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Dear Member

OVERVIEW AND SCRUTINY BOARD - WEDNESDAY, 14 OCTOBER 2020

I am now able to enclose, for consideration at the Wednesday, 14 October 2020 meeting of the Overview and Scrutiny Board, the following reports that were unavailable when the agenda was printed.

Agenda No	Item	Page
4.	Children & Young People and the Impact of Covid-19 Presentation Slides	(Pages 5 - 26)

Yours sincerely

Teresa Buckley
Clerk

Covid 19 Impact on Education

Overview & Scrutiny

14th October 2020

Rachael Williams – Assistant Director for Education

TORBAY COUNCIL

Agenda

- Overview of Torbay Education Provider Covid-19 position.
- Return to school attendance information
- Virtual School
- Early Years
- SEND
- Experience of our education providers
- Questions

Overview of current education situation

- We have a number of confirmed cases within schools, college and nursery providers.
- These range from students, staff and transport provision
- The settings impacted have either had to isolate nobody, isolate whole bubbles or isolate individuals.
- Some students have also had to remain at home for operational reasons

What has the week shown us:-

- Our local systems work
- Our local systems work when there are multiple incidents/cases
- You can never be over prepared and there is much learning for all of us

Attendance and Elective Home Education on Return to School

Headlines

Of the children and young people shown to be persistently absent in the data return, approximately 62% were persistently absent before the lockdown.

Children and Young People with less than 90% attendance at the end of Sept 2020

Primary Phase – 6.5% - approx. 638

Secondary Phase – 14.5% - approx. 1,122

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Children and Young People with less than 90% attendance due to self isolating at the end of Sept 2020

Primary Phase – 31% of absences

Secondary Phase – 6% of absences

Special Schools – 4% of absences

Children Young People with Special Educational Needs are not overrepresented in the cohort of persistently absent.(PA)

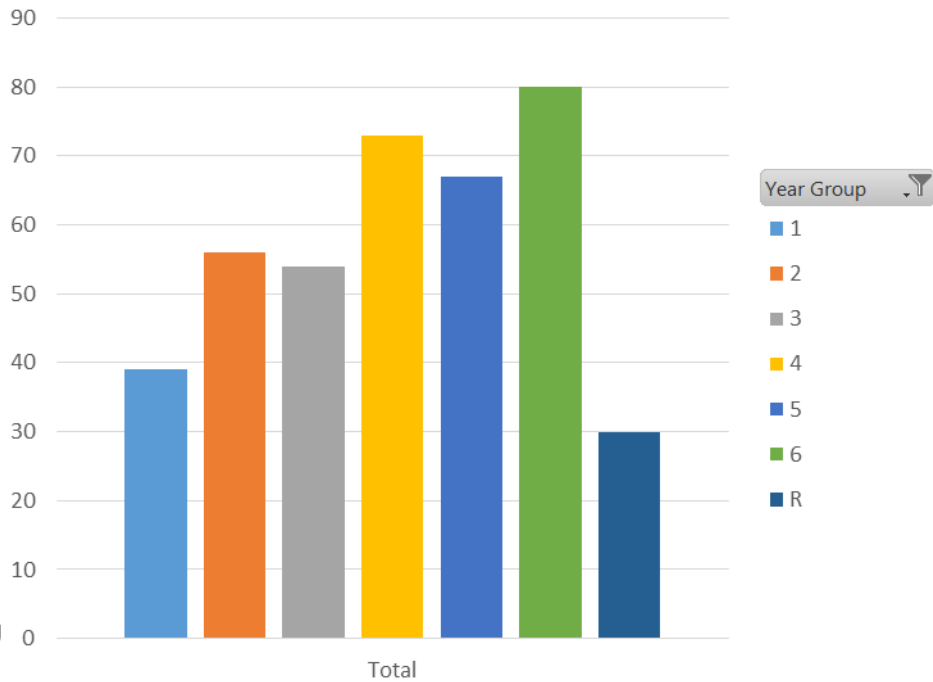
10 Children Young People on Child Protection Plans have been reported as PA and Social Care have been informed.

Reasons for Absence – All Sectors

Reason for Absence	AP	Primary	Secondary	Special	Total
Advised to Self Isolate After Close Contact		2			2
C Code – Authorised by School		8	6	11	25
Following Public Health or Clinical Advice		2	2	2	6
G Code – Unauthorised Holiday		9		1	10
H Code – Authorised Holiday			1	1	2
Illness - Not C19 related	1	315	368	79	763
Medical Appt		3	2	3	8
Quarantine after Time Abroad		3			3
Self Isolating with Household	3	133	25	4	165
Unauth Other		3			3
	4	478	404	101	987

Above are the reasons for absence requested from schools. Torbay has broken down the Covid related reasoning to better understand the impact of the various Covid mitigations.

This is based on a return from 67% of Primary and Special Schools and 38% of Secondary Schools.



Reasons

By far the most common reason for absence is Non Covid illness at 217/425 reasons given.

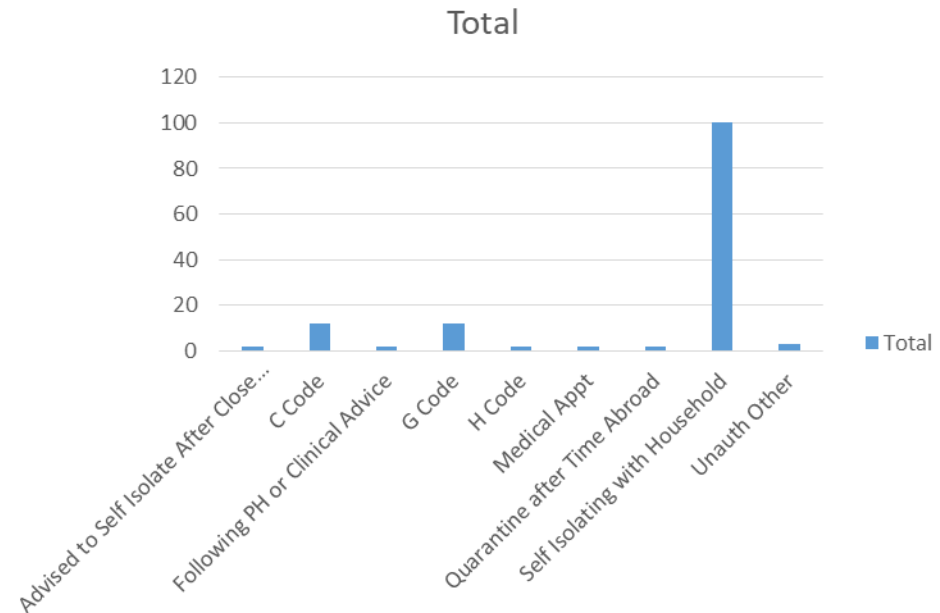
The graph to the right shows the absence reasons with illness removed.

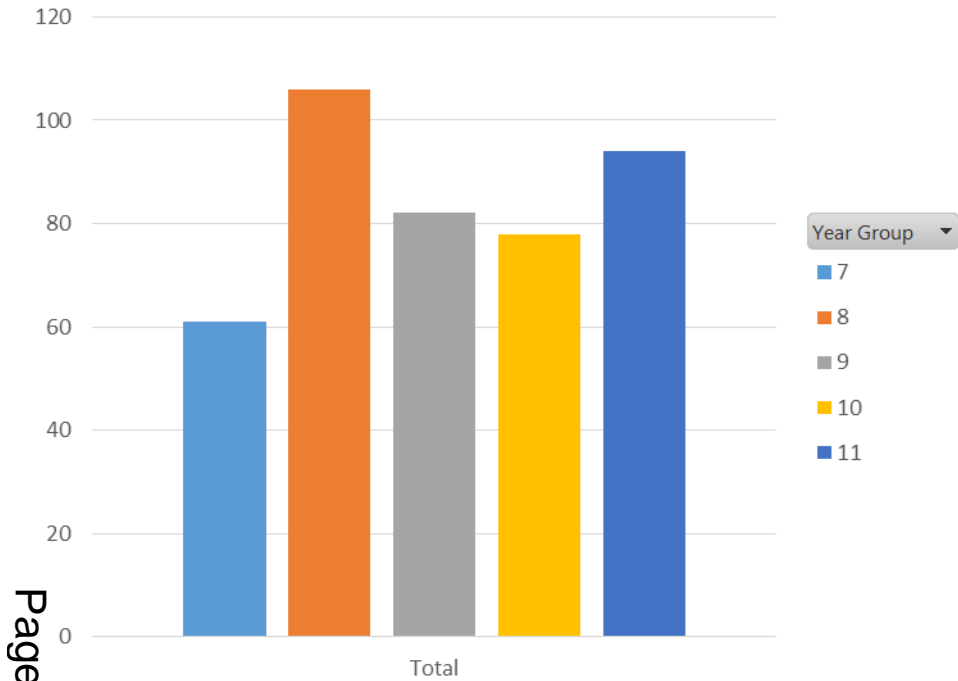
Primary Phase

Absence increase with age in Primary Phase with Year 6 being of concern given the impending transition to secondary.

This is consistent across all schools. It should be noted that, whilst the sector has more children than secondary, the absence numbers are lower.

Colleagues in neighbouring authorities have the same pattern and believe absence increases as families are more willing to leave children with relatives.





Secondary Phase

The data is shown as columns to give a sense of proportion rather than absolute information.

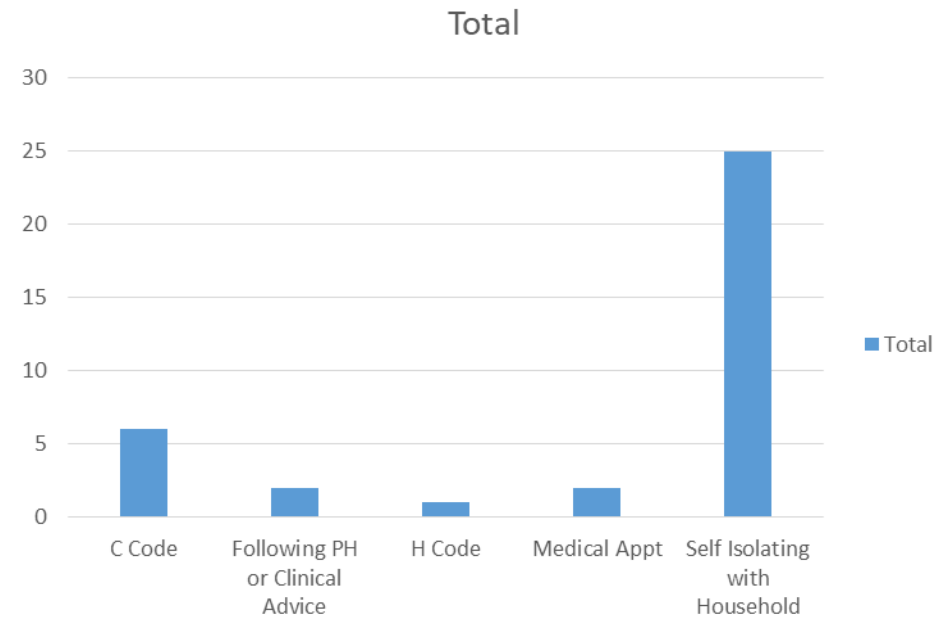
The Year Group of consistent concern is Yr8 across all schools.

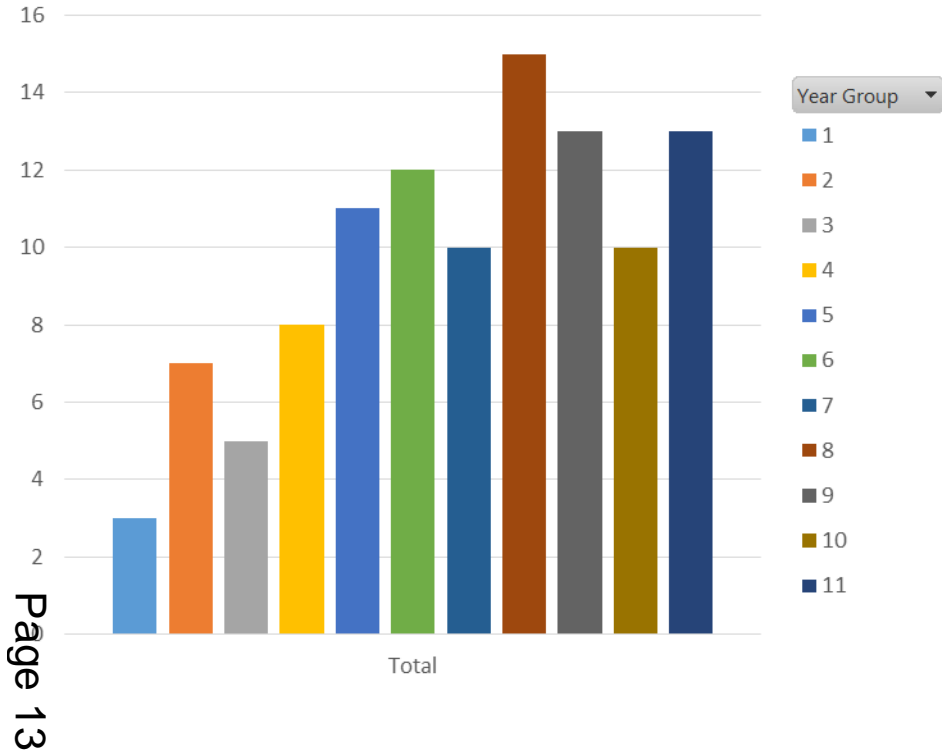
The Yr11 data reflects a concern in one setting that is being addressed with the support of the Attendance Improvement Officer. It should be noted that this school has a comparatively low number moving to EHE so the absence also reflects their work to maintain students on roll.

Reasons

By far the most common reason for absence is Non Covid illness at 368/404 reasons given.

The graph to the right shows the absence reasons with illness removed.





Reasons

As with mainstream schools, by far the most common reason for absence is Non Covid illness at 79/107 reasons given. The increased use of the C code is due to the complexity of the needs and the work school are doing to maintain engagement.

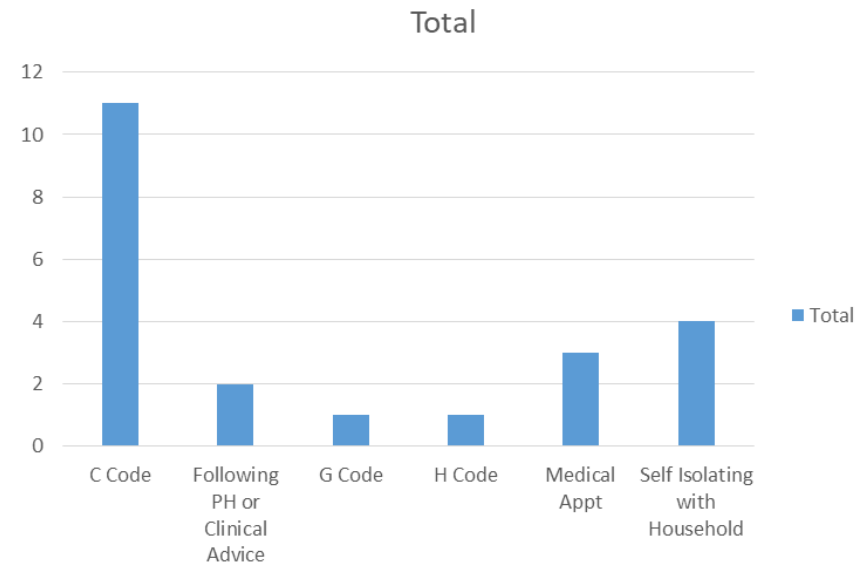
The graph to the right shows the absence reasons with illness removed.

Special Schools

Absence in special schools is low but reflects the trends for increasing absence as Primary children age and a Yr8 peak in Secondary age children.

The data for Burton Academy has been removed as the national average attendance for this cohort is in the region of 70% year on year giving a distortion to the sector's data.

Attendance at the Burton Academy exceeds that before lockdown.



Actions Being taken

The local authority is taking the following actions alongside schools:

- Using the Mediation Service to ensure schools and families remain communicating by:
 - Inviting schools to refer to this service where they have concerns around communication
 - Co-locating the telephone line for this service with the CDT helpline
 - CDT are asking about school and NEET in their standard questions
- The Attendance Improvement Officer is working with schools:
 - Attending (virtually) attendance clinics
 - Arranging Education Supervision Orders where necessary
 - Pursuing Children Missing from Education cases with other LAs to ensure all are safe.
- The Elective Home Education Officers are:
 - Making early contact where a school has identified a risk of EHE
 - Challenging provision in schools to ensure reasonable endeavours are being made to enable a return
 - Working with social care to ensure social workers are aware of EHE for open cases.
- The Casework Officer and Head of Service are:
 - Challenging and supporting partners to prioritise attendance and suitable education
 - Challenging exclusion and supporting schools who identify children as being at risk.
 - Supporting children who were unable to access GCSEs in the Summer term to ensure they can progress to 16+ education.

Elective Home Education

All figures below are for September only to ensure parity with attendance data.

October does (as of 10/10/20) seem to be matching September

EHE % Increase during September

End of Academic Year 2019/20 (base starting figure) = 176

Figures at the end of September 2020 = 207

New Cases = 48

Exit Cases from EHE = 17

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Increase of 31 on overall EHE figures

Percentage Increase (176 to 207) = **17.6%**

Actual number is greater but many have returned after EHE Officer intervention

Including Returners Figure is:

Increase of total numbers becoming EHE in September: 176 (start as EHE) + 48 (new cases) = **224**

Percentage Increase (176 to 224) = **27.3%**

Torbay Virtual School

- Positive start to the term with weekly attendance of 96% - this follows on from the push in the summer term to return to school
- Personal Education Plan completion in the summer term was 97.5%
- Early indications on PEPs sees interventions being put in place to support any gaps in learning
- Our young people indicate that the 'bubbles' increase their feeling of security
- Liaising with carers if CLA are self isolating due to Covid cases in bubbles.

Special Educational Needs and Disabilities

- SEND Services have supported children, young people and their families during this period. Anxiety levels in CYP and families have required support in order to encourage the return to schools.
- Reasonable Endeavours and Risk Assessments were completed for all children and young people with EHCP's.
- There has been an increase in Bespoke Packages for CYP who have required extensive support to return, and some where extensions to existent provisions were required.
- Number of requests for statutory assessment dropped during March – September. However, there are an increasing number of requests now that CYP are back in school , and their needs are being identified.

Bespoke Packages

- Increase in bespoke packages
- Increase in number of students remaining in provision for longer in order to complete courses.
- Increase in number of students remaining / returning to education for longer than intended, due to lack of employment opportunities and apprenticeships.

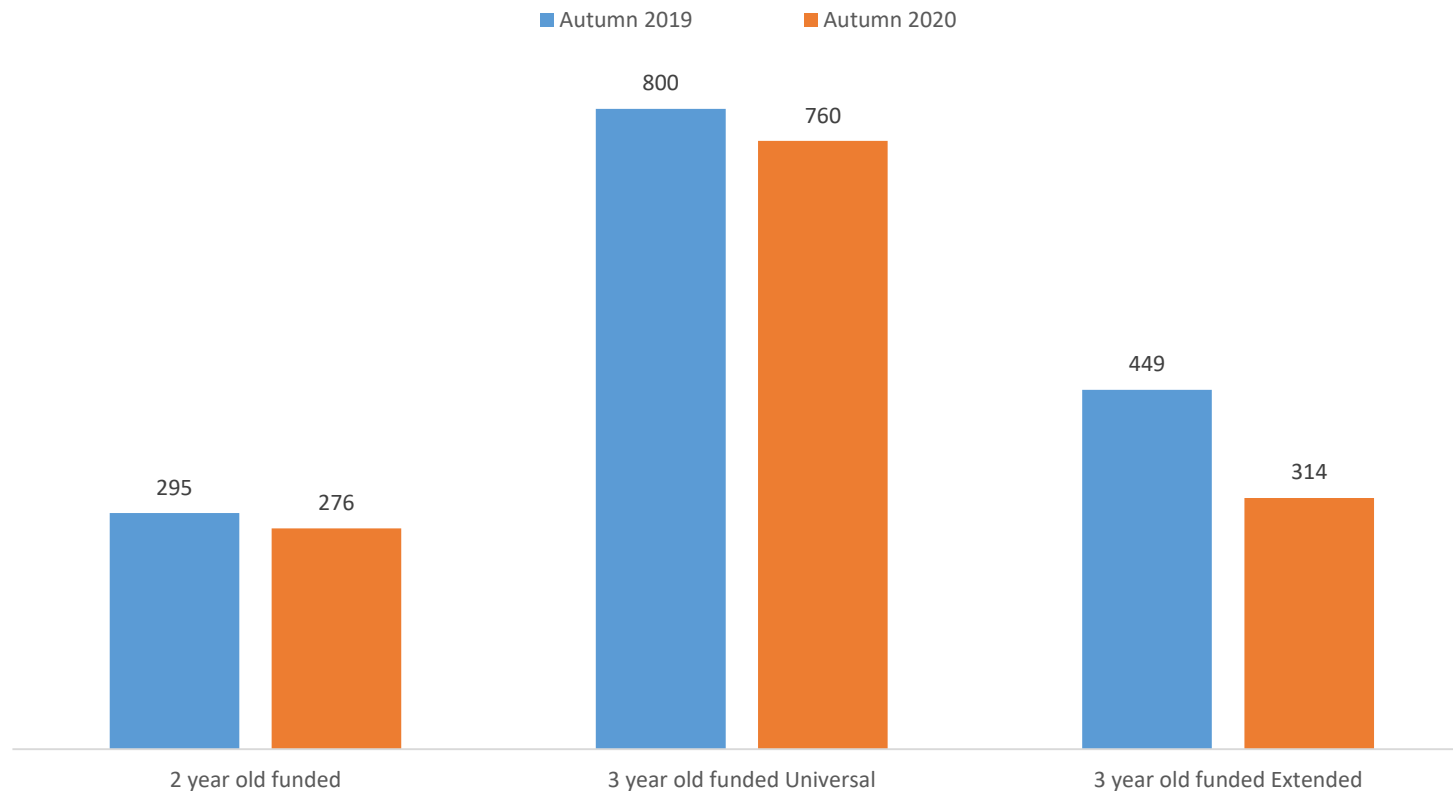
New requests for Statutory Assessment

- 142 Requests for Statutory Assessment received, 37 refused to assess (26%)
- Compared to 238 RSAs received, 71 refused to assess (30%) for the same period in 2019

(2020 EHCP statistics as at 30/9/20)

Early Years Funding Impact – PVI Sector

Early Years Funding Take Up - Comparison 2019 to 2020



This data is based on children attending private providers only, it does not include school nursery data which is not yet fully available.

Early indicators show that there has been a small percentage drop in the number of children attending PVI providers for the 2 year old (-6%) and universal entitlements (-5%). This could be a result of increased take up in schools and parents wanting to minimise the number of settings their children attend (the school data will provide a better insight into this) or waiting to see how the local area and provisions are managing and mitigating against COVID-19 before making a decision to use childcare. The significant drop is in the 30 hours entitlement where a 30% drop is currently being experienced. This could be due to increased home working, fewer families being entitled to 30 hours due to job losses, decreased income etc.

Early Years

- The Early Years and Childcare Service have worked alongside the sector including the Private Voluntary and Independent settings, Childminders & Play Providers to support them in developing their systems to ensure the safe return of children to provision and the continuing increase in take up of places across Torbay.
- An active social media campaign was run during the summer to encourage parents/carers to access the free entitlement funding available for their children, including signposting them on how to apply.
- A parent/carers survey was launched to understand local experience and need in relation to childcare and if there had been any impact due to COVID-19. The data collected will help support future sufficiency planning.

GCSE and A Level results 2020

Methodology

Summer 2020 grading

- The DfE [announced on 17 August 2020](#) that, for GCSEs, AS and A levels, extended project qualifications and advanced extension awards, students would be awarded their centre assessment grade or calculated grade, whichever is higher.
- <https://www.gov.uk/government/news/guide-to-gcse-results-for-england-2020>

Torbay Overview

- In line with the national picture all English grades 9-5 showed an improvement on 2019 – this ranged from between 2 % and 22%
- A similar picture has emerged for Maths results at grades 9-5 – with the improvement being between 4% and 21%
- Students achieving 9- 5 in English and Maths plus 3 other subjects has improved between 4% and 23%

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Disadvantaged

- English grades 9-5 for the disadvantaged have improved with the exception of one school – these improvements range from between 2% and 8%
- Maths grades 9-5 have also improved with the improvement ranging between 4% and 21 %
- Disadvantaged students achieving 9- 5 in English and Maths plus 3 other subjects has improved between 7% and 10%

A level

Key points from the guide to As and A level results for England 2020 published by the Government

- In the context of exams this summer being cancelled, we had 2 broad aims: to make sure as many students as possible could get grades so they could move on to the next stage of their lives and to do that in as fair a way as possible.
- Overall A level results in England are higher at grade A and above compared to 2019 (27.6% in 2020 compared with 25.2% in 2019). This reflects the approach to awarding grades this summer and the decisions that, where possible, have been taken in students' favour, as part of the standardisation process.
- The majority of grades awarded to students are the same or within one grade of the centre assessment grades (CAGs) – 96.4% at A level and 91.5% at AS.
- Students who are not happy with their calculated grade can ask their school or college about the appeals system or they can choose to sit an exam in the Autumn.
- Entries for reformed AS qualifications in England have dropped by over 26% compared to last summer. This makes it much more difficult to interpret any changes in year-on-year results.
- <https://www.gov.uk/government/news/guide-to-as-and-a-level-results-for-england-2020>

Torbay overview

As we have found with the GCSE results Torbay A level results have improved.

- Students achieving 3 + grade A –E has improved from between 2% and 53%
- Students achieving the 3 + A levels at the higher grades of A *A/B has improved by between 2% and 28%