



Greetings from the Rees Centre's (University of Oxford, Department of Education) autumn newsletter! This month, we're excited to bring you a line-up of new publications, engaging webinars and success stories.



Executive report published on the experiences of Black and Asian kinship carers

A summary of research into the experiences of kinship carers from Black and Asian communities with findings conducted by the Rees Centre has been published. The research, led by Dr Priya Tah and Professor Julie Selwyn aims to deepen understanding about the experiences of kinship families from Black and Asian communities. As the focus on kinship care grows, findings will be used to ensure that services, policy and practice are more attuned to the needs of Black and Asian kinship carers.

One of the recommendations: A public campaign is needed to raise awareness of the term 'kinship carer'. The objective would be to reach and engage kinship carers and raise awareness about sources of information, advice and support. Government funding is required to develop a comprehensive national resource pack for kinship carers. This should be co-produced with kinship carers and tailored for different ethnic minority communities. To reach marginalised communities there must be funding to support existing community-based organisations/support groups to engage with and build trust with kinship carers from ethnic minority communities. This would help to enable information to be shared in a meaningful and accessible way.

[Read the executive summary.](#)



Policy brief on measuring outcomes for care leavers

Researcher Dr Nikki Luke has published a policy brief on Measuring Outcomes for Care Leavers. This brief was produced following a workshop in Oxford that brought together researchers, care-experienced facilitators, representatives from national and local government teams and charities supporting care leavers to participate in a research-informed discussion of what measures might look like.

One of the recommendations: The scope of existing data collection should be expanded to create a more meaningful reflection of the important aspects of the following areas of life. Crucially, this new data collection should centre the perspectives of care leavers, alongside the professionals working with them.

[Read the policy brief.](#)



[Research report on Family routes study: Methodological paper](#)

The Rees Centre has published a research report on Family Routes, a longitudinal study intended to track the needs, experiences and outcomes of children leaving care on an adoption order (AO) or special guardianship order (SGO) in England. This report outlines findings from the feasibility and pilot phase of the research and how it has informed the methodology design of the main fieldwork.

One of the key findings: When families were asked about what they needed help for when their children were aged 12-25, they identified a range of needs, including behavioural, emotional, relational, learning/educational and health needs, which interviewees linked to early adversity and trauma.

[Read the report.](#)



[Interim report of the evaluation of Pupil Premium Plus Post 16](#)

The Department for Education has published the interim report from the evaluation of Pupil Premium Plus Post 16 undertaken in partnership by Cordis Bright and the Rees Centre. The report presents interim findings from the first year of the evaluation, drawing on data from a national survey of virtual school heads and six in-depth qualitative case studies. The report focuses on the range of ways that PP+ Post 16 is being used by virtual schools and explores progress towards outcomes set out in the theory of change. The next report from the evaluation is due in 2025 and will also incorporate analysis of national secondary datasets.

One of the key findings: Funding has been used to provide a broad range of activities and resources directly related to young people's EET (e.g., tuition, course equipment, careers guidance), and extra-curricular activities (e.g., sport, music, theatre trips) to provide new opportunities and support young people's social, emotional and mental health.

[Read the report.](#)

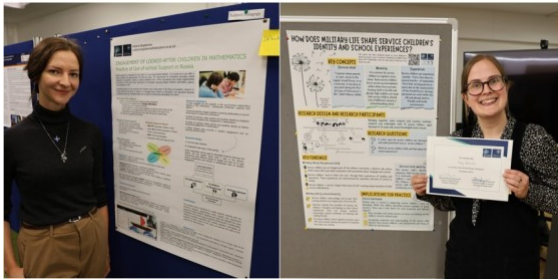
CENTRE NEWS



Teresa Williams

We would like to extend a warm welcome to Teresa Williams as the Centre's Senior Research Fellow (Impact and Translation), who will start her new role on 1 November. Teresa joins the Centre from the Children and Family Court Advisory and Support Service (Cafcass) in England, where she was Director of Strategy from 2018 to 2024. Before joining Cafcass, Teresa was Director of Justice and Welfare at the Nuffield Foundation where she led work to improving the use of research to improve social wellbeing across the life-course, especially for those who experience early childhood adversity. Teresa now plans to draw on her wealth of experience of research, policy and practice so she can build a body of research on how the stability of children's relationships with extended family, siblings and other significant people in their lives can be enhanced to improve their wellbeing, whatever their placement type or involvement with children's social services.

CONGRATULATIONS!



Poster conference winners

Two of the Centre's DPhil students, Lucy Robinson and Victoria Bogdanova were announced as winners for the best posters at the Department of Education's annual poster conference.

[View Lucy's poster on 'How does military life shape service children's identity and school experiences?'](#)

[View Victoria's poster on 'Engagement of looked-after children in mathematics'](#)



Andrew Brown

Centre researcher [Andrew Brown's](#) work on '[Coherent lives: Making sense of adoptees' experiences in education through narrative identity](#)' has received over 1,000 views. [View the paper.](#)

EVENTS







WEBINAR LUNCHTIME SERIES

Explore practice in children's social care, practice in education, policy and system change. Join in the conversation with researchers, students and practitioners.

Webinar: Rees lunchtime series - Bridging the gap between objectivity and subjectivity – Reflexivity in quantitative research, 29 October, 12.30pm - 1.30pm, Online

The Rees lunchtime webinar series is back this month with Dr Michelle Jamieson, a Research Fellow in Data Science for the Scottish Centre of Administrative Data Research (SCADR). No registration required. [Join the webinar.](#)

Webinar: Rees lunchtime series - Two children and maths – Improving attainment for children in care, 19 November, 12.30pm - 1.30pm, Online

Join Rose Griffiths, a Professor of Education at the University of Leicester who will use the stories of Skye and Ronan, both aged 8, in different schools and circumstances, to discuss the children's experience of maths in school, and to think about how to break the pattern of underachievement in this important area of the curriculum. No registration required. [Join the webinar.](#)

Webinar: Rees lunchtime series - The virtual school for care experienced learners: A view from Scotland, 17 December, 12.30pm - 1.30pm, Online

Virtual Schools have been a feature of the landscape in Scotland since 2019 and England since 2014 yet a series of recent publications have pointed towards a poor understanding of the valuable work they carry out- "few people outside of children's services even know these services exist, let alone what they do." No registration required. [Join the webinar.](#)

Single view of the child, 21 November, 12.30pm - 3.30pm, Online

A single view of the child means different things to different organisations. There are a range of approaches, each with their own opportunities and challenges. [Book your place.](#)

IN CASE YOU MISSED IT...

WeAreHere! Strengths and weaknesses of working with advisory groups of children in research.

[Access the recording and slides.](#)

Foster carer retention and recruitment

[Access the recording and slides.](#)

Research into action – The story of the New Belongings Programme

[Access the recording and slides.](#)

CHILDREN'S INFORMATION PROJECT NEWSLETTER

The [Children's Information Project](#), funded by the Nuffield Foundation is an innovative collaboration between local authorities and universities to improve the way that information about and from children, young people and families is used in local and national Government. The project will be launching its newsletter soon. [Sign up here](#) if you would like to know more about the work they do.



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