



Children's & Education Select Committee Agenda

Date: Thursday 2 November 2023

Time: 2.00 pm

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

Membership:

J Ward (Chairman), M Dormer, S Adoh, K Bates, D Blamires, L Clarke OBE, I Darby, N Hussain, C Jones, S Kayani, S Lewin, Dr W Matthews, A Osibogun (Vice-Chairman), D Summers, P Turner, Z Williams and T Wilson

Webcasting notice

Please note: this meeting may be filmed for live or subsequent broadcast via the council's website. At the start of the meeting the chairman will confirm if all or part of the meeting is being filmed.

You should be aware that the council is a data controller under the Data Protection Act. Data collected during this webcast will be retained in accordance with the council's published policy.

Therefore, by entering the meeting room you are consenting to being filmed and to the possible use of those images and sound recordings for webcasting and/or training purposes. If members of the public do not wish to have their image captured they should ask the committee clerk, who will advise where to sit.

If you have any queries regarding this, please contact the monitoring officer at monitoringofficer@buckinghamshire.gov.uk.

Agenda Item	Time	Page No
1 Apologies for Absence		
2 Minutes of the Previous Meeting		5 - 16
That the minutes of the meeting held on 7 th September 2023 be confirmed as a correct record.		

- 3 Declarations of Interest**
For Committee Members to declare any Personal or Disclosable Pecuniary Interests.
- 4 Public Questions** **14:10**
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/>
- Mrs Hodges has submitted the following question:
- Could Buckinghamshire Council provide an update on the implementation of an EHC Hub (a digital platform) supporting engagement, contributions and collaboration on EHC assessments, plans and reviews. Parents/guardians, staff and professionals can spend considerable periods of time chasing information which could be accessed online providing up to date information to all parties?*
- 5 Buckinghamshire Safeguarding Children Partnership Annual Report 2022-2023** **14:20** **17 - 72**
To receive the Annual Report of the Buckinghamshire Children Safeguarding Partnership 2022-2023 presented by the Chair, Walter McCulloch.
- Contributors:**
Cllr Anita Cranmer, Portfolio Holder Children’s & Education
Walter McCulloch, Chair of the Bucks Safeguarding Partnership Board
- 6 SEND Improvement Programme Update November 2023** **15:00** **73 - 78**
For the Select Committee to receive an update on the SEND Improvement Programme.

Contributors:

Cllr Anita Cranmer, Portfolio Holder for Children's Services and Education

Cate Duffy, Interim Service Director - Education

Caroline Marriott, Head of Integrated SEND Services

Lucy Pike, Head of Transformation and Improvement

7 Schools Ofsted Inspection Outcomes - Academic Year 2022-2023 15:45 79 - 94

For the Select Committee to receive an update on the Ofsted inspection outcomes within Buckinghamshire for the academic year 2022-2023.

Contributors:

Cllr Anita Cranmer, Portfolio Holder for Children's Services

Cate Duffy, Interim Service Director for Education

Gareth Drawmer, Head of Achievement and Learning

8 Work Programme 16:30 95 - 96

For the Committee to

(i) note the work programme for the rest of the council year 2023-2024 and

(ii) consider the subject matter for review work

9 Date of Next Meeting

The next meeting of the Select Committee will be held on Thursday 25th January at 2.00 p.m. in The Oculus, The Gateway, Aylesbury.

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 democracy@buckinghamshire.gov.uk
01296 531339

This page is intentionally left blank



Agenda Item 2
Buckinghamshire Council
Children's & Education Select
Committee

Minutes

MINUTES OF THE MEETING OF THE CHILDREN'S & EDUCATION SELECT COMMITTEE HELD ON THURSDAY 7 SEPTEMBER 2023 IN THE OCULUS, BUCKINGHAMSHIRE COUNCIL, GATEHOUSE ROAD, AYLESBURY HP19 8FF, COMMENCING AT 10.02 AM AND CONCLUDING AT 12.46 PM

MEMBERS PRESENT

J Ward, M Dormer, S Adoh, K Bates, L Clarke OBE, I Darby, S Kayani, Dr W Matthews, A Osibogun, D Summers, T Wilson and N Hussain

OTHERS IN ATTENDANCE

R Nash, A Cranmer, G Drawmer and K Sutherland

Agenda Item

1 APOLOGIES FOR ABSENCE

Apologies were received from Cllrs Diana Blamires, Susan Lewin, Caroline Jones and Paul Turner.

2 DECLARATIONS OF INTEREST

- Cllrs Bates, Clarke, Darby, Hussain and Osibogun all declared a personal interest as a school governor.
- Tony Wilson declared a personal interest as a trustee of the Oxfordshire and Buckinghamshire School Trust.

Cllr Sophie Kayani declared a personal interest as an employee at Bourne End Academy and a Policy Advisor for the Dyspraxia Foundation.

3 MINUTES OF THE PREVIOUS MEETING

The minutes of the previous meeting held on 15th June 2023 were agreed as a correct record.

It was agreed that the information that had been circulated to members at nos. 12,13 and 14 on the Minutes Action Addendum would be shared with Cllr Hussain who had recently rejoined the Select Committee.

ACTION: Scrutiny Manager

The Chairman invited the Cabinet Member, Cllr Anita Cranmer to make a statement at the start of the meeting in connection with the recent RAAC concrete issues in schools, which had been reported in the national press. The Cabinet Member reported that there were three schools in Buckinghamshire which were impacted by the concerns about the safety of RAAC concrete –

Waddesdon Church of England Secondary School, St Joseph's Catholic Primary and St Michael's Catholic School. Fortunately, none of the three schools had serious or widespread issues. For example, at Waddesdon the problem was restricted to the school's restaurant area, so children have not been significantly impacted. Whilst the Council was not responsible for the maintenance of academy or faith school's buildings, the Council was responsible for ensuring that children can access education so officers had been working with schools to try and ensure that remote learning would only be implemented as a last resort.

The Cabinet Member ended by thanking all the officers and headteachers who had been working hard to resolve these issues ahead of term starting. Committee Members had some questions for the Cabinet Member and the main points were as follows:

- A Member who represents the ward where St Michael's is located noted that there had been ongoing issues with a planning issue at the school over the past year and they were disappointed that officers had not kept them informed of developments, as both a local member and a corporate parent.
- Gareth Drawmer explained that as a voluntary aided school of the Catholic Diocese of Northampton, St Michael's Catholic School was responsible for the upkeep of its estate, although in the past year the school had transferred into a Catholic Academies Trust. Surveys had shown that there was a structural issue in part of the school, which was closely monitored until it reached a stage, in the autumn term, where it was considered to be unsafe. At that point, the Council liaised with the school, the Trust and the Diocese to ensure that the education of the children would be able to continue and fortunately Stokenchurch Community Centre was able to offer a space at short notice which enabled children to have their lessons there. The school's own Communications Officer liaised with local members at the time.
- Officers were thanked for their support to the Headteachers concerned. It was noted that there may be other schools who might be affected in future and a member asked if all schools had been surveyed and the survey results shared with the Council. It was reported that all maintained schools had been surveyed and that there were a small number of Academies that had not yet submitted their audits to the Department for Education (DfE) and these schools would be chased up to encourage them to submit their data.
- Members reiterated that it was important that parents were reassured about their children's safety because even though many schools were academies and responsible for their own school estate, parents would look to the Council for reassurance. Gareth Drawmer reiterated that statutorily, academy schools should be communicating with parents about any safety concerns on their school site.
- A Member commented that this should be seen as an opportunity to assess Council maintained schools and put a maintenance plan in place. Whilst it was recognised that there wasn't a vast budget to undertake all repairs swiftly, it would be helpful to have a comprehensive and up to date list of maintenance needs.
- Gareth Drawmer explained that in schools some budget was devolved for elements such as painting and decorating but more structural issues, such as windows or roof replacement schemes, would be the responsibility of the Council and Property Services had a comprehensive list of works that were needed.

The Chairman thanked the Cabinet Member and officers for this update.

4 PUBLIC QUESTIONS

There were none.

5 PLACEMENT SUFFICIENCY STRATEGY

The Chairman welcomed Cllr Anita Cranmer, Cabinet Member for Education and Children's Services and Richard Nash, Service Director - Children's Social Care to the meeting. Richard Nash explained that he wanted to provide the Select Committee with an update on the placement sufficiency strategy in light of national challenges around placements. The following main points were noted:

- The number of children looked after (CLA) in Buckinghamshire had remained relatively stable at around 500 over the past five years although it was important to recognise that children were coming in and out of care all the time
- The report set out a variety of CLA data sets, a number of significant challenges for the service and the priorities for the future in terms of tackling these challenges.

The Chairman invited members' questions. In response to questions and during subsequent discussions, the following main points were noted:

- Changes to the context and demand for placements can be rapid. –
- It can take up to 6 to 8 weeks to find an appropriate placement for a young person and during this time the temporary situation is managed as best as possible, while intensive work is undertaken on a case by case basis.
- It is possible to help children with complex needs by supporting them with stability and supportive relationships. Some placements which were created when there was no alternative have been very successful. We intend to expand the number of places in children's homes ensuring the appropriate level of staffing and numbers of beds.
- Our children's homes are staffed at the correct level but it is getting harder to recruit all the related professional staff for several national and economic reasons.
- For younger children we prefer foster carers. There are some foster carers in Buckinghamshire that are fostering children who come from outside the area. Trying to attract foster carers is very important and various methods are used to do so including social media, all staff briefings. You would need a spare bedroom to become a foster carer. Some potential foster carers commence their training but then their personal circumstances change and their training is not completed. The Council is proactive in recruiting and ensuring that foster carers have the full training and that they are supported strongly. The council is aware of the concept of "It takes a village to raise a child".
- Foster carers receive an allowance but a discussion about level of incentives to encourage foster carers is ongoing.
- There is a fostering recruitment team which works in conjunction with the communications team to produce appropriate recruitment information.
- The council is very aware of the greater national recognition of the placement crisis and our placement team works full time to analyse all options available nationally and even then it is often not possible to find appropriate solutions. A government paper has realised that there needs to be some grouping to tackle the issue on a locality basis but it is difficult to say when this will bring results. Our team working on the issue of semi-independent placements with the aim of expanding capacity. However demand outstrips this work.
- We are mandated to take unaccompanied asylum seekers under the age of 18 which adds pressure to the system.
- Conversations have been held cross-border on creating more children's homes but results are likely to be 12 months plus ahead. In the meantime staff are supported to do this difficult work.
- Richard Nash and Sandra Carnell are the contact points for any private providers wishing to set up a children's home in the area. There are both planning and Ofsted compliances

- to be met but it is unusual for private providers to contact us.
- There are lower percentage differences between genders in the younger age groups. UASC changes the dynamics between genders in the older age groups – as most of these are male. Most UASC are not cared for in foster care but more likely in semi-independent accommodation so affect the numbers of those in foster care indirectly.
 - We have recruited staff to work evenings and weekends to support children directly in care and deal with crises as they emerge.
 - Most UAS children are distributed to us via the National Transfer Scheme. We ascertain if a young person wishes to reside in Buckinghamshire and if not then we suggest that they should be placed elsewhere. We aim to understand their individual needs and identity in doing so. The proximity of London to Buckinghamshire causes some issues to us.
 - Unregistered provision relates to children under the age of 16 who we have been unable to place in registered provision. The Service Director of Children’s Social Care monitors these placements on a weekly basis. Our priority is to ensure their safety. In terms of continuity, children are with us only as long as they need to be. For those under the age of 10 we are seeking permanent placements. Some children are with the same foster carers for several years and for some this goes beyond the age of 18.
 - There are currently around 120 foster carer placements in Buckinghamshire.
 - Placement change is the metric we use to monitor the number of placements and placement stability. A request for the committee to see the placement change data.
 - **ACTION: Richard Nash**
 - There have been examples supply and demand issues which have impacted on the placement of our children with private providers. The shortage of places results in the costs of available placements being pushed upwards.
 - If a care leaver has been in care with us for over 12 weeks prior to age 16 then we have a legal responsibility to look at provision over the age of 18. If they have a mental health need then we speak to the appropriate services to support them. All our care leavers have a personal care plan. The corporate parenting panel has a sub-group which looks at housing and tenancies for care leavers, however supply and demand issues has impacts into housing provision.
 - Post the age of 18 the service also monitors ongoing evidence of good relationships between care leavers and the authority where there is eligibility for a service. The authority aims to support the post 18s as effectively as possible and ensure that the work of the personal advisers to each care leavers is of appropriate quality.

6 PRINCIPAL SOCIAL WORKER ANNUAL REPORT

Richard Nash introduced the annual report of Amanda Andrews, our Principal Social Worker setting out work in previous year to support and promote social work practice. The role is part of the Practice Development Team, working closely with audit and quality, as well as the work with the assisted in first year social work academy. The focus had been into the recruitment and retention of social workers, learning from audits and ensuring transfer into practice and enhances the learning of the teams. The PSW listens to the teams and disseminates good practice, so the role is a key one.

In response to Councillors’ questions the following points were made:

- Dip samples were used to investigate single cases and would be assessed in a short time period. An audit is more a detailed investigation which is undertaken alongside a social

worker and their manager. Using both methods of checking work gives great benefits, covering a wider variety of work. The bar for meeting the grading of “good” is high. There is a direct relationship between the recruitment and retention challenges experienced and levels of social worker experience with cases not reaching the standard level of “good”. Such a case might reveal that the focus given to it did not relate strongly enough to the plan of the child in question. It would not indicate any risk to a child or not receiving a service. The team always strived to improve and the service improvement trajectory was upwards.

- There is a structure around career progression, taking into account the needs of the service, the ambitions of the individual and the available evidence. Sometimes employees are ready to progress but may chose not to. We are looking at the whole service at the moment which will open up new opportunities. Many teams are very specialist so sometimes opportunities are limited. We encourage employees to progress.

ACTION: Richard Nash to investigate the option of adding age and gender of newly qualified social workers into future reports.

- Career progression panels meet on a regular basis. Gaining a higher salary within the same team is only possible when a vacancy occurs.
- There are over 7000 vacancies nationally and not enough social workers so the social work academy has been expanded to address this issue. Some leavers have experienced issues relating to the cost of living crisis and moved to a less expensive area. The service assesses the overall picture at a given time and respond appropriately to this.
- The primary service focus is about good outcomes for children and young people rather than process. Dip sampling and audit work were linked to performance monitoring. Check and challenge meetings looked at these to assess them.
- Some candidates have stated that they are attracted to Buckinghamshire because of our well-being offer and this offer has received some awareness outside of the county. We will keep reviewing this offer to keep it relevant to current circumstances.
- Links are made to higher educational providers to encourage students into the social work academy. We attract students nationally and it is important to ensure we attract the right students.
- Parental alienation is captured within delivered course areas, although not as a specific separate course.

ACTION: Richard Nash to circulate information as to which courses cover parental alienation.

- All social workers need to be registered with Social Work England annually and undergo professional development. Most training is run in-house. Each social worker takes responsibility for their own learning and developing their own career.

7 UPDATE ON OFSTED WORK

All local authorities have an annual meeting with Ofsted. At our recent Ofsted meeting, three inspectors attended and received a presentation by our Officers on the work of the department. The letter in the agenda was the response from Ofsted as an account of the meeting.

In response to Councillors comments the following points were made:

- The Buckinghamshire Challenge work had commenced four years ago to address the issue of the attainment gap at all stages of children’s lives across Buckinghamshire. As a result of work, a project handbook had been produced for schools to use to work collaboratively with the Education Endowment Foundation

to address the issues. The handbook was launched in June and communication relating to this were sent to councillors.

- The Opportunity Bucks project has an education sub group which would ensure that information was escalated to others including to the Opportunity Bucks Boards.
- The availability of apprenticeships would be flagged to Bucks College and Bucks Business First so that young people were aware of them and that they are accessible.
- The January 2023 Education Standards report showed data relating to attainment. We have not yet received full information relating to all secondary schools so will be bringing outcome data of the recent academic year in January 2024.

Action: Richard Nash / Gareth Drawmer to discuss with the Corporate Director the level of information which it is possible to share relating to schools' attainment in particular relating to the 10 wards focussed on in Opportunity Bucks

- Buckinghamshire is a large area with diverse communities and we need to ensure services are aligned with them. In Opportunity Bucks wards there are larger numbers of pupils with the pupil premium and therefore there is more funding to use. In 187 areas, headteachers have challenge champions to go back into groups of schools to support the methodologies to reduce the attainment gap and support inclusion.
- The gap has narrowed more at secondary level. 2022 figures were the first set of full figures since the pandemic and most authorities have seen large numbers of changes since before the pandemic. Key stage 1 and early years are a focus going forward and there are some good indicative for the trends.
- 90% of our children are in good or outstanding schools. More are outstanding than good. Overall the standards are still high.
- There are national issues for recruitment into teaching. Together with the teaching alliance we are encouraging recruitment fairs to help this issue. Recruitment into teaching has fallen by 30%.
- Staff are supported with continuing professional development opportunities to further their career.
- We have a programme to develop headteachers. There is a two year induction programme with mentoring to ensure that they are supported as they need. Headteachers also have the option of termly supervision with the educational psychologist team. There is support for Ofsted inspections.
- There has been a significant rise in complaints to Ofsted. This is a national trend and not Buckinghamshire specific. We manage complaints robustly. Ofsted have said that our investigation of complaints is more thorough than required so we are assessing our triage system.
- For children with special educational needs our focus is on improving the support for the children and their families. There is a significant increase in demand for EHCPs. This gives a time pressure on staff.

The school improvement team has increased to help support schools. They work closely with schools in the side by side strategy but every school who hasn't received a visit last year, will be visited during this year. This is offered to academies as well.

8 WORK PROGRAMME 2023-2024

The Scrutiny Manager noted the items that would be coming forward to the November meeting of the Select Committee. It was further noted that the six month update of the "Review of the Pathways for Children with SEND" would come to the March committee meeting.

Suggestions for more depth work included looking at alternate provision and also fostering

children. Further ideas could be forwarded to the chairman.

9 DATE OF NEXT MEETING

2nd November 2023 at 2pm in the Paralympic Room, The Gateway

This page is intentionally left blank

Children’s and Education Select Committee – Actions Council Year 2023/2024

	Date/Committee Item	Action	Update
12	23-3-23 – Education Standards	SJ to provide examples of detailed information from schools in intervention categories, and an example of traits of a good school, to allow understanding of how these schools had achieved this	Complete Information Circulated August 2023
13	23-3-23 – Education Standards	SJ/GD to provide information comparing our non-selective schools to those elsewhere by looking at the national averages as most other areas were non-selective.	Complete Information Circulated August 2023
14	23-3-23 – Education Standards	SJ/GD to provide education standards information relating to geographical areas	Complete Information Circulated August 2023
15	23-3-23 – Update on social worker recruitment and retention	JM to share a central government paper on social worker recruitment and retention	Complete Information circulated August 2023
16	23-3-23 – Update on social worker recruitment and retention	JM to investigate the suitability of transcription software for social workers and report back to committee	The Principal Social Worker will be running a number of focus groups with front line staff during the summer term to understand what hardware/software would assist them in their roles. Following this, a report will be presented to the Children’s Services Leadership Team for consideration.
17	15-6-23 – Children’s Services Update	RN to provide a more information on proposed standardisation of agency social worker rates.	Once the govt has provided further information on what changes will be implemented in order to standardise agency social worker rates, this will be fed back to the committee

18	15-6-23 – Children’s Services Update	More information required on the digitalisation of EHCPs	At this stage, there is limited information available. The intention is that EHC plans will be standardised nationally from 2025, with increased use of digital technology.
19	15-6-23 Children’s Services Update	United Nations Committee – Rights of the Child - observations on academic testing	Complete Cllr Cranmer sent response to Cllr Lewin
20	15-6-23 Children’s Services Update	More information required on SEND co-production charter	Complete Information circulated August 2023
21	15-6-23 Children’s Services Update	More information required on addressing the deficit of funding in the high needs block	Complete Information circulated August 2023
22	15-6-23 Children’s Services Transformation	Government Social Care Reform: A comprehensive response on funding available for projected spend was requested	Whilst the Governments strategy ‘Stable homes; Built on Love’ commits £200 million in additional funding to support children’s social care; there is no further detail available currently on how much Buckinghamshire will receive.
23	7-9-23 Action Addendum	Information relating to actions 12 to 14 be sent to Cllr N Hussein	Complete
24	7-9-23 Placement Sufficiency Strategy	Service to supply Cllr Darby with information regarding how we compare to other statistically similar local authorities on numbers of placements in our foster care and agency foster places. Also on the placement change measurement figures.	Complete Information circulated October 2023
25	7-9-23 Report of the Principal Social Worker	Service to supply age and gender information of the newly qualified social workers in the ASYE Academy and to consider including in future reports (RN)	Complete Information circulated October 2023
26	7-9-23 Report of the Principal Social Worker	What information is made accessible to social workers on the subject of parental alienation (RN to circulate to members)	Complete Information circulated October 2023

27	7-9-23 Ofsted update	Service to determine the level of information which can be shared relating to schools attainment in particular relating to the 10 wards focussed on in Opportunity Bucks	A meeting is being arranged to agree the scope of the Education Standards report coming to January's Select Committee.
----	----------------------	--	--

This page is intentionally left blank



Buckinghamshire Safeguarding Children Partnership Annual Report **2022/23**





Foreword from the Independent Chair

I am delighted to have the opportunity to write the foreword for the 2022/23 annual report. My tenure as Independent Chair began part way through this period and so this has been a time of consolidation and continuity.

One of the major themes that I inherited as I came into this role was about ensuring there was more evidence of impact of the working of the Buckinghamshire Safeguarding Children Partnership and the Safeguarding Adult Board. This reflected the need to stretch the energy that goes into the work of the partnership from the three statutory partners and the broader partnership into discernible difference for vulnerable children and adults. In support of this, I have introduced the need for the outputs from the partnership work to be considered at least across the following domains:

- **Data** – is there evidence from the analysis of data that there is changed or improved practice?
- **Qualitative assessment** – has audit activity or similar collaborative learning led to improved outcomes for vulnerable children and adults?
- **Voice of staff** – is there evidence that those practitioners, whatever their role, influence how practice is developing and strengthens outcomes for vulnerable people?
- **Voice of lived experience** – how are the experiences of those individuals across the community systematically taken into account, and does this influence practice?

We are at an early stage of using these domains across the partnership, but I can report on some good early progress.

Data, as you would expect, has been an invaluable resource for the partnership for many years. Therefore, this year we have taken the analysis of data further to focus attention on areas for improvement. In the Safeguarding Children Partnership this has led to an increasing look at the Multi-Agency Safeguarding Hub and the application of threshold criteria. This is work in progress and is likely to become one of the key priorities for this year's revision of the Business Plan. Meanwhile in the Safeguarding Adult Board, an analysis of the pattern of in-bound safeguarding referrals has led to important partnership-wide work to improve the accuracy of this area.

Qualitative assessment, which has audit activity and case review processes at its heart, is a little more prosaic from my point of view. Whilst I can see that individual safeguarding organisations use audit activity, the systematic completion of the continuous improvement cycle is not always visible. Similarly, although the timely and robust completion of case reviews is strong, the follow through to put in place agreed actions to improve safeguarding outcomes is not always evident. Further work to consolidate these important areas across the partnership is underway and I am encouraged by the engagement across the statutory partners and beyond to strengthening this area.

The voice of staff is well embedded in some aspects of both the Safeguarding Children Partnership and Safeguarding Adult Board. This is most obviously illustrated through the completion of case reviews where staff views can clearly be seen and are influential about outcomes.

Finally, the voice of those with lived experience is an area where we have agreed we want to see brought to the forefront of our work. I'm able to report that there have some excellent examples on which to build. The most striking of these has been the personal testimonies individuals with lived experience have made at staff training events hosted by the board. I was struck not only of the bravery and trust shown by these individuals but also by the unanimous way that staff attending engaged with this.

In the report you will read of the hard work undertaken by colleagues in subgroups and progressing our common commitment to safeguarding vulnerable people. I can report this hard work is thoughtful, professional and represents the expertise and commitment of all concerned. The next stage of development of the work will be to achieve the goal of being able to clearly demonstrate what difference all of this work has made and to see the partnership become more systematic in its approach. We are enthusiastically engaged with that development now.

I therefore offer my thanks and recognition to staff from across the partnership involved in this critical work, and for the work of the Safeguarding Business Office especially for their organisational skills and great tenacity. I look forward now to a year of further progress.

Walter McCulloch

Independent Chair for Buckinghamshire Safeguarding Children Partnership

About Buckinghamshire Safeguarding Children Partnership



The BSCP is a statutory, multi-organisation partnership coordinated by a business unit, which oversees and leads children's safeguarding across the Buckinghamshire Council area. The main objective of the BSCP is to gain assurance that local safeguarding arrangements, comprised of partner organisations, are working effectively, individually and together, to support and safeguard children in its area who are at risk of abuse and neglect. The BSCP acts as a critical friend and a champion for best practice.

Over the last year the work of the partnership along with that of its partner agencies has been significantly affected by the Covid pandemic. We have continued to work towards all our key priorities whilst being flexible to the changing landscape in relation to demand for services, impact on children and availability and resilience of the workforce. Along with our partners we are grateful for all the efforts to across the multi-agency arena to continue to drive activity to ensure that we have met or worked towards the key priorities.

Whilst the single business unit, comprising business functions of the Safeguarding Children Partnership and Safeguarding Adults Board, became embedded, we were also adapting to a largely online 'world'. The business unit continues to plan and move forward with joint strategic work, making best use of some of the working practices which have now become business as usual. The former three year business plans for both the partnership and board, which were designed to bring together the two structures and support a move towards contextual safeguarding, will continue. To this end the Executive agreed in April to a revision of the business plan to ensure that we are responsive to the change in needs and demand. In addition, the Executive agreed the joint training, learning and development approach, which we look forward to implementing in 2022.

Quality assurance remains our key driver across all the subgroups, using frameworks that will measure the impact of subgroup activities and challenge those working in the safeguarding arena. We also continued to ensure that our policies and procedures are embedded in the work we carry out, that toolkits, guidance and procedures draw on the knowledge of subject experts locally and nationally to inform them, and that we can demonstrate the impact of learning that has taken place.

The partnership has an Independent Chair who provides leadership, vision and support and who is responsible for ensuring that all organisations contribute effectively to the work of the BSCP. The Chair provides accountability for the work undertaken by the BSCP by way of reports to relevant strategic committees and boards. Effective communication between the Business Manager and Chair ensures that there is a clear link between the subgroups and executive group, enabling risks, themes and opportunities to be highlighted at an executive level, and challenge, direction and opportunities to be shared into subgroups. This is supported by meetings for subgroup Chairs to provide clarity about the role of each subgroup in the priority areas and to raise any process or participation issues with the Independent Chair.

Our Vision

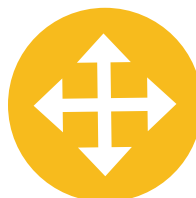
To work together to enable children and young people in Buckinghamshire to live a life free from fear, harm and abuse.

To ensure our approach is focused around 'talk to me, hear my voice' and it is central to everything we do.



SAFEGUARDING

Making safeguarding personal and the responsibility of everyone.



ENABLING

Enable children and young people to have choices and control over how they want to live.



COMMUNICATING

Ensure there is effective communication with youth communities in Buckinghamshire.



LEARNING

Learning from our experiences and improving how we work.

Our Partners

Working Together 2018 is statutory guidance that provides children's safeguarding with a legal framework, setting out the responsibilities of local authorities and their partners.

From a statutory perspective the three legally required bodies are:

- Buckinghamshire Council
- NHS Buckinghamshire, Oxfordshire and Berkshire West Integrated Care Board
- Thames Valley Police

However, we work closely with a range of other partners:

- National Probation Service
- Thames Valley Community Rehabilitation Company



Children and Young People in Buckinghamshire

123,593

children and young people under 18 living in Buckinghamshire (2021):

- Age 0-4 - 30,893
- Age 5-9 - 35,010
- Age 10-14 - 36,972
- Age 15 - 6,900
- Age 16 - 6,981
- Age 17 - 6,837

1,676

pupils attend special schools in Buckinghamshire. This is 1.9% of the Buckinghamshire school population, compared to 1.6% for England (Jan 2023).

41.4%

of pupils in the Buckinghamshire January 2023 school census are from Minority Ethnic Backgrounds. Nationally this is 35.7%.

19.2%

of pupils in the January 2023 school census have a first language other than English, compared to 20.2% for England.

10,967

with Special Educational Needs (SEN) support in Buckinghamshire schools, accounting for 11.1% of the school population. For England the percentage is 13 and for the South East it is 13.1 (Jan 2023).

32

independent schools in Buckinghamshire - 7 schools up to 11 years only, 16 covering 3-18 years and 9 schools for 11yrs +.

22%

of the total population are children and young people.

89,594

pupils attend state-funded schools (Jan 2023).

12,229

pupils are eligible for free school meals. This is 13.7% of Buckinghamshire pupils, compared to 23.8% for England (Jan 23).

5,890

children and young people have Education, Health and Care Plan (EHCP) maintained by Buckinghamshire (Jan 2023).

1,091

children and young people are electively home educated (May 2023).

170

children are missing from education (May 23).



Schools in Buckinghamshire

184

primary schools (including 51 academies/free schools).
36 infant schools
23 junior schools (inc. five academies)
125 combined schools (inc. 40 academies/free schools)

35

secondary schools (including 31 academies/free schools).
13 selective (all academies)
21 non-selective (inc. 17 academies/free schools)
1 University Technology College (UTC)

20

Additionally Resourced Provisions and SEN Units

- Hearing Support (2 Primary, 1 Secondary)
- Physical Disabilities (1 Primary, 2 Secondary)
- Social Communication (ASD), (6 Primary and 3 Secondary)
- Social, Emotional and Mental Health (1 Secondary Unit)
- Speech, Language and Communication (5 Primary and 1 Secondary)

2

nursery schools.

3

Pupil Referral Units
(inc. one academy).

10

Special schools
(inc. two academies).

2

All Through mainstream schools
(both academies).

Activity/Subgroups

The BSCP continues to arrange itself via a number of multi-agency subgroups . Each one is chaired by a key partner agency and has a specific focus. The structure is comprised of:

- Child Death Overview Panel (CDOP).
- Local Child Safeguarding Practice Review Subgroup (LCSPR).
- Policy and Performance Subgroup (P&P).
- Quality Assurance, Performance and Improvement Subgroup (QPI).
- Modern Slavery and Exploitation Subgroup (MS&E).
- Education and Learning Subgroup (Ed&L).
- Learning and Development Subgroup, which covers both children and adults remits (L&D).

The groups have understandably been affected by the same issues the partnership members have faced, including changes to staffing and structures, capacity and resilience post-pandemic. However, partners have continued to offer a great deal of their time and expertise to ensure that we meet both the statutory requirements and those we see as best practice. These include:

- Having a comprehensive and useful manual of policies and toolkits/resources which any person supporting children and their families can access (P&P).
- Sharing both data and the story behind it to ensure that we know that we are asking the right questions and proactively identifying risks and strengths that have an impact on children (QPI).
- Share a multi-agency understanding of the reasons for the deaths of children in our county and work together to address any modifiable factors (CDOP).
- Identify any learning from the experiences of children who have been harmed or killed and ensure that we share this so that the system can work together to prevent it happening again (LCSPR).
- Understand the current landscape in relation to exploitation for children and adults, including sexual, criminal, contextual harms and the effects of serious violence. Take a multi-agency response to identifying and acting on solutions (MS&E).
- Provide a dedicated space for colleagues from a wide range of education settings to focus on the challenges and opportunities facing children and the system (ED&L).
- Produce a training needs analysis and make recommendations to the board and partnership to ensure that the messages from all the above work strands are shared and developed (L&D).

There has been a huge amount of collaboration, reflection and cross-sharing of skills and analysis. Moving forward, we are committed to ensuring that there is a tangible product so that this can be more widely shared. In addition, as is evident in the reports from subgroup chairs, we started to ask that all subgroups consider the views of staff and service users as a way of being clear about the impact of our activity. During this period the partnership continued to work to the business plan as per appendix A, but at the time of writing this was being revised and updated with the input from partners and front line staff.

Please see the following pages for some impact statements from the Chairs of our subgroups.

Child Death Overview Panel

In the year 2022-2023 the panel reviewed 61 deaths. There were 37 deaths in this period, and 18 cases are on going with statutory processes underway.

The panel is well attended by all partners, with valuable contributions from all parties.

Data

- The largest cohort of deaths was in the 0 and 27 days of age range. The total was 27.
- Two cases were aged between 28 days and 364 days.
- Seven were aged between 1 and 4 years.
- Eight were aged between 5 and 9 years.
- Four were aged between 10 and 14 years.
- Two were aged between 15 and 17 years.

Gender

- 30 female.
- 31 male.

The top three categories of death

- 20 died as a result of a chromosomal disorder.
- 20 were in the perinatal/neonatal period.
- Nine were due to malignancy.

In the cases where modifiable factors were identified, actions have been completed to address these findings with agencies providing evidence that actions have been completed.

The panel met in October 2022 for a themed meeting focusing on bereavement. This was a well attended event supported by input and contribution from the Lullaby Trust. A further themed meeting is scheduled for next year, which will include counterparts from Berkshire.

Impact

During the meetings panel members have held in-depth discussions about cases that allows for broad consideration of the factors involved in each case. This has supported professional development, reflection and learning for all.

Where modifiable factors have been identified there has been service improvement.

The collaborative approach facilitates the system to consider how future improvements may be implemented.

Local Child Safeguarding Practice Review (LCSPR)

In the reporting period we published one review(AA) which had been delayed due to parallel processes. The summary can be found on the Buckinghamshire Safeguarding Children [website](#).

Use of data

Data is obtained from all partners involved in a case where a child has been the subject of serious injury or death. This data is used to inform the Rapid Review process as to whether a CSPR is appropriate. This data will then inform the priorities and objectives set for a reviewer to ensure appropriate learning and recommendations are set. Data is reviewed by the subgroup to ensure that appropriate referrals are being made for the purpose of Rapid review and CSPR.

Qualitative Assessment and Evidence of Improvement

Priorities set in the 20/23 business plan are set as early intervention and prevention, people who use our services, and contextual safeguarding.

- The review of AA, which has been published – the review highlighted issues around lack of cross agency liaison which would have identified potential concerns around mothers mental health. This has resulted in an proposed recommendations relating to a while family approach and timely information sharing which would impact the early intervention priority on the business plan.
- The review of MM, which is currently underway, has identified issues around cross-border intelligence sharing, early intervention and current processes around exploitation, and the impact of lived experiences of the child and her experiences of professionals. Recommendations currently being agreed

During 2022/23 there have been a further five referrals for case reviews which have met the threshold and were in progress at the time of writing. The group maintains an action tracker which enables the partnership to see progress against and completion of actions from reviews. This will also include a planned update to the initial ten year review of themes and recurring issues. Emerging issues include the increase in prevalence and complexity of mental health presentations across services, national issues, such as placement sufficiency and mental health resource, system responses to neurodiversity and an increase in completed suicides.

All reviews will ensure the voice of staff is captured and during the process panels and workshops will seek to identify those who are most appropriate to inform on the case.

The subgroup changed Chair during the reporting period, although it remains with the same agencies (Thames Valley Police). As part of the work to improve the overall progress of the subgroup and future LCSPRs, the group is undergoing a review. This review will seek to achieve the following:

1. Review of all recommendations on action tracker – where the recommendations have not been achieved for a lengthy amount of time these will be given consideration and identify whether they are achievable. If not achievable then these will be closed with a rationale as to why. Those that are achievable will be expedited to ensure no further delay. We will also identify those that are duplicated in other reviews.

2. Review of process for identifying a reviewer and the parameters set for the review. These reviews are to identify learning but any learning and recommendations should be achievable and appropriate for each agency. Recommendations should not be administrative or human action recommendations, as this results in low level of reliability and are unlikely to achieve sustainable improvement. Therefore a model will be agreed where recommendations will adopt the following format:

- What is required?
- To achieve what?
- To address the risk of?
- Addressed to whom?

While there has been an increase in demand for LCSPR's these have been appropriate and we are therefore adopting the measures above to ensure that they are timely and have impact.

Policy and Performance Subgroup (P&P)

The policy, practice and procedure sub group meets quarterly. The group has maintained its quoracy with contributions and attendance from those identified within the Terms of Reference. There is a schedule of polices that are timetabled for review and that process commences in advance of the expiry date. Subject matter experts are engaged where needed and external support from Phew supports the national updates in the multi agency policies.

Policies reviewed in this year include:

- Children living away from home.
- Children living in a household where there is substance misuse guidance.
- Sexually active children and young people.
- Parenting capacity and mental illness policy.
- MASH MA information sharing agreement.
- Forced marriage guidance and honour based abuse.
- Male circumcision guidance.
- Exploitation protocol, including victim blaming language document.

The subgroup have also created two task and finish groups. One is tasked with continuing the work to improve the approach to issues of neglect, across the children's workforce, and the other one is considering the revised fabricated and induced illness multi-agency approach to ensure improved outcomes for children and young people. Both are making good progress. We have engaged with subject matter experts beyond the group membership where needed, and work closely with other strategic boards, for example, the Domestic Abuse Board and the Prevent Board, to ensure consistency across the local system and understand the respective interdependencies and intersectionality.

We look forward to welcoming new subgroup members next year as staff change roles. We continue to work closely with the Performance, Quality and Improvement Subgroup, whose audit work supports the evidencing of the effectiveness of multi agency working supported by multi-agency processes and policies. Our priorities next year will reflect the agreed partnership priorities as a whole and we will strive to continue to make a demonstrable to children, young people and their families in Buckinghamshire.

Quality Assurance, Performance and Improvement Subgroup (QPI)

Use of Data

The PQI Subgroup has a standing agenda item which reviews data provided by agencies. The data is provided on a template and partners are requested to complete sections which ask:

- What does it tell us about how safe our children are?
- What is working well?
- Risks – known or emerging.

The above three points are the areas which are focused on as discussion points within the meeting. The data provided has been detailed enough for members to focus their attention on triangulating 'collective' risks across the system, including impact of increased demand with high volumes of vacancies/recruitment challenges.

Challenge provided has been useful in that agencies have been able to complete further work in specific areas or assurances have been provided back to the subgroup on issues such as waiting times for mental health services.

The dialogue around data is helpful in understanding the challenges as well as gaining understanding of what is working well and identifying where any good practice can be shared.

Gaining consistency in data reporting has been difficult and although the discussion points above have assisted in shaping the conversation to be more analytical the volume of data provided by all agencies can vary. Work will continue to ensure we have an agreed approach to this aspect.

Qualitative Assessment and Evidence of Improvement

More recently multi-agency audits have been set up with MASH colleagues where members of the subgroup will attend as part of a scrutiny function. Findings will be reported back into the subgroup. The group supported in developing a bespoke audit tool and have agreed to join quarterly meetings with MASH to specifically audit casework alongside operational staff. This is a positive step and is hoped to be replicated across other areas, where subgroup members join existing audits taking place within partner agencies. It was considered that MASH was a good place to start to consider effectiveness of partnership working at the earliest possible stage.

There has also been the sharing of bespoke audit work carried out within agencies, such as a report compiled on BHT referrals into the MASH. This was borne out of an increased number of referrals into the MASH for self harm in children. This work and findings have supported partners to consider what learning needs to be taken back into their respective agencies. The joining of subgroup members onto audit activity is relatively new and the impact of this is yet to be tested.

Through the identification of learning from LCSPR's activity has been undertaken to gain assurance that progress is being made and has been 'tested'. An example of this is the use of the pre-birth protocol, where sessions were delivered by the Principal Social Worker, and audit activity was undertaken by Buckinghamshire Healthcare Trust and Children's Social Care to test if there had been use of the protocol leading to improved practice.

Voice of staff

Voice of the staff has contributed to data collation, however, this has been reflected in the analysis of data shared by the agency through 'softer intel'. This includes feedback that there are high numbers of vacancies and staff resilience is reported as being 'low' due to increased demand and complexity across all areas, including health, CSC and Education.

It is evident that agencies are making every effort to continue to sustain excellence in service delivery but staff recruitment and retention is proving to be a significant challenge to this.

The group has been able to recognise this, but has retained its scrutiny function by requesting further information where, for example, there are 'waiting lists' to access services. The group has requested assurance around how risks such as the aforementioned are being mitigated against and will monitor this as part of it's work.

Voice of lived experience

The subgroup recently has requested agencies to share information/activity carried out where voice of the child has been gained to support improvements in practice. This is an area that has not developed at pace, but agencies have committed to ensuring this is a high priority moving forward.

It is agreed that through initial feedback the subgroup will agree what steps they wish to take next to engage with those with lived experience. This may be their experience of a revision to practice or their experiences of changes in workers. This is an area that needs to be managed well, as engagement with those with lived experience needs to include feedback on what the services will do differently to improve where any areas of need are highlighted. For this reason we continue to refine and develop this area of quality assurance.

Modern Slavery and Exploitation Subgroup (MS&E)

This reporting period saw the merging of children , adult and community safety focused work to create an all-age subgroup. The modern slavery and exploitation agenda covers a wide area of work and is also interconnected to the work to reduce serious violence across the county. As with all safeguarding work it is critical that there is strong partnership work at both an operational and strategic level to achieve good outcomes. This is an area for development, although there are signs and indicators of positive momentum.

The subgroup is well attended and benefits from participation across the partnership. It is almost inevitable that council departments feature heavily in respect of actions and activity, although this maybe worthy of future analysis to ensure that the balance is correct.

In addition to completing actions from the pre-existing work plan, the subgroup has sought to develop work around the two key priorities of transition to adulthood and working with children, young people and adults who have an Autistic Spectrum Disorder (ASD) diagnosis. The evidence of actions and outcomes against both the plan and the above priorities are captured across this report. Modern Slavery and Exploitation requires both a preventative as well as operational response, and the work of this subgroup is now focused on reporting on both. There is a clear benefit in being able to inform our community of the nature of this sort of contextual safeguarding

so that individuals can avoid becoming a victim in the first place and to also enable the community to identify indicators of this sort of very damaging abuse.

The types of scenario whereby modern slavery and exploitation is perpetrated are widespread. They also cross over into the risk of and presentation of serious violence. Each type of harm in this context requires variations in operational responses and prevention. There is currently active consideration of having a workstreams that have separate and dedicated time to look at the prevention and operational response of:

- Modern slavery.
- Sexual exploitation.
- Criminal exploitation.

The rationale for this separation is directly linked to the different responses each require.

Use of data

There is an increasing use of data to inform practice and strategic direction. Examples of this include using activity data to highlight geographic hotspots and then target these communities with preventative information and interventions. This has included sharing information directly with children and young people, providing information, advice and support to parents and providing a visible presence in the community. In addition, data is actively used to identify vulnerable groups and then provide preventative information and input. This has been delivered to care leavers and young people known to the Youth Offending Service.

The Thames Valley Together project will hopefully be fully operational during the next few months. This project will give a comprehensive opportunity to provide interventions to vulnerable sections of the community using predictive data.

There is more to do for individual agencies to have an understanding of their own activity levels in relation to referrals made and staff contributions to prevention of modern slavery and exploitation.

Qualitative assessment and evidence of improvement

The subgroup has worked hard to implement the agreed multi-agency action plan. This plan had five main objectives: early intervention and prevention, awareness raising, identifying and safeguarding victims of modern slavery, identifying 'hotspot' locations and empowering those affected by exploitation.

The action plan has been implemented and there is evidence of impact, although this is hard to explicitly evidence and confidently link to activity of the subgroup. This is because of the subject matter and difficulties linked to measuring the impact of activity, such as 'awareness raising' and 'prevention'. However, there are some demonstrable wins and there is also more to do to evidence impact on outcomes for children, young people and vulnerable adults.

Modern slavery

- Awareness raising has taken place with both professionals who work in our communities and communities themselves. This activity will continue in the future and is best described as a continual activity.
- There have been criminal justice interventions in respect of modern day slavery and this includes the use of this legislation in pursuing those who exploit young people to distribute street drugs.

Criminal exploitation

- There is regular and continual operational activity in relation to this form of exploitation. This is usually but not exclusively activity managed via the MASE panel.
- There is evidence of preventative interventions and the use of 'intelligence' in it's widest form to predict and inform which individuals may be involved in this activity.
- The partnership works well in this area and there are strong examples of awareness raising, targeted interventions and decisive action to prevent harm and safeguard.
- The local authority exploitation hub works with young people up to the age of 25 years of age and there is growing knowledge and awareness of safeguarding adults in this context.

Sexual exploitation

- There is more to do in relation to the identification of possible and probable sexual exploitation of children, young people and adults. This type of exploitation remains hidden in a different way to for example, criminal exploitation.
- Current practice does demonstrate some areas of strength and effective work.
- The use of 'lived experience' in relation to training for staff and providing support to parents of victims are strengths.
- There is a need for more dedicated strategic planning in this area of work and better use of data and mapping.

Serious violence

- This area of work is connected to criminal exploitation and there is a crossover between the two areas of work.
- There is evidence of work from a preventative perspective that is important and has been effective.
- There remains a pull factor for young people in the context of the distribution of street drugs and the use of weapons (knives) into incidents of serious violence.
- The partnership is starting to work together more effectively in this area but there is more to do.

Voice of staff

- The exploitation tools and protocol, which is available to staff across the partnership, is valued by staff.
- The feedback from staff in relation to the exploitation hub demonstrates that the availability of expertise is seen as a positive.
- However, the voice of staff is currently predominantly captured through the local authority teams and personnel. Work will continue to ensure that the voices of staff in key partners is also heard.

Voice of lived experience

- Social workers are benefitting from training and mentoring provided by a an adult survivor of sexual exploitation.
- Young people are supported, where appropriate, by lived experience mentors. This is usually delivered from the perspective of criminal exploitation.
- The exploitation hub has recently utilised lived experience support for parents of victims of sexual exploitation.

Education and Learning Subgroup (Ed&L)

The Education and Learning Subgroup meet quarterly, chaired by Simon James, Director of Education. Throughout the reporting period the subgroup has maintained its' quoracy as agreed within the Terms of Reference. The subgroup is very well attended by representatives from across the Safeguarding Partnership.

The main aim of the Education and Learning Subgroup is to keep children and young people safe in Buckinghamshire pre-schools, schools, colleges and other education settings, and to raise standards by achieving excellence in line with the Buckinghamshire Safeguarding Children Partnership's and Buckinghamshire Council's Children's Services' goals.

The subgroup agreed the multi-agency action plan for 2022 – 2023, with five priorities:

- Everyone's invited.
- Keeping children safe in education.
- Unaccompanied asylum-seeking children.
- Emotional health and wellbeing support in schools.
- Children missing out on education.
- Nonregulated and nonregistered alternative provision.

Additional work completed by the subgroup outside of the action plan:

- Early help systems and resources available to schools.
- DSL training is now being delivered in house by the ESAS team.
- Compiled a risk register for schools where safeguarding is not good enough.
- Dip sample of three sexual abuse cases referred by schools.
- EHM piloted across six schools.
- Increase in coverage of mental health practitioners in schools.
- Increased funding for unaccompanied asylum-seeking children.
- Draft strategy for keeping children safe in alternative providers.

Learning and Development Subgroup (L&D)

(Covers both children's and adults' remit)

As the Chair of the Learning and Development subgroup of the Buckinghamshire Safeguarding Adults Board (BSAB) and Buckinghamshire Safeguarding Children's Partnership (BSCP), I am pleased to present the annual report for the past year. This report aims to assess our group's activities and outcomes across four domains as requested: use of data, qualitative assessment and evidence of improvement, voice of staff, and voice of lived experience. We will reflect on the activities and outcomes achieved by the subgroup within these domains, with a focus on the priorities set for this year, ending with matters for strategic consideration.

The primary function of the Learning and Development Subgroup is to facilitate a more integrated approach to safeguarding learning and development to ensure all roles in partner workforces have the appropriate knowledge, skills and behaviours to keep the people of Buckinghamshire safe. The Learning and Development Subgroup is still at the beginning of development. This is due to two key reasons:

- Multiple changes of Chair.
- Lack of commitment/consistent engagement from partners and agencies.

The priority over 2022/23 has been to actively seek quantitative and qualitative data through the undertaking a training needs analysis (TNAs) across partners to define goals, structure and content to plan the priority and ongoing areas for delivery. A year on from when I took over as Chair and we still do not have all TNA documents returned. Members were asked to complete and submit no later than 18 August 2022. Reminders have been sent out regularly and the issue raised at board and executive meetings.

Use of data

In the interim, the quantitative data so far received has helped the subgroup to engage in discussions to start to target our attention and efforts effectively. It has provided valuable insights into specific areas, such as:

- What single agency safeguarding training is planned.
- 100% stated Induction/General/level 1, 2, and 3 Safeguarding – Adult and Children, MCA and DoLs/LPS, self-neglect and domestic abuse.
- 16.6% stated personal self-care and empowerment, suicide prevention, sexual harassment.
- 16.6% stated SEND, neurodiversity, parenting, parental conflict.
- Whether members organisations are able to be part of the Safeguarding Partnership training offer.
- 50% stated no.
- 33.3% stated yes following further consultation.
- 16.6% stated it would have to be a corporate decision.
- And other figures such as numbers/types of staff and volunteers that need safeguarding training.

To enhance our work further, we recognise the need for new or additional data sources. Exploring external data, such as national or regional benchmarks, may provide us with comparative insights and help us identify best practices that can be adopted locally. We will actively seek opportunities to gather such data and integrate it into our decision-making processes appropriately as we progress through this work.

Qualitative assessment and evidence of improvement

The work of the subgroup has encompassed qualitative assessments through the use of the TNA tool. These have also provided valuable insights, such as:

- What safeguarding training new staff and volunteers need, but also to meet knowledge and skills gaps for existing individuals and groups. The most common provision identified across agencies were topics covering to MCA/DoLS/LPS, including self-neglect and domestic abuse.
- What multi-agency and/or external training has been identified to be facilitated to meet the need of the workforce which is not accessible via internal or other shared agency training provision. The key external agencies have been Reducing the Risk, Safe Lives, NSPCC and Lime Culture. The training has been primarily focused on domestic abuse, contextual safeguarding, sexual harassment, violence and misconduct. Also, specific training for named roles in health including Level 4 and supervisor training.
- Examination of current/proposed workplace learning for safeguarding leading to the identification of tangible enhancement in work practices, such as services offering workspaces where services could co-locate and work together, which would support interprofessional learning and development.

This has also recognised areas where content and/or focus of learning and development requires updating to reflect emerging safeguarding challenges. Consequently, this will ensure an enhanced integrated approach, and alignment with current best practices, learning from Safeguarding Adult Reviews (SARs), Child Safeguarding Practice Reviews (CSPRs), Domestic Homicide Reviews (DHRs), fatal fires, learning from lives and deaths – people with a learning disability and autistic people (Learning Disabilities Mortality Reviews) (LeDeR) and legislative/policy/guidance changes.

The subgroup has identified that an increased understanding of monitoring and evaluation processes amongst partners is needed to establish effective quality assurance principles. This will ensure that safeguarding training provided by all agencies meets agreed standards and positively impacts front-line practice to improve outcomes.

Voice of staff

The voice of staff has played a crucial role in informing the work of the subgroup through the submission of the TNA and discussions with members sharing their and their colleagues' experiences, challenges and suggestions for improvement, allowing us to gain a comprehensive understanding of their learning and development needs and concerns. The following barriers and mitigations have been identified:

- Staffing and work demand - manager support, approval and compliance monitoring, several dates offered.
- Travel and time constraints - shorter courses, virtual training, integrated with other meetings.
- Access/ability to use virtual platforms - staff supported to access, provision of hardware.

Furthermore, discussion in relation to staff work, including incident reports, case studies and feedback, SARs, CSPRs, etc. have provided valuable insights into ongoing safeguarding scenarios and complexities. These inputs will guide the development of targeted training programmes and the identification of areas requiring further support and development. This collaborative approach has started to foster a culture of continuous improvement, that we hope will empower staff to actively participate in and contribute to positive change.

Voice of lived experience

The subgroup recognises the invaluable contributions of individuals with lived experience to our work. Through the direct engagement with service users and their advocates, we hope to gain valuable insights into the challenges they face and their perspectives on safeguarding processes.

The subgroup aspires to have service user and carer representatives as part of the core membership. We understand this is a key objective across all subgroups and the BSAB/BSCP is developing its arrangements with the involvement of service users. The Terms of Reference for this subgroup will be amended once a mechanism is in place to involve service users and carers more effectively.

The involvement of those with lived experience will make a significant difference in our work. Their insights and perspectives will challenge existing practices, lead to the development of more person-centred approaches, and result in the identification of new areas for improvement. By integrating their voices into our work, we will be able to take important steps toward ensuring the safeguarding processes align with the needs and experiences of those we serve.

Matters for strategic consideration

All agencies understand that partnership and collaborative working is the cornerstone of effective safeguarding practice and there is a duty on the three partners to make arrangements to work together, and with any relevant agencies, for the purpose of safeguarding and promoting the welfare of people. Yet, with some organisations there remains difficulty with prioritising attendance and engagement with our subgroup work. I don't believe this subgroup is alone in experiencing this - we understand current workforce complexities and issues around workforce resilience. I would advocate for some strategic oversight in how we can tackle this through a combined partnership approach for the benefit of staff morale and agency efficacy for improved service user experience and outcomes.

In conclusion, the Learning and Development Subgroup has made some progress in the year 2022/23, aligning our efforts with the priorities set by the Buckinghamshire Safeguarding Adults Board and Buckinghamshire Safeguarding Children's Partnership. Through the effective use of the data and qualitative assessments that we have received and engaged in so far, seeking and attending to the voice of staff, and recognising the importance of the voice of lived experience, we have identified areas where improvements in safeguarding learning and development across partner workforces can be made.

Our commitment to making safeguarding personal, effective communication, empowering choices, and continuous improvement has guided our actions throughout the year. Our aim remains, to enhance the effectiveness of safeguarding practice through education and training of practitioners, and contributing to the safety and wellbeing of vulnerable and at-risk adults and children in Buckinghamshire.

We look forward to enhanced collaboration with our partners and stakeholders in the upcoming year, striving to add value and better evidence of the impact of our work on operational staff and the individuals who use our services.

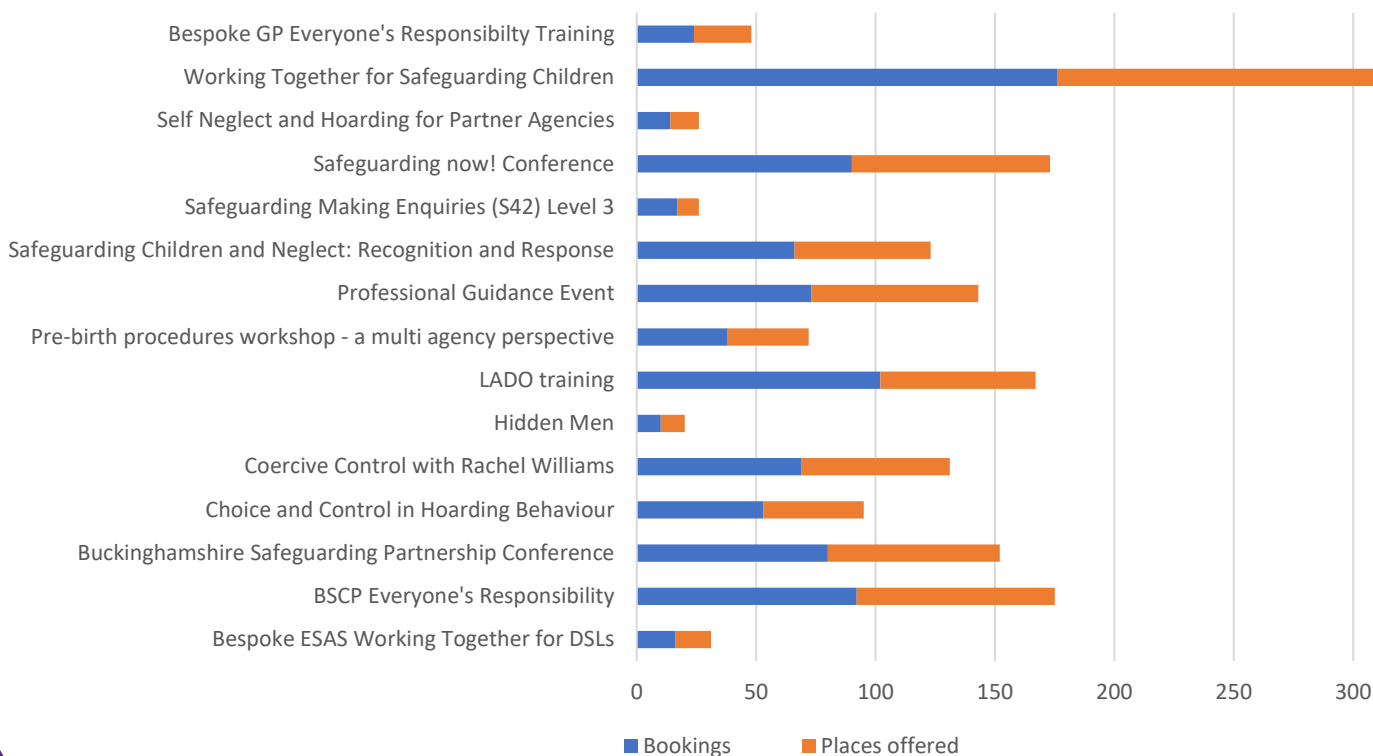
Training / events / conferences

During the reporting period, the Safeguarding Partnership training team offered specialist courses/ events/conferences, these are in addition to Working Together to Safeguard Children & Everyone’s Responsibility, these included:

- **Coercive Control Workshop** – Guest speaker: Rachel Williams (SUTDA)
- **Choice and Control in Hoarding Behaviour** – Guest speaker: Megan Karnes (Hoarding UK)
- **Hidden Men** - Guest speaker: Ruth Pearson
- City & Guilds assured **Young People Gambling Awareness and Harm Prevention**
- **Meet the LADO**
- **Pre-Birth Procedures** workshops
- Professional guidance event – summary in appendix
- **Safeguarding Children and Neglect: Recognition and Response**
- **Safeguarding Making Enquiries (S42) Level 3**
- Bespoke ‘Everyone’s Responsibility’ for GP practice
- **Safeguarding Now!** Summer conference – attached in appendix
- BSAB/BSCP Winter conference – DoLs and MCA - attached in appendix

Over 900 multi-agency staff booked on to our training and events, with approximately 800 attending. A full breakdown of figures included in the appendix.

Training 2022-23 takeup



BSAB/BSCP Safeguarding Now! Conference

On the 27th of June the Buckinghamshire Safeguarding Partnership held their annual summer conference, the first face to face conference since the Covid-19 pandemic. This was a joint conference between the Children Partnership and the Adults Board, the speakers and activities reflected this and where relevant to both service areas.

The conference was well attended by approximately 95 multi-agency staff from across the partnership, including colleagues from education, health, police and children's and adults' social care. The day consisted of guest speakers, networking opportunities, as well as wellbeing and holistic activities.

The focus of the day was to encourage staff to listen, to take the time to review their cases, listen to other agencies, listen to vulnerable people, and listen to their own responses.

Sir Francis Hapgood, Independent Chair for the Safeguarding Partnership, opened the conference welcoming the delegates and giving an overview of the roles and responsibilities of the business unit and the work we do.

Sir Francis was followed by Rebecca Rees, our first guest speaker of the day. Rebecca relayed a very emotional account of her continued lived experience of social care, the coercive control experienced by her mother and the staff manipulated by her mother's husband. Rebecca encouraged staff to listen to service users and to listen to their own responses. Following her talk, Rebecca opened the floor for a question and answer session, supported by Sir Francis. Delegates asked many valid questions that showed Rebecca's experienced had provoked thought and reflection about individuals' own practice.

In preparation for the afternoon speaker, Dez Holmes, delegates were asked to complete a table top exercise consisting of question taken from the six transitional safeguarding principles.

Throughout the day local organisations and charities had stalls lining the main floor of the Gateway, including Woman's Aid, Cranstoun Young Person's Service, and the Family Support Service. This was greatly received and was an opportunity for delegates to build connections and a portfolio of relevant resources.

The afternoon featured guest speaker Dez Holmes from Research In Practice (researchinpractice.org.uk), appearing via video link. Dez gave a very engaging talk focusing on what the research says around listening to children and adults, what reflective practice and supervision looks like and the benefits of this. Following her presentation, Dez took questions from the delegates and shared resources with the audience.



Feedback received from delegates has been highly positive, some examples:

- *Very interesting and useful day. Rebecca Rees speech was very emotive and thought provoking.*
 - *Time to self-care, thank you.*
 - *Informative and though provoking; lots to reflect on.*
 - *Guest speakers were very inspiring.*
 - *Wellbeing time sensational.*
 - *Thought provoking. Lots to talk about back at work.*
 - *Impactful speakers, very informative, great networking opportunity.*
 - *Great to have wellbeing session. Lots of thoughts about supervision.*
 - *An excellent day, enjoyed listening to Dez and have taken new ideas for practice.*
 - *Excellent speakers, face to face meetings; more moving forwards please!*
 - *Excellent day! Inspiring and thought provoking. Loved the workshops, thank you.*
 - *Thank you, the afternoon presentation and wellbeing options were my highlight.*
 - *Excellent day/presentations and time to reflect.*
 - *Thank you for organising this, very informative and food for thought.*
 - *Really powerful and useful, thank you.*
 - *Really informative, guest speakers were fantastic.*
-

BSAB/BSCP Safeguarding Conference Mental Capacity Act and Deprivation of Liberty Safeguards

On the 9th of December the Buckinghamshire Safeguarding Partnership hosted their annual winter conference. The theme of this conference was the Mental Capacity Act and the Deprivation of Liberty Safeguards. This was a joint conference between the Children Partnership and the Adults Board. The speakers and activities reflected this and were relevant to both service areas.

The conference was well attended by approx. 80 multi-agency staff from across the partnership, including colleagues from:

- Cranstoun (drug services)
- Oxford Health
- BHT
- Victims First Specialist Service
- Virtual School
- Schools
- Adult Social Care
- Childrens Social Care/CWD
- Commissioning (Adults Health)
- Housing – Buckinghamshire Council
- Housing – Independent
- Localities – Street Wardens
- Youth Concern
- Environmental Health

The day consisted of guest speakers, networking opportunities and team building activities.

Walter McCulloch, Independent Chair for the Safeguarding Partnership, opened the conference welcoming the delegates and guest speakers, he gave an overview of the Safeguarding Partnership.

The first guest speaker was Claire Webster, Practice Development Consultant, Social Care Institute for Excellence. Claire gave a very in-depth and informative presentation into the Mental Capacity Act, what it is, when and how to use it, best interest and advocacy. Claire then covered the Deprivation of Liberty Safeguards, what it means, the process in care homes and hospitals, liberty protection safeguards and the changes that are coming.

Before lunch delegates took part in a quiz, pitting each table of ten against each other. This resulted in a healthy amount of rivalry, competition and multi-agency working. Encouraging delegates to talk to each other and work together. The winning table were happy with their chocolate prizes and bragging rights!

The afternoon session started with a pre-recorded video from Jenab Yousef, Adult Social Care, explaining the Mental Capacity Act from a local perspective.

The final speaker of the day was Juliet Casbolt, an expert from experience. Juliet gave a powerful presentation on her life and experiences of being sectioned under the Mental health Act. Feedback showed that delegates found Juliet's speech most impactful, with many reflecting on their own attitudes and actions.

Example of delegates feedback included:

- *Very informative and educational.*
- *It is outside my expertise so good intro.*
- *Very knowledgeable speakers.*
- *Really interesting talk from SCIE and great networking.*
- *Very beneficial to my role.*
- *The first speaker and the last speaker were both excellent.*
- *Always well run, friendly and supportive.*
- *Loved the presentation on the mental capacity act and learning about deprivation of liberty.*

Delegates listed the following learning from the day (taken from feedback)

- MCA and DOLs best practise.
- Greater confidence in the MCA process.
- Principles of Mental Capacity Act.
- Rights-based practice and showing compassion/understanding to families facing these issues.
- I was really informed by the expert by experience, our attitudes impact others and more about the care act.
- Knowledge on DOLs/MCA. Lived experience session was excellent.
- Quite a lot of knowledge gained on how to apply MCADOLs/LPS in my role.
- Greater awareness of liberty protection safeguards.
- The law is there to protect peoples' liberty not to deprive peoples' liberty.



BSAB Professional Guidance Event

On the 17th of November the Buckinghamshire Safeguarding Partnership hosted a Professional Guidance event alongside representatives from Adult Social Care.

The event at Weston Turville Golf Club, was well attended by approximately 73 multi-agency staff from across the partnership, including colleagues from housing, health, adult social care.

The purpose of the event was to reinforce the process for making a safeguarding referral and for staff to be able to recognise the difference between a welfare concern and a safeguarding referral.

Walter McCulloch, Independent Chair for the Safeguarding Partnership, welcomed delegates to the event and outlined the purpose of the day. He then handed over to Principal Social worker and Quality, Performance and Standards Director, Jennifer McAteer, who alongside Early Resolution team managers, Ricarda Aguinha and Colin Griffith, delivered a very informative session and supporting activities.

During the afternoon delegates engaged in table top activities lead by colleagues from housing, health, and adult social care. Lots of healthy discussion took place around the case studies that were shared.

For the remainder of the afternoon, Joanne Stephenson and Jennifer McAteer led an interactive discussion with the delegates focusing on complex cases, autism, and referral pathways and mental health needs.



The Year Ahead

The Partnership has worked hard to maintain its focus on seeking assurance that the system is working as it should to reduce harm and better the life chances for vulnerable young people. It has also continued to seek out research, tools and ideas to share with colleagues in Buckinghamshire. We continue to provide two conferences a year on cross-cutting themes, bringing together people from a wide range of agencies and external speakers. A summary of these events can be found in appendix B and a link to future events can be found on the [Buckinghamshire Safeguarding website](#).

We continue to provide training focused on improving the confidence and skills of the workforce, giving staff a place to reflect and explore current context.

In the year ahead we will:

- Reshape the current structure to ensure that we have the right people in the right places.
- Ensure that the impact of activity can be clearly evidenced.
- Make best use of partners' time by decreasing the amount of meetings and increasing opportunities to move forward together, such as challenge workshops.
- Implement the shared partnership development work so that we can create a team 'over and above' the day job.
- Continue to drive up the voice of frontline staff and people who use our services to ensure any impact is reaching them and making a difference.
- Refine and improve our training offer in line with the findings of the training needs analysis. This will include a further two conferences a year.

The BSCP would like to thank all its participants and are looking forward to continuously improving with them.



APPENDIX

- BSCP Business Plan 2020 - 23
- Training Needs Analysis 2022



Business Plan April 2020 – March 2023

Foreword

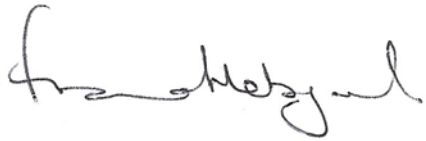
The Buckinghamshire Safeguarding Children's Partnership (BSCP) replaced the Local Safeguarding Children's Board in 2019. The new arrangements place the joint responsibility for safeguarding children and young people on the Council, the police and the Clinical Commissioning Group. The changes must be more than just a change of name as we seek to strengthen our local delivery and build on the improvements that have been made in recent years.

The change to the Partnership and a review of the Buckinghamshire Safeguarding Adults' Board (BSAB) provided an opportunity to review the chairmanship of the two boards and their respective business units. As a result, a decision was made to appoint a single Independent Chair for BSAB and BSCP and to merge the business units together. I was delighted to be appointed as the Chair in August 2019 and I am pleased to say that the new business unit is in place at the start of April 2020.

This Plan and achieving its effective implementation is probably the most important thing done by the BSCP. The Plan draws from national statutory requirements, more local policy needs and lived experiences in order to protect children and young people. Throughout the plan there is a strong and consistent focus on listening to the voices of children and young people and taking a family-centred approach. I hope that future plans actively embrace what children and young people who have experiences of using the multi-agency safeguarding services say to us, and that the plan is more co-produced in future years.

In this document, BSCP sets out the strategic objectives and priorities it wishes to adopt from April 2020 right through until March 2023. Each year the Partnership will produce an annual report which sets out what has been achieved against its plan and what we need to refocus on in future years. As has been demonstrated by the Covid-19 crisis, we have to be flexible to respond to new challenges. However, the priorities of multi-agency working, listening to and working with our communities and safeguarding children and young people have never been more important. It is good to see existing relationships working well and new networks being formed which will be beneficial beyond this crisis.

This plan is not just for the Partnership and the business team who support it, but for all leaders, managers and practitioners in any of our partner organisations. Our purpose is simple – to be effective as a partnership of statutory organisations tasked with protecting children and young people. Please assist in actively promoting this Strategic Plan.

A handwritten signature in black ink, appearing to read 'Francis Habgood', written in a cursive style.

Sir Francis J S Habgood, QPM
Independent Chair for Buckinghamshire Safeguarding Adults' Board

OUR VISION

To work together to enable children and young people in Buckinghamshire to live a life free from fear, harm and abuse. To ensure our approach is focussed around “talk to me, hear my voice” and it is central to everything we do.

OUR AIMS



Working Together 2018 is statutory guidance that provides children’s safeguarding with a legal framework, setting out the responsibilities of local authorities and their partners.

From a statutory perspective the three legally required bodies are:-

- Buckinghamshire Council
- Clinical Commissioning Group
- Thames Valley Police

A range of other partners will also support the Vision and Aims of the Business Plan.

This Business Plan describes the activities the Buckinghamshire Safeguarding Children’s Board (BSCB) will be undertaking from 1st April 2020 to 31st March 2023. The Business Plan will be implemented through the work of the BSCB sub groups which will focus on specific objectives. These activities will be monitored throughout the year and progress will be reported on annually in the BSCB Annual Report.

The Business Plan contains four priorities that will support the work of the BSCB, Sub Groups and Multi Agency working. The “outcomes” listed within each priority will ensure that we achieve our Aims and thereby our Vision, to provide a voice to those individuals in need of support and demonstrate the difference we will make to our local communities.

“Talk to me, Hear my voice” Ensure the child or young person is at the centre of the approach adopted across Children’s Services

1	Action Required	Lead	How	Outcomes (what we will achieve)
1.1	Adopt a think family approach to the safety, well-being and development of children and young people as the overriding priority	<ul style="list-style-type: none"> • BSCP • BSCP sub groups 	<ul style="list-style-type: none"> • That agencies consider how to work with and support the whole family and the benefits of sharing information between adults and children’s services to have better informed view of the needs, risks and circumstances • Bi Annual conferences centred around subjects that identify specific learning and development needs 	<ul style="list-style-type: none"> • To enable vulnerable children and young people to achieve the best possible outcomes
1.2	Carry out Safeguarding Children’s Reviews in line with Care Act requirements, taking into account specific actions developed from those at the centre of the review	<ul style="list-style-type: none"> • SCR sub group • BSCP 	<ul style="list-style-type: none"> • Robustly ensure SCR’s completed and action plans are embedded and changes practiced • Implement changes around the rapid review process, commissioning of authors and capturing 	<ul style="list-style-type: none"> • Reduce number of SCR’s by learning and changing the way we do things to ensure children and young people are safe and supported • Provide a focused approach to

			intended outcomes from recommendations and actions	recommendations that demonstrate real change to processes and learning that is seen to be impacting on the life's lived by children and young people
1.3	Undertake activity supported through the Children's Partnership Arrangements 2019 and Thematic SCR written with regards to serious youth violence. Establish links with multi faith groups and hard to reach communities to ensure full engagement across all children and young people in Buckinghamshire.	<ul style="list-style-type: none"> • BSCP • Multi faith and hard to reach groups • Education and Learning sub group • CSP 	<ul style="list-style-type: none"> • Engagement with black and minority ethnic communities to prevent and reduce violent crime (recommendation for SCR on serious youth violence) • Connecting with hard to reach communities by ensuring that "front door" services such as the MASH are easily accessible 	<ul style="list-style-type: none"> • Building trusting relationships with children and young people to ensure they have the appropriate safeguarding support

Neglect, Exploitation & Abuse				
2	Action Required	Lead	How	Outcomes (what we will achieve)
2.1	Working within a multi-agency setting to combat serious youth violence, promoting alternatives to young people at risk of being drawn into serious crime that may include violence, exploitation and abuse	<ul style="list-style-type: none"> • BSCP • CSP 	<ul style="list-style-type: none"> • Ensure working with partners to provide a joint approach around violence for example TVP violence reduction unit's pilot • Seek engagement with young people to hear their voice through forums such as Youth Voice 	<ul style="list-style-type: none"> • Understanding and reducing the risks that children and young people are living with • Children and young people influencing decision making in the community and feeling empowered to speak out and improve safeguarding outcomes
2.2	Establish the Education and Learning sub group as per Children's Partnership Arrangements 2019	<ul style="list-style-type: none"> • BSCP • Education 	<ul style="list-style-type: none"> • Engage with Education and Learning sub group to define a work plan whereby neglect, exploitation and abuse are leading aspects of improving services to children and young people 	<ul style="list-style-type: none"> • Developing processes for learning from early years to adolescent, to ensure better lived experiences

2.3	Embed Multi-Agency Child Exploitation Protocol 2020	<ul style="list-style-type: none"> • MASH Exploitation Hub • BSCP 	<ul style="list-style-type: none"> • Adopt the Protocol's Principles to support multi agency working, to combat and disrupt sexual and criminal exploitation 	<ul style="list-style-type: none"> • Children and young people in Buckinghamshire to be able to live without fear of exploitation, criminal or otherwise
2.4	Review of Threshold document	<ul style="list-style-type: none"> • BSCP 	<ul style="list-style-type: none"> • Undertake a review of the current document in line with feedback from partners. Once agreed publish new document 	<ul style="list-style-type: none"> • Provide clear signposting for agencies into services for children and young people and a process of escalation in risk/service

Ensure smooth transitions within Children's and Adult Services

3	Action Required	Lead	How	Outcomes (what we will achieve)
3.1	Joint working between Services to ensure a smooth transition from children to adult services.	<ul style="list-style-type: none"> PQ&I sub group 	<ul style="list-style-type: none"> Introduce regular case discussions, seeking to ensure smoother transitions, including clearer communication around referrals and assessments Develop a process of greater integration between children, adult and transitions teams in the management and handover of young people 	<ul style="list-style-type: none"> Increased levels of communications between teams, understanding of work being/need to be undertaken Care Leavers feeling involved in their life decisions, leading to a reduction in anxiety and young people feeling supported and empowered
3.2	Support the introduction of the Thames Valley Alliance regarding the regulation of accommodation provided to young people aged 16+ in Buckinghamshire	<ul style="list-style-type: none"> Operations Manager Children's Service Commissioning jointly with TVP BSCP 	<ul style="list-style-type: none"> Introduce an alliance that will commission, inspect and monitor 16+ provisions within the Thames Valley Region. This partnership would be known as the Thames Valley Alliance (TVA) Ensure all accredited providers are vetted to a high standard and engaged with the review of provisions 	<ul style="list-style-type: none"> To assist in the reduction and the risk associated with the commissioning of inappropriate companies. This can be achieved through the correct research and vetting of provisions. To sponsor, promote and collaborate to produce an agreed accreditation scheme for unregulated

				accommodation in Buckinghamshire to support young people in transition
3.3	Schools in Buckinghamshire to provide clear transfer arrangements within Buckinghamshire and other Local Authorities. Identifying any child who has demonstrated behavioural problems, thus ensuring a successful integration into secondary school.	<ul style="list-style-type: none"> • Education • Children's Services 	<ul style="list-style-type: none"> • Adopt recommendation 4 made in the Thematic SCR on serious youth violence • Manage any safeguarding issues and providing the support mechanism needed to make this a success for the child or young person 	<ul style="list-style-type: none"> • Ensure a successful integration into secondary school

Training and Development				
4	Action Required	Lead	How	Outcomes (what we will achieve)
4.1	Publish the Learning and Development Business Plan 2020/2022	<ul style="list-style-type: none"> BSCP 	<ul style="list-style-type: none"> Develop robust learning and development plan meeting statutory requirements and local needs Develop multi agency training to support networking opportunities across partners 	<ul style="list-style-type: none"> To create training opportunities and training pathways to support and guide multi agency partners and the third sector Achieve greater learning and shared knowledge across multi agencies
4.2	Explore and develop a range of approaches to achieve meaningful involvement and feedback from children and young people within our communities	<ul style="list-style-type: none"> Statutory Partners Education and Learning sub group 	<ul style="list-style-type: none"> Engage with children and young people in forums such as Youth Voice Activity to be led by the Education and Learning sub group 	<ul style="list-style-type: none"> Local children and young people are fully engaged to ensure their voice is central to everything that we do
4.3	To raise awareness with education and child care providers to improve early identification of vulnerable children and young people	<ul style="list-style-type: none"> Statutory partners in Education/ Social Care/ YOS BSCP 	<ul style="list-style-type: none"> Review and implement recommendations from SYV Case Review (Ibbetson) Revision of training practices and delivery within Education to support understanding of wider safeguarding 	<ul style="list-style-type: none"> Encourage children to achieve their best in education, are ready for work and have essential skills for life Early identification and support is

			issues	achieved through multi-agency collaboration
4.4	Learning is taken from working in unforeseen circumstances such as Covid 19, to enable and embed working practices for the future	<ul style="list-style-type: none"> All partner agencies with a lead being in the Education and Learning sub group and CSC 	<ul style="list-style-type: none"> Develop processes to remain in contact, thereby supporting and working with children and young people. For example the use of technology to conduct front line activities 	<ul style="list-style-type: none"> Ensuring that engagement still takes place and that children and young people are not left exposed without support mechanisms

Business Plan Author :- Vince Grey

Safeguarding Partnership Manager

Safeguarding Adults Board and Safeguarding Children's Partnership

Business Plan V 1.0 Commencement Date 1st April 2020

Business Plan Review Date 1st February 2021 for updates leading into April 2021. The Business Plan to be then reviewed in February 2022/23

Business Plan to be Reviewed and updated by the Safeguarding Partnership Manager

Glossary

BSCB Buckinghamshire Safeguarding Children's Board

SCR Serious Case Review

PPP Policy Procedure & Practice

QPI Quality Performance & Improvement

YOS Youth Offending Service

CSC Children's Social Care

MASH Multi Agency Safeguarding Hub

CSP Community Safety Partnership

TVP Thames Valley Police



Training Needs analysis 2022/2023

Learning and Development
Sub-Group

Melanie Hayward and Emma Holman

Why? To find out:

- Numbers / types of staff and volunteers that need safeguarding training
- What single agency safeguarding training is planned
- What multi-agency and/or external training has been identified to be facilitated
- What safeguarding training your staff and volunteers will need
- Whether you are able to part of the training offer
- Any challenges

For the partnership / board to identify and meet multi-agency training needs for 2022/2023 and inform the Learning and Development Plan

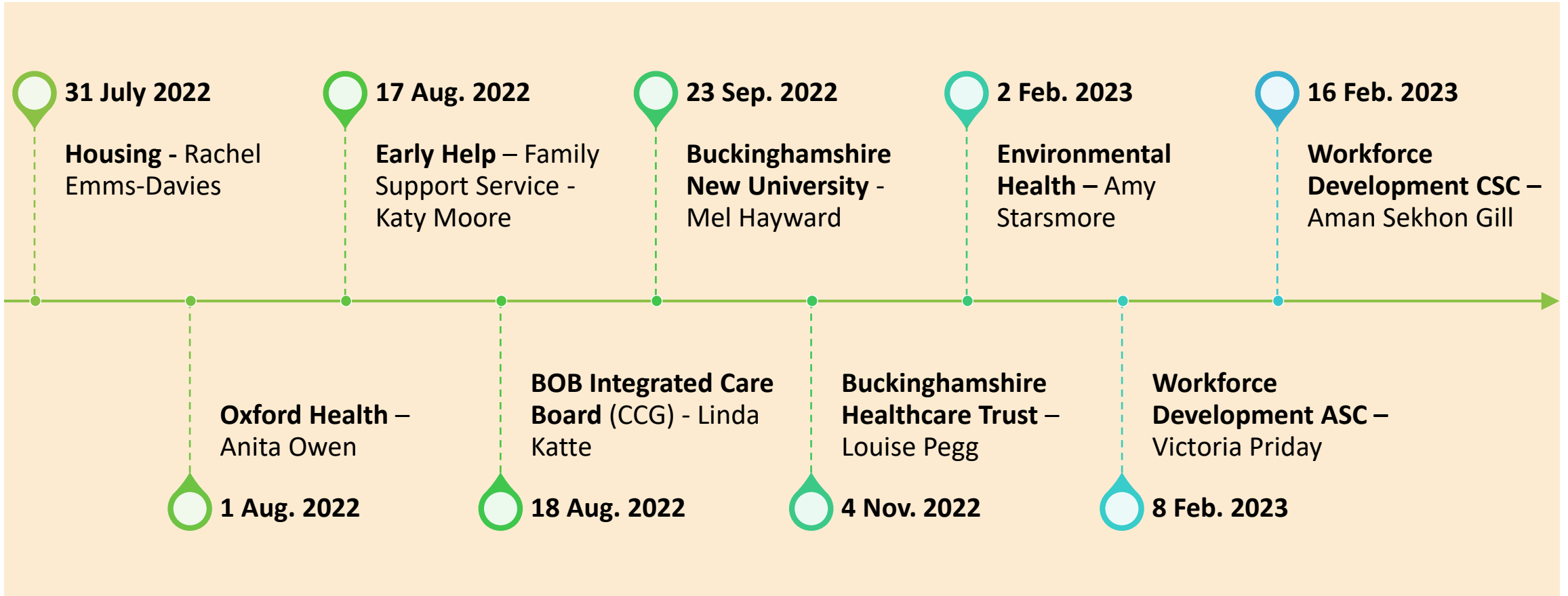
When?

- At the Sub Group on the 23rd of June 2022 the Training Needs Analysis (TNA) was introduced as a priority.
- Group members where asked to complete the TNA and submit no later than the 18th of August 2022.
- A reminder to complete the TNA was sent out on the 11th of August.
- The TNA request has been raised at the Board and Exec meetings.
- A further reminder was sent out on the 19th of January 2023.



Who has submitted?

Page 61



What? Safeguarding training has/will be provided



Common themes across all

- Induction / General / level 1, 2, & 3 Safeguarding – Adult and Children
- MCA & LPS
- Self Neglect
- Domestic Abuse

Specific

- **Early Help - Family support service** – SEND; Neurodiversity; Parenting; Parental conflict
- **BNU** –personal self care and empowerment; suicide prevention; sexual harassment
- **CSC** – PAMS/Parents assist, following the Breadcrumbs, Great Behaviour Training, TVP Visually Recorded Interview training
- **ASC** – Section 42. Making Every Contact Count

What? Current / proposed workplace learning for safeguarding

Countywide meetings
quarterly

Presentation to Governing
Body

Bi-monthly safeguarding
team meetings

Weekly / monthly case
meetings

Escalation /case
transfer meetings

Supervision

Supervisor training

Honest Conversations

Champions

Mentoring

What?

External training (not board/partnership)

- Reducing the Risk - DA champion
- Safe Lives – MARAC
- Contextual safeguarding
- Supervisor
- Level 4 – Named health
- Sexual Harassment & Violence in HE
- Lime Culture – Sexual Misconduct



What? Provide to others

Current

Yes – Early Help - Family Support Service

- Youth work training – youth workers and volunteers
- Setting up early years groups – volunteer early years workers
- No – all others

Open internal courses to others

- 3 stated Yes –
 - following further consultation
 - virtual level 3 safeguarding adults / children - health
 - Commercial offer to private and voluntary care providers
- 4 stated No / unlikely
- 1 stated it would have to be a corporate decision



What? Is needed

BOB Integrated Care Board	Liberty Protection Safeguards	Transitional safeguarding	Contextual safeguarding	Trauma Informed	S42 enquiry	Family Approach
Buckinghamshire Council - Housing	Domestic abuse	Professional Curiosity	Serious cases / practice reviews	Home visits	Lived Experience	
Buckinghamshire New University	Suicide Prevention	Eating Disorders	Drug Awareness	Sexual Harassment		
Buckinghamshire Healthcare NHS Trust	Mental Capacity Act - CYP	Mental Capacity Act - Self Neglect	Mental Capacity Act - Self neglect and Legal levers			
Oxford Health NHS Foundation Trust	Domestic abuse					
Early Help - Family Support Service						
Environmental Health	Lawful Data Sharing Practices	Understanding the roles of professionals in the process				
Childrens Social Care						

What? Key themes

Page 67

Domestic Abuse

MCA & LPS
Including Self
neglect

Contextual
Safeguarding

Transitional
Safeguarding

Professional
Curiosity

Home Visits

Trauma
Informed

Family
Approach

Serious
cases /
practice
reviews

Do these help us to achieve our learning and development need goals for 2022/2023?

How?

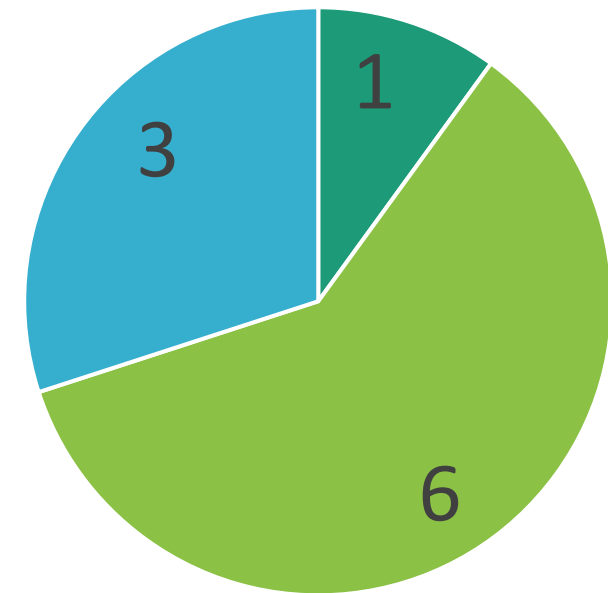
Experiences

- All services used virtual training over the last 3 years
- 1 service felt virtual less engaging / useful
- 1 service felt some training was better delivered virtually

Future

- 4 services blended approach now or are aiming for

Access to Virtual Platforms



■ Skype ■ MS Teams ■ Zoom

Challenges

Barriers

1. Staffing & Work demand
2. Travel & Time constraints
3. Access / ability to use virtual platforms

Mitigation

1. Manager support/ approval and compliance monitoring / several dates offered
2. Shorter courses / Virtual training / Integrated with other meetings
3. Staff supported to access / provision of hardware



What else is useful?

- Webinars
- Podcasts

- Free eLearning, webinars and resources from relevant organisations inc:
 - NSPCC/CASPAR
 - SCIE
 - National homeless advice service
 - Future NHS Platform
 - Future Learn – Level 3 safeguarding adults
 - Health Education England – eLFH
 - Community Care
 - Making Research Count
 - Grey Matter Learning



Now what?

- Acquire outstanding TNA
- Write up the TNA report and submit to Board & Exec (end of June)
- Ensure our 'training need' themes and plans align with national and local priority and workforce need
- Update L&D plan
- Plan delivery - How? Who? When? Where?



This page is intentionally left blank



Report to Children's and Education Select Committee

Date:	2 November 2023
Reference number:	n/a
Title:	Special Educational Needs and Disabilities (SEND) Improvement Programme Update
Cabinet Member(s):	Anita Cranmer, Cabinet Member, Education and Children's Services
Contact officer:	Lucy Pike, Head of Improvement and Transformation
Ward(s) affected:	All wards
Recommendations:	To note progress made against the SEND Improvement Programme across the local area
Reason for recommendation:	Paper is for information only

1. Executive summary

1.1 This report provides:

- a progress update on the SEND Improvement Programme since inspection
- a brief overview of the new SEND Inspection Framework

2. Background

2.1 Ofsted and the Care Quality Commission (CQC) inspected the services provided for children and young people with Special Educational Needs and Disabilities (SEND) in Buckinghamshire between 28 Feb – 11 March 2022. The inspection outcome report can be found [here](#).

2.2 Following inspection, the Local Authority and the Integrated Care System (formerly the Clinical Commissioning Group [CCG]) were jointly responsible for submitting an action plan to Ofsted, detailing how 3 areas of significant weakness would be addressed. The Plan, submitted on 8 August 2022 was approved by Ofsted on 25 August 2022.

- 2.3 The 3 areas of weakness identified are:
- The lack of a cohesive area strategy to identify and meet the needs of those children and young people requiring speech and language, communication and occupational therapy.
 - Waiting times for assessments on the autism and attention deficit and hyperactivity disorder diagnosis pathways and the system-owned plans in place to address this.
 - Waiting times to see a community paediatrician.
- 2.4 The action plan, known as a Written Statement of Action (WSOA) was co-produced with key stakeholders across education, health and care services including voluntary and community sector organisations and parent/carer representatives.
- 2.5 The WSOA has been integrated into the wider SEND Improvement Plan.

3. SEND Improvement Programme Progress

- 3.1 Key achievements since inspection have included:
- **Streamlined and increased neurodevelopmental support.** This has included moving to a single provider model for 5- 19 age group; increased digital assessment availability for children with less complex Autism presentations; and the delivery of online neurodevelopmental workshop sessions led by clinicians and professionals, targeted at school settings and GP surgeries. A coproduced [All Age Autism Strategy](#) has been publicly consulted on and feedback is currently being analysed.
 - **Reduced backlogs and increased support within community paediatrics.** This has included completely eradicating the backlog of medication reviews following the appointment of prescribing pharmacists thereby alleviating pressures on community paediatricians; validating waiting lists to ensure children are on the right pathway and their needs are understood; an increase in the commissioned support available for those awaiting health assessment and diagnosis through third sector partners; and the provision of an online support and guidance offer.
 - **A refreshed approach to the provision therapy.** This is encapsulated in the development of a Local Area Strategy (2023-26): *Early Identification and Intervention to Better Support Children and Young People's Therapy Needs*, which promotes the required whole system transformation in relation to early support for these needs. The recommissioned Therapies Service will further support delivery of this when the new contract goes live in 2024.

- **Increased support for the SEND workforce.** This has included strengthening induction and training leading to an improvement in the quality of new Education, Health and Care Plans (EHCPs) audited, from 11% graded good or above in May 2021 to 78% in Aug 2023.
 - **New offers of support for key groups.** This has included the development of a new pathway, toolkit and support for children experiencing [Emotionally Based School Non Attendance](#) (EBSNA); a new support offer for young people with SEND who are Not in Employment, Education or Training (NEET) or who are at risk of NEET; an expanded post 16 offer, including an increase in the number of Supported Internships available (from 12 in September 2022 to 40 in January 2024) and an expanded [Holiday Activities and Food \(HAF\) programme](#) for children and young people with SEND in the school holidays (991 specialist SEND places in the summer holidays 2023 including overnight stays).
- 3.2 It is anticipated that the additional £4.6m ICB investment agreed in April 2023 will reduce waiting times for those health services identified in the WSoA. Current trajectories suggest that this will take some time and require recruitment to specialist posts. It is critical therefore that families are supported while awaiting assessment and diagnosis, and new children entering the system have their needs met through an early intervention approach where this is appropriate, to reduce the demands on specialist services. Non-recurrent funding available until March 2024 will support some one-off initiatives and pilot projects over the coming months, with a view to informing system change longer term.
- 3.3 The national [Delivering Better Value in SEND Programme](#) is currently underway in Buckinghamshire which aims to support local areas to address the three key challenges facing the SEND system. They define these as “poor outcomes for children and young people with SEND and in Alternative Provision; low parental and provider confidence; and financial unsustainability.” Early intervention and support is emerging as a key area of work that will result from this, and joining up efforts across the local area will be essential to ensure that the offer for families is comprehensive and easy to navigate, leading to an improved experience. This funded programme will enable the system change required to strengthen early intervention to be implemented (based on need, not diagnosis).
- 3.4 Challenges in relation to the provision of therapies for children and young people with an EHCP remain significant. September 2023 figures identify a 24 week wait for Speech and Language therapy advice to inform new Education, Health and Care Plans (EHCP) and a 52 week wait for Occupational Therapy advice (against a 6 week statutory timeframe). This means that children’s EHCPs are issued without all the relevant advice. While this is in line with the SEND Code of Practice, it does mean that the child’s needs are not fully presented within the Plan initially and there is a

delay in providing the appropriate therapy support. To rectify this, EHCPs are reopened and updated once the advice is available.

- 3.5 The therapies service is currently being recommissioned and over establishment recruitment is taking place to mitigate these issues, however a national shortage of therapists does make this more challenging. Therapists are now involved in EHCP assessment decisions at the very beginning which is ensuring that the right children join the waiting list for advice to avoid unnecessary backlogs accumulating.
- 3.6 The timeliness of issuing EHCPs is sharply declining due to a number of late Educational Psychology assessments which inform the EHCP. These are needed for the Plan to be legally compliant when issued. This is a result of an increasing number of EHC assessment requests (22% increase Jan – July 2022 compared to the same period 2021) and a higher % progressing to assessment (74% in 2022 compared to 64% in 2021 – 193 more assessments). The causes are complex but include a lack of confidence by parents and schools in SEN support. Actions are being taken to address this including increasing the number of Educational Psychologists employed by the Council, and an associate model to manage spikes in demand.
- 3.7 There are multiple Boards providing governance and oversight of the SEND improvement programme and the WSoA, including the SEND Improvement Board, SEND Integrated Services Board and the Buckinghamshire Executive Partnership. All Boards provide support, scrutiny and challenge. A review of governance is underway with a view to streamlining the approach.

4. Ofsted/Care Quality Commission SEND Inspection Framework

- 4.1 The SEND Improvement Programme priorities are in line with the new [Ofsted/CQC SEND inspection framework](#) that was published in January 2023. This new framework places greater emphasis on the journey of the child and their lived experience and outcomes. It also includes for the first time the addition of Alternative Provision. This is for all pupils, not just those with SEND. Other changes of note include a Social Care Inspector being added to the inspection team and the creation of a new set of judgements following inspection. Local areas will now receive 1 of 3 possible grades:

Inspection Outcome	Further inspection
1. The local area partnership’s SEND arrangements typically lead to positive experiences and outcomes for children and young people with SEND. The local area partnership is taking action where improvements are needed.	Full inspection usually within 5 years

<p>2. The local area partnership’s arrangements lead to inconsistent experiences and outcomes for children and young people with SEND. The local area partnership must work jointly to make improvements.</p>	<p>Full inspection usually within 3 years</p>
<p>3. There are widespread and/or systemic failings leading to significant concerns about the experiences and outcomes of children and young people with SEND, which the local area partnership must address urgently.</p>	<p>Submission of Priority Action Plan</p> <p>Monitoring inspection usually within 18 months of the full inspection.</p>

4.2 Buckinghamshire will continue to have a WSoA until a full inspection under the new Framework has taken place.

4.3 Since inspection 2 monitoring meetings have been completed with the DfE and CQC (December 2022 and April 2023). A third meeting is being planned for November 2023. Feedback to date has been generally positive and our approach to reporting on progress and impact being shared as good practice with other local areas.

5. Corporate implications

5.1 The SEND Improvement Programme aligns with the following [corporate plan](#) priorities:

- Strengthening our communities
- Protecting the vulnerable

6. Next steps and review

6.1 Progress against the SEND Improvement Plan and the WSoA will continue to be reported as part of the agreed governance including taking updates through SEND Improvement Board, Buckinghamshire Executive Partnership and SEND Integrated Services Board.

6.2 Preparations will continue to be made for a potential SEND inspection. This includes ongoing reflection and update of the local area Self-Evaluation which is informing a refresh of Buckinghamshire’s SEND and Inclusion Strategy, due to be published in 2024.

This page is intentionally left blank



Report to Children's and Education Select Committee

Date:	2 November 2023
Title:	Schools Ofsted Inspection Report Academic Year 2022/23
Author:	Gareth Drawmer, Head of Achievement & Learning
Recommendations:	For Select Committee members to note the school inspection outcomes during the 2022/23 Academic Year.

1. Background

- 1.1 In 2022/23 Ofsted resumed the inspection process after disruption caused by COVID. The new OFSTED framework had moved away from data-heavy inspections and now includes a judgment based on quality of education. This includes the 3 I's; Intent (how the curriculum is designed and sequenced), Implementation (how that curriculum is taught) and Impact (the achievement of pupils).
- 1.2 The new framework, updated July 2023, continues the strong focus around safeguarding. The Inspection Handbook has also been updated to include information on the culture of safeguarding and guidance on indicators of ineffective safeguarding.
- 1.3 During the academic year 2022/23, 62 Buckinghamshire schools were inspected of which 53 have so far been published. It should be noted when reviewing the information in this report that no assessment data was available for academic years 2019/20 and 2020/21 and therefore the inspections in this period were conducted without this insight into school performance. Within Buckinghamshire, a comprehensive programme of visits to schools was instigated from September 2022, enabling the team to undertake a robust evaluation against Ofsted criteria.

1.4 As a service, we note the very sad circumstances around the inspection of Caversham Primary School in Reading and the subsequent death of Ruth Perry, the school's head teacher. We recognise the pressure that our school leaders are placed under for a variety of reasons, including Ofsted inspections and we work to ensure they are supported in their wellbeing. Actions for this currently include:

- An offer from our educational psychology service for termly clinical supervision of head teachers.
- Weekly informal 'huddles' online for head teachers to hear updates and connect as part of a community.
- A comprehensive two-year induction programme for new head teachers, with some specific sessions for secondary headteachers.
- An offer of an experienced mentor for the first year of headship.
- Focussed support from the school improvement team before, during and after an inspection.
- A series of professional development activities including an annual two-day conference – providing opportunities for networking and building a strong community of head teachers.
- Termly briefings led by the Director of Children's Services.
- Six 'liaison group' meetings a year for head teachers to work together in localities.
- Access to the employee assistance programme.
- Termly "Friday Forums". A networking, information and effective practice sharing opportunity for headteachers.

1.5 All of this takes place alongside regular school improvement activities through the 'Side by Side' programme.

2. Main content of report

2.1 Below are all the school Ofsted inspections from September 2022 to July 2023.

Key:

Academy	Maintained
---------	------------

Section 5 - Graded inspection

Section 8 - Ungraded inspection

Section 8* - Monitoring visit

School	Date of Inspection	Date of Report	Previous Grade	Inspection outcome	Type
Broughton Junior School	13/09/2022	19/10/2022	Good	Good	Section 8
John Hampden Grammar School	14/09/2022	19/10/2022	First inspection since conversion	Outstanding	Section 5
Aston Clinton School	21/09/2022	15/11/2022	Requires Improvement	Good	Section 5
Chiltern Hills Academy	21/09/2022	01/12/2022	Good	Good	Section 8
Dorney School	27/09/2022	11/11/2022	Inadequate	Requires Improvement	Section 5
Longwick CE Combined School	27/09/2022	16/11/2022	First inspection since conversion	Good	Section 8
Bourne End Academy	27/09/2022	17/11/2022	First inspection since conversion	Good	Section 5
St James and St John CE Primary School	28/09/2022	14/11/2022	Good	Good	Section 8
Denham Green E-Act Primary Academy	04/10/2022	22/11/2022	Good	Good	Section 5
Stoke Poges School - The	11/10/2022	05/12/2022	Good	Good	Section 8
Holmer Green Junior School	12/10/2022	29/11/2022	Good	Good	Section 8
Princes Risborough School	01/11/2022	09/12/2022	First inspection since conversion	Good	Section 5
Cheddington Combined School	01/11/2022	14/12/2022	Good	Requires Improvement	Section 5
Chalfonts Community College	01/11/2022	15/12/2022	Good	Good	Section 5
Robertswood School	01/11/2022	16/01/2023	Good	Good	Section 5
Aylesbury Grammar School	02/11/2022	15/12/2022	First inspection since conversion	Outstanding	Section 5
Overstone Combined School	08/11/2022	19/01/2023	Good	Requires Improvement	Section 5
Foxes Piece School	08/11/2022	19/01/2023	Good	Requires Improvement	Section 5
Great Marlow School	09/11/2022	16/01/2023	Good	Good	Section 8
The Royal Latin School	15/11/2022	27/02/2023	First inspection since conversion	Good	Section 5
Chesham Bois CE Combined School	23/11/2022	30/01/2023	First inspection since conversion	Good	Section 5

Holmer Green First School and Pre-School	29/11/2022	25/01/2023	Good	Good	Section 5
St George's CE Infant School	30/11/2022	25/01/2023	Good	Good	Section 8
Burnham Grammar School	06/12/2022	31/01/2023	Good	Good	Section 8
Marsh School	06/12/2022	01/02/2023	Good	Requires Improvement	Section 5
Chenies School	13/12/2022	08/02/2023	Good	Requires Improvement	Section 5
Sir Henry Floyd Grammar School	13/12/2022	09/02/2023	Outstanding	Outstanding	Section 8
Iver Village Infant School	14/12/2022	09/02/2023	Inadequate	Inadequate	Section 8*
Haddenham Community Infant School	10/01/2023	09/02/2023	Outstanding	Good	Section 5
Loudwater Combined School	10/01/2023	08/03/2023	Good	Good	Section 8
Cuddington and Dinton CE School	17/01/2023	08/03/2023	Good	Good	Section 8
Iver Heath Infant School and Nursery	02/02/2023	16/03/2023	Good	Good	Section 8
Beechview Academy *	02/02/2023	20/03/2023	Requires Improvement	Requires Improvement	Section 5
Oak Green School *	21/02/2023	27/04/2023	Good	Requires Improvement	Section 5
Chalfont St Giles Village School Infant	21/02/2023	27/04/2023	Good	Good	Section 8
Stoke Mandeville Combined School	21/02/2023	03/05/2023	Good	Good	Section 8
Seer Green Church of England School	21/03/2023	16/05/2023	Good	Good	Section 8
Twyford CofE School	21/03/2023	17/05/2023	Good	Good	Section 5
George Grenville Academy	28/03/2023	26/05/2023	Good	Good	Section 5
Danesfield School	25/04/2023	02/06/2023	Outstanding	Outstanding	Section 8
Marsworth Church of England School	26/04/2023	19/06/2023	Good	Good	Section 8
Buckingham School	25/04/2023	20/06/2023	Good	Good	Section 5
High Wycombe Church of England School *	26/04/2023	22/06/2023	Good	Good	Section 8
Naphill & Walters Ash School	10/05/2023	26/06/2023	Good	Good	Section 5
Iver Heath Junior School	10/06/2023	28/06/2023	Good	Good	Section 8
Ash Hill Primary School *	04/05/2023	03/07/2023	Good	Requires Improvement	Section 5
Millbrook Combined School *	23/05/2023	11/07/2023	Good	Requires Improvement	Section 5
North Marston Church of England School	06/06/2023	19/07/2023	Good	Good	Section 5
Brill CE Combined School	19/04/2023	11/07/2023	Good	Good	Section 5
Westcott Church of England School	10/05/2023	03/07/2023	Inadequate	Inadequate	Section 8*
Sir William Ramsay	13/05/2023	12/05/2023	Inadequate	Inadequate	Section 8*
Bedgrove Junior School	13/06/2023	02/08/2023	First inspection since conversion	Good	Section 5
West Wycombe School *	27/06/2023	18/09/2023	First inspection since conversion	Requires Improvement	Section 5

* Opportunity Bucks ward

Impact of School Improvement work in Intervention and Prevention Schools

2.2 Following the risk assessment process, in the summer term all schools across Buckinghamshire are allocated to one of three categories: Enhancement, Prevention or Intervention, for support during the following academic year. This is communicated to all Headteachers and Chairs of Governors via an emailed letter.

	Guiding Principles
Enhancement	<p>Peer Support Offer</p> <p>These schools are currently judged good or better:</p> <ul style="list-style-type: none"> • Enhancement schools have capacity to provide support from their strongest practitioners to other schools. • They can access school to school support if and when it is needed by brokering support through the School Improvement team.
Prevention	<p>Focused Support Required</p> <p>Prevention schools will currently hold a good or outstanding judgement from their previous inspection. However, these schools are either:</p> <ul style="list-style-type: none"> • In window to be inspected within the next 24 months with a risk assessment that has identified areas of challenge, or • School Leaders and Governing Boards, in discussion with the School Improvement team, have identified that their school is at potential risk of being judged RI or inadequate when their next inspection takes place.
Intervention	<p>Intensive Support Required</p> <p>School self-evaluation and the School Improvement Team risk assessment has identified a high level of risk that might include standards, outcomes for disadvantaged learners, leadership capacity or safeguarding.</p> <p>Intervention schools will either:</p> <ul style="list-style-type: none"> • Be currently judged RI or inadequate, • Have a risk assessment that has identified significant areas of challenge, or • School Leaders and Governing Boards, in discussion with the School Improvement team, have identified that their school is at imminent risk of being judged RI or inadequate when their next inspection takes place.

2.3 Intervention and prevention schools have been risk assessed and identified of being at risk of being judged requires improvement or inadequate at their next inspection.

Side by Side Supported Schools with an Inspection during 2022/23	Side by Side Offer Received by the School	Judgement increased following support (including	Retained judgement following support	Judgement declined following support	Schools good or better post inspection
Intervention Schools <i>8 schools*</i>	5 Headline Visit per year Up to 18 days of Leadership Champion Support Up to 18 days of Pupil Champion Support	2 (25%)	5 (62.5%)	1 (12.5%)	5 (62.5%)
Prevention Schools <i>8 schools</i>	3 Headline Visits per year Up to 6 days of either a Leadership Champion or Pupil Champion Support	0	3 (38%)	5 (62%)	4 (50%)

*Does not include monitoring visits or first inspections following conversions

2.4 The increase in Advisor support has enabled the School Improvement Service to engage more proactively with schools, in particular those who are currently good or outstanding as they approach their Ofsted inspection window. We are now able to offer a wider range of support packages and services through a traded service, including an expansion in the offer for Headteacher Performance Management and a wide range of improvement reviews. Our Governor support offer increased with a comprehensive training programme with a focus on Buckinghamshire issues and areas for development, along with a dedicated Governance Officer to provide advice and guidance for Governing Boards.

2.5 The School Improvement Monitoring and Brokerage grant, the DfE funding for Local Authority School Improvement functions, was reduced by 50% in 2022/23 with the complete removal of all School Improvement grant funding from April 2023. From April 2023 all academy schools in Buckinghamshire are offered non statutory support at 100% cost.

2.6 Buckinghamshire Council have moved to a de-delegation model to fund school improvement work from September 2023.

2.7 Support from School Improvement Advisors during inspection:

	Supported	Support offered but declined
Maintained Schools	40	0
Academy Schools	8	14
TOTAL	48	14

Ofsted Judgement Analysis

2.8 Number and percentage of judgements made during academic year 2022/23

	Outstanding	Good	Requires Improvement	Inadequate
Maintained Schools	1 (3%)	22 (67%)	8 (24%)	2 (monitoring visits) (6%)
Academy Schools	1 (8%)	8 (67%)	2 (17%)	1 (monitoring visit) (8%)

2.9 Changes in judgements for maintained schools and established academy schools

	Maintained Schools 33 Schools	Established Academy Schools (Academies with a previous inspection) 12 Schools
Judgement improved	1 (3%)	1 (8%)
Judgement stayed the same	23 (70%)	11 (92%)
Judgement declined	9 (27%)	0 (0%)

2.10 Following analysis, the quality of education and leadership and management were identified as key areas leading to a decline in judgement. Safeguarding was effective in all schools.

2.11 Lessons Learnt

- i. **Respond to concerns in a timely and effective manner:** SIA capacity has recently been increased from 2 to 4.5 officers and further capacity (0.5fte) has been funded from reserves until July 2024.
- ii. **Increase the number of Headline Visits to Enhanced schools to identify emerging issues:** The number of Headline Visits carried out in the past six months increased significantly leading to more schools changing category to ensure targeted support can be put in place at a faster pace. For 2023-2024 all Enhancement schools under the Side by Side offer will receive a Headline Visit.
- iii. **Quicker response to school leaders resistant to support:** We continue to aim to respond more robustly in cases where we know that the HT or COG is not addressing school improvement effectively, especially in schools where Ofsted have indicated a return to the school within 12 – 18 months for an in-depth inspection. This will, if required, lead to the directorate using statutory powers as identified in DfE ‘Schools Causing Concern’ guidance.
- iv. **Increase robust challenge when schools are not making appropriate progress:** The school improvement team have embedded the use of Rapid Improvement Group (RIG) meetings for Prevention schools holding both the headteacher and Chair of Governors to account on a half termly basis.
- v. **Ensure that schools are moved into in a timely and responsive manner:** The frequency of RAG rating review assessments has moved from an annual to a termly basis to ensure that schools are offered support as soon as it is identified that they are struggling.
- vi. **Widen the input for early identification of schools in difficulty:** Plans to increase the number of teams feeding into the School Improvement Response Team Meetings (RTMs) including Audit and Health & Safety where issues in one area may lead to a review of school effectiveness.
- vii. Review the Side by Side strategy to support secondary schools to ensure that it is fit for purpose and leads to even greater engagement.

Buckinghamshire Ofsted Analysis v National

2.12 Overall, the percentage of pupils in good and outstanding schools in Buckinghamshire has decreased from 90.2% (academic year 2021/22) to 88%. This is below national data at 89% (data correct on 31 August 2023). No schools moved into inadequate.

	Buckinghamshire					
	Nursery	Primary	Secondary	Special	PRU	All schools
Outstanding	100%	15%	31%	40%	67%	20%
Good	0%	70%	56%	60%	33%	67%

Requires Improvement	0%	10%	8%	0%	0%	9%
Inadequate	0%	4%	6%	0%	0%	4%

National						
	Nursery	Primary	Secondary	Special	PRU	All schools
Outstanding	62%	14%	15%	35%	18%	16%
Good	35%	76%	66%	54%	68%	73%
Requires Improvement	2%	8%	13%	6%	9%	9%
Inadequate	1%	2%	5%	5%	5%	3%

2.13 Percentage of pupils by Ofsted - overall effectiveness

Buckinghamshire						
	Nursery	Primary	Secondary	Special	PRU	All schools
Outstanding	100%	14%	36%	48%	87%	25%
Good	0%	72%	55%	52%	13%	63%
Requires Improvement	0%	11%	7%	0%	0%	9%
Inadequate	0%	3%	3%	0%	0%	3%

National						
	Nursery	Primary	Secondary	Special	PRU	All schools
Outstanding	66%	16%	18%	39%	9%	18%
Good	31%	75%	66%	53%	75%	71%
Requires Improvement	3%	7%	12%	5%	11%	9%
Inadequate	1%	1%	4%	2%	4%	3%

Key Themes and Learning from Ofsted Reports and actions taken 2022/23

2.14 Consistency of teaching and planning - actions taken:

- i. Friday forums have been introduced 2023-2024 to maximise opportunities to update school leaders and share effective practice in securing consistency.
- ii. Conferences have been held in core curriculum subjects of science, maths, computing and literacy throughout 2021-2023.
- iii. An excellent curriculum conference on reading was delivered in February 2023, with the focus on reading transition between primary and secondary schools. This conference was delivered in collaboration with the Education Endowment Foundation and Sandringham Research School and will support the development of a sustainable three-year literacy strategy from 2023-2026 with a focus on disadvantaged pupils.

- iv. Engagement and collaboration with Regional Subject Hubs, to share learning, adapt their offer to the needs of Buckinghamshire schools and target individual schools in need.
- v. Increased the number of Side by Side Champions in core curriculum subject to enable an enhanced pool of support for schools, overseeing SSPCs as an independent model from September 2023.
- vi. Learning from Buckinghamshire school Ofsted inspections shared through conferences and new Friday Forums.
- vii. Maths trails and outdoor learning packages offered to all schools.
- viii. Support for primary schools to ensure accurate and consistent moderation of assessment results continues in 2023/24.
- ix. Curriculum leadership course is being delivered again following positive feedback from last year.
- x. Conferences for this year include further literacy focus.
- xi. Quality of Education reviews are available via traded services; 2 day intensive.
- xii. Headline Visits include both conversations with school leaders about the Quality of Education and also learning walks.

2.15 Support for most vulnerable including those who are persistently absent and SEND – action taken:

- i. The Buckinghamshire Challenge’s three-year programme culminated at the end of the academic year 2022/23. The programme successfully achieved its aims to develop, launch and publish a Buckinghamshire Disadvantaged Handbook – ‘Addressing Disadvantage in Buckinghamshire’. The handbook has been issued to all school headteachers and Chair of Governors, and it is a supportive resource to provide insight, analysis and the establishment of key principles for Buckinghamshire schools to effectively address this issue, aligning with DfE expectations on the use and impact of Pupil Premium and national good practice.
- ii. As part of The Buckinghamshire Challenge, 15 liaison groups undertook local research projects to determine effective approaches to improving outcomes for disadvantaged children and young people. The result of this work has provided an integral research component to the Buckinghamshire Disadvantaged Strategy.
- iii. Working in partnership with the Education Endowment Foundation and Unity Research Schools, the outcome from this challenge programme has been a published document of good practice, case studies and strategic recommendations which has been shared both locally and nationally.

- iv. Looking ahead to growing the initiative from its initial 3-year programme, for 2023/4 and beyond, a plan for The Buckinghamshire Challenge has been developed that builds on the learning from the handbook and links with the Council's flagship Opportunity Bucks programme to improve everyday lives and life chances for people resident in underperforming places across the county:
 - Launched on 26 June 2023 to over 130 school leaders and a copy sent to all schools.
 - To be Launched to all Governors – Autumn 2023.
 - Free training for all schools running throughout 2023/24.
 - The Handbook will continue to be updated with latest learning and research.
 - Feedback from schools has been extremely positive with comments such as 'outstanding', 'inspirational' and 'fabulous resource' received after the events.
- v. Running alongside the handbook, and building on its findings, a Universal Offer to all schools will run for the academic year 2023-2024. This free programme will comprise a series of 2 conferences and 3 workshops, the aim of each will be to roll out the learning from individual Liaison Group projects to all school staff across the county. There will be a focus on the practical applications of the learning in the handbook.
- vi. There will be a Literacy focused project to equip schools with the resources to self-audit their literacy program and also a focused literacy review for identified schools.
- vii. Cultural Capital will be addressed via a designated conference academic year 2023/24.
- viii. Developing positive Learning Behaviours (metacognition) is a tenet that underpins the work undertaken in all of the Buckinghamshire Challenge initiatives.
- ix. A School Improvement Advisor is now a licenced practitioner for the BELL foundation and will be engaging schools in a programme of training to upskill teachers in practical ways to support EAL learners.
- x. School Improvement undertake collaborative meetings with ISEND team to share information and best practice. The specific focus has been working with SEN Consultants and identifying areas of need for ISEND led need and support.
- xi. Regional ISEND managers regularly attend the response team meetings.

- xii. Education Entitlement Manager regularly attends response meetings and has delivering a session for all school leaders on attendance and safeguarding at our March conference.

2.16 Ambition and challenge for all learners – action taken:

- i. Headline Visits are tailored to ask key questions during school visits.
- ii. Learning walks are carried out to discuss ambition and challenge for all learners.
- iii. Analysis of key attainment data is a focus for the Headline Visits undertaken in schools.

2.17 Safeguarding: particularly record keeping and follow up of actions – action taken:

- i. School Improvement continues to work in close collaboration with ESAS to ensure that training materials, audit resources and annual return approaches are robust and in line with Ofsted expectations.
- ii. School Improvement and ESAS have developed an even more robust safeguarding review tool to include audit of pupil records.
- iii. The above also considers alternative provision, governance of safeguarding, the preventative curriculum and e-safety.
- iv. The Friday Forums will include regular and timely safeguarding updates.
- v. Engagement with Regional HMI who delivers keynote speeches at our School Improvement conferences.
- vi. Safeguarding reviews undertaken in maintained schools causing concern.
- vii. Safeguarding reviews commissioned by increasing numbers of schools including academies.
- viii. Reviewing and redesigning the in-house DSL training sections (Ofsted related) delivered by School Improvement.
- ix. Safeguarding training for Governors regularly throughout academic year 2023/2024, for all new governors, more in-depth training for Safeguarding Governors and sessions for experienced Safeguarding Governors.
- x. Safeguarding training for new headteachers as part of the Early Career Headship programme.

2.18 Governance monitoring processes insufficiently challenging – action taken:

- i. Comprehensive training package for all governors across Buckinghamshire. The training schedule includes sessions on 'Being Strategic – What Good Governance Looks Like' to support effective challenge.

- ii. Governor support Officer has been appointed to oversee governance support for schools.
 - iii. Enhanced communication to governing boards regarding their scope for challenge within the Side-by-Side programme.
 - iv. High quality Headteacher Performance Management offered to governing boards as a traded service.
 - v. In supporting the Governing Board to develop strong school leaders, the School Improvement Team has developed a robust Early Career Headship programme for all new to headship leaders, with a new secondary strand.
 - vi. Following analysis of Ofsted reports, the School Improvement Service tailor their work to ensure key themes coming out of reports are identified to support schools leading up to their inspection. This includes a comprehensive Headline Visit schedule, conference and training for school leaders and governors and Side by Side support as required.
 - vii. Rapid Improvement Groups (RIG) [as above] set up for some intervention schools which involved termly meeting with school leaders and governance to ensure progress is being made.
- 2.19 All events e.g., conferences, workshops and forums continue to include invitations to governors. This is to maximise alignment between governors and school leaders in key messaging and to support governors to effectively challenge their leaders.

Opportunity Bucks - School Ofsted Inspection Summary

- 2.20 The Ofsted inspection report outcomes for academic year 2022/23 have been analysed by both:
- a. Schools within the 10 Opportunity Bucks ward boundaries
 - b. Schools with over 40% of their pupils residing within Opportunity Bucks ward boundaries.

a. Schools within the 10 Opportunity Bucks Ward Boundaries

There are 28 schools located within the Opportunity Bucks ward boundaries.

- 7 schools are currently ungraded as they have not been inspected since academisation.
- 13 schools were graded good or better at their last inspection (62% of inspected schools)

- 8 schools were graded requires improvement at their last inspection (38% of inspected schools)
- No schools are currently graded inadequate.

School Name	School in OB ward	Current Inspection Outcome	Current Inspection (Sec 5/8)	Outcome (Change) Since Previous Inspection
Abbey View Primary Academy	Y	Academised		
Ash Hill Primary School	Y	Requires Improvement	Section 5 Graded	↓ = Lower
Ashmead Combined School	Y	Good	Section 5 Graded	↓ = Lower
Ayleysbury UTC (formerly Buckinghamshire UTC)	Y	Requires Improvement	Section 5 Graded	- = Equal
Beechview Academy	Y	Requires Improvement	Section 5 Graded	- = Equal
Booker Hill School	Y	Good	Section 8 Ungraded	- = Equal
Brushwood Junior School	Y	Outstanding	Section 5 Graded	↑ = Higher
Castlefield School	Y	Good	Section 8 Ungraded	- = Equal
Chepping View Primary Academy	Y	Academised		
Cressex Community School	Y	Good	Section 8 Ungraded	- = Equal
Elmhurst School - The	Y	Academised		
Hamilton Academy	Y	Good	Section 5 Graded	- = Equal
Hannah Ball School	Y	Requires Improvement	Section 5 Graded	- = Equal
Haydon Abbey School and Pre-School	Y	Good	Section 8 Ungraded	- = Equal
High Wycombe CE Combined School	Y	Good	Section 8 Ungraded	- = Equal
Highcrest Academy - The	Y	Good	Section 8 Ungraded	- = Equal
Highworth Combined School and Nursery	Y	Good	Section 8 Ungraded	- = Equal
Ivingswood Academy	Y	Academised		
Kings Wood School and Nursery	Y	Good	Section 5 Graded	- = Equal
Millbrook Combined School	Y	Requires Improvement	Section 5 Graded	↓ = Lower
Newtown Early Years and Infant School	Y	Requires Improvement	Section 8 Ungraded	- = Equal
Oak Green School	Y	Requires Improvement	Section 5 Graded	↓ = Lower
Oakridge School	Y	Good	Section 5 Graded	↑ = Higher
St Louis Catholic Primary School	Y	Academised		
St Michael's Catholic School	Y	Academised		
The Mandeville School	Y	Academised		
Thomas Hickman School	Y	Good	Section 5 Graded	- = Equal
West Wycombe Combined School	Y	Requires Improvement	Section 5 Graded	* = First inspection since conversion

b. Schools with over 40% of their pupils residing within Opportunity Buck ward boundaries.

There are 40 schools with over 40% of their pupils residing within Opportunity Bucks ward boundaries.

- 9 schools are currently ungraded as they have not been inspected since academisation.
- 22 schools were graded good or better at their last inspection (73% of inspected schools)

- 8 schools were graded requires improvement at their last inspection (27% of inspected schools)
- 1 school, Sir William Ramsay, is currently graded inadequate (3% of inspected schools)

School Name	40% pupils living in OB ward	Current Inspection Date	Current Inspection Outcome	Current Inspection (Sec 5/8)	Outcome (Change) Since Previous Inspection
Abbey View Primary Academy	Y		Academised		
Ash Hill Primary School	Y	04/05/2023	Requires Improvement	Section 5 Graded	↓ = Lower
Ashmead Combined School	Y	15/01/2020	Good	Section 5 Graded	↓ = Lower
Bearbrook Combined School	Y	00/00/0000	Academised		
Beechview Academy	Y	02/02/2023	Requires Improvement	Section 5 Graded	- = Equal
Booker Hill School	Y	20/02/2018	Good	Section 8 Ungraded	- = Equal
Brushwood Junior School	Y	19/03/2012	Outstanding	Section 5 Graded	↑ = Higher
Castlefield School	Y	14/11/2018	Good	Section 8 Ungraded	- = Equal
Chepping View Primary Academy	Y		Academised		
Chiltern Hills Academy	Y	21/09/2022	Good	Section 5 Graded	- = Equal
Chiltern Wood School	Y	08/01/2019	Good	Section 5 Graded	- = Equal
Cressex Community School	Y	08/01/2019	Good	Section 8 Ungraded	- = Equal
Elmhurst School - The	Y		Academised		
Great Kingshill CE Combined School	Y	29/06/2022	Good	Section 8 Ungraded	* = First inspection since conversion
Hamilton Academy	Y	31/10/2018	Good	Section 5 Graded	- = Equal
Hannah Ball School	Y	23/11/2021	Requires Improvement	Section 5 Graded	- = Equal
Hawridge & Cholesbury CE School	Y	25/04/2019	Good	Section 8 Ungraded	- = Equal
Haydon Abbey School and Pre-School	Y	10/07/2018	Good	Section 8 Ungraded	- = Equal
Hazlemere CE Combined School	Y	15/02/2022	Good	Section 5 Graded	↑ = Higher
High Wycombe CE Combined School	Y	26/04/2023	Good	Section 8 Ungraded	- = Equal
Highcrest Academy - The	Y	11/02/2020	Good	Section 8 Ungraded	- = Equal
Highworth Combined School and Nursery	Y	26/09/2018	Good	Section 8 Ungraded	- = Equal
Ivingswood Academy	Y		Academised		
Kings Wood School and Nursery	Y	19/03/2019	Good	Section 5 Graded	- = Equal
Ley Hill School	Y	25/01/2022	Good	Section 8 Ungraded	- = Equal
Marsh School	Y	06/12/2023	Requires Improvement	Section 5 Graded	↓ = Lower
Millbrook Combined School	Y	23/05/2023	Requires Improvement	Section 5 Graded	↓ = Lower
Newtown Early Years and Infant School	Y	25/09/2018	Requires Improvement	Section 8 Ungraded	- = Equal
Oak Green School	Y	21/02/2023	Requires Improvement	Section 5 Graded	↓ = Lower
Oakridge School	Y	02/03/2022	Good	Section 5 Graded	↑ = Higher
Pebble Brook School	Y	18/09/2018	Good	Section 8 Ungraded	- = Equal
Sir William Ramsay School	Y	14/06/2022	Inadequate	Section 5 Graded	↓ = Lower
St Joseph's Catholic Infant School	Y	00/00/0000	Academised		
St Louis Catholic Primary School	Y		Academised		
St Michael's Catholic School	Y		Academised		
The Buckinghamshire Primary Pupil Referral Unit	Y	16/01/2018	Outstanding	Section 8 Ungraded	- = Equal
The Mandeville School	Y		Academised		
Thomas Hickman School	Y	11/09/2019	Good	Section 5 Graded	- = Equal
West Wycombe Combined School	Y	27/06/2023	Requires Improvement	Section 5 Graded	* = First inspection since conversion
Wycombe High School (Girls)	Y	27/06/2012	Outstanding	Section 5 Graded	* = First inspection since conversion

Opportunity Bucks – Extra Support

2.20 The schools with a high number of pupils residing in the ten Opportunity Bucks wards will benefit from extra support through three different projects, devised to raise attainment, reduce inequality across the county and increase long term opportunities for pupils:

- **The Buckinghamshire Challenge** is an established programme of support for all schools across Buckinghamshire to address the impact of economic disadvantage on pupil attainment, and for the next two academic years the focus of the Challenge will be on the schools with a high number of Opportunity Bucks pupils. Strong literacy skills are essential for pupils to access all areas of the curriculum, however, both nationally and locally there is a significant gap in attainment between disadvantaged pupils and their non-disadvantaged peers. The Opportunity Bucks cohort of schools will benefit from access to the Buckinghamshire Challenge Literacy Project which aims to support the development of pupil's essential literacy, improving both literacy attainment outcomes and pupil's access to the wider curriculum, through bespoke, tailored expert support.
- **The Opportunity Bucks Schools' Short Film Competition** is a joint collaboration between Buckinghamshire Council and Pinewood Studios which aims to highlight the importance of film and TV as an employment sector within Buckinghamshire and inspire pupils to channel their creativity and develop a short film, sparking curiosity for future careers in the industry.
- **The App Accelerator Project;** working with Microsoft partner, the Cloudy Foundation, this project aims to provide essential work experience skills for young people with an interest in business and IT. The project will engage young people from the Opportunity Bucks wards through the experience of working collaboratively on a real business-based project for Buckinghamshire Council.

Select Committee Work Programmes 2023/24

Children’s and Education Select Committee (Chairman: Cllr Julie Ward, Scrutiny Officer: Katie Dover)

Date	Topic	Description & Purpose	Lead Officer	Additional Contributors
15 th June	Children’s Services 6 month Update	An Update report with specific focus on Children’s Social Care reforms, SEND and Alternate Provision	John Macilwraith Richard Nash Simon James	
	Children’s Services Transformation	Overview and Case for change	John Macilwraith Errol Albert	
	Review Group report on Pathways for Children with SEND and Disabilities	To receive the report of the review group and hear the Officers’ response.	Katie Dover	Cllr Diana Blamires
	Children’s & Education Select Committee Work Programme	To receive the draft work programme for the forthcoming year	Katie Dover	Cllr Julie Ward
7 th September	Placement Sufficiency Strategy	This strategy sets out a summary of the action we will be taking over to make sure that we can provide placements for all children who need care.	Richard Nash Sandra Carnall	
	Principal Social Worker Annual Report	To provide a progress report on the work during 2022/23 of the Principal Social Worker to promote and improve the quality of social work practice,	Richard Nash	

		highlight the achievements for this year and identify priorities for the coming year.		
	Update on Ofsted Work	Update on the outcome following the Ofsted Annual Engagement Meeting	John Macilwraith	
2 nd November	Bucks Safeguarding Children Partnership Annual Report 2022-2023	This edition of the Safeguarding Children Partnership's Annual Report covers the period from 1 April 2022 to 31 March 2023. It highlights the progress made during the last year against the BSCP's priorities as well as setting out future plans	Walter Mcculloch Joanne Stephenson	
	SEND Improvement Programme follow up paper	To update the Committee on progress made with regards to the SEND Improvement programme	Cate Duffy Caroline Marriott Lucy Pike	
	Schools Ofsted Inspection Outcomes for Academic Year 2022-2023	To update the committee on Ofsted inspection outcomes for the academic year ending 2022-2023	Cate Duffy Gareth Drawmer	
25 th January	Education Standards Paper	To share with the committee the latest educational outcomes achieved by the children and young people of Buckinghamshire.	John Macilwraith Gareth Drawmer	
	Youth Offending Team	Progress update one year on from YOS inspection	Richard Nash Aman Sekhon-Gill	
	Children's Services Transformation	To update the committee on the progress to date of the transformation programme	John Macilwraith Errol Albert	
7 th March	Pathways to SEND services	To provide a six month update on the progress against the recommendations within the Pathways to SEND review group report	John Macilwraith Gareth Drawmer	
	New attendance duties	To provide the committee with an update on the new attendance duties and the implications for Buckinghamshire.	John Macilwraith Gareth Drawmer	