

Local Support Teams

School Review Survey 2016 Analysis

August 2016

1) Summary of Findings

The response rate for this survey was similar to last year with 31% of schools responding; secondary school and PRU response rates increased this year.

Overall primary schools responses stated they were more satisfied with Local Support Teams than secondary schools.

From the open comments made, it is apparent that some schools have left certain questions unanswered or have responded as neither dissatisfied or satisfied as they have stated they have not used some of the services offered by LSTs.

Feedback from schools was more positive compared to last year's survey on a number of issues – specifically the referral process for LST support, satisfaction with timely response to initial enquiry, co-ordination of the team around the child/family and the effectiveness of link worker meetings.

There was a greater degree of satisfaction with LST practitioners: professional conduct, staffing capacity, communication and partnership working scores all improved, however, in their commentary some schools reported that this was sometimes dependent on individual workers.

There was less improvement in the rate of satisfaction with the impact of LST involvement on outcomes for child and families, and some individual comments highlighted the importance of this issue important when evaluating value for money.

2) BACKGROUND

Methodology

This is the second year that this survey has been available for schools to complete to give feedback on the impact of Local Support Team (LST) services provided to children and families. There were a range of questions with answer options relating to the type of support provided (including attendance, behaviour, emotional well-being), impact and overall effectiveness of staff (including staff decision-making, staff capacity, staff skills and knowledge) and what LSTs do well.

The 2015 Survey provided schools with the opportunity to not respond to questions, or to not express an opinion, and this resulted in a significant proportion of responses that showed that schools were neither satisfied nor dissatisfied. Some consideration was given to making an amendment to the format this year in order to maximise opinion. However, it was agreed to retain the original format in order to ensure comparability.

Schools were contacted through the Schools e-bag and informed of the on-line survey which was available for completion from 17th June – 17th July 2016.

Findings have been analysed comparatively to 2015, looking at differences between this year and last year’s survey results, as well as considering responses from Primary and Secondary schools separately to ascertain any differences with regard to phase.

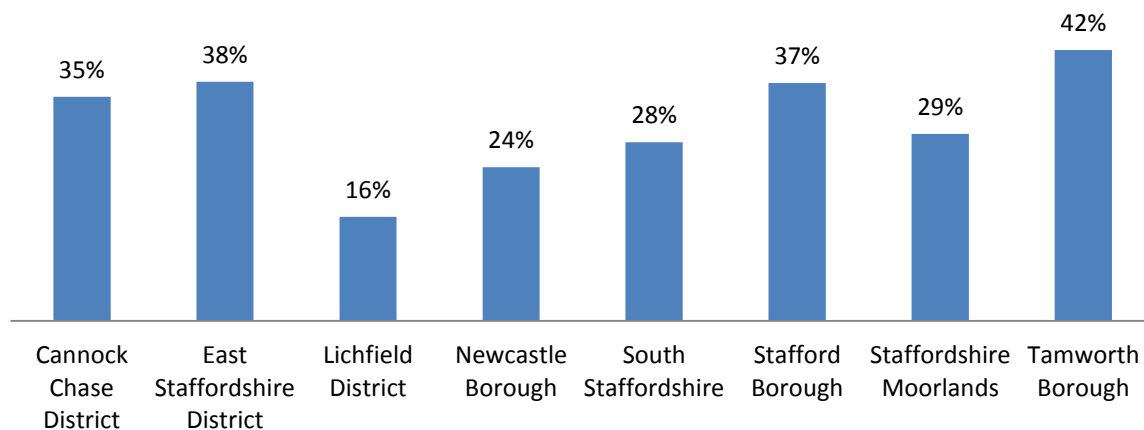
Some schools chose not to answer particular questions; this may imply that certain aspects of LST work did not apply to those schools or did not fall within the experience of the school and/or the respondent. Where there has been a significant number (10%) that have not answered, results have been analysed excluding ‘non answers’ to gauge whether there has been an improvement from last year for those that did answer.

Respondents were given the opportunity to add free text at the end of each section on the survey. These responses were analysed by Families First Business Improvement and Development Team who identified themes and patterns for both positive and negative comments: a summary is provided.

Response Rate

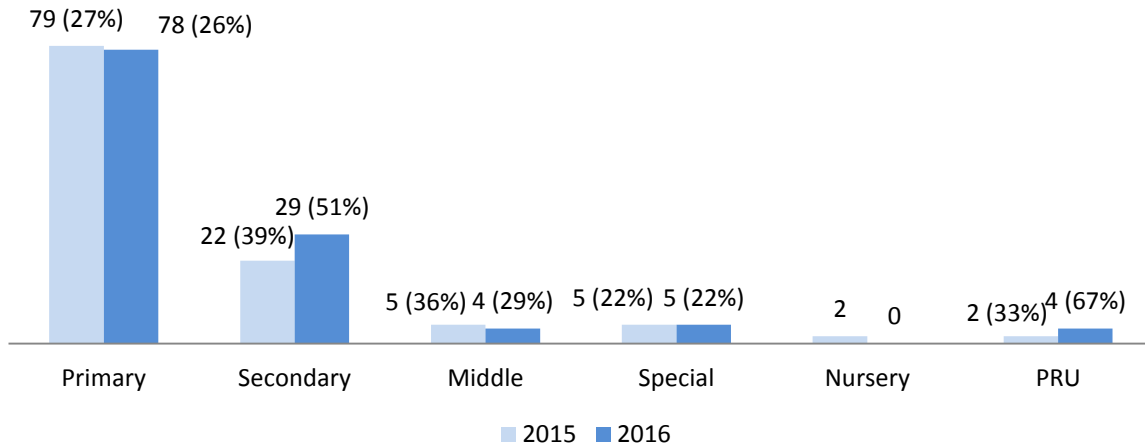
| Questionnaire Response | 2016 | 2015 |
|----------------------------------|------|------|
| Target Population | 396 | 397 |
| Number of Questionnaire Received | 122 | 119 |
| Response rate | 31% | 30% |

2016: Response Rate By District



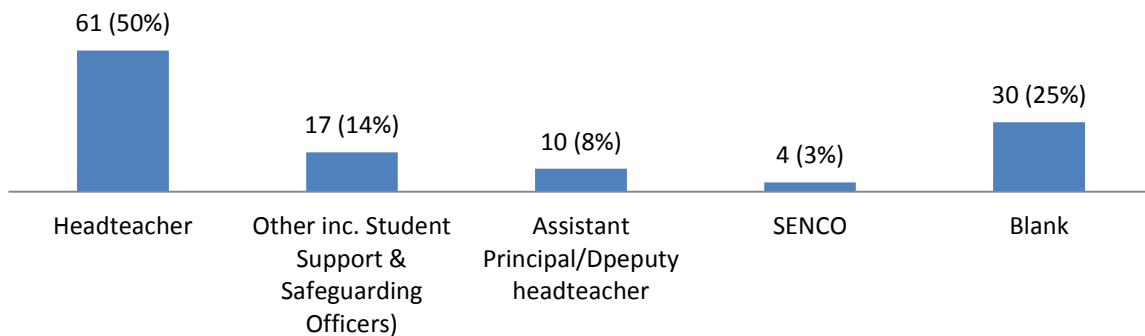
All areas’ response rates were above the expected norm (25%) of a survey of this type except for Lichfield (16%) and Newcastle (24%).

Response Rate by School Type



Response rates for Secondary schools and PRUs improved from last year with 29 out of 57 secondary schools and four out of six PRUs giving a response this year; response rates for primary, special and middle school phases were similar to last year.

Role of Respondent



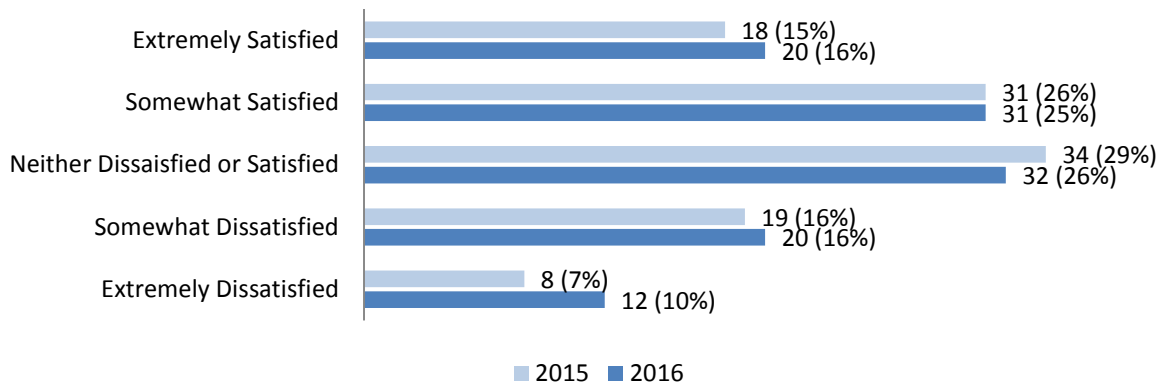
Half of responses were from Head Teachers, however, 25% were left blank; this mirrors last year's responses where 50% of responses were also from Head Teachers, with the same spread across the other roles.

3) FINDINGS

Impact of LST Interventions

Q1) Thinking about the overall impact of LST interventions on your students and their families how would you rate the following: Q1a) Attendance

LST Intervention Impact on Attendance

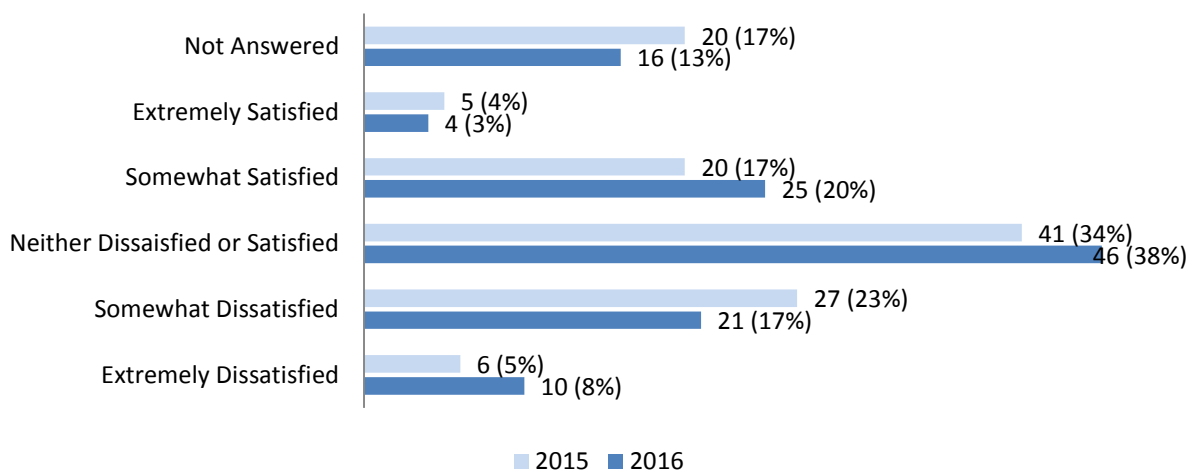


There is little difference between responses from last year, with 41% stating that they are either extremely or somewhat satisfied with LST intervention impact on attendance; however, just over a quarter of respondents stated they were either somewhat dissatisfied or extremely dissatisfied.

When looking at the differences between responses from school phases, it is primary schools that have answered this question more positively; responses from secondary schools show that over half were either somewhat or extremely dissatisfied with the impact of LST interventions for attendance compared to 18% of primary schools.

Q1b) Attainment

LST Intervention Impact on Attainment



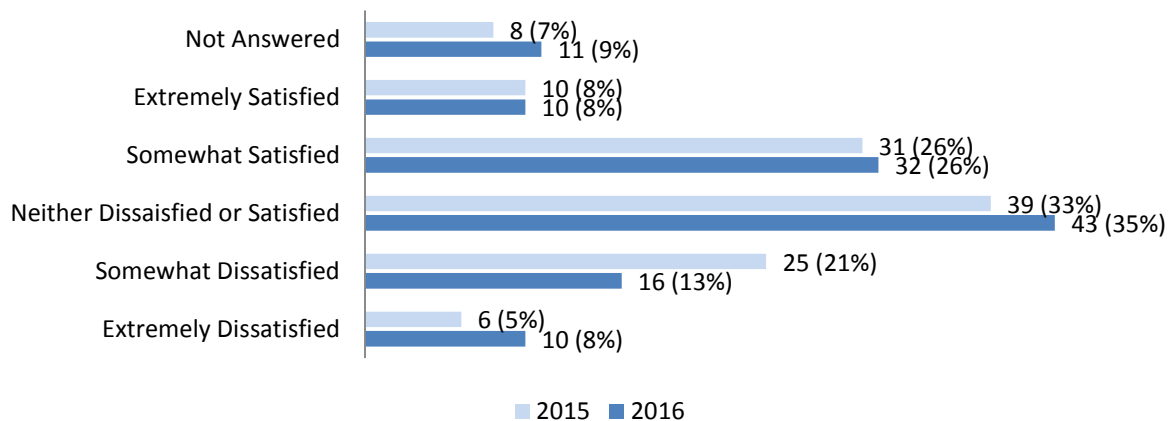
No significant differences have been identified between this year's and last year's responses. Overall responses were evenly split for this question, with the majority (38%) of respondents neither dissatisfied nor satisfied with LST impact on attainment. There was a slight increase of respondents stating they were somewhat

satisfied (from 17% to 20%). When discounting those that did not answer this question, satisfaction levels increased by 3 percentage points this year.

Looking at responses separately from primary and secondary; primary schools reported being more satisfied by 10 percentage points, with no secondary schools responding they were extremely satisfied and 21% reported that they were extremely dissatisfied.

Q1c Behaviour

LST Intervention Impact on Behaviour

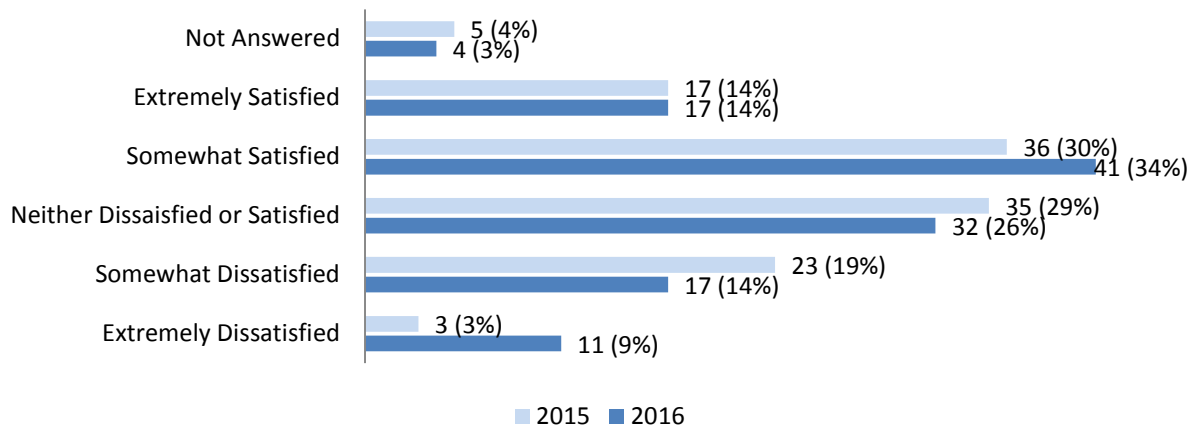


There is a decrease of 8% points from last year of those responding that they were somewhat dissatisfied. Just over a third (34%) of respondents for this year said they were either extremely satisfied or somewhat satisfied with LST impact on support for behaviour, which is similar to last year.

Differences between responses from primary and secondary schools show that primary schools gave a more positive response, with 48% of secondary schools saying they were either somewhat dissatisfied or extremely dissatisfied compared to 16% of primary schools.

Q1d) Emotional Wellbeing

LST Impact on Emotional Wellbeing

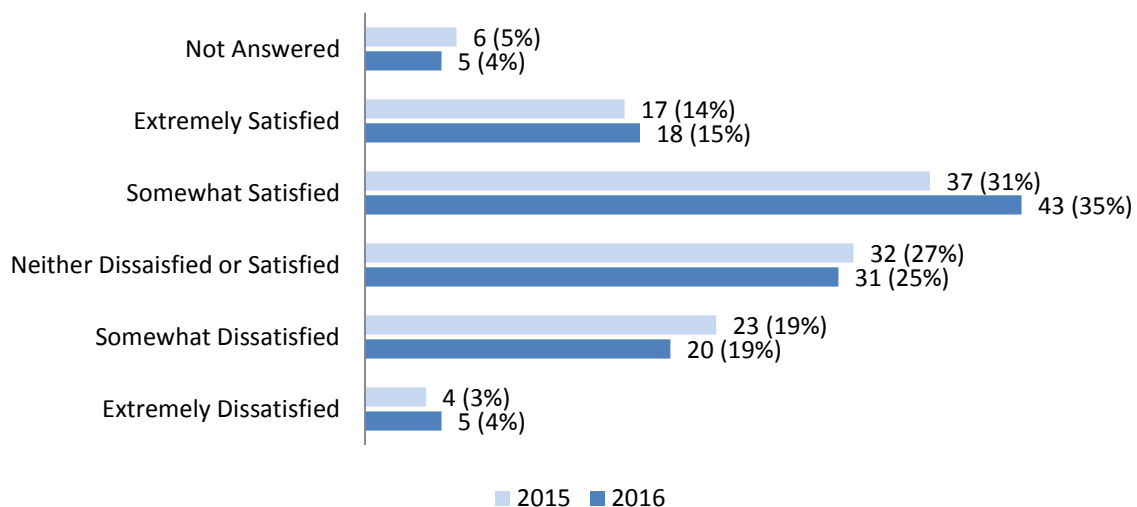


There has been a small improvement of four percentage points of schools responding that are somewhat satisfied with LST impact on emotional wellbeing, with 48% overall saying they were either somewhat or extremely satisfied. However, there has also been an increase in those reporting that they are extremely dissatisfied by 6 percentage points.

Comparing findings from primary and secondary schools, 60% of secondary schools that responded said they were either somewhat or extremely dissatisfied compared to only 17% of primary schools.

Q1e) Family Engagement

LST Impact on Family Engagement



There has been a slight improvement of those reporting positively in relation to family engagement with half of all respondents reporting being either somewhat or extremely satisfied with the impact of LSTs.

60% of primary schools responded that they were either somewhat or extremely satisfied compared to only 24% of secondary schools.

Summary of Comments

In total, there were 55 additional comments for question one regarding the overall impact of LSTs on students and families, 20 out of 29 secondary schools and 28 out of 78 of primary schools. There was a mixture of responses ranging from very positive... 'fantastic support' to very negative... 'support inadequate' and some in between... 'impact sporadic'. There were no significant variations between the phases in the comments made. The main themes from the positive comments included good partnership working with schools, some interventions for attendance having a positive impact on attainment and compliments regarding specific key workers.

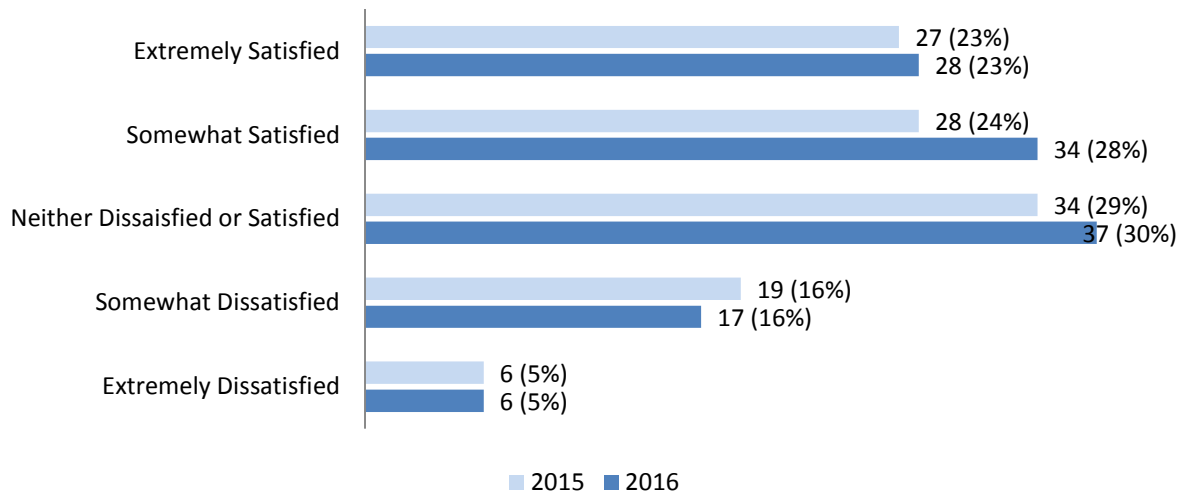
However, there were more comments reflecting some concern about the support received and the impact it had. Most of these comments were about concern for the capacity of the LSTs to provide the right support (and in some cases the duration of the input being too short to make sustained impact). Further comments related to poor communication between LSTs and three schools stating that sometimes schools did not know that the LST was working with pupils and their families, and feedback had been inconsistent for specific cases.

Other comments referred to inconsistencies in key workers, that they had either no key contact for long periods of time or that there had been changes of staff. There were also comments about the lengthy paperwork that had to be completed to gain support from the LST.

Referral Process

Q2) To what extent are you satisfied with the time taken by LSTs to respond to the initial enquiries

Time taken by LSTs to respond to initial enquiries



There has been a small improvement from last year's results of schools responding that they are satisfied with the time taken to respond to initial enquiries, with over half stating they were either somewhat or extremely satisfied.

Primary schools reported being more satisfied than secondary schools, with 56% saying they were either somewhat or extremely satisfied compared to 42% of secondary schools.

Summary of Comments

40 additional comments were made in relation to satisfaction with the time taken in responding to initial LST enquiry; 18 from primary schools and 17 from secondary schools. There was no significant difference between comments made by primary and secondary schools, so all comments have been analysed together.

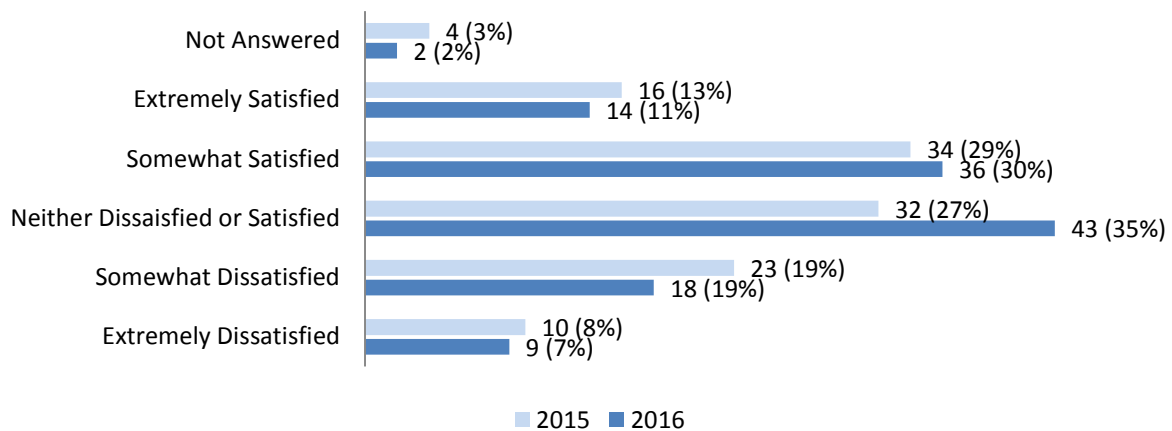
Some schools were very positive about the LST response time to their initial enquiry stating that they received a response quickly and the case had been allocated within 5 days, that their LST was very efficient and quick to respond and communication with their link worker was excellent.

However, there were more responses expressing dissatisfaction which included difficulties in getting feedback because of part time workers and capacity issues, allocation and action too slow, referral process is too lengthy and in some cases receiving no response at all and having to chase up the referral.

Other schools reported that practice was varied dependent on the worker.

Q3) How satisfied are you with current thresholds for involvement by LSTs?

Thresholds for involvement by LSTs



There were more schools than last year responding neutrally to this question, with 35% saying they were neither dissatisfied nor satisfied. The majority (41%) of all schools were either somewhat or extremely satisfied with current thresholds for LST involvement.

There was a significant split between primary and secondary schools; 45% of secondary schools were either somewhat or extremely dissatisfied with current thresholds for LST involvement compared to only 15% of primary schools.

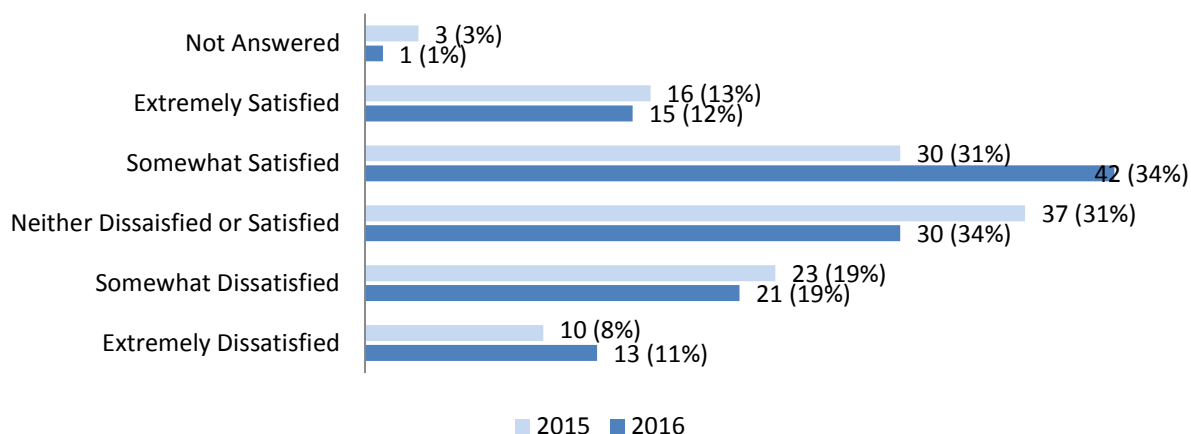
Summary of Comments

14 comments were made relating to thresholds, all from secondary schools. Most comments related to there being a gap in provision for tier 2 early help stating that this had an impact on support provided. Schools either have to 'plug the gap' with costly additional resource or the case has escalated due to lack of help which then becomes more difficult to address as issues have become ingrained. As a result some thought that thresholds were too high. Other comments thought that current thresholds were inconsistently applied.

Communication

Q4) How do you rate LST communications with regards to providing updates on case progression?

Providing Updates on Case Progression



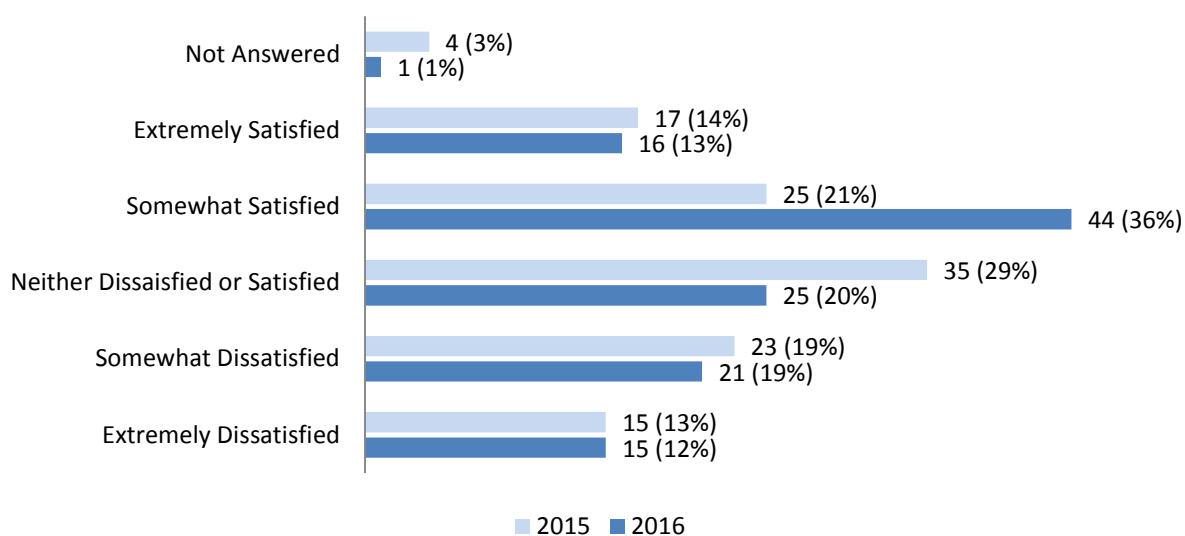
When comparing results with last year, it's apparent that more schools responded positively that they were somewhat satisfied this year (34%) with case progression updates; a further 12% said they were extremely satisfied.

Over half (53%) of primary schools were more likely than secondary schools (34%) to be either somewhat or extremely satisfied with case progression updates.

No further comments were made for this section.

Q5) How well does the LST communicate the outcomes with your school about case outcomes?

Communicating Case Outcomes



Satisfaction levels for communicating case outcomes have improved when compared to last year, with nearly half (49%) of schools stating they were either somewhat or extremely satisfied, a 14 point improvement.

Over half (56%) of primary schools reported that they were either somewhat or extremely satisfied compared to 34% of secondary schools.

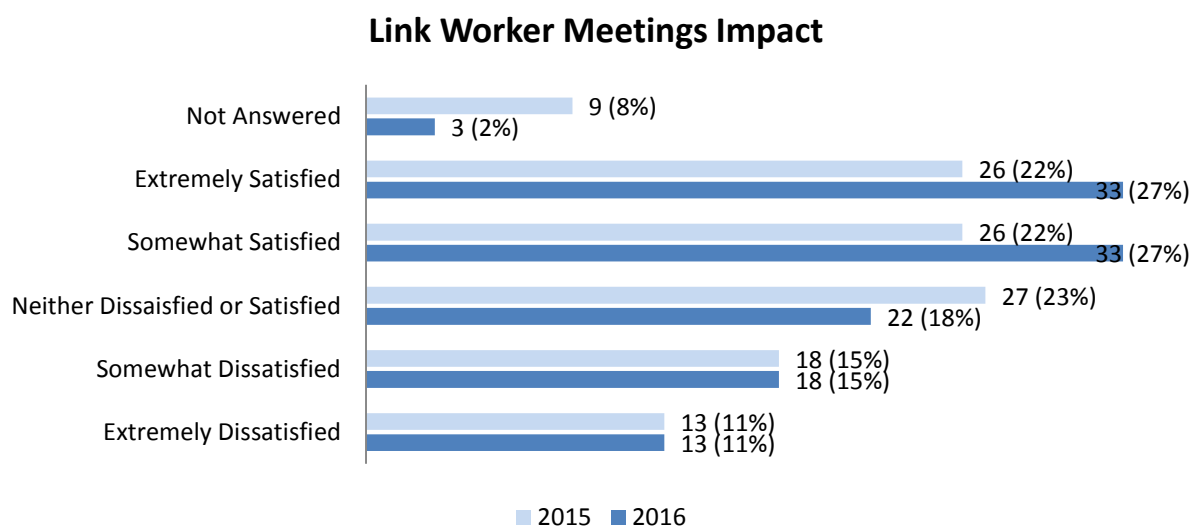
Summary of Comments

44 open comments were made pertaining to communicating case closures, although some comments were more general. The majority of schools supplied a mixed response stating that it was dependent on the individual worker and there was a lack of consistency amongst professionals and that some were good at communicating with the school and others were not.

There were some very positive comments ... 'we are kept in the loop brilliantly' and further comments expressed that there had been an improvement in communication regarding case outcomes and mentioned that the case closure form is a good idea to improve consistency. Regular link meetings with key workers have also improved communication of case outcomes in some cases.

Negative comments related to dissatisfaction due to cancellation of link meetings, poor communication from some LST staff, that the school has to chase for follow up information and that cases are closed with little or no communication.

Q6) To what extent has the input of Link Worker meetings had an impact on communication and partnership working?



There has been an improvement of satisfaction with the impact of link worker meetings; over half (54%) responded that they were either somewhat or extremely satisfied with the impact of link worker meetings, compared to 44% last year.

56% of primary schools said they were either somewhat satisfied or extremely satisfied compared to 45% of secondary schools.

Summary of Comments

49 schools made further comments about link worker impact and of these there were seven respondents stating that they did not know what a link worker meeting was. Some reported little and poor impact and inconsistency of when meetings take place saying that meetings are cancelled and not re-arranged. Some schools also stated that link workers did not always know about cases where they were not the lead worker and where unable to give updates on certain cases and took a while to get back to them with further information.

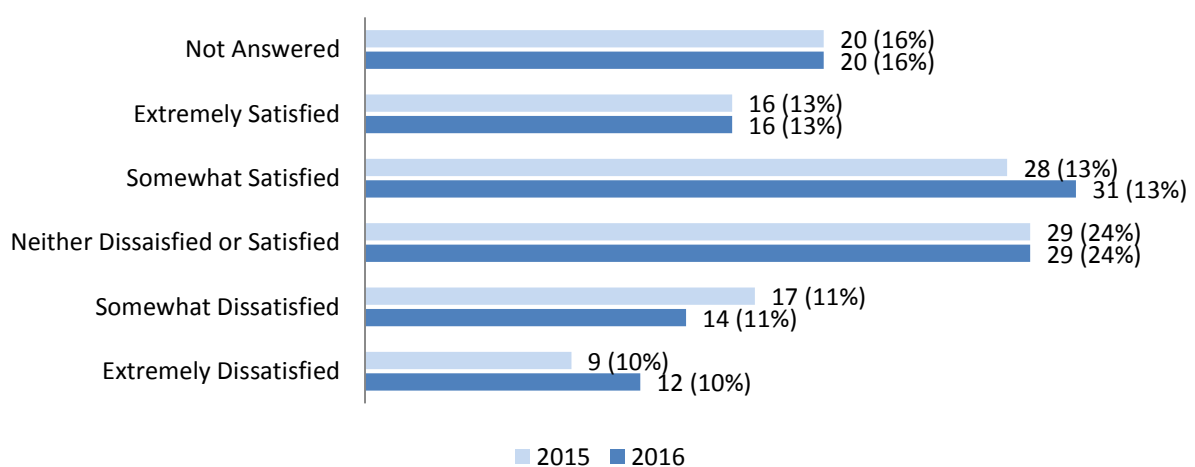
There were 11 very positive comments highlighting excellent, regular and valuable link work meeting taking place. Further complimentary feedback stated that schools saw these meetings as essential updates on open cases and getting to know about cases where the school hadn't made the request for support. These meetings were seen by many as crucial for good partnership working.

Overall Effectiveness

Q7) What does the LST do well?

Q7a) Case work with child/family to improve attendance

Overall Effectiveness to improve attendance

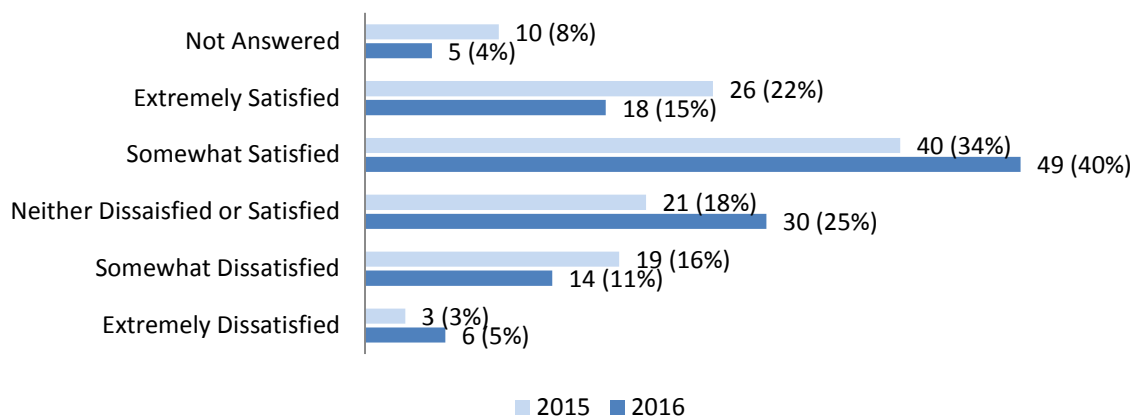


There is no significant difference between last year's and this year's survey responses. Whereas all secondary schools answered this question, 20 primary schools did not and of all schools another 24% were neither dissatisfied or satisfied. 26% of respondents stated they were either somewhat or extremely satisfied with the overall effectiveness to improve attendance. When excluding those that did not answer this question, overall satisfaction rose by two percentage points from last year.

44% of primary schools were either somewhat or extremely satisfied with overall effectiveness with effectiveness to improve attendance compared to 28% of secondary schools.

Q7b) Case work to address issues of child wellbeing with the family

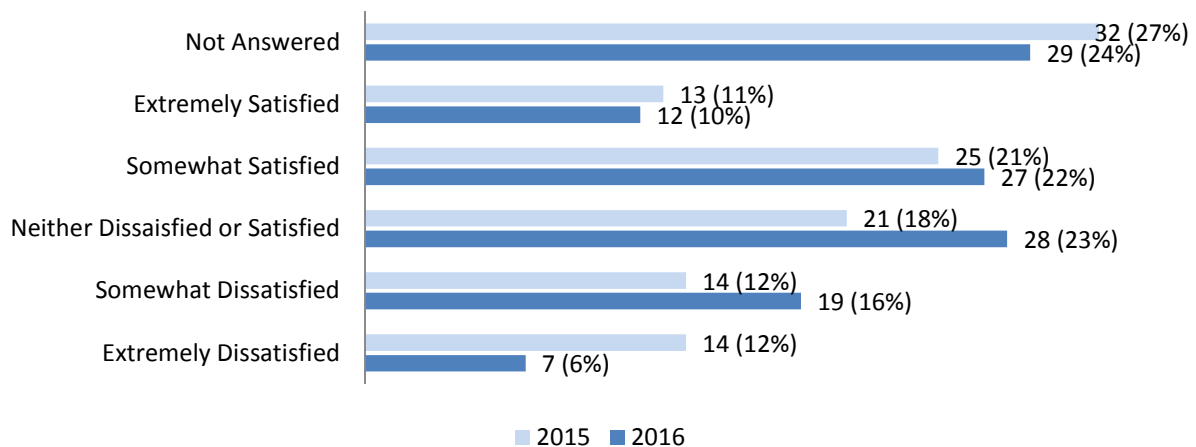
Overall effectiveness to improve child wellbeing



There were more responses (25%) for the neither dissatisfied nor satisfied category this year, with a further 4% not answering this question. Satisfaction rates fell from last year's responses, with 15% responding they were extremely satisfied (last year 22%), however, a further 40% expressed they were somewhat satisfied when it came to overall effectiveness to improve child wellbeing in the family.

68% of primary schools stated that they were either somewhat or extremely satisfied compared to 24% of secondary schools. Q7c) One-to-one work with young people with challenging/risky behaviour

Overall effectiveness to improve challenging/risky behaviour

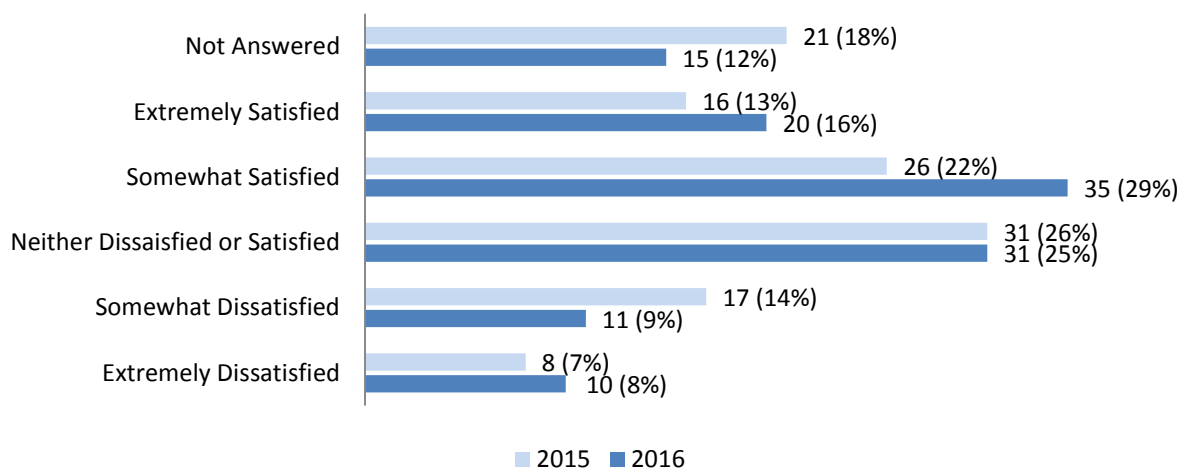


Nearly a quarter (24%) did not answer this question: these were mostly primary schools. More schools (again a larger proportion of primary schools) gave a neutral response to this question this year with 23% answering that they were neither dissatisfied nor satisfied with overall effectiveness to improve challenging/risky behaviour. 32% reported being either somewhat or extremely satisfied this year. The proportion of schools that indicated extreme dissatisfaction has halved to 6% of respondents. When discounting those that did no answer this question satisfaction levels have decreased by two percentage points.

16% of primary schools reported being either somewhat dissatisfied compare to 38% of secondary schools with the overall effectiveness to improve challenging/risky behaviour.

Q7d) Co-ordinating and leading a team around the child/family

Co-ordinating & Leading a team around the child/family

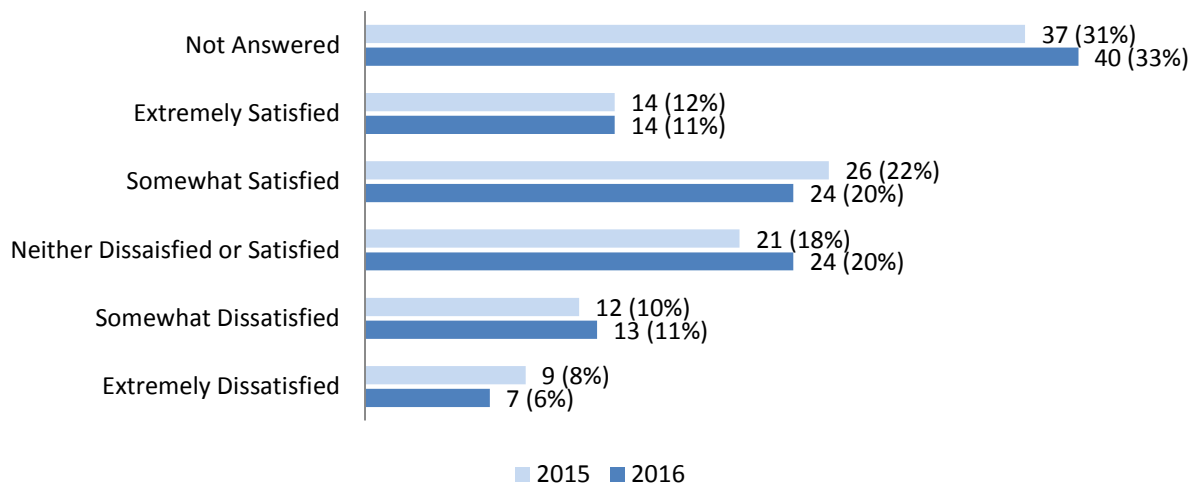


All secondary schools responded to this question whereas 15 primary schools chose not to. The proportion of those saying they were somewhat satisfied has risen by seven percentage points compared to last year, with another 16% expressing extreme satisfaction with the LSTs co-ordination and leading the team around the family/child. Fewer schools were somewhat dissatisfied compared to last year (by five percentage points). When discounting those that did not answer this question, there has been an overall increase of eight percentage points for satisfaction.

23% of primary schools compared to 7% of secondary schools reported being extremely satisfied with LSTs co-ordination and leading a team around the family/child. A higher proportion of secondary schools (34%) stated they were neither dissatisfied nor satisfied compared to primary schools (19%).

Q7e) Delivery of parenting programmes with individual and groups of families

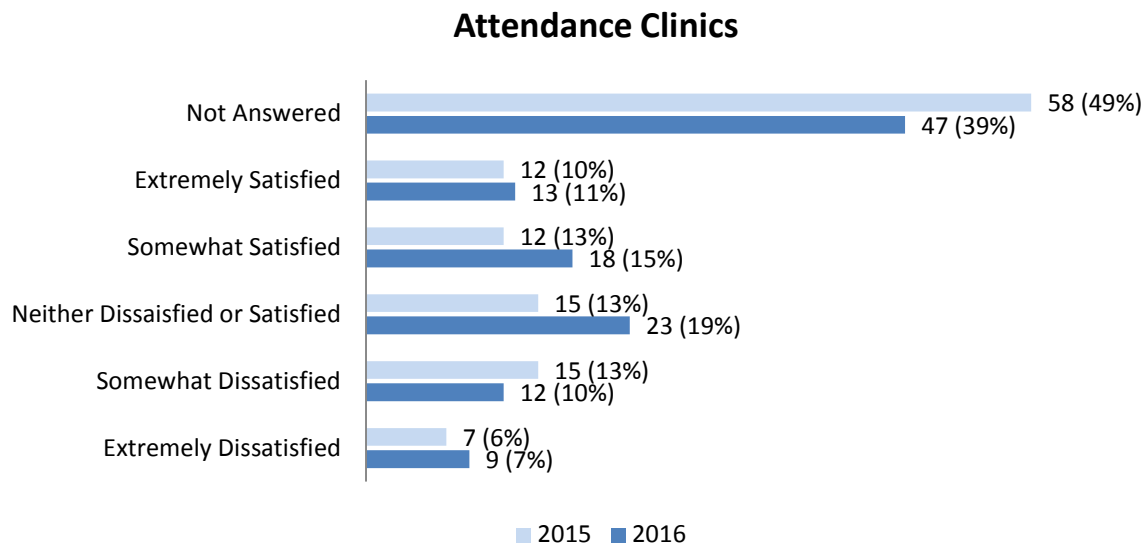
Delivery of parenting programmes



Responses were mainly similar to last year, with a third of schools choosing not to answer this question (the majority primary schools), possibly because no parenting programmes were delivered and this question was not applicable to them. 31% reported being either somewhat satisfied or extremely satisfied, compared to 17% saying they were either extremely dissatisfied or somewhat dissatisfied. When omitting those that did not answer this question, overall satisfaction levels increased by 15 percentage points.

Primary schools stated they were more satisfied than secondary schools, with 41% of primary schools saying they were either somewhat satisfied or extremely satisfied compared to only 14% of secondary schools.

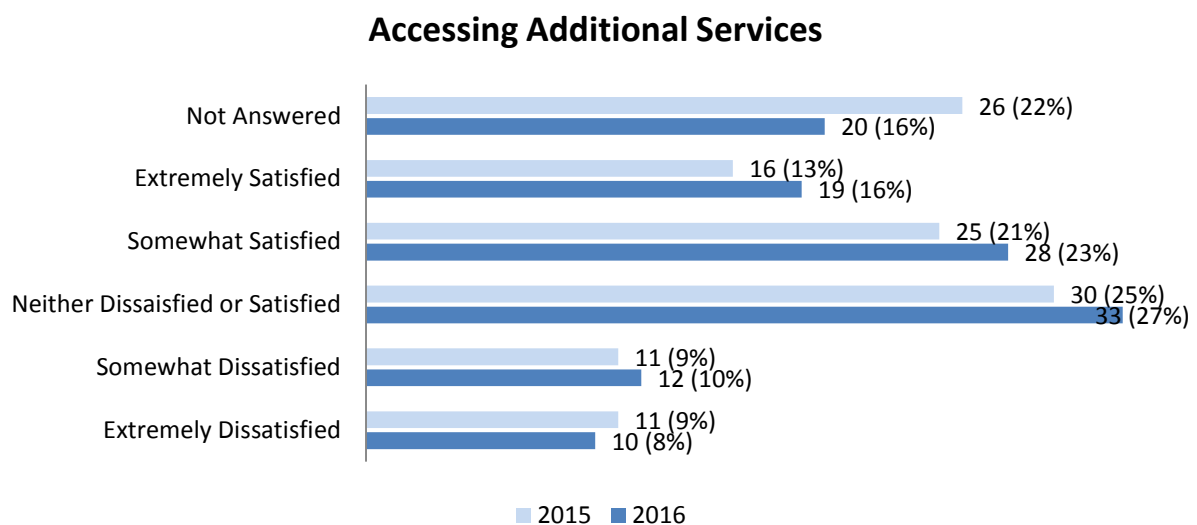
Q7f) Attendance Clinics



A large proportion (39%) did not answer this question: again this may be because attendance clinics have not been held in the school and this was thus not applicable to them. Looking at results from those that did respond the responses are evenly spread; more responses were neutral this year and there was a slight increase (five schools) of those who were somewhat satisfied with attendance clinics.

Nearly half (47%) of primary schools did not respond to this question. Although more secondary schools than primary schools expressed being more satisfied (31% compared to 24%), although a similar proportion of secondary schools stated they were dissatisfied (34%).

Q7g) Help with accessing additional services for children/young people

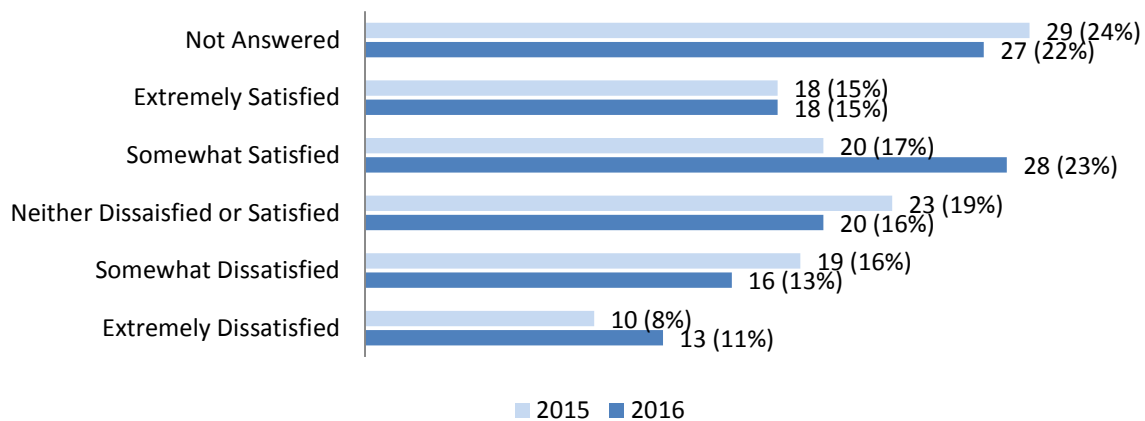


More schools than last year answered this question (by six percentage points) and most secondary schools (28 out of the 29) than primary schools (61 out of the 78) responded. There was also an increase in schools reporting positively, with 39% either somewhat or extremely satisfied in 2016, compared to 34% last year. When omitting those schools that did not answer, there has been an increase of two percentage points for those expressing satisfaction.

20% of secondary schools responded they were either somewhat or extremely satisfied with accessing additional support compared to 45% of primary schools.

Q7h) Timely involvement of statutory social work where concerns for children and young people remain or have become more acute

Timely involvement of statutory social work

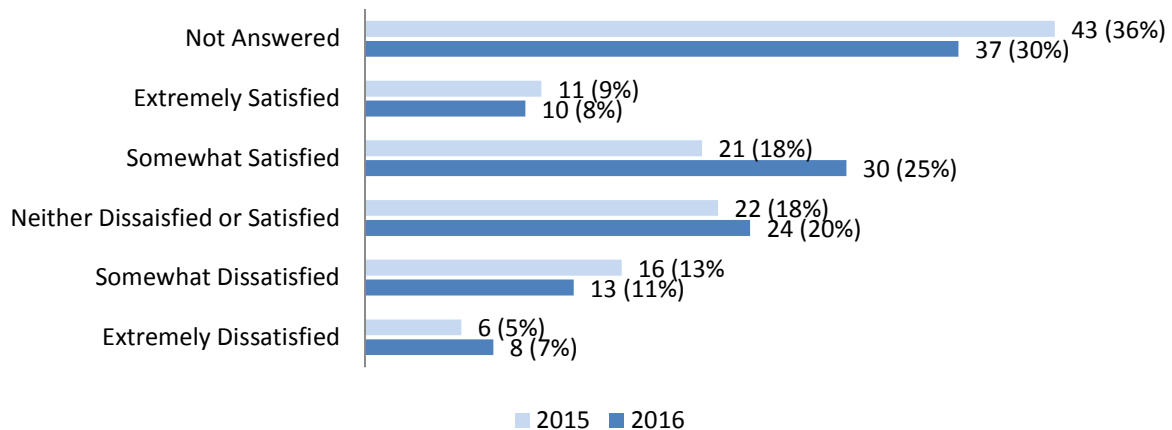


All secondary schools answered this question. For the primary schools that did not answer, it is likely that it would not have been applicable if statutory social work hasn't been required. Of those that did respond, more were somewhat satisfied this year by six percentage points (23% in total), with a further 15% stating they were extremely satisfied.

Over half (55%) of secondary schools reported being either somewhat dissatisfied or extremely dissatisfied with the timely involvement of statutory social work, 24% said they were somewhat satisfied with another 3% extremely satisfied. 44% of primary schools responded they were either somewhat or extremely satisfied.

Q7i) Supporting children and families as they leave statutory intervention (i.e. care, children in need)

Support when leaving statutory intervention



A third of schools did not respond to this question and this was mainly from primary schools (28 out of 78 did not answer), suggesting that support when leaving statutory intervention had either not been applicable or may not have been considered. There was an increase of seven percentage points in schools that responded that they were somewhat satisfied this year and another 8% were extremely satisfied.

37% of primary schools reported being either somewhat satisfied or extremely satisfied, whereas 38% of secondary schools said they were either somewhat or extremely dissatisfied.

Summary of Comments

There were 23 comments made under the section asking about what the LST did well: nine schools chose to submit negative responses. These related to action not being completed, case drift and thresholds not being clear, LST caseloads being too large and cases being closed too early.

Positive responses stated that there had been good recent improvements, agreement that the LST worker role was a good one to have to support families early on, staff were available and responded promptly. LST workers were doing some positive interventions and support was making a difference to children/families.

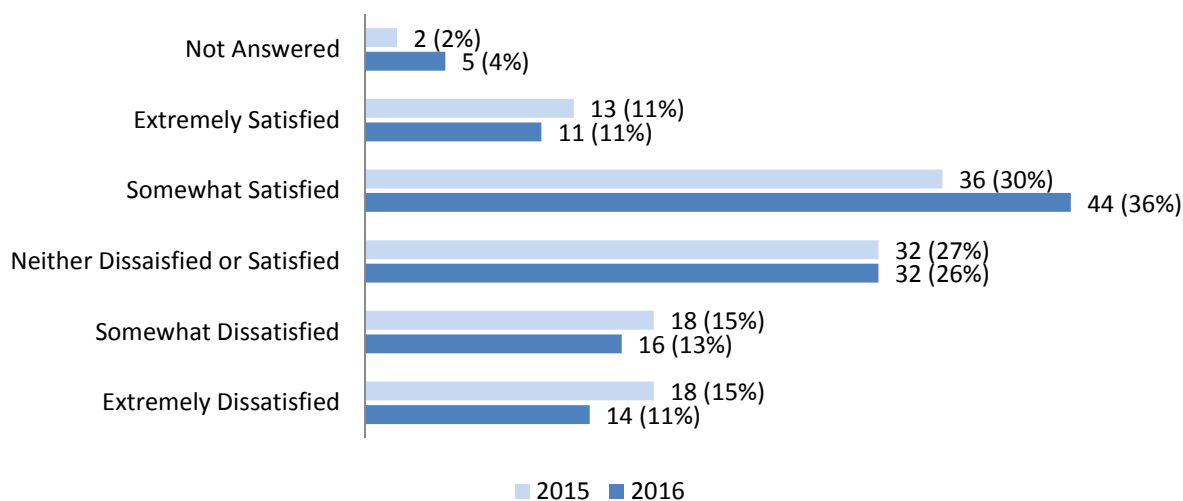
There were three comments made relating to clarification of the FIP and LST key worker role as well as more consistency around thresholds/step up/step down.

Overall Effectiveness

Q8) How satisfied are you with the following aspects of the work of the LSTs?

Q8a) Consistency of practice and decision making?

Consistency of practice and decision making

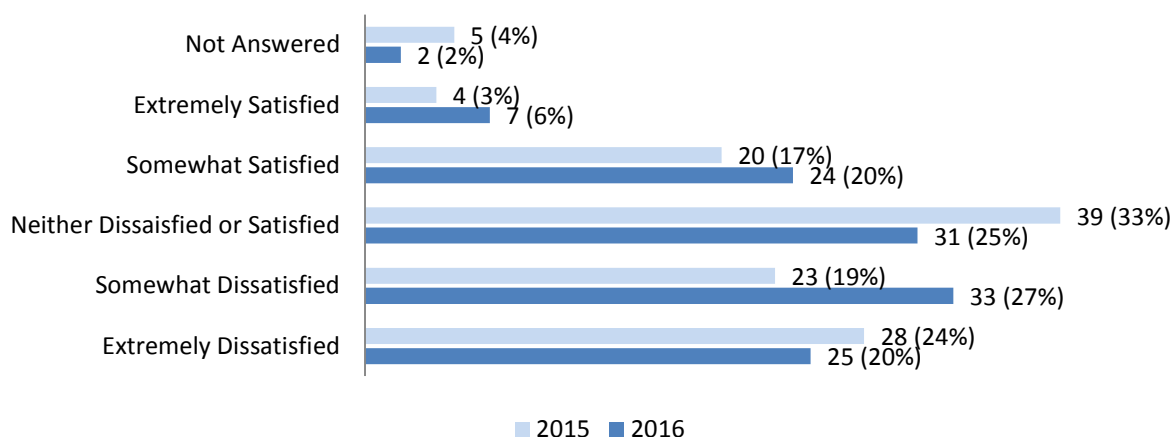


There was an increase of six percentage points from schools that stated that they were somewhat satisfied with the consistency of practice and decision making, as well as a decrease in those saying they were dissatisfied (from 30% to 24%).

Over half (53%) of primary schools reported being either somewhat or extremely satisfied with the consistency of practice and decision making compared to 28% of secondary schools. However, 59% of secondary schools were either somewhat or extremely dissatisfied.

Q8b) Staffing Capacity

Staffing Capacity



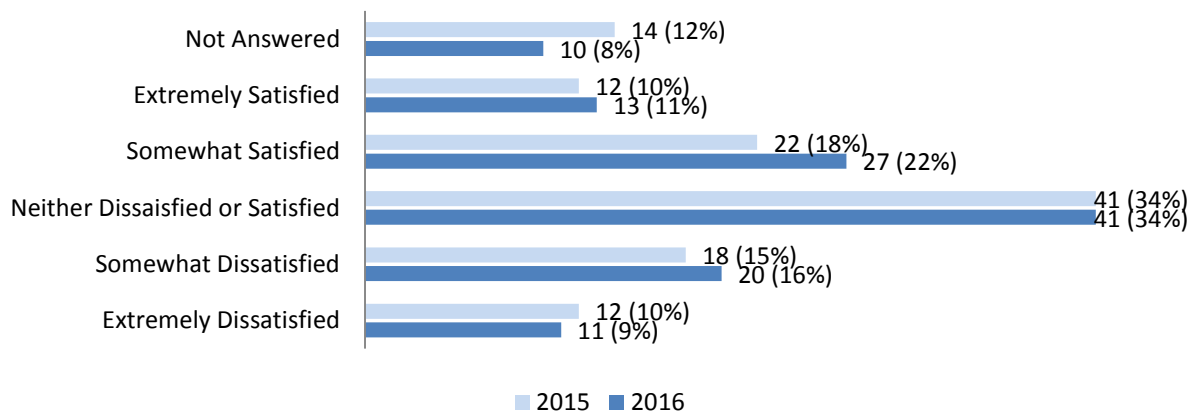
There was an improvement of six percentage points in schools being either somewhat or extremely satisfied with staffing capacity, however, there was also an

increase of 8 percentage points in those that were somewhat dissatisfied. Schools reported being more dissatisfied (47%) than satisfied (26%) with staffing capacity.

66% of secondary schools stated being either somewhat or extremely dissatisfied with staffing capacity, compared to 41% of primary schools. 29% of primary schools expressed satisfaction, and 21% of secondary schools.

Q8c) Step Up/Step Down to statutory social work

Step Up/Step Down to statutory social work

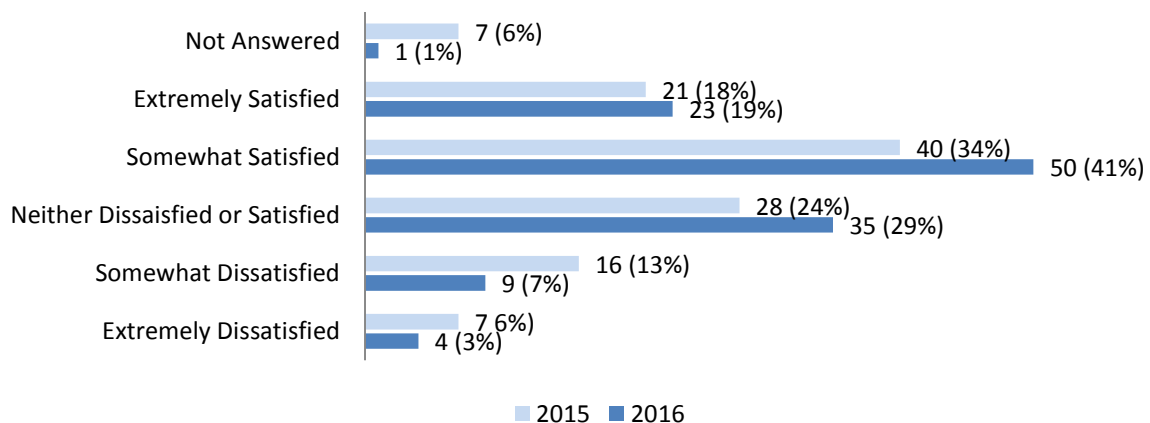


10 schools did not answer this question and another 34% were neither dissatisfied nor satisfied with step up/step down to statutory social work, possibly indicating that this was not applicable to work undertaken at their school. There was a small increase or 4 percentage points in those that were somewhat satisfied this year.

More secondary schools expressed dissatisfaction (55%) more than satisfaction (21%) with step up/step down to statutory social work, whilst more primary schools were satisfied (40%) than were dissatisfied (17%)

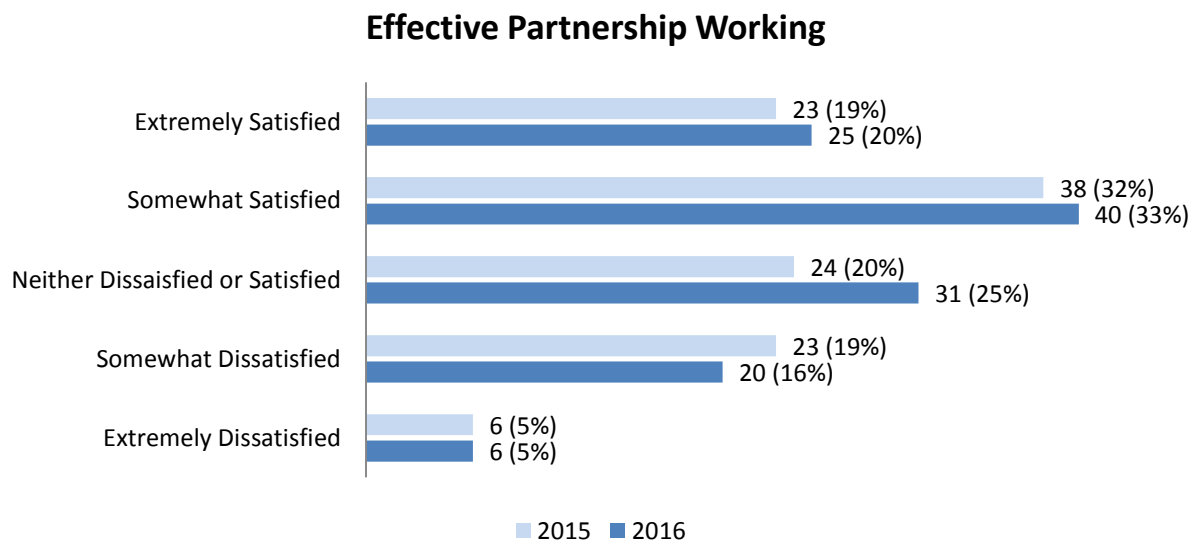
Q8d) Staff Skills and Knowledge

Staff Skills & Knowledge



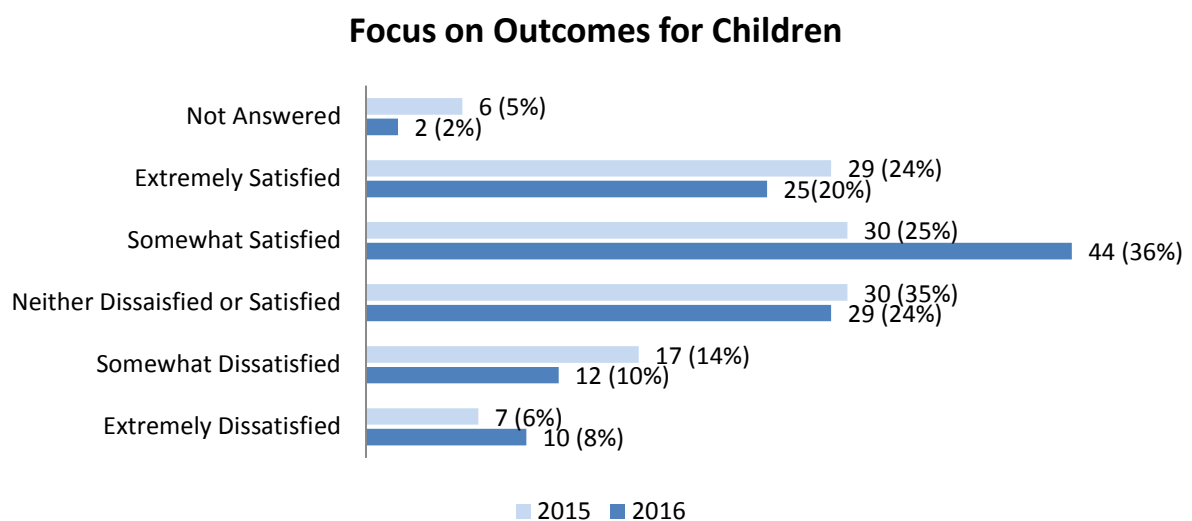
Schools stated they were more satisfied with staff skills and knowledge this year with an eight percentage point increase to 69% being either 'somewhat satisfied' or extremely satisfied. 69% of primary schools reported being either somewhat or extremely satisfied with staff skills and knowledge, compared to 34% for secondary schools.

Q8e) Effective Partnership Working



There was a small increase of 2 percentage points of satisfaction with effective partnership working, with just over half (53%) of all schools reporting they were either somewhat or extremely satisfied with effective partnership working. More secondary schools reported dissatisfaction (48%) than satisfaction (28%) with effective partnership working, whilst primary schools reported they were more satisfied (64%) than dissatisfied (15%).

Q8f) Focus on outcomes for children

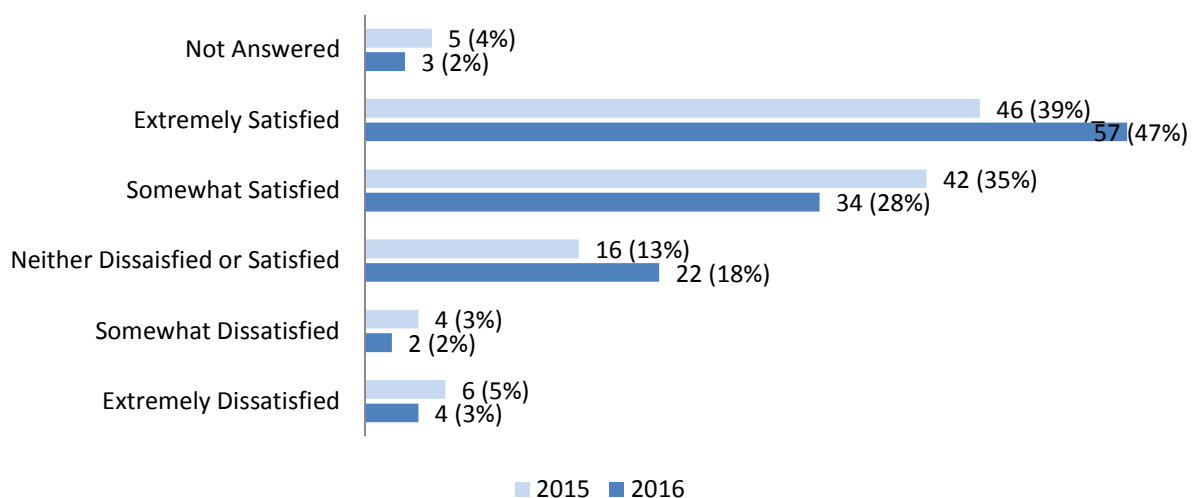


There was increase of 11 percentage points in school stating they were somewhat satisfied with LSTs focus on outcomes for children and over half of schools (56%) reported being either somewhat or extremely satisfied.

More secondary schools were dissatisfied (41%) than satisfied (31%) with focusing on outcomes for children; for primary schools, 68% reported either somewhat or extreme satisfaction, with 13% responding they were either somewhat or extremely dissatisfied.

Q8g) Professional conduct when in school

Professional Conduct when in school



Schools responded very positively to this question and those reporting extreme satisfaction with professional conduct in schools rose by eight percentage points to 47%.

81% of primary schools reported being either somewhat or extremely satisfied, compared to 59% of secondary schools.

Summary of Comments

28 schools provided comments for overall effectiveness and ten related to consistency of Service provided by the LST, stating that quality of service was dependent on worker and sometimes capacity issues, high caseloads and frequent staff changes.

Other comments said changes in process and the use of the Early Help Assessment slowed access to appropriate support, improved communication about outcomes of casework was needed, lack of assertiveness of some staff has impacted on intervention, consistency of how thresholds are applied and clarity around step up/down would be helpful.

Value for Money

Q9) Explain what you would consider 'value for money' and how this could be it be measured.

There were 70 responses to this question. 37 responses specifically expressed improved outcomes and impact of intervention for children and families as being a good measure of value for money. Comments included improved attendance, attainment, child and parent confidence, wellbeing, engagement, reduction of risky/poor behaviour and willingness to learn as outcome measures. Seven responses related to improved communication specifically about case progress and outcomes.

Other responses included having a consistent workforce and approach with named staff linked to schools, quicker response times and regular meetings would also constitute value for money. A range of evidence based solutions to match need is required to ensure the right results. More resource at an earlier stage would also prevent escalation resulting in better value for money in future.

4) CONCLUSIONS

From responses it is apparent that some improvements have been made from last year's survey including satisfaction with time taken to respond to the initial enquiry, LSTs co-ordination of team around the child/family and improved partnership working. Responses about the workforce are also more positive in terms of staffing capacity, professional conduct and skills and knowledge; the individual comments nevertheless highlight inconsistency in staffing as an issue. Responses relating to impact showed the least improvement from last year and schools saw this as important as improved outcomes for children and families featured highly in comments made. Although responses showed an improvement in communication, open comments made still showed concern that not all staff fed back in a timely way, schools sometimes did know about LST involvement and not all case outcomes were communicated.

There is a significant difference between responses from primary and secondary schools, with primary schools expressing more overall satisfaction with the service they receive from LSTs than secondary schools. This needs to be reflected in the wider discussions about a refreshed LST Offer to Schools.