

AGENDA FOR

CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE



Contact: Chloe Ashworth
Direct Line: 0161 253 5132
E-mail: C.Ashworth@bury.gov.uk
Web Site: www.bury.gov.uk

To: All Members of Children and Young People Scrutiny Committee

Councillors : D Berry, C Boles, A Booth, U Farooq, E FitzGerald, N Frith, L McBriar, J Rydeheard, L Ryder, G Staples-Jones and M Whitby

Other Members: H Chadwick and D Lewis

Dear Member/Colleague

Children and Young People Scrutiny Committee

You are invited to attend a meeting of the Children and Young People Scrutiny Committee which will be held as follows:-

Date:	Wednesday, 15 November 2023
Place:	Council Chamber, Town Hall, Bury, BL9 0SW
Time:	7.00 pm
Briefing Facilities:	If Opposition Members and Co-opted Members require briefing on any particular item on the Agenda, the appropriate Director/Senior Officer originating the related report should be contacted.
Notes:	

AGENDA

1 APOLOGIES FOR ABSENCE

2 DECLARATIONS OF INTEREST

Members of Cabinet are asked to consider whether they have an interest in any of the matters of the Agenda and, if so, to formally declare that interest.

3 MINUTES (*Pages 3 - 14*)

Minutes from the meeting held on 12th September 2023 are attached for approval.

4 PUBLIC QUESTIONS

A period of 30 minutes has been set aside for members of the public to ask questions on the agenda for tonight's meeting.

5 MEMBER QUESTIONS

A period of up to 15 minutes will be allocated for questions and supplementary questions from members of the Council who are not members of the committee. This period may be varied at the discretion of the chair.

6 ATTAINMENT HEADLINE OUTCOMES 2023 (PROVISIONAL) (*Pages 15 - 34*)

Report attached from Councillor Lucy Smith, Cabinet member for Children and Young People

7 DETAILED REPORT ON COMPLEX SAFEGUARDING AND MISSING RESPONSE - ANNON EXPERIENCES (*Pages 35 - 42*)

Report attached from Councillor Lucy Smith, Cabinet member for Children and Young People.

8 IMPROVEMENT PLAN UPDATE

Verbal update to be provided from Jeanette Richards, Executive Director of Children and Young People

9 URGENT BUSINESS

Any other business which by reason of special circumstances the Chair agrees may be considered as a matter of urgency.

Minutes of: CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE

Date of Meeting: 12 September 2023

Present: Councillor C Boles (in the Chair)
Councillors D Berry, C Boles, A Booth, U Farooq, N Frith,
L McBriar, J Rydeheard, L Ryder, G Staples-Jones and
M Whitby

Also in attendance: Isobel Booter, Director of Education and Skills, Sandra Bruce,
Rachel Meyrick, Rochdale Council
Sandra Bruce, Assistant Director (Early Help and School
Readiness)
Councillor Smith, Cabinet Member for Children and Young
People

Public Attendance: Seven members of the public were present at the meeting.

Apologies for Absence: Councillor E FitzGerald

1 APOLOGIES FOR ABSENCE

Apologies are noted above.

2 DECLARATIONS OF INTEREST

There were no declarations of interest.

3 MINUTES

It was agreed:

That the minutes of the meeting held on the 15th June 2023 be approved as a correct and accurate record.

4 PUBLIC QUESTIONS

The following questions were received in advance of the meeting:

Question 1:

Ms Garbett

A number of Bury Primary Schools have been awarded funding for resource provisions starting Sept 2023.

Please confirm the procedure followed for identifying suitable schools to develop resource provision and hence entitlement to funding.

From information published, some schools received very significant amounts of funding for these provisions - how was this funding calculated and what measures are in place to monitor how this funding is used?

How will the success of these resource provisions be monitored?

Answer 1:

Councillor Smith

The Resourced Provision unit is a well-established arrangement, with a number of mainstream schools having hosted a unit for many years. The Council is now increasing the number of RP units in order to create capacity to meet increasing demands. The Council has identified the needs that need to be met through new RP's, primarily ASC and SEMH, and the level of additional capacity required.

All schools were asked in 2020/21 to express an interest in hosting an RP, and the Council is now working with a number of them to develop new provision. In 2021 the DFE approved a number of the programmes but did not approve others which impacted on decision making. Schools have subsequently been selected based on existing evidence of meeting need, capacity to establish the provision, and a geographical spread across the borough.

Prior to formal establishment, the schools is required to consult widely on the proposal, and then, depending on whether it is a maintained school or an academy, there is a formal legal process to be followed. A specification has been produced that schools are expected to work to in relation to how the RP functions. This specification sets out amongst other things the referral pathways enabling admission to an RP place, and also the funding profile.

Whilst there are a number of historical differences, going forward all RP will be funding on the same basis. All RP will receive a fixed sum for the number of places available, and this will be topped up by an agreed amount for each place taken up. This recognizes that the school must meet certain costs regardless of whether all places are taken up throughout the year. The per pupil funding for each RP place, falls on a continuum between the cost of a mainstream school place and a special school place.

Ongoing monitoring of RP will look at how effective the provision meets outcomes set out in EHC plans, wider educational outcomes for the school, and inspection judgements. Resource Provisions are subject to Ofsted as the regulator and will be inspected when the host school is being inspected. In addition to that existing QA arrangements will extend to Resource provisions.

Question 2:

Ms Wilson

My question relates to the LA's bar graph representing selected statistics on EHCPs in Bury. I would like clarification on a few points where the graph and statistics appear misleading or lacking. Firstly, in relation to the percentage of EHCPs agreed/refused after assessment, can you confirm that the bar at the bottom of the graph does does not correctly reflect the actual percentage split of 97% agreed and 2% refused?

Secondly, the middle section of the graph provides the percentage split of requests that are agreed and requests that are refused. Can you clarify whether these

statistics reflect initial responses by the LA or whether they take into account requests that were initially refused but are subsequently agreed after mediation or tribunal. If they only reflect the LA's initial responses, can you provide the missing information, ie the percentage of requests which are initially refused but which are subsequently agreed via mediation or tribunal.

Answer 2:

Councillor Smith

The figures are an accurate reflection but we agree that the visual chart is not and would like to extend apologies.

This will be rectified on the next report. To confirm as of 1st August we had 260 cases go through an EHCP assessment pathway and of these we had 7 refusals that were subsequently issued as Support plans rather than EHCPs. This is where the 2.7%.figure came from

In regard to the supplementary question, these are initial responses to the requests as this is what we have to provide for our statutory returns. Tribunal and mediation information is then reported separately on the annual SEN2 return. While LAs aren't required to consider a further request for EHC assessment for 6 months following a decision to decline an assessment, in Bury, we will accept a re-submission at any time with additional advice, which means some of the refusals may have come back in as a further request. These requests are reflected in the figures as they are treated as formal requests.

In terms of Tribunal and mediation turnaround, as at 1st August (as per date of report): Please note to GDPR regulations we cannot give an exact figure other than it is below 5

Mediation: There have been less than 5 mediations on the issues of refusal to assess and the decision to be turned around and an assessment then subsequently carried out.

Tribunal: There has been under 5 appeals to the tribunal on the grounds of a refusal to assess .

In accordance with the Council Procedure Rules, Councillor Boles invited questions from other members of the public present.

Question 3:

Ms Kinloch

Is the Council aware of its failings to correctly respond to and deal with complaints made in accordance with its own policy? Formal complaints are frequently not being acknowledged or responded to, what are the routes you would suggest parents take to have their concerns addressed?

Answer 3:

Councillor Smith

This refers back to our last Scrutiny Committee about how many complaints and questions we were receiving and the inundation that we were trying to deal with too much in the system. We have now recruited more staff to deal with that workload and in addition we are trying to separate the complaints into complaints about staff and teams with complaints about service delivery.

Isobel Booler

The Chief Executive of Bury Council is very aware of the complaints in relation to SEND and is taking a personal interest in what they are about therefore thematic learning is being done including timeliness of responses. It does sadden me that this is a question but know there is a large amount being done to improve SEND provision across the local area and the commitment and partnership seen at the SEND Board today has the commitment to operationally improve the service. We have also got a corporate central team to look at what is happening with the phones.

Councillor Boles

In addition Councillor Boles added that this is an issue that has been brought to the Committees attention and hasn't been able to be covered in the depth that the Committee would want so later in the meeting we will discuss the proposal of establishing a task and finish group covering SEND.

Question 4

Ms Marek

At the Scrutiny Committee in June I asked a question relating to parents financing EOTAS provision while awaiting payments to be received. I was told at that Committee meeting I would be contacted with a response however three months later I have still not had any contact regarding that. My question today is parents being left in the position to finance their children's education due to the delays from the local authority in taking action when children are unable to attend school and there are delays in personal budgets or EOTAS payments. I would like to know what is being done to ensure children who are not able to access school are being provided with appropriate education and what is being done to ensure that timely payment of personal budget is being made to parents because where there are delays parents are impacted financially and missing more education.

Answer 4

Isobel Booler

It is really unusual circumstances where a child cannot attend school, there are two parts to this question. Bury is looking at its attendance processes and to strengthen them. Where it is that the placement is not suitable then that has to be done on an individual basis though an EHCP review. Once we then enter an EOTAS package and a personal budget they go through funding panels. An EOTAS policy is scheduled to be progressed by the end of October.

Isobel Booler made a commitment to meet with Ms Marek following the meeting to review the individual case to get a resolution.

Question 5

Ms. Hampson

As you are aware I have attended regularly, raised concerns and been given empty promises. I have followed the correct processes and procedures, I have also gone through the complaints process up to ombudsman which have been upheld and I have met with you, but still no accountability is held for children out of education. In addition there is no accountability for the legal framework to be followed with regards to EHCP's. I want to know who is the SEND team accountable to?

Answer 5

Councillor Smith

The SEND team is accountable to the Executive Director for Childrens Services and they are accountable to the Chief Executive of Bury Council. There is also a tribunal process that can be followed if unhappy with the decision of the Council.

Question 6

Ms Delaney

After tribunal, why are the orders not being followed, specifically for full time education and those out of school.

Answer 6

Councillor Smith

Orders should be followed and if there is a specific issue this should be picked up outside the meeting.

5 MEMBER QUESTIONS

There were no member questions.

6 YOUTH JUSTICE ANNUAL PLAN 23/24

Councillor Smith, Cabinet member for Children and Young People provided a brief overview of the reports. The update comprises two reports, one which details what happens to young people when they enter the youth justice system and the other about how we do crime prevention for young people and these are the annual reports.

Rachel Meyrick, Rochdale Council provided an overview of the report which covers Rochdale and Bury.

The six priorities of focus are:

1. Prevention
2. Disproportionality and diversity
3. Adolescent offer
4. Voice of the child
5. Induction and development of Board Members
6. Quality assurance and implementation oversight

Members were invited to ask questions.

Councillor McBriar sought assurances regarding the number of children under investigation in Bury compared to national averages and how long on average do investigations take. In response Rachel Meyrick, Rochdale Council advised that Greater Manchester numbers are comparable but nationally our numbers are higher. When Greater Manchester Police had their inspection the Head of the Police had an arrest approach so numbers went up significantly for people. The consequence of this is that more people were waiting to be interviewed and investigated and investigations take from two months to three years.

Councillor Rydeheard sought assurances regarding the scope of the Service Level Agreement review and when will see results. Members were informed that the Service Level Agreement should be completed by the end of the year.

Councillor Rydeheard asked if there is a way of knowing comparable authorities stance on data analysis capacity and when will the training support take place to increase this capacity. In response Rachel Meyrick, Rochdale Council advised that it is not an uncommon issue and Bury and Rochdale's particular problem was highlighted in the year as a person was unable to attend work and therefore the plan was reviewed in April to move data analysts into the wider ICT service so they are now training staff.

Councillor Rydeheard sought assurances on the turn-around programme. Sandra Bruce, advised in Bury we lead on the prevention element for Children and Young People. The Government sets numbers we should reach and in Bury in the 1st quarter we are ahead of what was requested. However, whilst we have turned around young people we have no longevity yet to see if they do enter the youth justice system.

Councillor Berry sought assurance regarding no transfers of young people who are in detention in police custody. In response Rachel Meyrick, Rochdale Council advised across Greater Manchester we have two out of hours provisions:

- Barton Moss, this bed should only be used when the young person is a risk to others and themselves and the person has to be at the unit for 10pm and under 16 provision. Sometimes children are arrested at night and they must remain in police custody until court the following morning.
- Safe Pace Bed at Burnage, this can be accessed through the night but it is not a secure provision.

The Greater Manchester youth justice service does receive a monthly report and scrutinise the data and provisions used.

Councillor Berry advised that reoffending occurs at around 30%. The best countries for low reoffending rates are Scandinavian countries at around 20%; what would need to be done to reach the same rate and would it be cost effective. Rachel Meyrick responded by advising she doesn't have the reoffending data this evening but the way the system reports on data is around 12 months behind. However, early prevention and getting to young people at the earliest opportunities is the best way for reducing offending rates.

Daniel Lewis, Youth Representative sought assurance on how officers will ensure the voice of children and young people is heard. In response Rachel Meyrick, Rochdale Council advised the service has recruited a participation worker to speak to children and young people and those who or in or have been through the youth justice service. The role will also include establishing a parent and young people forum to ensure lived experience is fed into any new service delivery going forward. In addition there are joint decision making panels, out of court panels and scrutiny.

Councillor Farooq sought assurances that the services provided are culturally sensitive and cases are considered individually. In response Rachel Meyrick, Rochdale Council advised that the service is culturally sensitive and does second other members from different workplaces and services into the support for children and young people Councillor Farooq asked if there is an opportunity to see the work that is done within the youth justice system that would be welcomed.

Councillor Boles sought assurances on what will happen if the amended policies and strategies to combat over representation do not work. Councillor Smith advised that next years annual plan will have better methods of measurement to show if polices transpire into better outcomes for individuals.

Councillor Staples-Jones questioned, considering children and young people from ethnic minorities are over represented in the youth justice system, what tailored support is being looked at in that area. In response Sandra Bruce, Assistant Director (Early Help and School Readiness) advised that the 11,000 young people involved in diversionary activities is when staff go out to places that we look at in terms of intelligence with police and early break where there may be drug and alcohol abuse. We do have the details of all young people we engage with in these places which can be broken down.

Helen Chadwick, Union Representative questioned regarding the CAMHS practitioner and Education Worker and it only being available to Rochdale Children. In response, Sandra Bruce, Assistant Director (Early Help and School Readiness) advised this matter has been picked up in the plan this year and they do work with bury children but funded by Rochdale Council in terms of the Education Worker, Bury Council has restructured and the education welfare attendance workers will be linked into MASH and the early help teams. In addition Helen Chadwick stated that the speech and language therapy is a good and creative use of funding.

Councillor Whitby sought assurance on governance considering challenges faced by the youth justice system. In response Rachel Meyrick, Rochdale Council advised there is a youth justice partnership board, in addition we have a development morning upcoming to go through the detailed action plan's that are responsible for delivery.

Councillor Rydeheard sought assurances on the improvement identified and the scope of the review identified in the report. In response Rachel Meyrick, Rochdale Council advised the team is confident the plan is being developed with all partners and is achievable. In addition Sandra Bruce, Assistant Director (Early Help and

School Readiness) advised there is an SLA governance meeting to look at this in light of action on the 29th September to develop action plan.

It was agreed:

1. Rachel Meyrick, Rochdale Council to provide the data on children under investigation.
2. When possible, for best practice globally to be considered in how we can improve youth justice rates.

7 SEND DEVELOPMENT PLAN

Councillor Smith provided an overview of the SEND Development Plan. The plan has been co-produced with our strategic partners and is under constant review. The service has progressed in co-producing a framework, quality assurance and co-production of a local offer. In addition Bury Council has requested the LGA to do a mini inspection which has provided great insight.

Members were invited to ask questions.

Councillor Whitby sought assurances concerning a news report that the Government had signed regarding 20% cuts to the number of new education health and care plans to children and Councils that have signed up. In response Councillor Smith advised we are not one of the Councils who are signed up to this project, however Bury Council is part of Project Safety Valve as Bury Council's high needs block was much higher than others. Isobel Booler, Director of Education and Skills advised Bury Council has entered into an agreement to eradicate the high needs deficit and this is challenging. It does not have any specific reduction costs or targets within it. The strategy has included maximising income with the schools forum and through the NHS, every spend in the DSG has been reviewed and Bury is confident we are only spending the high needs block on SEND. Bury Council has also reduced unit costs and improving practice such as EHCP banding in mainstream schools. Furthermore Bury has reviewed commissioning of out of borough placings and to give a better service, meet need earlier and identify need earlier because Bury Council issues the 5th highest number of EHC plans in the country and held a compliance rate at national which has now improved to 70% which is above national which does drive the expenditure.

Councillor McBriar sought assurances on the education restructures. Councillor Smith, Cabinet Member for Children and Young People advised the plan is a working document and updates are received fortnightly and will return to provide progress updates. In addition Isobel Booler, Director of Education and Skills advised the outreach service is starting recruitment and signposting schools to outreach services.

Councillor Frith sought assurances on how the backlog of assessments and knowing children's need assessment daily is it prioritised. In response Councillor Smith advised there is a large surge of EHCP which is only one form of support. In terms of the back log of assessments we are compliant with when EHCP's should be produced. Isobel Booler, Director of Education and Skills advised we have a strict statutory timeline but some cases do go on longer, we currently have 151

plans in progress and is the smallest number in over a year and all times we are trying to improve the experience.

Councillor Green reflected that Bury has looked to change processes and assessment is not considered necessary, the message coming through from parents is that those expectations are not being managed properly as no context has been given. In addition parents reported feeling overwhelmed with jargon and parents do not fully understand. In response Councillor Smith, Cabinet Member for Children and Young People advised that the Council is trying to meet need at an appropriate level. If this has not been communicated well work needs to be done.

Councillor Green added that there may be a scenario where a child needs support but the support may be provided by another authority. Councillor Smith, Cabinet Member for Children and Young People advised it is prevalent and being within the borough is much better and we are trying to get in borough support available.

Councillor Rydeheard sought assurances regarding the focus on emotional based school avoidance (EBSA) and the pathway. In response Councillor Smith advised that EBSA is being reported as the biggest reason for absence from school. Isobel Booter, advised it is national issue and has been exacerbated through covid and can see that in persistent absence and we now have an ESBA pathway.

Councillor Whitby sought assurances regarding the SEND-Co's refrigeration of the networks. Isobel Booter Director of Education and Skills advised that the SEND Co's she has spoken with have positively received the network, and offers a bigger training offer. Councillor Smith, Cabinet Member advised attendance has been quite high and at the last Head Teacher's conference addressed this. In supplementary Councillor Whitby questioned if the council is monitoring to ensure when SEND Co's are appointed they are being brought into this training programme. Isobel Booter, Director of Education and Skills advised attendance records and closer working between school policy standards team and the SEND team.

Councillor Ryder sought assurances on the recruitment of permanent staff for the EHCP Team. In response Isobel Booter, Director of Education and Skills advised there have been interviews today but there is no results yet. It is likely we will still have an agency worker for tribunals. In addition Councillor Boles asked why are we finding it challenging to recruit. In response Isobel Booter, Director of Education and Skills advised we now only have two agency workers and have increased capacity within the team.

Councillor Boles invited comments of the proposed task and finish group following concerns often raised at the Children and Young People Scrutiny Committees. A proposed scheduled was outlined to members.

In response Councillor Green advised that SEND issues make up a large percentage of Councillor casework and it would be welcomed if more training and visits to the teams could be widened to all Councillors. Councillor Booth advised that task and finish group is a good thing to do and would like to be put forward to go onto the group. Councillor Berry questioned if a lay person could be on this group, in response Councillor Boles advised that the task and finish group will meet with parents and carers to provide evidence at one of the meetings.

Members who wish to be on the Task and Finish Group are:

- Councillor Booth
- Councillor Farooq
- Councillor Frith
- Councillor McBriar
- Councillor Boles

It was agreed:

1. The task and finish group to be established

8 IMPROVEMENT PLAN UPDATE

Councillor Smith, Cabinet Member Children and Young People provided an update on the Improvement Plan for Children's Services and the Ofsted letter. Bury Council has continued to make improvements and you can see the impact.

Councillor Rydeheard sought assurances on the response to children who go missing. Sandra Bruce, advised before Ofsted arrived we are prioritising certain area and we had just started to have a focus on and we had refreshed the missing from home strategy, restructured the workforce and moved work force into the complex safeguarding team. Therefore Ofsted stated they could see had been done and were reassured but couldn't see the impact yet.

Councillor McBriar requested an update of financial sustainability as the department is at a £10 million overspend. Councillor Smith advised that financially we are in a difficult position but the department is committed to reduce. One element is a recent peak in residential and there is ongoing pressures on agency social workers. Jacqui Dennis, Monitoring Officer advised the Overview and Scrutiny Sub Group, titled the Performance and Finance Sub-Group will receive reports on the financial position and a further cabinet report is expected in November and Children and Young People Scrutiny Committee will be included in this.

Councillor Boles concluded that this is a positive approach but the concern is seeing the action. The letter does see impact in services in the majority of cases. The Children's improvement board will ensure the data for caseloads is shared with the Committee.

It was agreed:

1. The Committee note the report and the update.

9 URGENT BUSINESS

There was no urgent business.

COUNCILLOR C BOLES
Chair

(Note: The meeting started at 7.00 pm and ended at 9.00 pm)

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SCRUTINY REPORT

MEETING: Children and Young People Scrutiny Committee

DATE: November 2023

SUBJECT: Attainment Headline Outcomes 2023 (provisional)

REPORT FROM: Councillor Lucy Smith, Cabinet member for Children and Young People.

CONTACT OFFICER: Isobel Booter, Director of Education and Skills
Damian Kay, School Assurance Officer

1.0 INTRODUCTION

- 1.1 The following scrutiny report provides analysis of 2023 performance data that further outlines the improving school led system within Bury. Currently 91% of primary schools are judged by Ofsted to be good or better. Alongside this the percentage of good or better secondary schools has risen over 15% in the last 12 months to 61%.
- 1.2 Continued improvements are also evident throughout 2023 performance data, be that against our own local authority performance in 2022, rankings within Greater Manchester and the North West or against the national averages. Particularly pleasing to read are the Key Stage 1 Phonics Screening Check outcomes, the Key stage 4 Progress 8 data where outcomes were the best they have been since 2017 and the performance of our children who are eligible for Free School Meals perform better than their peers at Key Stages 2 and 4.
- 1.3 These improvements are also against a backdrop of a 2% improvement in attendance this autumn term compared to last year, which will again support further improved school performance.

2.0 BACKGROUND

- 2.1. Summer 2023 was the second year in which we saw the return to the use of Standard Attainment Tests (SATs) in primary schools, GCSEs and other qualifications in secondary schools and A Levels and other qualifications in post-16 education. Despite the significant disruption to learning for our Bury pupils in 2020 and 2021, there is no longer any allowance made for the impact of the COVID pandemic.
- 2.2. In 2023 primary schools were once again statutorily required to administer the Key Stage 2 SATs in Grammar, Punctuation and Spelling, Reading and Maths. At

Key Stage 1 pupils took SATs in Reading and Maths with an optional Grammar, Punctuation and Spelling test available. The Key Stage 1 tests were to be used alongside the teacher assessment judgements made. Writing at both Key Stage 1 and 2 is teacher assessed using national assessment frameworks.

- 2.3. Alongside the Key Stage 1 and 2 SATs our Year 4 pupils completed the Multiplication Tables Check which up until 2021 had been optional but is now statutory. This check is an on-screen assessment which determines whether pupils are able to fluently recall their multiplication tables up to 12 through a set of timed questions, 25 questions each with 6 seconds to answer. There is no defined threshold for this check.
- 2.4. Secondary schools and colleges returned to the formal examination period following the use of Centre Assessed Grades in 2020 and Teacher Assessed Grades in 2021. The methodology in each subsequent year has been different. Ofqual reported that overall the 2022 A level and GCSE results would be lower than in 2021, when grades were based on teacher assessment, but higher than those awarded in 2019. The DfE stated that this was in recognition of the disruption caused by the pandemic. In addition, the approach taken to awarding grades for vocational and technical qualifications would be broadly the same.
- 2.5. In 2023 none of the contextual factors referenced above in 1.3 were applicable meaning, therefore, a return to the 2019 testing format. This means that following the disruption to the education system from the COVID pandemic the most accurate comparison for 2023 results is against 2019 outcomes.
- 2.6. It is pleasing to note that when compared against 2019 there are improving outcomes, particularly at secondary. Within secondary school results with improvements seen at progress 8. There is also improvement at every key stage for those children eligible for free school meals.

All data in this report is provisional and therefore subject to change.

- 2.7. National, regional, and statistical neighbour comparative data for EYFS (Early Years Foundation Stage), Phonics, Key Stage 1 and Key Stage 2 and GCSEs are based on emerging figures as we await the release of validated outcomes from the DfE.

3.0 PRIMARY OUTCOMES 2023

3.1. Early Years Foundation Stage (EYFS)

3.1.1. Since 2012 schools have been following the Early Years Foundation Stage (EYFS). The 17 Early Learning Goals within the EYFS are organised across 7 areas of learning with 3 prime areas of learning:

- personal, social, and emotional development.
- physical development and;
- communication and language.

4 specific areas of learning, namely literacy, mathematics, understanding the world and expressive arts and design.

3.1.2. Each area of learning is made up of two or three Early Learning Goals (ELGs). These are set out in the table below:

communication and language	Listening, attention and understanding; Speaking
physical development	Gross motor skills; Fine motor skills
personal, social, and emotional development	Self-regulation; Managing self; Building relationships
Literacy	Comprehension; Word reading; Writing
Mathematics	Number; Numerical patterns
understanding the world	Past and present; People culture and communities; Natural world
expressive arts and design	Creating with materials; Being imaginative and expressive

3.1.3. Children are assessed against the Early Learning Goals and judged to be at one of two levels; either emerging or expected level of development. To achieve the national Good Level of Development (GLD) measure, children must achieve at least the expected level in each early learning goal within the prime areas of learning, literacy and mathematics.

3.2. **EYFS Provisional Outcomes Summary**

In 2023 improvements could once again be seen within the Local Authority Early Years Foundation Stage Good Level of Development outcomes which is pleasing to see.

In 2023, 66% of Bury children reached a Good Level of Development (GLD) which is broadly in line with national (1% below) and moreover is a 3% improvement on Local Authority performance in 2022. In comparison to Greater Manchester (10 local authorities) Bury is 3% above the GM average and is now ranked third. When compared to the North West (23 local authorities) Bury is 2% higher than the NW average and is now ranked sixth. Both these rankings are an improvement on 2022.

3.3. **Good Level of Development-Outcomes by Groups**

Improving outcomes for all Bury children remains the key educational priority so in identifying areas of improvement from the performance of particular groups we are able to formulate more bespoke strategies to further support our school system.

3.3.1. **By Gender**

Girls (72%) and Boys (59%) both underperformed by 2% in relation to their respective national peer group. The largest gap between boys and girls performance are in the prime areas of Physical Development and Personal, Social and Emotional Development.

3.3.2. **By Eligibility for Free School Meals**

3% less of Bury children eligible for free school meals (FSM) reached a good level of development compared with this group nationally. Bury children not in receipt of free school meals are also underperforming compared with this group nationally by 3%.

3.3.3. **By Special Educational Needs**

Children with identified special educational needs and/ or disabilities (SEND) performed in line with their national cohorts, in SEN Support. Those Children with Education Health Care Plans (EHCPs) score 6% more than nationally. This could be, in part, to the high number of EHCPs within Bury compared to national.

3.3.4. By Language

Children with English as an Additional Language (EAL) attained below their peer group nationally by 7% whilst English as a First Language were 1% below their peer group nationally.

3.3.5. Looked-After Children

41% of the looked-after children reached a good level of development in 2023. 64% of the children in this cohort without SEND achieved a good level of development. These compare very well with expected national performance based on previous years.

3.3.6 A key priority for Bury Council school assurance team is to further improve the performance of Boys English as an additional language and free school meals.

3.4. Year 1 Provisional Phonics Outcomes

The Year 1 Phonics Screening Check (PSC) is used to test children's reading and phonics skills and what they have learned in their first two years at school. The Phonics Screening Check is designed to show how well a child can use the phonics skills they have learned and to identify students who need extra phonics help. The national expectation is that pupils should achieve the expected threshold which has once again remained at 32/40.

Bury's percentage of pupils working at, or above threshold (80%) is 1% above the national average in 2023 which is further improvement on our position in 2022. These places Bury 2nd in Greater Manchester (out of 10) and 4th in the North west (out of 23). This provides strong building blocks for future educational attainment and reading progression.

3.5. Year 1 Phonics Screening Check – Outcomes by Groups

3.5.1. By Gender

The percentage of boys (77%) and girls (84%) reaching the expected standard in 2023 were 1% and 2% respectively above their peer groups nationally.

3.5.2. By Eligibility for Free School Meals

2% more of Bury's children eligible for free school meals reached the expected standard compared with this group nationally. Bury's children not in receipt of free school meals also performed above their peer group nationally by 1%.

3.5.3. By Special Educational Needs

Children with special educational needs and/ or disabilities (SEND) have performed 3% above the national for this group with 45% reaching the expected standard. Children with Education Health and Care Plans are 8% above their national in 2023.

3.5.4. By Language

Children with English as an Additional Language (EAL) were 1% below their peer group at 77% whilst English as a first Language (E1L) were 2% above their peer group nationally.

3.5.5. Looked-After Children

64% of Bury's looked-after children reached the expected standard in Phonics. 80% of looked-after children without SEND reached the expected standard. 50%

of looked-after children with SEND reached the expected standard. These again compare favourably with the expected national average.

3.5.6. As with Good Level of Development an improvement in the performance of children with English as an additional Language will be a priority for 2023-24.

3.6. **Year 2 Provisional Phonics Outcomes including Outcomes by Groups**

The pupils undertaking the Phonics Screening Check at the end of Year 2 in June 2023 were those who had not reached the expected standard whilst in Year 1 (2022).

By the end of year 2 89% of Bury pupils were working at the expected standard which is in line with national performance.

3.6.1. **By Gender**

Boys performed in line and girls performed 1% above their peer groups nationally.

3.6.2. **By Eligibility for Free School Meals**

Bury's children eligible for free schools meals performed in line with this group nationally. However, Bury's children not in receipt of free school meals performed 1% below their peer group nationally.

3.6.3. **By Special Educational Needs**

Children with special educational needs and/ or disabilities (SEND) performed 1% below their peers nationally.

3.6.4. **By Language**

Children with English as an Additional Language (EAL) were 1% below their peer group whilst English as a first Language (E1L) were in line with their peer group nationally.

3.6.5

In 2023 performance in Phonics at both Year 1 and 2 is a strength within Bury Schools including the group outcomes for boys/girls, those eligible for Free School Meals and Special Educational Needs at Year 1.

3.7. **Key Stage 1 Provisional Outcomes**

Key Stage 1 outcomes in reading, writing and mathematics are teacher assessed. Schools have 'pupil can' statements, alongside national tests in reading and mathematics to support this process. There is a grammar, punctuation, and spelling test too which is optional. In addition, teachers submit a teacher assessment for writing (working towards, at expected standard or greater depth) and in science (has not met the expected standard or working at the expected standard)

In 2023, 55% of Bury's pupils reached the expected standard in each of reading, writing and maths (RWM), which is broadly in line with the national average. In individual subjects reading and maths were in line with national and writing was 1% below national. This placed Bury 5th in Greater Manchester and 11th in the North West

3% of Bury's pupils achieved greater depth in all three subjects compared with 6% nationally. In individual subjects reading was 4% below national with writing

and maths both 3% below. This placed Bury 7th in Greater Manchester and 21st in the North West.

Improving the performance of children at Greater Depth Standard (GDS) in Key Stage 1 is once again a 2023-24 School Assurance Team priority and this is replicated at national level.

3.8. Key Stage 1-Outcomes by Groups

3.8.1. By Gender

The percentage of boys reaching the expected standard in RWM is 7% below that of girls. However, when compared with peer groups nationally, Bury's boys are 1% below whilst Bury's girls are 3% below. Girls performance is in line with their peers for reading, 2% below in writing and 1% below in maths. Boys compared to their peer group nationally are 1% below in reading and in line with writing and mathematics.

At greater depth standard (GDS), Bury's boys and girls remain 3% below national for their group in the combined measure of Reading/Writing/Maths with the greatest gaps at individual subject level being girls in reading and boys in maths.

Improving the performance of Girls GDS Reading and Boys GDS Maths are improvement priorities for 2023-24.

3.8.2. By Eligibility for Free School Meals

1% less of Bury's children eligible for free schools meals reached the expected standard in Reading/Writing/Maths (RWM) compared with this group nationally. However, Bury's children not in receipt of free school meals performed 3% below their peer group nationally.

3.8.3. By Special Educational Needs

Children with special educational needs and/ or disabilities (SEND) perform in line with the national when compared to their cohort nationally. Pupils receiving SEN Support were 2% above national and those with an EHCP (Education Health and Care Plan) performed in line with their peers. At individual subject level for SEN support only reading is below the respective national. Pupils with an EHCP performed above their national peer group in reading by 4%, in maths they were above by 1% and they performed in line with their cohort for writing.

3.8.4. By Language

Children with English as an Additional Language (EAL) were 7% below their peer group nationally whilst English as a first Language (E1L) were 1% below for the expected standard in RWM. The largest gap for EAL pupils was in writing (7% below), then reading (6% below) then mathematics (5% below).

3.8.5. Looked-After Children

60% of Bury's looked-after children reached the expected standard in RWM in 2023. This is considerably above the 2022 national figure for looked-after children.

3.8.6 In 2023 Key Stage 1, data reflects that the number of children attaining the expected standards are broadly in line with national. In looking at next steps there once again needs to be a real focus on improving the performance of children attaining the greater depth standard (above expected) and narrowing the gap for children with English as an Additional Language (EAL).

3.9. **Key Stage 2 Provisional Outcomes**

The **Multiplication Tables Check (MTC)** was once again statutory for all Year 4 pupils via an on-line assessment. No published data is available at either local or national level.

In May 2023, Bury's Year 6 pupils took the **Key Stage 2 Statutory Assessment Tests (SATs)** in reading, grammar, punctuation, and spelling and in mathematics.

Year 6 writing outcomes are teacher assessed using the 'pupil can' statements as the guide. Pupils need to meet all of the statements within a particular standard.

In 2023, 58% of Bury's pupils reached the expected standard in each of reading, writing and maths (RWM) which is 1% below the national average. In individual subjects the gaps to national were 3% below in reading, 1% below in maths and in line with national in writing and grammar, punctuation, and spelling.

6% of Bury's pupils achieved greater depth (GDS) in reading/writing/maths combined compared with 8% nationally. In each of the four individual subjects Bury pupils were 2% below national.

Narrowing the gap for the number of Bury children attaining combined Reading/Writing/Maths at Greater Depth Standard (GDS) and as individual subjects for GDS Reading, Writing, Maths and Grammar Punctuation and Spelling are improvement priorities in 2023-24.

3.10. **Key Stage 2-Outcomes by Groups**

3.10.1. **By Gender**

The percentage of boys reaching the expected standard in RWM is 4% below that of girls. However, when compared with peer groups nationally Bury's boys are in line whilst Bury's girls are 2% below national. Girls are below their peer group in reading (3%) grammar, punctuation, and spelling (2%) and maths (1%). Boys are 1% above their peers in grammar, punctuation and spelling and maths, 2% below in reading and 1% below in writing.

At greater depth standard, boys were 2% below their national group for writing, maths and Grammar Punctuation and Spelling and 1% below in reading. Girls were below their peer group in all subjects; writing (3%), maths (2%), grammar, punctuation, and spelling (3%) and reading (2%).

Narrowing the gap for girls at GDS against their peer national is an improvement priority alongside improving the performance of boys compared to girls

3.10.2. **By Eligibility for Free School Meals**

4% more of Bury's children eligible for free school meals reached the expected standard in Reading, Writing, Maths (RWM) combined compared with their peers nationally whilst Bury's children not in receipt of free school meals performing 3% below their peer group nationally. In individual subjects the only area where children eligible for free school meals were outperformed when comparing to national was reading by 1%.

3.10.3. By Special Educational Needs

Children with special educational needs and/ or disabilities (SEND) performed 2% below the national when compared to their peers with 18% reaching the expected standard in Reading, Writing, Maths. Pupils receiving SEN Support performed also 2% below national whilst those with an EHCP were in line nationally their peers.

3.10.4. By Language

Children with English as an Additional Language (EAL) were 6% below their peer group nationally whilst English as a first Language (E1L) were in line for the expected standard in RWM. The largest gap in an individual subject for EAL pupils was in reading at 6% below followed by 5% below in writing. Improving the performance of EAL pupils particularly in Reading and Writing is a priority for 2023-24.

3.10.5. By Ethnicity

In looking at attainment at the expected standard in RWM, the largest gaps for Bury children below their peer groups nationally are for Bangladeshi heritage children (25% below), Indian heritage children (23% below), Black African heritage children (13% below) and Mixed White and Asian heritage children (19% below).

Performance at the expected standard when compared to their peer group nationally was strongest for Black Caribbean heritage children (21% above) and Mixed White and Black Caribbean heritage children (18% above).

In looking at progress from year 2 to year 6 in reading, writing and maths the performance of Pakistani and 'Any other Asian Background' score consistently positively.

Therefore further work is to be undertaken through our Quality Assurance mechanisms and through engagement with school leaders to better understand the disparity in pupil performance of different groups. This will be an area raised through the school clusters and a priority for school improvement work.

3.10.6. Looked-After Children

20% of Bury's looked-after children reached the expected standard in RWM in 2023. However, this was a small cohort and 70% of the children had SEND overall and 60% EHCPs. 30% of the cohort attend special schools. 67% of our children without SEND reached the expected standard which compares well to expected national comparators.

3.11. Moderation of Primary Outcomes in 2023

There is no longer a requirement on the Council to moderate the Early Years Foundation Stage due to the introduction of the Reception Baseline Assessment. Schools were encouraged, as is the norm, to moderate internally, across MATs and clusters.

At both Key Stage 1 and 2 there is a statutory requirement to moderate 25% of maintained schools and 25% of academies. Schools are notified 24 hours in advance of the pupils selected based on data shared by the schools with the Council. Schools are selected based on when they were last moderated and if there were any areas for improvement linked to best practice identified in the previous moderation year. Moderation includes reading, writing and maths. The

Local Authority moderation team is led by a former Bury headteacher, other moderators are current practitioners. Moderators visit school in pairs to undertake the process and in 2023 there were no issues requiring further action. Judgements were found to be accurate. An audit panel takes place at the end of the process taking direct feedback from the moderators; a report is then shared with schools for their assurance records.

Moderators reported, at both key stages, that schools indicated their satisfaction with the process in that they found it to be both fair and supportive in affirming teacher assessment judgements.

3.12. Monitoring of the Year 1 Phonics Screening Check

The Local Authority is required to monitor 10% of maintained schools and 10% of academies. Visits were conducted by the Local Authority's Phonics Moderation Manager and included observation and checking of completed scripts. The Local Authority includes this check, and the SATs monitoring in the annual training offered to all schools on the moderation process.

3.13. Monitoring of Key Stage 2 tests in 2022

It is a statutory requirement for the Council to monitor the administration of the Key Stage 2 tests including a pre-test check (security of papers), the administration itself and a post-test check (storage of papers). The monitoring includes checking on the use and storage of Key Stage 1 test materials which are used by schools to support teacher assessment.

The Council is required to monitor at least 10% of maintained schools and 10% of academies. The team included the three Quality Standards and Performance Officers and the Local Authority's Key Stage 1 Moderation Manager. The Quality Standards and Performance Officer for the Whitefield locality led the process including training colleagues prior to the visits. Schools visited received both an official monitoring form and verbal feedback on best practice.

4.0 SECONDARY OUTCOMES 2023

4.1 Key Stage 4 School Reported Outcomes

2023 Key Stage 4 outcomes show real improvement and are reflective of an improving secondary school system shown through the improving proportion of good or better schools.

Of particular note is the improvement around progress 8. The Progress 8 benchmark is an accountability measure used by the government of the United Kingdom to measure the effectiveness of secondary schools in England. It bands pupils into groups based on their scores in English and mathematics during the Key Stage 2 SATs. A school's Progress 8 score is usually between -1 and +1. A score of +1 means that pupils in that school achieve one grade higher in each qualification than other similar pupils nationally. A score of -1 means they achieve one grade lower. The average Progress 8 score of all secondary schools nationally is 0.

Provisional Progress 8 data at -0.14 indicates improved performance against both 2022 (-0.28) and 2019 (-0.29) but remains 0.11 below national.

In 2022 only two of our high schools had positive progress 8 scores meaning only two cohorts did better than national. In 2023 seven of our high schools had positive progress 8 scores. The Derby High School continues to evidence very good progress with a 2022 score of 0.44 and a 2023 score of 0.41. Similarly, it is important to note that Hazel Wood has improved progress 8 from -0.90 in 2019 to +0.24 in 2023.

The Attainment 8 score is the average measure of an individual student's progress across their 8 best performing subjects taken at GCSE level. A student's Attainment 8 score is then used to help calculate a school's overall Progress 8 score.

Provisional results indicate that Attainment 8 is 1.2 higher than in 2019 but a 2023 score of 44.7 remains 1.6 below national and although this is a positive trend it remains a key priority and is referenced in the LET's agenda as an expected outcome.

In 2023 the percentage of pupils gaining a good pass (Grade 5+) in both English and mathematics at 40% is 5% below national but an improvement of 3% in comparison to the 2019 examination results. In terms of a standard pass (Grade 4+) the figure is 64% which is 1% below national but an improvement of 2% compared to 2019.

In 2023 English GCSE grades 9-4 and grades 9-5 mirrored 2019 following an improvement in 2022. In 2023 English 9-4 was 1% above national whilst 9-5 was 2% below

Maths GCSE grades 9-4 and 9-5 grades have both improved since 2019. In 2023 Maths 9-4 was 1% below national whilst 9-5 was 5% below

English performance continues to be higher than mathematics and therefore school improvement priorities focus particularly on increasing the number of pupils attaining a good pass (Grade 5+) in mathematics.

4.2 Key Stage 4-Outcomes by Groups

4.2.1 By Gender

Boys progress 8 (-0.25) was 0.08 below their respective national but continued to evidence improvement on both 2019 and 2022. Girls progress 8 (-0.02) was 0.14 below their respective national of 0.12 but rectified the drop from 2019 (-0.04) to 2022 (-0.08)

Boys attainment 8 (43.3) was up on 2019 (40.8) The gap to their national average continued to narrow in 2023 to 0.8. Girls attainment 8 (46.2) was down on 2019 (46.4) with the gap to their national in 2023 at 2.4 which is an increase.

The performance of boys compared to their national at grade 5+ English and Maths (40) was 3% below but an improvement of 6% on 2019. Girls performance was in line with 2019 but 6% below national for 2023.

4.2.2 By Eligibility for Free School Meals (FSM)

As with the performance of those pupils eligible for free school meals across all key stages in 2023, Progress 8 data makes for very pleasing reading with

continued improvement from 2019 (-0.69) and 2022 (-0.61) to -0.51 in 2023 which is 0.07 above the FSM national.

Pupils eligible for FSM attainment 8 performance in 2023 (35.0) was 0.2 above national and an improvement on 2019 (34.6).

The performance of FSM pupils compared to their peer national at grade 5+ English and Maths (22%) was 3% below but had improved by 1% on 2019. Those pupils not eligible for FSM (45) were 6% below their national although the gap had narrowed slightly since 2019.

4.2.3 **By Special Educational Needs**

Progress 8 performance of pupils with SEN support shows an improving trend since 2019 and is now only 0.01 below their peer national. This trend is repeated for those pupils with Education Health Care Plans (EHCPs) and even more positively, they achieved 0.41 above their national.

For those pupils identified as SEN support, their attainment 8 data in 2023 evidenced an improving trend against 2019 and 2022 and was 0.9 above national. Again, this trend is repeated for those pupils with an Education Health Care Plan, and they scored 6.3 above their national peer group.

The performance of SEN support pupils compared to their national average at grade 5-9 in English and Maths is in line and narrows to a gap of 6 from 2022. Those pupils with an Education Health Care plan score 5% above their national with 12% which sees a significant improvement from 6% in 2019.

4.2.4 **By Language**

Progress 8 performance of pupils with English as an Additional Language continued the improvements evident in 2019/2022 and at 0.64 was 0.13 above the EAL national. English as a first Language (E1L) pupil performance in Bury (-0.26) also evidenced an improving trend and continued to narrow the gap to their national to 0.14.

EAL pupils attainment 8 performance in 2023 (46.8) improved on 2019 and saw the gap to their national further narrow. English as a first Language pupils were 1.4 below their national which continued the improving trend in narrowing the gap since 2019 and 2022.

The performance of EAL pupils compared to their national at grade 5+ English and Maths (42) matched 2019 and remained below national by 8%. English as a first language pupils were 4% below their national average but had marginally narrowed the gap since 2019.

4.2.5 **By Ethnicity**

In looking at 2023 Progress 8 data the performance of pupils from Indian, Pakistani, Black Caribbean, Mixed White and Black African, Mixed White and Black Caribbean and Mixed Other heritage all score above their respective national. The largest gap below their national is evident for Chinese and Bangladeshi heritage pupils.

Attainment 8 data shows pupils from Black Caribbean, Mixed White and Black Caribbean, Mixed White and Black African and Mixed Other heritage all to be above their national average. The largest gap below their national at attainment 8 is for Bangladeshi, Chinese, Black Other and Mixed White and Asian pupils.

The performance of pupils at grade 5+ English and Maths is strongest amongst pupils from Black Caribbean, Black Other and Mixed Other heritage. The largest gap below their national is Bangladeshi, Chinese, Any Other Asian Background and Mixed White and Asian Heritage.

This ethnicity performance data will be shared with our Secondary Headteacher group and we will focus on best practice to ensure positive practice is shared across the borough to ensure all pupils have their needs met and any differences in attainment are properly understood.

4.2.6 **Looked-After Children**

We do not yet have full Progress 8 data available for this cohort as some out-of-borough Local Authorities have not released their data, so our Progress 8 information is partial at this stage. Currently, our Progress 8 score for our looked-after children in 2023 is provisionally -0.63, which is considerably higher than last years national and regional data.

Not all our children were entered for GCSEs, as some followed alternative pathways. 100% of our looked-after children achieved at least one recognised qualification in 2023.

4.3 **GCSE outcomes**

Please note we do not yet have regional or national looked-after children's data to compare these outcomes to.

23% of our cohort achieved 4+ in English and Maths in 2023 (26% of all those entered for GCSE). This is above the 2019 national figure for looked after children of 18%.

10% achieved 5+ in English and Maths (11% of all those entered for GCSE). This is above the 2019 national figure of 7%.

33% of our looked-after children achieved grade 4+ in English (41% of all those entered for GCSE).

30% achieved grade 5+ in English (33% of all those entered for GCSE).

27% achieved grade 4+ in Maths (30% of all those entered for GCSE).

10% achieved grade 5+ in Maths (11% of all those entered for GCSE)

5.0 **Key Stage 5**

5.1 Work is currently taking place to track the destinations of our 2023 school leavers which is submitted to the Department of Education in January 2024.

The majority of our 2022 school leavers progressed into full time education, 90.4% compared to the pre-pandemic levels of 90.2% in 2019. The pandemic years saw a temporary increase in numbers entering full time education due to decreasing employment and apprenticeship opportunities. Bury has an excellent reputation for tracking it's post 16 young people, with all of the 2316 people being contacted, with zero 'Not Known's'.

The proportion of young people entering full time training, fulltime employment with training and apprenticeships increased from 4.3% in 2021 to 4.6% in 2022.

The 2022/23 local authority scorecard (an average of the local authorities NEET and Not Known from Dec 22 to Feb 23), reported that Bury's NEET and Not Known was at 3.9% for our year 12 and 13 young people, well below the National and Regional average of 5.2% and 5.3% respectively, with Bury in the second quintile nationally. (NEET: Not in full time Education, Employment or Training; EET: in Education, Employment or Training)

- 5.2 The most recent, validated A level results data is from 2022 (2023 validated data is released on the 16th of Nov 2023), with Ofqual announcing that this would be a bridging year, with A level results being lower than those issued in 2021, which were teacher assessed, but higher than A level results issued in 2019 (pre-pandemic).

The A-level Average Point Score (APS) per entry for Bury establishments show that Bury scored 35.15, an increase from 32.05 in 2019 however below both the NW and National averages of 38.16 and 38.87, respectively.

In 2022 outcomes show a slight decrease in the percentage of students achieving the highest A Level grades compared to 2021 figures (0.3% decrease in grade A* and A to 16.70%) and this aligns with a decrease both regionally (from 23.40% to 20.60%) and nationally (23.63% to 19.76%).

- 5.3 Bury performs better in regard to Technical Level APS, achieving 31.09 in 2022 compared to 23.33 in 2019, which places us just beneath the NW average of 31.40 and above the national average of 30.56, placing us 4th within Greater Manchester. Bury students studying Applied General Qualifications gained an APS of 34.63, compared with 31.98 nationally. Bury ranked joint 2nd in GM when comparing Applied General results.

6.0 OVERALL SUMMARY OF PERFORMANCE

- 6.1 Bury can be proud that those children eligible for free school meals do better than their peer group nationally at Key Stage 2 and key Stage 4. This links to 'LETS' and narrowing the disadvantaged gap helping to further impact on life outcomes.
- 6.2 We can also celebrate the performance of our looked-after children, who have done significantly better than expected national data and the 2019 data for regional and national peers at every stage with the exception of KS2, where there are contextual factors involved.
- 6.3 The performance of our pupils at Early Years Foundation Stage continues to evidence an improving picture in terms of improvement on Local Authority 2022 performance data, closing the gap on national to 1% and moving up one place in the Greater Manchester and North West rankings.
- 6.4 Year 1 Phonics data can also be celebrated as a strength with Local Authority performance above national as too are the group outcomes for

those children in receipt of Bury Free School Meals and pupils with identified Special Educational Needs and Disabilities.

Key Stage 1 performance at the expected standard is broadly in line with national for combined reading/writing/maths and as individual subjects.

- 6.5 Key Stage 2 performance at the expected standard is broadly in line and the performance of Bury FSM children was 4% above the respective national.

The number of key stage 2 children attaining greater depth standard in reading/writing/maths combined remains an area for further improvement.

- 6.6 At Key Stage 4 Attainment 8 evidences a notable improvement since 2019, the last year when the same testing format and conditions were applicable, with the gap to national narrowed. In addition, this trend is replicated for Progress 8 which makes for very pleasing reading.

The percentage of pupils gaining a good pass (Grade 5+) in both English and Maths has improved since 2019 but still remains below national at 40%. At a standard pass (Grade 4+) performance had improved since 2019 and was broadly in line with national.

7.0 NEXT STEPS

- 7.1 In Autumn 2023, as was the case in 2021 and 2022, we are offering schools, a universal visit from one of our Quality Education Professionals (QEPs). We have already met with our QEPs and funded a recently retired Ofsted inspector to lead the training linked to curriculum provision and progression in September. Despite now having a greater number of academies uptake is once again high for 2023. The agenda will include discussion of the schools context alongside attendance, exclusions/suspensions, safeguarding, 2023 outcomes (strengths and areas for development), SEND, curriculum and headteacher well-being. These visits help further populate intelligence on schools beyond summative performance data.

The School Assurance Team and Education Transformation Lead have reviewed and revised the LA categories of support criteria-Universal, Early and Brokered Support. Work with identified maintained schools is continuing with 2023-24 support plans in place.

- 7.2 The School Assurance Team will continue to work in partnership with the Local Authority Early Years Advisors in order to further increase the proportion of children achieving GLD in the Early Years Foundation Stage with a particular focus on the barriers to boys achieving a Good Level of Development (GLD)
- 7.3 The Education Transformation Lead will continue to facilitate brokerage through the Self-Improving School Led System targeting an improvement in the following areas:
- the number of children attaining the greater depth standard (GDS) at key stage 1 in Reading, Writing and Maths combined.
 - the number of EAL and SEND children attaining the expected standards particularly in reading

-the number of children making expected levels of progress from lower, middle and higher ability starting points particularly in maths by the end of key stage 2.

- to develop a greater understanding of the differences in attainment and progress of different ethnic heritage pupils.

- 7.4 The School Assurance Team will continue to support our maintained secondary schools in further building on the positive Key Stage 4 performance in 2023. Brokered support will focus on raising the attainment of girls in both English and Maths grade 5+ and all pupils in Maths particularly at grade 5+.
- 7.5 The Virtual School will continue to offer support and challenge to all schools our looked-after children attend, both in and out of the borough. The Pupil Premium Grant which supports their education will continue to be used for targeted education support such as 1:1 tuition to ensure the best outcomes possible for our children, with those who did not reach age-related expectations monitored closely and offered bespoke support.
- 7.6 Committee members are asked to consider and comment on the information in this report and the planned next steps.

List of Background Papers: -

Contact Details: -

Isobel Booter, Director of Education and Skills
i.booter@bury.gov.uk

Executive Director sign off Date:

JET Meeting Date:

Appendix 1: Table of contents

FOUNDATION STAGE PROFILE RESULTS

LA RESULTS (COMPARED TO NATIONAL RESULTS)

ALL PUPILS (including PVI's except where otherwise specified) New Assessments from 2022*

REACHING A GOOD LEVEL OF DEVELOPMENT

Pupils achieving at least expected in the prime areas of learning and in specific areas of literacy and mathematics.

		2019	2020	2021	2022	2023	
GLD including PVI's	LA	71			63	66	↑
	National	72			65	67	↑
	Difference	-1			-2	-1	↑

YEAR 1 PHONICS RESULTS

LA RESULTS (COMPARED TO NATIONAL RESULTS)

Figures include Millwood

ALL PUPILS YEAR 1 (YEAR 2 for the Aut 20 and Aut 21 check)

Percentage of pupils Working At

		2019	Aut 20	Aut 21	2022	2023	
Working At	LA	82	80	79	76	80	↑
	National	82	78	79	75	79	↑
	Difference	0	2	0	1	1	→

PHONICS SCREENING CHECK ATTAINMENT BY THE END OF YEAR 2

LA RESULTS (COMPARED TO NATIONAL RESULTS)

Figures include Millwood

ALL PUPILS (Percentage of pupils meeting the expected standard in the phonics screening check by the end of year 2)

Percentage of pupils Working At

		2019	2020	2021	2022	2023	
Working at	LA	91			88	89	↑
	National	91			87	89	↑
	Difference	0			1	0	↓

KEY STAGE 1 RESULTS

LA RESULTS (COMPARED TO NATIONAL RESULTS)

Figures include Millwood

ALL PUPILS

Percentage of pupils achieving Expected Standard and above

		2019	2020	2021	2022	2023	
READING, WRITING & MATHS	LA	61			51	55	↑
	National	65			53	56	↑
	Difference	-4			-2	-1	↑
READING	LA	72			65	68	↑
	National	75			67	68	↑
	Difference	-3			-2	0	↑
WRITING	LA	66			55	59	↑
	National	69			58	60	↑
	Difference	-3			-3	-1	↑
MATHS	LA	74			66	70	↑
	National	76			68	70	↑
	Difference	-2			-2	0	↑

Percentage of pupils achieving Greater Depth

		2019	2020	2021	2022	2023	
READING, WRITING & MATHS	LA	8			3	3	↑
	National	11			6	6	↑
	Difference	-3			-3	-3	↑
READING	LA	20			14	15	↑
	National	25			18	19	↑
	Difference	-5			-4	-4	→
WRITING	LA	11			4	5	↑
	National	15			8	8	→
	Difference	-4			-4	-3	↑
MATHS	LA	18			12	13	↑
	National	22			15	16	↑
	Difference	-4			-3	-3	→

KEY STAGE 2 RESULTS

LA RESULTS (COMPARED TO NATIONAL RESULTS)

NB 2022 and 2023 progress results are not comparable to previous years due to the new DfE methodology from KS1 - KS2.

ALL PUPILS

Percentage of pupils achieving AS+/EXS+

		2019	2020	2021	2022	2023
READING, WRITING & MATHS	LA	65			59	58
	National	65			59	59
	Difference	0			0	-1



READING	LA	73			77	70
	National	73			75	73
	Difference	0			2	-3



WRITING TA	LA	78			69	71
	National	78			70	71
	Difference	0			-1	0



MATHS	LA	80			74	72
	National	79			72	73
	Difference	1			2	-1



GPS	LA	79			73	72
	National	78			73	72
	Difference	1			0	0



Percentage of pupils achieving HS/GDS

		2019	2020	2021	2022	2023
READING, WRITING & MATHS	LA	8			4	6
	National	11			7	8
	Difference	-3			-3	-2



READING	LA	26			28	28
	National	27			28	30
	Difference	-1			0	-2



WRITING TA	LA	15			8	11
	National	20			13	13
	Difference	-5			-5	-2



MATHS	LA	24			21	22
	National	27			23	24
	Difference	-3			-2	-2



GPS	LA	34			27	28
	National	36			28	30
	Difference	-2			-1	-2



KEY STAGE 4 RESULTS

LA RESULTS (COMPARED TO NATIONAL RESULTS)

ALL PUPILS

Key Indicators

		2017	2018	2019	2020	2021	2022	2023	
Progress 8	LA	-0.15	-0.23	-0.29			-0.28	-0.14	↑
	National	-0.03	-0.02	-0.03			-0.03	-0.03	→
	Difference	-0.12	-0.21	-0.26			-0.25	-0.11	↑

		2017	2018	2019	2020	2021	2022	2023	
Attainment 8	LA	46.0	45.2	43.5	48.1	49.4	46.3	44.7	↓
	National	46.3	46.5	46.8	50.2	50.9	48.9	46.3	↓
	Difference	-0.3	-1.3	-3.3	-2.1	-1.5	-2.6	-1.6	↑

Improvement when compared to 2019

		2017	2018	2019	2020	2021	2022	2023	
Grade 5+ English and Maths	LA	38	39	37	45	50	45	40	↓
	National	43	43	43	50	52	50	45	↓
	Difference	-5	-4	-6	-5	-2	-5	-5	→

Improvement when compared to 2019

		2017	2018	2019	2020	2021	2022	2023	
Grade 4+ English and Maths	LA	63	62	62	71	72	66	64	↓
	National	64	64	65	71	72	69	65	↓
	Difference	-1	-2	-3	0	0	-3	-1	↑

Improvement when compared to 2019

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SCRUTINY REPORT

MEETING:	Children and Young People Scrutiny Committee
DATE:	15 November 2023
SUBJECT:	Detailed report on Complex Safeguarding and missing response – Annon Experiences
REPORT FROM:	Councillor Lucy Smith, Cabinet member for Children and Young People.
CONTACT OFFICER:	Jeanette Richards, Executive Director of Childrens Services

Bury Complex Safeguarding Team Progress since October 2022.

As part of our improvement journey, the Chief Executive commissioned an independent scrutineer in October 2022. The key areas for development identified by our internal review and by the scrutineer were:

- Staffing and establishment of the team
- Governance
- Practice definitions
- Operating principles and procedures aligned to GM Complex Safeguarding Hub
- Performance Reporting
- Improvement planning

After the review, the staffing structure was revised to better reflect the demand and complexity of the work, with the additional temporary appointment of an interim strategic lead (in position until August 2023) to engage the partnership, develop awareness; and to help identify young people in need of support and targeted intervention from the multi-agency team.

The new team structure moved Bury into closer alignment with other GM Safeguarding Complex Teams, in that a Trusted Psychologist and Parenting Worker are now in place in the team. The team is also now co-located in the police station, sitting alongside the key police teams. In addition, Bury had a mixed system for Missing from Home governance and practice. This has been changed, so that it now sits solely within the Complex Safeguarding Team, ensuring tighter consistency of practice, performance, and accountability.

As part of the improvement work, Bury Safeguarding Arrangements were revised, giving clear lines of accountability and governance. The Safeguarding Executive appointed the local Chief Superintendent as the responsible executive officer for Complex Safeguarding, leading on a revised subgroup and strategy, supported by the Director of Social Care Practice.

Revised Complex Safeguarding Strategy, Delivery Plan and Operating Principles are now agreed across the partnership and a revised subgroup has wider partner membership designed to make a difference in Complex Safeguarding. Our practice definitions are consistent and have been approved by the GM Complex Safeguarding Hub.

Our strategic aims, owned by the executive, the partnership and driven by the subgroup are:

1. To embed clear governance and assurance arrangements.
2. To increase our awareness and understanding of Complex Safeguarding.
3. Joint training and development opportunities, practice tools, guidance, and resources.
4. To provide a co-ordinated multi-agency response to children and young people at risk of exploitation.
5. To provide a co-ordinated multi-agency response to children and young people who go missing.
6. Greater success in detection, disruption, and prosecution; and
7. To work alongside and within communities to tackle exploitation.

Our refreshed Operating Principles focus on forming trusted relationships and identifying and reducing harm through targeted multi-agency intervention. This is best demonstrated through improvements in the multi-agency forums and practice improvements that have been made since July. These include:

- A robust pathway for referral, through the MASH, District Teams and partners.
- Daily Governance meetings to consider the needs and, where necessary, to allocate children: with further discussion of children at
- A weekly screening panel, with all relevant partners in attendance to ensure all intelligence and information is captured; and finally,
- A monthly partnership and risk management meeting, where themes, intelligence and planning for each young person is discussed.

In addition, there have been important practice and assurance changes:

- The W.I.S.E. assessment was implemented in March 2023, further enhancing our ability to analyse and assess risk and aligning Bury with other GM Complex teams.
- The Missing from Home policy and practice has been revised, including implementation of a new Return Home Interview template to better capture professional curiosity, risk and needs.
- Joint supervision has recently been implemented (at the point of completion of the WISE assessment) to ensure congruence between Complex Safeguarding and statutory allocated social work team planning; and
- The Complex Safeguarding Team is part of the main Quality Assurance framework and reports through to the DCS Assurance and Improvement (AIM) meetings.
- As most of the children and young people open to the Complex Safeguarding team are subject to Child in Need planning, similarly to other LAs in GM, there is now a three-monthly review of these children by the Safeguarding Unit, to better replicate the independent oversight received by young people subject to Child Protection planning and those in our care.

- Feedback is now sought at the point of closure for every young person and carer, indicating impact and outcomes and increasing understanding about where services can improve further.
- A comprehensive performance dashboard has been created, giving further insight into our systems and processes, holding practice to account, affording greater understanding of needs and identifying areas to address. This reporting complements the long-established GM Complex Safeguarding Insights reports.
- The remit of the service has been extended to continue to work with young people post 18 years of age and avoid 'cliff edge' endings. Inclusive of this is enabling systems such as NRM to follow the young person into adulthood and Adult social care recording systems.
- Finally, there is now a worker for schools, developing better consultation with the education sector.

Areas of ongoing development

1. Further development is required to ensure that each child's intervention plan captures the multi-agency aspect of reducing harm in contextual safeguarding.
2. Development of a 'Problem Profile' by police colleagues to fully understanding the wider pattern of GM; and intra-Bury Complex Safeguarding risks. Despite this, we are determined locally with our local GMP colleagues to better understand the risks in Bury and GMP colleagues are in the process of developing a more comprehensive problem profile for Bury; this in turn will support multi-agency collaboration and mapping of risk and need.
3. Better links with the wider community. We want to work with the right young people, at the right time. While our performance dashboard demonstrates increased referral to the service from outside of social care, there is more work to do in establishing even better links with our community leaders, promoting awareness within our third sector, and further enhancing our engagement and training with the education sector.

Summary Profile of the Children & Young People Supported by the CST Team

The number of children open to the team continues to be at the high-end of their long-term range of between 35 and 60 children and young people – currently 58 children. Children and young people supported split 58:42 between girls and boys, with girls likely to be a little younger than boys. The predominant reason for involvement also splits on gender lines, with the boys being supported for reasons of criminal exploitation, while girls tend to be supported for reasons of sexual exploitation.

Most of the children and young people have relatively recently opened to the team – more than 50% in the past 3 months, with less than a fifth of the cohort being open for less than 6 months. Most of those open to CST are also open as Children in Need, or currently under assessment by children's social care. A fifth of those open are Children in Care, or subject to Child Protection Plans. Slightly under half of the cohort have no reported Missing from Home (MFH) episodes in the past year, while a quarter have 3 or more such episodes in that period.

Considered geographically, there is a fair spread of children across the borough, with most wards represented amongst the currently open cohort. Radcliffe, Moorside, Elton, Bury East and Redvales have a higher proportion of those open than other areas. Looked at over a longer timeframe, analysis all those children worked with by the service in the past year makes plain the connection between the more deprived areas of Bury and likely vulnerability to child exploitation

– nearly two thirds of all those closed to the service were drawn from areas in the most deprived 3 deciles in the country, with five wards: Besses, Bury East, Moorside, Radcliffe East, Radcliffe West providing over half of all those children open to the service in the past year.

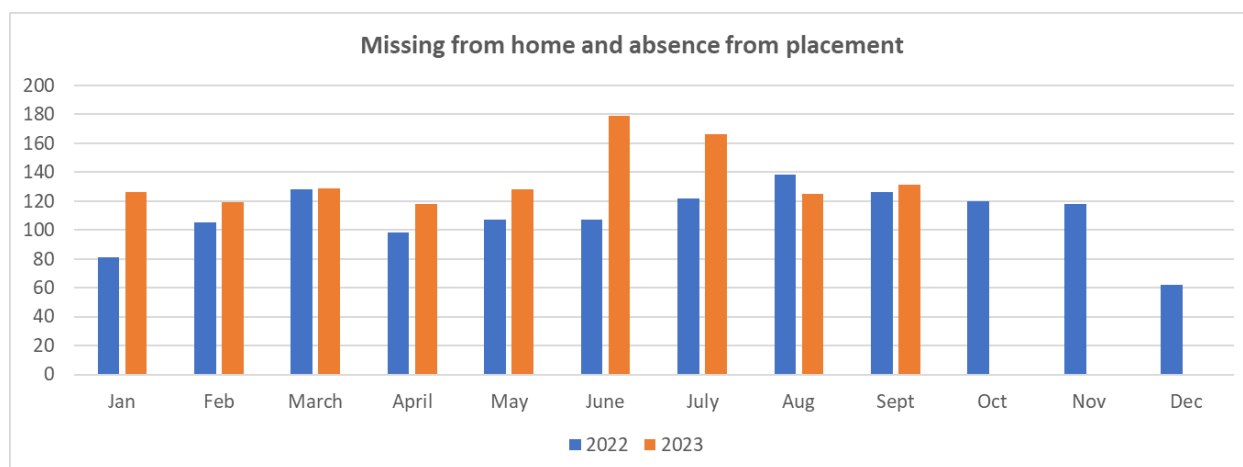
Just under a quarter of those currently open to the service have previously been open to the service. Few children reopen soon after closure (6 of the 58 currently open reopened within 6 months of previous closure), with a longer period of closure more common.

Source of referrals to the service

The coding of the source for the referral shows a widespread involvement from all key partner agencies (police, schools, health, other local authority services, in addition to individual members of the public and their families). It is likely that the coding understates the involvement of other agencies, especially police colleagues, and overstates that of local authority children’s social care because the route of referral is through children’s social care teams (and often occurs as part of the assessment process). But even allowing for this there is good evidence of other agencies being alert to the risk of child exploitation.

Missing From Home Episodes – information to the end of September

Month by month analysis of Missing from Home Episodes (MFH) shows that the general pattern in 2023 is similar to, but slightly higher than 2022, with both years being higher than 2021. The particularly high figure for June in 2023 likely reflects the very warm period of weather in that month.



Children in Care to other local authorities placed in Bury.

Over the 6 months to the end of September there have been 847 MFH episodes. Of these episodes, a substantial proportion (22%) are by children in care to other local authorities (mostly other GM authorities), but living in homes in Bury – mostly either private sector children’s homes or living semi-independently. It is the prevalence of this group amidst the MFH episodes; and parts of the borough, that leads to the geographical concentration of episodes in Radcliffe and Elton, especially Radcliffe West, where there are several key semi-independent providers.

Characteristics and Frequency of Children who go missing.

The characteristics of the cohort of children going missing is slightly weighted towards girls, especially for those with only one or two missing episodes, perhaps reflecting the greater likelihood of missing episodes being reported for girls due to perception of differential vulnerability and risk. For those going missing once or twice, 14 or 15 years of age are the peak

years for MFH episodes, with the peak age increasing for those going missing three or more times to 16 and 17 years old. Again, this reflects the prevalence of children in care amongst those with multiple MFH episodes, both children in care to Bury and to other local authorities – professional care providers having greater clarity around their duty to report children missing when the circumstances arise and continuing to do so up to the age of 18.

Perhaps unsurprisingly, over 60% of MFH episodes were for children with an ongoing social care involvement, over 50% for children in care. Those with multiple MFH episodes were more likely to also be open to the Complex Safeguarding Team for reasons of exploitation. Analysis undertaken in July reviewing social care involvement over a longer timeframe showed that less than 20% of the cohort of children with a missing episode had never been known to children's social care services. Most of those children with MFH episodes have had repeated previous involvement or have current involvement from Children's Social Care services.

Considering other additional needs for the cohort of children with a missing episode, 20% had an Education, Health and Care plan (EHCP) – partly reflecting the greater prevalence of EHCPs amongst children in care, with 12% having an EHCP with a primary need for Social, Emotional or Mental Health. This fact makes a clear point about the multiple vulnerabilities of the MFH cohort and the fact that MFH episodes, especially multiple MFH episodes reflect other, associated needs and issues amongst the cohort of children and young people.

Return Home Interviews

For Bury children, looking at the last 6 months, 92% were offered a return home interview (RHI) (a further missing episode soon after return often explains why a RHI has not been offered for each episode in the sequence). Three quarters of those offered an RHI accepted the offer and just under 60% of those interviews took place within 72 hours of returning home.

Three Brief Anonymised Case Studies

Child Sexual Exploitation - Operation Tisbury

A number of children were referred to Bury CST following concerns of online child sexual exploitation. The children did not know each other. The investigation has concluded with the offender receiving a life sentence.

[Lewis Edwards: Snapchat sex abuse images police officer jailed - BBC News](#)

The children were referred to Bury CST whereby support was provided alongside the investigating officers. Some of these children had no previous involvement with Bury Children's Services, while others had extensive adverse childhood experiences and involvement with Children's Services. The children were supported by their CST social worker and offered support from the CST Parenting worker. Existing, trusted relationships with professionals were used to ensure that children were not overwhelmed or potentially retraumatised through the involvement of CST.

This highlights that whilst there are indicators of vulnerability to exploitation, any child can be targeted by an offender, and offenders can also be anyone and may not fit the socially constructed perspective of an 'offender'. Direct work tools are used to highlight this with children referred to CST where appropriate, including exploration of gender stereotyping.

Child Criminal Exploitation

Child B was referred to the CST Team following the school becoming aware of information being shared within the community, which alleged that B was dealing drugs. The school raised concerns that B had been criminally exploited into drug distribution. B had not been previously known to Children's Services and was described by the school as a 'model pupil'. The concerns were extra-familial in nature and no further worries were identified by social workers following the referral to Children's Services.

B received support from his CST social worker alongside the other professionals scaffolded around the family. This included the CST Nurse alerting local hospitals due to concerns around possible internal concealment of class A drugs should B attend any A&E. Understanding of child exploitation for B increased through support from their CST social worker. With support from the CST Parenting worker, safety plans were developed using a whole family approach, including older siblings. B began spending more time with other family members, engaging in diversionary activities with support from the CST social worker working with B to explore their interests and then helping obtain a gym pass.

B grew to better understand and identify how the offenders were seeking to criminally exploit them, through the county lines model of child criminal exploitation. Police intelligence forms were completed by the professionals around B and their family, which were fed into the Force Intelligence Bureau to support ongoing operations around the offenders and to support police disruption of their activities.

Missing from home

Child C went missing from home. On their return home a Family Support Worker from CST completed a return interview (this is undertaken, in addition to the initial safe and well check that will be completed by GMP upon their return).

Child C has a history of adverse childhood experiences and is struggling with his education. Child C has shared that he has been collected in a car by someone older, the car is believed to be stolen. The missing from home return interview triggered a social worker assessment of C and his family, and a referral into the CST team due to concerns about child exploitation. Trusted relationships were established to support assessment and interventions. CST Parenting worker worked with mum to increase her understanding of signs of child exploitation and to devise a co-produced safety plan with her and her child, supported by the professional network working with the family.

Support for the family saw Child C return to school, with a focus on diversionary activities and work experience provided after a successful application of Turnaround Funding. Child C and Mum's relationship improved, with greater mutual understanding of their responsibilities. The safety plan empowered Child C to remove himself from difficult situations by using a 'code' word, which invokes more oversight response from professionals and his Mum and reduce offenders' ability to coerce him into exploitative situations. Feedback received from C and their family highlighted the positive relationships developed (Mum shared 'I have got my son back'). Child C is now pursuing his ambitions and considering starting an apprenticeship, with a view to establishing his own business in the future.

Contact Details: -

Jeanette Richards
Executive Director of Childrens Services
j.richards@bury.gov.uk

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