



WOKINGHAM BOROUGH COUNCIL

A Meeting of the **CHILDREN'S SERVICES OVERVIEW
AND SCRUTINY COMMITTEE** will be held at the Civic
Offices, Shute End, Wokingham, RG40 1BN on
TUESDAY 13 SEPTEMBER 2016 AT 7.00 PM

Andy Couldrick
Chief Executive
Published on 5 September 2016

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WOKINGHAM BOROUGH COUNCIL

Our Vision

A great place to live, an even better place to do business

Our Priorities

Improve educational attainment and focus on every child achieving their potential

Invest in regenerating towns and villages, support social and economic prosperity, whilst encouraging business growth

Ensure strong sustainable communities that are vibrant and supported by well designed development

Tackle traffic congestion in specific areas of the Borough

Improve the customer experience when accessing Council services

The Underpinning Principles

Offer excellent value for your Council Tax

Provide affordable homes

Look after the vulnerable

Improve health, wellbeing and quality of life

Maintain and improve the waste collection, recycling and fuel efficiency

Deliver quality in all that we do

MEMBERSHIP OF THE CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE

Councillors

Pauline Helliard-Symons
(Chairman)
Richard Dolinski
Bill Soane

Shahid Younis (Vice-
Chairman)
Lindsay Ferris
Alison Swaddle

Laura Blumenthal
Ken Miall

Substitutes

Chris Bowring
Clive Jones

Prue Bray

Kate Haines

Parent Governor Representatives

Vacancy, Parent Governor Representative
Vacancy, Parent Governor Representative

Diocesan Representatives

Vacancy, Roman Catholic Representative
Vacancy, C of E Representative

ITEM NO.	WARD	SUBJECT	PAGE NO.
11.		APOLOGIES To receive any apologies for absence.	
12.		MINUTES OF PREVIOUS MEETING To confirm the Minutes of the Meeting held on 28 June 2016.	7 - 12
13.		DECLARATION OF INTEREST To receive any declarations of interest.	
14.	None Specific	PUBLIC QUESTION TIME To answer any public questions A period of 30 minutes will be allowed for members of the public to ask questions submitted under notice. The Council welcomes questions from members of the public about the work of this committee. Subject to meeting certain timescales, questions can relate to general issues concerned with the work of the Committee or an item which is on the Agenda for this meeting. For full details of the procedure for submitting questions please contact the Democratic Services Section on the numbers given below or go to www.wokingham.gov.uk/publicquestions	

15.	None Specific	MEMBER QUESTION TIME To answer any member questions	
16.	None Specific	MASH UPDATE, MARAC PLAN, MAPPA BRIEFING To receive: <ul style="list-style-type: none"> • Update on the MASH (Multi Agency Safeguarding Hub); • Update on the MARAC (Multi Agency Risk Assessment Conference) Plan; • Briefing on MAPPA (Multi-agency public protection arrangements). 	13 - 22
17.	None Specific	CHILDREN'S SERVICES PERFORMANCE INDICATORS To receive a report containing the Children's Services Performance Indicators.	To Follow
18.	None Specific	POST OFSTED ACTION PLAN To consider the update report on the post Ofsted Action Plan.	To Follow
19.	None Specific	SIX MONTH SELF-ASSESSMENT PLAN To receive and consider the Six Month Self-Assessment Plan.	To Follow
20.	None Specific	SUMMARY OF 5 SCHOOLS WITH OFSTED REPORT BEING PUBLISHED BETWEEN JUNE 2016 AND AUGUST 2016 To receive information on schools' performance and to review recent Ofsted reports.	23 - 40
21.	None Specific	ESTABLISHING A WOKINGHAM MULTI ACADEMY TRUST To consider a report giving details of the establishment of the Wokingham Multi Academy Trust.	41 - 48
22.	None Specific	WOKINGHAM BOROUGH COUNCIL POLICIES REGARDING TRANSEXUAL ISSUES IN SCHOOLS To receive a report outlining how Wokingham Borough schools are complying with the Equality duty.	To Follow
23.		FORWARD PROGRAMME To consider the Committee's forward programme for the remainder of the municipal year.	49 - 54

Any other items which the Chairman decides are urgent

A Supplementary Agenda will be issued by the Chief Executive if there are any other items to consider under this heading

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MINUTES OF A MEETING OF THE CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE HELD ON 28 JUNE 2016 FROM 7.00 PM TO 9.00 PM

Committee Members Present

Councillors: Pauline Helliard-Symons (Chairman), Laura Blumenthal, Richard Dolinski, Lindsay Ferris, Ken Miall, Bill Soane and Alison Swaddle

Other Councillors Present

Councillors: Charlotte Haitham Taylor

Officers Present

Luciane Bowker, Democratic Services Officer
Felicity Budgen, Interim Head of Social Care and Intervention
Brian Grady, Head of Strategic Commissioning
Lisa Humphreys, Head of Social Care and Intervention
Judith Ramsden, Director of Children's Services
Alan Stubbersfield, Interim Assistant Director Learning and Achievement

The Chairman formally thanked Felicity Budgen for all her work with Children's Services and her valuable contribution to the Overview and Scrutiny Committee; this was Felicity's last meeting of the Committee. The Chairman also welcomed all the new Members and Officers to the Committee.

1. APOLOGIES

An apology for absence was submitted from Councillor Shahid Younis.

2. MINUTES OF PREVIOUS MEETING

The Minutes of the meeting of the Committee held on 23 February 2016 were confirmed as a correct record and signed by the Chairman.

3. DECLARATION OF INTEREST

There were no declarations of interest.

4. PUBLIC QUESTION TIME

There were no public questions.

5. MEMBER QUESTION TIME

There were no Member questions.

6. MULTI AGENCY SAFEGUARDING HUB (MASH) UPDATE

The Committee received a report containing details of the Multi Agency Safeguarding Hub (MASH) which was set out on agenda pages 13-18. Graham Enright from Thames Valley Police addressed the Committee explaining the contents of the MASH update report.

Graham stated that the implementation of MASH in April 2016 had been a success. Graham pointed out that one of the main benefits of the project was that it offered a safe environment to hold conversations about safeguarding and this helped to speed up the process.

Graham informed that MASH was about sharing information between agencies; the project had been established and signed by the Police, WBC and Health. The Committee was

informed that there were six MASH programmes in Berkshire and they all worked collaboratively. Graham stated that the MASH programme minimised the risk of any information being missed as well as accelerate the processes.

Graham stated that the business processes were working well and these were reviewed regularly at the Strategic and Operational meetings. The group also met with the Police across the six Berkshire Authorities to ensure there was consistent practice.

Graham confirmed that the MASH team in Wokingham consisted of three members of staff, including a supervisor who was an ex Police inspector.

During the discussion of the item the following points were made:

- It would take a long time to measure the impact of MASH, but Graham was confident that risk was being minimised as a result of MASH;
- Members questioned how to ensure that information was not missed when people moved to different areas. Graham stated that the Police had a system that linked all areas and were able to track down information about individuals, even when they moved areas. Graham explained that although the Local Authorities Children's Services systems were not linked, any information fed to the Police was shared in the Police's systems;
- Felicity Budgen, Interim Head of Social Care and Intervention confirmed that all agencies which had a role in protecting children were involved in the MASH project;
- Judith Ramsden, Director for Children's Services confirmed that people were encouraged to report concerns about safeguarding in the same manner as before. It was for MASH to review this information and act accordingly;
- Felicity emphasized that it had been decided by all the agencies involved that there would not be a launch of MASH as this could cause confusion about referrals to the Local Authority. Felicity stated that the telephone number and processes had not changed, the public and partners were still required to phone the usual number and if appropriate the referral would be subject to the MASH process;
- Charlotte Haitham Taylor, Executive Member for Children's Services reminded councillors of their privileged position in the community and urged them to raise awareness and to call the services if they felt in any way concerned about safeguarding;
- Members questioned if the numbers were widely available and known to the public, Officers felt confident that they were. However, Judith believed it was important not to become complacent and stated that she would take the issue of raising awareness to the Safeguarding Board;
- In response to a question, Judith explained that schools were aware of the procedures that should be followed if they had concerns about safeguarding. Also, there were school representatives in the Safeguarding Board. Judith reported that the recent Ofsted inspection had tested safeguarding awareness in the community and was satisfied with the high level of awareness displayed by the community in Wokingham;
- Councillor Lindsay Ferris expressed concern regarding the safeguarding of children from split families, where the names could change and as a result there was a risk of missing information. He hoped joint work by the six MASH projects would help to diminish this risk;
- Felicity confirmed that the six Local Authorities involved were monitoring the implementation of the project and testing best practice;
- The Committee was informed that MASH was being implemented nationally;
- Judith stated that MASH was not the only system in place to enable safeguarding, there were also other systems already in operation. Judith offered to share with the

committee information about the MARAC map (Multi Agency Risk Assessment Conference) which was another system used to help with safeguarding. The Committee agreed it would be useful to receive information about the MARAC map.

RESOLVED That:

- 1) The Committee has reviewed the progress update and requests a progress report at the September meeting;
- 2) The MARAC map be brought for the Committee for consideration.

7. CHILDREN'S SERVICES PERFORMANCE INDICATORS

The Committee considered the Children's Services Performance Indicators report which was set out on agenda pages 19-28. The Chairman, Councillor Pauline Helliard-Symons stated that this report had been scrutinised by the Overview and Scrutiny Management Committee and some questions had been raised. Officers had produced a paper explaining those particular points and this had been circulated to the Members of the Management Committee. As this concerned Children's Services' issues, the Chairman asked that Luciane Bowker, Democratic Services Officer make the document available to all Members of the Children's Services Overview and Scrutiny Committee.

Councillor Laura Blumenthal enquired about the rationale behind the setting up of targets. Brian Grady, Head of Strategic Commissioning explained that this process was being reviewed and once a new system was in place this would be presented to the Committee.

The following indicators were discussed in more detail as follows:

% Looked After Children living within 20 miles of their home

- this was improving, one of the strategies used was to recruit more foster carers. Felicity reported that five or six new foster carers had been recently recruited through the 'Home for Good' initiative which run via the churches;
- Felicity stated that it would be good to have more foster carers, it was the service's aim to recruit more foster carers by the end of the year, there was ongoing work to try and achieve this target;
- Felicity informed that a lot of people who initially volunteered to be foster carers did not measure properly the impact that being a foster carer would have on their lives. A lot of people had to be turned down and only real potential recruits were considered by the panel. Often the children that needed to be fostered had challenging behaviours as a result of their early experiences in life. However, Felicity stated that there were different types of needs for different types of foster carers;
- Wokingham had significantly improved the way it treated its foster carers, and the Committee recognised the work that had been undertaken by Felicity and her team to develop a better system.

Reduce the education gap at KS2 level 4 between disadvantaged and other pupils for Reading, Writing and Maths

- Councillor Lindsay Ferris was concerned that not enough was being done to narrow the gap between disadvantaged and other pupils;
- Alan Stubbersfield, Interim Head of Learning and Achievement stated that the overall picture in Wokingham was one of improvement, many schools had maintained a 'good' status and this in reality equated to an improvement as the current Ofsted inspection was more rigorous. In Alan's opinion the schools' results reflected an improvement in narrowing the gap;

- Alan stated that there was ongoing work and action plans in place for schools that needed improvement or were causing concern;
- Alan informed that the assessment of the 2015/16 academic year was not yet known and this would be reported to the Committee at its next meeting;
- Judith stated that the service was not complacent, there were many schools which were doing very well, and analyses being undertaken to find out what had worked well and how to extrapolate and get even better results;
- Judith reported that the Government often sent letters to schools, sometimes this was about narrowing the gap, but the letters were not consistent;
- Members asked what monitoring and help could be offered to academy schools. Alan responded the Local Authority's powers relating to academy schools were very limited, it was for the school to determine the level of relationship they wished to have with the Local Authority. Alan informed that only the Regional Schools Commissioner could take action relating to underperforming academy schools;
- Councillor Alison Swaddle reported that Maiden Erlegh had recently received a letter from the Government praising their work in narrowing the gap;
- Alan stated that 100% of maintained secondary schools were rated 'good' or 'better' by Ofsted.

RESOLVED That the Children's Services performance indicators be noted.

8. SCHOOLS PERFORMANCE - OFSTED REPORTS

The Committee considered the Schools Performance – Ofsted Reports as set out on agenda pages 29-64. Alan Stubbersfield, Interim Head of Learning & Achievement introduced the report.

Alan explained that the Forest School's result 'Requires Improvement' had been anticipated by the service, the school had a new Headteacher who had been in her post for 18 months. There were some areas of strength but some areas that needed improvement such as securing progress for disadvantaged pupils. Alan assured the Committee that the school was working hard to improve.

Members were advised that a full report of inspections could be found in the Ofsted website, for the purposes of this meeting it was agreed that it was not necessary to reproduce full reports.

The Committee noted the results of all the schools listed in the report. Members were informed that it was not possible to comment on the Southfield School report as this was currently undergoing investigations. However, Judith confirmed that the school had received an order to convert to academy and at the moment were looking for a sponsor. The Committee would be updated on the investigation's findings in due course.

The Committee was pleased to see the 'good' result achieved by Earley St Peter's CofE School as this represented an improvement since the last inspection. It was noted that the school had a new Headteacher.

The Committee was impressed with the 'good' result achieved by Windmill School at its first inspection.

Alan reported that there was an action plan to help Gorse Ride Junior School following its 'Requires Improvement' result. It was interesting to note that it was the same Governing Body for the Junior and Infant school.

RESOLVED That the report be noted.

9. OFSTED ACTION PLAN MONITORING REPORT

The Committee considered the Ofsted Action Plan following the single inspection of Services for Children in Need of Help and Protection, Children In Care and Care Leavers as set out on agenda pages 63-74.

Judith explained that usually Ofsted would come back after an inspection to revise the action plan, but this had not happened in Wokingham. Judith felt this demonstrated confidence in the service's ability to improve.

Councillor Haitham Taylor stated that there were 12 areas that Ofsted had identified as requiring improvement, and she felt satisfied with the progress made so far.

Judith stated that Ofsted had been impressed that some issues had been discussed at Overview and Scrutiny and also that the service's own self-assessment demonstrated the service understood where improvement was needed.

In response to a question, Brian Grady stated that there had been a time issue with the dates listed in the report, in that the submission date was very close to the deadlines in the report. Brian offered to give an update to the Committee on any of the actions listed in the report. Judith stated that some targets were not time bound, they were continuous work.

Councillor Charlotte Haitham Taylor stated that Children's Services continued to work on a development plan; this would be ready by September.

In response to a question Felicity stated that every Looked After Child had received a card containing their Social Worker contact details. Also, a mystery shopper had tested the system by calling and leaving a message and results had been positive. However, Felicity stated that this work was ongoing as Social Workers could change and it was important to keep monitoring it.

In response to a question Judith stated that there were many different types of inspections, and she did not expect Wokingham would be subject to another full inspection in the next 12 months, however this was difficult to predict. Judith stated that she was planning a peer review in the next few months.

The Committee asked that a progress report be submitted to the September meeting.

RESOLVED That:

- 1) the action plan in response to Ofsted recommendations and the progress achieved is noted;
- 2) the Committee requests an update report for the September meeting.

10. FORWARD PROGRAMME

The Committee received a report with the future dates of meeting and possible items for consideration. The following items were agreed:

13 September 2016

- MASH update / MARAC Plan
- Update on the post Ofsted Action Plan

- 6 month self-assessment plan
- School improvement – narrowing the gap – progress report on schools including the data from 2015/2016 academic year

Date to be confirmed

- Wokingham Safeguarding Children's Board annual report
- Corporate Parenting Board annual report

The Committee considered suggestions put forward by Councillor Laura Blumenthal which were:

- how children in the Borough are supported in their guidance of career choices and training opportunities (e.g. apprenticeships) either at school or elsewhere;
- how disabled children and their families are supported in education and everyday life;
- young people's mental health and the support they are offered.

The Committee agreed that it would be useful to receive information about the career choices and training opportunities for children in the Borough. However, it was apparent that the Health Overview and Scrutiny Committee had already reviewed the other two points. The Committee asked that Luciane Bowker circulate the papers relating to those topics to all Committee Members. A decision could be made at the next meeting as to whether there was a need to revise further.

11. TASK AND FINISH GROUP

The Chairman called a Part 2 urgent item and after discussion the Committee decided to set up a Task and Finish Group.

TITLE	Multi-Agency Safeguarding Hub (MASH) Update
FOR CONSIDERATION BY	Children's Services Overview and Scrutiny Committee on 13 th September 2016
WARD	None Specific
DIRECTOR	Judith Ramsden, Director Children's Services

OUTCOME / BENEFITS TO THE COMMUNITY

The Multi agency Safeguarding Hub (MASH) is a well-established approach within Local Authorities to the triaging and sharing of information to establish more holistic and accurate risk assessments about safeguarding and child protection incidents relating to children and their families.

As part of a Pan Berkshire project, Wokingham Borough Council established a MASH which launched in April 2016.

RECOMMENDATION

That the Committee review the update below.

SUMMARY OF REPORT

This update builds on the update to Overview and Scrutiny on 28th June 2016.

The Multi-Agency Safeguarding Hub (MASH) continues to function well and feedback from partners remains positive. The Strategic MASH group has now transformed from a project implementation group to a governance group meeting quarterly. This group continues to monitor the multi professional strategic issues and data quality relating to the performance of MASH and Wokingham's links to the Pan Berkshire project.

The Operational group continues as a forum to monitor and improve the delivery of services at a practitioner level. The work of MASH continues under established Information sharing Agreement has been established and signed by Police, WBC and Health. Our Legal colleagues have agreed this.

The accommodation continues to serve MASH well and remains linked to the Early Help Hub with continued success in joint working and the diverting of children's needs at a timely stage to Early Help services.

The metrics have been developed based upon Pan Berkshire models to ensure consistent recording of data and performance. This will be reported routinely to the LSCB's. The data for Contacts and referrals has been routinely recorded; however MASH data sets have been established since 1st May 2016.

The head line data is below and demonstrates a stable and consistent picture of contacts, referrals and percentages of referrals being identified as meeting the MASH criteria for multiagency triaging. This picture is consistent with Wokingham Borough Council own trend data and is appropriately relative to other Berkshire authorities.

Contacts / Referrals

April 16	May 16	June 16	July 16	1 st -25 th Aug 16	Quarter 1 2016-17	Year to date 2016-17
410	518	535	477	430	1,463	2,370

MASH Contacts where agency checks have taken place

Contacts where agency checks have taken place (%s not included for the breakdown because multiagency checks could take place for one contact)	Apr-16		May-16		Jun-16		Jul-16		1st - 25th August 16	
	This information was not recorded formally until 1st May 2016		72	14%	88	16%	46	10%	47	10%
Education setting			43		34		11		2	
Education Welfare			0		5		0		2	
Health			22		31		30		28	
Other			21		34		12		21	
Police			12		29		12		8	
Probation			2		10		3		0	
Discussed with DA Risk Assessor (BWA)	95	23%	56	11%	56	10%	39	8%	73	17%

Contacts where agency checks have taken place (%s not included for the breakdown because multiagency checks could take place for one contact)	Quarter 1 2016-17		Year to date 2016-17	
	160	11%	253	11%
Education setting	77		90	
Education Welfare	5		7	
Health	53		111	
Other	55		88	
Police	41		61	
Probation	12		15	
Discussed with DA Risk Assessor (BWA)	207	14%	319	13%

FINANCIAL IMPLICATIONS OF THE RECOMMENDATION

The Council faces severe financial challenges over the coming years as a result of the austerity measures implemented by the Government and subsequent reductions to public sector funding. It is estimated that Wokingham Borough Council will be required to make budget reductions in excess of £20m over the next three years and all Executive decisions should be made in this context.

	How much will it	Is there sufficient	Revenue or
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	Cost/ (Save)	funding – if not quantify the Shortfall	Capital?
Current Financial Year (Year 1)			
Next Financial Year (Year 2)			
Following Financial Year (Year 3)			

Other financial information relevant to the Recommendation/Decision
N/A

Cross-Council Implications
N/A

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TITLE	Multi Agency Risk Assessment Conference (MARAC) Briefing
FOR CONSIDERATION BY	Children's Services Overview and Scrutiny Committee on 13 September 2016
WARD	None Specific
DIRECTOR	Judith Ramsden, Director Children's Services

RECOMMENDATION

That the Committee review the update below.

SUMMARY OF REPORT-MARAC

Multi Agency Risk Assessment Conferences exist in all areas of Thames Valley. They consist of a panel of local agencies and vary between statutory bodies such as Police, Probation, Housing Departments, health agencies, Social services, Education to bodies such as locally commissioned domestic abuse service providers to voluntary bodies such as charities.

They work under direction of CAADA (Coordinated Action Against Domestic Abuse) and comply with their guidelines. The Thames Valley MARACs normally meet on a monthly basis but Emergency MARACs can be called whenever the need arises.

The role of the conference is to manage the risk to **High Risk** victims and families. The panel is normally chaired by the local DAU Detective Inspector or a Senior Probation Officer. The referrals are made by agencies who are signatories to the local MARAC Information Sharing Agreement. Each agency has a Dedicated MARAC Officer (DMO) who receives referrals and submits them through an online database. Actions and risk levels are agreed at these meetings. DAU staff are able to refer all high risk cases direct to the MARAC Administrator.

FINANCIAL IMPLICATIONS OF THE RECOMMENDATION

The Council faces severe financial challenges over the coming years as a result of the austerity measures implemented by the Government and subsequent reductions to public sector funding. It is estimated that Wokingham Borough Council will be required to make budget reductions in excess of £20m over the next three years and all Executive decisions should be made in this context.

	How much will it Cost/ (Save)	Is there sufficient funding – if not quantify the Shortfall	Revenue or Capital?
Current Financial Year (Year 1)	N/A	N/A	N/A
Next Financial Year (Year 2)	N/A	N/A	N/A
Following Financial Year (Year 3)	N/A	N/A	N/A

Other financial information relevant to the Recommendation/Decision

N/A

Cross-Council Implications

N/A

Reasons for considering the report in Part 2

N/A

List of Background Papers

N/A

TITLE	MAPPA Briefing
FOR CONSIDERATION BY	Children's Services Overview and Scrutiny Committee 13 September 2016
WARD	None Specific
DIRECTOR	Judith Ramsden, Director Children's Services

RECOMMENDATION

That the Committee review the update below.

SUMMARY OF REPORT-MAPPA

The Criminal Justice and Court Services Act 2000 and the Criminal Justice Act 2003 require the Police, Probation and Prison services (jointly comprising the "responsible authority") to establish formal arrangements for the purpose of assessing and managing the risks posed by the following categories:-

1. Sex offenders subject to the notification requirements as defined by the Sexual offences Act 2003.
2. An offender who has committed an offence within [schedule 15 of the Criminal Justice Act 2003](#) and received a relevant disposal.
3. An offender not included above who poses a high risk of serious harm to the public and has a relevant previous conviction,

All these categories may also include mental health disposals

Responsible Authority

The Responsible Authority is the primary agency for MAPPA. This is the police, prison and Probation Trust in each area, working together. The Responsible Authority has a duty to ensure that the risk posed by specified sexual and violent offenders are assessed and managed appropriately.

Duty to co-operate agencies

Other bodies have a duty to co-operate with the Responsible Authority in this task. These duty to co-operate agencies (DTC Agencies) will need to work with the Responsible Authority on particular aspects of an offender's life (e.g. education, employment, housing, social care).

Strategic Management Board

The supervision of this work is carried out by the Strategic Management Board (SMB) in each area. It has a range of governance-related functions, including monitoring performance.

Process

Identification and Notification

The first stages of the process are to identify offenders who may be liable to management under MAPPA as a consequence of their caution or conviction and sentence, and later to notify the MAPPA Coordinator of their impending release into the community, or the commencement of a community order or suspended sentence, as appropriate. This responsibility falls to the agency that has the leading statutory responsibility for each offender. Offenders are placed into one of three MAPPA categories according to their offence and sentence.

Levels of Management

MAPPA offenders are managed at one of three levels according to the extent of agency involvement needed and the number of different agencies involved. Level 1 involves the sharing of information but does not require multi-agency meetings. Level 2 involves MAPP meetings where an active-multi-agency approach is required. Level 3 is the highest level, where senior representatives of the relevant agencies with the authority to commit resources are required.

ViSOR

Storing and sharing information about offenders is essential to the multi-agency approach. Information is stored in a central database known as ViSOR, according to each Responsible Authority's business model.

Risk Assessment

Once offenders have been identified as MAPPA offenders, the next stage is to assess the risk they pose. This could be the risk of reconviction, the risk of reoffending, or the risk of serious harm. A range of assessment tools are available for this purpose.

Risk Management Plan

Having assessed the risk that each offender poses, the MAPPA agencies need to manage that risk. This will entail the preparation of a detailed and robust Risk Management Plan.

MAPP meetings

The vast majority of MAPPA offenders will be managed through the ordinary management of one agency, although this will usually involve the sharing of information with other relevant agencies. The structural basis for the discussion of MAPPA offenders who need active inter-agency management, including their risk assessment and risk management, is the MAPP meeting. The Responsible Authority agencies and the MAPPA Co-ordinator are permanent members of these meetings. DTC agencies are invited to attend for any offender in respect of whom they can provide additional support and management. The frequency of meetings depends on the level of management deemed appropriate for each offender.

MAPPA Coordination

The MAPPA Co-ordinator works on behalf of the Responsible Authority and is accountable to the SMB. Their role is in co-ordinating the work of the MAPPA agencies in each area.

FINANCIAL IMPLICATIONS OF THE RECOMMENDATION

The Council faces severe financial challenges over the coming years as a result of the austerity measures implemented by the Government and subsequent reductions to public sector funding. It is estimated that Wokingham Borough Council will be required to make budget reductions in excess of £20m over the next three years and all Executive decisions should be made in this context.

	How much will it Cost/ (Save)	Is there sufficient funding – if not quantify the Shortfall	Revenue or Capital?
Current Financial Year (Year 1)	N/A	N/A	N/A
Next Financial Year (Year 2)	N/A	N/A	N/A
Following Financial Year (Year 3)	N/A	N/A	N/A

Other financial information relevant to the Recommendation/Decision

N/A

Cross-Council Implications

N/A

Reasons for considering the report in Part 2

N/A

List of Background Papers

N/A

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Agenda Item 20.

TITLE	Summary of 5 schools with Ofsted Report being published between June 2016 and August 2016	
FOR CONSIDERATION BY	Children's Services Overview and Scrutiny on 13 September 2016	
WARD	None specific	
DIRECTOR	Judith Ramsden, Director of Children's Services	
The Coombes Primary School (Inspection 17-18 May 2016)		Inadequate
Oaklands (Inspection 7 June 2016)		School Short Inspection Report – School continues to be good
Westende Junior School (Inspection 9 June 2016)		School Short Inspection Report – School continues to be good
Oakbank (Inspection 21-22 June 2016)		Good
Winnersh Primary School (Inspection 24-25 May 2016)		Good

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The Coombes Church of England Primary School

School Road, Arborfield, Reading RG2 9NX

Inspection dates	17–18 May
Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Inadequate
Early years provision	Inadequate
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an inadequate school

- There has been much turbulence in leadership for the past two years. Some important national developments have not been implemented in the school. Governors have had no strategy to secure improvements. Consequently, the quality of teaching has declined significantly.
- Not enough pupils across the school are making expected progress in English and mathematics. The curriculum is inadequate and teachers' expectations of pupils are not high enough.
- Teachers' assessments of pupils are not accurate as they do not have a thorough understanding of the national curriculum.
- Lessons do not enable pupils of different abilities and groups to succeed. Teachers do not use their knowledge of pupils to plan suitably challenging tasks.
- Children in the early years are not making enough progress because teaching does not effectively promote learning. Activities in the indoor and outdoor provision do not cover all of the areas of learning.
- Disadvantaged pupils underachieve. Leaders have not spent the pupil premium effectively.
- Leaders have not identified the most able pupils. No provision is made for this group.
- Pupils who have special educational needs or disability make even less progress than other pupils. Extra support is not effective.
- Equal opportunities are not well promoted. Pupils do not have equal chances to achieve.
- Governors and some leaders have an inaccurate understanding of the school's effectiveness. They do not understand pupils' progress information well enough so they cannot use this to hold others to account.
- Opportunities to develop pupils' social, moral, spiritual and cultural understanding and knowledge of British values are not embedded. Pupils are not well prepared for life in modern Britain.
- Not all adults are applying the new expectations of pupils' behaviour well enough.

The school has the following strengths

- The consultant headteacher has recently introduced important changes and helpful new systems. It is too early to see the impact of these.
- Relationships between adults and pupils are strong. Safeguarding is effective because adults prioritise pupils' welfare.

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24 June 2016

Miss Julie Sheppard
Headteacher
Oaklands Infant School
Butler Road
Crowthorne
Berkshire
RG45 6QZ

Dear Miss Sheppard

Short inspection of Oaklands Infant School

Following my visit to the school on 7 June 2016, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in March 2012.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. You focus effectively on improving the quality of teaching and learning within the school. Your motto of 'deep roots for future growth' is borne out in the good and improving start pupils make in the early years. Staff say they are proud to work at the school and share your ambition for further improvement. Parents say their children enjoy coming to school, and they appreciate the strong moral values staff instil in their children. They feel that the school helps their children to be inspired to find out more about the world around them and that the school community is strong and welcoming.

Pupils enjoy their learning at school and work hard in lessons. They develop a love of learning because leaders ensure the curriculum provides enriching experiences through relevant visits to places of interest and inspiring visitors. Leaders show a strong commitment to developing pupils' care, concern and respect for others. The characters linked to your core values, such as 'Ivy' who rises to challenges and 'Goldie' who encourages respect for all, positively influence pupils' attitudes towards others. Pupils show a desire to learn and behave well both in and out of lessons. They are able to articulate strong levels of care and concern for others.

You and other senior leaders use the information you hold about what children know and can do to develop the teaching that pupils receive. You tailor additional support effectively to meet a range of needs. There are a small number of

disadvantaged pupils in the school, making it difficult to draw valid national comparisons regarding their performance. In 2015, these pupils achieved well.

You have tackled the areas for improvement identified at the last inspection well so that pupils know what they need to do to be successful in their work. They use the prompts teachers share with them to make their work more accurate. Pupils' punctuation and grammar is practised and reinforced in all their writing activities. In the early years, teaching has ensured that a high proportion of pupils start key stage 1 well prepared in reading, writing and number because activities focus closely on the skills with which pupils need the most support.

Although pupils' overall achievement is good at the end of key stage 1, teaching does not always build quickly enough on the strong start pupils make in the early years, particularly in phonics (letters and the sounds that they make), to enable pupils to make rapid progress in reading and writing.

There are a number of new governors this year. They have challenged leaders appropriately to secure swift improvements to aspects of the school's performance such as phonics in Year 1. However, governors do not always have all the information they need about the current performance of pupils to hold leaders fully to account for the impact of their actions. Leaders' evaluations are sometimes anecdotal or lack precise measures to gauge impact.

Safeguarding is effective.

Leaders ensure that safeguarding training is updated and that practice in school reflects the latest national guidance. All staff follow the agreed procedures if they are concerned about any pupil. The leadership team has ensured that all safeguarding arrangements are fit for purpose and records are detailed and of high quality. Concerns are addressed quickly and leaders liaise well with the other professionals to reduce any risk of harm. Pre-employment checks on staff meet requirements, although during this inspection some paper-based checks had not been fully transferred onto the electronic single central record. This was a slip-up rather than being indicative of any shortcoming in the checking procedures. Attendance is above the national average and very few pupils are persistently absent.

Inspection findings

- Your commitment to improving the quality of education further at the school came through clearly in my discussions and work with you. You have ensured that pupils learn in a safe, happy environment and are well cared for by the staff that teach them. Parents are pleased with the education their children receive during their time with you, with very few exceptions.
- Governors support leaders well and are increasing momentum for future improvements. New governors ask increasingly challenging questions of leaders and have begun to gather parent and staff views more regularly to check the impact of leaders' work.

- Performance management is linked closely to your planned improvements. Staff receive appropriate training, support and guidance to strengthen their work. Improvements to the teaching of phonics, for example, have meant that the proportions of pupils set to meet the expected standard at the end of Year 1 are significantly higher this year.
- Leaders rightly identify that pupils' achievement in writing by the end of key stage 1 is not as strong as that in reading. Work scrutiny shows that punctuation and grammar are accurate and careful presentation of work is supported by regular handwriting practice. In Year 2, pupils begin to incorporate more adventurous vocabulary choices in their writing and write for a range of purposes. However, some Year 1 work does not build quickly enough on the start they make in the early years by helping pupils use the sounds they know accurately in their writing.
- Children leave both the early years and key stage 1 with above-average attainment in reading. Pupils who read to me were keen to share their love of books. They talked about reading regularly both at home and at school, and samples of home reading records confirmed this. Some parents provided feedback to a recent governor survey to say that books can be too easy for some pupils. Scrutiny of teachers' records shows that some pupils do not move on to more complex texts as quickly as they should, given their starting points, particularly the most able pupils.
- The very small number of pupils with special educational needs and those who are disadvantaged receive effective support. Leaders have a clear grasp of pupils' individual needs and evaluate the difference additional support makes to pupils' progress.
- Pupils were animated when discussing the wide range of opportunities they have to learn from the visits they make and visitors that come into school. They recently enjoyed a visit from the Rabbi, who set up a synagogue experience for them in school. They looked at special objects and clothing that play an important part during worship and experienced making a Seder plate to gain a great understanding of the traditional Passover meal.
- Curriculum leaders consider carefully the range of opportunities provided to develop pupils' knowledge of both local and more distant communities. 'Language of the half term' has been a popular initiative this year with pupils, who enjoy celebrating the widening range of languages spoken by pupils in the school community. A recent themed week saw pupils investigating language, dance, art and musical traditions from a range of countries across continents including Hawaii, Russia, Sri Lanka and Egypt.
- Values are threaded through the curriculum and other areas of school life. All pupils spoken to, without exception, understood the core values and could explain how they endeavour to 'do the right thing' in their work and play. Pupils said they enjoy taking on additional responsibilities such as being part of 'Goldie's Army' during playtime. They appreciate the rewards they receive and share them with pride.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- teaching in key stage 1 builds rapidly on the good start children make in the early years so that pupils use complex sounds accurately when writing and the most able readers experience demanding texts which challenge their reading abilities
- evaluations of school effectiveness, linked to precise impact measures and current performance information for pupils in the school, are shared regularly so that governors can hold leaders to account even more effectively.

I am copying this letter to the chair of the governing body and the director of children's services for Wokingham. This letter will be published on the Ofsted website.

Yours sincerely

Abbie Wilkinson
Her Majesty's Inspector

Information about the inspection

I met with you, other leaders, pupils and five governors. I also met with a representative of the local authority. We visited classes in the early years and key stage 1 together. I met with other leaders to review samples of pupils' work in writing and to sample pupils' reading records. I also heard Year 1 pupils read. I took account of 13 responses to Ofsted's staff survey and 31 responses by parents to Ofsted's online questionnaire, Parent View. In addition, I considered a further 29 written comments from parents. I spoke with a group of pupils from across the school. I analysed a range of the school's documentation, including leaders' checks on pupils' current performance, the school improvement plan and safeguarding policies and procedures. I reviewed leaders' records of behaviour and their response to incidents. I discussed your own evaluation of the school's performance with you.

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5 July 2016

Mr Dominic Cook
Headteacher
Westende Junior School
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Wokingham
Berkshire
RG40 2EJ

Dear Mr Cook

Short inspection of Westende Junior School

Following my visit to the school on 9 June 2016, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in January 2012.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. You tackle improvements effectively, ensuring that the quality of teaching and the use of assessment are strong and improving further. Governors recognise that the pace of improvement has increased under your leadership, resulting in good outcomes for pupils. Staff understand your vision for the school and work well as a team. Parents are positive about the pastoral care afforded to pupils at Westende. Parents say they would welcome even more frequent information about the progress of their children. However, as judged by a representative sample of their comments, their children are 'thriving' and developing a 'fabulous attitude to learning'.

Pupils begin the school well placed to succeed. Leaders do not, however, leave any pupil, particularly the most able, treading water. On the contrary, they ensure that teaching builds carefully on the skills pupils have when they start the school, strengthening weaker aspects and building on strong areas. Leaders provide well-targeted training for staff, mentoring new teachers well so that they make a successful start to their teaching careers. Pupils show focus and respect for their teachers, behaving impeccably during all of the sessions visited during the inspection. Pupils say the majority of their peers are considerate of others during learning and play and enjoy making their contribution to building a happy, safe school through leadership roles, such as peer mediators.

Teachers are given regular opportunities to work together to assess how well pupils

are doing. Leaders regularly check the performance of pupils individually and know how well groups of pupils are achieving over time because the information systems in the school are clear and informative. The attainment of pupils at the school has remained better than average since the last inspection, with more pupils achieving higher levels than found nationally in reading, writing and mathematics in 2015. Although some pupils last year did not make the progress they should have in mathematics, current information is very positive for the proportions of pupils making expected or better than expected progress in reading, writing and mathematics.

At the last inspection, inspectors identified the need to raise attainment in writing, particularly for more able pupils. Inspectors also asked leaders to develop a more detailed picture of pupils' attainment on entry to the school. Leaders have tackled these areas effectively so that:

- the most able pupils routinely use research and wider reading to inform their writing and regularly take opportunities to edit, refine and redraft their ideas so that the final versions are of a high standard
- teachers engage pupils in lively conversation about the choices they are making when they write so that the language used is of higher calibre and interest for readers
- there is an accurate information system which is understood and used well by all staff to show pupils' starting points and the current progress they are making.

Pupils' books show that occasionally pupils' attention is not focused quickly on ways they could make their writing even better during lessons so that progress is slower than it could be.

Although pupils' behaviour during the inspection was exemplary, aspects of their personal development, such as knowledge about a range of faiths, cultures and traditions wider than their own, have not been fully capitalised on within the curriculum. Curriculum leaders are at an early stage of mapping all of the opportunities available for pupils and consequently pupils' current knowledge is patchy.

The work of governors, while effective, relies heavily on information provided by the headteacher. There have been some recent lapses in the statutory reporting of information on the website while the headteacher has been undertaking an executive headteacher role in the local authority.

Safeguarding is effective.

Leaders take safeguarding seriously and ensure that staff receive regular training. Senior leaders hold recently updated and relevant qualifications. Pupils have a good understanding of the risks associated with accessing or sharing information online and other risks to their personal safety. Attendance is high at the school because leaders set high expectations and provide sensitive support to any families who find it difficult to get their children to school as regularly as they should.

The leadership team has ensured that all safeguarding arrangements are fit for purpose and records are detailed and of high quality. All current policies reflect the most recent national guidance and leaders have a clear grasp of their duties, such as keeping pupils safe from the risks of radicalisation and extremism. There are regular training audits to make sure staff have all the information they need to keep pupils safe.

Inspection findings

- Since the previous inspection in January 2012, you have maintained a committed focus to improving teaching and achievement. You have ignited other leaders' determination to succeed further and empowered them to lead when you are supporting leaders in other schools within the locality.
- You provide clear direction and focus in future planning and your vision is understood by the school community. Skilled teachers support your work and this has increased the pace and success of actions that are taken.
- Many parents praise the school for the contribution that is made to the pupils' personal and academic development. They feel that staff know their children very well. They appreciate their children being fully prepared for the academic rigour of the secondary curriculum and are proud that their children make a successful start to Year 7.
- Teachers are well supported by senior leaders in developing their practice. New and experienced colleagues work together regularly to share ideas and consider what works well for the pupils they teach.
- Information about pupils' achievement is understood and used to plan learning for individuals, groups and classes. Staff are ambitious for all pupils, focusing closely on pupils who need additional help and support and providing suitable extension for the most able. Teachers know they are expected to account for the difference their teaching makes to pupils' progress.
- Governors are good advocates and play an active part in the life of the school, visiting regularly. Governors' evaluation, however, is heavily reliant on leaders' reporting rather than their own independent evaluation of what they are presented with.
- Achievement overall is good. The vast majority of pupils make the progress that is expected of them or do better, including those pupils who are disadvantaged. Pupils who have special educational needs or disability supported through the Acorn Centre make good progress from their starting points because of the skilled support they receive during their lessons in the main school.
- Teaching across key stage 2 has a number of successful characteristics. Explanations are grounded in accurate subject knowledge and questions posed enable pupils to think deeply. Teachers hold high expectations of all pupils.
- This was shown well in a Year 3 mathematics lesson where pupils were researching, presenting and analysing data. Pupils independently sourced and recorded information, surveying their peers. They created accurate and well-presented graphs, explaining to me why they had to take care with scales and labelling. Their analysis focused closely on pertinent patterns and

trends in the information such as 'frequency'. The speed of their work and the quality produced was linked closely to the high expectations set by their teacher.

- In a Year 5 English lesson, the most able pupils were researching and composing a letter to the Queen. They used formal language appropriately, manipulated sentence structures to gain the best effect on the reader and added selected details from their research to enliven their letters.
- Pupils in need of additional support receive structured, focused help to improve their skills. Teacher intervention has high impact on the quality of pupils' subsequent work. In one group, pupils were discussing their thinking prior to writing. The teacher gave time for a pupil to try and incorporate their chosen word 'beautiful' into their sentence start. They worked through a number of options, considering each in the sentence. Their final construction 'the next beautiful morning' enhanced their writing very effectively.
- Pupils' behaviour in lessons and around the school during the inspection was exemplary. Pupils were keen to learn in lessons, maintained focus and showed high levels of respect and courtesy for adults and other pupils. Pupils who spoke to me said there were very few incidents of poor behaviour. The wider pupil survey supports this view.
- There are a number of opportunities for pupils to develop their leadership skills in the local community. Initiatives such as 'dementia friends' and 'junior wardens' are examples of this. Pupils in Year 5 have also recently submitted applications for the post of 'Mini Mayor' to support the local mayor. The school council's recent visit to the Houses of Parliament to look at democracy in action has strengthened their understanding of this British value.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- opportunities to develop pupils' spiritual and cultural understanding are fully exploited across the curriculum so that pupils develop excellent knowledge of these areas
- all statutory information on the website is regularly reviewed and updated and independent evaluation of the impact of leaders' actions is undertaken more regularly by governors
- teaching consistently focuses pupils' attention promptly on ways in which they could make their writing even better.

I am copying this letter to the chair of the governing body and the director of children's services for Wokingham. This letter will be published on the Ofsted website.

Yours sincerely

Abbie Wilkinson
Her Majesty's Inspector

Information about the inspection

I met with you, other leaders, pupils and three governors including the chair of the governing body. I also met with a representative of the local authority. I visited classes across all year groups in the school with yourself and senior leaders. I reviewed samples of pupils' work in writing across key stage 2. I took account of 15 responses to Ofsted's staff survey and 57 responses by parents to Ofsted's online questionnaire, Parent View. In addition, I considered 57 responses by pupils to their online survey. I spoke with a group of pupils from across the school. I analysed a range of the school's documentation, including leaders' checks on pupils' current performance, the school improvement plan, leaders' checks on the quality of teaching, learning and assessment, and safeguarding policies and procedures. I reviewed leaders' correspondence with parents and records of behaviour. I discussed your own evaluation of the school's performance with you.

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Oakbank

Hyde End Lane, Spencers Wood, Reading RG7 1ER

Inspection dates	21–22 June 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- This is a rapidly improving school. The principal, together with her senior team, has focused relentlessly on raising standards and bringing about sustained improvement.
- The governing body is very effective in supporting and challenging school leaders. Together with staff from the CfBT Schools Trust, they have established a culture of high expectations which is helping the school to improve further.
- Standards are rising quickly. Pupils make expected progress in all subject areas and across all year groups.
- Pupils behave very well in lessons and around the school. They have embraced willingly the higher expectations of their behaviour and this is having a very positive effect on their learning and progress.
- There is a strong ethos of mutual support and respect. Pupils are proud of their school, their attendance is much better and they work hard in lessons.
- Teaching in most subjects is good and there are examples of excellent practice. Teachers know their pupils well and plan interesting lessons to build on their knowledge and understanding.

It is not yet an outstanding school because

- As a result of weaker progress in the past, not enough pupils achieve more than expected progress by the end of key stage 4. This is particularly true of the most able pupils.
- Teaching is not yet highly effective across all departments to secure excellent outcomes for all pupils. Consequently, pupils are not always challenged sufficiently.

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Winnersh Primary School

Greenwood Grove, Winnersh, Wokingham, Berkshire RG41 5LH

Inspection dates	24–25 May 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher and other leaders have led and secured substantial improvement since the previous inspection. All aspects, including the quality of teaching, the standards pupils achieve and the quality of the curriculum, have improved.
- The teaching of reading is excellent. Pupils read widely and often achieve high standards. Reading well with enthusiasm and for pleasure is a strong feature.
- Leaders ensure that all pupils achieve their potential. As a result, many pupils, including the most able, girls, boys, disadvantaged pupils and those who have special educational needs or disability, achieve the standards expected for their age.
- Most pupils make good progress in reading, writing and mathematics and some make rapid progress.
- The school's curriculum is planned well and provides pupils with a wealth of high-quality learning experiences.
- Teachers, including in the early years, ensure that activities hold appeal. All aspects of learning live up to the school's mantra that 'learning is an adventure'.
- Pupils have high levels of respect for one another and for adults. The school is a harmonious community. Equality of opportunity is promoted well and there is no discrimination.
- The provision for pupils' spiritual, moral, social and cultural development is top notch. Pupils exhibit high levels of care and support of one another.
- Governors are highly committed to the school. They carry out their duties well, making a notable contribution to raising standards.

It is not yet an outstanding school because

- Leaders' monitoring of the quality of teaching does not identify precisely how teachers can improve their skills further. Consequently, the quality of teaching is not yet outstanding.
- Some variability in the accuracy of assessment information persists. In addition, in early years, information about how well children are learning is not shared regularly enough with parents.
- Homework is set inconsistently in some year groups. Opportunities are missed to enhance learning in partnership with parents.
- Persistent absence for a few pupils remains too high.
- Opportunities for pupils to take part in competitive sport are not promoted strongly enough.

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TITLE	Establishing a Wokingham Multi-Academy Trust
FOR CONSIDERATION BY	Children's Services Overview & Scrutiny Committee on 13 September 2016
WARD	None specific
DIRECTOR	Judith Ramsden, Director of Children's Services

OUTCOME / BENEFITS TO THE COMMUNITY

Clarity in the management of partnership arrangements for schools
Supporting school improvement in a new national context

RECOMMENDATION

The committee is recommended to support proposals for exploration of the process of establishing a Wokingham Multi Academy trust to be undertaken the member/officer working group proposed in the attached Executive report.

SUMMARY OF REPORT

The annexed report was approved by the council's Executive Committee on 28 July. The Executive report contains a summary of the national and local factors leading to the proposal to take forward the exploration of a Multi Academy Trust for Wokingham schools.

Background

See Annex

FINANCIAL IMPLICATIONS OF THE RECOMMENDATION

The Council faces severe financial challenges over the coming years as a result of the austerity measures implemented by the Government and subsequent reductions to public sector funding. It is estimated that Wokingham Borough Council will be required to make budget reductions in excess of £20m over the next three years and all Executive decisions should be made in this context.

	How much will it Cost/ (Save)	Is there sufficient funding – if not quantify the Shortfall	Revenue or Capital?
Current Financial Year (Year 1)	See Annex		Revenue

Next Financial Year (Year 2)	See Annex	Revenue
Following Financial Year (Year 3)	See Annex	Revenue

Other financial information relevant to the Recommendation/Decision
None

Cross-Council Implications
n/a

Reasons for considering the report in Part 2
n/a

List of Background Papers
Annex

Contact Alan Stubbersfield
Telephone No 0118 974 6121

Date 5 September 2016

Service Children's Services
Email
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Version No. 1

TITLE	Establishing a Wokingham Multi Academy Trust
FOR CONSIDERATION BY	Executive on 28 July 2016
WARD	None specific
DIRECTOR	Judith Ramsden, Director of Children's Services
LEAD MEMBER	Charlotte Haitham Taylor, Executive Member for Children's Services

OUTCOME / BENEFITS TO THE COMMUNITY

Establishment of a confident direction of travel in a context where there is uncertainty. Creating a secure platform for school improvement and trading which gives sustainability to Wokingham Borough Council's effective school improvement work.

Schools supported by LA initiative to focus on core business so pupils make better progress

RECOMMENDATION

The Executive is recommended to initiate the process of establishing a Wokingham Multi Academy Trust, with relevant exploration undertaken by a member/officer working group and recommendations of that group to be reported to the Executive for sign-off as appropriate.

SUMMARY OF REPORT

The report explores the picture of Local Authority's education roles emerging from the April 2016 White Paper. It covers:

- Actions taken already to identify options adopted by other LAs in the delivery of school improvement in a changing context;
- The likely increase in the number of local schools becoming academies and joining Multi Academy Trusts
- Continuing education functions for LAs indicated in the White Paper
- Funding changes and uncertainty arising
- Potential to establish a Wokingham Multi Academy Trust and/or trading function.

Background

The proposal to explore further the concept of a community Multi Academy Trust (MAT) in Wokingham arises from a context in which

- *In Wokingham* following discussion at the Children's Services Overview and Scrutiny Committee a members' task and finish working group was established in 2015 to consider options for the delivery of school improvement.
- In March 2016 a report was considered by the Executive Committee; it paralleled the publication of the white paper "Educational Excellence Everywhere" about schools becoming academies. The outcome of the report was the adoption of a broadly positive stance towards academies, with support for continuing dialogues with schools, stakeholders and the secretary of state. A member task group was to be established.
- Schools have developed interest and are seeking advice on the academy conversion process and establishment of MATs. A series of briefings and workshops for Wokingham Borough Council (WBC) schools has therefore been started.
- The Oxford and Portsmouth dioceses have begun to clarify their positions. In 30 cases Local Authority (LA) maintained schools have voiced interest in a larger community MAT in Wokingham.
- WBC officers have set out to explore the viability of the LA's trading functions in the context of proposals to reduce Education Services Grant core funding.
- Discussions have taken place with neighbouring local authorities about partnership work.
- *Nationally* a policy position has been confirmed leading to all schools becoming academies, but now without compulsion for good or outstanding schools unless they are in an authority deemed to be failing. The Department for Education (DfE) has intimated that national policy might shift to allow some LA-derived MATs.
- *Consultation on the funding of schools* has meanwhile suggested that Education Services Grant (ESG) would be phased out over the coming years, a national funding formula would replace local ones, school funding via Dedicated Schools' Grant would cease, and LAs' school improvement function would end at 31 July 2017. More recently DfE has announced a proposal to reduce ESG, with the possibility of top-slicing Dedicated Schools Grant (schools' funding) to make up the difference.

Analysis of Issues

Local Authorities' Education functions are changing but not disappearing

There are tensions between changed funding and continuing legal requirements for LAs' education roles. A future WBC Education function would need to reflect those requirements or face significant reputational or legal challenge. The recent white paper identifies continuing responsibilities of LAs which would mean they need access to educational expertise, with needs to:

- Commission new schools or alternative education providers and effectively make judgements between contending potential providers;
- Conduct residual admissions processes which require understanding of how schools work, and authoritatively deliver admissions of vulnerable pupils through Fair Access arrangements;
- Understand the salience of expert advice in the construction of Education Health

& Care plans, and broker relationships between schools and parents of pupils with Special Educational Needs;

- Manage Special Educational Needs & Disability Tribunal cases including representing the LA's case against appellants' commissioned experts;
- Relate safeguarding issues to school contexts;
- Judge the suitability of Elective Home Education;
- Deliver the Virtual School function, challenging schools to ensure educational progress of Looked After Children, securing their admissions, transitions and destinations, and allocating Pupil Premium Grant resource where it will be most effective;
- Understand and manage professional factors pertaining to national testing so as to discharge the function of oversight;
- Advocate for pupils in underperforming academies by making cogent cases to the Regional Schools Commissioner where necessary.

Current proposals indicate significant funding changes

Linked to the White Paper are funding proposals contained in the first stage of an incomplete national consultation and in the recent budget:

- A national funding formula with phased introduction from 2017 to 2019, and Schools Forum responsible for high needs, early years and central blocks (but no longer a schools' block);
- Education Services Grant (ESG) reducing from £77 to £15/pupil, allocated to the central block of the schools' budget to cover the LA's continuing statutory duties to pupils (see above). In Wokingham this would generate approximately £330,000 in future, where the current funding is £1.8m

The previous Executive paper noted generally costs to the council arising from academy conversions. If all WBC schools were academies the conversion costs to the LA would be about £400k, and subsequent loss of business rate (not paid by academies as they have charitable status) estimated at £1m. The Lead Member for Children's Services has written to the Secretary of State raising concerns about this, and officers are in dialogue with the DfE on the matter of LA funding. In this context moves to maximise income generation from schools have been initiated.

There are challenges, and choices to make about Wokingham's future relationship with schools

First tier authorities have a future as partners in their local education systems, illustrated above. They also have an interest in a sustained relationship with schools because of their role in children's social care, with schools as the universal provider system with an impact on wellbeing and safeguarding. Choices relate to separate but linked areas, in which Wokingham might operate as (a) a commercial partner offering services as it does now in areas such as Human Resources, finance, grounds maintenance, governor support and performance management, (b) a public body with statutory responsibilities for children's welfare and education, and/or (c) a body participating in a MAT for schools wishing to be part of such an organisation.

Continuing services would seem require income from schools in order to be sustainable. There is a significant need for further clarification about funding for Special Educational Needs for example, where continuing statutory commitments would not be covered by funding at the level of £15/pupil. In terms of funding, then, options include essentially reducing service to the £15/pupil level which would place statutory functions at risk,

cross-subsidy from the LA's general fund, and income-generation to mitigate risk.

A Wokingham Multi Academy Trust

Some authorities are exploring options such as arms-length community interest companies or joint ventures as vehicles for service delivery. Examples were seen in the WBC 2015 task group work. Such organisations might have the potential to be approved as MATs capable of sponsoring and working with coasting or failing schools, and even able to sponsor new schools. There is a requirement for less than 20% LA membership in the governance of such bodies, but beyond that the government's position on LA MATs appears potentially flexible.

Indications of WBC schools' appetite for this have been sought in a recent survey which suggested that 30 schools would be interested in a meeting to discuss a Wokingham community MAT. This suggests a viable organisation is possible, on the basis that this would represent a "club" with for example a 3-5% levy paid by schools, providing a substantial local customer for WBC traded services, as well as a substantial local body of educational expertise.

Next steps and considerations

Issues are complex and uncertain in an evolving national context. Funding issues are at the consultation stage, the white paper is currently not translating into a bill, and much will depend on individual school governing body decisions. Whilst schools' finances are under pressure, they show interest in a Wokingham community MAT. It is recommended that exploration of these issues is best undertaken by a member/officer task and finish group.

Such a group would:

- Consider further the national policy context described above, and seek to influence it through dialogue with the DfE;
- Identify the advantages and disadvantages of a Wokingham community MAT;
- Seek clarity on financial implications of any changes;
- Explore possible structures, constitutional arrangements and relationships with the authority;
- Oversee dialogue with local schools who would ultimately decide to participate or not in such a project.

FINANCIAL IMPLICATIONS OF THE RECOMMENDATION

The Council faces severe financial challenges over the coming years as a result of the austerity measures implemented by the Government and subsequent reductions to public sector funding. It is estimated that Wokingham Borough Council will be required to make budget reductions in excess of £20m over the next three years and all Executive decisions should be made in this context.

	How much will it Cost/ (Save)	Is there sufficient funding – if not quantify the Shortfall	Revenue or Capital?
Current Financial Year (Year 1)	See below	See below	Revenue
Next Financial Year (Year 2)			Revenue
Following Financial Year (Year 3)			Revenue

Other financial information relevant to the Recommendation/Decision
Future of Education Services Grant is uncertain, as is schools' appetite for purchasing LA professional functions.

Cross-Council Implications
Impact on functions trading with WBC schools, and on WBC Children's Services

List of Background Papers
None

Contact	Alan Stubbersfield	Service	Childrens
Telephone No	0118 974 6121		
Date	28 June 2016	Version No.	1.0

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CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE

2016/ 2017 WORK PROGRAMME

DATE OF MEETING	ITEM	PURPOSE OF REPORT	REASON FOR CONSIDERATION	RESPONSIBLE OFFICER / CONTACT OFFICER
13 September	Delivering Effective Safeguarding Services	To consider the MASH update and the MARAC Plan	Standing item to monitor safeguarding services	Head of Social Care and Intervention
	Children's Services Performance Indicators	To receive an update and monitor Children's Services performance measured by local indicators	Standing item to enable the Committee to assess performance and identify areas of concern	Children's Services Performance & Information Team
	Post Ofsted Action Plan	To receive an update on the post Ofsted Action Plan	The Committee to assess the progress of the improvement plan	Children's Services Team

DATE OF MEETING	ITEM	PURPOSE OF REPORT	REASON FOR CONSIDERATION	RESPONSIBLE OFFICER / CONTACT OFFICER
	Six Month Self-Assessment Plan	To receive a review of the six month self-assessment plan.	The Committee to assess the plan and identify any areas of concern	Children's Services Team
	School Performance Indicators and Ofsted reports, School Improvement	To receive information on schools' performance, and to review recent Ofsted Reports	Standing item to enable the Committee to assess performance and identify areas of concern	Head of Learning & Achievement
	Wokingham Multi Academy Trust	To review of the establishment of the Wokingham Multi Academy Trust	The Committee to consider the establishment of the Trust	Children's Services Team
	WBC Policies to deal with transsexual issues in schools	To review how local schools are complying with the Equality duty	The Committee to consider how WBC is supporting schools to deal with transsexual issues	Children's Services Team
	Children's Services O and S Committee Forward Programme	To consider the forward programme of the Committee	Standing Item	Democratic Services

DATE OF MEETING	ITEM	PURPOSE OF REPORT	REASON FOR CONSIDERATION	RESPONSIBLE OFFICER / CONTACT OFFICER
15 November	Delivering Effective Safeguarding Services		Standing item to monitor safeguarding services	Head of Social Care and Intervention
	Children's Services Performance Indicators	To receive an update and monitor Children's Services performance measured by local indicators	Standing item to enable the Committee to assess performance and identify areas of concern	Children's Services Performance & Information Team
	School Performance Indicators and Ofsted reports, School Improvement	To receive information on schools' performance, and to review recent Ofsted Reports	Standing item to enable the Committee to assess performance and identify areas of concern	Head of Learning & Achievement
	Children's Services O and S Committee Forward Programme	To consider the forward programme of the Committee	Standing item	Democratic Services

DATE OF MEETING	ITEM	PURPOSE OF REPORT	REASON FOR CONSIDERATION	RESPONSIBLE OFFICER / CONTACT OFFICER
21 March	Delivering Effective Safeguarding Services		Standing item to monitor safeguarding services	Head of Social Care and Intervention
	Children's Services Performance Indicators	To receive an update and monitor Children's Services performance measured by local indicators	Standing item to enable the Committee to assess performance and identify areas of concern	Children's Services Performance & Information Team
	School Performance Indicators and Ofsted reports, School Improvement	To receive information on schools' performance, and to review recent Ofsted Reports Narrowing the gap – progress report on schools including the data from 2015/2016 academic year	Standing item to enable the Committee to assess performance and identify areas of concern	Head of Learning & Achievement
	Children's Services O and S Committee Forward Programme	To consider the forward programme of the Committee	Standing item	Democratic Services

Date to be confirmed for the following items:

- Career choice and guidance/ training opportunities for children in the Borough
- CPB Annual report;

- Wokingham Safeguarding Children's Board annual report;

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