

CHILDREN AND FAMILIES OVERVIEW AND SCRUTINY PANEL

21 MARCH 2024

EDUCATIONAL OUTCOMES 2023 INCLUDING OFSTED UPDATE

Summary

1. The Cabinet Member with Responsibility for Education and the Director of Education, Early Years, Inclusion and Place Planning have been invited to the meeting to update the Panel on:
 - the educational outcomes for children and young people educated in Worcestershire schools for the academic year 2022/2023.
 - the overview of Ofsted inspections of Worcestershire state funded schools for the academic year 2022/2023.

Educational outcomes

2. For the academic year 2022/23 Key Stage 2 outcomes and Key Stage 4 outcomes are based on revised data sets released by the Department for Education (DfE). These outcomes are for learners in all state funded schools in Worcestershire, i.e., maintained schools, academies, colleges, and free schools.
3. These are the second key stage attainment statistics since 2019, after assessments were cancelled in 2020 and 2021 due to the Covid-19 pandemic. These statistics cover the attainment of pupils who took assessments in summer 2023. Although less effected than the 2021-22 cohort, these pupils will still have had part of their education disrupted by the pandemic and this is shown when comparisons are made to 2019 performance.
4. Good Level of Development (GLD) is a performance measure used at the end of Reception (at age 5) and is the second publication of this since the 2021/22 Early Years Foundation Stage (EYFS) reforms were introduced in September 2020/2021, therefore it is not possible to directly compare 2021/22 and 2022/23 assessment outcomes with earlier years.
5. In 2022, the performance in the Early Years for children in Worcestershire was in line with National outcomes, although below that of Worcestershire's statistical neighbours. In 2023 outcomes were as follows:
 - GLD above National (Worcestershire 68% National 67% Stat neighbours 69%)
 - Expected level across all seventeen Early Learning Goals Worcestershire 67%, National 66% and Stat neighbours 68%)
 - Average number of Early Learning Goals at expected level per child

(Worcestershire at 14.3, National at 14.1).

Key Stage 1 (Tests at the end of Year 2, when children are 7 years old)

6. Key Stage 1 (KS1) results show that:

- Pupils reaching National standards in Reading, writing and maths outcomes combined – Worcestershire 58%, National 56% (This remains below 2019 (pre-covid) achievement (65%) but is a 3% increase compared to 2022 outcomes.)
- Pupils reaching National standards in Reading in 2023, Worcestershire 69%, National 68% and Stat Neighbours 70%
- Pupils reaching National standards in writing in 2023, Worcestershire 62%, National 60% and Stat Neighbours 61%
- Pupils reaching National standards in Maths in 2023, Worcestershire 71%, National 70% and Stat neighbours 72%

7. Writing still appears to be the weakest subject relative to Reading and Maths, as it is Nationally. Historically this has been seen as a consistent trend, pupils need their development of reading to be strong to support strong writing. However, this has been exacerbated by the COVID-19 pandemic where children have not developed fine motor control for pencil grip and have increased speech and language issues which impact on spelling and grammar and breadth of vocabulary needed to reach National standards.

Key Stage 2 (Tests at the end of Year 6, when children are 11 years old)

8. Gaps in data performance between Worcestershire and National outcomes:

- in 2019 a narrowing of the gap was seen between Worcestershire Key Stage 2 (KS2) outcomes and National to two percentage points with Worcestershire achieving 63% (National 65%).
- In the 2022 results this gap remained at two percentage points with 57% of children achieving the expected standard in reading, writing and maths at the end of KS2 compared to 59% Nationally.
- In 2023, Worcestershire performance remained at 57% compared to 60% Nationally, meaning the gap increased slightly to three percentage points.
- Pupils reaching National standards in Reading in 2023, Worcestershire, 71% (73% 2022) National, 73% (75% 2022) and Statistical Neighbours 73%. This indicates the gap has remained the same between National and Worcestershire outcomes for reading.
- Pupils reaching National standards in Maths in 2023, Worcestershire, 71% (69% 2022) National, 73% (71% 2022) and Statistical Neighbours 72% This indicates the gap has remained the same between National and Worcestershire outcomes for maths.
- Pupils reaching National standards in Writing in 2023, Worcestershire, 70%

(70% 2022) National, 71% (69% 2022) and Statistical Neighbours 72%. This indicates the gap from National went from 1 percentage point above, to 1 percentage point below for writing.

9. Progress scores between KS1-2 for reading, writing and mathematics remain a concern. Targeted work described in **Raising standards in schools causing concern** (paragraph 44 below) is designed to secure continued improvement. This is the final year for KS1 Assessment and all progress measures from 2023/24 will be determined from Early Years Baseline to Year 6 outcomes in Primary.

Key Stage 4

10. At Key Stage 4 (KS4), each grade a pupil gets is assigned a point score from 9 (the highest) to 1 (the lowest).
11. The percentage of pupils who achieved a standard pass in both English and mathematics (grades 9-4) GCSE in Worcestershire 64%, National 65%. Statistical neighbours 65%.
12. The percentage of pupils who achieved a strong pass in both English and mathematics (grades 9-5) in Worcestershire 44%, National 45% and Statistical Neighbours 44%.
13. English Baccalaureate (EBacc) is the set of subjects at GCSE that keeps young people's options open for further study and future careers which are English language and literature, maths, the sciences, geography or history and a language.
 - The percentage of pupils undertaking EBacc was 38% which compares to the National percentage of 39%.
 - In 2023, the EBacc average point score in Worcestershire was 3.91, compared to 4.05 nationally.
14. Each pupil's Attainment 8 score is calculated by adding up the points for their 8 subjects, with English and maths counted twice. A school's Attainment 8 score is the average of all the scores of its eligible pupils.
 - Worcestershire's Attainment 8 was 44.8, this compared to the National figure of 46.3. Worcestershire's statistical neighbours achieved 45.7.
15. Progress 8 refers to the progress that pupils in a school make from the end of primary school to the end of year 11. It is a type of value-added measure, which means that pupils' results are compared to other pupils Nationally with similar starting points.
 - The Progress 8 score, at -0.04, and equal to National, puts Worcestershire as 74/150 in county rankings. National Progress 8 is -0.03.
 - Worcestershire's statistical neighbours achieved -0.07 and so were not as successful as Worcestershire.

Key Stage 5

16. At Key Stage 5 (KS5) the percentage of students achieving grades AAB+ at A

Level declined both in Worcestershire and Nationally from 2022 to 2023.

- 19.07% of pupils in Worcestershire schools and colleges achieved AAB+ compared to 27.42% the previous year.
- Nationally, 22.46% of pupils in state-funded schools and colleges achieved AAB+ at A Level, compared to 31.39% the previous year, meaning the gap between Worcestershire and National had reduced slightly from 4% to 3%.
- A level students averaged 33.74 points (a grade C+) across their best 3 A levels compared to 37.95 points (a grade B-) in 2022, placing Worcestershire in Quartile C, 84/150.

17. Applied General Qualifications allow entry to a range of higher education courses, either by meeting the entry requirements in their own right or being accepted alongside other qualifications at Level 3 such as A levels. Many Applied General Qualifications are endorsed by employers and professional or trade bodies.

- Students taking Applied General Qualifications in Worcestershire averaged Distinction- (and an average point score of 30.05) which is an improvement since 2019 when the average point score was 28.47, Merit+, but slightly below 2022 performance (30.29).

18. Tech Levels (or T Levels) are two-year technical programmes, designed with employers, to give young people the skills that industries need. The 'T' stands for technical and from 2020, T Levels give 16 to 19-year-olds a technical alternative to A levels. One T Level is equivalent to 3 A levels.

- The average point score for students undertaking the T Level in Worcestershire in 2023 was 27.82, compared to 28.50 for pupils Nationally (state-funded schools and colleges), placing Worcestershire in Quartile C, 91/150.
- Worcestershire's statistical neighbours achieved an average point score of 28.31.

Outcomes for vulnerable pupils - Disadvantaged pupils

19. Of particular focus has been attainment for disadvantaged pupils in the county. The DfE defines disadvantaged pupils as those who receive Free School Meals, or a child looked after (CLA). Schools receive extra funding from the government for every disadvantaged pupil to raise attainment.

20. At KS1 combined outcomes (reading, writing and maths) are below National at 36% compared to 40% Nationally. This difference from National remains consistent when looking at individual subject outcomes for reading, writing and maths.

21. At KS2 combined outcomes (reading, writing and maths) for disadvantaged pupils are well below National at 36% compared to 44% Nationally. Again, this difference from National remains consistent when looking at individual subject outcomes reading, writing and maths. (See System Leadership section (paragraph 34) for

some of the strategies for counteracting this issue).

22. At KS4, a widening of the gap can be seen regarding both Attainment 8, and Progress 8 scores for Disadvantaged pupils. Disadvantaged pupils achieved on average an Attainment 8 score of 31.9, compared to National of 35.1. Progress 8 is on average -0.67, marginally below the National figure of -0.57.
23. When examining the progress of Children Looked After (CLA), pupil numbers should be considered as when interpreting percentage changes (low cohort numbers in one group could cause inflated or deflated results).
24. In terms of academic progress for 2022/23, compared to 2021/22 results, the attainment gap between Worcestershire CLA and Worcestershire 'all' and National 'all' improved in the following areas;
 - Early Years Good Level of Development, Phonics, KS4 Achieving 9-5 in English & Mathematics, KS4 EBacc Average Point Score and Attainment 8.
 - However, the gap between Worcestershire CLA and Worcestershire 'all' widened in KS1 Reading, Writing and Mathematics (RWM) (despite improved results for CLA compared to last year), and also widened in KS2 RWM and Progress 8. This remains an area of focused work.

Breakdown of Outcome areas

25. The breakdown of outcome areas is:

EYFS:

- 49% (16) of CLA pupils achieved a good level of development (GLD), compared to 41% of CLA pupils Nationally. Worcestershire performance was 8% higher than CLA National (compared to 2% lower the previous year).

Key Stage 1:

- Reading, Writing and Mathematics: The percentage of Worcestershire CLA pupils achieving the expected standard in reading, writing and mathematics combined was 35% compared to 30% Nationally. This is 5% higher which is sustained from 2022.
- Phonics: The percentage of CLA pupils in Worcestershire who passed the PSC (Phonics Screening Check) was 79%. This is 5% higher than nationally.

Key Stage 2:

- Reading, Writing and Mathematics: The percentage of Worcestershire CLA pupils achieving the combined expected standard in reading, writing and mathematics decreased from 40% to 35%. This remains above National CLA 34.0% but is a 5% decline in 2022.

Key Stage 4:

- Achieving 9-5 in English & Maths GCSEs: The percentage of Worcestershire CLA pupils achieving 9-5 in English & Maths was 11%. This has increased 1% since 2022 but is 1% lower than National.
- Attainment 8: The Attainment 8 score for Worcestershire CLA has improved year on year from 2018/19. Worcestershire CLA have closed

the gap year on year with both Worcestershire 'all' and National 'all' since 2018/19. 2022/23 saw the gap to Worcestershire 'all' close further (from 26.3 in 2021/22 to 21.5 in 2022/23) and to National 'all' close further (from 27.4 in 2021/22 to 22.9 in 2022/23).

- Progress 8: The Progress 8 score for Worcestershire CLA decreased from -1.14 in 2021/22 to -1.36 in 2022/23.

26. Despite closing the gap in 5/8 outcome measures for Worcestershire CLA, their outcomes fall below those for Worcestershire 'all' and National 'all', in line with the National picture for CLA. CLA face significant disadvantage in achieving educational outcomes and Worcestershire Virtual School (WVS) works to provide the support and challenge required to overcome this adversity. Areas for priority work to address any underperformance in terms of gaps have been:

- Virtual School leading Personal Education Plan (PEP) meetings and holding school staff to account.
- The visibility of CLA in schools has increased and settings have been challenged to provide a wider and more targeted range of strategies to support their most vulnerable learners.
- The Virtual School's mission to create trauma informed and attachment aware settings (TIAAS) across the county has improved settings' ability to support CLA and increased their readiness to learn and their individual sense of value.

27. Permanent exclusions and suspensions for CLA remain low, despite the broader National picture of increasing exclusions and suspensions in the challenging times following the Covid pandemic.

Exclusions:

- 2021-22 = 3 (0.49%)
- 2022-23 = 1 (0.15%)
- 7 exclusions were avoided/rescinded by WVS intervention.

Suspensions:

- 2021-22 = 10.80% of the Worcs CLA cohort had at least 1 suspension (67 suspensions), compared with 2.84% for the Worcs 'All' cohort.
- 2022-23 = 11.03% of the Worcs CLA cohort had at least 1 suspension (75 suspensions), compared with 3.13% for the Worcs 'All' cohort. The slight increase is in line with the increase for 'All.'

The Worcestershire Virtual School has strong partnerships with schools in finding solutions to issues and averting exclusions.

28. The Government's Children in Need review (2019) evidenced that children in need of support from a social worker do significantly worse than others at all stages of education and that poor educational outcomes persist even after social work involvement ends. The review recognised the crucial role of Virtual Schools, and, from September 2021, the Virtual School role was significantly extended to include the strategic leadership of promoting the educational attendance, attainment, and progress of children with a social worker (those on Child in Need Plans or Child Protection Plans).

29. Worcestershire Virtual School work to support and challenge schools to provide inclusive environments for our children with a social worker, alongside building

strong working relationships with partners and stakeholders and our broader initiatives:

- Additional funding is in place to support learners where there are identified gaps in learning, through Recovery funding and through the National Tutoring Programme.
- WVS continues to promote the TIAAS programme (Trauma Informed & Attachment Aware Settings).
- WVS has fully funded all schools to have access to the RADY Project (Raising Attainment for Disadvantaged Youngsters) resources through Thinking Differently for Disadvantaged Learners. Phase 2 in 2023-24 will see pilot schools receiving fully funded intensive intervention from the RADY Team (Challenging Education).
- Extensive early advice and guidance is provided for schools with repeat suspensions to avoid permanent exclusions.
- Active participation in the RSA Preventing School Exclusions project which has an action plan being applied for system change across all schools.
- Half-termly meeting with WCF Education Safeguarding Lead to ensure repeat suspension schools are highlighted for contact and intervention.
- CIN/CP cohort - schools with repeat suspensions identified for advice and guidance.
- Partnership with Education Engagement Inclusion Team to ensure that suspensions/exclusions for CIN/CP cohort are prioritised.
- Advice/support offered to social care on the new DfE Suspension/Exclusion guidance. FAQs produced.
- Complex CIN and Core Group meetings attended where there is a risk of permanent exclusion, to ensure robust target/s set to support the pupil.
- Key Information documents provided to be included in Social Care Practice Standards, covering topics including attendance, suspensions and exclusions, educational neglect, use of part-time timetables, trauma informed practice and managing behaviour in schools.

SEN Pupil Outcomes (SEN with an Education, Health, and Care (EHC) Plan or 'SEN support')

30. At KS1 attainment for SEN pupils in each area of reading, writing and maths is above National, being on average 3% higher. Combined outcomes for RWM are also 3% higher (19% Worcestershire and 16% National).
31. At KS2 combined outcomes (Reading, writing and maths) for SEN pupils are 19% with 20% Nationally. The gap has narrowed by 2% since 2022 when there was a 3% difference. Individual subjects have a similar gap for Reading and Writing but Maths is broadly in line with National.
32. At KS4 Attainment 8 was 26.7 for Worcestershire and 28 for National. This gap has increased slightly since 2022. Progress 8 scores indicate all SEN children in Worcestershire are slightly higher than the National figure of -0.6 (-0.5).
33. For those pupils with an EHCP (Education, Health and Care Plan) in Worcestershire outcomes are closer to the National score of 14.0 with an average Attainment 8 score of 12.2. Average Progress 8 scores for pupils with an EHCP were -1.1 which is in line with National.
34. WCF School Improvement advisers run careful checks at the risk assessment stage and when maintained schools are identified as at-risk, Officers examine

the attainment and progress of specific groups. Where this is established as a concern for children with SEN, specialist advisory support is part of the package of measures put in place.

System Leadership for School Improvement

35. Analysis with School and MAT (Multi Academy Trust) leaders, Ofsted Reports, Outcomes Data and WCF school reviews continue to identify system-wide challenges including Attendance, SEND provision, Behaviour, Staff recruitment and retention, and Leadership capacity. WCF have provided, in collaboration with external partners, a range of new programmes, leadership networks and opportunities that seek to build system leadership. These include:

- Projects with the Education Endowment Foundation (EEF)
 - The Evidence Exploration Partnership to identify priorities and co-develop solutions that address the underachievement of disadvantaged children and young people:
 - Developing Effective Learning Behaviours programme with Billesley Research School providing training to equip schools to support the social and emotional needs of their pupils, manage behaviours effectively and understand metacognitive strategies to support learning.
- Research programmes with:
 - Voice 21 Let's Talk at Transition – training, consultancy, on-line learning and a network for 6 Secondary schools to explore how investment in oracy supports effective transition and use the expertise to support other secondary schools. This is intended to improve SEND support and prevent exclusion.
 - TAST 5-6 – is a research programme provided by the University of Manchester et al. which focuses on preparing pupils for a more effective experience of transition by providing training and lesson plans for Y5 and Y6 staff. The impact of the work is being explored through the development of a pupil wellbeing assessment tool.
- RSA Preventing Exclusions – WCF has been working with the RSA to develop or amplify systems and strategies to prevent exclusions. This includes reinvigorating the SENCO network, redesign of Fair Access Panels, developing the outreach of Primary and Secondary APs and supporting the Primary Partnership.
- New Capabilities for a New World leadership programme provided by University of Worcester which supports school leaders to develop their leadership capacities and create conditions to lead change in the area of inclusion in their schools and collaboratively across the wider system.
- Collaboration with Teaching School Hubs and Curriculum Hubs to provide targeted support including Attendance Conference, targeted Maths and English support.

- Leaders of Learning network to share best practice with and between school leaders that focuses on teaching and learning.
- Multi-Academy Trust CEO network for Worcestershire. This academy-led network of over 30 Chief Executive Officers of academy trusts with schools in Worcestershire have agreed attendance and disadvantaged attainment as key priorities to improve for children and young people. Outcomes in this year have included pooling resources to tackle attendance and sharing leadership best practice.

Statutory Responsibilities and Wider work of School Improvement

36. The School Improvement (SI) team provide 2 days support for every Head Teacher recruitment and appointment in maintained schools, and have been involved in 14 appointments of Head Teachers in 22/23.
37. The SI team function as external advisers in the Head Teacher Performance Management appraisal processes carried out by Governing boards and have been involved in 40 in 22/23.
38. The SI team fulfil the statutory moderation duties on behalf of the local authority (LA). This includes monitoring the delivery of all statutory assessments in KS1 and KS2 and the moderation of Reading, Writing and Maths at KS1 and Writing at KS2. In 2022/23 the following proportions of visits were conducted with no cases of maladministration:
- 24 phonics Unannounced Monitoring visits
 - 24 KS2 Unannounced Monitoring visits
 - 53 KS1 Moderation visits
 - 42 KS2 Moderation visits
39. These visits are conducted by a school-based team alongside the SI team. All visits are in the month of June with the exception of KS2 Monitoring, which is in the National test week during May.

School Inspection outcomes

40. Under the current Ofsted framework inspections focus on the curriculum, exploring what is taught and how it meets the needs of pupils, rather than a focus on data outcomes. Ofsted assesses the quality of education, behaviour and attitudes, personal development, and leadership and management. Each of these are graded and this feeds into an overall single judgement.
41. In July 2023 84% of Worcestershire schools were judged Good or Outstanding, this is an improvement on 2022 outcomes. 0% of Maintained schools were judged as inadequate.
42. In July 2023, the % of schools judged to be Good or Outstanding across the phases were as follows:
- 84% of Primary Phase Schools (2% increase)
 - 79% of Middle Phase Schools (4% increase)
 - 87% of Secondary Phase Schools (No change)
 - 81% of Special and alternative Schools (this is lower than in July 2022, but Dec 23 data indicates it has now risen to 88%)

43. From September 2022 School Improvement have offered 3 key services to all maintained schools in the inspection window. They are a SEN health check, a safeguarding audit, and an Ofsted rehearsal. These have had a positive impact in schools performing well at inspection.

44. In the academic year 2022/23, 75 inspections and 4 Monitoring visits took place. A summary of outcomes is below:

Maintained Schools (35 Inspections and 3 monitoring visits)

	Number	Percentage
Outstanding	1	3%
Good	28	81%
RI (all S5 Inspections)	6	17%
Ofsted Category	0	0
Monitoring Visit No Grade but judged on taking effective action (TEA)	3	100% TEA

84% of maintained schools were either outstanding or Good.

Academies (40 Inspections and 1 monitoring visit)

	Number	Percentage
Outstanding	3	7%
Good	32	80%
RI (all S5 Inspections)	3	8%
Ofsted Category	2	5%
Monitoring Visit No Grade but judged on taking effective action (TEA)	1	100% TEA

86% of academies were either outstanding or good.

All Schools (75 Inspections and 4 monitoring visits)

	Number	Percentage
Outstanding	4	5%
Good	60	80%
RI (all S5 Inspections)	9	12%
Ofsted Category	2	3%
Monitoring Visit No Grade but judged on taking effective action (TEA)	4	100% TEA

86% of all schools were either outstanding or good. (9% increase on 2022)

Raising standards in schools causing concern

- 45. The extent of the work with maintained schools is defined from an initial risk assessment based on Key Stage outcomes, the period since last inspection and wider intelligence, which is then adjusted once an initial visit has been undertaken. In line with the Ofsted emphasis on Quality of Education, the SI team focus on this during any risk assessment activities.
- 46. It is important to note that the local authority does not have statutory powers of intervention in terms of school improvement for 54% of schools in Worcestershire that are academy (or free) schools; that is 131/243 schools (as of July 2023). However, a large proportion of the 100+ academy schools in Worcestershire do seek our services on a traded basis from WCF; many book support for multiple activities including Early Career teachers (ECT), governance and leadership support; in particular, advisory work / training on assessment / moderation at KS2 (and Early Years/Key Stage 1).
- 47. As described in previous reports, the School Improvement Model has continued to be refined, in line with DFE guidance. There are graduated stages through which higher risk schools must travel to reach self-sustained good or better performance. The stages are shown in the diagram below:

Stages of School Improvement

Level of support provided	WCF stage	Likely school position
Intensive	4	Stabilising
Focused	3	Repairing
Monitoring and Light Touch	2	Improving
Secure	1	Sustaining

- 48. Early identification is vital, and risk assessments of maintained schools are nuanced to take into account prior trends in pupil outcomes but also other factors, such as the stability levels in relation to governance, leadership and teaching and further indicators (such as complaints about the school to Ofsted). Where a school is in particular need, work is conducted to firstly stabilise governance and secure leadership that will, in turn, increase wider capacity in school for improvement.
- 49. Each of the schools that require support at Stages 3 and 4 above receive a mix of both mandatory challenge and support on key themes and a bespoke package that reflects their specific issues. Every school experiences external evaluation, for example, through assigned improvement officer visits, and also training sessions/and on-site coaching / mentoring, for leaders and teachers alike. Training modules include a specific focus on improving provision in reading, writing and mathematics.
- 50. A considerable investment of time is made in convening at least termly Team Around the School Project meetings (TASP) for relevant Focus and Intensive support schools. At these, an assessment is made as to whether or not the school is taking effective action to improve. The headteacher, chair of governors, link adviser, school improvement lead and other key stakeholders, including finance / HR officers and diocesan partners are involved. In this way, the process is one of

a 'team around the school' in securing shared accountability to ensure rapid and sustained progress.

Impact on schools causing concern:

51. At the end of Academic year 21/22 37% of maintained schools were risk assessed as needing additional support. By the end of 22/23, this number had reduced to 23%.
52. 100% of inspected schools who had been identified as causing concern had verbal or written feedback provided by inspectors that School Improvement was providing appropriate and timely support.
53. In 22/23 0% of maintained schools were judged to be inadequate.
54. Performance at each Key Stage in Primary shows strong outcomes. For Maintained schools who receive the package of support from the SI team outcomes are as follows:
 - GLD – above National outcomes
 - Phonics – above National outcomes
 - KS1 – inline or above National for R, W and M
 - KS2 – in line with National averages for combined RWM
 - KS2 – above National for reading, above National for writing, slightly below National for maths (1%) Maintained schools are outperforming academies at KS2
55. The WCF school improvement impact on KS4 and KS5 outcomes is more limited due to the small number of maintained secondary schools (4 schools). Positive outcomes are noted below.
 - 75% of maintained schools achieved above National for KS4 outcomes. Progress 8 scores were less positive. (See Section 14 and 15)
 - 1 school improved from RI to Good in the academic year making 100% of Maintained Secondary schools Good or better.

Purpose of the Meeting

56. The Panel is asked to:

- Consider and comment on the educational outcomes report.
- Agree any comments to highlight to the Cabinet Member.
- Determine whether any further information or scrutiny on a particular topic is required.

Contact Points

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Background Papers

In the opinion of the proper officer (in this case the Assistant Director for Legal and

Governance) the following are background papers relating to the subject matter of this report:

[Agenda and Minutes for Children and Families Overview and Scrutiny Panel 14 February 2020](#)

[Agenda and Minutes for Children and Families Overview and Scrutiny Panel 16 March, 2021](#)

[Agenda and Minutes for Children and Families Overview and Scrutiny Panel 22nd March, 2023](#)

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