



WOKINGHAM BOROUGH COUNCIL

A Meeting of the **CHILDREN'S SERVICES OVERVIEW
AND SCRUTINY COMMITTEE** will be held at the Civic
Offices, Shute End, Wokingham, RG40 1BN on
TUESDAY 28 JUNE 2016 AT 7.00 PM

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

Andy Couldrick
Chief Executive
Published on 20 June 2016

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

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Our Vision

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

Our Priorities

Improve educational attainment and focus on every child achieving their potential

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

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

Tackle traffic congestion in specific areas of the Borough

Improve the customer experience when accessing Council services

The Underpinning Principles

Offer excellent value for your Council Tax

Provide affordable homes

Look after the vulnerable

Improve health, wellbeing and quality of life

Maintain and improve the waste collection, recycling and fuel efficiency

Deliver quality in all that we do

MEMBERSHIP OF THE CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE

Councillors

Pauline Helliar-Symons (Chairman)	Shahid Younis (Vice-Chairman)	Laura Blumenthal
Richard Dolinski	Lindsay Ferris	Ken Miall
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.
1.		APOLOGIES To receive any apologies for absence.	
2.		MINUTES OF PREVIOUS MEETING To confirm the Minutes of the Meeting held on 23 February 2016.	7 - 12
3.		DECLARATION OF INTEREST To receive any declarations of interest.	
4.		PUBLIC QUESTION TIME To answer any public questions A period of 30 minutes will be allowed for members of the public to ask questions submitted under notice. The Council welcomes questions from members of the public about the work of this committee. Subject to meeting certain timescales, questions can relate to general issues concerned with the work of the Committee or an item which is on the Agenda for this meeting. For full details of the procedure for	

submitting questions please contact the Democratic Services Section on the numbers given below or go to www.wokingham.gov.uk/publicquestions

- 5. MEMBER QUESTION TIME**
- To answer any member questions
- 6. None Specific MULTI AGENCY SAFEGUARDING HUB (MASH) UPDATE 13 - 18**
- To receive and consider a report containing an update on the MASH project.
- 7. None Specific CHILDREN'S SERVICES PERFORMANCE INDICATORS 19 - 28**
- To receive a report giving details of the Children's Services Performance Indicators.
- 8. None Specific SCHOOLS PERFORMANCE - OFSTED REPORTS 29 - 64**
- To receive and consider a report of school performance. Summaries of the Ofsted reports published since the last meeting for the following schools are attached:
- The Forest School
 - Grazeley Parochial Church of England Aided
 - Sonning Church of England Primary
 - Crazies Hill C of E Primary
 - Southfield School
 - Gorse Ride Infant
 - Earley St Peter's C of E VA
 - Farley Hill Primary
 - Windmill Primary
 - Gorse Ride Junior
- 9. None Specific OFSTED ACTION PLAN MONITORING REPORT 65 - 76**
- To receive and consider a report outlining the action plan following the recent Ofsted inspection to Wokingham's Children's Services.

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 23 FEBRUARY 2016 FROM 7.00 PM TO 8.42 PM**

Committee Members Present

Councillors: Pauline Helliar-Symons (Chairman), Shahid Younis (Vice-Chairman), Laura Blumenthal, Chris Bowring, Ken Miall, Bill Soane, Alison Swaddle and Prue Bray (substituting Lindsay Ferris)

Other Councillors Present

Councillors: Malcolm Richards

Officers Present

Luciane Bowker, Democratic Services Officer
Felicity Budgen, Interim Head of Social Care and Intervention
Brian Grady, Head of Strategic Commissioning
Judith Ramsden, Director of Children's Services
Sian Mahadevan, HR Business Partner
Neil Carr, Principal Democratic Services Officer (as an observer)

1. APOLOGIES

There were no apologies for absence submitted.

2. MINUTES OF PREVIOUS MEETING

The Minutes of the meeting of the Committee held on 15 December 2015 were confirmed as a correct record and signed by the Chairman.

The Chairman, Pauline Helliar-Symons asked that the Committee be informed the name of the recently appointed MASH Programme Manager.

3. DECLARATION OF INTEREST

There were no declarations of interest.

4. PUBLIC QUESTION TIME

There were no public questions.

5. MEMBER QUESTION TIME

There were no Member questions.

6. CHILDREN'S SERVICES PERFORMANCE INDICATORS

The Committee received the Children's Services Performance Indicators report which was set out on Agenda pages 11-20. The Chairman went through the report page by page and invited the Members to raise any concerns. During the analysis of the report the following points were raised:

- Brian Grady, Head of Strategic Commissioning explained that the Early Help Service was offered if needed and when this was not successful the family would be re-referred to Social Care for further work. Brian stated that this was an old indicator which was set before the Early Help Service was in place. Brian noted that this affected a small number of children, however it was important to identify any issues early;

- The improvement in the % Care Proceedings completed timely was a result of Officers ensuring assessments were ready before the cases went to Court. Judith Ramsden, Director of Children's Services explained that previously this was not in the scope of Social Workers and this was the reason for delays in the past. Judith informed that this referred to a small number of cases;
- Judith explained that living close to home, in the area where the child was from was generally considered better for LAC, but sometimes living close to home presented a risk for the child and therefore this indicator could portray an inaccurate picture;
- Officers affirmed that there were a number of strategies in place to narrow the gap in educational attainment between disadvantaged and other pupils. Judith stated that she had recently received a letter from the government saying that two schools within Wokingham Borough had managed to narrow the gap more than the comparative neighbours;
- Brian reported that School Improvement Officers worked closely with schools identifying what improvement was needed for each cohort of pupils;
- Judith stated that headteachers and governors were accountable for monitoring the improvement in their schools;
- Councillor Bowring questioned how the targets challenged further improvement for the non-disadvantaged children. Judith felt that having one equal target for all children would widen the educational gap between disadvantaged and non-disadvantaged children;
- Councillor Younis felt that given that Wokingham was in an affluent area, perhaps the target relating to narrowing the gap could be more aspirational. After a debate on this issue it was agreed that the Committee would like to receive more information to understand what criteria was used to set the targets;
- Judith stated that the statistics around narrowing the gap were affected by the number of disadvantaged children in the schools;
- Judith informed that Schools Forum had decided to reduce the funding for the Education Welfare Officers (EWO), this was now at the statutory limit level and diminishing this service would have a negative impact in narrowing the gap;
- Judith explained that she had contacted headteachers asking them to share examples of good practice but had had limited responses;
- Judith pointed out that there was an issue relating to schools relying on Pupil Premium funding a part of their budget and therefore being less motivated in their efforts to narrow the gap;
- The Virtual School for LAC was proving successful and enabled more scrutiny as to how the money for LAC was being used;
- Members questioned how the LAC's mental health compared against other children. Brian stated that the data on mental health showed that there weren't significant differences between the two cohorts; however, other issues had been identified. It had been found out that there was a large number of youngsters that identified themselves as carers for their parents' physical and emotional needs, more than the services had realised. Members asked to be informed of the data around these issues.

The Chairman explained that the Overview and Scrutiny Management Committee (O&SMC) had requested the information contained in this report and therefore she would like to recommend its submission to the next meeting of the O&SMC.

RESOLVED That:

- 1) the criteria used for setting the target around narrowing the educational gap between disadvantaged and other pupils be explained to the Committee;

- 2) the data and unique features around children's mental health be circulated to the Committee;
- 3) the report be submitted to the Overview and Scrutiny Management Committee.

7. CHILDREN'S SERVICES PERFORMANCE AND MANAGEMENT INFORMATION

The Committee received the Children's Services Performance and Management Information report as set out on Agenda pages 21-24. Brian Grady explained that this report set out the wider context and conversational insight gained from working with Ofsted. Brian clarified that this report was linked to the previous report.

The Chairman went through the Annex A: Mapping of Ofsted Findings to KPIs set out on agenda pages 25-33 and invited Members to comment on it.

Members questioned the comment from Ofsted relating to joint commissioning of Children's Services being underdeveloped. Ofsted had found that Child and Adolescent Mental Health Services were not sufficient to support all the needs of LAC and care leavers with direct support or intervention. Judith stated that she had already raised this issue with the Health and Wellbeing Board (HWB) and three or four recommendations had been put forward to address this issue. Judith expected that going forward the CCG would be held into account more than previously as a result of the recommendations.

Members considered a point raised by Ofsted on the fact that in a small minority of cases, delays in holding strategy discussions and instigating child protection procedures resulted in children remaining in situations of unassessed risk. Officers confirmed that this had already been identified through self-assessment and a new local indicator had been designed to ensure that strategy discussions were timely, and risks to children resulting from delays were minimised.

Felicity Budgen, Interim Head of Social Care and Intervention stated that there had been a positive move towards a more stable Social Workers' workforce. The regulator had recommended that the service continue with its strategy of recruitment and retention of Social Workers. This would be discussed in more detail as a separate item further on in the Agenda.

In response to a question, Felicity clarified that when children went missing there were two *'types of missing'*:

- 1) When it is an authorized absence – the child is late returning home but her carer knows where he/she is;
- 2) When it is not known where the child is.

Felicity stated that in the event of a LAC child going missing the Police, Social Workers, relatives, friends and the school would be contacted to try and find out where the child was.

Brian Grady explained that this report was intended as a benchmarking exercise and as a tool to map performance.

Officers emphasized that the Ofsted findings were in line with the service's own self-assessment.

RESOLVED That the Committee supports the refreshed approach to performance management informed by Ofsted inspections and the proposed performance indicators for

2016/17 and requests that this report is sent in full to Overview and Scrutiny Management Committee.

8. OFSTED FINDINGS

The Committee considered the Ofsted findings report, relating to an inspection which took place in Wokingham Borough Council's Children's Services in November 2015. The Ofsted report was set out in Agenda pages 37-77. The Chairman went through the report page by page inviting Members to make comments where appropriate. During the analysis of the report the following points were made:

- Judith Ramsden stated that the Ofsted report validated the service's own self-assessment and peer review. The service had elements of 'good' and the regulator had said that if the improvement plans were implemented the service would achieve a 'good' rating in the future. Judith would soon be submitting an improvement plan to the government; therefore it was important to engage HWB in the plans;
- Felicity reported that Ofsted had praised the efforts made so far to recruit more Foster Carers and suggested that this should continue. Felicity stated that the Homes for Good project had attracted some people and three assessments had resulted from it, it was important to target the right people;
- Judith emphasised that it was important to engage parents in helping to safeguard children against the child sexual exploitation risks in the form of social media and the internet. Children spent a considerable amount of time at home in their own bedrooms with access to the internet without supervision. Judith stated that it was necessary to raise awareness in the community around this issue;
- Special guardianship orders were carefully considered by a panel that met monthly. Felicity stated that the number of special guardianship orders could vary due to a number of reasons. Sometimes relatives wanted to look after a child but underestimated the level of work and commitment involved, other times the child did not want to lose the support received by the Local Authority;
- Members noted the point raised by Ofsted regarding young people not understanding the reasons for contact arrangements between LAC and their families. Also the fact that questionnaires were completed but not consistently used to maximise planning for LAC. This was recognised by Officers and would be addressed;
- In response to a question, Judith stated that the virtual Headteacher was Jay Blundell;
- Councillor Bray congratulated officers on the good achievements of the Adoption Services;
- Officers accepted the point raised by Ofsted that performance management systems should be improved to facilitate better understanding by middle management of service strengths and weaknesses. The data available to managers was not in a user friendly format. As a result managers were not able to fully scrutinise the data to ensure that quality was maintained and improved. This was an area that needed improvement;
- Judith reported that work was being undertaken to improve the safeguarding of unborn children. Judith had raised the issue with the Royal Berkshire Hospital and the service would be monitoring pregnant women from families already known to the service;
- Members asked about the Ofsted inspectors credentials. Officers explained that most inspectors were accredited and experienced; there were different pathways to becoming an inspector. The team that had inspected Wokingham was considered by all Officers to be good and fair.

The Chairman commented that the targets presented in the report were ambitious. Brian Grady stated that it was important to move forward in the areas that needed improvement and not to get into a state of complacency post inspection.

Judith confirmed that the impact of the plans would be monitored in three, six and nine months' time.

It was noted that on page 83 where it said '*initial awareness to be **deleted***' it should read '*initial awareness to be **completed***'.

RESOLVED That the Committee notes the report and requests to have a monitoring report and action plan for the next meeting with a comment on each action taken in a timely fashion.

9. CHILDREN'S SERVICES OVERVIEW AND SCRUTINY FORWARD PROGRAMME

The Committee agreed to change the date of the next meeting to 28 June 2016. In addition to the standing items, the following items were added to the Agenda:

- Monitoring report on the Ofsted Action Plan;
- School improvement – targets for narrowing the gap;
- MASH update

It was agreed that Officers would allocate the suggested items to future meetings.

The following meeting dates were agreed for the next municipal year:

- 28 June 2016
- 13 September 2016
- 15 November 2016
- 21 March 2017

10. DELIVERING EFFECTIVE SAFEGUARDING SERVICES

The Committee considered the analysis of staffing figures for social care an inclusion report which was set out in Agenda pages 93-101. Sian Mahadevan, HR Business Partner introduced the report and informed that the staff analysis was carried out quarterly.

The report provided a positive and improved picture, reflecting all the work that had been put in to the recruitment and retention strategy. Felicity stated that Social Workers now wanted come and work for Wokingham Borough Council as there was a strong training and development scheme, competitive pay and career progression. During the discussion the following points were made:

- Ten Social Workers had been recruited, five of them were from Australia, of which one had voluntarily left;
- In response to a question Felicity stated that often Social Workers left Wokingham to accompany partners who found jobs elsewhere. Others were seeking to gain more experience, Felicity was working on making sure alternative work arrangements could be offered in such cases in order to retain the worker;
- There was now more transparency in sickness leave reporting, sickness leave taken by leavers was now included in the figures. Sickness levels were not a concern and were closely monitored by managers;
- Judith stated that it would be very difficult to compare Social Workers levels today with those of 10 years ago. The financial profile had changed considerably, Judith felt it was more important to identify what was needed for the future;
- In order to retain the workforce it was important to keep caseloads manageable for Social Workers;
- Felicity reported that in her experience 'return to Social Work' programmes had limited rates of success;

- In response to a question Judith explained that should the need arise for a sudden increase in Social Workers, a supplementary estimate would be taken to Executive. Cross boarder issues were dealt with through joint working;
- Felicity emphasized the need to keep reviewing the strategy as this was a very competitive market.

The Chairman thanked all the Officers for their work in improving the Recruitment and Retention Strategy.

Agenda Item 6.

TITLE Multi-Agency Safeguarding Hub (MASH) Update

FOR CONSIDERATION BY Children's Services Overview and Scrutiny
Committee 28 June 2016

WARD None Specific

DIRECTOR Judith Ramsden, Director Children's Services

OUTCOME / BENEFITS TO THE COMMUNITY

RECOMMENDATION

For the Board to review the update below.

SUMMARY OF REPORT

The Multi-Agency Safeguarding Hub (MASH) went live on 11 April 2016. So far this has been successful and we have staff in place. We continue to have a Strategic and Operational group in order to embed the project. The information sharing Agreement has been established and signed by Police, WBC and Health. Our Legal colleagues have agreed this.

The accommodation is at Shute End and is running successfully. There were no significant changes made to the building and the team all moved in on 11 April 2016 as planned. There were initially some technical issues with wifi access but these were speedily resolved through our communications and IT staff.

The business processes are working well and we review these regularly at our Strategic and Operational meetings.

We are pleased with the progress of the MASH and with our successful partnership working and implementation.

The group also meet with the Police across the six Berkshire Authorities to ensure there is consistent practice. We are developing metrics in the autumn to ensure that we are all measuring the same activity and that this is consistent.

We did not have a launch as we did not wish to confuse anyone's referral in to the local authority. Therefore our telephone numbers and processes have not changed. The public and partners are still required to phone the usual number and if appropriate the

referral will be subject to a MASH process.

The attached draft leaflet is work in progress. At the present time this information is given to families verbally. This will be launched over the summer.

FINANCIAL IMPLICATIONS OF THE RECOMMENDATION

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

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

Other financial information relevant to the Recommendation/Decision

N/A

Cross-Council Implications

N/A

List of Background Papers

N/A

Contact Felicity Budgen	Service Children's Services
Telephone No	Email Felicity.budgen@wokingham.gov.uk
Date 20 June 2016	Version No.

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What happens after the safeguarding concern?

If the child or young person is considered to have suffered harm or to be at risk of harm, a social worker will be allocated to carry out an assessment and will be in contact with the family immediately.

If the child or young person has not been harmed but we think they could benefit from extra help, we will talk with the family about this, and seek support through the Early Help Services. We will only do this with the consent of those with parental responsibility.

15 We will inform professional referrers in writing of the outcome of any referral they have made.

Remember—if you are concerned about a child or young person and want to speak to someone, contact Wokingham Duty, Triage and Assessment Team on 0118 908 8002 and give us as much information as you can.

Or if it is an immediate Child Protection issue then contact the Police by calling 999



Wokingham's Multi-Agency Safeguarding Hub (MASH)

Information for parents
and referrers

DRAFT

In partnership with



Date Published: Reviewed:



What is the MASH?

The Multi-Agency Safeguarding Hub (MASH) is a partnership between Wokingham Borough Council, NHS Health Services, Thames Valley Police and the Probation Service working together and sharing information to safeguard children and young people.

What does the MASH do?

If a professional, family member or member of the public is concerned about a child or young person's welfare or safety, they should contact us so we can look into it. To help Social Care make the right decisions about what help or support a child may need, Social Care will speak to the parent/carer and may seek information from services who know the child(ren)

Will I be told that there is a safeguarding concern about my child?

Yes. You will be told at the time the concern is raised unless, to do so, places the child at greater risk. If the safeguarding concern has been made by a professional, for example a social worker or a teacher they will tell you what their concerns are and will then ask for your consent to contact us.

Can information be shared without my consent?

Yes. We will always seek your consent to share information via the MASH unless we consider to do so could result in someone being harmed or for legal reasons.

What happens when an enquiry is made?

Partners in the MASH will share information to assist Children's Social Care in deciding next steps, which may include;

- Conducting Child Protection investigation to clarify whether a child is at risk of harm
- Carrying out an assessment to determine whether a child is in need
- Offering an Early Help Service
- No further action

Where can I get more information?

To find out more about Wokingham's Multi-Agency Safeguarding Hub (MASH) or Early Help Services visit

www.wokingham.gov.uk

**Or phone
(0118) 908 8002**

For more information about Early Help Services call the number above

How will my information be used?

Information held by the MASH will be kept and processed securely, in line with the Data Protection Act 1998. It will only be shared with other practitioners and/or other agencies on a 'need to know' basis, either:

- Where there are believed to be child protection issues
- Where the information is required to ensure your child receives the appropriate assessment or services
- Due to criminal activity; or
- Other legal reasons

Can I see what is written about me?

Yes. The Data Protection Act 1998 lets you ask for a copy of the information held about you. If you would like to request this, contact Wokingham Borough Council.

Wokingham Borough Council
www.wokingham.gov.uk



TITLE	Children's Services Performance Indicators
FOR CONSIDERATION BY	Children's Services Overview and Scrutiny Committee on 28 June 2016
WARD	None Specific
STRATEGIC DIRECTOR	Judith Ramsden, Strategic Director of Children's Services

OUTCOME / BENEFITS TO THE COMMUNITY

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

RECOMMENDATION

That the Children's Service performance indicators be noted.

SUMMARY OF REPORT

The timing of the Overview and Scrutiny Committee means that the latest indicators available for formal reporting this cycle are the Quarterly indicators reported at the end of March 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 March 2016, is provided as Appendix A to this report.

Analysis of Issues

There are three indicators this quarter which are rated amber for performance, and two which are red.

Amber

- 1. % Children who are currently subject to a Child Protection Plan for a second or subsequent time within 24 months.**

Due to the small number of children subject to a Child Protection Plan in

Wokingham, small changes in numbers for this indicator will have a large impact on percentages for an indicator which was deliberately set to be challenging. The reported figure relates to a small number of families whose circumstances changed significantly in December 2016.

2. % Looked After Children living within 20 miles of their home.

Despite the Q.4 figure falling below our ambitious target, performance is improving, and is in line with other South East authorities.

3. % Secondary Schools with a current Ofsted rating of “good” or better.

In Q.4 there was one secondary school requiring improvement, a recently established free school on a positive improvement trajectory.

Red

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

In a context of very high levels of overall performance, performance gaps are always likely to be higher in Wokingham. Disadvantaged pupils experience similar barriers to achievement to those elsewhere, whilst Wokingham’s extreme levels of advantage and high achievement widen the gap at the top end of the achievement range.

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

In all cases delays were caused by factors outside the direct control of the Local Authority.

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

FINANCIAL IMPLICATIONS OF THE RECOMMENDATION

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

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

(Year 1)			
Next Financial Year (Year 2)	Not applicable		
Following Financial Year (Year 3)	Not applicable		

Other financial information relevant to the Recommendation/Decision
None

Cross-Council Implications
n/a

List of Background Papers
None

Contact Brian Grady
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Date 17 June 2016

Service Children's Services
Email
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Version No. 1

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**Council Plan Performance
Monitoring
Q4 2015/16**



**WOKINGHAM
BOROUGH COUNCIL**

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

Community		Place	
Look after vulnerable people		Provide affordable homes	
Improve health, wellbeing and quality of life		Maintain and improve the waste collection, recycling and fuel efficiency	
Improve educational attainment and focus on every child achieving their potential		Ensure strong sustainable communities that are vibrant and supported by well-designed development	
		Tackle traffic congestion in specific areas of the Borough	
Performance		Business	
Offer excellent value for your Council Tax		Invest in regenerating towns and village, support social and economic prosperity, whilst encouraging business growth	
Deliver quality in all that we do, including the statutory services for which we are responsible			
Improve the customer experience when accessing Council Services			
Workforce			

Workforce



Look after vulnerable people

Key Indicators							
Indicator	Target (plus target range for RAG)	14/15 Actual	15/16 Qtr. 4 Actual	RAG	Direction of Travel (Better/ Worse/ No change)	Strategic Director / Executive Member	Commentary
% referrals in 15/16 which are repeat referrals within 12 months of a previous referral to Children's Social Care	18 - 22%	21.3%	19.1%	Green	Better	Judith Ramsden/ Charlotte Haitham Taylor	
% Children who are currently subject to a Child Protection Plan (CPP) who are subject to a CPP for a second or subsequent time within 24 months	3 – 7%	12.0%	9.0%	Amber	Better	Judith Ramsden/ Charlotte Haitham Taylor	This relates to a very small number of families whereby their circumstances changed significantly in December 2016. Due to the small number of children on CP plans this had a great impact on percentages for the full year. Performance has improved compared to previous year; however the target for 2015-16 was set to be very challenging.
% Care Proceedings completed in 15/16 within 26 weeks of application	100%	42%	52.9%	Red	Better	Judith Ramsden/ Charlotte Haitham Taylor	All delays in quarter 4 were due to varying factors for each child. None of these delays were caused by the local authority.

Workforce



Indicator	Target (plus target range for RAG)	14/15 Actual	15/16 Qtr. 4 Actual	RAG	Direction of Travel (Better/ Worse/ No change)	Strategic Director / Executive Member	Commentary
% Looked After Children living within 20 miles of their home	70 – 75%	62.2%	67.5%	Amber	Better	Judith Ramsden/ Charlotte Haitham Taylor	This is an improving picture, and the number of children in care placed under 20 miles from home remains in line with that of other South East authorities. Wokingham has 67.5% of its children placed within 20 miles of home compared to a statistical neighbour average of 67.3%, the SE average of 70%, and the national average of 77.1%.
% Looked After Children who achieved permanent care arrangements during previous 12 months	Over 30%	40.2%	46.7%	Green	Better	Judith Ramsden/ Charlotte Haitham Taylor	This is monitored and progressed monthly through the Permanency Panel meeting chaired by the Head of Service.

Workforce



Improve educational attainment and focus on every child achieving their potential

Key Indicators

Indicator	Target (plus target range for RAG)	14/15 Actual	15/16 Qtr. 4 Actual	RAG	Direction of Travel (Better/ Worse/ No change)	Strategic Director / Executive Member	Commentary
24 Reduce the education gap at KS2 level 4 between disadvantaged and other pupils for Reading, Writing and Maths		Summer 2014 Other 87% Disadvant 65% Gap 22%	Summer 2015 Other 88% Disadv 62% Gap 26%	Red	Worse	Judith Ramsden/ Charlotte Haitham Taylor	<p>It should be noted that in most areas WBC's vulnerable pupils attain <i>better</i> than their national peers. Performance gaps appear because (a) in a minority of cases that isn't the case and (b) WBC's majority pupils do better than their peers to an even greater extent than the vulnerable pupils do.</p> <p>So we have broadly an issue of differential over-performance rather than underperformance as such. The impact of Ofsted in WBC is that more schools have maintained or gained "good" judgements under the 2015 inspection framework than have lost good judgements. In two recent cases of downgrading, performance gaps were cited as an issue however.</p> <p>The reputation of the council relies in the first place on the % of good or better schools, which is above benchmarks and improved over the past year in Wokingham. Other factors are the number of schools in special measures, which</p>

Workforce



							has increased (a negative), and the council's use of statutory powers, which has increased (a positive). Performance gaps are the most significant pupil performance area: this remains a priority.
Reduce the education gap at KS4 level 4 between disadvantaged and other pupils for 5 A*-C GCSE incl E&M		Summer 2014 Other 70.6% Disadvant 36.8% Gap 33.8%	Summer 2015 Other 71.6% Disadvant 41.5% Gap 30.1%	Green	Better	Judith Ramsden/ Charlotte Haitham Taylor	Wokingham FSM pupils attained higher than their national peers, as did Wokingham's Looked after Children
% Primary Schools with a current Ofsted Rating of "good" or better.	88%	83%	85%	Green	Better	Judith Ramsden/ Charlotte Haitham Taylor	Improvements following school inspections have been positive. The rate of inspections which is beyond our control has slowed thus reducing the rate of improvement.

Workforce



Indicator	Target (plus target range for RAG)	14/15 Actual	15/16 Qtr. 4 Actual	RAG	Direction of Travel (Better/ Worse/ No change)	Strategic Director / Executive Member	Commentary
% Secondary Schools with a current Ofsted rating of "good" or better.	100%	89%	89%	Amber	No Change	Judith Ramsden/ Charlotte Haitham Taylor	There is one school which requires improvement. All others are good or outstanding. The RI school is a recently established free school which is reported to be on a positive improvement trajectory.
% Children who attend at Wokingham school who are at a school with an Ofsted rating of "good" or better.	90%	88%	89%	Green	Better	Judith Ramsden/ Charlotte Haitham Taylor	Improvements following school inspections have been positive. The rate of inspections which is beyond our control has slowed thus reducing the rate of improvement.
% Pupils achieving a good level of development at Early Years Foundation Stage in academic year 14-15.	Increase	Summer 2014 61%	Summer 2015 71%	Green	Better	Judith Ramsden/ Charlotte Haitham Taylor	A second year of strong improvement, resulting in part from a LA focus on writing in Early Years.
% Disadvantaged pupils achieving a good level of development at Early Years Foundation Stage in academic year 14-15	Increased attainment & reduced gap	Summer 2014 Other 62% Disadvant 35% Gap 27%	2015 Other 71% FSM 50% Gap 21%	Green	Better	Judith Ramsden/ Charlotte Haitham Taylor	A very positive narrowing of the performance gap in a context of overall improvement.

Agenda Item 8.

TITLE	Summary of 11 Schools with Ofsted Report Being Published Between January 2016 and May 2016
FOR CONSIDERATION BY	Children's Services Overview and Scrutiny 28 June 2016
WARD	Non-specific
DIRECTOR	Judith Ramsden, Director of Children's Services

The Forest School (Inspection 23-24 February 2016)	Requires improvement
Grazeley Parochial Church of England Aided Primary School (Inspection 1 March 2016)	School Short Inspection Report – School continues to be good
Sonning Church of England Primary School (Inspection 1 March 2016)	School Short Inspection Report – School continues to be good
Crazies Hill C of E Primary School (Inspection 2 March 2016)	School Short Inspection Report – School continues to be good
Southfield School (Inspection 2-3 March 2016)	Inadequate
Gorse Ride Infants School (Inspection 22 March 2016)	School Short Inspection Report – School continues to be good
Earley St Peter's C of E VA Primary School (Inspection 26-27 April 2016)	Good
Farley Hill Primary School (Inspection 10-11 May 2016)	Good
Windmill Primary School (Inspection 10-11 May 2016)	Good
Gorse Ride Junior School (Inspection 7-8 June 2016)	Requires improvement

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The Forest School

Robin Hood Lane, Winnersh, Wokingham, Berkshire RG41 5NE

Inspection dates

23–24 February 2016

Overall effectiveness

Requires improvement

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
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leadership and management require improvement because the school's leaders do not ensure that pupils make consistently good progress across subjects and year groups.
- Leaders' evaluations of current work and plans for school improvement do not focus sharply enough on the progress that pupils make. Consequently, governors are not able to focus their challenge and support for the school effectively.
- The quality of teaching, learning and assessment is not as strong in Key Stage 3 as it is elsewhere in the school.
- Systems of assessment and tracking pupil progress have not yet secured good achievement in all year groups, especially for pupils who are disadvantaged and those who have special educational needs.
- Teaching often does not offer sufficient challenge to all pupils. Teachers do not consistently use information about pupils' progress to match learning activities to their abilities.
- Pupils' behaviour in lessons varies according to the quality of teaching. In some areas of the school, low-level disruption slows the pace of learning.

The school has the following strengths

- The headteacher has introduced many changes that have improved the school.
- Leaders' monitoring and evaluation of performance information, together with coaching and training for teachers, has led to some recent improvements to teaching.
- Well-established systems and practices ensure that the school's work to safeguard pupils is strong.
- Pupils achieve well in GCSE mathematics.
- Pupils' personal development, welfare and behaviour are good. The vast majority of pupils behave in a polite and respectful manner in lessons and around the school.
- Teaching in the sixth form is strong and learners are supported well to meet their aspirations to progress to their chosen universities.

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22 March 2016

Mr Dominic Cook
Acting Executive Headteacher
Grazeley Parochial Church of England Aided Primary School
Mereoak Lane
Reading
RG7 1JY

Dear Mr Cook

Short inspection of Grazeley Parochial Church of England Aided Primary School

Following my visit to the school on 1 March 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 May 2011.

This school continues to be good.

The headteacher has maintained the good quality of education in the school since the last inspection. Since the headteacher went on maternity leave in November 2015, you have made sure the school continues to function well.

The school has a friendly and lively atmosphere. Pupils enjoy the caring and supportive environment, engage enthusiastically in learning and make good progress. Pupils respect their teachers and behave well. They know to treat all people equally, regardless of any differences, and recognise the importance of not being prejudiced.

When the school was last inspected, the inspector found that pupils enjoyed their time at school, behaved well and made good progress. The inspector identified some areas for specific attention. One was to improve provision in Reception and a second was to strengthen the teaching of English in Reception and Year 1. A further point identified was that teachers needed to make better use of assessment information to provide suitably challenging work for least-able pupils. The headteacher, who joined the school in 2013, has made sure that these points have been addressed.

Provision in Reception has been strengthened; children benefit from an improved range of learning activities and make good progress. A high proportion reach a good level of development.

Overall, teaching meets the needs of pupils with different starting points, including the least and most able. As a result, pupils' achievement in reading and writing has improved over time. Current pupils make good progress in English and mathematics at both key stages.

Leaders are working effectively to close the gap in achievement between disadvantaged pupils and others. Typically these pupils make good progress and increasingly they are catching up where needed. Leaders have also made sure that teaching in English and mathematics has been adapted to meet the requirements of the 2014 National Curriculum, and a suitable approach to assessing pupils' achievement in these subjects is in place.

Safeguarding is effective.

Leaders have made sure that all safeguarding arrangements are fit for purpose and records are detailed and of high quality. Checks on the identity and suitability of staff and contractors are robust. All staff and governors receive suitable training. They know what to do if they have any safeguarding concerns. Parents also know whom to approach to raise any concerns. Pupils are clear that discrimination is not acceptable. Name-calling and bullying are rare and there have been no reported issues of prejudice bullying in the last year and a half.

Inspection findings

- Governors value the strong sense of direction the headteacher has brought to the school.
- Governors receive better information about the school's performance and hold leaders to account more effectively than was previously the case.
- Leaders' self-evaluation of the school enables them to identify suitable priorities for improvement, and actions to bring these about are typically well considered. However, leaders do not analyse performance information sharply enough to gain a precise measure of the starting points for development or the impact of their work over time. Addressing this point will strengthen the drive to move the school to outstanding.
- Leaders have made sure that topic work covers the knowledge and skills required by the National Curriculum for science and foundation subjects. However, they have not considered whether the subject coverage in each topic builds well on what was covered in the preceding topic.
- Leaders have developed an appropriate approach to assessing and tracking pupils' achievement in English and mathematics. Leaders can see at a glance the standard each pupil has reached at key points in time, and the progress they are making from starting points. Leaders are developing a similar assessment and tracking approach for computing, religious education and science with the eventual aim of using it for all subjects.
- Leaders keep a close eye on the progress of disadvantaged pupils and make sure that the teaching and support these pupils receive enable them to make good progress and catch up where needed.

- Teaching is increasingly effective. Better support for teachers, improved approaches to identifying and supporting pupils falling behind, and tighter arrangements for holding teachers to account have all contributed to this.
- Provision in Reception has improved notably. In 2013 only half the children reached a good level of development. In 2015 three quarters of children reached that level, higher than the national figure.
- Teachers plan lessons that help pupils learn well in English and mathematics. Pupils engage well and are enthusiastic about learning.
- Teaching of phonics (the sounds that letters make) has improved considerably. One in two Year 1 pupils reached the expected standard in 2013. In 2015 four out of five pupils reached the expected standard.
- In 2015 pupils' attainment in reading and mathematics by the end of Key Stage 1 was high and in writing it was in line with that seen nationally.
- Over time, pupils' achievement in mathematics and English by the end of Key Stage 2 has been in line with the national figure. Current pupils also make good progress in English and mathematics.
- The introduction of new behaviour guidelines has helped ensure more consistent behaviour management. The 'time out' approach used by lunchtime supervisors is working well. There have been no recent incidents of inappropriate behaviour at lunchtime.
- Incidents of name-calling and bullying are uncommon. On the rare occasion bullying is reported, leaders tackle it well.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- the new assessment system is refined and developed so that teachers' and leaders' assessment of pupils' progress across the curriculum is increasingly effective
- plans for how subjects are taught enable pupils to make strong progress, each planned activity building on the skills and knowledge pupils have acquired in previous activities
- analysis of school performance information is consistently sharp so leaders and governors understand the exact starting points for improvement work and can evaluate precisely the impact of their actions over time.

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 Council. This letter will be published on the Ofsted website.

Yours sincerely

Diana Choulerton
Her Majesty's Inspector

Information about the inspection

The headteacher Celia Thatcher is currently on maternity leave. She came into the school for the inspection at her own request. I met with both of you to discuss leaders' evaluation of the school's effectiveness and actions being taken to bring further improvement. I also held meetings with other leaders, teachers, the Chair of the Governing Body and five other governors. We visited parts of four lessons and I scrutinised a selection of pupils' topic work with the headteacher. I took account of 14 responses by parents to Ofsted's online questionnaire, Parent View, and 14 parent responses by free text. I also spoke with teaching and support staff, and groups of pupils. I analysed school documentation, including leaders' checks on pupils' progress, the school improvement plan, curriculum planning, and safeguarding policies and procedures.

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29 March 2016

Mr L Henderson
Headteacher
Sonning Church of England Primary School
Liguge Way
Sonning
Reading
Berkshire
RG4 6XF

Dear Mr Henderson

Short inspection of Sonning Church of England Primary School

Following my visit to the school on 1 March 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 May 2011.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. In the short time since you took up your post in January 2016, you have provided inspirational leadership to your staff. You are ambitious for the school and strive for excellence for all. High expectations are evident in your leadership. The staff are in no doubt about your desire to enable all pupils to excel. Your insightful initial analysis of the school identified key areas that had declined since the previous inspection. You have taken swift action to address these. For example, you quickly recognised that pupils' behaviour was not as good as it should be during playtimes, lunchtimes and when moving around the school. You devised suitable plans to implement important improvements. Staff have reviewed the behaviour policy, new equipment has been purchased for pupils to play with during break times and you have communicated your high expectations of the standards of pupils' behaviour with parents. Pupils are positive about these improvements and now enjoy using the new equipment and the variety of games they are able to play together in the playground. Behaviour at lunchtimes and around the school has improved. This has also had a positive impact on pupils' learning in lessons, particularly during the afternoons. Your monitoring of behaviour has shown a substantial reduction in incidents of poor behaviour since the start of the spring term.

Governors have a broad range of skills and expertise and demonstrate a strong commitment to improving the school. They were tenacious in the headteacher recruitment process and did not shy away from the challenge to make sure that the correct appointment was made, even though this took considerably longer than anticipated. A recent review of the committee structure has enabled governors with particular skills to be effectively deployed to monitor the work of the school in their areas of knowledge. Governors are aware of the strengths and weaknesses of the school. They know that although standards are above average overall, they are not as high as they should be.

Since the previous inspection there have been changes in leadership and, although there have been improvements in teaching and outcomes for pupils, you recognise that there is more to be done to fully address the issues from the previous inspection. The most-able pupils are provided with challenges which help them to do well. However, you know they could be making better progress, particularly in writing. Pupils are more actively engaged in contributing their ideas in lessons and support staff are deployed to introduce new work to pupils. However, this is not always as effective as it could be because some teaching assistants lack sufficient subject knowledge and do not have a clear understanding of what pupils are expected to learn. You have already taken steps to address this. Recent training to increase the knowledge and skills of teachers and teaching assistants to deliver high-quality systematic phonics (the sounds letters make) teaching is reaping the desired rewards. Plans are in place to provide further training for teaching assistants to develop their knowledge and skills to support pupils' learning in lessons.

You carried out a thorough evaluation of the work of the school when you took up your post. You have accurately identified the most important things the school needs to do to improve. You recognised that the monitoring of teaching and learning was not robust enough. You have put in place a new programme of monitoring activities to check on the quality of teaching and the impact of teaching on pupils' progress. You have taken effective steps to hold teachers more to account for the progress pupils make. Regular meetings with teachers to discuss the progress of pupils in their class are supporting your checks on evaluating the performance of teachers. Teachers are clear about their targets for improvement and what they are aiming to achieve. As one member of staff put it: 'We have a clear view of the areas we are working on to develop further and, with the headteachers' leadership, we are focussed on our next key priorities'.

The school improvement plan was devised by the interim headteacher and you have added further actions to be carried out this year. However, currently the plan is not linked closely enough to improving outcomes for pupils. You know that to enable school leaders and governors to check on the progress of the plan, they need to know the expected outcomes for all groups of pupils across the school and the progress they are expected to make throughout the year. This will enable them to measure the success of the plan.

Safeguarding is effective.

The lead child protection officer and her deputy have implemented a range of improvements in safeguarding arrangements since September 2015. The safeguarding policy has been reviewed and includes references to all the most up-to-date guidance on keeping children safe. Expectations are high. All staff are provided with regular training at an appropriate level and are expected to read and understand their roles and responsibilities to keep children safe from harm. Leaders and governors understand their new duties to prevent extremism and radicalisation.

Pupils are taught to keep themselves safe through a range of carefully planned activities. The personal, social, health and economic education unit 'Out and about' covers a range of safety issues such as personal safety, stranger danger, road and river safety and resolving conflict. Pupils learn about keeping safe when using the internet and have a good understanding about a range of bullying issues they may face and how to deal with them.

The school works well with other agencies to ensure the safety of the pupils in their care. All safeguarding documents and procedures are fit for purpose and successfully implemented.

Inspection findings

- You lead the school with drive and determination. You want the very best for all pupils. You have a clear vision for how this will be achieved and have ambitious plans for the school. Your calm, supportive approach has enabled you to share your aspirations with staff and governors effectively. There is a collective confidence in your leadership.
- Governors share your determination to improve the school. They are keen to ensure that the school maintains its strong Christian ethos and 'family feel'. They make regular visits to the school and check that the actions set out in the school improvement plan are being carried out effectively. Minutes of their meetings show they provide suitable challenge to school leaders.
- Pupils say they are happy at school and feel safe. They say that teachers help them to understand what they are learning and provide targets and next steps to guide them. They know that if they are struggling with their learning, an adult will help them.
- Although standards at the end of Key Stage 2 have been consistently above the national average over time, you recognise that not all pupils make the rapid progress they are capable of. This is because the curriculum does not always inspire and engage all groups of pupils well enough. Further challenge is required to ensure all pupils, including the disadvantaged, make rapid progress.

- You quickly identified that the behaviour of some pupils was not as good as it could be. You took swift action to improve this. Already there is clear evidence that behaviour has improved and pupils are more engaged in their learning in lessons.
- The proportion of pupils achieving the expected standard in the phonics screening check at the end of Year 1 has been below the national average for the last three years. You have implemented a more systematic approach to the teaching of phonics and teachers are now carefully checking the progress pupils are making. Pupils in Year 1 are now making better progress in this aspect of their learning. As a result, a higher proportion of pupils are on track to achieve the expected standard in this year's screening test.
- Many pupils say that teachers provide interesting and fun activities which help them to learn. One pupil described this by saying 'I forget I am in school because lessons are so enjoyable'. Pupils learn about a range of different religions and cultures and say that they learn that every religion is important. One pupil described how inclusive and respectful her classmates were when she shared her own religious traditions with them. Pupils understand about democracy, but are less clear about the rule of law and what this means to them. They would benefit from more opportunities to socialise with other pupils of different socio-economic backgrounds and develop the skills to positively contribute to life in modern Britain.
- Governors have ensured that the additional funding to support disadvantaged pupils is used to benefit these pupils. The progress of these pupils is being tracked, but the evaluation of the direct impact of this funding has not taken place. Evaluating the work of the school has not been carried out well enough in the past. It is vital that teachers, subject leaders, senior leaders and governors assess the effectiveness of their plans and strategies for improvement.
- Governors regularly check the progress the school is making towards achieving the priorities in the school improvement plan. However, currently the plan does not include information about the expected outcomes for pupils. It is therefore difficult to determine whether pupils are making enough progress or whether the plan is successful.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- pupils are sufficiently challenged in lessons to enable them to make rapid progress
- the curriculum inspires and engages pupils and prepares them well for life in modern Britain

- the evaluation of all aspects of the school's work is sharpened
- the school improvement plan is clearly linked to improving outcomes for pupils and includes milestones that can be measured over time.

I am copying this letter to the Chair of the Governing Body, the Director of Education for the Diocese of Oxford, the Regional Schools Commissioner and the Director of Children's Services for Wokingham Borough Council. This letter will be published on the Ofsted website.

Yours sincerely

Ann Henderson
Her Majesty's Inspector

Information about the inspection

I met with you, your English subject leader, your lead child protection officer, the deputy lead child protection officer, staff, pupils, the Chair of the Governing Body and two governors. I had telephone conversations with a representative of the local authority and the diocesan advisor. I visited all classes and accompanied you on visits to seven lessons. I looked at work in pupils' books during these visits. I looked at the survey results from pupils, staff and 'Parent View' and considered the comments that had been placed on this website by parents. I evaluated the accuracy of your self-evaluation as well as a range of other documentation. I checked the effectiveness of the school's safeguarding arrangements.

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21 March 2016

Mrs E Holmes
Headteacher
Crazies Hill CofE Primary School
Crazies Hill
Wargrave
Reading
Berkshire
RG10 8LY

Dear Mrs Holmes

Short inspection of Crazies Hill CofE Primary School

Following my visit to the school on 2 March 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 June 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 lead by example, modelling appropriate levels of care to pupils in all aspects of your work. Parents appreciate the warm welcome each morning as you personally greet pupils, come rain or shine. Pupils are keen to come to school. They are pleased to be members of this community and proud to know each individual pupil by name. Parents rightly highlight the many strengths in the school's provision including the high levels of care afforded to their children, the engaging curriculum and exemplary standards of behaviour.

Governors, staff, parents and pupils appreciate the improvements that you have instigated since the last inspection. The expansion of the Reception classroom, bespoke office spaces for administrative staff and newly refurbished computer facilities, have enhanced the learning setting for staff and pupils alike. You place high importance on an orderly, safe and appealing environment.

Governors acknowledge the improvements you have instigated to the quality of teaching. In Key Stage 2 in 2015, pupils made good progress in reading, writing and mathematics and every pupil met the standards expected for their age in these subjects. The proportion of pupils who achieved the higher levels at Key Stage 1

and Key Stage 2 in 2015 was above that seen nationally. Recent improvements to the quality of teaching have had a marked impact on accelerating pupils' progress in Key Stage 1 and Key Stage 2 in reading, writing and mathematics. In current cohorts, more pupils than in the past are making rapid progress and exceeding the expectations set for them.

At the time of the previous inspection, leaders were asked to help the most-able pupils in Years 1 to 4 to make faster progress and to make greater use of the outdoor area in order to further promote children's social, language and creative development in the Early Years Foundation Stage. Leaders have addressed these aspects efficiently so that:

- the majority of pupils make good progress in reading, writing and mathematics. Pupils in current cohorts are making good progress and many make rapid gains because tasks provide a high level of challenge
- in the early years, outdoor activities are more purposeful than in the past and have a stronger focus on developing children's early writing and number skills. Well-judged support from the local authority has contributed well to improving this aspect.

Safeguarding is effective.

Pupils feel safe. They are confident that teachers care well for them, commenting that 'Adults notice if even a tiny bit of sadness crosses our faces'. They say that everyone is kind and are particularly proud of how well pupils know one another, across the full range of age groups.

The school makes appropriate checks on all adults, including volunteers and temporary staff, to confirm their suitability to work with children. Staff and governors receive appropriate training. As you retire at the end of the summer term 2016, governors have begun the process of recruiting a new headteacher. They are making good use of safer recruitment training, applying their knowledge and understanding to ensure that the appointment of a replacement headteacher follows statutory guidelines.

Most pupils attend school regularly. Persistent absence is low. However, there is some disparity as disadvantaged pupils have higher rates of absence than other pupils in the school. More work is needed to ensure disadvantaged pupils attend habitually.

Inspection findings

- You have implemented a new assessment system successfully. This has allowed you to gather information more systematically about how well pupils learn. In addition, you have fully implemented the new National Curriculum. Teachers understand your expectations and are highly committed to ensuring pupils succeed in all aspects of learning.

- Training has contributed well to developing teachers' expertise, particularly in meeting revised curricular expectations, such as those in computing. Pupils in Years 5 and 6 use control technology effectively to manoeuvre vehicles. They are adept at programming and can even build in functions that help a plough manage uneven terrain.
- Teaching is good. Teachers have high expectations and ensure that work is appropriately challenging for pupils of all abilities. Teaching assistants are highly skilled, using questioning effectively to probe pupils' understanding. In mathematics, teaching assistants offer useful guidance, ensuring that pupils who display hesitation can grasp new ways of working successfully. This helps pupils, including pupils with special educational needs or with a disability, to make good progress.
- The proportion of pupils who met the standard expected in the Year 1 phonics check is above that seen nationally. (Phonics refers to letters and the sounds that they make.) Staff training has contributed well to developing teachers' skills and expertise. Consequently, pupils make good progress in the development of early reading skills and are suitably prepared for the challenges of Year 2. Because of well-judged actions to improve this aspect, you have had a marked impact on raising standards.
- Assemblies are special times where staff and pupils reflect thoughtfully together. A positive school ethos prevails and there is a tangible sense of unity. Pupils listen well, displaying high levels of reverence and respect. Staff are skilful in providing a breadth of opportunities that deepen pupils' spiritual, moral, social and cultural understanding. During my visit, pupils considered how they could take a 'leap forward' in their lives, listening attentively, thinking deeply and offering thoughtful responses. These occasions foster positive relationships, successfully developing pupils' self-belief, ambition and emotional well-being.
- The teaching of writing is a strength. Pupils write for a variety of purposes including instructions, stories and advertisements. They are ambitious in their choices of vocabulary, painting a vivid picture for their reader. Pupils use complex writing techniques from an early stage, such as using simile in Year 1, to bring texts to life. Pupils spell accurately, and carefully join their handwriting; they are rightly proud of the high standards of presentation they accomplish.
- The curriculum is broad and balanced. The teaching of science is a particular strength. Pupils conduct scientific investigations on a regular basis. They say they enjoy these first-hand experiences to explore how the world around them works. Pupils are able to predict, reason and draw conclusions precisely. In Year 3 and Year 4, pupils talk animatedly about recent investigative work, such as their recent experiment to test different materials and their efficiency at muffling sound.

- The school is a hub of activity. Pupils enjoy the wide range of clubs on offer, including football and archery. Other opportunities, such as the judo club before school run by an outside provider, are popular. Governors also immerse themselves in broader aspects of school life, regularly attending visits with pupils, reflecting the benefits of such experiences back to the full governing body.
- Standards in the early years have risen steadily and greater use is now made of the outdoor area to promote children's basic writing and number skills. A local authority adviser has offered helpful support in developing this aspect of the provision. However, despite a wider range of outdoor activities the proportion of boys who are ready for Year 1 at the end of the Reception Year is below that seen nationally. You and the governors rightly recognise that the steady improvement seen so far now needs to accelerate.
- Children in the early years choose from a wide range of activities to develop their number and early writing skills. The role play area, currently set up as a travel agency, entuses children to write, as they slip with ease into the role of travel agent. Many were able to complete booking forms competently, delighting in their efforts. However, adults do not seize on opportunities to discuss children's efforts with them and push their learning on further.
- The small numbers of disadvantaged pupils receive helpful additional support. Additional support in lessons reaps rewards as pupils develop high levels of self-confidence and make good progress. However, too few make accelerated progress, as their attendance at school is not always regular enough.
- Behaviour is excellent. Pupils get on well with one another and they say that bullying does not happen. They have high levels of trust in each other and the adults who care for them. Pupils are quick to affirm that if you fall over there is always a gaggle of pupils ready to pick you up. Equally, on an unseasonably cold day, the inspector noted older pupils helping a much younger child fasten their coat to protect against the icy chill. They independently instigate and display high levels of care towards one another.
- You accurately recognise the strengths and weaknesses of the school. You and the governors readily identify which aspects of the school's work are weaker. However, some of your shared priorities do not have sufficient prominence on your improvement plan. As a result, the key priorities you have identified to raise standards become muddled and lost in the detail. Sharper identification of the areas you are all working on would help you evaluate the difference you are making and the levels of urgency required.
- Governors make regular visits, including the Chair of the Governing Body, on a weekly basis, and know the school inside and out. They are adept at focusing on what needs to improve, regularly holding robust discussions with leaders. Governors acknowledge that although pupils attain good

standards in Key Stage 1 and Key Stage 2, there is room to accelerate the progress that children make in their Reception Year at Crazies Hill Primary School. Governors are highly committed to raising standards further.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- the quality of teaching in the early years improves so that more children, particularly boys, are ready to start Year 1 with the skills and understanding appropriate for their age
- attendance for disadvantaged pupils improves so it is in line with national expectations
- school improvement planning focuses more sharply on the areas that leaders have identified as needing improvement, such as the quality of teaching and learning in the early years.

I am copying this letter to the Chair of the Governing Body, the Director of Education for the Diocese of Oxford and the Director of Children's Services for Wokingham Borough Council. This letter will be published on the Ofsted website.

Yours sincerely

Elizabeth Farr
Her Majesty's Inspector

Information about the inspection

I met with you, and two governors, including the Chair of the Governing Body, and a representative of the local authority. I also met with six pupils in Key Stage 2 and took account of the 31 responses to the pupils' online survey. I observed learning in seven lessons, six jointly with the headteacher, and scrutinised pupils' work. I took account of 21 responses from parents to Ofsted's online questionnaire, Parent View. I also took account of the views of nine members of the school team who responded to the online survey for staff. I observed pupils' behaviour on arrival at school and at lunchtime. I spoke with a number of parents at the beginning of the school day. I analysed a range of school documentation, including information about pupils' achievement, the school improvement plan and safeguarding checks, policies and procedures. We discussed your own evaluation of the school's effectiveness.

Southfield School

Gipsy Lane, Wokingham, Berkshire RG40 2HR

Inspection dates

2–3 March 2016

Overall effectiveness

Inadequate

Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Require improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders have not been successful in creating a culture where staff work together for the benefit of pupils. There is too little focus on the curriculum and so pupils' needs are not catered for well enough.
- Leaders' evaluations of the school's effectiveness are inaccurate and too generous, because they are too willing to overlook key weaknesses in the school's performance.
- The effectiveness of senior leaders is weak. Some leaders do not have the skills that are needed to bring about improvement. Staff appraisal has not ensured that staff are managed effectively. Absence in key leadership positions means that the capacity to bring about improvement is poor.
- Governors have not challenged leaders about the right issues. There has been too much focus on managing pupils' behaviour and not enough on meeting their learning needs. Governors have not responded well enough to the concerns raised by staff.
- Pupils are not safe. The school site is not secure and current systems do not adequately reduce the risk of pupils becoming seriously hurt. Leaders' plans to resolve this have been too slow to be implemented.
- The quality of teaching requires improvement. There are inconsistencies between departments in the secondary phase. Some teachers do not ensure that pupils receive the level of challenge they need to make suitable progress in their learning.
- In some lessons, pupils are insufficiently engaged because work is not challenging or interesting enough. When this is the case, their attitudes to work are poor.
- The curriculum does not meet the needs of the most challenging pupils the school serves. Recent initiatives to address this are underdeveloped and ineffective.
- Exclusions are too readily used to respond to some pupils' challenging behaviour. This means the number of exclusions is much higher than is typical and increasing.
- Pupils' outcomes require improvement because they are not making enough progress overall, and there are too many inconsistencies in the progress of different groups. Those who can access the curriculum do very well and make strong progress; however, those with complex needs do not learn as much as they should because they are not offered suitable experiences.

The school has the following strengths

- Some teaching is of high quality, for example in mathematics, food technology, art and the humanities in the secondary phase. The primary phase is very effective.
- The principal, with support from other leaders, has taken effective steps to improve attendance.

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15 April 2016

Miss Eileen Rogers
Headteacher
Gorse Ride Infants' School
Gorse Ride South
Finchampstead
Wokingham
Berkshire
RG40 4EH

Dear Miss Rogers

Short inspection of Gorse Ride Infants' School

Following my visit to the school on 22 March 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 February 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 lead the school with clear vision, ensuring that all members of the school community continuously improve their practice so that the school can become outstanding in the future. Leaders have an accurate view of the school's many strengths and pinpoint areas for further development accurately. Staff unanimously agree that the school has improved under your leadership and feel supported in their work. Parents view the school as a 'pillar of the community' and value the quality of teaching that the school provides. One parent commented that, 'From the headteacher down, there is a passion for learning that is passed on to pupils.'

Pupils enjoy school and achieve well because leaders underpin the curriculum with high levels of ambition for every child. Leaders promote core values such as 'grow, respect and succeed', and seek a range of opportunities to raise pupils' aspirations for themselves. An example of this is in the 'Dare to Dream' week, where visitors share a range of careers with pupils. Leaders ensure that there are carefully chosen opportunities within the curriculum to widen pupils' experiences of life beyond their own community, such as developing links with Busu Village in Uganda. In addition, links across the curriculum are exploited fully to inspire pupils' independent research and enquiry. Recently, pupils built models of Tudor houses as part of a home learning project linked to their 'Fire of London' topic.

At the last inspection, inspectors identified the need to extend the curriculum for children in early years. Inspectors also asked leaders to increase the proportion of pupils reaching higher levels in mathematics and to ensure that the teaching of reading in Year 1 was as rigorous as in Year 2. Leaders have tackled these areas effectively, so that:

- areas of learning are promoted equally across the early years provision, with stimulating and engaging use of resources to interest pupils of all abilities
- children learn independently, challenging themselves to solve problems in a widened range of areas, including knowledge and understanding of the world and creative development
- pupils who are more able on entry to key stage 1 continue to make good progress, because teaching extends their mathematical reasoning and helps them to work systematically
- pupils make good progress in reading in Year 1 because phonics (the sounds that letters make) is well taught.

Although the proportions of pupils meeting the early learning goal at the end of early years continue to rise, boys are not as well prepared for key stage 1 as girls, particularly in communication and language.

Leaders and governors ensure that the impact of additional funding for disadvantaged pupils is evaluated and reported to parents. Disadvantaged pupils' achievement in reading and mathematics is rising so that it is closer to the achievement of other pupils nationally. However, this is not the case for writing, where gaps widened in 2015.

Safeguarding is effective.

The leadership team has ensured that all safeguarding arrangements are fit for purpose and records are detailed and of high quality. Leaders take a proactive approach to keeping children safe. Staff receive regular, relevant training and leaders ensure that the latest guidance is shared and considered in a timely way. Current policies reflect the most recent legislation, and leaders understand new duties well. Staff are alert to unusual patterns of absence from school and follow these up quickly. Pupils' attendance has improved because these checks are made thoroughly and parents receive appropriate support if they find it difficult to ensure that their children are at school regularly. The school works in close and effective partnership with external agencies to ensure that actions are taken to reduce any risk of harm for vulnerable children. Governors undertake their statutory responsibilities for safeguarding conscientiously. They ensure that all arrangements are robust and rightly challenge published local authority policies where these do not meet requirements.

Inspection findings

- Since the previous inspection in 2011, your determined work to drive improvement has ensured that pupils make an increasingly successful start to their time at school. Pupils' progress has been strengthened, particularly at transition points between Nursery, Reception and Year 1.
- Senior leaders make careful checks, using a range of information, so that they can evaluate the impact of the actions that they take. They lead by example, providing exemplar lessons and regular feedback to staff to shape and improve their practice. This has ensured that key aspects of provision, such as the teaching of phonics and the development of the curriculum in early years, have strengthened quickly.
- Together with governors, senior leaders advocate ambition on behalf of the pupils in the school. Parents are rightly proud of the school and the individual attention that their children receive to help them succeed. Parents say that 'children are proud to wear their uniform'.
- Leaders make good use of the accurate information that you collect about pupils' achievement, to support discussion with staff about any barriers to learning that pupils may have.
- Leaders commit to ensuring that pupils who receive additional funding make rapid progress, and react quickly to change programmes of support where this is not the case. Gaps in achievement between disadvantaged pupils and other pupils nationally in reading and mathematics are closing as a result. This is not the case in writing, which received less specific focus until recently.
- Governors challenge leaders effectively and ensure that the performance of staff is managed robustly. They know the school well, bringing a wealth of relevant skill and experience to the governance role. Their work across the federation enables them to maintain a clear oversight of the full journey of each pupil from the time that they start school.
- Children make a good start in the early years, and are well prepared for key stage 1 because the curriculum across all areas of learning interests and engages them. Thinking skills are strengthened through well-chosen activities which encourage children to solve problems independently. In Reception, children used a range of jugs, spoons and bowls to transfer coloured ice cubes between them. These cubes contained a hidden animal, which children had to 'release'. Children debated options and decided that they needed some warm water to melt the ice. Their squeals of delight, when they were successful, demonstrated that learning had been both powerful and rewarding.
- Pupils show enthusiasm for the topics that they study. Recently, pupils' study of the fire of London strengthened their use of historical evidence. Pupils engaged in animated conversation about how the fire started, referring to eye witness accounts and opinion of the day. Writing opportunities in this topic strengthened pupils' use of accurate sentences to report and explain because teachers reinforced spelling and punctuation skills directly.

- In mathematics, most-able pupils are challenged by the carefully chosen questions that teachers pose. Pupils consider a range of approaches and work systematically to find solutions as a result. In Year 1, pupils were seen using this approach well when identifying combinations of coins that could be used to total 50 pence. Teaching expectations remained high and pupils were challenged to find combinations with as few coins as possible using smaller denominations.
- More pupils reached the expected standard in phonics in 2015 than in the two previous years because high-quality training improved teachers' subject knowledge and pedagogy. All sessions seen were exemplary in securing rapid recall of sounds and providing opportunities for pupils to apply these accurately when reading or writing individual words. Teachers pronounced sounds clearly, picked up misconceptions quickly and tackled alternative spellings carefully so that pupils made good progress within sessions.
- The proportion of pupils securing a good level of development has risen and is now above the national average. However, boys' progress in communication, literacy and language is not as rapid as girls' progress. Opportunities to develop boys' early writing skills are clearly evident, although boys did not select these independently. Teachers capture children's experiences through their observations, but do not evaluate their skill level precisely enough so that they can plan their next steps and target gaps in boys' knowledge.
- Pupils behave well and know how to resolve the very occasional minor conflicts that happen between them. They are considerate of others and enjoy learning and playing together. They enjoy roles of responsibility, such as being a member of the school council, because it gives them an active voice in decisions that are made. Recently, pupils provided design suggestions for improvements to the markings on the playground. They say they are pleased with the end result and enjoy the new games that they can play as a result of the changes.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- teachers in early years use their observations to identify and then address any gaps in boys' skills, knowledge and understanding so that their achievement matches that of girls, particularly in communication, literacy and language
- disadvantaged pupils achieve at least as well as other pupils nationally in writing by the end of key stage 1.

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 Borough Council. This letter will be published on the Ofsted website.

Yours sincerely

Abigail Wilkinson
Her Majesty's Inspector

Information about the inspection

I met with you, other leaders, pupils and seven governors, including the chair of the governing body. I also met with a representative of the local authority. I visited all classes in the school, with senior leaders. We observed phonics groups across the school, including those led by teaching assistants. I took account of 16 responses to the school's internal staff survey and 67 responses by parents to Ofsted's online questionnaire, Parent View. In addition, I considered 42 responses by pupils to their online survey and a further 67 written comments from parents. I spoke with a group of pupils from key stage 1. I analysed a range of the school's documentation, including leaders' checks on pupils' current performance, the school improvement plan, leaders' checks on the quality of teaching, learning and assessment and safeguarding policies and procedures. I looked at samples of pupils' work in writing and mathematics and scrutinised learning journeys. I discussed your own evaluation of the school's performance with you.

Earley St Peter's C of E VA Primary School

Church Road, Earley, Reading, Berkshire RG6 1EY

Inspection dates	26–27 April 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Across the school, pupils make good progress in English and mathematics. They attain well. Pupils' writing is of a particularly high standard.
- The headteacher leads the school well. She has successfully ensured that it has become good, after many years below this level.
- Since the last inspection, governors have continued effectively to support and challenge the school to improve and become good.
- Senior leaders work closely with the staff to ensure that teaching is consistently effective across the school. They address any significant weaknesses quickly.
- Pupils make a good start in the early years. There is particularly strong provision in the nursery. Early years staff work very well with parents.
- The school evaluates itself accurately in almost all respects. It plans further improvements aptly.
- This is a friendly school, with high aspirations. Parents are understandably pleased with it.
- Pupils consistently behave well in lessons and around the school. They are carefully looked after and feel confident, happy and safe.
- Pupils who have special educational needs achieve well. Disadvantaged pupils also achieve highly.
- The school supports those pupils who speak English as an additional language securely. They learn English quickly and make good progress.
- Pupils enjoy a broad curriculum, with many interesting and exciting elements. This includes residential visits, sports and arts events, moments of reflection and learning outside the classroom.

It is not yet an outstanding school because

- The teaching of phonics (letters and the sounds that they make) is not systematically organised in the transition from Reception into Year 1.
- The subjects beyond English and mathematics are not yet taught excellently. The hard work of subject leaders is not as influential as it could be.
- In key stage 2, the teaching of reading skills does not have high enough priority.
- In a few lessons, sometimes small numbers of pupils are not quite sure what to do, or their particular needs are not closely met. They then stop work, waiting too long for help.

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Farley Hill Primary School

Church Road, Farley Hill, Reading, Berkshire RG7 1UB

Inspection dates	10–11 May 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
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

- 'This school has come on in leaps and bounds since the last inspection,' was how one parent put it. Inspectors agree.
- Standards in English and mathematics are much higher than they were previously because leaders and teachers have lifted the quality of teaching.
- Pupils' attitudes to learning have transformed. They are excellent ambassadors for the school.
- Across all classes, pupils enjoy school and rarely miss it for any reason.
- The headteacher is a passionate educator. She is very clear about how improvements can still be made and why. She has earned the confidence of pupils, parents, staff and governors, who are overwhelmingly positive about the school.
- The knowledgeable, enthusiastic and effective team of teachers make the pupils work hard. They are keen to find ways that they can improve and make the school even better.
- Children are quickly fired up by the rich experiences in the excellent early years provision. They make significant strides in their learning.
- Pupils gain a genuine love of books and make excellent progress with their reading.
- Pupils that fall behind their peers catch up quickly. The number of most-able pupils that do better than other pupils their age nationally has grown.
- Pupils are highly respectful of each other and report that they feel safe in school. They develop a strong understanding of how to keep themselves safe, particularly when using electronic devices and the internet.
- Staff provide pupils with a wealth of rich and varied learning experiences. Teachers take care to make learning meaningful to pupils' lives and experiences.
- Governance is effective and has improved markedly.

It is not yet an outstanding school because

- Although teaching is good, some teachers are not as highly skilled as others.
- Leaders' checks of individual pupils' outcomes are not used sharply enough to analyse how well different groups of pupils are doing and to measure how well actions to promote improvement are working.

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Windmill Primary School

Fernlea Drive, Wokingham, Berkshire RG41 3DR

Inspection dates	10–11 May 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- The executive headteacher is determined and committed. Staff share her ambition to secure the best possible education for all pupils in this '21st-century' school. New pupils are welcomed and well catered for.
- Teachers have good subject knowledge and use this well to set high expectations of what pupils can achieve. Consequently, across the school, pupils from a wide range of backgrounds make good progress in reading, writing and mathematics.
- Pupils with differing needs are well supported. Disadvantaged pupils, those with special educational needs or disability, the most able and those with English as an additional language are achieving well.
- The curriculum is interesting and includes memorable experiences. A wide range of extra-curricular clubs provide further enrichment.
- Personal development, behaviour and welfare are outstanding. Pupils have many opportunities to develop confidence, and build learning and life skills. The school's values also help pupils to adopt the right attitudes and behaviours. Consequently, the school is a flourishing community.
- Social, moral, cultural and spiritual development is threaded through the curriculum. British values are well promoted. Pupils are well prepared for life in modern Britain.
- Children in the early years make good progress. Last year, the large majority of children were well prepared for Year 1. The early years leader is highly focused on securing the best possible outcomes for children.
- Pupils feel safe at school and learn how to keep themselves safe and healthy. Safeguarding is effective. Staff care for pupils well.

It is not yet an outstanding school because

- Governors are not sufficiently strategic. They do not yet take an active role in planning and guiding school leaders to make further improvements.
- Many teaching assistants are new. They do not yet have the skills and expertise to have a compelling impact on pupils' learning.
- Pupils' progress in mathematics is not as strong as it is in other subjects. This is because teachers do not always use pupils' assessment information well enough to provide enough challenge in mathematics.

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Gorse Ride Junior School

Gorse Ride South, Finchampstead, Wokingham, Berkshire RG40 4JJ

Inspection dates	7–8 June 2016
Overall effectiveness	Requires improvement
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
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Disadvantaged pupils and those who have special educational needs or disability do not make enough progress. There are wide gaps between the attainment of these two groups of pupils and all other pupils.
- School leaders and governors do not have an accurate understanding of the quality of education the school provides. They have not carried out a thorough evaluation of the work of the school.
- Actions taken to improve the school have not been wholly effective. The school improvement plan and action plans are not sharply focused on improving outcomes for pupils.
- Leaders and managers have not analysed the information on pupils' attainment and progress well enough. They have not taken effective action to accelerate the progress of disadvantaged pupils and those who have special educational needs or disability.
- Teachers are not using the assessment information they gather about disadvantaged pupils and those who have special educational needs or disability well enough. They do not pinpoint precisely the next steps for their learning, or identify the barriers that prevent them from making better progress.
- Governors do not focus enough on checking the progress of all groups of pupils across the school. They are not providing sufficient challenge to school leaders to address the weaknesses in the progress of disadvantaged pupils and those who have special educational needs and disability.
- School leaders have not used pupil premium funding well enough to close the gaps in the achievement of disadvantaged pupils.
- Disadvantaged pupils and those who have special educational needs or disability do not always attend school regularly enough. This holds back their progress.

The school has the following strengths

- Pupils' personal development and behaviour support their learning well. Pupils have positive attitudes to learning, and are polite, courteous and supportive of one another.
- Relationships are good. Pupils feel safe. They are confident that adults support them well.
- School leaders have conveyed the school vision effectively. The caring, supportive ethos pervades the school.
- The school provides effective nurture and support for pupils and families who face challenging circumstances.

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TITLE	Ofsted Action Plan Following the Single Inspection of Services for Children in Need of Help and Protection, Children in Care and Care Leavers
FOR CONSIDERATION BY	Children's Services Overview and Scrutiny Committee on 28 June 2016
WARD	None Specific
STRATEGIC DIRECTOR	Judith Ramsden, Strategic Director of Children's Services

OUTCOME / BENEFITS TO THE COMMUNITY

Implementation of actions resulting from the recommended areas for improvement detailed by Ofsted following inspection in October 2016 are improving outcomes for children in need of help and protection, children in care and care leavers.

RECOMMENDATION

That the action plan in response to Ofsted recommendations is noted.

SUMMARY OF REPORT

Annex A details the covering note and action plan submitted to Ofsted in April 2016 demonstrating substantial progress in addressing 12 areas for improvement identified during the Single Inspection of Services for Children in Need of Help and Protection, Children in Care and Care Leavers.

Background

In October 2016, Children's Services were subject to Ofsted Single Inspection of Services for Children in Need of Help and Protection, Children in Care and Care Leavers. In the subsequent report of inspection findings, Ofsted listed 12 areas where improvement work needed to be carried out. As a result a robust action plan was put in place.

Annex A is the covering note and action plan submitted to Ofsted in April 2016 showing substantial progress in addressing the 12 areas for improvement.

The Ofsted Action Plan has now been superseded by the Children's Services Quality Improvement Plan which captures areas for improvement informed by a recent self-assessment and stocktake of our current performance.

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

Reasons for considering the report in Part 2

n/a

List of Background Papers

None

Contact Brian Grady
Telephone No 0118 974 6055

Date 17 June 2016

Service Children's Services
Email
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Version No. 1



**WOKINGHAM
BOROUGH COUNCIL**

Wokingham Borough Council
Children's Services
Improvement Plan
April 2016

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

To achieve our vision for Wokingham Borough we aim to:

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

Improve the customer experience when accessing services

In Children’s Services our mission is to work with our partners to:

Ensure that Wokingham children are able to live, learn and thrive free from fear and harm, with a network of safe people around them.

Enable families to use their own resources so children live, learn and thrive in safety.

Support staff to analyse and clarify the real issues with the family and to help effect change with families.

CONTENTS

1. Introduction
2. Plan to address Ofsted actions/recommendations (presented as separate document)

Frequently used acronyms

CCG	Clinical Commissioning Group
CPB	Corporate Parenting Board
CAMHS	Child & Adolescent Mental Health Service
CSLT	Children's Services Leadership Team
ICT	Information & Communication Technology
KPI	Key Performance Indicator
LA	Local Authority
LAC	Looked After Children
LSCB	Local Safeguarding Children's Board
MTM	Munro, Turnell & Murphy Consultancy
QA	Quality Assurance

1. Introduction

1.1 Wokingham Borough Council (WBC) Children’s Services was subject to Ofsted single inspection of services for children in need of help and protection, children in care and care leavers from 12th October to 5th November 2015. WBC self-assessment considered services to require improvement. Ofsted judgement validated the WBC self-assessment, grading the services to require improvement.

1.2 We are committed to providing the best possible support to children in the Borough, and in accordance with the requirements laid out in the Education and Inspections Act 2006 (Inspection of Local Authorities) Regulations 2007, we are submitting our post-inspection action plan to the Secretary of State and Her Majesty’s Chief Inspector.

Our ambition for 2016 and beyond

1.3 This is an exciting time for Wokingham, at a pivotal stage of our development. Over the past 2 years we have invested in a developing model of change characterised by our Early Help and Innovation Programme, adopting the Signs of Safety Practice Framework supported by Professor Eileen Munro and Dr Andrew Turnell.

Inspection 2015

1.4 Ofsted undertook the single inspection of services for children in need of help and protection, children in care and care leavers between 12 October and 5 November 2015. The Local Authority Social Work and Early Help Services were judged as Requiring Improvement.

The overall judgement is that children’s services require improvement		
The authority is not yet delivering good protection and help and care for children, young people and families. It is Ofsted’s expectation that, as a minimum, all children and young people receive good help, care and protection.		
The judgements on areas of the service that contribute to overall effectiveness are:		
1. Children who need help and protection		Requires Improvement
2. Children in care and achieving permanence		Requires Improvement
	2.1 Adoption performance	Good
	2.2 Experiences and progress of care leavers	Requires Improvement
3. Leadership, management and governance		Requires Improvement

1.5 Ofsted identified 12 areas where improvement work needed to conclude or be focussed.

1.6 The 12 areas identified by Ofsted and within WBC self-assessment, are as follows:

- Supervision & Management
- Quality of Practice
- Emotional Health
- Transition Planning
- Quality of Assessments and Plans
- Pre-Birth Assessment and Protocol
- Missing from Home or Care
- Strategy Discussions
- Contact with Social Worker
- Permanence Planning
- Dissemination of Care Plans and Work with Partner Agencies
- Care Leavers

1.8 The improvement plan is set out in Appendix 1.

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Inspection of Services For Children in Need of Help and Protection

October 2015

Action Plan and Progress Update

Updated: 5 April 2016

Owners:

Brian Grady, Head of Strategic Commissioning

Felicity Budgen, Head of Safeguarding and Social Care

Reference	Ofsted Recommendation	Lead Responsible Officer	Milestones	Deadline	Progress
1a	<p>Supervision 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 ensuring good outcomes for children 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
		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	On-Track
1b	<p>Management 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 ensuring good outcomes for children with rationale for decisions made clearly recorded.</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	On-Track

Reference	Ofsted Recommendation	Lead Responsible Officer	Milestones	Deadline	Progress
2	<p>Quality of Practice</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	On-Track
		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	On-Track
		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	On-Track
3	<p>Emotional Health</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	On-Track
		BG	Test 6 month impact based on CCG and LA monitoring data	6th April 2016	On-Track
		BG	Establish named LA Children's Commissioner to manage interface for payment agreements between LA and CCG	31st March 2016	Completed
4	<p>Transition Planning</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	Completed
		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>Quality of Assessments and Plans Improve the quality of assessments and plans by:</p> <ul style="list-style-type: none"> - ensuring that assessments include consideration of absent significant adults - ensuring that assessments are of a consistently good standard, supported by good analysis of risks and protective factors - ensuring that they consider and reflect equality and diversity factors 	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
		BG	Practice Framework training for 2016/17 to be agreed and launched	1st May 2016	On-Track
		FB	Ensure attendance at Practice Framework training 2016-17	Ongoing	On-Track
		BG	FWi to be Signs of Safety Compliant.	1st May 2016	On-Track
		BG	Policies and Procedures to be Signs of Safety Compliant.	1st May 2016	On-Track
		FB	Social Work Service to Ensure Positive Impact of Practice Framework and Demonstrate this via the Commissioning Board	Ongoing	On-Track
6	<p>Pre-Birth Assessment and Protocol 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	On-Track
		FB	Pre-birth protocol and assessment training to be implemented and applied to every social worker.	19th April 2016	On-Track
		FB	Instructions to be provided to inform ICT changes in FWi.	11th April 2016	On-Track
		BG	ICT Changes to Framework to be in place.	1st May 2016	On-Track
		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	On-Track
		FB	Agree, adopt and launch protocol and ensure it is aligned with the Pan Berkshire LSCB procedures.	1st May 2016	On-Track
BG	Audit impact of changes and improvements in practice for children	30th October 2016	On-Track		
7	<p>Missing from Home or Care 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	On-Track
		BG	Establish quarterly reporting cycle: LSCB, CPB (an increase from previous six-monthly reporting)	From 1st April 2016	On-Track
8	<p>Strategy Discussions Ensure that strategy discussions include all relevant agencies</p>	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	<p>Contact with Social Worker Ensure that Children Looked After can contact their social worker and that they</p>	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

Reference	Ofsted Recommendation	Lead Responsible Officer	Milestones	Deadline	Progress
	receive prompt response to contacts.	FB	Implement system for monthly monitoring of consistency of the allocation of social worker to Looked After Children	From 1st April 2016	Completed
10	Permanence Planning 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	On-Track
		FB	Team Managers to show visible ownership of impact on progress via the Commissioning Board	From 1st April 2016	On-Track
11	Dissemination of Care Plans and Work with Partner Agencies 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	On-Track
		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	On-Track
12	Care Leavers 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	On-Track
		BG	Schedule audit of practice change and impact.	1st April 2016	Completed