



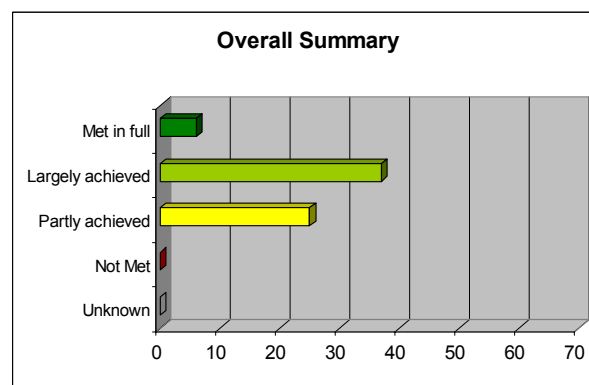
## Educational achievement of Children in Care – self assessment using the Audit Commission toolkit

### RECOMMENDATION

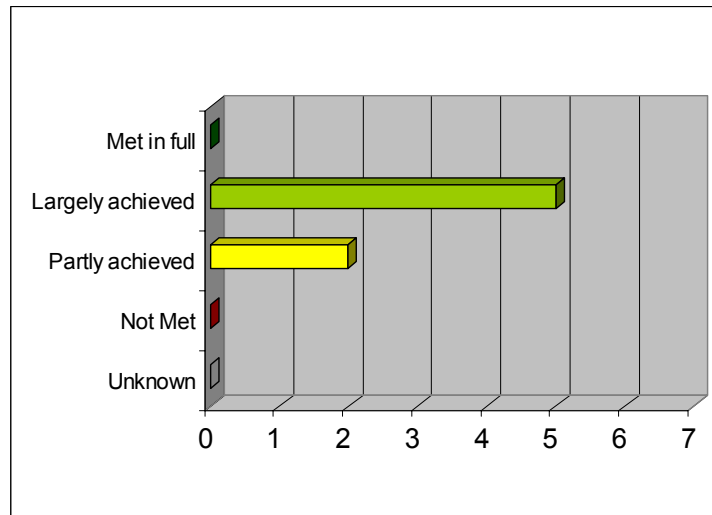
- 1.1 The audit commission tool kit is a tool intended to help drive improvement for the education of children in care. The Sub – Commission is asked to note Derby's current position as indicated by self assessment using the self assessment toolkit 2006.

### SUPPORTING INFORMATION

- 2.1 The toolkit consists of sixty-eight standards exploring eight key lines of enquiry, in the form of several linked worksheets within a spreadsheet. Each standard can be recorded as 'fully met', 'largely met', 'partly met', 'not met', or 'unknown', and comments can be recorded against each standard. The detailed worksheets link to an overall summary.
- 2.2 This toolkit was completed between June and October 2007, with the input of relevant senior managers and operational staff, both in the Children and Young People's Department and in partner agencies. It was also discussed at two meetings of the multi-agency Education of Children in Care group. Comments were recorded and grades assigned within six of the eight key lines of enquiry.
- 2.3 At the Children in Care Strategic Group meeting in October, the completion of the six key lines of enquiry was reviewed and the fourteen standards in the remaining two lines of enquiry on Strategy and Leadership and on Effective Management were completed.
- 2.4 The summary of the eight key lines of enquiry as completed for Derby is shown as follows (the full details collected for each standard are also available in the toolkit spreadsheet) –

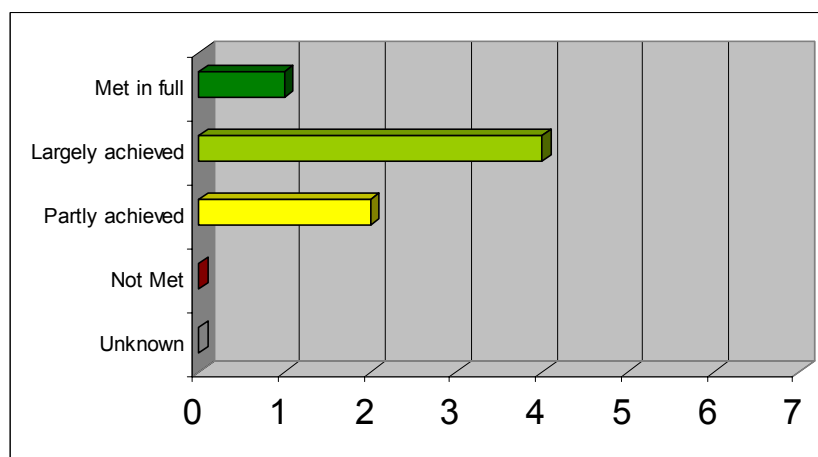


# 1 Strategy and Leadership



Elected members and officers are aware of their duty to promote the education of looked after children under section 52 of the Children Act 2004 and have responded positively to this legislation.	Largely achieved
Corporate parenting is fully understood and owned by elected members and officers, both individually and collectively.	Largely achieved
Leadership on improving the educational achievement of looked after children is clear and at a senior level.	Partly achieved
Priority action is given to the educational achievement of looked after children.	Largely achieved
Partners are committed to improving the educational achievement of looked after children and cooperate effectively in strategic planning.	Largely achieved
Funding and other resources are dedicated and targeted to deliver good outcomes.	Partly achieved
Needs analysis reflects the diversity of the looked after children population and provides a sound basis for strategic planning.	Largely achieved

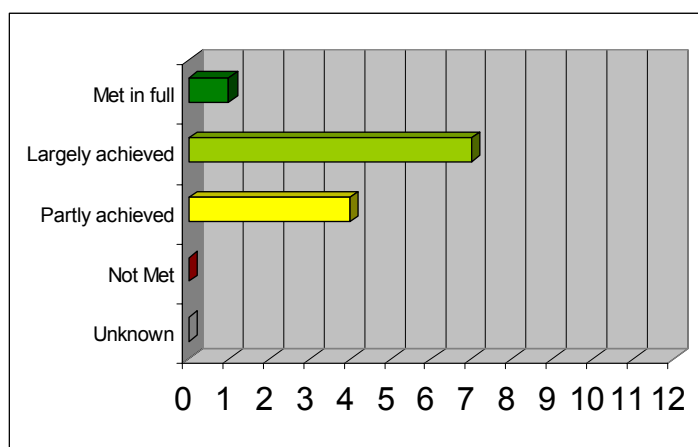
# 2. Effective Management for successful implementation



There are clear lines of accountability - including those for elected members and officers – regarding looked after children’s educational outcomes.	Largely achieved
Elected members scrutinise performance effectively and concerns are followed up.	Largely achieved

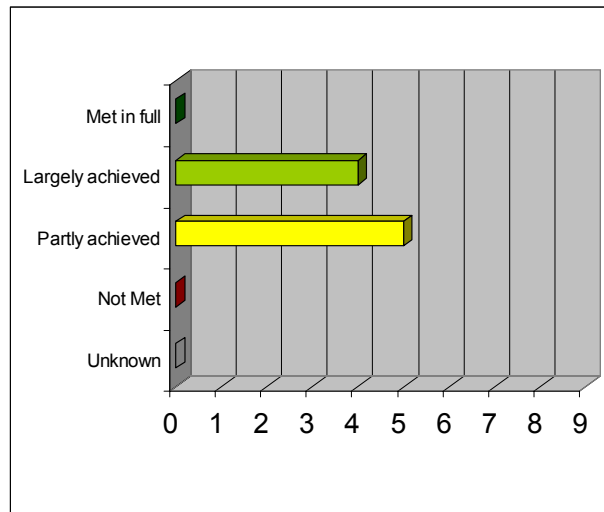
Funding to support the educational achievement of children in care is managed effectively.	Largely achieved
Professional development of managers keeps them up to date with developments in this area of work.	Partly achieved
Performance management ensures that improvements are made, targets are met and the council knows the outcomes it is achieving.	Met in full
Initiatives are evaluated to assess their effectiveness and to share good practice.	Largely achieved
Management decisions are responsive to the diverse needs of girls and boys, children from black and minority groups, children with disabilities and learning difficulties, and other differences in children's needs and preferences.	Partly achieved

### 3. The Education Experience



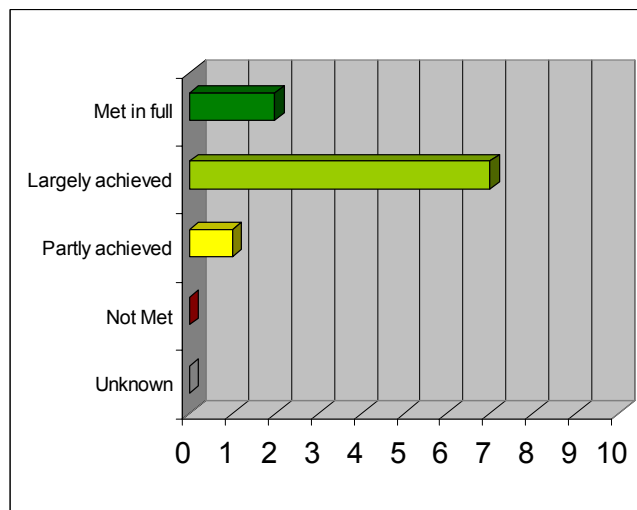
Looked after children have access to good quality early years provision	Largely achieved
High aspirations are encouraged in looked after children, ambitious targets are set for their achievement and barriers to progress are tackled effectively.	Largely achieved
Looked after children experience continuity and stability in their education.	Partly achieved
Looked after children are prioritised for school admission.	Largely achieved
The educational needs of looked after children placed out of authority are addressed effectively in partnership with the receiving authority and school, and are regularly monitored and reviewed.	Largely achieved
Action is taken to maximise attendance and avoid exclusion of looked after children, and to encourage their participation in post-16 education and training.	Largely achieved
Bullying and behaviour problems are tackled effectively and appropriate support is provided.	Partly achieved
School awareness about the needs of looked after children, and their ability to meet these needs, are actively supported.	Met in full
Designated teachers are in place in every school and able to fulfil their roles.	Largely achieved
Personal Education Plans developed in partnership with relevant educational professionals are tailored to individual needs and are effectively co-ordinated, resourced and reviewed.	Largely achieved
Looked after children are encouraged and enabled to take part in out of school activities.	Partly achieved
Looked after children and young people in secure accommodation have appropriate access to education and training.	Partly achieved

#### 4. Support for Educational Attainment through the care planning system



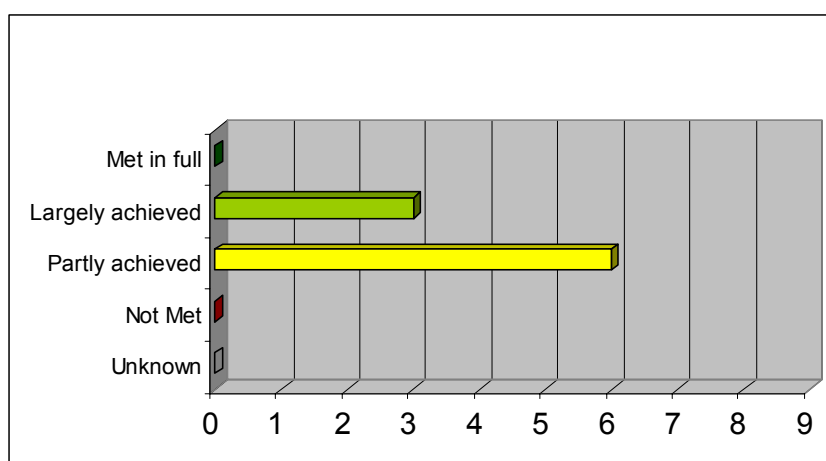
Educational needs, regardless of the child's age, are accurately identified as part of the Core Assessment.	Partly achieved
Assessment includes consideration of diverse needs.	Largely achieved
Education is given due weight in case decisions, care plans and at reviews.	Largely achieved
Placement stability – both care and education – is high and given priority.	Largely achieved
Children are placed in their home authority unless there is an overwhelming case for placement elsewhere.	Partly achieved
Social workers and team managers understand the education system and how to act to support the education of looked after children.	Partly achieved
Looked after children receive consistent support from suitably qualified social workers.	Partly achieved
SEN reviews and case reviews are effectively co-ordinated.	Partly achieved
Every looked after child has an up to date Personal Education Plan.	Largely achieved

#### 5. Residential and Foster carer support



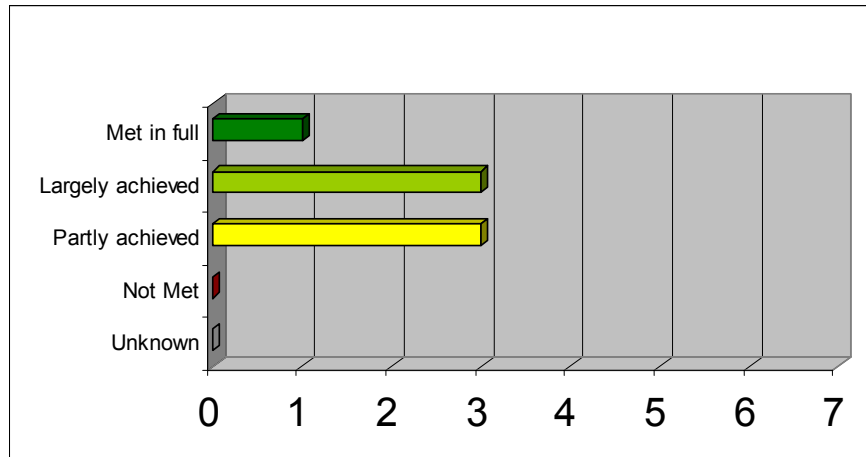
Residential care staff are suitably qualified and care is not hindered by high vacancy/temporary staff levels	Largely achieved
Residential carers and foster carers receive regular training and support including joint training with designated teachers.	Largely achieved
Foster carers and residential carers have good links with designated teachers.	Partly achieved
Children's homes and fostering services, including those in the independent sector, have clear written education policies.	Met in full
Children are placed only in homes that demonstrate high commitment to supporting the education of resident children.	Largely achieved
Carers help children if there are problems at school	Met in full
Looked after children have suitable space, equipment, books and access to IT where they live as well as support for out of school activities.	Largely achieved
Education access and outcomes in all placements are monitored.	Largely achieved
Carers attend parents' evenings and school events.	Largely achieved
Carers are aware of the diverse needs of the looked after children they care for and accommodate and support these.	Largely achieved

## 6. Health, Safety & Wellbeing



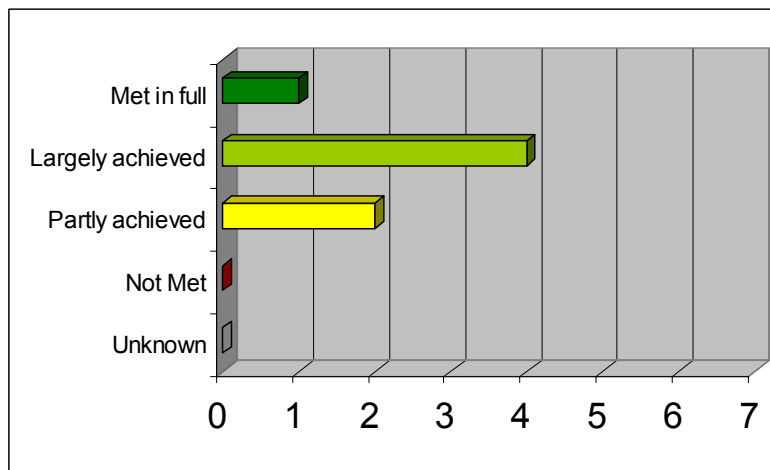
The impact of health, safety and well-being on educational achievement is fully recognised by elected members and officers.	Largely achieved
The needs of looked after children are assessed holistically within a common assessment framework.	Partly achieved
Integrated, multi-agency working is targeting the needs of looked after children effectively.	Partly achieved
The health (mental and physical) of looked after children is promoted effectively.	Partly achieved
CAMHS strategy addresses the needs of looked after children effectively.	Partly achieved
Effective support enables looked after children to access high quality treatment and care.	Partly achieved
Partnership arrangements with cross-border authorities and agencies are in place and effective	Partly achieved
The diversity of needs of looked after children is recognised in the assessment of health, safety and well being and in the provision made.	Largely achieved
Looked after children are able to report concerns about their health, safety and well-being, and about their care and treatment.	Largely achieved

## 7. Involving Children and Young People



The council communicates effectively with looked after children using a range of methods.	Largely achieved
Staff have been trained and encouraged to listen to, and hear, looked after children and to support their active participation.	Partly achieved
The key messages from children and young people are known at all levels of the council and by partners.	Largely achieved
The views of looked after children contribute to shaping council services and initiatives.	Partly achieved
Children with diverse needs and experiences are fully represented and supported in making their views known.	Partly achieved
Advocacy arrangements are available to looked after children.	Largely achieved
The achievements of looked after children are celebrated according to their personal preferences.	Met in full

## 8. Reliable Data and Information



Data is owned and seen as important at a senior level	Largely achieved
Data is collected and collated efficiently and effectively and is complete	Largely achieved
Information sharing protocols are in place and operate effectively.	Largely achieved

A common assessment framework is in place.	Largely achieved
Data is analysed effectively and used to determine priorities for action.	Partly achieved
Diversity information is recorded and reported.	Partly achieved
The council complies with the Freedom of Information Act and the Data Protection Act.	Met in full

<b>For more information contact:</b>	<b>Keith Woodthorpe 01332 711246 <a href="mailto:Keith.woodthorpe@derby.gov.uk">Keith.woodthorpe@derby.gov.uk</a></b>
<b>Background papers:</b>	<b>The full Audit toolkit spreadsheet</b>
<b>List of appendices:</b>	<b>Appendix 1 – Implications</b>

<b>IMPLICATIONS</b>
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**Financial**

1.1 None

**Legal**

2.1 Under section 52 of the Children Act 2004, local authorities have a duty to promote the educational achievement of the children in their care.

**Personnel**

3.1 None

**Equalities impact**

4.1 Children in Care are likely to have education outcomes, already adversely affected by their experiences, further affected if relevant services do not react appropriately to their needs.

**Corporate objectives and priorities for change**

5.1	Attention to the educational outcomes for children in care accords with the Council's priority of 'Supporting Everyone in Learning and Achieving'.
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