



# **WOKINGHAM BOROUGH COUNCIL**

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

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

Andy Couldrick  
Chief Executive  
Published on 7 November 2016

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# **WOKINGHAM BOROUGH COUNCIL**

## **Our Vision**

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

## **Our Priorities**

Improve educational attainment and focus on every child achieving their potential

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

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

Tackle traffic congestion in specific areas of the Borough

Improve the customer experience when accessing Council services

## **The Underpinning Principles**

Offer excellent value for your Council Tax

Provide affordable homes

Look after the vulnerable

Improve health, wellbeing and quality of life

Maintain and improve the waste collection, recycling and fuel efficiency

Deliver quality in all that we do

## MEMBERSHIP OF THE CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE

### Councillors

Pauline Helliar-Symons (Chairman)	Shahid Younis (Vice-Chairman)	Laura Blumenthal
Richard Dolinski	Ken Miall	Beth Rowland
Bill Soane	Alison Swaddle	

### Substitutes

Chris Bowring	Prue Bray	Kate Haines
Clive Jones		

### Parent Governor Representatives

Vacancy, Parent Governor Representative  
 Vacancy, Parent Governor Representative

### Diocesan Representatives

Vacancy, Roman Catholic Representative  
 Vacancy, C of E Representative

ITEM NO.	WARD	SUBJECT	PAGE NO.
24.		<b>APOLOGIES</b> To receive any apologies for absence.	
25.		<b>MINUTES OF PREVIOUS MEETING</b> To confirm the Minutes of the Meeting held on 13 September 2016.	7 - 14
26.		<b>DECLARATION OF INTEREST</b> To receive any declarations of interest.	
27.		<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>	

28. **MEMBER QUESTION TIME**  
To answer any member questions
29. **CHILDREN'S SERVICES PERFORMANCE INDICATORS** 15 - 24  
To receive and consider a report giving details of Children's Services Performance Indicators.
30. **SCHOOL PERFORMANCE AND NARROWING THE GAP** 25 - 38  
To receive and consider a report giving details of the preliminary provisional data for 2016.
31. **SCHOOLS OFSTED REPORTS** 39 - 64  
To receive Ofsted reports of schools that were inspected since the last meeting:
- Oaklands Infant
  - All Saints CE (Aided) Primary
  - Bearwood Primary
  - Keep Hatch Primary
  - Southfield Special School (this report will be discussed in a Part 2 session)
32. **POST OFSTED ACTION PLAN AND SIX MONTH SELF-ASSESSMENT PLAN** 65 - 76  
To receive and consider a report giving an update on the Ofsted action plan and the quality improvement plan.
33. **EQUALITY SUPPORT FOR YOUNG PEOPLE** 77 - 82  
To receive and consider a report outlining the issues surrounding identified minority groups in Wokingham.
34. **FORWARD PROGRAMME** 83 - 86  
To consider the forward programme for the remainder of the municipal year.
35. **EXCLUSION OF THE PUBLIC**  
That under Section 100A(4) of the Local Government Act 1972, the public be excluded from the meeting for the following items of business on the grounds that they involve the likely disclosure of exempt information as defined in Paragraph 3 of Part 1 of Schedule 12A of the Act as appropriate.
36. **SOUTHFIELD SPECIAL SCHOOL** 87 - 92  
To consider a report giving an update on the management of Southfield Special School.

**Any other items which the Chairman decides are urgent**

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

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## MINUTES OF A MEETING OF THE CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE HELD ON 13 SEPTEMBER 2016 FROM 7.00 PM TO 9.10 PM

### **Committee Members Present**

Councillors: Shahid Younis (Vice-Chairman), Laura Blumenthal, Richard Dolinski, Lindsay Ferris, Ken Miall, Bill Soane and Alison Swaddle

### **Other Councillors Present**

Councillors: Charlotte Haitham Taylor

### **Officers Present**

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

In the absence of the Chairman the Vice-Chairman, Councillor Shahid Younis took the Chair.

### **12. APOLOGIES**

An apology for absence was submitted from Councillor Pauline Helliard-Symons.

### **13. MINUTES OF PREVIOUS MEETING**

The Minutes of the meeting of the Committee held on 28 June 2016 were confirmed as a correct record, subject to the correction below, and signed by the Chairman:

Under item 7 – Children's Services Performance Indicators, where it said that *Maiden Erlegh had received a letter from the Government praising their work in narrowing the gap* it should say Maiden Erlegh had received an **award** from the Government praising their work in narrowing the gap.

### **14. DECLARATION OF INTEREST**

Councillor Bill Soane declared a personal interest on the basis that his daughter works at the Coombes School and his grandchild attends the Coombes School.

### **15. PUBLIC QUESTION TIME**

There were no public questions.

### **16. MEMBER QUESTION TIME**

There were no Member questions.

Councillor Lindsay Ferris expressed his discontentment with the fact that four items in the agenda were marked 'to follow'. Councillor Ferris felt that it was not acceptable to receive so many late reports, and was not prepared to listen to the offer of an explanation. In light of the fact that he did not feel that the meeting should continue on this basis Councillor Ferris left the meeting.

Following Councillor Ferris departure Judith Ramsden, Children's Services Director apologised for the delayed papers and explained that there had been an issue with colleagues waiting for her return from annual leave to finalise the reports. These had also

been a period of staffing transition. Judith offered to hold individual meetings with Members to work through any concerns regarding the reports.

The Chairman stated that the point raised by Councillor Ferris was valid and justified; he suggested that perhaps next time items with 'to follow' reports should be taken off the agenda. The Chairman asked Members if they wished to accept the late reports on this occasion. The Committee decided that it would be useful to have a general overview of the late reports. It was agreed that should any questions arise after reading the papers, this could be dealt with by Members emailing the Officers directly.

#### **17. MASH UPDATE, MARAC PLAN, MAPPA BRIEFING**

The Committee received a report which was set out in Agenda pages 13-21. The report contained information about the Multi Agency Safeguarding Hub (MASH), the Multi Agency Risk Assessment Conference (MARAC) and the Multi Agency Public Protection Arrangements (MAPPA).

Lisa Humphreys, Head of Social Care and Intervention explained that the MASH programme had been implemented earlier in the year and continued to function well, the feedback received from partners remained positive. The strategic MASH group had now transformed from a project implementation group to a governance group meeting quarterly. This group monitored the multi professional strategic issues and data quality relating to the performance of MASH and Wokingham's links to the Pan Berkshire project.

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

- In response to a question Lisa stated that the data contained in the MASH report could be made more detailed, but it would make it more difficult to interpret;
- Lisa informed Members that Wokingham MASH results were in line with other Berkshire authorities;
- Lisa confirmed that Wokingham MASH was also proportionately in line with other MASH systems nationally. However, the system varied slightly from authority to authority;
- In response to a question Lisa stated that the Police had access to ViSOR (a central database for storing information) as part of MAPPA. Wokingham Borough Council did not have access to ViSOR, but did receive automatic real time confidential notifications;
- Lisa explained that MARAC consisted of a panel of local agencies and varied between statutory bodies such as Police, Probation, Housing Departments, Health agencies, Social Services, Education to bodies such as locally commissioned domestic abuse service providers and voluntary bodies such as charities. MARAC monitored a whole range of high risk domestic abuse, not just specifically related to children, but to adults as well;
- Members asked if the variation in the number of contacts/referrals each month was of significance. Lisa stated that a year on year data comparison of trend would enable better analysis of the data, monthly data could vary for a number of reasons, and sometimes things like a football match could trigger more contacts. Lisa was satisfied that the results were in line with those of other Berkshire authorities;
- Councillor Miall asked how was all this data looked at, so as to not miss anything important. Lisa informed that there was a grading system including the latest psychological scoring grid to assess risk;
- Lisa stated that MASH treated the information confidentially. This was necessary for the protection of the people involved;

- Lisa confirmed that MASH was not a new initiative, so Wokingham had been able to look at how this had been set up in other authorities and learn from it;
- Judith stated that she was satisfied with the progress made so far and that the transition from Felicity Budgen (previous Head of Social Care and Intervention) to Lisa Humphreys had gone well.

**RESOLVED** That the report be noted.

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

The Committee considered the report containing the Children's Services Performance Indicators. Members were interested to find out the reasons for the 'red' indicators and these were discussed in more detail. The following points were made during the discussion of specific indicators:

### **% CP visits due in the period which were on-time (within 10 days of the previous visit) - red**

- Lisa Humphreys explained that the target of 10 working days was a target set by the Local Authority, the national guidance prescribed a minimum visit every 42 days. Lisa stated that there was a challenge with holidays and people moving house which made it difficult to reach the target;
- In response to a question Lisa explained that there was a combination visits, these being sometimes announced and sometimes unannounced;
- Lisa pointed out that this indicator related to a relatively small number of children (50CP)

### **% Looked After Children living within 20 miles of Berkshire West - amber**

- Lisa informed the Committee that this was improving, however further improvement was required to bring Wokingham in line with national performance;
- Lisa explained that work was being undertaken to increase the recruitment of local foster carers and out of area emergency placements were only used in exceptional circumstances if there were no other options locally. A new Officer had been recruited who was very enthusiastic and optimistic to improve recruitment;
- Lisa stated that since April children had not been placed outside of Wokingham;
- In response to a comment Lisa stated that research indicated that foster carers were usually people who did not have high professional aspirations. Lisa was still to form a picture of Wokingham;
- Lisa stated that some of the challenges in social worker recruitment in Wokingham included: the house prices; the competition with other local authorities and the fact that Wokingham was on the edge of London;
- Judith stated that 70% of the social worker staff was permanent. Judith offered to bring a report to the Committee in November with an update on social worker recruitment;
- In response to a question Judith stated that most social workers had a relatively short career. This was due to various reasons, including not enough recognition for their work in social work. Judith believed Wokingham was doing well in retaining social workers and research said that the morale was high in Wokingham;
- The Chairman asked what was being done to recruit foster cares from BME (Black and Minority Ethnicity) communities. Lisa stated that this was something that needed to be reviewed to encourage more diversity. Councillor Haitham Taylor asked Members to inform Officers of any venues where this message could be spread.

### **% Secondary Schools with a current Ofsted rating of 'good' or better - red**

- The Chairman asked to what extent the Local Authority was responsible for academies' Ofsted results. Alan Stubbersfield stated that the Government had determined that it was up to academies to determine what level of relationship they wished to have with the Local Authority. However the Local Authority was still responsible for the educational outcome for pupils;
- Alan informed that Wokingham Borough Council did not have a close relationship with the Forest Academy, however Alan believed that there were positive signs that the school was heading in the right direction.

#### **19. POST OFSTED ACTION PLAN**

Paul Feven, Interim Head of Strategic Commissioning introduced the report and gave a brief overview of its contents. Judith Ramsden explained that the report contained very high level information and did not capture everything that Children's Services was doing in its post Ofsted action plan.

Due to the fact that there was lots of information contained in the report and this had been received after the agenda dispatch, the Committee decided to defer this item to the next meeting.

**RESOLVED** That the report be deferred to the next meeting.

#### **20. SIX MONTH SELF-ASSESSMENT PLAN**

This item was deferred to the next meeting,

#### **21. SUMMARY OF 5 SCHOOLS WITH OFSTED REPORT BEING PUBLISHED BETWEEN JUNE 2016 AND AUGUST 2016**

The Committee received a report giving details of the Ofsted reports of the following schools: Coombes CofE Primary; Oaklands Infant; Westend Junior; Oakbank and Winnersh Primary.

Alan Stubbersfield, Interim Head of Learning and Achievement offered to answer any questions relating to the reports. The Committee went through the Ofsted reports school by school and some of the points made are listed below.

##### **Coombes Church of England Primary School**

- The Chairman confirmed that following the Coombes School Ofsted inspection, a Task and Finish Group had been set up to understand what went wrong and how to prevent it from happening to other schools in the Borough. This was still ongoing, the final report and recommendations would be presented to the Committee when ready. It was expected this would be ready by November 2016;
- Alan stated that an Interim Headteacher had been appointed and an Interim Executive Board had been set up to manage the school. The Board included a member from the Oxford Diocese who had a view to establish a Church of England Academy ;
- Alan stated that the school had started the new academic year well, with a number of new teacher appointments;
- The Local Authority was regularly monitoring the school and Alan would report back on its progress;
- In response to a question, Alan stated that it was possible that by next September the situation could have reverted as there was now a strong leadership in place;
- Alan explained that in his view the school had not handled the inspection well and had lacked confidence;
- Judith pointed out that there were many good leaders in schools around the Borough;

- Members asked Officers how long before the inspection had it been identified that the school was underachieving. Members were concerned they were not being informed of schools' underachievement in sufficient time before this was released to the press. Judith confirmed that such information was kept confidential as there was a process to be followed, sometimes there were issues to do with HR and the police, at times it was in the best interest of public accountability to keep information confidential;
- Councillor Haitham Taylor emphasized that it was important to be very careful with information, there were examples of information going onto Facebook and other social media within hours of it being disclosed;
- Members asked to be sent the Terms of Reference of the Coombes Schools Task and Finish Group. Luciane Bowker, Senior Democratic Officer reminded Members that this was a confidential paper.

### **Oaklands Infant School**

- Alan stated that this had been a one day inspection and the report was very positive;
- Judith reminded Members that bar had risen with the new inspection format, therefore to remain 'good' equated to an excellent result;
- In response to a question Alan stated that all schools in Wokingham had the potential to attain 'outstanding' results.

### **Westende Junior School**

- Alan stated that this was a good report, and declared that credit should be given to the Headteacher Dominic Cook, who had been covering maternity leave at the time of the inspection;
- Alan informed that 'writing' was an area that needed improving in most schools in the Borough, as evidenced by the feedback given in most Ofsted reports;
- In response to a question, Judith confirmed that all schools that achieved good Ofsted results received a letter from the Council praising their achievement.

### **Oakbank**

- The Chairman noted the considerable progress achieved by Oakbank, going from 'Requires Improvement' to 'Good' and asked Officers how long it had taken to turn the school around. Alan believed it had taken around 18 months for the school to achieve this result;
- Councillor Haitham Taylor stated that a new Headteacher and a new Deputy Headteacher had made a significant difference and had enabled the necessary changes to achieve this result;
- In response to a comment, Alan confirmed that smaller schools were more volatile. Oakbank was a new school which was growing each year, this growth generated more staff, more pupils and more funding;
- Judith emphasised that it had been the strong leadership and not the growth of the school alone that had enabled the school to achieve its 'Good' Ofsted rating;
- Members were in agreement that strong leadership was crucial to the achievements of any school;
- Councillor Dolinski pointed out that 'Outstanding' ratings would only be achieved with strong leadership.

### **Winnersh Primary**

- Members were pleased to note that the school had gone from 'Requires Improvement' to 'Good'.

**RESOLVED** That the summary of five schools with Ofsted reports published between June 2016 and August 2016 be noted.

## **22. ESTABLISHING A WOKINGHAM MULTI ACADEMY TRUST**

The Committee received a report which was set out in agenda pages 41- 48. Alan Stubbersfield explained that the report had already been submitted to the 28 July 2016 Executive meeting. This initiative had been created as a result of the Government's White Paper published earlier in the year incentivising schools to become academies. Alan stated that this remained a priority for the Government.

Alan informed that to initiate the process to create a Wokingham Multi Academy Trust, a Member/Officer Task and Finish Group was being set up. This Group would undertake the necessary work to establish the best way to set up the Trust.

Members would like to be kept informed of the work carried out by the Task and Finish Group and asked that the report and recommendations resulting from the Group be brought to Children's Services Overview and Scrutiny Committee before its submission to Executive.

Councillor Haitham Taylor explained that the Terms of Reference of the Group were in line with the description contained in the report attached to the agenda. Councillor Haitham Taylor asked Members to bear in mind the current financial constraints faced by schools and education services. It was pointed out that the Education Services Grant that the local authority received was going to be significantly reduced according to the Government's proposals.

In response to a question Alan informed that this was a pioneer initiative, no other local authority had yet set up multi academy trusts.

Judith informed that a questionnaire had been sent to schools enquiring about their interest in taking part in the Wokingham Multi Academy Trust. Around 30 schools had expressed interest in joining the Trust, but the numbers were not yet final.

Members felt this was a good initiative and praised the senior leadership involved in this project. Members asked Officers to engage the local MPs to lobby for funding. Judith stated that currently there was no funding to support the transition, she was trying to organise a date to meet with the Educational Commissioner to discuss funding.

In response to a question, Judith explained that it was not known at this point in time if the Trust would have a charitable status or not; this was one of the details that the Task and Finish Group would have to explore. Judith also stated that it was to be debated at the Group what level of traded services the trust was going to offer. It was anticipated that the next two years would be financially challenging.

Members suggested that the Task and Finish Group should be cross party.

**RESOLVED** That:

- 1) The Children's Services Overview and Scrutiny Committee supports the proposals for exploration of the process of establishing a Wokingham Multi Academy Trust;
- 2) The Wokingham Multi Academy Trust Task and Finish Group present its final report to this Committee before its submission to Executive.

## **23. WOKINGHAM BOROUGH COUNCIL POLICIES REGARDING TRANSEXUAL ISSUES IN SCHOOLS**

The Committee received a verbal report from Alan Stubbersfield on Wokingham Borough Council's policies regarding transsexual issues in schools.

Alan stated that this issue involved a small number of cases in Wokingham, only four children were known to be affected by it, including one which related to the parent being a transsexual and the child experiencing anxiety as a result. Alan informed that Wokingham Borough Council did not have a transsexual policy in place. When necessary, psychologist services were used to ensure the wellbeing of the children affected by this issue.

Alan informed that in his research he found two other local authorities who had adopted transsexual policies, one of which was Cornwall. Alan stated that Cornwall's policy was an extensive piece of work which could be used as guidance for Wokingham. Alan suggested that it would be useful to make guidance available on the website so that schools could refer to it. It would be good to raise awareness on this issue.

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

- Councillor Miall felt this issue was very delicate and should be treated carefully. He believed this could be problematic in schools as parents often did not understand the issue. In his view it was probably worse at secondary school level. He thought it would be useful if there were more guidance and rules. He reported being approached by residents in his ward regarding this issue and that was why he had proposed a discussion around it;
- Judith was of the opinion that different contexts might require different approaches and therefore a set of rules may not resolve the issue. Judith believed that psychologists were able to work effectively with families;
- Councillor Swaddle stated that the verbal update did not cover the item listed in the agenda, she wished to know what was Wokingham Borough Council's policies regarding transsexual issues in schools;
- It was proposed and agreed by the Committee that a report be brought back for discussion in six months' time. (Subsequently during the discussion of the forward programme, it was agreed that this report would be part of an equality report.)
- Members asked to receive a copy of Cornwall Council Policy.

**RESOLVED** That:

- 1) A report containing information on Wokingham Borough Council's policies regarding transsexual issues in schools be brought back to the Committee;
- 2) Cornwall Council Transsexual Policy will be sent out to Members for information.

## **24. FORWARD PROGRAMME**

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

### **15 November 2016**

- Coombes School Task and Finish Group final report;
- Deferred item 18 – Post Ofsted Action Plan and item 19 – Six Month Self-Assessment Plan;
- Equality support for young people, including:
  - Lesbian, Gay and Bisexual

- Transgender issues;
- Support for disabled children and their families in education and everyday life.

**21 March 2017**

- MASH update;
- Social Worker recruitment update.

Judith would confirm the dates for the following items:

- Career choice and guidance/ training opportunities for children in the Borough;
- Corporate Parenting Board annual report;
- Wokingham Safeguarding Children's Board annual report.

<b>TITLE</b>	<b>Children's Services Performance Indicators</b>
<b>FOR CONSIDERATION BY</b>	Children's Services Overview and Scrutiny Committee on 15 November 2016
<b>WARD</b>	None Specific
<b>STRATEGIC DIRECTOR</b>	Judith Ramsden, Strategic Director of People Services

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

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

## **RECOMMENDATION**

That the Children's Service performance indicators be noted.

## **SUMMARY OF REPORT**

The timing of the Overview and Scrutiny Committee means that the latest indicators available for formal reporting this cycle are the Quarterly indicators reported at the end of September 2016.

## **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 2016, is provided as Appendix A to this report.

## **Analysis of Issues**

This quarter there are four indicators rated red for performance, three amber and two green.

## **Red**

- 1. % referrals in 16/17 which are repeat referrals within 12 months of a previous referral to Children's Social Care.**

This indicator helps us to establish whether a case has been closed too quickly resulting in a re-referral of a child or young person for further support. During quarter 2, only one re-referred case raised discussion about the appropriateness of the approach taken following the first referral. In this case, evidence supported the initial approach being reasonable.

The number of re-referrals in each month of the quarter did not vary widely (July: 17; August: 21; September:18) however the low total number of referrals received in August (52) resulted in a relatively high % of re-referrals being recorded for that month (40.4%). Performance for September was 20% (18 re-referrals of 90 referrals) which is better than the target.

**2. % Children who became subject of a Child Protection Plan (CPP) who are subject to a CPP for a second or subsequent time within 24 months.**

In quarter 2 a large family (four children) became subject to a Child Protection Plan for a second time in circumstances which could not have been avoided.

**3. % Care Proceedings completed in 15/16 within 26 weeks of application.**

In quarter 2, four care proceedings were completed over the 26 week timescale due to further assessment being required. The timetable was controlled by the Court and not the Local Authority.

**4. % Looked After Children living within 20 miles of Berkshire West.**

Work is being undertaken to increase the recruitment of local foster carers and out of area emergency placements are only used in exceptional circumstances if there are no other options available locally. Almost all children who are in long term placements out of borough have exceptional needs. We are actively working with units to stabilise the children to reintegrate them to the local area as soon as they are able and ensure it meets a child's need.

**Amber**

**1. % CP Visits due in the period which were on-time (within 10 days of the previous visit).**

Performance for this indicator is improved compared to Q1 and 91.4% of all visits took place within 15 working days of the previous visit. Delays between 10 and 15 days mainly related to attempted unannounced visits where the family were not at home. Visits are reviewed by Team and Service Managers weekly and late reviews are scrutinised by managers with any concerns being escalated as appropriate.

**2. % Primary Schools with a Current Ofsted Rating of "Good" or better.**

This indicator is unchanged from Q1. No inspection reports for primary schools were released in Q2.

### 3. % Special Schools with a current Ofsted rating of “Good” or better.

This indicator is unchanged from Q1. No inspection reports for special schools were released in Q2.

#### Green

1. % Secondary Schools with a current Ofsted rating of “Good” or better; and
2. % Children who attend a Wokingham school (Primary, Secondary or Special) who are at a school with an Ofsted rating of “Good” or better.

Both indicators showed improvement in Q2 following the publication of the Ofsted Inspection judgement for Oakbank School which was “Good” (previously Requiring Improvement).

#### 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

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**Version No.** 1



## Extract of WBC Council Plan Performance Monitoring Report Q2 2016/17

## Children's Services Performance Indicators

Indicator	Target (plus target range for RAG)	15/16 Actual	16/17 Qtr. 2 Actual	RAG	Direction of Travel (Better/Worse/No change)	Strategic Director / Executive Member	Commentary
19 % referrals in 16/17 which are repeat referrals within 12 months of a previous referral to Children's Social Care	<b>24% or Less</b> <b>Green:</b> 24% or less <b>Amber:</b> 24.1% to 26% <b>Red:</b> Over 26%	18.96%	32.9% (Q1: 21.6%)	Red	Worse (than Q1)	Judith Ramsden/ Charlotte Haitham Taylor	<p>Whilst this figure is over our target, only one case raised discussion as to whether a different approach would have been appropriate on first referral, however there is evidence to support the initial decision being reasonable. None of the repeat referrals led to Child Protection enquiries. This is an indicator which helps us establish if a case has been closed too quickly. It is not necessarily an indication of a failure in the support provided.</p> <p>There were 17 (of 69) repeat referrals in July (24.6%), 21 (of 52) in August (40.4%) and 18 (of 90) in September (20%).</p> <p>The percentage was over target in August due to the lower number of total referrals received, which is the usual trend in the summer holidays.</p> <p>Performance for September was 20%, which is better than the target.</p>

Indicator	Target (plus target range for RAG)	15/16 Actual	16/17 Qtr. 2 Actual	RAG	Direction of Travel (Better/Worse/No change)	Strategic Director / Executive Member	Commentary
% Children who became subject of a Child Protection Plan (CPP) who are subject to a CPP for a second or subsequent time within 24 months.	<b>Less than 8%</b> <b>Green:</b> Less than 8% <b>Amber:</b> 8 – 10% <b>Red:</b> Over 10%	7%  Number of Children: 8 of 114	33%  Number of Children: 6 of 18  (Q1: 5.6%)	<b>Red</b>	Worse (than Q1)	Judith Ramsden/ Charlotte Haitham Taylor	A large family (four children) became subject to a Child Protection Plan for a second time in quarter 2. This particular family had intervention up to the limit of the local authority's legal powers and the subsequent Child Protection Plan could not have been avoided.
% Care Proceedings completed in 15/16 within 26 weeks of application  20	<b>60%</b> <b>Green:</b> 60% <b>Amber:</b> Between 47% and 59.9% <b>Red:</b> Less than 47%	52.9%	33% (Q1: 60%)	<b>Red</b>	Worse (than Q1)	Judith Ramsden/ Charlotte Haitham Taylor	4 Care Proceedings were completed over the 26 week timescale in the quarter due to further assessment being required. This timetable was controlled by the Court and not the Local Authority.
% Looked After Children living within 20 miles of Berkshire West	<b>70%</b> <b>Green:</b> 70% or more <b>Amber:</b> 64-69.9% <b>Red:</b> Less than 64%	63.9%	63% (Q1: 67.1%)	<b>Red</b>	Worse (than Q1)	Judith Ramsden/ Charlotte Haitham Taylor	Work is being undertaken to increase the recruitment of local foster carers and out of area emergency placements are only used in exceptional circumstances if there are no other options available locally. Almost all children who are in long term placements out of borough have exceptional needs. We are actively working with units to stabilise the children to reintegrate them to the local area as soon as they are able and ensure it meets a child's need.

Indicator	Target (plus target range for RAG)	15/16 Actual	16/17 Qtr. 2 Actual	RAG	Direction of Travel (Better/Worse/No change)	Strategic Director / Executive Member	Commentary
% of children who wait less than 16 months between entering care and moving in with their adoptive family – 3 year rolling average	<b>55%</b> Green: 55% or above Amber: 50% to 54.9% Red: Less than 50%	<b>2012 – 2015 rolling three year average: 40%</b>				Judith Ramsden/ Charlotte Haitham Taylor	The next data release is expected in December 2016. However, the DfE are reviewing the frequency of data releases. We are seeking alternate sources of information to present in this report in Q3 should the December DfE release be discontinued.
Proportion of adoptive families who are matched to a child who waited more than 3 months from approval to being matched to a child	<b>52%</b> Green: 52% or less Amber: 52% to 60% Red: More than 60%	<b>Not yet available</b>  <b>14/15 Actual: 83%</b>				Judith Ramsden/ Charlotte Haitham Taylor	The next data release is expected in December 2016. However, the DfE are reviewing the frequency of data releases. We are seeking alternate sources of information to present in this report in Q3 should the December DfE release be discontinued.
% CP Visits due in the period which were on-time (within 10 days of the previous visit).	<b>82%</b> Green: 82% or more Amber: 78% to 81.9% Red: Less than 78%	80%	79.1% (Q1: 75.9%)	<b>Amber</b>	Better (than Q1)	Judith Ramsden/ Charlotte Haitham Taylor	91.4% of all visits took place within 15 working days, delays between 10 and 15 days mainly relating to attempted unannounced visits taking place where the family were not at home. Visits are reviewed by Team and Service Managers weekly and late reviews are scrutinised by managers with any concerns being escalated as appropriate.

Indicator	Target (plus target range for RAG)	15/16 Actual	16/17 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.	<p><b>Improvement</b></p> <p><b>Green:</b> Improvement or 100%</p> <p><b>Amber:</b> No Change compared to previous quarter</p> <p><b>Red:</b> Deterioration compared to previous quarter</p>	86% (as of 31 March 2016)	88% (Q1:88%)	<b>Amber</b>	No change	Judith Ramsden/ Charlotte Haitham Taylor	<p>No change from Q1.</p> <p>No school inspection outcomes released in Q2.</p> <p>Primary Schools inspected and outcomes published in the first quarter:</p> <p><b>Coombes</b> – Inadequate, previously Good</p> <p><b>Gorse Ride Junior</b> - RI, previously Good</p> <p><b>Early St Peters</b> – Good, previously RI</p> <p><b>Farley Hill</b> - Good, previously RI</p> <p><b>Winnersh</b> - Good, previously RI</p> <p><b>Windmill</b> – Good, inspected for the first time.</p>
% Secondary Schools with a Current Ofsted rating of "good" or better.	<p><b>Improvement</b></p> <p><b>Green:</b> Improvement or 100%</p> <p><b>Amber:</b> No Change compared to previous quarter</p> <p><b>Red:</b> Deterioration</p>	89% (as of 31 March 2016)	89% (Q1: 78%)	<b>Green</b>	Better	Judith Ramsden/ Charlotte Haitham Taylor	<p>Improvement from Q1</p> <p>One school inspection outcome was released in Q2.</p> <p><b>Oakbank School</b> - Good, previously RI</p>

Indicator	Target (plus target range for RAG)	15/16 Actual	16/17 Qtr. 2 Actual	RAG	Direction of Travel (Better/Worse/No change)	Strategic Director / Executive Member	Commentary
% Special Schools with a current Ofsted rating of “good” or better.	<p><b>Improvement</b></p> <p><b>Green:</b> Improvement or 100%</p> <p><b>Amber:</b> No Change compared to previous quarter</p> <p><b>Red:</b> Deterioration compared to previous quarter</p>	100% (as of 31 March 2016)	66% (Q1:66%)	<b>Amber</b>	No change	Judith Ramsden/ Charlotte Haitham Taylor	No change from Q1. No school inspection outcomes released in Q2. Special schools inspected and outcomes published in the first quarter: <b>Southfield</b> - Inadequate, previously Good
% Children who attend a Wokingham school (Primary, Secondary or Special) who are at a school with an Ofsted rating of “good” or better.	<p><b>Improvement</b></p> <p><b>Green:</b> Improvement or 100%</p> <p><b>Amber:</b> No Change compared to previous quarter</p> <p><b>Red:</b> Deterioration compared to previous quarter</p>	90% (as of 31 March 2016)	87% (Q1:86%)	<b>Green</b>	Better	Judith Ramsden/ Charlotte Haitham Taylor	Improvement from Q1. One school inspection outcome was released in Q2. <b>Oakbank School</b> – Good, previously RI

Indicator	Target (plus target range for RAG)	15/16 Actual	16/17 Qtr. 2 Actual	RAG	Direction of Travel (Better/Worse/No change)	Strategic Director / Executive Member	Commentary
<b>Number of schools causing concern</b>	5 schools	5 schools	8 schools (Q1: 8 schools)	N/A	No change	Judith Ramsden/ Charlotte Haitham Taylor	At the end of Q2 2016-17 we were working with 8 schools either because they had a "Requires Improvement" Ofsted judgement (six schools) or because they were in special measures (two schools). All are monitored at least termly.
<b>Number of schools becoming academies</b>	10 schools (expectation at end of 15/16)	1 school	0 schools (Q1: 0 schools)	N/A	N/A	Judith Ramsden/ Charlotte Haitham Taylor	This indicator was introduced because of the expected increase in the rate of academy conversions following the publication of the White Paper "Educational Excellence Everywhere" in March 2016 which set a target that all schools convert to academies by 2022. Since then, however, the government proposals for academy conversion have changed. In Q2 no schools were changing to academies. It is expected that the 2 schools in special measures will change to academies in the next two terms.

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<b>TITLE</b>	<b>School Performance and Narrowing the Gaps: Preliminary Provisional Data for 2016</b>
<b>FOR CONSIDERATION BY</b>	Children's Services Overview and Scrutiny Committee on 15 November 2016
<b>WARD</b>	Non-Specific
<b>STRATEGIC DIRECTOR</b>	Judith Ramsden, Director of People Services

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

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

## **RECOMMENDATION**

To note and support the actions identified.  
To receive further reports following subsequent national data releases.

## **SUMMARY OF REPORT**

This year has demonstrated the continued commitment 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.

The year has brought some significant success, frustration and disappointment. Success being evidenced in schools, previously identified as Requires Improvement gaining recognition of being designated Good. Other success include improvements in outcomes in the Early Years Foundation Stage and Phonics which have long evaded attempts to impact change. More frustrating is the limited impact on improving writing and the disappointment of schools being designated as inadequate. The next challenge is to improve the consistency of delivery across the Borough to ensure success is enjoyed by all.

This report provides provisional information on 2016 pupils' outcomes.

### **Background**

See Annex.

### **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)	Within Service budgets	n/a	R
Next Financial Year (Year 2)		n/a	R
Following Financial Year (Year 3)		n/a	R

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

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

### List of Background Papers

n/a

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**Date**

**Version No.** 1

Annex



# WOKINGHAM BOROUGH COUNCIL

Wokingham School Performance 2016: PROVISIONAL

(Report Update-October 2016)

## 1. Introduction

In 2016 a number of changes were introduced for measuring performance at KS1 and KS2 - reporting by 'levels' of attainment has been replaced by Age Related Expectations (ARE). Schools now report the percentage of the cohort performing at or above ARE. This change makes year on year comparisons complex. Changes in secondary school accountability measures have had a similar effect.

The following report provides a summary of the provisional data following the assessments undertaken during the summer term 2016. 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.

## 2. Summary

Following a number of OFSTED school inspections it is pleasing to report that 87% of Primary schools and 89% of Secondary Schools are Good or better.

### Ofsted ratings

Schools	Outstanding	Good	Requires Improvement	Inadequate
Primary	18%	70%	10.0%	2%
Secondary	11%	78%	11%	0%
Special	50%	0%	0%	50%

Early Years Foundation Stage improved for the 4<sup>th</sup> year running with a 5% improvement. This maintains the Local Authority position above the national average.

(2013 – 48%, 2014 – 61%, 2015-70%, 2016-75% = +5%). This is above the national average improvement of 3% and places the Local Authority above the national average. Performance gaps narrowed in the area of gender (by 2%), but widened for FSM (by 6%), summer-borns (by 3%), and children with special education needs (by 3%).

Year 1 Phonics shows that the Local Authority is now above average with a 9% increase from 2015. (74%-83%). There has been a significant improvement for the boys (71%-82%) while the results of the girls increased from 77%-85%.

Year 2 Phonics are also above the national average at 82%. What is most pleasing is the cumulative result for 2016 Y2 cohort, taking account of the same pupils' 2015 Y1 attainment. This shows that following focused inputs and re-takes, 96% of Wokingham children met the standard. The national figure is not yet available.

KS1 and KS2 test and teacher assessment outcomes are no longer reported using levels. Hence the 2016 data is not comparable with 2015.

At the end of KS1, the percentage of pupils reaching expected standards – 80% in reading, 69% in writing, 79% in mathematics and 90% in science – all the

areas being above the national average. The performance gap for the children eligible for free school meal is 30% in reading and writing, 25% in mathematics and 15% in science.

By the end of KS2, the percentage of pupils reaching the expected standard in reading, writing and mathematics is 61% - 59% are boys and 62% are girls. This is above national average again.

Given the changes in the assessment process this year, the Local Authority has made some initial comparisons on how schools have performed compared to the national average. Attainment at both KS1 and KS2 is above the national average. The positive gap between WBC and national also increased this year. A key priority identified for this new academic year is to improve the outcomes and progress for pupils at KS2 in writing – currently 42% of Primary Schools attained below the national average

In terms of Pupil progress there has not been any DfE release for LA progress data but the NCER figures show good progress in Reading , above the national picture. In Maths the picture is also above national whereas the Writing progress figures emphasises the need for further action.

KS1-2 Progress Score:

	Reading	Writing	Mathematics
Wokingham	+1.2	-1.0	+0.4
National	-0.1	-0.1	-0.1

**GCSE results** this year show a 2.4% decline from 2015. 65.4% of pupils gained five or more GCSEs including English and maths. Wokingham exceeds the national figure by 8.4%. The national figure also declined by 0.3%

This indicator is no longer used to hold schools and local authorities to account, and is published here to provide a comparison over time only. The new indicators are, Average Attainment 8 score per pupil (53.4), and Average progress 8 score (0.20) – both being above national average .

By the end of Key Stage 5 (A Levels), the pass rate decreased marginally to 98.8% from 99.2% in 2015 whilst the national rate remained stable at 98.1%.

The percentage of pupils achieving AAB or better at A level this year increased and exceeded the national picture. 18.5% of pupils gained the highest grades a 0.6% improvement on 2015

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

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

The EYFSP Profile of 17 Early Learning Goals focuses on 3 prime areas of learning; communication and language, physical development and 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;
- the specific areas of mathematics and literacy.

The chart below provides three years attainment (expecting or exceeding) data in all areas of learning. Table 1 provides the details of the attainment data used in Chart 1. Both illustrate that writing has (a) been a relatively weak area and (b) has improved more than others

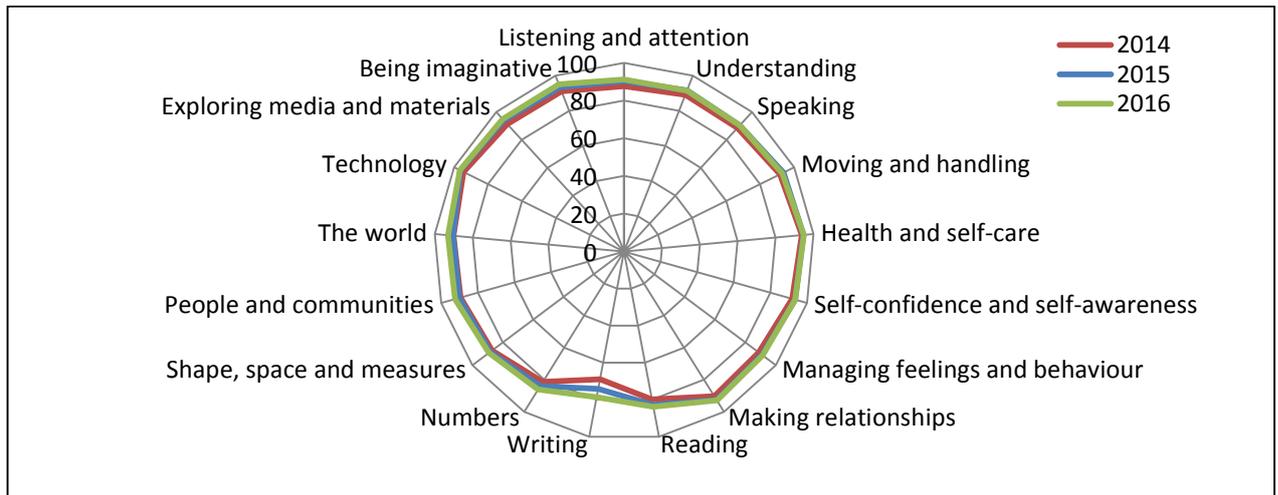


Table 1: EYFS 2014-2016 (expecting or exceeding attainment data in each AOL)

Year	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 materials	Being imaginative	Good Level of Development
2016	91	92	90	93	95	93	91	93	84	79	86	89	93	93	97	95	95	75
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

**Comment:**

In the Early Years Foundation Stage there has been a significant improvement in expected outcomes for children in the fourth year of measuring performance with the revised assessment scales: (2013- 48%, 2014- 61%, 2015-70%, 2016-75%). This is above the national average

improvement of 6% for 2016 and places the Local Authority above the national average attainment. In 2016, the performance of children improved in all areas of learning apart from “Moving and Handling” and “Self-Confidence & Self-Awareness”, which decreased by 1%. Basic skills – reading writing and number – all increased, which led to an overall improvement of 5% on the 2015 performance. The weakest area remains Writing although this did see the biggest improvement (by 5%) from 2015.

Girls outperform boys in all areas of learning. The greatest gap is in writing (boys 73%- girls 85%), so boys’ writing has been a priority over the past two years. Overall the gap between boys and girls is 13% compared to 15% in 2015. The gap has increased for the disadvantaged children by 7% from 14%- 27% although they did better.

Writing will remain a priority for the Early Years team in 2016/17 as well as closing the gap between boys’ and girls’ performance.

## 2. **Phonics Screening Check**

This is the fifth 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.

83% of the children in Years 1 and 2 in Wokingham who were entered for the Phonics test have met the required standard while 15% have not yet done so and 2% did not take the assessment - see Table 2.

**Table 2: Year 1 & 2 Combined Phonics Result 2016**

Met the required standard in	Total %	Boys %	Girls %
2016	83	81	85
2015	73	70	77

There has been a strong improvement in performance for those pupils working at the required standard, from 73% in 2015 to 83% in 2016. Boys’ improvement was particularly impressive, so the girl/boy gap has decreased.

**Table 2a: Year 1 Phonics Result 2016**

Met the required standard in	WBC Total %	National Total%	WBC Boys %	National Boys %	WBC Girls %	National Girls%
2016	83	81	82	77	85	84
2015	74	77	71	73	77	81

There has been an improvement in performance for the Year1 pupils working at the required standard, from 74% in 2015 to 83% in 2016 by 9% - which is significantly above the national improvement of 4%. Again boys' performance, which had been below girls', increased more than girls'.

What is most pleasing is the cumulative result for 2016 Y2 cohort, taking account of the same pupils' 2015 Y1 attainment. This shows that following focused inputs and re-takes, 96% of Wokingham children met the standard an increase of 4% from 2015. There is no national figure at this time.

#### 4. **KS1**

KS1 teacher assessment outcomes are no longer reported using levels. Hence the 2016 data is not directly comparable with 2015.

The current specification enables the teacher to determine whether a pupil is:

- working towards the expected standard,
- working at the expected standard for each subject:
- working at a greater depth within the expected standard/reaching higher standards

At the end of KS1, the percentage of pupils reaching expected standards – 80% in reading, 69% in writing, 79% in mathematics and 90% in science – all the areas being above the national average except writing.

#### **Table 3 provides the performance of pupils in 2016:**

Table 3: % pupils achieving expected and higher standards in KS1

	WBC Reading	National Reading	WBC Writing	National Writing	WBC Maths	National Maths	WBC Science	National Science
%reaching Expected Standard	80	74	69	85	79	73	90	82
%reaching Higher Standard	33	24	17	13	26	18	-	-

#### Comment:

- Writing is the weakest subject; hence it continues to be a priority for the Local Authority in 2015/2016. Comparison with national looks problematic as there has been a significant apparent rise in writing performance compared to the other curriculum areas nationally. This is being investigated as a possible reporting issue.

In writing as in other areas the % reaching the higher standard shows a greater lead above national than the % reaching the expected standard.

4. **Key Stage 2**

KS2 outcomes are no longer reported using levels. Using the Age Related Expectations which replace the level descriptors it is evident that schools exceeded the national performance again. In 2015 Wokingham achieved 7% above national in RWM This year this has increased to 9%.

By the end of KS2, the percentage of pupils reaching the expected standard in reading, writing and mathematics is 61% - 59% are boys and 62% are girls. This is above national average again.

**Table 5- Attainment at the end of key stage 2 in reading, writing and mathematics combined**

	WBC All Pupils	National All Pupils	WBC Boys	National Boys	WBC Girls	National Girls
%reaching Expected Standard	61	52	59	49	62	56
%reaching Higher Standard	9	5	8	5	9	6

**Table 6- Attainment in individual Key Stage 2 tests:**

	WBC Reading	National Reading	WBC GPS	National GPS	WBC Maths	National Maths
%reaching Expected Standard	75	66	82	72	77	70
%reaching Higher Standard	30	19	32	22	25	17
Average Scaled Score *	105	103	106	104	105	103

\*Scaled scores are used to make accurate comparisons of pupil performance over time. 100 or more indicates the pupils have achieved the expected standard.

**Table 7- Attainment in Key Stage 2 Teacher Assessments:**

	WBC Reading	National Reading	WBC Writing	National Writing	WBC Maths	National Maths	WBC Science	National Science
%reaching Expected Standard	84	78	75	73	83	77	86	80
%working at greater depth	n/a	n/a	15	14	n/a	n/a	n/a	n/a

Comment

Table 5 shows consistent performance above national for RWM combined. Here the stronger WBC advantage is at the expected standard rather than at greater depth. Boys' performance is not as strong as girls, but at the expected

standard they out-perform national boys by more than girls do their national peers.

Table 6 shows performance fairly consistently above national, maths being less strong than others.

Table 7 shows the impact of teacher assessment (TA) in Wokingham (which was moderated regionally) and TA nationally. TA results are above test results in reading – by 12% nationally and 9% in Wokingham. In Reading tests, Wokingham pupils were 9% above national, whilst in TA they were 6% above. This suggests rigour in the Wokingham approach to TA for reading. In maths differences are similar but less marked. So, TA results were above test results again, by 7% nationally and 6% in Wokingham. In tests Wokingham pupils were 7% above national, and in TA 6% (as in reading).

All this forms a context for looking at the KS2 writing outcome, which is lower than WBC reading and maths, and only marginally above national. There is no test outcome for comparison, but if there were, it might perhaps show a higher result as in the other curriculum areas. As in other key stages, writing shows an apparent need for focus. It appears not to be held back by basic skills, because Grammar, Punctuation & Spelling (GPS) scores show the strongest test results and are well above national. Wokingham schools have shown an ability to transform GLD outcomes through significant focus and improvement in writing, and the aspiration is that they do the same at KS 1 & 2.

## 5. **KS4: GCSE**

For the first time new indicators replace GCSEs These indicators are: Average Attainment 8 score per pupil (53.4), and Average progress 8 scores (0.20) . Results this year for these indicators are both above national average..

GCSE results this year show a 2.4% decline from 2015. 65.4% of pupils gained five or more GCSEs including English and maths. Wokingham exceeds the national figure by 8.4%. The national figure also declined by 0.3%. According to recent statistical DfE release Wokingham is ranked 13<sup>th</sup> in the country for 5 GCSEs including English and Maths.

These indicators are no longer used to hold schools and local authorities to account, and are published here to provide a comparison over time only.

Table 8 - achievements of pupils at the end of key stage 4

	Average Attainment Score per pupil	Average Progress 8 score	English Baccalaureate
WBC	53.4	0.20	33.7
National	49.9	-0.03	24.6

## 6. **KS5: A Level**

By the end of Key Stage 5 (A Levels), the pass rate decreased marginally to 98.8% from 99.2% in 2015 whilst the national rate remained stable at 98.1%.

The percentage of pupils achieving AAB or better at A level this year increased and exceeded the national picture. 18.5% of pupils gained the highest grades a 0.6% improvement on 2015.

Table 9 – Attainment of A Level pupils:

	Percentage of students achieving 3 A*-A grades or better at A level		Percentage of students achieving grades AAB or better at A level		Percentage of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects	
	WBC	National	WBC	National	WBC	National
2016	9.6	10.2	18.5	18.1	14.5	13.6
2015	10.5	8.9	17.9	15.5	14.8	11.5
2014	8.9	9.4	17.2	16.1	13.3	11.9

### **Closing The Gap: Free School Meals 2014-2016**

Narrowing the Gap – provisional data. There continues to be an emphasis on what difference schools are making to their pupils, particularly to the most vulnerable. OFSTED has identified two key challenges for schools in the South East. These are the how to narrow the gap in achievement for the most vulnerable in (a) south east coastal towns and (b) affluent areas. Wokingham has a small number of pupils who access FSM, and so shares this challenge with similar areas which Ofsted has recognised as struggling to narrow gaps consistently.

Narrowing Gaps is established as a priority for Wokingham.

- Foundation Stage outcomes have risen significantly as a whole. Non-FSM pupils' performance increased by +6 points in 2016, FSM pupils' by +1, so the gap increased by 6 points despite improved FSM performance.
- The Year 1 Phonics result for non-FSM pupils is 1 percentage point above national, with FSM pupils remaining 7 percentage points below national. The 9% increase in 2016 FSM performance is nevertheless pleasing.
- Key Stage 1 gaps for pupils achieving expected standards are significantly higher than national for reading, writing, and mathematics except for science where the gap is at the same level as national. Although the assessment system has changed, performance gaps are wider than in 2015, and whereas FSM performance was around national last year, it is below for the 2016 cohort (excepting in science).

- Key Stage 2 gaps show a consistent improvement over time for RWM. Over 4 years the gap figure has reduced as follows: 39 – 33 – 32 – 28. These figures are nevertheless high for combined Reading, Writing & Maths and also for the tests and teacher assessments.
- According to NCER data at KS2 the % of FSM pupils attaining the expected standard in Reading, Writing and Maths combined (RWM) is broadly in line with that of FSM pupils nationally. Non FSM exceeded the national by 6%.
- Figures for GCSE and A level are not yet available.

(National figures in brackets where available)

#### **Early Years Foundation Stage: Performance Gaps**

Good Level of Development	2014	2015	2016
Non-FSM	62% (64%)	71% (69%)	77%
FSM	35% (45%)	50% (51%)	51%
Gap	27% (19%)	21% (18%)	26%

#### **Phonics Screening Yr 1 Performance Gaps**

Percentage achieving expected national standard	2014	2015	2016
Non-FSM	72% (77%)	75% (79%)	84% (83%)
FSM	49% (61%)	53% (65%)	62% (69%)
Gap	23% (16%)	22% (14%)	22% (14%)

#### **Key Stage 1 Performance Gaps**

**Percentage of pupils reaching the expected standard by free school meal eligibility:**

	Reading	Writing	Maths	Science
Non-FSM	82% (77%)	71% (68%)	80% (75%)	91% (84%)
FSM	52% (60%)	41% (50%)	55% (58%)	76% (69%)
Gap	30% (17%)	30% (18%)	25% (17%)	15% (15%)

#### **Key Stage 2 Performance Gaps**

% achieving expected standard in Tests:

	Reading Test	GPS Test	Maths Test	RWM
Non-FSM	77	83	79	62
FSM	48	59	49	34
Gap	29	24	30	28

% achieving expected standard in Teacher Assessments:

	Reading TA	Writing TA	Maths TA	Science TA
Non-FSM	85	76	84	87
FSM	62	48	56	56
Gap	23	28	28	31

### **Closing the Gap – Action and Focus.**

For children’s futures, educational achievement is key to breaking the cycle of poverty. We support schools to narrow achievement gaps and improve the performance of disadvantaged pupils. Because overall performance is very high in Wokingham, the achievement gaps are wider than elsewhere. The 2016 data isn’t all released yet, but in 2015, the gap for five good GCSEs including English and maths was 31% in Wokingham, and 27% nationally. In fact though our disadvantaged pupils did better than their national peers (Our figure was 39% - it was 36% nationally). The rate of progress during secondary school was higher too in Wokingham than nationally, and we had the same success in Key Stage 1.

Officers have led action research on transition from primary to secondary school, showcased good practice, worked with partners, and brought learning back from national and regional fora. Termly meetings for narrowing the gap leaders are held, and the team is working in partnership with Wellington College to provide a training event. Officers attend meetings with other authorities, and are organising a pan-Berkshire narrowing the gap conference for the spring. Early years officers are working with school and nursery leaders, as well as colleagues in health and community development, to produce materials to support parents to ensure that their children are ‘school-ready’.

The impact of all this has been recognised by the Department for Education and Ofsted. Maiden Erlegh School won the Department for Education’s Pupil Premium Award for the south east region this year. Inspection reports include comments like: ‘Disadvantaged pupils catch up quickly because of well-judged support....Previous gaps between disadvantaged pupils and their peers ...have closed completely.’ (Winnersh Primary, May 2016) ‘The proportion of disadvantaged pupils achieving expected levels in the Year 1 phonics check has doubled since the previous inspection.’ (All Saints Primary, September 2016). Officers had worked closely with these schools.

More impact - the percentage of Wokingham’s disadvantaged children achieving a good level of development at foundation stage went from 35% in

2014 to 51% in 2016. The phonics result at age 6 increased from 42% in 2013 to 56% in 2015, and looks like being about 65% this year. The figure for reading, writing and maths at the end of primary school increased from 53% in 2013 to 60% in 2015 and is in line with national peers in 2016.

We know we still have work to do. Despite improvements in phonics, outcomes for disadvantaged children remain below national. In 2016, KS1 attainment for children eligible for FSM was below national, and gaps were larger. We know from Ofsted that this is a particular challenge in wealthy areas with low numbers of disadvantaged families. We are going to be part of a new working group of similar authorities looking at this.

In summary, work on reducing children living in poverty underpins the work carried out in Children's Services. As a council, we continue to strive to close achievement gaps and reduce the poverty rate, with the intended outcome of supporting all children and young people in Wokingham to feel listened to, be safe and have an opportunity to live their lives to their full potential.

<b>TITLE</b>	<b>Schools Ofsted Performance</b>
<b>FOR CONSIDERATION BY</b>	Children’s Services Overview and Scrutiny Committee – 15 November 2016
<b>WARD</b>	Non-specific
<b>DIRECTOR</b>	Judith Ramsden, Director of People Services

<p><b>OUTCOME / BENEFITS TO THE COMMUNITY</b></p> <p>To monitor schools effectiveness and the Local Authority contribution.</p>
<p><b>RECOMMENDATION</b></p> <p>Members to question the content of the reports and to make recommendations.</p>
<p><b>SUMMARY OF REPORT</b></p> <p>To review the recent Ofsted judgements and the Ofsted outcomes over the past year noting the comments on Local Authority support.</p>

The report provides the usual summary of pages of recent Ofsted reports for discussion at the meeting in addition a full account of Ofsted outcomes since September 2015, with comments on LA support, is given below. It shows 21 inspections of which 20 include graded judgements: 6 improved; 4 declined; 10 stayed the same – in a more challenging framework. Where there are comments on LA support the majority are positive: 8 positive; 2 negative; 3 mixed.

Of the negative comments, Southfield is covered in the annex, and Bearwood’s comment is inconsistent with the fact that the headteacher has asked for the same SIO to continue support for the school. Mixed comments are either non-committal (where in Southfield’s first inspection the report agreed with the LA’s previous inspection report) or reflect 2 cases where extra supportive LA input did not secure impact in terms on school actions.

The LA was investigating Southfield prior to the Ofsted inspection and Ofsted had maintained liaison with the LA during this period.

**Background**

<b>Keep Hatch Primary School (Inspection Dates: 30 June-1 July 2016)</b>	Requires Improvement
<b>Southfield School (Inspection Dates: 12-13 July 2016)</b>	Section 8 Report
<b>All Saints Primary School</b>	Good

**(Inspection Dates: 21-22 September 2016)**

**Bearwood Primary School  
(Inspection Dates: 22-23 September 2016)**

Requires Improvement

**Oaklands Junior School  
(Inspection Date: 5 October 2016)**

Continues to be Good

**Ofsted judgements made over the last year – Annex attached**

### **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

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**Telephone No** 0118 974 6055  
**Date** 3 November 2016

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

## Ofsted judgements made over the last year

Date	School	Report type	Overall outcome	Last	Comment made on LA support and intervention
23 <sup>rd</sup> Sept 2015	St Nicholas CE Primary	S8 (short)	Good	Good	No comment.
14 <sup>th</sup> Oct 2015	St Dominic Savio CE Primary School	School inspection report (full)	Good	Requires Improvement	Both the local authority and school supporting St Dominic Savio have contributed very strongly to improving leadership and management, and the quality of teaching and learning.
1 <sup>st</sup> March 2016	Sonning CE Primary School	S8	Good	Good	No comment.
1 <sup>st</sup> March 2016	Grazeley Parochial CE Primary	S8	Good	Good	No comment.
2 <sup>nd</sup> March 2016	Crazies Hill Primary School	S8	Good	Good	No comment.
22 <sup>nd</sup> March 2016	Gorse Ride Infant	S8	Good	Good	No comment.
11 <sup>th</sup> Apr 2016	The Forest School	School inspection report	Requires Improvement	NA	Senior leaders and governors make use of advisers from the local authority to support key aspects of school improvement. Monitoring and review visits take place to affirm the quality of teaching and the support offered to newly qualified teachers. In addition, close working relationships with other local schools have led to better teaching and leadership in a range of subjects.
26 <sup>th</sup> April 2016	Earley St Peter's CE Primary	School inspection report	Good	Requires Improvement	The local authority provides suitable, and rightly reducing support. The diocese is also helpful.
26 <sup>th</sup> Apr 2016	Southfield School	School inspection report	Inadequate	Good	Southfield School is a special school for pupils with social, emotional or mental health needs. The school has been working with the local authority to admit and cater for pupils with an increasing level of need.
11 <sup>th</sup> May 2016	Farley Hill Primary School	School inspection report	Good	Requires Improvement	An increased level of support from the local authority following the previous inspection quickly reduced, recognising the capacity to do what was necessary existed within the school. The Headteacher values the ongoing challenge and support, but this at an appropriate 'light-touch' level.
17 <sup>th</sup> May 2016	The Coombes Primary	School inspection report	Inadequate	Good	The local authority recognised that the school needed significant support and put in place an improvement board to hold leaders and governors

					to account. However, the local authority has been too optimistic about the impact of the recent change to leadership.
24 <sup>th</sup> May 2016	Winnersh Primary School	School inspection report	Good	Requires Improvement	The local authority, following the previous inspection, stepped up its support for school leaders. Officers ensured a close eye was cast over all aspects of school performance and leaders were challenged to improve the school. The local authority has appropriately relaxed its scrutiny in recent times, rightly transferring full confidence to school leaders to continue along the upward trajectory that they have set so successfully.
7 <sup>th</sup> June 2016	Oaklands Infant	S8	Good	Good	No comment.
7 <sup>th</sup> June 2016	Gorse Ride Junior	School inspection report	Requires Improvement	Good	The local authority has provided limited support for the school. A review of pupil premium funding was carried out in January 2015, but the impact of this review has not had a positive impact on increasing the progress of disadvantaged pupils.
30 <sup>th</sup> June 2016	Keep Hatch Primary	School Inspection report	Requires Improvement	Requires Improvement	The school has received advice from several organisations regarding the areas to improve; this includes useful support from the local authority.
12 <sup>th</sup> July 2016	Westende Junior School	S8	Good	Good	No comment.
12 <sup>th</sup> July 2016	Southfield School	S8			The local authority's statement of action is fit for purpose. External support from the authority, since April, has not provided the school with the stability it has needed. There have been too many different interim principals. In some cases this has been due to unforeseen circumstances, but not in all cases. The local authority representative has visited the school to work with interim principals on a weekly basis but has not observed the school at work. He has relied too much on the views of others about how pupils are behaving. In addition, the local authority has not made it clear enough to the governing body what its role is...
22 <sup>nd</sup> July 2016	Oakbank	School inspection report	Good	Requires Improvement	No comment.
21 <sup>st</sup> Sept 2016	All Saints CE Primary School	School inspection report	Good	Requires Improvement	Since the previous inspection, the Headteacher has worked constructively with the local authority and with a national leader of education. This support was scaled back last year in recognition of substantial improvements made in

					the school.
22 <sup>nd</sup> Sept 2016	Bearwood Primary School	School inspection report	Requires Improvement	Requires Improvement	The support received from the local authority in the past has not used pupils' progress information across the school incisively enough to focus leaders' and governors' attention on strategic planning.
5 <sup>th</sup> Oct	Oaklands Junior School	S8	Good	Good	Working in partnership with the local authority and other local schools you have implemented new assessment systems and teaching approaches. This has enabled much smarter monitoring of the progress that all groups of pupils make and allowed teachers to adapt their planning where necessary. You have worked closely with the local authority and governors to establish an accurate understanding of the strengths and weaknesses of the school. Drawing on helpful support from the local authority, you implemented a new and improved system to assess pupils' progress and attainment in line with the new national curriculum.

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18 October 2016

Hazel West  
Headteacher  
Oaklands Junior School  
Butler Road  
Crowthorne  
Berkshire  
RG45 6QZ

Dear Mrs West

### **Short inspection of Oaklands Junior School**

Following my visit to the school on 5 October 2016, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in September 2011.

#### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection. You provide clear vision and leadership and are well-respected by staff and pupils. You and your team are rightly ambitious for all of the pupils in your care and have a clear focus on improving the quality of provision at Oaklands. Pupils and the large majority of parents are rightly proud of the school and all that it achieves.

Oaklands Junior School has a particularly warm and welcoming atmosphere. Pupils are happy, confident and display very constructive attitudes towards their work, the school and each other. They are proud to explain their learning and readily share ideas. This pride is also evident in their well-presented written work. Pupils told me that they appreciate the range of opportunities that the school offers, in particular the range of sporting activities and team building events such as the residential trip to Osmington Bay.

Supporting pupils' personal development is clearly a strength of the school. Pupils can explain the importance of fundraising activities for charity and many take particular pleasure in supporting younger pupils either socially or with their reading skills. Leaders ensure that pupils are encouraged to have high aspirations. This inspection took place during the school's 'aspirations week' during which visitors were inspiring pupils to consider a range of different careers. In addition, assembly was used to challenge pupils to design creative engineering solutions to everyday problems with a view to entering a national competition.

Pupil's achievement is good. However, historical progress information indicates that, although pupils achieved well in reading and mathematics, standards of writing and the overall levels of progress made by the most able pupils were areas of weakness in the past. This is no longer the case. Your school improvement planning is detailed and appropriately focused. Leaders and governors have an accurate understanding of the school and use this to identify strengths and areas for development. This has led to significant improvements in the quality of teaching and assessment in English over the past year. Consequently, standards are now rising and all groups of pupils currently in the school are making stronger progress in English and mathematics.

Leaders have responded well to the areas for improvement identified during the previous inspection. Working in partnership with the local authority and other local schools you have implemented new assessment systems and teaching approaches. This has enabled much smarter monitoring of the progress that all groups of pupils make and allowed teachers to adapt their planning where necessary. As a result, the quality of teaching and outcomes have improved and staff morale is high.

### **Safeguarding is effective.**

This is a school that knows its pupils well and ensures that they are cared for and protected rigorously and compassionately. Pupils report that they feel safe and happy. Incidents of bullying or bad behaviour are very rare and appropriate actions are taken when they do occur. Pupils work hard and participate diligently. They are looked after and supported remarkably well. This is reflected in pupils' very high standards of behaviour in lessons and very good conduct around the school.

Staff work particularly well together to protect the welfare of the pupils. Policies and practices meet statutory requirements and appropriate checks are made on all adults working with pupils. Staff receive regular and relevant training on safeguarding with appropriate focus on maintaining awareness of radicalisation and e-safety. There are very well established relationships and good communication with other agencies. Consequently, staff respond appropriately and swiftly to any concerns, ensuring timely and effective support for pupils of concern and reviews of the impact of any actions taken.

### **Inspection findings**

- You have embedded a culture of high expectations for all, underpinned by a clear vision of, 'Learning to think and thinking to learn'. Achievements are celebrated prominently from the front door throughout the corridors and classrooms and via the 'I am talented, together we are awesome' display in the main hall. As a result, pupils are self-confident, articulate and proud of their school.
- You have worked closely with the local authority and governors to establish an accurate understanding of the strengths and weaknesses of the school. Leaders have used this knowledge to make essential improvements to teaching, learning and assessment. For example, you

recognised the need to strengthen teachers' use of assessment and to improve the teaching and learning of writing. Drawing on helpful support from the local authority, you implemented a new and improved system to assess pupils' progress and attainment in line with the new national curriculum. Teachers make use of this assessment information to help them plan lessons to meet pupils' needs. This system has supported teachers to make changes which have led to better-quality outcomes across the school.

- Close working relationships between staff ensure that they learn together. You have created an atmosphere for teachers and teaching assistants that supports their professional development. Staff are proactive and keen to refine their practice. Consequently, new staff feel very well supported and highly skilled teaching assistants inspire pupils with confidence in their reading and writing.
- Leaders have taken effective steps to address the areas for improvement identified at the last inspection. The quality of teaching seen during this inspection, the schools' accurate current progress information together with the work in pupils' books all confirm that the majority of teaching at Oaklands Junior School is securely good or better. There is clear evidence of improved levels of challenge for all groups of pupils, including the most able, and leaders are keen to improve standards still further. Reading and mathematics skills across the school are particularly strong and writing is now broadly in line with national expectations and improving.
- In the past, although a high proportion of pupils have entered the school with above-average achievement, standards by the end of Year 6 have only been broadly in line with national expectations. In 2016, as yet unvalidated school figures show that the proportion reaching the expected standard in reading, writing and mathematics was above provisional national averages. Standards in mathematics and reading were particularly high. However, although writing had improved from previous years it was still below provisional national figures in 2016. The school's accurate progress information and the achievement in pupils' English books clearly demonstrate that current pupils are making stronger progress in developing their writing skills.
- Governors are an enthusiastic and effective team; they know the school well and offer useful support to you and your senior team. They recently conducted a skills' audit, are reflective and review their work, making changes to increase their impact where necessary. Governors are aware that more accurate records of the detail of their challenge to senior leaders would help them to track the progress the school is making towards achieving its goals.
- Leaders plan and deliver individual programmes for pupils who have special educational needs and/or disabilities, as well as giving valuable advice to classroom teachers. Teachers use this information to plan activities to help pupils improve in lessons. Targeted support from skilful teaching assistants is particularly effective at supporting this group of pupils to develop their reading and writing skills.

- The small numbers of disadvantaged pupils are making progress in line with their classmates. Leaders ensure that teachers are clear about who these pupils are and plan activities to suit their needs. Where pupils fall behind, teachers and teaching assistants intervene to make sure that pupils catch up quickly.
- Most pupils display very positive attitudes towards their learning. They apply themselves diligently to the tasks they are set and are keen to make their work the best it can be. Conduct around the school is very good and overall attendance is above the national average. While leaders have improved provision for the disadvantaged pupils and those who have special educational needs and/or disabilities, more needs to be done to challenge further improvements to the attendance of these two groups.
- Teachers have high expectations and use their good subject knowledge to design engaging lessons and bright stimulating displays in each of the classrooms. Teachers use questioning and discussion well to review and deepen pupils' understanding. There is a clear focus on pupils' intended learning and teachers ensure that pupils respond well to precise feedback to improve their work. Pupils' books in every year group demonstrate the pride they take in their work and how well they draft and refine their work to hone improvements.
- You have improved the level of challenge for the most able pupils by ensuring that all teachers are set targets to improve the progress they make. Consequently, standards of literacy, thinking skills and problem-solving have improved. Achievement in mathematics for this group has been strong for some time and the curriculum offers rich opportunities to become involved in music, art and sports. More recently, author exhibitions, trips, visits from writers and involvement in competitions are helping to raise aspirations and standards in English. Leaders are aware that more needs to be done to promote routine problem-solving and/or more frequent extended writing opportunities in science, French and the humanities subjects for this group in particular.
- The curriculum is interesting for pupils and promotes a wide range of skills and knowledge. Assemblies and lessons ensure that pupils' spiritual, moral, social and cultural development is well promoted. Pupils speak with pride about how they support each other in school and recall with confidence how they have studied different faiths and cultures.
- During the inspection, I spoke with several parents at the beginning of the day who reported that they are very satisfied with the school, the support their children receive and the progress pupils make. In addition, several parents and members of the wider community support the school to give presentations as part of 'aspirations week' or to participate in the harvest festival assembly. Although most parents are supportive of the school, surveys indicate that a significant minority are less satisfied and would like further progress information from the school. Governors and leaders are aware that more needs to be done to ensure improved communication with all parents.

## **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- the highest quality teaching, learning and assessment is shared across the school to challenge the most able pupils to achieve outstanding outcomes across the wider curriculum
- the attendance and achievement of disadvantaged pupils and those who have special educational needs and/or disabilities continues to improve
- better communication enables all parents to feel more involved in the life of the school.

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

Yours sincerely

Matthew Newberry  
**Her Majesty's Inspector**

## **Information about the inspection**

During this inspection, I looked closely at specific aspects of the school's provision including: safeguarding arrangements, the progress made by the most able pupils, the progress pupils make in writing, how effectively teachers meet the needs of groups of pupils including disadvantaged pupils and those who have special educational needs and/or disabilities.

I met with you, the deputy headteacher, several middle leaders, a group of governors, including the chair of the governing body, and a group of pupils. I spoke to a consultant from the local authority who works closely with the school. I visited six lessons, all accompanied by yourself or leaders, to observe teaching and to talk to pupils about what they were learning. I looked at pupils' work in their exercise books and spoke to them informally at breaktime. I considered the responses of 67 parents to Ofsted's online questionnaire, Parent View. I analysed a range of documentation, including reports provided by the local authority, the school's self-evaluation, the improvement plan and safeguarding checks, policies and procedures.



# All Saints CofE (Aided) Primary School

Norreys Avenue, Wokingham, Berkshire RG40 1UX

## Inspection dates

21–22 September 2016

## Overall effectiveness

**Good**

Effectiveness of leadership and management

**Good**

Quality of teaching, learning and assessment

**Good**

Personal development, behaviour and welfare

**Good**

Outcomes for pupils

**Good**

Early years provision

**Outstanding**

Overall effectiveness at previous inspection

Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher, leaders and governors have raised expectations of pupils' learning and behaviour across the school.
- Substantially improved teaching, learning and assessment mean that pupils in all year groups make faster progress in reading, writing and mathematics than at the time of the previous inspection.
- Rising achievement means that pupils at the end of Reception Year, Year 2 and Year 6 are better prepared for the next stage of their education than for many years in the school's history.
- Strong relationships and mutual respect characterise this happy, hard-working school.
- Pupils are safe and well behaved. They like school and all it has to offer.
- Parents are extremely positive about the school's work.
- There are variations in the teaching of spelling during key stage 2. This hampers pupils' progress in writing.
- Leaders do not use information about pupils' progress and attendance as fully as they could to check improvements and plan developments.
- The early years leader has secured remarkable improvements in the quality of teaching and in children's progress since the previous inspection.
- Children in early years are excited about school and clearly have a wonderful time while they learn. They make exceptionally rapid and sustained progress during early years.
- Governance has improved considerably since the previous inspection. Governors hold leaders robustly to account for pupils' achievement. They share the headteacher's high expectations for all pupils and staff and are exceedingly proud of the school.
- The school's motto, 'Pride in the Badge', runs throughout all aspects of school life. It is reflected most strongly in every pupil's pride in their achievements and in their determination to do well, regardless of background or ability.
- Some disadvantaged pupils and pupils who have special educational needs and/or disabilities continue to attend less well than other pupils.

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# Bearwood Primary School

Bearwood Road, Sindlesham, Wokingham, Berkshire RG41 5BB

## Inspection dates

22–23 September 2016

<b>Overall effectiveness</b>	<b>Requires improvement</b>
Effectiveness of leadership and management	<b>Requires improvement</b>
Quality of teaching, learning and assessment	<b>Requires improvement</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Require improvement</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Year 6 pupils in the past did not make the progress expected of them and too many did not reach the expected standards in mathematics by the time they left the school.
- The quality of teaching is not consistently good. For example, in mathematics, some pupils do not benefit from problem-solving opportunities frequently enough to develop their ability to reason.
- The most able pupils are not challenged well enough. Sometimes they do not get on with their work quickly enough and they wait for teachers to help other pupils.
- Leaders of mathematics do not evaluate the impact of their training effectively and do not check that teaching is improving.
- Leaders’ plans do not always help them to check pupils’ progress across the school or identify what actions they need to take.
- Governors have not implemented the recommendations of their external review quickly enough to be able to make a full contribution to the leadership of the school.

### The school has the following strengths

- The school is a harmonious community. Pupils behave well and care for each other. Pupils like school and the vast majority say that they feel safe and happy.
- Children in the Nursery and Reception classes thrive. More children attain well at the end of the Reception class than the level seen nationally. Standards are higher than in the past. Most children are well prepared for Year 1.
- Year 1 pupils attain well in the phonics check. Pupils benefit from their teachers’ good subject knowledge so that they build their fluency in reading quickly.
- Teaching is improving throughout the school in English. Teachers guide pupils well when helping them to write and they provide regular feedback, which pupils appreciate.
- Leaders spend funding wisely to ensure that disadvantaged pupils’ attainment is improving at the end of key stage 1. At key stage 2 more disadvantaged pupils are catching up with their classmates than in the past.

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# Keep Hatch Primary School

Ashridge Road, Wokingham, Berkshire RG40 1PG

<b>Inspection dates</b>	30 June – 1 July 2016
<b>Overall effectiveness</b>	<b>Requires improvement</b>
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Leaders and governors have not made the required improvements to be good since the previous inspection. They have not ensured good rates of progress for all pupils.
- Self-evaluation by leaders is not sufficiently rigorous. Actions to bring about improvements have not been evaluated regarding their impact on pupils' progress.
- Subject leaders do not monitor teaching and learning effectively enough. They do not check how well teachers challenge pupils. They do not evaluate the progress of different groups of pupils.
- The rates of attendance for pupils, including those who are eligible for the pupil premium, have dipped to below the national average.
- The school's website does not conform to some of the necessary requirements.
- Governors are occasionally provided with confusing information about the progress and attainment of pupils. They do not challenge leaders rigorously enough and have not carefully analysed information about pupils' performance and attendance.
- Teachers do not regularly challenge pupils or have the highest expectations. Sometimes they do not provide work that is well matched to pupils' abilities.
- Although starting to close, there are still gaps between the attainment and progress of pupils eligible for the pupil premium and their classmates, especially in key stage 2.
- The early years requires improvement because pupils do not make the best possible progress. This is because leaders do not regularly monitor children's progress or set challenging next steps for their learning.

### The school has the following strengths

- The curriculum is rich and varied. Pupils make good progress in their spiritual, moral, social and cultural development. British values are carefully taught.
- Pupils behave exceptionally well around the school and in lessons.
- The teaching of phonics is of a high quality. Attainment is rapidly improving as a result.
- Parents are very supportive of the school. Pupils say they enjoy school and feel safe and happy.

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14 September 2016

Mr Chris Wonfor  
Interim principal  
Southfield School  
Gipsy Lane  
Wokingham  
Berkshire  
RG40 2HR

Dear Mr Wonfor

### **Special measures monitoring inspection of Southfield School**

Following my visit to your school on 12 and 13 July 2016, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken since the school's recent section 5 inspection.

The inspection was the first monitoring inspection since the school became subject to special measures following the inspection that took place in March 2016.

Having considered all the evidence, I am of the opinion that at this time:

Leaders and managers are not taking effective action towards the removal of special measures.

The local authority's statement of action is fit for purpose.

The post-Ofsted action plan is not fit for purpose.

The school may not appoint newly qualified teachers before the next monitoring inspection.

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

Yours sincerely

Sarah Hubbard  
**Her Majesty's Inspector**

## Annex

### The areas for improvement identified during the inspection that took place in March 2016

- Significantly improve leadership and management so that essential improvements are made by:
  - ensuring that arrangements to safeguard pupils are robust
  - implementing rigorous and effective systems for managing staff performance so that staff are held to account for their impact on pupils' achievement
  - developing a culture where staff work together for the benefit of pupils
  - ensuring that leaders' self-evaluations are accurate and based on rigorous monitoring by leaders
  - sharpening leaders' plans for improvement so that they are more focused on the key issues for improvement
  - making rapid improvements to the curriculum so that it more consistently meets the needs of pupils
  - ensuring governors challenge leaders effectively and develop more robust systems for staff to raise concerns.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

- Improve pupils' behaviour by:
  - adapting the curriculum so that it supports pupils with the most complex needs
  - ensuring staff receive up-to-date training on meeting the needs of pupils with a range of needs
  - reducing the number of exclusions.
- Improve teaching so that it is consistently good and results in good progress for all groups of pupils by:
  - raising teachers' expectations for what pupils with the most complex needs can achieve
  - tackling weaknesses in certain subjects, such as science
  - ensuring pupils' work consistently has the appropriate level of challenge, especially for the most able, and builds on what pupils already know and can do
  - developing teachers' subject knowledge, particularly those who work with pupils who have the most complex needs
  - ensuring that lessons more consistently capture the interest and enthusiasm of pupils.

## **Report on the first monitoring inspection on 12 and 13 July 2016**

### **Evidence**

Her Majesty's Inspector observed the school's work, met with members of the governing body (including the chair and vice-chair), senior leaders, a group of staff, a group of pupils, and a representative from the local authority who supports the school. Observations of learning were carried out in the secondary and primary areas of the school. In addition, Her Majesty's Inspector scrutinised documents, including records of safety checks made on staff, the post-Ofsted action plan and a formal letter written by a member of staff to Her Majesty's Inspector and the local authority. Her Majesty's Inspector spoke with a parent on the telephone and held a telephone conversation with the local authority's designated officer.

Her Majesty's Inspector was made aware, during this inspection, that a number of serious incidents have been brought to light since the previous inspection and are currently under investigation by the appropriate authorities. While Ofsted does not have the power to investigate incidents of this kind, actions taken by the setting in response to the incidents were considered (where appropriate) alongside the other evidence available at the time of the inspection to inform the inspector's judgements.

During this inspection, the areas of improvement relating to safeguarding and behaviour were focused upon.

### **Context**

The principal and deputy principal are currently suspended as are three other members of staff. The current interim principal had been in post for six days at the time of the inspection. He is the fourth interim principal; however, this is the fifth change to the role, as one interim principal has assumed the role twice. Currently, there is an interim deputy principal who is taking responsibility for behaviour. The role of assistant principal with responsibility for key stage 3 and key stage 4 is interim.

The behaviour manager is on long-term sick leave prior to his resignation commencing after 20 July 2016. The assistant principal responsible for safeguarding has recently returned after being on long-term sick leave. At the end of the summer term, a mathematics teacher is leaving and so is a newly qualified key stage 2 teacher. A new mathematics teacher has been appointed for September, as has a new deputy principal with responsibility for the curriculum. The role of behaviour manager had not been filled at the time of this monitoring inspection.

The governing body's delegated powers have been removed and now rest with the local authority. Governors have continued to pursue plans for the school to gain

academy status, including making a visit to the designated sponsor. The conversion to academy status is scheduled for December 2016.

### **The effectiveness of leadership and management**

Leaders, including the local authority and governors, have not ensured that the areas for development from the previous inspection have been implemented. Following the suspension of the principal and deputy principal, in April 2016, the school has had four different interim principals. Each interim principal has made changes, some of which overturned changes made by their predecessor. They have not, however, made the improvements needed to keep pupils and staff safe. In addition, one member of the senior leadership team has been absent due to long-term sick leave, leading to further gaps in leadership. Consequently, the school has been rudderless while experiencing profound instability. This serious situation has not only prevented the school from moving forward, but led to a substantial deterioration in the school, particularly in pupils' behaviour. Despite this, most staff have remained committed to the school and the pupils.

Pupils and staff are not safe at the school. The erosion of the authority of staff means that a number of pupils repeatedly ignore the instructions they are given. Some pupils act in such a way as to put themselves, and those around them, at risk. Her Majesty's Inspector witnessed pupils showing aggression towards other pupils and towards staff, including pushing staff out of the way, spitting at them and kicking out at them. Pupils still have access to the flat roof, which was identified as a safety concern in the previous inspection report. Despite staff remonstrating with pupils to come down from the roof, pupils continue to climb onto the roof and along the high fence. When doing this, pupils put their own safety at risk and the safety of the staff who endeavour to keep them safe while they are on the roof. So grave were Her Majesty's Inspector's concerns that the local authority was requested to take immediate action to keep pupils and staff safe.

Following the previous inspection, the local authority removed the delegated powers of the governing body. In order to ratify decisions about finance and staffing, the governing body now needs to gain the agreement of the local authority. Governors are not clear enough about the implications of the removal of their delegated powers. In particular, they do not understand that this situation requires greater collaboration between the governing body and the local authority. There are unhelpful differences between some members of the governing body and the local authority and this too prevents the school from moving forward.

The post-Ofsted action plan is detailed and is linked closely to the authority's statement of action, with milestones in place. However, it is not fit for purpose because it does not indicate who is responsible for monitoring how effective the implementation of the plan is. In addition, the criteria by which milestones are judged as successful are not closely enough based on the difference planned actions will make to pupils.

## **Quality of teaching, learning and assessment**

Teachers and assistants in the secondary part of the school have concentrated on containing pupils' behaviour and therefore have not tackled the areas for improvement in teaching. This approach has been more successful for lower key stage 3 than in other year groups. The disruption caused by some pupils' very challenging behaviour, most significantly but not solely in key stage 4, means it is very difficult for those pupils who want to learn to do so.

In key stage 2, pupils' behaviour is better than in key stage 4 and upper key stage 3 and some learning is taking place. However, some pupils with specific learning needs are not having those needs catered for well enough. As a result, their progress is slow. A number of pupils showed that they were able to apply the key skills they had learned from their reading when completing their autobiographies.

## **Personal development, behaviour and welfare**

Pupils' behaviour has declined since the previous inspection. Some pupils, especially in upper key stage 3 and in key stage 4, are openly aggressive and hostile toward staff and other pupils. A number of pupils do not carry out teachers' instructions and respond to them by using abusive language and aggression, including pushing teachers out of the way. Pupils do not respect the boundaries between themselves and staff and are, sometimes, over-familiar with staff. Consequently, despite a reduction in the number of exclusions being an area for improvement following the last inspection, the number has risen dramatically since April 2016. In addition, attendance since April 2016 has been very low.

Pupils behave better in key stage 2 than in key stage 4 or in upper key stage 3 classes. In key stage 2 most pupils treat their teachers with greater respect. They show enthusiasm for their work and interact with each other more positively. However, some pupils whose learning needs are not being met by the work they are set show their frustration by disrupting others.

## **Outcomes for pupils**

Pupils' outcomes have not improved in the school because, since April, staff have, by necessity, focused on keeping the school afloat. Pupils' progress is tracked using national curriculum levels, which are now no longer used by the government. The collated information on pupils' progress, shown during the inspection, was for the spring term rather than the summer term. Although information on pupils' progress over the summer term has been gathered, it has not been collated or interpreted. This is due to gaps in leadership. Therefore, it is not possible to comment on pupils' progress since the previous inspection with any degree of reliability.

In addition, the behaviour of a number of pupils, notably in upper key stage 3 and key stage 4, has been very poor. These pupils have had a detrimental effect on

others' learning and behaviour, so standards reached in lessons and pupils' progress have been poor. Some pupils in Year 11, who have now left, have achieved level 1 and 2 vocational qualifications, following completing courses undertaken at local colleges.

### **External support**

External support from the authority, since April, has not provided the school with the stability it has needed. There have been too many different interim principals. In some cases this has been due to unforeseen circumstances, but not in all cases. The local authority representative has visited the school to work with interim principals on a weekly basis but has not observed the school at work. He has relied too much on the views of others about how pupils are behaving. In addition, the local authority has not made it clear enough to the governing body what its role is, and what the local authority's role is, in developing improvement plans. This has created confusion and tension, in what is already a turbulent situation.

The local authority has, following this monitoring inspection, provided assurances that action will be taken to ensure that pupils and staff are safe. This has included a meeting between the governing body and the director of children's services for Wokingham.

The school commissioned a detailed health and safety report following the previous inspection. Some recommendations from this report have been acted upon. However, changes that will prevent pupils from accessing the flat roofs have not yet been carried out. These are scheduled for the summer holiday.

The following priorities have been added, in the light of the serious concerns outlined in this letter.

- Ensure that actions to keep pupils and staff safe, that were agreed immediately following this inspection, are urgently and fully implemented.



<b>TITLE</b>	<b>Ofsted Inspection Action Plan Update and Quality Improvement Plan</b>
<b>FOR CONSIDERATION BY</b>	Children's Services Overview and Scrutiny Committee on 15 November 2016
<b>WARD</b>	None Specific
<b>STRATEGIC DIRECTOR</b>	Judith Ramsden, Strategic Director of People Services

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

Robust action planning based on regular self-assessment improves performance and quality of work resulting in better outcomes for vulnerable children and families.

## **RECOMMENDATION**

That progress on actions in the plan resulting from recommendations laid out in the report of the Ofsted Inspection of Services for Children in Need of Help and Protection, published in January 2016, is noted, and the action plan signed-off.

That the current priority areas, actions and timescales presented in the Children's Services Quality Improvement Plan (August 2016), which supersedes the Ofsted Action Plan, are noted.

## **SUMMARY OF REPORT**

**Ofsted Action Plan Update (August 2016) and Sign-Off, and Quality Improvement Plan (August 2016)**

## **Background**

An Ofsted Action Plan was produced following the publication of recommendations for improvement of services and practice as part of the inspection by Ofsted in October 2015. All actions are either now complete or ongoing aspects of "business as usual" as part of a programme of continuous improvement (updated action plan attached).

In addition, the first half of 16/17 has been a period of consolidation of practice whilst at the same time a period of senior management transitions.

This period has allowed approaches to be embedded as well as platforms for further development work to be created.

Key consolidations/embedding:

- Consolidation of approach to quarterly Quality Assurance activity.

- Embedded approach to supervision demonstrated by improvements in the frequency of supervision of front line staff (average social work team performance for % workers receiving supervision in August 2016 was 85% with three teams achieving 100%).

#### Platforms Created

- Changes in ICT in the second half of 16/17 and early 17/18 to support improved practice recording and provision of management information.
- Work to underpin the launch of the second stage of the innovative Shutters Cafe Project completed, which will support Care Leavers and vulnerable children and adults to gain skills in catering and business management whilst running a real business.
- Early Help approach and teams streamlined.
- Enhanced management oversight of performance.

#### New Approaches Created by the New Head of Service, Social Work and Intervention

- A Practice Recording, Regulation and Governance (PRRG) Group has been set up to ensure that there is clarity on practice quality, performance, and recording expectations across the service.
- A monthly Performance Surgery has been established which will review areas of performance concern in depth and be responsible for driving performance improvement in these areas.

Alongside the programme of continuous improvement and consolidation activity, a Quality Improvement Plan (QIP) has been developed which supersedes the Ofsted Action Plan and lays out actions which build on the progress made to date this year and represents a new level of improvement activity with ambitious targets and timescales (attached).

The QIP areas for priority activity will be subject to regular review informed by performance information and internal and external quality audit.

## 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

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**Date** 6 September 2016

**Service** Children's Services

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**Version No.** 1

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QUALITY AND PERFORMANCE IMPROVEMENT PLAN 2016-2017							
Strategic Priority	Outcome sought	Need identified through :	Action to be taken	Timescale	Responsible Officer/s	How we will know we have achieved our aim: Key Performance Indicator(s)	Ref: Ofsted Single Inspection Recommendation
1 Achieve a stable workforce of well trained and capable staff and managers with whom children and their families can develop meaningful working relationships	1.1 Stable management team who function at a 'Good' level	1. Strategic plan: 2. Core audit March 2016 findings that Management oversight of casework is insufficient or unrecorded	1. Complete delivery of bespoke management training 2. Complete skills analysis to inform 2017 management training programme 3. Preparation work for 2020 KSS (Knowledge and Skills Statement) accreditation 4. Guidance established to ensure consistent recording and management oversight	March 2017	Head of Service Strategic Commissioning <b>Paul Feven</b> Head of Service SW <b>Lisa Humphreys</b> HR Business Partner <b>Sian Mahadevan</b>	1. Manager Turnover (Team Manager and Service Manager) 2. Scorecard for the new Practice Framework 3. % Social Work Managers (Team Managers and Service Managers) who are permanently employed. 4. Quarterly core audits.	<b>1b</b>
			1. Supervision Framework to be incorporated into Training and Development programme. 2. Accessible and up-to-date policies and procedures to be available for all staff	March 2017	1. Principle SW <b>Annie Hunter</b> 2. Head of Service Strategic Commissioning <b>Paul Feven</b>	1. % Social Work staff who received montly supervision during the period 2. Scheduled audits -- Impact of Supervision -- Sept, Dec, Mar	<b>1a</b>
	1.2 Children and young people benefit from stable and meaningful relationships with social workers.	1. Audits and feedback from families and workers 2. KPIs: staff turnover and numbers of changes of social worker 3. SIF Ofsted inspection	1. Robust succession plans established by teams 2. Safety plans for children include consideration of impact of change of worker 3. Monitor Children's feedback on the quality of relationship with their social worker and ensure case by case feedback is responded to in live time to deal with issues as they arise 4. Refresh SW recruitment pilot and recruitment and retention policy to focus on retention	1-3: November 2016 and ongoing 4. Autumn 2016 Personnel Board	Head of Service Strategic Commissioning Head of Service SW <b>Lisa Humphreys</b>	1. Social Worker turnover 2. % Children in Care who have had more than 1 allocated Social Worker (excluding change of social worker when the child is transferred from DT&A to area teams). 3. % Children subject to a CPP who have had more than 1 allocated Social Worker (excluding change of Social Worker when the child is transferred from DT&A to area teams). 4. Children in care feedback that they benefit from meaningful, stable relationships.	<b>9</b>

Strategic Priority	Outcome sought	Need identified through :	Action to be taken	Timescale	Responsible Officer/s	How we will know we have achieved our aim: Key Performance Indicator(s)	Ref: Ofsted Single Inspection Recommendation
<p style="text-align: center;"><b>2</b> Ensure all Children in Care are provided with safe and consistent care; their needs identified and met and plans for permanence are timely</p>	2.1 Agreed Quality standards are embedded in staff approach to work	CiC review	1. Agree 'what good looks like' standards across all CiC policies and practice, with engagement with Children in Care Council. 2. Quality standards are shared through management teams and related to current cases 3. Staff identify where standards are met and not being met on a consistent basis through supervision	March 2017	Service Manager Coporate Parenting & LDD <b>Nicky Hale</b>	1. Audit programme will identify use of correct procedures. 2. % cases of good or better quality 3. Children's feedback evidences that quality standards are met.	<b>1a &amp; b</b>
	2.2 The Signs of Safety framework embedded in all policies and procedures and implemented by staff.	CiC review	1. A Children in Care tool kit developed, identifying where Signs of Safety is helping us develop our policy and procedures 2. A Signs of Permanency standard established across all teams.	March 2017	Service Manager Coporate Parenting & LDD <b>Nicky Hale</b>	1. Audit programme will identify use and impact of Signs of Safety 2. % policies and procedures updated to reflect Signs of Safety	<b>5</b>
	2.3 Children in Care who become missing or are at risk of CSE will experience a robust and responsive service to address the cause of their behaviour and reduce the risk	CiC review	1. Refocus current monitoring of children missing on statutory definitions of missing not absent 2. Ensure all missing interview compliance is regularly checked through social work supervision 3. Clarify that it is the social worker responsibility for completion of missing interviews 4. Children at risk of CSE are regularly reviewed through management teams to ensure social work involvement is clear at CSE operational group	March 2017 and ongoing	<b>Nicky Hale</b> with support from Service Managers, Team Mangers, Social workers	1. % of children missing interviews completed on time 2. % of children missing interviews completed to the QA standard 3. audit of priority children identified through CSE operations group confirms appropriate decision making and consideration of the right children. 4. Reduction in % looked after children identified as at risk of CSE over the year Sep 2016 to Sep 2017.	<b>7</b>
	2.4 All Children in Care are in good physical and emotional health and any needs are identified and met; this includes children and adolescent mental health provision, therapeutic help and services for learning or physically disabled children and young people	Performance concerns over timeliness of health assessments	1. Ensure strong, regular review of performance with senior health colleagues is in place to trouble shoot issues and to stay on top of month by month performance 2. Monthly engagement with foster carers and Independent Fostering Agencies to ensure that children are accessing health care and that assessments including SDQs are captured.	October 2016 and ongoing	Service Manager Coporate Parenting & LDD <b>Nicky Hale</b>	1. % children in care who have been looked after for more than 20 working days who have had a health assessment in the last 12 months. 2. % children in care who have been in care for more than 3 months who have had an optician's appointment in the previous 4 months. 3. % children in care who have been in care for more than 3 months who have had their teeth checked by a dentist in the last 12 months. 4. % of children in care registered with a GP. 5. % of Health Assessments completed within 20 working days of a child entering care. 6. % children in care aged under 5 with a development check in the previous 6 months. 7. % eligible children in care who have completed an SDQ according to prescribed timescales. 8. CiC time in days from referral to tier 1 CAMHS services to initial appointment.	<b>3</b>

Strategic Priority	Outcome sought	Need identified through :	Action to be taken	Timescale	Responsible Officer/s	How we will know we have achieved our aim: Key Performance Indicator(s)	Ref: Ofsted Single Inspection Recommendation
	2.5 Children who come into care will have plans for permanency in place within timescales that meet their needs and statutory requirements. This will include reunification with parents, placement with connected persons, long term fostering and adoption.	1. Ofsted SIF inspection 2. Performance concerns	1. Post adoption-style practice in supporting Special Guardianship Order (SGO) placements to be developed 2. Develop permanency planning using Signs of Safety model - Signs of Permanence 3. Agree SGO/Adoption package that enables foster carers to adopt/SGO children who have been in care for 18+ months with match for permanence 4. Ensure that Regional Adoption Agency programme development includes a plan for increasing adoption options for older Wokingham children, including promoting concurrent placements as a potential option for children 5. Permanency to be incorporated in Training & Development programme	March 2017	Service Manager Corporate Parenting & LDD <b>Nicky Hale</b>	1. Percentage of current children in care with a permanence plan in place by their second review. 2. Percentage of current children in care aged 5 and over with a permanence plan in place by their second review. 3. All children under 5 years moves to a permanent arrangement in no more than 9 months after first contact 4. No child or young person is in a temporary short term placement for more than 12 months 5. Quality Assurance through Permanency audit	<b>10</b>
	2.6 Children with complex needs which may need to be met through a period in residential care will have plans which seek to move them on to experience safe and secure family life or a clear plan for moving to independence through early pathway planning at 15yrs 3 months	1. Pathway Plan reviews 2. IRO CLA Reviews	1. Targeted joint work between operational commissioning and Foster Care service to identify placement options for all 14 year olds with complex and additional needs	March 2017	Head of Service SW <b>Lisa Humphreys</b> Head of Service Strategic Commissioning <b>Paul Feven</b>	1. Percentage of current children in care with a permanence plan in place by their second review. 2. Percentage of current children in care aged 5 and over with a permanence plan in place by their second review. 3. All children in residential care have a positive plan and residential care is the correct level of intervention for them	<b>10</b>
	2.7 All children and young people who are not to return to the care of their families will be matched to long term alternative care which will be capable of meeting their long term and changing needs.	Performance concerns over children experiencing unplanned changes of placement in 15-16	1. Refreshed disruption policy learning from national best practice to ensure that children in placements at risk of breakdown have had effective multi agency response prior to breakdown 2. Targeted joint work between operational commissioning and Foster Care service to increase place options for older adolescent boys who may be at risk of placement breakdown	March 2017	Service Manager Corporate Parenting & LDD <b>Nicky Hale</b> Head of Service Strategic Commissioning <b>Paul Feven</b>	1. Percentage of current children in care with a permanence plan in place by their second review. 2. Percentage of current children in care aged 5 and over with a permanence plan in place by their second review.	<b>10</b>

Strategic Priority	Outcome sought	Need identified through :	Action to be taken	Timescale	Responsible Officer/s	How we will know we have achieved our aim: Key Performance Indicator(s)	Ref: Ofsted Single Inspection Recommendation
<b>3</b> All Care Leavers will be supported to have the highest personal ambition through Personal Advisors who keep in touch to ensure young people have access to appropriate accommodation, education, training or employment and that their health needs are met	3.1 All care leavers will be supported to develop skills to enable them to lead optimum independent lives as adults.	Ofsted SIF Inspection	1. Embed independence training programme 2. A children in care worker targeted to work with identified priority care leavers	March 2017	Service Manager Corporate Parent <b>Nicky Hale</b>	1. % Care Leavers with an allocated Personal Advisor. 2. Feedback from Care Leavers 3. % Care Leavers engaging with life skills training facilitated by Here4U	<b>12</b>
	3.2 Pathway planning for Children in Care begins by the age of 15.5	Ofsted SIF Inspection	Allocate a Personal Adviser to every looked after child at age 15.5	March 2017	Head of Service SW <b>Lisa Humphreys</b>	% Children in Care with a pathway plan and allocated PA in place by their 16th Birthday	<b>12</b>
<b>4</b> Effective Transition planning and Education Health and Care Planning ensure that we meet the needs of children and families and maximise independence.	4.1. Formal planning for adulthood for children with Special Educational Needs and/or Disabilities begins at age 14.	Ofsted SIF Inspection	1. Joint work with Health & Wellbeing ensures that transition planning to Health & Wellbeing Services is in place for every eligible child at age 14. 2. Disability Strategy programme action to work with Berkshire Healthcare Foundation Trust and Health and Wellbeing Services to establish a single joint agency transition model.	March 2017	Head of Service Strategic Commissioning <b>Paul Feven</b> Head of Service SW <b>Lisa Humphreys</b> Head of Adult Social Care <b>Lynne McEtridze</b>	% eligible children with SEN and/or Disabilities whose transition planning has commenced at age 14.	<b>4</b>
	4.2 Education Health and Care Plans are informed by a genuine multi-agency assessment and planning process which delivers positive outcomes for children across education health and care.	1. Concern over completion of EHCPs within timeframe 2. SIF Ofsted inspection	1. multi agency EHCP group to be established to monitor timely completion of EHCPs, unblock delays and ensure shared ownership of annual planning and review cycle.	March 2017	Head of Service Strategic Commissioning <b>Paul Feven</b> Head of Service SW <b>Lisa Humphreys</b>	1. % EHCPs completed on time 2. Quality audit of EHC plans	<b>4</b>

**Inspection of Services For Children in Need of Help and Protection**

October 2015

**Action Plan and Progress Update**

Updated: 31 August 2016

Owners:

Paul Feven, Head of Strategic Commissioning (previously Brian Grady)

Lisa Humphreys, Head of Social Work and Intervention (Previously Felicity Budgen)

Reference	Ofsted Recommendation	Lead Responsible Officer	Milestones	Deadline	Progress
1a	<p><b>Supervision</b> Monitor and improve the frequency and quality of management oversight <b>and supervision to all staff to ensure that they are regular, reflective and challenging and focused on ensuring good outcomes for children</b> with rationale for decisions made clearly recorded.</p>	DCS	Complete Redesign of Supervision Framework		Completed
		DCS	Launch New Supervision Framework Across All Teams	31st March 2016	Completed
		FB	Schedule Supervision Training and Ensure Full Attendance	4th May 2016	On-Track --this is an ongoing process to ensure that all staff who join WBC or are promoted will have access to this training. We are on a rolling programme for existing staff to ensure a business as usual approach.
		BG	Create and Report New KPI to Capture Assurance that Supervision is Taking Place	1st April 2016	Completed
		FB	Monitor and Ensure Monthly Supervisions Occur	1st December 2015	Completed
		BG	Audit of Frequency and Quality of Supervision and Impact for the Child to be added to Audit Plan for 16/17	1st April 2016	Completed
		FB	Group Supervision to be Convened in Every Team 4 times per month	From 1st April 2016	This is in place and is ongoing and monitored.
1b	<p><b>Management</b> Monitor and improve the frequency and quality of management oversight and supervision to all staff to ensure that they are regular, reflective and challenging and focused on <b>ensuring good outcomes for children with rationale for decisions made clearly recorded.</b></p>	FB	Co-produce quality standards for team managers -- what does good look like?	1st April 2016	Completed
		BG/FB	Agree provider to offer training to managers and launch training.	15th April 2016	Completed
		BG/FB	Launch modules of core management training which include oversight, decision making and recording.	15th April 2016	Completed
		BG	Schedule testing of impact to provide assurance that improvements have been made in the effective recording of decisions and oversight.	Quarterly Audits to be Scheduled from 1st April 2016	Completed
		BG	Implement SMART planning across the Service.	1st June 2016	Completed

Reference	Ofsted Recommendation	Lead Responsible Officer	Milestones	Deadline	Progress
2	<p><b>Quality of Practice</b></p> <p>Improve the quality of casework audits, practice development tools and performance management information. Ensure that it is used effectively by managers to improve the quality of social work practice.</p>	BG	Refresh the QA framework -- including the Moderation Panel, consideration of absent significant adults, reflection of equality and diversity factors and management of oversight and implementation of any practice review.	1st April 2016	Completed
		BG	Agree the audit practice tools and process standard within commissioning unit in accordance with the revised QA framework.	1st April 2016	Completed
		BG	Schedule and deliver training sessions to equip managers with the skills and knowledge to complete audits to the required standard.	29th February 2016	Completed
		FB	Social work service to complete practice audits consistently to agreed standard for submission to Moderation Panel	31st March 2016	Completed
		BG	Moderation Panel to assess the quality of the audit and its impact for children. Moderation Panel confirms security of process and practice to CSLT through LSCB final reporting.	11th April 2016	Completed
		BG	Agree thematic audit schedule for 16/17	31st March 2016	Completed
		BG/FB	Adopt and launch audit tools for thematic audit.	31st May 2016	Completed
		BG	Review KPI suite and extend to include statutory visits and supervision	31st March 2016	Completed
		BG	Improve ICT to enable Service and Team Managers to use Management Information Easily.	11th April 2016	Completed and ongoing. Initial changes made to FWi but complete upgrade to Mosaic on track for 2017
		BG	Offer training to Service Managers and Team Managers on use of Management Information.	11th April 2016	Completed
3	<p><b>Emotional Health</b></p> <p>Accelerate the implementation of the local authority and clinical commissioning group emotional health strategy to ensure better and quicker access to emotional and mental health support for children and young people.</p>	BG	Jointly commission counselling services with CCG.	31st March 2016	Completed
		JR	Children & Young People's Partnership to review delivery timelines currently in the strategy.	6th April 2016	Completed
		FB	Set up Task and Finish Group to prioritise children who are in need now.	8th February 2016	Completed
		FB	Agree revised process to ensure better and quicker access to health support for children and young people.	30th April 2016	Completed and ongoing monitoring/improvements.
		BG	Test 6 month impact based on CCG and LA monitoring data	6th April 2016	Completed
		BG	Establish named LA Children's Commissioner to manage interface for payment agreements between LA and CCG	31st March 2016	Completed
4	<p><b>Transition Planning</b></p> <p>With partners, ensure that there is an effective integrated service pathway for all children and for young people in transition.</p>	FB /Lynne McFetridge	Implement improved transition planning	31st March 2016	Improvements progressing. Further improvements incorporated in the QIP
		Gabrielle Alford/ BG	CCG to identify the capacity to deliver on Children with Disabilities Strategy including transition improvement plan actions.	31st March 2016	Completed
		JR	Create clear accountability line to the Health and Wellbeing Board.	31st March 2016	Completed

Reference	Ofsted Recommendation	Lead Responsible Officer	Milestones	Deadline	Progress
5	<p><b>Quality of Assessments and Plans</b>            Improve the quality of assessments and plans by:</p> <ul style="list-style-type: none"> <li>- ensuring that assessments include consideration of absent significant adults</li> <li>- ensuring that assessments are of a consistently good standard, supported by good analysis of risks and protective factors</li> <li>- ensuring that they consider and reflect equality and diversity factors</li> </ul>	BG/FB	100% of current staff to have received 5 day Signs of Safety Training.	31st March 2016	Completed
		BG/FB	All new staff to receive 5 day Signs of Safety Training	Ongoing	On-Track and ongoing
		BG	Practice Framework training for 2016/17 to be agreed and launched	1st May 2016	Completed and ongoing
		FB	Ensure attendance at Practice Framework training 2016-17	Ongoing	On-Track
		BG	FWi to be Signs of Safety Compliant.	1st May 2016	Completed but improved upgrade to Mosaic will facilitate further development in 2017
		BG	Policies and Procedures to be Signs of Safety Compliant.	1st May 2016	Completed
		FB	Social Work Service to Ensure Positive Impact of Practice Framework and Demonstrate this via the Commissioning Board	Ongoing	On-Track
6	<p><b>Pre-Birth Assessment and Protocol</b>            Put in place a pre-birth protocol and improve the assessment of vulnerable unborn babies and their families.</p>	BG	Complete an audit of pregnant women in the system to assure standard practice.	31st March 2016	Completed
		FB	Assessment model to be adopted and endorsed from MTM	8th April 2016	Completed
		FB	Pre-birth protocol and assessment training to be implemented and applied to every social worker.	19th April 2016	Ongoing
		FB	Instructions to be provided to inform ICT changes in FWi.	11th April 2016	Completed
		BG	ICT Changes to Framework to be in place.	1st May 2016	Completed
		JR	LSCB to be asked to scrutinise potential delays in referral. Royal Berkshire Hospital to account for potential delays to the LSCB.	31st May 2016	Completed
		FB	Agree, adopt and launch protocol and ensure it is aligned with the Pan Berkshire LSCB procedures.	1st May 2016	Completed
BG	Audit impact of changes and improvements in practice for children	30th October 2016	On-Track		
7	<p><b>Missing from Home or Care</b>            Ensure that when a child goes missing from home or care, a timely return visit is completed and information from interviews is collated and analysed to inform service delivery.</p>	BG	Review the provider arrangements to assure ourselves that they have sufficient capacity to deliver to the required standard.	29th February 2016	Completed
		BG	Ensure the provider introduces proactive models of engagement (including engagement to parent).	1st April 2016	Completed
		FB	Set up weekly monitoring and proactive management of arrangements to ensure timely response.	31st March 2016	Completed
		BG	Set up quarterly audit and include in the current quarterly reports to LSCB.	From 1st April 2016	Completed -- ongoing
		BG	Establish quarterly reporting cycle: LSCB, CPB (an increase from previous six-monthly reporting)	From 1st April 2016	Completed -- ongoing

Reference	Ofsted Recommendation	Lead Responsible Officer	Milestones	Deadline	Progress
8	<b>Strategy Discussions</b> Ensure that strategy discussions include all relevant agencies	FB	Implement training to ensure newly created quality standards are embedded and result in improved strategy discussions.	31st March 2016	Completed
		BG	Schedule audit of impact and improvements jointly with Police.	31st March 2016	Completed
9	<b>Contact with Social Worker</b> Ensure that Children Looked After can contact their social worker and that they receive prompt response to contacts.	FB	Ensure that every Looked After Child is given contact details of their social worker.	26 February 2016	Completed
		FB	Team Managers to implement system to ensure prompt response to messages from children. (To be cross-referenced to quality standards for Team Managers).	1 April 2016	Completed
		FB	Implement system for monthly monitoring of consistency of the allocation of social worker to Looked After Children	From 1st April 2016	Completed
10	<b>Permanence Planning</b> Ensure that early permanence planning is in place for all children.	FB	Procedure set up to review impact of permanency panel quarterly to ensure improved timeliness of permanency planning	From 1st April 2016	Completed
		FB	Extend Terms of Reference to include Special Guardianship Orders	From 1st April 2016	Completed
		FB	Prioritise Permanency Planning at Social Worker Development Day	8th March 2016	Completed
		BG	Permanence planning work to be built into social workers' induction	From 1st May 2016	Completed
		FB	Team Managers to show visible ownership of impact on progress via the Commissioning Board	From 1st April 2016	Ongoing
11	<b>Dissemination of Care Plans and Work with Partner Agencies</b> Ensure that care plans and actions agreed at reviews for children looked after are promptly disseminated and carried out and that work with partner agencies is effectively coordinated by social workers and their managers.	BG	KPI to include timeliness of dissemination of Care Plans after LAC review.	From 1st April 2016	Completed
		FB	Quality Assurance unit to take ownership of distribution of decisions at LAC reviews	From 1st April 2016	Completed
		FB	System Set up for Monitoring of Health Assessments to ensure they are Completed On Time	From mid-November 2015	Completed
		FB	System set up for monitoring of CAMHS assessment and treatment to ensure timeliness.	30th April 2016	Completed but to be reviewed as part of the commissioning process.
12	<b>Care Leavers</b> Improve the quality of services to care leavers by ensuring that: - visits to care leavers are purposeful and visiting frequency is according to their individual needs - care leavers have access to opportunities to gain good quality independence skills	BG	Arrangements made for Team Managers to report on implementation and impact of Signs of Safety through Commissioning Board.	From 1st April 2016	Completed
		BG	Skills audit to be completed for Care Leavers and appropriate life skills training designed and implemented.	31st May 2016	Completed and ongoing
		BG	Schedule audit of practice change and impact.	1st April 2016	Completed

<b>TITLE</b>	<b>Equalities Support for young People</b>
<b>FOR CONSIDERATION BY</b>	Children's Services Overview & Scrutiny Committee
<b>WARD</b>	Non-specific
<b>STRATEGIC DIRECTOR</b>	Judith Ramsden, Strategic Director of People Services

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

Development of professional understanding of the interests of identified minority groups.  
Promotion of support frameworks and development processes  
Valuing diversity

## **RECOMMENDATIONS**

- 1) The Committee is recommended to endorse the Children with Disability Strategy priorities
- 2) The Committee is recommended to question the indications of the current position on LGBT issues

## **SUMMARY OF REPORT**

In considering equalities issues for Wokingham's Children and Young People, the report gives an account of the Children with Disability Strategy in terms of strategic priorities, key actions and processes. Issues of sexual orientation are known and addressed in individual cases with support as appropriate from the Educational Psychology Service and the charitable sector. The level of incidence and presenting issues have not been such as to lead to a developed policy at this stage, but an established policy from another area has been shared with schools.

## **Background**

### **Children with Disabilities Strategy**

The Integrated Children with Disability Strategy establishes a number of priority actions:

- Improved SEN provision;
- Integration of service delivery;
- Pre-diagnostic support extended including Voluntary Sector Support for children and families and Early Help services extended to a wider range of younger children with ASD;
- Improved Transition to adult services;

- Consolidated, effective information advice and guidance services;
- Home to school transport redesigned to give greater independence for children.

The strategy responds to the national agenda for integrated service delivery for children and young people with disability and additional needs, as established through the Children and Families Act 2014. S26 of the Act establishes the duty to make “joint Commissioning arrangements” with health service commissioners. Overseen by Children and Young People Partnership, the strategy has been developed in partnership with health partners and other lead agencies. Parents and carers are engaged in the development of the implementation plan through consultation events. Engagement work with local professionals is ongoing.

Strategy implementation will reflect the priorities established in the forthcoming Joint Strategic Needs Assessments (JSNAs) for sensory impairment and physical disabilities. It takes account of the adopted JSNAs for Children in Need and CAMHs. JSNAs will continue to evolve throughout the Implementation period so there is a need for flexibility to meet newly identified needs. Key priorities in the strategy are:

- To develop options for the integration of NHS and LA service delivery through the development of a “whole service design” for Alternative Provision, support for children who would not otherwise thrive and integration of services for children with Special Education Needs or Disabilities [SEND].
- The development of a formal business case to support an integrated Local Authority and NHS service by early in 2017.
- To develop models of support which encourage community building and resilient families, able to meet more of their needs drawing on their own resources
- SEN capacity increased through a new secondary resource base for high functioning children with autism spectrum disorder (ASD), provision for children with ASD and challenging behaviour, and increased provision for primary children with Social Emotional and Mental Health (SEMH) issues.
- Pre-diagnostic support services for children with ASD, including support for the further development of Voluntary Sector capacity for children and families to provide a coherent well publicised offer and WBC Early Help services extended to a wider range of younger children with ASD to reduce the future need for more intensive support.
- Transition to adult services managed from age 14 to enable maximum independence in adulthood
- A new model of inclusive home to school transport and support which enables children’s development, independent futures and self-reliance.

The strategy has been considered by the Wokingham Children and Young People’s Partnership. They agreed the following actions and changes:

- The objectives and their 3 year aims were all supported by all partners and it was agreed that they should form the basis of joint work going forward.
- It was agreed that the objectives on short breaks should include 'shared care'.
- The partnership recommended that further work should include a business case for a model of integrated services delivery based on the objectives of the strategy.

It has been recognised that delivery of these objectives requires input from key partners including Berkshire Healthcare Foundation Trust; a joint project team has been formed to design and deliver the work needed to produce the business case.

The Childrens and Young Peoples partnership will oversee the steering of this work.

### **Support for Lesbian, Gay, Bi-sexual and Transgender Pupils**

“Over the last two decades real progress has been made towards lesbian, gay, bisexual and transgender (LGB&T) equality in Britain. Yet, the government acknowledges that too many LGB&T people still face prejudice because of their sexual orientation or gender identity at every stage in their lives. This includes homophobic, biphobic and transphobic (HB&T) bullying in schools, which, despite efforts, remains a problem. Preventing and tackling HB&T bullying in schools is important because it can stop LGB&T people reaching their full potential. Homophobia, biphobia and transphobia can also be reproduced in schools if left unchallenged.”

Evaluation of an antihomophobic, biphobic, and transphobic (HB&T) bullying programme NATCEN Date: July 2016 - Prepared for: Government Equalities Office and Department for Education

#### Overview

All WBC and educational settings along with any other employer and public body must comply with the Equality Act 2010. The Act identifies sexual orientation as a 'protected characteristic' group which means people who identify as gay, lesbian, bisexual or heterosexual/straight are protected against four types of discrimination:

**Direct discrimination**, for example, is refusing someone a job or service because of their sexual orientation.

**Indirect discrimination** is making decisions, or a public body planning services, in a way that disadvantages lesbian, gay, bisexual or heterosexual/straight people unless the policy can be objectively justified.

**Discrimination by association** is about discrimination against a person because of their association with another person; for example, as a family member or a carer.

**Discrimination by perception** is about the discrimination against people based on

the perception that they have a particular sexual orientation even if that is not in fact the case.

### In Wokingham

Anti-bullying policies have operated in Wokingham schools, where routinely behaviour is judged “good” in inspections, even when the school is seen to Require Improvement. The dominant picture from inspections is of schools which are nurturing and supportive. Thus bullying, and within that homophobic bullying, has not recently been identified as a current priority area. Schools generally have well-developed policies for pupil support, with buddy and pastoral systems linking well-being with academic benefit.

The WBC Educational Psychology Service (EPS) has recently supported four young people and their families with respect to transgender issues. This has been predominantly to advise schools and parents and signpost to appropriate agencies. The EPS becomes directly involved if there are concerns about a child or young person’s well-being pointing to the need for psychological intervention.

At this time WBC Children’s Services do not collect data with respect to the LGBT group and do not have a policy for data collection by educational settings. Privacy and dignity are key issues and consideration needs to be given to if, when, why and how this information should be sought. Schools have independently arranged awareness raising sessions for their staff and pupils from a trans gender charity, where individual cases have arisen.

An example of good practice has been identified in a recent search. Working in partnership, Intercom and Devon and Cornwall Police and Cornwall Council (Children Schools and Families Service) and Head Teachers in Cornwall have produced a new Guidance document for schools and families. It is a detailed survey of the needs of Transgendered Children and Young People who are transitioning while still at school.

The document was widely circulated for consultation during 2012, and again in 2015, and has received strong national support from Trans community initiatives and the Government's Department for Education The DfE legal team has adopted the document as national good practice.

Following a discussion at the last Overview and Scrutiny Committee the document has been shared with schools in order to raise awareness and provide a source of information.

### **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**

The strategy includes a range of proposals some of which have property and there services implications. These will be developed through lines of work on individual strategy components.

**List of Background Papers**

Children with Disability Strategy 2016 to 2018  
 Schools Transgender Guidance: Intercom Trust, Devon & Cornwall Police, Cornwall Council

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**Date** 02.11.2016

**Version No.** 1

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**CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE  
2017 WORK PROGRAMME**

<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>17 January 2017</b>	Delivering Effective Safeguarding Services		Standing item to monitor safeguarding services	Head of Social Care and Intervention
	Children's Services Performance Indicators	To receive an update and monitor Children's Services performance measured by local indicators	Standing item to enable the Committee to assess performance and identify areas of concern	Children's Services Performance & Information Team
	School Performance Indicators and Ofsted reports, School Improvement	To receive information on schools' performance, and to review recent Ofsted Reports	Standing item to enable the Committee to assess performance and identify areas of concern	Head of Learning & Achievement

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

<b>DATE OF MEETING</b>	<b>ITEM</b>	<b>PURPOSE OF REPORT</b>	<b>REASON FOR CONSIDERATION</b>	<b>RESPONSIBLE OFFICER / CONTACT OFFICER</b>
	Social Worker Recruitment Update	To received information regarding the social recruitment process.	The Committee to monitor the progress made so far	Head of Social Care and Integration
	Children's Services O and S Committee Forward Programme	To consider the forward programme of the Committee	Standing item	Democratic Services

Date to be confirmed for the following items:

- Career choice and guidance/ training opportunities for children in the Borough
- CPB Annual report
- Wokingham Safeguarding Children's Board Annual report

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By virtue of paragraph(s) 1, 2 of Part 1 of Schedule 12A of the Local Government Act 1972.

Document is Restricted

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