

TITLE **Education Update**

FOR CONSIDERATION BY Children's Services Overview and Scrutiny Committee on 8 January 2024

WARD None Specific;

LEAD OFFICER Director, Children's Services - Helen Watson

OUTCOME / BENEFITS TO THE COMMUNITY

Understanding of the judgement of schools against national benchmarks. In particular a reference to those schools recently inspected by Ofsted.

RECOMMENDATION

For information

SUMMARY OF REPORT

There has been significant inspection activity in the borough since the last report, with inspections taking place in schools across the borough every week in the period between October half term and the Christmas break.

Not all reports are available to report at the time of writing, but 8 school reports are now available in the public domain and are hyperlinked in the attached excel spreadsheet.

Secondary:

| | | |
|-----------------------------|---------------|--------------------|
| The Emmbrook | S5 Inspection | GOOD |
| Chiltern Way Academy | S5 Inspection | OUTSTANDING |

Primary:

| | | |
|---------------------------------|---------------|---------------------|
| Oaklands Infants | S5 Inspection | GOOD |
| Hillside Primary | S8 Inspection | Remains GOOD |
| All Saints CE Primary | S5 inspection | GOOD |
| Crazies Hill CE Primary | S5 Inspection | GOOD |
| St Nicholas CE Primary | S5 Inspection | GOOD |
| Robert Piggott CE Junior | S8 Inspection | Remains GOOD |

A reminder of the inspection processes and outcomes is found in the table below.

Outstanding Schools:

Since the re-introduction of inspection for schools previously judged to be outstanding by Ofsted we have had three of our outstanding schools inspected. Two of these provisions have successfully retained their outstanding judgement.

As of December we still have 8 schools awaiting inspection under this new guidance who were previously judged to be outstanding. Additionally, the hospital school is also due for inspection under its routine inspection cycle and has a previous outstanding judgement.

At a local level we have been providing tailored support along with a universal offer to our Outstanding Schools to assist them in their preparation for inspection. This has included:

- Being ready for the 90 minute call
- Feedback from HMI on the exceptionality of the Outstanding Grade
- Briefing on HMCI Annual report findings on Outstanding schools losing their status
- Workshop for governors on the Outstanding judgement
- Series of 6 workshops on inspection judgement preparation for each key judgement

Positive feedback has been given by schools who have engaged with officers in preparing for inspection, noting the benefits in the work undertaken.

Ofsted previously invited headteachers from Outstanding Schools to specific inspection workshops to be held on regional basis. We are now working with the Ofsted Regional team to provide these materials across all schools in the borough in 2024.

Changes to the inspection handbook have been made for inspections taking place post 1st September 2023. These include further clarification of the expectations of schools in relation to safeguarding and enhanced processes, both during and post inspection, for headteachers to give feedback or make complaints regarding the process of inspection. Further changes are proposed in January and April 2024 as a result of the recent consultation on the process of inspection.

A new HMCI Sir Martin Oliver, takes up post in January 2024 following the departure of current HMCI Amanda Spielman.

Summary table of Ofsted state-funded school inspections

| Type of inspection | Graded | Ungraded | Urgent | Monitoring |
|------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Legal powers for inspection | Section 5 of the Education Act 2005 | Section 8 of the Education Act 2005 | Section 8 of the Education Act 2005 | Section 8 of the Education Act 2005 |
| Schools eligible for this inspection | All schools – but most schools with an outstanding/good judgement get an ungraded inspection instead | Schools with an outstanding/good judgement | All schools – but only triggered by a specific concern in a specific school | Schools with an inadequate judgement or 2 consecutive requires improvement judgements |
| Outcome | A grade (outstanding/good /requires improvement/ inadequate) for the 4 key judgements (quality of education/behaviour and attitudes/personal development/leadership and management) and for overall effectiveness | (1) The school remains good/outstanding (2) The school remains good, but with evidence it may be judged outstanding on a graded inspection (3) The school remains good/outstanding, but with evidence it may receive a lower grade on a graded inspection (4) The inspection was deemed a graded inspection | If inspectors have sufficient concerns about the school, they will deem the inspection a graded inspection and the outcomes will be as for graded inspections. If inspectors do not have serious concerns, they will produce a report setting out their findings in relation to the concerns that triggered the inspection | That the school is, or is not, making progress to improve |
| Likely timing of inspection after the previous graded or ungraded inspection (not including any COVID-19 delay) | Around 4 years for schools with an outstanding or good judgement and around 30 months for schools with a requires improvement or inadequate judgement | Around 4 years | N/A | Around 12 months for schools with a requires improvement judgement and 3 to 30 months (up to 5 inspections in that period) for schools with an inadequate judgement |
| Resets the statutory clock?* | Yes | Yes – except in outcome 3 (see above) | No | No |

* The law usually requires the maximum interval for inspections to be within 5 school years from the end of the school year in which the last relevant inspection took place. However, for schools last inspected before 4 May 2021, the legal maximum will, instead, be up to 7 years.

Statutory Inspection of Anglican and Methodist Schools (SIAMS)

SIAMS is the statutory inspection of Church of England and Methodist schools with schools expecting their inspection to take place approximately every five years. These inspections sit under S48 of the Education Act 2005.

The National SIAMS team schedules inspections, recruits and appoints inspectors and conducts Quality Assurance of reports and the process.

SIAMS inspections focus on the impact of the Church school's Christian vision. It involves looking at the school's Christian vision, the provision the school makes because of this vision and how effective this provision is in enabling all pupils to flourish.

The Evaluation Schedule has one inspection question:

“How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?”

This is explored through seven strands:

1. Vision and Leadership
2. Wisdom, Knowledge, and Skills
3. Character Development: Hope, Aspiration, and Courageous Advocacy
4. Community and Living Well Together
5. Dignity and Respect
6. Impact of Collective Worship
7. Effectiveness of Religious Education.

One overall grade is awarded reflecting the contribution of these strands to the flourishing of pupils and adults in a Church school. In addition a standalone grade is awarded in all schools for collective worship and in voluntary aided (VA) schools and former VA schools for religious education (RE). This grade is based on teaching and learning alone.

SIAMS judgments are: Excellent, Good, Requires Improvement or Ineffective

More information on SIAMS can be found at [SIAMS Inspections | The Church of England](#)

At a local level the Oxford Diocese Board of Education (ODBE) supports diocesan schools in readiness for SIAMS. There are strong links between the ODBE and the WBC School Improvement team with regular information sharing and joint working.

Schools in the borough who are scheduled for a SIAMS inspection during the academic year :

Woodley CE Primary School
The Piggott School
Polehampton CE Infant School
Grazeley Primary

The Education Partnership Team work

The School Improvement Team repositioned its work from September 2023 and is now known as the Education Partnership Team. This reflects the facilitative and supportive way in which colleagues are working with the school system, brokering and commissioning support for schools. As the local system evolves, greater focus will be on the schools system developing robust processes for supporting the development of teaching and learning in schools. This will be achieved at a practitioner to practitioner level and using the developing structures as Multi Academy Trusts build system capacity.

The team continue to work closely with schools, sustaining a relationship with schools as they join Multi Academy Trusts and continuing to discharge statutory challenge and support functions with the community/maintained sector.

The work of the team follows the golden threads of the local priorities:

- Focussing on meeting the needs of the most vulnerable, including work on narrowing the disadvantaged gap and ensuring inclusion
- Welcoming and celebrating the new entrants and refugees moving into the borough to ensure effective provision
- Building an embedded approach to diversity and racial equity
- Building inclusive practice in schools through providing training and support for those wishing to work with a relational approach to behaviour management through a Therapeutic Thinking approach.
- Linking national good practice for Early Years provision in schools

All of the above should contribute to the building of good provision for pupils and outcomes.

Supporting the most vulnerable through building inclusive practices:

Ahead of the work being undertaken focussing on the SEND Safety Valve DfE programme the Education Partnership team have been working with the Educational Psychology Team on supporting schools with relational approaches to behaviour management to as an important strategy to reduce exclusions and suspension rates in schools. Early indicators show that this work is bringing benefit and having impact on suspension rates in schools who are engaging in this work.

The work has attracted interest at Southampton University who will be undertaking doctoral research project in reviewing the work undertaken thus far and its impact. We anticipate findings to be shared with the WBC team in summer term 2024. In the meantime the project delivery team are working with a consultative group of schools to continue to develop the work and build sustainability across the wider system. A bank of resources is being developed including regular network meetings and support videos for both schools and early years settings to access.

Welcoming, supporting and celebrating new arrivals and refugees to the borough:

In the January 2023 census 99 pupils were listed as speaking Ukrainian as their first language. The census shows a significant increase in those pupils speaking Chinese (including Cantonese) at over 1100. This is compared with 690 in 2022 and 426 in 2021.

The Thames Valley has the highest estimated number of Hong Kong British Nationals Overseas in the southeast and The South East Migration Partnership estimate that Wokingham is most likely the Local Authority with this highest share, equating to 2.3% of the population.

Following the previous Syrian refugee programme, the schools team are also now working across council departments to support Afghan refugees being settled into the borough. We currently have 5 families with 20 young people arrived in the borough and anticipate further arrivals in the near future.

The Education Partnership Team works to support schools in ensuring effective integration into education with training, expert English as an Additional Language (EAL) support training and provision of resources and guidance to support good quality practice in schools working with our new arrivals.

Support for school staff:

Includes provision of staff professional development sessions; leadership support; EAL surgeries; meetings with staff; TA training

Support for pupils (speaking any language) from EAL teaching assistants:

Includes, In-class support; Initial assessment; Racing to English intervention

Schools are also signposted to our Wokingham Schools Hub which contains professional resources and contacts [Minority Ethnic Achievement \(wokingham.gov.uk\)](http://wokingham.gov.uk)

Wokingham Schools Hub

As part of the wider digital upgrade across the council the Education Partnership team have recently completed work to transfer the online support resources for schools to a new web host. The website can be found here <https://wsh.wokingham.gov.uk/>. Each school has a login to access the relevant resources.

Welcome to the Wokingham Schools Hub

This website contains information intended for
school professionals

Type keywords to search



Leadership, Management and Governance

This section contains information about School Leadership, Management and Governance.



Learning and Teaching support

The section contains links to pages which support learning and teaching in Wokingham schools.



Early Years, Childcare and Play

This section provides information, support and guidance for all Early Years and Play providers within Wokingham.



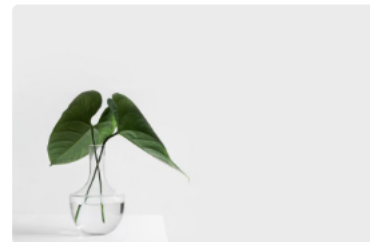
Professional Development

This section contains information on professional learning and development opportunities for those who work in schools



Partnerships

This section contains information on the different types of partnerships between Wokingham Local Authority, schools and academies.



Shared Documents

The Shared Documents Store is only available to logged in users.

FINANCIAL IMPLICATIONS OF THE RECOMMENDATION

The Council faces unprecedented financial pressures as a result of; the longer term impact of the COVID-19 crisis, Brexit, the war in Ukraine and the general economic

climate of rising prices and the increasing cost of debt. It is therefore imperative that Council resources are optimised and are focused on the vulnerable and on its highest priorities.

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

Other financial information relevant to the Recommendation/Decision

Cross-Council Implications (how does this decision impact on other Council services, including properties and priorities?)

Public Sector Equality Duty
Please confirm that due regard to the Public Sector Equality Duty has been taken and if an equalities assessment has been completed or explain why an equalities assessment is not required.

Climate Emergency – This Council has declared a climate emergency and is committed to playing as full a role as possible – leading by example as well as by exhortation – in achieving a carbon neutral Wokingham Borough by 2030
Please state clearly what the impact of the decision being made would be on the Council’s carbon neutral objective.

Reasons for considering the report in Part 2

List of Background Papers

| | |
|-----------------------------------------|-------------------------------------------------------------------------|
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