



# **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 21 JULY 2015 AT 7.00 PM**

A handwritten signature in black ink, appearing to read 'Andy Couldrick'.

Andy Couldrick  
Chief Executive  
Published on 13 July 2015

This meeting may be filmed for inclusion on the Council's website.

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## **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 Helliar-Symons  
(Chairman)  
Chris Bowring  
Bill Soane

Shahid Younis (Vice-  
Chairman)  
Lindsay Ferris  
Alison Swaddle

Laura Blumenthal  
Ken Miall

### Substitutes

Prue Bray  
Bob Wyatt

Tom McCann

Malcolm Richards

### Parent Governor Representatives

Vacancy

### Diocesan Representatives

Vacancy, Roman Catholic Representative  
Vacancy, C of E Representative

ITEM NO.	WARD	SUBJECT	PAGE NO.
1.		<b>APOLOGIES</b> To receive any apologies for absence.	
2.		<b>MINUTES OF PREVIOUS MEETING</b> To confirm the Minutes of the Meeting of the Committee held on 2 March 2015.	7 - 12
3.		<b>DECLARATION OF INTEREST</b> To receive any declarations of interest.	
4.		<b>PUBLIC QUESTION TIME</b> 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 <a href="http://www.wokingham.gov.uk/publicquestions">www.wokingham.gov.uk/publicquestions</a>	

5.		<b>MEMBER QUESTION TIME</b> To answer any member questions.	
6.		<b>DELIVERING EFFECTIVE SAFEGUARDING SERVICES FOR CHILDREN - RECRUITMENT AND RETENTION STRATEGY UPDATE</b> To receive and consider a report giving an update on the impact of the Recruitment and Retention strategy.	13 - 18
7.		<b>DELIVERING EFFECTIVE SAFEGUARDING SERVICES FOR CHILDREN - EARLY YEARS HELP AND INNOVATIONS PROGRAMME UPDATE</b> To receive a report giving an update on the progress of the Early Help and Innovations Programme.	19 - 22
8.	None Specific	<b>DELIVERING EFFECTIVE SAFEGUARDING SERVICES - DEVELOPMENT OF A MULTI AGENCY SAFEGUARDING HUB (MASH)</b> To receive and consider a report looking at the development, purpose and function of the Multi Agency Safeguarding Hub in Wokingham.	23 - 26
9.	None Specific	<b>DRAFT PRIMARY SCHOOL PROVISION STRATEGY 2015-2018</b> To receive and review a copy of the draft of the revised Primary School Provision Strategy for 2015-18.	27 - 34
10.	Hawkedon; Hillside; Maiden Erlegh	<b>PRIMARY PLACE PLANNING AND ALLOCATION PROCESS</b> To receive and consider a report detailing the supply and allocation of Reception places in Earley schools.	35 - 40
11.	None Specific	<b>SPECIAL EDUCATION NEEDS AND DISABILITY (SEND) - IMPLEMENTATION BOARD</b> To receive and consider a report outlining the key work strands undertaken by Wokingham Borough Council in the delivery of the Special Education Needs and Disability (SEND) reforms and the progress made within each.	41 - 50
12.	None Specific	<b>SPECIAL EDUCATION NEEDS AND DISABILITY (SEND) REFORMS - FRAMEWORK FOR DISABILITY STRATEGY</b> To receive and consider a report detailing the framework for the development of a strategy for the services for children with a disability.	51 - 56
13.	None Specific	<b>RESPONSE TO MINISTER'S CONSULTATION REGARDING FREE NURSERY PLACES</b> To receive and consider a verbal report on the proposal by the Government to increase the provision of free nursery places.	Verbal Report

- |     |   |   |                |
|-----|---|---|----------------|
| 14. | Maiden Erlegh;<br>Shinfield South;<br>Swallowfield;<br>Winnersh | <p><b>SCHOOLS PERFORMANCE - OFSTED REPORTS</b></p> <p>To receive and consider summaries of recent Ofsted inspection reports in respect of the following schools:</p> <ul style="list-style-type: none"> <li>• Lambs Lane Primary School</li> <li>• Shinfield Infant and Nursery School</li> <li>• Loddon Primary School – subject survey - Mathematics</li> <li>• Maiden Erlegh School</li> <li>• Bearwood Primary School – monitoring report</li> <li>• Lambs Lane Primary School – monitoring report</li> </ul> | <b>57 - 72</b> |
| 15. | None Specific   | <p><b>CHILDREN'S SERVICES PERFORMANCE INDICATORS</b></p> <p>To receive and consider a report giving details of the Children's Services performance indicators in the Balanced Score Card.</p>   | <b>73 - 80</b> |
| 16. | None Specific   | <p><b>COMMITTEE'S FORWARD PROGRAMME</b></p> <p>To receive the current work programme for the Committee and to consider any amendments or additions.</p>   | <b>81 - 88</b> |
| 17. |   | <p><b>ANY OTHER ITEMS WHICH THE CHAIRMAN DECIDES ARE URGENT</b></p> <p>A Supplementary Agenda will be issued by the Chief Executive if there are any other items to consider under this heading</p>   |                |

**Tricia Harcourt**  
**Tel**  
**Email**  
**Postal Address**

**CONTACT OFFICER**

Senior Democratic Services Officer  
0118 974 6091  
tricia.harcourt@wokingham.gov.uk  
Civic Offices, Shute End, Wokingham, RG40 1BN

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**MINUTES OF A MEETING OF THE  
CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE  
HELD ON 2 MARCH 2015 FROM 7.00 PM TO 8.30 PM**

**Committee Members Present**

Councillors: Pauline Helliard-Symons (Chairman), Parry Bath (Vice-Chairman), Mark Ashwell, Lindsay Ferris, Bill Soane, Alison Swaddle and Chris Bowring

**Other Councillors Present**

Councillors: Ian Pittock (Deputy Executive Member for Children's Services)

**Officers Present**

Judith Ramsden, Director, Children's Services  
Brian Grady, Head of Strategic Commissioning, Children's Services  
Alan Stubbersfield, Head of Learning and Achievement  
Tricia Harcourt, Senior Democratic Services Officer  
Gillian Ward, HR Business Partner (for Item 56)

**49. APOLOGIES**

An apology for absence was submitted from Ken Miall, (who was substituted by Chris Bowring) and Shahid Younis.

**50. MINUTES**

The Minutes of the meeting of the Committee held on 13 January 2015 were confirmed as a correct record and signed by the Chairman.

**51. DECLARATIONS OF INTEREST**

A declaration of interest was submitted from Pauline Helliard-Symons who declared that she was going to be doing occasional consultancy work with CfBT Education Trust, the organisation which helps to run Oakbank Secondary and Evendons Primary schools.

**52. PUBLIC QUESTION TIME**

There were no public questions.

**53. MEMBER QUESTION TIME**

There were no Member questions.

**54. DELIVERING EFFECTIVE SAFEGUARDING SERVICES FOR CHILDREN -  
UPDATE ON RECRUITMENT AND RETENTION STRATEGY**

The Committee received and considered a report circulated separately, giving an update on the impact of the recruitment and retention strategy for Social Workers, with specific details about the current recruitment campaign in Australia.

Gillian Ward, HR Business Partner, presented the report and explained that this overseas recruitment campaign had started as a result of a number of difficulties in recruiting experienced social workers, there is no problem in attracting those who are newly qualified. The Council is working with a recruitment agency/provider (Hays) who has worked with other Local Authorities. The advertising campaign began on 2 February and ends on 9 March, although the microsite will remain until the end of March. Following shortlisting, there will be interviews in Australia lead by the provider and then Skype interviews in London, with input from Borough Council staff, with appointments being made

in mid- April. From the interest shown so far it is anticipated that four appointments will be made.

The following points were made in response to Members questions:

- Relocation expenses will be at the same rate as in the UK, and will have to be paid back if the contract is not completed;
- A link to the provider's microsite will be provided for Members;
- Home grown talent is still being sought, and part of the strategy is to develop existing social workers with development of competencies and clear career progression;
- Social worker recruitment is a national problem, the Council has been strengthening links with Universities, which is beginning to make an impact;
- One of the problems of retention nationally is people leaving the profession, but Wokingham gives a good offer of training and career development. The problems are mainly in children's social work.
- The induction programme is being improved, with a formal buddying programme being planned.
- Currently there are 12 vacancies out of a planned workforce of 45, though the number changes. There is confidence that 45 is a sufficient number of social workers;
- It is cheaper recruiting in Australia than employing agency staff.

**RESOLVED:** That the update report on delivering effective safeguarding services for children focussing on the recruitment and retention strategy be noted, and that a further update be reported to the July meeting.

#### **55. DELIVERING EFFECTIVE SAFEGUARDING SERVICES FOR CHILDREN - EARLY YEARS HELP AND INNOVATION PROJECT**

The Committee received and considered a presentation from Brian Grady, Head of Strategic Commissioning, Children's Services, detailing the work being done on the Early Help and Innovations project. A copy of the presentation is attached.

Brain explained that Wokingham has been part of a pilot group of 10 Local Authorities involved in the national innovation programme lead by Professor Eileen Munro. The programme is around the development of a new way of working to safeguard children, which goes beyond intervention and is about anticipation and prevention. The work is about working with families in a multiagency approach, and redesigning services to meet their needs.

The programme's changes involve:

- radical service redesign to enable changed working practices with families;
- a workforce development package, building and retraining their skills and confidence to sustain new working practices and understand outcomes
- integrating interventions and pathways, developing a single operating model.

Implementation of the changes is led by managers close to the front line, and there needs to be political and senior management support to allow staff to work differently. The Children's Partnership is also taking a led.

One of the new workstreams is Front Door – a triage system for child protection and health, with effective liaison with the Police and others.

The following points were made in response to Members' questions:

- the programme of work started about 18 months ago before we became part of the pilot. The model was evaluated at the end of 2014;



- the Overview and Scrutiny Committee needs to demonstrate that they are assured that the innovation programme is working and that the governance arrangements make sense;
- Suggest that the Thames Valley Police be invited to the July meeting to explain their contribution to the 'Front Door' initiative;
- A report on the impact of the Front Door initiative can be presented to the September meeting;
- There are a number of channels of communication with voluntary groups involved with children and families to encourage them to report potential problems and give them training and support. The Local Safeguarding Children Board (LSCB) is accountable for the key players;
- Currently there is a debate within the Children's Partnership and the LSCB around the issue of identification of potential problems pre-natal. This would involve GPs and Health Visitors in following up.
- Agencies have to account for what they do by recording and passing on information to health services/midwifery and social care to make risk assessment with multiagency involvement;
- Currently there are not enough issues checked around families; early identification and intervention requires confidence;
- There is workforce training programme for all staff including highlighting good practice and to give them confidence. Middle managers, also get management support/training;
- The pilot is managed by three consultants, and we have a monthly consultation with one of them then every second month there is a workshop with all three. We can also draw on additional expertise. Some things are being worked up for national distribution. We are being challenged to come up with ideas and solutions which can be tested and then reported.

**RESOLVED:** That the information received on the Early Help and Innovations Project as part of delivering effective safeguarding services for children be noted. The following updates be received at future meetings of the Committee:

- 1) The Thames Valley Police be invited to the July meeting to explain their contribution to the 'Front Door' initiative;
- 2) A report on the impact of the Front Door initiative be presented to the September meeting.

#### **56. FUTURE ROLE OF WOKINGHAM BOROUGH COUNCIL AS A PROVIDER OF STATUTORY SCHOOL IMPROVEMENT SERVICES - UPDATE**

It was reported that the Task & Finish group had met on 24 February 2015 when a report which drew together the parts of the information given by the two organisations and suggestions for possible changes in provision of service. Group Members discussed the report with input from the two representatives from the Primary Headteacher Association and the Secondary Federation.

The Group agreed that the report would be revised to include the comments made at the meeting, then circulated to the Group and Headteachers. The report will then be presented to the Executive Member for Children's Services as an advisory report for consideration when the development of future provision of services is considered.

## **57. SCHOOLS PERFORMANCE - OFSTED REPORTS**

The Committee received and considered a report set out on Agenda pages 6 to 7, giving an overall picture of Ofsted inspection outcomes in the context of the improvement of schools. It was noted that of the 9 schools in Wokingham judged as 'requiring improvement' (RI) 8 were primary schools and one is a free school (academy). Local Authority Officers have been working with the RI primary schools and the majority are moving towards receiving a 'good' judgement this year. The RI free secondary school has declined Local Authority school improvement support, in favour of obtaining help via its commercial sponsor.

Copies of the summaries of recently published Ofsted reports, set out on Agenda pages 8 to 11 for the following schools were considered:

- Bearwood Primary School – overall rating 3 'requires improvement'; previous rating 2 'good'
- The Bulmershe School – an inspection of the school's use of alternative provision, which identified many strengths and a small number of areas for improvement related to that aspect of the school's work.

In relation the Bearwood, being down-graded, Alan Stubbersfield indicated that the School Improvement Officers are carrying out intensive work with the School, to work on the identified lines of action, so that at the first monitoring inspection, progress can be shown. It was noted that the Inspectors had judged that the governing body was not effective enough in holding leaders to account, and Officers gave assurance that the Governors were now taking up training.

Alan Stubbersfield explained that the inspection at Bulmershe was part of thematic set of inspections being carried out by Ofsted across the country, with the outcomes being drawn into a general report on the alternative provision of education.

The Chairman asked if at the next meeting the School Improvement/Ofsted report could include a list of all the Borough schools showing the date and outcome of their last inspection, and include Yatley and Edgebarrow Schools where many children living in the south of the Borough attend.

**RESOLVED:** That the general report on the context of Wokingham Schools' Ofsted experience; and the recently published Ofsted reports be noted.

## **58. CHILDREN'S SERVICES PERFORMANCE INDICATORS**

The Committee received and considered an update on the sections of the Balanced Scorecard relating to the following headings: Keeping Children Safe; Narrowing the Gap; and Opportunity for All, as set out in the report on Agenda pages 12 to 17.

It was noted that Indicator 5 – *Safeguarding % of children subject to a Child Protection Plan for the second, or subsequent time* was red. In December 2014.

The explanation given in the report that the indicator can show significant swings between months due to the low number of children/families involved was accepted. There is an expectation that this indicator will return to green before the end of the financial year.

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

## **59. COMMITTEE'S FORWARD PROGRAMME**

The Committee considered the Forward Programme of work set out on Agenda pages 18 to 21, and agreed the following amendments:

- July – change date to 21 July - add a report from the Thames Valley Police on their contribution to the Front Door work stream in the Early Help and Innovations programme;
- September – a follow up report on the impact of the Early Help and Innovations programme;
- October – a report on the impact of the Apprenticeship programme.

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# Agenda Item 6.

<b>TITLE</b>	<b>Delivering Effective Safeguarding Services - Recruitment and Retention Strategy Update</b>
<b>FOR CONSIDERATION BY</b>	Children's Services Overview and Scrutiny Committee – 21 July 2015
<b>WARD</b>	Non Specific
<b>DIRECTOR</b>	Judith Ramsden, Director Children's Services

## OUTCOME / BENEFITS TO THE COMMUNITY

The update on delivering effective safeguarding services focuses on the effectiveness of the recruitment and retention strategy. Improvements made to this strategy will improve our service and lead to increased staff retention, which will lead to better outcomes for children across the Borough.

## RECOMMENDATION

The attached is a progress report on the overseas recruitment campaign and staff recruitment and retention data to be noted.

## 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)	(£8K)	Yes – within existing budget	R
Next Financial Year (Year 2)	(£95K)	Yes – within existing budget	R
Following Financial Year (Year 3)	(£95K)	Yes – within existing budget	R

## Other financial information relevant to the Recommendation/Decision

None

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

None

## Reasons for considering the report in Part 2

Informational

<b>List of Background Papers</b>
Workforce Strategy, Recruitment and Retention Strategy

<b>Contact</b> Felicity Budgen	<b>Service</b> Children's Service
<b>Telephone No</b> 0118 974 6480	<b>Email</b> felicity.budgen@wokingham.gov.uk
<b>Date</b> 15 <sup>th</sup> June 2015	<b>Version No.</b>

### **Overseas Recruitment Campaign – recruiting experienced social workers from Australia**

On 2nd March 2015, we presented a report to Overview and Scrutiny explaining the rationale for attracting and recruiting social work candidates from Australia to work in Wokingham. This is in response to the well documented, nationwide challenges in relation to the recruitment and retention of experienced social workers and the competitive nature of local recruitment and forms part of the Children's Workforce Strategy and Children's Social Care's Recruitment and Retention Strategy. The report presented on 2nd March 2015 described the approach taken for the overseas campaign. We can now update Overview and Scrutiny on the progress of this campaign.

#### **By way of a recap**

- Working with Hays Recruitment
- We developed a microsite with full details of the offer, the job specification and 'about Wokingham' (a link to the microsite was sent to Tricia Hardcourt on 3<sup>rd</sup> March 2015 for Overview and Scrutiny's information).
- Locally adverts were placed in Australia and Hays' job site directed candidates to the microsite, or candidates could apply directly.
- Direct sourcing activity via LinkedIn and Hays' database
- Compliance and onboarding

#### **Key dates were**

- Advertising ended 13<sup>th</sup> March 2015
- Shortlisting meeting 19<sup>th</sup> March 2015
- Hays Consultant 1<sup>st</sup> interviews in Australia w/c 30<sup>th</sup> March 2015
- Final interviews by Skype ( London) 17<sup>th</sup> April 2015
- Offers to candidates 20<sup>th</sup> April 2015

#### **Key campaign statistics**

##### **Via LinkedIn:**

Directly Contacted: 396

Replied: 115

##### **Job Board**

Direct Applications through Job Ad: 10

Whilst there were a significant number of responses, many did not fit the specific need of the Council in terms of Signs of Safety and years of post-qualification experience.

## **Shortlisting and Interview**

- Shortlisted applications from both LinkedIn and the Job board: 15
- Shortlisted by Wokingham Borough Council: 10 (these candidates then completed the numerical and verbal and personality tests\*, prior to the interviews in Australia).
- Interviewed in Australia by Hays Consultant: 10
- Progressed to final stage interview following interview and assessment: 7
- Skype Interview at Final Stage: 6 (1 cancelled interview)
- Offered: 5 \*\*

\*The personality tests specifically tested the Candidate's motivation and attitudes towards social work to ensure alignment.

\*\*The shortlisting ratio is generally 2:1 for in-country campaigns. For overseas campaigns it is usually 3:1, but Hays commented that the detailed brief provided by Wokingham made the Consultant's decisions in Australia far more exact as to who should be progressed to final stage. This meant all but one candidate was successful at final stage.

The 5 appointees are now subject to the HCPC registration, checking and Visa processes. They are also busy making their personal and domestic arrangements. All start dates are dependent on HCPC registrations process, references and other checks and Visas. 3 are starting in July, 1 in August and we are waiting confirmation of a date from one candidate.

## **Onboarding and Welcoming Appointees**

We recognise that appointment of the candidates is not the end of the campaign. It is critical that the Appointees are supported, orientated and inducted effectively; not just into their team and workplace but also as far as we can into their new life in the UK. To that end we have

- Identified the team they are joining and are encouraging the Team Managers to reach out to their Appointee before their arrival in the UK.
- We developed an 'on-boarding' site to support our Appointees at the point of offer, during the appointment process and on their arrival in the UK and thereafter. It offers workplace information as well as information about Wokingham and life in the UK generally.
- We reached out to Wokingham's workforce asking them to offer temporary accommodation to an overseas worker. 3 employees have made this offer and they are being 'matched' with Appointees.
- A generic induction program has been designed (team, service and organisational levels) and this will be owned by the Assistant Team Managers, working with the Practice Consultants, and personalised for each Appointee.
- 3 training sessions are being designed, run by Practice Consultant, to orientate the Appointees with social work in the UK (the legal framework, recording, chronologies, role of Ofsted etc)
- Buddies have been identified for each Appointee, and their role clarified

- A generic training plan has been identified to core training such as Signs of Safety

### Next steps

- Confirmation of start dates as process and checks are completed for each Appointee
- Welcome and induction for each Appointee
- A car loan scheme has been agreed. (It a job requirement for social work staff to travel to a variety of locations, but overseas workers may not have the required credit history to secure a loan or insurance history to secure insurance at a reasonable cost).

### Cost of Overseas Recruitment Campaign – a fully managed recruitment service through Hays

All figures exclude VAT.

Description	Details	Costs
Online advertising	In Australia adverts via Seek, Careers One and Flyers	£2,000
Fully Branded Microsite	Dedicated recruitment microsite hosted on Hays.co.uk. (will benefit the UK recruitment also)	£5,000
Recruitment / Campaign Management *	Hays Consultant travel cost Response handling Directly sourcing Sifting and Skype Interview Short listing Compliance Interview arrangement and prep Offer management Aftercare WBC managers and HR to interview via Skype Plus placement fee (average £5, 500 per candidate)	£15,000             £5,500
<b>Total</b> (of recruitment & campaign management)		<b>£27,500</b>

\* Cost of a UK advert is £7,000

We anticipated 4 – 6 appointments as a result of this campaign and so are on target with 5 offers being made. The Appointees will be replacing positions currently filled by agency workers. It is therefore anticipated that the cost of the campaign will largely be offset by a reduction in the cost of agency workers, as demonstrated below:



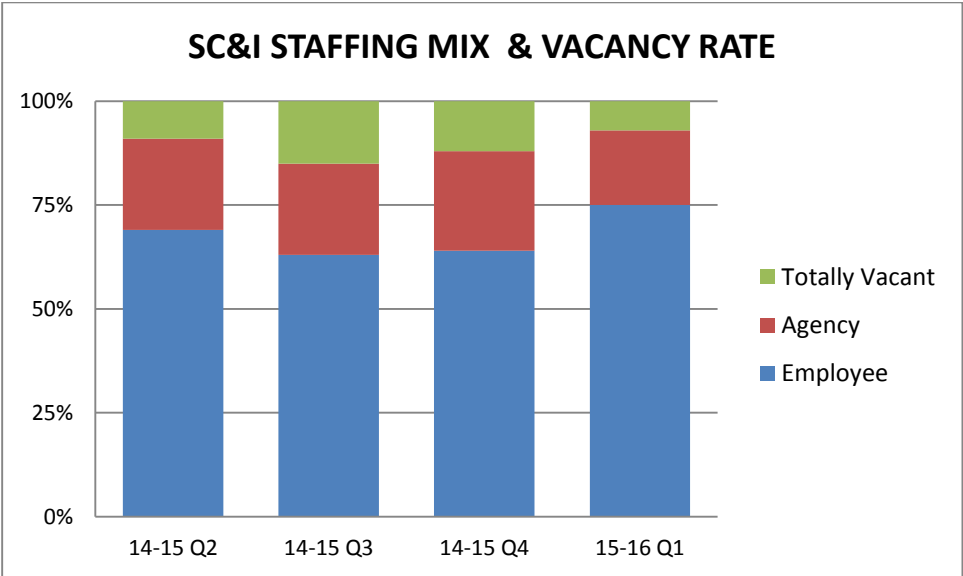
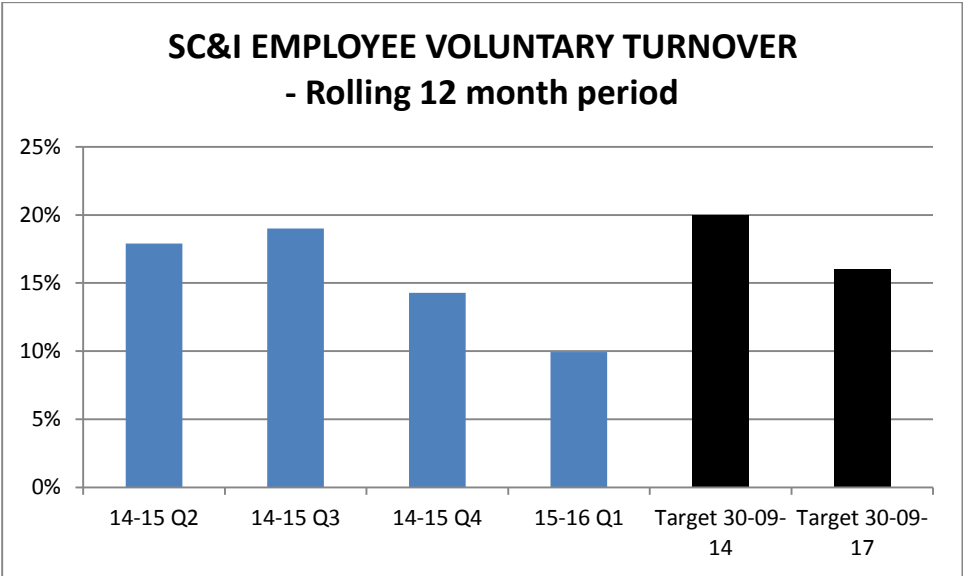
Cost of agency worker for full 12 weeks based on average agency day rate of £281 = £16,860

Cost of permanent worker per 12 weeks based on average day rate including on costs of £203 = £11,880

This represents an agency premium of 39% over the cost of a permanent employee.

**Turnover and Staff to Agency Mix Data**

The graphs below show the rolling turnover and the mix of agency to permanent staff, including vacancies which are key indicators in relation to recruitment and retention; they show an improving picture resulting from activity under the CSC Recruitment and Retention Strategy 2014-17. 4



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# Agenda Item 7.

<b>TITLE</b>	<b>Delivering Effective Safeguarding Services for Children - Early Help and Innovations Programme Update</b>
<b>FOR CONSIDERATION BY</b>	Children's Services Overview and Scrutiny Committee on 21 July 2015
<b>WARD</b>	Non Specific
<b>DIRECTOR</b>	Judith Ramsden, Director Children's Services

## **OUTCOME / BENEFITS TO THE COMMUNITY**

Our vision is centred on empowering staff, children and families and is articulated in our sponsored vision to be a learning organisation.

Participation in the Early Help and Innovations programme will give us added energy and impetus through the capacity resources bring and the participation in a national debate on future models for child welfare and safeguarding work. It also provides us with the tools and processes to create a common language and a coherent understanding of the context for our children and families to enable the most consistent and effective response, to deliver the best possible outcomes for Wokingham children.

## **RECOMMENDATION**

The attached is to update on the progress of the Early Help and Innovations Programme and to identify Multi-Agency support at the front door through the Early Help Hub. This report is to be noted.

## **SUMMARY OF REPORT**

This report contains an update on the Early Help and Innovations Programme in relation to Phase 1 updates and continued focus for Phase 2.

The report also gives a brief summary of the Early Help Hub and multi-agency involvement.

## **Early Help and Innovations Programme Update**

The programme started in Wokingham in December 2014. From December 2014 to May 2015 we have been working to lay foundations to prepare for embedding the Signs of Safety model across our workforce and partnership working, we have mapped our 'as is' processes in order to think about business cases to seek exemptions to participate in a national debate on future models for child welfare and safeguarding work.

Phase 1 has achieved a supportive senior leadership team that represent a steering group for programme governance. Representatives from CSLT have also attended the 5 day practice leader training to ensure consistency within the programme and supervision oversight.

A clear practice framework has been developed supported by the following training strands of Family Star, Restorative Practice, Signs of Safety and Attachment Theory. This practice framework enables practitioners to work with families in coherent way using common language.

A strategy has been completed to engage families to feed back their experiences to support practitioners to look at how we can embed the model of Signs of Safety to ensure that we are working with families, understanding needs and where change needs to happen. This is as well as the innovations element of the project which acts to support what is working well, and look to creative ways to find solutions using the SoS model and existing research with support from Department for Education, Senior Managers and MTM.

Partners have been engaged through 3 hour introduction training on Signs of Safety. This introduction looks at what the model is what are our long terms aims, how can we work together and how some of our processes may feel different. We have also introduced a multi-agency induction pack made up of elements of our practice framework in shorter sessions to ensure that we are working with partners to support learning.

As part of the programme our supervision policy has been updated and implemented. The supervision policy will continued to be worked on throughout the programme to ensure consistency for staff and families throughout the programme and beyond.

Three work streams have been developed looking at the following areas:

Front Door – this work stream have mapped the 'as is' and gained partner, staff and family feedback from Early Help through to Childrens Social Care and are working towards developing a business case to share with DFE in relation to support and exemptions.

Child Protection, Public Law Outline and Permanency – this work stream have mapped the 'as is' and are looking at projects of engaging partners in relation to the worries and strengths in the current system. This work stream have also looked to visit other Local Authorities to understand how they have implemented the SoS model in their CP/PLO processes and how we may be able to embed in ours.

Supervision – this work stream is working towards consistent supervision to all staff using the model of Signs of Safety.

Managers Leading Change – Continuum work stream. This is where all work streams feed into the wider group to work together to look at the continuum of services. This is the golden thread throughout the project to support in the governance and communication.

Wokingham are now in Phase 2 of their programme which will run from June 2015 to December 2015. Phase 2 sees us put the building blocks for sustainability in place ensuring that the model is fully embedded into every day practice and therefore sustainable for staff and families. It will also see us submit business cases to the Department for Education to have the opportunity to pilot different processes.

Phase 2 sees an expansion of phase one, ensuring that there is a further commitment to the practice framework and continued training. Continued support in workforce development, recruitment and retention.

Services will write their own implementation plans based on how they will embed Signs of Safety in their service. This will be worked with as part of the overarching Implementation plan for the programme.

The Early Help Assessment Pilot has started with Children Centres and Family Resource Centre. The pilot looks at one assessment for Early Help which encompasses signs of safety language with the Early Help Hub processes. This in turn will also enable us to collate a more varied and clear range of data for Early Help.

Family engagement will continue with a strategy to understand the feedback and use it to change the way that we are working to promote confidence in our work force and families.

### **Multi-Agency Involvement**

As part of the Early Help Initiative in Wokingham we have introduced an Early Help Hub as part of our 'front door initiative' The Early Help Hub is made up of a multi-agency group that includes a representative from Thames Valley Police namely the anti-social behaviour officer, Education welfare, Youth Offending and Prevention, Targeted Youth Support, PCAMHS, BHFT, SMART drug and alcohol services, Family Workers from Family Resource Centre and Children Centres, including a tier 2 social worker and any other relevant service, this may include housing, CMHT or schools.

The Early Help Hub is a consent based model that works with families to signpost to the relevant service whereby tier 2 targeted intervention support is needed. The model used in the meeting is based on Signs of Safety Model whereby the families strengths/safety, worries/danger/risk and their requested next steps are noted. This forms part of a multi-agency discussion whereby any additional information and potential next steps are discussed. This process is a monitored process whereby the impact and outcomes are monitored every 6 weeks to ensure consistency for the family.

## **Impact of the Programme**

Kings College are working independently with the 10 Local Authorities involved in the Early Help and Innovations Programme to look at evaluation and impact of the programme.

Locally we are seeing the programme supporting existing strengths and positive work with families and enabling practitioners to work in an open, strength and solution focussed model.

We will be completing a study on what impact may look like for the programme, how we will evaluate the impact and collate to support National research.

Our aim in relation to impact of the project is:

A radical partnership rethinking of service design and practice with families  
An ambitious programme of workforce development to recruit, retain and develop the skills and confidence available for working with our families

Promote children's welfare, safeguard children and empower families

The impact that we have seen from the Early Help Hub is families are being asked for consent before being signposted, therefore the interventions and support packages are more relevant to need and the family are engaged from the offset.

The Signs of Safety model is used and therefore promotes consistent language to all services.

There is less drift with families being signposted to the relevant services

It offers a better multi-professional understanding of the family's needs and continued support or action plan.

# Agenda Item 8.

<b>TITLE</b>	<b>Delivering Effective Safeguarding Services - Development of Multi Agency Safeguarding Hub (MASH)</b>
<b>FOR CONSIDERATION BY</b>	Children's Services Overview & Scrutiny Committee 21 July 2015
<b>WARD</b>	None specific
<b>DIRECTOR</b>	Judith Ramsden, Director Children's Services

## **OUTCOME / BENEFITS TO THE COMMUNITY**

Nationally, many Local Authorities have established Multi Agency Safeguarding Hubs (MASHs) to mitigate the risk of any child slipping through the safeguarding net. The multi agency nature of the Hub makes it possible for all professionals working with children to identify risk early and put in place plans to address them. The children and families benefit from improved information sharing, joint decision making and coordinated action.

## **RECOMMENDATION**

That this paper is noted by the Committee.

## **SUMMARY OF REPORT**

The report is looking at the development, purpose and function of the Multi Agency Safeguarding Hub (MASH). It details the planning of the project, how they will be delivered and the expected outcomes. The governance arrangements for MASH are also specified.

## **1.0 Introduction**

- 1.1 The purpose of this report is to provide the Children's Services Overview & Scrutiny Panel with a summary of the stage status of the development of Wokingham Multi Agency Safeguarding Hub (MASH).
- 1.2 A decision has been made that all six Berkshire Local Authorities will have MASH. We are now working on developing this model.
- 1.3 We are a very good position of setting up and developing a MASH as the past 18 months have seen the development of the Triage and Early Help Hub, which is a solid foundation on which to build MASH.

## **2.0 What is MASH?**

- 2.1 The MASH model is a national multi-agency initiative to provide information sharing arrangements across all agencies involved in safeguarding. Those involved are employed by their respective agency i.e. police, health and local authority and located in one office.
- 2.2 The MASH model is intended to provide information that is already known within separate organisations in a coherent format that enables timely, effective and appropriate response to concerns or referrals received by the MASH. This contributes to improved outcomes for safeguarding children due to its ability to swiftly collate and share information held by various agencies and improves communication between agencies due to integrated working.
- 2.3 Having a single point of access and one decision making process ensures consistent a standard of risk assessment and decision making, which in turn assists quality assurance and threshold parameters.
- 2.4 MASH objective is to decrease the number of contacts and referrals received by Children's Social Care due to more informed decision making at an earlier stage.
- 2.5 MASH leads to early identification and understanding of risk. All safeguarding contacts will be routed through MASH to ensure the fullest partnership information and intelligence picture is available to assess the potential risk to a child, young person or vulnerable adult. Once completed the best possible decision can be made based on the information available at that time. This decision making informs the appropriateness and intensity of any intervention.

## **3.0 WBC MASH Strategic Implementation Board**

- 3.1 The first meeting of the WBC MASH Strategic Implementation Board took place on 03 July 2015. The Board is chaired by the Head of Children's Social care and members include key partners such as Thames Valley police, Berkshire Healthcare NHS Foundation Trust, and Adults Mental Health. Probation, Public Health and Clinical Commissioning group will join the Board.
- 3.2 The Board considered the Terms of Reference and its makeup to include Housing, Probation, Children's Social Care, Youth offending service, Clinical



Commissioning Group Berkshire HealthCare NHF Foundation and Berkshire Women's Aid. .

- 3.3 The Board agreed the Governance document to be signed by partner members which specifies that the Board oversees the functions of the MASH Operational Steering Group and reports to Local Safeguarding children's Board.
- 3.4 The Board agreed to adopt the MASH Project Implementation Document which set out the stage of the implementation plan.
- 3.5 The Board agreed CSC proposal for the appointment of a MASH Project Manager to start on 13<sup>th</sup> July 2015.

#### **4.0 WBC MASH Operational Steering Group**

- 4.1 The Group will be responsible for the day to day operations of MASH and will report to the MASH Strategic implementation Board.
- 4.2 It is chaired by a Social Care Service Manager and developed by the MASH Project Manager
- 4.3 The Group will meet regularly to drive the implementation plan

#### **5.0 Firewalled Confidential Space**

- 5.1 For those agencies that will be co-located, planning is looking at establishing arrangements around restricted confidential space.
- 5.2 Seating arrangements for co-located partners will be confirmed subject to agreed negotiations within the implementation plan.
- 5.3 The video conferencing to be set up for use with virtual partners.

#### **6.0 ICT**

- 6.1 We are looking at using the current FWI system as the MASH confidential system of recording.
- 6.2 Initial work to be undertaken with TVP ICT related to connectivity.
- 6.3 Set up for key partner agencies (virtual or co-located) and their own systems to be agreed once working arrangements have been finalised

#### **7.0 Communication Strategy**

- 7.1 Communication Strategy to develop material for the Website, media release, leaflets and posters for internal and external MASH advertising, awareness and promotion.
- 7.2 Awareness raising lunch time workshops to be initiated for all internal and external partners

7.3 WBC Comms will be liaising with other comms departments in partner agencies for coordinated promotion.

### **8.0 Next Steps**

8.1 Partner agencies to agree proposals and commitments regarding their future involvement in MASH

8.2 Information Sharing Agreement and other key protocols to be developed and signed by partner agencies.

8.3 Co-location arrangements to be agreed

8.4 ICT connectivity and systems set up

8.5 Training and development

8.6 Pilot implementation plan

8.3 Setting up a Countdown programme for the launch and agree a launch date

**Felicity Budgen**  
**Head of Social Care and Inclusion**  
**08/07/2015**

# Agenda Item 9.

<b>TITLE</b>	<b>Draft Primary School Provision Strategy 2015-18</b>
<b>FOR CONSIDERATION BY</b>	Childrens Services Overview and Scrutiny on 21 July 2015
<b>WARD</b>	None Specific
<b>DIRECTOR</b>	Judith Ramsden, Director, Children's Services

## **OUTCOME / BENEFITS TO THE COMMUNITY**

That Wokingham's statutory duty to ensure there are sufficient school places for children of statutory school age is discharged.

## **RECOMMENDATION**

That the report is noted.

## **SUMMARY OF REPORT**

This report sets out the key components of the primary provision strategy 2015 to 2018 as they exist in draft form. The report will be finalised for consideration by the Council's Executive in September 2015.

The report has two key areas of concern for the strategy period. Firstly to identify areas where there are or it is projected there will be shortfalls in Reception places for the main initial admission round to primary schools. Secondly, to identify areas where there are or are projected to be shortfalls in capacity to meet any other primary school place request.

The analysis behind the strategy indicates that there are three areas of concern (or "hot spots"):

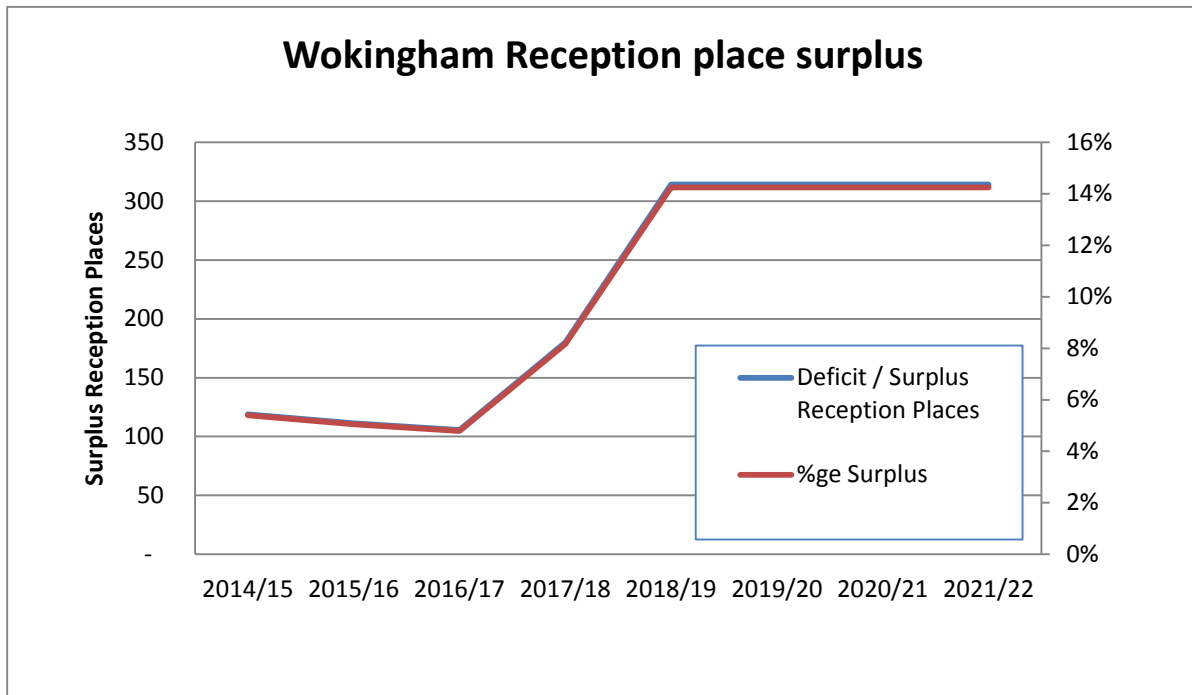
- Earley
- Woodley
- South West

These hot spots include the areas where there both the most significant shortfalls in Reception capacity and the greatest mid-phase pressures

## **Background & analysis of issues**

As noted above the three areas of concern are Woodley, Earley and the South West. At a borough level there is concern that the number of surplus Reception places is less than 2.5% - a level that is unlikely to be sufficient if (as expected) this cohort increases in size as it ages.

The current roll projection (work still in progress) for the Reception class indicates that there will be sufficient capacity at a borough level:

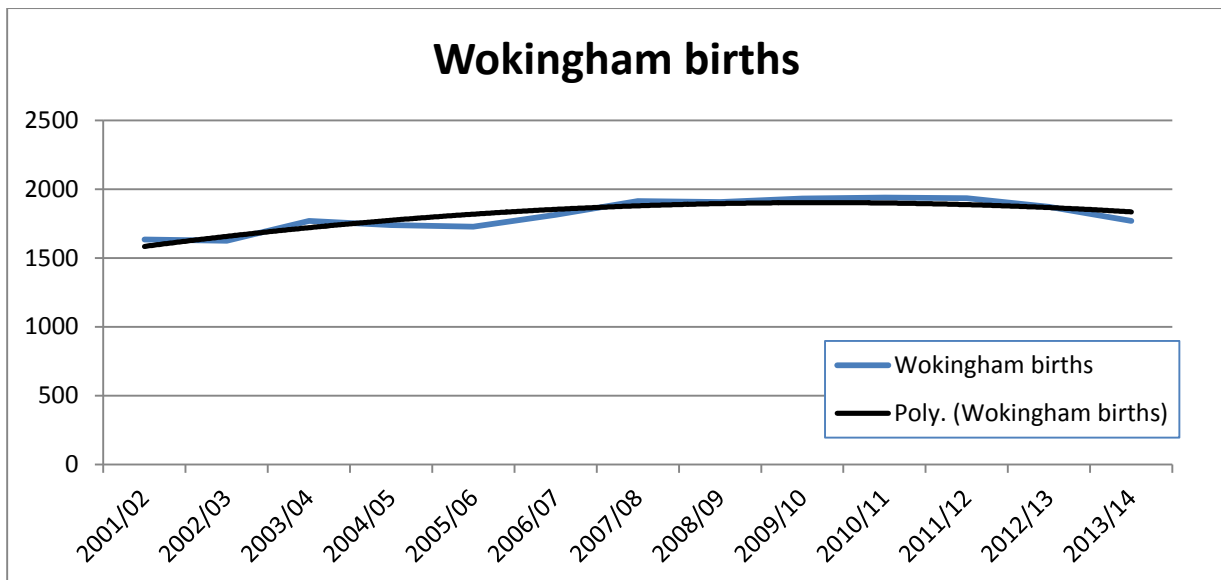


The opening of new SDL schools, which in the short term at least are likely to provide capacity over and above that necessary for the immediate needs of the communities they will serve (because schools are built up on classes of 30, but additional pupils are not “generated” on a yearly basis by new developments in blocks of 30 per year group).

The proposed yardstick is the ability to make offers in the planning area (or school cluster area) that the family live in, rather than to make offers in preferred schools or in other planning areas (although both are reasonable requests). The report will consider the appropriate standards in more detail, but the key requirement is likely to be that a school place is available within walking distance of home. Individual schools may be popular and so oversubscribed but educational, site and capital funding constraints make it unrealistic to make meeting parental preferences at a school level unrealistic as a key determinant of the areas where investment is required (but is a factor when determining which schools in an area to invest in).

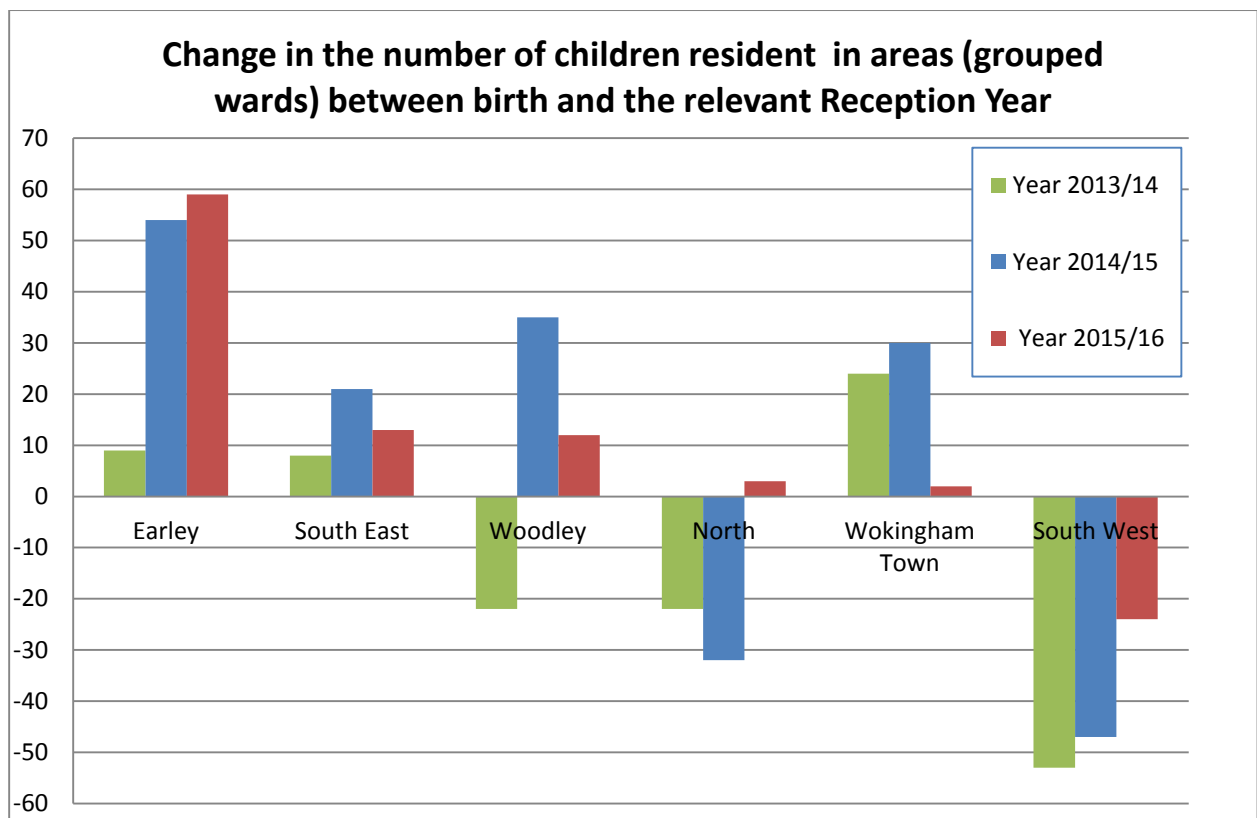
There are four factors that impact on the strategy.

Firstly, after nearly a decade of rising birth rates the most recent data indicates that birth rates have fallen locally and nationally. Births in the academic years starting September 2009, 2010 and 2011 were stable (range 1,933 to 1,939). However there were 1,872 (a fall of 64 compared to the previous year) live births in the year starting September 2012. Birth data from another source indicates that this fall continued in the year commencing September 2013. As this is a national trend it is likely that this represents a real change in pattern rather than a single year aberration from a continuing growth trend.



Secondly, houses are now being built in significant numbers in three out of the borough's four "Strategic Development Locations" (SDL) (North and South Wokingham and South of the M4 (at Spencers Wood)) and in areas not associated with SDLs in Woodley in particular. Outline Planning Consent has been given for other schemes in these areas and for the major part of the Arborfield SDL area. These areas will bring both new communities and new schools. These schools are planned to both meet the needs of the development and be "future proofed" to meet other needs. In Woodley approximately 1,000 homes have Planning consent (and delivery is in progress). In the longer term the number of new homes is likely to lead to a rising birth trend.

Thirdly, in some areas it is clear that the rate of movement into the borough of families with children has increased. This has been a major feature of the demography of the borough for some time, but there is reason to believe this is having a significant impact on certain areas and has led to increases in demand that were not projected in 2014 or earlier roll projections (as these were based on patterns of movement at that point). The graph below illustrates this by the change in cohort size between birth and Reception classes. In a number of areas the number on children on rolls living in areas significantly exceeds the number of children born in those areas. It is also clear that in Earley there has been a significant change in the pattern between the 2013/14 and subsequent years.



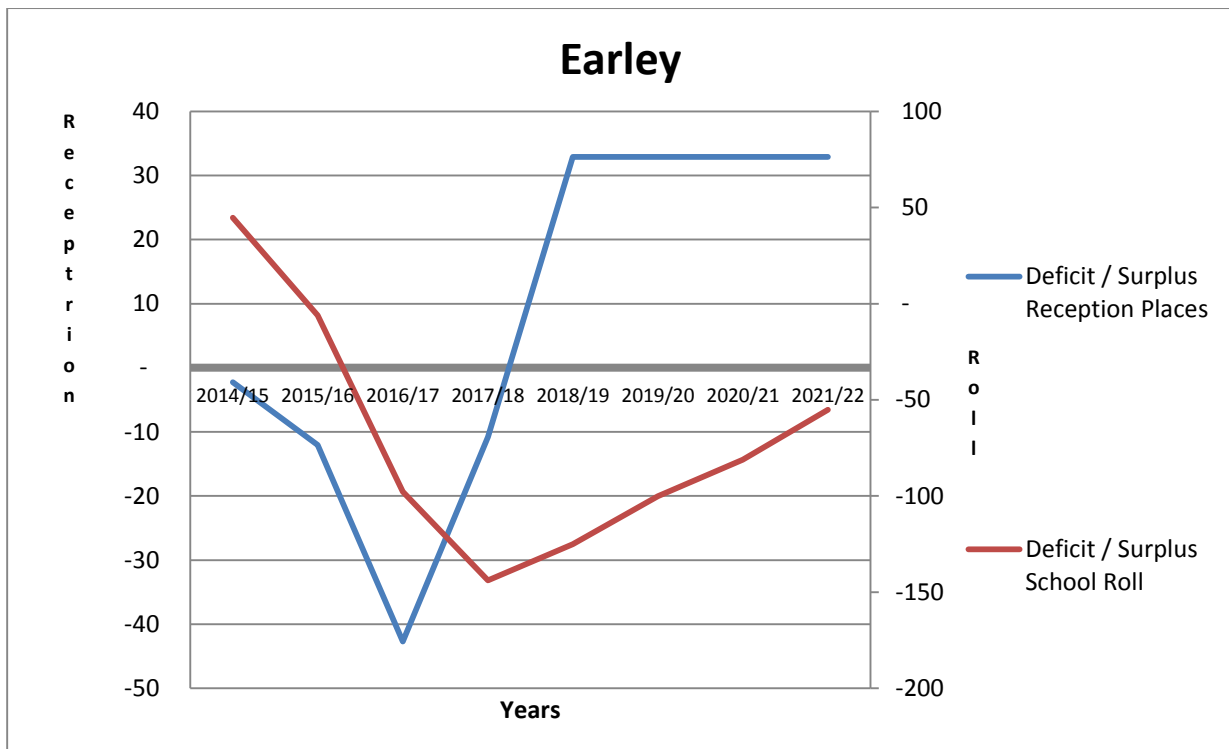
Fourthly, cross border movement (and in particular the popularity of Wokingham schools with residents of neighbouring authorities) is a continuing significant factor in a number of areas. This is particularly important in those areas bordering Reading.

The analysis behind the strategy indicates that there are three areas of concern (or “hot spots”):

- Earley
- Woodley
- South West

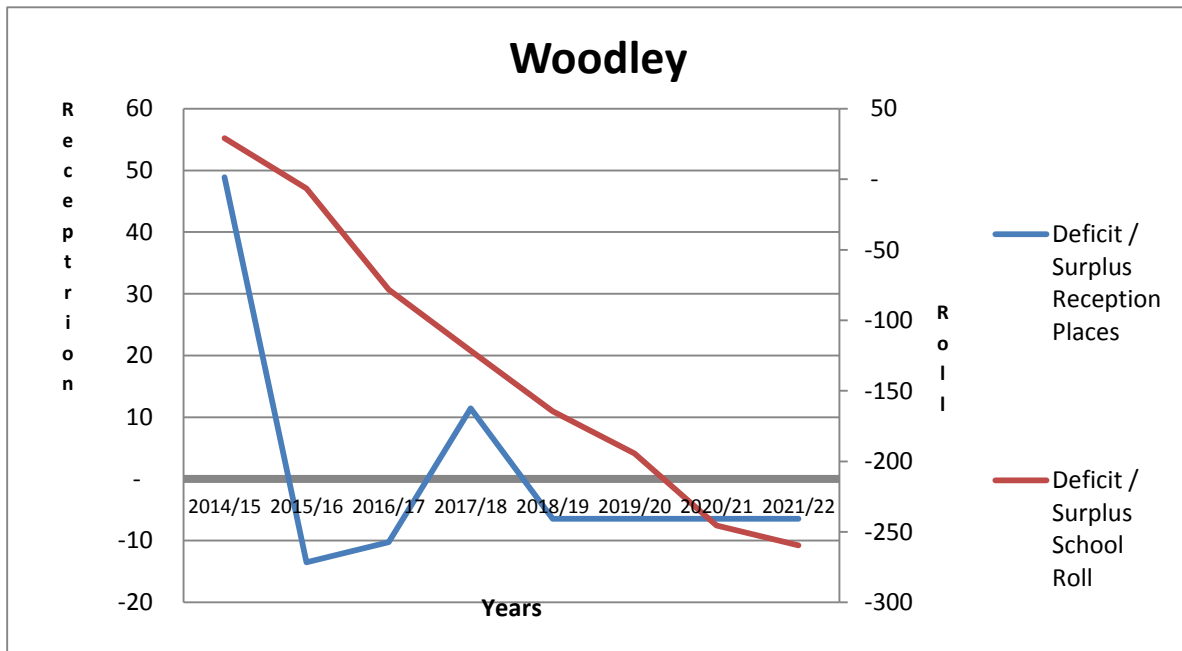
**Earley** shows admissions stress (children placed out of area) with indications that this will increase – at least for the next three years. This is believed to be due to changing patterns of occupation of existing housing – older households without dependent children being replaced by younger families bringing children into the area. Earley also has schools that are popular across the greater Reading area – so any places in schools that are not preferred by Earley residents (Whiteknights and Earley St Peters) are taken by RBC area residents and so are not available to divert Earley children too. Once the birth rate drops it is likely that the problem will diminish as the bulk of applications continue to be from children born in the area.

The Earley issues relate to both Reception places and mid- phase admissions.



*It is likely that there will need to be at least short term provision (bulge classes) for 2016 to 2018 – and given the scale of these changes it could well be prudent to establish at least part of this additional capacity as a permanent school expansion.*

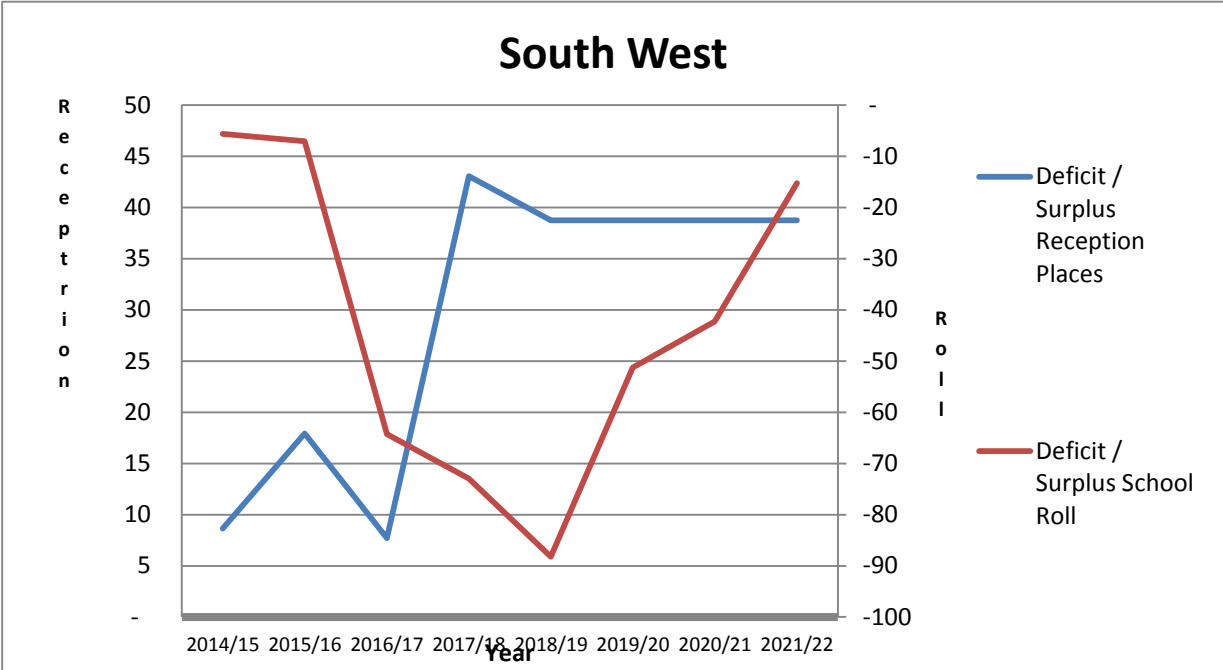
**Woodley** shows some of the same signs of growth as Earley (albeit there is a level of surplus capacity here currently) and has housing schemes with planning consent for 1,000 homes – most of which are being actively developed.



*There are a number of schools that are keen to expand and have no obvious barriers to expansion.*

**The South West** (particularly the Shinfield Parish area) has continuing pressure. In the longer term the new school at Spencers Wood (future proofed in the S106 agreement) will provide additional capacity. However, it is clear this school cannot open until 2017 at

the earliest (and 2018 may be a more realistic estimate).



Therefore there is pressure to find a short term solution. This might be through a temporary school site on council owned land or a partnership with another land owner (with a view to relocating that school after 1 or 2 years to the Spencers Wood site) or a bulge class on an existing site.

**Member oversight**

It is proposed to establish a task and finish group of members to oversee the development and implementation of the strategy. The precise make-up of the group is to be established, but the likely make up will be:

- The Executive Member for Childrens Services
- Ward members from the three identified “hot spot” areas
- A member from one of the minority parties
- A member of the Overview and Scrutiny Committee.

The group would report via the lead member for Childrens Services to the Council’s Executive and via the member of Overview and Scrutiny Committee to that committee.

**Public engagement**

Officers are engaged with a group of parents whose children could not be offered local school places in Earley. It is proposed that this engagement will continue and they will have an opportunity to comment on proposals as the strategy develops.

There will be a public engagement event in September 2015.

There will be a consultation process using the Council’s website that will inform the final strategy.



## 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**

The financial appraisal of the primary provision strategy is ongoing.

However, capacity is likely to be required in all areas within the life of the strategy. Revenue costs will be met by DSG.

Capital costs would need to be met by a mixture of WBC Capital and S106. Broadly this would be as follows:

Earley – all school expansion costs to be met by WBC held funds (including CIL). Costs could be in the range of £50K to £200K in the 2016/17 year (with significantly greater spend in subsequent years – up to £3.5M).

Woodley – expansion costs to be met by S106 and WBC (split to be apportioned). As permanent expansion works are required the budget to provide 1 FE (30 places per year / 210 places overall) could be in the order of £3.5M

South West – the new Spencers Wood school will be largely funded by S106, but with WBC meeting future proofing costs (land and build costs). Budget to be determined – but up to £2m. The initial scheme for 2016 entry (works in the 2015/16 financial year) could be in the range £50k to £250k, depending on the developed option.

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

N/A

<b>Reasons for considering the report in Part 2</b>
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N/A
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<b>List of Background Papers</b>
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N/A
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<b>Contact</b> Brian Grady	<b>Service</b> Childrens Services
<b>Telephone No</b>	<b>Email</b> brian.grady@wokingham.gov.uk
<b>Date</b> 9/7/15	<b>Version No.</b>

<b>TITLE</b>	<b>Primary Place Planning and Allocation Process</b>
<b>FOR CONSIDERATION BY</b>	Childrens Services Overview and Scrutiny on 21 July 2015
<b>WARD</b>	None specific
<b>DIRECTOR</b>	Judith Ramsden, Director Children's Services

## **OUTCOME / BENEFITS TO THE COMMUNITY**

That Wokingham's statutory duty to ensure there are sufficient school places for children of statutory school age is discharged.

## **RECOMMENDATION**

That the report is noted.

## **SUMMARY OF REPORT**

This report focuses on the supply and allocation of Reception places in Earley schools for September 2015. It should be read together with the associated report "Review Draft Primary Strategy" to provide a full answer to the report brief, namely "to receive an initial report on pupil place planning and processes for the allocation of places across the Borough including Earley."

29 Earley children could not be allocated a preferred school and were allocated to primary school places outside the Earley area. There were two principal causes:

1. Demand for Reception places rose in 2015 compared to 2014 despite there being no increase in the number of children born in the three core Earley wards (Hawkedon, Maiden Erlegh and Hillside) in the year corresponding to the 2015 admission round. This is due to an increased rate of movement into the area by families with children.
2. Earley schools are popular across parts of the Reading BC area and all places were allocated with preference offers. However, not all Earley schools are as popular (as measured by expressed preferences) in the Earley area itself. Consequently a number of Earley schools admit Reading resident children as preferred schools and Earley resident children who could have been allocated these places, if their parents had expressed preferences for these schools, were offered non preferred (diverts) school places outside the Earley area. The number of offers to Reading resident children not living in the allocated schools' designated areas exceeded the number of children diverted outside the area.

We have a clear Primary strategy, the refresh of which identifies Earley as an area to consider for additional capacity.

Officers have maintained dialogue with concerned parents and local members. It is anticipated this will continue through the development of the primary strategy.

## **Background**

The current position is that all 29 children requiring 2015 Reception places living in the Earley school designated areas who have been diverted, have been diverted to schools in adjoining planning areas. This is 7% of the local total (significantly above the Wokingham average (3% of all offers).

These children have been diverted to 6 schools – but predominantly to Winnersh (Winnersh Primary 9, Wheatfield Primary 5) and Woodley (St Dominic Savio 11) (other schools are Bearwood, Windmill and Sonning).

The average home to school distance (radial distance) to a diverted school is 1.9 miles (ranging from just over a mile to just over 3 miles)

## **Analysis of Issues**

A shortfall in Reception places in the 7 Earley schools to meet 2015 demand is driven by

- The relative local popularity of some schools
- Strong cross border preference for Wokingham schools

52 places at 3 Earley schools are taken by Reading resident children and so are not available to offer as diverts to Earley resident families unable to secure a place at their local schools.

Evidence available to date indicates that demand for Year R places will rise next year – but (based on birth data) can be expected to fall sharply in subsequent years. That said, there is no clear pattern to the number of live births over the last decade. Other factors (e.g. a “wave” of older families moving out releasing family homes for younger families) may be significant factors – but there is little hard evidence to evaluate. The movement of older families (often young retirees) out of the borough has been a significant feature of the borough’s demography for some years – there is little evidence on local area rates of such movements.

## **School Place provision audit and testing the model of projections**

Wokingham Borough Council Shared Audit service conducted a review on school place planning and school place projection model in the Spring and Summer of 2015.

Since November 2009 the council has identified the inability to match supply and demand for school places as a corporate risk and this is owned by the Director of Children's Services.

The audit took a risk-based approach in conducting their review and also focussed their testing and research on demographic forecasting.

Benchmarking the risk definition set out in the Corporate Risk Register against 18 other local authorities, audit identified only four that included a risk related to school place provision or demographic forecasting, highlighting the particular priority that Wokingham Borough Council places on the management of this risk.

Audit tested and validated the school projection models and data to establish the likelihood of a failure occurring at WBC. No significant data errors in the Primary School or Secondary School Projection Models were identified and audit reported that overall testing highlighted that the council presently has sufficient school places to meet pupil requirements. The report recognised that calculating accurate projections is a highly complex practice and importance of avoiding over provision of school places as well as under provision.

Recommendations from the audit report to enhance the projection model are being actioned including establishing a regular programme of variance analysis of available data to improve the level of accuracy and assist in producing future projections

## Future Roll Growth

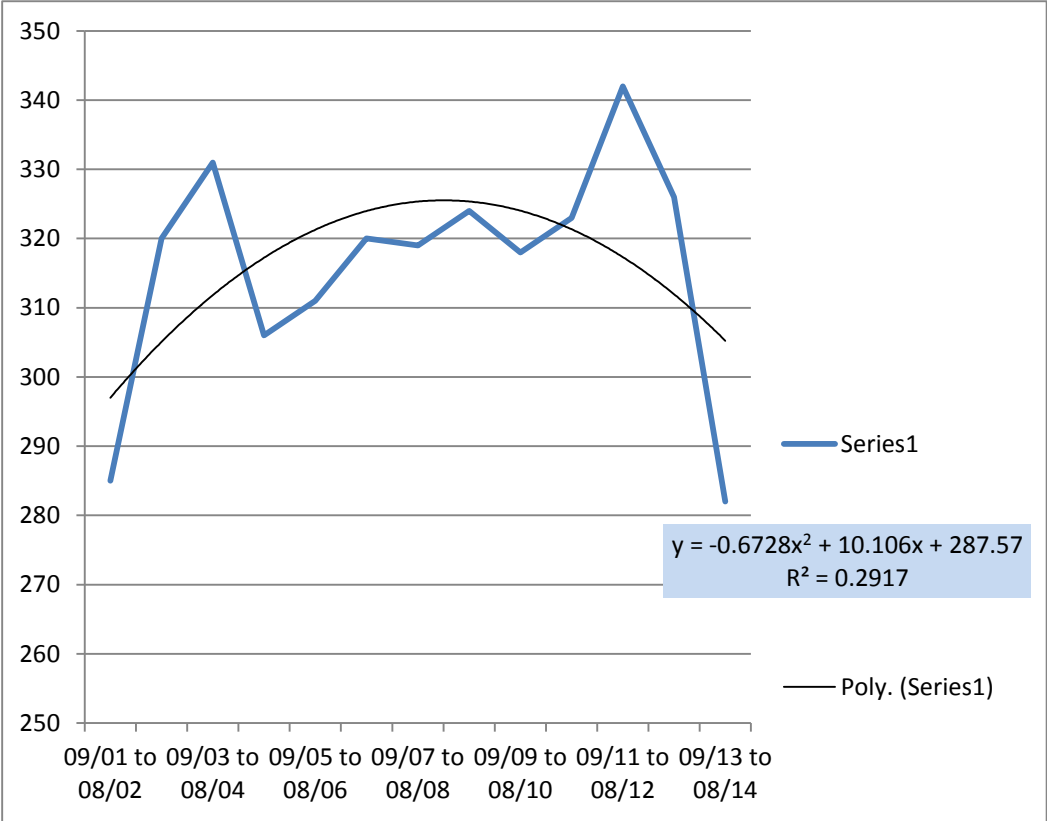
Academic year	KS1			KS2				Total
	Year R*	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
14/15	477	442	447	449	433	421	431	<b>3,100</b>
15/16	493	444	444	450	454	438	438	<b>3,161</b>
16/17	521	521	447	450	458	459	451	<b>3,307</b>
17/18	488	489	524	453	458	463	472	<b>3,347</b>
18/19	432	433	492	529	461	463	476	<b>3,286</b>
19/20	432	433	437	497	535	466	476	<b>3,276</b>
20/21	432	433	437	442	504	540	479	<b>3,267</b>
21/22	432	433	437	442	448	510	554	<b>3,256</b>

The current WBC roll projection spreadsheet indicates that the Year R roll will peak in 2016/17 and decline thereafter. This decline from the 2017/18 academic year is

consistent with local and national live birth data – indicating a sharp fall in that year in the number of children born. This fall is continued in Wokingham specific data for the subsequent cohort.

**Birth Data**

Year R projections are largely driven by births (movement into an area and cross border movement are both factors, but are in effect based on a historic percentage of the number of live births in WBC wards that have historically fed WBC schools). Even though migration into the borough of families with young children continues to be a significant factor, the majority of children requiring Reception places in future will have been born in the borough.



Graph showing the number of live births in the core Earley wards (Hawkedon, Hillfield and Maiden Erlegh) by academic year.

As can be seen there is no consistent pattern (of growth or decline) across the Earley wards (no Town Council specific analysis is available). That said a peak in births (on the right of the graph) represents the cohort who will enter school in September 2016 – indicating that the place shortfall seen this year will worsen next year unless remedial action is taken.

The number of births is significantly less than the actual and projected number of required Reception places (e.g. 323 born in 2010/11 compared to 382 Reception applicants for 2015/16 – a variance of 59 or 18%) indicating that movement into the area is a very significant factor.

**Roll projection/ birth data conclusion**

There is a case to create additional capacity in the Earley area, at least to meet short term need. However, the fall in the number of live births is expected to have a significant impact from 2017. These factors are considered further in the linked report on the primary place strategy.

## **Community and member dialogue**

Officers have met a number of concerned local parents (those whose children have been diverted out of the area) in a series of evening meetings. Officers continue to explore options and discuss possible service improvements (e.g. to the place planning process and data) with these parents.

## **Earley options for capacity from 2016**

Any changes to capacity will be agreed as a part of the revised primary strategy (in preparation, draft in the related report on this agenda). This is likely to mean from September 2016. The strategy will consider mid-phase (Years 1 to 6) as well as future Reception place needs, so there will be an opportunity to consider how best to meet the needs of this cohort (September 2015 Reception class) of Earley resident children through the primary review process.

## **Sites**

There are a number of Earley school capacity expansion options under consideration as part of the primary review process. All have significant challenges as sites are constrained and additional home to school traffic difficult to adequately mitigate.

## **Admission arrangements**

Revisions to school designated areas can be considered – but these are unlikely to be helpful while there are marked differences in local school popularity and as long as there is a general shortfall in capacity.

The next opportunity to change admissions arrangements is for September 2017 admissions.

Better information to parents may also be helpful – to support parents in obtaining a local school place by explaining the importance of using all four preferences and how to interpret historic admissions data to use their preferences effectively.

The admissions team is working closely with other council departments to consider whether or not any offers are based on misleading or fraudulent information (particularly concerning home address). Where such cases are identified offers can be withdrawn (even once a child has started school).

## **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**

The financial appraisal of the primary provision strategy is ongoing.

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

N/A

**Reasons for considering the report in Part 2**

N/A

**List of Background Papers**

N/A

**Contact** Brian Grady

**Service** Childrens Services

**Telephone No**

**Email** brian.grady@wokingham.gov.uk

**Date** 9/7/15

**Version No.**



# Agenda Item 11.

**TITLE:** **Special Education Needs and Disabilities (SEND) Reform – Implementation Board**

**FOR CONSIDERATION BY** Children’s Services Overview and Scrutiny Committee on 21 July 2015

**WARD** None Specific

**DIRECTOR** Judith Ramsden, Director Children’s Services

## **OUTCOME / BENEFITS TO THE COMMUNITY**

The delivery of the SEND reforms for WBC has ensured that all children and young people and their families benefit from the new legislation within the Childrens Act at the earliest opportunity. The new scope of Education Health and Care plans with provision identified up to the age of 25 for learners with SEN and disabilities enables effective planning and transition to adult support services. Access to provider information via the Local Offer has engaged a range of Alternative Providers who are now represented on the WBC website. Engagement with the community has enabled parents, carers and the children and young people themselves to fully engage with the process and influence their own plans and programmes.

Feedback from agencies, schools and service users have been very positive about the new EHCP meetings noting that they are far more holistic and pertinent to each child or young person. Formal qualitative evaluations of this are now being undertaken to provide an evidenced audit trail of impact and performance.

## **RECOMMENDATION**

That the progress made in the SEND implementation be acknowledged and further supported throughout the next cycle.

## **SUMMARY OF REPORT**

The report outlines the key work strands undertaken by WBC in the delivery of the SEND reforms and the progress made within each. The approach taken has received excellent feedback from the allocated DfE SEN Officer in both inspection visits held this academic year. We have hit all key deadlines for the activities.

## **Background**

WBC established a multi-agency working party across children and adult services to plan and deliver the reforms required within the SEND element of the Childrens Act 2014. Alongside this a commissioning group headed by the Assistant Director for Commissioning Children and Adult Services operated as a quality and project control board.

We are in the second year of operation with the DfE acknowledging that there is a requirement for a third year of implementation to ensure that the reforms are embedded across the country.

Despite this extension there is no commitment at this time for an extension of the SEND grant which has facilitated the activities successfully undertaken in Wokingham.

## **Analysis of Issues**

- Timings of transfer meetings where conversion of previous statements to the new EHC Plans – the transfer meetings have been scheduled according to year group priority. There has been some delay to this as the meetings themselves are thorough but time consuming. Additional staff have been appointed funded through the SEND Implementation Grant and an allocation from Schools Forum. However, both these funding streams cease as of the end of this academic year and so staff contracts will cease.
- Personal Budgets – the DfE SEN Advisors are themselves unclear about how the operation of PBs should occur and what is in scope of such budgets. This has impacted upon the development and implementation of PBs across the country. WBC has a focus group working on this currently.
- Increase in number of EHC assessment requests from parents to the SEN team. The publication and information around the new SEND reforms has raised awareness and this could be a factor in the increase in requests for assessment.

## 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)			
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?)

### Reasons for considering the report in Part 2

### List of Background Papers

<b>Contact</b> Kathy Roberts	<b>Service</b> Childrens Access and Inclusion
<b>Telephone No</b> 01189746880	<b>Email</b> Kathy.Roberts@wokingham.gov.uk
<b>Date</b> 09.07.15.	<b>Version No.</b> 1

## **SEND Implementation Project Report**

### **Introduction:**

In preparation for the Children and Families Act 2014 Wokingham Borough Council (WBC) considered its readiness to implement the SEND Reforms within the Act from September 2014, by responding to the DfE Readiness Survey in July 2013.

The Pan Berkshire Group “Raising Participation Partnership” worked with the 6 Unitary Authorities in Berkshire through 2013/14 as the work that it had lead on, on behalf of the Local Authorities for Post 16 provision was due to be subsumed back into LA responsibility with the reforms introduced by the Children and Families Act.

In September 2013: An extended SEND Reform working group was established in WBC, this met fortnightly, with sponsorship from Assistant Director- Learning and Achievement, membership consisted of representatives from Adult and Children’s Social Care, SEN, Educational Psychology, Schools Finance, Corporate Communications, Data, Parent Partnership, Parent Carer Forum, and working groups established with leads identified for each key strand of the Reforms.

The 6 work strands: Engaging Parents and Young People, Local Offer; Education, Health and Care (EHC) Assessment and EHC Plans; Pathways to Adulthood, Personal Budgets, and Joint Commissioning. The summary of each of the work strands is detailed on the table from page 2. The following dates outline the dissemination of the SEND Reforms work to a wider audience.

APRIL '14 - Wokingham established a SEND Reform project group meeting, fortnightly – sponsored by Brian Grady on behalf of CSLT with membership including the service manager for Social Inclusion, Principal Educational Psychologist, SEN team manager, and the project manager.

FEB/APRIL '14 - Easthampstead Park Conference launched The SEND Reforms to schools

JULY '14 - Headliners Event for Young People

SEPT '14 - Can Day for Parents, Carers and Young people in Wokingham

SEPT '14 SEND Reform whole day training to SENCo’s in Wokingham maintained schools and half-day training to agency partners – social care, other education partners and health colleagues.

<b>Work Strands</b>	<b>Lead Officer</b>	<b>Successes</b>	<b>Next Steps</b>
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<p><b>Engaging Parents and Young People</b> Co-production with Parents (Info, Advice and Support)</p> <p>In collaboration with REACH Parent Group</p> <p>Voice of the Child/Young Person</p>	<p><b>Phil Cullimore</b></p> <p><b>Julie Monahan (REACH)</b></p> <p><b>Jodie Reichelt</b></p>	<p>Co-production with REACH involved throughout project</p> <p>Successful co-production of SEND implementation with SENDIASS /REACH /IS to provide Independent support for the EHCP Process</p> <p>WBC accepted as part of pilot DfE project to extend Tribunal remit to include social care and health disagreements</p> <p>Young persons' forum met and gave views which were written up into a report – along with the Headliners video</p>	<p>Continued co-production with parents supported by SENDIASS, REACH and Independent Support</p> <p>Involving SENDIASS to support parent and young people's understanding/engagement Training for parents/carers and young people to prepare them for new process</p> <p>Evaluation of parents and young people who have had an EHC assessment from September 2014 – July 2015</p> <p>CSLT and Members to view and approve for wider distribution including putting on the Local Offer</p>
<p><b>New EHC Assessment Process</b></p>	<p><b>Clare De Meyer</b></p>	<p>An EHC Co-ordinator meets with every family prior to Panel considering whether to undertake EHC Assessment. This is to ensure that families' views have contributed in full at the earliest stage in decision making</p> <p>Training to all WBC SENCo's, Health and other educational professionals</p> <p>Culture shift: Aspirations/Outcome focussed and 'person centred', revised report format from professionals</p>	<p>Future expectations that schools / SENDIASS / Independent Support will complete assessment profile reducing time spent repeating history with parents</p> <p>Further training planned for Independent and special school SENCo's. Further training planned for Paediatricians, CAMHS professionals and therapists</p> <p>Embedding culture shift / new methodology with SENCO's – continued embedding at SENCO</p>

		<p>The introduction of a graduated response to support children and young people with exceptional needs through early intervention by schools using the exceptional needs funding process which provides flexible funding to schools through a Cluster Moderation model approach Social Care identification of innovation bid for social care move into graduated response / early input / think family / ASSIST intervention / Signs of Safety</p> <p>Within the 1<sup>st</sup> term 60 EHC Assessments requested 70 Transfer Reviews attended</p>	<p>network</p> <p>Review of Exceptional Needs Funding process. Visit/contact other LA's with established systems for early intervention funding systems to share and develop good practice on devolving top-up funding for mainstream provision in schools</p>
<b>Joint Commissioning</b>	<b>Brian Grady</b>	<p>WBC participation in Pan-Berkshire development of all work strands within SEND Reforms</p> <p>West of berks work commenced on aligned Joint Commissioning Strategies</p> <p>A Pan-Berkshire Joint Commissioning group now meets each month and includes representation from CCG/Health providers to consider joint commissioning of therapies and services</p> <p>Different options re transport arrangements being discussed including independent travel training/specialist training for providers on ASD and other needs</p>	<p>Wokingham Children's Partnership to agree a Joint Commissioning Strategy for Children with Disability by October 2015</p>

		Participation in Joint commissioning post 16 regional funding/provider group and 'Valuing Care', reviewing FE provision and costings.	
<b>Local Offer</b>	<b>Elaine Munro</b>	<p>Engagement of multi-agency/external agency (schools / FE / health providers) in contributing information to Local Offer</p> <p>Fully involved in Pan-Berkshire production of work stream plan</p> <p>Local Offer now includes Section 4 list of DfE recognised education providers (schools/FE)</p>	<p>Post 16 and FE information Now on local offer.</p> <p>Develop of policy for criteria for service providers to be included on WBC Local Offer</p>
<b>Technical Lead</b>	<b>Vanessa Walters</b>	<p>WBC were very fortunate to have an identified expert within the LA with an understanding of Open Objects and Wokingham were able to deliver the Local Offer against 1<sup>st</sup> September timeframe</p> <p>Schools supported this by being provided with a template which met the regulations required within the COP regarding the school's SEN report and information</p>	<p>Activate rate and review to Local Offer, once our terms and conditions policy has been checked and agreed by our Shared Legal Solutions department.</p> <p>Publish report on feedback from users in September 2015</p> <p>Jun/July - To get schools to review their Local Offer a year on</p> <p>Produce and distribute postcards and posters with information about the Local Offer and promote through:</p> <p>WBC's Facebook, Twitter, Grapevine, Newsletters – CAN, Children's Services, Buzz, Voluntary groups, Healthwatch, local community</p>

		<p>Development of the Preparing for Adulthood Section</p> <ul style="list-style-type: none"> <li>• Health</li> <li>• Education</li> <li>• Social Care</li> <li>• Independent living</li> </ul> <p>Working with the equivalent adults team to ensure that young people transitioning into adulthood are directed into the appropriate areas of the adult directory.</p> <p>Used the SouthEast7 – Preparing for Adulthood guide to check the information Wokingham does and doesn't have within the directory.</p> <p>Development of directory areas:</p> <ul style="list-style-type: none"> <li>• Health and Wellbeing</li> <li>• Schools and Special Educational Needs section. Including <ul style="list-style-type: none"> <li>○ Glossary</li> </ul> </li> </ul>	<p>groups Outreach visits including local events, meeting with providers and parents, local colleges and schools</p> <p>Open Objects to create a Local Offer form for childminders.</p> <p>Further development of these sections still required. Work with other teams and organisation to ensure we cover all appropriate areas under the guide. This will include ensuring there is adequate information on:</p> <ul style="list-style-type: none"> <li>• Involving young people in planning and determining their future</li> <li>• Finding employment</li> <li>• Finding somewhere to live</li> <li>• Social and Community life</li> <li>• Health</li> <li>• Start to develop the following sections:</li> <li>• Short Breaks</li> <li>• Transport</li> <li>• Social Care</li> </ul> <p>Data within directory to be integrated into the new seamless look website and directory. Adult Social Care have already gone down this route</p> <p>Update directory sections:</p> <ul style="list-style-type: none"> <li>• Equipment</li> </ul>
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		<ul style="list-style-type: none"> <li>○ Support pupils with medical conditions</li> <li>○ Timescale for transferring of statements</li> <li>○ Section 41</li> <li>○ What is an Annual Review</li> <li>• Personal budget</li> </ul> <p>Updated directory sections on:</p> <ul style="list-style-type: none"> <li>• Benefits and financial guidance</li> <li>• Disability friendly holidays</li> </ul> <p>Working in partnership with Pan-Berkshire and other LA's and Family Information Services</p>	<ul style="list-style-type: none"> <li>• Support groups and services</li> <li>• Leisure and activities</li> </ul> <p>Ensure appropriate links into new Carers area of the WBC website</p> <p>Working in partnership with Regional Local Offer Group</p> <p>User testing for parents and organisation who use the directory when supporting their clients</p>
<b>Preparing for Adulthood</b>	<b>Lisa Hay</b>	<p>Pathway to adulthood social care assessment paperwork being aligned</p> <p>Transition pathway flowchart developed</p> <p>Agreement to attend all yr9 reviews by transition social care worker</p> <p>PFA social care assessment paperwork piloted</p> <p>Young person engaged by using Person Centred Model</p>	<p>Social care training to consider continuation of care criteria challenge interpretation of continuation of care thresholds to increase health contribution to meeting EHC needs</p> <p>Further advice from DfE SEN Advisor regarding what is required from schools to complete transition plan.</p> <p>Training for young person plan with Independent Supporter Service</p>

		<p>Health employed a transition nurse and held a transition event</p> <p>FE colleges holding person centred reviews</p>	Evaluation / survey for parental feedback
<b>Personal Budgets</b>	<b>Ian Stokoe</b>	<p>Personal budgets: brokers supporting parents implementing and using budget model morphed from 'In Control' developed by Newcastle and Sussex, being improved and refined in using a RAS system.</p> <p>Corporate Transport has considered how personalisation and increased options for travel can be offered to children, young people and their families.</p>	<p>Personal budgets – wikii offer travel / transport budget – corporate budget – gap in membership on project board ensure options – mileage / travel trainer for individual travel.</p>

# Agenda Item 12.

<b>TITLE</b>	<b>Special Education Needs and Disabilities (SEND) Reforms -Framework for the Disability Strategy</b>
<b>FOR CONSIDERATION BY</b>	Children's Services Overview and Scrutiny Committee on 21 <sup>s</sup> July 2015
<b>WARD</b>	None Specific
<b>DIRECTOR</b>	Judith Ramsden, Director of Children's Services

## **OUTCOME / BENEFITS TO THE COMMUNITY**

That children with disabilities and additional needs and their families will be better supported.

## **RECOMMENDATION**

That the report is noted.

## **SUMMARY OF REPORT**

The aim of this strategy is to identify and steer service development for children and young people with special education needs and disability within the Wokingham Borough over the next 3 years. The strategy covers a broad range of service areas that follow a path through SEND (Special Education Needs and Disabilities) to fulltime residential care. It is part of a family of strategies setting out the way in which the Council will support children and young people in need and their families. It has a close affinity to the Early Help Strategy and the Emotional Health and Wellbeing Strategy (with its particular focus on mental health).

The strategy marks a step in a journey towards placing the needs of children, young people and their families at the centre of our planning process, rather than approaching service planning as discrete responses to specific statutory imperatives. Services need to be shaped to ensure the seamless delivery of support that matches each family's needs.

It establishes a number of key priority areas and an approval and implementation timetable has also been established.

## Background

This strategy is concerned with services to Children with disabilities. The definition is taken from the Equality Act 2010 and the Children Act 1989 and these define the children and young people that are affected by this strategy.

*The Equality Act 2010 says:*

“If you have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative (adverse) effect on your ability to carry out normal day to day activities (GOV.UK 2015).”

According to the Equality Act, 'substantial' means more than minor or trivial and 'long term' means 12 months or more. People with progressive conditions can be classed as disabled.

*The Children Act 1989 defines disability in Section 17 (11) in this way:*

“a child is disabled if he is blind, deaf or dumb or suffers from mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed”.

Specific themes developed in the strategy include:

- SEND services, and in particular the implementation of the reforms set out in the Children and Families Act 2014 and in the guidance in the Special Educational Needs and Disability Code of Practice 0-25 sufficiency of provision for children with SEND (including Alternative Provision or AP and transport arrangements).
- Services for disabled children and their families including the development of the short breaks service.

These service areas are reviewed against statutory, anticipated new legislation and local policy requirements (hearing the voice of service users and service providers) to understand the service gap and propose service developments.

### Use of multiple services

Many children and young people access more than one service area. There are a number of children who access at least two of these services:

- Services for disabled children and families
- Children's Social Care over last 12 months
- School

In total 150 children receive services under at least 2 of the service area criteria set out above. Around 50% of the 150 children (74 children) access all three of the criteria. Accessing multiple service areas is not a seamless process for the customer or WBC staff as there are multiple panels and funding streams for each of these service areas. Another service area involved in this is school transport. A number of children accessing the services identified will also be accessing transport services.

The largest group of children (37) accessing multiple services are those that have access to Bridges and a Special School (likely to be Addington) this represents a 25% of the total number of children receiving multiple services. As the groups reduce in size the number of services received by the group increases which shows that those with more complex needs receive more services groups of 4 or more receive on average 3 services where as those in groups of less than 4 receive on average 4 of the services identified.

The service that is most frequently combined with in multiple service use is Bridges followed by a completed single assessment.

## **SEND**

The proportion of children with statements of Special Educational Needs among Wokingham Children in Need population, including Children in Care is higher than is seen nationally, whilst there are relatively fewer children eligible for free school meals in Wokingham than seen nationally (CTPP 2015).

The total numbers of children with SEN with a statement has reduced year on year, in fact there are 48 less children with a statement than there were in 2013 and 43 children less than there were in 2014.

The primary need with the greatest numbers is Autism Spectrum Disorder where there are 276 statements which represent 38% of the total numbers of children with statements. The next highest need is Social Emotional and Mental Health issues where there are 114 statements representing 20% of the total number of statements. Speech, Language or Communication Difficulties and Moderate Learning Difficulties come a close third and fourth where there are 76 and 72 children with statements representing 10% and 9.8% respectively.

There are very few increases in numbers of children with statements between 2014 and 2015. Medical, Multi-Sensory Impairment and Profound Multiple Learning Difficulties each increased by 1 statement. The amounts of decreases in statements are more significant. Moderate Learning Difficulties and Speech, Language and Communication Difficulties both reduced by 13, Hearing Impairment statements were reduced by 7 and Visual impairment reduced by 4.

## **Community view**

Headliners (a research organisation) were commissioned in 2014 to consult children and young people with special educational needs and disabilities and their families concerning their aspirations, the services they receive and their ideas for service change. They interviewed 21 young people who looked at issues involving:

- Education
- Health and Social Care
- Leisure
- The Local Offer
- Preparing for Adulthood

The recommendations can be summarised though as pointing to a need for:

- Better, more personalised support (including at points of transition).
- Better information and guidance (making it clear understandable and accessible).
- Better access to therapies and other support
- Better transport arrangements
- A greater range of age specific leisure activities (including family activities)
- Improved support for the transition to work.

## **Consultation with Local Practitioners**

Consultation took place with local practitioners in 2014. The practitioners included: The SEND manager, Educational Psychologist, Alternative Provision Manager and Early Years professionals. They were asked to describe the current status of their service

areas the questions asked them to consider:

- Current need
- Future need
- What do children and parents say about the service?
- What services do we currently provide and what are the service gaps?
- What works well, and what doesn't work well?

All of the service areas responded to the questionnaire and a table of required actions devised (actions included in the next section headed "Analysis of Issues."

<b>SEND, Child Psychology and Early Years Professionals Identified Service Needs</b>	
Area of Need identified	Why is it needed
Extra Facility	<ul style="list-style-type: none"> <li>• A specialist resourced provision for high functioning young people with ASD in Wokingham secondary schools. Our special school for Severe Learning Difficulties is full and has no capacity to meet increased demand.</li> </ul>
Workforce development	<ul style="list-style-type: none"> <li>• Training for teacher on the new code of practice so that they understand what they need to do to implement the SEND Reform.</li> <li>• Service development in skills to assess and support young people (post 16) in college and apprenticeships</li> <li>• Service dev development in skills to assess and support 2 year olds</li> <li>• training to help the services understand the different systems and frameworks within: social care, health and education</li> <li>• Training to provide staff with more options to help children with disability.</li> </ul>
Designing a more rounded Early years support team	<ul style="list-style-type: none"> <li>• An opportunity was highlighted to join up the Team Around the Family (TAF) and the Team Around the Child (TAC)</li> </ul>
Medium Term Care services	<ul style="list-style-type: none"> <li>• There is consensus across all practitioners that responded that there is a gap in services between short breaks and full time residential care. Specifically family centred (Foster care) care that can provide breaks for weekends and 1 or 2 weeks at a time.</li> </ul>
Embed SEND reforms into everyday working practices	<ul style="list-style-type: none"> <li>• Children and Family Act 2014 reform</li> </ul>

**Analysis of Issues**

Having considered the issues identified above a number of key priority areas for future action were identified. These included:

- Access to Education

- Physical Disability
- Sensory Disability
- Children and Family Act/SEND reforms
- Improved continuum of provision: Social Emotional and Mental Health Difficulties
- Improved continuum of provision: Autistic Spectrum Conditions
- Short Breaks to Medium term support
- Personalisation & Person centred Planning
- Transitions

A number of issues were identified where a clear programme of activity arose from the inquiry:

- Develop SEND workforce to help Implement and support changes set out in the Children and Families Act 2014
- Design and construct an ASC Unit for high performing young people with Autism Spectrum Conditions in a mainstream school.
- Redesign early year’s services
- Create additional medium term provision for children with disability
- Personalisation, Charging for Short Break Services
- Design and implement a *Whole Service Design*” for Alternative Provision
- Develop with our Partner “FutureGov” a contemporary Home to School Transport scheme

## 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

<b>Other financial information relevant to the Recommendation/Decision</b>
--

The financial implications of the strategy will emerge as individual components are developed.
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<b>Cross-Council Implications</b> (how does this decision impact on other Council services, including properties and priorities?)
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<b>Reasons for considering the report in Part 2</b>
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<b>List of Background Papers</b>
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<b>Contact</b>	<b>Service</b>
<b>Telephone No</b>	<b>Email</b>
<b>Date</b>	<b>Version No.</b>



# Agenda Item 14.

<b>TITLE</b>	<b>School Performance - Summaries of Recent Ofsted Reports</b>
<b>FOR CONSIDERATION BY</b>	Children's Services Overview and Scrutiny Committee on 21 July 2015
<b>WARD</b>	None Specific
<b>DIRECTOR</b>	Judith Ramsden, Director Children's Services

- Lambs Lane Primary School** - Requires Improvement
- Shinfield Infant & Nursery Sch** - Good
- Loddon Primary School** - Subject Survey (Mathematics): Good
- Maiden Erlegh** - Good
- Bearwood Primary School** - Section 8 (HMI Monitoring) letters
- Lambs Lane Primary School** - Section 8 (HMI Monitoring) letters

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# Lambs Lane Primary School

Back Lane, Spencers Wood, Reading, Berkshire, RG7 1JB

## Inspection dates

4–5 February 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils do not read as well as they should, because they are not taught a sufficient range of reading strategies. Books and activities are not well enough matched to their needs and interests.
- Teachers do not do enough to ensure pupils develop a love of reading, share their enthusiasm for books and authors with each other and make good use of the school library.
- Over time, pupils, including those that are disadvantaged and the most able, have not made consistently good progress in each subject.
- Too many pupils leave the school at the end of Year 6, without having reached the expected levels in reading, writing and mathematics.
- Pupils are given too few opportunities to work independently. Consequently, they do not develop sufficient resilience to tackle problems confidently without adult support.
- Teachers do not consistently plan activities that will challenge pupils of different abilities and some work in mathematics is too repetitive. This slows the progress pupils make.
- Senior leaders do not analyse patterns of pupils' achievement sufficiently well. This limits their ability to improve teaching and the progress pupils make.
- Leaders at all levels are not consistently ambitious enough about how well pupils can achieve, so actions to improve achievement hitherto have lacked urgency.

### The school has the following strengths

- Pupils are polite, well mannered and keen to learn. They respect their teachers and appreciate all they do to help them.
- Parents are overwhelmingly supportive of the school. They have confidence that their children are kept safe and report they are always keen to come to school.
- Pupils with complex needs, in the resource provision, make good progress due to teaching which is tailored to their individual needs and abilities.
- Children make a good start to their education due to good teaching in the Reception class. They make good progress and are well prepared for entering Year 1.
- The staff team work well together. They strive to meet the needs of the pupils and to develop their own practice.
- Senior leaders and governors are committed to improving the school and are instilling a sense of pride in staff and pupils. Significant strides have been made since the last inspection and there is now no inadequate teaching.

# Shinfield Infant and Nursery School

School Green, Shinfield, Reading, Berkshire, RG2 9EH

## Inspection dates

4–5 February 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher and her deputy are recognised by staff, governors and parents as strong leaders who are determined to ensure the best education for all pupils. Consequently, the school's capacity for improvement is strong.
- Good teaching ensures that pupils make good progress, achieving well in reading and mathematics and improving in writing.
- By the time they leave the school, pupils are well prepared for the next stage of education; the majority move on to the linked junior school.
- Parents are highly supportive of the school and support their children's learning well. All the parents who responded to the Parent View online survey agreed that they would recommend the school to another parent.
- Adults set excellent standards of conduct; consequently, attitudes to learning are good.
- Governance is strong. Governors challenge and support the school effectively, ensuring that statutory requirements are met and playing an active role in the life of the school.
- Children in the early years enjoy school and in the Reception classes they make good progress from a wide range of starting points.
- Behaviour is of a high standard and the small number of pupils with behavioural difficulties are well supported so that they can focus on their learning.

### It is not yet an outstanding school because

- Standards of writing, although improving, do not yet consistently match national averages for some groups of pupils.
- In the Nursery, although children are well cared for, they do not make rapid progress in developing basic skills.

Aviation House  
125 Kingsway  
London  
WC2B 6SE

T 0300 123 1231  
[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



25 February 2015

Mrs S Phillips  
Headteacher  
Loddon Primary School  
Silverdale Road  
Earley  
Reading  
RG6 7LR

Dear Mrs Phillips

### **Ofsted 2014–15 subject survey inspection programme: mathematics**

Thank you for your hospitality and cooperation, and that of your staff and pupils, during my visit on 12 February 2015 to look at work in mathematics.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text without their consent.

The evidence used to inform the judgements included: interviews with staff and pupils; scrutiny of relevant documentation; analysis of pupils' work; and observation of lessons.

**The overall effectiveness of mathematics is good.**

**Leadership and management of mathematics are good.**

- Leaders are highly ambitious and have very high expectations. They have worked successfully to improve mathematics teaching and the quality of pupils' learning following the school's inspection in November 2012.
- Staff training is of good quality. The frequent workshops run by the subject leader have improved teachers' subject skills and knowledge. Staff's enthusiasm for teaching mathematics is high.
- Lesson observations are used to measure improvements in mathematics teaching. Each round has a specific focus and ensures that leaders have a very clear and accurate view of the impact of teaching on pupils' learning. The focus on mathematics when measuring the performance of teachers has made an important contribution to pupils' improved achievement.
- The subject leader has prepared staff well for the new national curriculum, including strategies for including problem solving in all lessons. The

chance to teach some of the 'new' curriculum content in the summer term 2014 raised the expectations of staff and pupils.

- Teachers are shown how to make use of high quality materials from professional bodies to challenge more able pupils to apply their skills.
- The assistant headteacher works well with the subject leader to ensure the Early Years provision complements the focus in the rest of the school on developing mathematical fluency.

### **The curriculum in mathematics is good.**

- The curriculum is planned thoroughly to make sure it meets pupils' needs. The transition towards full implementation of the updated national curriculum has been well organised. The 'talk for mathematics' project that you have embarked upon has the potential to help less able pupils reason mathematically.
- You have woven effectively the most demanding material into the mathematics lessons for all pupils in upper Key Stage 2. This allows pupils equality of access to higher-level thinking.
- The emphasis on problem solving, fluency and reasoning is exemplified well in some lessons and during discussions between pupils. For example, when Reception class children were sharing various items between friends, those children who were grappling with the idea of equal amounts had the opportunity to talk it through with their partners and demonstrate their thinking because practical resources had been provided. In a Year 6 lesson, the challenge to find the tenth term in a sequence demonstrated pupils' high degree of fluency in working with number.
- Lesson objectives are planned to help pupils make connections between mathematical ideas but this is not always well developed in lessons. Some work set for pupils misses opportunities to develop their reasoning skills.
- Robust assessment arrangements are in place, including regular checks to validate the data that is reported on. Partnership working with local schools on assessment helps to maintain the good transition from Year 6 into Year 7.

### **Teaching in mathematics is good.**

- Pupils are highly motivated because the lessons are interesting and challenge them to think. Walking into a Year 5 lesson, it was striking how much deep concentration and purposeful talk was going on as pupils set about solving complex number problems. Pupils demonstrated a secure understanding of the four operations and strong mental arithmetic skills that helped them choose the most efficient methods.
- Pupils report how much they enjoy mathematics lessons. One reason that they value the teaching is because it helps them to get the basics right. They said that, initially, the challenge to solve problems was hard but find the practical ways of working helpful.

- Teachers are skilful at encouraging collaboration. They step in to support the discussions that help pupils to understand the mathematics fully.
- Teachers ensure that pupils of different abilities have the opportunity to master skills and understanding in lessons, through pitching approaches, challenges, resources and support appropriately. Well-trained staff teach additional guided mathematics sessions in key areas, such as place value, for those pupils who need longer to secure their understanding.
- Teachers' written feedback in pupils' books is not always helpful. Marking does not draw pupils' attention to why they are making an error or pose a question that would help pupils understand the mathematics more deeply.

### **Achievement in mathematics is good.**

- Pupils' attainment is well above the national average and has risen in each of the last three years. Fifty per cent of the Year 6 pupils attained Level 5, with 22% attaining the highest standard, Level 6. At the end of Key Stage 1, standards are above average. Progress is good for all groups of pupils.
- The gap between boys' and girls' starting points, which is evident when children start in Year 1, closes rapidly. Boys' progress accelerates in Key Stage 2. Few disadvantaged pupils attend the school, so it is difficult to make comparisons year on year. In 2014, the gaps between the achievement of pupils whose circumstances make them disadvantaged and their peers was negligible.
- The majority of pupils are highly confident and fluent in mathematics. They have a quick recall of number facts and calculate mentally with accuracy. Less-able pupils use efficient methods to solve calculations but lack certainty when connecting ideas such as fractions and division.

### **Areas for improvement, which we discussed, include:**

- ensuring teachers build in more opportunities, including problem-solving and investigative activities, to help pupils apply what they have learnt and connect mathematical concepts
- making sure that teachers' feedback to pupils about their work focuses on what will help pupils secure and deepen their mathematical understanding.

I hope that these observations are useful as you continue to develop mathematics in the school.

As explained previously, this letter will be published on the Ofsted website. It may be used to inform decisions about any future inspection. A copy of this letter is also being sent to your local authority.

Yours sincerely

**Jonathan Palk**  
Her Majesty's Inspector

# Maiden Erlegh School

Off Silverdale Road, Earley, Reading, RG6 7HS

## Inspection dates

11–12 March 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy	
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management	Good		2
Behaviour and safety of pupils	Good		2
Quality of teaching	Good		2
Achievement of pupils	Good		2
Sixth form provision	Good		2

## Summary of key findings for parents and pupils

### This is a good school.

- Leaders have successfully created a learning community where students of different abilities and backgrounds are all able to learn well and make good progress.
- Leaders and governors have made sure that disadvantaged students, disabled students and those with special educational needs receive the teaching and support they need to learn well. As a result, these students typically make good progress.
- Leaders hold teachers to account well and provide them with effective training and support. Teaching is good and continuing to improve.
- Students make good progress across subjects and year groups. All groups of students in Years 7 to 9 make progress well above that seen nationally. Attainment by the end of Year 11 is high.
- Teachers have strong subject knowledge and skilfully impart this to students.
- Teachers have high expectations and make sure work set is suitably challenging for students of differing abilities so all learn equally well.
- Students typically engage well in learning during lessons. Low-level disruption is very rare. Their conduct is exemplary around the school site. Students are polite, respectful, and tolerant of difference.
- Students feel safe and secure. They know how to keep themselves safe in and outside school and online. Incidents of bullying are rare and dealt with effectively.
- Students' achievement in the sixth form is on average above that seen nationally at Level 3. Most students who retake mathematics and English GCSE successfully gained a grade C or higher.
- Students receive helpful and unbiased careers guidance. They are supported well to make the right choices for their next steps in learning and employment. All students who left the school last year went on to further study or training.

### It is not yet an outstanding school because:

- Gaps in achievement between disadvantaged students and others have not closed as well in Year 10 as in other year groups. In Years 10 and 11 boys do noticeably less well than girls.
- Teachers' marking and questioning of students are not always highly effective. At times, they do not play the part they should in helping students to learn really well.
- Opportunities to develop students' mathematical skills in other subjects are not well developed.
- Students in the sixth form have not yet had suitable opportunities to do work experience. They also do not routinely have opportunities to explore in depth issues related to equality, the rule of law and how to protect themselves from exploitation and harm.
- The local advisory board has not considered the impact of the school's work to promote students' spiritual, social, cultural and moral development as well as it has considered other aspects of the school's work.



Tribal  
Kings Orchard  
1 Queens Street  
Bristol, BS2 0HQ

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Direct T 0117 311 5269  
Email: klara.davies@tribalgroup.com



24 March 2015

Mrs Jane Barlow  
Bearwood Primary School  
Sindlesham  
Wokingham  
Berkshire  
RG41 5BB

Dear Mrs Barlow

**Requires improvement: monitoring inspection visit to Bearwood Primary School**

Following my visit to your school on 24 March 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in December 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- sharpen the action plan so it is clear:
  - when actions will take place
  - who will lead on each action
  - who will monitor the effectiveness of each action
  - how success will be measured against outcomes achieved by pupils
  
- ensure that teachers' assessments of pupils' work are accurate
- arrange a full review of governance.

## **Evidence**

During the inspection, I met with you, other senior leaders, the Chair of the Governing Body, and a representative from Wokingham local authority to discuss the action taken since the last inspection. I evaluated the school's action plan. In addition, I scrutinised other school documents, including records of leaders' monitoring of teaching and learning. The single central record was checked. I joined you on a tour of the school and visited every class, taking the opportunity to look at pupils' work.

## **Context**

Since the previous inspection, there have been several changes to staffing. Three class teachers who had been absent have now returned, two on a part-time basis and one full-time. A member of staff has resigned as leader for early years but retains the post of teacher with responsibility for pupils with special educational needs. From April, a different senior leader will become the school's leader for early years. A teacher with responsibility for a class of Year 5 and 6 pupils is absent. Senior leaders are sharing teaching responsibilities for this class.

## **Main findings**

You and the school's leaders have taken on board the recommendations from the previous inspection report. You accept the findings and are using them to galvanise and refocus senior leaders' efforts. Everyone shares your commitment to 'becoming a good school' once again. There is renewed vigour and determination to improve the school.

You are intent on gathering wider evidence on a more regular basis to raise standards. Information about how well pupils are learning is gathered more frequently. Meetings to discuss pupils' progress with teachers take place routinely. Senior leaders have helpfully modelled discussions to ensure that teachers are clear what is expected. As a result, teachers' accountability for how well pupils are learning is strengthening appropriately. Teachers identify more readily pupils in their classes who are not making the progress expected. They plan useful actions to support these pupils' learning more effectively. This is beginning to help pupils make the progress they are capable of. However, leaders now need to make sure that the information they gather is accurate.

Well-judged changes to the way the curriculum is organised and delivered are contributing well to improving standards. For example, leaders acknowledge that altering the timing of numeracy sessions in early years' classes is ensuring children are more responsive to new learning. More children are developing the skills and knowledge that are typical for their age than in the past. Teachers' planning has

strengthened and focuses on helping pupils to acquire new skills. You have ensured that classroom displays are more informative and helpful for pupils. This sharper focus on learning is contributing well to improving pupils' levels of attainment. School information shows that pupils are making greater progress than in the past and are beginning to catch up. More pupils are achieving the levels they are capable of. For example, standards in phonics have continued to rise and more Year 1 pupils are working at the standard expected for their age.

Since the last inspection, leaders have sensibly re-written the action plan to ensure that actions are appropriate to the areas requiring improvement. While the plan describes actions in depth, it is not clear enough what the intended impact is on outcomes for pupils. This makes it difficult to check that actions are making the difference where it matters. Also, it is unclear who is leading certain aspects and when actions will take place. Refining the plan will ensure leaders and governors are able to evaluate, more clearly, the impact of actions on improving teaching and learning.

Governors have recently revised their roles and responsibilities, adjusting their committee structure to align more closely with the school's improvement priorities. The newly-formed data committee is offering greater challenge to school leaders about how well pupils are learning. Governors are committed to monitoring the school's improvement more closely and plan to gather more information first-hand.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

Following the previous inspection, the local authority promptly increased its support for school leaders, initially visiting the school on a weekly basis. These visits have been particularly useful and have included helpful sessions to support teachers in effective lesson planning. Also, an advisor has conducted helpful lesson observations alongside senior leaders. The school has benefitted from regular visits from a consultant for early years and is part of an 'Excellence Working Group'.

A school improvement board, which includes local authority representatives, the headteacher and Chair of the Governing Body, have met once to discuss how well pupils are learning. This is welcome but would be more useful if discussion points were agreed in advance. This would allow leaders to present information more fully and members to offer challenge that is more helpful.

The local authority has brokered useful support for governors. The Chair of the Governing Body has particularly benefited from support from a National Leader of Governance. A date for an external review of governance is yet to be agreed. This

remains a key priority so that governors can use the findings to develop their expertise further.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Wokingham.

Yours sincerely

Elizabeth Farr  
**Her Majesty's Inspector**

Tribal  
Kings Orchard,  
One Queen Street,  
Bristol  
BS2 0HQ

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Direct T** 01173115246  
**Direct F** 01173150430  
**Direct email:** Sara.Whalley@Tribalgroup.com



29 April 2015

Mrs Sharon Finn  
Headteacher  
Lambs Lane Primary School  
Back Lane  
Spencer's Wood  
Reading  
Berkshire  
RG7 1JB

Dear Mrs Finn

### **Requires improvement: monitoring inspection visit to Lambs Lane Primary School**

Following my visit to your school on 29 April 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in February 2015. It was carried out under section 8 of the Education Act 2005. At its previous section 5 inspection the school was also judged to require improvement.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- ensure the checks on teaching and progress which leaders make are sharply focused on how well pupils are learning.

### **Evidence**

During the visit, I met with you, three members of the governing body, including the Chair, and a representative from the local authority to discuss the action taken since the last inspection. I evaluated the school's action plan. In addition, I scrutinised other school documentation, including records of leaders' monitoring activities. I

joined you on a tour of the school and visited every class, taking the opportunity to talk to pupils about their learning.

### **Context**

Since the previous inspection the Chair of Governors has left. A National Leader of Governance now chairs the governing body. There are currently three governor vacancies. Plans to fill these are well developed. A teacher with responsibility for a class of Year 3 and 4 pupils is retiring at the end of term. Two other teachers are due to begin planned absences, one at the end of term and one at the beginning of the autumn term. The school is currently advertising these temporary posts.

### **Main findings**

You, your governors and senior leaders have reacted promptly and purposefully to the inspection findings. The improvement plan has clear objectives linked to the right priorities. All staff, governors and local authority officers have contributed helpfully to the development of the plan. You have appropriately balanced the advice you have received to set a clear pathway for improvement. A noticeboard in the staffroom is used effectively to highlight steps to success. This collaborative approach means that all staff are fully involved in improving the school and have the key priorities at the forefront of their work.

You have appropriately revised the school's approach to teaching reading. Guided reading activities are more regular and better matched to pupils' interests and capabilities. During a learning walk, Year 5 and 6 pupils were able to competently use reading skills such as skimming to locate information about polar bears. Pupils say they enjoy reading. In the past, the range of reading materials available has been limited and not always appealing enough. Following responses to a pupil questionnaire and a review of reading materials, the school has updated its stock. It now includes books for Key Stage 1 pupils, class sets of books and computerised reading devices for older pupils. Pupils participate in the Reading Bus project and now read a wider range of literature more frequently. The emphasis on developing pupils' love of reading is seen in the regular posting by the headteacher of 'my book of the moment' on the door to her office.

There is a greater emphasis on improving the quality of teaching. Leaders are clear about their expectations but these are not fully understood by all staff. Leaders' monitoring activities need to focus more specifically on the progress pupils make. Leaders make regular checks to ensure that changes to the way teachers plan for pupils are implemented effectively. Teachers' planning includes activities that offer appropriate challenge for the most able pupils, particularly in mathematics. Pupils in many classes are making greater use of personalised learning targets to hone their skills. Senior leaders regularly scrutinise pupils' books to check that feedback from teachers is helpful. Although there is some improvement, inconsistency prevails.

Newly qualified teachers are well supported with regular opportunities to observe more experienced colleagues.

Governors have recently revised their roles and responsibilities, adjusting their committee structure to align more closely with the school's improvement priorities. Governors provide very useful support to school leaders and are equally ambitious about improving the school. They make valuable comments, challenging senior leaders robustly and ensuring that improvement is clearly documented and validated. Areas requiring improvement are kept under scrutiny to make sure that leaders are held accountable for improving the school rapidly.

Ofsted may carry out further monitoring inspections and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

Wokingham Borough Council provides very useful guidance. The school's improvement officer makes regular visits to the school offering well judged support and challenge to make sure no time is lost in moving the school forward. School leaders are receptive. They are involved in the local authority's 'getting to good' training to share good practice and learn from other colleagues. The council has brokered a National Leader of Education to help the school improve. A National Lead of Governance is chairing the school's governing body very effectively. As a result, there is now a greater degree of challenge and scrutiny, which appropriately holds leaders to account for how well children are learning. The local authority has commissioned a full review of pupil premium funding which will take place in June 2015. As a helpful interim measure, a teaching and learning officer has looked closely at how well disadvantaged pupils in Year 6 are achieving compared to their peers.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Wokingham and as below.

Yours sincerely

Elizabeth Farr  
**Her Majesty's Inspector**

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# Agenda Item 15.

<b>TITLE</b>	<b>Children's Services Performance Indicators</b>
<b>FOR CONSIDERATION BY</b>	Children's Services Overview and Scrutiny Committee on 21 July 2015
<b>WARD</b>	None Specific
<b>STRATEGIC DIRECTOR</b>	Judith Ramsden, Strategic Director of Children's Services

## **OUTCOME / BENEFITS TO THE COMMUNITY**

Children's Services performance indicators underpin the council's priorities and principles to focus on every child reaching their potential and looking after the vulnerable.

## **RECOMMENDATION**

That the Children's Service performance indicators be noted.

## **SUMMARY OF REPORT**

The timing of the Overview and Scrutiny Committee means that the latest indicators available for formal reporting this cycle are the Quarterly indicators reported at the end of March 2015. More recent internal monitoring information has been provided.

## **Background**

A set of information on performance indicators is provided to the Corporate Leadership Team and the Executive on a regular basis. The most recent report, providing information for Children's Services covering the year to March 2015, is provided as Appendix A to this report.

## **Analysis of Issues**

No indicators were rated red in March 2015.

An update on performance since March 2015 also shows no red performance indicators:

The indicators for use in corporate reports, and their associated targets, are currently being discussed by the Corporate Leadership Team and will be used in future reporting to the Overview & Scrutiny Committee.

No	Indicator	Frequency of Reporting	Comparator Period	Target 2013/14 and 2014/5	High or Low score is good	May 2015 (ytd)	RAG	
<b>Keeping Children Safe</b>								
5	<i>Safeguarding: Children subject to a Child Protection Plan for a second or subsequent time</i>	<i>Quarterly switched to monthly reporting</i>	<i>Previous quarter</i>	<i>12 to 14%</i>	<i>Low</i>	<i>5.6%</i>		<i>The 5.6% only represents 1 child</i>
6	<i>Safeguarding: % of referrals that are repeat referrals to Children's Social Care</i>	<i>Quarterly switched to monthly reporting</i>	<i>Previous quarter</i>	<i>20 to 23%</i>	<i>Low</i>	<i>19.5%</i>		
7	<i>Safeguarding: % of assessments completed within 45 working days</i>	<i>monthly reporting</i>	<i>Previous quarter</i>	<i>75 to 85%</i>	<i>High</i>	<i>80%</i>		
8	<i>Looked after children: % of children who have had 3 or more placements within the year</i>	<i>monthly reporting</i>	<i>Rolling 12 months</i>	<i>7 to 9%</i>	<i>Low</i>	<i>2.9%</i>		
9	<i>Looked after children: % of children achieving permanence</i>	<i>monthly reporting</i>	<i>Previous quarter</i>	<i>16 to 18%</i>	<i>High</i>	<i>34%</i>		

## 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)	Not applicable		
Next Financial Year (Year 2)	Not applicable		
Following Financial Year (Year 3)	Not applicable		

### **Other financial information relevant to the Recommendation/Decision**

None

### **Cross-Council Implications** (how does this decision impact on other Council services and priorities?)

n/a

### **Reasons for considering the report in Part 2**

n/a

### **List of Background Papers**

None

**Contact** Brian Grady  
**Telephone No** 0118 974 6055

**Date** 9<sup>th</sup> July 2015

**Service** Children's Services  
**Email**  
[Judith.ramsden@wokingham.gov.uk](mailto:Judith.ramsden@wokingham.gov.uk)  
**Version No.** 1

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No	Indicator	Comparator Period	Baseline Performance	Target 2014/15	High or Low score is good	Mar-15	RAG	Exec Member	Strat Director	Indicator commentary
<b>1 Children</b>										
<b>Children Safe</b>										
5	Safeguarding: Children subject to a Child Protection Plan for a second or subsequent time	Previous quarter	See note	12 to 14%	Low	13.1%	Green	Charlotte Haitham Taylor	Judith Ramsden	
5	Safeguarding: Children subject to a Child Protection Plan lasting over 2 years	Previous quarter		3 to 7 %	Low, but not too low	3%	Green	Charlotte Haitham Taylor	Judith Ramsden	-
6	Safeguarding: % of referrals that are repeat referrals to Children's Social Care	Previous quarter	See note	20 to 23%	Low	20%	Green	Charlotte Haitham Taylor	Judith Ramsden	
7	Safeguarding: % of assessments completed within 45 working days	Previous quarter	New indicator	75 to 85% (Focus on timeliness and quality)	High	83.6%	Green	Charlotte Haitham Taylor	Judith Ramsden	-
8	Looked after children: % of children who have had three or more placements within the year	Previous quarter	See note	7 to 9%	Low	2.7%	Green	Charlotte Haitham Taylor	Judith Ramsden	-
9	Looked after children: % of children achieving permanence	Previous quarter	See note	16 to 18%	High	30%	Green	Charlotte Haitham Taylor	Judith Ramsden	-
<b>Narrowing the Gap</b>										
10	Key Stage 2 attainment: The gap between the performance of those children eligible for Free School Meals and their peers	Previous year	Summer 2012 FSM 53% Non FSM 84% NTG 31pp		Low	Summer 2014 FSM6 65% Non FSM6 87% NTG 22 pp	Green	Charlotte Haitham Taylor	Judith Ramsden	The FSM6/disadvantaged gap monitors the gap in achievement between children who have received free school meals at some point in the last 6 years and children who have not. The FSM6 gap has reduced from 29.3 percentage points (pp) in 2013 to 21.9 pp in 2014.

No	Indicator	Comparator Period	Baseline Performance	Target 2014/15	High or Low score is good	Mar-15	RAG	Exec Member	Strat Director	Indicator commentary
11	Key Stage 4 attainment: The gap between the performance of those children eligible for Free School Meals and their peers	Previous year	Summer 2012 FSM 26.2% Non FSM 67.8% NTG 41.6pp		Low	Summer 2014 FSM6 36.8% Non FSM6 70.6% NTG 33.8 pp	Green	Charlotte Haitham Taylor	Judith Ramsden	The FSM6/disadvantaged gap monitors the gap in achievement between children who have received free school meals at some point in the last 6 years and children who have not. The FSM6 gap has reduced from 41.6 percentage points (pp) in 2013 to 33.8 pp in 2014.
12	% of young people who are classified as Not in Education, Employment or Training (NEET)	Corresponding quarter for previous year	See note	Below 4.5% at year end	Low	2.6%	Green	Charlotte Haitham Taylor	Judith Ramsden	Data is reported in arrears and December figure relates to October 2014
13	% of young people in vulnerable groups[5] who are classified as Not in Education, Employment or Training (NEET)	Corresponding quarter for previous year	New indicator	Cohort too small – should simply aim for a reduction over the year	Low			Charlotte Haitham Taylor	Judith Ramsden	The NEET population is complex, and the definitions have changed for reporting. In October 173 (80%) of young people with LDD were in EET (the rest were either NEET or "unknown") There are 14 young parents in years 12 – 14, all of whom are not available for education or training.
14	Youth Offending: first time entrants to the Youth Justice System	Previous quarter	Baseline 2012/13 Q1 - 8, Q2 - 4, Q3 - 7, Q4 - 10	Reduction on previous year (nationally subject to revised definition for 2013/14)	Low	-	-	Charlotte Haitham Taylor	Judith Ramsden	Indicator is reported a quarter in arrears and is calculated by the Youth Justice Board from the Police National Computer. Quarter 4 2014-15 performance will not be available until Quarter1 2015-16 performance is released. The most recent data available is for the period January 2014 to December 2014. For this period, Wokingham had 36 First Time Entrants. This is a reduction of 15.8% compared to baseline.
15	Youth Offending: rate of re-offending	Previous quarter	2012/13 24.3%	Reduction on previous year	Low	21.70%	Green	Charlotte Haitham Taylor	Judith Ramsden	

**Childrens Services - indicator commentary**

**Opportunity for All**

78	16	Key Stage 2 attainment: % of pupils achieving Level 4 in both English and mathematics	Previous year	2011/12 Average all pupils 89%		High	Summer 2014 85%	Green	Charlotte Haitham Taylor	Judith Ramsden	The summer 2014 national average is 79%
	17	Key Stage 4 attainment: % of pupils achieving 5+A*-C GCSEs (inc English and mathematics)	Previous year	2011/12 Average all pupils 65.6%		High	Summer 2014 66%	Green	Charlotte Haitham Taylor	Judith Ramsden	The data for summer 2014 is based on the new DfE definition, which only counts a pupil's first attempt at an examination. Indications from schools suggest that around 73% of pupils will have achieved the old measure, which allowed for resits.
	18	Raising standards in schools: % of all schools in Ofsted categories of good or better	Previous quarter	Dec 2012 published data, (43 schools) 79.0%	78% (46 schools)	High	86% (55 schools)	Green	Charlotte Haitham Taylor	Judith Ramsden	<a href="https://www.gov.uk/government/statistics/monthly-management-information-ofsteds-school-inspections-outcomes">https://www.gov.uk/government/statistics/monthly-management-information-ofsteds-school-inspections-outcomes</a>
	18a	Raising standards in schools: % of primary schools in Ofsted categories of good or better	Previous quarter		78% (40 schools)	High	83% (41 schools)	Green	Charlotte Haitham Taylor	Judith Ramsden	
18b	Raising standards in schools: % of secondary schools in Ofsted categories of good or better	Previous quarter		78% (6 schools)	High	89% ( 8 schools)	Green	Charlotte Haitham Taylor	Judith Ramsden		

No	Indicator	Comparator Period	Baseline Performance	Target 2014/15	High or Low score is good	Mar-15	RAG	Exec Member	Strat Director	Indicator commentary
Childrens Services - indicator commentary										

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## CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE WORK PROGRAMME

DATE OF MEETING	ITEM	PURPOSE OF REPORT	REASON FOR CONSIDERATION	RESPONSIBLE OFFICER / CONTACT OFFICER
<b>21 July</b>	Delivering Effective Safeguarding Services	To receive a regular update including: <ul style="list-style-type: none"> <li>• an update on the recruitment and retention strategy.</li> <li>• Early Help and Innovations programme – report from Thames Valley Police (TVP) on their contribution to the Front Door work stream</li> <li>• Update on the development of M.A.S.H.</li> <li>• Children's Social Care Annual Report</li> </ul>	Standing item to monitor safeguarding services <ul style="list-style-type: none"> <li>• To receive and update</li> <li>• To receive information on the work stream</li> </ul>	Head of Social Care and Intervention/ HR  TVP
	Special Education Needs and Disability (SEND) Reforms	To receive a report on the implementation of the new requirements for the provision of SEND services under the Children and Families Act and framework for new disability strategy	To inform the Committee of the new service provision.	Brian Grady/ Kathy Roberts

<b>DATE OF MEETING</b>	<b>ITEM</b>	<b>PURPOSE OF REPORT</b>	<b>REASON FOR CONSIDERATION</b>	<b>RESPONSIBLE OFFICER / CONTACT OFFICER</b>
	Primary Place Planning and allocation process	Following a scrutiny request, to receive an initial report on pupil place planning and processes for the allocation of places across the Borough including Earley.	Review request referred from Overview & Scrutiny Management Committee	Director, Children's Services
	Review Draft Primary Strategy	To consider the refresh of the Primary School Places Strategy	Request from Officers	Judith Ramsden/Piers Brunning
	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

<b>DATE OF MEETING</b>	<b>ITEM</b>	<b>PURPOSE OF REPORT</b>	<b>REASON FOR CONSIDERATION</b>	<b>RESPONSIBLE OFFICER / CONTACT OFFICER</b>
<b>22 Sept</b>	Annual Report of Wokingham Safeguarding Children Board	To consider the Wokingham Local Safeguarding Children Board's (WSCB) Annual Report	To monitor the work of the WSCB	Children's Services /WSCB
	Delivering Effective Safeguarding Services	To receive a regular update, including the impact of the Early Help and Innovations Programme	Standing item to monitor safeguarding services	Head of Social Care and Intervention
	Children's Partnership	To receive a report on the work of the Children's Partnership which is one of as one of the Health & Wellbeing Board Partnership Groups which have responsibility for the implementation of designated programmes within the Health & Wellbeing Strategy.  (One of the functions of the Committee is to scrutinise/review the issues that relate to the implementation of designated programmes within the Health & Wellbeing Strategy that relate to children and young people).	To inform the Committee of the activities of the Partnership to allow its work to be scrutinised/reviewed	Judith Ramsden/ Brian Grady

<b>DATE OF MEETING</b>	<b>ITEM</b>	<b>PURPOSE OF REPORT</b>	<b>REASON FOR CONSIDERATION</b>	<b>RESPONSIBLE OFFICER / CONTACT OFFICER</b>
	Annual Report of Corporate Parenting Board	To receive the annual report of the Corporate Parenting Board	To monitor the implementation of the recommendations of the Looked After Children Review	Judith Ramsden/ Head of Safeguarding and Social Care
	The Process of School Budget Setting and funding allocation	Following a scrutiny request, to consider setting up a review of the process around setting school budgets and funding allocation, including the funding formula and opportunities to influence Government	Review request referred from Overview & Scrutiny Management Committee	Rob Stubbs/Alan Stubbersfield
	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

<b>DATE OF MEETING</b>	<b>ITEM</b>	<b>PURPOSE OF REPORT</b>	<b>REASON FOR CONSIDERATION</b>	<b>RESPONSIBLE OFFICER / CONTACT OFFICER</b>
	Children's Services O and S Committee Forward Programme	To consider the forward programme of the Committee	Standing Item	Democratic Services
<b>27 Oct</b>	Review of the Effectiveness of Governing Bodies - Monitoring	To receive a monitoring report on the implementation of the approved recommendations the Report on the review of the Effectiveness of Governing Bodies -	To monitor implementation of the Review recommendations	Head of Learning & Achievement/ Governor Services
	Impact of the Apprenticeship Programme	To receive a report giving details of the programme to provide apprenticeships for young people.	To monitor this provision	
	Delivering Effective Safeguarding Services	To receive a regular update	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

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	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
<b>2 Dec</b>	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  Achievement Gap Review	Standing item to enable the Committee to assess performance and identify areas of concern	Head of Learning & Achievement

<b>DATE OF MEETING</b>	<b>ITEM</b>	<b>PURPOSE OF REPORT</b>	<b>REASON FOR CONSIDERATION</b>	<b>RESPONSIBLE OFFICER / CONTACT OFFICER</b>
	Children's Services O and S Committee Forward Programme	To consider the forward programme of the Committee	Standing Item	Democratic Services
<b>23 Feb 2016</b>	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

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