

Thurrock: A place of opportunity, enterprise and excellence, where individuals, communities and businesses flourish

# Children's Services Overview and Scrutiny Committee

The meeting will be held at **7.00 pm** on **10 October 2017**

**Committee Room 1, Civic Offices, New Road, Grays, Essex, RM17 6SL**

## Membership:

Councillors Bukky Okunade (Chair), Graham Snell (Vice-Chair), Gary Collins, David Potter, Joycelyn Redsell and Angela Sheridan

Myra Potter, Parent Governor Representative  
Kim James, Chief Operating Officer, HealthWatch Thurrock

## Substitutes:

Councillors Tom Kelly, Jane Potheary and Sue Sammons

## Agenda

Open to Public and Press

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<b>1 Apologies for Absence</b>	
<b>2 Minutes</b>	<b>5 - 10</b>
To approve as a correct record the minutes of Children's Services Overview and Scrutiny Committee meeting held on 11 July 2017.	
<b>3 Items of Urgent Business</b>	
To receive additional items that the Chair is of the opinion should be considered as a matter of urgency, in accordance with Section 100B (4) (b) of the Local Government Act 1972.	
<b>4 Declaration of Interests</b>	

<b>5</b>	<b>Items Raised by Thurrock Local Safeguarding Children Board</b>	<b>11 - 12</b>
	This item is reserved to discuss any issues raised by the Thurrock Local Safeguarding Children Board.	
<b>6</b>	<b>Youth Cabinet Update</b>	
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**Queries regarding this Agenda or notification of apologies:**

Please contact Wendy Le, Democratic Services Officer by sending an email to [direct.democracy@thurrock.gov.uk](mailto:direct.democracy@thurrock.gov.uk)

Agenda published on: **2 October 2017**

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# DECLARING INTERESTS FLOWCHART – QUESTIONS TO ASK YOURSELF

Breaching those parts identified as a pecuniary interest is potentially a criminal offence

## Helpful Reminders for Members

- *Is your register of interests up to date?*
- *In particular have you declared to the Monitoring Officer all disclosable pecuniary interests?*
- *Have you checked the register to ensure that they have been recorded correctly?*

## When should you declare an interest *at a meeting*?

- **What matters are being discussed at the meeting?** (including Council, Cabinet, Committees, Subs, Joint Committees and Joint Subs); or
- If you are a Cabinet Member making decisions other than in Cabinet **what matter is before you for single member decision?**



Does the business to be transacted at the meeting

- relate to; or
- likely to affect

any of your registered interests and in particular any of your Disclosable Pecuniary Interests?

Disclosable Pecuniary Interests shall include your interests or those of:

- your spouse or civil partner's
- a person you are living with as husband/ wife
- a person you are living with as if you were civil partners

where you are aware that this other person has the interest.

A detailed description of a disclosable pecuniary interest is included in the Members Code of Conduct at Chapter 7 of the Constitution. **Please seek advice from the Monitoring Officer about disclosable pecuniary interests.**

**What is a Non-Pecuniary interest?** – this is an interest which is not pecuniary (as defined) but is nonetheless so significant that a member of the public with knowledge of the relevant facts, would reasonably regard to be so significant that it would materially impact upon your judgement of the public interest.

### Pecuniary

If the interest is not already in the register you must (unless the interest has been agreed by the Monitoring Officer to be sensitive) disclose the existence and nature of the interest to the meeting

If the Interest is not entered in the register and is not the subject of a pending notification you must within 28 days notify the Monitoring Officer of the interest for inclusion in the register

Unless you have received dispensation upon previous application from the Monitoring Officer, you must:

- Not participate or participate further in any discussion of the matter at a meeting;
- Not participate in any vote or further vote taken at the meeting; and
- leave the room while the item is being considered/voted upon

If you are a Cabinet Member you may make arrangements for the matter to be dealt with by a third person but take no further steps

### Non- pecuniary

Declare the nature and extent of your interest including enough detail to allow a member of the public to understand its nature



You may participate and vote in the usual way but you should seek advice on Predetermination and Bias from the Monitoring Officer.

**Vision: Thurrock:** A place of **opportunity**, **enterprise** and **excellence**, where **individuals**, **communities** and **businesses** flourish.

To achieve our vision, we have identified five strategic priorities:

**1. Create** a great place for learning and opportunity

- Ensure that every place of learning is rated “Good” or better
- Raise levels of aspiration and attainment so that residents can take advantage of local job opportunities
- Support families to give children the best possible start in life

**2. Encourage** and promote job creation and economic prosperity

- Promote Thurrock and encourage inward investment to enable and sustain growth
- Support business and develop the local skilled workforce they require
- Work with partners to secure improved infrastructure and built environment

**3. Build** pride, responsibility and respect

- Create welcoming, safe, and resilient communities which value fairness
- Work in partnership with communities to help them take responsibility for shaping their quality of life
- Empower residents through choice and independence to improve their health and well-being

**4. Improve** health and well-being

- Ensure people stay healthy longer, adding years to life and life to years
- Reduce inequalities in health and well-being and safeguard the most vulnerable people with timely intervention and care accessed closer to home
- Enhance quality of life through improved housing, employment and opportunity

**5. Promote** and protect our clean and green environment

- Enhance access to Thurrock's river frontage, cultural assets and leisure opportunities
- Promote Thurrock's natural environment and biodiversity
- Inspire high quality design and standards in our buildings and public space

## Minutes of the Meeting of the Children's Services Overview and Scrutiny Committee held on 11 July 2017 at 7.00 pm

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**Present:** Councillors Bukky Okunade (Chair), Graham Snell (Vice-Chair), David Potter, Joycelyn Redsell and Angela Sheridan

**Apologies:** Councillor Aaron Watkins  
Myra Potter, Parent Governor Representative

**In attendance:** George Wright, Thurrock Youth Cabinet Chair  
Enisa Burzic, Thurrock Youth Cabinet Member  
Adam O'Shea, Thurrock Youth Cabinet Member  
Rory Patterson, Corporate Director of Children's Services  
Roger Edwardson, Interim Strategic Leader School Improvement, Learning and Skills  
Sheila Murphy, Assistant Director of Children's Services  
Sue Green, Strategic Leader Early Years, Families & Communities  
Clare Moore, Strategic Lead Children's Social Care  
Joseph Tynan, Service Manager – Multi Agency Safeguarding Hub (MASH), Children and Families Assessment Team (CFAT) and the Emergency Duty Team  
Patrick Kielty, Participation Officer  
Charlotte Raper, Senior Democratic Services Officer

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Before the start of the Meeting, all present were advised that the meeting may be filmed and was being recorded, with the audio recording to be made available on the Council's website.

### **44. Minutes**

The minutes of Children's Services Overview and Scrutiny Committee meeting held on 1 February 2017 were approved as a correct record.

### **45. Items of Urgent Business**

There were no items of urgent business.

### **46. Declaration of Interests**

Councillor Sheridan declared that her daughter currently attended St Clere's School.

### **47. Items Raised by Thurrock Local Safeguarding Children Board**

No issues were raised by the Thurrock Local Safeguarding Children Board.

#### **48. Youth Cabinet and Youth Work Report 2016/17**

The Youth Cabinet introduced the report with a video which was scripted, filmed and edited by Members to promote the Youth Cabinet within Thurrock. The Chair of Thurrock Youth Cabinet outlined the work undertaken by Thurrock Youth Cabinet.

The Participation Officer then presented the report which highlighted the work of the Thurrock Youth Cabinet and the wider activities of the Inspire Youth Work team in 2016/17.

The Chair welcomed Members of the Youth Cabinet and expressed her satisfaction that the Youth Cabinet in Thurrock was so strong and so well organised. She asked why there was lower attendance to the South Ockendon Youth Club. The Participation Officer outlined that the Tilbury Youth Club had been established for around 50 years and was held in a Council-owned building. The South Ockendon club had partly arisen due to concerns from Schools in the area, Thurrock Council and the Police and had only been in place since February. It would take time to build relationships but there had begun to be a regular group and it was hoped this would expand with time. Councillor Potter asked where it was held. Members were advised that the club met every Monday from 6:30pm – 8:00pm in the Thurrock Lifestyle Solutions building, on Derwent Parade.

Councillor Redsell felt that Democracy Week was not a long enough period of time and asked what the result of the previous year's had been. She added that at times the Youth Cabinet was not as well advertised as it might be and that she would like to see more Councillors get involved. The Participation Officer advised that Democracy Week was an effort to engage with School Councils, as many young people had joined as a result. It was hoped that this year more schools would be involved.

Councillor Snell advised that he was a Member of the Stifford Clays Hub and they were excited to see a Youth Club develop, but also wanted to know what they could offer to assist the team. He expressed his view that members of the Youth Cabinet were universally impressive and reiterated that they should approach Councillors if they needed any assistance.

The Chair of the Youth Cabinet agreed that input from Councillors would be useful to help influence the Youth Cabinet's outlook and debates shaped campaigns. He accepted that the reach was not as widespread as hoped, hence the production of the video. There were efforts to reach out to as many schools as possible but membership fluctuated, which sometimes left schools unrepresented and harder to access. There were particular issues around how to present to primary schools and how to prevent older members becoming detached from the younger years. The Youth Cabinet would welcome help and guidance from Councillors.

The Chair congratulated the Youth Cabinet for all they had achieved and urged Councillors to get more involved when possible.



## **RESOLVED:**

### **That Children's Services Overview and Scrutiny Committee:**

- 1) Note the work of the Thurrock Youth Cabinet and the wider Inspire Youth Work Team in 2016/17**
- 2) Support the work plans of the Thurrock Youth Cabinet and Inspire Youth Work Team in 2017/18**
- 3) Support the production of a 2017/18 annual report; promoting youth work and activity to external partners and potential funders**

#### **49. Ofsted Inspection Action Plan - Update**

The Corporate Director of Children's Services introduced the report which provided the Committee with a further update following the inspection which took place in February 2016.

The Chair expressed her view that it was pleasing to see an increase in permanent staff. She queried the figures within the action plan, and why Recommendation showed recurring scores of "3" but was deemed as "improving". Members were advised that the ratings ranged from 1 (achieved) to 5 (a long way to go). The Recommendation in question, recommendation 3, was part of a broader issue around the quality of assessments. There had been a bid to the innovation fund for assistance in introducing the intervention model 'Signs of Safety' however the bid had been unsuccessful. This model was not the only element however. It was a matter of quality assurance, of the quality of practice and the day-to-day work of social workers. It had been rated 3 rather than 1 as other works had been carried out and there was still work to be done around Signs of Safety. Awareness raising work had been undertaken and full training would be held in October both within the service and for external agencies. The Chair asked whether there was confidence that everything was going according to plan around Ofsted recommendations. The Corporate Director of Children's Services stated that he was cautiously optimistic that Ofsted would agree there had been lots of progress.

Councillor Redsell asked what training social workers would receive that they did not currently, and whether the service would join up with education to ensure children could not "slip through the net". She also asked how many children in foster care opted to stay with the family whilst at college or university. The data around "staying put" would be circulated outside of the meeting. The Corporate Director of Children's Services agreed that a joined up system was crucial, to ensure departments were sharing information and supporting each other. The service was working decrease the risk of children "slipping through" with early offers of help and joining up with children's centres. The intervention model aimed to work alongside families for the best outcomes for children. Signs of safety had a positive track record of better engagement and better outcomes.

Councillor Snell echoed previous comments around the improvement shown. He recalled a major issue within the budget had been agency staff and was pleased to see increased retention of permanent staff and foster carers. He asked what impact InPower had made. InPower had offered deep analysis of the systems in place, which was sometimes more effective from a removed perspective. Their input had been invaluable and as a result there had been in depth work undertaken to ensure the service supported families in difficulty before a crisis occurred to prevent children entering care unnecessarily.

Councillor Sheridan referred to the introduction of volunteers in the assessment service and asked whether they would receive full training. The Strategic Leader Early Years, Families & Communities explained that initial scoping, based on other Local Authorities, had been undertaken but a final decision had not yet been made. Members were assured however that if volunteers were introduced it would be subject to full training, full checks and robust supervision.

**RESOLVED:**

- 1) That Children’s Services Overview and Scrutiny Committee consider the current progress and direction of travel in completing the requires actions from the Ofsted Action Plan**
- 2) That Children’s Services Overview and Scrutiny Committee receive assurance that action plan continues to deliver the required improvement**

**50. Peer Review of Contacts, Referrals and Assessments**

The Service Manager – Multi Agency Safeguarding Hub (MASH), Children and Families Assessment Team (CFAT) and the Emergency Duty Team presented the report which outlined the positive outcomes and an overview of the recommendations and subsequent actions following a Peer Review undertaken by Southend Borough Council.

The Chair congratulated the department for the strengths highlighted within the report. She noted it was pleasing to see that staff morale was high and asked what would be done to guarantee the retention of permanent staff. The Committee was advised that there had been a restructure within the department; 3 teams had become 4 teams with an additional team manager. This meant that there was more support, both emotional and practical, and supervision for staff. Social work was an emotionally difficult job so it was essential that Thurrock Council was a good place to work. The Assistant Director of Children’s Services added that within the 6 weeks since she joined the Authority she had seen caseload reviews to ensure that caseloads were reasonable, there were also retention bonuses and strong training to ensure a good working environment.

Councillor Redsell stressed the importance of ensuring all departments were joined together to ensure the best outcomes for children and the service

should work to keep improving. The Corporate Director of Children's Services agreed that it was important to ensure the service continued to be more effective. Departments such as social care, housing and education all needed to work seamlessly and avoid becoming compartmentalised.

The Vice-Chair expressed his approval for the report. The body of the report highlighted a number of positives for the service while the Action Plan showed that the service recognised the issues raised by the Peer Review and then looked more deeply at them to improve the service further. He noted that the Action Plan referred to IT and asked whether the services and agencies had joined up systems or whether data would be duplicated across systems. It was confirmed that IT was an area for development, to make work more effective. The aim was for more robust systems with clear alerts to limit the opportunity for children to "slip through the net". There had already been progression around data performance.

**RESOLVED:**

- 1) That Children's Services Overview and Scrutiny Committee consider the recommendations of the Review and the Action Plan, to drive up performance in these areas.**
- 2) That Children's Services Overview and Scrutiny Committee receive assurance that the Action Plan will deliver the required improvement.**

**51. Children Looked After Placement Commissioning**

The Strategic Leader Early Years, Families & Communities presented the report which outlined the rationale for a new approach to ensure the best quality placements would be commissioned to place more young people in the local authority area.

The Vice-Chair expressed his view that the best results were often achieved when Thurrock Council took control of services itself. He added that increased interest in the local market might push it to develop. The Strategic Leader Early Years, Families & Communities agreed that the market needed to be developed, especially regarding the quality of placements available however there would be a rolling contract allowing providers to be added each year. The Children in Care Council would also be involved to influence the specifications for potential providers.

Councillor Redsell asked what could be done to engage more foster carers. The Committee heard that this was an opportunity to discuss the options of individual fostering agencies and in-house foster carers. There were plans for a net increase, in the number of in-house foster carers, of 45 foster families over 3 years. The service would look at how to attract people and where people interested in foster caring might look. It was crucial to get out into the community and make foster caring accessible. Councillor Redsell suggested using local Community Forums to reach more people.

The Chair asked whether a radius would be set when procuring independent fostering agencies. The Strategic Leader Early Years, Families & Communities advised that it would be beneficial to have as many approved providers as possible, to ensure a diverse choice to meet specific needs of individual children. In some cases it would be helpful to place children outside of the local area therefore a broad list would be welcome. It would be outlined to all approved providers however that, when placing children, the service would look as locally as possible in the first instance, starting with in-house foster carers and working outwards. Placements did not need to be pre-purchased it would merely be a list of approved providers.

**RESOLVED:**

- 1) That Members consider the proposal to simplify and improve the commissioning of placement provision, in particular to withdraw from the current Eastern Regional contract when it ends in 2018.**
- 2) That Members agree to officers proceeding to gain Cabinet approval to commence a procurement exercise.**

**52. Work Programme**

The Chair noted that there was very little listed on the Work Programme and asked for officers to liaise and circulate an updated draft document outside of the meeting.

The Corporate Director of Children's Services advised Members of a number of reports to be brought before the Committee.

The Chair of Thurrock Youth Cabinet requested to present an item at the September meeting to provide Members with an update on "Make your mark", Democracy Week and YouthCon.

**The meeting finished at 8.35 pm**

Approved as a true and correct record

**CHAIR**

**DATE**

**Any queries regarding these Minutes, please contact  
Democratic Services at [Direct.Democracy@thurrock.gov.uk](mailto:Direct.Democracy@thurrock.gov.uk)**

Chairperson  
Children's Overview & Scrutiny Committee

18 September 2017

Dear Chair

There are no specific items to bring to the attention of the Children's Overview and Scrutiny Committee for its October 2017 meeting.

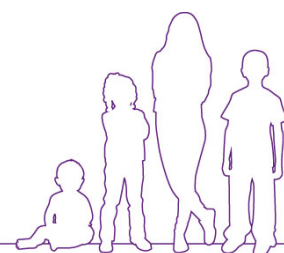
The Children's Safeguarding Board are currently undertaking three Serious Case Reviews which are still in the process of completion. Any immediate learning identified from these reviews has been shared with the relevant partners and the first of these reviews is expected to go for consideration of publication early in the New Year.

Looking forward, the Board are preparing to respond to changes nationally to Safeguarding Boards following the introduction of The Children and Social Work Act 2017 which received Royal Assent on 27 April 2017 and the Governments proposal of introducing new safeguarding arrangements from 2019.

At the next meeting on 12 December 2017 we will be in a position to update the Committee on the progress of these changes to safeguarding arrangements and also present the LSCB Annual Report.

*A P Cotgrove*

Alan Cotgrove  
LSCB Business manager



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<b>10 October 2017</b>	<b>ITEM: 7</b>
<b>Children’s Services Overview and Scrutiny Committee</b>	
<b>2016/17 Annual Complaints and Representations Report</b>	
<b>Wards and communities affected:</b> All	<b>Key Decision:</b> Non-Key
<b>Report of:</b> Tina Martin, Statutory & Corporate Complaints Manager	
<b>Accountable Assistant Director:</b> Sheila Murphy, Assistant Director for Care & Targeted Outcomes	
<b>Accountable Director:</b> Rory Patterson, Corporate Director of Children’s Services	
<b>This report is public</b>	

## Executive Summary

The annual report for Thurrock Council on the operation of the Children’s Social Care Complaints Procedure covering the period 1<sup>st</sup> April 2016 – 31<sup>st</sup> March 2017 is attached as Appendix 1. It is a statutory requirement to produce an annual complaints report on children’s social care complaints.

The report sets out the number of representations received in the year including the number of complaints, key issues arising from complaints and the learning and improvement activity for the department.

A total of 217 representations were received during 2016-17 as detailed below:

- 62 compliments
- 12 Initial Feedback
- 97 complaints received
- 13 MP enquiries
- 23 Member enquiries
- 8 MEP enquiries
- 2 Local Government Ombudsman enquiries

### 1. Recommendation(s)

**1.1 That scrutiny committee consider and note the report.**

### 2. Introduction and Background

2.1 This is the annual report for Thurrock Council on the operation of the Children’s Social Care Complaints Procedure covering the period 1<sup>st</sup> April

2016 – 31<sup>st</sup> March 2017. It is a statutory requirement to produce an annual complaints report on Children's Social Care complaints.

### **3. Issues, Options and Analysis of Options**

3.1 This is a monitoring report for noting, therefore there is no options analysis. The annual report attached as Appendix 1 includes consideration of reasons for complaints, issues arising from complaints and service learning and improvement activity in response.

3.2 **The headline messages for this report are:**

#### **3.3 Summary of representations received 2016/17**

- 62 compliments
- 12 Initial Feedback
- 97 complaints received
- 13 MP enquiries
- 23 Member enquiries
- 8 MEP enquiries
- 2 Local Government Ombudsman enquiries

Further detail on compliments, complaints and enquiries is outlined in Appendix 1.

#### **3.4 Local Government Ombudsman**

There were two cases received from the Ombudsman's office for this reporting year.

Further detail on both cases is outlined in Appendix 1.

#### **3.5 Learning from Complaints**

Complaints and feedback provide the service with an opportunity to identify things that can be improved; they provide a vital source of insight about people's experience of social care services.

Upheld complaints are routinely analysed to determine themes and trends and services are responsible for implementing learning swiftly. Robust monitoring and evidencing of corrective actions is a key theme for the next reporting year.

#### **3.6 Looking Forward**

The Corporate Complaints Team continues to facilitate the customer feedback process for Children's Statutory Services. The team will be looking to provide further guidance and support to all services and the focus will be on improving the handling of complaints, the quality of responses and to increase learning



from complaints and compliments, to ensure that a robust mechanism is in place for sharing lessons learnt, best practice and potential development.

Further detail on work priorities is outlined in Appendix 1.

#### **4. Reasons for Recommendation**

- 4.1 It is a statutory requirement to produce an annual complaints report on children's social care complaints. It is best practice for this to be considered by Overview and Scrutiny. This report is for monitoring and noting.

#### **5. Consultation (including Overview and Scrutiny, if applicable)**

- 5.1 This report has been agreed with the Children's Social Care senior management team. Consideration of complaints issues and learning and improvement arising from them are identified as an ongoing priority in the report.

#### **6. Impact on corporate policies, priorities, performance and community impact**

- 6.1 All learning and key trends identified in the complaints and compliments reporting has a direct impact on the quality of service delivery and performance. The reporting ensures that valuable feedback received from service users and carers is captured effectively and regularly monitored with the primary focus on putting things right or highlighting and promoting where services are working well.

#### **7. Implications**

##### **7.1 Financial**

Implications verified by: **Laura Last**  
**Management Accountant**

There are no specific issues arising from this report.

##### **7.2 Legal**

Implications verified by: **David Lawson**  
**Deputy Head of Legal & Deputy Monitoring Officer**

There are no direct legal implications as the report is being compiled in accordance with regulation 18 of the Complaint Regulations.

##### **7.3 Diversity and Equality**

Implications verified by: **Natalie Warren**  
**Community Development & Equalities  
Manager**

There are no specific diversity issues arising from this report.

7.4 **Other implications** (where significant) – i.e. Staff, Health, Sustainability, Crime and Disorder)

None

8. **Background papers used in preparing the report** (including their location on the Council's website or identification whether any are exempt or protected by copyright):

None

9. **Appendices to the report**

- Appendix 1 – Children's Social Care Complaints and Representations Annual Report 2016/17

**Report Author:**

Tina Martin  
Statutory & Corporate Complaints Manager  
HR, OD & Transformation

# **Children Social Care Annual Complaints & Representations Report**

**April 2016 – March 2017**

Tina Martin  
Statutory & Corporate Complaints Manager  
HR, OD & Transformation  
June 2017

**Thurrock Council**  
**Children Social Care**  
**Annual Complaints Report 2016/2017**

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## **1. Introduction**

This report provides information on complaints for Thurrock Council Children's Social Care services for the period 1<sup>st</sup> April 2016 to 31<sup>st</sup> March 2017.

The complaints process provides the council with an additional means of monitoring performance and improving service quality and provides an important opportunity to learn from complaints made by service users and advocates.

We have an established IT system in place to capture a range of complaints information, including the nature of the complaint, the action taken, the outcome of each complaint and whether there has been compliance with the time periods specified in the regulations.

By publishing the annual complaints report, the Council demonstrates its commitment to transparency and a positive approach to dealing with and learning from complaints.

## **2. Key facts**

2.1 We believe that dealing effectively with complaints is essential to providing good services and we use feedback from complaints to improve our services.

2.2 In December 2015 staff managing the children's social care complaints procedure integrated with the Corporate Complaints Team to enable a streamlined, transparent and cohesive complaints service to be delivered council wide.

2.3 In 2016/2017 we received 97 complaints.

2.4 Of the 97 complaints received during the year, 2 cases were determined by the Local Government Ombudsman.

## **3. Background**

The Children Act 1989 Representations Procedure (England) Regulations 2006 requires the council to have procedure for resolving complaints made by the children and young people it looks after or who are in need, and children leaving care, regarding the services provided to them under The Children Act 1989. Representations and complaints can also be made on behalf of such a child or young person by a parent, a person with responsibility, foster carer, Special Guardian or other person that the authority considers has a sufficient interest in the child's welfare to warrant his/her representations being considered by them.

Each year the council must publish an annual report detailing numbers of complaints and representations, outcomes of complaints and compliance with timescales. It

should provide a mechanism by which the local authority can be kept informed about the operations of the complaints procedure.

#### **4. Complaints Procedure**

The complaint process has 3 stages, they are:

##### **Stage 1**

Staff at the point of service delivery should make every effort to resolve the complaint by endeavouring to reach a mutually acceptable and speedy outcome with the complainant. The maximum amount of time for a stage 1 complaint is 20 working days where complaints are deemed as complex however the standard timeframe is 10 working days.

The Corporate Complaints Team encourages meetings with the service area and the complainant to discuss the issue and agree a way forward. If the complainant remains dissatisfied they can request escalation of their complaint to the next stage.

##### **Stage 2**

All requests for stage 2 complaints should be made within 20 working days of receiving the first stage response so that momentum in resolving the complaint is not lost. The Complaints Team will undertake an initial assessment of the complaint. In some instances an external investigator is commissioned and an Independent Person must also be appointed to the investigation to ensure that the process of investigation is open, transparent and fair.

At the end of the investigation a detailed report will be prepared. The report, which clearly sets out how and why any conclusions and recommendations have been reached, is sent to the complainant together with the response from a senior manager in Children's Services. The Independent Person will also provide a report, commenting on whether the investigation has been conducted in an impartial, comprehensive and effective manner. The investigation should be completed and the response sent within 25 working days or a maximum of 65 working days if the complaint is complex. If the complainant remains dissatisfied they can request escalation of their complaint to the next stage.

##### **Stage 3**

The request for stage 3 must be made within 20 working days of receiving the second stage response. This request is for a Review Panel to be convened within 30 working days. The Complaints Manager will assess the complaint in the first instance to determine if a Review Panel is the most appropriate way forward.

The Review Panel cannot re-investigate the complaint, nor consider any substantively new complaints that have not first been considered at stage 2. Its role is to review the process of the investigation, whether the recommendations are fair given the conclusions reached, whether the response of the Children's Service is

reasonable and whether anything more could reasonably be done to satisfy the complainant.

All three panel members are independent of the council and will listen to any relevant information that the complainant wishes to present and will want to hear the perspective of other involved parties. They will also see any documents relevant to the complaint. At the end of the meeting the Review Panel will make recommendations to the Corporate Director of Children’s Services for future action.

If the complainant is still dissatisfied they can refer their complaint to the Local Government Ombudsman for consideration.

## 5. Advocacy for young people

Advocacy services are available for young people who may need advice, guidance and support should they wish to raise issues and/or register complaints; information on this service is publicly available on our web page.

## 6. Summary of Representations

A total of 217 representations were received in the reporting period, which is a decrease of on the previous year (311) as detailed below.

	2016/2017	2015/2016
Complaints – Stage 1	94	81
Complaints – Stage 2	2	2
Complaints – Stage 3	1	1
Initial Feedback	12	48
Compliments	62	117
MP enquiries	13	19
MEP enquiries	8	5
Members enquiries	23	34
Local Government Ombudsman enquiries	2	4
<b>TOTAL</b>	<b>217</b>	<b>311</b>

## 7. Complaints Received

Children social care received a total of 97 complaints in the reporting period. This is an increase of 13 on the number of complaints (84) received for 2015/2016.

## 8. Complaints by service

Complaints are received with regard to both internal and external providers, detailed below are the figures for the reporting period with comparable data for 2015/2016.

Service	2016/2017	2015/2016
Adoption	1	0
Finance	0	2
Child Protection	6	0
Disabled Children	11	8
Family Support (Central)	5	7

Family Support (North East)	5	5
Family Support (South East)	9	6
Family Support (West)	0	5
Fostering	5	4
Children & Families Assessment Team CFAT	15	30
Permanence/Court Work	3	5
Through Care 1	6	6
Through Care 2	8	2
Aftercare Team	5	0
Adolescent Team	3	3
Children's Commissioning	0	1
Other	6	0
Leaving Care Team	4	0
Unaccompanied Asylum Seekers, outside agency	3	0
Continuing Care Team	1	0
Foster Care	1	0

### 9. Root causes and complaint outcomes

The table below shows the root causes of complaints within the reporting period together with the volume either upheld or partially upheld against each root cause. This management information provides key areas for development and learning.

It should be noted that this data does not match the data outlined in the total number of complaints received as it relates to complaints which have been closed.

Root cause of the complaint	2016/2017	Total upheld	Total Partially upheld	2015/2016
Assessment/decision making	25	2	2	20
Communication	10	1	2	10
Delays in Service	8	3	1	4
Foster care	0	0	0	0
Welfare issues	9	1	1	3
Quality of Service	2	0	0	10
Staff conduct/attitude	28	2	1	31
Historical Case note Request	0	0	0	1
Finance/Charging	1	0	0	3
Various issues	0	0	0	1
Contact issues	4	0	0	0
Damaged property	1	0	0	0
Information/Advice	4	0	1	0
Quality of Care	2	0	0	0
Data Protection Breach	1	0	0	0



## 10. Complaint outcomes and performance

The table below shows the complaint outcomes for the reporting period. Comparable data for 2015/2016 is also outlined.

<b>Complaint outcome – Stage 1</b>	<b>2016/2017</b>	<b>2015/2016</b>
Upheld	9 (10%)	7 (9%)
Partially upheld	10 (11%)	13 (16%)
Not upheld	49 (53%)	36 (44%)
Withdrawn or cancelled	15 (16%)	3 (4%)
Out of jurisdiction/rejected	7 (8%)	3 (4%)
In progress	4 (2%)	19 (23%)
<b>Complaint outcome – Stage 2</b>	<b>2016/2017</b>	
Partially upheld	1 (50%)	
In progress	1 (50%)	
<b>Complaint outcome – Stage 3</b>	<b>2016/2017</b>	
Partially upheld	1 (100%)	

It is positive to note that a high volume of complaints are deemed as not upheld following investigation. For those complaints which were upheld/partially upheld under each root cause, a summary of learning is as follows:

**Assessment/Decision making:** key learning identified a need for improved communication between social care staff and service users. Attention to detail and accuracy of assessment writing was identified as an action and frequency of core meetings was also identified as a learning point. This will demonstrate an open, transparent and more streamlined approach in initial assessment and onward management of care plans.

**Communication:** key learning is improved communication, both in writing and verbally. Examples included where there had been no communication to a service user following a change of social worker. This had resulted in undue anxiety and distress as a result.

**Staff conduct:** investigation outcomes either follow two routes, these are generally discussions by managers with affected staff or referral to HR in line with any disciplinary procedures.

**Performance** - The council have specific timeframes to respond to complaints; performance against those timescales for the reporting period is outlined below together with comparable data for 2015/2016. Within the reporting period there were 90 Stage 1 complaints and 2 stage 2 complaints due a response.

	<b>2016/2017</b>	<b>2015/2016</b>
<b>Stage 1 complaints</b> - (20 working days)	64 (71%)	36 (61%)
<b>Stage 2 complaints</b> - (Non-complex – 25 days) (Complex – 65 days)	0 (0%)	n/a

Whilst performance in the reporting period remain positive compared to volumes received for the previous year, improvements are still required in terms of the length of time taken to respond to complaints. This is a key priority for the forthcoming year.

## 11. Learning from complaints

Complaints provide a vital source of insight about people’s experience of social care services, and how those services can improve.

The complaints process enables us to identify service problems and make improvements to services we work in. It also helps us improve staff learning and enhance professional development.

Services are required to complete learning material for all upheld and partially upheld complaints and these are submitted to the Complaints Team. One of the priorities for the forthcoming year is to ensure that each service can identify continuous service improvements as a result of learning lessons from upheld complaints.

Attached are some case studies where learning has been identified. A key priority for the forthcoming year is to ensure learning is publicly available on the You Said We Did section of the council’s webpage.

## 12. Initial Feedback

Thurrock Council also receives feedback which does not constitute a formal complaint. Those within scope of an ‘Initial concern (CSC)’ are submitted to the service with a request that swift action is taken to resolve the issue. This robust action should negate the need for a formal investigation in line with the complaints procedure. The Complaints Team will monitor and track an initial concerns.

## 13. MP, MEP & Members Enquiries

MP, MEP & Members enquiries are received on behalf of services users and services have 10 working days to issue a response. However, it is recognised that in some instances, particularly for complex cases, it is not always possible to meet this target and this has been identified as a work priority for the forthcoming year.

Number of enquiries received within the reporting period is outlined below together with comparable data.

	2016/2017	% responded to on time	2015/2016	% responded to on time
MP	13	7 (54%)	19	6 (32%)
MEP	8	1 (12.5%)	5	0 (0%)
Members	23	16 (70%)	34	27 (79%)

## 14. Compliments

The council welcomes compliments from its services users. Compliments help to highlight good quality service and give staff encouragement to continue delivering services of the highest standard particularly at challenging times and when faced with competing demands.

The reporting period has seen a decrease in the number of compliments recorded compared to the previous year.

	2016/2017	2015/2016
No of compliments	62	117

## Local Government Ombudsman

The Local Government Ombudsman cannot question whether a Council's decision is right or wrong simply because the complainant disagrees with it. The LGO must consider whether there has been fault in the way the decision was reached. If there has been fault, the LGO considers whether this has resulted in injustice and will recommend a remedy, this can be monetary and/or otherwise.

The reporting period has seen a decrease in the number of formal enquiries considered compared to the previous year.

	2016/2017	2015/2016
LGO enquiries received	2	4

Case 1: this complaint relates to the council failing to support a family when they had no recourse to public funds and that the council passed misleading information to agencies and the children's schools without their consent. The LGO found the council was at fault in sharing information with the children's school and other agencies, and recommended the council apologise to the complainant and pay £250 compensation. Following the LGO recommendations the council will review its procedures for recording the sharing of information.

Case 2: the complainant was unhappy with the way the council dealt with contact arrangements in line with a court order. They were also unhappy with the way in which their complaint was handled and that the council failed to respond to their correspondence. The LGO made the decision to discontinue their investigation.

## 15. Work Priorities for 2017/2018

During the year 2017/2018 the Complaints Team will focus on:

- Supporting services by undertaking the initial assessment and subsequent complaint plan agreement (where appropriate) with complainants to instil confidence and evidence transparency of the complaints procedure

- Improved monitoring of active complaints to ensure swift resolution where possible and supporting service areas wherever possible
- Ensuring that all responses are subject to a quality check to ensure they are fit for purpose, address all the issues and are in line with corporate standards
- Robust monitoring of corrective actions that have arisen from complaints to ensure continuous service improvements can be made and uploaded onto the council webpage
- Working with service areas and in consultation with staff to ensure timely responses to MP, MEP & Members enquiries
- Provide advice, guidance and support through training and/or workshops as appropriate
- Introduction of Alternative Dispute Resolution for those complaints where escalation has been requested. The Complaints Team will meet with complainants where possible and will undertake further assessment to determine if escalation is appropriate.
- Ensuring that learning from upheld complaints is evidenced and made publicly available on the council's You Said We Did section of our webpage.
- Continued close liaison with the Local Government Ombudsman to ensure that enquiries are responded to and recommendations are actioned promptly.
- Continuous review to the data quality of all recorded childrens social care complaints.

## Complaint case studies

(cases are anonymised)

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*Julie made a complaint following the decision to move her foster placement. She had requested the decision be frozen until she has had the opportunity to gain face to face support from an advocate and legal advice.*

*She did not wish to move to a different placement.*

The investigation noted Julie's expressed wish and reviewed the case in more detail.

It was recognised that the local authority could have intervened much sooner by raising issues not only with foster carers and the supervising social worker, but also senior management level of the fostering agency concerned. This has identified learning for the service in terms of earlier intervention and improved communication.

Consequently Julie's wishes were met and she did not need to be moved to an alternative placement.

*Mrs W complained that she felt that she was not being treated with respect and was not receiving sufficient support and help from the Team for Disabled Children. She said that the social worker had been changed but that no one had told her. There was also an outstanding care package in place which Mrs W said was not acceptable.*

The investigation concluded that the usual practice of informing families by letter of a change of social worker had not taken place on this occasion. The manager tasked with the investigation completed a review of the case and also concluded that the care package was incomplete and required addressing as a priority.

These matters were discussed with the social worker and an apology extended to Mrs W. The care package was completed and issued.

Mrs W was happy with the outcome.

*Holly complained about the way in which she had been treated by social care since her child was placed on a Child Protection Plan. She said that the assessment which had been completed by a social worker was factually incorrect throughout, this has resulted in considerable distress to her and although it had since been rectified by a more senior officer, the information was still on file and she felt that this should not go unchanged*

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The complaint was subject to a full review, and all concerns were considered. The investigating officer concluded that some of the significant information relayed in the assessment was inaccurate however this could not be addressed with the social worker concerned as they had since left the authority.

It was agreed that a new assessment would be completed, and the care package subsequently reviewed, this took place swiftly and the complainant was happy with the outcome. An apology was extended to Holly for the inconvenience caused.

<b>10 October 2017</b>	<b>ITEM: 8</b>
<b>Children’s Services Overview and Scrutiny Committee</b>	
<b>Schools Performance</b>	
<b>Wards and communities affected:</b> All	<b>Key Decision:</b> Non-Key
<b>Report of:</b> Rory Patterson, Corporate Director of Children’s Services	
<b>Accountable Assistant Director:</b> Roger Edwardson, Strategic Leader, School Improvement, Learning and Skills	
<b>Accountable Director:</b> Rory Patterson, Corporate Director of Children’s Services	
<b>This report is public</b>	

## Executive Summary

Raising achievement in all areas of education remains a key priority and the Council has seen considerable success in the last five years as attainment and progress have risen significantly, particularly in the primary sector. However a new curriculum was introduced in 2015 and new assessment procedures applied last year which resulted in national curriculum levels being abandoned and new more rigorous tests being introduced. As a result comparisons can only be made between this years’ data and the last academic year. A new system of grading GCSEs has been introduced this year in English literature, English language and maths with numbers 1-9 replacing letters (9 being the highest). Students can achieve combined English and maths with either English language or literature. The English and maths exams were more rigorous this year because coursework has been abandoned in favour of an end of curriculum test.

### 1. Recommendation(s)

- 1.1 That the Overview & Scrutiny Committee notes the provisional outcomes of the summer 2017 tests and examinations and commends schools, pupils, and parents/carers on their achievements.**
- 1.2 That the Committee recognises that data can’t be compared to previous years due to a change in curriculum and assessment methods.**

### 2. Introduction and Background

- 2.1 The target for Thurrock Schools and Academies is to be improving year on year and at least above the national average at end of year assessment in

Reception, Phonics in Y1, KS1, KS2, KS4 and KS5 and to reduce the gaps in attainment for vulnerable children.

- 2.2 As a result of a continued support for Early Years teaching & moderation in schools, outcomes at the end of Reception (GLD – Good Levels of Development) are above national for the fifth year running.

GLD (End of Reception- 5 year old)

KS1 (7 year old)

KS2 (11 year old)

KS4 (16 year old)

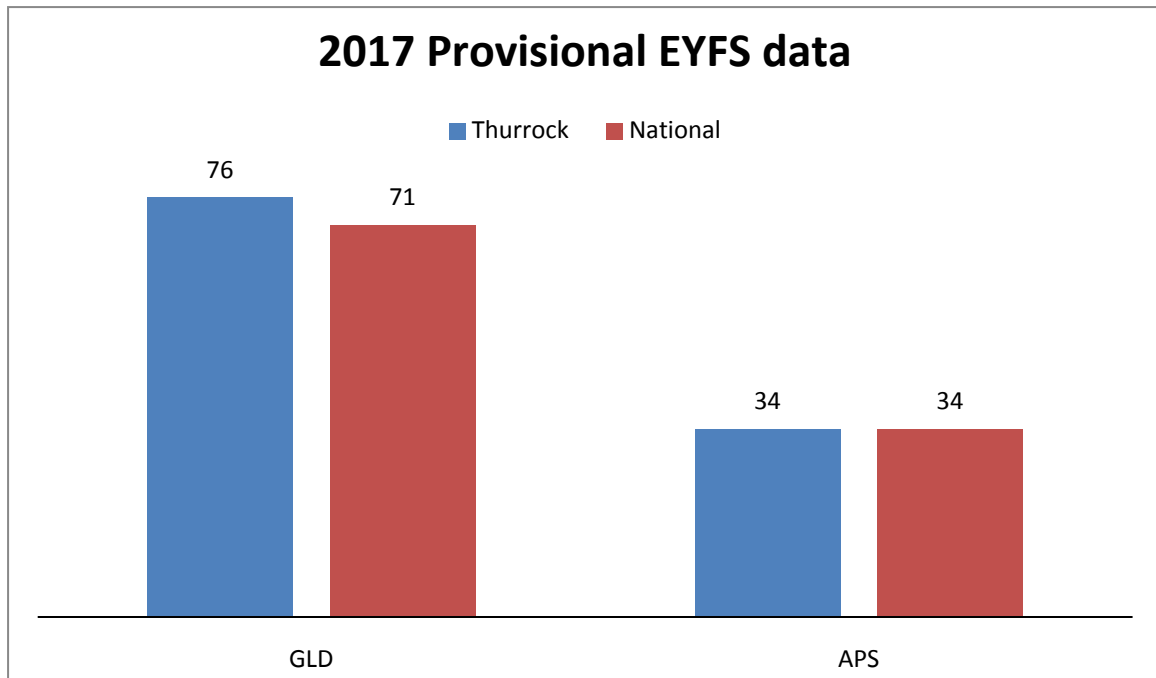
KS5 (18 year old)

- 2.3 KS1 assessments have been reported as standard since 2016 and therefore this year's data can only be compared to last year's. The results are still based on teacher assessments and for the first time this year include a combined reading, writing and maths measure.
- 2.4 In KS2 a new more challenging national curriculum was introduced three years ago. This has been assessed by new tests for reading and maths and a teacher assessment of writing since 2016, therefore we are able to compare this year's results with last year's.
- 2.5 The 2017 GCSE results show an improvement on last year. The key measure of combined English (EN) and mathematics (MA) is being used by the Department of Education this year and will be supplemented to include Progress 8 and Attainment 8 (see graphs).

### **3. Early Years Foundation Stage (EYFS age 5)**

- 3.1 The Good Level of Development (GLD) measure is awarded at the end of EYFS when a pupil has achieved at least the expected level in the entire prime areas of learning and in literacy and mathematics.
- 3.2 Early indications suggest the GLD has risen again and exceeds the national average for the fifth year. (NA 71% and Thurrock 76%)





3.3 To reach the percentage of children making a good level of development, each child is assessed against 17 Early Learning Goals; whether she/he meets the level, has not yet reached the level or exceeded it and points are awarded accordingly in a range 17 - 51. If a child meets every Early Learning Goal, she/he will receive at least 34 points.

3.4 The provisional GLD result for Thurrock is very encouraging as it puts the borough scores above the national and above others in the East of England region. This is an outcome of significant investment in school improvement staff for this phase and expertise in training and supporting staff in schools and settings.

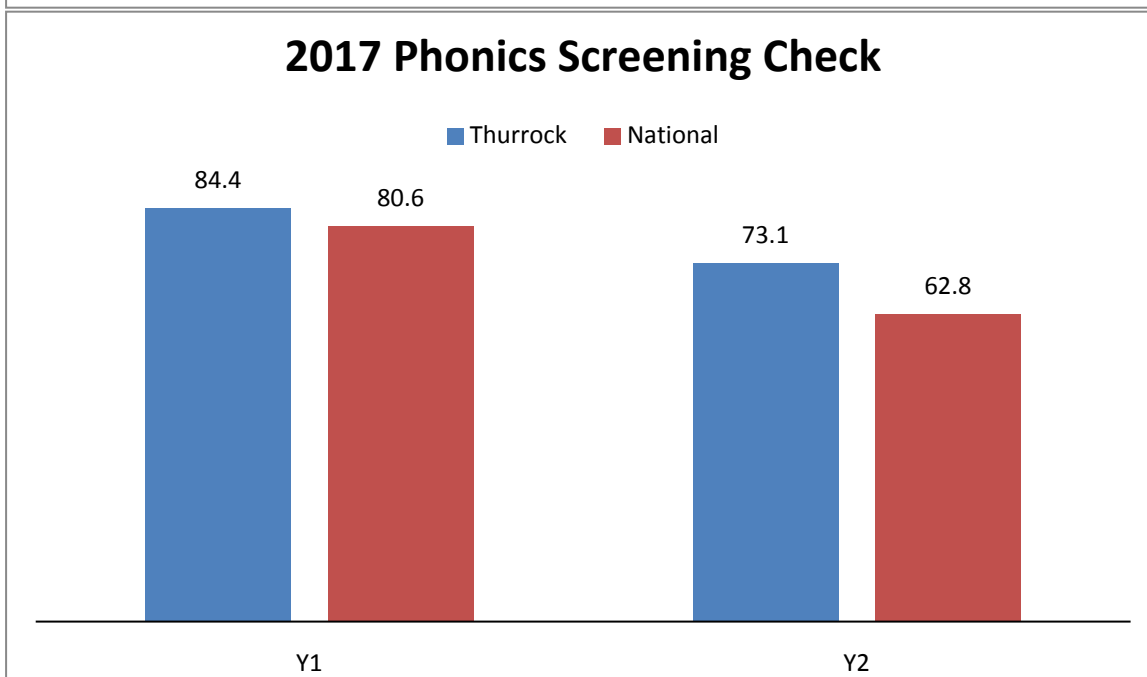
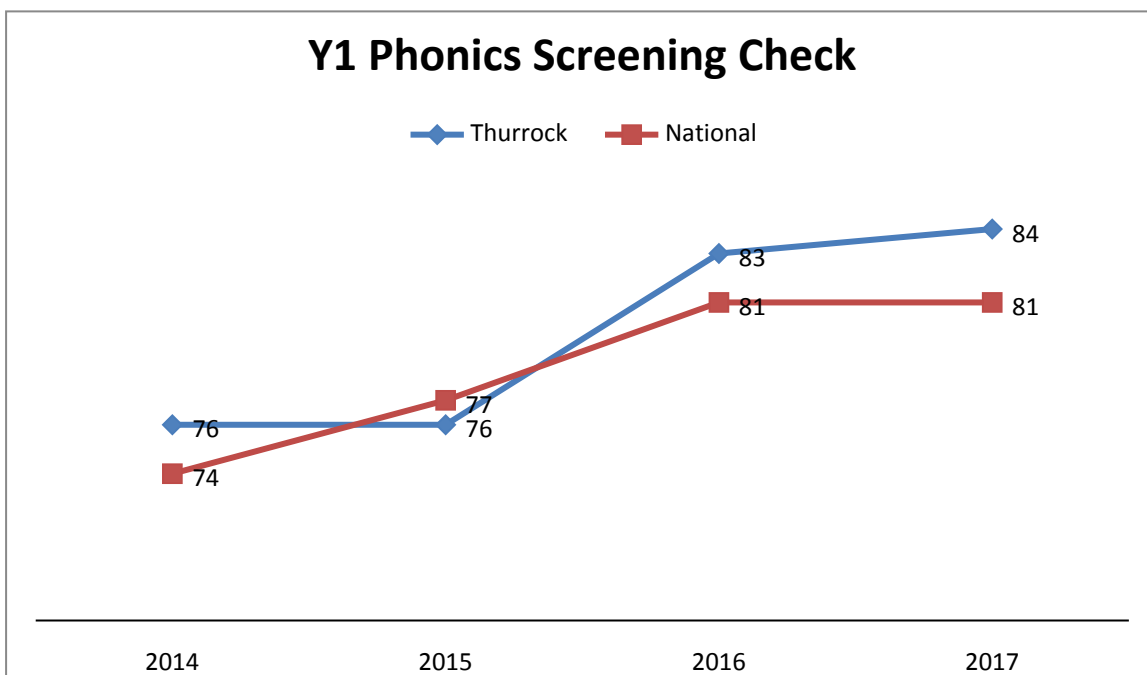
3.5 The inequality gap measures the percentage gap in achievement between the lowest 20% of achieving children (mean score), and the median score for all children. Thurrock was 5.1 percentage points below the national average in 2014 at 28.8%. The gap last year improved by 0.9%. Last year saw the gap close by a further 1.9 percentage points to 26%. 2017 national data is not yet available for this indicator.

3.6 The national gender gap remains with 77% of girls achieving a GLD compared to only 62% of boys; a gap of 15%. In Thurrock the gap is narrower at 12%, with 82% of girls achieving a GLD compared to 70% of boys. The gap has reduced by 4% since 2016.

#### 4. Year 1 Phonics (age 6)

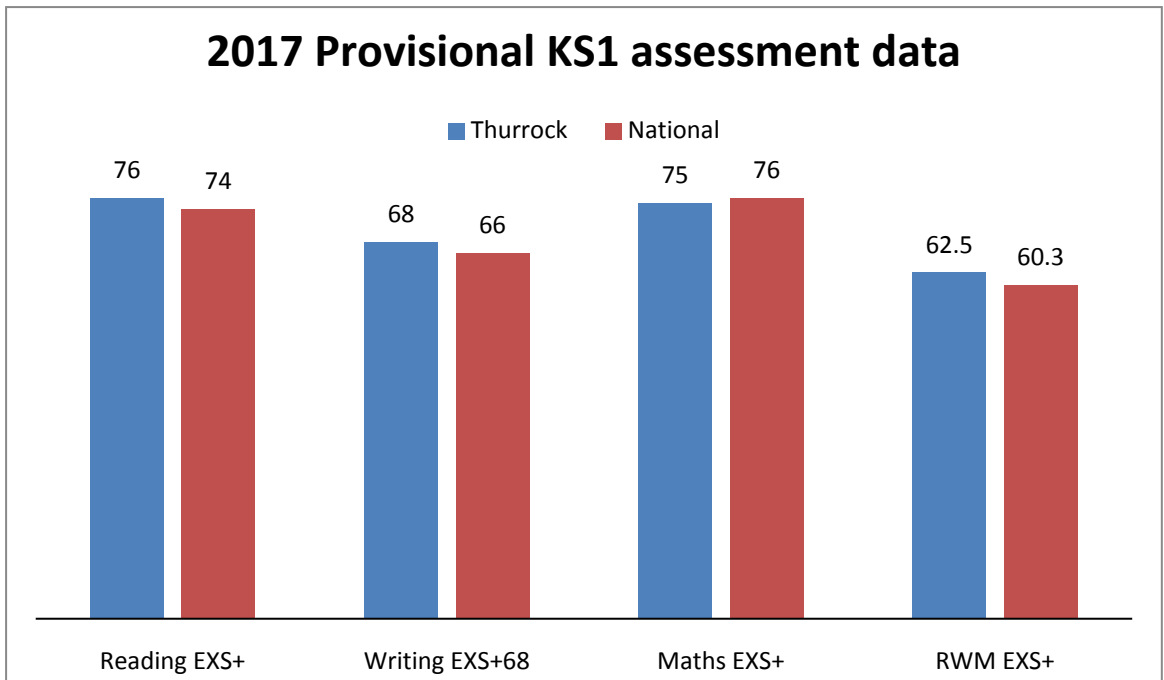
4.1 The year 1 phonics screening check is undertaken in June by all year 1 pupils and those pupils in year 2 who did not achieve age related expectations whilst in year 1. The percentage of children who reached the expected standard has risen by 1

percentage point; the national average has remained the same as 2016. Thurrock average is now above national by 3 percentage points.

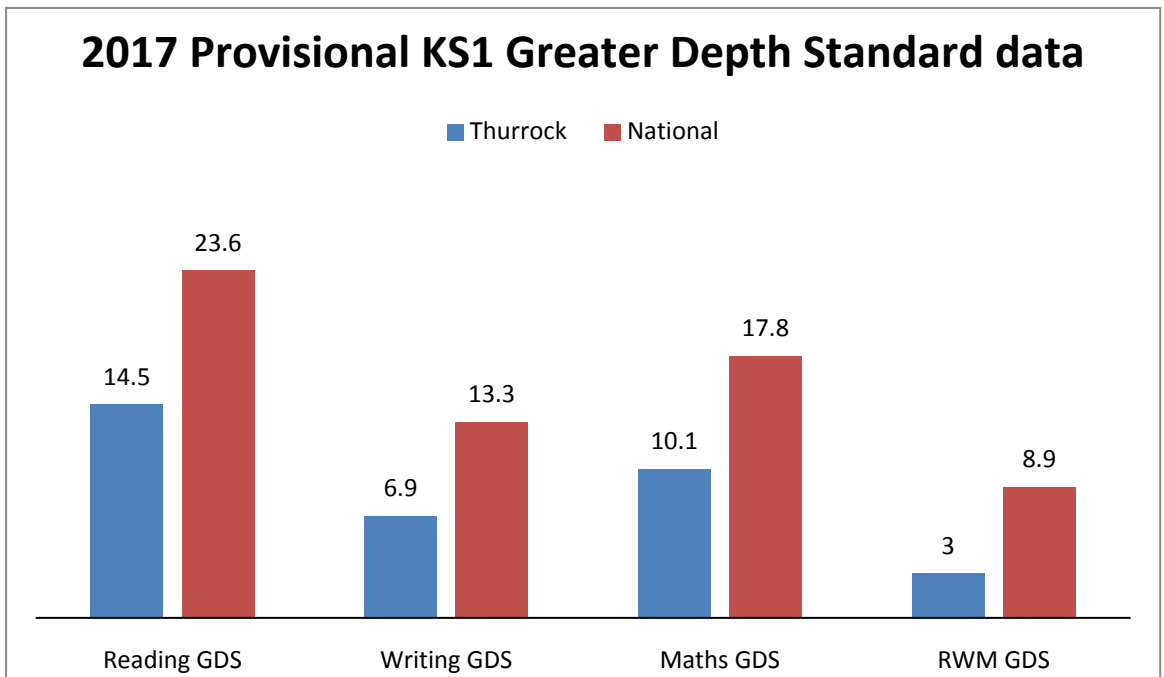


**5. Key Stage 1 (age 7, year 2)**

5.1 The results are still based on teacher assessments which are informed by standardised assessment tasks (SATs).



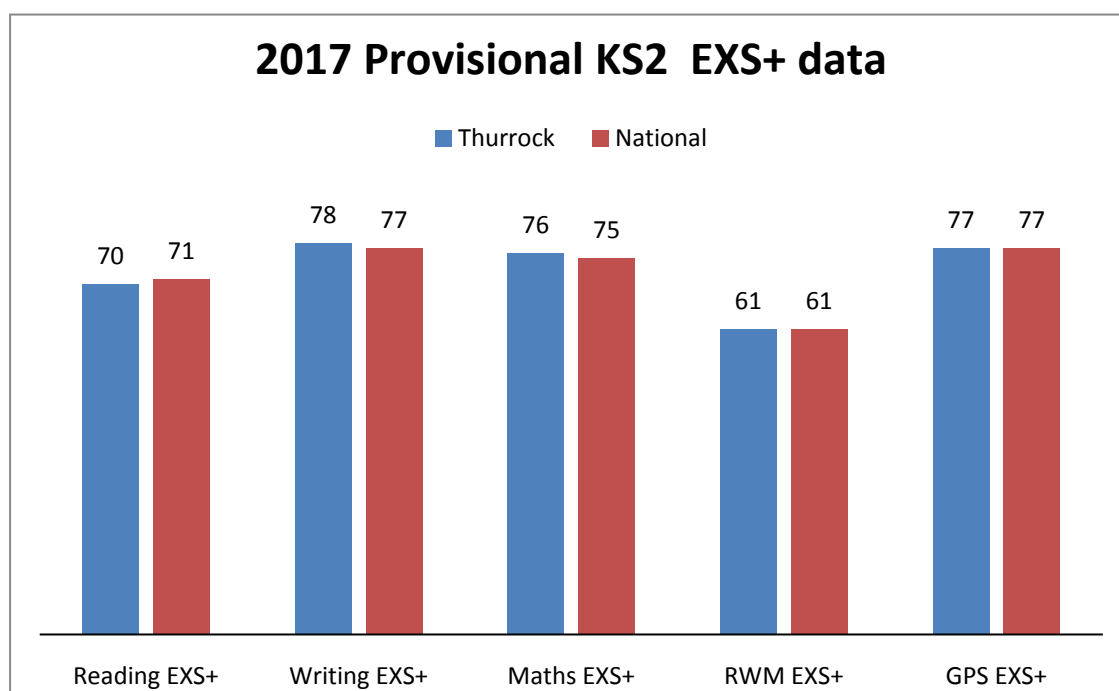
5.2 In most areas the Thurrock averages are two percentage points above the national for the percentage of pupils achieving the expected standard, except in mathematics.



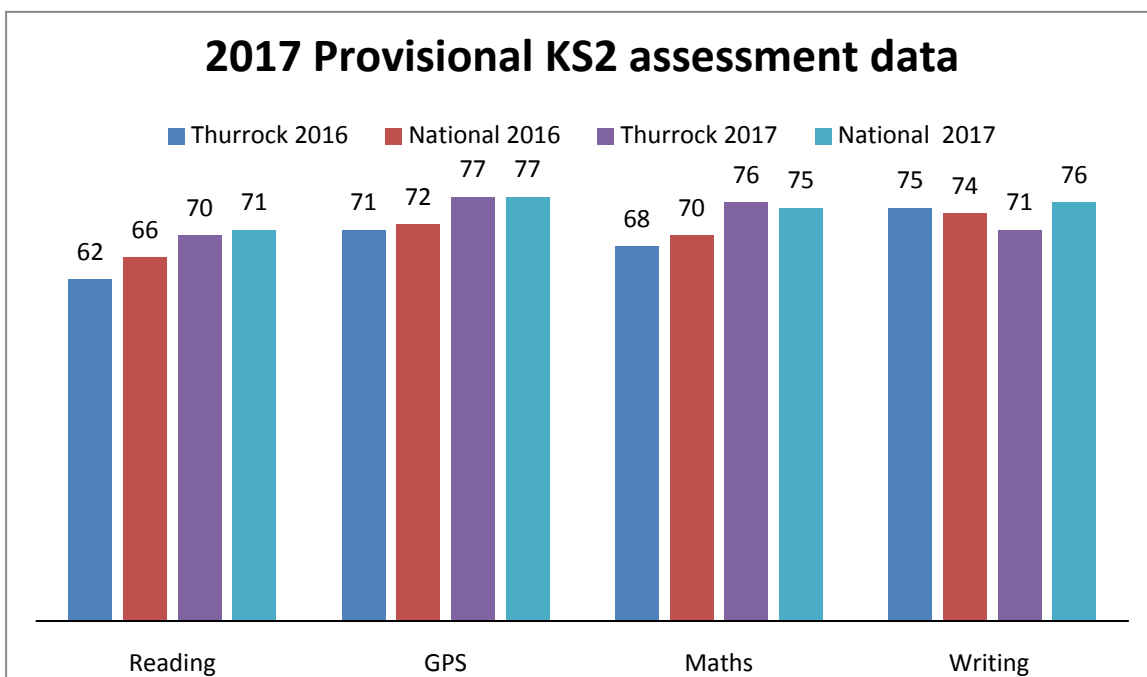
5.3 The percentage of pupils assessed to be working at greater depth is low compared to those nationally. This could be due to teachers not feeling confident in using the interim assessment frameworks as well as a new more rigorous curriculum. This will be a focus for all schools this year.

## 6. Key Stage 2 (age 11, year 6)

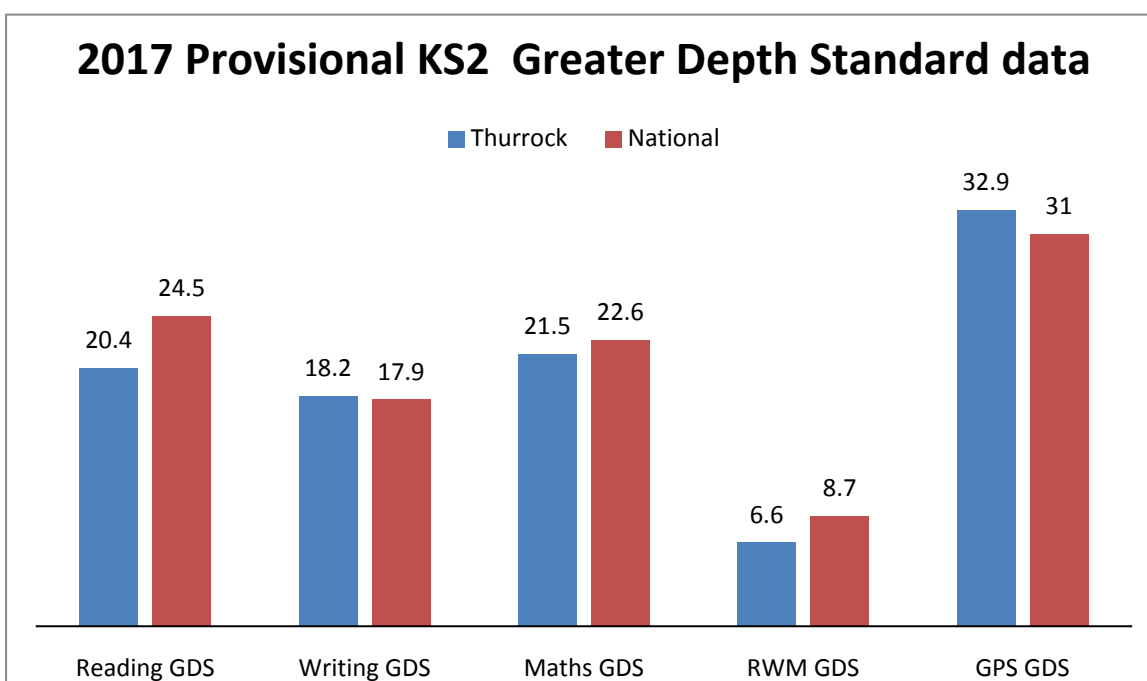
- 6.1 In mathematics, the proportion of pupils reaching the expected standard nationally is 75%, up by 5 percentage points. In Thurrock, attainment at the expected standard in the mathematics tests increased by 7 percentage points from 71% to 78% in 2017. This is a significant improvement and has been a focus for Thurrock schools in the last year.
- 6.2 Attainment at the expected standard in grammar, punctuation and spelling (GPS) is 77% nationally, compared to 73% in 2016. In Thurrock, attainment at the expected standard in the grammar, punctuation and spelling test increased by 7 percentage points from 71% to 78% in 2017. Attainment in GPS is the highest of all test subjects. This is a significant improvement.
- 6.3 The proportion reaching the expected standard in the writing through teacher assessment (TA) is 76% nationally, compared to 74% in 2016. In Thurrock the proportion of pupils reaching the expected standard in the writing (TA) is 71%, compared to 75% in 2016. This is disappointing but reflects more accurate teacher assessments than in previous years.
- 6.4 The average scaled scores also show that on average performance has increased across all subjects from 2016. The average scaled score in grammar, punctuation and spelling is higher than in the other subjects.
- 6.5 The combined reading, writing and maths measure for Thurrock is in line with the national data. This outcome is a significant increase on last year and represents a closing of the gap.



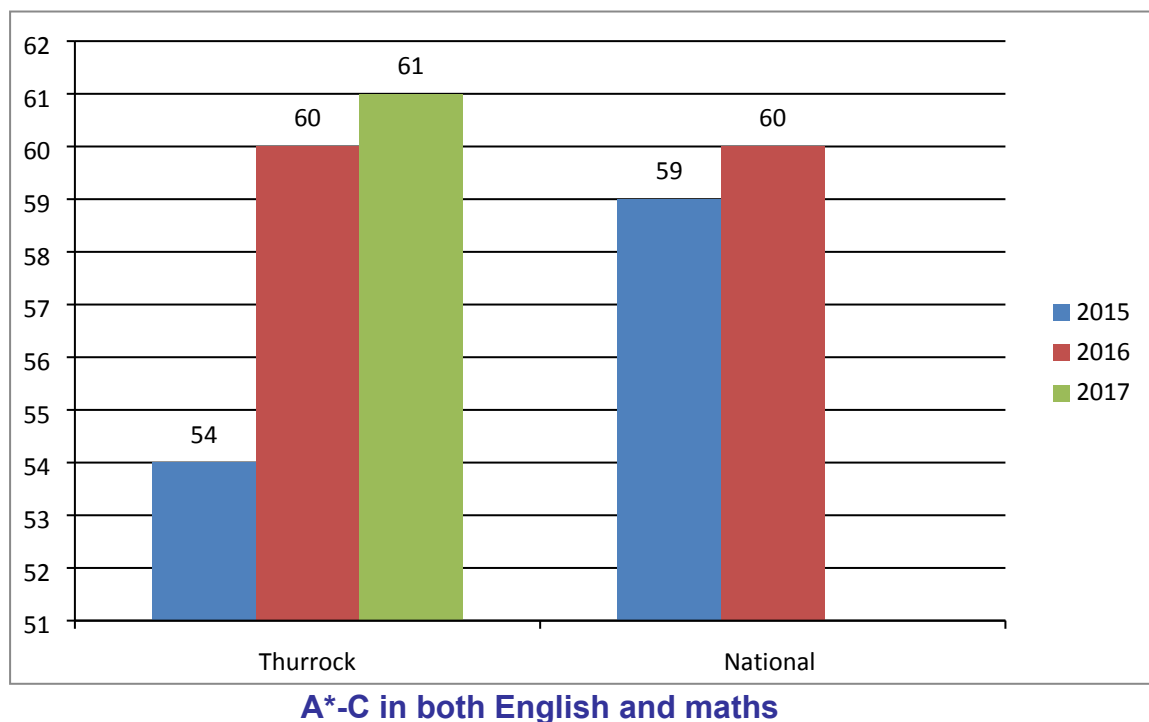
- 6.6 (RWM – Reading, writing and maths combined, GPS – Grammar, punctuation and spelling test)



## 7. Two Year trends



## 8. GCSE KS4 (age 16) - unvalidated results



- 8.1 National averages for 2017 will be released in November.
- 8.2 Provisional results for Thurrock schools and academies shows an improvement from last year in terms of combined results for English and mathematics. The provisional results indicate more than 61% of pupils achieved the benchmark which would show this year's performance is likely to be close to the new national average.
- 8.3 Early GCSE results from our schools suggest that 61% of the Thurrock entry has gained a pass grade in English and maths combined. This moves the performance in Thurrock schools even closer to the National Average. The exams and the grading system have changed this year making it difficult to determine how this year's results compare with previous years. There are now two GCSE grading systems running alongside each other for the next few years. As the reforms are phased in, our young people received a mix of letters and numbers. Pupils will be awarded numerical grades (from 9 (high) to 1 (low)) in the new English language and literature and in maths GCSEs today, but they will still receive A\*- G in all their other subjects. The nine number scale does not directly compare with the 8 letter scale and a grade 4 in the three subjects named above will be equivalent to the old "C" grade. St Clere's School and Harris Academy Chafford Hundred were the best performing schools in the borough with William Edwards and Grays Convent close behind.
- 8.4 As part of changes to the secondary accountability system Progress 8 and

Attainment 8 will be key measures of school performance in 2017. They have replaced the old 5+ A\*-C including English and maths headline measure, and the existing expected progress measures, for all schools.

- 8.5 Progress 8 captures the progress a pupil makes from the end of primary school to the end of secondary school. It is a value added measure, which means that pupils' results are compared to the results of other pupils with the same prior attainment. The greater the Progress 8 score, the greater the progress made by the pupil compared to the average of pupils with similar prior attainment.
- 8.6 Attainment 8 measures the achievement of a pupil across 8 qualifications including mathematics (double weighted) and English (double weighted), three qualifications that count in the English Baccalaureate (EBacc) measure and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other approved non-GCSE qualifications.
- 8.7 The performance tables will be adjusted in line with these new accountability measures and breakdowns will be amended accordingly. For the majority of schools, the performance tables will only show Progress 8 and Attainment 8 data for 2016, as this is the first year that they will be held accountable to the new measures.
- 8.8 These results remain unvalidated and the first release from the DfE is due in October. The Department for Education will confirm national figures this autumn. These results are provisional and are currently subject to appeals by a number of schools across the borough.
- 8.9 Significant changes to GCSE have occurred this year. The scoring system changes from the current range of A\*-E pass grades to a 1-9 framework where 9 is equivalent to the "A\*" grade in English and mathematics. The other foundation subjects have continued to use the A-U nomenclature.
- 8.10 The strategic priority for 2017/18 is to ensure young people achieve above the national average and that pupils in receipt of pupil premium make accelerated progress so narrowing the gap in performance for low income families.

## **9. Key Stage 5 – "A" level results**

- 9.1 Students taking A-levels in Thurrock have maintained the positive performances of recent years.
- 9.2 Palmers' College again maintained an impressive 97% pass rate for the fifth year in a row with 20 subjects gaining a perfect 100% pass rate. The Stanford & Corringham 6<sup>th</sup> Form Centre also celebrated another good year of GCE Advanced Level and Vocational results as achievement hit a new high. The subject pass rate was 100% and all students achieved two or more passes. 44% of entries achieving an A\*, A or B grade.

- 9.3 At The Ockendon Academy and Studio School the overall pass rate was 93% with a significant number of students achieving the higher grades A\*- C at 70% of the entry and 40% A\*-B grades.
- 9.4 Harris Academy Chafford Hundred reported 100% of their students passed their A-levels for the second year in a row. 120 students at the Academy collected an excellent set of A-level results. Overall, 100% of entries across the 27 subjects on offer achieved pass marks, with 52% achieving A\*-B grades. Ormiston Park Academy has seen the number of students going to university increase, more A-Level entries than ever before and more students achieving higher grades. Similarly, vocational outcomes were its best yet, with more students than ever achieving Distinction\* grades. The academy achieved a 96% overall pass rate and a 51% pass rate at A\*-B.
- 9.5 Thurrock Careers continues to offer impartial information advice and guidance about future career pathways. There is always a Personal Adviser (PA) available for support in school and opportunities for further help can be obtained through The Inspire Youth Hub.

## 10. Looked After (CLA)

### 10.1 Foundation Stage – 5 Year Olds

	2012/2013	2013/2014	2014/2015	2015/2016	2016/17
Cohort Size	6	9	5	11	2
Good Level of Development	17%	44%	80%	64%	50
National Figure	62%	62%	65%	69%	71

- 10.2 Although there were seven children in this cohort at the start of the 2016-2017 academic year, by the end of the year this had been reduced to 2 pupils. Of these 2 pupils one child achieved a GLD whilst the other did not.

## 11. Year 1 Phonics Score Results 2017

- 11.1 The year 1 phonics screening check is undertaken in June by all year 1 pupils and those pupils in year 2 who did not achieve age related expectations whilst in year 1.
- 11.2 The percentage of children who reached the expected standard has decreased compared to the previous year. In 2017 there were 8 pupils in the cohort and 5 pupils [63%] passed the screen.

Year	12 Total Cohort Size	13 Number who passed
2015	7	4 pupils – 57%
2016	9	7 pupils – 78%
2017	8	5 pupils – 63%

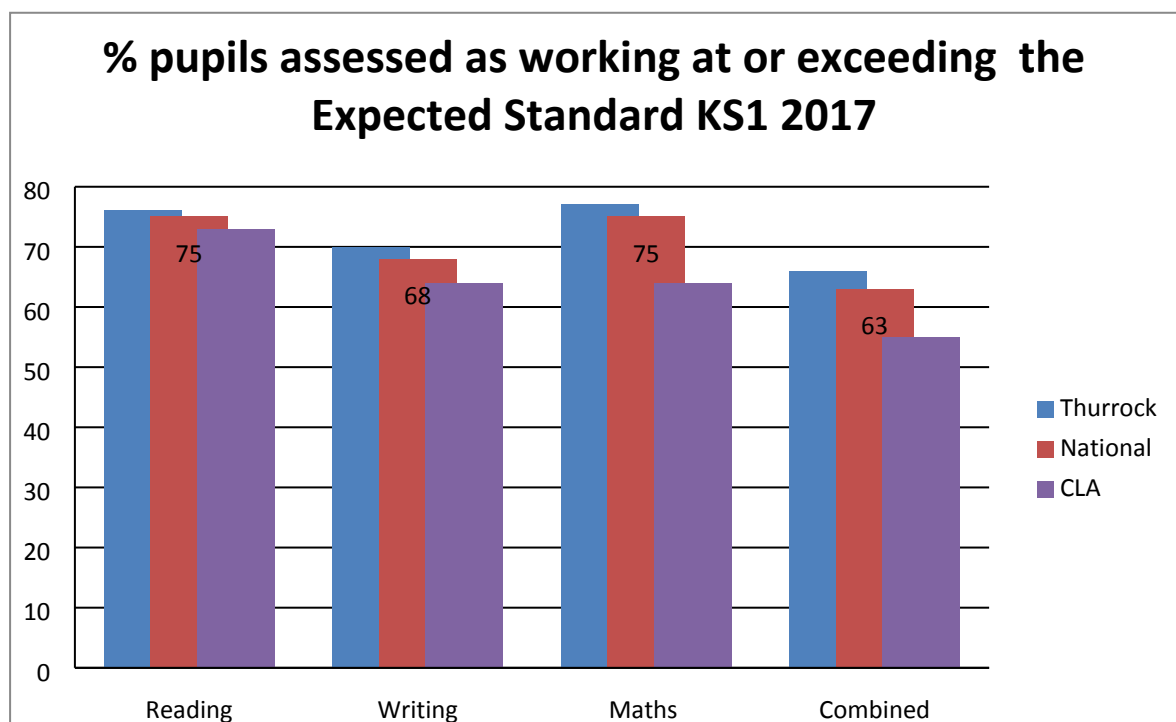


11.3 This year the Virtual School will continue to discuss with schools their phonics provision to ensure that those who did not reach the expected standard are supported during Year 2. 3 pupils [63%] passed. The two who failed are currently going through the EHCP process but they have improved on their score from the previous year. The Virtual School require schools to monitor and evidence progress in phonics to measure those on track and those needing extra support. This process worked very effectively last year.

**12. Key Stage 1 – 7 year olds**

12.1 From 2016, KS1 assessments are no longer reported as levels and cannot be compared to previous years. In the table and graph below, it is possible to see how Children Looked After performed against National and Thurrock non-CLA.

13 Subject	14 Number 15 of Pupils	16 Percentage [2017]	17 National CLA [2016]
<b>Reading</b>	8	73%	50%
<b>Writing</b>	7	64%	37%
<b>Maths</b>	7	64%	46%
<b>Combined</b>	6	55%	Not provided



12.2 Comparison for National and Thurrock Non-CLA [2017].

12.3 The above data is based upon a cohort size of 11 pupils and the difference compared to non-CLA is diminishing. What is difficult to gauge is a comparison with those who are looked after nationally due to lack of data at the time of this report.

### 13. Key Stage 2 SATS 2017- Unvalidated Data

13.1 KS2 results are no longer reported as levels: each pupil receives their test results as a scaled score and teacher assessments based on the standards in the interim framework.

13.2 The cohort size for the 2017 Key Stage 2 SATS was **16 pupils**. There were a further 7 pupils who were disapplied from SATS due to the setting they attended or SEND needs. For Thurrock CLA the statistics for those achieving the expected standard were as follows: reading 56% [9 pupils], GPS 44% [7 pupils], maths 62% [10 pupils] and writing was 50% [8 pupils].

13.3 The graph below illustrates the comparisons with non-CLA nationally and all pupils in Thurrock for 2017 results. National CLA statistical comparisons are not available at the time of this report due to the time of publication of the Statistical First Release.

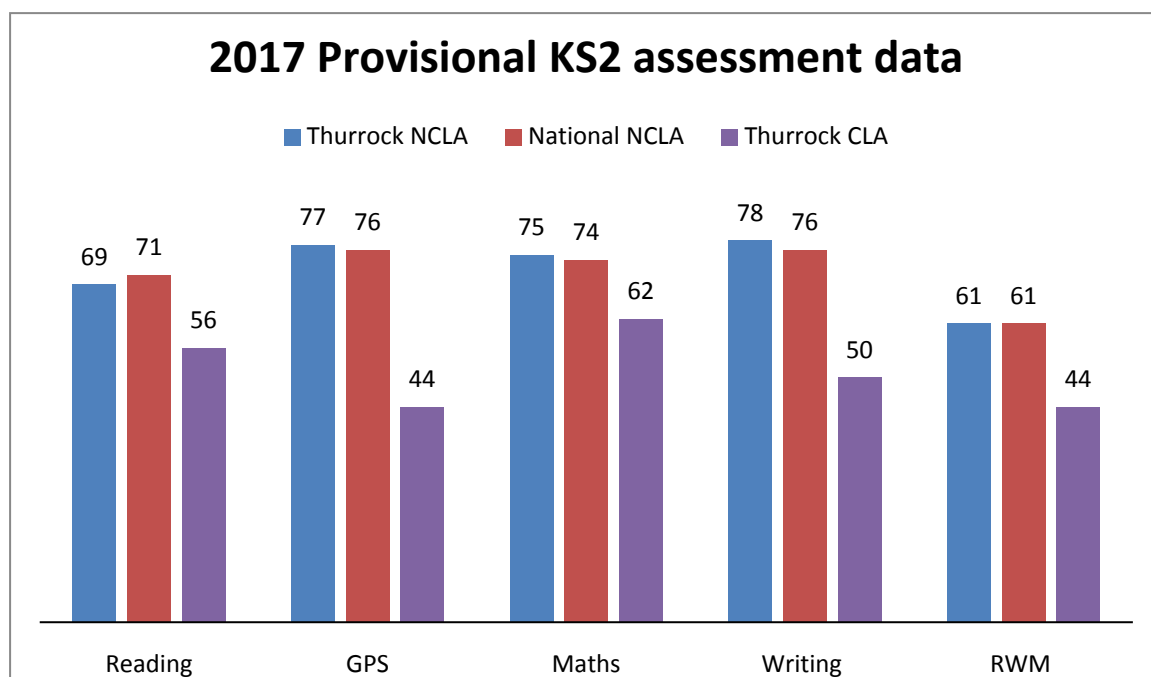
Reading 56%

Writing 50%

Maths 62%

GPS 44% (Grammar, punctuation and spelling)

**Combined 44% (Thurrock average 61%)**



13.4 Monitoring and tracking was extensive for this cohort of pupils. Schools were required to provide termly tracking data and evidence how pupil premium plus was supporting learning and progress. 15 pupils out of the 16 who took their tests [94%] made at least expected progress from their prior attainment at Key Stage 1. Some made greater than expected progress. The Year 6 cohort contained 6 pupils [37%] out of the 16 entered for SATS with SEND. As mentioned above, pupils with SEND have additional learning and/or emotional needs which affect their learning and this affected their attainment within the harder tests. However, these pupils made at least expected progress except for 1 pupil as mentioned above.

#### **14. Key Stage 4 GCSE Results for CLA 2017 - Unvalidated results**

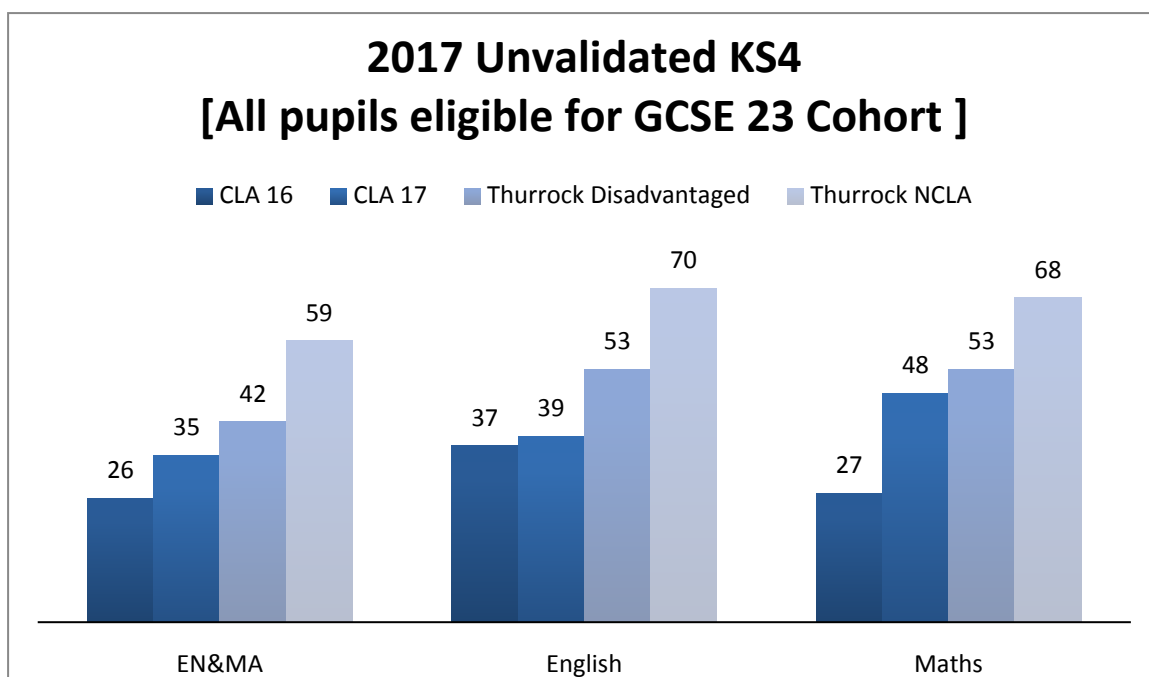
14.1 The following section of this report includes the 2017 data for GCSE. Progress 8 and Attainment 8 is not being reported in the following section due to the availability of data at the time of this report being compiled. The 2017 will include the performance of all pupils in the 2016-2017 Year 11 Virtual School cohort irrespective of the length of time in care. The data used for this report is currently unvalidated data.

#### **15. Key Headline Data [Cohort of 40]:**

15.1 There were a total of 40 pupils in the year 11 cohort and 23 pupils [57.5%] were eligible to take GCSE exams. Although the cohort is reduced from last year's size of 55 pupils to 40, more students were eligible for taking GCSEs this year which is an improvement from the previous academic year as a result of the reduction in UASC. 8 pupils [20%] achieved English and maths combined for the equivalent of grade C level 4 or above.

#### **16. Key Headline Data [Cohort of 23 eligible for GCSE]:**

16.1 Unvalidated data shows that 5 pupils [22%] of the total cohort achieved 5 A\*-C grades at GCSE including English and Maths. 8 pupils [35%] achieved English and maths combined for the equivalent of grade C [point 4] or above. For English language, 7 pupils [30%] achieved the expected standard or above. In English literature, 9 pupils [39%] achieved the expected standard or above. In Maths, 11 pupils [48%] achieved the expected standard or above.



## 17. For the year 2017/18 the Virtual School is:

- 17.1 Providing half termly Designated Teacher Forums, monthly social worker forums and termly foster carer forums to promote the educational outcomes of pupils by communicating key messages and training and to provide information advice and guidance for individual cases.
- 17.2 Supporting social care to minimise the change of school or college when their placement changes.
- 17.3 Actively seeking to expand our team with professionals to build capacity and improve impact on outcomes for Children Looked After.

## 18. RISKS

- 18.1 Schools, including academies that do not meet the floor standard are at risk of inspection by Ofsted and intervention by the relevant accountable body.
- 18.2 A failure to raise standards will exacerbate recruitment and retention difficulties and make it harder for children and young people to reach age related expectations and to progress to further education, training and employment in the jobs that growth in the borough will generate.

## 19. CONCLUSION

- 19.1 Pupils and those who support them in and beyond school are to be praised for the progress that has been made again this year. It is important that the good progress in many areas is now built on to ensure that in every subject, at every age, improvement which outstrips the national standard is made. Forensic analysis of data to target support and extensive use of school-to-

school mechanisms in addition to interventions commissioned by the Thurrock Education Alliance, the School Improvement team and external consultants has proven to be effective;

- 19.2 Where schools have found it more difficult to improve standards a number of contributory factors may be identified;
- 19.3 Continuing recruitment and retention issues at all levels including at leadership level;
- 19.4 Further changes to the curriculum and assessment regimes;
- 19.5 Achieving a consistently high standard of teaching and learning;
- 19.6 In response, a number of strategies are already being adopted, such as working in partnership with and commissioning support from the Teaching Schools and engaging with more schools regionally in a systematic sharing of good practice. The establishment of TRIADs in the primary sector was new last year, supported by HMI, and has contributed to more schools being judged good or better this year;
- 19.7 The school improvement projects funded through the Education Commission budget are regularly monitored and the effectiveness and impact continues to be measured.

## **20. Reasons for Recommendation**

None.

## **21. Impact on Corporate Policies, Priorities, Performance and Community Impact**

This report relates to the council priority to improve to create a great place for learning and opportunity.

## **22. Implications**

### **22.1 Financial**

Implications verified by: **Nilufa Begum**  
**Interim Management Accountant**

There are no direct implications in this report.

This report requires the Committee to note its contents only. No decision is required. However, there are relevant general duties on the Council, of which are:-

- i) A duty is imposed on the Council by S13A of the Education Act (EA)
- ii) 1996 duty to promote high standards and the fulfilment of potential.
- iii) S22(3)(a) of the Children Act 1989 imposes a duty on the Council to safeguard and promote the welfare of any child it looks after, and this includes in particular a duty to promote their educational achievement.

The vulnerable and gender data will not be available until November and therefore we are unable to include implications at this point in time.

## **22.2 Legal**

Implications verified by: **Lucinda Bell**  
**Education Lawyer**

There are no direct implications in this report.

This report requires the Committee to note its contents only. No decision is required. However, there are relevant general duties on the Council, of which are:-

- i) A duty is imposed on the Council by S13A of the Education Act (EA)
- ii) 1996 duty to promote high standards and the fulfilment of potential.
- iii) S22(3)(a) of the Children Act 1989 imposes a duty on the Council to safeguard and promote the welfare of any child it looks after, and this includes in particular a duty to promote their educational achievement.

The vulnerable and gender data will not be available until November and therefore we are unable to include implications at this point in time.

## **22.3 Diversity and Equality**

Implications verified by: **Rebecca Price**  
**Community Development Officer**

There are no direct implications in this report.

This report requires the Committee to note its contents only. No decision is required. However, there are relevant general duties on the Council, of which are:-

- i) A duty is imposed on the Council by S13A of the Education Act (EA)
- ii) 1996 duty to promote high standards and the fulfilment of potential.
- iii) S22(3)(a) of the Children Act 1989 imposes a duty on the Council to safeguard and promote the welfare of any child it looks after, and this includes in particular a duty to promote their educational achievement.

The vulnerable and gender data will not be available until November and therefore we are unable to include implications at this point in time.

**22.4 Other implications (where significant) – i.e. Section 17, Risk Assessment, Health Impact Assessment, Sustainability, IT, Environmental**

None.

**23. Background papers used in preparing the report (including their location on the Council's website or identification whether any are exempt or protected by copyright):**

None.

**24. Appendices to the report**

- Appendix 1 – Thurrock Attainment Summary
- Appendix 2 – Thurrock Provisional KS4 Results 2017

**Report Author:**

Roger Edwardson

Strategic Lead - School Improvement, Learning and Skills

Children's Services

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Estab. No.	Establishment	Total Cohort	Average Total Points Score 2017	Percentage of pupils who obtained an expected or exceeding level in all Learning Goals for an Area of Learning											
				GLD 2017	Communication and Language	Physical Development	Personal, Social and Emotional Development	Prime Goals	Literacy	Mathematics	Understanding the World	Expressive Arts and Design	Specific Goals	All Goals	
-	NCER Emerging National (152 LAs)		34.5	70.7											
-	Thurrock	2495	34.3	75.6	84.6	89.8	87.9	81.5	78.3	81.8	86.7	90.3	75.9	74.5	
2000	Lansdowne Primary Academy	86	31.3	70.9	77.9	83.7	81.4	76.7	72.1	70.9	73.3	77.9	70.9	70.9	
2001	Thameside Primary School	115	31.9	57.4	69.6	87.0	74.8	67.8	57.4	60.0	67.8	80.0	57.4	57.4	
2002	Purfleet Primary Academy	78	36.8	85.9	97.4	93.6	97.4	93.6	87.2	88.5	96.2	96.2	84.6	84.6	
2003	Benyon Primary Academy	30	31.0	76.7	80.0	76.7	80.0	76.7	76.7	76.7	60.0	53.3	40.0	40.0	
2004	Stanford-Le-Hope Primary School	49	32.7	71.4	83.7	91.8	89.8	79.6	71.4	81.6	89.8	91.8	71.4	71.4	
2005	Quarry Hill Academy	59	31.5	66.1	78.0	81.4	83.1	72.9	67.8	76.3	74.6	83.1	67.8	66.1	
2006	CORRINGHAM PRIMARY SCHOOL	60	32.1	76.7	80.0	95.0	90.0	80.0	76.7	78.3	81.7	88.3	76.7	76.7	
2007	Tilbury Pioneer Academy	82	33.4	75.6	84.1	89.0	84.1	81.7	80.5	78.0	86.6	92.7	76.8	75.6	
2008	Harris Primary Academy Mayflower	119	40.1	86.6	92.4	88.2	95.8	87.4	92.4	92.4	93.3	95.0	90.8	85.7	
2009	Stifford Clays Primary School	90	35.7	86.7	94.4	93.3	95.6	91.1	86.7	90.0	95.6	96.7	86.7	86.7	
2011	Chadwell St Mary Primary School	29	34.0	62.1	96.6	89.7	100.0	86.2	72.4	72.4	100.0	100.0	72.4	62.1	
2024	The Gateway Primary Free School	59	33.9	71.2	84.7	98.3	89.8	81.4	74.6	83.1	98.3	96.6	72.9	71.2	
2078	Warren Primary School	60	32.7	71.7	76.7	91.7	86.7	76.7	71.7	73.3	85.0	91.7	71.7	71.7	
2137	Graham James Primary Academy	61	33.2	72.1	73.8	85.2	78.7	72.1	78.7	75.4	75.4	82.0	72.1	72.1	
2382	Aveley Primary School	69	29.1	53.6	62.3	63.8	65.2	53.6	55.1	66.7	65.2	68.1	47.8	47.8	
2402	Little Thurrock Primary School	88	35.0	79.6	84.1	89.8	92.0	81.8	80.7	81.8	87.5	95.5	80.7	79.5	
2429	Somers Heath Primary School	59	35.9	71.2	89.8	94.9	94.9	89.8	71.2	76.3	88.1	93.2	71.2	71.2	
2439	Arthur Bugler Primary School	58	34.1	91.4	98.3	100.0	97.0	94.8	94.8	96.6	100.0	100.0	93.1	91.4	
2462	Deneholm Primary School	60	34.7	83.3	90.0	88.3	91.7	85.0	88.3	90.0	90.0	91.7	85.0	81.7	
2472	Woodside Academy	87	36.3	74.7	87.4	93.1	92.0	85.1	78.2	83.9	90.8	95.4	77.0	74.7	
2542	Belmont Castle Academy	90	33.6	77.8	82.2	88.9	82.2	78.9	80.0	82.2	85.6	87.8	78.9	77.8	
2592	West Thurrock Academy	59	35.2	74.6	86.4	89.8	89.8	81.4	76.3	83.1	89.8	98.3	74.6	74.6	
2622	Dilkes Academy	59	32.9	72.9	81.4	88.1	88.1	76.3	81.4	81.4	81.4	94.9	74.6	71.2	
2644	Herringham Primary Academy	59	32.7	74.6	81.4	83.1	86.4	74.6	81.4	94.9	89.8	94.9	79.7	74.6	
2722	Bonnygate Primary School	59	33.3	78.0	86.4	96.6	94.9	86.4	78.0	83.1	94.9	96.6	78.0	78.0	
2824	East Tilbury Primary School and Nursery	119	35.2	83.2	87.4	93.3	89.9	84.9	84.0	84.9	89.1	97.5	84.0	83.2	
2942	Giffards Primary School	59	34.5	61.0	86.4	91.5	89.8	79.7	67.8	83.1	89.8	94.9	67.8	61.0	
2984	Tudor Court Primary School	118	35.5	75.4	84.7	89.8	83.1	83.1	76.3	80.5	84.7	84.7	73.7	73.7	
2985	Shaw Primary Academy	56	32.9	71.4	85.7	85.7	92.9	78.6	76.8	87.5	92.9	94.6	75.0	71.4	
2987	Harris Primary Academy Chafford Hundred	89	38.7	93.3	93.3	93.3	95.5	93.3	94.4	94.4	93.3	93.3	93.3	93.3	
3112	Bulphan Church of England Voluntary Controlled Primary School	12	34.8	83.3	91.7	100.0	83.0	83.3	83.3	83.3	91.7	91.7	83.3	83.3	
3502	Orsett Church of England Voluntary Aided Primary School	30	35.4	76.7	86.7	96.7	86.7	83.3	83.3	86.7	96.7	96.7	80.0	76.7	
3512	St Joseph's Catholic Primary School	29	36.0	72.4	82.8	82.8	86.2	79.3	72.4	86.2	86.2	96.6	69.0	69.0	
3522	St Mary's Catholic Primary School	12	33.0	75.0	75.0	83.3	75.0	75.0	75.0	75.0	83.3	83.3	75.0	75.0	
3603	St Thomas of Canterbury Catholic Primary School	88	34.9	81.8	95.5	100.0	93.0	92.0	88.6	93.2	97.7	94.3	81.8	77.3	
3605	Holy Cross Catholic Primary School	27	34.9	70.4	70.4	85.2	77.8	70.4	70.4	74.1	85.2	96.3	70.4	70.4	
3822	Abbots Hall Primary School	40	33.6	82.5	95.0	97.5	97.5	95.0	85.0	87.5	95.0	97.5	82.5	82.5	
5266	Kenningtons Primary Academy	59	31.7	64.4	71.2	88.1	76.3	69.5	67.8	69.5	78.0	69.5	59.3	59.3	
5281	Horndon-on-the-Hill CofE Primary School	30	33.4	80.0	93.3	93.3	90.0	90.0	80.0	83.3	83.3	90.0	80.0	80.0	
7032	Treetops School	2	17.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
7072	Beacon Hill Academy	1	17.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	

Data Source: Nexus as at 18/07/2017

Key:

- Top 5 schools
- Equal to or greater than LA outcome
- Lower than LA outcome

Phonics Summary 2017 (Provisional)

Appendix 1

Estab. No.	Establishment	All						Year 1						Year 2					
		Cohort	APS	Wt	Wa	%Wt	%Wa	Cohort	APS	Wt	Wa	%Wt	%Wa	Cohort	APS	Wt	Wa	%Wt	%Wa
-	NCER Emerging National (152 LAs)					7.0	91.0						81.2						61.8
-	Thurrock	2872		474	2360	16.4	81.9	2455		358	2064	14.6	84.1	416					73.2
2000	Lansdowne Primary Academy	119	29.3	37	82	31.1	68.9	85	28.7	29	56	34.1	65.9	34	30.8	8	26	23.5	76.5
2001	Thameside Primary School	129	32.1	25	104	19.4	80.6	110	32.4	19	91	17.3	82.7	19	30.9	6	13	31.6	68.4
2002	Purfleet Primary Academy	105	37.6	5	100	4.8	95.2	88	38.0	3	85	3.4	96.6	17	35.6	2	15	11.8	88.2
2003	Benyon Primary Academy	33	30.5	8	24	24.2	72.7	29	32.7	5	24	17.2	82.8	4	10.0	3	0	75.0	0.0
2004	Stanford-Le-Hope Primary School	62	33.7	10	52	16.1	83.9	58	33.7	10	48	17.2	82.8	4	34.3	0	4	0.0	100.0
2005	Quarry Hill Academy	67	33.1	13	54	19.4	80.6	56	33.7	9	47	16.1	83.9	11	29.9	4	7	36.4	63.6
2006	CORRINGHAM PRIMARY SCHOOL	73	33.5	15	58	20.5	79.5	64	34.0	12	52	18.8	81.3	9	29.9	3	6	33.3	66.7
2007	Tilbury Pioneer Academy	67	33.6	7	60	10.4	89.6	60	33.8	6	54	10.0	90.0	7	31.9	1	6	14.3	85.7
2008	Harris Primary Academy Mayflower	99	35.4	7	92	7.1	92.9	90	35.9	5	85	5.6	94.4	9	30.4	2	7	22.2	77.8
2009	Stifford Clays Primary School	111	31.9	18	93	16.2	83.8	89	32.4	14	75	15.7	84.3	22	30.0	4	18	18.2	81.8
2011	Chadwell St Mary Primary School	36	31.7	8	27	22.2	75	30	31.8	5	24	16.7	80.0	6	31.5	3	3	50.0	50.0
2024	The Gateway Primary Free School	71	31	16	55	22.5	77.5	58	31.7	13	45	22.4	77.6	13	27.8	3	10	23.1	76.9
2078	Warren Primary School	69	34.5	14	48	20.3	69.6	59	35.1	11	41	18.6	69.5	10	31.3	3	7	30.0	70.0
2137	Graham James Primary Academy	66	36.3	7	59	10.6	89.4	59	36.7	5	54	8.5	91.5	7	33.4	2	5	28.6	71.4
2382	Aveley Primary School	80	30.5	29	51	36.3	63.7	59	31.7	17	42	28.8	71.2	21	27.2	12	9	57.1	42.9
2402	Little Thurrock Primary School	90	36.8	3	84	3.3	93.3	90	36.8	3	84	3.3	93.3						
2429	Somers Heath Primary School	58	33.9	8	49	13.8	84.5	58	33.9	8	49	13.8	84.5						
2439	Arthur Bugler Primary School	70	36.2	5	65	7.1	92.9	60	37.0	3	57	5.0	95.0	10	31.6	2	8	20.0	80.0
2462	Deneholm Primary School	64	33.8	10	53	15.6	82.8	60	34.3	8	51	13.3	85.0	4	26.0	2	2	50.0	50.0
2472	Woodside Academy	113*	33.2	21	92	18.6	81.4	88	33.3	15	73	17.0	83.0	24	32.7	6	18	25.0	75.0
2542	Belmont Castle Academy	107	33.9	14	89	13.1	83.2	86	34.5	8	74	9.3	86.0	21	31.6	6	15	28.6	71.4
2592	West Thurrock Academy	74	36.9	3	71	4.1	95.9	57	37.2	2	55	3.5	96.5	17	36.0	1	16	5.9	94.1
2622	Dilkes Academy	60	34.1	11	48	18.3	80	60	34.1	11	48	18.3	80.0						
2644	Herringham Primary Academy	65	33.7	11	51	16.9	78.5	59	33.6	11	46	18.6	78.0	6	34.6	0	5	0.0	83.3
2722	Bonnygate Primary School	72	32.2	11	61	15.3	84.7	59	32.0	10	49	16.9	83.1	13	33.2	1	12	7.7	92.3
2824	East Tilbury Primary School and Nursery	130	31.1	32	93	24.6	71.5	108	32.6	15	88	13.9	81.5	22	24.0	17	5	77.3	22.7
2942	Giffards Primary School	91	33.2	22	69	24.2	75.8	81	33.0	21	60	25.9	74.1	10	35.6	1	9	10.0	90.0
2984	Tudor Court Primary School	149	34.9	22	127	14.8	85.2	120	35.0	20	100	16.7	83.3	29	34.9	2	27	6.9	93.1
2985	Shaw Primary Academy	67	34	8	59	11.9	88.1	57	34.0	7	50	12.3	87.7	10	33.8	1	9	10.0	90.0
2987	Harris Primary Academy Chafford Hundred	92	35.9	6	86	6.5	93.5	86	36.2	5	81	5.8	94.2	6	32.3	1	5	16.7	83.3
3112	Bulphan Church of England Voluntary Controlled Primary School	13	36.4	1	12	7.7	92.3	12	36.4	1	11	8.3	91.7	1	36.0	0	1	0.0	100.0
3502	Orsett Church of England Voluntary Aided Primary School																		Missing Data
3512	St Joseph's Catholic Primary School	33	33.3	7	26	21.2	78.8	28	35.3	4	24	14.3	85.7	5	22.0	3	2	60.0	40.0
3522	St Mary's Catholic Primary School	36	31.4	8	25	22.2	69.4	30	31.8	6	24	20.0	80.0	6	27.7	2	1	33.3	16.7
3603	St Thomas of Canterbury Catholic Primary School	97	37.1	7	88	7.2	90.7	90	37.2	6	82	6.7	91.1	7	35.1	1	6	14.3	85.7
3605	Holy Cross Catholic Primary School	30	34	4	26	13.3	86.7	30	34.0	4	26	13.3	86.7						
3822	Abbots Hall Primary School	33	32.7	8	25	24.2	75.8	29	33.2	6	23	20.7	79.3	4	29.3	2	2	50.0	50.0
5266	Kenningtons Primary Academy	101	32.8	27	74	26.7	73.3	78	34.2	16	62	20.5	79.5	23	27.8	11	12	47.8	52.2
5281	Horndon-on-the-Hill CofE Primary School	34	32.3	6	28	17.6	82.4	29	32.1	5	24	17.2	82.8	5	33.8	1	4	20.0	80.0
7032	Treetops School																		Missing Data
7072	Beacon Hill Academy	6	0	0	0	0	0	6	0.0	0	0	0.0	0.0						

Data Source: Nexus as at 18/07/2017

\*1 pupil in reception included in 'All'

Key:

- Top 5 schools
- Equal to or greater than LA outcome
- Lower than LA outcome

Key Stage 1 Summary 2017 (Provisional)

Appendix 1

Estab. No.	Establishment	Cohort **	READING		WRITING		MATHS		SCIENCE		RWM*	RWMS*
			<EXS	≥EXS	<EXS	≥EXS	<EXS	≥EXS	<EXS	≥EXS	≥EXS	≥EXS
-	NCER Emerging National (152 LAs)	642,351	24.1%	75.5%	31.5%	68.2%	24.6%	75.1%	17.1%	82.6%	63.7%	63.3%
-	Thurrock	2,373	23.1%	76.8%	29.0%	70.9%	22.7%	77.2%	20.9%	79.0%	66.6%	65.7%
2000	Lansdowne Primary Academy	87	35.6%	64.4%	44.8%	55.2%	35.6%	64.4%	37.9%	62.1%	50.6%	50.6%
2001	Thameside Primary School	90	42.2%	57.8%	54.4%	45.6%	44.4%	55.6%	33.3%	66.7%	36.7%	36.7%
2002	Purfleet Primary Academy	78	15.4%	84.6%	16.7%	83.3%	14.1%	85.9%	11.5%	88.5%	82.1%	82.1%
2003	Benyon Primary Academy	29	31.0%	69.0%	27.6%	72.4%	37.9%	62.1%	27.6%	72.4%	55.2%	55.2%
2004	Stanford-Le-Hope Primary School	53	24.5%	73.6%	34.0%	64.2%	15.1%	83.0%	9.4%	88.7%	60.4%	60.4%
2005	Quarry Hill Academy	60	16.7%	83.3%	23.3%	76.7%	21.7%	78.3%	15.0%	85.0%	70.0%	70.0%
2006	CORRINGHAM PRIMARY SCHOOL	54	25.9%	74.1%	31.5%	68.5%	25.9%	74.1%	27.8%	72.2%	66.7%	66.7%
2007	Tilbury Pioneer Academy	47	23.4%	76.6%	29.8%	70.2%	25.5%	74.5%	21.3%	78.7%	66.0%	66.0%
2008	Harris Primary Academy Mayflower	86	9.3%	90.7%	10.5%	89.5%	9.3%	90.7%	10.5%	89.5%	89.5%	89.5%
2009	Stifford Clays Primary School	90	20.0%	80.0%	31.1%	68.9%	24.4%	75.6%	13.3%	86.7%	64.4%	64.4%
2011	Chadwell St Mary Primary School	29	17.2%	82.8%	17.2%	82.8%	10.3%	89.7%	17.2%	82.8%	82.8%	82.8%
2024	The Gateway Primary Free School	58	24.1%	75.9%	34.5%	65.5%	24.1%	75.9%	34.5%	65.5%	60.3%	56.9%
2078	Warren Primary School	60	20.0%	80.0%	28.3%	71.7%	25.0%	75.0%	13.3%	86.7%	68.3%	68.3%
2137	Graham James Primary Academy	61	23.0%	77.0%	24.6%	75.4%	24.6%	75.4%	14.8%	85.2%	62.3%	62.3%
2382	Aveley Primary School	60	36.7%	63.3%	46.7%	53.3%	38.3%	61.7%	40.0%	60.0%	51.7%	50.0%
2402	Little Thurrock Primary School	87	23.0%	77.0%	27.6%	72.4%	11.5%	88.5%			69.0%	
2429	Somers Heath Primary School	30	23.3%	76.7%	36.7%	63.3%	23.3%	76.7%	16.7%	83.3%	63.3%	63.3%
2439	Arthur Bugler Primary School	60	18.3%	81.7%	21.7%	78.3%	16.7%	83.3%	15.0%	85.0%	71.7%	68.3%
2462	Deneholm Primary School	59	23.7%	74.6%	23.7%	76.3%	16.9%	81.4%	15.3%	84.7%	66.1%	66.1%
2472	Woodside Academy	88										
2542	Belmont Castle Academy	89	21.3%	78.7%	25.8%	74.2%	21.3%	78.7%	23.6%	76.4%	71.9%	70.8%
2592	West Thurrock Academy	53	18.9%	79.2%	28.3%	69.8%	18.9%	79.2%	15.1%	83.0%	66.0%	66.0%
2622	Dilkes Academy	60	26.7%	73.3%	35.0%	65.0%	25.0%	75.0%	16.7%	83.3%	58.3%	58.3%
2644	Herringham Primary Academy	61	26.2%	73.8%	29.5%	70.5%	18.0%	82.0%	18.0%	82.0%	70.5%	70.5%
2722	Bonnygate Primary School	60	20.0%	80.0%	23.3%	76.7%	16.7%	83.3%	20.0%	80.0%	76.7%	76.7%
2824	East Tilbury Primary School and Nursery	86	22.1%	77.9%	25.6%	74.4%	23.3%	76.7%	16.3%	83.7%	73.3%	73.3%
2942	Giffards Primary School	59	20.3%	79.7%	25.4%	74.6%	18.6%	81.4%	22.0%	78.0%	71.2%	71.2%
2984	Tudor Court Primary School	118	17.8%	82.2%	25.4%	74.6%	12.7%	87.3%	20.3%	79.7%	70.3%	66.1%
2985	Shaw Primary Academy	60	13.3%	86.7%	21.7%	78.3%	13.3%	86.7%	15.0%	85.0%	76.7%	73.3%
2987	Harris Primary Academy Chafford Hundred	86	17.4%	82.6%	17.4%	82.6%	15.1%	84.9%	15.1%	84.9%	82.6%	82.6%
3112	Bulphan Church of England Voluntary Controlled Primary School	10	20.0%	80.0%	30.0%	70.0%	20.0%	80.0%	20.0%	80.0%	70.0%	70.0%
3502	Orsett Church of England Voluntary Aided Primary School	30	13.3%	86.7%	16.7%	83.3%	16.7%	83.3%	6.7%	93.3%	70.0%	70.0%
3512	St Joseph's Catholic Primary School	38	15.8%	84.2%	18.4%	81.6%	15.8%	84.2%	13.2%	86.8%	78.9%	78.9%
3522	St Mary's Catholic Primary School	32	25.0%	75.0%	37.5%	62.5%	28.1%	71.9%	37.5%	62.5%	62.5%	59.4%
3603	St Thomas of Canterbury Catholic Primary School	89	25.8%	74.2%	29.2%	70.8%	25.8%	74.2%	18.0%	82.0%	62.9%	62.9%
3605	Holy Cross Catholic Primary School	30	13.3%	86.7%	30.0%	70.0%	26.7%	73.3%	23.3%	76.7%	60.0%	56.7%
3822	Abbots Hall Primary School	30	30.0%	70.0%	33.3%	66.7%	33.3%	66.7%	30.0%	70.0%	63.3%	63.3%
5266	Kenningtons Primary Academy	71	26.8%	73.2%	36.6%	63.4%	31.0%	69.0%	32.4%	67.6%	56.3%	53.5%
5281	Horndon-on-the-Hill CofE Primary School	29	20.7%	79.3%	24.1%	75.9%	27.6%	72.4%	10.3%	89.7%	65.5%	65.5%
7032	Treetops School	12	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%
7072	Beacon Hill Academy	4	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%

Not included in last year's analysis

Missing Data

Missing Data

Data Source: Nexus as at 18/07/2017

Key:

- Top 5 schools
- Equal to or greater than LA outcome
- Lower than LA outcome

\* Multi-subject indicators: Pupils working at or above expected standard (≥EXS) in all respective subjects.

\*\* Cohort numbers used in percentage calculations may vary by subject.

Emerging National based on 642,348 pupils in 16,057 schools from 152 LAs

Key Stage 2 Summary 2017 (Provisional)

Appendix 1

Estab. No.	School	Cohort	RWM		READING				WRITING TA		MATHS				GPS			
			≥Exp	High	Avg. Scaled Score	<Exp	≥Exp	High	≥Exp	GDS	Avg. Scaled Score	<Exp	≥Exp	High	Avg. Scaled Score	<Exp	≥Exp	High
-	NCER Emerging National (150 LAs)	587,710	61.1%	8.7%	104.1	28.1%	71.5%	24.5%	76.4%	17.7%	104.2	24.6%	74.9%	22.6%	106.0	22.6%	76.9%	30.9%
-	Thurrock	2,118	55.4%	6.6%	103.4	29.6%	69.5%	20.4%	71.2%	17.0%	104.3	23.5%	75.5%	21.5%	106.2	22.2%	77.3%	32.7%
1100	Olive AP Academy	5	0.0%	0.0%	100.8	60.0%	40.0%	0.0%	60.0%	0.0%	96.0	100.0%	0.0%	0.0%	100.0	60.0%	40.0%	0.0%
2000	Lansdowne Primary Academy	86	38.4%	4.7%	97.4	53.5%	46.5%	9.3%	61.6%	10.5%	101.0	44.2%	55.8%	17.4%	100.7	50.0%	50.0%	17.4%
2001	Thameside Primary School	87	52.9%	2.3%	100.9	39.1%	60.9%	12.6%	66.7%	6.9%	103.6	23.0%	77.0%	17.2%	105.1	28.7%	71.3%	35.6%
2002	Purfleet Primary Academy	52	0.0%	0.0%	101.7	34.6%	63.5%	13.5%	0.0%	0.0%	103.8	23.1%	75.0%	19.2%	106.2	26.9%	71.2%	34.6%
2003	Benyon Primary Academy	28	57.1%	3.6%	101.5	28.6%	71.4%	14.3%	89.3%	21.4%	99.9	32.1%	67.9%	3.6%	101.7	32.1%	67.9%	3.6%
2004	Stanford-Le-Hope Primary School	45	0.0%	0.0%	102.2	35.6%	64.4%	13.3%	0.0%	0.0%	102.1	33.3%	66.7%	13.3%	103.1	26.7%	73.3%	20.0%
2005	Quarry Hill Academy	60	91.7%	16.7%	108.5	3.3%	96.7%	43.3%	95.0%	25.0%	109.0	0.0%	100.0%	38.3%	108.7	5.0%	95.0%	43.3%
2006	CORRINGHAM PRIMARY SCHOOL	57	70.2%	8.8%	104.0	28.1%	71.9%	22.8%	80.7%	15.8%	104.6	17.5%	82.5%	19.3%	105.6	24.6%	75.4%	28.1%
2007	Tilbury Pioneer Academy																	
2008	Harris Mayflower FS																	
2009	Stifford Clays Primary School	90	56.7%	5.6%	103.3	32.2%	67.8%	16.7%	77.8%	17.8%	105.0	23.3%	76.7%	20.0%	106.0	21.1%	78.9%	25.6%
2011	Chadwell St Mary Primary School	29	58.6%	3.4%	101.2	34.5%	65.5%	20.7%	79.3%	20.7%	102.5	31.0%	69.0%	17.2%	106.9	20.7%	79.3%	41.4%
2024	The Gateway Primary Free School	87	47.1%	6.9%	100.2	49.4%	50.6%	9.2%	79.3%	25.3%	102.9	27.6%	72.4%	12.6%	101.8	36.8%	63.2%	13.8%
2078	Warren Primary School	60	63.3%	13.3%	106.1	18.3%	81.7%	35.0%	78.3%	28.3%	104.8	18.3%	81.7%	26.7%	108.9	13.3%	86.7%	43.3%
2137	Graham James Primary Academy	31	67.7%	12.9%	104.9	16.1%	83.9%	16.1%	83.9%	32.3%	105.4	25.8%	74.2%	35.5%	107.3	6.5%	93.5%	29.0%
2382	Aveley Primary School	54	55.6%	3.7%	102.5	33.3%	64.8%	20.4%	72.2%	14.8%	100.2	33.3%	64.8%	7.4%	104.5	25.9%	72.2%	29.6%
2402	Little Thurrock Primary School	89	60.7%	5.6%	104.1	30.3%	69.7%	21.3%	82.0%	27.0%	103.5	27.0%	71.9%	12.4%	106.5	20.2%	79.8%	30.3%
2429	Somers Heath Primary School	30	80.0%	3.3%	102.8	20.0%	80.0%	20.0%	80.0%	10.0%	104.8	10.0%	90.0%	16.7%	102.6	23.3%	76.7%	20.0%
2439	Arthur Bugler Primary School	59	54.2%	6.8%	101.9	33.9%	66.1%	15.3%	84.7%	28.8%	102.4	35.6%	64.4%	15.3%	104.6	22.0%	78.0%	23.7%
2462	Deneholm Primary School	56	60.7%	7.1%	104.6	16.1%	80.4%	26.8%	73.2%	14.3%	104.3	16.1%	78.6%	16.1%	106.3	17.9%	76.8%	32.1%
2472	Woodside Academy	60	76.7%	6.7%	104.4	20.0%	76.7%	21.7%	81.7%	8.3%	105.4	13.3%	85.0%	23.3%	107.1	13.3%	83.3%	31.7%
2542	Belmont Castle Academy	89	61.8%	5.6%	102.1	31.5%	68.5%	13.5%	73.0%	6.7%	104.1	27.0%	73.0%	25.8%	107.2	19.1%	80.9%	36.0%
2592	West Thurrock Academy	59	69.5%	13.6%	106.2	16.9%	81.4%	33.9%	79.7%	23.7%	108.7	10.2%	88.1%	40.7%	109.5	11.9%	86.4%	47.5%
2622	Dilkes Academy	61	60.7%	8.2%	101.7	37.7%	62.3%	19.7%	93.4%	31.1%	103.3	21.3%	78.7%	18.0%	106.0	21.3%	78.7%	37.7%
2644	Herringham Primary Academy	58	50.0%	6.9%	101.3	41.4%	58.6%	20.7%	72.4%	13.8%	102.6	32.8%	67.2%	20.7%	103.1	31.0%	69.0%	19.0%
2722	Bonnygate Primary School	30	46.7%	6.7%	101.6	40.0%	56.7%	16.7%	73.3%	20.0%	101.6	26.7%	70.0%	10.0%	104.8	20.0%	76.7%	20.0%
2824	East Tilbury Primary School and Nursery	86	65.1%	1.2%	103.8	27.9%	72.1%	23.3%	77.9%	7.0%	103.0	22.1%	77.9%	16.3%	105.3	24.4%	75.6%	26.7%
2942	Giffards Primary School	54	55.6%	3.7%	101.0	38.9%	61.1%	3.7%	85.2%	27.8%	103.4	22.2%	77.8%	11.1%	104.5	29.6%	70.4%	27.8%
2984	Tudor Court Primary School	89	0.0%	0.0%	106.2	16.9%	83.1%	29.2%	0.0%	0.0%	108.3	11.2%	88.8%	43.8%	109.7	7.9%	92.1%	49.4%
2985	Shaw Primary Academy	56	62.5%	3.6%	102.7	33.9%	64.3%	14.3%	78.6%	14.3%	104.8	12.5%	85.7%	10.7%	106.1	17.9%	80.4%	26.8%
2987	Harris Primary Academy Chafford Hundred	90	85.6%	21.1%	109.3	3.3%	96.7%	44.4%	86.7%	31.1%	109.5	2.2%	97.8%	46.7%	112.7	3.3%	96.7%	66.7%
3112	Bulphan Church of England Voluntary Controlled Primary School	13	0.0%	0.0%	-	7.7%	0.0%	0.0%	84.6%	23.1%	-	7.7%	0.0%	0.0%	106.0	15.4%	84.6%	23.1%
3502	Orsett Church of England Voluntary Aided Primary School	30	86.7%	6.7%	107.3	10.0%	90.0%	30.0%	86.7%	30.0%	107.7	6.7%	93.3%	23.3%	111.2	10.0%	90.0%	56.7%
3512	St Joseph's Catholic Primary School	38	52.6%	5.3%	106.6	18.4%	81.6%	26.3%	68.4%	10.5%	104.0	31.6%	68.4%	31.6%	106.6	15.8%	84.2%	28.9%
3522	St Mary's Catholic Primary School	37	54.1%	13.5%	102.4	32.4%	67.6%	21.6%	73.0%	21.6%	101.6	43.2%	56.8%	18.9%	106.1	21.6%	78.4%	43.2%
3603	St Thomas of Canterbury Catholic Primary School	89	69.7%	10.1%	104.8	22.5%	77.5%	25.8%	85.4%	22.5%	105.5	18.0%	82.0%	30.3%	109.4	13.5%	86.5%	50.6%
3605	Holy Cross Catholic Primary School	42	64.3%	7.1%	103.3	31.0%	69.0%	23.8%	83.3%	21.4%	104.3	28.6%	71.4%	23.8%	108.0	19.0%	81.0%	47.6%
3822	Abbots Hall Primary School	30	43.3%	0.0%	101.2	36.7%	63.3%	3.3%	76.7%	16.7%	102.3	43.3%	56.7%	20.0%	104.8	33.3%	66.7%	23.3%
5266	Kenningtons Primary Academy	49	75.5%	6.1%	103.4	24.5%	75.5%	18.4%	83.7%	14.3%	105.2	8.2%	91.8%	14.3%	104.2	20.4%	79.6%	22.4%
5281	Horndon-on-the-Hill CofE Primary School	29	55.2%	6.9%	100.7	37.9%	62.1%	10.3%	79.3%	13.8%	100.5	41.4%	58.6%	17.2%	104.2	31.0%	69.0%	27.6%
7032	Treetops School	19	0.0%	0.0%	-	100.0%	0.0%	0.0%	0.0%	0.0%	-	100.0%	0.0%	0.0%	-	100.0%	0.0%	0.0%
7072	Beacon Hill Academy	5	0.0%	0.0%	-	100.0%	0.0%	0.0%	0.0%	0.0%	-	100.0%	0.0%	0.0%	-	100.0%	0.0%	0.0%

Data Source: Nexus as at 18/07/2017

**Key:**  
Top 5 schools  
Equal to or greater than LA outcome  
Lower than LA outcome

%<Exp: Scaled score lower than 100 in tested subjects and performance category lower than EXS in Writing TA  
 %≥Exp: Scaled score of 100 or higher in tested subjects and performance category of EXS or GDS in Writing TA  
 %High: Scaled score at or above higher threshold in tested subjects and performance category of GDS in Writing TA  
 Avg SS: Average (mean) scaled score across all pupils with a scaled score. Pupils with no scaled score or "N" are discounted  
 In multi-subject indicators (i.e.: RWM) the pupil must have achieved the stated level of performance in all respective subjects  
 Cohort numbers across different subjects may vary from stated figure

Emerging National based on **596,323 pupils** in **15,588 schools** from **150 LAs**

Not included in last year's analysis

writing submitted late

writing submitted late

No KS2 pupils

No KS2 pupils

writing submitted late

no data available

special school

special school

Thurrock Key Stage 4 Results 2017

Appendix 2

GCSE

Estab. No.	Establishment Name	Total No. of pupils at the end of KS4	Total No. of EAL pupils	Total No. of FSM6 pupils	Total Attainment 8	Total Attainment 8 (FSM6)	Average Attainment 8	Average Attainment 8 (FSM6)	All Pupils						FSM6 Pupils						Gap between FSM6 & All Pupils														
									Number of pupils achieving grade 4 and above			Percentage achieving grade 4 and above			Number of pupils achieving grade 4 and above			Percentage achieving grade 4 and above			English	Maths	English & Maths												
									English	Maths	English & Maths	English	Maths	English & Maths	English	Maths	English & Maths	English	Maths	English & Maths															
7072	Beacon Hill Academy																																		
5439	Gable Hall School	237	4	48	pending	pending	pending	pending	165	155	135	69.6%	65.4%	57.0%	26	26	23	54.2%	54.2%	47.9%	-15.5%	-11.2%	-9.0%												
6905	Gateway Academy	164	45	87	pending	pending	pending	pending	86	101	79	52.4%	61.6%	48.2%	32	42	28	36.8%	48.3%	32.2%	-15.7%	-13.3%	-16.0%												
4733	Grays Convent	114	49	29	5566.5	1294	48.8	44.6	105	83	82	92.1%	72.8%	71.9%	26	20	20	89.7%	69.0%	69.0%	-2.5%	-3.8%	-3.0%												
4394	Harris Academy	180	39	18	9906	848	55.0	47.1	151	140	135	83.9%	77.8%	75.0%	12	13	11	66.7%	72.2%	61.1%	-17.2%	-5.6%	-13.9%												
4001	Hassenbrook Academy	90	5	36	pending	pending	pending	pending	50	57	45	55.6%	63.3%	50.0%	14	16	10	38.9%	44.4%	27.8%	-16.7%	-18.9%	-22.2%												
6906	Ormiston Park Academy	67	7	35	pending	pending	36.5	34.2	38	41	32	56.7%	61.2%	47.8%	19	20	15	54.3%	57.1%	42.9%	-2.4%	-4.1%	-4.9%												
5440	St Clere's School	199	7	46	pending	pending	50.6	45.9	167	165	149	83.9%	82.9%	74.9%	33	35	30	71.7%	76.1%	65.2%	-12.2%	-6.8%	-9.7%												
4000	The Hathaway Academy	122	36	44	pending	pending	39.4	33.1	90	72	61	73.8%	59.0%	50.0%	26	19	16	59.1%	43.2%	36.4%	-14.7%	-15.8%	-13.6%												
4299	The Ockendon Academy	189	13	79	pending	pending	40.5	35.4	121	120	100	64.0%	63.5%	52.9%	47	37	32	59.5%	46.8%	40.5%	-4.5%	-16.7%	-12.4%												
7032	Treetops	29	0	19	199.5	83	6.9	4.4	0	2	0	0.0%	6.9%	0.0%	0	2	0	0.0%	10.5%	0.0%	0.0%	3.6%	0.0%												
5438	William Edwards	225	30	34	not available	not available	not available	not available	186	178	165	82.7%	79.1%	73.3%	20	21	16	58.8%	61.8%	47.1%	-23.8%	-17.3%	-26.3%												
<b>Thurrock 2017</b>		<b>1616</b>	<b>235</b>	<b>475</b>	not available	not available	not available	not available	<b>1159</b>	<b>1114</b>	<b>983</b>	<b>71.7%</b>	<b>68.9%</b>	<b>60.8%</b>	<b>255</b>	<b>251</b>	<b>201</b>	<b>53.7%</b>	<b>52.8%</b>	<b>42.3%</b>	<b>-18.0%</b>	<b>-16.1%</b>	<b>-18.5%</b>												
<b>Thurrock 2016</b>		<b>1,721</b>					<b>48.3</b>					<b>68.0%</b>	<b>68.0%</b>	<b>61.5%</b>																					
<b>National (All Schools) 2016</b>							Not yet available					<b>70.4%</b>	<b>65.3%</b>	<b>59.3%</b>																					

Please note: 2016 comparators are for grade C and above

Ebac

Estab. No.	Establishment Name	Total No. of pupils at the end of KS4	Total No. of pupils entered for Ebacc	Number of pupils achieving							% of pupils entered for Ebacc	Percentage of pupils achieving																						
				Ebacc	Double Science	Triple Science	Computer Science	History	Geography	MFL		Ebacc	Double Science	Triple Science	Computer Science	History	Geography	MFL																
7072	Beacon Hill Academy																																	
5439	Gable Hall School	237	129	57	127	65	3	76	34	100	54.4%	24.1%	53.6%	27.4%	1.3%	32.1%	14.3%	42.2%																
6905	Gateway Academy	164	19	15	65	18	18	26	21	17	11.6%	9.1%	39.6%	11.0%	11.0%	15.9%	12.8%	10.4%																
4733	Grays Convent	114	62	40	19	43	0	75	55	64	54.4%	35.1%	16.7%	37.7%	0.0%	65.8%	48.2%	56.1%																
4394	Harris Academy	180	107	72	36	36	19	54	29	72	59.4%	40.0%	20.0%	20.0%	10.6%	30.0%	16.1%	40.0%																
4001	Hassenbrook Academy	90	24	13	29	16	1	9	10	25	26.7%	14.4%	32.2%	17.8%	1.1%	10.0%	11.1%	27.8%																
6906	Ormiston Park Academy	67	16	7	13	1	3	16	1	11	23.9%	10.4%	19.4%	1.5%	4.5%	23.9%	1.5%	16.4%																
5440	St Clere's School	199	91	60	102	28	20	60	56	71	45.7%	30.2%	51.3%	14.1%	10.1%	30.2%	28.1%	35.7%																
4000	The Hathaway Academy	122	61	9	38	20	0	16	25	15	50.0%	7.4%	31.1%	16.4%	0.0%	13.1%	20.5%	12.3%																
4299	The Ockendon Academy	189	17	13	7	6	0	7	9	15	9.0%	6.9%	3.7%	3.2%	0.0%	3.7%	4.8%	7.9%																
7032	Treetops	29	0	0	0	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%																
5438	William Edwards	225	95	47	169	25	28	48	66	97	42.2%	20.9%	75.1%	11.1%	12.4%	21.3%	29.3%	43.1%																
<b>Thurrock 2017</b>		<b>1616</b>	<b>621</b>	<b>333</b>	<b>605</b>	<b>258</b>	<b>92</b>	<b>387</b>	<b>306</b>	<b>487</b>	<b>38.4%</b>	<b>20.6%</b>	<b>37.4%</b>	<b>16.0%</b>	<b>5.7%</b>	<b>23.9%</b>	<b>18.9%</b>	<b>30.1%</b>																
<b>Thurrock 2016</b>		<b>1,721</b>									<b>41.8%</b>	<b>25.2%</b>																						
<b>National (All Schools) 2016</b>		<b>600,425</b>									<b>36.8%</b>	<b>23.1%</b>																						

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<b>10 October 2017</b>	<b>ITEM: 9</b>
<b>Children’s Services Overview and Scrutiny Committee</b>	
<b>Peer Review Special Educational Needs and Disabilities Support across the Local Area</b>	
<b>Wards and communities affected:</b> All	<b>Key Decision:</b> Key
<b>Report of:</b> Malcolm W Taylor, Strategic Lead Inclusion / Principal Educational Psychologist	
<b>Accountable Assistant Director:</b> Malcolm W Taylor, Strategic Lead Inclusion / Principal Educational Psychologist	
<b>Accountable Director:</b> Rory Patterson, Corporate Director of Children’s Services	
<b>This report is Public</b>	

## Executive Summary

This report provides an overview of the recommendations and the subsequent actions following a Regional Peer Review of the support in place across the Local Area for children and young people with Special Educational Needs and Disabilities (SEND). This is attached as Appendix 1. A high level action plan summary is attached to this report as Appendix 2

### 1. Recommendation(s)

**1.1 That Children’s Overview and Scrutiny consider the recommendations of the Peer Review and the High Level Action Plan**

### 2. Introduction and Background

2.1 Thurrock Local Authority commissioned a peer review of SEND support from a team of colleagues from Cambridgeshire, Bedford Borough, Southend and Peterborough Local Authorities. The review consisted of a preview stage which included an analysis of a range of Thurrock Documentation and Data and two days in the Local Authority conducting a series of focus groups and interviews. This was undertaken on 20th and 21st June 2017.

2.2 The SEND Peer Review was undertaken as part of a regional programme of SEND peer reviews developed through the Regional ADCS group.

### 3. Issues, Options and Analysis of Options

3.1 The Local Authority identified an overarching focus for the review:

*How effective are the SEN support arrangements for all children and young people aged 0-25 years in ensuring that their needs are identified and met so that they make sufficient progress within the expectations of the SEND reforms?*

3.2 The preview analysis of data identified 4 key themes to be examined through the review process.

1. The prioritisation for improving the SEND cohort outcomes and improving schools' support for this cohort
2. The effectiveness of evaluative analysis to ensure quality of provision
3. The effectiveness of multi-agency working partnerships
4. Parental understanding and confidence in the system

3.3 Key Strengths identified in Thurrock

The Local Area has a strong commitment to working with parents moving towards greater co-production of strategic planning and has developed with parents a set of underpinning aspirations to support Thurrock's SEND strategy.

Officers and schools value the potential of the SENCo forums, which are well attended by schools, to identify effective practice and provide school-led support.

The Local Area has built on strong foundations of cross agency working in Early Years to implement the SEND reforms effectively. There is good evidence of effective multi-agency working in Early Years. Relationships between settings and the Local Area developed in early years would appear to be very responsive to need. There are also examples of strong working partnerships between School improvement, Early Years support and the Educational Psychologist Team. There is good representation of Health at Early Years panels

The LA has historically prioritized support to Early Years to good effect with the majority of children with SEND in EYFS having their needs met through SEN support

At post-16 there are some good examples of multi-agency working for targeted work with students, particularly with South Essex College

The LA has recently worked with parents to develop a set of overarching aspirations for a SEND strategy which is evidence of the LA's commitment to co-production with parents.

Early Years' Parents have a range of opportunities to provide feedback through Portage and Early Support which is impacting on the refining of services and support provided.



### 3.4 Key Areas of good practice identified in Thurrock to share regionally

The innovative practice in post 16 provision, particularly the joint working between the local authority and South Essex College and sharing of this practice with other providers.

The focused and targeted multiagency work to support children 0 – 5 years with SEND and their families. This includes transition work with primary schools.

Effective practice was noted in relation to outreach services that the borough has set up in Thurrock.

### 3.5 The recommendations identified in the Peer Review

#### **Improve the strategic focus to ensure the priority for improving the outcomes for the SEND cohort is met**

- Review current staffing structures to provide more capacity for strategic leadership and planning
- Establish a coherent governance structure that ensures greater accountability for reviewing progress
- Refine the SEF to more clearly demonstrate the identification of strengths, areas for development and key priorities for the Local Area
- Develop a Local Area SEND plan aligned to the SEF
- Clarify accountabilities and responsibilities of all stakeholders for the SEND cohort
- Improve top level analysis of the range of data currently collected to inform strategic planning
- Agree with all schools, colleges and post-16 providers a revised approach to collecting SEND outcomes and progress data which will support greater challenge to those settings where outcomes for the SEND cohort are a concern
- Ensure parents and young peoples' voices are included in strategic planning

#### **Increase parental understanding and confidence in the system**

- Improve parental understanding of the Local Offer
- Seek a broader representation of parents on the Parent Carer Forum (CaPa)
- Establish a culture where feedback from all parents with children with SEND is more frequently collected and is used to inform practice
- Clarify for parents the SEN support offer

#### **Improve analysis of data to inform planning and practice**

- Establish a clear framework for the collection and analysis of data

- Improve top level analysis of the range of data currently collected to inform strategic planning
- Agree with all schools and colleges, post-16 providers a revised approach to collecting SEND outcomes and progress data which will support greater challenge to those settings where outcomes for the SEND cohort are a concern

### 3.6 Action Plan following the Peer Review

A high level action plan has been developed to address the key issues raised within the peer review. These actions are linked to existing priorities across Children's Services. This is attached as Appendix 2.

- 3.7 The Action Plan will be monitored by the SEND Development Board Chaired by the Corporate Director of Children's Services on a fortnightly basis and reviewed by the SEND Strategic Group on a termly basis.

## 4. Consultation (including Overview and Scrutiny, if applicable)

N/A

## 5. Impact on corporate policies, priorities, performance and community impact

- 5.1 This review and action plan contributes directly to the delivery of the Council's statutory duties in relation children and young people with special educational needs and disabilities set out in the Children and Families Act 2014.

## 6. Implications

### 6.1 Financial

Implications verified by: **Patricia Harvey**  
**DSG Consultant, Corporate Finance**

This report covering issues in relation to the support for Children and Young People with SEND includes services which are funded by the Direct School Grant. The effectiveness of this support has a direct impact on the demand for Statutory Assessments of Special Educational Needs, High Needs Support and the consequent financial implications of this.

### 6.2 Legal

Implications verified by: **Lucinda Bell**  
**Education Lawyer**

Committee is asked to consider the recommendations of the peer report and action plan. No decisions are required. The statutory duties in relation to

SEND are covered in the Children and Families Act 2014 and described in the SEND Code of Practice 2015.

### **6.3 Diversity and Equality**

Implications verified by: **Becky Price**  
**Community Development Officer**

This report and supporting action plan relates to children and young people with special educational needs and disabilities. Implementation of the action plan, with due regard to the recommendations outlined in the peer review, will help to ensure the Council meets relevant SEND legislation and Equality Act requirements.

### **7. Background papers used in preparing the report (including their location on the Council's website or identification whether any are exempt or protected by copyright):**

- N/A

### **8. Appendices to the report**

- Appendix 1 SEND Peer Review Report
- Appendix 2 SEND Peer Review Action Plan

#### **Report Author:**

Malcolm W Taylor  
Strategic Lead Inclusion / Principal Educational Psychologist  
Children's Services

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## Findings from the peer review of SEND support for Thurrock Local Area

### Overview

Thurrock Local Authority commissioned a peer review of SEND support from a team of colleagues from Cambridgeshire, Bedford Borough, Southend and Peterborough Local Authorities. The review was undertaken on 20th and 21st June 2017 and the findings are included in this report. The Local Authority identified an overarching focus for the review:

***How effective are the SEN support arrangements for all children and young people aged 0-25 years in ensuring that their needs are identified and met so that they make sufficient progress within the expectations of the SEND reforms?***

This report includes the following sections:

- A. Introduction including key questions and methodology for the review
- B. Current context and performance for Thurrock LA
- C. Emerging themes and questions from documentary evidence
- D. Findings against the key question, strengths and areas for development
- E. Recommendations
- F. The follow up offers of support from peer Local Authorities
- G. Effective practice from Thurrock to be shared with other LAs

On behalf of the peer review team, I would like to thank colleagues from the four Local Authorities, for their engagement in the process of the review and their openness to share documentation and developing practice.

**Sally Rundell**  
(Education Consultant, Manager of SEND Peer Reviews in the East Region)

**Peer Review team: Helen Phelan Lead Peer Review Officer (Cambridgeshire), Tim Long (Bedford Borough) Alison McIlwraith (Southend), Kobie Botha (Peterborough)**

## **A. Introduction**

The overarching focus for the review was:

***How effective are the SEN support arrangements for all children and young people aged 0-25 years in ensuring that their needs are identified and met so that they make sufficient progress within the expectations of the SEND reforms?***

The review involved:

### **A preview stage:**

- the analysis of a range of performance data and an LA summary of performance;
- review and analysis of documentation including the Local Offer, the LA SEF, action plans and LG inform reports

### **2 days in the LA including:**

- an initial discussion with senior leads focused on the themes and key questions emerging from the pre-review documentary analysis
- focus groups and interviews with stakeholders including representation from health, education, social care, parent carer groups and schools
- an interim feedback discussion with the LA at the end of day one to ensure further refining of evidence
- a final feedback meeting outlining key findings and discussing offers of future support from the peer review LAs

This report outlines:

- Headlines of current performance for Thurrock
- Themes and questions emerging from documentary analysis prior to the review
- Findings against the emerging themes
- Key recommendations
- The follow-up offers of support from peer Local Authorities
- Identified effective practice from Thurrock

## **B. Current context and performance for Thurrock LA**

There are 52 schools in Thurrock covering the different phases as follows:

- 39 primary schools,
- 10 secondary schools;
- 2 special schools; and
- 1 Pupil Support Service which includes primary and secondary pupils referral units and a medical tuition service. This service converted to an academy in April 2015.

As of June 2017, 4 of the 52 schools were community schools maintained by the local authority. All of the local authority maintained schools are primary schools apart from one Catholic Girls School.

Eight of the 52 schools have a faith connection (five Catholic and three Church of England). Six of these schools are voluntary aided, one is voluntary controlled and

## APPENDIX 1

one is a Church of England foundation school. There are two primary free schools in Thurrock and a secondary planned.

The rest of the schools have become either sponsored or converter academies. Many of these academies are part of multi or umbrella academy trusts. The academy chains are a mix of those led by educational sponsors embracing groups of academies that extend beyond Thurrock, and those that at this point just comprise schools in Thurrock.

The proportion of schools that have become academies is high relative to the rest of the country where around 60 per cent of secondary schools and 10 percent of primary schools have become academies. In part, this is because the local authority has supported and facilitated schools to convert to academy status. It has also been open in welcoming academy sponsors to play a significant role in school improvement and has been supportive of strong schools in the borough sponsoring other schools that need improvement support. However, freedom from the local authority was also often cited as the motivation for moving to academy status.

Of the schools and academies that currently have an inspection grade 97% of primary and 80% of secondary are good or better.

The percentage of 'good or better' settings overall has risen from 69.5% in 2012 to 100% . In May 2017, with 99% of child-minder's rated as good or better.

Currently 100% of special schools are 'good or better'. The Pupil Support Service Pupil Referral Unit (PRU) currently 'requires improvement'.

Thurrock has 7 Primary Resource Bases and 4 Secondary Resource Bases. Both special schools provide a range of outreach services to support mainstream schools in meeting the needs of children and young people with SEND.

In Thurrock 13.8% of pupils have a have a statutory plan of SEN (statement or EHC plan) or are receiving SEN support. This compares to an average of 14.9%% nationally.

Thurrock has 3.4% of its children and young people with statements or education, health and care (EHC) plans compared to an average of 2.8%% nationally.

Thurrock has 10.4% of its children and young people identified as SEN support in compared to an average of 11.9% nationally.

Children and young people at SEN support perform in line with national averages at Foundation stage , slightly below national averages at Key stage 2 and below average at Key Stage 4 .

Young people identified at SEN Support are broadly in line with national averages for being in Education, Employment or Training at age 17.

## C. Themes and questions emerging from documentary analysis prior to the review

**Four clear themes emerged at the documentary analysis stage which provided a key structure for the review**

### 1. The prioritisation for improving the SEND cohort outcomes and improving schools' support for this cohort

- Given that SEN with a statement/EHCP achieve better than SEN support or no SEN at KS2 – is KS2 SEN support a key priority for the LA?
- Is there a mechanism for targeted intervention in schools RAG rated RED for SEN support achievement?
- How is analysis of headline data being used to inform further actions?
- How are schools being supported to deliver effective SEND support?
- How are the LA challenging schools and settings in terms of the graduated response to SEND?
- The Ed Settings core offer does not appear to extend to Early Years or post 16?
- The Ed Settings core offer is not based on the most up to date Code of practice and not clearly drawing on the assess, plan, do review model-
- Does the Ed Settings core offer provide sufficient information to class/subject teachers to know what to do/put in place?
- The highest primary need is identified as Social, Emotional and Mental Health with SpLD second, what has been put in place to support schools in these key areas?
- There appears to be little evidence of analysis of KS4 outcomes provided in LA documentation?
- Why is there a high incidence of secondary students with MLD in Thurrock (37% compared to the national average 24%)?
- Why is Special School demand high when the inclusion agenda is pushed so much?
- 20.7% of new EHC plans are issued in time vs. 48.3% for neighbours and 59.7% nationally what is the plan for improving this process?
- The analysis of outcomes of vulnerable groups is unclear
- The percentage of disadvantaged young people staying in education is below national what has been put in place to improve attainments and future outcomes for disadvantaged YP?

### 2. The effectiveness of evaluative analysis to ensure quality of provision

- The SEF has a range of actions, which are not defined in terms of measurable success criteria, or timescales – will this impact negatively on improving outcomes for pupils?
- What is the evidence to show how the LA is challenging ineffective practice?
- How is the LA using its identification of effective practice schools to support other schools?
- With more children remaining in mainstream schools what do schools and the LA know about the progress they are making and how does it compare with placement in special provision?
- Is there an analysis of how well Thurrock children are making progress to achieving the outcomes in their plans both statutory and non statutory – beyond attainment data?
- Published feedback on responses to the Local Offer is not obvious?
- How has the input/feedback of young people been captured in evaluating quality and impact?

### 3. The effectiveness of multi-agency working partnerships

- Have a range of services inputted into the SEF?
- What are the shared priorities with partners?
- Are Health and Social Care sufficiently engaged – given the evidence that joint arrangements are mostly red on action plans?
- How do all agencies contribute to the Local Offer action plan?
- What is Thurrock's governance and ownership of the Local Offer?
- How are services and partners working together to identify and support vulnerable groups with SEND?

### 4. Parental understanding and confidence in the system

- There is a high proportion request EHC Needs assessment from parents and 57% of parental requests do not proceed to needs assessment –do schools and parents have a clear understanding of what should be done at SEN support?
- How has the LA gauged parental confidence in the system?
- How do parents know how services can be accessed?
- Where is the parental feedback on the local offer?
- How representative is the local parent carer forum?



## **D. Findings against the four themes**

**Evidence in the review supported the following findings under the four themes**

### **1. The clarity of prioritization and accountability for improving the SEND cohort outcomes**

The Local Area has a strong commitment to working with parents moving towards greater co-production of strategic planning and has developed with parents a set of underpinning aspirations to support Thurrock's SEND strategy.

The overall impression from the pre-review documentation analysis and the peer review discussions is that the Local Authority, in its attempts to implement the SEND reforms, has been too broad in its approach and this is leading to a lack of strategic focus on key priorities. The current senior leadership structure in the LA does not provide sufficient capacity for the Heads of Service to prioritise strategic planning and evaluation. Too often the Heads of Service are involved in operational issues.

The LA has recognized that the current governance structures in the Local Authority are complex and lack coherence inhibiting effective reviewing and reporting of progress on SEND priorities. The LA needs to develop a board structure which will enable a more robust and regular review of progress.

The SEF has been developed through the Strategic Inclusion Board to involve all partners, however it does not sufficiently outline the key priorities for improvement. During the review colleagues across different agencies were unable to articulate a set of top 5 priorities for the Local Area. Currently the LA has a range of separate plans from different agencies, which do not sufficiently align to the SEF and the top priorities

The LA are keen to revisit the expectations of schools, settings and colleges for their accountability for the SEND cohort and to clarify the offers that can be commissioned through the new services. This would be welcomed by schools who feel this approach would improve consistency across the borough.

In the last year the LA has given greater focus to the context of those children with EHC plans to address the concerns over delays in the process, particularly with conversions from statements. Good progress has been made in improving the timeliness of new EHC plans within the 20-week deadline.

### **2. The effectiveness of evaluative analysis to ensure quality of provision**

The Local Area would appear to be collecting a very large amount of data which needs to be more refined to support analysis. Current analysis is based on 2014 and 2015 data from LG inform reports and there is a need at local level to have a clearer presentation of current performance data. Health reported that CYP with SEN support cannot currently be identified within their data, compared to the easier identification of children with EHC plans. The headline analysis from different partners needs to be factored into the LA SEF and used to support the refining of key priorities for the LA.

School Improvement teams have identified the need to collect and analyse data annually on the outcomes for the SEND cohort to enable the identification of effective practice schools and for the targeting of challenge to those schools providing ineffective support to the SEND cohort.

Teaching schools work collaboratively with the LA to provide CPD offers linked to LA priorities and there is the potential for a greater focus in future CPD offers to support schools to improve SEND outcomes.

Officers and schools value the potential of the SENCo forums, which are well attended by schools, to identify effective practice and provide school-led support. Secondary SENCos who attended the peer review would welcome more regular termly meetings.

### **3.The effectiveness of multi-agency working partnerships**

The Local Area has built on strong foundations of cross agency working in Early Years to implement the SEND reforms effectively. There is good evidence of effective multi-agency working in Early Years. Relationships between settings and the Local Area developed in early years would appear to be very responsive to need. There are also examples of strong working partnerships between School improvement, Early Years support and the Educational Psychologist Team. There is good representation of Health at Early Years panels.

The LA has historically prioritized support to Early Years to good effect with the majority of children with SEND in EYFS having their needs met through SEN support. There is a need to evaluate these effective working practices to support development of multi-agency working for all age groups.

At post-16 there are some good examples of multi-agency working for targeted work with students, particularly with South Essex College. These effective practice approaches should be shared more widely across the borough.

There are some examples of developing initiatives of multi-agency working, such as The Brighter Futures for the delivery of an integrated 0-19 Healthy Families Service, which seeks to integrate existing provision to create a single service from the user's points of view. Senior Strategic Leads in Health expressed strong commitment to the further development of multi-agency working.

There is an acknowledgement that there is a need to ensure all agencies have a clear understanding of the top priorities or improvement for the SEND cohort in Thurrock.

### **4.Parental understanding and confidence in the system**

The LA has recently worked with parents to develop a set of overarching aspirations for a SEND strategy which is evidence of the LA's commitment to co-production with parents.

Early Years' Parents have a range of opportunities to provide feedback through Portage and Early Support which is impacting on the refining of services and support provided.

There is a high proportion of requests for EHC Needs assessment from parents and 57% of parental requests do not proceed to needs assessment which indicates a lack of clarity of understanding of expectations of the support for the SEND support cohort.

The parents who were interviewed were not entirely representative of the wider SEND cohort group, no primary or mainstream primary represented. However this

group voiced significant concerns about the following issues:

- the clarity of communication from the LA;
- the lack of understanding of the Local Offer;
- the lack of engagement of wider group parents in regular consultation feedback.

The CaPa group is established as the Parent/ Carer forum, however the Vice-Chair of CaPa is also employed as Parent Partnership Support by the LA. This is unusual practice and has the potential for some confusion in roles and messaging to parents. There would seem to be a need for wider representation of parents in CaPa and to consider the need for improving communication routes to all parents of children with SEND.

## **E. Recommendations**

### **1. Improve the strategic focus to ensure the priority for improving the outcomes for the SEND cohort is met**

- Review current staffing structures to provide more capacity for strategic leadership and planning
- Establish a coherent governance structure that ensures greater accountability for reviewing progress
- Refine the SEF to more clearly demonstrate the identification of strengths, areas for development and key priorities for the Local Area
- Develop a Local Area SEND plan aligned to the SEF
- Clarify accountabilities and responsibilities of all stakeholders for the SEND cohort
- Improve top level analysis of the range of data currently collected to inform strategic planning
- Agree with all schools, colleges and post-16 providers a revised approach to collecting SEND outcomes and progress data which will support greater challenge to those settings where outcomes for the SEND cohort are a concern
- Ensure parents and young peoples' voices are included in strategic planning

### **2 . Increase parental understanding and confidence in the system**

- Improve parental understanding of the Local Offer
- Seek a broader representation of parents on the Parent Carer Forum (CaPa)
- Establish a culture where feedback from all parents with children with SEND is more frequently collected and is used to inform practice
- Clarify for parents the SEN support offer

### **3. Improve analysis of data to inform planning and practice**

- Establish a clear framework for the collection and analysis of data
- Improve top level analysis of the range of data currently collected to inform strategic planning
- Agree with all schools and colleges, post-16 providers a revised approach to collecting SEND outcomes and progress data which will support greater challenge to those settings where outcomes for the SEND cohort are a concern

## **F. The follow up offers of support from peer Local Authorities**

Cambridgeshire: Support for refining the SEF

Bedford Borough: Support for governance structures

Peterborough: Support with formal evaluation of feedback from parents

In addition Essex Local Authority have offered support focused on both data collection and analysis

## **G. Effective practice from Thurrock to be shared with other LAs**

- The innovative practice in post 16 provision, particularly the joint working between the local authority and South Essex college and sharing of this practice with other providers.
- The focused and targeted multiagency work to support children 0 – 5 years with SEND and their families. This includes transition work with primary schools.
- Effective practice was noted in relation to outreach services that the borough has set up in Thurrock.

## Appendix 2 SEND Peer Review High Level Action Plan

	Recommendation	Actions	Timeframe	Lead
1	Review current staffing structures to provide more capacity for strategic leadership and planning	Full SEN Service Review to be undertaken	October 31 <sup>st</sup> 2017	MWT
2	Establish a coherent governance structure that ensures greater accountability for reviewing progress	Governance Plan to be developed and approved by SEND Strategic Board	December 1 <sup>st</sup> 2017	MWT/ CM /HF
3	Refine the SEF to more clearly demonstrate the identification of strengths, areas for development and key priorities for the Local Area	Complete CDC Local Area Audit tool linked to CCG Tool.  Local Area key strategic SEND priorities document to be written.	October 31 <sup>st</sup> 2017  Completed	MWT  MWT/ CM/HF
4	Develop a Local Area SEND plan aligned to the SEF	Overarching Local Area SEND plan to be co-produced with parents representative groups.	December 1 <sup>st</sup> 2017	MWT/ CM/ HF/CaPa
5	Clarify accountabilities and responsibilities of all stakeholders for the SEND cohort	SEN plan to include specific work on accountabilities for an <i>Assess / Plan / Do / Review</i> cycle across all educational settings to ensure progress towards outcomes.	December 1 <sup>st</sup> 2017	MWT/GT/RE
6	Improve top level analysis of the range of data currently collected to inform strategic planning	Carry out full SEND review including Educational Resources, Social Care Support and Health Services for CYP with SEND to inform strategic plan.	March 31 <sup>st</sup> 2018	MWT/CM/HF/CaPa
7	Agree with all schools, colleges and post-16 providers a revised approach to collecting SEND outcomes and progress data which will support greater challenge to those settings where outcomes for the SEND cohort are a concern	Develop and implement a new framework for the collection of outcomes data as part of School Improvement process to feed into the termly School Standards Process with agreed actions to be taken where issues are identified in school performance.	March 31 <sup>st</sup> 2018	RE / AW / MWT
8	Ensure parents and young peoples' voices are included in strategic planning	Develop and implement a plan for an increase in the number and range of parent and pupil voice participation to be linked to Parent / Carer Forum key objectives	October 31 <sup>st</sup> 2017	CaPa MWT/ CM/HF

## Appendix 2 SEND Peer Review High Level Action Plan

9	Review current staffing structures to provide more capacity for strategic leadership and planning	Full SEN Service Review (underway)	October 31 <sup>st</sup> 2017	MWT
10	Improve parental understanding of the Local Offer	Review Local Offer Web Site presentation, accessibility and links as part of ongoing Local Offer Development Plan. Key engagement activities on Local Offer to be developed to assist in co-production with parents	March 31 <sup>st</sup> 2018	MWT/ Family Information Service .
11	Seek a broader representation of parents on the Parent Carer Forum (CaPa)	Actively recruit additional members as part of CaPa development plan	March 31 <sup>st</sup> 2018	CaPA
12	Establish a culture where feedback from all parents with children with SEND is more frequently collected and is used to inform practice	Develop and implement plan for routine system of feedback from parents via SEND Statutory Process, School Reviews, Parent Groups and CaPa consultation events Health watch consultation activities implemented	December 1 <sup>st</sup> 2017  Activities in place	MWT/ CM/HF CaPA  HF/MWT
13	Clarify for parents the SEN support offer	SEN Support guidance documentation to be reviewed and published on Local Offer	November 1 <sup>st</sup> 2017	MWT/ GT
14	Establish a clear framework for the collection and analysis of data	Develop and implement a new framework for the collection of outcomes data as part of School Improvement process to feed into the termly School Standards Process (In line with Recommendation 7 above)	March 31 <sup>st</sup> 2018	RE / AW / MWT

<b>10 October 2017</b>		<b>ITEM: 10</b>
<b>Children's Services Overview and Scrutiny Committee</b>		
<b>Children's Social Care Performance</b>		
<b>Wards and communities affected:</b> All	<b>Key Decision:</b> Non-Key	
<b>Report of:</b> Iqbal Vaza, Strategic Lead, Performance Quality and Business Intelligence		
<b>Accountable Assistant Director:</b> Sheila Murphy, Assistant Director CATO		
<b>Accountable Director:</b> Rory Patterson, Corporate Director Children's Services		
<b>This report is Public</b>		

## Executive Summary

Thurrock has high level of demand placed on its statutory social care service for children. Considerable work has been undertaken by the department in managing this demand through improving its early intervention service. The number of contacts and referrals remain high but the percentage of repeat referrals is low and percentage of assessments completed within timescale is one of the best in the region.

The number of children looked after and children subject to a child protection plan is high. There is a net gain of 1 child being looked after each month and a net gain of 2 children that are subject to a child protection plan. Further work is being undertaken by the service to analyse this pattern and bring forward proposals for reducing demand in this area.

Ofsted is conducting thematic inspections focussing on 'neglect' until December 2017 and will then conduct inspections that will include a deep dive study into 'missing children'. Both these areas are a priority for the service and are strongly associated with child sexual exploitation.

There has only been one child adopted in year to date, however a number of children are in the process of being adopted. The department is aiming to have at least 11 children adopted by March 2017

### 1. Recommendation(s)

- 1.1 **Children's overview and scrutiny to note a new performance management framework has been introduced by the DCS following the recommendation from Ofsted**

**1.2 Children’s overview and scrutiny to note the areas of improvement in children’s social care, high demand in Thurrock for statutory social care services in comparison to England and eastern region average, and highlight areas of further investigation for deep dive studies.**

## **2. Introduction and Background**

2.1 This report provides a summary of children’s social care performance. It highlights key demand indicators such as number of contacts, trends analyses, benchmarking data and key performance indicators.

2.2 Thurrock has a considerable number of performance information and data analyses that is produced to meet internal and external reporting requirements. It is essential that one version of performance information is used by the whole system; from case workers to the senior management team. The data in this report is from the latest performance digest (July 2017 position) and regional benchmarking data (March 2017), which has been presented to social care SMT and DCS Performance Group.

## **3. Benchmarking**

3.1 Thurrock Council is part of the eastern region, which is made up of 11 local authorities in the east of England. Every quarter local authorities in the region submit data and monitor regional trends and benchmark their local position against the eastern region average.

3.2 Thurrock children’s social care has one of the highest levels of activity (see table 1) in the eastern region. With the exception of contacts all key activity indicators are above the eastern region average. Thurrock has a high rate of children with a child protection plan and a significant proportion of child protection investigations result in no further action (NFA). Thurrock’s children looked after rate is also high, some of which is accounted for by the high rate of asylum seeking children in this cohort. Further work is being undertaken by the service to consider how it can reduce number of families put through the statutory process.



Table 1

Indicator	2016/17					Compared to Eastern Region
	Q1	Q2	Q3	Q4	ER Avg	
1.1 CAFs (EHAs) completed (per 10,000)	392	266	218	195	149	Higher than ER
1.2 Contacts per 10,000	1542	1466	1374	1389	1595	Lower than ER
1.3 Referrals to children's social care (per 10,000)	594	536	518	503	375	Higher than ER
1.4 Section 47 enquiries (per 10,000)	226	198	205	208	94	Higher than ER
1.5 ICPC's per 10,000	102	80	92	92	45	Higher than ER
1.6 Children subject of a child protection plan at period end per 10,000 0-17 population	73	67	72	70	31	Higher than ER
1.7c Assessments completed in the period	726	676	627	604	388	Higher than ER
1.8 Children looked after at period end	82	88	81	86	50	Higher than ER
1.9 Number of children in need at point in time (excluding lac and children subject to CP plan)	163	156	150	145	137	Higher than ER

- 3.3 Thurrock has a high percentage of children who are subject to a child protection plan for 2 years or more (see table 2) in comparison to the eastern average of 1.9%, although this is a small number it still an area of focus. This warrants further exploration as it could be an indicator that the plan is ineffective. All cases above 2 or more years are reviewed by the Assistant Director of social care. A challenge panel has also been established to review all children that have been on a plan for more than 18 months

Table 2

Indicator	2016/17					Compared to Eastern Region
	Q1	Q2	Q3	Q4	ER Avg	
3.1 % of children subject to CPP for 2 years +	2%	1%	3%	3%	2%	Higher than ER
3.2 % of children ceasing a CPP who were subject for 2 years +	4%	2%	1%	2%	3%	Lower than ER
3.3 % children subject to CPP for 2nd or subsequent time within 2 years	18%	17%	13%	17%	11%	Higher than ER
3.4 % children started to be LAC who had been LAC within previous 12 months	4%	4%	3%	2%	9%	Lower than ER
4.1 Children who had three or more placements in the year [Definition: old N162]	3.3%	4.6%	10.1%	7.4%	8.6%	Lower than ER
4.2 % LAC that are UASC	24.3%	27.7%	22.7%	16.0%	7.2%	Higher than ER
4.3 % of under 18 population that are UASC	0.2%	0.2%	0.2%	0.1%	0.0%	Higher than ER
4.4 LAC Attendance	66.8%	85.9%	83.2%	76.1%	83.8%	Lower than ER
4.5 % Care Leavers in EET	62.5%	53.2%	53.7%	61.9%	59.7%	Higher than ER

3.4 Thurrock has performed well against its adoption measures, in particular its timeliness measures are some of the best performing in the eastern region.

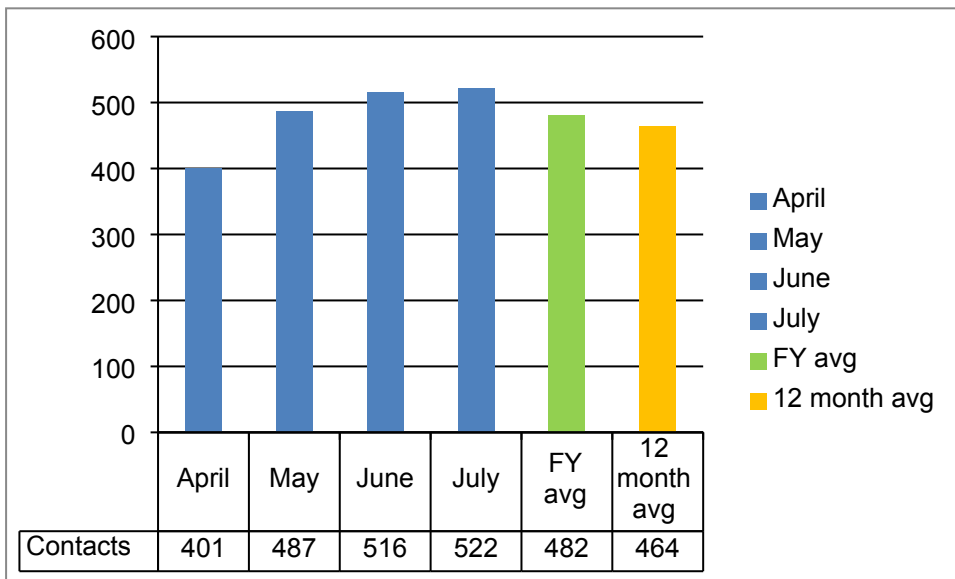
Table 3

Indicator	2016/17					Compared to Eastern Region
	Q1	Q2	Q3	Q4	ER Avg	
5.1 Avg. days between child entering care and moving in with a adoptive family	260	314	357	345	431	Lower than ER
5.2 Avg. days between court agreeing adoption and LA approving a match	79	131	119	86	190	Lower than ER
5.3 % leaving care who are adopted	4%	6%	7%	8%	15%	Lower than ER
5.4 % LAC adopted in year placed within 12 months of decision	100%	100%	100%	100%	76%	Higher than ER

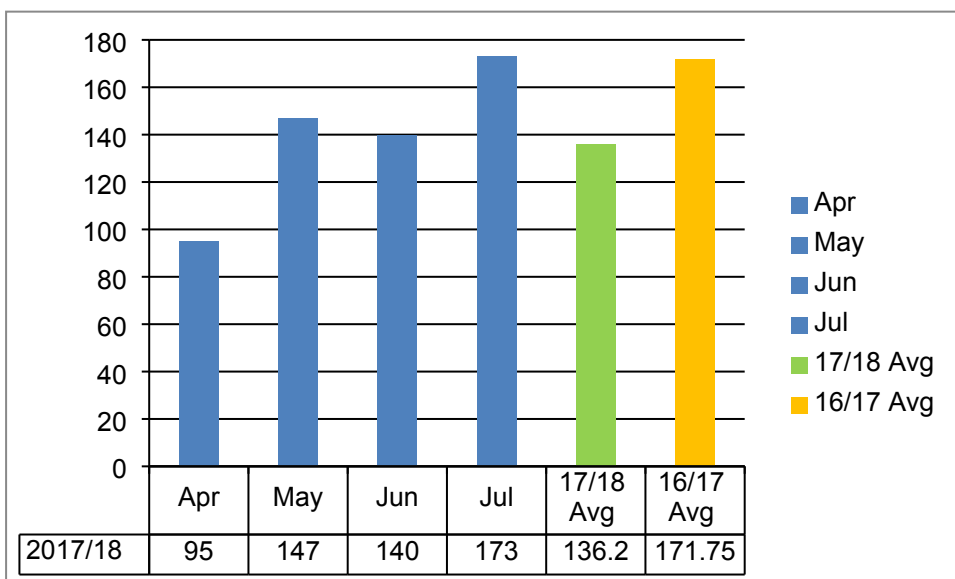
#### 4. Demand activity

4.1 This section highlights some of the key measures that monitor demand. The measures are compared against the financial year (FY) average or the previous 12 month average. This indicates when trends in demand change significantly and allows for better planning of resources.

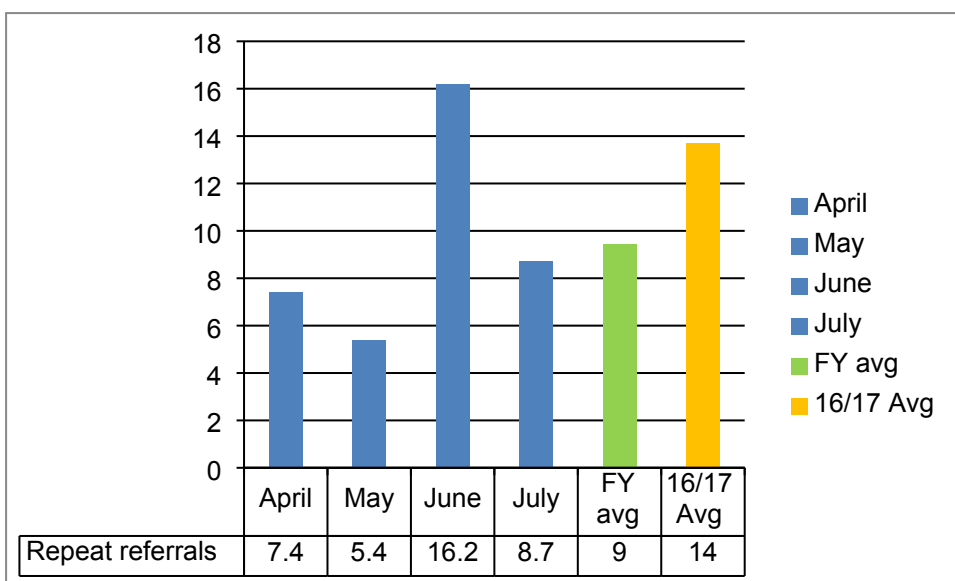
4.2 The number of contacts since May 2017 has been above the financial year average and previous 12 month average. This highlights the high level of demand placed at the first point of contact with social care (MASH).



4.3 The number of referrals has peaked in July 2017 to 173. This is above the 16/17 and 17/18 financial year average. As highlighted earlier further work is being undertaken to consider how Thurrock can reduce its numbers.



4.4 Thurrock has performed well against the measure of repeat referrals. The yearly average is 9% in comparison to eastern region average of 21%. A high percentage would highlight that children referred into social care are not being dealt with effectively and that this results in another referral.



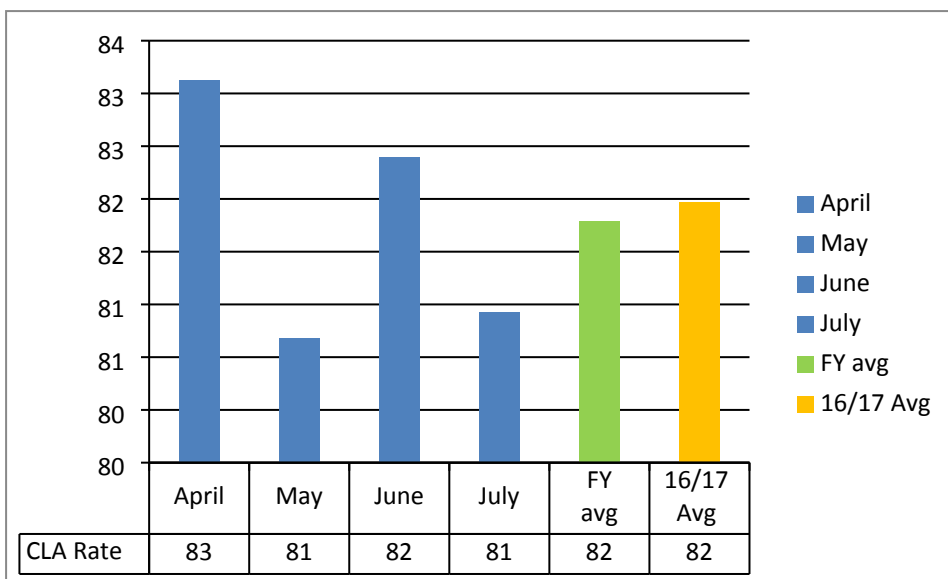
- 4.5 An area of focus for all local authorities is the profile of repeat referrals. The table below highlights that Thurrock had 3 repeat referrals for children under the age of 1 in July in comparison to the previous 12 month average of 0.9. This means a higher than average number of babies, have been referred back into social care.

Age	Jul	12 month avg.
Under 1	3	0.9
1 to 4	3	4.3
5 to 9	4	5.3
10 to 15	4	6.3
16+	1	1.8

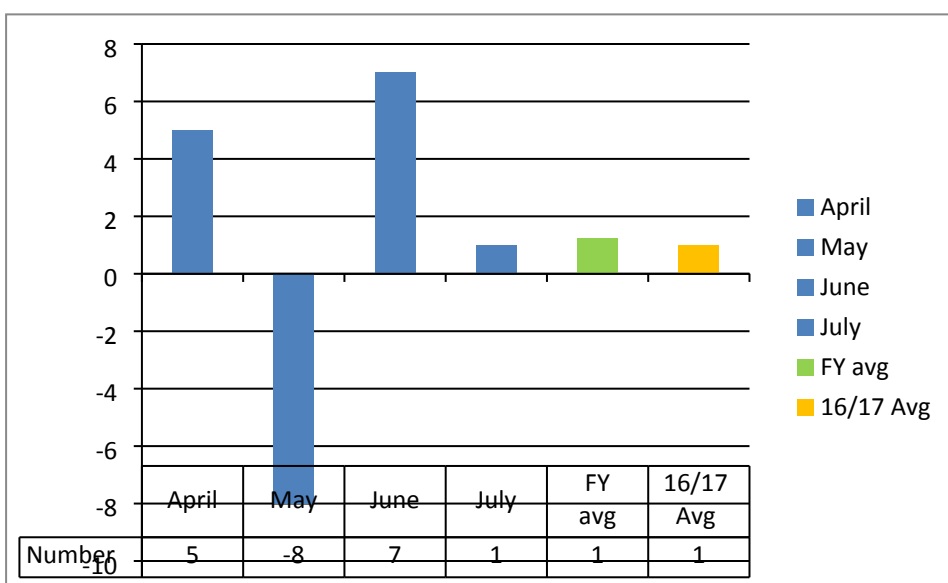
- 4.6 Thurrock performs well in undertaking its assessments within timescale. The number of assessments for 17/18 average is 140 which is below the previous financial year average of 205. This is good performance and supports managing demand more efficiently.

## 5. Children Looked After (CLA)

- 5.1 The rate of CLA per 10,000 of the population has been stable at an average of 81. The number of asylum seeking children (which are part of the CLA cohort) remains high (in comparison to the eastern region average) but has reduced to its lowest level. Despite this reduction in asylum seeking children the rate of CLA remains high.



5.2 Although there are fluctuations each month in the number of CLA started and ceased, Thurrock has an average net entry of 1 CLA per month. This means each month, 1 child is added to its CLA cohort.



## 6. CLA placements

6.1 A key performance indicator of CLA is placement stability. Thurrock has 18 children that have had 3 or more placements since April 2017. This is lower than the eastern region average and is a good measure of short term stability of CLA placements. Thurrock has 95 CLA under the age of 16 that have been looked after for more than 2 and half years. Out of this 95, 71% have been in their current placement for at least 2 years. This is an improved position compared to the same period in 2016 (66%). This measure highlights the long term stability of CLA placements.

6.2 Thurrock has 42% of its CLA placements in borough, which is an improvement from the position in February 2017 where only 28% were placed in borough. This is cost effective and ensures children are closer to their families and community where they also have access to good schools and other local services.

## **7. CLA Reviews**

7.1 Thurrock had 157 CLA reviews scheduled between 1st April 2017 and 31st July 2017 of which 146 were completed in time. There has been progress made in relation to CLA reviews being completed on time which has increased to 93%. The previous reporting period was 80% however this was due to a significant increase in unaccompanied asylum seekers, which coincided with some unexpected staffing issues at the time. The service continues to strive to ensure all reviews are completed within timescales.

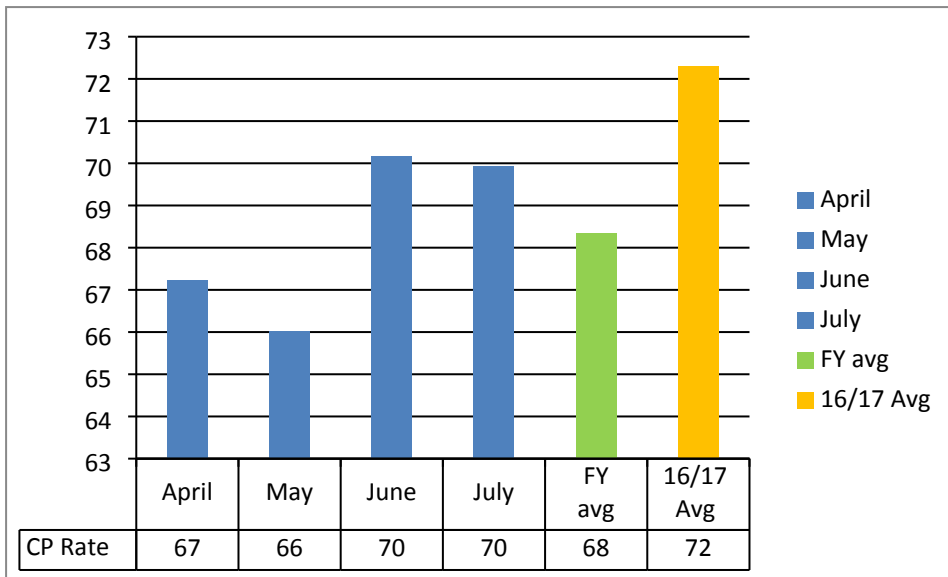
## **8. Missing children**

8.1 There is a national focus on missing children. Ofsted have previously conducted thematic inspections with a deep dive study into missing children. These inspections are referred to as Joint Targeted Area Inspections (JTAI). The next set of JTAs start in January 2018 and will include monitoring of missing children.

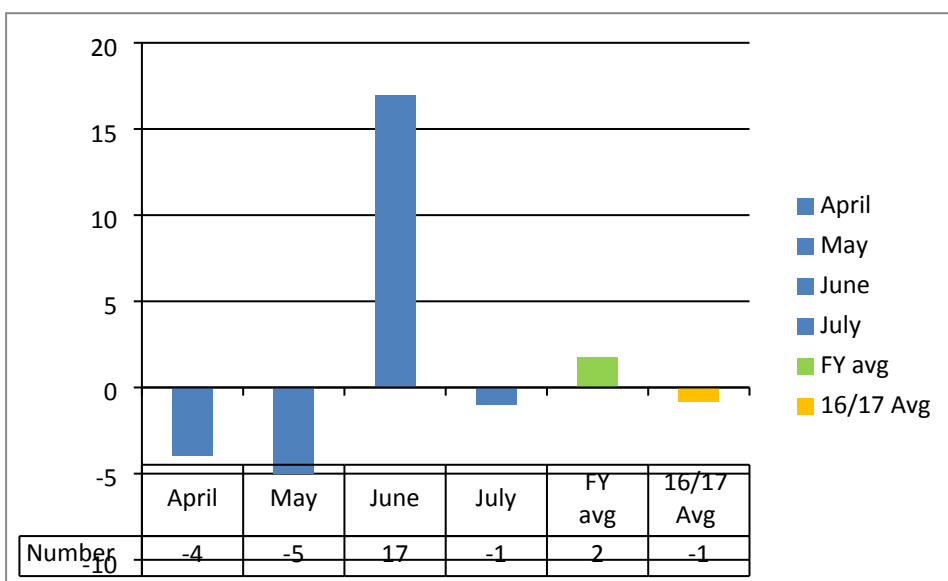
8.2 At the end of July 2017 there were 10 cases of children missing from their placement and at the same point in 2016 there were 4 cases, representing an increase of 6 cases to the outstanding caseload. This is a result of better recording practices and training being delivered to carers.

## **9. Children subject to a child protection plan (CPP)**

9.1 The rate of CPP per 10,000 of the population has reduced from an average of 72 in the previous financial year to 68 this financial year. Although this shows a good trajectory, the CPP rate is still considerably higher than the eastern region average of 50. Further work is being undertaken by the service to manage this demand through the development of preventative services.



9.2 In 2016/17 Thurrock had an average child protection plan net entry of -1. This meant each month, 1 child was taken off the child protection register in 2016/17, in comparison to this financial year where 2 children are being added each month to the child protection register.



## 10. CPP duration and CPP reviews

10.1 Thurrock has reduced the amount of children on a child protection plan for 2 to 3 years and no longer has children on a plan for more than 3 years. At the end July 17, over 76% of CPP had been on the child protection register for less than 11 months. Thurrock reviewed 8 children on child protection plans in July 17 and all of them were reviewed in time.

## 11. CPP category of need

- 11.1 There is a national focus on 'neglect'. Ofsted are currently conducting thematic inspections with a deep dive study into 'neglect'. As highlighted earlier these inspections are referred to as Joint Targeted Area Inspections.
- 11.2 Thurrock has seen a 12% increase between October 2016 to July 2017, in the number of 'neglect' cases. The amount of 'emotional abuse' cases has fallen by 14% for the same period. Senior managers in social care are reviewing this trend and considering how to support families more effectively where there are concerns about childhood neglect.

## **12. Adoption and fostering**

- 12.1 There is only one child that was adopted as at 31<sup>st</sup> July 2017. However, 3 other children were placed with adopters, and it is expected that these families will complete to adoption orders before the end of the financial year. It is envisaged that six children will be presented to September panel for matching, so potentially these could be a further six children adopted.
- 12.2 The department has in August matched its first concurrent placement for adoption, and is currently in the early stages of further identifying two other children for concurrent placements, that are both likely to start in September 2017. Thurrock's projection for end of year adoptions is 11 children currently.
- 12.3 At the end of July 2017 the average number of days between a child entering care and child moving in with adoptive family is 446 days. This is a good position in comparison to the national average of 547 days. For the same period the average number of days between a court agreeing adoption and the local authority approving the match is 160 days. Again this is a good position in comparison to the national average of 273 days.
- 12.4 The total number of approved foster carers is 92. The total number of in-house foster placements occupied is 129.

## **13. Reasons for Recommendation**

None

## **14. Consultation (including Overview and Scrutiny, if applicable)**

None

## **15. Impact on corporate policies, priorities, performance and community impact**

None

## **16. Implications**

### **16.1 Financial**



Implications verified by: **Nilufa Begum**  
**Interim Management Accountant**

No Financial Implications

## **16.2 Legal**

Implications verified by: **Lindsey Marks**  
**Principal Solicitor Children's and Adults'**

No Legal Implications

## **16.3 Diversity and Equality**

Implications verified by: **Natalie Warren**  
**Community, Development and Equalities  
Manager**

There are no direct implications as a result of this report, although the overall monitoring of performance does have the potential to positively or negatively impact

## **16.4 Other implications** (where significant) – i.e. Staff, Health, Sustainability, Crime and Disorder)

None

## **17. Background papers used in preparing the report** (including their location on the Council's website or identification whether any are exempt or protected by copyright):

## **18. Appendices to the report**

None

### **Report Author:**

Iqbal Vaza

Strategic Lead, Performance Quality and Business Intelligence

Strategy, Communications and Customer Services

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<b>10 October 2017</b>	<b>ITEM: 11</b>
<b>Children’s Services Overview and Scrutiny Committee</b>	
<b>Ofsted Inspection Action Plan - Update</b>	
<b>Wards and communities affected:</b> All	<b>Key Decision:</b> Key
<b>Report of:</b> Sheila Murphy, Assistant Director Children’s Social Care	
<b>Accountable Assistant Director:</b> Sheila Murphy, Assistant Director Children’s Social Care	
<b>Accountable Director:</b> Rory Patterson, Corporate Director of Children’s Services	
<b>This report is</b> Public	

## Executive Summary

This covering report provides an update on the Ofsted Inspection Action Plan. A copy of the updated action plan is attached to this report.

### 1. Recommendation(s)

**1.1 That Children’s Overview and Scrutiny consider the current progress and direction of travel in completing the required actions from the Ofsted Action Plan.**

**1.2 That Children’s Overview and Scrutiny receive assurance that action plan continues to deliver the required improvement.**

### 2. Introduction and Background

2.1 All local authorities in England are inspected under the Single Inspection Framework (SIF) over a three-year cycle. The Children’s Safeguarding Board is inspected at the same time. The Ofsted inspection of Thurrock services for children in need of help and protection, children looked after and care leavers took place between 22.2.16 – 17.3.16.

2.2 In response to the recommendations of the Ofsted Report the department completed an action plan detailing what work would be undertaken to address the areas of improvement. The updated

action plan is attached to this report as Appendix 1.

### **3. Issues, Options and Analysis of Options**

- 3.1 Services to children, young people and families in Thurrock were judged to 'Require Improvement' by Ofsted. The inspectors stated in their report that 'children and young people were found to be safe during this inspection, with none identified who were at immediate risk of significant harm without plans and services being in place to reduce these risks and to meet their needs'.
- 3.2 Ofsted made 16 recommendations in relation to practice improvements that were required in Thurrock. Other key areas of concern included:
- 3.3 The instability of the social care workforce. The service was dependent on a high proportion of agency social workers, although it was acknowledged that a range of creative ideas had been implemented to improve recruitment; there has been a significant improvement made in this area, particularly in the recruitment of permanent Team Managers in the Children and Families Assessment Team (CFAT) and the Family Support Teams (FST). There has been an increase in the permanent recruitment of Social Workers in CFAT, FST and the Team for Disabled Children, who no longer have any agency staff members.
- 3.4 The service for children looked after was not consistent and too many children became looked after on an emergency basis. A new service has been established to strengthen our approach to early intervention and prevention. Previous audits have suggested that the number of emergency admissions has decreased. However this area of activity will continue to be monitored to ensure that progress continues to be made. A review of the impact of our Brighter Futures Prevention Service will be undertaken later this year to examine the impact of the service.
- 3.5 More needed to be done to increase the number of in-house foster carers as too many children and young people were placed out of the borough; The outcome of IMPOWER audit and review has informed a new recruitment strategy. Tracking systems are now in place to streamline the recruitment processes and to progress all enquiries in a timely, efficient manner in order to sustain the interest and motivation of prospective carers. There were 10 new approvals between April 2016 and March 2017; between April 2017 to August 2017, 22 new applications were accepted. Of the number, 9 families have been approved and 12 applications are at different stages of the assessment process. Since April 2016, 19 carers have been added and 12 Foster Carers have either resigned, retired, or have been deregistered, which gives a net increase of 7 foster families. It is estimated that by March 2018, 12 new families would be added to this portfolio. Currently, more children are now placed with in-house foster carers than IFA.
- 3.6 The launch of a new recruitment drive is scheduled to take place in October at Grays town centre. Thurrock fostering placement analysis from 2015 to 2017 predicts that between 200 and 250 children require foster placements

annually. In-house placement capacity has increased from 85 places at the time of Ofsted inspection, to 130 places currently. However about 100 children are still placed with independent Fostering Agencies. The strategy therefore is to increase the In-House foster placement capacity of 80 carers by 20% annually for the next 3 years. The intended outcome is that by 2020, Thurrock should be able to place up to 80% (230) of all children in care with In-House Foster Carers. To achieve this, a net increase of 45 new fostering household must be added to the current portfolio over the next 3 years.

- 3.7 Management oversight needed to be improved and regular supervision needed to be in place. The service has in place reporting mechanisms to report on the regularity of supervision within required timescales (supervision to take place monthly), this information is scrutinised at the monthly performance meetings chaired by the Assistant Director, with all Service Managers in attendance. Remedial action is taken as required following these meetings. A programme of monthly audits are in place and the audit template has a section on management oversight and supervision for each case audited. Current performance indicates that more work needs to be undertaken to improve the quality of management oversight. Further work is being undertaken to clarify expected management standards and to drive performance to be consistently good. A Team Managers' monthly performance report has been introduced for September and there is a section for the managers to report on monthly supervision requirements with opportunity to set out improvements in place within each team.
- 3.8 The organisation's use of management information and quality assurance was poor and this impedes improvement; Social Care managers have advised and supported the data team to provide a performance data digest is regularly scrutinised by the Senior Management Team and the Corporate Director of Children's Services on a monthly basis to drive up performance. There is a Quality Assurance Framework for auditing cases and utilising the learning from these, with quality as its main focus. However, whilst there has been some investment into ensuring that there is a full suite of data available to managers and that there is regular monthly audit activity taking place, there is still a need to imbed this fully into practice.
- 3.9 Following series of workshops, children social workers are responding positively to a culture of early permanency. Social workers involved with children subject to the Public Law Outline process are required to attend permanency planning meeting for advice and guidance. The tracking system introduced has made a real difference in early permanency, particularly for children suitable for adoption. Due to effective management oversight, robust adoption tracking and streamlined linking processes, the current adoption performance, over the 3 year average, is below England and Eastern Region average. Of significant note is the 'Year To Date' (YTD) for 2016/2017 is below the DfE target. This trend, if sustained, will make Thurrock one of the best performing authorities (for adoption timeliness) in England by 2020.
- 3.10 Thurrock had its first concurrent placement in April 2017. The case was a

particularly complex but the department was praised by the high court judge for the steps taken to achieve early permanency for the child. The second concurrent placement has recently taken place and, within the next month, we expect to our third concurrent placement. The permanency planning for all of these three children has taken place prior to birth. Further work is being done to streamline the pathways of children in care to increase the number of adoptions and reduce the number of children, below 5 years old, leaving care with Special Guardianship Orders.

- 3.11 Post Adoption and Special Guardianship support has been expanded to offer ongoing direct support to families to minimise crisis, disruptions, and breakdown. The offer is also extended to parents who require support to deal with the loss of children through adoption or special guardianship. There is a planned launch of the core offer in October 2017.
- 3.12 The improvement Board continues to meet monthly to ensure that all of the recommendations and other areas for improvement have been implemented. The Board is chaired by the Corporate Director of Children's Services.
- 3.13 Ofsted is currently consulting on a new inspection framework where it is proposed that those authorities who were judged Requires Improvement will receive another inspection within three years. In addition, it is anticipated that new modular inspections will be undertaken in the next year. The modular inspections are without notice and carried out over 2-3 days to test whether authorities are making the requisite progress with their improvement plans. Furthermore, social care departments will be expected to submit an annual self- evaluation to Ofsted which must evidence improvement. While this is discretionary, failure to do so could trigger a full inspection of the service.
- 3.14 Effective progress continues to be made across all areas of the plan and additional input is being provided to address those areas that require this to remain on track. For example, the Signs of Safety training is being rolled out to all staff, this will focus on a strengths based approach to working with families that will drive up assessment quality and provide a consistent framework of intervention. There is still a strong focus on analysing and understanding our data in relation to missing children and Child Sexual Exploitation (CSE) and we continue to utilise additional resources for these tasks to ensure that Return Home interviews and CSE risk assessments are completed in a timely way. These quality and timeliness of these continue to improve.

#### **4. Consultation**

N/A

#### **5. Impact on corporate policies, priorities, performance and community impact**

The completed action plan will allow the council to meet and improve upon its core statutory functions in the delivery of services for children in need of help and protection, children looked after and care leavers.

## **6. Implications**

### **6.1 Financial**

Implications verified by: **Nilufa Begum**  
**Management Accountant**

There are no financial implications

### **6.2 Legal**

Implications verified by: **Lindsey Marks**  
**Principal Solicitor Children's Safeguarding**

There are no legal implications

### **6.3 Diversity and Equality**

Implications verified by: **Becky Price**  
**Community Development Manager**

Whilst there are no direct implications from this report, the work to implement the Ofsted Inspection Action Plan will strengthen our ability to meet and improve the delivery of services for children in need of help and protection; children looked after and care leavers

### **6.4 Other implications (where significant) – i.e. Staff, Health, Sustainability, Crime and Disorder)**

N/A

## **7. Background papers used in preparing the report (including their location on the Council's website or identification whether any are exempt or protected by copyright):**

Ofsted Single Framework Inspection Report dated 24.5.16

## **8. Appendices to the report**

- Appendix 1 – Ofsted Single Inspection Report & Local Authority Action Plan – Final updated April 2017.

## **Report Author:**

Sheila Murphy

Assistant Director  
Children's Social Care



Rory Patterson	<b>Name of Reviewer</b>
28.4.17	<b>Date of Review</b>

**Introduction**

*The Ofsted inspection of services for children in need of help and protection and for looked after children in February 2016 gave an overall judgement that children's services require improvement to be good. Although services to children, young people and families in Thurrock require improvement, children and young people were found to be safe in Thurrock during this inspection, with none identified who were at immediate risk of significant harm without plans and services being in place to reduce these risks and to meet their needs.*

*We welcome the recommendations and areas of improvement highlighted by Ofsted. As a result we have incorporated these into our regular performance monitoring but also want to be explicit about how we are responding to these recommendations. This plan sets out how we will do this.*

*The improvement plan will be overseen by the corporate parenting committee. In addition a further level of scrutiny has been created by the children's portfolio holders who will be meeting regularly with officers to review progress against plans.*

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No.	Recommendation	Assigned Lead - Job Title/Name	Score - please select	Update April 17	Direction of Travel compared to last review - please select	Description of Action(s) - How	Owner(s) - Who	By When (date)
1	Ensure that accurate performance data is analysed and that this leads to specific actions for improvement	Iqbal Vaza, Strategic Lead I Performance, Quality & Business Support I HR,OD & Transformation	1	1	Improving	A) Increase capacity to develop and implement new performance digest, with clear metrics & analytics. B) Implement new 'Improvements Board' to be chaired by the DCS and underpinned by metrics & analytics within new digest . C)Review structure of Data and Performance Team to maximise effectiveness.	Director of Children's Services	Actions a,b & C completed.

No.	Recommendation	Assigned Lead - Job Title/Name	Score - please select	Update April 17	Direction of Travel compared to last review - please select	Description of Action(s) - How	Owner(s) - Who	By When (date)
2	Strengthen oversight, coordination and quality assurance of early help services to ensure that children and families are receiving the right support at the right time	Clare Moore, Acting Strategic Lead- Disabled Children, Family Group Conferencing, Emergency Duty Team and Early Offer of Help.	2	2	Improving	A) Complete demand management service review B) Implement improvement plan and service restructure to maximise effectiveness of the Early Offer of Help. C) Re-engage partners in the provision of help to the right families at the right time. D) Ensure quality assurance framework is reviewed and extended to include EOH services. E) To increase the amount of Early Help assessments for 0-5 by targeting Childrens Centres, Health Visitors and Early Years settings to promote the need for early intervention.	Head of Children's Social Care	Phase 1 in relation to points A-E have been completed and iMPOWER are finalising their reports. A further 6 months timescale is required to transform the service and embed the iMPOWER recommendations by <b>June '17</b>

No.	Recommendation	Assigned Lead - Job Title/Name	Score - please select	Update April 17	Direction of Travel compared to last review - please select	Description of Action(s) - How	Owner(s) - Who	By When (date)
3	Ensure that assessments and plans for children are of a consistently high quality	Cherrylyn Senior, PSW; Teresa Gallager, Service Manager, FST & Joe Tynan, Service Manager, MASH & CFAT	3	3	Improving	A) Complete implementation of Signs of Safety and monitor through audit programme. B) Introduce regular quality workshops with social workers to review quality of practice. C) Scope the introduction of volunteers within the assessment service to strengthen direct intervention with families during assessments. D) Implement demand management plan to reduce the number of assessments undertaken (specifically those that lead to NFA), to reduce quantity and increase quality.	Head of Children's Social Care	The SoS bid was unsuccessful and a revised internal project plan is in place to implement SoS. B) Regular group supervision and practice improvement support is provided by the PSW. Managers need to ensure consistent useage. C) Commissioning has scoped use of volunteers and DMT / SMT will be consider potential for implementation. D) The trend is positive re: reduction in assessments overall; continue to focus on quality.
4	Improve the offer of return home interviews to children and young people who have been missing from home or care to increase take-up of these interviews	Paul Coke, Service Manager, Children Looked After & Neale Laurie, Service Manager, Safeguarding and Child Protection	1	1	Improving	A) Weekly monitoring of children who go missing from home and care, and the referral and take up rate of return home interviews. B) Monthly monitoring of referral rates for looked after children to ensure that this increases from 80% - 100%. C) Improved contract monitoring to require pro-active engagement of young people by provider.	Head of Children's Social Care	Actions completed but needs to be monitored and maintained.

No.	Recommendation	Assigned Lead - Job Title/Name	Score - please select	Update April 17	Direction of Travel compared to last review - please select	Description of Action(s) - How	Owner(s) - Who	By When (date)
5	Ensure that more children are supported to participate in, and contribute to, their meetings, conferences and reviews, that they and their parents have access to reports beforehand, and that meeting minutes are circulated promptly	Neale Laurie, Service Manager, Safeguarding and Child Protection	1	1	Improving	A) Monitoring systems in place for all Child Protection Conference and Review minutes. B) Scoping exercise to be undertaken re: how best to increase participation drawing on good practice models. C) Advocacy and support services to be reviewed to ensure that these are promoting activity engagement and participation / challenging poor practice.	Head of Children's Social Care	All actions have been completed but plan needs to be monitored for a further 6 months re: impact - June '17.
6	Ensure that robust arrangements are in place to reduce the need for children and young people to become looked after in an emergency	Joe Tynan, Service Manager, MASH & CFAT and Teresa Gallagher, Service Manager, Family Support.	2	2	Improving	A) Review the patterns and numbers of children coming into care B) Strengthen preventative and support services to avoid accommodation or delay accommodation, so that this is planned. C) Strengthen role of Threshold Panel in managing accommodations	Head of Children's Social Care	Sept 16 / ongoing. Actions A & C completed. Action B linked to iMPOWER timescales
7	Ensure targeted recruitment of foster carers to better meet the current and future demand for foster placements and reduce the number of children looked after who have to be placed out of the borough	Andrews Osei, Service Manager, Fostering, Adoption and Placements	1	1	Improving	A) Targets are now in place for the recruitment of foster carers in line with current and predicted demand. Performance against these targets will be monitored at monthly performance surgeries. B) Monitor impact of refreshed recruitment campaign.	Head of Children's Social Care	Actions completed and now ongoing re: iMPOWER work and evaluations.
8	Ensure that personal education plans are of a consistently high standard & that the virtual school effectively monitors and analyses the progress of all children looked after, including those who attend schools outside of Thurrock	Keeley Pullen, Head of the Virtual School	1	1	Improving	A) Establish a governing body to monitor, drive and improve all aspects of the work of the virtual school. B) Corporate Parenting Committee and Children's Overview and Scrutiny to continue to monitor and challenge the academic progress and outcomes for looked after children. C) Regularly undertake quality audits to monitor improvements in plans	Roger Edwardson, Interim Strategic Lead, School Improvement, Learning and Skills	01/09/2016- actions a,b and c now complete. Ongoing monitoring of outcomes / impact
9	Ensure that managers oversee and effectively drive forward permanence plans for children	Paul Coke, Service Manager, Children Looked After & Andrews Osei, Service Manager, Fostering, Adoption and Placements	1	1	Improving	A) Embed partnership working with Coram and strengthen early permanency with a pro-active offer of concurrency and foster to adopt. B) Maintain and increase reduction in number of days between court authorisation to place for adoption and placement for adoption. C) Continue to target with Coram, through effective permanency planning, a significant reduction in the number of days between a child becoming looked after and placement for adoption - to bring this below the England average.	Head of Children's Social Care	May 16 - March 17: ALB; ER and Adoption Scorecard data reflect the significant improvements made and timeliness of permanency plans for children.

No.	Recommendation	Assigned Lead - Job Title/Name	Score - please select	Update April 17	Direction of Travel compared to last review - please select	Description of Action(s) - How	Owner(s) - Who	By When (date)
10	Develop post-adoption support arrangements to ensure that all children and families who are eligible have access to an appropriate service	Andrews Osei, Service Manager, Fostering, Adoption and Placements	1	1	Improving	Develop a new delivery model for post adoption support with Coram. Seek feedback from adopters on the quality of provision.	Head of Children's Social Care	Completed and being further developed with Coram
11	Ensure that an effective Staying Put policy makes it possible for more young people to live with their former foster carers beyond the age of 18 years	Paul Coke, Service Manager, Children Looked After & Andrews Osei, Service Manager, Fostering, Adoption and Placements	1	1	Improving	A) Update and improve current Staying Put policy in consultation with Thurrock Foster Carers and IFA providers. B) Promote Staying Put as an option for all fostered young people. C) Monitor and review the number of young people who are Staying Put to identify blocks and address these. D) Work in partnership with Eastern Region partners to better improve the local and regional offer.	Head of Children's Social Care	June - Sept 16 - Actions A,B & C completed. Number of young people staying put has doubled from 7 to 14. Continue to monitor alongside Staying Close re: establishing rising trend in young people Staying Put or Close. Continue to work with ER colleagues to promote Staying Put.
12	Ensure that pathway assessments and plans are developed to engage care leavers effectively and that care leavers benefit from regular reviews	Paul Coke, Service Manager, Children Looked After	2	2	Improving	A) Redesign the current Pathway Plan with care leavers and the CICC (update on previous re-design), to make it as simple and user friendly as possible. B) Establish Senior Practitioner post currently within the Aftercare Team to continue to lead on the review of pathway plans and track timeliness within revised performance digest. C)Undertake regular quality audits of plans.	Head of Children's Social Care	Sept 16 & June 17

No.	Recommendation	Assigned Lead - Job Title/Name	Score - please select	Update April 17	Direction of Travel compared to last review - please select	Description of Action(s) - How	Owner(s) - Who	By When (date)
13	Ensure that care leavers are effectively supported to gain independence skills, including through the setting of aspirational targets to help them to achieve educational and employment goals.	Paul Coke, Service Manager, Children Looked After	3	3	Maintained	A) Develop a group work model of independence training / support for carer leavers and complement current 1:1 work. B) Continue to increase the number of care leavers who are EET (62%) and exceed aspirational target of 70% EET. Strengthen integrated working with Employability and Skills service to drive improvements.	Head of Children's Social Care	August 16 & March 2017 - The group work programme has not had the desired take up and needs to be relaunched. The number of EET has increased but has not consistently hit the aspirational target of 70%.
14	Secure a more stable workforce to ensure that children are able to build enduring relationships with social workers and to enable the local authority to drive through improvement to services, such as increasing early planning for permanence for children that starts at the front door	Andrew Carter, Head of Children's Social Care	2	2	Improving	A) Continue to drive effective retention and recruitment through the Retention and Recruitment Board, chaired by the DCS. B) Expand on programme to 'grow our own' staff through the ASYE Academy and the Aspiring Managers programme. C) Reduce the use of agency staff within the Eastern Region, MoC & work with iMPower on demand management.	Director of Children's Services	Ongoing -
15	Ensure and demonstrate that children's and families' views and feedback are used to demonstrably shape service developments	Cherylyn Senior, Principal Social Worker	2	2	Improving	A) Strengthen participation work stream to ensure that this is producing clear outcomes that are monitored and evaluated at the 'Improvements Board'. B) Corporate Parenting Board and Children's Overview and Scrutiny to be encouraged to set clear targets for evidence of improvements / service developments that have been based on user feedback, consultation and or co-production.	Head of Children's Social Care	Ongoing improvement but not yet fully embedded, action is therefore ongoing re: Nov' 16 & April '17. To be maintained on plan until Sept'17 and review re: progress and becoming business as usual.

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16	Regularly audit supervision files to ensure that frequency and quality are resulting in improved practice	Neale Laurie, Service Manager, Safeguarding and Child Protection	1	1	Improving	Establish a new quality assurance framework and put in place a regular cycle of auditing. Review and disseminate supervision policy and monitor compliance. Progress to be monitored at Improvements Board and proposed annual report to Children's Overview and Scrutiny on the quality of practice.	Head of Children's Social Care	Actions completed and ongoing monitoring required re: impact and effectiveness.

Once you have completed this sheet, please review scoresheet - next 'Tab'

**Sheet Complete**

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**Children's Services Overview and Scrutiny Committee  
Work Programme  
2017/18**

Dates of Meetings: 11 July 2017, 10 October 2017, 12 December 2017 and 13 February 2018

Topic	Lead Officer
<b>11 July 2017</b>	
Youth Cabinet Report	Michelle Lucas
Ofsted / peer review – Progress report	
<i>Looked after Children (tbc)</i>	
Education Transport	Sue Green
Placement Commissioning	Sue Green
<b>10 October 2017</b>	
LSCB Feedback	Alan Cotgrove
Youth Cabinet Update	Pat Kielty
2016/17 Annual Complaints and Representations Report	Tina Martin
Schools Performance	Roger Edwardson
Peer Review Special Educational Needs and Disabilities Support across the Local Area	Malcolm Taylor
Children's Social Care Performance	Iqbal Vaza

Ofsted Inspection Action Plan – Update	Sheila Murphy
<b>12 December 2017</b>	
LSCB Update	Alan Cotgrove
Youth Cabinet Update	Pat Kielty
2018/19 Budget Setting Update	Carl Tomlinson
Fees & Charges Pricing Strategy 2018/19	Carl Tomlinson
Emotional Wellbeing and Mental Health Service Update	NELFT
Adoption and Permanence	Andrews Osei / Sheila Murphy
Social Care Performance	Iqbal Vaza
Social Care Update on Post Ofsted Action Plan	Sheila Murphy
<b>13 February 2018</b>	
LSCB Update	Alan Cotgrove
Youth Cabinet Update	Pat Kielty
School Admissions	Roger Edwardson
Children Missing Education	Malcolm Taylor
Fostering Recruitment	Andrews Osei / Sheila Murphy
Brighter Futures Service	Clare Moore
Social Care Performance	Iqbal Vaza
Social Care Update on Post Ofsted Action Plan	Sheila Murphy