



WOKINGHAM BOROUGH COUNCIL

A Meeting of the **CHILDREN'S SERVICES OVERVIEW
AND SCRUTINY COMMITTEE** will be held at
Civic Offices, Shute End, Wokingham, RG40 1BN Civic
Offices, Shute End, Wokingham, RG40 1B Non **TUESDAY
20 JUNE 2017 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 12 June 2017

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WOKINGHAM BOROUGH COUNCIL

Our Vision

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

Our Priorities

Improve educational attainment and focus on every child achieving their potential

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

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

Tackle traffic congestion in specific areas of the Borough

Improve the customer experience when accessing Council services

The Underpinning Principles

Offer excellent value for your Council Tax

Provide affordable homes

Look after the vulnerable

Improve health, wellbeing and quality of life

Maintain and improve the waste collection, recycling and fuel efficiency

Deliver quality in all that we do

MEMBERSHIP OF THE CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE

Councillors

Pauline Helliar-Symons
(Chairman)
Kate Haines
Bill Soane

Laura Blumenthal (Vice-
Chairman)
Ken Miall
Shahid Younis

Parry Batth
Beth Rowland

Substitutes

Lindsay Ferris
Chris Smith

Emma Hobbs

Rachelle Shepherd-DuBey

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 21 March 2017	5 - 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	

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| 5. | <p>MEMBER QUESTION TIME
To answer any member questions</p> | |
| 6. | <p>CHILDREN'S SERVICES PERFORMANCE INDICATORS
To receive an update and monitor Children's Services performance measured by local indicators</p> | 13 - 26 |
| 7. | <p>SCHOOL PERFORMANCE AND OFSTED REPORTS
To receive information on schools' performance; to review recent Ofsted Reports, and to receive a progress report on Narrowing the gap</p> | 27 - 48 |
| 8. | <p>CHILD CARE SUFFICIENCY 2017
To consider and comment on a report on Child Care Strategy</p> | 49 - 90 |
| 9. | <p>PEER REVIEW REPORT
To consider the report/ presentation on the Peer Review and to note the recommendation and outcome of the Peer Review</p> | 91 - 94 |
| 10. | <p>CHILDREN'S SERVICES O&S COMMITTEE FORWARD PROGRAMME
To consider the forward programme for the Committee for the remainder of the municipal year</p> | 95 - 100 |
| 11. | <p>EXCLUSION OF THE PUBLIC
That under Section 100A(4) of the Local Government Act 1972, the public be excluded from the meeting for the following items of business on the grounds that they involve the likely disclosure of exempt information as defined in Paragraph 3 of Part 1 of Schedule 12A of the Act as appropriate.</p> | |
| 12. | <p>SCHOOL IMPROVEMENT AND EDUCATIONAL STANDARDS: SCHOOL CAUSING CONCERN
A report outlining out lining schools causing concern will be considered in a part 2 session.</p> | 101 - 116 |

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 21 MARCH 2017 FROM 7.00 PM TO 9.50 PM**

Committee Members Present

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

Other Councillors Present

Councillors: Charlotte Haitham Taylor and Rachelle Shepherd-DuBey

Officers Present

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

51. APOLOGIES

There were no apologies for absence received.

52. MINUTES OF PREVIOUS MEETING

The Minutes of the meeting of the Committee held on 17 January 2017 were confirmed as a correct record and signed by the Chairman, subject to the following corrections:

Alison Swaddle's statement regarding Governors training on page 9 should read: '...the support through the Headteacher recruitment process offered by Children's Services was very good.

Correction of typing error on page 11, where it said 'careers faires' it should say 'careers fairs'.

Matters arising

Not all Members of the Committee had received a list of governors' vacancies. Judith Ramsden, Director of People Services agreed to circulate a list of governors' vacancies to all elected Members.

53. DECLARATION OF INTEREST

Councillor Rowland declared a personal interest in Agenda item 61, Schools Causing Concern, on the basis that her daughter is a teacher at Emmbrook Secondary School, her granddaughter is attends Lambs Lane Primary School and she is a governor at Highwood Primary School. Councillor Rowland remained in the meeting during discussions but did not vote in the matter.

Councillor Soane declared a personal interest in Agenda Item 58, Coombes School Task and Finish Group and Agenda item 61, Schools Causing Concern on the basis that his daughter is a teaching assistant at the Coombes CE Primary School and also his grandson attends the same school. Councillor Soane remained in the meeting during discussions but did not vote in the matter.

54. PUBLIC QUESTION TIME

There were no public questions.

55. MEMBER QUESTION TIME

There were no Member questions.

56. INNOVATIONS PROGRAMME

The Committee received the Innovations Programme report which was set out in agenda pages 15-22. The Chairman praised the report and invited Members to comment.

During the discussion of the item Lisa Humphreys, Head of Social Care and Intervention clarified points raised by Members:

- Councillor Rowland asked what MTM stood for; Lisa informed that this related to Munro, Turnell and Murphy;
- Councillor Blumenthal asked when MOSAIC would be implemented. Lisa stated that there was ongoing work developing this with IT, she believed it would be fully implemented by September this year;
- Lisa clarified that MOSAIC was an upgrade from framework and not a completely new system;
- Councillor Younis would like to have the opportunity to scrutinise this system before it went live;
- Judith explained that the system was being tested, and that professional Social Workers would influence its development;
- The Chairman asked if other Members were interested in scrutinising the system before it went live. Councillor Blumenthal expressed an interest;
- Judith offered to share the Social Workers' survey with the Committee, as that would demonstrate the effectiveness of the system based in real practice;
- The Chairman suggested that Councillors Blumenthal and Younis contact Councillor Pauline Jorgensen in order to obtain more information through the IT Task and Finish Group led by her;
- Judith explained that this was still subject to approval by the DFE. This was a collaborative piece of work, Wokingham was part of a group of 10 Local Authorities that were seeking to implement it;
- In response to a question, Judith stated that Wokingham was likely to be approved for this initiative because of the following factors: the Chief Executive's reputation; being small Local Authority and having strong senior leadership support;
- The Chairman asked for future updates on this programme, Judith suggested bringing an update report in April 2018;
- Councillor Younis asked what performance measures would be used. Lisa stated that this would be monitored in three levels: by the DFE; by the consultants rolling it out and by the service's own measurements.

RESOLVED That:

- 1) The Committee endorses the implementation of the Signs of Safety Practice Framework and supports the next steps identified in the report;
- 2) An update report outlining how the programme continues to make a difference will be brought to the Committee in 2018.

57. ELECTIVE HOME EDUCATION

During the meeting it was noted that Alan Stubbersfield was leaving the Council as his contract was ending. The Chairman expressed sincere gratitude for all his work and his contribution to the education in the Borough, and wished him well in the future.

The Committee considered the Elective Home Education report which was set out in agenda pages 23-28. During the discussion of the item the following comments were made:

- Councillor Soane expressed concern as to how children being educated at home would develop social skills;
- Alan explained that the Local Authority's powers in relation to children being educated at home were limited. Alan stated that some families arranged for offsite activities and used facilities in the community for learning;
- Alan informed that there was a new Officer working with monitoring Elective Home Education. This Officer was a teacher, therefore well equipped to supervise the level of education being achieved at home;
- It was noted that home educated children should learn in all dimensions, social and academic development were both monitored;
- Councillor Soane shared an example (not in Wokingham Borough) where a family had decided to home educate their child because the child was being bullied at school and the school had not dealt with the bullying;
- In response to a question Alan confirmed that if a child had never been registered at a school, there was no way of knowing and monitoring this child's education;
- Councillor Swaddle stated that a resident in her ward had not been able to obtain a suitable place at a local school and as a result was considering home education;
- Councillor Dolinski was interested to know the reasons for parents choosing to home educate, and also any trends;
- Alan stated that the reasons were not always known. Some of the reasons included: parents not wanting a special school for children with SEN; bullying and no accessible school offer;
- Councillor Dolinski observed that more children were taken out of school to be home educated in transitional points, for example in Year 6. He asked if schools were being pro-active in addressing this trend. Alan stated that this related to a very small number of children, schools monitored vulnerable children very closely. Alan also stated that the trend was not linked to an area, but to groups of people, for example the Gipsy Roma Traveller (GRT) community had a large percentage of children not in school;
- Councillor Blumenthal asked for information regarding the grades of home educated children. Alan stated that there was no data available, historically this related to a very small number of children. However, this information could be collated for future analysis;
- Members were concerned about the limited powers of the Local Authority in relation to the education of children not at school;
- Judith stated that the current legislative framework caused much debate and challenges amongst professionals;
- Judith stated that most parents acted with their child's best interests at heart. Cases of abuse were rare;
- Councillor Soane believed the Local Authority should be able to bring home educated children for assessment. Judith was in disagreement and believed this would be an abuse of power;
- Councillor Haitham Taylor, Executive Member for Children's Services stated that she had written to the Secretary of State expressing concern over this issue. She believed

the number of SEN children choosing to be educated at home was disproportionately high, comparing with the overall number of SEN children in the Borough. She believed the legislation needed updating. Unfortunately there was a group of people lobbying against change;

- Councillor Haitham Taylor urged any Member/ person who felt concerned about a child to contact the services and raise the alarm;
- Councillor Haitham Taylor stated that where possible, creative school places were offered, for example offering a school place in a school on the way to parents work. However, sometimes parents refused to take such offers;
- The Chairman stated that the school leaving age was not 16 anymore, and would like to know what happened to children over that age that were not at school. Alan stated that this age group tended to engage in work experience, apprenticeships or other alternative arrangements;
- Councillor Younis stated that he knew of two examples where families had chosen to home educate and their children had done very well. Home education required a lot of commitment and hard work from parents. He believed that cases of abuse were very low;
- Councillor Swaddle expressed concern that there may be a trend relating to SEN children choosing to home educate.

RESOLVED That:

- 1) The report be noted;
- 2) Further reports including trends will be submitted to the Committee annually.

58. SCHOOL IMPROVEMENT AND OFSTED REPORTS

The Committee received the schools' performance and Ofsted school reports which was set out in agenda pages 29-36.

The Committee noted that four schools had been inspected since the last meeting as listed below.

Southfield Special School

The school was closed at the end of December 2016. It was now part of Northern House as part of a multi-academy trust and has no formal designation (NFD) until it gets inspected in its third year of operation.

Lambs Lane Primary School

The school was inspected on 11-12 January 2017 and the outcome was a move from 'Requiring Improvement' to 'Good'. Alan stated that the school had effective governors and attendance was improving.

Willow Bank Infant School

The school was inspected on 9 February 2017 and the outcome was that the school continued 'Good'. Alan pointed out that the Headteacher had been in the school for less than a year, so this was an excellent result.

Hatch Ride Primary School

The school was inspected on 28 February 2017 and the Ofsted report had not yet been published.

Alan stated that over the last three months there had been various communications with Ofsted and The Regional Schools Commissioner (RSC). The Regional Director's initial contact in the autumn related concerns about Wokingham's disadvantaged children at key stage 1 in phonics and reading. The actions to address the challenges were outlined; these were predominantly around sharing information, awareness raising, support, strategies, challenge, professional development, training and research. The collaborative work with the region was positive.

Alan stated that although the number of disadvantaged children in Wokingham was small, it was important to undertake the necessary work to close the gap.

In response to a question Alan stated that Wellington College worked collaboratively with Wokingham schools, mainly with secondary schools.

RESOLVED That the report be noted.

59. COOMBES SCHOOL TASK AND FINISH GROUP ACTION PLAN

The Committee considered the Coombes School Task and Finish Group Action Plan report which was set out in agenda pages 37-42. Councillor Younis informed that a final meeting had taken place and an action plan had been discussed with senior Officers.

Councillor Younis stated that a number of the recommendations listed in the final report had already been implemented; therefore the action plan presented a reduced number of recommendations.

Councillor Rowland pointed out that in page 38 where Woodley School was mentioned, it should state Woodley CE Primary School.

Alan announced that a partnership between Earley St Peters CE Primary and Coombes CE Primary had been approved. The schools would form a trust.

Councillor Dolinski stated that the Coombes School Task and Finish Group was a good example of cross political party work.

The Chairman thanked all Members that took part in the Task and Finish Group.

The Committee agreed that the actions proposed in the report would be included in the forward programme for monitoring.

RESOLVED That the Committee acknowledges what has already been done, accepts the report and agree to the action plan.

60. CHILDREN'S SERVICES PERFORMANCE INDICATORS

The Committee received the Children's Services Performance Indicators report which was set out in agenda pages 43-55.

The Committee noted that there were no changes from the previous report presented to the last meeting and were content with the explanations given to red and amber indicators.

The Chairman asked that an indicator relating to '*children getting into trouble*' / '*re-offenders*' be included in the report for future monitoring.

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

61. CHILDREN'S SERVICES OVERVIEW AND SCRUTINY FORWARD PLAN

The Committee considered the forward plan which was set out in agenda pages 55-62.

The Committee considered the list of possible items and the following items were included to the next meeting's agenda:

- Children and Young People Plan – refresh
- Early Years Strategy

The Chairman asked that when the Secondary School place planning report is produced, that this include information regarding places for children living in the Wokingham Without ward. She advised Officers to liaise with Bracknell Council about this.

Judith proposed to discuss the list of possible items with Officers in Children's Services and agree the timings of reports accordingly. She would work with Luciane Bowker, Senior Democratic Services Officer to update the forward plan. Once this was completed, Judith suggested circulating it via email to Members of the Committee.

RESOLVED That:

- 1) The report be noted and
- 2) The updated forward plan will be circulated to Members once completed.

62. EARLY EDUCATION AND CHILDCARE SUFFICIENCY

The Committee received the Early Education and Childcare Sufficiency presentation by Paul Feven, Interim Head of Strategic Commissioning.

Paul went through the slides and the main points made by him are listed below:

- From September 2017 working parents would be entitled to an additional 15 hours of free childcare per week for 2 to 4 year olds;
- There were ongoing discussions about the duty of Local Authorities in relation to this entitlement;
- The additional hours did not have to be delivered in term time only;
- It was important to make the local market attractive to providers;
- The National Funding Formula determined a £4.15 per hour rate per child;
- The Local Authority had no formal power to direct providers to offer the additional hours;
- The Local Authority could not increase funding over the national allocation;
- Most parents in Wokingham were satisfied with the local provision but would like more flexible childcare, for example outside of 9am-5pm and holiday childcare;
- There had been briefings and individualised support for providers through visits and surgeries.
- The provision of flexible childcare was being explored with providers;
- The Local Authority was successful in obtaining capital funding for new provisions. There were three successful bids for 94 places;
- There was continued involvement in national and regional networks;

There was a robust discussion of the item and during discussion the following points were made:

- Councillor Blumenthal pointed out that there was a gap between the market rate of £5 per hour and the funded rate of £4.15 per hour. She was concerned about the implication of this gap;
- Councillor Miall was disappointed that a report had not been submitted prior to the meeting with the agenda. Judith stated that this was not the strategy, but just an initial 'heads up' on the initial arrangements for the provision;
- Councillor Miall expressed concern that providers would not be able to deliver the additional 15 hours free childcare a week. He stated that he had had conversations with providers who mentioned they would not be able to offer the additional hours;
- Judith stated the service was looking into ways to promote the market to respond to the challenge, the Local Authority was not a direct provider;
- The Chairman raised the following concerns:
 - Are local providers happy with £4.15 per hour? Is this enough to subsidise the offer?
 - Have we done an honest survey?
- Paul Feven confirmed that one survey had already been undertaken, and there would be another;
- In response to a question Alan stated the providers had the liberty to decide to continue offering 15 hours a week, to increase the hours or stop altogether;
- Judith confirmed that the provision was market driven, a further survey would hopefully reveal providers intentions;
- Members would like a report containing the strategy to be submitted to the Committee, including providers' names. Judith stated that this information may be sensitive;
- The Chairman pointed out that Crowthorne, which was listed as one of the places for planned expansion, was not in Wokingham Borough and asked Paul to double check. Paul agreed to look into it;
- Judith stated that the capital funding for expansion was from a national pot and not from Council money;

There was much interest in this item. The Chairman asked Members to forward any questions directly to Paul Feven.

RESOLVED That

- 1) The report be noted and
- 2) A report containing the strategy will be submitted to the Committee for further analysis.

63. EXCLUSION OF THE PUBLIC

64. SCHOOLS CAUSING CONCERN

This item was considered and discussed in a part 2 session.

RESOLVED That the contents of the report be noted.

The Committee also received clarification regarding the offer of adoption support to a family in Wokingham.

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TITLE	Children's Services Performance Indicators
FOR CONSIDERATION BY	Children's Services Overview and Scrutiny Committee on 20 th June 2017
WARD	None Specific
STRATEGIC DIRECTOR	Judith Ramsden, Director of People Services

OUTCOME / BENEFITS TO THE COMMUNITY

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

RECOMMENDATION

That the Children's Services performance indicators be noted.

SUMMARY OF REPORT

The timing of the Overview and Scrutiny Committee means that the latest indicators available for formal reporting this cycle are the Quarterly indicators reported at the end of March 2017.

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 2017, is provided as Appendix A to this report.

Analysis of Issues

In 16/17 Q4 there are two red indicators, one amber indicator and eight green indicators.

Red

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

Performance against this indicator is monitored to ensure that children's needs are met, and that a previous child protection plan has not been ended prematurely.

In quarter 4, four children came back onto a CPP:

- Three children from one family who had an unanticipated change in family circumstances; and
- One child, who has appropriately been taken into pre-proceedings.

(Note that the number of children who came back onto a plan in Q4 (4) is less than Q3 (7) – this indicator should be considered in the context of fluctuating numbers of children coming to on to a CPP each quarter).

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

This figure will continue to be below target until local provision and capacity is developed, and new entrants into care are placed locally. It would not be in the best interests of already settled children for them to be moved to local placements in order to meet the target. All children living beyond 20 miles are placed through independent fostering agencies or in residential settings. Of those children in fostering placements, 75.5% are placed within 20 miles of Berkshire West. Of those children in non-fostering placements, 7.1% are placed within 20 miles of Berkshire West.

Amber

1. % Secondary Schools with a Current Ofsted Rating of “Good” or better.

This indicator is unchanged from Q3. No inspection reports for secondary schools were released in Q4.

Green

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

Repeat referrals help us to understand whether services offered to children and their families were appropriately targeted in response to the previous referral. Children may need to re-access services for a new, unanticipated reason. Exploration of every re-referral is carried out to monitor effectiveness. The Head of Service is satisfied that all re-referrals in Q4 were unavoidable and appropriate.

2. % Care Proceedings Completed in 16/17 within 26 weeks of application.

All care proceedings completed in Q4 were within 26 weeks of application.

3. Adoption: Children placed in the financial year to date – average number of days between entering care and placement.

Performance continues to exceed the target.

4. Adoption: Children matched in the financial year to date – average number of

days between Placement Order and formal match.

Current data shows strong performance.

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

This indicator shows improvement in Q4. 98% of all visits in Q4 took place within 15 working days (compared to 94% in Q3). The Head of Service is assured that we have an account of all the children not seen within 15 working days, and the reasons for this, and that children are seen/safe.

6. % Primary Schools with a Current Ofsted Rating of “Good” or better.

Performance has improved in Q4 by 2% compared to Q3. One inspection outcome was published in Q4:

Lamb’s Lane – Good, previously RI

7. % Special Schools with a current Ofsted rating of “good” or better.

In Q4, performance for this indicator was 100% due to the closure of Southfield School, which has been replaced by Northern House School. Northern House School opened on the same site in January 2017, and has yet to be inspected.

8. % Children who attend a Wokingham school (Primary, Secondary or Special) who are at a school with an Ofsted rating of “good” or better.

Performance has improved in Q4 by 1%. The inspection outcome for 1 school has been published in Q4:

Lambs Lane – Good, previously RI.

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
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None

Cross-Council Implications

n/a

List of Background Papers

None

Contact Caroline McKenna

Service People Services

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Date 9 June 2017

Version No. 1

Extract of WBC Council Plan Performance Monitoring Report, Q4 16/17

Children's Services Indicators

Indicator	Target (plus target range for RAG)	15/16 Actual	16/17 Qtr. 4 Actual	RAG	Direction of Travel (Better/Worse/No change)	Strategic Director / Executive Member	Commentary
% referrals in 16/17 which are repeat referrals within 12 months of a previous referral to Children's Social Care 17	24% or Less Green: 24% or less Amber: 24.1% to 26% Red: Over 26%	18.96%	16.4% (Q3: 25.9%)	Green	Better (than Q3)	Judith Ramsden/ Charlotte Haitham Taylor	Repeat referrals are a mechanism for understanding whether services offered to children and their families were appropriately targeted in the first instance. Children may genuinely be needing to re-access services for a different reason. Exploration of every re-referral takes place to monitor effectiveness.

Extract of WBC Council Plan Performance Monitoring Report, Q4 16/17

Children's Services Indicators

Indicator	Target (plus target range for RAG)	15/16 Actual	16/17 Qtr. 4 Actual	RAG	Direction of Travel (Better/Worse/No change)	Strategic Director / Executive Member	Commentary
<p>% Children who became subject to a Child Protection Plan (CPP) who are subject to a CPP for a second or subsequent time within 24 months.</p> <p>18</p>	<p>Less than 8%</p> <p>Green: Less than 8% Amber: 8 – 10% Red: Over 10%</p>	<p>7%</p> <p>Number of Children: 8 of 114</p>	<p>24%</p> <p>Number of Children: 4 of 17</p> <p>(Q3: 20%)</p>	<p>Red</p>	<p>Worse (than Q3)</p>	<p>Judith Ramsden/ Charlotte Haitham Taylor</p>	<p>In Q4, four children came back onto a CPP:</p> <ul style="list-style-type: none"> • 3 children (one family) had a change in family circumstances which resulted in the decision to step up to a Child Protection Plan; and • 1 child has appropriately been taken into pre-proceedings. <p>Note that in Q3, whilst the % of children coming back onto a plan was “better” than Q4 (20%), <u>more</u> children (7 of 35) came back onto a plan in Q3 than Q4. From the last month in Q3 to the end of Q4 the CPP for 2nd or subsequent time (regardless of within 24 months) is out of pattern locally and in terms of national benchmark work has started to understand this. Two families were subject to plans more than 2 years ago, One over 10 years ago. A number of the children are subject to pre proceedings or proceedings. A number need more robust plans. This is an area for development and improvement work.</p>

Extract of WBC Council Plan Performance Monitoring Report, Q4 16/17

Children's Services Indicators

Indicator	Target (plus target range for RAG)	15/16 Actual	16/17 Qtr. 4 Actual	RAG	Direction of Travel (Better/Worse/No change)	Strategic Director / Executive Member	Commentary
% Care Proceedings completed in 16/17 within 26 weeks of application	60% Green: 60% Amber: Between 47% and 59.9% Red: Less than 47%	52.9%	100% (Q3: 0%)	Green	Better (than Q3)	Judith Ramsden/ Charlotte Haitham Taylor	<p>This is a national indicator.</p> <p>The data shows strong performance in Q4.</p>
% Looked After Children living within 20 miles of Berkshire West	70% Green: 70% or more Amber: 64-69.9% Red: Less than 64%	63.9%	61.2% (Q3: 59.3%)	Red	Better (than Q3)	Judith Ramsden/ Charlotte Haitham Taylor	<p>This figure will continue to be low until local provision and capacity is developed and new entrants into care are placed locally. We would not move already settled children to local placements in order to meet this target.</p> <p>All of those children living beyond 20 miles are placed through independent fostering agencies or in residential settings.</p> <p>Of those children in fostering placements, 75.5% are placed within 20 miles of Berkshire West (the area of workplan, West Berkshire, Reading). Of those children in non-fostering placements, 7.1% are placed within 20 miles of Berkshire West.</p>

Extract of WBC Council Plan Performance Monitoring Report, Q4 16/17

Children's Services Indicators

Indicator	Target (plus target range for RAG)	15/16 Actual	16/17 Qtr. 4 Actual	RAG	Direction of Travel (Better/Worse/No change)	Strategic Director / Executive Member	Commentary
% of children who wait less than 16 months between entering care and moving in with their adoptive family – 3 year rolling average	55% Green: 55% or above Amber: 50% to 54.9% Red: Less than 50%	2012 – 2015 rolling three year average: 40%				Judith Ramsden/ Charlotte Haitham Taylor	The DfE continue to review the frequency of data releases. The expected December data release did not take place. The next release is now expected in Summer 2017**.
**Suggested alternate indicator in the absence of DfE data: Children placed in the financial year to date – average number of days between entering care and placement (using FfA placement date if applicable) (Source: Adopt Berkshire Steering Group Report, Q3)	487 days Green: 487 days or less. Red: More than 487 days.	TBC	279 days (Q3: 464 days)	Green	N/A	Judith Ramsden/ Charlotte Haitham Taylor	The current data shows strong performance

Extract of WBC Council Plan Performance Monitoring Report, Q4 16/17

Children's Services Indicators

Indicator	Target (plus target range for RAG)	15/16 Actual	16/17 Qtr. 4 Actual	RAG	Direction of Travel (Better/Worse/No change)	Strategic Director / Executive Member	Commentary
Proportion of adoptive families who are matched to a child who waited more than 3 months from approval to being matched to a child	52% Green: 52% or less Amber: 52% to 60% Red: More than 60%	Not yet available 14/15 Actual: 83%				Judith Ramsden/ Charlotte Haitham Taylor	The DfE continue to review the frequency of data releases. The expected December data release did not take place. The next release is now expected in Summer 2017***.
10 Suggested alternate indicator in the absence of DfE data: Children matched in the financial year to date – average number of days between Placement Order and formal match. (Source: Adopt Berkshire Steering Group Report, Q3)	121 days Green: 121 days or less. Red: More than 121 days.	TBC	49 days (Q3: 78 days)	Green	N/A	Judith Ramsden/ Charlotte Haitham Taylor	The current data shows strong performance

Extract of WBC Council Plan Performance Monitoring Report, Q4 16/17

Children's Services Indicators

Indicator	Target (plus target range for RAG)	15/16 Actual	16/17 Qtr. 4 Actual	RAG	Direction of Travel (Better/Worse/No change)	Strategic Director / Executive Member	Commentary
22 % CP Visits due in the period which were on-time (within 10 days of the previous visit).	82% Green: 82% or more Amber: 78% to 81.9% Red: Less than 78%	80%	84.4% (Q3: 79.7%)	Green	Better (than Q3)	Judith Ramsden/ Charlotte Haitham Taylor	This is an improving picture. Visits are reviewed by Team and Service Managers weekly and late reviews are scrutinised by managers with any concerns being escalated as appropriate. 98% of all visits took place within 15 working days in Q4 (compared to 94% in Q3), delays between 10 and 15 days mainly relating to attempted unannounced visits taking place where the family were not at home. The Head of Service is assured that we have an account of all the children not seen within 15 working days, and the reasons for this, and that children are seen/safe.
% Primary Schools with a Current Ofsted Rating of "Good" or better.	Improvement Green: Improvement or 100% Amber: No Change compared to previous quarter Red: Deterioration compared to previous quarter.	86% (as of 31 March 2016)	92% (Q3: 90%)	Green	Better (than Q3)	Judith Ramsden/ Charlotte Haitham Taylor	Performance has improved in Q4 by 2% compared to Q3. The inspection outcome for 1 primary school has been published this quarter: Lamb's Lane – Good, previously RI

Extract of WBC Council Plan Performance Monitoring Report, Q4 16/17

Children's Services Indicators

Indicator	Target (plus target range for RAG)	15/16 Actual	16/17 Qtr. 4 Actual	RAG	Direction of Travel (Better/Worse/No change)	Strategic Director / Executive Member	Commentary
23 % Secondary Schools with a current Ofsted rating of "good" or better.	Improvement Green: Improvement or 100% Amber: No Change compared to previous quarter Red: Deterioration compared to previous quarter	89% (as of 31 March 2016)	89% (Q3: 89%)	Amber	No Change (from Q3)	Judith Ramsden/ Charlotte Haitham Taylor	No change from Q3. No secondary school inspection outcomes released in Q4.
% Special Schools with a current Ofsted rating of "good" or better.	Improvement Green: Improvement or 100% Amber: No Change compared to previous quarter Red: Deterioration compared to previous quarter	100% (as of 31 March 2016)	100% (Q3: 66%)	Green	Better (than Q3)	Judith Ramsden/ Charlotte Haitham Taylor	In Q3, performance for this indicator was 66% due to Southfield School being found "inadequate" in Q1. Southfield School has now closed, and Northern House School opened on the same site in January 2017. The figure for Special Schools with an Ofsted rating of "good" or better in Q4 is 100% as Northern House School has yet to be inspected. Addington School currently has an "Outstanding" rating and High Close School is rated "Good".

Extract of WBC Council Plan Performance Monitoring Report, Q4 16/17

Children's Services Indicators

Indicator	Target (plus target range for RAG)	15/16 Actual	16/17 Qtr. 4 Actual	RAG	Direction of Travel (Better/Worse/No change)	Strategic Director / Executive Member	Commentary
<p>% Children who attend a Wokingham school (Primary, Secondary or Special) who are at a school with an Ofsted rating of "good" or better.</p> <p>24</p>	<p>Improvement</p> <p>Green: Improvement or 100%</p> <p>Amber: No Change compared to previous quarter</p> <p>Red: Deterioration compared to previous quarter</p>	90% (as of 31 March 2016)	89% (Q2:88%)	Green	Better (than Q3)	Judith Ramsden/ Charlotte Haitham Taylor	<p>Improvement from Q3 by 1%. The inspection outcome for 1 school has been published in this quarter.</p> <p>Lamb's Lane – Good, previously RI</p>
Number of schools causing concern	0 schools	5 schools	5 schools (Q2: 7 schools)	N/A	Better (than Q3)	Judith Ramsden/ Charlotte Haitham Taylor	<p>At the end of Q4, there were 4 schools with a "requires improvement (RI)" and 1 school with an "inadequate" ofsted judgement:</p> <p>RI - Forest, Bearwood, Keep Hatch, Gorse Ride Junior;</p> <p>Inadequate – Coombes (Note that Southfield School, which was judged "inadequate" in Q1 has closed, replaced by Northern House School which opened on the same site in January 2017, and has not yet been inspected).</p>

Extract of WBC Council Plan Performance Monitoring Report, Q4 16/17

Children's Services Indicators

Indicator	Target (plus target range for RAG)	15/16 Actual	16/17 Qtr. 4 Actual	RAG	Direction of Travel (Better/Worse/No change)	Strategic Director / Executive Member	Commentary
25 Number of schools becoming academies	10 schools (expectation at end of 15/16)	1 school	0 schools	N/A	N/A	Judith Ramsden/ Charlotte Haitham Taylor	This indicator was introduced because of the expected increase in the rate of academy conversions following the publication of the White Paper "Educational Excellence Everywhere" in March 2016 which set a target that all schools convert to academies by 2022. Since then, however, the government proposals for academy conversion have changed. In Q4 no schools were becoming academies. However, Southfield School, which was found "inadequate" in Q1 has closed, and an Academy, Northern House School, opened on the same site in January 2017.

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TITLE	Schools' Performance and Ofsted School Reports
FOR CONSIDERATION BY	Children's Services Overview and Scrutiny Committee – 20th June 2017
WARD	None-specific
DIRECTOR	Judith Ramsden, Director of Children's Services

OUTCOME / BENEFITS TO THE COMMUNITY

To monitor schools' effectiveness and the Local Authority (LA) contribution.

RECOMMENDATION

Members to question the content of the reports and to make recommendations.

SUMMARY OF REPORT

To review the recent Ofsted judgements and the Ofsted outcomes over the past year noting the comments on Local Authority support. Additional material in this report also makes reference to School Improvement activity, including regional links and operational and policy developments:

1 Introduction

This report provides the summary of pages from recent Ofsted school reports (appended) for discussion at the meeting in addition to a full account of Ofsted outcomes in the academic year 2016/17, with any comments on LA support and challenge to the respective schools.

2 Background

Since the previous Overview and Scrutiny Committee Report presented on 21 March 2017 there have been four Ofsted school inspections published – Hatch Ride Primary School, The Emmbrook School, St Crispin's School and The Hawthorns Primary School. Wheatfield Primary School have also been inspected but, as yet, the report has not been published. The Coombes CE Primary School has also been subject to a monitoring visit.

Letters have been sent by the Director to congratulate the schools which have improved or maintained their good or better status

3 Schools inspected since the last report to Overview and Scrutiny:

- **Hatch Ride Primary School**
Previous Inspection: February 2013 Good

Short Inspection: 28 February 2017
Report date: 23 March 2017
Outcome: Good

- **St Crispin's School**
Previous Inspection: September 2013 Good
Short Inspection: 14 March 2017
Report Dat: 21 April 2017
Outcome: Good

- **The Emmbrook School**
Previous Inspection: March 2013 Good
Section 5 Inspection: 14-16 March
Report Date: 21 April 2017
Outcome: Good

- **The Hawthorns Primary School**
Previous Inspection: April 2013 Good
Short Inspection: 3 May 2017
Report Date: 19 May 2017
Outcome: Good

See summary of Ofsted judgements below and attachments (copies of inspection reports)

4 Summary of Ofsted judgements made since September 2016

Date	School	Report type	Overall outcome	Last	Comment made on LA support and intervention
21 st Sept 2016	All Saints CE Primary School	School inspection report	Good	Requires Improvement	Since the previous inspection, the Headteacher has worked constructively with the local authority and with a national leader of education. This support was scaled back last year in recognition of substantial improvements made in the school.
22 nd Sept 2016	Bearwood Primary School	School inspection report	Requires Improvement	Requires Improvement	The support received from the local authority in the past has not used pupils' progress information across the school incisively enough to focus leaders' and governors' attention on strategic planning.
5 th Oct 2016	Oaklands Junior School	Section 8	Good	Good	Working in partnership with the local authority and other local schools you have implemented new assessment systems and teaching approaches. This has enabled much smarter monitoring of the progress that all groups of pupils make and allowed teachers to adapt their planning where necessary. You have worked closely with the local authority and governors to establish an accurate understanding of the strengths and

					weaknesses of the school. Drawing on helpful support from the local authority, you implemented a new and improved system to assess pupils' progress and attainment in line with the new national curriculum.
21 st Dec 2016	Ambleside Centre	School short inspection report: Section 8	Outstanding	Outstanding	Effective use is made of the local community support officer to help children to develop a strong understanding of how to keep safe on the way to and from school.
13 th Dec 2016	Southfield Special	Section 8	No Formal Designation (transfer to academy)	Inadequate	The local authority has also supported the school in ensuring a smooth transition from governing body to IEB and in dealing with some more complex issues relating to staffing. Of note has been the local authority's designated officer assistance, which has helped leaders in responding appropriately to complaints and concerns.
11-12 th Jan 2017	Lambs Lane Primary	Section 5	Good	Requires Improvement	The local authority has made a positive contribution to Lambs Lane's improvement. Leaders and governors value the support and challenge since the last inspection. The adviser linked to the school has provided a range of opportunities for leaders to work with other schools and leaders over time.
25 th Jan 2017	Willow Bank Infant	Short inspection	Good	Good	The local authority has worked with the governing body to establish strong leadership for the school and fully supports the decisions you are making to improve the school.
28 th Feb 2017	Hatch Ride	Short inspection	Good	Good	No comment
14 th March 2017	St Crispin's	Short Inspection	Good	Good	No comment
14 th '16 th March 2017	The Emmbrook	Section 5	Good		Leaders and Governors actively seek support from the local authority. Where it is available, the information and guidance to support improvements are useful.
3 rd May 2017	Hawthorns Primary	Short Inspection	Good	Good	No comment

5 Percentage of schools in the individual Ofsted Ratings *(National in brackets)*: Current figures (April 2017)

This is the current table of performance related to Ofsted inspection outcomes. The data gives an overall indication of how many schools are good or better. The categorisation process of focusing on improving vulnerable schools and the work of School Improvement Boards need to accelerate progress on improvement priorities to ensure that all our schools are good or better.

School Type	1 - Outstanding	2 - Good	3 - Requires Improvement	4 - Inadequate
Primary	18% (19%)	74% (71%)	6% (9%)	2% (1%)
Secondary	11% (23%)	78% (56%)	11% (16%)	0% (5%)
Special	100% (39%)	0% (56%)	0% (4%)	0% ⁽²⁾ (1%)
PRU ⁽¹⁾	50% (18%)	50% (72%)	0% (8%)	0% (2%)
Total	19% (20%)	73% (68%)	6% (10%)	2% (2%)

- (1) This includes Berkshire Adolescent Unit (BAU)
- (2) Southfield School closed at the end of December 2016. It is now part of Northern House as part of a multi-academy trust and has no formal designation (NFD) until it gets inspected in its third year of operation.

89.3% of children in Wokingham attend a school with an Ofsted rating of good or better. This is above the national average of 86.7%.

6 Involvement with Ofsted and the Regional Schools Commissioner

Over the last three months there has been an introductory meeting with Lee Selby, the new link HMI for Wokingham.

7 Summary of schools with Ofsted Reports being published between 21st March 2017 and 20th June 2017

Hatch Ride Primary School
(Short Inspection 28 February 2017) Good

St Crispin's School
(Short Inspection 14 March 2017) Good

The Emmbrook School
(Section 5 Inspection 14-16 March) Good

The Hawthorns Primary School
(Short Inspection 3 May) Good

8 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	Not applicable		

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

Other financial information relevant to the Recommendation/Decision
None

Cross-Council Implications
n/a

List of Background Papers
None

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Date 20 th June 2017	Version No. 1

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23 March 2017

Ms Tracy Frackelton
Headteacher
Hatch Ride Primary School
Hatch Ride
Crowthorne
Berkshire
RG45 6LP

Dear Ms Frackelton

Short inspection of Hatch Ride Primary School

Following my visit to the school on 28 February 2017, 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 2013.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection.

You and the leadership team promote high aspirations for pupils, which permeate the school. You lead your staff with determination and commitment. Leaders have a very clear and accurate view of what the school does well. You encourage a very supportive team ethos. The sense of community and mutual respect is very strong. As one pupil described, 'We are all equally important.' Staff are proud to be part of Hatch Ride Primary School and support each other effectively for the benefit and welfare of pupils. Parents have confidence in the school, trusting leaders to look after their children. They say the school provides their children with excellent opportunities to grow and develop into effective learners. As one parent described: 'We are extremely grateful for the dedication of the headteacher and her team in providing such a wonderful school with an extremely caring, friendly and positive atmosphere.'

Governors know the school well and use a range of relevant information to challenge leaders effectively. Governors therefore have an accurate view of the school's performance. They have identified the correct priorities and carefully check actions taken to bring about improvements to ensure that the school continues to move forward and remain good.

Pupils are happy and confident learners who conduct themselves with maturity in lessons and around the school. They demonstrate excellent attitudes to learning and enjoy a challenge. Pupils are proud of their school. They understand and demonstrate the important values that represent life in modern Britain, showing tolerance and respect for others. Pupils value different cultures and religions, for example, they spoke enthusiastically about a visit to a Hindu temple. They work well together in class and willingly help each other with their learning.

Since the previous inspection in February 2013, school leaders have focused effectively on the areas identified for improvement. Pupils now regularly practise their writing and numeracy skills in other subjects. Consequently, they write fluently in a range of styles and with increasing stamina, and are able to use their mathematical knowledge well to support their learning in other subjects. The focus on improving writing led to Year 2 and Year 6 achieving in line with expectations in the 2016 national tests. In key stage 1, pupils learn about the features of stories, and then apply these insights effectively to their own writing. In both key stage 1 and key stage 2, a consistent approach to the teaching of writing ensures that pupils are applying grammar and spelling skills progressively. Mathematics is now a strength in the school. The proportion of pupils in Year 6 achieving the highest levels was well above the national average in 2016. Leaders now have middle-attaining pupils firmly in their sights, so that they too can excel and reach the highest standards in reading, writing and mathematics.

Teachers regularly share good practice and this is now a strong feature of the school's work. As a result, the quality of teaching is consistently good and the proportion of outstanding practice is increasing. Pupils know what teachers expect of them during lessons and understand the purpose of their learning. They know how their learning builds over time. Teachers use questioning well to check pupils' understanding.

Safeguarding is effective.

The safety and welfare of pupils is central to your work and that of your staff. Leaders ensure that all adults who work in the school understand their responsibilities for keeping pupils safe. Staff and governors are appropriately and regularly trained. They are kept up to date with current guidance, in line with recent requirements, which are captured accurately in the school's policies. Leaders check carefully the suitability of any adults who work in the school, and keep appropriate records of this information. They work closely and sensitively with pupils whose circumstances make them vulnerable, using expertise from beyond the school to provide helpful support for families who need extra help.

Pupils feel safe and well cared for in school and trust adults to help them with any difficulties or worries they may have. Pupils enjoyed a recent 'safe and sound week' in which they learned how to keep themselves safe through, for example, learning about the dangers of electricity, dog safety, road safety and e-safety. Parents reflect that the nurturing ethos and positive relationships enable school staff and families to work together for the benefit of the pupils.

Inspection findings

- During this inspection, I looked at the impact of leaders' work on: improving attendance for specific groups of pupils; the progress that middle-attaining boys are making across the school; the progress that disadvantaged pupils are making across the school in reading; ensuring that the quality of teaching of reading and writing is consistently strong across key stages 1 and 2, and how teachers support the needs of pupils who have special educational needs and/or disabilities.
- Leaders work successfully to ensure that pupils come to school regularly. Attendance for pupils overall in 2016 was above the national figure. However, for certain groups of pupils, including disadvantaged pupils, their attendance in 2016 was significantly below others. Leaders understand some of the challenges faced by individual families, and work sensitively but effectively with them to get pupils into school. These families trust the school and, as a result, attendance for these groups is now improving.
- Leaders and staff have thought carefully about the experiences offered to pupils to promote early writing. Consequently, in the early years boys are confident to use their knowledge of phonics to try and write words. Leaders have introduced interesting whole-school writing projects, such as the 'eggs and dinosaur project', to inspire pupils and develop teachers' skills further. Teachers know their pupils very well. They use other adults effectively to support both boys and girls to develop the skills, knowledge and vocabulary they need to catch up. All pupils take a pride in their work. The most able pupils, including boys, reach high standards by the end of Year 6. However, leaders know that, across the school, not all middle-attaining boys make as much progress as girls in writing.
- Leaders use extra funding effectively to enable disadvantaged pupils to make better progress, to help them to catch up with other pupils nationally. As a result, a higher proportion of disadvantaged pupils passed the Year 1 phonics screening check in 2016 than other pupils, and in key stage 2 they are making more progress in reading than other pupils nationally. Readers at all ability levels have books which provide sufficient challenge. The least able readers use a range of strategies when they find a word challenging. The most able pupils self-correct their mistakes when reading and use expression effectively to convey emotions in the text. All pupils are positive about books. Leaders have recently introduced a new assessment system for reading across the school, which teachers are currently getting to grips with. The English subject leader has also provided new guidance for parents to help them to support their child's reading at home. As a result, pupils are benefiting from reading more frequently at home. In addition, the English subject leader is working successfully to address previous shortcomings in teachers' assessments of writing so that learning is even more closely matched to pupils' needs.
- Leaders have accurate views on the quality of teaching and learning throughout the school. Leaders support teachers well to develop their skills and make sure teaching is consistently good. The quality of teaching in the school is improving further as a result of the professional development opportunities that leaders provide to all staff. Teachers are aware of pupils' different abilities and needs

within their classes, and target adult support appropriately, while also being careful to develop pupils' independence. Relationships between adults and pupils are warm and respectful. Adults have high expectations and convey these in a way that is both sensitive and clear to pupils.

- Parents spoke highly about the support provided for pupils who have special educational needs and/or disabilities, both socially and academically. Parents have confidence in leaders' abilities to meet their children's needs. Leaders are determined to ensure that all pupils are fully included in lessons. Teachers provide good support in the classroom to pupils who have special educational needs and/or disabilities and, as a result, these pupils are developing increased confidence and independence in their learning. The inclusion manager ensures that pupils' additional and emotional needs are identified quickly, and that well-targeted teaching, tailored to pupils' needs, is put in place and reviewed regularly.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- assessment systems are embedded to ensure that teachers accurately identify pupils' next steps in reading and writing
- higher proportions of middle-attaining pupils make strong progress to achieve the high standards of which they are capable
- boys make at least the same good progress as girls in their writing
- attendance continues to improve for all groups of pupils.

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

Yours sincerely

Claire Martin-O'Donoghue
Ofsted Inspector

Information about the inspection

I visited lessons with you, to look at learning and talk to pupils about their work. I met with you, your deputy headteacher, your inclusion manager, a range of staff, a group of pupils, and three representatives from the governing body. I had a meeting with a representative from the local authority. I spoke to some parents at the start of the day, considered 93 responses to the Parent View questionnaire, and noted the contents of one letter from a parent received on the day of the inspection. I also took into account 11 responses to the staff online questionnaire

and 89 pupil responses. We evaluated a range of work in pupils' books and your assessment information. I listened to pupils read, spoke with a group of pupils, and observed a playtime.

I carried out a review of a wide range of documentation, including the school's self-evaluation. I considered the school's safeguarding arrangements, including the record of recruitment checks on adults working in the school.

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21 April 2017

Ms Ginny Rhodes
Headteacher
St Crispin's School
London Road
Wokingham
Berkshire
RG40 1SS

Dear Ms Rhodes

Short inspection of St Crispin's School

Following my visit to the school on 14 March 2017 with Elizabeth Jeanes, Ofsted Inspector, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in September 2013.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection.

You have built upon the strengths of the school by taking decisive action to ensure continuing improvement. A strong feature of your leadership, and that of your senior team, is your clear dedication to meeting the needs of all the school's pupils. Information about pupils' academic and personal development is used sensitively to identify those who need additional help and support and the interventions that suit them best. As a result, pupils are supported effectively and make good progress from their different starting points. You have worked persistently and with increasing success to strengthen leadership, particularly of subjects, in order to continue to improve teaching. You are supported by a capable senior team who share your vision and work well together to support its realisation.

You provide strong and determined leadership, rightly aimed at ensuring high-quality education for every pupil. Leaders and staff share a clear and accurate understanding of the school's strengths and areas for further development. At the heart of the school's noticeable 'excellence for all' vision is the relentless focus on providing an inclusive education for all pupils.

Your determined vision of an inclusive school, with pupils being fully prepared for the next stage of their life after school, results in excellent pastoral care. Inspectors noted pupils' exemplary behaviour during social times and around the school,

showing how they manage their own behaviour very well, supported by attentive staff. Pupils are proud of their school. They are kind and respectful towards each other, leaders, staff and visitors. Pupils say they are happy and feel safe in school. They appreciate the wide range of extra-curricular activities and educational visits provided by the school, for example the school production, sports clubs and visits to universities.

Leaders and governors responded promptly to take effective action in the areas identified for improvement at the last inspection. Consequently, pupils now find teachers' feedback about their work more helpful in helping them make improvements. In the sixth form, you have strengthened leadership, ensuring a relentless focus on continuing improvement in teaching and students' outcomes. This includes a keen focus on meeting the needs of individual students to ensure their strong achievement.

You make sure that heads of department oversee the quality of teaching and pupils' progress in their areas of responsibility to good effect. You and your senior team take effective action to support and challenge these leaders to continually improve their impact on pupils' achievement. You know the strengths of leadership in the school well and where further improvement is needed. Consequently, you have identified concerns about the leadership of history and are taking appropriate action to improve pupils' outcomes in this subject, including for disadvantaged pupils. While leaders' effective action has led to rising levels of attendance, you recognise that there is room for further improvement, especially for disadvantaged pupils. In science, where there are clear signs of pupils' stronger progress than in the past, you rightly plan to further embed the recently improved leadership of the subject.

Safeguarding is effective.

Governors and the leadership team have ensured that safeguarding arrangements are fit for purpose. Records are detailed and of high quality. All staff are trained regularly on how to keep children safe from abuse, sexual exploitation, radicalisation and extremism. School leaders are meticulous and relentless in their partnership with external agencies, including the local authority designated officer, to ensure that help is provided to pupils whose circumstances make them vulnerable. Pupils who spoke to inspectors felt safe and knew who they should approach in school if they had concerns. Pupils said that bullying is rare. There have been no fixed-term exclusions for two years and the numbers entering into the reflection room are reducing because of an effective behaviour policy. Training, including for governors, is up to date. All the required recruitment checks are carried out efficiently. However, there is a need to ensure that these systems are reliably maintained in line with any updated requirements.

Inspection findings

- We agreed the key areas for focus during the inspection. These included:
 - the effectiveness of safeguarding
 - the quality of teaching and learning in science and history

- students' achievement in the sixth form
 - how well leaders are using pupil premium funding to support the progress of disadvantaged pupils
 - the quality of pupils' behaviour, including pupils' rates of attendance.
- Due to leaders' persistent focus, attendance has improved and continues to rise, particularly for disadvantaged pupils and pupils who have special educational needs and/or disabilities with education, health and care plans. Leaders ensure robust tracking and analysis of pupils' attendance, to identify where action is needed. The school effectively makes use of counsellors, family support workers and other agencies to develop constructive links with parents. This is demonstrated through the use of personal attendance plans for pupils whose attendance is below the national average, particularly in the Year 6 transition programme. However, leaders agree that attendance needs to improve even further, especially for disadvantaged pupils. School leaders have confirmed this as a priority within the school improvement plan.
- Since the previous inspection, leaders have continued to improve pupils' behaviour at the school. The pastoral team introduced a 'restorative justice' approach to reduce repeated incidents of poor behaviour and, as a result, there have been no exclusions for two years.
- Leaders have ensured that new leadership and staffing in the science department is having a positive impact and that there is an improvement in the quality of teaching. The school's current assessment information for science indicates improvements in pupils' progress, with some disadvantaged pupils achieving the higher grades. However, leaders and governors recognise the need to further embed and extend the impact of refreshed leadership, building further on the evident early gains made. Leadership of history, however, is not as strong. Pupils' outcomes in GCSE history are not as good as they should be, especially for disadvantaged pupils.
- Leaders have improved the management of the sixth form and use performance information effectively to support the drive forward for better outcomes. The increased use of formal assessments of students' progress throughout the academic year supports leaders to target individualised plans for each student. The impact of leadership is evident in the current performance information which demonstrates improved outcomes from the dip in 2016. An increasing number of students are being accepted into Russell Group universities.
- Pupils make good progress from their starting points. Since the last inspection, GCSE A* to C examination results have improved year on year and students in the sixth form are making better progress. Leaders have high expectations of pupils' learning and set challenging targets. The school's own assessment information indicates that current pupils, including disadvantaged pupils, are making better progress across a range of subjects. However, middle-attaining disadvantaged pupils are not making the same progress as their peers, particularly in history.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- the leadership of history improves and achievement in this subject is raised, particularly for disadvantaged pupils
- the recent improvements in pupils' science outcomes are consolidated
- the rate of attendance for disadvantaged pupils improves further.

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

Yours sincerely

Paul Murphy
Ofsted Inspector

Information about the inspection

Inspectors met with you and your leadership team at the start of the day to discuss your evaluation of the school's effectiveness and agree the key areas we would focus on during the inspection. Inspectors met with leaders, governors and staff and spoke to pupils. I conducted a telephone call with a representative of the local authority. Inspectors considered responses from pupils and staff to Ofsted's questionnaires and took account of 145 responses by parents to Ofsted's online questionnaire, Parent View. Inspectors visited 15 lessons and analysed a wide range of the school's documentation, including leaders' checks on pupils' progress, attendance and behaviour information, and safeguarding policies and procedures.

The Emmbrook School

Emmbrook Road, Wokingham, Berkshire RG41 1JP

Inspection dates

14–16 March 2017

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

Summary of key findings for parents and pupils

This is a good school

- The headteacher, who joined the school in June, has taken decisive action to raise standards further. He is determined that pupils should achieve outstanding results and his actions to secure this are driving rapid improvements across the school.
- Typically, pupils make good progress and achieve results above their peers nationally at the end of Year 11. Current pupils are on track to achieve the same again this year.
- Groups of pupils, including those who have special educational needs and/or disabilities and disadvantaged pupils, make good progress. The most able pupils achieve well in most subjects but occasionally they are not challenged to achieve quite as much as they could.
- Governors know the school well and provide effective support and challenge to leaders, holding them accountable for raising pupils' progress further.
- The majority of middle leaders successfully drive improvements in their areas. New staff performance processes are helping to hold less effective leaders to account.
- Leaders check teaching and provide useful feedback, so teachers know what they need to do to be even better.
- Persistent absence has been higher than in other schools for a number of years.
- The curriculum is broad and balanced. Pupils develop their spiritual, moral, social and cultural understanding well through well-planned opportunities in a range of subjects.
- Teaching is effective and meets pupils' needs well. Lessons are planned at the right level for pupils' differing abilities, and activities are interesting and practical. In science, there are inconsistencies in teachers' practice, so some pupils do not do quite as well.
- Pupils' behaviour is good in lessons and around the school. Pupils are respectful towards adults and work cooperatively with peers. Almost all staff demonstrate high expectations of pupils' behaviour.
- Pupils receive high-quality, relevant and timely guidance about future career and study options. This is a particular strength of the school.
- Provision in the sixth form is good. Academic lessons meet students' needs well and they make good progress. Slight variances in the quality of teaching in some subjects and courses are being tackled.
- Safeguarding is effective. Pupils are kept safe because staff know and fulfil their responsibilities. Almost all parents and pupils comment that pupils feel safe.

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19 May 2017

Mrs Pat Kerton
Headteacher
The Hawthorns Primary School
Northway
Woosehill
Wokingham
Berkshire
RG41 3PQ

Dear Mrs Kerton

Short inspection of The Hawthorns Primary School

Following my visit to the school on 3 May 2017, 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 April 2013.

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 last four years there have been significant changes to staffing. Working closely with other school leaders, you have developed an effective leadership structure that focuses rightly on teamwork and shared accountability. You understand clearly the school's many strengths but also know that there are still areas to work on, such as pupils' progress in writing at key stage 2. You set high expectations of pupils and staff and have established a culture of 'being the best you can be'. Consequently, leaders are highly ambitious for each and every pupil, with a clear emphasis on developing the whole child.

Staff know pupils well and parents appreciate the individual care and support that their children receive. One parent said: 'My child loves going to school. He is fully supported by the staff, who encourage him to be the best he can be at everything. It's a very positive learning environment.'

All staff and governors work hard to achieve the school's vision: 'belong, believe, achieve and grow'. Pupils are proud of their school. They work hard, are confident and appreciate the good learning opportunities that the school provides. Relationships between staff and pupils are excellent and this helps pupils to make good progress. One pupil said, 'The teachers really care about what you do.'

At the time of the last inspection, inspectors highlighted good teaching, outstanding

behaviour and above-average attainment. These aspects remain strengths. Inspectors asked you to raise further the quality of teaching. Teachers carefully assess pupils' work and provide useful suggestions that make pupils think more deeply. As a result, pupils are clear about what they need to do to further develop their skills. Pupils are given a range of opportunities to write in different styles. However, some teachers do not have high enough expectations of the presentation of pupils' work. As a result, some pupils do not take sufficient pride in their handwriting and presentation.

In 2016, pupils' attainment in key stage 2 exceeded that seen nationally. Pupils in key stage 2 make excellent progress in reading and mathematics. Their progress in writing was slower, although in line with the national average. Since September, you have taken decisive action to address this, including introducing changes to the way you teach writing. Your swift action has ensured that pupils are now making good progress in writing.

Safeguarding is effective.

The leadership team has ensured that all safeguarding arrangements are fit for purpose and records are detailed and of a high quality. Safeguarding pupils effectively is at the heart of the school's work. All parents that completed the online questionnaire stated that their child feels safe. Many parents describe the school as, 'caring', 'nurturing' and 'a close-knit community'.

Pupils have a good understanding of how to keep themselves safe in a range of situations. They demonstrate an appropriate knowledge of different types of bullying including verbal, physical and cyber bullying. Pupils can confidently explain what to do if they see something on their computer that makes them feel uneasy. All pupils feel valued and equality of opportunity is strongly promoted. Pupils agree that they feel safe in school as they are confident there is always someone to talk to if they ever have a problem.

All school staff receive timely and high-quality training to ensure that they are confident applying the school's policies and guidance in relation to child protection issues. Governors keep an effective oversight of safeguarding matters.

Inspection findings

- During this inspection, we looked closely at specific aspects of the school's provision including the effectiveness of safeguarding arrangements; the progress of particular groups in writing, including the most able and disadvantaged pupils; and how well leaders have ensured that the school has continued to improve pupils' progress in reading, writing and mathematics.
- The school is rightly focusing on further raising pupils' achievement in writing. In 2016, the proportion of pupils who made expected progress was in line with the national average. Leaders have reorganised the school's writing curriculum so that it securely meets the higher expectations that are required. As a result, standards are rising.
- Leaders' focus on raising standards in writing is contributing well to accelerating the

progress of the most able pupils. You monitor pupils' progress closely. Pupils, including the most able, are developing their skills well such as their use of complex punctuation. You have introduced new teaching methods to improve the level of challenge provided to all pupils. Current assessment information shows that a greater proportion of the most able pupils are on track to make more rapid progress in writing.

- Leaders have established a clear strategy to ensure that pupils who have special educational needs and/or disabilities, disadvantaged pupils and pupils from minority ethnic backgrounds achieve well. Staff work closely with you to identify pupils' individual needs and provide support quickly if necessary. You have established a detailed assessment system that shows the majority of pupils are making good progress in reading, writing and mathematics.
- The teaching of phonics is effective. You have provided high-quality training for all staff to ensure that pupils who need to catch up receive prompt and effective support. More pupils are already working at the expected standard in phonics than at this point last year. Pupils make good use of their phonics knowledge to support their reading and writing.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- pupils' progress in writing in key stage 2 further accelerates
- teachers' expectations are raised so that pupils take greater pride in the presentation of their written work.

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

Yours sincerely

David Harris
Ofsted Inspector

Information about the inspection

I met with you, the two deputy headteachers and staff. We discussed the school's self-evaluation. Together, we visited in 10 classes. I scrutinised pupils' work. I also held discussions with two governors, including the chair of the governing body, and talked informally to pupils in lessons. A meeting was held with a representative from the local authority. I analysed a range of school documentation, including information about pupils' achievement, governors' minutes, the school improvement plan, and safeguarding checks, policies and procedures. I took into account the views of 143 parents who responded to the Parent View online survey.

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TITLE	Childcare Sufficiency 2017
FOR CONSIDERATION BY	Overview and Scrutiny Committee on 20 th June 2017
WARD	None-Specific
DIRECTOR	Judith Ramsden, Director Peoples Services

OUTCOME / BENEFITS TO THE COMMUNITY

That sufficient childcare places are available to meet the needs of the Wokingham community.

RECOMMENDATION

That the Children's Services Overview and Scrutiny Committee note the report and make such comments as they see fit.

SUMMARY OF REPORT

The attached WBC Childcare Strategy 2017 (Appendix A) considers both the current sufficiency and satisfaction with childcare services across the borough and the readiness of providers to meet the new additional 15 hour free early years childcare for the children of working parents entitlement.

The current position (from a survey in 2016) is that parents are generally satisfied (94%) with childcare provided, but that they would like more flexible provision outside 9am to 5pm, more provision in school holidays and better facilities.

The key areas for development were flexibility and quality including the quality of childcare for those children with additional needs.

As far as the additional 15 hours (to make a full 30 hours entitlement) is concerned there are good grounds for optimism. Parents have indicated that they may wish to increase their worked hours because of the additional support. Providers are responding positively to the new entitlement. Most are developing their offers to enable parents to secure additional childcare in a way that is sustainable and enables parents to procure all the childcare they need, using the 30 Free hours. No childcare provider has indicated that the new arrangements threaten their viability. Our Early Years team continues to provide information, advice and guidance to help providers respond positively. Where we have opportunities to secure additional places as part of WBC funded works or through a DfE capital grant programme we have taken this up.

Background

Local Authorities have duties to secure sufficient childcare under the Childcare Act 2006 and to publish a Child Care Sufficiency Assessment. This is worked into the attached sufficiency report.

Childcare is for children of all ages, but there is necessarily a particular focus on children in the pre-school age range (or “Early Years”). The Childcare Act 2006 was amended by the Children and Families Act 2014, to reduce the administrative burdens, but not to fundamentally re-write the local authority duty to secure sufficient childcare.

Local authorities have a universal duty, to ensure there is sufficient childcare provision and as part of this to ensure there is sufficient free provision (universal for 3-4 year olds and to disadvantaged 2 year olds).

The Childcare Act 2016 introduced a new duty to provide an additional 15 hours free child care to working families (a near universal entitlement to working parents). This is 15 hours for 38 weeks or the equivalent number of hours that can be used flexibly across the year.

This comes into force in September 2017 and has been subject to extensive consultation and development. Wokingham has only relatively recently (February 2017) been able to confirm the funding rates for all providers. Providers need this to finalise their business plans. Most providers will provide a service that combines the free hours and extra services (such as lunches) to create sustainable provision that meets the needs of working parents across the year.

Analysis of Issues

On current sufficiency

The sufficiency analysis indicates that overall the childcare system works. This is not to say that it does not face challenges, as a number of smaller providers (often providing limited hours in “pack away” provision in church halls and similar venues) can find the challenges of maintaining a sustainable service to be overwhelming and be compelled to close.

94% of those parents that took part in the consultation said they were at least satisfied with the provision on offer. 32.9% of participants (the highest cohort represented) said they were completely satisfied and 26% of participants (the second highest cohort score) were very happy with the provision.

The main criticism of provision was:

- the desire for flexible childcare outside 09.00 to 17.00 (260 responses) 25%;
- more provision required in school holidays (241 responses) 23%, and
- better facilities were called for (214 responses) 20%

In addition, 98 respondents required easier access and 141 wanted provision in schools.

A particular issue with parent dissatisfaction was identified in south east Wokingham was identified and this will be the subject of further investigation.

On future provision

The Childcare Act 2016 duty to provide 30 free hours per week for 38 weeks to the children of working parents have caused concern nationally and locally. Extensive consultation with providers and parents indicated that while parent led demand was

likely to increase significantly, providers were initially unable to make plans to respond to this until they could be confident of funding levels and their ability to craft sustainable business plans. However, the confirmed Wokingham funding rate is higher than was expected and the provider response has been positive so there are good grounds to think that sufficient places will be made available.

While the major lever, per child funding rates, is in the hand of central government, Wokingham is using such powers as it does have to increase supply. In particular:

Additional early years space is planned into the Highwood Primary School expansion project.

In addition WBC has three capital projects, (supported by ring fenced funding awarded after a bidding process by DfE) underway to increase provision which will be completed by September

- Waingel's College to convert the caretaker's bungalow to a day nursery for children aged 0-5 years
- Woodley Pre-School - to erect a log cabin-building on land near to Woodford Park Leisure Centre
- Acorns Under Fives Pre-School (Crowthorne) In the grounds of Oaklands Infant School- extension to current terrapin building

The potential impact can be met by the private, voluntary and independent sector providers increasing supply, and (in the absence of national capital funding stream apart from the programme noted above) means they must be able to amortise capital costs within fees and other income, including WBC funding.

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

Other financial information relevant to the Recommendation/Decision
N/A

Cross-Council Implications
None

Reasons for considering the report in Part 2

List of Background Papers
None

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Date 01/06/2017	Version No. 1

Appendix A – WBC Childcare Strategy 2017

Executive Summary

Wokingham has statutory duties to ensure:

- There is sufficient childcare to meet the needs of resident families
- Universal free child care for all children from the term after their third birthday up until the point they start school for 15 hours per week for 38 weeks (570 hours per year that can be used flexibly) is available.
- The most disadvantaged 2 year olds can receive 15 hours per week free child care from the term after their second birthday (otherwise as set out above)
- For the children of working families an additional 15 hours per week free child care, is available (doubling the universal free childcare offer).

The current arrangements work well, with most parents being satisfied with the childcare they receive. Parents would like more flexible provision and even better provision for children with additional needs

From September 2017 the Council is required to fund what is badged as an additional 15 hours per week (in fact 570 flexible hours per year) free childcare for the children of working parents, from the term after their third birthday until they start school.

Funding arrangements for the 30 hours are now clearly established by DfE and childcare providers have considered how they can use the free hours offer flexibly to create financially sustainable provision. Nearly all providers (except a very few in atypical circumstances) are reporting that they will be able to offer the 30 free hours. It is expected that most working parents will buy additional hours and services (such as meals) to create a better fit with their working lives and this will help make the provision financially sustainable. Parents need additional hours during the holidays and to match working patterns in term time and buy extras such as meals, wipes and nappies. Our surveys indicate that the scheme will be successful in helping families secure more work too. Growth in demand is therefore planned for and Wokingham is using both its own resources and resources made available nationally to create additional capacity.

Wokingham has a vibrant and diverse supplier market which responds quickly to changing patterns of demand. The Council provides support and guidance to ensure that providers are well equipped to rise to the challenge of the new extended entitlement.

Duties

Duties – quick summary

This section establishes what Wokingham is required to do in law, under the Childcare Act 2006, as amended by subsequent legislation. The Council is required to ensure that sufficient childcare is available by working with private, voluntary and independent childcare providers and where necessary providing childcare directly. Wokingham has a new duty to provide 30 hours free childcare for the children of working parents from this September. The duty is limited to working parents earning over £6,000 (rounded) per year and less than £100,000.

Statutory duty

Wokingham Borough Council has a statutory duty under Section 6 of the Childcare Act 2006¹ to work in partnership with childcare providers to ensure there is sufficient childcare, as far as is practicable, to enable families to:

- a) Access the free early education entitlement for their child;
- b) Take up or remain in work or
- c) Undertake education or training which could reasonably lead to work

In addition, Section 2 of the Childcare Act 2016 places a duty on local authorities to secure free childcare for children who qualify for extended free entitlement (30 hours of free childcare over 38 weeks). This duty is set out at regulation 33 of the Childcare Regulations 2016 (Early Years Provision Free of Charge) (Extended Entitlement) and takes effect from September 2017.

Other LA statutory duties include:

- To provide information, advice and assistance to families
- To secure information, advice, guidance and training for childcare providers
- To ensure all children receive high quality early years provision, as reflected in the Early Years Foundation Stage Framework, from the term after their third birthday.
- To ensure sufficient and high quality childcare for all eligible two year olds
- Promote equality and inclusion, particularly for disadvantaged families, looked after children, children in need and children with disabilities or special educational needs by removing barriers of access to early education and working with parents to give each child support to fulfil their potential.
- Take action over any concerns about early years providers that do not actively promote fundamental British values, or which promote views or theories as fact which are contrary to established scientific or historical evidence and explanations.
- To meet the childcare needs of families with children over the age of five in the form of out of school care and provision for children and young people up to the age of 14 (and up to 18 for disabled children).

- To safeguard and promote the welfare of all children throughout all aspects of the work of Early Years, Childcare and Play with specific regard to ensuring that providers understand their responsibilities and are accountable for their practice.

¹ http://www.legislation.gov.uk/ukpga/2006/21/pdfs/ukpga_20060021_en.pdf

Current Position

Childcare

Sufficient childcare means securing the right type and amount of provision, so far as is reasonable practicable, for working parents, or parents who are studying or training for employment, for children aged 0-14 years or up to 18 years for disabled children.

Childcare sufficiency is not only about making sure there is 'enough' childcare, it is also about:

- Making sure that the childcare is available, accessible and affordable so that parents have the opportunity to use childcare in their area or close to where they work
- Making sure it is of good quality so that it benefits the child
- Providing parents with a choice of childcare so they can choose the childcare that meets their needs.

The local authority role in delivery

Local authorities are not expected to deliver provision themselves but to work with providers in order to ensure there is sufficient provision available to meet families' needs. It is expected that local authorities will only directly deliver provision in exceptional circumstances, such as where there is no other provider willing to do so. (Note: the delivery of provision in a maintained school is not regarded as provision made by the local authority). The key roles are therefore to provide support and guidance to parents and providers, not to act as a commissioner of places.

Free Early Education Entitlement

Free Early Education Entitlement summary

This section establishes how many children are eligible for and receiving free childcare.

It shows:

- Nearly 4,000 children take up the free childcare entitlement.
- where children who use Wokingham childcare live
- the take up of the free provision for disadvantaged 2 year olds
- take up of the universal offer for 3 year olds

There are 3,840 children taking up their free early education entitlement (summer term 2016) in the WBC area.

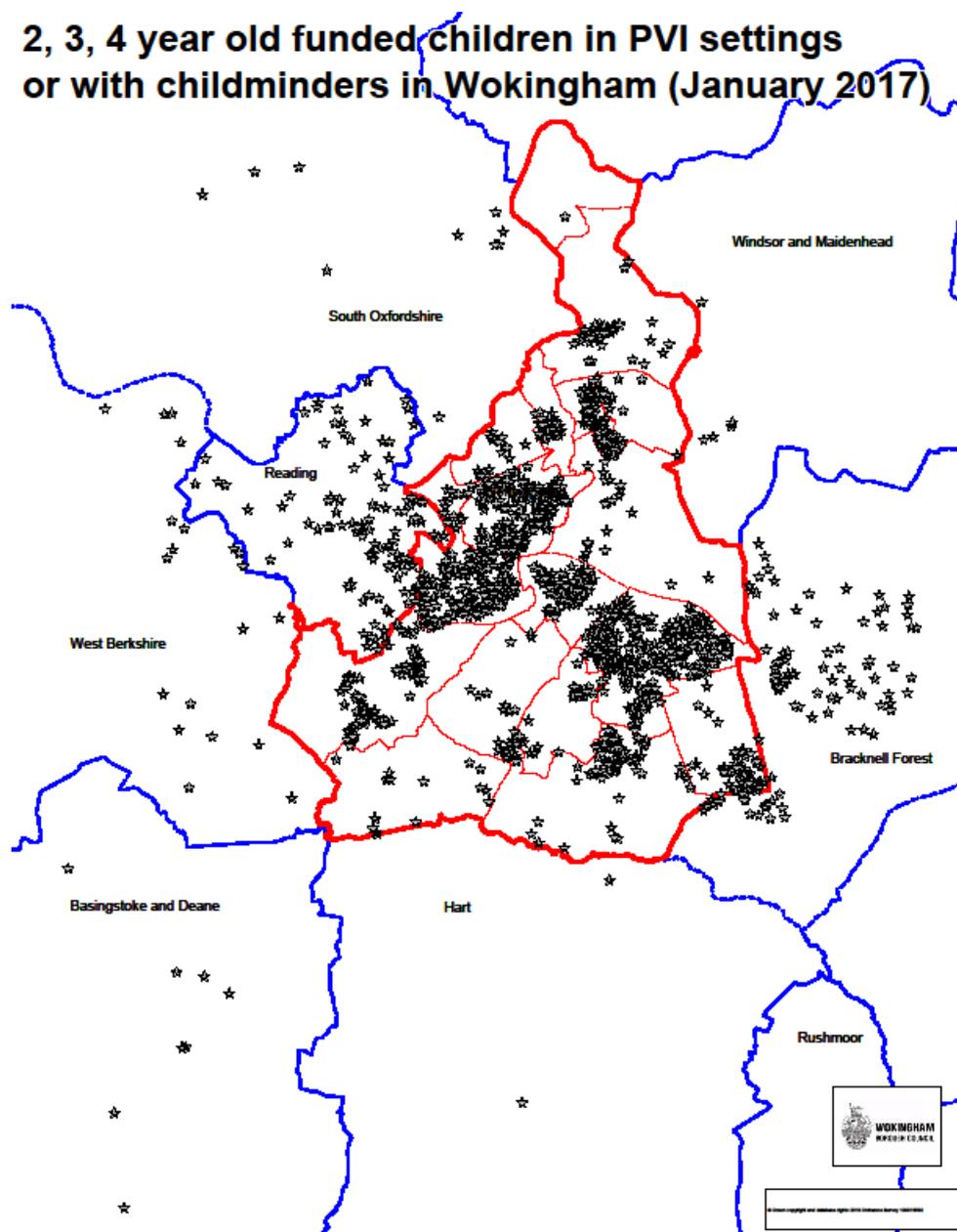
Of these, 2,354 attend PVI settings or are placed with child minders.

Of these children, 1,990 are WBC residents (or 85% of the total).

A number of WBC resident children are also placed out of borough.

Homes addresses of children using Wokingham Early Years Provision

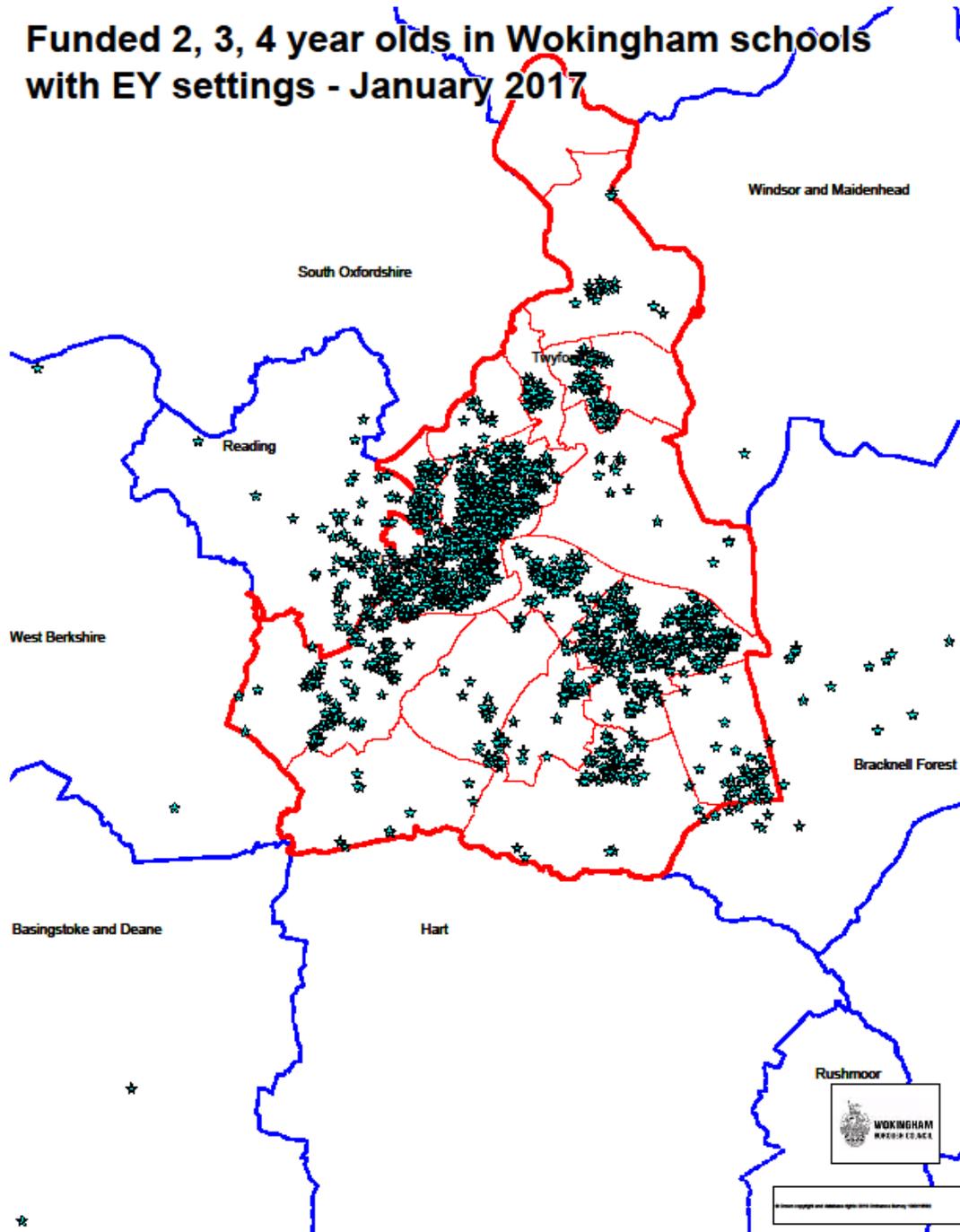
**2, 3, 4 year old funded children in PVI settings
or with childminders in Wokingham (January 2017)**



The map is based on Wokingham BC held data relating to funded children.

The map shows that PVI and childminder usage is by children living in a number of boroughs, but predominantly by children living in the major population centres in Wokingham.

Funded 2, 3, 4 year olds in Wokingham schools with EY settings - January 2017



The map shows that school early years provision usage is predominantly by Wokingham resident children living in the major population centres in Wokingham.

For eligible children aged 2 years

A targeted offer of 570 hours per year is available for the most vulnerable 2 year old children.

Eligibility for 2 year old free entitlement funding:

A 2-year-old can get free early education and childcare if parent/s are in receipt of one of the following:

- Income Support
- income-based Jobseeker's Allowance (JSA)
- income-related Employment and Support Allowance (ESA)
- Universal Credit
- tax credits and an annual income of under £16,190 before tax
- the guaranteed element of State Pension Credit
- support through part 6 of the Immigration and Asylum Act
- the Working Tax Credit 4-week run on (the payment received when a parent no longer qualifies for Working Tax Credit)

A child can also get free early education and childcare if any of the following apply:

- they are looked after by a local council
- they have a current statement of [special education needs \(SEN\)](#) or an education, health and care (EHC) plan
- they get [Disability Living Allowance](#)
- they have left care under a special guardianship order, child arrangements order or adoption order

The aim is to reduce the pre-school educational gap that can start to occur from this age. In Wokingham Borough, an average of 269 children were eligible each term during the last year (April 2016-March 2017)

Table to show numbers of 2 year old children eligible for funding and the corresponding take up rates over the past year and to date

	Number of eligible 2 year old children	Take up rate
March 2016	281	60.8%
April 2016	280	62.6%
June 2016	267	62.6%
Aug 2016	276	62.6%
Sept 2016	259	74.1%
Nov 2016	273	74.1%
Jan 2017	272	67.6%
March 2017	271	67.6%
April 2017	250	Awaiting headcount

For children aged 3 and 4 years

- A Universal offer of 570 hours per year for children who are aged 3 years, to start from the term after the child's 3rd birthday.
- The aim is to prepare children for learning and ensure they have the skills and attributes needed to be ready to start school.
- By the Summer Term of 2016 there were 3,840 children taking up their free entitlement in Wokingham Borough.

• 2011	2012	2013	2014	2015
100	102	100	100	103

NB. Percentages can sometimes be greater than 100 due to out of borough migration.

Childcare Provision

Childcare provision summary

This section shows the range and diversity of provision in Wokingham. It explains some of the factors that shape the market for childcare and how the market operates successfully, helping to maintain the overall quality of provision.

It looks at a range of quality indicators, demonstrating that Wokingham parents receive good childcare according to a variety of measures including Ofsted gradings, Good Level of Development scores, attendance at good or outstanding primary schools and in terms of the level of qualifications of staff.

Table1. **Childcare Provision by Type in Wokingham Borough**

Childcare Type 0-4 year olds	As of 31 st March 2016 No. Providers	Total number of hours offered for 3 and 4 year olds per week	Number of 3 and 4 year old children claiming funding	As of 31 st March 2017 No. providers	Total number of hours offered for 3 and 4 year olds per week	Number of 3 and 4 year old children claiming funding
Day Nursery	32	32829	1179	34	35702	1226
Pre-School/ Nursery	34	18931	1375	32	17566	1192
Maintained Nursery School	1	2966	156	1	2334	Awaiting headcount confirmation
School/ Academy with Nursery Class	13	9952	649	15	10198	Awaiting headcount confirmation
School with Specialist Nursery Provision	1	45	3	1	45	3
Independent School Nursery Class	6	9642	292	6	10668	336
Childminder (Funded)	255 (21)	(446)	510* (24)	236 (41)	(863)	472 (36)

Childcare Type 0-4 year olds	As of 31 st March 2016 No. Providers	Total number of hours offered for 3 and 4 year olds per week	Number of 3 and 4 year old children claiming funding	As of 31 st March 2017 No. providers	Total number of hours offered for 3 and 4 year olds per week	Number of 3 and 4 year old children claiming funding
Specialist Provision	1	141	23	1	239	22
TOTAL 0-4 year olds	343	74952	3819	325	77615	Awaiting headcount confirmation
Out of School 5 Years +						
After School Club	40			43		
Breakfast Club	25			27		
Holiday Club	31			33		
TOTAL OOS 5 Years+	96			103		

Why childcare provider numbers vary

The childcare market has maintained a secure level of provision over the past 5 years with greater fluctuation over the past two years.

During this time there has been a slight increase in the number of full day care providers with 3 new settings opening and one closing as a result of an inadequate Ofsted inspection outcome. Two pre-schools closed between 31st March 2016 and 31st March 2017 due to falling numbers; however two schools have opened nursery classes, one in an existing primary school and one in a new academy. Another nursery is preparing to open shortly.

Providers who have managed to sustain high occupancy rates are those who regularly review the service they offer to parents and provide flexibility to meet the needs of their families. They have also managed to maintain a high level of quality which attracts both parents and good quality staff to the setting.

Failure for a provider to remain sustainable has been due to the following reasons:

- Insufficient flexibility for parents with regards to session times, session lengths and extended hours or;

- A fall in quality such as a lower grade when inspected by Ofsted which has resulted in parents removing children from the setting and changing to a provider with a better Ofsted outcome or;
- Competition from neighbouring providers who offer greater flexibility, longer opening hours or lower charges or;
- Annual increases in costs such as rent, rates, national minimum wage, introduction of pension schemes, training costs.

Childminder numbers have fallen slightly in line with national trends. This is thought to be due to increase in costs such as training, food, heating and petrol prices. In addition, there are increased challenges of the job such as greater scrutiny from Ofsted and higher expectations of standards and quality which has raised the status of childminders within the childcare workforce. This has resulted in some childminders making the decision to withdraw from the profession and enter into careers with less responsibility. In Wokingham Borough, the number of childminders registering to take early years free entitlement funding is steadily increasing on a daily basis and now stands at 33 as of 1st April 2017.

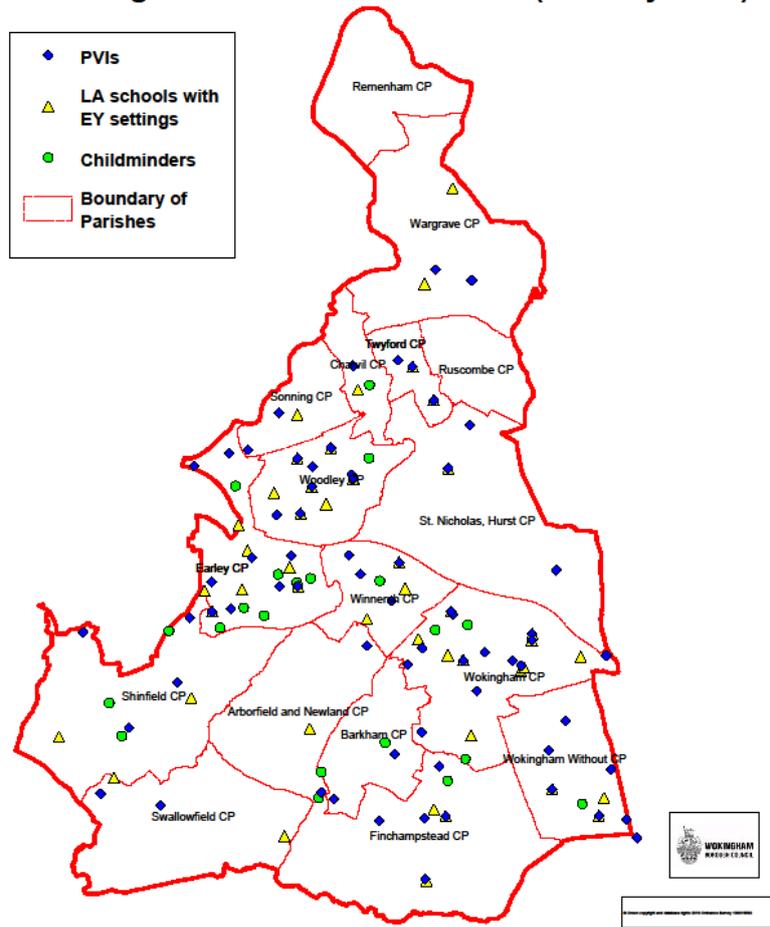
There has been an increase in all types of out of school provision with 94% of primary schools in Wokingham Borough now offering this service to parents. The remaining 6% offer after school activity clubs.

The Government wants schools to play a larger part in the childcare market and in May 2016 introduced *Wraparound and Holiday Childcare, Parent and childcare provider "rights to request"* which is the guidance to enable parents to work for longer and during school holidays by making childcare more available. The *Parents views and experiences of childcare survey* suggested that 62% of parents of children aged 5 or over where at least one parent in the household was working required some form of wraparound childcare (most commonly after school).

<https://www.gov.uk/government/publications/wraparound-and-holiday-childcare-responding-to-requests>

Wokingham childcare provision map

PVIs, childminders and schools with EY settings in Wokingham with funded children (January 2017)



Ofsted and Quality

"We know that good and outstanding settings make a stronger and more positive difference to children's learning and development than those that are not yet good. Excellent early education and care are underpinned by strong leadership; this is what counts most and makes the greatest difference". (Ofsted, Getting it right first time, 2013)

Research evidence demonstrates that children who have good quality pre-school experiences often attain enhanced longer-term developmental benefits, including improved levels of independence, concentration and sociability. (EPPE Project, 1997)

<http://eprints.ioe.ac.uk/5309/>

One of Wokingham's key priorities is for all children under 5 years to attend an early years provider who is judged by Ofsted to be at least good. At 31st December 2016, 96% of childcare provision on Non-Domestic Premises (NDP) in Wokingham Borough was judged as good or outstanding compared to 95% nationally (Ofsted Annual Report 2015-16), which indicates that parents can access good quality childcare and education in all areas of the borough.

Currently 95% of childminders in Wokingham are good or outstanding as opposed to 89% nationally.

<https://public.tableau.com/profile/ofsted#!/vizhome/Dataview/Comparelocalauthorityareas>

13 out of 14 maintained schools with nursery classes are judged to be good or outstanding by Ofsted and our Maintained Nursery School has an Outstanding judgement and 86% of children attend a Primary school judged good or outstanding. This is comparable with our neighbouring boroughs.

Table to show % pupils in good or outstanding primary schools across the SE region

Primary schools					
Local authority	% of pupils in good or outstanding schools 2016	Change from 2015 (%pts)	Change from 2012 (%pts)	% of pupils in academies 2016	
Surrey	93	8	25	22	
Buckinghamshire	92	3	15	11	
Brighton and Hove	92	3	20	3	
Hampshire	91	7	16	3	
Windsor and Maidenhead	91	14	6	23	
Slough	90	14	27	57	
Kent	88	7	33	29	
East Sussex	88	15	18	21	
Reading	87	15	34	19	
Milton Keynes	87	5	20	20	
Wokingham	86	6	17	2	
Southampton	86	3	23	32	
Portsmouth	86	3	32	26	
Medway	84	23	30	35	
Oxfordshire	84	-1	25	31	
West Berkshire	82	13	3	4	
West Sussex	79	3	9	23	
Bracknell Forest	72	8	-3	2	
Isle of Wight	69	5	4	7	

Good Level of Development (GLD) Results in Wokingham (%ges)

Target	2012/13	2013/14	2014/15	2015/16
Early Years Foundation Stage Profile- Percentage of children reaching a Good Level of Development (GLD)	48	61	70	75
Early Years Foundation Stage- Percentage of children attaining the Three Prime Areas	67.5	77	83.1	83.6
Narrowing the Gap- Percentage difference in GLD between pupils eligible for FSM and those who are not eligible	23	24	20	20
Percentage of early years settings judged by Ofsted to be Good or Outstanding	87	87.5	94	96
Percentage of 3 & 4 year olds in settings judged good or better by Ofsted		76	82	85
Percentage of child minders judged by Ofsted to be Good or outstanding	81	85	92	95
Percentage of 2 year olds eligible for the Free Entitlement placed in Good or Outstanding settings		69	95	96
Percentage of children accessing the Early Years Pupil premium	New indicator in 2015		54	72

Table to show performance in Wokingham

Children are defined as having reached a good level of development at the end of the Early Years Foundation Stage if they have achieved at least the expected level in: the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and literacy and mathematics.

Table to show percentage GLD in Wokingham Borough compared to national figures over the last 4 years

	2013	2014	2015	2016
Wokingham				
All children	48	61	70	75
Girls	56	72	78	78
Boys	39	50	63	63
National				
All children	51	60	66	69
Girls	60	69	74	77
Boys	44	52	59	62

Qualifications

"Research and inspection evidence show that the higher the qualification level, the better the quality of provision. The best settings have highly qualified practitioners".

It is well- established that children make better progress in settings where staff have higher levels of education, such as Qualified Teacher Status (QTS), Early Years professional Status/ early Years Teacher Status (EYPS/EYTS) or a degree in Early Years.

Table to show percentage of 3 & 4 year olds in settings led by a practitioner with QTS/ EYPS

	2013	2014	2015	2016
Wokingham	61	71	68	76
England	44	52	53	54

In Wokingham Borough 56% of all funded early years providers including maintained nursery classes are led by a graduate.

Foundations for Quality: the independent review of early education and childcare qualifications (the Nutbrown Review), DfE, 2012; www.education.gov.uk/nutbrownreview.

Cost of Childcare in Wokingham

Cost of Childcare in Wokingham summary

This section shows how a combination of Free provision and paid for extra services and hours combine to ensure that a sustainable childcare service is achievable. Free entitlement must be free, but this does not include meals and other services, and many families need additional hours to match working requirements.

The Family Information Service provided the average costs of childcare across the different types of childcare provider which can be seen in the tables below.

Provider Type	Average Costs	
Pre-School	£5.66 per hour	£15.60 for 3 hour session
Day Nursery	£62.25 per day for under 2s	£59.50 per day for over 2s
Childminder	£5 per hour	
Breakfast Club	£4.50 per session	
After School Club	£10 per session	
Holiday Club	£29.30 per day	

Breakdown of Holiday Childcare Costs

Type of Provision	Average Daily Rate (£)	Average Weekly Rate (£)
School/ LA	£25	£112
PVI	£29.25	£146.25
Most expensive	£45	£225
Cheapest	£18	£90

The table above indicates that the average cost per hour in a pre-school is £5.66, whereas the average funding rate per hour is £4.32. The difference between the average market rate of a place and the actual funding rate is £1.34 per hour; however, the Government has made it clear in their recent guidance that the early years free entitlement funding is for education and care only so providers are able to charge for additional services, consumables or wrap-around care hours outside of free entitlement hours.

Day Nursery providers charge a higher market rate than the funding rate, however, these rates take into account the higher costs of providing care for children between the ages of 2-3 years who are not yet eligible for free entitlement and additional services and consumables such as extra-curricular activities, nappies, wipes and meals. Day nurseries would therefore need to charge for these or adopt a business model whereby free entitlement hours were offered in blocks and parents were charged for the wrap around hours. They could also provide a stretched offer over more than 38 weeks of the year and charge for the additional hours each week.

Childminders generally charge an average of £5 per hour, so again the free entitlement funding would not meet the market rate for an early years place; however the funding is for education and care and does not include consumables, trips and activities which could be charged for to make up the difference in funding. Childminders also have flexibility to stretch the offer across the year if it met the needs of their parents.

After school clubs could benefit from becoming registered to accept free entitlement funding as part of a parent's universal free entitlement, as they would receive a base rate of £4.15 per hour and additional supplements for graduate leaders and for disadvantaged children. If the child attended the club for 2.5 hours after school, the funded hourly rate would be higher than the current average hourly market rate in addition to providing the service for parents.

Similarly a holiday club provider, if registered to accept early years free entitlement funding, would receive a base rate of £4.15 per hour, which for an 8 hour day of childcare would amount to £33.20 per day as opposed to the average daily rate of £29.30. The weekly funded rate would total £166 which again is higher than the average weekly market rate for both PVI and school/ Local Authority provision.

Childcare and support for children with SEND

Childcare and support for children with SEND

Wokingham has good support for children with SEND. The Local Offer signposts support, mainstream providers can meet the needs of many children with additional needs and Dingley's Promise and Addington provide specialist support for children with needs that cannot be met by mainstream providers.

Early Years childcare providers in Wokingham are inclusive in their practice and will accommodate the needs of children with Special Educational needs and Disabilities wherever possible.

Local Offer

The Early Years Childcare and Play service works with all providers and staff in the Early Years sector offering advice and support with inclusive practice, children with

additional needs and children with SEND. Providers are supported to track children's development so that additional needs are identified at the earliest opportunity and to put appropriate strategies into place as required. Referral to more specialist services may be needed i.e. Speech and Language Therapists, Paediatricians, etc. The Early Years SEN Service and Early Years Childcare and Play Team provide a mechanism whereby providers can apply for additional funding in order to meet a child's needs through a process called Early Years Inclusion Funding (EYIF). This funding subsidises the cost of an additional member of staff to support the child in the setting.

Providers may apply for EYIF according to the relevant terms and conditions when a child has additional needs significantly different to those of other children and impacting on the providers' ability to meet those needs. Parents must agree to the EYIF application.

Averages of 40 children per term are supported through EYIF across all early years sectors including PVI providers and maintained nursery classes. Childminders can also apply for EYIF to enable them to support children with SEND where the funding will subsidise the loss of a space and the childminder can dedicate their time to caring for the child with SEND.

The Local Authority SEN team employs an Early Years Inclusion Advisor whose role is to provide advice and support for PVI providers to make provision for children with SEND. In addition, an Early Years Advisor responsible for inclusion from the Early Years Childcare and Play Team also advises settings and childminders on inclusive practice. The advice and financial support available to early years providers and childminders enables more children with SEND to be included in mainstream early years provision.

Specialist Provision

Wokingham Borough has a maintained nursery class at Addington School for children with severe and complex needs and disabilities, which is for children of 3 years until statutory school age. The children can then move up into the school where their needs can also be met through specialist teaching and support.

Dingley's Promise is a specialist early years provider which delivers support to Under 5s with additional needs and disabilities and their families. They provide specialist learning through play, family support and training and advice to mainstream settings. In addition to early years free entitlement funding, Dingley's Promise receives additional funding through a contract with Wokingham Borough Council.

Dingley's Promise currently offer as many 15 hour free entitlement places as possible to parents of children with additional needs and disabilities and have no plans to extend this to 30 hours at the moment. Some children currently attend Dingley's Promise for part of their free entitlement hours and spend the other hours at a mainstream early years provider. If parents were to require and were eligible to

receive the extended free entitlement hours, they may need to share this between Dingley's Promise and another provider or childminder.

Currently the Early Years Inclusion Funding (EYIF) funds a maximum of 15 hours free entitlement so if parents are eligible for the additional 15 hours, the extra funding required may result in the Local Authority not being able to support as many children as they do currently. Analysis of headcount data indicates that very few children in receipt of EYIF currently access more than their 15 hours free entitlement; however, this may be because parents cannot afford to fund the support of an additional member of staff. Should parents make the decision to increase their working hours due to the availability of the extended free entitlement, there may be a shortfall in Early Years Inclusion Funding overall and less children could be supported in this way. The EYIF is a DfE recommended support budget that can be funded from the Early Years and (or) the High Needs Block components of the Dedicated Schools Grant (DSG). The DSG is itself under pressure, in part because of rising spend on older children with special education needs from the High Needs Block, so there is no likelihood of a significant increase in the size of the EYIF at this point.

Early Years provision for children with additional needs is therefore an area of need that will continue to be kept under review.

Parent Survey

Parent Survey summary

Parents were surveyed early in 2016. At that point most were either very satisfied or completely satisfied with provision.

Areas where parents wanted improvements included more flexibility around hours of provision, and better facilities and activities.

A survey of parents views was carried out in 2016. Key results are summarised below.

Most parents were either very or completely satisfied about the childcare received.

Satisfaction level	Number	%
Completely satisfied	566	32.9%
Very satisfied	446	26.0%
Mostly satisfied	433	25.2%
Somewhat satisfied	172	10.0%
Mostly dissatisfied	57	3.3%
Very dissatisfied	22	1.3%
Completely dissatisfied	22	1.3%

Looking at childcare by type we see that most parents are very or completely satisfied with pre-school and childcare. Satisfaction rates were less for school based provision.

	Family and friends	Childminder	Pre-school or nursery school	Day nursery	Breakfast club	After school club
Completely satisfied	182	86	114	75	43	84
Very satisfied	153	70	115	79	54	106
Mostly satisfied	156	73	70	57	79	149
Somewhat satisfied	67	25	21	12	20	79
Mostly dissatisfied	19	9	10	5	11	19
Very dissatisfied	8	4	1	1	2	5
Completely dissatisfied	13	2	3	0	1	1

Parents were asked what would improve their childcare. More flexible childcare and better facilities and activities were the primary concerns.

Reason	Number
Nothing: I am very satisfied with my childcare	334
Timing: more childcare options outside of 9am-5pm	260
Timing: more childcare in the holidays (non-term time)	241
Facilities: better facilities and activities	218
Location: childcare available on school grounds	141
Staff: fewer children per carer	127
Location: childcare that's easier for me to get to	98
Other: please state below	82

Implementation of 30 hours

Implementation of 30 hours summary

This section sets out the duty to secure 30 hours free childcare for children of working parents, and progress to date towards understanding and meeting future demand. The evidence indicates that providers are willing to offer 30 free hours in a variety of sustainable packages, that a significant number of parents will wish to convert their paid for childcare hours into free childcare hours and a number of parents will seek to use the initiative to increase the number of formal childcare hours they take up.

Different types of childcare providers face different challenges and a “SWOT” analysis is used to establish what these factors are and how childcare providers can manage them.

The analysis and evidence we hold indicates needs will be met. The Wokingham childcare market is flexible and benefits from proactive childcare providers operating across all categories of provision. A key question though will be how quickly providers can react if a high proportion of those parents who have expressed an intention to seek additional hours work do so successfully and the respondents constitute a reliable sample of all parents. The higher the number, the greater the degree of adjustment required and the time period required for this process may lead to some localised pressure on the provider market.

Extended Free Entitlement for children aged 3 and 4 years

From September 2017, 3 and 4 year old children of parents who are working may be eligible for an extended offer of 1140 hours free entitlement per year (or an additional 15 hours per week, for 38 weeks (derived from 38 term time weeks)). Eligibility will include households where:

- Both parents are working or one parent is working in lone parent families. This will be defined as earning the equivalent of 16 hours per week on national minimum wage and can include self-employment.
- Each parent or lone parent earns less than £100,000 per annum.
- Both parents are employed but one or both of them are temporarily away from the workplace on parental, maternity, paternity or adoption leave.
- Both parents are employed but one or both of them are temporarily away from the workplace on statutory sick pay.
- One parent is employed and one parent has substantial caring responsibilities based on specific benefits received for caring.
- One parent is employed and one parent is disabled or incapacitated based on specific benefits.

The aim is to encourage parents of young children to remain economically active by reducing the cost of childcare and encourage more parents to take up work.

It is estimated that around 1350 children living in Wokingham Borough will be eligible for the extended entitlement

Extended Free Entitlement- Strengths, Weaknesses, Opportunities and Threats to delivery, related to provider type

Provider Type	Current Strengths	Current Weaknesses	Opportunities to deliver 30 hours	Possible Threats to Business	Business Support Provided by WBC
Day Nursery	Already open for more than 30 hrs a week, all year round.	Parents currently pay for additional hours and funding rates are not as high as market rates.	Opportunities to stretch offer over longer than 38 weeks. Charges for additional services and consumables can be made	Reduction in number of hours that nurseries can charge for so business model will need to change. . If extended entitlement is not offered, parents may take their business to a provider where the extended offer is available	A standard support offer of briefings, group surgeries, individual business support meetings, new provider support, access to website tools, individual advisor support
Sessional Pre-School (15 hrs)	Often meet the needs of local families who are not working. Can offer places to 2 year olds eligible for	Lack of opportunity to use community premises for more than 15 hours a week.	Opportunity to stretch the offer over more than 38 weeks and work in partnership with other providers such as	Threat to occupancy if local needs of working parents are not met resulting in possible reduction of	Standard support package

Provider Type	Current Strengths	Current Weaknesses	Opportunities to deliver 30 hours	Possible Threats to Business	Business Support Provided by WBC
	funding.		childminders	numbers.	
Sessional Pre-School (30hrs+)	Already open for 30 hours or more and often offer flexibility to parents	If parents currently pay for additional hours these are at a higher rate than funding rates.	Opportunities to expand provision for working families and increase occupancy during afternoon sessions which are often less well attended	Charging structures and business models may need to change to maximise income. If extended entitlement is not offered, parents may take their business to a provider where the extended offer is available	Standard support package
Maintained Nursery Classes & MNS	Already offer good quality teacher-led early education which research shows leads to improved outcomes for children.	Current operational models do not support extended entitlement offer. Current model based on 2 x 3 hour sessions per day with children attending am or pm	Opportunities for nursery classes to offer places during the afternoon if they are not full or do not open. Children could stay for lunch and attend afternoon session.	If nurseries operated with the same business model as currently, they would be able to offer less places; this would possibly impact on the future numbers of pupils	Sector specific briefings and group surgeries on 30 hrs regulations and implementation, individual business support meetings to discuss different models of delivery.

Provider Type	Current Strengths	Current Weaknesses	Opportunities to deliver 30 hours	Possible Threats to Business	Business Support Provided by WBC
		five days per week, 38 weeks of the year.	Working in partnership with childminders. Holiday sessions could be offered in partnership with another provider to stretch the offer.	entering the school and less places would be available for parents.	Access to tool kit and case studies which cover extended entitlement in a school setting. Support to work in partnership with other providers, access to dedicated area of Wokingham schools website, providing business support tools.
Independent Schools	All Independent schools currently offer 15 hrs free entitlement for all 3 & 4 year olds and can continue to do this until a child reaches statutory school age. Most also offer extended	Current business model is heavily reliant on parents paying for additional hours and services. The extended entitlement would reduce this opportunity or result	To offer the extended entitlement could be used as a marketing tool and be attractive to prospective parents especially if other independent schools decide not	Many parents will be eligible and be expected to be offered the extended entitlement. If this is not available they may take their entitlement elsewhere and join	Standard support package Also access to a specific tool kit and case studies to support the extended entitlement in a school setting.

Provider Type	Current Strengths	Current Weaknesses	Opportunities to deliver 30 hours	Possible Threats to Business	Business Support Provided by WBC
	days during term time.	in high charges to parents for additional hours and services.	to offer.	the school later, thus resulting in reduced income for the school.	
Childminders	Childminders can offer flexible hours during the day and across the year. They are used to working with parents to meet individual needs.	Childminders are relatively new to offering funded places.	Opportunities for new childminders to have guaranteed places by offering the free entitlement. Working in partnership with other providers unable to offer the full 30 hours. May keep children longer instead of children starting pre-school or nursery	Funding rate has been lower than the hourly rate normally charged, however increase in funding rate is now nearer to the market rate.	Specific briefings, group surgeries, individual and group business support meetings, access to tool kits created by childminding organisations. Support for childminders to work in partnership with other providers. Change to payment process to ensure childminders are given advance payments

Demand for the additional 30 hours

Demand for the additional 30 hours summary

The potential demand is analysed using a variety of data sources.

Analysis based on current provision and using DfE national statistics indicates some headroom in the system. This indicates that there is sufficient capacity to meet demand, based on DfE estimates of the number of eligible children.

Contact with neighbouring LAs indicate they are also preparing for the new duties in a way that is comparable to Wokingham.

Engagement with parents indicate they intend to take advantage of the new offer by seeking additional hours of work or re-entering the labour market. This indicates the initiative is likely to be successful in its aim of supporting working families.

If this leads to a rapid increase in the number of hours required providers may require a period of adjustment before they are able to fully respond.

Extrapolation based on DfE estimates and WBC usage

One analysis combines borough held information (the number of children receiving free childcare, and the number of hours of childcare provided (funded and self-funded)) with the DfE generated estimate of the number of children eligible for the extended offer and an understanding of how childcare is provided to estimate the shortage or surplus of childcare places once the childcare offer commences.

The analysis indicates a current potential surplus of 2,100 hours childcare (or 3% of the total number of childcare hours provided).

This analysis is based on a “part time” place (or 15 hours per week) unit – equivalent to a child attending a morning or afternoon 3 hour session every day during term time. A full time place is 30 hours (or two part time places) A standard part time offer, as seen in maintained nursery classes, is a morning or afternoon nursery session in term time (so 5 three hour sessions for 38 term time weeks). These can be considered as the core hours in the middle of the day. Many parents take more than 30 hours per week, of course, but these hours are achieved either side of the peak demand period so provision of these hours is less problematic.

In brief (and using rounded numbers) the analysis is:

75,000 hours childcare is provided in Wokingham which equates to 5,000 “part time (15 hour) places” ($75K \div 15$). If there are 1,350 children eligible for the 30 hours free childcare (a DfE estimate) this equates to 2,700 part time places ($2 \times 1,350$). This means there are 2,300 part time places ($5,000 - 2,700$) left for children who are only eligible for the part time offer. The number of children eligible for the part time offer is the total number of children receiving the funded childcare (3,500) less the number of children eligible for the full time places (1,350) which is 2,150. This is also the number of part time places required so the difference between the number of part

time places required (2,150) and the number of part time places available (2,300) is 150 surplus hours (using un-rounded figures 140 surplus hours are available).

Note too that because eligibility starts from the term after a child turns 3, the numbers of eligible children ramp up from the lowest point (September to December), from January and again from April until August. This in turn means that at the point the extended eligibility starts there will be seven months before the peak annual demand is reached (from September to April) during which providers can respond to signals of increasing demand by working to increase capacity.

The table below sets out this analysis step by step with un-rounded figures.

A	Summer term 2016 number of children who received a funded place. (WBC figures)	3,480 children
B	Hours per week of childcare provided in Wokingham.	74,659 hours (48,688 funded 25,971 non funded)
C	The number of potential 15 hour places if all childcare hours were available as funded hours $B / 15 =$	$74,659 \div 15 =$ 4,977
D	DfE estimate of the number of children requiring (entitled to) 30 hours free childcare	1,350
E	Weekly entitlement in 15 hour places (<i>each 30 hour child takes two 15 hour places</i>) $D \times 2 =$	$2 \times 1,350 =$ 2,700 15 hour places
F	Need for the remaining population (note that the head count is also the number of 15 hour places) $A - D =$	$3,480$ (population) – $1,350$ (30 hour children) = 2,130 children./ part time places
G	No. of 15 hours places available for the remaining children (potential total – number needed for 30 hour children) $C - E =$	$4,977 - 2,700 =$ 2,270
H	Surplus places (available places less number of children needing part time provision) $G - F =$	$2,270 - 2,130 =$ 140 (15 hour places)

This means we have a potential surplus of 140 15 hour places (or 2,100 hours).

This is potential hours if sufficient providers were to offer fully funded places – we know that not all will, but as 54% (2,700/5000) of offered hours must be available as extended hours and 79% of providers are working to offer the extended entitlement (see market development section below) there is no fundamental barrier to the offer being achieved. However it does show the full capacity of the market which could be achieved through market forces and our support and guidance. These figures do not include unused spaces (vacancies) or new providers opening as it is based on the busiest headcount over the last 3 terms.

Neighbouring LA positions

These position statements represent a single point in a very dynamic process and demonstrate that neighbouring local authorities were all actively working on the issue of childcare sufficiency at the point they were contacted. This demonstrates that other local authorities are working in a similar way to Wokingham – creating new and using available information to better understand local childcare sufficiency.

Bracknell Forest – analysing data at point of contact, but noted that providers had not yet committed.

RBWM – were working on sufficiency at the point this report was drafted..

Buckinghamshire – Concerned at that point that national figures point to an increase in demand of 41% and that available data does not enable the identification of communities that will need additional provision.

Reading – had just appointed an analyst, but the preliminary view is that if all places convert to offer 30 hours demand can be met.

Engagement analysis

Parent Survey data

A parent survey has been completed in April 2017 to better understand the demand for childcare once the increased free childcare entitlement comes into force in September 2017.

The majority of respondents had one pre-school child (292 responses) or two pre-school children (115 responses). Only four respondents had three children.

One child:

Do you intend to increase your working hours as a result of the increase in free childcare provision?	
Yes:	100
No:	191
No response:	1

If yes, how many extra hours do you think you will work per week?	
Between one and five	13
Between six and ten	31
Between 11 and 15	10
Between 16 and 20	23
Between 21 and 25	7
Between 26 and 30	9
More than 30	6

Two children:

Do you intend to increase your working hours as a result of the increase in free childcare provision?	
Yes:	35
No:	79

If yes, how many extra hours do you think you will work per week?	
Between one and five	7
Between six and ten	9
Between 11 and 15	9
Between 16 and 20	3
Between 21 and 25	1
Between 26 and 30	1
More than 30	2

Graphical analysis of parent survey data

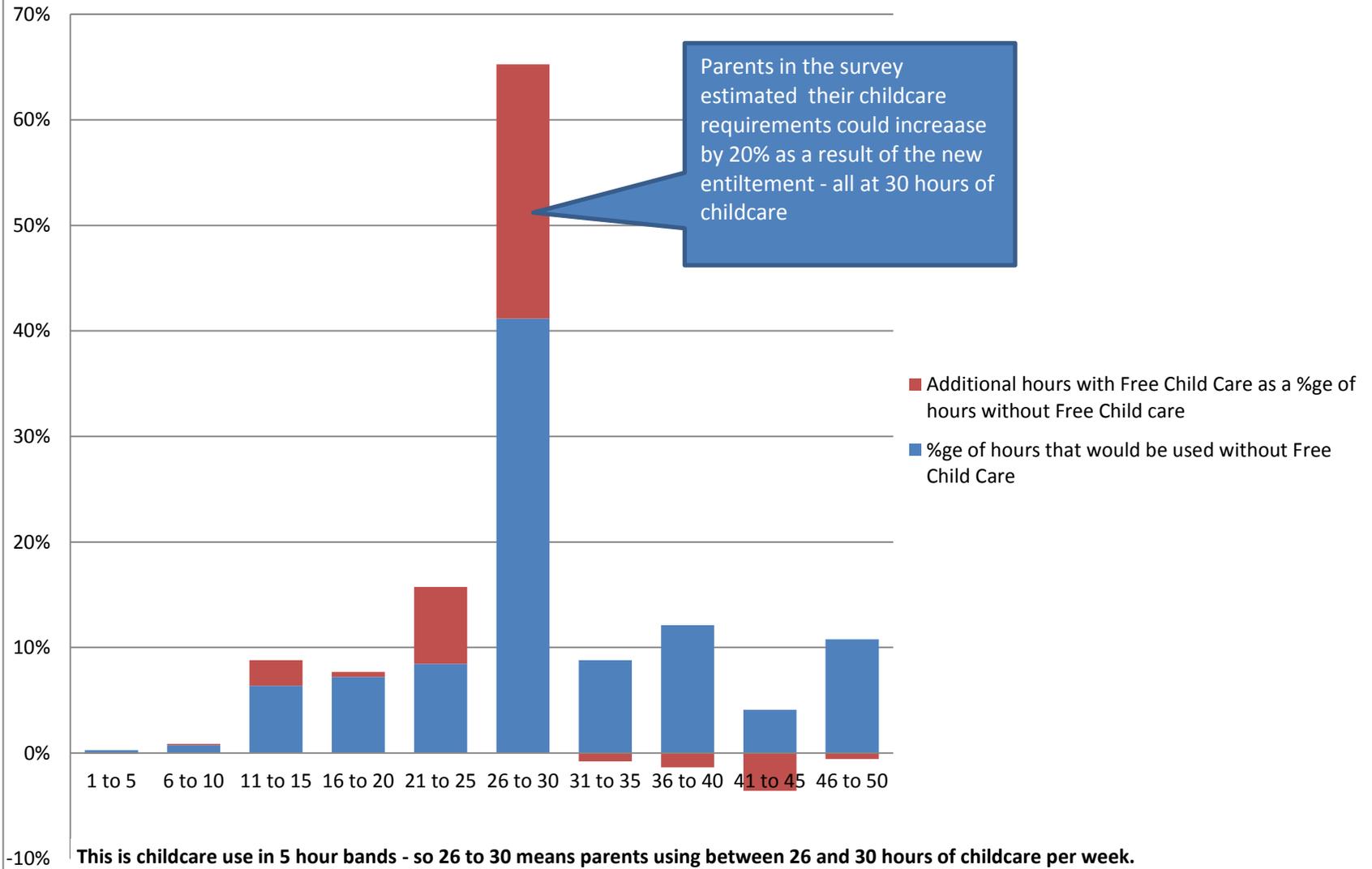
The graph overleaf indicates the possible impact of the parents' plans on the demand for childcare. It shows:

- A significant increase in demand for 30 hour places after the extended offer comes into force (20% increase in demand)
- A significant increase in the number of hours childcare required.

The survey was self-selecting so we cannot know if the parents' intentions will be realised. What it shows is that a significant number of parents intend to take advantage of the free 30 hours and re-enter the workplace or increase their number of hours worked. This cannot tell us how many will seek to convert that intention into action or how many that do so will be successful. It does though indicate that parents intend to seize on the opportunity presented. Given the focus on 30 hours provision and the need to match childcare to real work patterns this must be interpreted as a broad statement of future intention and not worked through childcare and work plans and therefore a peak / "worst case" scenario.

If the significant increase in demand signalled by the survey was realised across the borough then there would be significant pressure on the market to increase capacity in the course of the year. The 7 month period between the implementation of the new entitlement (September 2017) and the peak demand period (from April 2018) (due to the successive "waves" of children becoming eligible after their third birthdays) does mean that providers have a limited period to make adjustments if demand increases to or close to their peak capacity. The speed of the adjustment will depend on the scale of any additional demand – so hiring additional staff can occur relatively quickly but procuring and adapting new premises may take longer.

Parents estimated use of the Extended Entitlement



Market development

Market development summary

The market development section explains some of the forces working on the very large number of small scale providers operating in the borough and the work that Wokingham does to support providers. The level of contact that is maintained as a matter of course gives WBC confidence that it has a reliable view of the likely behaviour of the market particularly when faced with the challenge of the new 30 free hours undertaking.

Brief summary of market and current pressures:

Volatile market characterised by small scale providers, a high level of scrutiny and low profit margins. This leads to a turnover of childcare providers for example where individual providers have a poor Ofsted inspection and as a result children are withdrawn making the provision unsustainable. This is a normal part of the business cycle and is distinct to structural change reflecting a changing market. Increasing parental need for flexible childcare that works to support their working lives has made some restricted hour “packaway” provision using church halls and similar venues unviable.

Current market development activity

This summarises activity by the Early Years Team.

- Survey sent to all group early years providers including schools
- Mixed response to the survey with responses gathered through survey return and through conversation/visits.

For PVI sector:

- 55 (79%) Will either offer or are considering the details of how to implement the offer.
- 26 (37%) have confirmed the full details of their offer.
- 29 (41%) have said they are still considering the details but are likely to offer the entitlement.
- 15 (20%) have said they will not offer the entitlement themselves but have started to work with other providers (e.g. childminders) in order to meet the needs of their parents.
- It is important to note that the 15 that have said they will not offer the entitlement represent only 16% of the actual market due to the low size of some of the settings.
- Reasons for not offering the entitlement are:
 - Premises not available (7 providers)
 - Independent schools - does not fit in with their business model (2 providers)

- Perceived negative financial impact (4 providers)
- Lack of interest within current parents (2 providers)

For the School sector:

- 14 (88%) Will either offer or are considering the details of how to implement the offer.
- 6 (37%) have confirmed the full details of their offer
- 9 (56%) have said they are still considering the details but are likely to offer the entitlement.
- 1 (6%) have said they will not offer the extended entitlement.

For the Childminder sector:

- 35 childminders have registered to offer the entitlement for September. All of whom will either offer the full 30 hours themselves or offer the 15 extra hours sharing provision with another provider. This still creates a 30 hour place.
- In addition there are currently 14 childminders who have requested registration packs in order to register for September 2017.
- Although this represents 21% of the market this is a significant increase to last year where just 9% of the market were registered. The number considering or fully registered is increasing on a daily basis.

Early Years Team Involvement to develop the market.

- Delivered 'Getting Ready for 30 hours' workshops for 63 participants
- Delivered 6 (3 PVI 1 school 2 childminder) in depth 30 hour briefings for a total of 187 participants.
- Offered visits to individual providers to support their decision making process. 18 so far have taken up this offer over the last 3 months.
- Provided telephone/email support for providers throughout their decision making process.
- Developed dedicated section of a website to support providers to make decisions.
- Attended 4 cross border meeting to share information with neighbouring authorities
- Bid for and awarded £20k from the DFE to implement a new portal based headcount process which will ease administrative burdens on providers and the local authority.
- Bid for and was awarded fund for 3 capital projects developing 90 additional 30 hours places over the next year.
- Developed process for providers to check eligible families' eligibility codes.

Future Options analysis

Future options analysis summary

This section considers the range of options considered in the development strategy and explains which ones are proposed to be taken forward into the action plan and which ones are not worth pursuing.

It is clear that existing work to support providers has been successful and it is intended to continue to provide this.

Where opportunities to invest directly or indirectly arise Wokingham will continue to support investment in the early years sector.

Direct Investment

National Funding

Wokingham has secured funding for capital investment in four early years provider in Woodley and in Crowthorne (Wokingham Without) and is working with them to secure implementation of their schemes.

Wokingham funding

Wokingham is investing in additional Early Years premises as part of the Highwood Primary School expansion project to further increase capacity in the Woodley area.

Academies

Waingels College are developing an on-site nursery so this is clearly an approach that will be worth developing.

However, there is no single national or local capital source to help develop Early Years provision on Academy sites. They would need to enter into long term arrangements (probably involving a lease) to enable independent sector nursery providers to be able to secure funds to enable EY providers to invest on school sites. This does though have the potential to allow affordable childcare to be built as providers may be able to benefit from reduced land acquisition costs compared to the cost of securing land or premises on a fully commercial basis.

Wokingham will promote such growth and support Academies that wish to extend their offer on their own sites.

Independent Schools

Four independent schools within the WBC area already provide childcare. Two (2) out of these four schools do not intend to provide the additional 15 hours free childcare.

The schools that do not intend to offer these places have advised that this decision was taken in the light of their particular circumstances.

Wokingham will provide advice and guidance to any Independent School that wishes to extend their offer on their own sites.

Out of Borough Provision

2011 data shows that of 81,790 working residents, only 32,670 live and work in the local authority area. Wokingham has the lowest resident self-containment rate of all Berkshire Unitaries at 33% (the next lowest is 40%). Reading, Bracknell Forest and Windsor and Maidenhead are the top “out” commuting destinations, but the travel to work area is bounded by Newbury in the west, Maidenhead to the north, Windsor to the east and Frimley to the south. Reading is the biggest single destination with 12,616 Wokingham residents working there.

Workplace nurseries or provision close to places of work could therefore have a significant impact on meeting need in the Wokingham area.

Wokingham residents travel to work in so many different directions to a wide range of employers so there is no single organisation that could be partnered with to directly broker local-to-workplace early years provision. However, there is one mechanism that could enable WBC to promote early years provision outside the borough boundaries. This is through the Thames Valley Local Enterprise Partnership (TVLEP). However, this body has not identified provision or promotion of workplace nurseries as a priority for action to date.

It is proposed to raise the issue of childcare support by employers as an issue for consideration by the TVLEP as part of their future works programme.

Action Plan

Action Plan Summary

This section sets out the actions WBC is taking and proposes to take in the future.

It builds on the successful work to date, supporting providers and parents.

Where direct support, aided by national funding, is available Wokingham is directly involved supporting capital investment into the sector.

- Further briefings to child minders and out of school providers April-May 2017
- Individual meetings with schools to maximise use of nursery classes and wraparound care-April / May 2017
- Parent event (to coincide with the introduction of the HMRC checking system-May /June)
- Directory of providers offering 30 hours to be available from May / June and updated regularly
- Publicise to parents through website and social media-May / June 2017
- New capital builds (94 places) to complete August 2017
- Potential for expansion of provision on school sites to be pursued where opportunities arise.
- Potential for expansion of work place provision (including out of borough).

Summary

The analysis underpinning the strategy shows that based on national and local data there is sufficient capacity to implement the extended entitlement and a willingness by providers to explore and deliver the extended entitlement in flexible and innovative ways. The economics of the childcare market are such that they are dependent on additional services and hours to make the provision sustainable.

Wokingham is working with providers and using its own and national resources to ensure as many additional places as possible can be created.

Parents see this a positive innovation and many (1/3 of our sample) clearly intend to increase their number of worked hours. The market will respond, but the ability of providers to create new provision will depend on the scale of the additional need in September. The more gradual the rate of increase the more successful this will be.

TITLE	Peer Review Report
FOR CONSIDERATION BY	Overview and Scrutiny Children's Services June 2017
WARD	None-specific
STRATEGIC DIRECTOR	Judith Ramsden, Strategic Director of People's Services

OUTCOME / BENEFITS TO THE COMMUNITY

Wokingham Children's Services, Thames Valley Police, Berkshire Health care Foundation Trust and West Berkshire CCG invited the Local Government Association Peer Review process to review the agencies joint practice and function on the themes of neglect and domestic abuse.

An LGA Peer Review is a proactive level of audit and scrutiny undertaken by Local Authorities and Partners, as part of a learning culture designed to highlight areas of strength and areas for improvement.

The LGA peer review was undertaken by a multiagency group of professionals experienced in statutory work and the functioning of Local authorities/ Partner Agencies who deliver services to children and families within the Wokingham Borough. The Peer Review took place in the first week of March 2017.

RECOMMENDATION

The report/ presentation is provided for information and for Children's Services Overview and Scrutiny Committee to note the recommendation and outcome of the Peer Review

SUMMARY OF REPORT

The Peer Review team provided comprehensive feedback to the partnership on the thematic areas of domestic abuse and neglect.

Domestic Abuse

Strengths:

- Commitment to tackling DA through the commissioning model and the LSCB
- BWA are highly respected and valued
- Use of group supervision to support workers with complex DA cases
- SoS ensures a safety plan for all DA referrals that meet thresholds
- Named nurse for DA and dedicated midwives for vulnerable families (Poppy)
- Police vulnerability assessment model (ABCDE)
- DARIM arrangements provide an innovative response to victims who do not meet

MARAC thresholds

- Emergency Department consider DA as a routine enquiry for all presentations liaising with CSC where appropriate

Areas for further consideration:

- In refreshing the DA strategy encourage shared ownership
- Is Early Help fully utilised in addressing risk sooner?
- Fully implement Operation Encompass as soon as possible
- How to get other agencies to refer DA cases?
- How to make better use of MARAC and all police powers as part of overall safety plans?
- Review probation contribution at MARAC
- Risk reduction should include an increased offer of services for perpetrators
- How engaged are GPs in identifying and responding to DA?
- What is the impact of the police DA risk assessor vacancy in MASH?

Neglect:

Strengths:

- Social workers know their families well and are committed to maintaining a high level of contact
- Partnership working through Early Help offer in Children Centres is excellent
- Children Centre awareness of the diversity of the population is good and services targeted accordingly
- Children Centre tracking of Early Years foundation stage
- LSCB is active in seeking better understanding of neglect
- Across both primary and secondary care there are good systems in Health to identify and respond to neglect

Areas for further consideration:

- Despite significant investment, waiting times to access CAMHS remain high
- Should the LSCB consider whether developing a neglect strategy could add value?
- Is the extent of inequality understood and acted upon?
- The application of a Neglect assessment tool would assist all frontline staff to understand the threshold for neglect
- Stay curious to ensure there is focus on the needs of the child when considering pastoral support

Background

The Peer Review took place in the first week of March 2017. The team were on site in Wokingham Borough Council and Partner agency sites with a remit to review practice, organisation and systems leadership across the partnership on the themes of Domestic Abuse (DA) and Neglect.

The Peer Review process is a learning opportunity to test the system and invite in a 'critical friend' to look at objective strengths and areas for improvement.

The conclusion of the Peer Review was generally positive and provided some key areas for recommendation:

- Promote group supervision as a multi-agency process for considering complex cases
- In line with the One Public Estate ethos maximise opportunities to share facilities in places that make sense for harder to reach families
- Partnerships should raise awareness in order to identify and seek support for families where Domestic Violence and Abuse is identified
- Raise awareness of and access to the JSNA
- Develop shared understanding of the manifestation of neglect and domestic abuse that recognises the needs of different communities and age groups
- “Development Days” could be opened to the wider partnership to explore common language, shared processes and improved understanding of thresholds
- Develop a communication strategy across partnerships
- Develop a means to articulate and encourage ownership of Early Help as part of the social care continuum

As part of a response to Peer Review actions, Wokingham Children’s Services have addressed the areas for recommended.

FINANCIAL IMPLICATIONS OF THE RECOMMENDATION

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

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

Other financial information relevant to the Recommendation/Decision
None

Cross-Council Implications
n/a

List of Background Papers
None

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Date 01 June 2017	Version No. 1

**CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE
2017/ 2018 WORK PROGRAMME**

DATE OF MEETING	ITEM	PURPOSE OF REPORT	REASON FOR CONSIDERATION	RESPONSIBLE OFFICER / CONTACT OFFICER
12 September	Children's Services Performance Indicators	<ul style="list-style-type: none"> To receive an update and monitor Children's Services performance measured by local indicators 	Standing item to enable the Committee to assess performance and identify areas of concern	Children's Services Performance & Information Team
	School Performance Indicators and Ofsted Reports, School Improvement	<ul style="list-style-type: none"> To receive information on schools' performance, and to review recent Ofsted Report Narrowing the gap – progress report 	Standing item to enable the Committee to assess performance and identify areas of concern	Head of Learning and Achievement
	Schools causing concern – Part 2	<ul style="list-style-type: none"> To receive information about any school(s) causing concern 	Standing item to give an early indication of any school(s) in danger of underachieving	Head of Learning and Achievement

DATE OF MEETING	ITEM	PURPOSE OF REPORT	REASON FOR CONSIDERATION	RESPONSIBLE OFFICER / CONTACT OFFICER
	Social Work – Recruitment and Retention	<ul style="list-style-type: none"> To consider and comment on recruitment and retention strategy 	To enable the Committee to assess the strategy efficiency	Lisa Humphreys
	Engagement and Consultation	<ul style="list-style-type: none"> To review the engagement and consultation 	For information and comments	Lisa Humphreys
	Disability Strategic Work Overview	<ul style="list-style-type: none"> To review the disability strategic work 	For information and comments	Paul Feven
	Children’s Services O&S Committee Forward Programme	<ul style="list-style-type: none"> To consider the forward programme of the Committee 	Standing item	Democratic Services / Luciane Bowker
14 November	Children’s Services Performance Indicators	<ul style="list-style-type: none"> To receive an update and monitor Children’s Services performance measured by local indicators 	Standing item to enable the Committee to assess performance and identify areas of concern	Children’s Services Performance & Information Team

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	Schools causing concern – Part 2	<ul style="list-style-type: none"> To receive information about any school(s) causing concern 	Standing item to give an early indication of any school(s) in danger of underachieving	Head of Learning and Achievement
	Children's Services O&S Committee Forward Programme	<ul style="list-style-type: none"> To consider the forward programme of the Committee 	Standing item	Democratic Services / Luciane Bowker
23 January	Children's Services Performance Indicators	<ul style="list-style-type: none"> To receive an update and monitor Children's Services performance measured by local indicators 	Standing item to enable the Committee to assess performance and identify areas of concern	Children's Services Performance & Information Team

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	Schools causing concern – Part 2	<ul style="list-style-type: none"> To receive information about any school(s) causing concern 	Standing item to give an early indication of any school(s) in danger of underachieving	Head of Learning and Achievement
	Children's Services O&S Committee Forward Programme	<ul style="list-style-type: none"> To consider the forward programme of the Committee 	Standing item	Democratic Services / Luciane Bowker
20 March	Children's Services Performance Indicators	<ul style="list-style-type: none"> To receive an update and monitor Children's Services performance measured by local indicators 	Standing item to enable the Committee to assess performance and identify areas of concern	Children's Services Performance & Information Team

DATE OF MEETING	ITEM	PURPOSE OF REPORT	REASON FOR CONSIDERATION	RESPONSIBLE OFFICER / CONTACT OFFICER
	School Performance Indicators and Ofsted Reports, School Improvement	<ul style="list-style-type: none"> • To receive information on schools' performance, and to review recent Ofsted Report • Narrowing the gap – progress report 	Standing item to enable the Committee to assess performance and identify areas of concern	Head of Learning and Achievement
	Schools causing concern – Part 2	<ul style="list-style-type: none"> • To receive information about any school(s) causing concern 	Standing item to give an early indication of any school(s) in danger of underachieving	Head of Learning and Achievement
	Children's Services O&S Committee Forward Programme	<ul style="list-style-type: none"> • To consider the forward programme of the Committee 	Standing item	Democratic Services / Luciane Bowker

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Agenda Item 12.

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A of the Local Government Act 1972.

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