlined to meet individual needs. This is particularly pertinent when we place children out of the city. When a therapeutic placement is being requested for any child/young person, the nature of therapeutic input required must be specified as part of the multi-agency process and have been subject to specialist professional assessment by the approved CAMHS professional. Such care and placement provision often incurs high costs and will involve a major life change for the child/young person, their family and carers. These are the decisions that require the highest quality multidisciplinary assessments, robust governance, quality assurance and monitoring processes. It is positive therefore that the CCG have approved funding for a CAMHS nurse therapist to support these arrangements over a 12 month period. The nominated clinician will ensure that when a child is placed out of area, there is a timely referral into local CAMHS and continued review and support is offered with involvement of the DNLAC as required.

- ➢ A referral pathway has been developed to ensure timeliness and consistency of CAMHS input, particularly when children move to out of area placements (appendix 1)

- ➢ Co-location within the local authority has proved invaluable in strengthening relationships and improving processes to support the delivery of services to LAC, particularly around identification of mental health needs, and the support of resulting referrals.

5   Delivery through provider organisations

5.1   The Looked After Children health team employed by Royal Wolverhampton NHS Trust is made up of the Named Dr LAC, Named Nurse LAC and LAC administration officer.

5.2   Legislation, national directives and local needs and priorities determine the work of the Looked After Children Health Steering group, the Terms of reference of which are currently under review. This group operates as a multi-agency business forum to monitor and review the on-going provision of local health care services for children and young people in care and has established links with the Children In Care Council. Health care services engage in the Corporate Parenting agenda via membership of the Corporate Parenting Executive Group and via attendance at the Corporate Parenting Panel.

5.3   In addition the group records the activity and number of referrals received and seen within the statutory timeframe. From September 2014 to August 2015

- ➢ The total number of Initial Health Assessments done during this time was 107 and Review Health Assessments were 550.

5.3.1   Throughout this period, a number of issues were identified and actions taken to address the problems identified include:

 ➢ Regular meeting with social care admin team to ensure the correct documents are consistently provided for medical examinations to prevent the delay in meeting the statutory timescales for the medical assessments. Pathway for referrals were made and shared with social care.
 ➢ A locum doctor was appointed to report temporarily on prospective adopters and foster carers and this helped in improving the timeliness of the health reports.
 ➢ There had been on-going delays in in addressing the review health assessments of children placed out of area and RWT arranged additional clinics to clear the outstanding reviews until June 15 when Designated Nurse Lac came into post.
 ➢ The new LAC database was set up by RWT and is in practise now.

5.4   Audit on health needs of looked after children conducted during this period to look at whether health issues are being identified and addressed with appropriate referrals made. It identified that LAC children can have a variety of different health needs highlighting the importance of timely health assessments, and that a large proportion of children have emotional and behavioural needs, and/or learning/developmental difficulties. It is positive to note that appropriate referrals were made and followed up.

6   Individual practitioners providing coordinated care for each child, young person and carer.

Work activities completed between September 2014 and August 2015.

6.1   The overall work programme objectives continue to be underpinned by the following principles:

 ➢ The health and wellbeing of children and young people are maximised
 ➢ Inequalities in health status are minimised
 ➢ Children and young people receive timely and appropriate health care provision according to need
 ➢ Care planning and health care service developments are informed by children and young people.

6.2   The key areas of work activity and outcomes in accordance with the 2014/15 Corporate Parenting Action Plan has been as follows:

 ➢ To provide information on sexual health and improve the sexual health behaviours of Looked After Children and Care Leavers.
 ➢ Improve the transition services offered to our Looked After Children including health passports and care leaver summaries.
 ➢ Continue to develop systems and services which enable timely and effective health care service delivery to children placed in and out of the city.
 ➢ Further strengthen pathways and partnership working between mental health services, to support the therapeutic needs of individual Looked After Children.
 ➢ To review the accessibility of health assessments to minimise the amount of children who have to miss school to attend these assessments.

6.3 Named Dr LAC/ Medical Advisor for Adoption and Fostering

➢ The Named doctor for LAC has the responsibility for reviewing/quality assuring all LAC assessments carried out by medical staff (the named nurse overseeing those produced by school nurses/health visitors/nurse practitioners).

➢ Prospective adoptive parents and foster carers are assessed for their medical suitability following the receipt of correspondence from the GP and or other health professionals, if applicable. The reports are prepared by a specialty doctor.
  In the 12 months, September '14 to August '15, there were 200 reports for fostering applicants and 49 for prospective adopters. All reports were quality assured by the medical advisor/named doctor.

➢ There are dedicated LAC clinics held at the Gem centre where children are seen mostly for IHAs but some also for RHAs. These are carried out by Paediatric Specialist Trainee doctors, Specialty Doctors and Advanced Nurse Practitioners. There are between 6 and 8 LAC clinics a month, run by Nurse Practitioners, Specialty Doctors and Speciality Trainees.

➢ An appointment is offered in clinic within a couple of weeks of the receipt of the request and paperwork from social care, and reports are sent within 3 weeks of being seen. All IHA/RHA summaries are now typed (with the exception of those carried out by school nurses currently) for distribution.

➢ There are now two medical advisors (Named Dr LAC is also one of the medical advisors) to the adoption panel and one specialty doctor who complete adoption medicals since August 2015. There are 4 adoption clinics per month. Children who are awaiting adoption and prospective adopters meetings are arranged within these clinics. The Named Doctor/Medical Advisor meets the prospective adopters to share the medical information on the children they are going to adopt.

➢ Between September'14 and August'15, 69 children were seen for pre-adoption medicals and 29 prospective adopters were seen in clinic. Reports are produced for all these meetings and are sent to social care by 2 weeks of the clinic appointment. The named doctor also receives requests for adoption medicals for completion from IHA/RHAs from within Wolverhampton and those children placed elsewhere in the country.

➢ Adoption panels are now held once per month. A Medical Advisor attends each panel.

6.4 Named Nurse LAC

➢ The Named Nurse LAC has provided a number of services directly to children and young people, providing support for those who reside in children's homes, to care leavers, and for those who require emotional health support at tier 1 and tier 2.

➢ In addition the Named Nurse is responsible for providing advice and guidance (to both front line staff and foster carers on request) and for the development and delivery of training to identified staff.

➢ In October 2014 the Named Nurse LAC presented at the regional LAC Dr's and Nurses meeting regarding the consultation work carried out with LAC young people on their views of their LAC health assessments in Wolverhampton. She was awarded the RWT Clinical Audit award on this work.

➢ Initial health assessments continue to take place as home visits by our Named Nurse for our teenage cohort who does not want to attend clinic. This has played a part in reducing the non-attendance level. In terms of those placed out of City, the DNLAC works closely with social workers and carers to encourage older children to attend, and is flexible around where the young person is seen.

➢ In order for the Named Nurse LAC to carry out her roles and responsibilities, collaborative working is essential. There is close collaborative working with Youth Offending Team Health Advisor and PRU School Nurse to ensure LAC in these settings has their health needs met. Monthly meetings take place between Named Nurse LAC and YOT Nurse to review care provision. Named Nurse also works closely with Sexual Health Prevention Co-ordinator.

Referral Rate Sept '14 - Aug '15

	Sept '14	Oct	Nov	Dec	Jan '15	Feb	Mar	Apr	May	Jun	Jul	Aug
IHA	18	28	1		12	11	12	12	3	0	8	2
RHA	43	82	69		64	48	85	44	55	3	51	6
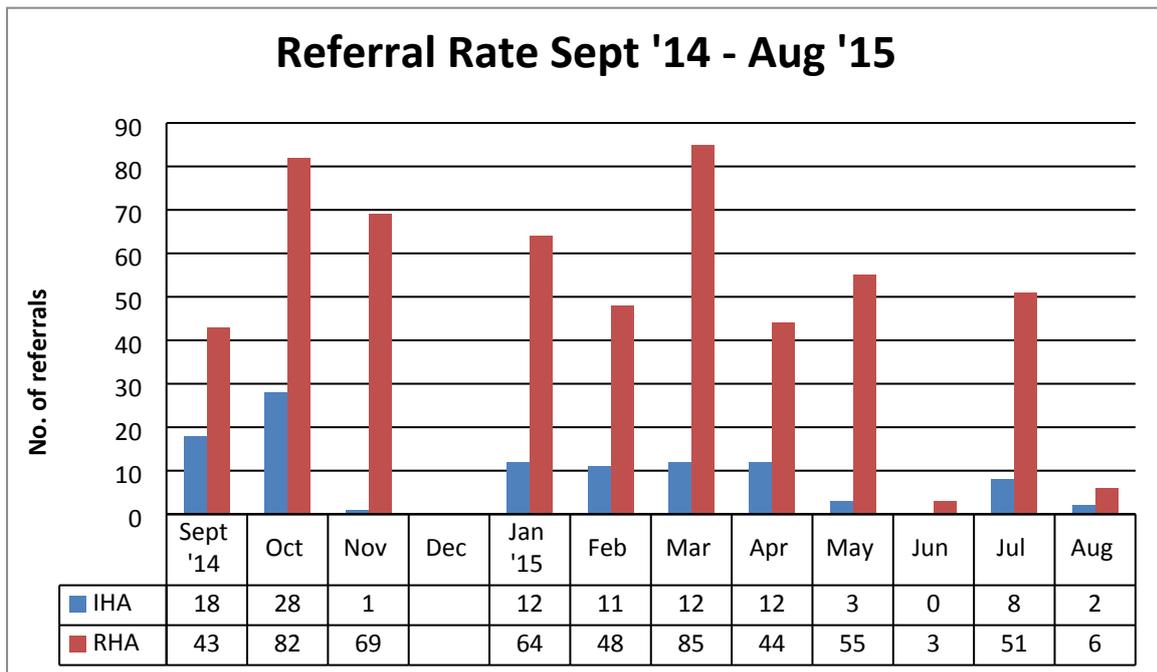
Total number of IHA 107 and RHA 550. The information for Dec 14 couldn't be obtained due to some initial difficulties in setting up the database.

### 6.5 Wolverhampton Sexual Health Service– Prevention Co-ordinator

6.5.1 Teenage Pregnancy

The latest under-18 conception figures (for 2013) were released by the Office for National Statistics in February 2015. The rate in Wolverhampton is the lowest since the baseline year of 1998.

Wolverhampton achieved a 52.5% decrease in the <u>rate</u> of under 18 conceptions from 1998 - 2013

Wolverhampton 1998 -2013

Conception rate per 1,000 women in age group
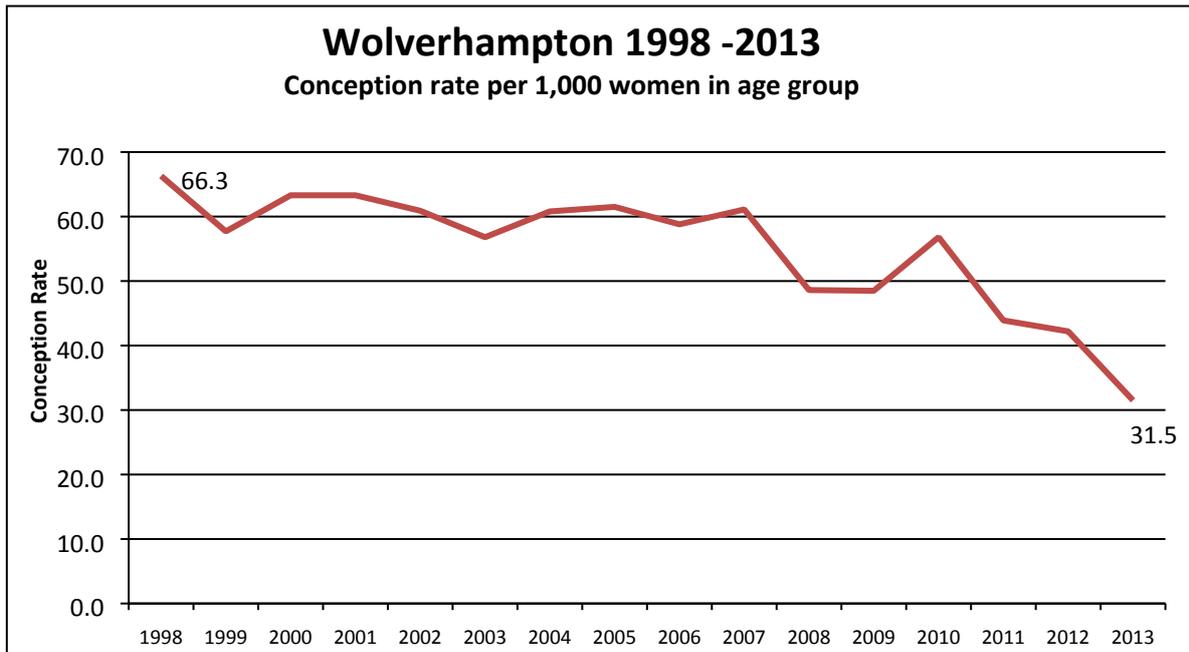
The <u>number</u> of under-18 conceptions has dropped by 51.7% since 1998

Wolverhampton 1998 - 2013

(Number of under 18 conceptions)
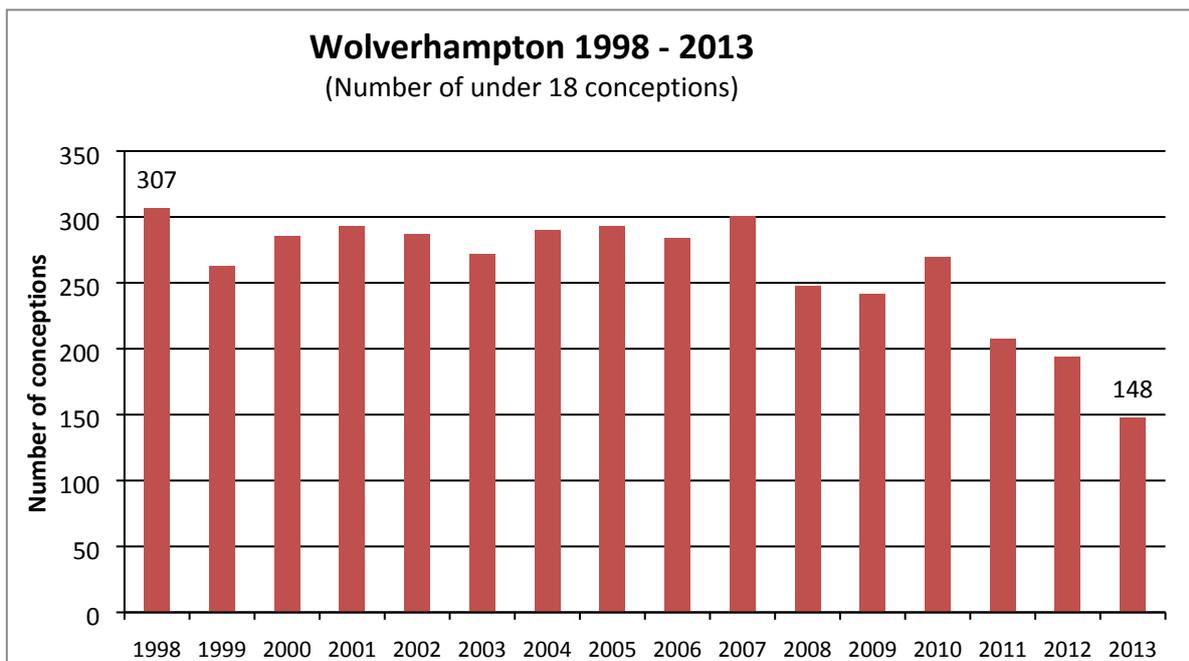
As the figures are retrospective, it is assumed that the rate amongst the LAC population decreased proportionately. It is difficult to obtain accurate figures for conceptions in LAC (as opposed to maternities) as termination data is anonymised and used only for statistical purposes.

The majority of under-18 conceptions are to young people aged 16 and over. There were 38 conceptions to under-16s in Wolverhampton in 2013, a rate of 8.6 (per 1000 females in age group). Of these, 44.7% were terminated.

6.5.2 Sexual Health Services

➢ The LAC Nurse and the Prevention Co-ordinator- Sexual Health Service work closely together to improve the awareness of sexual health amongst LAC. Pathways are in place to ensure the accessibility and availability of the service is streamlined for LAC. The LAC Nurse has the lead role in co-ordinating support for LAC in relation to sexual health and pregnancy. Promotion of the 'delay' message by the LAC nurse, in relation to sex and relationships, has been particularly successful with LAC / care leavers.

➢ There are arrangements in place to 'fast track' LAC to the service via the Senior Sisters, and the integrated service ensures that both contraception and Genito-Urinary Medicine (STI screening and treatment) needs can be covered.

➢ The service has recently started to record the number of LAC attendances for contraception, taken from the treatment codes. There have been 5 recorded from April – September 2015, but this figure is unlikely to show the full picture, as it relies on staff always recording the LAC status. It is hoped that recording will improve in future and will also include those attending for G.U.M services.

➢ LAC have access to free condoms and pregnancy testing at venues across the city, via the C card (condom distribution) and pregnancy testing schemes. Since January 2013 140 condoms have been issued to LAC via the C card scheme. However, as this data relies on workers across the city recording the LAC status of a young person on the C card registration form, it may not be complete.

➢ The Fowler Centre for Sexual Health in Building 3, New Cross Hospital is the main sexual health clinic in Wolverhampton and this venue has recently gained the DH 'You're Welcome' Young People Friendly accreditation.

6.5.3 Current messages in relation to sexual health.

➢ Condoms should be promoted as sexually transmitted infection (STI) prevention rather than contraception.
➢ Long Acting Reversible Contraception (LARC) methods should be promoted as the most effective contraception.
➢ Use of LARC method and condoms to prevent pregnancy and STIs.
➢ Continued promotion of the 'delay' message to young people.
➢ Focus on 'relationships' in Sex and Relationships Education (S.R.E)

6.6 Family Nurse Partnership (FNP)

➢ Over the last few months FNP has been working particularly closely with Local Authority support services, and with clients to prepare them for the birth of their babies. Intense work around attachment, appropriate other adults who are exposed to their babies, responsiveness to baby's needs and consistency is being delivered alongside relationship and sexual health advice. Despite high levels of risk, all of our clients are managing their babies safely and showing positive parenting signs. Our aim is to break the cycle of neglect and support mothers to keep their babies.

➢ Currently the team are working with 4 clients who are LAC. Their health assessments are completed by the Family Nurses for consistency; they also attend LAC health reviews as required. Support was also given by the team to Care Leavers Week, where sexual health session was delivered to a group of young care leavers, and pregnancy advice to the young women who were pregnant. This was a very successful session and resulted in the young people seeking out further information on local sexual health provision which was sent to them via their face book page.

➢ It has become apparent that clients in this cohort have a limited understanding of healthy relationships, and whilst they show very clear understanding of controlling and abusive relationships, this has little impact on the choices that they make. We also are struggling to access appropriate mental health services. The FNP supervisor has met with CAMHS to discuss a possible pathway and look at other therapeutic interventions which would be tolerated by the young client group.

Future Plans

1. To continue to monitor the timeliness of the health assessments and implementing electronic transfer of health assessment documentation to avoid delay in the reports.
2. To ensure all placement notifications/changes to be shared with the appropriate CCG health providers. When looked after children move from one CCG area to another, to ensure that their treatment continues uninterrupted.
3. A major gap in service provision in Wolverhampton includes the lack of a transitions nurse. For this reason a briefing paper proposing funding for this post will be presented by the DNLAC to the CCG, guided by the Care Leavers Strategy, to ensure that as a city this vulnerable cohort have timely access to mainstream and specialist health services, which meet their physical and mental health needs.
4. Support the LA in the completion of Strength and Difficulties Questionnaire for all looked-after children and ensure the outcomes of these are incorporated into their health care plan.
5. WCCG and provider services are working together to develop a robust and sustainable model of service for LAC in future.

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Wolverhampton City Council

Corporate Parenting Board
23 February 2016

Report title	**Virtual School Headteacher (VSH) Report 2014/15**
Cabinet member with lead responsibility	Councillor Val Gibson Children and Families
Wards affected	All
Accountable director	Emma Bennett – Service Director for Children and Young People
Originating service	Looked after Children
Accountable employee(s)	Darren Martindale Virtual School Head Tel 01902 551039 Email Darren.martindale@wolverhampton.gov.uk
Report to be/has been considered by	Education Board Meeting 5 February 2016

Recommendation(s) for action or decision:

The Corporate Parenting Board is recommended to:

1. Consider the enclosed report outlining outcomes for the Virtual School for Looked after Children in 2014/15

Recommendations for noting:

The Corporate Parenting Board is asked to note:

The continued improvements in educational outcomes for Looked after Children and identification of priorities for future development.

1.0   Purpose

1.1   To report on the work of the Virtual School for Looked after Children (LAC) over the 2014/15 academic year and to highlight successes, learning points and areas for further development

2.0   Background

2.1   The role of the Virtual School Head (VSH) for LAC is to be the lead officer responsible for improving educational outcomes for this vulnerable group, ensuring that the local authority effectively discharges its statutory duty to close the attainment gap between LAC and their peers. The VSH role itself became statutory in 2014 and the annual report of the VSH is now a document required by Ofsted during their inspection of services for children in need of help and protection, children looked after and care leavers. As such this report summarises the Local Authority's progress in its key responsibility to promote improved outcomes for the children in its care, and its care leavers.

3.0   Progress, options, discussion, etc.

All details are included in the body of the Virtual School Head's report which is included as an appendix to this report.

4.0   Financial implications

4.1   There are no direct financial implications as a result of this report
[NM/16022016/P]

5.0   Legal implications

5.1   There are no immediate legal implications arising from this report.
[TS/16022016/V]

6.0   Equalities implications

6.1   A full impact analysis should be undertaken on this report, however futher data and reporting capability is required in order for this to be completed. The VSH is working with colleagues in Business Intelligence on this and a full assessment will be completed as soon as the necessary data has been collected.

7.0   Environmental implications

7.1   There are no environmental implications

8.0   Human resources implications

8.1   All of the proposed developments can be made within existing resources

9.0   Corporate landlord implications

9.1   There are no corporate landlord implications

10.0   Schedule of background papers

10.1   LAC ATTAINMENT IMPROVEMENT PLAN – January 2016 Update: attached

Appendix:

Virtual School Headteacher (VSH) Report 2014/15

Contents

1.0   Introduction

1.1   This report summarises the educational outcomes of children in the care of Wolverhampton for the 2014/15 academic year.

1.2   The report outlines the various ways in which the COPE (Corporate Parenting & Education) Team and Virtual School Head (VSH) have worked to raise the achievement of LAC in 2014/15, and outlines plans for further development in key areas as detailed in the LAC Attainment Improvement Plan.

1.3   This report also seeks to inform knowledge and understanding in a number of areas pertinent to the achievement of LAC.

2.0   Cohort Information.

2.1   At 1 December 2015, there are:

- 456 pupils in the Virtual School; reception to year 11

- 204 (44.74%) are placed in Wolverhampton & 252 (55.26%) out-of-city

- 256 (56.14%) attend primary schools and 200 (43.86%) attend secondary

- 53 (11.62%) attend Special Schools

- 7 (1.54%) attend Pupil Referral Units (PRUs)

- There are 16 different ethnic groups – 29.61% are of other than white British origin

- 350 (76.75%) are recorded as having English as their first language, although there are 86 with no language recorded (18.86%)

- 150 (32.90%) are eligible for free school meals

- 54 (11.85%) have Statements of Special Educational Need

- There are 282 children placed in Wolverhampton who are looked-after by other local authorities

3.0   School Ofsted Ratings

3.1   Statutory guidance states that LAC should attend schools that are rated as either or good or outstanding by Ofsted.[1]

3.2   179 looked-after pupils who are educated in Wolverhampton attend a good or better school. 199 LAC who are educated outside Wolverhampton attend a good or better school.

3.3   This equates to over 80% of LAC attending schools rated as good or outstanding. 79% of LAC attend schools in Wolverhampton which are rated as good or outstanding, which is a huge improvement on 2013/14 (54%).

3.4   Our intention is to place LAC in the best schools available to them. However it is sometimes appropriate for a pupil to remain in a school rated as less than good or outstanding by Ofsted, for reasons such as placement stability, quality of the Designated Teacher for LAC, or the strength of the pastoral support provided by the school. These factors can be particularly valuable to the happiness and success of a looked-after child in school. In such cases, an informed assessment is made in the best interests of the child.

4.0   Education Support

4.1   The COPE (Corporate Parenting & Education) Team are committed to improving educational outcomes for Wolverhampton's LAC through a combination of direct, advisory and strategic work with Looked after Children, schools, social workers, carers and other stakeholders. COPE has continued to build its capacity to support Looked after

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[1] https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children

Children in 2014/15, utilising pupil premium funding and continuing to strengthen its partnerships with key stakeholders.

4.2 Managed by the Virtual School Head (VSH) for LAC, the Education part of this multi-disciplinary team consist of one full-time Teacher Advisor, 2.5 full time equivalent (FTE) Education Support Officers, one 0.5 FTE Data Officer and a full-time clerical officer together with the VSH. COPE also benefit from the support of two senior Education Psychologists (0.9 FTE) and a Counselling Psychologist (0.6FTE), as well as strong links with Child and Adolescent Mental Health Services (CAMHS) and other key agencies.

4.3 In 2014/15 COPE have increased the level of direct study support that they provide for LAC in schools. The team has placed a particular focus on certain priority areas, as highlighted in the VSH's 2015 Annual Report, such as literacy at Key Stage 1. Pupil Premium has funded additional training for COPE in specific learning interventions, significantly improving the team's capacity to raise progress and attainment. These interventions include *Catch-up Literacy* and the *Turnabout Programme*, an intensive intervention (3 weekly sessions) which helps younger pupils to overcome barriers and develop their own strategies for learning and meta-cognition. COPE (alongside the Education Psychology service) were also trained to deliver *Emotion Coaching*, a strategy for supporting teachers to meet the needs of pupils with attachment or trauma-related difficulties. Early indications of the outcomes of this training are very positive; a foster carer provided excellent feedback on one young person who is receiving the Turnabout intervention from COPE:

…his foster carer is amazed by the difference she has seen in his understanding and concentration. She states that S has built a really positive rapport with J and he enjoys the sessions with her.

4.4 The activities of the Educational Psychologists and Counselling Psychologist working within the COPE Team are varied and include:

- **Consultation** with Social Workers, teachers and other stakeholders
- **Assessment** of LAC, both in-city and out
- **Interventions** relating to learning, social, emotional and mental health needs
- **Training** for professionals and carers
- Attending **multi-agency meetings** where their specialist input is required. These include Pillars of Parenting consultation meetings
- Supervision and **reflective practice and solution focussed cases meetings**.

4.5 As part of the drive to improve the attainment of LAC in Wolverhampton schools at Key Stage 4, the VSH has also employed two Assistant Education Psychologists (.8FTE) in 2015, funded by the Pupil Premium Grant. These colleagues support LAC in year 11 who attend Wolverhampton schools and have the potential to achieve good GCSEs but are at risk of underachieving. These "borderline" pupils are receiving extra support with

coursework, revision, exam preparation etc, and additional training is also being offered to foster carers in supporting their children's education.

4.6   COPE's psychologists have also invested in additional assessment tools in 2015 such as the BAS (British Ability Scale), BERS (Behavioural & Emotional Rating Scale) and CAS (Children's Aggression Scale), enabling the team to provide a wide range of assessments - not only of children's additional needs but also, crucially, of their *strengths*.

4.7   As well as the Assistant Education Psychologists, pupil premium has funded a 0.5 FTE Employment, Education & Training (EET) Officer post. The EET post is being amalgamated with an existing 0 .5 FTE position to create a full-time role, providing a stronger focus on the progress and achievement of LAC between years 11 and 13, as well as continuing to support Wolverhampton's Care Leavers in Employment, Education and Training (EET).

4.8   The table below (4.10) shows how the VSH has managed the **Pupil Premium Grant** for Looked after Children in 2014/15. The majority of the pupil premium grant is allocated to schools in termly instalments, and its use is monitored via the PEP process and through COPE's auditing of PEPs and daily work with schools. COPE and the VSH provide challenge and support to schools to ensure that the use of each Looked-after pupil's funding is clearly linked to their individualised learning targets. This funding is generally used to provide additional learning support such as 1:1 and small group tuition, specialised input from learning mentors or teaching assistants and specialised equipment or training and, in some cases educational trips and ICT equipment. The provision of laptops and other ICT equipment is something that COPE support, where deemed appropriate. However we monitor this area particularly closely due to the danger of inappropriate use and the difficulty in making a clear link with improved educational outcomes.[2]

4.9   The remaining pupil premium funding is retained by the Virtual School Head to fund specific interventions and training to raise the achievement of LAC. These are targeted at specific areas of need, such as literacy at primary school level, GCSE attainment (see above), early intervention and training for Designated Teachers, as outlined in the table below:

4.10   The table below shows the Pupil Premium Spend for 2014/15:

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[2] Interestingly, recent research showed that "Resources (e.g. computers, broadband, books) in foster placements do not emerge as a key issue in the lower progress of looked after pupils, with the important exception of some kinship carers." http://reescentre.education.ox.ac.uk/wordpress/wpcontent/uploads/2015/11/EducationalProgressLookedAfterChildrenOvervie wReport_Nov2015.pdf

Planned spend	
Allocation to schools (£1550 x 500 LAC)	775000
Volunteer Reading Programme	8000
Additional EPS Support	49000
Designated Teachers & Virtual Schools Training	8000
Additional / emergency support	53000
16-18 EET post (.5)	15000
Total	908000

5.0 Academic Outcomes - Introduction

5.1 This report summarises the educational outcomes of children in the care of Wolverhampton for the 2014/15 academic year. The report considers outcomes at all key stages, and compares attainment for LAC educated in Wolverhampton schools with those educated outside the city, and between LAC and their peers.

5.2 After close scrutiny and working in partnership with the School Improvement team, the Virtual Head's view is that there were some inaccuracies and inconsistencies in the attainment data that was reported in previous years. For example, scrutiny of the Department for Education (DfE) Statistical First Release (SFR), containing national statistics for Looked after Children, suggests that attainment for in-city schools has been reported to the DfE as the results for *all* LAC, in some cases. As a result of this, a considerable amount of work has gone into cleansing current and historical LAC attainment data in the preparation of this report, and the VSH is confident that the report contains data that is much more accurate and comprehensive than in previous years.

5.3 National Curriculum Levels & Average Point Scores (APS)

Recent changes to the national curriculum mean that academic attainment was reported in national curriculum levels for the last time in 2015.[3] Each level is related to an average point score, which is the average number of points scored by the cohort in that particular assessment. APSs are generally seen as the more accurate measure of attainment overall, as they enable us to see smaller incremental changes than key stage levels, and also give a sense of how many pupils are exceeding expectations, rather than just how many have achieved a certain level. Average point scores are included in this report for Key Stages 1 and 2, as well as key stage levels.

5.4 The table below shows illustrates how APS relate to National Curriculum levels. 15 points is therefore the expected level for KS1, and 27 points is the KS2 benchmark:

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[3] Schools are now able to develop their own individualised systems for measuring and tracking attainment, which will present obvious challenges for the maintenance of Virtual School data in 2016 and beyond. Future Virtual School reporting will be based on schools' indication of whether pupils are below, at or above the expected levels of attainment and progress, and the PEP form has been updated to reflect this change.

End of Key stage Level	National Curriculum Level	Average Point Score
	W	3
	1c	7
	1b	9
	1a	11
	2c	13
KS1 Benchmark	**2b**	**15**
	2a	17
	3c	19
	3b	21
	3a	23
	4c	25
KS2 Benchmark	**4b**	**27**
	4a	29
	5c	31
	5b	33

6.0   Early Years Foundation Stage (EYFS)

6.1   EYFS has its own specific set of indicators, rather than national curriculum levels and APS as described above. The table below summarises outcomes for LAC attending early years settings in Wolverhampton in 2015. The results show a dip when compared with 2014; however they are significantly higher than in 2013. The introduction of the Early Years PEP and Pupil Premium in 2015 should continue to improve outcomes for future cohorts.

EYFSP - LAC	% of LAC assessed at a "good level of development" in reading, writing and numbers	
11 Pupils	**2013**	13
26 Pupils	**2014**	42
21 Pupils	**2015**	33

7.0   Key Stage 1 (KS1)

7.1   The tables below summarise outcomes for LAC in Wolverhampton schools at the end of KS1, both in national curriculum levels and average point scores. 2015 levels show a significant improvement on 2014. Although writing is still the weakest area it is also the most improved.

% of LAC achieving at least the expected level at KS1 in Wolverhampton Schools

Assessment Year	Number eligible to sit Key Stage 1 tasks and tests	Maths%	Reading%	Writing%
2014	25	73	73	62
2015	11	82	82	73

Average Point Scores (APS) at KS1 for LAC in Wolverhampton Schools

Key Stage 1	average point score in reading, writing and maths	
2011	25 pupils	10.9
2012	27 pupils	12.7
2013	19 pupils	11.1
2014	30 pupils	12.9
2015	11 pupils	14.1

Key stage 1	average point score by subject			
		reading	writing	maths
2011	25 pupils	10.6	10.0	12.1
2012	27 pupils	13.2	12.0	12.9
2013	19 pupils	11.7	10.3	11.4
2014	30 pupils	13.5	11.9	13.3
2015	11 pupils	14.3	12.8	15.2

Average point scores across all core subjects at KS1 – LAC in Wolverhampton schools
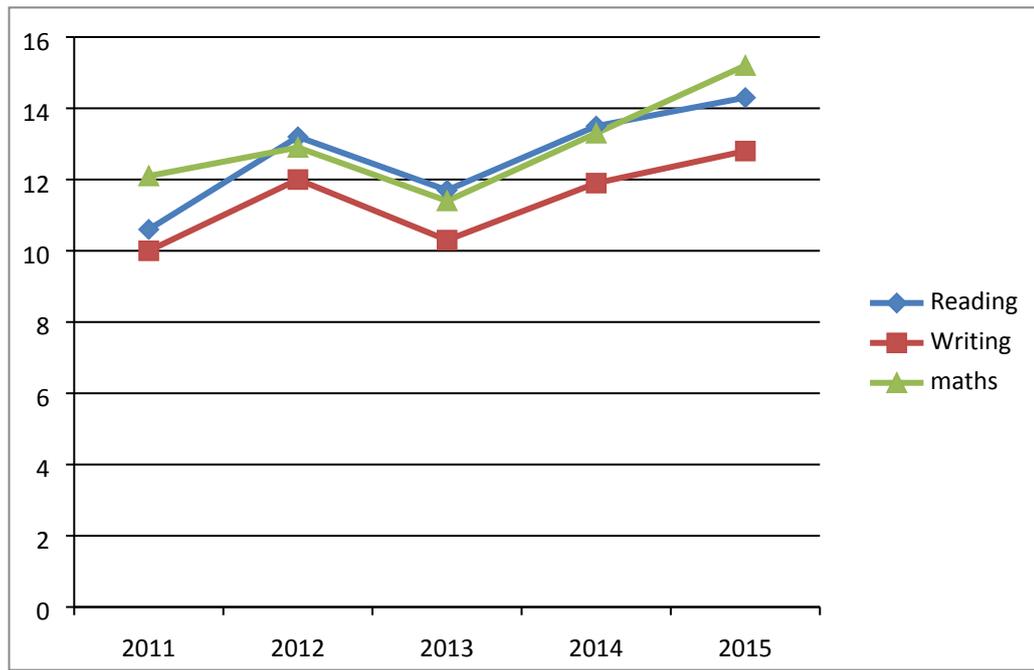
7.2   KS1 levels are likely to be significantly higher than the national averages for LAC in 2015. National data for 2015 has not yet been published, but as a guideline, in 2014 the Department for Education reported that 71% of LAC at KS1 achieved the expected level in reading, 61% in writing and 72% in maths. Wolverhampton's in-city LAC are clearly above these levels.

7.3 Average point scores for KS1 in Wolverhampton schools show a clear improvement over recent years, and the best ever results for all subjects in 2015. All pupils in the in-city cohort achieved the expected level in maths at KS1 (the first time that this has been achieved for a whole cohort), while reading is also broadly within the expected range.

7.4 These improvements are likely to result from a numbers of factors, including (1) the improvements in primary school performance in Wolverhampton over the last couple of years (2) the impact of Pupil Premium funding and (3) increasingly focussed and skilled learning support from the COPE team.

7.5 The tables below show the academic results in key stage levels and APS for LAC in out-of-city schools in 2015, then finally, results overall for the whole KS1 cohort - both in and outside Wolverhampton:

% of LAC educated outside Wolverhampton achieving at least the expected level at KS1

Assessment Year	Number eligible to sit Key Stage 1 tasks and tests	Maths%	Reading%	Writing%
2015	21	52	57	52

Average Point Scores (APS) for LAC educated outside Wolverhampton at KS1

Key stage 1	average point score by subject			
		reading	writing	maths
2015	21 pupils	13.1	12.5	12.8

Overall % (all LAC) achieving at least the expected level at KS1

Assessment Year	Number eligible to sit Key Stage 1 tasks and tests	Maths%	Reading%	Writing%
2015	32	61%	64%	58%

Overall APS (all LAC) at KS1

Key stage 1	average point score by subject			
		reading	writing	maths
2015	32 pupils	13.6	12.6	13.7

7.6 At Key Stage 1, the in-city cohort have clearly achieved higher average levels than those educated outside Wolverhampton. The out-of-city cohort was also significantly larger than the in-city in 2015. A detailed analysis will be completed in early 2016 on the

characteristics of this cohort and why the out-of-city pupils have apparently underachieved, when compared with in-city LAC.

8.0   Key Stage 2 (KS2)

8.1   The tables below summarise outcomes for LAC in Wolverhampton schools at the end of Key Stage 2 (year 6 – age 11):

% of LAC in Wolverhampton schools achieving at least the expected level (NC level 4) at Key Stage 2

Assessment Year	Number eligible to sit Key Stage 2 tasks and tests	Maths%	Reading%	Writing%
2012	20	66	60	39
2013	20	67	66	50
2014	25	74	78	81
2015	24	63	71	58

5.11   **Average Point Scores (APS) for LAC Wolverhampton schools at KS2**

Key Stage 2	average point score			
		reading	writing	maths
16 pupils	2012	22.9	22.5	22.1
19 pupils	2013	23.5	22.1	23.5
20 pupils	2014	26.4	23.8	25.2
24 pupils	2015	25.5	23.25	25.5

Key Stage 2	average point score in reading writing and maths	
16 pupils	2012	22.5
19 pupils	2013	22.8
20 pupils	2014	25.1
24 pupils	2015	24.8

Average Point Scores at KS2 for LAC in Wolverhampton schools – all core subjects

APS across all core subjects at KS2
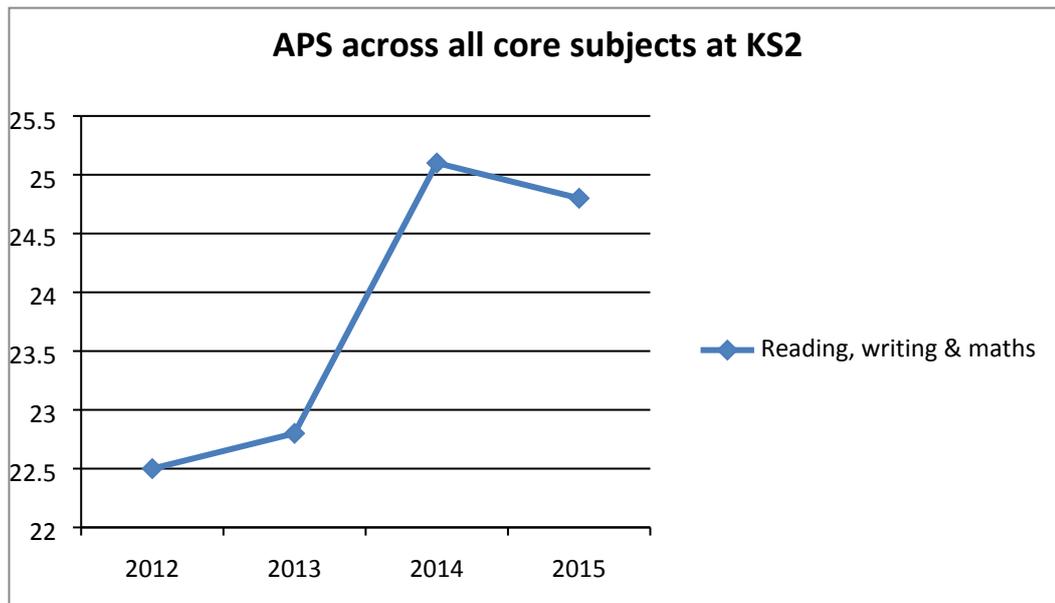
8.2   While attainment at KS2 has dipped overall between 2014 and 2015, KS2 levels were exceptionally high in 2014, and 2015 clearly shows a general improvement in all subjects with the exception of maths.

8.2   Again, the more granular measure of average point scores shows a clearer overall improvement at KS2 for Looked after pupils in Wolverhampton, with only a slight dip in 2015 when compared to the very high levels of 2014.

8.3   The tables below illustrate outcomes for LAC in out-of-city schools, and then for the whole cohort, at Key Stage 2:

% of LAC in out-of-city schools achieving at least the expected levels at KS2

Assessment Year	Number eligible to sit Key Stage 2 tasks and tests	Maths%	Reading%	Writing%
2014		70	74	61
2015	11	55	55	40

Average Point Scores for LAC in out-of-city schools at KS2

Key stage 2	average point score by subject			
		reading	writing	maths
2015	11 pupils	24.3	21.5	24.8

% of all LAC achieving at least the expected level at Key Stage 2 (NC Level 4)

Assessment Year	Number eligible to sit Key Stage 2 tasks and tests	Maths%	Reading%	Writing%

2014		72	76	78
2015	37	60	65	52

Average Point Scores for all LAC at KS2

Key stage 2	average point score by subject			
		reading	writing	maths
2015	35 pupils	22.4	25.1	24.6

8.4 KS2 results have dipped in 2015 for out-of-city LAC, and for the whole cohort, when compared with 2014. However it is likely that recent changes to assessment arrangements and methods have contributed to an *apparent* drop in attainment for some pupils, which does not represent the true picture, and that we will start to see this trend rectified in 2016 and beyond. It must also be recognised that an uneven performance profile is inevitable with relatively small cohorts.

8.5 A detailed analysis of the performance of both cohorts has begun to ascertain why in-city LAC clearly outperform those placed outside Wolverhampton at key stages 1 and 2 (and why the trend is reversed at KS4).

8.6 The tables below illustrate the % of LAC in Wolverhampton schools who have made the **expected level of progress** (two levels) between the end of Key Stage 1 and beginning of KS2. Progress is fairly consistent throughout the three areas and 58% of children have made at least two levels of progress in all areas. This indicates that the majority of children have made two levels of progress in at least one area.

Key stage 2 – % LAC pupils making 2 or more levels of progress Reading	
2011	75
2012	81
2013	63
2014	100
2015	71
Key stage 2 - % LAC pupils making 2 or more levels of progress Writing	
2011	80
2012	88
2013	63
2014	95
2015	71

Key stage 2 - % LAC pupils making 2 or more levels of progress in maths	
2011	50
2012	63
2013	68
2014	95
2015	67
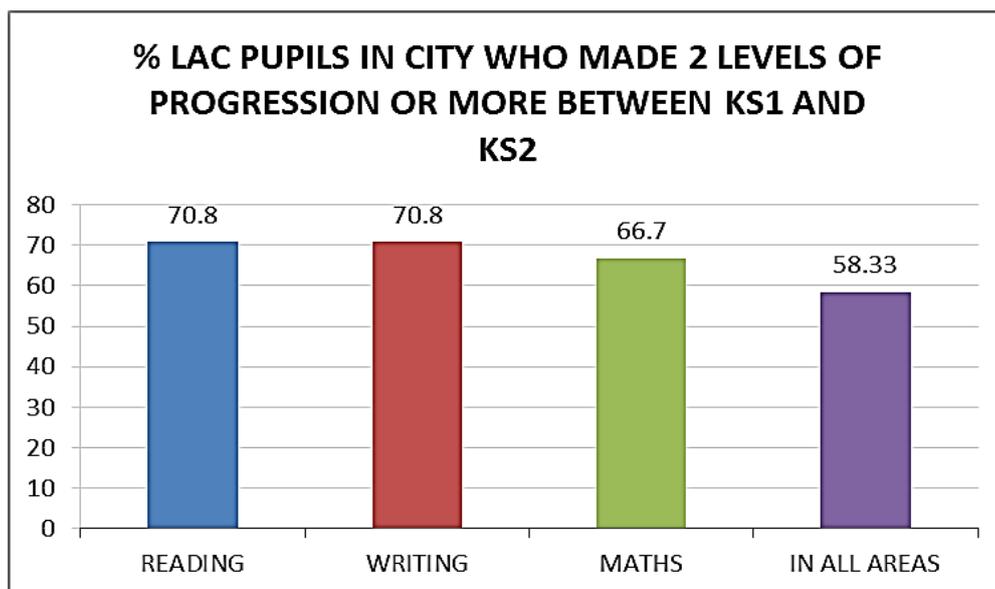
8.7   The following table shows the same progress measure for out-of-city pupils:

Key Stage 1 to Key stage 2 LAC - % OOC pupils making 2 or more levels of progress in 2015	
Reading	64
Writing	91
Maths	73

8.8   Results show inconsistency throughout the three areas with strong results in writing but much poorer results in reading. 54% of the out-of-city cohort made at least two levels of progress in all core subjects. This indicates that the majority of children have made two levels of progress in at least one area.

8.9   Progress levels for the out-of-city cohort are better than those for LAC in Wolverhampton schools in maths and writing, though lower in reading. Conversely, however, 58% of LAC in Wolverhampton schools made the expected level of progress in all three core subjects, compared to 55% for LAC placed out-of-city.

8.10   The outturn for the whole KS2 cohort – those making expected levels of progress, both in-city and out – is 57%. Progress at KS2 has generally improved in recent years, through the profile is erratic. Again, however, such fluctuations are inevitable with relatively small cohorts.

9.0   Key Stage 4 (KS4)

9.1   Due to the fluctuating nature of the KS4 cohort and the importance placed on GCSE outcomes, this report only considers the GCSE performance of LAC in year 11 who were in care for at least a year between 30 April 2014 and 1 March 2015.

9.2   GCSE performance in 2015 shows a clear improvement on all previous years except one, with over 20.4% of eligible LAC (as described above) achieving 5+ GCSE at grades A*-C, including English and maths, as outlined in the table below:

% of Eligible LAC achieving 5+ GCSEs at grades A*-C, including English & maths

Assessment Year	% LAC placed in-city	% LAC placed out-of-city	% All LAC combined
2012	N/K	N/K	13
2013	N/K	N/K	24
2014	21	12	17
2015	9	28	20
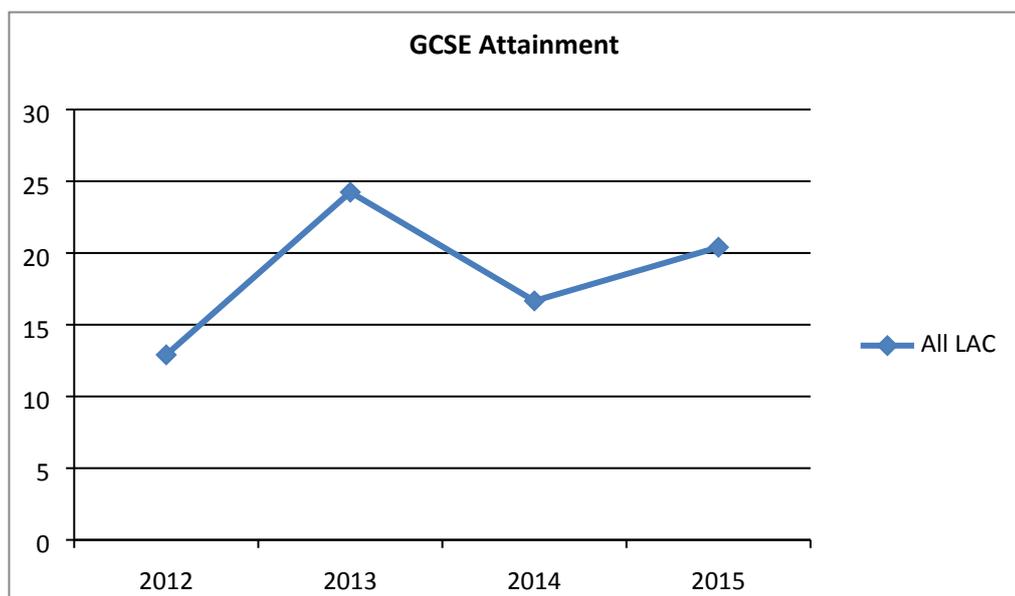
9.3   There has been a general improvement in attainment at Key Stage 4 since 2011. This is against the national trend, both for LAC and for all pupils, national KS4 results having dropped for both groups in 2014 due to the introduction of more challenging examination

and reporting arrangements. Yet the performance of Wolverhampton's LAC has continued on a generally upward trajectory.

9.4   National data on 2015 outcomes for LAC has not been published yet. However the national average for this outcome was 12% in 2014. Therefore 20% is likely to be well above the national and regional average for LAC in 2015.

9.5   The KS4 cohort was a very large one in 2015 with a high number of pupils (particularly those placed in Wolverhampton) educated in special schools and Pupil Referral Units and/or alternative provision - approximately 40%. This is the likely reason for the weaker results for in-city pupils, and it closely reflects recent research which links type of school with academic outcomes for LAC[4] .

9.6   However there is much work to do if we are to continue, and increase, the improvement in attainment at Key Stage 4. The dip in performance of LAC in Wolverhampton schools in 2015 (at KS4) must be addressed, so the Virtual School Head is targeting this area with additional resources as explained in section 4.

10.0   **Comparing the academic outcomes of girls and boys**

10.1   The Business Intelligence Team have supported the VSH with additional analysis of 2015 outcomes, by cross-referencing attainment with certain cohort characteristics to give a more detailed picture of the progress of Looked after Children.

10.2   The following chart compares the levels of progress of boys and girls at KS2 who were educated in Wolverhampton schools. Figures relate to the % of pupils making the expected rate of 2 or more levels of progress. Boys made up just over 60% of the cohort:

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[4]"Almost 40% of the looked after children (in recent research by the Rees Centre – 2013 cohort) went to non-mainstream schools (such as pupil referral units and alternative provision) at KS4 and, controlling for other factors, their educational attainments were far lower than the 60% who go to mainstream school." http://reescentre.education.ox.ac.uk/wordpress/wp-content/uploads/2015/11/EducationalProgressLookedAfterChildrenOverviewReport_Nov2015.pdf

% SPLIT BETWEEN PROGRESS OF LAC BOYS AND GIRLS IN CITY KS2
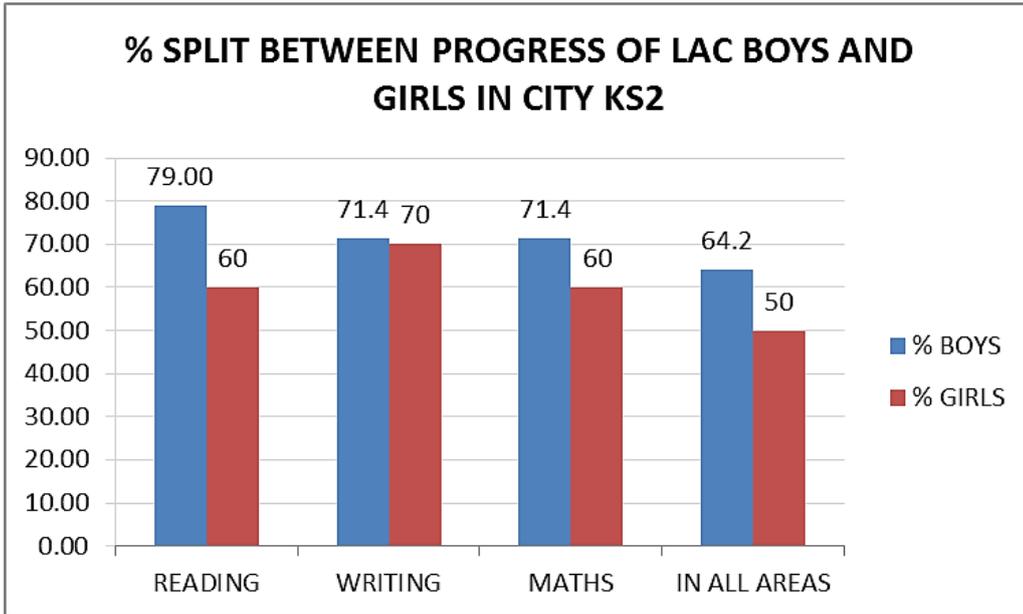
10.3   Boys have made more progress than girls in the above cohort; however they have a higher quota of children meaning any outliners are easier to average out.

10.4   Interestingly, when looking at the % of year 6 pupils who are at level 5, therefore exceeding the expected level (not represented on the graph), boys tend to outperform girls with a higher % in both reading and maths, though girls have a slightly higher % in writing

10.5   The following graph illustrates the same comparison in progression at KS2, but for pupils educated outside Wolverhampton where, by contrast, girls made up 64% of the cohort:

% SPLIT BETWEEN PROGRESS OF LAC BOYS AND GIRLS OUT OF CITY KS2
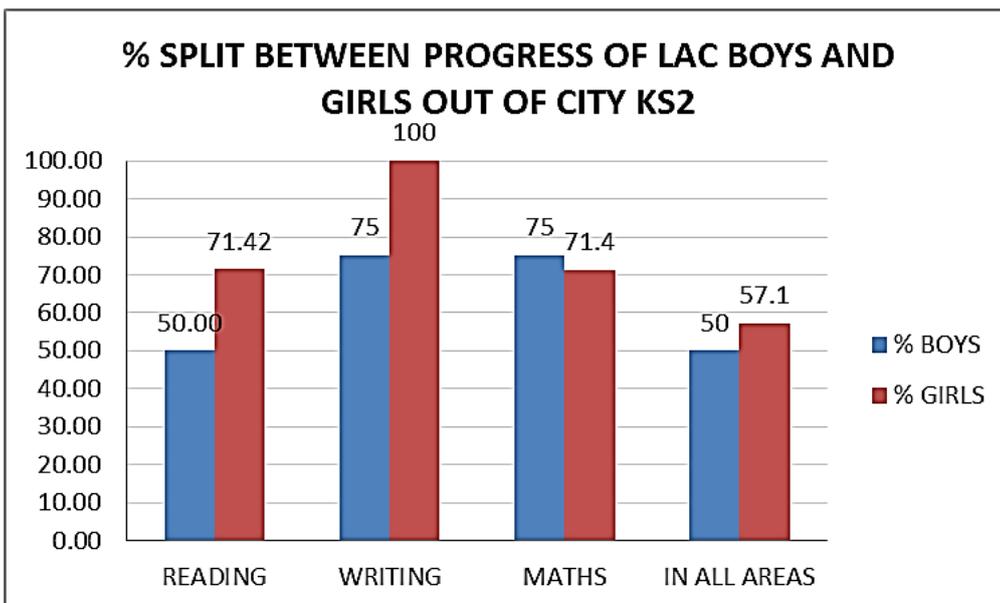
10.6   The out-of-city cohort reverses the trend for in-city LAC at KS2.

10.7

10.7 Looking again at pupils who achieved level 5 (not on the graph); an impressive 42.8% of girls achieved that level but no boys. A higher % of girls achieved level 5 in reading although no pupils of either gender achieved level 5 in writing at KS2. Again, the group with the higher representation have performed better, though in this case it is the girls.

10.8 Progress is more inconsistent for out-of city pupils than for those placed in-city at KS2, reflecting their generally lower attainment. No out-of-city pupils of either gender achieved level 5 in all areas (6.25% achieved this in Wolverhampton schools). This would indicate that the pupils placed outside Wolverhampton had a lower starting point, academically, than those educated in-city. The gap is also greater for boys, whose progress drops more significantly when they are placed outside Wolverhampton, according to these findings.

10.9 A detailed case-by-case analysis of the two cohorts will be completed as a result of these initial findings, to ascertain exactly why out-of-city pupils (and especially boys) are apparently underperforming at primary school level.

10.10 The following table illustrates the same comparison in attainment at KS4:

DIFFERENCE BETWEEN RESULTS FOR LAC IN AND OUT OF CITY

A bar chart titled "DIFFERENCE BETWEEN RESULTS FOR LAC IN AND OUT OF CITY" with a y-axis ranging from 0 to -35. Three bars: % ALL PUPILS at -15.5, % BOYS at -3.32, and % GIRLS at -28.67.
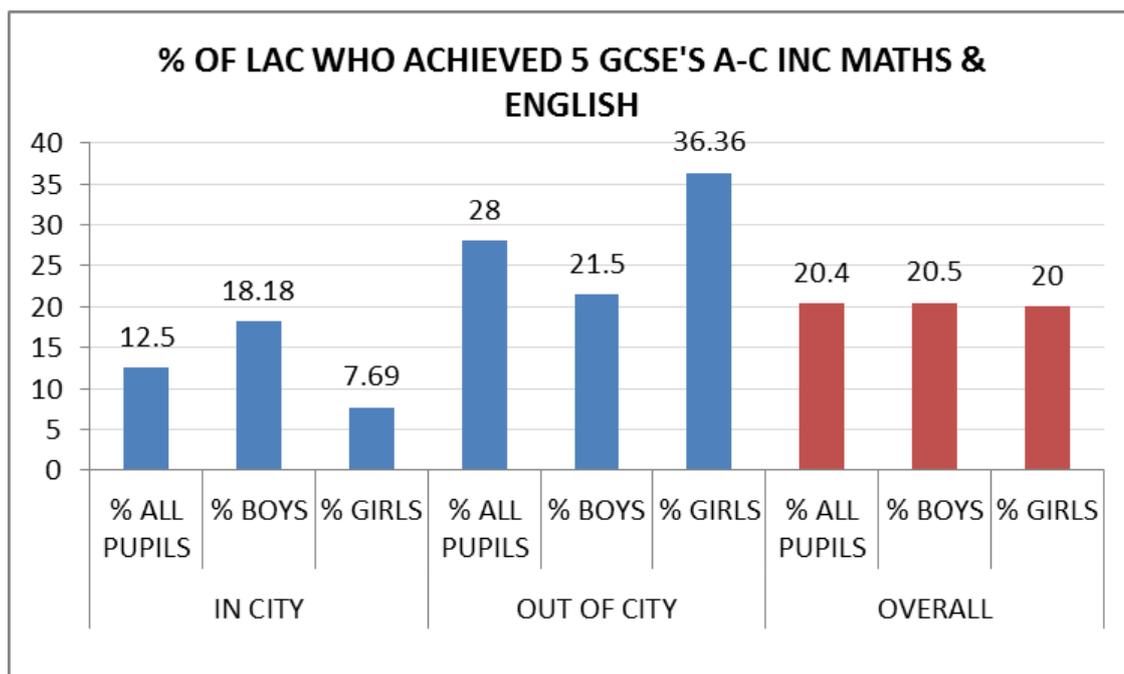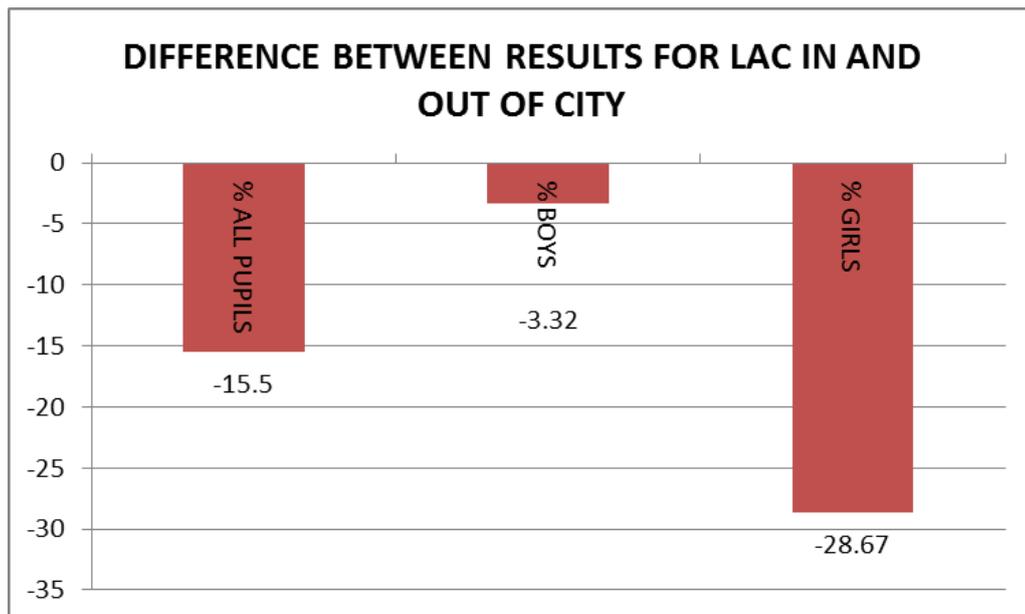
10.11   Despite a very similar performance when looking at the whole cohort, there is a vast difference between the outcomes for boys and girls, when comparing in-city with out-of-city GCSE results. Results for Boys are similar in and out of the city with only a 3% difference. The difference in the girls' cohort is stark however, with attainment being almost 30% poorer for girls in Wolverhampton schools, compared with girls placed out-of-city. It is this difference which results in such a wide gap between the GCSE results for in-city and out-of-city LAC at Key Stage 4.

10.12   However the low results for girls educated in Wolverhampton is in stark contrast to the performance of girls outside the city, where one in three pupils achieved 5 good GCSEs including Maths and English. This is the highest percentage of any split of results, and much higher than the 15.5% difference for all pupils at KS4.

10.13   The above comparisons have been included in this report because (1) they show clear and interesting trends and (2) these and other pupil characteristics will be considered in a detailed analysis in early 2016 of why some LAC cohorts achieve more highly than others.

11.0   Comparing the academic outcomes of LAC with their peers

11.1   Wolverhampton's schools and local authority teams work extremely hard to support all of the city's pupils and there is compelling evidence for the continued improvement in our school standards, particularly at primary level.

11.2   However if we compare the 2015 attainment of LAC in Wolverhampton schools with that of 2012, then cross-reference this progression with that of *all* Wolverhampton pupils over the same period, we can see that attainment has improved at a significantly faster rate for Looked after Children over the last 4 years:

EYFS (2013-2015 only)

- The % of LAC in early years who were assessed as at a "good level of development" in reading, writing and numbers increased from 13% to 33%. For all pupils the improvement was from 52% to 61%.

Key Stage 1

- APS in all core subjects has improved by 1.4 points for LAC and 0.7 points for all pupils.
- % of LAC achieving the expected level in all core subjects has increased by between 9% and 11%. The improvement is between 0% and 1% for all pupils (the latter comparison could only be made between 2014 and 2015)

Key Stage 2

- APS in all core subjects has increased by 2.4 points for LAC and by 0.6 points for all pupils.
- % of LAC achieving the expected level in each core subject has increased by 9% in reading, 19% in writing and decreased by 3% in maths. The improvement for all pupils was 3%, 6% and 4% respectively.

Key Stage 4

- % of LAC achieving 5+ GCSEs at grades A*-C, including English and maths, improved by 7%. The equivalent % for all pupils dropped by 5% over the same period (this is broadly in line with the national picture and clearly attributable to changes in arrangements for assessment and reporting in 2014).

Improvement in attainment at key assessment stages between 2012 & 2015: comparison between LAC and all pupils in Wolverhampton schools
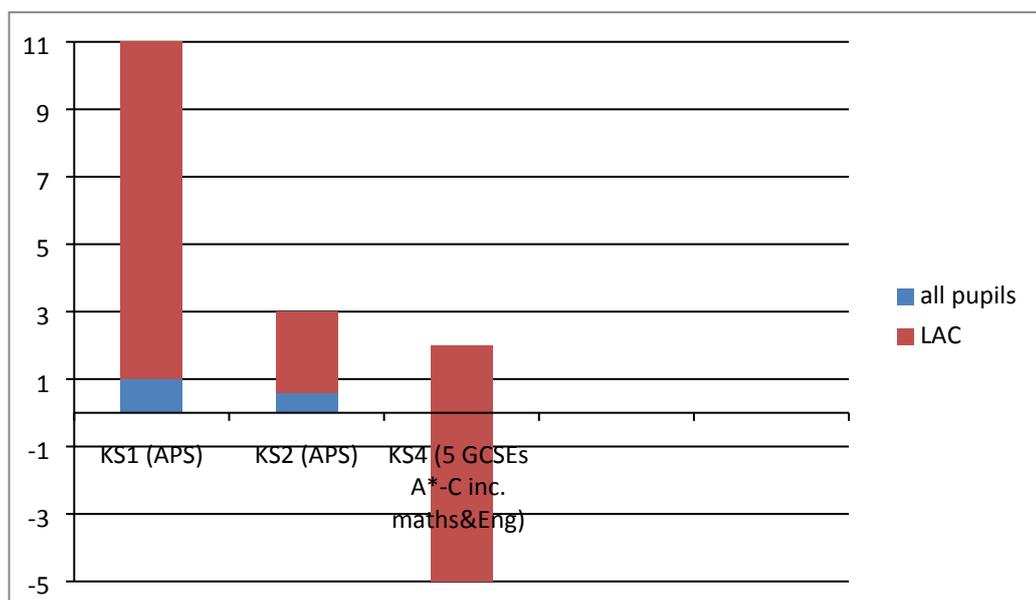
11.3 There is currently not enough accurate historical attainment data on LAC placed outside Wolverhampton to make a meaningful comparison with their peers. However the in-city cohort generally constitutes about two thirds of the whole cohort of LAC, making this data a very strong indicator that Wolverhampton is narrowing the attainment gap for Looked after Children.

12.0 School Attendance

12.1 School attendance is very high for the majority of looked-after pupils. The average attendance of pupils placed outside Wolverhampton, based on data returns from schools as requested by COPE, was 97% in 2014/15. The attendance outturn for pupils educated in Wolverhampton schools was 92%. This is about 1% less than 2014

12.2 The table below illustrates levels of persistent low attendance - the small minority of pupils whose attendance was less than 85% in 2014/15:

Wolverhampton LAC with < 85% attendance for the 2014/15 academic year

	No with < 85% attendance	Total no of students	percentage with < 85% attendance	No with < 85% attendance	Total no of students	percentage with < 85% attendance	No with < 85% attendance	Total no of students	percentage with < 85% attendance
Autumn	29	288	10.07%	1	230	0.43%	30	518	5.80%
Spring	37	263	14.07%	4	230	1.74%	41	493	8.32%
Summer	35	275	12.73%	3	226	1.32%	38	501	7.58%
	In City			Out of City			Combined		
	Rolling % 12.23%			Rolling % 1.17%			Rolling % 7.21%		

12.3 Generally, persistent low attendance has improved slightly since 213/14 (when it was 7.59% overall) and attendance for pupils placed outside Wolverhampton has improved (2.48% in 2013/14). However the attendance of in-city pupils shows a small decrease from 11.43% in 2013/14, and is still unacceptably high.

12.4   Recent research has revealed that, for every 5% of possible school sessions missed due to unauthorised school absences, young people in care scored over two grades less at GCSE[5]. A correlation can be drawn, therefore, between the higher levels of persistent low attendance and the poorer GCSE performance of LAC in Wolverhampton schools, as compared with those placed outside Wolverhampton.

12.5   A high number of these persistent low-attendees also had high levels of need, particularly in terms of behavioural, emotional and social difficulties, and experienced disruptions to their schooling (linked, in some cases, to changes to care placement) as a result of these issues. It is therefore critical that schools in Wolverhampton are properly trained and enabled to support the needs of pupils with high levels of need, and that access to specialist provision is made available for LAC without delay when it is required. Working with schools and providers, COPE provide strong challenge and support in this area on a daily basis. The Virtual Head's view, however, is that more quality alternative / specialist provision for LAC is still required in Wolverhampton, and the VSH is working with all key stakeholders to explore the possibilities for this as a matter of urgency.

13.0   Inclusion

13.1   There were 67 recorded temporary exclusions for LAC in Wolverhampton schools in 2014/15 - one less than in 2013/14. 28 pupils experienced 1 or more temporary exclusion. The most common reasons for exclusion were physical assault, verbal abuse / threatening behaviour and persistent disruption.

13.2   Just over 50% of temporary exclusions were from special schools and Pupil Referral Units. The remainder were all from 9 schools in total, some of these schools being responsible for several exclusions. However in most cases this was because the same pupil had been excluded a number of times.

13.4   14 pupils experienced more than 1 exclusion in 2014/15, and these pupils experienced 52 exclusions between them. Therefore half of the total number of pupils who experienced exclusion in 2014/15 accounted for 78% of the total instances of exclusion from school.

13.5   The statistics above indicate that a small minority of Looked-after pupils (about 6% of the cohort at the time) are experiencing the vast majority of exclusions from Wolverhampton schools. The Virtual School Head, therefore, recommends that Wolverhampton adopts a policy of arranging an urgent PEP review as soon as a looked-after pupil has received more than one exclusion from school in an academic year. The focus of the meeting will be to address the pupil's difficulties in school and to identify SMART actions to avoid any further disruptions.

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[5] http://reescentre.education.ox.ac.uk/wordpress/wp-content/uploads/2015/12/EducationalProgressLookedAfterChildrenKeyMessages_Nov2015.pdf

13.6   1 pupil was permanently excluded in 2014/15, which was from a Wolverhampton primary school. The school had previously made a referral to the Pupil Referral Unit for support, and the pupil was awaiting a start date (he is now attending a special school in Wolverhampton). While such an instance is the exception to the rule, it underlines how critical it is that access to specialist education support, where needed, is arranged for LAC *as a matter of the greatest urgency*. LAC should not be sitting on waiting lists for PRU/special school support. This is reflected in the new Model School Policy for Looked after Children (see appendix 1), which the VSH is encouraging all schools in Wolverhampton to adopt.

13.7   10 Looked-after pupils attend alternative provision (7 of these attend or are linked to a Pupil Referral Unit) and 7 have less than 25 hours provision, at the start of November 2015. The pupils with less than 25 hours provision are generally complex, with high levels of need which tend to result in instability of education provision. For example, 2 of the 7 LAC with part-time provision are prohibited from contact with other children under the age of 16 due to their bail conditions. In cases such as these, home tuition and other tailored packages of support are arranged, and all of these pupils have a clear plan to increase their provision to full time as soon as possible. COPE and the Virtual School Head are monitoring these arrangements and helping to progress the pupils toward full-time, appropriate provision as a matter of priority.

13.8   COPE and the Virtual Head help to ensure that appropriate education is provided for all LAC without drift or delay. We have challenged and avoided several school exclusions, working with schools to create packages of support and to find suitable alternatives to exclusion, and successfully represented LAC at admissions appeals panels. Wolverhampton has not had to use its powers of direction for any Looked after pupils in 2014/15.

14.0   School Transition & Stability

14.1   Recent research shows that young people in care who changed school in Years 10 or 11 scored over five grades less than those who did not[6]. COPE and the VSH work closely with social workers, schools and carers to maintain existing school placements for LAC, wherever possible and appropriate. When a change of school is the best option, COPE help to ensure a successful transition through in-class support, mentoring and close partnership working with all key agencies.

14.2   Social workers are expected to consult the Virtual School Head prior to any change of school for a Looked after Child. This requirement is now embedded in the placement request process on Carefirst, helping to enable early intervention and advice from the

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[6] http://reescentre.education.ox.ac.uk/wordpress/wp-content/uploads/2015/12/EducationalProgressLookedAfterChildrenKeyMessages_Nov2015.pdf

VSH where required. There is still work to be done, however, to improve practice to the point where this consultation takes place, in a timely manner, in all cases. The VSH is working closely with the Carefirst team and with senior managers in social care to ensure that this happens.

14.3   The transition from primary to secondary school can be extremely difficult for many Looked after Children. COPE ensure that all LAC are supported with a successful transition through 1:1 meetings with year 6 LAC and their teachers, before & after secondary induction sessions, as well as helping to ensure that Looked-after pupils are given their preferred choice of secondary school. This is followed up with additional meetings in the new Secondary school. Out-of city LAC are given additional information and support where required.

14.4   COPE have supported numerous LAC who have moved schools due to a change of care placement or other reasons, ensuring a successful transition through in-class support, mentoring and close partnership working with all key agencies.

14.5   The Virtual Head works with VSHs in other local authorities to ensure that quality transition arrangements are in place, both for Wolverhampton LAC placed out-of-city and LAC placed in Wolverhampton by other authorities.

15.0   Personal Education Plans (PEPs)

15.1   The table below shows the % of PEPs completed within statutory timescales in 2014/15:
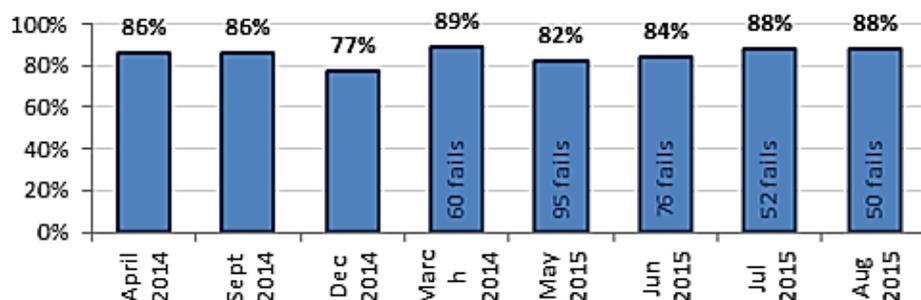
15.2   The outturn for 2014/15 (April 2014 – March 2015) was 89%. The figure at August 2015 was 88%. As a comparative snapshot, the % of PEPs completed within statutory timescales at December 2014 (reported in the 2013/14 VSH annual report) was 75%. We can be confident, therefore, that a high proportion of PEPs are completed within timescale and that this figure is generally rising.

15.3   A new addition in 2015 has been the 16+ Personal Education Plan, which is now in place for all LAC in years 12 and 13. Completion rate of these is currently at around 50%.

Work is on-going between the Virtual Head and Transitions Team to improve performance in this area, and the VSH is confident that performance will improve to a rate comparable to that of the regular PEP in 2015/16.

15.4   A dedicated PEP form for LAC at Early Years Foundation Stage (EYFS) has also been introduced in 2015. Performance data is not yet available on this but has been requested. The Virtual head is currently briefing social care teams on the proper completion of the EYFS PEP.

15.5   A new initiative in 2015 has been COPE's specific focus on monitoring and improving the *quality* of PEPs. COPE are now auditing 50 Personal Education Plans for quality every month - one for a different child each time. The aim is that after 10 months 500 PEPs will have been audited (at least one for every LAC between reception and year 11).

15.6   The VSH completed a report on the first complete batch of audits (150 over the summer term, 2015). In future this will be a termly report to be forwarded to Wolverhampton schools and relevant senior managers. The first report in 2015 highlighted that, in terms of overall quality of the PEPs audited:

- o 5% were outstanding
- o 28% were good
- o 26% were requiring improvement
- o 41% were inadequate
- o

15.7   The 4 key elements of the PEP are:

1. basic information (pupil, child, carer, social worker details)
2. the pupil's views on their educational progress
3. Specific educational data provided by the school – attainment, attendance etc.
4. The PEP meeting itself, including the setting of individualised learning targets for the pupil
5.

15.8   An analysis of the quality of each key element, using only PEPs that were available to view and which were up-to-date (if not, a PEP was judged as inadequate) revealed that the PEP meeting itself is the weakest element, with the greatest number of PEPs that were judged as either RI or inadequate, and the fewest number of outstanding judgements:
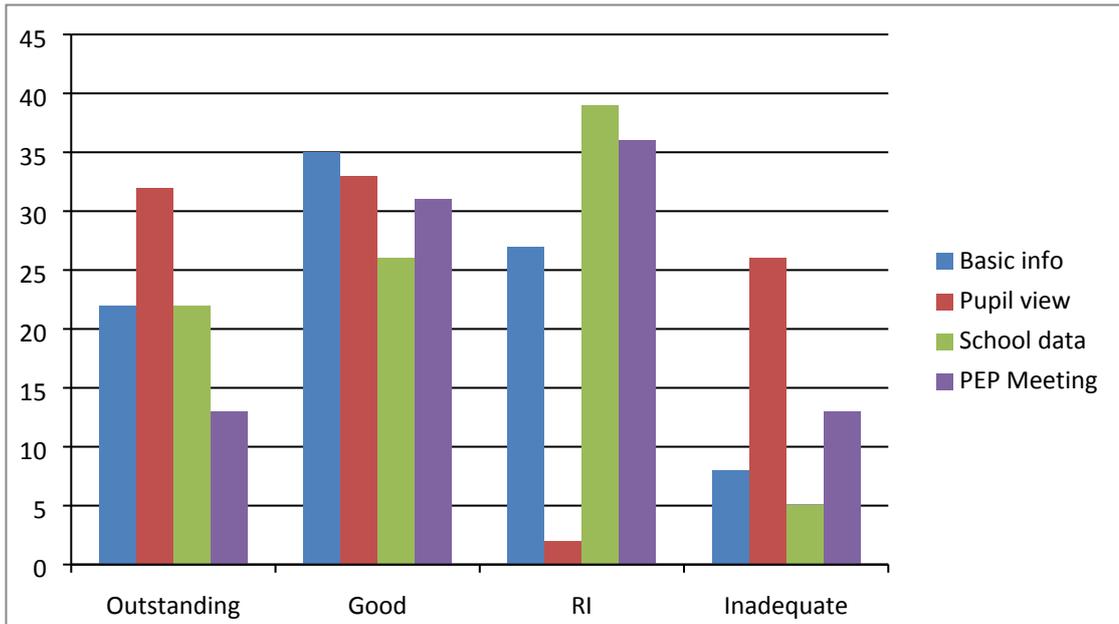
15.9   There is clearly an urgent need to improve the quality of Personal Education Plans, particularly with reference to the quality of the meeting and therefore the final plan itself. The Virtual Head is currently forming a working group, including Designated Teachers and Senior Social Work Managers, to address this priority. However work already in progress to address this issue includes:

- The VSH is currently developing an e-training module on improving PEP quality, in partnership with Workforce development, and delivering face-to-face training on Quality Personal Education Planning to all NQSWs. The aim is that completion of this training will be made mandatory for social workers, IROs and Wolverhampton foster carers. It will also be made available to Designated Teachers, and will be online in early 2016. The VSH has recently delivered training to the LAC Transitions Team on the 16+ PEP and will be delivering PEP training to foster carers in February 2016

- Each completed PEP audit is forwarded to the relevant social worker and, if required, their manager. From 2016 Designated Teachers will receive copies of completed audits. Results will also be recorded in the child's Carefirst record and copied to the IRO to enable further scrutiny of PEP quality

- COPE are addressing this issue with schools at every opportunity. The first PEP audit report has been discussed at the Wolverhampton Designated Teachers' Forum and forwarded to all Designated Teachers. This, along with subsequent reports, will be discussed further at the School Standards Head Teachers' briefing in 2016

- Work is currently underway on the development of a fully electronic PEP which will be designed in such a way as to facilitate satisfactory completion of the document at all stages. This is an area of priority for the VSH in 2016.

16.0   Further & Higher Education

16.1   The 2014/15 year 13 cohort (53 young people including both LAC and Care Leavers) achieved the following qualifications:

Level of Qualification	Male students	Female students	Total
Entry level	6	0	6
Level 1	7	5	12
Level 2	6	7	13
Level 3 (A-level equivalent)	4	6	10
A-level (1 or more)	1	2	3

16.2   Of this cohort, 14 young people achieved no qualifications. However several of these are either still studying for their qualifications or engaged in work or a work-based programme. 7 have special educational needs.

16.3   The current progression of LAC / Care Leavers who were in year 13 in 2014/15 is as follows:

2014/15 Year 13 Cohort - Progression at Dec 2015

- entry level study - 1
- Level 1 study - 7
- level 2 study - 10
- level 3 study - 8
- Higher Education - 5
- work - 3
- work-based prog - 3
- NALM (not available for the labour market) - 8
- NEET (not in Education, Employment or Training) - 7
- custody - 1
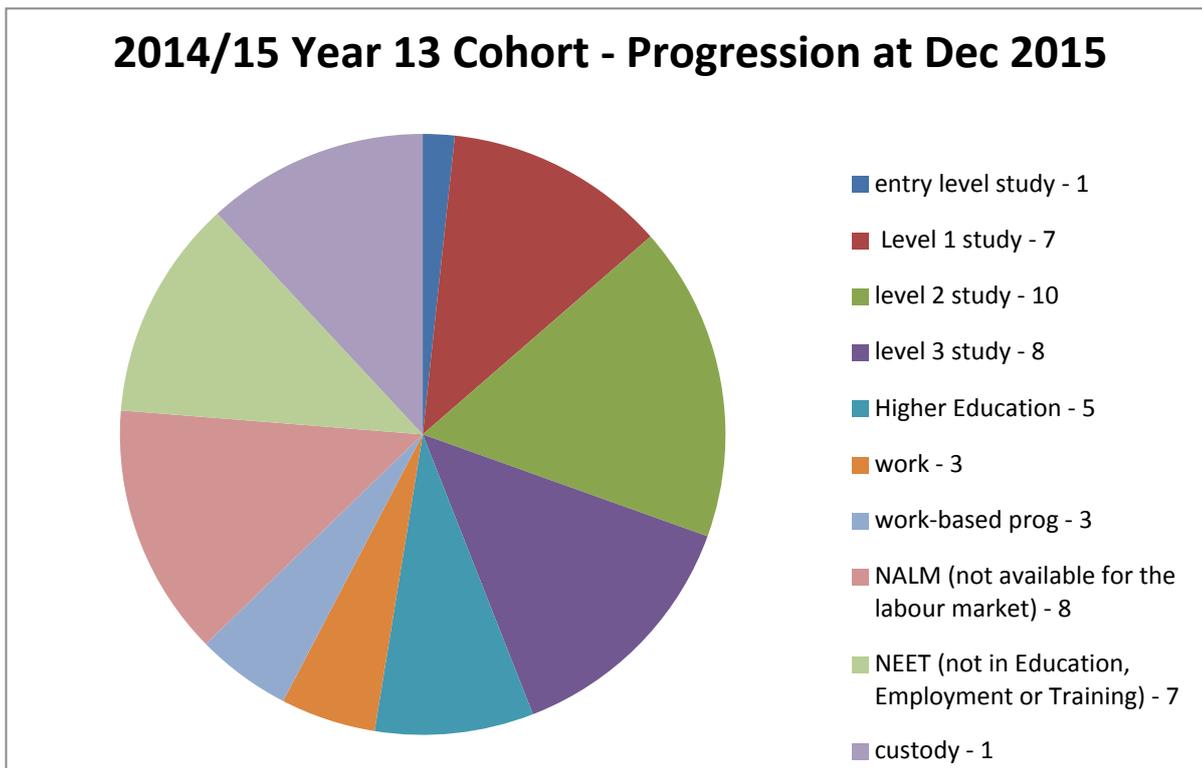
16.4   26% of this cohort achieved A-level or equivalent qualifications in 2015, while only 13% are currently classed as NEET. The VSH is working closely with LAC Transitions and other key partners to improve these outcomes further, as outlined in 2015/16 EET Action Plan and 2015/16 Attainment Improvement Plan.

16.5   Wolverhampton has 12 Care Leavers at university, at November 2015. 1 additional care leaver is starting in January 2016 (on a Leap / access course), 3 have deferred their applications to 2016. It is anticipated that 7 Care Leavers will enter university in 2016 (excluding the 1 Jan start)

16.6   By Year of Entry: 7 Care Leavers entered HE in 2015. 3 Care Leavers entered HE in in 2014, 2 in 2013 and 1 in 2010 (who completed a degree in 2014).

16.7   It can be seen that the number of Care Leavers entering higher education has been rising steadily since 2010. The number seems to have reached a peak at 7 at the moment (with another 7 expected in 2016). However COPE and the VSH are working hard with the LAC Transitions Team and other key stakeholders to improve access to further education (FE) and higher education (HE) for LAC and Care Leavers:

- The *Aspire2Uni* project is a partnership between Wolverhampton University, Virtual Schools in Wolverhampton, Walsall and Sandwell, and the Creating Chances Trust. There are two elements to this project:

1. A selected cohort of LAC currently in year 7 and 8 are offered additional support throughout their secondary education, including access to an undergraduate learning mentor employed by the university, to support their educational aspirations. The Creating Chances Trust are also offering high-quality, bespoke work experiences opportunities
2. Additional events are held at the university for specific year groups, and their carers – workshops, visits, subject tasters etc. Three events were held in the summer term 2015.
3.

- A full-time EET Co-ordinator is being recruited, partly-funded with Pupil Premium, to sit within the LAC Transitions Team. This position is currently being held by Helen Woodvine on an acting basis. This is enabling closer tracking and support for year 11 destinations and closer monitoring of the progress of post-16 LAC in further education or training. It is expected that this will have a positive impact on the numbers eventually entering university, as well as EET figures generally.

- A 16+ learning support agreement (see Appendix 2), which was agreed to be adopted by all West Midlands Virtual Heads, is being established with key local FE providers. The EET Co-ordinator is driving this forward; Wolverhampton College have already agreed to sign up to this.

- LAC Transitions and COPE deliver quarterly training quarterly training to foster carers around further / higher education and raising aspirations. Aspire2Uni held a 'carers & enablers' day at Wolverhampton University in the summer term 2015.

- The 16+ PEP is enabling better monitoring and support for post-16 achievement and progression.

- ICT Services are working in partnership with the LAC Service to develop improved, and safely monitored, access to ICT devices and internet for post-16 LAC and Care Leavers.

- An improved offer of work experience and apprenticeship / traineeship opportunities for LAC and Care Leavers is being developed as part of the Corporate Parenting Strategy and Action Plan, driven by a dedicated EET Action Group which is focussing on improving performance in this area for LAC and care Leavers.

16.8   The removal of the Student Maintenance Grant is a new financial challenge which is likely to impact on the numbers of Care Leavers willing or able to access HE. The current maintenance grant is £3,387.00 per annum, and the 2016 cohort will be the first effected. At the moment the only obvious alternative will be a Student Finance Maintenance Loan which is currently £4,813.00 per annum (£7,315.00 in London). To replace the maintenance grant for the expected 2016 cohort alone would cost the authority £71,127 over three years (excluding London-based study), based on the expected 7 starters in 2016.

17.0   Participation

17.1   Wolverhampton has a very strong, and continually developing, Children in care Council (CiCC). The CiCC benefits from close links with the Youth Council and with elected members and is actively involved in Participation at a regional and national level, enabling the CiCC to act as a real force for change and the improvement of services.

17.2   Wolverhampton's Corporate Parenting Strategy and Action Plan was driven by consultation with our Looked after young people and care Leavers. Education, Employment and Training is the first of the four key areas of the strategy, with young people having identified the following priorities under the EET section:

- Help young people to make achievements.

- Encourage young people to be involved in making choices about school.

- Maximise access to work experience and apprenticeship opportunities for LAC and Care Leavers

17.3   The 2014/15 Virtual School Headteacher Report will be discussed with the CiCC in early 2016, and their response will be shared with the Corporate Parenting Panel to assist with the panel's regulatory function, and to inform future developments

17.4   The 2015 LAC Awards Ceremony, *the I-Awards*, saw over 300 young people receive recognition for their successes throughout 2014/15. Educational success (the *Intellectual* award, presented by the Headteacher of the Royal School, Wolverhampton) was a key award category alongside other achievements. COPE and the VSH led on the organisation of this very successful evening.

18.0 **Training & Strategic Development**

18.1 The Virtual Head has a statutory duty related to the training of all key partners and the development of strong working partnerships to promote the education of Looked after Children.

18.2 The VSH organised a training conference on Attachment & Trauma for Designated teachers in February 2015. A follow-up will take place in January 2016, which will help to prepare for our Emotion Coaching workshops for schools in the spring term 2016. Feedback from the 2015 conference was very positive, as in the responses to the following feedback question for example:

- How fully were the learning objectives met (37 responses)?

Fully 70%

Mostly 30%

Partly --

Not at all –

Comments from delegates included:

Amazing Balanced Professional

Unique experience. The delivery was second to none.

Very good training - I really enjoyed the day and found it very interesting.

18.3 In addition to the above, COPE delivered the following training sessions in 2014/15:

  o A termly Designated Teachers' Forum
  o Three Headteachers briefings
  o Eight education training sessions for foster carers
  o Two training sessions for Chairs of Governors in schools
  o Three training sessions on PEPs for social workers
  o Various education briefings to social care teams and IROs

18.4 The Designated Teachers' Forum attracts between 30 and 40 attendees on average. This has continued the very positive growth in attendance since 2014 and highlights the increasingly strong partnership between COPE and schools.

18.5 Policies and procedures have continued to be updated and strengthened to support the educational progress of LAC in 2014/15, including a new policy on minimising disruption to school placements and a policy on the use of boarding schools for LAC and CIN/CP. The Virtual School Head is promoting a new Model School Policy with Wolverhampton schools (Appendix 1) with the expectation that all Wolverhampton schools will sign up to

the policy in 2016. The VSH is also promoting Post-16 Learner Support Agreement for LAC / Care Leavers, a regional initiative developed in 2014/15 by the West Midlands Virtual School Heads Network (Appendix 2). Wolverhampton College have already signed up to this agreement and the VSH expects that all local FE / training providers will sign up to it.

18.6   As Chair of the West Midlands Virtual School Head's Network (VSHN) from 2013 to 2015 the VSH led on the delivery of a regional conference for Virtual School teams in 2015. The event was very well-attended, with every local authority in the region represented. A key outcome of the day was the creation of a development plan for the West Midlands VSHN in 2015/16.

18.7   The Virtual School Head has continued his ongoing work with Ofsted in 2014/15, alongside other members of the regional and national VSHN. Termly meetings have been held with leading HMI to increase inspectors' knowledge and understanding of the LAC cohort. Partly as a result of this, the West Midlands Ofsted team identified LAC as one of their key priority areas for 2015/16, which is leading to an increased focus on LAC in school inspections. Ofsted are now starting to focus on the commitment of schools to supporting their looked-after and pupils, including attendance at relevant training such as that delivered by virtual school teams, and there is clear evidence that these factors are influencing their judgements on schools related to safeguarding.

18.7   Improved partnership working with Standards and the School Improvement team in particular is enabling the VSH to provide closer scrutiny and stronger support for schools in Wolverhampton. Strong links with other management teams across services for children and young people are enabling COPE and the VSH to function effectively as a 'bridge' between education and social care and to provide good quality training and advice where it is most needed.

19.0   Conclusion

19.1   This report illustrates that the educational achievement of LAC continues to generally improve in 2015, with clear improvement at KS1 and KS4 and average point scores showing a consistent rise year-on-year. There will always be fluctuations in performance with relatively small cohorts of pupils. However the important point is to be able to see a generally upward trajectory and a gradual narrowing of the gap between LAC and their peers. This is what we are seeing in Wolverhampton, which underlines the strength of the commitment of the council, and its partners, to the children in its care.

19.2   At the same time, however, the gap is not narrowing as quickly as we would like. Performance comparisons between LAC educated inside Wolverhampton, and those placed outside, points to the need for a continued strengthening of the support for LAC in our own primary and secondary schools. This will be a key area of priority for COPE in 2016 and a detailed analysis will be completed to support this. Other areas of focus will include improving the quality of PEPs, continuing to develop support at early years and

post-16 and ensuring a more joined-up approach to placment planning in some cases. Data cleansing has been a critical part of the journey that has led to the completion of this report and further work needs to be done, both locally and nationally, to improve the dataset as noted previously. As Corporate Parents we will also need to consider how best to promote care leavers' access to further and higher education following the removal of the student maintenance grant; a financial challenge which could significantly disadvantage Care Leavers in 2016 and beyond.

19.3   It should also be pointed out that simple comparisons of academic levels do not allow for a fair or helpful representation of the progress of this complex and fluid cohort. This has been highlighted in recent research, and in a recently published paper by ADCS, NCER and the National Virtual School Heads Network, which calls for a more subtle and comprehensive set of data and analyses which cross-reference academic progress with time spent in care and other influencial factors.[7]

19.5   It must be recognised, however, that there is a great deal to celebrate regarding the achievements of LAC in Wolverhampton. The improvement in GCSE results, which are likely to be well above the national average for LAC in 2015, is one of the outcomes which highlight the considerable strength of Wolverhampton's Virtual School. The significantly increased % of LAC attending schools which are rated as good or better indicates both improvement in the quality of our schools and the prioritisation given to Looked after Children. We look forward to 2016 and beyond with excitement, optimism and confidence in our continued drive to improve the life chances of Looked after Childen.

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[7] http://www.adcs.org.uk/care/article/the-educational-achievement-of-children-in-care

Appendix 1

WOLVERHAMPTON CITY COUNCIL
MODEL SCHOOL POLICY ON PROMOTING THE EDUCATION OF LOOKED AFTER CHILDREN

1. INTRODUCTION

(INSERT NAME OF SCHOOL OR ACADEMY) believes that, as Corporate Parents and in partnership with key stakeholders, we have a legal, moral and professional duty to safeguard and promote the education of Looked after Children (LAC).

The terms 'looked-after children' and 'children in care' include children placed by a local authority with family members, foster carers or in a residential care home. They also include those placed in care through a care order under section 31 of the Children Act. 1989 or by a voluntary agreement with the child's parents under section 20 of the Act. The terms can also be used to refer to children entered into police protection and those involved in the youth justice system.

We know that a secure and successful education is a major factor in improving the life chances of LAC and Care Leavers. However we recognise that, nationally, pupils in care have significantly underachieved compared with their peers. We intend, through this policy, to work toward closing that achievement gap. We promote the inclusion, well-being and achievement of looked after children in our school. In pursuance of this we will hold ourselves and our partners to account by asking the question, *'Would this be good enough for my child?'*

2. Background legislation

This policy is based on the following legislation:

1. *Section 20 of the Children and Young Persons Act 2008 ("the Act") and The Designated Teacher (Looked-after Pupils etc.) (England) Regulations 2009.*

2. *The Local Authority statutory duty under 22(3A) of the Children Act 1989 to promote the educational achievement of looked after children – see link below.*

3. *The Children and Families Act 2014, which requires every local authority in England to appoint an officer to make sure that its duty is properly discharged - referred to as the Virtual School Head.*

https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children

3. How will the impact of the policy be evidenced?

The impact of the policy will be seen through improvements in the following key outcomes for Looked after children:

- ✓ Reduction or zero rate in school exclusions
- ✓ Improved school attendance
- ✓ Improved attainment at statutory assessment stages
- ✓ Improved and maintained rates of progress and attainment
- ✓ Improved quality of Personal Education Plans (PEPs)
- ✓ The views of children & young people (as recorded in PEPs and captured though the Children in Care Council (CiCC) and wider consultation
- ✓ Ultimately, an increase in LAC and Care Leavers aged 16+ who are in Education, Employment & Training (EET) and numbers of Care Leavers accessing higher education (HE)

4. **Partnership working**

We will work together with key local authority departments including the Virtual School Head (VSH) and Corporate Parenting & Education (COPE) team, along with education providers and other relevant agencies, to enable the best possible outcomes for Looked after pupils through flexible and proactive partnership working.

5. **The Governing Body**

The governing body will:

- Ensure that there is a named Designated Teacher for LAC and that (s)he is enabled to carry out his/her responsibilities in line with statutory guidance (see link below)

- Support the Headteacher, Designated Teacher and other staff in ensuring that the progress of LAC is prioritised and supported in line with statutory responsibilities

- Nominate a governor for Looked after Children. The nominated governor will take a leading responsibility for the challenge and support of the school in raising achievement for LAC pupils and attend relevant training. The Nominated Governor should have a termly meeting with the Designated Teacher, with a clear agenda, to address school improvement issues related to LAC. They will also ensure that an annual report (as a minimum) is provided to the governing body by the Designated Teacher - see Appendix for suggested report template. The nominated governor will present this report to the wider governing body in partnership with the designated teacher.

6. **The Senior Leadership Team**

The Head Teacher and Senior Leadership Team will:

- Ensure that LAC are prioritised in school policy & procedure and in the allocation of resources, in line with Ofsted and DfE guidance, to ensure that LAC access the best of what the school has to offer
- Ensure that LAC are given top priority in school admissions, in line with national statutory guidance and the Wolverhampton Admissions policy. However, we must ensure that the provision is right for the child and, if there are issues, school will meet with social care the Virtual School Head (VSH)/COPE and other key partners as appropriate, to resolve these issues

- Consider every possible alternative to a temporary or permanent exclusion, in line with national, local and school admissions policies, due to the disproportionate effect that exclusion can have on Looked after Children. Instead, we will work together proactively with all key partners including the local authority, using every resource in our control (including alternative provision where appropriate), to solve problems.
- Avoid resorting to unofficial exclusions to resolve behavioural or other issues
- In the event of a serious issue, which might otherwise lead to permanent exclusion, the child may be placed on a fixed-term exclusion and an emergency review of the PEP and other relevant plans / provision will be called and attended by key personnel, e.g. the child's carer, social worker and (where appropriate) representatives from COPE, 5-18 Early Help Service and/or Youth Offending Team, to resolve the issue
- If we feel that we are unable to meet the child's needs, we will work with external agencies to ensure that any special educational needs, including social emotional and mental health needs, are assessed in accordance with the SEN/D Code of Practice (2015). This should include, where appropriate, referral for a statutory education, health and care needs assessment
- On occasion, by shared agreement and in the best interests of the child, a managed move to another provision may be considered in order to avoid a permanent exclusion.
- Where a modified timetable may be in the best interests of the child, this will firstly be discussed and (if appropriate) agreed in a review of the Personal Education Plan, thereby taking into account the views of the child, carer and social worker
- Take a proactive approach to sourcing the DfE-recommended first day provision for fixed term exclusion for LAC, in view of the additional pressures that exclusion can put on care placements
- Be aware that looked after children are more likely to have special educational needs than most, work proactively to identify any SEN effecting Looked after Children, and make appropriate provision in accordance with the SEN/D Code of Practice (2015)
- Ensure that LAC have an appropriate, 25-hour offer of education, other than for a fixed period which has been agreed with carer and social worker as being in the child's best interests (such as part of a transition plan) and recorded / reviewed in the PEP
- Make our school "attachment aware" and fully able to meet each child's learning, health & wellbeing needs, by ensuring that key staff keep up-to-date with relevant policy and legislation and attend relevant training, such as that provided by the Virtual School Head (VSH) / COPE. We will ensure that key staff are aware of statutory guidance in this area (see link below).

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413368/Promoting_the_health_and_well-being_of_looked-after_children.pdf

7. The Designated Teacher

We will have a Designated Teacher for LAC, who is a member of the senior leadership team and is therefore able to affect changes in policy and procedure where appropriate. The Designated Teacher will:

- Be an advocate for all children in this school who are in care, ensuring that their voice is heard and acted upon

- Ensure confidentiality for individual children and only share personal information on a need to know basis and in line with school safeguarding and information-sharing protocols.

- Maintain an up to date record of all Looked after Children who are on the school roll

- Be a central point of contact, working with any previous educational settings to ensure a smooth induction and transition into school

- Liaise with the child, carer & social worker to ensure that a high-quality Personal Education Plan (PEP) is completed and reviewed within statutory timescales (and more often if necessary) with SMART targets to support accelerated progress

- Ensure that Pupil Premium and other allocated funding is used in the most appropriate way to support each Looked after Child's individual learning targets, as agreed in their PEP meeting with the child's carer, social worker and (where appropriate / necessary) VSH/COPE representative - see the following link for further information: https://www.gov.uk/pupil-premium-virtual-school-heads-responsibilities

- Contribute to LAC reviews, SEND reviews and other meetings as required & appropriate

- Fulfil school safeguarding protocols, be alert to any child protection issues, and know what action to take.

- Inform the child's carer and social worker when a child in care is absent from school without notification or excluded

- Attend relevant training on safeguarding and Looked after Children, keep up to date with relevant legislation & guidance and cascade to school staff as appropriate (see links in sections 2 & 6 of this policy)

- Provide in-school training for school staff around attachment, trauma and recovery and its implications for behaviour management.

- Provide support and CPD to staff, with a knowledge of the emotional impact that who are looked after can have on trusted adults, including their class-based staff.

- Provide the Virtual School Head / COPE Team with termly data on the performance, attendance and attainment of Wolverhampton LAC

- Meet with the Nominated Governor or Chair of Governors termly and report to the Governing Body annually, as a minimum, on the performance of their Looked after pupils, without naming individual children

- Ensure well planned and informed transitions when a child changes school, with timely information sharing.

- Ensure that the statutory guidance on the role of the Designated Teacher is embedded within practice

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269764/role_and_responsibilities_of_the_designated_teacher_for_looked_after_children.pdf

8. **All School Staff**

All school staff will:

- Ensure a safe & secure environment in which vulnerable pupils are able to flourish and grow and high aspirations are encouraged
- Seek advice from designated teacher regarding induction, own CPD and any interventions, classroom environment adaptations etc.
- Be sensitive to the needs of LAC, including confidentiality issues
- Support the local authority in its statutory duty to promote the educational achievement of Children in Care

9. **Arrangements for Review**

This policy will be reviewed as to its effective implementation on an annual basis and updated as appropriate.

Signed

Headteacher	
Chair of governors	
Virtual School Head	
Date	

Appendix to the Model School Policy:

The Designated Teacher's Annual Report to the Governing Body

on the Progress and Support of Looked after Children (LAC) in School

Purpose of Report

This report fulfils the statutory duty for the Designated Teacher for LAC to provide an (at least) annual report to the governing body, outlining the progress of the school's Looked-after pupils, and the support that is provided for them

Please not that this is not an exhaustive list of areas for discussion and should be used to inform a termly discussion between the Designated Teacher and Nominated Governor for LAC, or Chair of Governors, as well as a template for the annual report.

This Report Covers (Term & Year):	
Name of School	
Name of Designated Teacher for LAC	

Name of Nominated Governor for LAC (or Chair of Governors)			
Designated Teacher's position within the staffing structure			
What training has the designated Teacher and/or other school staff received relating to LAC and vulnerable pupils in the last year?			
How many LAC attend the school, and how many of these are Looked after by Wolverhampton City Council?			
How many have a statement of SEN or EHCP, and for what type of need? How many have identified SEN, but do not have a statement / EHCP?			
Do all LAC have up to date, high quality Personal Education Plans (PEPs)? If not, please provide reason / comment			

What is the current attainment of each LAC? Please do not use names and add rows as needed	Child	English	Maths	Is this below, at or above expected levels?
	1			
	2			
	3			

Are these pupils making expected (or better) levels of progress, and if not, what actions are in place to address this?	Child	Expected Progress +?	Reason / Comment	
	1			
	2			
	3			

Is attendance less than 95% for any of these pupils? If so, please give reason / comment and current actions to addresses this.	
Are any of these pupils following modified or part-time timetables? If so, please add reasons / comment and plans in place to extend their provision to full-time	
Have any LAC pupils had fixed-term or permanent exclusions? If yes, what has been done to	

support reintegration and prevent further exclusion?	
Which other agencies has school worked with to support these children (including, but not limited to, local authority stakeholders)?	
How is the school using its Pupil Premium Grant (PPG) allocation to support LAC?	
Any other information?	

Appendix 2

[Logos of VSs/LAs supporting to add]
Post 16 Young People in Care and Care Leaver Learner Support Partnership Agreement – West Midlands

Purpose of the agreement
- This agreement addresses the significant challenges Young People in Care and Care Leavers face as a result of the circumstances that brought them into care and the experiences they may have within the care system.

- No one partner can provide the full range of support that young people need.

- This agreement therefore expresses our commitment, as partners, to ensuring that Young People in Care and Care Leavers achieve the best possible outcomes in Post 16 education and training.

Our Principles and shared practice:
- We are prepared to be challenged by the question: 'Would this be good enough for my child?'

- Our young people will be safe and feel safe in education and training and we will ensure they are listened to.

- We will work together to solve problems
- We will develop and help shape education and training that meets the needs of all our young people.
- We will ensure young people receive: impartial, information, advice and guidance [IAG] that gets them into the right provision; the support to stay there; advice and support when they move on.
- We will ensure information is shared openly and with due regard for safeguarding, confidentiality and data protection and in line with the purposes and ethos of this agreement.

Social Care will:
Before the end of Year 11 ensure each young person has a 'key worker' [social worker, personal adviser [cf Care Panning regulations], foster carer, residential worker or other appropriate adult] with the authority and commitment to take the role of 'best parent' in supporting this agreement.
NB social care must inform the provider promptly if the key worker changes.

The social care key worker's will:
Before the young person starts with a provider:
- Obtain the young person's consent to share safeguarding information with providers wherever possible NB Safeguarding may require that information is shared without consent
- Ensure that the provider's designated person knows their name contact details and any other key contacts
- Complete an education plan [part of the Pathway Plan], which must cover safeguarding issues, with the young person and the provider before [preferably May-July] they start provision, or, if this is not possible, within thirty days of them starting.

Once the young person is in provision:
- Meet to review the education plan at the provision at least six monthly or more often if there are problems
- Listen to young people's views and act on them appropriately

- Attend consultation events/ 'parents' evenings'
- Contact the provider and engage with other relevant professionals, if there are problems, or extra support is needed e.g. because accommodation arrangements are changing and call extra meetings as appropriate
- Respond rapidly to an emergency – within 24 hours as a maximum
- Provide the necessary support with accommodation, transport, finance and health so the young person can engage with their education, employment or training

Education or Training Provider will:

- Have a 'designated person' who will be a first and direct phone, or email point of contact for young people in care and care leavers, carers, social care, careers, so they get individual and personal attention
- Notify partners if the designated person changes.
- Provide pre and post entry visits
- Advise and guide young people about all aspects of the provision and its services and ensure young people receive any financial or other support to which they are entitled
- Listen to young people's views act on them appropriately
- Identify young people in care and care leavers, via a tick box on application forms and other post application checks.
- Complete an education plan, which must cover safeguarding issues, with the young person and the key worker before [preferably May-July] they start provision, or, if this is not possible, within thirty days of them starting.
- Meet to review the education plan at the provision at least six monthly, or more often if there are problems
- Ensure each young person has a mentor or equivalent who is introduced to them and who:
  - Provides support and advocacy for the young person
  - Is able to meet with the key worker and others to support the young person's learning and education plan.
- If there is a risk that the young person may not be able to stay at the provision, including any temporary suspension or fixed term exclusion:
  - inform the key worker by phone and email on the day it occurs
  - call a professionals' meeting as appropriate to attempt to resolve issues
- Not permanently exclude or terminate the young person's course without meeting with the key worker. NB1 The young person may be suspended/fixed term excluded pending the outcome of this meeting. NB2 The meeting allows time to plan for alternatives, cover safeguarding issues etc.
- Ensure employers actively partnered with support this agreement.
- Ensure, impartial careers information, advice and guidance is provided.
- Track individual learner: attendance; retention; outcomes; achievement; progression and value added data and share with the young person's Virtual School and aggregated data for all young people in care and care leavers with partners to this agreement.

Virtual School
The Virtual School for Children in Care and Care Leavers carries the local authority corporate parenting responsibility to promote the education of their children in care and care leavers wherever they are placed.
The Virtual School will:
- Provide the strategic support and challenge to ensure that the terms of the Learner Support Partnership Agreement are upheld by all signatories for their young people
- Promote and publicise the Learner Support Agreement with their Local Authority partners: social care, Director of Children's Services, elected members, other work based learning providers, commissioners etc.

- Work with other Virtual Schools to provide support and challenge as appropriate e.g. for a young person from another LA who is placed in local provision. The local Virtual School will not take over the responsibility of the 'home' local authority [local authority to which the young person is or was in care].
- Ensure young people have access to high quality, impartial careers information, advice and guidance
- Ensure young people have a high quality Personal Education Plan which contains plans for Post 16 education and which is maintained in an appropriate form Post 16 [e.g. via Pathway Plan or separate education plan]
- Track young people in Post 16 education, employment and training so issues are followed up promptly
- Ensure that there is Internet based information – e.g. through a Virtual School website – about the Learner Support Agreement

Learner Support Partnership Agreement Implementation
- A formal meeting is held between the Virtual School [who will have obtained the agreement of social care to support the agreement] and principal or vice principal or director of the provider, at which the agreement is signed.
- Each party is responsible for publicising and promoting the agreement within their own organisations.
- Each Virtual School is also responsible for tracking and supporting its own young people and challenging signatories and services in its Local Authority to ensure issues are resolved and support provided.

Review of Learner Support Partnership Agreement
- The agreement will be reviewed annually:
1. **With each provider by a Virtual Head** [by agreement, this may not be the Virtual Head from the local authority in which the provider is situated]

The data shared will be for the full academic year prior to the review

	Young people in care and care leavers at provider in Y12 and Y13 [from any LA]	Total or percentage for all learners at the provider
Total number of young people		
Average attendance %		
Retention %		
Achievement [completing] %		
Progress [to ETE] %		

2. **By Virtual Heads who support the agreement** through the West Midlands Virtual Heads Regional Association

The data shared will be for the full academic year prior to the review from each participating LA

	Young people in care and care leavers in Y12 and Y13 **LA1**	Young people in care and care leavers in Y12 and Y13 **LA2**	**LA3 etc**	West Midlands Average for all Y12 and 13
Total number of young people				
Average attendance %				
Retention %				
Achievement [completing] %				
Progress [to ETE] %				

- In addition the reviews will describe
  - Key positives [e.g. success of individuals]

o   Key challenges [e.g. issues with multi agency working, progression]

Provider details and signature

Provider Name	
Name of signatory to this agreement	
Email address	
Role of signatory to this agreement	
Signature	
Name of designated tutor	
Designated tutor email	
Designated tutor phone	
Head of Virtual School - name*	
Head of Virtual School signature	
Head of Virtual School email	

*The Head of Virtual School ensures that social care support this agreemen

Work Plan

Directorate/Service Area:	CYP / Looked after Children
Business Plan Accountable Officer:	Darren Martindale

What?	Who?	Why?	When?	With What?	So What?

Corp. Plan Ref	Action Title	Responsible Officer	Anticipated Outcome/Result	Timescales		Performance Measures	Progress Update	RAG Rating
				Proposed Start Date	Proposed End Date			
			Data Management					
Challenging and supporting schools to provide the best education for children and young people	Improve COPE team's access to up-to-date attainment & attendance data for all LAC from EYFS to year 13	Darren Martindale	Accurate and regular monitoring of pupil's progress in school, leading to earlier intervention and better prioritisation	July 2015	March 2016	Virtual school data to include attendance & attainment levels for all LAC from reception to year 13 and EYFS (if attending an early years provision), updated on a termly basis	All end-of-key stage data now collected and reported in VSH 2015 Annual Report. KS1 & KS4 show clear improvement in 2015 and likely to be well above national average for LAC. EYFS & KS2 levels lower than last year but still showing general upward trajectory since	

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Business Planning Activity Log Template

2012. Annual report also now contains post-16 educational outcomes.

Close partnership working with Standards / School Improvement has revealed likely inaccuracies in some historical attainment data, and has now cleansed the data to a point where it is accurate and as comprehensive as possible.

COPE are monitoring attendance & attainment of all LAC on a termly basis. Majority of data requests are returned from schools; from 2016 requests will be linked to pupil premium allocation to facilitate 100% returns.

Business Planning Activity Log Template

						16+ EET Co-ordinator now monitoring progress of LAC in year 12/13 on a termly basis.	
Page 79	Improve data on LAC cohort characteristics (e.g. in-city/out-of-city, age,gender,SEN;protected characteristics), to be cross-referenced with attainment data	Darren Martindale	Improved awareness of the diverse needs of the cohort, particularly with reference to protected characteristics, will help us to identify gaps in service and to target resources on areas where the achievement gap is widest	July 2015	January 2016	Cohort data and analysis provided in VSH annual report and LAC balanced scorecard	BIT supplied data comparing the attainment of boys and girls at KS1 & KS2, cross-referenced with in-city and out-of-city status. Data revealed clear & interesting trends which will be analysed in detail in early 2016. Other cohort characteristics have not yet been analysed.	⬡
Personal Education Plans								
	Improve the quality of Personal Education Plans (PEPs)	Darren Martindale	More robust monitoring and support of the educational progress of LAC through quality educational planning	May 2015	March 2016	Monthly PEP quality audit – target 70% outstanding/good overall	Report completed on first 3 months audits – 33% rated as good or outstanding. VSH shared data with senior managers & has formed a working group to	⬡

Business Planning Activity Log Template

						plan form an improvement plan – December meeting had to be cancelled but group with convene in February 2016. From 2016 completed audits will be copied to IROs and Designated Teachers as well as social workers and recorded on child's Carefirst record to enable added scrutiny and link to performance management of social workers.	
	Ensure that PEPs are in place for LAC attending Early Years provision	Darren Martindale	Improved monitoring & support for LAC at EYFS through quality educational planning	July 2015	January 2016	Monthly PEP data from Business Intelligence – target 70% completion for LAC in Early Years settings	EYFS PEP now on Carefirst. VSH visiting all social works units to brief on EYFS & 16+ PEP – 5 units visited so far. EYFS PEP included in October training for NQSWs

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							(8 attended). Data not yet reflected in balanced scorecard; this was requested from BIT on 21.10.15.	
	Ensure that PEPs are in place for LAC at 16+	Darren Martindale	Improved education support for LAC at 16+, improved engagement in EET	May 2015	March 2016	Monthly PEP data from Business Intelligence – target 80% completion	16+ PEP now on Carefirst, VSH has delivered training to Transitions Team on correct use. Recent performance monitoring; approx. 50% completed. EET Co-ordinator will support improvement in this area.	
	Increase social workers' participation in PEP training through introduction of a mandatory e-training module and face-to-face session for NQSWs	Darren Martindale	More robust monitoring of the educational progress of LAC, more robust support and challenge to schools	July 2015	March 2016	Target - 80% of CIN/CP/LAC social workers to complete the appropriate PEP training	VSH has written 90% of content for e-learning module. Training & Development now working on converting content to e-learning format. VSH delivered PEP training for NQSWs September 2015 - 9 attended. Very positive feedback. VSH visiting all Social Work Units	

Business Planning Activity Log Template

						to explain statutory requirements regarding PEPs & Pupil Premium.	
	Explore an electronic PEP solution, with access for schools and social care, via Carefirst	Darren Martindale	E-PEP would contain all virtual school data, reports could be provided as required, PEP auditing more robust	June 2015	March 2016	Electronic PEP in place, educational reporting mechanisms established	VSH met with Dave Slade and ascertained that Sharepoint could be used to enable schools to access a Carefirst PEP. Follow-up meeting, involving Carefirst team, arranged for 25 Jan 2016.	⬡
	School Admissions & Inclusion						
	VSH/COPE to be consulted prior to any school change for a LAC	Darren Martindale	Timely advice given to avoid inappropriate school changes or LAC moved without a school place	June 2015	January 2016	All placement requests on carefirst to include VSH advice, COPE alerted to school changes and proactive in giving appropriate advice	VSH now using Carefirst placement change alerts for early identification of planned changes. This is enabling the Virtual School to be more proactive in providing earlier advice, although VSH still not always consulted directly. VSH is	⬡

Business Planning Activity Log Template

							Placement stability data	addressing this with senior managers in LAC/CIN/CP and ways of evaluating the impact of this are currently being considered.	
Page 83		Strengthen the expectation that LAC will be given top priority in School Admission, reduce delay in allocation of school/PRU places and alternative provision	Darren Martindale Bill Hague	All LAC in an appropriate school place without drift or delay, in a school rated as good/outstanding unless there is a suitable reason to attend a school rated otherwise	June 2015	March 2016	Reduction in time out of school for LAC Increase in % of LAC attending a good/outstanding Wolverhampton school to 70% (primary), 60% (secondary) and 89% (special). Data on this will be prepared for VSH annual report in December 2015.	Model school policy completed, consultation with School Improvement completed and currently being shared with schools for consultation. Policy was discussed at October DT's forum and presented at November Head Teachers Forum; generally positive response. To be launched in early 2016. New Fair Access Policy completed with stronger/clearer expectations on schools. In general, school admissions for LAC are

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						arranged without delay. Most cases of delay are due to LAC high a high level of need which cannot be met within existing resources.	
Page 84	Increased monitoring and support for LAC disengaged from education (or at risk of) – PNIFTED/residential /alternative provision/YOT – in COPE casework	Anne Foster Huw Williams	A proactive focus is needed on the most vulnerable LAC to tackle persistent lack of engagement	July 2015	March 2016	Improved data, e.g. complete & up-to-date PNIFTED list, and decrease in persistently low school attendance (under 85%) to no more than 5% of LAC.	PNIFTED list completed and updated every half-term; 10 LAC at December 2015, action plans in place in all cases. Persistent low attendance out-turn for 2014/15 academic year was 7%	🟧
	Close alignment with YOT & EET action plans, to enable more joined-up working with most vulnerable LAC	Darren Martindale	Most vulnerable children are better supported through services working together on strategic and operational levels	July 2015	March 2016	Reduction in LAC with order who are PNIFTED or NEET	Oct update:\n\nYOT & COPE now working very closely together: monthly PNIFTED meetings where an action plan is agreed to address every PNIFTED case, plus YOT/LAC	🟩

Business Planning Activity Log Template

						attendance meetings every half-term involving Connexions and other key partners. All of this included in both YOT and COPE improvement plans. Impact of this will be measured in reduction of LAC, open to YOT, who are NEET at the end of their order.	
High-cost (none-maintained) education provision to be quality-assured by COPE education Psychologists	Huw Williams	LAC with the highest levels of need to have their needs met by an appropriate, high-quality provision which offers value for money	August 2015	March 2016	All high-tariff educational provisions to be quality-assured at least once every 6 months, reports then provided to EPP informing placement decisions	New working procedure now in place between COPE Psychologists & EPP, with greater COPE involvement around quality-assurance. COPE Psychologists now visiting OOC placements whenever appropriate	

Business Planning Activity Log Template

<table>
<tr><td colspan="8">Student Support to Raise Attainment</td></tr>
<tr>
<td rowspan="2">Page 86</td>
<td>Ensure that Pupil Premium+ is appropriately used by all schools, and the Virtual School, to support each Looked after Pupil's learning targets as recorded in their PEP

PP use to be monitored via monthly PEP audit, frequent COPE attendance at PEPs and ongoing communication with schools & key partners</td>
<td>Darren Martindale</td>
<td>All LAC to be provided with the optimum level of support in school, leading to better attainment and progress</td>
<td>April 2015</td>
<td>March 2016</td>
<td>Attainment measures at KS1, KS2 & KS4. Key target; % of LAC achieving 5+ GCSEs at A*-C at KS4 - improvement (from 16% in 2014) to 20% in 2015 & 25% in 2016</td>
<td>KS1 & KS4 show clear improvement in 2015 and likely to be well above national average for LAC. KS4 target exceeded – 20.4%.

EYFS & KS2 levels lower than last year but still showing general upward trajectory since 2012. Full details contained in VSH Annual Report 2014/15</td>
<td>⬡</td>
</tr>
<tr>
<td>Proactive use of centrally-retained Pupil Premium for initiatives to raise achievement for groups of LAC with identified need:
1> 16+ EET work
2> Assistant Educational Psychologists –</td>
<td>Darren Martindale</td>
<td>Increased educational support in areas of identified and urgent need</td>
<td>April 2015</td>
<td>March 2016</td>
<td>1> All year 11 LAC to be supported into an appropriate EET destination

2> Improved</td>
<td>Still awaiting completion of Carefirst classifications to enable accurate EET data for eligible children specifically.
KS4 attainment:</td>
<td>⬡</td>
</tr>
</table>

Business Planning Activity Log Template

	focus on C/D borderline KS4 attainment 3> *Beanstalk* - Volunteer Reading Help for primary-aged LAC 4> Designated Teachers' training 5> Flexible / early intervention where urgently needed					KS4 attainment – see previous action 3> Improved literacy levels at primary age, particularly at KS1 (target: 80% achieving age-related expected levels in reading & 70%% in writing) 4> Attendance and feedback forms from DT's training events	see above. KS1 targets exceeded for in-city LAC by 2-3%. Still working toward targets for OOC LAC, this will be informed by a detailed analysis of results will be completed in early 2016 34 Designated Teachers attended October DT's forum, continuing the very positive increase in attendance since 2014.	
	Issue PP+ to LAC in early years settings	Darren Martindale	Supporting improved outcomes for LAC	June 2015	October 2015	All LAC in early years settings	39% of LAC in Early Years setting received a term's	

Business Planning Activity Log Template

			in early years			to receive funding	allocation of PPG (£100) in summer 2015. Remaining LAC do not have their provider recorded on Carefirst – VSH repeatedly asked social care staff to update this information – to be discussed in VSH's meetings with SWUs	
	Increase focus on literacy at KS1, particularly writing, in learning interventions by COPE & school staff	Anne Foster	Address & improve the current attainment gap which is particularly wide in this area	September 2015	March 2016	80% of KS1 LAC in Wolverhampton schools achieving age-related expected levels in reading & 70%% in writing)	Target exceeded; reading-82%, writing-73%	🟢
	COPE to provide timely challenge & support to LAC pupils & schools with an increased focus on quality educational planning for LAC placed outside Wolverhampton	Darren Martindale	Increased LAC engagement & attainment, particular for LAC placed outside Wolverhampton	April 2015	March 2016		Approx 60% returns on attendance requests to OOC schools. Of these, attendance outturn is 97% for OOC LAC & 92% for in-city. All OOC schools being	🟠

Business Planning Activity Log Template

						repeatedly contacted to increase % of returns. This will be linked to pupil premium allocation in future, to increase % of returns. Lower attendance of in-city LAC will be addressed through improvements in PEP quality and termly attendance monitoring meetings by COPE	
Training & Advisory							
Provide clear guidance to schools, social care staff and carers in the appropriate use of Pupil Premium, to complement existing policy	Darren Martindale	PP being used appropriately in all educational settings, leading to better educational outcomes for LAC	April 2015	September 2015		Guidance completed, disseminated to all schools and discussed at October DTs' forum. PP use being monitored in PEP audits and daily communication with schools and social workers. VSH has reiterated key messages in	🟢

Business Planning Activity Log Template

							visits to SWUs and IROs team meeting.	
Page 90	Strengthen training for Designated Teachers, school governors and other key school staff	Darren Martindale Anne Foster	All schools aware of, and enabled to meet, the needs of their looked after pupils	April 2015	March 2016	Provision of termly sessions for designated teachers and school governors, annual attachment/trauma training conference and 4 training sessions in Emotion Coaching – review of attendance rates and feedback forms from training sessions	October DTs forum completed 8 Oct (34 attendees), second Schools Governors training delivered on 14 Oct. Attachment conference arranged for January 2016. COPE currently preparing four Emotion Coaching training sessions for DTs in spring term 2016	🟩
	Provide more focussed training in education support to carers, e.g. PEPs, FE/HE applications. Establish a carers' "Higher Education Champion" to raise carers' aspirations	Darren Martindale Amarpal Bagri	Carers with higher aspirations and better enabled to support the educational progress of LAC in their care	June 2015	March 2016	At least one session delivered each term in addition to "skills to foster" training as required. Carers' attendance and feedback. Numbers of	Carers training delivered 12 Oct. PEP / study support training arranged for Feb 2016. 11 LAC/CL in HE currently, 7 entered in 2015. 7 CL expected to	🟧

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					LAC / Care leavers in further and higher education – target 8 to enter HE in 2015, 10 for 2016	enter HE in 2016. 16+ PEP & EET Co-ordinator providing closer tracking & support for LAC in year 12/13.	
	Establish a good practice framework for schools and FE providers in supporting LAC, associated resources: model school policy, 16+ learner support agreement, DT's handbook, schools self-assessment tool & template for Designated Teachers' annual report	Darren Martindale	Improved safeguarding practice and strong support for vulnerable students in schools & FE providers (now a key priority in Ofsted school inspections)	April 2015	March 2016	Feedback from schools and 16+ providers - target: 80% of key local education/training providers to sign learning agreement, I	Model School Policy will be launched March 2016. Wolverhampton. Template for DT's annual report to school gov's included as appendix to model policy, training on this delivered heads of governors 12 Oct. Wolverhampton College signed up to 16+ LSA; other local providers currently being approached.	⬡
	"Aspire2Uni" project - Increased support to identified cohort of current year 6 LAC throughout secondary school	Darren Martindale	Higher aspirations for LAC, ultimately leading to increased numbers of care leavers in HE	June 2015	March 2016	Attendance & feedback at termly events, attainment and progress measures for	University open days for LAC and carers held in summer term 2015 followed by a successful launch	. ⬡

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|							identified year 7 LAC	event on 30 September – 8 LAC and carers attended launch, mentors now recruited, trained & being matched with year 7/8 LAC at introductory event in Jan 2016. SLA on safeguarding / information-sharing currently being finalised	
plus termly university-awareness days for LAC and carers									
	Continue to work closely with Ofsted & the VSH National Steering Group to raise the awareness of LAC among HMI	Darren Martindale	An increased focus on LAC in school inspections, resulting in improved support for LAC in schools	July 2015	March 2016	Ofsted inspection framework & reports Meeting with Lead	VSH is attending termly strategic meetings with lead HMI. Current outcome is that LAC will be one of 5 regional priorities for Ofsted in 2015. Support for LAC is starting to inform Ofsted's judgements of schools. Next VSH/HMI meeting Jan 2016.	

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RAG Rating:

Off Track	🟥
In Progress	🟧
Completed	🟩

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CITY OF WOLVERHAMPTON COUNCIL

Corporate Parenting Board

Performance Report

February 2016
(data as at January 2016)
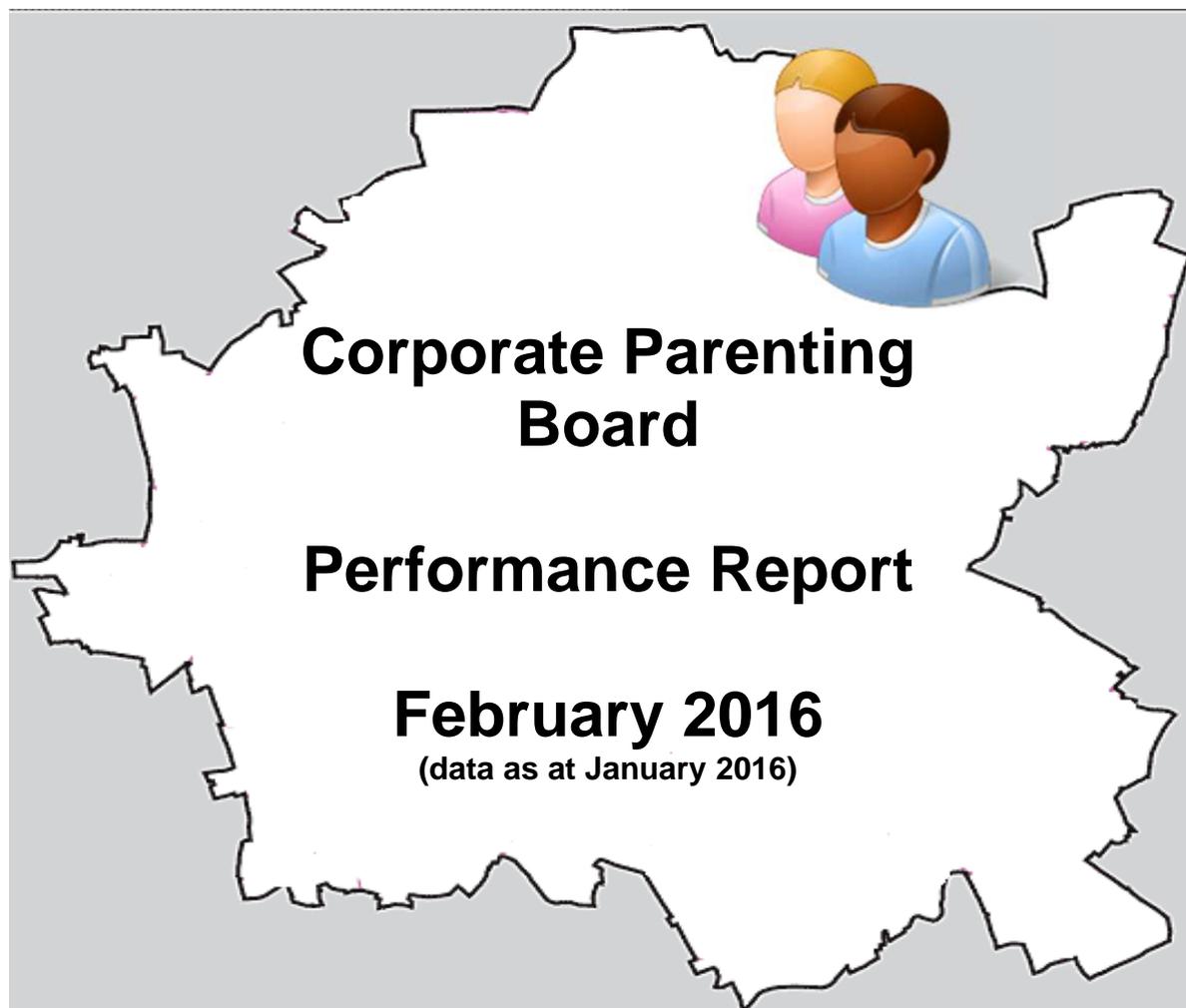
Key Points to Note

Redesign and further development

This report for the Corporate Parenting Board continues to be developed. Some 2014/15 out-turn figures remain provisional as final data is yet to be released.

Demographics

A considerably lower proportion of LAC are from BME backgrounds compared to the Wolverhampton CYP population.

The number of Looked After Children has seen a continued decrease in October and November although considerable further reduction is required to bring Wolverhampton in line with our comparators.

Placements

In-house Foster Carers trend data shows that numbers of children placed with in-house foster carers has increased slightly, however due to the decrease in overall LAC numbers, the percentage is increasing at a faster rate.

The proportion of LAC placed more than 20 miles from home, has decreased slightly to 16% but remains in line with 2014/15 out-turn.

The indicators that look at placement stability continue to show positive results and demonstrate that Looked After Children in Wolverhampton generally benefit from stable placements.

Assessments and Reviews

The average number of cases held by social workers in the LAC teams has fallen slightly from 22 to 21.

The number of social workers that LAC have had shows that 40% of children who have been looked after for more than 12 months have had 3 or more social workers in the past year. This figure is a positive reduction from the November result of 44% with 3 or more social workers.

Assessments and Reviews of Looked After Children in Wolverhampton remain generally up to date. The percentage of children that participated in their reviews remains lower at 91% compared to a 2014/15 result of 98%. This figure has stabilised but remains lower than expected and is likely be due to more accurate recording.

Education

The 2015 KS2 results show that performance of Wolverhampton LAC has deteriorated compared with 2014 across reading, writing and maths. 2015 comparator data is not yet available

As performance at this level has improved in Wolverhampton in general, the gap between Wolverhampton LAC and Wolverhampton students is increasing.

GCSE performance is more positive compared with last years out-turn - with 20% of LAC achieving 5 GCSEs grade A-C including English and Maths compared to 17% last year.

Please noted that small numbers can make these measurements volatile. For further information about the education attainment of LAC in Wolverhampton please refer to the Virtual School Head teacher annual report.

Health

The percentage of children with up to date dental checks was 86% at the end of January which remains an improvement on the 2014/15 out-turn figure of 81%. This result remains significantly higher than the 60% of children in the general Wolverhampton population that have seen a dentist in the past 2 years which is falling.

The percentage of health checks that are up to date has increased to 87% at the end of January, a significant improvement on the provisional year end out-turn of 82%. The majority of children who do not have up to date health checks are placed outside of the city.

Leaving Care

Adoption - Performance against adoption timescales continues to improve in some areas however, overall performance remains below national expectations. The publication of the updated 'Adoption Scorecard' is due imminently and will be fully analysed when available.

The adoption pipeline shows that there are currently 79 children with a plan of adoption, 57 of which have placement orders or are currently placed for adoption. The placements and plans for some of the 89 children are currently being reviewed and not all of the children will be adopted.

51 children were adopted in 14/15 and 30 have been adopted so far in 15/16. This is extremely positive.

Care Leavers - The percentage of Care Leavers in Employment Education and Training cohort has changed to include all children and young adults who turn 17 to 21 in the year.

At the end of January 48% of 19-21 years olds and 57% of 17-21 year olds were in Education, Employment or Training.

Work continues in this area to ensure that education, employment and training information is recorded and updated.

Demographics

57658 children aged 0-17 live in Wolverhampton 22.8% of the total population

ONS 2014 mid-year estimate

48.8% of the CYP population and 44.6% of LAC are

51.2% of the CYP population and 55.4% of LAC are male

**41.6% of the CYP population and 34.2% of LAC are BME**
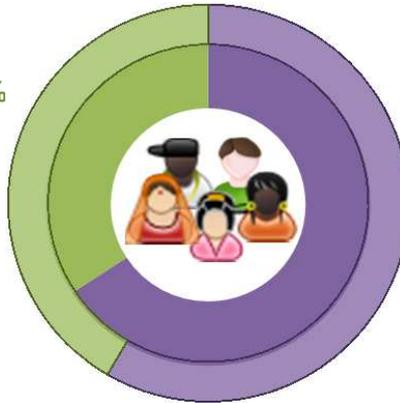
58.4% of the CYP population and 65.8% of LAC are white

Inner circle represents the LAC population, the outer circle is the CYP population

Looked After Children Population
Rate of LAC per 10,000 population aged 0-17

**Comparator 14/15**
83

Jan-16
116
668 Children

Nov-15
121
696 Children

2014/15
135
778 Children

2013/14
136
769 Children

West Midlands
75

76
West Midlands (Latest)
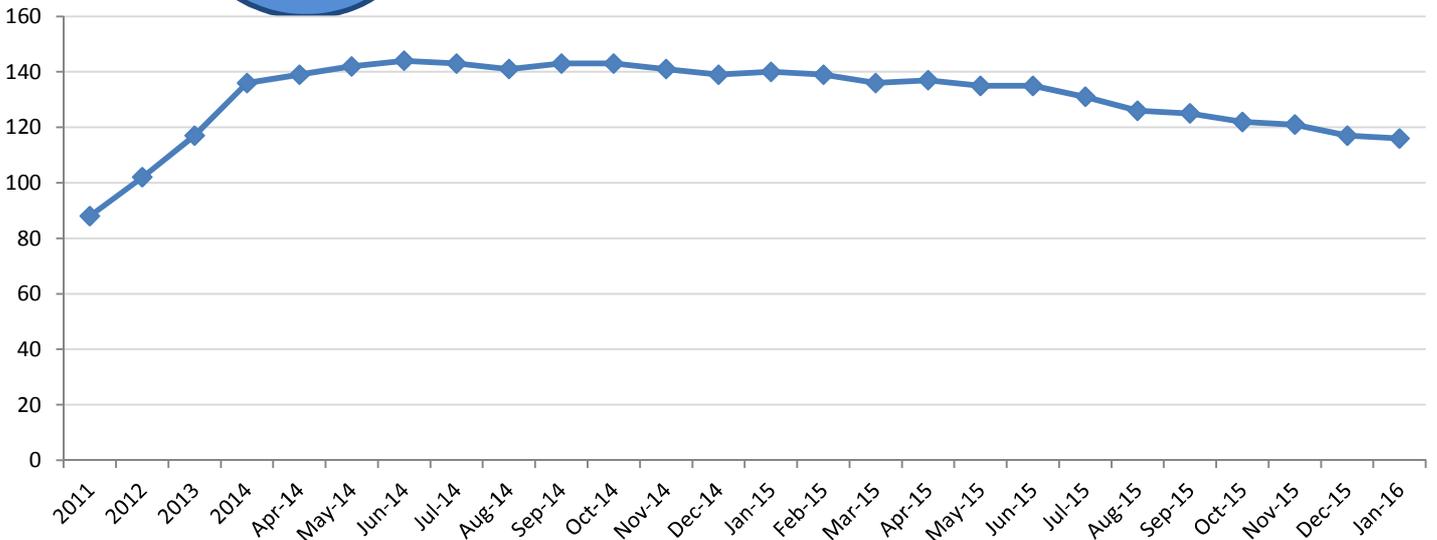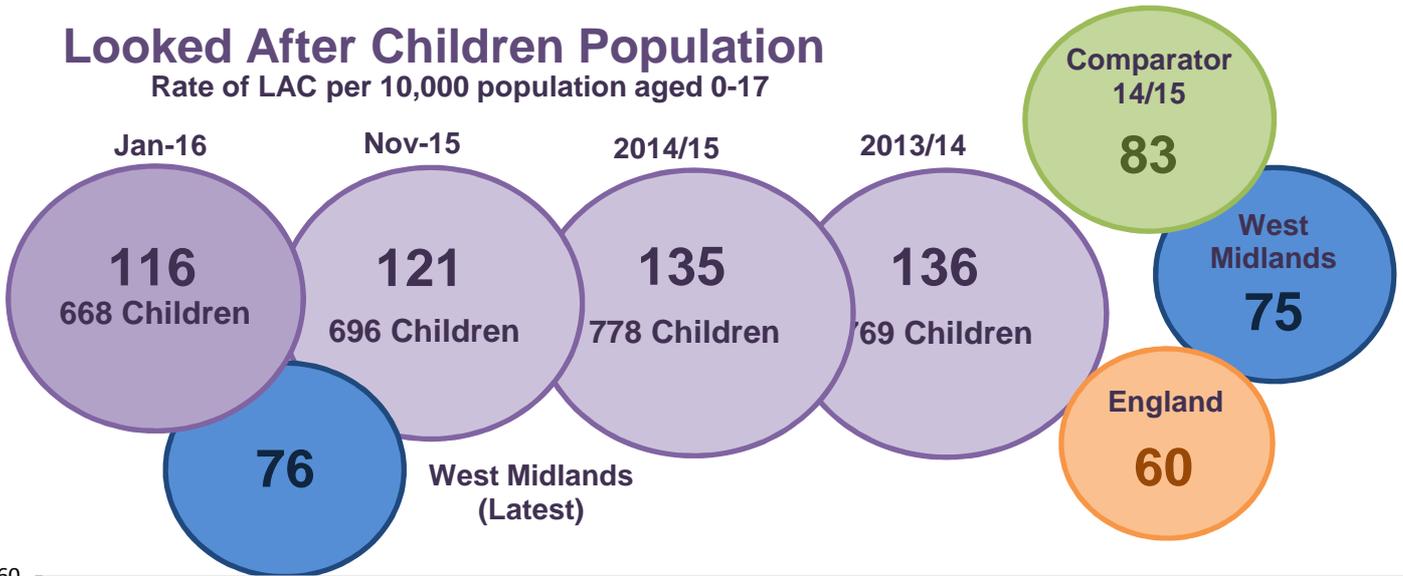
England
60

Placements

% LAC Placed 20 miles + from home

Jan-16

16%

2014/15 Out-turn = 16%
2013/14 Out-turn = 13%
2013/14 Comparator = 15%
2013/14 England = 13%

LAC Placements 31 Jan 2016

Placement	%
Fostering - Agency (274)	41%
Fostering - LA (179)	27%
Fostering - Family / Friend (58)	9%
Placed with Parents (49)	7%
Children's Home / School (41)	6%
Placed for Adoption (38)	6%
Independent Living (20)	3%
NHS / Family Centre (2)	0%
Other (2)	0%
Residential School (0)	0%
YOI / Prison / Secure (0)	0%
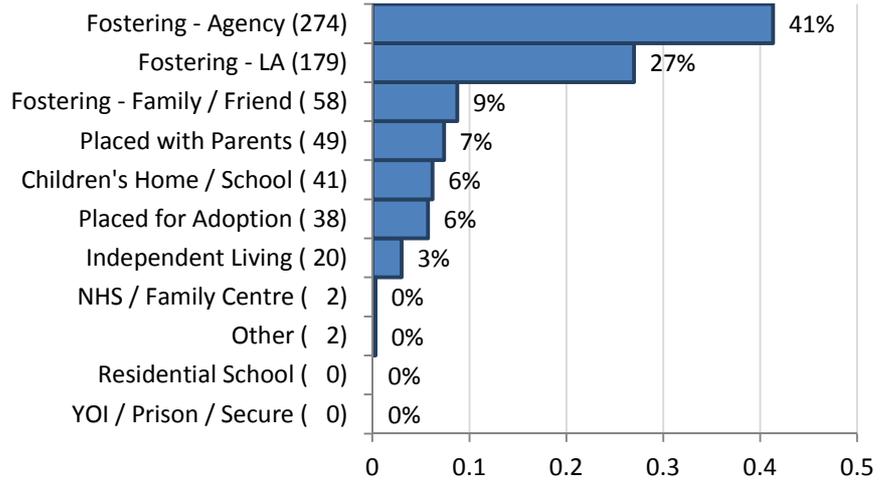
In - House Foster Placements
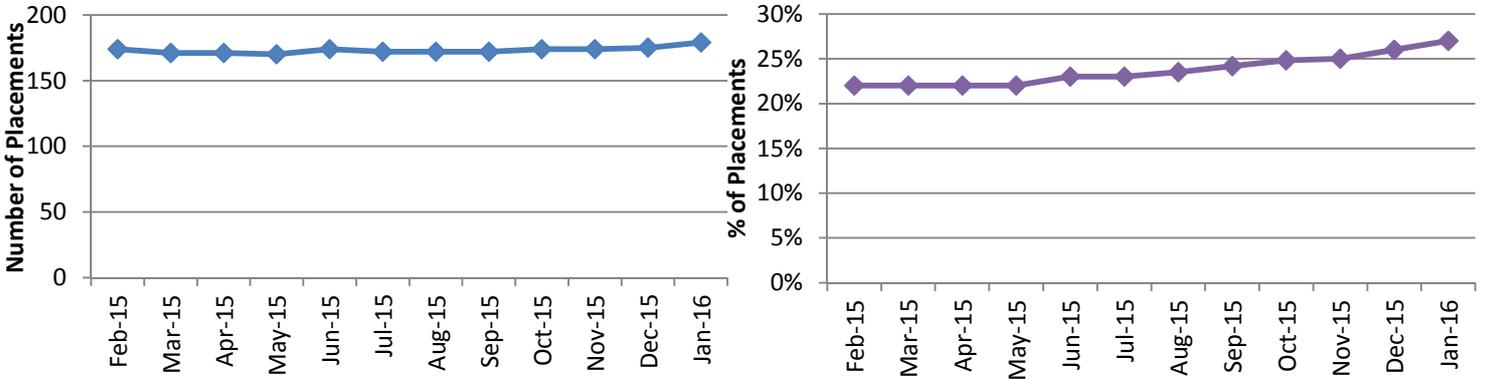
The proportion of LAC Placed with in-house foster carers is increasing due to decreases in other placements. The number of in-house foster care placements has increased slightly to 179.

Placement Stability

LAC with fewer than 3 placements in the last 12 months

Jan-16

86%
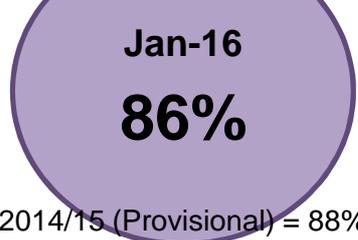
2014/15 (Provisional) = 88%
2013/14 Out-turn = 88%
2013/14 Comparator = 89%
2013/14 England = 89%

% of children in same placement for 2 years or more or placed for adoption (when looked after for more than 2.5 years)

Jan-15

68%
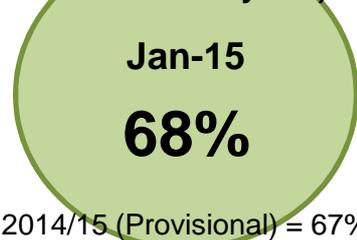
2014/15 (Provisional) = 67%
2013/14 Out-turn = 67%
2013/14 Comparator = 67%
2013/14 England = 67%

Performance shows that Looked After Children in Wolverhampton benefit from largely stable packages.

Assessments & Reviews

Number of Social Workers LAC have had in the past 12 months

Average caseload of LAC social workers

21

40% of young people who have been looked after for more than a year and 24% who have been looked after for less than a year have had 3 or more social workers in the past 12 months

This is an improving picture

Chart values: 1: 152, 37; 2: 202, 19; 3: 145, 11; 4: 66, 5; 5: 18, 2; 6: 10, 0; 7: 1, 0

Legend: LAC for more than a year / LAC for less than a year

Looked After Children with up to date assessments

An up to date assessments is one that has been authorised within the last 6 months.

Jan-16 = 98%

2014/05 Out-turn = 96%
2013/14 Out-turn = 95%

Looked After Children whose reviews have been completed on time

First Review is within 20 working days. Second review within 3 months. Third and subsequent reviews every 6 months

Jan-16 = 90%
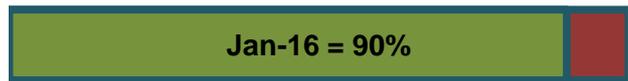
2014/15 Out-turn = 91%
2013/14 Out-turn = 92%

91% of LAC had all of their reviews completed on time between 1st April 2014 - 31st march 2015. 1760 reviews were completed in the year and of these 96% were completed within timescales.

The proportion of LAC reviews where the child was present or contributed by other means since 1 April

91% Jan-16

There has been some decline in LAC participation in reviews. This is being looked into in order to understand the reason for the drop in performance

98% 2014/15 Out-turn (Provisional)

93% 2013/14 Out-turn

Participation in Reviews

- Spoke for self: 640
- Communicated non verbally: 9
- Advocate spoke: 12
- Did not communicate: 3
- Child under 4: 266
- Had advocate: 196
- Other means: 50
- Views not communicated: 112
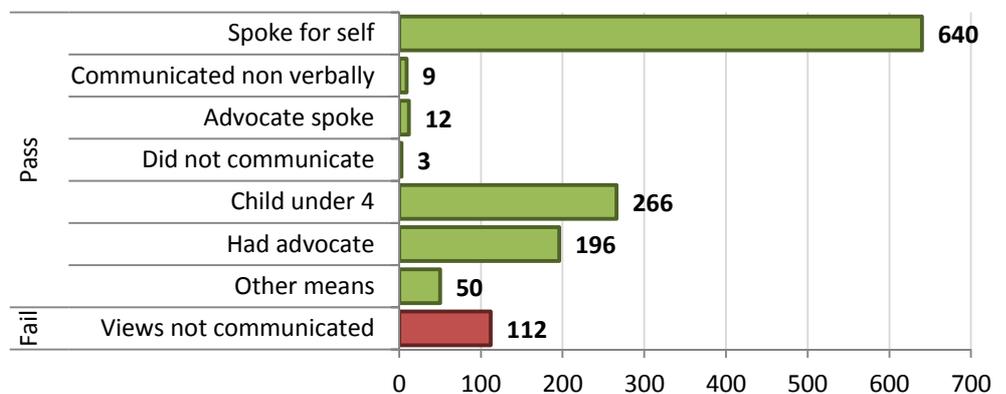
Education

KS2 Level 4	Maths	Reading	Writing	Reading, Writing and Maths	GCSEs	5+ GCSE A* - C inc Eng & Maths
Wolverhampton LAC 2015	60%	65%	52%	N/A		20.0%
Wolverhampton 2015	87%	89%	86%	80%		51.6%
Wolves LAC 2014	72%	76%	78%	70%		17.0%
West Midlands 2014	60%	69%	61%	50%		13.7%
Statistical Neighbours 2014	60%	68%	54%	45%		17.7%
England 2014	61%	68%	59%	48%		12.0%

PLEASE NOTE: Small numbers in the cohort reaching each key stage can cause results to be volatile making comparison difficult.

National results show that looked after children reaching KS2 level 4 in Maths, Reading and Writing in 2015 performed worse than in 2014. However, performance in GCSE's was better.

Detailed analysis of LAC educational performance was presented to the Panel via the Virtual School Head teacher report 2014. Please note that there is some discrepancies when nationally published data is compared with locally held data - it is the local data that is presented here.

The proportion eligible LAC with an up to date Personal Education Plan (PEP)

91%
2013/14 Out-turn

89%
2014/15 Out-turn

84%
PEPS (Years 1 -11) - Jan-16

37%
PEPS (Years 12 and 13) - Jan-16

LAC Absence from School - 2014
(taken from nationally published data)

* Children looked after for 12 months or more

Unauthorised Absence *

1.2%

West Midlands - 0.90%
Statistical Neighbours - 0.97%
England - 1.00%

Overall Absence *

4.0%

West Midlands - 3.70%
Statistical Neighbours - 3.69%

LAC Persistent Absence

5.0%

West Midlands - 4.20%
Statistical Neighbours - 4.58%
England - 4.70%

Absence rates are improving, however, they remain slightly higher than comparators.

FURTHER DEVELOPMENT: Work is continuing to develop a detailed, local, virtual schools report. As that work progresses, further information will be reported here.

LAC Health

60% of children in the Wolverhampton Local Authority Area have seen a dentist in the last two years

Dental Checks

86%

Jan-16

2014/15 Out-turn = 81%

2013/14 Out-turn = 90%

Health Checks

87%

Jan-16
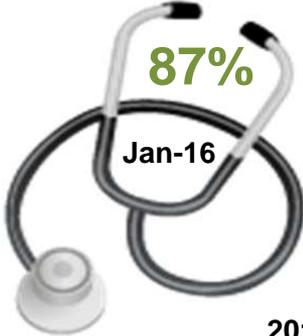
2014/15 Out-turn = 82%

2013/14 Out-turn = 86%

**Performance in this area is increasing as a result of improved working with the CCG and RWT**

February 2016

Leaving Care

Children Adopted

2012/13	2013/14	2014/15 (Provisional)	2015/16 (So far)
35	50	51	46

Adoptions

Adoption Pipeline - 31/01/2016

Best Interest Decision Only	22
Placement Order Granted	13
Matched but not Placed	2
Placed for Adoption	42

■ Best Interest Decision Only ■ Placement Order Granted ■ Matched but not Placed ■ Placed for Adoption
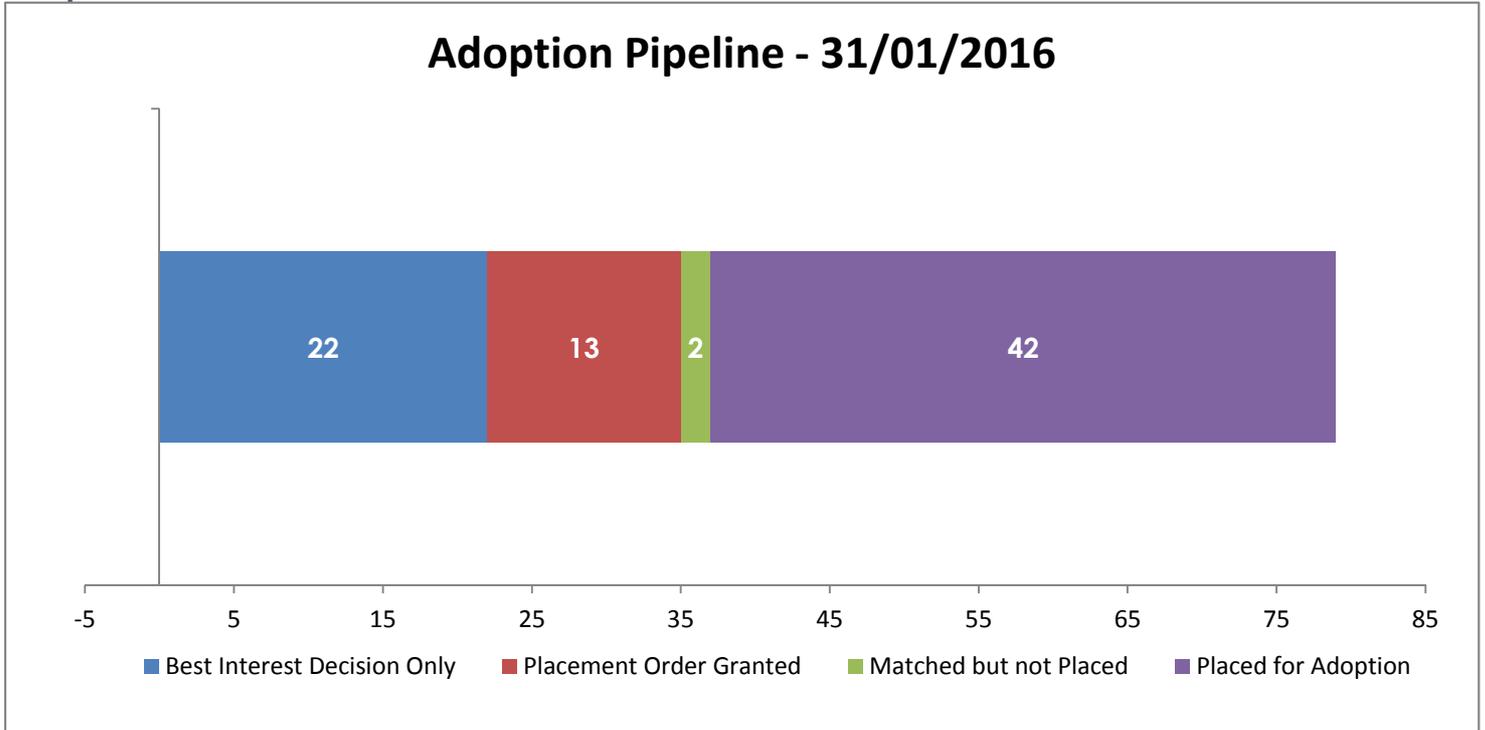
Adoption Scorecard Results (2011 - 2014)
The adoption scorecard is calculated using results and performance over a three year period

A1 - Average time between a child entering care and moving in with their adoptive family

872 Days
38% adopted in

Statistical Neighbours - 665 (46%)
England - 628 (51%)

A2 - Average time between receiving court authority to place and finding a match

294 Days

Statistical Neighbours - 242
England - 217

A10 - Average time between a child entering care and moving in with their adoptive family *(stopped at point of fostering for foster carers adoptions)*

522 Days

Statistical Neighbours - 539
England - 525

Single year performance (2014/15 - provisional)

A1 - 619 days with 64% of children adopted within timescales
A2 - 196 days
A10 - 410 days

**Single year performance (2015/16 as at January)**

A1 - 563 days with 72% of children adopted within timescales
A2 - 226 days
A10 - 422 days

The adoption scorecards for 2013/14 were published just before Christmas 2014. Wolverhampton were once again rated 'double red' in the two key indicators, however, performance around adopting hard to place children including those over the age of 5 and from BME backgrounds continues to be better than performance nationally. Detailed analysis of the results has been undertaken and is available. 2012-15 adoption scorecard publication is expected imminently

Care Leavers
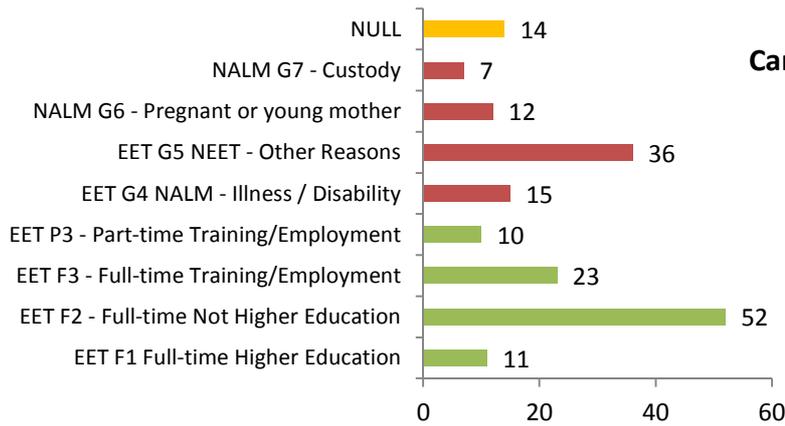
Care Leavers in Education, Employment and Training 2014/15

Wolverhampton - 42%
West Mids - 41%
Statistical Neighbours - 46%
England - 48%

January 2016:
19-21 - 48%

The percentage of children and care leavers in education, employment or training (EET) has improved significantly due to a change in the cohort which now measures 17-21 year olds (previously 19-21 year olds). The current result is an improvement to 57% of 17 to 21 year olds in education, employment or training. No comparator data is currently available based on the new cohort.

The previous cohort of 19 to 21 year olds has improved to 48% EET which is better than year out turn.

A large part of the improvement has been due to ongoing work by the leaving care team in identifying and recording EET status for all children and young adults in the cohort.

Further Development: *Locally care leavers reporting is being re-developed. As part of the national changes reporting of care leavers now includes all children and young adults who have turned 17 to 21 in the reporting year. The chart above reflects the new cohort. This change, along with an increased focus by social workers and managers has resulted in an improved result.*