

## Appendix 'A'

### Performance Indicator Recovery Plan

#### Performance Indicator Description:

Increase the proportion of children looked after achieving 5 GCSEs grades A\*-C including English and maths from 11.9% to 18%.

#### Year end target

Year end target is 18%

#### Current performance

2012: 12.9%  
2011: 11.9%  
2010: 18.6%

#### **Why is this indicator under-performing?**

In 2012, the performance /GCSE results of Lancashire Children Looked After (CLA) at Year 11 (age 16) improved on 2011 results by an average of nearly 4% (over all GCSE achievements), and were better than had been predicted by Fischer Family Trust (FFT provides predicted pupil GCSE grades based on prior attainments and achievements) given the profile of needs of the 93 young people who were tracked.

Similar progress was made by Lancashire CLA who are educated out of the county, though substantially more CLA educated in Lancashire achieved 5 GCSE grades A\* -C than CLA educated out of county.

However data analysis : **Virtual School for CLA - Report on Attainments and Achievements of CLA 2011- 2012** (first year of collation and analysis ) regarding the influences and barriers associated with Year 11 CLA educational attainment and achievement are discussed below :

#### a) Special educational Needs

- 25% of the 93 pupils had identified Special Educational Needs and were not predicted or entered for 5 GCSEs +English and Maths.
- 11 pupils were not entered for any GCSEs .
- All CLA pupils experiencing Special Educational Needs made excellent progress in relation to the individual educational targets set at their SEN Annual Statement Review or Individual Education Plan Review.

#### b) Stability of care placement

- Despite significant proactive work across all services ,58% of all Year 11 CLA had experienced numerous care placements during their time in care .This often has a detrimental effect on the educational attainments of CLA as they struggle to settle in a new care placement (and often a new school). However , Virtual School and social workers are now work closely to ensure minimum disruption to education for all CLA.

#### c) Stability of school provision

- Despite concerted efforts and planning by social workers to ensure that a young person's change of care placement does not adversely affect education ; 54% of Year 11 CLA had experienced 2 or more school moves during Key Stage 4( Year 10 and 11). Evidence from Children In Care Council discussions indicated that this has an extremely detrimental effect on CLA educational attainments, as this disrupts CLA's continuity of courses and friendship groups even more than moving care placement.
- However, 'CLA Multi Agency Champions Groups' (professionals from Education, Health, Social Care, Pupil Access Teams , Special Educational Needs Teams etc) have been set up in north, south, and east areas of Lancashire, to specifically challenge schools and social care in ensuring that the educational needs of these young people are prioritised. This is proving very successful in ensuring that the barriers to CLA remaining in one school are successfully addressed.

- d) Carer /Social Worker/School knowledge and understanding of the education system, pupils expected attainments levels ,SEN procedures and protocols, and available funding streams
- In December 2012, The Virtual School for Children Looked After arranged and delivered a Multi-Agency Conference for 'The Promotion of Education for Children Looked After' . The conference evaluations highlighted the lack of information available to Foster Carers, Residential Care Workers, Social Workers, and Designated teachers regarding the recent changes in the education system. This has led, on occasions, to ineffective advocacy and support for young people in their educational choices and aspirations.
  - Although The Personal Education Plan of every young person looked after is initiated by the social worker, from January 2013, the educational targets, interventions required, and outcomes are set by the Designated Teacher for CLA, as only they will already have significant knowledge of the CLA's educational assessments, aspirational targets and expectations. This ensures that Personal Educational Plans are quality documents and can be effectively monitored, challenged and verified by Virtual School.
- e) CLA requiring intervention from Children and Adolescent Mental Health Service (CAMHS)
- 23% of all Year 11 CLA are involved with CAMHS . However, other services ie SCAYT (Support for Carers and Young People Together) deliver effective support to foster families who are experiencing difficulty in dealing with young people exhibiting emotional and mental health issues. Yet, the CLA experiencing these difficulties are also very often the young people with poor school attendance, and low attainments and achievements, who do not achieve their potential.
- f) Prioritising Literacy and Numeracy
- In 2012, the Virtual school prioritised the promotion of Literacy and Numeracy for all CLA across Lancashire; as without these skills sets, primary school CLA are at a disadvantage when they start secondary school, secondary school CLA cannot effectively access all other GCSE subjects, and school leavers do not have the appropriate skills they need for the job market.
  - As a consequence, the number of CLA aged 16 years able to effectively read, write and compute has doubled from 14% in 2011 to 35% in 2012.
- g) National Issue :Assessment and Marking of GCSEs
- 19 pupils were affected by the change in the GCSE marking system :
    - 6 pupils (6.5 %) from the cohort were predicted Grade C for English, but were graded D
    - 11 pupils (12.9%) achieved 5 GCSEs A-C + ENGLISH only (no Maths)
    - 8 pupils (8.6%) achieved 5 GCSE A-C + MATHS only (no English)

#### ACCOUNTABILITY

- The above outcomes and issues have been discussed at length with the Corporate Parenting Board and The Directorate Extended Leadership Team to ensure that improving the educational achievements of Children Looked After remains a high priority within Children and Young Peoples Directorate
- The Virtual School also elicits the views of the Children in Care Council to ensure that young people in Lancashire are receiving the support they need and require to reach their potential (from all services).

#### **What actions are required to put it back on track?**

Action to be taken	Lead	Completion Date
<b>To effectively challenge , support and track the progress of all CLA in Lancashire</b>		
<ul style="list-style-type: none"> <li>• To continue to strengthen the work of the professionals 'CLA Champions Groups' across the county in challenging, yet supporting schools with CLA on roll.</li> <li>• To work with Advisers on developing a more effective tracking system for all CLA, particularly for Years 9 and 10.</li> </ul>	<ul style="list-style-type: none"> <li>○ Virtual School</li> <li>○ CLA Champions Group professionals</li> <li>○ Advisers</li> </ul>	February 2013

<ul style="list-style-type: none"> <li>• Ensure that all CLA are effectively tracked on a termly basis</li> <li>• To fully utilise 'Fischer Family Trust' to identify CLA at risk of under achievement.</li> </ul> <p><u>Outcome:</u> Effective Tracking System in place for all Lancashire CLA in Lancashire and Out of County.</p>		
<p><b>To ensure CLA pupils remain in one school, particularly in Years 10 and 11</b></p>		
<ul style="list-style-type: none"> <li>▪ Virtual School to work with schools, social workers and carers to ensure that CLA remain in one care placement and one school throughout Years 10 and 11, via PEP meetings with in schools with designated teachers for CLA, social workers and carers</li> </ul> <p><u>Outcome :</u> Reduction in number of CLAs experiencing a change of schools in Year 10 and 11;resulting in continuity of courses and education opportunities and improved educational attainments and achievements.</p>	<ul style="list-style-type: none"> <li>○ Virtual School Educational Consultants</li> <li>○ Area Pupil Access Teams</li> <li>○ Foster Care Services</li> <li>○ Residential Care Services</li> <li>○ Schools</li> </ul>	<p>March 2013</p>
<p><b>Virtual School to continue to equip carers and professionals with the skills to support and promote the education of CLA</b></p>		
<ul style="list-style-type: none"> <li>• To provide rolling programme of Training re 'Promoting (and accessing) appropriate education for CLA' across the county for :</li> <li>• Foster Carers and Residential Workers</li> <li>• Social Workers and Independent Reviewing Officers</li> <li>• Designated Teachers for CLA in Schools and Special Education Needs Co-ordinators</li> </ul> <p><u>Outcome:</u> All professionals and carers responsible for the education of CLA have up to date information regarding the education system, and how to promote the education of children in their care. All professionals are aware of their particular responsibilities.</p>	<ul style="list-style-type: none"> <li>○ Virtual School Educational Consultants</li> <li>○ SEN Professionals</li> <li>○ Health Professionals</li> <li>○ Educational Psychologists</li> <li>○ Advisers</li> </ul>	<p>Phase1: January to March 2013</p> <p>Phase 2 : April to July 2013</p> <p>Phase 3: Sept to Dec 2013</p>
<ul style="list-style-type: none"> <li>• To ensure that CLA receive support for emotional well being and effective intervention through appropriate targets setting in CLAs' PEP.</li> <li>• To monitor PEPs for appropriate targets for emotional, social and behavioural difficulties</li> </ul> <p><u>Outcome:</u> CLA receive timely emotional well being support/ intervention enabling them to access full time education.</p>	<ul style="list-style-type: none"> <li>○ Schools</li> <li>○ Foster carers and Residential workers</li> <li>○ Social Workers</li> <li>○ Virtual School Educational Consultants</li> <li>○ CAMHS/SCAYT</li> </ul>	<p>March 2013</p>
<ul style="list-style-type: none"> <li>• To encourage carers and schools to promote/request intervention if grades drop lower than Nationally Expected Targets or Individual Educational TTo ensure that ALL CLA reach their potential through rigorous assessment, aspirational target setting, and rigorous evaluation, and that any potential underachievement is identified and acted upon in a timely manner</li> </ul> <p><u>Outcome:</u> All CLA reach their potential, they do not underachieve, and their attainments and achievements improve through clearly identified needs and effective remedial interventions.</p>	<ul style="list-style-type: none"> <li>○ Schools</li> <li>○ Foster carers and Residential workers</li> <li>○ Social Workers</li> <li>○ Virtual School Educational Consultants</li> </ul>	<p>January to March 2013</p>

## Performance Indicator Recovery Plan

### Performance Indicator Description:

Increase the percentage of people who would benefit from receiving services via self directed support, who have personal budgets from 75% to 95%.

#### Year end target

Year end Target is 95%

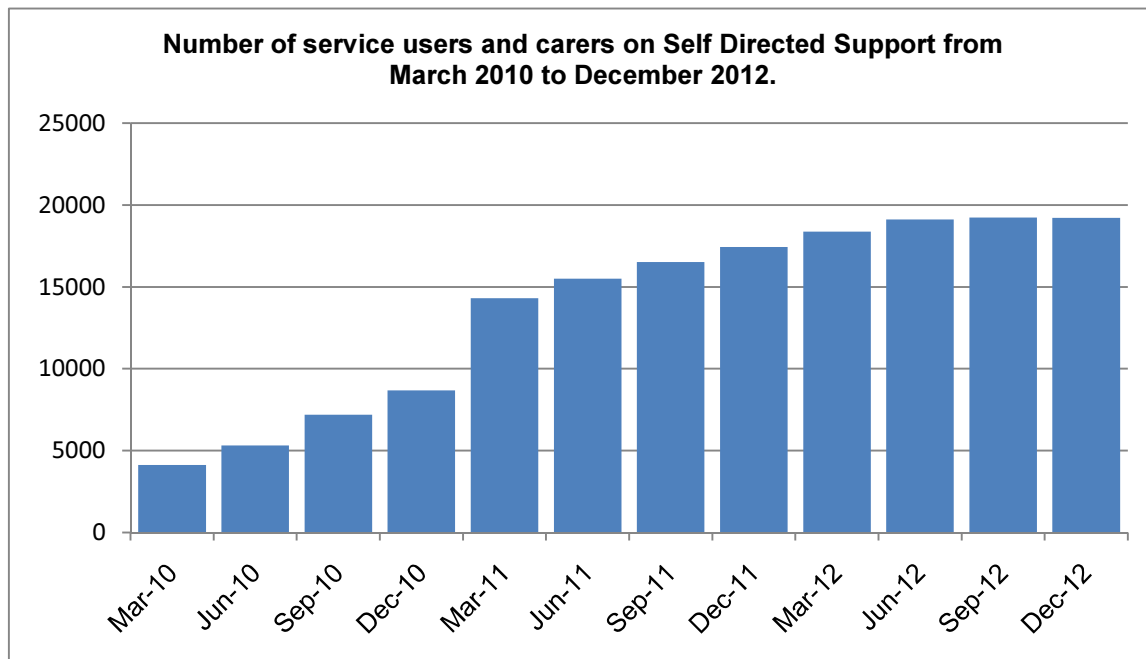
Quarter 3 target is 90%

#### Current performance

During the year to 31<sup>st</sup> December 2012, there were 19,252 service users and carers receiving self directed support. This is 84.5% of all service users and carers who were receiving services and could be eligible for self directed support (22,779).

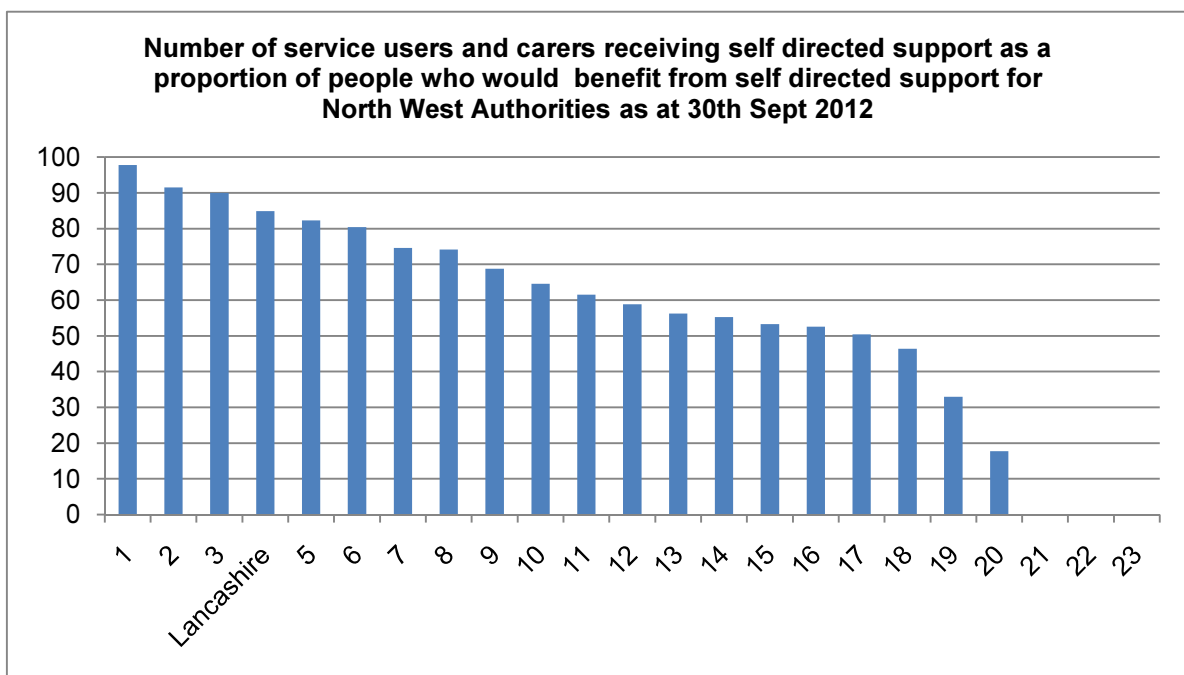
#### **Why is this indicator under-performing?**

- Self directed support is a way of providing social care, offering more choice, flexibility and control through the allocation of a personal budget with which to plan support. All new service users are receiving self directed support as the standard offer but there are existing service users who are receiving traditional services still to be transferred to self directed support at review.
- The following graph shows the number of people who have started to self direct their support since March 2010.



- There was initially a rapid increase in the number of people on self directed support, as almost every contact with a new or existing service user resulted in self directed support being started. However, from March 2011 this rapid increase slowed into a steady upward trajectory. In March 2012, when targets were set for 2012/13 it was anticipated that this steady increase would be maintained. However, a number of factors have affected the progress.
- The majority of service users are relatively easily transferred on to self directed support when reviewed. However, there is a group of complex, high dependency service users particularly those who live in the community in shared housing who need to be reviewed as households, who require longer time to complete the transfer to self directed support.

- Feedback from service users and carers indicate that they appreciate time to think about their options. They tell us that being rushed into making decisions about their support plans whilst still in a vulnerable, often crisis, situation was not the best approach. Hence the support planning process now includes 'time to think'. Consequently, although the vast majority of new service users are receiving self directed support, the purposely inbuilt delay means that they are not immediately reflected in the statistics.
- Planned review activity in Personal Social Care has also been compromised due to competing demands on review teams, for instance, unplanned urgent reviews and changes to services as a result of commissioning activity which has necessitated an unplanned review. This meant that people who were in stable situations and receiving traditional services were least likely to receive a planned review, hence the opportunity to transfer them to self directed support didn't arise. There are 1060 people in this situation.
- Lancashire set an ambitious target for 2012/13, and at the time of setting the target no comparative information was available; however, a recent benchmarking exercise with 23 Local Authorities across the North West showed that as at 30<sup>th</sup> September 2012, Lancashire was in the top quartile and the North West average was 65.5%. The graph below shows Lancashire's position in relation to other North West authorities (with 3 authorities being unable to provide data for the exercise).



## **What actions are required to put it back on track?**

### **Action to be taken**

- A revision of the Personal Social Care structure has taken place to support planned review activity. The revised structure came into effect from 5 November 2012 with a manager and teams identified to lead on planned reviews.
- Within the review teams, transfer of those not currently receiving self directed support onto a Personal Budget has been given high priority for planned review activity.
- Staff have been identified within review teams to focus on transfers to self directed support and managers are currently allocating cases identified by business information as not in receipt of self directed support.
- It is estimated that it should be possible to achieve 90% by year end. This is a conservative estimate and the numbers could be higher dependent upon the progress and time taken in completing reviews of households which are more complex as they involve a higher number of interested parties.
- All competing and emerging priorities and potential performance issues will be reported to the Personal Social Care Performance Management Group, which meets monthly, by the County Operations Manager leading on reviews. If there will be an impact on current priorities, such as self directed support, details will be presented to the Directorate's Senior Management Team to confirm priority areas and activity.

## Performance Indicator Recovery Plan

### Performance Indicator Description:

Reduce the rate of re-offending from 39.6% to 38.6%.

#### Year end target

Year end target is 38.6%

#### Current performance

Rate of re-offending:

Jan 10 to Dec 10:	41.2%
Oct 09 to Sep 10:	39.8%
Jul 09 to Jun 10:	40.3%
Apr 09 to Mar 10:	39.6%
Jan 09 to Dec 09:	38.9%

#### **Why is this indicator under-performing?**

The current measure in the corporate scorecard uses the National Ministry of Justice (MOJ) reoffending indicator. Due to the way in which this measure is calculated – it provides reoffending data which is 18 months old. The Youth Justice Board do not set reoffending targets for YOTs, but rather monitor the direction of travel and trends.

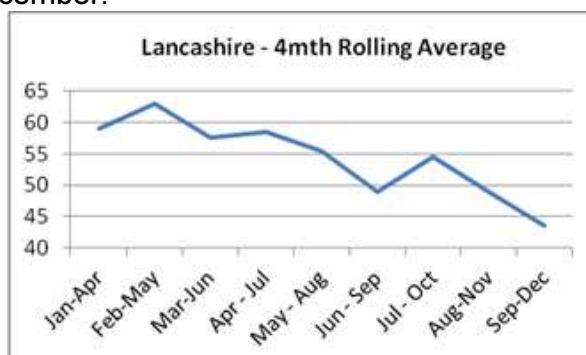
The National MOJ measure includes a significant number of young people within the cohort who would receive no YOT specific YOT intervention, but could receive other interventions such as fines, Conditional Discharges, and Reprimands. However, these young people would be included as re-offenders in the measure. Hence, the MOJ measure is problematic due to:

- the time delay of 18 months for reporting;
- the inclusion of many young people within the cohort measure who would have no YOT intervention.

Lancashire YOT's Youth Justice Management Board (YJMB) considers the measure as an unsatisfactory indicator of real time re-offending performance. Consequently, the YJMB requested that a 'new' local measure is developed which enables more real time reporting of reoffending.

Lancashire YOT has developed, what has become known as, the 'Reoffending Tally Measure'. The measure was designed to be simple to record and simple to understand. It is a monthly tally of all young people receiving a youth justice order or disposal who have had a previous YOT intervention. There are plans in place to extend this measurement to include those that may not reoffend in the youth justice system but in the adult criminal justice system. The data collated is produced at a district, team and county level. It provides a real-time view of reoffending in Lancashire and the effectiveness of YOT interventions.

Current performance based on the re-offending tally can be seen on the graph below. The graph below demonstrates that for the period 2012/13 there is a reducing trend in re-offending – from a high of **63** in February to **43** in December.



Lancashire YOT are currently in negotiation with Children and Young People's performance team to use the re-offending tally measure as the future indicator for the corporate score card, together with the National MOJ measure. It is hoped that any future measure is reflective of the trend and direction of travel, together with a realistic fixed target.

The actions below detail the priorities set in the 2013/14 Service Continuous Improvement Plan to reduce re-offending.

**What actions are required to put it back on track?**

<b>Action to be taken</b>	<b>Lead</b>	<b>Completion Date</b>
<ul style="list-style-type: none"> <li>• To ensure effective programmes for out of court disposals as a result of the new Legal Aid Sentencing and Punishment of Offenders Act 2012:               <ul style="list-style-type: none"> <li>○ To monitor and evaluate the impact of the revised Final Warning Programme during the transition to the new Youth Conditional Caution and revise accordingly;</li> <li>○ Based on the above and national guidance implement the delivery of a service to young people receiving the new Youth Caution, thus intervening at an earlier stage to reduce risk of reoffending;</li> <li>○ Continue to develop and manage the recently commissioned Pan-Lancashire Triage service to reduce first time entrants and deal more swiftly with repeat low-level offenders.</li> </ul> </li> </ul>	Lisa Gregoire-Parker	Ongoing March 2014
<ul style="list-style-type: none"> <li>• Use the data from the 'Reoffending Tally Measure' and local analysis to ensure targeted effective service delivery to young people who continue to offend               <ul style="list-style-type: none"> <li>○ To identify the individual young people who are at greatest risk of reoffending for each team</li> <li>○ Agreeing a team approach to delivering plans for the identified repeat young people who offend</li> <li>○ Develop and deliver offending behaviour group work to identified repeat offenders as appropriate</li> </ul> </li> </ul>	Lisa Gregoire-Parker	Ongoing March 2014
<ul style="list-style-type: none"> <li>• Have effective Compliance Panels to ensure young people are fully engaged in service provision               <ul style="list-style-type: none"> <li>○ Fully establish these in each local team</li> <li>○ Set up monitoring system to record effectiveness and impact</li> </ul> </li> </ul>	Lisa Gregoire-Parker	June 2014
<ul style="list-style-type: none"> <li>• To improve the engagement of young people, known to the YOT, attending positive activities in their local community.               <ul style="list-style-type: none"> <li>○ County Volunteer co-ordinator to develop mentoring scheme to identify local activities and support young people attending positive activities.</li> </ul> </li> <li>• Develop effective links with communities, faith groups and the voluntary sector to support young people away from their offending behaviour. To develop 'Community Champions' in each YOT Team.</li> </ul>	Lisa Gregoire-Parker	September 2013 each team to have one active mentor. March 2014 - two mentors per team.  September 2013. 'Community Champions'



