

Corporate Parenting Panel Agenda



To: Councillor Alisa Flemming (Chair)

Councillors Shafi Khan, Janet Campbell, Bernadette Khan, Jerry Fitzpatrick, Maria Gatland and Helen Redfern

Co-optee Members

Virtual School: Shelley Davies, Angela Griffiths, Sarah Bailey;
LAC Nurse/Doctor: Dr Julia Simpson, Dr Simon Wilkinson, Dr Sue Goode, Dr Lyn Glover;
EMPIRE: Young People and Council Staff
Care Leaver Representative; Ashleigh Searle
Foster Carer Representatives: Angela Christmas, Manny Kwamin and Martin William (Chair of Foster Carers Association);
Health Commissioners: Fiona Simmons, Michelle Quinn, Amanda Tuke and Connie Ikhifa

A meeting of the **Corporate Parenting Panel** which you are hereby summoned to attend, will be held on **Wednesday, 13 November 2019** at **5.00 pm** in **F10, Town Hall, Katharine Street, Croydon CR0 1NX**

JACQUELINE HARRIS BAKER
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www.croydon.gov.uk/meetings
Tuesday, 5 November 2019

Members of the public are welcome to attend this meeting.
If you require any assistance, please contact the person detailed above, on the righthand side.

N.B This meeting will be paperless. The agenda can be accessed online at www.croydon.gov.uk/meetings

AGENDA – PART A

1. Apologies for absence

To receive any apologies for absence from any members of the Panel.

2. Minutes of the previous meeting (Pages 5 - 14)

To approve the minutes of the meeting held on Thursday 5 September 2019 as an accurate record.

3. Disclosures of interest

In accordance with the Council's Code of Conduct and the statutory provisions of the Localism Act, Members and co-opted Members of the Council are reminded that it is a requirement to register disclosable pecuniary interests (DPIs) and gifts and hospitality to the value of which exceeds £50 or multiple gifts and/or instances of hospitality with a cumulative value of £50 or more when received from a single donor within a rolling twelve month period. In addition, Members and co-opted Members are reminded that unless their disclosable pecuniary interest is registered on the register of interests or is the subject of a pending notification to the Monitoring Officer, they are required to disclose those disclosable pecuniary interests at the meeting. This should be done by completing the Disclosure of Interest form and handing it to the Democratic Services representative at the start of the meeting. The Chair will then invite Members to make their disclosure orally at the commencement of Agenda item 3. Completed disclosure forms will be provided to the Monitoring Officer for inclusion on the Register of Members' Interests.

4. Urgent Business (if any)

To receive notice of any business not on the agenda which in the opinion of the Chair, by reason of special circumstances, be considered as a matter of urgency.

5. Update on actions agreed at previous meeting(s)

6. Children in Care Performance Scorecard (Pages 15 - 18)

The Children in Care Performance Scorecard of September 2019 is attached.

7. Children Looked After Health Commissioning and Performance
(Pages 19 - 28)

An update on health commissioning arrangements, service delivery and performance for children looked after including: Initial Health Assessment Performance, Review Health Assessment Performance and Children Looked After emotional wellbeing and mental health services.

8. Annual Report of Virtual School - Data Update (Pages 29 - 58)

An update of the annual report of Virtual School as requested by the Panel on 5 September.

9. How has the Panel helped Children in Care today?

For the panel to consider how its work at the meeting will improve services for children in care.

10. Work Programme (Pages 59 - 60)

To consider and approve the Panel's work programme for the municipal year 2018/19.

11. Exclusion of the Press and Public

The following motion is to be moved and seconded where it is proposed to exclude the press and public from the remainder of a meeting:

“That, under Section 100A(4) of the Local Government Act, 1972, the press and public be excluded from the meeting for the following items of business on the grounds that it involves the likely disclosure of exempt information falling within those paragraphs indicated in Part 1 of Schedule 12A of the Local Government Act 1972, as amended.”

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Corporate Parenting Panel

Meeting of Corporate Parenting Panel held on Thursday, 5 September 2019 at 5.02 pm in F10, Town Hall, Katharine Street, Croydon CR0 1NX

MINUTES

Present: Councillor Alisa Flemming (Chair);

Councillors Shafi Khan, Janet Campbell, Bernadette Khan, Jerry Fitzpatrick, Maria Gatland and Helen Redfern

Co-optee Members:

Foster Carer Representatives: Angela Christmas and Martin William (Chair of Foster Carers Association);

Care Leaver Representative; Ashleigh Searle;

EMPIRE: Young People and Council Staff;

Virtual School: Shelley Davies and Sarah Bailey

Also

Present: Nick Pendry (Director of Early Help and Children's social Care)
Vanessa Strang (Head of Social Work with Children Looked After and Care Leavers)
Karen Massey (Quality Assurance Manager)
Fiona MacKirdy (Service Manager Leaving Care)
Derek Dyer (Looked After Children Service Manager)
Boris Rupnik (Youth Engagement Coordinator - Voice)
Dianne Smith (Executive Support Officer)

Apologies: Apologies for lateness received from Councillors Alisa Flemming and Jerry Fitzpatrick and Bernadette Khan; apologies for absence received from Co-optee Member Manny Kwamin

PART A

Councillor Shafi Khan Chaired the meeting from its start until the arrival of Councillor Flemming.

33/19 Minutes of the previous meeting

At 5:06pm Councillor Fitzpatrick attended the meeting

The minutes of the meeting held on Thursday 5 September 2019 were agreed as an accurate record with the amendments to:

Page 8 paragraph 2 in the agenda to add: *'there were discussions taking place relating to MOMO'*.

Page 9, to add in line 5 in the agenda: *'there were a few challenges relating to the consultation and there was further in-depth discussion of the consultation and the re-naming of the App'*.

With the above amendment the minutes were agreed.

34/19 Disclosures of interest

There were no disclosures of interests.

35/19 Urgent Business (if any)

There was no urgent business.

36/19 Update on actions agreed at previous meeting(s)

At 5:10pm Councillor Bernadette Khan attended the meeting.

At 5:12pm Councillor Flemming attended the meeting.

Members of the Panel discussed how to follow up on issues that had come to the Panel's attention as this was often missed. It was concluded that an action log would be brought to Panel meetings to update the Panel of any challenges or progression in managing the issues raised. An update was also deemed important for the young people who attended the Panel meetings to show that their complaints were followed through.

ACTION: For the Head of Social Work with Children Looked After and Care Leavers to follow up on the complaint made with the young person and the foster care placement.

*Councillor Flemming directed the remainder of the meeting as Chair.
The order of the meeting was revised to include EMPIRE.*

37/19 Children in Care Performance Scorecard

The Head of Corporate Parenting spoke to the Performance Scorecard. Officers highlighted that the performance had remained stable. One area of improvement was the children's Personal Educational Plans (PEP). One area of concern was the percentage of looked after children's pathway plans being up-to-date.

Officers shared that staff were working very hard to improve the service delivered and reach their target of 85%.

Other highlights noted positive stability of looked after children who remained in a safe placement for more than 2.5 years and children placed within 20 miles of their home.

Members of EMPIRE asked questions relating to pathway plans; why they were red and what the service was planning to do to improve the score. Officers shared that the pathway plan was there to help the young person, within their network, to build a future. Officers noted that there was not enough started for the young people aged 16-19, and the service was doing things differently and were hopeful for change. In addition, there was a new form that the service was implementing to help young people to complete their pathway plans. Training had also been provided to social workers to promote the importance of pathway plans.

Members of EMPIRE further asked about the consequences if a child's social worker did not attend a visit. Officers recognised that the frequency of home visits with a young person was important and more could be done to improve the frequency of visits. Officers aimed for inconsistent visits to be reviewed before complaint stage. Members further added that the young person could complain directly to their Independent Reviewing Officer at the review meeting and it was for the foster carer to support the young person in making a complaint. There were also a series of contact numbers the young person could use to get through to their social worker.

In response to questions raised on how the young person could communicate with their social worker, the Care Leaver Representative offered to do some work around this with the young people and further advocate for them to feel involved.

ACTION: For the Care Leaver Representative (Ashleigh) to run a session for advocacy for the young people.

ACTION: For the young children to receive a consultation document. The Head of Corporate Parenting to lead. [From this the service would develop a pack or book looking at what language to use with looked after children].

The Panel further discussed the importance of child visits and advocacy for young children. With the Independent Reviewing Officer being an advocate for young children at LAC Reviews, the young person would be able to express their feelings and feel confident to make a complaint. Officers further noted that the increase of staff changes within the service had also impacted the performance of child visits.

Officers highlighted that there were improvements within the service where social workers were working towards a practise model for young people to talk directly to social workers about any issues. This way of working would enable the service to endorse social workers to work with their young children.

The issue of vacancy was raised by Members of the Panel and officers noted this as a longstanding issue. Officers informed the meeting that there had been an enormous change within the last six months. Despite service being able to recruit permanent managers and social workers, it was still a slow process.

Members of the Panel were concerned about the stability of staff which was significant to the quality of service a young person received. It was important that this nurtured their relationship and trust, and also affected the regularity of visits to children. Members of the Panel requested to receive regular updates/reports on staff turnover. Officers responded highlighting that the service were ensuring locum social workers were working better with their young person. This was important for each young person all of whom deserved the best service from their social worker.

ACTION: A breakdown report of staff turnover in the fostering section for the last 12 months to return to Panel.

38/19 Exam Results, Exclusion and SEN

The Head of Virtual School spoke to the report and shared that the data within the report had shown the results of the young people in care in Croydon and schools all over the country, and not individual successes.

The results in brief from the detailed report showed:

- Key Stage 1 (6-7 year olds) – results were for reading in phonetics.
- Key Stage 2 (10-11 year olds) – There were seventeen people who took the tests. Figures were close to the national average. Two of the seventeen children had an education healthcare plan and did very well.
- Key Stage 4 (15-16 year olds) – There were seventy-one pupils in the results of which ten did not take exams at GCSE level. Unfortunately the results did not show children who did functional or other qualifications as a substitute to GCSE.
- Key Stage 5 (17-18 year olds) – All persons in this group qualified with a brilliant success showing impressive individual results.

Members of the Panel were pleased to see the positive results of looked after children within the borough.

Co-optee Members of the Panel shared concern with regards to exclusions and fixed term exclusions, highlighting from the report that twenty-one looked after children had received a fixed term exclusion in primary school, and a child in school year two faced permanent exclusion. Members also highlighted that there were no support packages for excluded children and officers pointed out that the issue around support had been rectified and schools would receive better support around exclusions. Further, officers informed the meeting that the service had reviewed the numbers of children excluded in schools and Virtual School had staff members to support primary school

teachers who had children within their schools struggling with emotional wellbeing. Officers also acknowledged a rise with the challenging behaviour of children in schools and a lot of training had been provided. The Virtual School was also encouraging young children to co-develop any training that was offered.

Panel Members mentioned that special schools received support and had a good intervention programme; mainstream schools should be encouraged to develop the same so that more support could be offered to children. Officers of the Virtual School advised that it was their mission to manage the issues with looked after children in mainstream schools.

ACTION: Virtual School to circulate a briefing (SB)

ACTION: Virtual School to circulate updated roles and responsibilities list (SD)

At 5:40pm the Panel adjourned the meeting for a short break

At 5:45pm the Panel reconvened the meeting.

In response to questions from members of EMPIRE regarding the Virtual School for Children in Care, officers explained that a lot of work the service provided was not often seen as staff worked closely with schools and not directly with young people. However, as the service had grown with more staff, there would be more direct work with young people in schools and also in the PEP meetings.

Member of EMPIRE wanted more information about exclusions and what would happen to children excluded from school (both fixed and long term). Officers clarified that for the number of fixed-term (short) exclusions, the Virtual School's involvement entailed liaising with the school and speaking with senior leaders to understand the high numbers of short term exclusions in the school, and to further support the school with working around exclusions. For children with long-term or permanent exclusions the only alternative regime for a young person would be to attend a Pupil Referral Unit (PRU). The Virtual School would further aim to provide an alternative school to give the young person an opportunity for a fresh start which would include negotiation with schools and teachers. Support was also provided if a year 11 student was excluded during their exam period; the Virtual School would intervene and provide tuition for the young person.

Additionally, officers highlighted that data was collated on each young person including personalised information and performances. The data gathered also identified exclusion cross referencing gender, ethnicity and age, and to date it was noted that more boys than girls had experienced fixed term exclusion of Black Caribbean background.

ACTION: For EMPIRE to receive a written response to their questions asked (on-going action).

ACTION: For the Care Leaver Representative (Ashleigh) and Virtual School to do a presentation for EMPIRE so they had a better understanding of Virtual School.

39/19 Annual Report of Virtual School (includes update on Mentoring and Careers guidance for Looked After Children and Care Leavers)

At 6:06pm Co-Optee Members EMPIRE left the meeting.

Officers spoke to the report which provided qualitative data. The report highlighted the work of Virtual School and the change in work within the last nine months.

Officers shared that the numbers of young people on the role of the Virtual School fluctuated weekly, numbers were static by the end of the year. Statistics also showed that more of Croydon's looked after children were attending schools within the borough.

Officers further shared that unaccompanied asylum seeking children represented twenty-five different nationalities and there were 350 unaccompanied minors residing in Croydon.

With more children aged fifteen to sixteen going into care, officers talked about funding and how the Virtual School was funding a looked after child until they reached sixteen years old. This highlighted challenges around looked after children aged seventeen years plus who would not receive funding for support.

The report also mentioned that school ratings were tracked by officers from information provided by parents and the schools themselves.

Officers noted that staffing within the service had seen little change as caseloads continued to increase. With a ratio of twenty-two staff to 950 children, this meant staff would be responsible for approximately sixty to sixty-five young children each. Though each child was not seen regularly, each child would be seen up to three times a year and this had been successful.

Officers informed that the Virtual School had provided training to specialist staff to offer bespoke mentoring services for the young people. Pupil Premium Funding was further discussed amongst the Panel and officers announced that though each looked after child was entitled to £2,300 each, this area was under review as the procedure had been a challenge. Officers noted that they needed to explore long-term the costing the involvement of the Virtual School, and how the young people could access funding to meet their needs.

In response to questions from Members of the Panel relating to the Virtual School's involvement in supporting children with mental health issues, officers answered that their involvement was on a case-by-case basis. The Virtual School would escalate the process and work with Children's Services to

review spending. Officers noted that there was a mental health pilot taking place, from which 16,000 students and looked after children would benefit as a result of having been involved in training sessions. The new project was exciting as the services work closely with the Health Services. St Mary's School was the lead school in this pilot. The Virtual School was also employing other professionals to be involved with the training to focus on the quality assurance of the young children's health and wellbeing, i.e. therapeutic services via Educational Psychology services.

In response to questions raised by Members of the Panel relating to statutory school aged children not in education, officers noted that this data was not mentioned in the report. They noted that there were a number of children who did not have a school place. Further questions arose relating to whether the school aged children were monitored or received intervention, and officers informed the meeting that there were twenty children attending an interim provision, fifteen children were in the process of being put into school and there were others who did not receive tuition.

ACTION: To have further information of statutory school aged children not in education broken down, to review as a safeguarding issue. To be brought to the next meeting.

The Panel heard that the young people had spoken positively of the Virtual School and this was well received.

The Chair commended the work that had been accomplished by the Virtual School particularly around local schools and the work with children. Also for more looked after children attending schools within the borough.

At 6:30pm Councillor Bernadette Khan left the meeting

40/19 The Independent Visitor Service and Learning Mentor Volunteer Scheme

The Head of Virtual School spoke to the report and highlighted that the service had developed a bespoke service: the Learning Mentor Volunteer Scheme was specifically for ten year olds who had asked for mentors. The service had trained fifteen to twenty-five volunteer mentors around the needs of the looked after mentee focusing on academic work and progression. Though in collaboration with the Independent Visitor Service (IVS) the Learning Mentor Volunteer Scheme was different as the children themselves had requested this support.

Officers were working with other members of staff running the mentoring scheme to expand the integrated training and have more mentoring support. Officers noted that the demographic change in Croydon had resulted in more young volunteers coming forward, which is positive.

Though members of EMPIRE had left the meeting, they had questions for the Panel that were read and included the definition of an Independent Visitor and the work around Independent Visiting Service.

ACTION: For Care Leaver Representative (Ashleigh) to add work around Independent Visitor Service to the EMPIRE presentation list.

Officers informed the Panel that their service was creating a leaflet to share with foster carers, which was co-produced with EMPIRE, and the leaflet would differentiate between an advocate, Independent Reviewing Officer and Independent Visitor, as there was often a crossover in roles.

ACTION: for Virtual School to produce A5 cards, or a digital version to address the difference between an Independent Visitor, Independent Reviewing Officer, an advocate and a learning mentor with contact details.

ACTION: A possible request for an urban dictionary for the social work team.

In response to questions from Members of the Panel regarding the involvement of care leavers in the independence visiting team, officers clarified that the service was careful in recruiting young people based on their experience. Though young people put themselves forward, the process would include four sessions of training and a final interview.

The Care Leaver Representative shared her experience of completing the Independent Visiting training and added that it was important for the individual to provide a lot of stability so the training could get the best out of the trainee. The service were also open to care leavers becoming independent visitors.

In response to questions from the Chair regarding the membership of learning mentors and how individuals could better support young people, officers confirmed that it was a legal requirement that staff members such as social workers were not permitted to apply to become a learning mentor due to conflicts of interest. Rather there were working programmes for staff to champion a child's education and do more.

ACTION: Legal advice to be sought on the legality of care leavers and other members becoming a mentor.

41/19 Youth Engagement Summer Activities Update

The report highlighted the success of the summer activities. The report specifically reviewed engagement with young children in care, though provision in all locations were available and accessible for all children.

Officers talked of the new youth centre *Legacy* that opened in the north of the borough. It was noted that there was no provision for children in the south of

the borough and therefore difficult for young children in that area to travel to Legacy. Further discussions revealed that extra provision was desired in the south of the borough which was addressed with officers.

The Panel discussed sessions of activities that were not reflected in the report and highlighted the challenges identified, such as the changes in staff and the low numbers of attendees. There were also missed opportunities from an arranged trip to bring together unaccompanied minor young children to become part of EMPIRE.

The Panel heard the feedback from the young people which highlighted their feeling that the groups were not blended together.

Following the feedback to the Panel, officers informed that Youth Engagement Team had been good and consistent within the service, but the service needed a clear session plan for consistency. This would need to cover meetings, topics, planning trips and to include all those involved.

In response to questions from Members of the Panel relating to how every young person in care can automatically become a member of EMPIRE, officers said that every child who became a looked after child would automatically become an EMPIRE member. Additionally, there were further opportunities to engage young people with EMPIRE relationship which continued with care leavers.

The Panel discussed the importance of the Virtual School becoming involved in the relationship with EMPIRE, as there were services that could be offered including Special Educational Needs (SEN) support. With more agencies involved, all services had an important role to play in promoting EMPIRE as this would help it expand. Going forward, every young person would be encouraged to join and participate in activities knowing what EMPIRE was.

ACTION: For the Care Leaver Representative (Ashleigh) and the Virtual School (Sarah) to be added to social care; and for the Virtual School and youth engagement to work closely together, to support groups to sell EMPIRE to the young people.

42/19 How has the Panel helped Children in Care today?

The Panel highlighted the following accomplishments and discussed changes to help Children in Care. This included:

- The positive work the Virtual School had accomplished;
- The summer school activities were positive for the young people in the borough;
- Seeing the school exam results of looked after children in the hope to see more encouraging results;
- The Panel agreed that the young people and care leavers should be encouraged in becoming independent visitors with more training provided

where their experience and story's would be valuable to other young people.

ACTION: To have a mid-year report of Virtual School for evaluation.

ACTION: To have the voice of the child and young people involved in training [offered by Hackney Child and Tainted Love]. Recommended training be offered to every Member for all to have a better understating of the voice of the child. Training to be taken separately to Panel meetings.

ACTION: For the Panel to meet with EMPIRE once or twice a year.

43/19 Work Programme

The Chair requested for the work programme to be revised.

ACTION: To discuss subjects and themes for the Corporate Parenting Panel Work Programme.

ACTION: For the Participation Plan to run alongside the Corporate Parenting Panel work programme and to have a draft participation plan at the next meeting.

44/19 Exclusion of the Press and Public

Not required.

The meeting ended at 7.02 pm

Signed:

Date:

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OUR
FOCUS

Childrens Performance Dashboard

September 2019

Produced by
Performance Intelligence and Data Quality Team



CROYDON
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Indicator Number	Indicator Title	Polarity	2019/20										Comparative Data									
			Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	RO	2018-19 Target	2019-20 Target	RAG	2019-20 YTD or latest	Croydon 2017-18	England 2017-18	Stats Nbr Average 2017-18	Croydon 2016-17	England 2016-17	Stats Nbr Average 2016-17	Croydon 2015-16	England 2015-16	Stats Nbr Average 2015-16
MC 8	Number of missing episodes started in month - LAC missing from placement	SIB	203	225	266	268	260	201	HD	NA	NA	Grey	1,222	871			525 (all missing)	399.5 (average)	543 (average)	105	57 (Average)	59
MC 11	% of Total found episodes in month (missing episodes only) where RHI was offered and accepted (RHI DONE) - LAC missing from placement	SIB	71%	65%	64%	60%	44%	62%	HD	NA	NA	Grey		44%								
LAC 1	Number of LAC at the end of the month		836	840	849	838	836	838	VS	NA	NA	Grey	838	783			785	478.09 (Average)	507 (Average)	800	Average 463	517 (Average)
LAC 2	Rate of LAC per 10,000 under 18 population		88.2	88.6	89.6	88.4	88.2	88.4	VS	NA	NA	Grey	88	83.0			83.0	62.0	54.1% (average)	86.0	60.0	59 (Average Rate)
LAC 2a	Rate of LAC per 10,000 under 18 population excluding UASC		58.9	59.2	59.7	58.9	58.6	57.8	VS	NA	NA	Grey	58	52.0			42	42	48			
LAC 3	Number of LAC at the end of the month who are Local LAC (Non-UASC)		558	561	566	558	555	548	VS	NA	NA	Grey	548	484			396	448	457	370	Average 436	468
LAC 4	Number of LAC at the end of the month who are UASC		279	279	283	280	281	290	VS	NA	NA	Grey	290	309			390	4500 (Total)	51 (Average)	430	4500 - average 28	395
LAC 10	Percentage of LAC for whom a visit has taken place within statutory timescales (6 weekly Visits)	BIB	95%	96%	93%	92%	92%	92%	VS	95%	95%	Amber	93%	88%						90%		
LAC 11	Percentage of LAC children with an up to date review	BIB	88%	90%	91%	93%	94%	93%	AFS	95%	95%	Amber	91%	68%						80%		
LAC 12	Percentage of LAC who have participated in Reviews (aged 4+) in the month	BIB	70%	75%	80%	88%	75%	69%	AFS	80%	80%	Amber	76%	78%			Need to establish			91%	78%	
LAC 13	% of LAC with a Personal Education Plan (PEP) quality assured and completed by the Virtual School in the last 6 months	BIB	61%	78%	85%	87%	99%	94%	VS	85%	85%	Green	84%	66%						70%		
LAC 14	Percentage of eligible LAC with an up-to-date Care Plan	BIB	87%	98%	98%	99%	83%	84%	VS	95%	95%	Red	84%	92%						n/a		
LAC 15	Percentage of eligible LAC with an up-to-date Pathway Plan	BIB	60%	64%	67%	68%	80%	74%	VS	80%	95%	Red	74%	48%						52%		
LAC 16	% of children in care for at least 12 months for whom health assessments are up to date.	BIB	85%	80%	83%	88%	90%	88%	VS	95%	95%	Amber	88%	80%			66.5%	89.4%	94.2%	86%	90%	93%
LAC 18	% initial health assessments delivered within 20 working days of date child became looked after.	BIB	69%	67%	84%	68%	44%		VS	95%	95%	Grey	66%	15%								
LAC 19	Percentage of LAC that have been in care for 12+ months, that have had same social worker for last 6 months	BIB	58%	63%	64%	59%	64%	61%	VS	60%	65%	Amber	61%	65%								
LAC 20	Percentage of LAC under 16 in care for more than 2.5 years: in the same placement for 2+ years	BIB	72%	74%	76%	78%	79%	78%	VS	75%	75%	Green	79%	73%						71%		
LAC 21	Percentage of LAC at end of month with 3 or more placements during the year	SIB	8%	8%	9%	9%	7%	8%	VS	8%	8%	Green	0	9%			9%	10% (average -	11.6% (average -	8% (2015)	10% (2015)	
LAC 22	Percentage of LAC placed <20 miles from home	BIB	84%	84%	84%	84%	83%	83%	VS	90%	90%	Amber	83%	81%			42%	74.2%	68.4%	92% (2015)	86% (2015)	
F 1	Total number of foster carer households	BIB	231	235	237	236	238	237	VS	NA	NA	Grey	237	239			260 Household	288 (average)	152 (average)	390 (total number)	292 (average)	170 (average)
F 3	Percentage of Annual Reviews of Foster Carers completed on time	BIB	95%	92%	91%	84%	85%	87%	VS	95%	95%	Amber	1	81%								
F 4	Percentage of Foster Carers' most recent announced visit within timescales	BIB	79%	79%	78%	64%	69%	77%	VS	85%	95%	Red	1	77%								

Indicator Number	Indicator Title	Polarity	2019/20										Comparative Data									
			Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	RO	2018-19 Target	2019-20 Target	RAG	2019-20 YTD or latest	Croydon 2017-18	England 2017-18	Stats Nbr Average 2017-18	Croydon 2016-17	England 2016-17	Stats Nbr Average 2016-17	Croydon 2015-16	England 2015-16	Stats Nbr Average 2015-16
AD 0	Number of Adoption Orders achieved in the month	BIB	0	3	2	1	1	1	IF	NA	NA	Grey	8	9			Need to establish	28.6	26			
AD 1	Number of children for whom the agreed plan is adoption (ADM)	BiB	0	0	4	2	2	3	IF	NA	NA	Grey	11	431						28		
AD 2	Number of children waiting to be matched to an adopter		10	15	13	13	9	12	IF	NA	NA	Grey	12	18						19		
AD 7	Average time between a child entering care and moving in with the adoptive family , for children who have been adopted (days) (12 Months rolling average)	SIB	0	0	570	570	600	570	IF	558	558	Amber	570	309			696 (2014-17) 3 yr average	520 (2014-2017) 3 yr average	554.5 (2014-2017) 3 yr average	1073 (2016) AND 779 (3 Year	558 (2013-2016) 3 yr	604 (2013-2016) 3 yr
CL a	Care Leavers with an Up-to-date Pathway plan	BIB	89%	83%	87%	85%	85%	83%	FM	95%	85%	Amber	85%	69%								
CL 1a	Percentage in employment, education, or training (EET) on their 17th to 21st Birthday	BIB	65%	64%	59%	64%	65%	69%	FM	60%	85%	Red	64%	75%	84%	81%	53% (19-21 yr olds)	50% (average 19 to 21 yr olds)	50.2% (average 19 to 21 yr olds)	60% (345) (2016)		
CL 3a	Percentage in suitable accommodation on their 17th to 21st Birthday	BIB	90%	90%	85%	94%	93%	94%	FM	85%	90%	Green	94%	75%	84%	81%	77% (19-21 yr olds)	84% (19-21 yr olds)	81.5% (19-21 yr olds)	77% (2016)	83%	83%

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REPORT TO:	Corporate Parenting Panel 13 November 2019
SUBJECT:	Children Looked After Health (CLA) Commissioning and Performance
LEAD OFFICER:	Fiona Simmons – Designated CLA nurse Julia Simpson – Designated CLA doctor Laura Saunders – Senior commissioning manager
CABINET MEMBER:	Cllr Alisa Flemming, Cabinet Member for Children, Young People & Learning
WARDS:	All
CORPORATE PRIORITY/POLICY CONTEXT/AMBITIOUS FOR CROYDON:	
<p>The commissioning and provision of effective, safe and efficient services for children and young people who are looked after supports the corporate objective “Our children and young people thrive and reach their full potential”</p> <p>These services are commissioned by the Children and Maternity Integrated Commissioning Team on behalf of Croydon Clinical Commissioning Group (CCCG) and Local Authority, some meet statutory requirements. Through working on behalf of both the CCG and Council the team aims to develop high quality services where health and social care services are appropriately integrated to improve outcomes for children and young people.</p> <p>Designated CLA professionals are employed by the CCG to support commissioning functions by providing expert clinical advice. This is to ensure that services delivered offer value for money and the CCG is assured that the children and young people in the care of the borough are being safeguarded, and their health needs identified and met.</p> <p>NHS Safeguarding Accountability and Assurance Framework- 2015</p> <p>Corporate Plan for Croydon 2018-2022</p>	
FINANCIAL IMPACT	
No financial considerations for the Local Authority	

1. RECOMMENDATIONS

Corporate Parenting Panel to note the report which is an update on arrangements for improving health outcomes for Croydon’s Children Looked After including initial health assessments, review health assessments and CLA emotional and mental health and wellbeing.

2. EXECUTIVE SUMMARY

The report appended is in response to the Panel’s request for an update on health commissioning arrangements, service delivery and performance for children looked after including:

- Initial Health Assessment Performance
- Review Health Assessment Performance
- Children Looked After emotional wellbeing and mental health services

3. DETAIL OF YOUR REPORT

“Assessing, reviewing and improving the health and wellbeing of children looked after” report is appended.

4. CONSULTATION

This report has been produced in collaboration between health commissioners, the designated CLA professionals, health provider leads and Council Improvement leads.

5. FINANCIAL AND RISK ASSESSMENT CONSIDERATIONS

No financial implications of this report.

6. LEGAL CONSIDERATIONS

No legal implications of this report.

7. HUMAN RESOURCES IMPACT

There are no human resources impacts of this report

8. EQUALITIES IMPACT

There are no equalities impacts of this report

9. ENVIRONMENTAL IMPACT

There are no environmental impacts of this report

10. CRIME AND DISORDER REDUCTION IMPACT

There are no crime and disorder reduction impacts of this report

11. DATA PROTECTION IMPLICATIONS

There are no data protection implications of this report.

11.1 WILL THE SUBJECT OF THE REPORT INVOLVE THE PROCESSING OF 'PERSONAL DATA'?

Not applicable

CONTACT OFFICER: Fiona Simmons - Fiona.simmons@swlondon.nhs.uk
Julia Simpson - juliasimpson1@nhs.net
Laura Saunders - laura.saunders@croydon.gov.uk

APPENDICES TO THIS REPORT

None

BACKGROUND DOCUMENTS:

1. Assessing, reviewing and improving the health and wellbeing of children looked after” report.

Assessing, reviewing and improving the health and wellbeing of children looked after.

Introduction.

In response to the Panel's request for an update on the health of children looked after, this report is presented in four parts including:

1. Initial Health Assessment Performance
2. Review Health Assessment Performance
3. Performance of Emotional wellbeing and mental health services for Children Looked After
4. Commissioning developments

Part 1 - Initial Health Assessment Performance

The Children and Maternity Integrated Commissioning (CMIC) team on behalf of Croydon Clinical Commissioning Group (CCG) commissions:

- Coordination and administration of arrangements for delivery of initial health assessments from the Children Looked After nursing service at Croydon Health Service (CHS)
- Delivery of 6 initial health assessments per month from the Children's Medical Service at CHS
- Delivery of up to 48 initial health assessments per month from North Croydon Medical Centre GP practice
- Delivery of initial health assessments when required from other health providers when children and young people are placed beyond 20 miles from Croydon's boundaries.

Performance for Initial Health Assessments is routinely monitored through quarterly contract review meetings and reported to the Children Looked After multiagency Health and Wellbeing Group. Improving the performance (including uptake, speed of delivery, quality and shared information across health and social care) is a key priority of the Children's Improvement Programme Health Action Plan.

Governance for performance and delivery of health assessments sits within the Directorate for Quality and Performance in the CCG and this is monitored on a bimonthly basis.

Performance is measured using the entry point into care for the previous month i.e. May 19 performance is for children with a point of entering care (POC) in April 19 as this is the most reliable method for reporting activity. The data in Figure 1 has been taken from social care and health commissioning data.

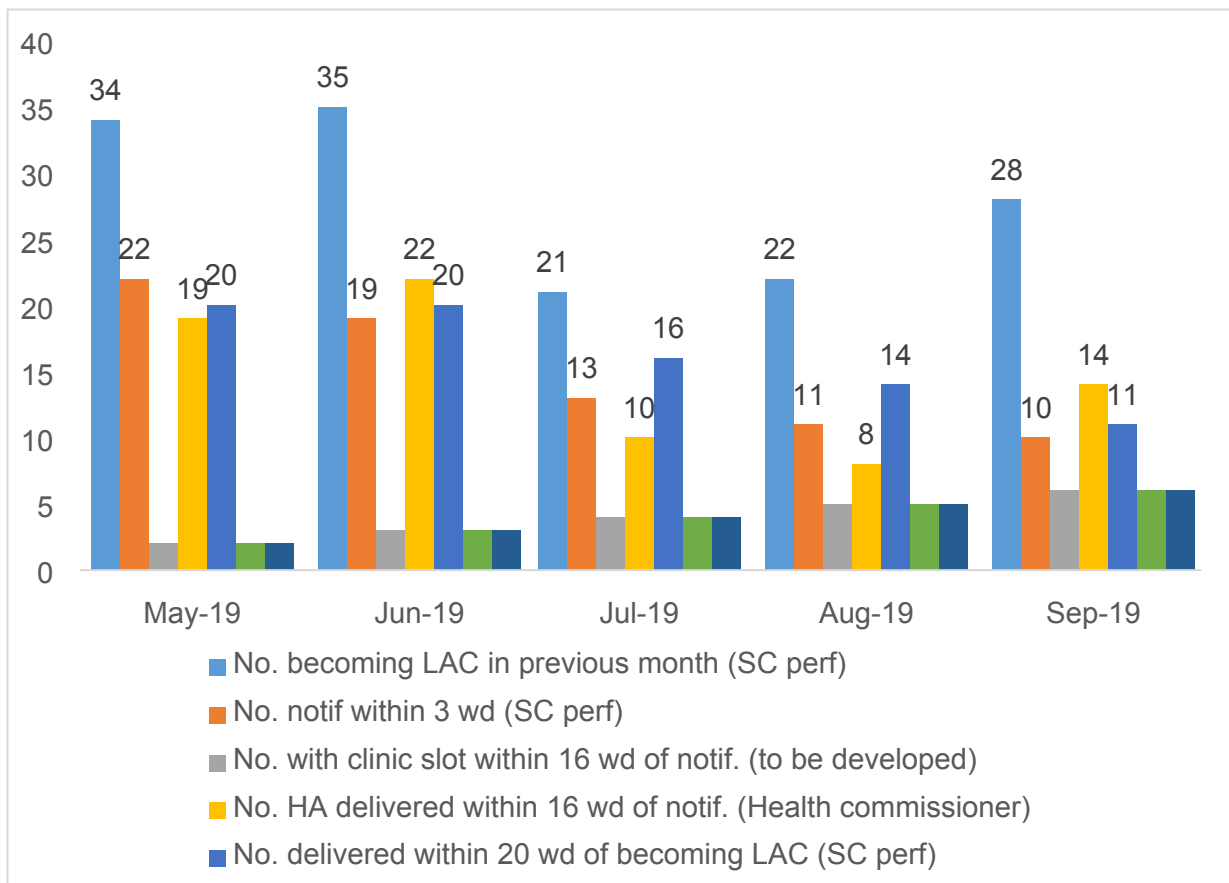


Figure 1: Initial Health Assessment performance data

Commentary:

- April-July an average of 56% of IHAs were requested by social care within 3 working days (target 75%), however in August this fell to 50% and September 44%
- May-July an average of 60% of IHAs were delivered within 16 working days of request – local providers (target 75%): however by September 2019 this had declined to 50%
- May-July an average of 64% of IHAs delivered in partnership within 20 working days of child becoming looked after (target 75%): however by September this had fallen to below 50%

From September 2019, monitoring began for the number of children who have not received an initial health assessment within 20 days. The first cross-referenced social care and nursing report showed that there were 23 CLA who had become looked after before July 2019 and had not received their IHA. Of these 10 had refused to attend, a further 4 were placed out of borough and for the remaining 9 the reason was not given. ‘Were not brought’ rates continue to remain higher than the target of 20% and this continues to be a barrier to timely IHA completion.

Work is underway between CLA health colleagues and the performance team in the local authority to ensure that the reporting process is standardised across the partnership. Pathways across the CLA health service are being reviewed to ensure that joint working and communication between local authority and health is robust. This will ensure that an escalation process is in place to:

- Effectively capture those reasons for, and any emerging themes around non-attendance.
- Actively encourage uptake of appointments for initial health assessments.

Where themes are identified, the partnership will work collaboratively to address gaps in the process to enable it to be a seamless one.

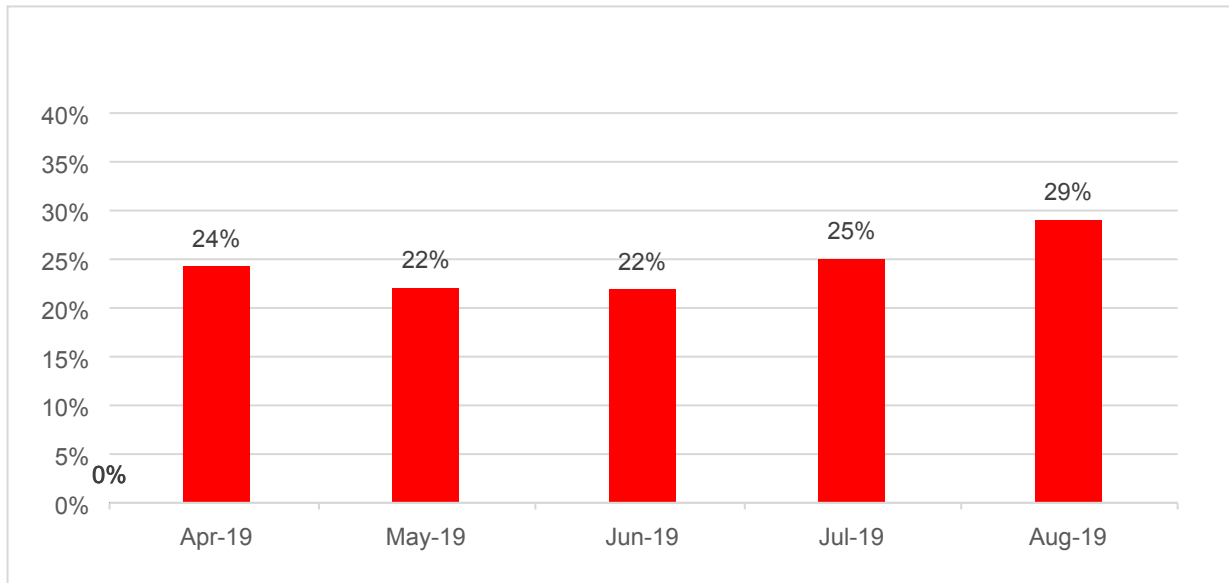


Figure 2 IHA - % performance in relation DNA rate for local providers (target is less than 20%) Data Source CLA Nurses Performance Report Sep 2019

Part 2 - Review Health Assessment Performance

Review health assessments should be completed every 6 months for children under 5 and every year for those over 5. Croydon CCG commissions:

- Coordination, administration and delivery of review health assessments from Children Looked After nursing service at Croydon Health Service (CHS)
- Delivery of review health assessments from health providers in those instances where Croydon's children looked after are placed beyond 20 miles from the borough.

Figure 3 highlights current performance and demonstrates that work is required to meet the target of 95%. The table relates to those children placed in care for a period of 12 months who have received a health assessment.

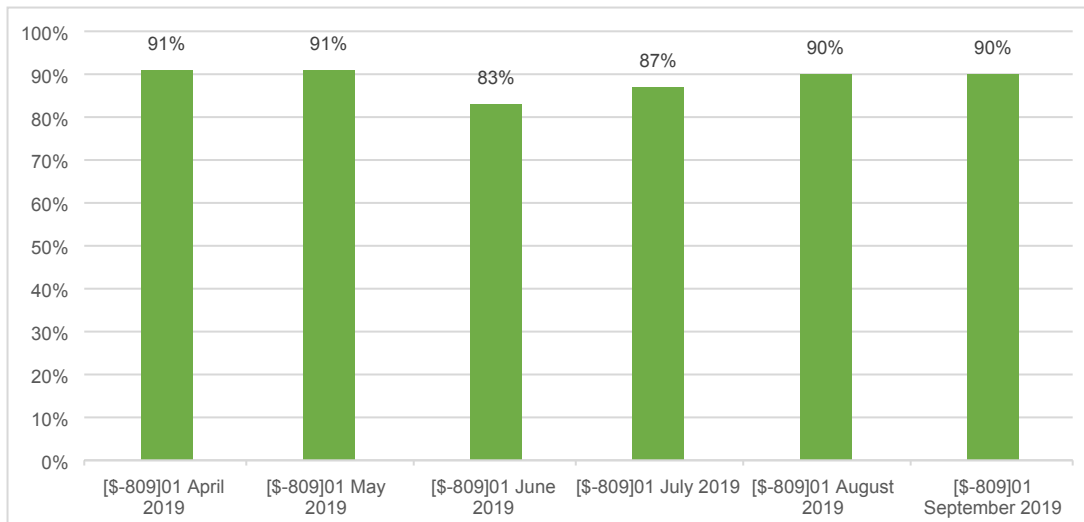


Figure 3: % CLA in care at least 12 months who have had a health assessment

'Were not brought' rates for RHA is considerably lower than that of IHA's. The target for DNAs is below 20% which other than June 2019 the service was successful in achieving (Figure 6).

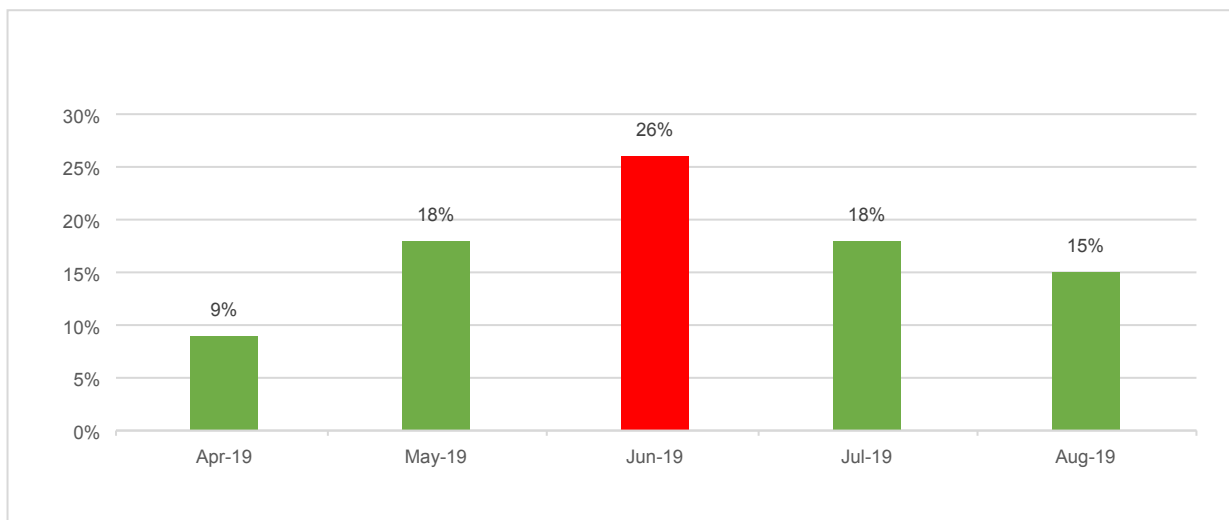


Figure 4; RHA DNA's for local CLA nursing service (target is less than 20%)

Part 3 – Performance of Emotional wellbeing and mental health services for Children Looked After

The Children and Maternity Integrated Commissioning service on behalf of Croydon Council commissions:

- A specialist CLA CAMHS service from South London and Maudsley NHS Trust
- Compass - a specialist counselling service for UASCs from a voluntary sector organisation - Off the Record

In Q1 and 2 2019/2020 there were 31 and 35 referrals respectively of CLA to the CLA CAMHS service provided by SLAM. This is an increase since last year when referral averaged on 25 per quarter.

During 2018/219 the numbers of CYP accepted into treatment averaged 16 per quarter. Q1 2019/2020 there were 22 CYP accepted into treatment.

SLAM discharged 63 children during 2018/2019, an average of 16 per quarter. In Q1 2019/2020 15 CYP were discharged.

This data suggests reasonable flow in and out of the service while individuals receiving the service for on average 74 weeks.

Off The Record (Compass) provides a counselling service to 14-24 year olds UASC (unaccompanied asylum seeking CYP). Data for 2018/19 shows that 69 children and young people were referred for treatment and all received an intervention. In Q 2019/2020, 49 referrals were received and all received an intervention. From April 2018 to June 2019 21 have been discharged after receiving treatment.

Part 4 - Commissioning developments and next steps

Commissioners and CLA health professionals are working with the social care improvement team to review the initial health assessment pathway and improve quality of assessments. A pathway has been developed and is currently being imbedded, whilst being reviewed at the multi-agency CLA health operational group. The governance for this lies with the CLA Health and Wellbeing Board whose strategic actions are recorded in the Children's Improvement Action Plan. The following also absorb some of these actions:

- The CQC Children Looked After and Safeguarding (CLAS) action plan
- Safeguarding inspection outcome action plan.

The plans include better communication between professionals to ensure that the children and young people in our care are receiving good quality services that are meeting their individual health needs. Lead professionals are also listed alongside actions in an effort to encourage ownership of pathways and of good service delivery.

Contracts and provider performance will continue to be managed robustly by the Children and Maternity Integrated Commissioning team.

Overall governance of reporting and performance is monitored by the Quality and Performance directorate, which in turn reports to the Quality Committee in the CCG.

Commissioning developments for emotional and mental health of CLA includes co-location of elements of the CLA CAMHS service with Council CLA service to strengthen integrated working to deliver improved access and outcomes. This should support with the increase of referrals which have been identified as low by the CLA Health and Wellbeing board.

There is also ongoing work strengthening integration of voluntary sector provision to support improved access and outcomes.

In addition to the developments specifically related to IHAs, RHAs and Emotional Wellbeing and Mental Health Services there are a number of actions, reviews and service developments being considered and proposed by the CLA Health and Wellbeing Board. All professionals who are involved in the delivery of health services to the

Croydon Children Looked After population will therefore play an active role in the following:

- Improved processes in health service delivery for those children and young people placed Out of Borough. This is ongoing and is reviewed on a bi monthly basis as part of the Health and Wellbeing board. Improved communication across the partnership mean that professionals are able to hold extraordinary meetings whenever the need arises
- Articulation of health offer for care leavers. This includes the implementation of a health passport by the end of January 2020. A small task and finish group has been convened to finalise logistics, costing, and determine the cohort who will initially receive the passports.
- Development and implementation of a health pathway for children with special education needs and disability (SEND)
- Improvements in immunisations and dental uptake in the Children Looked After population. The CLA designates are working with Public Health principals to devise pathways for uptake of oral health and immunisation services in the borough. A small task and finish group has been convened, with the aim of updating the Health and Wellbeing board about progress made in early January 2010.
- Completion of a CLA health needs analysis led by Public Health to determine the health needs of the CLA population. This will ensure that the CCG is commissioning services that meet their needs, improve their health outcomes and ensure that the children and young people in this cohort are safeguarded. The estimated date of completion for this piece of work is April 2020.

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Agenda Item 8

REPORT TO:	Corporate Parenting Panel 13th November 2019
SUBJECT:	Annual Report of Virtual School - Data Update
LEAD OFFICER:	Shelley Davies Interim Director of Education
CABINET MEMBER:	<i>Cllr Alisa Flemming, Lead Member for Children Families and Learning</i>
WARDS:	All
CORPORATE PRIORITY/POLICY CONTEXT/AMBITIOUS FOR CROYDON: <i>Include here a brief statement on how the recommendations address one or more of the Council's Corporate Plan priorities:</i> Corporate Plan for Croydon 2018-2022	
FINANCIAL IMPACT N/A	
1. RECOMMENDATIONS <ul style="list-style-type: none">• Report to be noted.	

2. EXECUTIVE SUMMARY

- 2.1** Our 2018-19 examination results offer much for us to be pleased with and celebrate. The attainment and progress of our looked after pupils' compares favourably to last year, and where it doesn't at a glance, this is due to very small sample sizes in our lower key stages. Within these 'Headline figures', based on how we compare to national standards, are some exceptional individual results that show both great personal success and remarkable progress. We will look at these later on.
- 2.2** Our youngest pupils' results (those completing their first year of school in reception- aged 4/5) are an area of focus for next year. National research tells us that children who achieve their 'national standard' of 'Good level of development' are more likely to succeed long term. By 5 years old, if a gap in attainment or progress exists, it is likely to remain so. Closing the attainment gap early is vital to our children's success long term. We aim to have our current reception cohort at least in line with national looked after child groups by the end of the year through early intervention work, that has already begun, through the recent permanent appointment of a dedicated advisory teacher with specialism in this age phase. She is working directly with each school who has a looked after child of this age to ensure they use the best known ways of helping very young children progress.

- 2.3** We were very pleased overall with attainment and especially progress, at Key stage 1 and 2, as we are significantly above national measures for looked after children and approaching national figures for all children, in every measure.
- 2.4** Our rates of progress between Key Stage 1 and Key stage 2 are extremely pleasing at, +3.33 per child, compared to a 'national average for looked after children' of -0.41.
- 2.5** When our very high proportions of pupils with additional special educational needs (48% of Key Stage 2 cohort) are taken into account compared to national cohorts, attainment figures are significantly stronger with 81% non-SEND pupils, achieving the expected standard in the measure for reading, writing and maths combined.
- 2.6** Key Stage 4 and 5 results remain an area of ongoing focus for improvement and intervention by Virtual School as this is the phase where our young people's education is most affected by the challenges of coming into care.
- 2.7** Though small, the increases we saw in outcomes at key stage 4, particularly the doubling from 7%-15% of pupils attaining English and Maths at grade 4-9 (old C and above grades) are pleasing and show a move in the right direction, there are also some excellent individual pupil outcomes, hidden within these general trends.
- 2.8** Our aim this coming year, is to support as many Year 11 pupils as possible with attaining their 4 or above in English and Maths as we know this provides a passport to further training and employment that our young people so urgently need.

3. DETAIL OF REPORT

Detailed Analysis by Cohort- Early Years and Foundation Stage

- 3.1** In the Early Years and foundation Stage (EYFS), children are measured in 17 developmental areas under the 'Early Years and Foundation Stage Framework'- this covers all aspects of a child's development, in age related bands from birth to 5 years.
- 3.2** Children are assessed by their teachers through observation and evidence against the set of age-related descriptors. Children are said to be 'emerging (1)' 'secure (2)' or 'exceeding (3)' in each age band of each of the 17 strands.
- 3.3** The published national measures are:

'Good Level of Development'-(shown as GLD): to attain a '**Good Level of Development**' a child must secure at least a score of 2 meaning 'secure,' in each of the' Early Learning Goals for the 5 prime areas of the curriculum. These are then broken down into 12 more detailed strands.

The strands 4 and 5 year old children are assessed on are:

1. Communication and language,
2. Personal Social and Emotional,
3. Literacy-writing and reading,
4. Mathematics
5. Physical development.

- 3.4** In 2018, **71.5%** all reception-aged pupils nationally, achieved their '**Good Level of Development.**' **34.8%** of our 2019 cohort, of 22 pupils achieved their **Good Level of Development.** This is just above the 2018 national average of **31%** for looked after pupils but is in need of improvement over the next academic year to get progress in line with the national standard for all pupils.
- 3.5** It is important to note though that 9/22 of these pupils have school identified Special Educational Needs, which affect development, and coming into care at such a young age, is itself a known factor affecting development. These pupils will be continually monitored and supported by our specialist Early years advisory teacher as they progress into Year 1 – to help schools 'close the gaps' for them across the curriculum.
- 3.6** The other national standard measure for Reception pupils is the 'Average Point Score (APS)' which is calculated out of a possible 51 points per pupil- this is the total number of points the child scores, by adding up all the 1/2/3s they have, in each of the 17 areas of the Early years and foundation stage assessment framework.
- 3.7** Nationally, the Average Point Score in 2018 for all pupils was 34.6. For looked after children it was 31.1.
- 3.8** Our Croydon Virtual School average point score (APS), for reception year pupils (rising 5 year olds), **was 28.4**, so below both national averages. This is partly due to the very high level (9/22) pupils with already identified plans for Special Educational Needs. Children in reception who already have an education health care plan are statistically not likely to meet the national standards in either measure.

3.9 **Year 1 phonics screen**

The phonics test is a nationally administered test of pupils' ability to 'decode' words using their understanding of which graphemes (letters) make which phonemes (sounds). The test is taken in Year 1 when pupils are 5/6 years old.

Pupils practice phonics daily through most of Reception and Year 1. In order to be able to pass the screen they must correctly 'sound out' and 'blend' together 40 words (20 real and 20 nonsensical) to show their understanding of phonics. The test is retaken at the end of Year 2 (and 3) if pupils do not pass in Year 1.

- 3.10** We had 13 pupils in total of screening age. Only 6 of these had been in care for 1 year or more on the 31st march 2018, these are called our REPORTED cohort.
- 3.11** This cohort size is not statistically significant and therefore not a relevant comparison with previous years. Of these 6, 1 pupil was disapplied on special educational needs grounds.
- 3.12** Of the 5 remaining pupils, 2 passed the screen very securely, 2 did not attempt and 1 scored less than half marks. The pass mark was 32/40. Because of the very young age of these pupils (5 and 6yrs), they are not pressured in any way to partake if they feel unable on the day.

- 3.13** Of the 7 pupils not in our reportable cohort, 1 just missed the pass mark, 3 were well under and 3 successfully passed. Of the 3 who were significantly below, 2 are under investigation by their schools for additional needs.
- 3.14** Phonics Intervention Quality monitoring and support (Reception year intervention) is a clear strand for improvement in our School Development Plan 2019-20. Our Advisory teacher for the Early Years phase will visit every school and ask about what is in place to close gaps in Phonics and Early Years attainment for each child. She will offer support and guidance on what works best for our pupils at this young age.
- 3.15** **Key stage 1 (Pupils who were in Year 2 – aged 6/7 in Summer term 2019.)**
- Testing at the end of Key Stage1, in Year 2, is no longer statutory. However, most schools, and all but 1 of our schools did administer tests to these pupils, in Reading, Writing and Mathematics.
- 3.16** We had 19 Pupils in year 2 in 2019 of which only 9 count as our publically reported cohort (so again not a statistically significant group.)
- 3.17** In the reported cohort, 2 of 9 pupils were dis-applied on SEND grounds and 1 attended a school not partaking in statutory tests
- 3.18** Of the remaining 6 pupils, 3 were scored ‘below the expected standard’ (50%) in the combined measure for Reading, Writing and Maths and 3 pupils were at ‘the expected standard.’ (50%)
- 3.19** 1 pupil achieved the ‘Greater depth standard’ in Writing.
- 3.20** Our % scores as shown in the Headline table in the appendix-ed data report, are not comparable with last year due to the small size of the reportable cohort.
- 3.21** From our whole Y2 cohort of 19 pupils (those in the nationally reportable cohort and those not in it) 8/19 ‘met or exceeded the expected standard’ in the combined subject measure for Reading, Writing and Maths. This represents 42%.
- 3.22** However, of our 19 pupils, 8 have identified Special Educational needs- 5 with Education Health Care Plans and 3 more receiving school support and assessment for Plans. So, 42% cohort had additional needs.
- 3.23** Of these pupils with identified SEND, only 1 met the ‘expected standard’ in Reading, Writing and Maths and she was not in the reported cohort.
- 3.24** Of pupils without identified SEND needs, all 9 pupils met the ‘expected standard in all areas’ This represents 81% pupils with no SEND needs.
- 3.25** Of the 2 pupils who did not have identified Special needs, 1 pupil met the standard, in just writing and 1 in just Maths.
- 3.26** In the whole cohort of 19 pupils, 2 pupils achieved greater depth results, one in reading and 1 in writing. Only one of these pupils counts in our recordable cohort.

3.27 For comparison, below are national figures for Looked after children in 2018 vs Croydon (**Cro**) reported cohort' in 2019,

Figure 3.27

<u>Reading</u>		<u>Writing</u>		<u>Maths</u>	
<u>Nat:51%</u>	<u>Cro: 50%</u>	<u>Nat:42%</u>	<u>Cro: 66%</u>	<u>Nat: 49%</u>	<u>Cro: 66%</u>

3.28 For comparison, below are national figures for Looked after children in 2018 vs Croydon 'whole cohort' 2019. (16 pupils, 3 were dis-applied), including 2 students with Education Health Care Plans:

Figure 3.28

<u>Reading</u>		<u>Writing</u>		<u>Maths</u>	
<u>Nat: 51 %</u>	<u>Cro: 62.5%</u>	<u>Nat:43.2%</u>	<u>Cro: 62.5%</u>	<u>Nat: 49%</u>	<u>Cro: 68.7%</u>

3.29 There is a development target in our Virtual School Development Plan for our 2 advisory teachers and our Primary Senior Leader, who work with pupils in Key stage 1 to identify through Pupil Education Plans (PEPS) pupils who could achieve 'Greater Depth' in any subject by January 2020 and support schools to use Pupil Premium money effectively for additional intervention or 'stretch' resource as well as guiding teachers to ensure the teaching that these pupils receive in our schools is best practice.

3.30 Below are the whole cohort figures for Croydon looked after children (16 pupils) 2019 in comparison with outcomes nationally for all pupils:

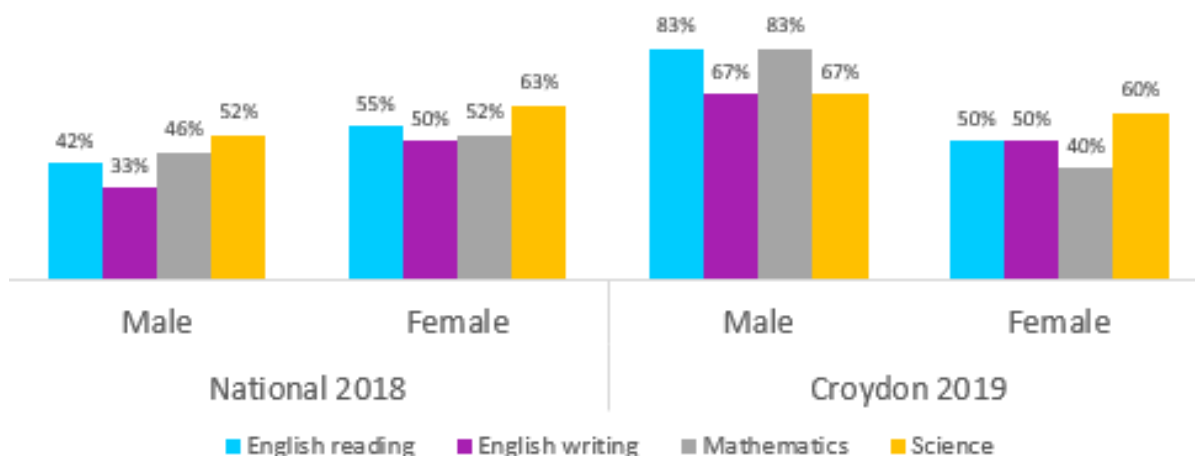
<u>Reading</u>		<u>Writing</u>		<u>Maths</u>	
<u>Nat all 75 %</u>	<u>Cro CLA: 62.5%</u>	<u>Nat all: 70%</u>	<u>Cro CLA: 62.5%</u>	<u>Nat: 76%</u>	<u>Cro CLA 68.7%</u>

3.31 Taking into account that this cohort includes 2 EHCP pupils and 3 more with Special Educational Needs Support, these figures are very pleasing and show Croydon's looked after children to be attaining better than their looked after peers elsewhere and almost as well as their non-looked after peers at Key Stage 1.

3.32 It will be interesting once the national dataset for 2019 is confirmed in November, to calculate progress measures for pupils' who attained their Good level of Development in reception and those who did not. This is a key indicator of progression for our children.

3.33 Below is a representation of this information in graph form, where our Croydon Looked after children are compared to the 'Children in Need' group, the nearest similar national comparison group for looked after children, at this age (National attainment statistics Key Stage 1 2018-9. This graph shows the results attained in each subject, split by gender, in the order of reading, writing, maths, science:

Percentage of children in need vs Croydon CLA reaching the expected standard at key stage 1, by gender, 2018, England.



3.34 Key stage 2: (pupils who were in Y6, aged 10 and 11 in Summer term 2019)

We had 17 'reportable; pupils in KS2 this year and 29 in our whole cohort. This tells us that 22 pupils had been in care less than 1 year, at the time of their 'SATs' exams in May 2019.

3.35 53% Croydon Virtual School's reportable cohort (17 pupils) and 52% of our whole cohort (29 pupils) met the combined 'expected standard' in Reading Writing and Maths.

3.36 This favourably compares with 35% all looked after children nationally in 2018.

3.37 For all children nationally, 65% met the expected standard in the combined measure of Reading Writing and Maths. We continue to strive towards our pupils achieving this as a cohort, through having the highest expectations for our pupils, intensive monitoring and support from our upper primary Advisory teachers (appointed since Jan 2019), who attend and quality assure all looked after children's Personal Education Plans and challenge and support schools to use their Pupil Premium Funding effectively to help impact these pupils' attainment and progress directly.

3.38 For comparison, below are the national attainment figures for Looked after children in 2018 vs Croydon's reported cohort' of 17 pupils in 2019, 'Pupils achieving the expected standard':

Figure 3.38

Reading		Writing		Maths	
Nat CLA: 51 %	Cro CLA: 62.5%	Nat CLA : 49%	Cro CLA: 62.5%	Nat CLA: 47%	Cro CLA: 57%

3.39 Below is a comparison of % pupils attaining the 'expected standard'. This shows national figures for Looked after children in 2018 vs Croydon 'whole cohort' of 29 pupils in 2019:

Figure 3.39

Reading		Writing		Maths	
Nat CLA: 51 %	Cro CLA: 62.2%	Nat CLA : 49%	Cro CLA: 62.2%	Nat CLA: 47%	Cro CLA: 55%
	13% Greater depth				

3.40 In comparison with 'all pupils' nationally, the gap between our Croydon 'looked after pupils has closed every year, for the last 3. This is a very pleasing trend:

Reading		Writing		Maths	
<u>Nat all: 75</u> %	<u>Cro CLA:</u> <u>62.5%</u>	<u>Nat all:</u> <u>78%</u>	<u>Cro CLA:</u> <u>62.5%</u>	<u>Nat: 76%</u>	<u>Cro CLA</u> <u>57%</u>

3.41 Within the full cohort of 29 year 6 pupils, 16 had identified SEND needs, including 6 who have an Education Health Care Plan and 10 more who received school level support. Of these 16 pupils, 8 were in our reportable cohort. 48% of the reported cohort had SEND needs, this is just over double the national average.

3.42 Every pupil who did not meet the expected standard in the combined measure had known SEND needs.

3.43 It is an identified target and key focus of the Virtual School's work to monitor the progress and wellbeing of our Special Educational Needs pupils closely across each cohort to ensure appropriate support in place and that this monitored carefully through Pupil Education Plans.

3.44 We would like to celebrate, 1 particular female Year 6 pupil, with an Education Health Care Plan, who achieved the 'Greater Depth' standard in every subject. This is an outstanding individual achievement.

3.45 6 pupils also attained one or more 'Greater Depth results in either reading, writing, SPAG or Maths, which again are great individual achievements.

3.46 These 7/29 children represent 24% pupils reaching the top standard in at least one area. There are no published national figures for comparison but this is likely to be in line with or beyond the national standard.

3.47 Data tells us that our primary schools seem to find it harder to help our pupils attain well and make great progress in Maths than other subjects. This will be an area of focus discussion raised with school staff by our advisory team at Pupil Education Plan meetings this year.

3.48 Progress between KS1 and Key stage 2

Progress between these 2 key-stages is assessed by looking at how much the increase in point scores occurs between the 2 sets of tests.

3.49 As shown below, Virtual School Croydon pupils make exceptional progress between Key stage 1 (year 1) and Key stage 2 (year 6).

3.50 2018 national averages for all pupils (not just looked after) are as follows:

Reading +0.8 Writing +0.6 Maths +0.9.

3.51 We are delighted with progress rates for our CLA in Croydon which are:

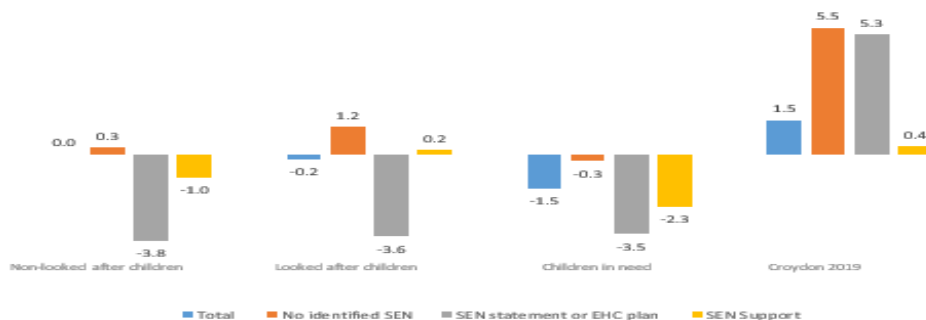
Reading: +3.33 Writing +1.72 Maths + 2.82,

3.52 This represents exceptional progress for these individuals and the cohort as a whole. There were 19 pupils in the cohort, and a further 11 included in the sample who attend Croydon schools but are not cared for by Croydon LA.

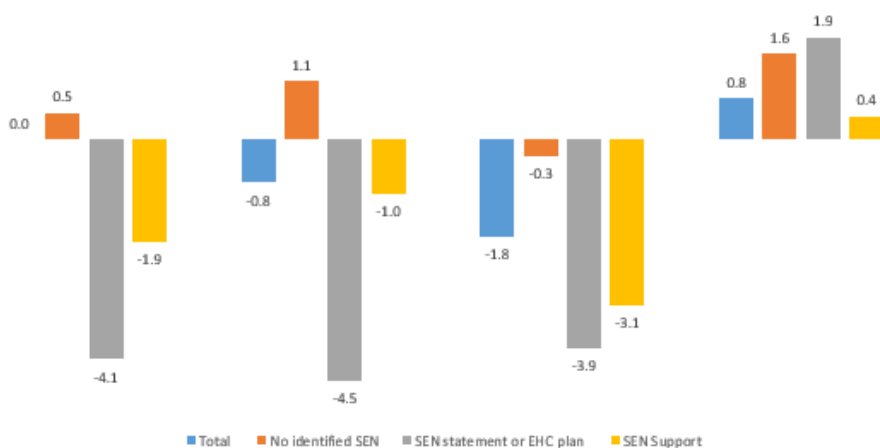
	Cohort	CLA Matches	Avg. KS1 Pt	READING				WRITING				MATHS			
				Cover.	Prog. Score ≥0	Prog. Score	Conf. Int.	Cover.	Prog. Score ≥0	Prog. Score	Conf. Int.	Cover.	Prog. Score ≥0	Prog. Score	Conf. Int.
NCEM National (CLA)	4,080	100.0%	13	93.0% 48.0%	-0.37	±0.20	94.0% 46.0%	-1.02	±0.18	92.0% 45.0%	-1.03	±0.17			
DfE Region - London (CLA)	400	100.0%	13.2	89.0% 53.0%	+0.60	±0.64	92.0% 51.0%	-0.55	±0.58	90.0% 49.0%	-0.30	±0.56			
Local Authority - Croydon (all schools)	4,720	0.6%	15.9	88.7% 57.1%	+0.80	±0.19	89.5% 56.9%	+0.65	±0.17	88.9% 58.0%	+0.90	±0.16			
Virtual School - Croydon	30	100.0%	12.6	93.3% 60.7%	+3.33	±2.28	96.7% 75.9%	+1.72	±2.07	93.3% 53.6%	+2.82	±1.99			

For our Croydon VS cohort of 21 pupils who had matched, published results from KS1 to KS2, our internal data shows the progress between KS1 and 2 as follows:

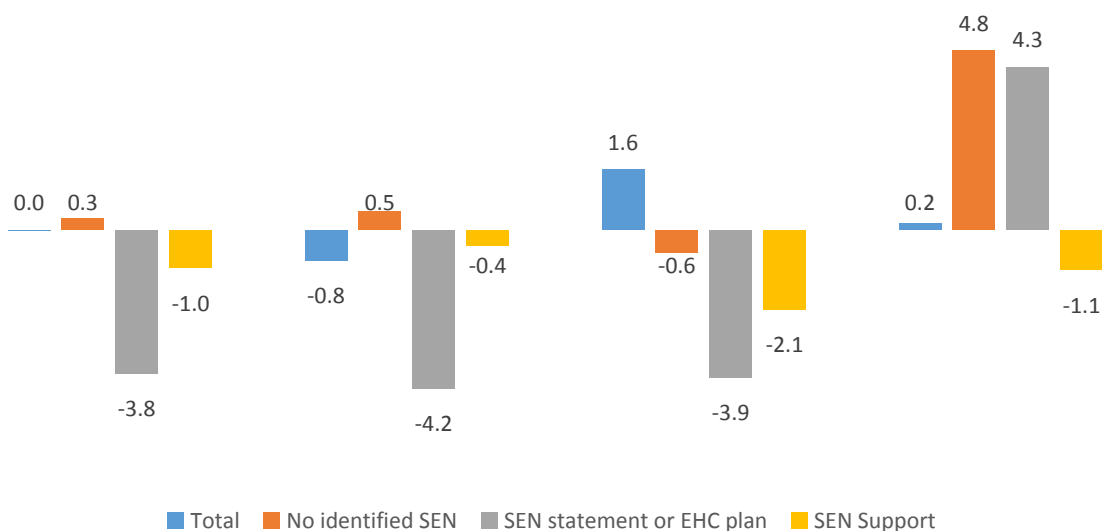
KS2 Average progress scores in Reading



KS2 Average progress scores in Writing



KEY STAGE2 Average progress scores in Mathematics



3.53 These results are so pleasing and show that Virtual School pupils, who have stability in their primary schooling in Croydon, make exceptional progress by any measure.

3.54 KS4 attainment and progress- (Year 11 -15/16 years old in Summer 2019)

National and statistical neighbour comparison data for KS4 is published by NCER in November and will be analysed in further detail at this point.

The context of our looked after cohort in Year 11 is very complex and it is important to understand this when looking at Headline figures. Our 'reported' cohort is called the REPORTED. It is only those pupils who were already in the care of Croydon for 1 year at 31st March 2018. Within that group the pupils reported are only the ones for whom there is also Key stage 2 data. This is not the case for a large % of our whole cohort as they arrive in the country after year 6.

3.55 Cohort contextual summary:

	2018	2019
Total cohort size	132	166
No in N101 cohort (more than 1 year in care at Mar 31 st 2018)	87 (66% of Whole VS cohort at End Of Year)	70 (42% of whole VS cohort) at End Of Year
No of UASC in whole cohort	84 (64%)	107 (65%)
No of UASC in REPORTED	57 (66%)	30 (43%)
No in Croydon schools in whole cohort	57 (43%)	84 (51%)
No in Croydon schools in REPORTED	34 (39%)	28 (40%)
Missing education in REPORTED whole cohort	17(13%)	23 (14%)
Missing education in REPORTED cohort	5 (6%)	6 (8%)
Attending a non- mainstream school in REPORTED	31 (36%)	20 (29%)
Attending a non- mainstream school in whole cohort	59 (45%)	73 (44%)
Cohort who had been in care for < 1 year at time if exams	45 (34%)	96 (58%)
Cohort who had been in care for < 2 years at time if exams	89 (68%)	115 (69%)
Cohort who had been in care for >5 years at time if exams	14 (11%)	23 (14%)
Number in reported cohort with SEND EHCP	13 (15%)	17 (24%)
Number in whole cohort with SEND EHCP	19 (14%)	21 (13%)
Number in reported cohort with SEND support	11 (13%)	10 (14.2%)
Number in whole cohort with SEND support	14 (11%)	15 (9%)
Number entered at Entry level	15 (11%)	32 (19%)
Number entered at Lvl 1	3	10
Number entered at Lvl 2 in reported cohort	54 (62%)	43 (61%)
Number entered at Lvl 2 in whole cohort	67 (51%)	66 (40%)
Number in reported entered for 8 eligible subjects	20 (18 (26%)
Number in Whole cohort entered for 8 eligible subjects	22	20

- 3.56** It is important to bear this complex context in mind when looking at the % results below based on nationally reported 'headline figures. For example our 'progress and attainment 8 scores' only apply to 20 out of our total 166 pupils.
- 3.57** In summary, the reportable cohort for 2019 was 70 pupils.
- 3.58** Only 18 of these pupils were entered by their schools for 8 GCSEs in the correct 'buckets' to be eligible for Attainment and Progress 8. Of this cohort, 10 achieved grade 4+ passes. This is 56%. This low entry rate is for a number of reasons, the most prevalent being English language fluency. 43% of this cohort were newly arrived within 3 years of the examinations.
- 3.59** It is difficult to compare our cohorts, year on year, as a result of the high mobility and daily contextual changes. Nevertheless, it is interesting to note that in 19-20 academic year: 14.9% pupils gained 5+ 4-9 grades inc English and maths, this is double last year's 7%.
- 3.60** Also that 60% of pupils who took Level 2 qualifications (GCSE or equivalent), gained at least 1 grade at 1-9. This is almost in line with last year's 63%. Nationally, for looked after children in 2018 this figure was 48% and for all pupils 91%.
- 3.61** 64 % of our whole Year 11 cohort were UASC, compared to 36 % (58% of reported cohort) of indigenous young people. Of the indigenous population, 59 % were entered for Lvl 2 equivalent, compared to 40 % of Unaccompanied Asylum Seeking Children.
- 3.62** There were some exceptional, individual performances among our cohort. Including 2 pupils, both girls, who attained very highly.
- 3.63** 1 girl attained 10 GCSE grades, all at 9-5 including English and Maths. Another year 11 girl, 11 grades all at 9-5 including their English and Maths.
- 3.64** Including these 2 pupils, a total of 10 pupils scored a full set of 8+ GCSE grades at 4 or above. All of these pupils did exceptionally well. Each of them had been in care for more than 2 years at the time of their exams.
- 3.65** Of the 166 pupils in the whole cohort, 64 % attained at least 1 qualification at Entry level or above.
- 3.66** Of our newly arrived young people (those who had been with us in Croydon less than 6 months), at least 18, achieved 1 or more qualifications that will enable them to progress through the education system in the UK.
- 3.67** We are pleased overall with the year's results and yet recognize how much work there is to do to ensure that all of our pupils gain what they need for the next level of their education. Our Ks4 team is now 4 Advisory teachers (1 still vacant) and one dedicated experienced senior leader.
- 3.68** The new Virtual school team, all in post since May 2019, gives much improved capacity for monitoring and support of schools that will impact on next year's results. Our advisory teachers each have named cohorts of no more than 60 young people so that they can really be present at Pupil Education Plan meetings, Quality assure all Plans and support schools to best allocate their

Pupil premium resource for the needs of the individual child. These smaller cohorts also allow for string relationships to be built between schools, social workers, carers, young people and our Virtual School Team so that through knowing each child better we can tailor the support to their needs and ensure both challenge and support to schools.

3.69 Key stage 5 data has not been ratified yet nationally. It appears in raw form in the appendices and a more detailed analysis will be tabled in the next Corporate Parenting panel Report.

4. CONSULTATION

N/A

5. FINANCIAL AND RISK ASSESSMENT CONSIDERATIONS

N/A

6. LEGAL CONSIDERATIONS

N/A

7. HUMAN RESOURCES IMPACT

N/A

8. EQUALITIES IMPACT

N/A

9. ENVIRONMENTAL IMPACT

N/A

10. CRIME AND DISORDER REDUCTION IMPACT

N/A

11. DATA PROTECTION IMPLICATIONS

N/A

11.1 WILL THE SUBJECT OF THE REPORT INVOLVE THE PROCESSING OF 'PERSONAL DATA'?

No.

11.2 HAS A DATA PROTECTION IMPACT ASSESSMENT (DPIA) BEEN COMPLETED?

No.

The Director of Education comments that this report has no data protection implications.

CONTACT OFFICER: Sarah Bailey, Head of Virtual School, 0208 726 6000 ext 88414.

APPENDICES TO THIS REPORT

None.

BACKGROUND DOCUMENTS

None.

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I. How well are the children on the roll of Croydon VS doing? Compared to other CLA pupils? And all pupils nationally?

Year 1 Phonics (N101)- 6 pupils 1 disapplied	2018	2019
	50% (4/8)pupils	40% pass (2/5 pupils)
Key Stage 1 results (N101 only) -9 pupils 3 disapplied	2018	2019
	(10 pupils)	(6 pupils)
% pupils achieving Reading/Writing/Maths combined	60%	50%
% pupils achieving Reading	70%	66%
% pupils achieving Writing	60%	66%
% pupils achieving Maths	70%	50%
% pupils achieving Greater depth in Writing	10% (1 pupil)	20% (1 pupil)
Key Stage 2 results (N101 only) -17 1 disapplied	2018	2019
% pupils achieving expected standard in Reading/Writing/Maths combined	55%	53%
% pupils achieving expected standard in Reading	51%	62.5%
% pupils achieving expected standard in Writing	49%	62.5%
% pupils achieving expected standard in Maths	47%	57%
% pupils achieving greater depth in one or more areas	18%	31%

Headline Summary

Overall, attainment and progress of pupils was mixed but mostly positive. EYFS results are an areas of focus for next year. (See below)

We were very pleased with attainment and progress, at Key stage 1 and 2, as we are significantly above national CLA measures and approaching national figures, in every measure. Our rates of progress between KS1 and KS2 are considered to be outstanding at, +3.33 per child, compared to a lack average of -0.41. When our very high proportions of SEND pupils (48% of KS2 cohort) are taken into account compared to national cohorts, attainment figures are significantly stronger with 81% non-SEND pupils, achieving their RWM combined.

KS4 and 5 results remain an area of ongoing focus for improvement and intervention, though small increases in outcomes overall are pleasing and there are some excellent individual pupil outcomes, hidden within the general trends. E>G _____

Detailed Analysis by Cohort- EYFS (SDP 3.2)

In Early Years and foundation Stage (EYFS), children are measured in 17 developmental areas under the Early Years and Foundation Stage Framework- this covers development, in age related bands from birth to 5 years. Children are assessed by their teachers through observation and evidence against the set of age-related descriptors. Children are said to be 'emerging (1)' 'secure (2)' or 'exceeding (3)' in each age band of each of the 17 strands..

The published measures are: '

'Good Level of Development'-(GLD): To attain 'GLD', a child must secure at least a (2), 'secure,' in each of the ' Early Learning Goals' for 5 areas broken down into 12 strands. These are: 1.Communication and language, 2.Personal Social and Emotional, 3. Literacy-writing and reading, 4. mathematics, and 5.physical development. In 2018, 71.5% pupils nationally achieved **'GLD.'**

Average point score (APS) is out of a possible 51 per pupil- this is the total number of points the child scores, by adding up all the 1/2/3s they have, in each of the 17 areas.

Nationally APS for all pupils in 2018 was 34.6. And for all CLA was 31.1.

Our Croydon VS average point score (APS), for reception year pupils (rising 5 year olds), **was 28.4**, so below both CLA and all pupil averages.

34.8% achieved their GLD. This is just above national for CLA, but is in need of improvement in relation to the national standard for all pupils. However, it is important to note that 9 of these pupils have school identified SEND needs, which affect development, and coming into care at such a young age, is itself a known factor affecting development. **(SDP 3.2.2)**

Year 1 phonics screen

This is a test of pupils' ability to 'decode' words using their understanding of which graphemes (letters) make which phonemes (sounds). Pupils practise phonics daily through most EYFS (Year R and Year 1) in order to be able to pass the screen. It is formal test administered by one familiar adult working 1;1 with the child. They must correctly 'sound out' and blend 40 words (20 real and 20 nonsensical) to show their understanding of phonics. The test is retaken at the end of Year 2 (and 3) if pupils do not pass in Year 1.

We had 13 pupils in total of screening age. Only 6 of these had been in care for 1 year or more on the 31st march 2018, so fall in our N101 cohort. This cohort size is not statistically significant and therefore not a relevant comparison with previous years. Of these 6, 1 pupil was dis-applied on SEND grounds. Of the 5 remaining pupils, 2 passed the screen very securely, 2 did not attempt and 1 scored less than half marks. The pass mark was 32/40. Because of the very young age of these pupils (5 and 6 yrs), they are not pressured in any way to partake if they feel unable on the day.

Of the 7 pupils not in our reportable cohort, 1 just missed the pass mark, 3 were well under and 3 successfully passed. Of the 3 who were significantly below, 2 are under investigation for additional needs.

Phonics Intervention Quality monitoring and support (Year R intervention) is a clear strand for improvement in our SDP 2019-20. **(SDP 2.3.1/2.3.2)** Our Advisory teacher for the phase will visit every school and ask about what is in place to close gaps in Phonics and EYFS profiles.

Key stage 1 (Pupils who were in Y2 – age 6/7 in Summer term 2019.)

Testing at the end of KS1, in Year 2, is no longer statutory. However, most schools, and all our schools did administer tests, in Reading, Writing and Mathematics.

We had 19 Pupils in year 2 of which only 9 count as N101 cohort (so again not a statistically significant group.) In the N101 reported cohort, 2 of 9 pupils were dis-applied on SEND grounds, 1 attended a school not partaking in SATS. Of the remaining 6 pupils, 3 were below the expected standard in the combined measure for Reading, Writing and Maths and 3 were at 'the expected standard.' 1 pupil achieved the 'Greater depth standard' in Writing. % scores are not comparable with last year due to the small size of the N101 cohort.

In the whole Y2 cohort of 19 pupils, 8/19 met or exceeded' the expected standard in the combined measure for RWM. This represents 42%. However, of the 19 pupils, 8 are SEND pupils, 5 with EHCPs and 3 more receiving school support and assessment for EHCP. So, 42% cohort had additional needs. Of the pupils with identified SEND, only 1 met the 'expected standard' in Reading, Writing and maths and she was not in the reported cohort. Of pupils without identified SEND needs, all 9 pupils met the 'expected standard in all areas' This represents 81% pupils with no SEND needs. For the other 2 pupils, 1 pupil met the standard, in just writing and 1 in Maths. In the whole cohort of 19 pupils, 2 achieved greater depth results, one in reading and 1 in writing. Only one of these pupils counts in our recordable cohort.

For comparison, below are national figures for Looked after children in 2018 vs Croydon 'N101 reported cohort' of 6 pupils in 2019,

Reading		Writing		Maths	
<u>Nat: 51 %</u>	<u>Cro: 50%</u>	<u>Nat:42%</u>	<u>Cro: 66%</u>	<u>Nat: 49%</u>	<u>Cro: 66%</u>

For comparison, below are national figures for Looked after children in 2018 vs Croydon 'whole cohort' of 16 (3 were dis-applied) 2019, inc 2 students with EHCPs

<u>Reading</u>		<u>Writing</u>		<u>Maths</u>	
<u>Nat: 51 %</u>	<u>Cro: 62.5%</u>	<u>Nat:42%</u>	<u>Cro: 62.5%</u>	<u>Nat: 49%</u>	<u>Cro: 68.7%</u>

There is a development target in our SDP (2.3.3) , to identify through PEPS KS1 pupils who could achieve 'Greater Depth' in any subject by January and support schools to use PP money for additional intervention or 'stretch' resource.

Below are the whole cohort figures for Croydon in comparison with outcomes nationally for all pupils:

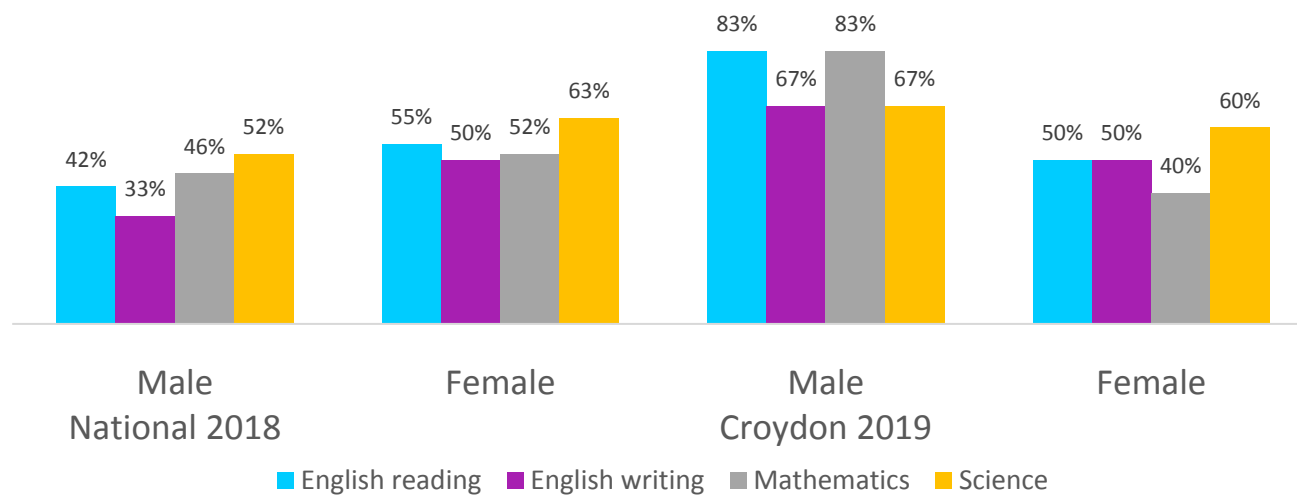
<u>Reading</u>		<u>Writing</u>		<u>Maths</u>	
<u>Nat all 75 %</u>	<u>Cro CLA: 62.5%</u>	<u>Nat all: 70%</u>	<u>Cro CLA: 62.5%</u>	<u>Nat: 76%</u>	<u>Cro CLA 68.7%</u>

Taking into account that this cohort includes 2 EHCP pupils and 3 more with SEND support, these figures are very pleasing and show Croydon's CLA to be attaining well at KS1.

It will be interesting once the national dataset for 2019 is confirmed in November to calculate progress measures for pupils' who attained GLD in their reception and those who did not. This is a key indicator in progression for children and is an area of focus for us in the SDP, (2.3.1)

Below is this information in graph form compared to CIN (nearest national comparison group for CLA at this age) (Attainment at KS1 2018-9):

Percentage of children in need vs Croydon CLA reaching the expected standard at key stage 1, by gender, 2018, England.



Key stage 2: (pupils who were in Y6, aged 10 and 11 in Summer term 2019)

We had 17 reportable pupils in KS2 this year and 29 in our whole cohort. This tells us that 22 pupils had been in care less than 1 year, at the time of their SAT exams in May 2019.

53% Croydon CLA N101 cohort (17 pupils) and 52% of whole cohort (29 pupils) met the combined 'expected standard' in Reading Writing and Maths. This favourably compares with 35% all looked after children nationally in 2018. For all children nationally, 65% met the combined standard. We continue to strive towards our pupils achieving this as a cohort, through having the highest expectations for our pupils in their PEPs and challenging and supporting schools to use PPG effectively to help impact attainment. (SDP 2.3)

For comparison, below are national attainment figures for Looked after children in 2018 vs Croydon 'N101 reported cohort' of 17 pupils in 2019, 'Pupils achieving the expected standard'

<u>Reading</u>		<u>Writing</u>		<u>Maths</u>	
Nat CLA: 51 %	Cro CLA: 62.5%	Nat CLA : 49%	Cro CLA: 62.5%	Na CLAt: 47%	Cro CLA: 57%

For comparison, below are national figures for Looked after children in 2018 vs Croydon 'whole cohort' of 29 pupils in 2019,

<u>Reading</u>		<u>Writing</u>		<u>Maths</u>	
Nat CLA: 51 %	Cro CLA: 62.2% 13% GDS	Nat CLA : 49%	Cro CLA: 62.2%	Nat CLA: 47%	Cro CLA: 55%

In comparison with all pupils nationally our CLA gap is closing year on year:

<u>Reading</u>		<u>Writing</u>		<u>Maths</u>	
<u>Nat all: 75 %</u>	<u>Cro CLA: 62.5%</u>	<u>Nat all: 78%</u>	<u>Cro CLA: 62.5%</u>	<u>Nat: 76%</u>	<u>Cro CLA 57%</u>

Within the cohort of 29, 16 have identified SEND needs, including 6 who now have EHCP and 10 more who have school level support. Of these 16, 8 are in the reportable cohort. 48% of the reported cohort have SEND needs. Every pupil who did not meet the expected standard in the combined measure had known SEND needs.

It is an identified target in our SDP(2.4.7) to monitor the progress and wellbeing of SEND pupils closely across each cohort to ensure support in place is monitored carefully through PEPs.

1 pupil with an EHCP, achieved all 'Greater Depth' in every subject. This is an outstanding individual achievement. 6 other pupils had one or more 'Greater Depth' results in either reading, writing, SPAG or Maths, which again are great individual achievements. These 7/29 children represent 24% pupils reaching the top standard in at least one area. There are no published national figures for comparison.

Our primary schools seem to find it harder to help our pupils attain well and make great progress in Maths. This will be an area for focus at PEP meetings this year for primary advisers as per our SD. (2.3.7)

Progress between KS1 and Key stage 2

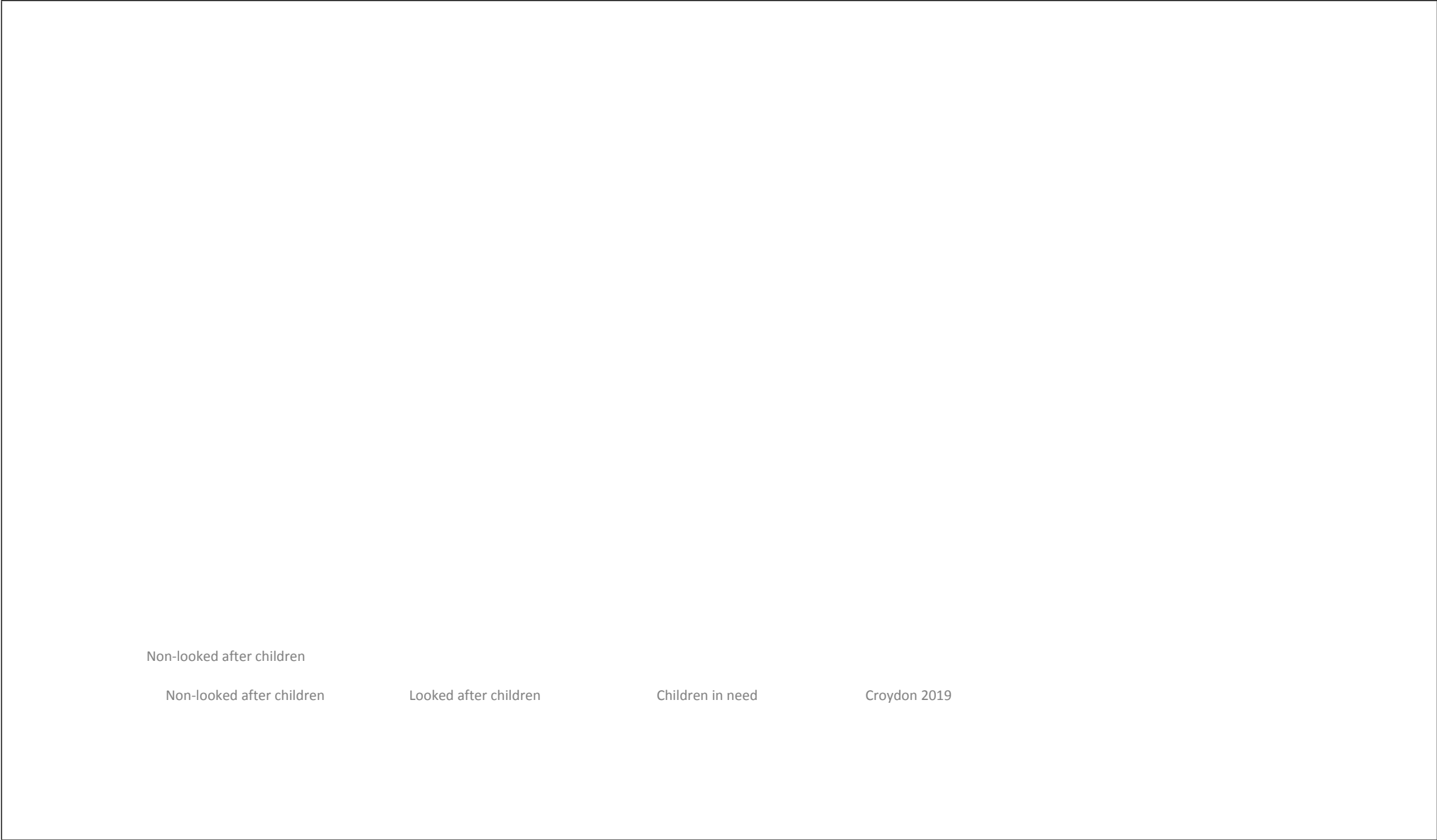
Progress between these 2 key-stages is assessed by looking at how much the increase in point scores occurs between the 2 sets of tests.

As shown below: Croydon, all pupil averages, which are above national, all pupil averages, are as follows: Reading +0.8 Writing +0.6 Maths +0.9.

We are delighted with progress rates for our CLA in Croydon which are: **R: +3.33 W +1.72 M+ 2.82, all significantly accelerated.** This represents exceptional progress for these individuals. There were 19 in the cohort, and a further 11 included in the sample who attend Croydon schools but are not cared for by Croydon LA.

	Cohort	CLA Matches	Avg. KS1 Pt	READING				WRITING				MATHS			
				Cover.	Prog. Score ≥0	Prog. Score	Conf. Int.	Cover.	Prog. Score ≥0	Prog. Score	Conf. Int.	Cover.	Prog. Score ≥0	Prog. Score	Conf. Int.
NCER National (CLA)	4,080	100.0%	13	93.0% 48.0%	-0.37	±0.20	94.0% 46.0%	-1.02	±0.18	92.0% 45.0%	-1.03	±0.17			
DfE Region - London (CLA)	400	100.0%	13.2	89.0% 53.0%	+0.60	±0.64	92.0% 51.0%	-0.55	±0.58	90.0% 49.0%	-0.30	±0.56			
Local Authority - Croydon (all schools)	4,720	0.6%	15.9	88.7% 57.1%	+0.80	±0.19	89.5% 56.9%	+0.65	±0.17	88.9% 58.0%	+0.90	±0.16			
Virtual School - Croydon	30	100.0%	12.6	93.3% 60.7%	+3.33	±2.28	96.7% 75.9%	+1.72	±2.07	93.3% 53.6%	+2.82	±1.99			

For our Croydon VS cohort of 21 pupils who had matched, published results from KS1 to KS2, our internal data shows the progress between KS1 and 2 as follows:



Non-looked after children

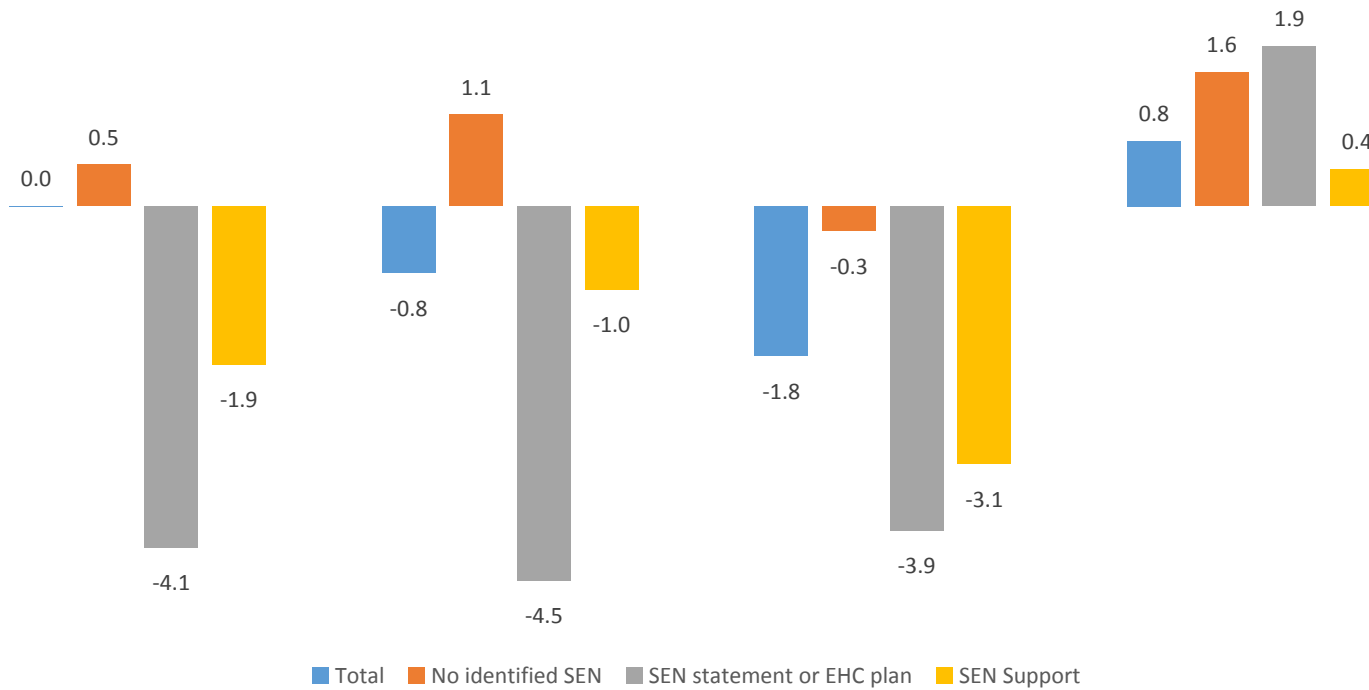
Non-looked after children

Looked after children

Children in need

Croydon 2019

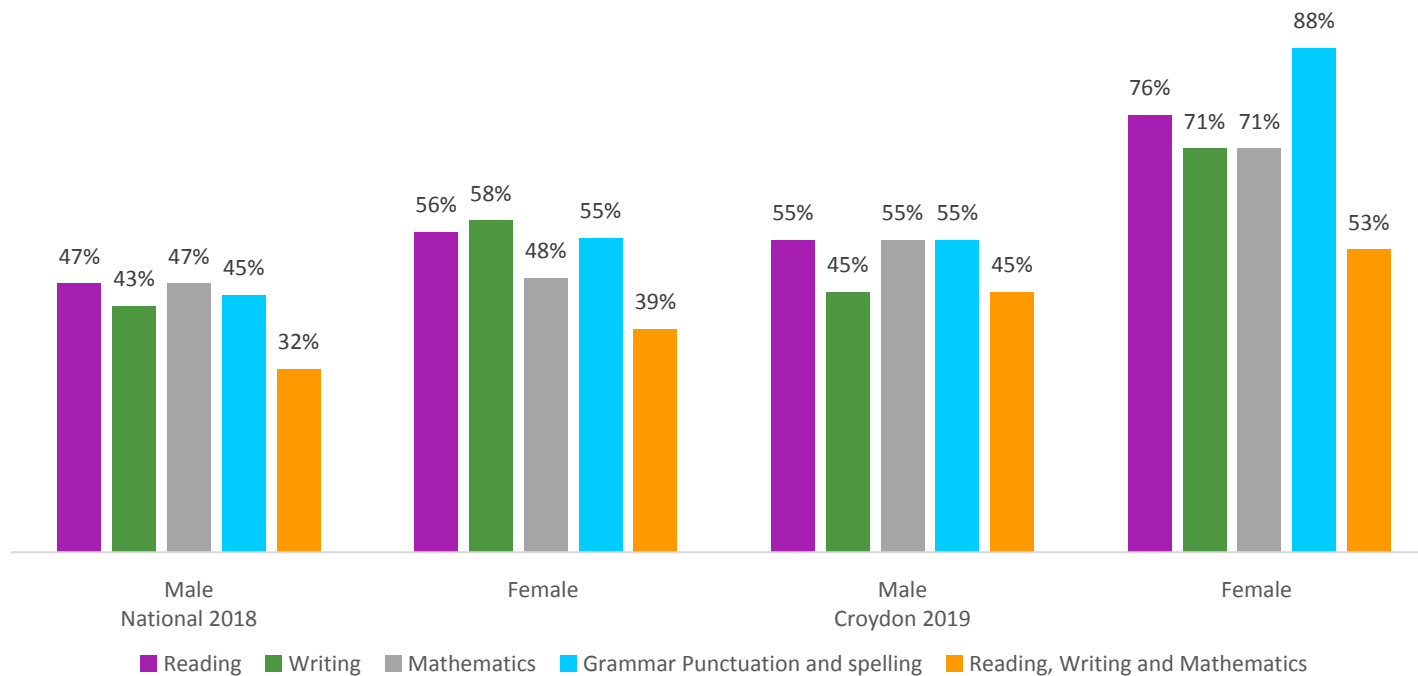
KS2 Average progress scores in Writing



These results are so pleasing and show that VS pupils, who have stability in their primary schooling make exceptional progress by any measure.

With a breakdown by gender too, the cohort was 12 males, 7 females.

Percentage of looked after children reaching the expected standard or above at key stage 2, by gender, 2018, England.



KS4 attainment and progress- (pupils in Year 11 -15 and 16 years old in Summer 2019)

National and statistical neighbour comparison data for KS4 is published by NCER in November and will be analysed at this point.

The context of our CLA cohort in Y11 is complex and it is important to understand this when looking at Headline figures. We compare below to last year's CLA cohort to show trends :

Cohort contextual summary:

	2018	2019
Total cohort size	132	166
No in N101 cohort (more than 1 year in care at Mar 31 st 2018)	87 (66% of Whole VS cohort at EOY)	70 (42% of whole VS cohort) at EOY
No of UASC in whole cohort	84 (64%)	107 (65%)
No of UASC in N101	57 (66%)	30 (43%)
No in Croydon schools in whole cohort	57 (43%)	84 (51%)
No in Croydon schools in N101	34 (39%)	28 (40%)
Missing education in N101 whole cohort	17(13%)	23 (14%)
Missing education in N101 cohort	5 (6%)	6 (8%)
Attending a non- mainstream school in N101	31 (36%)	20 (29%)
Attending a non- mainstream school in whole cohort	59 (45%)	73 (44%)

Cohort who had been in care for < 1 year at time if exams	45 (34%)	96 (58%)
Cohort who had been in care for < 2 years at time if exams	89 (68%)	115 (69%)
Cohort who had been in care for >5 years at time if exams	14 (11%)	23 (14%)
Number in N101 with SEND EHCP	13 (15%)	17 (24%)
Number in whole cohort with SEND EHCP	19 (14%)	21 (13%)
Number in N101 with SEND support	11 (13%)	10 (14.2%)
Number in whole cohort with SEND support	14 (11%)	15 (9%)
Number entered at Entry level	15 (11%)	32 (19%)
Number entered at Lvl 1	3	10
Number entered at Lvl 2 in N101	54 (62%)	43 (61%)
Number entered at Lvl 2 in whole cohort	67 (51%)	66 (40%)
Number in N101 entered for 8 eligible subjects	20 (18 (26%)
Number in Whole cohort entered for 8 eligible subjects	22	20

In summary, the N101 cohort for 2019 was 70 pupils. Only 18 of the N101 actually were entered for 8 GCSEs in the correct 'buckets' to be eligible for Attainment and Progress 8. Of this cohort, 10 achieved grade 4+ passes. This is 56%.

It is difficult to compare our cohorts, year on year, as a result of the high mobility and daily contextual changes. Nevertheless, it is interesting to note that in 19-20 academic year: 14.9% pupils gained 5+ 4-9 grades inc English and maths, this is double last year's 7%. Also that 60% pupils who took Level 2 qualifications gained at least 1 grade at 1-9. This is almost in line with last year's 63%.

64 % {42% NI101} of our cohort were UASC compared to 36 % {58% NI101} indigenous young people. Of the indigenous population, 59 % were entered for Lvl 2 equiv compared to 40 % UASC.

There were some exceptional, individual performances including 2 pupils, both girls, who attained very highly. 1 girl attained 10 grades, all at 9-5 including English and Maths, another, 11 grades all at 9-5 inc E and Maths. Including these 2, 10 pupils scored a full set of 8+ GCSE grades at 4 or above.

Each of these YP has been in care for more than 2 years.

Of the 166 pupils in the whole cohort, 64 % attained at least 1 qualification at Entry level or above. Of our newly arrived young people (those who had been with us less than 6 months, at least 18, achieved 1 or more qualifications.

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Corporate Parenting Panel Work Programme 2019/20

Meeting date	Wed 3 July 19	Thurs 5 Sept	Wed 13 Nov	Wed 15 Jan 20	Wed 4 Mar	Thurs 30 Apr
Theme	SUFFICIENCY	EDUCATION	HEALTH	ADOPTION	FOSTERING	
Item	Terms of Reference	Exam Results Exclusion SEN	IHAs	Annual Report of Adoption Service and Panel (inc. plans/update of regional adoption agency)	Annual Report of Fostering Service and Panel	Annual Report of Corporate Parenting Panel
Officer						
Item	Residential Care (Part B paper – 37 children)	Mentoring and Careers guidance for LAC an CL	RHAs	Statement of Purpose	Statement of Purpose	CIC Performance Scorecard
Officer						
Item	Update on the South Commissioning Programme	Difference between Mentoring and IV work	CAMHS	CIC Performance Scorecard	Recruitment and Deregistration	
Officer						
Item	IRO Annual Report	Engagement Achievement (inc. complaints and leaving opportunities)	CIC Performance Scorecard		Review of Fostering Services	
Officer						
Item	Annual Report of Corporate Parenting	Annual Report of Virtual School			Escalation Policy for Foster Carers	
Officer						
Item	CIC Performance Scorecard	CIC Performance Scorecard			CIC Performance Scorecard	
Officer						

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