



# **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 27 OCTOBER 2015 AT 7.00 PM**

A handwritten signature in black ink, appearing to read 'Andy Couldrick', written in a cursive style.

Andy Couldrick  
Chief Executive  
Published on 19 October 2015

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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)	Shahid Younis (Vice-Chairman)	Laura Blumenthal
Chris Bowring	Lindsay Ferris	Ken Miall
Bill Soane	Alison Swaddle	

### Substitutes

Prue Bray	Tom McCann	Malcolm Richards
Bob Wyatt		

### Parent Governor Representatives

Vacancy

### Diocesan Representatives

Vacancy, Roman Catholic Representative  
Vacancy, C of E Representative

ITEM NO.	WARD	SUBJECT	PAGE NO.
31.		<b>APOLOGIES</b> To receive any apologies for absence.	
32.		<b>MINUTES OF PREVIOUS MEETING</b> To confirm the Minutes of the Meeting held on 22 September 2015.	7 - 12
33.		<b>DECLARATION OF INTEREST</b> To receive any declarations of interest.	
34.		<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>	
35.		<b>MEMBER QUESTION TIME</b>	

To answer any member questions.

36.	None Specific	<b>REVIEW OF THE EFFECTIVENESS OF GOVERNING BODIES - MONITORING</b> To receive and consider a report monitoring the effectiveness of governing bodies.	13 - 40
37.	None Specific	<b>ANNUAL REPORT OF WOKINGHAM SAFEGUARDING CHILDREN BOARD</b> To receive and consider a report detailing the work undertaken by the Wokingham Safeguarding Children's Board.	41 - 98
38.	None Specific	<b>IMPACT OF THE APPRENTICESHIP PROGRAMME</b> To receive a presentation giving details of the impact or the apprenticeship programme.	Verbal Report
39.	None Specific	<b>DELIVERING EFFECTIVE SAFEGUARDING SERVICES</b> To receive and consider a report detailing the Children In Care peer review.	99 - 110
40.	None Specific	<b>REGULATIONS SURROUNDING SCHOOL LOANS</b> To receive and consider a report containing information around the regulations surrounding school loans.	111 - 116
41.	None Specific	<b>SCHOOL IMPROVEMENT POLICY 2015</b> To received and consider a report outlining the school improvement and delivery model.	117 - 126
42.	None Specific	<b>CHILDREN'S SERVICES PERFORMANCE INDICATORS</b> To receive and consider a report outlining the Children's Services performance indicators.	127 - 134
43.	None Specific	<b>SCHOOL PERFORMANCE</b> To receive and consider a report giving details of school performance and outcomes in 2015.	135 - 156
44.	None Specific	<b>SCHOOL IMPROVEMENT SERVICE PLAN 2015-2017</b> To receive and consider a report identifying the school improvement plan for 2015-2017.	157 - 162
45.	None Specific	<b>PRIMARY SCHOOL STRATEGY</b> To receive and consider a report containing the primary school strategy.	To Follow
46.	None Specific	<b>COMMITTEE'S FORWARD PROGRAMME</b> To receive the current work programme for the Committee and to consider any amendments or	163 - 166

additions.

47.

**ANY OTHER ITEMS WHICH THE CHAIRMAN  
DECIDES ARE URGENT**

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

**CONTACT OFFICER**

**Luciane Bowker**

**Tel**

**Email**

**Postal Address**

Democratic Services Officer

0118 974 6091

luciane.bowker@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 22 SEPTEMBER 2015 FROM 7.00 PM TO 9.15 PM

### **Committee Members Present**

Councillors: Pauline Helliar-Symons (Chairman), Laura Blumenthal, Ken Miall, Bill Soane and Alison Swaddle

### **Other Councillors Present**

Councillors: Tim Holton

### **Officers Present**

Tricia Harcourt, Senior Democratic Services Officer  
Luciane Bowker, Democratic Services Officer  
Brian Grady, Head of Strategic Commissioning  
Judith Ramsden, Director of Children's Services  
Alan Stubbersfield, Interim Assistant Director Learning and Achievement

### **77. APOLOGIES**

Apologies for absence were submitted from Councillors Chris Bowring, Lindsay Ferris and Shahid Younis.

### **78. MINUTES OF PREVIOUS MEETING**

The Minutes of the meeting of the Committee held on 21 July 2015 were confirmed as a correct record and signed by the Chairman, subject to the correction in the attendance list to reflect Laura Blumenthal's presence to the meeting.

The chairman, Pauline Helliar-Symons, announced that this was Tricia Harcourt's last meeting as she was due to retire. The chairman wished Tricia well on her retirement and thanked her for all her work over the years in the Council.

### **79. DECLARATION OF INTEREST**

There were no declarations of interest.

### **80. PUBLIC QUESTION TIME**

There were no public questions.

### **81. MEMBER QUESTION TIME**

There were no Member questions.

### **82. THE PROCESS OF SCHOOL BUDGET SETTING AND FUNDING ALLOCATION**

The Committee considered a verbal report by Alan Stubbersfield, Interim Assistant Director Learning and Achievement, outlining the process of school budget setting and funding allocation.

Members were advised that the schools' budget was set by Schools Forum, which was an advisory body composed by a proportional number of representatives including: primary headteachers; secondary headteachers; Academies and Free Schools headteachers; Special Schools headteachers; governors and non-schools representatives. Schools Forum would discuss and make decisions on the school's finances, culminating with the submission of the budget every year.

It was explained that KS4 pupils cost more than KS3 and KS2 pupils due to a number of reasons, including: higher number of teachers; bigger premises; extended school resources and exam related costs.

Currently there was considerable pressure on the budget due to having to fund the new secondary school. It was noted that there was a time lag issue in that the new school would only receive pupil funding once it was open and this was directly related to the number of pupils admitted in the school. However, the costs of setting up the school, for example employing the leadership team, would occur before the school had an income to cover it. This was causing controversy at the Schools Forum and headteachers were generally concerned about the effect on their budgets.

It was mentioned that the Council had a statutory obligation to meet the demand for school places for Wokingham children. It was recognised that to meet this demand it was necessary to have this new secondary school to ensure there were enough school places in the coming years. It was important to have transparency in the process for dealing with the deficit which was forecast for the next two years. The calculations were complex and it was imperative to have discussions in advance so that future shortfalls did not come as a surprise.

In discussing the item, the following points were made:

- It would be interesting to know what percentage of the deficit was directly related to the new school;
- It was envisaged that with the new secondary school, schools would be competing for pupils;
- Costs for the new school had to be met locally, however some of the costs would be absorbed by all schools;
- It was noted that the 30 hour increase in the Early Years provision had added pressure to the system but was not the main reason for the predicted deficit;
- There was concern that the schools' performance and improvement could be affected by cuts in funding. It was mentioned that Wokingham was the lowest funded Local Authority in the country and that Charlotte Haitham Taylor was lobbying with John Redwood to try and improve this situation;
- The scrutiny process was valued as it encouraged headteachers and governors to be transparent, efficient and to learn from one another. It was important to be conscious of the challenges ahead;
- In reply to a question about training, Officers stated that Headteachers or their representatives were invited to attend a finance conference twice a year which was helpful for their understanding of budgeting. It was noted that most schools had bursars;
- Schools Forum were modelling a five year strategy in which they were now regularly reviewing, planning and forecasting for the next five years;
- The Committee was reassured that the School Finance Officer reviewed and had to sign off when a school went into a deficit position. Although schools could make their own financial decisions within their budgets they were accountable to the Council. It was noted that the Council had limited powers to influence Academies and Free Schools;
- Once the new school started to receive funding for its pupils the situation would be alleviated;
- Members enquired about the possibility of borrowing money to support schools during this challenging period. It was suggested that Graham Ebers, Chief Finance Officer be

invited to attend the next meeting to discuss this idea with the Committee. The Committee asked that they receive a written report containing possible solutions and different ways of borrowing prior to the meeting;

- In previous years the school's budget had been set without major problems, so headteachers were not used to these sort of challenges, but had now accepted that all schools and academies were required to find savings;

**RESOLVED** That:

- 1) Graham Ebers be invited to attend the next meeting to discuss the possibility of borrowing money, rate options and his views on finding a solution to the deficit;
- 2) an update report be provided to the next meeting.

### **83. THE WORK OF THE CHILDREN'S PARTNERSHIP**

The Committee considered a report on the work of the Children's Partnership as set out on Agenda pages 17-28.

The Chairman asked that in the future, overview and scrutiny reports should be more specific in their recommendations, rather than just '*to note*'. It was suggested that it could include words such as: '*to recommend*' and '*to make further suggestions if appropriate*'.

Where the word '*welfare*' was used in the Outcome / Benefits to the Community it should say '*wellbeing*'.

Brian Grady, Head of Strategic Commissioning stated that progress had been made against all the identified priorities. However, it was noted that the Council had scored significantly worse than the national average for the National Indicator relating to the emotional health of children, however the data was very old. This was being monitored and there was a significant piece of work being undertaken with Healthwatch to improve this area.

It was noted that there was concern over the length of time CAHMS assessments were taking. Officers were aware of the issue and were putting pressure on health commissioners to improve the services offered to Wokingham as it was acknowledged that significant improvement was required in this area. Corporate Parenting Board had also identified issues with Wokingham Looked After Children (LAC) not receiving their health assessments in the prescribed time. Officers were engaging with health professionals to improve this situation.

Brian reported that there was better communication since the Head's steering group which was due to meet on a termly basis had been established.

**RESOLVED** That:

- 1) the report be noted;
- 2) reports to include more specific recommendations as discussed at the meeting.

### **84. UPDATE ON THE DRAFT PRIMARY SCHOOL PLACES STRATEGY**

The Committee received a verbal update on the Draft Primary School Places Strategy.

It was hoped that the outcome of the draft strategy would be considered by the Executive in November. Judith Ramsden, Children's Services Director reported that it had been a struggle in terms of capacity to set up task and finish groups for discussions on the strategy.

The Committee was advised that following the recent problems with shortage of school places, there had been no significant changes so far and there was continual support for parents in the Lower Earley area. The report would be discussed at the next meeting of the committee on 27 October. Charlotte Haitham Taylor stated that it was important to carry on with the discussions so not to lose momentum, on setting strategies and solving issues.

**RESOLVED:** That the Draft Primary School Places Strategy report be discussed at the next meeting of the Committee, on 27 October.

## **85. ANNUAL REPORT OF CORPORATE PARENTING BOARD**

The Committee received and considered the annual report of Corporate Parenting Board which was set out on pages 29-58.

Councillor Haitham Taylor stated that Corporate Parenting Board had met on 8 September and showed a high level of commitment. There had been a peer review at that meeting with positive findings and Charlotte was due to meet with Judith Ramsden to discuss the outcomes.

During the presentation of the report the following points were highlighted:

- There were more boys than girls in care in the older age group;
- The Council had adopted a Care Leavers' Charter and a Foster Carers' Charter in order to demonstrate commitment;
- There had been positive feedback from the Care Leavers' survey; Members asked for the exact numbers involved in the survey;
- An event had been held at Chessington Park for Foster Carers to share views and this experience had been positive;
- The CAHMS strategy had been discussed at the Health and Wellbeing Board who were looking to improve this service;
- Children In Care had taken part in setting up their IT strategy;
- Social Workers' retention was better and as a result there was less turnover;
- The new virtual school was positively influencing results;
- It had been agreed to give Care Leavers second or even third chances regarding tenancy arrangements;
- Some Foster Carers had decided to permanently commit to the children by means of adoption and special guardianship;
- It was recognised that there was an issue with the timing of LAC health assessments, CPB was challenging health partners to improve this service;
- The new Children Advocacy Officer had now started;
- It was important to make sure Members were aware of their responsibilities as corporate parents;
- It was challenging to keep all placements within the borough and there was ongoing work to improve this;
- Members were encouraged to attend the Care Leavers event on 30 October.

The Committee was pleased with the progress of the CPB, particularly the commitment shown by Foster Carers.

Members asked for clarification on the 'key' for the graphs on page 52 of the report and the 'next steps' relating to the points raised on page 57 to be circulated with the minutes.

**RESOLVED** That:

- 1) the report be confirmed and noted;
- 2) the 'key' to the graph on page 52 and the 'next steps' relating to issues raised on page 57 be circulated with the minutes.

#### **86. CHILDREN'S SERVICES PERFORMANCE MONITORING**

The Committee received and considered a report, set on Agenda pages 59-68, which gave details of the Children's Services performance indicators, in the Council Plan Performance Monitoring Report.

Members were pleased the format of the report and commented that the font size used facilitated the reading of the report. The Committee congratulated Officers on the fact that all indicators were green.

**RESOLVED:** That the report be noted.

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

The Committee was informed that no Ofsted inspections reports had been published since the last meeting.

#### **88. VIRTUAL SCHOOL REPORT**

The Committee received and considered the Virtual School report that was set out on Agenda pages 69-90.

Alan Stubbersfield, Interim Assistant Director of Learning and Achievement explained that the virtual school was set up to replicate the structure of real schools. Its objective was to seek improvement in LAC school's performance.

There was an aspiration that Looked After Children would attend outstanding schools. It was noted that three children were placed at schools that had been rated by Ofsted as 'Requires Improvement'. These placements were being monitored and if necessary a change of provision would be actioned.

It was mentioned that the key priority groups on the virtual school roll were: Children in Care; Looked After Children; Care Leavers; Special Guardianship Orders and Performance Adoption. Additional targeted group were: Children Missing Education; Elective Home Education; Free School Meals cohorts and Children on a Child Protection Plan.

Members noted the numbers around attendance listed on page 85 of the Agenda and questioned what specific actions were being taken by the Education Welfare Officer to improve CIC and LAC school attendance.

The Virtual School enabled a dialogue between professionals and a better link for Social Carers.

**RESOLVED** That:

- 1) the report be noted;
- 2) more information on actions being taken by the Education Welfare Officer to improve Children In Care and Looked After Children school attendance be provided to the Committee.

## **89. SECONDARY SCHOOLS ACHIEVEMENT RESULTS 2015**

The Committee received a verbal update on the recently published secondary school achievement results for 2015.

The Committee requested to receive comparative information with Yately and Edgbarrow secondary schools.

It was reported that KS1 had had very good results and KS2 had consolidated last years' improvements. A particular area where there had been considerable improvement was writing and the next area to focus on was maths.

The results for KS3 showed a mixed picture with some schools showing good results but others faltering. The A Level results had gone up locally despite the fact that nationally they had gone down.

It was noted that it was important to narrow the gap in secondary schools. It was recognised that some schools had become complacent because parents were very proactive and that these schools should be challenged in order to achieve beyond their current levels of achievement.

**RESOLVED** That:

- 1) the verbal report be noted;
- 2) benchmarking information in relation to the achievement of Edgbarrow and Yately Schools, while recognising that Wokingham Borough Council has no accountability for their results, be provided to the Committee with the minutes.

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

The Committee received and considered its current work programme, set out on Agenda pages 91-98, and agreed to add the following items to the 27 October meeting:

- Primary School Places Strategy;
- Borrowing options for schools - Graham Ebers to be invited to discuss

**RESOLVED:** That the Committee's forward programme including the additional items put forward at the meeting be confirmed.

<b>TITLE</b>	<b>Review Of The Effectiveness Of Governing Bodies - Monitoring</b>
<b>FOR CONSIDERATION BY</b>	Children's services Overview and Scrutiny Committee on 27 October 2015
<b>WARD</b>	None Specific
<b>STRATEGIC DIRECTOR</b>	Judith Ramsden Director of Children's Services

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

Strengthening effective school governance and leadership on school standards and outcomes for children and young people.

## **RECOMMENDATION**

To confirm support for actions taken and recommend any future steps.

## **SUMMARY OF REPORT**

The report gives an account of the Wokingham governor support service, detailed in the annex. Matters covered include: Statutory support; traded service; national chairs' training programme; support for schools judged by Ofsted as "requiring improvement"; sharing good practice; vacancies and recruitment; Ofsted expectations; impact; next steps. Also attached is an example of the WBC "Digest for Governors" which gives comprehensive background information.

## **Background**

Between May and July 2012, a Task and Finish Group of the Children's Services Overview and Scrutiny panel undertook a review of the work of school governing bodies and the services provided by the Local Authority in helping them undertake their responsibilities. There were eighteen recommendations put forward by the Task and Finish Group which were approved by the Executive in November 2012. Updates on those recommendations have been provided annually since then, although it was felt that more measurable outcomes should be provided in the future, as outlined in Appendix 1.

## **Analysis of Issues**

See annex.

## **FINANCIAL IMPLICATIONS OF THE RECOMMENDATION**

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

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

<b>Other financial information relevant to the Recommendation/Decision</b>
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The cost of the governor services staff is funded entirely by the revenue from the traded service.
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<b>Cross-Council Implications</b>
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<b>List of Background Papers</b>
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<b>Contact</b> Alan Stubbersfield	<b>Service</b> Children's Services
<b>Telephone No.</b> 0118 908 6121	<b>Email</b> alan.stubbersfield@wokingham.gov.uk
<b>Date</b> 20/10/2014	<b>Version No.1</b>

## **APPENDIX 1**

### **Overview**

Wokingham's governor support function is a successful operation providing key support to those bodies comprising skilled and committed volunteers who contribute significantly to education in the borough. Its success is seen in comments on school governance and LA support in inspection reports, in feedback surveys, attendance at events, and in income and financial viability. The report gives an account of current issues, and includes an example of the way in which we communicate with governors with the Digest for Governors.

The termly Governors Digest provides advice and guidance to all governors and highlights legal changes and procedural information for that term. Articles are provided from within the authority ie HR, Finance and Health and Safety. A copy of this term's Digest is attached as Appendix 2.

### **Statutory Support**

Reconstitution – There was a legal requirement that all governing bodies had to reconstitute under the 2012 Constitutional Regulations by 1<sup>st</sup> September 2015. Advice and guidance was provided on this through Chairs' and Clerks' briefings and individually. All schools successfully reconstituted their governing bodies by 1<sup>st</sup> September 2015.

### **Traded Service**

The Governor Services traded service for the financial year 2015/2016 has been subscribed to by all WBC schools including Academies/ Free Schools with the exception of Maiden Erlegh and Oakbank Schools. The current charge is £950 plus £18.00 per governor for maintained schools and £1400 plus £18.00 per governor per annum for academies/free schools. The costs to buy into the traded service increased last year to take into account that governing bodies would be reducing in size as a result of having to reconstitute. This continues to ensure that the income received from subscriptions make the service self-funding.

Those schools who do not subscribe are able to attend training on a pay as you go basis but the costs for these are high to ensure that it is more cost effective for schools to subscribe. Oakbank School have attended training on a pay as you go basis.

Within this traded service is the offer of a variety of relevant training courses, briefings and the bi-annual conference. Appendix 3 outlines the uptake of training, the evaluations from that training, together with the uptake of the GEL Online training that is also provided as part of the traded service.

The Governor Services team meets twice yearly with Development Governors, whose role it is to champion training, encouraging their governors to attend briefings/courses and find a governor mentor for new governors. At these meetings Development Governors are provided with statistics for the uptake of their governors training and the opportunity to review the courses being offered each year with suggestions being acted upon, where practical.

New governors are booked onto the next available New Governors Induction training and as a result of this we had 83% of new governors attending these very important sessions which inform governors of their role. Nationally Wokingham are above average with many local authorities following our process of automatic bookings to achieve higher attendance.

### **National Chairs Training Programme**

The National Chairs Development Programme was put together by the National College for Teaching and Leadership at the request of central government with a view to offering specific training to support governors. This training has been offered since January 2013 and is through three modules taking several months to complete. Wokingham Borough hosted the training on behalf of Wokingham, Bracknell Forest and Reading and has offered the training twice. A third session was arranged but had to be cancelled due to lack of delegates. Those who were booked on were signposted to sessions being offered by Windsor and Maidenhead Borough Council. Within Wokingham 13 chairs of governors have completed the programme.

Comments received on the difference that the delegates felt this training would make include:

- Confidence in my abilities.
- Think about how I can bring others along on the journey.
- A sense of focus on what I need to do next.
- Leadership Development, knowledge of how others operate.
- Ideas and strategies form good practice and shared information.
- Make changes when best for the school and not individuals.
- Explore collaboration and try to have standardisation with Wokingham schools.
- Confidence. Some individual ideas and an overall reminder to focus on what matters.
- Governor evaluation and necessity of some form of accountability.

### **Support for Requiring Improvement Schools**

The School Improvement strategy - Signs of Success has now been updated and sent to Chairs of Governors. This outlines the support for those schools who are Ofsted Requiring Improvement, locally assessed as requires improvement or high priority schools. Within this is availability of up to 40 officer day's support from the school improvement team, of which governance is part of this and so additional full governing body training will be provided where required. In the past this has included training on:

- understanding data
- Ofsted expectations
- Effective governance
- How to support and challenge.

Governance reviews have also taken place and as a result from the learning from that review, specific measures of support and advice from the Governor Services Manager and School Improvement Officer has taken place to ensure the governing body are able to increase their knowledge and understanding to address areas of weakness.

## **Sharing of Good Practice**

Chairs of Governors have an opportunity to join with their cluster Chairs at each Chairs Briefing and the local authority suggest a development item for discussion. These have included:

- Developing leadership talent
- Reconstitution
- Skills audits
- Partnership working, collaborations/federations and amalgamations
- Budgets in times of austerity and sharing of resources.

Governor Services have also provided mentors for new Chairs and Chairs of Committee where requested. Two new Chairs of Governors within one cluster were put in contact with a Chair in the same cluster who will continue to provide support for them in their new role. The governors of a free school have asked to see if it is possible that 'buddies' from other governing bodies are provided and this has been arranged accordingly.

Within the Borough we have one National Leader of Governance (NLG) who has joined a high priority school, as Chair of Governors, to provide support for the school and governing body. Within his role as an NLG he is also providing support to two new Chairs of Governors and has undertaken a review of governance and provides some ongoing training for that governing body. Governor Services are encouraging more Chairs of Governors to become NLG's by providing information on when it is open to apply, flyers about the role and a contact of who to approach for more information.

## **Vacancies and Recruitment**

Governor Services provide posters and leaflets that governing bodies can use to assist with recruitment of governors, which some governing bodies have included on their website. In the past a strapline has been included on the Council Tax envelopes that are sent out to each home within the Borough. Governor Services also recommends that schools use the School Governors One Stop Shop or Inspiring Governors which are national organisations to support governor recruitment.

Vacancies within the Borough are relatively high at 15% which is because schools have reconstituted their governing body and have therefore had more resignations than they would normally expect. Historically the vacancy rate at the beginning of the Autumn Term has varied between 12% - 16% and is generally the highest within the year as staff and parent governor elections are taking place. Within the Borough the vacancy rate for local authority governors is 0.1% (which equates to 1 vacancy).

## **Ofsted**

The Ofsted Inspection framework has expectations that governance will provide the appropriate support and challenge to school leaders and where this is good it will be reflected in the overall judgement of the school. In the academic year 2012/13, 16 inspections of WBC primary schools judged 80% of governing bodies to be at least

Good. In the academic year 13/14, 15 inspections of WBC Primary Schools judged 87% of governing bodies to be at least Good. In 2014/15, 6 inspections of WBC Primary Schools and 1 Secondary Academy judged 86% of governing bodies to be at least Good. The overall picture is that 87% of WBC schools have governance judged at least Good at the time of their last Ofsted inspection.

Where governance is good the following comments were outlined within the Ofsted inspection reports:

- The governing body makes a strong contribution to the quality of education the school provides. They have had relevant training about keeping the school under review and rigorously follow up on areas where the school could be doing better, with notable impact.
- Governors have a wide range of skills and they have allocated their roles to make sure that they use these skills effectively to support and challenge the school. They also attend training to improve their skills further.
- Governors have significantly improved their knowledge and skills since the previous inspection. They are now able to hold senior leaders to account highly effectively for the academic performance of different groups of pupils.
- The governing body is capable and organised. Governors monitor key aspects of the school's provision systematically and thoroughly.

Where governance was underperforming in a small number of cases, Ofsted identified the following causes:

- The GB relies too heavily on the Headteacher for information about the quality of teaching;
- The GB has undergone many changes and does not yet provide consistent challenge to school leaders about pupils' achievements or the quality of teaching;
- Governors have been trained in understanding assessment data, but have not always asked critical questions about why teaching is not leading to better pupil progress.
- While they question the headteacher over the content of the school's improvement plan, they are not closely involved in identifying priorities, setting targets and checking the impact on pupil progress.

As a result of these comments governors have received and been encouraged to attend specific training to increase their knowledge and understanding. Governor to Governor support has been arranged by using the NLG or other effective governing bodies and where required School Improvement Boards (SIB) have been put in place to challenge and support the leadership team.

### **Impact Statement**

Governor Services are currently undertaking a questionnaire asking governing bodies for feedback on the service provided. Feedback from this will be provided to Development Governors at their meeting in December and via the Governors Newsletter at the end of this term. From the results received to date 100% are rating the overall support provided by Governor Services as good or better.

## **Next Steps**

- The bi-annual conference is being organised for 2016.
- Continuing support providing mentors for new chairs and governors, when required.
- Encouraging Chairs of Governors to become National Leaders of Governance.
- Support for new academies will be provided when required.
- Governor Services continue to work closely with the School Improvement team.
- Following the retirement of the Governor Services Manager the Governor Services Officer has been promoted into this role following a national recruitment process, co-incidentally ensuring a smooth transition and ongoing continuity. The resulting vacant Governor Services Officer post has also been successfully filled.

# DIGEST

## for Governors



**WOKINGHAM  
BOROUGH COUNCIL**

**Autumn 2015**

Dear Governors

Summer has come and gone, the 2015 pupil outcomes have been crunched, and we all start another school year, with a wild surmise... My wife and I used to refer to our infant child as our wild surmise, which is actually a reference to the poet Keats' sense of excitement on sitting down to read a new and thrilling translation of ancient Greek poetry. It takes all sorts... for my part I still miss the feeling of what it's like in school at the beginning of September, with that new paint smell, and the sense of potential to be realised through the year... I hope we all share that feeling of creative power balanced with crisp-edged ambition, and the commitment to all our pupils that I see reflected in the 2015 results.

Those results have seen some fantastic successes, some risks taken, and overall improvements at all levels of Wokingham schools and Early Years settings. I'm delighted that our foundation stage outcomes have shot up, that writing has improved, and Wokingham's A levels were better when nationally they weren't. I'm really pleased too that we have a borough-level analysis for our looked-after pupils' results at every age group. That's been achieved by the partnership between your schools, where those pupils are, and the new "Virtual School" which provides back-up and focus on vulnerable pupils' progress. I look forward to continued success of every school in Wokingham, and particularly the virtual school, which is my personal wild surmise to support vulnerable pupils and especially those looked after by the local authority.

My work here will continue for the new school year, so I'll be able to watch all that growth, and hopefully to meet as many of you as I can through the year.

Best wishes

Alan Stubbersfield  
Interim Head of Learning and Achievement.  
Wokingham Children's Services

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## 1. SCHOOL GOVERNANCE

### Changes to Constitutional Regulations

Updated Constitutional Regulations have been published and come into effect from 1<sup>st</sup> September 2015. The changes within these Regulations are:

- Encouraging governing bodies to interview, discuss and take up references for appointed governors ie co-opted category.
- A paragraph has been added on ensuring diversity and different opinion within the governing body and that the governing body should be alert to the risk of becoming dominated by one particular mind-set or strand of opinion.
- If someone is already a governor elsewhere and looking to become a governor at a second or third school, they are suggesting that the Chair of Governors checks with the Chair from the other school to ensure that time and commitment will not be a problem.
- Includes the information that governing bodies must now publish on their website details of their governors, category of governance, business interests (including if related to staff of the school) and attendance and this also includes Associate members.
- Includes that on the Instrument of Government it can now state that an individual's term of office will be between 1-4 years.

### Election of Chair and Vice Chair

Except where governors have already decided to appoint Chairs and Vice-Chairs for terms of office of more than a year, both these positions will be elected to at the first meetings of this term. As previously, any governor not employed at the school is eligible to serve as Chair or Vice-Chair.

If it has not already done so, the governing body may wish to explore any variation to its arrangements for appointing the Chair and Vice-Chair (their term of office can be set at between one and four years). Any change should be decided during the course of the year, well ahead of the next round of elections.

The governing body also decides other details for these elections – it remains good practice for nominations to be sought in advance of the meeting, published with the agenda, and voted on by secret ballot, although the regulations are no longer prescriptive about these details.

### Review of Committees and Delegation

The governing body must review its committees at least annually, including both membership and terms of reference. The governing body must appoint a clerk to each committee (the regulations do not prevent a governor being allocated this role).

The governing body can choose whether to appoint committee chairs or leave this for the committees themselves to decide.

The governing body must also review at least annually its delegation of functions to the headteacher, committees or individual governors. There are a number of points to bear in mind under the current regulations:

Firstly, almost any function can potentially be delegated to a committee, although there remain restrictions on what can be delegated to an individual.

Secondly, governors are reminded they must consider delegating non-strategic aspects of the governing body's duties to the headteacher.

Thirdly, governors may need to amend committee terms of reference to reflect policy changes.

**Parent Governor Representative Elections**

There is an opportunity for parent governors to put themselves to stand as the parent governor representatives to sit on the Councils Overview and Scrutiny Committee. Information will be available on our website at <http://www.wokingham.gov.uk/schools/governors/> from 21<sup>st</sup> September and if any parent governor is interested they will have until 19<sup>th</sup> October to apply.

**Timeline of Changes**

The DfE have produced a timeline document to help Headteachers and governing bodies plan ahead, prepare for and apply mandatory legal requirements which can be found at: <https://www.gov.uk/government/publications/mandatory-timeline-maintained-schools>

Contact: Vicky Lewendon on 974 6131

**2. PERSONNEL**

**INFORMATION**

**School Teachers' Pay 2015/16**

The following are the key changes to the STPCD 2015:

Main Pay Range

- An uplift of 1% to the minima of the range
- An uplift of 2% to the maxima of the range

Upper Pay Range, Leading Practitioner Range, Unqualified Teachers Range

- An uplift of 1% to the minima and maxima of the range

Allowances in the national framework i.e. Teaching and Learning Responsibility Payments (TLRs) and Special Education Needs (SEN) allowances

- An uplift of 1% to the minima and maxima of the TLR payment and SEN allowance ranges

Leadership group range

- An uplift of 1% to the minima of the overall leadership group range
- No uplift to the maxima of the overall leadership group range
- An uplift of 1% to the minima of each of the eight head teacher group pay ranges
- No uplift to the maxima of each of the eight head teacher group pay ranges

It will be down to individual schools, in accordance with their pay policies, to determine how to adjust the salaries and allowances payable to individual teachers (within the bounds of the national framework) and that these decisions must take account of the individual's performance.

**All payraises will be notified to Selima directly from the schools** via spreadsheets,

confirming the individual salaries of each teacher as there will now be so many different pay points across the various Wokingham Borough Schools.

**New law on ballot voting thresholds for unions to take strike action**

The Trade Union Bill reforms the rules on trade union ballots for taking industrial action. The implementation date is yet to be confirmed, but the main elements of the Bill are:

- increasing to 50% the voting threshold for union ballots turnouts (while retaining the requirement for there to be a simple majority of votes in favour of industrial action);
- introducing an additional requirement that 40% of all those entitled to vote in the ballot must vote in favour of industrial action in certain public services such as health, education, fire and transport;
- introducing measures to restrict picketing;
- introducing changes to the role of the certification officer;
- introducing a new requirement that members must opt in to the political fund element of trade unions subscriptions; and
- restricting the mandate for industrial action post ballot by introducing time limits on the mandate.

**Fit for Work**

Fit for Work is a Government-funded service providing advice for employers, employees and GPs on matters relating to health and work. It also provides occupational health assessments on referral from the employee's GP or employer, where an employee is absent from work for at least four weeks.

Where an employee is referred to the service, an adviser from the Fit for Work service will carry out an occupational health assessment, usually over the phone. The employee will be provided with a return-to-work plan, with recommendations for steps that could help him or her to return to work. The return-to-work plan will be shared with the employer, unless the employee does not consent to this.

The roll out of GPs being able to make referrals to the Fit for Work service is complete. Employers in England and Wales will be able to make referrals to the Fit for Work service from autumn 2015.

Once employers can refer employees, the Fit for Work service is more likely to be used by small and medium sized employers. However, employees can be referred to the Fit for Work service by their GP, so a large employer with an occupational health function may be contacted by Fit for Work about an employee, even if it has not made the referral itself. A large employer's existing occupational health services could be incorporated into the formation of the return-to-work plan by the Fit for Work service and could be involved in facilitating the recommendations under the plan.

**Advice for Employers**

Employers can take a return-to-work plan from the Fit for Work service as evidence equivalent to a fit note for the purposes of statutory sick pay entitlement. An employee needs to provide a fit note to the employer if he or she is discharged from the Fit for Work service before returning to work, or if the employee does not consent to the return-to-work plan being disclosed to the employer.

Employers should be aware that, if the employee's condition amounts to a disability under the Equality Act 2010, a refusal without reason on the employer's part to accommodate an adjustment recommended by the Fit for Work service could form the basis of a complaint

to an employment tribunal that the employer failed in its duty to make reasonable adjustments.

**Future developments**

The Government announced on 22 July 2015 that the roll out of GPs being able to make referrals to the Fit for Work service was complete. Employers in England and Wales can make referrals to the Fit for Work service from autumn 2015.

Guidance for Employers can be found here:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/408274/fit-for-work-employers-guide-feb-2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/408274/fit-for-work-employers-guide-feb-2015.pdf)

**Contact:** Nicky Barlow, Schools Personnel Consultant on 07789 744878

**3. SCHOOL IMPROVEMENT**

**INFORMATION**

**School Categorisation and School Improvement Support**

Individual letters outlining what your school has been categorised as for school improvement support will be sent to the Headteacher shortly with copies being emailed to the Chairs of Governors. The support being offered for each category will be outlined within the new School Improvement Strategy document that will be available shortly.

**Contact:** Gill Walker

**Data Packs**

Local Authority data analysis packs for Early Years, KS1 and KS2 have been sent into schools. RAISE Online data will be available by the end of October for Primary Schools.

**Contact:** Performance Data Team 0118 974 6075

**4. FINANCE**

**Maintained Secondary and Primary Schools Delegated Budget**

We are bringing forward the issuing of **Indicative** schools delegated budgets for 2016/17 financial year which will be issued in early November. Governing Bodies will need to be using this budget information in budget planning preparation for the new financial year.

**Contact:** Donna Munday, Schools Finance Manager 0118 974 6114

**5. SCHOOL ADMISSIONS**

**School Admissions Arrangements 2017-18**

Proposed admission arrangements for 2017-2018 will go to the forum for advice. Consultation on Admissions Arrangements for September 2017 must last for a minimum of 6 weeks and must take place between **1 October 2015 and 31 January 2016**.

**INFORMATION**

**Community and Controlled schools.** Please let us know if you wish the local authority to consider any changes to current arrangements relating to your school individually.

Whilst there is no requirement now to consult on keeping or increasing the school admission number, there is still a requirement to consult on any decreases. Please notify if you wish us to consider any changes to your school admission number. You should

contact us by 28 September to allow sufficient time for consideration of any proposed changes.

**Voluntary Aided schools and Academies.** Own admission authority schools are reminded that if there are proposals to make any changes to the 2017/18 determined admission policy that consultation should take place for at least six weeks between 1 October 2015 and 31 January 2016. If the school is not proposing to make any changes, please advise Sue Riddick for information. If the proposed arrangements are ready for consideration by the School Admissions Forum, the next meeting will be held on 1 December 2015. Paperwork for this meeting is usually prepared two weeks in advance of the meeting. The following meeting is scheduled for 27 January 2016. Please forward any paperwork to Sue Riddick.

As in previous years, if you wish us to include your school’s consultation documentation on the council’s website for wider coverage, please forward to us by 10 December 2015. There is still a requirement to post your consultation documentation to your school’s website, notify your relevant area that consultation is underway, give details of the person in the admission authority to whom comments may be sent, and allow consultees at least six weeks to respond between 1 October and 31 January.

If you do not consult on any changes; schools are still required to determine 2017/18 admission arrangements by 28 February 2016 and send a copy of their full, determined arrangements to the local authority by 15<sup>th</sup> March 2016. The determined arrangements for 2017/18 must also be available on your schools website by 15<sup>th</sup> March 2016.

Contact: Sue Riddick (0118) 974 6113

**6. SCHOOLS’ HEALTH AND SAFETY SEEKING ASSURANCE PROGRAMME**

**INFORMATION**

**Next Steps**

The pilot phase has been completed – we have expressed our thanks to those schools who volunteered to participate, all of whom stated that they felt it was a beneficial experience. We have now evaluated the results and finalised the documentation in order to commence the full programme with the remainder of the Council’s maintained schools from the start of this new term.

To confirm the approach:

- the first step in the process is for each school to undertake a self-evaluation of their health and safety management locally using an easy to follow checklist which outlines the standards required to meet and secure health and safety compliance; a template action plan is included in the checklist pack.
- step two is in the form of a visit from one of the Council’s Health and Safety Advisors to review with the Headteacher (or member of the school’s management team delegated as the lead for health and safety) the findings on selected key health and safety topic areas and to provide advice and guidance on any other aspect of health and safety that the school may wish to raise following their self-evaluation exercise in step one.
- self-assessment action plan: owned by the Headteacher, recommendations arising from the review meeting should also be added to the school’s health and safety action plan. General trends and patterns will be identified centrally in order to inform future

health and safety strategies for maintained schools.

The final version of the self-assessment checklist has now been shared more widely with all Headteachers (you may wish to view it by clicking on [this link](#)) with remaining schools invited to book their health and safety seeking assurance review meeting from October onwards; it is important to stress that their commitment to completing the step one self-evaluation is critical to the review meeting going ahead. The involvement of the School Governor Health and Safety Champion in the review process stage is welcomed.

Should you have any questions or require further information please speak with your Headteacher in the first instance. Matthew Stringer from Corporate Health and Safety can be contacted via email address [HREnquiries@wokingham.gov.uk](mailto:HREnquiries@wokingham.gov.uk) for all further enquiries.

## **7. TERM DATES 2016-2017**

## **INFORMATION**

The agreed terms dates for 2016-2017 are attached to this Governors Digest.

## **8. E-LEARNING FOR GOVERNORS**

For governors of schools who subscribe to our traded service, you are able to register and then log on to the GEL (Governor E-Learning) website and undertake training in your own home. Modules include:

- Governors Visits to Schools
- Equality and Diversity
- Roles and Responsibilities of Governors
- Management of Academy Finances
- Monitoring Performance Data and Targets
- Pupil Premium
- Monitoring and Evaluation – The Governing Body's Role

## **9. CHILD PROTECTION LEVEL 1 TRAINING**

Child Protection Level training courses are run by our Corporate Learning and Development team. Each session is a 3 hour course. To book onto these sessions you now need to do this yourselves and details are outlined below.

Please register yourself at the following address

[www.learningpool.com/wokingham](http://www.learningpool.com/wokingham)

**USERNAME: your email address**

**PASSWORD: welcome**

You will then receive an email to enable you to complete your registration (it just takes a couple of mins) then you need to change your password. The instructions of how to do this are in the user guide. Any problems please use the FAQ button or email [hrenquiries@wokingham.gov.uk](mailto:hrenquiries@wokingham.gov.uk). If you have a technical issue you will need to use the telephone number/email address in the 'Contact us Button'.

An e-learning refresher training course on Safeguarding children is also available through the Local Safeguarding Children's Board by going to

[www.kwango.com](http://www.kwango.com)

username: wblscb4  
password: wbksafech

## **10. PROFESSIONAL DEVELOPMENT FOR GOVERNORS**

### **Briefing Dates**

This term's briefings will be held on:

#### **Chairs' Briefing**

Wednesday 21<sup>st</sup> October 2015, 7:00 - 9:00 pm Shute End, Council Offices

#### **Health and Safety Governor Forum**

Thursday 5<sup>th</sup> November 2015, 7.30 – 9.30 pm Shute End, Council Offices

#### **SEN Governors Forum**

Wednesday 26<sup>th</sup> November 2015, 7.30 – 9.30 pm Shute End, Council Offices

#### **Development Governors Forum**

Tuesday 1<sup>st</sup> December 2015, 7.00 – 9.00 pm Shute End, Council Offices

All briefings, forums and meetings are free of charge to subscribing schools. There is a charge of £65 per governor from non subscribing schools.

Please book on, as for courses, if we know you are coming, it will help us to plan numbers.

Outlined below are the Autumn Term 2015 courses.

<b>Course</b>	<b>Date</b>	<b>Time</b>	<b>Location</b>
Update on the Ofsted Framework	Tuesday 13 <sup>th</sup> Oct	7.00 – 9.00 pm	Council Offices, Shute End
The Role of the Governor Reviewer for Headteacher Appraisal	Thurs 15 <sup>th</sup> Oct	7.00 – 9.30 pm	Council Offices, Shute End
Financial Training for Governors	Wed 11 <sup>th</sup> Nov and Wed 18 <sup>th</sup> Nov	7.00 – 9.00 pm	Council Offices, Shute End
Governors' Pupil Discipline Committees	Tuesday 17 <sup>th</sup> Nov	7.00 – 9.00 pm	Council Offices, Shute End
Taking the Chair (Part 1)	Thurs 26 <sup>th</sup> Nov	7.00 – 9.30 pm	Council Offices, Shute End
How to Support and Challenge Your School	Mon 23 <sup>rd</sup> Nov	7.00 – 9.00 pm	Council Offices, Shute End
Implementing the School's Pay Policy	Tues 24 <sup>th</sup> Nov	7.00 – 9.00 pm	Council Offices, Shute End
Financial Training for	Wed 2 <sup>nd</sup> Dec	7.00 – 9.00 pm	Council Offices,

Governors of Academies/  
Free Schools

Shute End

If you wish to book onto any briefing or course contact Maria Gibbs on 0118 974 6955 or email [maria.gibbs@wokingham.gov.uk](mailto:maria.gibbs@wokingham.gov.uk)

## **TERM DATES 2016-2017**

### **Autumn Term 2016**

Monday 5<sup>th</sup> September – Tuesday 20<sup>th</sup> December

Half Term – 24<sup>th</sup> – 28<sup>th</sup> October

### **Spring Term 2017**

Wednesday 4<sup>th</sup> January – Friday 31<sup>st</sup> March

Half Term – 13<sup>th</sup> - 17<sup>th</sup> February

### **Summer Term 2017**

Tuesday 18<sup>th</sup> April to Tuesday 25<sup>th</sup> July

Half Term 29<sup>th</sup> May – 2<sup>nd</sup> June

## Information from Department for Education (DfE)

### Summer born children – proposed change to the School Admissions Code

Nick Gibbs, Minister of State for Schools, wrote an open letter on 8<sup>th</sup> September. The letter states that the government has “decided that it is necessary to amend the School Admissions Code further to ensure that summer born children can be admitted to the reception class at the age of five if it is in line with their parents’ wishes, and to ensure that those children are able to remain with that cohort as they progress through school, including through to secondary school.”

The accompanying press release says that parents know their children best and the government wants to make sure summer born children can start reception at the age of 5, if their parents think it is in their best interests. The government is going to make changes to admission rules - but **wants councils and academies to take immediate action**.

The letter can be found at <https://www.gov.uk/government/publications/summer-born-children-nick-gibbs-letter-about-school-admissions>

### Need to know timelines and myths and facts document - Autumn term 2015

The DfE recently updated their Need to Know timeline and their Myths and Facts documents. Timelines include forthcoming mandatory legal requirements to be implemented to help headteachers, principals and governors plan for the forthcoming academic year and beyond. Other useful dates are included in separate information timelines.

<https://www.gov.uk/government/collections/mandatory-and-useful-timelines-information-for-schools>

Myths and facts for schools: This document addresses some common misconceptions about the activities schools are required to carry out. It covers both recurring myths and new myths on changes for the 2015 to 2016 academic year.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/458392/myths\\_and\\_facts\\_autumn\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/458392/myths_and_facts_autumn_2015.pdf)

### Changes to 2016 tests and assessments - new video published

A video outlining key changes to tests and assessments for 2016 has been produced for all schools. It outlines the main changes to the tests that will affect schools and details where to go for further information. The video includes a downloadable PowerPoint presentation which can be used for additional training purposes. The video can be found at

[https://registration.livegroup.co.uk/efa/ContentTabs/Embed.aspx?dfid=15057&utm\\_source=EFA%20e-bulletin&utm\\_medium=email&utm\\_campaign=e-bulletin&mxmroi=2305-21601-30381-0](https://registration.livegroup.co.uk/efa/ContentTabs/Embed.aspx?dfid=15057&utm_source=EFA%20e-bulletin&utm_medium=email&utm_campaign=e-bulletin&mxmroi=2305-21601-30381-0)

To help schools prepare for the tests, 2016 sample test materials for key stages 1 and 2 are available already, along with test frameworks for each subject and information about the introduction of scaled scores. These can be found at

[https://www.gov.uk/government/collections/national-curriculum-assessments-2016-sample-materials?utm\\_source=EFA%20e-bulletin&utm\\_medium=email&utm\\_campaign=e-bulletin&mxmroi=2305-21601-30383-0](https://www.gov.uk/government/collections/national-curriculum-assessments-2016-sample-materials?utm_source=EFA%20e-bulletin&utm_medium=email&utm_campaign=e-bulletin&mxmroi=2305-21601-30383-0)

### DfE review into longer working life and pensions for teachers

Following discussions in the series of talks between the DfE and teacher trade unions on policy implementation, the Secretary of State for Education commissioned a review into the health and deployment implications of teachers working longer as a result of the increase in normal pension age (NPA) in the Teachers’ Pension Scheme.

The aims of the review are to gather evidence which can be used to examine the impact on teachers of working longer and identify potential mitigating actions. Evidence gathered may also be used to feed into future reviews of the link between State Pension Age (SPA) and NPA, as well as reviews of the SPA itself.

More information can be found at <https://www.teacherspensions.co.uk/EmployerEvidence>

### **Advice on “Prevent” duty**

<https://www.gov.uk/government/publications/preventing-extremism-in-schools-and-childrens-services> This updated advice about the ‘prevent duty’ in the Counter-Terrorism and Security Act 2015 is for school leaders, school staff and governing bodies in all local-authority-maintained schools, academies and free schools as well as proprietors, governors and staff in all independent schools. It will be of particular interest to safeguarding leads.

The guide ‘The use of social media for online radicalisation’ is also available to help schools. On 2 September 2015, the DfE shared links to more advice and resources that schools can use to protect their pupils from radicalisation at <https://www.tes.com/teaching-resource/tackling-extremism-in-schools-11105440>. You will need to register with the TES website to access these resources.

### **Risk Protection Arrangement for academies**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/456731/RPA\\_membership\\_rules\\_church\\_academies\\_September\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/456731/RPA_membership_rules_church_academies_September_2015.pdf). The Department for Education’s (DfE’s) Risk Protection Arrangement (RPA) is a voluntary arrangement for academies and free schools effective from 1 September 2014.

The RPA is not an insurance scheme but is a mechanism through which the cost of risks that materialise from 1 September 2014 will be covered by government funds.

All academy trusts and multi-academy trusts can opt in to the RPA. This includes free schools, schools designated with a religious character that are academies, special academies, alternative provision academies, UTCs, studio and PFI schools.

### **Progress 8**

<https://www.gov.uk/government/publications/progress-8-school-performance-measure>. This document explains how “Progress 8” and Attainment 8” will be calculated in 2016 (and in 2015 for schools that choose to adopt the new measures a year early). It also includes changes that will apply from 2017.

### **Pupil Premium model form and letter**

<https://www.gov.uk/government/publications/early-years-pupil-premium-model-document-and-letter-for-parents> This gives a model form and letter to help providers of early years education identify which children are eligible for the early years pupil premium.

## Information from Ofsted

### i) New Inspection framework

#### Letter from Sir Michael Wilshaw

During August, Her Majesty's Chief Inspector, Sir Michael Wilshaw, wrote to schools outlining forthcoming 'radical changes to the way Ofsted inspects.' He introduces the new framework and the three new judgements which will accompany the existing leadership and management. Inspection providers will not be external companies, but will be under the remit of Ofsted, with many inspections being led by Her Majesty's Inspectors (HMI). Complaints against Ofsted will now be handled by scrutiny panels, and their findings binding.

See <https://www.gov.uk/government/publications/early-years-inspection-changes-from-september-2015-ofsted-letter-to-providers>

#### The school inspection handbook (2015)

The handbook will be used as the basis for all inspections from September 2015. The book sets out how schools will be judged, including grade descriptors. Key changes in this new common inspection framework (CIF) emphasises the importance of leaders' vision in driving progress, in particular for disadvantaged learners. The areas judged will be 'effectiveness of leadership and management', 'quality of teaching, learning and assessment', 'personal development, behaviour and welfare', and 'outcomes for children and learners.'

The document clarifies Ofsted's expectations of planning and evidence; lessons will not be individually judged, but will contribute towards the overall bank of evidence which the team will build up during the inspection.

'Good' schools are subject to new, one day inspections led by an HMI, every 3 years. The starting assumption is that the school remains good, where the focus will be on safeguarding and the quality of leadership and the schools' own self evaluations, and this will be tested during the inspection. There will not be a full set of graded judgements; however, if there are indications that the school is no longer good, or that they may be 'outstanding', then this will trigger a full inspection. Pupil performance in schools previously judged as 'outstanding' in their previous inspection will be risk assessed, and if there are no concerns the school will not be informed. See

<https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015>

#### The early years inspection handbook (2015)

This document explains how early years settings will be judged, whether in schools or in small home settings. Ofsted inspections will be carried out by specialist early years inspectors, and judgements will be in line with the CIF (above) although these will be professional judgements, informed by the individual needs of the children concerned. The aim is to ensure children are given the very best start to their learning, and development, and there is now a new judgement on 'teaching, learning and assessment', focusing on progress from their individual starting points. However, the document emphasises that this does not imply a formal method of working, but reflects interactions, including child initiated play, modelling, exploring and quality questioning.

Inspections may occasionally be carried out with no notice, particularly in the case of 'priority' inspections where concerns have been raised, but usually there will be a half day notice.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/458588/Early\\_years\\_inspection\\_handbook.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/458588/Early_years_inspection_handbook.pdf)

#### The school inspection update (September 2015)

This is a useful publication for inspectors, which provides information and updates which are of interest to all involved in education.

Changes made recently to the inspection framework highlighted in the update include **Governance** – Ofsted received a number of comments saying that they had over-summarised the section in the ‘School inspection handbook’ about governance in the leadership and management judgement. Ofsted believes “Governors have a pivotal role in schools and providers” and this section has now been expanded to reflect this.

### **The inspection of academy converter**

Enquiries were received asking if an academy converter that had not received an inspection following its conversion, could qualify for a short inspection on the basis of its predecessor school having been judged good at its last inspection. Regulations are being introduced to enable Ofsted to conduct short inspections for these academy converters, in line with the arrangements for other schools judged good at their last inspection.

### **Timing of re-inspections for schools judged requires improvement**

“When a school has been judged as requires improvement, including for its leadership and management, HMI will normally conduct monitoring visits to see how well the school is addressing the concerns raised during the inspection. From September, the initial monitoring inspection can take place at any time during the two-year period following the publication of the section 5 inspection report. Following the initial monitoring inspection, the lead monitoring HMI will recommend whether or not further monitoring and/or other activity should occur to encourage the school’s improvement.”

Where the HMI considers that a school is ready for re-inspection because it has made good progress, she or he may recommend that the next section 5 inspection be brought forward. Conversely, when the HMI feels that the school would benefit from further time to improve to recommend that the school is re-inspected later in the two-year monitoring period.”

### **Useful documents and frequently asked questions**

September’s document signposts governors to ‘What governing bodies can expect from school leaders and what school leaders can expect from governing bodies.’ It highlights key publications which are still relevant, and summarises some of the frequently asked questions on the inspection process raised by schools including the risk assessment process for outstanding schools.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/459161/School\\_in\\_spection\\_update\\_September\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/459161/School_in_spection_update_September_2015.pdf)

### **ii) “Key Stage 3: the wasted years?”**

Ofsted has published a report criticising key stage 3 (KS3) provision. The report draws on evidence from nearly 2000 inspections, interviews with senior leaders, questionnaire responses from pupils in Years 7 to 9 and good practice visits. Researchers found that, between September 2014 and March 2015, one in five inspection reports identified KS3 as an area for improvement and pupil achievement was particularly weak in modern foreign languages, history and geography. Ofsted raised concerns that this could have a negative impact on the government’s plans for all children starting secondary school this September to take the EBacc in 2020 (which will require pupils to study a language and humanities subject). Ofsted reported that 85% of the senior leaders interviewed said that they prioritise KS4 and KS5 over KS3 when allocating staff and resources. Progress and assessment tracking were also found to be weaker in KS3. Governing boards have a responsibility to monitor the progress of all pupils and should therefore include the headteacher’s plans for KS3 pupils. This will become even more important when progress becomes the main accountability measure from 2016.

## **Amendment to Governance Regulations**

We are conducting a target consultation with members of the Advisory Group on Governance (AGOG) on two changes to the regulatory framework for the governance of maintained schools. These are to introduce mandatory enhanced DBS checks for all governors, and to amend the requirements for parent governors on the governing bodies of federations. The consultation will run for a period of eight weeks and will last from 8 September to 6 November 2015.

We propose amending the 2012 Constitution Regulations to require all governors, including all new governors, to receive an enhanced check by the Disclosure and Barring Service where they have not already been checked.

The proposed changes are:

- a) To require, from 1 April 2016, all new governors at maintained schools to be DBS checked before appointment or as soon as practical thereafter.
- b) To require that by 1 September 2016 all existing governors must have a DBS check.

### *Rationale for Change*

Current regulations stipulate that clerks to governing bodies may request that a prospective governor makes an application for an enhanced DBS check. This check will show any criminal convictions that the person has and any other information the police think is relevant. If the person refuses they are then disqualified from being a governor. However, DBS checks are not currently mandatory for maintained school governors. The current system of disqualification relies on self-disclosure – with individuals certifying that none of the disqualifications set out in regulations apply to them when they are appointed or elected.

We therefore think regulations should place a duty on governing bodies of maintained schools to ensure that a check be undertaken on all their governors. The check will provide reassurance to the governing body that an individual is not disqualified from holding office as governor due to criminal convictions. This will bring the maintained sector into line with the requirements in place for trustees in academies and free schools.

Where a person has already received a DBS check because they are a governor on another governing body or a trustee of an academy, a new DBS check would not be required.

We propose to amend regulations on the constitution of federations to give governing bodies more flexibility over their membership. We intend to do this by:

- a) removing the requirement that the governing body includes a parent governor from each of the schools in the federation; and
- b) replacing it with a requirement that the governing body of the federation includes two, and only two, parent governors.

### *Rationale for Change*

Governors govern in the interests of pupils, not to represent any particular constituency. While the governors of a federation may be drawn from an individual school they are not on the governing body to represent the interests of 'their' particular school, but instead to govern in the interests of all schools and pupils in the federation. The membership of the governing body is required under regulations and statutory guidance to be focused on individuals with the necessary skills. As set out in statutory guidance to the Constitution Regulations, effective

parental engagement is vital and the governing body should ensure separate and specific arrangements are in place.

The current arrangements can lead to federations having a governing body which is far larger than they need or want – particularly in larger federations and VA federations where foundation governors must outnumber all other governors by a majority of two. We therefore propose to amend the regulations to remove the requirement that the governing body includes a parent governor from each school. We propose to replace this with a requirement that the governing body has two, and only two, parent governors. These governors should be elected through a single election taking place across all parents of children in schools within the federation. Elections should be conducted in line with the statutory guidance on the Constitution Regulations with parents well informed about the skills the governing needs and about the candidates standing. The electorate should be made aware that parent governors' role is not to represent 'their' school, but to bring relevant skills to the governing body. They should therefore be encouraged to vote on the basis of skills and not simply support the parent standing from 'their' school.

This proposal is not about preventing parents from serving as governors or creating barriers to skilled parents serving as governors. It only affects the formal category of parent governor. It does not affect any other category of governor, even if those governors are also parents of children at a school in the federation. Many parents have valuable skills to bring to governing bodies, and we expect that many of them will continue to serve as either parent or other appropriate categories of governor.

### **Constitution Reform**

On 27 June, in her speech to the NGA summer conference the SoS signalled an intention to look at how to move away over the course of this Parliament from a model of governance based on prescribed categories. This would create greater freedom for governing boards to be made up of people with the skills and expertise to govern the school.

Current constitution requirements for maintained schools are defined in primary legislation and explained further in statutory guidance. The constitution of the board of an academy trust is defined in its articles of association. Both regulations and guidance make clear that skills should be the primary consideration in the make-up of all boards. But primary legislation, and to a lesser extent model academy articles, still prescribe certain categories of governor. We want to start a discussion about moving away from prescribed categories of governor to give governing boards more freedom to constitute a board as they see fit to best deliver their non-executive strategic leadership role. This matter is to be discussed at a special meeting of the department's Advisory Group on Governance (AGOG).

### **Governors Handbook**

We are currently in the process of updating the Governors' Handbook. The revised Handbook will be published during the autumn term. The Handbook will also be renamed the 'Governance Handbook' to better reflect its intended audience.

### **NCTL**

*NCTL – Communications*

NCTL offer school to school support and leadership development programmes, designed to support schools, local authorities and others to improve the quality of governance, leading to school improvement.

We would be grateful for the support of Local Authorities in sharing information about our offer with your schools. For example, NCTL regularly tweet from @the\_college with more information about the support we offer – please do follow us and retweet if you are able. The information provided in this briefing is suitable to share through your regular communication channels if you are willing to do so.

For further information about any of the below, please contact

[governors.mailbox@education.gsi.gov.uk](mailto:governors.mailbox@education.gsi.gov.uk)

#### *National Leaders of Governance – Designation round*

The next National Leaders of Governance (NLG) designation round will open on 5 October and close on 6 November. NCTL are looking for high quality, experienced Chairs who have the capacity and expertise to support other Chairs to improve their governing bodies. If you know of a Chair, with at least 2 years' experience successful leadership of a governing body, and with a track record of school improvement, we'd appreciate your help asking them to register their interest at [Governors.MAILBOX@education.gsi.gov.uk](mailto:Governors.MAILBOX@education.gsi.gov.uk).

They are particularly keen to recruit more NLGs:

- from **areas of the country [see website for details]** where there aren't enough, and,
- with experience of chairing MAT boards and/or with significant business experience.

#### *National Leaders of Governance – advocates*

NCTL have appointed 15 regional NLG advocates – advocates work with Local Authorities, Dioceses, Teaching School Alliances and Regional School Commissioners to promote the role of NLGs and support local and regional brokerage of NLG support. Each Local Authority will have an Advocate assigned to them and a list of NLG advocates and the areas they cover is below.

#### *Chairs programme*

The Chairs of Governors' Leadership Development Programme is for aspiring chairs of governors, new chairs or existing chairs who would like to develop their skills further.

The programme is delivered through workshops and school-based activities and includes the support of a mentor. It focuses on the role of the chair, leading the governing body, and leading change and continuous improvement.

The programme is delivered through NCTL approved licensees. We offer scholarships of £320 for small schools and £200 for all other maintained schools towards the cost.

For full details: <https://www.gov.uk/school-governors-professional-development>

#### *Clerks programme*

##### *Scholarships available for NCTL Clerks' Development Programme*

NCTL has developed a programme for clerks to governing bodies, enabling new and experienced clerks to develop their skills.

The programme is underpinned by a competency framework and a self-diagnostic tool, and has a strong focus on mentoring. There are 5 essential units and participants can choose an elective unit on a topic relevant to their context, such as academies or multi-school settings.

The RRP for the programme is £399 and is delivered through NCTL approved licensees. We offer scholarships of £320 for small schools and £200 for all other maintained schools towards the cost of the programme.

### **Publication of KS2 Results - Amendment to the School Information (England) Regulations 2008 Regulations**

An amendment to the regulations came into force on 1 September. This anticipates changes to performance measures as a result of 2016 changes to assessment and the introduction of scaled scores, and now refers to reading, writing and mathematics. As schools did last year, they should provide information for 2014/15 on key measures published in performance tables i.e. attainment at level 4 or above in reading, writing and maths; attainment at level 5 or above in each of these subjects; and the proportion of pupils making expected progress in each subject.

### **The Education and Adoption Bill**

The Education and Adoption Bill delivers on the manifesto commitments to improve school standards across the country by tackling failing and coasting schools. The measures within the Bill are designed to speed up the process by which the worst schools are transformed in order to bring about rapid and sustained improvement.

The Bill gives the Secretary of State additional powers to intervene in underperforming schools and in almost all cases it will be the Regional Schools Commissioner (RSC) who will exercise these powers.

The Education and Adoption Bill will:

- make a new group of “coasting” schools. RSCs will be able to identify schools which may be coasting along at ‘just good enough’ and not fulfilling the potential of their pupils. Where these schools do not have the capacity to improve sufficiently the RSC will have the power to intervene.
- give the Secretary of State the same power as local authorities to issue warning notices where a maintained school is causing concern. This brings greater consistency by allowing RSCs to now take action where LAs don't by providing consistent challenge to underperformance in every area.
- place a duty on the Secretary of State to make an academy order when a school is judged inadequate by Ofsted. This removes any doubt about how we will improve failing schools: they must become sponsored academies.
- remove the requirement to consult on academy conversion for schools causing concern. We want transformation to take place from day one and do not want the process to be delayed or blocked by bureaucracy and ongoing ideological debates. However, in order to protect the ethos of Church schools, there is a requirement to consult the relevant diocese on the best sponsor for an inadequate Church school.
- give the Secretary of State power to direct a local authority about the appointment of interim executive members to replace a governing body, including a power to take over responsibility from the local authority for these interim executive members.
- place a duty on a governing body and local authority to facilitate academy conversion where an academy order is made by the Secretary of State under the new duty or because a school is eligible for intervention.

The revised Schools Causing Concern guidance will reflect the new and strengthened powers in the Bill, and describe how they will work in practice. It will also set out how Regional Schools Commissioners (RSCs) will exercise their discretion, for example in deciding which schools that have met the coasting definition will require intervention, and what that intervention should be.

We will launch a public consultation, to run through the autumn alongside consideration of the Bill in the Lords, to include the coasting definition and the revised statutory Schools Causing Concern guidance.

The consultation will also seek views on whether and how to identify alternative provision and special schools which are coasting.

### **Coasting Schools (Academies)**

We have now published amended model funding agreements to include provision for coasting schools, which will apply to mainstream academies, free schools, university technical colleges and studio schools. This brings intervention in academies into line with that proposed for maintained schools. Where academies do not have this specific clause the RSC will still assess them against the coasting definition and their capacity to improve sufficiently in just the same way as for maintained schools - supporting and challenging them to improve and intervening where necessary.

### Appendix 3

<b>Title</b>	<b>Sessions Offered</b>	<b>Total Governor Attendance</b>	<b>% of Evaluation Good or better</b>
New Governors Induction	4	111	100
New Clerks to Governors Induction	7	9	100
The Statutory Early Years Foundation Stage Framework	1	18	100
Update on the Ofsted Framework	2	47	100
School Improvement Planning	1	8	100
Introduction to Personnel	1	14	90
Assessing Pupil Progress – The Whole Picture	1	26	100
How to Support and Challenge your School	1	28	100
Schools Financial Value Standard	1	13	100
Appraisal and capability – the role of the governor reviewer in Headteacher Appraisal	1	26	100
Financial Training for Governors	1	21	100
Taking the Chair	1	16	100
Working with Gifted and Talented Pupils	1	16	100
Managing health and safety for School Governors	1	20	100
Safeguarding of Pupils – E-safety in your school	1	17	100
Governor Conference 2014	1	91	100
Full Governing Body Training Sessions	11	117	100
<b>GEL Online Training</b> (modules completed – 30 available)	-----	108	-----
<b>Briefings</b>			
Chair's Briefing	3	118	-----
SEN Governors Forum	2	51	-----
Development Governors Meeting	2	48	-----
Health & Safety Forum	2	53	-----
Clerk's Briefing	6	98	-----
Looked After Children Governor Forum	1	21	-----
Safeguarding Forum	2	45	-----
<b>Total</b>	<b>55</b>	<b>1140</b>	

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<b>TITLE</b>	<b>Wokingham Safeguarding Children Board Annual Report 2014/15</b>
<b>FOR CONSIDERATION BY</b>	Children's Services Overview and Scrutiny Committee on 27 October 2015
<b>WARD</b>	None Specific
<b>STRATEGIC DIRECTOR</b>	Judith Ramsden, Director of Children's Services

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

Wokingham's Local Safeguarding Children Board (LSCB) works hard to make sure that key agencies work together to keep local children and young people safe. The role of the WSCB is to safeguard and promote the welfare of children, and ensure the effectiveness of what is done by each agency that works with children. WSCB priorities for 2014/15 were:

**Priority 1** Preventing and responding to child sexual exploitation

**Priority 2** Reducing impact of domestic abuse

**Priority 3** Listening and acting on children and parent's views

**Priority 4** Ensuring the impact and effectiveness of the Board

**Priority 5** Ensuring workforce development

## **RECOMMENDATION**

Members are asked to note the content of this report.

## **SUMMARY OF REPORT**

This report aims to provide an overview of the performance and effectiveness of local services with regard to safeguarding children in Wokingham, as required in 'Working Together 2015'. It aims to identify examples of multi-agency and single-agency good practice throughout the financial period 2014/15; the work of the Sub Groups; areas of weakness and actions proposed to address them in 2015/16.

## 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		
Next Financial Year (Year 2)	N/A		
Following Financial Year (Year 3)	N/A		

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

N/A

### Cross-Council Implications

### List of Background Papers

Appendix 1

<b>Contact:</b> Judith Ramsden	<b>Service:</b> Children's Services
<b>Telephone No:</b> 0118 974 6775	<b>Email:</b> Judith.ramsden@wokingham.gov.uk
<b>Date:</b> 16 October 2015	<b>Version No.</b> 1



# WOKINGHAM BOROUGH COUNCIL

## Annex A Evidence

Title:	Wokingham Safeguarding Children Board Annual Report 2014-15
Ofsted Annex A Number:	4.10a
Date:	13 October 2015
Version:	7
Author:	Louise Connelly, LSCB Business Manager
Review date:	Annual
Summary:	The annual report describes the work carried out by the board and its partners over the year. It analyses the performance of the WSCB against its priorities.



**wokingham**  
**safeguarding children board**



# **Wokingham Safeguarding Children Board**

## **Annual Report 2014-2015**

V7 24.09.15

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## Foreword

Welcome to the Annual Report of Wokingham Safeguarding Children’s Board for 2014/15. This report provides an account of the work undertaken by the Board and its multi-agency partners over the last year and the extent to which it is making a difference in terms of safeguarding children and young people and the effectiveness of front line services. Our vision is that every child and young person in Wokingham grows up safe from maltreatment, neglect and crime. We aim to sustain a strong safeguarding culture and arrangements where the focus is firmly on the experience of the child or young person and their journey to getting early help and support. This report seeks to summarise the journey of the Board over the past year to become more effective and to better evidence its impact for children and young people.

I was delighted to start as the new Independent chair of Wokingham’s LSCB in October 2014. I met with as many partners and Board members individually as I could, to find out their views about how the impact of effectiveness of the Board could be improved and their views on the key issues and challenges for safeguarding children in Wokingham. The priorities were reviewed initially then revised again in March. Five priorities were agreed by the Board for 2015-16. These were:

- Preventing and responding to Child Sexual Exploitation;
- Reducing the impact of Domestic Abuse;
- Listening and acting on children’s and parent’s views;
- Ensuring the impact and effectiveness of the Safeguarding Children Board; and
- Ensuring Workforce Development across the partnership including in the private, voluntary and independent sector.

Some of the highlights for me over the past nine months include:

- Hearing the voices of domestic abuse survivors at one of the series of Challenge Sessions held with agency partners in our key priority areas;
- Hearing young people’s individual stories at the recent event held by young people and staff within Targeted Youth Services, these were really inspiring;

- Meeting with front line staff across the partnership at various learning events and hearing about how staff learning and development opportunities have changed their practice with individual children and families;
- Securing additional resources and capacity from the Local Authority and Health to deliver the significant improvement which was needed to strengthen the impact of the Board;
- Seeing the significant increase in member contributions at Board and sub-group meetings and the higher level of challenge, support and creative thinking now evident.

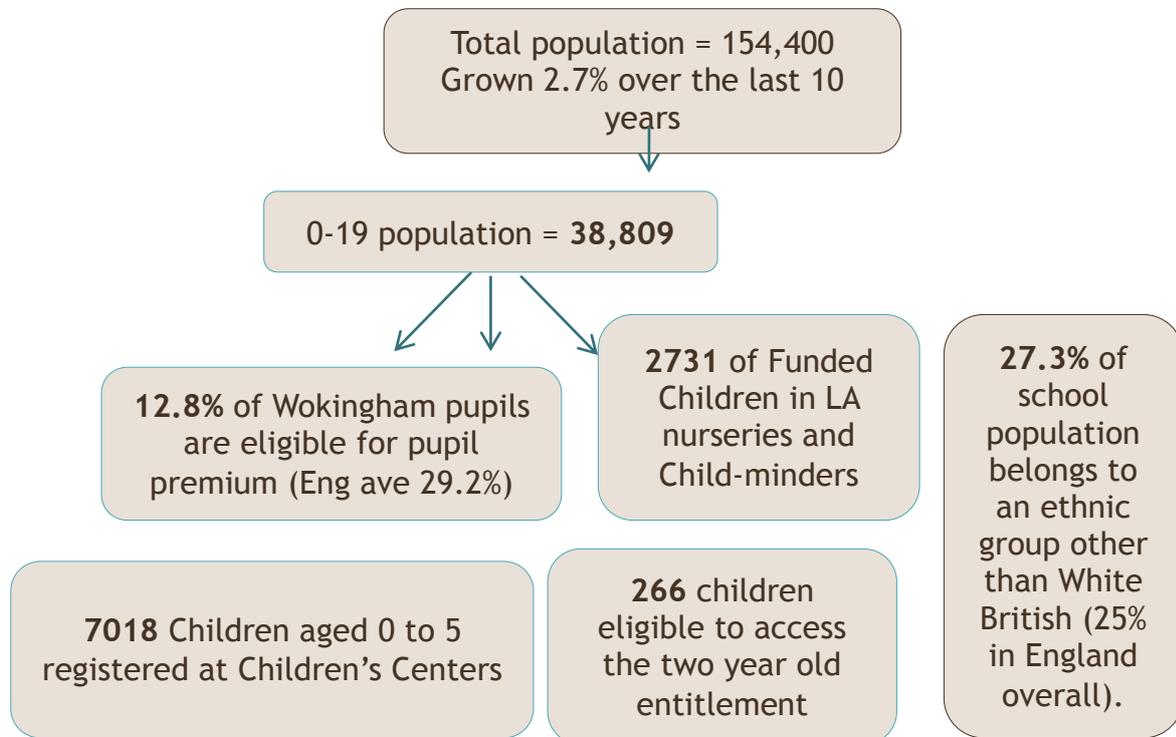
Although it is clear that there was a high level of commitment across the partner agencies in the work of the Board and its sub-groups previously, there was not always the evidence to show the added value the Board was giving local people and accountabilities were not as clear as they needed to be. Since that time the Board arrangements have been streamlined to accelerate the rate of progress and to strengthen the information available to the Board on the quality and performance of local services in safeguarding children and to drive and inform the Board's priorities. We now have a shared view across the partnership about the work which remains to be completed, for example, in relation to Child Sexual Exploitation, Female Genital Mutilation and further strengthening involvement of young people in the work of the Board. However, we are now in a very different place than we were nine months ago and I look forward to our progress being confirmed by Ofsted in due course. I hope our collective efforts will be seen as making good progress to achieving a 'Good' rating and our ambition is to become an 'Outstanding' LSCB.

I would like to thank and recognise the contributions of the LSCB Team, Lay Member and Sub-Group Chairs and members who play a huge role in delivering the Board's priorities and in supporting and challenging agency practice.

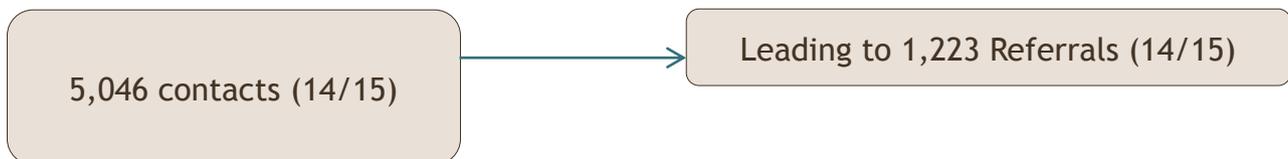
**Fran Gosling-Thomas**  
**Independent Chair, Wokingham Local Safeguarding Children Board**

## Local context

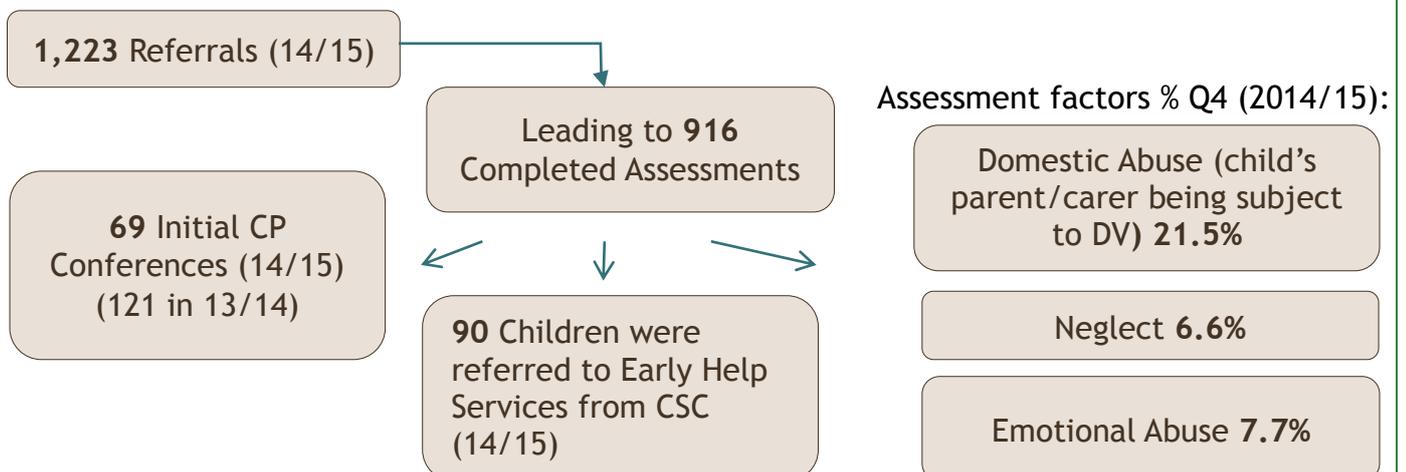
Wokingham is an attractive Borough with excellent road and rail links, good schools and low levels of crime. It is attractive to families and residents who enjoy a high quality of life.



## What's coming in our Children's Services front door?



## What happens next?



## Our Board

This report aims to provide an overview of the performance and effectiveness of local services with regard to safeguarding children in Wokingham, as required in Working Together 2015. It aims to identify examples of multi-agency and single-agency good practice throughout the financial period 2014/15; the work of the Sub Groups; areas of weakness and actions proposed to address them in 2015/16.

Wokingham's Local Safeguarding Children Board (LSCB) works hard to make sure that key agencies work together to keep local children and young people safe. (Current membership is attached as Appendix 3). Our job is to safeguard and promote the welfare of children, and ensure the effectiveness of what is done by each agency that works with children.

Board partners financially contribute specifically to the LSCB to enable it to operate and undertake work against the priorities. Information relating to financial contributions can be found in Appendix 5.

Wokingham LSCB meets five times per year. During these meetings updates on the work against priorities are discussed, performance and audit information is reviewed and emerging issues identified. The Board also convenes at least once a year for business planning sessions. These sessions allow us to review our impact and to review recent performance data and audit evidence which help set our priorities for the coming year. In March 2015 we revised our Business Plan to include the following five key priorities:

- Priority 1** Preventing and responding to child sexual exploitation
- Priority 2** Reducing impact of domestic abuse
- Priority 3** Listening and acting on children and parent's views
- Priority 4** Ensuring the impact and effectiveness of the Board
- Priority 5** Ensuring workforce development

In addition, the Board set out its intention to host four challenge sessions to scrutinise and hold partners to account on key issues for the Board which we know affect the lives of children in the Borough. The first session was held in March and focused on Early Help, the second will focus on Domestic Abuse, the third on Learning and Development and the fourth on Child Sexual Exploitation.

Wokingham is one of six Unitary Authorities in Berkshire and as such we endeavour to work collaboratively with our neighbours to ensure a joined up approach to safeguarding concerns. We are members of three Pan Berkshire Sub Groups: Policy & Procedures Sub Group, Section 11 Sub Group and the Child Death Overview Panel. We are also members of the West Berkshire Serious Case Review Sub Group and host the West Berkshire Learning and Development Sub Group. In addition, we have four Sub Groups which are Wokingham specific: Quality & Performance Sub Group; Communications and Engagement Sub Group; Child Sexual Exploitation Strategic Sub Group and Child Sexual Exploitation Operational Sub Group. The WSCB Structure chart can be found at Appendix 4.

The Thames Valley LSCB Business Managers and Chairs meet regularly to ensure concerns, issues, impact and processes are shared. The LSCB has clear links with Wokingham's Children and Young People's Partnership and the Health and Wellbeing Board. A protocol between the LSCB and these two partnerships exists to ensure we work effectively together.

## Our Priorities

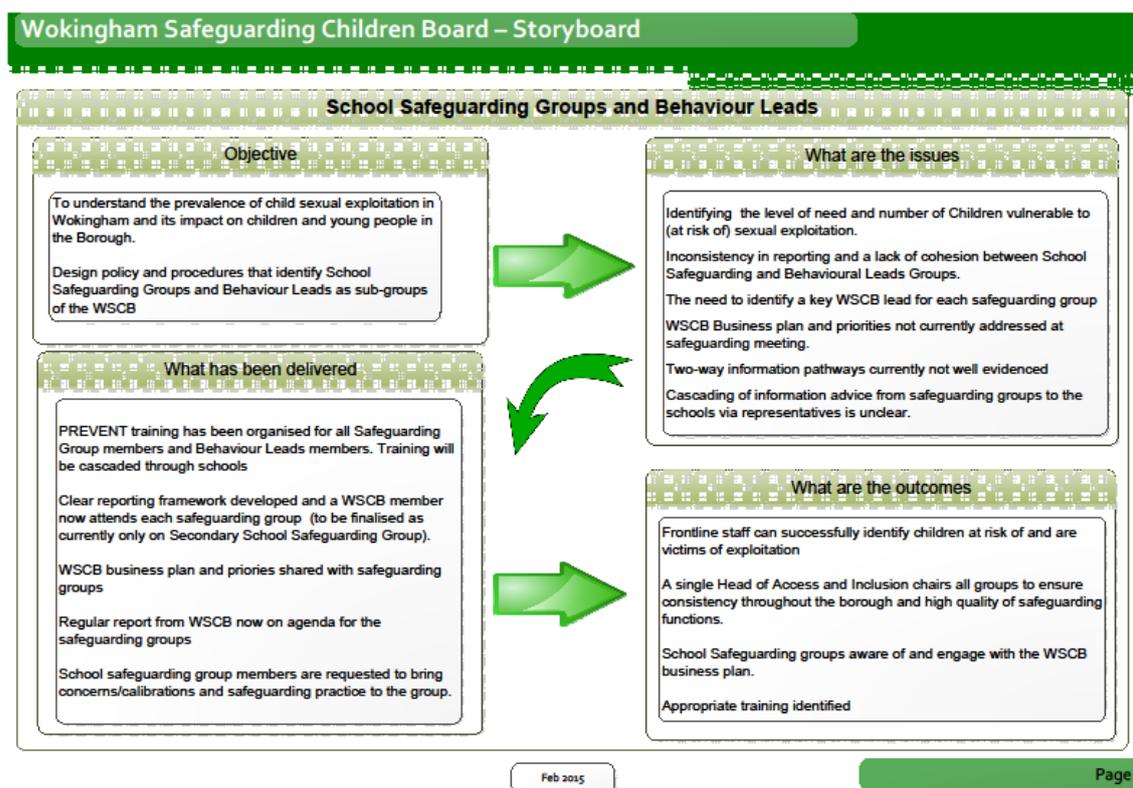
### Priority 1: Preventing and responding to child sexual exploitation

**Aim:** We will develop a shared understanding of the nature and prevalence of CSE in Wokingham and across borders and its impact on children and young people in the Borough.

**Success criteria and evidence to support our assertion we have met the criteria:**

- Multi-agency CSE Strategic Sub Group in place with an agreed local CSE Strategy. The Terms of Reference for the CSE Strategic Sub Group were revised and signed off by the Board in January 2015 and an updated CSE Strategy is in place.
- Multi-agency Operational CSE Sub Group meets regularly to respond to individual concerns/cases.
- The CSE Operational Sub Group meets monthly. The Missing Children Operation Group always meets directly before the CSE Operational Sub Group due to the overlap in membership of the groups. It also allows cases to be discussed holistically in terms of Missing Children and their risk of CSE.
- Effective communication in place to deliver key messages on CSE to target agencies and shared understanding and commitment is demonstrated. Good working relationships have been formed and this can be demonstrated by the shared responsibility of Chairing duties by Thames Valley Police and Children's Social Care for both of the CSE Sub Groups and the recent roll-out of multi-agency Lottie training. The Communications and Engagement Sub Group Chair receives minutes of the main Board meeting and engages with the Co-Chairs to ensure key messages are disseminated to all agencies.
- Trends and hot spots are identified and cohorts of children and young people at risk and the perpetrators of the exploitation of CSE are identified earlier and targeted for support. The Co-Chairs of the CSE Strategic Sub Group presented an annual CSE report in March to the Board as well as a Missing Children report which included identification of hot spots in Wokingham. The report also highlighted a number of key areas of work including progress on an issue which was raised at the November 2014 Board by one of the Co-Chairs regarding the use and distribution of MCAT in the Borough.
- Service improvements based on our profile and trends are put in place and reported on. The development of the Early Help Hub in Children's Social Care helped to create a clear pathway for agencies that have a concern about a child being at risk of CSE. This process assesses the information, determines initial risk and allows immediate action to be taken to safeguard children. The total number of children identified as being at risk of sexual abuse in Wokingham in January 2015 was 27 compared to 17 in January 2014.

An example of good practice was ensuring schools were engaged in the CSE agenda by setting up a Schools Safeguarding Group as a Sub Group of the WSCB which is set out in the storyboard below.



## Priority 2: Reducing impact of domestic abuse

**Aim:** We will ensure that the particular vulnerabilities of children and families experiencing domestic abuse are understood by Partner agencies and effective multi agency responses are in place. A DA Strategy has been agreed and sponsored by the Community Safety Partnership. The WSCB Business Plan aims to ensure, through championing and challenge, the effectiveness and impact of the strategy.

### Success criteria:

- Appropriate training opportunities will be increasingly available and accessible to staff and volunteers.

Training run by Berkshire Women's Aid was identified in November 2014 as requiring improvement. Evidence showed low numbers of staff from all agencies attended domestic abuse awareness training courses (88 people were trained across all agencies during the life of the Domestic Abuse Strategy). Work between BWA and the DA Officer has led to additional Level 1 training being made available and Level 2 training is currently being rolled out targeted at MARAC officers and referring officers only.

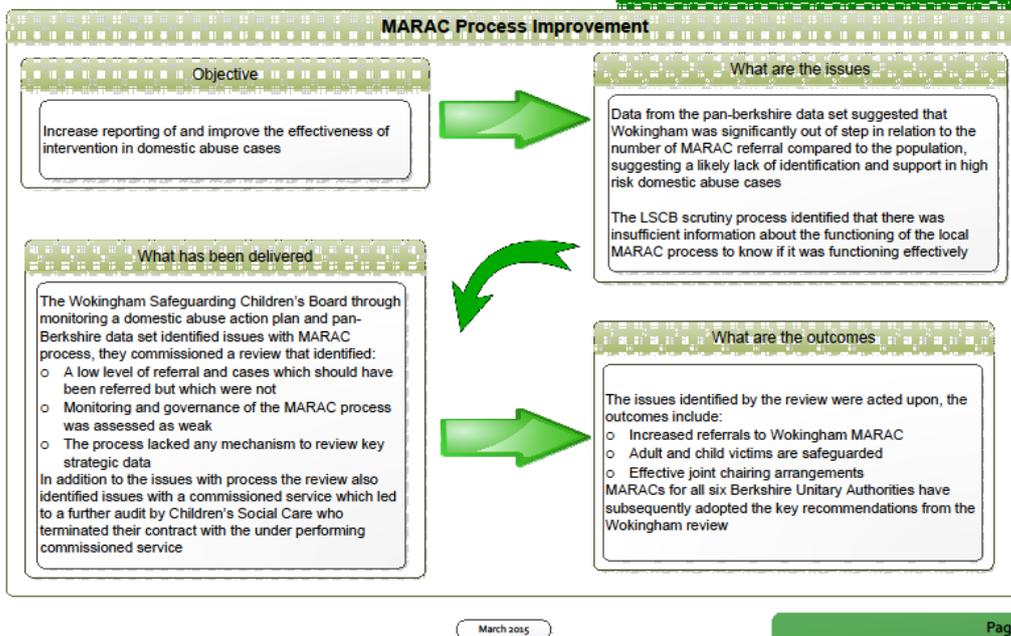
- Training content will be responsive to local and national learning.

The review of Berkshire Women's Aid training also highlighted that not only was there not enough training but that it wasn't considered to be of good enough quality. The format of the

MARAC/DASH training has now been extended to a three hour session rather than two hours to enhance people's understanding of the referral process into the MARAC as the number of referrals is historically low in Wokingham – 80 referrals into BWA during 2014/15 period.

- Confidence that the right children are subject to plans with greater confidence in earlier CIN and Early Help.  
357 DA notifications were discussed by Children's Social Care since October 2014 until April 2014 which ended up in 65 assessments. It was noted there had been a dip in the number of referrals in March but this was picked up quickly and raised with Thames Valley Police colleagues. It was thought the low number of referrals was due to a staffing issue in TVP which had led to a 3-4 week backlog in risk assessments. A plan was quickly put in place to rectify the issue and is now working but subject to monitoring to ensure children referred to CSC where DA is a factor are picked up through the Early Help Hub quickly.
- Evidence of successful Early Help & DA service intervention.  
The Health and Wellbeing Board and the WSCB have a shared objective on domestic abuse which enabled public health to fund a Kick Fit class originally promoted at a local children's centre in one of Wokingham's most deprived areas, Norreys Estate, as Public Health Outcomes Framework data by ward and work with local schools and survivors of domestic abuse had identified this area as requiring support. It was promoted as a keep fit class but it included self-protection tips and advice about staying healthy and protected. The group is open to everyone but it helped identify 13 new people at risk of domestic abuse in the Borough. The group is now running itself after the initial six week period with Public Health continuing to fund instructors.
- % reduction in re-referrals for children where DA is the cause of potential harm.  
BWA ran a new perpetrator programme in 2014/15 for families where DA was a factor and where a child was involved. It is delivered by a male worker specifically trained to deliver this work and has resulted in less than 5% reoffending. Anecdotally, 75% complete programme. They are currently looking at ways to increase the offer.

The improvements made to the MARAC process over the past year can be seen in the storyboard overleaf.



### Priority 3: Listening and acting on children and parents views

**Aim:** We will ensure that Partners prioritise listening and acting on children and parents views and that the Board will demonstrate accountability to children and families for their right to be safe and have their welfare promoted.

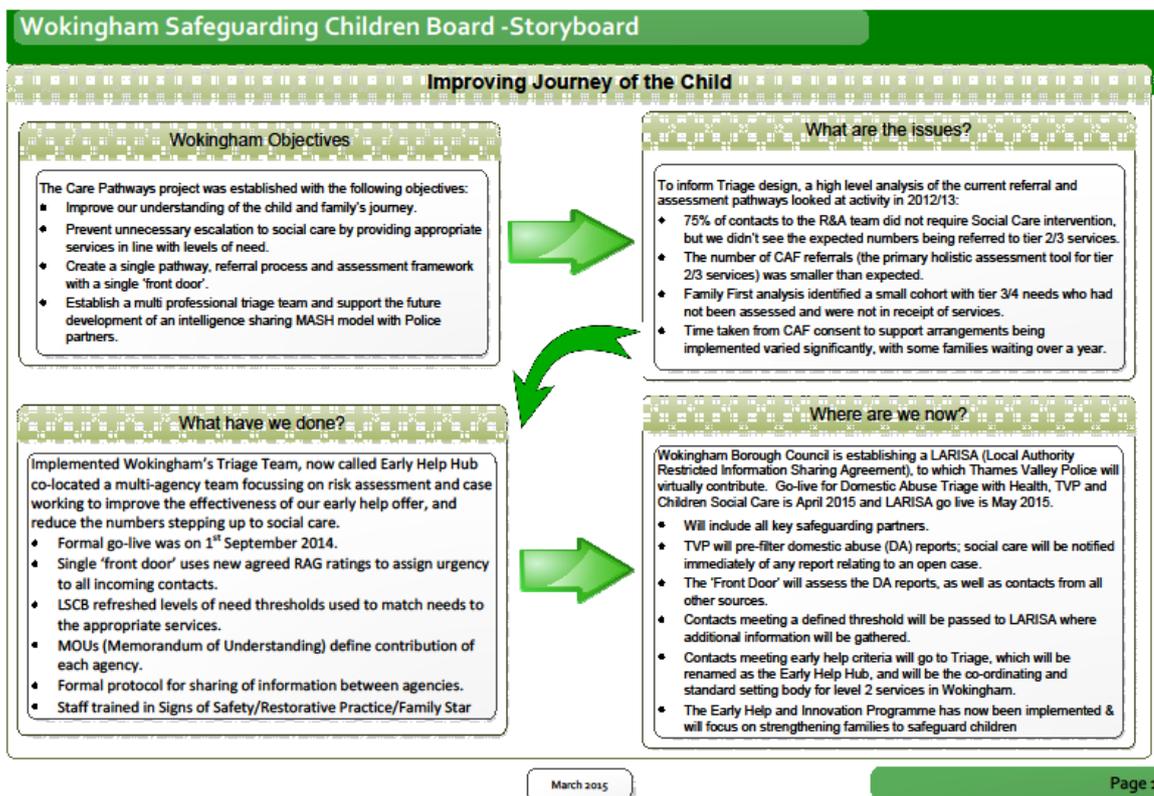
**Success criteria:**

- Signs of Safety training increase the number of families who state they feel they have been listened to and their views were taken into account.  
Regular updates on the WBC led Innovation Project and Signs of Safety training has included examples about how the voice of the child was captured using the Signs of Safety approach to assessment. One example highlighted was the 'Three Houses' model, which is part of the Signs of Safety approach, helping a young child to identify domestic abuse as an issue within the family.
- Feedback demonstrates an increase in the percentage of children attending and actively participating in conferences and reviews.  
WBC commissioned NYAS, an independent organisation who give a voice to children and young people, to carry out return interviews with children who have been missing.

- Business planning reflects better engagement and consultation with children and young people.

The Board has worked hard this year to actively engage and consult children and young people about the work of the Board. A Young People’s Version of the Annual Report 2013/14 was written by and presented to the Board in March 2015 by two Young Commissioners employed by WBC. Consultation with School Council representatives and a youth group was undertaken about how they would like to engage with the Board and all their suggestions were agreed by the Board in March 2015 and incorporated into the revised Business Plan 2015/16. The Communications and Engagement Sub Group, which includes membership of a Young Commissioner, has begun developing a new Strategy aimed at getting the voice of the child into key messages to partner agency staff from the Board and is focusing on innovative ways of listening to children and young people in the Borough, such as setting up a Twitter feed.

Below is an example of how the journey of the child is improving by listening to the voice of the child and families who receive services from Board partner agencies.



## Priority 4: Ensuring the impact and effectiveness of the Board

**Aim:** we will ensure the effectiveness of inter-agency activity to safeguard and protect children and young people, through robust monitoring, scrutiny and challenge and identification of risk.

**Success criteria:**

- Board and Sub group members can speak confidently of the individual and collective impact of sub groups on the inter relationships between actions and work streams.

The Chair's Foreword and the Lay Member Perspective is representative of the comments captured in Board meeting minutes since November 2014 that the Board is now more effective than previously. One example of the work of the Sub Group impacting on inter relationships is the improvement in the number of health reviews for Looked After Children. The Quality and Performance Sub Group reviewed a new dataset in January 2014 which showed poor performance around timely completion of LAC health reviews – approximately 50%. This was raised through the Q&P Sub Group report at the next Board meeting and members debated the possible reasons for this performance. It was logged on the Concerns Log and work was carried out between the Clinical Commissioning Group, Berkshire Healthcare Foundation Trust and Children's Social Care to understand the reason for this poor performance. The issue was kept on the agenda for a further two meetings and on the Concerns Log until it was discovered to be the result of an administrative error. The issue has now been rectified. Another example is the challenge sessions members agreed to hold during 2015. The first challenge session was on Early Help and helped to highlight areas of good practice, such as the introduction of the Early Help Hub and daily Triage virtual meetings between the DA representative from Thames Valley Police, a social worker and a representative of Berkshire Women's Aid co-located within the Early Help Hub. It also highlighted areas of risk which were added to the Concerns Log, such as the need to test the referral processes to ensure it works well, which will be incorporated into the next Q&P audit plan.

- More effective Board and sub group Business planning and action through co owned and clearly identified priority risk and assurance issues.

The WSCB was restructured to five Board meetings per year and the Executive was dissolved to ensure all members contributed to discussions. Sub Groups were restructured and brought back to a local level or West of Berkshire level where it was deemed progress was not being made. For example the West Berkshire Performance Sub Group; Wokingham Quality Assurance and Wokingham Monitoring Sub Groups are now the Wokingham Quality and Performance Sub Group. Terms of Reference for the Board and all of the Sub Groups have been revised. Good attendance at Board meetings has been maintained and Sub Group Chairs have been working hard to ensure good attendance from a range of partner agencies at their meetings. Five key priorities with success criteria have focused Board members on the key issues.

## Priority 5: Ensuring workforce development

**Aim:** We will ensure that Partner agency staff are well supported and equipped to identify and respond effectively to the safeguarding and protection needs of children, young people and families through quality workforce training.

### Success criteria:

- Partners evidence commitment to training which responds to the learning and development needs of their organisation and staff.  
Thames Valley Police increased their financial contribution to the WSCB this year to support Lottie training to be rolled out across all agencies. In April the WSCB hosted a multi-agency staff awareness session and approximately 40 staff from different agencies attended. We intend to hold more sessions in the future. The Board also intends to hold a Learning and Development Challenge session later in the year to better understand what training is being delivered on a single agency level to enable the Learning and Development Sub Group to offer the necessary safeguarding training.
- Partner agencies have access to sufficient learning and development opportunities to meet their agency's needs.  
In 2014 22 sessions were held equating to 92% of planned programme. 355 candidates attended equating to over 16 candidates per course.
- WSCB training is adaptable and responsive to local and national learning.  
A training programme was developed by the Learning and Development Sub Group in April each year according to identified need by different agency representatives; Board priorities and national priorities.
- WSCB training is accessible to, and accessed by, the breadth of partner agencies.  
1034 candidates completed the multi-agency Universal Safeguarding Course e-learning course. 73 candidates completed the CSE e-learning course. 21% of candidates who started the course completed it which has highlighted the need to review the e-learning package.
- Partner agencies staff report greater confidence and effectiveness in safeguarding and protection practice.  
In 2014 53% of people attending training felt there was a significant or very significant immediate impact of the training. 45% felt there was some immediate impact.
- Partners grow in confidence that the right children are gaining the right support at the right time.  
This is evidenced anecdotally at Board meetings but the Learning and Development Sub Group is working further on evidencing impact next year.
- Partner agencies identify the impact of changes to practice and culture within statutory agencies reflecting the learning from multi-agency SCR's.  
WSCB did not have any SCRs this year but a practice review into Child A was conducted and lessons learned were implemented and shared at a multi-agency learning event attended by over 50 professionals. The SCR Sub Group has discussed agreed to share the learning from any SCRs in the West of Berkshire across all three localities as the need arises. Another practice review was commissioned into Child B as it was agreed there was multi-agency learning opportunities to be gained from this case.

## Ongoing Challenges:

In addition to working on the five priorities there have been a number of challenges raised at LSCB meetings throughout the year which are ongoing. These include:

- Ensuring children in care receive their health review on time. This has been illustrated as a good example of the impact and effectiveness of the Board over the past year as it was an issue which was identified through the work of the Quality and Performance Sub Group and remediated through multi-agency working and regular updates at the Board.
- Members identified that the Board did not have an independent school representative to ensure all schools in the Borough, including free schools; academies and private schools, are kept abreast of safeguarding information. The Head of a local private school agreed to take on this role and will begin in September.
- CCGs identified the need to assess GP safeguarding training following an audit which reported only 86% of surgeries which responded to the audit reported practice staff were up to date and compliant with required training. This is regularly reviewed at the Quality and Performance Sub Group and is an ongoing issue.
- Whilst WSCB has not had a case which met the threshold for a Serious Case Review members are keen to ensure learning from any case which does meet the standards we strive to meet is disseminated appropriately. WBC identified a case 'Child B' and Board members agreed to commission a practice review to identify what went well, what could have worked better and what were the learning points. This review will be carried out later in the year.
- To enable the Board to effectively monitor the progress of the concerns raised by partner agencies a Concerns Log has been established and is reviewed at each Board meeting. A copy of the latest Concerns Log can be found in **Appendix 6**.

## Our Compliance with Statutory Functions

### Statutory Legislation

Section 13 of the Children Act 2004 requires each local authority to establish a Local Safeguarding Children Board (LSCB) for their area and specifies the organisations and individuals (other than the local authority) that should be represented on LSCBs. Our current membership is listed in the appendices.

The core objectives of the LSCB are as set out in section 14(1) of the Children Act 2004 as follows:

- a) to co-ordinate what is done by each person or body represented on the Board for the purposes of safeguarding and promoting the welfare of children in the area,
- b) to ensure the effectiveness of what is done by each such person or body for that purpose.

The role and function of the LSCB is defined by Working Together to Safeguard Children 2015, and key extracts can be found in the appendices.

### Work of the Sub Groups

#### Policies and Procedures Sub Group

The Policy & Practice Sub Group exists to develop policies, procedures and protocols in the areas of child protection and safeguarding. It also reviews research and central government guidance on the protection of children, along with issues arising from serious case reviews and ensures (through Board representatives) that Local Safeguarding Children Boards are advised about revisions that are needed / underway to policies and procedures.

The attendance summary for 2014/15 is below:

		Attendance	Apologies
Local Authorities	Slough	4	0
	RBWM	2	0
	West Berks	2	1
	Reading	3	1
	Wokingham	4	0
	Bracknell	4	0
Health	H&WP NHS	2	0
	BHFT NHS	2	0
	RB NHS	4	0
	CCG	2	1
Police	TVP	3	1
Education	Schools	0	0
Adviser	TriX	2	2

#### Achievements

The sub-group began development of a new chapter relating to Child Sexual Exploitation utilising an example from Sheffield and incorporating learning from TVP involvement in Operation Bullfinch. Revised procedures, documentation and a flowchart in relation to Hospital Discharge following concealed pregnancies were approved, incorporating learning from a SCR within Berkshire.

Two regular updates to the Tri X procedures were progressed during the course of the year in July and November 2013, with details of the developments and changes identified for all users on the front page of the Berkshire SCB Procedures website. A meeting took place in February 2014 between the new Chair of the Sub Group, the Slough Business Manager and representatives from Tri X preparing the ground for a transfer of Consultant responsibility from Alan Torrance to David Walker who will take up the responsibility from Spring 2014. Alan has provided great support to the group since stepping in when his previous colleague sadly died.

The contract with Tri X for delivery of the on-line procedures was extended for 12 months. The tendering and contract management has been delivered on the Sub Group's behalf by the Royal Borough of Windsor & Maidenhead to date. A proposal was made to explore joint commissioning of Children's and Adults' Safeguarding procedures as both services already use Tri X as the provider.

The "Contact Us" hyperlinks were removed from the procedure website following experiences in other local authority areas where members of the public had attempted to use these to report concerns about children. The details of each local authority's Duty and Referral service are available on the procedure website so that referrals are correctly directed.

The Sub Group addressed recommendations identified by Tri X and the Working Together 2013 Impact Checklist to achieve compliance with Working Together 2013. It was agreed that hyperlinks for each authority's Threshold, Assessment and Learning & Improvement Framework documents would be inserted at the relevant points within the procedural guidance.

#### **Key priorities for action during 2015/16:**

1. Monitor and review publication by each local authority of documents required for Working Together 2015 compliance.
  - a. Complete a comparative review of Threshold guidance to examine potential for greater commonality across local authority areas
2. Finalise and publish Child Sexual Exploitation procedures, including Indicator Tool.
3. Review redesign of the procedures proposed by Tri X to better reflect the child's journey.
4. Establish consistent representation on the sub-group from colleagues in Education.
5. Review and approve the sub-group Terms of Reference and refine arrangements for feedback from the Sub Group to constituent LSCB Chairs.
6. Finalise revision of procedural guidance in relation to Missing Children following revised ACPO guidance.
7. Complete revision of procedures in relation to Child Protection Conference Complaints.
8. Develop procedures in relation to Female Genital Mutilation.
9. Complete review of the Tri X contract and re-tendering process for delivery of the procedures.
10. Develop reporting mechanism for monitoring accessing of the procedures by practitioners across authorities and agencies to highlight good practice and any areas of vulnerability requiring training or other action.

### **Learning and Development**

In order to fulfil its statutory functions under Regulation 5 of Working Together 2015 an LSCB should monitor and evaluate the effectiveness of training, including multi-agency training, to safeguard and promote the welfare of children.

Wokingham, Reading and West Berkshire LSCBs share a Learning and Development Sub Group whose purpose is to lead the strategic planning and oversees the operational delivery of Learning and

Development (L&D). Wokingham is the lead LSCB for this Sub Group and its aim is to coordinate the provision of sufficient high-quality learning and development opportunities that are appropriate to local needs and have a positive impact on safeguarding outcomes; holding partner organisations to account for operational delivery and uptake.

Specific activity that has been undertaken over the year includes:

- Support given to organise and deliver the annual joint children's and adult's Safeguarding Conference
- Daniel Pelka SCR learning shared
- Training Sub Group away-day held to review past, present and future priorities
- Training Sub Group split in to east and west Berkshire
- Priorities for action agreed in line with revised LSCB Business Plan 2015/16
- Voluntary sector became part of Sub Group membership
- Current and emerging needs discussed and prioritised for future L&D opportunities
- Training programme for 2015-16 created and approved
- Identified local issues, such as sibling on sibling abuse, were incorporated into learning modules
- A new action plan agreed for 2015-16

The training programme was created by the Operational L&D Sub Group, based on past trends and emerging needs. The headline figures associated with the programme include;

- 22 courses run through the LSCB programme (92% of the planned programme)
- 355 candidates attended the courses (over 16 candidates per course)
- 46% of the places were taken by Local Authority workers, with 21% from Health and 33% from others (12% of these being from PVI)
- Allegations management was the most popular course for other agencies, including schools (32 candidates)
- 53% of people felt the immediate impact of the training was significant or very significant with 45% stating there was some immediate impact.

The e-Learning offer for the LSCB Programme focused on two main learning opportunities, this being CSE (Child Sexual Exploitation) and USC (Universal Safeguarding). The headline figures for the programme include;

- 1034 candidates completed the USC e-learning
- 73 candidate completed the CSE e-learning
- 21% of candidates who started the course completed it

The figures have highlighted an issue in the management information as well as behaviours, relating to candidates starting the courses but not completing them at the first attempt and this is being reviewed.

#### **Impact:**

SCR learning has been successfully shared within the Sub Group and used to inform revisions to learning and development interventions (e.g. training courses or e-learning content). This has meant that candidates were aware of current cases and the learning they provide, thereby influencing work practices and behaviour and so having a positive impact on the outcomes for Children and Young People.

The training figures suggest the learning and development programme has had an impact on a significant number of attendees, meaning that candidates work practices and behaviour are influenced, leading to a positive impact on the outcomes for Children and Young People.

## Section 11 Panel

Section 11 of the Children Act 2004 places duties on a range of organisations and individuals to ensure their functions, and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children.

### Pan Berkshire Approach

The six Berkshire LSCBs work together through the Section 11 (S11) Panel. Its purpose is:

- To oversee the S11 process for all Pan Berkshire organisations and to support improvement. This currently involves Berkshire wide statutory and voluntary organisations of which there are nine of a significant size and scope.
- To set clear expectations with the LSCBs and those organisations about the timeframe and process for submission of a self-assessment section 11 audit, and ongoing development towards compliance.
- Review and evaluate S11 returns of the full three yearly audit (including a mid-term review) of S11 Children Act 2004 for Pan Berkshire organisations, in order to make an assessment of agencies compliance with the duty to safeguard. New round of assessments to commence from May 2015.

### Achievements:

- Reviewed S11 Panel Terms of Reference to ensure the Panel is meeting the LSCB's Statutory requirements.
- S11 self-assessment Tool updated and now available electronically.
- S11 self-assessment timetable has been agreed to ensure all agencies submit a response over the next 18 months and then receive a mid-term review 18 months after submission.
- There has been consistent attendance by most agencies although continuity of police and children's social care representation remains a significant challenge that requires escalation.

### Challenges:

- Good practice was identified in terms of the process of self-assessment and how organisations can learn from each other to ensure it is routine practice.
- Chairing of the group has seen some change.
- Going forward there needs to be clearer links with Learning and Development Sub Groups.
- There has been confusion as to the frequency and nature of reporting from the Sub Group to individual LSCBs and proposals regarding single point reporting directly to the Independent Chairs is welcomed.

### Themes from the first round of S11 returns:

- There is a need for greater understanding of 'safeguarding supervision' across the children's workforce and explore opportunities for multi-agency developmental supervision or case supervision

- There is a need for easy access to safer recruitment training. Although this is happening, it does not appear to be sufficiently well co-ordinated. It is suggested that all partner agencies are cognisant of their individual responsibilities and that LSCB's incorporate this into their training strategy. It would seem essential that responsibility for commissioning and delivering training is evident, and its quality is routinely monitored.
- S11 Submissions from Local Authorities were variable, although with the new methodology going forward a standard expectation will become clearer.
- CAF and early help arrangements appear to differ across organisational boundaries, which can be of challenge to Pan Berkshire organisations utilising different referral methods and subsequent pathways.
- Although organisations did have a named senior person responsible for safeguarding, at times it was unclear how this influenced operational practice. The responsibility to have a named person was well understood but there was little evidence of understanding of the actual range of responsibilities this entailed.
- The process for obtaining DBS checks, particularly for those in smaller voluntary organisations needs to be made clearer. This is intelligence that has come from individual LSCB's.
- While training is available the demand for multi-agency training appears to be greater than the volume of staff in some organisations. The need for employers to clarify the required pathways together with clearer guidance regarding the relevance of inter-agency training by LSCBs would appear to be important as delivery of such events becomes separated across the East and West of the region.
- Information sharing is a feature in SCR's but this did not come out strongly as an issue in Section 11. Going forward this should be explored further when returns are being presented.

#### **Future Plans for the Panel for 15/16**

- 3 year cycle of S11 audits to be commenced in May 2015 on an ongoing rolling programme which incorporates an 18 month mid-term review to monitor progress of action plans.
- Agencies to be invited to present their S11 self-assessments to the Panel to enable scrutiny and challenge of each agency enabling greater discussion and learning.
- Agree a process to ensure that best practice evidence is incorporated into Berkshire processes and that learning is shared.

### **Serious Case Review Group**

This group receives and reviews all cases referred to the group where staff from any partner agency of the Safeguarding Children Boards in Berkshire West have identified potential learning. The group, which is administered by Reading LSCB, will also consider cases where a referral has been made to the group from the Berkshire Child Death Overview Panel (CDOP)

Recommendations will be made to the Chair of the Berkshire West Local Safeguarding Children Boards (LSCBs) when the group agrees that the criteria has been met to undertake a serious case review (SCR) as defined in Working Together to Safeguard Children (2015). Where the group agrees that the criteria for a SCR has not been met it might recommend a partnership review of the case.

Learning from published SCRs will be shared by the group for dissemination across partner agencies of the LSCBs.

The Berkshire West Case Review Group was formed from an amalgamation of the three previous serious case review groups across Berkshire West at the beginning of 2015. The group is currently meeting every two months, and has so far only met three times. In this time six cases have been reviewed, with the recommendation that an SCR be undertaken in two cases, although one had a query regarding the criteria. In one of these cases, further information meant that an SCR was no longer appropriate but a partnership review will be completed. In the other case, the National Panel of Independent Experts in Serious case Reviews was consulted and they confirmed it did not meet the SCR criteria. A partnership review will be undertaken instead. One further case identified good practice and a storyboard will be produced to aid learning. Wokingham commissioned a practice review into Child B and learning from this review will be disseminated.

### **Impact**

This is a new group and therefore its impact and outcomes are yet to be measured. It is envisaged that the amalgamation of the previous three SCR groups will:

- enable a shared process for referral to the group and;
- enable shared learning from serious case reviews and partnership reviews across the three areas of Berkshire West and ultimately across Berkshire, via the Learning and Development sub group of the three LSCBs.

### **Ongoing challenge**

- Representation from the local authorities has not been consistent for either meeting.
- Representation from Early Years has now been agreed but needs to remain consistent.
- LSCBs to be clear about the content and regularity of reports from the group to the LSCB.

## **Child Death Overview Panel**

The LSCB is responsible for ensuring that a review of each death of a child normally resident in the LSCB's area is undertaken by a CDOP. CDOP have a fixed core membership drawn from organisations represented on the LSCB with flexibility to co-opt other relevant professionals to discuss certain types of death as and when appropriate.

In Berkshire as a whole, there has been an overall reduction in reviewed deaths from 58 in 2012/13 to 60 in 2013/14 to 50 in 2014/15. It is difficult to attribute causes for the reduction however the panel took consistent action to promote;

- neonatal reviews and thematic risk factor monitoring;
- the 'one at a time' message for those undergoing IVF treatment
- a consistent set of recommendations for 'safe sleeping' – which all agencies adopted

It is pleasing to note a similarly low number of deaths had been sustained in 2014/15 and a total of 50 child deaths have been recorded and 52 reviewed. (Deaths waiting for post mortems, inquests or police investigations may be delayed).

The annual number of child deaths reported in Wokingham in 2014-15 was 11 which compares with a total of 4 deaths in 2013-14

1 was classified as 'chronic medical condition'

3 were classified as 'chromosomal, genetic and congenital anomalies'

2 were classified as 'perinatal/neonatal event'

1 was classified as 'infection'

1 was classified as 'acute medical or surgical condition'

3 remain to be reviewed.

5 children were male and 6 female

2 unexpected child deaths requiring rapid response in 2014/15 equivalent to 2 in 2013/14

Ethnicity: 4 were White British; 1 Black African; 1 Asian or Asian British: Pakistan; 1 Asian or Asian British: Any other Asian background; 4 were Unknown

The work of the multiagency subgroup set up to analyse the register of all child deaths related to neonatal anomalies has informed a paper reported at the National CDOP conference in December 2014. This made the following recommendations;

- Ensure continuing collection of data on ethnicity and consanguinity in the dataset
- Consider including collecting indices of deprivation in the dataset
- Continue existing genetic working party and educational initiatives
- Continue sharing information and learning with other CDOPs
- Continue to contribute to regional/national collaborations/meetings

As reported in the mid year report the panel has responded to two accidental drownings in Berkshire sharing advice from the Health and Safety Executive. Follow up work with the Environment Agency has promoted improved signage at a range of bridges over the Jubilee River when young people may be tempted to jump in.

The panel have shared learning from the Thames Valley Cancer Network on culturally appropriate ways of marking a child's death. This has been circulated to social care and health staff and shared with education colleagues.

The panel are assured that work on reducing pre term births is also a regional health priority as many of the risk factors relate to the health of the mother antenatally and the care she receives within that period. Thames Valley Childrens and Maternity network has been promoting training to increase awareness of the optimum way to measure fundal height through the midwifery services. This is one of many further actions that the Oxford Health Sciences Academic network will take forward which is also focussed on standard setting and the introduction of screening for cervical length. The aim is to achieve a consistent screening and treatment programme in all hospitals in the Thames Valley.

## Quality and Performance

Working Together states that in order to fulfil its statutory functions under regulation 5 an LSCB should use data and, as a minimum, should:

- assess the effectiveness of the help being provided to children and families, including early help;
- quality assure practice, including through joint audits of case files involving practitioners and identifying lessons to be learned;

The role of the Wokingham LSCB Quality Assurance and Performance Subgroup is to ensure there are sound mechanisms for monitoring, evaluating and auditing safeguarding activity in place, particularly in relation to front line services, and ensuring that improvements are made to deliver better outcomes for children. Also, its role is to demonstrate that the LCB is a 'learning partnership' that has a strong focus on impact and effectiveness, and when necessary, escalate any identified risk in order to provide assurance to the Board to enable them to carry out their statutory responsibilities.

**Achievements:**

- Restructuring and merging of the Monitoring and Effectiveness, Quality Assurance and Pan Berkshire Performance subgroups into one subgroup with a local focus.
- Approved new monitoring Dataset based on the 'Children's Safeguarding Performance Information Framework 2015' and implementation of a themed reporting scorecard linked to the LSBC key priorities.
- Development and implementation of an audit work plan linked to the LSCB core priorities. This also included a basic audit tool methodology.
- Completion and reporting on a number of Audits including action plans which included:

1) Ingson WSCB Audit report – A Review and Analysis of Partnership Working
2) Audit of 10 most recent discontinued Child Protection Plans, Wokingham Borough Council
3) Safeguarding Children Audit - Berkshire West Clinical Commissioning Groups(CCGs)
4) Home Start Wokingham District – Final QA Report May 2014
5) Missing Children Audit Update, Wokingham Borough Council

**Challenges:**

Audits are undertaken by different agencies using different audit templates which can prove challenging when trying to identify common themes/issues. Also, membership of the group was poor when the sub group was established but a letter was sent to individual agencies encouraging them to send a representative and this has resulted in much improved attendance by the majority of agencies.

**Impact**

The group was able to identify and report on data trends and audit outcomes impacting children and young people where further immediate actions were required or raised awareness in support of keeping children safe. These were fed back to the Board where further discussion and actions have been identified. Some areas included:

- GPs safeguarding training
- Health of LAC reporting

### Ongoing Challenge

- The group will continue to push for scheduled multi-agency audits take place in a timely manner but resources and engagement by all partners is key to achieving this.
- The group will monitor Section 11 audits when available, but so far this has not been possible due to the lack of information.

### Communication and Engagement

Effective communication is crucial to ensure that the core business of the WCSB is implemented and that the children and young people in Wokingham Borough are effectively safeguarded.

This sub group provides communication support to members of the WCSB, enabling them to ensure the workforce, children and parents and other key stakeholders understand the Board's role, function, achievements and priorities; and how it affects them. It does this by communicating activities to raise awareness of key issues to promote the safety and wellbeing of children and young people within the Wokingham Borough among those audiences with whom WCSB has no pre-existing or limited relationships with. It also encourages the participation and voice of children and young people.

The current chair of the sub group took over the role in February 2015. Since February the Communication and Engagement Strategy and action plan has been revised in light of the Board's new Business Plan for 2015/16 which sets out clearly its priorities for the coming year, shared messages and the actions to sustain current improvements.

#### Achievements

The sub group has been instrumental in developing and supported the following:

- Challenge days
- Lunchtime session for professionals
- Private fostering advert in Primary Times
- Awareness raising sessions on Levels of Need for childminders and early years representatives
- Articles in Wokingham Borough News (WBC's resident's newsletter) regarding safeguarding, Board's role and new chair
- Article in Primary Times - Board and new chair
- Internal article for staff and partner agencies – Board and new chair
- Media protocol drafted

#### Challenges

The main challenge is ensuring all agencies are represented on the Communications and Engagement Sub Group. Since the new chair took on the role, letters have been issued to all partner agencies asking them to provide a communications representative to either join the group or be its 'named' contact to help disseminate messages. As a result CCG and Police are now involved with the sub group.

The focus for the past 4 months has been to agree strategy, action plan and media protocol. The challenge now is to implement it.

The primary responsibility for implementing it lies with the Wokingham Safeguarding Children Board. All members must ensure they take responsibility for communicating all key information within their respective agencies ensuring any issues identified within their own organisation are communicated to the Board.

Resources remain a challenge both in terms of budget and people. £1,000 has been allocated for communications and marketing work. This is a modest budget and could be best used on social media campaigning to get our main messages across to the public.

### **Child Sexual Exploitation Strategic Sub Group**

The work of the WSCB CSE Strategic Sub Group is underpinned by the “Safeguarding children and young people from sexual exploitation: Supplementary guidance to Working Together to Safeguard Children” (June 2009). This document was issued under Section 7 of the Local Authority Social Services Act 1970 which means that, except in exceptional circumstances, local authorities must act in accordance with the guidance. In addition it is issued by the Home Office as guidance to police forces as a Home Office circular.

### **Challenges**

The strategic group makes the following recommendations which will assist its efforts to deliver the planned work for the coming year:

- a) The Board and other LSCBs in the region to commission a pan Berkshire CSE strategic review to ensure cross boarder work to safeguard children is supported, enabled and robust.
- b) Public health to assure the Board that the scheduled work about sexual health planned for early 2015/2016 will include appropriate reference to CSE.
- c) The Board should seek assurance from all key partners regarding CSE training being offered to frontline workers, independently and jointly.
- d) The Board should seek assurance from agencies not attending the CSE Strategic and Operational Groups regarding their attendance and inputs either directly or ensure that their commissioned agencies attend.
- e) All partner agencies should continue to resource, and strengthen, the CSE work currently underway under the auspices of Wokingham Safeguarding Children’s Board.

### **Lay Member Perspective**

It is most pleasing to be able to report a significant transformation in the processes and effectiveness of the Wokingham Safeguarding Children Board since I became one of the first two lay members of the Board four years ago.

If what follows sounds over-critical, it represents first impressions and also paints a picture of just how far the Board has changed and improved over that period. First impressions (shared with my fellow lay member since retired) were of a ‘talking shop’ with mountains of paper, a welter of not terribly helpful or meaningful data, and a great deal of attention being paid to some very worthy, objectives, plans and aspirations without too much apparent action or accountability.

Representation from partner agencies seemed to lack continuity with too many representatives appearing to us not to be fully engaged. We felt that most of the representatives came to meetings briefed to defend their own agency and to rebut any challenges to their professionalism or

effectiveness. The annual report was long winded, verbose and again lacking 'bite' and true accountability. My fellow lay member and I frequently used to ask each other after meetings just what had actually been achieved and how many children's life chances had been enhanced by so much time and commitment. Indeed real children seemed to play little part in our discussions.

What a change today! There is much more continuity of representation and a high level of engagement. Discussions are far more focussed with an element of challenge accepted and even welcomed. Meaningful audits of agency performance are being carried out and robustly monitored. The annual report is much shorter and crisper and contains meaningful objectives and action plans as well as aspirations. Above all, the 'voice of the child' is more and more at the heart of discussions and is being heard and listened to.

I have been from the outset a member of the multi-agency Performance and Quality sub group and its predecessors. Progress in that group has mirrored that of the Board itself. There has been a significant move from purely quantitative to qualitative data. Information provided and considered is much reduced in quantity but far more focussed, meaningful and useful. In my early days audit processes only seemed to be talked about and planned without the group seeing let alone evaluating any end product. Single agency and multi- agency audit reports are now coming forward and being critically analysed and evaluated.

I am greatly encouraged by the work the Board is undertaking to identify priority areas for safeguarding Wokingham's children such as potential Child Sexual Exploitation.

The complexities posed in providing effective and appropriate safeguarding services in all communities, especially in these times of severe financial constraints, cannot be underestimated. Members continue to evidence levels of commitment, energy and enthusiasm to achieve the aims of the Board and take forward national and local safeguarding policies to meet local needs.

Developing a safe and effective workforce is key to keeping children safe. The commitment of agencies to supporting the Board's processes and activities is now very evident and I now have real belief in the ability of the Board to exercise real impact and influence. on improving outcomes for all children in Wokingham.

**Peter Whittaker – Lay Member**

## Appendices

### 1. Glossary

<b>BHFT</b>	Berkshire Healthcare NHS Foundation Trust
<b>BME</b>	Black and Minority Ethnic
<b>CAF</b>	Common Assessment Framework
<b>CAFCASS</b>	Children and Family Court Advisory and Support Service
<b>CAMHS</b>	Child and Adolescent Mental Health Services
<b>CCG</b>	Clinical Commissioning Group
<b>CDOP</b>	Child Death Overview Panel
<b>CIC</b>	Children in Care
<b>CMoE</b>	Children Missing out on Education
<b>CSC</b>	Children's Social Care
<b>CQC</b>	Care Quality Commission
<b>CSE</b>	Child Sexual Exploitation
<b>DfE</b>	Department for Education
<b>EHC</b>	Education, Health and care Plan
<b>FGC</b>	Family Group Conference
<b>FGM</b>	Female Genital Mutilation
<b>IRO</b>	Independent Reviewing Officer
<b>JSNA</b>	Joint Strategic Needs Assessment
<b>LAC</b>	Looked After Child
<b>LADO</b>	Local Authority Designated Officer
<b>LDD</b>	Learning Difficulties and Disabilities
<b>LSCB</b>	Local Safeguarding Children Board
<b>MAPPA</b>	Multi-Agency Public Protection Arrangements
<b>MARAC</b>	Multi-Agency Risk Assessment Conference
<b>MASH</b>	Multi-Agency Safeguarding Hub
<b>NEET</b>	Not in Employment, Education or Training
<b>ONS</b>	Office of National Statistics
<b>PSCHE</b>	Personal, Social Care and Health Education
<b>RBFT</b>	Royal Berkshire NHS Foundation Trust
<b>SARC</b>	Sexual Assault Referral Centre
<b>SCR</b>	Serious Case Review
<b>SEN</b>	Special Educational Needs
<b>TVP</b>	Thames Valley Police
<b>VCF</b>	Voluntary, Community and Faith
<b>WBC</b>	Wokingham Borough Council
<b>WSCB</b>	Wokingham Safeguarding Children Board
<b>YOT</b>	Youth Offending Team

## 2. Extracts from Working Together 2015

### Chapter 3.1: Statutory objectives and functions of LSCBs

Section 14 of the Children Act 2004 sets out the objectives of LSCBs, which are:

- (a) to coordinate what is done by each person or body represented on the Board for the purposes of safeguarding and promoting the welfare of children in the area; and
- (b) to ensure the effectiveness of what is done by each such person or body for those purposes.

Regulation 5 of the Local Safeguarding Children Boards Regulations 2006 sets out that the functions of the LSCB, in relation to the above objectives under section 14 of the Children Act 2004, are as follows:

- 1 (a) developing policies and procedures for safeguarding and promoting the welfare of children in the area of the authority, including policies and procedures in relation to:
  - (i) the action to be taken where there are concerns about a child's safety or welfare, including thresholds for intervention;
  - (ii) training of persons who work with children or in services affecting the safety and welfare of children;
  - (iii) recruitment and supervision of persons who work with children;
  - (iv) investigation of allegations concerning persons who work with children;
  - (v) safety and welfare of children who are privately fostered;
  - (vi) cooperation with neighbouring children's services authorities and their Board partners;
- (b) communicating to persons and bodies in the area of the authority the need to safeguard and promote the welfare of children, raising their awareness of how this can best be done and encouraging them to do so;
- (c) monitoring and evaluating the effectiveness of what is done by the authority and their Board partners individually and collectively to safeguard and promote the welfare of children and advising them on ways to improve;
- (d) participating in the planning of services for children in the area of the authority; and
- (e) undertaking reviews of serious cases and advising the authority and their Board partners on lessons to be learned.

Regulation 5 (2) which relates to the LSCB Serious Case Reviews function and regulation 6 which relates to the LSCB Child Death functions are covered in chapter 4 of this guidance.

Regulation 5 (3) provides that an LSCB may also engage in any other activity that facilitates, or is conducive to, the achievement of its objectives.

### Chapter 3.4: Statutory Board partners and relevant persons and bodies

Section 13 of the Children Act 2004, as amended, sets out that an LSCB must include at least one representative of the local authority and each of the other Board partners set out below (although two or more Board partners may be represented by the same person). Board partners who must be included in the LSCB are:

- district councils in local government areas which have them;
- the chief officer of police;
- the National Probation Service and Community Rehabilitation Companies;
- the Youth Offending Team;
- NHS England and clinical commissioning groups;

- NHS Trusts and NHS Foundation Trusts all or most of whose hospitals, establishments and facilities are situated in the local authority area;
- Cafcass;
- the governor or director of any secure training centre in the area of the authority; and
- the governor or director of any prison in the area of the authority which ordinarily detains children.

The Apprenticeships, Skills, Children and Learning Act 2009 amended sections 13 and 14 of the Children Act 2004 and provided that the local authority must take reasonable steps to ensure that the LSCB includes two lay members representing the local community.

Section 13(4) of the Children Act 2004, as amended, provides that the local authority must take reasonable steps to ensure the LSCB includes representatives of relevant persons and bodies of such descriptions as may be prescribed. Regulation 3A of the LSCB Regulations prescribes the following persons and bodies:

- the governing body of a maintained school;
- the proprietor of a non-maintained special school;
- the proprietor of a city technology college, a city college for the technology of the arts or an academy; and
- the governing body of a further education institution the main site of which is situated in the authority's area.

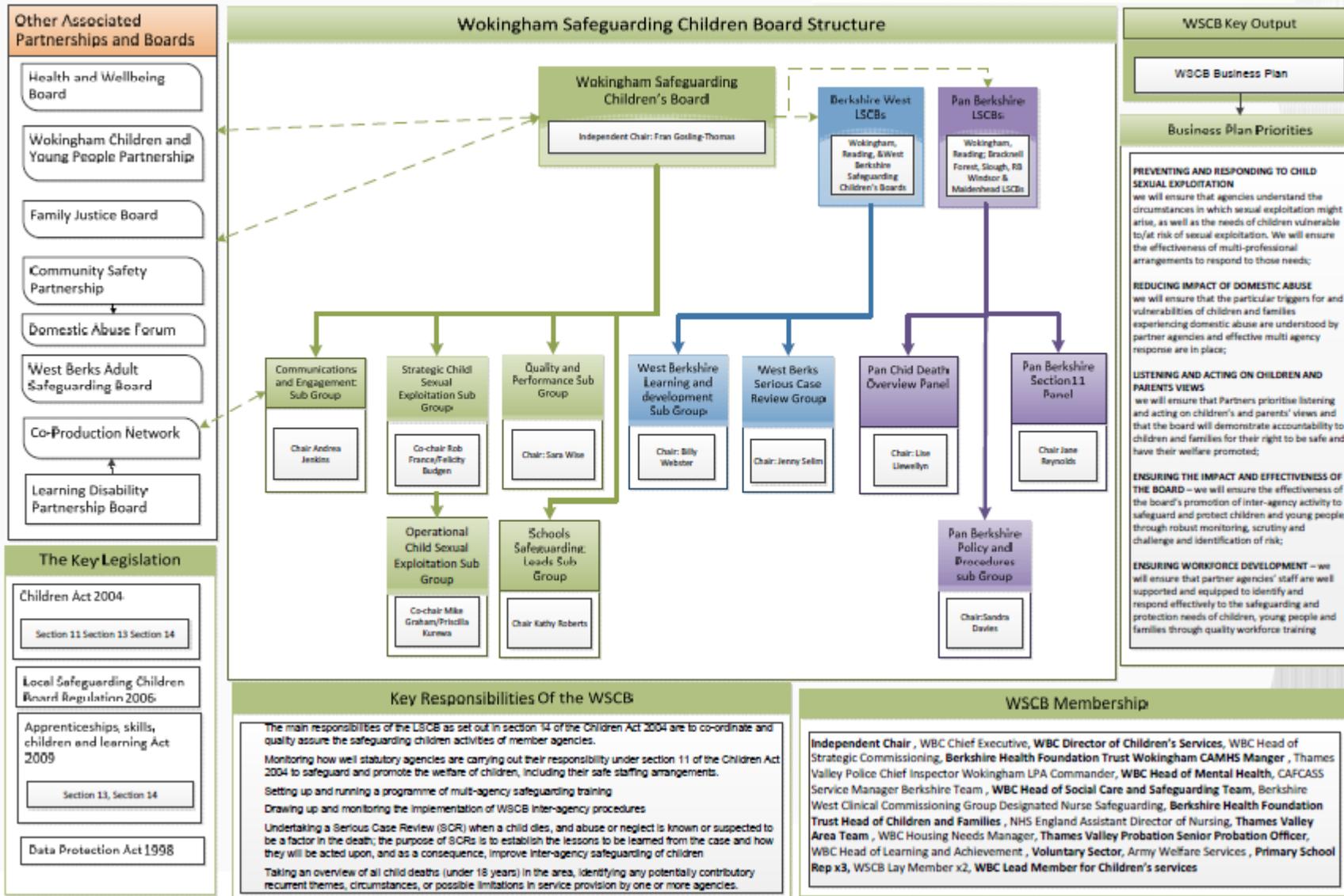
## **Chapter 5: Child Death Reviews**

The Regulations relating to child death reviews:

The Local Safeguarding Children Board (LSCB) functions in relation to child deaths are set out in Regulation 6 of the Local Safeguarding Children Boards Regulations 2006, made under section 14(2) of the Children Act 2004. The LSCB is responsible for:

- (a) collecting and analysing information about each death with a view to identifying -
  - (i) any case giving rise to the need for a review mentioned in regulation 5(1)(e);
  - (ii) any matters of concern affecting the safety and welfare of children in the area of the authority;
  - (iii) any wider public health or safety concerns arising from a particular death or from a pattern of deaths in that area; and
- (b) putting in place procedures for ensuring that there is a coordinated response by the authority, their Board partners and other relevant persons to an unexpected death.

Working Together 2015 can be viewed via this link: <http://www.workingtogetheronline.co.uk>



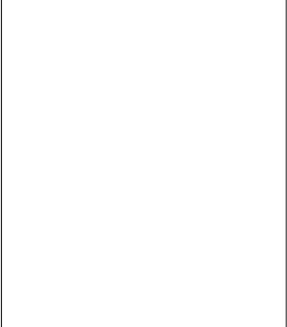
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#### 4. Board Membership (March 2015)

LSCB members have a responsibility to attend all meetings and disseminate relevant information within their agency. Attendance at meetings is monitored to ensure attendance is regular and at an appropriate level. These records are presented to members on an annual basis as part of the LSCB's quality assurance process.

Attendance in Wokingham has generally been good this year and, if a member is unable to attend, they are asked to send a deputy to ensure all messages are disseminated to each agency. Any lack of agency attendance is addressed directly by the Business Manager or escalated to the Chair.

NAME	ROLE & AGENCY
	<p style="text-align: center;">Gabriel Amahwe Senior Probation Officer, Thames Valley Community Rehabilitation Company</p>
	<p style="text-align: center;">Sally Thomas Senior Service Manager, CAFCASS Berkshire</p>
	<p style="text-align: center;">Felicity Budgen Head of Children's Social Care and Safeguarding, Wokingham Borough Council</p>
	<p style="text-align: center;">David Cahill Director- Wokingham Locality, Berkshire Healthcare Foundation Trust</p>



Andy Couldrick

Chief Executive, Wokingham Borough Council



Christine Dale

Head of Mental Health, Wokingham Borough Council



Debbie Daly

Nurse Director, Berkshire West CCG Federation



Drusilla Derrick

Headteacher Radstock Primary School, Primary School Representative



Robert France

Chief Inspector Wokingham LPA Commander, Thames Valley Police



Corrina Gillard

Headteacher Emmbrook Infant School, Primary School Representative



Frances Gosling-Thomas

Independent Chair, WSCB



Brian Grady

Head of Strategic Commissioning, Wokingham Borough Council



Charlotte Haitham-Taylor

Lead Member for Children's Services, Wokingham Borough Council

Antony Heselton

Head of Safeguarding, South Central Ambulance Service

Sheila Jenkins

Safeguarding Lead, Thames Valley Area Team, NHS England



Angie Mycock

Scheme Manager Home-Start Wokingham District, Voluntary Sector Representative



Louise Noble

Interim Head of Service, Berkshire CAMHS, Berkshire Healthcare Foundation Trust



Simon Price

Head of Housing, Wokingham Borough Council and Vice Chair WSCB



Alison Pugh

Early Years Team Manager, Wokingham Borough Council



Nicci Morris

Headteacher Hillside Primary School, Primary School Representative



Judith Ramsden

Director of Children's Services, Wokingham Borough Council

	<p style="text-align: center;">Claire Robinson</p> <p style="text-align: center;">Head Teacher, Holme Grange School, Independent School Representative</p>
	<p style="text-align: center;">Tom Scantlebury</p> <p style="text-align: center;">Deputy Head Teacher, Foundry College, Primary School Representative</p>
	<p style="text-align: center;">Jenny Selim</p> <p style="text-align: center;">Designated Nurse Safeguarding, Berkshire West CCGs</p>
	<p style="text-align: center;">Alan Stubbersfield</p> <p style="text-align: center;">Interim Head of Learning &amp; Achievement, Wokingham Borough Council</p>



Peter Whittaker

Lay Member



Sara Wise

Head of Children & Families, Berkshire Healthcare Foundation Trust

## 5. Financial Contributions

The budget is monitored by the Business Manager with the majority of the budget spent on staffing to support the work of the Board.

### REVIEW OF WOKINGHAM LSCB BUDGET CONTRIBUTIONS

Bracknell Forest	£103,604
Windsor + Maidenhead	£130,356
West Berks	£116,775
Cheshire East	£215,899
Rutland	£335,525

AVERAGE FOR OTHER COMPARATOR LSCB'S **£180,431**

Current budget for Wokingham LSCB **£75,000**

	Ave % for LSCBs (above)	Ave % for South LSCBs	Current % Wokingham	Current Actual	Proposed % Wokingham uplift
<b>Council</b>	64%	56%	34.3%	£26,105	43.26%
<b>CCG+NHS Trusts</b>	20.7%	20%	27.3%	£20,500	23%
<b>Police</b>	1.7%	10.4%	3.33%	£2,500	10%
<b>Probation</b>	0.7%	1.6%	1.19%	£895	2%
<b>Schools/ others</b>	1.9%	9%	33.3%	£25,000	21.73%

### AGENCY CONTRIBUTIONS

#### Spending:

**Board Support Costs (excluding on costs) provided by WBC in addition to the above for 2014/15 equate to approximately £40,000 per annum.**

**LSCB Training: proposed increase from £6,000 to £30,000.**

**IT software costs: Tri X annual maintenance contract £3,350 (split between 6 authorities) and licencing software for website £1,160 per annum currently.**

**Marketing/publicity - £1,000per annum currently.**

**SCR Contingency - £6,000 per annum currently.**

**Development priorities within Business Plan - costings**

**Priority 1 – Child Sexual Exploitation** – auditing, some of the cost of service re-design and campaign to raise awareness of the issue- £5,000

**Priority 2 – Substance Misuse/Mental Health/Domestic Abuse** – led by DAAT so costs to LSCB largely around QA - £1,000

**Priority 3 – Voice of the Child** – YP commissioners supported to help with interviews, attend LSCB meetings, travel costs to enable them to meet with other CYPP in the Borough, conference costs, awareness raising of safeguarding issues amongst CYPP including social media/newsletters, etc. £2,000

**Priority 4 – Improving Impact and Effectiveness of the WSCB** – costs included above regarding additional financial input by WBC.

**Priority 5 – Training** – members agreed this is an identified priority for WSCB and, to adequately ensure training requirements fulfil the needs of the priorities as identified in the Business Plan 2014/15 it is estimated an additional £22,000 is required during the next financial year.

## 6. Concerns Log

Ref no.	Enquiry / subject matter	Date Raised & by whom	Action taken	Tasked to	Date due	Status update and further action planned	Outcome/ Ongoing risks
1	<b>Is there sufficient funding available to the WSCB in order to deliver the objectives/work programme within the Business Plan?</b>	Fran Gosling-Thomas November 2014	<ul style="list-style-type: none"> <li>Review of contributions to LSCB undertaken and presented at January 2015 Board meeting</li> <li>Letter sent to all partner agencies requesting enhanced contributions, resulting in further increases from two partner organisations</li> <li>Business Plan and priorities continuously monitored and reported to Board</li> <li>Efficiency savings identified and pursued</li> <li>Opportunities for collaboration and co-ordination of functions identified</li> <li>Submission made to Department for Education for grant to carry out a project to embed outcomes into the Board's quality and performance work - unsuccessful</li> <li>Projected expenditure analysis to be produced for the year</li> </ul>	Business Manager	April 2016	<ul style="list-style-type: none"> <li>Explore further opportunities to bid for government grants</li> <li>Explore opportunities to gain sponsorship from local businesses</li> <li>Meeting following November Board of lead partner agency representatives/Chair/ Business Manager to agree WSCB contributions 2016/17</li> <li>WSCB objectives being delivered to date</li> </ul>	<p><i>Outcome:</i> Increased budget contributions to enable business plan objectives to be fulfilled.</p> <p><i>Ongoing risk:</i> if budget not increased to fulfilling business plan objectives for 2016/17 (audit activity and increase in training/learning dissemination) and possible SCR costs in the future.</p>
2	<b>Is safeguarding training accessible, sufficient and of good quality?</b>	Rob France November 2014	<ul style="list-style-type: none"> <li>Pan Berkshire Training Sub Group restructured to become separate East and West Berkshire Learning &amp; Development Sub Groups to better reflect local training requirements</li> <li>Review and analysis of current training available presented to Board in January and areas for improvement identified</li> <li>Revised Business Plan identified training as a priority</li> </ul>	L&D Sub Group Chair	January 2015	<ul style="list-style-type: none"> <li>Analyse impact of L&amp;D challenge session and report to January Board</li> <li>Action plan to be monitored by L&amp;D Sub Group</li> </ul>	<p><i>Outcome:</i> All staff trained to appropriate levels; training is accessible, of good quality and impact is evidenced.</p> <p><i>Ongoing risks:</i> training will be</p>

Ref no.	Enquiry / subject matter	Date Raised & by whom	Action taken	Tasked to	Date due	Status update and further action planned	Outcome/ Ongoing risks
82			<ul style="list-style-type: none"> <li>• Multi-agency training available</li> <li>• Multi-agency training session resulting from practice review of Child A was well attended</li> <li>• Analysis of number of staff attending training from each agency undertaken and presented to West Berks Training Sub Group in February</li> <li>• Additional funding requested from partner agencies to boost funding for training</li> <li>• Thames Valley Police identified additional funding for multi-agency Child Sexual Exploitation training</li> <li>• Learning &amp; Development Sub Group Strategy updates received at every Board meeting since November</li> <li>• West Berkshire Learning &amp; Development Strategy agreed at July Board</li> <li>• Learning and Development a standing item on Board agendas</li> <li>• Monitor use of tool adopted by Learning &amp; Development Sub Group to evaluate training</li> <li>• Challenge session on training in August to analyse individual agency training; accessibility of training; quality and impact to identify future training needs</li> </ul>				insufficient in terms of quality and accessibility and we will not be able to evidence impact. Single agency training not captured.
3	<b>Is there a drift in implementing recommendations following a case review?</b>	Debbie Daly/ Jenny Selim  November 2014	<ul style="list-style-type: none"> <li>• Restructured Serious Case Review Sub Group to cover Berkshire West</li> <li>• Process implemented for assessing cases for potential serious case review (attached to Terms of Reference)</li> <li>• Agency action plans in place to manage outcomes from practice reviews</li> </ul>	Serious Case Review Sub Group Chair	September 2015	<ul style="list-style-type: none"> <li>• Develop action plan</li> <li>• Final version of report and action plan to be signed off at November Board meeting</li> <li>• Publicise report</li> <li>• Host two learning events on</li> </ul>	<i>Outcome:</i> all case reviews are identified and learning is disseminated in a timely fashion.

Ref no.	Enquiry / subject matter	Date Raised & by whom	Action taken	Tasked to	Date due	Status update and further action planned	Outcome/ Ongoing risks
83			<ul style="list-style-type: none"> <li>Action Plan for Child A Practice Review signed off by Board at January Board meeting</li> <li>SCR Sub Group to continually monitor action plans post review</li> <li>Multi-agency training session held resulting from practice review of child A</li> <li>Terms of Reference for Child B Practice Review stipulates timeframe</li> <li>Appointment of Independent Chair to Child B Practice Review</li> <li>Child B practice review conducted week in August by an independent reviewer</li> <li>Draft report received in September</li> <li>Panel met to discuss and comments included in draft report</li> </ul>			<p>the practice review</p> <ul style="list-style-type: none"> <li>Send learning to Windsor &amp; Maidenhead Board Chair to incorporate into West Berkshire SCR/practice review learning</li> <li>Monitor implementation of action plan via SCR Sub Group</li> </ul>	<p><i>Ongoing risks:</i> drift following a case review to share the learning may delay impact of any recommendations.</p>
4	<b>Are the voices of children, young people and families having an impact on shaping services in the Borough?</b>	All Board members  November 2014	<ul style="list-style-type: none"> <li>Business Manager met with various groups of children and young people in January to identify their safeguarding concerns</li> <li>Report to January Board identified actions about engaging with children and young people in the Borough</li> <li>Primary and secondary school Head Teachers regularly feedback the child's voice</li> <li>Every audit now capturing the impact of the voice of the child</li> <li>Young People's Commissioners developed Children &amp; Young People's version of the Annual Report 2014/15</li> </ul>		November 2015	<ul style="list-style-type: none"> <li>Youth Offending Team and Business Manager to incorporate views of all children into the draft Safeguarding Pledge</li> <li>Sign off Safeguarding Pledge at November Board</li> </ul>	<p><i>Outcome:</i> Children, young people and families' voices are heard in all matters affecting them they help shape future service design and delivery.</p> <p><i>Ongoing risks:</i> Without the voice of children, young people and families influencing service delivery and</p>

Ref no.	Enquiry / subject matter	Date Raised & by whom	Action taken	Tasked to	Date due	Status update and further action planned	Outcome/ Ongoing risks
			<p>and presented to Board in March</p> <ul style="list-style-type: none"> <li>• Young People's conference with WSCB members on 09/07/15</li> <li>• Young commissioner attends Communications Sub Group</li> </ul>				<i>design we cannot meet their needs and expectations.</i>
84	5 <b>Is the Board assured all agencies are working together to ensure children and families affected by domestic abuse are receiving services which meet their desired outcomes in a timely fashion?</b>	All Board members  November 2015	<ul style="list-style-type: none"> <li>• Challenge session held on 29th April at which a number of agencies gave presentations about their work.</li> <li>• Board received report on challenge session at 13th May meeting and agreed the report should be shared with the Community Safety Partnership to incorporate into the Domestic Abuse Strategy</li> <li>• Challenge session report presented to CSP on 18/07/15 - agreed emerging themes/actions to be incorporated into Domestic Abuse Strategy.</li> <li>• Incorporate recommendations from challenge session into review of Domestic Abuse Strategy.</li> <li>• Take report to Health and Wellbeing Board and Children and Young People's Partnership to disseminate the learning as widely as possible</li> </ul>	Business manager	July 2015	<ul style="list-style-type: none"> <li>• Monitor implementation of Domestic Abuse Challenge Session at January Board</li> <li>• Monitor implementation of recommendations from Child B Practice Review which relate to Domestic Abuse</li> </ul>	<p>Outcome: Children and families affected by domestic abuse feel services are meeting their needs rather than being made to fit into services which already exist.</p> <p>Ongoing risks: Without implementation of the issues identified in the challenge session Board members cannot assure themselves services are meeting the needs of children and</p>

Ref no.	Enquiry / subject matter	Date Raised & by whom	Action taken	Tasked to	Date due	Status update and further action planned	Outcome/ Ongoing risks
							families affected by domestic abuse.
85	7 <b>Is the Board assured all Children in care are receiving timely health reviews?</b>	Judith Ramsden March 2015	<ul style="list-style-type: none"> <li>• WBC offers a financial incentive to older children in care to attend health reviews.</li> <li>• CCG/BHFT identified administrative issue as part of the problem for health reviews of CIC not taking place and rectified the issue.</li> <li>• CCG/BHFT increased administrative capacity to ensure sufficient resources were made available to carry out CIC health reviews.</li> <li>• CCG/BHFT to provided further update at September Board to assure members all CIC have received a health review.</li> </ul>	Debbie Daly/ David Cahill	Sept 2015	<ul style="list-style-type: none"> <li>• CCG to look at options to carry out CIC health reviews for those children placed out of area and report back to November Board.</li> <li>• Continued monitoring at Q&amp;P Sub Group - next meeting in December.</li> </ul>	<p><i>Outcome:</i> all children in care receive a health review in a timely manner.</p> <p><i>Ongoing risks:</i> lack of capacity in conducting health reviews for CIC placed out of area could prevent the CCG from delivering on completion of all CIC health reviews by end of July 2015.</p>

Ref no.	Enquiry / subject matter	Date Raised & by whom	Action taken	Tasked to	Date due	Status update and further action planned	Outcome/ Ongoing risks
86	8 Policy & Procedures Sub Group	Berkshire Business Managers	<ul style="list-style-type: none"> <li>All partner agencies are aware and make use of Berkshire Policies &amp; Procedures website.</li> <li>Assess representation by individual agencies and ensure correct nominees attend the Sub Group or send a delegate</li> <li>Bracknell LSCB Business Manager leading on liaising with Slough LSCB Business Manager who has responsibility for monitoring the contract.</li> <li>Clarity received over which policies and procedures an outside body keep up to date and which ones individual local authorities are responsible for keeping up to date.</li> <li>Escalated concerns to Thames Valley Chairs and Managers meeting on 11 June.</li> <li>Extraordinary meeting of P&amp;P Sub Group to be called to ensure current suite of documents are compliant.</li> <li>Sandra Davies, Bracknell LA, appointed as Acting Chair of P&amp;P Sub Group</li> <li></li> </ul>	Louise Connolly	September 2015	<ul style="list-style-type: none"> <li>Meeting of P&amp;P Sub Group in December to evaluate options for host of Berkshire Safeguarding Procedures online.</li> <li>Escalation of concerns to Thames Valley Chairs and Leads Group in October.</li> </ul>	<p>Outcome: all professionals able to access up to date and of good quality policies and procedures.</p> <p>Ongoing risks: concern over partner agency's ability to resource Sub Group in the long term and costs for a possible new provider of online policies and procedures.</p>
	9	Are all GPs in Wokingham undertaking safeguarding	Sara Wise February 2015	<ul style="list-style-type: none"> <li>100% of GPs and GP staff have completed recent multi-agency safeguarding training.</li> </ul>	Sara Wise	Ongoing	<ul style="list-style-type: none"> <li>Business Manager to attend TIPS day to raise awareness about multi-agency training available to health staff.</li> </ul>

Ref no.	Enquiry / subject matter	Date Raised & by whom	Action taken	Tasked to	Date due	Status update and further action planned	Outcome/ Ongoing risks
87	training of a sufficient standard and in a timely manner?		<ul style="list-style-type: none"> <li>CCGs identified the need to assess safeguarding training in a future audit of GPs as only 86% of surgeries which responded reported practice staff were up to date and compliant with required training and only 57% of surgeries ensure all new staff receive level one safeguarding training with first three months of employment.</li> <li>Learning &amp; Development Sub Group to assess options currently available for safeguarding training meets the need of GP and surgery staff.</li> </ul>			<ul style="list-style-type: none"> <li>Monitoring of L&amp;D Sub Group recommendations regarding opening up single agency training to all partners and ensuring training is as accessible as possible.</li> <li>Annual safeguarding report conducted by CCGs to be repeated in December 2015 and reported to Q&amp;A Sub Group.</li> </ul>	<p>training.</p> <p>Ongoing risks: If GPs are not undertaking sufficient training there could be gaps in identification and referral of children and families.</p>
10	Lack of compliance by GPs with request for child protection reports	Sara Wise February 2015	<ul style="list-style-type: none"> <li>Timely response by GPs to requests for child protection reports</li> <li>LA to notify CCG each time they request a child protection report.</li> <li>CCG to continue to monitor and challenge GPs regarding non-submission of child protection reports.</li> <li></li> </ul>	Liz Stead/Anne Randall		<ul style="list-style-type: none"> <li>Monthly monitoring by Referral and Assessment Team Manager and Designated Nurse Safeguarding Lead at CCG.</li> <li>Report to Q&amp;P Sub Group in December.</li> </ul>	<ul style="list-style-type: none"> <li>Risk of GPs not being involved in child protection cases and lack of information may impact decision making.</li> </ul>
	Completed - previous concerns						
	Is it clear all schools in the Borough are receiving adequate safeguarding	All Board members  November 2014		Schools safeguarding Sub Group	Sept 2015		Outcome: All schools in the Borough receiving relevant safeguarding information from WSCB

Ref no.	Enquiry / subject matter	Date Raised & by whom	Action taken	Tasked to	Date due	Status update and further action planned	Outcome/ Ongoing risks
	information from WSCB?						Ongoing risks: children are at risk if schools representatives are not aware of and sharing key information, such as good practice safeguarding policies and latest guidance.
88	Is the Section 11 Sub Group well managed and providing useful information to the Board about those organisations completing their Sct 11 returns?	All members March 2015	<ul style="list-style-type: none"> <li>• Business Manager requested Section 11 report from Sub Group Chair for March, May and July Board but the Chair was ill and the Vice Chair was also unable to attend to present the paper.</li> <li>• Chair raised issue at Thames Valley Chairs &amp; Managers meeting on 11 June</li> <li>• Letter from Berkshire Board Chairs to LA Chief Executives asking for representation at meetings.</li> <li>• Letter sent to Chair of Bracknell LSCB - agreed WSCB take over administration of the meeting</li> <li>• Meeting in September included Section 11 returns and reassurances process is working</li> </ul>		September 2015		

## 7. Top 10 Scorecard July 2015

### SHORT LIST

#### Wokingham LSCB SCORECARD + Narrative

##### Indicator:

N4 - The rate of violent and sexual offences against children aged 0-17 per 10,000 Child and Young People population

##### Theme:

Outcomes for children and young people and their families.

##### KLOEs:

- Interrogate Child Protection Plans (CPP) looking at levels of child sexual abuse being recognised. Link to Child Sexual Exploitation (CSE) identification, reporting back to Subgroup. *This will be in the Children's Social Care (CSC) audit plan for 2015/16.*
- Improve knowledge of types of offences being committed locally, reporting back to next Subgroup meeting.
- Report on a sample of recent cases (10) to be prepared for next meeting, jointly by Police and Social Care. How many didn't lead to court proceedings and why not? *This will be in the CSC audit plan for 2015/16.*

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Wokingham				Direction of Travel	Comparator and context
Period 1	Period 2	Period 3	Period 4		
2014/15	2014/15	2014/15	2015/16		
Q2	Q3	Q4	Q1		
<b>47 Offences</b>	<b>59 offences</b>	<b>50 Offences</b>	<b>66 Offences</b>	↑	<p>Comparative information is not available for under 18s.</p> <p>Wokingham LPA has a significantly lower number of reports of ALL Violent Offences per 10,000 when compared to our Most Similar Groups.</p> <p>Wokingham LPA had an increase in the number of violent offences against young people reported during quarter 1 2015-16.</p> <p>The main increases were for numbers of reports of Violence with Injury and Sexual Offences.</p>
Comprising: Violence with injury	Comprising: Violence with injury	Comprising: Violence with injury	Comprising: Violence with injury	↑	
12	11	12	20	↓	
Violence without injury	Violence without injury	Violence without injury	Violence without injury	↑	
22	14	24	21		
Sexual offence	Sexual offence	Sexual offence	Sexual offence	↑	
13	34	14	25		

**Indicator:**

N6 - Percentage of children and young people aged 0-14 attending accident and emergency due to unintentional and deliberate injuries

**Theme:**

Indicator has changed to cover children aged 0-14 rather than 0-17. Injuries are a leading cause of hospitalisation and represent a major cause of premature mortality for children and young people. They are also a source of long-term health issues, including mental health related to experience(s). The inclusion of this indicator is key for cross-sectoral and partnership working to reduce injuries, including child safeguarding.

**KLOE:**

- Understand who is using A&E (might be an indicator of hidden abuse or a commissioning gap for CCG). *In Q1 2015/6 there were 9 young people from Wokingham attending A&E for Deliberate Self Harm, none of whom were children in care.*
- Are there a group of children attending frequently? *Not in Q1 2015/6*
- Are there avoidable attendances?

Recommended action: Royal Berks Hospital to offer LSCB Main Board meeting in September further analysis.

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Wokingham			Direction of Travel	Comparator and context
1 April – 30 June 2014				
<b>16.40%</b>				West Berks <b>6.4%</b>
<b>The national data collection now shows information on the rate per 10,000 children aged 0 – 14</b>				Reading <b>11.0%</b>
	2013	2014		
Wokingham	73.23	75.49		
SE Region	93.37	103.66		
England	103.83	112.16		

**Indicator:**

N9 - Percentage of referrals leading to the provision of a social care service (as defined by the child becoming a child in need)

**Theme:**

Child protection activity including providing early help.

KLOE:

Testing the effectiveness of interventions to support Child in Need (CIN) and early help services.

Identifying support for children and families not meeting eligibility criteria – where do they go? Are cases transferred appropriately?

*Reports from 2 recent external audits will be brought to the subgroup when finalised.*

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<b>Wokingham</b>	<b>Direction of Travel</b>	<b>Comparator and context</b>
2013/14 <b>92%</b>  2014/15 <b>82.70%* (provisional)</b>  2014/15 is based on local calculations and may change when the DfE publish our data in November 2015  * 2014/5 data contains a recording anomaly, where some contacts were coded incorrectly as referrals; boosting the number of referrals and consequently depressing the percentage of referrals leading to the provision of services.		2013/14  Statistical neighbours <b>96%</b>  National <b>98%</b>

**Indicator:**

N12 Rate of children becoming the subject of a child protection plan for physical, emotional and sexual abuse or neglect (rate per 10,000 CYP population)

**Theme:**

Child protection activity including providing early help

KLOE:

Is there a “safe” CPP level for our community / cross ref. CIC levels

- Is early help effective?
- What % point change is relevant?
- Impact of Innovation Programme on CPP movement

*Analysis of referral to CPP pathway “conversion” rates, plus IDACI (deprivation) impact to be added to audit programme for coming year. This will be in the CSC audit plan for 2015/16.*

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Wokingham				Direction of Travel	Comparator and context
Period 1	Period 2	Period 3	Period 4		
2011/12	2012/13	2013/14	2014/15	↓	2013/14 Statistical Neighbours <b>31.9</b> National <b>38.1</b>
<b>19.4</b>	<b>22.1</b>	<b>24.6</b>	<b>13.5</b> This is based on local calculations and may change when the DfE publish our data in November 2015		

**Indicator:**

N18 - Percentage of children becoming the subject of a child protection plan for a second or subsequent time (within two years of the previous plan's end date)

**Theme:**

CPP Report has been to WBC Corporate Leadership Team and WBC Children's Services Overview & Scrutiny Committee  
The issues causing high numbers has been identified and resolved.

Wokingham				Direction of Travel	Comparator and context	
Period 1	Period 2	Period 3	Period 4			
	2012/13	2013/14	2014/15		2013/14	2013/14
	<b>30.40%</b>	<b>21.10%</b>	<b>16.40%</b>		Statistical Neighbour <b>20.50%</b>	National <b>15.80%</b>
			This is based on local calculations and may change when DfE publish in November 2015		The percentage of children in the Wokingham Borough who have become the subject of a CPP for a second or subsequent time has decreased significantly year on year. Wokingham was higher than both Statistical Neighbours and National results for 2013/14, however performance has improved locally in 2014/15. Comparative data for 14/15 will not be available until November 2015.	

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**Indicator:**

Local 1a - Number of significantly vulnerable children (CIC and CPP) who require CAMHS

**Theme:**

WSCB challenge to agency partner regarding current needs

**KLOE:**

What are the waiting times for assessments and services?

*Young people who are flagged as CIC by the referring agency are prioritised and passed to a clinician for processing the same day.*

*Waiting times are managed through risk assessment with individual cases being assessed using a RAG rating approach based on clinical risk at the time of assessment. Those assessed as high risk will be prioritised with a risk mitigation and safety plan.*

*Waiting lists are reviewed on a weekly basis.*

How many referrals result in no further action? How are these children supported? *Currently this data is not captured. There are ongoing conversations taking place with the relevant teams to capture this information moving forward.*

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Wokingham				Direction of Travel	Comparator and context
Period 1	Period 2	Period 3	Period 4		
2013/14 Q4	2014/15 Q1	2014/15 Q2	2014/15 Q3		Numbers have increased steadily each quarter for numbers of Children Looked After by Wokingham Borough Council who require CAMHS services.
<b>13</b>	<b>8</b>	<b>15</b>	<b>17</b>		
7 CIC	6 CIC	12 CIC	14 CIC		
6 CPP	2 CPP	3 CPP	3 CPP		

**Indicator:**

Local 1b - Number of significantly vulnerable children (CIC and CPP) accessing local CAMHS services

**Theme:**

The CCG commission the BHFT Tier 3 specialist service. When Wokingham children are placed outside Berkshire, their mental health needs will be met by the local provider, so there may well be some Wokingham LAC who are in receipt of a Tier 3 service which is not delivered by BHFT.

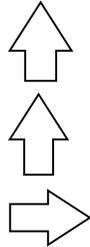
*It would seem that BHFT are picking up more children in these two categories than previously, reflecting the work BHFT have been doing with Wokingham to ensure referrals are made as appropriate.*

*Referrals received that are marked as Looked After Children are passed to a member of the Triage Team for processing that day. A telephone triage is undertaken and, if the child meets the criteria for tier 3 services, they are either offered a face to face CPE assessment at a time appropriate to their risk assessment or are transferred to the appropriate CAMHS pathway.*

*The number of LAC in CAMHS has increased three-fold since Q1 2014/15 and is a likely reflection of the PCAMHS input to the Here4U team and work jointly undertaken between CSC and CAMHS.*

*A member of the PCAMHS team attends the Early Help Hub (EHH) at Wokingham. Here the role is to offer expert opinion and advice to the panel regarding appropriate referrals into CAMHS or signposting. Discussions are currently in progress regarding referrals being accepted through the EHH to aid the smooth journey of the young person.*

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Wokingham				Direction of Travel	Comparator and context
Period 1	Period 2	Period 3	Period 4		
2014/15 Q1	2014/15 Q2	2014/15 Q3	2014/15 Q4		Numbers have increased steadily each quarter for numbers of Children Looked After by Wokingham Borough Council who have accessed CAMHS services.
7	14	Not available	17		
5 CIC 2 CPP	11 CIC 3 CPP		14 CIC 3 CPP		
2015/16 Q1 18 CIC					

**Indicator:**

Local 3 - Domestic Abuse Incidents in Wokingham where children are recorded on Police Crime System – Number of Children Linked to Incidents

**Theme:**

Domestic Abuse

KLOE:

Sample of last 20 cases to be analysed for next subgroup meeting

- were children involved in these cases?
- did assessments take care of the child’s voice
- for Domestic Abuse “repeats” group, what happened next?

Recommended action: Community Safety Partnership (CSP) to report on impact of new developments. This report to include N4 issues raised previously and be based on joint audit work undertaken between Police and Wokingham Borough Council.

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Wokingham				Direction of Travel	Comparator and context	
Period 1	Period 2	Period 3	Period 4			
1 April 2013 – 31 March 2014					Reading	West Berkshire
<b>345</b>					<b>686</b>	<b>516</b>
<p>More recent information is available for MARAC cases.            Number of children in the household of MARAC referrals:            2014-15 Q1: 55 Q2 38 Q3 50 Q4 47            2015-16 Q1: 47</p>					<p>The number of DA incidents with children recorded was significantly lower in Wokingham LPA for 13-14 compared to Reading and West Berks.            More recent information for MARAC cases shows the number of children in the household of MARAC referrals has stayed relatively level for the last three quarters.</p>	

## 8. LSCB Board Information

Independent Chair: Fran Gosling-Thomas [LSCBChair@reading.gov.uk](mailto:LSCBChair@reading.gov.uk)  
WSCB Business Manager: Louise Connelly [louise.connelly@wokingham.gov.uk](mailto:louise.connelly@wokingham.gov.uk)  
WSCB Administrator: Katherine Bachelor [Katherine.bachelor@wokingham.gov.uk](mailto:Katherine.bachelor@wokingham.gov.uk)

Wokingham LSCB,  
Civic Offices, Shute End  
Wokingham, Berkshire, RG40 4UD

Website:

[www.wokinghamlscb.org.uk](http://www.wokinghamlscb.org.uk)

Berkshire Local Safeguarding Children Boards  
Child Protection Procedures available on line:  
<http://berks.proceduresonline.com/index.htm>

Author: Louise Connelly, LSCB Business Manager  
Date published: September 2015

If you have any queries about the report or you require this information in an alternative format or translation, please contact Louise Connelly.

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<b>TITLE</b>	<b>Peer Review: Children In Care</b>
<b>FOR CONSIDERATION BY</b>	Children's Services Overview and Scrutiny Committee on 27 October 2015
<b>WARD</b>	None Specific
<b>DIRECTOR</b>	Judith Ramsden, Director of Children's Services

**OUTCOME / BENEFITS TO THE COMMUNITY**

Clearer understanding of support and services for children in care of Wokingham Borough Council.

**RECOMMENDATION**

Peer Review recommendations to

1. To test the golden thread of our aspirations and commitment to our Children in Care and Care Leavers.
2. To test if we have achieved our aspiration of placing children at the centre of what we do.
3. To feedback what you think is working well and areas for further development (the latter with reference to things you have seen work elsewhere that will achieve our aspirations)

**SUMMARY OF REPORT**

Recommendations from the Children in Care and Care Leavers Peer review - presentation from Lead Michael Bracey, Milton Keynes.

## 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

N/A

### Cross-Council Implications

### List of Background Papers

Appendix 1

<b>Contact:</b> Felicity Budgen	<b>Service:</b> Children's Services
<b>Telephone No:</b> 0118 974 6480	<b>Email:</b> Felicity Budgen
<b>Date:</b> 8 October 2015	<b>Version No.</b> 1

Peer Review Round 8  
15 and 16 September 2015

# Wokingham Peer Review Feedback

Michael Bracey, Milton Keynes Council  
Helen Guluin, Brighton and Hove Council  
Mary Brimson, Portsmouth Council  
Robert South, Southampton

# Thank you

For making us feel so welcome and organising such an interesting programme of meetings and visits.

Particular thanks for Sherrie for taking care of all the organisational arrangements.

Please share our thanks with the people who gave up their time to meet with us

## **‘Test the golden thread of our aspiration and commitment to our children in care and care leavers’**

- Elected members have a high level of commitment and are aware of their challenge and support function in relation to the corporate parenting agenda.
- Resources are being made available – for example sport initiatives, Elevate, virtual school capacity, targeted youth service. Hear4U is a positive development. It is not clear how sustainable this is.
- The extent to which the ‘golden thread’ reaches into partner organisations, for example health and schools appears to need more work.
- We agree that more needs to be done to ensure that children needs are addressed at the appropriate level of intervention
- Further progress needs to be made on creating a shared view of strengths and areas of development in relation to service performance and delivery.
- There has been a lot of activity at a senior level to ensure policy and practice is being progressed but this now needs a period of consolidation.

## Suggestions for next steps

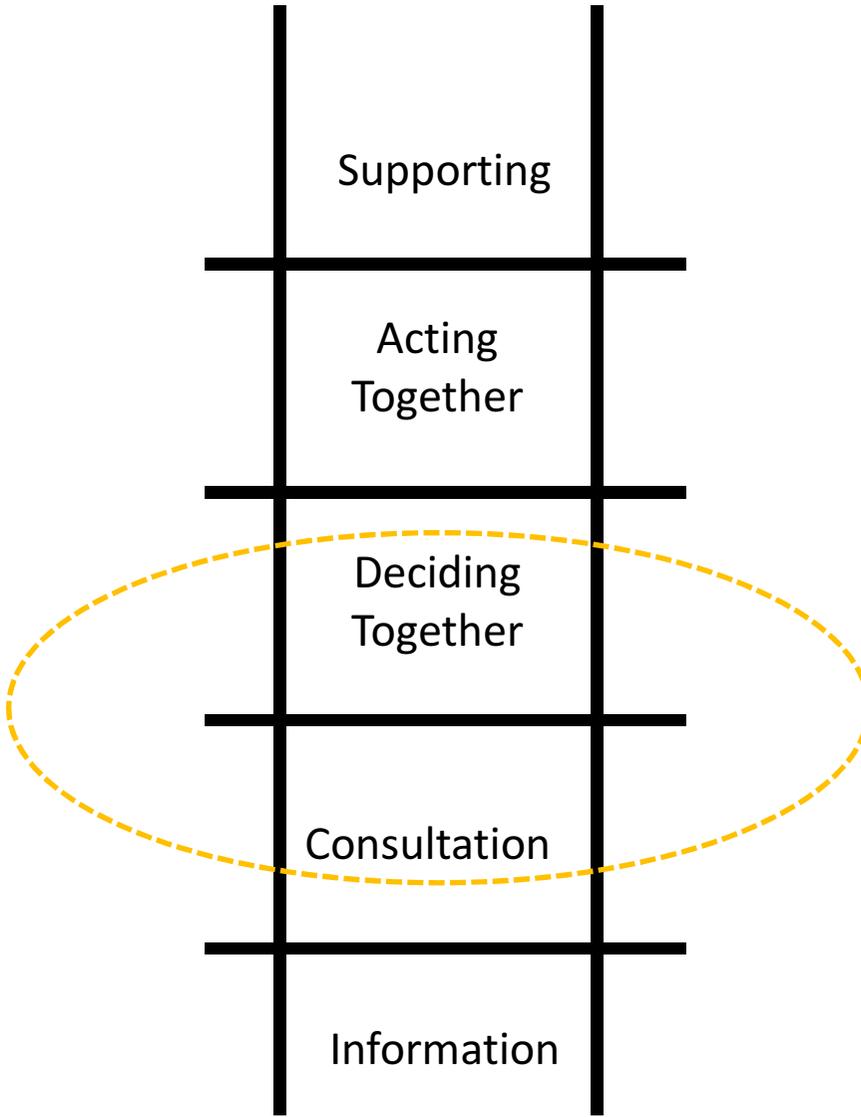
- A move towards a more integrated and simplified multi-disciplinary structure and process with a greater focus on individual children.
- Staff at every level owning and understanding performance and their contribution.
- At each level of management is there the appropriate level of performance management and accountability? With the responsibility for action planning to address issues?
- Impact timing of current objectives ( services eg elevate, Virtual School, Housing initiatives) and action needs to be communicated and understood at every level and by young people.

## Suggestions for next steps (cont)

- Partnership with schools needs to further develop and promote social inclusion.
- Partnership with Berkshire Health Care Foundation Trust with regards health assessments and delivery of plans a matter of significant concern.
- Current adoption services from preparation for children, recruitment and assessment of adopters and post adoption support needs to be more closely aligned.

## **‘Test if we have achieved our aspiration of placing children at the centre of what we do’**

- The implementation of Signs of Safety appears to be having a positive impact on the engagement of children and parents in their own plans – this continues to be embedded in the Here4U service.
- Good progress towards permanent staffing is starting to make a difference and ensuring greater continuity.
- Advocacy appears to be an area where improvements have been made, especially for children in care.
- Training for foster carers, staff and health visitors on a parenting model is improving consistency of approach to children in care.
- The use of the Pupil Premium needs to be fully optimised.
- Indications are that joint work with the police has reduced the number of missing episodes.



## Suggestions for next steps

- Continue the work exploring the gender imbalance within the looked after population.
- Increase supported opportunities for children and young people to participate in service review and developments.
- Focus effort on ensuring that children's needs are consistently being addressed at the appropriate level of intervention.

## Questions...

- Are the right children coming into care at the right time?
- Are you sharing best practice from those services and workers trying to 'get upstream'.
- Do you have a good understanding of the care entry and exit points and whether services are targeted appropriately .
- Is the pace of change *appropriate* in all areas?

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# Agenda Item 40.

<b>TITLE</b>	<b>Regulations Surrounding School Loans</b>
<b>FOR CONSIDERATION BY Overview and Scrutiny Committee</b>	Children's Services Overview and Scrutiny Committee on 27 October 2015
<b>WARD</b>	Non specific
<b>DIRECTOR</b>	Graham Ebers, Director of Finance and Resources

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

Potential to support cash flows in schools facing financial difficulties

## **RECOMMENDATION**

To note the contents below

## **SUMMARY OF REPORT**

Our scheme of financing schools allows for applications for loans to be received from schools but only on a capital basis (see scheme details below). In order for the scheme details to change it would need to be discussed with each maintained school and then signed off by the Schools Forum. Additionally it would need to seek Executive approval as it is not currently allowed for in our Treasury Management Strategy.

## Background

Extract from our scheme:  
4.10 Loan schemes

LAs are permitted to include in their schemes a form of loan arrangement for schools which does not operate by way of a licensed deficit but rather by way of actual payments to schools or expenditure by the LA in respect of a particular school, on condition that a corresponding sum is repaid from the budget share.

The following parameters were agreed as part of the 2001/2002 consultation regarding the scheme:

Schools are allowed to borrow against future years' budgets in order to finance major items of expenditure. The following controls are designed to prevent schools getting into unsustainable debts and will apply from 1 April 2001 to all schools seeking a loan from the LA.

- Schools will be required to demonstrate how proposed expenditure would contribute to meeting the objectives set out in the school development plan and the LA's Education Development Plan.
- Eligibility for such loans will be restricted to items of a one-off capital nature, not for recurrent expenditure.
- The period of the loan will be limited to a maximum of 5 years.
- The amount of the loan will be limited to between £10,000 and £50,000 in Primary Schools and £10,000 and £100,000 in Secondary Schools
- The LA will not loan more than 40% of the accumulated schools balances at any one time
- Schools with fully funded local bank accounts will be precluded from participating in this scheme
- Interest will be charged at the average prevailing 7-Day London Inter Bank Offered Rate plus 1%, payable on an annual basis.

Schools wishing to participate in this scheme will need to agree the scheme in detail with the Strategic Director of Children's Services and the Strategic Director of Resources prior to approval being granted. The annual share of principal borrowed plus the estimated interest will be charged against the schools budget on 31 March each year.

## 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	yes	Both
Next Financial Year (Year 2)	n/a	yes	Both
Following Financial Year (Year 3)	n/a	yes	Both

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

Financial Impact upon Dedicated Schools Grant – risk is to schools not WBC

### Cross-Council Implications

None

### List of Background Papers

None

<b>Contact</b> Rob Stubbs	<b>Service</b> Finance
<b>Telephone No</b> 0118 974 6559	<b>Email</b> rob.stubbs@wokingham.gov.uk
<b>Date</b> 02/10/15	<b>Version No.</b> 1

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Our scheme of financing schools allows for applications for loans to be received from schools but only on a capital basis (see scheme details below). In order for the scheme details to change it would need to be discussed with each maintained school and then signed off by the Schools Forum. Additionally it would need to seek Executive approval as it is not currently allowed for in our Treasury Management Strategy.

Extract from our scheme:

#### **4.10 Loan schemes**

*LAs are permitted to include in their schemes a form of loan arrangement for schools which does not operate by way of a licensed deficit but rather by way of actual payments to schools or expenditure by the LA in respect of a particular school, on condition that a corresponding sum is repaid from the budget share.*

*The following parameters were agreed as part of the 2001/2002 consultation regarding the scheme:*

*Schools are allowed to borrow against future years' budgets in order to finance **major items of expenditure**. The following controls are designed to prevent schools getting into unsustainable debts and will apply from 1 April 2001 to all schools seeking a loan from the LA.*

- *Schools will be required to demonstrate how proposed expenditure would contribute to meeting the objectives set out in the school development plan and the LA's Education Development Plan.*
- *Eligibility for such loans will be restricted to items of a **one-off capital nature**, not for recurrent expenditure.*
- *The period of the loan will be limited to **a maximum of 5 years**.*
- *The amount of the loan will be limited to between £10,000 and £50,000 in Primary Schools and £10,000 and £100,000 in Secondary Schools*
- *The LA will not loan more than 40% of the accumulated schools balances at any one time*
- *Schools with fully funded local bank accounts will be precluded from participating in this scheme*
- *Interest will be charged at the average prevailing 7-Day London Inter Bank Offered Rate plus 1%, payable on an annual basis.*

*Schools wishing to participate in this scheme will need to agree the scheme in detail with the Strategic Director of Children's Services and the Strategic Director of Resources prior to approval being granted. The annual share of principal borrowed plus the estimated interest will be charged against the schools budget on 31 March each year.*

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<b>TITLE</b>	<b>School Improvement Policy 2015</b>
<b>FOR CONSIDERATION BY</b>	Children's Services Overview and Scrutiny Committee on 27 October 2015
<b>WARD</b>	None Specific
<b>DIRECTOR</b>	Judith Ramsden, Director of Children's Services.

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

### **RECOMMENDATION**

To consider the priorities set out in the report and assess future developments in the context of these priorities.

To receive future reports evaluating the success of the policy.

### **SUMMARY OF REPORT**

The School Improvement Service has responsibility for ensuring all children and families have access to high quality and safe primary, including Early Years, secondary and special school provision. This includes working with the Headteachers' Steering Group to secure:

- Core support, advice and challenge.
- Addressing schools causing concern.
- Traded services packages and high quality CPD and training.
- System leadership, sharing of best practice and school to school support.

In 2014, with the support of the Headteachers' Steering Group, the Wokingham 4 success Policy was agreed. This detailed how the School Improvement Service would challenge and support schools. Signs of Success, attached, is the revised document.

## 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)			

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

<b>Cross-Council Implications</b>

<b>List of Background Papers</b>

<b>Contact</b> Alan Stubbersfield Interim Head of Learning and Achievement	<b>Service</b> Children's Services
<b>Telephone No</b> 0118-908 6121	<b>Email</b> alan.stubbersfield@wokingham.gov.uk
<b>Date</b> October 2015	<b>Version No.</b>



**WOKINGHAM  
BOROUGH COUNCIL**

# **Signs of Success**

**WOKINGHAM BOROUGH COUNCIL**

**SCHOOL IMPROVEMENT POLICY – PRIMARY, SECONDARY  
AND SPECIAL**

**A STRATEGY FOR RAISING ACHIEVEMENT**

- *Schools drive success*
- *Early intervention builds success*
- *Closing gaps spread success*
- *Wokingham children and young people enjoy success*

**September 2015**

# **CONTENTS**

## **1. INTRODUCTION**

## **2. VISION AND PRIORITIES**

## **3. HEADTEACHERS' STEERING GROUP**

## **4. SCHOOL IMPROVEMENT STRATEGY**

**4.1 The role of the School Improvement Service**

**4.2 The School Improvement offer**

**4.3 Policy and Procedures for supporting and challenging schools, and intervening in schools causing concern**

**4.4 Role of School Improvement Officer (SIO)**

## **5. CATEGORISATION**

## **6. ACADEMIES AND FREE SCHOOLS**

## 1. INTRODUCTION

This strategy sets out how Wokingham LA continues to ensure schools are ambitious for the children of the Borough, delivering excellent standards of education and supporting the well-being of all their pupils. Schools are responsible for school improvement and this strategy reinforces Wokingham's absolute determination to work in partnership with all schools and other providers to ensure that the aim of every child in Wokingham attending a school that is good or better is achieved.

Schools play a leading role in school improvement, with 'school to school' support being the preferred mode nationally. There is a strong focus on school to school support and networking through the seven Wokingham partnerships. The statutory responsibilities of the local authority include:

- promoting early action to tackle school underperformance so that it does not become entrenched and lead to formal school failure;
- ensuring that effective support and challenge is provided when an unacceptable standard of education is identified, so that improvements can be made quickly;
- decisive action if a school in special measures fails to make sufficient improvements, so that the education and life chances of pupils are protected.

Wokingham has no schools in special measures, and a good proportion of schools which are good or outstanding. Schools' performance trajectory is positive, and this policy supports that. Other statutory requirements linked to school improvement include assessment and moderation, the Standing Advisory Council for Religious Education (SACRE), Equalities and Safeguarding. Schools now play a leading role in school improvement, with 'school to school' support being the preferred mode nationally.

## 2. VISION AND PRIORITIES

The work of the School Improvement Team supports the corporate vision:

**'to make Wokingham the best place in the country to grow up, where all schools provide the conditions for all children and young people to achieve their very best, be happy, healthy and safe.'**

**This will be achieved through a focus on the following strategic priorities:**

- **Closing gaps**
- **Early Years 0 – 5**
- **Sector led improvement**
- **Every school good or better**
- **Challenging, brokering and commissioning**

## 3. HEAD TEACHER STEERING GROUP

### **Purpose**

- Oversight of school improvement policy and its implementation
- Liaison with Schools' Forum, clusters and federations
- Planning and evaluation of CPD

#### **a. Membership/meetings**

- Headteachers representing each primary cluster (7)
- Chair of primary heads' association
- Secondary federation (2)
- LA school improvement officers (2)
- Witness sessions from those presenting reports as necessary
- Four meetings per year (October, January, April, July)

#### **b. Activities**

- Evaluation of pupil outcomes and sharing good practice
- Evaluation of CPD feedback and determination of CPD programme
- Evaluation of governor training feedback
- Advice on LA SEF and on Headteacher Briefings
- Evaluation and review of School Improvement Policy/LA impact
- Review of LA support/traded services; HR; Finance etc
- Ensure coherence with Schools Forum

### **4. THE SCHOOL IMPROVEMENT STRATEGY**

#### **4.1 The role of the School Improvement Service**

The School Improvement Service has responsibility for ensuring all children and families have access to high quality and safe primary, including Early Years, secondary and special school provision. This includes working with the Headteachers' Steering Group to secure:

- core support, advice and challenge
- addressing schools causing concern
- traded services packages and high quality CPD and training
- system leadership, sharing of best practice and school to school support

The way in which we do this is by allocating School Improvement Officers (SIOs) to work with schools (see Section 4.4) with an emphasis on evaluating the impact of LA support and the necessary progress made.

#### **4.2 The School Improvement offer includes:**

- Early Years, Childcare and Play Service including central training and professional development opportunities, cluster meetings, SEND support, moderation, setting specific support, safeguarding, PREVENT and a comprehensive support and guidance offer for PVI settings supporting birth to 5 years and out of school provision.
- Primary School Improvement Service including assessment and moderation support, CPD programme, leadership development, facilitate school to school support, NQT support, Headteacher briefings, Headteacher performance management, network meetings, pedagogy support, in school INSET, Leadership recruitment, school reviews and support and challenge the Virtual School.
- Secondary School Improvement Service including safeguarding, PREVENT, teacher networks through Wokingham Secondary Federation, pedagogy support, Head Teacher performance management, support and challenge Virtual school and leadership recruitment.

- Closing the Gap support including network meetings for EAL and PPG, promotion of good practice, support for pedagogy, pupil premium reviews, support for pupil premium champion, leadership support, support from bilingual teaching assistants, central and in school CPD and multi-agency team liaison.
- Governor Services – traded service which includes advice, guidance and support, central training briefings, in house school briefings, training, bespoke work with vulnerable schools, brokerage of school to school governor support, leadership recruitment.

#### **4.3 Policy and Procedures for supporting and challenging schools, and intervening in schools causing concern**

This policy provides a framework by which Wokingham Local Authority:

- knows its schools and other providers
- supports the closing of the achievement gap
- intervenes in underperforming schools
- commissions and brokers support for schools and other providers

At the end of the school year, once all evidence has been analysed, if it is judged that a school is securely 'good' and the current Ofsted judgement 'requires improvement', the school will be offered a LA 'Section 5' review before the end of September to confirm the judgement.

All new headteachers will be offered a LA 'Section 5' review in the first term of their appointment to support them in determining the priorities for urgent improvement in their school.

This section sets out the Local Authority policy and procedures for discharging our statutory responsibilities for identifying schools requiring additional support and challenge and for intervening in schools causing concern (*as set out in the Statutory Guidance on Schools Causing Concern, September 2008 and Part 4 of the Education and Inspections Act, 2006*). The policy has been revised for 2014-2015 in order to incorporate changes to the Local Authority services, and the most recent guidance on identifying and supporting underperforming schools. The policy also recognises the changing role of the Local Authority as a commissioner rather than a provider of support services to schools and the expectations outlined in Ofsted's Framework for Inspection of Local Authorities.

#### **4.4 Role of School Improvement Officer (SIO)**

Each school is allocated a School Improvement Officer (SIO) which is reviewed on an annual basis. The role includes:

- challenge and support
- identify improvement priorities
- broker appropriate support from a variety of sources
- monitor and evaluate the progress of pupils
- offer traded support for headteacher performance management and CPD
- offer support for headteacher recruitment and succession planning

This will be delivered through a 'core' programme of a total of three days' support per year for all schools, primary and secondary. These visits include preparation and report writing. The agenda for these visits will focus on achievement, teaching and learning, and leadership and management. There will be an increased focus on the quality of provision in the Early Years in all primary schools and 6<sup>th</sup> forms in secondary schools, as this will be a separate and key judgement in future inspections. A member of the

Early Years Team will support SIOs when appropriate. A significant majority of primary schools also commission headteacher performance management from Local Authority SIOs in the autumn term, which focuses greatly on standards and achievement.

Additional time will be allocated to those schools which are risk-assessed as Purple or Red (see below). In addition, schools may negotiate, through buy back, with the LA individual packages of support and challenge appropriate to individual school needs.

At the end of the each term, a desktop exercise will be undertaken by the School Improvement Team to review school risk levels. (See Section 6, page 6 for Academies and Free Schools).

Termly reports, completed by the SIO are sent to the school within ten working days from the date of the visit. A copy of this report will be sent by Governor Services to the Chair of the Governing Body, once agreed.

## 5. CATEGORISATION

The categorisation of schools takes place termly. Schools are notified in September each year and informed of any subsequent changes. Decisions made inform allocations of levels of support and challenge.

In determining school categories the Local Authority will have regard to all the intelligence about a school including school data; SIO visit reports; external monitoring reports; financial data; HR; information; and governance and leadership issues.

The categories assigned are described in the table below:

RISK CATEGORY	SUPPORT MODEL
<p style="text-align: center;">Gold</p> <p style="text-align: center;">Locally assessed outstanding or strong good</p>	<ul style="list-style-type: none"> <li>• Three visits a year</li> <li>• Emphasis on moderating school's self – evaluation and improvement priorities.</li> <li>• Encourage and broker leadership of school to school support.</li> <li>• Potential partner school for schools in categories.</li> <li>• Encouragement and support to gain national recognition e.g. NLE, NLG, NSS and teaching school.</li> </ul>
<p style="text-align: center;">Green</p> <p style="text-align: center;">Locally assessed good schools</p>	<ul style="list-style-type: none"> <li>• Three visits a year.</li> <li>• Emphasis on developing outstanding provision increasing consistency across all areas of school improvement.</li> <li>• Encourage and broker participation in school to school support.</li> </ul>
<p style="text-align: center;">Purple</p> <p style="text-align: center;">Locally assessed vulnerable schools</p>	<ul style="list-style-type: none"> <li>• Three visits a year minimum</li> <li>• LA review of progress, (equivalent to a Section 5 inspection), six months after and six months before an Ofsted inspection, (to include a specific focus on Early Years, 6<sup>th</sup> form where relevant)</li> <li>• Access to additional support through leadership 'Getting to Good' workshops</li> <li>• A programme of support of up to 20 officer days which could include one full governing body training session, teaching and learning support, early years guidance and advice.</li> <li>• <b>Following an OFSTED Section 5 Requires Improvement outcome formal meeting with the Director of Children's</b></li> </ul>

	<p><b>Services and Assistant Director of Learning and Achievement (or their representatives), to discuss the post Ofsted action plan.</b></p> <ul style="list-style-type: none"> <li>• Following Section 5 RI LA action plan workshop delivery with the senior leadership team, with agreed procedures for monitoring the plan.</li> <li>• Consideration of additional support_for Governing Bodies.</li> <li>• A School Improvement Board (SIB) will be considered.</li> </ul>
<p>Red</p> <p>Local high priority schools</p>	<ul style="list-style-type: none"> <li>• Three visits a year minimum</li> <li>• A School Improvement Board will take responsibility for coordinating and managing external support and monitoring of the action plan.</li> <li>• Access to additional support through leadership ‘Getting to Good’ workshops</li> <li>• A programme of support of up to 40 officer days which will include one full governing body training session, teaching and learning support, early years guidance and advice.</li> <li>• <b>Following an OFSTED Section 5 Requires Improvement outcome formal meeting with the Director of Children’s Services and Assistant Director of Learning and Achievement (or their representatives), to discuss the post Ofsted action plan.</b></li> <li>• LA review of progress, (equivalent to a Section 5 inspection), six months after and six months before an Ofsted inspection, (to include a specific focus on Early Years,6<sup>th</sup> form where relevant.</li> </ul>

## 6. ACADEMIES AND FREE SCHOOLS

The Local Authority, in keeping with its overall vision of ensuring the best possible provision for all its children and young people, will develop links with academies and free schools. SIOs will visit annually to develop knowledge and understanding of the schools and promote good relationships. Academies and Free Schools will be able to buy back support from the LA at the daily rate.

Schools that have Academy status and Free Schools will not be subject to the local procedures set out in this document. Academy and Free schools are also not subject to intervention from the Local Authority. Accountability is directly to the Department for Education through OFSTED inspections.

If there are concerns about provision or standards the Local Authority will raise these with the Department for Education. In addition, where concerns are drawn to the attention of the Local Authority by parents, we will, as champions of the child, draw these concerns to the attention of the school. We will write to the Chair of Governors where matters have been brought to our attention so that Academy and Free Schools are both aware and have the opportunity to address these issues.

If, following an OFSTED inspection an academy is judged as inadequate, the proprietor is required to prepare a statement of action and will be subject to HMI monitoring visits.

The Secretary of State in such situations has intervention powers including: appointment of additional governors, stopping funding the academy or closing the academy. Where schools in Wokingham choose to become Academies, the Local Authority is committed to working in partnership on school improvement, sharing expertise and best practice and providing access to local traded services.

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<b>TITLE</b>	<b>Children's Services Performance Indicators</b>
<b>FOR CONSIDERATION BY</b>	Children's Services Overview and Scrutiny Committee on 27 October 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 Services 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 September 2015, in line with internal monitoring arrangements.

## **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 quarter to September 2015, is provided as Appendix A to this report.

## **Analysis of Issues**

The only red or amber in September 2015, is for the indicator monitoring how quickly ourselves and the court progress PLOs (Public Law Proceedings/Outlines).

This indicator measures the time taken in care proceedings across both the court and local authorities, and is designed to track local performance against new national expectations of 100% of proceedings being completed within 26 weeks.

Although red, none of the cases delayed involve Wokingham missing its deadlines for work. The significant delays are either caused by the extra processes involved when the

children or their parents are not UK Nationals, or where the internal court processes delay proceeding for parental assessments.

As stated in the previous reports, the indicators for use in corporate reports and their associated target, have been discussed by the Corporate Leadership Team and will be used in all reporting to the Overview & Scrutiny Committee.

## **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**

n/a

### **List of Background Papers**

None

**Contact** Brian Grady

**Telephone No** 0118 974 6055

**Date** 16<sup>th</sup> October 2015

**Service** Children's Services

**Email**

[Judith.ramsden@wokingham.gov.uk](mailto:Judith.ramsden@wokingham.gov.uk)

**Version No.** 1

# Community



## Look after vulnerable people

### Key Indicators

Indicator	Target	14/15 Actual	15/16 Qtr. 2 Actual	RAG	Direction of Travel	Strategic Director / Executive Member	Commentary
% referrals in 15/16 which are repeat referrals within 12 months of a previous referral to Children's Social Care	18 - 22%	21.3%	16.1%	Green	Better	Judith Ramsden/ Charlotte Haitham Taylor	
% Children who are currently subject to a Child Protection Plan (CPP) who are subject to a CPP for a second or subsequent time within 24 months	3 – 7%	12.0%	0%	Green	Better	Judith Ramsden/ Charlotte Haitham Taylor	
% Care Proceedings completed in 15/16 within 26 weeks of application	100%	42%	50%	Red	Better	Judith Ramsden/ Charlotte Haitham Taylor	None of the factors causing delay were within the control of Wokingham Borough Council. Some of the more significant delays were expected as other countries are involved in the cases or extra assessments are ordered by the court.

# Community



Indicator	Target	14/15 Actual	15/16 Qtr. 2 Actual	RAG	Direction of Travel (Better/ Worse/ No change)	Strategic Director / Executive Member	Commentary
% Looked After Children living within 20 miles of their home	70 – 75%	62.2%	64.3%	Green	Better	Judith Ramsden/ Charlotte Haitham Taylor	45/70 children live within 20 miles of their home. This number excludes 2 Unaccompanied Asylum Seeker Children who have no home postcode.
% Looked After Children who achieved permanent care arrangements during previous 12 months	Over 30%	40.2%	33.3%	Green	Worse	Judith Ramsden/ Charlotte Haitham Taylor	34 children achieved permanence out of a possible 102 Looked After Children during the period 01/10/2014 – 30/09/2015. One child who had returned home has since become Looked After again.

# Workforce



## Improve educational attainment and focus on every child achieving their potential

### Key Indicators

Indicator	Target	14/15 Actual	15/16 Qtr. 2 Actual	RAG	Direction of Travel (Better/Worse/No change)	Strategic Director / Executive Member	Commentary
Reduce the education gap at KS2 level 4 between disadvantaged and other pupils for Reading, Writing and Maths 131		Summer 2014 Other 87% Disadvant 65% Gap 22%				Judith Ramsden/ Charlotte Haitham Taylor	No detailed information on Summer 2015 examinations will be available until December. Additional analysis of data is taking place to identify the balance of curriculum and motivational approaches required to further narrow gaps
Reduce the education gap at KS4 level 4 between disadvantaged and other pupils for 5 A*-C GCSE incl E&M		Summer 2014 Other 70.6% Disadvant 36.8% Gap 33.8%				Judith Ramsden/ Charlotte Haitham Taylor	No detailed information on Summer 2015 examinations will be available until January. Additional analysis of data is taking place to identify the balance of curriculum and motivational approaches required to further narrow gaps

# Workforce



Indicator	Target	14/15 Actual	15/16 Qtr. 2 Actual	RAG	Direction of Travel (Better/Worse/No change)	Strategic Director / Executive Member	Commentary
% Primary Schools with a current Ofsted Rating of “good” or better.	88%	83%	84%	Green	Better	Judith Ramsden/ Charlotte Haitham Taylor	End of Summer term data will be published by Ofsted in the autumn. The significant reduction in the number of school inspections in spring and summer 2015, which was beyond the control of the LA, slowed the rate of change
13% % Secondary Schools with a current Ofsted rating of “good” or better.	100%	89%	88%		Worse	Judith Ramsden/ Charlotte Haitham Taylor	End of Summer term data will be published by Ofsted in the autumn. The one secondary school with a “Requires Improvement” judgement is a free school which is relatively recently established. Inspection evidence suggests that school is improving steadily.
% Children who attend at Wokingham school who are at a school with an Ofsted rating of “good” or better.	90%	88%	87.2%		Worse	Judith Ramsden/ Charlotte Haitham Taylor	End of Summer term data will be published by Ofsted in the autumn. We anticipate a greater number of inspections in the Autumn term.

# Workforce



Indicator	Target	14/15 Actual	15/16 Qtr. 2 Actual	RAG	Direction of Travel (Better/Worse/No change)	Strategic Director / Executive Member	Commentary
% Pupils achieving a good level of development (GLD) at Early Years Foundation Stage in academic year 14-15.	Increase	Summer 2014 61%	Summer 2015 70%	Green	Better	Judith Ramsden/ Charlotte Haitham Taylor	No information on Summer 2015 examinations will be available until later in the autumn. WBC data shows very strong improvement in this area however.
100% Disadvantaged pupils achieving a good level of development at Early Years Foundation Stage in academic year 14-15	Increased attainment & reduced gap	Summer 2014 Other 62% Disadvant 35% Gap 27%				Judith Ramsden/ Charlotte Haitham Taylor	No detailed information on Summer 2015 examinations will be available until November. Strong improvement in the overall GLD measure was accompanied by narrowed achievement gaps for disadvantaged pupils

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<b>TITLE</b>	<b>School Performance and Narrowing the Gaps: Preliminary Provisional Data for 2015</b>
<b>FOR CONSIDERATION BY</b>	Children's Services Overview and Scrutiny Committee 27 October 2015
<b>WARD</b>	Non Specific
<b>DIRECTOR</b>	Judith Ramsden, Children's Services Director

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

Clear understanding of schools' performance in order to recognise and promote success.

## **RECOMMENDATION**

To support & challenge as appropriate the actions and outcomes identified.  
To receive further reports following subsequent national data releases.

## **SUMMARY OF REPORT**

The report provides provisional information on 2015 pupil outcomes as follows:

Early Years Foundation Stage results improved significantly (+9%). This is above the national improvement of 6% and now places the Local Authority broadly above national attainment.

Key Stage 1 results improved in comparison to 2014 levels.

At Level 2+, Reading and Mathematics increased by 1%, Writing increased by 3%.

At Level 2b+, Reading and Writing increased by 5%, Mathematics increased by 3%.

At Level 3+, Reading increased by 6%, Writing increased by 5% and Mathematics increased by 4%.

Key Stage 2 results are broadly the same as 2014 across the subjects.

The percentage of pupils making expected progress this year remained the same in Reading, and declined by 1% in Writing (a focus area) and Mathematics.

At Level 4+, attainment has remained the same at the same level in Reading, Writing and Mathematics.

At Level 5+, attainment in Writing improved by 1% but Reading decreased by 3% and Mathematics decreased by 1%.

The attainment of RWM remained the same at Level 4+ and Level 5+

Key Stage 4 (GCSE) results showed a decrease in the proportion of pupils by 1.8%attaining 5 GCSEs at grades A\*-C, including English and Mathematics.

Key Stage 5 (A Level) pass rate and the proportion of students achieving A\*-C grades in 2015 to is marginally the same as 2014.

Performance gaps in foundation stage narrowed significantly in the context of overall improvement, except for the children with special education needs; in Key Stage 1, the gap in the performance of those pupils entitled to a free school meal has narrowed in all subjects but at Level 3 it has increased for Reading and Mathematics while decreased for Writing.

In Key Stage 2 at Level 4+ the gaps have closed in all subjects for the pupils entitled for free school meals but the gender gap have widened in all areas.  
GSCE and A level gaps data are not yet released.

## Background

See appendix.

## Analysis of Issues

See appendix.

### 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)	Within service budgets		R
Next Financial Year (Year 2)			R
Following Financial Year (Year 3)			R

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

Children's Services benefits from schools' effectiveness particularly with vulnerable pupils.

### Cross-Council Implications

### List of Background Papers

<b>Contact</b> Alan Stubbersfield	<b>Service</b> Learning and Achievement
<b>Telephone No</b> 0118 974 6162	<b>Email</b> <a href="mailto:alan.stubbersfield@wokingham.gov.uk">alan.stubbersfield@wokingham.gov.uk</a>
<b>Date</b> 16/10/2015	<b>Version No.</b>

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BOROUGH COUNCIL

Wokingham School Performance 2015: PROVISIONAL

(Report Update-October 2015)

## 1. Introduction

The following report provides a summary of the provisional data following the assessments undertaken during the summer term 2015. This means that the information provided may be subject to minor changes prior to validation later in the year. However, although not confirmed, we are able to provide a strong indicator of performance over the past year for the Early Years, Key Stages 1 and 2; GCSE and A Level. Where possible, national comparisons have been provided but because of the early analysis, they are not yet fully available

## 2. Summary

In the Early Years Foundation Stage there has been a significant improvement in expected outcomes for children in the second year of measuring performance with the revised assessment scales: (2014-61%, 2015-70%, an increase of 9%). This is above the national average improvement of 6% and now places the Local Authority above the national average.

Performance gaps narrowed significantly in areas of gender (by 7%), free school meal entitlement (by 4%), summer-born (by 9%) but increased for the children with special education needs by 9% (2014 SEN gap – 45%, 2015 SEN gap – 54%).

For the children with special education needs who did not achieve the expected outcome, 37% have speech, language and communication needs, 16% have social, emotional and mental health needs, and another 16% have autistic spectrum disorder. 14% of these children have free school meals.

Key Stage 1 - Year 1 Phonics Screening Check performance improved by 4% (70%-74%). There has been a significant improvement for the boys (67%-71%) while the results of the girls increased from 74%-77%. This area requires analysis/improvement.

By the end of Key Stage 1 there is an increase at Level 2 of 1% in Reading (94%- 95%) and Mathematics (96%-97%); while Writing increased by 3% (90%-93%).

At Level 2b+ (the standard measure) there was a strong improvement of 5% in Reading (85%- 90%) and Writing (72%-77%), while Mathematics increased by 3% (85%- 88%).

At Level 3+ Reading significantly increased by 6% (37%-43%); Writing increased by 5% (17%-22%); and Mathematics improved by 4% (30%-34%)

By the end of Key Stage 2 the percentage of pupils making 2 levels of progress this year remained the same in Reading (93%); with a decrease of 1% in Writing (96%-95%); and Mathematics (91% - 90%). Attainment has remained the same in Reading (93%), Writing (90%) and Mathematics (90%) at the standard measure of Level 4+. At Level 5+ attainment in Writing improved by 1% (39%- 40%) but Reading decreased by 3% (61%-58%) and Mathematics decreased by 1% (52%-51%). The combined attainment of Reading, Writing & Maths remained the same at Level 4+ (85%) and Level 5+ (31%).

By the end of Key Stage 4 (GCSE), there is a decrease in the proportion of pupils attaining 5

GCSEs at grades A\*-C, including English and mathematics, by 1.8% (72.9%- 71.1%).

By the end of Key Stage 5 (A Levels), the pass rate increased slightly to 99.1% from 99.2% in

2015 while national rate increased by the same amount to 98.1%. The proportion of students achieving A\*-C grades also increased from 79.8% to 79.9% this year.

Foundation stage performance gaps narrowed significantly, except for the children of special education needs; in Key Stage 1, the gap in the performance of those pupils entitled to a free school meal has narrowed in all subjects but at Level 3 it has increased for Reading and Mathematics while decreasing for Writing.

In Key Stage 2 at Level 4+ the gaps have narrowed slightly in all subjects for pupils entitled for free school meals but gender gaps have widened in all areas.

### **3. Early Years Foundation Stage**

The new Early Years Foundation Stage Profile (EYFSP) was introduced in 2013.

The EYFSP Profile 17 Early Learning Goals, focus on 3 prime areas of learning: communication and language; physical development; personal, social and emotional development. Within these areas a child can gain a score of 1-3 with 1 being 'emerging', 2 being 'expected' and 3 being 'exceeding'. These areas are also classified into prime and specific areas of learning.

The definition of a "good level of development" (GLD) is based on children achieving at least the expected level in the:

- prime areas of learning (personal, social and emotional development; physical development; and communication and language) and;
- specific areas of mathematics and literacy.

Chart 1 shows three years' attainment (at the "expecting" or "exceeding" levels) data in all areas of learning. Where the lines are closest, high standards have been maintained; where they diverge there has been most change. Table 1 provides the details of the data used in Chart 1.

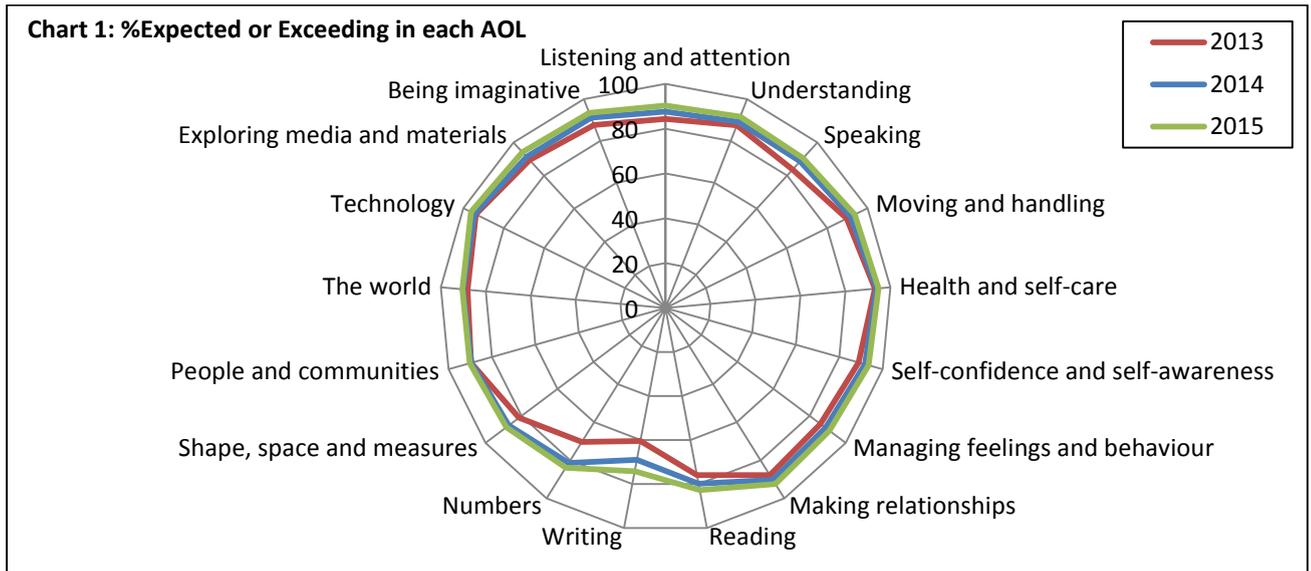


Table 1: EYFS 2013-2015 (expecting or exceeding attainment data in each AOL)

	Listening and attention	Understanding	Speaking	Moving and handling	Health and self-care	Self-confidence and self-awareness	Managing feelings and behaviour	Making relationships	Reading	Writing	Numbers	Shape, space and measures	People and communities	The world	Technology	Exploring media and	Being imaginative	Good Level of
2015	90	92	90	94	95	94	91	93	83	74	84	88	90	90	96	94	93	70
2014	88	89	89	92	94	92	89	90	80	69	81	87	89	90	95	91	91	61
2013	84	87	84	90	93	89	86	88	76	60	70	81	90	88	94	89	88	48

## Comment:

In the Early Years Foundation Stage there has been a significant improvement in expected outcomes for children in the third year of measuring performance with the revised assessment scales: (2013–48%; 2014–61%, 2015–70%). This is above the national average improvement of 6% and places the Local Authority above the national average attainment. In 2015, the performance of children improved in all areas of learning apart from 'The World', which remained at 90%. This led to an overall improvement of 11% on the 2014 performance. The weakest area remains Writing but it did see the biggest improvement (by 5%) from 2014.

Girls outperform boys in all areas of learning. The greatest gap is in writing (boys 68%- girls 81%). Overall the gap between boys and girls is 15% compared to 22% in 2014. It has also decreased for the disadvantaged children by 4% from 24%- 20% while it has increased by 9% from 45%-54% for the children with special educational needs.

Writing will remain a priority for the Early Years team in 2015/16 as well as closing the gap between boys' and girls' performance.

## 4. Phonics Screening Check

This is the fourth year for the statutory assessment of phonics for all children in Year 1. The phonics screening check confirms whether children have learned phonic decoding to an appropriate standard. Children who did not achieve the required standard should receive support from their school to ensure they can improve their phonic decoding skills. These children are then expected to retake the phonics screening check in Year 2.

73% of the children in Years 1 and 2 in Wokingham have met the required standard while 24% have not yet done so and 2% did not take the assessment- see Table 2.

**Table 2: Year 1 & 2 Phonics Result 2015**

Description	Code	Marks	Total %	Boys %	Girls %
Met the required standard	Wa	32 - 40	73	70	77

**Table 2a: Year 1 Phonics Result 2015**

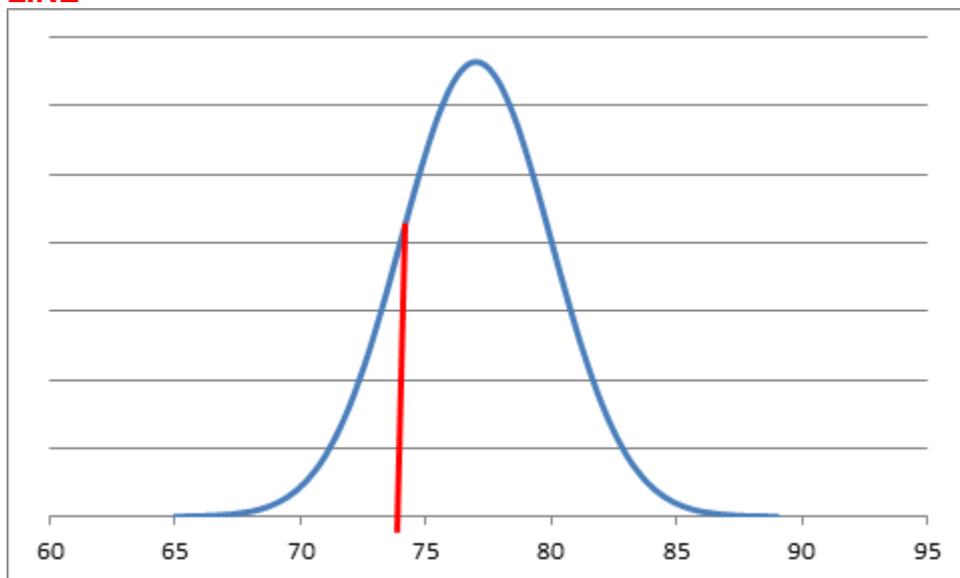
Description	Code	Marks	WBC Total %	National Total%	WBC Boys %	National Boys %	WBC Girls %	National Girls%
Met the required standard	Wa	32 - 40	74	77	71	73	77	81

## Comment

There has been an improvement in performance for pupils working at the required standard, from 70% in 2014 to 73% in 2015 (table 2). This represents a three year

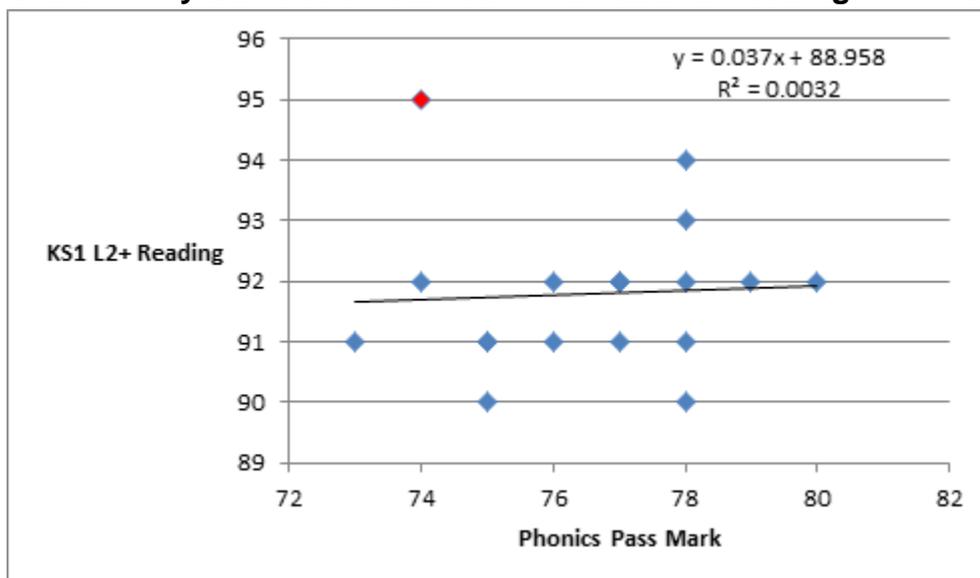
rising trend 2013- 2015 (65%- 73%). There has been an improvement in performance for the Year1 pupils working at the required standard, from 70% in 2014 to 74% in 2015 (table 2a). This represents a three year rising trend 2013- 2015 (62%- 74%). The upward trajectory is pleasing, but it is improving below the national rate. Since the purpose of phonics is to support reading, and Wokingham reading results are among the best in the country, this appears not to be a problem. However phonics performance has been introduced into the Ofsted inspection framework from September 2015, so it is an area in which we are conducting further research, evidenced in the analyses below.

**Chart 1:** Position of Wokingham’s phonics results in the whole country indicated by the **RED LINE**



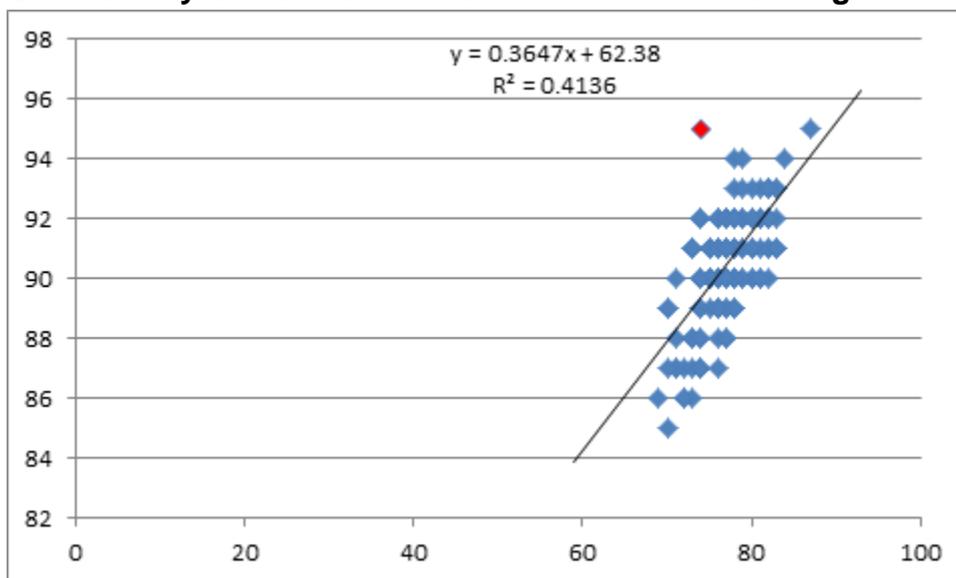
While Wokingham sits in the lower set of results in the country for phonics, it secures the highest results for Reading and Writing in the country – which seems a contradiction. A correlation has been calculated below:

**Chart 2: Any Correlation between Phonics and Reading L2+ in South East of England?**



The phonics and reading results of the local authorities of the South East have been mapped, showing that there is no correlation between the two in South East. The red one in the chart is Wokingham. The next chart explores this correlation nationally.

**Chart 3: Any Correlation between Phonics and Reading L2+ nationally?**



The above chart shows that there is a moderate correlation between phonics and reading results at the national level, but 59% of the total variation cannot be explained at this stage. The red one in the chart is Wokingham.

The thinking merging from this reflects differences in levels of social and economic disadvantage. Those in WBC and the south-east are similar. National levels are higher. It therefore appears that where there is more disadvantage, there is a greater correlation – so phonics matters more. If that is true, you would expect exactly what we see in Wokingham, with a low correlation. This does not in itself explain why phonics outcomes are low – only that it doesn't appear to matter. The national professional view is that young able readers (as in Wokingham) are misled by the nature of phonics tests, That is because they use nonsense words, which able readers scan quickly and misread as the nearest equivalent real word. Where reading ability is high, as in Wokingham, that effect is likely to be more dominant.

The introduction of phonics performance as an individually specified outcome in the new Ofsted inspection framework thus might represent a unique challenge for Wokingham schools. Further analysis is being undertaken in this area.

## 5. Key Stage 1

At the end of Key Stage One, Level 2b is considered the expected level of performance. However, although reading, writing and mathematics are assessed at all three levels, speaking and listening and science are only assessed at Levels 2 and 3. Level 2 performance allows us to measure expected progress from the end of Key

Stage 1 to Key Stage 2. Level 3 performance is considered to be above the expected level of attainment.

**Table 3: Comparison to previous years for level 2+ performance**

Table 3: % pupils achieving Level 2+ in KS1

	<b>WBC S&amp;L*</b>	National S&L	<b>WBC Reading</b>	National Reading	<b>WBC Writing</b>	National Writing	<b>WBC Maths</b>	National Maths	<b>WBC Science</b>	National Science
2013	95	89	93	89	89	85	95	91	96	90
2014	94	89	93	90	90	86	96	92	96	91
2015	95	90	95	90	92	88	96	93	97	91

This indicates that, in comparison to 2014, results at Level 2+ have improved:

- \*speaking & listening, science increased by 1 percentage point
- reading and writing improved by 2 percentage points, but writing remains the weakest subject
- mathematics remained the same;

Table 3a provides the comparison to previous years for level 2b+ performance

**Table 3a: % pupils achieving Level 2b+ in KS1**

	<b>WBC Reading</b>	National Reading	<b>WBC Writing</b>	National Writing	<b>WBC Maths</b>	National Maths
2013	84	79	72	67	86	78
2014	85	81	72	70	85	80
2015	90	82	77	72	88	82

This indicates that, in comparison to 2014, results at Level 2b+ have improved:

- Writing remains the weakest subject, which reflects the national position
- Reading and writing improved by 5 percentage points;
- Mathematics improved by 3 percentage points

**Table 4: Comparison to previous years for Level 3+ performance**

	<b>WBC S&amp;L</b>	Nation al S&L	<b>WBC Readin g</b>	Nation al Readin g	<b>WBC Writin g</b>	Nation al Writing	<b>WBC Math s</b>	Nation al Maths	<b>WBC Scienc e</b>	Nation al Scienc e
20 13	30	23	37	29	17	15	30	23	31	22
20 14	31	24	37	31	17	16	30	24	31	22
20 15	33	25	43	32	22	18	34	26	35	23

This indicates that, in comparison to 2014, results at Level 3+ have improved:

- speaking & listening, improved by 2 percentage point with a 3 year rising trend from 2013  
– 2015 (30%- 33%)
- reading and writing improved by 6 and 5 percentage point respectively.
- mathematics and science improved by 4 percentage point.

Comment:

- Results at the end of 2015 have improved from 2014.
- Writing remains the weakest subject at all levels, especially at higher levels. Girls outperform boys at all levels in all areas of learning except for maths in Level 3+.
- At Level 2+ the gap in attainment has narrowed in all subjects for FSM pupils except for speaking & listening. At Level 3, the gap has widened.
- By the end of Key Stage 1 there is an increase at Level 2 of 1% in reading (94%-95%) and science (96%-97%); in writing, it has increased by 3% (90%- 93%).
- At Level 2b+ there was an improvement of 5% in reading (85% - 90%) and writing(72%-77%); mathematics increased by 3% (85%- 88%)
- At Level 3+ the performance of pupils improved by 6% in reading (37%-43%) and 5% in writing (17%-22%); mathematics (30%-34%) improved by 4%.
- Writing continues to be a priority for the Local Authority in 2015/2016.

## 6. Key Stage 2

The expected national curriculum level at Key Stage 2 is level 4 and the expected progress to be made from Key Stage 1 is 2 levels of progress. Good schools need to demonstrate progress above that expectation, ie an above average % of pupils making

3 levels of progress. For several years there has been a “floor standard” measure for schools, comprising a standard for attainment and an expectation that a school should be at or above national average for progress in each of reading, writing and maths. The attainment standard is currently 65% but is due to rise to 85% in 2016 subject to the passage of the current Education Bill. Progress standards are 90+% as seen in table 5 below.

### Progress

The percentage of pupils making 2 levels of progress this year remains the same in reading (93%); and a decrease of 1% in writing (96%-95%) and mathematics (91%- 90%). All figures are above the national equivalents. The level of progress in Wokingham is consistently above national (table 5).

The percentage of pupils making 3 levels of progress this year remains the same in writing (33%) with a decrease of 3% in reading (30%-33%) and 1% in mathematics (39%- 38%) – thus suggesting that maximizing progress for more able pupils in literacy might be a future focus area (table 6).

**Table 5: % of pupils making expected progress (2 levels)**

	Reading		Writing		Mathematics	
	WBC	National	WBC	National	WBC	National
2013	90	88	92	92	89	88
2014	93	91	96	93	91	90
2015	93	91	95	94	90	90

**Table 6- % of pupils making 3 levels of progress**

	Reading	Writing	Mathematics
2013	30	28	33
2014	33	33	39
2015	30	33	38

### Attainment- Reading

The overall performance remained the same this year. Girls have improved by 1% (94% - 95%), but the performance of the boys declined by 2% (92%-90%). The gap with girls has widened to 5% which is higher than the national average (4%) - see Table 7.

**Table 7:% pupils attaining Level4+ in reading**

	Reading					
	Boy		Girl		All	
	WB	Nationa	WB	Nationa	WBC	Nationa
2013	88	84	91	89	89	86

2014	92	87	94	91	93	89
2015	90	87	95	91	93	89

Attainment at level 5 was 59% in reading, which is 2% decrease from 2014. Girls continue to perform significantly better than boys and the gap doubled this year from 2014 (5%-10%). Outcomes continue to be significantly above the national figures- Table 8.

**Table 8: % pupils achieving Level5+ in reading**

	Reading					
	Boy		Girl		All	
	WB	Nationa	WB	Nationa	WBC	Nationa
2013	54	41	61	48	58	45
2014	59	47	64	53	61	50
2015	54	44	64	53	59	48

## Writing

In L4+ writing (assessed by Teacher Assessment (TA)), the performance of all pupils remained the same this year (90%). Girls have outperformed boys by 9% and the gap has widened from 6% in 2014 to 9% this year and is higher than the gap nationally (8%). Overall performance has improved by 2% from last year- table 9.

**Table 9:% pupils achieving Level4+ in writing**

	Writing					
	Boy		Girl		All	
	WB	Nationa	WB	Nationa	WBC	Nationa
2013	83	79	93	89	88	84
2014	87	81	93	90	90	86
2015	86	83	95	91	90	87

Attainment at level 5 is 40%, an improvement of 1% on 2014. As with reading, girls continue to perform significantly better than boys, and the gap has widened from 13% in 2014 to 16% in 2015 and is higher than the national gap (15%)- Table 10.

**Table 10: %pupils achieving Level 5+ in writing**

	Writing					
	Boys		Girls		All	
	WBC	National	WBC	National	WBC	National
2013	26	23	42	38	34	30
2014	33	26	46	41	39	33
2015	32	28	48	43	40	36

## Grammar, Punctuation and Spelling (GPS)

This test was introduced in 2013; performance for 2015 shows an improvement of 4% for all

pupils compared to 3% nationally. The gap between boys and girls remained the same (9%) being higher than the gap nationally (8%) – table 11.

**Table 11: % pupils achieving Level 4+ in GPS**

	GPS%					
	Boys		Girls		All	
	WBC	National	WBC	National	WBC	National
2013	77	69	84	79	81	74
2014	78	72	87	82	82	77
2015	82	76	91	84	86	80

The performance of girls at Level 5+ remains significantly higher than boys', the gap being 13% and higher than the national gap (11%) -table 14.

**Table 12: % pupils achieving Level 5+ in GPS**

	GPS					
	Boys		Girls		All	
	WBC	National	WBC	National	WBC	National
2013	52	42	63	54	57	48
2014	58	46	67	58	62	52
2015	56	50	69	61	62	56

## Mathematics

In mathematics, the performance of pupils attaining Level 4+ remained the same as 2014, matching the national picture for progress. This year girls have outperformed boys at Level 4+ but all pupils perform above the national figures -table 13.

**Table 13: % pupils achieving Level 4+ in mathematics**

	Mathematics					
	Boy		Girl		All	
	WB	Nationa	WB	Nationa	WBC	Nationa
2013	88	85	89	85	89	85
201	90	86	90	86	90	86
201	90	87	91	87	90	87

In mathematics at Level 5, there is a decrease in results of 1%, from 52% to 51%. There is a significant differential in the performance of boys and girls, with 55% of boys achieving Level 5+ compared to 47% of girls. All pupils perform significantly above the national figures-table 14.

**Table 14: % pupils achieving Level 5+ in mathematics**

	Mathematics					
	Boy		Girl		All	
	WB	Nationa	WBC	Nationa	WBC	Nationa
201	51	43	46	39	49	41
201	57	44	46	40	52	42
201	55	45	47	37	51	42

**Combined scores**

85% of pupils attained Level 4 or above in reading, writing and mathematics combined (RWM),

same as 2014 compared to the national increase of 1%. 81% of boys and 88% of the girls attained this standard. The gap between boys' and girls' performance has widened by 3% -table 15.

**Table 15: % pupils achieving Level 4+ in reading, writing and mathematics**

	Reading, Writing and Mathematics %L4+					
	Boy		Girl		All	
	WB	Nationa	WBC	Nationa	WB	Nationa
201	77	72	85	79	81	79
201	83	76	87	82	85	79
201	81	77	88	83	85	80

In RWM, 28% attained Level 5+, 2% less than 2014 compared to a 1% improvement nationally. Girls continue to outperform boys by 6%, with the gap widening by 3% - table 16.

**Table 16: % pupils achieving Level 5+ in reading, writing and mathematics**

	Reading, Writing and Mathematics -					
	Boy		Girl		All	
	WB	Nationa	WBC	Nationa	WB	Nationa
2013	23	18	31	25	27	21
201	30	20	33	27	31	24
201	28	21	34	26	31	24

**Gender Differences**

A summary of performance split by gender, level and subject is given below- Table 17

Table 17: % pupils achieving L4+, LS+ and L6+ in each subject 2015\*

**Summary**

	%L4+			%L5+			%L6		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
GPS	82	91	86	56	69	62	6	9	8
Reading	90	95	93	54	64	59	0	1	0
Writing (TA)	86	95	90	32	48	40	1	2	1
Mathematics	90	91	90	55	47	51	16	13	15
RWM	81	88	85	28	34	31	0	0	0

At Level 4+ in all subjects and at Level 5+ in all subjects except mathematics, girls outperform boys. At Level 6 girls outperform boys in reading, writing except mathematics. The gender difference is greatest for boys in grammar, punctuation and spelling at Level 4+ and Level 5+ and in writing at Level 5+. It should be noted that Wokingham girls and boys both outperform their national equivalents, in some cases boys so more than girls.

That overperformance is typically 3-6% above national at L4, and higher at L5. This is notably the case in reading where there is an 11 point advantage for WBC, and a notable consistency between the boys' and girls' overperformance. Thus it appears that concerns over younger pupils' de-coding (in phonics) should be balanced against their very high attainment in reading

Overall, there is a changed picture from 2014. Last year it was noted that WBC girls out-performed their national equivalents by less than the boys. That is no longer the case, with girls having made greater improvements in 2015 than boys did, and in some cases boys' attainment being lower than last year. Girls' attainment has consistently consolidated or improved at a rate as good as or better than national, with the single exception of GPS L5. There, the WBC girls' lead over national reduced by 1 point, with 2% improvement locally and 3% nationally.

## 7. KS4: GCSE

The percentage of students achieving five A\*- C grades, including English and mathematics declined from 72.9% in 2014 to 71.1% in 2015.

This data is based on students' best results in order to draw comparisons with performance from previous years. For example, the best result is taken forward from a subject test that may have been sat in Year 10 and the same test again in Year 11.

From 2014, school performance tables published by the DfE recognise the first result obtained by student - not subsequent results whether best or not. As a consequence, there may be differences between the data in the table below (previously released to the press) and those published by the DfE later on this year.

Wokingham Provisional GCSE Results August 2015:

<b>5+ A*-C grades (or equivalent) including English and maths</b>	<b>5+A*-C grades (or equivalent)</b>
-------------------------------------------------------------------------------	------------------------------------------

School	No of pupils	2014	2015	2014	2015
		%	%	%	%
The Bulmershe	160	62.0	64.0	66.0	69.0
The Emmbrook	210	76.0	59.0	79.0	69.0
The Forest	181	64.8	65.0	72.5	71.0
The Holt	196	78.6	83.7	88.6	92.3
Maiden Erlegh	276	76.2	73.2	81.0	78.6
The Piggott CE	194	73.3	76.0	86.0	85.0
St.Crispin's	184	78.0	80.0	82.0	83.0
Waingels College	215	76.0	67.0	90.0	71.0
<b>Wokingham</b>	<b>1616</b>	<b>72.9</b>	<b>71.1</b>	<b>80.5</b>	<b>77.5</b>

## 8. KS5: A Level

For overall pass rates, Wokingham's schools have shown an improvement of 0.1 percentage points since last year (from 99.1% to 99.2%), in line with national improvement.

Wokingham schools' grade A\*-A result has improved by 3% from 2014 (24.7%-27.7%) and the result is above the national figure (25.9%) for 2015.

### Wokingham Provisional GCE A level Results August 2015

School	2015 % Overall Pass Rates	2014 % Overall Pass Rates	2015 % Grades A* to A	2014 % Grades A* to A	2015 % Grades A* to B	2014 % Grades A* to B	2015 % Grades A* to C	2014 % Grades A* to C	Number of Exam Entries
The Bulmershe	98.0%	100.0%	26.0%	26.0%	47.0%	48.0%	71.0%	74.0%	274
The Emmbrook	99.7%	99.2%	20.7%	21.0%	46.5%	45.0%	81.2%	78.0%	282
The Forest	99.0%	100.0%	28.0%	25.0%	49.0%	47.1%	72.0%	72.5%	268
The Holt	98.8%	99.3%	28.4%	29.9%	57.4%	57.2%	82.7%	84.5%	324
Maiden Erlegh	99.7%	98.4%	31.3%	23.2%	63.1%	53.4%	86.2%	81.7%	585
The Piggott CE	99.0%	99.3%	30.0%	32.0%	58.0%	59.0%	86.0%	84.0%	239
St.Crispin's	99.6%	99.0%	28.0%	26.0%	56.0%	58.0%	80.0%	82.0%	259
Waingels College	99.0%	99.0%	26.0%	20.0%	52.0%	49.0%	75.0%	80.0%	401

Wokingham Averages	99.2%	99.1%	27.7%	24.7%	54.7%	52.0%	79.9%	79.8%	2632
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## **9: Closing The Gap: Free School Meals 2013-2015**

Narrowing Gaps is established as a declared priority for Wokingham. The Narrowing The Gaps project has been developed this year by its links to the Virtual School. The impact of this focus can be seen in narrowed gaps particularly at Foundation Stage, but outcomes are mixed elsewhere. Secondary gaps will be reported when data is available.

- Foundation Stage outcomes have risen significantly as a whole. Non-FSM pupils' performance increased by +9 points, FSM pupils' by +16, so the gap decreased by 7 points. It seems likely that this will be much closer to the national gap than in 2014, but potentially still slightly wider.
- Phonics improvements are similar to national, with non-FSM pupils reducing from 5 to 4 points below national and FSM pupils improving slightly more, but remaining much farther behind national. Whilst it has been argued that overall the correlation between phonics and reading is low, the picture for FSM pupils is a concern (see reading gap below).
- Key Stage 1 gaps are closest at the basic Level 2 (where writing is the widest) and widest for Level 3 reading and maths. The middle grade 2b gap is wide in writing, narrowing at Level 3 because the overall attainment is lower than in reading and maths. Reading being the strongest subject overall nevertheless shows the widest gap at Level 3.
- Key Stage 2 gaps have narrowed marginally for combined Reading, Writing & Maths. Progress measures for the 3 subject show little change from 2014 with stable performance in writing and maths and a marginal decline in reading

Tables below illustrate the figures.

(National Gaps in brackets)

### Early Years Foundation Stage:

Good Level of Development	2013	2014	2015
Non-FSM	49% (55%)	62% (64%)	71%
FSM	26% (36%)	35% (45%)	51%
Gap	23% (19%)	27% (19%)	20%

### Phonics Screening Yr 1

Percentage achieving expected national standard	2013 WBC (national)	2014	2015
Non-FSM	64% (72%)	72% (77%)	75% (79%)
FSM	37% (56%)	49% (61%)	53% (65%)
Gap	27% (16%)	23% (16%)	22% (14%)

### Key Stage 1

	Reading	Writing	Mathematics
Level2 Non FSM	95% (92%)	93% (90%)	97% (94%)
Level2 FSM	84% (82%)	76% (77%)	88% (86%)
Level2b+ Non FSM	91%	79%	89%
Level 2b+ FSM	73%	54%	73%
Level3 Non FSM	45%	23%	36%
Level3 FSM	17%	7%	13%

### Key Stage 2

In reading, writing and mathematics the gap has narrowed by 1%.

% achieving Level 4+ RWM	2013	2014	2015
Non-FSM	83% (79%)	87% (82%)	87%
FSM	44% (60%)	54% (64%)	54%
Gap	39% (19%)	33% (18%)	32%

In 2 levels progress made in reading, the gap has widened this year by 1% from 2014.

% making expected progress Reading	2013	2014	2015
Non-FSM	92	94	93
FSM	79	83	81
Gap	12	11	12

In 2 levels progress made in writing, the gap remains the same.

% making expected progress Writing	2013	2014	2015
Non-FSM	93	96	95
FSM	87	87	86
Gap	6	9	9

In maths, the gap has remained the same as well.

% making expected progress Mathematics	2013	2014	2015
Non-FSM	91	92	91

FSM	72	75	75
Gap	19	16	16

<b>TITLE</b>	<b>School Improvement Service Plan 2015-2017</b>
<b>FOR CONSIDERATION BY</b>	Children's Services Overview and Scrutiny Committee 27 October 2015
<b>WARD</b>	Non Specific
<b>DIRECTOR</b>	Judith Ramsden, Director of Children's Services

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

Provides a clear direction to school improvement.

## **RECOMMENDATION**

That the report is subject to further monitoring to identify progress with actions identified in the plan.

## **SUMMARY OF REPORT**

Following the completion of the self-evaluation of the authority's arrangements for school improvement a number of key actions have been identified. These are:

Improve the systems and process for self-evaluation:

Further develop the use and analysis of additional local data to ensure the service is reflective and responsive.

Review strategy for communicating with schools.

Enhance opportunities for improved governance and accountability

All Wokingham schools to be good or better, which means.

- specific, targeted work with RI Primaries
- Improve analysis, at school level , to identify needs and accelerate progress to narrow the gap
- Accelerate school readiness plan, with a particular focus on speech and language.
- Increased emphasis on gaining 3 levels of progress to achieve Good judgment.
- Respond effectively to 'life without levels' and increase the emphasis on schools to effectively assess and monitor progress

This will be developed into a three year plan by the end of the financial year 2016

## **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)	Cost neutral	Yes	Revenue
Next Financial Year (Year 2)	Cost neutral	Yes	Revenue
Following Financial Year (Year 3)	Cost neutral	Yes	Revenue

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

<b>Cross-Council Implications</b>
A healthy and successful education system is a key element in Wokingham’s strategic positioning as the best place to grow up, and schools as the major universal service provide a secure foundation for targeted services.

<b>List of Background Papers</b>
n/a

<b>Contact</b>	Alan Stubbersfield Interim Head of Learning and Development	<b>Service</b>	Children’s Services
<b>Telephone No.</b>	0118 908 6121	<b>Email</b>	alan.stubbersfield@wokingham.gov.uk
<b>Date</b>	October 2015	<b>Version No.</b>	

## School Improvement Service – Service Plan 2015-2017

**This document details the key priorities for the School Improvement Team over the next 18 months – This will be developed into a three year plan by the end of the financial year 2016**

*Thriving innovation, great practice, evidence based evaluation: signs of success*

**Our aspiration is that every child in Wokingham will attend a school that is good or better**

**Key themes:**

- **Where are we now? - headlines 2015.**
- **How do we know ourselves? - improve the systems and processes for self-evaluation.**
- **Further develop the use and analysis of additional local data to ensure the service is reflective and responsive.**
- **Improve effective communication with schools and settings.**
- **Improve systems and processes for effective governance and accountability**

**Where are we now?**

**See - 2015 Self Evaluation and 2015 Outcomes report**

Aim	What	How and named lead	When
<b>Improve the systems and process for self-evaluation:</b>	Develop a data dashboard to enhance the range of data being collected and shared about each setting. (Clear agreement about what is collected, how often and why?)	Monthly meetings with performance team (GW)	December 2015
	support effective collaboration across children services to provide best outcomes for all children and families	Joined-up work across directorate (ECSLT)	Year-long
	Review impact of SEF Further develop to ensure it is effective	SIO meetings (GW)	Autumn 2015 Spring 2016
	Review Early Years data stream and support development of Early Years' service plan.	EY team GW/AP	Autumn 2015
	Refine tools for service evaluation – to include: <ul style="list-style-type: none"> <li>• School/setting survey – to include EY and governor support,</li> </ul>	SIO team (GW)	termly

	<ul style="list-style-type: none"> <li>Develop impact measures to evaluate the work of the school improvement team and quantify success.</li> </ul>		
<b>Further develop the use and analysis of additional local data to ensure the service is reflective and responsive.</b>	Complete further analysis of pupil performance information, especially for vulnerable groups and consider the identification and provision for more-able FSM pupils	SIO/Performance team	Mid October 2015 In readiness for HMI visit November 2015
	Continue emphasis on NtG – and effective use of pupil premium.to achieve consistently improving outcomes.	SIO team (GW)	Autumn 2015
	Develop understanding of links which can be made from provision for FSM children in the early years (e.g. to siblings, young parents).and consider areas for further action.	EY/performance team	Mid October 2015 In readiness for HMI visit November 2015
	Strengthen the termly review of school and setting performance to ensure timely intervention to secure good or better schools.	SIO/Performance team	End of each Term
	Encourage partnership working to enhance school improvement – leading practitioners from schools and LA teams (including teaching schools, NLE etc).	HT briefings Primary Association and Secondary Federation	April 2016
	Support the development of impact measures of the Virtual school to ensure they are more sensitive to need.	KR supported by SIO team	Summer 2016
<b>Review strategy for communicating with schools. How do we share?</b>	Groups and Networks – audit what currently exists, evaluate how do they work and their effectiveness ...who these include, what is their function, how often do they meet and who are they accountable to.	SIO team	Review and refresh by December 2015
<b>Enhance opportunities for governance and accountability</b>	<b>Ensure:</b> Elected members and senior officers have an ambitious vision for improving education provision which is clearly demonstrated in public documents. Elected members articulate the local authority's (LA) strategic role, and enhance providers ability to self-manage. Accountability is transparent and efficiently monitored. Members challenge of officers is well informed by high quality information and data.	OFSTED framework for supporting school improvement. Officer reports set out agreed vision & strategy, with clear accountability and challenge opportunities  CSLT	Autumn 2015
	Involvement of wider community through youth parliament, young commissioners and apprentices.	L&A Service managers	

	Use opportunities from school reviews to engage with school councils and gather the 'pupils voice'.	SIO team	termly
	Maximise use of resources to ensure agreed priorities for improvement are achieved.	SIO/schools forum	termly
All Wokingham schools to be good or better, which means:	<ul style="list-style-type: none"> <li>• Deliver Signs of Success policy, especially...</li> <li>• Specific, targeted work with RI Primaries.</li> <li>• Improve analysis, at school level , to identify needs and accelerate progress to narrow the gap.</li> <li>• Accelerate school readiness plan, with a particular focus on speech and language.</li> <li>• Increased emphasis on gaining 3 levels to achieve Good judgment.</li> <li>• Respond effectively to 'life without levels' assessments, and increase the emphasis on schools to effectively assess and monitor progress.</li> </ul>	SIO CSLT EY team	Under termly review.

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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
27 Oct	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
	Annual Report of Wokingham Safeguarding Children Board <i>(moved from Sept.)</i>	To consider the Wokingham Local Safeguarding Children Board's (WSCB) Annual Report	To monitor the work of the WSCB	Children's Services /WSCB
	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, including the impact of the Early Help and Innovations Programme	Standing item to monitor safeguarding services	Head of Social Care and Intervention

<b>DATE OF MEETING</b>	<b>ITEM</b>	<b>PURPOSE OF REPORT</b>	<b>REASON FOR CONSIDERATION</b>	<b>RESPONSIBLE OFFICER / CONTACT OFFICER</b>
	School Improvement and Delivery Model	To receive a report on School Improvement and the Delivery Model	To update the Committee	Head of Learning & Achievement
	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
	Primary School Place Strategy	To receive and update on the implementation of the strategy	To monitor the situation and report to Executive	Head of Strategic Commissioning
	Schools' Budget	To consider options to deal with the deficit resulting from the new secondary school	To recommend options to Schools Forum	Director of Finance and Resources
	Children's Services O and S Committee Forward Programme	To consider the forward programme of the Committee	Standing Item	Democratic Services

DATE OF MEETING	ITEM	PURPOSE OF REPORT	REASON FOR CONSIDERATION	RESPONSIBLE OFFICER / CONTACT OFFICER
<b>2 Dec</b>	Primary School Place Strategy	To receive and update on the implementation of the strategy	To monitor the situation in light of following the review request.	
	Delivering Effective Safeguarding Services	To receive a regular update including: <ul style="list-style-type: none"> <li>Update on the development of the MASH.</li> </ul>	Standing item to monitor safeguarding services	Head of Social Care and Intervention/
	Children's Services Performance Indicators	To receive an update and monitor Children's Services performance measured by local indicators	Standing Item To enable the Committee to assess performance and identify areas of concern	Children's Services Performance & Information Team
	School Performance Indicators and Ofsted reports, School Improvement	To receive information on schools' performance, and to review recent Ofsted Reports  Achievement Gap Review	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>23 Feb 2016</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> </ul>	Standing item to monitor safeguarding services	Head of Social Care and Intervention/
	Children's Services Performance Indicators	To receive an update and monitor Children's Services performance measured by local indicators	Standing Item To enable the Committee to assess performance and identify areas of concern	Children's Services Performance & Information Team
	School Performance Indicators and Ofsted reports, School Improvement	To receive information on schools' performance, and to review recent Ofsted Reports	Standing item to enable the Committee to assess performance and identify areas of concern	Head of Learning & Achievement
	Children's Services O and S Committee Forward Programme	To consider the forward programme of the Committee	Standing Item	Democratic Services