Buckinghamshire County Council
Select Committee
Children's Social Care and Learning

Date: Friday 5 June 2015

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   **ELECTION OF COMMITTEE CHAIRMAN**

2   **APPOINTMENT OF VICE-CHAIRMAN**

3   **APOLOGIES FOR ABSENCE**

4   **DECLARATIONS OF INTEREST**
To declare any Personal or Dislosable Pecuniary Interests.

5   **MINUTES**   7 - 10
Minutes of the meeting held on 7th April 2015.

6   **PUBLIC QUESTIONS**

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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

| 7 | **CHAIRMAN'S REPORT** | 10:10 |

For the chairman of the Committee to provide an update to the Committee on recent scrutiny related activity.

| 8 | **COMMITTEE MEMBER UPDATES** |

For members of the Committee to update the Committee on any issue they are investigating on behalf of the Committee.

| 9 | **IMPROVING CHILDREN'S SOCIAL CARE INQUIRY - REPORT OF THE SELECT COMMITTEE** | | 11 - 28 |

To agree the Select Committee's report recording its scrutiny of the Children's Services Improvement Programme (Sept 14-March 2015).

Contributors:
Mr Reece Bowman - Committee Adviser
Mr Maurice Emberson - Expert Adviser

| 10 | **CHILDREN'S SERVICE IMPROVEMENT PROGRAMME UPDATE REPORT** | 10:20 | 29 - 36 |

A report to update the committee on progress of implementation of the Children's Services Improvement Plan (all workstreams).

Contributors:
Ms Lin Hazell – Cabinet Member for Children's Services
Mr David Johnston – Managing Director Children's Social Care and Learning
Mr John Goldup – Chair, Improvement Board

| 11 | **EDUCATIONAL STANDARDS IN BUCKINGHAMSHIRE** | 11:20 | 37 - 76 |

For the Committee to consider a report on educational attainment across the County.

Contributors:
Mr Zahir Mohammed - Cabinet Member for Education and Skills
Ms Atifa Sayani – Education Champion
Ms Pauline Cue – Data team
Ms Louise Goll – Interim Director of Education
Ms Amanda Taylor-Hopkins – Director of Education – Bucks Learning Trust

12   NARROWING THE GAP   11:50   77 - 86
For the Committee to receive a 12 month update and to ask questions on the implementation of the Narrowing the Gap Select Committee Inquiry agreed recommendations. Cabinet provided its initial response to the recommendations on 17th March 2014.

For members to make an assessment of progress against recommendations based on the update and questioning of the Cabinet Member and to highlight the completion status of each of the recommendations.

Contributors:
Mr Zahir Mohammed - Cabinet Member for Education and Skills
Ms Atifa Sayani – Education Champion – Bucks Learning Trust
Ms Amanda Taylor-Hopkins - Director of Education - Bucks Learning Trust

13   EDUCATIONAL SUPPORT FOR SERVICE CHILDREN   12:20   87 - 108
A report to update the committee on the provision of educational support for service children in Buckinghamshire.

Contributors:
Mr Zahir Mohammed - Cabinet Member for Education and Skills
Mr Ed Mallam - Head of Children's Partnerships
Mr Rob Beadel
Ms Joy O'Neill

14   CHILDREN'S SOCIAL CARE & LEARNING SELECT   109 - 112
COMMITTEE WORK PROGRAMME
To discuss and agree the work programme.

15   DATE OF NEXT MEETING
To note the next meeting of the Education, Skills and Children's Services Select Committee on 22nd September 2015.

16   EXCLUSION OF THE PRESS AND PUBLIC

To resolve to exclude the press and public as the following item is exempt by virtue of Paragraph 1 of Part 1 of Schedule 12a of the Local Government Act 1972 because it contains information relating to an individual

17 **CHILD SEXUAL EXPLOITATION MEMBER BRIEFING**   12:50   113 - 120
To receive the briefing of the Managing Director Children's Social Care and Learning.

18 **INCLUSION OF THE PRESS AND PUBLIC**
To resolve to reopen the meeting to the press and public.

19 **TO AGREE THE SCOPE OF THE PREVENTING CHILD**   121 - 124
SEXUAL EXPLOITATION INQUIRY
Members to discuss and agree the scope of the Preventing Child Sexual Exploitation Inquiry.

Purpose of the committee

The role of the Children's Social Care and Learning Select Committee is to hold decision-makers to account for improving outcomes and services for Buckinghamshire.

The Children's Social Care and Learning Select Committee shall have the power to scrutinise all issues in relation to the remit of the Children's Social Care and Learning Business Unit. This will include, but not exclusively, responsibility for scrutinising issues in relation to:
- 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
- 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

In accordance with the BCC Constitution, this Committee shall act as the designated Committee responsible for the scrutiny of Education matters.

Webcasting notice

If you would like to attend a meeting, but need extra help to do so, for example because of a disability, please contact us as early as possible, so that we can try to put the right support in place.

For further information please contact: Reece Bowman on 01296 382548, email: rebowman@buckscc.gov.uk

Members

Mrs M Aston	Mrs W Mallen
Mrs P Birchley	Mr R Stuchbury
Ms J Blake	Ms R Vigor-Hedderly
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
Mr M Moore, Roman Catholic Church
Ms M Nowers, Primary School Sector

Buckinghamshire County Council
Select Committee
Children's Social Care and Learning

Minutes

CHILDREN'S SOCIAL CARE AND LEARNING SELECT COMMITTEE

Minutes from the meeting held on Tuesday 7 April 2015, in Mezzanine Room 2, County Hall, Aylesbury, commencing at Time Not Specified and concluding at Time Not Specified.

This meeting was webcast. To review the detailed discussions that took place, please see the webcast which can be found at http://www.buckscc.public-i.tv/
The webcasts are retained on this website for 6 months. Recordings of any previous meetings beyond this can be requested (contact: admin@buckscc.gov.uk)

MEMBERS PRESENT

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

CO-OPTED MEMBERS PRESENT

Michael Moore

1 APOLOGIES FOR ABSENCE

Mr David Babb.

2 DECLARATIONS OF INTEREST

None.

3 MINUTES

The minutes of the meeting held on Tuesday 10 March 2015 were confirmed as a correct record.

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Katrina Wood requested that she be referred to as 'Ms Wood', rather than 'Mrs Wood', in the minutes.

4   PUBLIC QUESTIONS

None received.

5   CHAIRMAN'S REPORT

Chairman attended Safeguarding Children Board on 17th March to present findings of Internet Safety Inquiry report. Cabinet on 16th March 2015 was cancelled so will be presenting it to the next meeting.

Members of the Select Committee are invited to attend as observers at future BSCB meetings.

Agreement reached on which members are to attend the improvement work streams – Chairman attended Improving Leadership, Governance & Partnerships work stream meeting on 26 March with Committee Adviser.

Letter from Edward Timpson MP sent to Leader on 25th March confirming that BCC will be able to lead its own improvement programme – this was circulated to ESC Select Committee on 26th March.

6   COMMITTEE MEMBER UPDATES

None.

7   THE CHILDREN'S SERVICES IMPROVEMENT PLAN

Members addressed the following lines of enquiry with the Service Director and the DCI for Protecting Vulnerable People:
- Early Help Panels and early help generally
- The role of IT in the improvement journey, with a particular focus on the upgrade to ICS version 10.3 – the looked after children process in particular needed to be improved
- Social care staff recruitment and retention – there was particular interest in the news that a neighbouring authority was undertaking a significant recruitment drive; a new Head of Service appointment had been made the previous Friday
- Data – the ideal would be to have real time reporting but this was some way off. A significant amount of work had taken place on developing the performance scorecard
- What the ideal children's service would look like – this was addressed in particular to to the DCI in order to get the partner perspective

Ofsted will be visiting on 8th April to evaluate the handoff from First Response to Child in Need Teams.

SEE PAPERS/WEBCAST FOR CONTENT

8   CHILD SEXUAL EXPLOITATION

Members received an update on work underway to address the issue.
The Committee Adviser described how the Thames Valley Police & Crime Panel had agreed on 27th March to set up a sub-committee to monitor the issue.

ACTION: CAROL DOUCH TO SUPPLY THE COMMITTEE WITH THE REPORT ON CSE THAT HAS BEEN COMMISSIONED

SEE PAPERS/WEBCAST FOR CONTENT

9   BUCKINGHAMSHIRE YOUTH - AN ALTERNATIVE DELIVERY MODEL FOR SERVICES FOR YOUNG PEOPLE

The Committee considered the report of the Bucks Youth Project Manager and addressed the following lines of enquiry:
• The different options considered
• Costs associated with the project
• What similar services were provided by other local authorities

SEE PAPERS/WEBCAST FOR CONTENT

10   COMMITTEE WORK PROGRAMME

The work programme was agreed.

11   DATE OF NEXT MEETING

Friday 5th June 2015 at 10am in Mezzanine Room 2.

CHAIRMAN

Buckinghamshire County Council

Children's Social Care & Learning
Select Committee

Improving Children's Social Care Inquiry

The Children's Social Care & Learning Select Committee

The Children's Social Care & Learning Select Committee is appointed by Buckinghamshire County Council to carry out the local authority scrutiny functions for all policies and services relating to these areas.

Membership of the Education, Skills & Children's Services Select Committee which carried out the review:[1]

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

Co-opted Members
Mr D Babb, Church of England Representative
Mr M Moore, Roman Catholic Church
Ms M Nowers, Primary School Sector

Powers

The Committee is one of the Buckinghamshire County Council Select Committees, the powers of which are set out in Buckinghamshire County Council Constitution. This is available at www.buckscc.gov.uk/constitution

Publications

The Reports and evidence of the Committee are published by Buckinghamshire County Council by Order of the Committee. All publications of the Committee are on the Internet at www.buckscc.gov.uk/scrutiny

Committee support staff

The committee is supported by the Member Services team. The current Committee Adviser is Reece Bowman.

Contacts

The telephone number for general enquiries is 01296 382615. Email democracy@buckscc.gov.uk

Further information on the work of select committees can be found online at

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[1] The Children's Social Care & Learning Select Committee now undertakes the role of the ESC Select Committee

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www.buckscc.gov.uk/scrutiny

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Introduction

1. The purpose of this report is:

- To provide the public and stakeholders with a record of our scrutiny activity between Sept 2014 -March 2015 in light of the [Ofsted report into children's social care and the Safeguarding Children Board](#).
- To demonstrate our work to date and set out how we will be fulfilling our role in holding decision-makers to account for the improvements in Children's Services.

2. The Committee has focussed extensively on the improvement programme instigated by Children's Services in the wake of last year's Ofsted inspection, which resulted in an 'inadequate' rating. An aspect of that work was the setting up of an Inquiry into the subject, which concentrated our efforts and enabled us to make a more in-depth analysis of the issues, particularly around social work and the shortage of in-house carers and concern about high expenditure on external placements in the fostering service.

3. This report summarises the findings of the work undertaken in the Inquiry group. Our next step has been to bring all of the scrutiny work of the improvement programme back onto the agenda of the full Select Committee. This is appropriate at this stage as we have completed the Inquiry group's 'deep dive' into the issues and we are ready to present our findings in the sections to follow in this report.

4. The work undertaken in public by the Select Committee is a matter of public record, with webcasts of all of the meetings available at: http://www.buckscc.public-i.tv/core/portal/home

We have chosen not to make any recommendations to Cabinet in this report. The reason for this is that we have feed in and contributed to the improvement journey throughout this time period. We have done this in 3 main ways:

a) Questioning and commenting on issues at public sessions of the Select Committee with decision-makers such as the Cabinet Member, Leader and Chief Executive.
b) Directly to Cabinet as a whole. For example, in our letter to Cabinet in Nov 2014 where we commented on the draft improvement plan and improvements to the draft.
c) Via informal discussions with senior Member and partners to influence and engage in shaping improvements.

The issue of child safeguarding is of such central importance to the Council that we felt it would be more constructive to feed in directly as the Improvement Plan developed which we have done, and

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will continue to do so through mainstreaming this issue as a core part of the Select Committee's work in the year ahead.

Background Context

5. Children's services throughout England are overseen by a web of governance and accountability arrangements which are in large part defined by central government. Whilst each area will implement the arrangements differently, at a fundamental level they are based on the same template as imposed through various statutory requirements. It is important for the CSCL Select Committee to have a clear understanding of where accountability and responsibility for improvement resides, so it is able to focus its efforts in the most appropriate way.

6. The Council Leader and Chief Executive hold ultimate accountability for the County Council's children's services, with the Lead Member (LMCS) and Director of Children's Services (DCS) having specified roles under Sections 18(7) (Director of Children's Services) and 19(2) (Lead Member for Children's Services) of the Children Act 2004. The statutory guidance states that this provides a 'clear and unambiguous line of political and professional accountability for children's well-being'.[2]

7. The Buckinghamshire County Council Select Committees discharge the statutory duty under Section 21 of the Local Government Act 2000 to review and scrutinise the Buckinghamshire County Council Executive (Cabinet). Within the terms of the County Council's Constitution, the Children's Social Care & Learning Select Committee holds particular responsibility for scrutiny of the Children's Services and Education & Skills portfolios. Therefore both the DCS and the LMCS fall within the oversight of the Committee.

8. The Chief Executive has a role in appointing, removing and holding to account the Chair of the Local Safeguarding Children Board (LSCB). To that extent it is the Chief Executive that is accountable for the performance of the LSCB. The Director of Children's Services is always a member of the LSCB and the Lead Member is a 'participating observer' at meetings, giving he or she independence to challenge any of the LSCB members as necessary.[3]

9. The role of scrutiny (the CSCL Select Committee in Buckinghamshire) in relation to the Local Safeguarding Children Board is not clearly outlined in the legislation or the statutory guidance. There is a brief mention of the role of the Lead Member for Children's Services (LMCS), which states that the LMCS, 'where appropriate', will be drawn upon by the Chief Executive to hold the independent Chair of the LSCB to account.[4] Therefore it can be safely assumed that in matters relating to the

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[2] *Statutory guidance on the roles and responsibilities of the Director of Children's Services and the Lead Member for Children's Services*, p. 6.

[3] *Ibid.* p. 11

[4] *Working Together to Safeguard Children* (2015), paragraph 14, p. 70.

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LSCB, the focus of the CSCL Select Committee is the Lead Member for Children's Services and the Chief Executive.

10. Whilst upper tier authorities (county and unitary councils) play a lead role in the provision of children's services, it is important to note that they are just one aspect of a whole system which involves grass roots organisations right the way up to statutory partners such as the police and NHS. The engagement of all of these partners is therefore vital to make the systemic improvements required. Some critical aspects of the system are of national significance, most notably the current UK-wide crisis in social worker recruitment and retention; this, coupled with the growth in demand for social care services, creates an acute issue of both supply and demand that requires urgent and concerted attention from both central and local government.

Overview of Scrutiny Activity (Sept 2014 to March 2015)

11. The Committee have held 8 dedicated evidence sessions and have attended many more meetings as observers; a schedule of meetings is at Appendix A Throughout this phase of our work we have engaged with a wide-range of stakeholders including:

- Leader of the Council
- Chief Executive
- Cabinet Member for Children's Services
- Cabinet Member for Education & Skills
- Chairman of the Buckinghamshire Safeguarding Children Board
- Director of Children's Services
- Service Director – Child & Family Services
- Head of Children's Care Management
- Interim Head of Children's Care Services
- Detective Chief Inspector - Protecting Vulnerable People, Buckinghamshire
- Cllr David Simmonds, Cabinet Member for Education and Children's Services, Hillingdon Borough Council and Chairman of the Local Government Association's Children and Young People's Board
- Director of Education, Bucks Learning Trust
- Head teachers and Chairmen of Governors of Buckinghamshire Schools
- Foster carers

Reflections on Improvement Activity to date

13. Work undertaken in the Inquiry group was complemented by the monitoring of progress against a selection of the improvement work streams at each of our public meetings of the Select

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Committee. The tasks of the work streams have been mapped against the points made by Ofsted in its report, which has provided a neat and relatively straightforward way of defining what the work streams each have to achieve and is in accordance with suggestions The Committee made in previous correspondence with the Cabinet Member for Children's Services.

14. Structuring the work in this way is effective from a planning point of view and from the point of view of meeting the points raised by Ofsted; whether it will necessarily result in better outcomes for children remains to be seen. A key part of our new phase of scrutiny has been to assign members of the Select Committee to sit as observers on each of the Improvement Programme work streams; this is beneficial in two ways:

a) Firstly, we can keep the people we hold to account focussed on outcomes. As stated, the Committee believe that mapping the objectives of each of the work streams directly across to the points raised by Ofsted makes sense in many respects, but there is a slight risk that this may detract from a focus on outcomes for children. We can– correctly - only observe at meetings of the work streams, but we can reinforce this point with decision makers at meetings of the full Select Committee.

b) Secondly, as scrutiny members we will be better informed of what is going on 'on the ground', with practitioners on the work streams, to achieve the necessary improvements. This is an excellent complement to the strategic overview that we get from service directors and partners at our public meetings of the Select Committee.

Key finding 1: The improvement work should remain outcome focussed by building the involvement of service users into the programme, where possible, using them to suggest changes and 'reality check' any perceived improvements. Out meeting with three current foster carers was particularly useful.

15. Allowing Select Committee members to attend the work stream meetings of the Improvement Board is a welcome development that will enhance our ability to scrutinise and review the improvement journey. However, we were surprised the Select Committee, or even just the Chairman, was not permitted to observe the meetings of the Improvement Board itself.

16. This seems illogical as the Board receives reports which are available to the Select Committee: the monthly progress report to the Board is presented to the Select Committee and the aforementioned observers from the Select Committee have access to the highlight reports from the work streams that each of them attend.

17. The majority of the material under discussion at the Improvement Board is available to the Select Committee and its members, so it seems inconsistent to prevent members of the Committee from attending to observe.

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18. We will be requesting a meeting with the new Chairman and will be formally inviting him to attend the next meeting of the Select Committee.

19. Several key documents in relation to the improvement programme have been released since the beginning of the year, including the finalised Bucks Safeguarding Children Board Improvement Plan and the findings of the consultancy appointed by the Secretary of State to assess progress up until that point. The latter report was clearly of major significance in several respects, including the verdict that the council should remain in control of its own improvement programme and that an independent chair should be appointed to the Improvement Board.

20. Such findings are of direct concern to elected members of the Council, particularly to those sat on the Children's Social Care & Learning Select Committee. Therefore there should be an assumption of disclosure to elected members of all such key documents, as soon as is practicable, in order to allow them to properly discharge their statutory roles and responsibilities. Documents should only be withheld by exception.

21. We questioned the Chief Executive on this point in a public meeting of the Select Committee following the unplanned release to head teachers of a significant report, prior to its release to elected members. This left Select Committee Members uninformed and we have requested that this should not happen again. We received assurances from the Chief Executive that this would not happen again.

Key finding 2: Members of the Children's Social Care & Learning Select Committee should be included in the distribution of all key documents relating to the improvement of Children's Services and the Safeguarding Board. If documents are confidential then they should be marked as such to prevent onward distribution or publication into the public domain.

22. We now present more specific findings that emerged during our Inquiry; these are the issues that appeared to us to be amongst those in greatest need of priority action, both in terms of quality and cost to the authority. Our comments in this report pertain to the fostering service and social work, particularly around practice issues, workforce composition and recruitment and retention.

23. We now present more specific findings that emerged during our Inquiry; these are the issues that appeared to us to be amongst those in greatest need of priority action, both in terms of quality and cost to the authority. Our comments in this report pertain to the fostering service and social work, particularly around practice issues, workforce composition and recruitment and retention.

Foster Carers

24. We commend everybody that chooses to foster in Buckinghamshire. The work of such individuals is valuable in many respects, not least from the point of view of the child for whom they care, but

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also from the point of view of the local authority, which receives better outcomes and value for money from the placement.

25. This became apparent not only from the figures,[5] but also from the testimony we received directly from foster carers themselves during a session we held with them in the autumn. Our reflections on the session include recognition that there has been improvement in the service provided to them by Buckinghamshire County Council, but that there is also much work still to be done.

26. Overall we believe that foster carers should be more highly valued in order to become more effective at recruiting and retaining them. We base this view on the fact that Buckinghamshire County Council needs them, as it is able to accommodate only a remarkably low proportion of it's looked after children 'in house', which we find deeply concerning; figures in relation to this given to us for Buckinghamshire and comparable authorities are as follow:

• 	Buckinghamshire <50%
• 	Oxfordshire 80%+
• 	Hertfordshire 90%+
• 	Milton Keynes 75% +

27. There will be a direct benefit to the county should the recent recruitment campaign for foster carers be successful, as there are significant pressures on the service both in terms of demand for placements and the supply of foster carers. In terms of supply, the following figures were presented to us:

• 	Less than 15% of carers are from a BME background, which has implications for the placement of some children
• 	85% of Buckinghamshire carers are aged 50 or over; 25% are aged 60 plus years old
• 	There is only one fostering inquiry per 1000 households
• 	There are only 1.5 foster carers per 1000 households in the county

28. Of the approximately 430-440 children in care in Buckinghamshire, just over 60% are placed in foster care. The choice of placement in most cases is either an 'in-house' (i.e. Bucks CC arranged) or Independent Fostering Agency (IFA) carer. Significantly, from the point of view of cost, more children within Buckinghamshire are placed with IFAs than in neighbouring local authority areas.

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[5] All of the following figures were provided by the service to the Select Committee in a briefing held on 7th April

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29. A placement with an IFA costs the authority in the region of £750 - £800 per week, whereas the equivalent in-house placement is approximately £450 per week, although this does not reflect the cost overhead associated with operating an in-house service. However, the case for in-house placements is strong and the efforts made around this are welcomed. Savings realised from increasing the rate of in-house placements should be reinvested in better rates of remuneration for the carers themselves. This would both more accurately reflect the value they add and potentially increase interest in the role.

30. We were pleased to note from the figures supplied that there had been a surge of interest in fostering since the launch of the campaign in September 2014. However, to complement this more should be done to improve the conversion rate from initial enquiry to becoming a foster carer. We were informed that the rates in Buckinghamshire were low relative to national averages, with a 7% conversion rate for in-house carers and a 1%-2% rate for IFAs.

31. We are of the view that the work underway to bring former foster carers back to the role should be of value in increasing the numbers overall, but the potential means of increasing the conversion rate for first applicants should be identified and reviewed as a priority. Carers from within the child's family group should also be encouraged using every appropriate means possible.

32. We noted that the current Head of Children's Care Services is an interim appointment; we are of the view that this, as with other key positions within Children's Services, should have a permanent member of staff in the role.

Social Work

33. Amongst the most significant issues facing children's social care is the shortage of experienced qualified social workers in the marketplace, with demand from potential employers far outstripping supply. The implication of this is that there is a strong incentive for social work professionals to operate as self-employed temporary workers, sourcing work through agencies. This type of working attracts a high premium for the services of the professional to compensate for the lack of non-cash benefits of a permanent role such as paid leave and access to a workplace pension scheme.

34. Whilst many temporary staff members make an outstanding contribution, their cost to the organisation is significant when compared to their permanent equivalent. There is also reason to believe that temporary staff members shift more between employers and therefore have less of a stake in the organisation in which they work. Notice periods for temporary staff members are generally non-existent, meaning that they can have their employment terminated at zero notice; they in turn can leave the organisation at very short notice.

35. A worker leaving at short notice can have a very significant impact. Caseloads and other work have to be handed over to a colleague, who may already be overloaded. This creates the risk that

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something will be missed in the handover, and that a worker receiving the handover who is already at capacity becomes dangerously overstretched. This can then increase workplace stress which leads to heightened sickness absence rates, which compounds the problem and ultimately places children at risk.

36. The Committee was interested to hear the measures being taken to reduce the number of temporary staff. Financial and other incentives (such as the latest smartphones) are being offered to new recruits as a way to attract further interest in a career in social care within Buckinghamshire. These methods may be required to attract talent, but the key risk is that it feeds the already overstimulated market for qualified social workers. Government intervention is required to fully address this issue.

37. A further measure has been to recruit in Romania for social care practitioners willing to come and work in the county. Our questions around this related to the quality of the candidates, any practice differences between Romania and the UK and how these might be surmounted, and how to retain the staff once they were employed by Buckinghamshire County Council. On each line of enquiry we received sufficient assurance around the measure – the language barrier and retention within the employ of Buckinghamshire County Council remain our key outstanding concerns, but otherwise we welcome this initiative.

38. The appointment of Contact and Referral Officers (CAROs) to man the telephones at the 'front door' in the First Response Team is a very positive development and – assuming the post is graded at the correct level – should result in properly skilled workers providing more effective triage and demand management. The front door to the whole system is critical to its overall effectiveness and specialised workers are a necessity for it; under no circumstances should the role be undertaken by business support officers that are not in possession of the necessary skills and expertise to make recommendations around thresholds – even supervision by a qualified colleague does not mitigate the risk involved in using unsuitable staff.

39. We are fully in support of the unit model of social care which has been developed in Buckinghamshire. This model should, if functioning correctly, offer high levels of support to busy professionals within the units, providing an effective 'team around the child' approach. However, the model should be subject to continuing review, especially given the concerns raised by Ofsted around leadership and management. The numbers of temporary staff also has a direct impact on the effectiveness of the units.

Early Help

40. It is correct to emphasise the importance of early help as a means to both alleviate demand on social care and to prevent the breakdown of families. Therefore we were interested to learn about

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the development of the Early Help Panels. However, we understand there are several issues around the implementation of them, including chairmanship of the panels and the proposed frequency of their meetings (alternate weekly for half a day). We are of the view that the frequency is high, and a half day commitment will impact significantly on the workload of those attending. Using independent chairpersons will be expensive, but that is balanced against the need for the chairs of the panels to be at the requisite level of expertise. We therefore endorse the current level of thought being put into how best to implement the panels, but look forward to a speedy decision.

41. We are also keen to understand the pathway to the consideration of a case by a panel. Presumably the first point of contact will remain the First Response Team, which will triage incoming cases before referring them on. The focus of the panels will be the lower levels of need, in which case we need to understand how the panels will fit into the whole pre-social care system including MASH, Family Resilience and others. This should be outlined in a process map as early as possible to avoid creating confusion amongst staff and partners.

Next Steps in Scrutiny Activity

42. The Committee will continue to focus on the Improvement Programme until Children's Services in Buckinghamshire are performing to an acceptable standard; we will do this by:

a) Covering the Improvement Programme at each of our meetings, ensuring that the Cabinet Member and senior officers are held to account for progress made.

b) Receiving all key progress reports arising from the Improvement Programme

c) Assigning Committee members to observe the Improvement Board work stream meetings – this allows us to be in receipt of the very latest information and insights from the frontline

d) Commencing an inquiry into the prevention of child sexual exploitation in Buckinghamshire – this is of fundamental importance to some of our most vulnerable residents and is a high priority of children's services.

43. The Committee has recently secured the support of expert adviser Maurice Emberson, who will help us to ensure that our work is well informed and effectively targeted. We look forward to working with him to drive improvement in children's services.

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Schedule of meetings:

Select Committee evidence gathering:

7 October 2014
14 October 2014
4 November 2014
19 November 2014
9 December 2014
27 January 2015
10 March 2015
7 April 2015

Letter from Select Committee submitted to Cabinet:	
	20 October 2014
• *Cabinet's response:*	
	20 October 2014

Buckinghamshire Safeguarding Children Board:	
	17 March 2015

Improving Leadership, Governance & Partnerships (Improvement Board work stream 1):	
	26 March 2015
	28 April 2015

Improving the Quality of Social Work Practice (Improvement Board work stream 2):	
	16 April 2015

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Buckinghamshire County Council

Select Committee

Education, Skills and Children's Services Select Committee

Letter of recommendation from the Education, Skills and Children's Services Select Committee

Title:	The Children's Services Improvement Plan
Date:	15th October 2014
To:	Mrs Angela MacPherson – Cabinet Member for Children Services
From:	Valerie Letheren - Chairman of Education Skills and Children's Services Select Committee

Summary

The Education Skills and Children's Services Select Committee has considered the draft Improvement Plans of the County Council and the Buckinghamshire Safeguarding Children Board (BSCB). At its meeting on 14th October 2014, the Committee decided to put forward the key points outlined below on the Improvement Plans to assist the Cabinet in its consideration of the matter on 20th October.

The Committee noted that its previous recommendations to the portfolio holder on improving the cross reference linkages to the Ofsted Inspection report in the Council's Improvement Plan have now been incorporated and thanked the Cabinet Member for accepting this recommendation. The Committee also welcomes the appointment of David Johnston as Managing Director for Children's Social Care and Learning.

The Committee recommends that the Cabinet consider the following issues raised by the Select Committee:

Leadership, Governance and Partnerships

1. The Committee requests that the delivery of the project plans arising out of the six work stream activities is monitored regularly, not only by Cabinet, but also through the Education, Skills and Children's Services Select Committee.

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2. The Committee believes that partnership working is critical to the success of the Improvement Plans and statutory partners all need to be signed up to the BSCB Improvement Plan. The Committee believes that the BSCB Improvement Plan needs to link clearly with other agency plans and should link more clearly with the Children's Services Improvement Plan. The BSCB needs to drive the co-ordination of a single joined-up programme for improvement and make sure that there are not uncoordinated separate plans and implementation.

3. The Committee was disappointed by the lack of specific deliverable targets and more detailed measures in the draft BSCB Improvement Plan. The Committee would like to see greater clarity and more detailed and challenging measures of success, including "SMART" performance indicators/targets in the plan.

4. The Committee was not convinced that the BSCB governance arrangements were robust. The Committee was concerned that delegation to the various subcommittees/working groups may not be sufficient to provide effective partnership working.

5. The Committee believes that strong leadership of the BSCB is critical and in particular, the role of chairman is key to bringing partners together to deliver the improvement plan.

Social Work Practice Quality & Recruitment

6. The Committee were concerned that both Implementation Plans, but particularly the BSCB Improvement Plan, do not provide urgent action to ensure a common understanding of case referral thresholds and to make sure these are understood by all partners and used in practice.

7. Recruitment of quality social workers (non-agency) is critical to service improvement; however, the Committee were not convinced that the targets for this are achievable in the timescales stated. The Implementation Plan should provide for how this will be achieved. The Improvement Plan should also provide for analysis of whether the employment packages offered are attractive enough to deliver the recruitment of staff required and of exactly how this will be achieved.

8. The recruitment and retention of experienced staff is particularly important. The Improvement Plan and supporting project plans should include more detail for how the Council will retain experience and target the recruitment of more experienced social workers.

9. The Improvement Plan should show more detailed plans to improve management of existing staff, especially for staff continuity, caseload planning and staff wellbeing and staff sickness absences.

10. The Implementation Plan should provide greater clarity on the quality and monitoring of standards of social work practice.

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<u>Fostering</u>

11. The Committee would like greater clarity on how targets for increasing in-house foster carers will be achieved and recommends that the clarity on this is provided in the monitoring of the implementation of the Improvement Plan.

12. The Improvement Plans should provide clearer prioritisation of care leavers for the help they receive at 16/18 and transition in adult social care.

<u>Budget</u>

The portfolio is asking the Cabinet to agree to a further £1.737m for 2014/15 and further one-off and on-going budget forecasts for 2015/15.

13. The Committee recommends that Cabinet considers the extent the newly identified budget investments are deliverable; contingent upon projected savings arising from actions to reduce demand; and that a robust assessment has or will be made on the programme risks.

The Select Committee looks forward to maintaining regular oversight of the Implementation Plans throughout their implementation.

I will be available to answer any questions raised at Cabinet on 20th October if required.

Yours faithfully,

Valerie Letheren
Chairman – Education, Skills and Children's Services Select Committee

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Children's Services Improvement Programme Status Report

Reporting Period	April 2015		Lead	David Johnston			

		Progress Against Success Measures	Progress Against Actions in Month	Risks/ Issues
Status Summary including items for escalation	The DfE appointed Independent Chair of the Improvement Board, John Goldup, took up the role at the April Board meeting. Whilst he was satisfied with the work completed to date, he asked that future Status Reports and Board agendas focus on the Key Performance Indicators that are not showing significant improvement. As such, this report has been slightly reformatted to reflect this. He has also reviewed the membership of the Board to include the Chair of the Select Committee and representatives from the health providers. The pace of change in terms of actions completed continues to be rapid. The project and programme meetings and reports will continue to monitor this progress but will move attention to outcomes for children – the 'so what' factor. The Practitioners Board (a shadow of the Improvement Board made up of front line team representatives) met for the first time in April. It was a very good meeting with excellent input from attendees. This will have an impact on staff morale. The Board are looking to appoint their own Chair in the next month who will then attend the Improvement Board to ensure clear lines of communication between the two.	R	G	A

Progress Against Objectives: Success Measures / Impact / Evidence / Deliverables

See attached data dashboard

Developments/ Achievements / Key Milestones reached this period:	Targets for next period:

W1 – Improving Leadership Governance & Partnerships
 - 3 Education & Social Care Conferences were held with the aim of increasing communication and partnership working in order to safeguard children. A report from the conferences will be circulated to all schools and the Improvement Board in May
 - Developed opportunities for work-shadowing within each agency for front-line staff and managers
 - Heads of Service in social care committed to spending a minimum of 1 day a month workshadowing frontline teams
	W1 – Improving Leadership Governance & Partnerships
	 - Increase attendance of all agencies at Strategy, ICPC and Core Groups
	    • Review process for sending invites to increase efficiency
	    • Identify alternative venues / IT facilities for meetings
	 - Escalation group to begin audit of escalation reporting template
	 - Develop a joint leadership strategy for organisations responsible for working with and safeguarding children in Buckinghamshire
	 - Agree workplan for next 6 months

W2 – Improving Quality of Social Work Practice
 - All children allocated
 - 72 audits completed with a focus on Children who have been looked after for more than 6 months - 78% of the audits completed were graded good or outstanding
	W2 – Improving Quality of Social Work Practice
	 - Maintain 100% allocation of cases to social workers
	 - 100 audits to be completed in April
	    • SMT to moderate all 'inadequate' audits
	    • Arrange for Essex & Cambridgeshire to moderate audits

- 89% assessments completed in 45 working days (from 76% in March) with 92% children seen during assessment)
- 'As Is' ICPC process mapped and performance issues identified (% completed in time moved from 4% to 7% following detailed analysis of data)
- Re-launched dispute resolution process

completed to date
  • June audit to be a moderation of previous audits

- Increase % assessments completed in 45 days and % children seen during assessment
  • Review assessment process to remove duplication and increase efficiency

- Accurate recording and increased timeliness of ICPCs (from 7% in timescale in April to 60% in May)
  • Review assessment and child protection processes to remove duplication and increase efficiency
  • Work with CP Chairs and business support to ensure up to 25 ICPCs / reviews can take place each week
  • Sense check the data in ICS to ensure the current reported number is correct

- Increase % children in need with a plan (from 48% in Apr to 75% in May) and plans reviewed on time (from 67% in Apr to 80% in May) and recorded on ICS
  • Good practice template for recording visits to be implemented in all teams
  • Review ICS reporting process

- Increase timeliness of CP and LAC reviews
  • IRO Standards to be completed
  • Review 'As Is' CP process

- Aftercare standards to be completed and launched to ensure a continued improvement on the child's journey.
- Introduce a DSP objective ensuring all staff work to the practice standards in achieving outcomes for children.

W3 – Improving Strength & Capacity of the Workforce	*W3 – Improving Strength & Capacity of the Workforce*

- Permanent appointment to 3 Head of Service roles and 1 of 2 remaining PIM roles
- 3 permanent social workers started in April and 3 more are due to start in May. A further 19 have been appointed but are awaiting start dates (including 9 Romanians)
	- Increase number of permanent staff in qualified social worker roles
	  • Advertise in Northern Ireland
	  • Birmingham Community Care Live Recruitment Fair and active management of any contacts made

- Agreed phase 2 of Romanian campaign - Workshop held with reps from across social care teams to develop induction programme for new staff	• Meeting in Guildford 19 May re SE Sector Improvement Programme & Memorandum of Co-operation • Development of microsite to attract & Investment in google clicks to pull more candidates to BCC website - Finalise Induction Programme - Fortnightly resource meetings with PIMs to actively manage the workforce
W4 – Improving Early Help & the Front Door - Early Help Speed Dating events in Aylesbury and Wycombe for staff - Job advertised for Families First Coordinators - Completed Early Help Panel Pack for partners and gathered feedback and implementation options - Significant reduction in number of contacts (1406 in March to 1072 in April) and conversion to referrals (544 in March to 252 in April) which led to further analysis of MASH process - Repeat referrals reduced to 17% (was 24% in March) – this will have been effected by reduced number of referrals - Contact and referral process in MASH and First Response reviewed to remove duplication and inefficiencies - MASH review completed - MASH strategic and operational group agreed to investigate putting statutory cases through the MASH process - Recruited 2 additional CAROs - Review of performance information for First Response and significant changes to reports in order to understand throughput. - Commissioned independent consultant to assist in the reconfiguration and implementation of new MASH model.	**W4 – Improving Early Help & the Front Door** - Launch coordinated Early Help Panel • Implementation of Early Help panels in Aylesbury as a pilot • Proposal to Chesham Project Steering Group for the panel approach to be included • Partners to fund Panel Chair - Increase % referrals where a decision is made in 24 hours • Map 'to be' process for contact and referral process to ensure all working to the same process and roles, responsibilities and reporting is clear • Appoint additional manager to support decision making process (4 managers in total) • Investigate possible options for accommodation for MASH team • Implementation of "quick wins" identified in process mapping "as is" in Contact and MASH
W5 – Improving Services for Children in Care - Decision has been made that when a young person (16-18 years) is in agreement, they will move to the AfterCare team, following consultation with young people. - Business Case for future delivery options for Fostering, Adoption and Residential services has been drafted and will be presented to Members in June. - Adoption data now available for the Dashboard and CYP Scorecard – shows timescales for both placements and matching decisions are improving	**W5 – Improving Services for Children in Care** - Improve the Timeliness of visits to Children Looked After • Agree process for evidencing timely statutory visits to all looked after children and recording on the children's case files whether they are spoken to alone - Increase % Initial Health Assessments completed in timescale • Review data each week to identify any teams / individuals who are not achieving 5 day consent timescale • Meeting with Commissioning colleagues to address lack of Community Paediatricians explore option of engaging

	and training local GPs for the over 5's and Saturday Clinics - Develop robust ICS reporting mechanisms to support monitoring success measures
W6 – Improving Tools - Staff survey responses analysed, action plan developed and communicated with all staff – key area of work is increasing trust in the Senior Management Team (see workstream 1) - ICS Support Officer for Unit Coordinators appointed along with 2 additional ICS floor walkers - LADO Module business process agreed and module testing completed	**W6 – Improving Tools** • LADO Module go-live. Training and prep for adoption recruitment module implementation • Recruitment of PAs for Senior Management Team • Continue development of Adoption Recruitment Module • Recruit ICS Trainer • Continue development of report for unallocated cases
W7 – Improving the BSCB	**W7 – Improving the BSCB**
Early Help and Thresholds • Thresholds consultation period concluded. 241 responses from across the partnership. Headline findings presented to 19th May Board. More detailed work now to be taken forward through P&P Sub Group • Results of Early Help Audit fed back to May Board. • Panel process for Early Help: Partnership pack agreed at Early Help Sub Group with final sign off at JET scheduled for 21st May. **Child Sexual Exploitation** • CSE 'Pop-Up' event held on 20th May with approx 150 colleagues from across the partnership. • CSE Strategy to be finalised following 20th May event. • CSE data incorporated into BSCB dashboard – but more work to do on local dataset. • Formal decision and early work to undertake an SCR on all historical CSE cases arising from the various TVP Operations. Agreement to secure additional capacity to BSCB Team to co-ordinate the 4 current SCRs. **Child's Voice and Journey** • Plan for cyber safety conference starting to take shape (response to Scrutiny Enquiry)	**Increasing Effectiveness and Impact** • Revised TOR for BSCB signed off at May Board. • Revised TOR and workplan for all except Policies and Procedures Sub Group (and this due to change in chair) • Member compact signed off at May Board • Vice chair elected to BSCB • Director of Public Health now attending BSCB. • Joint Protocol discussed at HWB and BSCB – will continue round other Board included in the document before final version for sign off agreed. • First draft of BSCB dashboard presented to May Board alongside Improvement Board dashboard. P&QA Sub Group will continue to work on BSCB dashboard based on Board feedback. • Significantly higher level of challenge across the partnership at last two Board meetings as evidenced by minutes and challenge log • Comms partnership meeting scheduled for 26th May. • First draft of Training Strategy update completed. • Website consultation underway with professionals (still delay with young people consultation due to staff absence) • Two week review of the use of Escalation completed across the partnership. Review period ended on 15th May. Results

| | | starting to be returned to BSCB for analysis.
• Meeting with TVP Vulnerable People's Unit to discuss improving across TVP area working particularly around CSE, the multi-agency audit programme and TVP LSCB budget contributions for future years. |

Key Risks and Issues

Ref	Risk / Issue	Mitigating Action	Owner	RAG
394	IF we are unable to attract and retain experienced and qualified staff THEN we will be unable to meet the improvement plan targets and improve children's safeguarding in Bucks	Overseas recruitment, revised terms and conditions, R&R Strategy	G Quinton	A
407	IF the number of referrals continue to substantially increase THEN the increased pressure on an already stretched team could result in staff absence and a reduced level of service	Work with partners to ensure that they understand our thresholds and their role in provision of Early Help Services Flex the workforce to meet changes in demand through the use of agency workers Work with contractors to ensure we always have approved agency staff to start immediately	C Douch	A
392	IF compulsory reviews are not occurring at the required times by the relevant people due to a lack of compliance / ownership THEN children who require care could experience unnecessary delays and crucial information could be missed	A regular audit programme has been established to routinely examine care files and ensure reviews are being undertaken in a timely manner	C Douch	R

Ofsted Improvement Board Dashboard
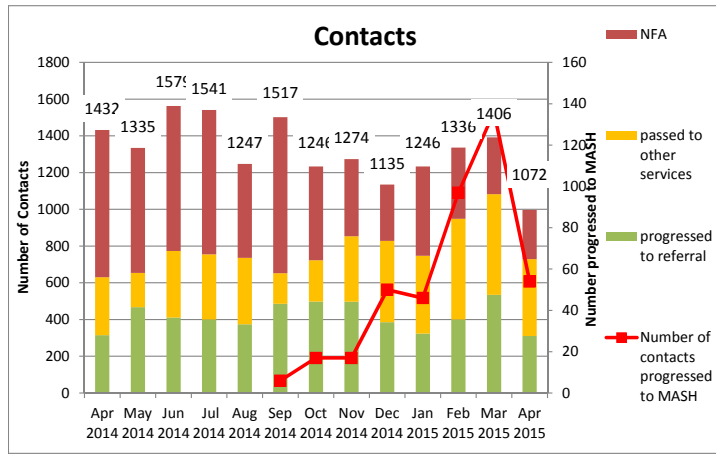
Contacts

The number of contacts this month has reduced significantly. This prompted a review of the contact and MASH process. Only 5% of contacts were progressed to MASH.
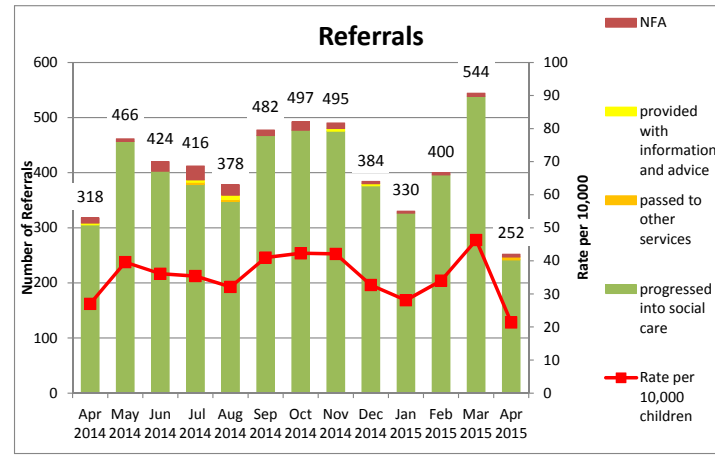
Referrals

Rate of referral has decreased significantly this month to less than 50% of the previous month. This is the lowest level since April 2014. Even taking into consideration the impact of school holidays, this is a significant concern (25% conversion rate from contact).

Assessments

Due to the rate of referral going down, the number of assessment completed decreased to the lowest level of 301. The assessments completed with 45 working days has increased to 89% as a result.
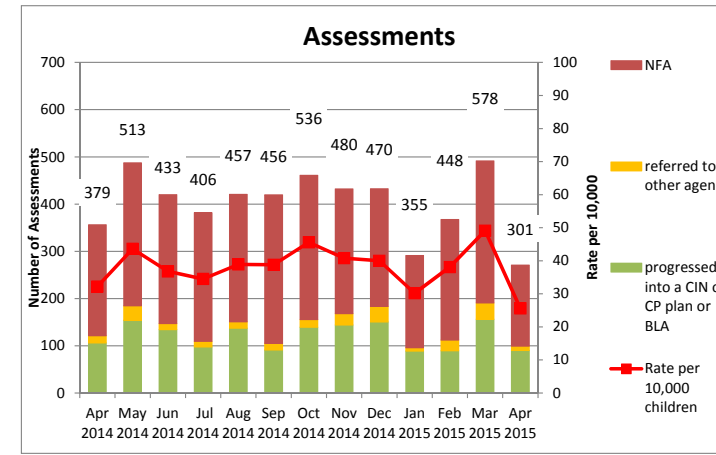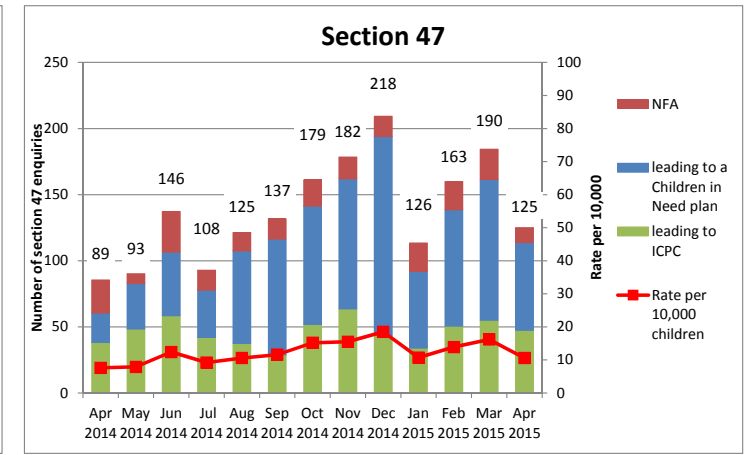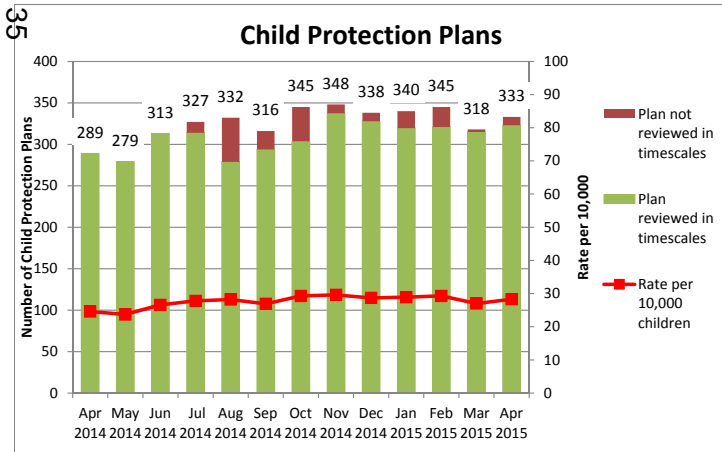
Section 47

Proportionately there has not been such a significant drop in the number of Section 47s. However, the number that progressed to CP Plan is too low at 38% suggesting we have got the threshold to undertake an ICPC wrong.

Child Protection Plans

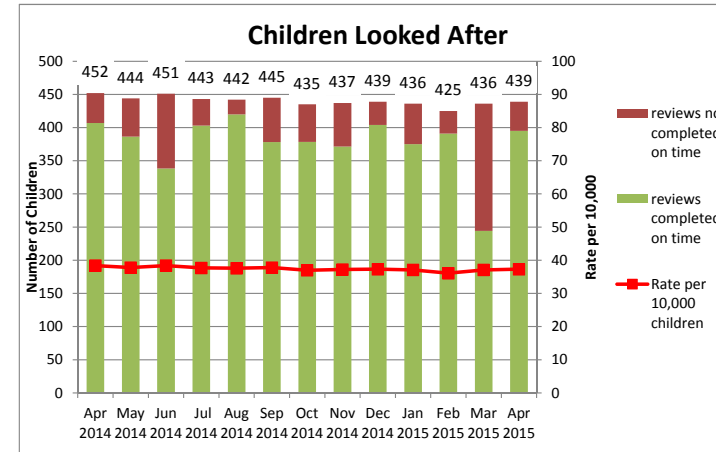| Rate per 10,000 subject to a Child Protection Plan			
Bucks Apr 2015	Stat. N 2014	South East 2014	National 2014
28.3	34.3	38.1	42.1

The number of children subject to CP Plans increased by 15 children in April but we are still lower than our Statistical Neighbours suggesting that we need to review the multi-agency decision making around whether or not it meets the threshold for CP Plan. We need to audit ICPCs that didn't progress to a CP Plan.
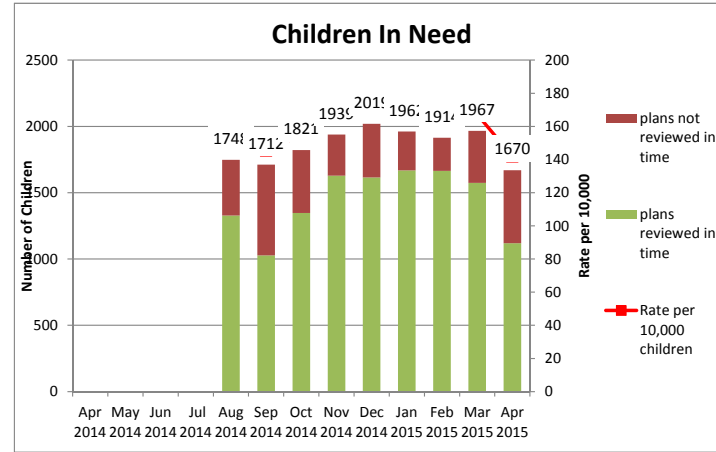
Children In Need

The number of CIN has reduced as expected due to the reviewing of all CIN Plans from 1967 to 1670 (a reduction of 297 children).

Children Looked After

Rate per 10,000 Children Looked After			
Bucks Apr 2015	Stat. N 2014	South East 2014	National 2014
37.3	37.2	48.0	60.0

Numbers of children in care remains relatively stable but there has been an increase in the number of LAC reviews completed on time.

	Date	Outturn
Number of contacts progressed to MASH	Apr 2015	54
Number of unallocated cases (assessment)	Apr 2015	0

Success Measure	Annex A /Ofsted Baseline/ June	Apr-14 outturn	May-14 outturn	Jun-14 outturn	Jul-14 outturn	Aug-14 outturn	Sep-14 outturn	Oct-14 outturn	Nov-14 outturn	Dec-14 outturn	Jan-15 outturn	Feb-15 outturn	Mar-15 outturn	Apr-15 outturn	Stat. Neighbours 2014	South East 2014	National 2014	Current outturn	Current target	Current RAG	Jan-16 Target
% repeat referrals	30%	24.0%	29.0%	33.0%	31.0%	23.0%	26.0%	26.0%	26.0%	26.0%	30.0%	25.0%	24.0%	17.0%	23.4%	28.1%	23.4%	17.0%	23.0%	Green	23%
% assesments completed in 45 working days	70%	76.0%	75.0%	73.0%	81.0%	83.0%	83.0%	82.0%	81.0%	82.0%	74.0%	72.0%	76.0%	89.0%	94.0%	81.2%	82.2%	89.0%	90.0%	Amber	100%
% children seen during assessment	73%	91.0%	89.0%	89.0%	87.0%	88.0%	89.0%	91.0%	93.0%	93.0%	90.0%	91.0%	91.0%	92.0%				92.0%	100.0%	Amber	100%
% of consent for health assessment submitted to Health within 5 working days of the child becoming looked after		32.0%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	32.0%	38.0%				38.0%	100.0%	Red	100%
% initial health assessments are completed within 28 days of becoming looked after	89%	27.0%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	36.0%	27.0%					27.0%	100.0%	Red	100%
% 16-18 year olds in care have an up-to-date Pathway Plan	50%	84.0%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	95.0%	96.5%	84.0%	98.8%				98.8%	100.0%	Amber	100%
% of Care Leavers have an up-to-date Pathway Plan	50%	72.5%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	66.8%	69.6%	72.5%	91.5%				91.5%	100.0%	Amber	100%
% of all CLA who have up-to-date Pathway Plans (Combined)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	93.8%				93.8%	100.0%	Amber	100%
% of CLA are placed no more than 20 miles away from home	68%	45.0%	51.0%	50.0%	50.0%	49.0%	48.0%	46.0%	46.0%	47.0%	46.0%	45.0%	45.0%	44.0%	72.5%	85.0%	87.0%	44.0%	55.0%	Red	70%

Ofsted Improvement Board Dashboard

Success Measure	Annex A /Ofsted Baseline/ June	Apr-14 outturn	May-14 outturn	Jun-14 outturn	Jul-14 outturn	Aug-14 outturn	Sep-14 outturn	Oct-14 outturn	Nov-14 outturn	Dec-14 outturn	Jan-15 outturn	Feb-15 outturn	Mar-15 outturn	Apr-15 outturn	Stat. Neighbours 2014	South East 2014	National 2014	Current outturn	Current target	Current RAG	Jan-16 Target
% ICPC held within 15 working days of the strategy discussion		30.0%	62.0%	47.0%	54.0%	35.0%	20.0%	53.0%	43.0%	42.0%	13.0%	42.0%	30.0%	4.0%	65.7%	65.4%	69.3%	4.0%	70.0%	Red	100%
Number of case audits completed		97	N/A	N/A	N/A	5	7	0	2	18	87	87	97	72				72	100	Red	
% of case audits with a good or outstanding rating		61%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	22%	55%	55%	61%	68%				68%	60%	Green	

Staffing

Children & Families – Qualified Social Workers

	Feb 2015	Mar 2015	Apr 2015
Vacant	23	22	25
Agency	43	46	56
Permanent	186	181	183

First Response – Qualified Social Workers

	Feb 2015	Mar 2015	Apr 2015
Vacant	1	0	3
Agency	19	24	27
Permanent	8	8	8
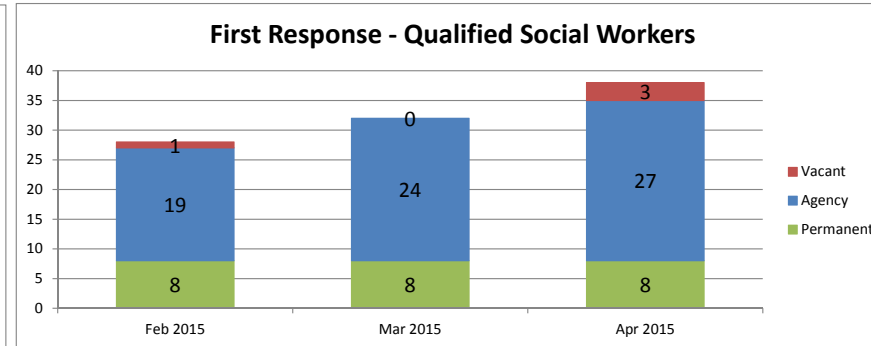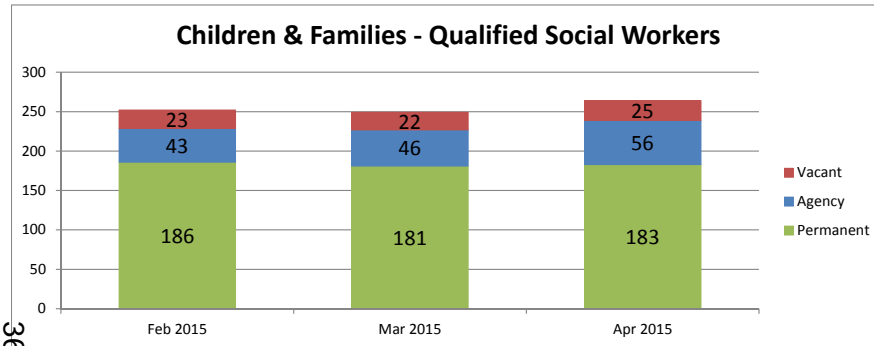
The number of posts with no worker/empty seats has increased slightly from last month, but we know that we have 12 recruits ready to start in May (6 perm & 6 agency). A review of SAP is also underway to remove any posts that are not part of the current establishment.

The number of agency SW covering perm posts has gone up from last month but is part of strategy to minimise 'empty seats'. Strategy to bring agency temps down will take a bit longer to embed based on calculated release of agency staff based on RAG risk review.

	Mar 2015
Sickness Rate for qualified social workers - average days lost in rolling year per FTE	9.58

	Qtr 3 2014-2015
Permanent Retention/Turnover Rate	18%

Caseload Analysis

Team	Caseload Target	SW FTE 13/5/15	Cases 13/5/15	Caseload
First Response	25	31	553	17.8
Children in Need	17	58.6	1043	17.8
Children in Care	20	21.3	305	14.3
Children with Disabilities*	17	16.6	381	23.0

* caseload numbers excludes cases 'open to review'
SW fte excludes TMs, CSWMs, Frontline and C&FWs (case figures includes their cases)

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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:	05/06/15
Author:	Pauline Cue
Contact officer:	**Atifa Sayani. Tel: 01296 383105**
Report signed off by Cabinet Member:	**Mike Appleyard**
	Cabinet Member for Education and Skills
Electoral divisions affected:	**All**

1. Purpose of Agenda Item

- to inform Members of the 2014 results attained by pupils in Buckinghamshire schools in the Foundation Stage, Key Stages 1, 2, 4 and post-16, and of Ofsted inspections in Buckinghamshire settings, schools and colleges . 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 actions being taken deriving from this analysis

Background

- A report on standards in Buckinghamshire schools is presented to Members every year.

- The Buckinghamshire Education Standards Report 2014-15, which accompanies this report as an appendix, gives more details of results and Ofsted grades. Page references to this report are provided.

- These reports were presented to Cabinet on 13th April 2015.

Summary

2. Quality of Buckinghamshire schools

- The percentage of pupils attending a good or outstanding school in Buckinghamshire is improving and is above the national picture for all categories of school.

  - 100% of pupils attend **nursery schools** which are good or outstanding.
  - 85% of pupils attend good or outstanding **primary schools (**Buckinghamshire is the highest performing authority in the south east region for this measure[1]).
  - 75% of pupils attend **secondary schools** which are good or outstanding. This includes 100% of those attending **selective secondary schools**.
  - 96% of pupils attend **special school**s that are good or outstanding (also above national)
  - 100% of pupils attend **Pupil Referral Units** (PRUs) that are good or outstanding.
  - Only 3% of Buckinghamshire pupils attend schools which are classed as inadequate, with 12% attending schools which require improvement.
- Currently 81% of pupils in Buckinghamshire attend a good or outstanding school, compared to 78% of pupils nationally

3. Achievement of Buckinghamshire children and young people

As in previous years, results in Buckinghamshire schools were generally well above the national average and above those of similar authorities (Statistical Neighbours)[2]. Results were higher than in 2013 in the Early Years Foundation Stage, Y1 Phonics and KS1 reading and writing (maths was the same as 2013). Results in KS4 were affected by changes in methodology. Results fell, but by less than national. Results in KS5 fell slightly.

The benchmark levels are:

- Good level of development in the Early Years Foundation Stage
- Expected level in the Y1 Phonics check
- Level 2+ reading at KS1
- Level 4+ reading, writing and maths at KS2
- 5+ A*-C including English and maths at KS4

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[1] 2014 Ofsted South East Region Annual Report, published in December 2014

[2] Bedfordshire (Central), Bracknell Forest, Cambridgeshire, Hampshire, Hertfordshire, Oxfordshire, Surrey, West Berkshire, Windsor & Maidenhead and Wokingham.

Pupil attainment 2014 - Buckinghamshire and national
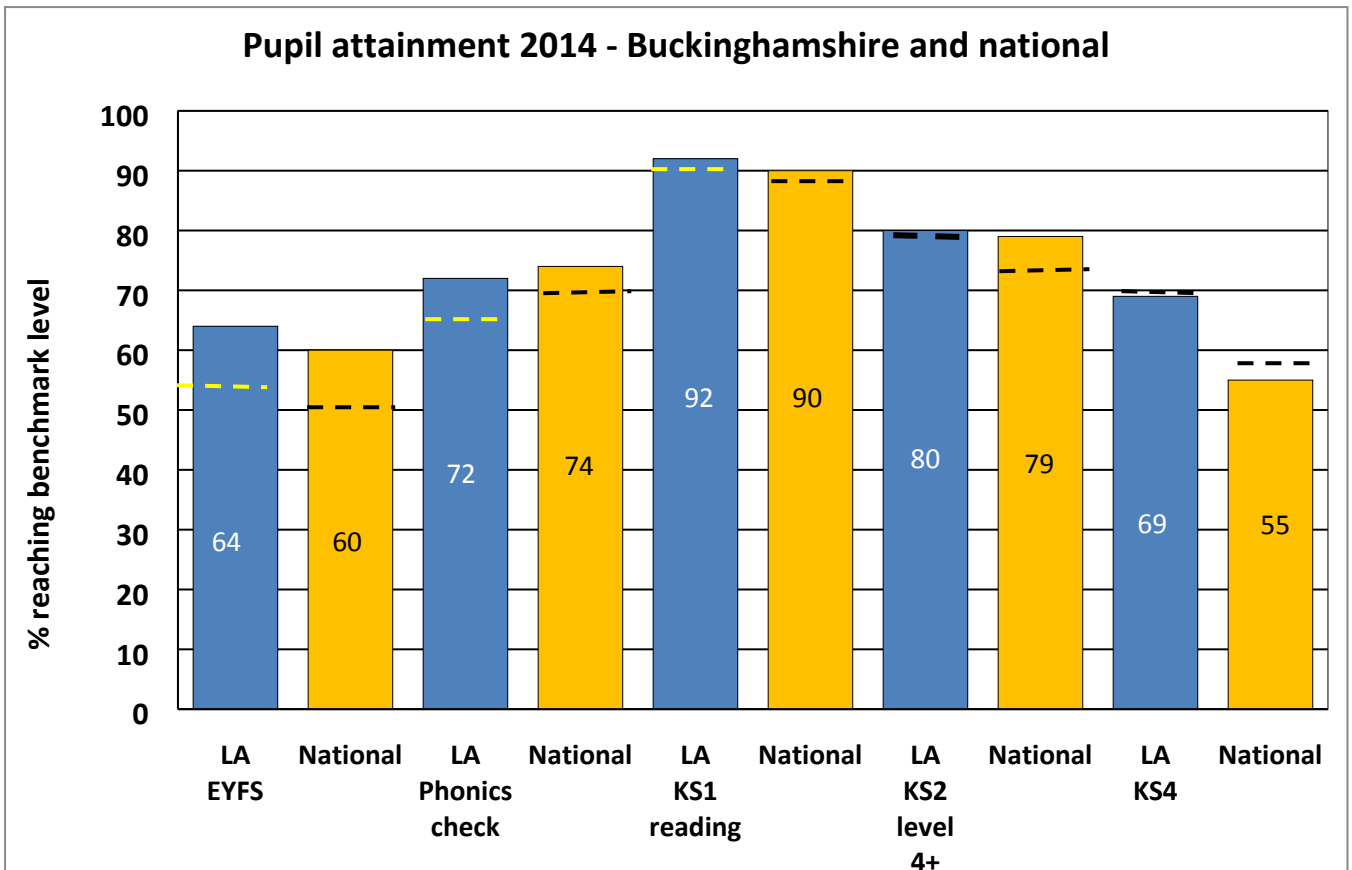
The table shows the percentage reaching the benchmark level at each Key Stage in 2014, compared to national. More detailed results by Key Stage are given later in the report.

Dotted lines show 2013 results

4. Achievement gaps

As the South East regional report of Her Majesty's Chief Inspector of Education, Children's Services and Skills states (p. 4), the region as a whole needs to focus on the needs of vulnerable young people:

- in affluent areas, hidden by overall high attainment
- in areas of higher deprivation.

In Buckinghamshire:

- As in the South East generally, gaps are wider than national between **disadvantaged pupils** (those eligible for pupil premium because they have had FSM over the last six years or are looked after children) and other pupils. This is partly because overall results are high, but also because disadvantaged pupil groups in most Key Stages have lower results than national. The gaps were narrower than in 2013 at KS1 and KS2 but increased in the Early Years Foundation Stage, Y1 Phonics and KS4.

- Pupils in some **minority ethnic groups** also have higher results than others. **NB. The numbers of pupils in some groups are small and some fluctuation year on year is to be expected.**

- When disadvantage and ethnicity are both taken into account, achievement gaps are widest for White British pupils. **Disadvantaged White British boys** have the lowest results.

- Pupils whose **first language** is Tamil or Hindi have higher results than those whose first language is English, and at KS4 so do those speaking Gujarati or Panjabi (Gurmukhi). Speakers of the other main language groups do less well than those whose first language is English.

- **Gender gaps** are generally narrower than national gaps.

ANALYSIS BY KEY STAGE

5. **EARLY YEARS FOUNDATION STAGE** *(see Buckinghamshire Education Standards Report 2014-15 pages 8-10)*

The Early Years Foundation Stage Profile (EYFSP) summarises children's attainment at the end of Reception. To reach a good level of development, 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.

In 2014, 64% of children achieved a good level of development by the end of the Early Years Foundation Stage compared with 60% nationally. This was a 9% increase on 2013, and placed Buckinghamshire 5th when ranked against statistical neighbours. The gap between the overall median and the average score of the lowest 20% was smaller than national, because the score of the lowest 20% was higher than national.

There is further work to be done to improve the performance of **disadvantaged pupils** in the Early Years Foundation Stage because they do less well than their peers nationally. The gap in Buckinghamshire (26%) is larger than national.

White British pupils and Mixed White-Black Caribbean children performed particularly well and the percentage reaching a good level of development was above national averages for these groups. Other minority ethnic groups performed less well, and this remains an area of focus.

Current work

Much work is carried out with **pre-school settings and Children's Centres**.

Initiatives include developments to narrow gaps and to support children with EAL. For example, there is the county-wide Early Language Development Programme, and a Narrowing the Gap project for settings and children's centres which is aimed at developing

parental engagement and the home learning environment. There is also a wide range of other staff training and the provision of Quality Improvement Grants.

The percentage of non-domestic settings identified as good or better has historically been higher than national and statistical neighbours. The impact of recent work supporting settings is that there are currently no Inadequate Non-Domestic Premises settings, although some still Require Improvement. However, there are new places being created and some schools with nursery classes need to improve the quality of teaching.

A comprehensive training programme relating to **the new Profile** was completed by the end of March 2013 for all reception class teachers and for all EYFS settings, to support them with completion of the EYFS Profile in June 2013 onwards. Data is used by the BLT Early Years team to support and challenge schools. As a result, assessment is more secure, reliable and robust, and the percentage of children reaching a good level of development increased significantly in 2014.

With the introduction of **baseline assessment** at the beginning of the Reception Year in September 2015, further training and support is in place.

EARLY YEARS - KEY AREAS OF FOCUS

- Improve the performance of disadvantaged children so that increasing numbers reach a good level of development by the end of the Foundation Stage
- Improve the performance of children who have English as an additional language so that an increasing number reach a good level of development
- Support schools to select a suitable Reception Baseline product from those offered nationally, ready for implementation in September 2015. Ensure that Reception Baseline assessment is applied consistently so that it can be used to measure children's starting points across the county

6. PRIMARY SCHOOLS

6a. Phonics Screening Check *(see Buckinghamshire Education Standards Report 2014-15 pages 11-12)*

Children take the screening check in Year 1. Overall, **72% of Year 1 children** taking the check **achieved the expected standard**, up from 66% in 2013. **However, results were 2% below national** (3% below national in 2013), placing Buckinghamshire 9th when compared to Statistical Neighbours. As last year, 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 Year 1 have to take the check again in Year 2. **By the end of Y2**, improvements are seen as 89% of children reached the expected standard (Y1 and Y2 results combined), **which was 1% above national**.

The percentage of **disadvantaged** pupils achieving the expected standard in Year 1 was 8% below national. The gap between disadvantaged and other pupils was larger than national, and has increased since 2013. This is improved by Year 2 where 62% of disadvantaged children retaking the check achieved the expected standard, which was 2% above national (an increase on 2013 when it was 5% below national.)

All groups performed below national in the Year 1 check, with key minority ethnic groups performing less well than White British pupils. **By Year 2, all groups performed well and were above or equal to national results.**

6b. Key Stage 1 *(see Buckinghamshire Education Standards Report 2014-15 pages 12-13)*

At Key Stage 1, results have been significantly higher than national for the last three years. 2014 results in reading and writing showed improvements. **Percentages reaching or exceeding level 2+, 2B+ and level 3+ were all significantly above national in reading, writing and maths.** 92% reached Level 2+ in reading (2% above national), 88% in writing (also 2% above national) and 93% in maths (1% above national) Results at level 2+ were 5th of Statistical Neighbours in reading and 7th in writing and maths. There are no combined measures at KS1.

Results of **disadvantaged pupils** in Buckinghamshire increased more than for other pupils, although results for this group remained below those of other pupils in Buckinghamshire in They were also below results of disadvantaged pupils nationally. Gaps between disadvantaged and other pupils were12% in reading, 15% in writing and 10% in maths. These gaps were smaller than in the EYFS and for phonics bur were still larger than national.

The performance of White British pupils was significantly above national in all subjects. Whilst **Pakistani** pupils performed significantly less well at level 2+ in all subjects, their performance was above national at level 3 in reading and maths. **Mixed White-Black Caribbean** (MWBC) pupils were above national in reading and writing, and below in maths. The small number of **Black Caribbean** pupils were below national in all subjects.

6c.Key Stage 2 *(see Buckinghamshire Education Standards Report 2014-15 pages 13-18)*

The key measure at KS2 is the percentage of children achieving or exceeding Level 4 in all three of reading, writing and maths. **80% of pupils in Buckinghamshire** reached this level in 2014 (national result 79%). Results for this measure were 7th of Statistical Neighbours.

Overall percentages making at least expected progress (i.e. 2 or more levels) from KS1 have improved from 2013. 93% made expected progress in reading, 92% in writing and 90% in maths. Progress was significantly above national in reading and maths. Progress in writing was significantly below national (because progress of girls was significantly low), and is a key area of focus.

The government's KS2 **"floor target"** for 2014 identifies schools which have below 65% achieving L4+ in reading, writing and maths, and are also below the national median for 2 levels progress in all of reading, writing and maths from KS1. In 2014, four schools were below the floor target.

The progress made by **disadvantaged pupils** from KS1 to KS2 has increased in all three subjects. While results of disadvantaged pupils were below those of other pupils in Buckinghamshire, gaps were narrower than in 2013. The achievement gaps between disadvantaged and other pupils for level 4+ reading, writing and maths was 19%. Progress gaps were 5% in reading, 3% in writing and 8% in maths. Progress of disadvantaged pupils was above similar pupils nationally in reading, the same as national for writing and below in maths.

At level 4+, the attainment of **Pakistani** pupils was significantly low. However, progress was slightly above national in maths, and slightly below national in reading and writing.

Results for the small number of **Black Caribbean** pupils were 11% below national at level 4+. Progress was significantly low in reading, and below national but not significantly low in writing and maths.

Mixed White-Black Caribbean (MWBC) pupils' overall attainment at level 4+ was in line with national. Progress has improved and was higher than last year. Progress was the same as national in reading, above national in writing and 2% below national in maths.

Gaps between disadvantaged and other pupils were greatest for White British pupils. When disadvantage, gender and ethnicity were taken into account, results were lowest for disadvantaged White British boys when compared to boys of Pakistani origin or girls in either group.

In Buckinghamshire in KS2, according to DfE data there were 16 **Looked-After Children** (CLA) in Year 6 who had been in care for a year. This was 0.3% of the yeargroup. Results were in line with national and with the SE region.

6d. CURRENT ACTIONS- PRIMARY SCHOOLS

Phonics check

29 schools across the county are involved in the Phonics project; they were at least 10% below the national benchmark last year.

KS2 writing

A cross-county project has focused on 17 schools. Initial quantitative data suggests that pupils are making accelerated progress, and qualitative data is overwhelmingly positive. This is a one-year project and data will be scrutinised at the end of the year; sustainability will be built in through the developing and maintaining the network and identification of a team of lead teachers.

Writing at Key Stage 2 is assessed by teachers rather than by a test. Therefore the BLT (Buckinghamshire Learning Trust) is also strengthening moderation to develop consistency further in making judgements.

Disadvantaged pupils

The high profile of the Narrowing the Gap work has focused all schools' attention on this area. In 2015 a BLT Education Excellence Adviser for Vulnerable Groups was appointed. A number of initiatives have been established including the Wycombe Challenge Project (launched Feb. 2015). Additionally there has been a focus on CPD (continuing professional development), multiagency work and direct work with schools

Minority ethnic pupils/ EAL

A BLT Education Excellence Adviser for EAL was appointed from Sept 2014, and works closely with the Vulnerable Groups Adviser. In addition, the BLT has retained a small team of outreach workers who work mainly with EAL new arrivals and pupils from the Gypsy, Roma and Traveller community. All schools and Early Years settings continue to have access to The Multicultural Resource Centre.

ASPIRE project

This initiative in the areas of highest deprivation in Aylesbury has been in place since Sept 2012. Most results over the last three years have risen by more than national, and the gaps between disadvantaged and other pupils have narrowed. Next steps include further seeking out of best practice and strengthening collaboration including a programme to improve literacy. There are also plans to continue to develop Early Years provision within a collaborative approach.

6e.PRIMARY SCHOOLS - KEY AREAS OF FOCUS

- Continue to increase the percentage of children reaching the expected standard in the Year 1 Phonics Screening Check
- Continue to increase the percentage of pupils making expected progress in writing from Key Stage 1
- Continue to improve the performance of Disadvantaged (Pupil Premium) pupils so that they do as well as pupils not eligible for Pupil Premium at all Key Stages
- Continue to work to ensure every pupil in Buckinghamshire attends a good or outstanding school. It is evident that some schools in Ofsted categories of Requires Improvement or Inadequate have significant number of pupils from BME backgrounds and this is impacting on overall figures for Black Caribbean, Mixed White-Black Caribbean and Pakistani pupil attainment across all key stages.

7a.SECONDARY SCHOOLS – Key Stage 4 *(see Buckinghamshire Education Standards Report 2014-15 pages 18-23)*

In terms of the key indicator at Key Stage 4 (the percentage of pupils achieving 5+ A*-C grades including English and Maths), **the results of secondary schools in Buckinghamshire are consistently above national.**

There are some significant changes to the way results are calculated at KS4 this year and therefore 2014 results are not directly comparable to previous years. Results in Buckinghamshire are generally lower than in 2013, but the decline in national results is greater. Overall the percentage of pupils achieving 5+ A*-C grades including English and maths (69.5%) was significantly high. Results were 1.8% below last year, while national results were down 5.8%.

33% attained the EBacc. (English Baccalaureate: A*-C in English, Maths, Sciences, a specified language and humanities subject). This was significantly above national (24%).

In English and maths, the percentages making expected progress were significantly high overall (78.7% in English, and 76.9% in maths). In Buckinghamshire and nationally, progress in maths was lower than in 2013, because of new rules counting a pupil's first entry only.

The government's KS4 "**floor target**" currently identifies schools which have below 40% attaining 5+ A*-C including English and maths, and are below the national median for progress from KS2 in English and in maths. Three schools were below these figures in 2014, as against two in 2013.

Results for selective (**gramma**r) schools were above the national average for grammar schools (98.6%, national 96.8%). Results for our non-selective (**upper**) schools were also above those for modern schools nationally (52.2% against 49.6% nationally).

As in other Key Stages, results were lower for **disadvantaged pupils** than for non-disadvantaged pupils in Buckinghamshire and gaps were wider than national. Changes to measures have had a greater impact on disadvantaged pupils, and a greater effect on these pupils in Buckinghamshire than nationally.

33% of disadvantaged pupils attained 5+ A*-C including English and maths at GCSE and equivalent, which was 3% below national. Thus the gap between disadvantaged and other pupils was 41%, against a national gap of 26%.

Percentages of disadvantaged pupils making expected progress were close to national, but this contrasts with the percentages of other pupils making expected progress, which were well above national. As nationally, the gap in progress was larger than at KS2.

51% of **Pakistani** pupils attained 5+ A*-C inc E/M, which was the same as national. Results of **Black Caribbean** pupils were significantly low (33%) although percentages making expected progress were above national. 48% of **Mixed White-Black Caribbean** pupils

attained 5+ A*-C inc. E/M, which was the same as national. Progress in English was 1% below national whereas in 2013 it was further below. Maths progress of all ethnic groups was above national.

As at KS2, the gap between disadvantaged and other pupils when ethnicity was taken into account was greatest for White British pupils, with the lowest results for disadvantaged White British boys (in the groups large enough to be analysed.)

Results of **Looked- After Children** at KS4 were above national and above the regional average. They were an improvement on 2013, when 6% of pupils reached 5+ A*-C inc. E/M.

7b. KEY STAGE 4 – CURRENT ACTIONS

Upper schools

Intervention has been triggered by the BLT in response to inspection judgements, with increasing numbers of Upper Schools judged to Require Improvement. Interventions were also triggered in response to data. The identified schools have been reviewed and issues identified where appropriate. The actions are taking place in Upper Schools across the county which are in Ofsted grade 3 or 4, and also in those judged by the BLT to be Red Category of risk, or vulnerable. Graded intervention is taking place in ten Upper Schools, with intense work in some, and lighter-touch monitoring in others.

Additionally, the BLT is currently supporting four upper schools to improve results in KS4 English. There was a significant impact on KS4 results in the four project schools last year, although other factors not connected with the intervention will also have raised results.

The BLT is also working in partnership with "My Science" to support 5 Buckinghamshire Upper Schools develop Triple Science (Physics, Chemistry, Biology. Another project is intensively supporting science in 3 Buckinghamshire upper schools through the National Network of Science Learning Centres.

Narrowing the Gap

The actions noted under the section on primary schools (page 7 above) also apply to secondary schools.

Looked After Children

The DfE has recently expressed concern that in 2012-14 only 66.4% of looked after children were in good or outstanding schools compared to 78.8% of all pupils in the authority. This is also an area of action in the primary phase.

However, figures have improved since 2012-14. By January 2015, 73% of Buckinghamshire CLA were in good or better schools, with 83% of new placements between June 2014 and January 2015 in good or better schools.

7c.SECONDARY SCHOOLS - KEY AREAS OF FOCUS

- Increase the percentage of pupils who attend a good or outstanding non-selective school
- Increase the percentage of Disadvantaged (Pupil Premium) pupils achieving 5+A*-C including English and maths at KS4
- Increase the percentage of Disadvantaged pupils making expected progress in English at KS4
- Increase the percentage of Disadvantaged pupils making expected progress in maths at KS4
- Increase the percentage of Looked-After Children in good or outstanding schools.

8. POST-16 *(see Buckinghamshire Education Standards Report 2014-15 pages 24- 26)*

8a.Results

As in previous years, **overall results for students at Level 3 qualifications (A level and equivalent) were well above national and highest when compared to our Statistical Neighbours.** This was the case both for Average Points Scores and for those attaining grades AAB or better at A level.

8b.Raising the Participation Age (RPA)

The percentage of young people achieving compliance with Raising the Participation Age in Year 12 has consistently increased over the past year. **Buckinghamshire is well ahead of national and statistical neighbour performance averages.**

There are **low levels of NEET** (those Not in Education, Employment or Training) and Unknowns (those whose destination on leaving school are not known) when compared with national, regional, and statistical neighbour averages.

8c.Current actions

Actions are taking place in line with the Local Authority's 11-19 Education for Life Strategy which places duties on elected members and senior officers in relation to securing sufficient suitable provision for all 16 -19 year olds and in respect of Raising the Participation Age (RPA) requirements.

The Local Authority promotes the effective participation of all 16- and 18-year-olds in education, training or an apprenticeship and works diligently to identify young people who are not participating. The Council's Cabinet has agreed to provide funding for a targeted advice, guidance and support service to support young people who are at risk of not participating in education, employment and training.

Participation figures are well above national as a result of this work.

8d.POST-16 - Key areas of focus

- Broker support for one Further Education establishment to improve its Ofsted Judgement to Good
- Engage hard to reach parents in the RPA events to increase participation amongst underrepresented groups
- Continued growth in high quality apprenticeship and traineeship opportunities, with particular focus on the most vulnerable
- Improve young people's employability skills and access to work inspiring opportunities
- Bring together Youth Support Services in Buckinghamshire to reduce duplication, increase the range of services offered and improve outcomes for vulnerable young people
- Utilise the expertise of Teaching Schools to improve the quality of English and maths in sixth forms and other post-16 settings

9. OVERALL FOCUS

Whilst the progress and attainment of Buckinghamshire pupils overall continues to exceed national comparisons, there are still specific groups of children where further improvements need to be made.

The Council will therefore continue to focus on driving improvements in the progress and attainment of certain groups of pupils, such as disadvantaged pupils and those from Pakistani and Mixed White-Black Caribbean backgrounds. Priorities will include:

- Continue to improve the performance of Disadvantaged (Pupil Premium) pupils so that they do as well as pupils not eligible for Pupil Premium at all Key Stages
- Continue to work to ensure every pupil in Buckinghamshire attends a good or outstanding school
- Continue to increase the percentage of children reaching the expected standard in the Year 1 Phonics Screening Check and making expected progress in writing from Key Stage 1.

Resource implications
- There are no specific financial and resource implications for schools.

Next steps
- This is a paper for information.

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

BUCKINGHAMSHIRE EDUCATION STANDARDS REPORT 2014-15

BUCKINGHAMSHIRE EDUCATION STANDARDS REPORT: 2014-2015

Contents

Executive Summary

- Buckinghamshire is a relatively affluent area of the country. The level of poverty is lower than the England average and fewer children are in care. Parts of the county are less affluent and achievement of disadvantaged pupils is an area of concern, as in the South East generally.
- The County Council, in its role as champion for children, continues to build on established relationships with schools to ensure that all Buckinghamshire children and young people have the opportunity to fulfil their potential.

Quality of Buckinghamshire schools

- The percentage of pupils attending a good or outstanding school in Buckinghamshire is improving and is above the national picture for all categories of school.
  - 100% of pupils attend **nursery schools** are good or outstanding.
  - 85% of pupils attend good or outstanding **primary schools (**Buckinghamshire is the highest performing authority in the south east region for this measure[1]).
  - 75% of pupils attend **secondary schools** which are good or outstanding. This includes 100% of those attending **selective secondary schools**.
  - 96% of pupils attend **special school**s that are good or outstanding (also above national)
  - 100% of pupils attend **Pupil Referral Units** (PRUs) that are good or outstanding.
  - Only 3% of Buckinghamshire pupils attend schools which are classed as inadequate, with 12% attending schools which require improvement.
- Currently 81% of pupils in Buckinghamshire attend a good or outstanding school, compared to 78% of pupils nationally

- The DfE has recently expressed concern that the percentage of looked after children in good or outstanding schools had been lower than for other pupils in the authority. However, recent figures show improvement. By January 2015, 73% of Buckinghamshire CLA were in good or better schools, with 83% of new placements between June 2014 and January 2015 in good or better schools.

Achievement of Buckinghamshire children and young people

Overall attainment in Buckinghamshire is above average in most measures with end of Key Stage results generally above national and similar authorities[2].

- Early years
  - In 2014 64% of children achieved a good level of development by the end of the Early Years Foundation Stage compared with 60% nationally
- Primary Schools
  - At Key Stage 1, results have been significantly higher than national for the last three years
  - At Key Stage 2, 80% of pupils achieved or exceeded Level 4 in reading, writing and maths which remains significantly higher than national.

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[1] 2014 Ofsted South East Region Annual Report, published in December 2014

[2] Bedfordshire (Central), Bracknell Forest, Cambridgeshire, Hampshire, Hertfordshire, Oxfordshire, Surrey, West Berkshire, Windsor & Maidenhead and Wokingham.

- o The progress made by disadvantaged pupils from KS1 to KS2 has increased in all three subjects and the achievement gap between disadvantaged and other pupils for level 4+ reading, writing and maths was narrower than in 2013
- Secondary Schools
  - o In terms of the key indicator at Key Stage 4 (the percentage of pupils achieving 5+ A*-C grades including English and Maths), the results of secondary schools in Buckinghamshire are consistently above national.
  - o Results for selective (grammar) schools were above the national average for grammar schools (98.6%, national 96.8%),
  - o Results for our non-selective (upper) schools were also above those for modern schools nationally (52.2% against 49.6% nationally).

Focus

Whilst the progress and attainment of Buckinghamshire pupils overall continues to exceed national comparisons, the report nevertheless identifies that there are still specific groups of children where further improvements need to be made.

The Council will therefore continue to focus on driving improvements in the progress and attainment of certain groups of pupils, such as disadvantaged pupils and those from Pakistani and Mixed White-Black Caribbean backgrounds. Priorities will include:

- Continue to improve the performance of Disadvantaged (Pupil Premium) pupils so that they do as well as pupils not eligible for Pupil Premium at all Key Stages
- Continue to work to ensure every pupil in Buckinghamshire attends a good or outstanding school
- Continue to increase the percentage of children reaching the expected standard in the Year 1 Phonics Screening Check and making expected progress in writing from Key Stage 1.

Context

Buckinghamshire is a relatively affluent area of the country, as is the South East region generally. As noted in the Buckinghamshire 2014 Children and Young People's Plan, the level of poverty is lower than the England average and fewer children are in care. Health and well-being of children is generally better than the England average. However, parts of the county are less affluent and achievement of disadvantaged pupils is an area of concern as in the South East generally.

Figures from the 2011 National Census show that 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 expected to rise so that there will be 135,892 people under the age of twenty by 2020, which would be 25.9% of the population. Currently 25.9% of school children are from a black or minority ethnic group.

A highly regarded education system

The Buckinghamshire education system is highly regarded. Buckinghamshire has a large number of schools: there are two maintained nursery schools, 181 primary schools, 35 secondary schools (of which 13 are selective and 2 are Free Schools), 2 all age schools (taking pupils from age 3 to age 18), 1 University Technical College, 12 special schools and 4 Pupil Referral Units. Buckinghamshire is one of a small number of Local Authorities which has a selective system of secondary education.

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.

All school improvement partners are committed to working towards delivering the priorities laid down in **Buckinghamshire's Educational Principles:**
- Every child to be educated in a school which is good or better
- Every child to make at least good progress
- Every child to benefit from being part of a community of schools and partners which is committed to providing outstanding care and support to the child

As a result pupils do particularly well, and overall attainment in Buckinghamshire is above average in most measures with end of Key Stage results generally above national and similar authorities (Statistical Neighbours), especially at Key Stage 4. More detail is given in the specific Key Stage sections.

The table below shows the percentage reaching the benchmark level at each Key Stage in 2014, compared to national.

The benchmark levels are:
- Good level of development in the Early Years Foundation Stage
- Expected level in the Y1 Phonics check
- Level 2+ reading at KS1
- Level 4+ reading, writing and maths at KS2
- 5+ A*-C including English and maths at KS4

Pupil attainment 2014 - Buckinghamshire and national

	EYFS		Phonics check		KS1 reading		KS2 level 4+		KS4	
	LA	National	LA	National	LA	National	LA	National	LA	National
% reaching benchmark level	64	60	72	74	92	90	80	79	69	55

Dotted lines show 2013 results
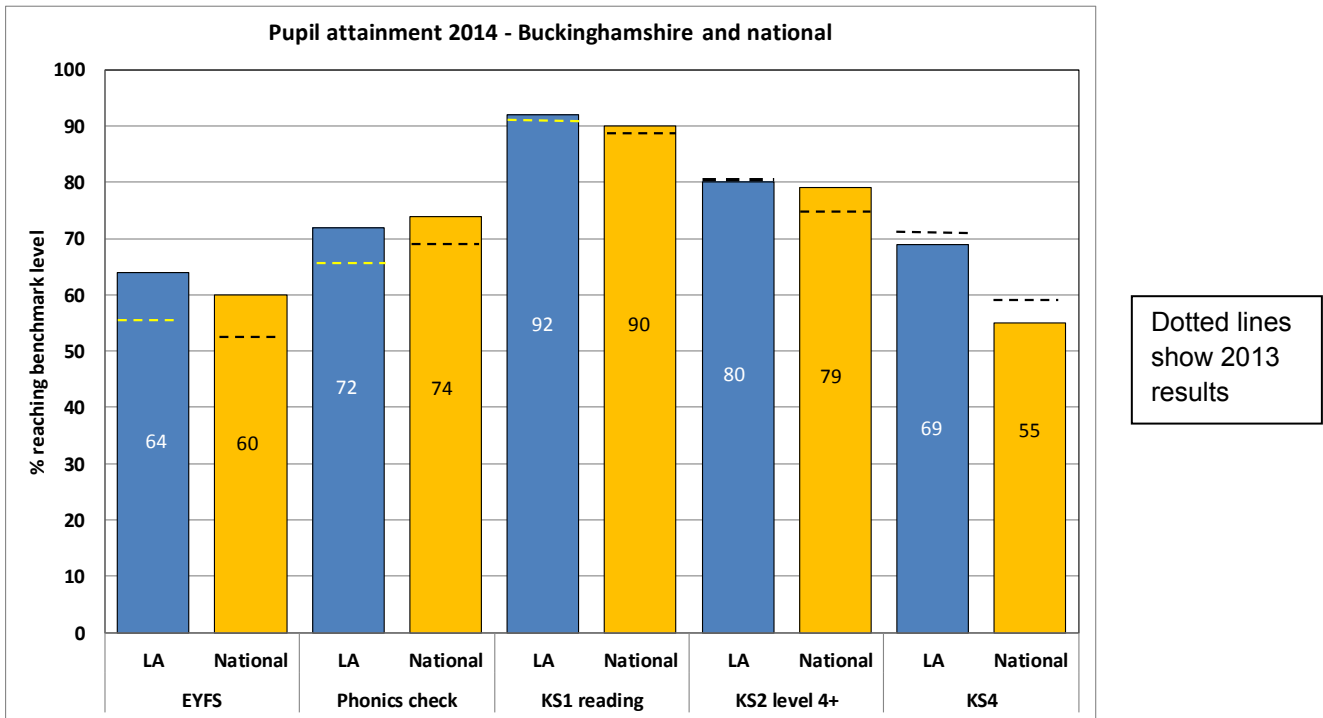
Every child to be educated in a school which is good or better

The percentage of pupils attending a good or outstanding school in Buckinghamshire is improving and is above the national picture. Currently 81% of pupils in Buckinghamshire attend a good or outstanding school, compared to 78% of pupils nationally.

Percentages of pupils attending a good or outstanding school - Buckinghamshire and national

	All schools	Nursery	Primary	Secondary	Special	PRU
LA	81	100	85	75	96	100
Nat	78	95	81	74	91	82
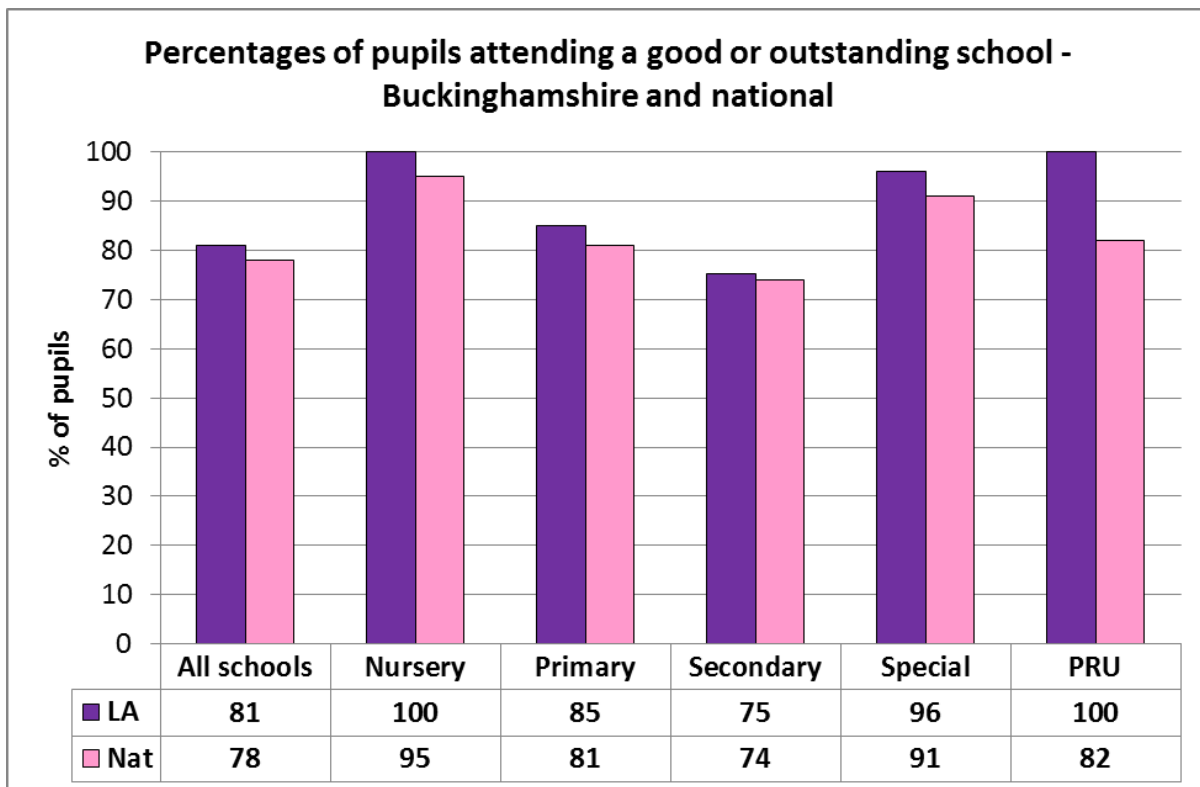
LA data 10/02/15 from SMST. National data 31/08/14 from Ofsted

- There are currently no inadequate **Early Years Non-Domestic Premises** settings (although a small number still require improvement).

- 100% of **nursery schools** are good or outstanding.

- The percentage of pupils in good or outstanding **primary schools** has increased to 85% which is above national. In the 2014 Ofsted South East Region Annual Report, published in December 2014, it was noted that Buckinghamshire was the highest performing authority in the south east region for this measure.

- 75% of pupils attend **secondary schools** which are good or outstanding (also above national). This includes 100% of those attending **selective secondary schools**. The performance of a number of our non-selective secondary schools is an area of focus.

- The percentage of pupils attending **special school**s that are good or outstanding has increased and in February was 96% compared to 91% nationally.

- 100% of **Pupil Referral Units** (PRUs) are good or outstanding.

- Only 3% of Buckinghamshire pupils attend schools which are classed as inadequate, with 12% attending schools which require improvement.

Early Years

Education providers in Buckinghamshire are committed to providing all children with the best start in life. Evidence shows that the earliest years in a child's life have a significant and long-lasting impact. 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 and early years providers has made a real difference.

Non-Domestic Premises settings

Currently there are no inadequate Non-Domestic Premises settings in Buckinghamshire. The percentage of providers in Buckinghamshire judged to be good or better has always been significantly above national and on a par with statistical neighbours.

The small sample of inspections between December 2014 and February 2015 shows a slight decline in Buckinghamshire's Ofsted judgements for these settings. There is also a pattern over the last year that shows that Buckinghamshire is achieving fewer outstanding judgements than our statistical neighbours.

Early Years Foundation Stage Profile

The key measure is the **percentage reaching a good level of development**, which means reaching at least the expected level in all aspects of Communication and Language, Physical Development, Personal Social and Emotional Development, Literacy and Mathematics. Assessment changed in 2013, so earlier data is not comparable. Overall standards are high. **In 2014 64% of children achieved a good level of development by the end of the Early Years Foundation Stage compared with 60% nationally.** This placed Buckinghamshire 5th when ranked against statistical neighbours, and 30th
 against all local authorities nationally.

All pupils – all schools and settings	*2014*	*National 2014*	*Diff from nat 2014*	*SN position*	
% reaching a good level of development	64 (+9)	60 (+8)	4 (+1)	5th (as 2013)	Statistical significance is not available for Early Years Foundation Stage Profile results

2014 data from SFR 39/2014. Results in brackets show change from 2013

Percentages reaching a good level of development were above national for both boys and girls. The gender gap was the same as national, but wider than at later Key Stages.

The gap between the overall median and the average score of the lowest 20% was smaller than national, because the score of the lowest 20% was higher than national. The gap compared to statistical neighbours was the 7th smallest. This is an improvement on 2013 when it was the 9th smallest. The gap was the 30th smallest nationally.

Closing the gap between the median and the average of the lowest 20%

All pupils – all schools and settings	*2014*	*National 2014*	*Diff from nat 2014*	*SN position*
Median point score of all pupils	34	34	0	
Average score of lowest 20%	24.3	22.5	1.8	

% gap (median of all pupils – average of lowest 20%, as % of the median of all).	**28.7**	33.9	-5.2	7th

2014 data from SFR 39/2014, SN = Statistical Neighbours, nat = national

EYFSP - Disadvantaged Pupils

These figures are for pupils currently eligible for Free School Meals only, not the wider "pupil premium" group normally used when looking at disadvantaged pupils. As these pupils reached statutory school age only in 2013-14, there is unlikely to be a difference between FSM and Pupil Premium data.

There is further work to be done to improve the performance of disadvantaged pupils in the Early Years Foundation Stage because they do less well than their peers nationally. The gap in Buckinghamshire is larger than national, and 1% wider than in 2013.

Early Years Foundation Stage - % reaching a good level of development	No. of Pupils	LA	Nat
FSM	453	40	45
Not FSM	5641	66	64
2014 Gap		**-26**	**-19**
2013 Gap		*-25*	*-19*

Data is for FSM (from SFR46/2014), not Disadvantaged pupils, but as explained above these are likely to be the same for this year group.

EYFSP – Ethnicity

White British pupils and Mixed White-Black Caribbean children perform particularly well and the percentage reaching a good level of development is above national averages for these groups. Other groups perform less well, and this remains an area of focus.

% Good level of development	Cohort 2014	LA	Nat	Diff from nat
White British	*4102*	69	63	*+6*
Pakistani	*559*	42	50	*-8*
Black Caribbean	*36*	53	58	*-5*
Mixed White and Black Caribbean	*142*	61	58	*+3*

LA data from SMST. National (Nat) data from DfE SFR 46/2014

EYFSP - Language

Although the percentage of children reaching a good level of development is high overall, as at other Key Stages Tamil speakers have higher results than those whose first language is English. Results by language group show that, as in 2013, gaps are wider in the Early Years foundation stage than at KS2.

% reaching a "good level of development" by main language groups 2014

	English	Urdu	Panjabi	Polish	Panjabi (Mirpuri)	Pashto/ Pakhto	Tamil	French	All EAL
% attaining	67.8	37.8	40.6	33.3	31.6	46.9	70.0	61.9	46.1
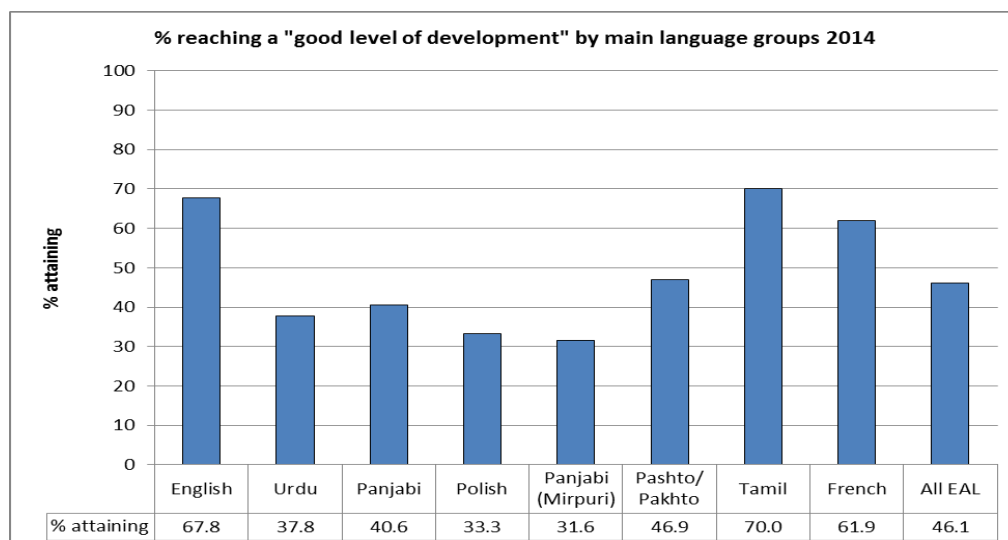
Numbers in each group - EYFS (data from January 2013 census)

English	Urdu	Panjabi	Polish	Panjabi (Mirpuri)	Pashto/ Pakhto	Tamil	French	All EAL	All pupils
4906	196	128	105	57	32	30	21	925	6089

Only pupils in maintained schools are included.
All language data is from the Schools Management Support Team (SMST).

EARLY YEARS - Key areas of focus

- Improve the performance of disadvantaged children so that increasing numbers reach a good level of development by the end of the Foundation Stage
- Improve the performance of children who have English as an additional language so that an increasing number reach a good level of development
- Support schools to select a suitable Reception Baseline product from those offered nationally, ready for implementation in September 2015. Ensure that Reception Baseline assessment is applied consistently so that it can be used to measure children's starting points across the county

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Primary Schools

Phonics Screening Check

Overall, 72% of Year 1 children taking the check achieved the expected standard, up from 66% in 2013. However results were 2% below national (3% below national in 2013), placing Buckinghamshire 9th when compared to Statistical Neighbours. As last year, 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 Year 1 have to take the check again in Year 2. By the end of Y2, improvements are seen as 89% of children reached the expected standard (Y1 and Y2 results combined), **which is 1% above national**.

Phonics - Gender

In Year 1 results for boys (69%) were 3% below national and results for girls (75%) were 1% below. Both boys and girls who re-took the check in Y2 were above national (boys 66%, girls 73%)

Phonics check - % reaching expected standard	2012	2013	2014	Nat 2014	Diff. from nat 2014	SN position 2014
Year 1	55	66 (+11)	72 (+6)	74(+3)	-2	9th
By the end of Year 2	n/a	86	89(+3)	88 (+3)	+1	4th

Data from Data from SFR 34/2014 and LA RAISE March 2014

Phonics – Disadvantaged Pupils

The percentage of disadvantaged pupils achieving the expected standard in Year 1 was 8% below national. The gap between disadvantaged and other pupils was larger than national, and has increased since 2013. This improved by Year 2 where 62% of disadvantaged children retaking the check achieved the expected standard, which was 2% above national (an increase on 2013 when it was 5% below national.)

Year 1 phonics check - percentage reaching expected standard	No. of Pupils	LA	Nat
Disadvantaged pupils	646	51	63
Other	5612	74	78
2014 Gap		**-23**	**-15**
2013 Gap		*-20*	*-16*

Data from LA RAISE March 2014 and SFR 34/2014

Phonics – Ethnicity

All groups performed below national in the Year 1 check, with key minority ethnic groups performing less well than White British pupils
- White British pupils (74%) were 5% below national
- Pakistani pupils, (60% of 584 pupils), were 13% below national
- Black Caribbean (55% of 55 pupils) were 17% below national
- Mixed White-Black Caribbean (64% of 161 pupils) were 7% below national.

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By Year 2, all groups performed well and were above or equal to national results. Numbers were lower than in previous years as more pupils had reached the qualifying mark in Year 1.

Key Stage 1

Results at Key Stage 1 have been significantly higher than national for the last three years, and 2014 results in reading and writing showed improvements. Percentages reaching or exceeding level 2+, 2B+ and level 3+ were all significantly above national in reading, writing and maths.

In reading and writing, both LA and national figures increased by 1% from 2013. In maths, the national figures also went up by 1% but the LA figures stayed the same.

At the higher level 3, all results were also significantly high and the difference from national was greater. 38% reached level 3 in reading (31% nationally), 18% in writing (16% nationally) and 30% in maths (24% nationally)

% attaining	2012	2013	2014	Nat 2014	Diff from nat 2014	SN position 2014	Nat position 2014
Reading level 2+	91	91 (+0)	92 (+1)	90	+2	5th	12th
Writing level 2+	87	87 (+0)	88 (+1)	86	+2	7th	25th
Maths level 2+	93	93 (+0)	93 (+0)	92	+1	7th	34th

Data from SFR 34/2014 [3]

KS1 - Gender

At all measures at Level 2+ and above, both boys and girls were significantly above national.

KS1 - Disadvantaged Pupils

Results of disadvantaged pupils in Buckinghamshire increased more than for other pupils, although results for this group remain below those of other pupils in Buckinghamshire in reading, writing and maths, and are also below results of disadvantaged pupils nationally. The gaps between disadvantaged pupils and other pupils were narrower than in 2013, but were still wider than national.

The performance of disadvantaged pupils remains an area of focus.

Key Stage 1	No. of Pupils	% L2+ Reading		% L2+ Writing		% L2+ Maths	
		LA	Nat	LA	Nat	LA	Nat
Disadvantaged	750	81	82	75	77	85	86
Other	5318	93	92	90	89	95	94
2014 Gap		**-12**	**-10**	**-15**	**-12**	**-10**	**-8**
2013 Gap		-18	-12	-19	-14	-11	-9

Data from LA RAISE March 2014

KS1 – Ethnicity

[3] Green and blue shading is used to indicate statistically significantly high or low results . See the notes section for more details.

The performance of White British pupils is significantly above national in all subjects. Whilst Pakistani pupils performed less well at level 2+ in all subjects, their performance is above national at level 3 in reading and maths. Mixed White-Black Caribbean (MWBC) pupils were above national in reading and writing, and below in maths. Black Caribbean pupils were below national in all subjects.

KS2: % achieving by ethnic group	Cohort 2014	Reading level 2+			Writing level 2+			Maths level 2+		
		LA	Nat	Diff from nat	LA	Nat	Diff from nat	LA	Nat	Diff from nat
White British	4156	93	91	+2	90	87	+3	95	93	+2
Pakistani	555	85	88	-3	79	84	-5	85	89	-4
Black Caribbean	46	83	89	-6	80	85	-5	89	90	-1
MWBC	133	92	89	+3	86	84	+2	90	91	-1

Data from LA RAISE March 2014, nat = national

Key Stage 2

The key measure at KS2 is the percentage of children achieving or exceeding Level 4 in all three of reading, writing and maths. 80% of pupils in Buckinghamshire reached this level in 2014. The gap between Buckinghamshire results and national results is closing, as Buckinghamshire results increased by 1% while national results increased by 4%. However the Buckinghamshire result remains significantly above national.

The percentage of pupils attaining level 4+ in the English Grammar, Punctuation and Spelling test (79%) was also significantly high.

Overall percentages making at least expected progress (i.e. 2 or more levels) from KS1 have improved from 2013, and were significantly above national in reading and maths. Progress in writing was significantly below national, and is a key area of focus.

Percentages making more than expected progress were above national in maths, but below national in reading and writing. Again, this shows improvement in maths – in 2013 this figure was below national.

% attaining	2012	2013	2014	Nat 2014	Diff from nat 2014	SN position 2014	Nat position 2014
Reading, writing and maths level 4+	79	80 (+1)	80 (+0)	79 (+4)	+1	7th	50th
2 levels progress reading	91	90 (-1)	93 (+3)	91 (+3)	+2	1st	21st
2 levels progress writing	90	90 (+0)	92 (+2)	93(+2)	-1	7th	115th
2 levels progress maths	88	88 (+0)	90 (+ 2)	89 (+ 1)	+1	3rd	72nd

Data from DfE SFR 50/2014. Nat = National. Significance not available for 2012

KS2 - Floor Targets

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The government's KS2 "floor target" identifies schools which have below 65% 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. The attainment aspect of this target has been raised: in 2013, it was 60%.

Despite this, there were fewer schools below the floor. In 2014, four schools were below the floor target, compared to five in 2013. In 2007 when the target was much lower, there were 16 schools below the floor.

KS2 - Gender

At level 5+, all results were significantly high for both boys and girls. Boys' results at level 4+ were significantly high for reading, writing and maths combined (78%) and for all subjects except writing. Writing results however were still 1% above national.

However, analysis shows that girls did less well in 2014. Girls' results for 4+ reading, writing and maths combined (82%) were the same as national. Girls' results at 4+ in writing were 1% below national.

For both boys and girls, progress was in line with national in maths and significantly high for reading. In writing, progress for boys was the same as national but for girls was significantly low.

KS2 - Disadvantaged Pupils

The progress made by disadvantaged pupils from KS1 to KS2 has increased in all three subjects. While results of disadvantaged pupils were below those of other pupils in Buckinghamshire, the achievement gaps between disadvantaged and other pupils for the level 4+ reading, writing and maths measure and for progress in reading and writing were narrower than in 2013. Gaps in reading and writing progress have narrowed by more than national. Progress of disadvantaged pupils was above similar pupils nationally in reading, the same as national for writing and below in maths.

Overall results of disadvantaged pupils at level 4+ were significantly low, 3% below similar pupils nationally, when in 2013 they were the same as disadvantaged pupils nationally. Non-disadvantaged pupils' results at level 4+ overall stayed the same as 2013 while national results increased.

Key Stage 2	No. of Pupils	%L4+ Reading/ Writing/ Maths		% achieving expected progress KS1-2 reading		% achieving expected progress KS1-2 writing		% achieving expected progress KS1-2 maths	
		LA	Nat	LA	Nat	LA	Nat	LA	Nat
Disadvantaged	*821*	64	67	89	88	90	90	84	85
Other	*4598*	83	83	94	92	93	94	92	91
2014 Gap		**-19**	**-16**	**-5**	**-4**	**-3**	**-4**	**-8**	**-6**
2013 Gap		*-20*	*-18*	*-9*	*-5*	*-7*	*-4*	*-8*	*-6*

Data from LA RAISE March 2014

KS2 - Ethnicity

Attainment of White British pupils was significantly above national at level 4+ and 5+ in all subjects. Progress was significantly high in reading and maths but significantly low in writing.

At level 4+, the attainment of Pakistani pupils was significantly low overall and for all subjects. However, progress was slightly above national in maths, and slightly below national in reading and writing. This is because of low starting points and an increase in pupils reaching the higher level 5.

Results for Black Caribbean pupils at level 4+ were 11% below national. Progress was significantly low in reading, and below national but not significantly low in writing and maths.

Mixed White-Black Caribbean (MWBC) pupils' overall attainment at level 4+ was in line with national. Progress has improved and was higher than last year. Progress was the same as national in reading, above national in writing and 2% below national in maths.

KS2: % achieving by ethnic group	Cohort 2014	L4+ Reading/ Writing/ Maths			Expected progress KS1-2 reading			Expected progress KS1-2 writing			Expected progress KS1-2 maths		
		LA	Nat	Diff from nat	LA	Nat	Diff from nat	LA	Nat	Diff from nat	LA	Nat	Diff from nat
White British	3859	82	79	3	94	91	3	92	93	-1	90	89	1
Pakistani	555	69	75	-6	89	90	-1	91	93	-2	90	89	1
Black Caribbean	47	62	73	-11	78	89	-11	87	92	-5	78	87	-9
MWBC	115	75	75	0	90	90	0	96	93	3	85	87	-2

Data from LA RAISE March 2014, nat = national

KS2 – Ethnicity and Disadvantage

The gap between disadvantaged and other pupils was greatest for White British pupils, as last year. White British disadvantaged pupils had lower results than those of Pakistani origin, though the difference was not large.

Results of other pupils were much more varied, and were higher for White British and MWBC pupils than the other two groups.

There were more Black Caribbean pupils with FSM Pupil Premium than without. The gap at level 4+ in reading, writing and maths for Black Caribbean pupils was much smaller than in 2013, while the gap for Mixed White-Black Caribbean (MWBC) pupils was larger.

KS2- Buckinghamshire	White British		Pakistani		Black Caribbean		MWBC	
	No. of Pupils	R,W,M % L4+	No. of Pupils	R,W,M % L4+	No. of Pupils	R,W,M % L4+	No. of Pupils	R,W,M % L4+
Disadvantaged	456	63	161	65	25	60	46	63
Other	3401	85	394	71	22	64	69	83
2014 Gap		**-22**		**-6**		**-4**		**-20**
2013 Gap		*-23*		*-7*		*-18*		*-6*

Data from LA RAISE March 2014

KS2 - Gender, Ethnicity and Disadvantage

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Because of pupil numbers, it is only possible to analyse results by all three factors for White British and Pakistani pupils only. When gender is taken into account, results are lower for disadvantaged White British boys than for girls or for disadvantaged Pakistani pupils of either gender.

Level 4+ reading, writing and maths by gender, ethnicity and disadvantage
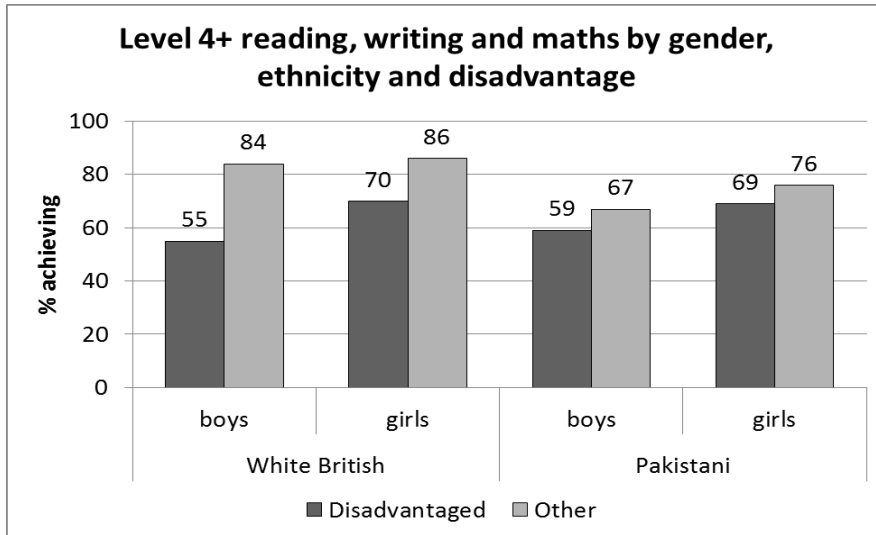
Data from LA RAISE March 2014

KS2 - Language

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 ten out of the 48 pupils had no KS1 results.

In reading, those speaking Tamil and Hindi made greater progress than those whose first language was English. In writing those speaking Pashto/Pakhto performed particularly well compared those whose first language was English.

In maths, all groups except those speaking Urdu made more progress than those whose first language was English.

Schools have narrowed the gaps at KS2 in performance between speakers of different languages when compared to the gaps seen in the Early Years Foundation Stage.

%level 4+ R,W, M by main language groups 2014

	English	Urdu	Panjabi	Panjabi (Mirpuri)	Polish	Tamil	Pashto/ Pakhto	Hindi	All EAL
%attaining	81.7	71.4	72.4	52.5	66.7	90.7	70.7	87.0	73.8
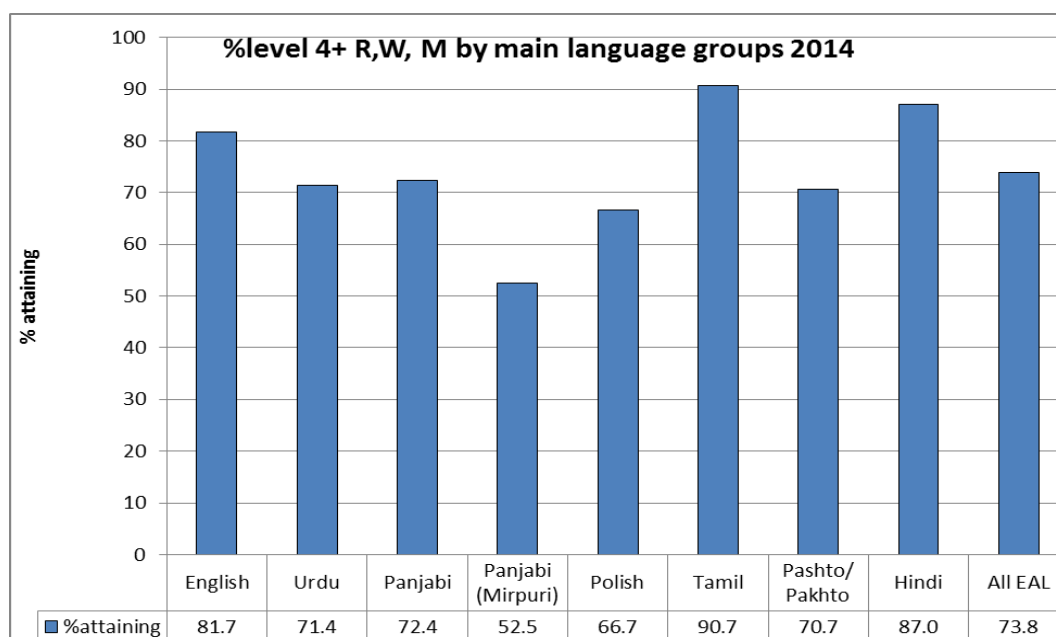
Numbers in each group -KS2

English	Urdu	Panjabi	Panjabi (Mirpuri)	Polish	Tamil	Pashto/ Pakhto	Hindi	All EAL	All pupils
4547	192	170	80	48	43	41	23	858	5419

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

KS2 - Looked After Children (CLA)

In Buckinghamshire in KS2, according to DfE data there were 16 children (CLA) in Year 6 who had been in care for a year. This was 0.3% of the yeargroup. With individual needs and such small numbers, data needs to be interpreted with great care: one pupil represents over 6% of the total. At Key Stage 2, 12 pupils attended mainstream school in June 2014.

KS2 - % of CLA achieving level 4+ Reading, Writing and Maths	Buckinghamshire	South East	England
	43	45	48

Data from DFE SFR 49/2014

Results were in line with national and with the SE region.

PRIMARY SCHOOLS - Key areas of focus

- Continue to increase the percentage of children reaching the expected standard in the Year 1 Phonics Screening Check
- Continue to increase the percentage of pupils making expected progress in writing from Key Stage 1
- Continue to improve the performance of Disadvantaged (Pupil Premium) pupils so that they do as well as pupils not eligible for Pupil Premium at all Key Stages
- Continue to work to ensure every pupil in Buckinghamshire attends a good or outstanding school. It is evident that some schools in Ofsted categories of Requires Improvement or Inadequate have significant number of pupils from BME backgrounds and this is impacting on overall figures for Black Caribbean, Mixed White-Black Caribbean and Pakistani pupil attainment across all key stages.

Secondary Schools

The results and progress of secondary schools in Buckinghamshire are consistently above national. Although results of non-selective schools are below the overall national average, they are above those of non-selective schools nationally

There are some significant changes to the way results are calculated at KS4 this year and therefore 2014 results are not directly comparable to previous years. Results in Buckinghamshire are generally lower than in 2013, but the decline in national results is greater. Please see notes section for further details.

Overall the percentage of pupils achieving 5+ A*-C grades including English and maths (69.5%) was significantly high. Results were 1.8% below last year, while national results were down 5.8%.

33% attained the EBacc. (English Baccalaureate: A*-C in English, Maths, Sciences, a language and a humanities subject). This was significantly above national (24%).

In English and maths, the percentages making expected progress were significantly high overall. In Buckinghamshire and nationally, progress in maths was lower than in 2013, because of new rules counting a pupil's first entry only.

Percentages making more than expected progress were well above national.

As in 2013, both boys and girls were significantly high at all measures. Girls did better than boys but the gap is not as wide as the national difference.

% attaining	2012	2013	2014	Nat 2014	Diff from nat 2014	SN position 2014	National position 2014
5+A*-C inc E&M	69.7	71.3	69.5	53.4	+16.1	2nd	6th
Expected progress English	74.6	78.1	78.7	71.6	+7.1	2nd	27th
Expected progress maths	79.6	81	76.9	65.5	+11.4	1st	8th

Data from DfE SFR 02/2015 and School Performance Tables. Data includes all schools.

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KS4 - Floor Targets

The government's KS4 "floor target" currently identifies schools which have below 40% attaining 5+ A*-C including English and maths, and are below the national median for progress from KS2 in English and in maths.

Three schools were below these figures in 2014, as against two in 2013. As at KS2, the numbers of schools below the floor have fallen over the longer term. In 2007, eight schools were below the floor which at that time was 30% 5+ A*-C including English and maths.

KS4 - Selective and Non-Selective Schools

Both types of school did better than similar schools nationally. Results for selective (grammar) schools were above the national average for grammar schools (98.6%, national 96.8%), while the results for our non-selective (upper) schools were also above those for modern schools nationally (52.2% against 49.6% nationally).

Results in selective schools were very similar to previous years. The changes in methodology have had greater impact on non-selective schools, where results fell by 4% (as did national results).

Buckinghamshire - % attaining	Selective			Non-Selective		
	2012	2013	2014	2012	2013	2014
5+A*-C inc English and maths	98.4	98.5	98.6	53.1	56.2	52.2

Data from SMST. 2014 data is provisional

KS4 - Disadvantaged Pupils

As in other Key Stages, results were lower for disadvantaged pupils than for non-disadvantaged pupils in Buckinghamshire and gaps were wider than national. Changes to measures have had a greater impact on disadvantaged pupils, and a greater effect on these pupils in Buckinghamshire than nationally.

33% of disadvantaged pupils attained 5+ A*-C including English and maths at GCSE and equivalent, which was 3% below national. In 2013, Buckinghamshire was 1% above national. 74% of other pupils reached 5+ A*-C including English and maths, which was significantly above national as in 2013. Thus the gap was 41%, (35% in 2013) against a national gap of 26% (27% in 2013).

Percentages of disadvantaged pupils making expected progress were close to national, but this contrasts with the percentages of other pupils making expected progress, which were well above national. As nationally, the gap in progress was larger than at KS2.

9% of disadvantaged pupils attained the EBacc, which was 2% below national. In 2013, before the methodology changes, Buckinghamshire results were 2% above national. 37% of non-disadvantaged pupils attained the EBacc.

KS4 -Bucks	No. of Pupils	%5+ A*-C inc. E/M		% achieving expected progress KS2-4 English		% achieving expected progress KS2-4 maths	
		LA	Nat	LA	Nat	LA	Nat
Disadvantaged	739	33	36	57	58	49	48
Other	4950	74	62	81	75	81	71
Gap		-41	-26	-24	-17	-32	-23
2013 gap		*-35*	*-27*	*-23*	*-18*	*-27*	*-22*

Data from LA RAISE March 2014

KS4 – Ethnicity

As in 2013, results of White British pupils were significantly high at 5+ A*-C inc E/M and also the EBacc. Percentages making expected progress were significantly high.

Maths progress of all groups was above national.

51% of Pakistani pupils attained 5+ A*-C inc E/M, which was the same as national. In 2013, results were below national. Percentages making expected progress were 3% below national in English and 4% above national in maths. English progress has dropped from 2013 and maths progress increased.

Results of Black Caribbean pupils were significantly low at 5+ A*-C inc. E/M. Percentages making expected progress were, however, above national, which suggests that these pupils started with low KS2 results. In 2013, progress in both subjects was below national.

48% of Mixed White-Black Caribbean pupils attained 5+ A*-C inc. E/M, which was the same as national; in 2013, results were significantly low. Progress in English was 1% below national whereas in 2013 it was further below. Progress in maths was above national, as in 2013.

KS4: % achieving by ethnic group	Cohort 2014	5+ A*-C inc. E/M			Expected progress KS2-4 English			Expected progress KS2-4 Maths		
		LA	Nat	Diff from nat	LA	Nat	Diff from nat	LA	Nat	Diff from nat
White British	*4199*	70	56	+14	78	69	+9	76	64	+12
Pakistani	*427*	51	51	0	68	71	-3	69	65	+4
Black Caribbean	*55*	33	46	-13	56	51	+5	69	60	+9
MWBC	*106*	48	48	0	66	67	-1	60	56	+4

Data from LA RAISE March 2014

KS4 - Ethnicity and Disadvantage

As at KS2, the gap between disadvantaged and other pupils was greatest for White British pupils. Results of disadvantaged pupils from Pakistani and Mixed White-Black Caribbean backgrounds were both higher than those of disadvantaged White British pupils.

The gap between disadvantaged and other pupils from a Mixed White-Black Caribbean (MWBC) background narrowed from 29% in 2013 to 24% in 2014. However gaps for other ethnic groups widened.

KS4 - Buckinghamshire	White British		Pakistani		Black Caribbean		MWBC	
	No. of Pupils	5+ A*-C inc. E/M	No. of Pupils	5+ A*-C inc. E/M	No. of Pupils	5+ A*-C inc. E/M	No. of Pupils	5+ A*-C inc. E/M
Disadvantaged	428	30	143	38	27	15	39	33
Other	3771	75	284	58	28	50	67	57
2014 Gap		**-45**		**-20**		**-35**		**-24**
2013 Gap		*-38*		*-13*		*8*		*-29*

Data from LA RAISE March 2014.

KS4 - Gender, Ethnicity and Disadvantage

When gender is taken into account, results at both Key Stage 2 and Key Stage 4 are lower for disadvantaged White British boys than for girls or for disadvantaged Pakistani pupils of either gender.
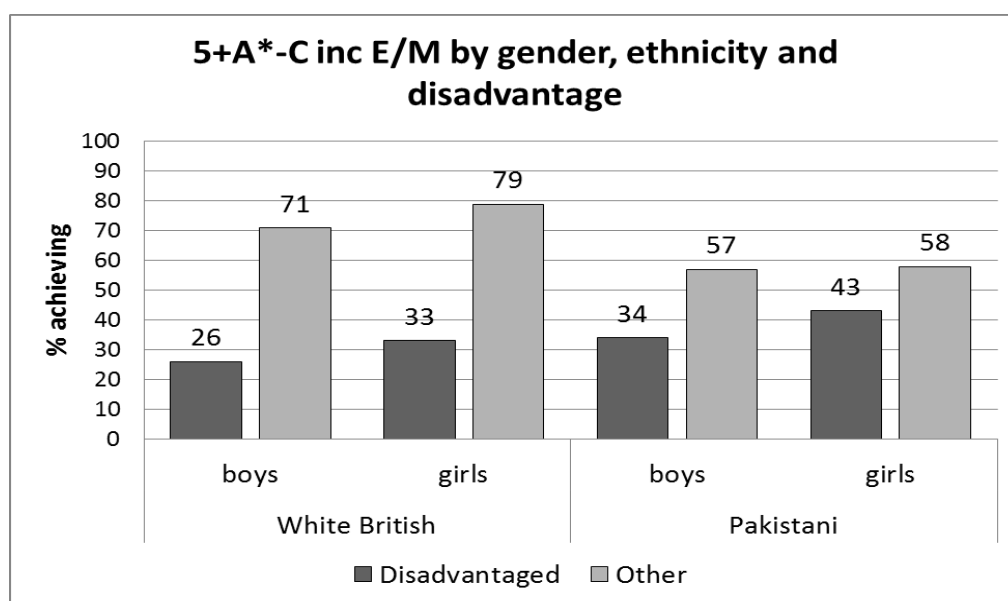
Data from LA RAISE March 2014

KS4 – Language

Most minority language groups were relatively stable with prior attainment results, expect for Polish pupils (12 of the 31 had no KS2 results).

Pupils speaking Tamil and Panjabi (Gurmukhi) made more progress in both English and maths than those speaking English as a first language. Additionally, more of those speaking Polish and Gujarati as a first language made expected progress in maths than pupils with English as a first language.

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5+ A*-C inc E/M by main language groups 2014

	English	Urdu	Panjabi	Panjabi (Mirpuri)	Tamil	Polish	Pashto/ Pakhto	Gujarati	Shona	Panjabi (Gurmu khi)	All EAL
% attaining	70.7	51.7	46.8	44.0	87.2	38.7	37.9	85.7	60.9	90.5	59.4
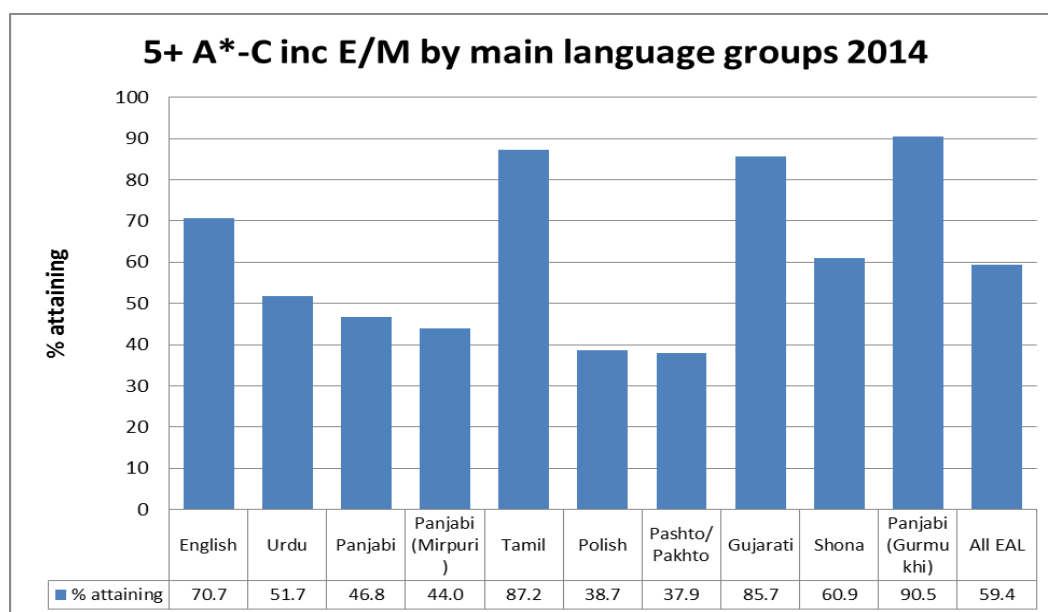
Numbers in each group - KS4

English	Urdu	Panjabi	Panjabi (Mirpuri)	Tamil	Polish	Pashto/ Pakhto	Gujarati	Shona	Panjabi (Gurmukhi)	All EAL	All pupils
4926	147	139	50	39	31	29	28	23	21	739	5680

Key Stage 4 - Looked after children (CLA)

At the end of KS4, DfE data identified 31 pupils who had been in care for a year. This was 0.6% of the yeargroup.

Results at KS4 were above national and above the regional average. They were an improvement on 2013, when 6% of pupils reached 5+ A*-C inc. E/M.

KS4 - % of CLA achieving 5+ A*-C inc. E/M	Buckinghamshire	South East	England
	20.6	11.7	12.0

Data from DFE SFR 49/2014

Data from RAISEonline shows that 50% of CLA made expected progress or better in English, as against 39% nationally, and 41% made expected progress or better in maths, as against 29% nationally.

Of all CLA in all age groups, 99.7% have a current Personal Education Plan. 100% of new entrants into care have had contact made with school within 10 days.

The DfE has recently expressed concern that in 2012-14 only 66.4% of looked after children were in good or outstanding schools compared to 78.8% of all pupils in the authority.

However, figures have improved since then. By January 2015, 73% of Buckinghamshire CLA were in good or better schools, with 83% of new placements between June 2014 and January 2015 in good or better schools.

6 students entered Higher Education in September 2014.

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SECONDARY SCHOOLS - Key areas of focus

- Increase the percentage of pupils who attend a good or outstanding non-selective school
- Increase the percentage of Disadvantaged (Pupil Premium) pupils achieving 5+A*-C including English and maths at KS4
- Increase the percentage of Disadvantaged pupils making expected progress in English at KS4
- Increase the percentage of Disadvantaged pupils making expected progress in maths at KS4
- Increase the percentage of Looked-After Children in good or outstanding schools.

Post-16

Pupils in Post-16 education in Buckinghamshire do well. KS5 results are well above national.

The percentages of young people who are NEET (Not in Education, Employment or Training) or whose destination is not known are below national averages.

Key Stage 5

As in previous years, overall results for students at Level 3 qualifications (A level and equivalent) were well above national and highest when compared to our Statistical Neighbours.

From 2013, there was a national 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 much greater than national, and the same was true when two facilitating subjects are included in the measure.

Average points scores per candidate fell for the second year running, and the gap with national is narrowing. Average points scores per entry also fell slightly after a slight increase in 2013, while national results increased in both years.

The gender gaps were smaller than national. As in previous years, boys had slightly higher scores at APS per candidate (though nationally girls do better). Girls had higher results at APS per entry.

Buckinghamshire: All state funded schools	2012	2013	2014	Nat 2014	Diff from nat 2014	SN rank	National rank
Average Points per Candidate- all level 3 qualifications	855.7	845.4	823.5	775.3	48.2	1	17
Average Points per Entry - all level 3 qualifications	228.4	230	228.7	214.8	13.9	1	5
% of candidates gaining AAB or better (A levels)	321	32.6	30.5	17.4	13.1	1	5
% of candidates gaining AAB or better (A levels), at least two in facilitating subjects	n/a	25.2	25.2	13.5	11.7	1	5

National data includes state funded schools only
2014 data from SFR 03/2015

Statistical significance is not available for post-16 data

Post-16 Education – Ofsted Inspections

The quality of Sixth Form Provision, from September 2014, is measured by the OFSTED inspection framework with Sixth Forms now receiving an independent judgement. This is a significant change for Buckinghamshire as 64% of students undertake post-16 education in sixth forms, compared to 37% nationally. Since the implementation of the new framework, 4 institutions have received inspections with 100% of sixth forms receiving good or outstanding judgements.

Further Education (FE) Provision

With school sixth forms providing the majority of post-16 provision, Further Education Colleges deliver to only 21% of Buckinghamshire students, compared to 34% nationally. Buckinghamshire does not have any sixth form colleges, although 3% of student's access provision in sixth form colleges in neighbouring authorities.

Currently, three Buckinghamshire post-16 providers are graded as Good and one is graded as Requires Improvement. Review of OFSTED inspection reports identified issues with the delivery of English and Maths tuition and inconsistencies in the quality of teaching and learning in these institutions.

Raising the Participation Age (RPA)

The percentage of young people achieving RPA compliance in Year 12 has consistently increased over the past year. Buckinghamshire is well ahead of national and statistical neighbour performance averages.

Promoting the effective participation of all 16 to 18 year olds

The local authority promotes the effective participation of all 16 to 18 year olds in education, training or an apprenticeship and works diligently to identify young people who are not participating. The Council's Cabinet has agreed to provide funding for a targeted advice, guidance and support service to support young people who are at risk of not participating. This service is provided by Connexions Buckinghamshire.

The impact of activity to raise the participation age and to support participation can be clearly seen in the data below, which shows the percentage of students becoming NEET at the end of Year 11. For the past 4 years this percentage has consistently fallen in upper schools where the vast majority of NEET prevention and support work is focused.

Table 1	% NEET of the Year 11 Leavers from Academic Years:			
Type of School	2010-11	2011-12	2012-13	2013-14
All Bucks Schools	2.8%	2.5%	1.7%	1.3%
Bucks Grammar Schools	0.1%	0.1%	0.1%	0.0%
Bucks Upper Schools	4.0%	3.5%	2.6%	1.8%

Table 2 shows NEET and Unknowns (those whose destination after leaving school is not known) against national averages. Buckinghamshire has consistently low levels of NEET and Unknowns when compared with national, regional, and statistical neighbour averages.

Table 2	% Year 12-14 NEET	National Average % NEET	% Year 12-14 Not Known	National Average % Year 12-14 Not Known
December 2014	3.2	4.7	2.5	8.8

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POST-16 - Key areas of focus

- Broker support for one Further Education establishment to improve its Ofsted Judgement to Good
- Engage hard to reach parents in the RPA events to increase participation amongst underrepresented groups
- Continued growth in high quality apprenticeship and traineeship opportunities, with particular focus on the most vulnerable
- Improve young people's employability skills and access to work inspiring opportunities
- Bring together Youth Support Services in Buckinghamshire to reduce duplication, increase the range of services offered and improve outcomes for vulnerable young people
- Utilise the expertise of Teaching Schools to improve the quality of English and maths in sixth forms and other post-16 settings

Notes

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. There are eleven in the group, counting Buckinghamshire. The others 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.

Results by ethnicity
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.

Key Stage 4
There are two major reforms that have an impact on the 2013/14 GCSE and equivalent results. These should be taken in to consideration when looking at the latest results alongside previous years.
- **Reform of vocational qualifications**
  o The recommendations adopted from Professor Alison Wolf's Review of Vocational Education take effect for the first time in the calculation of the 2014 results:
  o Only include qualifications in performance measures which meet the new quality criteria. This has led to the removal of around 3,000 unique qualifications from the performance measures between 2012/13 and 2013/14.
  o Adjust the associated point scores for non-GCSEs so that no qualification will count as larger than one GCSE in size. For example, where a BTEC may have previously counted as four GCSEs it will now be reduced to the equivalence of a single GCSE in its contribution to performance measures.
  o Restrict the number of non-GCSE qualifications that count in performance measures at two per pupil.
- **Introduction of early entry policy**
  o In the past, school performance measures have been calculated using the best result that a pupil achieved in a subject, regardless of the number of times they may have been entered for it.
  o In September 2013, to address the significant increase in early entries, the DfE announced that only the first result a pupil achieved would count in performance measures from 2013/14. This new rule came into effect immediately with regard to English Baccalaureate subjects and will be expanded to apply to all subjects in 2014/15. This new rule only affects a school's performance measure calculations; pupils will still be accredited with every grade achieved, regardless of the number of entries.

Disadvantaged and Free School Meal Pupils – Narrowing the Gap
When looking at the "gap" we normally look at "disadvantaged pupils" – those pupils in receipt of pupil premium funding because they have either been eligible for Free School Meals (FSM) at some point in the past 6 years or are looked after. In some cases comparative data for this group is not available, and in these cases the group definition is given in the report.

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Data Sources

Sources of information are shown on each table. Wherever possible, data is sourced from DfE Statistical First Releases (SFRs), found at
https://www.gov.uk/government/statistics

Other sources mentioned are:
- LA RAISEonline, produced by OfSTED for internal evaluation. This is updated throughout the year; the version used was March 2014.
- for some pupil group and school group data e.g. language, the Buckinghamshire School Management Support Team (SMST)

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Buckinghamshire County Council

Select Committee

Children's Social Care & Learning Select Committee

Report to the Children's Social Care & Learning Select Committee

Title:	Narrowing the Gap update
Committee date:	5th June 2015
Author:	Amanda Taylor-Hopkins
Contact officer:	Amanda Taylor-Hopkins, Director of Education, Bucks Learning Trust
Cabinet Member sign-off:	Mike Appleyard

Purpose of Agenda Item
Information: Report on recommendations contained in the Narrowing the Gap report to the Select Committee, published 14th March 2014

Background
This follows the Cabinet response dated 17th March, under Lead Cabinet Member Mike Appleyard

Summary
Seven of the twelve recommendations were designated to Amanda Taylor-Hopkins as Responsible Officer. This agenda item is to report on progress made in each and they are numbered as in the original Narrowing the Gap document.

2. The Early Years Curriculum:

Promotion of EY has been a top priority, with strong support for the curriculum and early learning goals from the outset. As noted in the Standards Report, there is the county-wide Early Language Development Programme, and a Narrowing the Gap project for settings and children's centres which is aimed at developing parental engagement and the home learning environment.

### (a) Strong support for the curriculum and early learning goals

- From 2014 a sharper focus on assessment has been introduced into consultant support to ensure robust assessment systems in schools and settings and accurate assessment of children's achievement. For example, supporting settings with baseline assessment, monitoring progress, analysing cohort data and moderation of assessment judgements in schools and settings.
- Assessment training and moderation for the EYFS Profile has been delivered in 100% of schools in 2014 and 2015. As a result assessment is more secure, reliable and robust.

(b) Early Language Development Programme

These charts represent data gathered at the start and end of the Early Language Development Programme, for a sample of targeted children. The data indicates an increased number of children working within the level typical for the age and a reduced number of children working below the level typical for their age in each aspect of communication and language development by the end of the programme.

Communication and Language skills: % of children
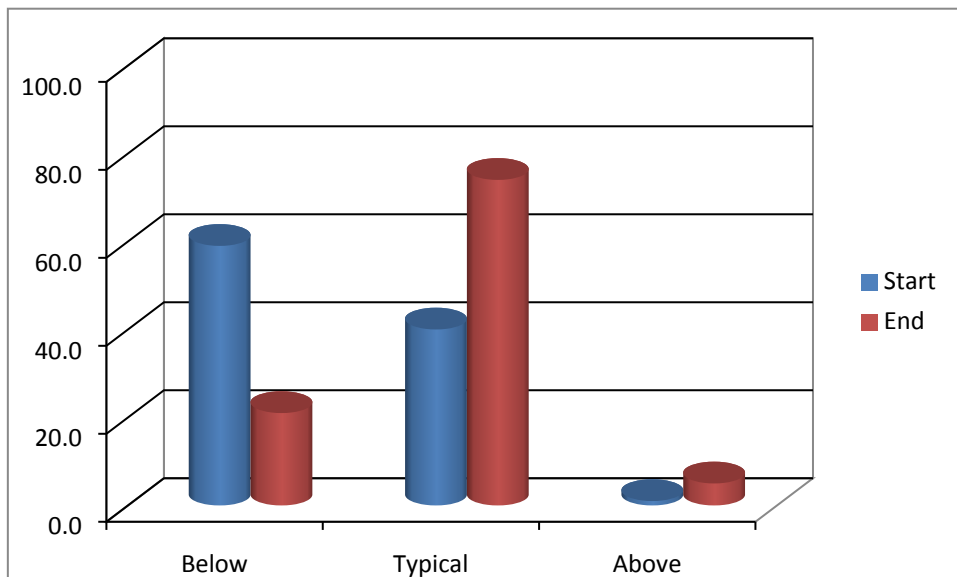
Next steps

ELDP has now been provided to children's centres and their reach area settings across the whole of Buckinghamshire. Next steps are to provide additional ELDP training and follow up support to embed practice as required.

(c) Narrowing the Gap project for settings and children's centres which is aimed at developing parental engagement and the home learning environment

The project is underway with a focus on vulnerable 2 year olds. Data for early education funding for 2 year olds in settings is used to deploy resources to develop quality provision. 25 settings and children's centres with highest number of vulnerable 2 year olds are engaged in the project. Although in its early stages we are beginning to see some evidence of impact. For example:

- Systems to record the developmental stage of each child in the prime areas have been introduced in some settings. The system can be used to identify children at risk of delay and used to measure the progress of the funded 2year olds.
- Events targeted at Dads have given positive messages around the importance of sharing books, stories and rhymes with young children. Parents leave with some confidence as to how they can support their children at home.

There is a focus on EY within the Children's Partnership Team at BCC; liaison between this Team and the BLT takes place via the Child and Family Poverty Champions Forum. There is a variety of projects aimed at engaging parents of children under 5, for example, the Chesham and Wycombe Wellbeing projects which aim to bring universal services into Children's Centres to increase accessibility but also to encourage parents, particularly young single parents from lower socio-economic backgrounds, to begin engaging with educational professionals and supporting their children's learning. Service providers, for example, the Job Centre, are seeking permission from parents to pass their details to Children's Centres so that professionals can initiate contact with them. The specific objective is to encourage more parents to take their children to EY provides so that they can benefit from the curriculum being supported by BCC. Pam Curtis of the Children's Partnership Team, and Lara Virgo of the BLT are exploring opportunities to link projects such as these, to schools so that support continues through Reception and KS1.

7. <u>High Achieving, Economically Disadvantaged</u>:

Primary schools have become increasingly aware of underperformance in Pupil Premium groups, and recognise that within the groups there are some high ability pupils with low expectations, who do not choose to access the Selective School sector. This is being tackled through a Gifted and Talented Network for teachers, CPD for schools, and projects at school and liaison group level.

The BLT is offering schools the opportunity to have Pupil Premium reviews; one specific area of focus within these reviews is on pupils making more than expected progress, both to support those who are behind their peers to close gaps, but also to provide stretch and challenge for more able learners. Messages around Pupil Premium spending being focused primarily on academic attainment for all pupils, including the most able, are being

communicated through site meetings, CPD opportunities, and through the review process. In addition to this, there is a specific focus on raising aspirations for pupils from communities with higher levels of deprivation. One aspect of Phase 2 of the Wycombe Challenge will provide opportunities for pupils, parents and teachers to participate in workshops and conferences aimed at fostering ambition and self-belief, and offering pupils a "window" into opportunities which may as yet be unfamiliar to them.

8. <u>Analysis and Challenge Toolkit for Schools</u>:

Analysis of progress made by disadvantaged pupils will be more challenging as the universal system of national curriculum levels is replaced by other processes. The BLT is developing an assessment toolkit that will link to the SIMS system, and which will allow detailed tracking of all pupils, including those in disadvantaged groups. Through the Schools Bulletin, headteachers are kept aware of the latest research and advice from the Sutton Trust and other organisations.

Whilst NC Levels and APS measures of progress will no longer be in use, the various commercial assessment packages structure the assessment of learning in KS 1-3 in a linear fashion so that the rate of progress will still be evident, for example, through the "Learning Ladder". Currently there is much emphasis of accelerating the progress of disadvantaged pupils as demonstrated through the use of APS. Within Assessment Without Levels, it will continue to be emphasised and expected that vulnerable pupils' rate of progress is analysed and that they are supported to increase the rate at which they master various aspects of the curriculum in order to close gaps. There is an advantage to this in that closing the gaps will be linked directly with mastery of specific skills and knowledge, as well as through numerical data; this will create an invaluable opportunity for teachers to plan even more clearly on the basis of prior attainment which is of fundamental importance when differentiating teaching and learning to be inclusive of the full range of pupil needs and to close attainment gaps.

9. <u>Researching and Evaluating what works</u>:

In the secondary phase, 20 schools have been involved in the delivery of action research, with the seminars exploring progress data. The full impact will be revealed in the summer exam results. In the Wycombe area, Phase 1 of the Challenge Project has funded interventions in all schools, with the expectation that each school or cluster-based project will be reported upon by the end of July 2015, in order to identify the most effective actions for raising the progress of disadvantaged children.

The appointment of an Adviser for Vulnerable Groups in January 2015 has had a significant impact in bringing considerable energy and expertise to bear on Narrowing the Gap. As a central point for evaluating projects and disseminating advice, she has ensured that schools maintain a clear focus on what activities should be undertaken and why.

Visits to schools taking part in this phase of the project will begin in June to monitor the progress being made, and to ensure that interventions are of a high standard, conforming to the brief (which was based on the findings of the Sutton Trust).

There is a specific emphasis within the Pupil Premium reviews in challenging schools to use the evidence bases available, such as the Educational Endowment Foundation and the Greg Brooks research – "What works for children and young people with literacy difficulties", to inform and justify their spending of Pupil Premium funding. There is also a clear emphasis within the review on exploring how interventions supported through Pupil Premium funding are set up with specific objective, tracked, and evaluated and adapted so that schools are encouraged to work dynamically with the resources available to them to ensure best value for money and secure outcomes for those pupils.

Advisers from the BLT are supporting schools where necessary with this, including:

•   support with the development of whole-school provision mapping to assess the effectiveness of interventions,

•   support with assessment (including use of standardised testing to identify specific gaps in basic skills),

•   support with selecting and implementing high quality intervention,

•   support with online reporting and impact statements.

The number of schools which are now good or outstanding has increased . More PP pupils being better taught as a result, and the Gap should naturally reduce as a consequence. For schools to get good or outstanding PP group must be making at least recommended progress, and this is helping our higher achieving schools to focus on the performance of their PP groups.
RAY support – key focus on raising attainment and progress of all groups including the PP groups . Data conversations and presentation of analysis for Ofsted have been tightly focused by schools, assisted by BLT officers, and have specific reference to PP groups and the Gap. Raising standards for PP has been addressed in all RAY conference sessions, and highlighted as a way for Red/Amber/Yellow schools to improve their performance. Good practice has been shared regarding successful narrowing of gaps from specific schools eg Lane End Primary, Stokenchurch school, Carrington Junior.

10. NtG Reports to Governing Bodies:

Governors get regular reports through the BLT Headteacher's Report to Governors and we have also included monitoring the impact of Pupil Premium spend in the Terms of Reference for the Teaching and Learning Committee:

To provide a broad and balanced curriculum that meets the needs of all pupils, enables all pupils to achieve their full educational potential and make progress in their learning, and promotes their good behaviour and safety and their spiritual, moral, social and cultural development :
•   Governors will receive and evaluate reports on curriculum initiatives, standards of behaviour and the impact of spiritual, moral, social and cultural education
•   Governors will receive and evaluate reports on learning and progress of all pupils and groups of pupils including information on how pupil premium is used and its impact
•   Governors will keep all relevant policies under review; they will monitor and report back on the implementation and effectiveness of policies, and where appropriate, make recommendations for change to the full Governing Body to consider.

Reports will be provided to Governors at the end of this term, identifying the key successes of projects arising from the Secondary NTG project, the Wycombe Standards Project, and the funding provided for Liaison Group projects.

11. Lead Governor for Narrowing the Gap:

Governing Bodies will continue to be advised to appoint a designated NtG governor, through leadership briefings, Governor Zone website, and the advice of the clerk. Records indicate that 100 schools have a designated NtG governor, while other schools take this role as a component of existing committee responsibilities.

The impact of this increased level of discussion, monitoring and accountability, there is now much more clarity about the way in which PP funding is applied, how effective different strategies may be, and the measurable impact of work at the level of the individual pupil.

There have been specific Governor CPD events to ensure that Pupil Premium governors' knowledge and understanding is up to date, that they are able to use data from RAISE Online and internal tracking data to gain an understanding of the performance of disadvantaged pupils at their schools, and that they are supported in developing a repertoire of questions to hold the Head Teacher to account for the use of Pupil Premium and to assess whether it is being spent appropriately and effectively.

The Pupil Premium reviews include interviews with Pupil Premium governors and part of the assessment of the review focuses on how well the Head Teacher is being held to account for the use of Pupil Premium funding, and how well the Pupil Premium governor understands how funding is being spent, and what the measureable impact of Pupil Premium spending is.

12. <u>NtG Training for School Leaders</u>:

The Secondary NtG project has involved headteachers and senior leaders, and has resulted in wider use of intervention strategies to support Pupil Premium students. In the primary phase, there has been CPD and bespoke support for headteachers to develop suitable strategies at school level.

The Primary NtG project has identified over 20 schools where the 3-yr gap is greater than national, where the 2014 APS Gap was greater than national, and where the APS for disadvantaged pupils was greater than national. This therefore identifies schools where there is relative or absolute underperformance by the disadvantaged pupils. The schools involved range from good to special measures in Ofsted judgements, and the project therefore targets some schools that would otherwise escape the net of support for RI and I categories, and covers the whole of the county. This project has been fully planned, and will begin in September 2015. The specific remit will be to raise performance, narrow the Gap, and ensure that senior leaders are fully aware of issues and solutions.

School leaders and appropriate staff have been offered EAL networks, and EAL training has been delivered across the county – bespoke sessions in schools and in CPD sessions to develop EAL practice. In all sessions, PP county data has been shared and discussed. There has been a focus on closing PP gaps for pupils with EAL, particularly those of Pakistani heritage. Addressing language acquisition gaps supports better progress and attainment of the PP children with EAL.

The Data Dashboard available to SIM/SIA colleagues when working with school leaders has details of the performance of PP groups, and the RAISEonline format also has considerable data on the outcomes of this group. These data sources are central to the detailed conversations held between BLT and individual schools, so that the school leaders are held to account for the relative and absolute performance of individual pupils and groups of pupils. Challenging questions asked about the gaps and high expectations set for both LA MA and HA (highlighting the more able PP). All RI and I schools are held to account via focus meetings – PP being a significant focus to both the BLT and schools.

This work has been widely developed, and has included a number of presentations at the RAY conference, courses for Head Teachers and Pupil Premium Coordinators, CPD and staff meetings in school, and advisory support for senior leaders.

Feedback for this training has been overwhelmingly positive, as evidenced by CPD response forms, and there have been requests from schools represented at these events for BLT support in implementing the strategies advised. As an example of CPD provided, Mind the Gap session was delivered on 17th March.

There will be a Pupil Premium Conference – free, BLT-funded to schools, on 3rd June with a national leader Dr John Dunford speaking. This event is particularly aimed at school leaders.

As a result of support in schools where the Gap has been an issue, there are specific examples of where an emphasis on support for the school has produced results:

Carrington Junior . RI to now good , closed the PP gaps and also took part in PP challenge last year (not this academic year).

Manor Farm Junior - first pupil premium review school outcomes looking good.

Beechview - Adviser did some fab work , mentioned in HMI report as good work re pupil premium.

Lane End Primary - also part of last year's PP challenge and previous a RAY school, high no of PP children.

Key issues
Summarising key points from the Standards Report:
Phonics: Pupil Premium children have improved, but the other children have improved faster in 2014.
Key Stage 1: The Gap has reduced in Reading, Writing and Mathematics, but remains larger than national levels.
Key Stage 2: In terms of achieving L4+, the Gap closed slightly in 2014, but in detail the group with the largest gap are the more able disadvantaged pupils who fail to make 'more than expected progress'.
Key Stage 4: Overall, students were 14% above national levels, but the FSM (Pupil Premium) group was 3% below equivalent groups nationally, leading to a 17% gap. GCSE outcomes dropped sharply for Pupil Premium students in 2014, as they were disproportionately affected by changes in the exam system, and the Gap widened by 7%. In 2015 this is unlikely to be repeated. The Pupil Premium groups having the widest gaps in progress in secondary schools are those entering with Level 4a+, i.e. the most able of the disadvantaged group.

We therefore see that the Gap first develops at an early stage, but worsens as the pupils move through the school system. Therefore, attention should be focussed at entry into the system (preventative) and also later in the secondary sector (remedial).

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:	**Educational Support for Service Children**
Committee date:	5th June 2015
Authors:	Ed Mallam, Rob Beadel and Joy O'Neil
Contact officer:	Ed Mallam, 01296 382253, emallam@buckscc.gov.uk
Report signed off by Cabinet Member:	Mike Appleyard
Electoral divisions affected:	All

Purpose of Agenda Item

- To highlight the particular needs that can be faced by Service families, including those of Reservists.
- To set out the steps being taken in Buckinghamshire to support Service children in light of the issues they may face.
- To seek the views of Members on the above.

Background

- Service children have not previously been considered by the Select Committee and it is felt essential that they are made aware of the issues and what is being done in Buckinghamshire to address these.

Summary

So what is different about Service Children?

In many ways Service life is unique and the experiences that Service families face will be quite different from those of their civilian counterparts. Service life presents both benefits and challenges which the majority of Service families take in their stride on a day-to-day basis but at times, such as during operational deployments, these pressures may be very difficult to cope with. In particular, Service children whose parents are deployed often experience high levels of anxiety and stress and research from America (MECE, 2011) suggests that they are often very aware of daily media coverage of the conflict zones and therefore remain alert to the possibility of the loss of or injury to their parent.

What are the issues facing Service Children and their families?

'Frequent moves are a feature of Service life and the children of Service personnel can suffer as a result. Mobility can have a detrimental impact on children's emotional well-being and their educational attainment……Children can suffer when their parents are deployed on operations.' (House of Commons Defence Committee, 2006, p7)

Although it is accepted that the experiences of Service children will often be very different from that of their non- Service peers, it should be noted that there may be significant differences between individual Service children as well. Some children will cope well with the challenges they face and continue to thrive and flourish.

Opportunities to travel arising from postings, particularly overseas, will expose them to new cultures and experiences and some children will enjoy the changes such moves bring and will develop self-confidence as a result. However, for other children the transition experience is not a positive one as they struggle to come to terms with the emotional impacts of their high-mobility lifestyle and this may ultimately affect their academic attainment.

The main stressors that have been identified are:

- Moving Home (Mobility and Transition).
- Parental Deployment/Time away from home.
- Special Educational Needs and Additional Educational Needs provision.
- English as an Additional Language.
- Bereavement and trauma.
- Continuity of Education.

NB: Service families may face a combination of these stressors at the same time.

Children's and young people's views on the support they need

Buckinghamshire County Council's Children and Young People's Services worked in partnership with seventeen Service children and young people aged 7 to 18 years, to produce Guidance for Schools in the county and other organisations who work with them.

The Guidance produced focuses on support children and young people need when:

- Moving to a new area.
- A parent is deployed.
- Starting at a new school.

The Guidance and video clips can be accessed at:

http://www.buckinghamshirepartnership.gov.uk/children-and-young-peoples-partnership/working-with-families/service-families/

For further information see Appendix 1 - Overview of the needs of Service Children.

What is being done in Buckinghamshire?

- Buckinghamshire Armed Forces Community Covenant – this work is led by the Chairman of the Council. Education and Children and Young People is one of five of the Work strands of the Covenant – for Action Plan and Overview of future projects see Appendix 2. A report detailing the successful funding bids that have already helped children, both service and civilian, to date is available at http://www.buckscc.gov.uk/media/2844068/Armed-Forces-2-Year-Report.pdf
- Monitoring of Service children's educational attainment – see Appendix 3.
- Maximising the value of Pupil Premium by encouraging registration of Service children and promoting best practice in utilisation of funding. http://search3.openobjects.com/mediamanager/buckinghamshire/fsd/docs/service_pupil_premium_poster_.pdf
- Educational Psychology Service – see Appendix 4.
- 5 Service Children Coordinators in place under the management of the Service Children Support Network (SCSN) to support children, parents, schools, Children's Centres and Early Years settings. They are currently dealing with a large number of emotional and anxiety issues with Service families.
- Buckinghamshire Armed Forces Early Help and Safeguarding Protocol in place to highlight the particular needs that can be faced by Service families, including those of Reservists, and identify the processes to ensure that they, and those who work with Service children, are aware of where they can access support in relation to Early Help and Safeguarding and have a clear understanding of the child protection processes to be followed. This is available at: http://search3.openobjects.com/mediamanager/buckinghamshire/fsd/docs/service_children_protocol_v_final_28_jan_2015.pdf

- School Admissions:
  - Buckinghamshire has extended the national criteria of the Fair Access Protocol so that Service families can be allocated a school place in the county prior to moving to a catchment area and they have also an extended deadline in which to do this.
  - Local Authority and schools continue to work together to ensure that schools serving the transient Forces population present a robust and fair case to Independent Admissions Panels.
- Service children will be an identifiable group in the Children and Young People's Voice Survey 2015.
- Wide range of information for Service families available on the Buckinghamshire Family Information Service web site at http://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/parent.page?parentchannel=8

Resource implications

- To identify further national funding in order to enable a range of future projects – see Appendix 2.
- More effective use of Pupil Premium by schools. This is a big concern for parents.
- Pressures on services if Service children are recognised as a high priority group.

Next steps

The Select Committee is asked to recommend that:

- Service children are recognised as a priority group by all providers.
- All providers take steps to identify Service children in order that their needs can be better understood, analysed and addressed.
- More is undertaken to support schools and Early Years settings in their effective use of Pupil Premium.
- Awareness is raised amongst Service families of their entitlement to Pupil Premium.

Appendix 1: OVERVIEW OF THE NEEDS OF SERVICE CHILDREN

1. Unique Life Stressors and Service Life

Research from several sources suggests that Service families are unique in that they face a range of additional stressors when compared to civilian families: These include high mobility, separation from family and risk of death or injury. .

The length and intensity of current British military involvement around the world is unprecedented.

2. High Mobility

It is the case that Service families are likely to change location often, move great distances including abroad, experience frequent separation and subsequent reorganisation at reunion.

Those studies that have been carried out point to a stressful period of adjustment after the move, a period of emotional turmoil while social networks are re-established (particularly for adolescents and girls) and a feeling of not being in control with consequences for increased anxiety and general stress.

For some families high mobility can offer the positive opportunity for new beginnings and may even promote academic attainment for some children. This latter point is supported by statistical UK evidence that highly mobile pupils do not necessarily do worse in relation to attainment than their more stable peers and in many cases actually do better.

Other additional stressors on Service parents are identified in the literature including changes in roles and responsibilities, emotional de-stabilisation, apprehension and insecurity

The loss of social networks can also have an isolating effect upon the military family and may place additional demands upon family relationships as they are required to increasingly rely upon each other for support.

High mobility can also result in considerable organizational and other challenges to schools

3. Deployment

Deployment is associated with extended separations, increased workload/demands and unstable schedules. Not only can deployment result in considerable disruption to a Service family, it is a feature of current conflicts that many Serving parents deploy a number of times with high frequency.

Parents are often anxious and confused about how to meet the emotional needs of their children during deployment. Children's behavioural and psychological responses are

found to be variable and depend upon age, developmental stage, dispositional, family factors and the stage of the 'deployment cycle' - see Table below:

Deployment Stages and Children's Responses	
Pre-Deployment	
Infant	Fussy, changes in eating habits
Preschoolers	Confused, saddened
School-Aged	Saddened, angry or anxious
Adolescents	Withdrawn, deny feelings about pending separation
Deployment	
Infant	No research
Preschoolers	Sadness, tantrums, changes in eating/elimination habits, symptoms of separation anxiety may appear
School-Aged	Increased somatic complaints, mood changes, decline in school performance
Adolescents	Angry, aloof, apathetic, acting out behaviours may increase, loss of interest in normal activities, decline in school performance
Post-Deployment	
Infant	May not recognise returning service member or be fearful of him/her

4. Deployment and mental health of veterans and their families

Emotional and behavioural problems may occur as a reaction to the non-deployed parent's psychological and parenting distress during the deployment process. This has been found to consistently predict mental health problems.

Difficulties faced by children with a deployed parent are likely to persist when parental mental health problems are present post-deployment e.g. Post-Traumatic Stress Disorder.

Parental emotional health has been shown to have a harmful effect on parenting, therefore negatively affecting the quality of the child-parent bond.

5. Death/Injury of Service Member

The number of British children who have lost a parent, or who have had a parent injured, is not known.. However, if the US ratio of 0.8 children per member of the armed forces is taken as a guide there may be approximately 1,572 children who have had a parent killed or injured since 2001 when operations in Afghanistan began. This figure does not include the siblings or members of the extended family of serving personnel.

The fear of the death or injury of a family member through war is also likely to represent an additional stressor for Service families. This is likely to be exacerbated by current 24 hour news often accompanied with graphic pictures and accounts from the front line.

6. Service Children with SEN/Additional Needs

Concerns about Service children with SEN are longstanding. Concerns include: the transfer of Service pupil records between schools, particularly in relation to Service children with SEN and Statements of SEN (now Education & Health Care Plans).

Final version 29th April 2015

Different policies and practices in relation to the 1996 Education Act were a source of considerable frustration for parents moving from one Local Authority to another. It is unlikely that the new Children and Families Act, 2014 will change this situation

Reference has been made by central Government about the low number of Educational Psychologists available and consequent delays in the provision of support for pupils with SEN, which was described as 'unacceptable' .

In 2011 the current coalition Government published the 'Armed Forces Covenant' which sought to define the relationship between the Nation, State and the Armed Forces. One key commitment was the 'Support for State Schools Fund' which allocates funding to Service children's education through a specific pupil premium.

Appendix 2: BUCKINGHAMSHIRE ARMED FORCES COMMUNITY COVENANT

http://www.buckscc.gov.uk/bcc/community/armed-forces.page

EDUCATION, CHILDREN AND YOUNG PEOPLE				
Ser **(a)**	**Outcome** **(b)**	**Measure of Effect** **(c)**	**Responsibility** **(d)**	**Current Status** **(e)**
ED1	To work with schools to maximise the value of the Pupil Premium by encouraging registration of Service children and promoting best practice in utilisation of funding.	Schools report on the use of Pupil Premium on their web-site and a focus for all Ofsted Inspections.	Bucks County Council/Armed Forces/Schools/ SCSN	1. Research undertaken to establish Key Stage performance for Service children in Bucks compared to their peers. 2. Report entitled 'Educational Support for Service Children' going to the Education, Skills and Children's Services Select Committee on the 5th June 2015. 3. Eligibility for Pupil Premium *Schools* Service parents with children in State maintained schools, Free schools and Academies in England are encouraged to ensure Service parents with children in State maintained schools, Free schools and

| | | | | Academies in England are encouraged to ensure that the Head Teacher of their child(ren)'s school is made aware of their Service status for the Spring School Census which was conducted on 15th January 2015.

The Service Pupil Premium is provided by the Department for Education, to State maintained schools, Free schools and Academies in England who have children of Regular Armed Forces personnel among their pupil population to provide additional (mainly pastoral) support outside the school.

The Premium is currently £300 per Service pupil and is paid directly to schools.

Schools with Service children in Reception to Year 11classes are eligible to receive the fund, but only if your child(ren)'s name appears on the school's roll as being a Service child.

The information recorded by schools regarding Service status is protected and the data regarding individual children is not shared outside the school.
For more information on eligibility please see:

www.gov.uk/service-premium-information-for-schools |
|---|---|---|---|---|

				Early Years settings
				As of the 1st April 2015, BCC Early Years and Childcare Commissioning will retain the targeted funding to provide the Service Children Support Network service to all providers with Service children.
				In the past the individual payments have been made to providers to support the children they have within their settings. Providers received a payment of £150 per annum, pro-rata if the child attended for less than 15 hours, for every Service child they had in their setting based on the January funding claim.
				The benefit this new approach is that the service would be available for all Service children in the Early Years sector, not just the 3 & 4 year olds who are in receipt of their early education funding in settings.
				A further benefit is that the settings who only have a small number of Service children will be able to access this service to the benefit of the children at no financial detriment to the ineligible children within the setting.

ED2	Develop access to youth opportunities across the community, including supporting the Army, Air, Sea and Combined Cadet Forces including the promotion of the Cadets Expansion Programme.	Increase in Bucks schools participating.	Bucks County Council, schools and Service Children Support Network (SCSN).	1. RAF High Wycombe on 7th July 2014 - over 40 Students from Princes Risborough, Great Marlow, Sir William Ramsey and The Misbourne School took part in military style sporting sessions and a visit to the **'Bomber' Harris Heritage Room** where they met and talked to RAF personnel and undertake a drill session with a qualified drill instructor. 2. Girls On A Mission' programme - a free six-week motivational training course for girls, for girls aged 16-24 years old, run by RAF Halton and the BCC Children's Partnerships Team. It aimed to increase their physical and emotional health whilst having fun and making friends. The programme started mid-September 2014. A briefing session took place at the start of September and the training included outdoor and indoor activities that promote team work, self-confidence and self-achievement. Participants: • Received a tailored personal training programme. • Developed self-esteem. • Worked as a team on the low ropes. • Undertook a multi-stage fitness challenge. • Achieved an AQA accreditation. • Met new people.

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| | | | | • Plus much more.

12 girls completed the pilot course and a full evaluation has taken place.

Planning is now underway led by run by RAF Halton and the BCC Children's Partnerships Team to run a second programme in Summer 2015.

3. National Playday Event at the Airplay Park at RAF Wycombe Oakshott Centre on Wednesday 6 August 2014, 11-2pm. This outdoor event was arranged by the Community Development Officer at RAF High Wycombe, supported by the Children's Partnerships Team at Buckinghamshire County Council. Over 200 people attended on the day, with attractions including face painting, food tasting, Ben Elephant and interactive play and craft activities.

A wide range of services were available on the day including the Reading Force Project, Buckinghamshire Family Information Service and the Library Service. Additionally the opportunity was used to share information from some family budgeting projects which included the National Energy Saving Foundation and the Illegal Money Lending Team to assist families with money-saving and budgeting advice. |

				The Library Service ran three separate story-time sessions for 45 children and their families. who sat down on hay bales under one of the trees. The Library Service handed out 'What's On at the Library' guides and other promotional material to around 30 families. 'Reading Force', a scheme that encourages Forces Families to read and share books together. They handed out 70 scrapbooks which children can fill out with drawings, thoughts, emails and anything else relating to the book they have read together with their group. The scrapbooks can be sent to Reading Force for a chance to win competition prizes, and each scrapbook has a postcard which entitles the child to another book. A tombola stall attracted approximately 112 young people, with winners being able to choose a reading book. Ages ranged from 0-13 and around 100 books were handed out. The tombola raised £77 which has been donated to the RAF Benevolent Fund. As a result of explaining the scheme, Naphill School and Windmill Pre-School have signed up to receive further information to be able to promote the scheme themselves. High Wycombe Library will also sign up to be a 'hub' where families can obtain information and

				scrapbooks. Reading Force commented that the event was one of the best they had attended. The Children's Partnerships Team attended with leaflets and information from some projects that the team had coordinated previously, including budgeting advice, energy saving information, loan shark warnings and credit unions. 293 leaflets were handed out on the day. Most people spoken to were interested in how to reduce their energy bills, from changing habits in the home to calling the free number for the affordable warmth network team to get support on switching suppliers. The Buckinghamshire Family Information Service spoke to around 50 families and provided them all with information about the service and specific advice where it was requested.
ED3	Continue to support Service children in schools.		Bucks County Council, schools, Service Children Support Network (SCSN) and Dani Bowman.	1. Successful funding bid for £17k from the MOD Education Support Fund around "My Story" – funding due May/June 2015. 2. A resource for Service parents to use with their children. The proposed working title of the resource is *'My Story'*. It will aim to mitigate the effects of high mobility by promoting a sense of

				identity, self and successful adaptation to new and unfamiliar environments and educational settings.
				3. A Working Group has met and agreed the delivery model.

ED4	Buckinghamshire Armed Forces Early Help and Safeguarding Protocol	Protocol agreed and used.	Bucks County Council, Buckinghamshire Safeguarding Children Board, RAF High Wycombe, RAF Halton, SCSN, SSAFA.	The purpose of this document is to highlight the particular needs faced by Service families and identify the processes to ensure that they, and those who work with Service children, are aware of where they can access support in relation to Early Help and Safeguarding and have a clear understanding of the child protection processes to be followed. Protocol agreed. This has been widely shared and well received and endorsed by the Buckinghamshire Safeguarding Children Board. http://search3.openobjects.com/mediamanager/buckinghamshire/fsd/docs/service_children_protocol_v_final_28_jan_2015.pdf Partners have been asked to publish on their web sites.

OVERVIEW OF FUTURE PROJECTS:

1. 'My Story'

In partnership with the voluntary sector and local schools, Buckinghamshire County Council has produced '*My Passport'* which is an evidence based resource for schools to help highly mobile Service children quickly adapt to their new educational environment. To date '*My Passport'* has been used by over 50 schools nationwide.

£17,000 has been secured from the 2015 Ministry of Defence Support Fund. This bid will be used to develop a complementary and similar resource for Service parents to use with their children and young people. The proposed working title of the resource is *'My Story'*. It will aim to mitigate the effects of high mobility by promoting a sense of identity, self and successful adaptation to new and unfamiliar environments and educational settings.

2. Girls on a Mission (Ed Mallam, Derys Pragnell, RAF Halton/Wycombe)
- Summary of activity: pilot activity already run with evidence to show the success and how it could be improved. Look to run another set of activity (details on page 5 of the action plan).
- Who will benefit: teenagers
- Outcomes: more teenagers taking part in physical activity
- Delivers against action plan: Children and young people; health and wellbeing
- What we like about it: good idea and fits in with teenagers not taking part in physical activity
- Challenge: should be teen on a mission not just girls; would need funding

3. Work experience/work skills for young people year 10 upwards (Jane Mason, Ed Mallam, RAF stations probably Halton)
- Summary of activity: targeted in schools that have a higher military population but could be open to all secondary schools in Bucks. Aimed for children who don't have work experience organised/are interested in what the RAF could offer/need to gain some skill development to help them find work. To take place in schools and also at the stations. Could use "Young Enterprise" (a charity) to tweak an existing programme using military mentors including veterans
- Who will benefit: teenagers who currently cannot find work experience from both the civilian and military communities; could look to focus on "looked after" children
- Outcomes: better awareness of skills needed for work and opportunities to develop some of those skills, OFSTED happy
- Delivers against action plan: Children and young people; economy and skills
- What we like about it: good idea and helps teenagers who don't have connections into organisations; opportunity for RAF to promote careers in the military
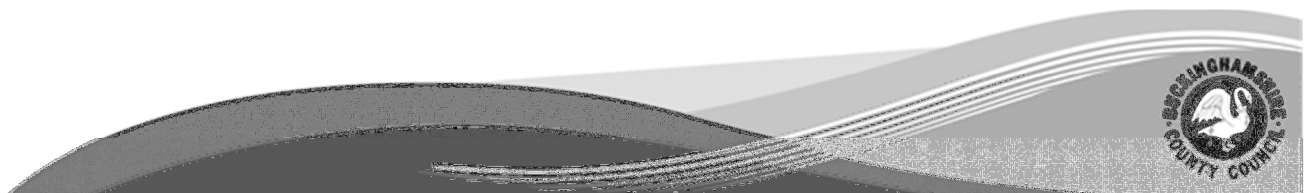
- Challenge: don't like the looked after children idea – should be more general; feel that Halton should be able to host this week but lots of work for Halton – are they open to it?; would need funding.

4. **Volunteering opportunities for spouses and veterans leading to national qualification (Jane Mason, Ed Mallam; Gill Stimpson)**
- Summary of activity: providing a programme of volunteering opportunities for spouses and veterans leading to a national qualification to help them into work. The volunteering could take place in children centres, youth centres and libraries. Will need to involve Community Impact Bucks (Exchange Bucks) to identify the volunteering opportunities.
- Who will benefit: spouses, veterans, beneficiary organisations
- Outcomes: career progression for spouses and veterans; skill development, more staff in children centres etc.
- Delivers against action plan: Children and young people; economy and skills, communities
- What we like about it: helps a real need for spouses and veterans who can't get work/need upskilling
- Challenge: needs to link to national qualification or not as worthwhile; childcare maybe an issue; would need funding

5. **Foster carers from the armed forces community (Danielle Henry/Ed Mallam)**
- Summary of activity: train up service spouses and personnel leaving to become foster carers – the skill needs to be transferable once people move on..
- Who will benefit: spouses, veterans, children, community in general
- Outcomes: career progression for spouses and veterans; more children have a stable placement; BCC has less children in temporary care
- Delivers against action plan: Children and young people; economy and skills, communities
- What we like about it: a real need; provides a career for spouses and veterans
- Challenge: need to be able to foster after they move to other areas so the skill would need to be transferable to other LAs

6. **Accommodation for homeless veterans (Mark Collins/Danielle Henry/Jane Mason)**
- Summary of activity: identify and work with an investor/organisation to purchase a property to be refurbished for housing homeless veterans. Could also be social landlords. Rental income gained through receipt of housing benefit. Money will be needed to refurb and pay for "warden". RBL may be able to help out with some of the funding
- Who will benefit: homeless veterans
- Outcomes: veterans housed and helped to get back on their feet (including back to work)
- Delivers against action plan: economy and skills, communities, recognise and remember, health and wellbeing
- What we like about it: a real need as have about 12 identified veterans at any one time homeless in Bucks.
- Challenge: identify the investor

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7. Silver Sunday Tea Parties (Mark Collins/Danielle Henry/Jane Mason)
- Summary of activity: run tea parties for older people from both the civilian and veteran communities (including war widows/ers)
- Who will benefit: mature citizens; children, veterans and widows
- Outcomes: closer community; less social isolation; education
- Delivers against action plan: communities, recognise and remember, health and wellbeing; children and young people
- What we like about it: intergenerational; achievable; easily replicated; model exists already
- Challenge: needs funding

8. Car park High Wycombe (RAF Wycombe/Ed Mallam/Gill Stimpson)
- Summary of activity: reposition old bid and resubmit
- Who will benefit: local community in particular Naphill school; RAF Wycombe
- Outcomes: closer community; less social isolation; better integration between the 2 communities
- Delivers against action plan: communities, health and wellbeing; children and young people
- What we like about it: fulfils a need (although perhaps we can evidence that need better)
- Challenge: bid needs to look and feel different from before and need to evidence needs better – is there an appetite from Wycombe to take this on again.

9. Access to NHS dentists for spouses families and veterans (RAF stations/Derys Pragnell)
- Summary of activity: families and veterans struggle to get onto dentist practices lists and so cannot access good care.
- Who will benefit: spouses; families; veterans
- Outcomes: better healthcare; more integrated communities
- Delivers against action plan: health and wellbeing; children and young people; communities
- What we like about it: fulfils a real need
- Challenge: how do we explore this? Think the answer is to identify which dental practices have capacity and communicate that to the 2 RAF stations and veteran organisations. It may be that the closest practices are full but others aren't.

Appendix 3: MONITORING OF SERVICE CHILDREN'S EDUCATIONAL ATTAINMENT.

Summary

In 2014, performance of Service children as a group exceeded that of non-Service children in nearly all the key indicators at Foundation Stage, Key Stage 1 and Key Stage 2. The only exception was the % achieving expected progress in Maths between KS1 and KS2 which was below that for non-Service children.

The trend data indicates that overall, Service children tend to perform better than non-Service children at Foundation stage, Key Stage 1 and Key Stage 2.

Very small cohorts of Service children at Key Stage 4 mean that trends are unclear. In 2013 however, the performance of Service children was lower than that of non-Service children in nearly all the key indicators at Key Stage 4, except for the % achieving expected progress in Maths between KS2 and KS4 which was above that for non-Service children.

There is no data published nationally for service children's performance and consequently we have no comparative data.

Analysis of EYFSP and KS1 data by Service children/ Non Service children

Note: Bucks figures include pupils for whom service child status is unknown

Early Years Foundation Stage Profile

Year	Service children in Bucks			Non service children Bucks			Bucks			National	
	No. pupils	% GLD[1]	APS	No. pupils	% GLD[1]	APS	No. pupils	% GLD[1]	APS	% GLD[1]	APS
2013	69	53.6	33.1	6006	55.4	33.4	6213	55.0	33.3	52	32.8
2014	85	71.8	35.1	5434	64.4	34.4	6089	63.9	34.3	60	33.8

[1] A "*Good Level of Development*" is defined as achieving at least the Expected level in all Prime Areas (Communication & Language, Physical Development, PSED) and in Literacy and Maths
Comparable data for EYFSP is unavailable prior to 2013.

Key Stage 1

Year	Service children in Bucks					Non Service children in Bucks					Bucks					National			
	No. pupils	%L2+ Read	%L2+ Writing	%L2+ Maths	KS1 APS	No. pupils	%L2+ Read	%L2+ Writing	%L2+ Maths	KS1 APS	No. pupils	%L2+ Read	%L2+ Writing	%L2+ Maths	KS1 APS	%L2+ Read	%L2+ Writing	%L2+ Maths	KS1 APS
2011	83	89.2	88.0	94.0	16.8	5590	88.3	84.9	91.6	15.9	5757	88.2	84.8	91.5	15.9	85	81	90	15.3
2012	98	89.8	85.7	92.9	16.5	5642	90.7	87.1	92.6	16.2	5740	90.7	87.1	92.6	16.2	87	83	91	15.5
2013	72	93.1	88.9	95.8	16.9	5574	91.1	87.3	93.1	16.2	5790	90.9	87.1	93.1	16.2	89	85	91	15.8
2014	81	96.3	91.4	97.5	16.8	5362	92.0	88.6	93.7	16.4	6070	91.6	88.2	93.4	16.4	90	86	92	15.9

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Analysis of KS2 and KS4 data by Service children/ Non Service children

Note: Bucks figures include pupils for whom service child status is unknown

Key Stage 2

Year	Service children in Bucks						Non Service children in Bucks						Bucks						National				
	no. pupils	% L4+ RWM	% Exp prog Read	% Exp prog Writ	% Exp prog Maths	KS2 APS	no. pupils	% L4+ RWM	% Exp prog Read	% Exp prog Writ	% Exp prog Maths	KS2 APS	no. pupils	% L4+ RWM	% Exp prog Read	% Exp prog Writ	% Exp prog Maths	KS2 APS	% L4+ RWM	% Exp prog Read	% Exp prog Writ	% Exp prog Maths	KS2 APS
2011	63	79.4	88.0	74.0	87.3	28.9	5291	74.4	86.7	81.8	83.9	28.5	5354	74.4	86.7	81.8	84.0	28.4	67	N/A	N/A	83	27.5
2012	67	82.1	92.7	89.1	94.6	29.1	5209	78.9	89.4	90.0	87.8	29.1	5276	79.0	89.5	90.0	87.8	29.1	75	90	90	87	N/A
2013	65	75.4	91.4	86.2	88.1	28.7	5029	80.2	89.7	90.3	87.5	29.1	5237	80.2	89.6	90.2	87.6	29.1	75	88	91	88	N/A
2014	71	83.1	96.8	96.8	89.1	30.3	4692	80.1	93.0	91.7	90.4	29.3	5419	80.4	93.1	92.1	90.4	29.4	79	91	93	90	28.7

Key Stage 4

Year	Service children					Non Service					Bucks					National			
	no. pupils	%5A*C inc EM	Ave capped PS	% Exp prog EN	% Exp prog MA	no. pupils	%5A*C inc EM	Ave capped PS	% Exp prog EN	% Exp prog MA	no. pupils	%5A*C inc EM	Ave capped PS	% Exp prog EN	% Exp prog MA	%5A*C inc EM	Ave capped PS	% Exp prog EN	% Exp prog MA
2011	42	71.4	354.7	81.6	79.5	5362	71.1	364.0	79.0	78.6	5535	69.6	357.8	77.3	77.1	58	339	72	65
2012	6	33.3	344.4	60.0	80.0	5497	69.7	363.1	74.5	79.6	5503	69.6	363.1	74.5	79.6	59	344	68	69
2013	44	59.1	343.1	70.0	87.5	5298	71.8	364.5	78.5	81.0	5562	71.2	363.6	78.1	80.9	61	342	70	71
2014	4	SUPP	SUPP	SUPP	SUPP	1279	50.9	292.7	70.6	60.1	5678	69.4	342.3	78.6	76.8	53	303	72	66

SUPP - data suppressed where less than 5 pupils

Note - Service child status information missing for the majority of Key Stage 4 pupils in 2014

Appendix 4: BCC EDUCATIONAL PSYCHOLOGY SUPPORT FOR SERVICE CHILDREN

- Support of Doctoral research focusing upon Service Children
- Development and trading of 'My Passport' through EPS Traded Services Website (NB: press interest)
- Membership of 'Task & Finish Group' re: pupil premium for SC (Completed)
- Membership of Service Children's Consultative Group (Group ceased)
- Advice given to the LA regarding special circumstances of Service Children in relation to SEN processes- under review
- Link to CEAS: Sue Wright
- Service Children included in EPS high priority groups: See table
- Responsibility for CPD in relation to Service Children for EPS
- Link Psychologist for EPS colleagues
- Critical Incident Response link Psychologist (Service Context)

CYP Priorities	Closing the Gap Transitions Participation	Early Intervention and Prevention Family Focus Participation	Family Focus Transitions Participation
Highest	- Out of school, no school place, permanently excluded - Complex and/or significant and persistent learning and/or behavioural difficulties, which are resistant to intervention* - Highly mobile C/YP with special educational needs	- Significant mental health needs, e.g. depression, anxiety, eating disorder, conduct disorder, bereavement, traumatic life event - Significant physical health needs - Substance abuse - Young offender	- Refugee or asylum seeker - C/YP in Care - C/YP with Child Protection Plan - Young offender - Bully or bullied: causing significant harm either as perpetrator or victim - C/YP from a military family whose parent is deployed to a zone of conflict
	- C/YP from underachieving group/community, e.g. travellers, eligible for free school meals - Not attending school - History of fixed term exclusion	- At risk of physical or mental health problems, affecting educational progress/school attendance - Parenting concerns - Parent substance abusers - Parent in prison or with serious criminal record - C/YP at risk of offending – (YISP involved)	- Adopted C/YP - Young carer - C/YP in Need - C/YP at risk of offending – (YISP involved) - Continued bullying identified - Multiple risk factors
Lowest	- No other agencies involved - No history of concerns	- Physical or mental health concerns have minimal effect on education	- Some evidence of bullying

*Agencies external to the school/setting should have been consulted/involved preventatively and recommendations implemented and evaluated (SEN Code of Practice Action +) prior

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2014-15 EDUCATIONAL PSYCHOLOGY SERVICE BUSSINESS PLAN:

- To maintain focus on provision to support attainment and well-being of HM Service children

Including:

- November 2014: MOD £50 bid completed for 'My Passport' development for Service Parents- £17K awarded Jan 2015
- December 2014: Tidworth Garrison My Passport Presentation (To support 'draw down' of UK forces from Germany)
- June/July 2014: CPD Training delivered to Service Children's Support Network
- Liaison with Service Children's Support Network as required: on-going
- Liaison with Child Bereavement Charity: on-going
- Collaboration with Oxford Health: Veterans MH & children – presentation to stake holders 25th. September 2014
- Review of papers submitted to SCSN Academic Conference September 2014
- Case work focusing upon specific Service Children: on-going

22 Sep 2015	Children's Service Improvement Programme Update Report	A report to update the committee on progress of implementation of the Children's Services Improvement Plan (all workstreams).	David Johnston, Managing Director: Children's Social Care and Learning	Contributors: Ms Lin Hazell – Cabinet Member for Children's Services Mr David Johnston – Managing Director Children's Social Care and Learning
22 Sep 2015	Children's Internet Safety Inquiry Progress Update	For the Committee to receive a report and to ask questions on the implementation of the Children's Internet Safety Inquiry agreed recommendations	David Johnston, Managing Director: Children's Social Care and Learning	Contributors: Ms Lin Hazell – Cabinet Member for Children's Services Mr David Johnston – Managing Director Children's Social Care and Learning
22 Sep 2015	Children's Social Care & Learning Select Committee Work Programme	For the Committee to note its updated work programme	Reece Bowman, Committee Adviser	

22 Sep 2015	Performance Reports – Children's Services Portfolio and Education and Skills Portfolio – Quarter 4.	Questions to the Cabinet Member for Children's Services, the Cabinet Member for Education and Skills and chief officers on Education, Skills and Children's Services performance for the fourth quarter 2014-2015.	David Johnston, Managing Director: Children's Social Care and Learning	Zahir Mohammed Cabinet Member for Education and Skills Lin Hazell - Cabinet Member for Children's Services Service Director, Learning, Skills and Prevention Amanda Hopkins – Director of Education – Bucks Learning Trust Ed Mallam - Head of Children's Partnerships.
3 Nov 2015	Children's Service Improvement Programme Update Report	A report to update the committee on progress of implementation of the Children's Services Improvement Plan (all workstreams).	David Johnston, Managing Director: Children's Social Care and Learning	Contributors: Ms Lin Hazell – Cabinet Member for Children's Services Mr David Johnston – Managing Director Children's Social Care and Learning
3 Nov 2015	Children's Social Care & Learning Select Committee Work Programme	For the Committee to note its updated work programme	Reece Bowman, Committee Adviser	

8 Dec 2015	Children's Service Improvement Programme Update Report	A report to update the committee on progress of implementation of the Children's Services Improvement Plan (all workstreams).	David Johnston, Managing Director: Children's Social Care and Learning	Contributors: Ms Lin Hazell – Cabinet Member for Children's Services Mr David Johnston – Managing Director Children's Social Care and Learning
8 Dec 2015	Children's Social Care & Learning Select Committee Work Programme	For the Committee to note its updated work programme	Reece Bowman, Committee Adviser	

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ESC Select Committee Inquiry Scope:

How are we preventing CSE and supporting young people in Buckinghamshire?

Title	Child Sexual Exploitation in Buckinghamshire
Signed-off by	Val Letheren (ESC Select Committee Chairman)
Author	Reece Bowman, Committee Adviser
Date	Formal sign-off by ESC Select Committee on 5th June 2015
Inquiry Group Membership	Margaret Aston, Dev Dhillon, Phil Gomm, Val Letheren (Chairman), Wendy Mallen, Robin Stuchbury, David Watson.
Member Services Resource	Member Services will provide the following officer support: Sara Turnbull, Head of Member Services – Policy advice and report quality assurance Reece Bowman Committee Adviser – Policy lead & project management Estimate of 2.5 days per week between May to December 2015. Committee Assistant – Administrative support (as needed)
Lead Cabinet Member	Lin Hazell, Cabinet Member for Children's Services
Lead HQ/BU Officer	Mr. David Johnston, Managing Director Children's Social Care and Learning
What is the problem that is trying to be solved?	Organised child sexual exploitation has been exposed in several local authority areas in recent years. High profile reports on the subject have been published, including by the Children's Commissioner, Baroness Jay and Louise Casey's best value inspection of Rotherham MBC. The CLG Committee has released its report on the role of Ofsted in relation to Rotherham. As the issue is considered to be widespread, a review of provision in Buckinghamshire would be of value to ensure that everything that can be done is being done to prevent CSE in the county.
Is the issue of significance to Buckinghamshire as a whole?	In May 2013 Operation Bullfinch, focussed on Oxford, resulted in the prosecution at the Old Bailey of seven men who were found guilty of offences including rape, facilitating child prostitution and trafficking. The Serious Case Review arising from this was published by the Oxfordshire Safeguarding Children Board in March 2015. The document provides a valuable insight into the role of the agencies concerned, including Thames Valley Police, which covers Buckinghamshire.
Is the topic of relevance to the work of BCC?	Children's Services in Buckinghamshire was recently assessed by Ofsted as 'inadequate'. Improvement work is underway and the prevention of CSE is a critical aspect of this. The role of the County Council is largely preventative – therefore the review will be focussed on prevention as opposed to enforcement or prosecution. Some time may be devoted to evaluating the County Council's contribution to police investigations, although the investigations themselves will be out of scope entirely.
What will not be considered?	• Specific enforcement action / operations being undertaken by the police • Any aspect of the handling / processing of criminal investigations, including the gathering of evidence and supporting victims and witnesses.

	• The prosecution of cases, including the role played by the CPS, HMCTS and victims services (including any victim support role played by social care staff / other local authority staff) • Aftercare of victims by social care, following the court process • Any aspect of work with offenders
Is this topic within the remit of the Select Committee?	The protection of children is a priority within the Select Committee's remit. The subject falls within the remit of the Cabinet Member for Children's Services and the Cabinet Member for Education & Skills.
What work is underway already on this issue?	The majority of work underway within Buckinghamshire is undertaken by the well-established RUSafe? Service, which is commissioned from Barnardos by Buckinghamshire County Council. Individual agencies have their own approaches to the issue; part of the Thames Valley Police response has been in supporting the development of Multi-Agency Safeguarding Hubs across the force area (including in Bucks). The Bucks Safeguarding Children Board (LSCB) has a role in developing multi-agency procedures and awareness-raising – CSE is one of its four priorities; it also has a CSE Sub-Group. The Chief Executive of the County Council is involved in frequent meetings with partners to address the issue. The R U Wise 2 It? campaign aims to raise awareness of the issue in the county.
Are there any key changes that might impact on this issue?	The change in government, particularly if new duties are introduced. Any unexpected new case/s of CSE in Buckinghamshire that emerge during the Inquiry would have a major impact on the issue and on the Inquiry itself. Section 5 of the Serious Crime Act 2015 includes various requirements.
What are the key timing considerations	CSE cases that are being brought to trial. Timing of partner and BSCB inquiries into the same subject. MTFP process of the County Council. Publication of any Serious Case Reviews. The general election.
Who are the key stakeholders & decision-makers?	Cabinet Children's Joint Executive Team Safeguarding Children Board

What might the Inquiry Achieve?	A stronger and more joined-up approach to the prevention of CSE within the county.
	The Inquiry aims to:
	  i. establish what factors make children and young people particularly vulnerable to sexual exploitation within Buckinghamshire
	  ii. establish what factors facilitate the internal trafficking of children and young people for the purpose of sexual exploitation within Buckinghamshire
	  iii. establish levels of professional awareness of this issue
	  iv. consider what interventions there are, which of these are currently

	being utilised in Buckinghamshire and whether there are any gaps in provision v. identify any examples of good practice vi. raise public awareness of this issue
What media/commu nications support do you want?	Press releases at the launch and close of the review. Guidance from the communications team throughout the Inquiry on media handling as well as directly to the chairman of the Inquiry.

Evidence-gathering Methodology

What types of methods of evidence-gathering will you use?
Desk based research, involving benchmarking of current practice in Bucks against the findings of recent Serious Case Reviews, national reports, statutory guidance (*Working Together to Safeguard Children*) and identified best practice elsewhere, etc. Will involve the evaluation of policies, plans, etc. Checking the implementation of practice through consultation with the relevant practitioners, e.g. Social Workers, C&F workers, etc. **Site visits to / input from**: schools / school governing bodies, sexual health services, RUSafe?, MASH, Swan Unit, Kingfisher Unit (Oxon), Social Work Units, visit a performance of Chelsea's Choice, YOS, Youth Service, taxi drivers, licensing, police areas, school nurses, paediatric nurses, safeguarding nurses, action for youth, GPs, GUM clinics, rape crisis, Young Addaction, Women's Aid, Blast Project, faith groups, IDVAs, ISVAs, foster carers, care home managers / workers, community safety teams, youth clubs, early help providers (Family Resilience, etc.).

How will you involve service-users and the public in this inquiry? The engagement of faith groups will provide some public participation. The engagement of children will provide an insight into the effectiveness of preventative activity in schools. Input from parents will complement this. A decision would need to be made around whether it is appropriate to involve victims of CSE in the inquiry – advice will be sought on this.

Outline Inquiry Project Plan

Stage	Key Activity	Dates
Scoping / planning	Inquiry Scope and plan agreed by Select Committee	Initial sign-off by email
Evidence-gathering	Combination of Inquiry Group meetings and meetings of the ESC Select Committee to gather evidence. Conduct site visits.	May – September
	Final evidence gathering / report development session	September
Developing Recommendations	Inquiry Group/SC meeting – Key Findings Report & Possible Areas of Recommendations considered	22nd September
	Testing & developing recommendations with stakeholders	October
Reporting	Final Inquiry Group report with recommendations signed off by Select Committee / agreement to submit to decision makers	3rd November
	Report published	November
	Decision makers consider recommendations	Nov/Dec