



# Buckinghamshire Council

## Children's & Education Select Committee

### Agenda

**Date:** Thursday 7 March 2024

**Time:** 2.00 pm

**Venue:** The Oculus, 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

Agenda Item	Time	Page No
<b>1 APOLOGIES FOR ABSENCE</b>	<b>14:00</b>	
<b>2 DECLARATIONS OF INTEREST</b> For Committee Members to declare any personal or disclosable pecuniary interests.	<b>14:05</b>	
<b>3 MINUTES OF THE PREVIOUS MEETING</b> That the minutes of the meeting held on 25 <sup>th</sup> January 2024 be confirmed as a correct record.	<b>14:10</b>	<b>3 - 16</b>
<b>4 PUBLIC QUESTIONS</b> 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: <a href="https://www.buckinghamshire.gov.uk/your-council/get-involved-with-council-decisions/select-committees/">https://www.buckinghamshire.gov.uk/your-council/get-involved-with-council-decisions/select-committees/</a>	<b>14:15</b>	
<b>5 EDUCATION STANDARDS REPORT 2023</b> For the Select Committee to consider the Annual Education Standards Report for 2023.	<b>14:20</b>	<b>17 - 98</b>

**Contributors:**

Cllr Anita Cranmer, Cabinet Portfolio Holder for Children's Services  
Gareth Drawmer, Head of Achievement and Learning

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|----------|---|--------------|------------------|
| <b>6</b> | <b>UPDATED SCHOOL ATTENDANCE DUTIES AND IMPLICATIONS FOR BUCKINGHAMSHIRE</b><br>For the Select Committee to receive a report detailing the new school attendance duties and the implications for Buckinghamshire.<br><br>Contributors:<br>Cllr Anita Cranmer, Portfolio Holder for Children's and Education<br>Gareth Drawmer, Head of Achievement and Learning             | <b>15:20</b> | <b>99 - 108</b>  |
| <b>7</b> | <b>PATHWAYS TO SEND REVIEW - 6 MONTH UPDATE ON PROGRESS ON RECOMMENDATIONS</b><br>For the Committee to receive the six month update on the progress made to date on the recommendations of the Select Committee's review group.<br><br>Contributors:<br>Cllr Anita Cranmer, Portfolio Holder for Children's Services<br>Caroline Marriott, Head of Integrated SEND Services | <b>16:00</b> | <b>109 - 116</b> |
| <b>8</b> | <b>WORK PROGRAMME</b><br>For the Select Committee to (i) put forward ideas for next municipal year's work programme and (ii) to be updated on the commencement of the review into school attendance.<br><br>Contributors:<br><br>Cllr Julie Ward, Chairman of the Select Committee<br>Katie Dover, Senior Scrutiny Officer  | <b>16:30</b> |                  |
| <b>9</b> | <b>DATE OF NEXT MEETING</b><br>The next meeting of the Children's & Education Select Committee will be in June 2024, with the date to be confirmed at the annual council meeting  | <b>16:45</b> |                  |

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

For further information please contact: Katie Dover on 01296 531339, email [democracy@buckinghamshire.gov.uk](mailto:democracy@buckinghamshire.gov.uk).



## Children's & Education Select Committee minutes

Minutes of the meeting of the Children's & Education Select Committee held on Thursday 25 January 2024 in The Oculus, Buckinghamshire Council, Gatehouse Road, Aylesbury HP19 8FF, commencing at 2.00 pm and concluding at 4.45 pm.

### Members present

J Ward, M Dormer, S Adoh, K Bates, D Blamires, S Lewin, Dr W Matthews, A Osibogun, D Summers and P Turner

### Others in attendance

Cllr R Stuchbury, K Dover, J Macilwraith, Cllr N Thomas, E Albert, A Sekhon-Gill and Cllr A Cranmer

### Apologies

L Clarke OBE, I Darby, N Hussain, C Jones, S Kayani and Z Williams

### Agenda Item

#### **1 Apologies for Absence**

Apologies were received from Cllrs Clarke, Darby, Hussain, Jones, Kayani and Parent Governor co-optee Zoe Williams  
Cllr Nathan Thomas substituted for Cllr Darby  
Cllr Stuchbury substituted for Cllr Kayani

#### **2 Declarations of Interest**

Cllrs Bates, Osibogun and Turner declared a personal interest as a school governor within Buckinghamshire.

#### **3 Minutes of the Previous Meeting**

The minutes of the previous meeting held on 2<sup>nd</sup> November 2023 were agreed as a correct record.

#### **4 Public Questions**

There were no public questions received.

## 5 Youth Offending Service - Progress Update

Cllr Cranmer introduced Aman Sekhon-Gill, Assistant Director of Quality, Assurance and Standards. She explained that this is a very complex service area and reminded the committee that a Youth Justice Plan had recently been presented at Council as was required annually and had been circulated to select committee Members.

Ms Sekhon-Gill explained that the HM Inspectorate of Probation (HMIP) had inspected the service a year ago, and this was a response to that inspection report detailing progress made to date against recommendations set out by HMIP.

The HMIP report had rated the service as good overall, with one area ranked as outstanding and one area requiring improvements. Ms Sekhon-Gill noted that an action plan had been produced to monitor progress and this was overseen by the Strategic Partnership Governance Board with partners being responsible for the delivery of services jointly.

The Chairman commended the service on the good inspection report from the HMIP.

In response to Councillors' questions several points were raised and responded to as follows:

- Ms Sekhon-Gill responded to a query regarding the number of youths who had not returned into mainstream education after offending, noting that it was a key priority and vital that education was resumed to enhance outcomes for young people. It would also help to drive down re-offending rates. A qualified teacher had been recruited into the re-offending team to help with educational support for reintegration and to assist with basic skills when outside of the educational system. There were no specific targets for re-entry into mainstream education as this would not be appropriate for all children. The Partnership Board looked at reintegration levels and quality assurance to understand the background to cases and address the relevant issues.
  - **Action:** Ms Sekhon-Gill to provide the committee with details of the reintegration targets into education or apprenticeships.
- In relation to a question as to whether children's ages were significant for their re-entry into mainstream education, Ms Sekhon-Gill noted that it was a nuanced picture and that the needs of the young person were central to successful integration, in addition to finding the most appropriate setting for them.
- One Councillor considered that the issue of abusers becoming

perpetrators of crime. Ms Sekhon-Gill explained that the service sees young people as children first, not as perpetrators and any interventions were tailored to the needs of the individual child. A very small percentage of children were noted to reoffend. John Macilwraith considered that an additional report to look at the types of intervention used could be brought to the committee in the future. This would assist the Select Committee in understanding the practices involved in the service.

**Action:** YOS to bring a further report on types of intervention as part of the 2024 to 2025 Select Committee work programme.

- Ms Sekhon-Gill explained that the training of staff was ongoing regarding the audit work and the service worked jointly with social care teams on this. All new staff members undertook training. The Partnership Board is responsible for the scrutiny of the work and how it is delivered.
- Ms Sekhon-Gill explained that as part of the “life path model” the service gains feedback from every child about their experiences. This feedback is collated quarterly and fed back into the Partnership Board and the actions are tracked.
- Ms Sekhon-Gill noted that prevention work had been strengthened. She outlined that young people are tracked for a period of 1-2 years after an intervention has been delivered to see if they re-enter the criminal justice system or not and this data is collected monthly.
- Regarding young people’s re-integration into mainstream school, Ms Sekhon-Gill explained that the service does not produce statistical data on this. Re-integration is child-led and thus is tailored for each child and could involve attending school, taking up an apprenticeship or attend a specialist school. The age of the child is relevant as most children of 16 or over attend college or start an apprenticeship. Younger children would usually attend school and take GCSEs. Ms Sekhon-Gill noted that encouraging appropriate volunteer representation from the community was an on-going piece of work.
- Ms Sekhon Gill explained that the service always strives for the highest standards. The figures could be impacted by a child moving house or re-offending. There was not a target figure to achieve but investigations would happen if the figure fell below 70%. The [Turnaround Programme](#) is a youth early intervention programme led by the Ministry of Justice. It was not known whether funding for this would continue in the future. This scheme was one aspect of the team’s strong prevention programme. The out of court tool had been updated and the Youth Justice Board are due to launch a standard tool which all authorities will be expected to adopt when published.
- Ms Sekhon-Gill confirmed that volunteers were a valuable resource and were always welcomed in the service. Their role could cover various tasks including accompanying a child to a police station or being present when the child attended meetings. She explained that there were regular offers

to assist the service from university students who wanted to volunteer as part of their studies, but there was always a need for more volunteers. Any help from Members to highlight this issue would be appreciated. Councillors suggested that Community Boards and volunteering fairs could be used to promote volunteering in the Youth Offending Service. Councillor Dormer invited the service to have a stall at the Amersham career fair.

**Action:** Councillors, Scrutiny Officer and Ms Sekhon-Gill to liaise as to how to link into Community Boards and events to raise the profile of volunteering in the Youth Justice System.

- Ms Sekhon-Gill explained that all volunteers were trained in restorative approaches. They were also offered supervision and had access to ongoing training from the youth offending team. New volunteers were paired with more experienced volunteers.
- Ms Sekhon-Gill explained that there was a cohort of looked after children in the Youth Justice Service but the number was small. The Partnership Board considered information as to whether offending occurred before or after entering the Youth Offending System. Schooling was always considered as part of the intervention plan and there would be a conversation if the child did not attend education. Re-integration was a gradual process, and a conversation was maintained over a period of time about the individual.
- 59% of young offenders had a learning difficulty in Buckinghamshire and this was not dissimilar the national trend. Young people who came into the service were screened by a speech and language therapist. The education and SEND officers were also involved. A child's learning needs were always treated as paramount.
- Ms Sekhon-Gill explained that the service was only able to track young people until the end of the court order. A young person could ask to remain in the service if they wished to stay in contact with their support staff.
- In response to the role referred to in paragraph 2.21 of the report, Ms Sekhon-Gill answered that the new jobholder had been appointed and had started in the week beginning 22<sup>nd</sup> January 202. This officer had been appointed to ensure that there are suitable supervision arrangements for children completing reparation projects.
- It was queried as to why there had not been such good progress with young people who had committed less serious offences, than those who were subject to a "Out of court disposal". Ms Sekhon-Gill explained that the out of court disposal was left to the local authority in terms of delivery model which can impact how services are then inspected against this area. The YOS has now ensured all out of court work is subject to the same scrutiny and quality assurance measures as statutory court

work.

- Although the service cannot make legal decisions but every child going through the system has a pre-sentence report written by the service detailing their views and their needs, the victim's views and the service's recommendations. The service's role is to advocate for the child. This includes helping them through the process and understanding their rights. The service works with the courts to understand how daunting the process can be for children. The service has consulted with children and young people regarding the language used to describe the service, and the preference was to use the title "Youth Justice and Support Service". Training was offered to magistrates to recognise how children may feel/behave when in the court process.
- Ms Sekhon-Gill explained that in some cases, oversight of a child can be retained despite child reaching the age of 18 to help them complete their order. If a child has a custodial sentence and has additional needs, this was made clear to the custodial setting. The Partnership Board is the place where partners can look at examples of particular cases and assess where barriers to service delivery can be considered and explored.
- Ms Sekhon-Gill explained that there were many prevention routes into the service for young people such as the Turnaround Scheme or via youth workers in schools. If funding for Turnaround ends, any young people already in the system will continue to be supported by the service. The team were looking at how to fund additional young people coming into the service.
- Ms Sekhon-Gill explained that historically there was a view that many young had come from certain backgrounds and communities, but this is not always accurate. The service tried not to focus on where the young person lived as the offence may not have been committed there. Errol Albert pointed out that where young people were exploited, there were no geographical boundaries. Those who exploited young people chose them on the basis of their vulnerability.

The Chairman thanked the officers for the excellent report and asked them to take her congratulations back to the team for their very good work and inspection outcome.

## **6 Children's Services Transformation Programme Update**

Cllr Cranmer introduced Errol Albert, Service Director, Children's Services - Transformation and Improvement. She noted that the transformation programme was a long-term programme of work for the service.

Errol Albert explained that at his last appearance before the committee, he set out plans for the initial phase of service transformation. This report was to update the Committee on progress within those plans. The report included details of the rationale for change including increased demand, increasing complexity of cases, national reforms and the general overview of the service.

The report also detailed the feedback on the first phase of transformation, the key principles of which were:

1. A movement towards locality-based teams
2. Teams would be smaller, cohesive and multi-agency
3. Trusted lead professionals to work with families to provide timely support
4. A one-service approach to be paramount

This was a lengthy programme and there was still much to do. Family Hubs were significant for early help and support. Volunteers played a useful role.

In response to Councillors' questions during the following discussion several points were raised:

- Errol Albert outlined that in children's services, the focus should be on early intervention. Families' needs were dynamic. With community support early on, it may have been possible to keep some children out of higher-tiered intervention such as the criminal justice system. There are instances where referrals have been made where help could have been provided earlier. A wide range of issues presented to the service ranging from speech and language difficulties to family relationship problems. Seventy-five local authorities were quite advanced in organising Family Hubs and Buckinghamshire Council could learn from these. Where children were concerned, it was vital to intervene before a problem becomes a crisis.
- Errol Albert explained that the Transformation Board has oversight of the action plan. A significant part of phase one was the re-structure of internal staff. HR was an integral part of this and form part of the membership of the Transformation Board. Performance monitoring would be measured via several sources of data, for example from the police, health providers and the voluntary sector. Regular contact was maintained with DfE and OFSTED via inspections and annual conversations. The aim was to lower referral rates and re-referral rates. The lived experience of young people also would also be studied.
- John McIlwraith pointed out that transformation updates would be shared with Cabinet every six months. The select committee might wish to see more focussed information on particular areas of the transformation programme.
- Errol Albert explained that there could be several indicators of success. Currently, several teams involved with hand-offs of cases to each other and one assessment could involve three teams. Children have fed back that there are too many changes of social workers and that they have to repeat their story. It was important that young people develop a relationship with one trusted professional. A measure of success would be a lower number of hand-offs and an increased number of young people remaining with their birth families. When alternatives to a referral are widely used, this would also be an indicator of success.



- Errol Albert acknowledged that there has been a turnover of social workers and this would have an impact on the number of handoffs. He noted that this problem must be seen as part of the national picture. It will be a positive for social workers to know that they will belong to a small multi-disciplinary team with families at the centre.
- Errol Albert explained that transformation involves the whole system It would be important to enhance communication between agencies. Where possible, multi-agency partners would attend the same training and briefing programmes. The service would be talking to schools about a shared space, which was an exciting opportunity.
- Errol Albert explained that all statutory duties and processes would be maintained during this transformation process. Families who were already in the system as the service was changed it is hoped would not be adversely affected. The locality model would mean that a family support worker will stay with the families alongside a social worker and other agencies. There would be no change to the way that safeguarding referrals from the community, school and volunteers were handled. In addition, the change in structure, every effort being made to maintain continuity to avoid a child having a new social worker. Staff are most likely to remain in their current area; the teams would just be split into smaller localities. Children and young people would be asked for feedback on the process.
- John McIlwraith answered a Member's question about the value of Teaching Assistants (TAs). He noted that TAs did a tremendous job and the aim was to recruit and retain as many as possible as they tended to help the most vulnerable children. He explained that the work of TA's is not strategically owned. Links would be made with headteachers to explore and develop opportunities for TA's such as promoting to a senior TA positions and looking at other opportunities within services for children across the county. School head teachers often fed back that once TAs had acquired a skills set, they pursued a career outside schools. A Member noted out that TAs were employed on a Buckinghamshire employment contract rather than an educational one.
- John McIlwraith explained that he wanted to bring all the agencies looking after children together to support children from birth to 19 years of age (or 25 years of age for those with SEND). This was a huge piece of work. Errol Albert explained that the advantage of the transformation were the many opportunities to join services up and work with partners. Discussions were taking place with colleagues from the Early Years team. He would provide future updates to the Committee
- Errol Albert outlined that "business as usual" would continue for services which support children and families. Residents would be directed towards Family Hubs by the Buckinghamshire Family Information Service (BFIS). Partners, early help staff, nurseries and schools will also signpost the hubs. The [Start for Life Programme](#), detailed on GOV.UK was very informative. He had every confidence that skilled staff would provide consistency to children and families.

- Ms Sekhon-Gill explained that the main aims of the programme were to elicit conversations with families in order to strengthen them. Staff would undergo continual training in a mixed cohort and deal with individual family needs rather than concentrating on a specialism. Staff wellbeing and resilience would be key to this. Errol Albert stated that the workforce would be equipped to support the changing landscape. There were pressing issues to deal with following the pandemic and localities were being mapped to ensure consistent geographical coverage.
- Ms Sekhon-Gill replied to a Member's question that trauma-informed training would be rolled out across the partnership, potentially to schools.
- Errol Albert answered a question about the lack of youth workers. He explained that there was more youth provision than there appeared but much more could be done to direct youths along a better path. John McIlwraith added that lack of youth workers is a challenge nationally, but it would be appropriate to work with partners in the voluntary sector. Errol Albert offered to give more information about the locality teams to anyone who requested it.
- A Member asked how the family hubs would be advertised so that awareness is county-wide. The Chairman added that the new service would need to be promoted and the level of service across all localities should be consistent. John McIlwraith explained that communication was key. Community Boards would be a good way of reaching residents and he and Errol Albert would be happy to attend Community Board meetings, community groups or groups of Members as it was considered important to communicate well about the transformation programme. Schools had Family Liaison groups which could help. John McIlwraith explained that community boards are very well-connected and could pass messages on to all age groups. The Chairman felt that Parish Councils could also play a part in communication.

**Action:** Councillors to contact JM/EA if they would like them to attend groups/boards to inform them about the transformation process.

- In response to a Member's question about signposting the new service model, Errol Albert agreed that there should be one point of information but pointed out that only the statutory services could be centrally controlled.
- A Member expressed a hope that SEND services would be transformed and that social prescribers and other healthcare professionals would be part of the locality teams. Errol Albert and John McIlwraith noted that they work closely with health partners and both are members of the Buckinghamshire, Oxfordshire and West Berkshire Health Overview and Scrutiny Committee. Health partners would be part of the locality teams.

## 7 Scoping Document for Review of School Attendance

School attendance levels have fallen since the pandemic and the committee

wanted to investigate this issue and see what could be done to improve the problem which was a national issue. John McIlwraith felt that the review would be very helpful.

The Committee agreed the scoping document for the review.

Any Member who wished to part of the review group could email the Chairman or Scrutiny Officer.

**8 Work Programme**

The Chairman invited suggestions for the work programme either now or later. Cllr Thomas was involved in the Autism Strategy. This would be presented to the Cabinet in the next few months.

**9 Date of Next Meeting**

Thursday 7<sup>th</sup> March 2024 at 2.00 p.m. in the Oculus, The Gateway

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

	<b>Date/Committee Item</b>	<b>Action</b>	<b>Lead</b>	<b>Update</b>
28	2-11-23 Bucks Safeguarding Children Partnership Annual Report	Walter McCulloch to circulate comparative child death information from the ICB area, statistical neighbours and nationally		Complete. Information circulated w/c 8-1-24
29	2-11-23 Bucks Safeguarding Children Partnership Annual Report	Walter McCulloch to provide information from the Modern Slavery & Exploitation subgroup to show occurrence of harm levels.		Complete Information circulated w/c 8-1-24
30	2-11-23 Bucks Safeguarding Children Partnership Annual Report	Walter McCulloch to provide some broader data and/or performance information including custody rates at the same time as issuing the Committee with the new business plan once agreed.		Complete Information circulated December 2023
31	2-11-23 SEND Improvement Programme Update	The new Autism Strategy to be circulated the committee following Cabinet.		The draft strategy and consultation was shared with members in August 2023 by Katie Dover.
32	2-11-23 SEND Improvement Programme Update	Gareth Drawmer to contact the Director of Public Health for further information regarding the shortage of ADHD medication and when the supply chain would recommence.		Complete Response circulated 12 December 2023

33	2-11-23 SEND Improvement Programme Update	Gareth Drawmer to provide further information on the school non-attendance figures		Complete Response circulated December 2023
34	2-11-23 SEND Improvement Programme Update	Katie Dover to raise with the Scrutiny Manager /Directors re the query over items relevant to the committee coming to this meeting e.g. Autism Strategy		The Scrutiny Manager and Deputy Chief Executive have been updated of this concern.
35	2-11-23 Schools Ofsted Inspection Outcomes	Gareth Drawmer to speak to the Business Intelligence Team as to what information is available on the flow of pupils outside of their own wards to go to school		Complete Response circulated December 2023
36	2-11-23 Schools Ofsted Inspection Outcomes	Gareth Drawmer to discuss the possibility of monitoring stress levels of education staff during inspections with the Education Team		Complete Response circulated December 2023
37	2-11-23 Work Programme	Katie Dover to commence drafting scope for review work on schools attendance		Agreed at Committee Jan 2024
38	2-11-23 SEND Improvement Programme Update	Lucy Pike to provide information on the take up of the HAF provision in the summer		Complete Response circulated on 12 <sup>th</sup> December 2023
39	25-1-24 YOS Update	Ms Sekhon-Gill to provide the committee with details of the reintegration targets into education or apprenticeships.	Aman Sekhon-Gill	Complete Response circulated 23/02/24

40	25-1-24 YOS Update	YOS to bring a further report on types of intervention as part of the 2024 to 2025 Select Committee work programme	– Aman Sekhon-Gill/Katie Dover	To be scheduled into the Select Cttee Work Programme Q3/Q4
41	25-1-24 YOS Update	Councillors, Scrutiny Officer and Ms Sekhon-Gill to liaise as to how to link into Community Boards and events to raise the profile of volunteering in the Youth Offending Service.	Aman Sekhon-Gill & Katie Dover	Complete Response circulated 23/2/24
42	25-1-24 YOS Update	Ms Sekhon-Gill to find out what percentage of the SEND cohort reintegrate into mainstream schools	Aman Sekhon-Gill	Complete Response circulated 23/02/24
43	25-1-24 Transformation Programme	Councillors to contact EA/JM if they would like them to attend local groups/community boards to inform them about the transformation programme	Councillors	
44	25-1-24 Review of School Attendance	Councillors to notify the Senior Scrutiny Officer if they wish to take part in the review. Evidence gathering sessions likely to be held in the mid- end of March over a few days.	Councillors/ Katie Dover	Group Members identified
45	25-1-24 Work Programme	Select Committee to consider areas of the transformation programme that they would like to see reported to the committee in the next council year.	Councillors	

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## Report to Children's and Education Select Committee

<b>Date:</b>	7 March 2024
<b>Title:</b>	<b>Education Standards Report - Analysis of 2023 Assessment Outcomes</b>
<b>Cabinet Member(s):</b>	Councillor Anita Cranmer, Cabinet Member for Education and Children's Service
<b>Contact officer:</b>	Gareth Drawmer, Head of Achievement and Learning
<b>Ward(s) affected:</b>	All
<b>Recommendations:</b>	For the committee to note the report and the action plans it contains.

### 1. Executive summary

- 1.1 The Education Standards Report delivers the key information relating to educational outcomes for Children and Young People in Buckinghamshire for the academic year 2022/2023.

### 2. Overview

- 2.1 The report demonstrates that overall standards for pupils in Buckinghamshire schools are broadly in line with or above national comparators at most key stages. Attainment outcomes at key stage four are consistently above national comparators.
- 2.2 Attainment outcomes have risen between at most key stages, following the post pandemic attainment levels seen in 2022.
- 2.3 The report identifies that the attainment gap between disadvantaged children in Buckinghamshire and non-disadvantaged children nationally has reduced at most key stages post pandemic. However, the attainment level of disadvantaged children in Buckinghamshire is still below national at most key stages and is a key area for development identified in the action plans.

- 2.4 The percentage of pupils attending both schools and early years providers rated good or outstanding by Ofsted has increased slightly and is line with national.
- 2.5 The provision of more opportunities for extracurricular work during the school holidays, with a focus on further and higher education, together with a strong training offer for social workers, schools and partner agencies, has successfully raised the aspiration for children in care. This has led to a significant increase in the number of care leavers attending university.
- 2.6 The action plans provided in the 2022 report have all been, or are in the process of being, implemented with the intended impacts being achieved. The action plans identified in this report build on the success of this work.

### **3. Content of the Report**

3.1 The full Education Standards Report is attached as a PowerPoint presentation.

3.2 The structure of the report is as follows:

- **Introduction**
  - Children and Young People in Buckinghamshire
  - Buckinghamshire Schools
  - Assessment Timeline
  - Statistical Neighbours
  - Attainment Gaps
- **Early Years**
  - Attainment Measures
  - Areas of Strengths and Areas for Development
- **Primary**
  - Attainment Measures
    - Year One Phonics Screening Check
    - Key Stage One
    - Key Stage Two (including progress)
  - Areas of Strengths and Areas for Development
- **Secondary**
  - Attainment Measures
    - Key Stage Four (including progress)
  - Areas of Strengths and Areas for Development

- **Children in Need including Children Looked After**
  - Outcomes
  - Areas of Strengths and Areas for Development
- **Ofsted Inspections**
  - Outcomes
  - Areas of Strengths and Areas for Development
- **Action Plans**
  - Review of Actions from 2022 Report and Action Plan for Early Years
  - Review of Actions from 2022 Report and Action Plan for Primary
  - Review of Actions from 2022 Report and Action Plan for Secondary
  - Review of Actions from 2022 Report and Action Plan for Children in Need including Children Looked After
  - Review of Actions from 2022 Report and Action Plan for Ofsted Inspections

#### **4. Next steps and review**

- 4.1 Action plans will be carried forward through service teams to ensure areas for development are addressed and action plans are implemented and evaluated for impact.

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# Education Standards Report

Analysis of 2023 assessment outcomes



# Introduction

- Children & Young People in Buckinghamshire
- Buckinghamshire Schools
- Assessment Timeline
- Statistical Neighbours
- Attainment Gaps

# Our Children and Young People

Pupils attending state-funded schools **89379**



**1%**  
increase

October 2023

EHCPs maintained by Buckinghamshire **6634**



**13%**  
increase

31/12/2023

CYP Electively Home Educated (EHE) **1068**



**14%**  
increase

31/12/2023

Pupils eligible for Free School Meals (FSME) **12772**

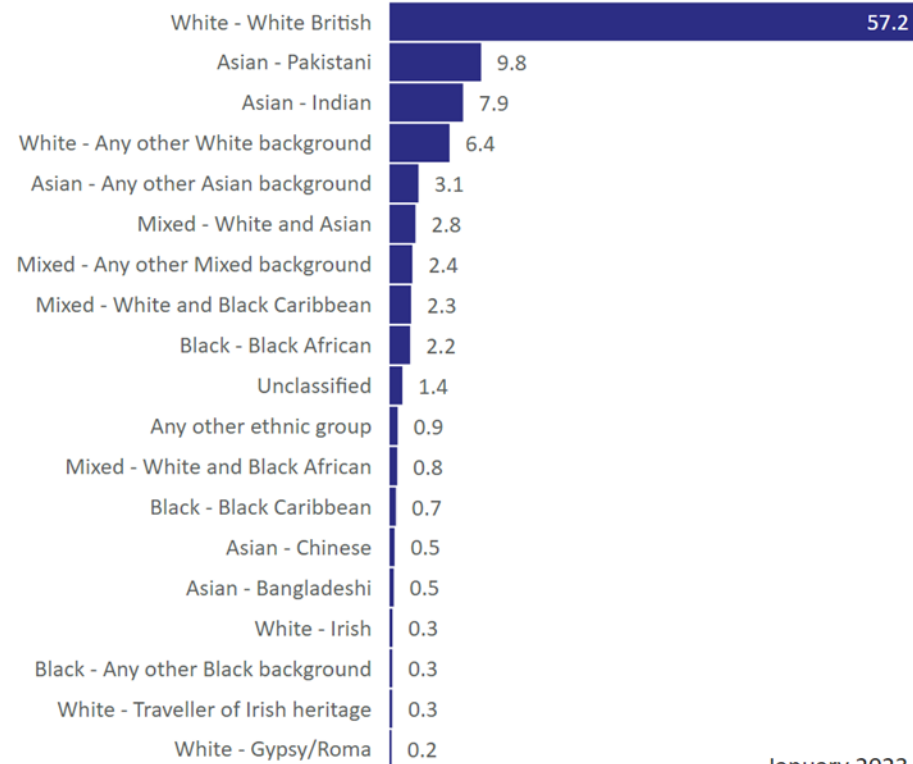


**8%**  
increase

October 2023

\*% increase/decrease compared to previous 12 months

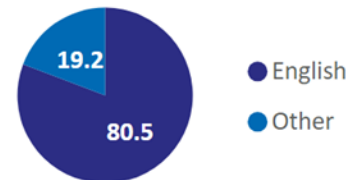
% state-funded school pupils by ethnic group



January 2023

state-funded pupils with a first language other than English **17189**

January 2023



**103**

Children Missing from Education (CME)

31/12/2023

**34%**  
increase



**1762**

Pupils attending Buckinghamshire special schools

October 2023

**6%**  
increase



**9826**

Pupils with SEN Support

October 2023

**5%**  
increase



**210**

Not in Education, Employment or Training (NEET)

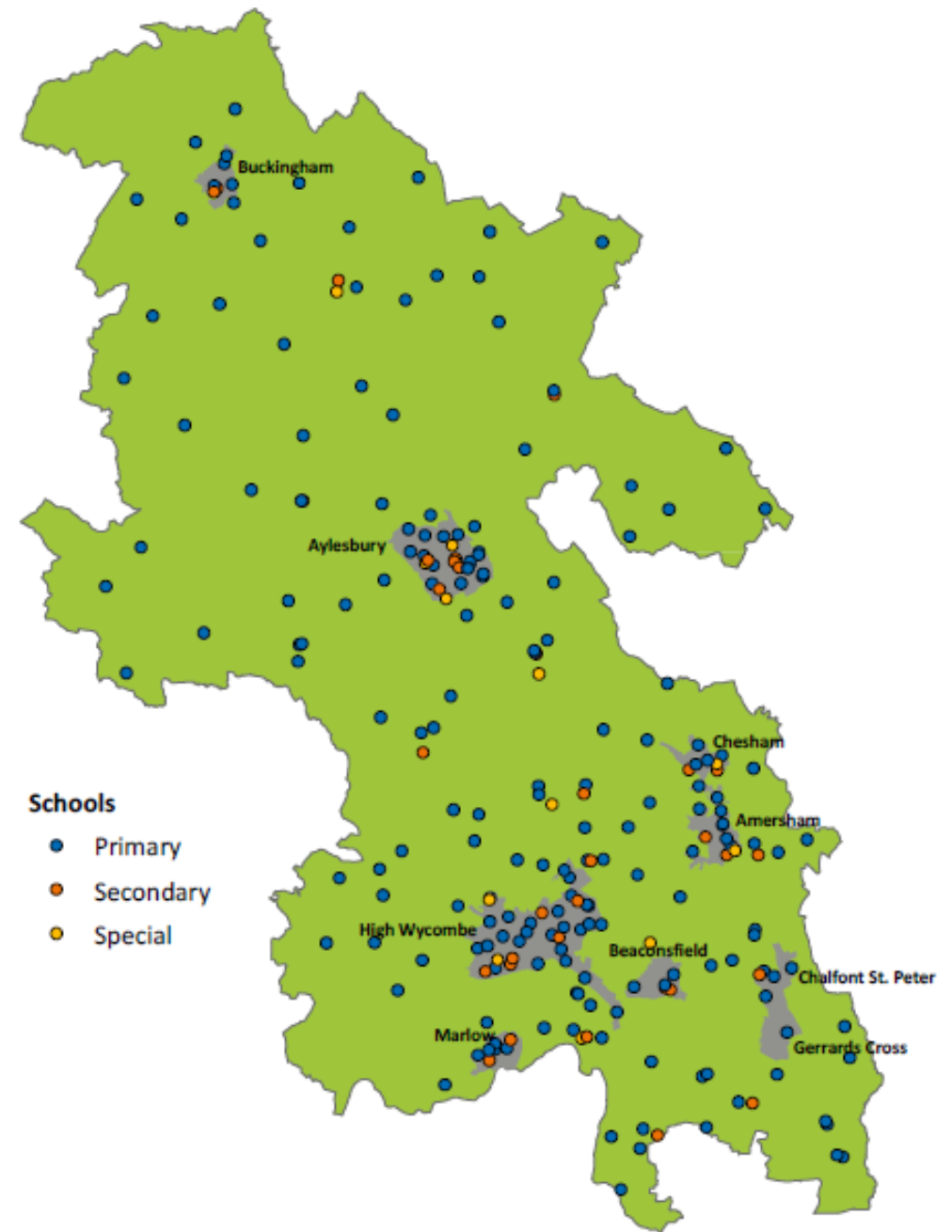
1.6 % young people 30/11/2023

**26%**  
increase

# Schools – Jan 2024

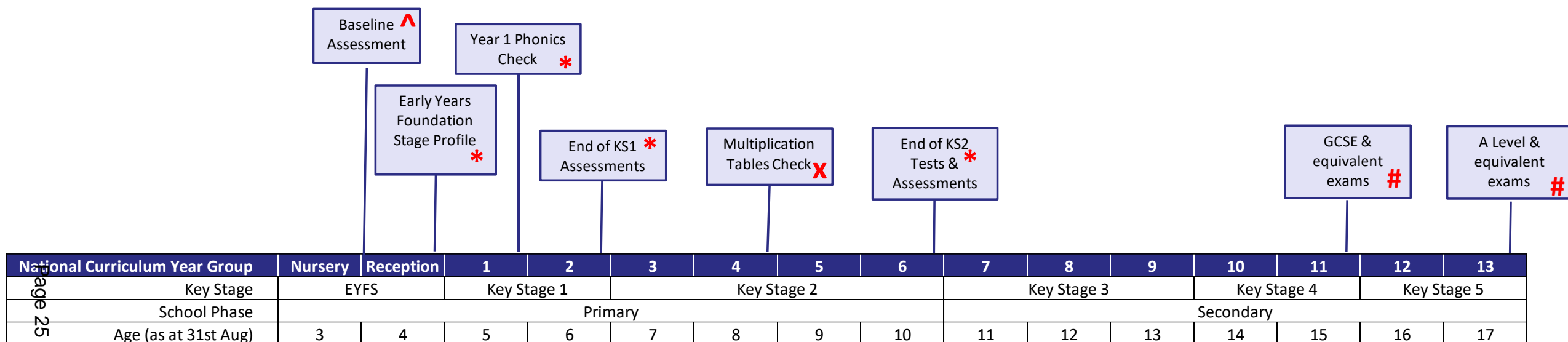
- 184 primary schools (including 53 academies/free schools)
  - 36 infant schools (including 4 academies)
  - 23 junior schools (including 8 academies)
  - 125 combined schools (including 41 academies/free schools)
- 35 secondary schools (including 31 academies/free schools)
  - 13 Selective (all academies)
  - 21 Non-Selective (including 17 academies/free schools)
  - 1 University Technology College (UTC)
- 2 All through mainstream schools (including 1 academy)
- 10 Special Schools (including 2 academies)
- 2 nursery schools
- 3 Pupil Referral Units (including 1 academy)

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# Assessment Timeline



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

- \* Statutory assessments for primary school pupils were cancelled for 2020 and 2021 – no LA or national data is available to report.
- ^ Baseline Assessment was due to start in Sept 2020, but was delayed to Sept 2021. Note that data is not shared with LAs.
- ✗ Multiplication Tables Check was due to become statutory in Summer 2021 but was delayed to June 2022. Limited data is available to the LA.
- # GCSE and A Levels examinations did not take place in 2020 and 2021, with alternative assessment methods used to determine final grades

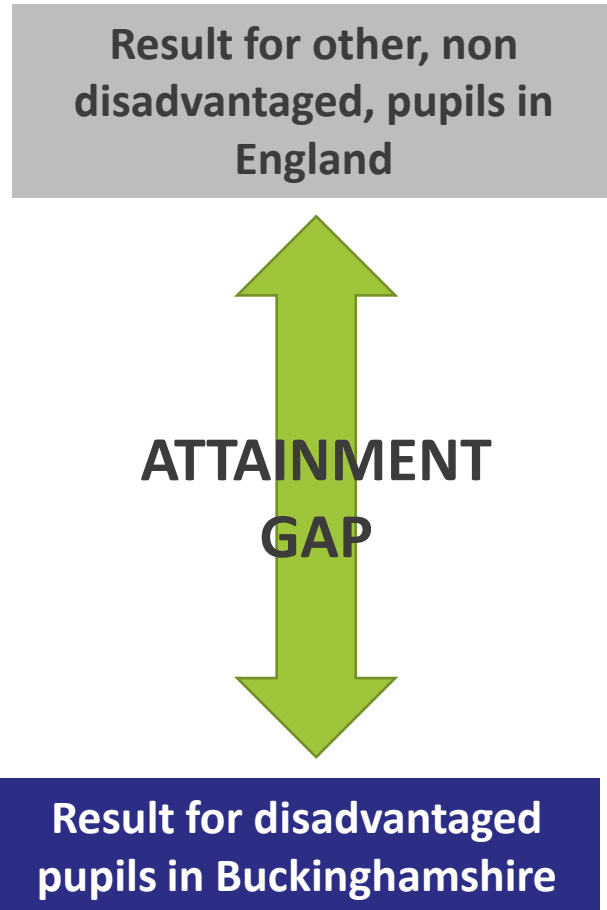
# Statistical Neighbours

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

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

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

# Attainment Gap



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

Disadvantaged pupils are defined as:

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

# Impact of Covid19 on attainment measures

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

# Early Years

- Attainment Measures
- Areas of Strength and Areas for Development

# Early Years Foundation Stage Profile (EYFSP)

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

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

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

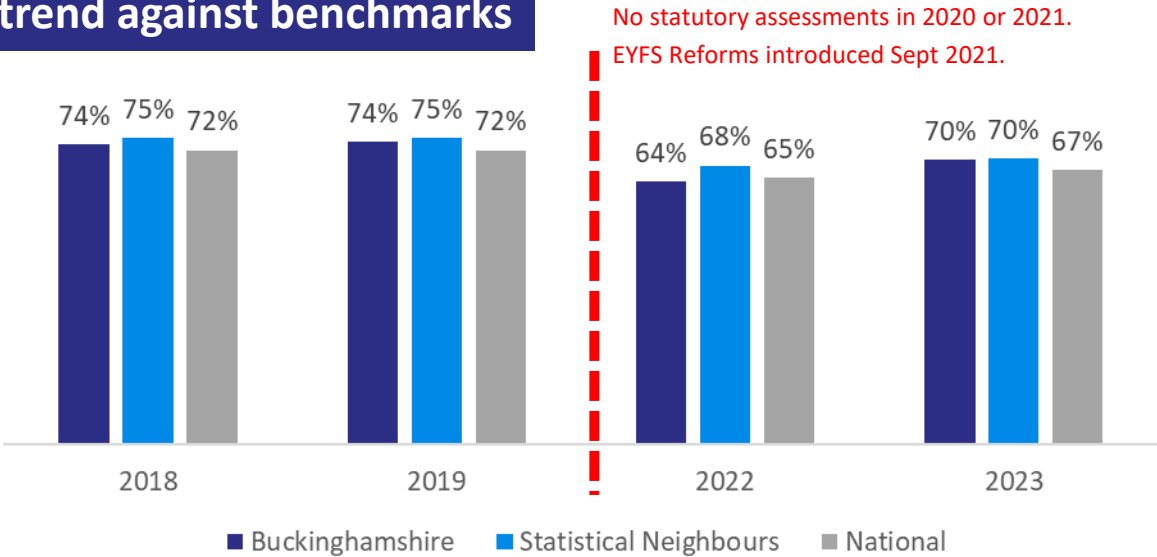
From 2022, all schools adopted a reformed EYFS profile. Results for 2022 and 2023 are therefore not directly comparable to previous years.

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

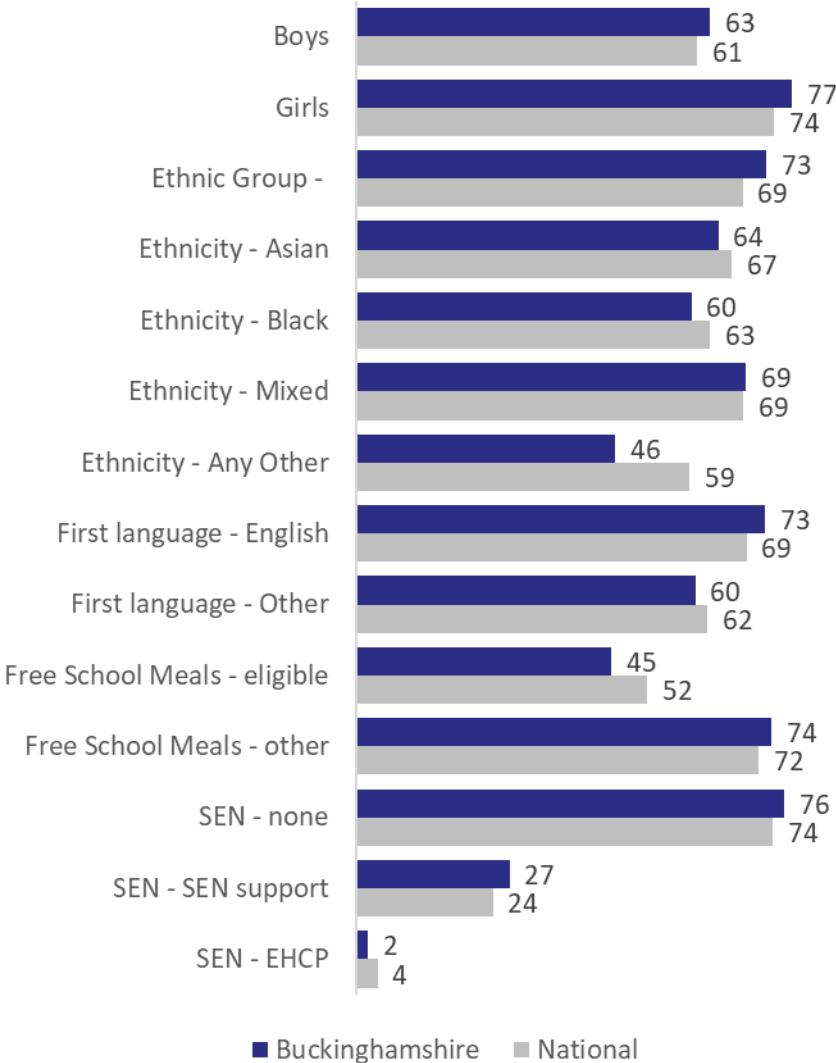
- the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and;
- the early learning goals in the specific areas of mathematics and literacy.

# EYFSP attainment measures 2023 – Good Level of development

## Overall trend against benchmarks



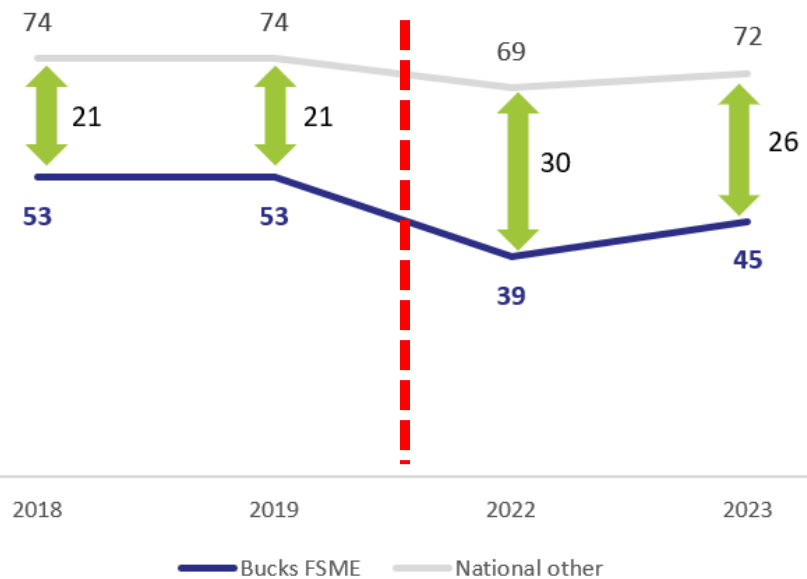
## Key pupil groups 2023



Page 31

## Attainment gap 2023

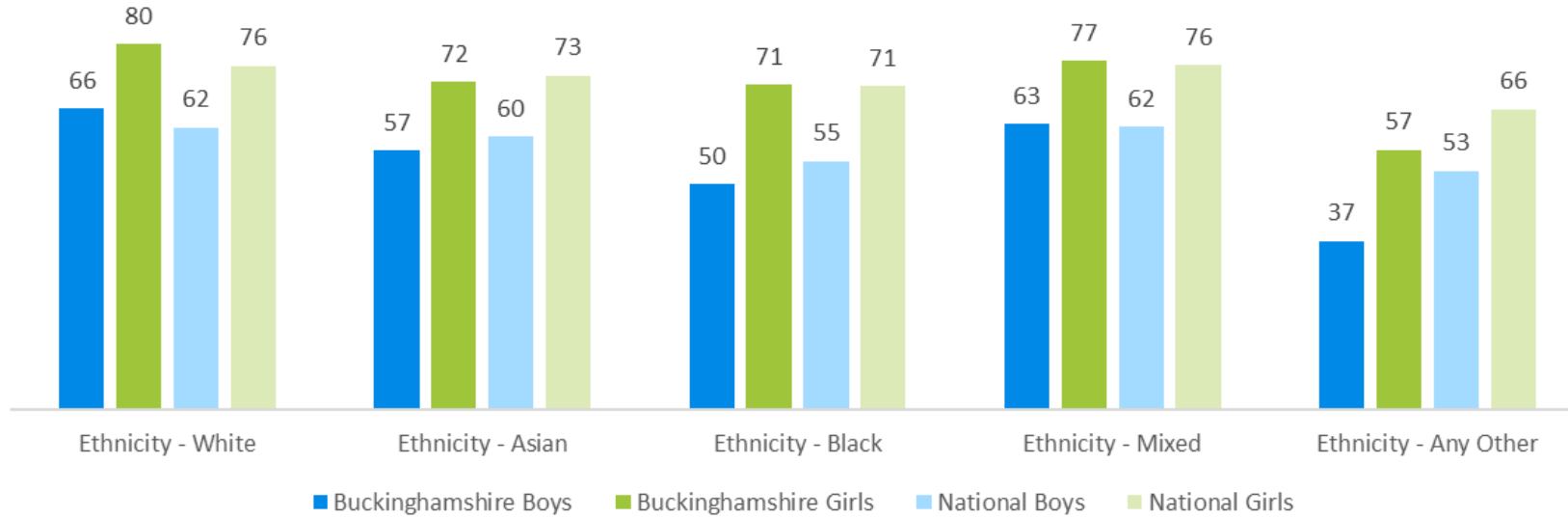
Results are for pupils eligible for free school meals (FSME) to allow comparisons to national figures



	FSME pupils	Other Pupils	Gap - local disadvantaged to national other
Buckinghamshire	45	74	26
National	52	72	20

# EYFSP good level of development measure – pupil group detail 2023

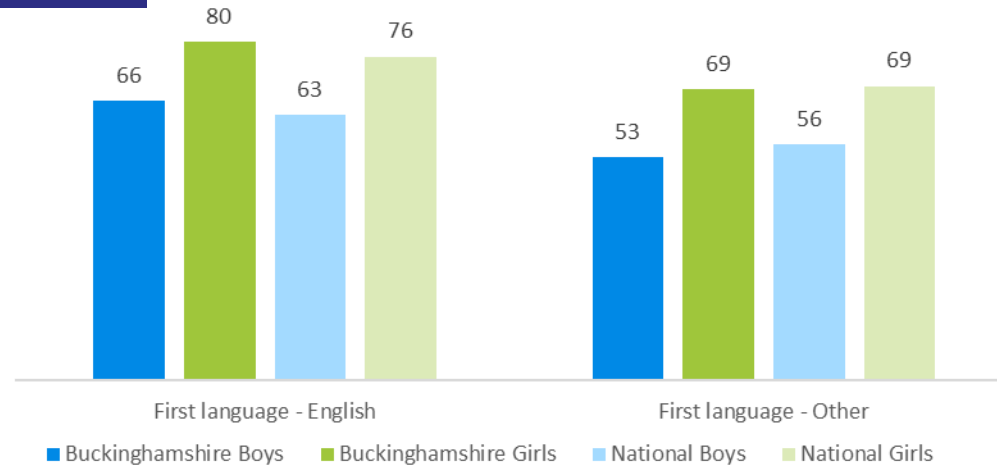
## By ethnicity and gender



### Buckinghamshire cohort

	Boys	Girls
Ethnicity - White	2181	1983
Ethnicity - Asian	574	550
Ethnicity - Black	91	77
Ethnicity - Mixed	322	279
Ethnicity - Any Other	35	28

## By first language and gender



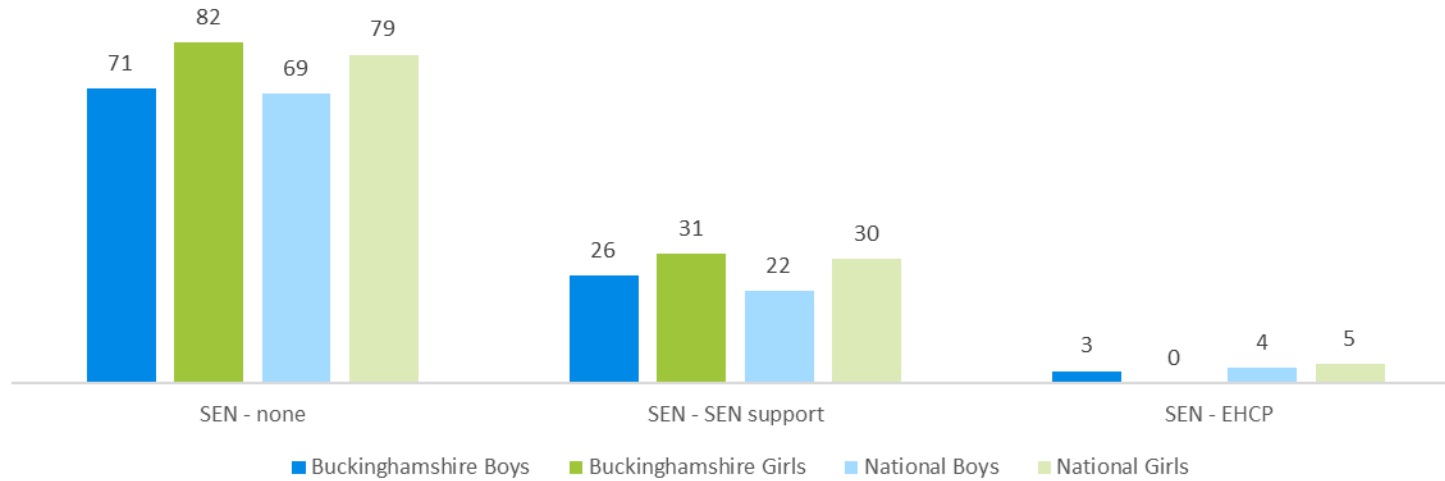
### Buckinghamshire cohort

	Boys	Girls
First language - English	2645	2426
First language - Other	580	521



# EYFSP good level of development measure – pupil group detail 2023

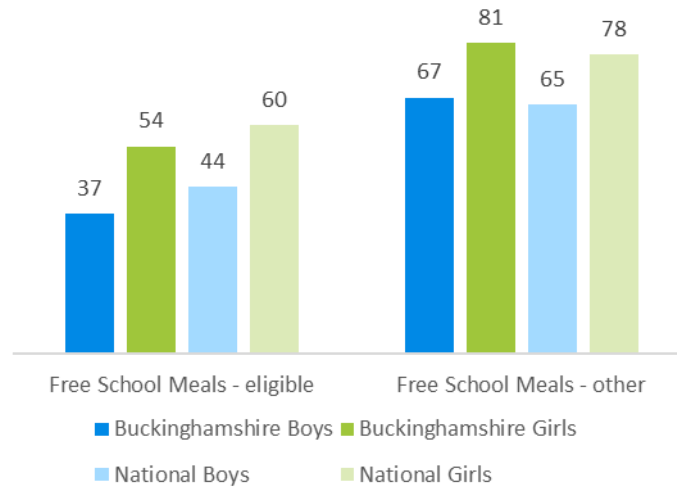
## By SEN and gender



### Buckinghamshire cohort

	Boys	Girls
SEN - none	2785	2766
SEN - SEN support	359	155
SEN - EHCP	109	40

## By free school meal eligibility and gender



### Buckinghamshire cohort

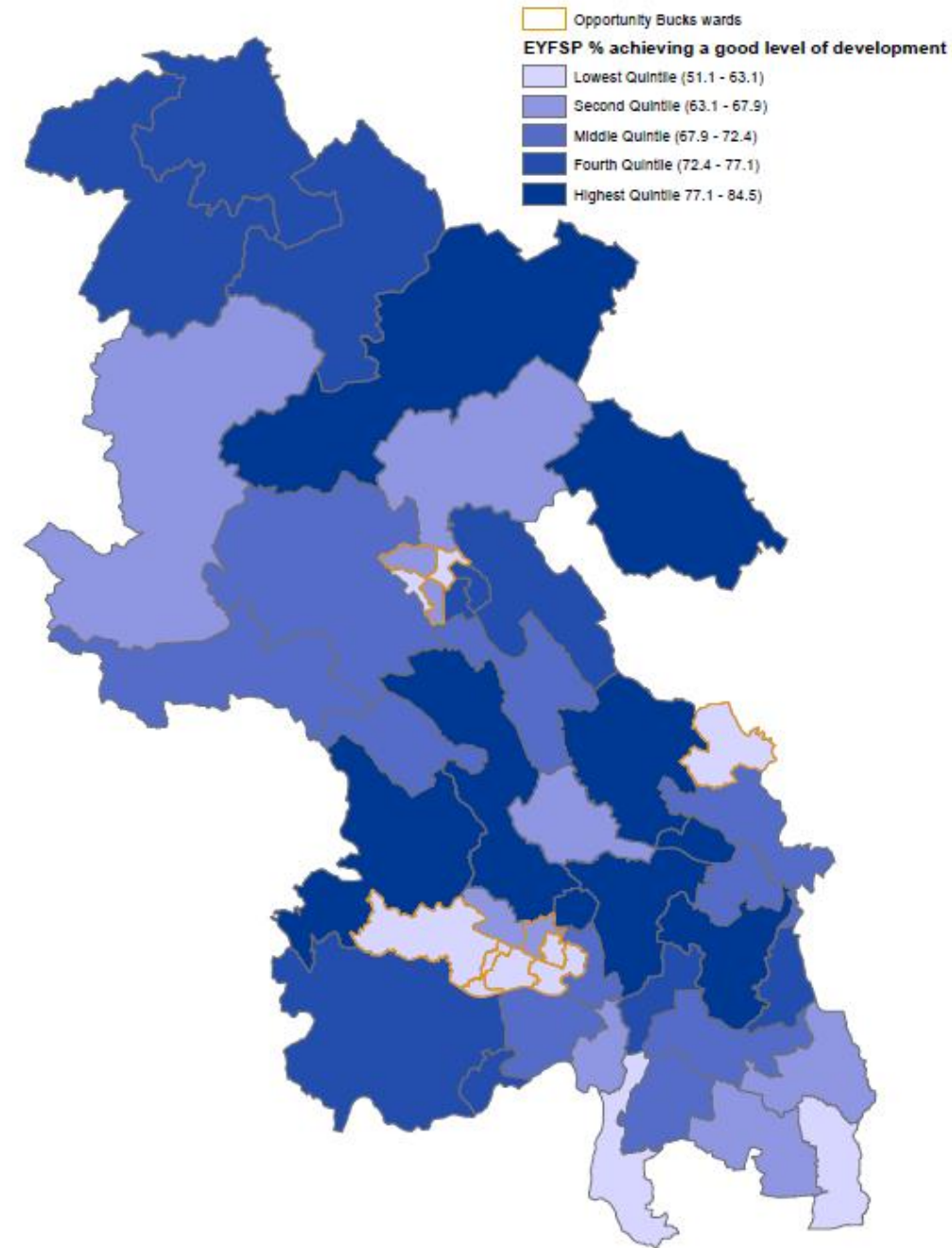
	Boys	Girls
Eligible	375	367
Other	2867	2591

# EYFSP good level of development measure – area detail 2023

The map shows the proportion of children attending a Buckinghamshire state-funded school who achieved a good level of development in the EYFSP, based on their home postcode and ward.

Opportunity Bucks wards are highlighted.

Page 34  
School level results at EYFSP are not published by the Department of Education.



# Early Years

## Areas of Strength

- The EYFSP results for Buckinghamshire were above those for national with 70% pupils achieving a Good Level of Development (GLD).
- Buckinghamshire ranked 5th compared to its statistical neighbours from 11th place in 2022.
- The attainment gap for pupils eligible for Free school meals has narrowed to 26 in 2023 from 30 in 2022.
- Girls made progress in all early learning goals from 2021/22 data to 2022/23 data.
- Between 21/22 and 22/23 children across all terms have made progress in the GLD.
- Early Years Side by Side data (2-4year olds) continues to show that vulnerable children are making progress in the prime areas.

## Areas for Development

- The Good Level of Development for pupils attending schools in Opportunity Bucks wards was 55% compared to 71% in all other schools.
- Summer born children are still behind their peers with only 62% Summer born children achieving GLD compared to 71.5% Spring born and 76.8% Autumn born.
- Boys did not make progress in between 2021/22 data to 2022/23 data in the following areas: Managing self, Building relationships and Gross motor skills.
- The attainment gap for children eligible for free school meals is still above national.

# Primary

- Attainment Measures
  - Year One Phonics Check
  - Key Stage 1 – reading, writing and maths
  - Key Stage 2 – reading, writing and maths combine measure
- Areas of Strength and Areas for Development

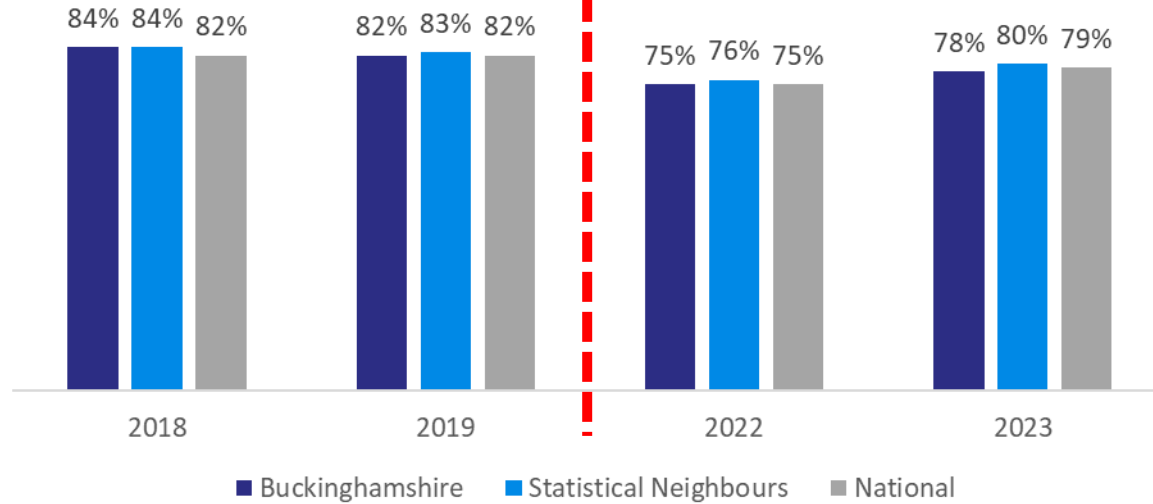
# Year One Phonics Check

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

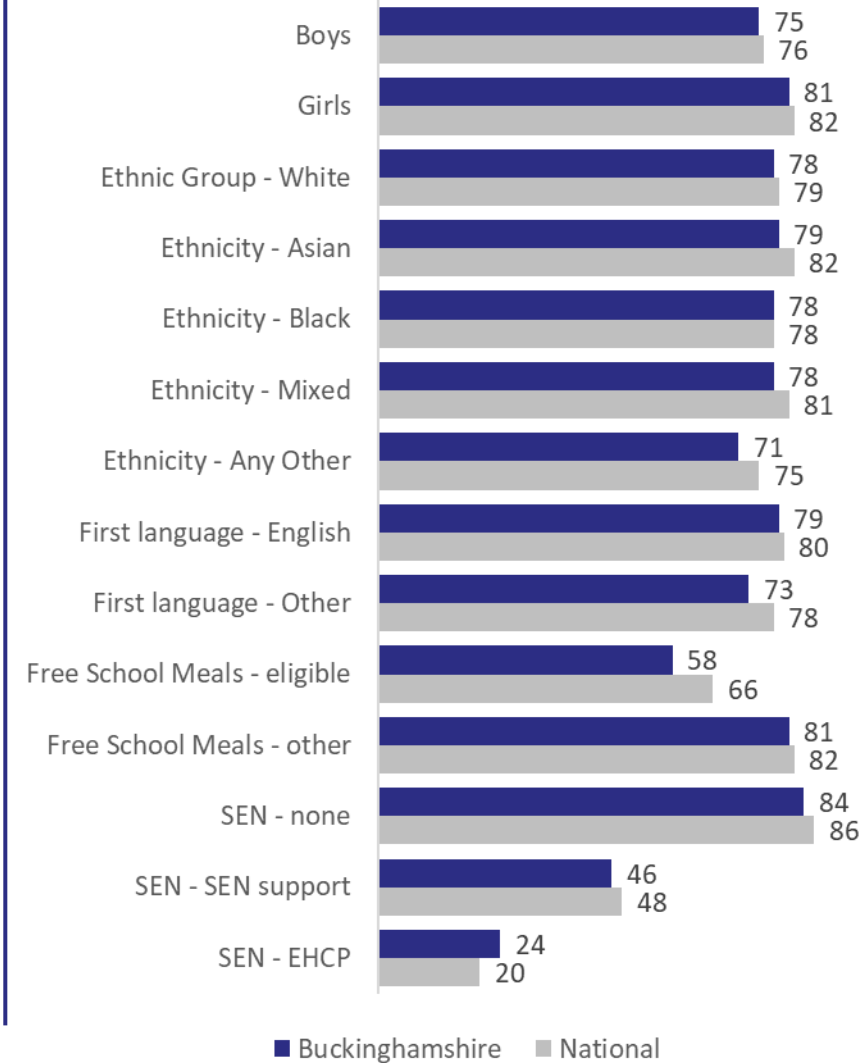
All children have to take the Phonics Screening Check at the end of Year One. Children in Year Two must also take the check if they did not meet the required standard in Year One - this includes children who did not take the check in Year One for any reason.

# Year 1 phonics attainment measures 2023 – meeting the expected standard

## Overall trend against benchmarks

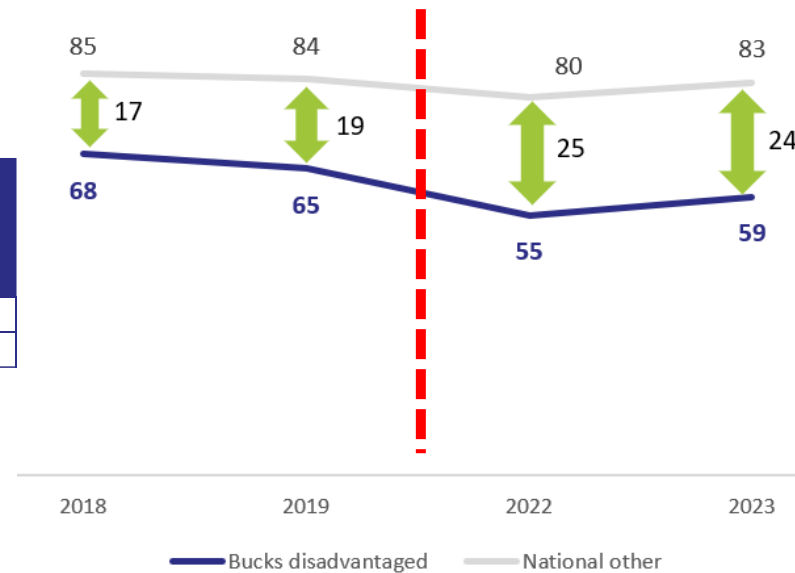


## Key pupil groups 2023



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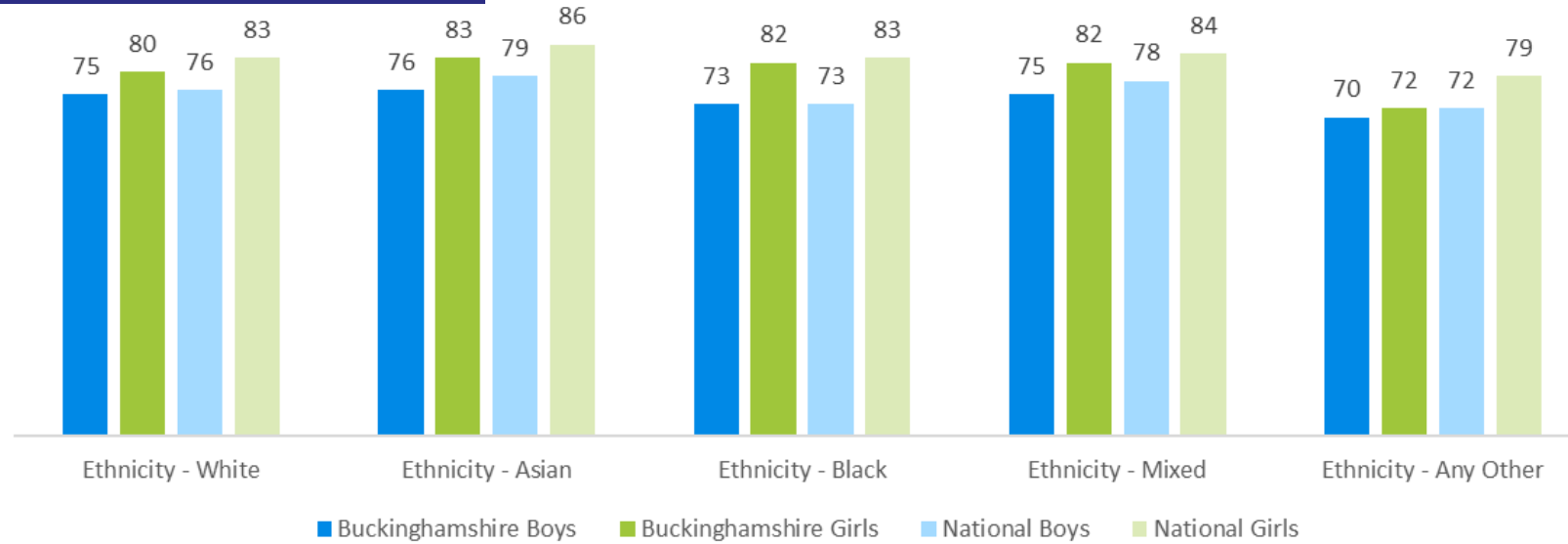
## Attainment gap 2023



	Disadvantaged pupils	Other Pupils	Gap - local disadvantaged to national other
Buckinghamshire	59	81	24
National	67	83	16

# Year 1 phonics meeting the expected standard – pupil group detail 2023

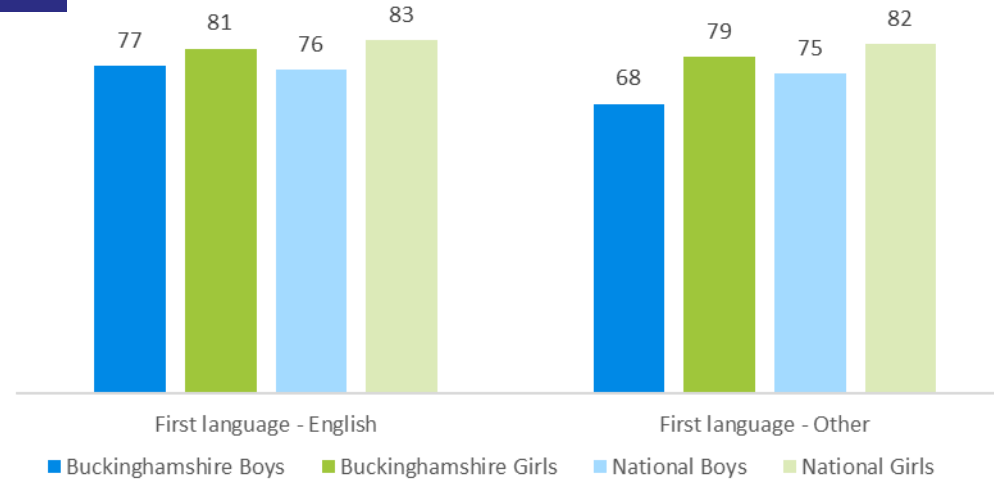
## By ethnicity and gender



### Buckinghamshire cohort

	Boys	Girls
Ethnicity - White	2091	2067
Ethnicity - Asian	636	572
Ethnicity - Black	85	94
Ethnicity - Mixed	310	303
Ethnicity - Any Other	30	29

## By first language and gender

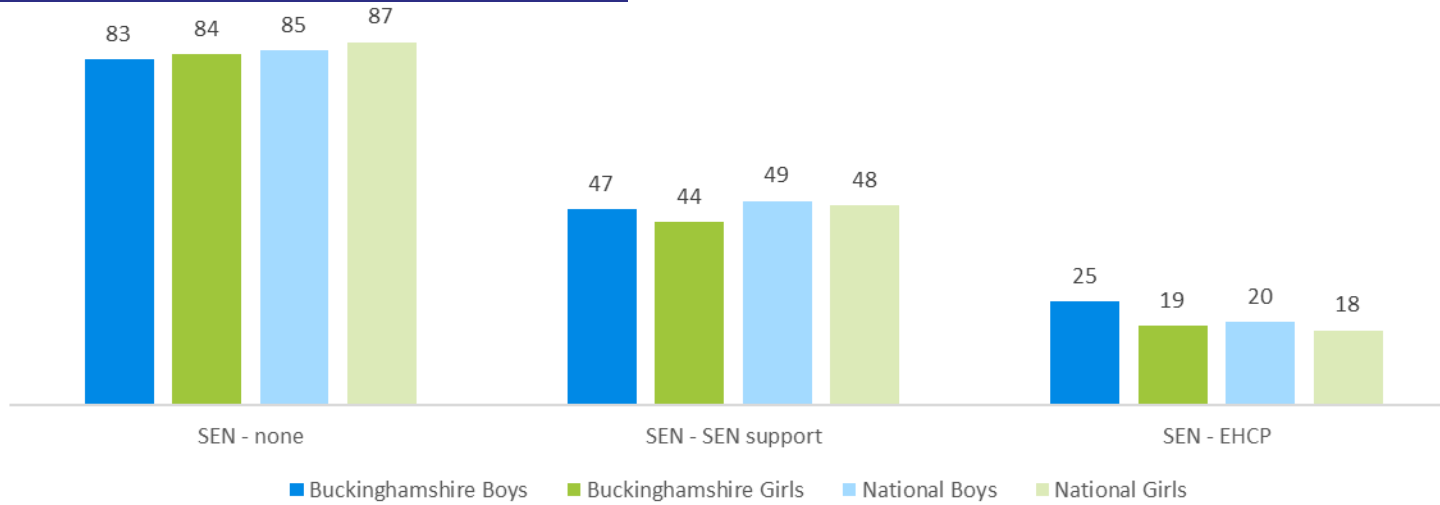


### Buckinghamshire cohort

	Boys	Girls
First language - English	2564	2537
First language - Other	618	570

# Year 1 phonics meeting the expected standard – pupil group detail 2023

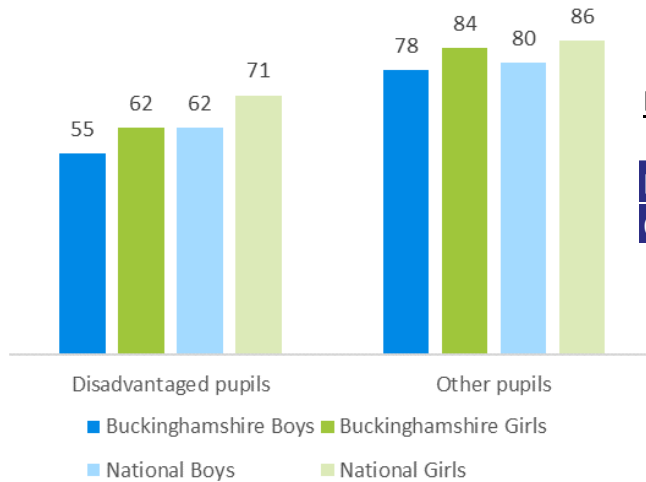
## By SEN and gender



### Buckinghamshire cohort

	Boys	Girls
SEN - none	2604	2861
SEN - SEN support	422	200
SEN - EHCP	162	47

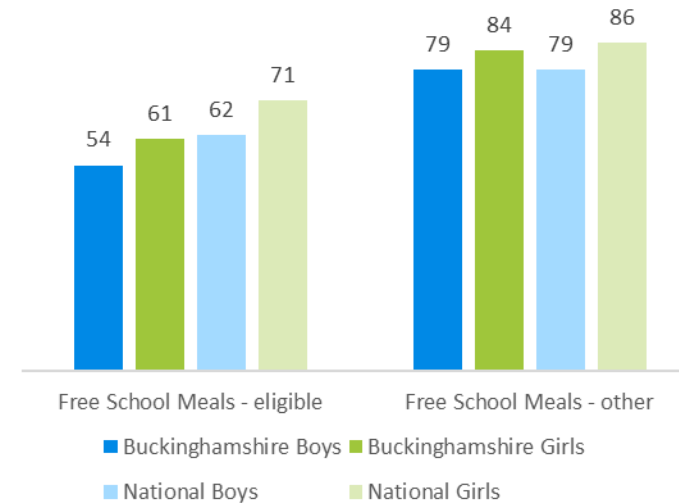
## By disadvantaged and gender



### Buckinghamshire cohort

	Boys	Girls
Disadvantaged	466	466
Other	2749	2661

## By free school meal eligibility and gender



### Buckinghamshire cohort

	Boys	Girls
Eligible	471	468
Other	2744	2659

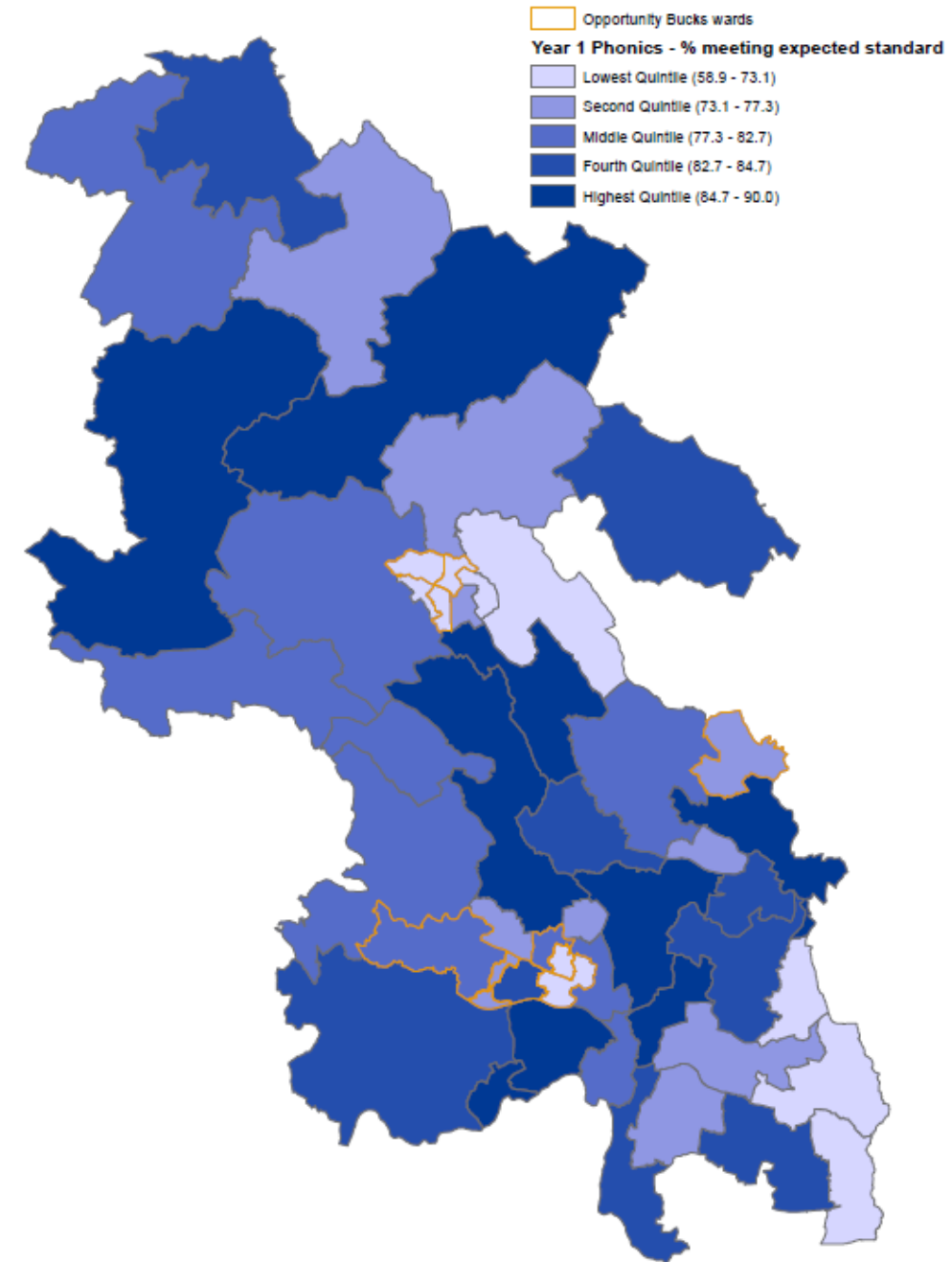


# Year 1 phonics meeting the expected standard – area detail 2023

The map shows the proportion of children attending a Buckinghamshire state-funded school who met the expected standard in the year 1 phonics check, based on their home postcode and ward.

Opportunity Bucks wards are highlighted.

Page 41 School level results for Phonics are not published by the Department of Education.



# Year One Phonics Check

## Areas of Strength

- The percentage of pupils meeting the expected standard in phonics across Buckinghamshire has risen from 75% in 2022 to 78% in 2023.
- The attainment gap between disadvantage pupils in Buckinghamshire and the national average for non-disadvantaged pupils has reduced from 25% in 2022 to 24% in 2023, with attainment for disadvantaged pupils rising from 55% in 2022 to 59% in 2023.
- The attainment by Black and Asian pupils increased significantly from 2022 to 2023:
  - The attainment by boys from the Black ethnicity group rose from 67% in to 73%, and for girls from 68% in to 82%.
  - The attainment by boys from the Asian ethnicity group increased from 73% to 76% and for girls from 77% to 83%.

## Areas for Development

- Despite the gain in overall attainment between 2022 and 2023, Buckinghamshire results are 1 percentage point behind national and 2 percentage points behind our statistical neighbours.
- Attainment at phonics is lower in the Opportunity Bucks ward areas compared to the Buckinghamshire average:
  - Opportunity Bucks Wards – 73%
  - Buckinghamshire average – 78%
- Although pupils with an EHCP perform above similar pupils nationally, pupils on SEND Support, especially girls, perform less well than similar pupils nationally.

# Key Stage One

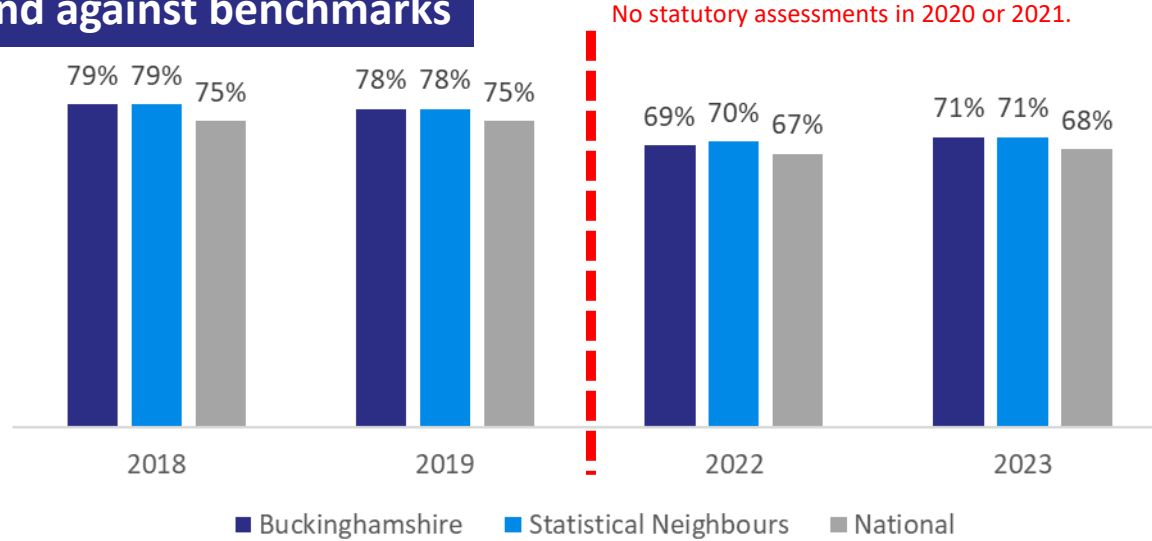
Children are assessed at the end of Year Two (when they are typically age 7) in reading, writing and mathematics using teacher assessment frameworks. Teacher Assessments are informed by pupils' scores in tests in maths and reading.

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

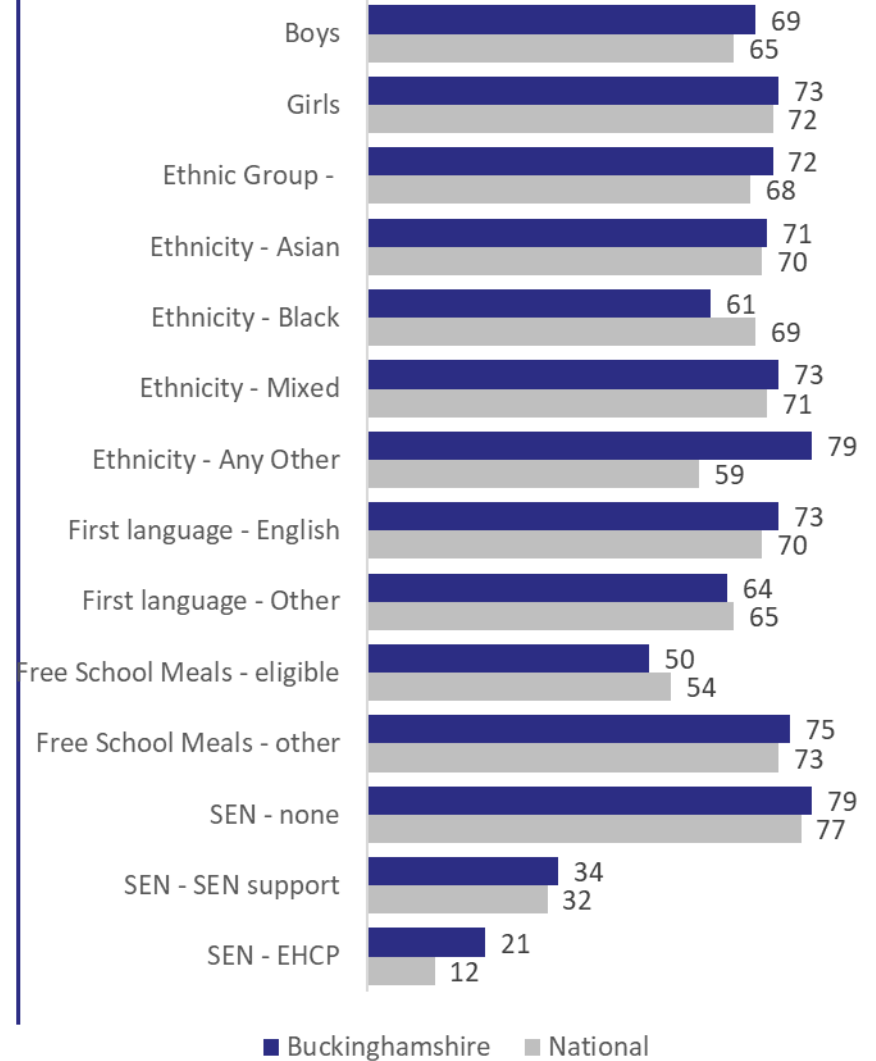
2023 will be last data set for key stage one, as the DfE are discontinuing these statutory assessments.

# KS1 attainment measures 2023 – meeting the expected standard in reading

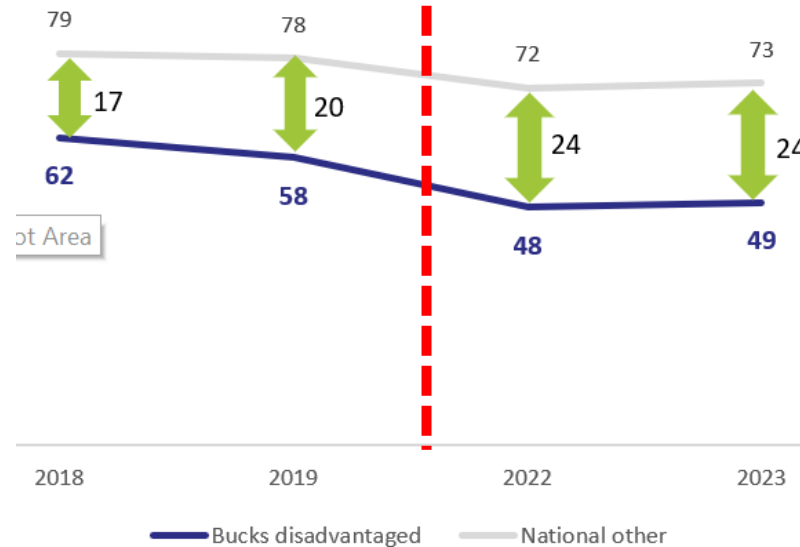
## Overall trend against benchmarks



## Key pupil groups 2023



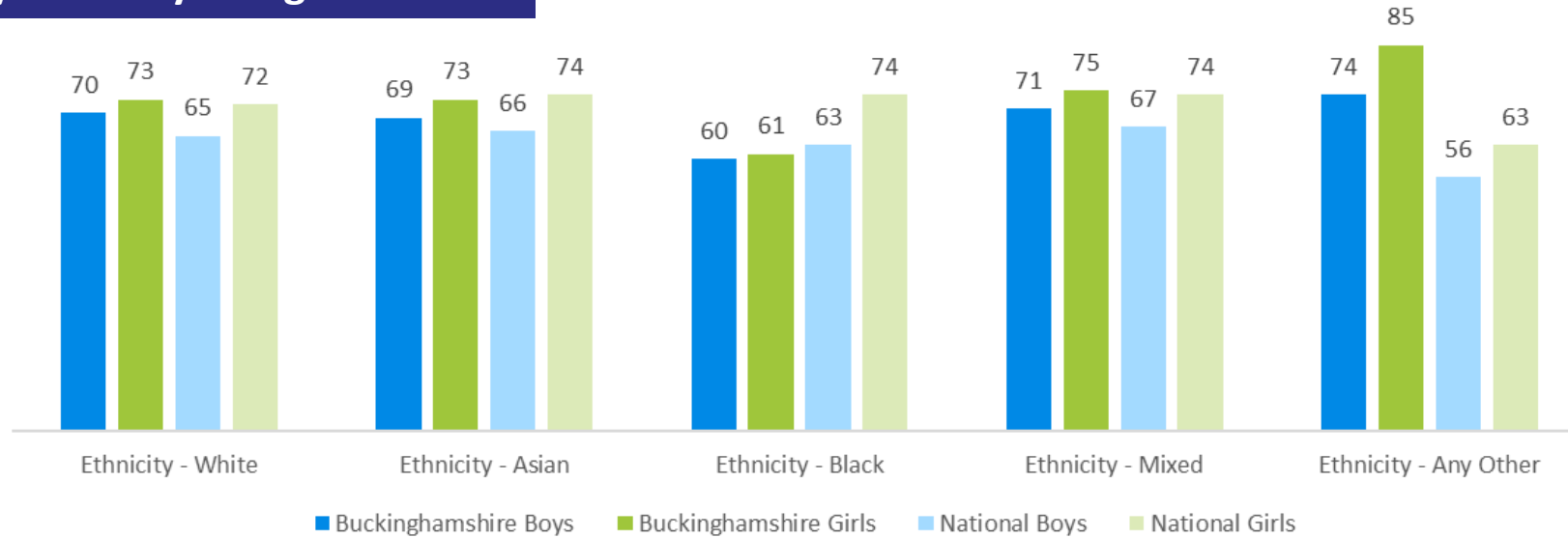
## Attainment gap 2023



	Disadvantaged pupils	Other Pupils	Gap - local disadvantaged to national other
Buckinghamshire	49	75	24
National	54	73	19

# KS1 meeting the expected standard in reading – pupil group detail 2023

## By ethnicity and gender

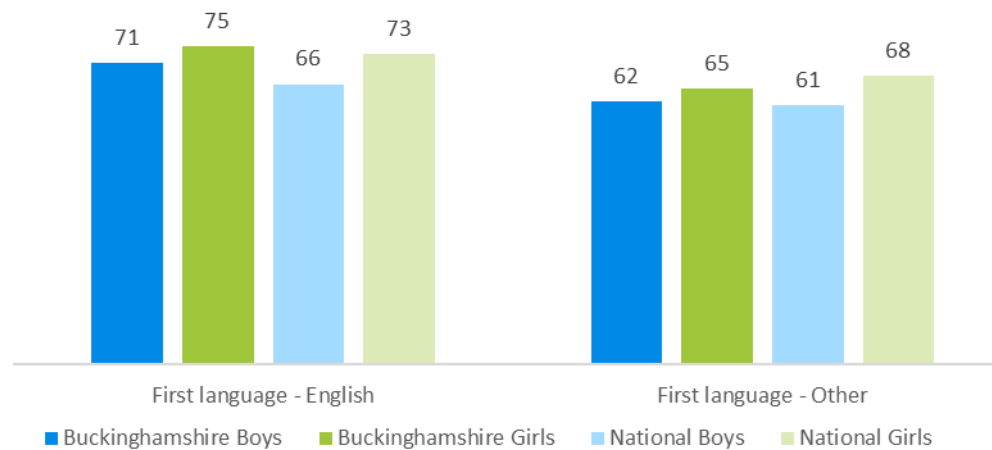


### Buckinghamshire cohort

	Boys	Girls
Ethnicity - White	2218	2064
Ethnicity - Asian	607	590
Ethnicity - Black	95	100
Ethnicity - Mixed	321	299
Ethnicity - Any Other	27	20

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## By first language and gender

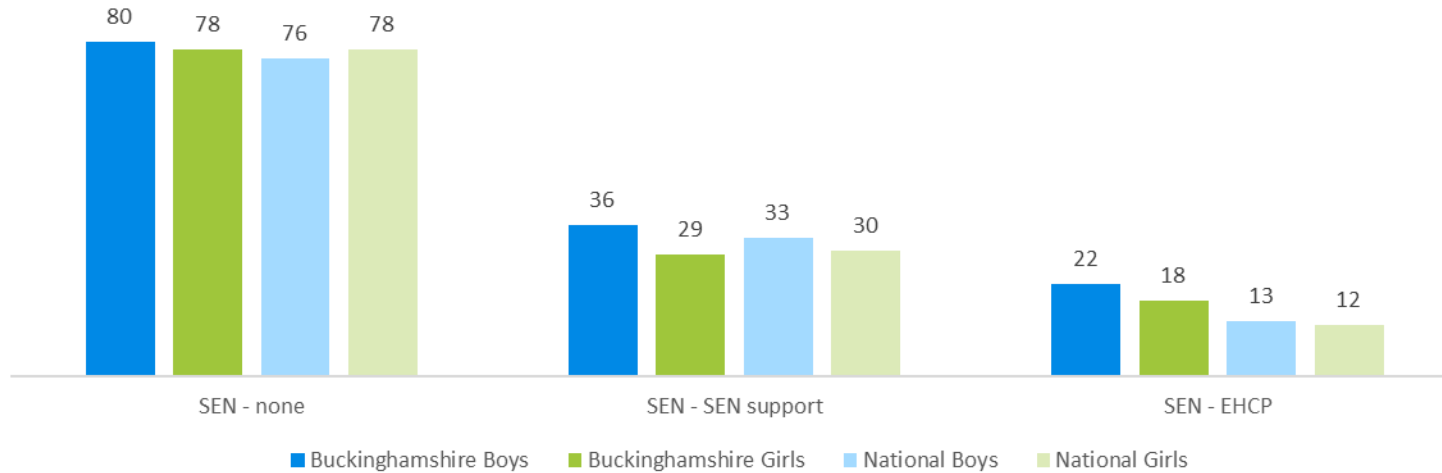


### Buckinghamshire cohort

	Boys	Girls
First language - English	2673	2529
First language - Other	626	590

# KS1 meeting the expected standard in reading – pupil group detail 2023

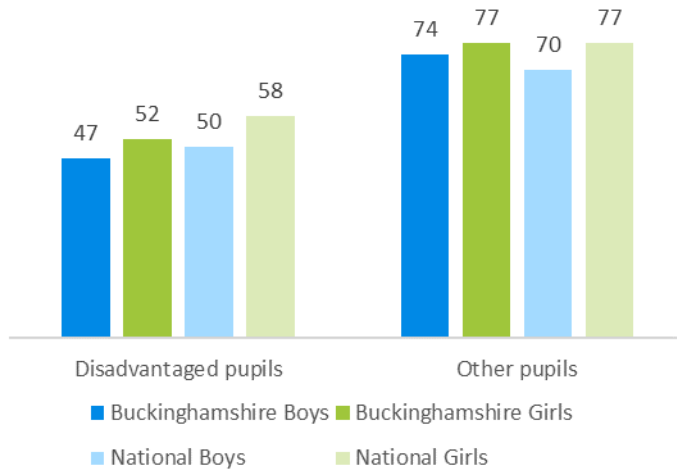
## By SEN and gender



### Buckinghamshire cohort

	Boys	Girls
SEN - none	2602	2817
SEN - SEN support	535	236
SEN - EHCP	167	65

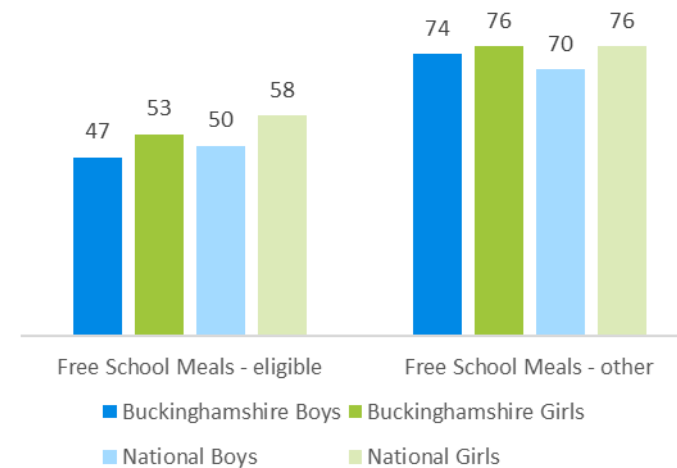
## By disadvantaged and gender



### Buckinghamshire cohort

	Boys	Girls
Disadvantaged	531	517
Other	2791	2630

## By free school meal eligibility and gender

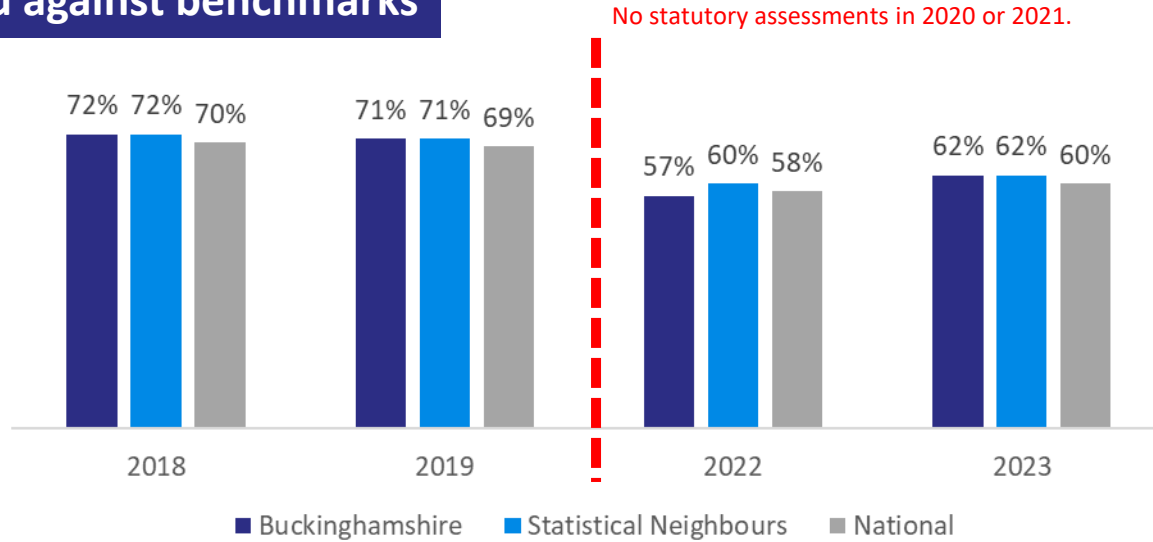


### Buckinghamshire cohort

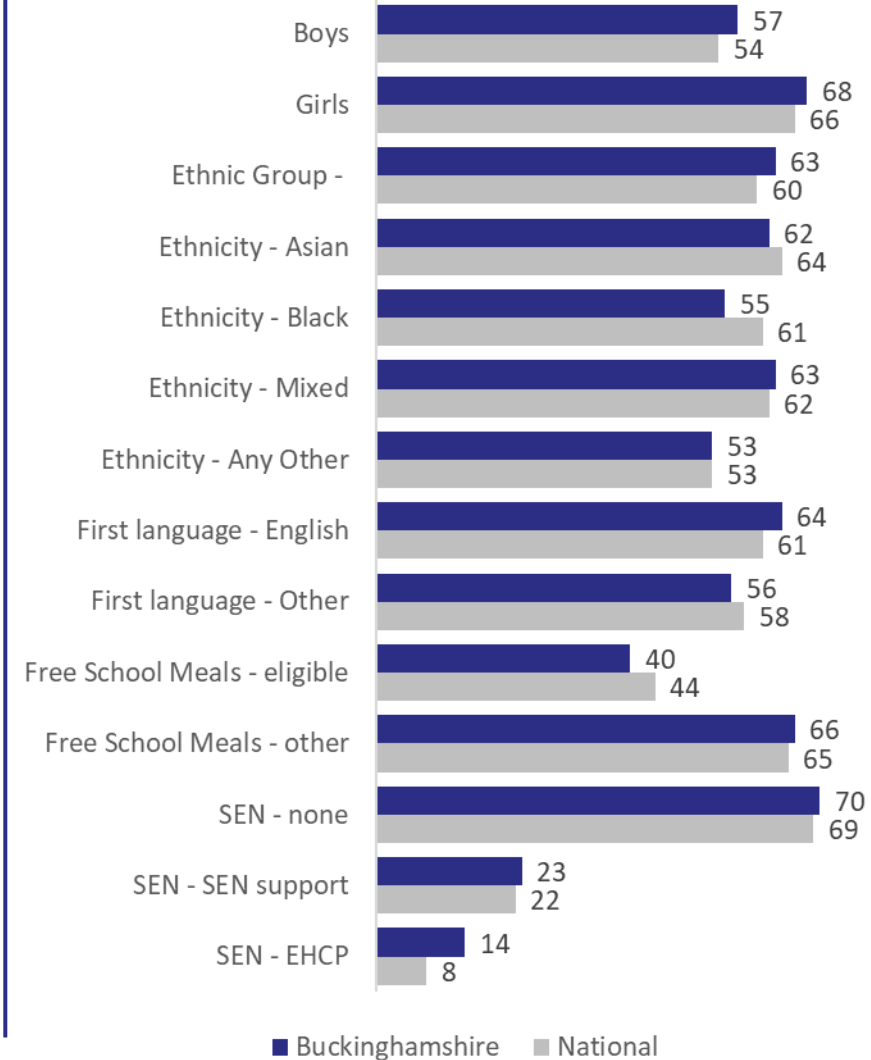
	Boys	Girls
Eligible	530	518
Other	2792	2629

# KS1 attainment measures 2023 – meeting the expected standard in writing

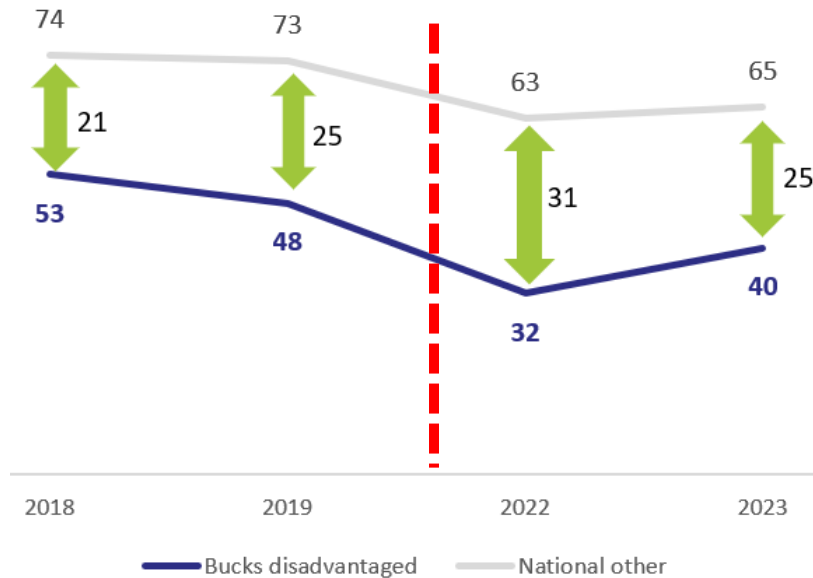
## Overall trend against benchmarks



## Key pupil groups 2023



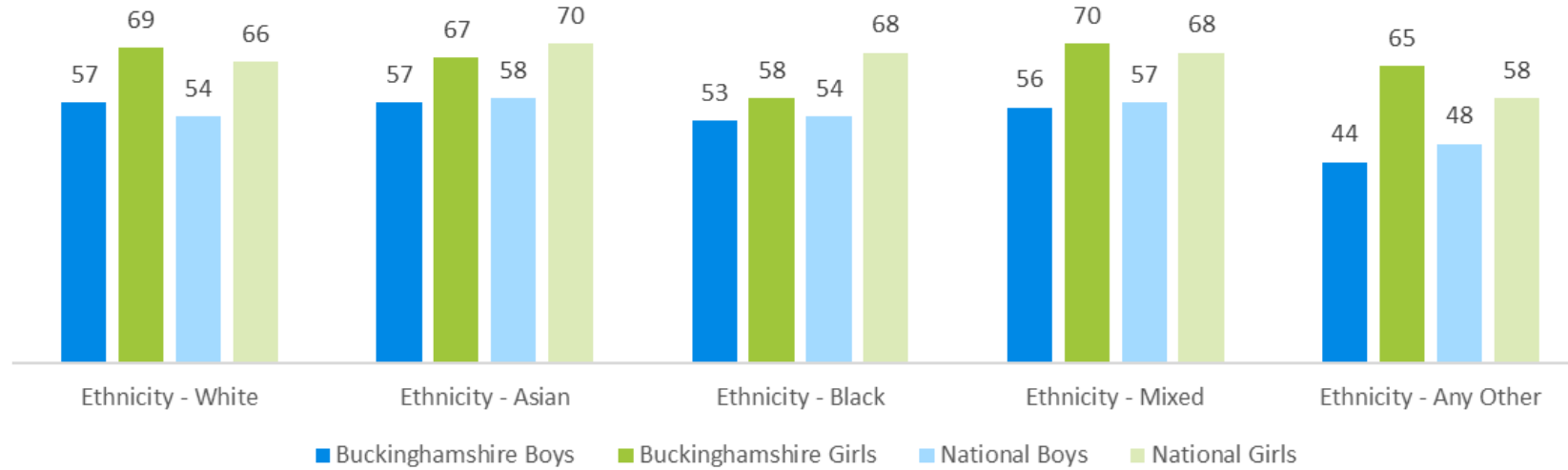
## Attainment gap 2023



	Disadvantaged pupils	Other Pupils	Gap - local disadvantaged to national other
Buckinghamshire	40	66	25
National	44	65	21

# KS1 meeting the expected standard in writing – pupil group detail 2023

## By ethnicity and gender

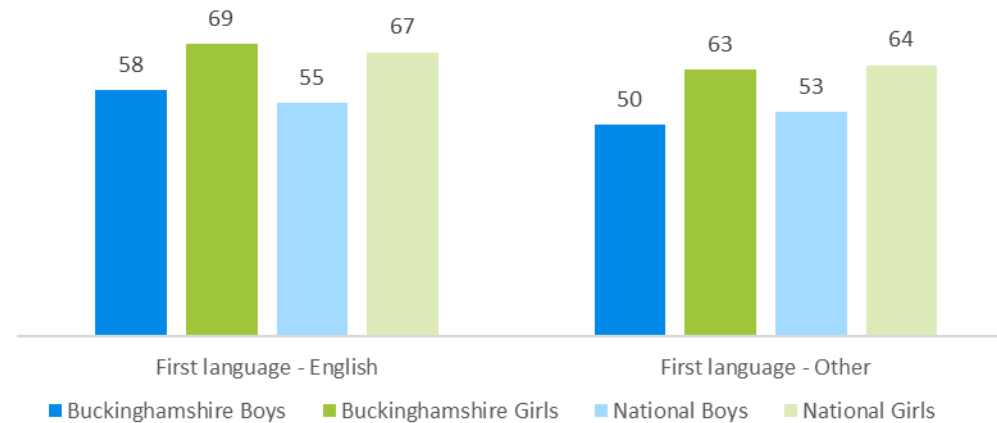


### Buckinghamshire cohort

	Boys	Girls
Ethnicity - White	2218	2064
Ethnicity - Asian	607	590
Ethnicity - Black	95	100
Ethnicity - Mixed	321	299
Ethnicity - Any Other	27	20

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## By first language and gender



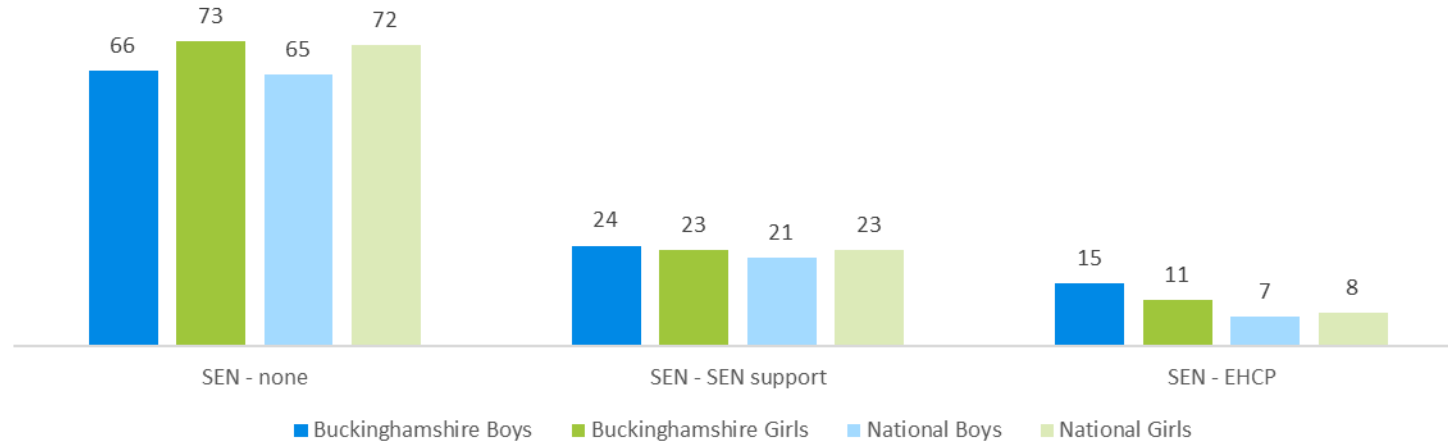
### Buckinghamshire cohort

	Boys	Girls
First language - English	2673	2529
First language - Other	626	590



# KS1 meeting the expected standard in writing – pupil group detail 2023

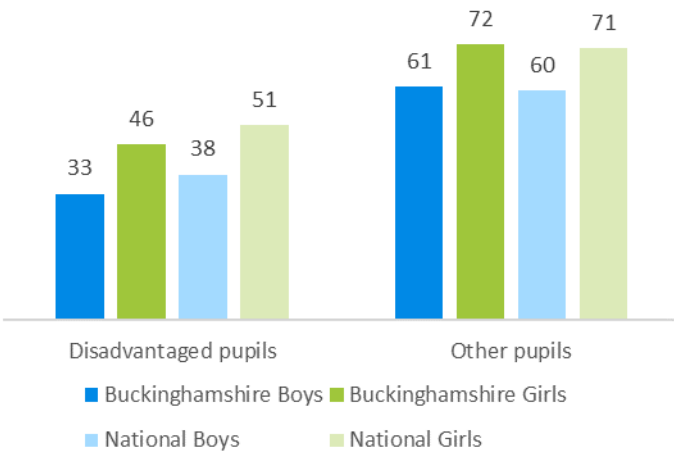
## By SEN and gender



### Buckinghamshire cohort

	Boys	Girls
SEN - none	2602	2817
SEN - SEN support	535	236
SEN - EHCP	167	65

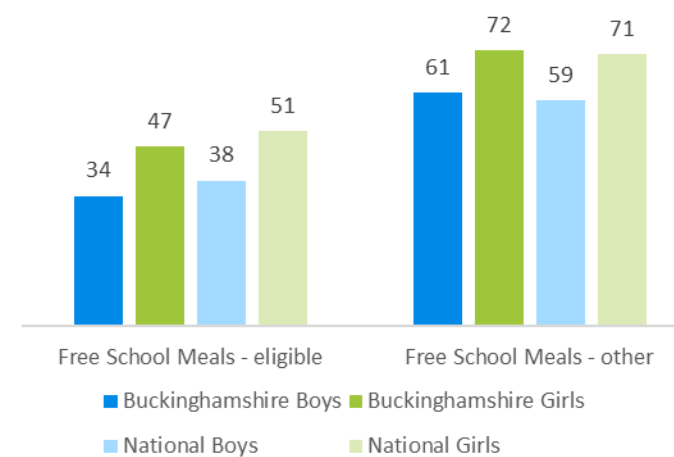
## By disadvantaged and gender



### Buckinghamshire cohort

	Boys	Girls
Disadvantaged	531	517
Other	2791	2630

## By free school meal eligibility and gender

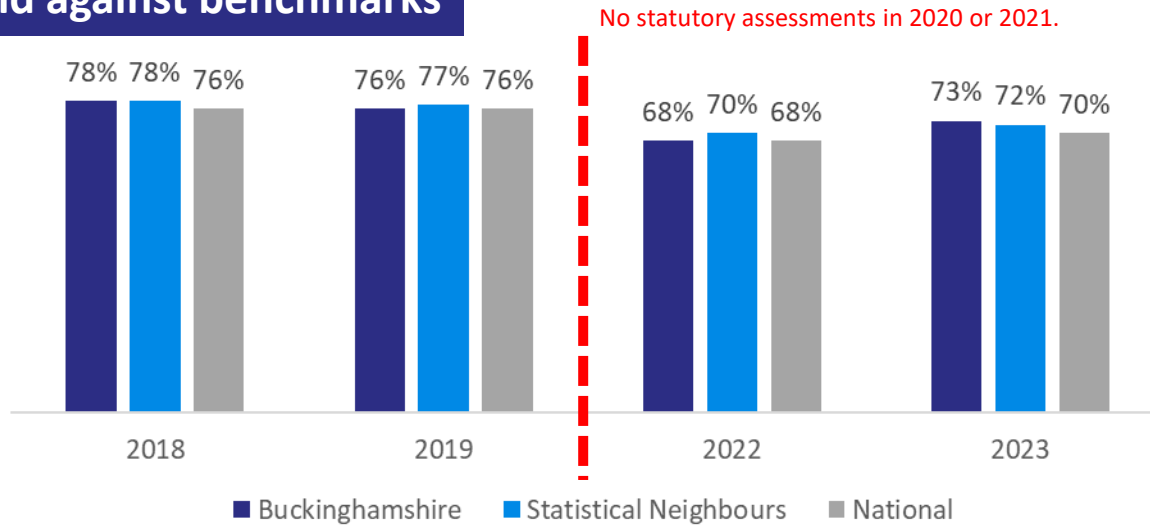


### Buckinghamshire cohort

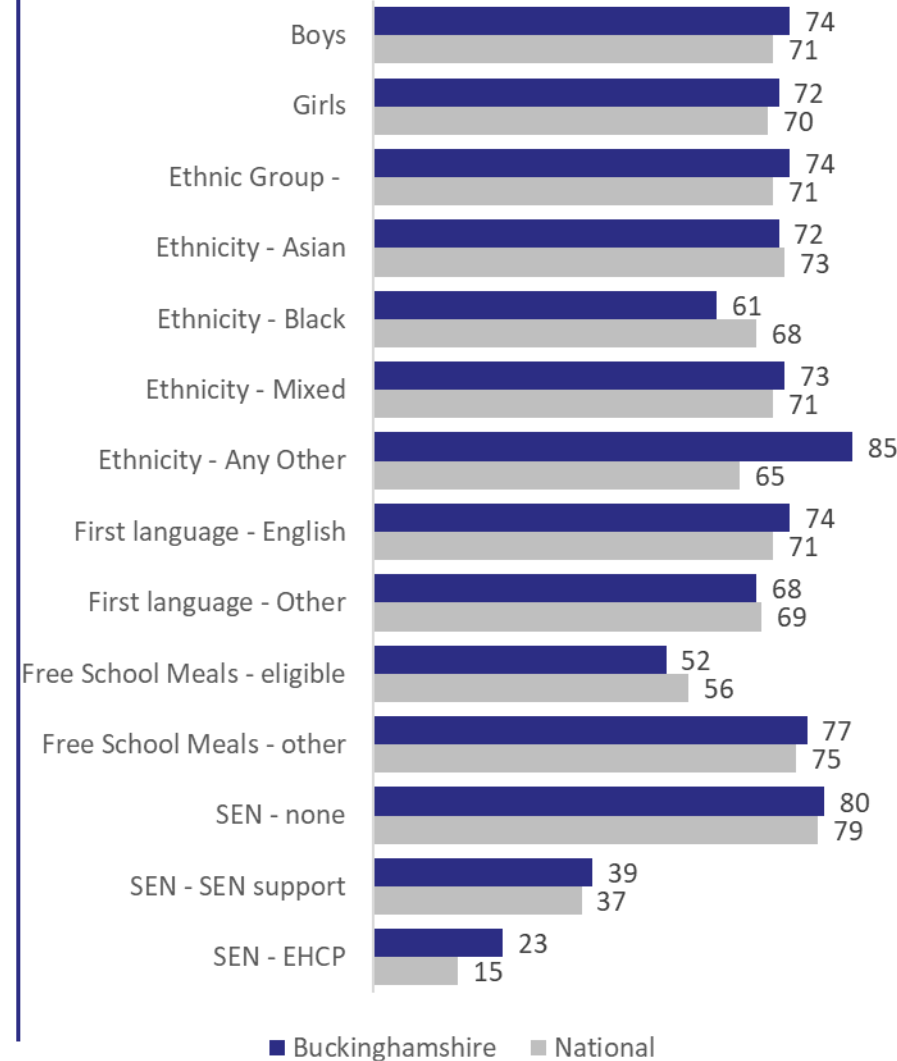
	Boys	Girls
Eligible	530	518
Other	2792	2629

# KS1 attainment measures 2023 – meeting the expected standard in maths

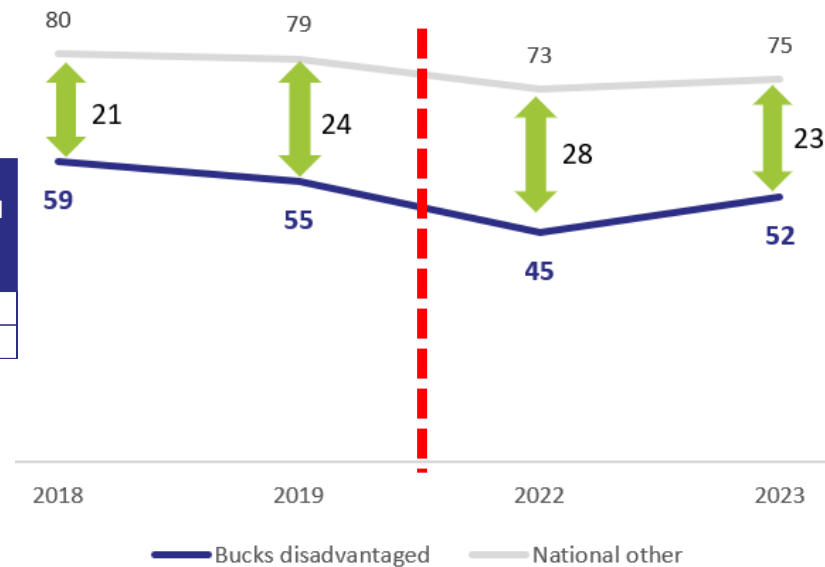
## Overall trend against benchmarks



## Key pupil groups 2023



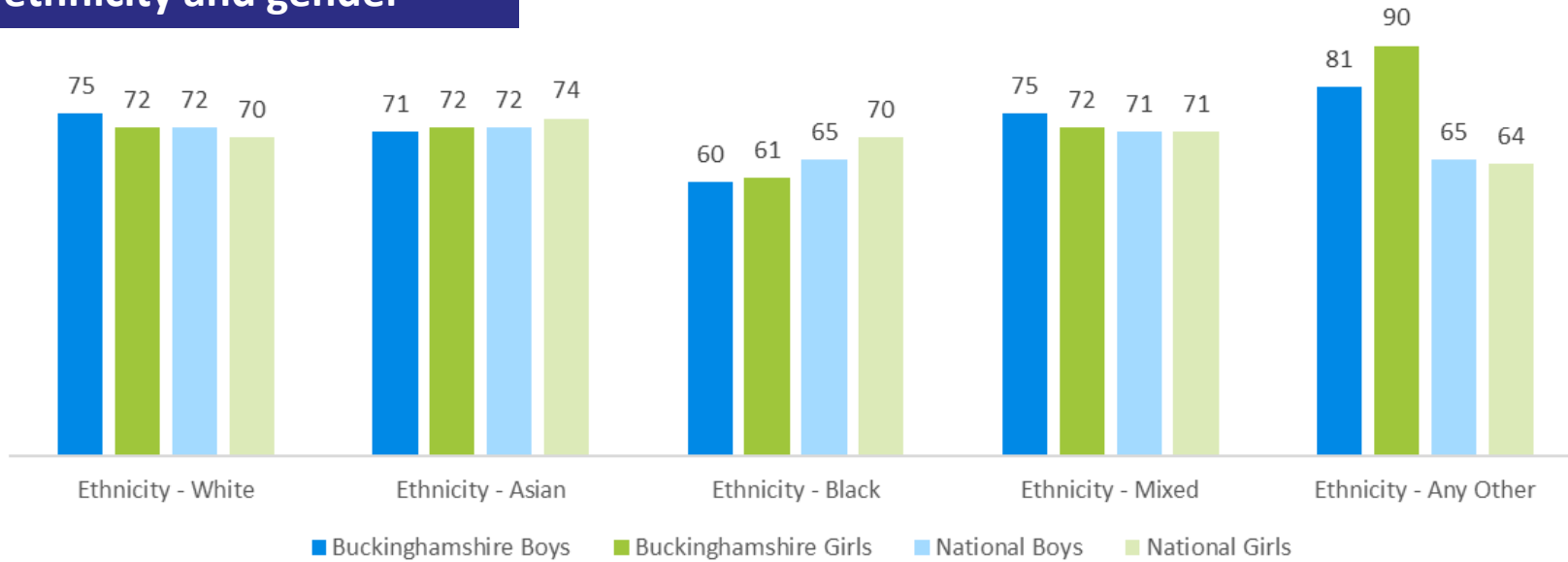
## Attainment gap 2023



	Disadvantaged pupils	Other Pupils	Gap - local disadvantaged to national other
Buckinghamshire	52	77	23
National	56	75	19

# KS1 meeting the expected standard in maths – pupil group detail 2023

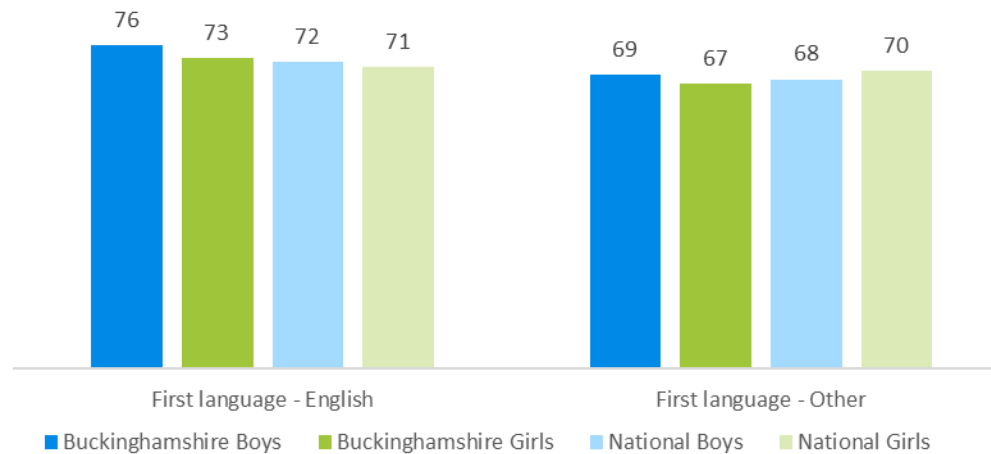
## By ethnicity and gender



### Buckinghamshire cohort

	Boys	Girls
Ethnicity - White	2218	2064
Ethnicity - Asian	607	590
Ethnicity - Black	95	100
Ethnicity - Mixed	321	299
Ethnicity - Any Other	27	20

## By first language and gender

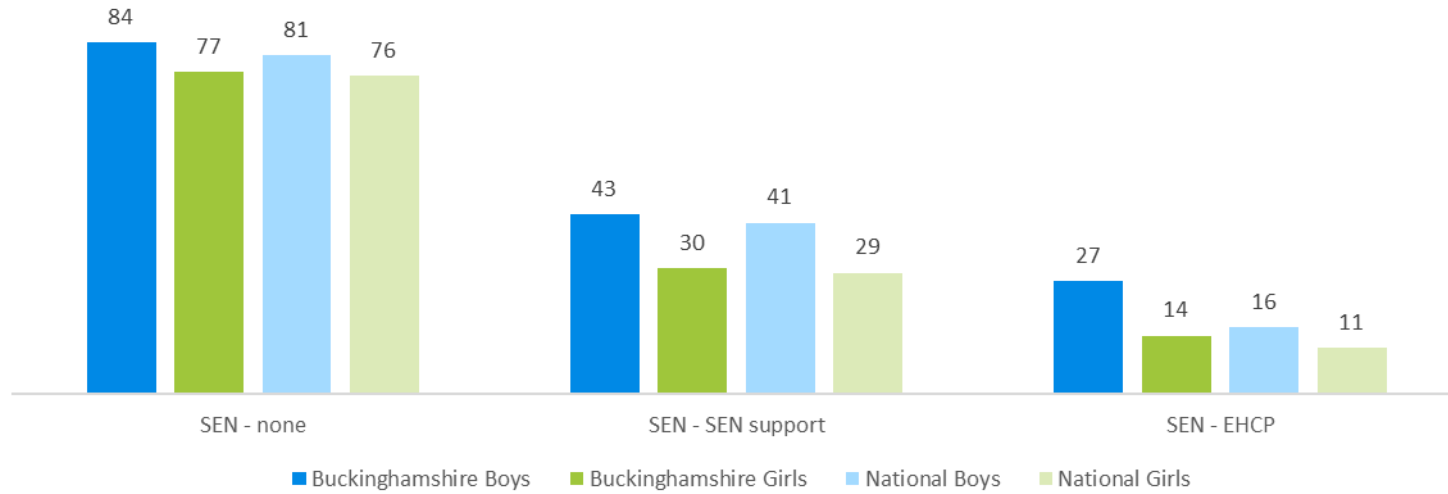


### Buckinghamshire cohort

	Boys	Girls
First language - English	2673	2529
First language - Other	626	590

# KS1 meeting the expected standard in maths – pupil group detail 2023

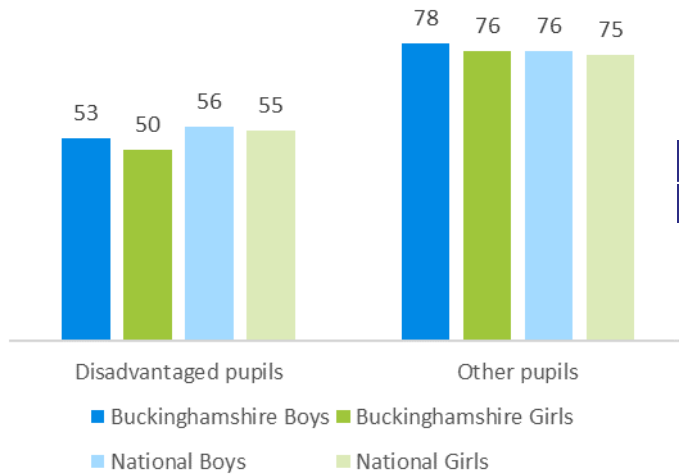
## By SEN and gender



### Buckinghamshire cohort

	Boys	Girls
SEN - none	2602	2817
SEN - SEN support	535	236
SEN - EHCP	167	65

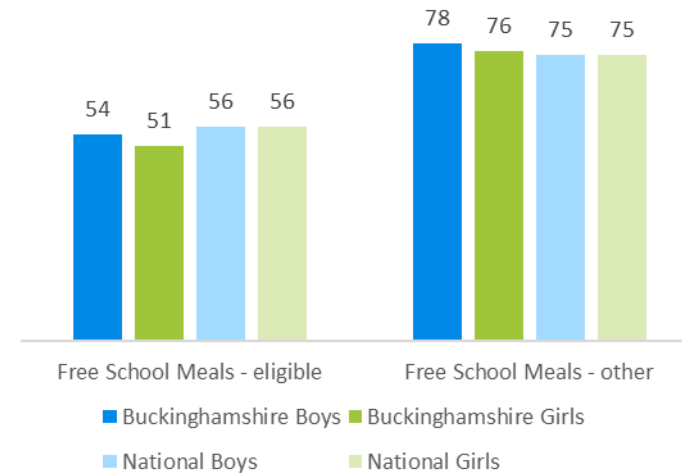
## By disadvantaged and gender



### Buckinghamshire cohort

	Boys	Girls
Disadvantaged	531	517
Other	2791	2630

## By free school meal eligibility and gender



### Buckinghamshire cohort

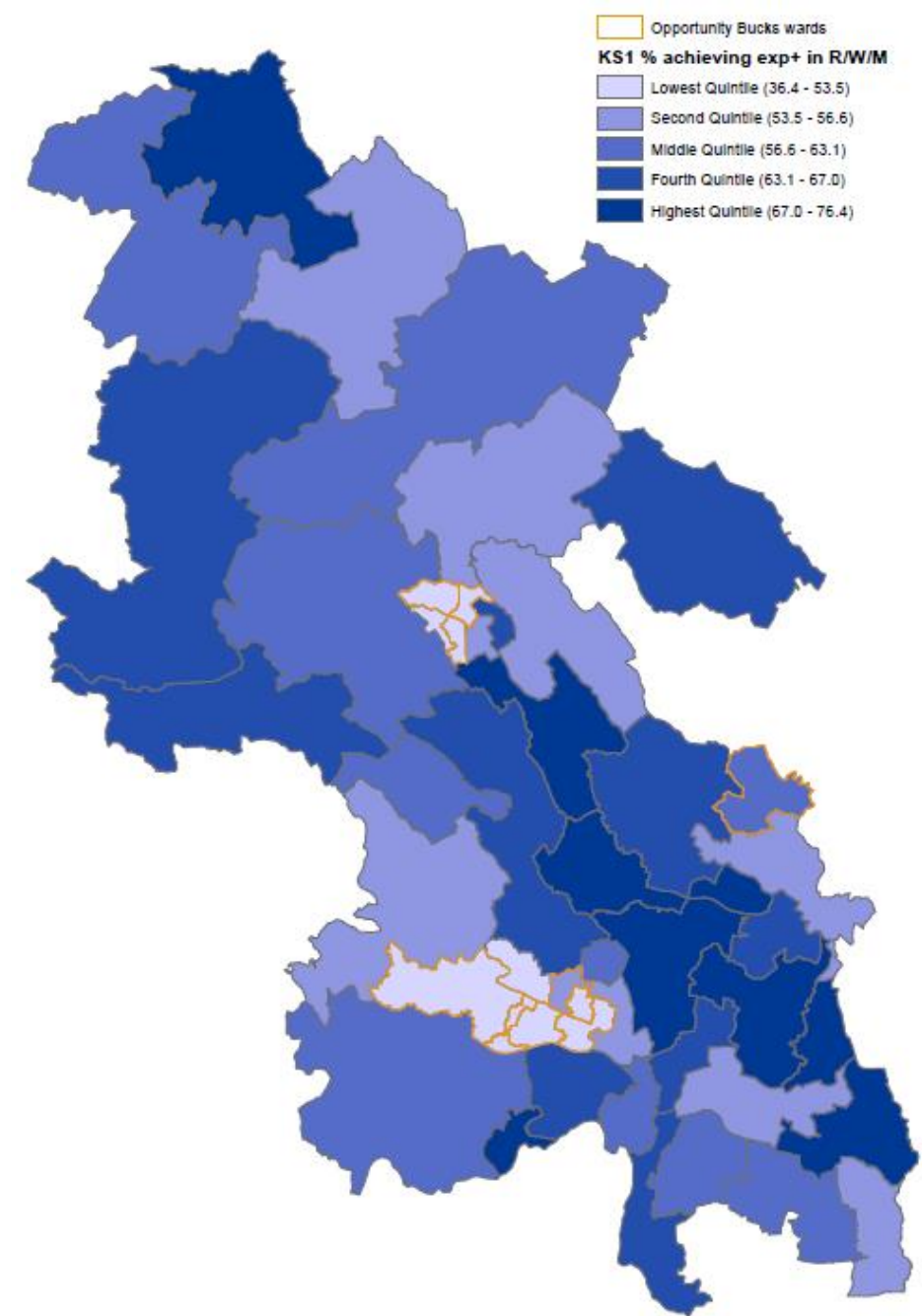
	Boys	Girls
Eligible	530	518
Other	2792	2629

# KS1 meeting the expected standard in all of reading, writing and maths – area detail 2023

The map shows the proportion of children attending a Buckinghamshire state-funded school who met the expected standard in all reading, writing and maths at Key Stage 1, based on their home postcode and ward.

Opportunity Bucks wards are highlighted.

School level results for Key Stage 1 are not published by the Department of Education.



# Key Stage One

## Areas of Strength

- Attainment in all three subjects has increased across Buckinghamshire since 2022:
  - Reading - from 69% to 71%
  - Writing - from 57% to 62%
  - Maths - from 68% to 73%
- Attainment in all three subjects assessed at key stage one is now above national:
  - Reading - 71% Bucks v 68% national
  - Writing - 62% Bucks v 60% national
  - Maths - 73% Bucks v 70% national
- The attainment gap between disadvantage pupils in Buckinghamshire and the national average for non-disadvantaged pupils has reduced significantly in both writing and maths between 2022 and 2023:
  - Writing - 31 percentage point gap down to 25
  - Maths - 28 percentage point gap down to 23

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## Areas for Development

- Although the size of the gap has reduced in writing and maths, attainment at key stage one for disadvantaged pupils is still below national in all three subject areas:
  - Reading - 49% Bucks v 54% national
  - Writing – 40% Bucks v 44% national
  - Maths - 52% Bucks v 56% national
- Attainment for the three key stage one subjects combined is lower in the Opportunity Bucks ward areas compared to the Buckinghamshire average:
  - Opportunity Bucks Wards – 49%
  - Buckinghamshire average – 58%

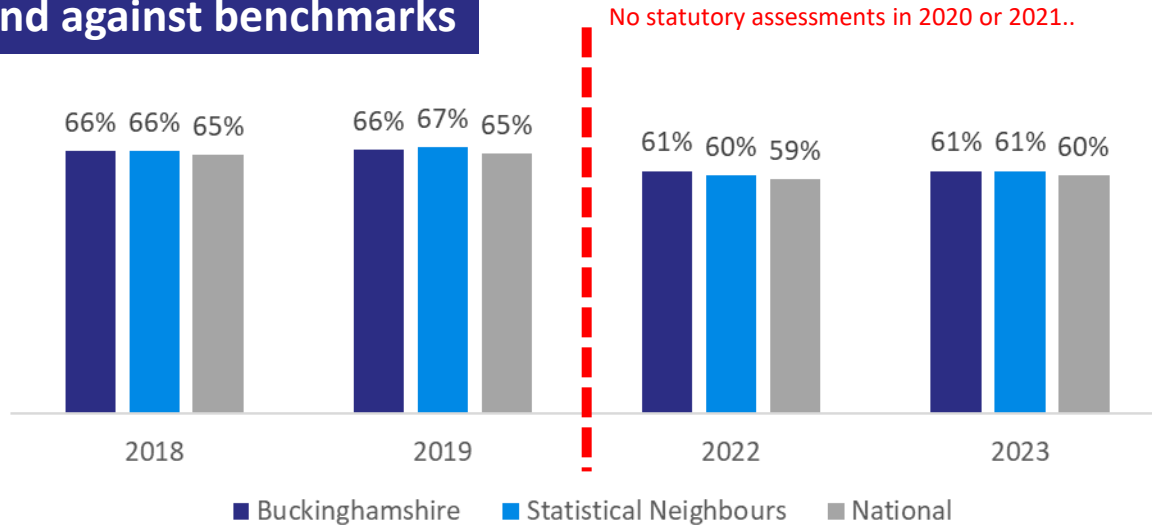
# Key Stage Two

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

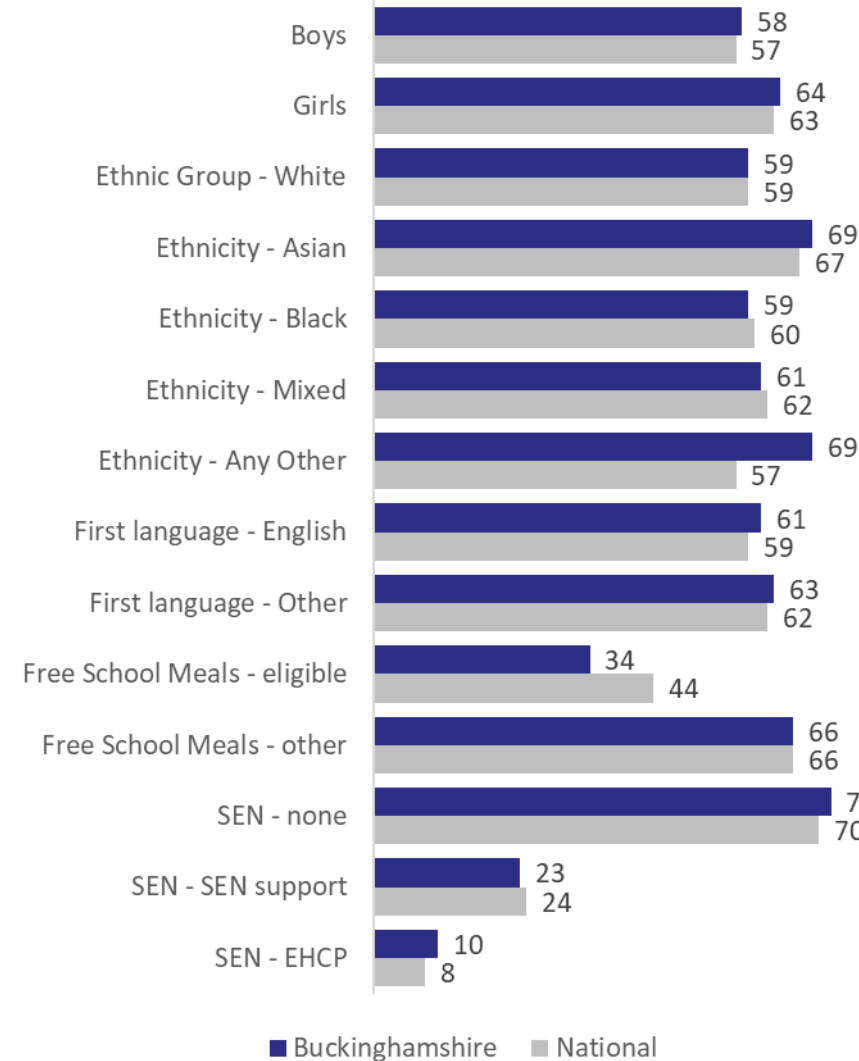
KS2 test results in reading and mathematics are reported in terms of scaled scores centred around 100 (the expected standard). Writing is reported in terms of the percentage meeting the expected standard for teacher assessment. Progress is shown by a value added measure.

# KS2 attainment measures 2023 – meeting expected standard in reading, writing and maths

## Overall trend against benchmarks

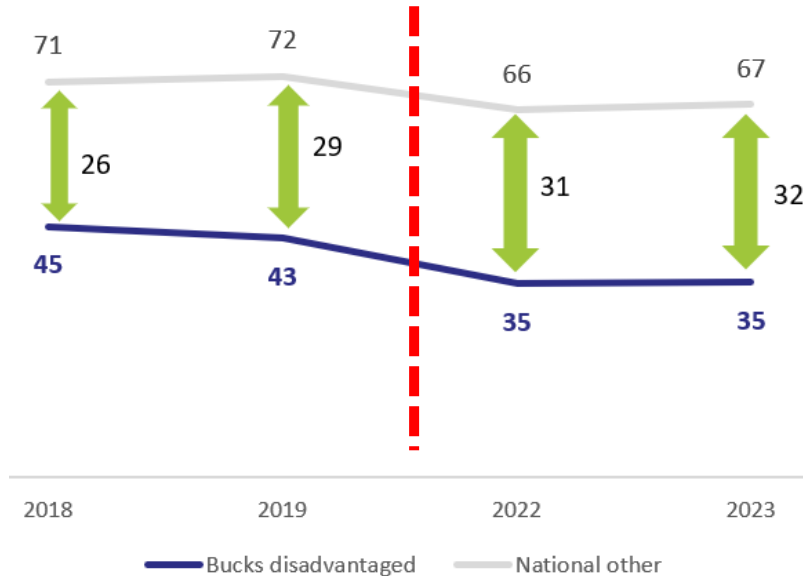


## Key pupil groups 2023



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## Attainment gap 2023

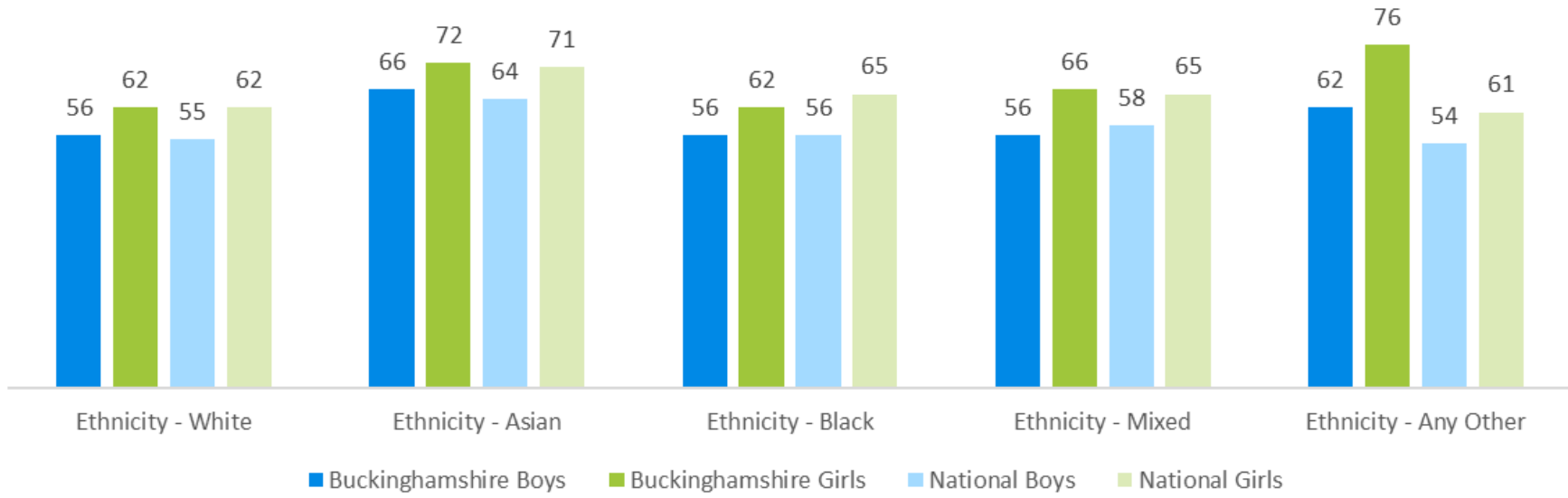


	Disadvantaged pupils	Other Pupils	Gap - local disadvantaged to national other
Buckinghamshire	35	67	32
Statistical Neighbours	37	67	30
National	44	67	23



# KS2 meeting expected standard in reading, writing and maths measure – pupil group detail 23

## By ethnicity and gender

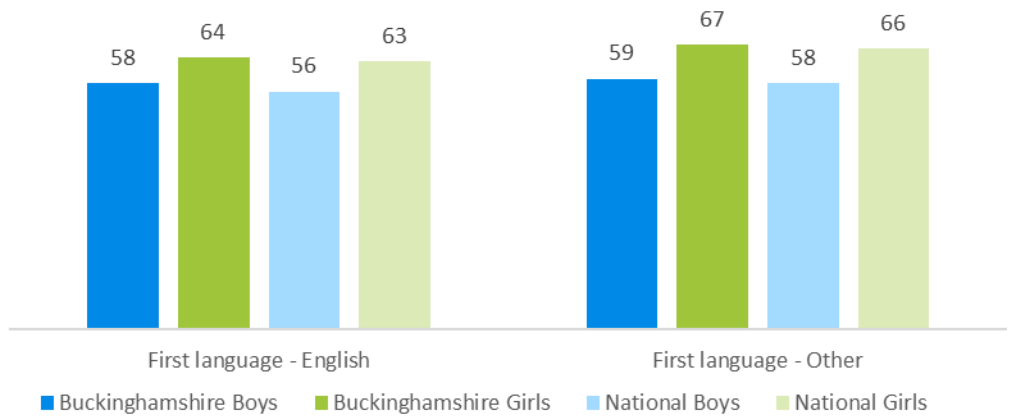


### Buckinghamshire cohort

	Boys	Girls
Ethnicity - White	2281	2188
Ethnicity - Asian	695	686
Ethnicity - Black	98	101
Ethnicity - Mixed	307	273
Ethnicity - Any Other	26	29

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## By first language and gender

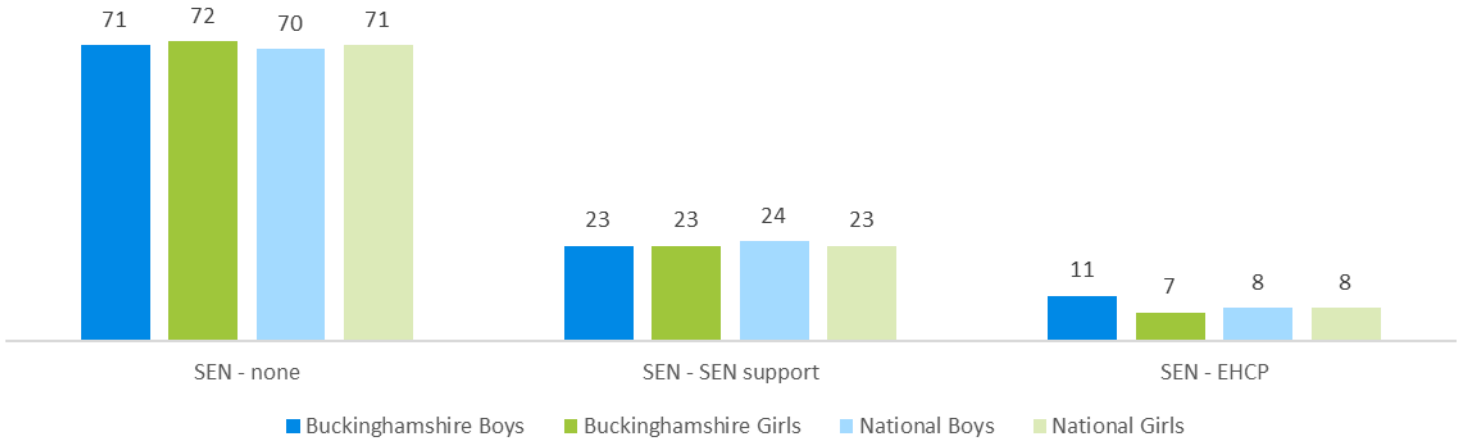


### Buckinghamshire cohort

	Boys	Girls
First language - English	2723	2631
First language - Other	724	676

# KS2 meeting expected standard in reading, writing and maths measure – pupil group detail 23

## By SEN and gender

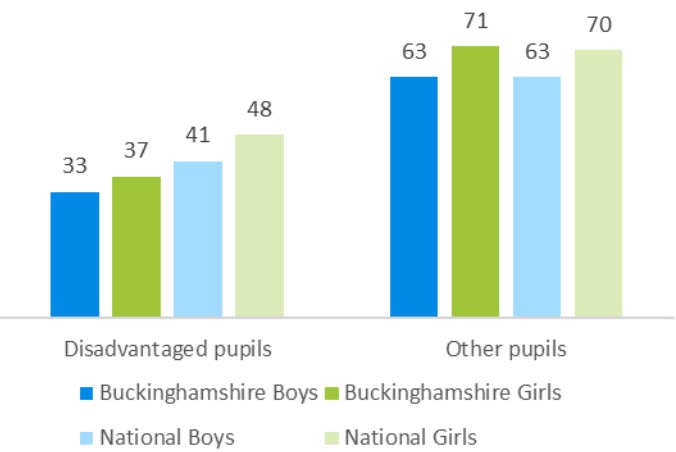


### Buckinghamshire cohort

	Boys	Girls
SEN - none	2609	2821
SEN - SEN support	566	381
SEN - EHCP	275	107

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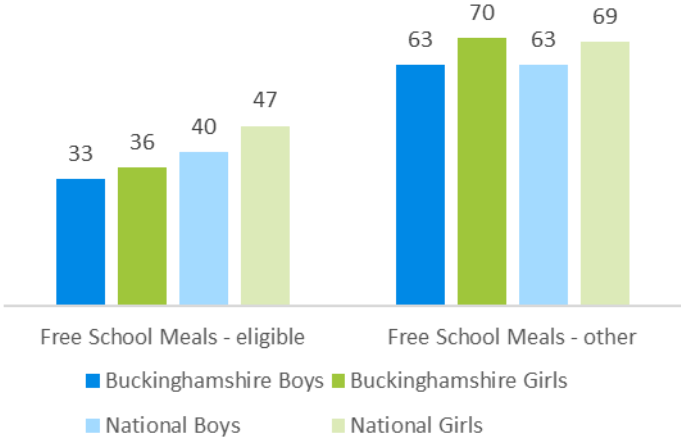
## By disadvantaged and gender



### Buckinghamshire cohort

	Boys	Girls
Disadvantaged	634	613
Other	2829	2712

## By free school meal eligibility and gender



### Buckinghamshire cohort

	Boys	Girls
Eligible	564	548
Other	2899	2777

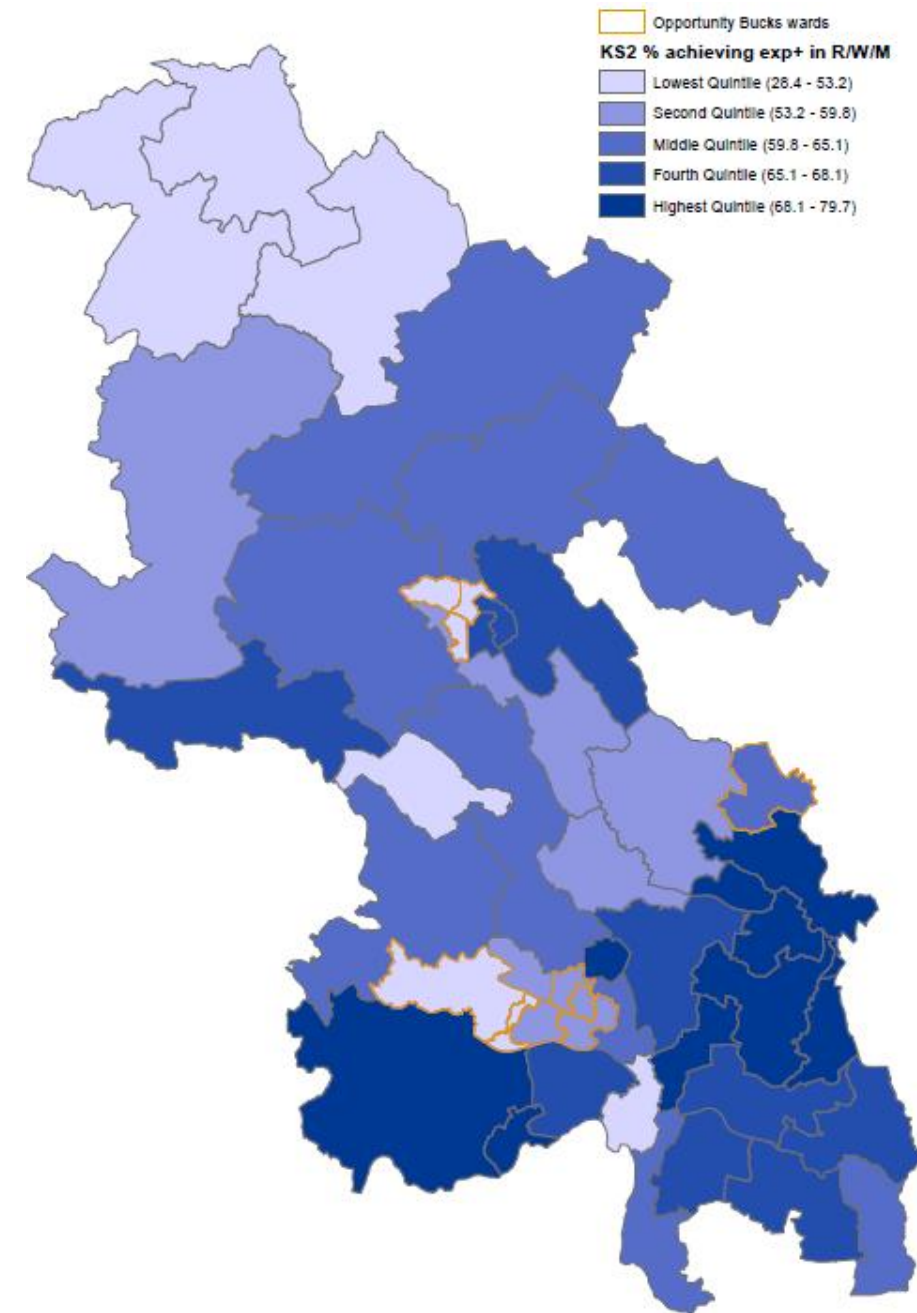
# KS2 meeting the expected standard in all of reading, writing and maths – area detail 2023

The map shows the proportion of children attending a Buckinghamshire state-funded school who met the expected standard in all reading, writing and maths at Key Stage 2, based on their home postcode and ward.

Opportunity Bucks wards are highlighted.

The Department for Education publishes school level results at Key Stage 2. Results can be found on the DfE's Compare School Performance Service – the link below will take you to results for Buckinghamshire primary schools.

<https://www.compare-school-performance.service.gov.uk/schools-by-type?step=default&table=schools&region=825&geographic=la&for=primary>



# Progress measures

## Results compared to statistical neighbours - 2023

	Reading Progress Score	
Wokingham	1.20	Significantly above national
Surrey	1.04	Significantly above national
<b>Buckinghamshire</b>	<b>0.72</b>	<b>Significantly above national</b>
Cambridgeshire	0.63	Significantly above national
Hertfordshire	0.42	Significantly above national
Oxfordshire	0.29	Significantly above national
Windsor and Maidenhead	0.09	
Bracknell Forest	0.03	
West Berkshire	-0.09	
Hampshire	-0.57	Significantly below national
Central Bedfordshire	-1.27	Significantly below national
<b>England (state-funded sector)</b>	<b>0.00</b>	

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

BUCKINGHAMSHIRE COUNCIL

	Writing Progress Score	
Surrey	0.19	Significantly above national
Oxfordshire	0.03	
Wokingham	-0.25	
Hertfordshire	-0.36	Significantly below national
Windsor and Maidenhead	-0.38	Significantly below national
<b>Buckinghamshire</b>	<b>-0.40</b>	<b>Significantly below national</b>
Hampshire	-0.59	Significantly below national
Cambridgeshire	-0.65	Significantly below national
West Berkshire	-0.92	Significantly below national
Bracknell Forest	-1.11	Significantly below national
Central Bedfordshire	-2.14	Significantly below national

<b>England (state-funded sector)</b>	<b>0.00</b>
--------------------------------------	-------------

	Maths Progress Score	
Wokingham	0.94	Significantly above national
Surrey	0.62	Significantly above national
<b>Buckinghamshire</b>	<b>0.37</b>	<b>Significantly above national</b>
Hertfordshire	0.10	Significantly above national
Cambridgeshire	-0.08	
Windsor and Maidenhead	-0.16	
Bracknell Forest	-0.28	
Oxfordshire	-0.42	Significantly below national
West Berkshire	-0.73	Significantly below national
Hampshire	-0.97	Significantly below national
Central Bedfordshire	-1.85	Significantly below national

<b>England (state-funded sector)</b>	<b>0.00</b>
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# Key Stage Two

## Areas of Strength

- Although attainment of pupils in Buckinghamshire at key stage two, reaching the expected standard in reading, writing and maths combined, has stayed constant at 61% between 2022 and 2023, the 2023 attainment level remains above the national average (at 60%).
- Progress for pupils at key stage two is strong compared to statistical neighbours in both reading and maths, with Buckinghamshire progress ranked third out of eleven statistical neighbours in 2023.
- Attainment at key stage two by pupils with a First Language Other than English is strong, with both boys and girls achieving above the national average.

## Areas for Development

- The attainment gap between disadvantage pupils in Buckinghamshire and the national average for non-disadvantaged pupils has increased slightly between 2022 and 2023. However, this has been driven by an increase in the national attainment for non-disadvantaged pupils as attainment by disadvantaged pupils in Buckinghamshire at key stage two has remained consistent at 35%.
- Attainment at key stage two is lower in the Opportunity Bucks ward areas compared to the Buckinghamshire average:
  - Opportunity Bucks Wards – 53%
  - Buckinghamshire average – 60%
- Progress for pupils at key stage two in writing is below national at -0.40.

# Secondary

- Attainment Measures
  - Key Stage 4
- Areas of Strength and Areas for Development

# Key Stage Four - GCSE

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

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

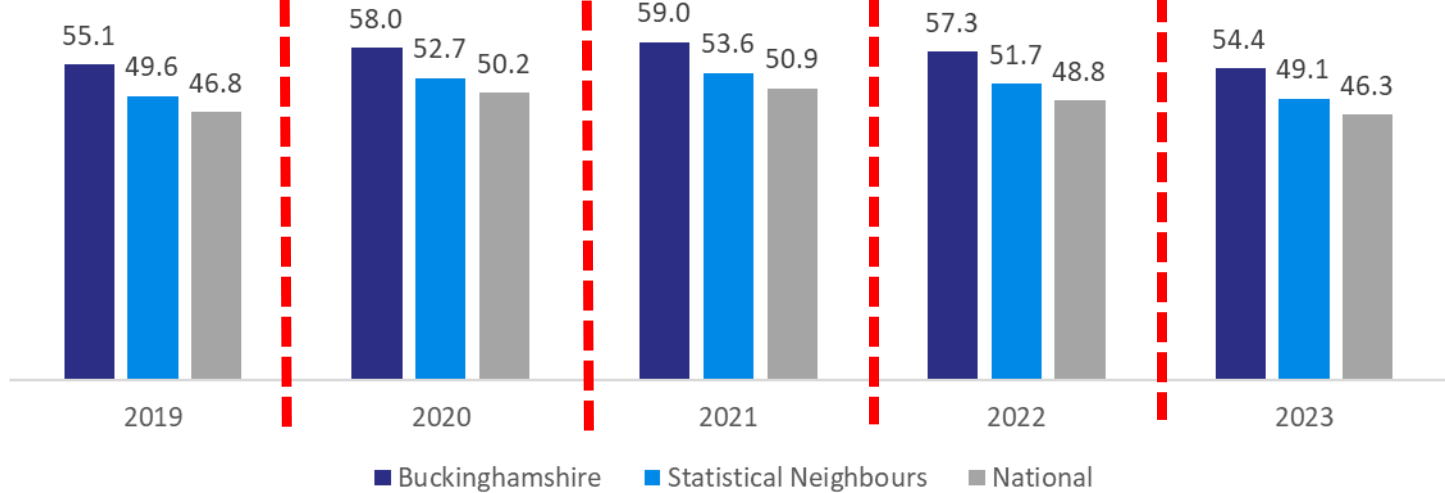
Progress 8 and Attainment 8 combine pupils' achievement across 8 qualifications:

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

# KS4 Attainment 8 measure 2023

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

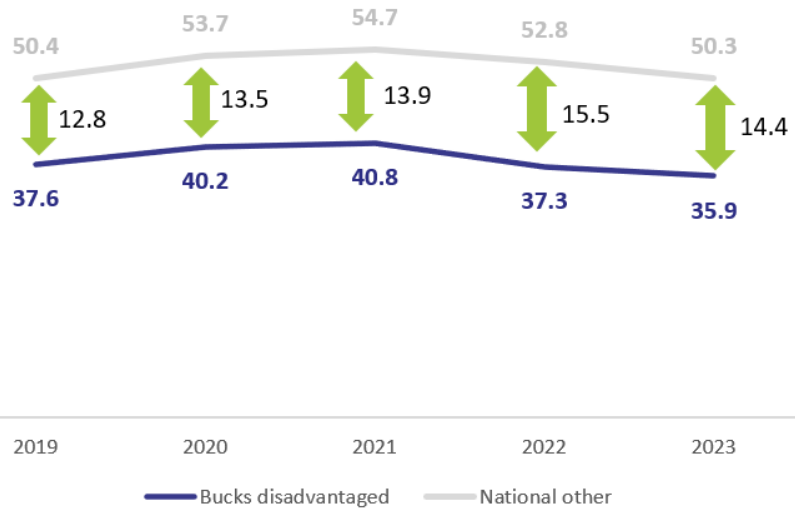
## Overall trend against benchmarks



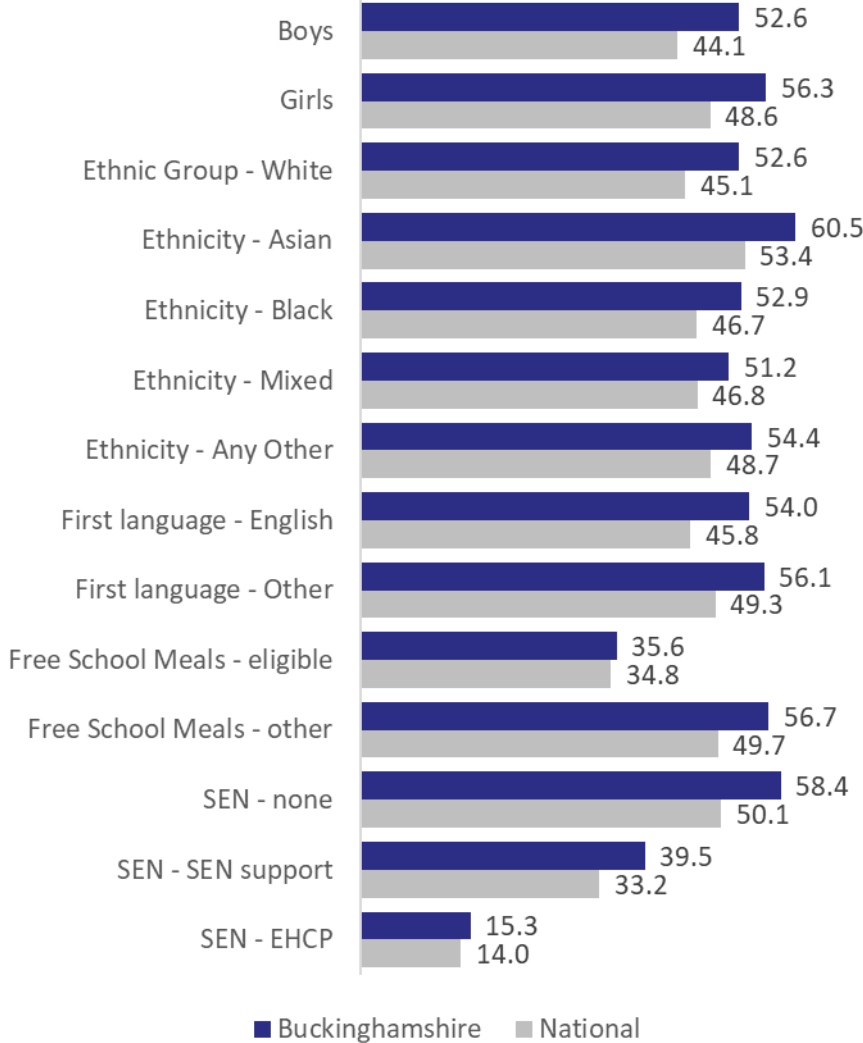
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## Attainment gap 2023

	Disadvantaged pupils	Other Pupils	Gap - local disadvantaged to national other
Buckinghamshire	35.9	57.1	14.4
Statistical Neighbours	32.8	52.3	17.5
National	35.1	50.3	15.2



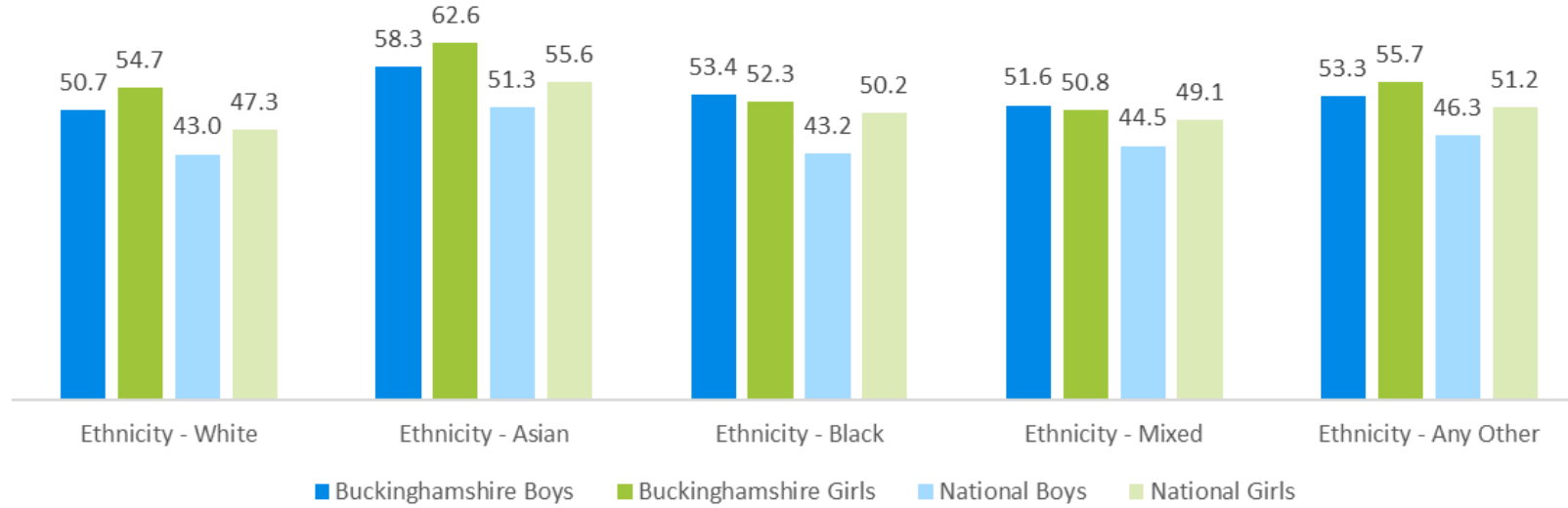
## Key pupil groups 2023





# KS4 Attainment 8 measure – pupil group detail 2023

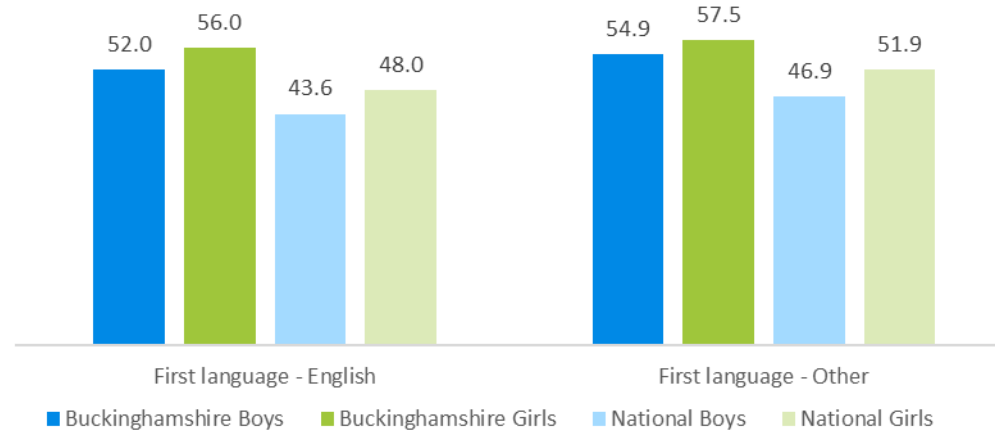
## By ethnicity and gender



### Buckinghamshire cohort

	Boys	Girls
Ethnicity - White	2166	2002
Ethnicity - Asian	705	734
Ethnicity - Black	122	91
Ethnicity - Mixed	223	266
Ethnicity - Any Other	32	28

## By first language and gender

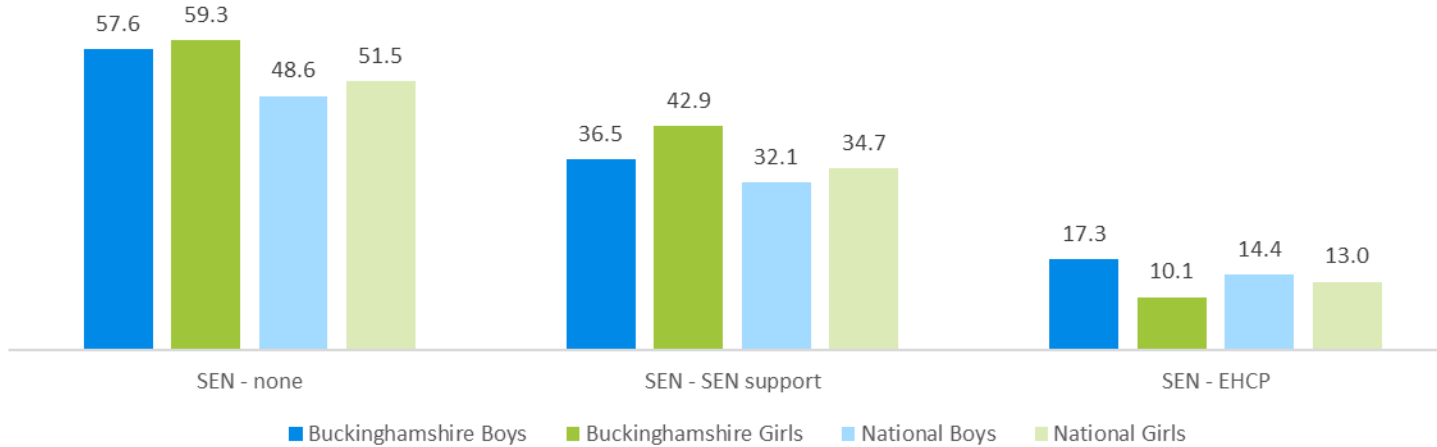


### Buckinghamshire cohort

	Boys	Girls
First language - English	2637	2564
First language - Other	642	589

# KS4 Attainment 8 measure – pupil group detail 2023

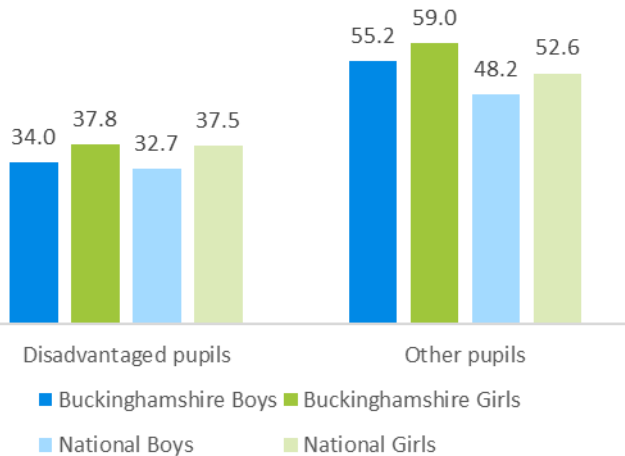
## By SEN and gender



### Buckinghamshire cohort

	Boys	Girls
SEN - none	2713	2768
SEN - SEN support	354	311
SEN - EHCP	224	88

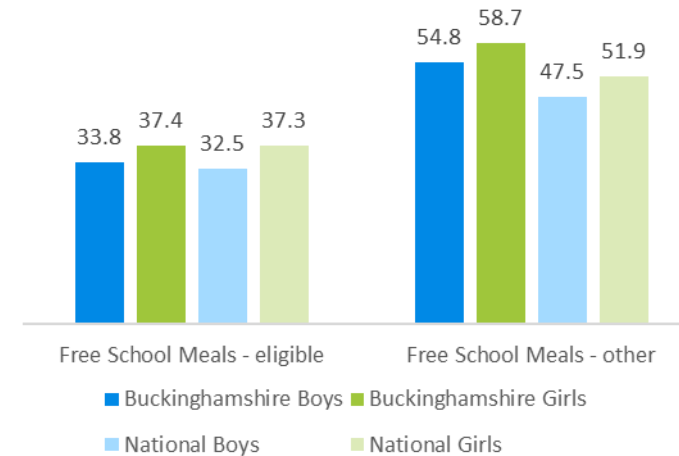
## By disadvantaged and gender



### Buckinghamshire cohort

	Boys	Girls
Disadvantaged	413	409
Other	2879	2758

## By free school meal eligibility and gender



### Buckinghamshire cohort

	Boys	Girls
Eligible	358	358
Other	2934	2809

# KS4 Attainment 8 measure – area detail 2023

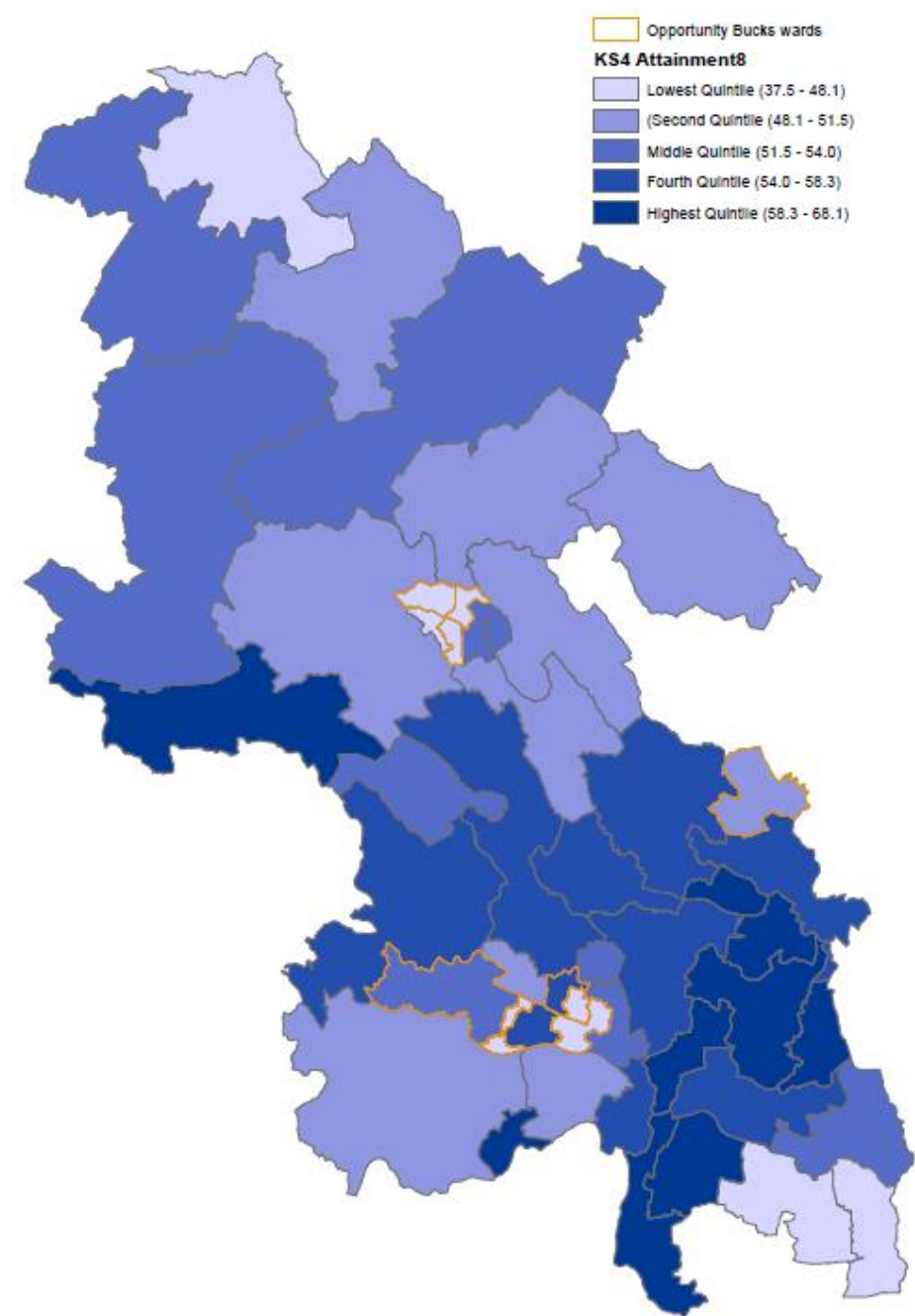
The map shows the average Attainment 8 score for pupils attending a Buckinghamshire state-funded school, based on their home postcode and ward.

Opportunity Bucks wards are highlighted.

The Department for Education publishes school level results at Key Stage 4. Results can be found on the DfE's Compare School Performance Service – the link below will take you to results for Buckinghamshire primary schools.

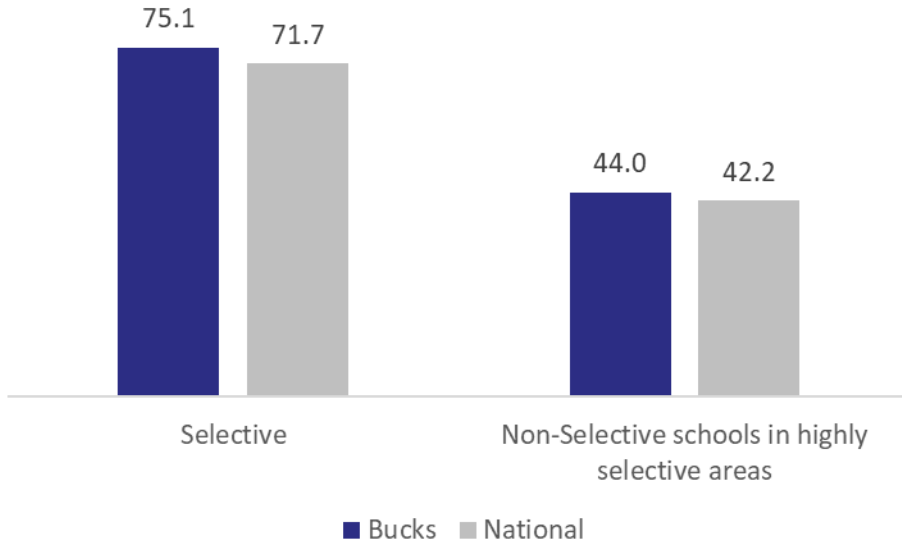
<https://www.compare-school-performance.service.gov.uk/schools-by-type?step=default&table=schools&region=825&geographic=la&for=secondary>

y



# Attainment 8 measure

## Results by school admissions type - 2023



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

# Progress 8 measure

## Results compared to statistical neighbours - 2023

	Average Progress 8 score	
Wokingham	0.38	Significantly above national
<b>Buckinghamshire</b>	<b>0.27</b>	<b>Significantly above national</b>
West Berkshire	0.22	Significantly above national
Cambridgeshire	0.21	Significantly above national
Hertfordshire	0.19	Significantly above national
Surrey	0.17	Significantly above national
Windsor and Maidenhead	0.11	Significantly above national
Oxfordshire	0.05	Significantly above national
Bracknell Forest	-0.01	
Central Bedfordshire	-0.12	Significantly below national
Hampshire	-0.18	Significantly below national
<b>England (state-funded sector)</b>	<b>-0.03</b>	
<b>England (all schools)</b>	<b>0.00</b>	

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

# Key Stage Four

## Areas of Strength

- Attainment 8 at key stage four is significantly above that of both national and statistical neighbours
  - Buckinghamshire – 54.4
  - Statistical Neighbours – 49.1
  - National – 46.3
- The attainment of disadvantaged pupils in Buckinghamshire at Attainment 8 (35.9) is above both that of statistical neighbours (32.8) and national (35.1).
- The average Progress 8 score in Buckinghamshire is significantly above national at 0.27.
- Attainment 8 at key stage four at 2023 is above national for every key pupil group, including those pupils who have a First Language other than English.

## Areas for development

- Although above national, there has been a decline in Attainment 8 for disadvantaged pupils in Buckinghamshire, from 37.3 in 2022 to 35.9 in 2023.
- Attainment at key stage four is lower in the Opportunity Bucks ward areas compared to the Buckinghamshire average:
  - Opportunity Bucks Wards – 47.1
  - Buckinghamshire average – 54.4

# Children in Need, including Children Looked After

- Outcomes
- Areas of Strength and Areas for Development

# Outcomes for children in need, including children looked after

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

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

Only 2022 outcomes are currently available, with 2023 outcomes due to be published in March 2024.

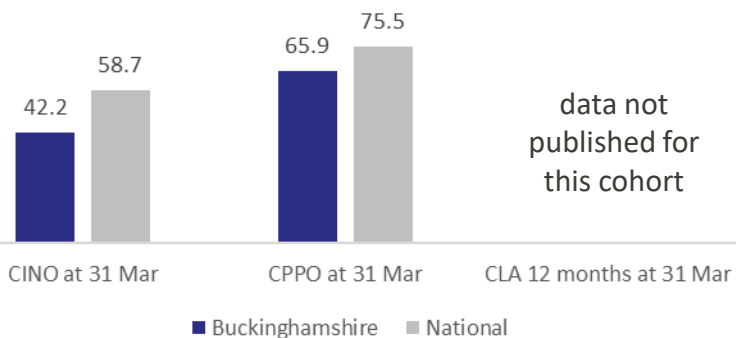
# Number of pupils attending state-funded schools 2021-22

	Total	primary	secondary	special	PRU
CINO at 31 March	1817	750	753	294	20
CPPO at 31 March	214	66	107	c	c
CLA 12 months at 31 March	456	220	206	c	c

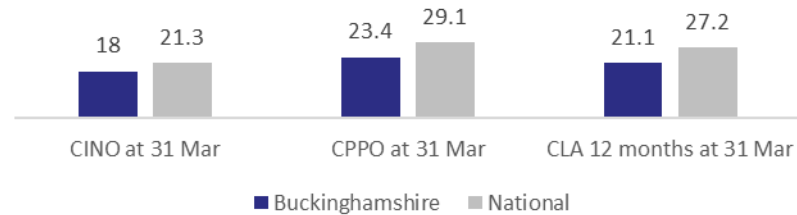
## Context

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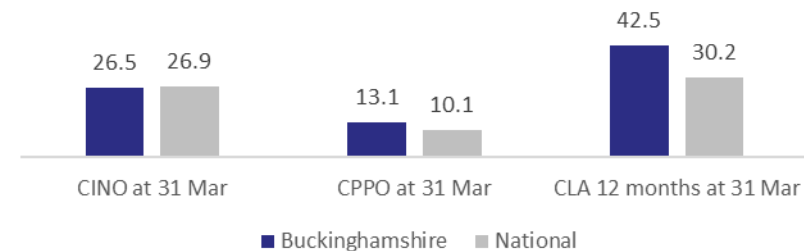
% of pupils eligible for Free School Meals



% of pupils with SEN Support

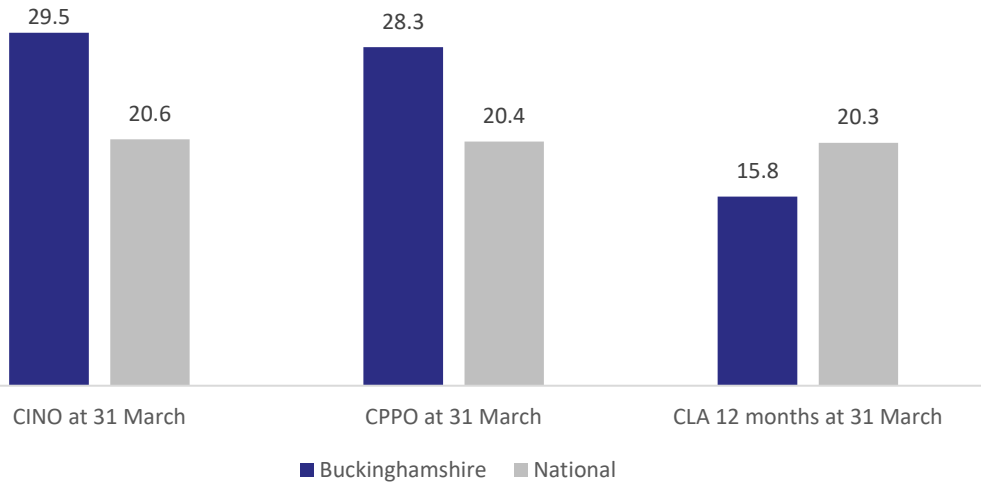


% of pupils with Education, Health & Care Plans (EHCP)

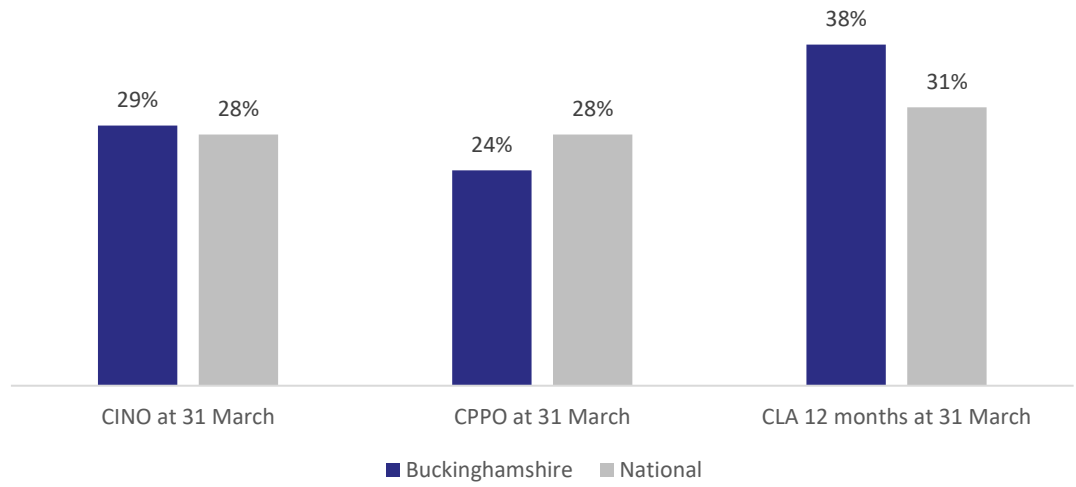




## KS4 Attainment 8 Score 2022



## KS2 % achieving expected standard in reading, writing and maths 2022



# Children in Need, including children looked after

## Areas of Strength

- 100% of all key stage 4 looked after children have an up-to-date Personal Education Plan and a strong transition plan to post 16.
  - The Virtual school attend and chair 100% of all Personal Education Plan meetings (PEPs).
  - Clinics started: case study with advice for schools and social workers supported by: Virtual School, Senior Social Worker, Senior SEN Officer, Speech and Language Therapist, Educational Psychologist, Youth Offending Service (YOS) Specialist.
- Strong training offer for social workers, schools and partner agencies. All help and protection teams trained and have access to on-going support to more effectively help their young people in education.
- Over 150 schools across Buckinghamshire have received training including trauma and attachment, PACE, Foetal alcohol and nurture.
  - Virtual school classroom and own support officers used to facilitate external exams for a small group of young people who were not able to be in school.

## Areas for development

- Reduce drift and delay in securing school places for children with an Education Health and Care Plan who are living in another local authority.
- Increase the frequency of the advice clinics from 90 mins a week to 3 hours.
- Screen and interview head teachers and their senior leadership teams for suitability to commence on the 2<sup>nd</sup> cohort of 12 schools undertaking the attachment and trauma award programme.
- Make changes to our working model to allow more time for the officers to work directly with young people and deliver an extended and more sustainable programme of support including mentoring, tutoring, martial arts.
- Ensure the voice of the child is represented at every corporate parenting panel (bi-monthly).

# Ofsted Inspections

- Outcomes
- Areas of Strength and Areas for Development

# Ofsted Inspections

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

# School Ofsted Inspections

As at 31<sup>st</sup> December 2023, 233 Buckinghamshire schools had been inspected by Ofsted.

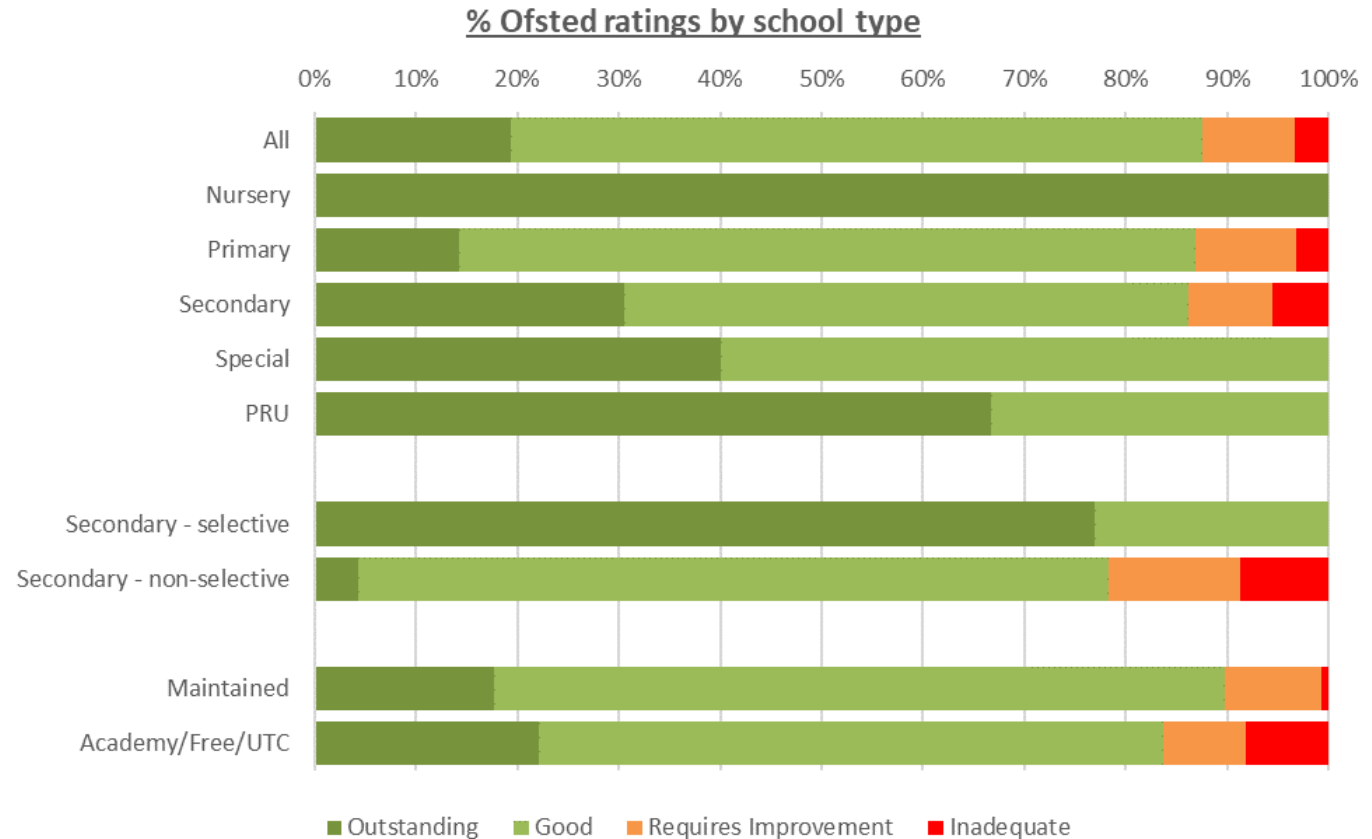


Outstanding	45
Good	159
Requires Improvement	21
Inadequate	8

Of the 8 schools graded inadequate, 6 have subsequently become academies and the judgement relates to the predecessor school.

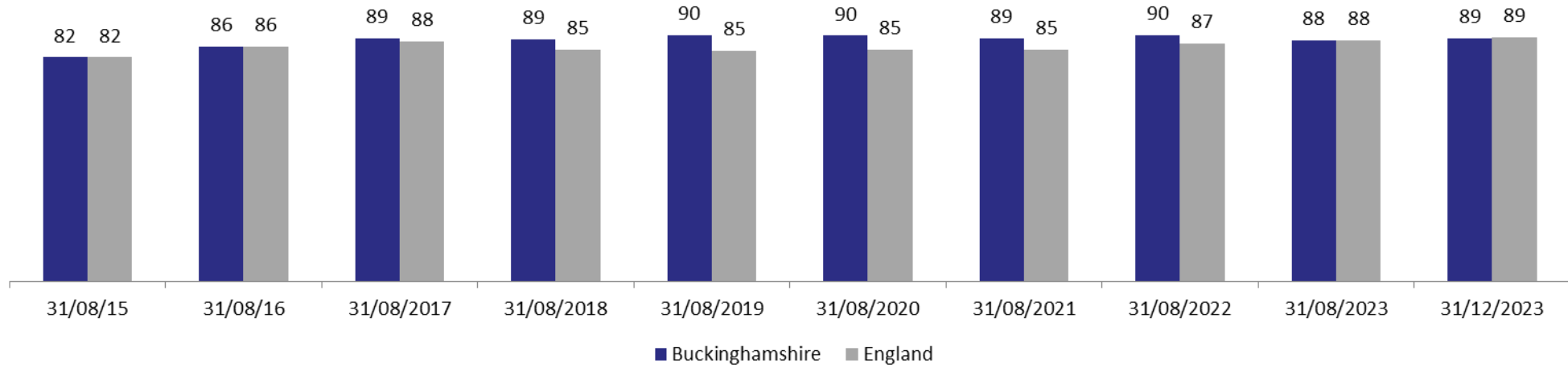
Ofsted Inspection outcomes for individual Buckinghamshire schools, with links to the full inspection reports, can be found on the DfE Compare School Performance Service using the link below:

<https://www.compare-school-performance.service.gov.uk/schools-by-type?step=default&table=schools&region=825&geographic=la&for=ofsted>



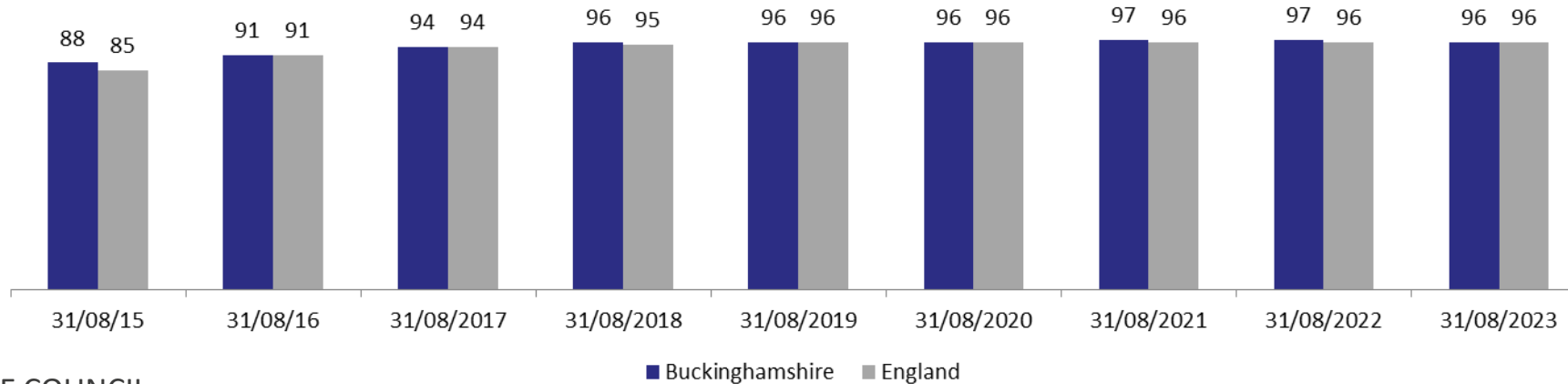
## School Inspections

% of pupils attending a school rated good or outstanding



## Early Years Inspections

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



# Ofsted Inspections

## Areas of Strength

- Inspections outcomes in Buckinghamshire schools remain high with 89% of pupils attending a school rated good or outstanding. This is the same as national.
- Inspections outcomes in Buckinghamshire early years registered providers remain high with 96% of active early years registered providers rated good or outstanding. This is the same as national.
- 87.6% of schools in Buckinghamshire are rated good or better by Ofsted.
- All nursery, special and PRU provision in Buckinghamshire is rated good or better by Ofsted.
- Buckinghamshire Council School Improvement Advisors support headteachers and provide valuable input throughout the Ofsted inspection process.

## Areas for Development

- Continue to risk assess all schools on a regular basis. Side by Side expert support is provided for all maintained schools with either a requires improvement or inadequate judgement, or those identified as at risk for their next inspection.
- Continue to offer support to academy schools with either a requires improvement or inadequate judgement, offer the conference and training programme to all academy staff and work collaboratively with the Regional Director.
- Buckinghamshire Council School Improvement Advisors to continue to support headteacher wellbeing, in light of the Ofsted programme of mental health awareness training for all Ofsted inspectors.

# Early Years Action Plans

- Review of Actions and Impact - 2022 results
- Action Plan – 2023 results



# Early Years - Actions and Impact from 2022

Intended impact achieved

Intended impact partially achieved/still ongoing

Intended impact not achieved

## What we did (actions from 2022 report)

## What this achieved

## RAG rating impact

Professional dialogue meetings with schools at the start of the year and in the summer term before the final judgements.

Two professional dialogue sessions were delivered in the autumn term and five sessions in the summer term. The sessions supported understanding of the Early Learning Goals (ELG) for teachers and support staff. All reception teachers were provided with the opportunity to attend the sessions. Attending schools increased the accuracy of their EYFSP judgements.

In depth data analyse work with schools to review the smaller elements within the larger goal that children are not achieving. Children need to be assessed as achieving all elements of the early learning goal to be assessed as achieving. This will include a targeted piece of work focusing on support and assessment for young children with English as an Additional Language (EAL)

Visits identified schools that required support for those children who were not achieving small specific elements of the early learning goals. Advisors worked with these schools to increase consistency and accuracy of assessment across all ELG's. Training sessions increased teacher's skills and confidence in teaching and assessing children with EAL. Strategies shared were implemented in practice.

### Communication and language strategies to include:

- Interaction audits
- Developing children's champions for early literacy
- Work with ICAN to develop children's champions for early communication and language

Interaction audits offered to all schools in Opportunity Bucks wards, these have supported practitioners to use high quality interactions, with specific attention on the use of mathematical language. Five Children's Champions were accredited for communication and language which has provided peer to peer support.

Ongoing and on track

# Action Plan – Early Years

What we will do	What this should achieve	Time
Provide professional dialogue meetings for all reception teachers and support staff in the summer term.	Teachers and support staff will have the knowledge and skills to be able to assess children in EYFSP with greater accuracy and consistency.	Academic Year 2023/24
Provide EYFSP visits to all schools with ECT and all Opportunity Bucks ward schools that achieved a low GLD for 2022/23. This will be a targeted piece of work looking closely at summer born children and barriers to achieving GLD.	<p>Increase consistency and accuracy of assessment across all ELG for all schools.</p> <p>Increasing teacher’s skills and confidence in teaching and assessing summer born children, addressing the areas of disadvantaged children and boys’ progress.</p>	Academic Year 2023/24
Use the established Side by Side project to offer peer to peer support for schools through the use of accredited Children’s Champions for communication and Language and literacy.	Use of Children’s Champions will enable modelling of best practice for interactions and literacy. Schools receiving this peer support will develop the necessary skills to be able to provide the environment and best practice for children to progress in these areas and achieve the early learning goal.	Academic Year 2023/24

# Primary Action Plans

- Review of Actions and Impact - 2022 results
- Action Plan – 2023 results

# Primary - Actions and Impact from 2022

Intended impact achieved
Intended impact partially achieved/still ongoing
Intended impact not achieved

What we did (actions from 2022 report)	What this achieved	RAG rating impact
<p>The Buckinghamshire Challenge is long term programme to address the impact of disadvantage on educational attainment. A Buckinghamshire Challenge Handbook was developed, launched and published for all schools in Buckinghamshire, detailing key principles to raise the attainment of disadvantaged and vulnerable groups across Buckinghamshire.</p>	<p>The Buckinghamshire Challenge Handbook was launched to all schools in July 2023. All schools now have the insight, analysis, tools and understanding to implement effective strategies to address disadvantage within their own school. Schools are clear about what good practice looks like in Buckinghamshire.</p>	<p>Intended impact achieved</p>
<p>Liaison groups action research projects, running in 14 local areas across the county, were implemented by groups of schools, working in collaboration, to identify the most effective methods of raising attainment for disadvantaged pupils.</p>	<p>The learning from the action research projects has been shared with all schools across the county through the Buckinghamshire Challenge Handbook. Schools have an improved understanding of local challenges and a clearer understanding of effective strategies to meet the needs of this cohort of pupils.</p>	<p>Intended impact achieved</p>
<p>As part of the Buckinghamshire Challenge, 'Champion Schools' were upskilled within each liaison group. These Champions schools were supported by Buckinghamshire Council to become experts in overcoming the effect of disadvantage on educational outcomes and support other schools within their local area to upskill and develop.</p>	<p>Regular network meetings ensure that the Challenge Champions are updated on current thinking and interventions, share good practice and reflect on the learning from the Challenge Handbook. This has enabled the Challenge Champion to apply the learning and improve outcomes for disadvantaged pupils, both in their own schools and within their locality.</p>	<p>Ongoing and on track</p>

# Primary - Actions and Impact from 2022

Intended impact achieved
Intended impact partially achieved/still ongoing
Intended impact not achieved

What we did (actions from 2022 report)	What this achieved	RAG rating impact
<p>Conferences throughout the academic year are supporting schools to raise achievement and share best practice in areas of weaknesses in Buckinghamshire, through sharing of local expertise and showcasing best practice.</p>	<p>Six out of nine conferences have been delivered to date on a range of topics to address areas for development across the county. Topics include Curriculum Leadership in English and Maths, Powering Progress, Cultural Capital and Addressing the Impact of Disadvantage. Attendance at conferences held to date has been strong and feedback of impact has been very positive.</p>	<p>Ongoing and on track</p>
<p>Buckinghamshire Council commissioned a high quality and evidence informed professional development programme for all schools from The Bell Foundation, experts in teaching English as an Additional Language (EAL). The training will build expertise for teachers, teaching assistants, EAL Co-ordinators and School Leaders to support learners using with a first language other than English.</p>	<p>An English as an Additional Language (EAL) training and conference programme was rolled out to all schools and in venues across the county and was well attended by over 160 delegates. Two members of Buckinghamshire Council staff have become Bell Foundation Trained Practitioners and are now delivering training in how best to support pupils using EAL. Schools can identify best practise and are supported to implement changes to their own school strategy and practice.</p>	<p>Intended impact achieved</p>
<p>Buckinghamshire Council School Improvement team hosted a Reading Conference with Cambridge Research in order to support schools with the effective teaching of reading and ensuring these skills transition smoothly from primary to secondary schools.</p>	<p>Staff from the 70 attending schools increased skills and expertise to teach reading effectively; staff now have understanding of the progression and development of these skills across all key stages, thus, supporting transition for pupils.</p>	<p>Intended impact achieved</p>

# Action Plan – Primary

What we will do	What this should achieve	Time
<p>Ensuring the continued professional development and upskilling of the Buckinghamshire ‘Challenge Champions’, through the development of a ‘Challenge Toolkit’. This new resource will enable this expert, school led capacity to support schools in their local area.</p>	<p>The Challenge Toolkit will support the Challenge Champions to become an expert, school led resource with the tools and knowledge to effectively review a school’s provision for disadvantaged pupils and work collaboratively with schools on the development of an action plan to enhance their provision.</p>	<p>Academic Year 2023/24</p>
<p>The continued development of the Buckinghamshire Challenge universal professional development programme for 2023/24 and 2024/25.</p>	<p>School staff across Buckinghamshire will have the insight, analysis, tools and understanding to implement effective strategies to address disadvantage within their own school.</p>	<p>Academic Year 2023/24 and 2024/25</p>
<p>Schools with the highest percentage of pupils living in the ten Opportunity Bucks wards have been invited to participate in the Opportunity Bucks Literacy Project. This project seeks to identify best practice in all aspects of teaching literacy, as well as identify gaps in provision and areas for improvement. The findings from this project will be developed into training available to all staff in the Opportunity Bucks ward schools, as well as providing updated guidance for all schools through the Challenge Handbook and universal professional development programme.</p>	<p>The findings from the Opportunity Bucks Literacy Project will support the development of essential literacy skills, with priority on phonics, reading at key stage one and writing at key stage two, in the areas of the county where pupils are experiencing the most hardship. Literacy skills are essential to access all areas of the curriculum, support academic attainment, build pupils’ confidence and self-esteem as well as supporting future career development and life skills.</p>	<p>Academic Year 2023/24 and 2024/25</p>

# Action Plan – Primary

What we will do	What this should achieve	Time
The delivery of robust continued professional development training for Curriculum Leaders with a focus on the core subjects of English and Maths.	Curriculum Leaders feel equipped to drive improvements across the curriculum in their own schools, focusing on phonics, key stage one reading and key stage two writing.	Spring Term 2023/24
Through the Side-by-Side School Improvement Programme, trained Side by Side Curriculum Specialists will continue to be deployed to support schools who have been identified as having vulnerabilities in the teaching of specific subjects.	Curriculum Leaders in supported schools feel equipped to address areas for development and drive improvements in the targeted curriculum areas, leading to strong teaching and improved pupil outcomes.	Academic Year 2023/24

# Secondary Action Plans

- Review of Actions and Impact - 2022 results
- Action Plan – 2023 results



# Secondary - Actions and Impact from 2022

Intended impact achieved
Intended impact partially achieved/still ongoing
Intended impact not achieved

What we did (actions from 2022 report)	What this achieved	RAG rating impact
Continue to use Side by Side model of school support to disseminate good practice across schools.	Schools are supported to address areas for development in relation to their school improvement journey, leading to stronger teaching and improved outcomes.	Ongoing and on track
Continue to advance Buckinghamshire Challenge programme to develop hubs of effective practice, led by elected Champion schools.	Regular network meetings ensure that the Challenge Champions are updated on current thinking and interventions, share good practice and reflect on the learning from the Challenge Handbook. This has enabled the Challenge Champions to apply the learning and improve outcomes for disadvantaged pupils, both in their own schools and within their locality.	Ongoing and on track
Identification strategy to assess and select schools with especial success in supporting disadvantaged pupils and those in need (via robust, regular data analysis).	Partnership working develops stronger outcomes for all pupils, focussed initially on subjects where outcomes are weakest.	Ongoing and on track

# Secondary - Actions and Impact from 2022

Intended impact achieved
Intended impact partially achieved/still ongoing
Intended impact not achieved

What we did (actions from 2022 report)	What this achieved	RAG rating impact
<p>Develop secondary case studies to inform school leadership, which will seek to ascertain the key factors in success with disadvantage: e.g. knowledge of individual pupils and families; quality first teaching; continuity and stability in leadership; universally held commitment to and belief in disadvantaged; strong literacy and numeracy foundation.</p>	<p>Three deep dive case studies have been developed to provide school leaders with examples of strong provision that is being successfully delivered in local schools. Leaders can use, adapt and drive improvements in their own schools</p>	
<p>Develop current Education Endowment Foundation (EEF) review provision to evaluate education provision (in its fullest sense) through the lens of our disadvantaged pupils.</p>	<p>Headline visits and reviews undertaken at secondary schools have been developed in line with the EEF review approaches to explore even more targeted evaluation of the experiences of disadvantaged learners. As a result, schools are further engaged in an ongoing improvement dialogue that both challenges and supports their work to address the disadvantaged gap in their unique setting. This supports preparation for Ofsted inspections, as Quality of Education, Behaviour and Attitudes and Personal Development are assessed through the lens of the most disadvantaged pupils.</p>	<p>Ongoing an on track</p>

# Action Plan – Secondary

What we will do	What this should achieve	Time
<p>Ensuring the continued professional development and upskilling of the Buckinghamshire ‘Challenge Champions’, through the development of a ‘Challenge Toolkit’. This new resource will enable this expert, school led capacity to support in their local area.</p>	<p>The Challenge Toolkit will support the Challenge Champions to become an expert, school led resource with the tools and knowledge to effectively review a school’s provision for disadvantaged pupils and work collaboratively with schools on the development of an action plan to enhance their provision.</p>	<p>Academic Year 2023/24</p>
<p>The continued development of the Buckinghamshire Challenge Universal Professional Development programme for 2023/24 and 2024/25 in order to address issues relating to disadvantage.</p>	<p>School staff across Buckinghamshire will have the insight, analysis, tools and understanding to implement effective strategies to address disadvantage within their own school.</p>	<p>Academic Year 2023/24 and 2024/25</p>
<p>Schools with the highest percentage of pupils living in the ten Opportunity Bucks wards have been invited to participate in the Opportunity Bucks Literacy Project. This project seeks to identify best practice in all aspects of teaching literacy, as well as identify gaps in provision and areas for improvement. The findings from this project will be developed into training available to all staff in the Opportunity Bucks ward schools, as well as providing updated guidance for all schools through the Challenge Handbook and universal professional development programme.</p>	<p>The findings from the Opportunity Bucks Literacy Project will support the development of essential literacy skills in the most deprived areas of the county. Literacy skills are essential to access all areas of the curriculum, support academic attainment, build pupils’ confidence and self-esteem as well as supporting career development and life skills.</p>	<p>Academic Year 2023/24 and 2024/25</p>

# Action Plan – Secondary

What we will do	What this should achieve	Time
Identification strategy to assess and select schools with especial success in supporting disadvantaged pupils and those in need (via robust, regular data analysis).	Partnership working will develop stronger outcomes for all pupils, focussed initially on subjects where outcomes are weakest.	Academic Year 2023/24 and 2024/25
Continue to use Side by Side model of school support to disseminate good practice across schools, especially those identified as intervention and prevention schools.	Supported schools are able to address areas for development in relation to their school improvement journey, leading to stronger teaching and improved outcomes.	Academic Year 2023/24 and 2024/25

# Children in Need, including Children Looked After Action Plans

- Review of Actions and Impact - 2022 results
- Action Plan – 2023 results

# Children in Need, including children looked after - Actions and Impact from 2022

Intended impact achieved

Intended impact partially achieved/still ongoing

Intended impact not achieved

What we did (actions from 2022 report)	What this achieved	RAG rating impact
<p>Roll out an attachment and trauma training programme to 10 pilot schools across Buckinghamshire. The aim is to have all schools trained over the next 3-5 years.</p> <p>Offer our 1-day attachment and trauma course to all schools who request the support. Delivered by Virtual school teachers.</p>	<p>Schools with a trauma informed approach work more effectively with children in care and other vulnerable cohort. 10 schools completed phase 1. Gradual changes to policy and practice in schools on pilot project, including reductions to suspensions. 145 schools trained in initial attachment and trauma, this has led to increased contact between schools and virtual school and earlier intervention for children with a social worker.</p>	<p>Intended impact achieved</p>
<p>Raise the profile further of the role and importance of a Designated Teacher for looked after children in school. Deliver more frequent training for new and experienced Designated Teachers, in both local and out of county schools.</p>	<p>Designated Teachers and senior leaders in schools recognise the influence this role plays in the school, feel more confident in their ability to deliver this duty and children looked after feeling better supported and understood. 6 sessions delivered across academic year with additional monthly training in PACE, Foetal Alcohol Spectrum Disorder , Mental Health Support and other relevant training.</p>	<p>Intended impact achieved</p>
<p>Provide more opportunity for extracurricular work during the school holidays with a focus on further and higher education. For example, organised events at local universities.</p>	<p>Raised aspirations for children in care by providing strong careers guidance and a way in to further and higher education. 43 care leavers currently at university, large increase from 13 young people in 2019.</p>	<p>Ongoing and on track</p>

# Action Plan – Children in Need, including children looked after

What we will do	What this should achieve	Time
<p>Reduce drift and delay in securing school places for children with an Education Health and Care Plan who are living in another local authority.</p>	<p>Reduce the amount of missed learning time and ensure routines and structures remain consistent.</p> <p>Improve overall attendance rates</p> <p>Improve placement stability</p>	<p>Academic Year 2023/24</p>
<p>Fund 12 more schools to begin the bronze stage of the attachment and trauma awards .</p> <p>Further develop the 10 pilot schools to progress through the Silver award and enhance their current training offer.</p>	<p>Schools going through the attachment and trauma award programme will develop more confidence and skill resulting in a reduction in suspensions and a rise in attendance and engagement.</p>	<p>Spring 2024/25</p>
<p>Record and evidence regular feedback from children and young people to ensure their voice is being heard by the corporate parent.</p>	<p>Children and young people feel valued and listened to and know that they can help shape the future of the service.</p>	<p>Academic Year 2023/24</p>

# Ofsted Inspections Action Plans

- Review of Actions and Impact - 2022 results
- Action Plan – 2023 results



# Ofsted Inspections – Actions and Impact from 2022

Intended impact achieved

Intended impact partially achieved/still ongoing

Intended impact not achieved

What we did (actions from 2022 report)	What this achieved	RAG rating impact
<p>Maximise capacity for School Improvement to gain a deeper understanding of Ofsted readiness, through the programme of Side-by-Side Headline Visits.</p>	<p>For 2023/24 all maintained schools are being supported through a least one headline visit by a School Improvement Advisor, which discusses the strengths and areas for development within each school, giving the local authority a clear oversight of provision. Where risk is identified, intensive support is being delivered through Side by Side. Strengths are being identified and shared as good practice with all schools across the county.</p>	<p>Ongoing and on track</p>
<p>Raise the awareness amongst school leaders and governors that Safeguarding is a limiting judgement during an Ofsted inspection by providing guidance, training and sharing of best practice and experiences. For example; governor training, conferences, Headline Visits to schools and robust safeguarding reviews.</p>	<p>Improved continuous and consistent approaches to all matters of safeguarding, in particular effective record keeping, governor challenge and support, pupil safety and management of suspensions and exclusion resulting in greater confidence in securing an ‘effective’ safeguarding judgement in school inspection reports. In all inspections safeguarding was secure in 2022/23.</p>	<p>Ongoing and on track</p>
<p>Develop curriculum leadership expertise, focusing on consistency across curriculum intent and implementation, especially in core subjects. For example; Primary Subject Leader training, training and deployment of Side-by-Side Pupil Champions at both primary and secondary phases and bespoke deep dive training for Secondary Middle Leaders.</p>	<p>Curriculum expertise is being developed through a comprehensive training programme for Senior Leadership Teams and Curriculum Leaders. As a result, schools are better equipped when developing and designing their curriculum and have expertise in leading specialist subject areas.</p>	<p>Ongoing and on track</p>

# Action Plan – Ofsted Inspections

What we will do	What this should achieve	Time
<p>Continue to develop and refine the Side by Side School Improvement offer to schools, supporting schools that are requires improvement or inadequate to help them to get a good or better judgement at their next inspection.</p>	<p>Supported schools are able to address areas for development, leading to stronger teaching and improved outcomes. Headteachers feel supported.</p>	<p>Ac/yr 2023/24 and 2024/25</p>
<p>Keep schools abreast of local and national developments in education, specifically those from Ofsted, so that they can plan and adjust accordingly. Friday Forums for school leaders are being held each term to provide these essential updates and hear case studies from schools who have successfully achieved a good or better judgement. Prioritise increased engagement by schools in school improvement activities, projects, conferences and training.</p>	<p>School leadership across Buckinghamshire will have the insight, analysis, tools and understanding to address the areas for development in their own schools, with regards to the four key judgement areas; Quality of Education, Behaviour and Attitudes, Personal Development and Leadership and Management. School leaders recognises the changes in the inspection framework which support them in managing challenging inspections.</p>	<p>Academic year 2023/24 and 2024/25</p>
<p>Training for governors/trustee regarding the Ofsted inspection process and their role within it, via a regular online governor training programme, a Governor Conference in Summer 2024 and bespoke sessions for individual schools' governance teams.</p>	<p>Governors have a key role to play during an Ofsted inspection. This training and support programme will support governors to ensure that they know the school well, provide support and challenge to the school leadership and are able to articulate this clearly in their meetings with inspectors. Governors will understand their responsibility to support their headteacher's mental health and wellbeing.</p>	<p>Academic year 2023/24 and 2024/25</p>



## Report to Children's and Education Select Committee

<b>Date:</b>	<b>7 March 2024</b>
<b>Title:</b>	<b>Updated school attendance duties and the implications for Buckinghamshire</b>
<b>Relevant councillor(s):</b>	Anita Cranmer, Cabinet Member for Education and Children's Services
<b>Author and/or contact officer:</b>	Gareth Drawmer, Head of Achievement and Learning
<b>Ward(s) affected:</b>	All
<b>Recommendations:</b>	<b>For Select Committee to note the content of the report and the priorities for the next 12 months.</b>

### 1. Executive summary

1.1 This paper:

- summarises the new requirements as set out in the DfE school attendance guidance 'Working together to improve school attendance' and the implications for Buckinghamshire given that these are new unfunded burdens. Whilst currently non-statutory, it is anticipated that the guidance will become statutory once the parliamentary calendar allows.
- provides data on pupil absence in Buckinghamshire alongside national comparators.
- describes our key priorities for the next 12 months.

### 2. Background

2.1 On 6 May 2022, the Department for Education (DfE) released new non-statutory guidance: [Working together to improve school attendance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk) to help schools, trusts, governing bodies, and local authorities maintain high levels of school attendance and improve consistency of support. The policy paper outlines the vision, principles, and actions for enhancing

the collaboration and coordination among different agencies and stakeholders to reduce school absenteeism and improve educational outcomes. The document also aims to provide a clear and consistent framework for all parties involved in supporting children and young people to attend school regularly and achieve their full potential.

- 2.2 The DfE has reaffirmed its expectations that school attendance reforms including the implementation of 'Working together to improve school attendance' remain unaffected by the withdrawal of the previous Schools Bill. It is anticipated that the guidance will become statutory once the parliamentary calendar allows. Under general law principles local authorities are still legally obliged to apply non-statutory guidance when exercising its functions.
- 2.3 Collectively, it is the biggest ever set of changes to the attendance system and the DfE expects local authorities to meet the requirements of the new guidance as far as possible for academic year 2022-2023. The requirement to have in place a School Attendance Support Team (see below for further information) should be available to all schools free of charge no later than September 2023.
- 2.4 There is an increased emphasis on school attendance within the Inspection Local Authorities Children's Services (ILACS) and SEND inspection frameworks, as well as the SEND and Alternative Provision Improvement Plan. There is a risk of adverse outcomes from inspections if local authorities are found to not have the adequate resources necessary to implement attendance duties effectively and consistently.
- 2.5 The significant school attendance changes include:
  - Clarity of expectations: Schools, trusts and local authorities will all have clearly defined statutory roles for the first time, set out in a clear table of responsibilities.
  - Earlier intervention: Schools will have legal responsibilities to proactively improve attendance for the first time (beyond existing requirements to record accurately) underpinned by timelier sharing of attendance data – (currently 168 Buckinghamshire Schools are sharing their daily attendance data with DfE as part of voluntary return. We expect this to become mandatory at the point Working Together to Improve School Attendance guidance becomes statutory).
  - Support first: All pupils and parents no matter where they live in the country will have clear expectations from their school, be informed about their child's attendance and have access to early intervention and support first before any legal action if it becomes problematic.
  - Targeted whole family support: Local authority attendance teams will work in tandem with early help to provide a whole-family response with a single assessment, plan, and lead practitioner.
  - Independent schools: Data will be collected for the first time, and will receive the same support from local authorities.

2.6 Local authorities are now expected to rigorously track local attendance data and devise a strategic approach that:

- recognises the importance of attendance and understand how attendance improvement is everyone's business.
- makes attendance a key focus of all frontline council services.
- uses attendance data from all schools in the area to identify the pupil cohorts, schools, and neighbourhoods/towns on which to focus efforts.
- uses this analysis to set a clear vision for improving attendance across the geographical area, underpinned by tangible short and longer term aims and priorities for improving attendance for particular cohorts of pupils identified.
- all appropriate frontline operational staff in attendance, associated teams and local partners (including health and police) must understand their role in delivering this strategy and working together.
- evaluate and review this strategy regularly.

2.7 The DfE has not prescribed what form or delivery model School Attendance teams must follow, but these teams are expected to provide the following 4 core functions free of charge to all schools in their area:

i. Communication and advice

- Provide every school with a named point of contact in the Attendance Support Team (AST) to support with queries and advice.
- Make clear on how schools, the AST and other partners should work together to provide voluntary and/or formal support for pupils and families.
- Offer opportunities for all schools in the area to share effective practice.

ii. Targeting Support Meetings

- Hold a termly Targeting Support Meeting with every school in their area to identify pupils who need support with removing barriers to attendance.
- Assist schools to identify areas to focus on in their school policies through analysing their data.
- If local authorities already have regular meetings with schools (such as 'team around the school' meetings) the school, AST, and other relevant partners may join this meeting as the targeting support meetings rather than having a separate meeting.

iii. Multi-disciplinary support for families

- Work jointly with all local partners to offer multi-agency support to pupils who need it, including acting as lead practitioner where the best placed service is an LA one.
- Build effective data sharing opportunities with different partners as part of the overall data sharing/ governance arrangements to ensure a joined-up approach.

- Ensure staff are appropriately trained to understand the importance of attendance, and foster a collaborative culture across early help services
- An integrated management structure between the local authority's School Attendance Support team and other early help services.

iv. Legal intervention

- Work with schools to formalise support or take forward legal action where voluntary support does not work.
- Understand and make use of the full range of legal intervention measures as appropriate, including parental responsibility measures.

2.8 To build on the progress made by the extension of the role of the virtual school head ([Virtual school head role extension](#)), local authorities are also expected to:

- Set aspirational targets for attendance of pupils with a social worker.
- Secure the regular attendance of pupils looked-after as their corporate parent.
- Provide support and advice to previously looked-after children.
- Monitor and improve the attendance of children with a social worker through their Virtual School

2.9 To facilitate this, schools are expected to inform a pupil's social worker if there are unexplained absences from school.

### **The importance of school attendance and the national context**

2.10 Improving school attendance is everyone's business. Children with poor school attendance are at significant risk of underachieving, being victims of harm, exploitation or radicalisation and becoming NEET (not in education, employment, or training) later in life. Schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place.

2.11 The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.

2.12 Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly.

2.13 The COVID pandemic has and continues to impact the attendance of children and young people at school. DfE statistics show that the number of children who missed 50% or more possible education sessions in 2021/22 was almost double pre-pandemic levels at 110,000 compared to 57,000 in 2018/19. The reasons for the increase in non-attendance are varied and wide ranging and include:

- a decline in the emotional wellbeing and resilience of both children and their parent/carers;
  - an increase in pupils experiencing social, emotional or mental health issues that are affecting attendance;
  - changes in family routines and working patterns;
  - attitudes and perceptions of education given that it was deemed acceptable for children and young people to miss out on significant ‘in school’ time during the pandemic as well as recent school closures due to teacher strike action;
  - an increase in families taking holidays in term time, which is exacerbated by the cost-of-living crisis.
- 2.14 As before the threshold for Persistent Absence is defined by the Department for Education as 90%. However, as part of the new school attendance framework a new category of severe absence has been defined for those pupils who are absent from school more than they are present (those missing 50% or more of school).
- 2.15 These severely absent pupils may find it more difficult to be in school or face bigger barriers to their regular attendance and as such are likely to need more intensive support across a range of partners. A concerted effort is therefore needed across all relevant services to prioritise them. Under the requirements of the new guidance all partners should work together to make this group the top priority for support – this may include specific support with attendance or a whole family plan, but it may also include consideration for an education, health and care plan or an alternative form of educational provision where necessary to overcome the barriers to being in school. According to DfE experimental data (of which 199 Buckinghamshire schools share their attendance data), there were 1,160 pupils with an attendance of 50% or below as at 25th January 2024.
- 2.16 If all avenues of support have been facilitated by schools, local authorities, and other partners, and the appropriate educational support or placements (e.g., an education, health, and care plan) have been provided but severe absence for unauthorised reasons continues, it is likely to constitute neglect.
- 2.17 Most recently the DfE has expanded its plans to support pupils to drive up attendance rates in schools. These plans include the expansion of the successful sector-led Attendance Hubs programme with nine new lead hub schools, alongside the expansion of Attendance Mentors in areas of the country with the highest levels of pupil absence.

### **What does the guidance mean for schools?**

- 2.18 All schools have a continuing responsibility to proactively manage and improve attendance across their school community.



2.19 Attendance is the essential foundation to positive outcomes for all pupils and should therefore be seen as everyone's responsibility in school. The most effective schools consistently promote the benefits of good attendance at school, set high expectations for every pupil, communicate those expectations clearly and consistently to pupils and parents, systematically analyse their data to identify patterns to target their improvement efforts, and work effectively with the local authority and other local partners to overcome barriers to attendance. To manage and improve attendance effectively, all schools are expected to:

- Have robust day to day processes for recording, monitoring and following up attendance.
- Analyse their data regularly and prioritise families to work with to understand and address the reasons for absence, including any in-school barriers to attendance.
- Build strong relationships with families, listen to and understand barriers to attendance and work with families to provide access to support first before any sanctions.
- Work with local partners to remove out of school barriers and act as the lead professional where they are the best placed service.
- Work jointly with the local authority on an agreed approach/ plan for every severely absent pupil <50% attendance.
- Develop strategies for cohorts of pupils with poorer attendance than their peers (including vulnerable groups).
- Inform a pupil's social worker if they have an unexplained absence or leave the school roll.

### **Buckinghamshire Context**

2.20 Buckinghamshire Council's school attendance function is delivered through the County Attendance Team, part of the Education Entitlement Team. The team is a countywide service established to meet the minimum duties required of local authorities under the previous school attendance framework.

2.21 As these new burdens have been introduced without additional funding from central government, the service's ability to fulfil the local authority's statutory duty will be hindered due to the capacity of the current team. Senior officers continue to make representation to the DfE and via the Association of Directors of Children's Services group regarding the lack of funding from central government to deliver additional duties. In the November 2023, [ADCS Policy Paper: A future vision for the education system](#), it recommends that "The DfE should develop a coherent, long-term and appropriately funded vision and strategy for a 21st century education system for schools, early years and FE settings in consultation with key stakeholders, one which



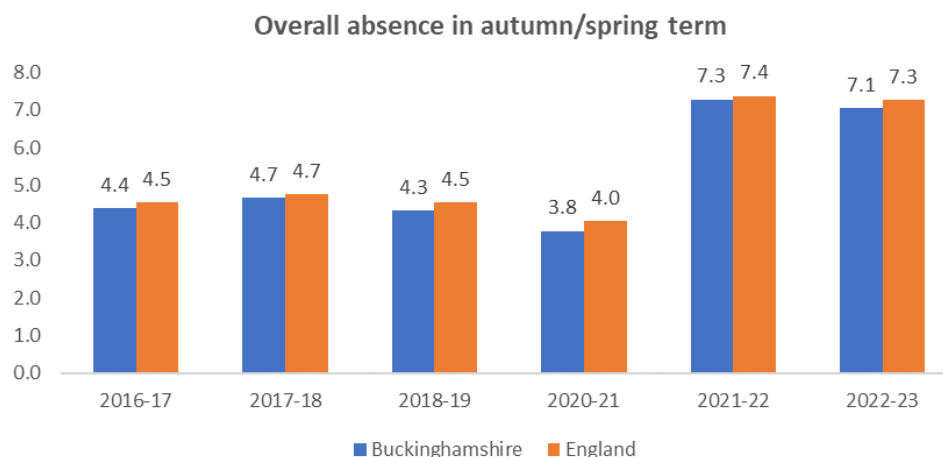
recognises the importance of place, the role of the LA, prioritises equality of access and the interests of vulnerable learners.”

- 2.22 The County Attendance Team advise and provide guidance to schools, families, and other professionals on children with irregular school attendance. The team:
- provides allocated officers supporting schools in addressing irregular school attendance;
  - oversees support for pupils unable to attend school due to medical need;
  - is responsible for issuing penalty notices for irregular school attendance and unauthorised leave of absence;
  - undertakes the Local Authority statutory responsibility to prosecute parents for irregular school attendance.
- 2.23 The Countywide Attendance Team has ceased charging for core attendance support in line with expectations of the new guidance that core functions should be available to all schools free of charge.
- 2.24 The Buckinghamshire schools’ persistent absence rate for the 2022 autumn term was 23.4%, as reported in the DfE publication Pupil absence in schools in England. The figure for the South-East was 24.5% and for England 24.2%.
- 2.25 This shows a 0.3% decrease in the persistent absentee rate in Buckinghamshire from 2021 autumn term when it was 23.7%. (23.4% for the South-East and 23.5% for England).

	State funded primary schools		State funded secondary schools		State funded Special Schools		State funded primary, secondary, and special schools	
	Persistent Absence	Severe Absence	Persistent Absence	Severe Absence	Persistent Absence	Severe Absence	Persistent Absence	Severe Absence
<b>Buckinghamshire</b>	21.3	0.7	25.2	2.3	39.0	4.3	23.4	1.5
<b>South-East</b>	20.9	0.7	28.0	2.8	41.2	5.8	24.5	1.8
<b>England</b>	20.9	0.7	27.4	2.8	40.9	5.8	24.2	1.7

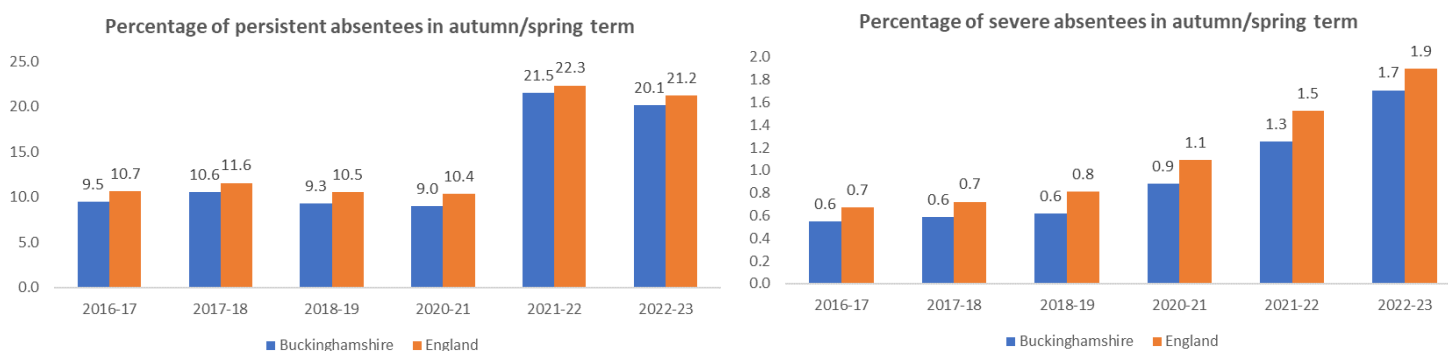
- 2.26 For comparison, the Buckinghamshire schools’ persistent absence figure for the 2021/2022 academic year was 22.9%. The figure for the South-East was 22.0% and for England 22.5%. This shows a 12% increase in the persistent absentee rate in Buckinghamshire from the 2020/2021 academic year when it was 10.9%. (11.4% for the South-East and 12.1% for England).

2.27 The DfE provides three pupil absence releases, autumn term (published in May), combined autumn and spring term release (published in October) and full year (published in March).



2.28 Overall absence in autumn and spring terms in Buckinghamshire is consistently below the national figure. Overall absence decreases from 7.3% in autumn/spring term 2021-22 to 7.1% in the same period in 2022-23.

2.29 Both the percentage of persistent absentees (absent for 10% or more of sessions) and severe absentees (absent for 50% or more of sessions) are below national averages. The percentage of persistent absentees has fallen from 2021-22 to 2022-23, while the percentage of severe absentees has increased.



### 3. Next steps and Priorities for the next 12 months

- A rapid review of school attendance to be undertaken by the Children’s and Education Select Committee, following the presentation of this report at the March Select Committee meeting. Evidence gathering sessions are provisionally planned between March and end of April, which would conclude with recommendations being developed and reported to Cabinet and other key partners.

- To establish a local area school attendance strategy that would involve senior officers and lead members, that makes school attendance a key focus for all frontline services and prioritise pupils, pupil cohorts and schools to provide support to and focus efforts to unblock area wide barriers to attendance.
- Continued participation in the DfE Attendance Advisor support programme including an upcoming multi-agency deep-dive review of school attendance and absence in Buckinghamshire.

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# Pathways to SEND

## Recommendations from the Children’s and Education Select Committee Review Group

### 6 Month Progress Update – March 2024



Select Committee Recommendation	Cabinet’s Response to Select Committee	Progress in Implementing Recommendation	Lead
<p><b>1. The review group supports the ongoing and review on Buckinghamshire’s “Local Offer” to be customer-focussed for children, young people and their parents. We recommend a more user-friendly approach with simple language, and suggest the inclusion of inserted videos, clear links to first port-of-call contact lists for each area of diagnosis and examples of pathway diagrams.</b></p>	<p>Agreed. The ongoing review and improvement of the SEND Local Offer content is crucial to ensuring it is up to date, accurate and meets the needs of children, young people and their families. Capturing the feedback from families forms an important part of our process.</p>	<p>Research with 153 families has enabled the service to strengthen the way in which the Local Offer content is presented. As a result, it is now more accessible and user friendly. A “new to SEND” webpage is in the process of being developed to increase the visibility of this area.</p> <p>All Local Offer content meets the gov.uk design standards and public sector accessibility criteria. The best practice “step by step” method is used as diagrams are not digitally accessible. Videos are linked to an appropriate point in the content. Additional funding has been secured to further develop the Local Offer web platform including:</p> <ul style="list-style-type: none"> <li>• Directory developments (including search function, filters, labels, categories, hints and tips for searching).</li> <li>• Comms and e-learning (including Members’ pack, advertising campaign, development of an e-learning module for staff).</li> <li>• Website improvements (including search function, wireframe development, ‘how to’ search guide).</li> <li>• User research project to identify issues and needs to feed into the directory and website development work.</li> </ul>	<p>Cllr Anita Cranmer</p> <p>Caroline Marriott, Head of SEND</p> <p>Anna Ellis, Partnerships and Information Manager</p> <p><b>ACTION ONGOING</b></p>

Select Committee Recommendation	Cabinet's Response to Select Committee	Progress in Implementing Recommendation	Lead
<p><b>2. The Cabinet Member for Children's and Education and the Chairman of the Children's and Education Select Committee write jointly to the Government to recommend a change of name of "The Local Offer" in order to make it easier for parents to find when searching websites for their first access to information.</b></p>	<p>Disagree. As the Children &amp; Families Act 2014 requires Local Authorities to provide "a clear and transparent Local Offer which outlines services available to children and young people with SEN", any change of name would require an amendment to national legislation. Therefore, the Cabinet Member for Children's and Education and the Chairman of the Children's and Education Select Committee feel it would be inappropriate to write jointly to the Government to recommend a change of name. That being said, the Service recognises the importance of ensuring parents and carers understand how they can access information they need. As a result, the service with our partners will continue through a variety of forums to promote and raise the awareness of Buckinghamshire's Local Offer to children, young people and their families.</p>		<p>Cllr Anita Cranmer Cllr Julie Ward</p> <p><b>ACTION NOT TAKEN FORWARD</b></p>
<p><b>3. The county-wide communications plan being developed for SEND should include promotion of our Local Offer, and this must include further promotion via social media.</b></p>	<p>Agreed. The service already has a specific communications plan in place for the SEND Local Offer. This is reviewed regularly by the Local Offer Advisory Group which includes parent representatives. This</p>	<p>The countywide SEND communications plan is now in draft and discussions are ongoing with the corporate colleagues to develop a SEND comms campaign. While this is being finalised the local offer promotional activity continues.</p>	<p>Cllr Anita Cranmer Lucy Pike, Head of Transformation &amp; Improvement Anna Ellis, Partnerships and Information Manager</p> <p><b>ACTION ONGOING</b></p>

Select Committee Recommendation	Cabinet's Response to Select Committee	Progress in Implementing Recommendation	Lead
	will continue to be closely linked with the county-wide SEND communications plan including ongoing promotion via social media.		
<b>4. A neurodiversity resource pack should be developed with key contact information about the Local Offer, charities, relevant organisations and health professionals so that it could be given to parents by all agencies as an initial signposting tool.</b>	Agreed. Providing information to families and signposting to services that can support around neurodiversity is vital. There is work underway across the partnership to map resources that support children and young people with neurodiversity.	The Autism toolbox has been reviewed and updated with links to key resources. Updated content has been drafted and awaiting parent/carer feedback.  Funding discussions are underway to increase access to the Autism Early Support Parent Portal which provides a wide range of information and resources for families. Currently CAMHS clients are able to access the portal free of charge but widening access is a priority. Once funding is agreed, this will provide parents with all the key information they may require.	Cllr Anita Cranmer  Caroline Hart, Designated Clinical Officer  <b>ACTION ONGOING</b>
<b>5. The neurodiversity resource pack should be promoted in all relevant forums e.g.</b>	Agreed. Once available, the resource pack will be shared and made available via the	The promotional approach has now been agreed and the resource pack will be made available once developed per recommendation 4.	Cllr Anita Cranmer  Children's Services

Select Committee Recommendation	Cabinet's Response to Select Committee	Progress in Implementing Recommendation	Lead
<p><b>Headteacher and Governor network meetings and it should also be shared with all Councillors in order to assist them in their casework with residents.</b></p>	<p>Local Offer. In addition, the service will make use of all existing forums to promote the resource pack and raise awareness.</p>		<p>SLT</p> <p>Caroline Hart, Designated Clinical Officer</p> <p>Gareth Drawmer, Head of Achievement and Learning</p> <p><b>ACTION ONGOING</b></p>
<p><b>6. The Council support the implementation of the training qualification for all SENCOs as stated in the Government's SEND and Alternative Provision Improvement Plan</b></p>	<p>Agreed. Whilst the council welcomes the introduction of the new national qualification for SENCOs, this is unlikely to be rolled out until 2025. In the meantime, Buckinghamshire Specialist Teaching Teams and SEND Inclusion Advisors are proactively supporting access to existing training and development opportunities for SENCOs.</p>	<p>No further update as new qualification not yet released.</p>	<p>Cllr Anita Cranmer</p> <p>Service Director Education</p> <p>Caroline Marriot, Head of Integrated SEND</p> <p><b>ACTION NOT STARTED</b></p>



Select Committee Recommendation	Cabinet's Response to Select Committee	Progress in Implementing Recommendation	Lead
<p><b>7. The SENCO meetings network be extended to ensure that all SENCOs have the opportunity to attend regular meetings for the purposes of sharing best practice and timely information.</b></p>	<p>Agreed. Strengthening the existing SENCO meetings has and continues to be a priority for the service. This includes ensuring that all SENCOs have the opportunity to access information, support and advice on a regular basis.</p>	<p>SENCO Network Liaison Meetings are scheduled termly across the county and are open to all SENDCOs working in primary, secondary, and special schools, as well as academies. The 3 geographic areas have worked collaboratively to ensure consistency of approach. In addition to these meetings, there is also a termly SEND leadership briefing. The Leadership Briefing is typically an opportunity for new processes, updates and generic information to be shared.</p> <p>A SEND support line was also launched in September 2023 for schools and SENCOs to use to seek advice and support more easily.</p>	<p>Cllr Cranmer Caroline Marriott, Head of Integrated SEND</p> <p><b>ACTION COMPLETE</b></p>
<p><b>8. The Cabinet Member for Children's and Education and the Chairman of the Children's and Education Select Committee write jointly to the Government to recommend a substantial increase in the number of university degree places for Educational Psychologists nationally, to enable</b></p>	<p>Agreed. Recruitment and retention of Educational Psychologists (EPs) is a priority for the service. Currently, this is a challenge locally given the national shortage of EPs.</p>	<p>A letter has been sent to Government highlighting both the national and local challenges.</p>	<p>Cllr Anita Cranmer Cllr Julie Ward Caroline Marriot, Head of Integrated SEND</p> <p><b>ACTION COMPLETE</b></p>

Select Committee Recommendation	Cabinet's Response to Select Committee	Progress in Implementing Recommendation	Lead
educational psychologists to give greater support to schools on work relating to neurodiversity in children and young people.			
9. A programme of neurodiversity in-school training be developed for all teachers and wider school and nursery staff.	Agreed. The Service, in consultation with our schools, will determine the most effective way for neurodiversity training to be delivered in order to support all teachers and wider school and nursery staff	SEND training for 2023/24 academic year has been published and shared with all settings: <a href="#">I-SEND Training   Buckinghamshire (buckscc.gov.uk)</a> . It includes various neurodiverse training offers <a href="#">Autism Education Trust (AET) Training sessions   Buckinghamshire (buckscc.gov.uk)</a> in addition to the existing Psychological Perspectives in Education and Primary Care (PPEP) training offered through Bucks CAMHS <a href="#">Buckinghamshire CAMHS referrals SPA   Oxford Health CAMHS Oxford Health CAMHS</a>	Cllr Anita Cranmer  Caroline Hart, Designated Clinical Officer  Gareth Drawmer, Head of Achievement & Learning  <b>ACTION COMPLETE</b>
10. All secondary schools should be encouraged to deliver neurodiversity talks in	Agreed.  During the Autumn term, the service will work with Public Health colleagues to	Work continues to ensure neurodiversity is raised as part of the PSHE agenda.  The "Shout Out for SEND" young people's group and the Youth Voice Executive are developing student led routes to discuss	Cllr Anita Cranmer  Gareth Drawmer, Head of Achievement and

Select Committee Recommendation	Cabinet's Response to Select Committee	Progress in Implementing Recommendation	Lead
<p><b>school to foster a greater awareness and understanding of neurodiversity amongst pupils.</b></p>	<p>develop a range of tools and information that will assist schools in using PSHE lessons to raise the awareness of neurodiversity in schools</p>	<p>Neurodiversity in schools. This has resulted from discussions with them about barriers to engagement around issues of this nature.</p>	<p>Learning</p> <p><b>ACTION ONGOING</b></p>

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