

About the Rees Centre

The Rees Centre for Research in Fostering and Education at the University of Oxford aims to find out what works to improve the outcomes and life chances of children and young people in foster care.

- We review existing research in order to make better use of current evidence.
- We carry out new research to address gaps.
- We work with service users to identify research priorities and translate research messages into practice.
- We employ foster carers and care experienced young people as co-researchers.

The Rees Centre was set up in 2012 with funding from the Core Assets Group (an international children's provider). Funding now comes from a range of sources.

Research Themes

Our research addresses four main themes:

- Educational progress of children young people in care
- Fostering, foster carers and professionals supporting fostering
- Mental health of children in care
- Unaccompanied asylum seeking children in foster care

Recent Publications

What is known about the placement and outcomes of siblings in foster care? An international literature review [pdf](#)

Evaluation of Birmingham City Council's 'Step Down' project - preliminary findings [pdf](#)

Evaluation of the Siblings Together 'Buddy Project' [pdf](#)

Teenagers in Foster Care: A Handbook for foster carers [pdf](#)

The Impact of Unproven Allegations on Foster Carers [pdf](#)

Evaluation of the London Fostering Achievement Programme [pdf](#)

The Educational Progress of Looked After Children in England: Linking Care and Educational Data [pdf](#)

Research Reviews

- motivations to foster
- foster carer peer support
- instruments used in the selection of foster carers
- the impact of fostering on carers' own children
- effective parent-and-child fostering arrangements
- the role of the supervising social worker
- what works in preventing and treating poor mental health in looked after children?
- the recruitment, assessment, support and supervision of LGBT carers
- the relationship between being in care and the educational outcomes of children
- the placement and outcomes of siblings in foster care

Research Projects

Completed

The Educational Progress of Looked After Children in England: Linking Care and Educational Data. Funded by the Nuffield Foundation, this study explored influences on educational outcomes of placement stability, school stability, length of time in care and care histories;

Evaluation of the London Fostering Achievement Programme funded by the Greater London Authority – to raise educational outcomes of children in care across London;

People's motivation to foster: a prospective study of those inquiring about fostering in 10 fostering providers (8 Local Authorities [LAs] and 2 Independent Fostering Providers [IFPs]);

Foster carer peer support: evaluating the benefits of foster carer support groups in 3 LAs including specialist groups, for example of male carers;

Teenagers in foster care: a Research Council-funded seminar series that generated a handbook for foster carers on fostering teenagers and a special edition of a journal;

Allegations: the impact of unproven allegations on foster carers funded by FosterTalk and the Sir Halley Stewart Trust;

Bringing siblings together who are placed in care apart: an evaluation of the impact of this contact, funded by Siblings Together;

Evaluation of Attachment Aware Schools training programme in Bath and NE Somerset;

Mental health of looked after children across the school transition, Universities of Sussex and Surrey, Sussex Partnership NHS Foundation Trust, Virtual Schools and schools.

Ongoing

Evaluation of Birmingham City Council's Step Down programme for children moving from residential to foster care until 2019;

Evaluation Team for the Children's Social Care Innovation Programme: funded by the DfE;

Evaluation of Attachment Aware Schools training programme in Stoke, Birmingham, Leicestershire;

Educational progress of children in need and children in care: funded by the Nuffield Foundation;

A randomized controlled trial of Letterbox and Paired Reading with Foster Carers in England and Northern Ireland: funded by the Economic and Social Research Council;

Improving matching in foster care: creating, developing and evaluating an enhanced matching process in a small number of LAs – with Fostering People and Rotherham LA;

Developmental trajectories of children in care: secondary data analysis looking at a range of SDQ profiles and academic performance, Dr Eran Melkman funded by the Haruv Institute.

Contact Us

Director: Professor Judy Sebba

Phone: +44 (0)1865 274050

University of Oxford, Department of Education, 15 Norham Gardens, Oxford OX2 6PY

Email: rees.centre@education.ox.ac.uk

Website: <http://reescentre.education.ox.ac.uk>; Twitter: @ReesCentre

Get Involved

We are committed to making our findings accessible and inviting debate about them.

Join our mailing list. Bi-monthly e-newsletter and research publications directly to your Inbox.

Subscribe by emailing us at rees.centre@education.ox.ac.uk.

Write a guest post for our blog or write a book review for our newsletter. Come along to one of our regular seminars or join us online for a webinar. Watch recordings of presentations, read our free reports and browse our resources section on our website: <http://reescentre.education.ox.ac.uk>.

Follow us on Twitter @ReesCentre and like us on Facebook - www.facebook.com/reescentrexoxford.