



Education Standards Report

Analysis of 2020 and 2021 assessment outcomes



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Introduction

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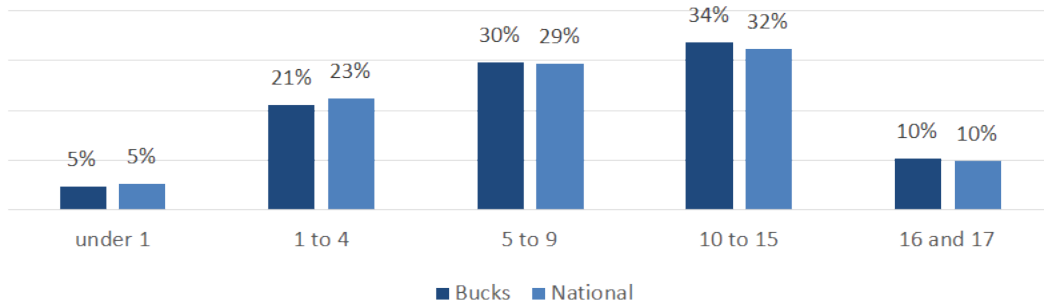
Children and Young People

23% children & young people as a percentage of total population



(Mid 2018 Population Estimate)

Children and young people by age band - Mid 2018 population estimates



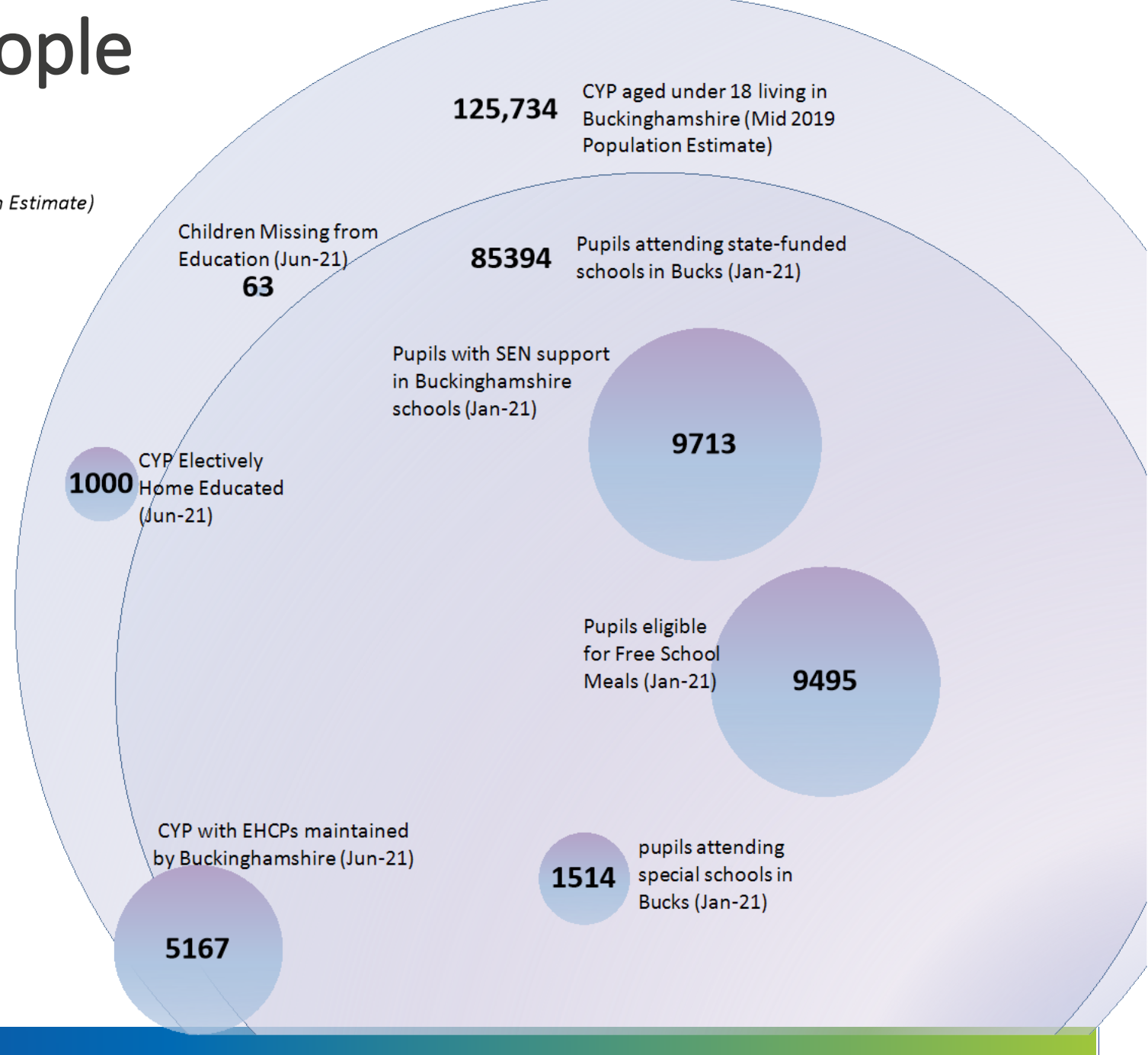
38% of pupils in the January 2021 school census are BME



18% of pupils in the January 2021 school census have a first language other than English

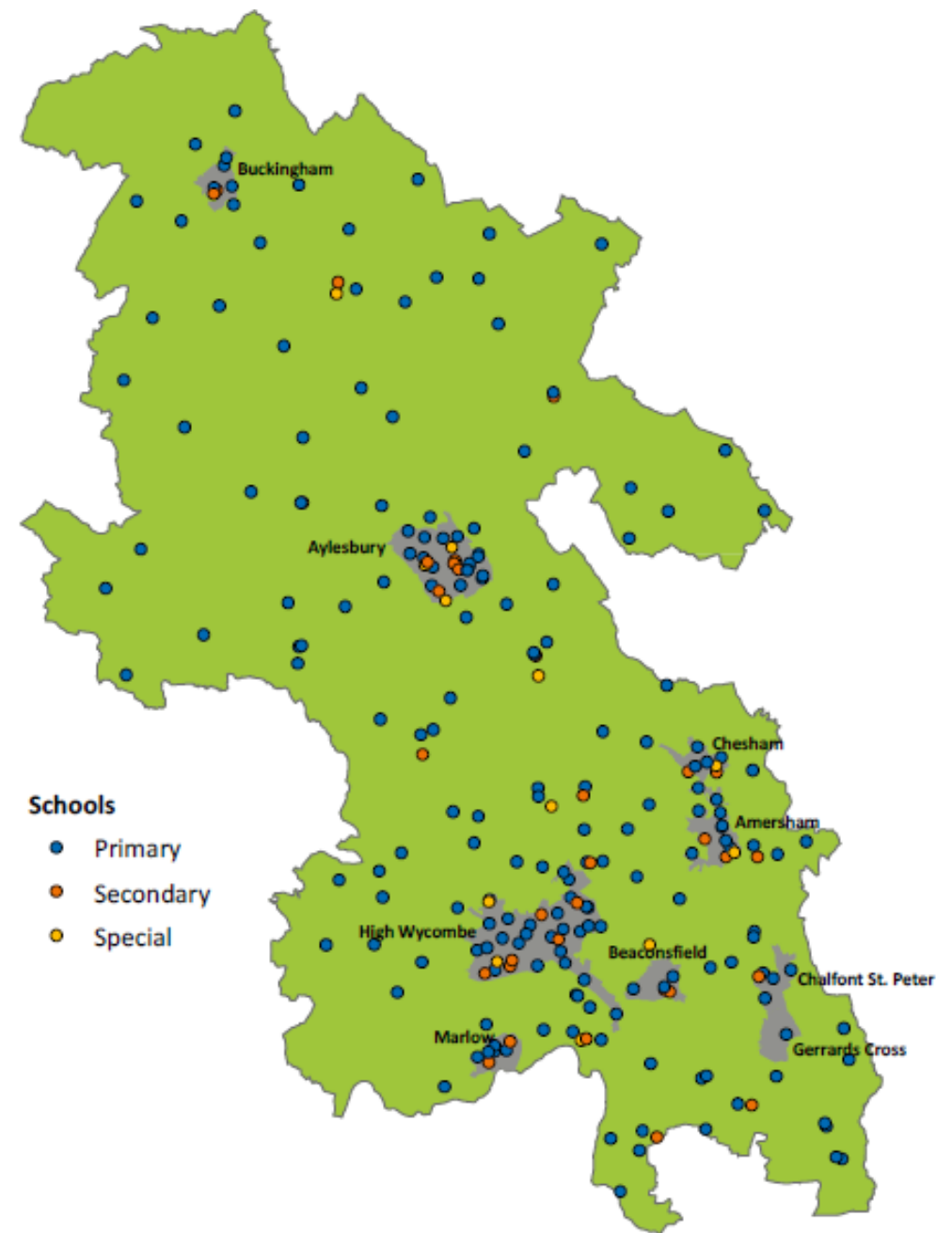


BUCKINGHAMSHIRE COUNCIL

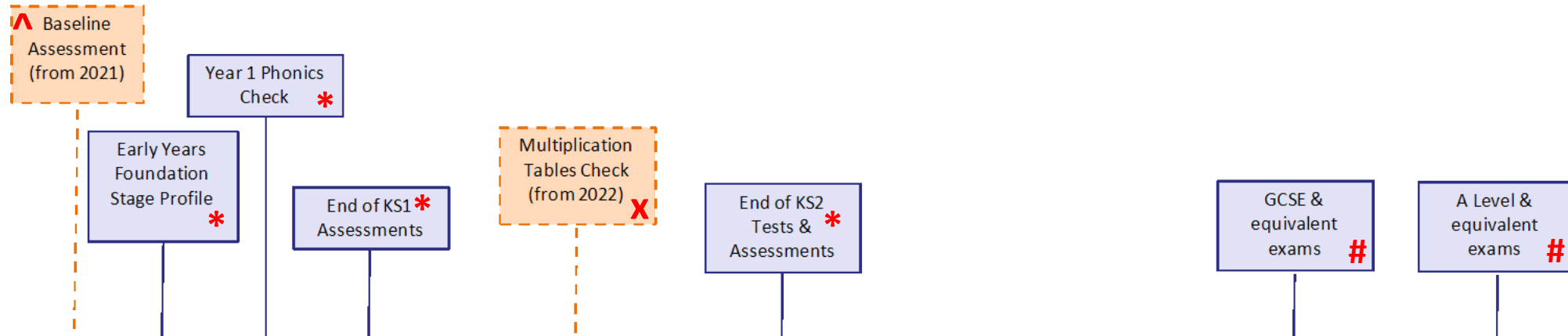


Schools – Sep21

- 185 primary schools (including 40 academies/free schools)
 - 38 infant schools (including 1 academy)
 - 23 junior schools (including 5 academies)
 - 124 combined schools (including 34 academies/free schools)
- 34 secondary schools
 - 13 Selective (all academies)
 - 21 Non-Selective (including 16 academies/free schools)
- 2 All through mainstream schools (including 1 academy)
- 10 Special Schools (including 2 academies)
- 2 nursery schools
- 3 Pupil Referral Units (including 1 academy)



Assessment Timeline



National Curriculum Year Group	Nursery	Reception	1	2	3	4	5	6	7	8	9	10	11	12	13
Key Stage	EYFS		Key Stage 1			Key Stage 2			Key Stage 3			Key Stage 4		Key Stage 5	
School Phase	Primary						Secondary								
Age (as at 31st Aug)	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

Due to Covid19 restrictions the following changes have been made to the assessment timeline:

- * Statutory assessments for primary school pupils were cancelled for 2020 and 2021
- ▲ Baseline Assessment was due to start in Sept 2020, but was delayed to Sept 2021
- ✗ Multiplication Tables Check was due to become statutory in Summer 2021, but has been delayed to June 2022
- # GCSE and A Levels examinations did not take place in 2020 and 2021, with alternative assessment methods used to determine final grades

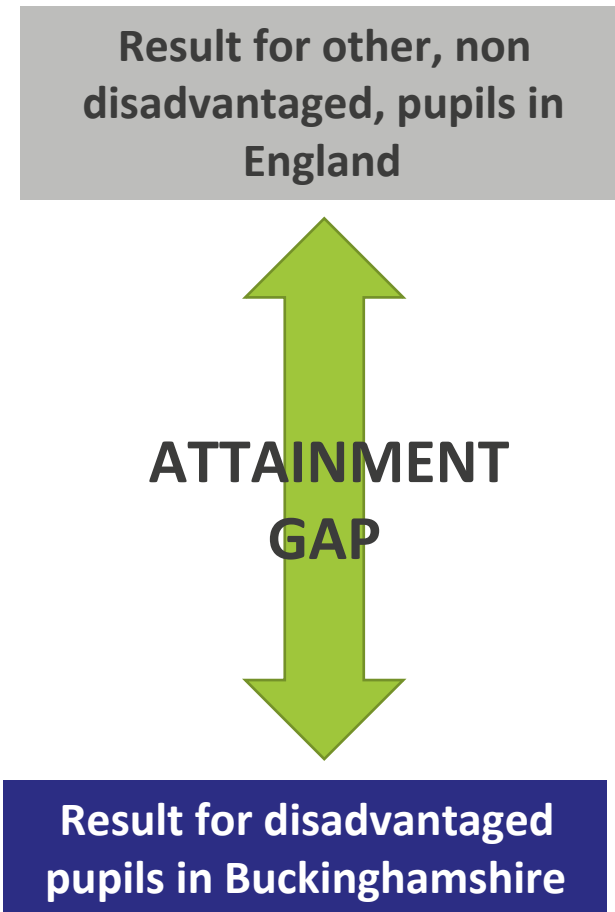
Statistical Neighbours

Statistical neighbour models provide one method for benchmarking progress. For each local authority (LA), these models designate a number of other LAs deemed to have similar characteristics. These designated LAs are known as statistical neighbours. Any LA may compare its performance (as measured by various indicators) against its statistical neighbours to provide an initial guide as to whether their performance is above or below the level that might be expected.

In this report Buckinghamshire data is shown alongside national averages and, where available, the average for our statistical neighbour group.

Bracknell Forest
Buckinghamshire
Cambridgeshire
Central Bedfordshire
Hampshire
Hertfordshire
Oxfordshire
Surrey
Trafford
West Berkshire
Windsor and Maidenhead

Attainment Gap



The “attainment gap” measure used by Ofsted and the Department for Education, and referenced in this report, looks at the difference in performance between pupils who are classed as “disadvantaged” in the LA and the national average for other, non disadvantaged, pupils.

Disadvantaged pupils are defined as:

- those who were known to be eligible for free school meals in any of the previous six years as indicated in any termly or annual school census, pupil referral unit (PRU) or alternative provision (AP) census;
- children looked after by the local authority for at least 1 day;
- or children who have been adopted from care. Schools receive Pupil Premium funding for their disadvantaged pupils.

Attainment: Contents

1. Impact of Covid19 on attainment measures
2. Key Stage Four
 - Strengths and areas for development
 - Key data
3. Action plan

Impact of Covid19 on attainment measures

- Most attainment results are not available to report for 2020 or 2021 as Covid19 restrictions led to the cancellation or amendment of statutory assessments and exams.
- Statutory assessments for primary school pupils were cancelled for 2020 and 2021. This means that results are not available for Early Years Foundation Stage Profiles (EYFSP), Phonics Check and Key Stage 1 and 2 tests and assessments.
- The summer exam series for the both the 2019/20 and 2020/21 academic years were cancelled. Instead, for 2020/21, pupils were only assessed on the content they had been taught for each course. Schools were given flexibility to decide how to assess their pupils' performance, for example, through mock exams, class tests, and non-exam assessment already completed. GCSE grades were then determined by teachers based on the range of evidence available and they are referred to as teacher-assessed grades, or TAGs.
- This is a different process to that of 2019/20 when pupils were awarded either a centre assessment grade (known as CAGs, based on what the school or college believed the pupil would most likely have achieved had exams gone ahead) or their calculated grade using a model developed by Ofqual - whichever was the higher of the two.
- The changes to the way GCSE grades have been awarded over the last two years (with CAGs and TAGs replacing exams) mean 2020/21 pupil attainment data should not be directly compared to pupil attainment data from previous years for the purposes of measuring year on year changes in pupil performance.

Key Stage Four - GCSE

Pupils reach the end of Key Stage Four in Year 11, typically when they are aged 15 at the beginning of the school year. School performance at Key Stage Four is measured by exam results in GCSEs and equivalent qualifications, as well as pupil progress from Key Stage Two to Key Stage Four.

The headline accountability measures for secondary schools are: Attainment 8, Progress 8, average points scores in the English Baccalaureate (EBacc), and destinations of pupils after Key Stage 4.

Progress 8 and Attainment 8 combine pupils' achievement across 8 qualifications:

- Mathematics (counts for two entries);
- English (counts for two entries);
- 3 qualifications in science, computer science, history, geography, and languages;
- 3 further qualifications that can be additional GCSE qualifications or any other non-GCSE qualifications on an approved list.

Limited results for KS4/GCSE at national and local authority level have been published by the Department for Education (DfE). Please note that we can only report on the data published nationally, as LAs do not have access to pupil level results for 2020 or 2021. A limited range of attainment measures were included in the published statistics, and progress measures are not available.

Areas of Strength

Overall attainment 8 scores for 2020 and 2021 are above both statistical neighbour and national averages.

Attainment 8 for disadvantaged pupils in Buckinghamshire was in line with the national average and above the statistical neighbours average for similar pupils in 2020. In 2021 Attainment 8 for disadvantaged pupils in Buckinghamshire was above both the national and statistical neighbour average.

SEND pupils in Buckinghamshire, both those on SEND support and those with EHCPs, performed above the national average at Attainment 8 in 2020. In 2021 pupils on SEND support and boys with EHCPs achieved Attainment 8 scores above the national average for similar pupils.

Attainment 8 scores in Buckinghamshire were above national average for all main ethnic groups, both genders and both pupils with English as a first language and pupils those with a different first language. In 2021 Attainment 8 for pupils eligible for free school meals was also above national.

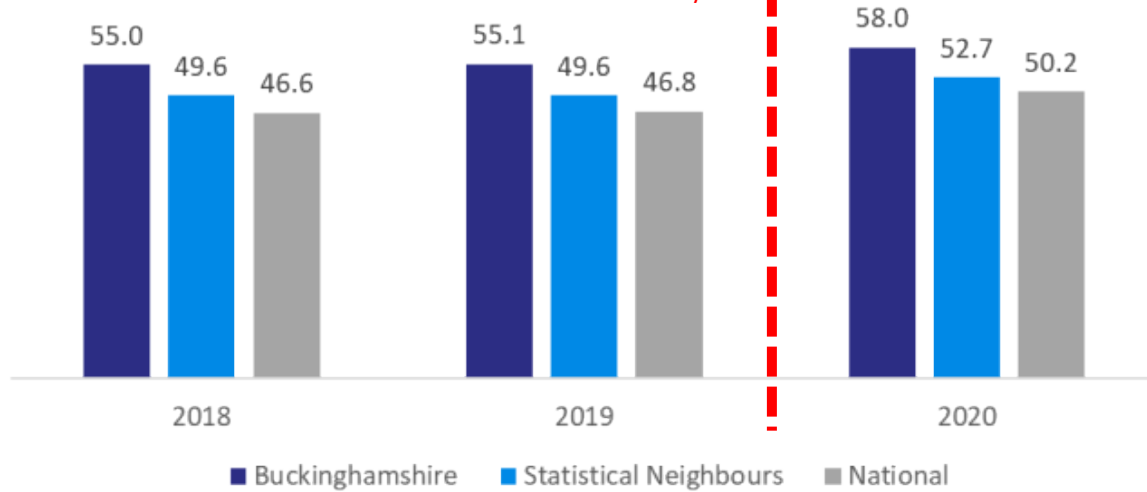
Areas for development

In 2020 Attainment 8 scores in Buckinghamshire for pupils on free school meals were slightly below those seen nationally (37.1 in Buckinghamshire compared to 38.6 nationally).

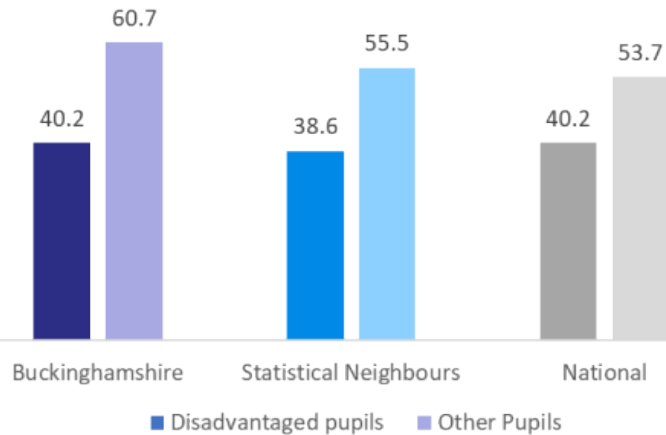
The 2021 Attainment 8 score in Buckinghamshire for girls with EHCPs (13.9) was slightly lower than the national average for similar pupils (14.5). This is a relatively small cohort in Buckinghamshire, with 85 girls with EHCPs included in performance figures for 2021.

Attainment 8 measure 2020

Overall trend against benchmarks

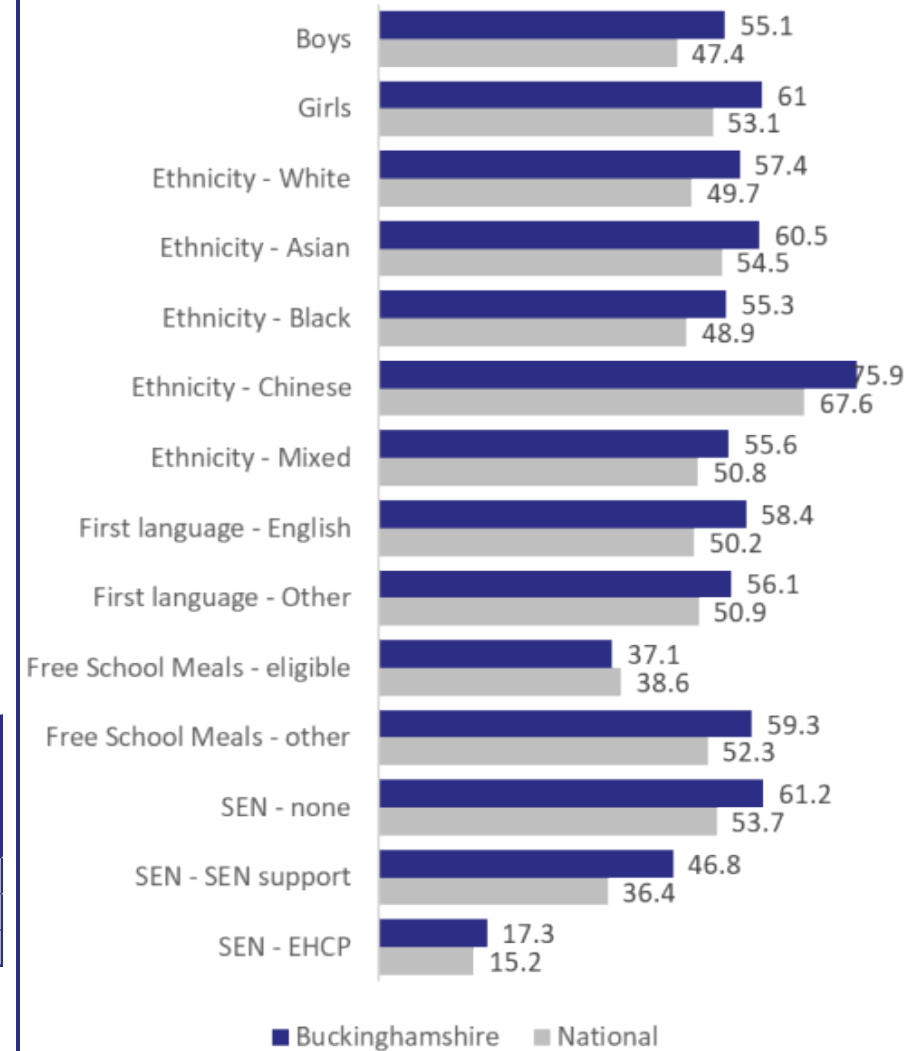


Attainment gap 2020



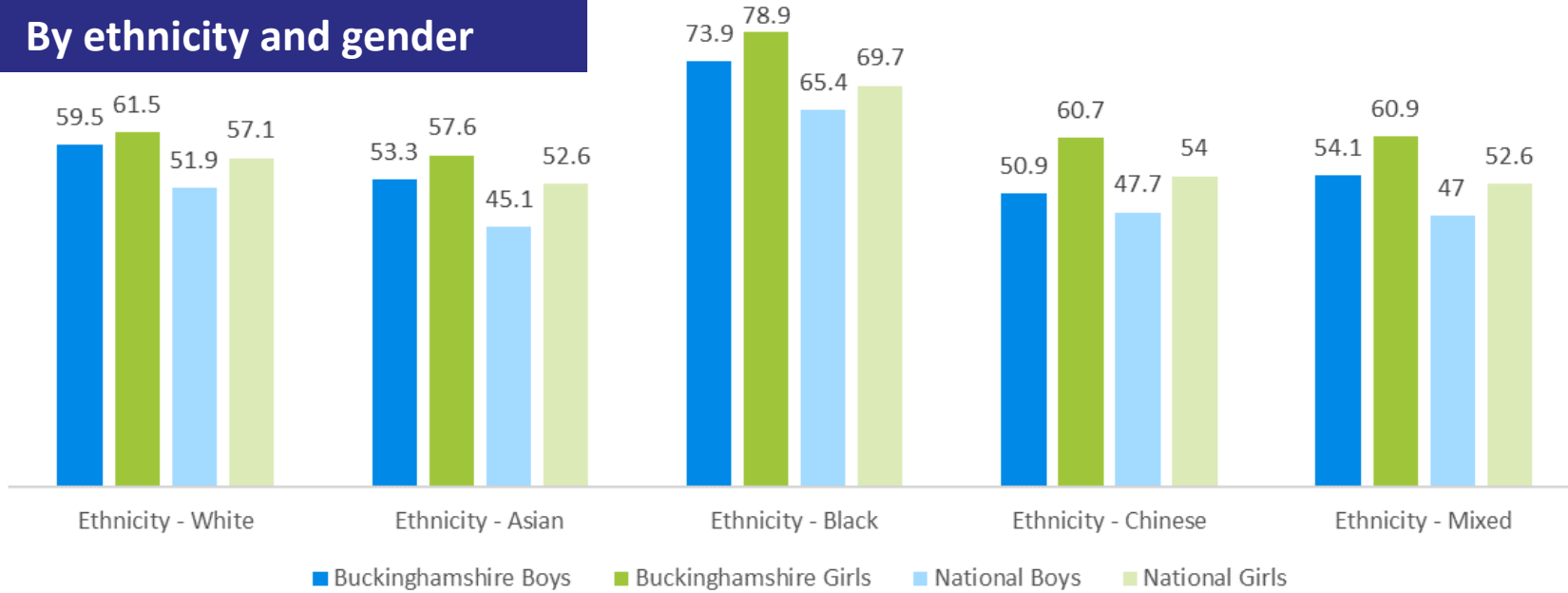
	Disadvantaged pupils	Other Pupils	Gap - local disadvantaged to national other
Buckinghamshire	40.2	60.7	13.5
Statistical Neighbours	38.6	55.5	15.1
National	40.2	53.7	13.5

Key pupil groups 2020



Attainment 8 measure – pupil group detail 2020

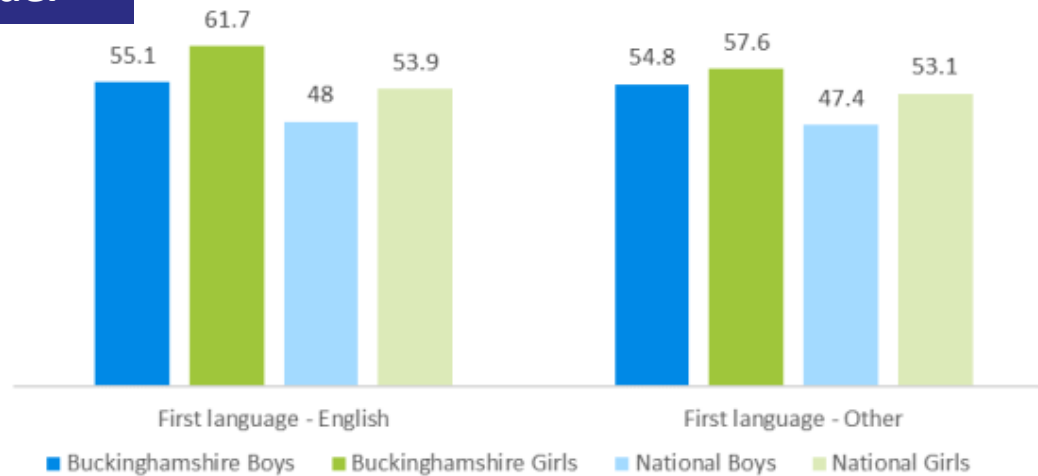
By ethnicity and gender



Buckinghamshire cohort

	Boys	Girls
Ethnicity - White	619	610
Ethnicity - Asian	99	87
Ethnicity - Black	18	12
Ethnicity - Chinese	188	172
Ethnicity - Mixed	2097	1983

By first language and gender

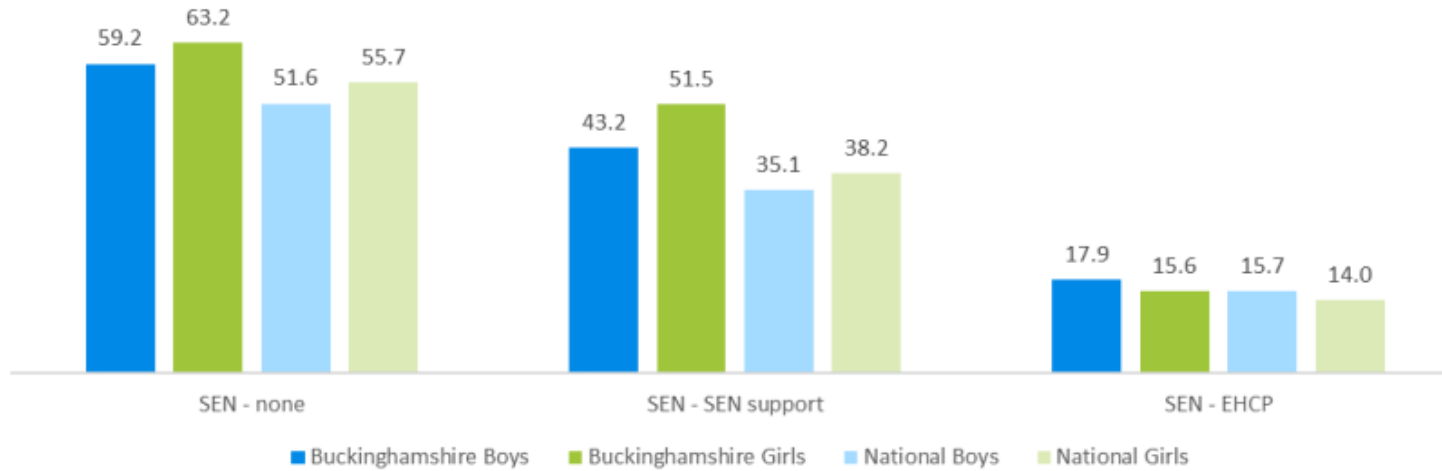


Buckinghamshire cohort

	Boys	Girls
First language - English	2469	2396
First language - Other	602	505

Attainment 8 measure – pupil group detail 2020

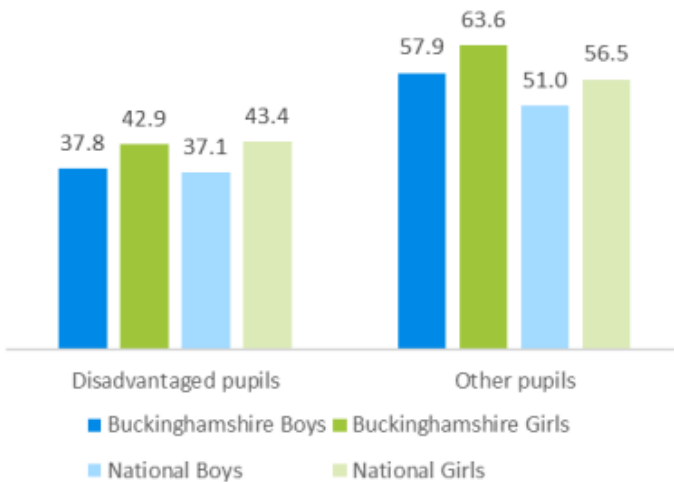
By SEN and gender



Buckinghamshire cohort

	Boys	Girls
SEN - none	2577	2587
SEN - SEN support	316	243
SEN - EHCP	182	76

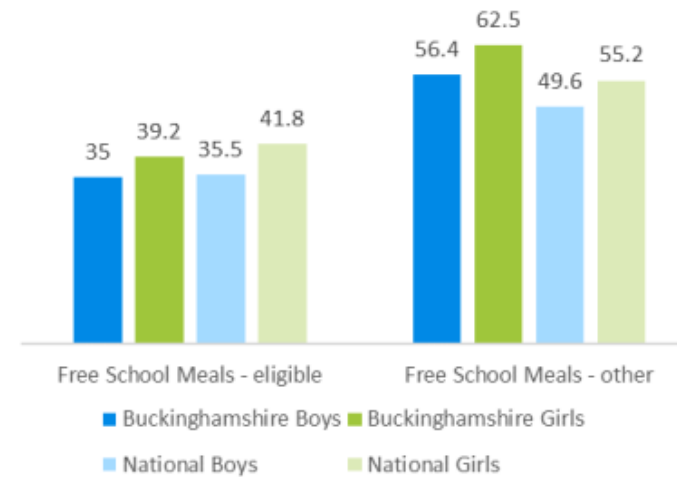
By disadvantaged and gender



Buckinghamshire cohort

	Boys	Girls
Disadvantaged	431	368
Other	2644	2538

By free school meal eligibility and gender



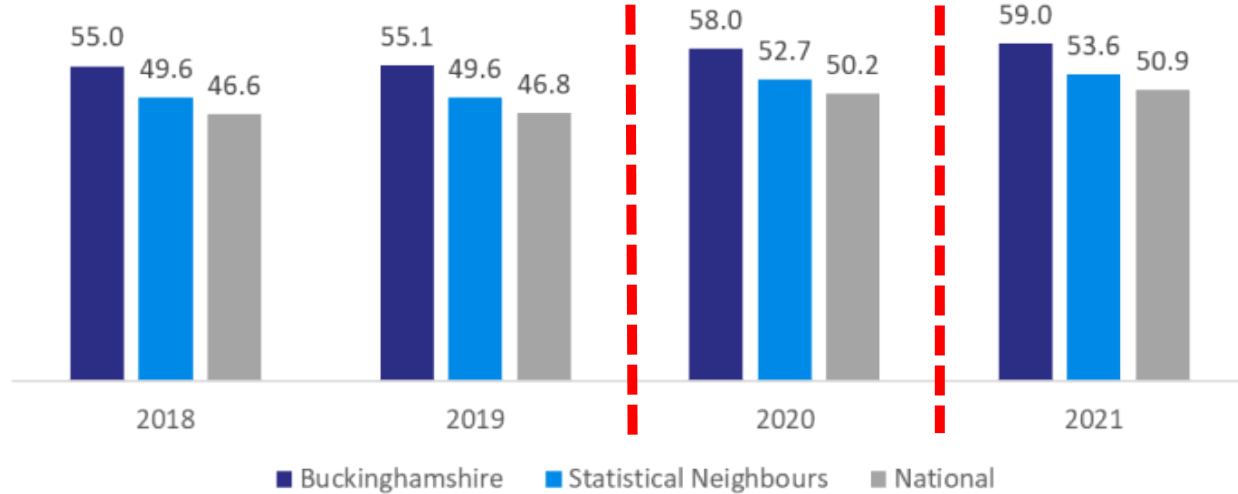
Buckinghamshire cohort

	Boys	Girls
Eligible	187	185
Other	2888	2721

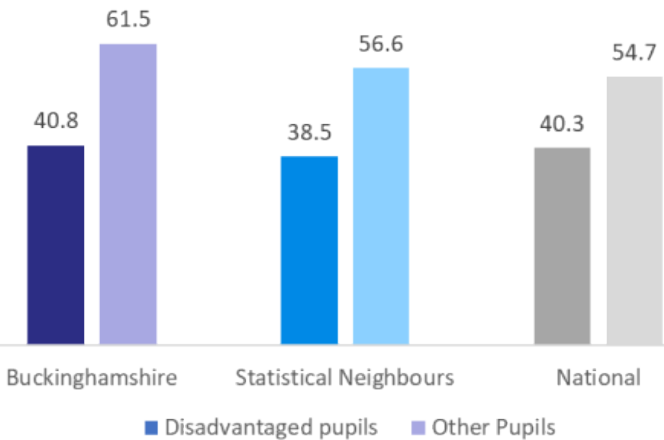
Attainment 8 measure 2021

Due to the way GCSEs were awarded, results for 2020 and 2021 are not directly comparable to other years.

Overall trend against benchmarks

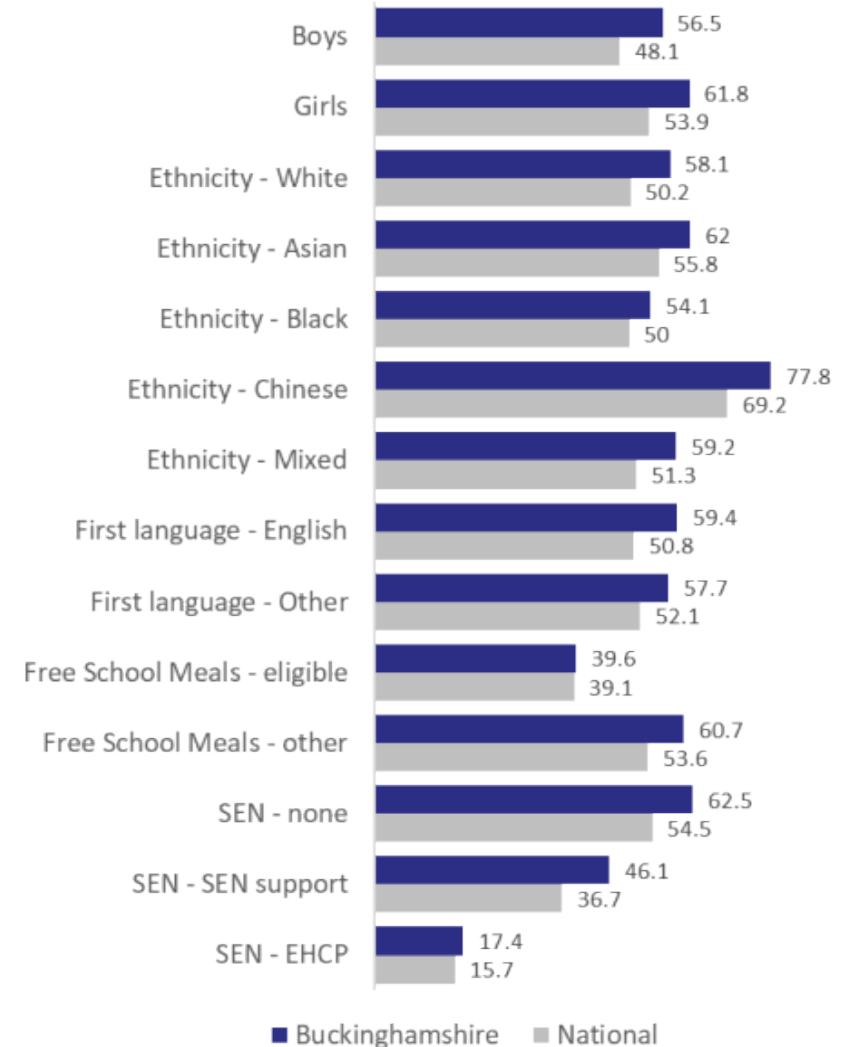


Attainment gap 2021



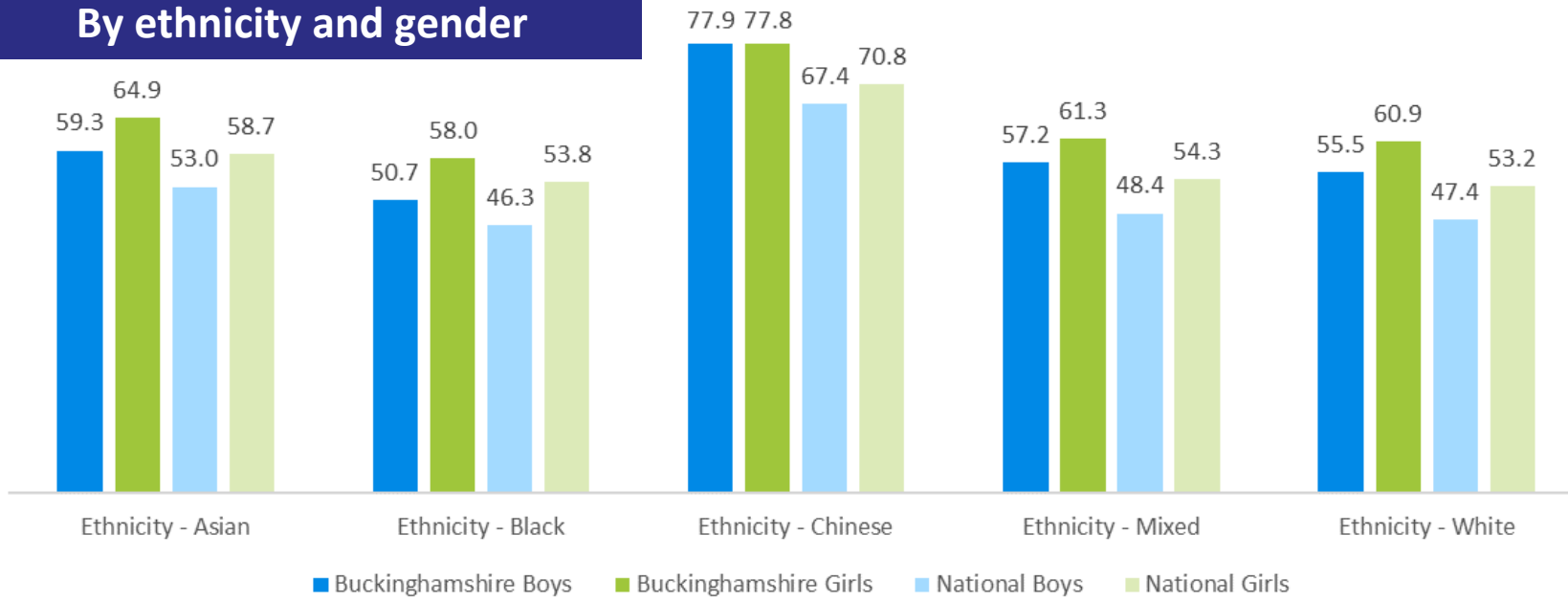
	Disadvantaged pupils	Other Pupils	Gap - local disadvantaged to national other
Buckinghamshire	40.8	61.5	13.9
Statistical Neighbours	38.5	56.6	16.2
National	40.3	54.7	14.4

Key pupil groups 2021



Attainment 8 measure – pupil group detail 2021

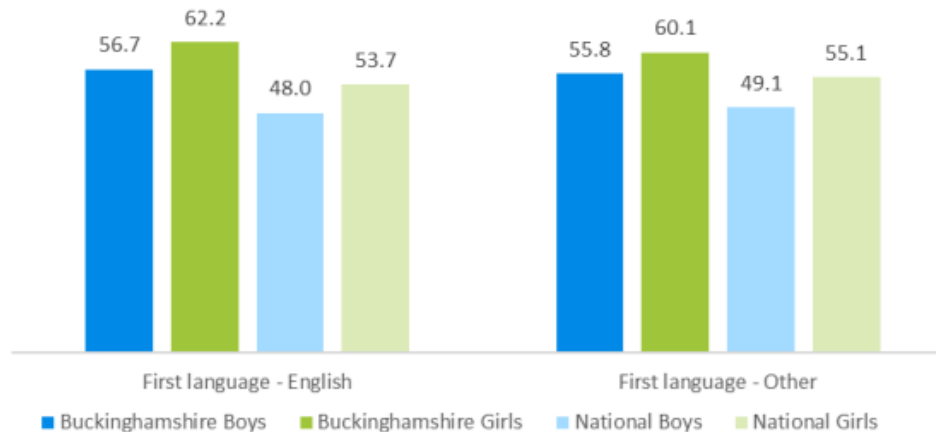
By ethnicity and gender



Buckinghamshire cohort

	Boys	Girls
Ethnicity - Asian	677	623
Ethnicity - Black	115	98
Ethnicity - Chinese	24	22
Ethnicity - Mixed	191	177
Ethnicity - White	2084	1945

By first language and gender

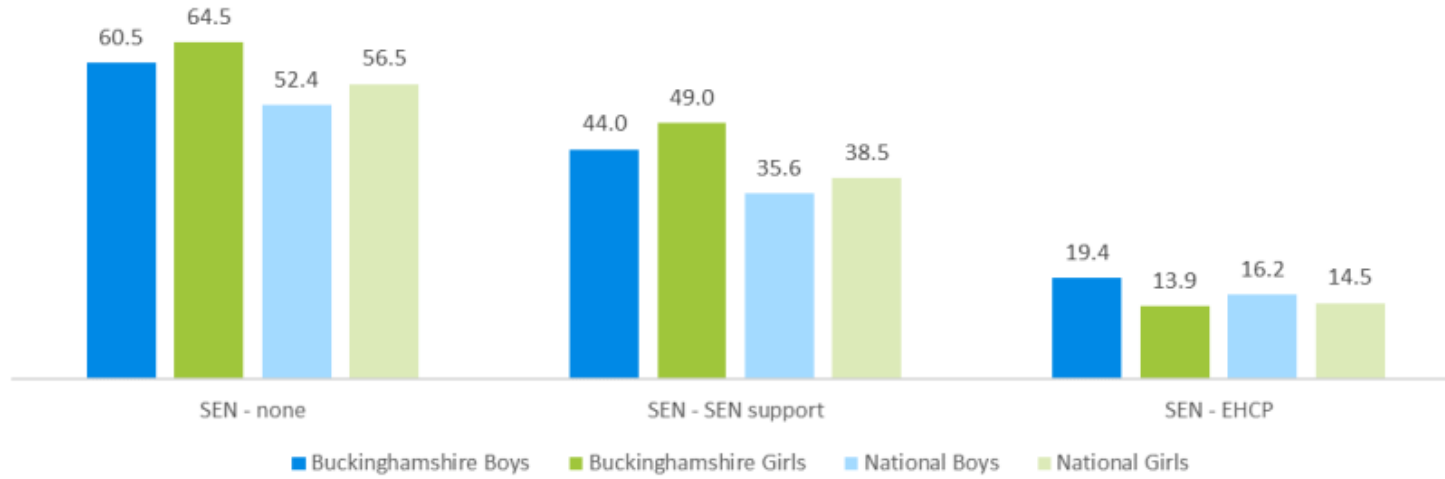


Buckinghamshire cohort

	Boys	Girls
First language - English	2542	2423
First language - Other	602	485

Attainment 8 measure – pupil group detail 2021

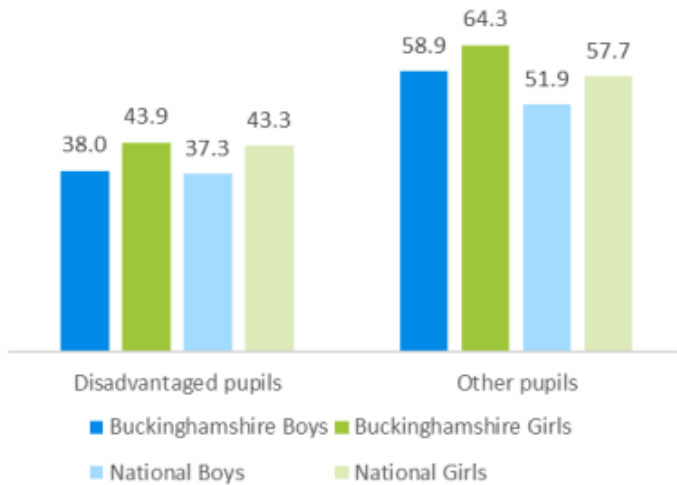
By SEN and gender



Buckinghamshire cohort

	Boys	Girls
SEN - none	2651	2608
SEN - SEN support	320	223
SEN - EHCP	183	85

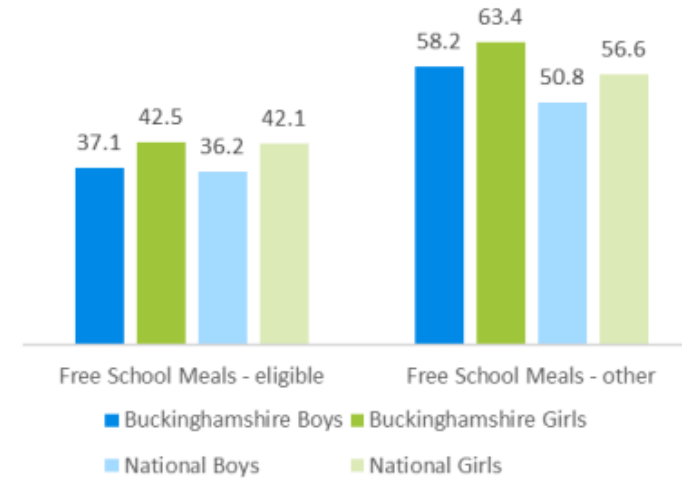
By disadvantaged and gender



Buckinghamshire cohort

	Boys	Girls
Disadvantaged	370	349
Other	2784	2567

By free school meal eligibility and gender



Buckinghamshire cohort

	Boys	Girls
Eligible	250	220
Other	2904	2696

Action Plan

What we will do	What this should achieve	Time
<p>The Side by Side School Improvement Programme focusses on schools where a risk assessment identifies areas for development and deploys local experts from within the Buckinghamshire school system to work with the school to challenge and support. In 2021/22, school based ‘champions’ with expertise and a proven track record in raising attainment for FSM and disadvantaged pupils will be recruited, trained and deployed to work with schools identified as having the largest FSM/disadvantaged attainment gap.</p>	<p>Identified schools are supported to develop and implement strategies leading to enhanced Attainment 8 outcomes for FSM/disadvantaged pupils in 2022.</p>	<p>Academic Year 21/22</p>
<p>The Buckinghamshire Challenge Board of representative headteachers and local authority officers work to identify best inclusive practice in supporting disadvantaged and vulnerable pupils to achieve nationally and locally and to work with the community of schools within Buckinghamshire and other agencies to develop programmes of support and challenge, inclusive practice and early help for disadvantaged and vulnerable children</p>	<p>Development of an evidence informed strategy, rooted in local and national best practice and shared amongst all schools to raise standards.</p>	<p>Academic Year 21/22 - – Academic Year 23/24</p>
<p>Buckinghamshire Challenge Board ‘From Mitigation to Success: Tackling Educational Disadvantage’ Project. This is a bespoke program, rooted in research evidence, to provide opportunities for schools across the county to learn from successful practitioners and schools. The program will include three conferences throughout each academic year, open to all schools, reviewing evidence of what works in Buckinghamshire and developing and embedding effective implementation and evaluation plans. Identified schools will also take part in coaching network meetings to trial new strategies, share success and challenges build up an evidence bank of what strategies work to raise achievement for disadvantaged/FSM pupils within the Buckinghamshire context.</p>	<p>Successful strategies for driving improvements in achievement for disadvantaged pupils in Buckinghamshire are identified and shared.</p>	<p>Academic Year 21/22 – Academic Year 23/24</p>

Exclusions

- A permanent exclusion refers to a pupil who is excluded and who will not come back to that school (unless the exclusion is overturned). The permanent exclusion rate is calculated as the number of permanent exclusions divided by the number of pupils (x100).
- Fixed period exclusion, now known as suspension, refers to a pupil who is excluded/suspended from a school for a set period of time. A fixed period exclusion can involve a part of the school day and it does not have to be for a continuous period. A pupil may be excluded for one or more fixed periods up to a maximum of 45 school days in a single academic year. This total includes exclusions from previous schools covered by the exclusion legislation. The fixed period exclusion rate is calculated as the total number of fixed period exclusions, divided by the total number of pupils (x100).
- The figures presented cover the 2019/20 academic year, which is the latest data published by DfE. This year was interrupted by the first national lockdown on 23 March 2020, during the spring term. Schools remained open for vulnerable children and children of key workers. While permanent exclusions and suspensions were still possible throughout the academic year, school closures have had a substantial effect on the number of permanent exclusions and suspension and therefore caution should be taken when comparing figures across years.
- Data for the 2020/21 academic year is still being collected and validated by DfE, and is not due to be published until March 2022. Internal tracking data suggests that the 2020/21 permanent exclusions rate in Buckinghamshire is lower than in 2019/20.

Areas of Strength

Overall permanent exclusions and suspensions are lower than national averages, and have been for the past 3 years.

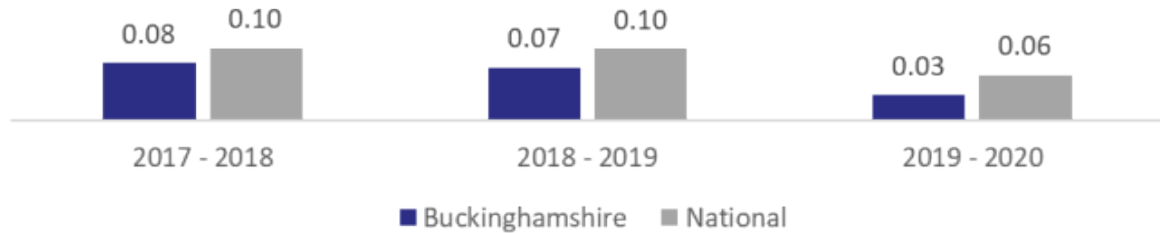
When viewed individually, primary and secondary school exclusions and suspensions are also below national average.

Areas for development

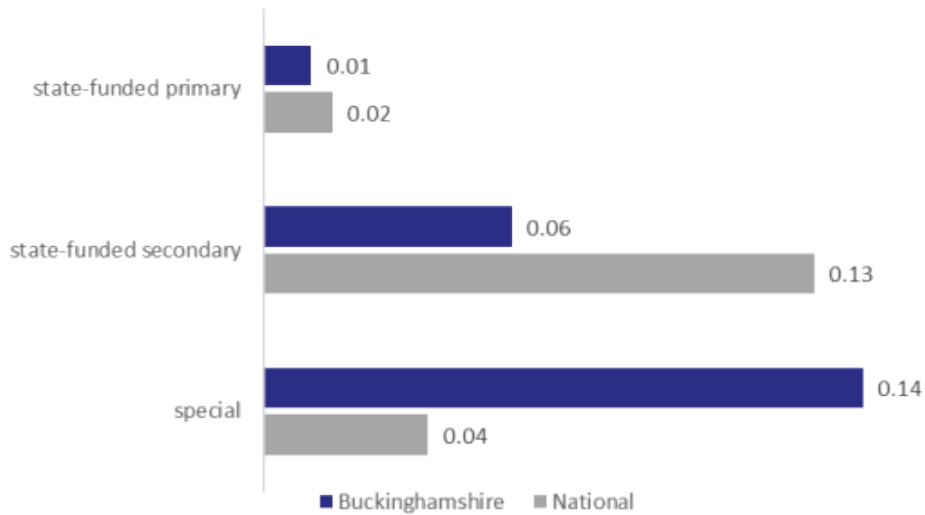
Permanent exclusions and suspensions from special schools in Buckinghamshire were higher than the national average in 2019-20.

Permanent Exclusions Rate

Trend

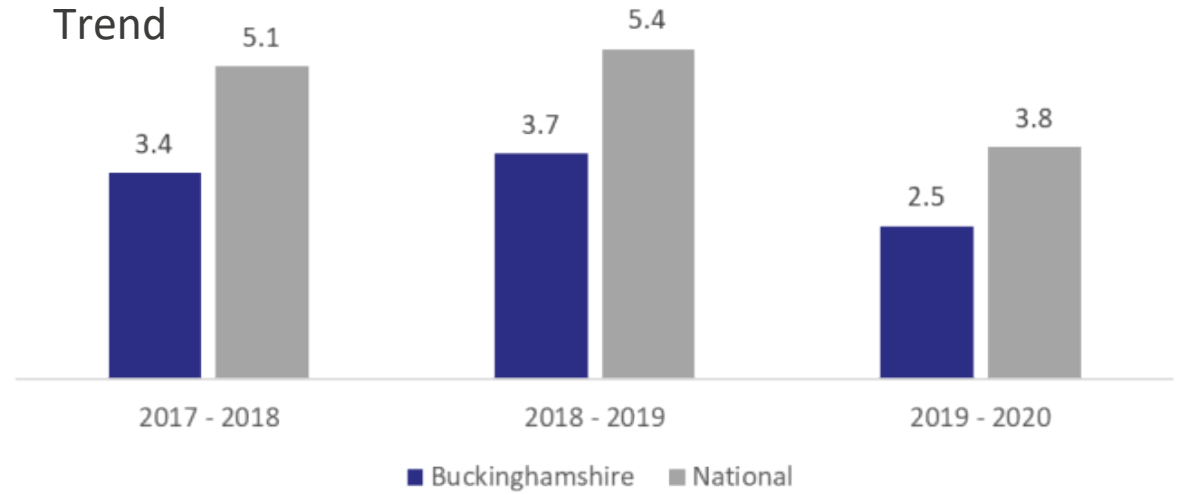


2019 – 2020 by school type

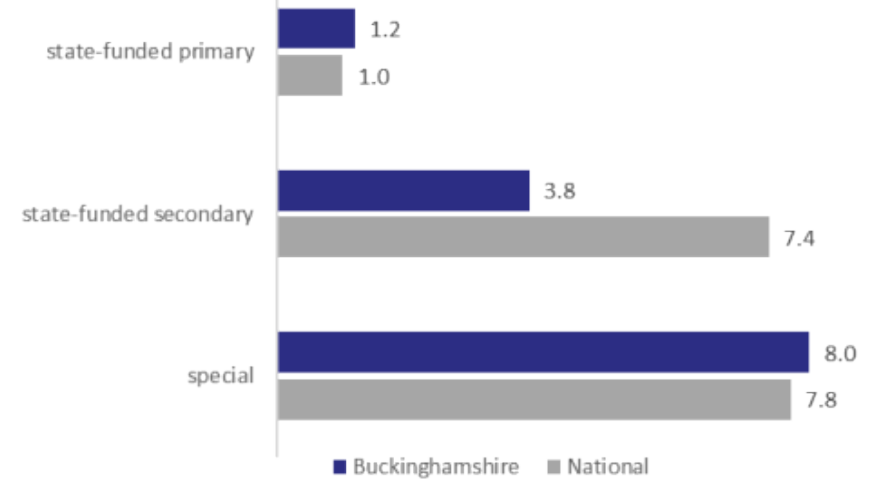


Fixed Period Exclusions/Suspension Rate

Trend



2019 – 2020 by school type



Action Plan

What we will do	What this should achieve	Timeframe
<p>Primary permanent exclusions to be discussed at the Primary Executive Board to identify more inclusive ways of working.</p>	<p>Upskill school colleagues in inclusive practices thus minimising permanent exclusions.</p>	<p>2021-22 academic year</p>
<p>Each special school has been provided with one allocated EHC coordinator who will meet with each special school on a regular basis; weekly/fortnightly as required. Complex cases will be discussed at each meeting and going forward exclusions will form part of the discussions. If a child appears to be at risk of a rising number of fixed period exclusions or a permanent exclusion a team of professionals will be formed, to include an E&R officer</p>	<p>The team will provide advice and guidance to the school, child and family to avert the risk of a permanent exclusion and ensure the child is supported appropriately. Including referring schools to the SEN Code of Practice, Buckinghamshire Graduated Approach and reasonable adjustments.</p> <p>Robust challenges will be given to ensure Exclusion Guidance is followed.</p>	<p>Ongoing</p>

Outcomes for children in need, including children looked after

- DfE publish outcomes at LA level based on 3 social care cohorts:
 - **CINO at 31 March** = children in need, excluding children on a child protection plan and children looked after. This includes children on child in need plans as well as other types of plan or arrangements
 - **CPPO at 31 March** = children on a child protection plan, excluding children looked after.
 - **CLA 12 months at 31 March** = children looked after (excludes children who are in respite care in their most recent episode during the reporting year).

Note that for some measures data is not available for all 3 cohorts.

Only 2020 outcomes are currently available, with 2021 outcomes due to be published in March 2022.

Areas of Strength

Although there is no early years data this year, we gather evidence through feedback at PEP meetings. This is very positive from our nurseries, carers and reception teachers and is encouraging that despite the covid challenges our children continue to develop good communication, language and understanding the world.

Overall, we are very pleased with our key stage 4 outcomes and although it has been a very challenging time for our students, there have been benefits for some in being awarded teacher assessed grades. For many of our young people the pressure of exam day can be overwhelming and often they do not perform at their best.

A level: All have achieved A grade (or equivalent) in all areas.
100% pass rate.

Areas for development

Published 2020 KS4 outcomes for all 3 cohorts were slightly below the national average for similar pupils.

Development of careers work that supports positive career choices.

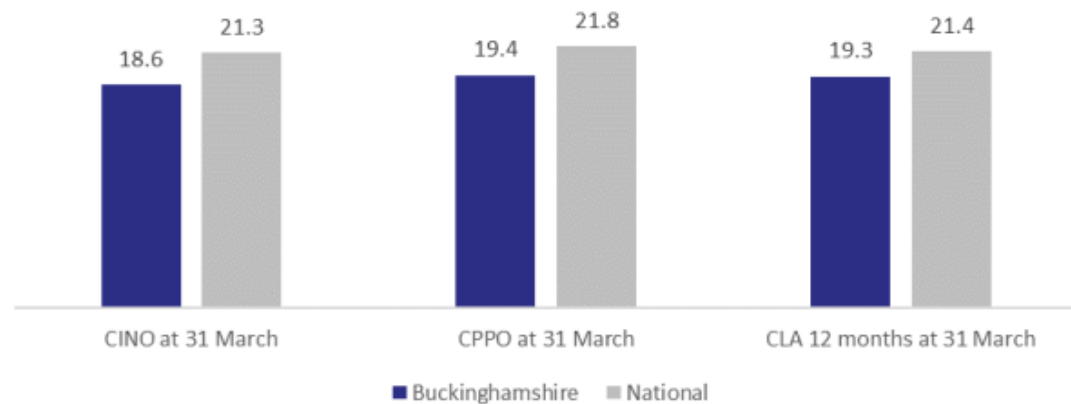
Increased holiday engagement activities to ensure children stay engaged in positive activities and have opportunities to explore a wider worldview.

Development of new duties for the virtual school, widening the remit to be an Education Champion for all children open to a social worker.

Number of pupils attending state-funded schools 2019/2020

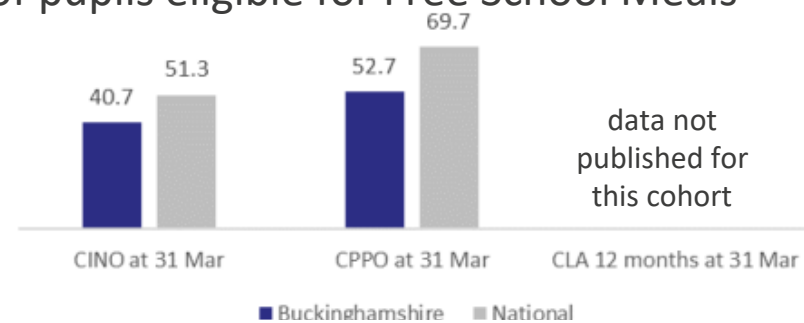
	primary	secondary	special
CINO at 31 March	588	441	308
CPPO at 31 March	203	130	24
CLA 12 months at 31 March	67	110	50

KS4 Attainment 8 Score 2020

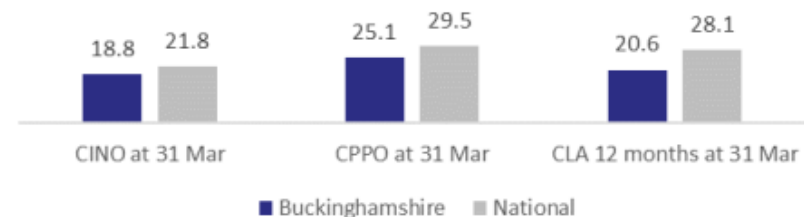


Context

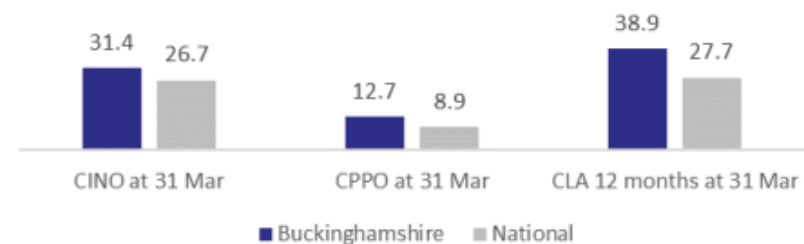
% of pupils eligible for Free School Meals



% of pupils with SEN Support



% of pupils with Education, Health & Care Plans (EHCP)



Action Plan

What we will do	What this should achieve	Timeframe
<p>Careers project: we trial a careers lead position within the team.</p>	<p>Each young person from year 7 upwards will have an ongoing careers record. This would document all activities they were able to take part in through their school's career programme and would highlight gaps when measured against the Gatsby benchmarks. The Virtual School would then supplement and widen the opportunities.</p>	<p>From September 2021</p>
<p>Holiday enrichment activities: From September we can offer additional extra-curricular opportunities to our young people through the school holidays.</p>	<p>Plans include work with the national trust, further projects with Wycombe wanderers football club and the development of events for our UASC cohort.</p>	<p>From September 2021</p>
<p>Extension of the new duties – Strategic leadership of support for children with a social worker.</p>	<p>We see this as an exciting opportunity to undertake this crucial piece of work across our Buckinghamshire schools and really make an impact on the outcomes of our children with a social worker.</p>	<p>From September 2021</p>

Ofsted Inspections

- Ofsted inspection schools and early years settings against a 4 point scale – Outstanding, Good, Requires Improvement or Inadequate.
- Routine Ofsted inspections were suspended from March 2020 to September 2021:-
- From Spring 2021, Ofsted introduced monitoring visits. These were conducted remotely and focused specifically on the quality of the school’s remote learning provision and preparations for students to return to school from March 2021 onwards. These visits did not result in a change of judgement.
- In Summer 2021, Ofsted monitoring inspections commenced, focusing on inadequate and requires improvement schools. All monitoring visits have had positive feedback.
- From September 2021 a full inspection program resumed. 13 Buckinghamshire schools have been inspected since September (9 primary schools, 3 secondary school and 1 special school), although not all inspection reports have been published yet.

Areas of Strength

- The percentage of pupils in Buckinghamshire schools rated as Ofsted good or outstanding has increased from 82% in 2015 to 90% in 2019. This is a one percentage point increase since 2018, and is five percentage points above National (85%).
- The percentage of children in Buckinghamshire Early Years settings rated as Ofsted good or outstanding has increased from 88% in 2015 to 96% in 2019. This has remained stable since 2018 and is in line with National.
- Spring monitoring visits to six schools in Buckinghamshire were undertaken and positive in the vast majority of cases.
- In the summer term 2021, Ofsted undertook monitoring inspection activity. Six monitoring inspections took place in Buckinghamshire and none resulted in a change in judgement, with progress in all schools recognised to be positive.

Areas for Development

- As of 31st March 2020, 16 schools in Buckinghamshire were rated Requires Improvement and 8 were rated as Inadequate by Ofsted (5 of these have subsequently become academies, and the judgement relates to the predecessor school).
- Ofsted will be commencing inspection of outstanding schools. Many of the outstanding schools in Buckinghamshire have not been inspected for over five years during which time there have been significant changes to the Ofsted inspection framework, specifically in 2019 and 2021.

School Ofsted Inspections

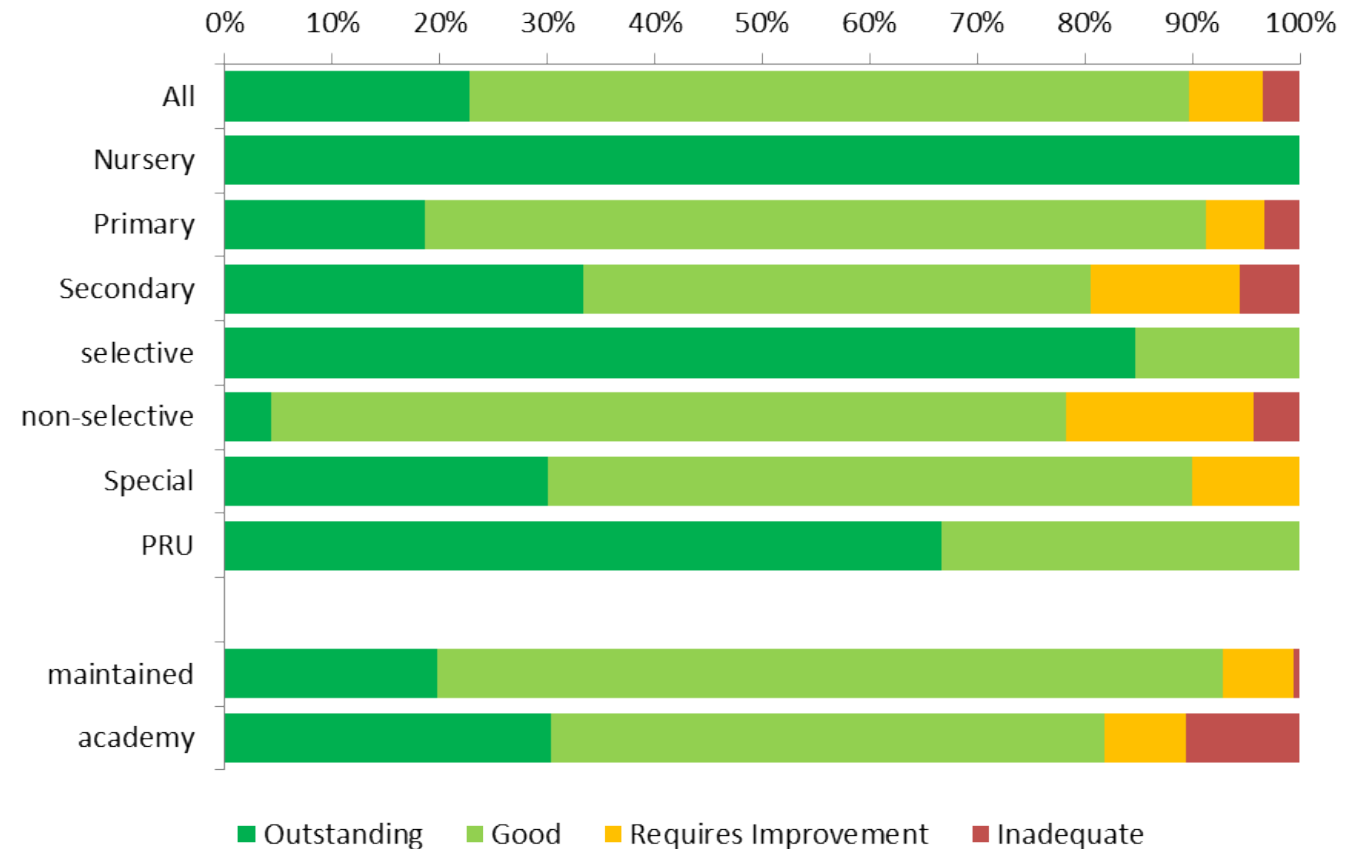
As at 31st August 2021, 233 Buckinghamshire schools had been inspected by Ofsted.



Outstanding	53
Good	156
Requires Improvement	16
Inadequate	8

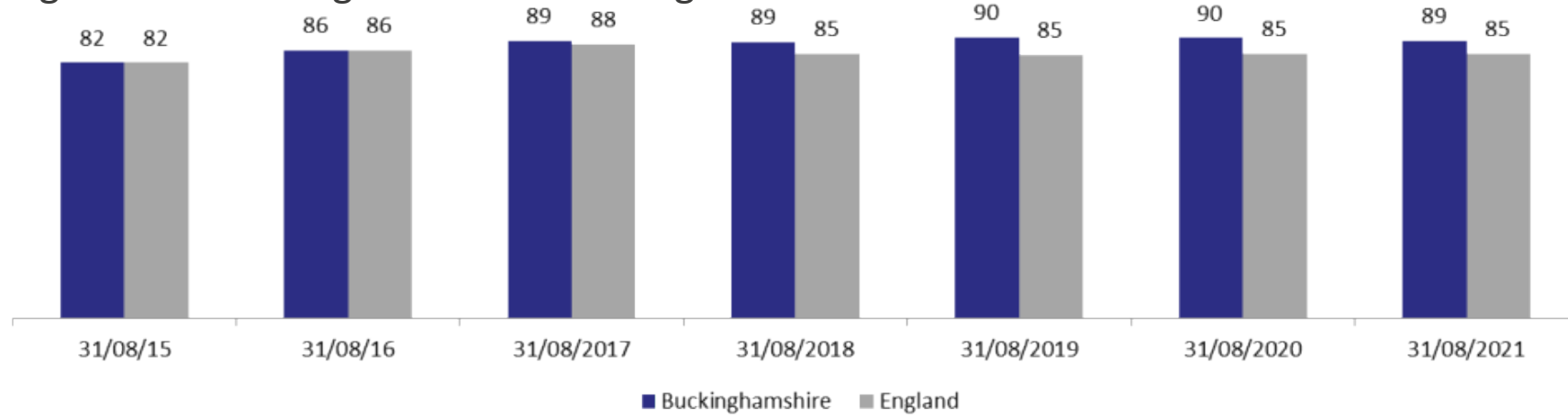
Of the 8 schools graded inadequate 5 have subsequently become academies, and the judgement relates to the predecessor school. One school judged to require improvement has also changed their sponsorship arrangements since their last inspection.

% Ofsted ratings by school type



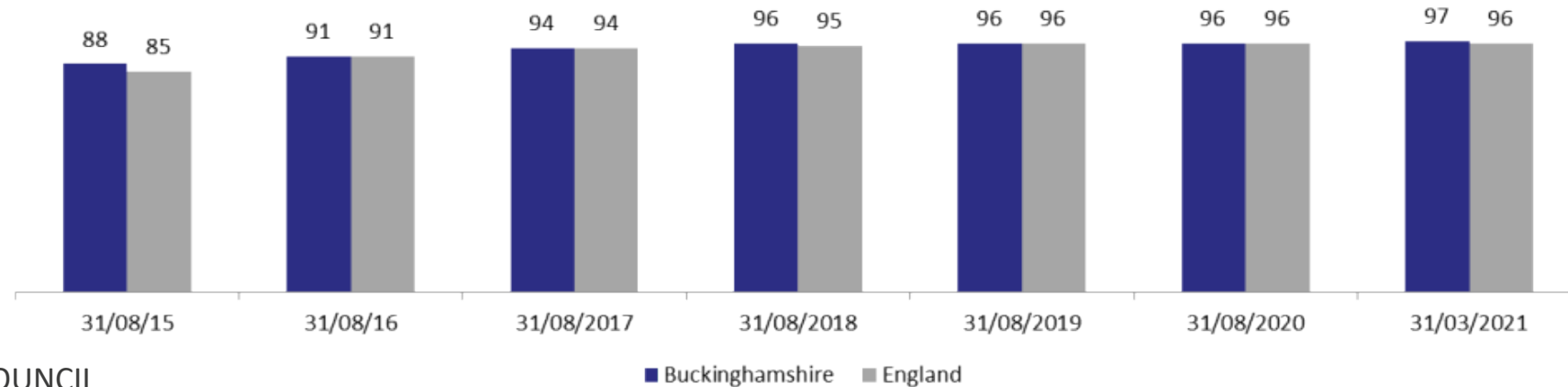
School Inspections

% of pupils attending a school rated good or outstanding



Early Years Inspections

% of active early years registered providers rated good or outstanding at their most recent inspection



Action Plan

What we will do	What this should achieve	Timeframe
<p>Team Around the School meetings provide regular monitoring opportunities for schools at risk of dropping an Ofsted category, to ensure milestones towards improvement are achieved. Collaboration between governors and LA supports to achieve 360 degree approach. Targets incorporate priorities informed by Ofsted recommendations.</p>	<p>A co-ordinate support programme for schools to reduce the risk of a school dropping an Ofsted category at next Inspection.</p>	<p>On-going for identified schools</p>
<p>The Side by Side School Improvement Programme deploys local leadership experts from within the Buckinghamshire school system to work with schools at risk to challenge and support. Side by Side Leadership Champions were deployed in 26 schools in FY 2020/21. Side by Side conferences throughout the academic year support schools to raise whole school improvement. Topics for academic year 2021/22 include the new Ofsted framework delivered by our regional Ofsted HMI, Literacy, Curriculum, Middle Leadership, Pupil Assessment and Safeguarding.</p>	<p>Local leadership experts support whole school improvement. Side by Side conferences disseminate good practice and ensure school leaders are kept abreast of Ofsted changes, latest educational thinking and pedagogical developments.</p>	<p>On-going throughout the academic year.</p>
<p>Prioritised outstanding schools will be offered school improvement support. This will identify areas for development and ensure preparedness for their forthcoming Ofsted visit.</p>	<p>Outstanding schools are up to date on latest Ofsted framework expectations and can plan effectively for the visit.</p>	<p>Autumn and Spring term.</p>
<p>Effective governance is essential to deliver challenge and support for school leadership to drive systematic improvements in school, in line with the Ofsted framework. Through the establishment of a traded service for school leaders and governors we will enable governors to have access to high quality, good value training and Buckinghamshire-focused development opportunities. We will also establish effective governor networking groups across the county to share best practice and work with the Buckinghamshire Association of School Governors to support high quality information provision to governing boards.</p>	<p>Upskilling of governors will enable effective challenge and support to school leadership</p>	<p>On-going throughout the academic year</p>

Covid19 support for schools: Contents

1. Support for Pupils
2. Support for Families
3. Support for Schools and School Leaders

School Liaison

- Twice weekly meetings with headteacher representatives, service leads and public health from March 2020
- Introduction of twice weekly “Huddle” meetings for schools to ensure schools were kept abreast of latest guidance.
- Guidance summaries and model documents shared.
- Supported schools through a COVID focused Ofsted visit.
- An allocated contact for all schools throughout lockdown.
- Weekly liaison with Department for Education

Allocation of digital devices

- DfE funding through LA
 - 54 disadvantaged NCY10
 - 781 CYP with social workers
- Rothschilds Foundation (KS1)
 - 1146 devices & 229 wi-fi access - **£119,180**
- BC funding (other vulnerable children)
 - 431 devices & 74 wi-fi access - **£44,580**



Daily attendance reports

Regular attendance collection/reporting to support schools, social care and public health

- Pupil level during first lockdown Mar20-May20
- School level reporting from Jun20



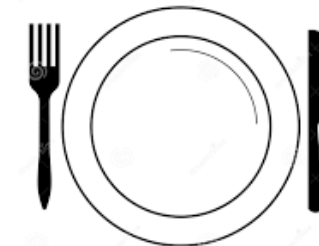
Transitions

- Working group with headteachers to develop model transitions forms and transition day policies

Allocation/distribution of Winter and Local Support Grant

Digital food vouchers for vulnerable children & young people eligible for Free School Meals, 2 year old funded places and Early Years Pupil Premium

- Christmas holidays = 10,475 x £30
- February half term = 10,512 x £15
- Easter holidays = 10,822 x £40
- May half term = 10,906 x £15
- Summer holidays = 11,100 x £70
- **Total £1,845,400**



Term time FSM food vouchers

Bulk purchase of digital food vouchers for schools to use to support eligible children and young people to provide support during school closures when national FSM scheme wasn't running

- Jan 2021 national lockdown = 11,322 x £15 vouchers
- Study leave period for years 11 and 13 = 990 x £15 vouchers
- **Total £184,680**



Holiday Activity & Food Programme (HAF)

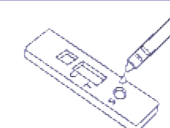
Allocation/distribution of digital vouchers to be spent on sport/activity equipment for Easter holidays, plus provision of holiday club places.

- Easter holidays = 5,870 x £10 vouchers - **£58,700**
- Easter holiday places offered = **363**
- Summer holiday places offered = **12,300**



Lateral Flow Testing

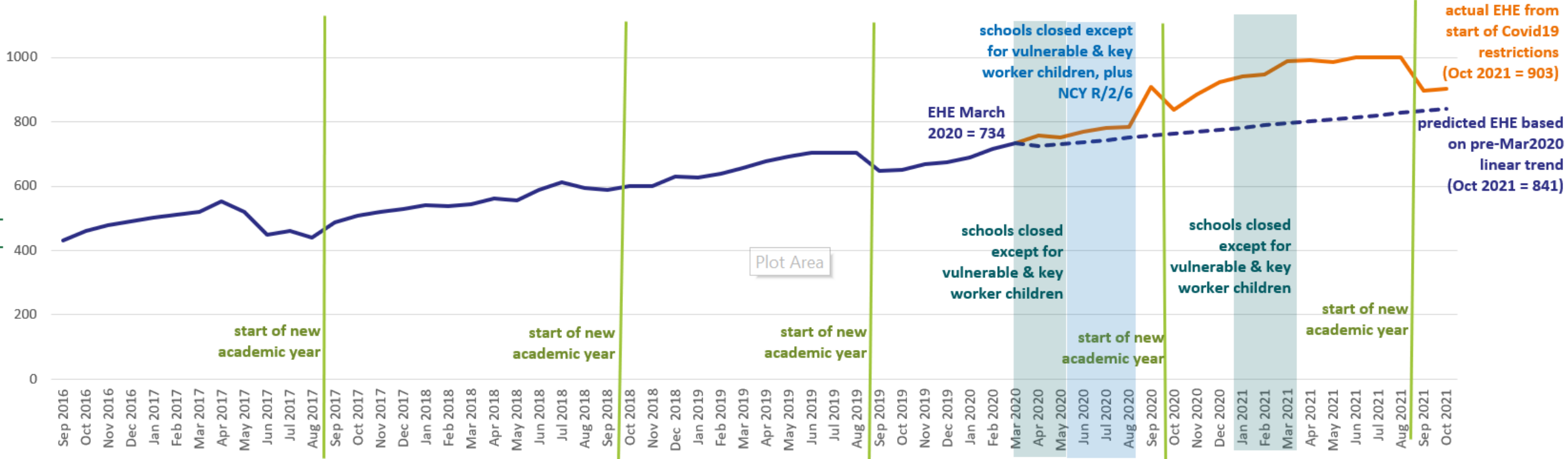
Support for onsite testing in schools and collection of results Jan-Mar21
25 schools, 48,654 test results



Elective Home Education

- The number of children educated at home has increased significantly since the start of the Covid19 pandemic and the first national lockdown.
- In March 2020 there were 734 children recorded as elective home education (EHE) in Buckinghamshire. At the end of July 2021 this figure had increased to 1002. The start of a new academic year saw numbers fall slightly, with 903 pupils recorded as EHE at the end of October 2021.

Number of Elective Home Education (EHE) children (open involvements on ONE)



Action Plan

What we will do	What this should achieve	Timeframe
Recruit additional Elective Home Education Officers to increase capacity of EHE Team (currently 1.53 permanent FTE staff).	Meet the demand of increased volumes of Elective Home Educated children and ensure we are compliant with the relevant duties.	Autumn Term 2021
Prioritising and managing vulnerable cases, including multi-professional working to support the education and welfare planning for home educated children and young people who are known to other services (Children's Social Care, Early Help and SEND).	Ensure that the most vulnerable children who are electively home educated are receiving a suitable education in safe and appropriate home circumstances or are referred for intervention.	Ongoing
Provide training on Elective Home Education to schools and other practitioners and professionals.	Increase knowledge of professionals that come into contact with home educating parents, on Elective Home Education and the understanding of rights of children, the responsibilities of parents and local authorities and knowledge of relevant law.	Spring Term 22