Buckinghamshire Council

Children's & Education Select Committee

Agenda

Date: Thursday 23 March 2023

Time: 2.00 pm

Venue: The Oculus, Buckinghamshire Council, Gatehouse Road, Aylesbury HP19 8FF

Membership: J Ward (Chairman), M Dormer (Vice-Chairman), S Adoh, K Bates, D Blamires, A Collingwood, S James, C Jones, S Kayani, S Lewin, Dr W Matthews, A Osibogun, D Summers, J Towns, P Turner, Z Williams and T Wilson

Agenda Item		Time	Page No
1	**APOLOGIES FOR ABSENCE**	**14:00**	
2	**DECLARATIONS OF INTEREST** For the Committee to disclose any pecuniary or disclosable personal interests.	**14:05**	
3	**MINUTES OF THE PREVIOUS MEETING** That the minutes of the meeting held on 3rd November 2022 be confirmed as a correct record.	**14:10**	**5 - 14**
4	**PUBLIC QUESTIONS** Public Questions is an opportunity for people who live, work or study in Buckinghamshire to put a question to a Select Committee. The Committee will hear from members of the public who have submitted questions in advance relating to items on the agenda. The Cabinet Member, relevant key partners and responsible officers will be invited to respond. Further information on how to register can be found here: https://www.buckinghamshire.gov.uk/your-council/getinvolved-with-council-decisions/select-committees/	**14:15**	
5	**OXFORD HEALTH CHILD & ADOLESCENT MENTAL HEALTH SERVICES UPDATE FOR BUCKINGHAMSHIRE** For the Committee to receive a report detailing the current position of the Child and Adolescent Mental Health Services provided by	**14:20**	**15 - 22**

Oxford Health Foundation Trust in Buckinghamshire as well as an update on key areas of challenge and opportunities for change and improvement

Contributors:
Cllr Anita Cranmer, Portfolio Holder for Children's Services & Education
Andy Fitton, Head of CAMHs and ED services for Buckinghamshire
Dr Joe Clacey, Consultant Child and Adolescent Psychiatrist/ Medical Lead for Bucks CAMHs

Papers: Committee Report

6	**EDUCATION STANDARDS REPORT 2021-2022**	**15:00**	**23 - 106**

For the Select Committee to note the Education Standards report for 2021-2022, delivering key information relating to educational outcomes for Children & Young People in Buckinghamshire. The report gives the first attainment data at Early Years and Primary School level that has been published since the Covid pandemic.

Contributors:
Cllr Anita Cranmer, Portfolio Holder for Children's Services and Education
Simon James, Service Director for Education
Gareth Drawmer, Head of Achievement and Learning

Papers: Committee report and powerpoint report

7	**BUCKINGHAMSHIRE EDUCATION STRATEGY 2022-2027**	**15:45**	**107 - 144**

For the Committee to receive a report on the new Education Strategy following the comprehensive review of the 2018 Education and Skills Strategy.

Contributors:
Cllr Anita Cranmer, Portfolio Holder for Children's Services & Education
Simon James, Service Director, Education
Gareth Drawmer, Head of Achievement and Learning

Papers: Report, Education Strategy and Equality Impact Assessment

8	**UPDATE ON THE SOCIAL WORKER RECRUITMENT AND RETENTION REPORT**	**16:20**	**145 - 152**

For the Select Committee to receive the report updating on the recommendations of the social worker recruitment and retention review.

Contributors:
Cllr Anita Cranmer, Portfolio Holder Children's Services and Education
Richard Nash, Service Director, Children's Social Care

Paper: Cabinet Response Table to the Select Committee review of social worker recruitment and retention.

9 WORK PROGRAMME **16:45**

For the Select Committee to (i) put forward ideas for next municipal year's work programme and (ii) receive a verbal update on the work of the SEND task and finish review group.

Contributors:
Cllr Diana Blamires, Chair of the review group.
Katie Dover, Senior Scrutiny Officer

10 DATE OF NEXT MEETING **17:00**

The next meeting of the Children's & Education Select Committee will be in June 2023, with the date to be confirmed at the annual council meeting.

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: Katie Dover on 01296 531339, email democracy@buckinghamshire.gov.uk.

This page is intentionally left blank

Buckinghamshire Council

Children's & Education Select Committee

Minutes

MINUTES OF THE MEETING OF THE CHILDREN'S & EDUCATION SELECT COMMITTEE HELD ON THURSDAY 3 NOVEMBER 2022 IN THE OCULUS, BUCKINGHAMSHIRE COUNCIL, GATEHOUSE ROAD, AYLESBURY HP19 8FF, COMMENCING AT 2.00 PM AND CONCLUDING AT 4.20 PM

MEMBERS PRESENT

J Ward, M Dormer, S Adoh, K Bates, D Blamires, A Collingwood, N Hussain, S James, C Jones, S Kayani, Dr W Matthews, A Osibogun, D Summers, P Turner and T Wilson

OTHERS IN ATTENDANCE

R Stuchbury, K Dover, S James, J Macilwraith and G Drawmer

Agenda Item

1 APOLOGIES FOR ABSENCE

It was noted that Councillor J Towns and Zoe Williams had given their apologies for the meeting.

2 DECLARATIONS OF INTEREST

- Cllr K Bates declared a personal interest as a Chair of Governors for nursery schools in Buckinghamshire.
- Cllr S Kayani personal interest as a Policy Advisor for the Dyspraxia Foundation and as an employee at Bourne End Academy.
- Cllr A Osibogun declared a personal interest as a school governor.
- Cllr P Turner declared a personal interest as a school governor.
- Mr T Wilson declared a personal interest as a trustee of the Oxford Diocesan Bucks Schools Trust.

3 MINUTES OF THE PREVIOUS MEETING

RESOLVED that the minutes of the meeting of the committee held on 8th September 2022 be AGREED as an accurate record and signed by the Chairman.

4 PUBLIC QUESTIONS

One public question was considered at the meeting as attached to the agenda and a verbal response was provided by the Cabinet Member. The question and its response are appended to the minutes.

Councillor Robin Stuchbury, asked the following two questions, the answer to which and further detail was given at the item 7; “Children Missing Education” to which the questions referred.

I think we all would agree that children missing from education is a truly serious concern hence why the committee has a report on this subject on your agenda today,

You will be aware I'm sure that many of our secondary schools are oversubscribed which does create a difficulty for parents entering Buckinghamshire. This can result in their children missing education, sometimes through a lack of places in specific areas like my own Buckingham school which is oversubscribed.

Your report rightfully notes all the different communities where children are often missing education. What I am completely unclear of is how a measurement of children missing from education in totality is being undertaken over a long period due to a lack of a completed EHCP report, although there is a snapshot within the report From July 2022.

I see no specific graph monitoring the increase or decrease of children seeking special education support through not having a EHCP and whether this is determining factor in these children missing education. This affects families regardless of economic background.
Within your report is the total number of 609 children missing education what would like to know is what percentage of these children are children with special educational needs.
Are there any figures available information available to verify whether it is the lack of special educational support & a EHCP that is a determining factor in missing education within Buckinghamshire over and above other social concerns stated within the report and I would seek an officers understanding of the question posed in these specific areas cited in the question to the committee.

To summarize my questions are:

Of children missing from education:

- *What is the percentage and number of pupils with EHCPs that are CME?*
- *What is the percentage and number of pupils at SEN Support that are CME?*

5 ANNUAL REPORT OF THE BUCKINGHAMSHIRE SAFEGUARDING CHILDREN'S PARTNERSHIP BOARD 2021-2022

The Chairman welcomed Cllr Anita Cranmer, Cabinet Member for Children’s and Education, and Walter McCulloch, Independent Chair of the Board, who attended the meeting to speak on this item.

In their presentation, the following points were highlighted:

- The Children's Partnership was made up of three statutory partners: the Council, the Police and the NHS. However, many more organisations were involved in the partnership, such as schools, voluntary sector organisations and the Probation Service.
- The role of the Independent Chair was to give strong independent leadership to the Partnership Board, providing an overview of all its groups’ work and work with the Board’s partners; to achieve a reciprocal scrutiny arrangement with senior leaders in all three statutory partner organisations.
- A series of subgroups had been established to demonstrate the impact of the work on children. Six subgroups were currently operating, with another (learning and development group) having started shortly before the reporting period. Walter

McCulloch emphasised the importance of each of the sub-groups' work areas.

- All children's partnerships had a policy procedure subgroup, which contained a range of resources and tools for practitioners to familiarise themselves with those regulations.
- In terms of education and learning, the group engaged with a range of partners across schools, academies and the education sector.
- The local safeguarding practice review subgroup focused on cases where safeguarding issues had arisen. It had recently undertaken a review of its work and noted that the implementation of some actions had been delayed, possibly due to the pandemic or due to a delay in legal proceedings.
- The business plan outlined a focus on a strong committee partnership and striving towards tangible improvements to children's lives. Operational policies and procedures were noted to have a great impact on day-to-day practice, and the importance of ensuring they were kept up to date was highlighted. There had also been a focus on early intervention and prevention up to the age of two and contextual safeguarding and the challenges it could bring for services.
- Children, young people and their families were always involved in safeguarding plans, however, not in a systematic way.
- The multi-agency training programme was noted to have been creditable. There was an outstanding action to complete a training needs analysis, but a plan was in place to deliver this.

During the discussion, comments and questions raised by the Committee included:

- A Member highlighted the importance of equality, diversity and inclusion in the annual reports and its photographs, which was echoed by Walter McCulloch.
- It was noted that the timelines for the targeted work plans within the subgroups would be agreed in due course. Furthermore, meetings would also be held with senior leaders to discuss the steps needed to deliver the best outcomes for children, young people and their families. It was noted that the Committee would be updated on the outcome of these meetings in around six months to provide support for any changes.

ACTION: WM

- Children and young people were not currently involved in the development of the safeguarding plans, though it was anticipated that attendance at partnership meetings and involvement through existing school councils might be facilitated in the future.
- A Member suggested that it would be helpful to receive an overview of quantitative performance data to ensure success rates, attendance rates are adequately monitored. Walter McCulloch advised that these data could be provided to the committee and included in the next annual report.

ACTION: WM

- The importance of engaging with further education institutions was highlighted, particularly as young people between the ages of 16 and 25 might find the transition to further education challenging, both from an educational and social care point of view.
- In response to a Member's question around support for children attending schools outside of Buckinghamshire, Walter McCulloch advised that meetings are held with other independent chairs in adjacent areas to gain understanding about the issues they might face and discuss any steps to ensure adequate cross-border support.
- Walter McCulloch emphasised the importance of multi-agency safeguarding training and advised that a meeting with sub-group chairs would be held shortly to ensure completion. He would update the Committee with a timeframe once this information was made available to him.

ACTION: WM

- Walter McCulloch explained that within serious case reviews the category of

'invisible men' referred to adult males who were associated with the family in question and who posed potential danger as they did not engage with the work services provided to the family in question.

- A Member suggested that a 'RAG' (red, amber, green) rating system be introduced to the business plan to colour-code information accordingly for easy recognition of the different levels of work.

The Chairman thanked the presenters for their attendance and participation.

6 CHILDREN'S SERVICES UPDATE - MARCH TO SEPTEMBER 2022

The Chairman invited Cllr Anita Cranmer, Cabinet Member for Children's and Education, and John Macilwraith, Corporate Director of Children's Services, to speak on this item.

In their presentation, the following points were highlighted:

- Two regulatory inspections had been held between March and September 2022: one on the Youth Offending Service and secondly the OFSTED focus visit regarding care leavers. The results would be shared with the Committee once available.
  - Action JM
- Improvement of the service posed as a challenge due to growing demand and the increased complexity of cases. However, regular meetings with the Improvement Board were being held and the improvement journey so far had been successful. The Council was further adapting its procedures around provision and placements for young people to whom the Council was a corporate parent.
- A Shout out for SEND event, in line with the Council's participation strategy would be held on the 9th of November to consider the views of young people. This would be the Council's second event of this nature. The event would primarily focus on children in mainstream schools receiving SEN support and their inclusion within the schools. The feedback would then be forwarded to the individual schools directly.

During discussion, comments and questions raised by the Committee included:

- The Council's Housing Services had prioritised accommodation for care leavers over the last 12-18 months. The transition from leaving care was a key element in the strategy. It had been successful in supporting young people into employment, education and training with around 20 care leavers commencing university this year. More detailed data around the categories of destinations of care leavers would be provided to the Committee.

  ACTION: JM
- A Member raised concerns about the pledge to deliver up to £6 million tutoring packages nationally in light of current recruitment challenges of teachers and teaching assistants. Simon James echoed that recruitment, particularly of teaching assistants had been challenging due to the cost-of-living crisis. As this was a national issue, discussions were being held with the Department for Education. The team were also examining opportunities for further benefits being put in place to assist teaching assistants with living costs as a matter of urgency. He also advised that the Council was working on a project focussing on recruitment and retention of staff. In collaboration with a number of partners, such as teacher training agencies, to encourage people to take up teaching vacancies within Buckinghamshire. It was also explained that the Council had made representations to central government around school finance and funding.
- The Council was currently working with the organisation 'Impower'. They had

presented information at the latest safeguarding partnership meeting and were trying to focus on how to meet demands for children's social care across the partnership and how to deliver services in the future. A further update on the programme would be provided at the next Select Committee meeting.

- Action: JM

- Simon James explained that the government had released capital spend of £70m as proposed in the SEND Green Paper. The Council would ensure that those funds would be utilised within Buckinghamshire by releasing a bid for a new special school focusing on children with social, emotional or mental health difficulties. The Council had also received an uplift in revenue money in line with national uplifts. However, the Council has also lobbied the government for more funds to support children with SEND as part of the F40 group.
- In response to a Member's concerns about OFSTED inspections, Simon James advised that school inspections had increased over the past 12 months. Schools that had previously received a good or outstanding rating were able to maintain their scores over this period which was to be congratulated. The improvement board had also been very active in overseeing progress against OFSTED's recommendations. John Macilwraith added that the Council was committed to working towards achieving a 'good' rating by putting actions on recommendations in place, such as to reduce homelessness levels of 16 to 17-year-olds. He expressed confidence in the Council's workforce but noted that a clear plan was needed to consolidate recommendations and other areas of activity. This was currently being undertaken with senior colleagues across the organisation.
- A Member expressed concerns around OFSTED's findings of delayed diagnoses of SEND children and questioned how the Council would ensure that the right support is put in place for children awaiting diagnosis. It was noted that the neurodevelopmental pathway for diagnosis of Autism and ADHD remained a significant area of concern. Although the issue mainly involved the healthcare sector, the Council was using their partnership with health colleagues, both in terms of commissioning and provision. The aim was to both decrease wait times for diagnosis and the need for diagnosis itself by focusing on needs-led provision of services and early intervention, for example through mental health support teams in schools.
- It was noted that schools were contacted to establish whether the requirement of a 32.5 hour week was being met. The schools that fell short of this requirement were monitored and consultations would have to be undertaken with parents, the local authority and other stakeholders to ensure they are meeting the needs of their pupils.
- The Council had started the introduction of a banded funding arrangement for schools in Buckinghamshire that would follow the needs of the child. The band values had been agreed with the schools, particularly in relation to special schools. This method would be implemented over the coming months.
- A pilot had been done with some of Buckinghamshire's schools to ensure that digitised EHCPs were fit for purpose and met the needs of families, before the system was implemented further.
- In relation to the academisation agenda outlined in the Government's White Paper, it was noted that the future design of school structures in Buckinghamshire would continue to focus on what works best for the pupils. Headteachers were receiving support and information around which schools might benefit from being a multi-academy trust to alleviate any anxieties. Similarly, schools who were focus of the school improvement agenda would also receive additional support to ensure increases in performance. Mental health support was also being implemented in schools, with an average of over 17 educational psychologists in the service. A board had been established in with public health professionals to focus on mental health support.

The Chairman thanked the presenters for their attendance and participation.

7 CHILDREN MISSING EDUCATION

The Chairman invited Cllr Anita Cranmer, Cabinet Member for Children's and Education, and Simon James, Service Director for Education, to speak on this item. Simon James answered Cllr Stuchbury's questions, which had been put during the public questions section, and then gave further details within the presentation as follows:

1. What is the percentage and number of pupils with EHCPs that are CME?
3% of the CME cohort

2. What is the percentage and number of pupils at SEN Support that are CME?
15% of the CME cohort

In their presentation, the following points were highlighted:

- The definition of a missing child encompassed anyone not on school rolls at compulsory school age, except for those being home educated. Pupils at the greatest risk of missing education included children from traveller families or asylum seekers, those with parents in the armed forces, those excluded from school and those with chronic health conditions. Regular house moves or not starting school at the appropriate age had been noted as possible reasons for missing education.
- As of July, 67 children were missing education, with the highest numbers having been noted in Aylesbury and High Wycombe. The split of children missing education is broadly 50/50 between boys and girls.
- The Council had a range of responsibilities, including identifying children missing education. The three main priorities that had been identified for the next 12 months were: supporting the most vulnerable families, ensuring that both schools and parents were proactive and establishing a multi-agency panel for children missing education to ensure faster integration back into schools.

During discussion, comments and questions raised by the Committee included:

- Most of the 67 children missing education belonged to the Gypsy/Roma/Traveller communities. There was also a category where a school place had not been recorded, for example if the child had left the county and not notified the Education Department. Simon James noted that a further breakdown of those categories could be provided to the Committee.

ACTION: SJ

- It was noted that the highest number of children from Gypsy/Roma/Traveller communities missing education was in years nine and ten. A small team within children's services provides support for those communities and emphasises the importance of education in terms of future opportunities. Furthermore, colleagues from both children's services and housing would frequently visit traveller communities to better understand the vulnerabilities and safeguarding risks within those communities.
- Home-educated children would receive regular visits from local authority officers to ensure their education met the requirements of literacy and numeracy. If the assessment found the child's skills did not meet those requirements, the family would receive further support in terms of the curriculum.
- The Council received regular attendance records from schools through their management information systems, as well as school census data at fixed points of the

year, to monitor attendance data. This data could be shared with the Committee and Councillor Stuchbury in response to his question.

ACTION: SJ/KD

- The schools also communicated with families and took note of children at risk of not attending, which were also shared with the Council. If those families related to vulnerable groups, the Council would also work with the pupil referral units. Attendance also tended to improve over the course of the academic year.
- It was noted that the transition from primary to secondary school was particularly challenging for some families. There was also an overlap with those age groups at the pupil referral unit. The Council's oversight of those children therefore needed to be higher as they were more vulnerable to exploitation in the community.
- Gareth Drawmer explained that over the course of 2021/2022, 570 instances of children missing education had been logged, with only 30 instances remaining open for more than three months. The Council and its partnership worked rapidly in ensuring the families in question were located and the child's school destination established. There were some families with cases open longer than 12 months, which were subject to biannual local authority checks. The admissions teams were also aware of cases where parents incorrectly completed transfer forms, which were included in the number of children missing education.
- A Member suggested that information materials could be sent out to parents of children in years 9 and 10 to ensure the Council could be notified if the child had left education. Simon James welcomed this suggestion.

The Chairman thanked the presenters for their attendance and participation.

8 WORK PROGRAMME

The Select committee received the draft work programme. Members were advised to contact the Scrutiny Officer for the committee with any additional topics they wished to be included. It was noted that a task and finish group would commence on the issue of pathways to SEND services for children and young people with autism, ADHD and anxiety/depression and would be chaired by Councillor Blamires.

A Member noted that the Committee should be informed around any issues with the 11 Plus exam. Simon James confirmed that this issue would be included in the Education Standards report in January.

Action: SJ

9 DATE OF NEXT MEETING

The date of the next meeting of the Select Committee would be Thursday, 26th January 2023.

CHAIRMAN

The meeting concluded at 4.20 p.m.

This page is intentionally left blank

Children's and Education Scrutiny Committee – Follow up Information

	Date/Committee Item	Action	Update
1.	8/9/22 Early Help Strategy	Councillors to help to raise the profile of the Family Support Service through communication with voluntary groups in ward areas	Councillors - ongoing
2.	8/9/22 Participation Strategy	The website www.youthbucks.co.uk to be publicised via school planners, schools' bulletins Contact housing associations to add the link to the website on their websites Councillors to publicise in their own wards	Contact has been made with housing associations Councillors to publicise website
4.	8/9/22 – Work programme	Attainment Gap – request for further information	Briefing as part of Education item at committee
5.	3/11/22 – Bucks CPB Annual Report	Update in six months' time on meetings with senior leaders	WM -TBC
6.	3/11/22 – Bucks CPB Annual Report	Quantitative performance data to be included in next annual report	WM -TBC
	3/11/22 – Bucks CPB Annual Report	Update on multi-agency safeguarding training in six months	WM -TBC
	3/11/22 – Children's Services Update	Results of the Ofsted focus visit to be shared with committee	Please see below the link to the Ofsted report published following the October 2022 Focused Visit 50199041 (ofsted.gov.uk)
	3/11/22 – Children's Services Update	Information on categories of destinations for care leavers to be shared with committee	As a service we measure the % of care leavers aged btw 19 and 21 who are in education, employment or training. At the end of Dec 2022 this figure was 67% which remains well above the

			benchmark figures both nationally and regionally. As highlighted during Ofsted focus visit in October 2022 care leavers are strongly encouraged to engage in education and training. Inspectors also noted “this is a real strength in Buckinghamshire”.
	3/11/22 – Children’s Services Update	To update the committee on work with Impower	Verbal update to be presented to the committee under AOB on 23 March 2023
	3/11/22 – Children Missing Education	To provide the committee with a further breakdown of the categories of children missing education	SJ to give verbal update to committee
	3/11/22 – Children Missing Education	Attendance data to be shared with the committee	SJ to give verbal update to committee
	3/11/22 – Children Missing Education	Information on 11 plus exam – included in Jan committee papers	SJ to give verbal update to committee

Report to Children's and Education Select Committee

Date: March 2023

Title: Oxford Health Child and Adolescent Mental Health Services (CAMHs) Update Report for Buckinghamshire

Author and presenters:

Andy Fitton, Head of CAMHs and ED services for Buckinghamshire

Dr Eleanor Rowsell, Head of Psychological Therapies, CAMHs/ Consultant Clinical Psychologist

Dr Joe Clacey, Consultant Child and Adolescent Psychiatrist/ Medical Lead for Bucks CAMHs

Executive summary

This paper gives an overview of the current position of CAMHs services provided by Oxford Health Foundation Trust in Buckinghamshire as well as updates on key areas of challenge and opportunities for change and improvement.

Introduction

Oxford Health NHS Foundation Trust (OHFT) continues to provide a range of physical health, mental health, specialist mental health, social care and learning disability services for people of all ages across Oxfordshire, Buckinghamshire, Bath and Northeast Somerset, Swindon & Wiltshire. We are rated 'Good' by the Care Quality Commission and are actively involved in research and collaborations with Oxford University. Our Oxford Health Biomedical Research Centre (BRC) is only the second mental health BRC in the country.

The landscape has changed further than anyone could imagine the pandemic has reshaped how we live our lives and the way we deliver health care that many would not have foreseen in March 2020.

Significant pressure has been placed and continues to be placed on mental health services in the Bucks footprint. We continue to experience increases in demand, acuity, and complexity of mental health needs of Children & Young People (CYP) and their families.

Our response is affected, as with other areas of healthcare by workforce shortages, fatigue, and financial restraints. This is overlaid by changes to the governance structure of the local system with the Integrated Care Board developing.

Oxford Health continues to strive to offer excellent, safe, and effective mental healthcare for its population working in new ways, through partnership, using alternative interventions

and seeking smarter, often digital ways of working, with the patient and their family always at its focus.

Throughout this report the data we are reporting is limited in time due to data quality issues for the Trust linked the national issue of the cyber-attack experienced by many NHS trusts in the summer of 2022. Much of the data will be from financial year 21/22 or up to Q1 (end of June) 2022.

Offer and access to Children and Young People Mental Health Services in Bucks (CAMHS)

The service is based on the Thrive model embracing a whole system approach, promoting resilience, early intervention, prevention, and collaboration with the aim of reducing escalation of need and improving outcomes for children and young people. The service was rated as 'Good' by the Quality Commission (CQC) in 2019 and continues to develop in response to the voices of children, young people and parents, stakeholder feedback and the changing needs of Buckinghamshire residents. We have an active approach to participation of CYP and their families who use the service with the running of groups and forums.

Our Child and Adolescent services (CAMHS) have seen an increase in mental health referrals by 26.5%, from 8,432 to 10,673 between FYs 20/21 and 21/22 with increasing levels of complexity, best evidenced by the increase in crisis demand by 33%, in the Getting More Help service by 26.5% and eating disorder cases by 26% (between FYs 20/21 and 21/22). We have increased staffing levels to meet this demand and our waits for mental health assessment and treatment remain relatively low. We continue to run a Single Point of Access (SPA) - a core part of CAMHS provision where any professionals or families with concerns regarding a young person's emotional well-being can call into SPA for a consultation with a mental health clinician Monday-Friday 8am-6pm (consent required for this to become a referral).

In 2021/22 financial year 10,673 Children and Young People were referred into our CAMHs Single Point of Access for their mental health needs and 72% were accepted in the service. In summary:

- Through Jan to March 2022, 74% of Routine referral were assessed within 28 days (for mental health services), which were 37 breaches of 144 CYP, and of these, 16 were seen within 4-8 weeks. This is reported nationally.
- The medium wait time for CYP waiting, as of start of June 2022 is 27 days (the average across a range of key services) – the comparison to June 2021 shows we improved the wait time, as in June 2021 it was 33 days, as an average.

This report aims to focus on the mental health service offer for Buckinghamshire's CYP however we recognise that there remains interest and concern regarding the Neuro-developmental pathway offer from both OHFT and Buckinghamshire Healthcare Trust. We completely acknowledge that the waiting times for neurodevelopment assessments remains a significant concern, as demand outstrips health workforce capacity, the same as the regional and national picture. This issue is being dealt with through the scrutiny and assurance processes now linked to the joint SEND inspection in March 2022. There is a clear action plan in place that is being governed by the partnership-based Children Service Continuous Improvement Board with an independent chair. Regular updates are managed on the improvements agreed through this process and so will not form part of this report.

This report will now outline the range of support that is in place for CYP with mental health needs and provide an overview of the challenge and opportunities that the service and partners are currently working together on.

Mental Health Support teams

These teams are part of the NHS approach to delivering early intervention for pupils through their schools. The teams are principally equipped to provide interventions to meet low to moderate anxiety and low mood presentations. In addition, these teams are fast becoming a key vehicle for early identification of needs by training and offering consultation to senior leaders and teachers in schools. More recently Buckinghamshire has added 2 teams (in Aylesbury and High Wycombe) to the existing 3 operational teams, and we are meeting the access target from NHS E. All teams across the country work to a core staffing model but provide some flexibility for local arrangements as well. In Buckinghamshire our approach has been to collaborate with the Local Authority Early Help offer, adding family and youth workers to the service offer.

In 2021/22 financial year (FY) 858 Children and Young People were referred and 735 received support from our MHSTs in Buckinghamshire (86%), up from last FY where we had 594 CYP referred and 509 received support 86%. The majority of these CYP were referred due to concerns with anxiety. 735 of these CYP who received support were discharged in the same year and the average length of stay of those discharged was 112 days.

Targeted/ Getting Help

This offer is run by our key voluntary sector partner, Barnardo's, providing low intensity support as early as possible, mainly with low to moderate mental health needs. This ranges from advice, practical & emotional support as well as specific low-intensity mental health interventions. This includes interventions for CYP in groups or 1:1 as well as offering groups to parents and carers for specific interventions.

In 2021/22 FY 1772 Children and Young People were referred and 1591 (90%) received support from our Getting Help team in Buckinghamshire, up from last FY where we had 1540 CYP referred and 1406 received support 91%. The majority of these CYP were referred due to concerns with Anxiety. 946 of these CYP who received support were discharged in the same financial year and the average length of stay of those discharged was 119 days.

Getting More Help

This offer is for CYP with moderate to severe mental health conditions, from a wide range of presentational difficulties, including Post Traumatic Stress Disorder, self-harm, depression, & bipolar disorder. As a multi-disciplinary team of psychologists, psychiatrists, nurses, and family therapists who work with CYP with complex lives, providing a range of evidence-based treatments (for example Cognitive Behavioural Therapy, systemic family therapy, psychodynamic psychotherapy), medication management as well as care coordination.

In 2021/22 FY 820 Children and Young People were referred and 765 received support (93%) CYP were referred and received support from our Getting More Help teams in Buckinghamshire, up from last FY where we had 648 received and 686 (94%) received support. The majority of these CYP were referred due to concerns with Anxiety. 333 of these CYP who received support were discharged in the same financial year and the average length of stay of those discharged was 106 days.

Vulnerable CYP offer

Buckinghamshire has a full mental health crisis offer that provides urgent response assessments for CYP that present with serious problems related to their emotional and mental health. A new element to offer is an embedded a support worker directly in the Accident and Emergency department and Stoke Mandeville Hospital. Due to the success of this role a second worker is being recruited to ensure there is cover across 7 days. The crisis offer has through COVID continued to provide a 24/7 offer, retaining a face-to-face offer as needed and the team has recently nominated for a Nursing Times national award by Buckinghamshire HealthCare Trust.

In 2021/22 FY 461 Children and Young People were referred and 443 (96%) received support from our Crisis team in Buckinghamshire, up from last FY where we had 347 referrals received and 330 actioned (95%).

If a CYP needs a longer more intense level of support, following the initial stabilisation of a crisis or instead of our GMH offer then the OSCA team will help, OSCA standing for Outreach Service for Children an Adolescents. They use treatments such as Dialectic Behaviour Therapy, as well as brief skill interventions to enable them to tolerate their distress and regulate their emotions with the right practical skills.

In 2021/22 financial year 25 Children and Young People were referred to OSCA and 23 received support (92%), down from last FY where we had 35 referred and 31 received support (89%).

We have a small specialist team focused on Looked After Children service (LAAC) that provides direct work with Children in Care, offering evidence-based treatments with a focus on trauma, as well as advice and support to fosters carers, residential and social workers working with the Child in Care through offering therapeutic parenting, psychoeducation, and training.

In 2021/22 financial year 93 Children and Young People referrals were received and 85 received support (91%), up from last FY where we had 92 referrals received and 86 received support (93%). 48 of these CYP were discharged in the same year and the average length of stay of those discharged was 111 days.

In terms of the work of the specific offer to residential homes, key headlines of what has achieved is:

- Direct work with 15 young people between April 2020 and August 2022, offering 10 1:1 intervention's (mainly trauma based) with 5 showing reduced anxiety and depression post intervention, 2 supported into our CAMHs provision and 3 supported indirectly through the network of professionals around them.
- Building staff capacity – delivery of 3-day training course for all staff members within the residential homes on trauma, attachment, mentalization, therapeutic parenting, emotional regulation, and psychological formulation.

Eating Disorders

Eating disorder referrals have increased, placing this service under challenge. Due to demand and complexity of presentations the service like the rest of the country is struggling to meet the national waiting time standard. March 2022 reporting showed Buckinghamshire meeting waiting time standards for 64% of urgent cases (down from 80% in Dec 21) and

33% of routine case (down from 37% in Dec). The following measures are being put in place to support this post COVID recovery.

- Rolling out a hospital at home offer that seeks to support families manage complex eating disorder needs in the community
- Increase intensive meal support at home from community eating disorder teams.
- Increase liaison and training into acute hospitals to support young people on wards to help whilst an inpatient and accelerate discharge.
- The development of an early intervention programme (FREED) for 18 – 25-year-olds that will offer a more rapid assessment and intervention.

There is a significant increase in CYP with an eating disorder needing a bed for physical stabilisation at a general hospital since we last reported. With a jump of 66% (22) from 19/20 to 20/21 noticeable, although returning to similar 19/20 levels in 21/22. However, the total bed days remained high for both 20/21 (302) and 21/22 (297) compared to 19/20 levels, and the per child mean length of stay rising from 4.6 (19/20) to 8.4 (20/21) and peaking at 10.6 in 21/22. This outlines the pressure faced by demand and acuity for the crisis, hospital teams and inpatient services.

Intellectual Disabilities – (ID)

A small specialist team that supports CYP and their families with a mix of learning disability, mental health or challenging behavioural needs. They help people understand more about their diagnosis combinations as well offering support with presentations including trauma, self-harm, depression, sleep disorders as well care coordination and supporting the professionals work in a more informed way with these CYP.

In 2021/22 FY 70 Children and Young People were referred and 65 (93%) received support from the ID team, up from last FY where we had 36 CYP referred and 36 received support. 10 of these CYP that received support were discharged in the same financial year and the average length of stay of those discharged was 114 days.

Dynamic Support Facilitation Team (DSFT)

This offer service has been implemented since Nov 21 to provide support young people (who have a diagnosis of an Intellectual Disability and/or Autism with complex needs) and their Families a joined-up approach to the oversight of their care, spanning the multi-agency disciplines involved. A new NHS E funded approach to tackle a growing number of CYP with their needs at risk of becoming an inpatient in a mental health ward. They do not provide treatments rather form strong relationships with CYP to advocate for their needs and ensure their voices are heard to meet their identified goals. Currently (end of Dec 2022) we are offering this support to 16 CYP in Buckinghamshire and with a new facilitator starting more CYP will be offered support. In addition, a key development for this offer will be to extend its offer to under 25's with diagnosis of an Intellectual Disability and/or Autism with complex needs.

Outcomes summary and reporting

The annual routine outcome measures (ROMs) report was completed in April 2022, with an interim report in September 2022 (attached below this section). Comparisons across groups over time and further analysis will be completed at the end of year report when a larger data set is available. As well as focusing on groups and workshops, individual case studies

(for young people receiving therapy for Post-Traumatic Stress Disorder) are included, as well as more qualitative feedback.

The most used ROMs across all groups are Goal-Based Outcomes (GBOs) and the Revised Children's Anxiety and Depression Scale (RCADS). All interventions show a positive impact; in some cases, these are not clinically significant changes. Analysis of ROMS indicates that for interventions with young people experiencing milder mental health issues (our targeted pathway and Mental Health Support Team), measures such as the RCADS indicate that young people are not necessarily presenting with clinically significant symptoms to start with. Whilst case examples demonstrate the importance of not relying solely on ROMS to measure improvements for young people, this data has been used to review and revise the outcome measures used to see if we are able to improve specificity.

CAMHS ROMs report
April - September 202

Benchmarking information

This information is taken from the NHS Benchmarking Network's Children and Young People's Mental Health Benchmarking Project. The metrics reported represent either the full year position for the financial year (2021/22) or the position observed on 31st March 2022. The information outlined provides both a Buckinghamshire specific and then a benchmarked position inside the country and region to contextualise that information.

Key headlines are:

- Buckinghamshire's referrals received (6316 per 100,000) is above the national mean (4869) and median (4457) of referrals. Bucks is in the upper quartile nationally for this indicator, 3rd out of 6th regionally.
- The accepted number (4454 per 100,000) of referrals is above the national mean (3759) and median (3559) figures. However, the acceptance % rate (at 74%) is slightly lower than the national mean (77%) and median (76%) rates. 4th out of 6 regionally and just below the upper quartile nationally.
- CAMHs had above the national mean (13%) and median rate (11%) for re-referral, our rate being 22%. Bucks is 1st out of 6 regionally.
- Bucks contacts per 100,000 (34089) was above the national mean (30209) and median (26434), Bucks were 4th of 6 regionally.
- CAMHs face to face contact rate was 28% - this is lower than the national mean (57%) and median (56%), and so the non face to face contacts at 72% is higher than the national mean (35%) and median (31%).
- Bucks discharges per 100,000 (3316) was higher than the National mean (2211) and median (1835). Bucks were 3rd of 6 regionally. Bucks DNA rates was below the national mean (8%) and median (7%)

Overall, this presents a positive picture of the service offer in comparison to other regional and national CAMHs offers. The one area that requires further attention is the re-referral rate and the service will complete a piece of more in-depth quality audit work on this in the next financial year once our new recording system is fully operational.

Our Staff

Our teams are highly skilled and experienced people that provide excellent services. We have multi-disciplinary teams, that include a wide range of clinical expertise. We pride ourselves on being a good place to work but both locally. Nationally CAMHs Services often struggle to recruit – this is reflected in our vacancy rates. The table is data pulled together at the end of Dec 2022 and outlines the budgeted and actual whole-time equivalence per service area in Buckinghamshire CAMHs. The overall rate of permanent staff in post is at 79%, in Dec 2022. As a trust we do use agency members of staff, to help manage our vacancies. Currently we have 13% of posts filled by agency members of staff.

The Trust is working hard to improve its recruitment success including its use of social media, for example recent campaign to increase eating disorder workforce, seeking to recruit people from overseas as well as reviewing the incentive packages to attract more people to work with Oxford Health, for example our refer a friend scheme. Within CAMHs we are being creative with our roles, testing new ways of building teams with the range of people that are available from our local areas, e.g., social prescribers and teachers working in the in the DSFT team. We are creating development posts investing in their training and support to enable them to progress within the service to more specialist roles.

Strengthen what we offer and meeting our challenges

With the support of commissioners, Partners, Children, Young People, and their Families, acknowledging that the current model has been in place since original commissioning arrangement set up in 2015, the Trust has started a review of its Buckinghamshire CAMHs offer.

The proposed aims of the review are to create a shared understanding of the current strengths and weaknesses of the current offer and its ability to meet the national NHS and Buckinghamshire specific service requirements as informed by the needs of CYP and their families. We expect the review to recognise service requirements for the next 2 years as transformation opportunities and secondly to identify areas that can further strengthen the offer in areas of integration/ partnerships with other agencies, how to support workforce recruitment/ retention, where service gaps are and how to communicate and engage with families on where to get help and how that help will be delivered.

The review continues now, but emerging headlines and where we think improvements can be made are:

a) Changing our current separate Getting Help (GH) and Getting More Help (GMH) teams in a single pathway.
b) Establish an alternative balance of direct and indirect work in the Neuro/ ID teams to support CYP and find a system wide solution to their needs in crisis, when there is no clear mental health need.
c) Need to investment and build the right workforce in the ED service to meet volume and acuity of demand and the Long-Term Plan expectation.

d) Strengthen the understanding of our Crisis offer to families/ partners and develop shared roles with the Local Authority seeking to co-locate people from agencies together, seeking to strengthen joint assessments and interventions.
e) Develop and consistently deliver (both in and out of the CAMHs service) a consultation model across the service that supports people in their work with CYP with mental health and neurodiversity needs.

There continues to be significant pressures in the system related to increasingly complex young people whose level of risk is beyond what was seen historically. The number of young people who require extraordinary levels of support is beyond what could have been predicted, the number of young people who are unable to be housed safely at home with classical CAMHS and social care support. The lack of availability of placements means that there is a high degree of pressure on all partners within the system, either due to inability to discharge from CAMHS inpatient beds, or use of unregulated or unregistered placements. This pressure is causing clinical, financial, and regulatory issues for all partners, and we need to continue to work and support each other to both investigate local solutions on an individual case and systemic basis and continue to work regionally and nationally to highlight the effects of this absence of provision.

There is an important system wide opportunity to support the transformation of the multi-agency collaboration when working with complex young people's presentations, within the youth justice system, in the child protection & care system or in mental health crisis. Oxford Health has been awarded 3 years of funding (circa 1.5m a year) as one of 7 vanguard sites nationally. The funding will enable us to learn how to achieve better outcomes for these young people as well as improving the response of services to meet their needs. Buckinghamshire will begin mobilising its staff and a voluntary sector partner will be working closely with our clinical team to implement this pilot programme in the coming months.

Report to Select Committee

Date:	23rd March 2023
Title:	**Education Standards Report**
Relevant councillor(s):	Anita Cranmer
Author and/or contact officer:	Gareth Drawmer
Ward(s) affected:	All
Recommendations:	**For the committee to note the report and the action plans it contains.**
Reason for decision:	This will continue to support school improvement across all aspects of mainstream education provision across Buckinghamshire

1. Executive summary

The Education Standards Report delivers the key information relating to educational outcomes for Children & Young People in Buckinghamshire for the academic year 2021-2022. This is the first time that attainment data at Early Years and Primary School level has been published since the Covid pandemic.

The report demonstrates that overall standards for pupils in Buckinghamshire schools are broadly in line with or above national comparators, included in these figures is a section showing outcomes for children who were looked after by the LA during this period. The report identifies that the attainment gap between disadvantaged children in Buckinghamshire and non-disadvantaged children nationally has increased post covid.

The report shows that exclusions, both fixed term and permanent were below national figures for Buckinghamshire schools. The report identifies that Buckinghamshire has a higher percentage of schools rated good or better by Ofsted than schools nationally. More children in Buckinghamshire attend a good or better school now than this time last year.

The report shows that grammar schools in Buckinghamshire are admitting more children who are eligible for free school meals than in the past. It also shows that fewer pupils from outside of the LA attend Buckinghamshire grammar schools. It also shows that the percentage of children who are not in employment, education or training (NEET) in Buckinghamshire is lower than that nationally.

2. Content of report

2.1 The full standards report is attached as a PowerPoint presentation below.

2.2 The structure of the report is as follows:

- Introduction
- Attainment in Early Years
- Attainment and progress in schools
- Outcomes for children in need, including children looked after
- Exclusions
- Ofsted Inspections
- Buckinghamshire Secondary Transfer Test ("11 plus")
- Not in Education, Employment or Training (NEET)

3. Financial implications

3.1 All activity in the report identified in action plans is budgeted within the current service financial envelope.

4. Corporate implications

4.1 Outcomes from this report feed into a number of key corporate areas of activity:

a) The Education and Skills Strategy priorities 2 and 3 directly relate to the work identified in this report

- Priority 2: Preparing our young learners to reach their potential as adults
- Priority 3: Collaborative school improvement to raise standards

b) The Education Strategy Board seeks to develop closer collaborative engagement between all stakeholders in the Local Authority including CEOs

of local Multi Academy Trusts, ensuring stronger outcomes for all children and young people.

c) The work of the Buckinghamshire Challenge Board (referenced in primary and secondary action plans), to identify best practice in raising attainment for disadvantaged pupils is designed to work across the whole county. Where that activity ties with the levelling up wards identified via the Opportunity Bucks Board, closer partnership working is being developed to ensure that plans and activity are aligned to best effect.

5. Communication, engagement & further consultation

5.1 Information in the report will be shared with school leaders and governors in a variety of forums to enable them to evaluate their own school's performance against the picture across the LA and adapt their school improvement plans accordingly.

6. Next steps and review

6.1 Action plans will be carried forward through service teams to ensure areas for development are addressed. The report for the academic year 2022-2023 will be bought to the committee in the next calendar year.

This page is intentionally left blank

Education Standards Report

Analysis of 2022 assessment outcomes

Appendix

Contents

- Introduction
- Attainment in Early Years
- Attainment and progress in schools
- Outcomes for children in need, including children looked after
- Exclusions
- Ofsted Inspections
- Buckinghamshire Secondary Transfer Test (“11 plus”)
- Not in Education, Employment or Training (NEET)

Introduction

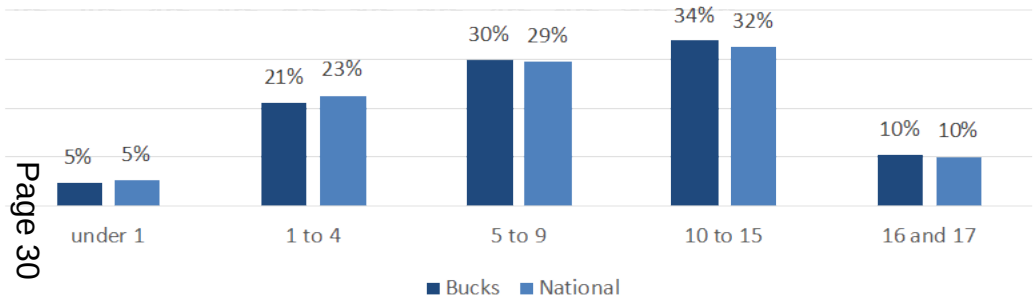
- Children & Young People in Buckinghamshire
- Buckinghamshire schools
- Assessment timeline
- Statistical Neighbours
- Attainment Gaps

Children and Young People

23% children & young people as a percentage of total population

(Mid 2018 Population Estimate)

Children and young people by age band - Mid 2018 population estimates



40% of pupils in the January 2022 school census are BME

18% of pupils in the January 2022 school census have a first language other than English

125,734 CYP aged under 18 living in Buckinghamshire (Mid 2019 Population Estimate)

Children Missing from Education (Oct-22) **110**

88942 Pupils attending state-funded schools in Bucks (May-22)

Pupils with SEN support in Buckinghamshire schools (May-22) **9417**

931 CYP Electively Home Educated (Oct-22)

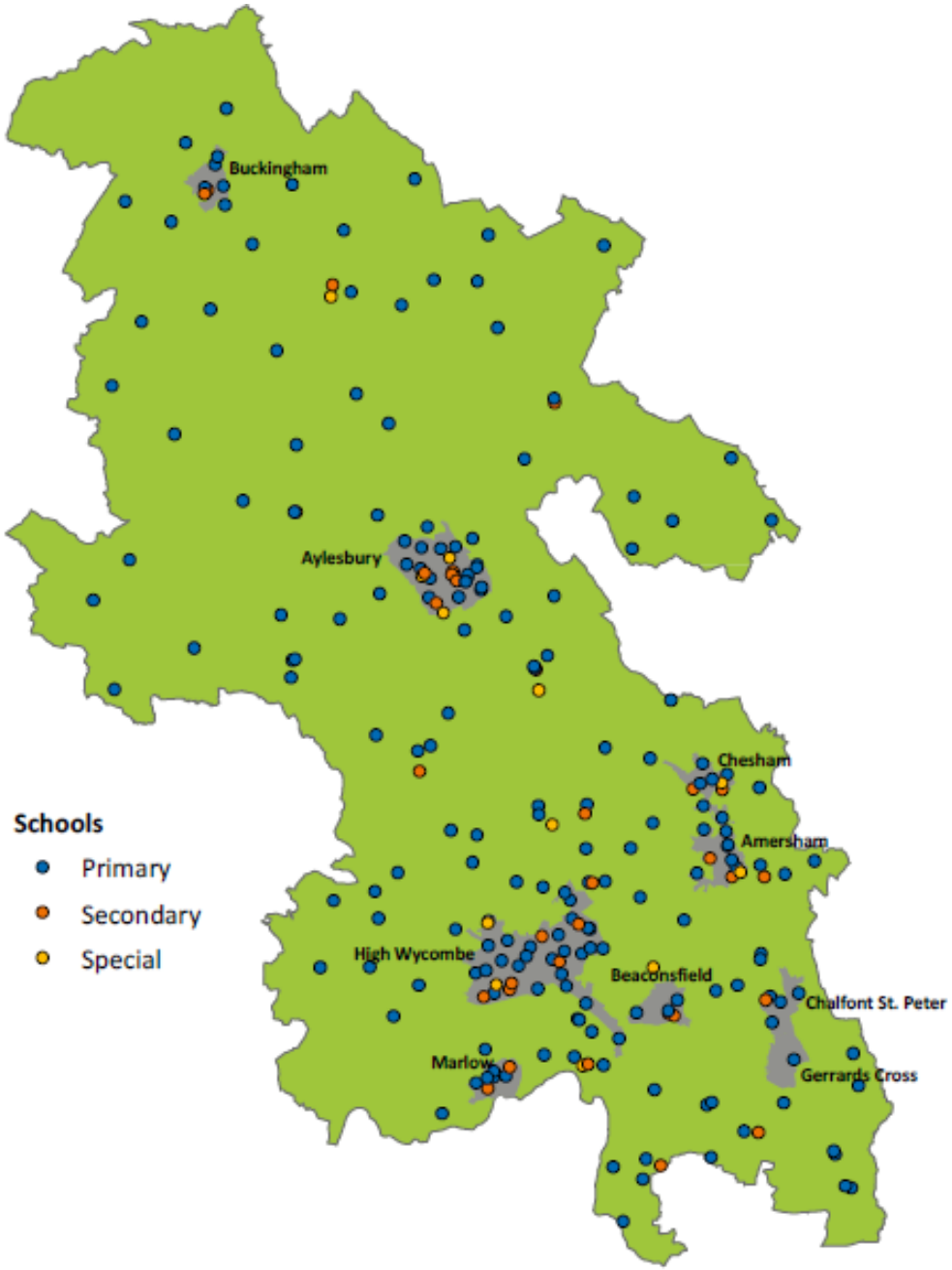
Pupils eligible for Free School Meals (May- **10892**

CYP with EHCPs maintained by Buckinghamshire (Oct-22) **5788**

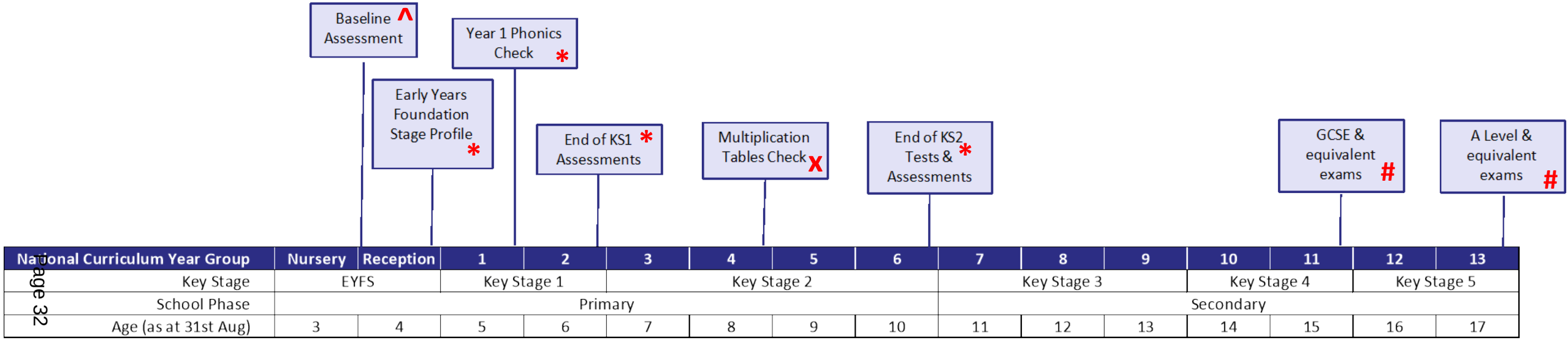
1594 pupils attending special schools in Bucks (May-22)

Schools – Dec 2022

- 185 primary schools (including 48 academies/free schools)
  - 36 infant schools (including 2 academies)
  - 23 junior schools (including 7 academies)
  - 126 combined schools (including 39 academies/free schools)
- 35 secondary schools (including 31 academies/free schools)
  - 13 Selective (all academies)
  - 21 Non-Selective (including 17 academies/free schools)
  - 1 University Technology College (UTC)
- 2 All through mainstream schools (including 1 academy)
- 10 Special Schools (including 2 academies)
- 2 nursery schools
- 3 Pupil Referral Units (including 1 academy)



Assessment Timeline



National Curriculum Year Group	Nursery	Reception	1	2	3	4	5	6	7	8	9	10	11	12	13
Key Stage	EYFS		Key Stage 1		Key Stage 2				Key Stage 3			Key Stage 4		Key Stage 5	
School Phase	Primary								Secondary						
Age (as at 31st Aug)	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

Due to Covid19 restrictions the following changes impacted the assessment timeline in 2020 and 2021:

* Statutory assessments for primary school pupils were cancelled for 2020 and 2021 – no LA or national data is available to report.

^ Baseline Assessment was due to start in Sept 2020, but was delayed to Sept 2021. Note that data is not shared with LAs.

x Multiplication Tables Check was due to become statutory in Summer 2021, but has been delayed to June 2022. Limited 2022 data is available to the LA.

\# GCSE and A Levels examinations did not take place in 2020 and 2021, with alternative assessment methods used to determine final grades

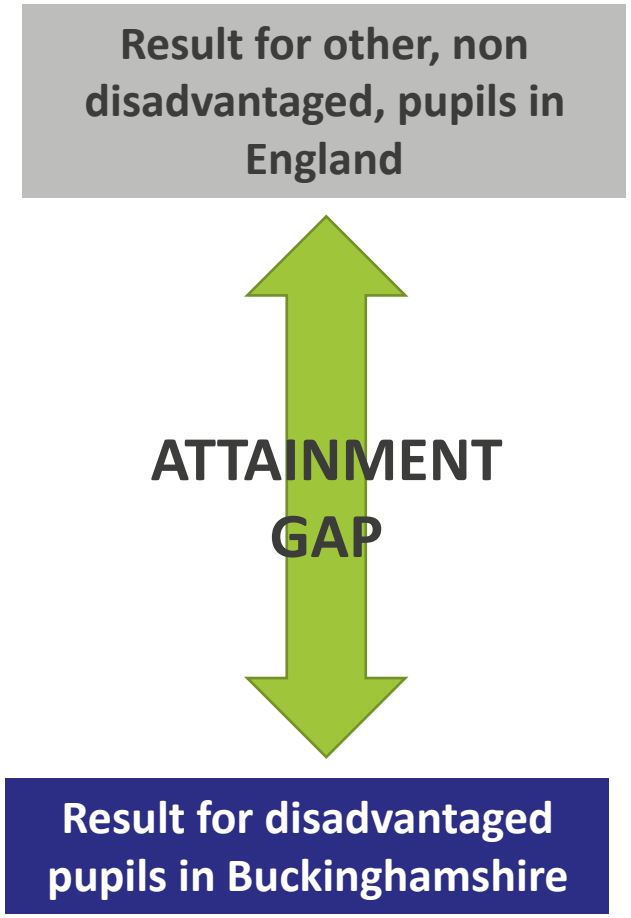
Statistical Neighbours

Statistical neighbour models provide one method for benchmarking progress. For each local authority (LA), these models designate a number of other LAs deemed to have similar characteristics. These designated LAs are known as statistical neighbours. Any LA may compare its performance (as measured by various indicators) against its statistical neighbours to provide an initial guide as to whether their performance is above or below the level that might be expected.

In this report Buckinghamshire data is shown alongside national averages and, where available, the average for our statistical neighbour group.

Bracknell Forest
Buckinghamshire
Cambridgeshire
Central Bedfordshire
Hampshire
Hertfordshire
Oxfordshire
Surrey
Trafford
West Berkshire
Windsor and Maidenhead

Attainment Gap



The “attainment gap” measure used by Ofsted and the Department for Education, and referenced in this report, looks at the difference in performance between pupils who are classed as “disadvantaged” in the LA and the national average for other, non disadvantaged, pupils.

Disadvantaged pupils are defined as:

- those who were known to be eligible for free school meals in any of the previous six years as indicated in any termly or annual school census, pupil referral unit (PRU) or alternative provision (AP) census;
- children looked after by the local authority for at least 1 day;
- or children who have been adopted from care. Schools receive Pupil Premium funding for their disadvantaged pupils.

Impact of Covid19 on attainment measures

- Most attainment results are not available to report for 2020 or 2021 as Covid19 restrictions led to the cancellation or amendment of statutory assessments and exams.
- Statutory assessments for primary school pupils were cancelled for 2020 and 2021. This means that results for these years are not available for Early Years Foundation Stage Profiles (EYFSP), Phonics Check and Key Stage 1 and 2 tests and assessments.
- The summer exam series for the both the 2019/20 and 2020/21 academic years were cancelled. Instead, for 2020/21, pupils were only assessed on the content they had been taught for each course. Schools were given flexibility to decide how to assess their pupils' performance, for example, through mock exams, class tests, and non-exam assessment already completed. GCSE grades were then determined by teachers based on the range of evidence available and they are referred to as teacher-assessed grades, or TAGs.
- This is a different process to that of 2019/20 when pupils were awarded either a centre assessment grade (known as CAGs, based on what the school or college believed the pupil would most likely have achieved had exams gone ahead) or their calculated grade using a model developed by Ofqual - whichever was the higher of the two.
- The changes to the way GCSE grades have been awarded over the last two years (with CAGs and TAGs replacing exams) mean 2021/22 pupil attainment data should not be directly compared to pupil attainment data from previous years for the purposes of measuring year on year changes in pupil performance.

Attainment in Early Years

- The Early Years Foundation Stage Profile
  - Strengths and areas for development
  - Key data
  - Action plan

Early Years Foundation Stage Profile (EYFSP)

The EYFS profile summarises and describes children's attainment, normally at the end of reception year. It gives:

- the child's attainment in relation to the 17 early learning goal (ELG) descriptors
- a short narrative describing the child's 3 characteristics of effective learning

Practitioners' assessments are primarily based on observing a child's daily activities and events.

From 2022, all schools adopted a reformed EYFS profile. Results from 2022 are therefore not directly comparable to previous years.

The key performance measure for EYFSP is the percentage of children achieving a good level of development at the end of the EYFS. Children are defined as having reached a good level of development if they achieve at least the expected level in:

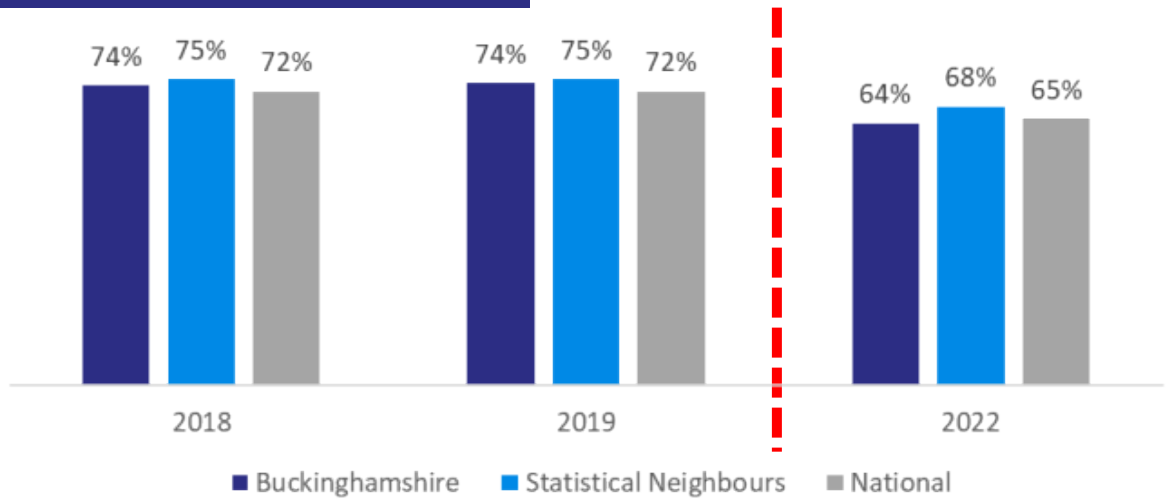
- the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and;
- the early learning goals in the specific areas of mathematics and literacy.

Areas of Strength	Areas for development
Early years Side by Side data from the PVI sector (2-4yrs) demonstrated that vulnerable children made progress from their starting points in all prime areas. Increased outcomes shown in the EYFSP results and through data for younger children's development in PVI on boys achievement and learning styles due to focussed work Sector engagement with Early Years Side by Side project has increased significantly from 24 to 177 settings over the past 4 years. Work focused on children's communication, language and literacy through 'helicopter stories' currently benefits around 1700 children **T**his year 11 settings have achieved ICAN accreditation increasing practitioner knowledge of communication and language development. Two settings have also undertaken our quality assurance standard to become children's champions in communication and language.	Increasing the consistency and accuracy of assessments across all areas of the EYFSP. Continue to focus on children in receipt of free school meals to ensure they make progress. Support and training to explain that the EYFSP judgment is best fit attainment judgment, and is not relative to other children in the class. Offering Early Career Teachers visits from the service across the year to support with assessment. Supporting schools to re-establish parental engagement, with regards to home learning, in order that teachers have a full picture of the child to use within their assessment. Developing the early years communication and language strategy via interaction audits for the settings with the most vulnerable cohorts. Creating a piece of work focusing on children with EAL and increasing teacher knowledge.

EYFSP attainment measures 2022 – Good Level of development

Overall trend against benchmarks

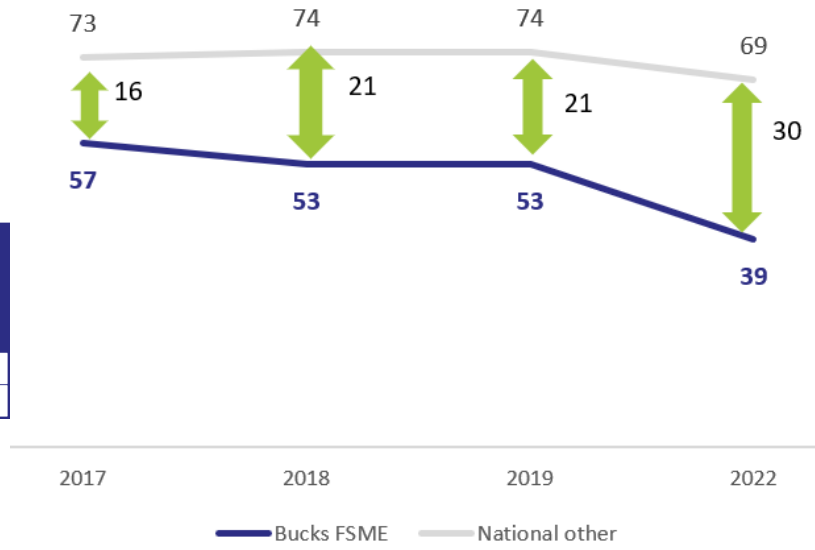
No statutory assessments in 2020 or 2021.
EYFS Reforms introduced Sept 2021.



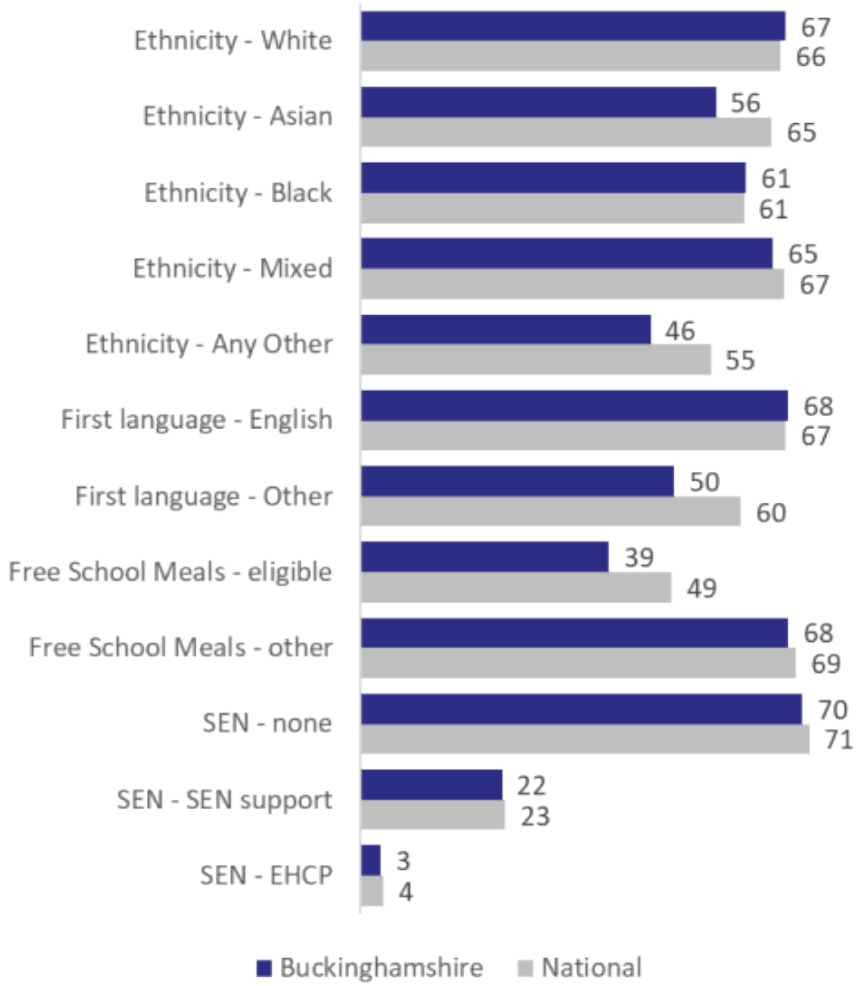
Attainment gap 2022

Results are for pupils eligible for free school meals (FSME) to allow comparisons to national figures

	FSME pupils	Other Pupils	Gap - local disadvantaged to national other
Buckinghamshire	39	68	30
National	49	69	20

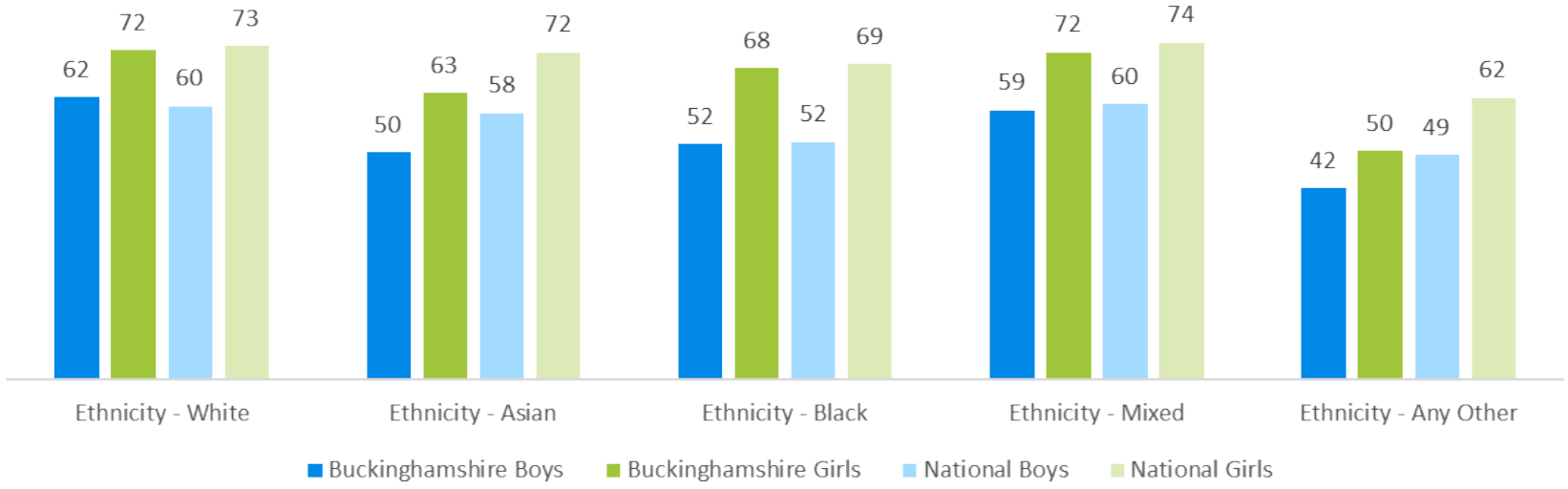


Key pupil groups 2022



EYFSP good level of development measure – pupil group detail 2022

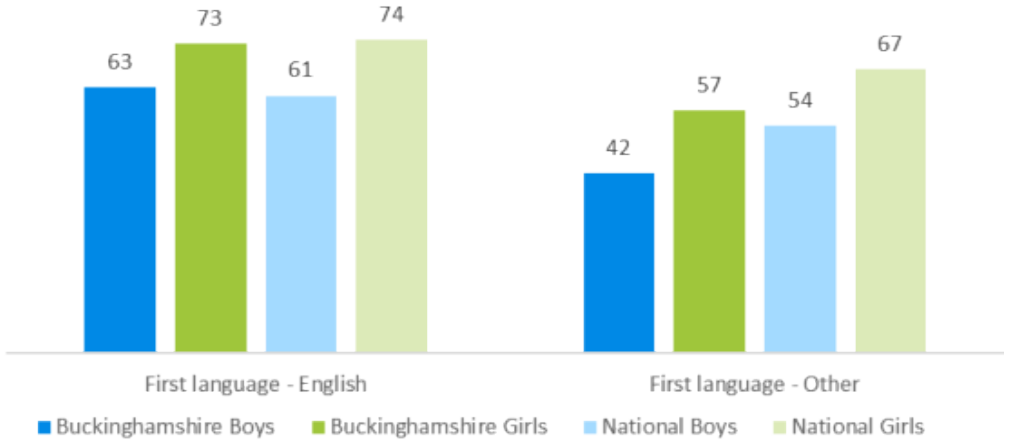
By ethnicity and gender



Buckinghamshire cohort

	Boys	Girls
Ethnicity - White	2063	2062
Ethnicity - Asian	575	533
Ethnicity - Black	66	85
Ethnicity - Mixed	312	286
Ethnicity - Any Other	31	28

By first language and gender

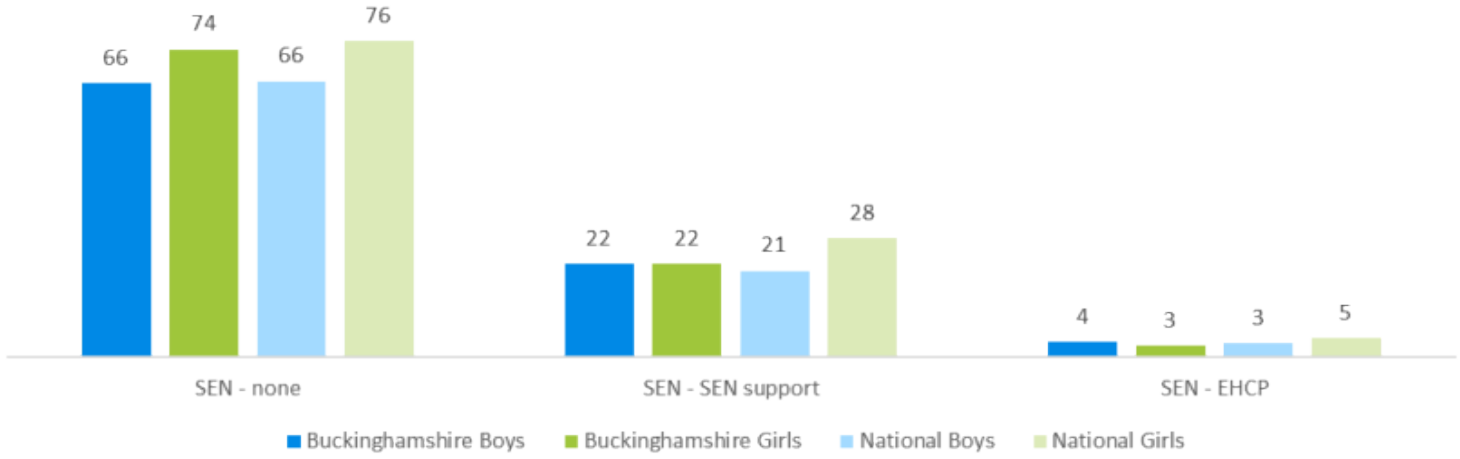


Buckinghamshire cohort

	Boys	Girls
First language - English	2545	2520
First language - Other	527	511

EYFSP good level of development measure – pupil group detail 2022

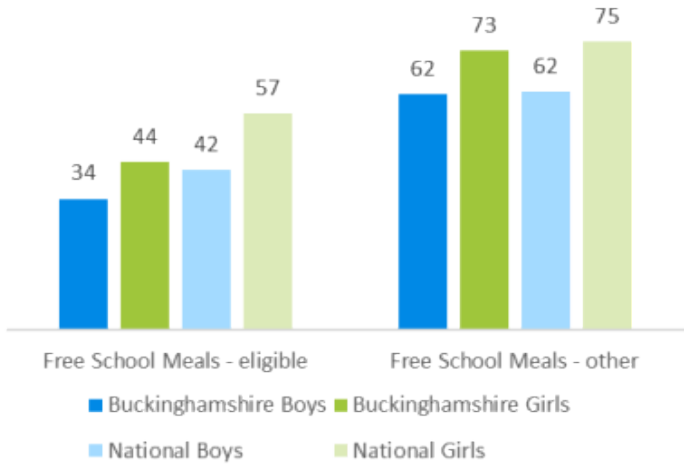
By SEN and gender



Buckinghamshire cohort

	Boys	Girls
SEN - none	2662	2840
SEN - SEN support	312	153
SEN - EHCP	111	39

By free school meal eligibility and gender



Buckinghamshire cohort

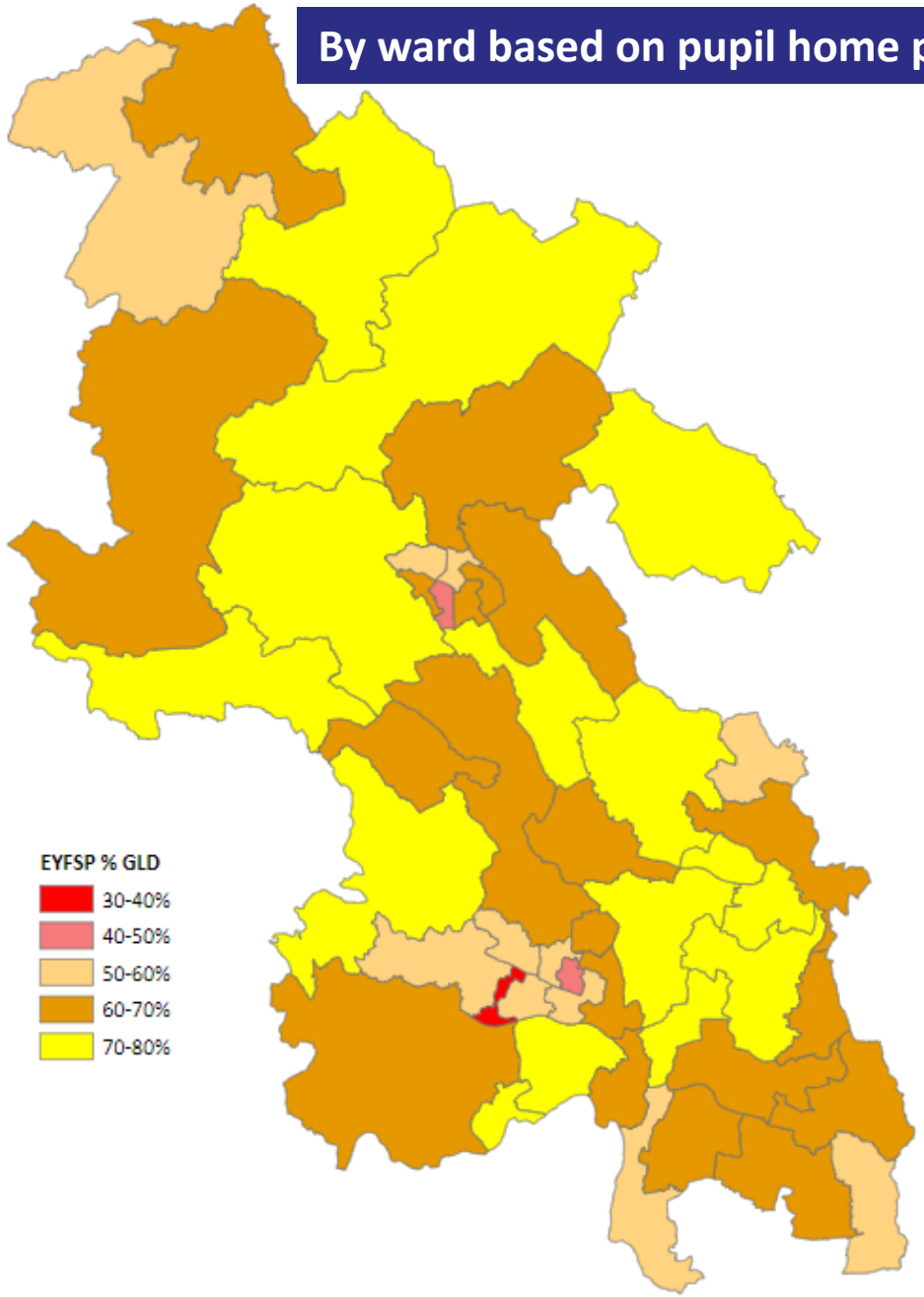
	Boys	Girls
Eligible	363	361
Other	2742	2693

EYFSP good level of development measure – area detail 2022

By area based on location of school

Area	Number of eligible pupils	% achieving a good level of development
Aylesbury Vale	2509	65%
Chiltern	1051	70%
South Bucks	698	68%
Wycombe	1893	59%

By ward based on pupil home postcode



Action Plan

What we will do	What this should achieve	Time
Professional dialogue meetings with schools at the start of the year and in the summer term before the final judgements. Four face to face and one virtual meeting available for reception teachers to book on. Free places offered to targeted schools with high numbers of vulnerable children + those in the 10 wards targeted by Opportunity Bucks	This will provide clarity and consistency supporting understanding of the Early Learning Goals for teachers and support staff. It will include peer to peer support. This will also achieve greater consistency in EYFSP data	Delivered by 04/23
In depth data analysis: work with schools to review the smaller elements within the larger goal that children are not achieving. Children need to be assessed as achieving all elements of the early learning goal to be assessed as achieving.	Increase consistency and accuracy of assessment across all ELG for all schools. Work with schools to support children who are not achieving small specific elements of the Early Learning Goals. This will highlight barriers for vulnerable children achieving GLD and interventions to address this. Increasing teacher's skills and confidence in teaching and assessing children with EAL.	January to July 2023

Action Plan

What we will do	What this should achieve	Time
Increasing teacher's skills and confidence in teaching and assessing children with English as an additional language through training available through CPD offer and through side by side core group meetings.	Increasing teacher's skills and confidence in teaching and assessing children with EAL, highlighting barriers specifically linked to these groups and strategies for overcoming them.	Jan-July 23 Sept 23 - July 24
Increasing consistency and motivation to develop children's knowledge and understanding of all elements of early mathematics through development of mathematics children's champions via the Early Years Quality Assurance Award	This will support practitioners to use high quality interactions, with specific attention on the use of mathematical language. Research evidences a direct correlation between children who are at the achieving stage at the end of reception and those that achieve in their GCSEs.	Jan-July 23 Sept 23 - July 24
Communication and language strategies to include: • Interaction audits • Developing children's champions for early literacy • Work with ICAN to develop children's champions for early communication and language	This will support practitioners to use high quality targeted best practice, creating children's champions for communication, language and early literacy. This will increase consistency and peer motivation to develop all children's knowledge and understanding of all elements of early communication and language	Jan 23 - June 25

Attainment and progress in schools

- Phonics Check
  - Strengths and areas for development
  - Key attainment data
- Key Stage One
  - Strengths and areas for development
  - Key attainment data
- Key Stage Two
  - Strengths and areas for development
  - Key attainment and progress data
- Key Stage Four
  - Strengths and areas for development
  - Key attainment and progress data
- Action plan

Year One Phonics Check

The phonics screening check is designed to confirm whether pupils have learnt phonic decoding to an appropriate standard. It helps to identify pupils who need extra help to improve their decoding skills. The check consists of 20 real words and 20 pseudo-words that each pupil reads aloud to the teacher.

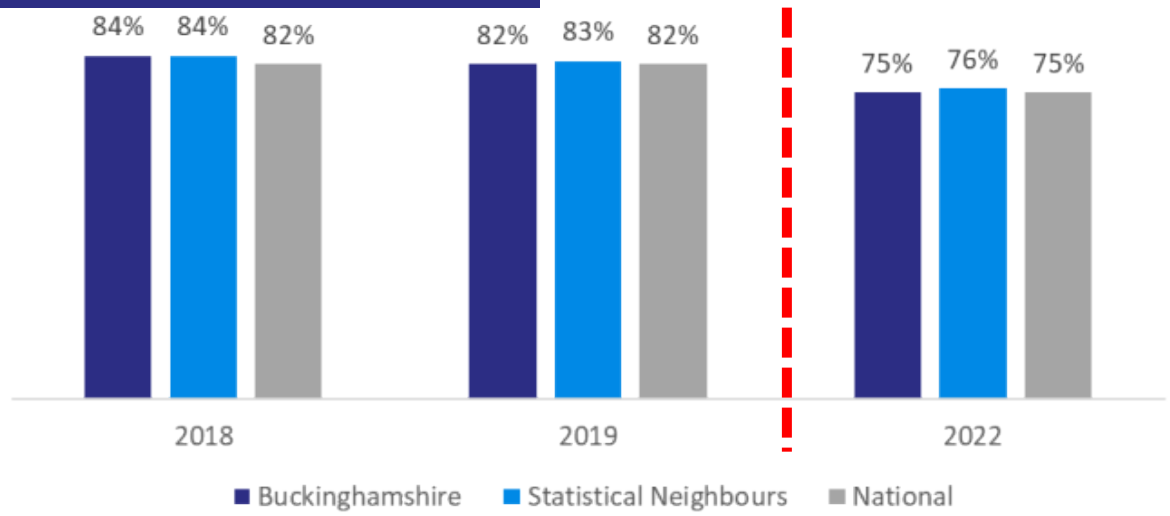
All children have to take the Phonics Screening Check at the end of Year One. Children in Year Two must also take the check if they did not meet the required standard in Year One - this includes children who did not take the check in Year One for any reason.

Areas of Strength	Areas for development
• The Phonic Screening Check results in Buckinghamshire were in line with national, with 75% of pupils meeting the expected standard. • Buckinghamshire Year 1 boys on SEN Support plans achieved higher than national results in 2022, with 45% meeting the expected standard compared to 44% nationally • Buckinghamshire Year 1 boys with a EHCP plan achieved significantly better than Year 1 boys with a EHCP plan nationally, with 29% achieving the standard compared to only 19 % nationally • Year 1 pupils in Chiltern South Bucks achieved very positive results in the phonics screening check in 2022, with 82% of pupils meeting the expected standard in South Bucks and 77% in Chiltern, compared to 75% nationally	• The results for all pupils nationally were significantly lower than pre-covid results in 2019, demonstrating the impact of school closures and the move to remote learning on this pupil age group. • Asian, Black and Mixed Ethnicity pupils performed less well than national. The gap is larger for girls in all three ethnicity groups, although both Asian and Mixed Ethnicity girls performed better than the national average for all pupils. • Pupils with a first language other than English in Buckinghamshire performed less well at the Phonics Screening Check than similar pupils nationally. • A lower percentage of pupils who were eligible for free school meals met the expected standard at the Phonics Screening Check than similar pupils nationally. The gap is bigger for girls than for boys. • Pupils in Wycombe achieved less well than pupils in the rest of Buckinghamshire, with only 70% of pupils meeting the required standard, compared to 75% across the whole county

Year 1 phonics attainment measures 2022 – meeting the expected standard

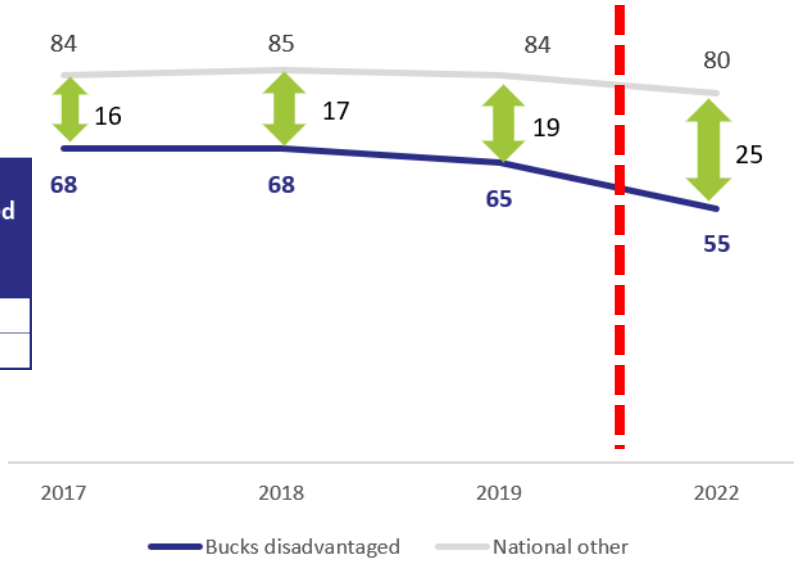
Overall trend against benchmarks

No statutory assessments in 2020 or 2021..

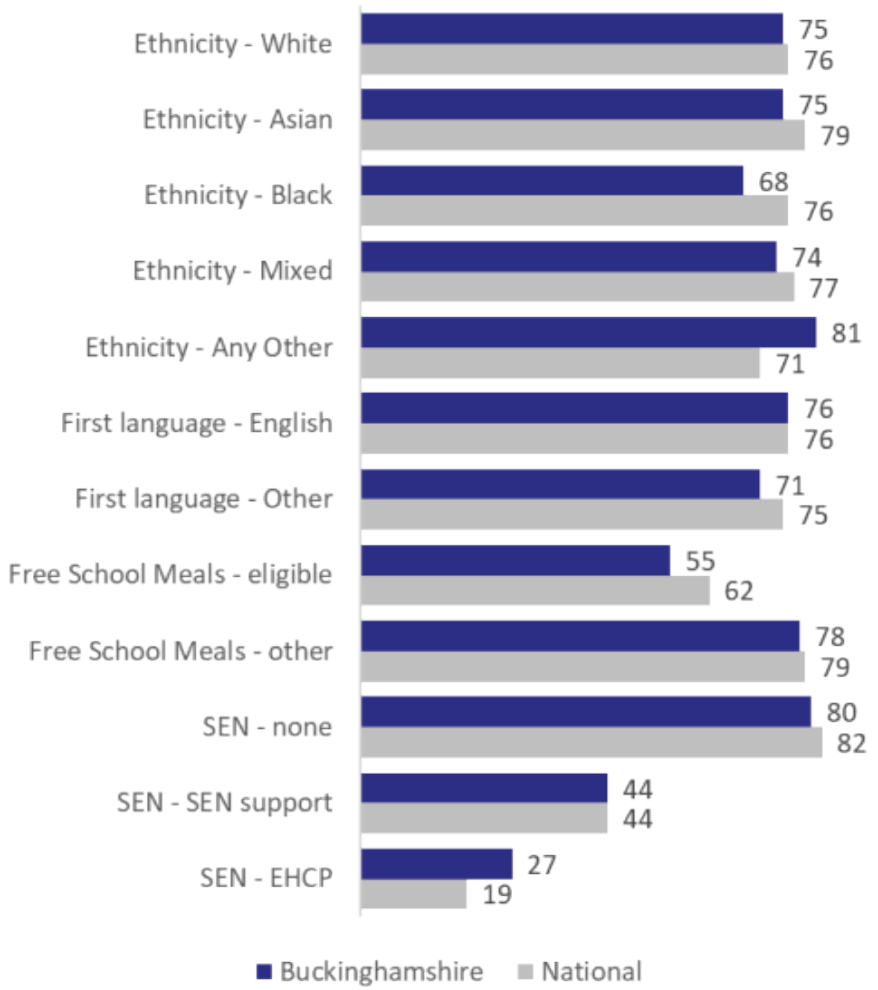


Attainment gap 2022

	Disadvantaged pupils	Other Pupils	Gap - local disadvantaged to national other
Buckinghamshire	55	78	25
National	62	80	18

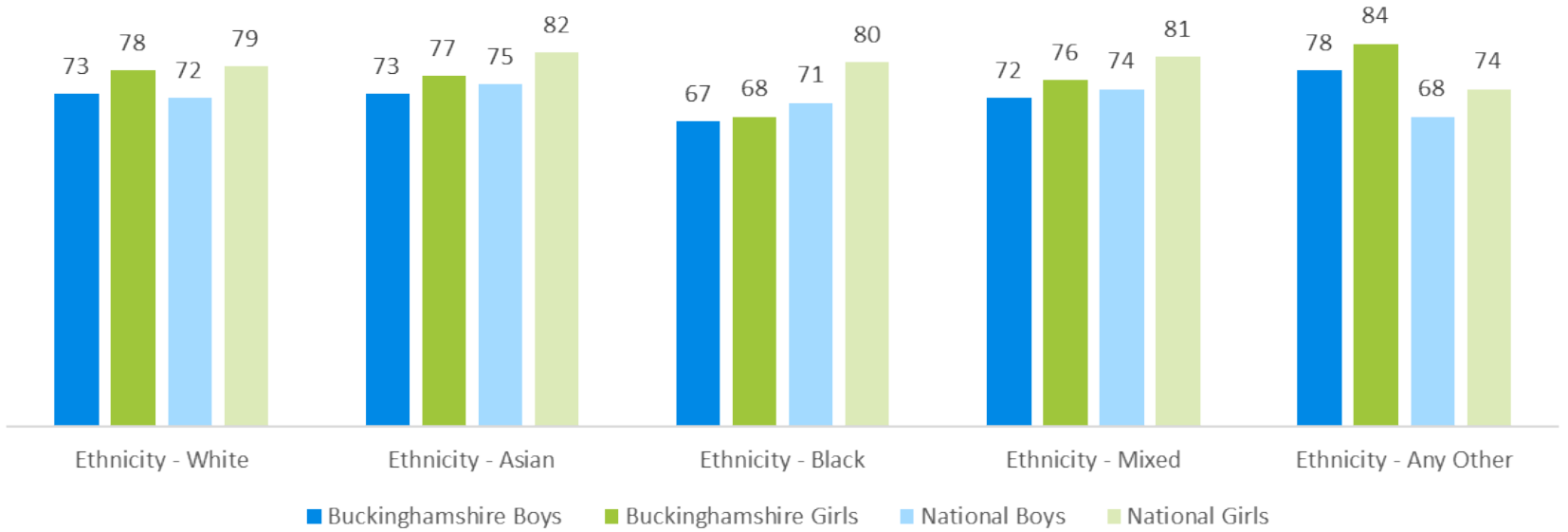


Key pupil groups 2022



Year 1 phonics meeting the expected standard – pupil group detail 2022

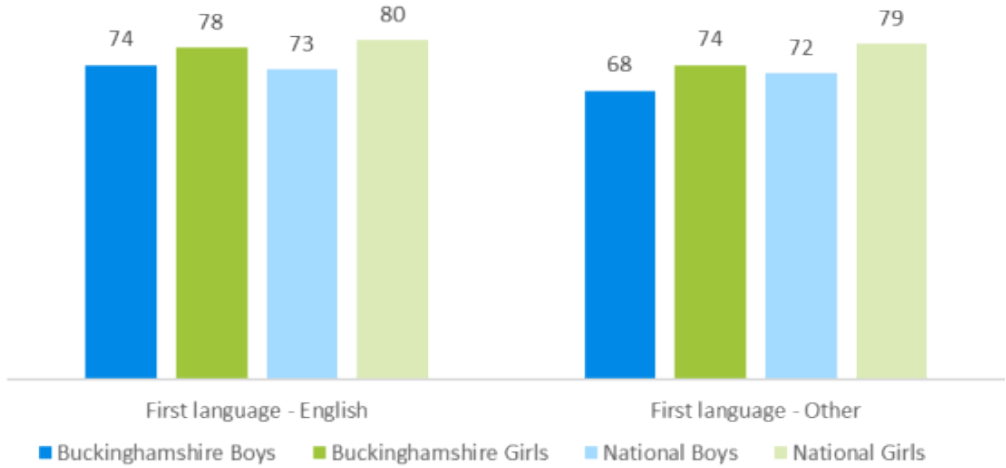
By ethnicity and gender



Buckinghamshire cohort

	Boys	Girls
Ethnicity - White	2224	2080
Ethnicity - Asian	560	563
Ethnicity - Black	87	92
Ethnicity - Mixed	315	297
Ethnicity - Any Other	23	19

By first language and gender

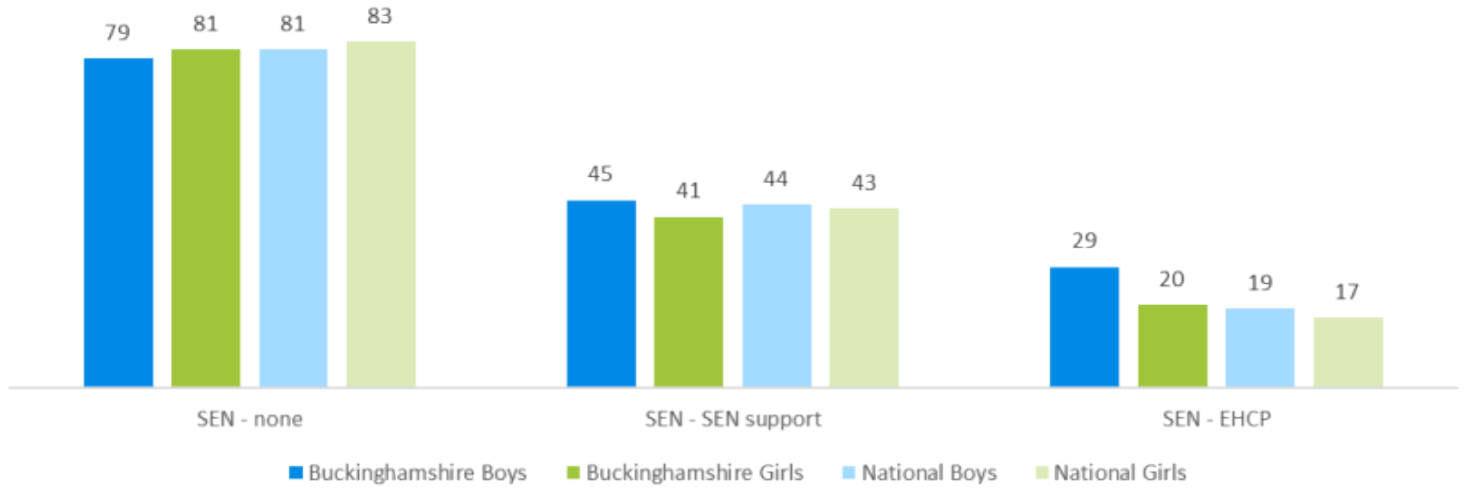


Buckinghamshire cohort

	Boys	Girls
First language - English	2657	2545
First language - Other	586	550

Year 1 phonics meeting the expected standard – pupil group detail 2022

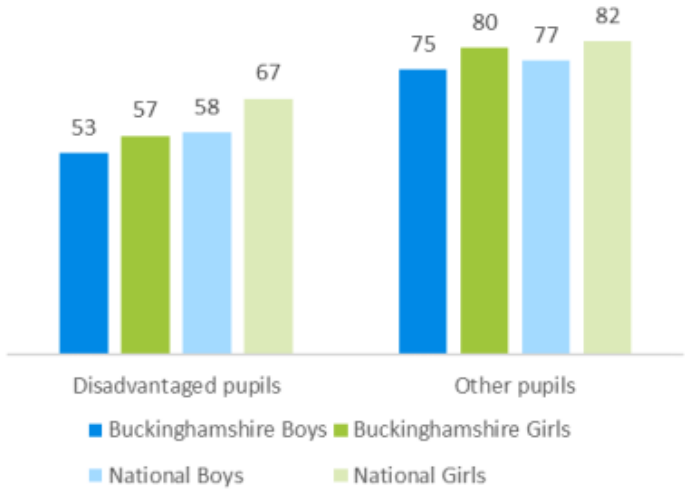
By SEN and gender



Buckinghamshire cohort

	Boys	Girls
SEN - none	2686	2867
SEN - SEN support	435	179
SEN - EHCP	126	51

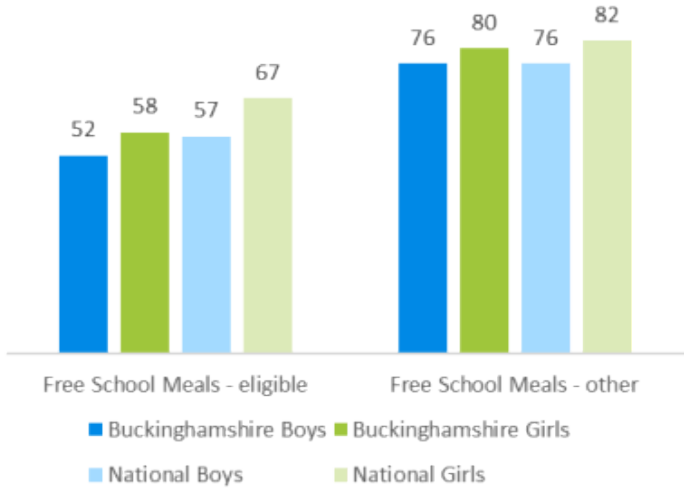
By disadvantaged and gender



Buckinghamshire cohort

	Boys	Girls
Disadvantaged	445	456
Other	2829	2668

By free school meal eligibility and gender



Buckinghamshire cohort

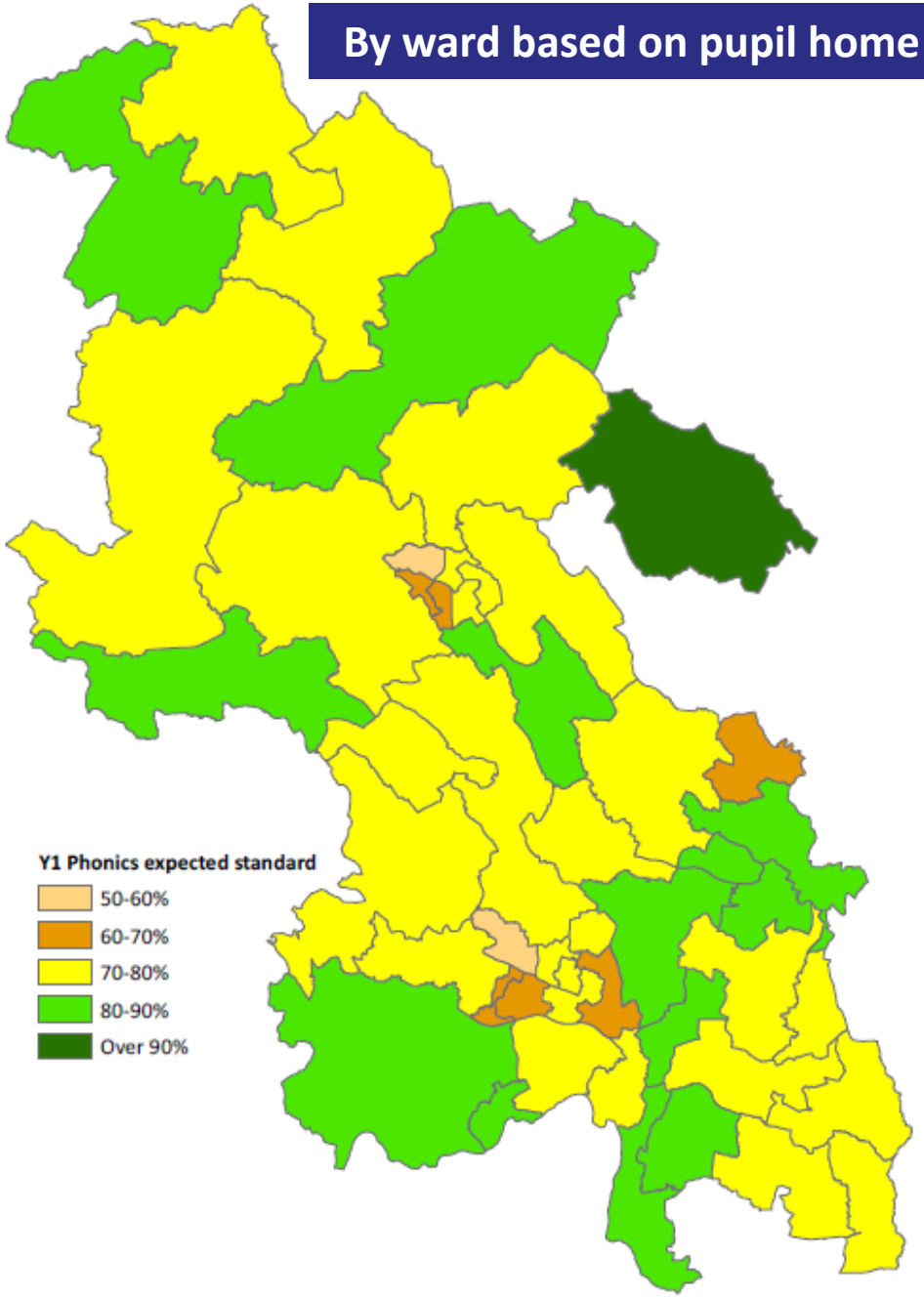
	Boys	Girls
Eligible	460	463
Other	2814	2661

Year 1 phonics meeting the expected standard – area detail 2022

By area based on location of school

Area	Number of eligible pupils	% meeting expected standard
Aylesbury Vale	2590	75%
Chiltern	1049	77%
South Bucks	723	82%
Wycombe	2036	70%

By ward based on pupil home postcode



Key Stage One

Children are assessed at the end of Year Two (when they are typically age 7) in reading, writing and mathematics using teacher assessment frameworks. Teacher Assessments are informed by pupils' scores in tests in maths and reading.

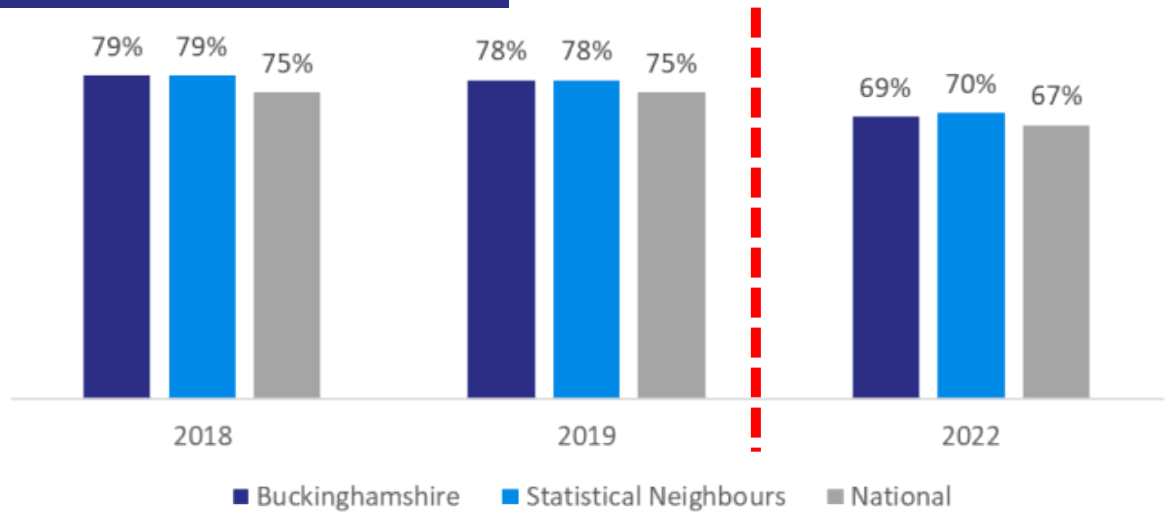
Pupils are assessed as either working towards the expected standard, working at the expected standard or working at greater depth within the expected standard. There are additional descriptors for those working below these standards. Teacher assessment is informed by pupils' scores in tests (writing is partly informed by the new grammar, punctuation and spelling test).

Areas of Strength	Areas for development
• The Key Stage 1 results in Buckinghamshire are higher than national in reading (69% v 67%) and in line with national in maths (68%). • Results for Key Stage 1 reading by Asian, Black and Mixed Ethnicity groups are generally in line with national levels and higher amongst Buckinghamshire girls compared to national • Results for Key Stage 1 reading by pupils with English as an Additional language are strong compared to national, for both boys and girls. • Boys with an EHCP in Buckinghamshire achieved significantly better than boys with a EHCP plan nationally at Key Stage 1 in reading, with 20% achieving the standard compared to only 13 % nationally. Both boys and girls with an EHCP achieved better than national at Key Stage 1 in maths (24% of boys with an ECHP in Buckinghamshire achieved the expected standard compared to 15% nationally) • Pupils in Chiltern and South Bucks performed strongly at Key Stage 1, outperforming pupils nationally at all three curriculum areas.	• The results at Key Stage 1 for all pupils nationally were significantly lower than pre-covid results in 2019, demonstrating the impact of school closures and the move to remote learning on this pupil age group. • Pupils in Buckinghamshire achieved less well than pupils nationally in writing at Key Stage 1, with 57% achieving the expected standards compared to 58% nationally. • Pupils eligible for free school meals achieved less well than similar pupils nationally at reading, writing and maths. • Although Asian, Black and Mixed Ethnicity girls in Buckinghamshire all performed above the national average, they achieved less well than similar pupils nationally. Asian, Black and Mixed Ethnicity boys all performed less well than similar pupils nationally. • Buckinghamshire girls with a first language other than English performed less well at writing and maths than similar girls nationally, although this group achieved in line with similar girls nationally in reading and above the national average for reading as a whole. • Pupils in Wycombe performed less well than other Buckinghamshire pupils and below the national average at reading, writing and maths.

KS1 attainment measures 2022 – meeting the expected standard in reading

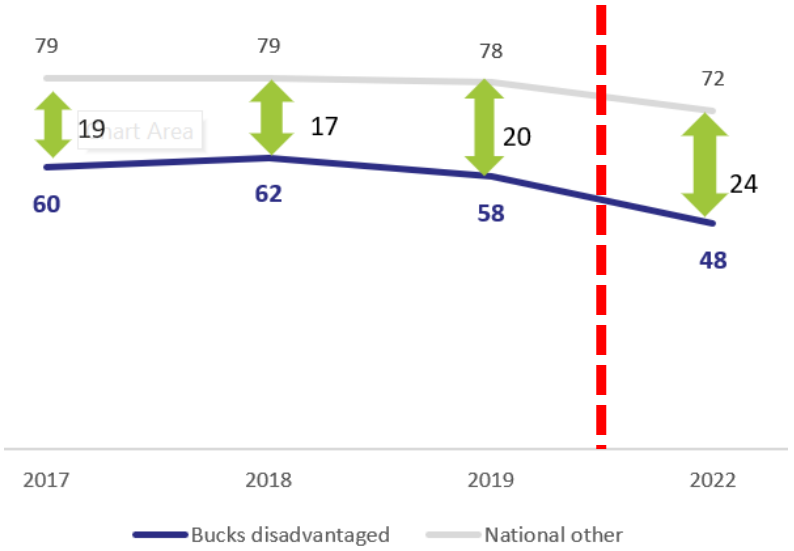
No statutory assessments in 2020 or 2021.

Overall trend against benchmarks

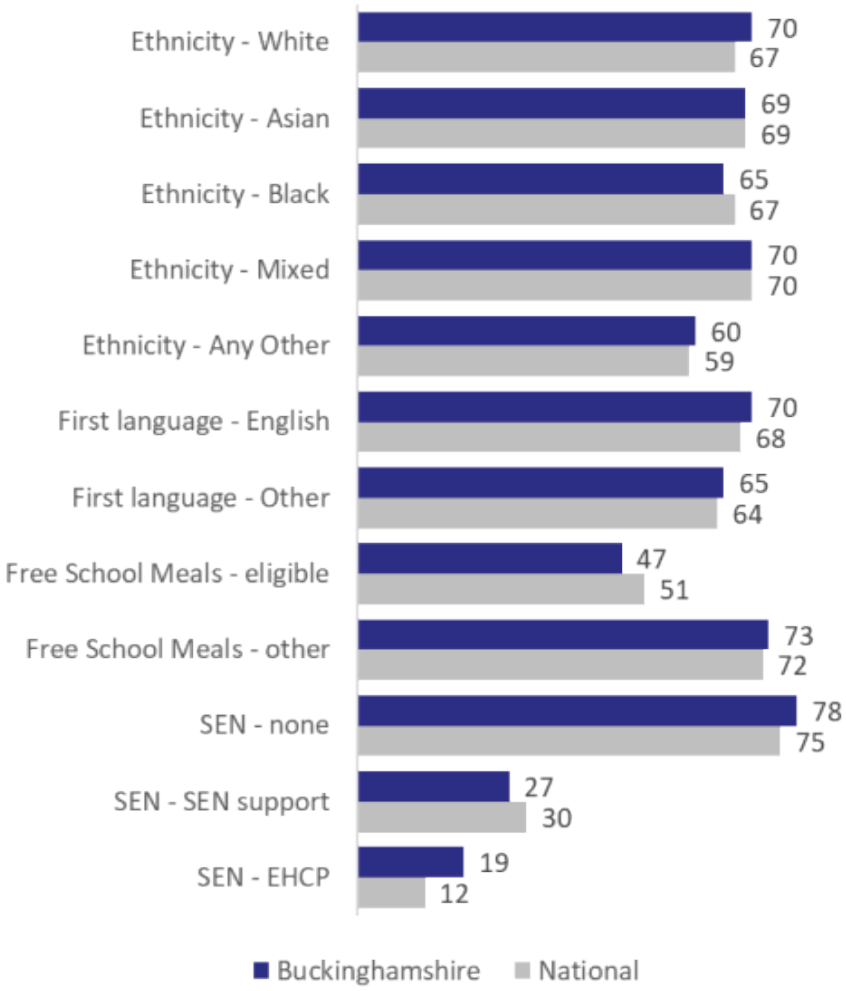


Attainment gap 2022

	Disadvantaged pupils	Other Pupils	Gap - local disadvantaged to national other
Buckinghamshire	48	73	24
National	51	72	21

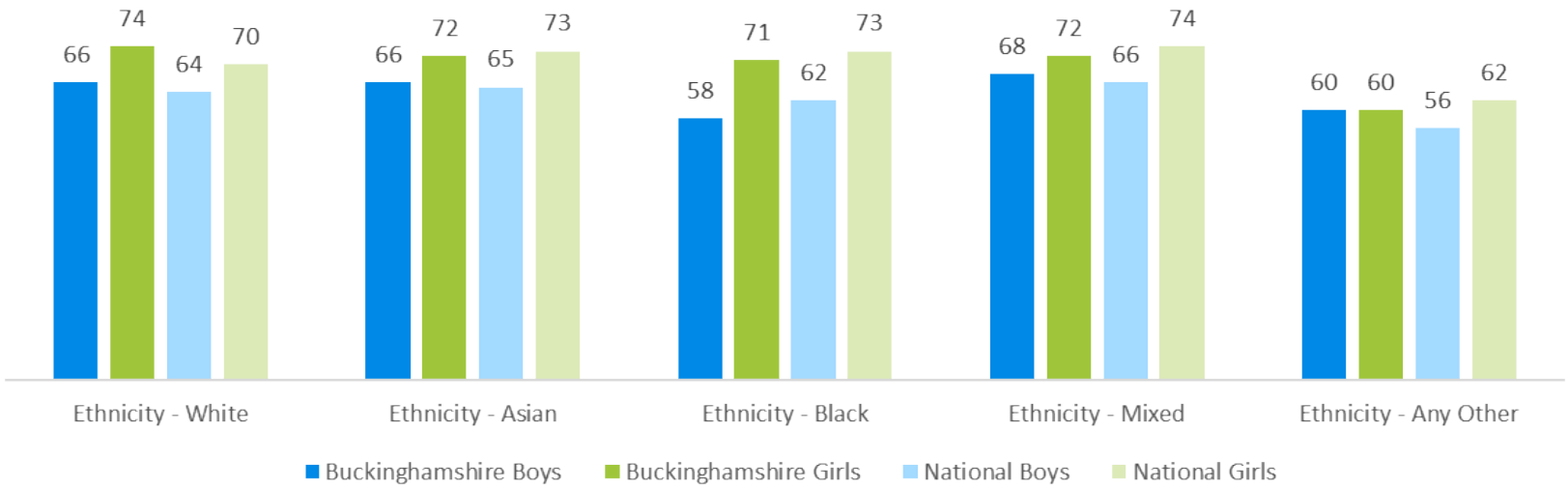


Key pupil groups 2022



KS1 meeting the expected standard in reading – pupil group detail 2022

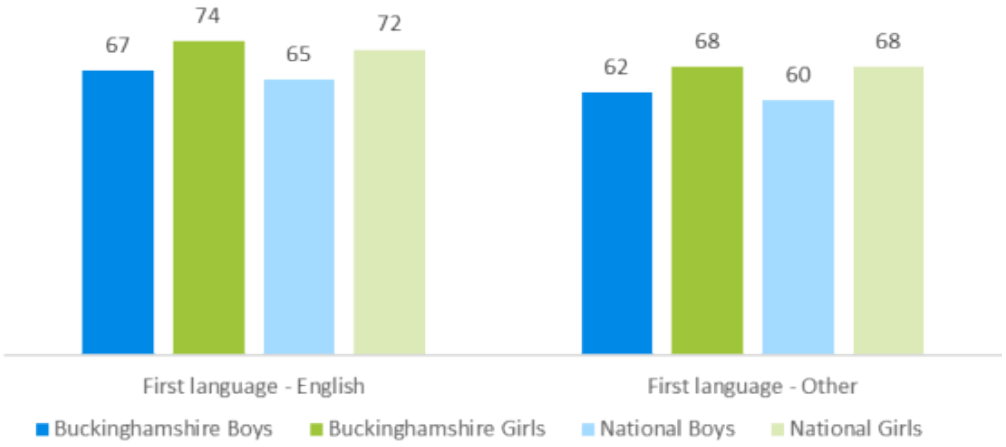
By ethnicity and gender



Buckinghamshire cohort

	Boys	Girls
Ethnicity - White	2169	2087
Ethnicity - Asian	623	590
Ethnicity - Black	78	80
Ethnicity - Mixed	316	284
Ethnicity - Any Other	30	20

By first language and gender

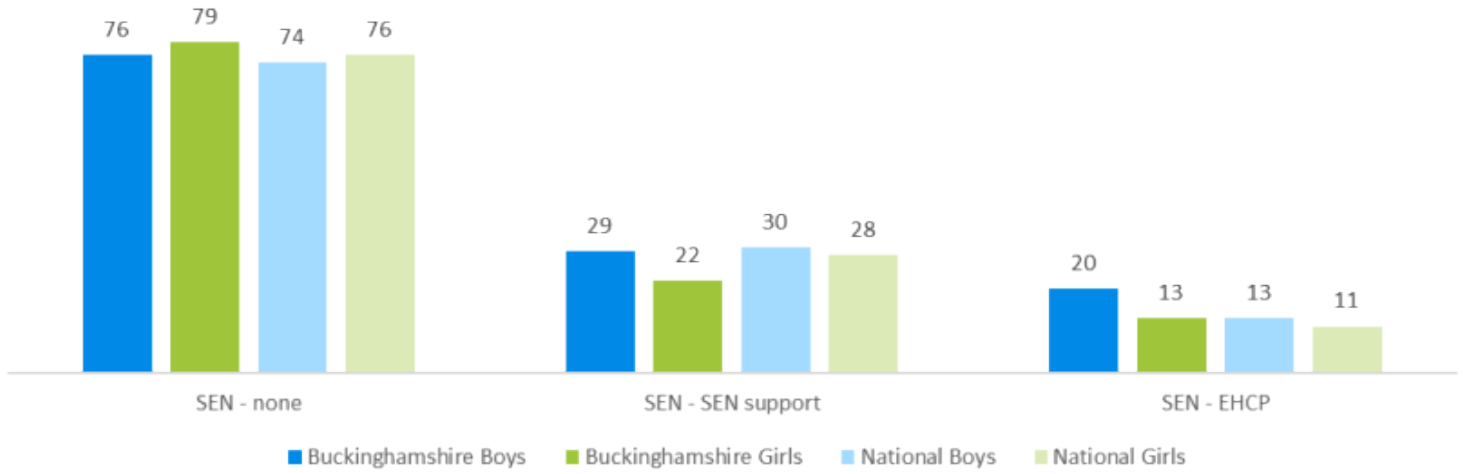


Buckinghamshire cohort

	Boys	Girls
First language - English	2606	2575
First language - Other	650	517

KS1 meeting the expected standard in reading – pupil group detail 2022

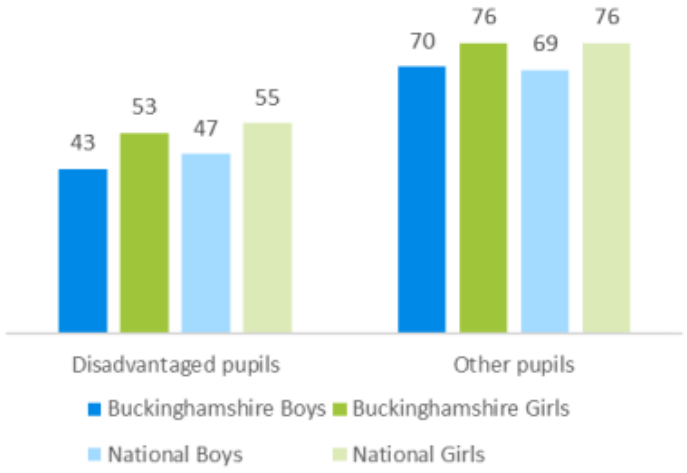
By SEN and gender



Buckinghamshire cohort

	Boys	Girls
SEN - none	2583	2786
SEN - SEN support	497	257
SEN - EHCP	178	52

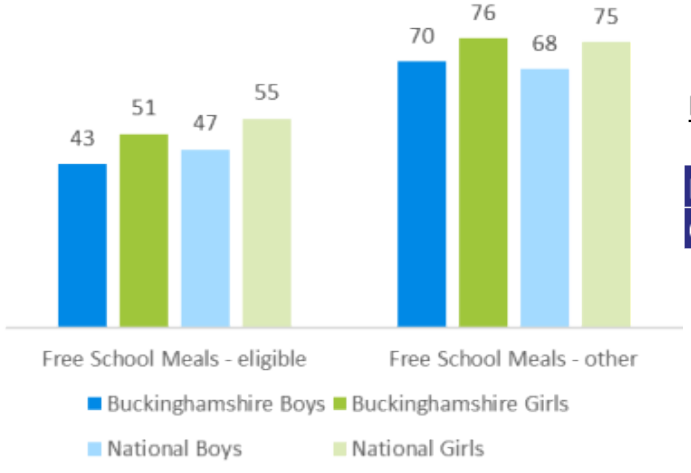
By disadvantaged and gender



Buckinghamshire cohort

	Boys	Girls
Disadvantaged	492	463
Other	2796	2655

By free school meal eligibility and gender



Buckinghamshire cohort

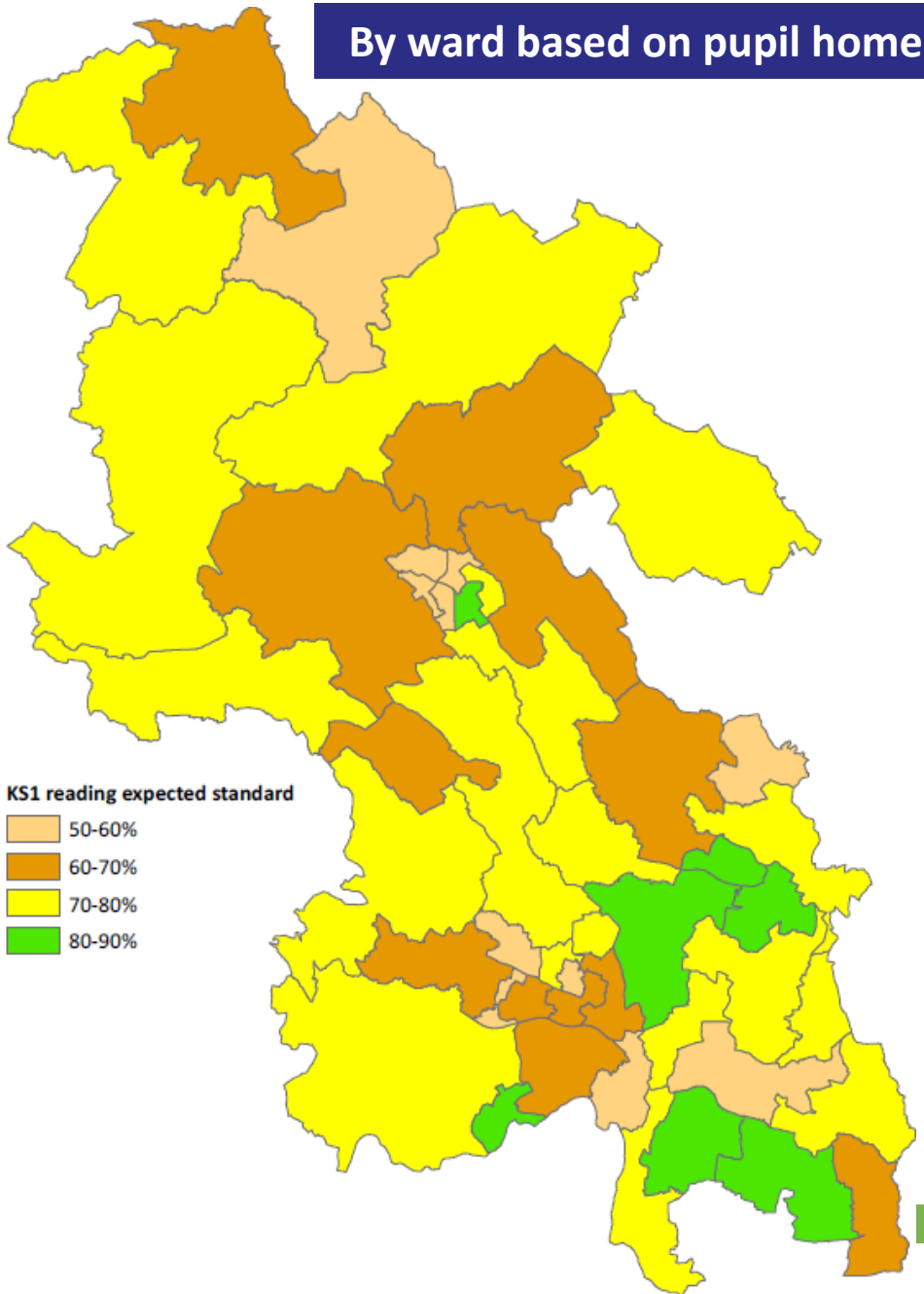
	Boys	Girls
Eligible	488	474
Other	2800	2644

KS1 meeting the expected standard in reading – area detail 2022

By area based on location of school

Area	Number of eligible pupils	% achieving expected standard in reading
Aylesbury Vale	2610	67%
Chiltern	1050	75%
South Bucks	698	76%
Wycombe	2048	66%

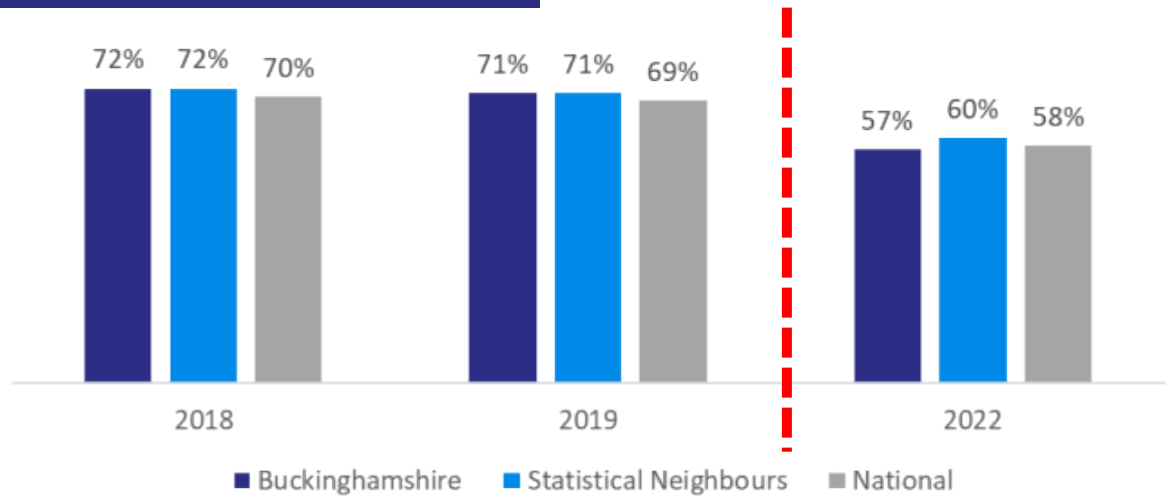
By ward based on pupil home postcode



KS1 attainment measures 2022 – meeting the expected standard in writing

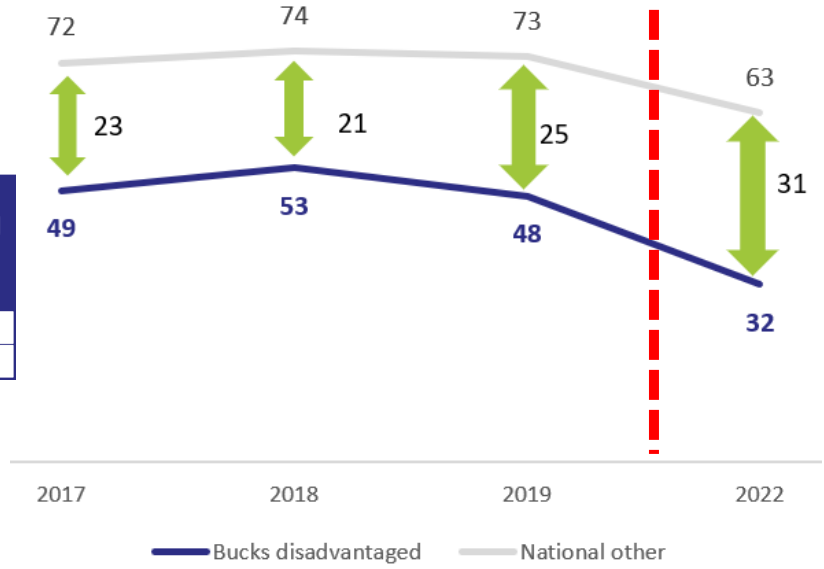
No statutory assessments in 2020 or 2021.

Overall trend against benchmarks

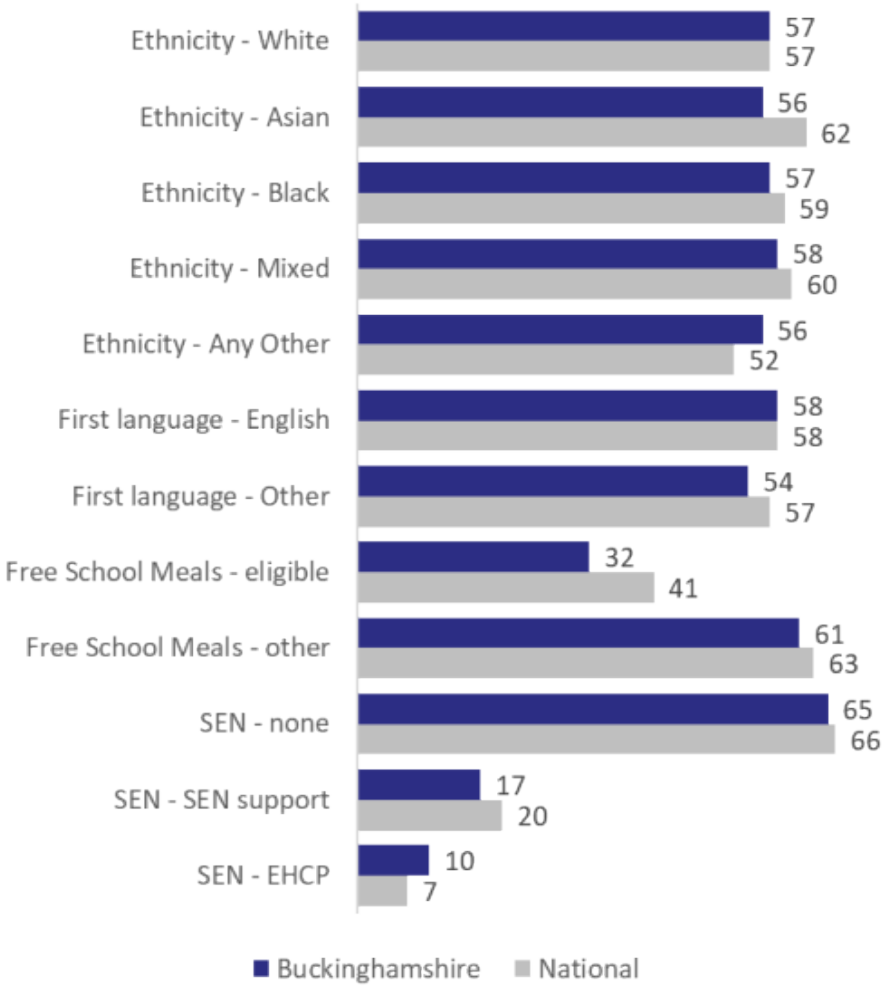


Attainment gap 2022

	Disadvantaged pupils	Other Pupils	Gap - local disadvantaged to national other
Buckinghamshire	32	61	31
National	41	63	22

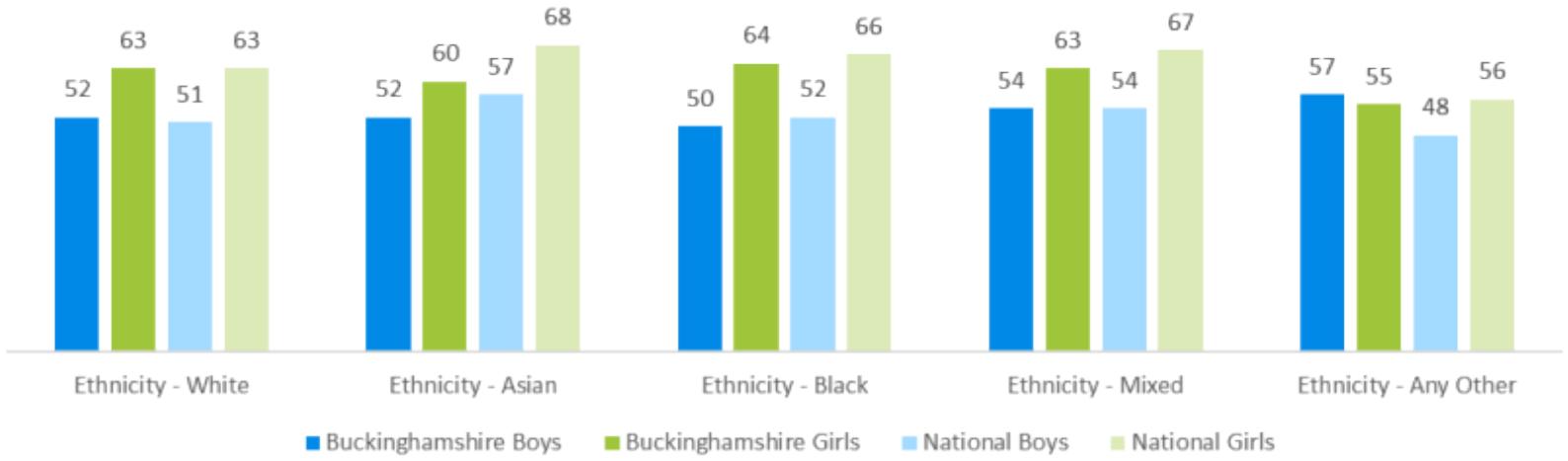


Key pupil groups 2022



KS1 meeting the expected standard in writing – pupil group detail 2022

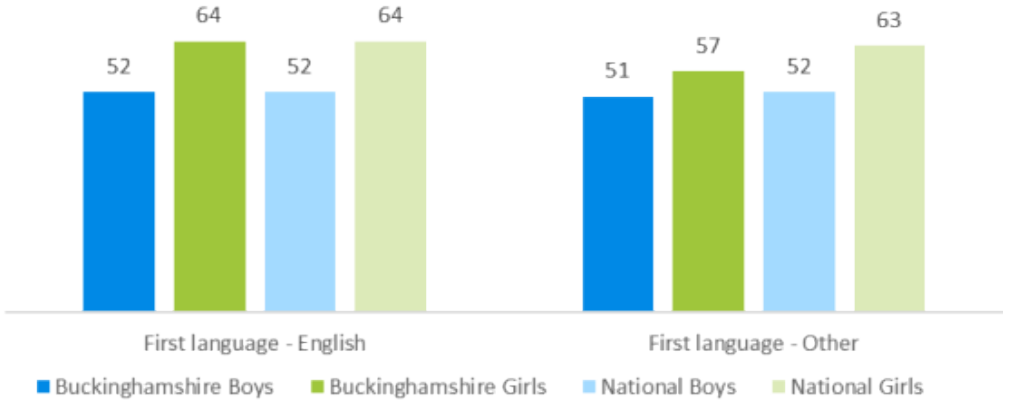
By ethnicity and gender



Buckinghamshire cohort

	Boys	Girls
Ethnicity - White	2169	2087
Ethnicity - Asian	623	590
Ethnicity - Black	78	80
Ethnicity - Mixed	316	284
Ethnicity - Any Other	30	20

By first language and gender

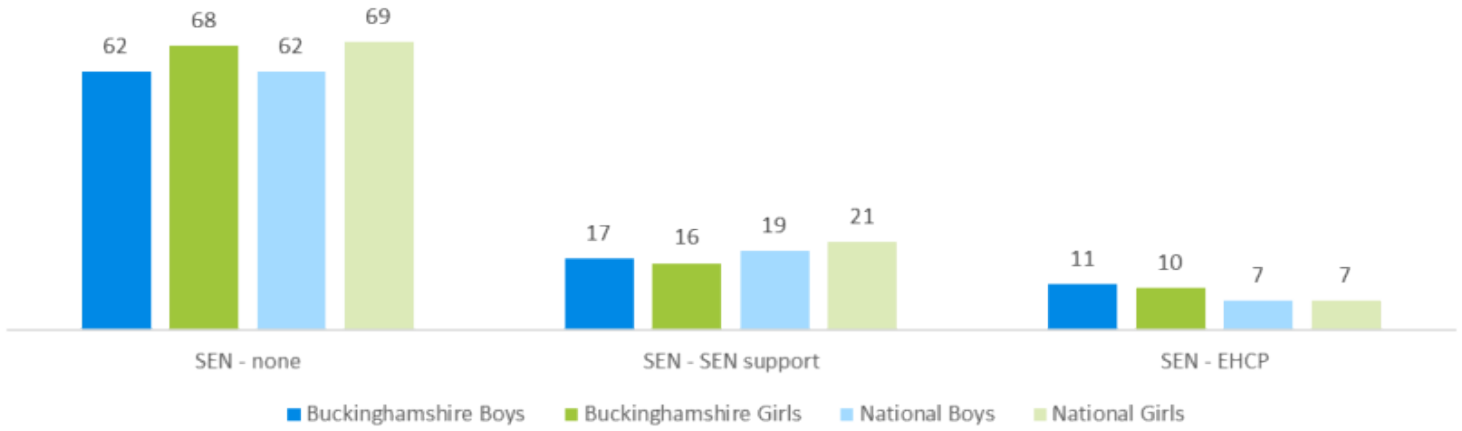


Buckinghamshire cohort

	Boys	Girls
First language - English	2606	2575
First language - Other	650	517

KS1 meeting the expected standard in writing – pupil group detail 2022

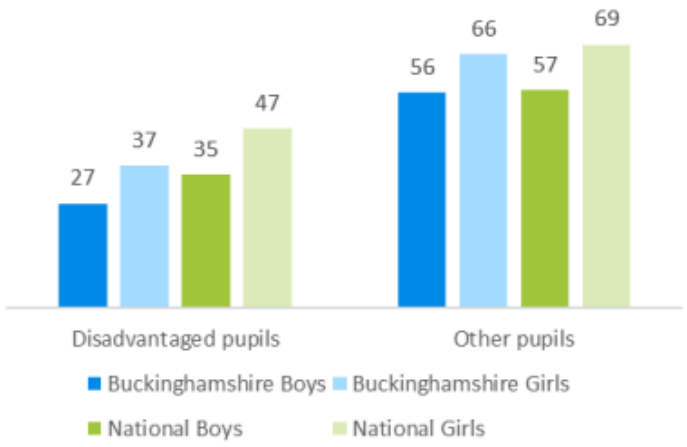
By SEN and gender



Buckinghamshire cohort

	Boys	Girls
SEN - none	2583	2786
SEN - SEN support	497	257
SEN - EHCP	178	52

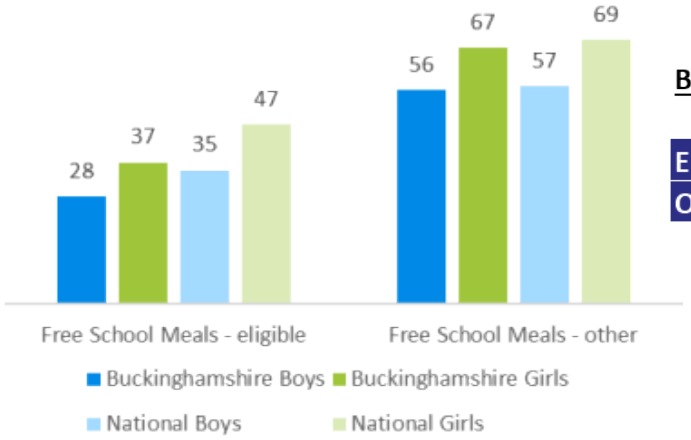
By disadvantaged and gender



Buckinghamshire cohort

	Boys	Girls
Disadvantaged	492	463
Other	2796	2655

By free school meal eligibility and gender



Buckinghamshire cohort

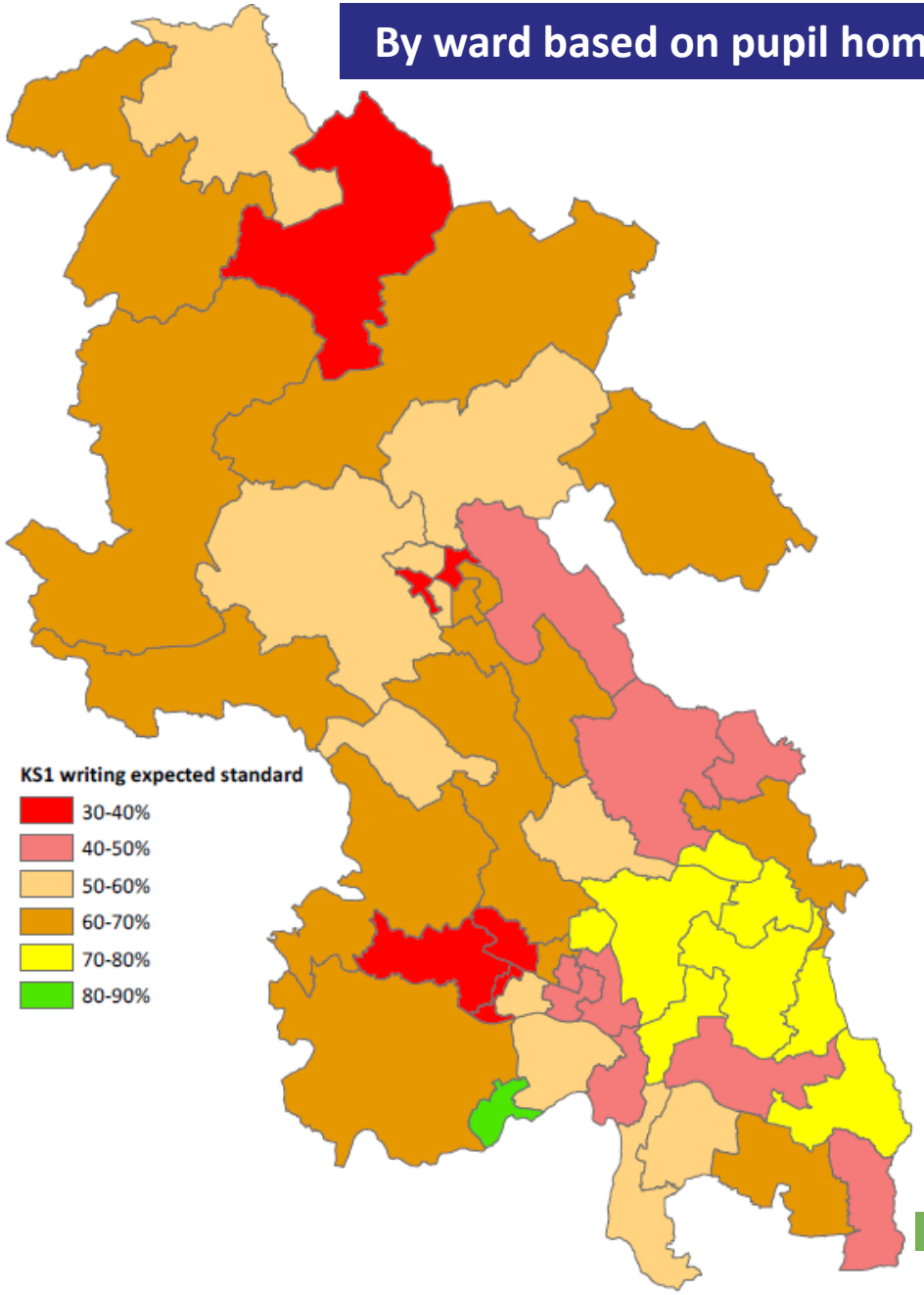
	Boys	Girls
Eligible	488	474
Other	2800	2644

KS1 meeting the expected standard in writing – area detail 2022

By area based on location of school

Area	Number of eligible pupils	% achieving expected standard in writing
Aylesbury Vale	2610	56%
Chiltern	1050	66%
South Bucks	698	63%
Wycombe	2048	51%

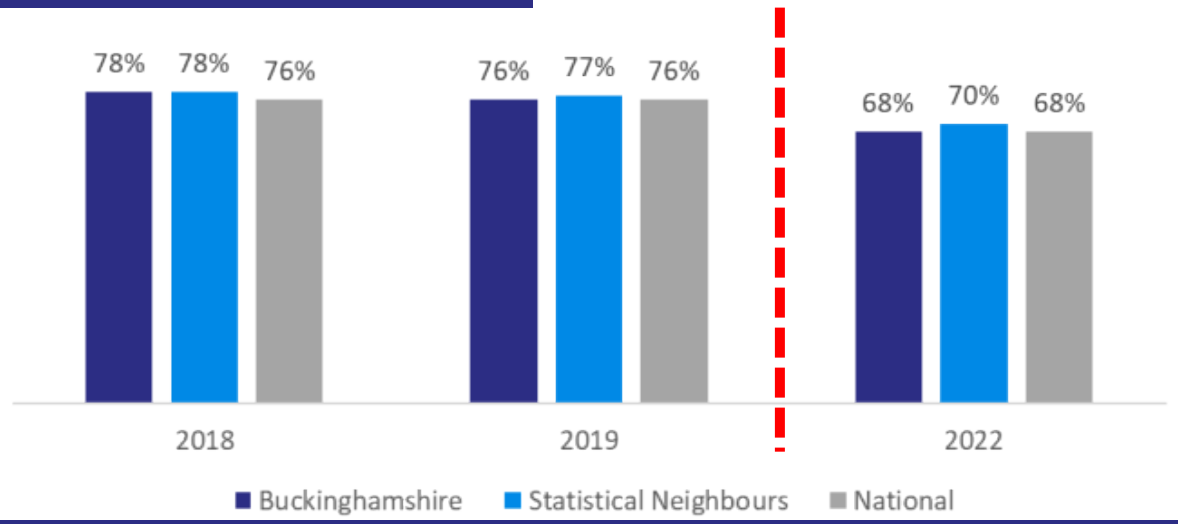
By ward based on pupil home postcode



KS1 attainment measures 2022 – meeting the expected standard in maths

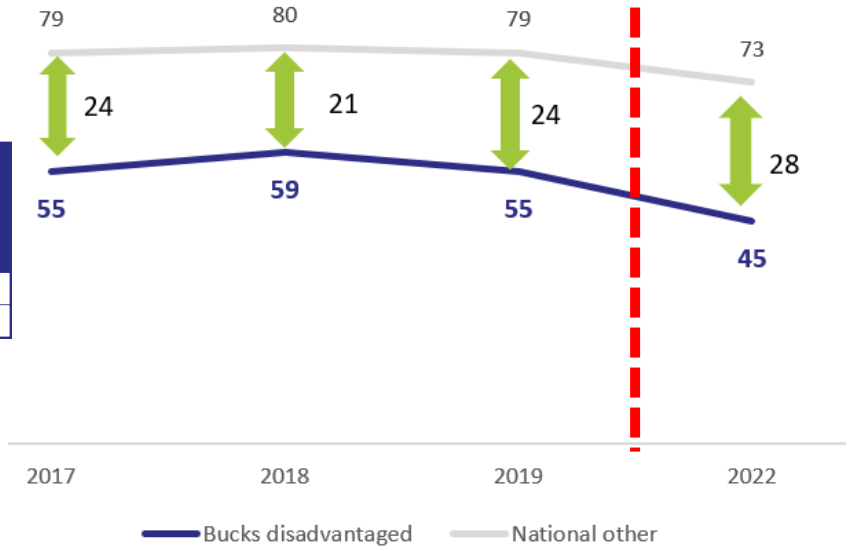
No statutory assessments in 2020 or 2021.

Overall trend against benchmarks

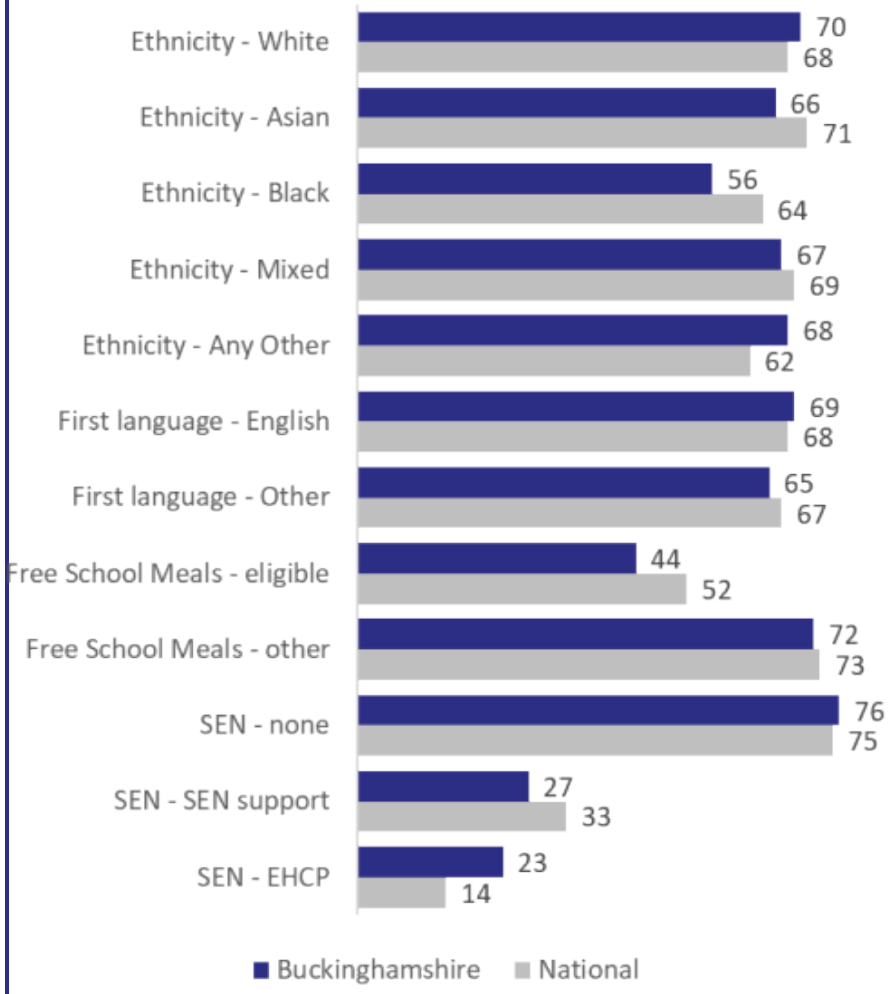


Attainment gap 2022

	Disadvantaged pupils	Other Pupils	Gap - local disadvantaged to national other
Buckinghamshire	45	72	28
National	52	73	21

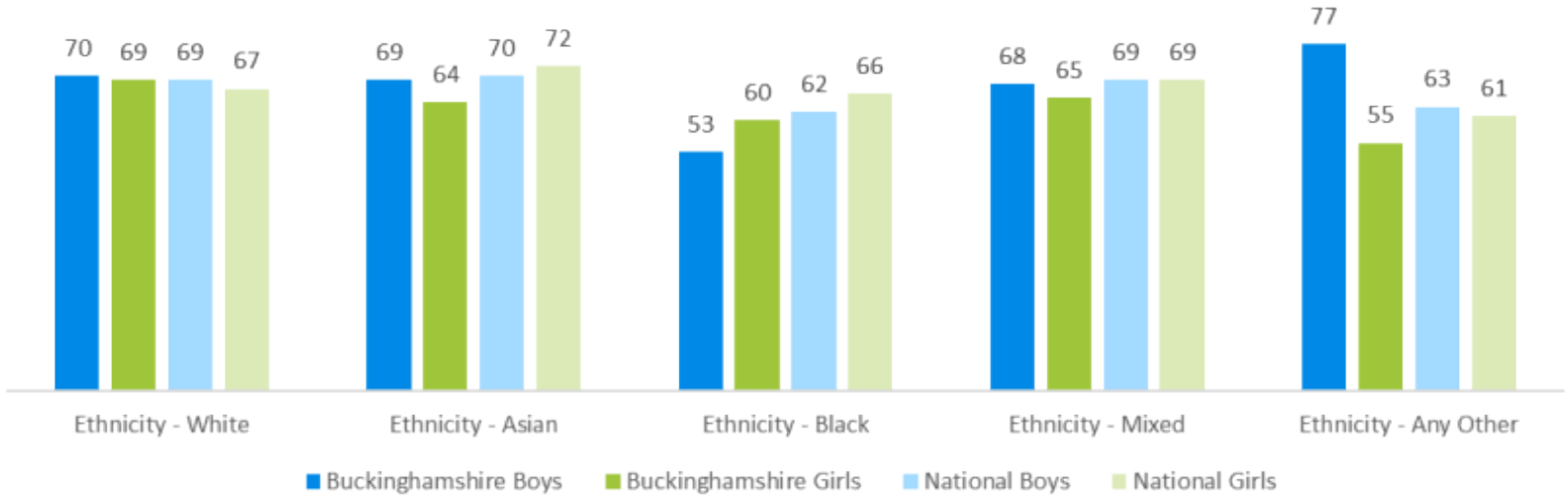


Key pupil groups 2022



KS1 meeting the expected standard in maths – pupil group detail 2022

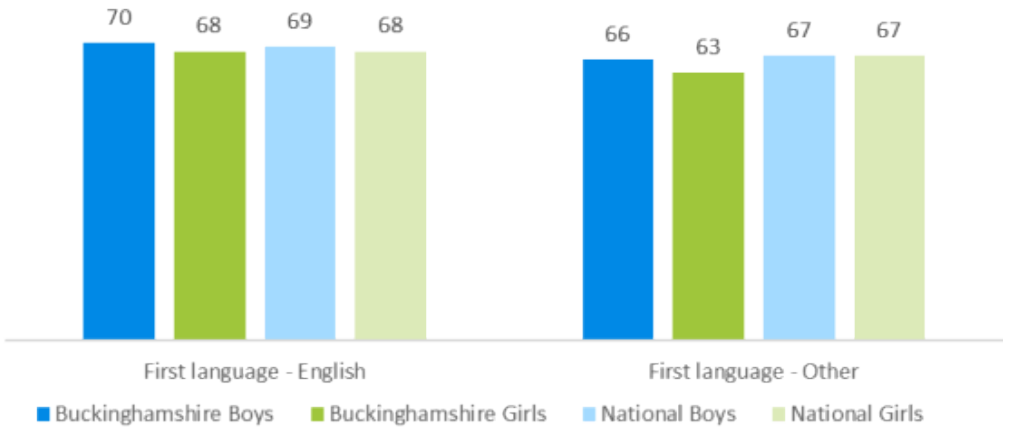
By ethnicity and gender



Buckinghamshire cohort

	Boys	Girls
Ethnicity - White	2169	2087
Ethnicity - Asian	623	590
Ethnicity - Black	78	80
Ethnicity - Mixed	316	284
Ethnicity - Any Other	30	20

By first language and gender

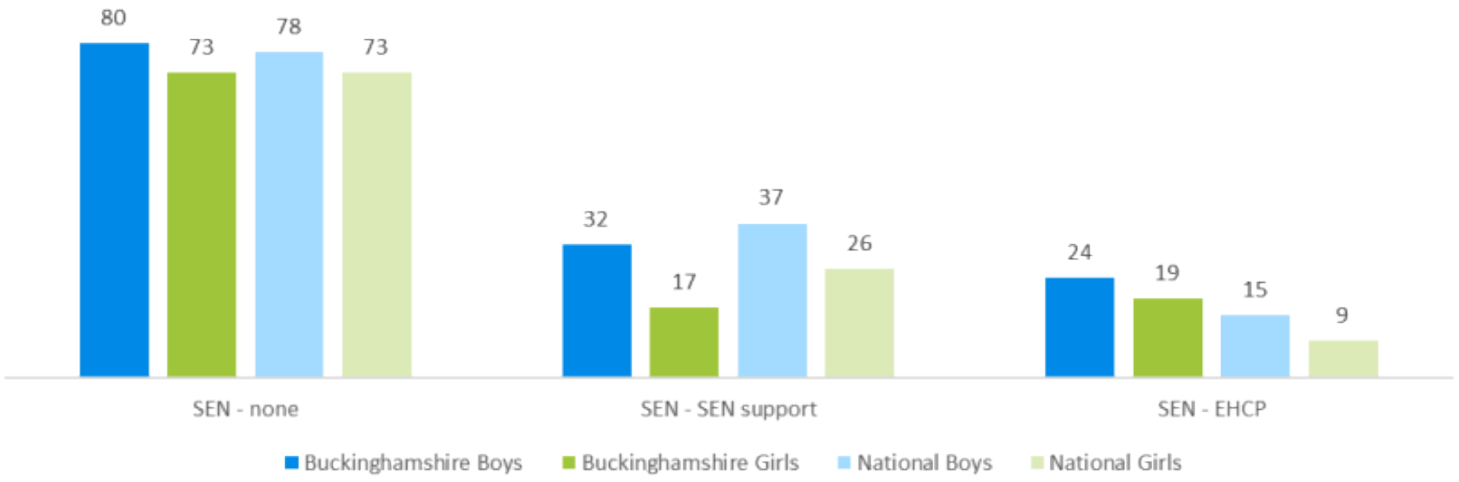


Buckinghamshire cohort

	Boys	Girls
First language - English	2606	2575
First language - Other	650	517

KS1 meeting the expected standard in maths – pupil group detail 2022

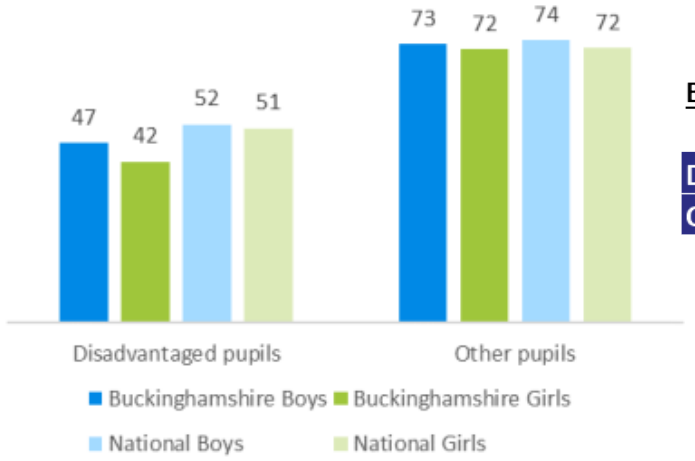
By SEN and gender



Buckinghamshire cohort

	Boys	Girls
SEN - none	2583	2786
SEN - SEN support	497	257
SEN - EHCP	178	52

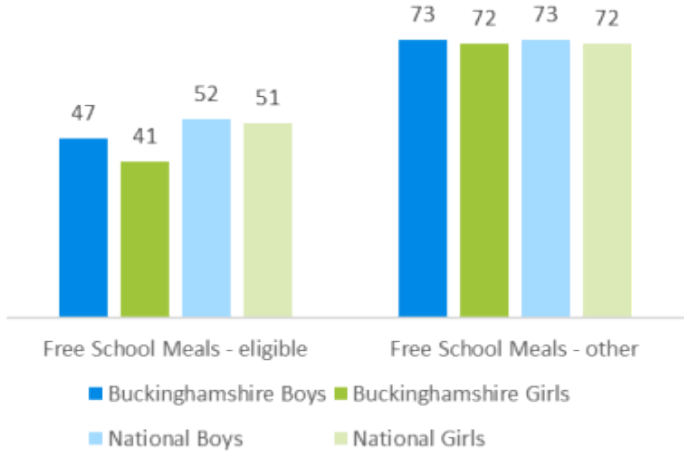
By disadvantaged and gender



Buckinghamshire cohort

	Boys	Girls
Disadvantaged	492	463
Other	2796	2655

By free school meal eligibility and gender



Buckinghamshire cohort

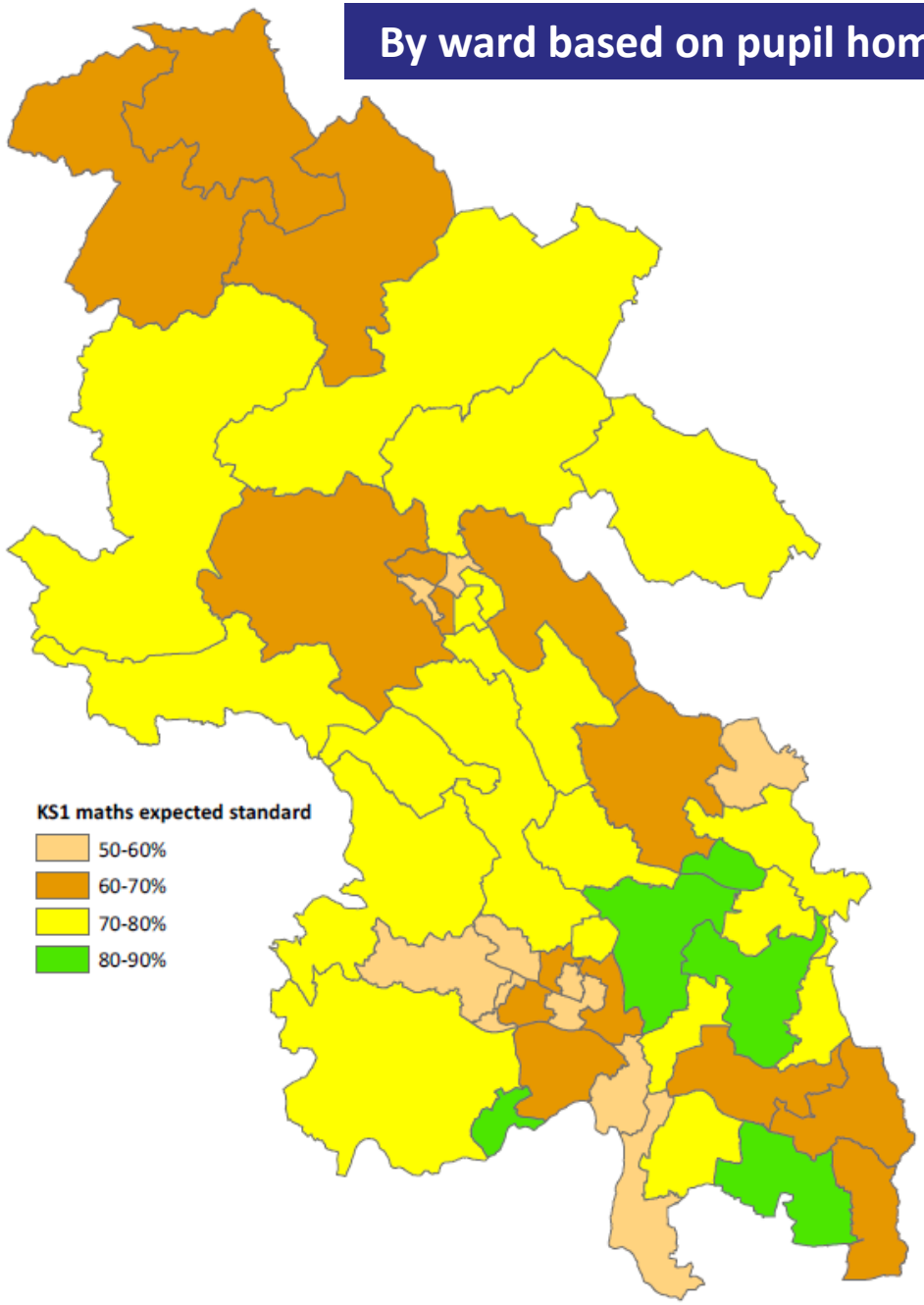
	Boys	Girls
Eligible	488	474
Other	2800	2644

KS1 meeting the expected standard in maths – area detail 2022

By area based on location of school

Area	Number of eligible pupils	% achieving expected standard in maths
Aylesbury Vale	2610	69%
Chiltern	1050	73%
South Bucks	698	73%
Wycombe	2048	63%

By ward based on pupil home postcode



Key Stage Two

Children take tests in reading and mathematics at the end of Year 6 when they are typically age 11. Children's attainment is also measured using a teacher assessment (TA) in writing and science. A grammar, punctuation and spelling (GPS) test was introduced in 2013. The key performance measure is the percentage of pupils reaching the expected standard in all of reading (test), writing (teacher assessment) and mathematics (test).

KS2 test results in reading and mathematics are reported in terms of scaled scores centred around 100 (the expected standard). Writing is reported in terms of the percentage meeting the expected standard for teacher assessment. Progress is shown by a value added measure.

Areas of Strength

- The Key Stage 1 results in Buckinghamshire are higher than national in reading, writing and maths – 61% of pupils met the expected standard in Buckinghamshire compared to 59% of pupils nationally.
- Pupils in Buckinghamshire made progress in both reading and maths than was significantly above national progress levels (0.31 for reading and 0.48 for maths). Buckinghamshire ranks 5th out of 11 statistical neighbours in reading and 3rd for maths.
- Results for Key Stage 2 reading, writing and maths were higher for Asian pupils in Buckinghamshire, for both boys and girls, compared to their national peers.
- Results for Key Stage 2 reading, writing and maths were higher for pupils with a first language other than English in Buckinghamshire, for both boys and girls, compared to their national peers
- Pupils with an EHCP and those with SEND support achieved strongly at Key Stage 2 in Buckinghamshire when compared to their national peers.
- Pupils in Chiltern and South Bucks performed strongly at Key Stage 2, outperforming pupils nationally.

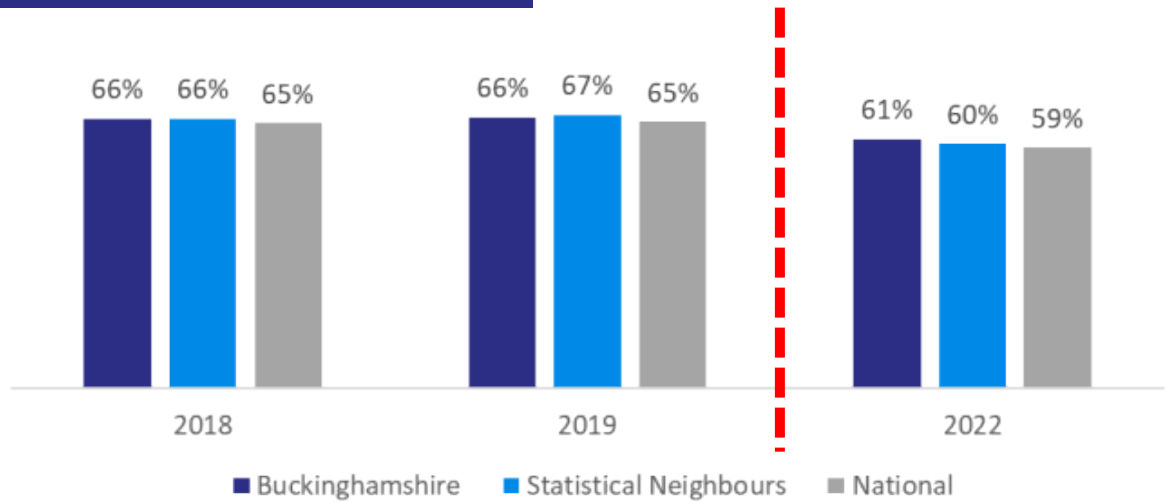
Areas for development

- The results at Key Stage 2 for all pupils nationally were significantly lower than pre-covid results in 2019, demonstrating the impact of school closures and the move to remote learning on this pupil age group.
- Progress scores in writing at Key Stage 2 were significantly below national (-0.41), ranking Buckinghamshire 8th out of 11 statistical neighbours.
- The attainment gap between disadvantaged pupils in Buckinghamshire compared to national non-disadvantaged peers increased from 28% in 2019 to 31% in 2022. Only 28% of boys in Buckinghamshire who are eligible for free school meals achieved the expected standard in reading, writing and maths and Key Stage 2, compared to 38% of eligible boys nationally.
- Boys from both a Black and Mixed Ethnicity achieved less well than their national peers at Key Stage 2. Girls from a Black Ethnicity also achieved less well than their national peers, although Buckinghamshire girls from a Mixed Ethnicity outperformed their national peers.
- Pupils in Wycombe and Aylesbury Vale performed less well than other Buckinghamshire pupil and below national.

KS2 attainment measures 2022 – meeting expected standard in reading, writing and maths

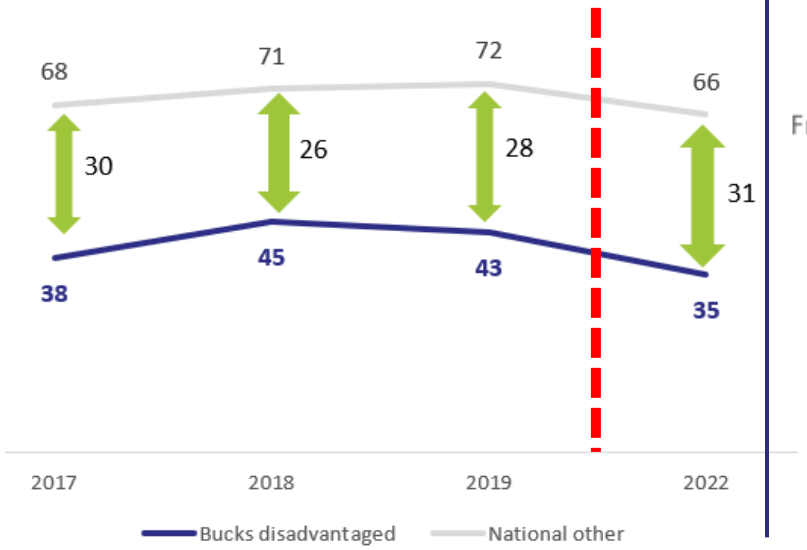
No statutory assessments in 2020 or 2021..

Overall trend against benchmarks

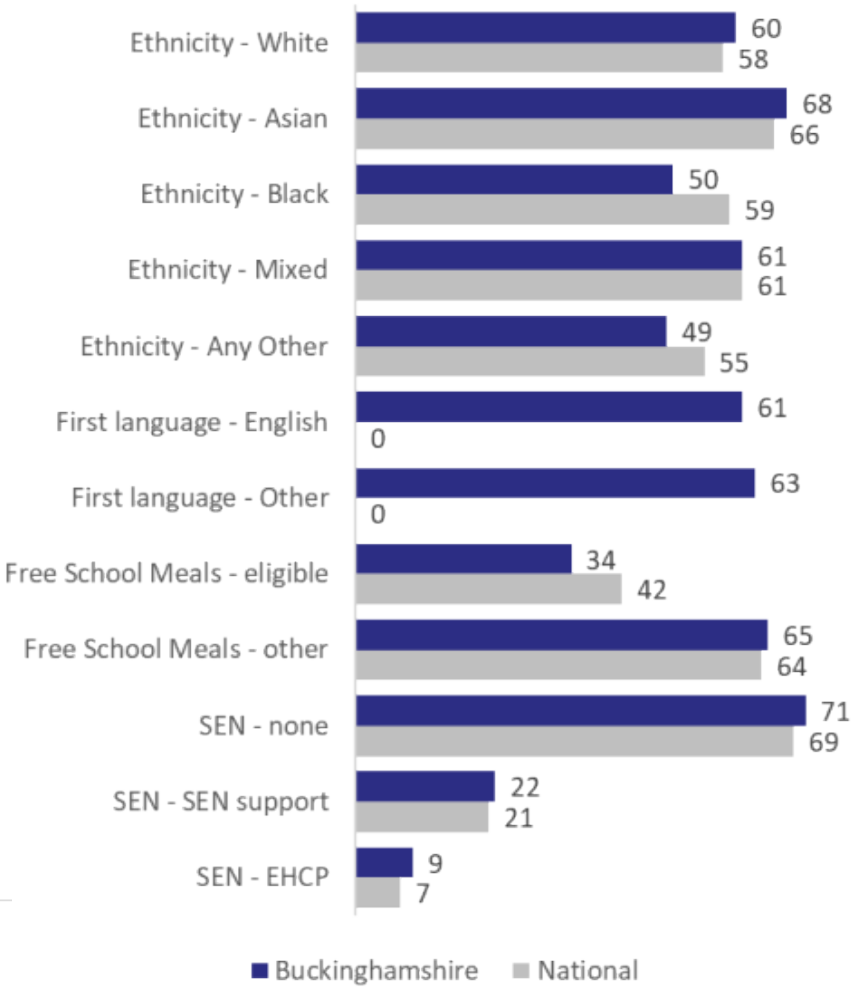


Attainment gap 2022

	Disadvantaged pupils	Other Pupils	Gap - local disadvantaged to national other
Buckinghamshire	34.8	66.5	31.2
Statistical Neighbours	36.3	65.8	29.7
National	43.0	66.0	23.0

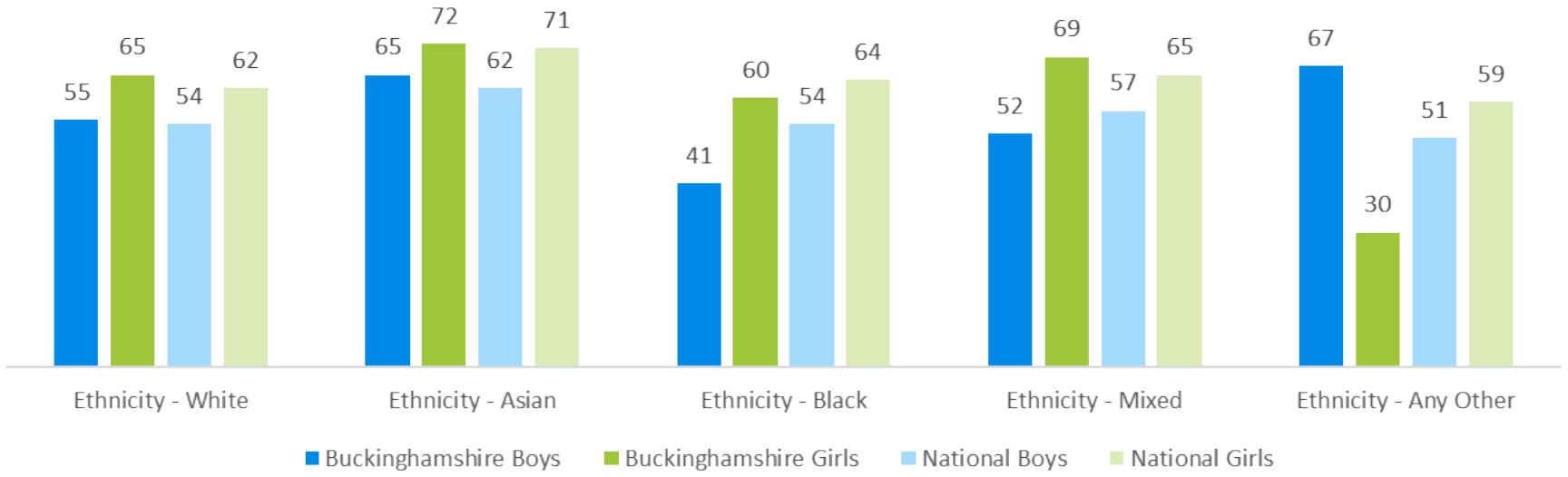


Key pupil groups 2022



KS2 meeting expected standard in reading, writing and maths measure – pupil group detail 22

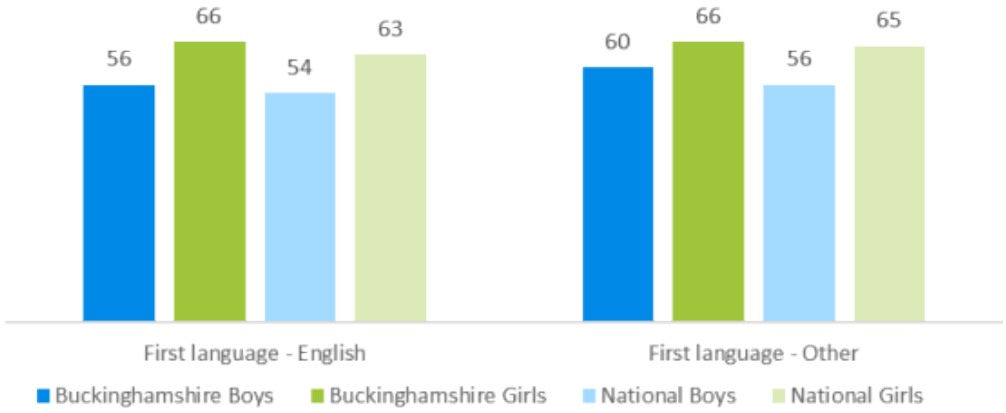
By ethnicity and gender



Buckinghamshire cohort

	Boys	Girls
Ethnicity - White	2328	2192
Ethnicity - Asian	660	655
Ethnicity - Black	108	96
Ethnicity - Mixed	273	271
Ethnicity - Any Other	21	20

By first language and gender

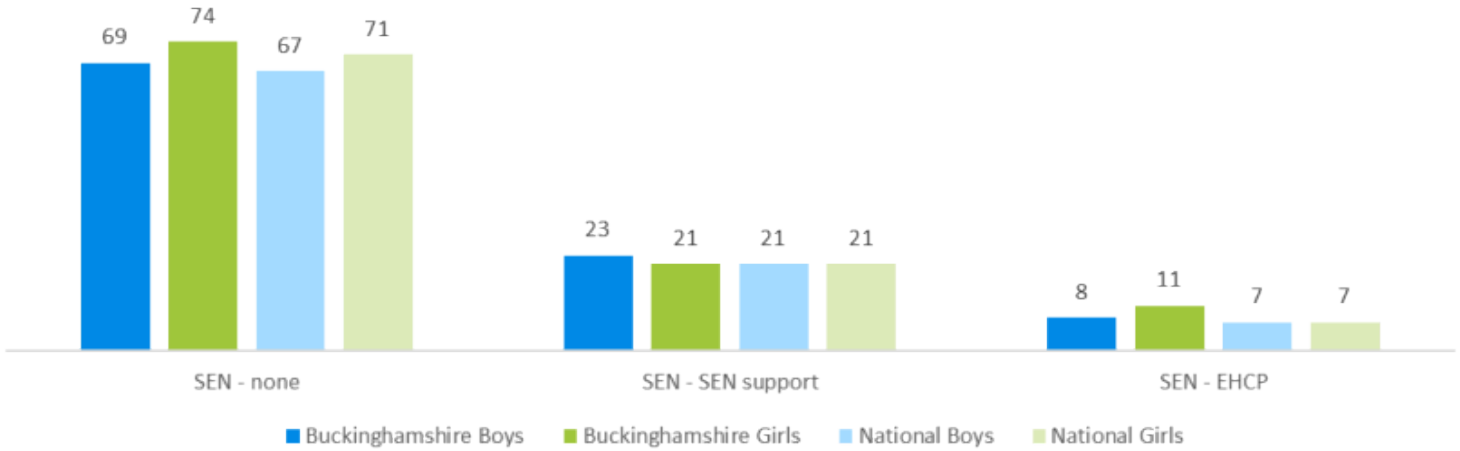


Buckinghamshire cohort

	Boys	Girls
First language - English	2762	2591
First language - Other	654	658

KS2 meeting expected standard in reading, writing and maths measure – pupil group detail 22

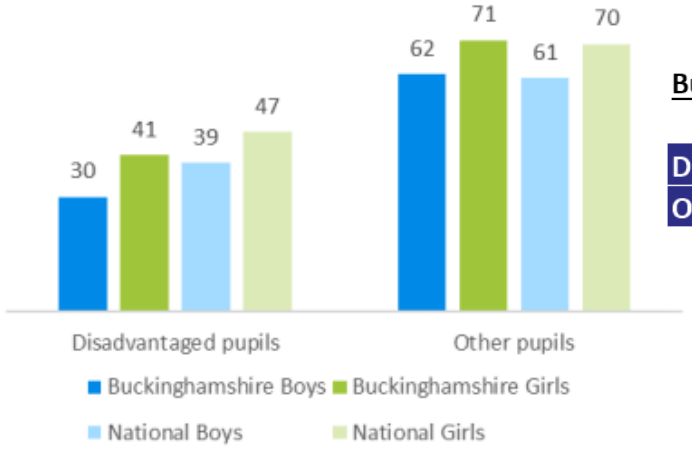
By SEN and gender



Buckinghamshire cohort

	Boys	Girls
SEN - none	2591	2821
SEN - SEN support	552	334
SEN - EHCP	277	99

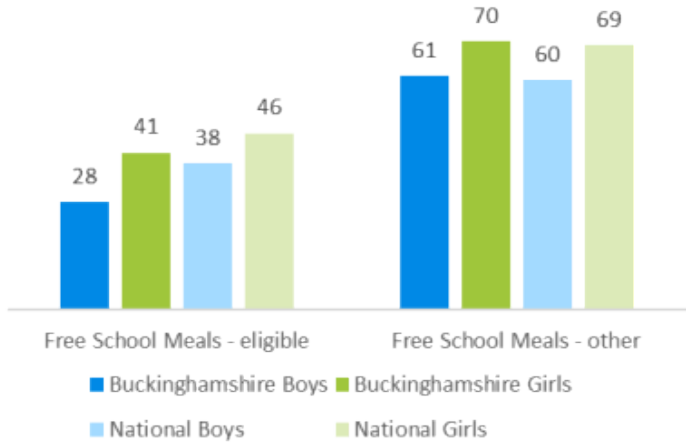
By disadvantaged and gender



Buckinghamshire cohort

	Boys	Girls
Disadvantaged	606	536
Other	2824	2726

By free school meal eligibility and gender



Buckinghamshire cohort

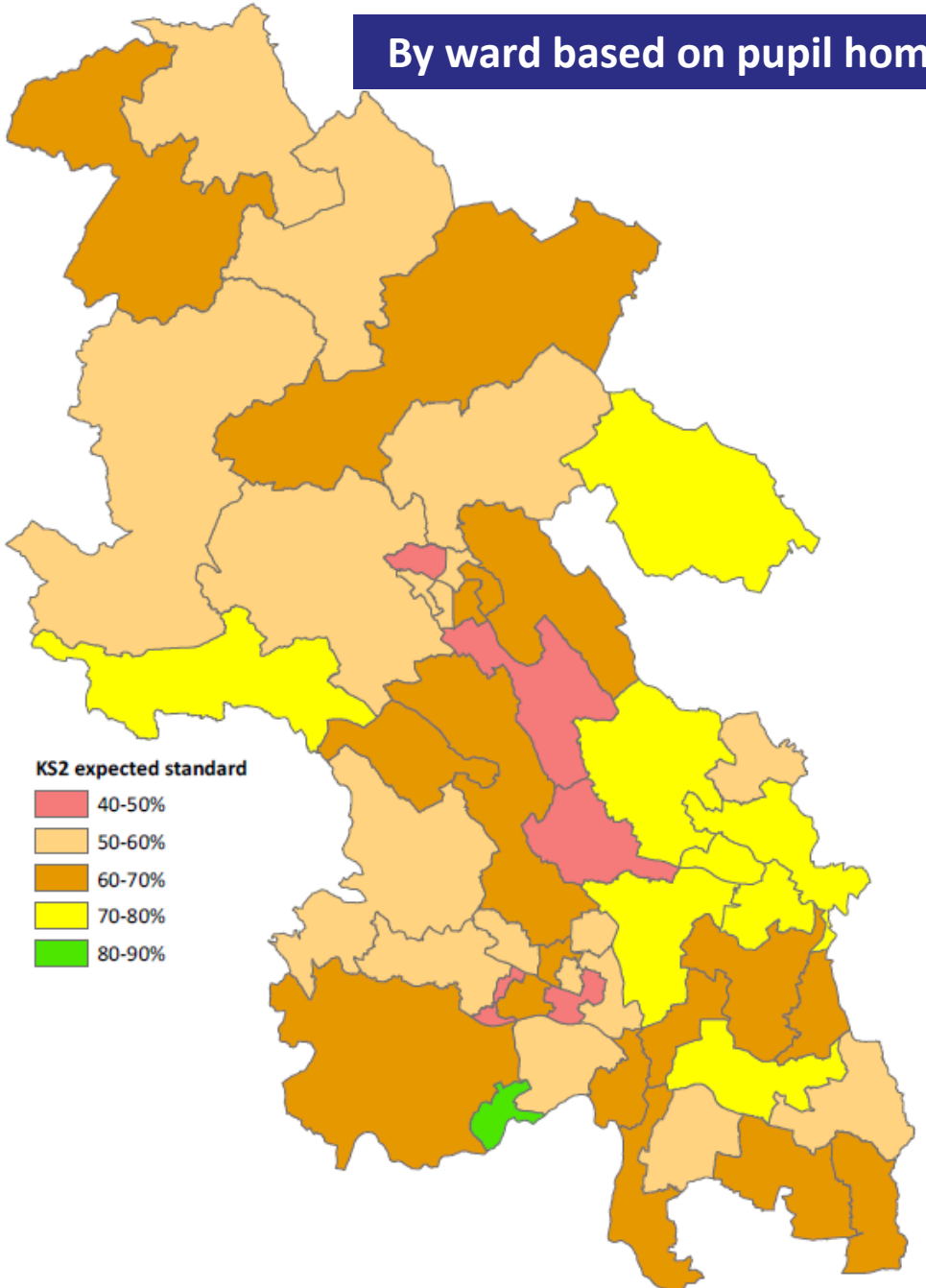
	Boys	Girls
Eligible	487	449
Other	2943	2813

KS2 meeting expected standard in reading, writing and maths measure – area detail 22

By area based on location of school

Area	Number of eligible pupils	% meeting expected standard
Aylesbury Vale	2644	58%
Chiltern	1190	68%
South Bucks	686	67%
Wycombe	2186	58%

By ward based on pupil home postcode



Progress measures

Results compared to statistical neighbours - 2022

	Reading Progress Score	
Wokingham	0.96	Significantly above national
Surrey	0.79	Significantly above national
Windsor and Maidenhead	0.49	Significantly above national
Hertfordshire	0.32	Significantly above national
Buckinghamshire	**0.31**	**Significantly above national**
Cambridgeshire	0.23	Significantly above national
Oxfordshire	0.05	
Bracknell Forest	-0.08	
West Berkshire	-0.32	
Hampshire	-0.62	Significantly below national
Central Bedfordshire	-1.53	Significantly below national

England (state-funded sector)	**0.00**

Progress measures are relative measures, with the national average for all pupils set at zero. Results above zero mean pupils have made more than average progress, and results below zero mean pupils have made less than average progress. Results are compared to confidence intervals to show where results are significantly different to the national average.

	Writing Progress Score	
Surrey	0.39	Significantly above national
Oxfordshire	0.13	
Windsor and Maidenhead	-0.10	
Wokingham	-0.13	
Cambridgeshire	-0.29	Significantly below national
Hertfordshire	-0.36	Significantly below national
Hampshire	-0.37	Significantly below national
Buckinghamshire	**-0.41**	**Significantly below national**
West Berkshire	-0.49	Significantly below national
Bracknell Forest	-0.79	Significantly below national
Central Bedfordshire	-1.43	Significantly below national

England (state-funded sector)	**0.00**

	Maths Progress Score	
Wokingham	0.97	Significantly above national
Surrey	0.67	Significantly above national
Buckinghamshire	**0.48**	**Significantly above national**
Windsor and Maidenhead	0.19	
Bracknell Forest	0.17	
Cambridgeshire	0.16	
Hertfordshire	0.01	
Oxfordshire	-0.18	
West Berkshire	-0.57	Significantly below national
Hampshire	-0.82	Significantly below national
Central Bedfordshire	-1.55	Significantly below national

England (state-funded sector)	**0.00**

Action Plan – Primary Schools (1)

What we will do	What this should achieve	Time
The Buckinghamshire Challenge is two-year programme, established last academic year and culminating at the end of this academic year, to develop, launch and publish a Challenge Handbook for all schools in Buckinghamshire detailing key principles to raise the attainment of disadvantaged and vulnerable groups across Buckinghamshire.	All schools will have the insight, analysis, tools and understanding to implement effective strategies to address disadvantage within their own school.	Launched June 2022
Liaison groups action research projects, running in 14 local areas across the county, are being implemented by groups of schools, working in collaboration, to identify the most effective methods of raising attainment for disadvantaged pupils	The learning will be shared with all schools across the county through the Challenge Handbook.	Launched June 2022
As part of the Buckinghamshire Challenge, we are upskilling 'Champion Schools' within each liaison group. These Champions schools will be supported by Buckinghamshire Council to become experts in overcoming the effect of disadvantage on educational outcomes and will support other schools within their local area to upskill and develop.	All schools will have a nominated local 'expert' in raising attainment for disadvantaged and vulnerable pupils, who understands the context of their school and who can actively support them to improve the outcomes for pupils in their own school.	Champions being trained now to be deployed in 2023

Action Plan – Primary Schools (2)

What we will do	What this should achieve	Time
Side by Side conferences throughout the academic year will support schools to raise achievement and share best practice in areas of weaknesses in Buckinghamshire, through sharing of local expertise and showcasing best practice.	All schools will have the insight, analysis, tools and understanding to implement effective strategies to address disadvantage within their own school.	Ongoing
Buckinghamshire Council have commissioned a high quality and evidence informed professional development programme for all schools from The Bell Foundation, experts in teaching English as an Additional Language. The training will build expertise for teachers, teaching assistants, EAL Co-ordinators and School Leaders to support learners using with a first language other than English.	Schools identify best practise and are supported to implement changes to their own school strategy and practice	Launched June 2022
Buckinghamshire Council School Improvement team are hosting a Reading Conference with Cambridge Research in order to support schools with the effective teaching of reading and ensuring these skills transition smoothly from primary to secondary schools. The skills developed at this conference will lead into further conferences and work in schools to support the teaching of writing.	Schools will have the skills and expertise to teach reading effectively; understanding the progression and development of these skills across all Key Stages, thus, supporting transition for pupils. Schools will understand the importance of reading as part of the writing process to ensure quality in writing for all.	Summer term 2023

Key Stage Four - GCSE

Pupils reach the end of Key Stage Four in Year 11, typically when they are aged 15 at the beginning of the school year. School performance at Key Stage Four is measured by exam results in GCSEs and equivalent qualifications, as well as pupil progress from Key Stage Two to Key Stage Four.

The headline accountability measures for secondary schools are: Attainment 8, Progress 8, average points scores in the English Baccalaureate (EBacc, and destinations of pupils after Key Stage 4.

Progress 8 and Attainment 8 combine pupils' achievement across 8 qualifications:

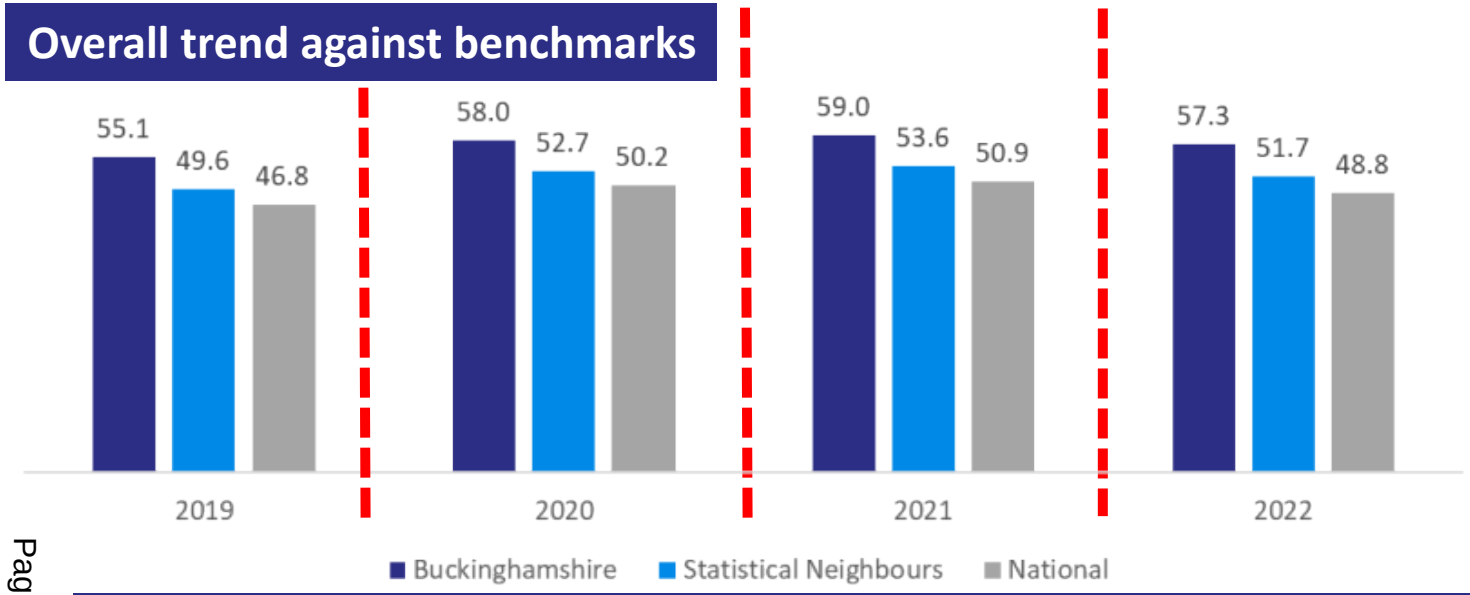
- Mathematics (counts for two entries);
- English (counts for two entries);
- 3 qualifications in science, computer science, history, geography, and languages;
- 3 further qualifications that can be additional GCSE qualifications or any other non-GCSE qualifications on an approved list.

Areas of Strength	Areas for development
• Buckinghamshire scores higher than its statistical neighbours and also higher than National • This represents a trend continuing from 2019 (to also include the trend from caveated internal school data 2020 and 2021) • All ethnicity and gender groups in Buckinghamshire score higher than National • Buckinghamshire “first language other” group scores above National • Buckinghamshire attainment 8 average for boys and girls with SEN support is higher than National • Buckinghamshire attainment 8 average for boys and girls with an EHCP is higher than National • Non-selective schools in Buckinghamshire compare favourably with those schools in other comparable selective areas and are close to national standards. • Progress 8 outcomes across the county show that pupils make significantly above average progress across their secondary education	• Attainment gap is 0.3 above National but 2.1 points lower (better) than statistical neighbours • Attainment gap against National for Buckinghamshire has widened between 2021 and 2022 (although this is reflective of a widening nationally post covid) • Disadvantaged attainment in Buckinghamshire is just below National for boys and girls • Key geographical areas for lowest Attainment 8 are Aylesbury Vale and High Wycombe; there is a clear 10 point gap between these areas and those highest Attainment 8 area of South Bucks

KS4 Attainment 8 measure 2022

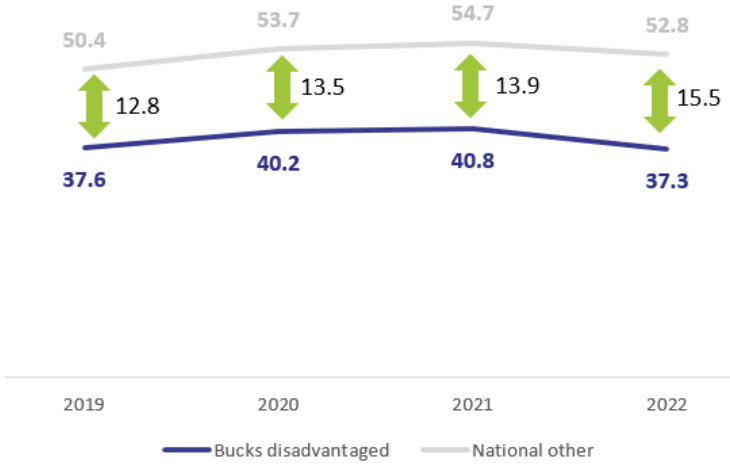
Changes to assessment due to Covid19 means results are not directly comparable

Overall trend against benchmarks

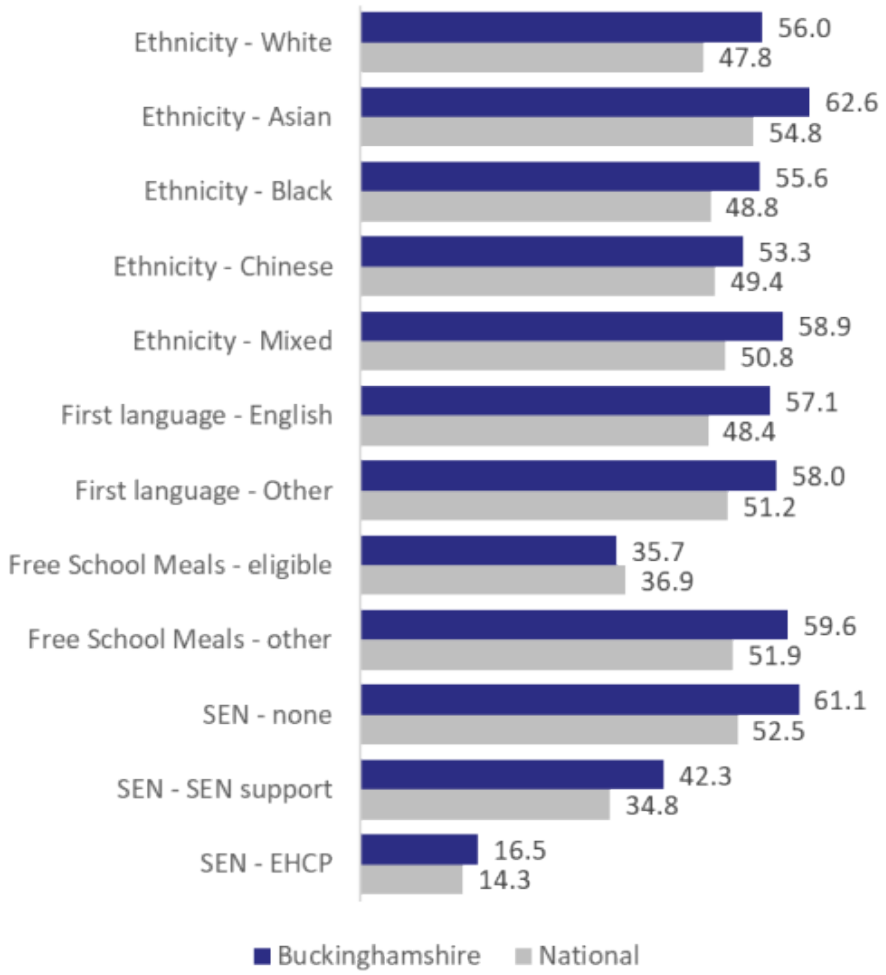


Attainment gap 2022

	Disadvantaged pupils	Other Pupils	Gap - local disadvantaged to national other
Buckinghamshire	37.3	60.2	15.5
Statistical Neighbours	35.2	55.0	17.6
National	37.6	52.8	15.2

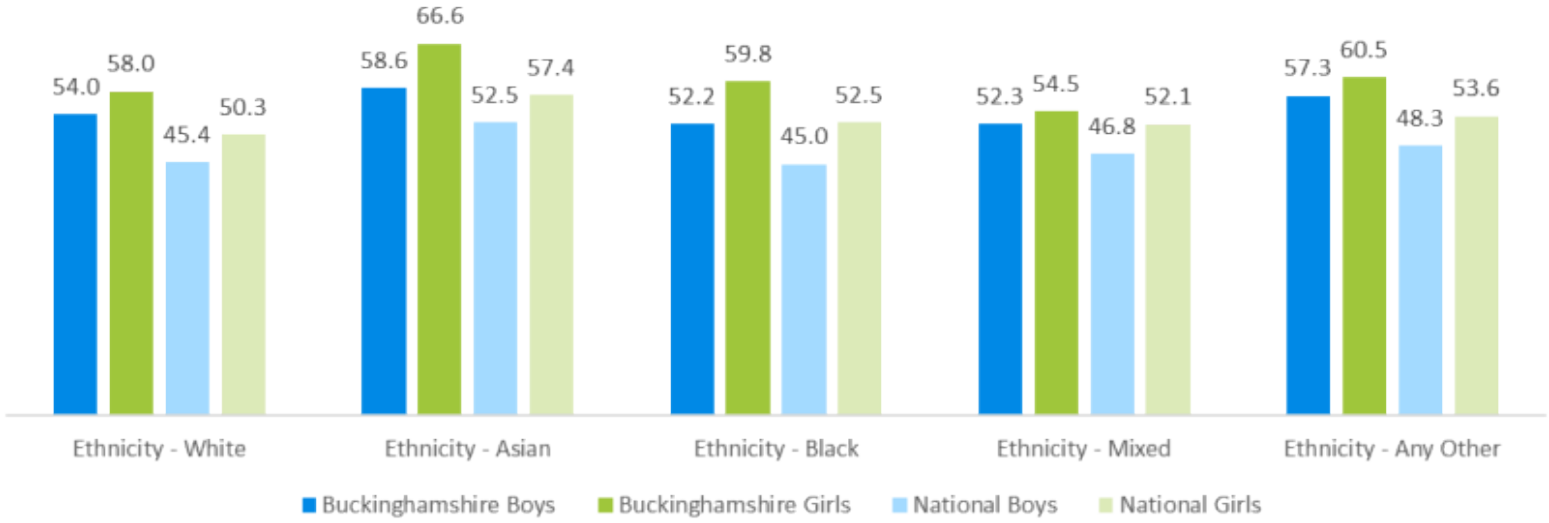


Key pupil groups 2022



KS4 Attainment 8 measure – pupil group detail 2022

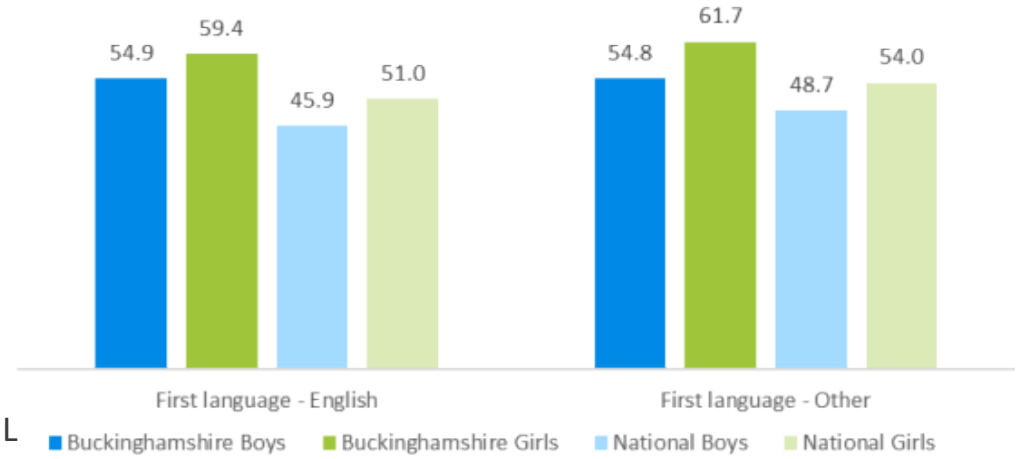
By ethnicity and gender



Buckinghamshire cohort

	Boys	Girls
Ethnicity - White	2061	1934
Ethnicity - Asian	633	639
Ethnicity - Black	113	91
Ethnicity - Mixed	240	201
Ethnicity - Any Other	25	25

By first language and gender

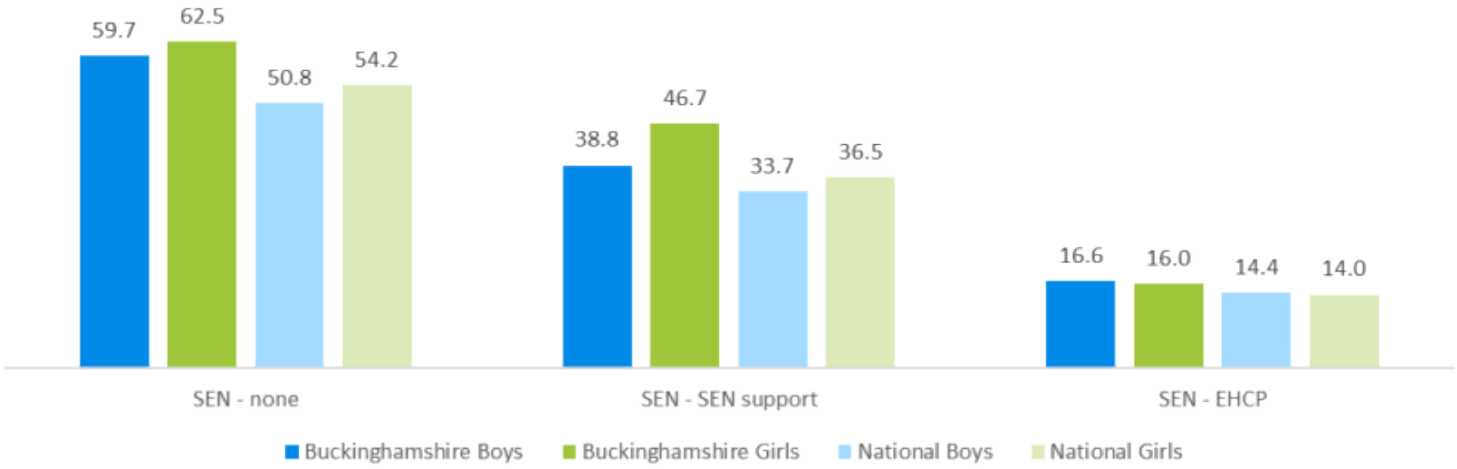


Buckinghamshire cohort

	Boys	Girls
First language - English	2528	2431
First language - Other	603	537

KS4 Attainment 8 measure – pupil group detail 2022

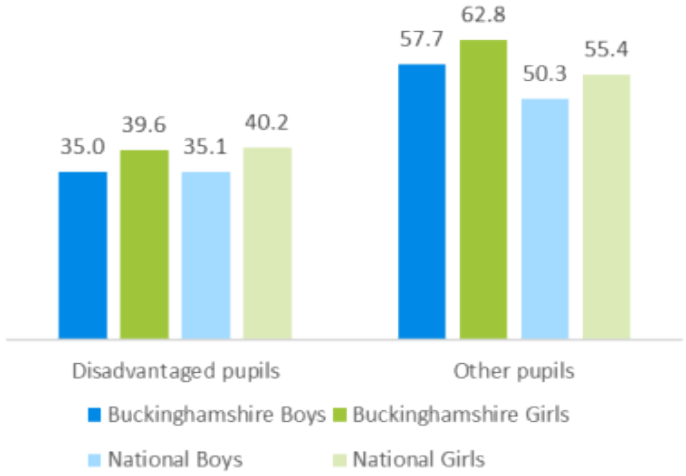
By SEN and gender



Buckinghamshire cohort

	Boys	Girls
SEN - none	2628	2644
SEN - SEN support	310	241
SEN - EHCP	203	90

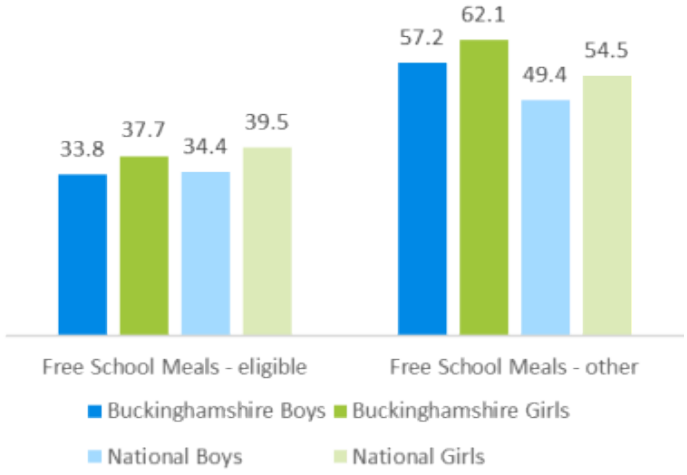
By disadvantaged and gender



Buckinghamshire cohort

	Boys	Girls
Disadvantaged	393	382
Other	2748	2593

By free school meal eligibility and gender



Buckinghamshire cohort

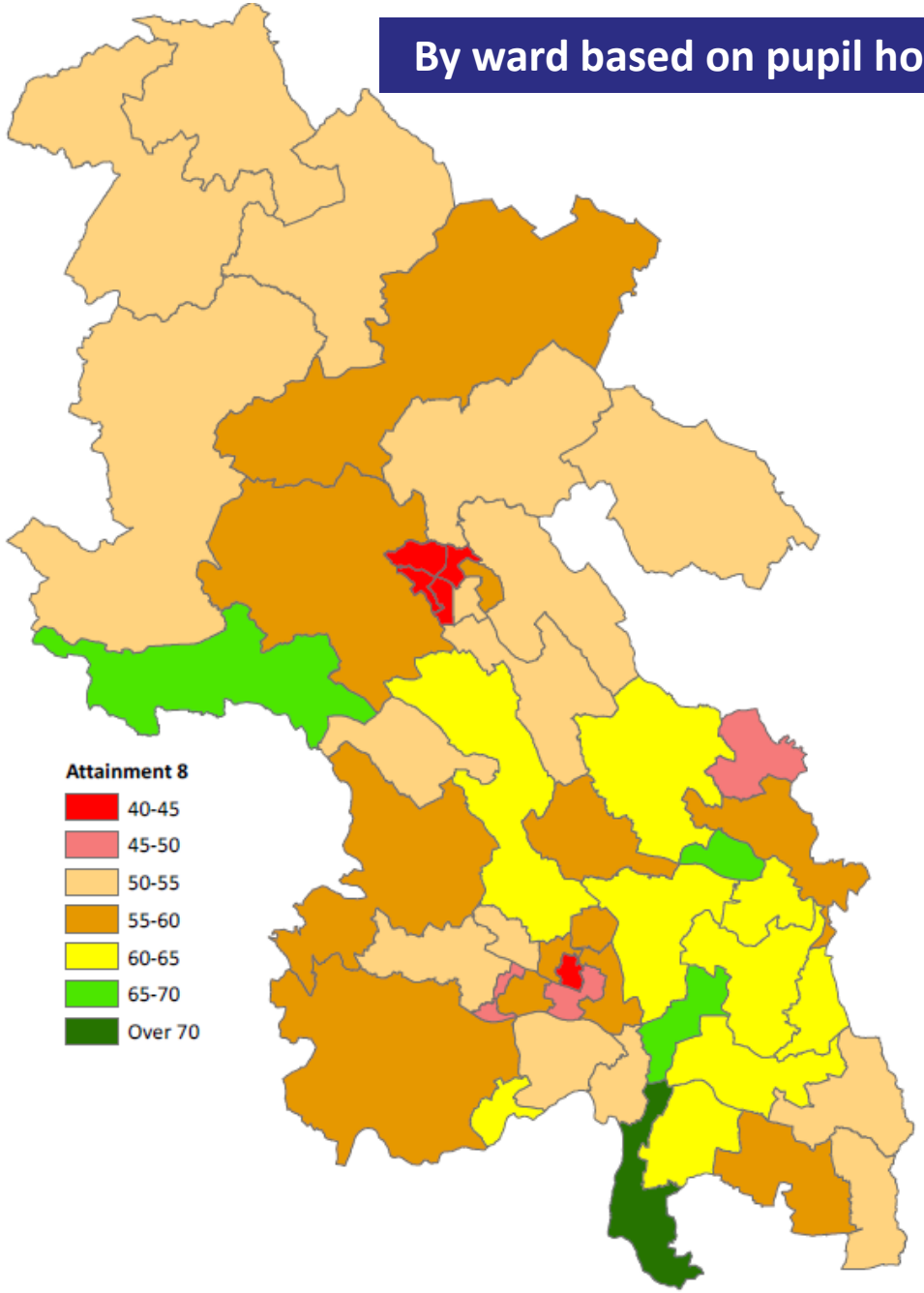
	Boys	Girls
Eligible	308	282
Other	2833	2693

KS4 Attainment 8 measure – area detail 2022

By area based on location of school

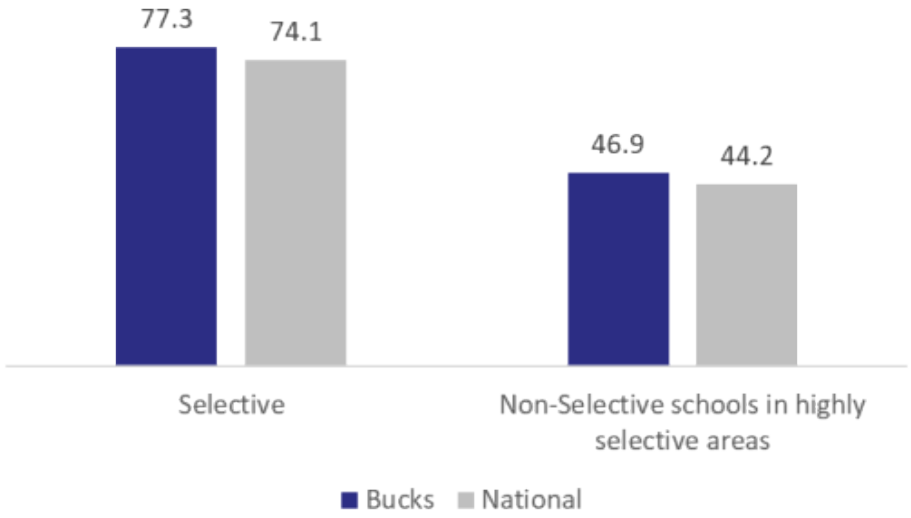
Area	Number of eligible pupils	Average Attainment 8 Score
Aylesbury Vale	2213	55.4
Chiltern	1513	56.1
South Bucks	588	65.4
Wycombe	1804	57.9

By ward based on pupil home postcode



Attainment 8 measure

Results by school admissions type - 2022



"Non selective schools in highly selective areas" includes all non-selective schools in local authorities with a high level of selection (where 25% or more of state-funded secondary places are in state-funded selective schools). These local authorities are Bexley, Buckinghamshire, Kent, Lincolnshire, Medway, Slough, Southend-on-Sea, Sutton, Torbay, Trafford and Wirral.

Progress 8 measure

Results compared to statistical neighbours - 2022

	Average Progress 8 score	
Wokingham	0.33	Significantly above national
Cambridgeshire	0.22	Significantly above national
Buckinghamshire	**0.21**	**Significantly above national**
West Berkshire	0.20	Significantly above national
Hertfordshire	0.17	Significantly above national
Surrey	0.16	Significantly above national
Windsor and Maidenhead	0.06	
Oxfordshire	0.03	
Bracknell Forest	-0.01	
Central Bedfordshire	-0.15	Significantly below national
Hampshire	-0.16	Significantly below national

England (state-funded sector)	**-0.03**
England (all schools)	**0.00**

Progress 8 is a relative measure, with the national average for all pupils set at zero. Results above zero mean pupils have made more than average progress, and results below zero mean pupils have made less than average progress. Results are compared to confidence intervals to show where results are significantly different to the national average.

Action Plan – Secondary (1)

What we will do	What this should achieve	Time
Continue to use Side by Side model of school support to disseminate good practice across schools	Ensure that supported schools are able to address areas for development in relation to their school improvement journey, leading to stronger teaching and improved outcomes.	Ongoing
Continue to advance Buckinghamshire Challenge programme to develop hubs of effective practice, led by elected Champion schools	By raising the profile of messaging even further around disadvantage, schools will have tools to ensure delivery of appropriate and targeted teaching and learning for all pupils.	Spring and summer 2023
Identification strategy to assess and select schools with especial success in supporting disadvantaged pupils and those in need (via robust, regular data analysis); consider partnership model	Partnership working will develop stronger outcomes for all pupils, focussed initially on subjects where outcomes are weakest.	September 2023

Action Plan – Secondary (2)

What we will do	What this should achieve	Time
Develop secondary case studies to inform school leadership, which will seek to ascertain the key factors in success with disadvantage: e.g. knowledge of individual pupils and families; quality first teaching; continuity and stability in leadership; universally held commitment to and belief in disadvantaged; strong literacy and numeracy foundation;	Reviews will give school leaders and governance external evaluation of disadvantaged provision for Self Evaluation Form and School Development Plan prioritisation	Spring and Summer 2023
Develop current Education Endowment Foundation Review provision to evaluate education provision (in its fullest sense) through the lens of our disadvantaged pupils	Reviews will support preparation for Ofsted inspection, as Quality of Education (and other areas) will be assessed through the lens of the most disadvantaged pupils	September 2023

Outcomes for children in need, including children looked after

- DfE publish outcomes at LA level based on 3 social care cohorts:
  - **CINO at 31 March** = children in need, excluding children on a child protection plan and children looked after. This includes children on child in need plans as well as other types of plan or arrangements
  - **CPPO at 31 March** = children on a child protection plan, excluding children looked after.
  - **CLA 12 months at 31 March** = children looked after (excludes children who are in respite care in their most recent episode during the reporting year).

Note that for some measures data is not available for all 3 cohorts.

Only 2021 outcomes are currently available, with 2022 outcomes due to be published in March 2023.

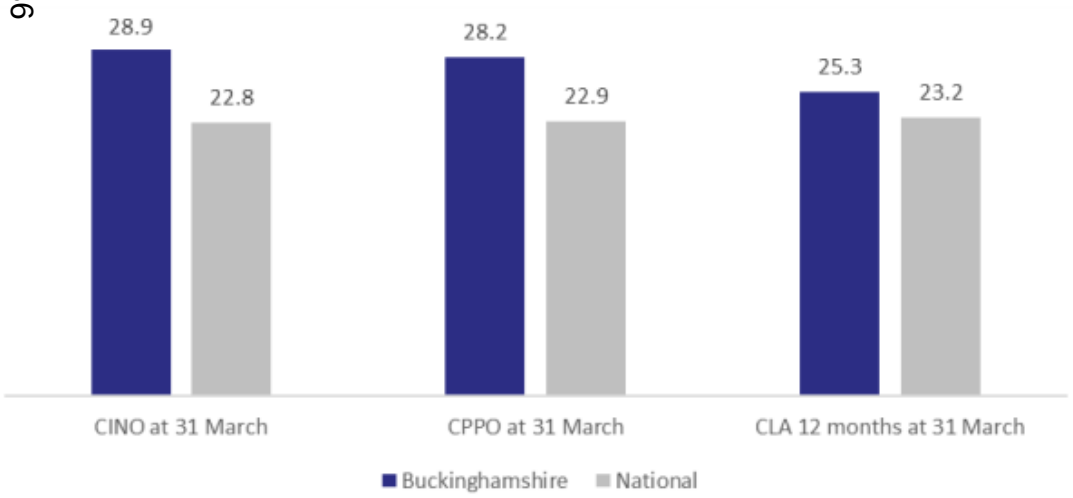
Areas of Strength	Areas for development
• Buckinghamshire looked after children achieved above the average CLA nationally despite having 13% more children on an EHCP. • Virtual school classroom was used 3-4 days a week to deliver tutoring and mentoring to 15 of our hard-to-reach year 11 students via our own support teachers and participation workers. • 10% increase since summer 2020 in the number of students sitting functional skills exams, allowing students passing level 2 to gain access to higher level college courses. • The longer children are in care the more positive impact the Virtual school has on key Stage 4 outcomes. • The 10 highest achievers at key Stage 4 had been in care an average of at least 5 years and benefited from stable foster carers. • 100% of all key stage 4 children have an up-to-date Personal Education Plan and a strong transition plan to post 16.	• The Virtual School took on the DfE extended duties for all children with a social worker in September 2021. This means in future years we will have an overview of the academic trends for children on CIN and CP plans. • The Virtual School will continue to submit business plans for an increase in staffing resources at key stage 4 to enable direct work with young people as we know this has the most impact. • To work closer with children in out of county residential homes as these young people have been identified as more likely to have low attainment 8 scores at Key Stage 4.

Number of pupils attending state-funded schools 2020-21

	Total	primary	secondary	special	PRU
CINO at 31 March	1431	593	518	286	34
CPPO at 31 March	308	182	103	c	c
CLA 12 months at 31 March	225	67	112	c	c

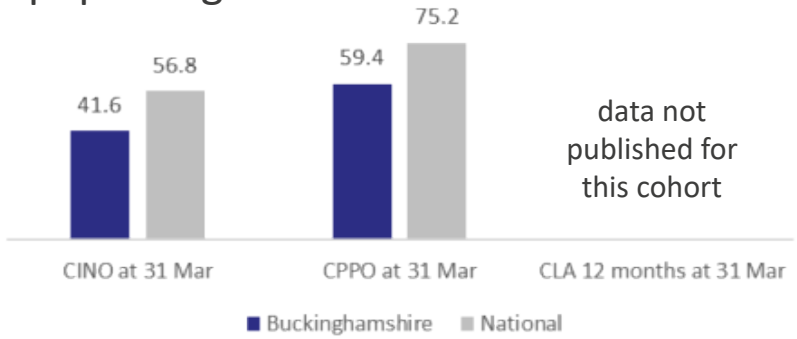
c – data not published

KS4 Attainment 8 Score 2021

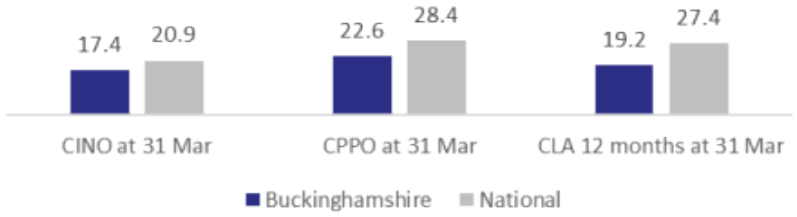


Context

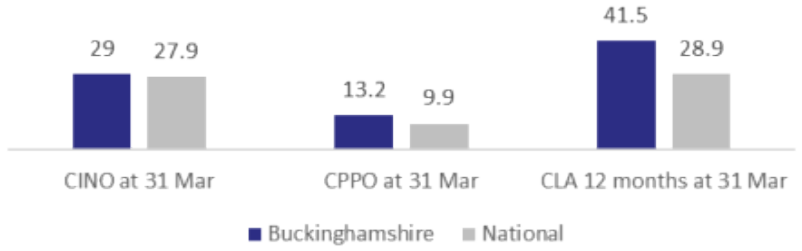
% of pupils eligible for Free School Meals



% of pupils with SEN Support



% of pupils with Education, Health & Care Plans (EHCP)



Action Plan

What we will do	What this should achieve	Timeframe
Roll out an attachment and trauma training programme to 10 pilot schools across Buckinghamshire. The aim is to have all schools trained over the next 3-5 years. Offer our 1-day attachment and trauma course to all schools who request the support. Delivered by Virtual school teachers.	Schools with a trauma informed approach work more effectively with children in care and other vulnerable cohorts allowing these young people to feel safe and supported. This should have a positive impact on attendance, mental health, and eventually academic outcomes.	Pilot project commenced November 2022. 3-5 years to see sustained impact.
Raise the profile further of the role and importance of a Designated Teacher for looked after children in school. Deliver more frequent training for new and experiences DTs both in local and out of county schools.	Designated Teachers and senior leaders in schools recognise the influence this role plays in the school, feel more confident in their ability to deliver this duty and children looked after feeling better supported and understood.	DT training delivered twice per term from Spring term 2023.
Provide more opportunity for extra curricular work during the school holidays with a focus on further and higher education. For example, organised events at local universities.	To raise aspiration for children in care by providing strong careers guidance and a way in to further and higher education.	September 2023.

Exclusions

- A permanent exclusion refers to a pupil who is excluded and who will not come back to that school (unless the exclusion is overturned). The permanent exclusion rate is calculated as the number of permanent exclusions divided by the number of pupils (x100).

- A suspension, formally known as a fixed period exclusion, refers to a pupil who is excluded/suspended from a school for a set period of time. A suspension can involve a part of the school day and it does not have to be for a continuous period. A pupil may be suspended for one or more fixed periods up to a maximum of 45 school days in a single academic year. This total includes suspensions from previous schools covered by the exclusion legislation. The suspension rate is calculated as the total number of suspensions, divided by the total number of pupils (x100).

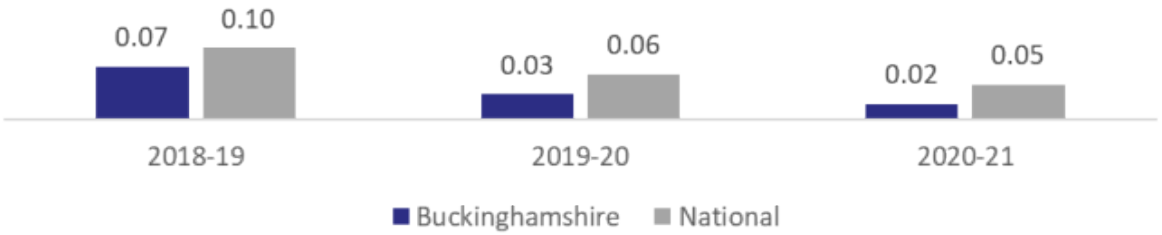
- Trends cover the 2019/20 academic year, which was interrupted by the first national Covid lockdown on 23 March 2020, during the spring term. Schools remained open for vulnerable children and children of key workers. While permanent exclusions and suspensions were still possible throughout the academic year, school closures had a substantial effect on the number of permanent exclusions and suspension and therefore caution should be taken when comparing figures across years.

- The latest published data is for the 2020/21 academic year. Data for the 2021/22 academic year is still being collected and validated by DfE, and is not due to be published until March 2023.

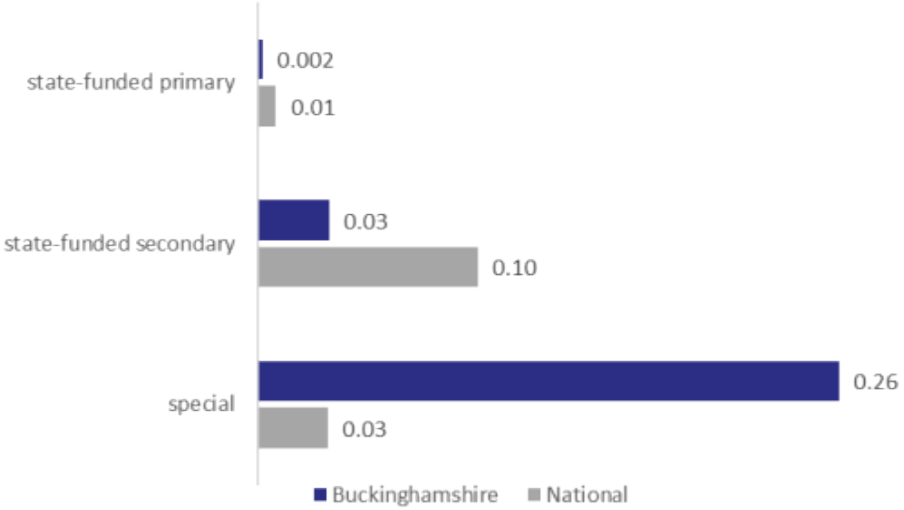
Areas of Strength	Areas for development
In 2020/21 there were 18 permanent exclusions from Buckinghamshire Schools. This represents a 33.3% reduction from the previous year. In 2020/21 permanent exclusion and suspension rates (rate of exclusion - number as a percentage of the school population) in Buckinghamshire (0.02) were better than national (0.05). The 2020/21 permanent exclusion rate in Buckinghamshire lower than in previous years (2019/20 and 2018/19). There were 9 permanent exclusion decisions made by headteachers that were subsequently withdrawn. This reflects the efforts of the team and the effective working relationships with headteachers and schools to be able to advise, challenge and encourage alternatives to exclusion. When viewed individually, Buckinghamshire primary and secondary school exclusions and suspensions are also below national average or in the case of primary school suspensions are the same.	In 2020/21 the permanent exclusion rate from Buckinghamshire special schools was higher than those nationally. All four permanent exclusions were from the same special school. There were four permanent exclusions from special schools. Because of the small numbers attending special school in Buckinghamshire compared to the number attending nationally each permanent exclusion has a larger impact on the Buckinghamshire rate when calculated this way. In 2021/22 there was only one permanent exclusion from a Buckinghamshire special school, this reflects the efforts to ensure this trend is reversed. In 2020/21 suspensions from Buckinghamshire special schools was higher than national. However, there was a 42% reduction in suspensions from special schools in 2021/22.

Permanent Exclusions Rate

Trend



2020 – 2021 by school type



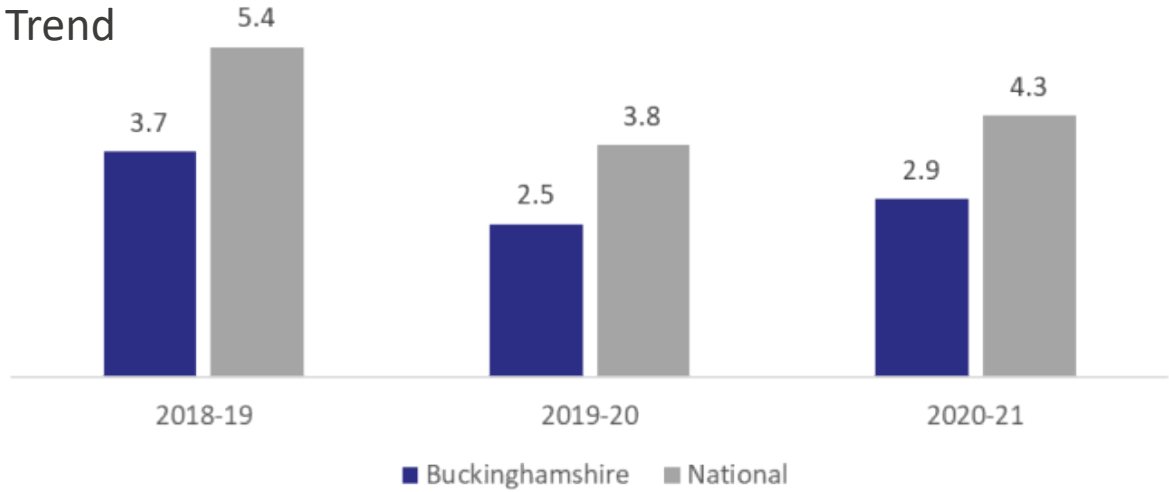
1 permanent exclusion from a Buckinghamshire primary school

13 permanent exclusions from Buckinghamshire secondary schools

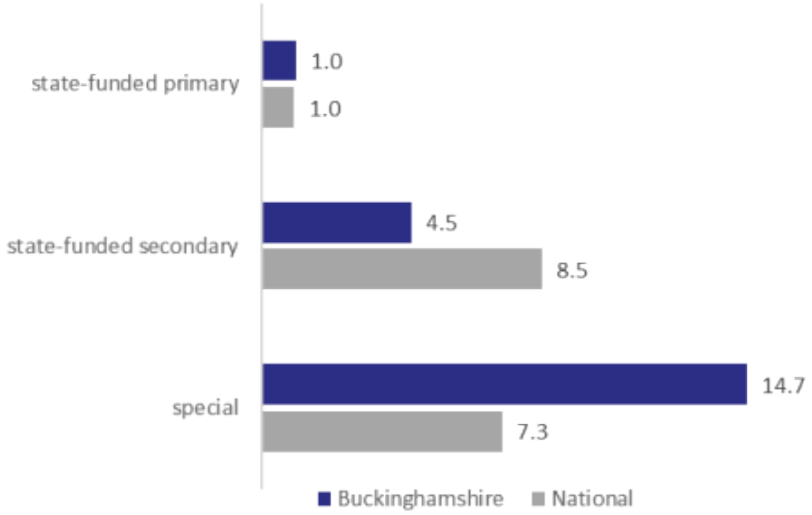
4 permanent exclusions from Buckinghamshire special schools

Suspension Rate

Trend



2020 – 2021 by school type



Action Plan

What we will do	What this should achieve	Timeframe
Providing advice and guidance to schools to ensure exclusion is always a last resort. This will include the strategies set out in Behaviour in Schools Guidance as well as the Buckinghamshire Exclusions Guidance Headteacher Checklist.	Support schools to identify alternatives to exclusion, ensure exclusion numbers remain low/ exclusion always remains a last resort and ensure the child is supported appropriately.	Ongoing
Working with schools and other agencies represented at the Fair Access Board to identify trend data including disproportionality of vulnerable groups represented within permanent exclusion and suspension cohorts.	Ensure the most vulnerable pupils are supported and that their needs are understood. Ensure appropriate support available for pupils. Increase in understanding of vulnerability and unmet need and factors that can lead to increased risk of exclusion.	Ongoing
Reviewing complex cases. If a child appears to be at risk of a rising number of suspensions or a permanent exclusion a team around the child will be formed to provide multi-professional input and ensure exclusion remains a last resort.	The team will provide advice and guidance to the school, child, and family to avert the risk of a permanent exclusion and ensure the child is supported appropriately. Including referring schools to the SEN Code of Practice, Buckinghamshire Graduated Approach, and reasonable adjustments.	Ongoing

Ofsted Inspections

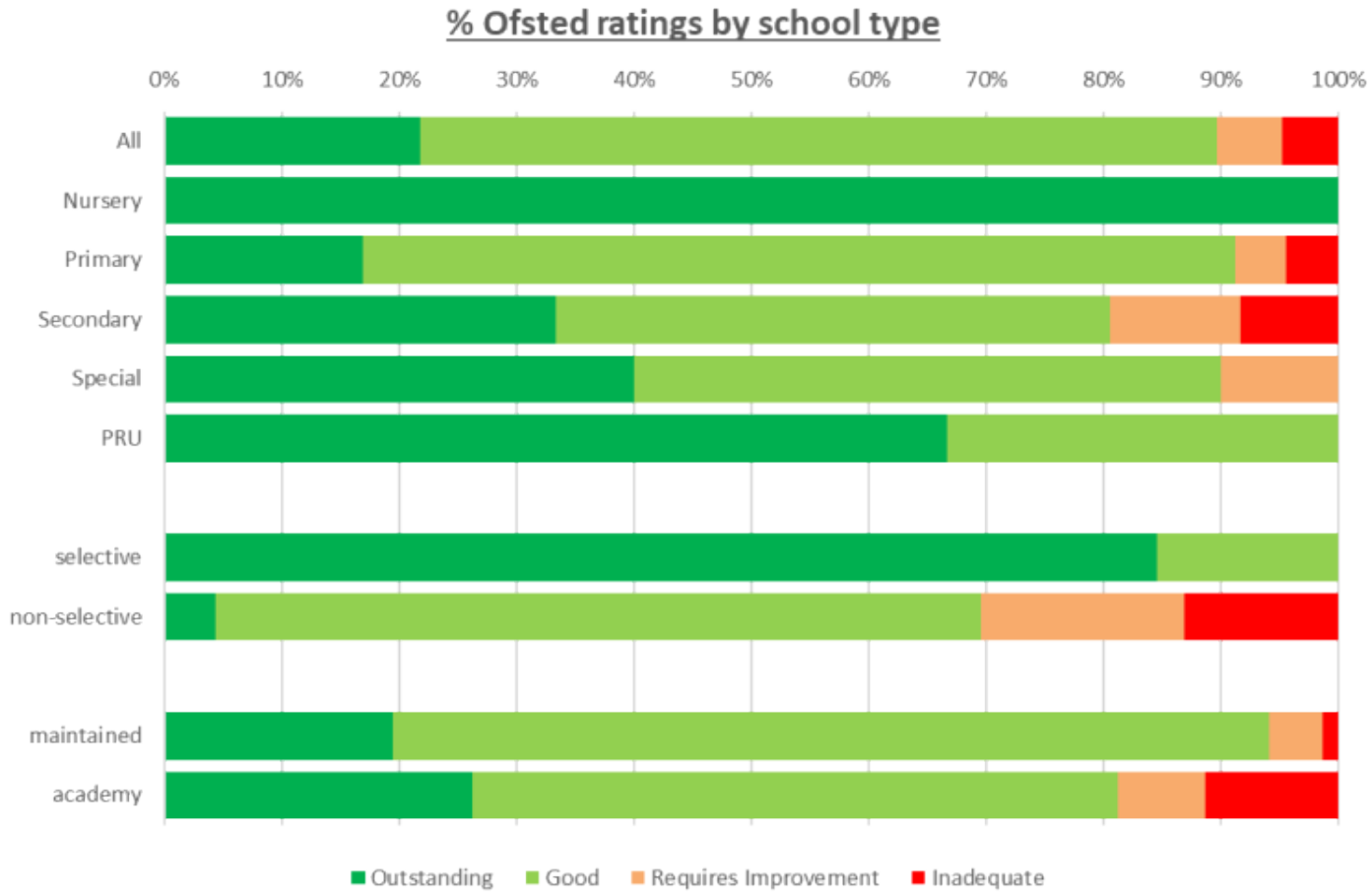
- Ofsted inspection schools and early years settings against a 4 point scale – Outstanding, Good, Requires Improvement or Inadequate.
- Routine Ofsted inspections were suspended from March 2020 to September 2021.
- From Spring 2021, Ofsted introduced monitoring visits. These were conducted remotely and focused specifically on the quality of the school's remote learning provision and preparations for students to return to school from March 2021 onwards. These visits did not result in a change of judgement.
- In Summer 2021, Ofsted monitoring inspections commenced, focusing on inadequate and requires improvement schools.
- From September 2021 a full inspection program resumed.

Areas of Strength	Areas for Development
• The percentage of pupils attending a school rated as good or outstanding is higher in Buckinghamshire compared to national, with 90% of Buckinghamshire pupils attending a good or outstanding school compared to 87% of pupil nationally. • The percentage of pupils attending a good or outstanding school in Buckinghamshire has risen since 2021. • The percentage of pupils attending early years settings rate good or outstanding in Buckinghamshire is also higher compared to national, with 97% of early years pupils in Buckinghamshire attending good or outstanding settings compared to 96% of settings nationally. • All selective schools, nurseries special schools and Pupil Referral Units (PRUs) in Buckinghamshire had either a good or outstanding rating by Ofsted during academic year 2021-2022	• Safeguarding is a limiting judgement during an Ofsted inspection. Issues have been identified in some inspections, particularly with regard to record keeping, depth of governor knowledge and understanding, pupil safety and the management of suspensions and exclusions. • The assessment of quality of education, a limiting judgement, focuses on consistency across curriculum intent and implementation, especially in core subjects. This is a continuing area for development in schools. • Alternative provision is being even more robustly interrogated during recent Ofsted inspections, requiring robustness of both commissioning and quality assurance of the provision. • The increasingly strategic role that the governing body/trustees play in preparation for and involvement in an Ofsted inspection.

School Ofsted Inspections

As at 31st August 2022, 234 Buckinghamshire schools had been inspected by Ofsted.

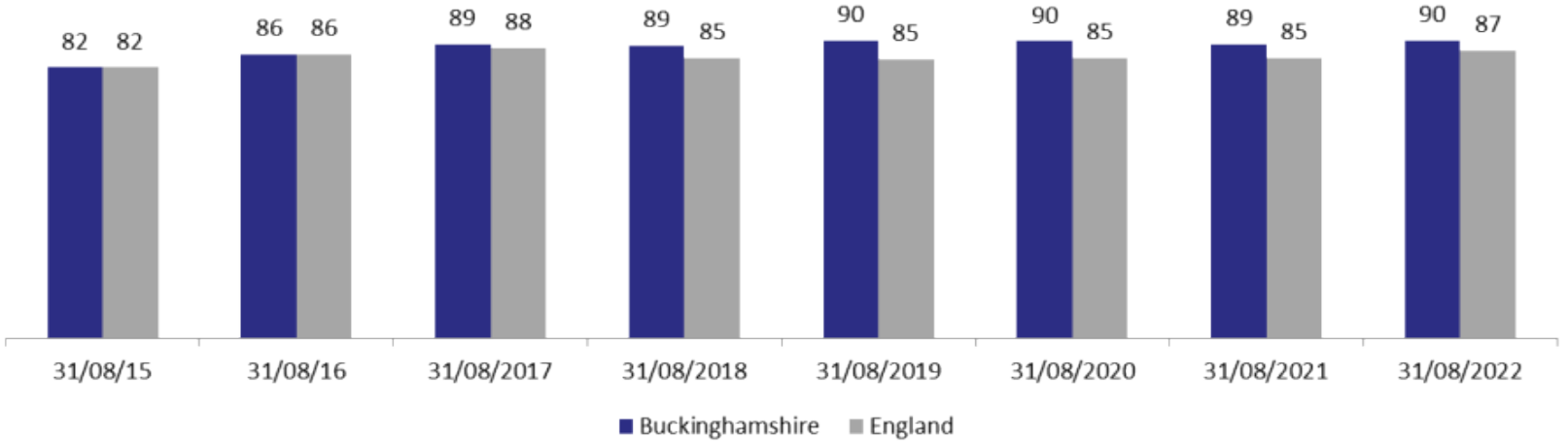
Outstanding	51
Good	159
Requires Improvement	13
Inadequate	11



Of the 11 schools graded inadequate 7 have subsequently become academies, and the judgement relates to the predecessor school. Two schools judged to require improvement have also become academies since their inspection, and one school has changed their sponsorship arrangements since their last inspection.

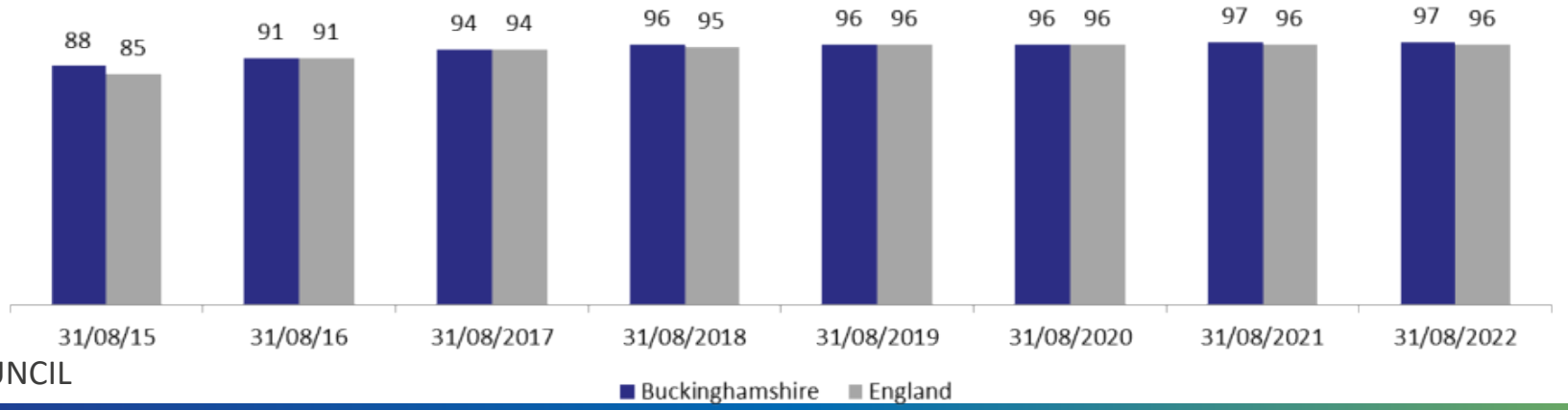
School Inspections

% of pupils attending a school rated good or outstanding



Early Years Inspections

% of active early years registered providers rated good or outstanding at their most recent inspection



Action Plan – Ofsted gradings (1)

What we will do	What this should achieve	Timeframe
Maximising capacity for School Improvement to gain a deeper understanding of Ofsted readiness, through the programme of Side by Side Headline Visits	Risk assessments will be better informed, enabling preventative support to be delivered to schools in need	Annual programme
Raising the awareness for School Leadership and Governance that Safeguarding is a limiting judgement during an Ofsted inspection by providing guidance, training and sharing of best practice and experiences. For example; governor training, Side by Side conferences Headline Visits to schools and robust safeguarding reviews.	Improved continuous and consistent approaches to all matters of safeguarding, in particular effective record keeping, governor challenge and support, pupil safety and management of suspensions and exclusion resulting in stronger safeguarding judgments in school inspection reports.	Annual programme
Develop subject leadership expertise, focusing on consistency across curriculum intent and implementation, especially in core subjects. For example; Primary Subject Leader training, training and deployment of Side by Side Pupil Champions at both primary and secondary phases and bespoke deep dive training for Secondary Middle Leaders.	Improved middle leader capacity, including the ability to successfully navigate Ofsted inspection deep dives.	Annual programme

Action Plan – Ofsted gradings (2)

What we will do	What this should achieve	Timeframe
Encouraging schools to liaise with PRUs and other alternative provision as to the attendance, welfare and progress of their pupils and to develop strong relationships and robust alert systems. Developing a quality assurance checklist for schools to use when commissioning unregistered alternative provision. Developing a framework of approved unregistered alternative providers.	Ensuring that all pupils in alternative provision who are dual registered in schools are rigorously and robustly monitored through enhanced collaboration.	Autumn and Spring Term 2022/23
Prepare governors/trustees for the increasingly strategic role that they will play in preparation for and involvement in an Ofsted inspection. For example, through a focused governor training programme and attendance at Ofsted themed conferences.	Governors/trustees will be upskilled to fulfil Ofsted expectations around challenge and support.	Annual programme
Continue to develop opportunities for School Improvement to work with schools in their preparation for Ofsted. For example, Ofsted readiness training sessions and school self-evaluation reviews.	School will be better prepared for Ofsted inspections	Annual programme

Buckinghamshire Secondary Transfer Test ("11 plus")

Across the country in January 2022, around 188,000 pupils attended 163 grammar schools (5.3% of state-funded secondary pupils). The geographic distribution of grammar schools in England is very uneven. Only 35 local authorities have any grammar schools and around 60% of grammars are located in just 11 local authorities.

In Buckinghamshire there are 13 grammar schools they are all academies and therefore manage their own admissions. The grammar schools formed together as The Buckinghamshire Grammar Schools (TBGS) to manage transfer testing for all grammar schools in the county and provide a cohesive experience for all pupils who apply.

For a child to be placed at one of these grammar schools, they must sit the Buckinghamshire Secondary Transfer Test (formerly known as 11+). Children who achieve a score of at least 121 in the test are considered qualified for a Buckinghamshire grammar school.

Buckinghamshire Council administers the testing process on behalf of TBGS. As part of the process the council prepares statistics for TBGS, and this Information is released as it becomes available throughout the year at https://www.thebucksgrammarschools.org/test-data

Buckinghamshire Secondary Transfer Test

Pupil Premium and Free School Meals

The Buckinghamshire grammar schools are committed to supporting The Grammar School Head's Association (GSHA) in delivering the requirements of the Memorandum of understanding between DfE and Grammar School Heads Association which is focussed on improving access to grammar schools for disadvantaged children.

Pupils at grammar schools were much less likely than pupils at non-selective schools to be eligible for free school meals (around 6% nationally compared to 21% in 2022). They were also much less likely to have special educational needs.

The Memorandum of Understanding committed grammar schools to widening the admission of disadvantaged children. The shared ambition was to achieve more pupils from lower income backgrounds applying to, passing the test for, and being admitted to selective schools and increased partnerships between selective schools and non-selective secondary schools and/or primary schools locally, with a view to collaborating to improve outcomes for children across their area.

All the Buckinghamshire Grammar Schools have introduced priority admission rules for pupils in receipt of Free School Meals (FSM) and/or Pupil Premium (PP)

Most Buckinghamshire grammar schools have introduced priority admission rules for some non-qualified pupils (i.e. who scored less than the qualification mark not qualified by score or as a result of Selection Review)

Since the Memorandum in 2018 the grammar schools have continued to review the impact of their admission rules in accommodating more disadvantaged children.

The first year adjustments could be made was 2020

Year	Qualified* children admitted under a FSM/PP priority Rule	Non-Qualified* children admitted under a FSM/PP priority Rule	Total Admitted under a FSM/PP priority Rule
2020	29	23	52
2021	63	17	80
2022	65	27	92

Buckinghamshire Secondary Transfer Test

Qualification Rates

The table below includes all pupils that registered for a transfer test and obtained a mark. Pupils are automatically registered for the transfer test if they attend a Buckinghamshire maintained primary school. They can withdraw from the test by notifying their school in writing. Parents of pupils going to all other schools are required to register for the transfer test if they wish their child to participate (opt in).

The overall qualification mark is 121. The final test marks for the 2023 entry are standardised according to methodology.

Area	Overall Cohort	registered for test	121+	automatic qualification
Buckinghamshire	7582	5857	1630	27.8%
Aylesbury Vale	2872	2176	421	19.3%
Chiltern	1406	1138	468	41.1%
Wycombe	2381	1908	478	25.1%
South Bucks	923	635	263	41.4%
Other LAs	4563	3825	1941	50.7%
All tested pupils	**12145**	**9682**	**3571**	**36.9%**

This data is presented with the permission of The Buckinghamshire Grammar Schools.

Buckinghamshire Secondary Transfer Test

Allocations from within and outside of the LA

Over time greater percentages of grammar school places have been allocated to children resident in the county. Most of the out of county admissions are where the catchment areas of the grammar schools extends into neighbouring authorities (for example into Slough and RBWM) . The detailed locations of grammar school admissions can be viewed here: [The Buckinghamshire Grammar Schools | Test Data (thebucksgrammarschools.org)]

The average distance (calculated across all the grammar schools where the distance cut off was out of catchment) has reduced from 9.71 miles to 9.2 miles and in many case places are only allocated where children live in the catchment areas.

	Resident in Buckinghamshire	Not resident in Buckinghamshire	Total Number of grammar school places offered
2019	77%	23%	2270
2020	76%	24%	2304
2021	79%	21%	2333
2022	81%	19%	2329

This data is presented with the permission of The Buckinghamshire Grammar Schools.

Not in Education, Employment or Training (NEET)

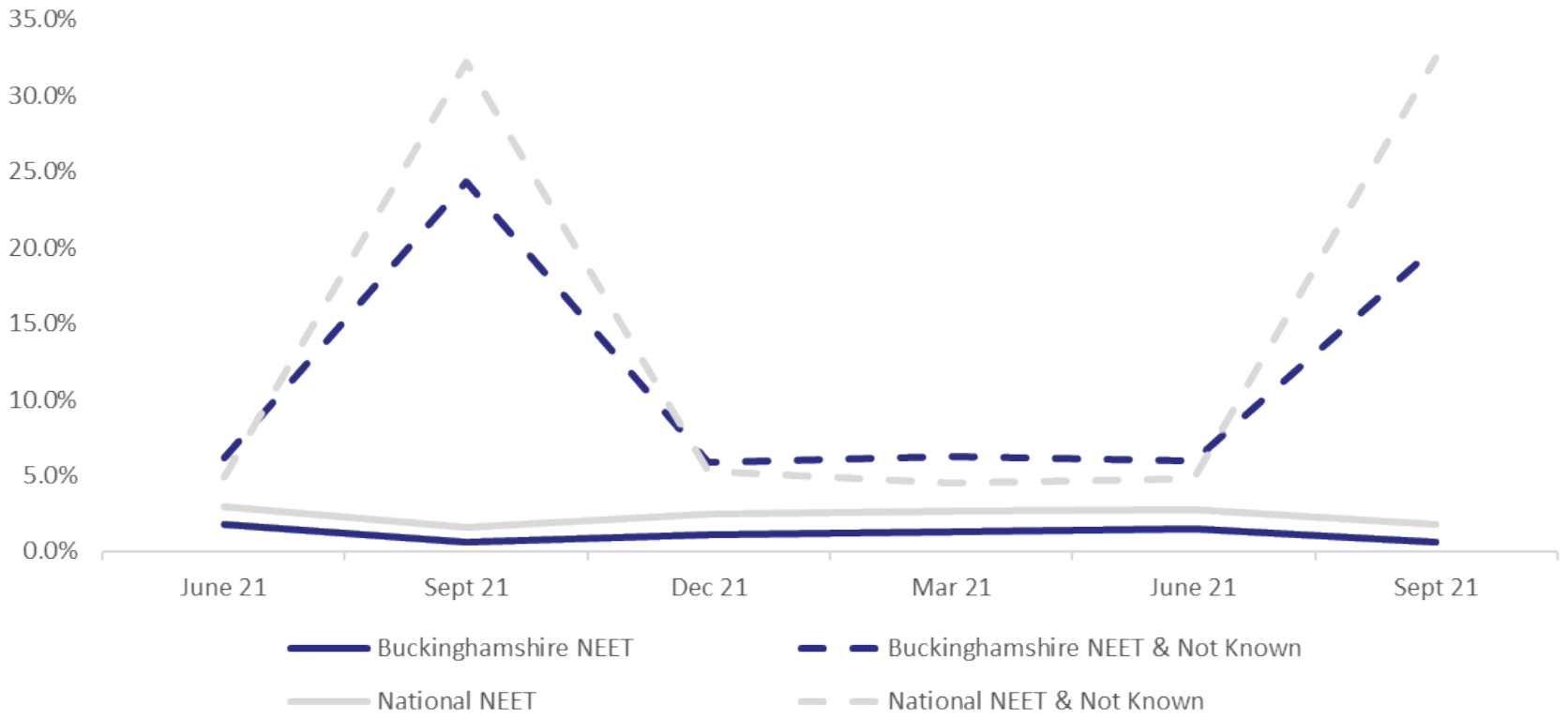
- The following looks at Buckinghamshire Residents of Year 12 - Year 13 age.

- NEET - young people who were found not to be in Education, Employment or Training when they were last contacted by the Local Authority
- Not Known - young people whose activity is currently not known to the Local Authority. This includes young people who are known to have moved away, who refused to disclose their activity or who the Local Authority has been unable to make contact with.
- NEET + Not Known figures - are used by the Department for Education to give an indication of how great the NEET figure might be if the activity of all young people were known. Prior to September 2016 the Department for Education adjusted the NEET figure instead by estimating how many young people whose activity was not known were likely to be NEET, but they now prefer to combine the NEET and Not known figures together to give a complete picture.

- The figures will vary throughout the year, with not known figures highest in September as the LA starts to track the latest cohort as they move into year 12 at the start of a new academic year.

Areas of Strength	Areas for development
Good data sharing with Buckinghamshire College Group this term to identify those who have left their courses by half-term. Outreach takes place to re-engage leavers quickly. Tracking of young people without a SEND by our contractor 4YP has identified more NEETs this autumn. A growing NEET offer and good partnership working in Buckinghamshire. The NEET Solutions Panel make bespoke offers of learning to our NEET young people.	Consistent data sharing across all secondary schools with the Family Support Service. To include offers of learning, enrolments and student contact details for tracking. Tracking and support for young people with a SEND post 16. Complete development of the 'Risk of NEET Indicators' tool to help identify young people who are likely to become NEET early, in order to offer preventative support. Improve communication materials such as letters and emails for young people to improve engagement.

NEET Data



		June 21	Sept 21	Dec 21	Mar 21	June 21	Sept 21
Buckinghamshire	NEET	1.8%	0.6%	1.1%	1.3%	1.5%	0.6%
	NEET & Not Known	6.2%	24.3%	5.9%	6.3%	6.0%	20.1%
National	NEET	3.0%	1.6%	2.5%	2.7%	2.8%	1.8%
	NEET & Not Known	4.9%	32.2%	5.3%	4.5%	4.8%	32.5%

Action Plan

What we will do	What this should achieve	Timeframe
Review data sharing processes with schools and develop best practice.	More consistent data sharing across secondary schools including offers of learning, enrolments and student contact details for tracking.	Spring 2023
Develop a framework for tracking and NEET support of young people with a SEND post 16.	Identify those young people with a SEND who are NEET and support them to re-engage in learning.	Spring 2023
Finish developing the 'Risk of NEET Indicators' tool to identify young people who are likely to become NEET early, and plan how to implement it's use.	Enable support to be offered to young people in Year 11 and below to prevent them becoming NEET.	Spring 2023
Review what we say in emails, letters and on the phone with young people.	Better engagement and response from young people to tracking attempts.	Spring 2023

This page is intentionally left blank

Report to Children's & Education Select Committee

Date:	23rd March 2023
Title:	**Buckinghamshire Education Strategy 2022-2027**
Cabinet Member(s):	Councillor Anita Cranmer
Contact officer:	Simon James Service Director Education Simon.James@buckinghamshire.gov.uk
Ward(s) affected:	All
Recommendations:	**That members note the updated Education Strategy that was recently approved by Cabinet.**
Reason for decision:	The Education and Skills Strategy that was approved in 2018 has been reviewed and refreshed following a consultation process in response to the changing landscape of education.

1. Executive summary

1.1 A strategy for Education and Skills was developed for Buckinghamshire in 2018 through collaboration and consultation with key stakeholders, with the purpose of implementing continuous improvement in educational provision across Buckinghamshire until 2022.

1.2 Following further collaboration and engagement with a wide range of partners, the Strategy has been refreshed to show the progress made and to highlight the priority areas we need to focus on in the future.

1.3 The review of the Strategy is timely given the unprecedented period of change and uncertainty that has been experienced due to the Pandemic and wider economic and social events. The refreshed Strategy provides the opportunity to review and reformulate the vision for education for children and young people in Buckinghamshire.

2. Content of report

2.1 Background

Children and young people are at the centre of the Education Strategy as well as that of Buckinghamshire's Children and Young People's Partnership Plan and the Council's Children's Services priorities.

The ambition and purpose of the Education Strategy is to build a better future for all children and young people in Buckinghamshire so they can realise their potential whatever their starting point, with the focus on addressing the differential of experience between the vulnerable children in Buckinghamshire and their peers.

2.2 Development of the Education Strategy -strategic review and stakeholder engagement

2.2.1 Preliminary review

A review of the Education and Skills Strategy began in Summer 2021. The following activities were undertaken to initially develop the Strategy:

- Key stakeholders including Early Years' settings, schools, governors, educational professionals, FACT Bucks, Bucks Skills Hub and partners in the voluntary community sector were invited to provide feedback through an initial evaluation exercise in September 2021
- Feedback was obtained from young people and parents and carers at the Shout Out for SEND conference in October 2021
- Internal reviews and strategic action plans within the Council's Achievement and Learning teams were evaluated and considered during Summer 2021
- Feedback was obtained from all the School Liaison Groups in November 2021

The preliminary feedback helped to shape and develop the refreshed Strategy with its key priority areas ready for wider public consultation in Spring 2022.

2.2.2 Public Consultation – Spring 2022

- A public consultation process was undertaken in order to secure feedback about the revised Strategy by seeking the views of all key stakeholders about the proposed changes to its key priorities. The consultation opened on Monday 14 February 2022, ran for 7 weeks, and closed at midnight on Sunday 3 April 2022, and generated 42 responses.
- Two online public engagement events were held during the consultation period in March 2022, with further responses being also submitted by email.
- An online survey was also made available to students in schools and ran from Tuesday 22nd March until midnight on Friday 8 April. There were 106 responses from

young people who were predominantly of secondary school age or in post 16 education.

- Various communication methods and channels were utilised to reach as many potential respondents as possible. The consultation was launched on social media (Facebook and Twitter) to reach parents/carers with additional posts on the Council's LinkedIn page to reach professionals and local community/voluntary sector. A Schools Web and Schools Bulletin article was used to inform education professionals of the consultation and in addition, a letter was provided for schools to share with students' parents and carers so that they could participate in the consultation. An article was published internally in the Council's staff newsletter, "Together News, as well as on the Buckinghamshire Family Information Service (BFIS) website; social channels and SEND networks (such as FACT Bucks) linked with BFIS were also utilised. Information about the Education Strategy consultation was also shared at key focus groups such as the Buckinghamshire Youth Offending Partnership Board and the Side By Side Board.
- There was a further consultation process held specifically for members to comment upon the draft Strategy, following an internal review of the document in summer 2022. The consultation was held online for members to comment upon along as well as by email to the designated mailbox. The consultation ran from Thursday 8 September until Monday 10th October 2022.
- Members were made aware of this consultation via email and also through the weekly update for members.

2.2.3 Key updates to the Strategy

- The information gained from the preliminary feedback in Autumn 2021 and the public consultation and engagement process throughout 2022 has helped to reframe the Education Strategy. The vision and aims of the Strategy will remain largely unchanged; being **ambitious collaborative and inclusive** will continue to be the key strategic intentions. The refreshed Strategy will focus on five priority areas against which its implementation and its expected progression will be monitored and assessed. The five priority areas are:

  Priority 1. Access to and availability of high -quality educational places
  Priority 2: Preparing our learners to reach their potential as adults
  Priority 3: Collaborative school improvement to raise standards
  Priority 4: Embedding a climate of inclusion
  Priority 5. Supporting the emotional health and well- being of all children and young people

- The consultation process confirmed that the proposed priority areas were the right areas of focus. The actions and associated metrics that were set out to fulfil each

priority area were generally agreed with, and where appropriate, other possible measures that were suggested by respondents were incorporated.

- The consultation process also confirmed that overall, the way in which the Strategy had been set out and explained was either clear and easy to understand or partly clear and easy to understand.
- Key themes that emerged from the consultation included the need for more early years and secondary provision as well as specialist SEND provision, continued improvement of SEND services and therapeutic support, more opportunities for young people to develop transferable life skills, support for families and in particular parents, and the necessity to have a recruitment and retention strategy for teachers in the County with further support and training. Some of these themes were incorporated into the Strategy or are already being addressed through existing dedicated strategies such as the Education Sufficiency Strategy, the SEND Strategy and the recently refreshed Early Help Partnership Strategy. This reinforced the approach taken in the refreshed Education Strategy that it will be part of a suite of strategies to address a broader range of key themes that interface with education.

2.3 The Strategy aligns with the ambitions set out in the Green Paper relating to SEND and Alternative Education and to other key government initiatives such as the Levelling Up Agenda. The Strategy reflects the intentions set out in these key initiatives, which have been considered in terms of their impact on educational provision.

2.4 Appendices attached to this report include

a) Buckinghamshire Education Strategy 2022 to 2027

b) Equality Impact Assessment

3. Other options considered

3.1 N/A

4. Legal and financial implications

Legal advice was sought regarding the development of the equality impact assessment for the Education Strategy. It is not a statutory duty for the Council to have an education strategy, but it is advantageous to do so as it provides a blueprint as to how the Council as a local authority will deliver its statutory services and what the expected outcomes should be as a result for children and young people.

The proposed Education Strategy is an umbrella strategy, sitting alongside other key strategies that support our broader ambitions for children and young people in Buckinghamshire, and whilst impacts from its implementation are expected, it does

not require a full equality impact assessment. The expectation is that the equality impact assessments for the specific policies or strategies that referenced in the Strategy will cover the more specific details of potential impacts.

5. Corporate implications

5.1 This section will need to include the relevant corporate plan priority relating to this report and make reference to any other implication that need to be taken into account such as:-

a) HR – A recruitment and retention strategy needs to be developed to ensure that the best teachers and support staff are attracted to working in our schools and that we are able to retain them.

b) Equality - an equality impact assessment has been undertaken.

c) Value for money – the Education Strategy will be delivered within existing budgetary parameters.

6. Local councillors & community boards consultation & views

6.1 Please refer to section 2.2.2

7. Communication, engagement & further consultation

7.1 Please refer to section 2.2.2

8. Next steps and review

8.1 The Education Strategy will be launched at a dedicated event with schools in Spring 2023, as well as with Early Years Settings and other key educational providers.

8.2 An action plan will be drawn up based on the key performance indicators in the Strategy to track and assess progress against the key priorities and associated measurable indicators.

8.3 The Education Strategy Board referred to in the Strategy will provide oversight and governance regarding the delivery of the key strategic intentions of the Strategy.

8.4 The Education Strategy will be reviewed at least annually in order to gauge its overall progress and impact.

9. Background papers

9.1 Buckinghamshire Education Strategy 2022 to 2027

This page is intentionally left blank

The Buckinghamshire Education Strategy

2022 – 2027

Foreword

A strategy for education and skills was developed for Buckinghamshire in 2018 as a result of collaboration and consultation with key stakeholders. It was designed to act as a compass for implementing continuous improvement in educational provision in Buckinghamshire until 2022. Following further collaboration and engagement with wide range of partners, the strategy has been refreshed to show the progress made and to highlight the priority areas we need to focus on in the future.

The review of the strategy is timely given that we have been and are still working through an unprecedented period of uncertainty and change due to the COVID-19 pandemic. Recent events have had a significant impact on the education of our children and young people, and now is the time to review and reformulate our ambitions for education in a post-pandemic world.

Since the launch of the Education and Skills Strategy, much has been achieved and improved upon, but there is much more that we need to do, together with our partners to secure the very best outcomes for children and young people in Buckinghamshire. This strategy sets out the roadmap of how this can be achieved so that collectively, we can work together to secure a better future for all of our children and young people in Buckinghamshire.

Introduction

Local context

In Buckinghamshire there are 126,804 children and young people under the age of 18, representing 23% of the county's total population (2020 Mid-year Population Estimate).

There are 236 state schools and academies in Buckinghamshire attended by 88,304 children and young people (January 2022), along with 328 Early Years settings. As a county Buckinghamshire has a strong mix of education provision which offers variety and choice; we are currently one of only a handful of counties in the country to have an almost fully selective secondary system with a mix of grammar and non-selective secondary schools, along with a wide range of early years providers, infant schools, junior schools and combined schools, free schools, all age through schools, Pupil Referral Units (PRUs), special schools, schools with Additional Resourced Provision (ARPs), a Further Education college and other post 16 providers. The distribution of schools within the county can be seen in Figure 1.

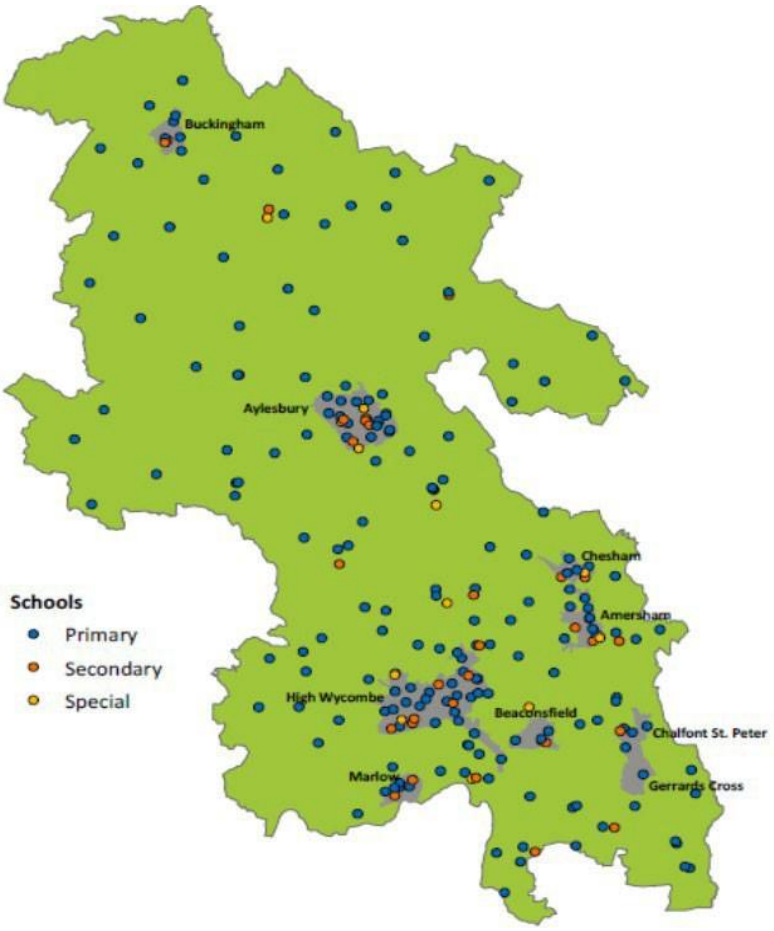


Figure 1: Distribution of school types in Buckinghamshire

In December 2022, 89% of secondary schools, 20% of special schools, 50% of all age through schools, 33% of Pupil Referral Units and 26% of primary schools in Buckinghamshire ae either academies or free schools, bringing the total percentage of academies in Buckinghamshire to approximately 35% of all schools. There are strong established relationships with our schools, academies and early years settings.

Buckinghamshire has good schools which provide a good education for our children and young people. The percentage of pupils in Buckinghamshire schools rated as Ofsted good or outstanding has increased from 82% in 2015 to 90.6% in November 2022. This is nearly three percentage points above national standards (87.8% end of November 2022). The percentage of active early years registered providers in Buckinghamshire rated by Ofsted as good or outstanding has increased from 88% in 2015 to 97.5% in August 2022. This is above both national (96.3%) and regional (96.8%) averages.

Our vision for education in Buckinghamshire for the next five years

Education is fundamental to improving life chances and can transform the lives of children and young people. It should provide an exciting journey of self-discovery and fulfilment that sets our children and young people up for a lifetime of learning, ambition, and achievement, made possible through an inclusive learning environment that is characterised by excellent teaching within a system that celebrates diversity.

Children and young people are at the heart of our Education Strategy as well as that of Buckinghamshire's Children and Young People's Partnership Plan and the Council's Children's Services priorities:

Children and Young People's Plan priorities:

- Keep children and young people safe and in their families wherever possible.
- Enable and support children, young people, parents and carers to overcome the challenges they may face.
- Improve children and young people's health and wellbeing.
- Provide opportunities for children and young people to realise their full potential.

Children's Services priorities for 2022/23:

Children's Social Care:
- Service improvement.
- Responding to the growing and unpredictable demand as a result of COVID-19.
- Recruitment and retention of social care workforce.
- Recruitment of in-house foster carers.

Education:
- Special Educational Needs and Disability (SEND) delivery and improvements.
- Improving education provision and educational outcomes.
- Work with schools to ensure that young people have access to good mental health support.
- Early help.

The vision of this strategy is to build a better future for all children and young people in Buckinghamshire so they can realise their potential whatever their starting point, with the focus on addressing the differential of experience between the vulnerable children in Buckinghamshire and their peers.

Opportunity Bucks – Succeeding for All

Buckinghamshire is widely known as an affluent county with great outcomes. However, this overall picture masks significant variations in outcomes, with some areas experiencing significant hardship. In July 2022, Buckinghamshire partners agreed a local vision for levelling up in the county, supported by a shared commitment to focus our collective resources on tackling priorities that will make a tangible difference to the outcomes of residents. By breaking the cycle of disadvantage, the ambition is to improve health outcomes and grow the local economy. 'Opportunity Bucks - Succeeding for All" is a partnership strategy which will focus on delivering initiatives and strategies to improve living standards and opportunity across the county. The initial focus of the programme is those ten wards identified in Figure 2 below which experience the poorest outcomes in terms of educational attainment, skill levels, income and health.

A key theme of the Opportunity Bucks programme is Education and Skills, ensuring that everyone in Buckinghamshire has the opportunity of achieving a good standard of attainment and skills. Through continually working towards improving outcomes for children and young people, ensuring they have the best start and work towards achieving their potential and working with educational professionals to close the attainment gap between disadvantaged pupils and their peers through key initiatives such as the Buckinghamshire Challenge project, the Education Strategy will significantly contribute to realising the key priorities of the Opportunity Bucks strategy.

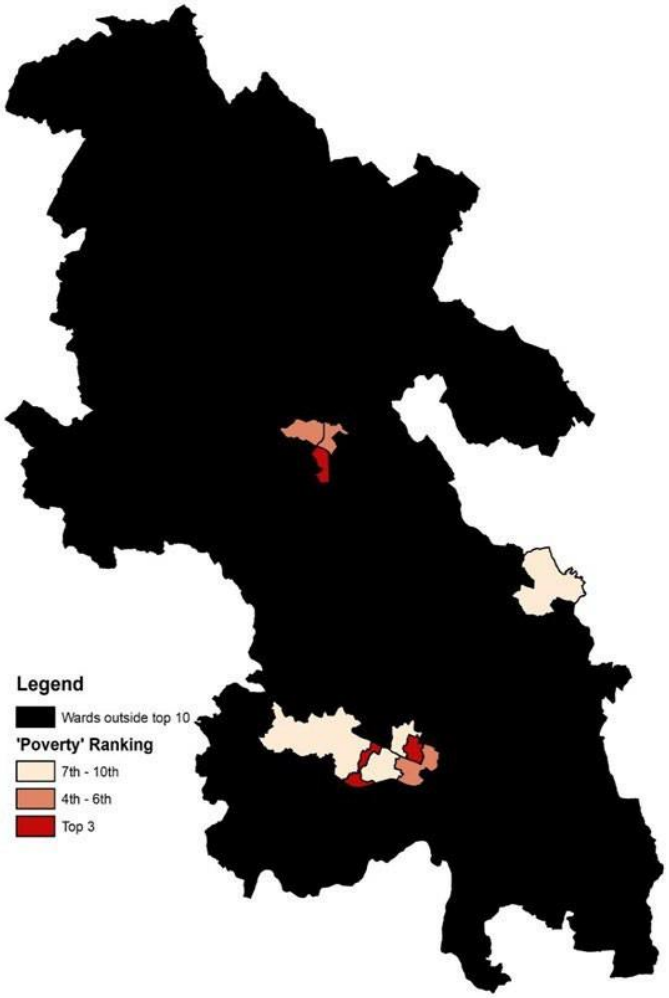


Figure 2: Location of top 10 electoral wards indicating multiple indicators of poverty

Electoral Ward	Ranking Score
Booker, Cressex and Castlefield	294
Totteridge and Bowerdean	282
Aylesbury South-West	276
Aylesbury North-West	273
Ryemead and Micklefield	268
Aylesbury North	260
Abbey	258
Terriers and Amersham Hill	250
West Wycombe	246
Chesham	236

Top 10 ranked electoral wards – multiple poverty

The Strategy will sit alongside other key strategies that support our broader ambitions for children and young people in Buckinghamshire as illustrated in Figure 3.

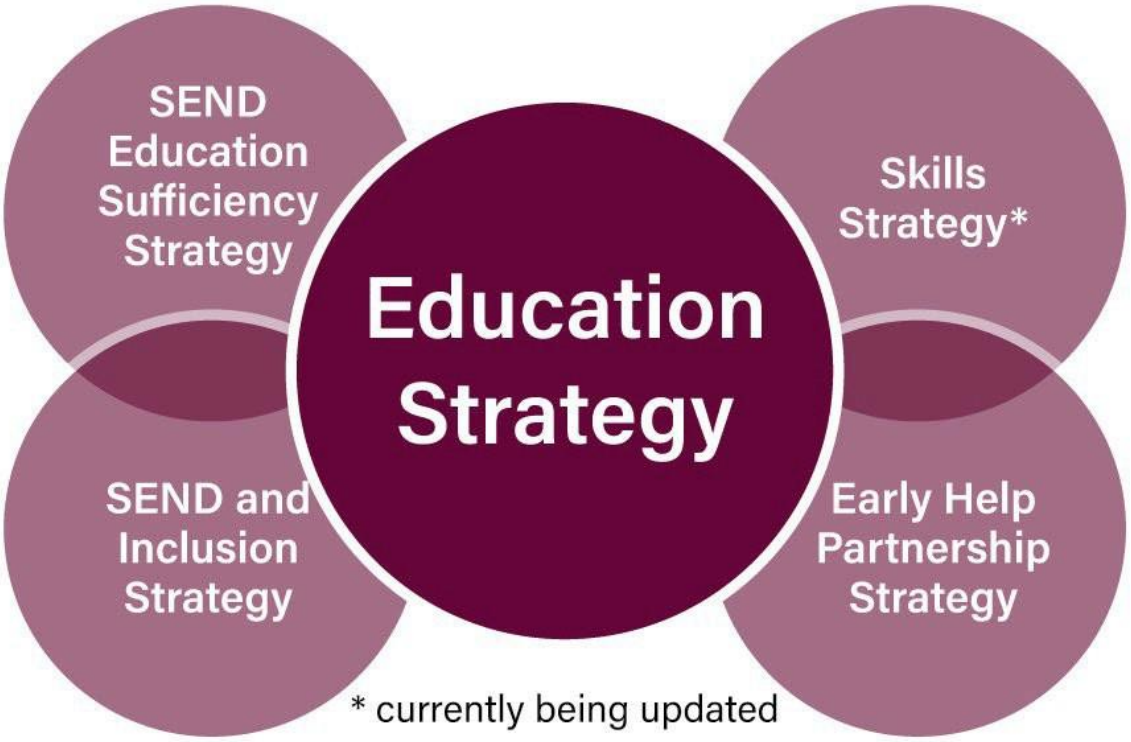


Figure 3: Re-positioning the Strategy

The Strategy will also reinforce the ambitions set out in the Government's recently published Green paper on SEND and Alternative Education. A specific reference to the Green Paper can be found with reference to the Strategy's focus on Inclusion (Priority 4).

Principles of the Education Strategy

The Education Strategy is founded on four fundamental guiding principles:

- Collaboration: an ethos of collaboration and mutual respect between educational partners and a collective responsibility for the achievement of all children and young people, regardless of where they are educated or the status of establishment; this will also include co-production with families in order to improve outcomes for children and young people.
- Proactivity and prevention: the need to anticipate issues early and develop the strengths and resources needed to proactively improve outcomes for children and young people, rather than relying on reactive and often expensive intervention.
- Inclusivity: the ambition to have an education system where every children and young person is enabled to fulfil their potential regardless of their background, ethnicity, gender, race or need.
- Financial sustainability: the necessity to provide support structures that are financially sustainable over the course of the strategy and beyond, increasing resilience and utilising excellence and expertise within the system.

Achievements since 2018

Much in the educational landscape has changed since 2018 when the original strategy was published, particularly in the light of the COVID-19 pandemic. School closures, nationwide lockdowns, changes to the examination systems and the adoption of new ways of working have had a significant effect on the education of children and young people, and those who educate them.

The Education Standards Report 2020-21 for Buckinghamshire provides a detailed summary of educational progress, the most notable being:

- Attainment 8 scores in 2020 and 2021 were above both figures for statistical neighbours and nationally.
- Attainment 8 for disadvantaged pupils in Buckinghamshire was above figures for statistical neighbours and nationally in 2021.
- SEND pupils in Buckinghamshire both with Education, Health and Care Plans (EHCPs) and those receiving SEND support performed above the national benchmark for Attainment 8.
- Attainment 8 scores for pupils in Buckinghamshire were also above the national average for all main ethnic groups, both genders and for pupils whose first language was not English.
- Overall permanent exclusions and suspensions were lower than the national average and have been so for the past three years.
- The percentage of pupils in Buckinghamshire schools rated as Ofsted good or outstanding has increased from 82% in 2015 to 90.6% in 2022. During the same period, the percentage of active early years registered providers in Buckinghamshire rated by Ofsted as good or outstanding has increased from 88% in 2015 to 97.5%.

Further details can be found within the Education Standards Report.

Developing the Education Strategy 2022-27

A review of the Education and Skills Strategy began in Summer 2021. The following activities were undertaken to initially develop the strategy:

- Key stakeholders including Early Years settings, schools, governors, educational professionals, FACT Bucks, Bucks Skills Hub and partners in the voluntary community sector were invited to provide feedback through an initial evaluation exercise in September 2021.
- Feedback was obtained from young people and parents and carers at the Shout Out for SEND conference in October 2021.
- Internal reviews and strategic action plans within the council's Achievement and Learning teams were evaluated and considered during Summer 2021.
- Feedback was been obtained from all the School Liaison Groups in November 2021.

These activities informed the development of priorities for 2022–27.

The initial feedback also confirmed that:

1. The strategy must be closely aligned to specific existing strategies, policies and approaches.
2. The strategy needs to have clear and measurable indicators so that its effectiveness and intended outcomes can be assessed.
3. The strategy must take into account the impact of the COVID-19 pandemic on education and identify the measures necessary to mitigate this.

A seven week public consultation in Spring 2022 was then completed and this has informed the content of this strategy.

What did children, young people and families tell us?

Preliminary feedback from children, young people and their families was collected at the Shout Out for SEND conference in October 2021. There was some follow up work with the student representatives (Reps) who were asked about their education and whether their hopes and aspirations have been altered because the pandemic. Further feedback was collated from young people during the public consultation period.

The Reps were asked what their experience has been like in education over the last couple of years and whether their learning has been affected by the pandemic.

Everyone agreed that the pandemic had affected their learning in some way. The Reps explained what they learned about their approach to learning, the importance of socialising, their own wellbeing, and new opportunities created from the pandemic.

Key themes noted were:

- Some students found online learning difficult and learning in general less enjoyable, whilst others found the use of technology to support learning beneficial.
- Many missed the social interaction with other pupils and teachers; some felt isolated and felt that their learning had been hampered by the experience of the pandemic.
- Some reflected on what school and education meant to them and began to realise its importance to their future lives.

Parents and carers raised the issue of having access to vital information that would support their child as they prepare to leave education, i.e. information about opportunities such as apprenticeships.

Key priorities for 2022-27

The information gained from the preliminary feedback in Autumn 2021 and the public consultation and engagement process during Spring 2022 has helped us to reframe the Education Strategy. The vision and aims of the Strategy will remain largely unchanged; being ambitious collaborative and inclusive will continue to be our strategic intentions. The refreshed Strategy will focus on the following priority areas (see figure 2) against which its implementation and its expected progression will be monitored and assessed.

Figure 2: The key priority areas of the strategy

Priority 1. Access to and availability of high-quality educational places

This priority supports the ambition that all children should be able to access high quality education in their school regardless of where they live. This priority also supports the intention of levelling up through the widespread availability of good school places provides the opportunity for children and young people to achieve irrespective of their location.

We need to:

1. Ensure there are sufficient high-quality school places to meet demand through continuous monitoring and review of population projections.
2. Work proactively in partnership with schools, particularly where there needs to be re-organisation or change to existing provision to meet need.
3. Increase provision locally for our more complex young people, particularly with regards to alternative educational provision and post-16 education.
4. Ensure accurate and coordinated school place allocations are completed according to the national timelines for primary/secondary allocation.
5. Ensure that there is sufficient early years education through strategic planning and support to the local childcare market.
6. Support the development and long-term sustainability of early education and childcare provision, and where there is clear evidence of need, develop new and extended quality provision within the sector.

Wherever possible The Virtual School insist on looked after children attending good/outstanding schools. This is the advice we give to all foster carers and social care colleagues. Where a child comes into care and attends a school rated Requires Improvement/Inadequate we will monitor and review the situation each half term. If a child has strong relationships with peers and adults and progress is being made, we do not encourage a school move.

There are rare occasions where the local good/outstanding schools are not the best fit for our looked after children, this might be for a variety of personal reasons. Providing there are no safeguarding areas of concern the virtual school and social work team will work closely with the school leadership and local virtual school to monitor the child's education and well-being.

Measures:

- Total number of school and early years places available in comparison to number of places in demand.
- Increase in the number of specialist school places in the county (please refer to the SEND Education Sufficiency Strategy).

Priority 2: Preparing our learners to reach their potential as adults

This priority supports the intention that through excellent teachers and excellent teaching, all children will be able to access a wide range of learning opportunities through a high- quality curriculum to develop lifelong skills – a key component of the levelling up or closing the gap agenda - and that through improved levels of attendance and behaviour as well as targeted support, pupils should be enabled to realise their potential which is the strategic intent of this priority area. The ambitions of the Education Strategy are in keeping with the 'Start Well' priorities set out by the Buckinghamshire Health and Wellbeing Board which emphasises the importance of every child having the best start in life. The intention of the Health and Wellbeing plan is to ensure that all children have the best start in life so that they can achieve their potential and this priority focuses on this; this in turn will contribute to addressing the attainment gap and differential achievement which underpins the inequality that the levelling up agenda has identified.

We need to:

1. Provide the best start for all our young learners by ensuring there is sufficient high-quality nursery and childcare provision available for parents and carers to access.
2. Ensure high parental take up of Early Years government funded places for eligible two, three and four year olds.
3. Continue to build upon the Early Years' Side-by-Side partnership improvement journey across all sectors of early years education to facilitate a culture of collective responsibility, inclusion and collaboration across sectors.
4. Work with families to support the most vulnerable children into Early Years provision (please refer to the Early Help Partnership Strategy 2022 and the Buckinghamshire Family Information Service).
5. Work with safeguarding partners, including OFSTED and the Department for Education, to monitor proactively and take action to ensure providers remain compliant and keep children safe in their early years and childcare placement.
6. Work with primary and secondary schools and other educational settings to promote high standards of education, the development of key life skills, such as resilience and independence, and improve the quality and availability of careers education provision to help young people to assess their future choices and make decisions.
7. Support the development of a wider range of pathways (academic and vocational) that will enable school leavers to progress their learning and secure positive labour market outcomes.

Measures:

- Increase in percentage of eligible two, three and four year olds taking up Early Years government funded places.
- Increase in percentage of children from disadvantaged backgrounds taking up the fully funded places for two year olds.
- Percentage of early years settings that are OFSTED rated as good or outstanding.
- The Progress 8 measure for Buckinghamshire is above zero (the national average is zero).
- Increasing the percentage of pupils achieving five grade 4s at GCSE.
- Decrease the percentage of pupils that become NEET (Not in Education, Employment or Training).
- All secondary mainstream and specialist schools and secondary Pupil Referral Units (PRUs) achieve all eight Gatsby benchmarks by 2025.

Priority 3: Collaborative school improvement to raise standards

This priority supports the ambition that every child should receive excellent teaching; teacher training and further professional development is key to making this ambition happen, along with the need to have high standards of curriculum provision, attendance and behaviour. The sharing of best practice, resources and expertise through collaborative working between schools will help to drive up standards. This priority will directly impact the outcomes of children and young people by aiming to reduce differential achievement between vulnerable pupils and their peers, as well as ensuring the safety and health and wellbeing of children.

We need to:

1. Continue to address narrowing the attainment gap between disadvantaged and vulnerable pupils and their peers.
2. Continue to develop the Side-by-Side model of school improvement so as to develop expertise within the school community to drive up standards.

3. Work in partnership with schools to embed an aspirational climate through high standards of curriculum, behaviour, and attendance, so that all pupils of all abilities are encouraged to achieve their very best.
4. Increase the support for school leaders and governors to ensure national and local priorities are addressed, with a focus on closing the attainment gap and supporting a culture of safeguarding. This will be achieved through the development of traded services to ensure the continuity of support for schools beyond statutory functions.
5. Continue to build and develop collaborative networks through engaging school leaders and governors to develop a self-sustaining, system-led model.
6. Ensure that schools who are at risk of falling into an OFSTED Requires Improvement/ Inadequate category are proactively supported to avoid this outcome.
7. Work with our partners to continue the development and provision of high-quality teacher training within Buckinghamshire.

Measures:

- Percentage of schools are OFSTED rated as good or outstanding.
- Percentage of children and young people attending a good or outstanding school.
- Reduction in the attainment gap of disadvantaged pupils in comparison to their peers.
- The number of trainee teachers who successfully secure their teaching qualification per year.

Priority 4: Embedding a climate of inclusion

This priority aims to ensure that no child should be left behind; teachers through their initial teacher training and professional development will result in a highly skilled workforce with the expertise that will enable pupils to realise their best. High quality classroom teaching with targeted support will help any child who falls behind to progress by ensuring his or her specific learning needs are met. A stronger and fairer school system will ensure the sharing of best practice, resources and expertise to enable all children who need additional support to succeed; in this way the attainment gap between the disadvantaged and their peers can be closed further, and inequalities can be reduced within communities. This priority also supports the key intent of the Government's SEND and Alternative Education Green Paper (March 2022) which sets out a vision for a single, national SEND and alternative provision system with new national standards, by focusing on the offer of a wider range or 'menu' of alternative education provision in order to support children and meet their needs.

We need to:

1. Share best practice and ensure the effective sharing of information between key partners so that every child or young person's need or situation is accounted for and supported.
2. Continue to work with schools and settings to address the attainment gap for our most vulnerable children and young people.
3. Proactively increase support for children at risk of permanent exclusion or suspension.
4. Widen the offer of alternative/targeted provision to meet individual need so no child is left behind.
5. Effectively identify, track and support our 'hidden children' - cohorts of children and young people who are more likely to fall through gaps in provision and therefore have increased vulnerability (the numbers of which are likely to increase due to the after-effects of the pandemic).
6. To create and deploy a new team of inclusion advisors to help schools operate more inclusively.
7. Working with parents/carers to fulfil their role and responsibilities to support their children in education (please refer to the Early Help Partnership Strategy 2022 and the Buckinghamshire Family Information Service) and to co-produce wherever possible with families in order to drive forward improvements in service delivery.

Measures:

- Rate of permanent exclusions at both primary and secondary level continue to remain low.
- Rate of fixed term suspensions at both primary and secondary level decrease.
- Maintain high levels of school attendance, especially for the most vulnerable cohort of pupils.
- Reduction in the number of exclusions and suspensions for pupils with SEND.
- Reduction in the attainment gap of disadvantaged pupils in comparison to their peers (see Priority 3).
- To ensure that there are sufficient alternative education places that schools and services can utilise in order to meet a diversity of needs amongst children and young people in Buckinghamshire.

Priority 5. Supporting the emotional health and wellbeing of all children and young people

This priority acknowledges the necessity of a high quality extra -curricular activity programme for children and the requirement for all schools to operate in a calm, orderly, safe and supportive way; all key elements essential to supporting the health and well -being of children and young people. This may also include the need for targeted support through individual tutoring and other forms of additional provision so that children can thrive and be nurtured in a positive learning environment. This priority is also a central element of the Buckinghamshire Health and Well Being Plan, which seeks to ensure that all children have the right environment and opportunity to adopt and maintain healthy lifestyles and that they are safe and protected.

We need to:

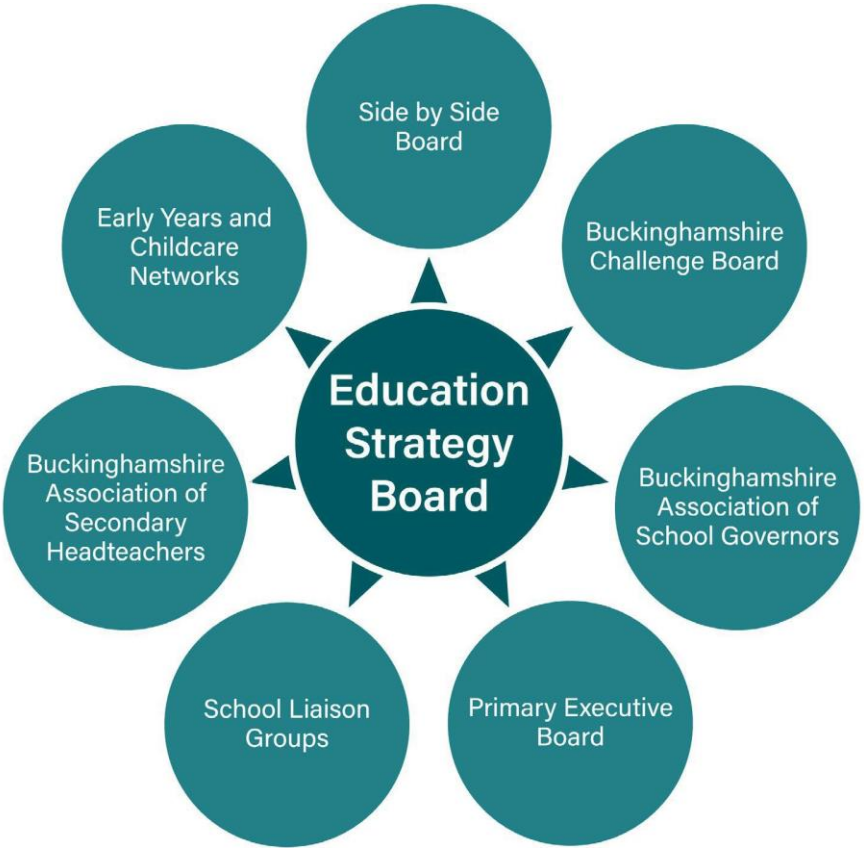
1. Ensure that schools and Early Years settings can access training and support to address particular behaviours that are becoming evident in pupils as a result of the pandemic.
2. Ensure there is appropriate advice, guidance and assistance available to support the wellbeing of teachers and childcare professionals in Buckinghamshire.
3. Ensure early identification and proactive intervention for pupils with behaviours resulting from anxieties that have emerged.
4. Develop a recruitment and retention plan to ensure there are sufficient excellent staff in schools and settings to support pupils and young learners to achieve their best.
5. Deliver key initiatives such as the Holiday Activity and Food (HAF) programme, and ensure outdoor education and other extra-curricular activities are promoted to vulnerable groups of pupils to support emotional health and wellbeing.

Measures:

- Increase in the take up of eligible children of places provided through the Holiday Activity and Food programme during school holidays.
- Support from the School Improvement team within the council to help reduce the vacancy rate amongst school leaders in Buckinghamshire.

Governance

An Education Strategy Board will provide governance and oversight of the Education Strategy. This group will include leaders from Early Years settings, primary and secondary schools (from maintained schools and academies) and will reflect the collaborative approach to achieving the vision set out in this Strategy. The group will also have links with a number of other bodies as set out in the following graphic, who work together to support and deliver education in the county. The group will receive reports on progress and provide support, scrutiny, and challenge to ensure the implementation of the Strategy leads to improved outcomes for children and young people in Buckinghamshire.



Appendix 1: Interdependencies and Sources

- *Special Educational Needs and Disabilities (SEND) Inclusion Strategy 2021 – 2023* (available from Buckinghamshire Council's Schoolsweb website)
- *The Buckinghamshire Special Educational Needs and Disabilities (SEND) Education Sufficiency Strategy 2022 – 2027* (available from Buckinghamshire Council's Schoolsweb website)
- *Early Help Partnership Strategy 2022 – 2025* (available from the Buckinghamshire Council website)
- *Education Standards Report 2020-21* (available from the Buckinghamshire Council website)
- *Buckinghamshire Education Strategy - Consultation Evaluation Report April 2022.* Available on request
- *Happier, Healthy Lives – A plan for Buckinghamshire 2021* (available from the Buckinghamshire Council website)
- *Buckinghamshire Levelling Up Framework* (available from the Buckinghamshire Council website)

This page is intentionally left blank

Equality Impact Assessment (EqIA)

Template reviewed Nov 2021

The Public Sector Equality Duty (PSED) was introduced as part of the Equality Act 2010, which protects people from discrimination in the workplace, in the provision of services and in wider society.

The duty requires all public bodies to have due regard to the need to:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations between different people

Public bodies demonstrate this due regard in different ways, including producing robust equality impact assessments when considering changes to policies and services.

An EqIA enables us to check the potential impacts on residents and employees of our policies, services and projects. It's an opportunity to challenge how we currently do things.

Carrying out an EqIA should not create extra work; it should be part of your normal service planning process. Most of the information required should already be available to you through other work already undertaken e.g. service user monitoring, analysis of complaints and national research.

The purpose of an EqIA is to *take account* of equality as plans develop, to promote and assist the consideration of equalities issues arising in plans and proposals and to ensure that where possible adverse or disproportionate impacts are minimised and positive impacts are maximised. As such where possible an EqIA should be started at the outset of a project/proposal and continually be developed and reviewed until a final proposal is adopted. An EqIA should be used to ensure decision makers have all the information they need regarding potential impacts to ensure they have due regard to the Public Sector Equality Duty when making judgements.

Carrying out EqIAs should be an integral part of policy or service development/change and larger projects may need more than one EqIA if different areas are impacted by the change.

Any project that requires consultation will automatically require an EqIA.

All approved and signed EqIAs are recorded in a central register. Please email your completed draft EqIA to equalities@buckinghamshire.gov.uk. Previous EqIAs can be made available for information upon request. For any questions or if you require support in completing your EqIA please contact Maria Damigos and Natalie Donhou Morley directly.

Equality Impact Assessment (EqIA)

Template reviewed Nov 2021

Part A (Initial assessment) - Section 1 - Background

Proposal/Brief Title: Buckinghamshire Education Strategy 2022-27

OneDrive link to report/policy: Copy of draft strategy attached.

Related policies:

Special Educational Needs and Disabilities (SEND) Inclusion Strategy 2021 - 2023

The Buckinghamshire Special Educational Needs and Disabilities (SEND) Education Sufficiency Strategy 2022 - 2027

Early Help Partnership Strategy 2022 – 2025

Education Standards Report 2020-21

Date: April 2022 (updated Oct 2022)

Type of strategy, policy, project or service: strategy

Please tick one of the following:

- ☐ Existing
- ☐ New or proposed
- ☐ Changing, update or revision
- ☐ Other (please explain)

This assessment was created by:

Name: Maria Edmonds

Job Title: Education Strategy Manager

Email address: maria.edmonds@buckinghamshire.gov.uk

Briefly describe the aims and objectives of the proposal below:

The Education Strategy is a revision of the Education and Skills Strategy that was ratified in 2018. Following further collaboration and engagement with wide range of partners, the Strategy has been refreshed to show the progress made and to highlight the priority areas that need focus on in the future, these being:

1. Access to and availability of high-quality educational places
2. Preparing our young learners to reach their potential as adults
3. Collaborative school improvement to raise standards
4. Embedding a climate of inclusion
5. Supporting the emotional health and well-being of children and young people

The proposal is to ratify the refreshed strategy as the Buckinghamshire Education Strategy for 2022-27.

What outcomes do we want to achieve?

The vision of the Strategy is to build a better future for all children and young people in Buckinghamshire so they can realise their potential whatever their starting point, with the focus on addressing the differential of experience between the vulnerable children in Buckinghamshire and their peers. Children and young people are at the heart of the Education Strategy as well as that of the Council's Children's and Young People's Plan and Children's Services priorities.

The Strategy will sit alongside other key strategies that support our broader ambitions for children and young people in Buckinghamshire e.g. The SEND and Inclusion Strategy, The Early Help Partnership Strategy, as well as other key initiatives such as the Levelling up Agenda within Buckinghamshire and the County's approach to promoting Health and Wellbeing. The Strategy also takes into account the recently published Schools White Paper (March 2022) and the intentions of the Green paper regarding SEND and Alternative Education.

Does this proposal plan to withdraw a service, activity or presence? No

Please explain your answer:

The Strategy will focus on addressing 5 specific priority areas:

1) Access to and availability of high -quality educational places
2) Preparing our learners to reach their potential as adults
3) Collaborative school improvement to raise standards
4) Embedding a climate of inclusion
5) Supporting the emotional health and well- being of all children and young people

Does this proposal plan to reduce a service, activity or presence? No

Please explain your answer:

The intention of the Strategy is to build on the progress made through the continuous improvement in educational provision in Buckinghamshire. The services that were in place in 2018 to support schools and early years settings with the previous strategy will remain.

Does this proposal plan to introduce, review or change a policy, strategy or procedure? Yes – the proposal seeks to review the current strategy.

Please explain your answer:

A strategy for Education and Skills was developed for Buckinghamshire in 2018 as a result of collaboration and consultation with key stakeholders. It was designed to act as a compass for implementing continuous improvement in educational provision in Buckinghamshire until 2022, which is when it needed to be reviewed and refreshed. This is timely given the

recent unprecedented period of uncertainty and disruption to education caused by the Pandemic.

Does this proposal affect service users and/or customers, or the wider community?

No

Please explain your answer:

The Strategy sets out a direction of travel for educational provision within Buckinghamshire, with the principal aim of enabling all children and young people to achieve the best outcomes. No service is impacted and service users i.e., schools, settings and children and young people should benefit from the intentions set out within the Education Strategy.

Does this proposal affect employees?

No

Please explain your answer:

Service areas within the Council and employees within maintained schools will not be impacted by the Strategy.

Will employees require training to deliver this proposal?

No

Please explain your answer:

Service areas within the Council and school employees within maintained schools will not require training to deliver the Strategy specifically.

Has any engagement /consultation been carried out, or is planned in the future?

Yes

Please explain your answer:

A public consultation process was undertaken in order to secure feedback about the revised Strategy by seeking the views of all key stakeholders about the proposed changes to its key priorities. The consultation opened on Monday 14 February 2022, ran for 7 weeks, and closed at midnight on Sunday 3 April 2022, and generated 42 responses. In addition to this, two online public engagement events were held during the consultation period in March 2022, with further responses also being submitted by email. An online survey was made available to students in schools and ran from Tuesday 22nd March until midnight on Friday 8

April. There were 106 responses from young people who were predominantly of secondary school age or in post-16 education. A further consultation process was run in September 2022 for members to add any additional commentary to that which was submitted in the spring.

The information gained from preliminary feedback in Autumn 2021 and the public consultation and engagement process during 2022 has helped to reframe the Education Strategy. The vision and aims of the Strategy will remain largely unchanged, that is; being ambitious, collaborative and inclusive and these aims will continue to be the strategic intentions as they were in the Education and Skills Strategy. The new Education Strategy will focus on the five priority areas outlined earlier in this EqIA, and against these, the implementation and its expected progression of the Strategy will be monitored and assessed.

Section 2 - Impacts

Around 23% of the population of Buckinghamshire are children and young people. There were 126,804 children and young people aged under 18 years living in Buckinghamshire (2020 mid -year Population Estimate). Approximately 1% of children are aged 1 year and under, 21% aged between 1 and 4 years, 30% aged 5 to 9 years, 34% are aged between 10 and 15 years and 10% are aged 16 and 17 years. 38% of pupils recorded in the school census in January 2021 were BME, and just under 10,000 children were eligible for free school meals. In January 2021 9713 children were receiving SEN support through schools, with 5167 children had an EHCP (Education Health Care Plan – June 2021).

Age*

Positive Negative Unclear None

Details: The Education Strategy aims to support the education of all children and young people aged up to 18 years old (up to 25 years for SEND pupils) so no age group should be impacted adversely.

Disability*

Positive Negative Unclear None

Details: The Education Strategy is built on the key principle of being inclusive, with one of its key priorities being that of embedding a culture of inclusion. All children and young people with or without a disability should not be impacted adversely by the Strategy.

Pregnancy & maternity*

Positive Negative Unclear None

Details: The Education Strategy is built on the key principle of being inclusive, with one of its key priorities being that of embedding a culture of inclusion. Any young person who is pregnant or has given birth should be able to access education and should not be impacted adversely by the Strategy.

Race & Ethnicity*

Positive	Negative	Unclear	None

Details: The Education Strategy is built on the key principle of being inclusive, with one of its key priorities being that of embedding a culture of inclusion. All children and young people regardless of their race or ethnic background should not be impacted adversely by the Strategy. Exclusions are very low in Buckinghamshire and the intention of the Strategy is to continually improve and widen the scope of inclusive practice to further reduce exclusion and the potential for disproportionality.

Marriage & Civil Partnership*

Positive	Negative	Unclear	None

Details: The Education Strategy seeks to achieve the very best for children and young people in Buckinghamshire so that they are happy, safe and able to achieve. The ambition of the Strategy is for children and young people in Buckinghamshire to realise their potential regardless of their family circumstances, and therefore there should not be any adverse impact on children and young people from a variety of family backgrounds and structures.

Religion & Belief*

Positive	Negative	Unclear	None

Details: The Education Strategy aims to give every child the best start so that they can realise their potential and is founded on the key principles of being ambitious, collaborative and inclusive. No child or young person should be adversely impacted by the Strategy with regards to their religion or beliefs.

Sex*

Positive	Negative	Unclear	None

Details: The Education Strategy is founded on the premise that education should provide our children and young people with the opportunity to achieve their very best through an inclusive learning environment that is characterised by excellent teaching within a system that celebrates diversity. No child or young person should be adversely impacted by the Strategy with regards to their sex.

Sexual Orientation*

Positive	Negative	Unclear	None

Details: As above

Gender Reassignment*

Positive	Negative	Unclear	None

Details: As above

Gender identity

Positive	Negative	Unclear	None

Details: As above

Carers

Positive	Negative	Unclear	None

Details: The aim of the Strategy is to work with settings and schools to enable children and young people regardless of their family circumstances/background to reach their potential. There may be some positive impacts as children and young people as carers are regarded as vulnerable group that may receive targeted support through Young Carers forums or access to particular initiatives such as the Holiday Activity and Food Programme. Targeted support will be provided where needed in order to enable children from these backgrounds to better access educational opportunities so as to achieve the best outcomes.

Rural isolation

Positive	Negative	Unclear	None

Details: It is the intention of the Strategy to enable all children and young people to achieve the best outcomes regardless of where they live within the County.

Single parent families

Positive	Negative	Unclear	None

Details: The aim of the Strategy is to work with settings and schools to enable children and young people regardless of their family circumstances to reach their potential. Targeted support will be provided where needed in order to enable children from these backgrounds to better access educational opportunities so as to achieve the best outcomes.

Poverty (social & economic deprivation)

Positive Negative Unclear None

Details: The vision of the Education Strategy is to build a better future for all children and young people in Buckinghamshire so they can realise their potential whatever their starting point, with the focus on addressing the differential of experience between the vulnerable children in Buckinghamshire and their peers. This vulnerability may stem from social or economic deprivation; the Strategy's ambition is to address potential barriers to educational achievement enabling children and young people from whatever their background to reach their potential. There may be some positive impacts as children and young people from low income backgrounds may be considered a vulnerable group that may receive targeted support through the Family Support Service or access to particular initiatives such as the Holiday Activity and Food Programme.

Military families / veterans

Positive Negative Unclear None

Details: The aim of the Strategy is to work with settings and schools to enable children and young people regardless of their family circumstances/background or where they live in the County to be able reach their potential. Targeted support will be available where needed in order to enable children from these backgrounds to access appropriate educational opportunities so as to achieve the best outcomes.

Section 3 – Is a full assessment required?

If you have answered yes to any of the initial assessment questions in section 1 of this EqIA, or have indicated a negative or unclear impact in section 2, it is likely you will need to complete part B of the EqIA form. Should you need guidance as to whether a full EqIA is needed at this time please contact Maria Damigos or Natalie Donhou Morley before continuing.

Following completion of part A, is part B completion required?

- ☐ Yes
- ☐ No
- ☐ Not required at this time

Explain your answer:

The Buckinghamshire Education Strategy 2022-2027 is an umbrella strategy, and whilst impacts from its implementation are expected, a full EqIA is not required in this instance. For the purposes of avoiding duplication, the expectation is that EqIA's for the delivery Policies/Strategies/Action Plans are completed to cover the more specific details of potential impacts.

Have you completed an DPIA for this project/change? Yes/No

(As you are completing an EqIA, you may also require a DPIA - for more information please contact dataprotection@buckinghamshire.gov.uk)

Section 4 – Sign off (Only complete when NOT completing Part B)

Officer completing this assessment: (Maria Edmonds) Date: (16 October 2022)

Equality advice sought from: Natalie Donhou Morley, Maria Damigo & Jeevan Virdi Date: 31/10/2022

Service Director sign off: (Please insert name) Date: (Please insert Date)

CMT sign off (*if deemed necessary by Service Director*) sign off: (Please insert name) Date: (Please insert Date)

Next review Date: December 2023

If required please complete part B (full assessment)

Part B (Full assessment) - Section 5 – Further information

Will there be an impact on any other functions, services or policies? If so, please provide more detail:

Are there any potential barriers to implementing changes to your service/strategy/policy/ project?

Section 6 - Information gathering – what do you need to know about your customers and making a judgement about potential impacts on them?

What data do you already have about your service users, or the people your policy or strategy will have an impact on, that is broken down by protected characteristics* and equality groups (non-statutory)?

Guidance note (delete after completion)

This will be more important for negative or unclear impacts identified in Section 2 above.

National data and research can be useful in identifying barriers, issues and areas where equality is likely to be a priority. These include Research undertaken by the Equality & Human Rights Commission, research undertaken by trades unions, commissioned research and reports, census data, labour force surveys

Institutional data such as ethnic monitoring data, surveys, consultations, and complaints and grievances can be used to identify local data.

Please also consider 'missing data' as thus may be indicative of discriminatory practice.

Once all available data has been gathered, it should be examined to check whether there is evidence of any of the following: lower take up/participation rates by disadvantaged groups generally, lower take up/participation by certain groups, eligibility criteria which disadvantages groups, access to services being reduced or denied to people, people facing increased difficulty as a result of a policy/practice, a policy/practice resulting in reduced benefits for equality groups.

Age*:

Disability*:

Pregnancy and maternity*:

Race*:

Marriage & Civil Partnership*:

Religion or belief*:

Sex*:

Sexual orientation*:

Gender re-assignment*:

Gender identity:

Carers:

Rural isolation:

Single parent families:

Poverty (social & economic deprivation):

Military families / veterans:

Do you need any further information broken down by protected characteristic or equality group to inform this EqIA?

- ☐ Yes
- ☐ No

If yes, list here to help you gather data for the action plan in Section 11

Section 7 – Negative effects, impacts or consequences

Is there any potential for or actual direct or indirect discrimination or a disproportionate effect on a protected group or equality group?

Guidance note: Direct discrimination is when someone is treated unfairly because of a protected characteristic, such as sex or race or an equalities group, such as being a carer. For example, someone is not offered a promotion because they're a woman and the job goes to a less qualified man. Indirect discrimination can happen when there are rules or arrangements that apply to a group of employees or job applicants, but in practice are less fair to a certain protected characteristic.

- ☐ Yes
- ☐ No
- ☐ Not sure at this time

What are the potential negative effects, impacts or consequences and how have, or may, they arise:

Guidance note (delete after completion)

Please state what the potential negative impact (s) are – Section 8 allows you to set out any minimising/mitigating actions.

State what the negative impact(s) are for each group, identified in Section 2. In addition, you should also consider and state potential risks associated with your proposal.

Section 8 – Proposals to remove or minimise negative effects, impacts or consequences

How is it proposed to mitigate or minimise the negative effects, impacts or consequences identified in Section 7?

Guidance Note (delete after completion)

Include details of steps proposed or taken to ensure that these measures will address and remove (or where not possible, minimise) any negative impacts identified above and by when. How severe are these impacts likely to be? Please also state how you will monitor the impact of your proposal once implemented.

What measures will be put in place to mitigate or minimise negative impact (provide details, including details of and additional consultation undertaken/to be carried out in the future). Please also identify actions you will take to assess whether these measures have addressed or will address and remove or minimise any negative impacts identified in your analysis? Please provide details. If you are unable to identify measures to mitigate/minimise impacts, please state so and provide a brief explanation.

Section 9 - Other factors to take into consideration:

Guidance note (delete after completion)

This should include balancing or other factors for decision makers to take into consideration such as positive impacts (financial or otherwise), costs and resources

Section 10 - Conclusion:

Section 11 - Action Planning

Guidance note (delete after completion)

Where the policy or practice would result in unavoidable or potentially unlawful impacts changes should clearly be made where possible and specific actions should be identified and noted in the action plan. The objectives of the policy or practice should be re-examined to find out if there is an alternative way of meeting the desired objectives without the adverse impact, and potentially creating a positive one.

Where impacts are unavoidable the objective of completing the EqIA and the action plan is to demonstrate that impacts have been considered as part of the decision making process to ensure compliance with the PSED. An example to show how this works - where a council decides to close a care home, if they do so without considering the equalities implications (via an EqIA or otherwise) the decision is extremely likely to be quashed by the Courts on a challenge, as per previous case law. This would happen even if it is almost certain that examination of the equalities implications will have little or no impact on the final decision (e.g. due to a lack of resources to pay for the care home) - because the PSED was not part of the decision making process.

A properly completed EqIA should be a full and complete record to show that all equalities implications and the PSED were appropriately considered by the decision maker.

If the adverse impact is potentially unlawful and alternatives cannot be found, the policy or practice may need to be completely redesigned.

Actions to be taken to address negative effects, impacts or consequences and maximise positive impacts	Potential Outcomes	Lead	Timescales

Section 12 - Monitoring Arrangements

What are the plans to monitor the actual and/or final impact? (The EqIA will help anticipate likely effect but final impact may only be known after implementation)

What are the proposals for reviewing and reporting actual impact?

Section 13 - Part A and B Sign off – (If Part B has not been completed please complete Section 4)

Officer completing Part A and B assessment: Maria Edmonds Date: 16 October 2022

Equality advice sought from: Natalie Donhou Morley, Maria Damigo & Jeevan Virdi Date: 31/10/2022

Date: 31 October 2022

Service Director sign off: **SIMON JAMES**

Date: **7th November 2022**

CMT sign off (if deemed necessary by Service Director) sign off: (Please insert name) Date: (Please insert Date)

Next review date: December 2023

This page is intentionally left blank

Review of Recruitment and Retention of Social Workers – Progress Update

Recommendation(s) for Child Assessment and Child Protection Teams - Part a) Relating to Recruitment	**Original Response and further update**	**Lead Member/Officer & Timelines**
1.Overhaul of the approach, understanding and procedures of HR for recruitment	Yes - our HR Service is currently subject to a Service Review as part of our delivering of Better Buckinghamshire Programme. All of the findings and recommendations from the 'Review of Recruitment and Retention of Social Workers' relating to HR functions will be considered as part of the whole service review. **The Resources AURA programme is a key driver for the HR Service Review. AURA is a large-scale programme focused on improving our current systems and processes with key aims to enhance customer experiences and generate efficiencies. The hire to retire processes, with recruitment as one of the core processes, is being managed under the Resources AURA programme. The timeframes for delivering improved processes and systems is Autumn 2023. The HR Service Review will be fully delivered by March 2024 (at the very latest).**	John Chilver/Sarah Murphy-Brookman **Recruitment system and process improvements will be delivered by Autumn 2023.** **Service Review changes approved for implementation though the AURA programme by March 2024**

2.Introduction of new strategy to promote the benefits and advantages of working at Buckinghamshire	Yes – this work is in progress. We are developing an Employee Value Proposition that will set out the benefits we offer employees in the broadest sense. **The Employer Brand (Employer Value Proposition) was formally launched on 9 January 2023. There is a robust communications plan that supports the new Employer Brand to help continually promote the benefits of working for the Council of which will be issued internally and externally.** **The Resourcing team have a schedule of recruitment and career events running into 2023 which are used to help promote Buckinghamshire Council as an employer of choice. In addition, all of our adverts promote our reward and benefits.**	John Chilver/Sarah Murphy-Brookman **Complete – yet ongoing**
3. Consideration of the introduction of an additional payment for permanent staff to be paid 1/3rd after Year 1 and 2/3rd after Year 2, with costs offset by fewer agency staff	In part– we have benchmarked our salary packages with other local authorities and it is clear that Buckinghamshire Council currently has a competitive financial package for social workers. In addition, there is little evidence, through our exit interview process, to suggest that people are leaving the organisation due to their salary. Further exploration will be given to both the financial and non-financial commitments we can make to our social workers as part of ongoing monitoring of external market and cost of living pressures. If the service considers this necessary, a business case for specific roles/teams will be developed for consideration which will take into account budget availability, other benefits and pressures. **Given the financial pressures that both the service and the council is facing, it is not viable to progress this action currently.**	Anita Cranmer/Richard Nash **This action will be reviewed again in the new financial year.**
4. Improvements to career development opportunities and progression within Buckinghamshire Council	Yes - Buckinghamshire has developed a corporate career development proposal through the creation of a Talent Academy. In May 2022, the service launched its new career progression scheme as we acknowledge and recognise the increased capability of social workers as they develop and learn. **Please see below a list of the corporate learning and development opportunities in 2023:**	John Chilver/Sarah Murphy-Brookman **Complete but ongoing**

1. Promoting Careers and Attracting Talent	• **Employer Branding and Attraction Strategies** will showcase diverse careers in the council for recruitment and internal colleagues as part of career development • **Work experience** and non-paid training opportunities including internships will continue to grow
2. Entry level and Early Careers Support	• **Buckinghamshire Horizons programme** – we will launch our own version of kickstart supporting inclusive routes into employment with coaching support and development. • **Early Careers Networks** – for new joiners to support social engagement and provide peer support to help people collaborate and connect across all workstyles in the council • **Entry level and upskilling apprenticeships** – will continue to operate and adapt to help early entrants grow and develop skills and qualifications • **Graduate entry programmes & development** – we are planning wider development opportunities for all our recent graduate recruits to create a more inclusive distinct internal cohort with a more ambitious personal development offer
3. Career Planning and Personal Development	• **Personal Development planning and workshops for all staff** – building on existing face to face induction by holding career planning and career development workshops to help support personal development planning for colleagues at all levels and regardless of length of service – will help to boost confidence for those who feel overlooked • **Soft skills and face to face training** – more workshops to complement on line training on cross organisational topics such as customer, digital, interpersonal skills training • **Workforce and Succession Planning** – supporting managers in services to develop plans and understand internal talent, diversity and capability for internal moves and roles within and across services • **Coaching and Mentoring** – we are training more people for the Coaching Pool and piloting more mentors for reverse and reciprocal mentoring to support diversity and inclusion
4. Management and Careers and Management Development	• **Aspiring Manager programmes** – we will be rolling out management development workshops and piloting team leader apprenticeships to support aspiring managers and help boost more under represented groups into management roles • **BABM framework and workshops** – we now have a full range of workshops and these will continue to develop managers with a range of specialist skills workshops face to face and on line. Includes EDI training • **Leadership Development** – more will emerge in the next year as a focus for senior and future senior leaders
5. Professional Development and Professional Careers	• **Service led professional development programmes and careers –** ASYE, Legal, Planning etc will continue to operate and we will encourage more services to develop these especially in hard to fill areas • **Specialist apprenticeships** – will continue to run for specialist roles

In addition, the service has a strong focus on career opportunities and progression. The career progression panel is active and makes evidenced based decisions on an individual 'progressing'. The ASYE Academy actively promotes career progression with all new recruits and the service has a number of examples of staff moving to different posts across the service. This is business as usual activity and will be further enhanced by the service re-design work.

Recommendation(s) for Child Assessment and Child Protection Teams - Part b) Relating to Retention	**Cabinet's Response – Y/N & comments**	**Lead Member/Officer & Timelines**
5. Dedicated HR resource integrated into these two teams and sitting alongside them	In part – key components of HR resource are already aligned to Children's Services such as Resourcing, Employee Relations and Business Partnering providing bespoke support. This will be reviewed as part of the HR Service Review to explore the best value approach and affordability and where and as appropriate strengthened. **Position remains unchanged.**	John Chilver/Sarah Murphy-Brookman **Service Review changes approved for implementation though the AURA programme by March 2024**
6. Improve and upgrade technology (hardware and software) to increase efficiency	In part. During the last 2 years, significant improvements have been made to our case management system and these changes have been made in consultation with front line workers across the service. We recognise there is more to do on this, and plans are in place to improve this further. **In relation to the introduction of new software/hardware, this action now forms part of the service's business as usual via the LCS project team which continually looks at ways in which we can improve the software/hardware we have available.**	Anita Cranmer/Richard Nash **Ongoing business as usual task**
7. Investigate the Introduction of an additional payment for permanent staff to be paid 1/3rd after Year 1 and 2/3rd after Year 2, with costs offset by fewer agency staff	Please see response to recommendation 3.	Please see response to recommendation 3.

8. Introduction of core skills training for line managers immediately on appointment, potentially through an extension of the AYSE Academy	Yes – the new corporate induction programme and 'Being a Buckinghamshire Manager' programme has recently launched and ensures that new staff are aware of their corporate and management responsibilities. In addition, the service has recently introduced a specific induction programme for staff which includes mandatory training for managers within Children's Services. As part of the ongoing improvement activity, there will also be a review of our Workforce Development Strategy. We also have a diverse range of e-learning courses and our Mindtools system contains webinars and articles for employees and managers. These are available to support skills development for managers in a timely and effective manner. The HR team provide one to one coaching and advice for managers, where necessary. **The ASYE Academy staff can and do provide bespoke support for managers when required. The QA processes including audit, dip sampling, check and challenge and HOS led improvement work provides active, practical support for managers. This includes practice guidance, updated templates and user guides.**	Anita Cranmer/Richard Nash **Complete but ongoing**
9. Improved career development path both within and outside of current roles	Please see response to recommendation 4.	Please see response to recommendation 4.
10. Further investigation into pastoral care and support, including supervision sessions and the introduction of a buddy/mentor scheme	In part - this recommendation has already been completed. Building resilience and supporting staff wellbeing continues to be a high priority. Staff have access to a great wealth of health and well-being support. The range of support caters for mental health, physical health, financial health and supports those with specific support requirements such as caring responsibilities. We offer all employees easy access to an Employee Assistance Programme, 24-hour telephone line and individual counselling. There is coaching support, well-being webinars, tea break talks, staff welfare groups and wellness action plans. Employee Reps and Trade Union Reps are also available to support our staff, where required. We also have health and well-being champions, mental health first aiders as well as physical first. Ensuring that our staff have access to timely and high-quality supervision	**Complete but ongoing**

	and support is a priority. In addition, the HR team have also undertaken pastoral calls with social work staff as additional support. **The development of the wellbeing offer across the service has continued. It is recognised and valued by staff across the service and has received external recognition too.**	
11. Introduction of 360° reviews across all levels and teams including HR support	In part. Performance reviews are already embedded as part of the Buckinghamshire Coaching for Performance Framework. This is part of the corporate process and applies to all employees. There is a range of training and support for Managers and Employees and free access to our e-learning hub and mindtools which contains a diverse range of articles and webinars to support the development of our employees. **Complete – see original response.**	**Complete but ongoing**
12. Introduction of administrative support staff to assist with time consuming administrative functions and non-core responsibilities	In part - as part of our improvement work, we have reviewed the role and function of business support and as a result, administrative support is now tailored to the individual needs of each team. In addition, work has commenced to streamline systems and process in order to reduce any unnecessary administrative burdens. Increasing the administrative support available would require an ongoing financial commitment and if the service considers this necessary, a business case for specific roles/teams will be developed for consideration. **This has been and continues to be an option that is considered for teams and now forms part of business as usual conversations. There are examples of this happening in a number of the teams.**	Anita Cranmer/Richard Nash **Ongoing business as usual task**
13. Corporate Director to gather feedback, views and experience of IT from frontline staff to identify areas for improvement of existing software and the introduction of new technology hardware	Please see response to recommendation 1 and 6.	Please see response to recommendation 1 and 6.

14. Improved communication and cascading of information of benefits and support available	In part – as part of the launch of the new Employee Value Proposition (see recommendation 2), we will be reviewing how we communicate with staff in order to identify areas that can be strengthened and improved. **The Employer Brand was formally launched on 9 January (see recommendation 2) and will in part improve building awareness and engagement with our staff in terms of the benefits and support available. The Council's internal bulletins are also used as another method to promote support available to our staff.**	Please see response to recommendation 2.
Recommendation(s) for Child Assessment and Child Protection Teams - Part c) Additional key recommendations	**Cabinet's Response – Y/N & comments**	**Lead Member/Officer & Timelines**
15. Consider a review to investigate the effectiveness of HR support across services	Yes – this will be considered as part of the HR service review described above.	John Chilver/Sarah Murphy-Brookman Service review will complete by March 2023 **Service Review changes approved for implementation though the AURA programme by March 2024**
16. Expansion of the ASYE Academy	Yes - this recommendation has been completed. Since 2019, the Grow our Own approach has been a key part of our Recruitment Strategy and the AYSE Academy has been successful in attracting newly qualified staff into the Service. Between 2019 and June 2022, 42 of the 60 newly qualified social workers that have	Complete

	been through the Academy remain working within the Service. Given the success and in order to alleviate some of the significant challenges in recruiting high quality social workers, in February 2022, Cabinet agreed the extension of the ASYE Academy with a further 60 newly qualified staff set to join between now and April 2023.	
17. Continue to examine other counties with 'Good' and 'Excellent' OFSTED ratings to see what can be learned and which procedures and approaches could be adopted	Yes - this action is already in place and has been an ongoing feature as part of our improvement activity. On our journey out of Inadequate, the service was an active member of the South East Sector Led Improvement Programme (SESLIP) made up of all single/upper-tier local authorities in the South East, including some that are judged to be 'Outstanding'. **Our 2023 Peer Review is due to take place on 10 February 2023.**	Complete but ongoing
18. Weekly report to the Cabinet Member and Corporate Director detailing average caseload per social worker (including highest and lowest level), changes in total team numbers together with historic data for comparison and direction of movement to identify trend with the trend trailing two weeks to smooth intra-day movement*(*unless this report already exists)	Yes - this action is already in place. Average caseloads are circulated on a weekly basis. Given the significant demand pressures experienced, this is something which is monitored very carefully by Senior Managers and where necessary, workers that have a higher caseload than we would like are supported to prioritise work.	Complete but ongoing