


**Hackney**  
**Annual Performance**  
**Self-Assessment**  
**26 June 2008**

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## Section 1: Background Information

### 1.1 Contact details

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### 1.2 Partners involvement in the self-assessment

The preparation of the self-assessment was overseen by the Director of Children's Services Management Team which comprises senior managers from the Council, The Learning Trust and Health authorities. Contributions were received from a wide range of relevant colleagues across the Children and Young People's partnership. An earlier draft has been moderated and endorsed by the Change for Children Board (chaired by the Lead Member and comprising the Borough Commander, Chief Executives and Non-Executive Members of the main statutory agencies), Hackney Management Team, The Learning Trust Board and 14-19 Partnership. As the process was conducted in parallel with consultation on the new Children and Young People's Plan (CYPP), feedback through the latter, including from the Children and Young People's Partnership Board with its wide representation, has informed the self-assessment. Further consultation meetings on the CYPP were conducted with, among others, the Community and Voluntary Sector and a panel of young people made of representatives from the youth parliament, disability forum and other stakeholder groups. Consultation also took the form of questionnaire responses.

A description of our partnership arrangements is given in the introduction to this self-assessment.

## Section 2: Introduction

Hackney is one of the smallest London boroughs by area. It is densely populated, and has the third-highest level of severe overcrowding in England and Wales, while a quarter of the area is open space. Hackney is one of five host boroughs for the 2012 Olympic Games. 28% of the Olympic site will be in Hackney's Lea Valley on the borough's eastern border.

Hackney is the third most ethnically diverse local authority in the UK. Its population is dynamic and changing constantly. There have been recent increases in Black African and Bangladeshi communities and a fall in numbers within the white and Caribbean communities. Our child population is projected to grow, with the fastest increase in the under-fives. We have a significant caseload of looked after children and children on the Child Protection Register. Over 50% of residents are in social housing. Only one-third of properties in the borough is owner-occupied (the third lowest figure in England and Wales), although this figure is growing quickly as the borough becomes more attractive to those wishing to buy close to central London. Every ward in Hackney is among the 10% most deprived in the country, yet at the same time, the population is comparatively well-educated. A third has a degree-level qualification (the national average is 20%). There is an increasing number of relatively affluent 'incomers'. Hackney's school population is characterised by untypically high diversity, disadvantage and mobility. Eighty-five percent are from black and ethnic minorities, over half have English as an additional language and nearly 40% are eligible for Free School Meals

These facts have significant implications for the planning, delivery and assessment of services for children and young people. Combined with high levels of poverty, their impact on children's health and development, housing, education, and care is profound, and account for the high levels and incidence of need within the population of children and young people. They challenge the way in which resources are prioritised and how services operate and work together. For example, Team Hackney, the Local Strategic Partnership (LSP) chaired by the elected Mayor, has identified the need for cross-cutting themes as part of an overarching anti-poverty strategy across all initiatives and plans, with a major focus on tackling worklessness; improving educational outcomes and raising aspirations; building safe and cohesive communities; promoting health and well-being, independent living and reducing health inequalities; and building a sense of citizenship and pride in Hackney and its environment. These high-level drivers provide the backdrop to our Children and Young People's Plan (CYPP), which, at the time of writing, has been refreshed to form a new three-year plan. Our new CYPP is clearly linked to the delivery of the refreshed Community Strategy and the new Local Area Agreement. It also lays down a shorter and sharper set of priorities than its predecessor and focuses on those areas where a multi-agency approach can add most value over the next period. This is as a result of a comprehensive analysis of needs, which has taken account of the views of parents, carers and young people.

The demands on leadership in urban areas are considerable. In the vibrant and changing community that is Hackney, the speed and intensity of change are exceptional. The changes are multi-layered and complex in nature. They require a response that is resilient, innovative and anticipates future challenges. The leadership of public services in Hackney is faced with circumstances that change more frequently and pose greater challenges than in almost all other parts of the UK. Its response must demonstrate that local people have been listened to and their views acted on, whilst at the same time raising, and meeting aspirations.

Young people in Hackney face significant pressures to engage in behaviour that makes them vulnerable to harm. Drugs, crime and teenage pregnancy are key issues. Our direction of travel ensures that we promote realistic alternatives and opportunities to engage young people and to raise their aspirations.

We have developed mature, robust and highly effective arrangements for joint working to respond to these complex needs. As well as being able to rely on strong support from all the main statutory agencies, our Children and Young People's Partnership Board (CYPPB) benefits from six directly elected representatives from Hackney's Community and Voluntary Sector, reflecting the importance we attach to their involvement in developing strategy at the very highest level. In parallel with the Partnership Board, itself an integral part of Team Hackney, is the more compact Change for Children Board. Chaired by the Lead Member and bringing together the Borough Commander, Chief Executives

and Non-Executive Members of the main statutory agencies in the local area and the independent Chair of the Local Safeguarding Children Board, the Change for Children Board is akin to an executive for the Partnership Board, driving cooperation between the main statutory agencies. At an officer level, the Director of Children's Services Management Team (DCSMT), comprising senior managers from the Council, The Learning Trust and Health authorities, acts as the main managerial arm of the partnership. In addition to the Director of Children's Services Management Team, there is a range of key multi-agency partnership groups responsible for improving outcomes and promoting greater integrated working. Central to this approach are the new cluster-based children's services and neighbourhood-based youth support teams providing a continuum of preventative family support, including direct parenting support.

Since the Joint Area Review (JAR) in 2006, we have achieved a step change in our performance, especially in the services highlighted as being most in need of improvement – the Youth Service, Youth Offending Team (YOT) and Social Care. These three critical services have been prioritised for concerted improvement and been reshaped, through an injection of investment on a level unthinkable only a few years ago. Coupled with attracting and retaining high-calibre staff and introducing new ways of working based on what works, we have laid the foundations for achieving excellent outcomes. Our Children's Social Care Service is now generally outperforming national averages and statistical neighbours. Pivotal to this is our innovative 'Reclaiming Social Work' programme which has already had a demonstrable, positive impact on recruitment and retention, reputation and case work. This has attracted widespread interest from national and local agencies. In the JAR in 2006, case work was identified as the main area for development. Since then we have introduced greater rigour and brought about a sea change in its quality. This was recently acknowledged by an external social care consultant we commissioned to challenge our internal quality assurance. The consultant (herself an experienced practising inspector) concluded that there has been "significant improvement [with] the overall judgement that there are many examples of very good social work practice". (Appendix 1)

We have recently subjected our Youth Service to an external review based on the Ofsted inspection framework. This has confirmed our self-assessment with the service now judged to be good overall with outstanding leadership and management - a dramatic turnaround since it was found to be inadequate by Ofsted two years ago. (Appendix 2) Similarly, our YOT has been overhauled and is now rated as a level 4 service, the highest being level 5. It commands the confidence of the Youth Justice Board Head of Region who, in his validation of our YOT self-assessment, remarked that, "*Hackney YOT has achieved a step change in the last 24 months. It has made massive improvements...We are confident that Hackney's YOT has the capacity and capability to manage the identified risks to service delivery*". (Appendix 3)

At the heart of this step change has been an important shift in the investment of preventative strategies over the last two years. For example, we now have a high family support spend, reflecting a policy decision to invest in preventative services and enabling us to keep children out of care. Some £2m has been invested in family support, enabling us to provide a comprehensive therapeutic and practical support package to children on the edge of care. This has resulted in a significant fall in the number of Looked After Children from 470 to 353 over the last 24 months, which is considerably better than our statistical neighbours. This level of investment has been achieved in part by our excellent use of resources and a much stronger focus on value for money. For example, the introduction of a Multi-Agency Resource Panel to review all placements has seen a major net reduction in expenditure compared to 2006/07 in independent foster carers (£526k) and family residential assessments (£546k). In the past these have been high-spend areas where it has been difficult to control costs.

Together with our partners in Health, we have made excellent progress in Being Healthy. There has been a notable reduction in infant mortality, where our innovative LSP Floor Target Action Plan has been a contributing factor. Teenage pregnancy rates are down, for which Hackney has been commended consistently as a model of best practice by ministers, DCSF and GOL - these achievements being recognised in April 2008, in winning the NHS London Health and Social Care Annual Award and being shortlisted for the National Award. The improving performance in respect of breast feeding initiation has been consolidated, as has the health of Looked After Children. Increasing numbers of schools have achieved the National Healthy Schools Standard. The Child and Adolescent Mental Health Service (CAMHS) is showing continued strong performance in service quality. Hackney Ark, our flagship

integrated centre opened in March 2008 and provides a strong foundation to further improve the co-ordination of services for children and young people with learning difficulties and disabilities (LDD). The Disability Forum for young people is well-established and contributes to policy development and the sharing of good practice in both schools and the wider community.

Our improvement journey is clearly demonstrated in Enjoying and Achieving with continued progress across all key stages in 2007. (Appendix 4.) With exceptional improvements overall at KS3, Hackney secondary schools continue to reduce the gap to national averages. Whilst the rate of progress for primary achievement is above the national average, we recognise the need to accelerate progress across these key stages. The focus on support for vulnerable groups is reflected in achievement rates at KS4 for looked after children. Partnership working is strong, exemplified by the work of multi-agency teams in children's centres and our successful bids to deliver national pathfinders projects including Targeted Mental Health in Schools.

Whilst we have made excellent progress across the breadth of children's services over this last period, we recognise there are a very small number of areas in which progress needs to be accelerated over the next period. Our strategy and coordinated support for reducing the number of young people who are Not in Education, Employment or Training (NEET) has resulted in Hackney being on trajectory to achieve our 11.5% provisional contribution to the 2010 NEETs target. However, we recognise there is more work to be done. In order to achieve the desired step change, we are establishing an 'improvement board' akin to those that have helped guide the Youth Service and YOT from being inadequate to good within two years. The improvement board will bring together the main statutory agencies and be chaired by the Director of Children's Services. It will include a representative from the Government Office for London and an independent adviser from another LA or agency who has a proven track record of developing and leading strategies to reduce NEETs in an urban area. The role of the independent adviser will be to challenge our thinking and help us learn from experience elsewhere so that we can adapt what works to fit the context of Hackney.

Given the overall progress we have sustained into 2008, we now consider our service management and capacity to improve children's services to be outstanding. As is evident from this self-assessment, there is a willingness throughout Hackney to subject our services to external challenge and validation because we welcome it as a spur to promoting a culture of self-evaluation and continuous improvement. As well as subjecting key areas to recent external validation, we commissioned an ex-HMI consultant to test the evidence underpinning this self-assessment. The consultant's report, which included scrutiny of key documentation and on-site interviews with the relevant lead officers, confirms the accuracy of our self-assessment; this report is available upon request.

## Section 3: ECM outcome areas

Being Healthy	Overall Grade 3
<p><b>Introduction</b></p> <p>Being Healthy has been judged to be good since its first external assessment through the Joint Area Review in March 2006. Our 2007 APA Letter confirmed that we had made good progress in the JAR recommendation for this outcome area, “[Hackney has] responded quickly and effectively to a number of problems with the provision for young people with learning difficulties and/or disabilities”. Over the last year, there has been significant progress to ensure that CAMHS continues to develop provision for children and young people with learning difficulties (the one area for development in the 2007 APA Letter for this outcome area), together with commissioning of more high-quality services.</p> <p>We have made excellent progress in other key areas, notably: teenage pregnancy rates, for which Hackney has been commended nationally as a model of best practice; a reduction in infant mortality where our innovative Floor Target Action Plan has been a contributing factor; the consolidation of improving performance in respect of breast feeding initiation; the health of LAC; increasing numbers of schools achieving NHSS; and the continued strong performance in CAMHS.</p> <p>Our new flagship integrated centre, Hackney Ark, opened in March 2008 and gives the multi-agency service a strong foundation to further improve the co-ordination of services for children and young people with learning difficulties and disabilities (LDD). The priority we attach to engaging children and young people with LDD is reflected in the growing influence of their well-established forum in decision-making, ranging from the delivery of services such as Hackney Ark to Hackney’s programme for the 2012 Olympic and Paralympic Games.</p> <p>On the basis of this sustained and wide-ranging improvement, Being Healthy is self-assessed as a strong Grade 3 and is now moving towards becoming a Grade 4 (“outstanding”) over the next period.</p>	
<p><b>1.2 Healthy lifestyles are promoted for children and young people</b></p>	
<p>Breast feeding initiation rates continue to be good (85%), contributing to a healthier start for infants in Hackney. This compares strongly with our statistical neighbours (73-89%) and nationally (77%).</p> <p>Further progress is reflected in the infant mortality rates which have improved from 5.6 per thousand to 4.4 per thousand during the last period of reporting. This compares favourably with our statistical neighbours (4.1% - 7.2%) with City and Hackney ranked as the 2<sup>nd</sup> strongest performer. Contributing to this reduction, the Reduce Infant Mortality Implementation Team, supported through the LAA, undertook local research to identify vulnerable groups and followed this with a range of targeted initiatives. This has included a telephone helpline and birthing “buddy” scheme aimed at particular vulnerable communities.</p> <p>Teenage Pregnancy rates continue to fall to the latest rate of 55.5, which equates to a 28% reduction since 1998 (the 11th best reduction in the country). Hackney’s Teenage Pregnancy Partnership has been commended consistently as a model of best practice and in April 2008 won the NHS London Health and Social Care Award for addressing health inequalities. It has been shortlisted for the same National Award. The partnership continues to drive an agreed strategy to sustain these improvements. This has included increasing accessibility of sexual health and related services via the Teenage Health Demonstration site (CHYPS Plus). This centre is an access point for Hackney’s successful condom distribution scheme as well as providing contraceptive aftercare to prevent repeat conceptions. Clued Up, one of our peer education projects, and the Christopher Winter Project, which provides SRE modelling for teachers, have both won national awards. As a consequence Hackney is leading the way in achieving the Government’s ambitious targets for reducing teenage pregnancy. Hackney’s Director of Public Health and the Chair of Hackney’s Teenage Pregnancy Partnership provided a key address on effective strategies at the recent Ministerial meeting to challenge high rate and static areas.</p>	

CHYPS Plus is also having a broader impact on adolescent health through the development of clinics for diabetes, asthma and HIV for young people at the House (the hub for CHYPS Plus); weekly health checks for young people engaged with the YOT; and a six week (one special school) and a ten week (one PRU) health programme, both of which are evaluated by young people.

Hackney continues to achieve considerable success in the proportion of schools achieving National Healthy Schools Status. We exceeded our LAA stretch target of 60% of schools achieving the status by March 2008. Hackney is one of four local areas nationally to make progress in achieving significant numbers of early years settings achieving the status (68 sites participating and 30 already achieving Early Years Healthy Schools status). There has been strong partnership work in delivering healthy eating and physical activities for Hackney's children and young people with an impressive, complementary range of initiatives under way to deliver our strategy. Features of the partnership work include: links with Leisure Services to improve the accessibility of physical activities and increase the take-up of sports by young people; programmes of physical activities targeted at vulnerable groups including encouraging parents to exercise with their children; distribution of fruit and vegetables to early years settings and schools and providing dieticians in Children's Centres to advise on healthy eating and lifestyles.

Tackling obesity is a key priority in the CYPP and a LAA priority NI. Hackney's Obesity Strategy has achieved good take-up in terms of weighing and measuring children in schools as well as programmes that: deliver cultural and community specific responses to childhood obesity by promoting healthy eating and exercise in community settings; support 7-13 year olds who are overweight in achieving healthier lifestyles through physical activity, healthier eating and behaviour change, with an emphasis on having fun and building self-esteem; offer specialist advice through CHYPS Plus for obese teenagers.

The National Support Team visit in May praised progress and cited local commitment and partnership working as key strengths to tackling childhood obesity. The team highlighted local innovation in commissioning, delivery in sport and nutrition and uptake of the child measuring programme.

CHYPS Plus has hosted an effective young people's participation group, which has been involved in interviewing young people about service delivery and designing the website for the centre. In addition there is a peer education project, 'Meet the Parents' where young parents deliver sex and relationship education (SRE).

#### ***Areas needing improvement***

- Ensure systems are embedded to track breast feeding rates until at least first review at 6-8 weeks and effectively target any communities where rates may be lower.
- Refresh of the childhood obesity strategy, ensuring integration of obesity across all relevant strategies in line with the recommendations of the Obesity National Support Team review.

#### **1.4 Action is taken to promote children and young people's mental health**

CAMHS continues to meet the waiting time targets set by the Government and is well placed to meet reduced waiting times of five weeks this year. Hackney has self-assessed as scoring 15/16 in respect of PAF CF/A70. With increased capacity in newly-commissioned services to improve CAMHS for LDD, we expect the CAMHS partnership to achieve its target to score 16/16 by the end of March 2009.

CAMHS partnership has undertaken a detailed assessment of future needs in a new CAMHS Commissioning Strategy for 2008-11. This has led to increased service capacity commissioned in areas of early intervention, particularly delivered in community/universal settings: specialist CAMHS input into Youth Support Teams and YOT; CAMHS for LDD; outreach work with targeted BME groups.

Hackney has been nominated to deliver two national pathfinders projects: Multi Systemic Therapy targeted at young people at risk of offending; and Targeted Mental Health in Schools to link to whole-

school approaches to emotional well-being, including Social and Emotional Aspects of Learning (SEAL), and to provide direct interventions to support children with potential mental health needs and their families.

Hackney has developed early intervention parenting programmes with delivery of well-researched Webster Stratton parenting groups. The feedback has been very positive and has led to further targeted programmes working with the research project team from the South London and Maudsley NHS Trust (SLAM) in the Chatham Ward in the borough. Also the partnership has delivered a culturally-sensitive Webster Stratton group to the Muslim community, with local evaluations being very positive about the outcomes.

Hackney CAMHS is part of the national CAMHS Outcomes Research Consortium (CORC) pilot to measure the effectiveness of CAMHS. Use of outcome measures will be rolled out across all mental health services in 2008 so that services will be in a position to measure their "Value Added Score" by April 2009. Systems have been established to ensure information is collected from parents, young people and clinicians from the three outcome measures used (SDQ, C-GAS and user satisfaction questionnaires). Work continues to ensure systems are in place to report on effectiveness of services.

The numbers of young people in treatment for substance misuse has increased from 24 in 2006/7 to 108 in 2007/8 with the indicator 1040NT improving from 1% in 2006/7 to 6.4% in 2007/8. The percentage of under-18s receiving their treatment from young people's services improved from 88% in 2006/7 to 98% in 2007/8. The NTA has written to corroborate that Hackney's substance misuse services have made significant progress over the last year.

#### ***Areas needing improvement***

- Continue to expand training about CAMHS/substances misuse to workers in universal settings.
- Ensure increased uptake of CAMHS from some communities that under-use the services.
- Increase the numbers accessing substance misuse treatment programmes, and develop a wider range of support services, with improved integration with YOT/Police and Youth Support Teams.

### **1.5 Looked after children's health needs are assessed**

The City and Hackney PCT Looked After Children's Health Team has been strengthened and now includes a designated nurse, a nurse with special responsibilities for looked after children with disabilities, a designated doctor for looked after children and a consultant community paediatrician with a lead in social paediatrics. These additions have increased the capacity of the service to support the Health needs of looked after children. In addition, under the 'Reclaiming Social Work' initiative there are now mental health clinicians/practitioners working within the social work units supporting looked after children. This new structure will facilitate the emotional well-being of looked after children being addressed positively and proactively. Since 2007, team members have had regular involvement in training programmes for social workers, foster carers and prospective adoptive parents.

PAF CF/C19: The average percentage of children looked after who had their teeth checked by a dentist during the previous 12 months, and had an annual health assessment during the previous 12 months remains very high at 86%. This is better than the national average and in line with our statistical neighbours.

Immunisation rates for looked after children have increased from 85.9% in 2005/6 to 91.8% in 2006/7. This has been achieved by close working with foster carers and general practitioners and by opportunistic immunisations carried out by the designated nurse who offers healthy lifestyle advice at weekly drop-in clinic sessions held at Hackney Leaving Care Centre.

#### ***Areas needing improvement***

- Ongoing work with the House and CHYPS Plus teams in developing accessible health care for young people who are looked after.

### 1.6 The health needs of children and young people with learning difficulties and/or disabilities are addressed

The new integrated centre, Hackney Ark, opened in March 2008 and is providing a strong foundation to improve further the co-ordination and integration of services to families. The developing single point of referral (SPOR) is helping this process. In the last year, 304 children have been referred to the SPOR. This increase in referrals is pushing the pace of further multi-agency early intervention work. Key working has developed well and feedback from parents/families indicates that it is well-received. Eleven families received a service in 2006, and this has now increased to over 80 families in 2008. Further capacity has been agreed and recruitment to an additional key worker post and admin support is under way. The service is piloting the whole care pathway, including multi-professional assessment following the team around the child model and the development of the lead professional role.

Targeted health intervention for disabled young people is provided through CHYPS Plus ensuring that disabled young people have access to mainstream adolescent health services. This includes tailor-made programmes for special schools. Sessions have been delivered on healthy eating, smoking cessation, self-esteem, sexual health, communication and relationships. Young people also participated in supervised access to the House to have first-hand experiences of what they could expect when they access services. A 10 week programme was implemented at BSix for students with special needs. Both programmes have been evaluated through young people's feedback questionnaires. Ongoing work is planned and will be delivered in special schools in Hackney throughout the year.

The Integrated Speech and Language Therapy Service (SaLT) offers an exemplary service and is cited in the Bercow review as a model of good practice. All children's centres and schools have a link therapist and parents are able to access advice within two weeks. Further investment has seen the expansion of provision to secondary schools, and many are choosing to purchase additional SaLT time.

The increased capacity of the Specialist LDD/CAMHS will lead to improved support to LDD children and their families where CAMHS needs are identified (see CAMHS section 1.4 above).

All disabled young people who are currently receiving social care packages of support have a transition plan in place. Policy and protocols about transition have been established and to ensure continued improvement, commissioning of further transition services has been agreed. The development of a new enhanced transition service will assist with improving the transition arrangements for all Hackney LDD young people. It will ensure that there is effective tracking of all eligible young people and will also offer information and advice and signposting to those who may not be eligible for full adult services. A new resource is available in paediatric occupational therapy to support 14-19 transition, developing independent living skills and improving the pathway for access to adult therapy services.

A parents' group (Hackney Families Together) continues to thrive with consistently well-attended meetings. Contributions to service development and feedback about service delivery are a feature of this group and the annual evaluation was very positive. Two parents participated as judges in the competition to name the new centre for disabled children.

A well-established disability forum for young people meets termly and has made a DVD about their experiences of living in and attending school in Hackney. The DVD will be used for staff induction and training and to promote the voices of children with disabilities. Two disabled young people participated as judges in the competition to name the new integrated centre for disabled children and two students from Stormont House School won prizes in the naming competition.

#### ***Areas needing improvement***

We are working across agencies to improve arrangements to support young people with disabilities into adulthood. Though services work well for those with high-level needs eligible to receive adult services, we need to improve our response to those who are vulnerable but with less severe conditions. This includes being flexible about how we continue to provide services through CHYPS Plus and Off Centre for young people over 18, and working with Connexions up until 25.

Staying Safe	Overall Grade 3
<p><b>Introduction</b></p> <p>Partnership arrangements to safeguard the welfare of children are strong and we are able to demonstrate very positive outcomes for our most vulnerable children. Our long-term strategy to invest in family support services to address deficits in parenting capacity has meant that children are increasingly able to be supported safely within their families. New cluster-based children's services and neighbourhood-based youth support teams provide a continuum of preventative family support, including direct parenting work, across the local area. Performance information demonstrates excellent performance over the last 12 months in a number of key areas. Despite high levels of need, performance exceeds the national averages for many indicators, including placement stability, reviews of children subject to child protection plans, looked after children's school absence, reviews for looked after children, levels of re-referral rates and re-registration rates, and numbers of adoptions. Almost all other indicators show good performance which is better than or in line with statistical neighbours. The reduction in the number of looked after children is impressive, with rates much lower than statistical neighbours. Ofsted Inspections for Fostering and Private Fostering were graded as good. Progress in the areas identified for improvement in the 2006 Joint Area Review was achieved swiftly and has been sustained into 2008.</p> <p>Having established a solid track record in sustained improvement, our capacity to explore innovative solutions to national difficulties has been allowed to flourish. Our innovative 'Reclaiming Social Work' programme, which has attracted widespread interest from national and local agencies, and is being evaluated by the London School of Economics, has already had a demonstrable positive impact on recruitment and retention, reputation and case work. In addition we have recently won a DCSF bid to be part of the national pilot for treatment foster care. We recognise there is more work to be done but continue to be most confident about our capacity to achieve outstanding results in this outcome area.</p>	
<p><b>2.2 Children and young people are provided with a safe environment</b></p>	
<p>A two-pronged strategy of engineering works and education is achieving excellent results in reducing the numbers of children and young people killed or seriously injured in road traffic accidents, which has fallen from an average of 39 in the years 1994-1998, to 17 in 2006. The Safer Routes to School Scheme is now firmly embedded and delivering a structured programme of safety education to children and young people across the borough. 76 schools have travel plans exceeding the target. Transport for London's Transport Citizenship Scheme has benefited 1800 Year 6 pupils from 48 local schools.</p> <p>We have continued to act on the National Children's Bureau led consultation with children and young people, which highlighted concerns about bullying. Schools report monthly to The Learning Trust on racist incidents and all schools have their own anti-bullying policies, to which school councils contribute. Provision of restorative practice training for schools enables safe rehabilitation of young people who bully, contributing to a reduction in permanent exclusions in Hackney schools (see KJA 3.5). Improved practice has been supported by the appointment of two case workers, who provide advice on an individual, class or whole-school level.</p> <p>Hackney's Safer Schools Partnership, cited as 'an exemplar' in the JAR, continues as an example of best practice and is seen as an integral part of local neighbourhood policing. Safer Schools officers continue their operational policing approach, but do so in a way that fulfils a prevention and deterrence role, and supports victims of crime.</p> <p>The process of equality impact assessment is now embedded and there is good evidence of the effectiveness of work undertaken to reduce discrimination. A dedicated group offers specialist support to young lesbian, gay and bisexual people. Social inclusion of disabled children and young people is championed by the multi-agency disability forum for young people, and progress in 2007/08 includes the appointment of a Disability Inclusion Officer at The Learning Trust, and a designated Youth Service</p>	

officer to facilitate access to positive activities for disabled young people (see KJA 2.8 and 3.8)

A clear strategy and operational procedure for responding to children and young people affected by domestic violence is overseen by a multi-agency sub-group of the Safer and Cleaner Partnership, which includes senior representatives from Children and Young People's Services.

### **Areas needing improvement**

- Continue to ensure that strategies to reduce bullying are effective by consulting with children and young people, and extending racist incident monitoring scheme to include homophobic, sexist and disablist incidents from September 2008.
- Further develop strategic leadership of equality and diversity agenda so that by 2010, the Council has reached Level 5 of the Equality Standard for Local Government.

## **2.3 The incidence of child abuse is minimised**

Hackney's Child Well-being Model clearly articulates the inter-agency arrangements for identifying children and young people who need additional support. Fourteen children's centres are now operational, significantly increasing capacity within universal services to respond to the needs of children and families. Tier 2 provision for 0-11 year olds is co-ordinated through six local cluster steering groups, with a model for 11-19s delivered through four area-based targeted Youth Support Teams. Assessments using the Common Assessment Framework (CAF) are being used as the basis for joint decision-making for children requiring a multi-agency service response. It is anticipated that once the CAF process is fully embedded, the high volume of referrals to social care will reduce.

Specialist social care services at tier 3 now provide an increased level of family support underpinned by specific methodology and associated skills-set. The strategy over the last four years has been to incrementally divert resources away from high cost institutional care and towards community-based solutions for high-need families. Our Rapid Response Social Work Units are now in place to respond to families at imminent risk of breakdown, as evidenced by a recent external case file audit (see KJA 2.4 and Appendix 1). 25 clinicians are in post to assist in the provision of systemic and behavioural-based approaches to direct work with high need families. Specialist support and advice is available for professionals working with families where there are adults with learning difficulties, mental health issues and drug and alcohol misuse. Families are supported through crisis to a period of stability and then a programme of change. When a pattern of positive change is established the family benefits from a continuum of support through to tier 2 local services or other community support.

Performance data demonstrates a high quality service response in the context of increasing numbers of referrals and assessments. The percentage of referrals leading to initial assessment is better than the national average at 86%. The timely completion of initial assessments shows a performance in excess of the national average, and performance on core assessments has moved into band 4. Re-referral rates are well below the national average. Quality assurance systems are in place to validate the effectiveness of the system. Audits are undertaken monthly to check quality of decision making at point of contact where no further action is the outcome. Very few cases require review.

All children subject to child protection plans have an allocated social worker and all child protection reviews are completed within timescale. Numbers of children registered, rates of registration and re-registrations have increased (performance remains high in Band 5). This is likely to be due in part to population mobility and the specific cohort of need and risk this presents. 24% of children for whom an initial child protection conference was held did not then become subject to a child protection plan, indicating that practice has not become risk averse. Monthly service-wide peer audits, weekly audits undertaken by Group Managers, plus independent decision-making at conferences all provide systematic safeguarding checks on cases. Rates of de-registration have remained stable at approximately 41 per 10,000, in line with statistical neighbours. There has been an increase in the proportion of those de-registered who had been registered for two years or more but performance remains high within Band 4. Scrutiny of all these cases endorsed the duration of protection plans as appropriate.

Arrangements for private fostering were judged to be 'good' by Ofsted in February 2008, with no recommendations being made. The inspector concluded, "*Good systems have been developed to promote the service and keep young people safe.*"

Safe recruitment practice is firmly embedded in the local authority, and new corporate Safer Recruitment Procedures were developed in 2007/08. All staff who work with children and young people, or have access to personal data about them, are subject to enhanced CRB checks. Hackney's Local Safeguarding Children's Board (LSCB) has led multi-agency scrutiny of recruitment practice. A review conducted in 2007 found that all statutory agencies use CRB disclosures to vet staff before they take up post.

The Local Authority Designated Officer (LADO) role is now firmly embedded and progress on implementation of these arrangements was rated as 'Green' in GOL Hackney Progress Log (Dec 2007). The Multi-Agency Public Protection Arrangements Panel (MAPPA) continues to monitor those who pose risk to children and young people. The Panel is well-linked to the HCSCB, ensuring a co-ordinated approach.

#### **Areas needing improvement**

- Continue to improve the timeliness of core assessments to bring performance into Band 5.
- Fully embed the Hackney child well-being model and develop the cluster-based steering groups.

#### **2.4 Agencies collaborate to safeguard children according to the requirements of current government guidance**

In April 2008 the DCS commissioned an annual review of the City and Hackney Safeguarding Children Board (CHSCB) to monitor its accountability and effectiveness in accordance with good practice. Although the review is yet to be finalised, the Safeguarding Board agreed to take forward an interim recommendation in respect of structure so that the current Executive Board formally becomes the CHSCB with membership reviewed to ensure a good balance of representation. An action plan arising from the review will feed into the annual plan and implementation of the review findings in 2008/09 will ensure that the LSCB "*consolidates its good base.*" and continues to develop to meet the safeguarding needs of Hackney's children and young people. (Appendices 5 and 6)

The appointments of a Safeguarding Group Manager and a Community Partnership Advisor in this period have strengthened the staff resource. Key achievements of the CHSCB this year include:

- establishing the Child Death Review Panel;
- continuing to work with a range of communities via our Community Partnership work
- providing extensive training across the partnership on safeguarding issues to ensure that safeguarding remains everybody's business.

The LSCB has commissioned two Serious Case Reviews in 2007/08 which are ongoing. In respect of the first, an interim action plan has been implemented to ensure that practice develops in light of emerging lessons. The protocol with adult mental health services is currently being refreshed to embed learning from the Serious Case Review and will be re-launched in October 2008. In respect of the second, an external reviewer has been commissioned and all agencies are working well together to ensure a speedy conclusion.

Community partnership work, supported by the appointment of the full-time Community Partnership Advisor, has been successful in engaging with BME and faith communities. Community and faith sector organisations are now better informed about, and able to respond to, child protection concerns. Leaflets are made available in a number of languages and there is a structured programme of dialogue, training and advice with specific communities. Black and dual heritage children with child protection plans are over-represented, and engagement with these communities is a key priority for the Community Partnership Advisor.

All staff work to the London Child Protection Procedures. The Training Sub-Group of HCSCB coordinates and reviews arrangements for child protection training for all agencies and publishes a six monthly training programme, offering three times as many courses as in 2005/06 and having trained over 3000 staff from various disciplines working with children. The February 2008 Ofsted inspection of the Fostering Service commented positively on the quality of safeguarding training for carers (see KJA 2.7). All statutory services, including schools, have designated leads for child protection and training is provided to ensure that they are fully supported in these roles.

The East London Information Protocol forms the basis of information sharing about children/young people. New Service Specific Information Sharing Agreements have been developed to underpin multi-agency working at the Ark (Integrated service for disabled children) and with the Adult Learning Difficulties Service (see KJA 2.5).

The quality and timeliness of case file recording has continued to improve, as evidenced by the Ofsted inspection of Private Fostering Arrangements and the Fostering Service. A monthly case file audit is fully embedded and reviews approximately 80 files per month, and has found that standards for case recording were met in over 90% of cases in 2007/08. A detailed, external audit of case files in May 2008 identified '*many strengths, including the high quality of analysis and recording*'. (See Appendix 1)

Advocacy is available to children and young people through a contract with Voice. The representations and complaints process is widely advertised and well-used. There is clear evidence that representations inform care planning and that lessons are learned. The May 2008 external case file audit found that engagement with children, young people and parents/carers was good in the vast majority of cases, and identified cases where plans had been significantly adjusted following representations. We have addressed the capacity issues which led to some delays in dealing with complaints within timescales.

#### **Areas needing improvement**

- Continue to develop the role of the LSCB in co-ordinating the multi-agency approach to safeguarding through implementation of the findings of the 2008 review.
- Ensure improvements in the complaints process are fully embedded.

### **2.5 Services are effective in establishing the identity and whereabouts of all children and young people aged 0-16**

The priority focus on identifying the whereabouts of children has been to establish clear mechanisms to cross-reference details of children who come to the attention of statutory agencies with the school roll maintained by The Learning Trust. Procedures have been agreed with partners to identify any children missing from education. Homerton Hospital A&E, health visitors, the Homeless Families Unit, Housing Services and the Police all routinely enquire about the schools attended by children and young people who come into contact with their services and refer the information back to The Learning Trust. Contact has been made with all independent schools in the borough in order to identify and track those children being educated in the private sector.

100% of permanently excluded pupils are provided with alternative tuition within six days of decision to exclude (see KJA 3.5).

Arrangements to establish the whereabouts of all children are supported by clear procedures for information sharing (see KJA 2.4). Procedures are in place for professionals to report missing children and young people to the Child Protection Unit, in line with Pan-London procedures. The Child Protection Unit maintains a dedicated e-mail address for professionals to report children who go missing. Management oversight of missing looked after children is strong, involving the Head of Service and reports to the Corporate Parenting Board. An investigation by the Overview and Scrutiny Board in November 2005 expressed full confidence in the work delivered across the partnership in this area, particularly commending the dedication of staff. Numbers of looked after children who go missing are very low. There are currently no looked after children missing from Hackney.

Support for young carers is now strong and well co-ordinated across partner agencies. The 'Too Young to Care Strategy' has now been published. Key achievements include:

- All schools have designated leads for young carers
- Designated Positive Activities for Young People Co-ordinators ensure young carers have equitable access to positive activities.
- Supporting Young Carers has now been incorporated into the core training package for social care staff.
- Specialist support services for young carers are commissioned from NCH.

#### ***Areas needing improvement***

- Continue to work with independent schools to enable tracking of educational placement of young people educated in that sector.

### **2.6 Action is taken to avoid children and young people having to be looked after**

The consistent reduction in numbers of looked after children per 10,000, and the significant reduction in the numbers of care order applications, demonstrates the success of our strategy to avoid children and young people having to be looked after.

Spend on family support services is high and continues to increase. At £162 per capita, spend was significantly higher than statistical neighbours and more than twice the 2006/07 England average. This level of investment has enabled Hackney to establish Rapid Response Units, which provide immediate support, within the hour where necessary, to families at risk of breakdown. The Parenting Support Service has been further developed, providing a task-centred approach to interventions with families, in the long-term where appropriate. The voluntary/community sector role in family support services has been clarified and NCH are now commissioned to provide support for families during evenings and weekends. The May 2008 external case file audit identified good use of contracts with families and provision of complex packages of therapy and family support that enabled early rehabilitation.

The level of senior management oversight demonstrates the strength of our commitment to avoid children and young people having to be looked after, and ensures decision-making is of the highest quality. All decisions to apply for court orders are presented to a weekly Children's Resource Panel, chaired by the Assistant Director and attended by all Heads of Service, the Principal Lawyer and the Headteacher of the Virtual School for Looked After Children. When decisions are taken to apply for court orders, there is now much more clarity about the purpose and, in line with the Public Law Outline, all other options have been explored. Educational arrangements for placement have high priority. As a result of all this work, our reputation with the family courts has improved and individual social workers have been commended by judges. The Assistant Director (Children's Social Care) was recently invited to address the London Court Users Group to share the lessons learnt in early implementation of arrangements very similar to the public law outline and how improvements have been secured so quickly.

Thorough and early exploration of options, often through the use of Family Network Meetings, maximises the numbers of children who are cared for within their families without entering the care system. This is supported by effective use of Special Guardianship Orders. This accounts for the reduction in the percentage of looked after children fostered by friends or relatives.

#### ***Areas needing improvement***

- Continue to develop capacity within tier 2 family support services through roll-out of the cluster-based support model and use of CAF assessments.

## 2.7 Looked after children live in safe environments and are protected from abuse and exploitation

The high quality of arrangements to safeguard looked after children is evidenced by the Fostering Service being judged as 'good' by Ofsted in February 2008. Safeguarding practice was found to be strong with the inspector concluding, *"All staff and carers have regular training related to the protection of children. Carers are aware of their roles and responsibilities regarding safe care."*

Of those children looked after, good use is made of kinship care (9.2%) and fostering or pre-adoption placements (88.1% of 10-15 year olds). The proportion of looked after children in residential care (10.9%) remains significantly below the national average, highlighting the quality of our Fostering Service and therapeutic approach to behaviour management.

Stability for looked after children is excellent and exceeds national averages. Only 7.3% had three or more placements during the year (Band 5 performance) and 70.4% were in the same placement for two years or placed for adoption. This stability is clearly leading to good outcomes in health (see KJA 1.5), educational attainment (see KJA 3.7) and offending behaviour (see KJA 4.6). A Kinship Panel is well embedded, overseeing fostering placements made with family or friends.

The proportion of looked after children adopted or for whom a Special Guardianship Order is secured is high at 14% in 2007/08. Our practice is to commence permanency planning at an early stage, and pursue adoptive placements with diligence for children for whom this is assessed as the best option, however challenging or complex their needs may be. This has led to some delays between best interest decision and placement for adoption. Performance for this measure has improved to 57.1%. However every case where there has been a delay beyond the 12 months has been reviewed and all are historical cases involving early permanency planning, and children with the most challenging and complex needs. We have implemented early referral meetings for family finding to improve our performance in this area.

Performance on looked after children reviews is better than the national average. The proportion of reviews for looked after children completed within timescales has improved significantly to 86%. The vast majority (91.9%) of looked after children participate in their reviews. Effective management of placement provision has meant that of the 43 young people newly looked after in 2007/08, only one was placed more than twenty miles away from home. Looked after children in out-of-borough placements receive the same level of support as children placed in the borough, through the virtual school co-ordinating educational provision, full access to the Looked After Children Health Team and support from clinicians in our Looked After Children Service.

56 looked after children participated in the annual questionnaire consultation. 93% felt well-supported and safely looked after and 80% felt able to tell their social worker how they were feeling. However, 36% wanted to see more of their social worker. The quality of social worker interaction with looked after children is a key focus for professional development across the service. The Reclaiming Social Work model has enabled social workers to focus their time on meaningful contact with children and young people by releasing practitioner time from administrative functions, as noted in the recent external audit of case files.

In-house fostering capacity is strong, with approximately 160 in-house foster carers. Hackney Foster Carers Association is funded to identify training and support needs of in-house foster carers. There is an annual training programme that foster carers can access. The CWDC core training programme for foster carers is being implemented.

Corporate Parenting 'surgeries' have continued, where looked after children and carers can raise any issues with senior managers and members, including the Lead Member for Children and Young People. Our Corporate Parenting Board is functioning well, providing scrutiny and challenge to our work with looked after children. Staff conferences this year have focused on direct work with children and young people building on the successful Innovations DVD project produced by looked after children.

**Areas needing improvement**

- Continue to improve the timeliness of adoptions following best interest decision.

**2.8 Children and young people with learning difficulties and/or disabilities live in safe environments and are protected from abuse and exploitation**

Arrangements to safeguard disabled children and young people are good, with all disabled teenagers having transition plans. A Transitions Board has been established to oversee transfer of young disabled adults from children's services into adult services. The Disability Case Review Panel has been established to ensure consistency of decision making about care packages for disabled children and young people. There is clear commitment to finding adoptive placements for children with complex disabilities (see KJA 2.7).

Considerable progress has been made in developing multi-agency arrangements for children and young people with disabilities and learning difficulties. The opening of Hackney Ark, a multi-agency service centre with co-located Children's Social Care, Primary Care Trust and The Learning Trust teams is a model of good practice. Plans are underway to underpin a more integrated service delivery model with a formal Health Act agreement. Effective information sharing, through a service specific Information Sharing Agreement, has been developed for services located at Hackney Ark. Over 80 families receiving services at the Ark are benefiting from having a key worker to co-ordinate their care package. A Joint Funding Protocol is in place with the Primary Care Trust, Children's Social Care and The Learning Trust to co-ordinate contributions to joint care packages.

Arrangements for short breaks provision is now co-ordinated across statutory and voluntary/community sector agencies, through a multi-agency steering group. The residential respite care service has been de-commissioned and funding diverted to a wider choice of short breaks for children and families.

Hackney Family Backup is commissioned to provide a regular forum for the parents of disabled children and young people to make their views heard and inform service delivery, including the development of the Hackney Ark. Advocacy support for disabled children and young people is commissioned from Voice. Practice in including disabled children in consultation work is good. 16% of looked after children and young people who participated in the most recent questionnaire consultation were identified as disabled.

A new occupational therapy led, Safe Environments Service provides specialist assessment for children with challenging behaviour and/or severe learning disabilities with home assessments and work with psychologists and the social work team to manage behaviour in the home.

**Areas needing improvement**

- Further integrate services for disabled children and young people by making use of Health Act flexibilities.

Enjoying and Achieving	Overall Grade 3
<p>Enjoying and Achieving has been judged good since the first APA in 2005 and judged to have made good progress in each subsequent annual external assessment. There has been good progress overall in the areas for development highlighted in the 2007 APA Letter.</p> <p>We can clearly demonstrate improved standards across all key stages: the rate of progress at KS1 was better than national in most aspects; at KS2 we achieved above the national rate of progress in both English and maths with good improvement in writing; exceptional improvements were made overall at KS3, reducing the gap to the national average and exceeding targets for maths and science; a strong improvement in GCSE results at KS4 demonstrates that Hackney schools are making good progress and closing the gap with the national average (Appendix 4). This progress was validated by the National Strategies and strong capacity to effect improvement identified across all phases (<i>The track record of improvement in many aspects of Hackney's performance is impressive. NS Review March 08</i>).</p> <p>The latest DCSF data show Hackney's Unauthorised Absence (UA) figures to be better than the inner-London average. In autumn term 2007, Hackney's combined primary and secondary UA figure fell to 1.21%. The primary UA rate was 1.12% in 2006-2007, reduced to 0.99% in Autumn term 2007 and has been reduced further to a provisional 0.82% in Spring term 2008.</p> <p>The development of the Virtual School for Looked After Children is contributing to a range of improved outcomes for this vulnerable group. The rate of absence from school for more than 25 days among looked after children has been lowered significantly by 6.2% moving the local authority from Band 2 to Band 4 performance. LAC achievement at KS4 is above national and statistical neighbour averages.</p> <p>We have made strong progress in other key areas, notably: the improvement in our underachieving groups is good, showing measurable evidence of our intervention strategies; we can demonstrate exceptional value-added with strong progress between KS2-4; attendance strategies are effective and have led to improved attendance levels in all phases; partnership working is very strong, exemplified both by the work of multi-agency teams in children's centres, and also in the delivery of very innovative projects such as <i>Words Unite</i> – a major project to 'get Hackney reading' – which involves children, their families and communities.</p> <p>Processes to identify and support schools requiring additional support are robust and of good quality. Our model has been promoted by the National Strategies as an example of good practice with other boroughs. (<i>At the heart of this work currently is the unremitting focus on raising the bar and challenging satisfactory schools to become good and good to become outstanding. NS Review 2008</i>).</p> <p>Hackney currently has a higher than average percentage of primary schools in formal Ofsted categories and this continues to be a focus for improvement. In respect of secondary, special schools and PRUs (see 5.7), Hackney's performance is better than average with none in a formal Ofsted category.</p>	
<p><b>3.2 Early Years provision promotes children's development and well-being and helps them meet early learning goals</b></p>	
<p>Early Years outcomes are good and support strategies are improving the quality of provision further. In the current Section 5 inspection cycle, early years provision was judged to be good or better in 60% of schools. Assessment procedures are now more rigorous and well-moderated and strategies to raise standards in private, voluntary and independent early years settings have been implemented. The Senior Regional Director from the National Strategies has described the alignment of teams supporting the early years foundation stage (EYFS) as a strength of The Learning Trust.</p> <p>During the last year, considerable progress has been made in partnership working. This provides consistent support for parents and children, exemplified by the work of multi-agency teams in children's</p>	

centres. As a result, in November 2007, the LA was graded as low risk on implementation of the children's centre strategy. The DCSF regularly recommends Hackney's good practice in the development of children's centres to prospective visitors and other LAs.

In 2007, Foundation Stage Profile achievement rose in line with the national trend for NIS 72 (percentage of children achieving six or more across seven scales and 78 points or more). Targets that were set for 2008 (PSED and CLL scales) were achieved in 2007 as a result of the work focused on the 2006 JAR recommendations. Current performance compares favourably with our statistical neighbours at just above the Inner-London average. However, the gap between the median and the lowest-achieving 20% rose slightly in 2007. Following agreement in the Standards Meeting 2007, the moderation process for foundation stage is targeting 15 (30%) schools and the profiles of several hundred children in early years settings this year. This will ensure even greater consistency and quality assurance of the assessment processes.

Clear strategies to raise early years standards of attainment and to 'narrow the gap' were prioritised in the Learning Outcomes Duty Plan. A central feature of this is the 'Making a Big Difference' Project, which has been introduced in 10 lower-performing schools. This focuses on improving children's communication skills through the use of core books, story-telling, story-acting and rhymes. A case study example is Southwold School, whose foundation stage cohort accounted for 7% of the lowest-achieving 20% of children in 2007. The internal learning environment has improved, planning and assessment systems have been strengthened, children's progress is tracked, under-achievement is targeted, and good practice is being embedded and extended.

We continue to provide a comprehensive workforce development programme to improve the skills and qualifications of the early years workforce. The Early Years Team is working with almost 80 PVI early years settings to enhance skills in assessing and evaluating standards. Foundation stage teachers in all schools and settings have had training packages for implementing the EYFS curriculum. A process of staged support to raise standards in early years settings has been introduced. This identifies (i) the advice available for improving the quality of provision and (ii) the actions to be taken (including withdrawal of funding) if required improvements are not made within agreed timescales. The contracts with commissioned settings are to be amended, so that future funding will be dependent on good quality provision or a viable action plan to achieve good quality.

Another significant element of the improvement strategy is 'Parents as Partners in Early Learning'. Resources are targeted on under-performing groups. An example of this is a school-based project aimed at Turkish/Kurdish-speaking parents, combining ESOL classes with advice and support to 'help your child to learn'.

#### **Areas needing improvement**

- Strongly embedding all strands of the strategy to raise early years attainment and to narrow the gap.
- Sustaining the quality of our advice and challenge to settings and schools - to move to 100% of them having good or outstanding provision.
- Further development of partnership working and effective resource allocation - to provide accessible services with multi-agency teams giving consistent advice to parents and children across the borough.

#### **3.3 Action is taken to ensure that educational provision for 5-16 year olds is of a good quality**

The Trust has implemented an effective Raising Achievement strategy. This clearly defines priorities and targets resources from KS1 through to KS4. This strategy involves a clear commitment to early intervention.

Across all key stages, The Learning Trust's school improvement services are supportive and challenging. Quality assurance is a high priority. This is confirmed in the National Standards Review March 08 and the Schools Causing Concern Review. All schools are aware of the LA process regarding Schools Requiring Additional Support (SRAS). This uses all the powers laid out in the 2006

Act, and clearly distinguishes between the respective roles of SIPs and EIAs. The SIP programme is effectively delivered in both secondary and primary phases (see NS RAG rating). The documentation related to school improvement is strong. A key part of our SRAS process is the single termly support plan which is outcomes-driven, using both qualitative and quantitative measures. It leads to effective exit strategies that ensure schools move from dependence to independence. Stakeholders have confidence in the quality and impact of the improvement services provided. *(The SIPs and EIAs have the confidence of headteachers and support and challenge rigorously with credibility in a clearly defined framework. NS review).*

A key element of the challenge process with schools is the focus on pupil-level data in target-setting and in the development of rigorous and robust progress-tracking systems. The quality of local data is high. Data-services are responsive to the bespoke needs of individual schools whilst providing in-depth analyses at LA level.

Our innovative model of intensive support for primary schools - using an associate headteacher and a team of advisory teachers - has been identified as good practice by the National Strategies..

The significant improvement in KS1 results in 2007 demonstrates the impact of our early intervention strategy. Innovative early interventions such as Numeracy Recovery have been enabled by LAA resources. (Our Numeracy Recovery strategy has been adopted as the basis for a national model.) Effective strategies such as Reading Recovery are strongly embedded and Supported Daily Reading in Year 1 is in place. These targeted interventions, along with other support, led to improved outcomes in 2007 and narrowed the attainment gap for key under-achieving groups: boys; summer-born pupils; Turkish/Kurdish-speaking and Caribbean heritage pupils. A notable achievement in 2007 was the significant reduction in the achievement gap for summer-born pupils – by 6% in reading and 6% in writing. For summer-born boys the gap was closed by 9.5% in reading and 9% in writing.

Hackney's improvements at KS1 derive from effective national strategy implementation, targeted local projects and a range of developmental partnership activities. 'Words Unite', a major borough-wide campaign to 'get Hackney reading', demonstrates The Learning Trust's ability to successfully collaborate with a wide range of partners in activities to raise standards.

The LA's data analyses and self-evaluation highlight the fact that outcomes at KS2 are a key priority and challenge. Aggregated KS2 results show us in quartile D, although progress measured by CVA is at the national average level and time-series improvement rates are above national improvement rates. Over the last four years, the number of schools below the KS2 floor target has been significantly reduced, by two-thirds in English, and by one-third in maths.

In order to sustain KS2 improvements, we have evaluated the impact of a range of local strategies (for example: ISP schools; maths interventions; writing tutorials; and Saturday schools). The progress achieved in the ISP schools was marked in 2007, with English progress at 4ppts (double that for all LA schools) and maths progress at 7 ppts (5ppt greater than for all LA schools). This reflects the impact of targeted support offered to the ISP schools. Future support strategies will be tailored to this evidence. Alongside the borough-wide raising of expectations at KS2, we have developed a leadership development framework that underpins our strategy to move satisfactory schools to good. It is clear that the issues of leadership within the primary phase have a direct effect on outcomes at KS2, with still 50% of our schools having 'only' satisfactory leadership. We have used different models of leadership to secure standards in our most vulnerable schools, employing both federation and collaboration models. The impact of using our best leaders to lead more than one school is securing improved pupil outcomes.

In the 2007 KS2 results, we achieved improvements for our main under-achieving groups in both maths and English. Turkish/Kurdish-speaking pupils made a 6% improvement in both English and maths. Caribbean heritage pupils made a 5% improvement in English and a 1% improvement in maths. In order to further improve outcomes for targeted groups we have implemented a research project focused on Caribbean heritage attainment in maths, the outcomes of which will feed into our maths strategy.

At KS2, fewer schools are below floor targets, under-achieving groups are performing better, intervention strategies are making an impact, value-added progress rates are improving, and leadership development initiatives are showing very positive results.

Hackney currently has a higher than average percentage of primary schools in formal Ofsted categories and this continues to be a focus for improvement. In respect of secondary, special schools, and PRUs (see 5.7), Hackney's performance is better than average with none in a formal Ofsted category.

The successive year-on-year improvements in Hackney's KS3 results reflect the positive impact of the LA's challenge and support to its secondary schools. The gap between Hackney and national averages at KS3 has been closed rapidly. We were the most-improved LA in KS3 in 2006 and the second most-improved in 2007. Significant improvements in raw results have gone hand-in-hand with upper-quartile standards of progress on value-added measures. Targeted support has led to substantial improvements in boys' progress and the attainment of local under-achieving groups has improved significantly. The remaining attainment gaps are a focus of very close attention. LAA funding has provided valuable targeted support for key under-achieving groups such as Turkish/Kurdish-speaking and Caribbean heritage pupils, including booster learning and support in reading for Y7 pupils. In 2007, Hackney's GCSE results improved for the fifth successive year and the gap between Hackney's results and the national average narrowed yet again. Compared with neighbour authorities, the gap between Hackney's results on the 'old' GCSE 5+ A\*-C indicator and results on the 'new' indicator (including English and maths) was less than the London average.

The strongest evidence of the quality of secondary school outcomes in Hackney is in the DCSF's Contextual Value Added measures. In 2007, all of our secondary schools achieved over 100 in CVA from KS2 to KS3. All our schools scored over 1000 in CVA from KS3 to KS4, and all of them achieved over 1000 in CVA from KS2 to KS4. No other LA in Greater London matched this achievement.

Higher standards of attainment and improved value-added progress measures at KS3 and KS4 have been reinforced by the evidence of Ofsted's qualitative inspection judgments of our schools. It is now five years since a Hackney secondary school was in a formal Ofsted category. In the latest inspection cycle, since 2005, 90% of our secondary schools have been judged to be good or better, including four that were judged as outstanding.

The systematic expansion of Hackney's academies programme, bringing an increase in the number of Year 7 admission places for local children, is an integral part of our commitment to provide access to high quality secondary provision (see Service Management). The continuing focus on high levels of attendance (3.4) ensures that children make the most of the learning opportunities that are provided. Over time, consistently high levels of achievement at KS4 will be the single most effective method of reducing the percentage of young people who are Not in Education, Employment or Training (NEET). The recent reductions in the percentage of 16-18 year-old NEETs are early evidence of the positive impact of Hackney's improved GCSE exam results (5.2).

#### **Areas needing improvement**

- Continue to raise standards across all key stages – with a special focus on KS2 and the implementation of the Raising Achievement Plan for maths for KS2 (2008-10)
- Sustain our drive to raise the quality of schools and their outcomes, reducing the number of schools in formal Ofsted categories, and moving satisfactory schools to good, and good schools to outstanding, in all phases.

#### **3.4 Children and young people are enabled and encouraged to attend and enjoy school and to achieve highly**

Strategies to ensure that pupils attend school regularly are effective and have led to improved attendance levels in all phases. Improved secondary attendance rates place Hackney above the national average and in the top 15% of LAs, nationally.

Although unauthorised absence levels remain above the national average (partly as a result of a joint strategy with headteachers to discourage parents from taking children out of school for term-time

holidays) the latest DCSF data show our UA figures to be better than the inner-London average. In autumn term 2007, Hackney's combined primary and secondary UA figure fell to 1.21%. Primary UAs were 1.12 in 2006-2007, reduced to 0.99% in Autumn term 2007 and reduced further to a provisional 0.82% in Spring term 2008.

- The Education Attendance Service has robust systems and procedures in place for identifying and intervening when a pupil's attendance falls below 85%. Over 250 Penalty Notice warning letters and 150 Penalty Notice fines were issued during the past 12 months. 46 cases were referred to Magistrates Court for prosecution.
- The Learning Trust has agreed to participate in the DCSF's pilot programme to reduce persistent absence in primary schools.
- The EAS is working closely with an IT consultant to ensure that all school staff responsible for recording absences are trained to recognise the importance of correct coding. There is early evidence of the impact of this improved data-entry and follow-up. Spring term 2008 data submitted to the DCSF shows a reduction in unauthorised absence.

Early intervention to improve attendance includes support for parents. The 'Strengthening Families' parenting programme targets parents who experience difficulty getting their children to school in KS1/2. An attendance officer is seconded to the EIPP team. This is strengthening early engagement with parents around the crucial importance of school attendance. We have developed preventative measures to identify potential attendance issues through training with the SEAL programme, work with the Youth Support team, and liaison with neighbouring boroughs.

Our innovative partnership practice is shown in a current pilot project. Two community truancy officers (cyclists) work within the community to identify truancy hotspots as well as providing high visibility on local estates. We are establishing strong links with housing officers, estate wardens, police, YOT, Youth Support teams and also Rail police/transport.

Pupil behaviour in schools is now a strength. Pupil behaviour has been judged to be good or better in all but one of the Section 5 inspections since September 2007. The support for behaviour in schools is well-co-ordinated and targeted. The implementation of the SEAL programme in both primary and secondary phases is enhancing this aspect of the learning environment.

#### **Areas needing improvement**

- Improve and sustain high levels of school attendance.
- Intensify support to 10 primary schools, so that no school is below 93.5%.
- Reduce unauthorised absences in primary and secondary school.

### **3.5 Educational provision is made for children who do not attend school**

There were no permanent exclusions from primary schools in 06/07 which is the outcome of the development of supportive behaviour pathways including interventions from the primary PRU and managed moves supported by rigorous PSP procedures. All permanently excluded pupils are offered a full time educational placement within six days of the decision to exclude.

The PRU Placement Panel monitors the educational pathway of pupils in the secondary PRUs to ensure the effectiveness of the provision in meeting the identified needs of each pupil. This has led to reduced exclusion from Hackney schools, although there was a significant increase in Hackney pupils being excluded from out-of-borough schools.

Two Educational Personal Development Officers have been appointed to work with out-of-borough schools to identify and intervene with Hackney pupils who are at risk of exclusion. Although this is yet to be fully embedded, the trend does appear to show a reduction in permanent exclusions from 37 in 06/07 to 26 this year to date (2 ½ terms). Contact has also been made with neighbouring LAs to ensure we are alerted to Hackney pupils receiving fixed-term exclusions to enable early intervention.

The PRUs are working towards federation to ensure a continuum of provision to meet the needs of pupils. This process has been started by the establishment of a joint Management Committee and is

based on good and sound provision as recently judged by Ofsted inspection.

In 2006/07, 25 pupils were successfully reintegrated into secondary schools as a result of the effective impact of the Fair Access Protocol (Hard to Place). Identified actions have focused on rates of fixed-term exclusions and prompted investment in restorative approaches as a strategy to address conflict. In April 2008 senior staff from four secondary schools and two PRUs made a study visit to New Zealand, led by the University of Auckland, to see practice in action. The impact of restorative approaches is shown in the reduced number of fixed-term exclusions. Two secondary schools in particular have promoted the use of restorative approaches. This has resulted in a reduction of fixed term exclusions from 132 to 40 in one school and from 195 to 108 in the other over the first two terms of this academic year in comparison with 2006/07.

A full and accurate database is maintained of children whose parents elect to educate at home and assessments of the education being provided is recorded, together with dates for review. There are currently 37 children educated at home.

The Home Tuition Service provides education for those children who are unable to attend school because of physical or mental health difficulties, pregnant school-aged girls and for those young people who are subject to bail conditions that prevent them from attending school. During 2006/07 72 children were referred to the service.

#### **Areas needing improvement**

- Continue to implement the Restorative Justice approach across phases.
- Strengthen further the service delivery model to facilitate improved multi agency case work.
- Develop the cross borough strategies for pupils excluded from out of borough schools.

### **3.7 Children and young people who are looked after are helped to enjoy and achieve**

Data shows that the percentage of looked after children in year 11 who sat 1 or more GCSEs or equivalent is higher than it has ever been, above both statistical neighbours and the average for England. The percentage of care-leavers who sat at least 1 GCSE is good and higher than statistical neighbours. The percentage of care-leavers achieving 5+ GCSE grades A\*- C this year is higher than statistical neighbour and England averages.

A headteacher for the Virtual School for Looked After Children has been appointed (funded via the LAA) to improve educational outcomes. A management committee monitors and evaluates the impact of this work. The headteacher has implemented a number of strategies and a wide range of systems and provision has been targeted to ensure care and achievement for pupils who are looked after. These include:

- training and guidance to support social workers, designated teachers, social care staff and foster carers in the effective writing of personal education plans (PEPs). Foster carer training to ensure quality choice of schools/placements.
- transition support: transfer meetings with headteachers for year 6 pupils, which has led to all pupils having been offered places in good or outstanding schools; guidance for year 9 options; advice, support and guidance from the 16+ team to ensure looked after children are placed in EET.
- designated teachers in all schools and developing provision of designated officers in colleges and early years settings. A vulnerable team officer (funded by CP) provides additional support.
- liaison with key bodies such as extended schools and holiday provision. Free leisure passes to the use of local leisure facilities. Arts for Inclusion funding to provide a pilot of cultural activities for a group of secondary age looked after children. School provision of free books for looked after children in years 1-5.
- elected members surgeries for looked after children held monthly and attended by headteachers.

Using the available data and PEP information, tracking of pupils is informing intervention and additional support from the teachers/educational officers in the Looked After Children Education Team, with a key

focus on transition points. 1:1 tutorial provision is also available. Data includes welfare call reports on attendance. The data for 2007/08 with regard to absence from school for more than 25 days shows a significant improvement on last year's figures. In 2006/07 this was 15.9% and for 2007/08 it is 9.7%. This represents an improvement of 6.2%.

### Areas needing improvement

- 100% of PEPs to be in place through training in recently developed protocol for writing and implementation of PEPs.
- Continue the work to enhance the tracking information for looked after children to include attendance reports and progress information for foster carers.
- Develop the capacity of the post-16 education workers through targeted discussion, guidance and training.

### 3.8 Children and young people with learning difficulties and/or disabilities are helped to enjoy and achieve

An access audit of all early years settings has been completed with action plans for improvement in place; existing children's centres have disabled access. Children's centres are working in partnership with community providers to bolster evening, weekend and holiday schemes using the children centre and/or school indoor and outdoor facilities. Hackney Families Together meetings are hosted by a local children's centre, making access easier for local families. Children in need (CIN) nursery places, and targeted Special Education Needs (SEN) places provide additional capacity to ensure children with disabilities are supported. Children's centres and early years settings also run SEN training courses for practitioners and training programmes for parents, an SEN equipment loan scheme, and a toy library.

The notification process and assessments are well established, applied in a consistent manner and clear protocols are in place. This leads to a single point of referral, multi-agency planning, and assessment. Children's needs are met at an early stage and appropriately funded, with priority given to establishing specialist early support for child and family. The early identification of need leads to good progress rates.

The progress of individual children and young people is tracked through regular pupil progress reviews and interventions as well as Annual Reviews, and reviews of IEPs. Schools are encouraged to complete an Annual SEN Self-Evaluation alongside an SEN Yearly Planner to coordinate Education Psychology Service intervention. Individual children in the early years are supported by area SENCOs, inclusion officers, specialist advisory teachers, portage and early years specialists. Alongside effective intervention strategies (Reading Recovery and Numeracy Recovery), this has led to good progress and improvement rates in KS1 and pupil progress rates significantly above the national average at KS2 (e.g. 95% of 'W' level pupils at the end of KS1, make two levels of progress in English compared to 85% nationally). The new SEN/ non-SEN gap performance indicator shows the authority to be doing well at the end of KS2. KS3 LDD data also shows better rates of progress than the national average, and again the new SEN/ non-SEN gap PI has an upward trend.

Good quality SEN statements are produced in a timely and efficient manner. Although the number of high- incidence statements is decreasing, the overall number of statements is increasing because of an increased trend in low-incidence needs. An increasing number of LDD pupils have their needs met in mainstream settings.

In response to parental preference, we have provided additional and specialist support in mainstream schools for children with specific language impairments and also for children with visual or hearing impairments so that fewer children go out-borough or to special schools. Innovative packages of support (including using the transport service flexibly) allow more children with complex LDD to be successfully included in mainstream schools.

The Disability Forum for young people is well established and contributes to policy and practice and the sharing of good practice in matters of inclusion in both schools and the wider community. Parents are

supported effectively by Parent Partnership and Independent Parent Supporters. Hackney Families Together is consulted regularly on policy and practice, and drop in services.

CHYPS Plus has commissioned the Huddleston Centre through Key Connections to deliver an Access scheme, which commenced in May 2008. The project aims to provide support to young people with high level needs to enable them to access sport and physical activity services. This service will optimise opportunities for improved health, communication and physical development; body awareness, muscle tone, fine and gross motor skills, general and cardiovascular fitness and BMI.

CHYPS Plus is also working in collaboration with five leisure providers across Hackney. The sport coaches have been trained by the CHYPS Plus multidisciplinary team to deliver health promotion and health awareness to young people accessing sports. The Leaside Trust, in particular, runs extensive formal and informal outdoor education programmes for young people in Hackney but their strength has been in the delivery of projects with disabled young people allowing their full participation in outdoor pursuits like kayaking, canoeing and mountain biking, all with specially adapted equipment.

#### **Areas needing improvement**

- Continue with the priority to ensure that LDD pupils participate in a range of appropriate cultural and leisure activities such as extended services, summer schemes and after school provision.
- Develop further analysis and tracking of pupils identified with LDD through the use of ICT systems using P levels.

Making a Positive Contribution	Overall Grade 3
<p><b>Introduction</b></p> <p>Making a Positive Contribution has been judged to be good since its first external assessment through the Joint Area Review in March 2006. Our 2007 APA Letter confirmed that we had made good progress both for this outcome area in general and in relation to the one recommendation that concerned developing a coherent strategy for consultation and increased participation. Over the last 12 months, we have made excellent progress in improving our work on the involvement and participation of young people. This has become consolidated into mainstream activity and attracted national recognition for its innovative approach.</p> <p>Both the Youth Service and YOT have been transformed in the two years since the Joint Area Review, as confirmed by internal and external quality assurance. The recent Youth Justice Board (YJB) annual assessment noted that the Youth Offending Service is now rated as level 4, making improvements in key areas including National Standards, ETE and parenting interventions (see 4.5). A recent external review of the Youth Service noted that it was <i>'highly improved'</i> and <i>'delivers overall a good service...with outstanding leadership and management.'</i> (see 4.3) (see also service management)</p> <p>There has been excellent progress in the two areas for development highlighted in the 2007 APA Letter. The vast majority (92.3%) of looked after children participate in their reviews, a substantial improvement on the 2006/07 performance (81%), with performance now in Band 4 and above statistical neighbours (see 2.7 under Staying Safe). Over the last year, we have achieved a 1.4% reduction in the number of first time entrants while the total reoffending rate for the 2006 cohort has reduced from 47.4% in 05/06 to 38.9% in 06/07, an overall yearly reduction of 8.5%. All reoffending rates are now on and below national averages for reoffending rates.</p> <p>On the basis of sustained improvement and external validation, Making a Positive Contribution is self-assessed as a strong Grade 3 and is moving towards becoming a Grade 4 over the next period.</p>	
<p><b>4.3 Children and young people are encouraged to participate in decision-making and in supporting the community</b></p>	
<p>Significant investment in the development of the Youth Service has been focused on enhancing integrated work with young people and improving the range and quality of positive activities available. This approach is evident in the work undertaken with young people to involve them in decision-making both within Youth Services and wider partnership structures. Young people have been involved in developing the vision from the award winning Good Place to Grow Up consultation to the development of the Hackney Youth Parliament (HYP). Currently young people participate across the youth service as grant givers in the Youth Opportunity Fund (YOF), decision makers in the HYP, inspectors in our inspection project and peer educators and researchers across a number of initiatives. This demonstrates our absolute commitment to keeping young people at the heart of service development.</p> <p>Overall, the numbers of young people participating in a youth services activity has increased by 30% from 1,560 to 2,027.</p> <p>Over the past year there has been substantial improvement in the levels of recorded and accredited outcomes from 23.8% to 45% (recorded outcomes) and 13% to 17% (accredited outcomes). Training has been delivered on youth participation, peer research, UNCRC, SRE training, drug awareness, young people's rights, participation, communication and leadership, and equal opportunities. Accredited training has been delivered using the Arts Award and Act By Right.</p> <p><b>Hackney Youth Parliament:</b> In April 2007, 39 young people were elected from 17 schools and youth organisations and in May 2007, took part in team-building and introductory participation. The HYP has been represented throughout the year at the UK Youth Parliament through our two MYPs supported by two deputies.</p>	

A focus group including representatives from Hackney Youth Parliament, Youth Offending Team Youth Board and the disabled young people's forum shared their views about the priorities in the refresh of the CYPP and we will be working with them further to develop a young person's version of the CYPP.

**Area Youth Forums:** Our four neighbourhood youth forums are all operational and have undertaken training on peer research and the Hackney Youth Charter.

**Hackney Youth Charter Project:** The project is the culmination of a year's work, which involved recruiting and training 13 young people in peer research, co-ordinating the involvement of 300 young people across Hackney through one-to-one interviews and focus groups and the development of the Hackney Youth Charter. In November 2007, a major event was attended by over 100 organisations and services working with young people in Hackney.

**Hear By Right Hackney – Bethlehem 2 Hackney Project:** Hear by Right Hackney are a group of young people trained on the National Youth Agency's Hear By Right Standards. The group teamed up with Mouth That Roars Children's Rights Project and the Palestinian Friendship Association based in Bethlehem, who had produced a film entitled 'Forbidden Rights'. As part of International Rights Week, Hear By Right Hackney hosted the Palestinian group on an exchange programme aimed at encouraging young people to work together to share and gain knowledge on an international level regarding children's rights and to create a platform to raise awareness of the United Nations Convention on the Rights of the Child. The five members of Hackney Hear By Right were awarded, by the ASDAN and National Youth Agency, the Act By Right accreditation for their work on this project. They are the first young people in Hackney to receive such an award.

**Youth-Led Inspections:** Young people are now playing a more prominent and active part in the quality assurance process through the Youth Inspection Team. Young people have been trained to become inspectors to contribute young people's viewpoints about the quality and width of the curriculum and the service as a whole. 27 young people are registered with the project and youth inspection visits have been taking place across the maintained and VCS sector including mystery shopping exercises.

Young people's views are also gauged through a young people's survey which will be repeated in September 2008. The results were published on the **HYPE website** and in a "you said – we listened and acted" report that was circulated across Youth Centres. For this year's annual survey we are planning to use the help of young people to promote the survey and to assist peers with the completion of the questionnaire. **Contrast magazine** is supported through the Youth Opportunity Fund and bi-monthly magazines are distributed to schools, colleges and youth clubs across Hackney. There is a core editorial group of young people who have been trained in creating and editing copy.

A **Local Democracy Week** project was delivered by Arcola Theatre and several HYP members were involved in the project as writers. Zoop Zoop was performed for young people from schools and youth projects, LA officers and elected members and was very well received and will have a re-run in June 2008. The project was nominated for a Channel Four Award.

**Increasing the voice of young people in decision-making:** The elected representatives of the Hackney Youth Parliament meet with the Head of Youth Services and Deputy Director of Children's and Young People Services on a quarterly basis. They meet with the lead member bi-annually. These meetings provide an opportunity to highlight strengths or gaps in the service and to ensure young people's voices are being heard. Examples of outcomes of these meetings include the development of a project to further involve young people in the staff recruitment process; development of activities to meet the needs of young women. We are actively listening to young people, for example their positive feedback on the purple bus, which provides evening and holiday IT activities has led to the commissioning of a second bus; their involvement in the YOF has led to improved facilities at many clubs.

**Youth Opportunity Fund / Youth Capital Fund:** The Youth Participation Project continues to manage the Youth Opportunity and Capital Funds to increase the number of 'places to go and things to do'. 18 young people attended an initial training day provided by Youth Bank and 12 young people went on to receive further training as Grant Makers and Assessors. The young people were trained on how to assess youth premises to allocate YCF funds. These young people now regularly give up their time to attend panel meetings and visits to assess youth centres accompanied by Youth Participation Workers and supported at debriefing and follow up meetings.

**Peer Mentors:** CityZen, one of our commissioned VCS providers, has led several youth involvement projects including a peer-mentoring programme to support young people through the transition from primary to secondary schools. They have also successfully developed estates-based youth forums in partnership with social housing providers.

**CHYPS Plus Voices** participated in GOL's regional pilot self-assessment toolkit for 'You're Welcome' and conducted assessments of local services through mystery shopping.

**Tackling extremism:** £80K has been allocated for capacity building work with Turkish, Kurdish and Muslim youth organisations through the LAA. This promotes increased participation by young people from these groups working together with Muslim groups.

The **Metropolitan Police Volunteer Cadets Corps (VCC)** is active in Hackney with over 30 young participants meeting weekly. The scheme encourages active citizenship through a structured training programme, enabling young people to develop personal skills and qualities. In addition, the VCC enhances relationships between the police and local communities. The Fire Service in Hackney runs a similar cadet scheme. This year, a **Young People's Independent Advisory Group** has been established by Hackney Police, building on the success of the cadets.

**Hackney Schools Music Festival** has expanded from 600 children and young people participating in 1997 to 4,500 in 2008. A new opera, to be performed in July 08, has involved nine schools (3,000 pupils) in a year-long project. Over 300 will be performing at the Hackney Empire with a chamber ensemble and staff choir. 'Creative Hackney' – Hackney's cultural policy - demonstrates the framework within which cultural activities and the cultural and creative industries contribute to the wider social and economic drivers within Hackney. Creative Partnerships has confirmed continuing support and funding for Hackney schools from 2008 – 2011.

#### **Areas needing improvement**

Continue to consolidate the work on widening the scope for young people to be actively involved and contributing to Hackney life, and improve communications with the whole range of young people, keeping them informed of activities. To support this we are working on an overall Youth Offer Communications Strategy with resources identified to support its implementation in Summer 2008.

#### **4.5 Action is taken to prevent offending and to reduce re-offending by children and young people**

The recent assessment by the YJB of the Youth Offending Service is positive. They recognise "a service operating in partnership, striving to develop innovative aligned solutions to youth crime backed by strong strategic leadership and governance. We are confident that the YOS and the Management Board in Hackney have the capacity and capability to manage the identified future risks to service delivery." The service is now rated as level 4.

#### **First Time Entrants (FTE)**

Although we have not achieved a reduction against the 05/06 baseline, our data confirms that we have achieved a 1.4% reduction from the previous year. The YJB 2008 assessment notes that "the YOS has developed a strong prevention infrastructure. Our view is that the YOS with its wider prevention partners will continue to address the factors relating to youth crime in a systematic manner."

In the past year the YOT and MPS have been working in partnership to reduce serious violent crime and in particular youth on youth crime. In addition to targeted prevention interventions, a wide range of police initiatives have been put in place. This includes the increased use of stop and search powers with zero tolerance on knife- and drug-related offences. Hackney MPS are vigilant in ensuring that stop and searches are intelligence-led and therefore achieve a high rate of stop and searches resulting in a detection and prosecution.

50% of FTEs are aged 16 years or over with the majority being 17 year olds. There is conversely a reduction in the numbers of 14 and 15 year old FTEs which are traditionally the peak ages for youth offending. The YOT, Youth Support Teams and The Learning Trust are working together with schools to better identify young people leaving school who might be at risk of not entering or sustaining ETE placements and therefore increasing the risk of offending for the first time. A referral panel has been established to ensure these young people are identified and appropriate, effective interventions across the partnership are in place

Of the total FTE cohort there were 8% of young people who were previously known to YOT prevention interventions, demonstrating that where Hackney targeted prevention services are in place, they are effective in reducing future offending. Our challenge is to widen the targeting and interventions to an older age group. There has been a significant improvement of young offenders in ETE at the time of their statutory order completing, increasing from 58.9 % in 2006/07 to 72.4% in 2007/08. Hackney is now in line with performance for ETE across their family (74.5), London (72.6%) and National (71.1%).

Specific work undertaken includes:

- an audit of our Preventions database (UMIS) to assess the effectiveness of our resource allocation and identify any gaps.
- an audit of the main YOT database (YOIS) to prepare for the implementation of the Gateway Service which will improve communication between all service areas within YOT and help to target prevention resources.
- appointment of a Mobile Intervention Team (MIT) Manager enabling a more informed and cohesive approach to young people at risk of involvement in gang related offending.
- appointment of a Youth Inclusion and Support Panel (YISP) and North Hackney YIP Coordinators enabling a consistent approach to prevention services. The Youth Justice Board deemed the quality of provision in this area to be excellent with a score of 93%.
- extension of our YISP to deliver a transition support service to children in the 8-13 age range identified as requiring additional support focused around the school environment.
- The YOT is a key partner in the MPS-led CURB initiative, resulting in better coordination of resources and efforts to engage the most high-risk young people and reduce their influence and impact on other young people.
- We have developed the borough-wide Youth Crime Reduction Tasking Group allowing for a more strategic input into service development and better responsiveness from partners.
- In July 2007, our neighbourhood Youth Support Teams became operational, providing individual and family support for young people at risk of becoming NEET. This is already having an impact on reducing NEETs and has been received very positively by partner agencies and schools.

### Recidivism

Using National YJB Counting Rules, the total reoffending rate for the 2006 cohort has reduced from 47.4% in 05/06 to 38.9% in 06/07 an overall yearly reduction of 8.5%. When this is further examined the most significant results have been following YOT interventions, in particular, community sentencing and custodial sentencing - i.e. working with the higher-risk young offenders. All reoffending rates are now on and below national averages for reoffending rates. Actions taken to reduce recidivism include:

- A new Head of Service and new operational management group have brought a different strategic approach to the YOT in Hackney. The YOT has also increased its staff resource group and addressed its Court service delivery showing promising results. Feedback from Thames Youth Court demonstrates confidence in our work and sentencing proposals. The Court good practice group has enhanced the relationship with the Court and reduced our use of custody to some degree.

- Reductions in community sentencing of 15.2% and custodial sentencing of 21.6% have been achieved through a more stringent adherence to National Standards together with a model of effective practice and an increase in the range of programmes which have more robust quality assurance systems in place to oversee the work. We have also increased the involvement of parents and families in the work with young offenders and the range of specialist services and structured group work programmes. This combination of individual and group work has demonstrated an impact on reoffending rates. We are working at further reducing the reoffending rates by the introduction of evidence-based systemic practice throughout service delivery.
- Enforcement of Orders has been a key aspect of our success. The YOT has consistently demonstrated the importance of this aspect and compliance has improved considerably, scoring a level 5 in the last full audit. Performance has gained the confidence of sentencers and sent a clear message to young people and their families about the seriousness of Court Orders and breach action.
- The YOT's improvement in Assessment, Planning, Interventions and Supervision (APIS) of young people has largely contributed to our robust approach to reducing offending. Young people have benefited from the structure and boundaries such an approach brings.
- The YOT has increased its parenting support programme, which now covers prevention and statutory services. The developing borough-wide parenting strategy across children's services, will ensure a seamless service.
- The YOT has invested in its group work delivery and provided a range of in-house group work intervention, such as RIO, Bang Out, Sexual Health and the Girls Group. The results from these groups have been positive and raw data indicates that they are proving to be effective in reducing re-convictions amongst young people.
- The YOT CAMHS team has been working with a number of our young people, who are experiencing mental health, emotional or anger-management problems. Our last EPQA inspection placed the YOT's provision in this area at a level 3 out of a maximum scoring of 3. The YOT has the option of providing in-house support or to refer on to CAMHS for specialist treatment. Equally, the YOT's substance misuse team scored the same as mental health during its last EPQA inspection. All young people coming to the YOT are screened and assessed, which could lead to follow up work if identified as a need.
- The YOT has developed a multi agency risk management panel, which is designed to provide a specialist service to those young people deemed at risk of re-offending or committing serious offences. The YOT aims to provide extra support to those in this group and a multi-agency action plan for every young person on the risk management list. The work of the Mobile Intervention Team has particularly assisted in the work with high risk young offenders and the intensive contact and support that can be provided by this team has had a significant impact on ability to engage with high risk young people and impact on their reoffending.

The overall approach to youth crime from prevention to enforcement has resulted in a 15% overall reduction in serious youth crime over the last 6 months.

#### ***Areas needing improvement***

- First time entrants are now an LAA indicator, which will enable us to join up our approach more effectively and continue to improve the quality of our interventions based on evidence about what works.

#### **4.6 Children and young people who are looked after are helped to make a positive contribution**

- 92.3% of looked after children communicated their views to their statutory reviews, which is deemed as 'good' performance by Ofsted.
- 6% of looked after children aged 10 years or older received a conviction or caution, which

compares favourably with 7% for London and 9.5% nationally.

- Corporate parenting 'surgeries' have been held, where looked after children and carers can raise issues with senior managers and members, including the Lead Member for Children and Young People and headteachers.
- Innovations Project has supported looked after children to produce a DVD outlining their experiences of care and how they want to be looked after. This is used as a key component of ongoing training with staff.
- 56 looked after children participated in the annual questionnaire consultation. (see 2.7)
- Robust procedures in place for looked after children to make representations and complaints including a user-friendly complaints leaflet for children and young people. An advocacy service has been commissioned from Voice and offered to all looked after children making complaints.
- The Corporate Parenting Officer is now managed through the Youth Service to ensure maximum support and mainstreaming of work with looked after children into wider participatory work.
- There are designated Youth Service workers in each area to facilitate looked after children's access to positive activities.
- The Fostering Service's contribution to children and young people making a positive contribution was rated as 'good' by Ofsted in February 2008. Comments included:
  - *Children are encouraged to participate in the planning, management and evaluation of services and activities.*
  - *Arrangements for children to remain in touch with family and friends are promoted by the service.*
  - *Foster carers have access to initial and refresher training related to talking and listening to children and young people.*

#### **Areas needing improvement**

- More young people to be supported to chair their own review meetings.
- Exit interviews with young people leaving placements.

#### **4.7 Children and young people with learning difficulties and/or disabilities are helped to make a positive contribution**

- The disability forum for young people meets regularly and has made a DVD about issues that they want to raise about living in and attending school in Hackney. This DVD will be used for staff induction and training. The group is also acting as the consultation group for the 2012 Olympics & Paralympics.
- To celebrate the handing over of the Paralympic flag to London on the 17 September 2008, we are organising a two-day borough wide Paralympic sports day for young people featuring Paralympic sports to raise awareness of disabled sport for children and young people. We intend to make this an annual event and will be producing teaching materials on disability sport.
- Further work is underway with our special schools and the voluntary sector to ensure more effective participation of disabled young people in Hackney's Youth Parliament.
- Children and young people from Stormont House special school have been involved in naming and the launch of our new integrated centre for children with learning difficulties and disabilities – the Hackney ARK.

#### **Areas needing improvement**

- Need to further develop young people's involvement around transition.

Economic Well-being	Overall Grade 3
<p><b>Introduction</b></p> <p>The focus of the 14–19 collaborative network on participation, achievement and progression, continues to strengthen and is now assessed as a Category 1 consortia. GOL 14–19 progress checks confirm our current status as green both qualitatively and quantitatively. This has led to extended curriculum opportunities for Hackney including significant success with the Diploma gateways and a nationally recognised Engagement Programme, alongside a spectrum of provision for the most excluded/disengaged. These are recognised by Ofsted and through reputation as exemplars of best and innovative practice. Our strategy to focus on improved outcomes in English and maths at KS3 will support our capacity to improve achievement at 14–19.</p> <p>Local Post-16 provision is expanding in terms of school places, breadth of curriculum and quality within schools and colleges. Recent inspections indicate a strong capacity to improve. We are well placed to meet the Raising the Learning Leaving Age (RLLA) requirements. Information, Advice and Guidance (IAG) and Careers Education Guidance (CEG) hold a clear focus with detailed collaborative improvement plans in place, benchmarked against new national quality standards.</p> <p>The numbers of 16-18 NEETs and unknowns continue to be driven downwards with LAA targets met two years ahead of schedule. There is a clear borough-wide focus on the reduction of NEETS and the capacity to improve further is supported through significant LAA investment. Participation, progression and attainment by the age of 19 is now on an upward trajectory. Four new neighbourhood-based Youth Support Teams provide targeted support to vulnerable young people from 11-19 (up to 25 for LDD).</p> <p>On the basis of this sustained improvement, Economic Well-Being is self-assessed as a Grade 3.</p>	
<p><b>5.2 Young people aged 11-19 are helped to prepare for working life</b></p>	
<p>We are building on good practice with area partnerships focusing on outcomes and transition points. As a result of partnership support and challenge, the curriculum range continues to expand in response to learner and local economic demand and increased experience in applied learning, in line with the 4 key pathways: Diplomas, Reformed GCSEs and A Levels, Apprenticeships and Foundation Learning Tier.</p> <p>Gateway 2 awarded Hackney a further three category 1 Diplomas for 2009 delivery, and one for 2010. Our Diplomas are highly prized and chosen for their employability, developmental and local impact e.g. C&amp;BE in preparation for the Olympics. This is reflected in the increase of take up from the 2007 vocational IFP offer of 40 to 377 for all three levels of the three Diplomas for 2008. Furthermore the Aim Higher, Gifted and Talented and Diploma HE involvement are being aligned strategically to widen participation in HE through awareness raising and progression to this sector.</p> <p>Applied learning has increased BTecs at post-16 and New Visions and the new Regent's Vocational College PRUs are rated 'good' for broad curriculum offer. We have positive feedback on our successful Functional Skills pilot on reformed GCSEs and A levels and have a wider A Level offer in the North Partnership, with a third of the A Level cohort studying at a partner school. Apprenticeships are a priority with the LA, Hackney Homes and The Learning Trust all offering and working with the ODA to secure Olympic apprenticeships. Apprenticeships have increased by 38% from 96 in 06/07 to 133 in 07/08. We have been accepted on the QCA Foundation Learning Tier 14-16 Progression Pathway Test and Trial adding extra value by giving all qualifications a value towards a 'Hackney Diploma' at Level 1 and below. Running through all four pathways is our nationally recognised and successful KS4 Engagement Programme (36% EET in 2007 - excellent for this cohort) and a post-16 LAA commissioned bespoke provision for NEET in partnership with the new Youth Support Teams. This expanding offer totals at least 100 places at both KS4 and 16-18 for 2008/09.</p>	

To improve NEET outcomes we decommissioned our previous IAG provider. The strengthened contract schedules with the new provider, Prospects, will meet the changing needs of a 14-19 personalised curriculum offer. As a result of our IAG service review (which included the views of children and young people through focus groups) and new funded initiatives, we have created a high-quality e-portfolio-based model of CEG to improve transition and careers awareness, planning and management. Two more schools are implementing elements of 'Investors in Careers' standards focusing on Year 9. The borough has improved signposting of courses with a local 14-19 prospectus and is supporting the pan-London CHOICE e-prospectus – an approach actively endorsed by ministers. Building on the success of the multi-agency 'door-knocking', a new multi-agency one stop shop at Spaceworks, Dalston opened in June 2008 with extended opening hours (evenings and weekends) and a 'community calling' strategy to increase outreach.

The proportion of NEETs in Hackney is above statistical neighbour and national averages, but continues to improve, the proportion of 16-18 NEETs reducing from 13.1% (Nov-Jan 2006/07) to 11.7% (Nov-Jan 2007/08).

A key strategy has been to reduce the number of potential NEETs through Hackney's coordinated spectrum of 14-16 provision in PRUs, the Engagement Programme and the focus on delivering the September Guarantee. A local multi-agency group has implemented an effective planning regime to ensure there are sufficient places to meet the September Guarantee for Hackney young people.

We are extending our 'door knocking' to include 19 year olds to increase engagement and address the impact of the new currency rules. Connexions PAs have been specifically deployed to provide an enhanced IAG service to Teenage Mothers resulting in a recent acceleration in take up of 23.4% of Care to Learn with 58 young mothers now claiming.

Set out below are Examples of Team Hackney funded interventions aimed at reducing NEETs:

- a pilot of four progression mentors and a transition group to support young people in PRUs to progress into post-16 EET. Impact may be judged by the post-16 participation in learning rate, which increased from Feb 07, 69.8% to Feb 08, 75.7%.
- Four new neighbourhood-based Youth Support Teams provide targeted support to vulnerable young people from 11-19. The teams are multi-professional and provide a wraparound service to tier 2 clients focusing particularly on NEETs and young people at risk of becoming NEET. The teams offer a range of interventions including 1:1 support and regular outreach work. To-date, over 70 young people have been referred to the teams via the CAF.
- Inspire!, Hackney's Education Business Partnership (EBP), in partnership with Newlon Housing Trust, deliver bespoke provision, combining a successful, flexible and applied work experience offer with a 'Ready for Work' course.

Team Hackney also fund a range of projects particularly aimed at 18-24 year olds to meet one of the five main priorities in the LAA – tackling worklessness. HosT – a consortium delivered Hospitality Employment programme - is aimed at helping those without jobs to train for the hospitality industry, a sector which has been a major driver of Hackney's economic growth.

The post-16 improvement plan is impacting through improved quality, quantity and breadth of L3 in a range of settings. Two new school sixth forms opened in 06 and 07 and were judged as good in recent Ofsted inspections. Five further school/academy sixth forms will have opened by 2013 and the long term development of a collegiate model based on the North Partnership post-16 collaborative arrangements will ensure that young people have equality access and opportunity.

We have actively engaged stakeholder views and stakeholders support planning and evaluation of pilots and provision by pupils' focus groups, interviews and case studies. Pupil/young person participation is embedded in Prospects Service Plan. Our PRU provision has developed innovatively through systematically incorporating students' perspectives.

**Areas needing improvement**

- Continue to develop the Youth Support Teams to focus on NEETs and support the most vulnerable to progress into EET.
- Improve the collection and management of data on Hackney young people including those from schools and colleges within and outside Hackney in order to track and target more effectively and reduce NEET.
- Continue to improve IAG/CEG and assess impact of systems and quality improvements.

**5.3 Action is taken to ensure that 14-19 education and training is planned and delivered in a coordinated way and to ensure that education and training for 16-19 year olds is of good quality**

Our strategy has sharpened focus on strengthening the three 14-19 partnerships, each focusing on a development priority. Since the partnerships' inception in 2004 and focus on 14 – 19, outcomes have continued to rise with particular success in the achievement of 5A\*-C GCSEs with English and maths, now in the third quartile, and two new sixth forms opened, providing 300 more places. The Diploma was used as a significant driver for improvement – expanding the breadth of the curriculum and increasing collaboration, and improving the quality of teaching and learning.

There is clear evidence that this strategy has proved effective. Hackney has been successful in its gateway 1 and 2 Diploma bids and is the second most successful borough in London. Three Diplomas will run collaboratively from September 2009, with 120 young people studying at both school and college, working to a common timetable which allows collaboration 14-16 and post-16. Three new Diplomas will be offered in 2009, two in partnership with Tower Hamlets.

L2 and L3 achievement by 19 remain low, however the inclusion of expanding Charedi independent schools in cohort data where progression beyond 16 is not the norm, makes this performance indicator challenging. Impact of this focus on post-16 can be seen in the improved 2007 achievement data and value-added rating, and the increased number of students staying in Hackney for 6th form education and progressing to university. Hackney's APS per student rose by 29.56 points (the equivalent of a grade) and per subject we are the ninth most improved LA nationally (DCSF). Level 2 provision and achievement in schools and colleges has expanded (including vocational provision) and improved. There has been a significant increase in achievement of L2 by 18 in 2007 to 64%. L3 by 19 is on an upward trajectory judging from current achievement by 18. Hackney Community College and BSix success rates improved by 10% and 4% respectively in 2007.

We expect this significant rate of improvement to be maintained as we take forward our strategy to increase the number of quality post-16 places offered locally. The aim is to reverse the trend of Hackney Level 3 students travelling out of the borough to learn, and more Level 2 students post-16 travelling in. One new sixth form was opened in 2006 (Stoke Newington), and another in 2007 (Clapton). Both these schools were inspected in 2007/08 and judged to be outstanding with a good sixth form. Mossbourne Academy, also judged by Ofsted to be an outstanding school, opens its sixth form in 2009.

The annual monitoring visits for Hackney Community College record significant progress on learner success rates 2006/07 and significant progress on L1 and 2 vocational courses and GCSE English and maths. The North Partnership works to a common timetable and the post-16 curriculum offer has been expanded cost effectively as evidenced by larger groups. The post-16 improvement plan has been devised collaboratively with key school and college managers and has been incorporated into school improvement plans with progress monitored through systematic and structured light touch peer review, the collection of progress grades, and regular reporting to the 14-19 Strategy Group. This has led to an improvement in expected grades overall and in increased aspirations leading to an increase in numbers progressing to Higher Education.

**Areas needing improvement**

- Continue to improve KS4 and post-16 outcomes including our APS at 16-19 and achievement of Level 2 and 3 by 19.
- Continue to refine the data in order to plan more effectively and improve outcomes.
- Continue to improve the range and quality of post-16 provision in order to raise aspirations and increase support to further increase the number of young people progressing to Higher Education.
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**5.6 Children and young people who are looked after are helped to achieve economic well-being**

LAA funding to pilot a virtual school for looked after children has led to the appointment of a headteacher to manage the Looked After Children education team and the 16+ team (see 3.7). At 16 all young people are allocated an education/skills development worker to complement the work of the social worker and the Connexions worker in the implementation of the pathway plan. Transition planning has improved and the introduction of the Pathway Review Panel in May 08 has resulted in robust systems of tracking and review. Disabled young people are able to remain with their carers over the age of 21 whilst still in education. This is reflected in the percentage of eligible looked after children with pathway plans which is very good and higher than statistical neighbours. The percentage with pathway plans that are relevant has improved.

Excellent collaboration between education workers and social workers means that the ratio of the percentage of EET care-leavers remains very good, and above statistical neighbours. Young people have personal and welfare support included in their care plan if required. Care leavers have the chance to move to independent living when they are ready. All provision is reviewed by the Access to Resources Service. The percentage of care leavers in suitable accommodation is very good and remains above statistical neighbours. Care leavers continue to receive financial support and assistance with applications and supporting letters.

Training for young mothers leaving care and to support moves to independent living is effective in providing education in social development and life survival/skills.

**Areas needing improvement**

- Consolidate strategies to reduce number who are NEET and reduce drop-out rate at 16+ by improving transfer arrangements from LAC education to 16+.
- Introduce greater rigour into assessment and monitoring to ensure that suitable support and interventions are implemented and minimum requirements regarding attendance at reviews are met.
- Improve links with Connexions to include provision for care leavers who are out-of-borough.

**5.7 Children and young people with learning difficulties and/or disabilities are helped to achieve economic well-being**

The 14-19 Strategy is inclusive and focused on participation, achievement and progression for LDD. Consequently the number of LDD NEET is decreasing. Regent's Vocational College, which opened in September 2006, and the improved New Vision PRU, have contributed to the reduction in LDD NEET. Both provisions were recently inspected by Ofsted and judged to be satisfactory with good and outstanding features. Both inspections commented on the impact of the provisions in improving students' attitudes and behaviour and their attendance. The New Vision PRU report noted that students "... feel well prepared for the next stage of their lives". The variety of provision at Hackney Community College, BSix and Ickburgh Special School has contributed to the reduction in LDD NEETs. Strengthened personalised learning programmes for students aged 14-16 are also supporting and engaging students with LDD.

Joint work to develop transition protocols has led to investment in a multi-agency Transitions Team and the new Youth Support Teams contribute to the wraparound service for LDD. A dedicated SEN focused

Connexions team leader coordinates the support to young people with LDD and provides training to all Connexions PAs. Section 140 assessments are now a focus in the new Connexions contract with Prospects.

As part of the QCA Foundation Learning Tier 14-16 Progression Pathway Test and Trial, work is underway to develop the 'Hackney Diploma' strengthening LDD personalised progression pathways and accreditation.

Based on assessed need, families are offered Direct Payments. Performance targets for take up of direct payments were exceeded last year (35 families) and this has increased to 80 users of Direct Payments and 50 users through care packages.

Parents of LDD rate highly the advice, guidance and training they access through Parent Partnership. This service has been further strengthened by co-location with The Key (Disability Register) as part of the new Parents' Advice and Guidance Centre at Hackney Ark.

Independent travel training is provided following an Annual Transport Review for any young person provided with home to school travel support. Parents and young people value this training highly.

**Areas needing improvement**

- Further reduce the number of LDD 'not known' and NEET young people.
- Continue development of progression pathways and Level 1 Diploma.
- Consolidate role of Youth Support Teams and YOT and develop closer working between agencies to improve support to young people with LDD.

## Section 4: Service Management

### Introduction

Since the inception of the Annual Performance Assessment in 2005, the management of services for children and young people and the capacity to improve have been consistently graded good and judged to be improving by the inspectorates and other government regulators, particularly the National Strategies and the Government Office for London with whom we have had most contact. Over the last 24 months, moreover, there has been a step change in our performance, especially in those services which previous external assessments and inspections have highlighted as being in most need of improvement; the Youth Service, Youth Offending Team and Social Care. These three critical services have been prioritised for concerted improvement and been reshaped, through an injection of investment on a level unthinkable only a few years ago. Coupled with attracting and retaining high-calibre staff and introducing new ways of working based on what works, we have laid the foundations for achieving excellent outcomes. Our Children's Social Care Service, for example, is now generally outperforming national averages and statistical neighbours, and is attracting growing interest from national and local bodies for its innovative 'Reclaiming Social Work' change programme. Crucially, at the time of writing, the significant improvements in Social Care and the Youth Service (see Appendices 1 and 2) have been validated by external specialist consultants and, in the case of the YOT (see Appendix 3), the Youth Justice Board. Allied to the recent review by the National Strategies which assessed "the overall capacity of The Learning Trust [to be] extremely good", we are therefore now self-assessing our service management and capacity to improve children services as outstanding (Appendix 4).

### Ambition

We are highly ambitious for our children and young people, and have worked hard to sustain an upward trajectory of improvement which, as the recent review by the National Strategies remarked, demonstrates that "the moral purpose of improving the life chances of children and young people in Hackney shines through". The recent review characterises the overriding expectation throughout Hackney Children's Services that our children and young people deserve only the very best from the services that are entrusted to serve them, "[Hackney] has a high level of ambition for its schools and the unremitting focus on raising the bar and challenging satisfactory schools to become good and good schools to become outstanding lies at the heart of this work". Our moral purpose, moreover, attaches great importance to the needs of vulnerable groups in particular, as illustrated by the priority and level of investment afforded to both looked after children and children and young people with Learning Difficulties and/or Disabilities; the recruitment of a headteacher for our virtual school is premised on supporting looked after children to narrow the achievement gap, an area in which we have consistently outperformed both the national average and statistical neighbours, and promoting their general well-being; whilst the opening of our flagship integrated centre, Hackney Ark, in April 2008 is a model of good practice that will boost the life chances of children and young people with LDD.

These ambitions are clearly articulated in our Children and Young People's Plan – the consultation on which won a national award – and are underpinned by a comprehensive analysis of needs, which has taken detailed account of the views of parents, carers and children and young people. The developments above are examples of how we have mapped the needs of children and young people against existing provision made by local services, and developed innovative responses through new forms of service delivery. Children, young people, carers and parents have been closely involved in the design and planning of the new services, for example, through our well-established forum for children and young people with a disability and a competition for parents and young people alike to stimulate widespread interest. This approach builds on the adoption of race equality schemes and our experience of undertaking impact assessments, and our response to the Special Educational Needs and Disability Act 2001, which are embedded throughout the partnership, since it clearly demonstrates that resources are targeted to priorities, especially for the most vulnerable.

## Prioritisation

The latest review of our CYPP has been the culmination of extensive work across the partnership and with stakeholders (including a newly formed panel of young people comprising representatives from the youth parliament, disability forum and YOT) which will lead to a new, three-year plan for improving outcomes and promoting greater integrated working. The new CYPP is clearly linked to the delivery of the refreshed Community Strategy and the new LAA. While retaining the larger number of priorities in our original CYPP as a backdrop over the longer term, our new CYPP is predicated on a much shorter and sharper set of priorities where a multi-agency approach can add most value over the next two to three years. Another distinctive feature of the new CYPP is a greater emphasis on providing a range of preventative services for children and young people, in order that needs are addressed before problems become intractable. This follows a recent shift within the partnership to embrace and promote the development of preventative services, notable examples of which include our highly regarded children's centres (see below); the new youth support teams funded through the LAA to increase the proportion of young people moving into education, employment and training (and thereby reduce the number that become NEET); new CAMHS pilots; and the transformation of Children's Social Care.

The Council's improved performance in its use of resources was formally recognised by the Audit Commission earlier in the year, through this Level 1 service being upgraded to good in the last Comprehensive Performance Assessment (CPA). This is reflected in our partnership work across Children and Young People's Services generally through the commissioned programme of work to support CYPP priorities, and therefore LAA indicators, agreed through the Team Hackney commissioning framework in 2007.

In order to ensure that our CYPP priorities are based on a realistic assessment and identification of required resources, the partnership has reviewed its commissioned programme in line with our new CYPP and LAA targets. Programmes of activity have been extended, with contracts running through 2008-09, and a rolling programme of evaluation is underway. Further funding decisions will be taken on the basis of impact assessment and available funding.

The Partnership Board will also consider commissioning around new CYPP and LAA priorities. Areas requiring further consideration and possible commissioning of activity include:

- educational attainment (in line with the statutory DCSF and other attainment indicators)
- positive activities for young people (in line with NI110 and NI111)
- the effectiveness of CAMHS (in line with NI51)
- services to disabled children and young people (in line with NI54)

Commissioning specifications for the first two of these areas have been drafted, and have been agreed by our LAA Working Group.

In addition to this partnership commissioning, the financial planning of the key partners is also aligned to the priorities within the CYPP. The Council's Children and Young People's Directorate's 'storyboard' contains clearly identified resources against CYPP and LAA priorities, with issues such as youth provision, NEETs and the educational attainment of children in care flagged up for accelerated improvement. The Learning Trust's financial plan also reflects targeted investment decisions, to be achieved through realising greater efficiencies, which are again based on those areas that require a step-change in performance (e.g. KS2). The PCT in its financial allocation has made additional provision to support the development of integrated children's services including additional money to fund children's mental health services in a way that supports the identification of the needs of families and ensuring earlier interventions. The joint commissioners and the jointly funded Director of Public Health support the process of ensuring that the PCT's financial planning includes partnership LAA targets. The PCT has also supported the mainstreaming of work initially funded through the LAA, including work on infant mortality and teenage pregnancy.

Our needs analysis has been sharpened since the last Annual Performance Assessment, through drawing on the outcomes of the TellUs2 survey and feedback from the government field forces. For example, both the TellUs2 survey and 2007 APA highlighted the need to improve Information, Advice and Guidance, which led to us commissioning an external researcher to develop a robust multi-agency service improvement review methodology that has been successfully piloted in the area of IAG (see Economic Well-Being) and is soon to be rolled out to other areas of multi-agency endeavour, following the publication of the findings from this year's TellUs3 survey. Last year we encouraged schools to participate in the survey by offering a free interactive whiteboard to the participating schools in a prize draw, which attracted a better response rate than most other LAs. This year we have targeted the incentives at children and young people themselves by giving free book tokens to every pupil who completed the online survey. As well as doubling the number of pupils who participated compared to last year, this reinforces the message behind our major LAA-funded campaign, 'Words Unite', to encourage children and young people to read. In the TellUs2 Survey of 2007, the two participating secondary schools were both single-sex girls' schools. Given that secondary-aged boys were unrepresented last year, we made an extra effort this year to encourage mixed schools (and therefore more boys) to participate in the TellUs3 survey.

The Council and its partners ensure that services provided to children and young people take account of the full range of equality and diversity, especially given the local socio-economic context and rich cultural diversity. In education, for example, additional resources (including through the LAA) have been targeted at, and improvement strategies have been developed for, pupils of Caribbean and Turkish/Kurdish/Cypriot heritage, which has led to significant improvements in their levels of achievement (see Enjoying and Achieving). Similarly, over the last year, the Youth Service has targeted and expanded its provision in response to the needs of girls and young women, and, as part of our Infant Mortality Floor Target Action Plan, the City and Hackney Primary Care Trust has continued to promote breastfeeding with new mothers.

In our last CYPP, we said that we wanted more babies to be healthy at birth, and to continue to have good health in infancy. It is generally accepted that breastfeeding can have health benefits for newly born children. Promoting breastfeeding has therefore been an important part of the work of the City and Hackney Primary Care Trust's work with new mothers in the borough. Our 2007 CYPP review of progress contained some detail around the work we were doing in this area. The latest data shows that this work is having a good impact, and that more mothers in Hackney begin to breastfeed their children than across the country as a whole.

The rate of infant mortality (the number of babies who die before they are one-year old) in an area is often seen as highlighting health or poverty issues which need exploring further. In the past, the infant mortality rate in Hackney has been high when compared with the rest of the country. We undertook some research locally to find out why this might be happening in the borough, and put in place some education services for groups of women who were identified as being vulnerable. Using the latest set of figures around the rate of infant mortality shows that our work in this area is having a positive effect. There is now a lower rate of infant mortality in Hackney than across England as a whole.

## Capacity

A recent review of our Children's Trust Arrangements by the former Director of Children's Services of Bournemouth concluded that there has been excellent progress in embracing both the letter and spirit of the Children Act 2004. This is endorsed by all the field forces with whom we have regular contact, especially the Government Office for London, which has successfully supported a series of bids for government grant and pathfinder status (such as emotional health and well-being, and play), based on the strength of our partnership working and our excellent track record of delivery.

The Director of Children's Services and the Lead Member for Children's Services work closely together in providing the overall professional and political leadership. The latter chairs the wider Children and Young People's Partnership Board and the more compact Change for Children Board which brings together the Borough Commander, Chief Executives and Non-Executive Members of the main statutory agencies in the local area and the independent Chair of the Local Safeguarding Board who operate in a similar way to an executive for the Partnership Board and drive cooperation between the main statutory

agencies. The Lead Member also chairs the Corporate Parenting Board and champions the cause of looked after children, for example by holding regular surgeries to listen to their experiences of being supported by local services and ensuring that any remedial action is taken swiftly. In this role the Lead Member challenges the work of the executive and partners and holds them to account, through ensuring that the needs of vulnerable children and young people are met and given the highest priority. As well as chairing the DCS Management Team and performance managing the senior managers from the main statutory agencies that sit on it, the DCS convenes regular meetings with managers and practitioners across the partnership, including the well-established Change for Children Network which includes headteachers and senior colleagues from other parts of the education service, together with professionals from Health, Children's Social Care, Youth Service and YOT. The Network showcases the learning from pilots in the new cluster-based children's services and neighbourhood-based youth support teams which provide a continuum of preventative family support, including direct parenting work, across the local area.

The partnership has a strong track record of developing local commissioning strategies and pooling budgets to ensure that services are developed in a flexible way to cover the gaps in local services and respond to changing needs, and where this provides improved impact. Examples include the effective arrangements for CAMHS between the Council and the PCT; the highly successful Integrated Speech and Language Therapy Service between the PCT and The Learning Trust which has been recognised in the recent Bercow Review; additional support for Looked After Children, such as the headteacher of the virtual school (see above), which is funded by the LAA, Council and The Learning Trust; the social worker and schools' project; and the new integrated centre, Hackney Ark, which opened in April 2008 and is jointly resourced by the PCT, Council and The Learning Trust. Moreover, this progress for children and young people with disabilities is being further developed into a formal Section 75 agreement (formerly S31), which will be used as a pilot for developing a joint commissioning framework across the partnership. In advancing this multi-agency approach, we have been supported by an experienced consultant brokered by GOL and funded by the DCSF, at our request.

Placements for children that need to be commissioned are done so through the Pan-London Contract and our Access to Resource Team have developed an excellent knowledge of providers and seek to find placements that are fit for purpose and value for money. This is evidenced by the low cost of these placements compared to statistical neighbours and our higher rating for placement stability. In 2007/08, the Commissioning Team has commissioned new family support services, contact services, taxis and independent consultancy and social work support. We have also de-commissioned some long-standing family support services which were either non-effective or not focused on children in need. This has led to some financial savings and the provision of services that are fit for purpose through a robust process for managing the services we commission.

We have successfully managed the transfer of responsibility for Connexions Services from the London East Connexions Partnership (LECP) to the local authority. The local Connexions Strategic manager was seconded to the local authority from April 2007 and we have successfully commissioned a new provider service through a formal procurement, achieving a service that has an improved specification, will provide a new one-stop-shop and higher level of service for the same cost. Staff employed by the LECP to provide specialist information, advice and guidance were successfully TUPE transferred to our new youth support teams. Our focus in all these changes has been to reduce the number of young people who are NEET. A further reduction in the proportion of 16-18 NEETs from 13.1% (Nov-Jan 2006/07) to 11.7% (Nov-Jan 2007/08) demonstrates continuing and sustained improvement.

As part of the Council's 'Resourcing our Priorities' process, we undertook extensive benchmarking of value for money. The analysis of benchmarking data provides evidence of Hackney's strong position in comparison to statistical neighbours generally. Key performance indicators such as 6006SC (gross expenditure on services to children per capita aged under 18) and 6009SC (expenditure on family support services per capita under 18) have shown that Hackney is comparable to, or better than, its statistical neighbours. In terms of the former, when this is weighted for relative deprivation, Hackney shows greater efficiency and value for money compared to the average for its comparator group, as highlighted in the table below.

Weighted Deprivation				
Authority name	Gross expenditure on services to children per capita aged under 18	Index of deprivation - Average Score	Weighted Deprivation Index	
Islington	1341	42.65	31.44	
<b>Hackney</b>	<b>1065</b>	<b>45.06</b>	<b>23.64</b>	
Lambeth	980	34.18	28.67	
Tower Hamlets	1050	45.88	22.89	
Newham	840	40.41	20.79	
Southwark	1218	35.38	34.43	

Benchmarking has also identified best practice from other authorities and improvements to our processes, including a move from giro payments to introducing bank accounts for young people and the automatic payment of allowances and grants. Cost-effective measures identified in 2006/07, moreover, have yielded significant efficiency savings in 2007/08 for those areas targeted. Service areas such as Contact (£0.5m) and Home Spot contracts (£138k) have yielded savings in comparison to 2006/07 expenditure. The introduction of a Multi-Agency Resource Panel to review all placements has seen a major net reduction in expenditure compared to 2006/07 in independent foster carers (£526k) and family residential assessments (£546k), which in the past have been high-spend areas where it has been difficult to control costs. Similarly, we are currently undertaking a 'best use of resources' review of looked after children, the board of which is chaired by the Council's Director of Finance and Resources to reflect a cross-Council approach to achieving improved value for money.

The Council has invested heavily in family support services over the last two years and we now have a high family support spend, reflecting a policy decision to invest in preventative services and enabling us to keep children out of care. Some £2m has been invested in family support, enabling us to provide a comprehensive therapeutic and practical support package to children on the edge of care. This has resulted in a significant fall in the number of looked after children from 470 to 353 over the last 24 months.

We have a well-developed school place planning strategy which has a particular focus on improving the quality, mix and number of secondary school places in the borough to meet parental demand. Three out of five academies are open, the remaining two opening in 2009 and 2010 and work begins on the three first phase schools of our Building Schools for the Future programme in summer 2008. Surplus places (>25%) identified at secondary level are the result of the phased closure from 2007 of one school which will become an academy in 2010 and the opening of 'new girls' provision in 2005 which is meeting the previously unmet needs of the Orthodox Jewish community. New sixth forms opened at Stoke Newington (2006) and Clapton (2007) secondary schools strengthening the post 16 offer through local 14-19 partnerships. At their most recent Ofsted inspections, both of these outstanding secondary schools were rated good for their new sixth form provision.

The Hackney Community and Voluntary Sector (HCVS) are well represented on our Children and Young People's Partnership Board with six directly elected places, which reflects the importance we attach to their engagement in developing strategy. As part of the consultancy support available from DCSF for developing joint commissioning arrangements, further support is being provided to the HCVS, for example, to work with them in demystifying commissioning for groups of voluntary agencies and to advise them in developing consortia approaches. Out of the 2000 listed CVS groups, some 650 work in services supporting children and young people. We have secured funding for three years to enable the CVS to play an active role in workforce development – see below – and are currently in discussion with

them on what more can be done to support the building of capacity within the CVS in the context of refreshing our Compact.

We have an agreed workforce strategy, project structure and action plan in place, designed to create an effective, integrated workforce with strong leadership and management skills, and improve recruitment and retention. The work is overseen by a multi-agency workforce strategy group with representation from key agencies and services across the borough, including the CVS. We have secured funding through the Children's Workforce Development Council (CWDC) Partners' Programme (£60k over three years) to enable the CVS to develop and play an active role in the delivery of our key priorities for workforce development. In the first year of the project, two dissemination conferences and a variety of focus groups were held to engage the CVS and to scope areas of workforce focus. Information from these events are being used to inform the second year of the project, involving continued engagement and access to continuing professional development opportunities for CVS staff and volunteers. Plans are in place to work directly with a range of individual CVS organisations to identify and share good practice with the wider CVS. We have contracted HCVS and another CVS umbrella organisation to undertake the £60k project.

Our 'Reclaiming Social Work' change programme has grabbed professional interest at national level. We have a dedicated recruitment team and change team steered by a project board which has had a priority focus on bringing in high level skill and knowledge. Our branding is now very well known and the key concepts of the change agenda very attractive to the professional groups we are targeting. We have had large numbers of new staff coming into the organisation on permanent contracts, resulting in our social worker vacancy rate being halved over the last year. We still have a group of agency staff working for us but our plan is to keep recruitment as an absolute priority and we are confident in our already proven ability to bring in the very best of practitioners and managers into this authority.

Residential child care workers with an appropriate Level 3 qualification rose in 2006/07 to significantly above the national average, while the proportion of social workers and residential managers with a PQ1 award is below average, precipitated by a deliberate strategy to prioritise our change agenda. It is imperative that the focus for training and development has been on assessing the current skill level, addressing any deficits and building a new approach to children's social work. As part of our Reclaiming Social Work change programme all social workers and managers have been subjected to rigorous assessment and interview. Some staff have received intensive coaching where skill development is required. In addition to our current core programme from September 2008, an extensive training programme will be launched. This is principally to embed our methodology skill set across the service. We are, however, working in tandem with a University to design a post qualification masters' course which will have linked accreditation to the post-qualification awards. This approach is warmly welcomed by staff.

Our approach to the Common Assessment Framework (CAF) is to see it as one of many tools to be used to ensure that all children, young people and families receive high quality, evidence-based interventions that lead to agreed and measured outcomes. Thus the development of an appropriate Service Delivery Model took priority. This included identifying gaps in the structure and delivery of services as well as staff competencies. It was agreed that most children and families were being well served by existing structures in children's centres and extended primary schools. All had wide networks of multi-agency and multi-disciplinary support. The 'service gap' was for those families where the parents and carers own difficulties either caused or exacerbated the child or young person's problems but where the level of need was not sufficiently high to require the involvement of Children's Social Care. It is estimated that these families account for approximately 2% of the population. In Hackney, the CAF is undertaken with this group of families.

Due to the complex needs of these families, assessments can only be undertaken by trained and approved assessors. These are people who (a) are trained to at least NVQ Level 3 (b) have attended Assessment Training and (c) are supported in their assessment. It was agreed to introduce social workers trained to work in a systemic way into each of the clusters. These school and children's centre based social workers are part of multi-agency teams providing additional advice and support, with locally based consultant social workers (a post unique to Hackney) having a pedagogical role in supporting staff undertaking assessments. As a result of the large numbers of young people educated out-of-borough, it

is more difficult to cite support for all young people within secondary schools. Neighbourhood-based youth support teams undertake Common Assessments and the Southern Partnership (Clusters E and F) is piloting a Multi-Agency Positive Solutions Panel that will also use the CAF.

To date we have:

- introduced social workers into schools and children's centres in four of the six clusters. Recruitment for the remaining posts will take place in June.
- introduced a CAF Part 1 (variation on the Pre-Assessment Checklist) to all children's centres.
- introduced bi-monthly multi-agency team meetings in all strategic children's centres.
- trained over 150 practitioners on Assessment Skills for the CAF.
- undertaken approximately 80 CAFs (most on over 11s).
- undertaken an audit and quality evaluation of existing CAFs.

Both the Children and Young People's Partnership Board and the Director of Children's Services Management Team (DCSMT) play a leading role in ensuring that services for children and young people are regularly monitored, evaluated and reviewed in the light of the outcomes they achieve for children and young people. Through the pooling of intelligence and experience from a wide range of stakeholders, the former partnership group provides regular and robust challenge based on performance trend analysis of and stakeholder feedback on the five outcome areas; while the latter has managerial oversight supported by a range of key work streams, such as performance improvement, children's centres, commissioning, workforce development and disability, which report directly to it. In addition, our Children and Young People's Scrutiny Commission plays an important role in monitoring, evaluating and reviewing our services in the context of performance data and external assessment. For example, the Commission's two main thematic reviews in the 2006/07 municipal year were Safeguarding and NEETs, reflecting two of the most urgent areas for development in the Joint Area Review that was published earlier that year; whilst the main review over the last 12 months has been Youth Crime, a key area for development in the 2007 APA Letter. These Scrutiny reviews enable Elected Members to robustly challenge service areas and inform service development, especially where there is underperformance, based on the experiences of local service users and expert witnesses, such as leading academics and good practice local areas.

As this section of the self-assessment confirms and our Joint Area Review report of 2006 acknowledged, "[the Council and its] partners are making judicious use of consultants and external advice (para 86)", who are used to provide external challenge and promote a culture of self-evaluation and continuous improvement. As well as those already referenced in this section, external consultants have been recently engaged in a number of key areas; validation of this self-assessment; progress made in the Youth Service based on the Ofsted inspection framework; and a detailed review of 26 case files within Children's Social Care. The external review of the Youth Service (Appendix 2) has confirmed our self-assessment with the service now judged to be good overall with outstanding leadership and management, a dramatic turnaround since it was found to be inadequate by Ofsted two years ago. As the quality of case files in Children's Social Care was the most critical area for development in the JAR in 2006 and the main barrier to a Grade 3 for Staying Safe, we commissioned an external Children's Social Care specialist to do a review in parallel to the preparation of our APA self-assessment (Appendix 1). The review concluded that there has been "significant improvement [with] the overall judgement that there are many examples of very good social work practice", which, together with our good and improving performance against the Social Care indicators, confirm that the improvements are sustainable and Staying Safe is now good overall.

As with Children's Social Care and the Youth Service, our Youth Offending Team has been overhauled through outstanding leadership and management, and at the same time has received a major injection of additional resources. This has led to significantly improved performance, for example, in relation to re-offending rates, and a growing confidence in our capacity and determination to tackle youth crime, which is undoubtedly one of the greatest challenges that the public services face today. As the Youth Justice Board Head of Region remarked on our YOT self-assessment only a few days prior to the submission of this APA self-assessment:

*“Hackney YOS has achieved a step change in the last 24 months. It has made massive improvements to its operational and governance arrangements. It has also developed a more innovative and performance focused management team... The YOS is scoring well and making improvements in key areas when judged against the existing youth justice performance framework. It is now rated as a level 4 service, the highest being level 5... Despite not achieving an overall reduction in FTE when compared with the 2005/06 baseline the YOS has developed a strong prevention infrastructure. Our view is that the YOS with its wider prevention partners will continue to address the factors relating to youth crime in a systematic manner. Our overall assessment of the YOS is a positive one. We see a service operating in partnership, striving to develop innovative aligned solutions to youth crime backed by strong strategic leadership and governance. We are confident that the YOS and the Management Board in Hackney have the capacity and capability to manage the identified future risks to service delivery (Appendix 3).”*

We have therefore an outstanding track record of tackling intractable problems driven by strong leadership and management with a much greater emphasis on innovative and preventative strategies. The successful model we have developed for the Youth Service and YOT has recently been extended to reducing NEETs. However, in order to address fully the barriers to improvement and achieve the desired step change, we are establishing an ‘improvement board’ akin to those that have helped guide the Youth Service and YOT from being inadequate to good within two years. The improvement board will bring together the main statutory agencies and be chaired by the Director of Children’s Services. It will include a representative from the Government Office for London and an independent adviser from another LA or agency who has a proven track record of developing and leading strategies to reduce NEETs in an urban area. The role of the independent adviser will be to challenge our thinking and help us learn from experience elsewhere so that we can adapt what works to fit the context of Hackney.

Over the past 12 months, not only has Hackney been increasingly cited as a local area with good and innovative practice, but its political and professional leaders have been called on far more than before to share their experience with Ministers, the regulators and other local areas, including speaking at national and regional events and being invited to sit on and chair key groups. Examples include our Elected Mayor and Lead Member meeting with Ministers and speaking at LGA events; the DCS currently chairs the Association of London DCSs and speaks frequently at national conferences on topical issues such as our successful academies programme; the lead for Staying Safe and his Assistant Director of Children’s Social Care have addressed numerous events about the transformation of our Social Care Service; the lead for Enjoying and Achieving chairs regional groups for the National Strategies, and his Deputy has shared the lessons learned from the recent review of support for schools causing concern, as it was identified as good practice; the APA Link Officer chairs a national group on performance data, involving LAs, Ofsted, DCSF, Audit Commission and other national organisations; the lead for the CYPF has presented to a range of regional groups and is a key member of the IDEa’s Group on Planning for Excellence in Children’s Services; the Head of Research and Statistics sits on a DoH Group on disability data; and the Chair of our Teenage Pregnancy Partnership was appointed recently to advise a Ministerial Group. As well as demonstrating our outstanding capacity and track record, and having our expertise externally recognised, contributing to external groups and networks across a plethora of key issues enables us to draw on what works from elsewhere and benchmark ourselves, as part of our drive to continuously improve our services for children and young people.

## Section 5: Self-evaluation grades

### Annual performance assessment 2008: self-evaluation grades

Areas for judgement	Being healthy	Staying safe	Enjoying and achieving	Making a positive contribution	Achieving economic well-being
The contribution of the council's services in maintaining and improving this outcome for children and young people.	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>

The council's children's services	Grade
The contribution of the council's children's services in maintaining and improving outcomes for children and young people.	<b>3</b>

Capacity to improve	Grade
The council's capacity to improve its services for children and young people.	<b>4</b>