



Telford & Wrekin
COUNCIL

Addenbrooke House Ironmasters Way Telford TF3 4NT

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

Date **Wednesday, 8 February 2017** Time **6.00pm**
Venue **Meeting Room G3-G4, Addenbrooke House, Ironmasters Way, Telford, TF3 4NT**

Enquiries Regarding this Agenda:

Democratic & Scrutiny Services	Stephanie Jones	01952 382061
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Committee Membership: Councillors S Barnes, J A Francis, **K R Guy (Chair)**, J Jones, N C Lowery, K S Sahota, J A Pinter, S A W Reynolds and K L Tomlinson
Co-optees: Mrs C Healy, Mrs S Fikeis, Mrs L Fowler, Mrs C Morgan, Mrs S Osman and Mrs M Ward

AGENDA

- 1. Apologies for Absence**
- 2. Declarations of Interest**
- 3. Educational attainment and school improvement** Appendix **A/B/C**
For the committee to consider reports on:
 - Key Stage 4 (GCSE) validated results
 - School performance and issues for school improvement
- 4. SEND Reforms** Appendix **D/E**
For the committee to receive an update on the transfer of SEN statements to ECH Plans and information about the cost of provision.
- 5. Work programme**
To agree items for the next meeting.

TELFORD & WREKIN COUNCIL**CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE – 8th February 2017****EDUCATION ATTAINMENT AND SCHOOL IMPROVEMENT****REPORT OF THE ASSISTANT DIRECTOR EDUCATION AND CORPORATE PARENTING****1.0 PURPOSE**

- 1.1 To enable the Children and Young People Scrutiny Committee to consider updated information on attainment and progress in both primary and secondary schools.

2.0 RECOMMENDATIONS

- 2.1 That the Committee consider the report and agree any recommendations or further actions.

3.0 INTRODUCTION

Further to the scrutiny committee meeting on 1st November 2016 the results for key stage 4 have now been validated. This report provides an update on performance at Local Authority level compared to national. Further detail is now available for both key stage 2 and key stage 4 on individual school performance.

4.0 KEY INFORMATION

Following the release of the [2016 Key Stage 4 Revised LA Tables](#) please find the updated key messages below:

Attainment 8

- In T&W the average Attainment 8 score per pupil was 49.5, an increase of +1.4 points from 48.1 in 2015. The average attainment 8 score for T&W pupils is higher than regional (49.2) but lower than national (50.1).
- T&W has the 5th highest attainment 8 score per pupil out of the West Midlands LAs, after Warwickshire (52.2%), Solihull (51.4%), Shropshire (50.6%) and Worcestershire (50.6%)

Progress 8

- In T&W the average Progress 8 score was -0.15, with a lower confidence interval of -0.19 and an upper confidence interval of -0.10. This places the Borough below the regional and national comparators (W-Mids, -0.08, England, -0.03).

- T&W ranks 11th out of the West Midlands LAs for Progress 8 score. Three West Midlands LA's had a lower Progress 8 score; Dudley (-0.22), Walsall (-0.24) and Sandwell (-0.29)
- The highest ranked LAs were Worcestershire (+0.04), Warwickshire (+0.02) and Birmingham (0.00).

English Baccalaureate

- 23.0% of the boroughs pupils achieved the English baccalaureate, above regional (22.1%) but below national (24.8%)
- T&W is ranked 7th out of the West Midlands LAs for the percentage of pupils achieving the English Baccalaureate. The highest attaining LAs were Warwickshire (29.1%), Solihull (27.2%) and Birmingham (24.6%) and the lowest were Sandwell (12.9%), Wolverhampton (15.0%) and Stoke-on-Trent (15.6%)

English and Maths at A*-C grades

- In 2016, 58.6% of the boroughs pupils achieved grades A*-C in English and Maths GCSEs, -1.7%pts below regional (60.3%) and -4.7%pts below national (63.3%).
- There has been an increase of 2.8%pts from the year before (55.8% to 58.6%) whilst nationally there has been an increase of 3.8%pts (59.5% to 63.3%).
- T&W ranks 10th for the percentage of pupils achieving the measure. The four LAs which scored lower were Walsall (57.4%), Dudley (55.7%), Stoke-on-Trent (55.5%) and Sandwell (49.6%). The highest ranked were Warwickshire (67.2%) and Solihull (65.2%).

5+ A*-C grades inc English and Maths

- 53.1% pupils achieved 5 or more A*-C grade GCSEs including English and Maths, -0.6%pts lower than the year before (53.7%). T&W remains below the national rate of 57.7% and the regional rate of 54.8%.
- T&W ranks 9th out of the West Midlands LAs. The highest ranking were Warwickshire (62.5%), Worcestershire (60.2%) and Solihull (59.9%). Shropshire ranked fifth with 56.9%.

Floor Standard and Coasting

- In T&W, 2 out of the 13 schools assessed against the floor standard were below the standard (having a Progress 8 score of below -0.5, and an upper band of the 95% confidence interval of below zero).
- In T&W, 2 out of the 11 eligible schools met the coasting criteria (having a Progress 8 score below -0.25 and an upper band of the 95% confidence interval of below zero).

Please see attached reports on individual school performance.

5.0 ACTIONS TO ADDRESS

As part of the local authority Quality Assurance Protocol, the schools which have been identified as either coasting or below floor have been subject to the following intervention:

- Meetings have taken place between the Quality Assurance Specialist and Assistant Director Education and Corporate parenting with the relevant headteachers and sponsors of academies as appropriate.
- Each of these schools and academies have written and are enacting a Raising Achievement Plan, which will be monitored by the School Improvement Team.

Report prepared by Jim Collins, Assistant Director Education and Corporate Parenting, 01952 390900.

2016 Key Stage 2 Attainment School Overview

School name	Reading, Writing and Maths		Reading		Maths		Writing	
	Expected	High	Expected	High	Expected	High	Expected	High
National (Maintained schools)	53%	5%	66%	19%	70%	17%	74%	15%
Telford and Wrekin	56%	6%	70%	19%	71%	16%	74%	17%
St George's Primary School	86%	16%	93%	26%	96%	28%	96%	41%
Moorfield Primary School	84%	20%	86%	41%	88%	31%	86%	22%
Lightmoor Village Primary School	80%	10%	90%	10%	95%	50%	80%	25%
Muxton Primary School	76%	9%	84%	19%	91%	17%	83%	19%
Tibberton Primary School	73%	0%	91%	41%	100%	9%	77%	9%
Lilleshall Primary School	71%	6%	84%	19%	84%	23%	90%	16%
William Reynolds Primary School	71%	4%	88%	18%	88%	20%	84%	18%
St Luke's Catholic Primary School	70%	13%	78%	22%	87%	43%	87%	39%
St Peter and St Paul Primary School	70%	22%	96%	39%	96%	30%	70%	22%
St Peter's Primary School	70%	13%	80%	23%	73%	27%	93%	23%
Lawley Primary School	69%	5%	81%	35%	74%	11%	76%	24%
Newdale Primary School	69%	7%	90%	19%	83%	20%	85%	22%
Old Park Primary School	69%	4%	88%	21%	88%	28%	69%	9%
St Lawrence Primary School	69%	15%	69%	23%	92%	38%	85%	15%
St Peter's Primary School, Bratton	67%	5%	78%	25%	85%	16%	85%	9%
Apley Wood Primary School	66%	12%	85%	22%	73%	17%	88%	37%
Priorslee Primary School	66%	10%	79%	26%	78%	19%	72%	12%
Randlay Primary School	65%	7%	78%	15%	89%	24%	76%	24%
Sir Alexander Fleming Primary School	65%	0%	87%	23%	87%	26%	68%	0%
Newport Junior School	63%	4%	88%	19%	87%	15%	75%	24%
Donnington Wood Junior School	62%	2%	78%	29%	64%	7%	80%	16%
Teagues Bridge Primary School	61%	0%	68%	4%	71%	4%	75%	11%
Grange Park Primary School	56%	2%	63%	15%	79%	19%	69%	2%
Hollinswood Primary School	55%	3%	70%	15%	85%	20%	75%	5%
Ladygrove Primary School	55%	3%	66%	21%	66%	5%	71%	16%
St Matthew's Primary School	55%	3%	55%	13%	75%	18%	73%	23%
Wrockwardine Wood Junior School	55%	9%	68%	19%	84%	28%	75%	32%
High Ercall Primary School	52%	9%	74%	30%	78%	13%	70%	22%
Short Wood Primary School	52%	6%	68%	23%	58%	16%	68%	13%
Redhill Primary School	51%	5%	72%	14%	61%	16%	82%	30%
Wombridge Primary School	50%	0%	79%	13%	54%	4%	79%	0%
Wrekin View Primary School	49%	6%	56%	6%	63%	10%	71%	31%
John Fletcher of Madeley Primary School	47%	3%	65%	25%	60%	8%	70%	12%
Meadows Primary School and Nursery	45%	0%	58%	21%	63%	11%	76%	0%
St Patrick's Catholic Primary School	45%	0%	65%	10%	71%	10%	65%	0%

2016 Key Stage 2 Attainment School Overview

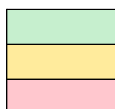
School name	Reading, Writing and Maths		Reading		Maths		Writing	
	Expected	High	Expected	High	Expected	High	Expected	High
National (Maintained schools)	53%	5%	66%	19%	70%	17%	74%	15%
Telford and Wrekin	56%	6%	70%	19%	71%	16%	74%	17%
Captain Webb Primary School	43%	14%	64%	21%	64%	14%	71%	21%
Dothill Primary School	42%	5%	74%	28%	53%	12%	58%	7%
Holmer Lake Primary School	42%	0%	61%	11%	42%	5%	71%	0%
Windmill Primary School	42%	2%	60%	25%	56%	6%	56%	2%
Woodlands Primary School	41%	4%	50%	7%	67%	7%	89%	41%
Millbrook Primary School	39%	0%	47%	6%	83%	11%	61%	0%
Aqueduct Primary School	37%	0%	54%	6%	37%	3%	69%	6%
Dawley Primary School	37%	7%	53%	7%	63%	10%	70%	10%
Coalbrookdale and Ironbridge Primary	36%	0%	64%	9%	58%	9%	58%	9%
Hadley Learning Community - Primary	35%	2%	43%	7%	50%	2%	62%	8%
Crudgington Primary School	32%	16%	47%	26%	53%	16%	79%	32%
John Randall Primary School	23%	4%	38%	4%	42%	12%	58%	19%
Queenswood Primary School	21%	0%	29%	0%	50%	7%	64%	0%
St Mary's Primary School	6%	0%	38%	6%	6%	0%	75%	0%
Houghton School	0%	0%	6%	3%	0%	0%	3%	0%
The Bridge at HLC	0%	0%	0%	0%	0%	0%	0%	0%

Note: Schools have been sorted in order of the Reading, Writing and Maths Measure

Indicates above the National figure

Indicates the same as the National figure

Indicates below the National figure



2016 Key Stage 4 Attainment Telford Wrekin School's Overview

School name	Progress 8 measure					Average Attainment 8 score per pupil								A*-C in both English and maths GCSEs
	Progress 8 measure	English element	Maths element	EBacc element	Open element	Average Attainment 8 score	English element	Maths element	EBacc element	Open element	Open element - GCSE	Open element - non-GCSE		
National (maintained schools)	-0.03	-0.04	-0.02	-0.02	-0.04	49.9	10.5	9.8	13.8	15.8	12.9	2.9	63.0%	
Telford and Wrekin	-0.15	-0.28	-0.23	-0.14	0.00	49.5	10.2	9.6	13.6	16.1	11.2	4.9	58.6%	
Hadley Learning Community	0.62	0.18	0.46	0.55	1.09	52.3	10.3	9.8	14	18.2	6.6	11.6	58.0%	
Thomas Telford School	0.40	0.23	0.34	0.68	0.28	63.1	12.6	12.5	19	19	18.5	0.5	98.0%	
Newport Girls' High School	0.36	0.42	0.46	0.33	0.30	72.6	14.7	14.9	21.5	21.6	21.6	0	100.0%	
Holy Trinity School	0.24	-0.20	0.05	0.28	0.62	51.8	10	9.7	14.5	17.6	10.6	7	57.0%	
Ercall Wood Technology College	0.02	-0.38	-0.09	-0.02	0.40	44.8	8.9	8.4	11.7	15.8	9.7	6	40.0%	
Adams' Grammar School	-0.01	-0.27	0.17	0.22	-0.18	68.6	13.2	14.2	21.1	20.1	20.1	0	99.0%	
Madeley Academy	-0.03	-0.03	0.18	-0.28	0.10	51.4	10.8	10.5	13.4	16.6	11.5	5.1	72.0%	
Charlton School	-0.15	-0.36	-0.08	0.09	-0.31	48.6	9.9	9.7	14	15	13.8	1.2	54.0%	
Abraham Darby Academy	-0.23	-0.41	-0.49	-0.29	0.12	46.4	9.6	8.5	12.3	16	7.6	8.4	45.0%	
The Burton Borough School	-0.29	-0.22	-0.44	-0.37	-0.16	50.5	10.7	9.7	13.8	16.3	13	3.3	64.0%	
The Telford Langley School	-0.32	-0.57	-0.57	-0.69	0.37	44.9	9.2	8.3	11	16.5	5.6	10.9	47.0%	
The Telford Priory School	-0.69	-0.36	-0.91	-0.76	-0.70	41.9	9.7	7.7	10.9	13.5	8.4	5.1	41.0%	
The Telford Park School	-0.82	-1.08	-1.27	-0.87	-0.30	38.6	7.8	6.6	10	14.3	7.3	7	24.0%	

Schools have been sorted in order of the Progress 8 Measure

	Indicates below the National figure		Indicates the same as the National figure		Indicates above the National figure
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TELFORD & WREKIN COUNCIL**CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE – 8th February 2017****SEND Performance - Transfers of statements of SEN to EHC plans and timeliness of new assessments within 20 weeks.****REPORT OF THE GROUP MANAGER SEND AND INCLUSION****1.0 PURPOSE**

- 1.1 To enable the Scrutiny Committee to consider performance against key statutory functions of the SEND team.

2.0 RECOMMENDATIONS

- 2.1 That the Committee consider the report and agree any recommendations or further actions.

3.0 INTRODUCTION

Two key Local Authority performance indicators following the implementation of the SEN reforms are:

- 1) To transfer all statements of SEN to an Education Health and Care plan by March 2018.
- 2) To undertake new requests for Education, Health and Care assessments within 20 weeks.

Transfers of Statements to EHC Plans:

On 1st September 2014 there were 1058 statements in place in Telford and Wrekin.
As of 26th January 2017:

- Telford and Wrekin have transferred 581 statements to EHC plans which is equivalent to 55% of the total amount required.
- As of January 2017; there are currently a further 150 statemented cases undergoing transfer to an EHC plan.
- Of the 581 finalised transfers, 295 were completed within 20 weeks which is equivalent to 51%

The team are confident that they will meet the 31st March 2018 deadline to ensure all statements are transferred. Whilst there is recognition that timeliness is an issue limited national data is provided for comparison. Informally many authorities report significant concern about both the ultimate deadline for completion in 2018 and ability to undertake transfer assessments in 20 weeks.

Timeliness of new EHC assessments:

The timeliness of completing new requests for assessments and issuing EHC plans has been poor during accounting period Jan 16- Dec 17 (see table 1). During 2016 Telford and Wrekin issued 228 new EHC plans. Of these only 53 were issued within timescale or had a valid exception to applying the timescale which equates to 23.25%. This is below the national average of 60% and target of 90%.

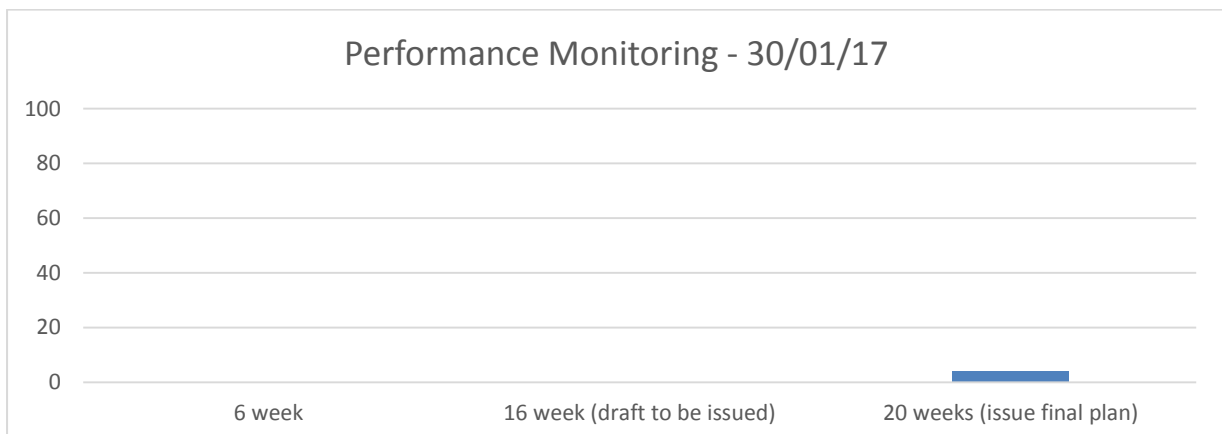
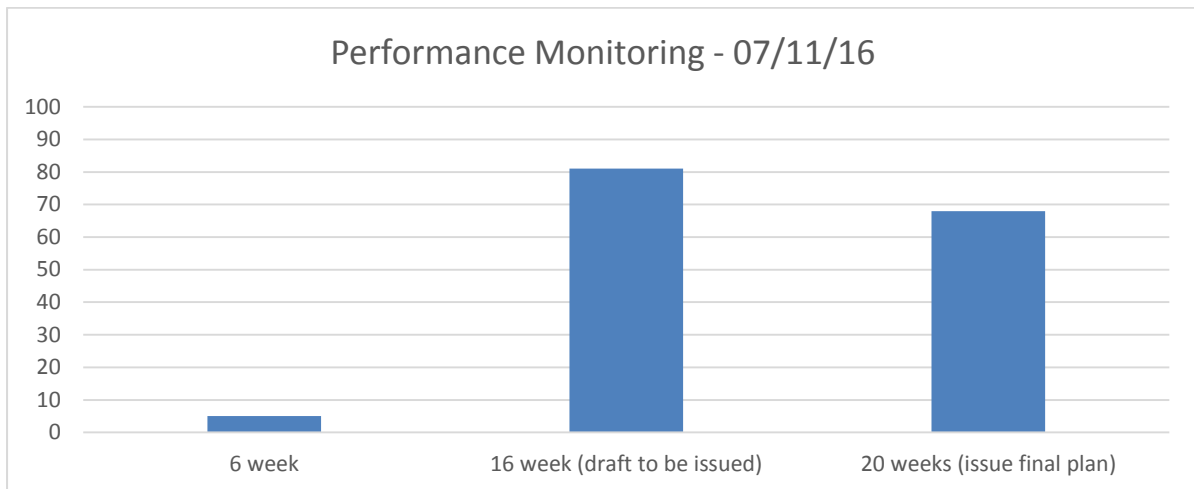
Actions taken

- Remodel of SEN team.
- Reset expectation to deliver assessments within statutory timeframes.
- Amendments to assessment process based on lean principles.
- Use of data to monitor and target performance.
- Development of weekly dashboards, performance surgeries.
- Senior manager oversight.

Impact

Data since November 2016 shows significant improvement in performance.

Charts below show the amount of plans that had overdue deadlines relating to key points in the 20 week assessment process in November 2016 and January 2017 respectively.



As can be seen in November 2016 5 decisions were over the 6 week statutory decision point, 81 were over the 16 week deadline to issue a draft plan and 68 over the 20 week deadline to finalise a plan. However in January 0 decisions are over the 6 week decision point. There has been significant improvement in the amount of draft plans overdue at week 16 (now at 0). There has also been a decrease in the amount of plans over the 20 week deadline (now at 4).

Issues with the timeliness of completing statutory advice by education, health and care providers has been an important factor to non-compliance with the 20 week timeframe. There has been significant capacity issues in both health and education sectors resulting in long delays to completion of statutory advice. This is reported to be an issue nationally. The DfE LA implementation survey (summer 2016) reported that 74% of LAs reported issues gathering information from health professionals.

Actions taken

- Identification of lead senior manager from each sector to monitor and track advice completion.
- 2 out of 4 vacancies filled in Educational Psychology team.
- Use of data to monitor and target performance.
- Development of weekly dashboards, performance surgeries.

SEND Advice Tracking Dashboard – 07/11/16

Service		Current No. Of Advice Requests	No. Of Advices over 6 week deadline (total)	Longest time Advice outstanding (weeks)
Education				
	EP	25	16	33.1
	School	10	5	8.1
Health		17	8	8.1
Care		26	17	30.2
TOTAL		78	46	

SEND Advice Tracking Dashboard – 30/01/17

Service		Current No. Of Advice Requests	No. Of Advices over 6 week deadline (total)	Longest time Advice outstanding (weeks)
Education				
	EP	27	2	0.6
	School	22	7	5.8
Health		37	12	7.9
Care		28	5	5.6
TOTAL		114	26	

Further work will consider how, and from whom, we seek advice looking at what is statutory as opposed to good practice in order to make the process as efficient as possible. A thorough review will be necessary however to ensure the process remains as holistic as possible.

A risk factor to this performance indicator common to all groups are existing /new vacancies within professional groups who provide the advice.

Financial and school placement impact of performance improvement.

As a result of the focused activity to clear the backlog in new EHC assessments there has been an impact on finance. The high need block of the Dedicated School Grant is under significant pressure partly as a result of the amount of EHC plans that have recently been issued. This includes the costs of 'TOP UP' paid to mainstream schools for those children with finalised EHC plans and additional placements in special schools – both locally and where required out of county.

While there are plans to review the sufficiency of special school places and work with mainstream schools strategically to build their resilience to meet increasing complexity of need there is a pressure in terms of current places in our special schools. The Local Authority is working closely with mainstream schools to maintain placements and monitoring those who are missing education

**Report prepared by Simon Wellman, Group Manager SEND and Inclusion,
01952 382310**

TELFORD & WREKIN COUNCIL**CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE – 8th February 2017****SEND – COST OF PROVISION****REPORT OF THE SERVICE DELIVERY MANAGER SEND AND INCLUSION****1.0 PURPOSE**

- 1.1 To enable the Scrutiny Committee to consider value for money for SEND provision.

2.0 RECOMMENDATIONS

- 2.1 **That the Committee consider the report and agree any recommendations or further actions.**

3.0 INTRODUCTION

The Local Authority has the responsibility to assess the needs of children and young people with special educational needs and where these children have a greater need, to issue an Education, Health and Care Plan (previously a Statement of Special Educational Needs).

The children and young people with lower level special educational needs are supported as SEN support through funding already delegated to mainstream schools.

For those children and young people who meet the threshold for an Education, Health and Care Plan (EHCP), the majority of these also have their needs met within a mainstream school, but have additional top up funding provided by the LA.

For some children and young people with more complex needs who have an EHCP, these needs are better met in a Special School.

The LA will provide the top-up funding in a maintained school or fund a Special School placement from the High Needs element of the Dedicated Schools Grant.

4.0 KEY INFORMATION / VALUE FOR MONEY IMPACT

4.1 Overview of SEND Numbers and costs

Using the DfE/LGA Local Area SEND Report of August 2016, the key figures are highlighted in the table below:

	% of school aged pupils with an EHCP	% of those with EHCP in maintained special schools	% of those with EHCP in independent special schools	Expenditure per child per week with EHCP
T&W	3.3	43.2	3.8	£60
National	2.9	27.8	6.0	£92

Telford and Wrekin have a higher than national proportion of young people with an EHCP (or statement), 3.3% of the school population have an EHCP in Telford and Wrekin compared to 2.9% nationally. This is equivalent to 330 students per 10,000 in Telford and Wrekin compared to 290 students nationally or 1.14 times more students.

Of those students with an EHCP 43.2% are in maintained special schools compared with 27.8% nationally. This is equivalent to 142 students per 10,000 compared to 81 nationally, or 1.75 times more students.

Of those students with an EHCP 3.8% are in independent special schools compared with 6.0% nationally. This is equivalent to 13 students per 10,000 compared to 17 nationally, or 0.76 times the number of students.

The expenditure per student is £60 per week in Telford and Wrekin compared to £92 nationally. If we take into account the fact that there are more children with EHCPs in Telford and Wrekin and calculate the equivalent cost if we were spending the same amount of money but with a national average number of students with EHCPs this would equate to £68 per student per week.

The outcomes for students with EHCPs are broadly better than national averages in Telford and Wrekin at all Key Stages except some measures at Key Stage 4. This would suggest that potentially Telford and Wrekin are providing good value for money with good outcomes at a lower than national cost per student.

It should be noted that the data above is based on the January 2016 SEND return to the DfE. All data considered in the rest of this report is based on current data as of January 2017.

4.2 Special School Numbers and Costs

There are 594 students placed in maintained Special Schools with Telford and Wrekin at a total annual cost of £11,124,648. This equates to an average cost per student of £18,728. There is no national data to benchmark these costs against, however, class sizes in the complex needs schools (Haughton and Southall) and the

Severe / Profound and Multiple needs school (The Bridge) are larger than in most similar schools regionally. This would suggest that whilst there are more students in maintained special schools in Telford and Wrekin, these would provide better value for money. This would be corroborated by the cost per child in Telford and Wrekin being lower in section 4.1.

There are 34 students placed in independent special schools at a total annual cost of £2,296,000 this equates to an average cost of £67,529 per student. The average cost per placement in independent special schools is approximately 3.6 times the cost of a placement in a maintained special school. Whilst the cost of these places is high, potentially if we had the national average proportion of students in this provision there would be an additional 11 students at a cost of around £743,000 more.

There has been some sharing of pupil numbers and costs in independent special schools commissioned by LAs in the West Midlands. This comes with a massive health warning as the basis for how these places are funded varies dramatically from one authority to another. In particular the sharing of costs between education, social care and health will be different.

To try to make allowances for different sizes of authority and different levels of cost, the table below shows the relative number of students placed by each authority – in other words, if that authority were the same size as Telford and Wrekin, the number of students they would be placing in independent provision. It then considers the relative cost by multiplying the relative number of students by the cost per student in that authority.

LA	Cost per student	relative size	relative no students	relative cost
Dudley	£46,604	1.8	27	£1,242,778
Staffordshire	£49,958	4.3	33	£1,661,395
Sandwell	£70,156	1.7	26	£1,857,059
Telford & Wrekin	£67,529	1.0	34	£2,296,000
Herefordshire	£121,941	0.9	19	£2,303,333
Shropshire	£52,362	1.5	46	£2,408,667
Coventry	£77,167	1.7	32	£2,451,176
Birmingham	£57,226	6.0	44	£2,537,000
Stoke	£64,477	1.1	40	£2,579,091
Warwickshire	£43,284	2.8	144	£6,214,286

This would suggest that Telford and Wrekin has the fourth lowest relative cost of the 10 authorities. It also suggests that we should investigate further what Dudley and Staffordshire are doing to reduce the cost per student and what Dudley and Sandwell are doing to reduce the numbers of students in independent provisions.

Shropshire use many of the same provisions as us, we therefore need to investigate how they are able to reduce the cost per student.

6.0 LEGAL ISSUES

Under the SEND reforms implemented in September 2014, parental choice is paramount. In all considerations we need to be aware that ultimately the parents can request any provision and if we disagree and name a different provision, the parents can then take us to tribunal. It is therefore imperative that not only do we need to consider the costs of provision but also the quality so that these are schools parents want to send their children to.

7.0 ACTIONS TO ADDRESS

Follow up actions include:

- Exploring how provision for children with the most challenging behaviours can be met locally through a maintained school.
- Exploring practices with other authorities to see if there are any aspects we can learn from and apply in Telford and Wrekin.

Report prepared by Andy Cooke, Service Delivery Manager SEND and Inclusion, 01952 380885