

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:	Cabinet, 27 January 2022
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

Academic Year	15/16	16/17	17/18	18/19	19/20	20/21
Number of pupils:#	20	20	15	31	20	20
% of total pupils:	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

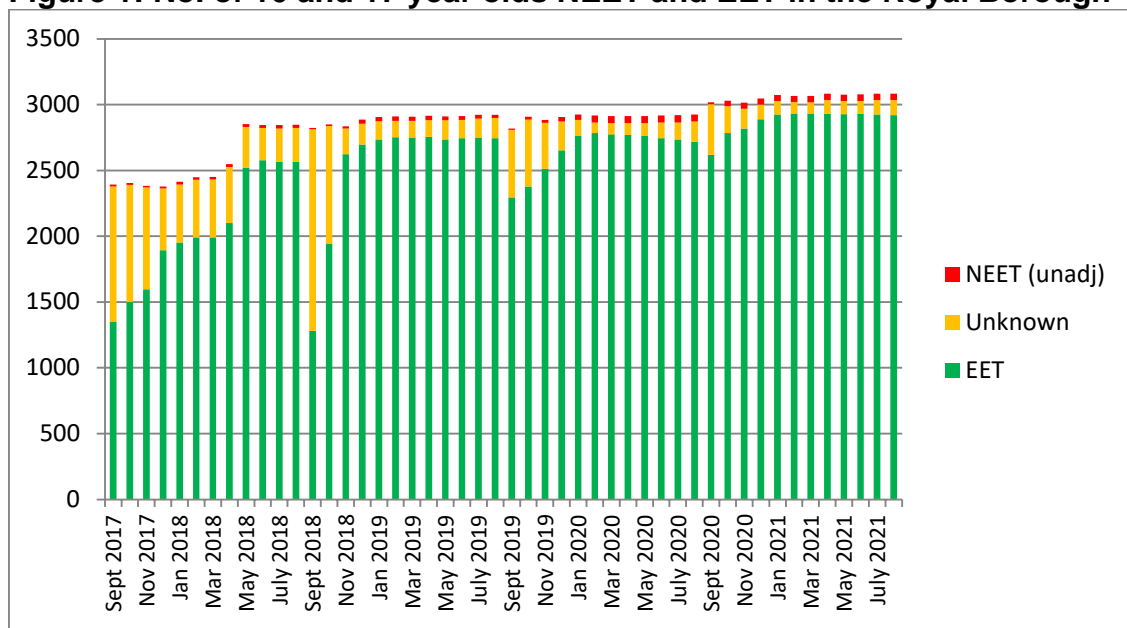
employment (95%) is similar to national (94%) and South East (94%) figures.

- **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

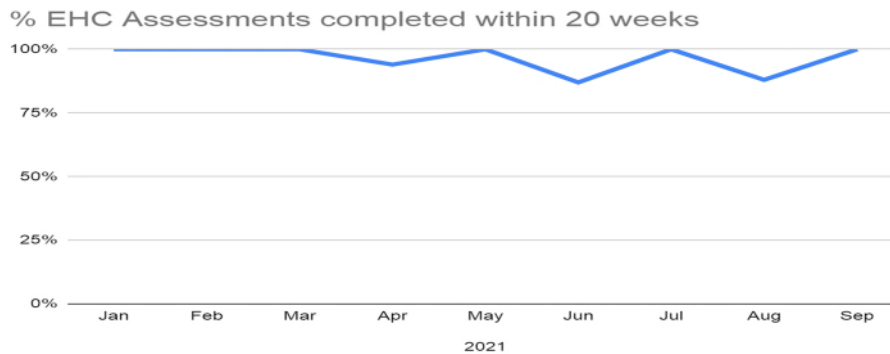
educational needs in our Borough. Its main role is arranging SEN provision and placement for all Children and Young People (CYP) with Education, Health & Care Plans (EHCP) along with coordinating multi-agency EHC Assessments for those CYP who require significant additional educational support.

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
Total	970	1035	+6.7

- 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

Key Priorities	Next Steps
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/carers 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
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REPORT HISTORY

Decision type:	Urgency item?	To follow item?
Key decision: No	No	No

Report Author: Clive Haines, School Leadership Development Manager
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RBWM

Education Data Pack

Academic Year 2020 – 2021

Academic Year 2020/21 October 2021



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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)

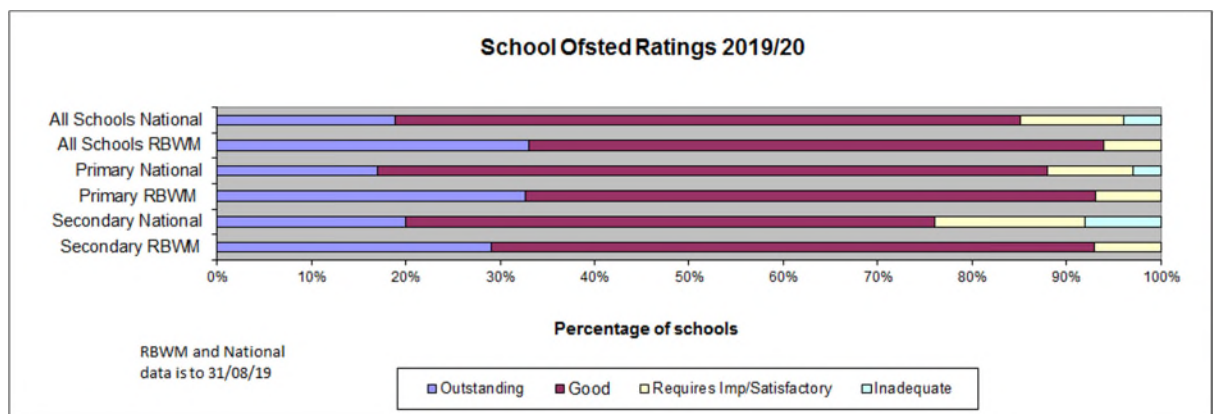
- 5.1 The analysis of pupil destinations shows:
- 5.2 At the end of Key Stage 4, 94% of RBWM students went on to, or remained in, education or employment, which is similar to the national (Section 9.1).
- 5.3 At the end of Key Stage 5, 58% of RBWM school pupils progressed to UK Higher Education Institutions. (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

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
Total Schools	10

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

Academic Year 2016/17		
School	No. of Permanent Exclusions	Reason
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
Total	21	
Academic Year 2017/2018		
School	No. of Permanent Exclusions	Reason
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
Total	21	

Table 8b - Permanent Exclusions by reason code

Academic Year 2018/2019		
School	No. of Permanent Exclusions	Reason
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
Total	31	
Academic Year 2019/20		
School	No. of Permanent Exclusions	Reason
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
Total	20	

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

Fixed Term Exclusions 19/20		
	Primary	Secondary
Total number of Fixed Term Exclusions	102	511
Number of Pupils who received FTE's	56	316
Total Number of days of FTE's	198	945
Total Fixed Term Exclusions	613	
Total number of Pupils who received a FTE	372	
Total number days of FTE	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 th form	% in 6 th 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:

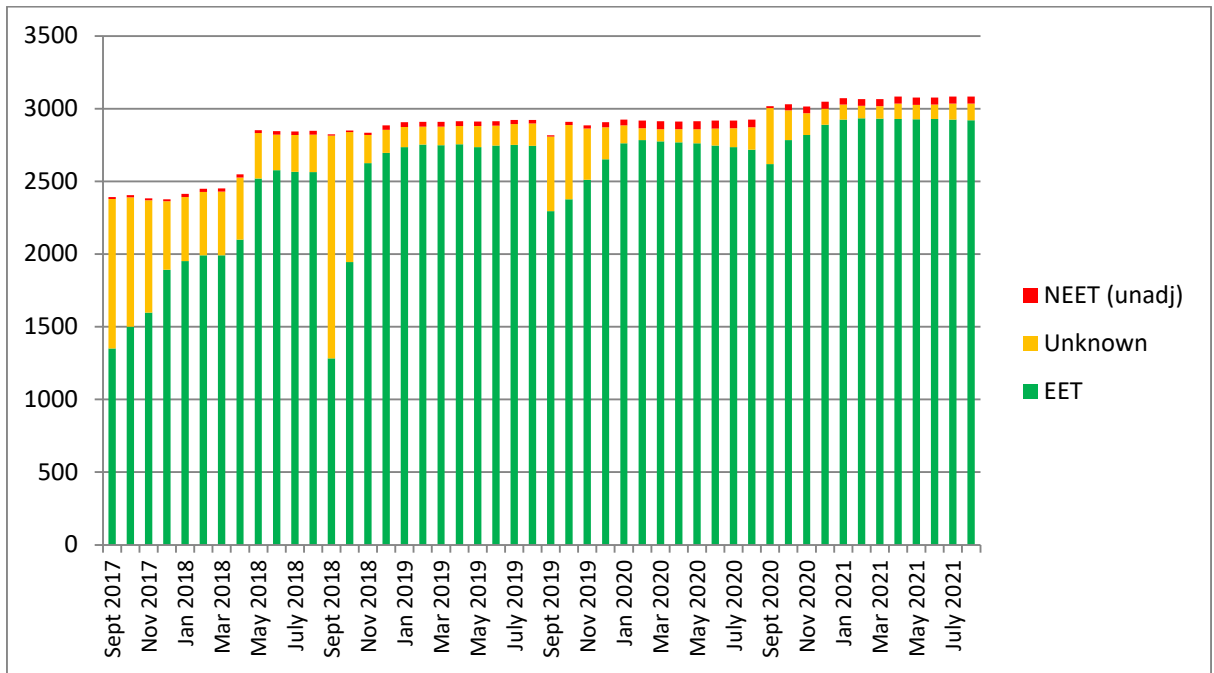
- “x” means the data has been suppressed as the school or college has fewer than 6 students in the cohort, or small numbers, 1’s and 2’s in the reporting lines. Results are not shown because of the risk of an individual student being identified.
- All totals have been rounded to the nearest 10.
- Zeros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

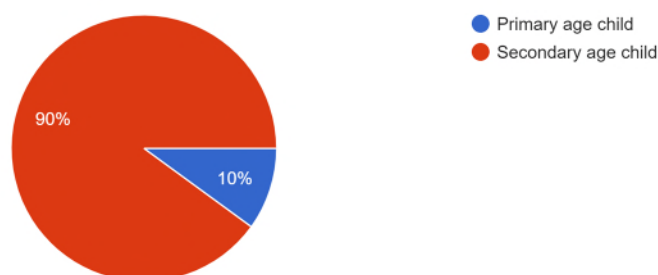
- The average number of 16-17 year olds identified as NEET in RBWM was 49 over the 3 months to August 2021.
- The average % NEET for 2019 was August 1.6%. This is the percentage of young people known to be NEET and indicates the minimum proportion of young people that are NEET. This is less than the 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

Service:	Education Inclusion Service	Name:	Rosie Gossage																											
Appendix Heading	Permanent Exclusions 2020/21																													
Brief Description of Service:																														
<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>																														
Data Outputs:																														
<p>1. Details of schools where a permanent exclusion was issued to an RBWM resident in 2020/21</p> <p>School Name 20 responses</p> <table border="1"> <thead> <tr> <th>School Name</th> <th>Number of Exclusions</th> <th>Percentage of Responses</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 of Responses	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 of Responses																												
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

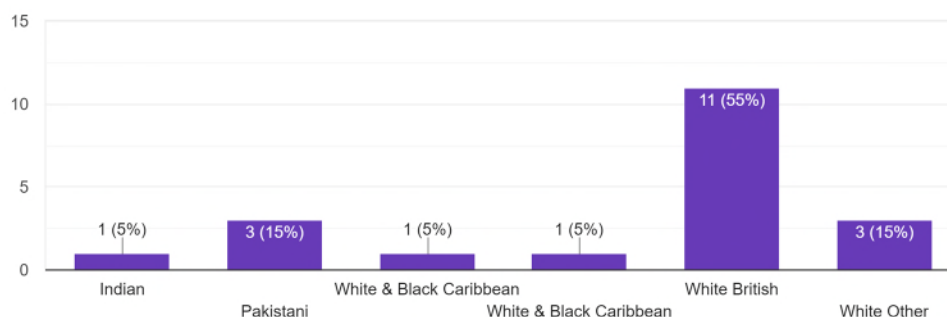


Summary: Overall, secondary schools had a much higher permanent exclusion rate compared to primary schools. 18/20 young people were permanently excluded from a secondary or upper school provision. 2/20 young people were permanently excluded from a primary school, one of those schools being out of borough.

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

Child Ethnicity

20 responses

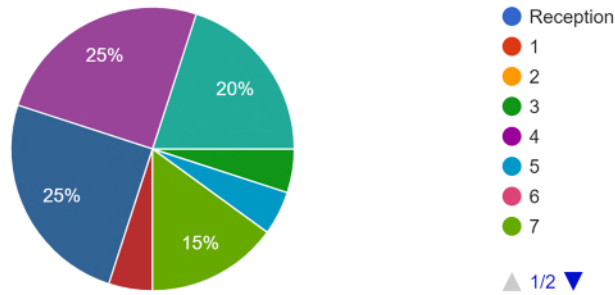


Summary: 11/20 young people were from a White British ethnic group, 3/10 were from a Pakistani ethnic group, 3/20 were from a White Other ethnic group, 2/20 were from a White & Black Caribbean ethnic group and 1/20 were from an Indian ethnic group. In 2018 to 2019, the DfE published the following in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

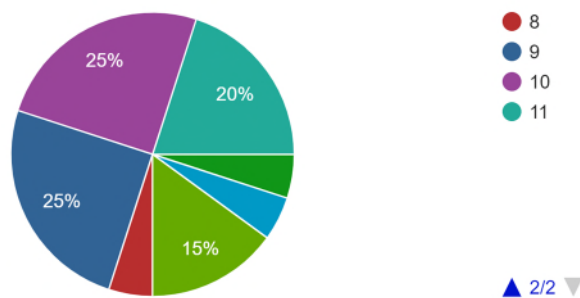
3. Permanent exclusions 2020/21 broken down into year groups

Year Group
20 responses



Continued:

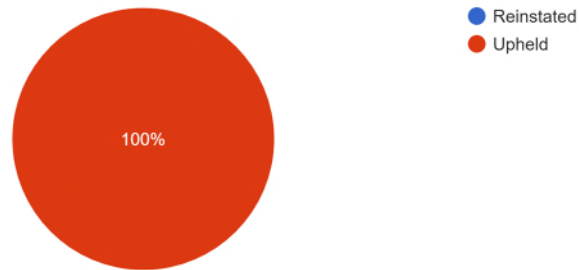
Year Group
20 responses



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

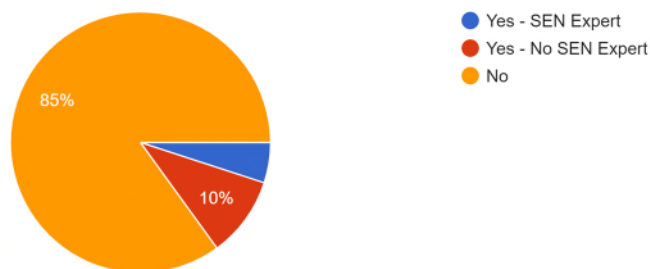
Governing board outcome
20 responses



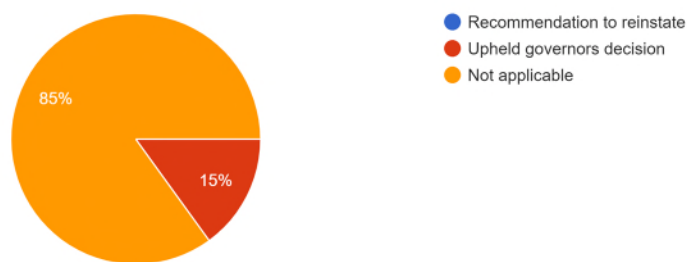
Summary: Following the Head Teacher's decision to permanently exclude a pupil, a governing hearing meeting must be called within 15 school days to ensure the Head Teacher's decision to permanently exclude a pupil was lawful, reasonable and procedurally fair, taking account of the head teacher's legal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



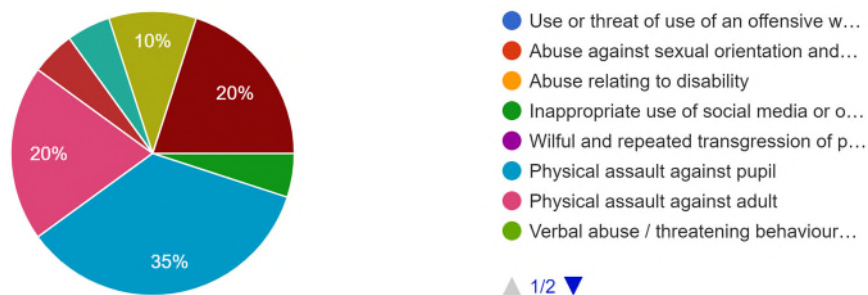
Outcome of IRP
20 responses



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

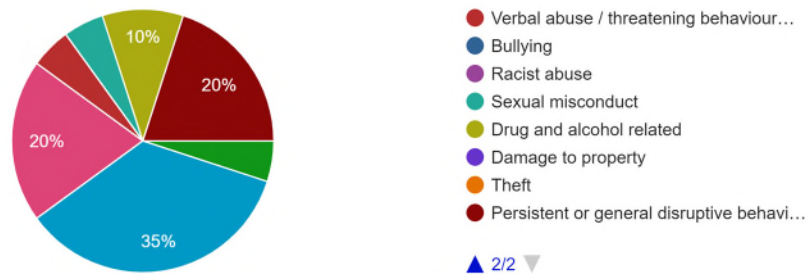
Reason for the permanent exclusion (the use of the term 'other' has now ceased)
20 responses



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

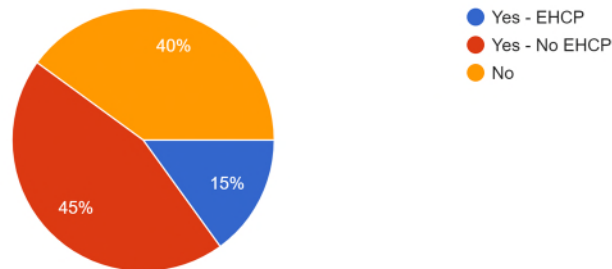
55% of the overall reason for a permanent exclusion being issued was for physical assault. Thames Valley Police have launched a violence prevention PSHE lesson pack for KS3 students to help to support and educate young people around physical violence and better managed conflicts.

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

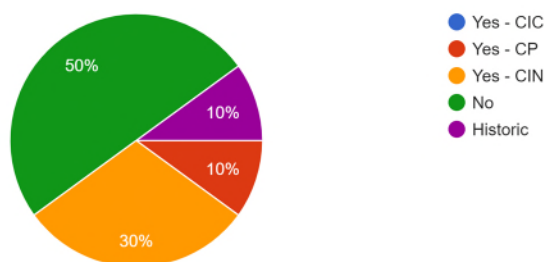


Summary: 3 children (15%) who were permanently excluded from school had an Education Health Care Plan (EHCP). 9 children (45%) had Special Educational Needs (no EHCP). 8 children did not have any known special educational needs or an EHCP at the point of the permanent exclusion. Therefore, 60% of children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

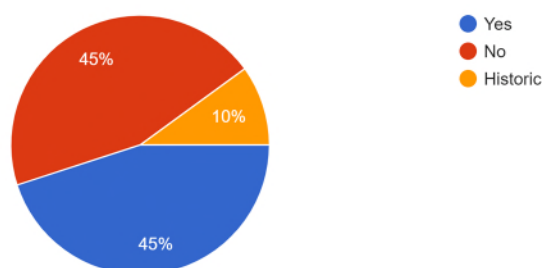
Social Care Involvement?

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

Service:	SEMH Service	Name:	Alasdair Whitelaw
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Appendix Heading	SEMH Intervention
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Brief Description of Service:

SEMH intervention Project established September 2019 to reduce the risk of exclusions and increase capacity within the primary schools across the borough.

Data Outputs:

SEMH Intervention Project

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

Additional support

Setting	No of settings supported	Children at risk of PEx supported
Middle	2	3
Secondaries	8	19
Total	10	21

SEMH Training – Creating a Climate for Learning

This training is for all staff within a setting and is delivered over 2.5hrs. 706 staff members have been trained so far.

Online Boxall Profile - Launched Sept '21

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.

SEMH Network Meetings – Launched Sept '21

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.

SEMH Email – Launched Sept '21

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.

Service:	Special Educational Needs	Name:	David Griffiths
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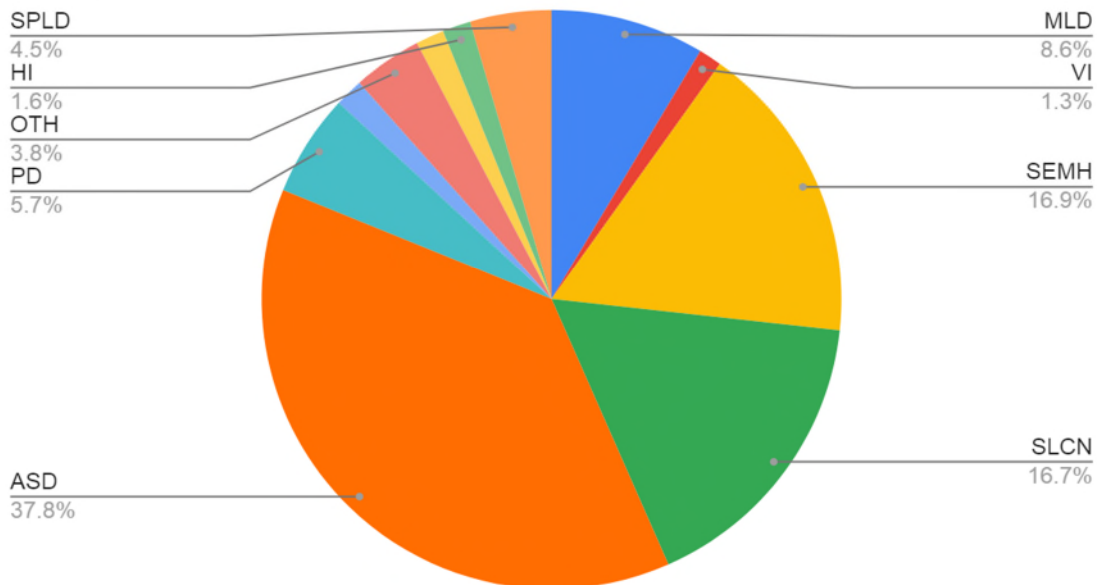
Appendix Heading	Education, Health and Care Plans
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Brief Description of Service:

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.

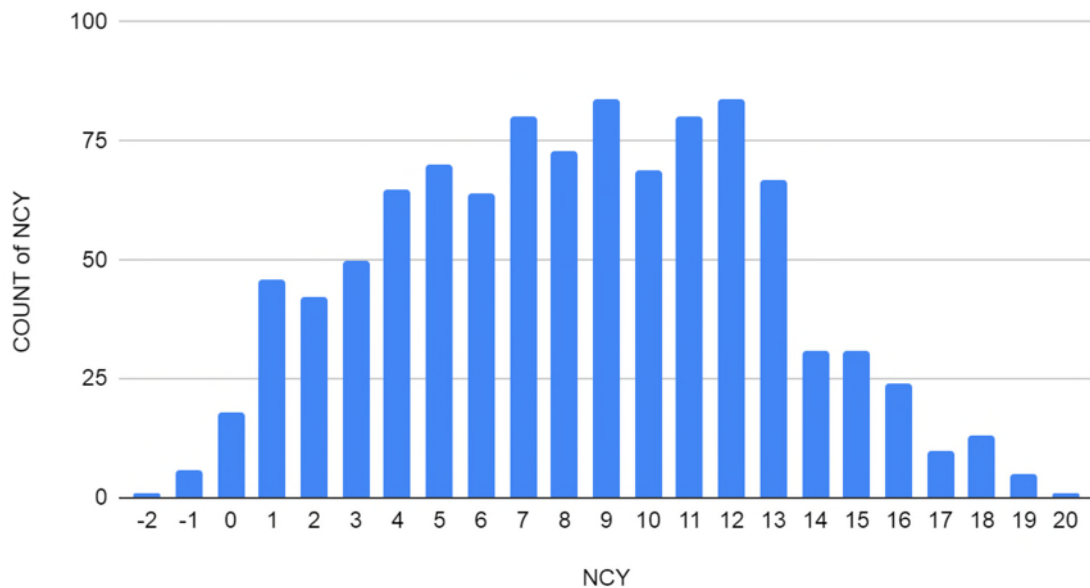
Data Outputs:

Primary Need



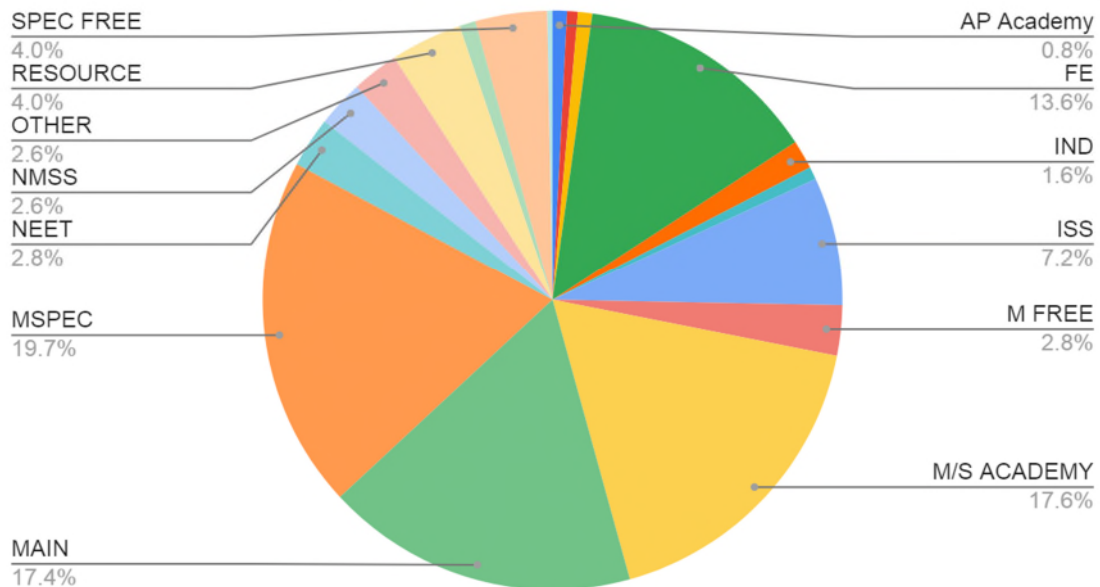
The highest frequency primary need by some distance is Autism, followed by Speech & Language Needs and Social, Emotional and Mental Health Difficulties.

EHCP Year Groups



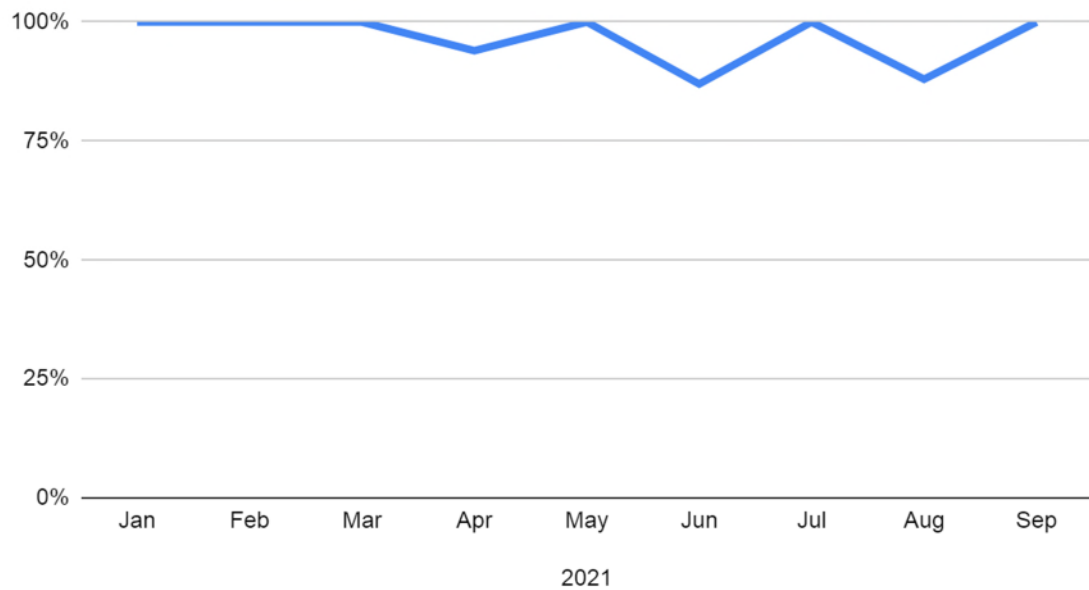
EHCP numbers increase through primary phase, remain more constant during secondary and reduce after age 16 as young people begin to leave education

TYPE OF SETTING



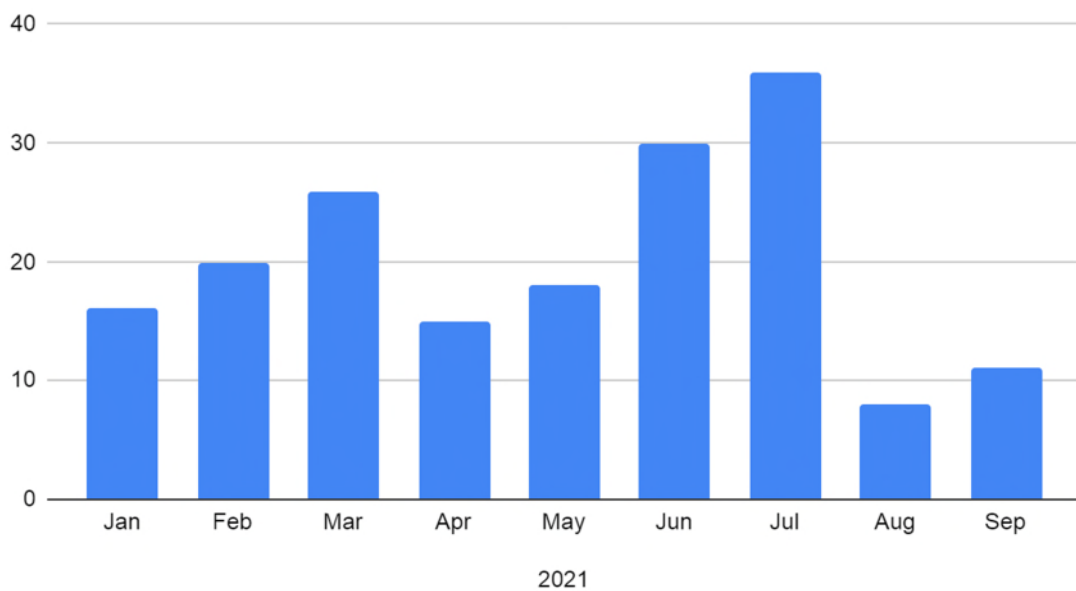
The majority of CYP with EHCPs are placed in state-funded mainstream and special schools and Further Education colleges, with around 38% in mainstream schooling, 24% in state-funded special schools and 14% in FE college. Around 12% of CYP with EHCPs are educated in the independent sector, which tends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

% EHC Assessments completed within 20 weeks



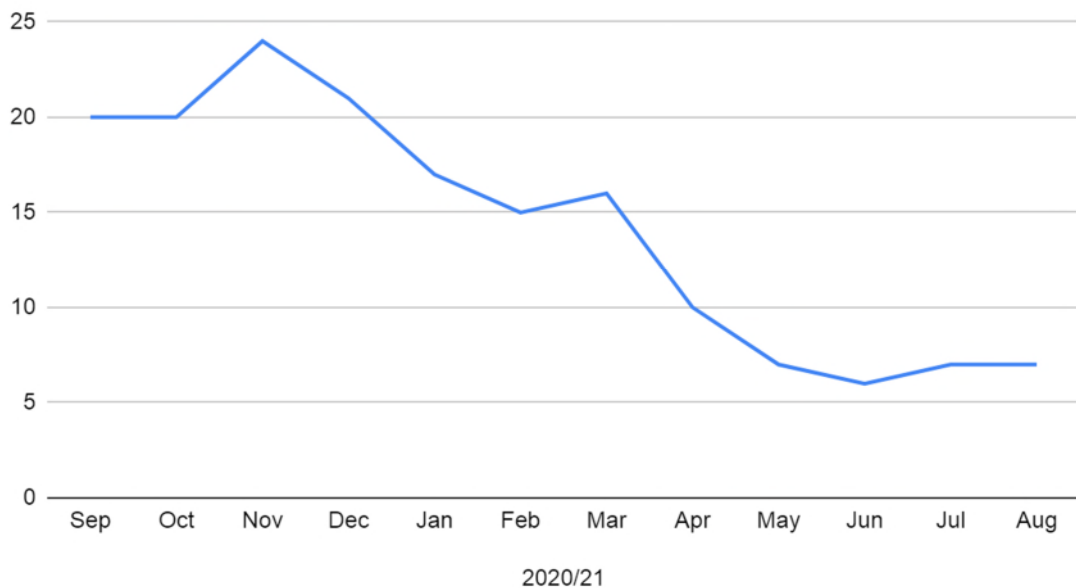
The percentage of EHC assessment completed within the 20-week statutory timescale remains in the 90%-100% range.

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

21st 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>Area SENCo/SEND Consultant</p>	<p>Summary on Progress of AAP</p>
<p>Service: SEND Improvement (APP/SIG/SEND steering)</p>	<p>Name: Kelly Nash and Helen Huntley</p>
<p>Brief Description of Service:</p>	
<p>The delivery of services for C&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>Data Outputs:</p>	
<ul style="list-style-type: none"> • The progress and impact is evidenced in three ways... • The APP and Risk assessment • The data dashboard • Through working party action plans • As well as other commissioned work. 	
<p>Impact:</p>	
<p>Local Authority</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: 1st 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 8th 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

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

Media Resources: nasbtt.org.uk/media-hub

Media Contact:

The Voice of School-Based Teacher Training

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

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
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Responsible officer	Clive Haines	Service area	Education	Directorate	Children Services
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Stage 1: EqlA Screening (mandatory)	Date created: 10/01/2022	Stage 2 : Full assessment (if applicable)	Date created : xx/xx/xxxx
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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
Age	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.
Disability	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.
Gender re-assignment	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.
Marriage/civil partnership	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.
Pregnancy and maternity	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.
Race	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.]
Religion and belief	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.
Sex	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.
Sexual orientation	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).