



Children's & Education Select Committee agenda

Date: Thursday 5 November 2020

Time: 2.00 pm

Venue: Virtual meeting via MS teams

Membership:

S Adoh, D Barnes, M Collins, E Culverhouse, D Dhillon, B Foster, A Hussain, N Hussain, S Jarvis, D Johncock, R Jones, P Kelly, R Stuchbury, P Turner and J Ward

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Agenda Item	Time	Page No
1 Apologies for Absence		
2 Declarations of Interest		
3 Minutes To confirm the minutes of the meeting held on 29 th September 2020 as a correct record.		3 - 10

- | | | | |
|----------|--|--------------|----------------|
| 4 | Public Questions | | |
| 5 | Chairman's Update
For the Chairman to update the Committee on any Scrutiny related activity since the last meeting. | 14:10 | |
| 6 | Family Support Service - One Year on
The Committee will receive an update on and review progress of the Family Support Service, a new Early Years model which was introduced in September 2019.

Contributors:
Mr Mark Shaw, Cabinet Member for Children's Services
Mrs Anita Cranmer, Cabinet Member for Education and Skills
Mr Tolis Vouyioukas, Corporate Director for Children's Services
Mr Simon James, Service Director, Education
Mr Gareth Morgan, Head of Early Help | 14:15 | 11 - 18 |
| 7 | Educational Standards
The Committee will receive and consider the annual report on educational standards and attainment in Buckinghamshire.

Contributors:
Mrs Anita Cranmer, Cabinet Member for Education and Skills
Mr Tolis Vouyioukas, Corporate Director for Children's Services
Mr Simon James, Service Director, Education
Mr Gareth Drawer, Head of Achievement and Learning | 15:00 | 19 - 68 |
| 8 | Work Programme
The Committee will note the work programme. | 16:00 | 69 - 70 |
| 9 | Date of Next Meeting
Thursday 7 th January 2021 at 2pm | | |

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: Kelly Sutherland on 01296 383602, email democracy@buckinghamshire.gov.uk.



Children's & Education Select Committee minutes

Minutes of the meeting of the Children's & Education Select Committee held on Tuesday 29 September 2020 in Virtual Meeting via MS Teams, commencing at 2.17 pm and concluding at 3.32 pm.

Members present

S Adoh, D Barnes, E Culverhouse, D Dhillon, B Foster, A Hussain, N Hussain, D Johncock, R Stuchbury, P Turner, J Ward, A Cranmer, T Green and M Shaw

Others in attendance

Mr S James, R Nash, K Sutherland, S Taylor and T Vouyioukas

Apologies

M Collins, R Jones and P Kelly

Agenda Item

1 Apologies for Absence/Changes in Membership

The Chairman, Mr Dev Dhillon, welcomed everyone to the meeting and apologised for the delayed start which was due to technical issues.

Apologies were received from Mr Paul Kelly, Mr Mike Collins and Mr Robert Jones.

2 Declarations of Interest

The following declarations of interest were made:

- Mr Dominic Barnes declared that his wife worked at a grammar school in Buckinghamshire.
- Mr Arif Hussain declared that he was a school governor.

3 Minutes

The minutes of the meeting held on 4 June 2020 were reviewed. Mr Robin Stuchbury referred to the paragraph concerning the 11+ on page 10 of the agenda pack (5th bullet point) and asked whether monitoring of the 11+ would take place to ensure there was no negative impact on the percentage of children from disadvantaged families. The Chairman confirmed that there would be an agenda item on the Educational Standards Report at the next Children's and Education Select Committee meeting.

Mr Dominic Barnes requested that his declaration of interest be amended as his wife worked at a grammar school in Buckinghamshire rather than the Education Department at Buckinghamshire Council.

ACTION: Kelly Sutherland

RESOLVED: the minutes of the meeting held on 4 June 2020 were AGREED as an accurate record subject to the highlighted change being made.

4 Public Questions

Mr Dhillon advised that, in future, the work programme would be a standing item on the agenda and public questions would normally relate to an agenda item. As the agenda was published after the deadline for questions to be submitted, Mr Dhillon stated he had agreed that the following three questions could be raised. The questions were read out by Kelly Sutherland, Committee and Governance Manager; Mr Mark Shaw, Cabinet Member for Children's Services provided the responses.

Question 1

What provisions had the Council put in place that supported children who were not able to access respite care as facilities were currently closed? When would respite centres open again?

Response

Since the start of Covid-19, the service had sought to balance the overwhelming need to reduce the risk of infection for children, young people and adults and provide services in line with our statutory duties. Respite care for children with additional needs and their parents had continued throughout this period of time, although it had had to change. Initially, overnight respite care was not safe to provide; however, this was now available albeit in a limited capacity and designed around the need to reduce the risk of infection. Overnight respite care was subject to continual review.

Question Two

Was the Council now able to continue their statutory duties on timescales from 25 September 2020 under the Children's Act?

Response

The Council had regular, and at least weekly, contact with colleagues from the Department of Education to discuss service delivery in the context of Covid-19. We, as a Council, remained confident that we would continue to be able to meet statutory expectations.

Question Three

How had the Council allocated the extra catch-up funding it received for education from Government for the Covid-19 pandemic?

On 19 June 2020, the government announced £1 billion additional funding to help

England's children catch up on what they had missed while schools had been closed. The funding was for the 2020-21 academic year and was split into two amounts:

- £650 million Universal Catch Up Premium.
- £350 million National Tutoring Programme to support the most disadvantaged pupils.

Universal Catch Up Premium:

- This funding was available for all state funded mainstream and special schools, alternative provision and independent special schools to support all pupils in the 2020-21 academic year. The funding would be allocated directly to schools and the Council did not have any discretion in the allocation.
- For mainstream schools funding would be allocated at £80 per pupil.
- For special schools and alternative provision funding would be allocated at £240 per place.
- Schools had the flexibility to spend their funding in the best way for their cohort and circumstances.
- Based on the last school census it was estimated that the amount to be allocated across Buckinghamshire schools (including academies) would be approximately £6.4m.

National Tutoring Programme (NTP)

This funding was to provide additional, targeted support for those children and young people who needed the most help. The NTP was a more structured programme where schools purchased 15-hour blocks of tuition from accredited providers, with the school paying 15% of the cost and 85% of the cost being met by the NTP. The programme would launch in November and schools would need to apply for funding.

5 Chairman's Update

The Chairman reported that he had attended an informal meeting with some members of the Transport, Environment and Climate Change Select Committee. The purpose of the meeting was for members to be assured that the home to school transport plan for the return to school in September, which had been made more complicated due to social distancing requirements, was in place. The Service had been working hard with bus operators and school heads and the arrangements for the autumn term had gone smoothly.

The Chairman reminded members that this committee was responsible for the scrutiny of changes in the policy of home to school transport which came under Mrs Anita Cranmer, Cabinet Member for Education and Skills; however, the operational side of school transport was the responsibility of David Martin, Cabinet Member for Logistics. Therefore, Mr Dhillon had agreed with the Chairman of the Transport, Environment and Climate Change Select Committee that they should take the lead on this area. A member of the committee commented that he understood why school transport was scrutinised by the Transport, Environment and Climate Change Committee but was concerned that the findings had not been shared with this

Committee. Mr Dhillon replied that Sara Turnbull, Service Director for Transport Services, had provided a detailed presentation which would be circulated to the committee members for information. Mr Dhillon thanked S Turnbull, David Martin and the officers concerned for their hard work and added that he had not heard of any complaints about the service.

ACTION: Kelly Sutherland

Mr Dhillon advised that the Children's and Education Select Committee was able to appoint co-opted members to assist Members with scrutinising education matters. Following advice from the Service Director, Legal and Democratic Services, the Chairman proposed inviting two parent governors, Mark Skoyles (primary representative) and Clare Pease (secondary representative), who had previously served on the committee for a short time before the Unitary transition. If agreed, they would serve until May 2021.

RESOLVED: It was AGREED that Mark Skoyles and Clare Pease be invited to be appointed as co-opted members of the Children's and Education Select Committee.

6 Covid-19 Update

The Chairman welcomed Mr Mark Shaw, Cabinet Member for Children's Services; Mrs Anita Cranmer, Cabinet Member for Education and Skills; Mr Tolis Vouyioukas, Corporate Director for Children's Services; Mr Richard Nash, Service Director, Children's Social Care and Mr Simon James, Service Director for Education to the meeting. Mr Vouyioukas explained that the report contained two sections; Children's Social Care and Education. Mr Vouyioukas acknowledged that it had been an incredibly busy time for everyone in the Directorate and schools and thanked staff and colleagues for their hard work.

Mr Nash reported that the Service had focussed on meeting the needs of vulnerable children and young people and had adopted a flexible approach in the context of Covid-19. The number of physical contacts with children, young people and their families had increased since the last meeting of the Committee. The Service had introduced new practice standards to see as many children as possible, face to face, and it was evident, due to the increased complexity of case work, that Covid-19 had had an impact on vulnerable families. There had been some positive outcomes such as the quality of the inter-agency work and the use of technology which had improved contact with some children. Professional contribution to meetings had also improved.

The following points were raised and discussed by members of the committee.

- In response to a request on the number of children percentage-wise who had returned to school and for information on the work being carried out to provide mental health resilience for children and families; Mr Nash advised that there had been a positive response to children returning to school and that children being away from school had underlined the importance of

attending school. Mental health resilience was not a new area of work but Mr Nash agreed that the impact of Covid-19 would increase the workload and that the relationship with the mental health service remained key to ensure a timely response.

- Reference was made to paragraph 1.5 which stated that “August 2020 saw a greater proportion of individuals self-referring into the service, which is a significant shift compared to previous trends”. Mr Nash explained that it was hard to provide an exact number/comparison but it had been notable that there had been successive days of requests for help which was unusual.
- In response to a question on whether staff had been impacted in Buckinghamshire due to being unable to obtain a Covid-19 test; Mr Nash advised that it had not been a significant resourcing issue from a Children’s Social Care perspective; it had been a national issue and the service was working closely with public health colleagues.
- Paragraph 1.4 referred to an increase in the number of referrals for families which had not previously been known to the service. A member asked how many referrals and the scale of issues of the new referrals. Mr Nash stated that the evidence was two-fold; the month by month comparison with last year showed the number of referrals had increased, possibly due to Covid-19. The referral numbers fluctuated week on week but Mr Nash confirmed that workloads had increased due to the complexity of new referrals.
- Concern was expressed over the increased and difficult workload for staff and how they were being supported. Mr Shaw advised that he was aware of the additional burden on staff; managers were working closely with their staff and 88% felt well supported in a recent staff survey. Mr Shaw thanked staff and colleagues for their hard work ensuring children and young people were safe in Buckinghamshire and added that statutory deadlines were being met.
- Following a request for information on whether schools had raised any issues with the children returning to school and the programmes that would be delivered to support children’s mental health; Mr James advised that, as an example of collaborative practice between schools and the local authority, a programme had been commissioned to provide additional mental health support to all children in schools. The schools were also working with the Educational Psychology team and the rest of the targeted schools support team to focus on areas such as anxiety, depression and self-harm. Mr James also highlighted the partnership work with the Child and Adolescent Mental Health Services (CAMHS) and the NHS Trust.
- Concern was raised that not all children were willing to discuss mental health issues. Mr James advised that there were a number of youth forums and that children worked well when engaging with other children and often felt more comfortable speaking with their peers rather than professionals. The Service was also working closely with schools, many of which had a link person or key worker who often provided the best information. Mr James stated he had been impressed with the way schools had managed the return to school process and feedback had shown that children were happy to be back in school. There was good, frequent communication between the

senior leadership team and representatives from the head teachers as they met at least twice a week.

- A member raised the issue of youths being targeted by county lines and the potential of being subject to abuse and asked whether more was being done to protect young people. Mr Nash stated that an exploitation hub worked with other agencies to identify children early who were at risk.

RESOLVED: The Select Committee NOTED the following recommendations:

(a) The way in which Children’s Social Care had continued to respond and adapt its approach to service delivery during the COVID-19 pandemic, and

(b) The work completed by the Directorate in supporting the full return to school from September 2020.

7 SEND Improvement Plan

Mr James introduced the Special Educational Needs and Disabilities (SEND) Improvement Plan report which related to the progress and improvement across whole local authority area. It was part of the work for the local area inspection and should be seen in line with the SEND Strategy, the improvement plan and self-assessment document. Demand for children with an Education, Health and Care Plan (EHCP) was increasing each year and there were more children with complex needs, notably children on the autistic spectrum and also children and young people presenting with varying degrees of mental health concerns.

Governance was carried out by the SEND Board which was chaired by Mr Tolis Vouyioukas. This was an executive board, representative of the whole area and included parents, schools and partners. There were also a number of impact groups beneath the SEND Board which focus on specific areas of priority; e.g. Co-production (working with families and children preparing for adulthood), the quality of EHCPs, and the local offer (an online resource for families to access information).

Recent areas of improvement included the timeliness of EHCP assessments; there was a 20 week deadline for EHCP assessments to be completed and over 80% had been achieved in last four months with 89% at the end of August 2020. The Service had also focussed on the quality of the plans through an audit programme; 50% of all plans were good or better during the last month. Two of the biggest challenges were to ensure pathways were clear for young people moving into adulthood and to provide more focus on identifying children in need of SEN support.

The following points were raised and discussed by members of the committee:

- The self-evaluation document was a live document and involved the contribution of all the stakeholders across Buckinghamshire including statutory and non-statutory services to parents, representatives and volunteers and the community to identify the people who had a special education need. Mr James reported that there had been a recent, very well attended, school governors’ board meeting in which there was specific

interest in the SEN topic. The schools and School Governors were aware of the inspection preparation and there would be a series of upcoming meetings with head teachers to raise awareness of SEN.

- A member referred to Paragraph 2.14 and asked about the support for those in need of speech therapy. Mr James reported that 'Speech Link' was a very effective tool which identified children that might have a speech language therapy need. It was a way of supporting schools to identify those needs early and, if appropriate, refer into the speech and language therapy service for a further assessment. The Service was also working closely with health colleagues to make sure that teachers and teaching assistants felt confident to meet the needs of those children. Mr James did not know if there was a waiting list for children who required speech therapy but agreed to check this.

ACTION: Mr James

- A member requested an explanation of the rise in the level of statutory performance from 40% in 2019 to 65% in the current year (paragraph 2.7). Mr James stated that the rise was due to the work carried out by the SEN team who had focussed on consistency in this area.
- In response to a question on how the Council could meet the demand for support for children on the autistic spectrum; Mr James agreed that there was an increased demand and that the Service had focussed on reconfiguring the additional resource provisions in schools to align to the needs of the children who required support.
- In response to a request for an explanation on the underlying cause for the increase in the number of children on the autistic spectrum; Mr James advised that it was due to the earlier identification of the needs of autistic children; some of whom had very complex needs and would not have survived years ago.
- A member asked how parents had been supported during the recent pandemic, in terms of accessing respite care; Mr Nash Richard advised there was a need to continue to be flexible, and provide care on a case by case basis. The Service looked at alternative support where necessary and worked with the family and partner organisations.
- Mr James stated that partnership working across education, health and social care was vital to effectively support children with additional needs.
- A member asked whether any more resources had been provided to prepare children for adulthood and whether the system had been tested. Mr James reassured the committee that increased work was being carried out with adult services to ensure decisions were made which worked best for all concerned. He understood that the process could be difficult and bureaucratic and the parent forum had been involved in developing the process. It was suggested that a report be provided to the committee on the preparation of children for adulthood. Mr James stated this should be presented jointly with adult services.

ACTION: Simon James/Kelly Sutherland

- It was noted that there was currently funding for home to school transport for children with SEN but this funding was under pressure. Mr James assured

the committee that he was working closely with Transport Services to ensure the provision was sustained for the current academic year.

The Chairman thanked all the school staff and officers for their hard work.

RESOLVED: The Select Committee NOTED the most recent update against the Special Educational Needs and Disabilities Improvement Plan.

8 Draft Work Programme

The following items were proposed to add to the Committee's Work programme:

- Social worker recruitment – possible area for Inquiry work to be discussed at the next meeting.
- SEN children and preparation for adulthood.
- Educational standards – the national issue/effects of C-19 on 11+.
- Members suggested that the item on the mental health of children should be brought forward to the meeting on 7 January 2021

9 Date of Next Meeting

5 November 2020 at 2.00 pm



Report to Children's and Education Select Committee

Date: 5th November 2020

Title: The Family Support Service, One Year Impact Report

Relevant councillor(s): Councillor Mark Shaw

Author: Gareth Morgan. Head of Early Help

Ward(s) affected: All

Recommendation:

That the Children and Education Select Committee notes the progress made and impact achieved by the Family Support Service in the first year of operation.

Executive summary

Following the Cabinet Decision of 4th March 2019, The Family Support Service (FSS) was implemented on 2nd September 2019. This report provides an update on the progress made and challenges faced by the service and details the impact that it has made in terms of its aims: to support vulnerable children and families so that they achieve positive outcomes; to integrate services wherever possible to create stronger partnerships which make effective use of all resources and improve family and community resilience; to improve access and reduce duplication to enable children and families needing support to tell their story only once and to evidence the impact of early help to reduce cost pressures on statutory services.

Background and context

Early Help provision in Buckinghamshire was reviewed following the Ofsted Inspection of October 2017, which highlighted that early help services needed to improve their effectiveness in providing the right support at the right time to help prevent escalation or repeat referrals to children's services. In light of both the reported weaknesses identified by Ofsted, and concerns over whether the previous early help model of delivery was providing cost-effective service delivering positive outcomes for vulnerable families to meet local need as opposed to a one size fits all model, a review was conducted. Following lengthy public consultation on proposals for change, which would provide a more accessible, connected and targeted response to emerging needs and deliver budget savings of £3.1m, Cabinet approved the new Family Support Service delivery model and ambitions on 4th March 2019. The new service was implemented on 2nd September 2019.

The aims of the Council's new Early Help Service

The Council's Family Support Service was designed to deliver support to families based on local need, which enable improved outcomes for children and families as set out in the Early Help Strategy 2019-22. Since its launch on 2nd September 2019, the service operated as planned until the significant restrictions resulting from the Covid -19 pandemic were imposed. Whilst the service has maintained provision to families in need of support throughout this period, this has been delivered remotely in line with the approach adopted across children's services and all family centres were closed from late March, in line with national directives.

Inevitably, the Covid-19 pandemic has resulted in significant changes to the scale and delivery of early help services and, due to the duration of the significant restrictions on face to face contact, family centre closures and challenges with making sites Covid secure for their usual client groups, a true assessment of the impact of the integrated FSS is impossible to complete. For example, direct comparison between family centre operation and children's centres pre-September 2019 are largely redundant or only valid across the initial six-month period of operation. The incremental growth of our family centre offer has been curtailed; however, what is evident is the expansion of our family centre offer beyond the traditional 0-5 universal provision and the FSS Family Centre offer at the point of closure, provides clear evidence of the change in service priorities from an emphasis purely on under 5's and at a universal level, to a targeted support offer for a wider age range of clients.

Early help is about supporting families to stay safe and resolve problems at the earliest possible opportunity, before they become more serious. Evidence gathered in the development of alternate delivery models, identified that current services were not reaching those families who needed help the most. 15% of the families who accessed the Council's early help services in 2017/18 had an identified need for support as did just 5% of families accessing children's centres. To provide positive outcomes, this distribution of resource needed to change.

Evidence of the impact of the new Family Support Service

It is worth noting that in their June 2019 letter, following a Monitoring visit, Ofsted reported that: "Leaders have worked proactively with partners at a strategic level to redesign the early help offer, with a plan to launch the new service in September 2019."

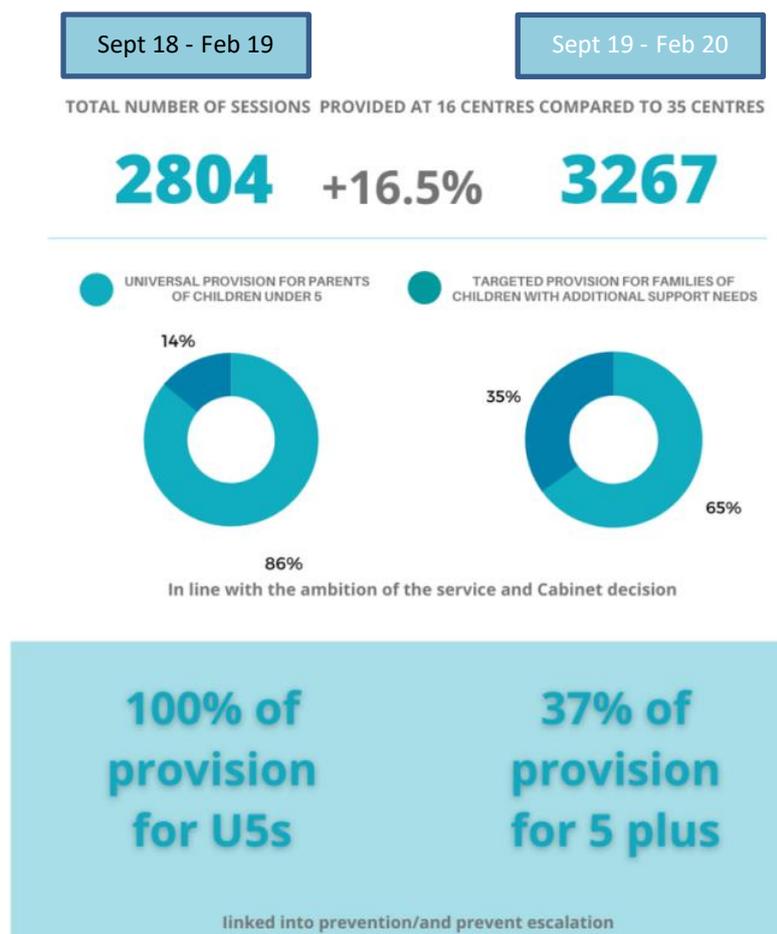
The new service is focused on working with partners to deliver the ambitions of the Early Help Strategy and has established a strong network of named, link family support workers aligned to every school in the County – providing a consistent offer of advice, information and joint working with school staff to discuss emerging needs and concerns for children and families and identify the appropriate support to prevent matters from getting worse. Locality Partnership Forums are also established in each area, enabling professionals from a range of agencies to come together to develop effective family support plans where progress is slow in helping families to move forward. Increasingly, operational partnerships are being strengthened to improve the early help offer sharing resources and intelligence to promote early intervention and prevention.

The establishment of FSS brought the previously commissioned support to community youth clubs back in house. This has enabled closer links to be created with these centres and enabling youth practitioners to support VCS youth workers through a newly established on-line practice forum. FSS assists community groups with policy guidance and the development of their youth offer including co-delivered sessional activity and supporting additional community youth provision in areas including Denham and Quarrendon. Youth practitioners from FSS are also linked to secondary schools to promote the early help offer to young people and support young people transitioning between universal and targeted provision as needs emerge, providing individual and group support to prevent things getting worse.

Family Centres

As part of the new service model, Family Centres looked to build a broader programme of activities for both families with very young children seeking peer support and aid the early identification of emerging needs and also to a broader range of families who needed additional support as their children got older.

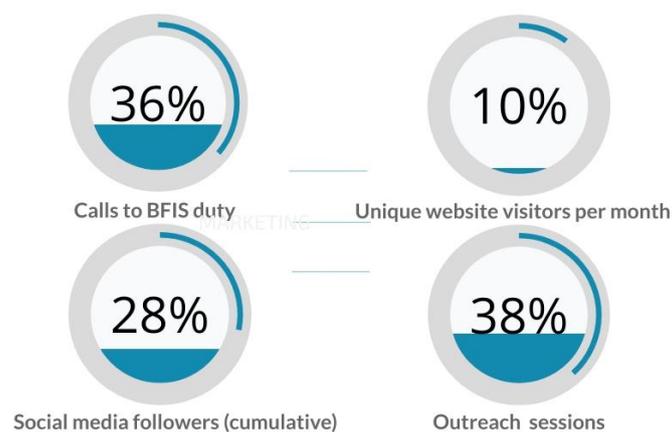
The comparison of provision between September 2018 and February 2019 and the first 6 months operation of the new model, reflects the move towards a wider age range and also the increased level of activity targeted towards families who need additional support due to emerging concerns.



Accessibility

Accessibility was an area where through the development of the new FSS, families or individuals needing advice and guidance would be able to access appropriate information easily. The development of a new Buckinghamshire Family Information Service is ongoing and will provide a new platform and customer experience in the coming months. It is pleasing to be able to report that the visibility of the early help offer, on-line and through BFIS, is increasing in line with our ambition to increase the ability of people to self-serve.

The growth statistics below show an increase in users accessing early help services on-line or through direct contact with the BFIS team in order to access self-help information and guidance or receive support from information and outreach officers on emerging issues:



Since the FSS launched with improved accessibility, requests received in the customer call centre have reduced by over 50%, improving the customer journey with callers reaching their destination without delay, which also reduces unnecessary demand against a high volume council service.

Demand (volume)

Contacts received into the Multi-Agency Safeguarding Hub (MASH) for early help support increased significantly between 2018/19 and 2019/20, as detailed below and have remained steady in the current performance year despite the lockdown. We are now seeing demand increase which we expect to continue over the coming months.

FSS staff working alongside MASH colleagues enables families to access the right support at the right time, and FSS focus heavily on engaging families early as we know this provides the best opportunity for meaningful engagement and supporting families to achieve positive outcomes. It also contributes to reducing unnecessary demand in children's social care by ensuring all families who need help have access to appropriate services or advice so that the FSS focuses resources consistently at those families in need of additional support and to help prevent things getting worse.

Ofsted reported in summer 2019 that: "Thresholds for early help are appropriately applied by managers in the MASH. The development of the early help hub in the MASH has been positive in strengthening communication between MASH and early help services".

Building on this, since the introduction of the FSS the service is taking a higher proportion of contacts received by MASH. Positioning permanent FSS staff in the MASH team has led to a year on year increase of 21% in the volume of contacts processed by FSS, taking demand away from social care teams and offering earlier targeted assistance to families and children in need of additional support. This represents an increase in the proportion of total contacts arriving in MASH responded to by FSS from 4% to 7%.

+21%

MASH contacts for early help support increased significantly between 2018/19 and 2019/20 from 3483 to 4183.

Remained steady despite lockdown and an increase forecasted due to schools and other services restarting.

Contacts now have a clear destination and are progressed to the right service allowing FSS to focus on those families who need additional support



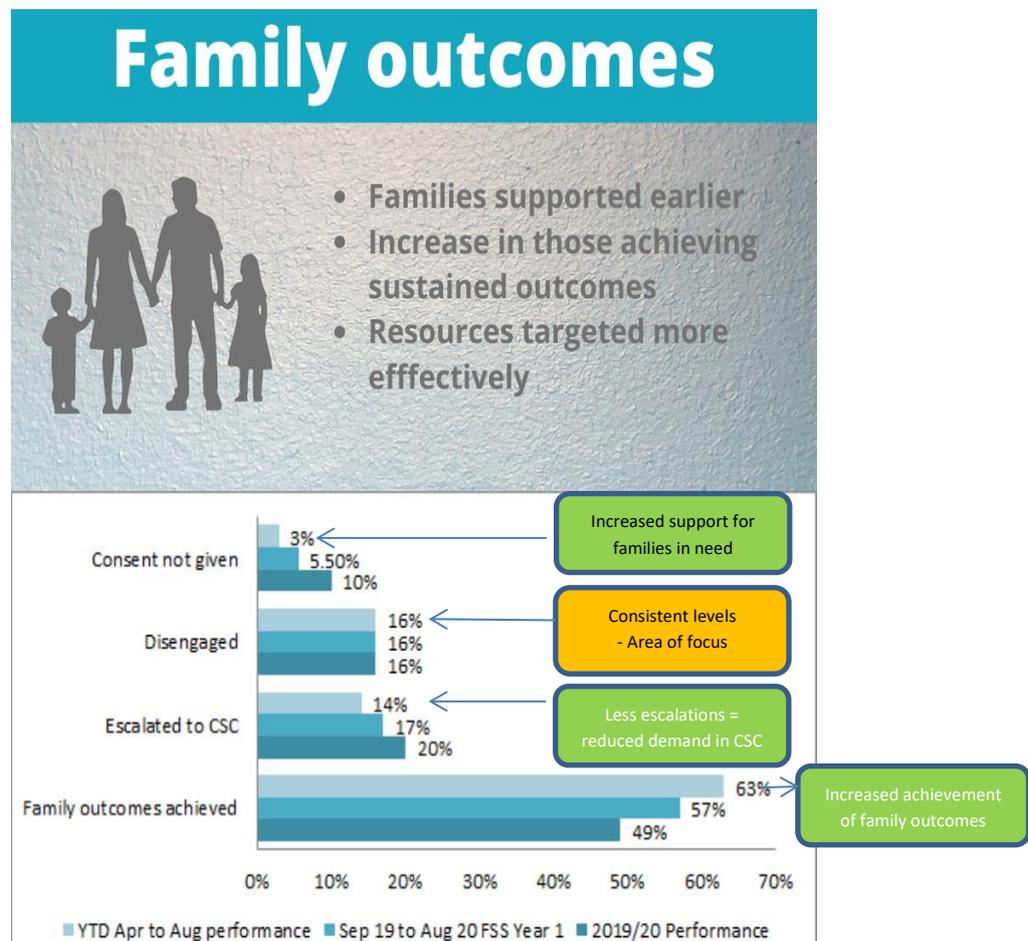
Outcome	% of contacts to service
Escalate to CSC	2%
FSS L3 support	46%
FSS L2 support	43%
Advice at L1 (BFIS)	5%
Other agency area	4%

FSS staff in MASH work to ensure that every contact to the service receives a meaningful response and where appropriate information, guidance or targeted support. 94% of contacts received by FSS in MASH are resolved by the service directly, with 91% receiving support in response to children and families who have emerging or complex needs, including where appropriate, statutory support. This provides clear evidence of the service focusing resource on those families most in need, with just 5% of contacts requiring self-help or universal support.

Family outcomes

The FSS aims to support families to overcome issues that they are facing before things become worse, wherever possible. The changes in the service operating model are delivering improvements in the number of families achieving sustained outcomes, but also in the way in which the service is able to target resources more effectively. This can be seen in the following data. Prompt contact, early face to face meetings, supporting active engagement, clear 'assess, plan, review' model of family support enables the new service to deliver higher volumes of family support with specialist workers allocated according to prevalent need in family. The FSS has completed 78% more early help assessments during the pre and post FSS comparison, completing 466 assessments in the latest reported period compared to 260 in the same period, a year earlier. In addition, in the current reporting year FSS teams have supported over 400 children who have been stepped down from statutory services, enabling ongoing support to families whilst releasing capacity within social care teams.

Increasingly consistent outcomes for families are being evidenced with 77% of families achieving identified outcomes or have correctly been escalated to children’s social care to ensure that they receive the right level of support.



In the Ofsted report of 2017, the overall effectiveness of early help provision was considered to be in need of improvement. Working with our improvement partner, Hampshire County Council, two remote audits of cases open to the Family Support Service have been completed (February 2020 and August 2020).

In the initial audit report, areas for development were specifically focused on supervisory practice, management oversight and improved quality, reflection and timeliness of open cases. Since March, all managers and assistant team managers in FSS have received additional external training and guidance focusing on these areas and evidence of improved supervisory practice is reported in the August audit report. Immediate action was taken to prioritise supervisory training in order to develop and support line managers to be better equipped to guide, support and direct family workers and drive both the quality and consistency of practice to ensure that all children and families receive appropriate, high quality, timely and effective and support in line with their needs. The report following the

August audit recognises the progress made and the considerable impact on all services from Covid 19 and the changes in practice that this has required.

The areas identified within the recommendations made were confirmation of aspects already known to the service as requiring further improvement. Actions have already been taken to address key areas of development, including increasing the focus of family plans and embedding the reflective supervisory practice and ensuring case summaries are detailed and timely. The service is monitoring performance against these key areas through a monthly quality assurance process, weekly data reports and a monthly service performance scorecard.

Since the launch of the Family Support Service, permanent staff levels have remained stable and there are no agency staff employed within the service.

We are pleased with what has been achieved since the service was launched in September 2019 especially in the context of Covid since March 2019. We are grateful to our staff for their resilience and hard work and the families that we have been working with for their continuous efforts.



Report to Education Select Committee

Date: 5th November

Title: Education Standards Report

Relevant councillor(s): Anita Cranmer

Author and/or contact officer: Gareth Drawmer

Ward(s) affected: All

Recommendations: For the committee to note the report and the action plans it contains.

Reason for decision: This will continue to support school improvement across all aspects of mainstream education provision across Buckinghamshire

Executive summary

1.1 The Education Standards Report delivers the key information relating to educational outcomes for Children & Young People in Buckinghamshire for the academic year 2018-19. The report demonstrates that overall standards for pupils in Buckinghamshire schools are in line with or above national comparators, included in these figures is a section showing outcomes for children who were looked after by the LA during this period. It shows that exclusions, both fixed term and permanent were below national figures for Buckinghamshire schools. The report identified that Buckinghamshire has a higher percentage of schools rated good or better by Ofsted than schools nationally.

Content of report

1.2 The Standards Report is attached as a PowerPoint presentation below. The structure of the report is as follows:

- Introduction
- Attainment in Early Years
- Attainment in schools
- Attainment of Looked After Children (LAC)
- Exclusions
- Ofsted Inspections

Next steps and review

The report for academic year 2019-20 will be brought to the committee within the next calendar year. It should be noted here that the next report will not be able to cover educational standards in the same way as there is no data for primary schools for this period and information for secondary schools may be significantly different due to the affect of Covid-19 on the assessments during the summer of 2020.



Education Standards Report

Analysis of 2019 assessment outcomes



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- Exclusions
- Ofsted Inspections

Introduction

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

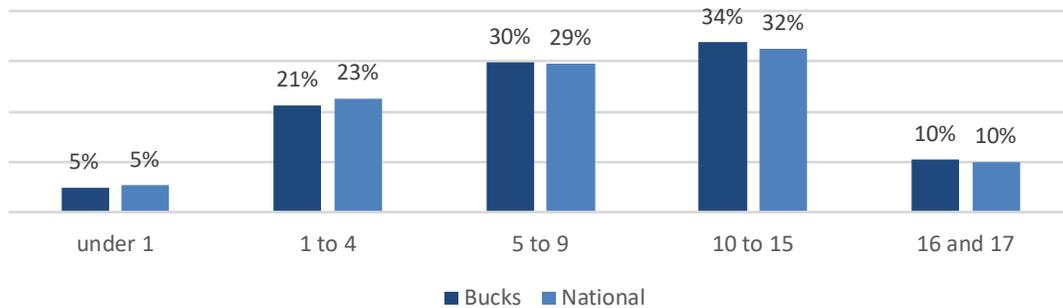
Children and Young People

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



(Mid 2018 Population Estimate)

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

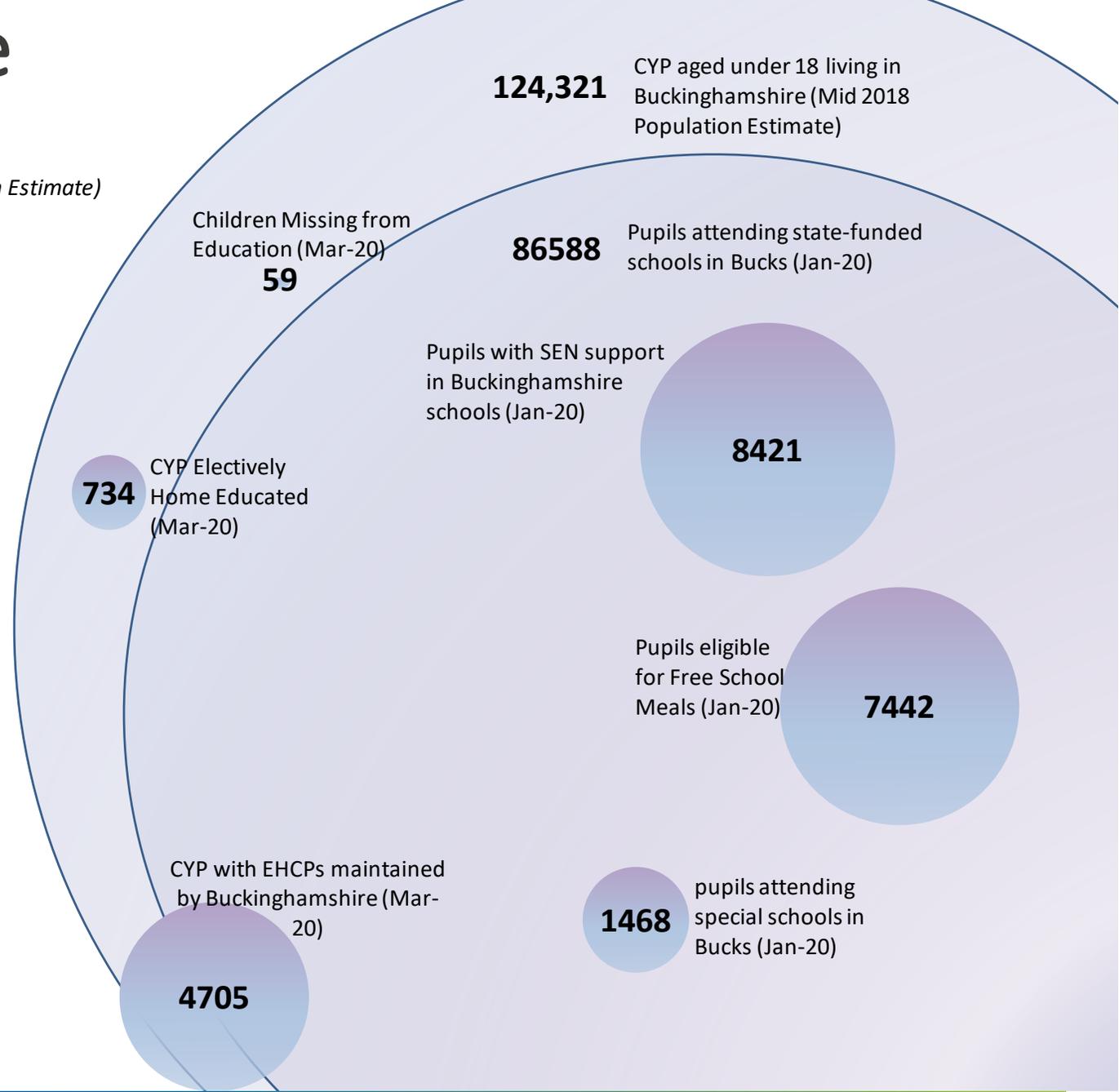


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37% of pupils in the January 2020 school census are BME



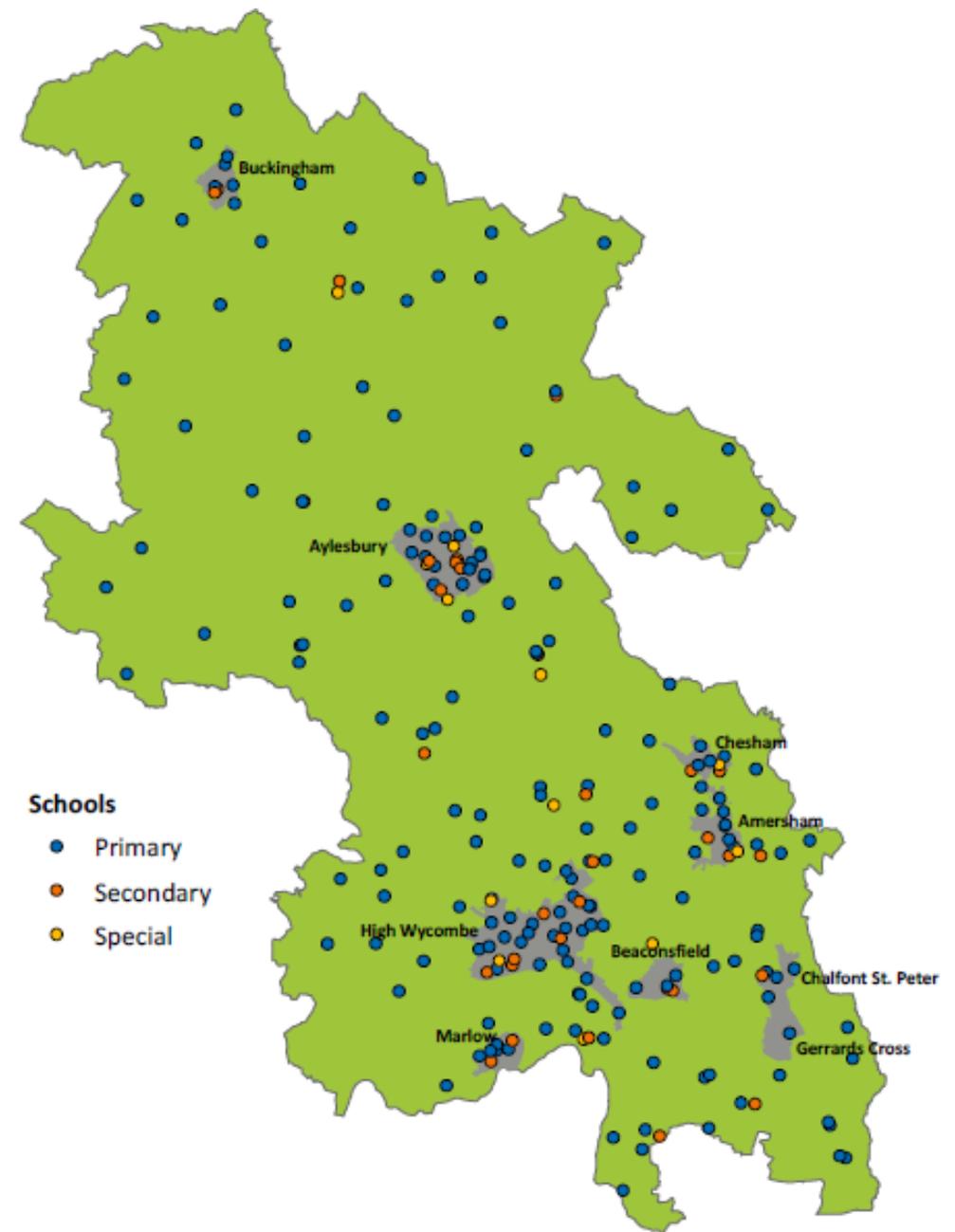
18% of pupils in the January 2020 school census have a first language other than English



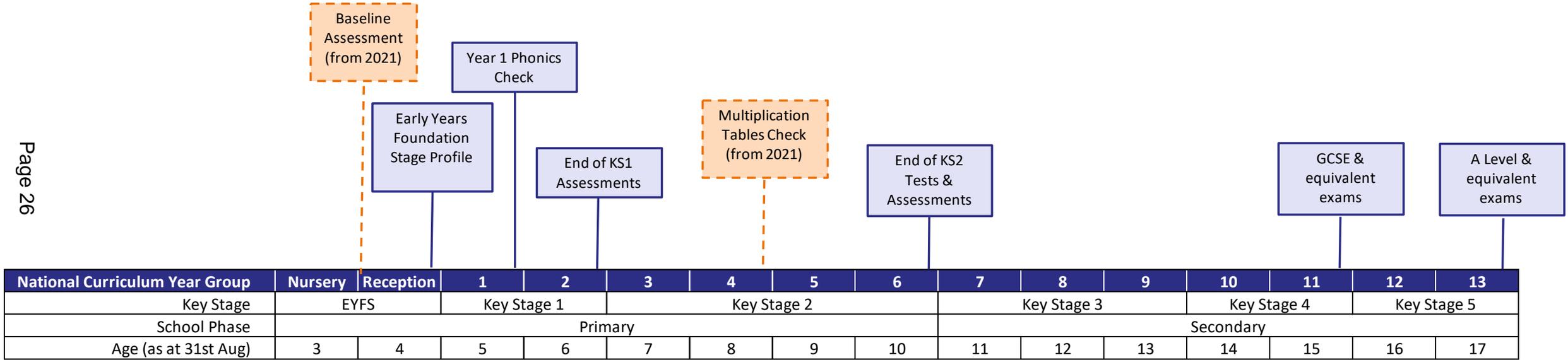
Schools

- 184 primary schools (including 36 academies/free schools)
 - 38 infant schools
 - 23 junior schools (including 5 academies)
 - 123 combined schools (including 31 academies/free schools)
- 34 secondary schools
 - 13 Selective (all academies)
 - 21 Non-Selective (including 16 academies/free schools)
- 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



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

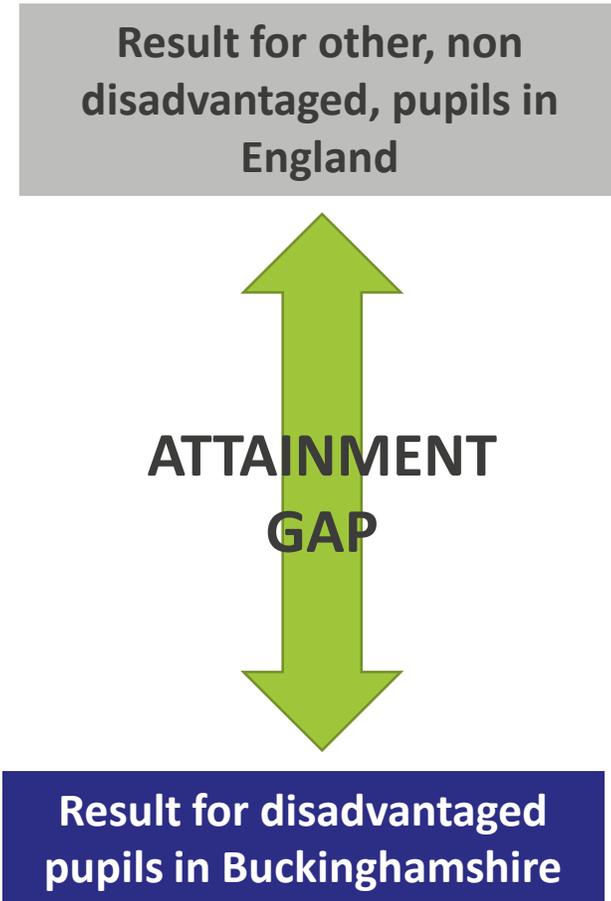
Statistical Neighbours

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

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

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

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.

Attainment in Early Years

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

Early Years Foundation Stage Profile (EYFSP)

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

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

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

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

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

Areas of strength

The percentage of Buckinghamshire pupils achieving a good level of development has remained stable for the last three years

The good level of development results are two percentage points above the national averages

Buckinghamshire is ranked 6th for the good level of development compared to statistical neighbours

The inequality gap in Buckinghamshire has decreased from the previous year

A higher percentage of Buckinghamshire pupils with an EHCP achieved a good level of development compared with national

Areas for development

The gap between those eligible for free school meals and others in Buckinghamshire is 23% compared to 21% nationally

A lower percentage of Buckinghamshire pupils with SEN Support achieved a good level of development compared with national

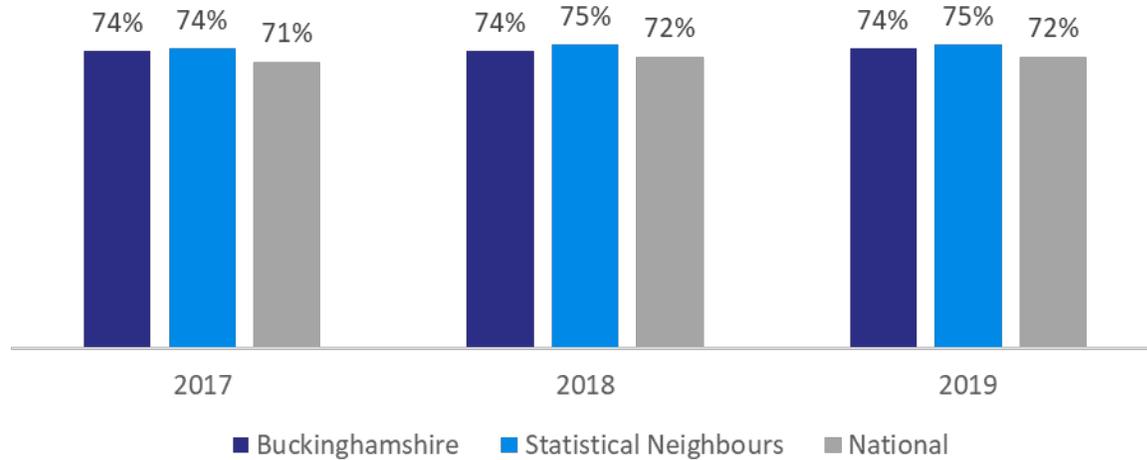
Buckinghamshire is ranked 9th for the inequality gap compared to statistical neighbours

A lower percentage of pupils with a first language other than English in Buckinghamshire achieved a good level of development compared with national

A lower percentage of Buckinghamshire BME pupils achieved a good level of development compared with national

% of pupils achieving a good level of development

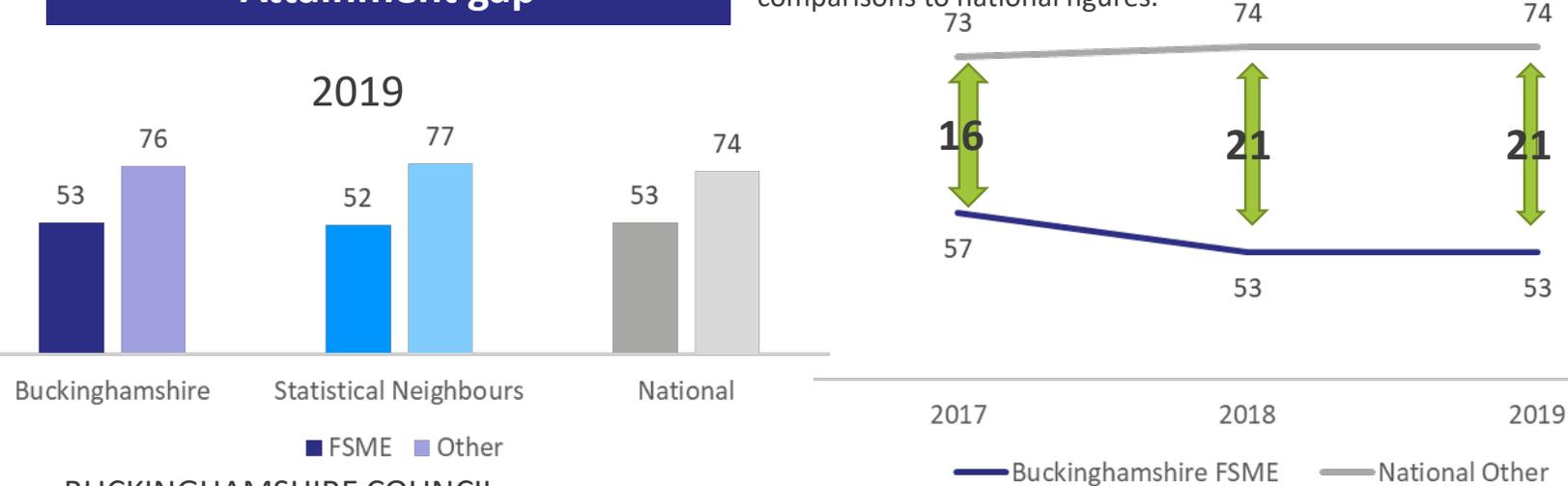
Overall trend against benchmarks



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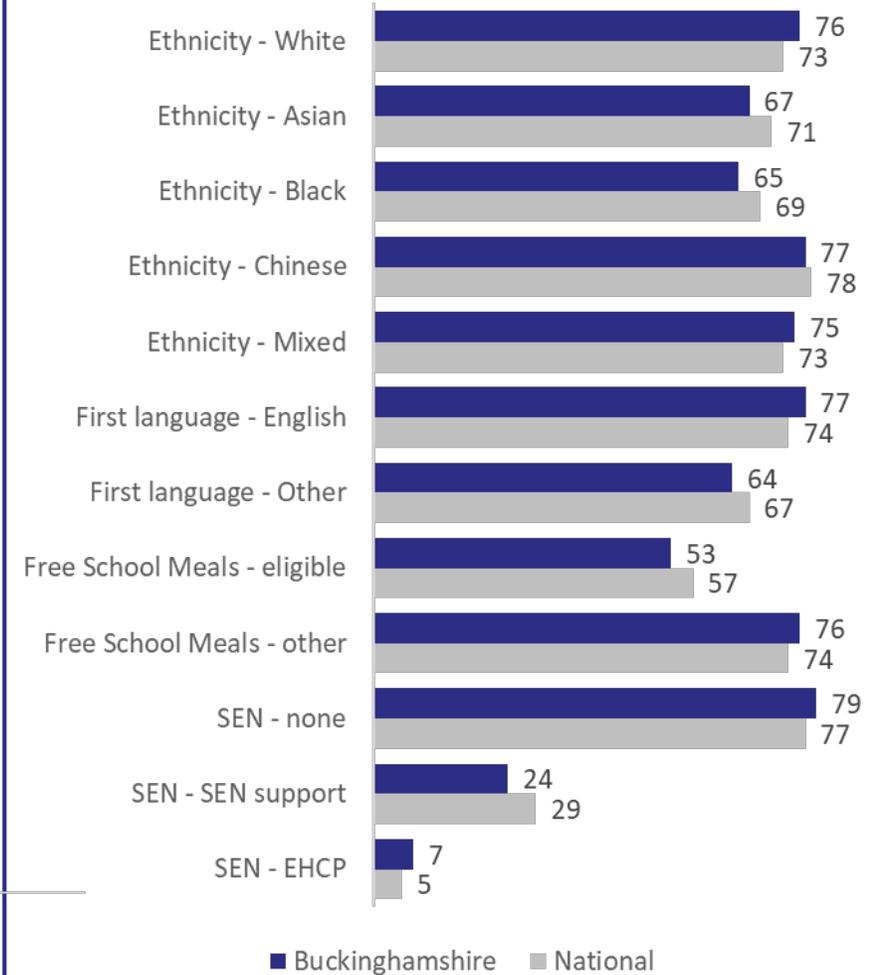
Attainment gap

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



BUCKINGHAMSHIRE COUNCIL

Key pupil groups



Action Plan

What we will do	What this should achieve	Timeframe
Support all Early Years providers with assessment through advice, guidance and training.	Increase accuracy of assessment and tracking of children's progress. Support practitioners to identify gaps in children's development at an early stage and act to close these. Use information to support children that may be below age related expectations.	Sept- July
Focus support visits on settings with the most vulnerable children (SEND, FSM, BME, EAL).	Settings will be better able to identify those at risk of falling behind so they can provide timely interventions.	Sept-July
Use the Early Years Side by Side program to provide assessment support to settings and schools through the Provider in Partnership networks. Tracking will focus on the most vulnerable children.	Data from the project will support settings and schools to identify and provide intervention strategies for children that require further support.	Sept-July
Provide Moderation training for all schools with a focus on vulnerable groups.	Increase accuracy of EYFSP data. Highlight children at risk of not achieving the GLD and offer advice and guidance.	Feb and March 2021
Provide training for early adopter schools to carry out agreement trialling activities.	Ensure accuracy of judgements made.	Feb 2021

Attainment in schools

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

Year One Phonics Check

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

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

Areas of Strength

The overall percentage of pupils achieving the expected standard of attainment at the Year 1 Phonics Check has increased significantly since the launch of the test in 2014 (from 72% attainment in 2014 to 82% attainment in 2019).

Attainment of the expected standard at the Year 1 Phonic Check amongst of pupils with a first language other than English is higher in Buckinghamshire compared to National attainment (83% attainment for Buckinghamshire compared to 82% for National).

Attainment of the expected standard at the Year 1 Phonic Check amongst of both White and Asian pupils is in line with the National attainment figures (82% attainment for pupils with a White ethnicity and 85% attainment for pupils with an Asian ethnicity).

Areas for development

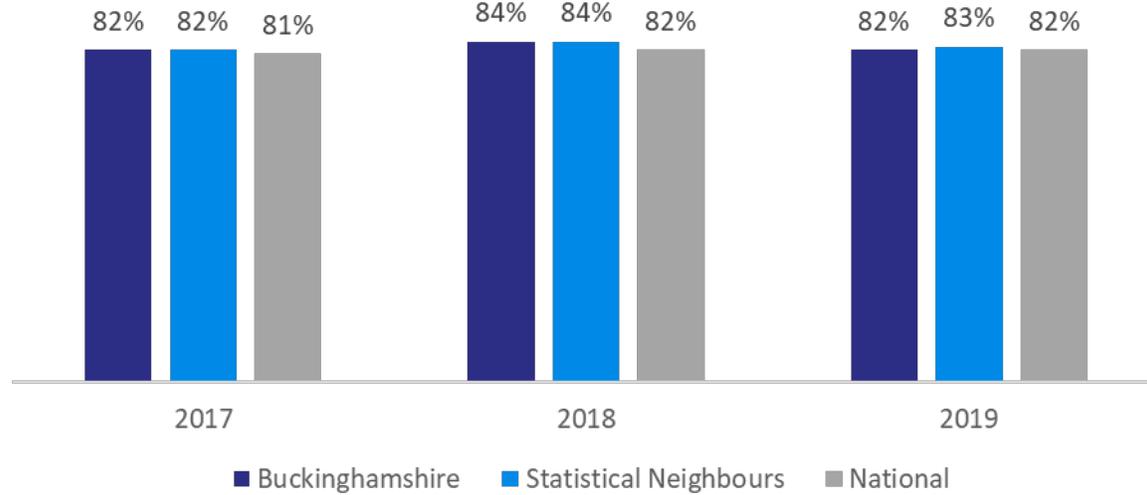
The overall percentage of pupils achieving the expected standard in the Year 1 Phonics Screen check has decreased slightly in 2019 – from 84% in 2018 to 82% in 2019.

Although attainment is in line with national, it is slightly below the percentage of pupils achieving the expected standard amongst Buckinghamshire’s statistical neighbours at 83%.

The gap between the attainment of Buckinghamshire disadvantaged pupils and National ‘other’ pupils increased by two percentage points between 2018 and 2019, from 17% in 2018 to 19% in 2019. This is reflected in the attainment of pupils eligible for free school meals with was 66%, compared to 70% nationally.

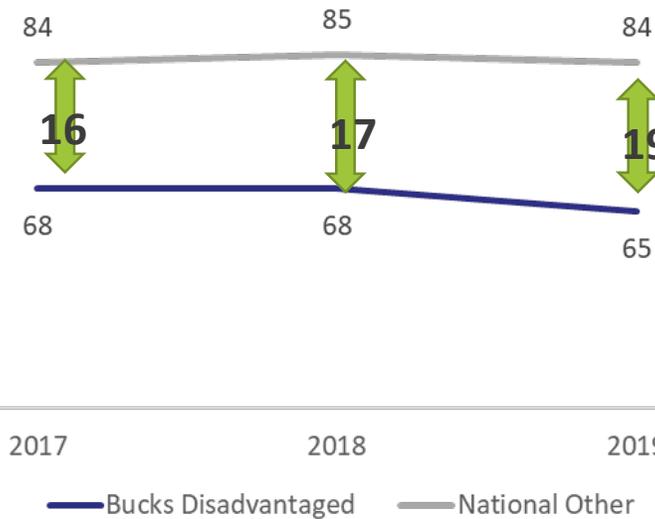
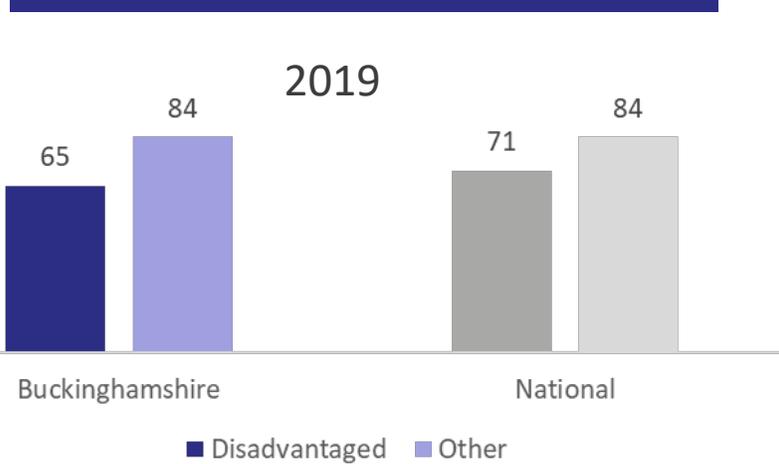
% of pupils achieving the expected standard

Overall trend against benchmarks

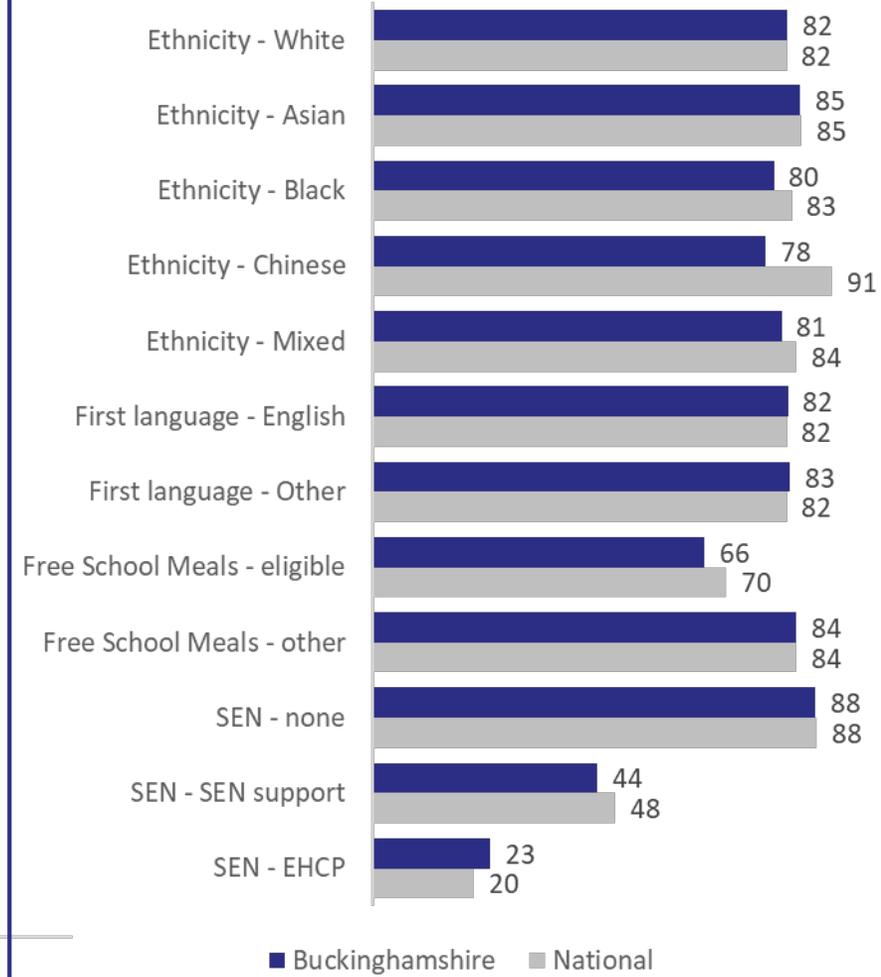


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Attainment gap



Key pupil groups



Action Plan

What we will do	What this should achieve	Timeframe
<p>The Side by Side School Improvement Programme identifies schools where standards are of concerns and deploys local experts from within the Buckinghamshire school system to work with the school to challenge and support. During FY 2019/20 four primary schools were supported with teaching phonics (for a total of 22 days. The schools in need of phonics support for 2020/21 are currently being assessed.</p>	<p>Identified schools are supported to improve phonics teaching leading to enhanced attainment outcomes in 2020.</p>	<p>Academic Year 2020/21</p>
<p>Side by Side conferences throughout the academic year will support schools to raise achievement and share best practice in areas of weaknesses in Buckinghamshire, through sharing of local expertise and showcasing best practice. In 2019/20 conference focus included raising attainment for disadvantaged pupils and curriculum design. In addition, workshops target schools in need of support to further enhance curriculum provision.</p>	<p>Schools are inspired and supported to raise achievement for all pupils</p>	<p>Academic Year 2020/21</p>
<p>Liaison group level data set, aggregating the attainment information from groups of local schools, is reviewed annually to provide areas of local focus. Liaison groups then define local research projects which will include working collaboratively to improve attainment and develop shared approaches to raise achievement amongst disadvantaged pupils. Thirteen projects over two years have focused on raising attainment in Literacy, with one project specifically on phonics.</p>	<p>Research projects identify most successful methods of improving attainment, and this learning is shared amongst all Buckinghamshire schools.</p>	<p>Academic Year 2020/21</p>

Action Plan II

What we will do		Timeframe
<p>A collaborative Disadvantaged and Vulnerable Pupils Project Team, established in academic year 2019/20, will continue to develop and share strategies to raise achievement and narrow the attainment gap across Buckinghamshire in academic year 2020/21. The project is establishing specific webpages with resources to support raising attainment, and a conference will be held in November 2020.</p>	<p>Identified successful strategies to raise achievement amongst disadvantaged and vulnerable pupils are shared amongst all Buckinghamshire schools to raise standards.</p>	<p>Academic Year 2020/21</p>
<p>Best practice in teaching phonics is shared through School Liaison Groups meetings and Headteacher Collaboration meetings.</p>	<p>Strategies for best practice in the teaching of phonics shared across Buckinghamshire schools.</p>	<p>Academic Year 2020/21</p>

Key Stage One

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

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

Areas of Strength

The percentage of pupils achieving the expected standard in Reading at Key Stage 1 in 2019 in Buckinghamshire was in line with Statistical Neighbours (at 78%) and above National attainment (at 75%).

The percentage of pupils achieving the expected standard in Writing at Key Stage 1 in 2019 in Buckinghamshire (at 71%) was in line with Statistics Neighbours (at 71%) and above National attainment (at 69%).

The percentage of pupils achieving the expected standard in Maths at Key Stage 1 in 2019 in Buckinghamshire (76%) was in line with National attainment (at 76%), although slightly behind Statistical neighbours (at 77%).

Pupils with an EHCP in Buckinghamshire achieved above national attainment levels in Reading at Key Stage 1. Pupils with on SEN Support in Buckinghamshire also achieved attainment levels above National in Reading and Writing.

Pupils from a Black, Chinese and Mixed ethnic background achieved above National attainment levels in Reading at Key Stage 1 in Buckinghamshire.

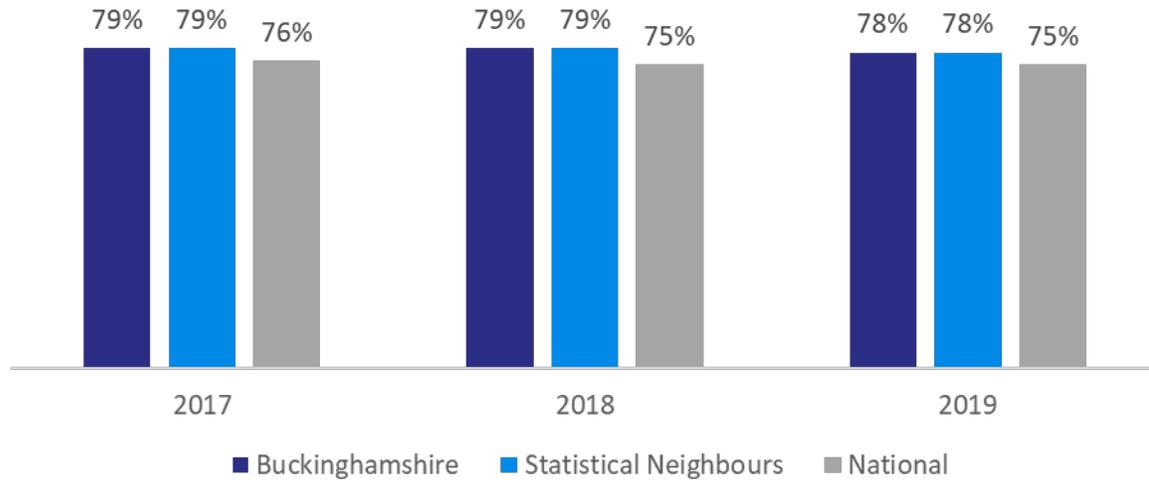
Areas for development

The percentage of pupils eligible for free school meals in Buckinghamshire achieving the expected standard in all three subjects at Key Stage 1 declined between 2018 and 2019. Despite a decline in attainment of National non-disadvantaged pupils, this has still resulted in a greater disadvantaged gap in Buckinghamshire in all three subjects at Key Stage 1 in 2019.

Pupils from Asian ethnicity achieved below national attainment levels in Reading (74% compared to a national achievement level of 77%), in Writing (70% compared to national achievement level of 73%) and Maths (74% compared to national achievement level of 78%) at Key Stage 1 in Buckinghamshire.

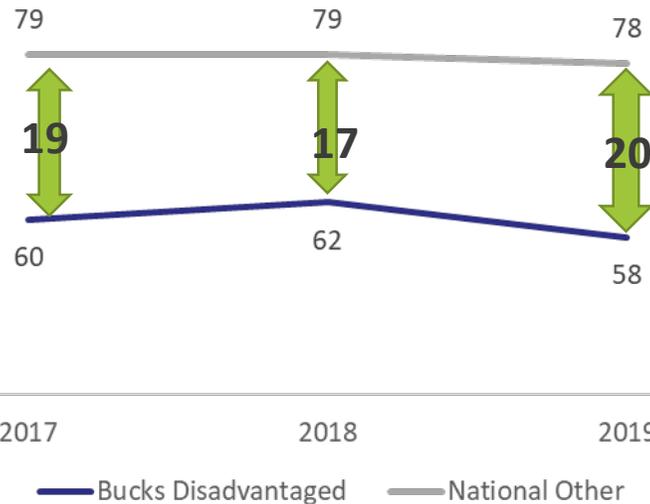
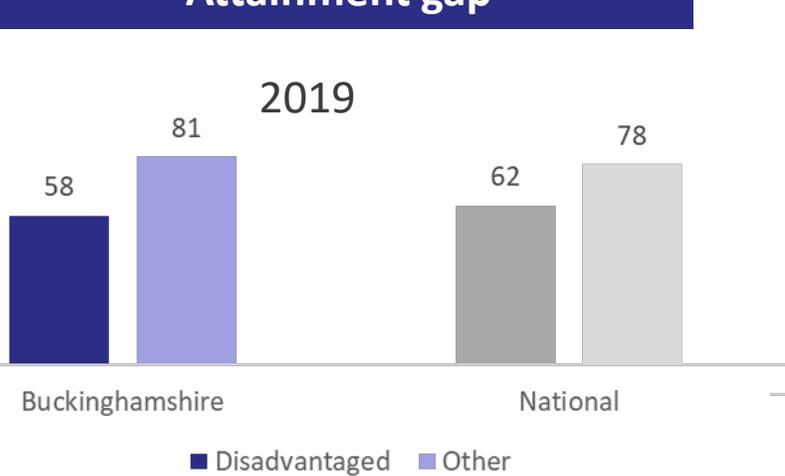
% of pupils achieving the expected standard in Reading

Overall trend against benchmarks

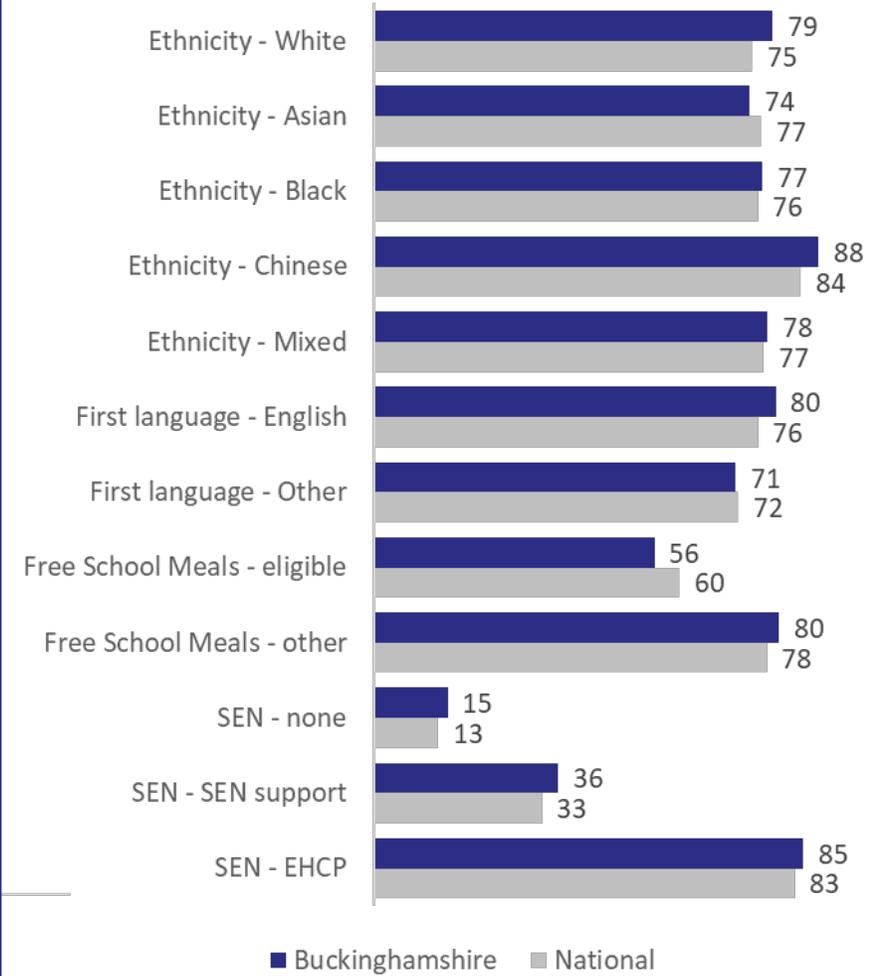


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Attainment gap

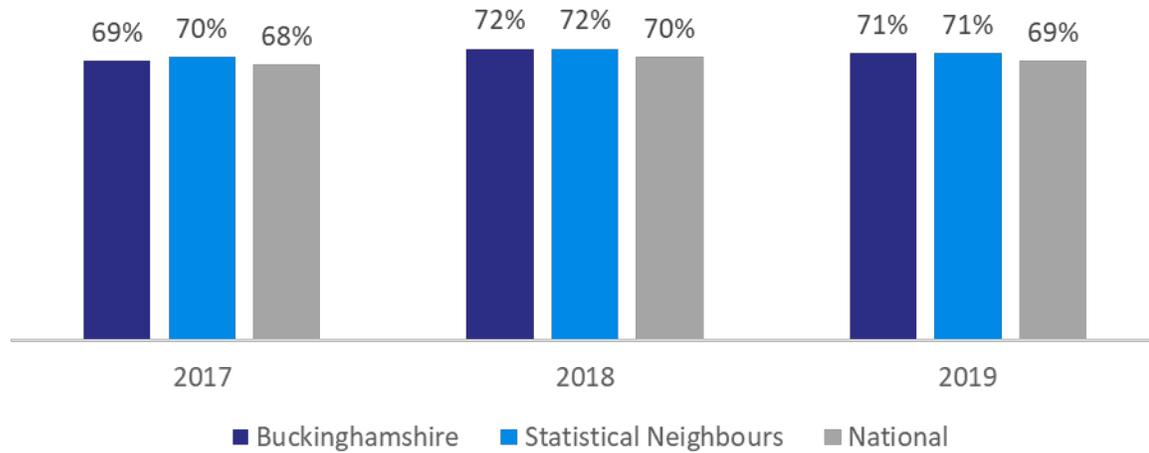


Key pupil groups



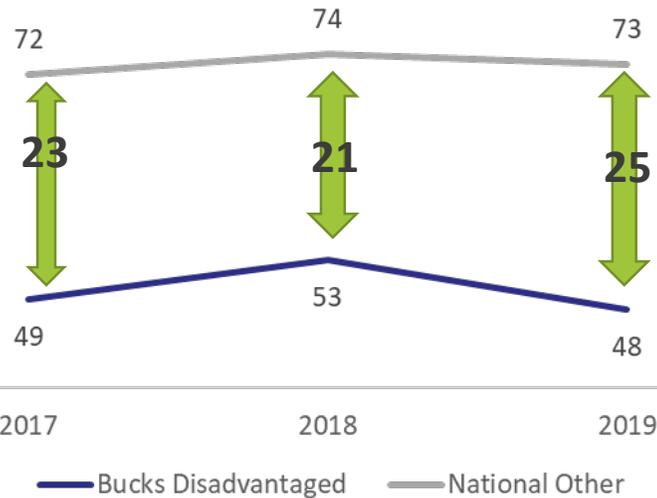
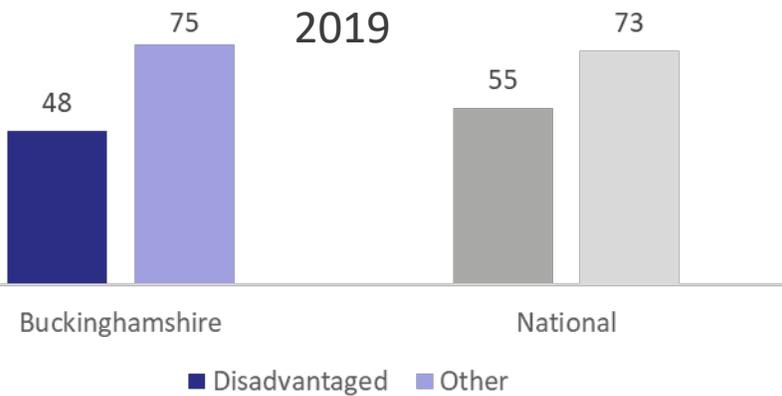
% of pupils achieving the expected standard in Writing

Overall trend against benchmarks

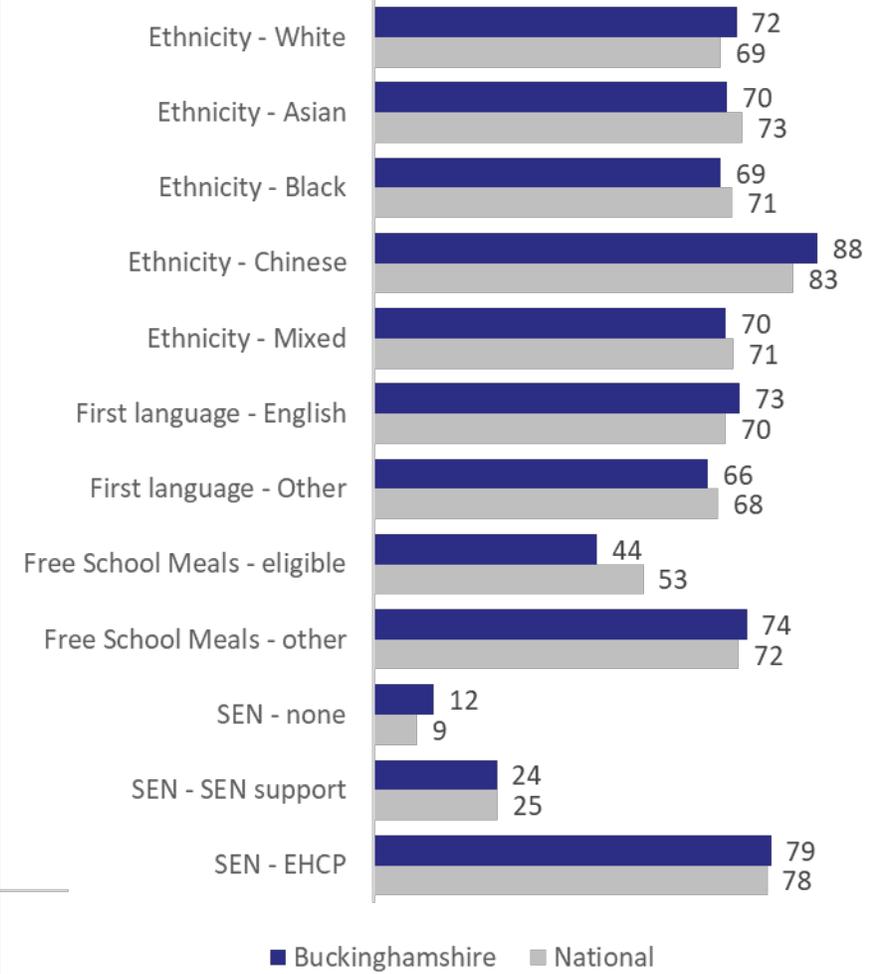


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Attainment gap

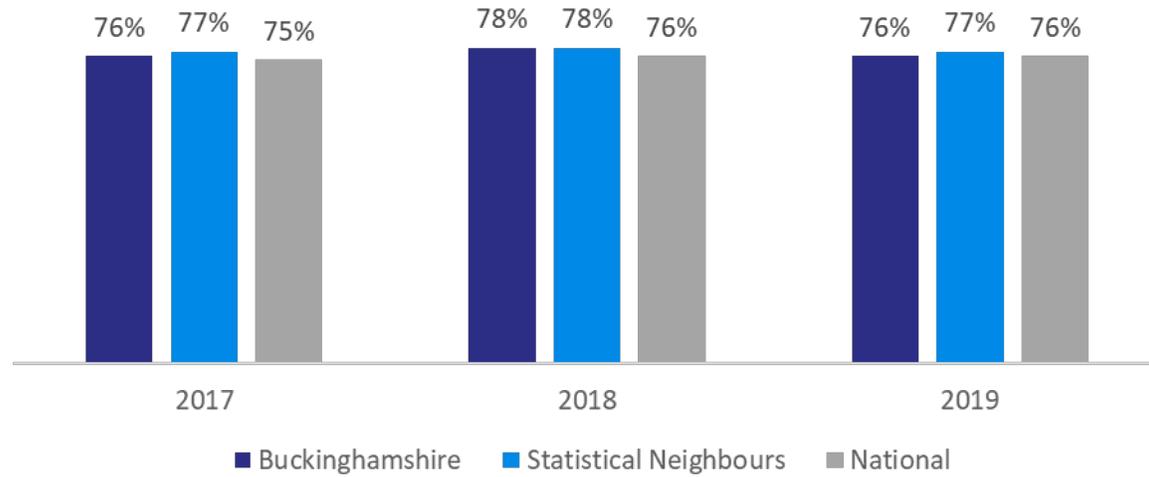


Key pupil groups

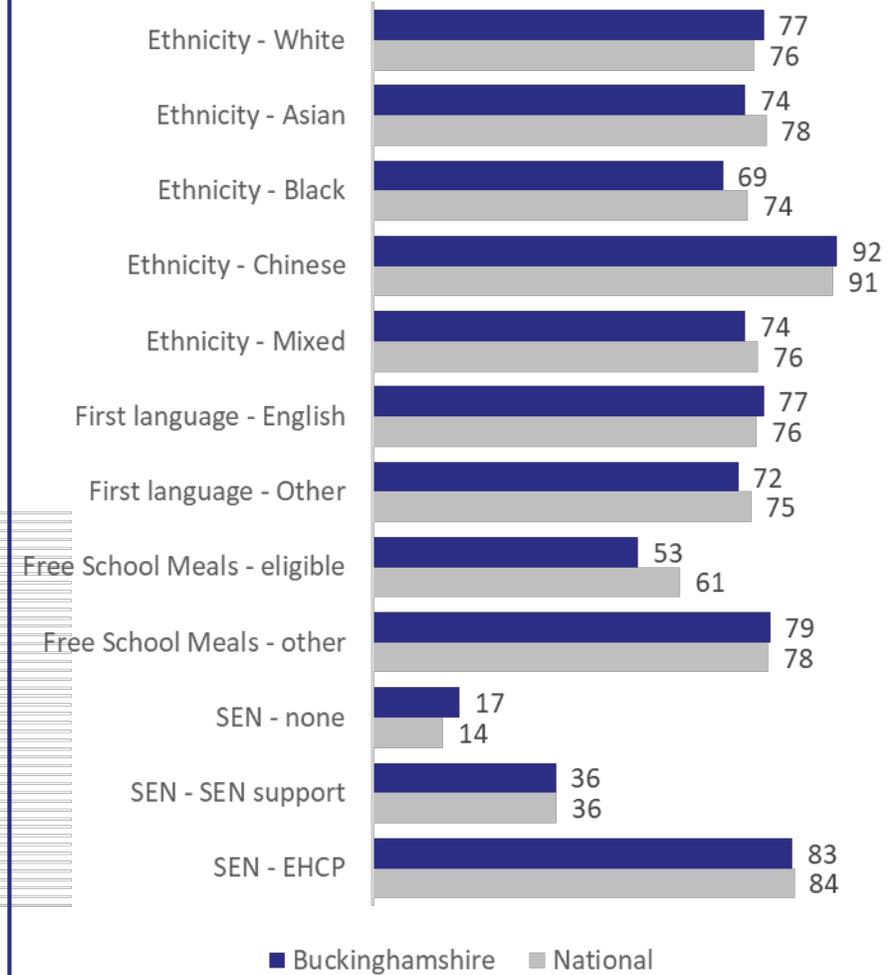


% of pupils achieving the expected standard in Maths

Overall trend against benchmarks

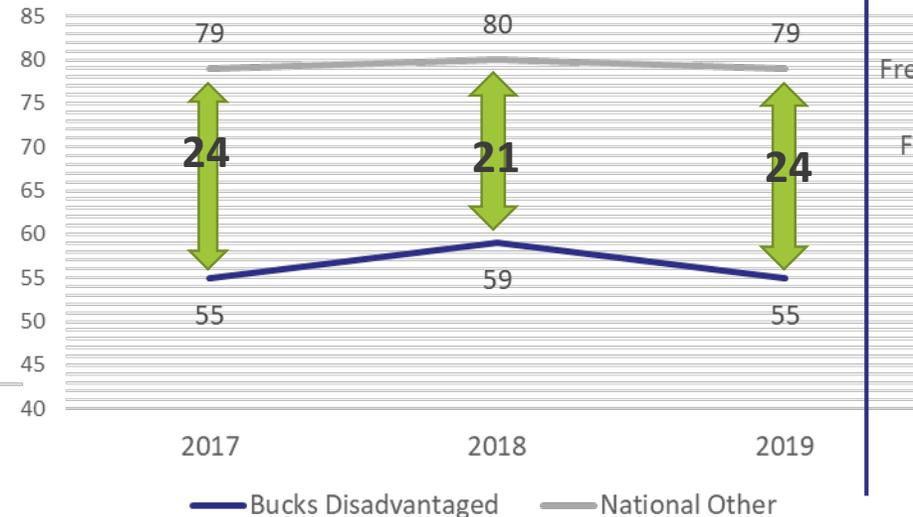
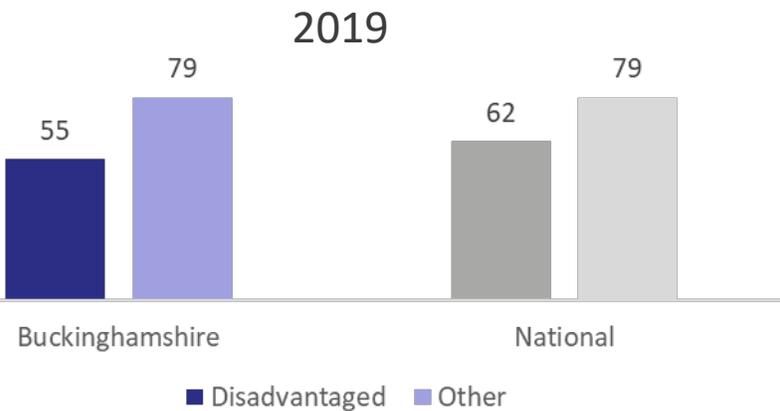


Key pupil groups



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Attainment gap



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).

Page 45
KS2 test results in reading and mathematics are reported in terms of scaled scores centred around 100 (the expected standard). Writing is reported in terms of the percentage meeting the expected standard for teacher assessment. Progress is shown by a value added measure.

Areas of Strength

Attainment for pupils at Key Stage 2 achieving the expected standard in Reading, Writing and Mathematics remained high in 2019. With attainment at 66%, the same level as in 2018, Buckinghamshire achieved above National levels of attainment (at 65%).

Combined attainment in Reading, Writing and Maths for pupils in Buckinghamshire with SEND, both those on SEN Support and those with an EHCP, is above National at Key Stage 2.

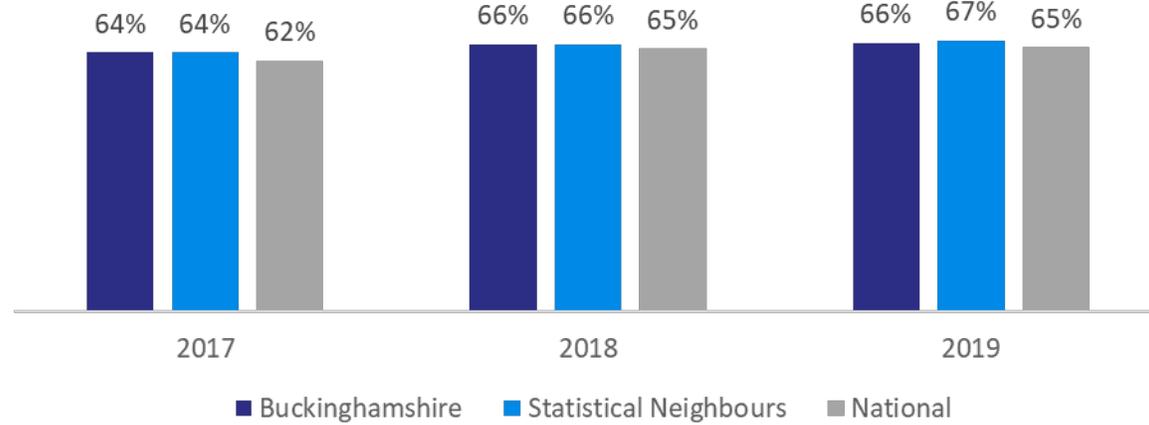
Areas for development

Despite attainment for Reading, Writing and Maths at Key Stage 2 amongst disadvantaged pupils increasing significantly since 2016 (from 37% attainment in 2016 to 43% in 2019), the level of attainment has declined slightly since last year (45% attainment) and the disadvantaged gap has widened from 26 percentage points in 2018 to 29 percentage points in 2019.

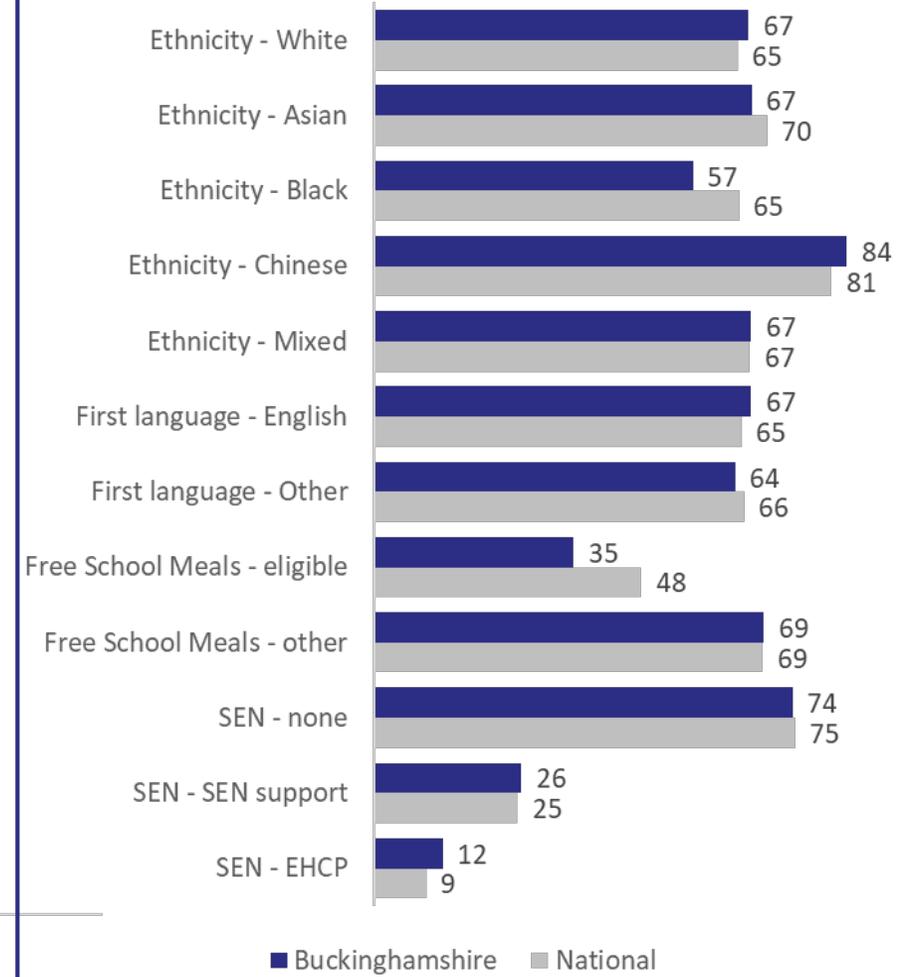
Attainment levels for Reading, Writing and Maths at Key Stage 2 were lower in Buckinghamshire compared to National amongst pupils with both Black and Asian ethnicity. Attainment levels were also slightly lower than National for pupils with a first language other than English.

% of pupils achieving the expected standard in Reading, Writing and Mathematics

Overall trend against benchmarks

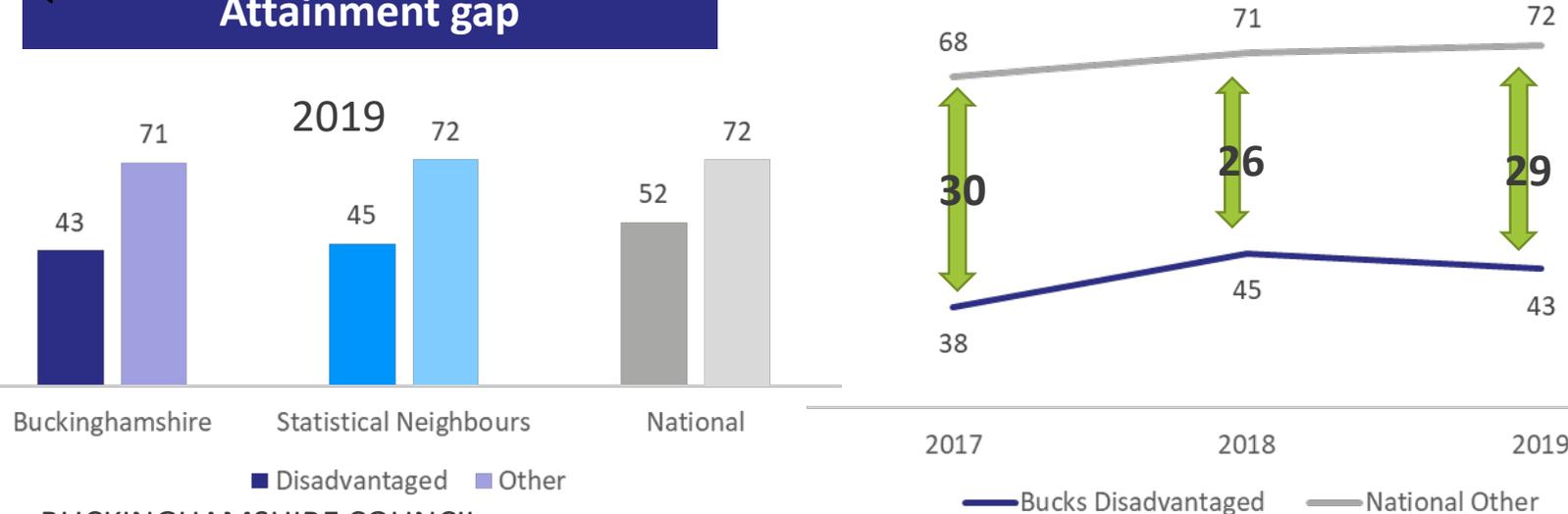


Key pupil groups



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Attainment gap



Action Plan

What we will do	What this should achieve	Timeframe
<p>The Side by Side School Improvement Programme identifies schools where standards are of concerns and deploys local experts from within the Buckinghamshire school system to work with the school to challenge and support. During FY 2019/20 six schools were supported in Literacy (39 days support) and seven schools were supported in Maths (45 days support). The schools in need of Reading, Writing or Maths support for 2020/21 are currently being assessed.</p>	<p>Identified schools are supported to improve teaching in Reading, Writing and Maths, leading to enhanced attainment outcomes in 2020.</p>	<p>Academic Year 2020/21</p>
<p>Side by Side conferences throughout the academic year will support schools to raise achievement and share best practice in areas of weaknesses in Buckinghamshire, through sharing of local expertise and showcasing best practice. In 2019/20 conference focus included raising attainment for disadvantaged pupils and curriculum design. In addition, workshops target schools in need of support to further enhance curriculum provision.</p>	<p>Schools are inspired and supported to raise achievement for all pupils</p>	<p>Academic Year 2020/21</p>
<p>Liaison group level data set, aggregating the attainment information from groups of local schools, is reviewed annually to provide areas of local focus. Liaison groups then define local research projects which will include working collaboratively to improve attainment and develop shared approaches to raise achievement amongst disadvantaged pupils. Eighteen projects over the last 2 years have focused on raising achievement for pupils in one of the assessed subjects of Reading, Writing and Maths.</p>	<p>Research projects identify most successful methods of improving attainment, and this learning is shared amongst all Buckinghamshire schools.</p>	<p>Academic Year 2020/21</p>

Action Plan II

What we will do		Timeframe
<p>A collaborative Disadvantaged and Vulnerable Pupils Project Team, established in academic year 2019/20, will continue to develop and share strategies to raise achievement and narrow the attainment gap across Buckinghamshire in academic year 2020/21. The project is establishing specific webpages with resources to support raising attainment, and a conference will be held in November 2020.</p>	<p>Identified successful strategies to raise achievement amongst disadvantaged and vulnerable pupils are shared amongst all Buckinghamshire schools to raise standards.</p>	<p>Academic Year 2020/21</p>
<p>Best practice in teaching in Reading, Writing and Maths is shared through School Liaison Groups meetings and Headteacher Collaboration meetings.</p>	<p>Strategies for best practice in the teaching of phonics shared across Buckinghamshire schools.</p>	<p>Academic Year 2020/21</p>
<p>A comprehensive training programme in standardisation with joint moderation sessions has been established for 2020/21.</p>	<p>Increased accuracy of assessment and tracking of pupils progress, allowing for earlier identification of gaps in learning.</p>	<p>Spring & Summer Terms 2020/21</p>

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:

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- • 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.

Progress 8 is a value added measure for these subjects. Pupils' results are compared to the actual achievements of other pupils with the same prior attainment at KS2. Attainment 8 shows the combined results of a pupil across these 8 subjects. If a pupil takes fewer than 8 subjects, they will receive a score of zero for any missing subjects.

Areas of Strength

With an Attainment 8 of 55.1, Buckinghamshire pupils attainment at GCSE level (Key Stage four) is significantly above both Statistical Neighbours (49.6) and National Attainment 8 (46.8)

Whilst the disadvantaged gap is higher in Buckinghamshire compared to both Statistical Neighbours and National, this is due to the strong attainment by non-disadvantaged pupils; the Attainment 8 score for disadvantaged pupils in Buckinghamshire is higher (at 37.6) than for both Statistical Neighbours and National (35.2 and 36.8 respectively)

Attainment 8 for pupils with SEND, both those on SEN Support and those with an EHCP, is higher in Buckinghamshire than National.

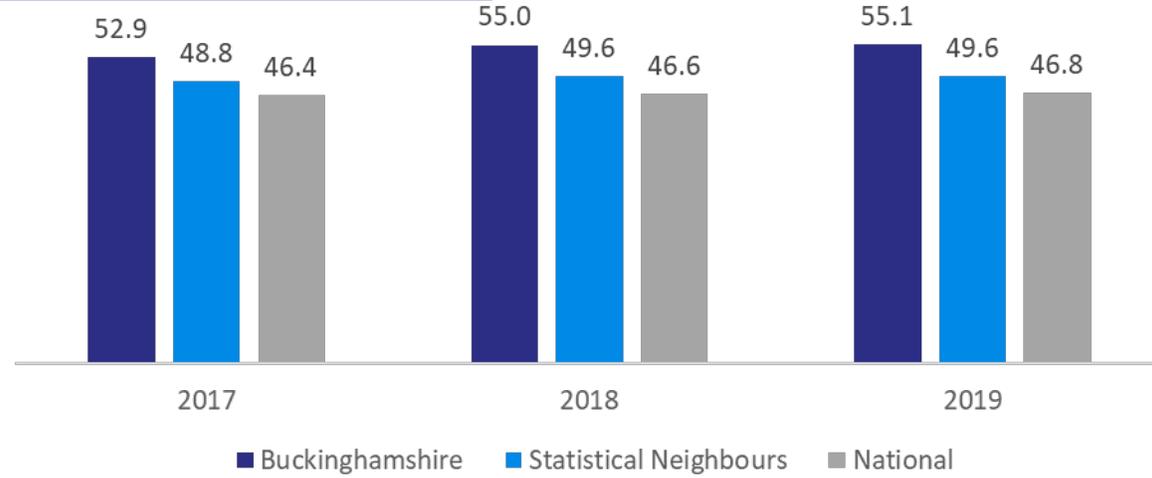
Attainment 8 for pupils from all measured ethnic backgrounds and first languages is higher in Buckinghamshire than National.

Areas for development

The disadvantaged gap at Attainment 8 has increased between 2018 and 2019 (from 11.6 percentage points in 2018 to 12.9 percentage points in 2019). Although there has been a slightly increase in the attainment of non-disadvantaged pupils nationally, this increased gap has been driven primarily by a slight reduction in Attainment 8 by disadvantaged pupils in Buckinghamshire between 2018 and 2019 (from 38.7 to 37.6)

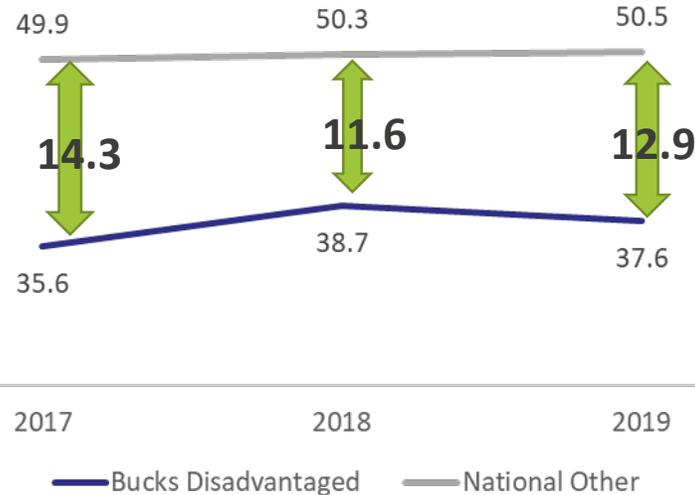
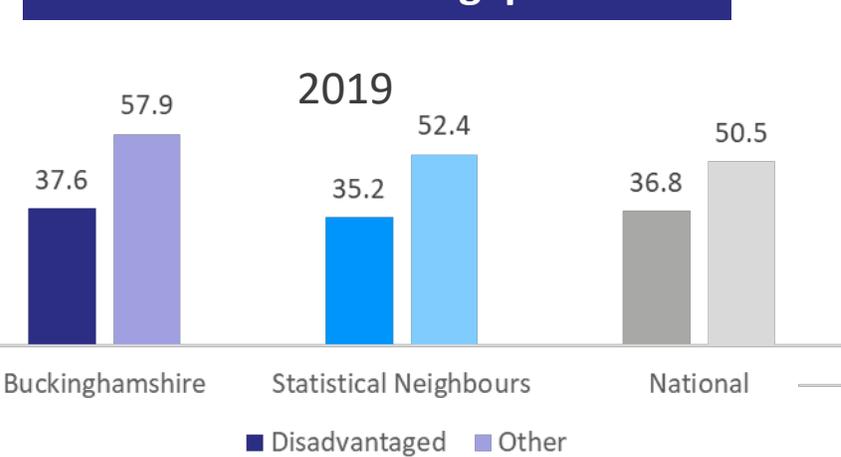
Attainment 8 measure

Overall trend against benchmarks

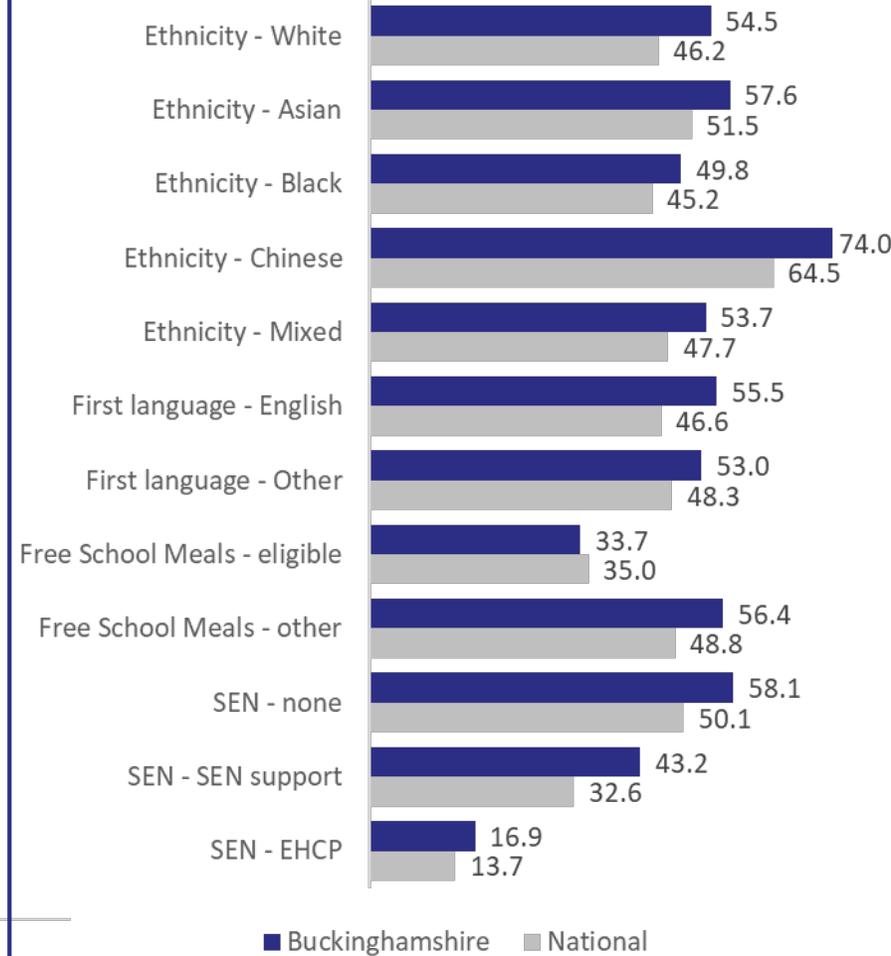


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Attainment gap

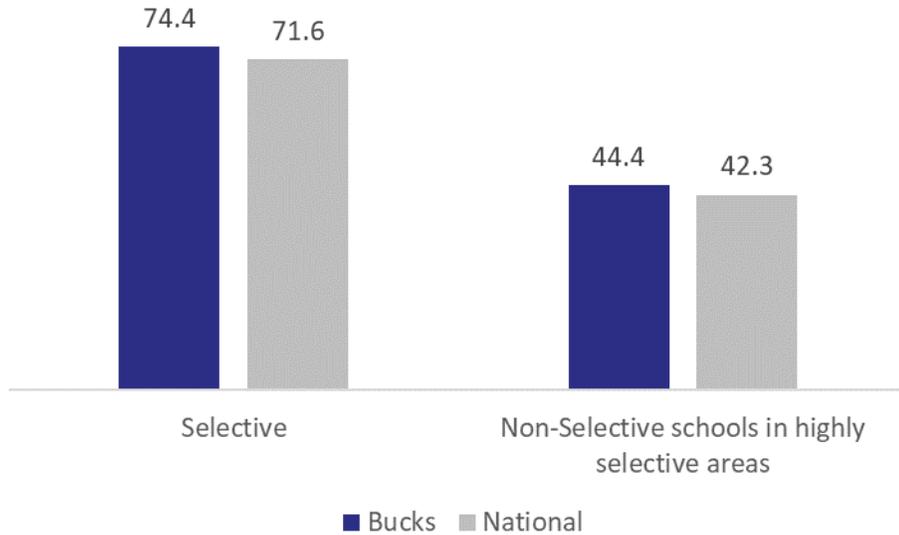


Key pupil groups



Attainment 8 measure

Results by school admissions type - 2019



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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 - 2019

	Average Progress 8 score	
Wokingham	0.25	Significantly above national
Surrey	0.18	Significantly above national
Cambridgeshire	0.17	Significantly above national
Buckinghamshire	0.16	Significantly above national
Hertfordshire	0.11	Significantly above national
Windsor and Maidenhead	0.09	Significantly above national
Oxfordshire	0.07	Significantly above national
Bracknell Forest	-0.02	
West Berkshire	-0.07	Significantly below national
Hampshire	-0.12	Significantly below national
Central Bedfordshire	-0.14	Significantly below national
England (state-funded sector)	-0.03	
England (all schools)	0.00	

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

Action Plan

What we will do	What this should achieve	Time
<p>The Side by Side School Improvement Programme identifies schools where standards are of concerns and deploys local experts from within the Buckinghamshire school system to work with the school to challenge and support. During FY 2019/20 four secondary schools were supported to improve attainment in individual curriculum subjects for a total of 38 days. The schools in need of individual curriculum support for 2020/21 are currently being assessed.</p>	<p>Identified schools are supported to improve teaching in curriculum subjects, leading to enhanced Attainment 8 outcomes in 2020.</p>	<p>Academic Year 20/21</p>
<p>Side by Side conferences throughout the academic year will support schools to raise achievement and share best practice in areas of weaknesses in Buckinghamshire, through sharing of local expertise and showcasing best practice. In 2019/20 conference focus included raising attainment for disadvantaged pupils and curriculum design. In addition, workshops target schools in need of support to further enhance curriculum provision.</p>	<p>Schools are inspired and supported to raise achievement for all pupils</p>	<p>Academic Year 20/21</p>
<p>A collaborative Disadvantaged and Vulnerable Pupils Project Team, established in academic year 2019/20, will continue to develop and share strategies to raise achievement and narrow the attainment gap across Buckinghamshire in academic year 2020/21. The project is establishing specific webpages with resources to support raising attainment, and a conference will be held in November 2020.</p>	<p>Identified successful strategies to raise achievement amongst disadvantaged and vulnerable pupils are shared amongst all schools to raise standards.</p>	<p>Academic Year 20/21</p>
<p>Best practice in teaching is shared through School Liaison Groups meetings and Headteacher Collaboration meetings.</p>	<p>Strategies for best practice in the teaching shared.</p>	<p>Academic Year 20/21</p>

Attainment of Looked After Children (LAC)

- DfE publish information on the outcomes for children who have been looked after continuously for at least 12 months (at 31 March 2019 for 2019 results). LA level data is published for the local authority that looks after the child, not where the child is educated.
- All figures are based on data collected annually through the children looked after return (also known as SSDA903) which is completed each spring by all local authorities in England.

Areas of Strength

Key stage Two:

- Buckinghamshire looked after children achieved at least 62% expected standards in their reading. 13% higher than national CLA
- Our children achieved at least 57% expected standards in writing. 7% higher than national CLA.

Key stage Four:

- The highest attainment 8 scores are consistently achieved by those children who have been in care the longest. Being in care from the start of secondary school has the biggest positive impact.
- Every young person in care for which Buckinghamshire is responsibly has a current Personal Education Plan (PEP)
- Every PEP meeting is attended by a member of the Virtual School
- The Virtual School has their own classroom and many of their most vulnerable young people are able to have one to one tutoring at this base and also sit public exams.
- The Virtual School uses their own subject tutors to deliver one to one tuition to children identified as needing additional academic support.

Areas for development

Key stage Two:

- In maths 43% of looked after children achieved the expected standard, 8% lower than national CLA.

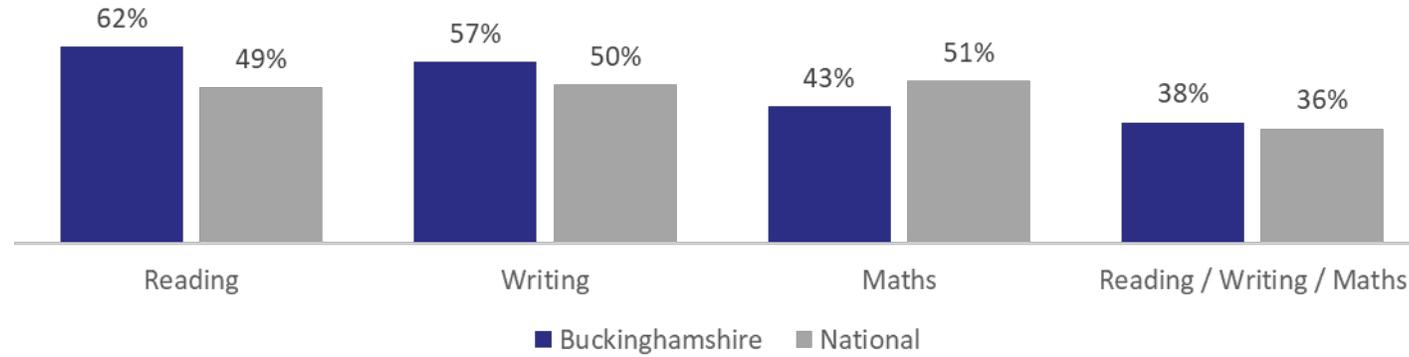
Key stage Four:

- Too many children are placed in out of county schools. In this cohort 47% were placed in our own schools compared to 69% regionally and 66% nationally.
- There is too much drift and delay in securing school places quickly when children move out of county, especially when they have an EHCP.

Key Stage 2 Attainment

% of pupils achieving at least the expected standard

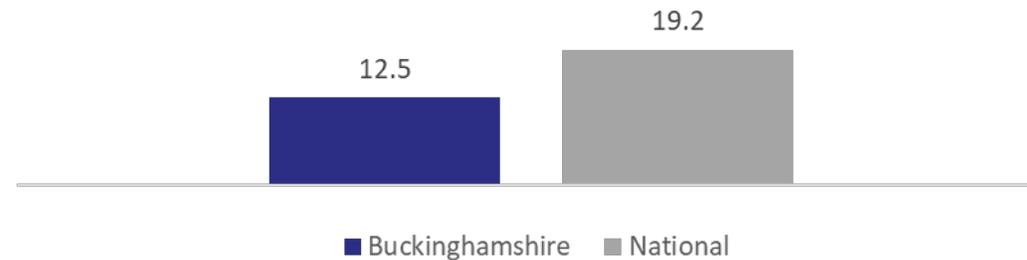
There were 21 Buckinghamshire Looked After Children eligible for KS2 tests and assessments in 2019.



KS4 Attainment

Attainment 8

There were 37 Buckinghamshire Looked After Children eligible for KS4 exams in 2019.



Action Plan

What we will do	What this should achieve	Timeframe
<p>In recognition of the effective literacy interventions from Early Years through to Key Stage Two the Virtual School are also sending out maths books and resources, games and practical activities to all children in care.</p> <p>Liaison teachers using the Personal Education Plan (PEP) meetings to positively promote numeracy targets in practical and accessible ways at primary schools.</p> <p>Using Pupil Premium Grant (PPG) to purchase maths games and activities to create a lending library of maths resources.</p>	<p>At key stage 2 this should raise the expected standard in maths.</p>	<p>We expect to see the positive impacts over the next 2 years</p>
<p>The Virtual School will have a closer overview of the children with EHCP's who move out of Buckinghamshire and develop more robust systems to support SEN teams. The headteacher of the Virtual School will sit on the SEN panel.</p>	<p>To reduce the amount of education missed through lack of appropriate school provision.</p>	<p>Summer 2020</p>
<p>The Virtual School will work closely with social care colleagues to ensure education is an equal priority when choosing placement. The headteacher of the Virtual School will sit on Childrens resource panel.</p>	<p>To ensure there is appropriate education in place before a child moves placement.</p>	<p>Summer 2020</p>
<p>The Virtual School will make more use of their classroom facility using their own teachers and tutors.</p>	<p>Better engagement in learning from our most challenging young people.</p>	<p>Summer 2020</p>

Exclusions

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

Areas of Strength

Our secondary school data is in line with our neighbours and below national. Our secondary schools work hard to minimise the number of permanent exclusions. The Fair Access Board processes are used productively to identify exclusion trends and hold peers to account. The input from the Head of the Youth Offending Service (YOS) and senior social care colleagues have enabled valuable conversations to take place on the wider influences that might impact the behaviour of pupils in Buckinghamshire. The side by side inclusion project was successful in bringing pastoral leads together to share good practice.

Buckinghamshire's fixed term exclusion rates continue to be below our neighbours and national data.

Whilst our primary permanent exclusion rates are slightly above our neighbours and national in the last academic year these were considerable lower during 2019-20 reducing from 12 to 4 although it should be noted that during 2019-20 we do not have a full data set due to school closures relating to covid19.

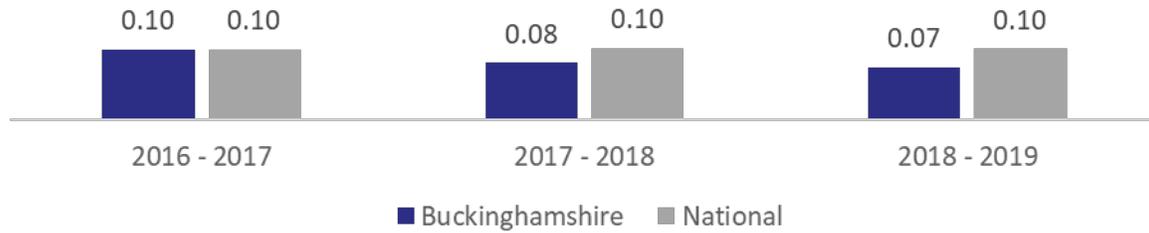
Areas for development

There were in fact only two permanent exclusions from special school but because of the small numbers attending special school each exclusion has a larger impact. This trend has unfortunately continued and increased during 2019-20.

Some of the 2019-20 permanent exclusions are subject to review and this number can decrease if exclusions are subsequently withdrawn or quashed. As such the final number of exclusions for 2019-20 has yet to be formerly verified.

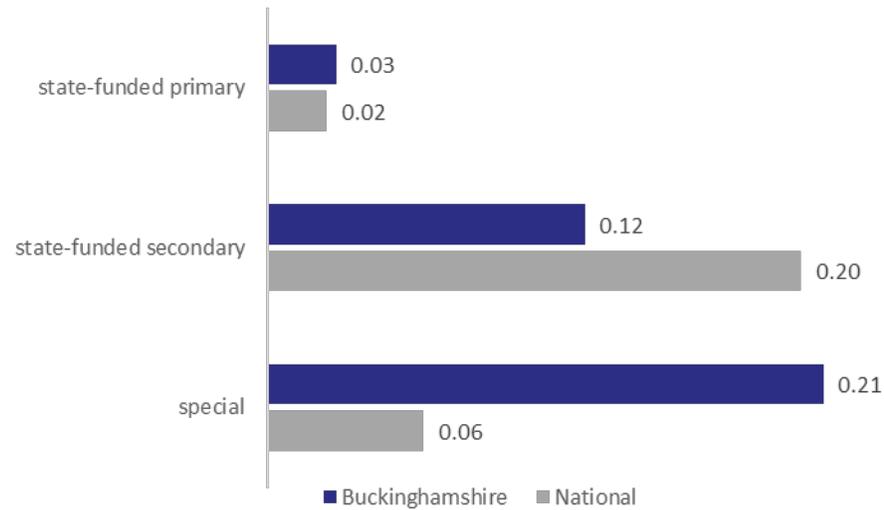
Permanent Exclusions Rate

Trend



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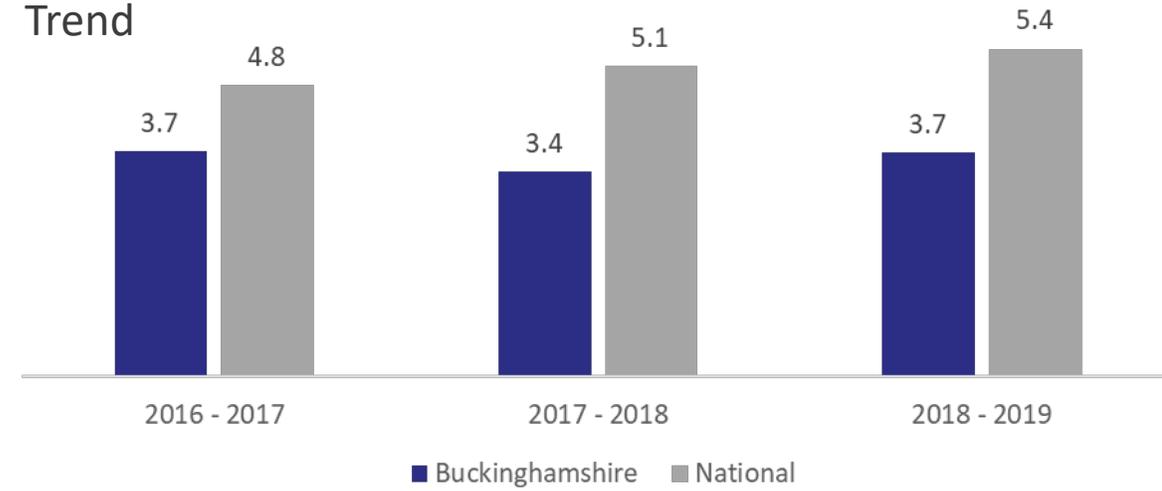
2018 – 2019 by school type



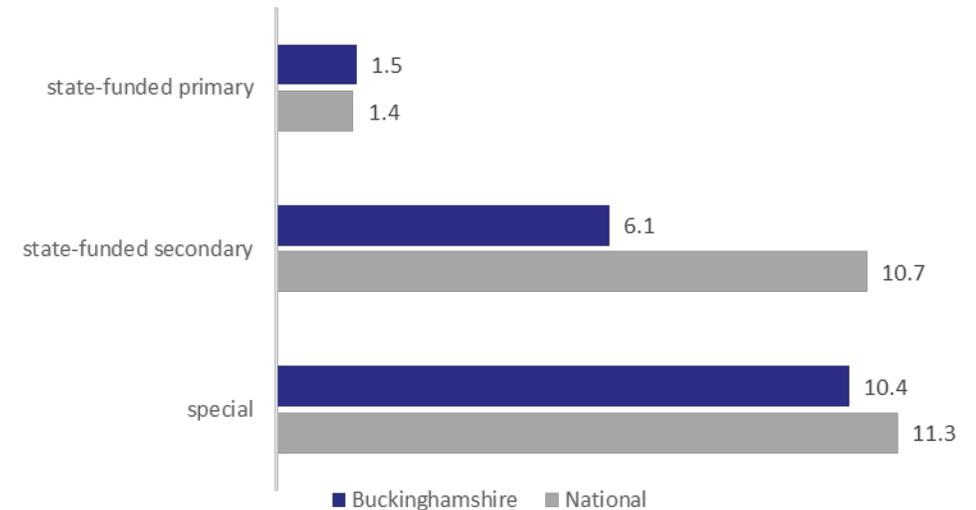
BUCKINGHAMSHIRE COUNCIL

Fixed Period Exclusions Rate

Trend



2018 – 2019 by school type



Action Plan

What we will do	What this should achieve	Timeframe
<p>Primary permanent exclusions will be discussed at PEB to identify more inclusive ways of working.</p>	<p>Upskill school colleagues in inclusive practices thus minimising permanent exclusions</p>	<p>Autumn term 2020</p>
<p>Each special school has been provided with one allocated EHC coordinator who will meet with each special school on a regular basis; weekly/fortnightly as required. Complex cases will be discussed at each meeting and going forward exclusions will form part of the discussions. If a child appears to be at risk of a rising number of fixed period exclusions or a permanent exclusion a team of professionals will be formed, to include an E&R officer</p>	<p>The team will provide advice and guidance to the school, child and family to avert the risk of a permanent exclusion and ensure the child is supported appropriately. Robust challenges will be given to ensure Exclusion Guidance is followed.</p>	<p>Autumn term 2020</p>

Ofsted Inspections

- Ofsted inspection schools and early years settings against a 4 point scale – Outstanding, Good, Requires Improvement or Inadequate.

Areas of Strength

- The percentage of pupils in Buckinghamshire schools rated as Ofsted good or outstanding has increased from 82% in 2015 to 90% in 2019. This is a one percentage point increase since 2018, and is five percentage points above National (85%).
- The percentage of children in Buckinghamshire Early Years settings rated as Ofsted good or outstanding has increased from 88% in 2015 to 96% in 2019. This has remained stable since 2018 and is in line with National.

Areas for Development

- As of 31st March 2020, 16 schools in Buckinghamshire were rated Requires Improvement and 8 were rated as inadequate by Ofsted (5 of these have subsequently become academies, and the judgement relates to the predecessor school).

School Ofsted Inspections

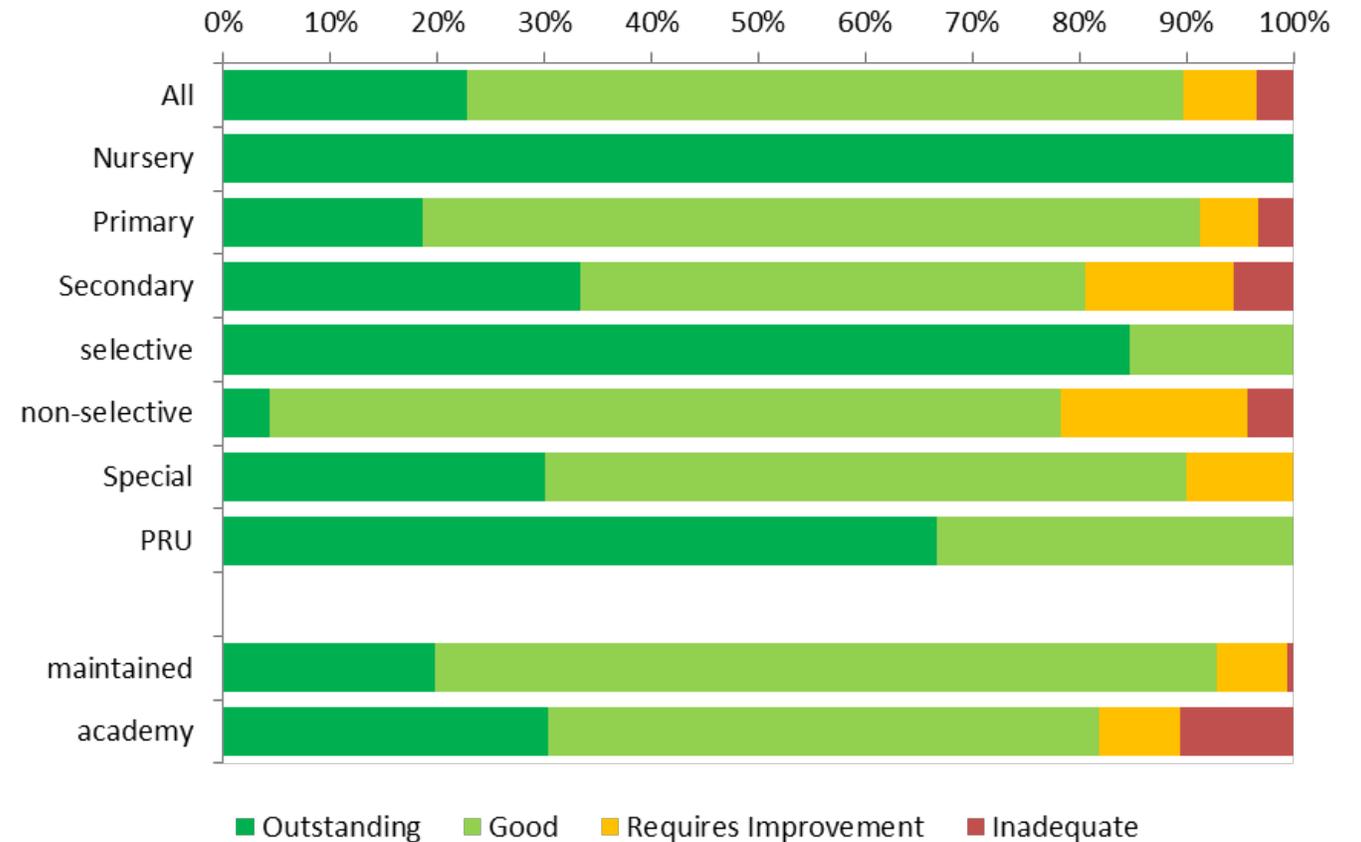
As at 31st March 2020, 233 Buckinghamshire schools had been inspected by Ofsted.



Outstanding	53
Good	156
Requires Improvement	16
Inadequate	8

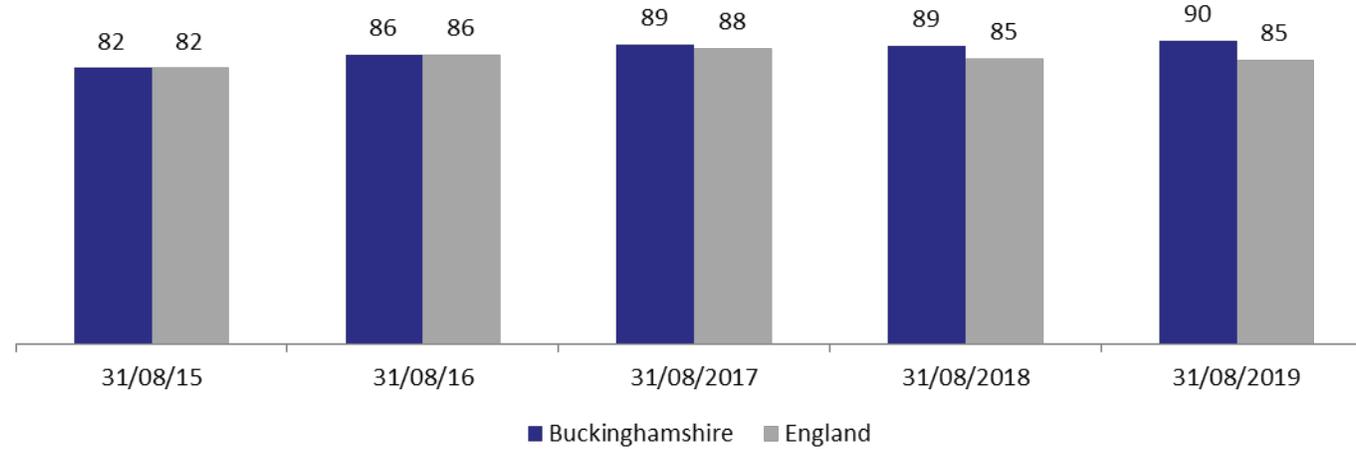
Of the 8 schools graded inadequate 5 have subsequently become academies, and the judgement relates to the predecessor school. One school judged to require improvement has also changed their sponsorship arrangements since their last inspection.

% Ofsted ratings by school type



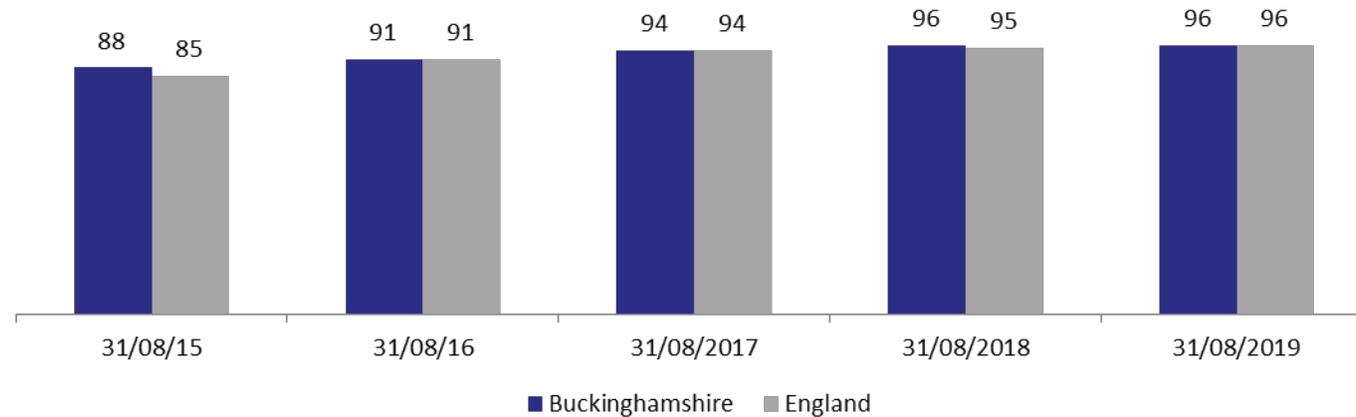
School Inspections

% of pupils attending a school rated good or outstanding



Early Years Inspections

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



Action Plan

What we will do	What this should achieve	Timeframe
<p>Team Around the School meetings provide regular monitoring opportunities for schools at risk of dropping an Ofsted category, to ensure milestones towards improvement are achieved. Collaboration between governors and LA supports to achieve 360 degree approach. Targets incorporate priorities informed by Ofsted recommendations.</p>	<p>A co-ordinate support programme for schools to reduce the risk of a school dropping an Ofsted category at next Inspection.</p>	<p>On-going for identified schools</p>
<p>The Side by Side School Improvement Programme deploys local leadership experts from within the Buckinghamshire school system to work with schools at risk to challenge and support. Side by Side Leadership Champions were deployed in 15 schools in FY 2019/20.</p>	<p>Local leadership experts support whole school improvement.</p>	<p>On-going for identified schools</p>
<p>Side by Side conferences throughout the academic year support schools to raise whole school improvement. A conference will support schools with Ofsted expectations, including helping schools to prepare for Ofsted 'visits' during COVID-19, findings from the first pilot visits, as well as what inspections may look like in the new year.</p>	<p>Side by Side conferences disseminate good practice and ensure school leaders are kept abreast of Ofsted changes and expectations.</p>	<p>A programme of conferences throughout the academic year</p>
<p>Each Buckinghamshire school was allocated a School Support Officer at the start of the COVID-19 pandemic. The School Support Officer acts as a central point of liaison for all Headteachers, to support the rapid and complex information flow between the Local Authority and individual schools , and to be the first point of call for all questions and requests for support regarding COVID-19.</p>	<p>School leaders are informed and feel supported.</p>	<p>On-going as required</p>

Action Plan

What we will do	What this should achieve	Timeframe
Regular communication regarding Ofsted updates and expectations through Liaison Groups, Headteacher Collaboration Groups and Executive Director Briefings for both Headteachers and Chairs of Governors.	Headteachers and Chairs of Governors feel informed as to latest Ofsted expectations.	On-going
Funded Ofsted-specific training for Governors.	Governing bodies are clear about their role and that school leaders are held to account.	On-going
Page 68 Buckinghamshire Council School Improvement Advisors (SIA) work is risk assessed to target bespoke support with identified schools either in window for an Ofsted inspection or whom are vulnerable to a decline in standards. The SIA will include a focus on outstanding schools who may have been exempt from an Ofsted inspection for a number of years. Support for schools who are either requires improvement/inadequate or at risk at next inspection all include a focus on recommendations from last Ofsted inspection.	Areas for development are identified collaboratively with the leadership and management of a school, and support is tailored to ensure rapid improvement in these areas.	Tailored to individual schools.
Buckinghamshire Council support the Buckinghamshire Academy of School Leadership (BASL) through hosting leadership and development seminars and conferences throughout the year. All new Headteachers across Buckinghamshire are offered a package, including induction and mentoring, to support them in their first year in their new role.	Leaders across Buckinghamshire access continued development support, training and conferences to provide new ideas and challenges to take back to their own schools.	On-going

Children's & Education Select Committee Work Programme 2020-21

Date	Topic	Description & Purpose	Lead Officer	Contributors
5 th November at 2pm	Early Help Update	To receive an update on and review progress of the Early Years model which was introduced in September 2019.	Simon James, Gareth Morgan	Anita Cranmer, Tolis, Simon, Gareth Morgan
	Educational Standards report	To receive the annual report on educational standards and attainment in Buckinghamshire.	Simon James	Anita Cranmer, Tolis, Simon, Head Teachers
7 th January 2021 at 2pm	** Support to Care Leavers	To receive a report on support that the Council provides to Care Leavers (to include housing options – full scope of discussion TBC)	TBC	
	Ofsted – Monitoring Visit update or Improvement Plan update		Richard Nash	Mark Shaw, Tolis, Richard Nash
4 th March 2021 at 2pm	** Children's Mental Health	Details to be scoped – possible focus on Tier 4 MH provision	TBC	
	Buckinghamshire Safeguarding Partnership	Update on the work of the Partnership	TBC	

*Possible in depth inquiry into Social Worker Recruitment – Scoping document to be discussed in November

** Possibly swapping these two items to take Mental Health item earlier. Need to agree which particular aspect of Children's Mental Health that the Committee wish to investigate.

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