



Buckinghamshire County Council
Select Committee
Education, Skills and Children's Services

Date: Tuesday 1 July 2014

Time: 10.00 am

Venue: Mezzanine Room 2, County Hall, Aylesbury

AGENDA

9.30 am Pre-meeting Discussion

This session is for members of the Committee only. It is to allow the members time to discuss lines of questioning, areas for discussion and what needs to be achieved during the meeting.

10.00 am Formal Meeting Begins

Agenda Item	Time	Page No
1 APOLOGIES FOR ABSENCE		
2 DECLARATIONS OF INTEREST To declare any Personal or Disclosable Pecuniary Interests.		
3 MINUTES Minutes of the meeting held on 27 th May 2014 to be confirmed.		7 - 16
4 PUBLIC QUESTIONS		



INVESTOR IN PEOPLE



Public Questions is an opportunity for people who live, work or study in the county to put a question to a Scrutiny Committee about any issue that has an impact on their local community or the county as a whole.

Member of public, who have given prior notice, will be invited to put their question in person.

The Cabinet Member and responsible officers will then be invited to respond.

Further information and details on how to register can be found through the following link and by then clicking on 'Public Questions'.

<http://democracy.buckscc.gov.uk/mgCommitteeDetails.aspx?ID=788>

- 5 CHAIRMAN'S REPORT 10.05am**
For the chairman of the Committee to provide an update to the Committee on recent scrutiny related activity.
- 6 COMMITTEE MEMBER UPDATES**
For members of the Committee to update the Committee on any issue they are investigating on behalf of the Committee.
- 7 QUESTIONS TO THE CABINET MEMBER FOR EDUCATION AND SKILLS 10.10am**
An opportunity for the Committee to present questions to the Cabinet Member.
- Contributors**
Mr Mike Appleyard, Cabinet Member for Education and Skills
Mr Chris Munday – Service Director, Learning, Skills and Prevention
- 8 CHILDREN AND YOUNG PEOPLE'S SERVICES PORTFOLIO PLAN 10.20am 17 - 44**
An opportunity for the Committee to ask questions to the Cabinet Member on the Children and Young People Services Portfolio Plan 2014-15.
- Contributors**
Mr Mike Appleyard - Cabinet Member for Education and Skills
Mr Chris Munday – Service Director, Learning, Skills and Prevention
- Papers**
Children and Young People's Services Portfolio Plan 2014-15

- 9 THE CHILDREN AND YOUNG PEOPLE'S PLAN** **10.35am** **45 - 68**
 The Committee will receive the Children and Young People's Plan 2014-18.
- Contributors**
 Mr Mike Appleyard – Cabinet Member for Education and Skills
 Mrs Sue Imbriano – Strategic Director, Children and Young People
 Mr Chris Munday – Service Director, Learning, Skills and Prevention
 Mr Ed Mallam – Head of Children's Partnerships
 Mr Donald McPhail – Independent Chairman, Bucks Safeguarding Children Board
- Papers**
 Children and Young People's Plan 2014-18
- 10 THE BUCKINGHAMSHIRE CHILDREN'S SAFEGUARDING BOARD** **11am**
 An opportunity for the Committee to put questions to the Chairman of the Buckinghamshire Children's Safeguarding Board and the Strategic Director, Children and Young People.
- Contributors**
 Mr Donald McPhail, Chairman of the Buckinghamshire Children's Safeguarding Board
 Mrs Sue Imbriano, Strategic Director, Children and Young People
- 11 FAMILIES FIRST** **11.30am**
 The Committee will receive an update on the Families First programme and will have an opportunity to ask questions.
- Contributors**
 Mrs Sue Imbriano, Strategic Director, Children and Young People
 Mrs Joy Shakespeare, Head of Family Resilience
 Mr Gordon Vincent, Consultant
- 12 EDUCATIONAL STANDARDS** **12 noon** **69 - 106**
 A report on the attainment of Buckinghamshire Schools at various Key Stages in 2012-13.
- Contributors**
 Mr Mike Appleyard – Deputy Leader and Cabinet Member for Education and Skills
 Mr Chris Munday – Service Director, Learning, Skills and Prevention
 Mr Raza Khan – Chief Executive, Bucks Learning Trust
 Mrs Amanda Hopkins – Director of Education, Bucks Learning Trust

Papers

13 EDUCATION, SKILLS AND CHILDREN'S SERVICES SELECT COMMITTEE ANNUAL WORK PROGRAMME 2014-15 12.30pm

Members will review and plan the Committee's Work Programme.

Contributors

Mrs Val Letheren – Chairman of the ESCS Select Committee

Mr Mike Appleyard – Cabinet Member for Education and Skills

Mr David Martin – Deputy Cabinet Member for Children's Services

Mr Michael Carr – Scrutiny Policy Officer

14 DATE OF NEXT MEETING 12.40pm

To note the next meeting of the Education, Skills and Children's Services Select Committee on Tuesday 7th October 2014 at 10am, venue to be confirmed.

Purpose of the committee

The Education, Skills and Children's Services Select Committee shall carry out the local authority scrutiny functions for all policies and services relating to education and learning and children and young people, including: Nurseries and early years education; Schools and further education; The Bucks Learning Trust; Quality standards and performance in education; Special Educational Needs (SEN); Learning and skills; Culture and learning; Adult learning; Children and family services; Early intervention; Child protection, safeguarding and prevention; Children in care (looked after children); Children's psychology; Children's partnerships; Youth provision; The Youth Offending Service; Libraries; The County Museum; and Registrars.

In addition to the Buckinghamshire County Councillor membership, the Education, Skills and Children's Services also has up to 5 statutory education co-optees as set out in the Council Constitution.

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*For further information please contact: Kelly Sutherland on 01296 383602
Fax No 01296 382421, email: ksutherland@buckscc.gov.uk*

Members

Mrs M Aston	Mrs W Mallen
Mr J Chilver	Mr M Shaw
Mr D Dhillon (VC)	Mr R Stuchbury
Mr P Gomm	Mr D Watson
Mr P Irwin	Ms K Wood
Mrs V Letheren (C)	

Co-opted Members

Mr D Babb, Church of England Representative
Ms R Burchell, Secondary School Sector
Mr M Moore, Roman Catholic Church
Ms M Nowers, Primary School Sector



Buckinghamshire County Council
Select Committee
Education, Skills and Children's Services

Minutes

EDUCATION, SKILLS AND CHILDREN'S SERVICES SELECT COMMITTEE

MINUTES OF THE EDUCATION, SKILLS AND CHILDREN'S SERVICES SELECT COMMITTEE HELD ON TUESDAY 27 MAY 2014, IN MEZZANINE ROOM 2, COUNTY HALL, AYLESBURY, COMMENCING AT 10.00 AM AND CONCLUDING AT 12.17 PM.

MEMBERS PRESENT

Margaret Aston, John Chilver, Dev Dhillon (Vice-Chairman), Phil Gomm, Paul Irwin, Valerie Letheren (Chairman), Wendy Mallen, Mark Shaw, Robin Stuchbury, David Watson and Katrina Wood

CO-OPTED MEMBERS PRESENT

David Babb, Michael Moore and Monique Nowers

GUESTS PRESENT

Mike Appleyard, Angela Macpherson, Chauhdry Shafique MBE and Professor Steve Strand

OFFICERS PRESENT

Michael Carr, Chris Munday and Yvette Thomas

1 ELECTION OF CHAIRMAN

It was proposed and duly seconded that Mrs V Letheren should be elected Chairman of the Committee.

RESOLVED

That Mrs V Letheren be elected Chairman of the Education, Skills and Children's Services Select Committee for the ensuing year.

2 APPOINTMENT OF VICE-CHAIRMAN



INVESTOR IN PEOPLE



It was proposed and duly seconded that Mr D Dhillon should be appointed Vice-Chairman of the Committee.

RESOLVED

That Mr D Dhillon be elected Vice-Chairman of the Education, Skills and Children's Services Select Committee for the ensuing year.

3 APOLOGIES FOR ABSENCE

Apologies were received from Rebecca Burchell.

The Chairman welcomed two new members to the Committee, Mr David Watson and Mr Phil Gomm.

4 DECLARATIONS OF INTEREST

Margaret Aston declared that she was a school governor at Aylesbury High School, Mark Shaw declared that he was a governor of a Skills College in Chesham and Katrina Wood declared that she was a governor at a school in Hazlemere.

Margaret Aston, Mark Shaw, Katrina Wood and Paul Irwin all declared an interest as members of the Corporate Parenting Panel.

5 MINUTES

The minutes of the meeting held on 22nd April 2014 were confirmed as a correct record subject to a minor amendment in Item 2 Declarations of Interest, as Katrina Wood had also declared an interest as a member of the Corporate Parenting Panel at the April meeting.

The Chairman also reported that she had sent a letter on behalf of the Committee to Graham Stuart MP who chairs the All Party Parliamentary Group for Home Education, raising the concerns expressed by members at the April meeting. She had now received a response and it was agreed that copies of both letters would be circulated to the Committee and if any members had any comments to make they would feed these back to the Policy Officer.

ACTION: Democratic Services Officer

6 PUBLIC QUESTIONS

There were none.

7 CHAIRMAN'S REPORT

The Chairman reported that she had recently visited Curzon Church of England School which had received a letter of commendation for their Key Stage 2 results for children in receipt of Free School Meals. The Chairman had been impressed by the caring ethos of the school and told members about a blue chair that children could sit on if they were feeling sad or upset and an older child would come over and talk to them and attempt to cheer them up.

8 COMMITTEE MEMBER UPDATES

There were none.

9 THE STRAND REPORT

The Chairman welcomed Professor Steve Strand, University of Oxford and Mr Chauhdry Shafique MBE and Mrs Rashida Kazi, representing the Muslim Parents Association in High

Wycombe to the meeting. The Chairman explained that Professor Strand would give a short presentation summarising the findings of his report 'Mind the gap: An analysis of the Free School Meal gap in Buckinghamshire County Council'. There would then be an opportunity for members' questions and Mr Shafique MBE and Mrs Kazi would also be asked for their views.

Professor Strand gave a PowerPoint presentation and the following main points were noted:

- Professor Strand had a degree and PhD in Psychology and worked in various positions for local authorities and special schools during his career, for example, he had worked at Wandsworth for 10 years. His particular interest was school effectiveness and how children progress through schools.
- As a starting point Professor Strand aggregated the figures provided by Buckinghamshire County Council (BCC) over a three year period as this provided a more meaningful sample of pupils receiving free school meals (FSM) which enabled him to drill down to investigate other factors such as ethnicity, gender etc
- 10 other local authorities were used as statistical neighbours for comparison purposes as well as looking at the national trends.
- The headline findings were that at primary level, 2013 marked a real change with Bucks FSM children achieving up to the national average. This was a positive trend demonstrating progress for primary FSM pupils.
- However at Key Stage 4 (KS4) Bucks has the largest achievement gap. This is partly because the non-FSM pupils in Bucks perform well above the England average but also because in recent years the performance of FSM pupils at KS4 has declined. Between 2007-2009 FSM pupils in Buckinghamshire were achieving the national average, but subsequently their performance has fallen below the average, with a significant drop in 2012.
- In simple terms, primary pupils not receiving FSM are three times more likely to achieve level 4 at KS2 than FSM children and at secondary school, pupils not receiving FSM are five times more likely to achieve five GCSEs at grades A* -C than FSM pupils.
- The gap at KS4 is larger in Bucks than any other comparator, be that national, London schools, across the South East region or against other local authorities with a selective school system. Therefore improving achievements of FSM pupils at KS4 is a key area to focus on.
- It was also noted that boys receiving FSM are at particular risk of low achievement at KS2 and ethnicity was also a factor with particularly low achievement by White British, Black Caribbean, Mixed White and Black Caribbean and Pakistani pupils entitled to FSM.
- Interestingly EAL demonstrates ethnicity but is not a measure of fluency in English. EAL children in receipt of FSM perform better than non-EAL FSM children therefore EAL can be seen as a resilience factor rather than a risk. SEN was also a risk factor but not significantly.
- It was also noted that FSM children performing well at the age of 7 (end of KS1) tended to then have a larger gap at KS2. This suggests that action needs to be taken to ensure that any decline in achievement is identified early and remedial action taken.
- Over and above the factors influencing individual students such as gender, ethnicity etc, Professor Strand also considered whether the composition of their school had any impact on student achievement. Does the composition of a school, particularly the percentage of pupils entitled to FSM, have an impact on overall attainment and progress? Also does the percentage of students receiving FSM have a differential effect on FSM as compared to non-FSM students – does being an FSM pupil in a school with a low percentage of FSM pupils have an increased negative impact on performance and progress than being in a school with a greater concentration of FSM pupils?
- Professor Strand found that being poor in a more affluent school would have a more detrimental effect on achievement than where FSM children were in more concentrated numbers within a school. Ofsted has also drawn attention to this.

- It was also reported that there were four schools where FSM children were achieving better than their non-FSM peers.
- Professor Strand recommended targeting action at the schools with the highest percentage of FSM pupils in order to reach the greatest number of FSM students across Bucks. However alongside this there should be an awareness of the particular difficulties for those FSM students who account for a minority within their school community and schools should be encouraged to offer them further support to enable them to fulfil their potential.
- At KS4 there was a clear gap between the achievement of White British FSM pupils and White British non-FSM pupils. Black Caribbean and Mixed White and Caribbean students in receipt of FSM also performed poorly. However a Pakistani background proved to be a resilience factor for young people in receipt of FSM as their gap was not as significant.
- The prior attainment trend identified in primary FSM children was also seen at KS4. Those FSM students who had high attainment at KS2 were at risk of underperforming in their GCSEs and schools need to be aware of this.
- It was noted that while 40% of secondary students in Bucks attended grammar schools less than 10% of FSM pupils attend grammar schools.

The Chairman thanked Professor Strand for his presentation and invited members' questions.

The Coalition Government has increased the funding for Pupil Premium over the past three years. Although there has been feedback that not all parents who could be entitled have been claiming it, do you think the gap is getting narrower due to better use of the Pupil Premium?

It is very early days for Pupil Premium and it is hard to judge its impact as there has been contradictory evidence. Professor Strand hoped for a positive outcome and he expressed the view that the weighting of £1300 for primary pupils was important, as early intervention was crucial. If a child falls behind early it is then very difficult for them to catch up.

Why are so few FSM pupils selected for a Grammar school place?

The cumulative effect of disadvantage means that by the age of 11 it is harder for these young people to pass the 11 plus. There will be a mix of factors but notably economic hardship may mean that these children will not receive any coaching for the exams.

Do you think that selective education is a negative or positive?

I live in Warwickshire where there are three Grammar schools which take 3% of the secondary school population. One of my children qualified and the other didn't and I could see first-hand the impact on their self-esteem. There needs to be some focussed activity in upper schools to try and address this.

There is no doubt that poverty affects attainment but do you feel that rural and urban poverty are different and could this be masked by selective education?

The main difference between rural and urban areas is the concentration of young people living in poverty. It is easier to target help when you have more FSM children together. Rural poverty is more dispersed – better transport links and peripatetic services are needed to address this.

How can BCC encourage schools to improve attainment for White British FSM children?

This is a national issue and Professor Strand is currently advising a Parliamentary Select Committee on how to tackle the underachievement of White British boys in receipt of FSM.

How can BCC encourage schools to improve the attainment of Black Caribbean FSM children?

The data at KS2 and KS4 is very different. Nationally the gaps are larger at KS4 than KS2. Children don't see school as relevant and schools need to be more flexible in addressing the needs of students from different backgrounds. There are policy implications for all schools as research has shown that even Outstanding schools have attainment gaps.

Factors at home are important. If you can achieve a synergy between school, family and the young person this can be invaluable. Some ethnic minorities value education highly. Sometimes ethnic groups that have been in the UK longer, for example, Black Caribbean may no longer believe that education is a way out of poverty.

Mike Appleyard, Deputy Leader and Cabinet Member for Education and Skills, commented that it was important to recognise that parental ambition and the home environment is paramount. Once pupils reach secondary level it is too late to intervene. BCC is investing in Children's Centres and Early Years in order to improve school readiness and give children a good start.

The Cabinet Member also expressed the view that there needed to be a significant change in Government thinking with regards to improving Education. Currently the emphasis was too much on academic performance – if you could improve the outlook of young people they will then improve their attainment.

There has been an improvement in attainment in Maths and English in disadvantaged pupils from 2011 to 2013. What do officers put this down to? More importantly, why were disadvantaged children falling behind in the first place?

The Chairman invited Mr Chris Munday, Service Director, Learning, Skills and Prevention to respond to this question. Chris Munday advised that he was very pleased with Professor Strand's report and his team have been working closely with the Bucks Learning Trust in an Action Plan. The notion of 'relative poverty' was particularly interesting and the report had provided the local authority with very useful information around this issue.

With regards to the improvements in English and Maths results, the trend was stronger at KS2 than KS4. It was important to give children all the tools they need to thrive in schools, which is why BCC were investing in the early years. It was hard to explain why performance had dipped in the first place, but possibly it could have been that the distraction of changing government arrangements meant that there had been less focus on teaching and learning. Also sometimes a dip or an improvement in performance might be cohort specific, so this will need to be monitored over the next few years.

It was noted that over the last four years Bucks had increased their primary places to accommodate an additional 2,400 pupils. The changing demographics of the county, mainly in areas of deprivation would present a further challenge to performance.

Why has the Committee not received Professor Strand's report earlier?

Mr Munday explained that the report was initially received in January 2014 and then Professor Strand was asked to include the latest schools data, so the report was revised and came back to BCC in March. It was felt that the report should be shared with schools via the Primary Executive Board (PEB) and Bucks Association of Secondary Heads (BASH) prior to being presented to the Select Committee. However Mr Munday had reported the headline findings to the Narrowing the Gap Inquiry so there was no suggestion that the report had been withheld. Mr Appleyard, Cabinet Member reiterated that it was only courteous to share the report with school professionals first.

The Chairman asked Mr Chauhdry Shafique MBE and Mrs Rashida Kazi of the Muslim Parents Association (MPA) in High Wycombe for their views on the report. Mr Shafique advised that he was pleased to be invited to hear Professor Strand's presentation and his report echoed what the MPA already knew. The MPA was established 25 years ago to work

with schools in High Wycombe and with the local authority to improve the attainment of Muslim children (in Wycombe this was mainly the Pakistani community) The MPA also recognise the difficulties of other deprived groups. Mr Shafique commented that he was encouraged to see the local authority focussing on this issue and he was keen to see what actions would follow in response to the report, which itself had raised awareness of the issue more widely.

Mrs Kazi explained that she was a teacher and although she currently worked in Watford she had previously taught in schools in Aylesbury and High Wycombe. She believed that the selective system could be very damaging for those children who are not selected for grammar school, as it affects their self-esteem which in turn damages their learning in the early stages of secondary school. It was important to raise the aspirations of children in KS3 and KS4.

Is FSM the correct measure to use?

Mike Appleyard, Cabinet Member for Education and Skills accepted that this could be seen as a proxy measure, but as there are a wide range of factors which can result in a child receiving free school meals, it was the best current proxy available. Professor Steve Strand confirmed that whilst it was perhaps a proxy measure it was the best available and could be easily verified.

Mr Munday mentioned an Action Plan in response to Professor Strand's report. When would this be available?

Mr Munday asked Mrs Amanda Hopkins, Director of Education at the Bucks Learning Trust to give a brief overview of strategies that were being introduced to address the issues raised by the report.

Mrs Hopkins explained that the Bucks Learning Trust (BLT) were developing strategies to support schools in narrowing the gap via three projects – one for Early Years, one for Primary and one for Secondary. In Early Years, the BLT were working with SureStart and other professionals to link them with schools, in order to assist with clear strategies for school readiness. At Primary level, BLT had identified the highest performing schools who have very narrow attainments gaps and have linked them with schools with larger gaps. BLT are also looking at a project linking in with the wider community and have investigated best practice in other local authorities which might be effective in Bucks, particularly in relation to how best to spend Pupil Premium funding.

For Secondary schools, the BLT has invited each school to bid for additional funding to support their Pupil Premium students and BLT is developing a project to encourage improved engagement with parents. Grammar schools are also working more closely with upper schools.

In addition the BLT recognise that the changing demographics in Bucks and the increasing rural and urban divide poses a challenge for school leaders, so they have brought in professionals from other areas of the country to support Bucks head teachers.

Mrs Hopkins reported that whilst FSM was a useful measure, head teachers were now saying that any child not fulfilling their potential should have an intervention put in place and BLT are encouraging this cultural change.

Mr Munday advised the Chairman that he would be happy to present a further update to the Committee in October 2014.

The Chairman asked Professor Strand if he would like to conclude the item and he commented that although the attainment gap had been a longstanding issue for Bucks, it was a hopeful time and the clarity of Pupil Premium arrangements was helpful. He hoped that this would have a demonstrable impact in the future.

The Chairman thanked everyone for their contributions to the meeting.

RESOLVED

That the evidence provided be noted by the Committee as part of its ongoing review of the attainment gap between socially and economically deprived pupils and their peers in Buckinghamshire.

10 THE MUNRO PROGRAMME

The Chairman welcomed Mrs Angela Macpherson, Cabinet Member for Children's Services and Mr David Johnston, Interim Head of Service to the meeting. Mrs Macpherson advised the Committee that Mr Johnston had been in post for 4 months and had been looking at ways to improve service, as well as leading the preparations for an Ofsted inspection which was due to take place shortly.

The Cabinet Member reminded members that Munro was a long term work programme which was introduced about 18 months ago and encompassed six workstreams. Overall results would probably not be realised until three to five years' time, but already the changes introduced by Munro were embedding into the workforce. A rolling programme of training was ongoing to upskill social workers.

The Cabinet Member commented that it was like trying to turn around a huge tanker in trying to shift the emphasis away from the demand for acute interventions, to more of a focus on early intervention and prevention.

The Chairman asked how many other local authorities had really taken on the recommendations made by Munro and would children be safer as a result of the changes. The Cabinet Member explained that it was hard to measure the effects of the changes so far as the introduction of the Munro programme in Bucks had also coincided with an increase in demand and therefore the number of children now in care. The Family Resilience preventative approach had actually stimulated more referrals.

David Johnston reported that Cambridgeshire were the only other local authority which had implemented the Munro recommendations on a large scale and like Bucks, had restructured as a result. Hampshire were running a pilot project in a small area before deciding whether to commit to wholesale changes. Other local authorities were taking forward the themes of Munro, but within their traditional structures. In Bucks the model was not fully up and running, but it had reached the transition stage where social workers were practicing slightly differently and were believing in the benefits of a new system.

A member asked if the programme was sufficiently resourced and whether the appropriate social workers had been recruited into the new model. The Cabinet Member acknowledged that resources in Children's Services were strained. Extra resources had been committed by bolting on an additional two social work teams, however it was proving difficult to recruit additional social workers. This was a national trend. David Johnston reported that the salary being offered by Buckinghamshire County Council was similar to neighbouring authorities but of course social workers could commute from Bucks into London to receive slightly more. There simply was a shortage of qualified social workers and some local authorities were now offering incentives such as cars or relocation costs in an attempt to recruit them.

A member commented that the high profile cases of Victoria Climbié and Baby P would discourage young people from considering social work as a future career. The press coverage only served to highlight how demanding a job social work is, with lots of difficult decisions to be made. The Cabinet Member agreed and explained that universities were now offering incentives to young people to study social work and there was also a Graduate scheme called Frontline to encourage new graduates into the profession. In addition it was recognised that

there is a 'burnout' of staff in social work – many professionals only want to work in the frontline for a finite period of time because the work is so intense. The Cabinet Member was aware that in some of the social work teams there was an imbalance of newly qualified social workers and more experienced professionals. The Chairman suggested that it might be useful to promote social work as a career in local schools.

Given the shortage of social workers, a member asked for reassurance that the situation which had recently been publicised with Birmingham's Children's Services where cases were closed without any investigations taking place, would not happen in Buckinghamshire. David Johnston reported that he had recently audited the First Response team and he assured members that they never close a case without it being reviewed and assessed first. The Cabinet Member reiterated that in Birmingham cases were closed without any work being undertaken on them. Whilst in Bucks there have been some delays in dealing with referrals, partner agencies are informed in writing to explain the delay.

The Chairman thanked the Cabinet Member and Mr Johnston for their update and commented that she hoped that the commitment to the Munro programme might help to make Bucks a more attractive prospect for social workers.

RESOLVED

That the Committee considers that the Munro Programme has been successfully integrated into practice within the delivery of Children's Services provision.

11 OFSTED INSPECTION OF CHILDREN'S SERVICES

The Chairman invited Mr David Johnston, Interim Head of Service to give members an insight into the new Ofsted inspection regime. Changes were introduced in September 2013 and since January 2014 there had been increased activity in terms of inspections on the ground. A call will be received by the local authority by 9.30am on a Tuesday morning to advise that Inspectors will arrive the following day. The inspectors undertake 10 days of preparatory work followed by two weeks intensive field work. They will spend 5% of their time speaking to Senior Managers and 95% of their time interviewing frontline staff, parents, families and partner agencies.

To date the inspection judgements appeared to be quite harsh. BCC officers were liaising with colleagues in other local authorities in preparation for the inspection. The Chairman asked if the new Ofsted inspections would be more accurate. In response David Johnston explained that judgements must be based on evidence not a sense or a feeling and Inspectors would have to justify their conclusions. Previously Inspectors spent more time with Senior Managers and Cabinet Members than with frontline staff.

Angela Macpherson, Cabinet Member for Children's Services advised members that the preparation work that Mr Johnston had undertaken was needed and she hoped it would stand the authority in good stead when the inspection was undertaken.

RESOLVED

That the evidence provided be noted.

12 SELECT COMMITTEE ANNUAL WORK PROGRAMME 2014-2015

Members considered a revised list of priority topics for the Committee to investigate over the forthcoming year. The Chairman reminded members that there would be an increased focus on Children's Services. The proposed work place included two in-depth Inquiries.

One of the proposed topics was Children's Voices – how the Council and its partners listen to children and young people and take their views into consideration in how they deliver services.

The Cabinet Member for Children's Services, Mrs Angela Macpherson said that she would support the Committee in investigating how the local authority can best hear the voices of children in care and children in need. An inquiry could consider the extent to which services meet the needs of these children and how effectively their views are gathered during the whole process of coming into care and then whilst they are in care? The Cabinet Member suggested that it could also include looking at the Pledge which Buckinghamshire gives to all children in care as a guideline to what the local authority will provide.

A member suggested that it would be useful to scrutinise the placements for children in care – how does the Fostering and Adoption process work? The Committee should also consider residential homes and children being placed outside of the county. Another member reported that he and another member of the Committee had visited some care homes as members of the Corporate Parenting Panel and had found this experience very useful.

A member agreed that it was important to look at the quality of services being offered to children in care but cautioned that it was important to qualify the role of the Committee and how far it could effect change on their behalf. It was also important not to be swayed by one person's experience. How could the Committee compare what happens in Bucks in comparison with other local authorities? Michael Carr, Policy Officer suggested that the scope of the Inquiry could be how do the Council listen to children in the care process and how can they effect changes to the service.

Another suggested topic for investigation was Internet Safety and what policies and measures could be put in place to protect children from dangerous influences on the internet. This could encompass cyber bullying, but also 'sexting', exposure to pornography and the use of the internet and social media in child sexual exploitation. Yvette Thomas reported that she had recently hosted two anti-bullying conferences, one for primary teachers and the other for secondary school students which was attended by 130 young people. She was now in the process of analysing 1500 response to an anti-bullying survey which was aimed at 10-13 year olds locally, which might inform the Internet Safety work. Whilst there is a lot of national data this would also provide some local data on bullying. David Johnston, Interim Head of Service commented that it was very important to help children understand the impacts of their behaviour on others.

Michael Carr, Policy Officer asked if there was anything further that the Committee could do to help BCC's preparation for the Ofsted inspection of Children's Services. David Johnston commented that engagement and involvement of members and senior managers was noted in every good inspection, therefore it might be useful for the Committee to raise the profile of Corporate Parenting. The Cabinet Member reported that a Corporate Parenting training session for all members of the Council was being arranged to take place in the Autumn.

The Chairman thanked everyone for their contributions to the discussion.

RESOLVED

That the priority topics for the Education, Skills and Children's Services Select Committee Work Programme 2014-2015 be agreed.

13 DATE OF NEXT MEETING

To note the next meeting of the Education, Skills and Children's Services Select Committee on Tuesday 1st July 2014 at 10am in Mezzanine Room 2, County Hall, Aylesbury.

CHAIRMAN



Buckinghamshire County Council Select Committee

Education, Skills and Children's Services Select Committee

Report to the Education, Skills and Children's Services Select Committee

Title:	Children and Young People's Services Portfolio Plan 2014/15
Committee date:	1 st July 2014
Author:	Ed Mallam
Contact officer:	Ed Mallam, 01296 382253, emallam@buckscc.gov.uk
Report signed off by Cabinet Member:	Mike Appleyard and Angela Macpherson
Electoral divisions affected:	All

Purpose of Agenda Item

The Committee is presented with the Children and Young People's Services Portfolio Plan (CYPSP) 2014/15 for its information.

Background

1. Portfolio Plans are the Council's formal process for setting out the priorities for each cabinet portfolio and how these will be achieved. They are an important part of the Council's performance framework. These plans link directly up to the Council's Strategic Plan 2013 - 17.
2. Approved plans will be published on the County Council's website and updated at suitable points in the year if appropriate.

Summary

3. The CYPSP sets out what Children and Young People's Services will do to make sure that every child and young person can achieve the outcomes and objectives identified for Buckinghamshire and links to other key initiatives such as



the Children and Young People's Plan and the Health and Wellbeing and Child and Family Poverty Strategies.

4. The Plan takes account of legal requirements and guidance for Children's Services and includes a thorough review of local needs through the Joint Strategic Needs Assessment (JSNA). It does not include everything the Children and Young People's Services will be doing, but concentrates on the priorities and actions which we believe will make the biggest difference to children and young people in Buckinghamshire. Work not covered in the CYPSP is detailed in Team Business Plans.
5. The CYPSP will deliver the following outcomes for children, young people and families:
 - a) Children and young people are safe.
 - b) Children and young people live fulfilling lives.
 - c) Children and young people are healthy.
 - d) Children and young people reach their potential in education and in other aspects of their lives.
 - e) Children, young people and families are resilient and build their own.
6. The objectives of the CYPSP are:
 - a) To move the balance of our resources towards early intervention and help.
 - b) To help keep children and young people safe and achieve stability.
 - c) To help prepare children and young people for adult life.
 - d) To improve education standards for all children and young people.
 - e) To be a committed and engaged corporate parent.
 - f) To enable children and young people to remain in their family wherever possible.
 - g) To engage children, young people, parents and carers in designing and delivering services.
 - h) To run services effectively using continuous improvement and evidence-based practice.
 - i) To respond to new statutory responsibilities.

Resource implications

7. The activities will be carried out within the resources available to the Portfolio through the Council's Medium Term Planning process or direct Government grant.

Next steps

8. The Children and Young People's Services Resources, Performance and Development Board will be the responsible body to performance manage the CYPSP. It will receive quarterly performance reports and be alerted via exception reporting as and when required.
9. To further develop the Projects, Risks, Targets and Officer Leads of the CYPSP.
10. To obtain a Joint Cabinet Member Decision.

Background Papers

- Draft Children and Young People's Services Portfolio Plan 2014/15.
- Draft Basket of Indicator Definitions.

PORTFOLIO: Education and Skills – Cllr. Mike Appleyard

Responsibilities:

Lead Member for Children, Lead County Council policy with regard to: County Council Maintained Schools, Special Educational Needs, Early Years, Post 16 Education and Training (including Apprentices), Academies migration, Targeted Youth Services and Adult Education.

PORTFOLIO: Children’s Services – Cllr. Angela Macpherson

Responsibilities:

Child Protection, Children in Care, Corporate Parenting, Fostering and adoption, Disabled Children and Youth Offending Service.

SHARED VISION STATEMENT

Education and Skills and Children’s Services

Children and young people are healthy and safe, feel valued and value others, are treated fairly, have lives filled with learning, achieve their potential and are able to enjoy life and to spend quality time with family and friends.

Our services are recognised for improving outcomes for children and young people, for their professional and business-like practice, and for being a good place to work. We have a stable and highly skilled workforce who feel valued and supported by colleagues and other professionals and who spend their time doing the things that are of most value to children, young people and families.

Adult Learning

To enable people, especially the young, to acquire work, language and business sector skills in order to obtain, maintain or progress in employment; help those who failed to obtain English and maths qualifications first time round to achieve their potential; provide learning opportunities that foster health and promote physical and mental well-being. To empower parents to support their children to succeed more effectively by improving their own skills and developing their confidence in their ability to support their children.

FINANCE

Education and Skills

Learning, Skills & Prevention (LA)

Children's Partnership	£747k
Fair Access & Youth Provision	£2,137k
Learning Trust	£3,332k
Management (inc PRC)	£3,346k
SEN (inc EPS)	£1,345k
Prevention & Commissioning	£14,599k

Client Transport (LA)

Adult Social Care	£1,263k
Central Costs	£2,038k
Home to School	£12,935k
Safeguarding	£429k

Education and Skills (DSG)

Fair Access & Youth Provision	£909k
Learning Trust	£4,369k
Management (inc PRC)	£260k
SEN (inc EPS)	£21,841
School & Academy Relationships	£2,006k
Children & Families	£1,096k

Adult Learning (E&S)

The figure shown is Gross funding equivalent to external grant plus customer income. The net budget is TBC.

Children's Services

Learning, Skills & Prevention (LA)

Commissioning	£4,438k
External Placements	£13,478k
Legal	£1,808k

Children & Families (LA)

Family Resilience	£397k
Children in Need (inc CWD)	£7,250k
Children in Care	£2,737k
Care Services	£6,433k
Management & Overheads	£2,860k
Quality, Standards & Performance	£1,638k

Shared Portfolio Objective 1

Portfolio Objective Title	This portfolio objective links to the following strategic priorities & objectives	
	Strategic Priority (s)	
	No.	Priority
To move the balance of our resources towards early intervention and help.	5	To help our children and young people reach their full potential.
	6	To encourage people to do more for themselves whilst providing a safety net for the most vulnerable members of the population.
	7	To provide excellent value for money.
	8	To ensure your local Council and its Councillors protect the interests of Buckinghamshire residents at local, regional and national levels.

Key Projects to achieve objective

Project	Member Lead	Officer Lead	Due Date
Development a coordinated Early Help Offer across Buckinghamshire			
Family Resilience - working together with families to make positive changes to their lives before their problems become too difficult to manage and to prevent or reduce the need for statutory services	Angela Macpherson	Joy Shakespeare	
Families First programme	Angela Macpherson	Joy Shakespeare	
Review of Short Breaks Service	Angela Macpherson	Chris Munday	
Review of Children's Centres	Mike Appleyard	Ben Thomas	
0-2 Attachment pilot	Angela Macpherson	Ben Thomas	
Work with Children's Centres to support parents/carers to equip their children with the skills they need for school such as reading, learning through play and listening to others and to support their children's language development.	Mike Appleyard	Beth French	
To work with parents/carers with below level 2 qualifications whose children are in schools in areas of deprivation, in order to help them support their children and drive up attainment levels.	Mike Appleyard	Beth French	

Performance Indicators					
Indicator Title	Member Lead	Officer Lead	Target 14/15	Target 15/16	Target 16/17
Ratio between £ spend on services making interventions at Tier 1, Tier 2, Tier 3 and Tier 4 (1:2:3:4)	Mike Appleyard & Angela Macpherson	Sue Imbriano	tbc	tbc	tbc
To offer provision in 25 children's centres: Number of parents/carers completing courses of 10 hours or more.	Mike Appleyard	Beth French	100	100	100
To work with 40 schools in deprived areas and the parents with below level 2 qualifications to help them support their children and improve their own skills.	Mike Appleyard	Beth French	450 parents	450 parents	450 parents
Risks					
Risk Title				Untreated score	Target Score

25

Shared Portfolio Objective 2

Portfolio Objective Title	This portfolio objective links to the following strategic priorities & objectives					
	Strategic Priority (s)					
	No.	Priority				
To help keep children and young people safe and achieve stability.	6	To encourage people to do more for themselves whilst providing a safety net for the most vulnerable members of the population.				
Key Projects to achieve objective						
Project			Member Lead	Officer Lead	Due Date	
Social Care Practice Improvement Programme			Angela Macpherson	David Johnston		
Develop Looked After Children Strategy and related procedures			Angela Macpherson	David Johnston		
Complete review of Fostering model and implement recommendations			Angela Macpherson	Steve Tanner		
Complete review of Adoption model and implement recommendations in line with Adoption Reforms			Angela Macpherson	Steve Tanner		
Implementation of Multi Agency Safeguarding Hub (MASH)			Angela Macpherson	Stephen Bagnall		
Develop and implement Integrated Children with Disabilities Service			Angela Macpherson			
Foster Carer and Adopter Recruitment campaign			Angela Macpherson	Steve Tanner		
Work to reduce Child Sexual Exploitation			Angela Macpherson			
Work to reduce the number of young people receiving custodial sentences.			Angela Macpherson	Pauline Camilleri	March 2015	
Performance Indicators						
Indicator Title		Member Lead	Officer Lead	Target 14/15	Target 15/16	Target 16/17
The average time to permanence for LAC. (basket of indicators)		Angela Macpherson				

The % of LAC for whom a permanent solution is found (permanence) and for whom that same solution remains in place. (basket of indicators)	Angela Macpherson	Stephen Bagnall			
The number of young people receiving custodial sentences per 1000 of the 10-17 year old population in Buckinghamshire.	Angela Macpherson	Pauline Camilleri			
The number of children removed from danger (number of LAC) (basket of indicators)	Angela Macpherson	Stephen Bagnall			
Increase the % of children, or the people working with children, who say [the children are] safer as a result of what we have done for them.	Angela Macpherson & Mike Appleyard				
The average number of social workers during the time in care – the figure when care ends rather than for ‘open’ cases.	Angela Macpherson				
	Mike Appleyard				

Risks		
Risk Title	Untreated score	Target Score

Shared Portfolio Objective 3

Portfolio Objective Title	This portfolio objective links to the following strategic priorities & objectives	
	Strategic Priority (s)	
	No.	Priority
To help prepare children and young people for adult life.	1	To ensure Buckinghamshire has a thriving economy that is creating jobs.
	4	To encourage people and communities to be actively involved in their local area and services.
	5	To help our children and young people reach their full potential.
	6	To encourage people to do more for themselves whilst providing a safety net for the most vulnerable members of the population
	7	To provide excellent value for money.
	8	To ensure your local Council and its Councillors protect the interests of Buckinghamshire residents at local, regional and national levels.

Key Projects to achieve objective

Project	Member Lead	Officer Lead	Due Date
Bucks Youth	Mike Appleyard	Laura Nankin	
Supported Living	Angela Macpherson	Kathy Forbes	

2 Year Old Provision – development of sufficient places	Mike Appleyard	Jane Nicholls	
Sufficient High Quality School Places	Mike Appleyard	Paula Campbell-Balcombe	
Youth Offending Service	Angela Macpherson	Pauline Camilleri	March 2015
To work in partnership with HR and act as principal training provider for apprentices within the County Council, offering 2 direct placements within the service, thus maximising the opportunity for continued, longer term employment.	Mike Appleyard	Beth French	2014/15 Academic year
Promote to employers and young people the benefits of apprenticeships and offer appropriate training, directly and through sub-contractors.	Mike Appleyard	Beth French	2014/15 Academic year
To offer a range of qualification courses to improve young people's readiness for work, their skills and ability to access and sustain employment, working with the Children and Young People's Service, Job Centres and Connexions.	Mike Appleyard	Beth French	2014/15 Academic year
Offer a countywide adult learning service to foster and promote well-being, collecting fees from those who can afford to pay.	Mike Appleyard	Beth French	Academic year 2014/15
Engagement of adults with learning difficulties and disabilities on provision aimed at maintaining wellbeing and supporting development of independent living skills.	Mike Appleyard	Beth French	Academic year 2014/15

Performance Indicators

Indicator Title	Member Lead	Officer Lead	Target 14/15	Target 15/16	Target 16/17
Sufficiency of places for 2 year olds, for 3 and 4 year olds and school places. (basket of indicators)	Mike Appleyard	Ben Thomas			
The % of pupils educated in schools rated good or better.	Mike Appleyard	Chris Munday			
The % Year 12-14 NEET and unknowns.	Mike Appleyard	John Everson			
The % Year 12-14 NEET and unknowns who are Care Leavers.	Angela Macpherson	John Everson			
The number of young people entering the criminal justice system for the first time as a rate per 100,000 of the 10 to 17 year old population in Buckinghamshire.	Angela Macpherson	Pauline Camilleri			
The percentage of young people reoffending.	Angela Macpherson	Pauline Camilleri			
Measure of schools celebrating non-academic performance	Mike Appleyard				

(basket of indicators)					
The number of targeted young people participating in informal social education projects (basket of indicators)	Mike Appleyard	Laura Nankin			
Quality of Life Indicator					
To provide training support for the Council's apprenticeship programme, principally for 16-24 year old apprentices but also for those taking on new roles who need significant new knowledge and skills.	Mike Appleyard	Beth French	10	10	10
To develop and run in response to the needs of Job Centre clients and in conjunction with the Children & Young People's Service, programmes to prepare young people for work.	Mike Appleyard	Beth French	20	25	30
To provide training support for 16-24 year old apprentices.	Mike Appleyard	Beth French	35	40	45

Risks		
Risk Title	Untreated score	Target Score

Shared Portfolio Objective 4

Portfolio Objective Title	This portfolio objective links to the following strategic priorities & objectives	
	Strategic Priority (s)	
	No.	Priority
To improve education standards for all children and young people.	5	To help our children and young people reach their full potential.

Key Projects to achieve objective

Project	Member Lead	Officer Lead	Due Date
Develop and implement the School Improvement Strategy	Mike Appleyard	Sarah Holding	
Narrowing the Gap	Mike Appleyard	Chris Munday	

Performance Indicators

Indicator Title	Member Lead	Officer Lead	Target 14/15	Target 15/16	Target 16/17
Improving education standards at Early Years Foundation Stage. (basket of indicators)	Mike Appleyard				
Improving education standards at KS1. (basket of indicators)	Mike Appleyard				
Improving education standards at KS2. (basket of indicators)	Mike Appleyard				
Improving education standards at KS4. (basket of indicators)	Mike Appleyard				
The % Year 12-14 NEET and unknowns.	Mike	John Everson			

	Appleyard				
The % Year 12-14 NEET and unknowns who are Care Leavers.	Angela Macpherson	John Everson			
Measure of schools celebrating non-academic performance. (basket of indicators)	Mike Appleyard				
Improving education standards for SEND. (basket of indicators)	Mike Appleyard	Gill Shurrock			
Improving education standards for LAC. (basket of indicators)	Angela Macpherson				
Risks					
Risk Title				Untreated score	Target Score

Shared Portfolio Objective 5

Portfolio Objective Title	This portfolio objective links to the following strategic priorities & objectives	
	Strategic Priority (s)	
	No.	Priority
To be a committed and engaged corporate parent.	5	To help our children and young people reach their full potential.
	6	To encourage people to do more for themselves whilst providing a safety net for the most vulnerable members of the population.
	8	To ensure your local Council and its Councillors protect the interests of Buckinghamshire residents at local, regional and national levels.

Key Projects to achieve objective

Project	Member Lead	Officer Lead	Due Date
Corporate Parenting Strategy	Angela Macpherson		
ECPC	Angela Macpherson	Penny Todd	

Performance Indicators					
Indicator Title	Member Lead	Officer Lead	Target 14/15	Target 15/16	Target 16/17
Improve the quality of education for children and young people for whom we are corporate parent. (basket of indicators)	Angela Macpherson	Penny Todd			
Improve the quality of health care for children and young people for whom we are corporate parent. (basket of indicators)	Angela Macpherson				
The average number of social workers during the time in care – the figure when care ends rather than for ‘open’ cases.	Angela Macpherson	Kathy Forbes			
Number and average length of placements for time in care.	Angela Macpherson				
The % proportion of LAC placed in county.	Angela Macpherson				
Measure of activity/interest of councillors in corporate parenting issues.	Angela Macpherson				
The number of LAC who need CAMHS and cannot get access to CAMHS.	Angela Macpherson				
The % of LAC who have been engaged in design and delivery of services.	Angela Macpherson				
Risks					
Risk Title			Untreated score	Target Score	

Shared Portfolio Objective 6

Portfolio Objective Title	This portfolio objective links to the following strategic priorities & objectives	
	Strategic Priority (s)	
	No.	Priority
To enable children and young people to remain in their family wherever possible.	6	To encourage people to do more for themselves whilst providing a safety net for the most vulnerable members of the population.

Key Projects to achieve objective

Project	Member Lead	Officer Lead	Due Date
Development of CATCH services - provide a range of proactive services to families with children aged 0-11 years (pre-secondary school), to enable children to live safely within their families/communities, wherever possible.	Angela Macpherson	Sarah Harris	
Extend Family Group Conferencing provision	Angela Macpherson	Mary Davern	
Develop and implement LAC Strategy	Angela Macpherson	David Johnston	

Performance Indicators

Indicator Title	Member Lead	Officer Lead	Target 14/15	Target 15/16	Target 16/17
The number of children diverted from care.	Angela Macpherson				
The number of children in Family and Friends placements as a proportion of all LAC.	Angela Macpherson				
The number of LAC successfully returned home.	Angela Macpherson				

Risks

Risk Title	Untreated score	Target Score

Shared Portfolio Objective 7

Portfolio Objective Title	This portfolio objective links to the following strategic priorities & objectives	
	Strategic Priority (s)	
	No.	Priority
To engage children, young people, parents and carers in designing and delivering services.	4	To encourage people and communities to be actively involved in their local area and services.

Key Projects to achieve objective

Project	Member Lead	Officer Lead	Due Date
CYP Residents Survey	Mike Appleyard	Ed Mallam	June/July2015
CYP Participation – enable children and young people to influence and inform the services we provide through a variety of mechanisms and to feedback to them what difference their views have made and why	Mike Appleyard	Simon Billeness	
Social care practice improvement	Angela Macpherson	David Johnston	
Work closely with local communities and residents to design and offer local Adult Learning courses.	Mike Appleyard	Beth French	March 2015

Performance Indicators

Indicator Title	Member Lead	Officer Lead	Target 14/15	Target 15/16	Target 16/17
The % of children, young people, parents and carers who have been engaged in design and delivery of services.	Angela Macpherson & Mike Appleyard				
Service user feedback about their engagement in service design and delivery.	Angela Macpherson & Mike				

	Appleyard				
To work closely with local area forums to discuss, agree and offer programmes to reflect their needs and wishes.	Mike Appleyard	Beth French	3 (local communities)	4 (local communities)	5 (local communities)
Risks					
Risk Title				Untreated score	Target Score

Shared Portfolio Objective 8

Portfolio Objective Title	This portfolio objective links to the following strategic priorities & objectives	
	Strategic Priority (s)	
	No.	Priority
To run services effectively using continuous improvement and evidence-based practice.	1	To ensure Buckinghamshire has a thriving economy that is creating jobs.
	7	To provide excellent value for money.

Key Projects to achieve objective

Project	Member Lead	Officer Lead	Due Date
Extension of BCC Supervised Contact Service to undertake all contact	Angela Macpherson	Steve Tanner	
Development of Business Unit	Angela Macpherson & Mike Appleyard	Sue Imbriano	
Implementation of Performance Management Framework	Angela Macpherson & Mike Appleyard	Sue Imbriano	
Develop and implement Charging Policy	Angela Macpherson & Mike Appleyard	Stephen Bagnall	
Recruitment and retention of social care staff	Angela Macpherson	Sarah Harris	

Performance Indicators					
Indicator Title	Member Lead	Officer Lead	Target 14/15	Target 15/16	Target 16/17
Measure of stable and skilled workforce (Skills match to needs, and agency to permanent worker ratio)	Angela Macpherson & Mike Appleyard				
Match of spend to budget (£ variance spend to budget).	Angela Macpherson & Mike Appleyard				
Cost of providing services (overall cost of delivering services)	Angela Macpherson & Mike Appleyard				
Reclaiming social work measure (Social Workers rating of the appropriateness of the split of their time between supporting children and other tasks – rated 1-4)	Angela Macpherson				
Return on investment (people returned to independent stability per FTE).	Angela Macpherson				
Reduce the number of internal and external contracts that go over budget.	Angela Macpherson & Mike Appleyard				
Risks					
Risk Title				Untreated score	Target Score

Shared Portfolio Objective 9

Portfolio Objective Title	This portfolio objective links to the following strategic priorities & objectives		
	Strategic Priority (s)		
	No.	Priority	
To respond to new statutory responsibilities.	7	To provide excellent value for money.	
	4	To encourage people and communities to be actively involved in their local area and services.	
Key Projects to achieve objective			
Project	Member Lead	Officer Lead	Due Date
Adoption Reforms	Angela Macpherson	Steve Tanner	
SEN Reforms	Mike Appleyard	Gill Shurrock	
Universal Free School Meals	Mike Appleyard	Chris Munday	
Welfare Reforms	Mike Appleyard	Ed Mallam	

Performance Indicators					
Indicator Title	Member Lead	Officer Lead	Target 14/15	Target 15/16	Target 16/17
Project management effectiveness measure (Ratio of project RAG ratings – R:A:G).					
Measure of whether Members feel informed (sounding taken at each RPD meeting)					
Risks					
Risk Title				Untreated score	Target Score

CYPS Portfolio Plan 2014/15
Draft Basket of Indicator Definitions

Objective 2: To help keep children and young people safe and achieve stability.

Basket of indicators - Safety

1: The average time to permanence for LAC.

Notes

- In the short term, this will be permanence for LAC, until other forms of stability can be measured.
- Based on service start to service end.

2: The % of LAC for whom a permanent solution is found (permanence) and for whom that same solution remains in place.

Notes

- Includes adoptions, special guardianship orders, residence orders, long term foster care and people who return home. Measures will be developed from these.
- Can track this from the 'reason coming into care' which will identify any broken permanence.
- In the longer term we may also be able to include CYP in CP and others.

3: Number of children removed from danger - Number of LAC.

Objective 3: To help prepare children and young people for adult life.

Basket of indicators – Preparing for adult life

1: Sufficiency of places for 2 year olds, for 3 and 4 year olds and school places.

2: Measure of schools celebrating non-academic performance.

Notes

- More work is needed to develop this.
- It could include aspects like participation in inter-school activities like youth parliaments, mock legal proceedings, debating, commercial and design projects and charitable/fundraising activity and sporting achievement.

3: Number of targeted young people participating in informal social education projects.

Notes

Programme contributing to this measure are based on the Targeted Youth Service's Offer comprising of Learning and Achievement (including DoFE), Youth Participation, Choices and Behaviour, Health and Wellbeing, Employability and Personal Development.

Last year 1610 different targeted young people participated in these projects

The overall reach for the service was much more than this (4212) but this included non-targeted cohorts delivered through teams such as outdoor education and participation.

Objective 4: To improve education standards for all children and young people.

Basket of indicators - Improving education standards at Early Years Foundation Stage.

- 1: % of children reaching a good level of development.
- 2: 'good level of development' gap between free school meals % and others %.

Basket of indicators - Improving education standards at KS1.

- 1: % of pupils achieving level 2 or above in reading.
- 2: % of pupils achieving level 2 or above in writing.
- 3: % of pupils achieving level 2 or above in maths.

Basket of indicators - Improving education standards at KS2.

- 1: % of pupils making expected progress between KS1 and KS2 in reading.
- 2: % of pupils making expected progress between KS1 and KS2 in writing.
- 3: % of pupils making expected progress between KS1 and KS2 in maths.
- 4: % of pupils achieving level 4+ in reading, writing and maths.
- 5: Level 4+ gap between free school meals % and others %.

Basket of indicators - Improving education standards at KS4.

- 1: % of pupils making expected progress between KS2 and KS4 in English.
- 2: % of pupils making expected progress between KS2 and KS4 in maths.

3: % of pupils achieving 5 or more GCSE at A* to C including English and maths.

4: 5 or more GCSE at A* to C including English and maths gap between free school meals % and others %.

Notes

- The new measure based on 8 GCSE grades (including new numerical grades) will not be in place until at least 2016. Schools will be operating a 'shadow' system from the 2014-15 academic year as part of the decision-making process about the 8 subjects to be included, but this information will remain confidential to schools.

Basket of indicators - Improving education standards for LAC

Other measures:

Measure of schools celebrating non-academic performance (see above).

Notes

- This could either be included in one of the three baskets of measures above, perhaps the one for KS4, or shown as a separate measure.

Basket of indicators - Improving education standards for SEND

1: A mirror of the attainment and gap measures for Early Years, KS 1, KS2 and KS4 above for SEND CYP.

2: Progress/achievement against statement.

3: % SEN CYP reaching a 'good level of development' in EY.

4. EHC Plans indicator (from September 2014).

Notes

- More work is needed to develop this.
- Feedback so far suggests it should include:
 - All SEND CYP not just CYP with a statement.
 - Measures might include:

Objective 5: To be a committed and engaged corporate parent.

Basket of indicators – Improve the quality of education and health for children and young people for whom we are corporate parent

1: % of LAC at schools rated good or better (or an equivalent level).

2: Quality of health care for children and young people for whom we are corporate parent.

a: % LAC who have had a health check in the last 12 months.

- b: % LAC who have had a dental check in the last 12 months.
- c: % LAC under 5 who have had a developmental check in the last 6 months.
- d: % LAC who are up to date with immunisations.
- e: Average score on the strengths and difficulties questionnaire for LAC.
- f: % LAC who have had a substance misuse screening.
- g: % LAC who have had a substance misuse identified.



Buckinghamshire County Council Select Committee

Education, Skills and Children's Services Select Committee

Report to the Education, Skills and Children's Services Select Committee

Title:	Children and Young People's Plan 2014/18
Committee date:	1 st July 2014
Author:	Ed Mallam
Contact officer:	Ed Mallam, 01296 382253, emallam@buckscc.gov.uk
Report signed off by Cabinet Member:	Mike Appleyard and Angela Macpherson
Electoral divisions affected:	All

Purpose of Agenda Item

The Committee is presented with the Children and Young People's Plan (CYPP) 2014/18 for its information.

Background

1. The Children and Young People's Plan (CYPP) is the single, overarching, strategic plan for all services affecting children and young people across Buckinghamshire. It sets out our collective priorities to improve outcomes for the children and young people of Buckinghamshire.
2. The main organisations working with children and young people have come together, via the three Local Children and Young People's Partnership Boards, to produce the Plan. It has been overseen and agreed by the Buckinghamshire Children and Young People's Partnership Executive and the Health and Wellbeing Board.
3. The CYPP sets out what the Children and Young People's Partnership will do to make sure that every child and young person can achieve the outcomes and priorities identified for Buckinghamshire and links to other key initiatives such as the Health and Wellbeing and Child and Family Poverty Strategies.



4. The Plan takes account of legal requirements and guidance for Children's Services and includes a thorough review of local needs through the Joint Strategic Needs Assessment (JSNA). It does not include everything the Children and Young People's Partnership will be doing, but concentrates on the priorities and actions which we believe will make the biggest difference to children and young people in Buckinghamshire.
5. The activities attributed to services within the Children and Young People's Portfolio will be carried out within the resources available to the Portfolio through the Council's Medium Term Planning process or direct Government grant.
6. The priorities and objectives of the Plan are evidence based and have been informed by a range of factors. These are:
 - a) Joint Strategic Needs Assessment 2013.
 - b) Buckinghamshire Health and Wellbeing Strategy 2013/16.
 - c) Range of evidence from the Buckinghamshire Safeguarding Children's Board such as Serious Case Reviews and audits.
 - d) Key consultations such as the Children and Young People's Residents Survey, 2013.
 - e) Outcome Reports - feedback on services from children, young people, parents, carers and staff.
 - f) Development work with over 800 children, young people, parents, carers and staff in Buckinghamshire to develop the Plan. This work used a number of methods including workshops, focus groups, surveys and meetings.
 - g) Partner organisation consultation via the Children and Young People's Partnership Executive, the three Local Children and Young People's Partnership Boards and other key partners not directly represented on these groups i.e. Thames Valley Police.
 - h) A formal on line consultation open to those living in the county and staff.
 - i) The Plan reached 1436 people via Family Information Service Facebook page.
7. An Equalities & VCS Impact Assessment has been undertaken. A hyperlink to this is given under Background Papers section of this report.

Summary

8. The core principle of a shared commitment to improve the lives of children, young people and families – enshrined in the Children Act 2004 section 10 'duty to co-operate' – remains as important as ever. The focal point for decision-making about local children should be shaped by local considerations.
9. The 2010 Children and Young People's Plan regulations have been revoked by Government and local areas are no longer required to prepare a CYPP.

10. Local partnerships are free to publish their own strategic plan as they see fit and there is no prescribed format, matters to be dealt with, timing or who to consult during the preparation of the plan. Relevant partners are not under any formal duty to 'have regard' to any voluntary plan.
11. In Buckinghamshire it was agreed (July 2012) that the Children and Young People's Trust Board be replaced with a Children and Young People's Partnership Executive, accountable to the Health and Wellbeing Board.
12. The Health and Wellbeing Board approved the CYPP at its meeting of the 20th March 2014. A Joint Cabinet Member Decision by the Cabinet Member for Children's Services and the Deputy Leader and Cabinet Member for Education and Skills was made with effect from 3rd June 2014.
13. In terms of the Buckinghamshire CYPP the following was agreed:
 - a) The CYPP be retained as the single strategic plan for children and young people that all partners sign up to and deliver.
 - b) It will be driven by the Joint Strategic Needs Assessment and the Joint Commissioning Group and informed by the views of children, young people, parents, carers and staff.
 - c) The CYPP has clear links to other key initiatives such as the Health and Wellbeing Strategy, the Munro Programme and Families First, and visa versa, and that they compliment each other rather than duplicate.
 - d) The CYPP will reflect Buckinghamshire priorities and ensure effective partner engagement and accountability.
 - e) Performance management of the CYPP will be undertaken by the Children and Young People's Partnership Executive.
 - f) That the current plan (2011/14) runs its course with a new CYPP put in place for 2014/18.

Resource implications

14. The JSNA has evidenced where we need to improve services for children, young people and their families. The Plan clearly details the priorities for improvement of the county as identified through the JSNA.
15. It is essential that resource allocation is driven by this. This Plan takes the first steps in this process by identifying the priorities for improvement for Buckinghamshire. In order to contribute to the improvement of the four priorities in the CYPP, a redirection of resources may be required to fulfil the priorities detailed.
16. The Children and Young People's Partnership Executive will be responsible for determining the priorities for action within the plan and for requesting the partner bodies to make the necessary resources available. As far as the County Council is concerned it can only agree to these activities which can be undertaken within the resources agreed through the MTP or funded directly by Government grant. There is a risk that grant funding could reduce in-year, as happened previously, and should

this happen, there would be a review of what could be delivered within the remaining timeline of the plan.

17. By service providers truly working in partnership to plan and deliver services to children, young people and their families in a coordinated manner they are far more likely to be more efficient, effective and accountable. This partnership will include the aligning or pooling of budgets where appropriate.

Next steps

18. A detailed Action Plan is in development which will identify key performance measures and leads for these.
19. The Children and Young People's Partnership Executive will be the responsible body to performance manage the CYPP. It will receive quarterly performance reports and be alerted via exception reporting as and when required. The executive will report to the Health and Wellbeing Board twice a year.
20. The Executive will be subject to scrutiny by a sub group of the County Council's Education, Skills and Children's Services Select Committee This group consists of County and District Members and other appropriate partner body representatives.
21. The CYPP will be a web based document. Work by students from Amersham and Wycombe College is near completion to produce a more appealing design.

Background Papers

- Link to the Children and Young People's Plan 2014/18

http://www.buckinghamshirepartnership.gov.uk/media/1947839/cypp_2014_18_final.pdf

- Link to Equalities & VCS Impact Assessment (PDF document at bottom of this page):

http://www.buckinghamshirepartnership.gov.uk/media/1908870/EIA_for_CYPP.pdf

- Link to the Children and Young People's Partnership Executive information:

<http://www.buckinghamshirepartnership.gov.uk/children-and-young-peoples-partnership/about-the-partnership/>

- Link to the three Local Children and Young People's Partnership Boards information:

<http://www.buckinghamshirepartnership.gov.uk/children-and-young-peoples-partnership/about-the-partnership/local-partnership-boards/>

Buckinghamshire Children and Young People's Plan 2014 to 2018



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Buckinghamshire Children and Young People's Partnership

Vision:

'Children and young people are healthy and safe, feel valued and value others, are treated fairly, have lives filled with learning, achieve their potential and are able to enjoy life and spend quality time with family and friends.'

Welcome

To be developed when rest of Plan finalised

The Buckinghamshire Context

Population

127,043 (25.1%) of the population, of Buckinghamshire is under the age of twenty, a 7% increase since 2001 and generally in line with the South East figure. Based on the Office of National Statistics sub-national population projections this is set to be 135,892 or 25% by 2020.

Just over a third of households have children, with a slightly higher than South East average number of couples with children. 25.9% of school children are from a black or minority ethnic group.

Every child has the best start in life

Evidence shows that the earliest years in a child's life have a significant and long-lasting impact and that early intervention is most effective in at this point. Babies and children who have a secure attachment to their parents or carers are more likely to develop healthily and do well. So to ensure every child has the best start in life, we need to focus on this stage.

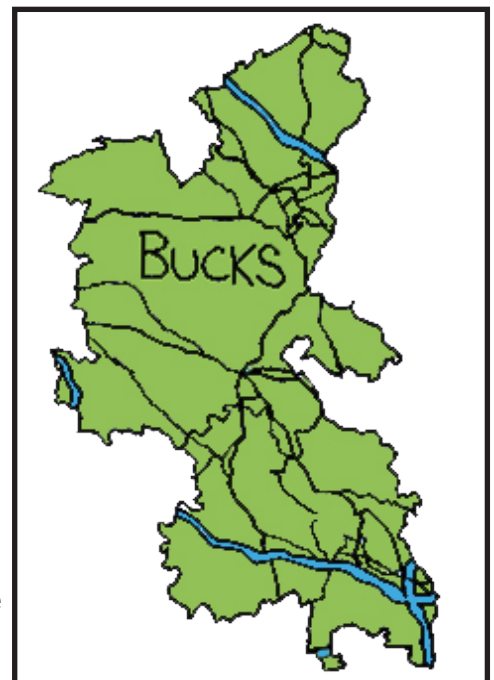
All children should be at a point where they are ready to learn by the time they start school and improving the advice, help and support available to parents in the early years can make a real difference.

Adolescence is another time characterised by huge hormonal and physical changes. Puberty and pre-puberty marks the beginning of a rapid and considerable reorganisation of the brain and in early adolescence the brain starts to become more sensitive to reward while the impulse control and strategic decision-making functions occurs more gradually. In addition to this some social skills, such as the ability to recognise emotions in others and the ability to understand another person's point of view are temporarily compromised.

Buckinghamshire is facing a number of challenges which need addressing if all our children are to lead full and successful lives in adulthood, further details of these are given below. These include the nationally reflected challenge of child sexual exploitation and some local concerns regarding increases in self harm and eating disorders.

Poverty

The level of child poverty is lower than the England average with 12,115 or 10.6% of those aged 0-18 years living in poverty. The rate of family homelessness is lower than the England average.



Research by the Institute for Fiscal Studies indicated that child poverty is projected to rise from 2012/13 with an expected 300,000 more children living in poverty by 2015/16. This upward trend is expected to continue with a projection of 4.2 million children living in poverty by 2020. (M Brewer, J Browne and R Joyce, Child and working age poverty from 2010 – 2020, Institute for Fiscal Studies, October 2011)

Health

The health and well-being of children in Buckinghamshire is generally better than the England average. Birth outcomes are generally good in Buckinghamshire, although outcomes are not as good for those living in more disadvantaged areas. Infant and child mortality rates are similar to the England average.

Children in Buckinghamshire have lower than average levels of obesity. 7.9% of children aged 4-5 years and 15.9% of children aged 10-11 years are classified as obese.

'Obesity is a problem in England at the moment, so having sports will help and make people healthier.' (Young person)

54.7% of children attending state schools participate in at least three hours of high quality PE and school sport, within and beyond the curriculum, a week which is lower than the England average.

The hospital admission rate for injury is similar to the England average. The rate at which children were killed or seriously injured in road traffic accidents is lower than the England average. 45 children were killed or seriously injured on the roads in 2009-2011.

In comparison with the 2004-07 period, the rate of young people under 18 who are admitted to hospital because they have a condition wholly related to alcohol such as alcohol overdose has decreased in the 2008-11 period. Overall rates of admission in the 2008-11 period are lower than the England average.

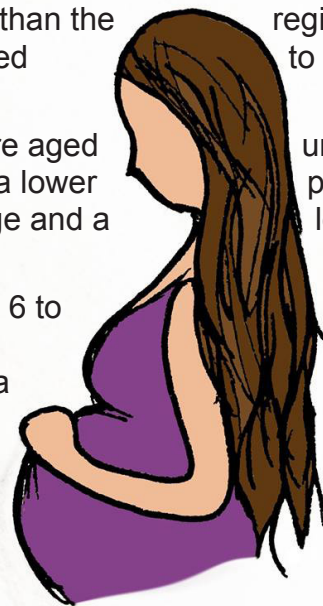
In comparison with the 2006-09 period, the rate of young people under 18 who are admitted to hospital as a result of self-harm has decreased in the 2009-12 period. Overall rates of admission in the 2009-12 period are lower than the England average. Nationally, levels of self-harm are higher among young women than young men.

In 2010, approximately 20 girls aged under 18 conceived for every 1,000 of the female population aged 15-17 years in this area. This is lower than the regional average. The area has a lower teenage conception rate compared to the England average.

In 2011/12, 0.8% of women giving birth in this area were aged under 18. This is lower than the regional average. This area has a lower percentage of births to teenage girls compared to the England average and a lower percentage compared to the European average of 1.2%.

In this area, 56.5% of mothers are still breastfeeding at 6 to 8 weeks. This is higher than the England average. 79.3% of mothers initiate breastfeeding when their baby is born. This area has a lower percentage of babies who have ever been breastfed compared to the European average of 89.1%*.

A higher percentage of children (95.6%) have received their first dose of immunisation by the age of two in this area when compared to the England average. By the age of five, the percentage of children who have received their second dose of MMR is lower compared to the England average. 90.2% of children being immunised. This is higher than the England average. A lower percentage of children in care are up-to-date with their immunisations.



Children in Care

There were 400 children in care at 31st March 2013 which gives a lower rate when compared to the England average. This figure increased from 330 in 2009, 345 in 2010, 390 in 2011, followed by a reduction to 375 in 2012.

'Children feel safe with their mummy and daddy most of all. They like the closeness and I know that I feel loved and cared for. Other children my age should have this as well and if they don't I don't understand why.' (7 year old boy)

At the time of writing this Plan there were significant increases in the number of children in care from the 31 March 2013.

The majority of looked after children are placed in foster care. This represents at any one time 70% of the looked after population. At March 2013 when we had 400 LAC, 280 were in foster care. These were split roughly 50/50 between our own in-house carers and purchased placements from independent fostering agencies.

There is a national and local shortage of available foster carers. In Buckinghamshire the Local Authority is the largest provider of fostering services. The independent sector accounts for 90 fostering households spread amongst 18 fostering agencies.

Buckinghamshire is actively seeking to recruit more carers, both to avoid placing children and young people away from their home area and to reduce the need to use expensive purchased placements.

Adoption reform is also a significant element of the current national agenda. In Buckinghamshire we are on track to approve 30 adopters in 2013-14, a 50% increase on previous years. We are also seeking to speed up the process of adoption in compliance with the stricter Government targets for the gaining of court permission, matching and placing of children and the subsequent granting of Adoption Orders.



Young Carers

Caring can have a significant impact on young people. They face disadvantages which affect their childhood and education as well as their future prospects and they can miss out on a range of opportunities that many other young people take for granted.

Data from the National Census shows us that the number of Young Carers is rising; identifying 178,000 in England and Wales alone, an increase of 20% compared to 2001. Statistics show an 83% jump in the number of Young Carers aged 5-7 and a 55% rise in the number of children caring who are aged 8-9 years. However, research indicates that the figures are likely to be four times the estimated number due to the high volume of 'hidden carers' who do not access support.

Evidence in Buckinghamshire runs very close to the trend indicated in the national data. The number of identified Young Carers has increased to almost 600 with a significant rise in those from the lower age bracket, 68% of those being supported are aged between 6 – 12 years and 32% aged 13 - 19 years.

'You need to have the right support at the right time' (Young Carer)

Young Carers in England will now benefit from support via the Children and Families Act 2014. The Bill states that Young Carers will have stronger rights to assessment and support and when a child is identified as a Young Carer, the needs of everyone in the family will be considered. With the Care Bill also under consideration by Parliament, this is an ideal opportunity to ensure that Young Carers get equal consideration and protection.

Young Offenders

During 2013, the Youth Offending Service (YOS) began working on 262 new interventions with young people in Buckinghamshire. Of these, 93 were pre-court programmes and 169 were given by the court. This is in addition to those programmes that had opened in 2013 and were ongoing.

Between September 2012 and September 2013 there was a 40.2% reduction in the number of young people entering the youth justice system for the first time. The overall number of first time entrants is almost half of the national average and is significantly lower than that seen across the South East and in Thames Valley.

The use of custody for young people has also reduced, with the number of Buckinghamshire young people being sentenced to custody less than a third of the national average and less than the numbers seen across the south east and Thames Valley. There was a 61.5% reduction between 2012 (when 13 young people received custodial sentences) to 2013 (where there were 5 young people).



The percentage of young people who go on to reoffend has seen an increase both nationally and within Buckinghamshire, although locally the actual numbers reoffending have reduced: from March 2010 to March 2012, this decreased by 34.7%. However, it is important to recognise that with the numbers of young people entering the youth justice system reducing so significantly, those who remain within the system are the more complex, higher risk cases, providing a challenge for all Youth Offending Teams nationally.

Domestic Violence and Abuse

6,480 incidents of Domestic Violence and Abuse (DVA) were reported to the police in Buckinghamshire in 2012/13, with many of these having children and young people present at the time of the incident. It is anticipated that this will increase further as the extended definition becomes embedded. Including victims aged 16-17 in the definition is particularly important given that intimate partner relationships and even marriages before the age of 18 are not uncommon, and that the British Crime Survey shows 16-19 year olds are the age group most likely to suffer abuse from a partner. The incidents reported to the police do not include the vast number of cases which still go unreported - using the Home Office Ready Reckoner tool it is estimated that that over 16,500 women and girls aged 16-59 in Buckinghamshire will have been a victim of DVA in the past year.

'It doesn't matter if it is the children, parents or people in relationships being hit it's the same effect on children's environment.' (Young person)

Over 75% of cases presented to Children's Social Care have domestic violence as a presenting problem for repeat child protection plans, and the NSPCC identified DVA being present in two-thirds of Child Protection Cases nationally.

It is estimated that at any one time 10% of the adult female population will be experiencing DVA and almost 70% of those will have children who are being adversely affected.

The numbers of victims seeking support is continuing to increase, with the number of clients

supported by the Independent Domestic Violence Advocate service (working with those clients at greatest risk) increasing from 347 in 2012/13 to 412 so far for April – November 2013 and could exceed 600 if it continues at the current referral rate. Increases to Women's Aid outreach services have also increased significantly – in the first six months of 2013/14 Aylesbury Women's Aid had 144 new referrals to their outreach service, in comparison to 80 new referrals in the same period 2012/13.

Early Years and School

The Buckinghamshire education system is highly regarded and well above national average results are achieved at almost all levels.

'Schools should be fun so that you listen to your teacher.' (Child, Coleshill C of E Primary School)

At the age of 5, 55% reached a good level of development in 2013, as against 52% nationally. By the end of primary school, in 2013 80% attained level 4 in all three of reading, writing and mathematics (76% nationally). By the age of 16, 71% attained 5+ GCSEs at levels A*-C including English and Mathematics (59% nationally).

However, a few schools (4 primary and 2 secondary in 2012) are still below the Government's "floor targets".

Also, across the county some groups of pupils achieve less well. These include children from some minority ethnic groups and those who are eligible for Pupil Premium (those known to be eligible for Free School Meals in the last six years or who are in care.) At the age of five, 30% of Buckinghamshire children eligible for Pupil Premium reached a good level of development in 2013 against 33% nationally. By the end of primary school in 2012, 63% of Pupil Premium pupils reached the expected standard compared with the national figure of 68%. By age 16, 35% of Pupil Premium pupils attained 5+ A*-C including English and English and Mathematics against 38% nationally.



The Buckinghamshire attainment gap at age 16 between Pupil Premium pupils and others was the largest in the country (2013 data is not yet available).

GCSE achievement for children in care is similar to the England average for this group of children and attainment remains a challenge due to a high proportion of children with Special Educational Needs (SEN). This cohort did not reach national benchmarks, however, achievement particularly at KS2 was above national expected levels with pupils at KS2 = 28.45 % achieving Level 4 in both Reading and Maths, with 88.75% achieving expected progress when compared to prior attainment. At KS4 the achievement was 37.5% making expected progress in English and Mathematics.



'Give children who are gifted and talented extra work so they are still challenged.' (Year 1 Class, Coleshill C of E Primary School)

Significant changes to the education system nationally are reflected locally. For example, most secondary schools and a small number of primary schools are now Academies, free to set their own admission criteria and funded directly from Central Government. The County Council, in its role as champion for children, continues to build on established relationships with schools and other education providers to make sure that as changes happen, all Buckinghamshire children and young people have the opportunity to reach their potential.

A strong local relationship with schools and other education providers will be increasingly important not just to raise overall levels of achievement but also to ensure a special focus on

those pupils who are underperforming.

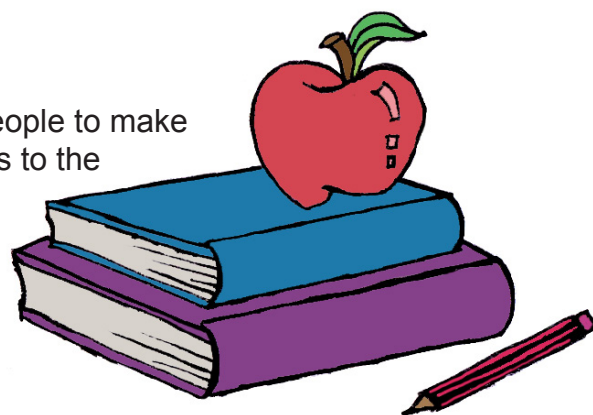
Raising of the Participation Age and those not in education, employment and training (NEET)

September 2013 saw the first cohort of learners who are subject to the Raising of the Participation Age legislation, with Year 11 leavers required to stay in education or training until the end of the academic year they turn 17.

Buckinghamshire has large numbers of young people meeting with the requirements of the Raising of the Participation Age legislation. Approximately 95% of Year 11 leavers enter into accredited post 16 employment or training with low numbers of school leavers becoming not in education, employment and training (NEET).

Advice and information

Advice and information is essential for parents and young people to make informed choices throughout their education years. Changes to the participation age, for example, mean that all young people will be expected to stay in some form of learning for longer. The provision of timely and accurate information will be essential for people to understand the options open to them and to make appropriate decisions.



Special Educational Needs and Disabilities

There are significant changes in this area of work as detailed in The Children and Families Bill which was published on 4 February 2013.

Part 3 of the Children and Families Bill relates to children and young people in England with special education needs or disabilities and implements Government proposals which were first published in the Green Paper Support and Aspiration: a new approach to special educational needs and disability (2011) and the Progress and next steps report (2012).

The Act replaces the existing Special Educational Needs legislation (which will continue to apply in Wales) and includes the Green Paper objectives of bringing together the separate arrangements for children in schools and young people in post-16 institutions and training up to their 25th birthday, and the integrated Education, Health and Care Plan to replace the statement of Special Educational Needs.

The Bill also removes the separate treatment of local authority maintained schools and academies under Special Educational Needs legislation. It also requires Clinical Commissioning Groups to comply with any health service requirements in EHC plans. Regulations and the final Special Educational Needs and Disabilities (SEND) Code of Practice will be laid before Parliament in March 2014 and will be published May/June. Implementation of the SEND Reforms will take place from September 2014.

The Buckinghamshire Children and Young People's Partnership

The Children and Young People's Partnership is the strategic group responsible for bringing a broad range of organisations together so that they communicate effectively, jointly plan, deliver and improve services for children, young people and families in Buckinghamshire.

The Partnership is made up of an Executive supported by three Local Partnership Boards who operate across the District Council boundaries, with Chiltern and South Bucks combined.

The role of the Executive is to be the 'Champions' of Buckinghamshire children, young people,

parents and carers and lead strategic change to improve outcomes for them. The Executive is accountable to the Health and Wellbeing Board.

The role of the three Local Partnership Boards is to identify local priorities linked to this Plan and establish Task and Finish groups to address the needs identified.

Further information about the Partnership can be found at:

<http://www.buckinghamshirepartnership.gov.uk/children-and-young-peoples-partnership/about-the-partnership/>

The Partnership Model can be viewed at:

http://www.buckinghamshirepartnership.gov.uk/media/1549669/CYP_Partnership_Model_final.pdf

Further information about the Local Partnership Boards can be found at:

<http://www.buckinghamshirepartnership.gov.uk/children-and-young-peoples-partnership/about-the-partnership/local-partnership-boards/>

What is the Buckinghamshire Children and Young People's Plan?

The Children and Young People's Plan identifies the priorities of the Children and Young People's Partnership which are delivered by a range of partner organisations (see Appendix 2).



It identifies the vision, priorities and objectives of the Partnership and sets out how all those working with families in Buckinghamshire aim to help them improve their lives.

The vision, priorities and objectives will inform and be reflected in the plans of all those working with children, young people and families in the county and steer the commissioning intentions and the resource allocations of appropriate partner organisations.

The Plan covers children and young people aged 0 to 19 years and up to 25 years for those with special educational needs and disabilities or using after care services.

The Plan does not include everything we will be doing, but concentrates on the outcomes, priorities and objectives which will make the biggest difference to children, young people and families in Buckinghamshire.

The Plan will deliver the following outcomes for children, young people and families:

1. Children and young people are safe.
2. Children and young people live fulfilling lives.
3. Children and young people are healthy.
4. Children and young people reach their potential in education and in other aspects of their lives.
5. Children, young people and families are resilient and build their own solutions – this connects with all four of the below priorities.

The priorities which will drive these outcomes are:

1. Keep children and young people safe and in their families wherever possible.
2. Enable and support children, young people, parents and carers to overcome the challenges they may face.

3. Improve children and young people's health and well-being.
4. Provide opportunities for children and young people to realise their full potential.

'We need more known places to go and access as some people don't know about them or can't get there.' (16 year old female)

The Plan is aimed at those working with children, young people and families so they are aware of the priorities that need to drive their work. It aims to be a document that can be easily understood by parents, carers, children and young people.

The United Nations (UN) Convention on the Rights of the Child forms the basis for all of the work delivered through this Plan.

The Convention says that every child has:

- The right to a **childhood**.
- The right to be **educated**.
- The right to be **healthy**.
- The right to be treated **fairly**.
- The right to be **heard**.

It is the most complete statement of children's rights ever produced. The United Kingdom signed it on 19 April 1990 and it came into force in the UK on 15 January 1992.

In December 2011, legislation was passed to ensure the Children's Commissioner for England is influenced by the Convention when determining what constitutes the interests of children and young people.

In April 2013, the Department for Education published statutory guidance on the roles and responsibilities of the Director of Children's Services and the Lead Member for Children's Services. The guidance states that the two appointments should have regard to the general principles of the Convention and ensure that children and young people are involved in the development and delivery of local services.

Read a summary of the UN Convention (PDF)

Download the full text of the UN Convention (PDF)

Further details on the Children and Young People's Plan can be found at:

<http://www.buckinghamshirepartnership.gov.uk/children-and-young-peoples-partnership/strategies-and-policies/children-and-young-peoples-plan/>

How do we know we are focusing on the right things?

The priorities and objectives of the Plan are evidence based and have been informed by a range of factors. These are:

- Joint Strategic Needs Assessment 2013.
- Buckinghamshire Health and Wellbeing Strategy 2013-16.
- A range of local and national data sources.
- Key consultations such as the Children and Young People's Residents Survey, 2013.
- Outcome Reports - feedback on services from children, young people, parents, carers and staff.
- Development work with over 800 children, young people, parents, carers and staff in

Buckinghamshire to develop the Plan. This work used a number of methods including workshops, focus groups, surveys and meetings.

- A formal on line consultation open to those living in the county and staff.

The result is a concise document that identifies the priorities and objectives for Buckinghamshire.

How we will work together to make a difference?

Work together to an agreed set of principles and a shared moral commitment to improve the life chances of children and young people in Buckinghamshire, holding all partners to account on delivering on this ambition.

Safeguarding children and young people is paramount to all we do. Information and data will be shared and used appropriately and a high quality workforce will be in place, trained and managed.

Review our approach to how services are delivered and accessed, looking for and acting on opportunities for better joined up services.

Take a holistic approach to working with families, for example Children and Adult Services working together where appropriate and bringing together teams such as Children and Young People's Disabilities.

Working with communities, we will respond to the changing needs of children, young people and families; strive to meet the needs of those who are more vulnerable than others; be accessible to all and work together to plan, deliver and evaluate impact.

Children, young people, parents and carers will be involved in decision making so their needs are understood and inform the planning and delivery of services.

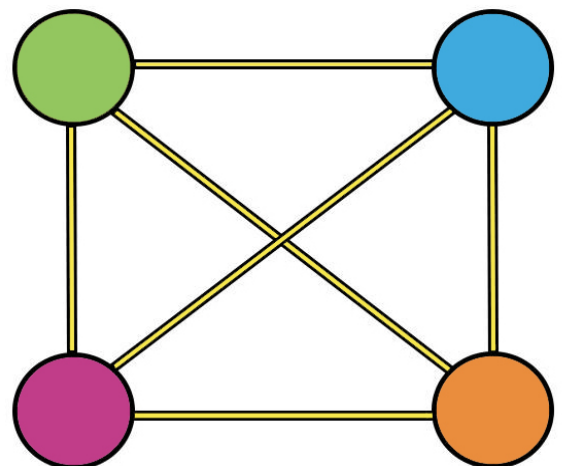
Share good practice and lessons learnt not only within Buckinghamshire but also from national leaders in particular fields.

Equalities

We seek to deliver all of our services and statutory duties without discrimination. Our Equality Statement demonstrates our ongoing commitment to ensuring children and young people and their families/ carers are treated with dignity and respect, promoting equality of opportunity and ensuring discrimination is not present in either our service delivery or employment practices.

We work to make our services available and accessible to all especially those in need by removing barriers that may prevent certain individuals and groups from getting the services they need. We recognise and accept that everyone's needs are different and will work to make our services as flexible and responsive as we can.

'It's difficult to find the right person to talk to over the phone so I think having someone to talk to online - like bbn or msn chat for an instant or quick response would be helpful to families. Having someone to talk to online 24/7 would be the best.' (9 year old female)



We recognise that we have a particular responsibility to ensure that equality is central to the development of our policies and practices in respect of all the protected characteristics enshrined in the Equality Act 2010 as well as those with low socio economic circumstances. This means we will tackle discrimination, promote equality of opportunity and foster good relations between all, within our community.

Priorities and Objectives

Under each of the four priorities sit a number of objectives. It is recognised that some of the objectives will impact on more than one of the priorities.

Priority 1

Keep children and young people safe and in their families wherever possible.

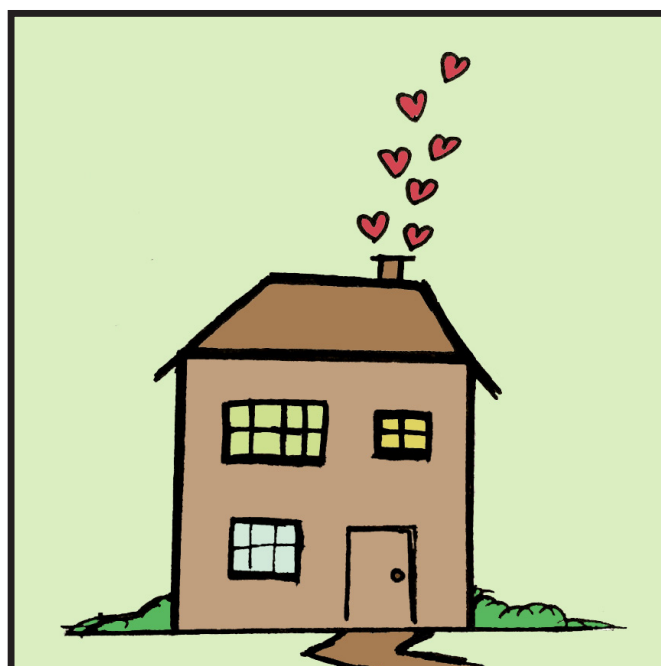
1. Work with families so they take appropriate action to prevent children and young people coming into care.
2. When required, place children and young people in care to protect them from harm and fulfil the role of Corporate Parents.
3. Support carers to provide safe and loving homes for children and young people.
4. Strive to reduce the Sexual Exploitation of children and young people, help those affected and protect against it happening to others.
5. Seek to prevent Domestic Violence and help those affected.
6. Help children and young people keep themselves safe in their everyday lives.
7. Work with families, children and young people to prevent accidents and keep themselves safe.



Priority 2

Enable and support children, young people, parents and carers to overcome the challenges they may face.

1. Support families to develop the skills they need to thrive and flourish.
2. Ensure children, young people, parents and carers are able to find information, advice and guidance in one place.
3. Provide children and young people with someone or somewhere safe to be able to talk.
4. Work with young offenders to help them stop committing crime.
5. Help parents and carers find appropriate childcare when they have not been able to do so themselves.
6. Help parents and carers prepare children for nursery, pre-school and school.



7. Support children, young people, parents and carers, including young carers, with unexpected life changing events.
8. Provide Short Breaks for eligible families with disabled children.
9. Work with young people so they successfully move into Further Education, training, apprenticeships or work and adulthood.

Priority 3

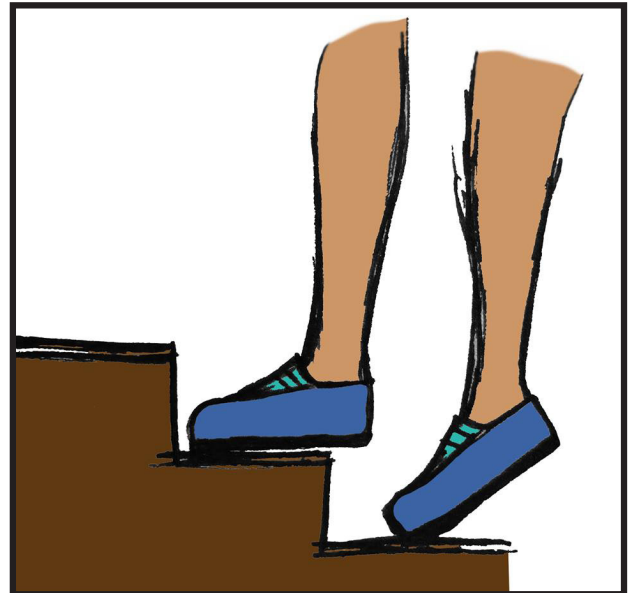
Improve children and young people's health and well-being.

1. Educate parents, carers and staff to better understand child and adolescent development.
2. Ensure access to high quality health services when planning a family, becoming pregnant and being new parents.
3. Work with children, young people and their families to enable them to make healthy life choices.
4. Help children, young people and their families tackle and address issues around Mental Health and Bullying.
5. Provide opportunities for children and young people to access physical activities and green/open spaces.
6. Provide recreational and cultural opportunities for children, young people and families.

Priority 4

Provide opportunities for children and young people to realise their full potential.

1. Promote the benefits of children learning through play.
2. Raise the educational achievement of all children and young people in early years' settings and schools, with a particular focus on those who are underperforming.
3. Support children and young people with special educational needs and/or disabilities to achieve their full potential through education, social activities, volunteering and paid employment.
4. Encourage and support communities to play an active role in their local schools and early years' settings.
5. Provide efficient and open access to School Admissions.
6. Work with schools and early years' settings to further develop good practice in the use of the pupil premium and other approaches to narrowing the gap in educational achievement.
7. Further develop opportunities for children and young people who are 'gifted and talented'.
8. Equip young people with the skills and knowledge they need to become independent.
9. Provide children and young people with opportunities to be a valued contributor to their community.



'Volunteering is very important because you can try new things and you will feel scared and proud and it will give you a good feeling.' (Year 1, Coleshill C of E Primary)

How we will measure success?

We have set four priorities to drive our work over the next four years to improve the lives of Buckinghamshire's children, young people and families.

The difference the Plan is making will be monitored by:

- A detailed Action Plan with clear and measurable performance indicators for the objectives.
- A report to the Executive every three months to monitor performance, highlight areas of concern and learn from things that are going well.
- Measuring the outcomes being delivered by the three Local Children and Young People's Partnership Boards.
- A tool to measure the progress of families on priorities they agree e.g. Family Outcome Star.
- Measuring the social and economic benefits of programmes.
- Monthly Outcome Reports to capture real life examples of how the work of organisations is making a difference to the lives of families.
- Scrutiny will be provided by the County Council's Education, Skills and Children's Select Committee.

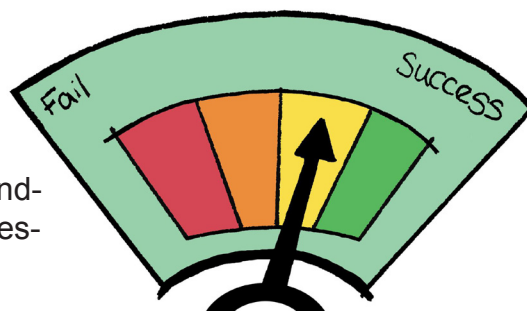
The Action Plan, Performance and Outcome Reports will be published on the internet so that residents and other interested parties are aware of progress. These are available at:

Action Plan [Link to be added](#)

Performance Reports [Link to be added](#)

Outcome Reports:

<http://www.buckinghamshirepartnership.gov.uk/children-and-young-peoples-partnership/about-the-partnership/outcomes-for-children-and-young-people-in-buckinghamshire/>



Further information and advice for Parents, Carers, Children and Young People

If you would like advice on accessing any of the services that relate to the Priorities and Objectives detailed in this Plan please contact the Buckinghamshire Family Information Service:

www.bucksfamilyinfo.org

0845 688 4944 or familyinfo@buckscc.gov.uk

Further information on this Plan

Please contact the Children's Partnerships Team: 01296 387657 or cyppartnership@buckscc.gov.uk

Glossary

Buckinghamshire Association of Secondary Headteachers.

An independent strategic, decision making body for the secondary sector, comprising of all the secondary Headteachers in Buckinghamshire.

Children in Care

Buckinghamshire County Council has a duty to make sure children are safe and doing well; they try and do this by supporting families while the children are at home. Sometimes this does not work and the decision is made to ask the courts to decide that the child should live somewhere else. This could be with another parent, a relative, someone they know, in a foster home or maybe in a children's home. The local authority will try to agree this with the family but if there is no agreement they can make the decision by themselves. Sometimes being in care is a short term situation but it could continue until the young person is 18. There are steps that are taken before a child is taken into care, discussions about the placement, decisions on visiting and a Pathway Plan. At every step the child and the parents/carers should know what is happening.

Child Protection Plan

This is a plan that is put in place if a child is suffering or likely to suffer considerable harm. It could be because they are being physically, sexually or emotionally abused or because they are being neglected. These definitions are found in the Children Act 1989. The plan involves the child and family and professionals involved with them such as a school or a GP. The family will have a social worker and a group will meet to make a plan that will protect the child, decide on short and long term aims, decide who will take responsibility for each part of the plan and how everyone can see if the plan is working and there is progress towards making the child permanently safe. If the plan is not working then there may have to be another course of action.

Child Sexual Exploitation (CSE)

The sexual exploitation of children and young people under 18 involves situations and relationships where young people (or a third person or persons) receive something (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and / or others performing on them, sexual activities.

Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the internet / mobile phone without immediate payment or gain. In all cases, those exploiting the child / young person have power over them by virtue of their age, gender, intellect, physical strength and / or economic or other resources.

Violence, coercion and intimidations are common, involvement in exploitative relationships being characterised in the main by the child's or young person's limited availability of choice, resulting from their social / economic and / or emotional vulnerability. (DCSF 2009)

Any child can be targeted by sexual exploitation however, there are some groups which have been identified as particularly vulnerable.

These include:

- Looked After Children.
- Children / Young People with Disabilities or Learning Disabilities.
- Children Leaving Care.

- Lesbian, Gay, Bisexual & Transgender (LGB&T).

CSE often starts when the child is around 10 years old. Both girls and boys can be targeted and CSE can happen within any community or economic background.

Corporate Parenting

Corporate parenting is when the local authority takes on the role of a good parent to a child in its care.

“Corporate parenting cannot replace or replicate the selfless character of parental love; but it does imply a warmth and personal concern which goes beyond the traditional expectations of institutions.” (The Utting report, 1991)

We have a duty to act as a good parent to children and young people in our care and those in the process of leaving care. We want these children to have the outcomes that every effective parent would want for their own children. Sometimes we will share parental responsibility with the child's parents.

Corporate parenting is not only a responsibility but also a real opportunity to improve the futures of looked after children and young people.

Domestic Violence and Abuse

Domestic violence and abuse is a pattern of abusive and controlling behaviour which can be experienced regardless of ethnicity, religion, class, age, gender, sexuality, disability or lifestyle, and can be experienced in a range of relationships, and may involve other family members (including children).

Whilst DVA can be experienced by anybody, research has repeatedly concluded that the vast majority of victims are women and children, women are more likely to experience repeated and severe and/or life-threatening forms of violence and the abuse against women is more likely to carry on post-separation. It can also include issues such as female genital mutilation, honour-based violence and forced marriage.

Education, Skills and Children's Select Committee

The Education, Skills and Children's Services Select Committee looks at everything within the Children's Services and Education and Skills portfolios and partner agencies, including schools, The Bucks Learning Trust and voluntary sector organisations. The aim of the committee is to provide constructive challenge to providers of these services and to put forward recommendations and reports for improvement. The Committee details page sets out the purpose of the committee, its membership and links to meeting papers and agendas.

Family Outcome Star

A tool used by Children's Centres and the Family Resilience Unit in Buckinghamshire to identify the needs of families and monitor the progress made by those requiring support.

Floor targets

Targets set by the Department for Education. All secondary schools are set the target of at least 40% of their pupils achieving 5 or more GCSEs at Grade A* - C or equivalent. Primary schools are not to be below the average school scores for the % of pupils making expected progress between Key Stage 1 and key Stage 2 in English and Maths.

Joint Strategic Needs Assessment

A Joint Strategic Needs Assessment (JSNA) systematically reviews the health and wellbeing needs of a population. It provides an assessment of current and future needs and is the

starting point for strategy development and commissioning decisions that aim to improve health and wellbeing locally. Producing a JSNA has been a statutory requirement for the NHS and upper-tier local authorities (Buckinghamshire County Council) since 2007. From April 2013 local authorities and clinical commissioning groups will have a shared duty to prepare a JSNA, working through the Health and Wellbeing Board.

Primary Executive Board

The strategic, decision making body for the primary sector. There are currently 20 Liaison groups in Buckinghamshire, made up of primary, secondary and special Headteachers. Each Liaison group sends one primary representative to the Board.

Pupil Premium.

Extra funding provided to schools to raise the achievement of disadvantaged pupils or pupils with parents in the Armed Forces. Funding is given to support pupils who have been eligible for free school meals at any point in the last 6 years or children who have been in care for 6 months or longer.

Special Educational Needs (SEN)

A child or young person has SEN if they

'Have a learning difficulty or disability which calls for special educational provision to be made for them'.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

Social Value

Often the most valued outcomes are ones that cannot be measured. However it is possible to agree their Social Value (value to society) by relating them to something relevant that already has an established cost. So, for example, 'improved security' could be measured in terms of reduced Police time.

Appendix 1 Key Strategies/Plans/Consultations

- Armed Forces Community Covenant. <http://www.buckscc.gov.uk/community/armed-forces-in-buckinghamshire/armed-forces-covenant/>
- Aylesbury Vale District Council Corporate Plan 2011/2015. <http://www.aylesburyvaledc.gov.uk/about/council-performance/corporate-plan/>
- Buckinghamshire Safeguarding Children's Board Business Plan 2013/2015. <http://www.bucksiscb.org.uk/sites/default/files/BSCB/%281%29%20BSCB%20Business%20Plan%202013%20-%202015.pdf>
- Buckinghamshire Shared Principles of Education.
- Buckinghamshire County Council Strategic Plan 2014/18. http://www.bucksccbchures.co.uk/strategic_plan/
- Buckinghamshire Tobacco Free Strategy, 2012/2015. Link not yet available.
- Child and Family Poverty Strategy. <http://www.buckinghamshirepartnership.gov.uk/children->

and-young-peoples-partnership/strategies-and-policies/key-partnership-strategies/child-and-family-poverty-strategy/

- Children and Young People's Residents Survey. <http://www.buckscc.gov.uk/community/research/surveys/>
- Chiltern District Council Key Objectives 2012/2014. <http://www.chiltern.gov.uk/CHttpHandler.ashx?id=1750&p=0>
- Chiltern and South Bucks Districts Sustainable Community Strategy 2013/2026. <http://www.chiltern.gov.uk/CHttpHandler.ashx?id=3250&p=0>
- Clinical Commissioning Plans.
- Families First.
- Healthy Child Programme. <https://www.gov.uk/government/publications/healthy-child-programme-pregnancy-and-the-first-5-years-of-life>
- Health and Wellbeing Strategy. <http://www.buckscc.gov.uk/healthy-living/buckinghamshire-health-and-wellbeing-board/joint-health-and-wellbeing-strategy/>
- Joint Commissioning Plan.
- Joint Strategic Needs Assessment. <http://www.buckscc.gov.uk/community/knowning-bucks/joint-strategic-needs-assessment/>
- Library Plan.
- National pledge to improve children's health and reduce child deaths. <https://www.gov.uk/government/publications/national-pledge-to-improve-children-s-health-and-reduce-child-deaths>
- NHS Buckinghamshire Sexual Health and HIV Strategy 2009 – 2014 www.sexualhealthbucks.nhs.uk
- Prevention and Early Intervention Strategy. <http://www.buckinghamshirepartnership.gov.uk/children-and-young-peoples-partnership/strategies-and-policies/key-partnership-strategies/prevention-and-early-intervention/>
- Serious Case Reviews. <http://www.bucks-lscb.org.uk/serious-case-reviews>
- South Bucks District Council Corporate Plan 2011/2015. www.southbucks.gov.uk/prioritiesandperformance
- Special Educational Needs Action Plan and Strategy.
- Working Together to Safeguard Children. <http://www.education.gov.uk/aboutdfe/statutory/g00213160/working-together-to-safeguard-children>
- Wycombe District Council Corporate Plan 2011/2015. <http://www.wycombe.gov.uk/council-services/council-and-democracy/policies-and-plans/our-corporate-plan.aspx>

Appendix 2 Partner Organisations

Action4Youth (representing the youth Voluntary Sector and Faith Groups).

Adviza.

Amersham and Wycombe College.

Aylesbury College.

Aylesbury Vale District Council.

Buckinghamshire Association of Secondary Headteachers (representing Secondary Schools).

Buckinghamshire Safeguarding Children Board.

Buckinghamshire Association of School Governors Headteachers (representing School

Governors).
Buckinghamshire County Council.
Buckinghamshire Healthcare Trust.
Buckinghamshire Learning Trust.
Bucks Sport.
Child and Adolescent Mental Health Services (CAHMS).
Children's Centres.
Chiltern District Council.
Clinical Commissioning Groups.
Connexions Buckinghamshire.
Job Centre Plus.
Primary Executive Board (representing Primary Schools).
South Bucks District Council.
Thames Valley Police.
Thames Valley Probation.
Wycombe District Council.





Buckinghamshire County Council Select Committee

Education, Skills and Children's Services Select Committee

Report to the Education, Skills and Children's Services Select Committee

Title:	Standards in Buckinghamshire schools
Committee date:	01/07/14
Author:	Pauline Cue
Contact officer:	Chris Munday 01296 387849 ccmunday@buckscc.gov.uk
Report signed off by Cabinet Member:	Mike Appleyard Cabinet Member for Education and Skills
Electoral divisions affected:	All

Purpose of Agenda Item

- To inform Members of the 2013 results attained by pupils in Buckinghamshire schools in the Foundation Stage, Key Stages 1, 2, 4 and post-16. This report includes analysis of results of underachieving groups as well as the overall picture on standards and achievement.
- To enable Members to consider the issues for Buckinghamshire raised by this analysis.

Background

- A report on standards in Buckinghamshire schools is presented to Members every year.
- Full details of results and sources of information are provided in the accompanying appendix.



Summary

As in previous years, schools in Buckinghamshire achieved overall results which were generally well above the national average and above those of similar authorities (Statistical Neighbours – see page 2).

There are, however, underperforming groups of pupils, as detailed below.

NB. Changes to the measures. In 2013, there were major changes in the Early Years Foundation Stage Profile and at KS2. Therefore trend data is not always available.

STATISTICAL NEIGHBOURS

The Statistical Neighbours [SNs] noted in this report are a group of eleven Local Authorities (including Buckinghamshire) that, by a basket of measures, are deemed by OFSTED to be similar in context. They are: Bedfordshire (Central), Bracknell Forest, Cambridgeshire, Hampshire, Hertfordshire, Oxfordshire, Surrey, West Berkshire, Windsor & Maidenhead and Wokingham.

STATISTICAL SIGNIFICANCE

Where this is available (from the Local Authority RAISE document), statistical significance is noted to show a statistically significant difference between the local authority data for a particular group and national data for the same group. The smaller the group, the greater the difference has to be before it is shown to be statistically significant. LA RAISE also states that the performance of specific groups should always be compared with the performance of all pupils nationally as well as the particular group nationally.

1. OVERALL RESULTS

1A EARLY YEARS FOUNDATION STAGE (EYFS):

- The EYFS Profile (EYFSP) summarises and describes children's attainment at the end of Reception. It is based on ongoing observation and assessment.
- A new EYFSP was introduced in September 2012. 2013 is therefore the first year of results using the new Profile. Results are not directly comparable to those recorded using the old profile.
- To reach a good level of development at the end of Reception, children need to reach at least the expected level in **all** aspects of the prime areas of learning (Communication, Physical Development and PSE), Literacy and Numeracy. This is a broader definition than in previous years.
- **55% reached a good level of development which is 3% above national.** (*Appendix section 1a*)
- The average total points per pupil was also above national.
- The gap between the average score of the lowest 20% and the median points score of all pupils was smaller than national because the average total points of the lowest 20% was higher than the national figure.
- Percentages reaching a good level of development were 5th in the list of statistical neighbours, while the gap is 9th smallest.

1B PHONICS CHECK

- **The percentage of pupils attaining the expected standard in the Y1 phonics test, introduced in 2012, was 66%, which was an increase on 2011 but still 3% below national.** (*Appendix section 1b.*) Results were 9th of Statistical Neighbours (8th in 2012). Three other Statistical Neighbours were also below national – this was not the case at other Key Stages.
- Pupils who do not reach the expected standard in Y1 have to take the check again in Y2. **85% of pupils in the 2013 Y2 cohort had passed the check either in Y1 or Y2. This percentage was the same as national,** and results were 6th of Statistical Neighbours.

1C KEY STAGE 1

- **Results were the same as in 2012, except for reading at level 3, which increased by 2%.**
- **All results were significantly above national.** 91% reached level 2+ in reading, 87% in writing and 93% in maths, against 89%, 85% and 91% nationally. (*Appendix section 1c.*)
- The statistical neighbour position was higher at level 3 (3rd to 5th position) than at level 2+ (7th or 8th position).

1D KEY STAGE 2

- **The accountability measures at Key Stage 2 changed** from level 4+ English and Maths to Level 4+ Reading, Writing and Maths, with progress measured in each of these components separately. An additional test, the Grammar, Punctuation and Spelling test was introduced but was reported separately in 2013 rather than being aggregated into the measures above. (Some earlier data has been reworked to enable comparisons.)
- **At level 4+, 80% attained level 4+** in all of reading, writing and maths, 1% higher than in 2012. This was because of an increase in writing results; results for reading and maths were the same as in 2012. (*Appendix section 1d*)
- **Results were above national.** (80% level 4+ R/W/M, against 75% nationally). In the new Grammar, Punctuation and spelling test, results were 7% above national (81%, against 74% nationally). Compared to statistical neighbours, level 4+ results in R/W/M combined were second.
- More pupils made expected progress in reading than last year, and in writing and maths the percentage as were the same as last year. **Progress in reading was significantly above national (90%, against 88% nationally) and first of Statistical Neighbours (SNS), maths (88%) was the same as national and fourth of SNS, and writing progress (90%) was 1% below national** (significantly below) and 6th of SNS.
- **5 schools were below the government's floor target** of below 60% achieving 4+ in all of reading, writing and maths and below the national median for 2 levels progress in reading, writing and maths from KS1. In 2012, six schools were below the same standard.

1E KEY STAGE 4

- **Results at 5+ A*-C inc. E/M (71.3%) were up on last year** and were well above the national figure of 59.2%. (*Appendix section 1e*).
- The aspirational target of 73% was not met.
- As last year, results at 5+ A*-C inc. E/M and in the English Baccalaureate were first of statistical neighbours. Results at any 5 A*-C were fourth of Statistical Neighbours. All were significantly high.
- The gender gap was smaller than national.
- **Percentages making expected progress were higher than in 2012.** More pupils made expected progress from KS2 than nationally in both English and maths; both subjects were significantly high and first of SNS. (English 78.1%, against 70.4% nationally, maths 81% against 70.7% nationally)
- Results in grammar schools (98.5% 5+ A*-C inc E/M) were slightly above 2012, after a dip that year. In upper schools, results rose by 3.1% to 56.2%. Both types of school did better than similar schools nationally.
- **Two schools were below the floor target** (below 40% attaining 5+ A*-C including English and maths, and progress in English and in maths from KS2 below the national median.) This figure is the same as in 2012 and 2011, although numbers below the floor have fallen over the longer term despite increases in the target.

1F POST-16

- Results per entry for students taking level 3 qualifications (A level and equivalent) increased slightly in 2013, although overall results per candidate fell.
- **Results were above national and highest of Statistical Neighbours**, both for Average Points Score per candidate, Average Points Score per student, and the measures of grades AAB in academic A levels, with and without “facilitating subjects”. (*Appendix section 1f*)
- **The gender gap was smaller than national** and smallest of statistical neighbours.
- Contextual information is not available for this age-group.

UNDERPERFORMING GROUPS OF PUPILS

Although standards overall were high, there was still a wide variation in the performance of individual groups of pupils.

There are three measures of deprivation, **Free School Meals (FSM)** in current year, **Pupil Premium** (Free School Meals at any time in the last six years, and Looked-After Children – although no yeargroup had more than sixteen Looked After Children), and **ACORN** (which measures deprivation by postcode). For FSM and Pupil Premium, the Government focuses on **gaps between those eligible and those not eligible** – the narrower the gap the better. Gaps in Buckinghamshire are wider than national – this is partly because results of other pupils are very high, but also because focus groups in most Key Stages have lower results than national.

Pupils in some **minority ethnic and language groups** also have lower results than others. Results of these groups are analysed below and in the Appendix.

2. PUPIL PREMIUM AND FSM

The Pupil Premium/ non-Pupil Premium attainment gap narrows slightly after the Early Years Foundation Stage, but then widens again in secondary schools; the KS4 gap is the widest. This is the case nationally as well, but the Buckinghamshire gaps are wider. The same pattern is found for FSM in current year.

2A EARLY YEARS FOUNDATION STAGE

- In the Early Years Foundation Stage, the gap between results for pupils with pupil premium (PP) and others was **wider than at later Key Stages**. (there was a 25% gap in achieving a good level of development)

2B PHONICS CHECK

- **In the Y1 Phonics Check, results of both Pupil Premium and non- PP pupils were below national**, and the gap (20%) was wider than national.
- **Although results by the end of Y2 were higher, the gap was still 20%.**

2C KEY STAGE 1

- **Results of pupil premium pupils were significantly below national** in reading and writing, while those of non-PP pupils are significantly high in reading and maths. (*Appendix section 2c*) The gap in Buckinghamshire was 18% in reading, 19% in writing and 11% in maths.

2D KEY STAGE 2

- **Pupil Premium results at level 4+ were the same as national at 63%**, although the gap was wider than national (at 20%) because non-PP pupils in Buckinghamshire had significantly higher results than national.
- In 2012, under the previous measure (level 4+ English and maths), the gap was 24%.
- Gaps in progress for PP pupils in Buckinghamshire were smaller than the gaps for attainment, but **progress was below national in all subjects**, and significantly low for both groups in writing and maths. (Progress gaps were 9% in reading, 7% in writing and 8% in maths.)
- For **FSM in current year**, the percentage reaching level 4+ reading, writing and maths was 61%, which was 1% above national and above the 2014 CYP Plan Target. The gap narrowed from 27% to 21% because FSM results were up by 7% from 2012. The gap is 2% larger than national.
- Compared to statistical neighbours, FSM results were second highest and the gap second smallest. This is an improvement on 2012.

2E KEY STAGE 4

- **For pupil premium, the results at 5+A*-C inc. E/M were 41%, which was the same as national**. Progress of pupil premium pupils was above national in English and significantly above in maths. (*Appendix section 2e*)
- However, **the results and progress of non- pupil premium pupils were all significantly high**, and gaps between results and progress of pupil premium pupils and others in Buckinghamshire were wider than in primary schools. (Gaps were 35% for attainment, 23% for English progress and 27% for maths progress.)
- Although Pupil Premium results were not below national, FSM in current year was below national. For **FSM**, results at 5+ A*-C inc. E/M were 34.3%, with a gap of 39.6%

(national gap 26.7%). Although the target of 40% was not met and results were below national, results were up 4.7% from 2012 and the gap narrowed.

- In 2013, results of FSM pupils were 5th of statistical neighbours, but the gap was the 10th smallest. The gap was the second widest nationally. In 2012, the gap was the widest in the group and the widest in England.

3. ETHNICITY

It must be noted that the numbers of pupils in these groups are small and some fluctuations in year on year trends are to be expected.

3A EYFS

- Results of White British and Mixed White-Black Caribbean pupils were above national, while results of Pakistani and Black Caribbean pupils were below national as they were in 2012 for the previous measure.

3B PHONICS

- **At Y1, all ethnic groups were below national** but the difference in Y1 was greatest for pupils of Pakistani and Black Caribbean origin. (*Appendix section 3b.*)
- **By the end of Y2, White British and Black Caribbean pupils were above national**, and other groups were below. By the end of Y2, there was little difference between ethnic groups nationally, but in Buckinghamshire the gaps between groups were wider. (NB. this data refers to 2013 Y2, while Y1 refers to 2013 Y1).

3C KS1

- The results of **White British** pupils did not change from 2012 and were significantly above national.
- The lowest attaining of the focus ethnic minority groups were those of Pakistani and Mixed White Black Caribbean origin.
- **Results of Pakistani** pupils were lower than in 2012 in reading and writing and were significantly low compared to national in all subjects.
- The small number of **Black Caribbean** pupils had higher results than 2012 in reading and writing, and were above national in those subjects. Results in maths were the same as last year and below national. (*Appendix section 3c*)
- **Mixed White-Black Caribbean (MWBC)** pupils had lower results than in 2012 and were significantly below national in reading and writing.

3D KS2

- **Results of White British pupils were significantly high, and above other groups** at level 4+ reading, writing and maths. **The gaps for progress between White British and other groups were generally much smaller than the gaps for attainment**, as the pupils in the focus minority ethnic groups had lower KS1 results. However, all groups had lower percentages making expected progress than White British pupils.
- **Results of Pakistani pupils at L4+ were the same as national** (as they were in 2012 for the previous measure) but 10% below white British pupils. Progress in reading was above national, but progress in writing was significantly low. Progress in maths was just below national.
- The lowest attaining groups were those of Black Caribbean and MWBC origin.

- **Black Caribbean pupils were below national for all measures**, and significantly below national for progress in maths, while **Mixed White-Black Caribbean pupils were below national for all measures**. (*Appendix section 3d*)

3E KS4

- **Results of minority ethnic groups were varied:** At 5+ A*-C inc. E/M, results of White British and Pakistani pupils increased from 2012. Results of MWBC and Black Caribbean pupils fell, after an increase in 2012. Results of White British pupils were significantly high compared to national, and those of MWBC pupils were significantly low. (*Appendix section 3e*)
- **Progress** in English and maths was significantly above national for White British pupils
- For pupils of Pakistani origin, progress was the same as national in English and above national in maths.
- Progress of Black Caribbean and Mixed White-Black Caribbean pupils was below 2012 and below national for both English (significantly low for both groups) and maths.

4. ETHNICITY, PUPIL PREMIUM AND GENDER

Because of small numbers in other groups, this analysis is presented only for pupils of White British and Pakistani origin. Even for these groups, numbers can be relatively low and this must be borne in mind when considering results. Except in the EYFSP and maths at KS1, the group with lowest results was White British boys on Pupil Premium (PP). Thus, although gender is not an issue in overall results, it emerges in these disadvantaged groups.

4A EYFSP

- When ethnicity and PP are combined, **boys of Pakistani origin who are eligible for PP had the lowest results** (17% reached a good level of development, against 25% of White British boys on PP.)

4B KS1

- **White British boys on PP had the lowest results in reading and writing**, (reading 64% against 93% for non-PP White British boys, writing 55% against 88%). Pakistani boys on PP had the lowest results in maths (69%)
- KS1 is used as the baseline for progress at KS2. To achieve results similar to other pupils at KS2, groups with low KS1 results will have to make greater progress.

4C KS2

- When gender and PP are both taken into account, **White British boys eligible for FSM Pupil Premium had lower results than Pakistani boys** (57%, Pakistani boys on FSM 65%) or than girls of either group. Progress of Pakistani PP pupils by gender is greater in almost all subjects than for similar British pupils. (*Appendix section 4c*)

4D KS4

- **At KS4, as at KS2, the lowest achieving group when gender, ethnicity and PP are all taken into account was White British boys eligible for pupil premium.** Only 32% attained 5+A*-C inc. E/M, as against 72% of non-PP White British boys. The gap between PP and non-PP pupils was much greater for White British pupils than for Pakistani pupils. (*Appendix section 4d*)

- In English, White British boys on PP had the lowest **progress** of all. In maths, the percentages making expected progress were slightly above White British girls. But progress for both White British boys and girls with PP were below Pakistani pupils, although for non-PP pupils it was the White British pupils with the highest percentage making expected progress.

5. ETHNICITY AND ACORN GROUPS *(Appendix section 5)*

- Except in the EYFSP, **the results of White British pupils in the lowest ACORN group (group 5) were below those of Pakistani pupils.** In the highest groups, however, attainment was highest for White British pupils. Relative progress varied but in ACORN groups 4 and 5 progress was higher for Pakistani pupils than for White British pupils at both KS2 and KS4.

6. LANGUAGE *(Appendix section 6)*

- Results by language group show that, as expected, **the differences in attainment between language groups diminished between the Early Years and KS2. However, gaps then increase at KS4.**
- At the end of the EYFS, no language groups had higher results than pupils whose first language was English. This is likely to be because some of the assessment has to be in English.
- At KS2, Tamil speakers have higher results than English speakers.
- At KS4, Tamil, Hindi and Gujarati speakers all had higher results than English speakers.
- A number of groups showed greater progress than English speakers at both KS2 and KS4, particularly in maths.

7. MIND THE GAP – AN ANALYSIS OF THE FSM GAP IN BUCKINGHAMSHIRE COUNTY COUNCIL BY PROFESSOR STEVE STRAND

Although the methodology is different, **much of the findings in this Select Committee paper support those of the Strand report.** The Strand report uses complex modelling, with 3-year averages 2010-12 using fine-grade pupil-level KS2 and KS4 scores and an appendix looking at 2013 data. In order to provide analysis over several years, it uses data for FSM in current year except for the 2013 figures.

This Select Committee report uses publicly available data focusing on levels and GCSE grades, mainly for 2013, with some additional pupil group analysis. There is more emphasis on the Pupil Premium measure (Free School Meals at any time in the last six years, and Looked-After Children) as it is now used extensively by the DfE and Ofsted as an accountability measure because of the funding attached to Pupil Premium. This report also considers other underperforming groups, including minority ethnic groups, with some cross-reference to Pupil Premium.

The Strand report looks at KS2 and KS4; this report also considers the results of younger groups.

The data in this report supports the Strand report's finding that the FSM gap (and the PP gap) is larger than the national average, and is generally larger at KS4 than at KS2. Additionally, however, the gaps are wide at the EYFSP and narrow slightly in the later primary years. Since progress in KS2 is lower for PP pupils than others, the early disadvantage will have an impact on later results, although it must be stressed that each set of results relates to different cohorts.

The Strand reports also picks out **particularly low achievement by boys entitled to FSM, and by those in focus ethnic groups (including White British).** This Select Committee report highlights the underachievement of White British boys on FSM, Pupil Premium and in the lowest ACORN socio-economic group. Ethnic group analysis shows underachievement compared to national which is not necessarily related to FSM.

This Select Committee report did not look at school – level factors, but the Strand report picked out isolated FSM pupils as a particular issue, and other LA analysis supports this.

In 2013, the Strand report notes that KS2 results for pupils on FSM improved, as noted here - results for Pupil Premium pupils also improved. However, both analyses note that the KS4 results were not so positive. KS4 FSM results were still below national, although results for PP pupils were the same as national. As the results of other pupils are so high, the gap is still very wide.

The Strand reports also notes that the improvement at KS2 was due to improvements in results of minority ethnic pupils on FSM. The PP/ethnicity analysis in this select committee report is for one year only, but picks out attainment of White British boys on PP as a particular issue.

Finally, the Strand report 2013 annex notes that progress by different ability groups varies and that analysis of future data would be useful. Different ability groups eligible for FSM or Pupil Premium are small, and further data would enable more robust conclusions.

Resource implications

Next steps

- This is a paper for information. There are no specific financial and resource implications for schools.

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STANDARDS IN BUCKINGHAMSHIRE SCHOOLS 2013

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National results and those of similar Local Authorities (Statistical Neighbours) are always given if they are available.

STATISTICAL NEIGHBOURS

The Statistical Neighbours (SNs) noted in this report are a group of Local Authorities that, by a basket of measures, are deemed by OFSTED to be similar in context to Buckinghamshire. They are: Bedfordshire (Central), Bracknell Forest, Cambridgeshire, Hampshire, Hertfordshire, Oxfordshire, Surrey, West Berkshire, Windsor & Maidenhead and Wokingham.

STATISTICAL SIGNIFICANCE

Where this is available (from the Local Authority RAISE document), green and blue highlighting is used to demonstrate a statistically significant difference between the local authority data for a particular group and national data for the same group. Green signifies significantly high results compared to national and dark blue significantly low results. The smaller the group, the greater the difference has to be before it is shown to be statistically significant. LA RAISE also states that the performance of specific groups should always be compared with the performance of all pupils nationally as well as the particular group nationally.

1. OVERALL RESULTS

1a. EARLY YEARS FOUNDATION STAGE

ACHIEVEMENT

- **The percentage reaching a good level of development was 3% above national.**
- The position compared to statistical neighbours was 5th, which was higher than for the previous measure in 2012.

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- Average Total Points per pupil was also above national. For this measure, results were 6th of statistical neighbours.
- **Percentages reaching a good level of development were above national for both boys and girls.** The gender gap was smaller than national because boys were further above national than girls.
- However, as girls' results were 14% above boys', the gender gap was wider than at later Key Stages.

OVERALL RESULTS

All pupils – all schools and settings	2013	National 2013	Diff from nat 2013	SN position
% reaching a good level of development	55	52	+3	5th
Average (mean) total points score per pupil	33.3	32.8	+0.5	6th

Statistical significance is not available for Early Years Foundation Stage Profile results

Data from DfE SFR 43/2013

CLOSING THE GAP BETWEEN THE MEDIAN AND THE AVERAGE OF THE LOWEST 20%

All pupils – all schools and settings	2013	National 2013	Diff from nat 2013	SN position
Median point score of all pupils	34	34	0	
Average score of lowest 20%	22.9	21.6	+1.3	
% gap (median of all pupils – average of lowest 20%, as % of the median of all).	32.6	36.6	-4	9th

Data from DfE SFR 43/2013

- **The gap between the overall median and the average score of the lowest 20% was smaller than national.** While the overall median was the same as national, the score of the lowest 20% was higher than national.
- The position compared to statistical neighbours was 9th, which was the same as for the previous measure in 2012.

1b. Y1 PHONICS CHECK

- The percentage of pupils attaining the expected standard in the Y1 phonics test, introduced in 2012, was 66%, which was an increase on 2012 but still 3% below national.
- Results were 9th of Statistical Neighbours, as against 8th in 2012. Three other Statistical Neighbours were also below national – this was not the case at other Key Stages.
- Pupils who do not reach the expected standard in Y1 have to take the check again in Y2. 85% of pupils in the 2013 Y2 cohort passed the check by the end of that year (only 55% had reached the expected standard by the end of Y1). This percentage was the same as national.
- In the end of Y1 phonics check, both boys and girls were 3% below national. By the end of Y2, boys' results (82%) were the same as national and girls' (88%) were 1% above national.

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Phonics check - % reaching expected standard	2012	2013	% change 12-13	Nat 2013	Diff from nat 2013	SN position 2013
Y1	55	66	+11	69	-3	9th
By the end of Y2	n/a	85	n/a	85	0	6th

Data from DfE SFR 37/2013

1c. KEY STAGE 1

- Results were the same as in 2012, except for reading at level 3, which increased by 2%.
- All results were significantly above national
- The statistical neighbour position was higher at level 3 than at level 2+.
- Both boys and girls were significantly above national at level 2+. Girls had higher results than boys and gender gaps were similar to national.

OVERALL RESULTS

% attaining	2011	2012	2013	% change 12-13	Nat 2013	Diff from nat 2013	SN position 2013
Reading level 2+	88	91	91	0	89	+2	7th
Writing level 2+	85	87	87	0	85	+2	8th
Maths level 2+	92	93	93	0	91	+2	7th
Reading level 3	34	35	37	+2	29	+8	3rd
Writing level 3	17	17	17	0	15	+2	5th
Maths level 3	28	29	29	0	23	+6	4th

All 2013 data from SFR 37/2013

Key

- significantly high
- significantly low

KS2 significance available for 2013 only

1d. KEY STAGE 2

OVERALL RESULTS

% attaining	2011	2012	2013	change 2012-13	Nat 2013	Diff/ from nat 2013	SN position 2013
Reading, writing* and maths level 4+	74	79	80	+1	75	+5	2nd
Grammar, punctuation and spelling level 4+	n/a	n/a	81	n/a	74	+7	
Reading, writing and maths level 4b+	n/a	n/a	70	n/a	63	+7	n/a
2 levels progress reading	88	91	90	-1	88	+2	1st
2 levels progress writing*	82	90	90	0	91	-1	6th
2 levels progress Ma	84	88	88	0	88	+1	4th

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2012 and 2013 data from SFR 51/2013 2011 data from SFR 31/2011. Progress measures methodology changed in 2012

NB Writing* 2011 is test results. 2012-13 are TA. This change is shown by a dotted line between 2011 and 2012 results in all KS2 tables.

- **Results for all attainment measures were above national.**
- At level 4+, the percentage attaining level 4+ in all of reading, writing and maths was 1% higher than in 2012. This was because of an increase in writing results.
- The Government has introduced a new **“secondary – ready” measure of 4b and above** in reading and maths and 4+ in writing (writing teacher assessment levels are not subdivided). 70% of pupils in Buckinghamshire achieved this level, which was 7% above national.
- In the new **grammar, punctuation and spelling test**, results at 4+ were 7% above national.
- At **level 6**, results were 1% in reading (0% nationally). 2% in both writing and grammar, punctuation and spelling (both the same as national) and 8% in maths (6% nationally).
- **Compared to statistical neighbours, results were generally first or second**, apart from progress in writing (6th) and maths (4th).
- **Girls had higher results than boys.** Both boys and girls were above national at 4+ R, W and M and the gender gap was smaller than national (the gap narrowed because boys’ results were 3% up on 2012 while girls’ results were the same).
- **The percentage achieving expected progress or better in reading was 2% above national but percentages for writing and maths were the same as national.**
- **Progress of those with low KS1 results was significantly less than national in all subjects**, as was progress of those with middle KS1 results in writing.
- **Progress in writing was 1% below national** for both boys and girls, as was progress in maths for girls. Progress in reading was above national for both boys and girls.

KS2 FLOOR TARGETS

- The government’s “floor target” identifies schools which have **below 60%** achieving L4+ in reading, writing and maths, and are also **below the national median** (not the mean, as used in other measures) for 2 levels progress in all of reading, writing and maths from KS1.
- In 2013 five schools were below the floor target, compared to six below the same standard in 2012. (The floor target changed in 2013, but the Government recalculated 2012 results for comparative purposes.)
- The floor target has become progressively more challenging over the years. Despite this, over time there has been a **reduction** in the number of schools below the floor. (In 2007 there were 16 schools below the floor at that time).

1e. KEY STAGE 4 OVERALL RESULTS

% attaining	2011	2012	2013	change 12-13	Nat 2013	Diff from nat 2013	SN position 2013	2013 target met?
5+A*-C inc E&M	69.7	69.7	71.3	+1.6	59.2	+12.1	1st	no - target 73%
5+A*-C	81.8	84.8	85.2	+0.4	81.8	+3.4	4th	
English Baccalaureate	33.4	33.3	34.4	+1.1	23	+11.4	1st	
Expected progress English	77.4	74.6	78.1	+3.5	70.4	+7.7	1st	
Expected progress maths	77.2	79.6	81	+1.4	70.7	+10.3	1st	

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Data from DfE Statistical Release 1/2014, updated March 14, and includes academies and special schools

- 71.3% of pupils reached 5+ A*-C inc. E/M, which is an increase of 1.6% on 2012. **Results were 12% above national**; national results fell slightly in 2013.
- The aspirational target was not met.
- As in 2012, results at 5+ A*-C inc. E/M and in the English Baccalaureate were **first of statistical neighbours**, and 5+ A*-C results were fourth of Statistical Neighbours. All results were significantly high.
- **More pupils made expected progress than nationally, and progress in both English and maths was significantly high.** Expected progress is defined as the equivalent of three levels from Key Stage 2 to GCSE, for example from level 4 at KS2 to grade C+ at GCSE. As in 2012, progress was first of statistical neighbours.
- **Progress of all prior attainment groups was equal to or above similar pupils nationally**, and those with high KS2 results it was significantly higher than for similar pupils nationally.
- **Results of both boys and girls were above national** for 5+ A*-C inc. E/M and for progress. Gender gaps were smaller than national.

KS4 FLOOR TARGETS

- The Government's **KS4 floor target was 40% attaining 5+ A*-C including English and maths, and progress from KS2 in English and in maths below the national median.** The figure has been increased twice since these targets were introduced. The medians in both English and maths increased to 73% in 2013.
- **Two schools** were below these figures in 2013. This is the same figure as in 2012.
- **As at KS2, the numbers of schools below the floor have fallen over the years.** In 2007, eight schools were below the floor which at that time was 30% 5+ A*-C inc. E/M.

GRAMMAR AND UPPER SCHOOLS

Buckinghamshire - % attaining	Grammar			Upper		
	2011	2012	2013	2011	2012	2013
5+A*-C inc E&M	99.6	98.4	98.5	52.2	53.1	56.2

Data from SMST

- Results in grammar schools were slightly above 2012, after a dip that year. In upper schools, results rose by 3.1%.
- **Both types of school did better than similar schools nationally.** Results for grammar schools were above the national average for grammar schools (98.5%, national 96.4%), while the results for upper schools were also above those for modern schools nationally (56.2% against 55.3% nationally).

1f. POST-16

- **As in previous years, overall results for students at Level 3 qualifications (A level and equivalent) were above national and highest of Statistical Neighbours.**
- **Average points scores per candidate fell for the second year running**, but by less than national. **Average points scores per entry increased very slightly**, by more than national. This suggests that students are taking fewer qualifications, but obtaining higher grades.
- Some indicators have changed. There is an increased focus on facilitating subjects (biology, chemistry, physics, maths, further maths, geography, history, English Literature, modern and classical languages), and some measures split vocational from academic subjects. **The percentage of candidates gaining AAB in A levels was greater than national**, and the same was true when two facilitating subjects are included in the measure.
- **The gender gap was smaller than national** and smallest of statistical neighbours. As last year, boys had slightly higher scores at APS per candidate, and girls at APS per entry.

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Buckinghamshire: all maintained schools and colleges	2011	2012	2013	Change 2012-13	National 2013	Diff from nat	SN position 2013
Average Points per Candidate- all level 3 qualifications	822.8	810.1	802.3	-7.8	724.3	+78	1st
Average Points per Entry - all level 3 qualifications	229.2	225.2	227.1	+1.9	213.7	+13.4	1st
% of candidates gaining AAB or better (A levels)	34.1	31.5	32.2	+0.7	20.3	+11.9	1st
% of candidates gaining AAB or better (A levels), at least two in facilitating subjects	n/a	n/a	24.9	n/a	15.3	+9.6	1st

National data includes all schools and colleges
2013 data from SFR 02/2014. Previous data
from SFR 05/2013

Statistical significance is not available for
post-16 data

DEPRIVATION

Three measures of deprivation are used in this report:

Free School Meals in the January of the year in which the tests or examinations were taken. This was used extensively in previous years and is still published by the DfE. It allows comparison over time and with Statistical Neighbours. The CYP KS2 and KS4 targets for 2014 refer to this measure.

Pupil Premium (Free School Meals at any time in the last six years, and Looked-After Children). This is now extensively used by the DfE and Ofsted as an accountability measure because of the funding attached to Pupil Premium. **Only a few of these pupils are Looked after Children** – eleven at KS1, thirteen at KS2, and sixteen at KS4. Although Forces Children are also eligible for Pupil Premium, the DfE does not include them in published data. Group sizes for Pupil Premium are larger than for FSM in a current year.

ACORN (which measures deprivation by postcode). This is more detailed data which does not depend on applications being made for FSM. On the other hand, although full pupil postcodes are used, this is not an infallible measure of income.

All three measures show a similar picture but the detailed figures vary.

2. FSM and Pupil Premium

- **The Pupil Premium/ non-Pupil Premium attainment gap is slightly narrower in KS1 and 2 than in the Early Years Foundation Stage, but then widens again; the KS4 gap is the widest. This is the case nationally as well, but the Buckinghamshire gaps are wider.**

2a. FSM and Pupil Premium - Early Years Foundation Stage

- As these pupils reached statutory school age only in 2012-13, there is unlikely to be a difference between FSM and Pupil Premium data; in Buckinghamshire there is no difference and the figures are the same as those as below. National FSM figures are in the table below. The gap in Buckinghamshire is larger than national.

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Early Years Foundation Stage - % reaching a good level of development	No. of Pupils	LA	Nat*
Pupil Premium	469	32	(36)
Not Pupil Premium	5744	57	(55)
Gap		-25	(-19)

Data from SMST.

*National data is for FSM (from SFR 47/2013), not Pupil Premium, but as explained above these are likely to be the same for this yeargroup. 8% of pupils in Buckinghamshire were known to be eligible for Pupil Premium. National data is not available.

2b. Y1 Phonics

i. FSM – Y1 phonics check

- **Both those with FSM and those not known to be eligible were below national.** 43% of pupils eligible for FSM in the current year reached the expected standard, against 56% nationally. 68% of those not known to be eligible reached the expected standard, compared to 72% nationally.

ii. Pupil Premium – Y1 phonics check

- Both groups were below national and the gap was larger than national. Results for both groups were up on 2012, but the gap remained at 20%.
- 11% of the cohort were eligible for Pupil Premium.

Y1 Phonics Check: % reaching expected standard	No. of Pupils	LA	Nat
Pupil Premium	651	48	57
Not Pupil Premium	5391	68	73
Gap		-20	-16

Data from LA RAISE

2c. KS1

i. FSM – KS1

- **The gaps for reading and writing widened in 2013 after narrowing last year.** Results of pupils known to be eligible for FSM fell to 72% in reading and 67% in writing, as against 93% in reading and 89% in writing for other pupils. In maths, results remained the same as 2012, at 81% for those with FSM and 94% for other pupils. **Gaps are wider than national and results of FSM pupils are below national.**
- In 2013, 482 pupils were known to be eligible for FSM at KS1, which was 8.3% of the cohort. The national figure is 19.8%

ii. Pupil Premium - KS1

Key Stage 1	No. of Pupils	% L2+ Reading		% L2+ Writing		% L2+ Maths	
		LA	Nat	LA	Nat	LA	Nat
Pupil Premium	706	75	80	70	75	83	85
Not Pupil Premium	5082	93	92	89	89	94	94
Gap		-18	-12	-19	-14	-11	-9

Data from LA RAISE

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- Results of Pupil Premium pupils are higher than those with FSM in current year, and gaps are narrower. However, as the table above shows, **results of these pupils are significantly below national in reading and writing**, while those of non-PP pupils are significantly high in reading and maths.

2d. KS2

i. FSM - KS2

- The percentage reaching level 4+ reading, writing and maths was 61%**, which was 1% above national. The 2014 CYP Plan Target was 59%; this was set for English and Maths level 4+. Reading, writing and maths level 4+ is a more demanding measure.
- The target was exceeded**, and the gap narrowed from 27% to 21% because FSM results were up by 7% from 2012. The gap is 2% larger than national. (Data from DfE SFR 51/2013)
- Compared to statistical neighbours, results were second highest and the gap second smallest.** This is an improvement on 2012, new calculations by the DfE show that for 4+ R/W/M Buckinghamshire results were 54% (2013 61%), 5% below national and 4th of statistical neighbours. The gap was the 6th smallest of statistical neighbours.
- For pupils with FSM, boys’ results were 15% below those of girls.** For those without FSM, the gap was 4%.
- 7.3% of the cohort in Buckinghamshire were known to be eligible for FSM, against 18.4% nationally.

ii. Pupil Premium – KS2

Key Stage 2	No. of Pupils	%L4+ Reading/ Writing/ Maths		% achieving expected progress KS2-4 reading		% achieving expected progress KS2-4 writing		% achieving expected progress KS2-4 maths	
		LA	Nat	LA	Nat	LA	Nat	LA	Nat
Pupil Premium	755	63	63	82	84	84	89	81	84
Not Pupil Premium	4482	83	81	91	89	91	93	89	90
Gap		-20	-18	-9	-5	-7	-4	-8	-6

Data from LA RAISE

- Pupil Premium results at level 4+ were the same as national at 63%**, although the gap is wider because non – Pupil Premium pupils in Buckinghamshire had higher results than national.
- The gap was 20%. In 2012, under the previous measure (level 4+ English and maths), the gap was 24%.
- Gaps in progress for PP pupils in Buckinghamshire were smaller than the gaps for attainment, but **progress was below national in all subjects**, and significantly low in writing and maths.
- Progress for non-PP pupils was above national in reading, but significantly below national in other subjects.**
- 14% of the cohort in Buckinghamshire were eligible for Pupil Premium.

2e. KS4

i. FSM – KS4

- Results at 5+ A*-C inc E/M were 34.3%, with a gap of 39.6% (national gap 26.7%). **Although the target of 40% was not met and results were below national, results were up 4.7% from 2012 and the gap narrowed.** Target and results are for current FSM;
- In 2013, results of FSM pupils were 5th of statistical neighbours, but the gap was the 10th smallest.**

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- Although results have increased from 2012, the relative position was very similar. 2012 results (29.6%) were 4th of statistical neighbours and the gap was 11th (the largest in the group).
- In 2013, 6.6% of pupils were known to be eligible for FSM. The national percentage was 14.9%. Data is from DFE SFR 05/2014

ii. Pupil Premium KS4.

- For Pupil Premium, the results at 5+A*-C inc. E/M were 41%, which was the same as national. Progress of Pupil Premium pupils was above national in English and significantly above in maths.
- However, the results and progress of non- Pupil Premium pupils were all significantly high, and gaps between results and progress of Pupil Premium pupils and others in Buckinghamshire are wider than in primary schools.

Key Stage 4	No. of Pupils	5+ A*-C in E/M		% achieving expected progress KS2-4 English		% achieving expected progress KS2-4 maths	
		LA	Nat	LA	Nat	LA	Nat
Pupil Premium	794	41	40	58	56	58	54
Not Pupil Premium	4780	76	67	81	74	85	76
Gap		-35	-27	-23	-18	-27	-22

Data from LA RAISE

ACORN DATA

- At both KS2 and KS4, results and progress decline steadily from ACORN group 1, Affluent Achievers to ACORN group 5, Urban Adversity. This data is analysed below in section 5 for the two largest ethnic groups.

3. ETHNICITY

N.B. In all year groups the numbers of Black Caribbean and Mixed White-Black Caribbean pupils are small and some year-on-year variation is to be expected. Analysis of subgroups of these pupils is not possible.

3a. Ethnicity – EYFSP

- Results of White British and Mixed White-Black Caribbean pupils were above national.
- Results of Pakistani and Black Caribbean pupils were below national, as they were in 2012 for the previous measure.

BUCKINGHAMSHIRE			Nat	Diff from nat
% Good level of development	Pupils 2013	2013	2013	
White British	4208	59	54	+5
Pakistani	537	30	41	-11
Black Caribbean	50	44	49	-5
Mixed White and Black Caribbean	162	51	49	+2

LA data from SMST, national data from SFR 47/2013

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3b. Ethnicity - Y1 phonics and Y2 retakes

- **At Y1, all groups were below national** but the difference from national was greatest for pupils of Pakistani and Black Caribbean origin.
- **By the end of Y2, White British and Black Caribbean pupils were above national**, and other groups were below. By the end of Y2, there is little difference between ethnic groups nationally, but in Buckinghamshire the gaps between groups are wider. (This data refers to 2013 Y2, while Y1 refers to 2013 Y1).

% reaching expected level	nos	2013	Nat 2013	Diff from Nat	nos	2013	Nat 2013	Diff from Nat
White British	4180	67	69	-2	4062	87	85	2
Pakistani	544	57	68	-11	535	78	82	-4
Black Caribbean	45	53	66	-13	62	87	84	3
Mixed White- Black Caribbean	132	59	64	-5	129	73	82	-9

Y1 data from LA RAISE. Y2 LA data from SMST, national from DFE SFR 37/2013

3c. Ethnicity - KS1

- The results of White British pupils did not change and were significantly above national.
- **Results of Pakistani** pupils were lower than in 2012 in reading and writing and were significantly low compared to national in all subjects.
- The small number of **Black Caribbean** pupils had higher results than 2012 in reading and writing, and were above national in those subjects. Results in maths were the same as last year and below national.
- **Mixed White-Black Caribbean (MWBC)** pupils had lower results than in 2012 and were significantly below national in reading and writing.

% attaining level 2+	2013 no.	Reading		Nat	Diff from nat	Writing		Nat	Diff from nat	Maths		Nat	Diff from nat
		2013	2012-2013	2013	2013	2013	2012-2013	2013	2013	2013	2012-2013	2013	2013
White British	4102	93	0	89	+4	89	0	86	+3	95	0	92	+3
Pakistani	536	82	-2	87	-5	77	-3	83	-6	84	+1	88	-4
Black Caribbean	62	95	+11	88	+7	84	+7	82	+2	84	0	88	-4
MWBC	129	81	-8	87	-6	76	-3	83	-7	88	-1	90	-2

2013 data from LA RAISE

3d. Ethnicity - KS2

- **The gaps for progress were generally much smaller than the gaps for attainment**, as the pupils in the focus minority ethnic groups had lower KS1 results.
- **Results of White British pupils were significantly high, and above other groups** at level 4+ reading, writing and maths.
- **Results of Pakistani pupils at L4+ were the same as national** (as they were in 2012 for the previous measure.) Progress in reading was above national, but progress in writing was significantly low. Progress in maths was just below national.

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- **Black Caribbean pupils were below national for all measures**, and significantly below national for progress in maths.
- Results of **Mixed White-Black Caribbean pupils were below national for all measures**.

KS2 2013		% L4+		% making expected progress					
		R,W,M	R,W,M	Reading		Writing		Maths	
	Nos.	Bucks	Nat	Bucks	Nat	Bucks	Nat	Bucks	Nat
White British	3801	81	76	90	88	90	91	87	87
Pakistani	498	71	71	88	87	89	92	87	88
Black Caribbean	48	63	70	80	86	83	91	72	85
MWBC	102	67	72	85	87	87	91	81	85

3e. Ethnicity – KS4

Key Stage 4	No.	% 5+ A*-C inc E/M				% expected progress English				% expected progress Maths			
	2013	2013	12-13	Nat 2013	Diff from nat	2013	12-13	2013 Nat	Diff from nat	2013	12-13	2013 Nat	Diff from nat
White British	4189	72	+2	60	+12	77	+3	69	+8	80	+2	69	+11
Pakistani	401	52	+4	55	-3	71	+10	71	0	74	0	71	+3
Black Caribbean	51	45	-10	53	-8	56	-5	70	-14	60	-10	67	-7
Mixed White - Black Caribbean	104	40	-8	54	-14	57	-1	67	-10	58	-10	63	-5

2013 data from LA RAISE

- **At 5+ A*-C inc. E/M, results of White British and Pakistani pupils increased from 2012.** Results of MWBC and Black Caribbean pupils fell, after an increase in 2012. Results of White British pupils were significantly high compared to national, and those of MWBC pupils were significantly low.
- **Progress** in English and maths was significantly above national for White British pupils
- For pupils of Pakistani origin, progress was the same as national in English and above national in maths.
- Progress of Black Caribbean and Mixed White-Black Caribbean pupils was below 2012 and below national for both English (significantly low for both groups) and maths.

4. ETHNICITY AND PUPIL PREMIUM

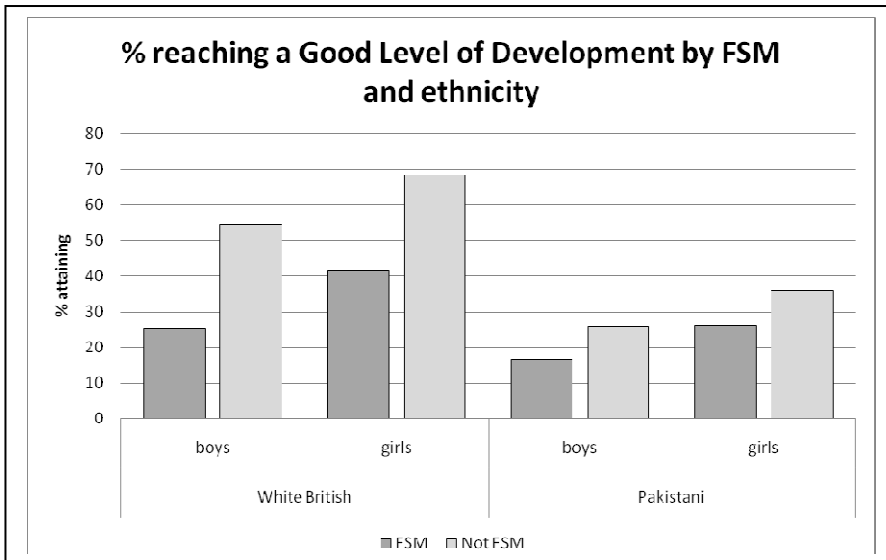
N.B. Because of numbers, it is not possible to analyse all minority ethnic groups in this way. The largest groups are pupils of White British or Pakistani origin.

4a. Ethnicity and PP - Early Years Foundation Stage

- Because the children in the foundation stage are in the first year of statutory schooling, current FSM and Pupil Premium FSM data are the same. **Numbers are low, and results should be treated with caution.**
- Some of the assessment has to be carried out in English.
- In the Early Years Foundation Stage, pupils of Pakistani origin have much lower results than White British pupils. **Boys of Pakistani origin who are eligible for FSM had the lowest results** (17% reached a good level of development, against 25% of White British boys.)

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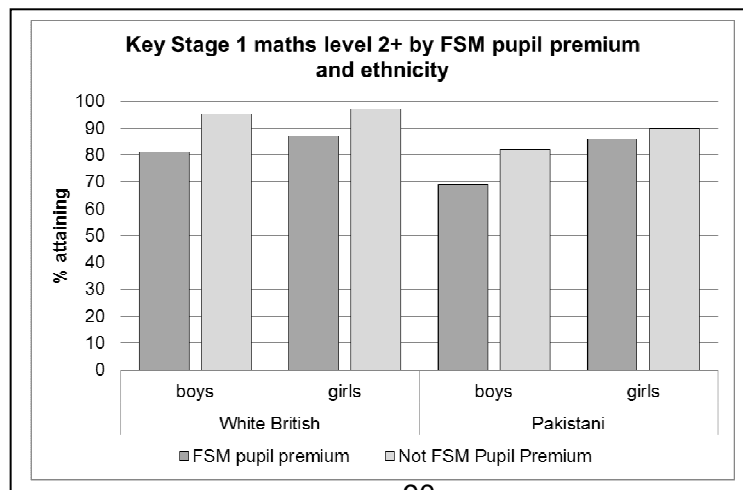
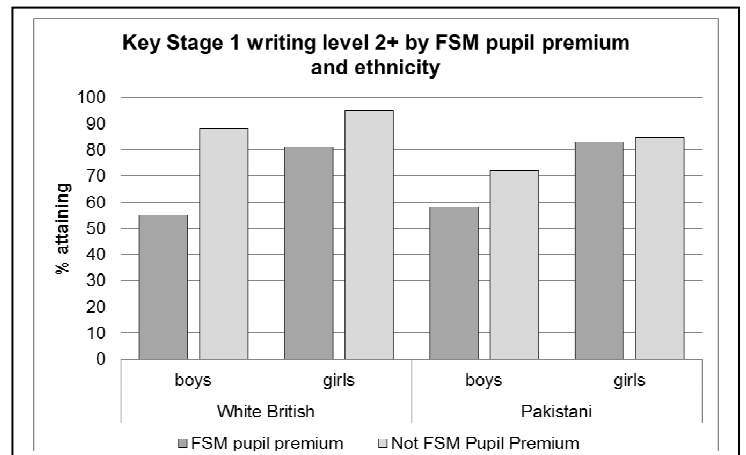
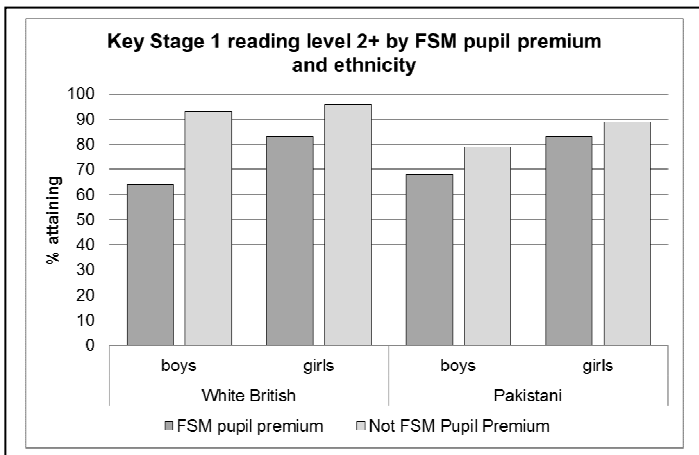
- The gap between those known to be eligible for FSM and those not eligible is smaller for pupils of Pakistani origin than for White British pupils. The gap for White British boys was 29%, and for girls 27%, against 9% and 10% for pupils of Pakistani origin.



Statistical significance is not available for combined measures

EYFSP Cohort sizes 2013	White British		Pakistani	
	boys	girls	boys	girls
FSM	123	135	24	27
Not FSM	2036	1914	248	486

4b. Ethnicity and PP – Key Stage 1



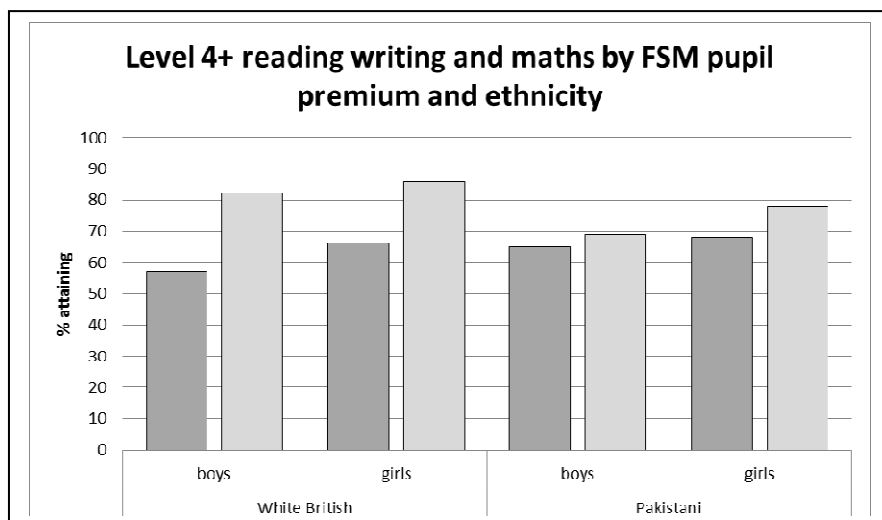
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<i>KS1 Cohort sizes</i>	<i>White British</i>		<i>Pakistani</i>	
	<i>boys</i>	<i>girls</i>	<i>boys</i>	<i>girls</i>
<i>FSM Pupil Premium</i>	182	227	59	42
<i>Not FSM Pupil Premium</i>	1897	1772	214	218

- Although Pupil Premium numbers are higher than in the EYFS, they are still relatively low and this must be borne in mind when considering results.
- **White British boys on PP had the lowest results in reading and writing, while Pakistani boys had the lowest results in maths.**
- **At KS1, gaps between PP and non-PP pupils for White British boys were 29% in reading, 33% in writing and 14% in maths.** The gaps in reading and writing were more than twice as large as those for White British girls or Pakistani pupils.
- Pakistani girls had the smallest gaps.
- Non-PP White British pupils had higher results than non-PP Pakistani pupils in all subjects.
- **KS1 is used as the baseline for progress at KS2. To achieve results similar to other pupils at KS2, groups with low KS1 results will have to make greater progress.**

4c. Ethnicity and PP - Key Stage 2

- **At KS2, the group with lowest results are White British boys eligible for FSM Pupil Premium (57% level 4+ Reading, writing and maths, against 65% for Pakistani boys eligible for FSM Pupil Premium.)**
- Gaps between Pupil Premium pupils and others are larger for White British pupils (boys 25%, girls 20%) than for Pakistani pupils (boys 4%, girls 10%)



- However, low results must be related to low starting points at KS1. Progress figures (below) show that there is no gender difference in percentages making expected progress for White British PP pupils in reading, and in maths progress for these boys is higher than for the girls.
- Progress of Pakistani Pupil Premium pupils by gender is greater in all subjects than for White British pupils, except for girls in writing. For non-PP pupils, the picture is more mixed.
- In relation to the size of the overall group, a much higher percentage of Pakistani than White British pupils are eligible for Pupil Premium.

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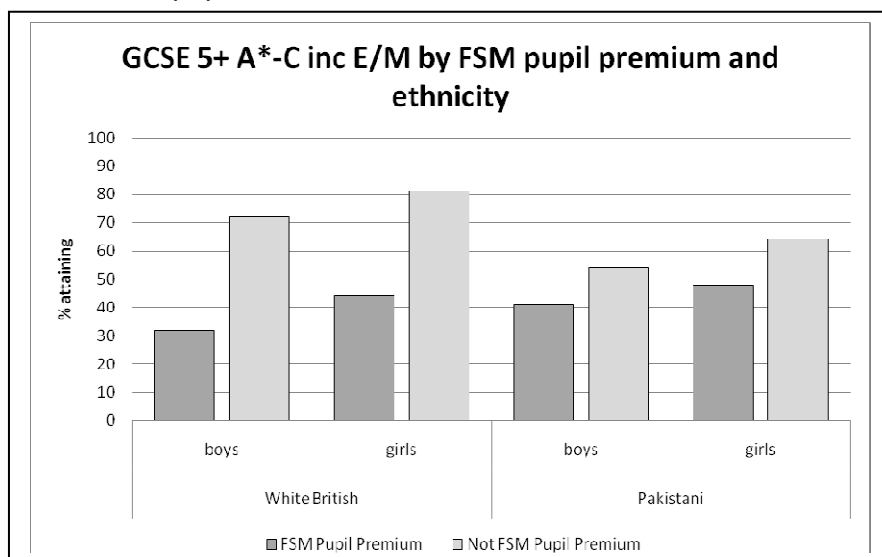
KS2 Progress measures

2013 - % making expected progress	Progress in reading				Progress in writing				Progress in maths			
	White British		Pakistani		White British		Pakistani		White British		Pakistani	
	boys	girls	boys	girls	boys	girls	boys	girls	boys	girls	boys	girls
FSM Pupil Premium	79	79	85	90	83	85	91	82	77	67	92	86
Not FSM Pupil Premium	91	91	88	87	90	93	93	90	89	87	85	87

KS2 Cohort sizes	White British		Pakistani	
	boys	girls	boys	girls
FSM Pupil Premium	230	207	75	83
Not FSM Pupil Premium	1730	1633	165	174

4d. Ethnicity and Pupil Premium - Key stage 4

- At KS4, as at KS2, the lowest achieving group is White British boys eligible for Pupil Premium. Only 32% attained 5+A*-C inc E/M, as against 72% of non-PP White British boys.
- The gap between PP and non-PP pupils was much greater for White British pupils than for Pakistani pupils.



- In English, White British boys on PP had the lowest progress of all. In maths, the percentages making expected progress were slightly above White British girls. But progress for both White British boys and girls with PP were below Pakistani pupils, although for non-PP pupils it was the White British pupils with the highest percentage making expected progress.
- As at KS2, a much higher percentage of Pakistani than White British pupils are eligible for Pupil Premium.

Key Stage 4 Progress	Progress in English				Progress in maths			
	White British		Pakistani		White British		Pakistani	
	boys	girls	boys	girls	boys	girls	boys	girls
% making expected progress								
FSM Pupil Premium	45	59	61	77	54	53	63	73
Not FSM Pupil Premium	76	86	66	83	82	86	79	81

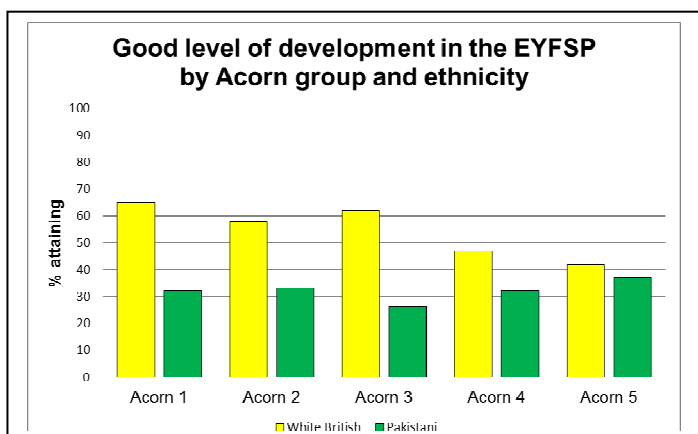
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KS4 Cohort sizes	White British		Pakistani	
	boys	girls	boys	girls
FSM Pupil Premium	222	231	88	88
Not FSM Pupil Premium	1862	1789	135	90

5. ACORN AND ETHNICITY

ACORN (A Classification of Residential Neighbourhoods) is a geodemographic classification that groups UK postcodes into 5 categories based on the characteristics of the people who live there. Thus it gives an indicator of social deprivation related to pupil postcodes. Numbers are too small to analyse all ethnic groups; data is shown here for pupils of White British and Pakistani origin. Even for Pakistani pupils, numbers in ACORN groups 1 and 2 are very small and figures should be treated with caution. All ACORN data is from SMST.

5a. Early Years Foundation Stage

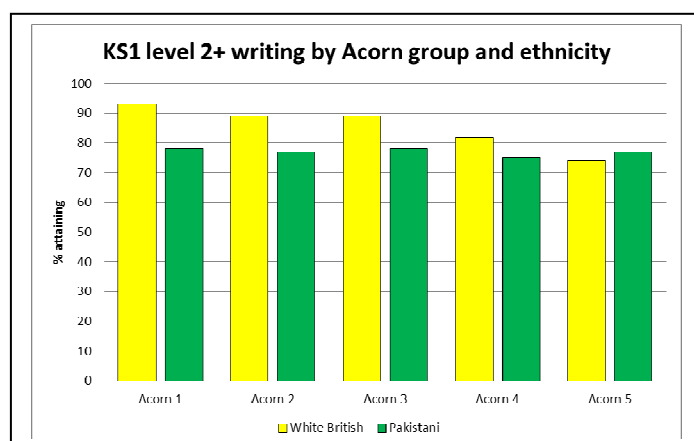
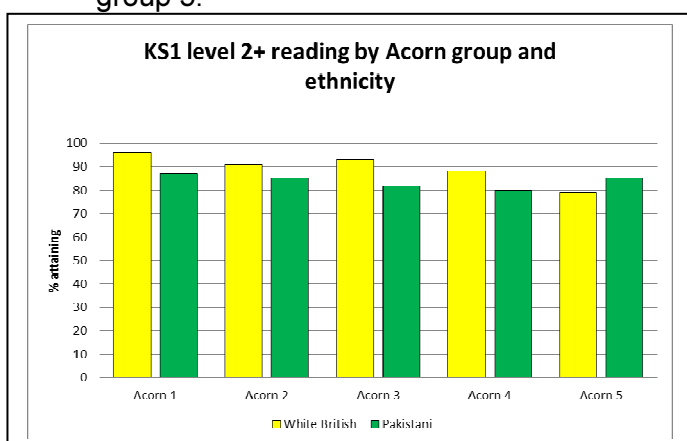


- In the EYFS, results for pupils of Pakistani origin were below those of White British pupils for all ACORN groups.
- The gaps were larger in ACORN groups 1-3, and the difference lessens from groups 3-5.

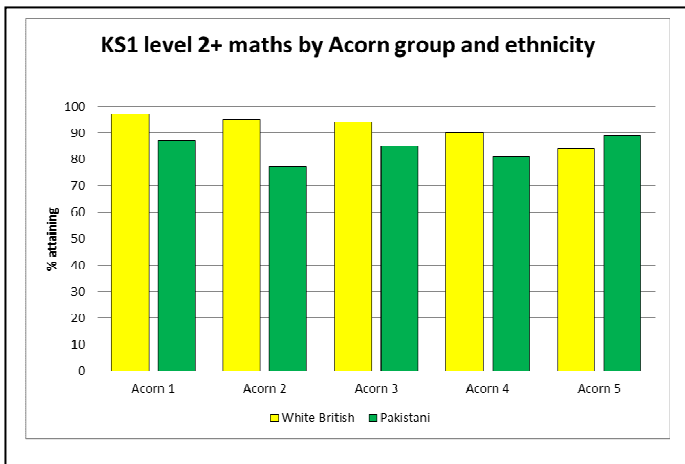
	Acorn 1 Affluent Achievers	Acorn 2 Rising Prosperity	Acorn 3 Comfortable Communities	Acorn 4 Financially Stretched	Acorn 5 Urban Adversity
White British	1879	434	1012	630	225
Pakistani	38	18	226	162	93

5b. Key Stage 1

- Gaps between the two ethnic groups were narrower than in the EYFSP.
- In all three subjects, White British pupils had higher results than Pakistani pupils in ACORN groups 1-4. Pupils of Pakistani origin had higher results than White British pupils in ACORN group 5.



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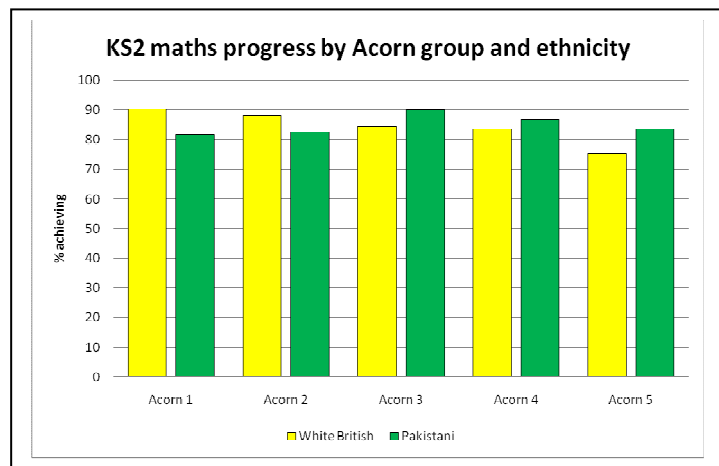
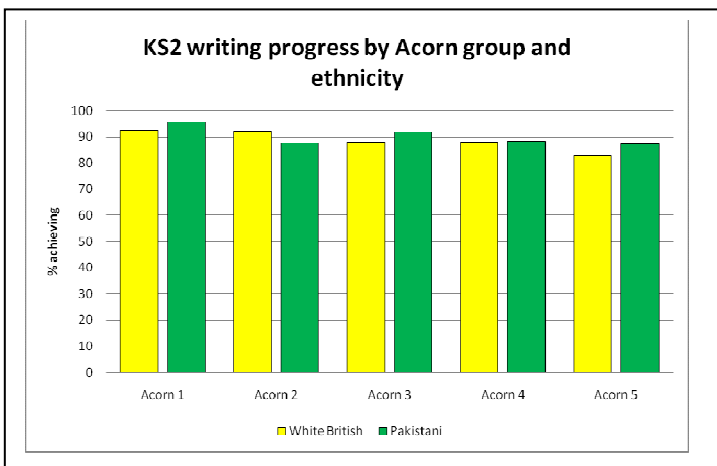
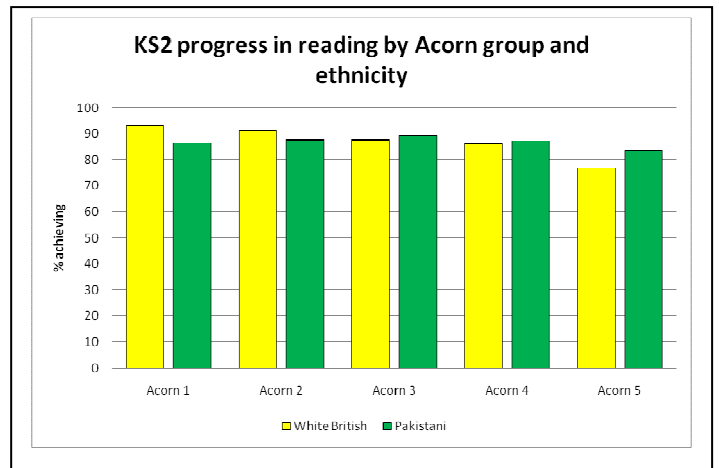
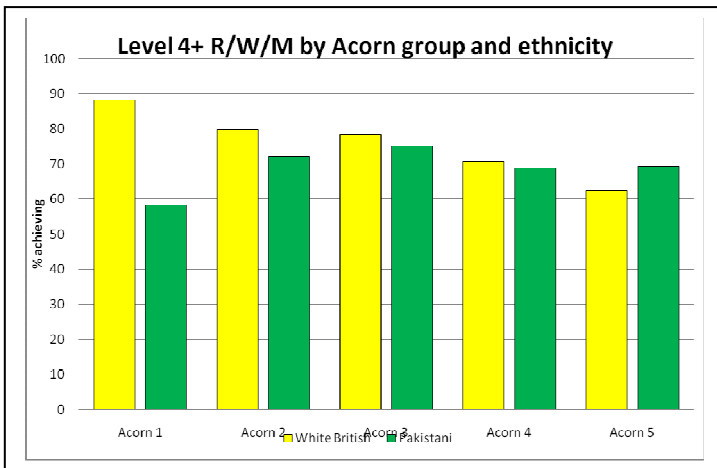


National results and statistical significance are not available for ACORN or language data.

Cohort sizes	Acorn 1 Affluent Achievers	Acorn 2 Rising Prosperity	Acorn 3 Comfortable Communities	Acorn 4 Financially Stretched	Acorn 5 Urban Adversity
White British	1855	405	967	621	203
Pakistani	23	13	236	163	98

5b Key Stage 2

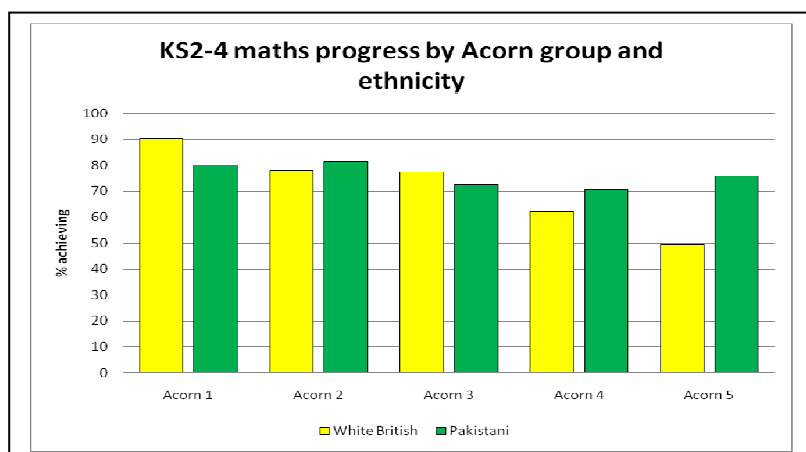
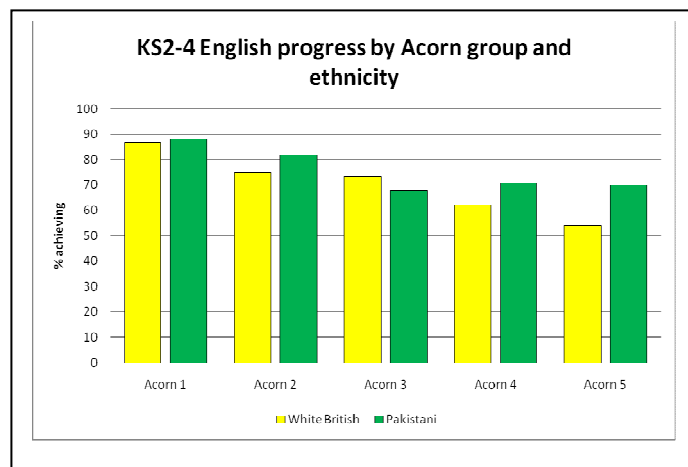
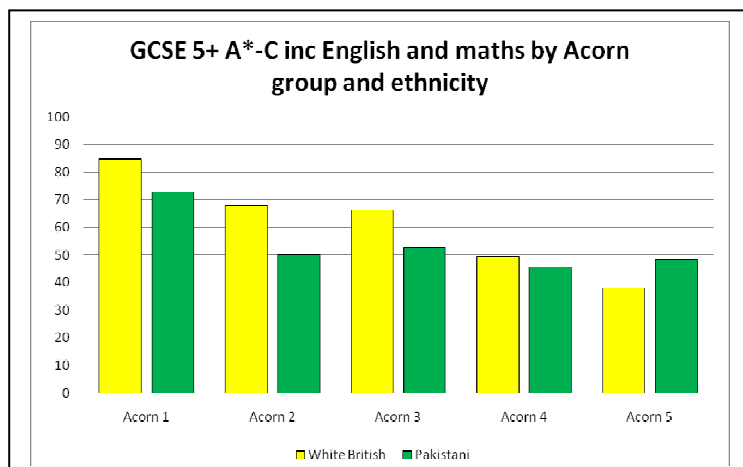
- Pupils of Pakistani origin in ACORN groups 1 and 2 had relatively low results except for progress in maths. In groups 3 and 4, the difference in attainment at level 4+ reading, writing and maths was less pronounced. In groups 3-5, a higher percentage of pupils of Pakistani origin made expected progress.



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5c Key stage 4

- Results and progress of pupils of Pakistani origin in ACORN groups 1 and 2 were below that of White British pupils except for progress in English.
- Results and progress of Pakistani pupils in ACORN 3 were below those of White British pupils.
- For ACORN group 4, attainment of Pakistani pupils was below that of White British pupils.
- For ACORN group 5, both attainment and progress of Pakistani pupils were above that of White British pupils.



Cohort sizes

KS4	Acorn 1 Affluent Achievers	Acorn 2 Rising Prosperity	Acorn 3 Comfortable Communities	Acorn 4 Financially Stretched	Acorn 5 Urban Adversity
White British	2112	333	858	600	168
Pakistani	36	12	181	105	64

6. LANGUAGE

All data in this section is from the Schools Management Support Team (SMST).

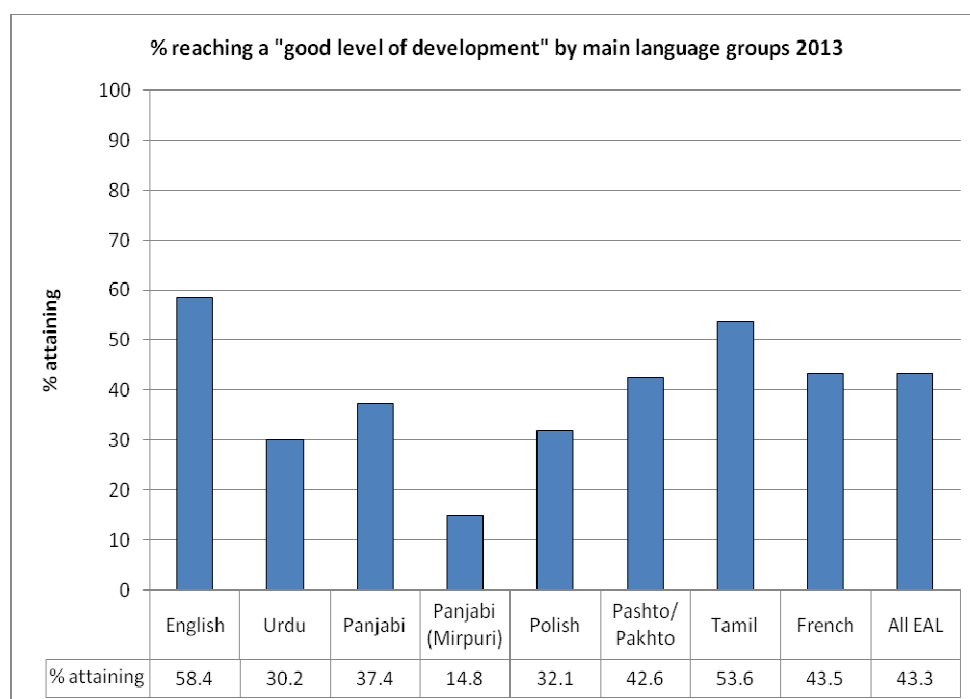
- Results by language group show that, as expected, the differences in attainment between language groups diminish between the Early Years and KS2. However, gaps then increase at KS4.

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- At KS2, Tamil speakers have higher results than English speakers. At KS4, Tamil, Hindi and Gujarati speakers all had higher results than English speakers.
- Progress data can be provided only when pupils were in the school system for the previous Key Stage.
- Several groups had a higher percentage of pupils making expected progress than those with English as a first language, particularly in maths.

6a. LANGUAGE - EYFSP

- **At the end of the EYFS, no language groups had higher results than pupils whose first language was English.** This is likely to be because some of the assessment has to be in English.

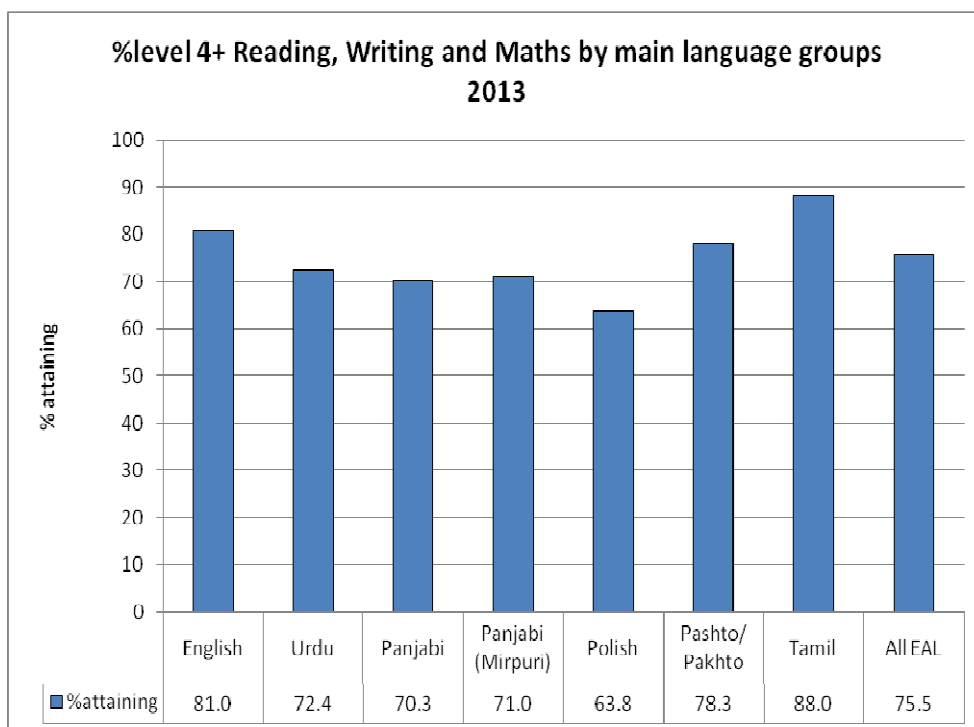


Numbers in each group - EYFS (data from January 2013 census)

English	Urdu	Panjabi	Panjabi (Mirpuri)	Polish	Pashto/Pakhto	Tamil	French	All EAL	All pupils
4866	215	91	88	84	47	28	23	1242	6213

Only pupils in maintained schools are included.

6B. LANGUAGE - KEY STAGE 2

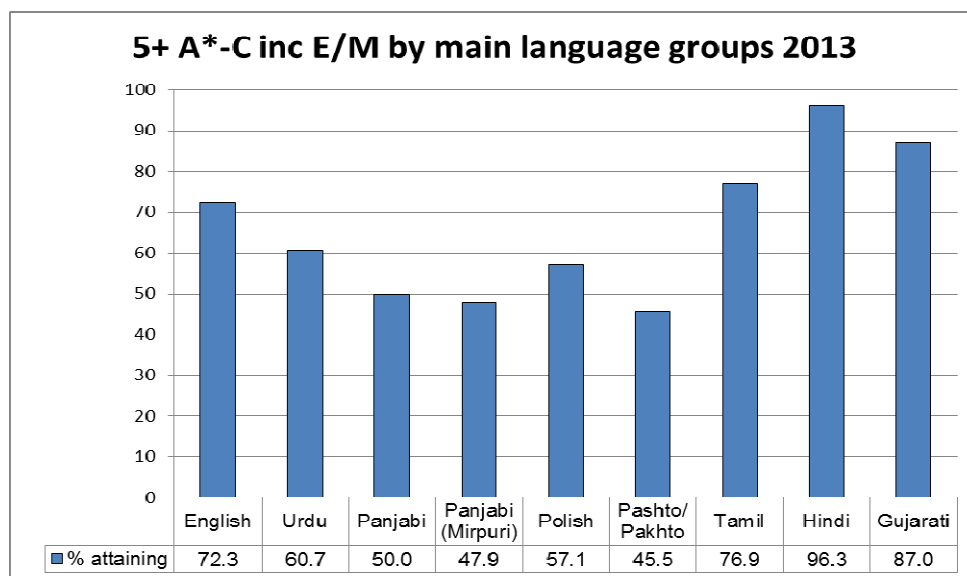


Numbers in each group -KS2

English	Urdu	Panjabi	Panjabi (Mirpuri)	Polish	Pashto/Pakhto	Tamil	All EAL	All pupils
4425	170	212	62	47	23	25	801	5237

- Progress data can be provided only when pupils were in the school system for the previous Key Stage. At KS2, figures showed that most pupils had been in the system at KS1; the greatest difference was for Polish pupils, where seven out of the 47 pupils had no KS1 results.
- In reading, only those speaking Pashto/Pakhto and Tamil had higher progress than White British pupils and in writing only those speaking Tamil.(In 2012, other groups also had higher progress than White British pupils in English.) In maths, however, those speaking Panjabi, Urdu and Panjabi (Mirpuri) also had higher percentages making expected progress than White British pupils.

6c LANGUAGE – KS4



Numbers in each group - KS4

English	Urdu	Panjabi	Panjabi (Mirpuri)	Polish	Pashto/Pakhto	Tamil	Hindi	Gujarati	All EAL	All pupils
4875	122	152	48	21	22	26	27	23	664	5562

- At KS4, again most minority language groups were relatively stable. The largest differences were those with first language Urdu (seven of the 122 pupils had no KS2 results), and Polish pupils (four of 21 pupils had no KS2 results).
- Pupils speaking Hindi, Tamil and Gujarati as first language made more progress in both English and maths than those speaking English as a first language. Additionally, more of those speaking Urdu and Polish as a first language made expected progress in maths than English-speaking pupils.

7. ACTIONS

7a. Early Years Foundation Stage: 2012 and 2013

Strategies and interventions are focused on maximum impact based on analysis of the Early Years Foundation Stage Profile and Ofsted judgements, July 2012 and July 2013

- Individual analysis of school level data for 2012 and 2013 highlights inconsistencies, gaps or low scoring areas of learning.
- Follow up data support visits to schools, following data submission, are carried out by EYFS Profile moderators, with the aim of ensuring robust data.
- Target groups are the lowest achieving 20% cohort of children in the county.
- Resources are deployed to support settings with Ofsted judgements of inadequate or satisfactory.
- Resources are deployed to develop quality provision for funded 2 year olds.

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Co-ordination of initiatives, support and resources across schools and feeder settings are in these specific areas.

1. **The revised EYFS** was implemented from September 2012 with the new EYFS Profile being published in December 2012. This created an opportunity to deliver key messages to all schools and settings based on effective teaching and learning and robust observation and assessment systems.

2. **The new EYFS Profile:** A comprehensive training programme was completed by the end of March 2013 for all reception class teachers and for all EYFS settings

3. **Targeted support:**

Ofsted Satisfactory, Requires Improvement or Inadequate judgements: All settings with these Ofsted judgements are supported by an EYFS Consultant to implement Ofsted recommendations and to reach a standard of at least "good"

Take Time for Twos: This initiative targets schools and settings that provide funded places for 2 year olds or plan to provide places in the future. Improving provision for 2 year olds will have an impact on later outcomes in school.

ASPIRE: As part of the ASPIRE project, Early Years Leads meetings have been held monthly. The group have worked together across the schools, sharing and developing practice; also developing closer links with other early years provision including children's centres and pre-schools. Following a study trip to Sweden each school has drawn up an early years plan to develop children's learning, at school and home, focusing primarily on 3 areas:

1. Improve children's home learning through enhanced parental involvement
 - Engagement of parents
 - Parental involvement in children's learning & assessments
 - Developing literacy opportunities at home and school
2. Extend children's experiences through outdoor learning
 - Forest School training
 - Develop school provision for outdoor experiences
3. Develop provision for 'mealtimes' to improve communication & language and personal, social & emotional skills
 - Provide 'family meal' style opportunities at snack and lunchtimes

A training session was delivered to support the Early Years Leads to develop skills in analysing data and tracking progress across the EYFS. The group plan to hold a joint moderation session to consider this year's profile data in May.

4. **Special Educational Needs & Disabilities (SEND) support**

Following the successful 0-7 Alliance SENCO Development Groups, during the summer 2013 Early Years SENCO Liaison Groups were established. The groups are open to all EY SENCOs in Buckinghamshire settings and schools with EYFS provision. The groups are held on a termly basis at a number of venues across the county, providing opportunities to discuss the latest developments in SEND, share practice and support each other with meeting the needs of children with SEND in the early years.

5. **Childrens' Centre support**

Tracking Progress in the EYFS CPD Sessions (Dec '13 – Feb '14)

- 2 x ½ day sessions offered to all children's centre staff
- Sessions planned jointly with BCC & Barnardos Senior Coordinators

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- content covered support for children's centre staff to:
 - Understand stages of child development (focussing on Prime Areas)
 - Develop observation/assessment skills & tools
 - Link assessment of children's development to services provided - including centre-based tracking, the new EYFSP & progress check at age 2
 - Link the training to recent Ofsted reports
- An additional training session has been booked for Senior Coordinators & Coordinators about summarising cohort progress and using EYFS Profile data (focusing on Prime Areas)

Early Language Development Programme (ELDP) A national programme developed locally in partnership with speech and language therapy. Settings and children's centres participate together in training and are supported to cascade training to parents in those areas where children are at risk of poor outcomes.

(Chesham, Wycombe and Aylesbury – new hubs, + Iver, Wycombe and Aylesbury continuation of last year's programme)

- Training sessions attended by Children's Centres (CCs), Schools & Settings to promote joined up working – delivered jointly with Speech & Language Therapists (SLTs), some Health Visitors (HVs) also in attendance
- Training included information about the progress check at age two, ideas for identifying Communication & Language needs and how to support children's development including links with SLTs and CC services
- Consultants' feedback indicates that collaborative working between CCs, Early Years Settings and Schools is improving.

7b Categorisation of schools.

Much work has taken place to support schools. Schools and governing bodies are provided by the Local Authority with an external evaluation of the health of each school which contributes to a discussion with each school on the risks the school faces of being judged as "requires improvement" or "requires significant improvement/ special measures".

As a result of each discussion, schools are categorised according to a 4-colour traffic lights system. Project funding is provided relating to the statement of action for each school in the red (Ofsted category of concern), amber (Ofsted requires improvement or schools causing concern to the LA), and yellow schools (schools classified as vulnerable by the LA). Schools in red, amber and yellow categories are provided with additional support.

The three KS2 schools who were categorised red in Autumn 2012 had lower results in 2013 than in 2012; a longer-term view is needed for these schools. However, 13 of the 19 Amber schools and 12 of the 19 mainstream Yellow schools had improved results in 2013.

Pupil Premium Primary Phase

Actions taken:

- Training delivered for school leaders and governors from over 150 schools.
- Written guidance for leaders on effective use of Pupil Premium. Top ten questions to ask.
- LA Headteacher report to governors amended to include a section on Pupil Premium.
- Pupil Premium included as a standing item on all LA governing body agendas.
- Clerks directed to minute evidence of impact.
- Buckinghamshire data dashboard amended to include gap analysis data.
- School categorization meetings with BLT officers include focus on provision and outcomes for Pupil Premium Pupils.

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Buckinghamshire Premium Challenge Pilot A collaboration between Buckinghamshire Learning Trust, Buckinghamshire Teaching Schools and HMI.

In January 2014 the Buckinghamshire Learning trust launched a short, time targeted project between February and July 2014. The project funded support from a named National or Local Leader for four half-day visits for targeted schools with a large achievement gaps, additional support was provided from the Buckinghamshire Pupil Premium team and HMI.

18 key schools were identified from:

- Inclusion on a list held by HMI of the lowest performing 45 schools in Buckinghamshire using the measure of FSM6 reaching L4+ in reading, writing and mathematics;
- VA for disadvantaged pupils below 98.5 in 2013;
- Disadvantaged pupils at EYFS, KS1 or KS2 performing significantly below their peers (2012/2013)

All key schools will receive four half-day visits from a named Local or National Leader and the opportunity to work with HMI and the Pupil Premium Team. They are invited to two briefings and a best practice conference.

The National and Local leaders meet the Pupil Premium Team after every visit to review practice and plan the next visit. All visits are formally recorded and shared with the Headteacher and the Buckinghamshire Learning Trust. All school leaders are committed to name individual FSM6 pupils to be targeted in every year group to improve on trajectory from the previous year.

Narrowing the Gap Secondary Phase:

NTG Secondary has three very distinct sections, "Opportunity Gap" for pupils, "School to School" support and "School Grant".

Currently phase one, the "Opportunity Gap" for pupils is well under way. All the Buckinghamshire Headteachers are aware of the internal structural changes that will be required in their schools to implement the full concept for September 2014. We have decided as a collective that we will personalise the structural changes around the pupil premium numbers in each school. Each school will have the opportunity to have a member of staff who is responsible for the "Opportunity Gap" work and will be rewarded with a TLR3. The other members of the Pupil Premium team will receive the opportunity to engage with an NPQSL (National Professional Qualification for Senior Leaders) which will enable their project to be based around the Narrowing the Gap Project.

As part of the "Opportunity Gap" for pupils concept, we have engaged with a charity called Work Wise. Work Wise are very experienced in engaging with businesses. Work Wise are going to work closely with Buckinghamshire Learning Trusts Business partnership team to create five high level careers days for the Pupil Premium students to attend across Buckinghamshire.

Phase three School grant will be completed before the May half term holiday. On Friday the 9th May 2014 all Buckinghamshire Headteachers have been invited to a bid writing afternoon. The afternoon will ensure that all bids for funds are impact related and measurable. Buckinghamshire Learning Trust has formed a Partnership with Christine Raeside (HMI) who will also be at the event talking about best practice and the national picture.

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Buckinghamshire Learning Trust are also in the process of recruiting two very experienced retired Urban Challenging Headteachers to support 10 of the schools across Buckinghamshire that have high Pupil Premium numbers. These consultants will offer 1 day every term, where they will monitor the impacts of the project and will oversee 5 schools in each cluster. Their purpose is to ensure impacts are occurring through pupils outcomes, support the Pupil Premium teams and be a point of contact for the strategic leads of the NTG, so that we are able to monitor the impacts.

7c. Pupil Premium in Buckinghamshire

The Pupil Premium Team established in September 2012 has continued to work to raise the profile of disadvantaged pupils and provide support to leaders including governors and schools.

Actions taken:

- Training delivered for school leaders and governors from over 150 schools.
- Briefing for FOSS (Federation of small schools.)
- Written guidance for leaders on effective use of Pupil Premium.
- Publication of 'Top ten questions' for leaders.
- Headteacher report to governors amended to include a section on Pupil Premium.
- Pupil Premium included as a standing item on all LA governing body agendas.
- Clerks directed to minute evidence of impact.
- Buckinghamshire SIS data dashboard amended to include gap analysis data.
- School categorization meetings with BLT officers amended to include focus on provision and outcomes for Pupil Premium Pupils.
- All Buckinghamshire Learning Trust CPD courses reference Pupil Premium and identify how best to raise achievement.
- Website to support schools and leaders launched at pupilpremium.learningtrust.net
- Effective Use of Pupil Premium in the EYFS written and published; all schools with Reception age children receive a free copy.

In addition, to the universal offer, a Primary and Secondary project has been implemented. Each project is briefly outlined below.

Primary Project

In January 2014 the Buckinghamshire Learning Trust launched a short, time targeted project to run between February and July 2014. The project provided funded support from a named National or Local Leader for four half-day visits for targeted schools, additional support was provided from the Buckinghamshire Pupil Premium team and HMI. The project has been named Buckinghamshire Premium Challenge and is a collaboration between Buckinghamshire Learning Trust, Buckinghamshire Teaching Schools and HMI.

18 key primary, infant or junior schools have been identified and invited to join the project. Criteria for selection is based on the following:

- Inclusion on a list held by HMI of the lowest performing 45 schools in Buckinghamshire using the measure of FSM6 reaching L4+ in reading, writing and mathematics;

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- VA for disadvantaged pupils below 98.5 in 2013;
- Disadvantaged pupils at EYFS, KS1 or KS2 performing significantly below their peers (2012/2013)

All key schools receive four half-day visits from a named Local or National Leader and the opportunity to work with HMI and the Pupil Premium Team. In addition they are invited to attend two briefings and a best practice conference in July 2014. They have access to a web based platform where they can share ideas and ask questions. The Pupil Premium Team and HMI support this and respond to questions.

After each of the four allocated visits to the schools the National and Local leaders meet the Pupil Premium Team to review practice and plan the next visit. All visits are formally recorded and the information shared with the Headteacher and the Buckinghamshire Learning Trust. All school leaders are committed to name individual FSM6 pupils to be targeted in every year group to improve on trajectory from the previous year.

The pilot will be evaluated by analysing pupil outcomes and the structures in place to support disadvantaged pupils learn effectively. Evaluations at the half-way point are very positive.

Narrowing the Gap Secondary Phase

NTG Secondary has three very distinct sections, "Opportunity Gap" for pupils, "School to School" support and "School Grant".

Currently phase one, the "Opportunity Gap" for pupils is well under way. All Buckinghamshire Headteachers are aware of the internal structural changes that will be required in their schools to implement the full concept for September 2014. It has been decided as a collective that we will personalise the structural changes around the pupil premium numbers in each school. Each school will have the opportunity to identify a member of staff who will be responsible for the "Opportunity Gap" work and will be rewarded with a TLR3. Other members of the Pupil Premium team will receive the opportunity to engage with an NPQSL (National Professional Qualification for Senior Leaders) which will enable their project to be based around the Narrowing the Gap Project.

As part of the "Opportunity Gap" we have engaged with a charity called Work Wise. Work Wise are very experienced in engaging with businesses. They will work closely with the Educational Business Partnership team (EBP) to create five high level careers days for the Pupil Premium students to attend across Buckinghamshire.

Phase three, School Grant will be completed before the May half-term holiday. On Friday the 9th May 2014 all Buckinghamshire Headteachers have been invited to a bid writing afternoon. The afternoon will ensure that all bids for funds are impact related and measurable. Buckinghamshire Learning Trust has formed a Partnership with Christine Raeside (HMI) who will also be at the event talking about best practice and the national picture.

Buckinghamshire Learning Trust are in the process of recruiting two experienced retired Urban Challenging Headteachers to support 10 of the schools across Buckinghamshire with high Pupil Premium numbers. These consultants will offer 1 day every term, they will monitor the impact of the project and will oversee 5 schools in each cluster. Their purpose is to ensure that pupils' outcomes are improving, they will support the Pupil Premium teams and be a point of contact for the strategic leads of the NTG, so that the impact of actions can be monitored.

7d. ASPIRE

The ASPIRE Project was established by Buckinghamshire Local Authority with eight Aylesbury town schools in September 2012 and became fully operational in January 2013. The project is focused on six primary schools, a partner secondary (upper) school, a partner secondary academy and their communities.

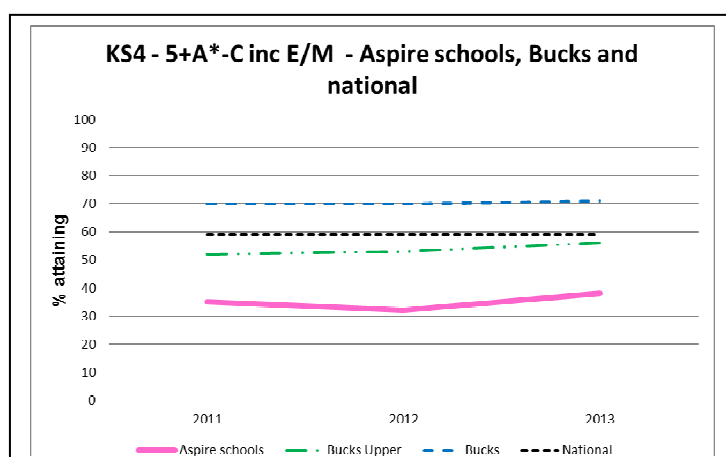
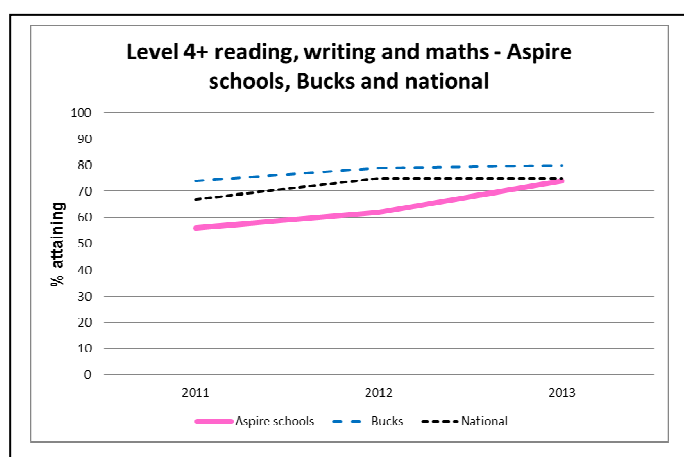
The schools in the project serve the highest areas of deprivation in Aylesbury, with many children entering primary schools without the social, language and learning skills and experiences expected for their age. Cohorts of pupils entering the secondary schools over many years had low average prior attainment. The proportion of pupils with special educational needs across the schools is high, as is the proportion of pupils for whom English is an additional language. The proportion of pupils eligible for free school meals is also above the national average.

The ambitions of the project are for all schools to:

- Have educational standards that are securely and sustainably above national floor targets and demonstrate levels of pupil progress above those nationally
- Demonstrate good achievement and pupil progress for all vulnerable groups of pupils
- Have a quality of teaching and learning in all schools that matches the best schools in Buckinghamshire and nationally
- Improve the OFSTED overall judgment by at least one level at the next inspection of each school i.e. all schools becoming good, and at least one school becoming outstanding

The eight schools want to ensure the project is sustainable and are looking to make funding bids to continue the work beyond the initial funding period to maintain progress and build a partnership of high achieving, self-improving schools.

The graphs below show results for these schools from a baseline in 2011. For primary schools, there is an upward trend and in 2013 results are the same as the national average. For the two secondary schools, the trend is less clear but there were improvements from 2012 to 2013.



7e. EVERY CHILD COUNTS

Every Child Counts is a teacher-led intervention aimed at the lowest achieving children in year 2; children who are not expected to reach level 2. These children receive at least 40 half-hour 1 to 1 sessions over about a term, with a trained 'Numbers Count' teacher. The mandatory training is led

Education, Skills and Children's Services Select Committee Standards Report **Appendix**

by a consultant from Oxfordshire as we work as part of a local consortium of three Local Authorities.

Before the intervention the children are tested using the Sandwell Early Numeracy test to find their 'Number age'; this test is repeated by another teacher after the intervention. The children are then retested three and six months after the intervention.

Academic year 2012-13

- Buckinghamshire Numbers Count children are making on average 16.2 months Number Age gain during the intervention. This is in-line with the national average.
- Buckinghamshire Numbers Count children are making on average 4.4 months additional progress in the 3 months following exit from the intervention. This is in-line with the national average of 4.5 months.
- Buckinghamshire Numbers Count children are making an average of 7.5 months Numbers Age gain in the six months following exit from the intervention.
- Buckinghamshire Numbers Count children made an average of 4.2 national curriculum points gain during the year of their intervention; this is regarded as accelerated progress. The national average was 5.1 but comparisons are difficult without knowing individual starting points for children.

Autumn term 2013/14 – provisional data

Progress made during the intervention	3 months after exit	6 months after exit
Average progress = 18.2 months	Average further progress = 5.4 months	Average further progress = 11.8 months

- In the term whilst the intervention was being delivered the average progress of the children was **over a year and a half**.
- Follow-up testing of children after they exit the programme shows that progress continues to accelerate; this confirms the effectiveness of this intervention.
- All schools receive mandatory training so new teachers can achieve accreditation and existing teacher remain accredited; only accredited teachers are licensed to deliver the programme. Each school also is visited as part of the monitoring and quality assurance process.
- As part of ECC there is also a TA led intervention programme for KS1 and KS2 pupils, "1st class@Number". Last term 17 schools were trained on the KS1 version using ECC funding and they were given a Sandwell test to evaluate the impact of the intervention.
- There is no data for this programme yet but the purpose is to widen the schools benefiting from ECC-type approach.

8. SOURCES OF DATA

Sources of information are shown on each table. Wherever possible, data is sourced from DfE Statistical First Releases (SFRs), found at

<http://www.education.gov.uk/researchandstatistics/statistics/allstatistics>

Other sources mentioned are LA RAISEonline, produced by OfSTED and, for some pupil group and school group data, the Buckinghamshire School Management Support Team (SMST)

All significance measures are taken from LA RAISE.

