

Report Title:	Standards and Quality of Education – A Review of the Academic Year 2022-23
Contains Confidential or Exempt Information	No- Main report and appendices are Part I.
Cabinet Member:	Councillor Amy Tisi, Cabinet Member for Children’s Services, Education and Windsor
Meeting and Date:	Cabinet, 24 <sup>th</sup> April 2024
Responsible Officer(s):	Lin Ferguson, Executive Director of Children’s Services and Education
Wards affected:	All wards

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## **REPORT SUMMARY**

*This report sets out the progress across the Borough’s schools during the academic years 2022-23, summarising the available qualitative and quantitative data that is contained in the Education Pack 2022-23 and other appendices.*

*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 paragraph 2.85.**

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

#### **Background**

2.1 This is the twenty first annual report on the quality of education in the borough. The last report was reviewed by Cabinet in March 2023. The report presents an analysis of the performance of pupils in state funded schools located within the Royal Borough of Windsor and Maidenhead in the academic year 2022-23 against national and statistical neighbours and compared to previous years. Several key education terms are described in Appendix 1 (The Education Data Pack 2022-23) along with the nationally published education data.

2.2 This report highlights several areas:

- current position of Ofsted inspection results for schools and settings.
- Key Stage attainment.
- 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) Service.
- SEND Improvement.
- current status of our SEMH (Social, Emotional and Mental Health) Service.

#### Ofsted judgements of school quality

- 2.3 The percentage of schools judged to be Good or Outstanding in RBWM is currently 92% (14 Outstanding, 47 Good, 4 Requires Improvement and 1 Inadequate).
- 2.4 Ofsted have inspected eighteen schools in the last academic year. Nine out of the eighteen have remained the same. Five Schools have moved from outstanding to a good judgement because as from 2012, schools that had been judged outstanding were legally exempt from further regular inspection, unless there were specific concerns about the school. This exemption was lifted in 2020. The latest government statics show that 80% (308) of those schools that had a graded inspection last year did not retain their outstanding grade. The majority were judged to be good. However, around a fifth were rated requires improvement (17%) or inadequate (4%).
- 2.5 Currently there are four schools in the Royal Borough that have a judgement of Requires Improvement. Two are maintained primary schools and two are Academy Primary Schools.
- 2.6 All Saints Junior CofE School became Inadequate in February 2022, and a rapid improvement plan was put in place. This school converted to an Academy on 1<sup>st</sup> January 2023 and is no longer a maintained school and is currently out of the Ofsted cycle of inspection.
- 2.7 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.
- 2.8 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

- 2.9 Currently, we have 71 Independent Private and Voluntary Nurseries (PVI) in the borough. Ten of these are new providers and have not yet been inspected by Ofsted. Not including those ten, 60/61 (98%) PVI) are judged Good or Outstanding. One PVI (2%) was judged as Requires Improvement.
- 2.10 Nursery classes attached to schools are not inspected separately. The Ofsted judgements for the borough's three maintained nursery schools are not included in the figures in point 2.10, and all our three maintained nursery schools are currently judged as Outstanding.

### Disadvantaged pupils

- 2.11 In November 2023 schools attended a face-to-face Pupil Premium (PP) Network Meeting for this academic year. The focus was on ensuring that schools publish their updated strategies in the new Department for Education (DfE) format which needed to be on the school websites by the 31<sup>st</sup> December 2023. A key change is that this format asks schools to demonstrate they have considered evidence when developing their Pupil Premium Strategy.
- 2.12 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.
- 2.13 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.
- 2.14 Research is showing that the pandemic has led to a growing gap between our disadvantaged pupils and their non-disadvantaged peers. Staff in borough schools are also reporting this. The PP Network will focus on the impact of recovery initiatives such as the use of tutoring during the current academic year.
- 2.15 Given our disadvantaged gap in the borough is widening and research shows that the drive towards Quality First Teaching is having a positive impact on disadvantaged pupils in catching up, the School Improvement Team have been in discussions with Tom Sherrington (Walkthrus) to put together an exciting year long, teacher development package which started in June 2023.
- 2.16 The aim of the project is to support schools to develop their use of instructional coaching using Walkthrus as a tool for teacher development. The project will align with School Development Plan objectives and Pupil Premium priorities for 2023-24. The project will then involve monthly training days with Tom Sherrington using a blended approach of face to face and virtual sessions which will be open to school leaders, middle leaders, coaches/mentors and teachers.
- 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 and young people in 2023. The Fuel Summer 2023 programme had 7447 attendances, an increase of 2650 when compared to 2022 – 4791 attendances.

### Early Years, Phonics, Key Stage 1 and Key Stage 2 attainment

- 2.18 This year saw the return to pre-pandemic grading of summer exams. Comparisons over time and between LAs should be treated with caution as the pandemic had an uneven impact. The Royal Borough of Windsor and Maidenhead is a high achieving local authority for educational attainment.

- 2.19 Table 1 shows that pupils outperformed national at all national assessment stages except for Early Years Foundation Stage profile (EYFS) and some Key Stage 1 (KS1) writing. The figures by the RBWM blocks give our rankings out of the 150 LAs that have educational data.

**Table 1: Educational attainment by Key Stage**

	<b>RBWM</b>	<b>National</b>	<b>LA Ranking out 150</b>
Early Years – Good Level Development	67%	67%	96
Phonics	80%	79%	42
<b>Key Stage 1</b>			
Reading	70%	67%	36
Writing	59%	60%	89
Maths	71%	70%	59
Key Stage 2	61%	60%	61

Source DfE LAIT tool 2023

- 2.20 The attainment of pupils in the EYFS this year was similar to national at 67%. This result placed us joint 96th in the LA rankings for England.
- 2.21 Phonics attainment - 80% of pupils reached the required standard in phonic decoding, which was just above the national result of 79% and placed us 42nd. Nationally the number of pupils meeting the standard is still three percentage points down since 2019 and for RBWM it has also fallen by three percentage points.
- 2.22 The attainment for KS1 in the Borough continues to be above the national average at KS1 in the core subjects of Reading - 70% vs National 68% (2019 was 79% vs 75%), and Maths, 71% vs National 70% (2019 was 80% vs 76%). In Writing RBWM was 59% below the National 60% (2019 was 71% vs 69%) Nationally and RBWM results have increased on average by two percentage points since the 2022 low, the first year after the pandemic. This placed RBWM joint 36th for Reading, joint 89th for writing and joint 59th for Maths respectively.
- 2.23 The attainment in Key Stage 2 (KS2). The percentage of pupils achieving above the expected standard in reading, writing and maths was only 8% nationally. RBWM achieved 11%, placing the Royal Borough equal 25th nationally.
- Key Stage 4 attainment
- 2.24 This academic year saw the return of the summer exam series, after they had been cancelled in 2020 and 2021 due to the impact of the COVID-19 pandemic.
- 2.25 Overall, 53% of pupils in the borough achieved English and Maths GCSE at grade 5 or above. State funded schools nationally achieved 45.3%. The Royal Borough is ranked 27th LA on this measure. The percentage of Royal Borough pupils attaining English and Maths GCSE at grade 4 or above is 73.2%. This is well above the state funded national figure of 65.1%.

### School Centred Initial Teacher Training (SCITT)

- 2.26 RBWM has been running a School-centred initial teacher training (SCITT) programme for 20 years to help with recruitment of teachers in RBWM (Grow our own). The school-led teacher training programme leads to Qualified Teacher Status (QTS) and a PGCE. SCITT teacher training offers hands-on teaching experience in at least two schools within RBWM.
- 2.27 Last academic year (2022-2023), RBWM SCITT successfully trained 23 teachers, 13 Primary and 10 Secondary. 100% of trainees gained QTS and 100% went onto employment in teaching which is in the top 20% of all providers. In February 2022 RBWM (SCITT) was Ofsted Inspected and this resulted in a good judgement.
- 2.28 Recruitment has been challenging this year both nationally and locally throughout the year and the current cohort (2023-2024), is made up of 24 trainees, 14 primary and 10 secondaries.
- 2.29 September 2023 is the third year 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 159 Early Career Teachers with Nursery, Primary, Secondary and Special Schools split into two cohorts. Cohort one 81 and Cohort two 78.

### Absence data

- 2.30 Overall absence is measured by the % of half day sessions missed. COVID restrictions were lifted on attendance from 8th March 2021 for all pupils, four school weeks prior to the end of term. Due to the disruption faced during the spring term caution should be taken when comparing data to previous years.
- RBWM attendance continues to be better than national.
  - RBWM Primary school attendance level has increased in line with national, resulting in a small ranking change from equal 24th Local Authority in 2019 to equal 18th LA in 2021.
  - Secondary school attendance level increased slightly compared to 2018/19. RBWM attendance ranking has increased from equal 28th Local Authority in 2019 to equal 21st Local Authority in 2021.

### Persistent Absentee

- 2.31 A pupil enrolment is identified as a persistent absentee if they miss 10% or more of their possible sessions.

RBWM figures continue to be better than national and are in line with statistical neighbours.

- Primary school persistent absence levels are ranked 20<sup>th</sup> Local Authority out of 150 Local Authorities.
  - RBWM's Secondary school persistent absence ranking is 21<sup>st</sup> Local Authority out of 150 Local Authorities.
- 2.32 The New "Working Together to Improve School Attendance Guidance" was applied across the borough from September 2023. This ended our current Traded Service for the Education Welfare Service as every school in RBWM (including independent and special schools) has an allocated Education Welfare Officer (EWO) as a named point of contact. They will support schools

strategically regarding attendance and signpost to Local Authority support services for those children and young people with persistent absenteeism (<90%). We also offered a traded service for schools to buy back allocated EWO hours to become directly involved with cases of severe absenteeism (<50%)

- 2.33 The Education Welfare Service will also provide Attendance Support Meetings to all 88 schools (including Independent) in the borough each full term. The service will also provide networking and sharing of effective practice through Attendance Network Meetings.
- 2.34 The allocated Education Welfare Officers and Local Authority will provide legal support and process all Fixed Penalty Notices
- 2.35 Schools will be required to have a robust day to day process for recording, monitoring and following up attendance. They will be required to share data electronically with the DfE and continue to inform the EWS of pupils not attending regularly or being added to or removed from the school roll. Schools will be required to publish their Attendance Policy on their website and have a named Attendance Lead on the Senior Leadership Team. We are the second borough in the country to achieved 100% attendance data submission to the DfE.
- 2.36 Schools will be required to inform a pupil's social worker and Virtual School if they have an unexplained absence or leave the school roll This means that decisive action can then be taken by the wider team.
- 2.37 Please see appendix 2 for a full breakdown and analysis of the Education and Welfare Service and next steps.

Permanent exclusions

- 2.38 National comparisons relate to 2021/22 academic year and come from the DfE SFR. National data for 2022/23 is expected to be published in July 2024.

**Table 2: Permanent exclusions from Royal Borough schools, by year**

<b>Academic Year</b>	<b>17/18</b>	<b>18/19</b>	<b>19/20</b>	<b>20/21</b>	<b>21/22</b>	<b>22/23</b>
<b>Number of pupils:#</b>	21	31	20	20	25	16
<b>% of total pupils:</b>	0.09%	0.14%	0.09%	0.09%	0.11%	—

Source: Exclusions SFR

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

- 2.39 2022/23 - RBWM exclusion figure was 16 - which shows a reduction of 9 permanent exclusions compared with 2021/22.
- 2.40 The national exclusion rate in 2021/22 (the latest year for which data is available) was 0.08% (i.e., on average 8 students in every 10,000 were permanently excluded) up from 0.05% in 2019/20.
- 2.41 In 2021/22 all RBWM permanent exclusions (four exclusions) were in the primary phase and twenty-one were in the Secondary phase.

- 2.42 Whilst it is difficult to compare figures in 2019/20 and 2020/21 due to the pandemic, the trend from 2018/19 to 2022/23 shows a reduced rate of permanent exclusions by 15 which reflects a 49% overall reduction.
- 2.43 Please see appendix 3 for a full breakdown and analysis of permanent exclusion by the service and next steps.
- 2.44 In 2022/23, the Education Welfare service saw a significant increase in children being electively home educated (EHE) in the borough. At the end of July 2023, a total of 242 children were recorded as EHE, currently as of mid-January 2024, 237 pupils are on the register and 20 pupils returned to school in September 2024. This significant increase in referrals has also been seen nationally.
- 2.45 To ensure that all children and young people who are electively home educated are receiving a good level of education, we appointed a full time, Elective Home Education Coordinator, to ensure contact is made with young person.
- 2.46 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.
- 2.47 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

- 2.48 The pupil Key Stage 4 (e.g. GCSE) and Key Stage 5 (e.g. A Level) destinations for 2022/23 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 RBWM students (94%) that went on to, or remained in, education or employment was similar to national (94%) and South East. (94%)
  - **Types of institution - at the end of Key Stage 4** The proportion of RBWM pupils in school sixth forms (55%) continues to be well above national and South East (37% and 38%).
  - **Disadvantaged pupils - at the end of Key Stage 4** at the end of Key Stage 4. 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%).
  - **Education and employment – at the end of Key Stage 5.** The proportion of students from RBWM (school sixth forms) recorded in sustained education and/or employment in the year after A levels is 91% two percentage points above South East and national. Nationally and locally the sustained destination rate has increased in 2021/22 following a decline

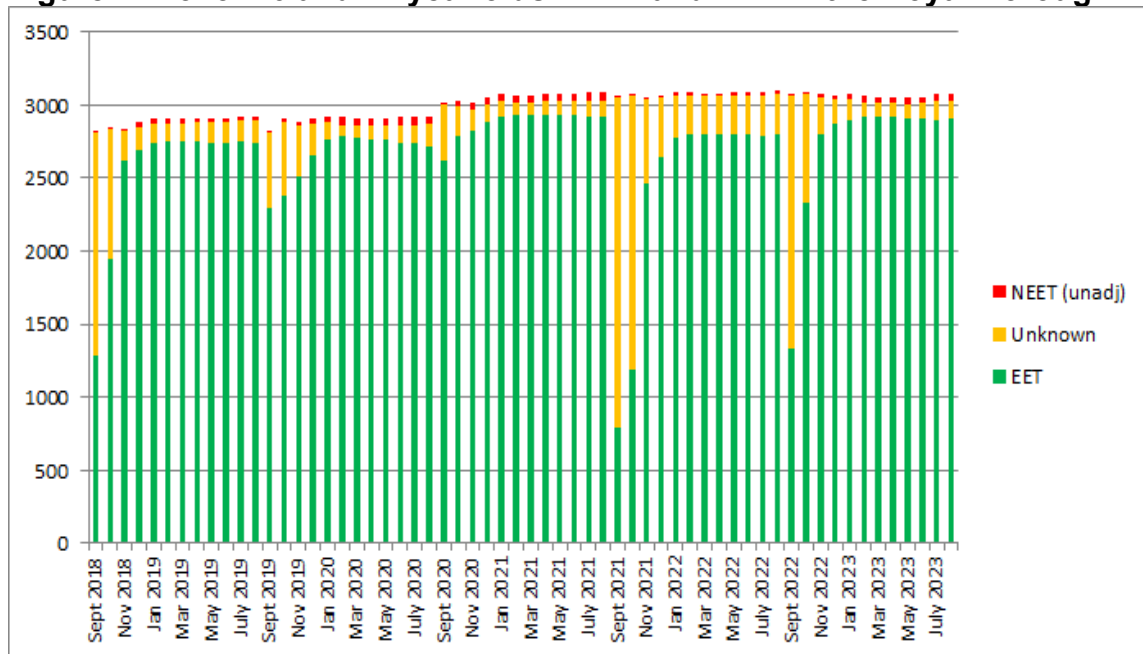
the previous year, higher proportions of students went into apprenticeships and employment in 2021/22. The increase is mainly due to a change in the underlying cohort as well as the impacts of the coronavirus pandemic.

- **Selective Institutes – at the end of Key Stage 5.** 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.
- **Disadvantaged pupils – at the end of Key Stage 5.** The proportion of KS5 students in RBWM schools and colleges who were disadvantaged and were in sustained education or employment/training is 74% just above the national figure.

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

2.49 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 2016.

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



2.50 The key findings were as follows:

- the average number of 16–17-year-olds identified as NEET in RBWM was 43 over the 3 months to August 2023.
- the average % NEET for August 2022 was 1.4%. 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 3.3%.
- the percentage unknown was 4.2% for August 2023 down from 9.2% in August 2022. This is higher than the England average of 3.7% for the same period and places Windsor and Maidenhead in the bottom quintile.
- There was a very high Not Known in year 2022. This is due to the data gaps in collecting the admissions data from Windsor & Maidenhead schools/colleges. It had a very big impact on Windsor & Maidenhead's



performance. No local tracking work took place within the borough, which kept the Not Known constantly high.

- From September 2022 there has been a notable improvement. With the help of the Business Support Team in the borough the schools' data has been collected but we are still below national on Not Known. Improvement in this area will be an ongoing priority over the next year.

#### Social Emotional Mental Health Service (SEMH)

- 2.51 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.
- 2.52 Schools Forum agreed to the creation of the SEMH Intervention Service (including Behaviour support and an additional two SEMH Coach/Mentors) to be funded through an invest to save model until 2025, to provide this service to all schools and phases as well as additional SEMH initiatives.
- 2.53 Since then, the service has supported 109 pupils who were at risk of exclusion across all phases of schools. Only 4 pupils who have received support from the service have subsequently been excluded. The coach/mentors have supported pupils through their transition to Alternative Provision, where appropriate.
- 2.54 The Pupil Inclusion/Support Manager and Inclusion and Access Manager provide a reactive and relational approach to support leaders in schools to reduce the risk of permanent exclusion for pupils with SEMH and increase capacity within schools.
- 2.55 SEMH Training has been attended by 883 school staff members and 280 have received follow up or bespoke training. The training is received well with an average overall feedback rating of 4.6 out of 5.
- 2.56 The project has evolved to include a secondary model that was purchased through a Buy Back initiative for Middle and Secondary Schools. Schools Forum agreed to the creation of the SEMH Intervention Service (including Behaviour support and an additional 2 SEMH Coach/Mentors) to be funded through an invest to save model until July 2025 to provide this service to all schools and phases as well as additional SEMH initiatives.
- 2.57 SEMH Network Meetings were launched in September 2021. This is a virtual network meeting for the 171 SEMH Leads across the borough by providing information sharing, new initiatives of support, examples of good practice and networking opportunities in an easily accessible way. The meetings are well attended and recorded to provide training opportunities and cascading information where necessary.
- 2.58 RBWM have purchased 65 Boxhall profile 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. This initiative has been adopted by 62 schools. 50 have allocated the Borough as a Super-User to track data and support consultations for individual children. 931 Online Boxall Profiles were completed in the academic year 2022/23. This is a significant fall from the previous year, and we will be considering not renewing this initiative in the

next academic year. Work is ongoing to evaluate impact. The Boxall Profile provides a framework for the precise assessment of children and young people's social and emotional aptitudes.

- 2.59 Please see appendix 4 for a full breakdown and analysis of the SEMH service and next steps.

SEND Services

- 2.60 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. The main role of the service 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 children and young people who require significant additional educational support.

**Table 3: Primary EHCP need in the Royal Borough**

Primary Need	Total Pupil No.	Total Pupil No.	Increase/ Decrease Pupil No.
	Dec -22	Dec -23	
Autistic Spectrum Disorder	443	509	66
Social, Emotional and Mental Health	195	216	21
Hearing Impairment	17	16	-1
Moderate Learning Difficulty	84	82	-2
Multi-Sensory Impairment	0	0	0
Physical Disability	60	54	-6
Profound & Multiple Learning	15	15	0
Speech, Language Communication	186	198	12
Severe Learning Difficulty	19	20	1
Specific Learning Difficulty	42	40	-2
Visual Impairment	12	9	-3
Other	41	38	-3
Not Recorded		1	1
<b>Total</b>	<b>1114</b>	<b>1198</b>	

- 2.61 The highest frequency primary need in our Borough is Autism, followed by Social, Emotional and Mental Health and Speech and Language Communication. See table 3 for full Borough breakdown of need for Children and Young People with EHCPs.
- 2.62 The majority of CYP with EHCPs are placed in state-funded mainstream and special schools and Further Education colleges, with around 40% in mainstream schooling, 23% in state-funded special schools and 14% in Further Education colleges. A small number are placed in Early Years settings in the Private and voluntary sector and Alternative provision.
- 2.63 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.

- 2.64 The percentage of EHC assessment completed within the 20-week statutory timescale remains in the 80%-100% range compared to national averages of 60% within timeframes.
- 2.65 Workforce capacity issues continue to be frequently reported by several Local Authorities, with reported impacts on meeting statutory timeframes.
- 2.66 We have appointed an Annual Review Officer to monitor and improve the completion rate of EHCP reviews and measure our compliance with statutory annual review timeframes, but this remains a focus for the service.
- 2.67 The service will continue to focus on minimising the number of children with an EHCP who are not able to access all 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 due to nationally shortage of Specialist provision.

#### Resource Base Investments

- 2.68 A range of specialist resource provision has been opened to increase the capacity in specialist settings within the Borough. This will reduce the need to place pupils in out of borough schools, including independent non maintained settings.
- 2.69 In September 2023 a SEN Unit was opened at South Ascot Village Primary School for pupils with complex needs associated with an ASD diagnosis. Pupils are expected to spend over 50% of their time in the unit where a range of interventions are delivered.
- 2.70 In September 2023, The Anchor was also opened at the Lawns Nursery, Windsor. This is a School Readiness Hub providing an intervention programme for young people in reception or KS1 who are not yet able to regulate their behaviour to enable them to learn.
- 2.71 In September 2024 two further Resource Bases will be opened each for ten pupils. At Hilltop First School a resource base is being opened to support young people with Speech and Communication Needs (SLCN) associated with an ASD diagnosis. At Trevelyan Middle School a Base is opening to support young people with complex Cognition and Learning difficulties. In both Bases pupils will be expected to eventually spend more than 50% of their time in the school's mainstream classes.
- 2.72 An Intervention provision has also been created at Homer First School in response to an increase in number of pupils who are experiencing Emotionally

Related School Avoidance (ERSA). This will provide a steppingstone for young people between being supported by Specialist Advisory Teachers (medically vulnerable and SEND) and a return to school.

- 2.73 We are currently consulting for further Resource Bases, including provision for sixth form aged young people.
- 2.74 RBWM has been successful in bidding to the Department for Education (DfE) for an additional special school in the Borough. This will provide an educational setting for pupils in KS2 to KS4 who have a Social Emotional Mental Health (SEMH) difficulty. In December 2023, the DfE conducted interviews with a few Multi Academy Trusts who have applied to run the new school and we are currently awaiting the results of these interview, The school will be in Windsor and is due to open in September 2026.
- 2.75 Please see appendix 5 for a full breakdown and analysis of the SEND service and next steps.

#### Update of Statement of Action (SEND)

- 2.76 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.
- 2.77 On 31<sup>st</sup> May 2023 we received a letter from the DfE and NHS England stating that based on the evidence provided, *'it is the view of the DfE and NHS England that you have demonstrated clear and sustained progress'*. This means that we no longer need to continue with formal monitoring, and we were removed from a Written Statement of Action. However, we are now in the window for an Area SEND Inspection.
- 2.78 The government is making an unprecedented level of investment in high needs funding with revenue funding increasing by more than 40% between 2020-21 and 2023-24. However, nationally spending is still outstripping funding. Two thirds of local authorities have deficits in their dedicated schools grant budget as a result of high needs cost pressures. By the end of 2021- 22 the national deficit was over £1 billion. This would equate to an average deficit across 128 authorities of £7.813M, or an average across the two thirds that have a deficit of £11.765M. RBWM has a planned deficit of £1.5M by March 2024.
- 2.79 RBWM was invited to be part of the Delivering Better Value (DBV) programme that was announced by the Department for Education (DfE) in February 2022. The DBV programme is designed to provide dedicated support and funding to help 55 local authorities with substantial deficit issues in their high needs block of the dedicated schools grant (DSG) to reform their high needs systems, with the aim to put more local authorities on a more sustainable footing so that they are better placed to respond to the official forthcoming special educational needs and/or disabilities (SEND) reforms. There is currently £85m allocated to this programme. A further 14 authorities with more severe deficits are engaged in the Safety Valve project which involves contractual arrangements with the DfE and the majority of neighbouring boroughs has slipped into safety Value.
- 2.80 RBWM was on WAVE2 of the DVB programme, and we secured £1M to invest and support our SEND Strategy by:

- ordinarily Available Provision in mainstream settings: Improving mainstream schools' capacity to meet the needs of pupils with SEND.
- right decisions at the right time: auditing and learning from decisions made by SEND Panels A and B.
- ordinarily Available Provision in post 16 settings: Improving post 16 settings' capacity to meet the needs of young people with SEND.

#### Area SENCo and SEND Strategy

- 2.81 Our new SEND Strategy was created through consultation with key stakeholders, including parents and carers and has now been published. It was launched to parents and carers at the Inclusion Summit in February 2023.
- 2.82 Our SEND steering Board continues to be a multi-agency board with representation from parents and carers, schools, LA SEND and education services as well as social care and health. The SEND Strategy Implementation work streams report directly to the Board.
- 2.83 The Area SENCo and our SEND Consultant are continuing to work on improving our SEND provision in schools by building a community of practice through a number of initiatives to; support SENCos to share good practice and celebrate inclusion.

These include:

- Leadership of Inclusion Quality Mark or SEND Peer Review.
- Annual SEND Conference.
- Localised SENCo clusters.
- Termly SENCo Leadership Forum.
- Cross-phase SEND register moderation Clusters.
- Training including SENCos new to post.
- The Collaborative responsibility resource and promotional staff meetings.
- Implement and monitor on RBWM's 5-year SEND strategy pathway.
- To mitigate the risk of needs remaining unmet because of the waiting times.

- 2.84 Please see appendix 6 for a full breakdown and analysis of the Area SENCo service and next steps.

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

- 2.85 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.

**Table 4: Key priorities for raising educational attainment.**

<b>Key Priorities</b>	<b>Next Steps</b>
Maintain school improvement focus on all schools	To continue to support schools to maintain and improve their Ofsted ratings
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

Key Priorities	Next Steps
	practice and to encourage schools to sign up to Tom Sherrington Quality Teach First programme
Transform therapy services with health for additional needs	The Area SENCo and the Associate Director for SEND will continue to work closely with Berkshire Health Foundation Trust (BHFT), CYPIT and CCG colleagues on both a larger East Berkshire Transformation Occupational Therapy (OT). 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 current action plan to address areas of high needs spending including out of borough and independent places and also completing the DfE Delivering Better Values Programme.
EHE and exclusions – making sure pupils on the edges are not missing out	The appointed additional EHE coordinator who 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.
SEND Ofsted Inspection	Services will prepare for the New Area SEND Ofsted Inspection as we are at risk of an inspection in the very near future. Service currently working on Self Evaluation Document. Quality Assurance and the documents required for Annex A

## Options

**Table 5: Options arising from this report**

Option	Comments
Congratulates local schools on their continued success. <b>This is the recommended option</b>	Give schools the recognition of producing high-quality education in the borough, with 92% of pupils receiving a good or better education.

Option	Comments
Endorses the key priorities set out in paragraph 2.85. <b>This is the recommended option</b>	To address our development areas and improve services to meet the growing needs.
Do Nothing <b>This is not the recommended option</b>	Statutory responsibilities will not be met and the quality of education will decrease.

### 3. KEY IMPLICATIONS

Outcome	Unmet	Met	Exceeded	Significantly Exceeded	Date of delivery
Maintain school improvement focus on all schools (Ofsted results % Good/Outstanding)	<86%	National 86%	>86%	97%	2024 academic year
Continued focus on disadvantaged pupil plans and outcomes (Percentage gap decrease between disadvantaged and peers)	>10%	10%	<10%	5%	2024 academic year
Transform therapy services with health for additional needs decrease waiting times for OT (currently at 248)	>30%	Reduce by 30%	<30%	50% reduction	2024 academic year
Designated Schools Grant finance management reduce deficit	1.3%	1.3%	<1.0%	<0.7%	2025 Financial Year
Inclusion and Access for Pupils who may be vulnerable to missing education (permanent exclusion figures).	>30%	Reduce by 30%	<30%	60% reduction on exclusion	2024 academic year

### 4. FINANCIAL DETAILS / VALUE FOR MONEY

#### Capital Funding

- 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.

- 4.2 The 2023/24 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.
- 4.3 The financial trajectory will need to be carefully monitored in 2023/24 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.
- 4.4 The DSG conditions of grant 2023/2024 requires that any Local Authority with an overall deficit on its DSG account at the end of the financial year 2022/23, 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.
- 4.5 Based on current demand, pricing and estimated future grant funding the current projected cumulative deficit for the DSG by 31 March 2024 is in the region of £1.5m.

## **5. LEGAL IMPLICATIONS**

- 5.1 There are no legal implications arising from this report.



## 6. RISK MANAGEMENT

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

<b>Threat or risk.</b>	<b>Impact with no mitigations in place/all mitigations fail.</b>	<b>Likelihood of risk occurring with no mitigations in place.</b>	<b>Mitigations currently in place.</b>	<b>Mitigations proposed.</b>	<b>Impact of risk once all mitigations in place and working.</b>	<b>Likelihood of risk occurring with all mitigations in place.</b>
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	Extreme	Medium	Schools Forum has agreed funding for school improvement 23/24	The grant funding for 2023-24 has ceased and alternative funding is required through the schools forum.	Moderate	Moderate
Waiting times for occupational therapy (OT) are increasing. As a result, too many children and young people's needs continue to be unmet.	Extreme	Medium	East Berkshire project working group set-up	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	Moderate	Moderate
New Area SEND Inspection Framework – Inspection due in Summer Term	Extreme	Medium	Appointed an Associate Director for SEND – Self evaluation Form completed	Services will have to prepare for Area SEND inspections which will consider how local authorities use, commission and oversee alternative provision. Under the new area SEND framework greater emphasis on the experiences of children and young people who attend alternative provision.	Moderate	Moderate

## **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 6 appendices:
- Appendix 1: The Education Data Pack 2022-23
  - Appendix 2: Education Welfare Service
  - Appendix 3: Permanent Exclusion Service
  - Appendix 4: SEMH Service
  - Appendix 5: SEND Service
  - Appendix 6: Area SENCo Service

## **11. BACKGROUND DOCUMENTS**

- 11.1 This report is supported by no background documents:

## 12. CONSULTATION

Name of consultee	Post held	Date sent	Date returned
<i>Mandatory: Statutory Officers (or deputy)</i>			
Elizabeth Griffiths	Executive Director of Resources/S151 Officer	26.02.24	
Elaine Browne	Deputy Director of Law & Governance & Monitoring Officer	26.02.24	12.03.24
<i>Deputies:</i>			
Julian McGowan	Deputy S151 Officer	15.04.24	15.04.24
Jane Cryer	Principal Lawyer & Deputy Monitoring Officer		
<i>Mandatory: Procurement Manager (or deputy) - if report requests approval to go to tender or award a contract</i>			
Lyn Hitchinson	Procurement Manager	26.02.24	
<i>Mandatory: Data Protection Officer (or deputy) - if decision will result in processing of personal data; to advise on DPIA</i>			
Samantha Wootton	Data Protection Officer	26.02.24	18.03.24
<i>Mandatory: Equalities Officer – to advise on EQiA, or agree an EQiA is not required</i>			
Ellen McManus-Fry	Equalities & Engagement Officer	26.02.24	27.02.24
<i>Other consultees:</i>			
<i>Directors (where relevant)</i>			
Stephen Evans	Chief Executive	26.02.24	
Andrew Durrant	Executive Director of Place		
Kevin McDaniel	Executive Director of Adult Social Care & Health	26.02.24	
Lin Ferguson	Executive Director of Children's Services & Education	30.01.24	06.02.24

Confirmation relevant Cabinet Member(s) consulted	Cabinet member for Children's Services, Education and Windsor	Yes
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### REPORT HISTORY

Decision type:	Urgency item?	To follow item?
Key decision: First entered into the Cabinet	No	No

Forward Plan: 10/10/2023		
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Report Author: Clive Haines, Deputy Director of Education

# Appendix A - Equality Impact Assessment

For support in completing this EQIA, please consult the EQIA Guidance Document or contact [equality@rbwm.gov.uk](mailto:equality@rbwm.gov.uk)

www.rbwm.gov.uk



Royal Borough  
of Windsor &  
Maidenhead

## 1. Background Information

Title of policy/strategy/plan:	Standards and Quality of Education – A Review of the Academic Year 2022-23
Service area:	Education
Directorate:	Childrens Services

### **Provide a brief explanation of the proposal:**

- What are its intended outcomes?
- Who will deliver it?
- Is it a new proposal or a change to an existing one?

This report sets out the progress across the Borough's schools, summarising the available qualitative and quantitative data that is contained in the Education Pack 2021-22 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. 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.

## 2. Relevance Check

### **Is this proposal likely to directly impact people, communities or RBWM employees?**

- If No, please explain why not, including how you've considered equality issues.
- Will this proposal need a EQIA at a later stage? (for example, for a forthcoming action plan)

Future actions plans may result in EQIA

If 'No', proceed to 'Sign off'. If unsure, please contact [equality@rbwm.gov.uk](mailto:equality@rbwm.gov.uk)

### 3. Evidence Gathering and Stakeholder Engagement

<p><b>Who will be affected by this proposal?</b> For example, users of a particular service, residents of a geographical area, staff</p>
<p><b>Among those affected by the proposal, are protected characteristics</b> (age, sex, disability, race, religion, sexual orientation, gender reassignment, pregnancy/maternity, marriage/civil partnership) <b>disproportionately represented?</b> For example, compared to the general population do a higher proportion have disabilities?</p>
<p><b>What engagement/consultation has been undertaken or planned?</b></p> <ul style="list-style-type: none"><li>• How has/will equality considerations be taken into account?</li><li>• Where known, what were the outcomes of this engagement?</li></ul>
<p><b>What sources of data and evidence have been used in this assessment?</b> Please consult the Equalities Evidence Grid for relevant data. Examples of other possible sources of information are in the Guidance document.</p>

## 4. Equality Analysis

Please detail, **using supporting evidence**:

- How the protected characteristics below might influence the needs and experiences of individuals, in relation to this proposal.
- How these characteristics might affect the impact of this proposal.

Tick positive/negative impact as appropriate. If there is no impact, or a neutral impact, state 'Not Applicable'

More information on each protected characteristic is provided in the Guidance document.

	Details and supporting evidence	Potential positive impact	Potential negative impact
Age	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	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	The Service focuses on the provision needed to meet the required support in schools and settings. There are no decision		
Race, ethnicity and religion	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 and gender reassignment	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	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 and civil partnership	The Service focuses on the provision needed to meet the required support in schools and settings. There are no decisions relating to this characteristic.		
Armed forces community	The Service focuses on the provision needed to meet the required support in schools and settings. There are no decisions relating to this characteristic.		

Socio-economic considerations e.g. low income, poverty	The Service focuses on the provision needed to meet the required support in schools and settings. There are no decisions relating to this characteristic.		
Children in care/Care leavers	The Service focuses on the provision needed to meet the required support in schools and settings. There are no decisions relating to this characteristic.		

## 5. Impact Assessment and Monitoring

*If you have not identified any disproportionate impacts and the questions below are not applicable, leave them blank and proceed to Sign Off.*

<p><b>What measures have been taken to ensure that groups with protected characteristics are able to benefit from this change, or are not disadvantaged by it?</b> For example, adjustments needed to accommodate the needs of a particular group</p>
N/A
<p><b>Where a potential negative impact cannot be avoided, what measures have been put in place to mitigate or minimise this?</b></p> <ul style="list-style-type: none"> <li>For planned future actions, provide the name of the responsible individual and the target date for implementation.</li> </ul>
For planned future actions, provide the name of the responsible individual and the target date for implementation.
<p><b>How will the equality impacts identified here be monitored and reviewed in the future?</b> See guidance document for examples of appropriate stages to review an EQIA.</p>
N/A

## 6. Sign Off

<b>Completed by:</b> Clive Haines	<b>Date:</b> 26/01/2024
<b>Approved by:</b>	<b>Date:</b>

If this version of the EQIA has been reviewed and/or updated:



**Reviewed by:**

**Date:**