Heads and Chairs Briefing

AGENDA

1. **Introductions and welcome:** Lucy Butler – Director for Children’s Services:
   - Deputy Director for Education
   - The relationship between the Local Authority and schools (including ‘LA MAT’)

2. **School Improvement Offer:** Helen von der Osten – Deputy Headteacher of Bartholomew School, Eynsham & Teaching School Director

3. **Review of Schools Governance:** Jennie Perry

4. **The National Funding Formula:** Sarah Fogden

5. **Reflection and learning from recent SEND Area Inspection:** Janet Johnson

6. **Community around the school:** Hannah Farncombe

7. **Any Other Business**
Welcome to this presentation
Summer consultation:

- 39 schools responded (23% of maintained schools)
- Strong support for an ongoing relationship
- Limited interest in a ‘LA MAT’ (what difference does a 20% LA role actually make?)
- \( \approx \frac{1}{3} \) responding schools actively considering academy status
Key issues for schools

• Funding.
• Teacher recruitment.
• Sufficiency of school places.
• SEN support services.
• LA retention of knowledge & expertise.
What schools want from the LA

- HR, payroll & legal services.
- School improvement – identification of need and provision of targeted support.
- Support for SEND, Early Years & assessment.
- Educational Psychologists & mental health.
- Better property services (NOT Carillion!).
New relationships

- Regular meetings with MAT Chief Executive Officers (60% of Oxfordshire children attend academies)

- A Deputy Director for Education & Learning
Implementation of the OCC Education Quality Guarantee 2017-18

Helen von der Osten
OTSA Teaching School Director for School to School Support
October 2017

Aspiration - Collaboration - Excellence
Overview

• The OCC Educational Guarantee 2017-18
• How is this being implemented?
• How does this compare to last year?
• Who is carrying out the support?
• What can headteachers and Chairs of Governors expect from school visits?
• What happens after the visits?
• What additional support is available?
<table>
<thead>
<tr>
<th>Group</th>
<th>Description</th>
<th>Support entitlement</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Academies</td>
<td>Structured conversations between OCC and MAT leaders</td>
</tr>
<tr>
<td>NH</td>
<td>New headteachers in maintained schools</td>
<td>½ day ‘welcome’ visit</td>
</tr>
<tr>
<td>TGO</td>
<td>Targeted work with good and outstanding maintained schools</td>
<td>3 x ½ day visits</td>
</tr>
<tr>
<td>GO</td>
<td>Good and outstanding maintained schools</td>
<td>½ day visit</td>
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<tr>
<td>RI</td>
<td>RI maintained schools</td>
<td>Up to 5 days of System Leader support</td>
</tr>
<tr>
<td>I</td>
<td>Inadequate maintained schools</td>
<td>Bespoke support</td>
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</tbody>
</table>
## The OCC Education Quality Guarantee 2017-18

<table>
<thead>
<tr>
<th>Group</th>
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</tr>
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<tbody>
<tr>
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<td>TGO and TGO/NH</td>
<td>Targeted work with good and outstanding maintained schools</td>
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</tr>
<tr>
<td>GO and GO/NH</td>
<td>Good and outstanding maintained schools</td>
<td>½ day visit, to include a ‘welcome’ for new headteachers</td>
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<tr>
<td>RI and RI/NH</td>
<td>RI maintained schools</td>
<td>Up to 5 days of SL support, to include a ‘welcome’ for new headteachers</td>
</tr>
<tr>
<td>I</td>
<td>Inadequate maintained schools</td>
<td>Bespoke support</td>
</tr>
</tbody>
</table>
How is this being implemented?

• Contract with OTSA
• OCC allocation of school group
• OTSA link with System Leader / Partnership System Leader
• Guarantee offer and associated paperwork
• School visits
How does this compare to last year?

• Differences
  – Timing of support
  – Removal of the term ‘SIL’
  – Additional emphasis on governance

• Similarities
  – Continuity where possible
  – Partnership System Leaders
Who is carrying out the support?

- System Leaders
  - National Leaders of Education
  - Local Leaders of Education
  - Ofsted-trained School to School Support Leaders
  - Recently retired NLE / LLE headteachers

- Data-sharing protocol
### Partnership System Leaders

<table>
<thead>
<tr>
<th>Area</th>
<th>Partnership</th>
<th>Partnership SL</th>
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</thead>
<tbody>
<tr>
<td><strong>North Area</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Banbury</td>
<td>Matthew Ingall</td>
<td></td>
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<tr>
<td>Warriner</td>
<td>Matthew Ingall</td>
<td></td>
</tr>
<tr>
<td>Bicester</td>
<td>Nick Cornell</td>
<td></td>
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<tr>
<td>Kidlington</td>
<td>Matthew Ingall</td>
<td></td>
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<tr>
<td>Burford</td>
<td>Mark Smith</td>
<td></td>
</tr>
<tr>
<td>Carterton</td>
<td>Nick Cornell</td>
<td></td>
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<tr>
<td>Chipping Norton</td>
<td>Matthew Ingall</td>
<td></td>
</tr>
<tr>
<td>Eynsham</td>
<td>N/A all academies</td>
<td></td>
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<tr>
<td>Witney</td>
<td>Mark Smith</td>
<td></td>
</tr>
<tr>
<td>Woodstock</td>
<td>Lisa Rowe</td>
<td></td>
</tr>
<tr>
<td><strong>Central Area</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oxford South East</td>
<td>David Lewin</td>
<td></td>
</tr>
<tr>
<td>Cherwell</td>
<td>Liz Burton</td>
<td></td>
</tr>
<tr>
<td>East Oxford</td>
<td>David Lewin</td>
<td></td>
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<tr>
<td>Headington</td>
<td>Sarah Nisbett</td>
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<tr>
<td>Wheatley</td>
<td>Lynn Knapp</td>
<td></td>
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<tr>
<td>Cumnor</td>
<td>Lynn Knapp</td>
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<tr>
<td><strong>Southern Area</strong></td>
<td></td>
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<tr>
<td>Abingdon</td>
<td>John Serle</td>
<td></td>
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<tr>
<td>Didcot</td>
<td>Andrew Markham</td>
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<tr>
<td>Thame</td>
<td>David Lewin</td>
<td></td>
</tr>
<tr>
<td>Watlington</td>
<td>Sandra North</td>
<td></td>
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<tr>
<td>Henley</td>
<td>John Serle</td>
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<tr>
<td>Chiltern Edge / Sonning Common</td>
<td>John Serle</td>
<td></td>
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<tr>
<td>Woodcote</td>
<td>John Serle</td>
<td></td>
</tr>
<tr>
<td>Wallingford</td>
<td>Sue Tomkys</td>
<td></td>
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<tr>
<td>Wantage</td>
<td>Andrew Markham</td>
<td></td>
</tr>
<tr>
<td>Faringdon</td>
<td>Liz Burton</td>
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</tbody>
</table>
What can headteachers and CoGs expect from the visits?

- Email from OTSA to link with System Leader and Partnership System Leader
- Paperwork shared
- Contact from System Leader
- Visit(s) prioritised and arranged
GO or GO/NH schools

Oxfordshire Teaching Schools Alliance

Aspiration - Collaboration - Excellence
### Areas discussed

Follow up from the school’s Position Statement, to include the school’s response to red flags.

<table>
<thead>
<tr>
<th>Area of Focus</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has the school accessed its new inspection dashboard (which can be downloaded from the school’s Analyse School Performance (ASP) account)? What is the headteacher’s view of the school’s dashboard?</td>
<td></td>
</tr>
<tr>
<td>Is the school facing any specific challenges? If so, what plans are in place to address these?</td>
<td></td>
</tr>
<tr>
<td>Is the school prepared for inspection, for example, is there an accurate and up-to-date SEF in place? Have school leaders identified any potential risks? Does the School Development Plan reflect an emphasis on likely key lines of enquiry?</td>
<td></td>
</tr>
<tr>
<td>How does the headteacher ensure a safeguarding culture? Can the headteacher evidence that robust safeguarding arrangements are in place so that the school is keeping children safe and mitigating risk?</td>
<td></td>
</tr>
</tbody>
</table>

### OCC Education Quality Guarantee 2017-18

Note of Visit for good and outstanding (GO) maintained primary schools

**Governance:**
- What are the strengths and weaknesses of the Governing Body?
- How do governors challenge and support the school leadership?
- How many governors have completed the induction training?
- When was the most recent skills audit?

**What areas of good practice does the school have (eg in specific areas such as curriculum, assessment, leadership, or governance)?** Would the school have capacity to support other schools in these areas? OCC is particularly interested in effective practice concerning attendance, exclusions and support for vulnerable learners eg SEN, EAL, and those entitled to the pupil premium.

**Is the school involved in any peer-to-peer work? In the light of the lack of central funding to support good and outstanding schools next year, what ideas do you have to help develop a peer-to-peer support model next year? What support would you find most helpful?**
## GO or GO/NH schools

### Note of Visit for Good and Outstanding (GO) Maintained Primary Schools

<table>
<thead>
<tr>
<th>Area</th>
<th>School's Own Self-Evaluation Judgement and Key Comments from the SFE</th>
<th>System Leader Comments*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership and management (including governance, and curriculum)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching, learning and assessment</td>
<td></td>
<td></td>
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<tr>
<td>Personal development, behaviour and welfare</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcomes for pupils, including vulnerable learners (e.g. SEN, GNL, and those entitled to the pupil premium)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Years Foundation Stage</td>
<td></td>
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</tr>
</tbody>
</table>

* Please note that within the scope of this half-day visit, the System Leader may not be in a position to indicate agreement or not with the accuracy of the school's self-evaluation. However, they may be able to comment on, for example, evidence they might have seen to support the school's self-evaluation, or pose questions here for the school to follow up.

---

### Note of Visit for Good and Outstanding (GO) Maintained Primary Schools

**Is the school in the process of becoming an academy? If so, with which Trust?**

**Any further comments:**

**Distribution:**
- Headteacher, Chair of Governors and relevant school staff
- Partnership System Leader should also be informed of the System Leader carrying out the visit
- Catherine Hayward (OCC) - Catherine.Hayward@Oxfordshire.gov.uk
- Helen von der Osten (OTSA on behalf of OCC) - OTSA@arkpoolmew.oxon.sch.uk
- OCC School Improvement Team: SchoolimprovementTeam@oxfordshire.gov.uk
Areas discussed

New headship for the school – pointers for discussion:

- Is this the headteacher’s first headship, or are they already an experienced headteacher?
- How is the headteacher finding the first few weeks in this role at the school? What has been particularly enjoyable? Has anything been particularly challenging?
- If new to headship, what support are they accessing, for example the OCC / OTSA Early Headship Programme?
- Is there any further support or information they would find useful?
First visit

• Headteacher to complete some information in advance
  – Evaluation of school context
  – Data analysis
  – School’s self-evaluation
  – Other key areas

• System Leader to identify 3 or 4 key lines of enquiry with the headteacher prior to the visit

• Risk assessment

• Agreed next steps / actions
TGO or TGO/NH and RI or RI/NH schools

Second and subsequent visits

• Progress on actions
• Agreed next steps / actions
What happens after the visits?

- Note of Visit returned to headteacher within 48 hours to check for accuracy
- Note of Visit distributed as appropriate:
  - Saved on Pendulum within 4 working days of the visit
  - Support requests followed up
  - Good practice collated

**Distribution:**
Headteacher, Chair of Governors and relevant school staff
Partnership System Leader should this be different to the System Leader carrying out the visit
Catherine Hayward (OCC): Catherine.Hayward@Oxfordshire.gov.uk
Helen von der Osten (OTSA on behalf of OCC): OTSA@bartholomew.oxon.sch.uk
OCC School Improvement Team: SchoolImprovementTeam@oxfordshire.gov.uk
What additional support is available?

- OCC – Catherine Hayward
  Catherine.Hayward@Oxfordshire.gov.uk
- OTSA – Helen von der Osten
  OTSA@bartholomew.oxon.sch.uk
- Operational Group for School to School Support
- Ofsted inspections
- Potential SSIF applications
Key messages for Governing bodies in Oxfordshire

Jennie Perry, Lead Advisory Teacher (Governance)
Useful documents
DfE publications – January and April 2017

A Competency Framework for Governance
The knowledge, skills and behaviours needed for effective governance in maintained schools, academies and multi-academy trusts
January 2017

Governance handbook
For academies, multi-academy trusts and maintained schools
January 2017

Clerking Competency Framework
The knowledge, skills and behaviours required to provide professional clerking to the governing boards of maintained schools, academies and multi-academy trusts
April 2017
Key findings:

- There have been huge changes in personnel and reductions in funding over the last two years; the department cannot deliver the same service as previously.
- There has been a variation in the quality of some services offered.
- Schools commonly report that web pages are difficult to navigate and do not contain up to date information.
- Many Chairs of Governors and governors do not yet access schools news.
- Governors frequently request better signposting to services, including what to do and who to speak to in specific circumstances.
Governance review 2017

Key findings:

• Support has not yet been offered to governing bodies in a targeted way

• The buy-back offer is generally well supported by schools; however, there are questions around its clarity (e.g. If we’ve bought into Governor hub can we ring up for advice?)

• Although the clerking service is a non-statutory service, it is very well respected and highly regarded. There is a current dissatisfaction with the speed of recruitment.

• System leader support and ad-hoc partnership peer to peer support is well embedded within many senior leadership teams but rarely extends yet to governance
Governance Review 2017

Possible outcomes:

- Greater involvement of governors in school improvement work.
- Development of a more strategic approach to supporting governing bodies in Oxfordshire, in line with the school guarantee.
- Development of local networks / use of local knowledge.
- Continuation and further professionalization of the LA Clerking service.
- ‘Relaunch of ‘Governor Services’, including buy-back offer and website.
- De-mystification’ of role of governors – clear and practical help.
Governors rigorously hold school leaders to account. Insistence on autonomy of governing body. Close and diligent monitoring of the school’s RAP. Very close eye on safeguarding and other welfare issues - adhering to government guidance. Regular health and safety checks to ensure that the procedures for safeguarding children are fully implemented. Clear understanding of school’s performance through thorough evaluation - including outcomes e.g. PP & more able.
Schools judged to be good

- Close scrutiny of safeguarding e.g. spot checks re safer recruitment.
- Focus on funded pupils – including attendance.
- Accessing support and training (including from LA) in response to outcomes and monitoring impact.
- Hold leaders to account. Monitoring RAP. Check that changes have impact on progress.
- Check that additional funding is used effectively.
- Clear understanding of school’s strengths and improvement priorities.
- Close scrutiny of safeguarding e.g. spot checks re safer recruitment.
- Clear understanding of outcomes/progress for all groups.
- Autonomy.

13 November 2017
Reminder:

• Complete statutory safeguarding annual report by end of Autumn term

• Ensure safe-guarding governors scrutinise this and ask for evidence

• Good practice – 6 x visits a year
Key Messages for Governors in Oxfordshire this year

- Plan ahead
- Know your school
- Ask the right questions
- Collaborate with others
- Consider your impact
Plan ahead
Be strategic

• Be strategic: use an annual schedule to ensure statutory duties are on agendas.
• Make sure meeting dates match assessment collection points.
• Ensure the monitoring of key school development issues are delegated to committees / individual governors.
• Create a monitoring schedule for the year – plot visits.
Know your school
Monitor in school time not just in meetings!

• Collect real knowledge of the school on governor visits.
• Agree focus of visits beforehand.
• Use visits to check practice matches policy / head teacher reports.
• Use a range of strategies: talk to staff, children, parents, look at books, buildings, displays.
• Record the visit and feedback to FGB / committee.
Ask the right questions
Be ready to challenge

• Focus on school improvement!
• Know the right questions to ask?
• Skills matrix completed? Governors attended training?
• Governors aware of their responsibilities to hold leaders to account and confident to challenge SLT?
• Focused on the most vulnerable learners?
• Professional support available.
Collaborate with others
Maximise the benefits of peer learning

• Bench-mark!
• Link with other governing bodies.
• Capitalise on strong partnership relationships already in place.
• Develop the communication of your governing body team.
Consider your impact
Where’s your evidence?

• Self evaluate as a board: assess impact so far.
• Create an action plan for governance.
• How do you evaluate governor impact?
• How do you capture impact for evidence?
We want every Oxfordshire child to attend a school or setting that is at least good”

Let’s ensure that Governors play their part
National Funding Formula

Sarah Fogden
Finance Business Partner (Childrens Services)

Schools
High Needs
Funding

• National Funding Formula

• Implications for Oxfordshire

• Funding for 2018-19 and 2019-20
Funding 2018-19 & 2019-20

Funding to Local Authority allocated on:

National Funding Formula

Then adjusted for:

Pupil numbers & pupil characteristics from the Oct 2017 census.
Funding 2018-19 & 2019-20

Funding to School based on:

the Local Authority decision on the funding formula
And
pupil numbers & pupil characteristics from the Oct 2017 census
Highlights

• Schools Block increase £7m

• High Needs increase £2m

• Central block £50k
The schools national funding formula (1)

- The schools NFF will comprise 14 factors – the minimum per pupil level is an additional factor to the 13 included in our original proposals.

NB: Not to scale. Funding for factors in italics will be allocated to local authorities on the basis of historic spend in 2018-19.
NFF - Key Changes (1)

£7m extra = £87 per pupil

BUT

• Subtle shift from Primary to Secondary

• Large shift from Basic Per Pupil funding to Additional Needs (deprivation/EAL/Lower Prior Attainment)
NFF – Key Changes (2)

• Reduced lump sum (£125k to £110k)

• New sparsity factor

• Area Cost adjustment
NFF Funding Floor = Protection

minimum per-pupil funding level over the next two years. For secondary schools this will be £4,800 in 2019-20 with a transitional amount of £4,600 in 2018-19; and for primary schools this will be £3,500 in 2019-20 with a transitional amount of £3,300 in 2018-19.

the formula will provide for an increase of at least 0.5% per pupil in 2018-19 and at least 1% per pupil by 2019-20 in respect of all schools compared to their baselines.
NFF Gains Cap

The gains cap will be 3% per pupil in 2018-19 and a further 3% per pupil in 2019-20, over 2017-18 baselines.
Overall Percentage Change in Funding Compared to DfE Baseline (increase in 2018-19 Indicative Allocations over 2017-18 Baseline Allocations)
Overall Percentage Change in Funding Compared to DfE Baseline (increase in 2018-19 Indicative Allocations over 2017-18 Baseline Allocations) Rural (red) Urban (blue) Primary Settings

13 November 2017
Overall Percentage Change in Funding Compared to DfE Baseline (increase in 2018-19 Indicative Allocations over 2017-18 Baseline Allocations)
Rural (red) Urban (blue) Secondary Settings

13 November 2017
Decision: Oxfordshire Formula

Options:

• Continue as is (ignore NFF)
• Move to NFF straight away
• Transitional arrangement
Next Steps - Timetable

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Sept 2017</td>
<td>Indicative allocations issued for Schools, Central Services and High Needs</td>
</tr>
<tr>
<td>28 Sept 2017</td>
<td>Schools &amp; High Needs operational guidance issued</td>
</tr>
<tr>
<td>5 October 2017</td>
<td>School Census day</td>
</tr>
<tr>
<td>20 Oct to 10 November</td>
<td>Consultation on Schools Funding Formula</td>
</tr>
<tr>
<td>Week of 20 November</td>
<td>School Forum meeting</td>
</tr>
<tr>
<td>30 November 2017</td>
<td>Deadline for submissions to DfE for disapplication requests, MFG exclusions, movements above 0.5% from the Schools block/and or which the Schools Forum has not approved</td>
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<tr>
<td>Mid December 2017</td>
<td>APT issued and DSG allocations announced</td>
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<tr>
<td>10 January 2018</td>
<td>Delegated decision to agree School Formula</td>
</tr>
<tr>
<td>19 January 2018</td>
<td>Deadline to submit APT</td>
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</tbody>
</table>
Grant Funding Blocks

- Early Years
- Schools
- High Needs
- Central

Ringfenced – no movement allowed except for 2018-19...High Needs
Transfer to Other Blocks

The Schools Block will be ring-fenced, however some limited flexibility has been recognised through the ability to transfer 0.5% of the Schools Block to other Blocks, this requires the Schools Forum approval.

OCC has the option to seek to transfer 0.5% or £1.8m or £21 per pupil to the High Needs block
High Needs
High Needs

The Dedicated Schools Grant High Needs Block (HNB) consists of all funding for education provision for high needs learners from age 2 to 25; Oxfordshire receives approximately £57m.
High needs national funding formula (2)

- This is how each local authority’s high needs allocation is calculated. We then add gains of up to 3% per head of population for those local authorities due to receive more than their 2017-18 baseline through the formula.

See step-by-step calculation of each LA’s provisional allocation.
High Needs - Summary

• Pressure from growing numbers of children that need support.

• Overspend rising to £4.9m in 2018-19 from £3m overspend in 2017-18.

• Additional grant announced as £2m.
High Needs – Support to Primary Schools

Numbers Supported in Primary Schools

Spend on Primary School Support
Oxfordshire Special Schools

Oxfordshire Students attending Special Schools
based on NOR as returned by schools for December of relevant year

Oxfordshire Pupils

<table>
<thead>
<tr>
<th>Financial Year</th>
<th>Number of Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014/15</td>
<td>840</td>
</tr>
<tr>
<td>2015/16</td>
<td>860</td>
</tr>
<tr>
<td>2016/17</td>
<td>880</td>
</tr>
</tbody>
</table>

Total place funding

<table>
<thead>
<tr>
<th>Financial Year</th>
<th>Total Funding (£)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014/15</td>
<td>£14,500,000</td>
</tr>
<tr>
<td>2015/16</td>
<td>£15,000,000</td>
</tr>
<tr>
<td>2016/17</td>
<td>£15,500,000</td>
</tr>
</tbody>
</table>

(estimate @ Oct 2017)
High Needs – Independent Schools

Numbers supported in Independent Schools

Spend on Independent Schools

13 November 2017
High Needs Review

- Fundamental review of High Needs.

- Exploring all aspects of spend to deliver provision within budget by March 2020*.

- Implications for Schools....

* Excluding demographic growth
Any Questions?
Reflection and learning from recent SEND Area Inspection

Janet Johnson
SEND Area Inspection

Janet Johnson, Strategic Lead for Vulnerable Learners
Week one
- Desk top review of evidence including self-evaluation and action plans
- Planning for week 2

Week two
10 visits to education providers (early years to post 16)
26 meetings (OCC, CCG and multi-agency)
Over 100 cases selected, approximately 25% examined.
Key themes emerging during the week

Strengths:

• Multi-agency early years
• SEN Support guidance
• Post 16 EET and routes into employment
• HI/VI/ Downs and Autism support
• School nurses
• Therapy teams
• Engagement and co-production with children, young people and families.
• Green shoots in education attainment
• Supported living
Weaknesses

• Lack of Designated Medical Officer.
• Timeliness of EHC Plans.
• Care and health aspects of EHCP’s.
• Outcomes in EHCP’s.
• Transitions at all stages and from children’s to adult services.
• Navigating the Local Offer.
• Waiting times for some services.
• Exclusions in KS 4.
• Strategic link up across education, health and care and joint accountability.
Green Shoots

- **EYFS SEN support**: 3 years steady increase from 14% in 2014 to 22% in 2017, an increase of 8%pts. Pupils with no SEN have increased by 13%pts during this time.

- **Phonics SEN support**: 3 years steady increase of 10%pts (from 34% to 44%). This is a greater increase than no SEN (increase of 6%pts).

- **KS1 statement/EHCP**: R 10-23%, Wr 5-17%, Ma 8-21%.

- **KS2 RWM SEN Support**: SEN 9% in 2016 to 17% in 2017. SEN support has increased by 8%pts from last year. No SEN increased by 9%pts.

- **KS4 SEN support %A*-C English and maths**: this increased by 6%pts (18% in 2014- 24% in 2016) whereas no SEN only increased by 1%pt (73%-74%).

- **KS4 Progress 8 for SEND in 2016**.

- **All SEN Support** – 0.38 compared to national which was – 0.55.
Next steps

- Reflection and learning
- Sharpen action plans to address weaknesses

Report published mid-November