

# **North Somerset Council**

## **REPORT TO THE CHILDREN AND YOUNG PEOPLE'S SERVICES POLICY AND SCRUTINY PANEL**

**DATE OF MEETING: 24 JANUARY 2019**

**SUBJECT OF REPORT: PERFORMANCE MONITORING**

**TOWN OR PARISH: ALL**

**OFFICER/MEMBER PRESENTING: ASSISTANT DIRECTOR, CHILDREN'S  
SUPPORT AND SAFEGUARDING**

**KEY DECISION: NO**

### **RECOMMENDATIONS**

The Panel is asked to note the performance information presented in this report and to give comment on both areas for improvement and areas of good performance.

### **1. SUMMARY OF REPORT**

The Children and Young People's Services Policy and Scrutiny Panel requested regular performance management reports to help members evaluate the extent to which the council and its partners are achieving key plans and objectives for children and young people's services, and to provide appropriate challenge and suggestions to improve performance.

The Panel's June 2015 meeting agreed the content of subsequent monitoring reports and this report presents the following standard items:

- a summary of any recent Ofsted inspections
- a breakdown of current safeguarding audits being undertaken
- an analysis of the performance of the relevant key corporate performance indicators

Additional data provided in this report includes:

- an overview of trends in the numbers of families receiving Early Help, Children in Need, children on a Child Protection Plan and Children Looked After.
- an overview of educational achievement in North Somerset for Key Stage 1, Key Stage 2 and Key Stage 4.

### **2. POLICY**

The council's Performance Management Framework includes a requirement for regular (at least quarterly) formal monitoring of our financial and performance position so that appropriate remedial action can be taken if needed.

### 3. DETAILS

#### INSPECTION AND IMPROVEMENT

One inspection related to North Somerset Council services and/or North Somerset schools were carried out since the last report to this panel, and published on the Ofsted website.

##### Blagdon Primary School

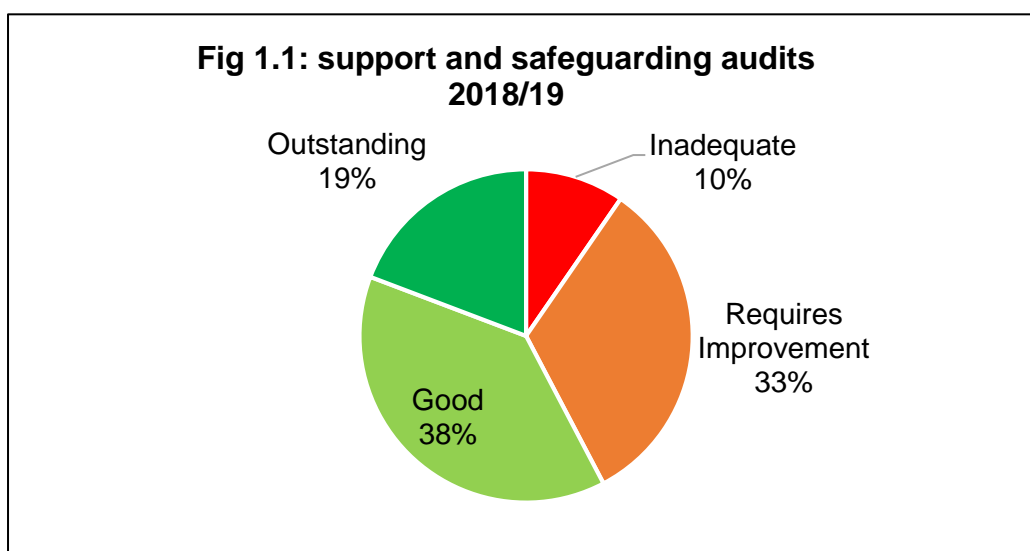
- Inspection date: 23 October 2018
- Report published: 29 November 2018
- The school's previous grading was 'Good'. The school is now 'Inadequate'.  
<https://files.api.ofsted.gov.uk/v1/file/50041308>

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Requires improvement
Early years provision	Inadequate

#### CASE AUDITS

Case audits are an important tool to ensure quality and consistency and promote a culture of learning and improvement. There is a programme of regular case audits undertaken by managers across Support and Safeguarding. This includes members of the Directorate Leadership Team auditing a case chosen at random monthly as a routine part of the leadership team meeting and, in addition, the North Somerset Safeguarding Children Board undertaking a programme of multi-agency audits.

The audit process within Support and Safeguarding involves grading the cases sampled with gradings ranging from 'Inadequate' to 'Outstanding'. The findings from these case audits are fed back to teams and individual workers as appropriate. In the first six months of 2018/19, 57% of cases audited were graded as 'Outstanding' or 'Good' (fig 1.1). This is above that seen in 2017/18 (55%).



## KEY CORPORATE PERFORMANCE INDICATORS

There are seven key corporate performance indicators for children's services with data available to report, these are shown below.

*Please note data is provided as at Q2 of the 2018/19 financial year.*

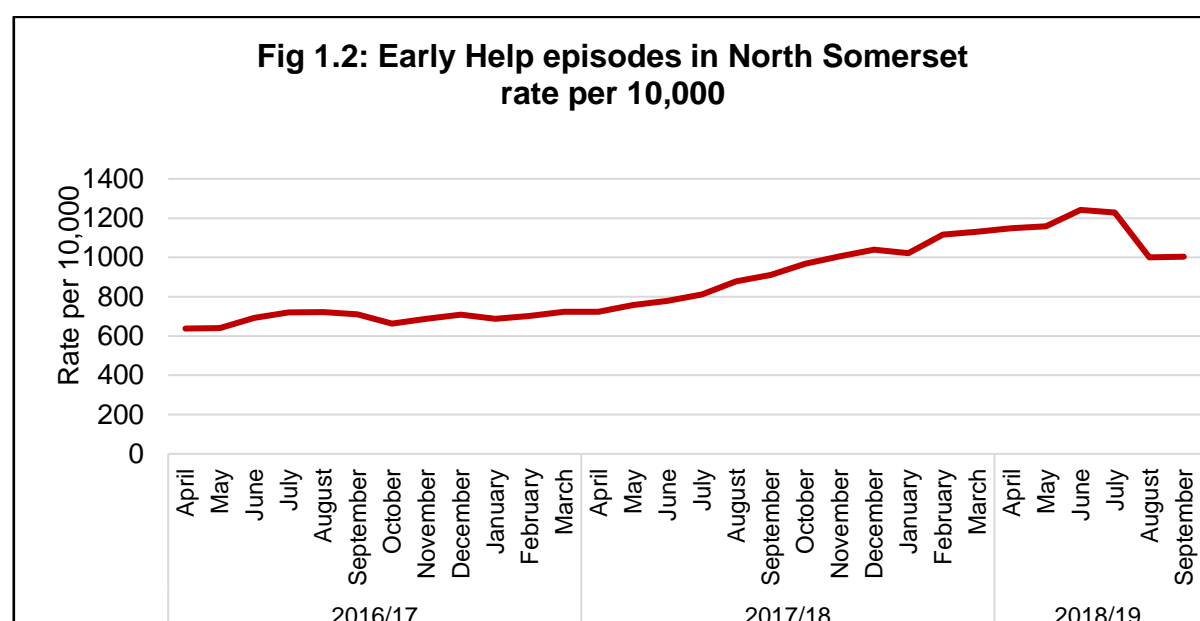
	Q1	Q2	Met target	Comments	National benchmarking
An increase in the number of Early Help episodes	1,242 episodes	1,003 episodes	GREEN	A slight decrease in Q2 due to a data cleaning exercise but continues to be above target.	Locally defined measure, no benchmarking data available
A decrease in the number of Children in Need	600 children	552 children	GREEN	The number of Children in Need decreased in Q2 and remains below that of national and stat neighbour levels.	Benchmarking given as a rate per 10,000, NS was below both national and statistical neighbours in Q2
A decrease in the number of children on a Child Protection Plan	138 children	129 children	GREEN	Q2 of 2018/19 continued to see a decrease in the number of children on a Child Protection Plan.	Benchmarking given as a rate per 10,000, NS was below both national and statistical neighbours in Q2
Increase the number of families engaged in the High Impact Families programme	933 families	987 families	GREEN	This measure met its Q2 target, with more families being worked with under the High Impact umbrella.	Locally defined measure, no benchmarking data available
Increase the number of families engaged in the High Impact Families programme showing significant and sustained progress	301 families	327 families	AMBER	The number of families engaged in the High Impact Families programme showing significant and sustained progress increased in Q2 of 2018/19 but was slightly below target.	Locally defined measure, no benchmarking data available
A reduction in the number of children over the age of 10 years becoming looked after	Number suppressed	Number suppressed	GREEN	Q2 of 2018/19 saw a decrease in the number of children over the age of 10 years entering care. <i>Please note the number of children has been suppressed due to confidentiality.</i>	No benchmarking data available
A reduction in the number of Looked After Children overall	231 children	226 children	AMBER	Q2 of 2018/19 saw a decrease in the number of Children Looked After but measure was still slightly above target.	Benchmarking given as a rate per 10,000, NS was below the national average but above statistical neighbours in Q2

## TRENDS IN THE NUMBER OF CHILDREN RECEIVING EARLY HELP, CHILDREN IN NEED, CHILDREN ON A CHILD PROTECTION PLAN AND CHILDREN LOOKED AFTER

### Early Help

Early Help is available for children and young people up to the age of 18 and their families who may need extra support. Early Help is entirely voluntary and can be accessed without a referral. Services that offer Early Help include schools across North Somerset, Children's Centres, and High Impact Families. Services might include family support, parenting classes and help into employment.

In Q2 of 2018/19, there were over 1,000 Early Help episodes, giving a North Somerset rate of 232.1 episodes per 10,000. This rate is slightly below that seen in the previous few quarters but is due to a data cleaning exercise around episodes of more than 2 years duration.



Demographic analysis of the Early Help cohort throughout 2018/19 showed that:

- There were slightly more episodes open for males than females.
- Approximately 15% of all Early Help episodes were for disabled children, a strong increase on 2017/18.

The categories of referral for Early Help episodes that children were most likely to be referred in on were (and in descending order):

- Other (including the High Impact Families programme).
- Family and Environment (including support for parents around housing, employment and finance).
- Development of the baby, child or young person (including emotional and social development and self-care and independence).
- Request for 0-2 funding.
- Parents and carers (including basic care, safety and protection and emotional support and stability).

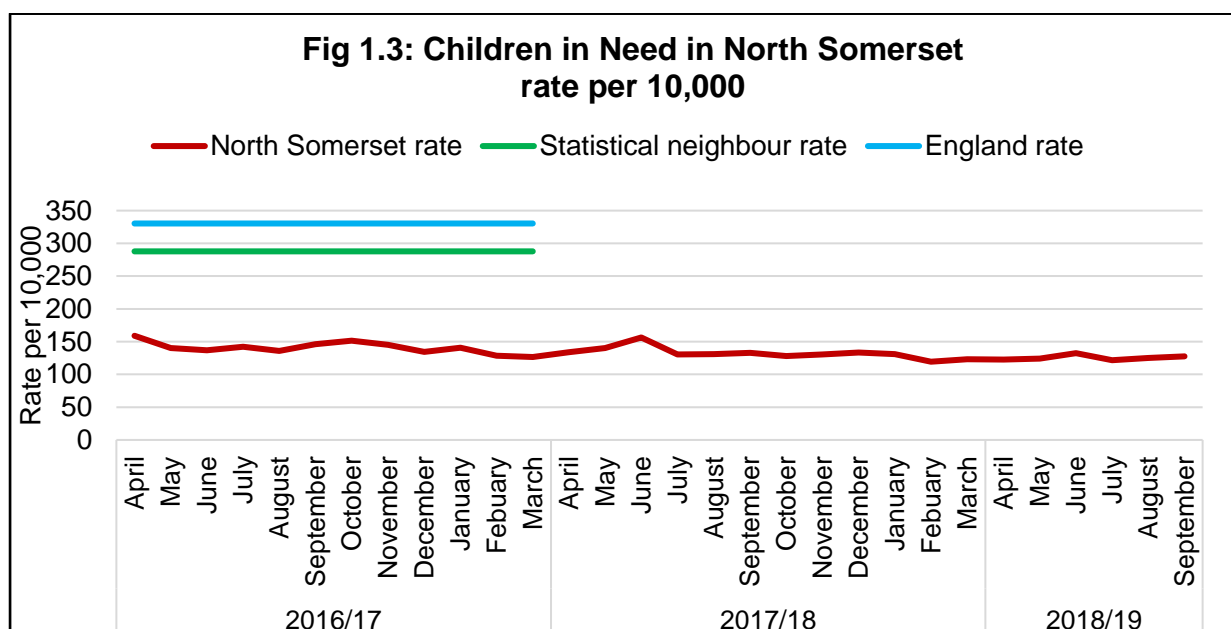
## Children in Need

A child can be considered in need if there is:

- a need for local authority services to achieve or maintain a reasonable standard of health or development
- a need for local authority services to prevent significant or further harm to health or development
- are disabled.

In North Somerset during Q2 of 2018/19 the number of children in need varied between 525 and 552 (excluding those who were under a Child Protection Plan or Looked After), with the rate per 10,000 varying between per 121.5 per 10,000 and 127.7 per 10,000 (given as at months end). These rates are below the national rate and that of our statistical neighbours (fig 1.3), though it should be noted that national and stat neighbour rates are calculated slightly differently.

There are no obvious seasonal trends in terms of the number of children in need.



Demographic analysis of the CiN cohort throughout Q2 of 2018/19 shows that:

- The percentage of BME children who have been or are CiN is similar to what would be expected as a comparison against the population (School Census 2018)
- Around 27% of Children in Need are disabled children.

The categories of need that CiN children are most likely to be referred in on are (and in descending order):

- family in acute stress
- abuse or neglect
- disability
- family dysfunction
- and parental illness or disability.

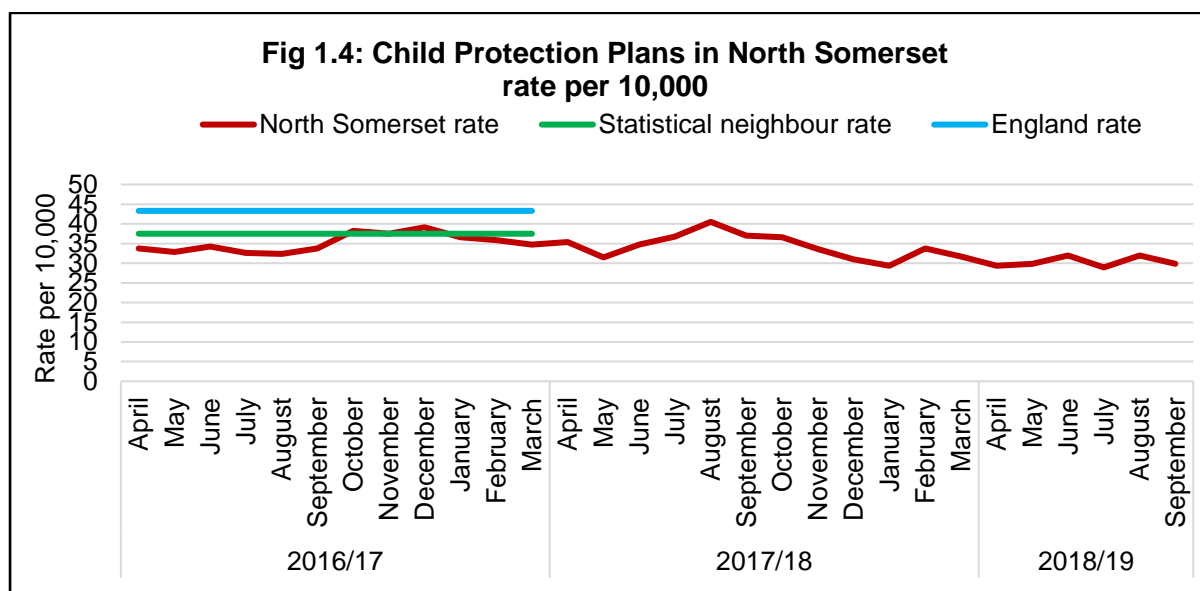
## Child Protection Plans

Some children are in need because they are suffering or likely to suffer significant harm. In this case a Child Protection Conference is held. If the Child Protection Conference decides that the child is suffering, or is likely to suffer significant harm, the local authority will draw up a Child Protection Plan. It sets out how the child can be kept safe, how things can be made better for the family, and what support they need.

In North Somerset during Q2 of 2018/19 between 129 and 138 children were the subject of a Child Protection Plan, with the rate per 10,000 varying between 29.9 per 10,000 and 31.9 per 10,000 (given as at months end).

This is below both the national and our statistical neighbour rate (fig 1.4).

There are no obvious seasonal trends in terms of the number of children on a Child Protection Plan, however the summer of 2017 saw a spike in the number of children on a Plan. This has since fallen.



Demographic analysis of the CP Plan cohort throughout 2018/19 shows that:

- Around 54% of children on a Plan are over the age of six years.
- On average, there were slightly more females than males during the period.
- The percentage of BME children on a CP Plan (6.6%) is slightly below what would be expected when compared to the profile of the population (8%, School Census 2018).
- There has been an increase in the number of disabled children on a Plan as of October 2017, moving from an average of 2% to just around 8%%. This may in part be due to better recording of disability.

The categories of need that have been seen for children on a CP Plan have remained fairly steady throughout 2018/19 with neglect and emotional abuse being the most likely reason for a child coming on to Plan followed by sexual abuse and then physical abuse.

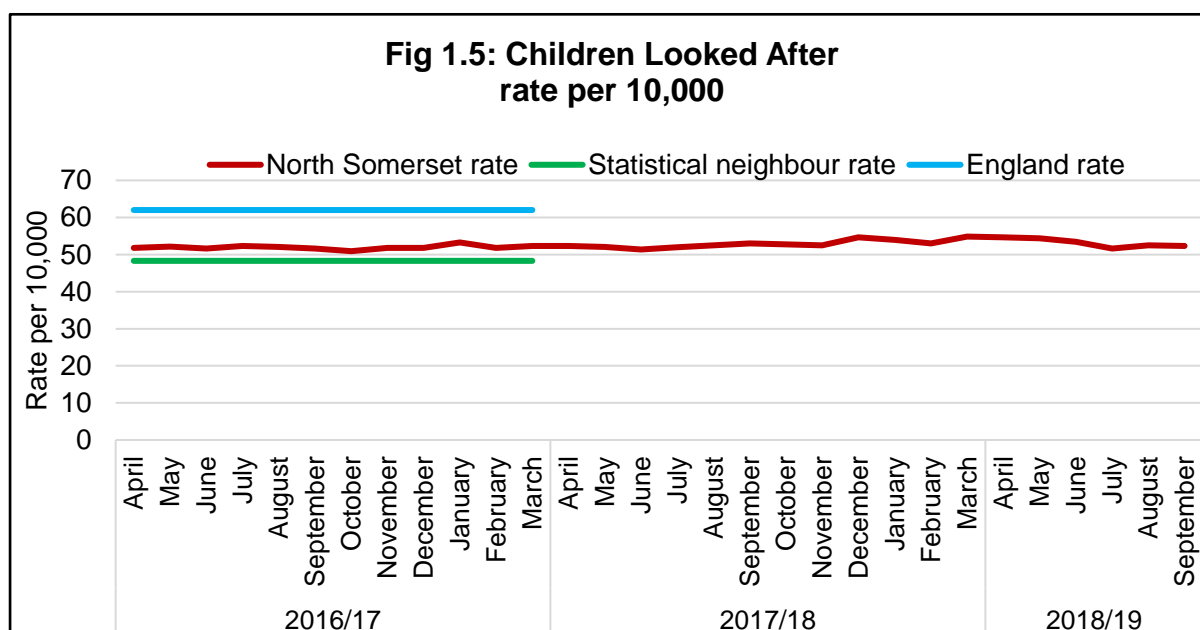
## Children Looked After

When a child becomes 'looked after' the council takes on a parenting role, either with the agreement of the parents or through a court order which gives the local authority a share of parental responsibility. Looked after children cease to be looked after on reaching their eighteenth birthday, if they have not ceased previously.

The reasons for increases and decreases in numbers of looked after children are complex. The Assistant Director and service leaders tightly monitor all requests for a child to be looked after. Every looked after child is reviewed to ensure that care plans are being progressed and plans to return children home wherever possible are being actioned.

In North Somerset during Q2 of 2018/19 the number of looked after children has remained fairly steady at between 223 and 227 children, with the rate per 10,000 also remaining steady at between 53.2 per 10,000 and 54.6 per 10,000 (as at months end). 12 of the 231 looked after children were unaccompanied asylum seeking children.

This rate is below that of the national rate but continues to remain slightly above that of our statistical neighbours (fig 1.5).



Demographic analysis of the Children Looked After cohort throughout 2018/19 shows that:

- There was a fairly equal split of males and females
- The percentage of BME children who were looked after was slightly higher than would be expected as a comparison against the population (8%, School Census 2018)
- Around 12% of children who were looked after were disabled.

The categories of need that Children Looked After were mostly likely to experience (and in descending order) during Q2 2018/19 were abuse or neglect, family in acute stress, family dysfunction, absent parenting, disability and parent illness or disability.

## AN OVERVIEW THE EDUCATIONAL ACHIEVEMENT IN NORTH SOMERSET FOR KEY STAGE 1, KEY STAGE 2 AND KEY STAGE 4

**\*Please note the data included in this section of the report is provisional.  
Validated data will be released by Department for Education in 2019 and may  
be subject to change\***

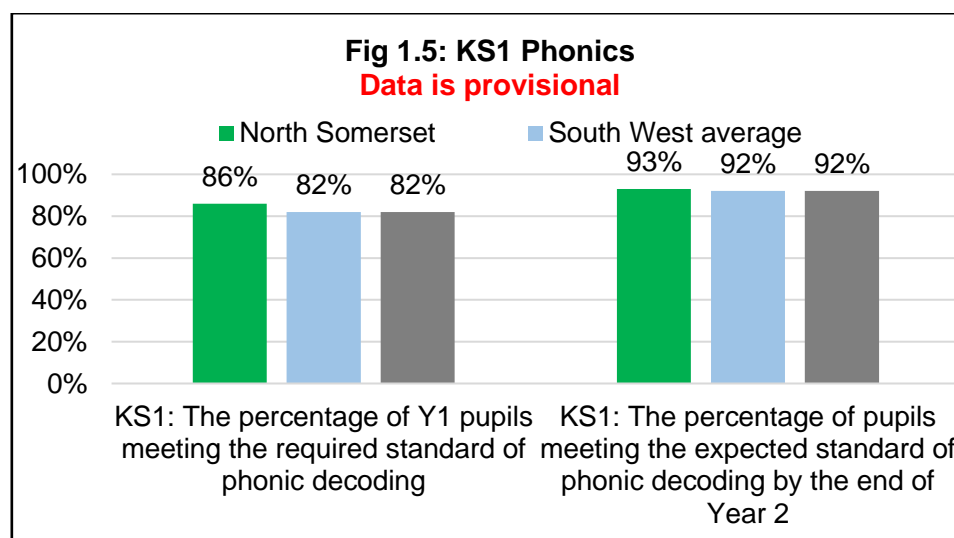
### Key points

- North Somerset is above the national average for KS1 measures in phonics, reading, writing and mathematics.
- North Somerset is slightly below the national average for KS2 measures in reading, writing and mathematics combined.
- North Somerset is below the national average for KS4 Progress 8 and slightly above for KS4 Attainment 8.

	North Somerset	South West average	National average
KS1: The percentage of Y1 pupils meeting the required standard of phonic decoding	86%	82%	82%
KS1: The percentage of pupils meeting the expected standard of phonic decoding by the end of Year 2	93%	92%	92%
KS1: The percentage of pupils attaining the expected standard (Reading)	76%	75%	75%
KS1: The percentage of pupils attaining the expected standard (Writing)	71%	70%	70%
KS1: The percentage of pupils attaining the expected standard (Mathematics)	77%	76%	76%
KS2: The percentage of pupils attaining the expected standard (Reading, Writing and Mathematics Combined) at the end of KS2	64%	63%	65%
KS4; Progress against 8 subjects*	-0.09	-0.07	-0.08
KS4: Attainment 8*	46.5	46.5	44.3

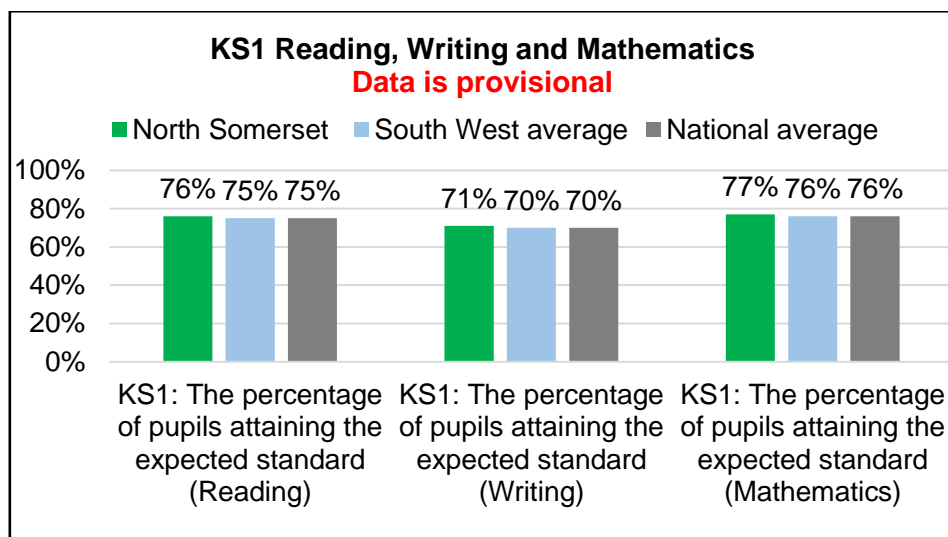
*\*A new secondary school accountability system was introduced in 2016. Guidance is given in Appendix 2 to explain how secondary accountability measures have been calculated in 2018 and 2019.*

### Key Stage 1 Phonics

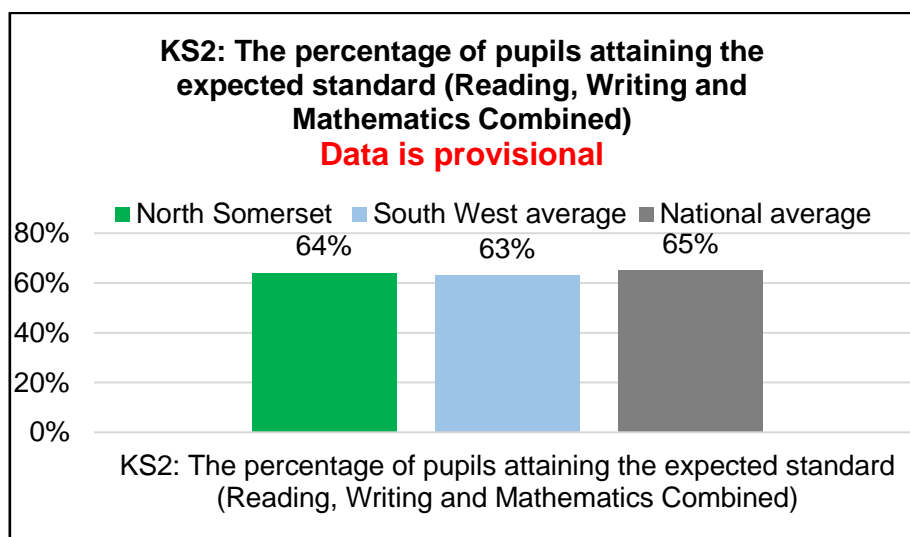




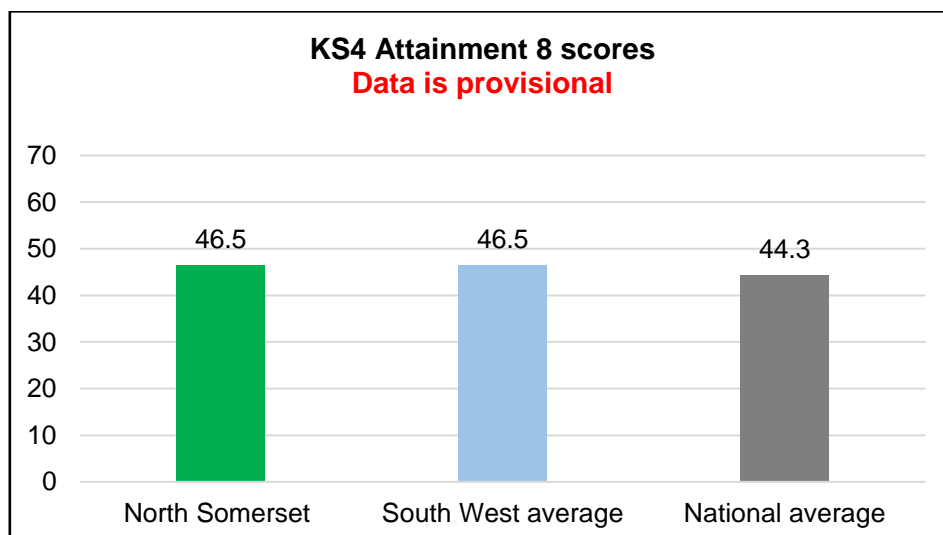
## Key Stage 1 Reading, Writing and Mathematics



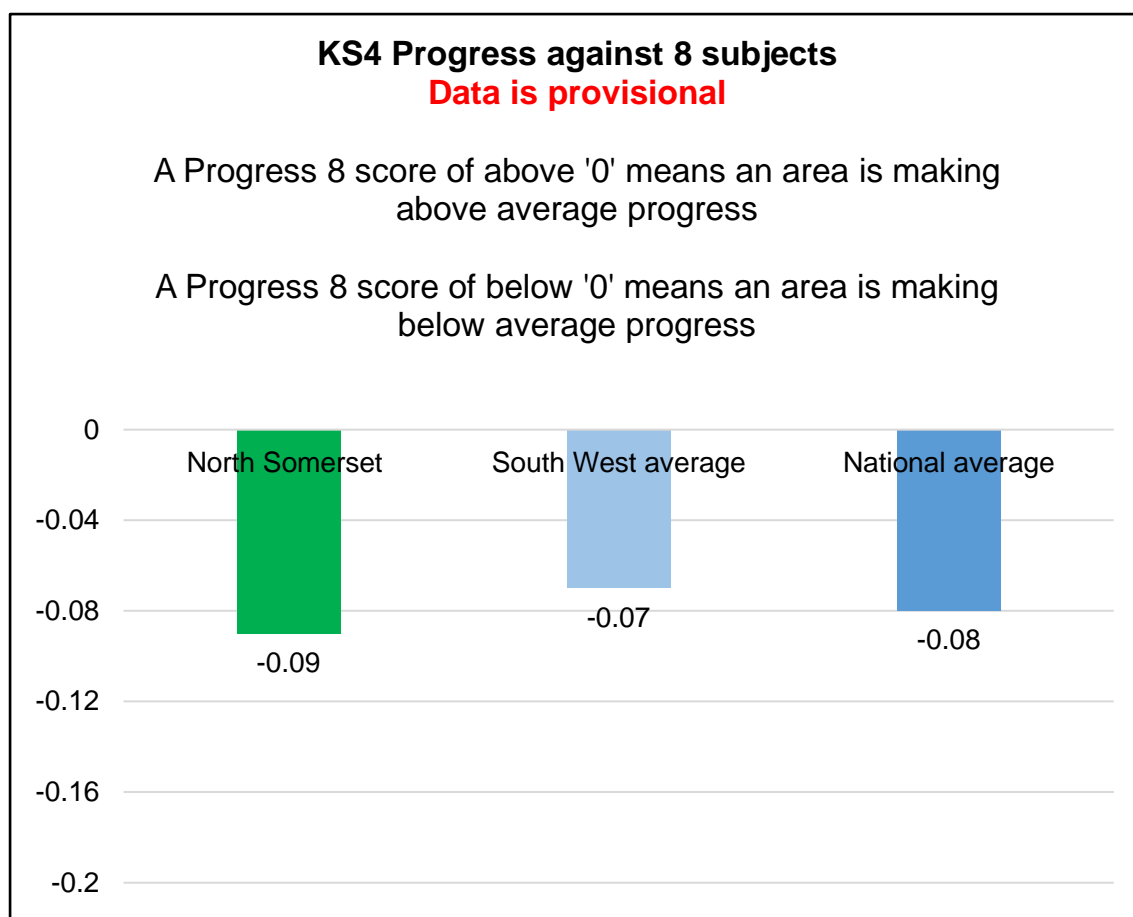
## Key Stage 2 Reading, Writing, English and Mathematics



## Key Stage 4 Attainment 8



## Key Stage 4 Progress 8



### 4. CONSULTATION

Directors have been fully consulted over the content of this report.

### 5. FINANCIAL IMPLICATIONS

There are no additional financial implications as a consequence of this report.

### 6. LEGAL POWERS AND IMPLICATIONS

N/A

### 7. RISK MANAGEMENT

N/A

### 8. EQUALITY IMPLICATIONS

The equality objectives (part of the Corporate Performance Management Framework) are regularly monitored and are reported to the Corporate Management Team and the Council's Equality Scheme Implementation Group.

## **9. CORPORATE IMPLICATIONS**

It is important that we are aware of the areas in which we are performing well and where further action is needed to address any concerns.

## **10. OPTIONS CONSIDERED**

N/A

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## **BACKGROUND PAPERS**

- 2018/19 Q1 and Q2 CMT performance reports
- 2018/19 Q1 and Q2 Directorate performance reports
- Support and Safeguarding Team quarterly reports (2016/17 to 2018/19)
- Department for Education guidance on KS1, KS2, KS4 attainment

## APPENDIX ONE

Please note the text below has been taken from the following Department for Education document:

[How Progress 8 and Attainment 8 measures are calculated](#)

### Summary of Progress 8 and Attainment 8

Progress 8 was introduced in 2016 (and 2015 for schools that chose to opt in early). It aims to capture the progress a pupil makes from the end of primary school to the end of secondary school. It is a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils with similar prior attainment.

The new performance measures are designed to encourage schools to offer a broad and balanced curriculum with a focus on an academic core at key stage 4, and reward schools for the teaching of all their pupils, measuring performance across 8 qualifications. Every increase in every grade a pupil achieves will attract additional points in the performance tables.

Attainment 8 measures the achievement of a pupil across 8 qualifications including mathematics (double weighted) and English (double weighted), 3 further qualifications that count in the English Baccalaureate (EBacc) measure and 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list. Each individual grade a pupil achieves is assigned a point score, which is then used to calculate a pupil's Attainment 8 score (see second step below).

### How to calculate Progress 8

Progress 8 compares pupils' key stage 4 results to those of other pupils nationally with similar prior attainment.

**Our first step** is to put all pupils nationally into prior attainment groups based on their **key stage 2** results, so that we have groups of pupils who have similar starting points to each other.

We do this by working out a pupils' average performance at key stage 2 across English and mathematics. Pupils' actual test results in English and maths are converted into points and an average of the points is taken to create an overall point score. Pupils are then allocated into prior attainment groups with other pupils who have the same key stage 2 point scores as them.

**Our second step** is to work out a pupil's **Attainment 8** score. The points allocated according to grades the pupil achieves for all 8 subjects are added together to give the Attainment 8 score. English and maths point scores are double weighted to signify their importance. The points that pupils are allocated for each grade are in the table below:

GCSE grade	2016 Points	2017 and 2018 Points
G	1.00	1.00
F	2.00	1.50
E	3.00	2.00
D	4.00	3.00
C	5.00	4.00
B	6.00	5.50
A	7.00	7.00
A*	8.00	8.50

In 2017, new GCSE qualifications in English and mathematics, graded 1-9, were included in performance tables, with others following in 2018 and 2019. Points are allocated to the new GCSEs on a 1-9 point scale corresponding to the new 1 to 9 grades, e.g. a grade 9 will get 9 points in the performance measures.

To minimise change, unreformed GCSEs and all other qualifications were mapped onto the 1-9 scale from 2017 (with 8.5 being the maximum points available for unreformed GCSEs).

**Our third step** is to **calculate individual pupil's progress 8 score**. Progress 8 is calculated for individual pupils solely in order to calculate a school's Progress 8 score. There is no need for schools to share individual Progress 8 scores with their pupils. Schools should continue to focus on which qualifications are most suitable for individual pupils, as the grades pupils achieve will help them reach their goals for the next stage of their education or training.

The calculation is as follows:

- We take the individual pupil's Attainment 8 score (for example 56).
- We compare this to the national average Attainment 8 score for pupils in the same prior attainment group.
- A pupil's progress score is the difference between their actual Attainment 8 result and the average result of those in their prior attainment group.
- If David, for example, achieved an Attainment 8 score of 56 and the average Attainment 8 score for his prior attainment group was 55 - his progress score would be +1.
- We divide +1 by 10 to give an individual pupil's Progress 8 score, which in this example is 0.1.

**Our final step** is to create a school level progress score. We do this by adding together the Progress 8 scores of all the pupils in year 11 and dividing by the number of pupils in the school.

### Interpreting a school's Progress 8 score

Progress 8 scores will be centred around 0, with most schools within the range of -1 to +1.

- A **score of 0** means pupils in this school on average do about **as well** at KS4 as those with similar prior attainment nationally.

- A **positive score** means pupils in this school on average do **better** at KS4 as those with similar prior attainment nationally.
- A **negative score** means pupils in this school on average do **worse** at KS4 as those with similar prior attainment nationally.

A negative score does not mean that pupils did not make any progress; rather it means they made less progress than other pupils nationally with similar starting points.

For example, if a school has a Progress 8 score of -0.25 this would mean that, on average, pupils in this school achieved a quarter of a grade less than other pupils nationally with similar starting points.

### **Confidence intervals**

Progress 8 results are calculated for a school based on a specific cohort of pupils. A school may have been just as effective but have performed differently with a different set of pupils. To account for this natural uncertainty 95% confidence intervals around Progress 8 scores are provided as a proxy for the range of scores within which each school's underlying performance measure can be confidently said to lie.

In addition, the greater the number of students, the smaller the range of the confidence interval. For smaller schools the confidence interval tends to be larger, since fewer pupils are included, and therefore the score could be impacted by performance of an individual pupil more than would be the case in a larger school. We publish the 95% confidence intervals alongside a school's progress scores to reflect this uncertainty and provide context to progress scores of smaller schools.

Confidence intervals are presented as two numbers – the lower and upper limits within which we are 95% confident the performance of a school may lie. If the lower confidence limit is greater than zero it can be interpreted as meaning that the school has achieved greater than average progress compared to pupils with similar starting points nationally. Similarly, if the upper confidence limit is below zero, then the school has made less than average progress. Where a confidence interval overlaps zero, this means that the school's progress score is not significantly different from the national average.