

NOTICE  
OF  
MEETING

**ADULTS, CHILDREN AND HEALTH  
OVERVIEW AND SCRUTINY PANEL**

will meet on

**THURSDAY, 20TH JANUARY, 2022**

**At 7.00 pm**

by

**VIRTUAL MEETING - ONLINE ACCESS, ON [RBWM YOUTUBE](#)**

TO: MEMBERS OF THE ADULTS, CHILDREN AND HEALTH OVERVIEW AND SCRUTINY  
PANEL

COUNCILLORS MAUREEN HUNT (CHAIRMAN), JULIAN SHARPE (VICE-CHAIRMAN),  
CHRISTINE BATESON, CAROLE DA COSTA AND AMY TISI

SUBSTITUTE MEMBERS

COUNCILLORS GARY MUIR, HELEN PRICE, CHRIS TARGOWSKI, SIMON BOND AND  
GREG JONES

Karen Shepherd – Head of Governance - Issued: 12<sup>th</sup> January 2022

Members of the Press and Public are welcome to attend Part I of this meeting. The agenda is available on the Council's web site at [www.rbwm.gov.uk](http://www.rbwm.gov.uk) or contact the Panel Administrator **Democratic Services**  
Democratic.Services@rbwm.gov.uk

**Recording of Meetings** – In line with the council's commitment to transparency the Part I (public) section of the virtual meeting will be streamed live and recorded via Zoom. By participating in the meeting by audio and/or video, you are giving consent to being recorded and acknowledge that the recording will be in the public domain. If you have any questions regarding the council's policy, please speak to Democratic Services or Legal representative at the meeting.

## **AGENDA**

### **PART I**

<b><u>ITEM</u></b>	<b><u>SUBJECT</u></b>	<b><u>PAGE NO</u></b>
1.	<b><u>APOLOGIES FOR ABSENCE</u></b>  To receive any apologies for absence.	-
2.	<b><u>DECLARATIONS OF INTEREST</u></b>  To receive any declarations of interest.	3 - 4
3.	<b><u>MINUTES</u></b>  To approve the minutes of the meeting held on 22 <sup>nd</sup> September 2021.	5 - 12
4.	<b><u>HIGH NEEDS FUNDING FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS</u></b>  To receive an update.	Verbal Report
5.	<b><u>ANNUAL EDUCATION STANDARDS REPORT – INCLUDING IMPACT OF COVID ON POST-16 EDUCATION</u></b>  To receive an update.	13 - 86
6.	<b><u>Q2 DATA AND PERFORMANCE REPORT</u></b>  To note the contents of the report.	87 - 120
7.	<b><u>DEMOGRAPHIC GROWTH PRESENTATION</u></b>  A presentation on the demographic growth assumptions driving the budget build.	Verbal Report
8.	<b><u>UPDATE ON THE RE COMMISSIONING OF DOMICILIARY CARE</u></b>  To receive an update.	Verbal Report
9.	<b><u>ANNUAL SCRUTINY REPORT</u></b>  To suggest items for inclusion in the Annual Scrutiny Report, for consideration at Full Council.	121 - 122
10.	<b><u>WORK PROGRAMME</u></b>  To note the ongoing work programme.	123 - 124

## MEMBERS' GUIDE TO DECLARING INTERESTS AT MEETINGS

### Disclosure at Meetings

If a Member has not disclosed an interest in their Register of Interests, they **must make** the declaration of interest at the beginning of the meeting, or as soon as they are aware that they have a Disclosable Pecuniary Interest (DPI) or Other Registerable Interest. If a Member has already disclosed the interest in their Register of Interests they are still required to disclose this in the meeting if it relates to the matter being discussed.

Any Member with concerns about the nature of their interest should consult the Monitoring Officer in advance of the meeting.

### Non-participation in case of Disclosable Pecuniary Interest (DPI)

Where a matter arises at a meeting which directly relates to one of your DPIs (summary below, further details set out in Table 1 of the Members' Code of Conduct) you must disclose the interest, **not participate in any discussion or vote on the matter and must not remain in the room** unless you have been granted a dispensation. If it is a 'sensitive interest' (as agreed in advance by the Monitoring Officer), you do not have to disclose the nature of the interest, just that you have an interest. Dispensation may be granted by the Monitoring Officer in limited circumstances, to enable you to participate and vote on a matter in which you have a DPI.

Where you have a DPI on a matter to be considered or is being considered by you as a Cabinet Member in exercise of your executive function, you must notify the Monitoring Officer of the interest and must not take any steps or further steps in the matter apart from arranging for someone else to deal with it.

*DPIs (relating to the Member or their partner) include:*

- *Any employment, office, trade, profession or vocation carried on for profit or gain.*
- *Any payment or provision of any other financial benefit (other than from the council) made to the councillor during the previous 12-month period for expenses incurred by him/her in carrying out his/her duties as a councillor, or towards his/her election expenses*
- *Any contract under which goods and services are to be provided/works to be executed which has not been fully discharged.*
- *Any beneficial interest in land within the area of the council.*
- *Any licence to occupy land in the area of the council for a month or longer.*
- *Any tenancy where the landlord is the council, and the tenant is a body in which the relevant person has a beneficial interest in the securities of.*
- *Any beneficial interest in securities of a body where:*
  - a) that body has a place of business or land in the area of the council, and*
  - b) either (i) the total nominal value of the securities exceeds £25,000 or one hundredth of the total issued share capital of that body or (ii) the total nominal value of the shares of any one class belonging to the relevant person exceeds one hundredth of the total issued share capital of that class.*

Any Member who is unsure if their interest falls within any of the above legal definitions should seek advice from the Monitoring Officer in advance of the meeting.

### Disclosure of Other Registerable Interests

Where a matter arises at a meeting which **directly relates** to one of your Other Registerable Interests (summary below and as set out in Table 2 of the Members Code of Conduct), you must disclose the interest. **You may speak on the matter only if members of the public are also allowed to speak at the meeting** but otherwise **must not take part in any discussion or vote on the matter and must not remain in the room unless you have been granted a dispensation**. If it is a 'sensitive interest' (as agreed in advance by the Monitoring Officer), you do not have to disclose the nature of the interest.

*Other Registerable Interests (relating to the Member or their partner):*

*You have an interest in any business of your authority where it relates to or is likely to affect:*

- a) any body of which you are in general control or management and to which you are nominated or appointed by your authority*
- b) any body*
  - (i) exercising functions of a public nature*
  - (ii) directed to charitable purposes or*

*one of whose principal purposes includes the influence of public opinion or policy (including any political party or trade union)*

### **Disclosure of Non- Registerable Interests**

Where a matter arises at a meeting which **directly relates** to your financial interest or well-being (and is not a DPI) or a financial interest or well-being of a relative or close associate, you must disclose the interest. **You may speak on the matter only if members of the public are also allowed to speak at the meeting** but otherwise **must not take part in any discussion or vote on the matter and must not remain in the room unless you have been granted a dispensation**. If it is a 'sensitive interest' (agreed in advance by the Monitoring Officer) you do not have to disclose the nature of the interest.

Where a matter arises at a meeting which **affects** –

- a. your own financial interest or well-being;
- b. a financial interest or well-being of a friend, relative, close associate; or
- c. a body included in those you need to disclose under DPIs as set out in Table 1 of the Members' code of Conduct

you must disclose the interest. In order to determine whether you can remain in the meeting after disclosing your interest the following test should be applied.

Where a matter **affects** your financial interest or well-being:

- a. to a greater extent than it affects the financial interests of the majority of inhabitants of the ward affected by the decision and;
- b. a reasonable member of the public knowing all the facts would believe that it would affect your view of the wider public interest

**You may speak on the matter only if members of the public are also allowed to speak at the meeting** but otherwise **must not take part in any discussion or vote on the matter and must not remain in the room unless you have been granted a dispensation**. If it is a 'sensitive interest' (agreed in advance by the Monitoring Officer, you do not have to disclose the nature of the interest.

### **Other declarations**

Members may wish to declare at the beginning of the meeting any other information they feel should be in the public domain in relation to an item on the agenda; such Member statements will be included in the minutes for transparency.

# Agenda Item 3

## ADULTS, CHILDREN AND HEALTH OVERVIEW AND SCRUTINY PANEL

WEDNESDAY, 22 SEPTEMBER 2021

PRESENT: Councillors Maureen Hunt (Chairman), Christine Bateson, Carole Da Costa, Amy Tisi and Julian Sharpe (Vice-Chairman)

Also in attendance: Councillor Stuart Carroll

Officers: Andy Carswell, Hilary Hall, Michael Murphy, Anna Richards, Danny Gomm, Ged Taylor, Helen Woodland, Vanessa Faulkner, Lynne Lidster and Lin Ferguson

### APOLOGIES FOR ABSENCE

Apologies were received from Tony Wilson, Derek Moss, Mark Jervis and Kevin McDaniel. Lin Ferguson would be presenting agenda items on Kevin McDaniel's behalf.

### DECLARATIONS OF INTEREST

Councillor da Costa declared a personal interest in item 7 as she had been one of the partners involved in the FUEL programme through a charity. Councillor da Costa also declared a personal interest in item 10 as her brother was in receipt of adult social care. She stated she would continue to take part in the item and any vote that took place.

### MINUTES

**RESOLVED UNANIMOUSLY: That the minutes of the meeting held on August 12<sup>th</sup> 2021 be approved as an accurate record.**

### ANNUAL COMPLIMENTS AND COMPLAINTS REPORT

Members were told that three different complaint areas were being considered in this report: adult complaints, statutory children's complaints, and corporate children's complaints. Hilary Hall, Executive Director of Adults, Health and Housing, said there had been one additional complaint in the children's corporate area compared to last year but the number of complaints had reduced in the other two areas. She explained that a lot of changes had been made to the complaints process in adult social care following the Ombudsman public interest report that was considered last year, relating to the timeliness and quality of responses. There had been a particular reduction in the number of complaints relating to adult services, which Hilary Hall said was attributable to issues being resolved at an earlier point before they escalated to a formal complaint. It was noted that three complaints made to the LGO relating to adult services had been upheld. Hilary Hall told the Panel that one of these was the Ombudsman public interest report mentioned earlier. The others related to confusion over charging someone for care as it was unclear whether the Council or service user was paying for their care, and issues relating to a user who lacked mental health capacity. There had been the opportunity to learn from these cases and apply best practice in future.

Members noted that two complaints relating to children's services had been upheld by the LGSCO. Lin Ferguson, Director of Children's Social Care and Early Help, said these related to a child being adopted and the other related to a child's special educational needs. She said a number of the issues relating to children's corporate complaints were due to timeliness of responses, and new processes were being put in place to counter this. Lin Ferguson said a number of complaints were also raised about the accuracy of children's records and care plans, with spelling and grammatical errors being highlighted as an issue. A complaints workshop was taking place the following day as part of the process of providing greater quality

assurance. The Panel was also told that three new managers had been employed by children's services over the past year.

Councillor Sharpe asked if there was anything in the nature of the complaints that caused concern to officers. Lin Ferguson stated there had not been a spike in complaints relating to children's services. The main issues related to improving accuracy of records and timeliness of responses to corporate complaints, which were felt to be important but not a significant concern. Hilary Hall said there were no concerns about the nature of complaints regarding adult services, and those received over the last year had allowed for opportunities for learning and improvement of services.

Responding to a question from Councillor Bateson, Hilary Hall said that if a complaint was received at the end of the year being reviewed then it would be included in that year's statistics, even if the matter was then not concluded until the following year. There was a target of responding to complaints within 20 working days but this was not always possible in cases dealing with particularly complex issues. In such cases timescales would be agreed with the complainant.

It was noted that there had been 36 children's corporate complaints. Vanessa Faulkner, Service Lead HR People Services, explained that statutory complaints related to children in care, looked after children, special guardianship support and post adoption support. Everything else was considered under corporate complaints and as it was a broader field then complaints of this nature were more likely.

Members thanked officers for preparing the report.

**RESOLVED UNANIMOUSLY: That the Panel noted the report and agreed:**

**i) That the report is published on the Council's website.**

**ii) That the annual report continues to be produced and presented at Overview and Scrutiny panels.**

## DRUG AND ALCOHOL SERVICES RECOMMISSIONING

Hilary Hall introduced the item and reminded Members that the contract for drug and alcohol support services was due to end on March 31<sup>st</sup> 2022. Performance of the current contract had been measured through key performance indicators and a recommissioning process had been taking place. A preferred provider had been identified and this would provide a holistic approach to services rather than a number of individual contracts. Hilary Hall said it was felt this would provide the best value for money to residents.

Councillor da Costa noted from the report that a substantial amount of the current contract's budget was used on a programme where six per cent of users no longer required treatment six months later, and asked if the holistic approach would provide a better outcome. Anna Richards, Consultant in Public Health, said the new service would allow users to have all of their needs met from the first point of contact and allow for better integration of services amongst the key workers administering the support. She gave the example of a key worker in housing being more closely aligned to mental health. The Panel was told that the Royal Borough had a higher than average number of adults who drank more units of alcohol per week than was recommended by the Chief Medical Officer, and the service could help people with their understanding of their alcohol intake and the impact it had on their health. Anna Richards said an app called Lower My Drinking had been introduced as part of this and there had been good engagement.

Councillor Hunt noted that a government grant had helped to provide funding, and asked if this was guaranteed for five years. The Panel was told that the funding was ring fenced for the length of the contract. Responding to a question from Councillor Tisi, Anna Richards said the funding for the proposed new contract was broadly in line with the current one and there would be no significant change.

Councillor da Costa noted that fewer than ten people required residential support, and asked if this was because that was all that was needed or if there were more people needing that support but there wasn't sufficient provision. Anna Richards said this was the number deemed necessary and there was availability to provide residential rehabilitation if required.

Councillor Tisi asked if it was likely there would be a greater takeup in services if it was done online. Anna Richards said there was starting to be a focus on services being provided digitally, but evidence would need to be reviewed to ensure this was appropriate. Councillor Tisi asked if updates could be provided at a future meeting on whether more people were accessing services if they were provided online.

Members thanked officers for the report, saying they liked the holistic approach being taken to the service. Councillor Hunt asked if updates could be given on the progress of the housing issues of some users that were highlighted in the report, and statistics on crime and disorder committed by anyone receiving treatment. This was agreed by Members.

**RESOLVED UNANIMOUSLY: That the Panel noted the report and recommends that Cabinet agrees to award the Drug and Alcohol Service Contract to the Preferred Provider. Members asked for updates on the progress of those with housing problems, any crime and disorder committed by those receiving treatment, and whether more people accessed services that were being delivered online.**

## CHILDREN'S SERVICES IMPROVEMENT PLAN PROGRESS

Lin Ferguson introduced the item and reminded Members that Achieving for Children had been inspected by Ofsted in January/February 2020, in what was likely to have been one of the last inspections before lockdowns were implemented due to Covid19. Ofsted graded Children's Social Care and Early Help as 'good'. Ofsted had made five key recommendations and an improvement plan had been created as a result. The report being considered by the Panel set out the progress made in terms of meeting those recommendations.

Lin Ferguson said she wanted to highlight where good progress was being made, and where there were some areas that required improvement. Good progress was being made against the recommendation regarding support to care leavers and access to health passports. Ofsted had noted that not all care leavers were being given their health passport – a booklet which gave information about their health and immunisation history – by the time they were 18 years of age. Since the inspection a significant amount of work had been undertaken and the compliance rate was now 100 per cent.

Ofsted had made a recommendation around giving care leavers more of a voice in decision making for their own lives and in service design and delivery. Lin Ferguson said it was accepted this had been an area where more work was required. Since the inspection a dedicated Children in Care and Care Leavers' Service had been implemented with staff assigned specifically to the role. Feedback had been positive as the children involved liked the improved stability of having a team dedicated to their service area and needs, with some young people likening it to a family. The team includes Personal Advisers, who help young people with new skills such as those relating to finance, which equips them to develop their independence skills. There had also been a greater focus on improving Pathway Planning for Care Leavers and the implementation of the Virtual College for those aged 16-18 had led to a large reduction in the number of young people not in further education or training.

The inspection had noted the quality and consistency of recording needed to be improved. Lin Ferguson told Members there was evidence to show that this was an area where improvements had been made since the inspection and highlighted the work that has been undertaken to achieve this improvement. The inspection also highlighted that health colleagues needed to attend Strategy Meetings on a more regular basis. Covid19 had struck immediately after the inspection and health staff had been required to undertake other tasks.

However during quarter four of the report period an upturn in health attendance at Strategy Meetings was noted, although this required further improvement and would be monitored and reviewed at the multi-agency SPA/MASH Board. The consistency of social workers had also been highlighted by Ofsted as an issue. Lin Ferguson told the Panel that this was a national issue, but acknowledged this was one of the greatest challenges facing AfC. If social workers could not be recruited and/or retained there would be a greater reliance on agency workers, who often cost three times as much as a permanent social worker. Lin Ferguson said there were insufficient resources to allow this to continue, and employing agency staff would provide less stability to families requiring a permanent social worker. She reiterated her earlier point that the team providing support to Children in Care and Care Leavers was stable, and the relative lack of stability was in relation to the Support and Safeguarding Service. A three-year workforce strategy was currently being consulted on, which would look at ways of incentivising working for AfC and therefore help to recruit and retain social workers.

The Panel noted that a target of 70 per cent had been recommended for health attendance at Strategy Meetings. Lin Ferguson said that this was the next milestone, but a 'stretch' target of 95 per cent attendance had been set. She added that attendances had decreased out of necessity due to health staff being seconded to other roles during the pandemic.

Councillor Tisi noted the challenges around recruiting permanent staff to social work positions, and asked how stability had been instilled into the Children in Care and Care Leavers Service. Lin Ferguson said it has always been more challenging to recruit to social work positions in the child protection/court arena as the demands of the role were so challenging and stressful. Lin Ferguson said feedback from social workers indicated they wanted a lesser workload so they could dedicate more time to providing support to the families with whom they worked. It was noted there was a shortfall of 14 permanent social workers in order to get to an optimum caseload and it was hoped the three-year strategy would help, as it would demonstrate to new recruits and staff already in post that AfC were taking the time to invest in their development.

Councillor da Costa asked if there was any possibility of bringing in potential social workers who did not have the necessary qualifications, and put them in a 'learning on the job' scenario in the same way as teachers might. Lin Ferguson said that AfC has been bringing in social workers in their first year in practice (ASYEs) and training them on the job. This has been encouraging so far. She added there had been a national campaign asking those who had left the social care profession to come back, and it was hoped four social workers could be recruited for AfC through this. She also said there was a South East social work fair taking place the following week, which AfC would be represented at for the first time.

**RESOLVED UNANIMOUSLY: Members noted the report and the progress made to implement the recommendations made by Ofsted in February 2020.**

### UPDATE ON FUEL PROGRAMME

Lin Ferguson introduced the item and explained that a national holiday activity programme, previously only available to particular local authority areas, was rolled out across all local authorities in 2020. The aim of the programme was to provide food and enrichment activities to children aged 5-16 who were in receipt of free school meals, and should run for six weeks of the year during school holidays. In the Royal Borough the programme had been renamed FUEL by the young people taking part. Lin Ferguson introduced Danny Gomm, Family Hub Manager, who had led the arrangements for the FUEL programme and invited him to explain to Members how the scheme had worked.

Danny Gomm said it was the first time a programme like this had been run in the Royal Borough and at the outset staff had not realised the enormity of the task of making all of the arrangements. However it had been very successful and this had been proven by the positive feedback that had been received. Danny Gomm said he and Chris Caughey had led on delivering the programme. Although a lot of programmes were delivered successfully, even more could have been done had there been more time to prepare. The initial remit had been



to provide activities for four hours a day, four days a week, over four weeks. However the decision was taken to run some activities over all five days of the week and some were extended into a fifth week. Many ended up being fully booked. Providers had to be sought who would be able to provide food for the sessions and Danny Gomm highlighted Windsor Christian Action as being particularly helpful in arranging food provision. He also highlighted that Datchet Parish Council had given free use of the parish hall for FUEL activities. Arrangements also had to be made to transport children to the activity sites, rather than expect them to make their own way there. Staff had assessed where children in receipt of free school meals lived so it could be ascertained which locations would be best suited to host activities, and consideration was also given to the appropriateness of age ranges of activities so families with more than one child wouldn't have their children in different locations. The Panel was told that four sessions were put on for children with special educational needs and three more for children with low self esteem, as this had been identified as a particular need. Danny Gomm said three 17-year-olds had been identified as FUEL providers who would assist with delivering activities after an interview and recruitment process. They had all been extremely helpful and one of them had since expressed a desire to train as a social worker.

The only negative aspect had been some sessions became fully booked but some families then failed to show up, despite reminder phone calls the previous day. Danny Gomm said there had not been any repeat offenders, but one way of trying to prevent it happening in future could be that if families continually failed to turn up after booking an activity they would be told they would not be able to attend any more in future. Other local authorities had a strict 'one strike and you're out' policy to prevent no-shows. Responding to a question from Councillor Hunt, Danny Gomm said schools would be contacted as they could help identify children and families who might want to attend the FUEL sessions but were not in receipt of free school meals, such as pupil premium children and those in care.

Danny Gomm said a government spending review was due to take place to see if funding could be allocated to run the programme again next year. He said staff now had an idea of who the better service providers were, who could assist in setting up any future programmes, and with more prior notice it would be possible to get information out to schools in a more timely manner.

Councillor Bateson said although there were many families who were eligible for the programme, some may not end up taking part as they were too proud to ask. Danny Gomm said one way round this would be families in receipt of free school meals would be given a code when signing up online, which would flag up to the event provider they were a free school meal family without the need for them to be publicly identified or for anything to be said at the event.

Members congratulated Danny Gomm and the team for the successful delivery of the FUEL programme, saying a lot of work had gone into creating it in such a short period of time.

Members noted the contents of the report.

## Q1 DATA AND PERFORMANCE REPORT

Members were reminded that the report related to the period April-June 2021. The first part of the report appendix gave performance data relevant to all of the Overview and Scrutiny Panels.

Hilary Hall highlighted the aspects of the report relevant to adult services. Regarding care package reviews it was noted that this had fallen behind schedule due to an increase in demand for services, particularly for front door services, and this had had an impact on the capacity to meet the target. Reviews had therefore needed to be reprioritised based on need. Reablement was also below target by half a percentage point, often due to the complexities of the cases. Regarding satisfaction levels for adult safeguarding, the Panel was told this was partially due to an error in the way the data had been recorded. Once it had been corrected

the indicator rating had improved. Hilary Hall summarised that the majority of the indicators had an amber rating but said they were within tolerance and there were good reasons why they had such a rating.

Responding to a question from Councillor da Costa, Hilary Hall said there was no additional funding as a specific result of Covid, but there had been funding available to assist with discharges from hospital.

Lin Ferguson spoke to the Panel regarding the key performance indicators relating to children's services. She noted there had been a downturn in the percentage of babies receiving their six week review since the last report, but it was still comfortably within target. Regarding re-referrals to social care, although the figure was within target Lin Ferguson stated this showed that cases may not have been properly resolved the first time around. However it followed a trend across the south east and Lin Ferguson said it could be partially attributable to Covid19, as lockdowns were testing families' resilience and they needed additional support as a result. This would be something that would be closely monitored. The Panel was told there were no current child protection plans lasting for more than two years, and 37 had closed in the last year. It was acknowledged that a plan lasting for more than two years would raise questions over its efficiency. Lin Ferguson said she chaired a 'windows into practice' panel and this would look into any child protection plan ten months or above. It was noted that education health and care plan assessments being completed within the requisite 20 weeks was slightly off target, although Lin Ferguson said this did not represent cause for concern.

Regarding health visits for babies, Lin Ferguson said most families preferred these to be done face to face but the option was still there for them to be done virtually. She said it was important for this option to be made available. Councillor Tisi questioned the effectiveness of a virtual assessment of a newborn baby.

Responding to a question from Councillor da Costa, Lin Ferguson confirmed that a family had the choice of opting out of engaging with healthcare services. However services had to be confident the reasons put forward by the family for disengagement were adequate. Councillor da Costa stated her belief that retaining the option of virtual meetings was important if it helped to encourage families to engage with services.

**RESOLVED UNANIMOUSLY: That the Panel noted the report and:**

**i) Noted the 2021/22 Adults, Children and Health Overview and Scrutiny Panel Q1 Data & Performance Report in Appendix A.**

**ii) Requested relevant Cabinet Members, Directors and Heads of Service to maintain focus on improving performance.**

### TRANSFORMING ADULT SOCIAL CARE (FRONT DOOR SERVICES AND REABLEMENT)

Michael Murphy, Director of Statutory Services and Deputy DASS, introduced the item and explained to Members that the partnership between Optalis and the Royal Borough had been created to transform people's experience of social care. The intention was to allow service users to lead fulfilling and independent lives, whilst treating them with compassion, respect and dignity. One piece of work relating to this was the transformation of front door services, or what people initially experienced when they contacted adult social care, and reviewing how this could be improved or made more accessible to people. Ged Taylor, Project Manager with Optalis, said the review aimed to ensure people had all the information and support they needed from the first time they accessed any service. There was a range of resources and information available, and the intention was to use these to help people, particularly those with multiple or complex needs, live independently as long as possible.

The first phase of the assessment, which collated service user feedback, had been completed. Specifically customers had been asked if they had received enough information and support,

and if they had received it quickly enough. The feedback showed that for the vast majority of people the service had been good. However there were a significant number of users who had experienced delays. Other users were seeking advice or information that was available elsewhere, and consideration had to be given as to whether there were other avenues for this information to be available from. One proposal had been the creation of an asset database, detailing the support that was available from other organisations. Ged Taylor said this could be a viable solution as more voluntary organisations were reopening again after Covid.

Responding to a question from Councillor Hunt, Ged Taylor said there was a target for phone calls to be answered within 60 seconds. Callers were not put on hold. However if information could be accessed in a different way then this would relieve the pressure on call handlers. Councillor da Costa asked if details of how to access the asset pool database could be available in GP surgeries. Michael Murphy said factsheets about adult social care were available from GPs. Hilary Hall said the asset database was still in the development stage and it was hoped more information could be added to it. Staff were investigating how to create a single point of contact for adult social care, in the same way there was one for children's services.

Helen Woodland, Director of Provider Services, Optalis, said a similar approach was being taken by Reablement services to allow people to lead their lives as independently as possible. Traditional approaches to social care that led to moving people into care homes from a hospital environment usually led to an increase in that person's dependency on another. The Reablement team helped people to return to their homes after treatment and offered support for a six week period. A needs assessment would take place and care package would be approved by parties such as practitioners and rehabilitation assistants.

Helen Woodland explained the Reablement team offered crisis management, out of hours services, and support for complex needs and end of life care. They would work with hospital staff before the point of discharge to ease the transition back into the home environment. The assessments would ensure a person received the appropriate level of support, and not more than was needed. This would include looking at whether technological support would help, and early feedback had shown that some people had benefitted from this. Helen Woodland said people generally needed a lot of support to begin with, and as time progressed some found they were able to live completely independently.

Members noted that three case study examples had been provided in the presentation given in the report. In all cases there was a lot of intensive support at the start of the programme, which helped people to re-learn skills they needed and improve their confidence for independent living.

Responding to a question from Councillor Sharpe, Helen Woodland said the new model would hopefully enable support to be given to more people whilst operating with a reduced level of care requirement. The intention was to operate a short, intensive system of care rather than using long-term crisis care. The Reablement service would also look at those already receiving care and assess if this could be delivered in a different way. As a result service users were showing signs of improved independence and being less reliant on a carer.

Responding to a question from Councillor Tisi, Helen Woodland said the majority of users were near the point of hospital discharge. However it was possible for requests to be made for the Reablement team to see people living in the community.

Councillor da Costa said she wanted to congratulate the adult social care team for this work, stating she knew from her family's personal experience about the excellent care provision now in place.

## TASK AND FINISH GROUP - VALUE FOR MONEY OF CARE PACKAGES

Hilary Hall explained to Members that a new task and finish group had been proposed relating to value for money of care packages, which had initially been raised by Councillor Sharpe during the discussions on the Budget earlier in the year. This would be established once the existing task and finish group considering domiciliary care had been completed. Members considered the terms of reference included in the scoping document and agreed to the formation of the new task and finish group.

**RESOLVED UNANIMOUSLY: That the terms of reference for the task and finish group be approved.**

WORK PROGRAMME

Members asked if an additional meeting could be arranged as the work programme for the next scheduled meeting contained the budget and other substantial items that would take a long time to discuss. Members agreed that despite the length of time it had lasted, this had been a productive meeting.

The meeting, which began at 7.00 pm, finished at 9.34 pm

CHAIRMAN.....

DATE.....

Report Title:	Standards and Quality of Education – A Review of the Academic Year 2020-21 (Pre and post pandemic)
Contains Confidential or Exempt Information	No – Part I
Cabinet Member:	Councillor Stuart Carroll, Deputy Chairman of Cabinet, Adult Social Care, Children’s Services, Health and Mental Health
Meeting and Date:	<b>Cabinet, 27 January 2022</b>
Responsible Officer(s):	Kevin McDaniel, Executive Director of Children’s Services
Wards affected:	All wards



## REPORT SUMMARY

*Schools and settings were closed from March – June 2020 and again in January – March 2021 to all pupils except for children of critical workers, pupils known to social care and those the school leaders deemed otherwise vulnerable.*

*Remote learning was put in place for all pupils not attending school, Ofsted inspections were postponed and the Department of Education cancelled all primary SATs testing and, in secondary schools, A-levels and GCSEs were teacher-assessed.*

*This report sets out the progress across the Borough’s schools during the pandemic, summarising the available qualitative and quantitative data that is contained in the Education Pack 2020-21 and other appendices. It is of note that attainment data has not been published nationally for specific groups of pupils and the results are not comparable to pre-pandemic years.*

*This report outlines some of the support provided by the Education Service and the next priority steps for continued improvement in education to give all pupils the best chance of success.*

## 1. DETAILS OF RECOMMENDATION(S)

**RECOMMENDATION:** That Cabinet notes the report and:

- i) Congratulates local schools on their continued success**
- ii) Endorses the key priorities set out in section 2.59**

## 2. REASON(S) FOR RECOMMENDATION(S) AND OPTIONS CONSIDERED

### Background

- 2.1 This is the nineteenth annual report on the quality of education. The last report was reviewed in March 2019 by Cabinet as last year’s report was listed for a cabinet meeting disrupted by the pandemic. The report would normally present analysis of the performance of pupils in state funded schools located within the Royal Borough of Windsor and Maidenhead in the academic year 2020-21

against national and statistical neighbours and compared to previous years. Due to the pandemic, all nationally published performance data has been postponed. This report is therefore based on local qualitative and quantitative data. Several key education terms are described in Appendix 1 (The Education Data Pack 2020-21) along with the nationally published education data.

2.2 This report highlights several areas:

- Covid position at the time of writing (pre-Christmas)
- Current position of Ofsted inspection results for schools and settings.
- Key stage 4 attainment (teacher-assessed).
- Pupil absence levels
- Elective Home Education
- Current exclusion statistics for schools.
- Progress in tracking the participation of 16- and 17-year-old students.
- NEET data (Young people not in education, employment, or training).
- Current status of our Education Inclusion Service.
- Current status of our SEND (Special Education Needs and Disability) Services.
- SEND Improvement - Summary of progress against our Accelerated Action Plan (Written Statement of Action).
- Current status of our SEMH (Social, Emotional and Mental Health) Service.

#### Covid-19

2.3 Schools are still dealing with high numbers of positive PCR results within their school community, which includes pupils and staff, and this will have a continuing impact on learning during the 2021-22 academic year and beyond. No schools have needed to close before the end the Christmas term despite the Omicron wave of infection.

2.4 All schools and settings are currently working to government guidance and their own individual risk assessments to ensure all pupils and staff are kept safe. The impact of staff shortage due to isolation and other illnesses has resulted in some classes reverting to home learning. Currently, there is a national shortage of supply staff. We will continue to support schools to remain open to all pupils where possible, but operationally this may result in extra measures being taken.

#### Ofsted judgements of school quality

2.5 Ofsted resumed their inspection cycle in September 2021. Prior to this, the percentage of schools judged to be Good or Outstanding in RBWM was 94%. Since September 2021, a further 6 schools have been inspected which has raised the percentage of schools judged to be Good or Outstanding to 97%, well above the national average 86%. 22 (33%) schools are Outstanding.

2.6 Since the start of Ofsted inspections two schools (Bisham Academy and Eton Wick First school) have increased their Ofsted judgement from Requires Improvement to Good, so 65 schools in the Royal Borough are currently judged to be Good or Outstanding.

- 2.7 There are only two schools in the Royal Borough that currently have a judgement of Requires Improvement. One is a maintained school, and one is an academy. There are no schools currently judged to be inadequate.
- 2.8 School link advisers continue to ensure that there are robust Ofsted action plans in place with all schools seeking to improve their judgement to at least good.
- 2.9 As of September 2019, all schools have been judged on a new Ofsted framework, which has a knowledge-based curriculum focus. The Link Advisors worked with schools prior to the new framework being released to ensure all schools have a broad-balanced curriculum that provides all pupils with the skills, knowledge and understanding they need to develop into well-rounded, informed individuals.

#### Early Years

- 2.10 Currently, we have 67 Independent Private and Voluntary Nurseries (PVI) in RBWM. 11 of these are new providers and have not yet been inspected by Ofsted. Not including those 11, 55 (98%) of the remaining 56 PVI are judged Good or Outstanding. One PVI (2%) is judged as Requires Improvement.
- 2.11 Nursery classes attached to schools are not inspected separately. The Ofsted judgements for the Borough's three maintained nursery schools are included in the figures in point 2.5, and all of our three maintained nursery schools are currently judged as Outstanding.

#### Disadvantaged pupils

- 2.12 In November 2021, 22 schools attended our first face-to-face Pupil Premium (PP) network meeting of this academic year. The focus was on ensuring that schools publish their updated strategies in the new Department for Education (DfE) format which need to be on the school websites by the 31st December. A key change is that this format asks schools to demonstrate they have considered evidence when developing their pupil premium strategy.
- 2.13 The focus for schools currently therefore is ensuring they: have identified their pupils' needs; are using strong evidence to support their strategy; and have started the implementation of the revised strategy.
- 2.14 We will continue with termly PP network meetings, free of charge to our schools, to support Pupil Premium leads in terms of sharing good local practice, keeping their three year plans up to date, informing them of any changes to guidance and where possible having speakers in with a range of expertise in this area.
- 2.15 Research is showing that the pandemic has led to a growing gap between our disadvantaged pupils and their non-disadvantaged peers. Staff in RBWM schools are also reporting this, based on benchmarking completed by schools on return from lockdowns. The PP network will focus on the impact of recovery initiatives such as the use of tutoring during the current academic year.
- 2.16 The Department for Work and Pensions announced the launch of a £170m COVID Winter Grant Scheme (CWGS) in November 2020. The CWGS aims to support children and families in need with food and household essentials over

the winter period. RBWM has provided vouchers to all Free School Meal children throughout each holiday period since this began. This was replaced by the Household Support Fund in October 2021 and those eligible for free school meals again received vouchers worth £40 per child for this winter break. These vouchers have been delivered via schools through a coordinated scheme operated by the council's education team.

- 2.17 FUEL is a Department of Education funded free holiday activity and food project. It offers participants the opportunity to take part in a range of fun activities and receive a nutritious meal during school holiday periods. To be eligible to attend the programme, children must receive benefits related free school meals and be of school age. RBWM ran a summer and winter programme for our disadvantaged children in 2021. The Fuel Summer 2021 programme had 3106 attendances and a report was heard at Overview and Scrutiny on 22nd September 2021.

#### Key Stage 4 attainment

- 2.18 Due to the impact of the pandemic, the summer exam series was cancelled in both 2020 and 2021, and alternative processes were set up to award grades. 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 these are referred to as teacher-assessed grades.
- 2.19 Whilst year on year comparisons are unhelpful for estimating school improvement, they do provide a degree of context.
- 2.20 The latest headlines are as follows, for 2020/21:
- Nationally 51.9% of pupils achieved a grade 5 or higher in both English and maths. This is an 8.7 percentage point increase (from 43.2%) in comparison with 2018/19. 55.7% of RBWM pupils achieved this, a 7-percentage point increase from 2018/19.
  - Nationally 38.7% of pupils were entered into the full EBacc. This is a decrease of 1.3 percentage points in comparison with the last exam year of 2018/19 when 40% of pupils were entered into the full EBacc. For RBWM 48.5% of pupils were entered for the EBacc, down from 50.3% in 2018/9 pre pandemic.
  - As higher grades were received across all GCSEs in 2020/21, both the average Attainment 8 and EBacc have increased compared with 2018/19. The average Attainment 8 score increased by 4.2 points from 46.7 to 50.9 and the EBacc APS increased by 0.38 points from 4.07 to 4.45. For RBWM the attainment 8 increased from 50.2 to 53.8 and the EBacc APS from 4.53 to 4.82.
  - There is only published data at a national level for Key Stage 4 due to this being teacher assessment. We have no local data or national data comparisons for disadvantaged pupils this year.

#### School Centred Initial Teacher Training (SCITT)

- 2.21 RBWM has been running a School-centred initial teacher training (SCITT) programme for many years to help with recruitment of teachers in RBWM



(Grow our own). The school-led teacher training programme leads to Qualified Teacher Status (QTS). SCITT teacher training is one of the most popular ways to gain QTS, offering trainees a chance to get hands-on teaching experience with at least two schools with RBWM.

- 2.22 Last academic year (2020-2021), RBWM SCITT successfully trained 29 teachers, 16 Primary and 13 Secondary. Training continued throughout the lock down offering a blended approach of face-to-face and virtual. All trainees managed to have two teaching experiences in school and benefitted from hands on experience. All gained Qualified Teacher Status and a PGCE. 100% of primary trainees gained employment and 92% in secondary. Overall, 74% have gone onto teach within RBWM.
- 2.23 Recruitment continued to be consistent throughout the year and the current cohort (2021-2022), is made up of 31 trainees, 20 primary and 11 secondaries.
- 2.24 September 2021 has seen the Introduction of the Early Career Framework to support Early Career Teachers over the first 2 years of their career. This has replaced a one-year programme for Newly Qualified Teachers. RBWM currently have 80 Early Career Teachers with Nursery, Primary, Secondary and Special Schools.
- 2.25 The DfE has published its response to the initial teacher training (ITT) market review report. The central recommendation is that all ITT providers implement a new set of quality requirements and that a robust accreditation process should take place to ensure that all providers meet the requirements in full, both at the point of accreditation, and on a continuing basis. It seems some providers such as our ITT will not be able to fulfil the criteria needed to ensure this programme continues due to the relatively small scale of the secondary offer. The implication for RBWM is that our ITT could become part of a bigger Berkshire programme and this may limit the number of placements for new teachers within our schools each year and put pressure on teacher recruitment for our borough. More detail can be found in Appendix 7 Final-ITT-Market-Review-statement-December-2021-1.pdf.

#### Absence data

- 2.26 Data is given on all causes of absence as well as where a pupil could not attend school due to COVID 19 (not attending in circumstances related to coronavirus). This includes pupils who were self-isolating; pupils who were advised to shield because they were clinically extremely vulnerable; pupils quarantining after returning from abroad; and class bubbles that were sent home and advised to isolate. Schools were advised to record pupils with a confirmed case of coronavirus as absent due to illness.
- 2.27 Even with including absences due to positive coronavirus cases, the national rate of absence due to illness, 2.5%, has decreased compared to last year (2.8%). The trend is the same for RBWM, with absence due to illness reducing from 3.1% to 2.7%. This corresponds with Public Health England data showing that cases of flu and other seasonal respiratory illnesses have decreased. Other types of absence, including holiday absence and medical appointments, have also decreased significantly as a result of the pandemic.

### Persistent absence

- 2.28 A pupil enrolment is identified as a persistent absentee if they miss 10% or more of their possible sessions. Sessions where a pupil was not attending in circumstances related to coronavirus (COVID-19) are not counted as an absence but do count towards possible sessions for the purposes of persistent absence as during these sessions these pupils could not attend school.
- 2.29 Nationally 13% of pupils were persistently absent during the autumn term 2020/21 compared to 11.3% in RBWM.
- 2.30 In recent years, trends have been consistent across school types (nationally), however, this year, whilst persistent absenteeism in primary and special schools reduced, there has been an increase in secondary schools nationally, but this has remained consistent in RBWM.
- 2.31 The Education Welfare Team continue to support schools with persistent absence in schools through a traded service. The service conducts regular attendance/register checks with the allocated school, provides school with an allocated education welfare officer, accepts referrals for direct support to work with the young person, family and school and works closely with partner agencies to support and increase school attendance.
- 2.32 Schools who do not buy into the service, can contact the Education Welfare team for advice and guidance. All updated information and guidance are sent out to all schools, regardless of buy in status. The Education Welfare Service processes Fixed Penalty Notices on cases from all schools and leads in rare cases where legal action is taken.
- 2.33 All RBWM schools can contact the service for advice and guidance on attendance in general. Support from the Child Missing from Education Officer and Elective Home Education Coordinator and legal procedures is provided to all schools, regardless of buy-in into the traded offer.

### Permanent exclusions

- 2.34 National comparisons relate to 2019/20 academic year and come from the DfE Statistical First Release. National data for 2020/21 is expected to be published in August 2022.

**Table 1: Permanent exclusions from Royal Borough schools, by year**

<b>Academic Year</b>	<b>15/16</b>	<b>16/17</b>	<b>17/18</b>	<b>18/19</b>	<b>19/20</b>	<b>20/21</b>
<b>Number of pupils:#</b>	20	20	15	31	20	20
<b>% of total pupils:</b>	0.09%	0.09%	0.07%	0.14%	0.09%	-

\*20/21 data is not yet published in the national dataset.

#SFR data is rounded to the nearest ten until 2018/19.

- 2.35 The 2019/20 academic year includes the start of the pandemic when, from 23 March, school sites were closed for all but those children of critical workers and vulnerable children, with others being educated remotely. Permanent exclusions and suspensions were possible throughout the full academic year but comparisons to previous years should be treated with caution.

- 2.36 The number of Permanent Exclusions in RBWM decreased to 20 in 2019/20 compared to 31 the previous year.
- 2.37 The national exclusion rate in 2019/20 (the latest year for which data is available) was 0.06% (i.e., on average 6 students in every 10,000 were permanently excluded).
- 2.38 In 2019/20, there were 4 permanent exclusions in the Primary phase. The number of permanent exclusions in the Secondary phase was 16. This represents a rate of 0.09%, above the national rate but influenced by the small number of students.
- 2.39 Please see appendix 2 for a full breakdown and analysis of permanent exclusion for 2020-21 by the service and next steps. There is no national average as the 2020/21 data is internal and local statistics only.
- 2.40 In 2019/20 and 2020/21, the Education Welfare service has seen a significant increase in children being electively home educated (EHE) in RBWM. In 2021/22, a total of 213 children have been recorded as EHE, currently, 180 pupils are on the register. This significant increase in referrals has also been seen nationally with fears about the pandemic given as a factor in many cases.
- 2.41 To ensure that all children who are electively home educated are receiving a good level of education, we appointed an additional fixed term, full time position which is currently being funded by one-off pandemic grant. This will need to be reviewed if the number of children who are home educated does not fall back to pre-pandemic levels so that RBWM continues to fulfil its statutory duty.
- 2.42 The local authority has a duty to be satisfied that all young people are receiving a reasonable education. This includes: conducting home visits; making virtual calls; liaising with the school and family and involved professionals; chasing the education proposal form; and analysing the returned form to ensure we are satisfied. The Department for Education have recently supported a local authority in a legal case which has confirmed that the level of assurance needed is higher than just knowing that a child is registered for elective home education.
- 2.43 It is important to highlight that the overall number of children who are Electively Home Educated, does not reflect the churn in referrals on a monthly basis. For example, 10 children may return to education and 10 new referrals for home education are received. Whilst the overall number remains the same, a large amount of work is put in to supporting the children and families making the transition to return to school and processing and supporting new notifications.

#### Pupil destination

- 2.44 The pupil Key Stage 4 (eg GCSE) and 5 (eg A Level) destinations for 2019/20 are taken from the DfE Statistical First Release. The key points are:
- **Education and employment - at the end of Key Stage 4.** The proportion of Royal Borough students that went onto, or remained in, education or

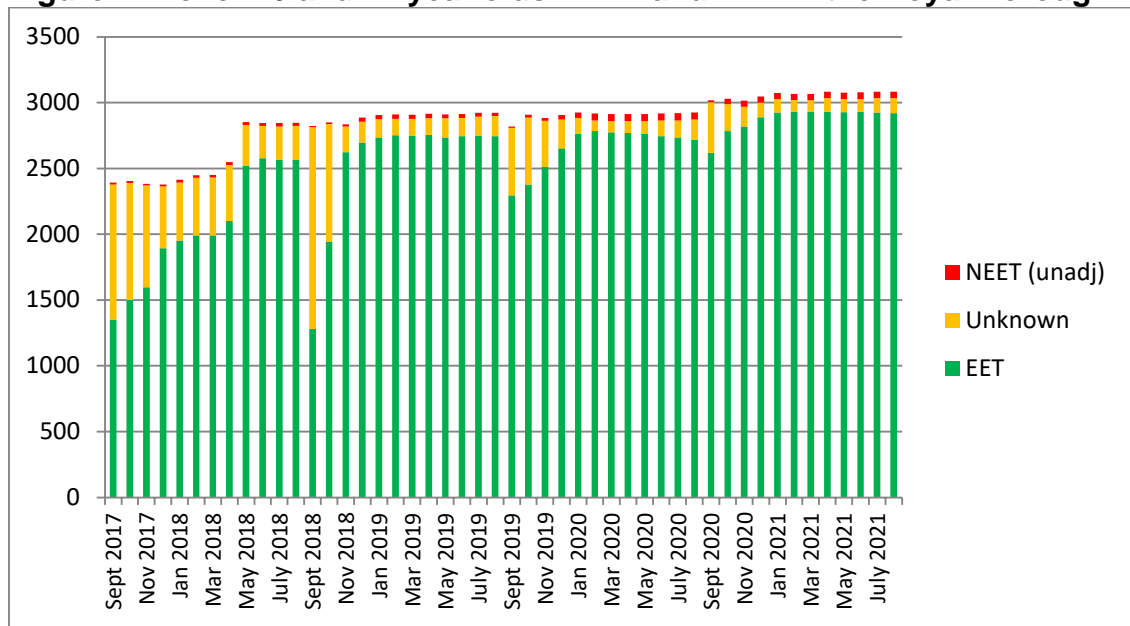
employment (95%) is similar to national (94%) and South East (94%) figures.

- **Types of Institution - at the end of Key Stage 4.** The proportion of Royal Borough pupils in school sixth forms (60%) continues to be well above national (37%) and South East (38%) figures.
- **Disadvantaged pupils – at the end of Key Stage 4.** The proportion of disadvantaged students in the Royal Borough in sustained education or employment was 88%, similar to national (88%) and South East (87%) figures.
- **Education and employment – at the end of Key Stage 5.** The proportion of students from the Royal Borough’s school sixth forms who were recorded as being in sustained education and/or employment in the year after A-levels is 91%; three percentage points above the national and South East figures.
- **Disadvantaged pupils – at the end of Key Stage 5.** The proportion of KS5 students in Royal Borough schools and colleges who were disadvantaged and in sustained education and/or employment/training is 72%, equal to the national figure. The Royal Borough’s disadvantaged cohort at Key Stage 5 is very small, so each student is just under 2% of the figures.

Young people Not known to be in Education, Employment & Training (NEET)

2.45 Figure 1 shows the numbers of RBWM 16–17-year-olds identified as NEET (not in Education, Employment and Training), EET (in Education, Employment and Training) and the number for which the information is unknown from September 2017.

**Figure 1: No. of 16 and 17 year olds NEET and EET in the Royal Borough**



2.46 The percentage of NEET and Unknown is now 5.3% which is just below the England average of 5.4%

2.47 The percentage unknown was 3.7% for August 2021. This is higher than the England average of 2.3% for the same period. RBWM now uses the same processes as Richmond and Kingston since moving to Achieving for Children and the proportion of ‘unknown’ has fallen from 19.7% in 2017.

### Social Emotional Mental Health Service

- 2.48 The SEMH intervention service was established in September 2019 to reduce the risk of primary permanent exclusions and increase capacity within the primary schools across the Borough. The data in 2.34 suggests this is beginning to have an impact.
- 2.49 Schools Forum recognised a need for investment for the SEND strategy to enable the RBWM to develop a new policy and approach to the provision of the educational support within the high needs block.
- 2.50 In November 2018, it was agreed by Schools Forum, following a consultation with schools, to complete a 0.5% block transfer from the Schools block to the high needs block for the financial year 2018-19 (£416,000 in total) to support the SEMH three-year programme.
- 2.51 Since then, the service has supported 23 pupils who were at risk of exclusion across all phases of school. No pupil who has received support from the service has been excluded. There has been no exclusion of any other pupil in primary (not on the programme) since the services began.
- 2.52 The project has evolved to include a secondary model that has been purchased through a Buy Back initiative by 2 middle and 2 secondary schools over the academic year 2021/22.
- 2.53 55 SEMH leads attended the September SEMH Network Meeting in person. This resulted in a greater understanding of the Borough-wide initiative for the Online Boxall Profile and revisited the Head Teacher training delivered by Paul Dix in 2019 to senior leaders.
- 2.54 The Boxall Profile provides a framework for the precise assessment of children and young people's social and emotional aptitudes. It provides school staff with insights and suggests points of entry to engage the pupil in learning by meeting their Social, Emotional and Mental Health needs, allowing teachers to think about what lies behind their student's behaviour, and how to plan accordingly.

### Next steps

- Initial funding for the SEMH intervention Project concludes April 2022. The Schools' Forum have indicated the desire to ensure sustainability and funding for this initiative and include the additional support outlined in this appendix.
  - An evaluation of the additional support and Secondary buy back initiative will take place at the end of this academic year.
  - Continued promotion of the Online Boxall Profile.
  - Evaluation of impact of the SEMH Network Meetings through feedback. In addition, the opportunity for 2 Virtual meetings to act as an SEMH surgery to discuss individual cases between schools under the direction of the SEMH Coordinator will be trailed.
- 2.55 Please see Appendix 3 for a full breakdown and analysis of the SEMH service.

### SEND Services

- 2.56 The SEND service is responsible for carrying out statutory Education, Health & Care Assessments of children and young people with significant special

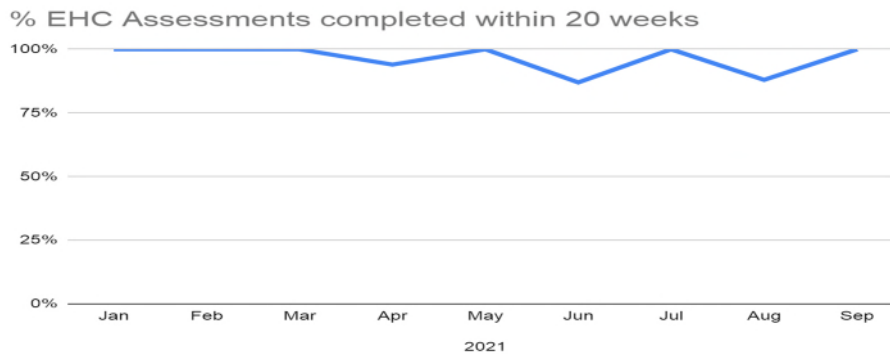
educational needs in our Borough. Its main role is arranging SEN provision and placement for all Children and Young People (CYP) with Education, Health & Care Plans (EHCP) along with coordinating multi-agency EHC Assessments for those CYP who require significant additional educational support.

**Table 2: Primary EHCP need in the Royal Borough**

Primary Need	Total Pupil No	Total Pupil No.	% Increase/ Decrease
	Jan -20	Dec -21	
Autistic Spectrum Disorder	357	392	10
Social, Emotional and Mental Health	133	177	33
Hearing Impairment	21	16	-24
Moderate Learning Difficulty	96	85	-11
Multi-Sensory Impairment	0	0	0
Physical Disability	57	58	2
Profound & Multiple Learning Difficulty	19	16	-16
Speech, Language and Communication	163	176	8
Severe Learning Difficulty	18	17	-6
Specific Learning Difficulty	49	46	-6
Visual Impairment	12	13	8
Other	45	39	13
<b>Total</b>	<b>970</b>	<b>1035</b>	<b>+6.7</b>

- 2.57 The highest frequency primary need in our Borough is Autism, followed by Speech & Language Needs and Social, Emotional and Mental Health Difficulties. See table 2 for full Borough breakdown of need for CYP with EHCPs.
- 2.58 The majority of CYP with EHCPs are placed in state-funded mainstream and special schools and Further Education colleges, with around 38% in mainstream schooling, 24% in state-funded special schools and 14% in Further Education colleges. The remaining are placed in Early Years settings in the Private and voluntary sector and Alternative provision.
- 2.59 The remaining (around 12%) of CYP with EHCPs are educated in the independent sector, which represents the highest cost placements and accounts for 26% of the overall High Needs block expenditure.
- 2.60 The percentage of EHC assessment completed within the 20-week statutory timescale remains in the 90%-100% range. This includes during the pandemic period. See figure 2 for timeline.

**Figure 2: % of EHCP assessments completed within 20 weeks**



**Wave 13 Covid-19 LA SEND Service Data Collection – Key Findings**  
**29/11/21**

*Based on the data received from 106 responding Local Authorities:*

- Workforce capacity issues continue to be frequently reported by several Local Authorities, with reported impacts on meeting statutory timeframes. This includes educational psychologist and SEN team capacity as well as that of health professionals following residual impacts of the Covid-19 pandemic.
- 2.61 This graph indicates times of pressure in the annual cycle and an Annual Review Officer has recently been appointed to monitor and improve the completion rate of EHCP reviews and measure our compliance with statutory annual review timeframes.
- 2.62 For comparison, the most recent national data collection for SEND in November reports that “Of the 3,556 final EHC plans excluding exception cases issued in October 2021, 1,850 (52%) were issued within 20 weeks of the initial request (down from 56% in September). There was a range of performance on this measure, with 35% of responding LAs reporting 80% of final plans were issued within 20 weeks (down from 38% in September 2021)”.
- 2.63 The service will continue to focus on minimising the number of children with an EHCP who are not able to access all of the provision in their plan. This typically occurs when schools struggle to provide the required services and relationships breakdown as a result, with the young person then not in school enough of the time. The SEND team challenge this through actions such as:
- Ensuring schools follow the statutory SEN process and arranging interim reviews to discuss placement concerns rather than moving to exclude pupils.
  - Closer monitoring of annual reviews to more proactively identify where changes to placements or provision may be needed for SEN pupils.
  - Regular monitoring of placements at risk / pupils out of education through fortnightly team discussions
  - Continuing to look for long term placement solutions for those children in interim/alternate placements

### Resource Base Investments

- 2.64 Two Resource Provisions were opened in September 2021 to support primary aged pupils who have an Education Health and Care Plan (EHCP) with Autism Spectrum Disorder (ASD) as the primary need. One is at the Dedworth First/Middle School campus and the other on the Furze Platt Primary Federation campus. In September 2021, eight places were commissioned at each provision with an increase to 10 places in September 2022.
- 2.65 Expectations of the host school, and of the Local Authority, including commissioning numbers are set out in a Service Level Agreement which will be reviewed on an annual basis.
- 2.66 Pupils are expected to eventually spend at least 50% of their time in school in the mainstream classrooms alongside their peers. Additional, bespoke support is provided for the remainder of the time in the Resource Provision, in smaller groups or 1:1. Targeted training has been provided for all school staff from staff at Shine, the secondary ASD Resource Provision based at Furze Platt Secondary School.
- 2.67 This additional capacity ensures that fewer pupils need to be placed in specialist settings, possibly in an Out of Borough independent school. It has also eased the pressure for places at Manor Green School which are needed for pupils on the ASD spectrum but with more complex learning needs.
- 2.68 As a part of an annual quality assurance process conducted by the Local Authority, the schools have been visited by the SEND consultant and the Area SENCO for a readiness to open meeting. A quality assurance audit report completed by the school informs this process and during the visit areas for further development are agreed. There will be a second monitoring visit later in the year, during the summer term.
- 2.69 In the summer term, a report will be written to School Forum summarising the visits to the 6 RBWM Resource Bases to demonstrate the quality assurance process and to ensure that expenditure on these bases, is value for money.
- 2.70 South Ascot Village School has submitted an expression of interest in opening an SEN Unit for pupils with slightly more complex ASD needs. In this provision, pupils are likely to be spending more than 50% of their time in the Unit rather than the mainstream school. This provides the time to deliver the additional support that the pupils require.
- 2.71 Please see appendix 4 for a full breakdown and analysis of the SEND service and next steps.

### Update of Statement of Action (SEND)

- 2.72 A Statement of action was written in response to the 2017 RBWM SEND inspection. After a successful revisit in October 2019, we had shown sufficient progress in 6 of the 8 areas for improvement. We are currently under the Department of Education (DFE) monitoring cycle. Our current Accelerated Action Plan (AAP) has been updated and is regularly monitored by the DfE. We were revisited during the pandemic, in March 2020 and again in October 2021. The action plan is implemented and governed through the SEND Steering Board and Implementation Groups.



- 2.73 Our recent monitoring letter from the DfE is positive regarding progress especially in the areas of education (See appendix 5). We are working with Health colleagues to improve the last two outstanding statement actions which relate to access to some specialist services and how we jointly develop support services. However, waiting times for Occupational Therapies (OT) and Speech and Language Therapies (SALT) remain an issue both locally and East Berkshire wide and a transformative approach is being implemented in addition to one-off waiting list investments by the CCG.

#### Parents and Carers in Partnership

- 2.74 We would like to thank Parents and Carers in Partnership (PaCiP) for their support and active contributions to our strategic work over the past few years. Due to unforeseen circumstances, PaCiP have taken the decision to dissolve the forum. Currently the grant for this organisation is being held by the DfE agency CONTACT who have allocated an associate to work with parents to support the initiation of a new forum. They will be working face-to-face in the region from 11th to 13th January at SEND consultation events and other events such as coffee mornings to connect with local parents. CONTACT will develop and build relationships with local services and organisations including parent led organisations, Healthwatch and Achieving for Children to try to re-establish this crucial forum for parental views.
- 2.75 Achieving for Children are still utilising other methods to gain parental insight and feedback via: schools; the Information, Advice and Support Service (IAS) and local organisations and charities that support parents. The internal processes for parental feedback and communication within RBWM remain open.
- 2.76 The Area SENCo and our SEND Consultant are currently working on improving our SEND services by building a community of practice through initiatives to; support SENCos, share good practice and celebrate inclusion. (appendix: 6).

These include:

- Inclusion Quality Mark or SEND Peer Review
- Annual SEND Conference
- Localised SENCo clusters
- Termly SENCo Leadership Forum
- Cross-phase SEND register moderation Clusters
- The Collaborative responsibility resource and promotional staff meeting
- Consultation events on RBWM's 5-year strategy including, parent/carer meetings, young people's participation day and a business conference to develop the idea of a 'special welcome award'

#### **Summary of key priorities**

- 2.77 Based on the analysis above, the following items are the key priorities for the council to continue to ensure that all pupils in the borough get a great education

<b>Key Priorities</b>	<b>Next Steps</b>
Maintain school improvement focus on all schools	To continue to support schools to maintain and improve their Ofsted ratings and support with ongoing COVID19 concerns
Continued focus on disadvantaged pupil plans and outcomes	Through network meetings, continue to support schools to establish Quality First Teaching approaches for their disadvantaged pupils. Set-up cluster groups of disadvantaged networks to moderate and compare data and share good practice.
Transform therapy services with health for additional needs	The Area SENCo and the SEND Team Manager will continue to work closely with Berkshire Health Foundation Trust (BHFT), CYPIT and CCG colleagues on both a larger East Berkshire Transformation project and a local prototype 'Occupational Therapy (OT) village' project. Some of the recent work has involved: Online training delivered, facilitated by Area SENCo (OT) and face-to-face provision demonstrations in schools (SALT). Representatives from health are in the SEND implementation group work streams as well as the SEND steering board.
DSG finance management	Work on an action plan to address areas of high needs spending including out of borough and Independent places
EHE and exclusions – making sure pupils on the edges are not missing out	The newly appointed EHE coordinator will work closely with all families, children and school where a child is either newly home educated or has been home educated for a period of time to encourage a return to school.  Children who are at risk of exclusion or have been permanently excluded will be supported by the education service including the Inclusion & Access Manager. Support will be provided to help young people access early help and prevention services.  Where a young person is ready to return to mainstream education, the fair access panel will work effectively with all schools to ensure a child returns to mainstream education as quickly as possible.
Establish new parent carer forums	Work with the DfE CONTACT group to re-establish a Parent and Carer forum within RBWM

### **3. KEY IMPLICATIONS**

3.1 There are no key implications arising from this report.

**4. FINANCIAL DETAILS / VALUE FOR MONEY**

4.1 The level of overspend in the High Needs services remains unaffordable for the Council, therefore, it is important that all local partners continue to work to bring the cost of high needs services back in line with the Government grant allocation.

The 2020/21 budget relies on: promoting independence and use of the local education offer; managing increasing demand for services through increased early intervention; working with partners to ensure that everyone involved in a child’s education is confident in supporting children with additional needs; and increasing the amount of local provision, ensuring that provision is aligned to need.

4.2 The financial trajectory will need to be carefully monitored in 2021/22 to ensure that the level of spending on education services is affordable. Schools Forum and schools will have a clear role in monitoring the position and in implementing the plans in partnership

4.3 The DSG conditions of grant 2021/2022 requires that any Local Authority with an overall deficit on its DSG account at the end of the financial year 2020/21, or whose DSG surplus has substantially reduced during the year, must be able to present a plan to the Department for Education (DfE) for managing their future DSG spend.

4.4 Based on current demand, pricing and estimated future grant funding the current projected cumulative deficit for the DSG by 31 March 2023 is in the region of £5m.

**5. LEGAL IMPLICATIONS**

5.1 There are no legal implications arising from this report.

**6. RISK MANAGEMENT**

**Table 6: Impact of risk and mitigation**

Risk	Level of uncontrolled risk	Controls	Level of controlled risk
The school improvement grant, which currently comes to the local authority, could be delegated to schools. This would mean that there is no grant to run a school improvement service.	High	A strong case was provided to the consultation from RBWM, the regional improvement body for children’s social care and the ADCS. However the decision sits with the DfE.	High
The Department for Education (DfE) has	High	No mitigating actions are possible as this	High

Risk	Level of uncontrolled risk	Controls	Level of controlled risk
published its response to the initial teacher training (ITT) market review report.		decision rests with the DfE and RBWM could lose its own ITT programme which has helped with teacher retention in Schools	
PaCiP have taken the decision to dissolve the forum, and this makes consultation with parents harder for services	High	Working with DfE and CONTACT to establish a new parent/carer forum	High
Waiting times for occupational therapy (OT) are increasing. As a result, too many children and young people's needs continue to be unmet.	High	Working closely with commissioners, therapy providers and school settings to broaden training offer and ordinarily available provision for those on the waiting list. An east Berkshire project team has been established to develop a sustainable model	Medium
Lack of specific group data for analysis	Medium	Through the pandemic some additional project work was done on outcomes for all. The PP network will look to share that good practice so that pupils don't get left behind.	Low

## 7. POTENTIAL IMPACTS

- 7.1 Equalities. Equality Impact Assessments are published on the [council's website](#). An Equalities Impact Assessment (EqIA) is attached at Appendix E.
- 7.2 Climate change/sustainability. There are no climate change/sustainability risks arising from this report.
- 7.3 Data Protection/GDPR. There are no data protection or GDPR implications arising from this report.

## 8. CONSULTATION

- 8.1 No consultation has been required for the completion of this report. Consultation will be sourced with stakeholders such as Youth Council and Parents for ongoing improvements

## 9. TIMETABLE FOR IMPLEMENTATION

- 9.1 No Implementations arising from this report.

## 10. APPENDICES

- 10.1 This report is supported by 7 appendices:

### Contained in paper copies

- Appendix 1: The Education Data Pack 2020-21
- Appendix 2: Permanent Exclusion Service
- Appendix 3: SEMH Service
- Appendix 4: SEND Service
- Appendix 5: AAP review monitoring visit
- Appendix 6: Area SENCo Service
- Appendix 7: Final-ITT-Market-Review-statement-December-2021-1.pdf

### Electronic only

- Appendix E - Equalities Impact Assessment (EqIA).

## 11. BACKGROUND DOCUMENTS

- 11.1 This report is supported by 0 background documents:

## 12. CONSULTATION

Name of consultee	Post held	Date sent	Date returned
Mandatory:	Statutory Officers (or deputy)		
Adele Taylor	Executive Director of Resources/S151 Officer	16/12/21	20/12/21
Emma Duncan	Deputy Director of Law and Strategy / Monitoring Officer	16/12/21	01/01/22
Deputies:			
Andrew Vallance	Head of Finance (Deputy S151 Officer)		
Elaine Browne	Head of Law (Deputy Monitoring Officer)		

Karen Shepherd	Head of Governance (Deputy Monitoring Officer)		
Other consultees:			
Directors (where relevant)			
Duncan Sharkey	Chief Executive	16/12/21	07/01/22
Andrew Durrant	Executive Director of Place	16/12/21	
Kevin McDaniel	Executive Director of Children's Services	09/12/21	16/12/21
Hilary Hall	Executive Director of Adults, Health and Housing	16/12/21	16/12/21

Confirmation relevant Cabinet Member(s) consulted	Deputy Chairman of Cabinet, Adult Social Care, Children's Services, Health and Mental Health	Yes
---	--	-----

## REPORT HISTORY

Decision type:	Urgency item?	To follow item?
Key decision: <b>No</b>	<b>No</b>	No

Report Author: Clive Haines, School Leadership Development Manager
--

# ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD

## EQUALITY IMPACT ASSESSMENT

### EqlA : Standards and Quality of Education – A Review of the Academic Year 2020-21 (Pre and post pandemic)

#### Essential information

Items to be assessed: (please mark 'x')

Strategy		Policy		Plan		Project		Service/Procedure	x
----------	--	--------	--	------	--	---------	--	-------------------	---

Responsible officer	Clive Haines	Service area	Education	Directorate	Children Services
---------------------	--------------	--------------	-----------	-------------	-------------------

<b>Stage 1: EqlA Screening (mandatory)</b>	Date created: 10/01/2022	<b>Stage 2 : Full assessment (if applicable)</b>	Date created : xx/xx/xxxx
--	--------------------------	--	---------------------------

Approved by Head of Service / Overseeing group/body / Project Sponsor:

*"I am satisfied that an equality impact has been undertaken adequately."*

Signed by (print): Clive Haines

Dated: 10/01/2022

# ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD

## EQUALITY IMPACT ASSESSMENT

### **EqlA : Standards and Quality of Education – A Review of the Academic Year 2020-21 (Pre and post pandemic)**

#### **Guidance notes**

##### **What is an EqlA and why do we need to do it?**

The Equality Act 2010 places a 'General Duty' on all public bodies to have 'due regard' to:

- Eliminating discrimination, harassment and victimisation and any other conduct prohibited under the Act.
- Advancing equality of opportunity between those with 'protected characteristics' and those without them.
- Fostering good relations between those with 'protected characteristics' and those without them.

EqlAs are a systematic way of taking equal opportunities into consideration when making a decision, and should be conducted when there is a new or reviewed strategy, policy, plan, project, service or procedure in order to determine whether there will likely be a detrimental and/or disproportionate impact on particular groups, including those within the workforce and customer/public groups. All completed EqlA Screenings are required to be publicly available on the council's website once they have been signed off by the relevant Head of Service or Strategic/Policy/Operational Group or Project Sponsor.

##### **What are the “protected characteristics” under the law?**

The following are protected characteristics under the Equality Act 2010: age; disability (including physical, learning and mental health conditions); gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

##### **What's the process for conducting an EqlA?**

The process for conducting an EqlA is set out at the end of this document. In brief, a Screening Assessment should be conducted for every new or reviewed strategy, policy, plan, project, service or procedure and the outcome of the Screening Assessment will indicate whether a Full Assessment should be undertaken.

##### **Openness and transparency**

RBWM has a 'Specific Duty' to publish information about people affected by our policies and practices. Your completed assessment should be sent to the Strategy & Performance Team for publication to the RBWM website once it has been signed off by the relevant manager, and/or Strategic, Policy, or Operational Group. If your proposals are being made to Cabinet or any other Committee, please append a copy of your completed Screening or Full Assessment to your report.



# ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD

## EQUALITY IMPACT ASSESSMENT

### **EqlA : Standards and Quality of Education – A Review of the Academic Year 2020-21 (Pre and post pandemic)**

#### **Enforcement**

Judicial review of an authority can be taken by any person, including the Equality and Human Rights Commission (EHRC) or a group of people, with an interest, in respect of alleged failure to comply with the general equality duty. Only the EHRC can enforce the specific duties. A failure to comply with the specific duties may however be used as evidence of a failure to comply with the general duty.

#### **Stage 1 : Screening (Mandatory)**

##### **1.1 What is the overall aim of your proposed strategy/policy/project etc and what are its key objectives?**

*Schools and settings were closed from March – June 2020 and again in January – March 2021 to all pupils except for children of critical workers, pupils known to social care and those the school leaders deemed otherwise vulnerable.*

*Remote learning was put in place for all pupils not attending school, Ofsted inspections were postponed and the Department of Education cancelled all primary SATs testing and, in secondary schools, A-levels and GCSEs were teacher-assessed.*

*This report sets out the progress across the Borough's schools during the pandemic, summarising the available qualitative and quantitative data that is contained in the Education Pack 2020-21 and other appendices. It is of note that attainment data has not been published nationally for specific groups of pupils and the results are not comparable to pre-pandemic years.*

*This report outlines some of the support provided by the Education Service and the next priority steps for continued improvement in education to give all pupils the best chance of success.*

# ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD

## EQUALITY IMPACT ASSESSMENT

### **EqlA : Standards and Quality of Education – A Review of the Academic Year 2020-21 (Pre and post pandemic)**

**1.2 What evidence is available to suggest that your proposal could have an impact on people (including staff and customers) with protected characteristics? Consider each of the protected characteristics in turn and identify whether your proposal is Relevant or Not Relevant to that characteristic. If Relevant, please assess the level of impact as either High / Medium / Low and whether the impact is Positive (i.e. contributes to promoting equality or improving relations within an equality group) or Negative (i.e. could disadvantage them). Please document your evidence for each assessment you make, including a justification of why you may have identified the proposal as “Not Relevant”.**

# ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD

## EQUALITY IMPACT ASSESSMENT

### EqlA : Standards and Quality of Education – A Review of the Academic Year 2020-21 (Pre and post pandemic)

Protected characteristics	Relevance	Level	Positive/negative	Evidence
<b>Age</b>	Not Relevant			The Service focuses on the provision needed to meet the required support in schools and settings. There are no decisions relating to this characteristic.
<b>Disability</b>	Not Relevant			The Service focuses on the provision needed to meet the required support in schools and settings. There are no decisions relating to this characteristic.
<b>Gender re-assignment</b>	Not Relevant			The Service focuses on the provision needed to meet the required support in schools and settings. There are no decisions relating to this characteristic.
<b>Marriage/civil partnership</b>	Not Relevant			The Service focuses on the provision needed to meet the required support in schools and settings. There are no decisions relating to this characteristic.
<b>Pregnancy and maternity</b>	Not Relevant			The Service focuses on the provision needed to meet the required support in schools and settings. There are no decisions relating to this characteristic.
<b>Race</b>	Not Relevant			The Service focuses on the provision needed to meet the required support in schools and settings. There are no decisions relating to this characteristic.]
<b>Religion and belief</b>	Not Relevant			The Service focuses on the provision needed to meet the required support in schools and settings. There are no decisions relating to this characteristic.
<b>Sex</b>	Not Relevant			The Service focuses on the provision needed to meet the required support in schools and settings. There are no decisions relating to this characteristic.
<b>Sexual orientation</b>	Not Relevant			The Service focuses on the provision needed to meet the required support in schools and settings. There are no decisions relating to this characteristic.

# ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD

## EQUALITY IMPACT ASSESSMENT

### EqlA : Standards and Quality of Education – A Review of the Academic Year 2020-21 (Pre and post pandemic)

#### Outcome, action and public reporting

Screening Assessment Outcome	Yes / No / Not at this stage	Further Action Required / Action to be taken	Responsible Officer and / or Lead Strategic Group	Timescale for Resolution of negative impact / Delivery of positive impact
Was a significant level of negative impact identified?	No			
Does the strategy, policy, plan etc require amendment to have a positive impact?	No			

If you answered **yes** to either / both of the questions above a Full Assessment is advisable and so please proceed to Stage 2. If you answered “No” or “Not at this Stage” to either / both of the questions above please consider any next steps that may be taken (e.g. monitor future impacts as part of implementation, re-screen the project at its next delivery milestone etc).

# ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD

## EQUALITY IMPACT ASSESSMENT

### EqlA : Standards and Quality of Education – A Review of the Academic Year 2020-21 (Pre and post pandemic)

#### Stage 2 : Full assessment

#### 2.1 : Scope and define

**2.1.1 Who are the main beneficiaries of the proposed strategy / policy / plan / project / service / procedure? List the groups who the work is targeting/aimed at.**

--

**2.1.2 Who has been involved in the creation of the proposed strategy / policy / plan / project / service / procedure? List those groups who the work is targeting/aimed at.**

--

# ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD

## EQUALITY IMPACT ASSESSMENT

### EqlA : Standards and Quality of Education – A Review of the Academic Year 2020-21 (Pre and post pandemic)

#### 2.2 : Information gathering/evidence

**2.2.1 What secondary data have you used in this assessment?** *Common sources of secondary data include: censuses, organisational records.*

**2.2.2 What primary data have you used to inform this assessment?** *Common sources of primary data include: consultation through interviews, focus groups, questionnaires.*

**Eliminate discrimination, harassment, victimisation**

# ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD

## EQUALITY IMPACT ASSESSMENT

### EqlA : Standards and Quality of Education – A Review of the Academic Year 2020-21 (Pre and post pandemic)

Protected Characteristic	Advancing the Equality Duty : Does the proposal advance the Equality Duty Statement in relation to the protected characteristic (Yes/No)	If yes, to what level? (High / Medium / Low)	Negative impact : Does the proposal disadvantage them (Yes / No)	If yes, to what level? (High / Medium / Low)	Please provide explanatory detail relating to your assessment and outline any key actions to (a) advance the Equality Duty and (b) reduce negative impact on each protected characteristic.
Age					
Disability					
Gender reassignment					
Marriage and civil partnership					
Pregnancy and maternity					
Race					
Religion and belief					
Sex					
Sexual orientation					

39

Advance equality of opportunity

# ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD

## EQUALITY IMPACT ASSESSMENT

### EqlA : Standards and Quality of Education – A Review of the Academic Year 2020-21 (Pre and post pandemic)

Protected Characteristic	Advancing the Equality Duty : Does the proposal advance the Equality Duty Statement in relation to the protected characteristic (Yes/No)	If yes, to what level? (High / Medium / Low)	Negative impact : Does the proposal disadvantage them (Yes / No)	If yes, to what level? (High / Medium / Low)	Please provide explanatory detail relating to your assessment and outline any key actions to (a) advance the Equality Duty and (b) reduce negative impact on each protected characteristic.
Age					
Disability					
Gender reassignment					
Marriage and civil partnership					
Pregnancy and maternity					
Race					
Religion and belief					
Sex					
Sexual orientation					



# ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD

## EQUALITY IMPACT ASSESSMENT

### EqlA : Standards and Quality of Education – A Review of the Academic Year 2020-21 (Pre and post pandemic)

#### Foster good relations

Protected Characteristic	Advancing the Equality Duty : Does the proposal advance the Equality Duty Statement in relation to the protected characteristic (Yes/No)	If yes, to what level? (High / Medium / Low)	Negative impact : Does the proposal disadvantage them (Yes / No)	If yes, to what level? (High / Medium / Low)	Please provide explanatory detail relating to your assessment and outline any key actions to (a) advance the Equality Duty and (b) reduce negative impact on each protected characteristic.
Age					
Disability					
Gender reassignment					
Marriage and civil partnership					
Pregnancy and maternity					
Race					
Religion and belief					
Sex					
Sexual orientation					

41

**2.4 Has your delivery plan been updated to incorporate the activities identified in this assessment to mitigate any identified negative impacts? If so please summarise any updates.**

# ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD

## EQUALITY IMPACT ASSESSMENT

### **EqlA : Standards and Quality of Education – A Review of the Academic Year 2020-21 (Pre and post pandemic)**

*These could be service, equality, project or other delivery plans. If you did not have sufficient data to complete a thorough impact assessment, then an action should be incorporated to collect this information in the future.*

# **RBWM**

## **Education Data Pack**

---

### **Academic Year 2020 – 2021**

## CONTENTS

	<b>Page</b>
Executive Summary	1
Section 1: School Ofsted Inspections	3
Section 2: Overall Educational Attainment – Not available at LA and School level during Pandemic Years 2020 and 2021	N/A
Section 3: Primary Attainment and Progress – Not available at LA and School level during Pandemic Years 2020 and 2021	N/A
Section 4: Secondary Attainment, Progress and Projections	7
Section 5: Post 16 Attainment – Not available at LA and School level during Pandemic Years 2020 and 2021	N/A
Section 6: Performance of Pupil Groups – Not available at LA and School level during Pandemic Years 2020 and 2021	N/A
Section 7: Absence	9
Section 8: Exclusions	11
Section 9: Pupil Destinations	15
Section 10: NEET Data	19

## **EXECUTIVE SUMMARY**

This Education Data pack covers the latest academic year September 2020 to June 2021. There was no Data Pack produced for the previous academic year (September 2019 to June 2020) during the initial months of the coronavirus pandemic. Since March 2020 schools have been disrupted and data is not always available. The data presented in this pack reflects latest available data and explanations for missing data are given section by section.

### **SUMMARY OF KEY DATA**

#### **1 School Ofsted Inspections**

- 1.1 The number of RBWM schools given an Ofsted judgement of good or outstanding has increased in the 2019/20 academic year to 94% (from 91%) while nationally it has remained at 86%.
- 1.2 A phased return to routine inspection began September 2020 after six months without inspections. Since then, Ofsted have made visits to schools, colleges and other further education and skills providers to look at how they are managing, to help them with collaborative conversations, and to report on the picture across England. The full programme of graded school inspections resumed in autumn 2021.

#### **2 Educational Attainment Data**

- 2.1 As part of steps taken in response to the coronavirus (COVID-19) pandemic, the government announced that all statutory key stage 1 and 2 assessments, tests and GCSEs, AS levels, A levels, other regulated general qualifications and some vocational and technical qualifications due to take place in schools and colleges in England in summer 2020 and in spring and summer 2021 would not go ahead as planned.
- 2.2 Qualification grades achieved using alternative assessment arrangements in 2020 and 2021 will not be used to produce the normal suite of institution level performance measures (for example Attainment 8, or level 3 value added) and Qualification Achievement Rates (QARs).
- 2.3 As in 2020, the DfE will not publish institution level data based on 2021 key stage 1 and 2 assessments, tests, GCSEs, AS levels, A levels, other regulated general qualifications, or vocational and technical qualifications. QARs for 2020 to 2021 will also not be published at institution level.
- 2.4 This data will not be available for others, such as Ofsted, Regional Schools Commissioners (RSCs) or local authorities, to use to hold schools and colleges to account.
- 2.5 Consequently, there is no educational attainment data published at LA or school level for this Data Pack. Sections 2,3,5 and 6 have no data this academic year.
- 2.6 For GCSEs the DfE published headline attainment statistics only which likely reflect the changed method for awarding grades. Nationally 51.9% of pupils

achieved a grade 5 or higher in both English and maths. This is an 8.7 percentage point increase (from 43.2%) in comparison with 2018/19. 55.7% of RBWM pupils achieved this a 7-percentage point increase from 2018/9.

- 2.7 National headlines only were published for 16 – 19 attainment. The average A grade achieved in 2020/21 increased to a B grade from a C+ in 2018/19 (33.77 points to 41.6 points)

### **3 Pupil absence**

- 3.1 The first absence data collected via the school census covering the pandemic is for the autumn term 2020. RBWM absences for autumn term 2020/21 were 4.2% below the national rate of 4.7%. There were a further 4.9% of sessions missed for reasons relating to Coronavirus but this is below the national figure of 7%. (Section 7).

### **4 Pupil exclusions**

- 4.1 The number of permanent exclusions in RBWM has fallen in 2019/20 to 21 pupils (0.09% of total pupils). Nationally 6 students in every 10,000 (0.06%) were excluded. (Section 8.2 Table 8a). The 2019/20 academic year includes the start of the pandemic when, from 23 March, school sites were closed for all but those children of critical workers and vulnerable children, with others being educated remotely. Permanent exclusions and suspensions were possible throughout the full academic year but comparisons to previous years should be treated with caution.

### **5 Pupil destinations and not in education employment or training (2019/20)**

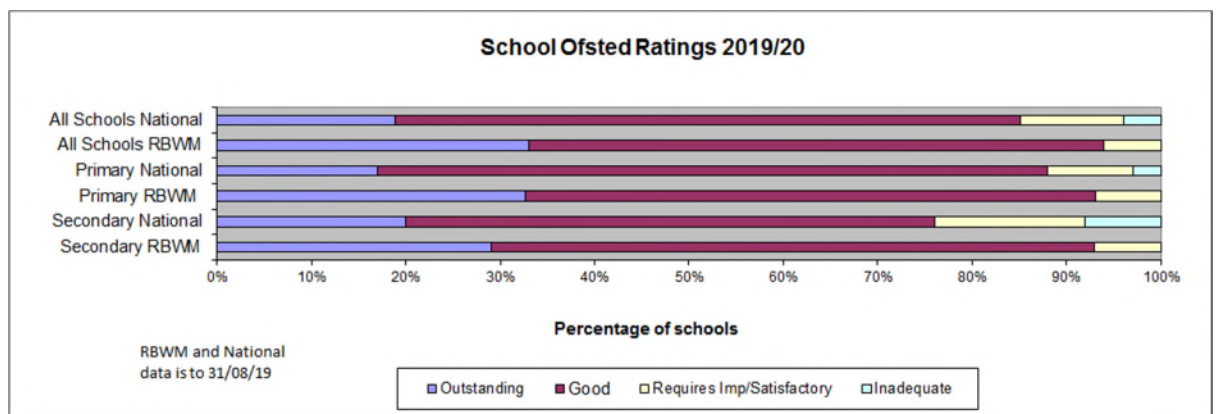
- 5.1 The analysis of pupil destinations shows:
- 5.2 At the end of Key Stage 4, 94% of RBWM students went on to, or remained in, education or employment, which is similar to the national (Section 9.1).
- 5.3 At the end of Key Stage 5, 58% of RBWM school pupils progressed to UK Higher Education Institutions. (Section 9 Table 9c)
- 5.4 The average number of young people who were known to be not in education employment or training (NEET) during the 3 months to August 2021 was 49; this represents 1.6% of the cohort. This is lower than the England average for the same period of 3.1%.
- 5.5 The % unknown is 3.7% which has come down from 19.7% in the 2017 but is still above the national average of 2.3% for the same period. (Section 10.5). RBWM now uses the same processes as Richmond and Kingston since moving to Achieving for Children and the proportion of 'unknown' has fallen from 19.7% in 2017.

## SECTION 1 - SCHOOL OFSTED INSPECTIONS

### ALL SCHOOLS

- 1.1 On 25 March 2020, the Secretary of State for Education wrote to Her Majesty's Chief Inspector, suspending routine inspection activity from March 2020 due to the Covid pandemic. A phased return to routine inspection began September 2020. Since then, Ofsted have made visits to schools, colleges and other further education and skills providers to look at how they are managing, to help them with collaborative conversations, and to report on the picture across England
- 1.2 The full programme of graded school inspections resumes in autumn 2021. Some monitoring inspections under the education inspection framework restarted on 4 May 2021.
- 1.3 The last academic year for which schools were inspected was 2019/20. Since then, RBWM has received only monitoring visits in the summer term of 2021. The number of RBWM schools given an Ofsted judgement of good or better has increased in the 2019/20 academic year to 94% (from 91%) while nationally it remained at 86%.

**Table 1a School Ofsted Ratings 2019/20**



### NURSERY SCHOOLS

- 1.4 No nursery schools have been inspected.

### PRIMARY AGE SCHOOLS

- 1.5 Overall, 93% of primaries were rated good or outstanding at the end of academic year 2019/20.
- 1.6 Eight RBWM primary age schools were inspected in the academic year 2019/20, of which one improved its rating, five remained the same and two decreased.

### **SECONDARY AGE SCHOOLS (including middle schools for Ofsted purposes)**

- 1.7 93% of all RBWM secondary schools were rated good or outstanding at the end of the academic year 2019/20. One middle school improved its rating. RBWM is well above the national figure of 76% at the end of the 2019/20 academic year.
- 1.8 The Alternative Provision was inspected and improved its rating to Good.

### **OFSTED CHARTS**

- 1.9 The Ofsted status table (Data Pack Figure 1a) shows percentage of schools by category and type for the academic year 2019/20.
- 1.10 The Ofsted visit table (Data Pack Figure 1b) gives the latest visit and status by School
- 1.11 In the autumn 2021 term three first schools have been inspected but no reports have yet been



Figure 1a Ofsted Status - RBWM Schools Academic Year 2019 - 2020

KEY STATISTICS (ofsted format)		Outstanding			Good			Requires Improvement			Inadequate		
Count	Maintained Schools	RBWM		National	RBWM		National	RBWM		National	RBWM		National
3	Nursery Schools	3	100%	63%	0	0%	35%	0	0%	1%	0	0%	0%
31	Primary Schools	8	26%	16%	21	68%	75%	2	6%	8%	0	0%	1%
1	Middle	0	0%	16%	1	100%	65%	0	0%	15%	0	0%	5%
1	Secondary Schools	0	0%		1	100%		0	0%		0	0%	
1	Special Schools	0	0%	38%	1	100%	55%	0	0%	4%	0	0%	3%
1	Pupil Referral Units	0	0%	16%	1	100%	73%	0	0%	8%	0	0%	2%
Count	Academies	Outstanding			Good			Requires Improvement			Inadequate		
7	Primary Phase(Converters)	2	29%	21%	5	71%	69%	0	0%	9%	0	0%	1%
6	Secondary Phase(Converters)	1	17%	28%	5	83%	56%	0	0%	13%	0	0%	3%
1	Primary (Sponsor-led)	0	0%	8%	1	100%	70%	0	0%	19%	0	0%	3%
3	Middle	0	0%	11%	2	67%	57%	1	33%	25%	0	0%	6%
Count	Free Schools	Outstanding			Good			Requires Improvement			Inadequate		
1	Primary	1	100%	38%	0	0%	56%	0	0%	5%	0	0%	1%
1	Secondary	1	100%	28%	0	0%	55%	0	0%	11%	0	0%	5%
1	Special	0	0%	17%	1	100%	67%	0	0%	4%	0	0%	13%
Count	Academies Historic Inspections only	Outstanding			Good			Requires Improvement			Inadequate		
6	Primary (Converters)	4	67%		1	17%		1	17%		0	0%	
2	Secondary Phase (Converters)	2	100%		0	0%		0	0%		0	0%	
Count		Outstanding			Good			Requires Improvement			Inadequate		
		RBWM		National	RBWM		National	RBWM		National	RBWM		National
38	Maintained schools 31 Aug 2020	11	29%		25	66%		2	5%		0	0%	
58	Current inspected schools 31 Aug 2020	16	28%		39	67%		3	5%		0	0%	
66	All Inspected Schools 31 Aug 2020	22	33%	19%	40	61%	67%	4	6%	10%	0	0%	4%
66	All Inspected Schools 31 Aug 2019	23	35%	20%	37	56%	66%	6	9%	10%	0	0%	4%
	Change (this academic yr)		↓		↑			↓			→		

Currently Inspected Schools

49

National as at 31/8/2020

Schools	Date	All Inspections			Currently Inspected Schools			Maintained Schools			Academies		
		All	Primary	Secondary	All	Primary	Secondary	All	Primary	Secondary	All	Primary	Secondary
% of RBWM Schools Outstanding/Good	31.08.2020	94%	93%	93%	95%	90%	92%	95%	94%	100%	92%	93%	91%
% of Schools in Stats neighbours graded Outstanding/Good	31.08.2020	89%	88%	89%				92%	92%	81%	n/a	n/a	n/a
% of schools in South East graded as Outstanding/Good	31.08.2020	91%	91%	87%				92%	92%	88%	n/a	n/a	n/a
% of Schools in England Outstanding/Good	31.08.2020	86%	88%	76%				91%	91%	81%	n/a	n/a	n/a

Pupils	Date	All Inspections			Currently Inspected Schools			Maintained Schools			Academies		
		All	Primary	Secondary	All	Primary	Secondary	All	Primary	Secondary	All	Primary	Secondary
% of pupils attending RBWM Schools Outstanding/Good	31.08.2020	95%	94%	95%	94%	93%	94%	99%	99%	100%	96%	100%	95%
% of Pupils in Stats neighbours graded Outstanding/Good	31.08.2020	90%	88%	92%				91%	91%	80%	n/a	n/a	n/a
% of Pupils in South East graded as Outstanding/Good	31.08.2020	90%	91%	89%				92%	92%	90%	n/a	n/a	n/a
England % of pupils attending Outstanding/Good Schools	31.08.2019	84%	88%	80%				89%	91%	83%	n/a	n/a	n/a

CiC and Free School Meal pupils	Date	All Inspections			Currently Inspected Schools			Maintained Schools			Academies		
		All	Primary	Secondary	All	Primary	Secondary	All	Primary	Secondary	All	Primary	Secondary
% of RBWM Children in care at Outstanding/Good Schools	31.08.2020	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
% of pupils eligible for FSM in RBWM Schools	12.10.19	6%	7%	6%	7%	7%	6%	8%	7%	11%	6%	6%	6%
% of RBWM FSM pupils at Outstanding/Good RBWM Schools	12.10.19	93%	92%	93%	91%	90%	90%	92%	90%	100%	94%	100%	91%

Improved: Trevelyan, Courthouse, RBWM ALP	3
Same: Queen Anne, St Marys, Kings Court, Wessex, St Michaels	5
Declined: Riverside, Cheapside	2
<b>Total Schools</b>	<b>10</b>

Schools Good/Out	62	94%
Schools RI/Inadeq	4	6%

Stats Neighbour LAs are Bracknell Forest, Bucks, Cambridgeshire, Hants, Herts, Oxon, Surrey, Trafford, West Berks and Wokingham  
 Grey cells give national data by school type  
 South East comprises of 19 LAs

We have 66 schools

**Key Headlines**

94% of RBWM pupils attend Good/Outstanding Schools  
 There have been ten inspections this academic year.

RBWM has a higher percentage of schools Good/Outstanding when compared to the latest Ofsted national picture (86% on 31.08.20)

Inspections this Academic Year 2019/2020 (published reports)	
Autumn Term	5
Spring Term	3
Summer Term	2

Ofsted Visits Academic Year 2019-2020

School Type	School	Overall effectiveness	Inspection Date	Report Date	Type of Establishment	Academy Conversion date	Inspection	
Nursery	Cookham Nursery	Outstanding	23rd January 2018	22nd February 2018	LA Maintained		Current	
	Maidenhead Nursery	Outstanding	12th June 2018	29th June 2018	LA Maintained		Current	
	The Lawns Nursery	Outstanding	14th February 2019	12th March 2019	LA Maintained		Current	
Infant	Alwyn Infants	Good	27th March 2018	27th April 2018	LA Maintained		Current	
	Boyne Hill CE Infant and Nursery	Outstanding	6th June 2013	27th June 2013	LA Maintained		Current	
	Burchetts Green CE Infants	Outstanding	3rd June 2009	19th June 2009	Academy Converter	1st December 2014	Historic Academy	
	Furze Platt Infants	Good	25th September 2014	17th October 2014	LA Maintained		Current	
Junior	All Saints CE Junior	Good	2nd February 2017	2nd March 2017	LA Maintained		Current	
	Courthouse Junior	Good	1st October 2019	11th November 2019	LA Maintained		Current	
	Furze Platt Junior	Outstanding	4th December 2018	9th January 2019	LA Maintained		Current	
Primary	Bisham CE Primary	Requires Improvement	16th March 2016	26th April 2016	Academy Converter	6th September 2017	Historic Academy	
	Braywick Court	Outstanding	7th June 2017	11th July 2017	Free		Current Free	
	Cheapside CE Primary	Good	10th December 2019	22nd January 2020	LA Maintained		Current	
	Cookham Dean CE Primary	Good	8th March 2017	19th April	LA Maintained		Current	
	Cookham Rise Primary	Good	19th April 2017	9th May 2017	LA Maintained		Current	
	Datchet St Mary's Primary	Good	11th September 2018	3rd October 2018	Academy Converter	1st January 2012	Current Academy	
	Holy Trinity CE Primary Cookham	Outstanding	7th October 2015	9th November 2015	LA Maintained		Current	
	Holy Trinity CE Primary Sunningdale	Good	19th June 2018	10th July 2018	LA Maintained		Current	
	Holyport CE Primary	Good	30th April 2019	17th May 2019	Academy Converter	1st June 2016	Current Academy	
	Knowl Hill CE Primary	Outstanding	21st March 2017	3rd May 2017	Academy Converter	1st September 2014	Current Academy	
	Larchfield Primary and Nursery	Good	10th June 2015	3rd July 2015	LA Maintained		Current	
	Lowbrook Primary	Outstanding	29th January 2008	February 2008	Academy Converter	1st April 2011	Historic Academy	
	Oldfield Primary	Outstanding	30th September 2014	22nd October 2014	LA Maintained		Current	
	Riverside Primary	Requires Improvement	12th November 2019	12th December 2019	LA Maintained		Current	
	South Ascot Village School	Good	11th July 2019	29th July 2019	LA Maintained		Current	
	St Edmund Campion Catholic Primary	Outstanding	23rd September 2009	15th October 2009	Academy Converter	6th July 2017	Historic Academy	
	St Francis Catholic Primary	Outstanding	15th January 2013	1st February 2013	Academy Converter	1st September 2015	Historic Academy	
	St Luke's CE Primary	Outstanding	11th October 2017	20th November 2017	Academy Converter	1st December 2014	Current Academy	
	St Mary's Catholic Primary	Good	10th December 2019	13th January 2020	Academy Converter	1st July 2013	Current Academy	
	St Michael's CE Primary	Good	3rd March 2020	12th May 2020	LA Maintained		Current	
	Waltham St Lawrence Primary	Outstanding	31st January 2017	2nd March 2017	LA Maintained		Current	
	Wessex Primary School	Good	25th February 2020	18th March 2020	LA Maintained		Current	
	White Waltham CE	Good	26th February 2019	18th March 2019	Academy Converter	1st September 2012	Current Academy	
	Woodlands Park Primary	Good	8th November 2017	12th December 2017	LA Maintained		Current	
	Wraybury Primary	Good	27th September 2017	19th October 2017	LA Maintained		Current	
	First	Alexander First	Good	3rd October 2017	24th October 2017	LA Maintained		Current
		Braywood CE First	Outstanding	15th February 2011	15th March 2011	LA Maintained		Current
		Clewer Green CE Aided First	Good	12th February 2019	11th March 2019	LA Maintained	1st April 2020	Historic Academy
		Dedworth Green First	Good	6th November 2018	27th November 2018	Academy Converter	1st May 2016	Current Academy
		Eton Porny CE First	Good	3rd October 2018	31st October 2018	Sponsored Academy	1st February 2016	Current Academy
		Eton Wick CE First	Requires Improvement	20th March 2018	23rd April 2018	LA Maintained		Current
		Hilltop First	Outstanding	27th May 2010	21st June 2010	LA Maintained		Current
		Homer First	Good	25th January 2017	22nd February 2017	LA Maintained		Current
King's Court First		Good	3rd March 2020	24th June 2020	LA Maintained		Current	
Oakfield First		Good	6th November 2018	27th November 2018	LA Maintained		Current	
St Edward's Catholic First		Outstanding	26th February 2009	16th March 2009	LA Maintained		Current	
The Queen Anne Royal Free CE Controlled First		Good	24th September 2019	18th October 2019	LA Maintained		Current	
The Royal (Crown Aided)		Good	12th October 2016	8th November 2016	LA Maintained		Current	
Trinity St Stephen CE Aided First		Good	22nd November 2017	3rd January 2018	LA Maintained		Current	
Middle (deemed secondary) Schools		Dedworth Middle	Requires Improvement	30th October 2018	23rd November 2018	Academy Converter	1st May 2016	Current Academy
	St Edward's Royal Free Ecumenical Middle	Good	6th June 2017	11th July 2017	LA Maintained		Current	
	St Peter's CE Middle	Good	13th September 2017	12th October 2017	Academy Converter	1st November 2014	Current Academy	
Secondary School	Trevelyan Middle	Good	1st October 2019	11th November 2019	Academy Converter	1st November 2016	Current Academy	
	Altwood Church of England	Good	11th October 2017	22nd November 2017	Academy Converter	1st July 2012	Current Academy	
	Charters	Outstanding	4th November 2009	December 2009	Academy Converter	1st October 2012	Historic Academy	
	Churchmead CE (VA) School	Good	2nd July 2019	19th July 2019	LA Maintained		Current	
	Cox Green	Good	20th September 2018	6th November 2018	Academy Converter	1st December 2011	Current Academy	
	Desborough College	Good	12th February 2019	7th March 2019	Academy Converter	1st October 2012	Current Academy	
	Furze Platt	Good	20th September 2016	18th October 2016	Academy Converter	1st December 2011	Current Academy	
	Holyport College	Outstanding	17th May 2017	26th June 2017	Free		Current Free	
	Newlands Girls	Outstanding	9th October 2018	19th November 2018	Academy Converter	1st October 2015	Current Academy	
	The Windsor Boys'	Good	27th February 2018	18th April 2018	Academy Converter	1st March 2015	Current Academy	
Special	Windsor Girls'	Outstanding	9th May 2013	7th June 2013	Academy Converter	1st March 2015	Historic Academy	
	Manor Green	Good	2nd November 2017	23rd November 2017	LA Maintained		Current	
AP	Forest Bridge	Good	13th June 2018	17th July 2018	Free		Current Free	
	RBWM Alternative Learning Provision (RISE)	Good	19th November 2019	5th December 2019	LA Maintained		Current	

## SECTION 4 – KEY STAGE 4 ATTAINMENT

- 4.1 Due to the impact of the COVID-19 pandemic, the summer exam series was cancelled in both 2020 and 2021, and alternative processes set up to award grades. 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.
- 4.2 Whilst year on year comparisons are not valid for estimating school improvements, they do provide context to the trends seen within the data.
- 4.3. The top-line attainment measures for KS4 are
- the percentage of pupils achieving a grade 5 or above (strong pass) in English (language or literature) and mathematics.
  - the percentage of pupils entering the English Baccalaureate, which is English and mathematics, two sciences, a humanity (specifically history or geography) and a language.
  - The Ebacc average point score measure (APS) across the five pillars of the Ebacc using the pupils best grades. This ensures the attainment of all pupils is recognised, not just those at particular grade boundaries, encouraging schools to enter pupils of all abilities, and support them to achieve their full potential.
  - the Attainment 8 measure, which looks at attainment across 8 subjects including English and Maths (both double counted), three Ebacc subjects and 3 other subjects (which can include additional Ebacc subjects or approved non-GCSEs). This was introduced as a top line measure in 2016 and now uses the new GCSEs (9-1) scores and the points from legacy GCSEs mapped onto the 9 to 1 scale (with 8.5 being the maximum points available for legacy GCSEs).
  - Progress 8 which was introduced as a top line measure in 2016. Data for this has not been published in 2020/21.
- 4.4. The latest headlines are as follows, in 2020/21,
- Nationally 51.9% of pupils achieved a grade 5 or higher in both English and maths. This is an 8.7 percentage point increase (from 43.2%) in comparison with 2018/19. 55.7% of RBWM pupils achieved this a 7-percentage point increase from 2018/9.
  - Nationally 38.7% of pupils were entered into the full Ebacc. This is a decrease of 1.3 percentage points in comparison with the last exam year of 2018/19 when 40% of pupils were entered into the full Ebacc. For

RBWM 48.5% of pupils were entered for the Ebacc down from 50.3% in 2018/9 pre pandemic.

- As higher grades were received across all GCSEs in 2020/21 both the average Attainment 8 and EBacc APS measures have increased compared with 2018/19. The average Attainment 8 score increased by 4.2 points from 46.7 to 50.9 and the EBacc APS increased by 0.38 points from 4.07 to 4.45. For RBWM the attainment 8 increased from 50.2 to 53.8 and the Ebacc APS from 4.53 to 4.82.

## **SECTION 7 - ABSENCE DATA**

### **BACKGROUND**

- 7.1 The first absence data collected via the school census covering the pandemic is for the autumn term 2020. This term coincided with the reopening of schools on 1 September 2020. Schools were expected to be open throughout the whole of the autumn term although in some schools, where there was a case of coronavirus, pupils were sent home in bubbles to self-isolate.
- 7.2 School level data has been collected via the Department's education settings survey on pupil attendance throughout the pandemic, but this data set is derived from pupil level data from which further analysis, such as the amount of time missed, can be derived. The categories of absence in this release match those used on school registers and differ to those used in the education settings survey.

### **ABSENCE DATA**

- 7.3 Data is given on absence as well as where a pupil could not attend school due to COVID 19 (not attending in circumstances related to coronavirus). This includes pupils who were self-isolating, pupils who were advised to shield because they were clinically extremely vulnerable, pupils quarantining after returning from abroad and class bubbles who were sent home and advised to isolate. Schools were advised to record pupils with a confirmed case of coronavirus as absent due to illness.
- The overall national absence rate in Autumn 2020/21 was 4.7%. This was similar to last year (4.9%). For RBWM the overall absence rate was 4.2% below the 4.8% for the previous year. This does not include sessions where pupils were not attending in circumstances related to coronavirus (COVID-19) for which nationally a further 7.0% of sessions were recorded. In RBWM a further 4.9% of sessions were recorded for coronavirus reasons.
  - Despite including illness due to positive coronavirus cases, the national rate of absence due to illness, 2.5%, has decreased compared to last year (2.8%). The trend is the same for RBWM with absence due to illness reducing from 3.1% to 2.7%. This corresponds with Public Health England data showing that cases of flu and other seasonal respiratory illnesses have decreased. Other types of absence, including holiday absence and medical appointments, have also decreased as a likely result of the pandemic.

## **PERSISTENT ABSENCE**

- 7.4 A pupil enrolment is identified as a persistent absentee if they miss 10% or more of their possible sessions. Sessions where a pupil was not attending in circumstances related to coronavirus (COVID-19) are not counted as an absence but do count towards possible sessions as during these sessions these pupils could not attend school.
- 7.5 Nationally 13% of pupils were persistently absent during the autumn term 2020/21 and 11.3% in RBWM.
- 7.6 In recent years, trends have been consistent across school types, however, this year, whilst persistent absenteeism in primary and special schools reduced, there has been an increase in secondary schools nationally, but this has remained flat in RBWM.

## SECTION 8 - EXCLUSIONS DATA

### BACKGROUND

8.1 National comparisons relate to 2019/20 academic year and come from the DfE SFR. National data for 2020/21 is expected to be published in August 2022.

### PERMANENT EXCLUSIONS

8.2 The table gives RBWM exclusions over the last five years.

**Table 8a - Permanent Exclusions**

	RBWM Permanent Exclusions				
	2015/16	2016/7	2017/8	2018/9	2019/20
Number of pupils#	20	20	15	31	20
% of Total pupils	0.09%	0.09%	0.07%	0.14%	0.09%

Source: Exclusions SFR

# SFR rounds total pupil numbers to nearest 10 until 2018/9

- The 2019/20 academic year includes the start of the pandemic when, from 23 March, school sites were closed for all but those children of critical workers and vulnerable children, with others being educated remotely. Permanent exclusions and suspensions were possible throughout the full academic year but comparisons to previous years should be treated with caution.
- The number Permanent Exclusions in RBWM has decreased to 20 in 2019/20.
- The national exclusion rate in 2019/20 (the latest year for which data is available) was 0.06% (i.e., on average 6 students in every 10,000 were permanently excluded).
- In 2019/20 there were 4 permanent Exclusions in the Primary phase. The number of Permanent Exclusions in the Secondary phase was 16 this year

A breakdown of Permanent Exclusions by school and reason code for 2016/7, 2017/8 and 2018/9 and 2019/20 is shown in Table 8b. Permanent Exclusions in independent schools are shown in italics and are included in the totals.

**Table 8b - Permanent Exclusions by reason code**

<b>Academic Year 2016/17</b>		
<b>School</b>	<b>No. of Permanent Exclusions</b>	<b>Reason</b>
Altwood	5	Drugs x4, Other (serious breach of behaviour policy) 1
Charters	1	PAC
Cox Green	6	PDB, PAC, Weapon into school, 3x Other (violence, damage to property, violent threats)
Dedworth Middle	2	PDB, PAA
Furze Platt Junior	1	PDB
Furze Platt Senior	2	VA to adults, PDB
St Lukes Primary	1	PDB
<i>St Pirans</i>	1	<i>PDB</i>
Windsor Boys School	2	Weapon in school, drugs
<b>Total</b>	<b>21</b>	
<b>Academic Year 2017/2018</b>		
<b>School</b>	<b>No. of Permanent Exclusions</b>	<b>Reason</b>
Altwood	2	2 PDB
Charters	1	PDB
Churchmead	1	PAC
Cox Green	4	2x Drugs, 1x PDB, 1x PAC
Desborough	4	1x Drugs, 2x Damage to property, 1x Weapon
Furze Platt Senior	2	1x PAC, 1x PDB
Holyport College	1	Drugs
Newlands Girls School	1	Repeated setting off fire alarm
The Royal Grammar	1	Drugs
Trevelyan Middle School	2	Drugs
Windsor Boys' School	1	PAC
Furze Platt Junior	1	PDB
<b>Total</b>	<b>21</b>	



**Table 8b - Permanent Exclusions by reason code**

<b>Academic Year 2018/2019</b>		
<b>School</b>	<b>No. of Permanent Exclusions</b>	<b>Reason</b>
Altwood	0	-
Desborough	3	1 assault on a child, 1 DR, 1 WR - taking a knife to school
Churchmead	0	-
Cox Green School	8	5 PDB, 2 DR, 1 WR (knife into school)
Windsor Girls	0	-
Charters	1	VA on an adult
Holyport College	2	1 PDB, 1 PAA
Furze Platt Senior School	8	4 x DR, 1 PAC, 3 PDB
Furze Platt Junior school	1	PDB
Furze Platt Infant School	1	PDB
Riverside primary School	1	PAC
Wessex Primary School	2	1 PDB, 1 PAC
Windsor Boys School	3	2 x DR (cocaine), 1 PAC
The Royal First School	1	PDB
<b>Total</b>	<b>31</b>	
<b>Academic Year 2019/20</b>		
<b>School</b>	<b>No. of Permanent Exclusions</b>	<b>Reason</b>
Altwood	1	PA
Bisham	1	PA
Charters	2	PDB
Courthouse	1	PA
Cox Green	2	WR, PA
Dedworth Middle	1	WR
Desborough	3	WR, DA, OT
Furze Platt Senior	5	PDB
Holyport College	1	PD
Larchfield	1	PA
Woodlands Park Primary	1	PDB
School Out of borough	1	DA
<b>Total</b>	<b>20</b>	

**Key:**

PDB – Persistent Disruptive Behaviour  
 VA – Verbal Assault  
 PA – Physical Assault  
 PAC – Physical Assault on child  
 H & S – Health and Safety  
 PA A&C – Physical Assault on Adult and Child  
 WR – Carrying knife  
 DA – Drug and Alcohol  
 OT- Other

## SUSPENSIONS (FTES)

- 8.3 Suspensions were previously known as 'fixed term exclusions'. The most recent suspension data from the school census is shown in Table 8c for 2019/20. As expected, due to school closures, suspensions are substantially lower than in previous years. Previously suspensions had been increasing in number, largely driven by increases in suspensions in secondary schools and to a lesser extent in primary schools. In 2019/20, decreases were seen across all school types.

**Table 8c Fixed Term Exclusions**

<b>Fixed Term Exclusions 19/20</b>		
	<b>Primary</b>	<b>Secondary</b>
<b>Total number of Fixed Term Exclusions</b>	102	511
<b>Number of Pupils who received FTE's</b>	56	316
<b>Total Number of days of FTE's</b>	198	945
<b>Total Fixed Term Exclusions</b>	613	
<b>Total number of Pupils who received a FTE</b>	372	
<b>Total number days of FTE</b>	1143	

- 8.4 The suspension rate in RBWM was 2.69 (269 suspensions per 10,000 pupils compared to 3.8 nationally).

## SECTION 9 - PUPIL DESTINATIONS

### KEY STAGE 4 AND KEY STAGE 5 PUPIL DESTINATIONS 2019/20

The pupil destinations for 2019/20 are taken from the Department of Education Statistical First Release.

#### DESTINATIONS IN THE YEAR AFTER KEY STAGE 4

##### 9.1 Education and employment

The proportion of RBWM students (95%) that went on to, or remained in, education or employment was similar to national (94%) and South East (94%)

##### 9.2 Types of institutions

The proportion of RBWM pupils in school sixth forms (60%) continues to be well above national and South East (37% and 38%).

##### 9.3 Disadvantaged Pupils

The proportion of disadvantaged students at KS4 in sustained education or employment in RBWM was 88%, similar to South East and national (87% and 88%).

**Table 9a - Destinations in the year after Key Stage 4**

	No. of students	Overall Education or Employ't /Training Destinat'n	% in FE College	% in School 6 <sup>th</sup> form	% in 6 <sup>th</sup> form College	Destinat'n not sustained	Activity not captured in data
England	543029	94%	36%	37%	13%	5%	1%
SE	86123	94%	32%	38%	17%	5%	1%
RBWM	1478	95%	26%	60%	4%	4%	1%
England disadv	144025	88%	44%	24%	10%	10%	2%
SE disadv	16740	87%	43%	22%	11%	11%	2%
RBWM disadv	215	88%	36%	38%	5%	10%	2%
England non-disadv	399004	96%	33%	41%	14%	3%	1%
SE non-disadv	69385	96%	29%	42%	18%	3%	1%
RBWM non-disadv	1260	96%	24%	63%	4%	3%	1%

Source DfE SFR

**Table 9b - Destinations in the year after Key Stage 4 – School level data**

	No. of students	Overall Education or Employ't /Training Destination	% in Education	% in apprenticeships	% in employment	Destinat'n not sustained	Activity not captured in data
Altwood	73	90%	81%	4%	5%	7%	3%
Charters	245	95%	92%	2%	2%	4%	x
Churchmead	57	84%	72%	9%	4%	14%	2%
Cox Green	162	96%	88%	4%	4%	2%	1%
Desborough	125	96%	90%	5%	2%	4%	0%
Furze Platt	196	94%	90%	3%	1%	5%	2%
Holyport College	87	94%	93%	1%	0%	1%	5%
Newlands	187	98%	95%	2%	2%	1%	1%
The Windsor Boys	178	93%	87%	4%	2%	4%	3%
Windsor Girls	166	98%	96%	1%	1%	1%	1%

Source DfE Performance Tables

## **DESTINATIONS IN THE YEAR AFTER TAKING A LEVEL/ LEVEL 3 QUALIFICATIONS**

### **9.4 Education and employment**

The proportion of students from RBWM (school sixth forms) recorded in sustained education and/or employment in the year after A levels is 91% three percentage points above South East and national.

### **9.5 Selective institutions**

- RBWM has a far higher proportion of pupils in school sixth forms than nationally. National data shows that students at colleges are much less likely to go to selective institutions. The combined figure for schools and colleges shows RBWM has higher percentages than national going to selective institutions.

### **9.6 Disadvantaged Pupils**

The proportion of KS5 students in RBWM schools and colleges who were disadvantaged and were in sustained education or employment/training is 72% equal to the national figure. The RBWM disadvantaged cohort at Key Stage 5 is very small, so each student contributes around 1/2% to the figures.

**Table 9c - Destinations in the year after Key Stage 5**

	Number of students	Overall Education or Employment /Training Destination	% UK HEducation on Institution	Activity not Captured in Data
England schools	217271	88%	55%	4%
South East schools	36573	88%	51%	4%
RBWM schools	928	91%	58%	3%
England colleges	303932	76%	21%	6%
South East colleges	51719	78%	20%	7%
RBWM colleges	607	76%	11%	8%
England schools & colleges	521203	81%	35%	5%
South East schools & colleges	88292	82%	33%	6%
RBWM schools & colleges	1535	85%	39%	5%
England schools & colleges disad	126437	72%	26%	6%
South East schools & colleges disad	15400	71%	17%	7%
RBWM schools disad	210	72%	21%	8%
England schools & colleges non disadv	394766	84%	38%	5%
South East schools & coll non disadv	72890	85%	36%	6%
RBWM schools & coll non disadv	1325	87%	42%	5%

Source DfE SFR

**Table 9d - Destinations in the year after Key Stage 5 – School level data**

School Name	Number of students	Overall Education or Employment /Training Destination	% UK Education Institution	% in employment
Altwood	84	87%	50%	24%
Charters	190	95%	74%	18%
Cox Green	77	92%	55%	31%
Desborough	58	95%	69%	17%
Furze Platt	124	93%	74%	14%
Holyport College	82	87%	63%	23%
Newlands	109	91%	70%	20%
Windsor Boys	120	88%	50%	31%
Windsor Girls	80	94%	65%	21%
BCA	607	76%	19%	48%

## **BACKGROUND AND TECHNICAL NOTES**

All data from DfE Statistical Release on Destination Measures, published October 2021.

The Key Stage 4 Measure is based on activity at academic age 16 (i.e., the year after the young person took their GCSEs)

The Key Stage 5 Measure is based on activity in the year after the young person took their A Level or other qualifications.

The data relates to young people completing KS4 or KS5 in 2018/19 and identifies their destinations in 2019/20. There is therefore a time-lag before DfE publish this data. To be included in the measure, young people have to show sustained participation in an education or employment destination in all of the first two terms of the year after they completed KS4 or took A level or other qualifications. The first two terms are defined as October to March.

Numbers relate to mainstream and special state-funded schools for KS4 and mainstream schools and colleges for KS5.

In all tables, DfE have applied the following:

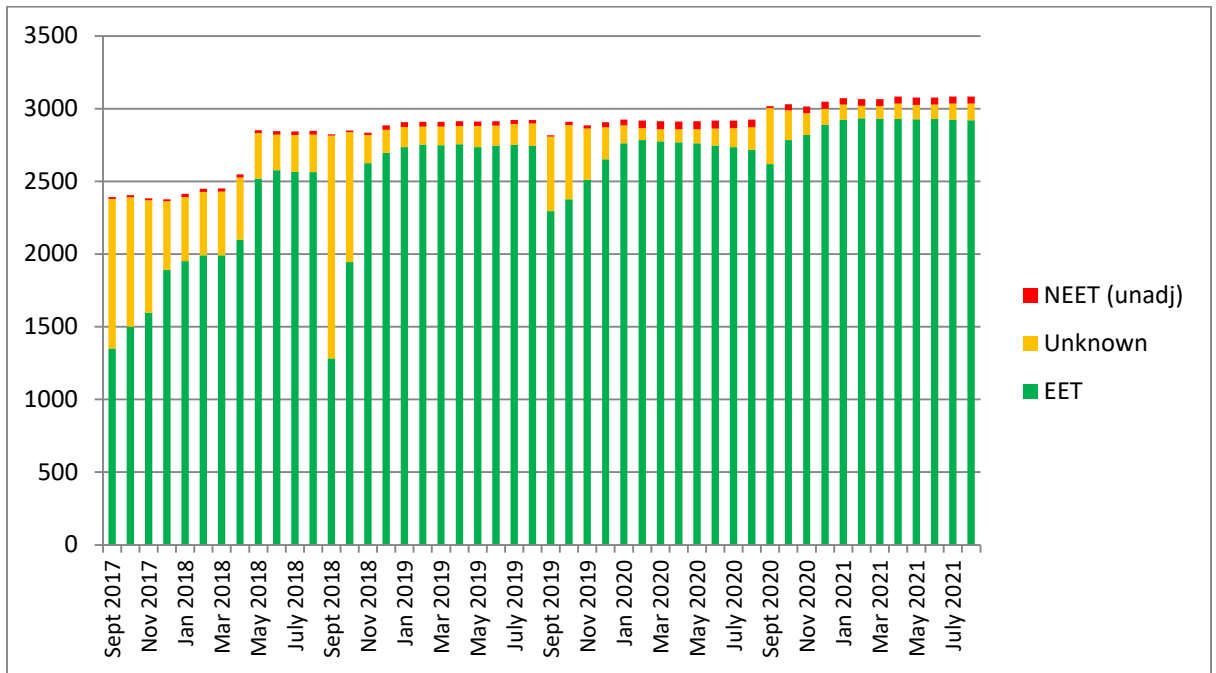
- “x” means the data has been suppressed as the school or college has fewer than 6 students in the cohort, or small numbers, 1’s and 2’s in the reporting lines. Results are not shown because of the risk of an individual student being identified.
- All totals have been rounded to the nearest 10.
- Zeros are shown as zeros.
- All remaining breakdowns have been rounded to the nearest 5. This includes cohort numbers.
- Suppression of small numbers is reflected in the associated percentages.

## SECTION 10 – YOUNG PEOPLE NOT IN EDUCATION, EMPLOYMENT OR TRAINING (NEET)

### NEET DATA

- 10.1 NEET data is held on DfE’s NCCIS (National Client Caseload Information System).
- 10.2 Data now relates to young people aged 16-17.
- 10.3 The headline measure combines the LA’s NEET rate with their ‘not known’ rate. DfE believe this gives a more accurate and well-rounded impression of how well LAs are fulfilling their duty to track young people and encourage them to participate. In addition some LAs statistics were significantly underestimating the number of young people in their area who were NEET because of the high number of ‘not knows’ in their data (NCCIS website).
- 10.4 Table 10a shows the numbers of RBWM 16-17 year olds identified as NEET (not in Education, Employment and Training), EET (in Education, Employment and Training) and the number for which the information is unknown from September 2017.

Table 10a Number of 16-17 year olds NEET and EET in RBWM



10.5 The key findings were as follows:

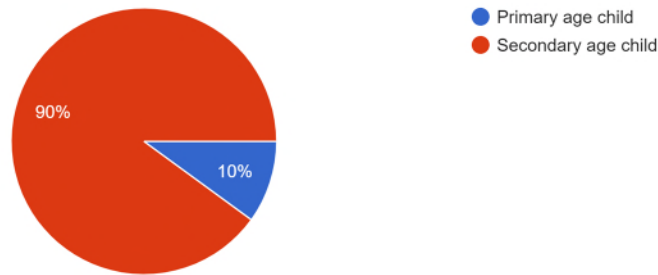
- The average number of 16-17 year olds identified as NEET in RBWM was 49 over the 3 months to August 2021.
- The average % NEET for 2019 was August 1.6%. This is the percentage of young people known to be NEET and indicates the minimum proportion of young people that are NEET. This is less than the England average for the same period of 3.1%.
- The percentage unknown was 3.7% for August 2021. This is higher than the England average of 2.3% for the same period. RBWM now uses the same processes as Richmond and Kingston since moving to Achieving for Children and the proportion of 'unknown' has fallen from 19.7% in 2017.
- The percentage of NEET and Unknown is now 5.3% just below the England average of 5.4%



Appendix 1: Exclusion

<b>Service:</b>	Education Inclusion Service	<b>Name:</b>	Rosie Gossage																											
Appendix Heading	Permanent Exclusions 2020/21																													
<b>Brief Description of Service:</b>																														
<p>Manages permanent exclusions across the borough, supporting young people to continue their education following a permanent exclusion. Works with schools to supportive alternative options to permanent exclusions. Provides advice and support to families and Head Teachers around the exclusion process. Liases directly with RISE (RBWM alternative provision provider) to support children’s next steps following an exclusion and also supporting their return to mainstream education where possible.</p>																														
<b>Data Outputs:</b>																														
<p><b>1. Details of schools where a permanent exclusion was issued to an RBWM resident in 2020/21</b></p> <p>School Name 20 responses</p> <table border="1"> <thead> <tr> <th>School Name</th> <th>Number of Exclusions</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Altwood</td> <td>2</td> <td>10%</td> </tr> <tr> <td>Charters</td> <td>4</td> <td>20%</td> </tr> <tr> <td>Courthouse</td> <td>1</td> <td>5%</td> </tr> <tr> <td>Cox Green</td> <td>1</td> <td>5%</td> </tr> <tr> <td>Desborough College</td> <td>4</td> <td>20%</td> </tr> <tr> <td>Furze Platt Senior School</td> <td>5</td> <td>25%</td> </tr> <tr> <td>The Windsor Boys School</td> <td>2</td> <td>10%</td> </tr> <tr> <td>West Twyfor...</td> <td>1</td> <td>5%</td> </tr> </tbody> </table>				School Name	Number of Exclusions	Percentage	Altwood	2	10%	Charters	4	20%	Courthouse	1	5%	Cox Green	1	5%	Desborough College	4	20%	Furze Platt Senior School	5	25%	The Windsor Boys School	2	10%	West Twyfor...	1	5%
School Name	Number of Exclusions	Percentage																												
Altwood	2	10%																												
Charters	4	20%																												
Courthouse	1	5%																												
Cox Green	1	5%																												
Desborough College	4	20%																												
Furze Platt Senior School	5	25%																												
The Windsor Boys School	2	10%																												
West Twyfor...	1	5%																												

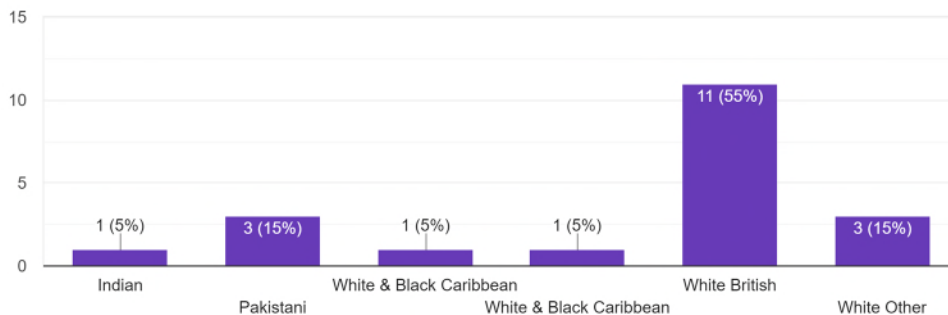
Primary/Secondary?  
20 responses



Summary: Overall, secondary schools had a much higher permanent exclusion rate compared to primary schools. 18/20 young people were permanently excluded from a secondary or upper school provision. 2/20 young people were permanently excluded from a primary school, one of those schools being out of borough.

## 2. Ethnicity of children and young people permanently excluded in 2020/21

Child Ethnicity  
20 responses

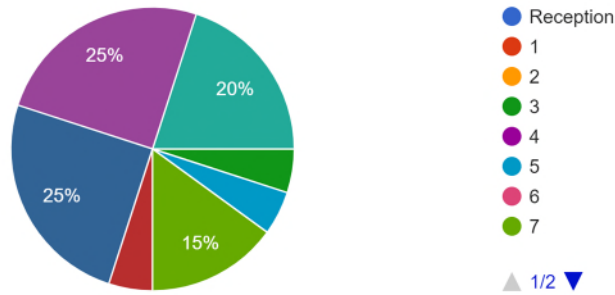


Summary: 11/20 young people were from a White British ethnic group, 3/10 were from a Pakistani ethnic group, 3/20 were from a White Other ethnic group, 2/20 were from a White & Black Caribbean ethnic group and 1/20 were from an Indian ethnic group. In 2018 to 2019, the DfE published the following in relation to school exclusions and ethnicity groups:

- White Gypsy and Roma pupils had the highest school permanent exclusion rates in the 2018 to 2019 school year
- pupils from the Chinese and Indian ethnic groups had the lowest permanent exclusion rates – the rates are based on very small numbers of pupils and are less reliable as a result

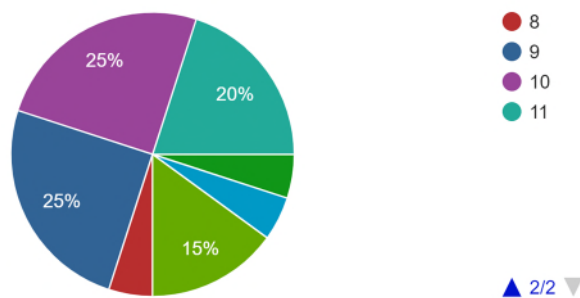
### 3. Permanent exclusions 2020/21 broken down into year groups

Year Group  
20 responses



Continued:

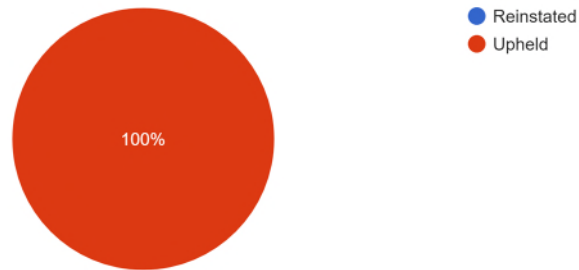
Year Group  
20 responses



Summary: 5 students from Year 9 (25%) and 5 students from Year 10 (25%) were permanently excluded from school in 2020/21 which equates to 50% of permanent exclusions being issued for Year 9 & 10 students. 4 students were in Year 11 (20%), 3 students were in Year 7 (15%) and 1 student each in Year 8, Year 5 and Year 3. Two out of the four students in Year 11 were successfully placed in another mainstream provision. All four of the students successfully completed their GCSE's.

#### 4. Governing hearing meeting outcomes

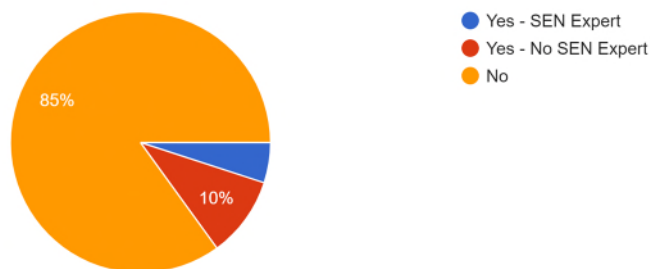
Governing board outcome  
20 responses



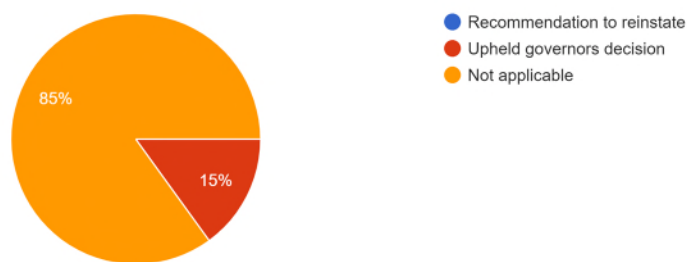
Summary: Following the Head Teacher’s decision to permanently exclude a pupil, a governing hearing meeting must be called within 15 school days to ensure the Head Teacher’s decision to permanently exclude a pupil was lawful, reasonable and procedurally fair, taking account of the head teacher’s legal duties. 20/20 of the governing hearing meetings upheld the Head Teachers decision to permanently exclude a pupil.

#### 5. Independent review panel requests and outcomes

IRP  
20 responses



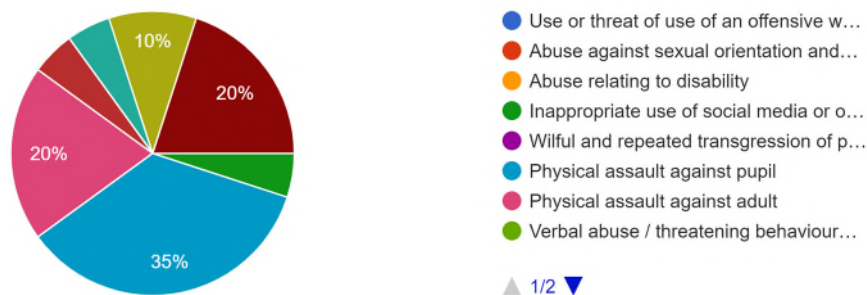
Outcome of IRP  
20 responses



**Summary:** Following the outcome of the governor hearing meeting, the parent/carer can request an Independent Review Panel, whereby an independent chair is appointed to review the governor's decision not to reinstate the pupil. 3/20 (15%) parents/carers requested an independent review and one parent requested for an SEN expert to be present. None of the Independent Review Panels resulted in the Head Teacher being asked to reinstate the pupils.

### 6. Reason for the permanent exclusions 2020/21 broken down by categories

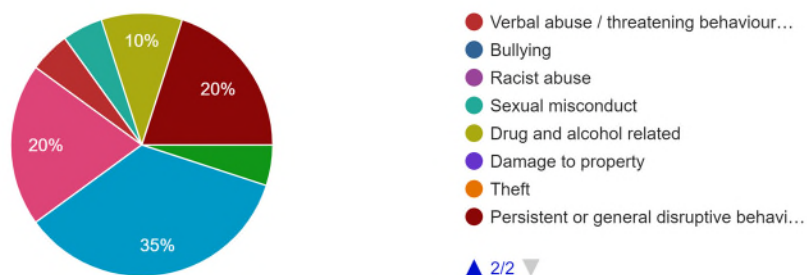
Reason for the permanent exclusion (the use of the term 'other' has now ceased)  
20 responses



Continued...

### Reason for the permanent exclusion (the use of the term 'other' has now ceased)

20 responses



#### Summary:

- 7 pupils (35%) were permanently excluded for physical assault against a pupil
- 4 pupils (20%) were permanently excluded for physical assault against an adult
- 4 pupils (20%) were permanently excluded for persistent or general disruptive behaviour
- 2 pupils (10%) were permanently excluded for drug or alcohol related reasons
- 1 pupil (5%) was permanently excluded for inappropriate use of social media/online technology
- 1 pupil (5%) was permanently excluded for verbal abuse/threatening behaviour against an adult
- 1 pupil (5%) was permanently excluded for sexual misconduct

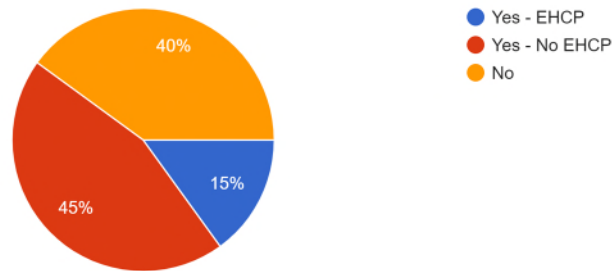
55% of the overall reason for a permanent exclusion being issued was for physical assault. Thames Valley Police have launched a violence prevention PSHE lesson pack for KS3 students to help to support and educate young people around physical violence and better managed conflicts.

A range of supportive measures to help support schools, families and young people to prevent further exclusions has been issued via an exclusions handbook which is available for all schools.

## 7. Children with Special Educational Needs who were excluded from school

### Special Educational Needs

20 responses

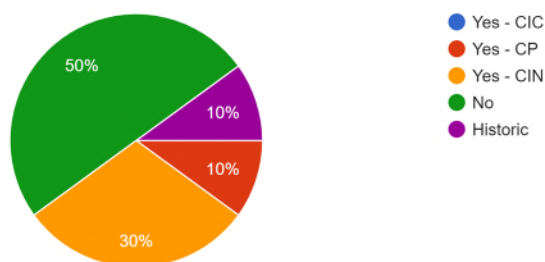


Summary: 3 children (15%) who were permanently excluded from school had an Education Health Care Plan (EHCP). 9 children (45%) had Special Educational Needs (no EHCP). 8 children did not have any known special educational needs or an EHCP at the point of the permanent exclusion. Therefore, 60% of children who were permanently excluded from school had a special educational need.

## 8. Social Care and Early Help involvement for pupils who were permanently excluded in 2020/21

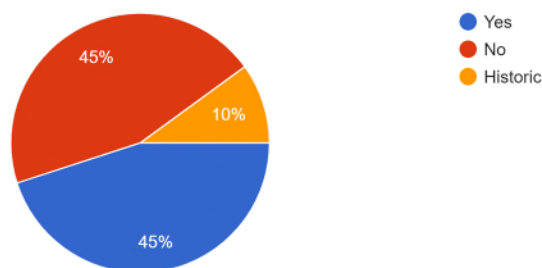
### Social Care Involvement?

20 responses



### Early Help Involvement?

20 responses



Summary: 8/20 (40%) pupils who were permanently excluded from school were subject to a child protection or child in need plan. 2/20 (10%) of pupils were previously open to social care. 10/20 (50%) pupils had no current or historic social care involvement. 9/20 (45%) of pupils had early help services involved with supporting the children/family. 2/20 pupils had historically been supported by an Early Help service and 9/20 (45%) pupils had not historically been open or received support from an early help service prior to the exclusion.

### Impact:

- The number of permanent exclusions for 2020/21 was significantly lower than 2019/20. The rationale behind this will be because a large number of children did not attend school during the pandemic.
- The primary school aged pupils who received a permanent exclusion is lower than previous years, the SEMH programme that has been running for the last 3 years has helped to support primary school aged pupils who are at risk of permanent exclusion to remain in school.
- In 2020/21, two young people successfully completed a managed move which prevented them from being permanently excluded from school.
- The highest reason for a permanent exclusion being issued in 2020/21 was for physical assault against another pupil or adult. Schools reported an increase in the number of physical assaults that were taking place in schools following the lockdown period.
- The Inclusion & Access Manager works closely with RISE, RBWM schools, children and parents to ensure as many children as possible are able to return to mainstream education following a permanent exclusion. 5/20 of the young people who were permanently excluded from school returned to a mainstream school. A further 3/20 students were allocated a mainstream school in Autumn 2021/22.



### Next Steps:

- RBWM schools and Inclusion services to continue working together to support young people to remain in mainstream education where possible - continued support
- SEMH service and behaviour support to continue working to support both primary and secondary schools - continued support
- Exclusion handbook to be launched to help support schools with strategies, support services, advice and guidance for children at risk of suspension/exclusion - October 2021
- New youth worker employed to work with schools and pupils where children at at risk of suspension/exclusion - October 2021
- To work closely with the police and other agencies around launching the drugs diversion scheme - January 2022
- Inclusion Manager to liaise with SEND, YOT, Youth Services, SEMH & Behaviour Support to ensure any child at risk of exclusion receives the right support

<b>Service:</b>	SEMH Service	<b>Name:</b>	Alasdair Whitelaw
Appendix Heading	SEMH Intervention		
<b>Brief Description of Service:</b>			
SEMH intervention Project established September 2019 to reduce the risk of exclusions and increase capacity within the primary schools across the borough.			
<b>Data Outputs:</b>			
<b>SEMH Intervention Project</b>			
Setting	No of settings supported	Children at risk of PEx supported	
Infants/First Schools	5	5	
Primaries	12	12	
Middles	3	3	
Secondaries	1	1	
Total	21	21	
<b><u>Additional support</u></b>			
Setting	No of settings supported	Children at risk of PEx supported	
Middle	2	3	
Secondaries	8	19	
Total	10	21	
<b>SEMH Training – Creating a Climate for Learning</b>			
This training is for all staff within a setting and is delivered over 2.5hrs. 706 staff members have been trained so far.			
<b>Online Boxall Profile - Launched Sept '21</b>			
RBWM have purchased 65 licences for all school settings across the borough. We are the first borough to provide this in the country. Each setting has 300 subscriptions and can assess a child as many times as required throughout the academic year.			
<b>SEMH Network Meetings – Launched Sept '21</b>			
A network meeting for the 78 SEMH Leads across the borough to ensure information sharing, networking, new initiatives of support, examples of good practice and networking opportunities to be arranged at least 3 times per academic year.			
<b>SEMH Email – Launched Sept '21</b>			

All RBWM Schools have been given a direct email to the Inclusion and Access officer and the SEMH Coordinator for support, guidance and signposting regarding children at risk of permanent exclusion.

### **Behaviour Support Service**

This service has transferred from the Educational Psychology Service to the SEMH Service in April 2021.

#### **Impact:**

- No Child on the **SEMH intervention Project** has been excluded.
- The **additional support** stemming from the project has evolved to include a secondary model that has been purchased through a Buy Back initiative by 2 middle and 2 secondary schools over the academic year 2021/22.
- The **Online Boxall Profile** has been adopted by 50 schools so far. 28 have allocated the Borough as a Super-User in order to track data.
- 55 SEMH leads attended the September **SEMH Network Meeting** in person at Moor Hall and agreed ongoing meetings to be held. This resulted in a greater understanding of the borough wide initiative for the Online Boxall Profile and revisited the Head Teacher training delivered by Paul Dix in 2019.
- The **SEMH email** has received 4 referrals resulting in 1 direct observation and 3 consultations. No child referred to this email has been permanently excluded so far.
- The **Behaviour Support Service** has continued to deliver Behaviour Support interventions, Nurture support and Transition programmes effectively and the wait times for intervention have been reduced.

#### **Next Steps:**

- Funding for the **SEMH intervention Project** concludes April 2022. A schools forum paper will be written to ensure sustainability and funding for this initiative and include the additional support outlined in this appendix. It will evolve to meet the requirements of schools and children with complex SEMH needs
- An evaluation of the **additional support** and Secondary buy back initiative will take place at the end of this academic year.
- Continued promotion of the **Online Boxall Profile**
- Evaluation of impact of the **SEMH Network Meetings** through feedback. In addition, the opportunity for 2 Virtual meetings to act as an SEMH surgery to discuss individual cases between schools under the direction of the SEMH Coordinator will be trailed.
- Data from the **SEMH Email** will be captured, measured and evaluated in order to establish ongoing impact.
- The **Behaviour Support Service** will be included in the schools forum paper to ensure the impact of this service and specific outcomes are continued.

<b>Service:</b>	Special Educational Needs	<b>Name:</b>	David Griffiths
-----------------	---------------------------	--------------	-----------------

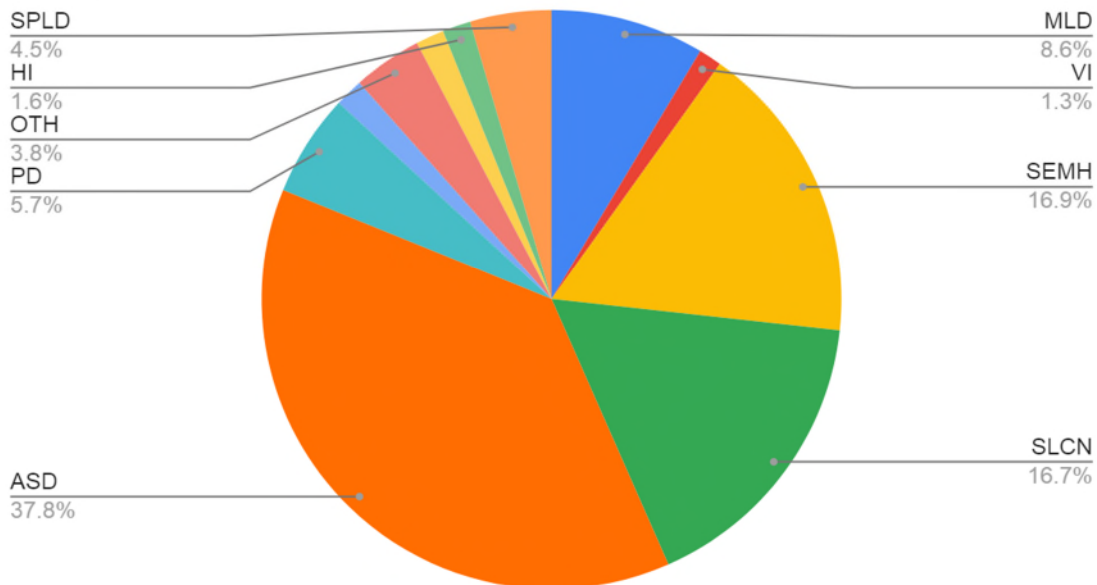
Appendix Heading	Education, Health and Care Plans
------------------	----------------------------------

**Brief Description of Service:**

Carrying out statutory Education, Health & Care Assessments of children and young people with significant special educational needs. Arranging SEN provision and placement for all CYP with Education, Health & Care Plans.

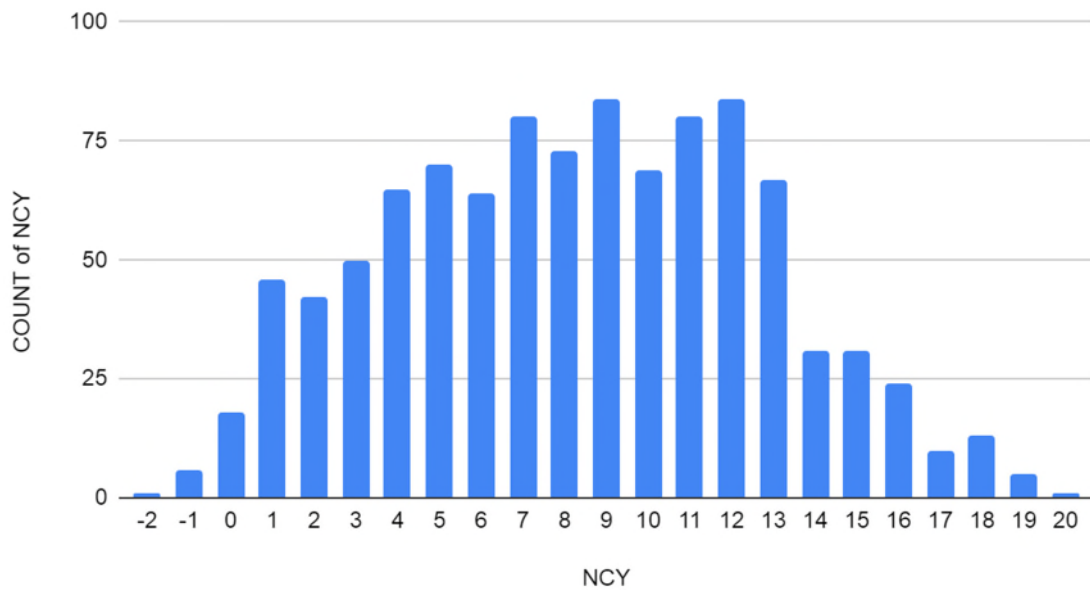
**Data Outputs:**

**Primary Need**



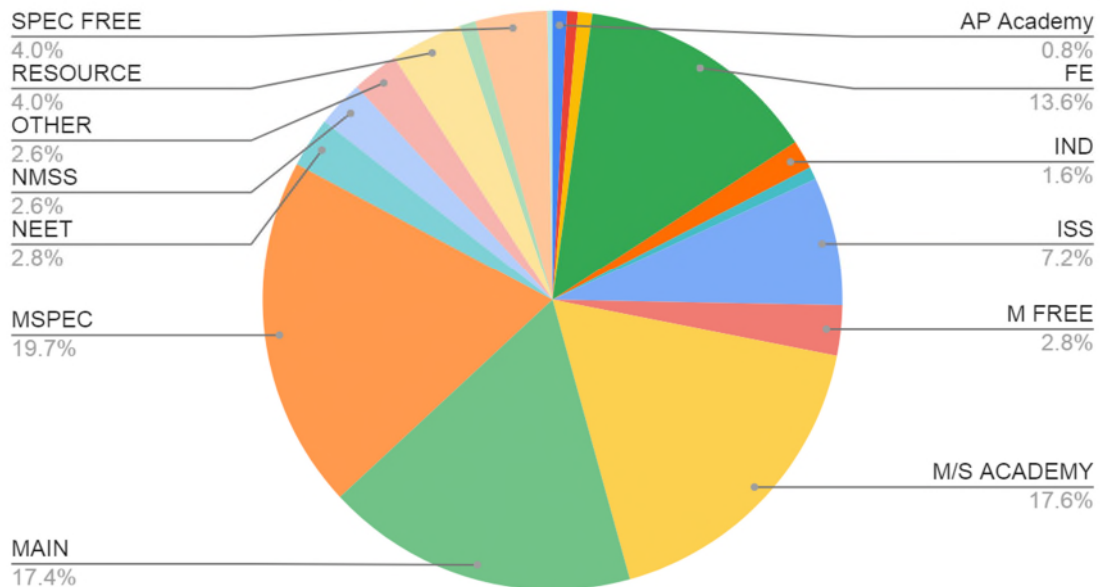
The highest frequency primary need by some distance is Autism, followed by Speech & Language Needs and Social, Emotional and Mental Health Difficulties.

## EHCP Year Groups



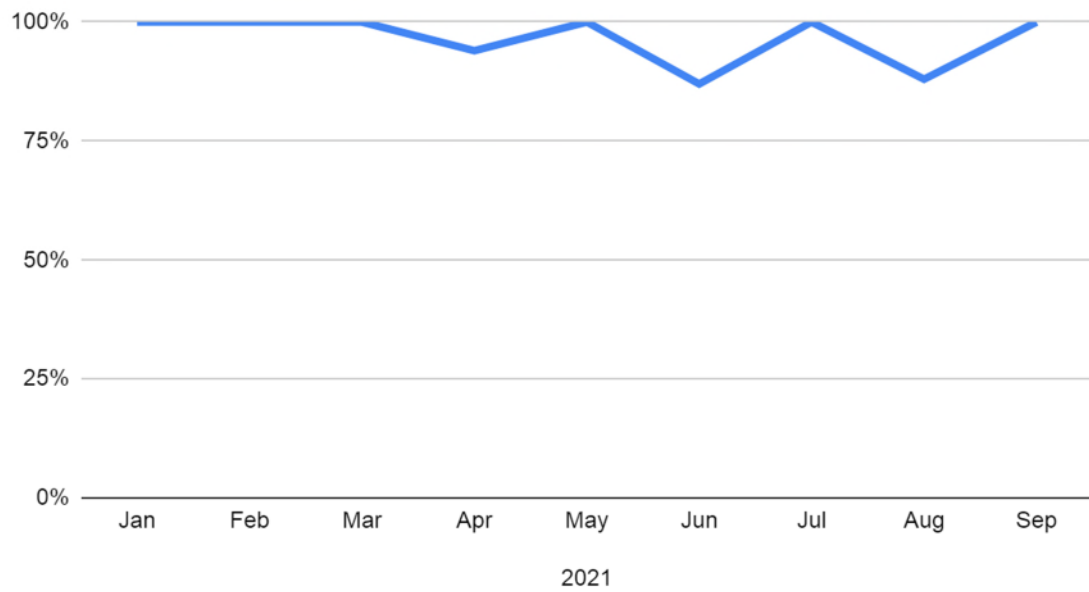
EHCP numbers increase through primary phase, remain more constant during secondary and reduce after age 16 as young people begin to leave education

## TYPE OF SETTING



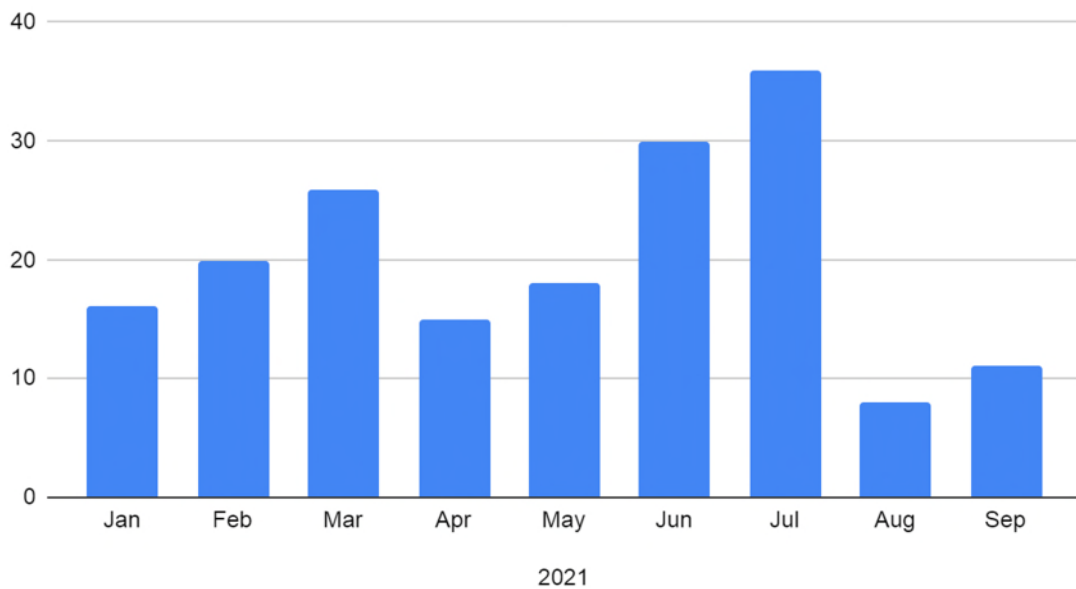
The majority of CYP with EHCPs are placed in state-funded mainstream and special schools and Further Education colleges, with around 38% in mainstream schooling, 24% in state-funded special schools and 14% in FE college. Around 12% of CYP with EHCPs are educated in the independent sector, which tends to be higher cost.

### % EHC Assessments completed within 20 weeks



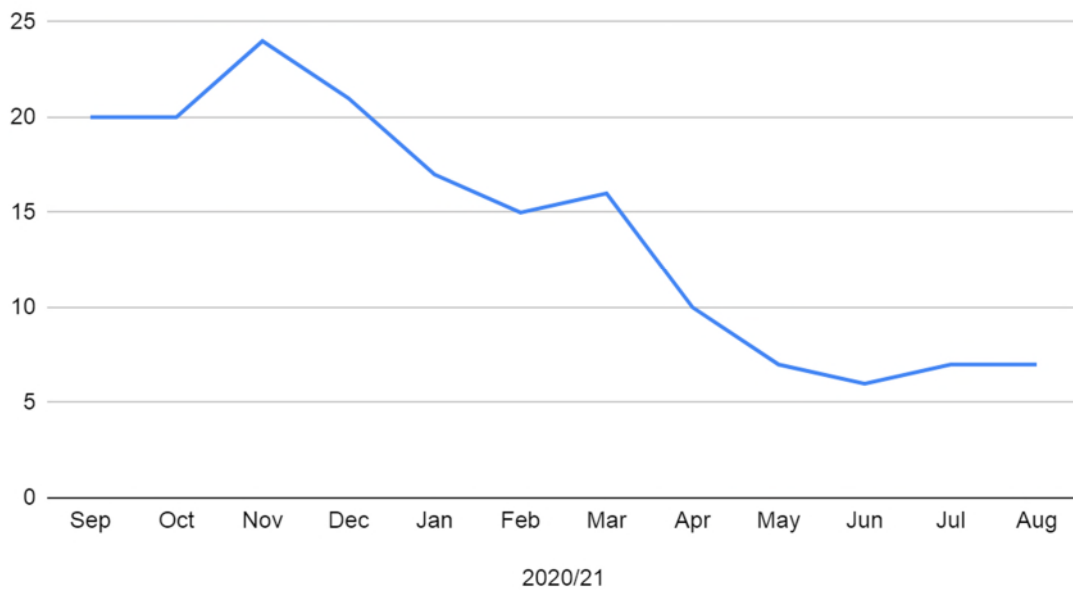
The percentage of EHC assessment completed within the 20-week statutory timescale remains in the 90%-100% range.

### Number of new requests for EHC assessment



There were unusually high numbers of EHC assessment requests in June and July 2021; this may have been related to the end of the lockdown at Easter.

## Young people with EHCPs who are NEET



Since September 2020 there has been a significant reduction in the number of young people who are NEET (Not in Education, Employment or Training). Preparing for Adulthood (PfA) Education Engagement Officers work in close partnership with young people to support them in working towards their next educational placements and towards all aspects of preparing for adulthood.

### Next Steps:

With the employment of a dedicated Annual Review Officer, we will need to start monitoring the completion rate of EHCP reviews and measuring our compliance with statutory annual review timeframes.

We will continue to focus on minimising the number of CYP missing education across all age ranges.



Department  
for Education

Department for Education  
Sanctuary Buildings  
Great Smith Street  
London  
SW1P 3BT

Kevin McDaniel, Director of Children's Services, Achieving for Children  
Caroline Farrar, Executive Place Managing Director, CCG

21<sup>st</sup> October 2021

## **SIX MONTH PROGRESS REVIEW AGAINST YOUR ACCELERATED PROGRESS PLAN (APP)**

Dear Kevin and Caroline,

Thank you to you and your colleagues for meeting with DfE SEND and NHS England advisers and officials on Monday 4th October to review the progress you have made against your APP over the last six months.

We were pleased to hear of the progress being made across Windsor and Maidenhead, and that there is evidence of planning in place to support the required improvements for children and young people with SEND.

The evidence provided alongside the feedback from partners demonstrated a range of actions in place and progress made to accelerate improvement in relation to the two areas remaining on the Accelerated Progress Plan:

- the inequality of services and variability of experience for children and young people with SEND and their families.
- poor joint commissioning arrangements that limit leaders' ability to ensure that there are adequate services to meet local area needs.

It was pleasing to hear that a lot of work has taken place to change the perception to one where SEND is recognized as being the responsibility of everyone within the Local Area. In addition, the creation of the dashboard allows all agencies to have a better understanding of SEND, alongside providing clearer evidence of impact. The evidence on how SENDCo training has supported better triage, which has led to a reduction in the number of referrals alongside improved signposting is very encouraging.

We are grateful to your schools' representatives for their insight. It was also helpful to hear that parents and schools were complimentary about the sensory workshop.

It was useful to hear the perspective of Berkshire Healthcare as well as the CCG and DCO for the Frimley System as this provides a more rounded understanding of the joint system health plans supporting the improvement for Therapy and ASD provision.

There is evidence that the Inclusion Mark accreditation process and improvements in Quality First Teaching in schools has had an impact, as demonstrated by positive feedback showing 100% of the respondents agree or strongly agree that outcomes have improved for CYP. Your implementation of the PATH model has reduced NEET data down to single figures over the last four-month period.

We were disappointed to learn that the PCF (PaCiP) had very recently ceased to exist



which increased the challenge in gaining parent, carers and families views of the progress made against the APP at this review meeting. We acknowledge this happened shortly before the meeting and that you are seeking a solution to this, so we look forward to meeting with the parent carer forum at the next meeting.

The overall progress made to date is reassuring and it is clear much work has taken place to support SEND improvement as a whole. At your next review meeting it will be useful to hear increased evidence of:

- Health attending EHCP panel meetings and the impact of this.
- The measures you will use to evidence the impact of improved access to therapy provision.
- The impact of Joint Commissioning, in particular: Memorandums of Understanding between agencies and joint commissioned areas and the governance and oversight, examples of systems in place for monitoring and examples of where joint funding is working well to enable services to meet local area needs.
- The voice of parents, carers and families on their experience relating to the two remaining APP areas shown above. In particular, their views on identification of need, their involvement in joint commissioning, the waiting times and how they are kept informed, and the progress towards an equitable and consistent service for Children and Young People with SEND in the Local Area.
- A review of the data included within your dashboard an update on how you have used this data to consider and refine the services on offer to CYP with SEND to further improve their experience

The next six-month review meeting will take place in May 2022. A primary focus will be on the impact of the work undertaken in relation to the two remaining areas on the APP.

In the meantime, SEND and NHS England Advisers, Liz Flaherty, Natalie Warman, Jacqui Stillwell and I as your DfE Case Lead, will continue to provide you with support and challenge. If you have any questions or need any further support, please contact me in the first instance.

We are copying this letter to Andrew Johnson, Leader of the Council, and to your SEND and NHSE Advisers.

Yours sincerely,



Heather Campbell  
Regional Lead  
SEND Improvement and Operations Division  
Department for Education (DfE)

Appendix 2: Area SENCo – SEND Improvement

<p><b>Area SENCo/SEND Consultant</b></p>	<p>Summary on Progress of AAP</p>
<p><b>Service: SEND Improvement (APP/SIG/SEND steering)</b></p>	<p><b>Name:</b> Kelly Nash and Helen Huntley</p>
<p><b>Brief Description of Service:</b></p>	
<p>The delivery of services for C&amp;YP with SEND: education, health and social care.</p> <p>The Accelerated Progress Plan was written in response to the 2017 RBWM SEND inspection. This has been updated and monitored for DfE revisits in 2019, March and October 21. The plan is implemented and governed through the SEND Steering Board and Implementation groups.</p>	
<p><b>Data Outputs:</b></p>	
<ul style="list-style-type: none"> <li>• The progress and impact is evidenced in three ways...</li> <li>• The APP and Risk assessment</li> <li>• <a href="#">The data dashboard</a></li> <li>• Through working party action plans</li> <li>• As well as other commissioned work.</li> </ul>	
<p><b>Impact:</b></p>	
<p><b>Local Authority</b></p> <p>Governance of SEND embedded and restructuring of Implementation Groups to action and monitor developments. The Implementation plans (Universal, targeted and specialist) include a traffic light system which can only be green if impact can be measured. Parents representatives on all groups.</p> <p>Creation and monitoring of SEND Data dashboard to inform challenge regarding the delivery of SEND services. Systems in place for multi-disciplinary monitoring of the dashboard.</p>	

**Schools:**

Highly effective support for SENCOs which has resulted in

1. Improved delivery of Quality First teaching in schools - improved identification of a SEND need and of meeting this need through reasonable adjustments.
2. Greater uptake of Inclusion Mark and SEND review process.
3. A range of universal and targeted interventions in place following consultation with schools

**SEND Department**

1. Embedded processes of Multi agency quality assurance of EHCPs which has improved the quality of these.
2. Greater opportunities created to receive feedback from parents and young people.
3. Local specialist provision created to support increasing numbers of young people with ASD in two mainstream primary schools.

Creation of a Post 19 action plan to further develop local provision following consultation with all stakeholders including all YP at the RBWM local special school from Yr. 9 upwards

**Next Steps:**

For health to take a leading role in the next revisit with a focus on demonstrating how health has managed to:

1. Reduce waiting times for OT and SALT as well as Neurodiversity services.
2. Further develop and implement plans to mitigate the risk of needs remaining unmet because of the waiting times



The National Association of  
School-Based Teacher Trainers

**Release date: 1<sup>st</sup> December 2021**

## **NASBTT statement on Government response to the initial teacher training (ITT) market review report**

The Department for Education (DfE) has today published its response to the initial teacher training (ITT) market review report. The central recommendation that all ITT providers implement a new set of quality requirements and that a robust accreditation process should take place to ensure that all providers meet the requirements in full, both at the point of accreditation, and on a continuing basis, has been confirmed.

Applicants will be able to apply for accreditation in at least two application rounds taking place in 2022. Any provider that is not successful in the first round will be able to re-apply in later round(s) if they wish to. They will be asked to demonstrate, via a written application process, their plans for curricula, mentoring and partnerships, and how these plans will deliver against the Core Content Framework (CCF) and the ITT criteria for 2024-25 (which will incorporate the new quality requirements set out in this response). The DfE will also take financial viability to deliver ITT into account.

Providers will, if accredited, have a minimum of 12 months to develop their curricula ahead of delivery in 2024. A post-accreditation follow-up process will take place between the point of accreditation and the start of programme delivery during which providers will be asked to submit a number of curriculum samples and discuss their mentoring plans and partnership proposals.

In addition to (re)accreditation, Ofsted will continue to inspect ITT delivery. The current inspection cycle will be completed earlier than expected, by July 2024. Ofsted will then move to a three-year inspection cycle from September 2024.

### **NASBTT Executive Director Emma Hollis said:**

“We would like to place on record our appreciation to colleagues at the Department for Education (DfE) for listening to our feedback on many of the practical and logistical difficulties identified by the sector in relation to a number of the recommendations. Adaptations and clarifications around many of the requirements are to be warmly welcomed, particularly those around intensive training and practice, lead mentor teams and structures and partnership. We are especially pleased to note the recognition in the report of the “importance of enabling providers of different types and sizes, and in different contexts, to operate in the market”. NASBTT, alongside UCET, has been asked by DfE to support providers around these issues and we look forward to continuing to work with the sector.

We also warmly welcome the commitment to funding for the implementation of the recommendations, for development of intensive training and practice opportunities, and to support lead and mentor training. We are cautiously optimistic about the commitment this government is showing to building the capacity of the mentor workforce in schools. The steps taken in this response represent some important pieces in the puzzle and are definitely to be

applauded. However, the wider issue of capacity in schools will need to continue to be monitored closely and concerted efforts made to ensure that capacity is built over time to support this, and other, initiatives they aspire to deliver.

Having been able to broadly welcome and support the outcomes of the quality requirement recommendations, where the concerns of the sector have clearly been heard and responded to, we are hugely disappointed to note that the legitimate and widely expressed concerns about the accreditation process have been ignored and the government is intent on pursuing a risky, expensive and entirely unnecessary accreditation process. We have consistently reported, and firmly believe, that the quality requirements could be met in other, far less disruptive, ways. We remain convinced that this process poses an unnecessary risk to supply and will unfairly discriminate against smaller providers in particular.

The timeline proposed for the accreditation process – two application rounds taking place in 2022 – demonstrates a complete lack of recognition of the pressures in the school sector and shows the government to be unresponsive to the reasonable arguments put to it over the past few months regarding the incredible strain everyone is under. Whilst the government has, rightly, recognised the need for more time for implementation, this recognition has not extended to their plans for the accreditation process itself. Given that the report also confirms that the Ofsted inspection cycle will be accelerated, with all providers inspected by July 2024, we would strongly suggest that the accreditation process is an entirely unnecessary additional burden for providers whose readiness to deliver the new requirements could more easily, and with less disruption, be assessed through the existing quality assurance process of Ofsted inspections.

Given that an accreditation process is now inevitable, we do recognise and welcome the funding commitment offered to successful providers and the fact that time has been built into the process to support post-accreditation follow-up. The government has indicated that the accreditation process will recognise the need for development over time and will not seek to exclude providers who have capacity to meet the quality requirements but who, for legitimate reasons, may need more time to develop their offer.

Needless to say we will support our members through the process of accreditation. We are now arranging a series of events on the approach to accreditation and will continue to provide opportunities for knowledge-sharing and networking – and these will begin on 8<sup>th</sup> December.

NASBTT is absolutely committed to working with school-based ITT providers – SCITTs, School Direct Lead Schools and Teaching School Hubs – and HEIs to ensure the sector remains at the forefront of developing the next generation of teachers. We will do everything in our power to ensure that children’s education is not affected by any unintended consequences of today’s announcement in terms of teacher supply.”

**-ENDS-**

NASBTT is a registered charity committed to promoting high-quality schools-led programmes of training, education and professional development of teachers. NASBTT represents the interests of schools-led teacher training provision in relation to the development and implementation of national policy developments. Our members include SCITTs, School Direct Lead Schools, Teaching School Hubs, HEIs as well as a range of other organisations involved in the education and professional development of teachers. We have over 250 members representing more than 12,000 individual trainees.

**Website:** [www.nasbtt.org.uk](http://www.nasbtt.org.uk)

**Social:** [@NASBTT](https://twitter.com/nasbtt)

**Media Resources:** [nasbtt.org.uk/media-hub](http://nasbtt.org.uk/media-hub)

**Media Contact:**

Phil Smith  
NASBTT PR consultant  
Telephone: 01778 218180 / 07866 436159  
Email: phil@philsmithcommunications.co.uk

Report Title:	2021/22 Q2 Data & Performance Report
Contains Confidential or Exempt Information	No - Part I
Cabinet Member:	
Meeting and Date:	Adults, Children and Health Overview and Scrutiny Panel, 20 January 2022
Responsible Officer(s):	Hilary Hall, Executive Director of Adults, Health and Housing Kevin McDaniel, Executive Director of Children's Services
Wards affected:	All



## REPORT SUMMARY

*This report presents the 2021/22 Q2 Data & Performance Report, which sets out the council's progress in relation to the strategic priorities of the Interim Council Strategy in the period 1 July – 30 September 2021.*

### 1. DETAILS OF RECOMMENDATION(S)

**RECOMMENDATION:** That the Adults, Children and Health Overview and Scrutiny Panel notes the report and:

- i) **Notes the 2021/22 Adults, Children and Health Overview and Scrutiny Panel Q2 Data & Performance Report in Appendix A.**
- ii) **Requests relevant Cabinet Members, Directors and Heads of Service to maintain focus on improving performance.**

### 2. REASON(S) FOR RECOMMENDATION(S) AND OPTIONS CONSIDERED

#### Options

**Table 1: Options arising from this report**

Option	Comments
Accept the recommendations in this report. <b>This is the recommended option</b>	This will allow continuing insight into the delivery of the council's agreed priorities in order to aid decision-making and maintain focus on continuous improvement.
Not accept the recommendations in the report.	The failure to use relevant performance information to understand delivery against the council's agreed priorities impedes the council's ability to make informed decisions and seek continuous improvement.

- 2.1 Appendix A sets out the Q2 Data & Performance Report. The report provides insights into progress in the period July – September 2021 against the priorities set out in the Interim Council Strategy. It details the council’s ongoing response to and recovery from the COVID-19 pandemic, and also provides key updates in relation to major workstreams, such as the Transformation Strategy, Environment and Climate Strategy, alongside corporate developments relating to Council Governance, the People Strategy and Medium-Term Financial Strategy.
- 2.2 It is acknowledged that this reporting period has seen the formal end of the Clinically Extremely Vulnerable (CEV) Programme (sometimes known as Shielding) by central government. For 18 months the Royal Borough delivered, at peak, support to 8,000 residents, by 143 staff, via 80 community organisations and using a network of over 1,000 volunteers. COVID-19 data leads now continue to work with other services to ensure that sensitive data held to support the CEV Programme is now cleansed or deleted, in line with agreements with relevant central government departments. RBWM has reviewed its Outbreak Control Plan to ensure its continuing relevance, and updates on progress will be presented to the Local Outbreak Engagement Board. The council continues to support local contact tracing.
- 2.3 Throughout the period there has been considerable activity in relation to the council’s Recovery Strategy, with a series of campaigns launched to provide reassurance to visitors returning to visit our local towns, and to promote the borough as a destination to residents and domestic tourists. Q2 saw the return of some large-scale events to the borough, including Royal Ascot as a government test event and the Royal Windsor Horse Show. A programme of business support training is also in development for roll-out in Q3.
- 2.4 The council has otherwise made good progress throughout the period in the delivery of other priorities under the Interim Council Strategy, despite the ongoing challenges of the pandemic. Key highlights include the council securing a further £165k of grant funding from the Low Carbon Skills fund that will enable Heat Decarbonisation Plans to be developed across the majority of the council’s built estate. We have also been engaging key stakeholders on our draft Biodiversity Action Plan and launching the “Big Conversation” on walking and cycling infrastructure in the borough. In September, Cabinet approved the formation of the RBWM Climate Partnership to bring together public, private and community organisations to shape and deliver our Environment & Climate Strategy. A communication campaign was launched in preparation for the switch to fortnightly waste collections from October, a change which supports the aims of the Environment and Climate Strategy by placing greater emphasis on recycling household waste.
- 2.5 Q2 also saw the launch of a public consultation to invite feedback in relation to the draft Corporate Plan framework. This feedback helped shape the final Plan which went before the Corporate Overview and Scrutiny Panel in October 2021 as part of a formal “challenge session”, before going to Full Council in November 2021 where it was approved for adoption.
- 2.6 The impact of COVID-19 continues to be felt in a number of areas of the council’s operations, and this has been reflected in the council’s performance



indicators. For example, within adult social care people being discharged from hospital typically have more complex needs, particularly as a result of COVID-19, which is impacting on performance in relation to admissions to care homes and reablement. It is, however, encouraging to note that, with only 1 exception, all performance indicators are on or near target at the close of Q2 (see Table 2). Of particular note is the continuing strong performance in relation to care leavers in education, employment or training following a challenging year in which the impact of the pandemic on the economy was felt very quickly by this cohort of young people, with losses of part-time or zero contracted hours jobs in key sectors and the cancellation of training opportunities.

**Table 2: Summary KPI Q2 2021-22**

	<b>Green (Succeeding or achieved)</b>	<b>Amber (Near target)</b>	<b>Red (Needs improvement)</b>
Percentage long term cases reviewed in the last 12 months		X	
No. permanent admissions to care for those aged 65+yrs			X
Percentage rehabilitation clients still at home after 91 days		X	
Percentage carers assessed or reviewed in the last 12 months		X	
Percentage safeguarding service-user satisfaction	X		
Percentage care-leavers in education, training and employment (19-21yr olds)	X		
Percentage eligible children receiving a 6-8wk review within 8wks	X		
Percentage borough schools rated by Ofsted as Good/Outstanding	X		
Percentage re-referrals to Children's Social Care (within 12mths)		X	
Percentage children subject to a Child Protection Plan for 2+yrs on ceasing	X		
Percentage EHCP assessments completed within 20wks (including exceptions)	X		
Percentage of successful treatment completions (alcohol)		X	

	<b>Green (Succeeding or achieved)</b>	<b>Amber (Near target)</b>	<b>Red (Needs improvement)</b>
Percentage of successful treatment completions (opiates)		X	
Percentage of successful treatment completions (non-opiates)		X	
<b>TOTAL (14)</b>	<b>6</b>	<b>7</b>	<b>1</b>

- 2.7 Following the adoption of the Corporate Plan 2021-26 by Full Council on 23 November 2021, Officers are now working to develop underpinning Service Delivery Plans and a new performance management framework (PMF) to report against the Corporate Plan. This refresh has provided an opportunity to rethink the ways in which the council uses performance information and on 16 December 2021 Cabinet approved proposals to refine and evolve current reporting structures. The new arrangements focus particularly on improving transparency by way of a public-facing online dashboard (“Citizen’s Portal”) setting out the PMF. Members will be able to use the Citizen’s Portal to review performance information across the council and identify issues for further investigation and scrutiny.
- 2.8 Cabinet has agreed that the Corporate Overview and Scrutiny Panel should take overarching responsibility for reviewing the council’s performance against the Corporate Plan. This will enable scrutiny of the council’s performance as a whole, thereby providing greater strategic oversight of overall performance and preventing a siloed approach. The Corporate Overview & Scrutiny Panel will receive reports by exception, focusing on areas of concern – or where there has been significant progress. The Panel will then refer performance issues to relevant topic-based Scrutiny Panels for their further consideration, where appropriate. For example, an issue with delivery of a major transport programme would be referred to the Infrastructure Overview and Scrutiny Panel, or concerns with performance on Early Help would be referred to Adult’s, Children and Health Overview and Scrutiny Panel, in accordance with their specialism and remit. These changes aim to build up a Member-led and data-guided process of performance scrutiny and agenda-setting, across all Panels, leading to increased impact of the scrutiny function. The Corporate Overview & Scrutiny Panel will be considering the new performance arrangements and their role within it at their meeting on 26 January 2022.
- 2.9 Work to develop Service Delivery Plans and a new PMF is underway, and the new PMF will not be in place until 1 April 2022. In the interim, it is acknowledged that continuing visibility of performance is essential in the interests of good governance and transparency. Q3 marks the Council’s formal transition from agreed strategic priorities set out in the Interim Council Strategy to those set out in the new Corporate Plan, and therefore a single “Interim Q3 Data & Performance Report” will be prepared for circulation to all Overview and Scrutiny Panels. The format of this Interim Q3 Report will be developed by Officers.

### 3. KEY IMPLICATIONS

3.1 The key implications of this report are set out in table 3.

**Table 3: Key Implications**

<b>Outcome</b>	<b>Unmet</b>	<b>Met</b>	<b>Exceeded</b>	<b>Significantly Exceeded</b>	<b>Date of delivery</b>
The council is on target to deliver its priorities	< 100% priorities on target	100% priorities on target			30 Sep 2021
The council uses performance and management information effectively to identify and resolve issues.	PMF not utilised effectively.	PMF used by services, leadership and Members to identify and resolve issues.			From 31 March 2022

### 4. FINANCIAL DETAILS / VALUE FOR MONEY

4.1 There are no direct financial implications arising from the recommendations.

### 5. LEGAL IMPLICATIONS

5.1 There are no legal implications arising from the recommendations.

### 6. RISK MANAGEMENT

6.1 The risks and their control are set out in table 4.

**Table 4: Impact of risk and mitigation**

<b>Risk</b>	<b>Level of uncontrolled risk</b>	<b>Controls</b>	<b>Level of controlled risk</b>
Poor performance management practices resulting in lack of progress towards the council's agreed strategic priorities and objectives.	HIGH	Robust performance management within services to embed a performance management culture and effective and timely reporting.  Enhanced ability of Members to scrutinise performance issues through the new performance framework	LOW

		arrangements, leading to more effective challenge and greater impact.	
--	--	---	--

## 7. POTENTIAL IMPACTS

- 7.1 There are no Equality Impact Assessments or Data Protection Impact Assessments required for this report. There are no climate change or data protection impacts as a result of this report.

## 8. CONSULTATION

- 8.1 Ahead of their approval by Cabinet on 16 December 2021, the proposals in relation to the new and interim performance reporting arrangements were discussed with Directors, Statutory Officers, the Corporate Leadership Team, the Cabinet Member for Corporate & Resident Services, Culture & Heritage and Windsor, the Leader of the Council and the Chairs of each Overview and Scrutiny Panel.

## 9. TIMETABLE FOR IMPLEMENTATION

- 9.1 The full implementation stages are set out in table 5.

**Table 5: Implementation timetable**

Date	Details
Ongoing	Comments from the Panel will be reviewed by Cabinet Members, Directors and Heads of Service.
January – March 2022	New Service Delivery Plans and PMF developed by Services, in close collaboration with the Strategy, Policy and Performance team.  Q3 Interim Data & Performance Report delivered to all Overview and Scrutiny Panels.
April 2022	All Service Plans agreed and uploaded into InPhase. Formal start of new performance management arrangements.  Target start date for Citizens Portal to go-live.

## 10. APPENDICES

- 10.1 This report is supported by one appendix:
- Appendix A: Adults, Children and Health Overview and Scrutiny Panel Q2 Data & Performance Report.

## 11. BACKGROUND DOCUMENTS

- 11.1 This report is supported by two background documents:

- [Corporate Plan 2021-26](#)
- [Cabinet Proposals for future performance reporting arrangements](#)

## 12. CONSULTATION

<b>Name of consultee</b>	<b>Post held</b>	<b>Date sent</b>	<b>Date returned</b>
<i>Mandatory: Statutory Officers (or deputy)</i>			
Adele Taylor	Executive Director of Resources/S151 Officer	17.12.21	23.12.21
Emma Duncan	Deputy Director of Law and Strategy / Monitoring Officer	17.12.21	
<i>Other consultees:</i>			
<i>Directors (where relevant)</i>			
Hilary Hall	Executive Director of Adults, Health and Housing	17.12.21	21.12.21
Kevin McDaniel	Executive Director of Children's Services	17.12.21	21.12.21
<i>Heads of Service (where relevant)</i>			
<i>External (where relevant)</i>			
N/A			

## REPORT HISTORY

<b>Decision type:</b>	<b>Urgency item?</b>	<b>To follow item?</b>
Non-key decision	No	No

Report Author: Rachel Kinniburgh, Service Lead – Strategic Policy, Performance and Insights
---

## Adults, Children and Health Overview and Scrutiny Panel

### Q2 2021-22 Data & Performance Report

July – September 2021

#### Contents

<b>1. Executive Summary</b> .....	2
<b>2. Interim Council Strategy: Delivery of priorities</b> .....	3
<b>3. Service Performance Summary Report (YTD)</b> .....	11
<b>4. Adults’ Services</b> .....	12
4.1. Care package reviews.....	12
4.2. Permanent admissions to care .....	13
4.3. Reablement.....	14
4.4. Carers’ assessments.....	15
4.5. Adults’ safeguarding .....	16
<b>5. Children’s services</b> .....	17
5.1. Care leavers.....	17
5.2. Health visiting .....	18
5.3. School Ofsted ratings .....	19
5.4. Children’s social care .....	20
5.5. Special Educational Needs and Disability.....	22
<b>6. Public Health</b> .....	23
6.1. Substance misuse: Alcohol .....	23
6.2. Substance misuse: Opiates.....	25
6.3. Substance misuse: Non-opiates.....	26

## 1. Executive Summary

- 1.1 This report provides insights into progress against the priorities set out in the Interim Council Strategy in the period April – September 2021. The Interim Council Strategy 2020/21 was approved by Cabinet on 30 July 2020 in recognition of the significantly changed operating context that resulted from the global pandemic. The priorities are:
- **Covid-19 objectives:** focusing on the immediate response, long-term recovery, and new service requirements.
  - **Interim Focus Objectives 2020-21:** focusing on revised service operating plans, development of the Transformation Strategy, Climate Strategy, Governance, and People Plan.
  - **Revised Medium Term Financial Strategy:** focusing on the impact of Covid-19, economic downturn, and government policy.
- 1.3 This report is structured to provide insight into the delivery of the Interim Strategy's priorities (section 2). Performance of measures previously reported to the Corporate OSP are also included on the basis that these measures provide some insights into service delivery. These measures are grouped in this report by the lead service.
- 1.4 The council has recently agreed a new Corporate Plan 2021-26 to articulate the council's priorities and strategic direction for the next 5-year period. A new performance management framework is now being developed to report against the Corporate Plan.

## 2. Interim Council Strategy: Delivery of priorities

2.1 This section provides a brief overview of key activities and milestones achieved by the council in 2021/22 to date.

PRIORITY:	COVID-19 OBJECTIVES
Item	Achievements and key milestones
<p><b>Response (immediate)</b></p>	<p><b>Community response and Clinically Extremely Vulnerable (CEV) Residents:</b> Local Authority COVID-19 Data Leads have now been asked by the Department for Levelling Up, Housing and Communities, NHS Digital and DHSC to formally conclude operations under the Clinically Extremely Vulnerable (CEV) programme (sometimes known as Shielding) although they still need to be careful.</p> <p>For 18 months the Royal Borough delivered, at peak, support to 8,000 residents, by 143 staff, via 80 community organisations and using a network of over 1,000 volunteers. The Amazon Connect telephony system was delivered at pace to support this and continues to provide services in Adult Social Care and for thousands of ongoing Test and Trace contacts. The Lyon 2.0 community management system was built, tested and deployed in response to this. Further work to the platform is now a key component of corporate transformation given its pandemic success and utility.</p> <p>COVID-19 data leads continue to work with other services to ensure that this sensitive data is now sensitively cleansed or deleted, in line with agreements with the departments outlined above. Continued use of some of this data (as appropriate) may be used in future Health and Social Care prevention work. Learnings in this area continue to support the development of a Data Strategy, in line with future corporate aspirations.</p>
<p><b>Response (immediate)</b></p>	<p><b>Outbreak Control Plan and Local Outbreak Engagement Board:</b> The <a href="#">Outbreak Control Plan Summary</a> was published on the RBWM website on 30 June 2020 in line with national instruction from the Department of Health and Social Care. It has more recently been updated in December 2021. The plan was produced in collaboration with the NHS and Local Authority to guide our response to the ongoing Covid-19 pandemic, to put in place measures to identify and contain outbreaks and to protect the public's health.</p> <p>The Local Outbreak Engagement Board is a subgroup of the Health and Wellbeing Board, established to provide public-facing engagement and communication in relation to Covid-19. The Board meets monthly in public. On 6 October 2021 the Government published an updated Contain Framework: <a href="#">COVID-19 contain framework: a guide for local decision-makers</a>. In this document the Government highlights that “the country is learning to live with COVID-19, and the main line of defence is now vaccination rather than lockdown”. In light of this publication, we are revisiting our Outbreak Control Plan to update it and ensure it remains relevant. Updates on the progress of this work will be presented to the Local Outbreak Engagement Board.</p>
<p><b>Response (immediate)</b></p>	<p><b>Community Influencers and Community Information Champions:</b> In October 2020 a new “community influencers” group was established with representatives from various RBWM departments, including Achieving for Children, Libraries and Environmental Health. The group's aim is to</p>



	<p>communicate key Covid-19 messages to the wider community, whilst targeting messaging to specific demographic groups based on analysis of key datasets. The group launched its “Community Information Champion” scheme in November 2020, through which members of the community can volunteer themselves to receive regular information from the council regarding Covid-19 and then share this information with their family, friends, and other contacts. This approach ensures greater transmission of key Covid-19 messages across the community where other council communication methods may not have reached. Champions can also feedback to the council any questions or requests for clarity from the community. This two-way relationship helps the council to refine its Covid-19 messages and to also dispel any myths that may be circulating regarding the virus. To date, a network of over 150 Champions has been established. Anyone interested to join the network is encouraged to get in touch via <a href="mailto:volunteer@rbwm.gov.uk">volunteer@rbwm.gov.uk</a>.</p> <p>A new Covid Engagement Officer was recruited, jointly funded by Public Health and the council, to support a wide range of COVID related engagement activities. There has also been the opportunity to vaccinate residents within their localities, with vaccinations being offered on the mobile testing unit.</p> <p>Engagement with communities to mitigate the rise in infections and cases remains a key priority for the council and its partners.</p>
<p><b>Recovery (long-term)</b></p>	<p>The <a href="#">RBWM Recovery Strategy</a> sets out the council’s approach to supporting residents and businesses, empowering communities to thrive and building lasting partnerships with businesses.</p> <p>During Q1 2021-22 activity was focussed on supporting businesses and residents through the government roadmap to reopening which continued through Q2. The campaign “Don’t Let Your Guard Down” was launched to provide reassurance to visitors returning to visit our local towns and the messaging was continued in Q2. Social media channels were used to promote the borough as a destination to residents and domestic tourists. Businesses were offered promotional opportunities through My Royal Borough, Make Maidenhead and Visit Windsor with “shop local” campaigns being run across all channels. Innovative “Tech For Good” tools were used in the form of “Hello Lamp Post”, which lets people talk to street objects and share their thoughts on the high streets and what they want to see in their town centres. All comments are then considered as part of the local recovery plan. This initiative has been rolled out in Windsor with over 4,500 responses to date and there are plans to introduce it in Maidenhead in Q3 to help raise awareness of the regeneration of the town centre and what is happening across the different sites.</p> <p>Q2 saw the return of some large-scale events to the borough including Royal Ascot as a government test event and the Royal Windsor Horse Show.</p> <p>RBWM have been working in partnership with the DWP and other partners to launch a Youth Employment Hub in Maidenhead library which will provide targeted support to young people aged 18-24 in receipt of Universal Credit. Further work is being done to work with employers, education providers and other partners to ensure those looking for</p>

	<p>employment have the right skills to match the current vacancies. The tourism and hospitality sector are currently finding recruitment particularly difficult.</p> <p>The team is currently developing a Christmas campaign for the borough which will include a programme of events and marketing to attract visitors to our town and villages. A programme of business support training is also being developed which will be rolled out in Q3.</p>
<p><b>Recovery (long-term)</b></p>	<p><b>Local Contact Tracing Service:</b> The council set up a local contact tracing service which started operating in November 2020 to complement the national NHS Test and Trace service. Operating 7 days a week, the service reaches out to residents who have tested positive for Covid-19 but who have not been successfully contacted by the national NHS Test and Trace system. The service introduced a text messaging service in June 2021.</p> <p>RBWM switched to “Local 0” at the end of June 2021. The “Local 0” resulted in RBWM residents that have tested and recorded positive being contacted by a local tracer rather than a tracer working nationally. The purpose of this shift is to:</p> <ul style="list-style-type: none"> <li>• reduce the time before the resident is contacted, and hence further potential cases identified.</li> <li>• allow for a better understanding of types of cases in our borough.</li> <li>• provide a more efficient and proactive approach to identifying trends and taking appropriate action</li> </ul> <p>The opening hours were extended from 10am – 4pm to 9am – 5pm, 7 days a week to support the increased volumes of tracing calls being handled by the RBWM tracing service. This adoption of the Local 0 option reflects the national ambition to have more calls ‘handled’ locally to increase the overall effectiveness of contact tracing. This change dramatically increased the number of cases RBWM handled and a recruitment drive was put in place in order to support the extended service and increased level of capacity necessary. In broad terms the switch to Local 0 resulted in a doubling of the numbers of calls being undertaken by the RBWM tracing team. This increased volume was further extended when the schools returned and a revised arrangement with the national service was implemented whereby half of the borough was reverted to the national service whilst the other half remained with the Local 0 arrangements. This set up is being actively reviewed in Q3, although the steady increase in overall rates in October suggest the current half way alternative may need to remain in place, further details will be provided in Q3 reports. The overall volumes of local contact tracing cases in Q2 completed by the team was 2,593 cases/4,954 calls (in Q1 the volume was 301 cases/526 calls). This significant increase in volumes is due to the Local 0 approach.</p>
<p><b>Recovery (long-term)</b></p>	<p><b>Lateral Flow Device Tests:</b> In February 2021 rapid Covid-19 test centres were opened in RBWM at Braywick Leisure Centre and Windsor Leisure Centre, offering Lateral Flow Device Tests (LFDTs) with 30-minutes waiting time for results. These test-sites were initially aimed at people working in public-facing roles who do not have Covid-19 symptoms and were not able to work from home. The purpose of the tests was to identify</p>

	<p>asymptomatic carriers of the virus. This limited service was extended in April 2021 so that anyone was able to access the LFDT at the centres, or to pick up a home-testing kit or get a rapid Covid-19 test at Braywick or Windsor Leisure Centre as lockdown restrictions were eased. In addition to the leisure centre test-sites, a mobile testing offer was started at Ascot Racecourse and deployed at a number of other locations to seek to encourage more people to take regular tests.</p> <p>As the availability of test-kits was extended to other options, including the Pharmacy collect and the online home delivery service, the operating hours were adjusted at both leisure centres to reflect ongoing demand. This saw the Lateral Flow Test (LFT) sites reduced to 2 booths at each site and moved to revised delivery areas to allow the leisure centres to reuse the original spaces for leisure income generating activities. The revised operation, implemented in Q1 May 2021, was still able to deliver the service to meet the ongoing demands.</p> <p>The mobile unit visited a number of outlying locations to seek to increase overall testing and offered assisted testing as well as distributing Community Collect kits. The mobile unit was also used to support “pop up” vaccination opportunities at locations being agreed with the NHS.</p> <p>During Q2, 2,938 LFTs were completed (Q1: 6,329); these were carried out at Windsor Leisure Centre, Braywick Leisure Centre and via the mobile unit. 3,262 Community Collect kits have been distributed (Q1: 5,823) via 9 channels including the mobile unit, Windsor Information Centre, and the 5 leisure centre reception areas.</p>
--	--

PRIORITY:	INTERIM FOCUS OBJECTIVES 2020-21
Item	Achievements and key milestones
<b>Revised Service Operating Plans</b>	<p>As part of the organisational recovery strategy, services have made changes to existing operating models where necessary to continue to deliver services with customers being at the centre of it. One example has been the <a href="#">Library Transformation Strategy</a>. This strategy is the outcome of the public library consultation and focuses on facilitating and coordinating, via community groups and other partners, a range of services for everyday life to meet community needs. One such example is the select and deliver service supported by volunteers to ensure all residents are able to access library services regardless of mobility, disability or distance from a static library or any other barrier.</p>
<b>Transformation Strategy</b>	<p>The <a href="#">Transformation Strategy 2020-2025</a> was unanimously approved by the Cabinet Transformation Sub-Committee on 22 September 2020. The strategy’s development responds to key challenges surrounding the council’s financial position and builds upon the strong foundations of innovation and community-empowerment that quickly developed in response to the Covid-19 pandemic. The Strategy aims to deliver radical changes to the way in which the council operates and identifies 6 key areas for transformation (culture, environment, prevention, digital, process redesign and finance).</p> <p>Action plans by which to deliver the Strategy are at sign-off stage with quarterly Cabinet Transformation Sub-Committee meetings being added to the corporate diary. Whilst Covid-19 has impacted progress, a number</p>

of projects have been implemented, proving that design and innovation can be done quickly and in an agile fashion. Asset Based Community Development methods have been used to deliver the Embedding Community Response (ECR) project in Clewer and Dedworth. This project has created a blueprint for the council to work with communities to co-produce and co-design ways of delivering community projects.

In April 2021, the next phase of 'Embedding Community Response', was launched in Maidenhead, with the creation of five subgroups working directly with communities and partners.

The RBWM Together Engagement site has launched and this will be used as an integrated tool for community engagement and empowerment.

The ECR pilot in Clewer and Dedworth will start to establish a partnership with libraries to extend the concept across the rest of Windsor. The Maidenhead project has started to develop partnerships to address some of the health inequalities affecting disadvantaged communities.

A successful bid to the NHS Charities fund has given us the opportunity to innovate a joined-up health, social care, and community initiative called 'Wellbeing Circles'. The programme refers individuals in need, for wrap-around support led by the community (Maidenhead Magpies) but backed up by the council and NHS in a unified approach. Whilst needs differ across the individuals, the support being offered is similar. Supporting the vision of enabling people to remain independent for longer, this project will also test some of the technology enabled care systems available on the market to embed digital solutions as part of the personalised care.

The Wellbeing Circles has successfully been extended with additional funding to continue this beyond the pilot project.

Successful engagement with the BAME groups has enabled us to create a series of Health and Wellbeing workshops at the Friday prayers with the Mosque. This is a real breakthrough for RBWM as we have not only included our mobile test unit as a partner, going forward Social Prescribing and Public Health will be joining us. A joint bid will be put forward to Berks Get Active together with the Mosque and The Maidenhead Rowing club. Engagement with the Mosque will also enable us to work with the BAME Carers support groups at the Mosque. We will be extending these engagement sessions with the South Indian community going forward. Monthly radio campaigns with Asian Star have been established to engage key communities across RBWM.

The new digital platform EngagementHQ platform has been launched successfully and over 70 projects are now being developed across council services. This will improve engagement with surveys, consultations, service design and development, both externally and internally with staff. Work to structure and formalise the RBWMTogether page is ongoing, as the platform continues to expand to new areas.

Development of the Lyon 2.0 community engagement platform continues, having been used by over 100 staff to support 8,000 vulnerable individuals in the community during the pandemic. Further funding bids have been written and interviewed for (awaiting result), to be able to develop this platform for further corporate uses. In conjunction with Health and

	<p>Voluntary and Community Sector partners, the platform is being developed following its success during the pandemic to aid transformation towards a prevention model in key service areas.</p> <p>Continued research and analysis into the corporate use of data continues, as the Borough aspires to producing its first Corporate Data Strategy. A proof of concept delivered by Amazon AWS has now been agreed in principle, to demonstrate the data potential that RBWM currently holds. As this is a new type of project for the Royal Borough, it cuts across traditional service boundaries, with quicker, more agile working relationships being developed to deliver this to maximum effect.</p>
<p><b>Environment and Climate Strategy</b></p>	<p>The Council has made good progress against the action plan. Key achievements have included securing a further £165k of grant funding from the Low Carbon Skills fund that will enable Heat Decarbonisation Plans to be developed across the majority of the Council’s built estate including 19 schools, 10 libraries, the Town Hall and the Guildhall.</p> <p>We have also been engaging key stakeholders on our draft Biodiversity Action Plan and launching the “Big Conversation” on walking and cycling infrastructure in the borough.</p> <p>Cabinet approved the formation of the RBWM Climate Partnership in September which will bring together public, private and community organisations to shape and deliver our Environment and Climate Strategy for the borough.</p> <p>A communication campaign was launched in preparation for the switch to fortnightly waste collections from October, a change which supports the aims of the Environment and Climate Strategy by placing greater emphasis on recycling household waste.</p>
<p><b>Governance</b></p>	<p>A new full-time Monitoring Officer and Deputy Director of Law and Strategy joined the Council in February 2021 to lead a new Governance, Law and Strategy Directorate and to bolster the council’s governance capability.</p> <p>The focus of the Directorate since February 2021 has been to develop robust processes and systems to enhance decision-making and performance and to develop a culture to support this.</p> <p>Key areas of focus in Q1 and Q2 have been as follows:</p> <p>Identifying and responding to key governance issues: The Statutory Officers Group consisting of the Head of Paid Service, S151 Officer, Monitoring Officer and deputies oversee the governance framework and meet regularly to discuss issues of concern and monitor the progress and actions contained in the Annual Governance Action Plan.</p> <p>In Q1 the Council’s governance environment has been tested against the Centre for Governance and Scrutiny’s new Risk and Resilience Framework, which builds on the CIPFA’s “Delivering Good Governance”. Key areas of work have been identified and incorporated into the plan for the current year Annual Governance Statement (AGS).</p> <p>The AGS itself has been revised to reflect best practice, and an Action Plan identifying key governance themes is in place. The items identified for action are being progressed and monitored through the Statutory</p>

	<p>Governance Officer Group and will be reviewed quarterly by the Audit and Governance Committee.</p> <p>Member Code of Conduct: A new Code of Conduct has been adopted and Members trained. Training has also been provided to Parish Councils. Members have also been given training on social media usage.</p> <p>Corporate Plan: The Corporate Plan is a key document in terms of delivering outcomes for our residents and communities and measuring performance. The development of the plan is following an evidence-based approach and has been through public consultation. The draft plan was considered by the Corporate Overview and Scrutiny Panel in October in a “challenge session” and was approved by Cabinet for referral to Full Council in November.</p> <p>Communications and engagement: Consultation best practice guidance has been developed and circulated and builds on a more rigorous process that has been introduced on Equality Impact Assessments (EQIAs). A new Communication Protocol and Engagement Strategy is in the process of being developed. An e-newsletter is being produced for Parishes to foster closer working and better outcomes for residents. A Communication Team Protocol has been developed and will be considered by the Constitution Working Group at their next meeting in October.</p> <p>Constitution: The Constitution has been reviewed and updated during the year. There is a greater focus on using the rules of debate to support effective decision-making. The Constitution Working Party is due to meet to consider proposed changes to the Constitution.</p> <p>Following the CIPFA financial governance reviews, detailed action plans were developed in relation to finance and pension fund governance and these have continued to be monitored and reviewed throughout the year. All actions for the finance governance review have been started and almost all actions completed in year. For the pensions action plan, these are reported to the Pensions Fund Committee and over half have already been completed and the rest are expected to be completed to the timelines agreed.</p> <p>Council meeting arrangements: An evaluation of meeting arrangements was also undertaken, with a hybrid model of physical and virtual meeting arrangements agreed by Full Council in September for the remainder of the municipal year. The new arrangements ensure the council’s legal requirement to hold decision-making meetings in person are met, but acknowledges the key benefits afforded by virtual meetings as experienced throughout the pandemic – including greater transparency and increased public engagement – by retaining the option to continue non-decision-making meetings in a virtual format.</p>
<p><b>People Plan</b></p>	<p>The council’s appraisal process was relaunched in June 2021. Now called “Connect”, forms have been updated that support the scoring of objectives as well as the review of how work is undertaken in line with our values of:</p> <ul style="list-style-type: none"> <li>• Invest in strong foundations</li> <li>• Empowered to improve</li> <li>• One team and vision</li> <li>• Respect and openness.</li> </ul>

	<p>The new format has been used by the Chief Executive and Directors in their recent end of year reviews and across all levels in the organisation. The next stage will be to move the process online and into the HR Information System “iTrent”.</p> <p>The updated People Strategy and People Activity Plan have now been finalised following feedback from Corporate Leadership Team, Ambassador group and Equality, Diversity and Inclusion network and are due to be shared with all employees in October.</p>
--	--

PRIORITY:	REVISED MEDIUM TERM FINANCIAL STRATEGY
Item	Achievements and key milestones
<p><b>Revised Medium Term Financial Strategy</b></p>	<p>The Medium-Term financial strategy was refreshed and approved during 2020/21 and was approved at Full Council on 23 February 2021 as part of setting the budget for 2021/22.</p> <p>At Cabinet in July, an update on the medium-term financial plan was considered that set the financial criteria necessary to commence the development of the 2022/23 budget, according to the agreed strategy.</p> <p>Any revisions to the strategy will be considered throughout the budget setting process for 2022/23.</p>

### 3. Service Performance Summary Report (YTD)

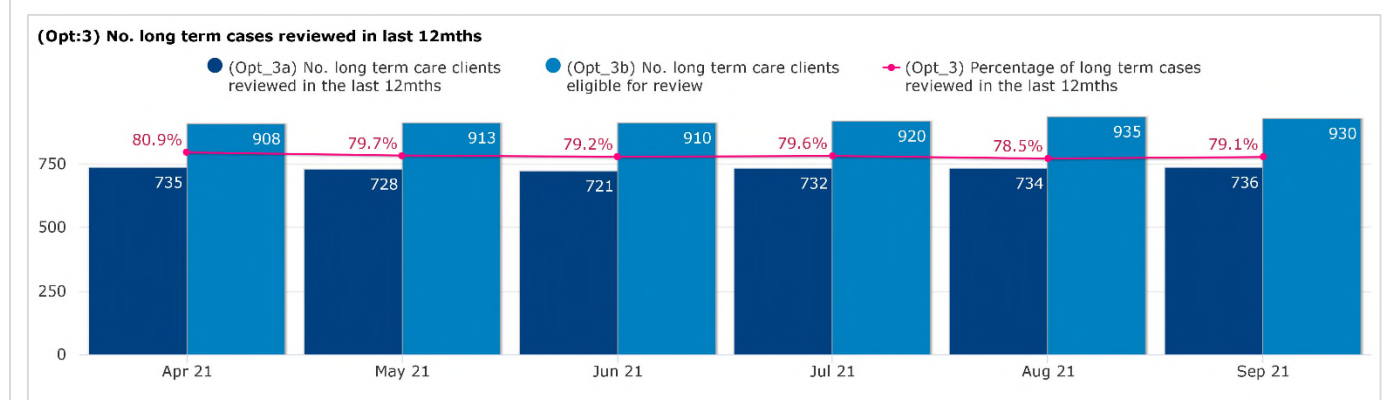
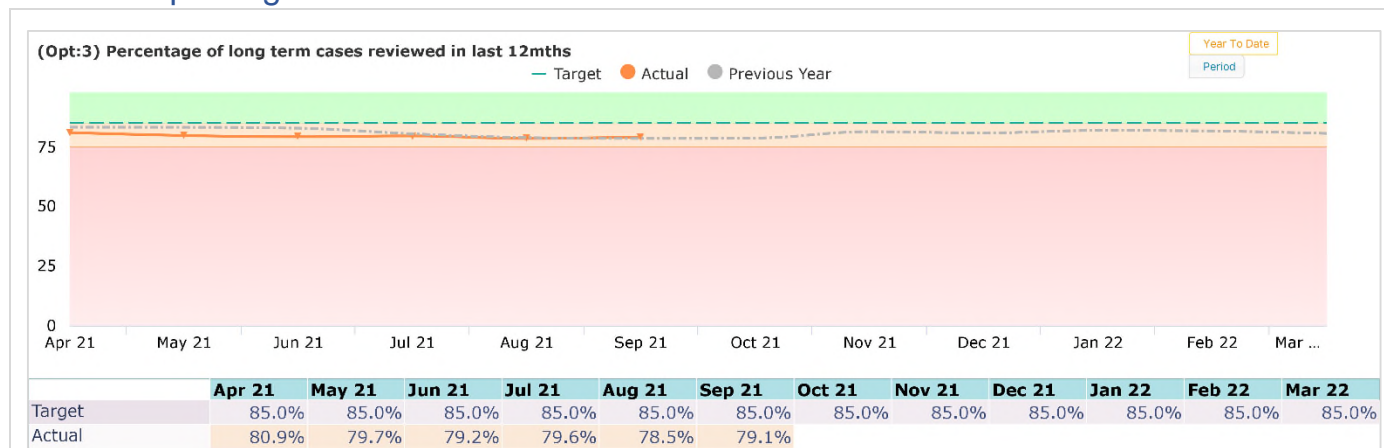
3.1 Performance of measures previously reported to the Adults, Children and Health Overview and Scrutiny Panel are set out here on the basis that these measures provide some insights into service delivery (priority 2).

	<b>Green (Succeeding or achieved)</b>	<b>Amber (Near target)</b>	<b>Red (Needs improvement)</b>
Percentage long term cases reviewed in the last 12 months		X	
No. permanent admissions to care for those aged 65+yrs			X
Percentage rehabilitation clients still at home after 91 days		X	
Percentage carers assessed or reviewed in the last 12 months		X	
Percentage safeguarding service-user satisfaction	X		
Percentage care-leavers in education, training and employment (19-21yr olds)	X		
Percentage eligible children receiving a 6-8wk review within 8wks	X		
Percentage borough schools rated by Ofsted as Good/Outstanding	X		
Percentage re-referrals to Children's Social Care (within 12mths)		X	
Percentage children subject to a Child Protection Plan for 2+yrs on ceasing	X		
Percentage EHCP assessments completed within 20wks (including exceptions)	X		
Percentage of successful treatment completions (alcohol)		X	
Percentage of successful treatment completions (opiates)		X	
Percentage of successful treatment completions (non-opiates)		X	
<b>TOTAL (14)</b>	<b>6</b>	<b>7</b>	<b>1</b>



## 4. Adults' Services

### 4.1. Care package reviews

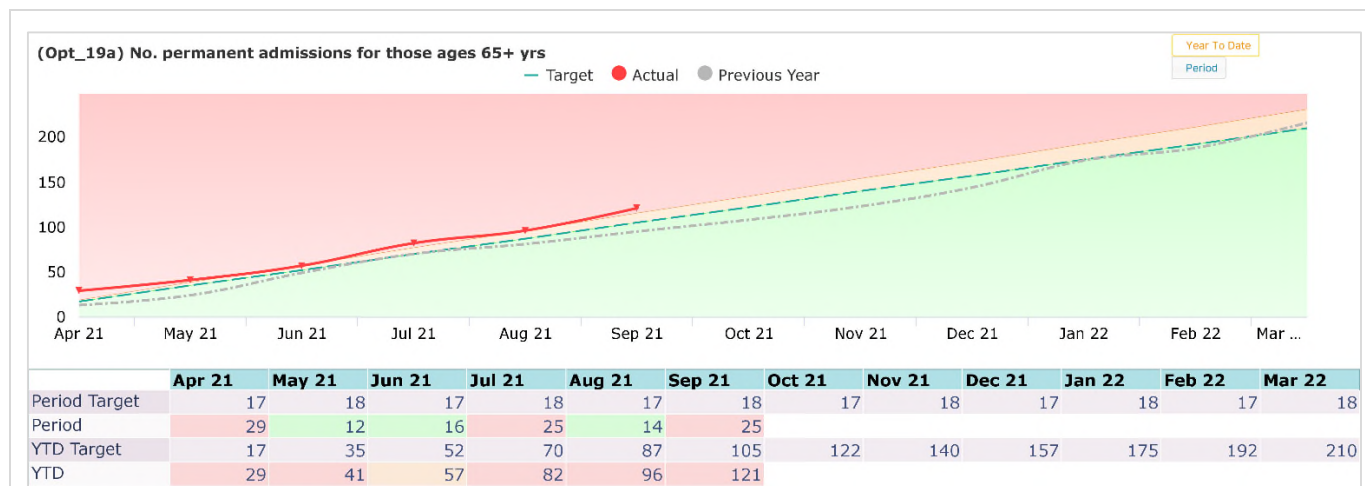


#### Q2 Commentary

*The target for this measure is 85% with red flag raised if performance is equal to/below 75%.*

Reviews are a key mechanism for ensuring that the care package in place for each resident is fit for purpose and meeting their needs. A review of each case should take place at least annually. At the close of Q2 the percentage of long-term cases reviewed in the last 12 months stands at 79.1% (736/930), below the target of 85% although within tolerance for the measure. Performance has been impacted by managing more complex new cases and workforce vacancies. However, all cases are risk assessed to ensure that reviews are prioritised according to need.

## 4.2. Permanent admissions to care

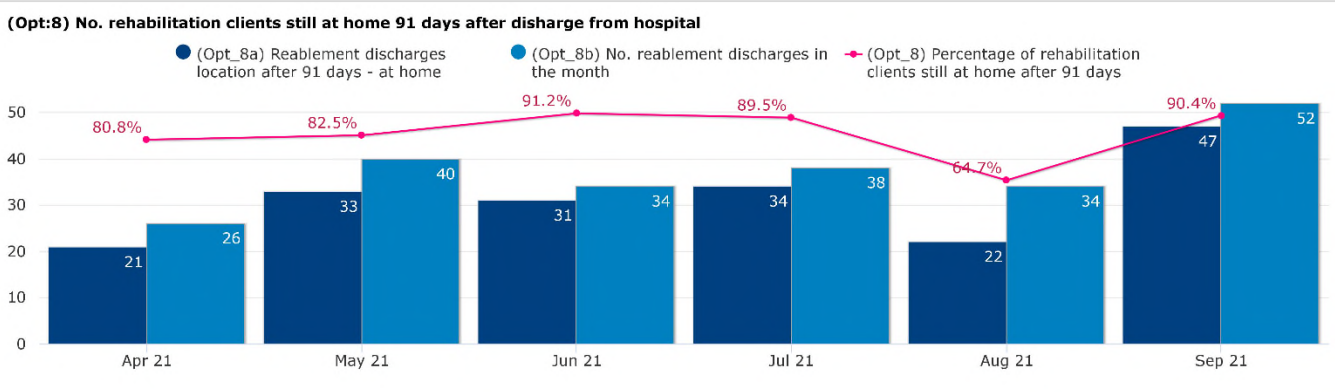
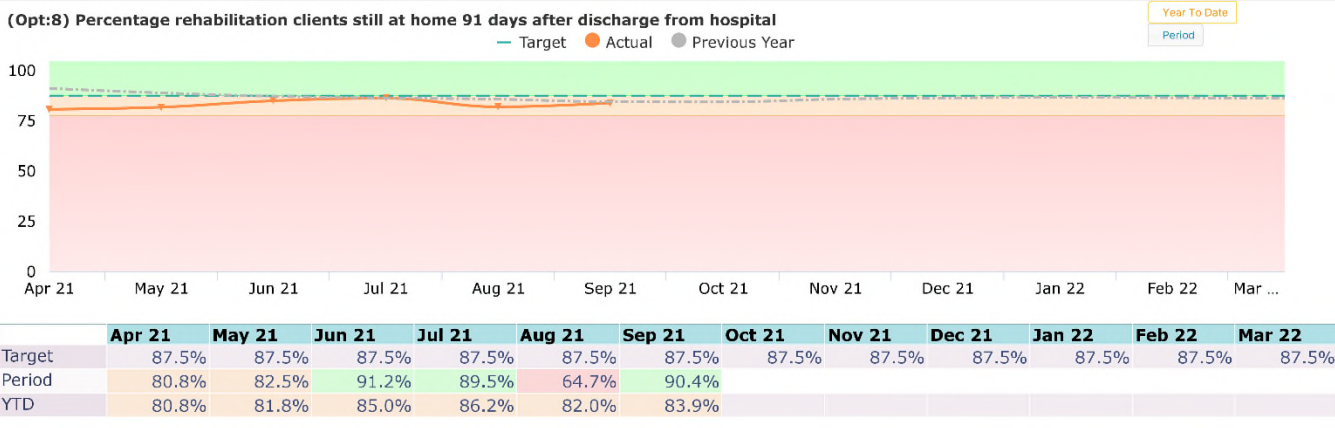


### Q2 Commentary

*The year-end target for this measure is 210 and profiled monthly. A red flag is raised if YTD volumes are at/exceed 10% of the target.*

At the close of Q2 the year-to-date volume of permanent admissions to care is 121, above the target of 105 and outside of tolerance for this measure. This position is influenced by higher volumes of permanent admissions in July (25) and September (25) and reflects the fact that more people are being discharged from hospital with higher and more complex needs which means that they cannot be safely supported in their own homes. The service continues to focus on prevention and keeping people living in their own homes for as long as possible but at the current time, more and more people are requiring more intense nursing and residential care home support in order to meet their needs.

4.3. Reablement

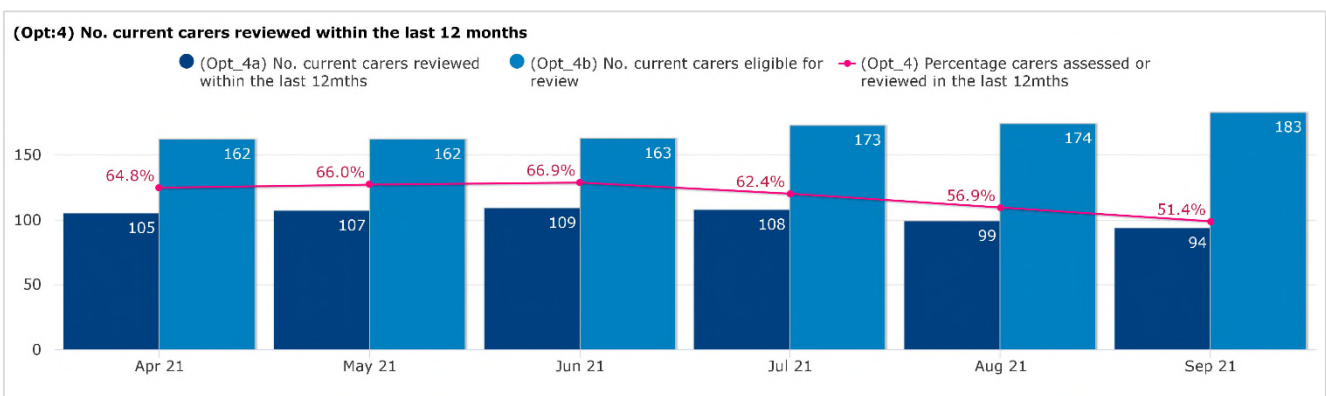
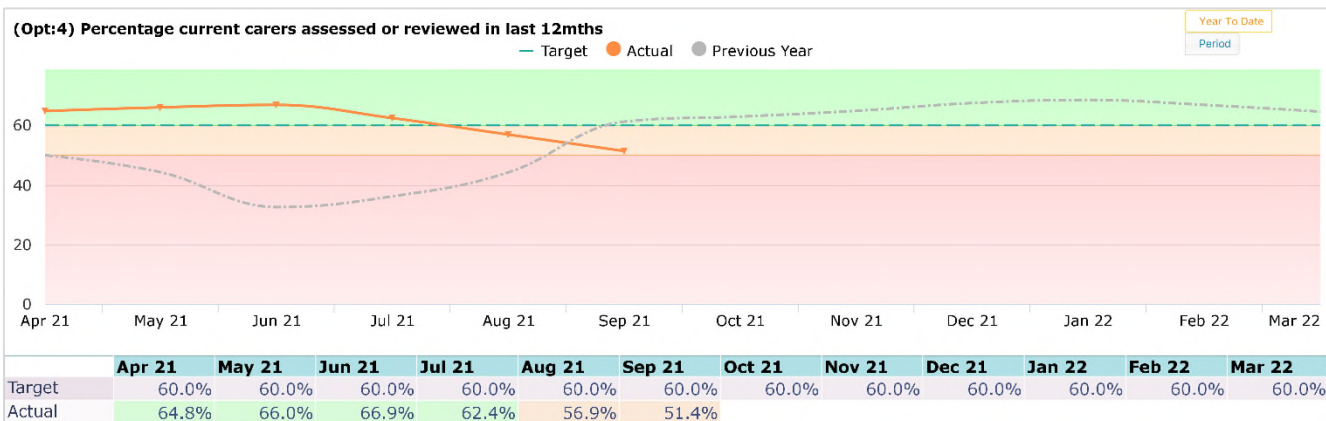


**Q2 Commentary**

*The target for this measure is 87.5% with red flag raised if performance is equal to/below 77.5%.*

As at the close of Q2 the year-to-date percentage of rehabilitation clients still at home 91 days after discharge from hospital is 83.9%, below the target (87.5%) but within agreed tolerance thresholds. Performance of this measure is inevitably impacted by the level of need and frailty of the individuals within the cohort, and this has been exacerbated by the impact of Covid-19. As outlined at 4.2, we are seeing more people being discharged from hospital with more complex needs which require more intensive support within care homes rather than returning to their homes.

### 4.4. Carers' assessments



#### Q2 Commentary

*The target for this measure is 60% with red flag raised if performance is equal to/below 50%.*

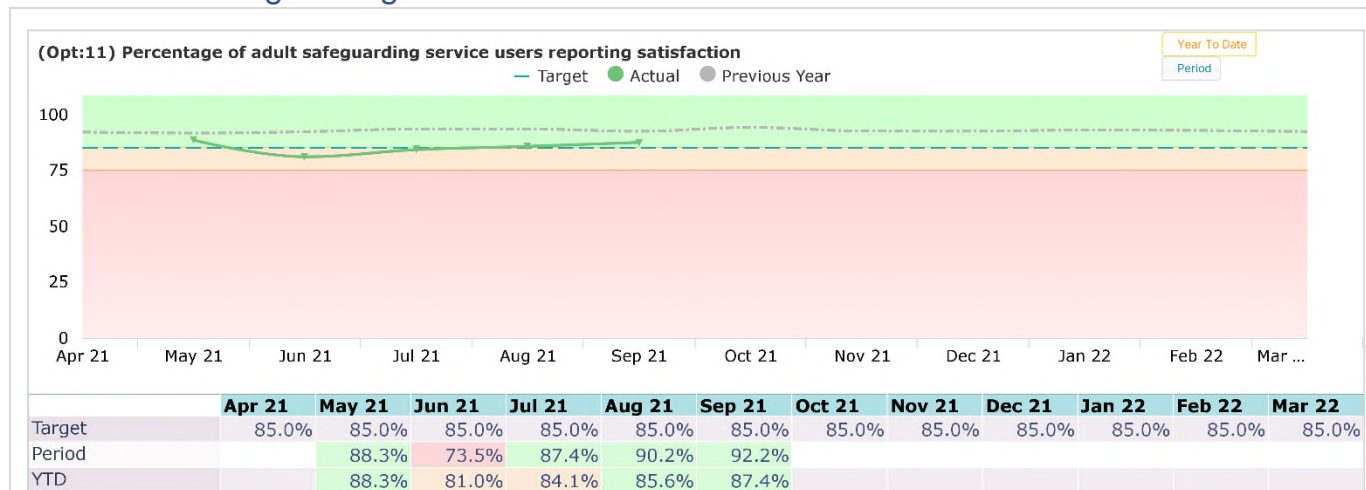
Informal carers deliver vital support to family members who may not be in a position to fully care for themselves. The assessment and review process are important mechanisms by which to manage risks and ensure quality and timely support of the carer's own physical, emotional wellbeing and quality of life as they fulfil their caring role. At the close of Q2 performance stands at 51.4% (94/183). This measure has followed a consistent downward trend over the course of Q2 and is currently within agreed tolerance thresholds (amber) but close to falling below these tolerances (<50%).

The teams have been focusing on improving this performance over the last two months and there are now dedicated staff in the Physical Disabilities and Older People team focusing on this area of work. A data cleansing exercise was completed in November which included updating completed carers assessments on Paris as well as removing reviews which were no longer required. The impact of this work will not yet have shown in the data but we would expect there to be some improvement shown in the next data run.

Significant staff turnover has impacted on performance in this area and more urgent work has been prioritised.

An improvement plan is being developed for implementation from January and this indicator will continue to be closely monitored.

### 4.5. Adults' safeguarding



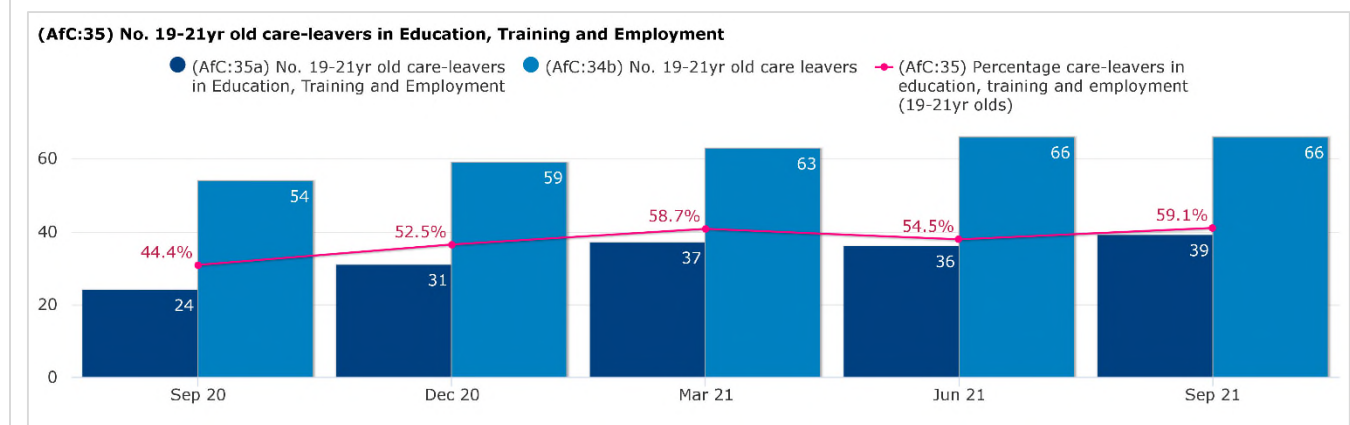
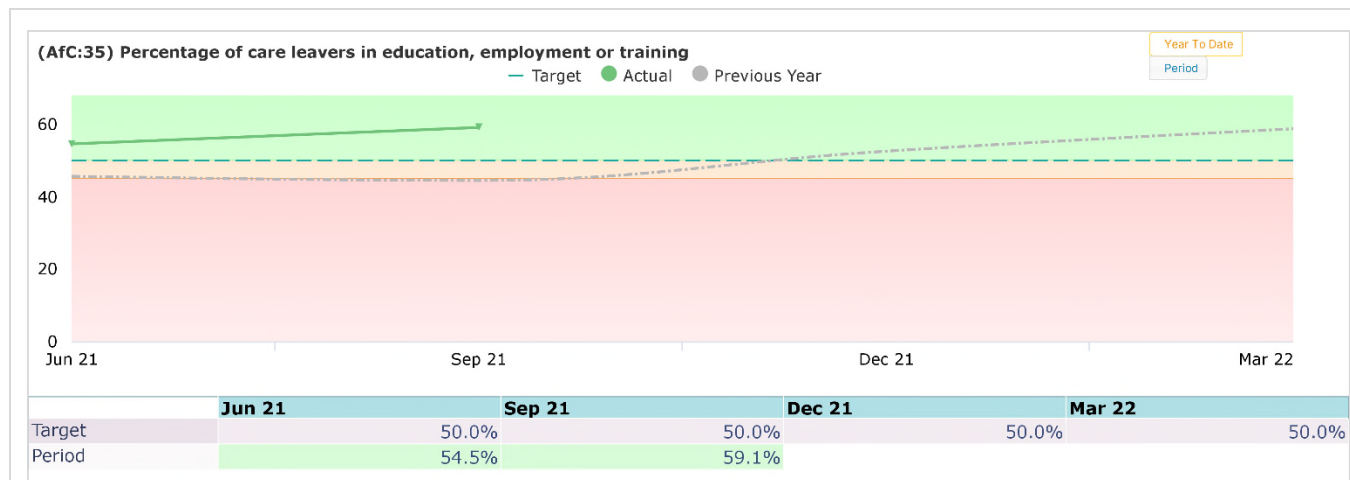
#### Q2 Commentary

*The target for this measure is 85% with red flag raised if performance is equal to/below 75%.*

Monitoring safeguarding service-user satisfaction is important to provide assurance that processes are sound and that outcomes sought from the safeguarding investigation have been achieved. The downward trend in performance in June was robustly interrogated by the service and revealed some inaccuracies in how answers to questions on the survey were recorded. This was corrected for Q2 and performance has returned to existing levels which is an encouraging indication that existing processes are sound.

## 5. Children’s services

### 5.1. Care leavers



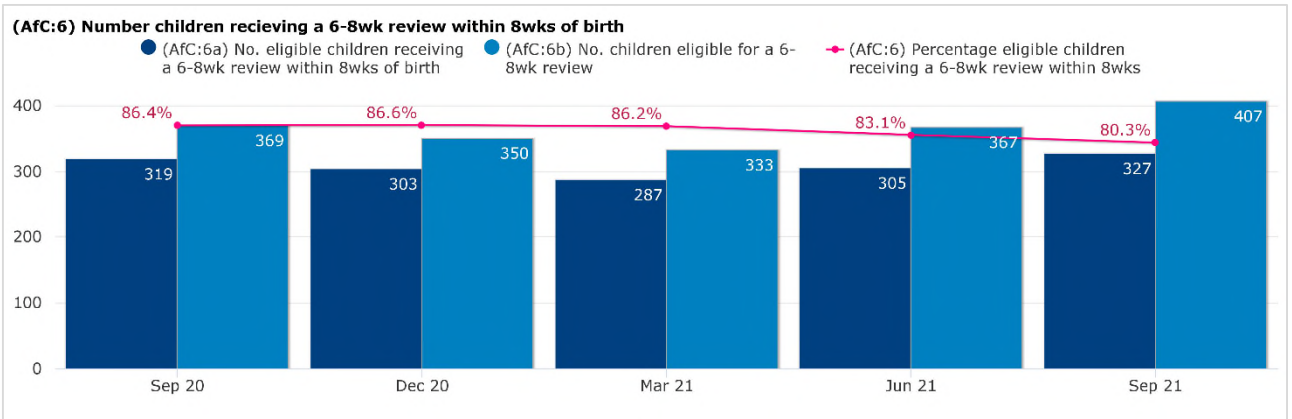
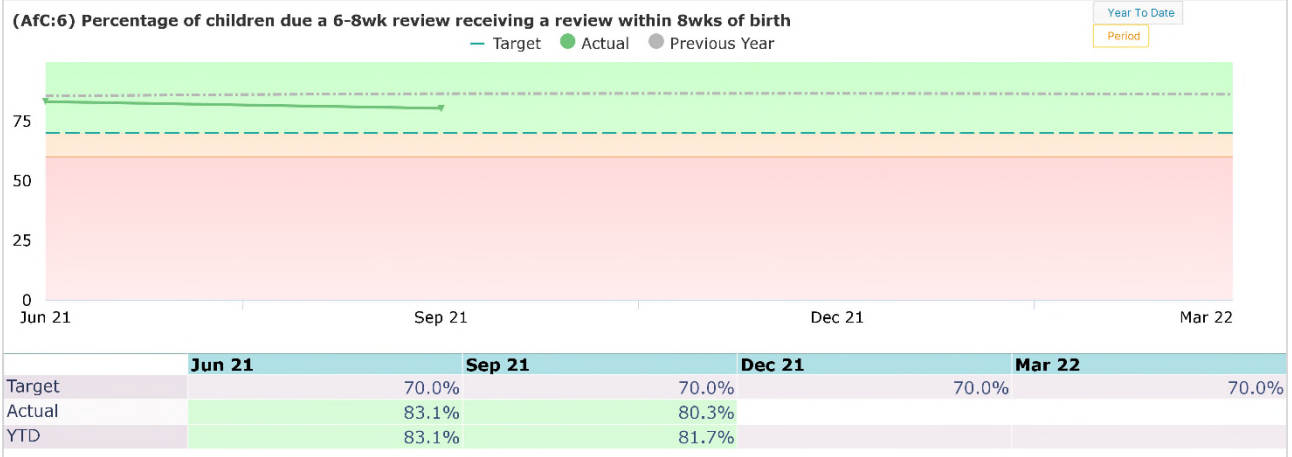
### Q2 Commentary

*The target for this measure is 50% with red flag raised if performance is equal to/below 45%.*

Supporting the wellbeing and aspirations of children in care and supporting care-leavers to achieve their full potential is of paramount importance. At the close of Q2 the percentage of care-leavers in education, employment or training stands at 59.1% (39/66), above target of 50%. It was noted in Q1 that this measure was not expected to bounce back until education and employment opportunities reopened in sufficient volume so we are pleased with the rapid return to a positive position.

The support on offer, from a range of services and partners, included the Kickstart Scheme and Youth Mentors which has increased the number of care leavers gaining employment and training opportunities and the development of the virtual college. Young people tell us that there is more to do to help them find opportunities for manual work.

5.2. Health visiting

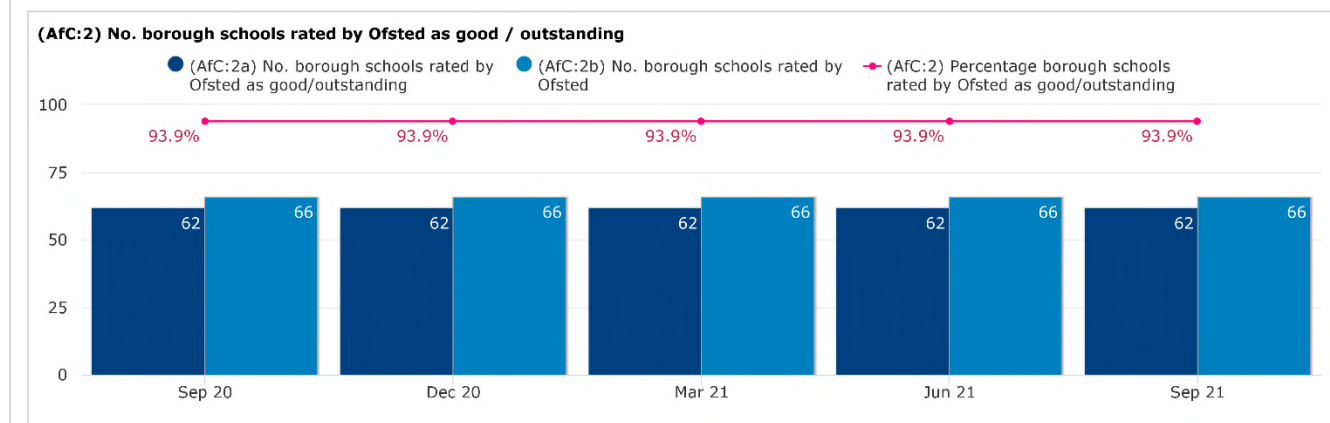
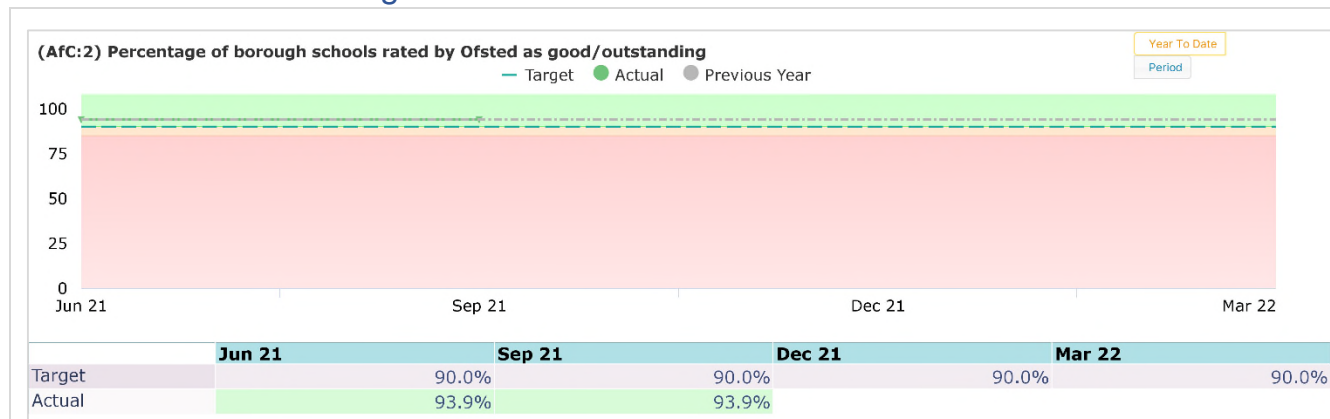


**Q2 Commentary**

*The target for this measure is 70% with red flag raised if performance is equal to/below 60%.*

The 6-8 week review appointment is an important opportunity for parents to discuss their baby’s development and progress with a Health Visitor. At the close of Q2 year-to-date performance for this measure is 81.7% (632/774), above target (70%). There is a consistent quarterly downward trend in performance from Q3 2020/21 which is being monitored. Broadly, however, the current level of performance is in line with pre-pandemic levels as fewer families typically take up in person appointments when their children are able to access a range of services.

### 5.3. School Ofsted ratings



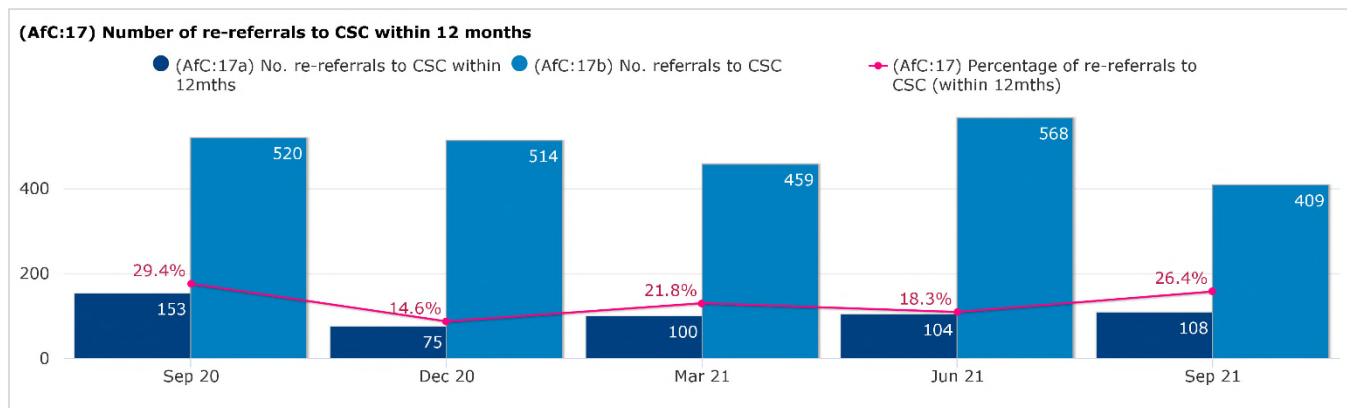
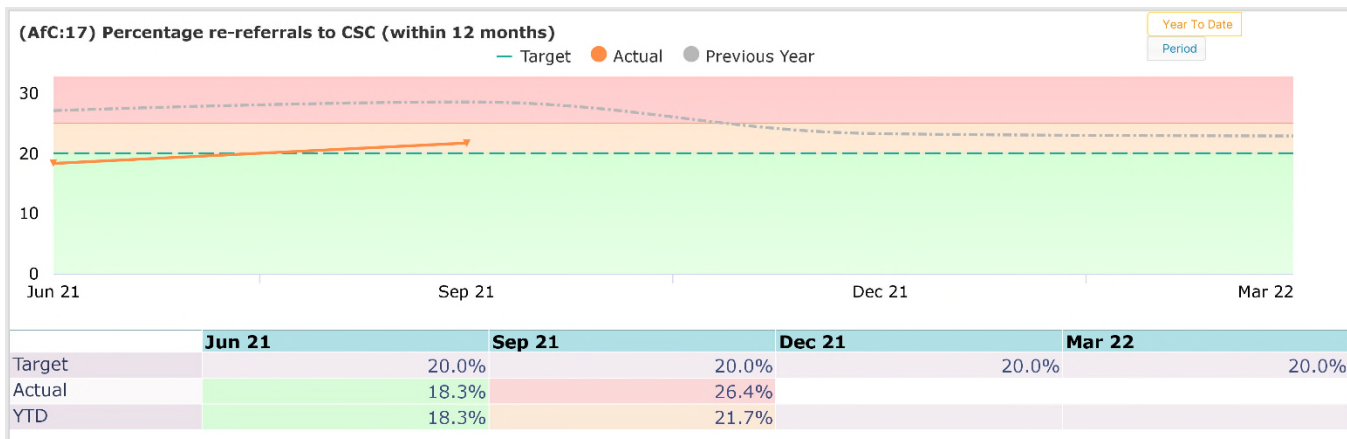
#### Q2 Commentary

*The target for this measure is 70% with red flag raised if performance is equal to/below 60%.*

The percentage of borough schools rated by Ofsted as good/outstanding has not changed as at the end of September 2021. Graded inspections have resumed and the Q3 figure will show the impact of those activities. Achieving for Children staff have continued to work with all schools to ensure that a good standard of education remains the focus of their development plans.



### 5.4. Children’s social care



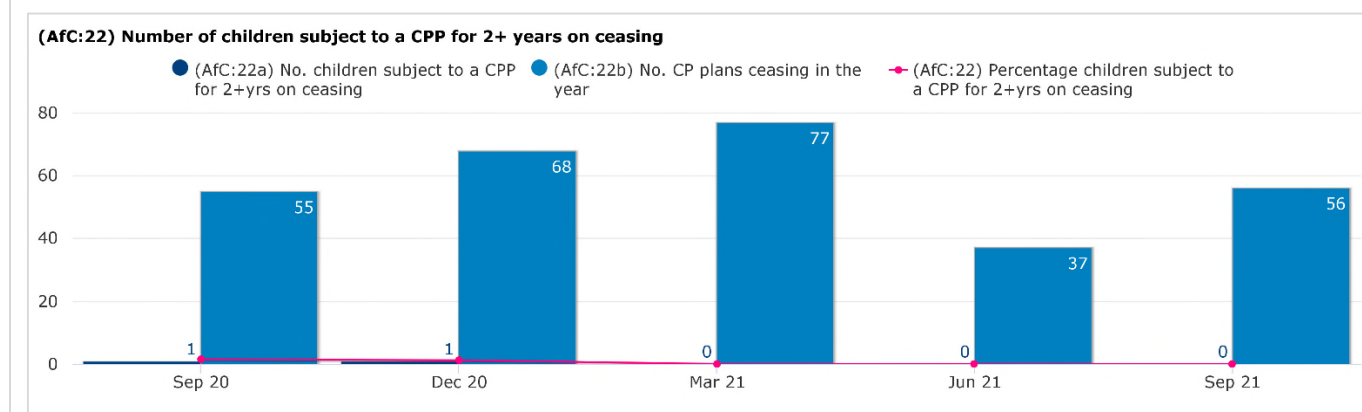
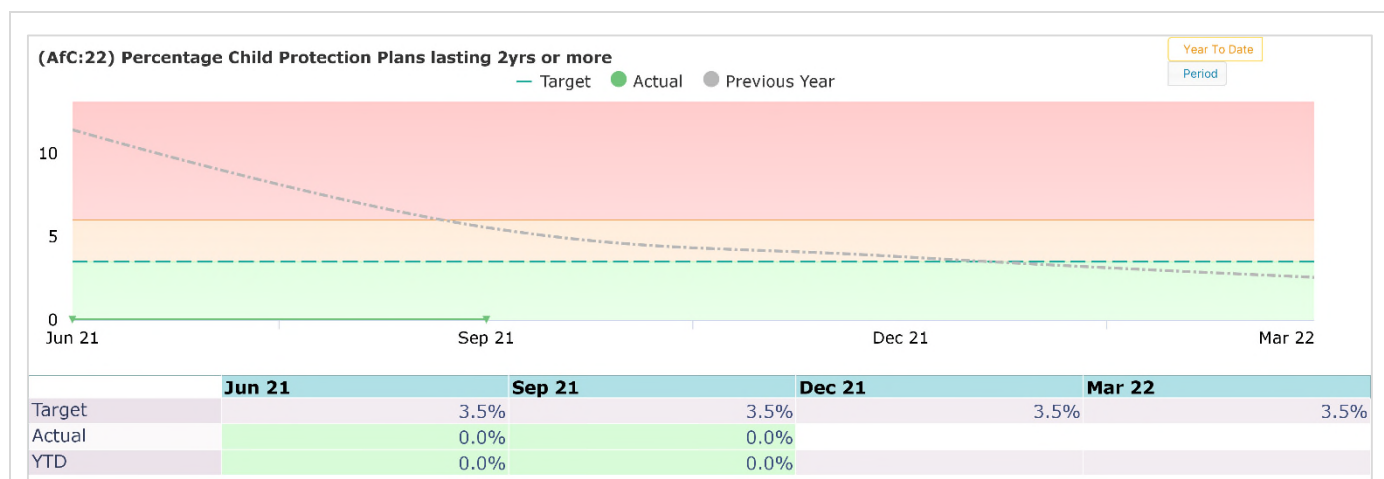
#### Q2 Commentary

The target for this measure is 20% with red flag raised if performance is equal to/exceeds 25%.

A referral is a request for services to be provided by children’s social care and is in respect of a child who is currently not assessed to be in need. A referral may result in an initial assessment of the child’s needs, the provision of information or advice, referral to another agency or no further action. This indicator reports the number of referrals that are received within 12 months of a previous referral being received.

At the close of Q2 to year-to-date performance is 21.7% (212/977), above the target (20%) but within tolerance for this measure despite a notable rise in re-referrals in Q2. Q1 saw the highest volume of referrals to children’s social care (568) compared to quarterly outturns in 2020/21 which we believe is driven by the continuing pressures of the pandemic. The service continues to see a high level of demand and Service Managers scrutinise all children re-referred at monthly performance board. This review provides reassurance that the service is confident about the thresholds being used in the Single Point of Access.

## Adults, Children & Health Overview and Scrutiny Panel: 2021/22 Q2 Data & Performance Report



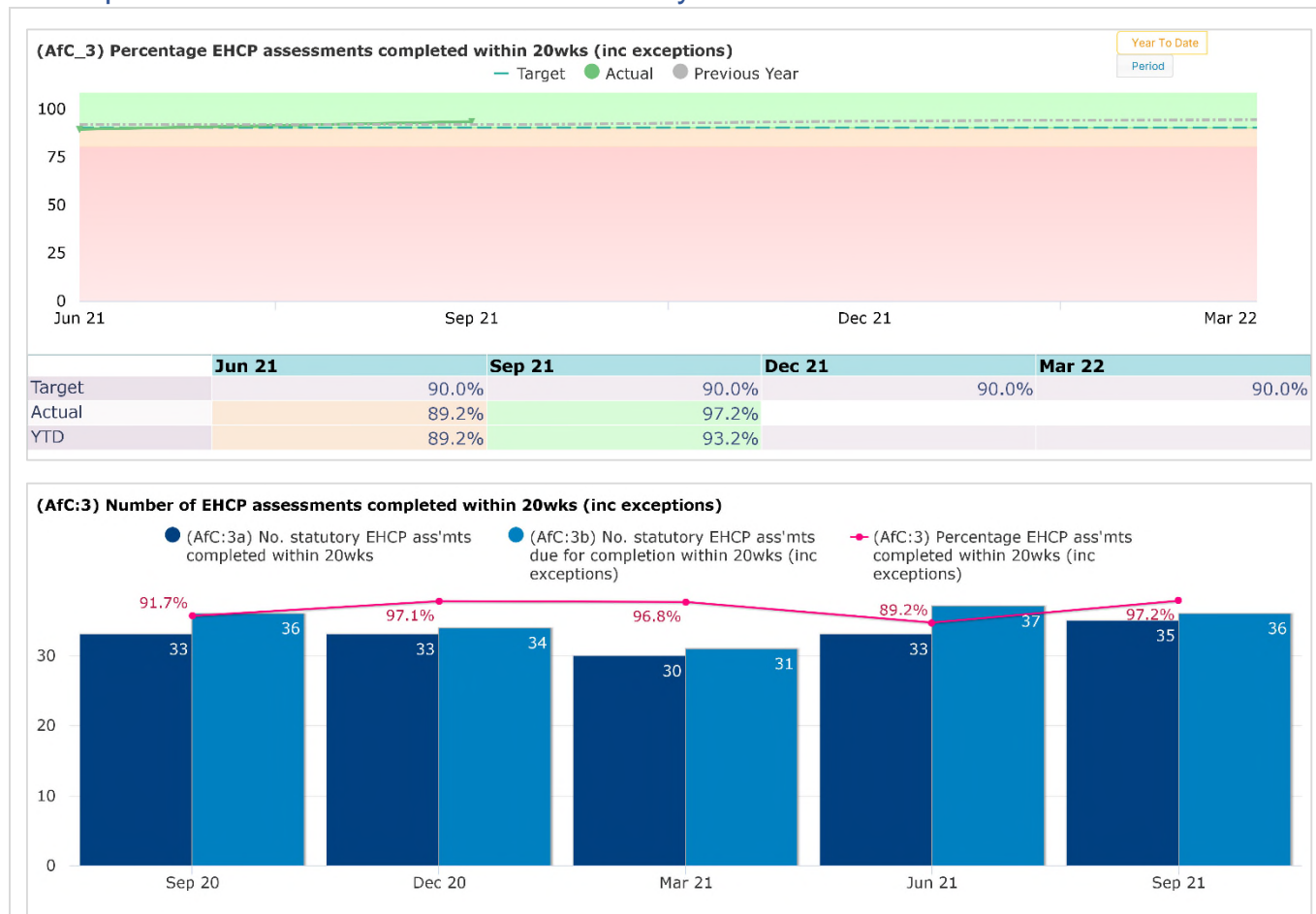
### Q2 Commentary

*The target for this measure is 3.5% with red flag raised if performance is equal to/exceeds 6%.*

At the close of Q2 there are no children subject of a Child Protection Plan for more than 2 years as a result of the processes established in 2020.

The service regularly reviews all children who have been subject to a Child Protection Plan for 10 months or more to systematically prevent plans reaching 18+ months. Child Protection chairs also regularly review and challenge the contingency plans that are put forward at each Review Child Protection Conference (RCPC), and in July 2020 a new midway review process was introduced to empower social care teams to start thinking of an exit strategy prior to RCPCs. The service is also using the Windows into Practice Panel to discuss and agree effective and meaningful interventions. On the rare occasion a child is subject to a protection plan for more than 18 months, the plans are regularly scrutinized by senior managers to ensure appropriate alternative plans are considered in good time.

### 5.5. Special Educational Needs and Disability



#### Q2 Commentary

*The target for this measure is 90% with red flag raised if performance is equal to/below 80%.*

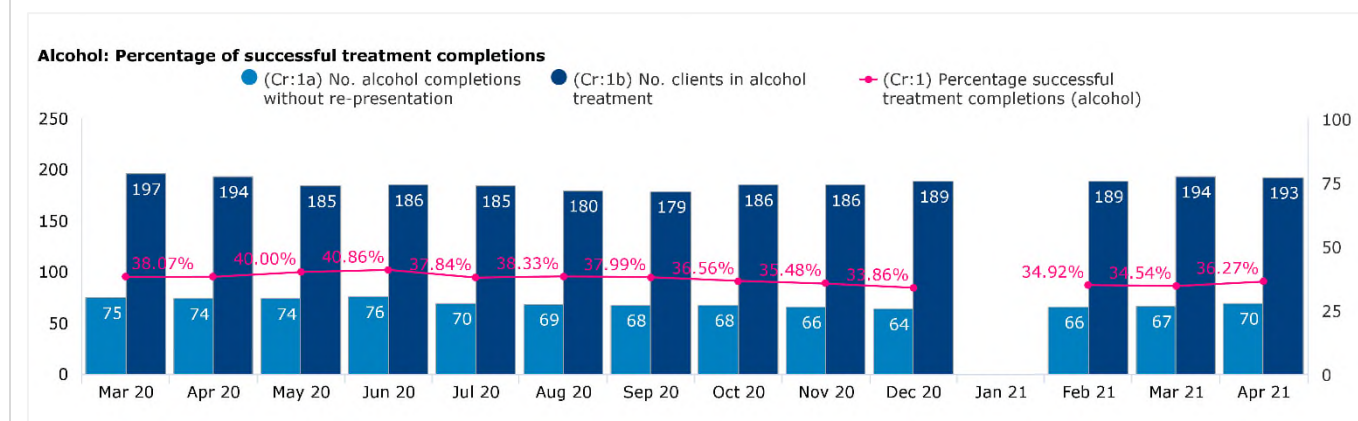
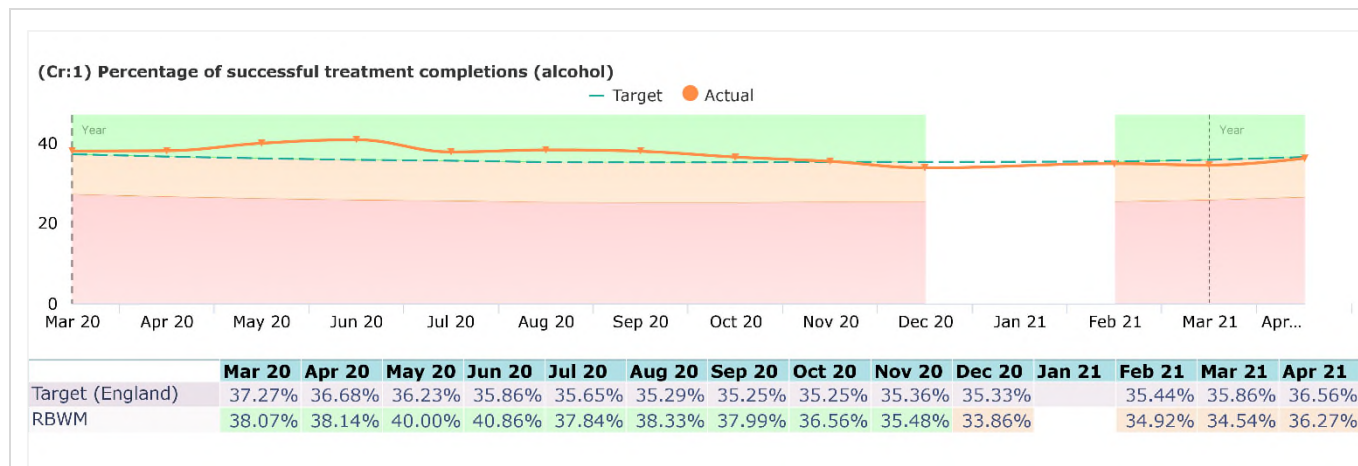
An Education, Health and Care Plan is a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life.

At the close of Q2 year-to-date performance stands at 93.2% (68/73), above the target (90%). Q2 performance (97.2%, 35/36) saw an improvement on Q1 performance (89.2%, 33/37), which was impacted by assessments deriving from a higher than typical level of initial requests as schools came to terms with children who had developed support needs during the pandemic period.

Anecdotal evidence indicates that this measure varies widely by Local Authority and the RBWM performance is among the highest.

## 6. Public Health

### 6.1. Substance misuse: Alcohol



#### Q2 Commentary

Local performance is tracked against the reported figure for England (referenced in Chart 1 as the target). There is a 10% tolerance threshold. The definition of this measure is the number of alcohol users that left structured treatment successfully (free of alcohol dependence) who do not then re-present to treatment within six months expressed as a percentage of the total number of alcohol users in structured treatment. X-axis dates are reflective of the end of the 12mth completion period and there is a 6-mth lag between the completion period and the reporting period. Please note that the National Drug Treatment Monitoring Service (NDTMS) is closed during July, meaning that data relating to January each year is not reported. The data presented is the latest available for reporting at the time of this report's preparation.

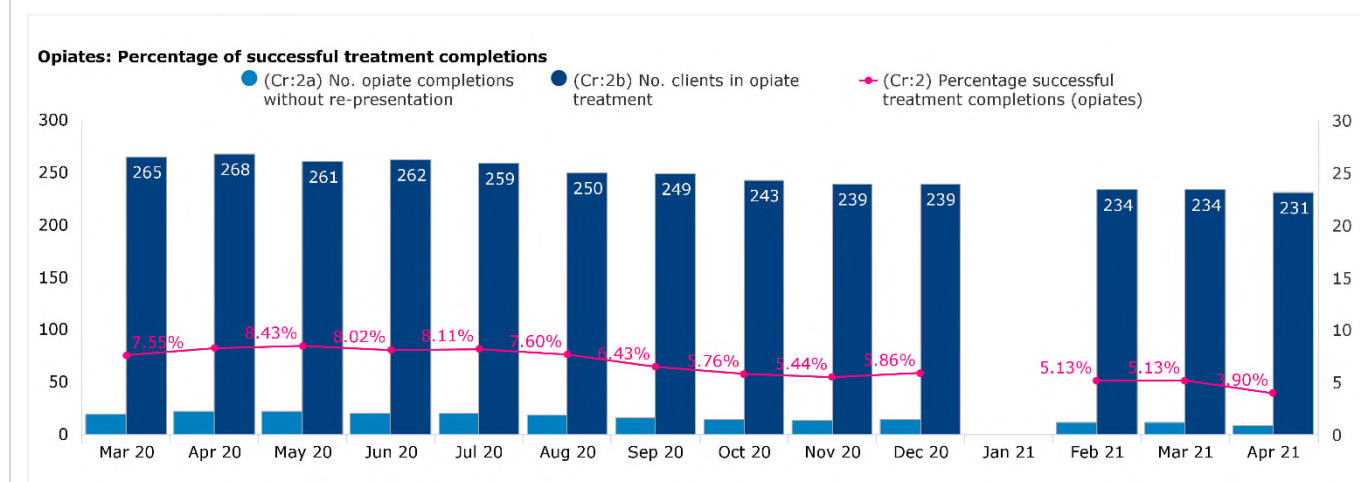
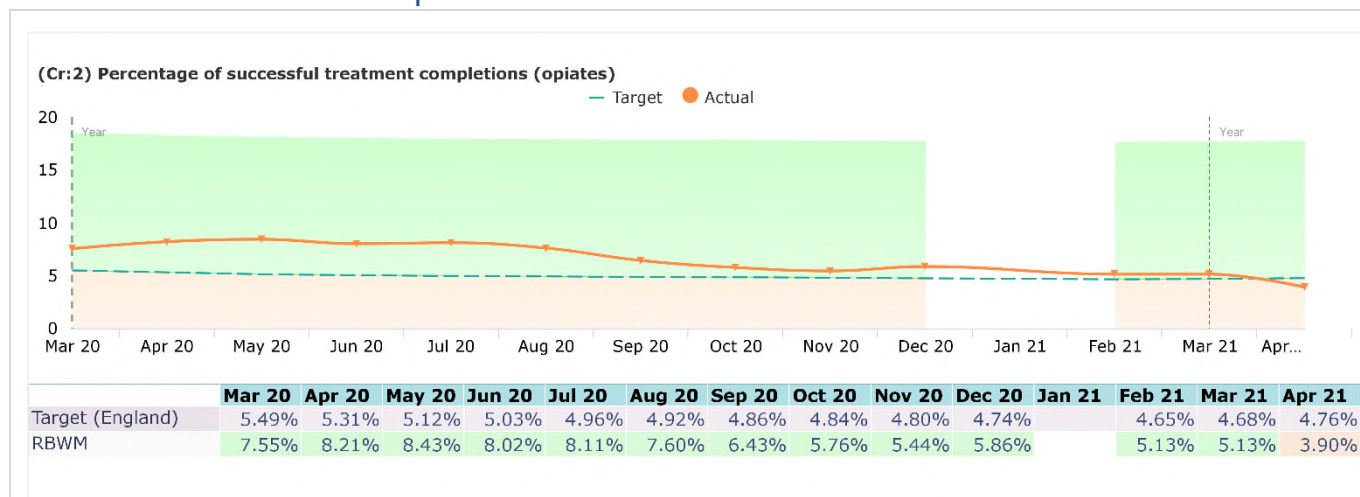
The misuse of drugs and alcohol leads to a wide range of social and health issues. It can have serious consequences for individuals, their family members and whole communities including crime, domestic abuse, child abuse and neglect, family breakdown, homelessness and physical and mental health problems. Providing effective drug and alcohol services has a broader impact upon the health of individuals, families and communities, and on crime rates. Public Health England estimates suggest that the economic cost of alcohol related harm is £21.5bn, while harm from illicit drug use costs £10.7bn. Investing in drug and alcohol services is shown to offer good value for money because it cuts crime, improves health, and supports individuals and families on the road to recovery. Evidence from Public Health England shows that alcohol treatment reflects a return on investment of £3 for every £1 invested, which increases to £26 over 10 years, whilst drug treatment reflects a return on investment of £4 for every £1 invested, which increases to £21 over 10 years.

The Resilience service is available to anyone over the age of 18 living in the borough who is experiencing problems with alcohol and/or drugs. The service can be accessed via self-referral, GPs and other professionals. Local performance for successful completions without representation was consistently above the England reported figure until Dec-20, when local performance (33.86%, 64/189) fell to 1.47 below this figure (35.33%). Since that time performance has followed a broadly upward trend, and latest available performance for Apr-21 is 36.27% (70/193), below the England reported rate (36.56%) by 0.29 but within tolerance thresholds.

Peer networks are key to a client's recovery journey, and the mutual aid group Alcoholics Anonymous, held weekly meetings at the Resilience building prior to the pandemic. During lockdown restrictions, the group set up online to keep the service running, and are continuing to take a hybrid approach, using both face-to-face and digital delivery to improve access for those who have benefitted from services being delivered online. We have recently invested additional Public Health funding to collaboratively commission the "Lower My Drinking" App with Cranstoun, and the other Local Authorities where they deliver services. This early help tool is an additional resource for residents and adds to the existing digital service for more problematic alcohol use called "Breaking Free", and one which supports continued recovery, called "Staying Free".

It is acknowledged that in Oct-21 Cabinet approved proposals to recommission drug and alcohol services for RBWM (the full report can be accessed [here](#)) and the new contract will take effect from 1 Apr-22 for a period of 5yrs with the preferred provider. A comprehensive Drug and Alcohol Health Needs Assessment was undertaken earlier in the year by the council's Public Health team and has informed the development of the new contract, which will bring together clinical and psychosocial elements into one integrated contract. The new model will see drug and alcohol Recovery Support Coordinators based within other services, integrating with staff to support their joint clients. Along with residents who require a short period of structured psychosocial interventions, RBWM has a small cohort of residents with long standing issues who are also usually homeless or rough sleeping, who have entrenched drug and alcohol issues, multiple disadvantages, and co-morbidities. Although they are a relatively small cohort in terms of numbers, they put huge pressure on multiple service areas, without ever having their needs fully met. Services impacted range from acute, secondary and primary health, to mental health, police, probation, housing and social care. The Provider will work in close partnership across the Council to integrate drug and alcohol key work within other Local Authority delivered and commissioned services. This will enable residents to access support relevant to their individual and specific needs, rather than their drug and alcohol issues in isolation, and thus maximising their opportunity for positive outcomes and sustained recovery.

## 6.2. Substance misuse: Opiates



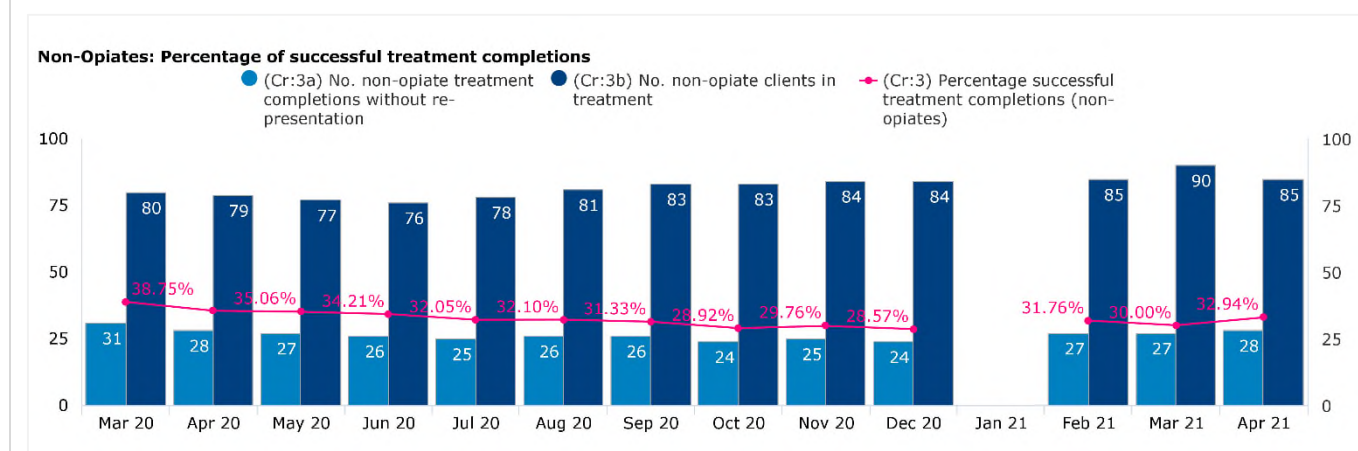
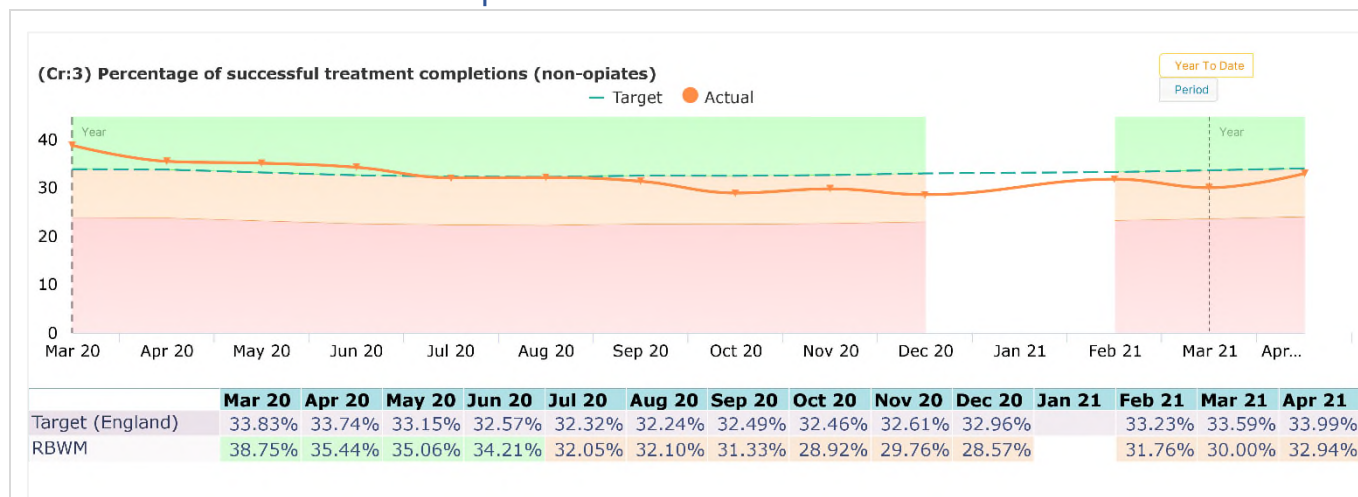
### Q2 Commentary

Local performance is tracked against the reported figure for England (referenced in Chart 1 as the target). There is a 10% tolerance threshold. The definition of this measure is the number of users of opiate-users that left structured treatment successfully who do not then re-present to treatment within six months expressed as a percentage of the total number of opiate users in structured treatment. Y-axis dates are reflective of the end of the 12mth completion period and there is a 6-mth lag between the completion period and the reporting period. Please note that the National Drug Treatment Monitoring Service (NDTMS) is closed during July, meaning that data relating to January each year is not reported. The data presented is the latest available for reporting at the time of this report's preparation.

Performance has followed a broadly downward trend since its peak in May-20, and this is in line with national trends. The latest performance data available (Apr-21) shows that successful treatment completions reached their lowest value to date (3.9%, 9/231), below the England reported (4.76%) figure by 0.86 but within agreed tolerance thresholds.

It is acknowledged that service-users who access treatment for opiates are increasingly multiply disadvantaged, living complex lives and are often resistant to treatment. During the pandemic many of the service-users, who are also on the Rough Sleeper Pathway, were accommodated, and retaining them within the drug and alcohol service provided another known point of contact during an unstable period. As acknowledged at 6.1, a new contract for drug and alcohol services will take effect from 1 Apr-22 for a period of 5yrs, delivering a new model to support clients and bringing together clinical and psychosocial elements into one integrated contract.

### 6.3. Substance misuse: Non-opiates



#### Q2 Commentary

Local performance is tracked against the reported figure for England (referenced in Chart 1 as the target). There is a 10% tolerance threshold. The definition of this measure is the number of users of non-opiates that left structured treatment successfully who do not then re-present to treatment within six months, expressed as a percentage of the total number of non-opiate users in structured treatment. X-axis dates are reflective of the end of the 12mth completion period and there is a 6-mth lag between the completion period and the reporting period. Please note that the National Drug Treatment Monitoring Service (NDTMS) is closed during July, meaning that data relating to January each year is not reported. The data presented is the latest available for reporting at the time of this report's preparation.

Coinciding with the beginning of the lockdown period in 2020, there has been a sustained decrease in the number of successful completions without representation for non-opiates, which include cocaine and cannabis. Emerging evidence suggests that the use of non-opiates and alcohol have increased considerably in the general population during the pandemic due to stress and anxiety, thus previous service users have had increased difficulties keeping to their treatment plan. The latest performance data available (Apr-21) shows RBWM performance to be tracking broadly in line with national figures. There has been a broad upward trend since Dec-20 (28.57%, 24/84) with Apr-21 performance standing at 32.94% (28/85). Whilst this is below the England reported figure (33.99%) by 1.05, it is within agreed tolerance thresholds.

As non-opiates include a number of substances, an audit is planned to better understand the number of service-users by substance-type, as these require different interventions, and will enable better targeting of resources. As acknowledged at 6.1, a new contract for drug and alcohol services will take effect from 1 Apr-22 for a period of 5yrs, delivering a new model to

support clients and bringing together clinical and psychosocial elements into one integrated contract.



Report Title:	<b>xxx Overview and Scrutiny Panel - Annual Report 2021/22</b>
Contains Confidential or Exempt Information	No - Part I
Member Reporting:	Councillor xxx, Chairman of the Panel
Lead Officers:	xxx, Executive Director of ..., xxx, Head of xxx
Meeting and Date:	Full Council – July 2022

## **REPORT SUMMARY**

Part 9A B4 of the [council constitution](#) requires an Overview and Scrutiny Panel to report annually to full Council on 'its workings and make recommendations for future work programmes and amended working methods if appropriate'.

### **1. DETAILS OF RECOMMENDATION(S)**

**RECOMMENDATION:** That Full Council notes the annual report of the **xxx** Overview and Scrutiny Panel.

### **2. CHAIRMAN'S INTRODUCTION**

2.1 ...

### **3. TOPICS SCRUTINISED DURING THE MUNICIPAL YEAR 2021/22**

3.1 *Include details of issues called-in and any findings/outcomes including recommendations to Cabinet.*

### **4. CALL-INS CONSIDERED DURING THE MUNICIPAL YEAR 2021/22**

4.1 *Include details of issues considered and any findings/outcomes.*

### **5. RESIDENT SUGGESTIONS CONSIDERED DURING THE MUNICIPAL YEAR 2021/22**

5.1 *Include details of issues considered and any findings/outcomes.*

### **6. TASK AND FINISH GROUPS ESTABLISHED DURING THE MUNICIPAL YEAR 2021/22**

6.1 *Include details of issues considered and any findings/outcomes.*

### **7. PROPOSALS FOR IMPROVED WORKING METHODS**

7.1 ...

## 8. THANKS

8.1 The Panel would like to thank the following individuals and organisations for their involvement in the scrutiny process this year:

- ...

## 9. PROPOSED WORK PROGRAMME FOR THE MUNICIPAL YEAR 2022/23

9.1 The Panel proposes to consider the following topic areas for scrutiny in the coming municipal year:

Topics already in progress/carried over from 2021/22:

- ...

New topics:

- ...

## 10. APPENDICES

10.1 This report is supported by [xxx](#) appendices:

- ...

### REPORT HISTORY

Decision type:	Urgency item?	To follow item?
For information	No	No

Report Author: <a href="#">Full name, job title, email and telephone number</a>
---

## WORK PROGRAMME - ADULTS, CHILDREN & HEALTH OVERVIEW AND SCRUTINY PANEL

<b>EXECUTIVE DIRECTORS</b>	<ul style="list-style-type: none"> <li>• Duncan Sharkey – Chief Executive</li> <li>• Kevin McDaniel – Executive Director of Children’s Services</li> <li>• Hilary Hall – Executive Director of Adults, Health and Housing</li> </ul>
<b>LINK OFFICERS &amp; HEADS OF SERVICE</b>	<ul style="list-style-type: none"> <li>• Lin Ferguson – Director of Children’s Social Care</li> <li>• Clive Haines – Schools Leadership Development Manager</li> <li>• Lynne Lidster – Head of Commissioning – Adults and Children</li> <li>• Nikki Craig – Head of HR, Corporate Projects and IT</li> </ul>

### MEETING: 27<sup>th</sup> APRIL 2022

<b>ITEM</b>	<b>RESPONSIBLE OFFICER</b>
Family Hubs implementation one year on	Kevin McDaniel / Lin Ferguson
Implementation of Health and Care White Paper	Hilary Hall
Work Programme	Panel clerk
<b>TASK AND FINISH</b>	

### ITEMS SUGGESTED BUT NOT YET PROGRAMMED

<b>ITEM</b>	<b>RESPONSIBLE OFFICER</b>
Update on Lynwood Clinic	
Youth Groups Report (where do young people engage with the council?)	
Day Centre Consultation	Hilary Hall/Lynne Lidster

### TASK AND FINISH GROUPS

Domiciliary Care Contract – next meeting February 3<sup>rd</sup>, via Teams

Value for Money of Care Packages

This page is intentionally left blank